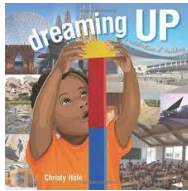
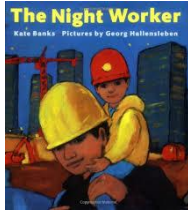


Unit 3: Construction

WEEK 4 At a Glance

Texts



Read Aloud

- Day 1: *The Night Worker*, Read 1
- Day 2: *The Night Worker*, Read 2
- Day 3: *The Night Worker*, Read 3
- Day 4: *Dreaming Up: A Celebration of Building*, Read 1
- Day 5: *Dreaming Up: A Celebration of Building*, Read 2

Centers

- Art Studio Table: Our Boston Design Studio 1 (Day 4- 5)
- Art Studio Easel: Self-Portraits 2 (Day 3-5)
- Blocks: Construction Site 1 (Day 2-5)
- Library & Listening: Researching Architects, Choreographers or Musicians 2 (Day 1-5)
- Discovery Table: Night Workers 1 (Day 2-5)
- STEM: Weight, Force, Stability (Day 1-5)
- Writing & Drawing: Choreography or Musical Composition 2 (Day 1-5)

Writing: Fictional Narrative

- Day 1: The Third Person
- Day 2: The Past Tense
- Day 3: Title and Individual Construction
- Days 4-5: Adding Dialogue

Phonics: Follow Guide

Stations

- Strategic Small Group Instruction
- Reading: Independent and Partner Reading
- Pocket Chart: "Who Built a Home?"
- Listening & Speaking: *The Night Worker*
- Writing: *Homes Around the World, The World is Not a Rectangle*
- Word Work: Matching Pictures with Words, short and long vowels; Say, Tap, Build, Read, and Write; Read, Build, Write Trick Words

Shared Reading: "This is the Way"

Storytelling/ Story Acting: Children dictate stories and act them out.

Math: Follow Guide



ISNA

engineer

<https://sghijabgirl.wordpress.com/2011/01/25/whoever-said-that-wearing-a-hijab-is-a-hindrance-to-ones-hopes-and-dreams/>



survey

<https://reefs.com/2015/07/11/astronaut-takes-a-dive-into-the-new-england-aquarium/>

Read Aloud Vocabulary U3 W4



motion

<https://blog.bodiesinmotion.photo/bim-vi-new-ballet-motions/>

Read Aloud Vocabulary U3 W4

Focus on K2/ K for ME | Boston Public Schools Early Childhood Department P-2/ Maine Department of Ed



stack

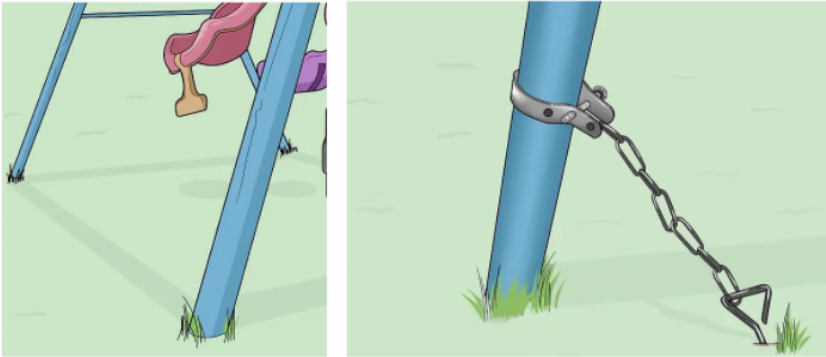
<https://store.redhentoys.com/alphabet-nesting-stacking-blocks-p14.aspx>



shifting

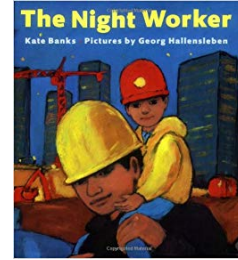
<https://drive.google.com/drive/u/0/folders/1w8Yv9y6iLip03G4hsRonUbN4NVaH9Q1R>, video Ana Vaisenstein

Read Aloud Vocabulary U3 W4



anchor

<https://www.wikihow.com/Anchor-a-Swing-Set>



WEEK 4 Day 1

Read Aloud
The Night Worker
 Read 1 of 3

Big Ideas	People use tools and materials for specific purposes.
Unit Question	What processes help people construct structures, ideas, and works of art?
Guiding Questions	How do people use different tools and materials for different purposes?
Content Objective	<p>I can use key details from the words and illustrations to answer questions about the text. including about the roles of the night workers.(R.4.K, R.11.K.a, R.11.K.c).</p> <p>I can describe the roles of night workers at a construction site. (Global Connections)</p>
Language Objective	I can answer questions about key details from the story in partner and group discussion. (SL.2.K.a)
Vocabulary	<p>engineer: a person who designs and builds machines or public works</p> <p>construction: the process of making or building; something that is made or built</p> <p>survey: to examine, gather, and record information about a topic or an area of land; a tool that gathers data</p> <p>motion: movement</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Night Worker</i>, Kate Banks Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins “Night falls...” ● <i>The Night Worker</i> vocabulary cards
Opening	Introduce the text and set a purpose.

<p>1 minute</p>	<p><i>Today we will read The Night Worker, written by Kate Banks and illustrated by Georg Hallensleben. This story takes place at a construction site. Right now we are learning all about construction. Construction is the process of making or building. A construction site is the place where a new building or structure is being built.</i></p> <p><i>Today when we read The Night Worker, we will learn what it's like at a construction site at night! We'll pay attention to key details in the words and the illustrations in order to learn about the different kinds of roles night workers have at a construction site.</i></p>
<p>Text and Discussion 12 minutes</p> <p>page 1</p>	<p><i>An engineer is a person who designs and builds things.</i></p>
<p>Page 6</p>	<p><i>Based on the reading so far, what are some examples of night workers?</i></p> <p>Harvest several ideas and prompt children as needed by rereading the text and identifying workers in the illustration. Then, invite children to interpret the phrase "night worker."</p> <p><i>What do you think it means to be a night worker?</i></p>
<p>page 10</p>	<p><i>Survey means to look around to get information. While remaining seated, show me how you might survey our classroom.</i></p>
<p>page 16</p>	<p>Invite children to Turn and Talk.</p> <p><i>Based on what we've read so far, what happens at this construction site?</i></p> <p>Highlight children's ideas that reference specific details from the text and illustrations.</p>
<p>page 22</p>	<p><i>We met another night worker. What job does this night worker have?</i></p>
<p>page 32</p>	<p><i>What happens at the end of the story?</i></p>
<p>Key Discussion and Activity 6 minutes</p>	<p>Invite children to Think, Pair, Share.</p> <p>Discussion prompt 1: <i>Why do you think Alex dreams of being a night worker? How do you know?</i></p> <p>Discussion prompt 2: <i>Based on the words and illustrations, what happens at night at a construction site?</i></p>

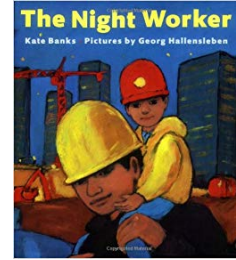
<p>Closing 1 minute</p>	<p><i>Today we read The Night Worker and learned about night workers at construction sites. Tomorrow we will read this story again, paying even closer attention to the illustrations.</i></p>																	
<p>Standards</p>	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how. R.11.K.a With prompting and support, describe the relationship between illustrations and the text. R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts. SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. Global Connections (K) Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans, by identifying how individuals, families, and communities are part of an economy.</p>																	
<p>Ongoing assessment</p>	<p>Listen to children’s responses during the partner and whole group share. Do children reference details from text to support their thinking? Do children make connections to unit content about construction? What do children understand from the text about night workers and construction?</p>																	
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 1098 678 1209">Art Table</td> <td data-bbox="678 1098 1406 1209">Children begin working in the Our Boston Design Studio.</td> </tr> <tr> <td data-bbox="451 1209 678 1283">Art Easel</td> <td data-bbox="678 1209 1406 1283">Children continue to work on self-portraits.</td> </tr> <tr> <td data-bbox="451 1283 678 1356">Blocks</td> <td data-bbox="678 1283 1406 1356">Children build a construction site.</td> </tr> <tr> <td data-bbox="451 1356 678 1430">Dramatization</td> <td data-bbox="678 1356 1406 1430">Children continue to construct a dance or music.</td> </tr> <tr> <td data-bbox="451 1430 678 1541">Library & Listening</td> <td data-bbox="678 1430 1406 1541">Children research architects, choreographers or musicians.</td> </tr> <tr> <td data-bbox="451 1541 678 1652">Discovery Table</td> <td data-bbox="678 1541 1406 1652">Children create the work site from <i>The Night Worker</i>.</td> </tr> <tr> <td data-bbox="451 1652 678 1743">Science & Engineering</td> <td data-bbox="678 1652 1406 1743">Children make particle board.</td> </tr> <tr> <td data-bbox="451 1743 678 1854">Writing & Drawing</td> <td data-bbox="678 1743 1406 1854">Children continue their choreography or musical composition.</td> </tr> </table>		Art Table	Children begin working in the Our Boston Design Studio.	Art Easel	Children continue to work on self-portraits.	Blocks	Children build a construction site.	Dramatization	Children continue to construct a dance or music.	Library & Listening	Children research architects, choreographers or musicians.	Discovery Table	Children create the work site from <i>The Night Worker</i> .	Science & Engineering	Children make particle board.	Writing & Drawing	Children continue their choreography or musical composition.
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Notes

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WEEK 4 Day 2

Read Aloud
The Night Worker
 Read 2 of 3

Big Ideas	People use tools and materials for specific purposes.
Unit Question	What processes help people construct structures, ideas, and works of art?
Guiding Questions	How do people use different tools and materials for different purposes?
Content Objectives	<p>I can explore and explain the meaning of phrases in a story, including figurative language. (R.7.K)</p> <p>I can describe how the author and illustrator of a text work together to tell a story. (R.9.K.a, R.9.K.b, R.11.K.a, R.11.K.c)</p>
Language Objective	I can explore and explain the meaning of nuanced words and phrases, including figurative language. (L.K.5)
Vocabulary	<p>engineer: a person who designs and builds machines or public works</p> <p>construction: the process of making or building; something that is made or built</p> <p>survey: to examine, gather, and record information about a topic or an area of land; a tool that gathers data</p> <p>motion: movement</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Night Worker</i>, Kate Banks ● <i>The Night Worker</i> vocabulary cards
Opening 1 minute	<p>Introduce the text and set a purpose.</p> <p><i>Today we will reread The Night Worker. We will pay close attention to the illustrations, in order to learn even more about construction</i></p>

