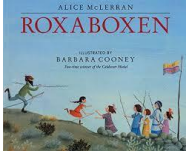


Unit 3: Construction

WEEK 7 At a Glance

<p>Text</p> 	<p>Read Aloud</p> <p>Day 1: <i>Roxaboxen</i>, Read 1 Day 2: <i>Roxaboxen</i>, Read 2 Day 3: <i>Roxaboxen</i>, Read 3 Day 4: <i>Roxaboxen</i>, Read 4 Day 5: Poem: <i>How to Write a Poem</i>, Read 1</p>
	<p>Centers</p> <p>Art Studio Table: Our Boston Design Studio 4 (Days 2- 5) Art Studio Easel: Draft House and Building Plans 2 (Days 1 -5) Blocks: Inspired by <i>The Little Red Fort</i> 2 (Dasy 1-5) Dramatization: Acting Scenes from <i>Roxaboxen</i> 1 (Days 3-5) Library & Listening: Classroom Research 2 (Days 2-5) Discovery Table: Inspired by <i>Roxaboxen</i> (Days 3-5) Writing & Drawing: Stories in Imaginary Places (Days 4-5)</p>
	<p>Writing: Procedure</p>
	<p>Phonics: Follow Guide</p>
	<p>Stations</p> <p>Strategic Small Group Instruction Reading: Independent and Partner Reading Pocket Chart: “Here Come the Construction Vehicles” Listening & Speaking: Talk Time; Listen & Respond (<i>Roxaboxen</i>) Writing: <i>The Little Red Fort</i> Word Work: Matching Pictures with Sounds (short/long e); Matching Pictures with Words; Word Hunt</p>
	<p>Shared Reading: “The Generous Little Red Hen”</p>
	<p>Storytelling/ Story Acting: Children dictate stories and act them out.</p>
	<p>Math: Follow Guide</p>



traced

<https://www.youtube.com/watch?v=5DsscPtm56g>



bordering

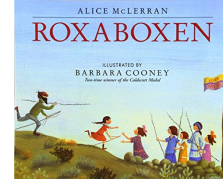
Illustration from Roxaboxen by Barbara Cooney

