



WEEK 7 Day 5

**Read Aloud**  
***City Green***  
 Read 5 of 5

<b>Big Ideas</b>	<p>As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.</p> <p>The natural world can improve people’s quality of life and inspire artistic expression.</p>
<b>Unit Question</b>	In what ways do people, animals and plants depend on and impact the environment?
<b>Guiding Question</b>	What are sustainable systems, and how do people make responsible decisions for our earth?
<b>Content Objective</b>	I can compare two stories in order to describe ways that communities can care for the Earth, especially by reusing materials. (R.11.K.b, R.11.K.d, K-ESS3-3)
<b>Language Objective</b>	I can use vocabulary from texts and the curriculum in a collaborative discussion. (L.6.K)
<b>SEL Objective</b>	I can brainstorm ways to collaborate with my community to care for the earth. (Collaborative Problem-Solving)
<b>Vocabulary</b>	<p><b>lot:</b> a piece of land OR a large amount</p> <p><b>bed:</b> an area of ground used for plants and flowers</p> <p><b>property:</b> a thing or things belonging to someone</p> <p><b>petition:</b> a written request by many people that is made to a person in authority</p>

<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● <i>City Green</i>, DyAnne DiSalvo-Ryan</li> <li>● <i>Rainbow Weaver</i>, Linda Elovitz Marshall</li> <li>● <i>City Green</i> vocabulary cards</li> <li>● slides for comparing <i>City Green</i> and <i>Rainbow Weaver</i></li> <li>● Triad, Triad, Share chart, from Week 1, Day 1</li> </ul> <p>Prepare heterogenous triad groups and write them out on the whiteboard for children to reference.</p> <ul style="list-style-type: none"> <li>● Unit Question Chart</li> </ul> <p>On the whiteboard, write:  How did the communities in these two texts work together to be caretakers of the earth?</p> <p>How can communities work together to be caretakers of the earth?</p>
<p><b>Opening</b> 1 minute</p>	<p>Review the texts and set a purpose.  <i>We've read two realistic fiction stories over the last couple weeks: City Green and Rainbow Weaver.</i></p> <p><i>Today we'll think about how the communities in each story were caretakers of the earth. We'll use the words similar and different in order to compare the two stories. Then, we'll share our ideas for how communities can be caretakers of the earth, and how we can be caretakers in our classroom community!</i></p>
<p><b>Text and Discussion</b> 9 minutes</p> <p>slide 2</p>	<p>Invite children to echo read the text on the slide.  <i>Let's hold this question in our mind as we revisit some pages from both stories. First, we'll look back at City Green, then we'll look back at Rainbow Weaver.</i></p>
<p>slide 3</p>	<p><i>How did Marcy and Miss Rosa reuse materials as they worked together to plant seeds?</i></p>
<p>slide 4</p>	<p>Show the illustration and read the text.  <i>How did the community work together here?</i></p>
<p>slide 5</p>	<p>Read the text and invite children to closely view the illustration.  <i>How did the community reuse materials as part of fixing up the lot?</i>  Harvest ideas and encourage children to continue to think about how neighbors reuse materials over the next few slides.</p>
<p>slide 6</p>	<p>Show the illustration without reading the text.  <i>What do you notice about the community here?</i></p>
<p>slide 7</p>	<p>Read the text and invite children to closely view the illustration.</p>