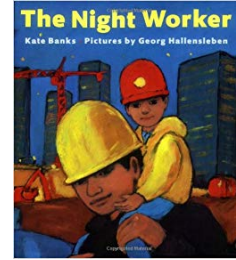
	<p><i>sites and construction vehicles, as well as to help us understand some of the language in the story.</i></p> <p><i>We will closely read some of the phrases that Kate Banks uses to tell the story and to teach us about construction sites.</i></p>
<p>Text and Discussion 12 minutes page 8</p>	<p><i>On this page we learn that Papa works at a construction site. There are several words here that describe the construction site that we might not be familiar with. These are words like “rattle,” “heavy machinery,” and “hollowing earth.” Let’s use the illustrations to help us make sense of these descriptions.</i></p> <p><i>What do you see in the illustrations? Pay attention to all of the details.</i></p> <p><i>How does the illustration help you understand what “heavy machinery” does at a construction site?</i> Harvest several responses.</p> <p><i>What do you think it means that “men are hollowing out the earth?” How can the illustration help you?</i> Harvest a few ideas and prompt children as needed by referring to details in the illustrations.</p>
<p>page 14</p>	<p><i>On these pages the book talks about an excavator. The author uses words we might use to describe a person, like “giant arm” and “sinks its teeth into the earth.”</i></p> <p>Invite children to Turn and Talk and use the illustrations to unpack figurative language.</p> <p><i>What do you notice in the illustrations that helps you understand what an excavator does? Use details to share your thinking with your partner.</i></p> <p><i>Now that you’ve used the illustrations to understand the work of an excavator, what does the author mean by “sinks its teeth into the earth and lets out a groan like a giant rolling over in bed?”</i></p>
<p>page 18</p>	<p><i>On these pages the book talks about a crane. The author used the words “moves its mammoth load across the sky” to describe the work of the crane.</i></p> <p><i>What does a crane do?</i> <i>How does the illustration help you understand a “mammoth load”?</i></p>
<p>page 26</p>	<p>Motion is movement. It’s stopped, so everything is still, like when you hold your breath. That phrase the author used made me feel like</p>

	<i>I was there at the construction site.</i>											
Key Discussion and Activity 6 minutes	<p>Invite children to have a whole group discussion.</p> <p><i>How did the author and the illustrator of The Night Worker work together to depict a construction site at night?</i></p> <p><i>What choices did the author and illustrator make to help us imagine a construction site at night?</i></p>											
Closing 1 minute	<i>Authors and illustrators are so careful about the words and images they choose so that readers understand their stories! Tomorrow we'll have an opportunity to communicate what we have learned from this story.</i>											
Standards	<p>R.7.K With prompting and support, ask and answer questions about unknown words in a text.</p> <p>R.9.K.a With prompting and support, name the author and illustrator of a story and define the role of each in telling the texts.</p> <p>R.9.K.b With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>L.5.K With guidance and support from adults, explore word relationships and nuances in word meanings.</p>											
Ongoing assessment	<p>Listen to children's responses during the partner and whole group share.</p> <p>Do children reference details from text to support their thinking?</p> <p>Do children make connections to unit content about construction?</p> <p>Do children use illustrations to make sense of complex language?</p> <p>Do children explain the relationship between illustrations and words of the text?</p>											
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	Listening	musicians.
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	Writing & Drawing	Children continue their choreography or musical composition.

Notes

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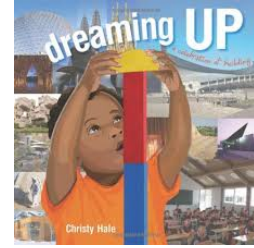
WEEK 4 Day 3

Read Aloud
The Night Worker
 Read 3 of 3

Big Ideas	People use tools and materials for specific purposes.
Unit Question	What processes help people construct structures, ideas, and works of art?
Guiding Questions	How do people use different tools and materials for different purposes?
Content Objective	I can use details from the text to describe night workers, using a combination of drawing, writing, and speaking. (W.3.K.b, W.1.K.b)
Language Objective	I can use construction vocabulary when talking and writing in response to text. (L.6.K)
Vocabulary	<p>engineer: a person who designs and builds machines or public works</p> <p>construction: the process of making or building; something that is made or built</p> <p>survey: to examine, gather, and record information about a topic or an area of land; a tool that gathers data</p> <p>motion: movement</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Night Worker</i>, Kate Banks ● <i>The Night Worker</i> vocabulary cards ● Sentence Frames for Discussion chart, from Unit 2, Week 2, Day 3 ● chart paper, 5 sheets <p>On each sheet, write 2 questions: What do night workers do? Why are night workers important to our community?</p> <p>Children will work in groups of four to write and draw. Plan strategic groupings. Place 4 of the 5 sheets around the room for small group work.</p> <ul style="list-style-type: none"> ● 5 sets of writing tools

<p>Opening 1 minute</p>	<p>Review the text and set a purpose. <i>Yesterday, when we read The Night Worker, we paid attention to the illustrations and the language in the text in order to better understand construction. Today we will be responding to the text with our own drawing and writing.</i></p> <p><i>We will answer 2 questions: What do night workers do? Why are night workers important to our community?</i></p>
<p>Discussion 6 minutes</p>	<p>Gather children for a whole group discussion. Display the Sentence Frames for Discussion chart, as well as one chart with the two questions.</p> <p><i>What do night workers do?</i></p> <p>Flip back to pages of the text that provide evidence for children’s ideas and highlight evidence-based thinking.</p> <p><i>Now let’s think about the next question. Remember to use details from the text to support your ideas.</i></p> <p><i>Why are night workers important to our community?</i></p> <p>Encourage children to use the prompts to build on each other’s thinking.</p> <p>Explain the task. <i>Now we will draw and write in response to these same questions. I have placed five sheets of chart paper around the room for you to write and draw with your classmates.</i></p> <p><i>Think about one night worker you learned about. What does that night worker do? Why is that night worker’s role important to our community?</i></p> <p>Support the small groups to gather around a chart for drawing and writing.</p>
<p>Key Discussion and Activity 12 minutes</p>	<p>Circulate and support children as they respond on their charts.</p> <p>After work time, collect the charts and bring them to the whole group meeting area.</p> <p>Discuss together the trends and patterns in how children expressed their thinking about night workers. Invite children to continue drawing and writing about the same topic during Centers.</p>
<p>Closing 1 minute</p>	<p><i>Today we responded to The Night Worker with our own writing and drawing. We highlighted why night workers might be important in thinking about construction.</i></p>
<p>Standards</p>	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p>

	<p>W.1.K.b Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</p> <p>L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>Global Connections (K) Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans, by identifying how individuals, families, and communities are part of an economy.</p>														
<p>Ongoing assessment</p>	<p>Listen to children’s responses during the whole group discussion and observe children writing.</p> <p>Do children use key details from the text in their writing and drawing?</p> <p>How are children expressing their ideas through writing, drawing, and speaking?</p> <p>How do children work in a group to share chart paper?</p> <p>What do children understand from the text about night workers and construction?</p>														
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 919 678 1024">Art Table</td> <td data-bbox="678 919 1406 1024">Children begin working in the Our Boston Design Studio.</td> </tr> <tr> <td data-bbox="451 1024 678 1098">Art Easel</td> <td data-bbox="678 1024 1406 1098">Children continue to work on self-portraits.</td> </tr> <tr> <td data-bbox="451 1098 678 1171">Blocks</td> <td data-bbox="678 1098 1406 1171">Children build a construction site.</td> </tr> <tr> <td data-bbox="451 1171 678 1245">Dramatization</td> <td data-bbox="678 1171 1406 1245">Children continue to construct a dance or music.</td> </tr> <tr> <td data-bbox="451 1245 678 1350">Library & Listening</td> <td data-bbox="678 1245 1406 1350">Children research architects, choreographers or musicians.</td> </tr> <tr> <td data-bbox="451 1350 678 1455">Discovery Table</td> <td data-bbox="678 1350 1406 1455">Children create the work site from <i>The Night Worker</i>.</td> </tr> <tr> <td data-bbox="451 1455 678 1560">Writing & Drawing</td> <td data-bbox="678 1455 1406 1560">Children continue their choreography or musical composition.</td> </tr> </table>	Art Table	Children begin working in the Our Boston Design Studio.	Art Easel	Children continue to work on self-portraits.	Blocks	Children build a construction site.	Dramatization	Children continue to construct a dance or music.	Library & Listening	Children research architects, choreographers or musicians.	Discovery Table	Children create the work site from <i>The Night Worker</i> .	Writing & Drawing	Children continue their choreography or musical composition.
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Read Aloud
Dreaming Up
 Read 1 of 2

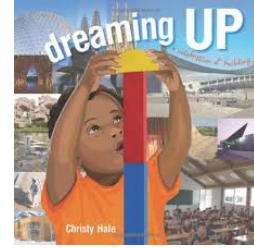
Big Ideas	Construction can be defined as the creation of products, including physical structures and works of art such as stories, dances, theatrical performances, and songs. The construction process can be similar across domains.
Unit Question	What processes help people construct structures, ideas, and works of art?
Guiding Questions	Where do people find inspiration for building, creating, and composing?
Content Objective	I can describe how words and illustrations work together to convey messages about construction. (R.11.K.a, R.11.K.c) I can recognize rhyming words in poems. (R.1.K.a)
Language Objective	I can use the text and illustrations to determine the meaning of key phrases. (R.4.K)
Vocabulary	stack: to arrange things in a pile shifting: changing anchor: to secure firmly fluid: able to flow, able to move easily tower: a tall, narrow building sparkle: to shine brightly with flashes of light solid: firm and stable; not fluid
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Dreaming Up</i>, Christy Hale ● <i>Dreaming Up</i> slides <p>Preview the book and choose 2-3 poems to read beyond those selected in</p>

	<p>the slides. Become familiar with Visual Thinking Strategies (VTS). Refer to the Read Aloud Routines document in Unit 1.</p>
<p>Opening 1 minute</p>	<p><i>We have been talking a lot about construction. Today we will read parts of a book called Dreaming Up. It is written by Christy Hale and it has poems, illustrations, and photographs. These poems, illustrations, and photographs work together to help us think about construction in new ways.</i></p> <p>Set a purpose for the work children will do with Visual Thinking Strategies. <i>To start, we're going to look at a couple of images from the book. We will use the illustrations, photographs, and poems to grow our ideas about construction.</i></p>
<p>Text and Discussion 12 minutes</p> <p>slides 1-3</p>	<p>The questions for the VTS routine are asked one at a time, paraphrasing children's contributions for shared understanding, probing children's thinking, and synthesizing the thinking of the group:</p> <p><i>What's going on in this picture?</i> <i>What do you see that makes you say that?</i> <i>What more can we find?</i> <i>What shapes, colors and materials do you see?</i></p> <p>Show slide 1 without offering any context (from pgs. 1-2: photograph only). Engage in a brief VTS routine to uncover children's initial responses to and ideas about this photograph.</p> <p>Show slide 2 and draw children's attention to the illustration (from pgs. 1-2: illustration and photograph). <i>Does this illustration give us any new ideas about the photograph?</i> <i>Turn and talk to a partner about what you think now.</i></p> <p>Show slide 3 (from pgs. 1-2: illustration, words, and photograph). Read the poem. Then ask the group a few questions. <i>Thumbs up if you notice rhyming in this poem! Which words rhyme?</i> <i>What words are repeated?</i> <i>How do the words on the page look? Why do you think the author wrote the words that way?</i></p> <p>Invite children to turn and talk. <i>What does this short poem add to how you are thinking about construction?</i> <i>Turn and talk with your partner about how the words are working together with the photograph and illustration to give you more ideas about construction.</i></p>