Read Aloud Vocabulary U3 W7



plain

<https://en.wikipedia.org/wiki/Bagel>



WEEK 7 Day 1

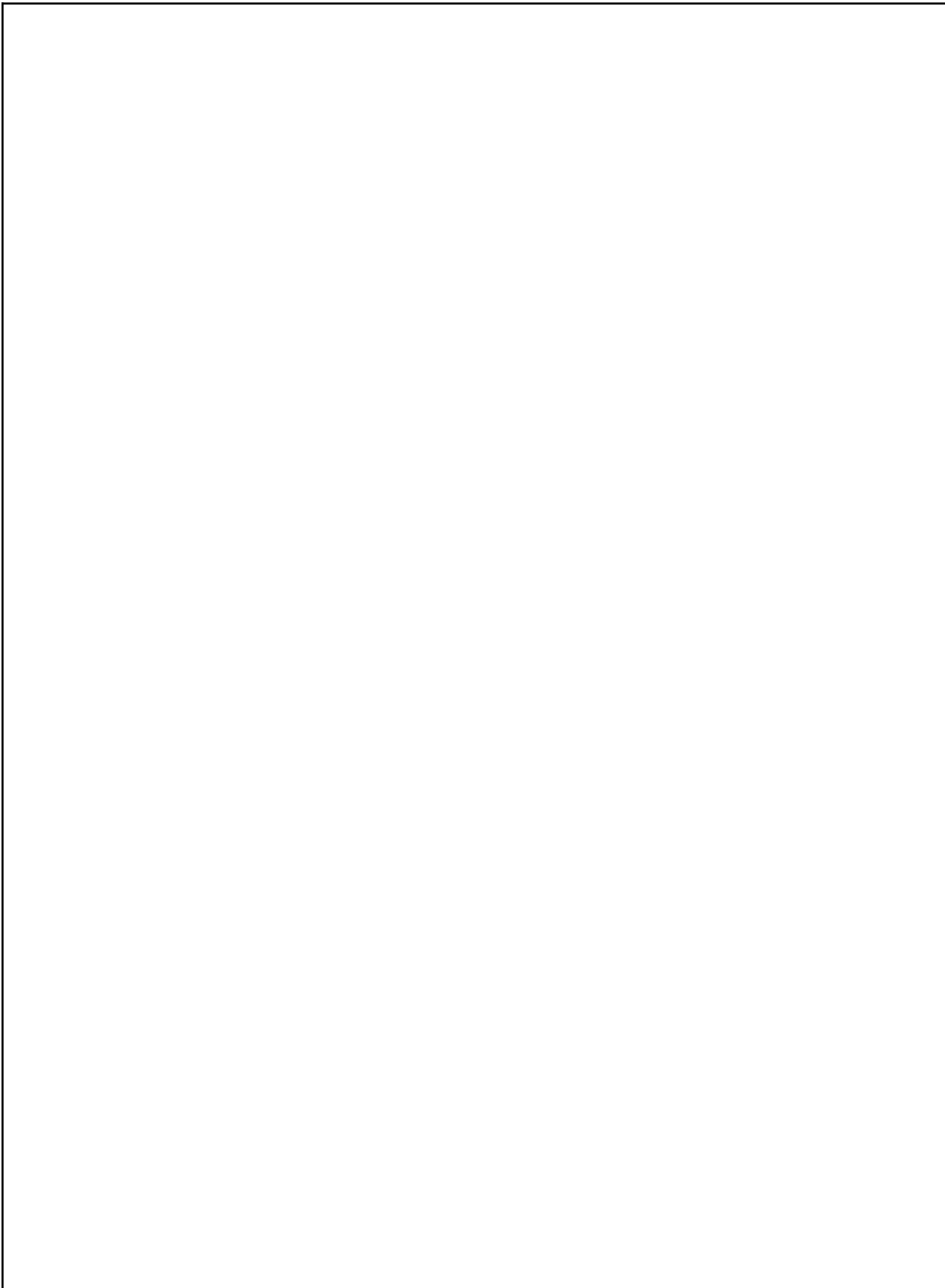
Read Aloud
***Roxaboxen*, Read 1 of 4**

Big Ideas	<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> <p>The design and construction process includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. Children have time to work alone and with others.</p>
Unit Question	What processes help people construct structures, ideas, and works of art?
Guiding Question	What processes help people construct structures, ideas, and works of art?
Content Objective	I can use the text and illustrations to describe Roxaboxen. (R.11.K.a, R.11.K.c, R.4.K)
Language Objectives	<p>I can use descriptive language from the text to describe Roxaboxen. (L.6.K)</p> <p>I can build off the ideas of my peers in a group discussion. (SL.1.K.b)</p>
Vocabulary	<p>belong: to fit or be a part of something; something or someone is yours</p> <p>border: to form an edge around something</p> <p>plain: simple</p> <p>limit: a restriction on the size or amount of something allowed</p> <p>trace: to draw around the edges</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Roxaboxen</i>, Alice McLerran ● <i>Roxaboxen</i> vocabulary cards ● Sentence Frames for Discussion chart, from Unit 2, Week 2, Day 3 <p>On the whiteboard, write:</p>

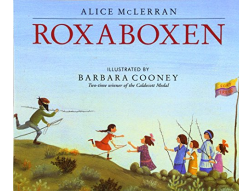
	<p>What is Roxaboxen? What is Roxaboxen like?</p>
<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose. <i>Today, we will read Roxaboxen, written by Alice McLerran and illustrated by Barbara Cooney. We will use details from the words and illustrations to discuss our ideas in response to these questions: What is Roxaboxen? What is Roxaboxen like?</i> Refer to questions on the whiteboard.</p>
<p>Text and Discussion 12 minutes page 6</p>	<p><i>What do you notice so far about the setting? What do you notice about the illustrations of the characters?</i> Harvest ideas and invite children to notice that the setting looks like a rural place, and that the clothing looks old-fashioned. Children may also notice that the characters are all depicted with white skin. Invite their observations and wonderings about why the illustrator may have depicted the setting and characters this way.</p>
<p>pages 8</p>	<p><i>Plain</i> houses means they were simple, before rooms were added. <i>What does the author mean by “traced in lines of stone?” Use the picture to help you.</i> Harvest a few responses and point to details in the illustrations to support children’s thinking. <i>I’m noticing that the children used different materials to build Roxaboxen. What materials did the children use?</i> Harvest a few responses and point to details in the illustrations or read words to support children’s thinking.</p>
<p>pages 12</p>	<p><i>What do you notice about Frances’ house? What materials make her house special?</i> Harvest a few responses and point to details in the illustrations or reread words to support children’s thinking. Continue reading to the end of the text with minimal stopping.</p>
<p>Key Discussion and Activity 6 minutes</p>	<p>Invite children to Turn and Talk as a scaffold to the whole group discussion. <i>What is Roxaboxen? Turn and talk with a partner.</i> <i>Yes, Roxaboxen is an imagined community that children constructed themselves!</i> Gather children for a whole group discussion and remind them of the Sentence Frames for collaborative discussion. <i>What is Roxaboxen like?</i></p>