	<p><i>How did the community contribute to Ixchel's idea and care for the earth?</i></p> <p>Harvest ideas.</p>
slide 8	<p><i>How was Ixchel supported by her community?</i></p> <p><i>What was similar and what was different about the ways that the characters in City Green and Rainbow Weaver reused materials?</i></p>
<p><b>Key Discussion and Activity</b> 6 minutes</p>	<p>Invite children to Think, Triad, Share.</p> <p>Prompt 1: <i>How did the communities in these two texts work together to be caretakers of the earth? What was similar and what was different?</i></p> <p>Prompt 2: <i>How can communities work together to be caretakers of the earth?</i></p> <p>As children discuss in triads, encourage children to reference specific details from the texts, as well as connect to their life experiences.</p> <p>Gather children back in the whole group after the reporters share out.</p> <p><i>What are some ideas you have about how our community could work together to care for the earth?</i></p>
<p><b>Closing</b> 1 minute</p>	<p><i>Next week we'll read about some caretakers of the Earth here in Boston- some of whom are kids like you!</i></p>
<p><b>Unit Question Chart</b> 3 minutes</p>	<p>Refer to the Unit Question Chart.</p> <p><i>In what ways do people, animals and plants depend on and impact the environment?</i></p> <p>Share any new thinking in response to the question and add it to the chart. Some emerging ideas might include: communities can be inspired by one person taking action; art can be made with recycled materials; we can reuse materials to solve problems; communities can work together to care for the earth by helping out in different ways.</p>
<p><b>Standards</b></p>	<p><b>R.11.K.b</b> With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p><b>R.11.K.d</b> With prompting and support, compare and contrast two texts on the same topic.</p> <p><b>L.6.K</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><b>K-ESS3-3</b> Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.</p> <p><b>Further explanation:</b> Examples of human impact on land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and</p>

	<p>bottles. Examples could also include what we can do to clean public areas (e.g. beaches, parks, lakes, trails, etc.). Obtaining, Evaluating, and Communicating Information, Developing Possible Solutions, Human Impacts on Earth Systems, Cause and Effect</p>																
<p><b>Ongoing assessment</b></p>	<p>Observe and listen to children’s discussion during the triad and whole group share.</p> <p>Do children use precise language and key details when comparing the two stories?</p> <p>Do children accurately describe both similarities and differences?</p> <p>Do children use comparison language?</p> <p>How do children listen to and build on the ideas of their peers?</p> <p>How do children use vocabulary from the year of K2, particularly when speaking about the concepts of community and about reusing materials?</p>																
<p><b>Center Activities</b></p>	<table border="1"> <tr> <td data-bbox="451 764 678 835"><b>Art Table</b></td> <td data-bbox="678 764 1406 835">Children create sculptures with natural materials.</td> </tr> <tr> <td data-bbox="451 835 678 907"><b>Art Easel</b></td> <td data-bbox="678 835 1406 907">Children paint inspired by <i>City Green</i>.</td> </tr> <tr> <td data-bbox="451 907 678 978"><b>Blocks</b></td> <td data-bbox="678 907 1406 978">Children build gardens.</td> </tr> <tr> <td data-bbox="451 978 678 1079"><b>Dramatization</b></td> <td data-bbox="678 978 1406 1079">Children continue to act out scenes from unit stories.</td> </tr> <tr> <td data-bbox="451 1079 678 1180"><b>Library &amp; Listening</b></td> <td data-bbox="678 1079 1406 1180">Children research gardens.</td> </tr> <tr> <td data-bbox="451 1180 678 1281"><b>Discovery Table</b></td> <td data-bbox="678 1180 1406 1281">Children harvest.</td> </tr> <tr> <td data-bbox="451 1281 678 1352"><b>STEM</b></td> <td data-bbox="678 1281 1406 1352">Children care for their Mini Gardens and Compost</td> </tr> <tr> <td data-bbox="451 1352 678 1453"><b>Writing &amp; Drawing</b></td> <td data-bbox="678 1352 1406 1453">Children write about trees.</td> </tr> </table>	<b>Art Table</b>	Children create sculptures with natural materials.	<b>Art Easel</b>	Children paint inspired by <i>City Green</i> .	<b>Blocks</b>	Children build gardens.	<b>Dramatization</b>	Children continue to act out scenes from unit stories.	<b>Library &amp; Listening</b>	Children research gardens.	<b>Discovery Table</b>	Children harvest.	<b>STEM</b>	Children care for their Mini Gardens and Compost	<b>Writing &amp; Drawing</b>	Children write about trees.
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