<p>slides 4-6</p>	<p>Show slide 4 without offering any context (from pgs. 11-12: photograph only). Use a brief VTS routine to uncover children’s initial responses to and ideas about this photograph.</p> <p>Show slide 5 and draw children’s attention to the illustration (pgs. 11-12: illustration and photograph). <i>Does this illustration give us any new ideas about the photograph? Turn and talk to a partner about what you think now.</i></p> <p>Show slide 6 and read the poem (pgs. 11-12: illustration, text and photograph). Then, ask the group a few questions. <i>How do the words look on the page? Why do you think the author wrote the words that way? What do you think “fluid with water” means?</i></p> <p>Invite children to turn and talk. <i>What new ideas does this short poem provide you about construction? Turn and talk with your partner about how the words, illustration, and photograph work together to spark your ideas about construction.</i></p>
<p>Book walk</p>	<p>Page slowly through the book in order for children to see all of the image pairings and feel inspired to explore the book during Stations or Centers. If time allows, read 2-3 additional poems.</p>
<p>Key Discussion and Activity 6 minutes</p>	<p>Gather children for a whole group discussion. <i>Before today we read informational reports and stories about homes and construction. How does reading a book with poems, illustrations, and photographs make you think differently about construction?</i></p> <p><i>What message about construction do you think the poet, Christy Hale, is sending us?</i></p> <p>Harvest ideas and prompt children with scaffolded questions such as: How do you think Christy Hale feels about towers? How do you think Christy Hale feels about different building materials?</p>
<p>Closing 1 minute</p>	<p><i>We will continue working with this book tomorrow, and it will be available during Stations and Centers.</i></p>
<p>Standards</p>	<p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text. R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts. R.2.K.a Recognize and produce rhyming words.</p>

	L.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.															
Ongoing assessment	<p>Listen to student responses during the partner and whole group discussion.</p> <p>Do children observe and reference details in photos and illustrations?</p> <p>How do children build off the ideas of their peers in a partner and group discussion?</p> <p>How do children use illustrations to deepen their understanding of the text?</p> <p>Do children describe the relationship between the illustrations and words?</p> <p>Do children recognize rhyming words?</p>															
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Notes



Read Aloud
Dreaming Up
 Read 2 of 2

Big Ideas	Construction can be defined as the creation of products, including physical structures and works of art such as stories, dances, theatrical performances, and songs. The construction process can be similar across domains.
Unit Question	What processes help people construct structures, ideas, and works of art?
Guiding Question	Where do people find inspiration for building, creating, and composing?
Content Objective	I can describe how words and illustrations work together to convey messages about construction. (R.11.K.a, R.11.K.c)
Language Objective	I can use the text and illustrations to determine the meaning of key phrases. (L.4.K)
Vocabulary	<p>stack: to arrange things in a pile</p> <p>shifting: changing</p> <p>anchor: to secure firmly</p> <p>fluid: able to flow, able to move easily</p> <p>tower: a tall, narrow building</p> <p>sparkle: to shine brightly with flashes of light</p> <p>solid: firm and stable; not fluid</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Dreaming Up</i>, Christy Hale ● <i>Dreaming Up</i> vocabulary cards ● <i>Dreaming Up</i> slides, from Day 4 ● Unit Question chart

<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose. <i>Yesterday, we read parts of Dreaming Up. Today, we will read a few more pages to think about how the photographs, illustrations, and poems work together, and how this text might inspire our own constructions.</i></p> <p><i>Yesterday, we were introduced to the poems in the text. A poem is a type of construction- it is designed and written by a poet! As we read today, we will also pay close attention to the words that the poet, Christy Hale, chose to use in her poetry in order to construct her ideas.</i></p>
<p>Text and Discussion 9 minutes slide 9 (pages 9-10)</p>	<p>Show slide 9.</p> <p>As a group, look closely at the pairing of the illustration and photograph. <i>What do you notice?</i> <i>What is the relationship between the photograph and the illustration?</i></p> <p>Elicit a few responses.</p> <p><i>Many of you enjoy constructing with blocks or other materials. How might this photograph inspire you? Turn and talk to a partner.</i></p> <p>Read the poem; then ask the group a few questions. <i>What do you think “anchored with care” means?</i> <i>How do the words on the page look? Why do you think the author wrote the words that way?</i></p> <p>Invite children to Turn and Talk. <i>What are you thinking now? What new ideas about construction do you have after reading the poem?</i></p> <p><i>How does this photograph, poem, and illustration inspire you? What do you feel inspired to do?</i></p>
<p>slide 10 (pages 25-26)</p>	<p>Show slide 10.</p> <p>As a group, look closely at the pairing of the illustration and photograph. <i>What do you notice?</i> <i>What is the relationship between the photograph and the illustration?</i></p> <p>Elicit a few responses.</p> <p><i>How does this photograph inspire you as someone who constructs with blocks or other materials? Turn and talk to a partner.</i></p>

	<p>Read the poem; then ask the group a few questions.</p> <p><i>What does the phrase “solid then open, dark then bright” mean?</i></p> <p><i>How do the words on the page look? Why do you think the author wrote the words that way?</i></p> <p>Invite children to Turn and Talk.</p> <p><i>What are you thinking now? What new ideas about construction do you have after reading the poem?</i></p> <p><i>How does this photograph, poem, and illustration inspire you? What do you feel inspired to do?</i></p>
<p>Key Discussion and Activity 6 minutes</p>	<p>Let’s read more information at the back of the book about the structures we looked at today.</p> <p>Read the selection on Fallingwater and gather children for a whole group discussion.</p> <p><i>What inspires you from this selection?</i> <i>When you share what inspires you, remember to share the specific details that gave you your idea.</i></p> <p><i>Now that we’ve read this information, do you have any new thoughts about the photograph, illustration, and poem we looked at? What are you thinking now?</i></p> <p>Read selection on Sclera Pavilion and gather children for a whole group discussion.</p> <p><i>What inspires you from this selection?</i> <i>When you share what inspires you, remember to share the specific details that gave you your idea.</i></p> <p><i>Now that we’ve read this information, do you have any new thoughts about the photograph, illustration, and poem we looked at? What are you thinking now?</i></p>
<p>Closing 1 minute</p>	<p><i>I can’t wait to see what you construct during Centers, now that we’ve been inspired by the photographs, poems, and illustrations in this book!</i></p>
<p>Unit Question Chart 3 minutes</p>	<p>Refer to the Unit Question Chart.</p> <p><i>What processes help people construct structures, ideas, and works of art?</i></p> <p>Invite children to think about stories as works of art that involve processes of construction. Share any new thinking in response to the question and add it to the chart. Some emerging ideas might include: one person’s</p>

	design or building can inspire another person’s design ideas; buildings can inspire the construction of poetry.															
Standards	<p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>L.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>															
Ongoing assessment	<p>Listen to children’s responses during the partner and whole group discussion.</p> <p>Do children observe and reference details in photos and illustrations?</p> <p>How do children use illustrations to deepen their understanding of the text?</p> <p>How do children make sense of key phrases in poetry?</p> <p>Do children describe the relationship between the illustrations and words?</p> <p>What do children express about their own interests and inspirations related to construction?</p>															
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WEEK 4 Day 4

Art Studio: Design Studio 1

The Art Studio is transformed into the *Our Town* Design Studio for the rest of the Unit. Children consider and create a space where they will continually work on the *Our Town* project. Children share initial ideas for the project.

Big Ideas	The process of design and construction includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. This process includes time to work alone and with others.
Guiding Questions	What processes help people construct structures, ideas, and works of art? Where do people find inspiration for building, creating, and composing? How do people use different tools and materials for different purposes?
Vocabulary	design: to decide how something will look and be, to make a plan or drawing fair: when everyone gets what they need interesting: worthy of attention
Materials and Preparation	<ul style="list-style-type: none"> ● Entry Point Tool (optional) Consider entry points for children using this tool. ● Letter from an important figure, in a sealed envelope, addressed to the class After the Intro to Centers, hang the letter up in the Design Studio. ● Architects Design Studio slides ● Engineering Design Process Visuals, printed out ● Our Town Initial Ideas sheet, ½ sheet per child ● large piece of cardboard, 5-6 pieces. The cardboard will used for <ul style="list-style-type: none"> ○ a “Design Studio” sign ○ vision boards to hold inspirational pieces ○ a base for the <i>Our Town</i> model (ply-wood or the particle board created in the Science and Engineering Center can also be used for a strong base) ● clipboards, 5 ● a few pieces of documentation, children’s work over the past several weeks (e.g., actual work, photographs, picture slideshow, etc.). Ideas include block images, drawings, dications, etc.

	<p>In addition to the materials that typically live in the Art Studio, make sure the following are available and/or replenished:</p> <ul style="list-style-type: none"> ● clear workspace (via the floor, tables, on top of shelves, etc.) ● a clear tabletop or a shelf top where a large model can be housed ● blank paper ● writing tools ● paint and paintbrushes ● a large collection of beautiful stuff, with a variety of materials (e.g., tissue/cereal boxes, large cardboard boxes, canisters, natural materials) <p>Prepare the Design Studio:</p> <ul style="list-style-type: none"> ● On 1 piece of cardboard, write “Design Studio” in large letters using a pencil. Children will paint over the letters to create a sign. ● Create 2-3 vision boards by adhering some documentation to the cardboard. This is only the beginning of the vision boards, therefore, leave open spaces for children to add more over time. Adhere the vision boards to the walls or shelves. ● On the clipboards, include the Our Town Initial Ideas sheet. ● Display the Engineering Design Process visuals. They might be adhered to the wall/shelf. <p>Bring the Letter from an important figure, a clipboard, the draft sign, and one vision board to the Intro to Centers meeting.</p>
<p>Intro to Centers</p>	<p><i>I have a surprise for you, we received a letter! Let’s see whom it is from and what it is about.</i></p> <p>Show the envelope and read the letter inviting the children to construct a model.</p> <p><i>This letter asks an important and hard question. What do you think about this invitation?</i></p> <p>Allow for expressions of excitement and questions.</p> <p><i>We have been talking about construction in our Town. You are all experts. As citizens of this town/neighborhood, we can share our ideas about what will make our city better and more fair. We will take our time to think about and respond to this question over the next several weeks. We will create a model that shows our ideas.</i></p> <p><i>Let’s create a space in our room to work on this project. Our Art Studio has become a Design Studio. When you design something, you think carefully about how to make it. You make plans and consider the best way to approach the task. Our Design Studio will</i></p>