	<i>Why do you think this place is called Roxaboxen? Give evidence from the words and illustrations to explain why you think so.</i>														
Closing	<i>Tomorrow we'll closely read this story again to determine the author's message about special places like Roxaboxen.</i>														
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</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>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>L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>														
Ongoing assessment	<p>Listen to children's responses during the partner and whole group share.</p> <p>How do children use key details from illustrations and text to describe Roxaboxen?</p> <p>How do children use collaborative discussion prompts to engage in group discussion?</p>														
Center Activities	<table border="1"> <tr> <td>Art Table</td> <td>Children continue to work on the <i>Our Town</i> project.</td> </tr> <tr> <td>Art Easel</td> <td>Children continue to draft house and building plans.</td> </tr> <tr> <td>Blocks</td> <td>Children continue to build inspired by <i>The Little Red Fort</i>.</td> </tr> <tr> <td>Dramatization</td> <td>Children act out scenes from <i>Roxaboxen</i>.</td> </tr> <tr> <td>Library & Listening</td> <td>Children continue to research what building materials are used in the classroom.</td> </tr> <tr> <td>Discovery Table</td> <td>Children use sand to make structures inspired by <i>Roxaboxen</i>.</td> </tr> <tr> <td>Writing & Drawing</td> <td>Children draw and write about imaginary places, inspired by <i>Roxaboxen</i>.</td> </tr> </table>	Art Table	Children continue to work on the <i>Our Town</i> project.	Art Easel	Children continue to draft house and building plans.	Blocks	Children continue to build inspired by <i>The Little Red Fort</i> .	Dramatization	Children act out scenes from <i>Roxaboxen</i> .	Library & Listening	Children continue to research what building materials are used in the classroom.	Discovery Table	Children use sand to make structures inspired by <i>Roxaboxen</i> .	Writing & Drawing	Children draw and write about imaginary places, inspired by <i>Roxaboxen</i> .
Art Table	Children continue to work on the <i>Our Town</i> project.														
Art Easel	Children continue to draft house and building plans.														
Blocks	Children continue to build inspired by <i>The Little Red Fort</i> .														
Dramatization	Children act out scenes from <i>Roxaboxen</i> .														
Library & Listening	Children continue to research what building materials are used in the classroom.														
Discovery Table	Children use sand to make structures inspired by <i>Roxaboxen</i> .														
Writing & Drawing	Children draw and write about imaginary places, inspired by <i>Roxaboxen</i> .														

Notes



Read Aloud U3 W7 D1



WEEK 7 Day 2

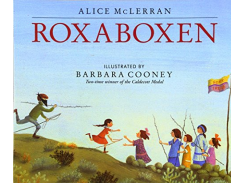
Read Aloud
Roxaboxen
 Read 2 of 4

Big Ideas	<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> <p>The design and construction process includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. Children have time to work alone and with others.</p>
Unit Question	What processes help people construct structures, ideas, and works of art?
Guiding Question	What processes help people construct structures, ideas, and works of art?
Content Objective	I can gather key details from <i>Roxaboxen</i> that support the central message of the story. (R.5.K.a, R.5.K.b)
Language Objective	I can build off the ideas of my peers in a group discussion. (SL.1.K.b)
Vocabulary	<p>belong: to fit or be a part of something; something or someone is yours</p> <p>border: to form an edge around something</p> <p>plain: simple</p> <p>limit: a restriction on the size or amount of something allowed</p> <p>trace: to draw around the edges</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Roxaboxen</i>, Alice McLerran ● <i>Roxaboxen</i> vocabulary cards ● Sentence Frames for Discussion chart, from Unit 2, Week 2, Day 3 <p>On the whiteboard, write:</p>

	What makes Roxaboxen special?
Opening 1 minute	Review the text and set a purpose. <i>Often, stories have an important message. In this story that we read yesterday, Roxaboxen, the author Alice McClerran wants us to know that Roxaboxen is a special place. As we're reading today, we will gather key details that show us what makes it special. We'll use our discussion prompts to respond to this question: What makes Roxaboxen special?</i> Refer to the whiteboard.
Text and Discussion 12 minutes	<i>Right here the text says that Roxaboxen was a special place. Let's keep reading to find out what makes it special.</i>
page 1	
page 3	<i>We know that the word belong can mean that something or someone is yours. My jacket belongs to me, it is mine. Another meaning of the word belong is to fit or be a part of something. For example, we all belong in this classroom, we are part of the group.</i> <i>What do you think it means that Roxaboxen had always been there and must have belonged to others?</i> Harvest several ideas and prompt children by rereading the paragraph.
page 6	<i>What materials mentioned here make Roxaboxen so special?</i> Harvest a few responses and point to details in the illustrations or reread words to support children's thinking.
page 14	<i>Thumbs up if you would like to have all the ice cream you want! Thumbs up if you think that would happen in real life.</i>
page 24	<i>The text says, "Roxaboxen was always waiting. Roxaboxen was always there."What does the author mean? What do you think she is trying to tell us?</i> Harvest several ideas, allowing for multiple perspectives to emerge.
page 25	<i>The book says that as the children grow up, it might seem like that would be the end of Roxaboxen. But no, the author writes twice that no one ever forgot Roxaboxen. What do you think the author is trying to tell us about why Roxaboxen is special?</i> Harvest a few ideas, allowing for multiple perspectives to emerge.
Key Discussion and Activity 6 minutes	<i>On the last page, I see Frances coming back to where Roxaboxen was located.</i> Invite children to Turn and Talk to prepare for the whole group discussion. <i>Why is this place so special to the characters in this story?</i>