	<p><i>be a place where we can share ideas and inspirations, have discussions, learn more from one another, create plans, and make a model.</i></p> <p><i>Do you remember when we looked at one architects' studio? Let's look at their space again.</i></p> <p>Show slides. Point out the places to talk, the vision board, the designs, the different books, tools, etc.</p> <p><i>What are a few things we may need to include in our Design Studio? Well, to start with, I have clipboards and paper for us to write down our initial thoughts. I've also collected some pictures that describe what we've been working on the last several weeks.</i></p> <p>Show a vision board.</p> <p><i>What else may we need to help us work on the question from (the important figure)?</i></p> <p>Allow for 2-3 responses.</p> <p><i>When you visit the new Design Studio today, take a look around and see if we need any more materials. We are also changing this Center so perhaps a few of you can paint a sign to let everyone know where the Design Studio is.</i></p> <p>Show the draft sign.</p> <p><i>We do some initial thinking about the question from the mayor. You can begin writing or drawing your initial ideas here and I will come help you.</i></p> <p>Show the clipboard.</p>
<p>During Centers</p>	<p>Children look around the space and consider what additional materials should be added to the area.</p> <p>Children create and paint the Design Studio Sign.</p> <p>When visiting the space, take the time to ask individuals, pairs, or small groups of children about their first ideas in response to the mayor's letter and their reasoning. Prompt them to look around at the vision boards. If children are having trouble, help them to make connections to other ideas they've expressed in the past couple of weeks. Refer to the Entry Point tool. Listen to their ideas rather than over-prompting them. Support children to either draw or write (or take their dictations) on the Our Town Initial Ideas sheet. Note that it is not important for every child to complete the sheet. Rather, every child is given an opportunity to talk with an adult about their ideas and their reasons for them.</p>

<p>Facilitation</p>	<ul style="list-style-type: none"> ● How do your friends’ ideas inspire you? ● What does fairness mean to you? ● What do you think would help make things in Boston fairer for children? ● You often tell stories about your family. How can we make Boston fairer for your family? ● You like to go to the playground. Is there something that would make playgrounds in Boston more interesting for children?” ● What is your inspiration? ● What additional materials might we need in this space?
<p>Standards</p>	<p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>SEL Competencies and Skills. Social Awareness. Showing Empathy (Boston)</p> <p>SEL Competencies and Skills. Social Awareness. Recognizing issues of inequity (Boston)</p> <p>SEL Competencies and Skills. Social Awareness.Collaborative problem-solving (Boston)</p>

Our Town Initial Ideas

Name(s): _____

What would make our Town a fairer and more interesting place for children? (words or drawings or dictation)

Our Town Initial Ideas

Name(s): _____

What would make our Town a fairer and more interesting place for children? (words or drawings or dictation)

WEEK 4 Day

Art Easel: Self Portraits 2

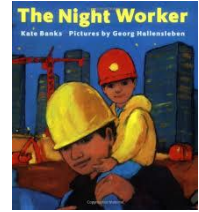
Choosing from a wide array of materials, children make a plan for and begin their self portrait projects. Children provide and receive feedback. If applicable, they use the feedback to continue on with and revise their self portrait projects.

Big Ideas	Construction can be defined as the creation of products, including physical structures and works of art such as stories, dances, theatrical performances, and songs. The construction process can be similar across domains.
Guiding Questions	What processes help people construct structures, ideas, and works of art? Where do people find inspiration for building, creating, and composing?
Vocabulary	<p>notice: to see, to pay attention to something</p> <p>features: a part of something that makes it different from something else</p> <p>represent: to show</p> <p>sketch: a quick drawing that gives an idea of a more finished picture</p> <p>self portrait: a picture of oneself</p> <p>perspective: A perspective is a way to see or think about things. Different people have different perspectives.</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Self Portrait Planning sheets, completed from previous week ● self portraits, from previous week <p>Same materials as previous week. Replenish if necessary.</p> <ul style="list-style-type: none"> ● pencils or thin black markers ● tempera paints (ensure there is enough variety to create accurate skin colors) ● paint cups ● paintbrushes in various thicknesses ● painting paper or heavy paper ● liquid glue or glue sticks ● water ● spoons

	<ul style="list-style-type: none"> ● mixing trays/palettes ● Beautiful Stuff Arrange the Beautiful Stuff in several small baskets. ● clay ● crayons ● colored pencils ● pastels ● markers <p>Display the materials in the Art Studio so that children can easily select their own material.</p> <p>Bring one self portrait from the previous week to Intro to Centers. In deciding on this work, select a child who is ready for and can help model a feedback conversation during the Intro to Centers. It would be helpful if this child's self portrait is still in progress. Bring this child's Self Portrait Planning sheet to the meeting.</p>
Intro to Centers	<p>Show the self portrait from last week.</p> <p><i>Remember that self portraits communicate to others how you see yourself and important features or characteristics you want other people to know about you. We all have important features that are unique.</i></p> <p><i>Last week, we began constructing self-portraits using different kinds of materials. This week, we will continue these projects, making sure that we receive some feedback from our classmates. Let's focus on ____'s work.</i></p> <p>Model and role-play a feedback conversation with the child. Remind children of the Thinking and Feedback protocol and model language that is kind, specific, and helpful. Show how to complete the bottom portion of this child's Self Portrait Planning sheet.</p> <p><i>During Centers, find a classmate or two that will provide additional ideas, or feedback for your self- portraits.</i></p> <p><i>We will continue to add onto or revise our self-portrait projects through this week.</i></p>
During Centers	<p>Children continue to construct self-portraits using a range of self-selected materials. They may add onto their work, or revise it, accordingly.</p> <p>Using the bottom portion of the Self Portrait Planning sheet (below the bold line), encourage children to provide and receive feedback from classmates on their progress so far. Support children's use of language</p>

	<p>that is kind, specific, and helpful when offering feedback. Remind children to respond to feedback when they receive it. Children may use the feedback to revise their work or make new plans.</p> <p>There are many ways the project can unfold for each child. Some possible pathways:</p> <ul style="list-style-type: none"> ● If painting, encourage children to try different brush sizes and to mix new paint colors for accurate representation in their self portraits. Children might want to mix paint to create an accurate skin color, or children may also choose to represent themselves in fantastical colors. Children may need to work over the course of several days. For instance, they may paint their face on the first day and then add features the following days. ● With Beautiful Stuff, children might add additional pieces that continue to intrigue them. Ask children about additional materials they may need. ● With clay, children may construct directly on their papers or build a 3 dimensional representation. Again, if working with clay, the process of sculpting, drying, then painting may take the course of several days. ● Children may very likely mix medium together. <p>Remind children that their work can span several days.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● How did your feedback conversation go? ● How do you use the feedback? ● What are important details you would like to include in your self-portrait? ● How did you choose these materials/media? ● What do you want others to know about you when they look at your self-portrait?
<p>Standards</p>	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.1.K.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SEL. Decision Making. Reflecting (Boston)</p>

<p>Notes</p>



WEEK 4 Day 2

Blocks: Construction Site 1

Inspired by *The Night Worker*, children create a construction site.

Big Ideas	The process of design and construction includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. This process includes time to work alone and with others. People use tools and materials for specific purposes.
Guiding Questions	What do you feel inspired to build, create, or compose, and what materials and tools do you need to complete this project? How do people use different tools and materials for different purposes?
Vocabulary	construction: making or building; things that are made or built structure: something that is built plan: a guide of what to do construction site: the place where a building is built
Materials and Preparation	<ul style="list-style-type: none"> ● varied blocks including unit, foam, hollow, etc. ● construction vehicle ● beautiful stuff ● paper and writing utensils ● clipboards ● <i>The Night Worker</i> text ● ipad, or other technology to document <p>Set up the Block Center so that there is enough space for children to work on their construction site. If possible allow for the construction site to remain up as children work on it.</p>
Intro to centers	<p><i>We have been reading The Night Worker and learning what happens on the construction site where Alex’s papa works.</i></p> <p>Show the text.</p> <p><i>What is something you remember about the construction site?</i></p> <p>Harvest a couple of responses.</p>

	<p><i>This week you can create a construction site in Blocks. We have different kinds of blocks and vehicles you can use.</i></p> <p>Show the material.</p> <p><i>What kind of structure will you build on your construction site? Turn and talk to a partner and share your ideas.</i></p> <p>Think, Pair, Share.</p> <p><i>In the book, they talk about plans for the project. We have been talking about making plans for projects as part of the engineering design process.</i></p> <p>Show the page in the book.</p> <p><i>There is paper and writing tools so you can make a plan for what you are building on the construction site.</i></p> <p>Show the materials.</p> <p><i>Work together as you plan and make decisions about your construction site. It can stay up in Blocks so you can keep adding to it working together. You can document your work with the ipad.</i></p>
During centers	<p>Guide children to plan together for what kind of a construction site they want to have. Help them to think of what they want to build and figure out how to share materials and ideas. Encourage them to use the paper to make plans. If possible, support them to leave the construction site up, so that it will feel like a real construction site where the work goes on for a while.</p>
Guiding Questions	<ul style="list-style-type: none"> ● What kind of structure are you going to build on the construction site? ● What kind of vehicles and machines do you need to make the structure? ● How are you making decisions together? ● How are the plans helping you with your construction?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>Global Connections (K) Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans, by identifying how individuals, families, and communities are part of an economy.</p> <p>SEL.Relationships Skills:Teamwork (Boston)</p>

WEEK 4 Day 3

Dramatization: Dance or Music Recording Studio 2

The Dramatization Center is now transformed into a Dance Studio or Music Recording Studio, a space in which children compose, rehearse and perform solo or ensemble acts.

Big Ideas	The process of design and construction includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. This process includes time to work alone and with others.
Guiding Questions	What process helps you construct structures, ideas, and works of art? Where do people find inspiration for building, creating, and composing?
Vocabulary	<p>choreographer: someone who makes up dances</p> <p>composer: a person who writes and arranges pieces of music</p> <p>musician: someone who plays a musical instrument</p> <p>ensemble: group of musicians, dancers, or actors who perform together</p> <p>solo: a performance done by only one person</p>
Materials and Preparation	<ul style="list-style-type: none"> ● composition template or choreography template (some blank, some completed, from Writing and Drawing) ● paper and clipboards ● writing tools <p>Plan to re-introduce the center, if needed, with any new materials, by inviting an expert (family member or professional community member) to visit the classroom, or by showing documentation (photos or video) of the children’s performances from the previous days.</p>
Intro to Centers	<i>This week you can continue to work on or rehearse in the _____ (dance studio or recording studio) what you have created in the last several days.</i>

	<p>Introduce and show new materials and resources, if any, including documentation from the previous days, or by introducing an expert for inspiration and/or provocation. If you introduce an expert, support children in asking questions and making connections to their research.</p> <p><i>Next week, we'll dedicate two days to perform for an audience so I want you to think about who you would like to invite. I left paper and pencils in the Center so you can make a list of their names.</i></p>
<p>During Centers</p>	<p>Continue to encourage children to first plan their dances/music or songs using the templates used in the Writing and Drawing Center. Children may recruit participants for their dances/songs, teach others their plan, and then participate in friends' dances/songs. Encourage the creation of collaborative dances and the possibility of improvisational dances or moves.</p> <p>As children rehearse/perform their designed choreography/songs/music, talk with them to support connections to their research and to their own experiences. Supply relevant vocabulary and probe for information about children's experiences and feelings about dance, songs and music.</p> <p>Invite children to think about who they would like to invite to their performance the following week. Help children to make a list and to reach out to them (they can also create invitations in the Writing and Drawing Center).</p> <p>Take photos or record video of children playing in the center. Take notes on their statements, questions, and dilemmas and use this documentation to engage them in deeper conversations.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● Who are you pretending to be? What inspired you? ● What costumes or props do you need to ____? ● Will this be a solo or an ensemble act? Why? ● If an ensemble performance: Who will you collaborate with? ● If you don't agree, How will you solve the challenge? ● How will you decide the order of the performers? ● Who do you think in the classroom is an expert at ____ that we can ask for ____ /help with ____? ● What/Who inspired you to perform it like that? ● Is there another way you would like to perform this piece? Why? What will you need for that? ● How does rehearsing/performing this _____ make you feel? Why?

Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Global Connections (K) Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans, by identifying how individuals, families, and communities are part of an economy.</p> <p>Economics (K) Students understand the nature of economics as well as key foundational ideas by describing how people make choices to meet their needs and wants.</p> <p>Personal Finance (K) Students understand the nature of personal finance as well as key foundational ideas by describing how money has value and can be traded for goods and services.</p> <p>SEL.Self-Awareness: Recognizing personal interests and motivation (Boston)</p> <p>SEL.Relationships Skills:Teamwork (Boston)</p>
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Notes

Unit 3: Construction

WEEK 4 Day 1

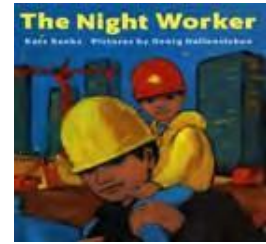
Library & Listening: Researching Architects Choreographers, or Musicians 2

Children organize their research and questions to prepare for the expert visit.

Big Idea	The process of design and construction includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. This process includes time to work alone and with others.
Guiding Question	Where do people find inspiration for building, creating, and composing?
Vocabulary	research: to find out about a topic choreographer: a person who makes up, or constructs dances composer: a person who makes, or constructs music musician: a person who plays a musical instrument architect: a person who designs buildings designer: a person who plans before something is made or built
Materials and Preparation	<ul style="list-style-type: none">● books and video that children have tagged● chart paper● clipboards● paper● writing tools <p>Set a date for the expert visit (possibly for the end of the week). You could use the Intro to Centers or Thinking & Feedback time for the visit. Set out the materials children will need to record their questions for the expert coming.</p>
Intro to Centers	<p><i>Last week you researched _____ and found information that can help us when our expert _____ comes to visit later this week.</i></p> <p>Show children some of the materials they tagged.</p>

	<p><i>This week, you can review what you found interesting in books and videos. Then you can gather your questions and ideas about _____, so that we can share them with our expert when she/he comes in. You can record your ideas and questions by drawing and writing them using clipboards or the chart paper.</i></p> <p>Show children the materials.</p> <p><i>I noticed some of you were interested in learning more about _____. What questions could we ask about that?</i></p> <p>Harvest a couple of responses and record them on the chart paper.</p> <p><i>Work together as you think on what you want to learn more about.</i></p>
During Centers	<p>Support children to refer back to their research as they gather their ideas and questions. As they draw and write, encourage them to use their phonics skills to sound out words and to write them. Encourage children to collaborate and talk with each other about what they want to learn more about.</p>
Facilitation	<ul style="list-style-type: none"> ● What ideas and questions did you get about _____ as you were researching? ● How does researching help you to learn more about _____? ● What do you want to learn more about? ● How do you feel about _____ visiting our classroom? ● What can you do to figure out how to write your questions? ● How does working together help you to think about questions to ask our visiting expert?
Standards	<p>R.11.K.b With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p>R.11.K.d With prompting and support, compare and contrast two texts on the same topic.</p> <p>Global Connections (K) Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans, by identifying how individuals, families, and communities are part of an economy.</p> <p>SEL.Self-Awareness: Recognizing personal interests and motivation (Boston)</p> <p>SEL.Relationships Skills:Teamwork (Boston)</p>

Notes



WEEK 4 Day 2

Discovery Table: Night Worker, part 1

Children act out scenes based on *The Night Worker*, using sand, model vehicles, and props.

Big Ideas	<p>Through using materials and interacting with them, people learn important concepts and gain skills relating to physical science, engineering and technology, and the arts.</p> <p>People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.</p>
Guiding Question	How do people use different tools and materials for different purposes?
Vocabulary	construction site: where a building is built
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Night Worker</i>, Kate Banks Flag the page that begins “Papa pulls into the construction site.” ● sensory/discovery table, or tabletop tubs filled with sand ● small model construction vehicles ● craft/popsicle sticks and/or small twigs (to create the puppets and for play) ● small, flat wooden blocks/planks, 5-10 pieces (e.g., tabletop blocks or Kapla blocks) ● <i>The Night Worker</i> stick puppets Print the images provided onto heavy paper and laminate. Adhere to popsicle sticks. ● spray bottle filled with water ● dustpan and brush for sweeping sand ● gloves, optional ● hardhats for children, optional <p>Gather model vehicles and props that might mimic a construction site (e.g., popsicle sticks or wooden blocks for beams). Fill a spray bottle with water to dampen the sand.</p> <p>For the Intro to Centers, bring a couple of the construction vehicles and</p>

	stick puppets to the Whole Group Meeting area.
Intro to Centers	<p>Show <i>The Night Worker</i>. Show the flagged page.</p> <p><i>When reading The Night Worker, I thought about our Discovery Table, filled with sand. This week, you can create a construction site at the Discovery Table. Look at the materials I have. Use the “me too” signal if you’ve seen some of these vehicles before outside somewhere.</i></p> <p>Show and name some of the items available for play in the sand such as the construction vehicles. Show the stick puppets.</p> <p><i>After you’ve created a construction site, you can then use the props to retell and act out the story The Night Worker.</i></p> <p>Model retelling a piece of the story in your own words and filling in some details not mentioned in the story. Use the props to dramatize the story.</p> <p><i>I will leave the book near the Discovery table for you to access. Also, it might be helpful to ask a friend to help you retell the story. If you decide to work with a partner, remember to discuss what part you will retell and who will play which part.</i></p>
During Centers	Children build construction sites with the sand and props. They retell parts of the book or retell the entire story in its entirety. Support children to reference the text, fill in unknown details, and to act out the different parts.
Facilitation	<ul style="list-style-type: none"> ● What part of <i>The Night Worker</i> do you want to tell? ● Why did you choose these materials? ● What comes next? ● How does the sand feel in between your fingers? ● What additional materials do you need for this part of the story? ● How does communicating with your peers help you retell the story?
Standards	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>SL.1.K.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SEL. Relationships Skills. Effectively Communicating (Boston)</p>

character images from *The Night Worker*

Print the character images onto heavy paper and laminate. Adhere each image to a popsicle stick to create stick puppets.



Papa



Alex

WEEK 4 Day 1

**STEM Investigation 3:
Understanding Weight, Force, Stability**

Children roll three balls of different weights in attempt to knock down a water bottle. Through this Investigation, children will develop an understanding of how the weight of an object affects the amount of force it transfers and how the force impact affects the stability of an object.

Big Idea	Through using materials and interacting with them, people learn important concepts and gain skills relating to physical science, engineering and technology, and the arts.
Guiding Questions	What processes help people construct structures, ideas, and works of art? How do people use different tools and materials for different purposes?
Vocabulary	weight light heavy force
Materials and Preparation	<ul style="list-style-type: none"> ● tennis ball ● wiffle ball ● baseball ● 1 plastic water bottle filled halfway with sand ● painters or masking tape (or other strong tape for marking floor) ● pencils or crayons ● scale ● other everyday materials such as wooden unit blocks, toilet paper tubes, paper cups, plastic cups (for further STEM Exploration) ● chart paper, 2 pieces <p>On one piece of chart paper, write the focus question: How does</p>

	<p>the weight of a ball affect how much force it has to knock down a bottle?</p> <p>Recreate the STEM Investigation 4 Data Sheet on the second piece of chart paper.</p> <ul style="list-style-type: none"> ● writing tools <p>Identify a clean floor space where children can conduct the Investigation (and the following Investigations). Set up the “bowling space.” Use tape to mark two squares on the floor where children will place the objects for each test. In addition, use the tape to mark a line on the floor where children will kneel to roll the balls (approximately 5 feet from the squares).</p> <p>Conduct the Intro to Centers in this “bowling space.”</p>
<p>Intro to Centers</p>	<p>[Conduct the Intro to Centers in the “bowling space.” Have children sit around the space.]</p> <p>Introduce this week’s focus. Point to the focus question and read it aloud.</p> <p><i>This week, we will investigate this focus question, How does the weight of a ball affect how much force it has to knock down a bottle?</i></p> <p><i>What words do we need to understand as scientists in order to answer this question?</i></p> <p>Circle the words: weight, force. Discuss these words.</p> <p><i>How do you think we could investigate this question?</i></p> <p><i>Here are some different kinds of balls that we will use in this Investigation. Which ball feels heavier to you? Which ball feels lighter?</i></p> <p>Pass around the three balls for children to compare. Provide time for children to talk about and investigate the different weights of the balls. Use the scale. Discuss that the wiffle ball is lighter than the tennis ball, and the baseball is heavier than the tennis ball.</p> <p><i>When you go to Blocks this week, you will roll each ball one time towards the water bottle and see if the wiffle ball, tennis ball, or baseball makes it easier to knock down the water bottle. Write down your findings on this chart.</i></p> <p>Show the data chart. Model placing a mark under the column of the ball</p>




	that knocked down the bottle most easily.
During Centers	<p>Children take turns setting up the bottles and knocking them over. To set up each turn, place the water bottle in the square on the floor. Each child will kneel at the tape line and attempt to knock over the water bottle by rolling each type of ball gently: 1.) a wiffle ball 2.) a tennis ball and 3.) a baseball. Children will need to be encouraged to apply the same force for each turn.</p> <p>Children will place an X under the space for which ball or balls successfully knocked down the water bottle.</p> <p>After children have completed the Investigation they can experiment with knocking over a tower built from cardboard boxes, paper towel tubes, or wooden blocks. Children can experiment with knocking down the towers using the different balls.</p>
Facilitation	<ul style="list-style-type: none"> • What do you notice about the way these balls roll? Does one roll more slowly, or more quickly? • What other experiments would you like to try with these different kinds of balls? • Which ball, the wiffle ball or the baseball, is better at knocking down the tower you constructed?
Sharing Our Research	<p><i>How does the weight of a ball affect how much force it has to knock down a bottle?</i></p> <p>Revisit the focus question.</p> <p>Children share their data by counting the X's in each category on each chart. Discuss how successful the different balls were in knocking down the bowling pins. It is likely that there will be more X's in the 'tennis ball' or 'baseball' category. Considering this data, ask children to think about how the weight of the different balls makes a difference in how easy or difficult it is to knock over the water bottle.</p> <p><i>What did you notice?</i></p> <p>Children can share the results of explorations with other materials.</p>
Standards	<p>K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. Further explanation: Examples of patterns could include that animals need to take in food but plants do not, the different kinds of food needed by different types of animals, the requirement of plants to have light, and that all living things need water. Examples could include the pattern a bear makes when preparing to</p>

	hibernate for winter, the seasonal patterns of trees losing and/or keeping their leaves. Analyzing and Interpreting Data, Organization for Matter and Energy Flow in Organisms, Patterns
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STEM Investigation 3 Data Sheet

Prepare the following data collection sheet on chart paper.

Roll Data Sheet

wiffle ball 	tennis ball 	baseball 

Centers U3 W4

WEEK 4 Day 1

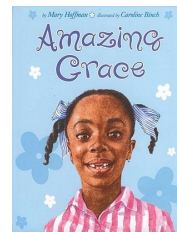
Writing & Drawing: Choreography or Musical Composition 2

Children continue to create a dance or a musical composition and record the step by step process.

<p>Big Ideas</p>	<p>Construction can be defined as the creation of products, including physical structures and works of art such as stories, dances, theatrical performances, and songs. The construction process can be similar across domains.</p>
<p>Guiding Question</p>	<p>What process helps you construct structures, ideas, and works of art?</p>
<p>Vocabulary</p>	<p>choreograph: to make up, or construct, a dance compose: to make, or construct, a piece of music studio: a special place for creating construction: making or building; things that are made or built</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● composition template or choreography template ● paper ● engineering design process visuals slides ● musical instruments ● writing utensils ● video examples, from Library & Listening Center slides ● video of children’s dances or songs ● books about music and dance from the library ● varied music <p>Depending on whether children are creating musical composition or choreographies set up accordingly.</p>
<p>Intro to Centers</p>	<p><i>This week you can continue creating choreography or musical compositions. Here are some examples of what you have been working on. Let’s look at the templates first and then the video of their_____.</i></p> <p>Show first the template, then video.</p>

	<p><i>What do you notice?</i></p> <p>Harvest some responses. Encourage children to make connections and notice similarities. Prompt children to think about ways to improve their work.</p> <p><i>This week you can go back and revise your dances and songs and keep creating new ones. Work together as you are trying them out in the Dance or Music recording Studio. You can use more than one template if you need more steps.</i></p>
During Centers	Support children to revise their original plans or add to them to expand their dance or song. Encourage children to try the steps out to see if they work and invite them to collaborate with each other.
Facilitation	<ul style="list-style-type: none"> ● What kind of song or dance are you creating? ● Is this a fast or a slow song/dance? Is it a solo, duet, or a group? ● What instruments will you need? ● How will you move your body during the beginning of the dance? ● How will the musicians know what to play? ● How will you record that information on your Composition/Choreography Plan? ● How will your song/dance end? ● What kind of music will accompany your dance? How will you add this information to your choreography plan? ● How are you revising your dance or song? What else are you adding to it or changing? ● How does working together help you with your dance or song?
Standards	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>SL.3.K.b Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>SEL.Relationships Skills:Teamwork (Boston)</p>

Notes



Writing Fictional Narrative

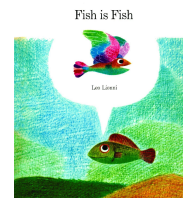
Deconstruction and Revision: The Third Person

Content Objective	I can write a fictional narrative. (W.K.b)
Language Objective	I can write a fictional narrative in the third person. (L..K.a, W.2.K.a)
Vocabulary	<p>fictional narrative: a genre of writing whose purpose is to entertain and to teach about something</p> <p>perspective: a way to see or think about something, point of view</p> <p>the third person: writing that uses pronouns like <i>he, she, it, or they</i></p> <p>report: a genre of writing whose purpose is to organize information about a topic</p> <p>revise: make changes to writing</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Amazing Grace</i>, Mary Hoffman ● Fictional Narrative anchor chart, from Week 1, Day 1 Add Language. ● writing tools ● children’s drawing and writing books and writing folders ● drawing and writing paper in different styles ● Fictional Narrative Observation Tools, from Week 2, Day 5
Opening 1 minute	<i>Today we will learn about another feature of fictional narratives.</i>
Deconstruction 10 minutes	<p style="text-align: center;"><i>Many of the fictional narratives we have read are written from the narrator’s perspective. That means that someone else—not a character in the story—is telling the story.</i></p> <p>Show the cover of <i>Amazing Grace</i>. <i>Amazing Grace is written by Mary Hoffman. Mary Hoffman writes the story of a character named Grace. When she writes, she uses</i></p>

	<p><i>the third person to show that she is writing about other characters—not herself. Remember, writing in the third person means not using words like I or you. When we learned about report, we found out that writers who write reports use the third person to show they are experts on the topic they are writing about.</i></p> <p><i>Let’s read the first page of Amazing Grace to remember what the third person sounds like.</i></p> <p>Read page 1. <i>Who does Mary Hoffman talk about on this page? [Grace, Nana]</i></p> <p><i>Mary Hoffman uses the characters’ names to write about them. She does not include any information about herself.</i></p> <p><i>Let’s add this to our Fictional Narrative anchor chart.</i></p> <p>On the Fictional Narrative anchor chart, under Language, write the third person</p> <p><i>Today, when you go back to your writing, you are going to make sure you used the third person to tell your character’s story.</i></p> <p><i>Think about the story you are writing and about the characters in your story. Play the story in your mind like a movie. Who is in your story? What happens?</i></p> <p><i>When you go back to your writing, make sure you told your character’s story and that you did not include yourself in the story. If you used the words I or you, that means you did not use the third person the whole time. Think about how you can revise parts that are not written in the third person. Ask a friend for help.</i></p>
<p>Individual Construction 18 minutes</p>	<p>Send the children with materials to check their writing. If they did not write in the third person, support them in revising their stories to only be written in the third person. They may need to watch peers dramatizing the story to better understand the perspective of a narrator.</p> <p>Take notes about children’s writing using the Fictional Narrative Observation Tool.</p>
<p>Closing 1 minute</p>	<p><i>Tomorrow we will learn about a different feature of fictional narrative, and you will review and revise your own work to make it even better!</i></p> <p>After the lesson, identify one child’s story that is written in the present tense and who would be willing to get help from the class to change it into past tense on Day 2.</p>

Standards	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>W.2.K.a With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>L.1.K.a Use frequently occurring nouns and verbs.</p> <p>L.1.K.d Use most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with).</p> <p>L.1.K.e Produce and expand complete sentences in shared language activities.</p>
Ongoing assessment	<p>Reflect on the whole group discussion and children’s individual work.</p> <p>Do they understand what the third person is?</p> <p>Do they write using the third person?</p> <p>What strategies help children to write about the characters and not include themselves in the story?</p> <p>Use the Fictional Narrative Observation Tool to record other observations of children’s work.</p>

Notes



WEEK 4 Day 2

Writing Fictional Narrative

Deconstruction and Revision: The Past Tense

Content Objective	I can write a fictional narrative. (W.3.K.b)
Language Objective	I can write a fictional narrative in the past tense. (L.1.K.a, L.1.K.d, L.1.K.e, W.2.K.a)
Vocabulary	<p>fictional narrative: a genre of writing whose purpose is to entertain and to teach about something</p> <p>the third person: writing that uses pronouns like <i>he, she, it, or they</i></p> <p>verb: a word that expresses a physical action, mental action, or state of being</p> <p>tense: the form of a verb related to time</p> <p>revise: make changes to writing</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Fish is Fish</i>, Leo Lionni ● children’s drawing and writing books and writing folders Before the lesson, prepare the presenting child’s work to be seen by all, either by projecting it or by writing it on the board/on a piece of chart paper. ● whiteboard Write the word “jump” in the middle of the board. Leave room to the left of the word to write it in past tense. ● Fictional Narrative anchor chart, from Week 1, Day 1 ● Past Tense Verbs Cards, one copy for each group of children ● blank Past Tense Verbs Cards, copies as needed to support children with writing different past tense verbs ● marker ● writing tools ● drawing and writing paper in different styles ● Fictional Narrative Observation Tools, from Week 2, Day 5
Opening	<i>Yesterday we learned that fictional narratives are written in the</i>

1 minute	third person. Today we will learn about another feature of fictional narratives.
Deconstruction 12 minutes	<p>When the narrator tells the story in a fictional narrative, she often tells something that already happened. When we talk about something that already happened, we use the past tense.</p> <p>Show pages 11-12 of <i>Fish is Fish</i> (the pages that begin “Then one day...”). Listen to the first sentence of this page. Read the first sentence. Leo Lionni uses the verb “jumped” because he is telling an action that already happened. That is the past tense.</p> <p>Point to the word “jump” on the board. Let’s see if we can sound this word out together.</p> <p>This word says “jump.” Frogs jump. I jump. You jump. What would this verb sound like if we were telling someone it already happened?</p> <p>Right! If someone already did that, the word would be “jumped,” just like Leo Lionni wrote. The word “jumped” looks like this.</p> <p>Write the word “jump” on the board to the left of the other “jump.” It starts the same way as “jump,” but then you add “e” and “d” to the end to show it already happened.</p> <p>Add -ed to the end of the word. Now this word says “jumped,” and it shows us that it already happened. The frog jumped in the water. A lot of times you can add “-ed” to the end of a word to make it in the past tense.</p> <p>Let’s look at another example.</p> <p>Read the first page of the book. On this page Leo Lionni uses two verbs in the past tense. He says “...there <u>was</u> a pond...,” because he is writing about something that already happened. If he was writing about something happening now, he would have written “...there <u>is</u> a pond...”</p> <p>In the next sentence Leo Lionni says “They <u>were</u> inseparable friends.” Again, he is writing about something that already happened. If he was telling the reader that it was happening now, he would have written “They <u>are</u> inseparable friends.”</p> <p>Show the Past Tense Verb Cards for “was.” This word says “was.” You might use this word in your writing, and this card is available to help you write it.</p> <p>Repeat the process for the Past Tense Verb Card for “were.”</p> <p>Let’s add that information to our chart.</p>

	Under Language write past tense verbs
Joint Revision 8 minutes	<p>_____ [<i>presenting child</i>] is going to share his work. Listen to hear if it is written in the past tense, telling a story that already happened.</p> <p>Have the presenting child share his work. Review with the class which parts (if any) are written in the past tense, and which are not. Decide together how to change the verbs into past tense.</p> <p><i>Today, when you go to write, you will review your story to see if it is written in the past tense, showing that the story already happened. These cards might help you write some important verbs in the past tense.</i></p> <p>Hold up and read the Past Tense Verbs Cards.</p> <p>Show the Blank Past Tense Verbs Cards. <i>I also have blank cards, where we can write any other verbs you need to put in the past tense.</i></p>
Individual Construction 8 minutes	<p>Send the children with materials to check their writing. If they did not write in past tense, support them in telling their stories in the past tense, and then in revising their verbs to match. Write verbs in the past tense on the blank cards to support children’s revisions.</p> <p>Take notes about children’s writing using the Fictional Narrative Observation Tool.</p>
Closing 1 minute	<i>Tomorrow we will learn about a different feature of fictional narrative, and you will review and revise your own work to make it even better!</i>
Standards	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>W.2.K.a With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>
Ongoing assessment	<p>Reflect on the whole group discussion and children’s individual work.</p> <p>Do they understand what the past tense is?</p> <p>Do they tell stories using the third person?</p> <p>What do they understand about changing verbs to the past tense (adding -ed, irregular verbs, etc.)?</p> <p>What support do they need to write in the past tense?</p> <p>Use the Fictional Narrative Observation Tool to record other observations of children’s work.</p>

Notes

A large empty rectangular box with a black border, intended for taking notes.

Past Tense Verbs Cards

went

was

were

had

Past Tense Verbs Cards

Unit 3: Construction

WEEK 4 Day 3



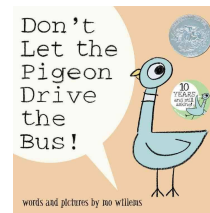
Writing Fictional Narrative
 Deconstruction: Title
 Individual Construction

Content Objective	I can write a fictional narrative. (W.3.K.b)
Language Objective	I can describe what I notice about the titles of fictional narratives. (SL.1.K.a)
Vocabulary	fictional narrative: a genre of writing whose purpose is to entertain and to teach about something title: the name of a piece of writing
Materials and Preparation	<ul style="list-style-type: none"> ● fictional narrative mentor texts: <i>Fish is Fish</i>, Leo Lionni; <i>Big Al and Shrimpy</i>, Andrew Clements & Yoshi; <i>Amazing Grace</i>, Mary Hoffman; <i>Chrysanthemum</i>, Kevin Henkes; <i>The Name Jar</i>, Yangsook Choi, <i>Lon Po Po</i>, Ed Young ● writing tools ● blank paper, one piece for each child ● children’s drawing and writing books and writing folders ● drawing and writing paper in different styles ● Fictional Narrative Observation Tools, from Week 2, Day 5 ● Past Tense Verbs Cards, from Day 2, for children’s reference
Opening 1 minute	<i>You all have been working so hard to write and revise your fictional narratives! Today we are going to learn about the titles of fictional narratives, and you will write your own title and continue your work.</i>
Deconstruction 8 minutes	Arrange the children and book covers so that all can see the titles. For example, gather the children on the perimeter of the rug, and put the books in the middle of the rug.

	<p><i>Let's review the titles of these fictional narratives. As you listen, think about what you notice. What is the same about the titles? What is different?</i></p> <p>Point to each book and review its title.</p> <p><i>Think, Pair, Share: What is the same about the titles? What is different?</i></p> <p>Harvest the children's ideas. If it does not come up in conversation, highlight the authors' use of character names in the the titles.</p> <p><i>The titles of fictional narratives give the reader a clue about what the story will be about, without giving away the whole story. They are also written to be interesting to the reader.</i></p> <p><i>Your first job when you go to write today is to think of a title for your fictional narrative. Remember to give a clue about what the story will be about, without giving it all away. You might want to include your character's name in the title. Everyone will get a blank sheet of paper to be the front cover of your fictional narrative book. You can write your title on that paper.</i></p>
<p>Individual Construction 20 minutes</p>	<p>Send the children with writing materials, folders, and blank sheets of paper. As children work, circulate to support them. After they write their titles, guide them to continue work on the rest of their fictional narratives, adding to their stories and revising for the third person and the past tense, as necessary.</p> <p>Take notes about children's writing using the Fictional Narrative Observation Tool.</p> <p>Identify one child's story that would benefit from adding dialogue on Day 4.</p>
<p>Closing 1 minute</p>	<p><i>Reading all of these great titles really makes me want to read more of your stories! Tomorrow we will continue our work with fictional narratives.</i></p>
<p>Standards</p>	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>Reflect on the whole group discussion and children's individual work. What do children understand about the titles of fictional narratives? How do they apply this knowledge to writing their own titles?</p> <p>Use the Fictional Narrative Observation Tool to record other observations</p>

of children's work.

Notes



Writing Fictional Narrative

Deconstruction and Joint Construction: Adding Dialogue

Content Objective	I can plan for adding dialogue to a story. (W.K.3)
Language Objective	While dramatizing a story, I can add dialogue in a clear voice. (SL.K.6)
Vocabulary	<p>dialogue: conversation between two or more characters</p> <p>fictional narrative: a genre of writing whose purpose is to entertain and to teach about something</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Fictional Narrative anchor chart, from Week 1, Day 1 ● <i>Don't Let the Pigeon Drive the Bus</i>, Mo Willems ● writing tools ● children's drawing and writing books and writing folders ● Fictional Narrative Observation Tools, from Week 2, Day 5
Opening 3 minutes	<p><i>Writers make their stories more interesting and tell more about their characters by adding dialogue. Dialogue is a conversation between two or more characters in a story.</i></p> <p>Add "dialogue" to the Language section of the Fictional Narrative anchor chart.</p> <p><i>One way to add dialogue is to use speech bubbles. Speech bubbles are like the thought bubbles we wrote for Lon Po Po.</i></p>
Deconstruction 10 minutes	<p>Show <i>Don't Let the Pigeon Drive the Bus</i>.</p> <p><i>In this book, Mo Willems tells the whole story using dialogue! And he uses speech bubbles to show which characters are speaking.</i></p> <p>Read as much of the book as time allows to illustrate telling a story through dialogue, using speech bubbles.</p>

<p>Individual Construction 19 minutes</p>	<p><i>Now it's your turn to try adding dialogue! Choose one part of your fictional narrative where you would like to add dialogue. Dramatize that part with your partner to figure out what you want the characters to say. Then add dialogue to the words or to the illustration.</i></p> <p>Send the children to work with writing tools and folders. As children write, circulate to support them. Take notes about children's writing using the Fictional Narrative Observation Tool.</p>
<p>Closing 1 minute</p>	<p><i>Today you worked to add dialogue to your fictional narratives! Next we will publish your work.</i></p>
<p>Standards</p>	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic. SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p>Ongoing assessment</p>	<p>Consider the following questions: How comfortable are children with creating dialogue? Where do they include the dialogue (in the sentences or using speech bubbles)? Which verbs do children choose to indicate characters are speaking? How does the dialogue enhance the writing?</p>

WEEK 4 Day 5

Writing Fictional Narrative
Revising and Publishing

Content Objective	I can revise my writing to fit the purpose, structure, and language of fictional narrative. (W.2.K.a, W.3.K.b) I can prepare my writing for an audience. (W.3.K.b)
Vocabulary	revise: make changes to writing publish: to prepare writing for an audience fictional narrative: a genre of writing whose purpose is to entertain and to teach about something
Materials and Preparation	<ul style="list-style-type: none"> ● writing tools ● children’s drawing and writing books and writing folders ● drawing and writing paper in different styles ● Fictional Narrative Observation Tools, from Week 2, Day 5 <p>Before the lesson, arrange partners or partnership with another class (or another audience) so that children can share their fictional narratives.</p>
Opening 1 minute	<i>Today you will revise and publish your fictional narratives and share them with an audience!</i>
Individual Construction 10 minutes	As children work independently, meet with small groups or with children independently.
Closing 10 minute	<i>In just a minute, you will be given a partner. Sit side by side with your buddy. Read your story, and show your illustrations.</i> Pair children. Circulate to support children as they share their work. Repeat the process with different pairings, as time allows.
Standards	W.K.3. Use a combination of drawing, dictating, writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes. W.K.5. With guidance and support from adults, respond to questions and

	suggestions from peers and add details to strengthen writing as needed. SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
Ongoing assessment	Review children’s published work for clarity.

Notes

Unit 3: Construction

WEEK 4

Stations

Station	Activities	Materials Add writing and drawing tools at each station.
Strategic Small Group Instruction	Dedicate the majority of Stations time to strategically targeted small group instruction.	
Reading	Independent and Partner Reading	<ul style="list-style-type: none"> ● collection of high-interest picture books, including books on the topic of study (construction)
Pocket Chart	“Who Built a Home?”	<ul style="list-style-type: none"> ● “Who Built a Home?” sentence strips ● pocket chart and pointer ● “Who Built a Home?” on chart ● “Who Built a Home?” child copies
Listening & Speaking	Talk Time	<ul style="list-style-type: none"> ● Week 4 Talk Time image and prompt ● 1-minute sand timers, optional
	Listen and Respond	<ul style="list-style-type: none"> ● technology for listening to recorded text ● <i>The Night Worker</i> recording ● <i>The Night Worker</i>, Kate Banks ● conversation prompts, cut apart
Writing	<i>Homes Around the World, The World is Not a Rectangle</i>	<ul style="list-style-type: none"> ● <i>Homes Around the World</i>, Max Moore ● <i>The World is Not a Rectangle</i>, Jeanette Winter ● writing prompt sheet, one copy for each child
Word Work	Matching Pictures with Sounds, short and long a	<ul style="list-style-type: none"> ● Matching Sheets, 5 copies ● Word Cards, 5 sets, cut apart ● Picture Cards, 5 sets, cut apart ● envelopes, one for each set of cards
	Say, Tap, Build, Read, and Write	<ul style="list-style-type: none"> ● Say, Tap, Build, Read Sheets, one for each child ● letter tiles
	Read, Build, Write Trick Words	<ul style="list-style-type: none"> ● Read, Build, Write Sheets, one for each child ● magnetic letters or letter tiles

Talk Time Week 4



Listening & Speaking Station: Talk Time U3 W4

Focus on K2/ K for ME | Boston Public Schools Early Childhood Department P-2/ Maine Department of Ed

Look again at this photo of a house being built.
How do you think the builders get their materials
to the second floor?
What tools or machines might they use?

Look again at this photo of a house being built.
How do you think the builders get their materials
to the second floor?
What tools or machines might they use?

Look again at this photo of a house being built.
How do you think the builders get their materials
to the second floor?
What tools or machines might they use?

Look again at this photo of a house being built.
How do you think the builders get their materials
to the second floor?
What tools or machines might they use?

The Night Worker

Why do you think Alex dreams about being a night worker? How do you know?

The Night Worker

Why do you think Alex dreams about being a night worker? How do you know?

The Night Worker

Why do you think Alex dreams about being a night worker? How do you know?

Name: _____

**Writing Station: *Homes Around the World,
The World is Not a Rectangle***

Choose one or more building materials. Draw them.

What would you build with these materials? Draw your building.

Label your drawing.



Writing Station U3 W4

Picture Cards Short and Long Vowel /a/



Word Work Station U3 W4

Word Bank

cap

cape

back

bake

rack

rake

bat

bait

tap

tape

mat

mate

Matching Pictures with Sounds Sorting Sheet

Place pictures with **short a** sound and **long a** sound in each column.

ă like măd 	ā like cāke 

Name: _____


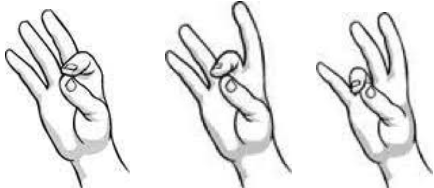


Say	Tap	Build	Read
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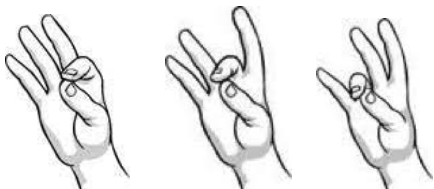


Say the word.


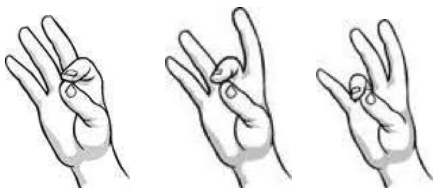

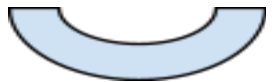
Tap the sounds.

Build the word.

Read the word.

			
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 <small>the Struck</small>			
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Name: _____

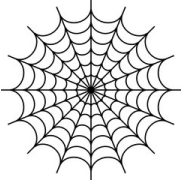



Say	Tap	Build	Read
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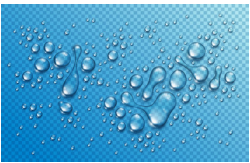
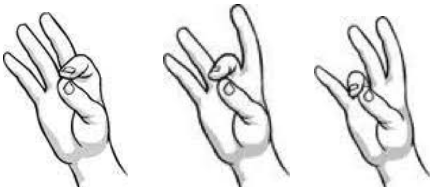


Say the word.





Tap the sounds.

Build the word.


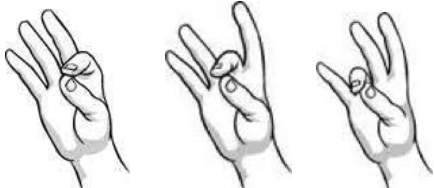



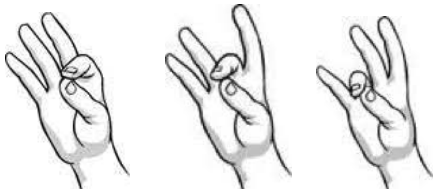


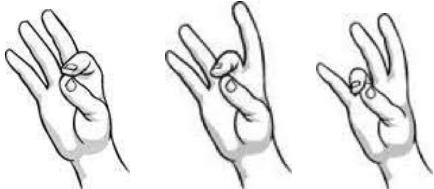


Read the word.

			
---	---	---	---

			
---	---	---	---

			
---	---	---	---

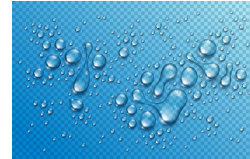
Name: _____

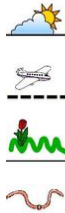
Say	Tap	Build	Read
Say the word.	Tap the sounds.	Build the word.	Read the word.
			
			
			

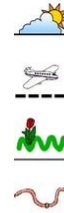
Name: _____

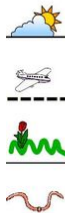
Write it!

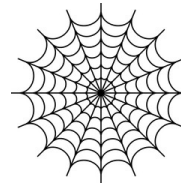






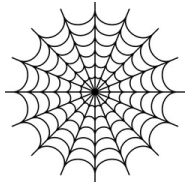






Word Work Station U3 W4

Word Bank



web



pit



kit



rug



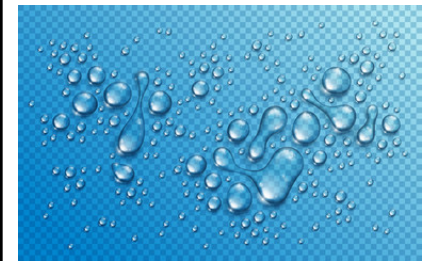
wig



zap















pod















wet

Name: _____

Word Work Station

Read the word	Build the word	Write the word
and		 _____  -----  _____  _____
are		 _____  -----  _____  _____
to		 _____  -----  _____  _____

Read the word	Build the word	Write the word
the		   
a		   
my		   

WEEK 4

Shared Reading

<p align="center">“This is the Way” Sung to the tune of “Here We Go ‘Round the Mulberry Bush”</p>		
<p>Standards: R.2.K.d R.3.K.a R.3.K.c R.3.K.d L.2.K.c</p>	<p>This is the way we use our tools, Use our tools, use our tools.</p> <p>This is the way we use our tools so early in the morning.</p> <p>This is the way we hit the nails, Hit the nails, hit the nails.</p> <p>This is the way we hit the nails So early in the morning.</p>	<p>This is the way we chop the wood, Chop the wood, chop the wood.</p> <p>This is the way we chop the wood so early in the morning.</p> <p>This is the way we drill a hole, Drill a hole, drill a hole.</p> <p>This is the way we drill a hole so early in the morning.</p>
<p>Session 1</p>	<p>Opening: <i>When we first came to school in September, we sang “This is the Way We Go To School.”</i> <i>Today we will learn a new version of this song, about using tools.</i> <i>What are some tools you know about?</i> <i>Let’s see what tools are mentioned in this song!</i></p> <p>Fluency: Teach the song by singing it in its entirety, while tracking print with a pointer and singing with expression. Children will be able to chime in, as many lines repeat.</p> <p>Meaning Making: <i>This song describes actions that tools make, but it does not actually name the tools used.</i> <i>What tools do the workers in this song use, and how do you know?</i></p> <p>Language Conventions: <i>When we write sentences, we use a capital letter at the beginning.</i> <i>Poems and songs often don’t follow the rules of when to capitalize.</i> <i>Where do we see the capital letters in this song?</i> Invite children to notice capital letters at the start of every line.</p>	

“This is the Way”

Sung to the tune of “Here We Go ‘Round the Mulberry Bush”

Standards:

R.2.K.d
R.3.K.a
R.3.K.c
R.3.K.d
L.2.K.c
L.3.K

This is the way we use our tools,
Use our tools, use our tools.

This is the way we use our tools
so early in the morning.

This is the way we hit the nails,
Hit the nails, hit the nails.

This is the way we hit the nails
So early in the morning.

This is the way we chop the wood,
Chop the wood, chop the wood.

This is the way we chop the wood
so early in the morning.

This is the way we drill a hole,
Drill a hole, drill a hole.

This is the way we drill a hole
so early in the morning.

Session 2**Fluency:**

Invite children to echo-sing one stanza at a time, and then sing the song together in its entirety.

Letter-Sound Awareness and Phonics:

As we have been learning, some words have two or more sounds at the beginning, and those sounds get blended together but still make their own sounds, like “/s/-/t/--/o/--/p/.

Some times we hear one sound, but the sound is made with two letters.

Say the word “chop,” without pointing it out in the poem.

What sound do you hear at the beginning of “chop?”

That’s right- we hear /ch/. It’s a sound called a digraph.

Write the word “chop” on a whiteboard and read it out loud.

We do not read it /k/-/h/-/o/-/p/. Instead, we have to notice “ch” together which makes the one sound /ch/.

Refer to the letter-sound digraph cards as needed. (Note that Foundations teaches digraphs a few weeks later, so this will serve as exposure.)

What other words can you think of that start with the sound /ch/ sound?

Write words the children share on the whiteboard, underlining ch.

Phonological Awareness:

We are going to continue to notice sounds in the middle of words.

Tap out all the sounds in the word “hit” and figure out the middle sound.

Invite children to tap out the three sounds on their arms.

What is the middle sound? (/i/)

Repeat the same exercise with “hole” and “drill.”

Let’s also review a few ending sounds in words.

What is the ending sound in “hit?”

What about the ending sound in “this?”

“This is the Way”

Sung to the tune of “Here We Go ‘Round the Mulberry Bush”

Standards:

R.2.K.d
R.3.K.a
R.3.K.c
R.3.K.d
L.2.K.c
L.3.K

This is the way we use our tools,
Use our tools, use our tools.

This is the way we use our tools
so early in the morning.

This is the way we hit the nails,
Hit the nails, hit the nails.

This is the way we hit the nails
So early in the morning.

This is the way we chop the wood,
Chop the wood, chop the wood.

This is the way we chop the wood
so early in the morning.

This is the way we drill a hole,
Drill a hole, drill a hole.

This is the way we drill a hole
so early in the morning.

Session 3**Phonological Awareness:**

Cover the song so that children do not see the print.

You are experts at noticing the sounds in words and blending the sounds together to say a word. I am going to say the sounds of a word and you will blend them together into the word.

Say “/t/---/oo/---/l/---/z/” with a long pause in between each sound.

What word is that? (tools)

Repeat the same exercise with the words “nails” and “wood.”

Fluency:

Show the song and invite children to sing it in its entirety.

Phonics:

Write the words “hit” and “chop” at the top of a T-chart. Read the words.

What vowel sounds do you hear in each word?

I’m going to say a new word, and you tell me which column it goes in: the short i or short o column. Then you’ll help me spell the word and write it in its column.

Say the words “bit,” “top,” “fit,” “mop,” and invite children to identify the proper column for and then spell each word.

Word Recognition:

“So” is a new high frequency word in this song. If you know “so,” it helps you read this high frequency word [point at “go” but do not read it aloud.]

What word is it?

The letter o makes the long o sound in both “go” and “so.”

There is another high frequency word in this song. Who can find “this?”

“This” has a digraph, just like “chop.” The letters “t” and “h” come together to make one, new sound.

Extensions	<p>Phoneme blending practice: Invite children to stand and then crouch down a bit as you say each sound in words with 3 and 4 phonemes. Once they are crouched near the ground they can jump up and shout the word. Model this with the word “jump.”</p> <p>Sentence reading practice: Write decodable sentences on the board with CVC words. Invite children to read them for fluency practice. Also invite them to identify the high frequency words and write them on their own whiteboards.</p> <ul style="list-style-type: none">- Mom is mad.- Tim got wet.- It is not hot.
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Name: _____

Date: _____

This is the Way

This is the way we use our tools,
Use our tools, use our tools.
This is the way we use our tools
So early in the morning.

This is the way we hit the nails,
Hit the nails, hit the nails.
This is the way we hit the nails,
So early in the morning.

This is the way we chop the wood,
Chop the wood, chop the wood.
This is the way we chop the wood,
So early in the morning.

This is the way we drill a hole,
Drill a hole, drill a hole.
This is the way we drill a hole,
So early in the morning.