	<p>Gather children for a whole group discussion and remind them of the Sentence Frames for collaborative discussion.</p> <p><i>What makes Roxaboxen special? Use details from the story to support your ideas.</i></p> <p><i>What is the author trying to tell us about special places?</i></p>														
<p>Closing 1 minute</p>	<p><i>Tomorrow, we'll read this story again to make connections to the kinds of constructions we might create.</i></p>														
<p>Standards</p>	<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>*Note that Standard 2 moves toward supporting and determining a central message.</p> <p>SL.K.1.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>Ongoing assessment</p>	<p>Listen to children's responses during the partner and whole group share.</p> <p>How do children use details from the story to support its central message that Roxaboxen is special?</p> <p>How do children use collaborative discussion prompts to engage in group discussion?</p>														
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="477 1142 699 1251">Art Table</td> <td data-bbox="699 1142 1377 1251">Children continue to work on the <i>Our Town</i> project.</td> </tr> <tr> <td data-bbox="477 1251 699 1360">Art Easel</td> <td data-bbox="699 1251 1377 1360">Children continue to draft house and building plans.</td> </tr> <tr> <td data-bbox="477 1360 699 1470">Blocks</td> <td data-bbox="699 1360 1377 1470">Children continue to build inspired by <i>The Little Red Fort</i>.</td> </tr> <tr> <td data-bbox="477 1470 699 1541">Dramatization</td> <td data-bbox="699 1470 1377 1541">Children act out scenes from <i>Roxaboxen</i>.</td> </tr> <tr> <td data-bbox="477 1541 699 1650">Library & Listening</td> <td data-bbox="699 1541 1377 1650">Children continue to research what building materials are used in the classroom.</td> </tr> <tr> <td data-bbox="477 1650 699 1759">Discovery Table</td> <td data-bbox="699 1650 1377 1759">Children use sand to make structures inspired by <i>Roxaboxen</i>.</td> </tr> <tr> <td data-bbox="477 1759 699 1869">Writing & Drawing</td> <td data-bbox="699 1759 1377 1869">Children draw and write about imaginary places, inspired by <i>Roxaboxen</i>.</td> </tr> </table>	Art Table	Children continue to work on the <i>Our Town</i> project.	Art Easel	Children continue to draft house and building plans.	Blocks	Children continue to build inspired by <i>The Little Red Fort</i> .	Dramatization	Children act out scenes from <i>Roxaboxen</i> .	Library & Listening	Children continue to research what building materials are used in the classroom.	Discovery Table	Children use sand to make structures inspired by <i>Roxaboxen</i> .	Writing & Drawing	Children draw and write about imaginary places, inspired by <i>Roxaboxen</i> .
Art Table	Children continue to work on the <i>Our Town</i> project.														
Art Easel	Children continue to draft house and building plans.														
Blocks	Children continue to build inspired by <i>The Little Red Fort</i> .														
Dramatization	Children act out scenes from <i>Roxaboxen</i> .														
Library & Listening	Children continue to research what building materials are used in the classroom.														
Discovery Table	Children use sand to make structures inspired by <i>Roxaboxen</i> .														
Writing & Drawing	Children draw and write about imaginary places, inspired by <i>Roxaboxen</i> .														

Notes



WEEK 7 Day 3

Read Aloud
Roxaboxen
 Read 3 of 4, Pages 6-22

Big Ideas	<p>The design and construction process includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. Children have time to work alone and with others.</p> <p>People use tools and materials for specific purposes.</p>
Unit Question	What processes help people construct structures, ideas, and works of art?
Guiding Questions	<p>Where do people find inspiration for building, creating, and composing?</p> <p>How do people use different tools and materials for different purposes?</p>
Content Objectives	<p>I can identify key details about materials and places in Roxaboxen. (R.4.K)</p> <p>I can make a sketch that provides information about a special imaginary place and list the materials I will use to build it in centers. (W.3.K.b)</p>
Language Objective	I can describe an imaginary place orally and in writing and drawing. (SL.3.K.b)
Vocabulary	<p>belong: to fit or be a part of something; something or someone is yours</p> <p>border: to form an edge around something</p> <p>plain: simple</p> <p>limit: a restriction on the size or amount of something allowed</p> <p>trace: to draw around the edges</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Roxaboxen</i>, Alice McLerran ● <i>Roxaboxen</i> vocabulary cards ● chart paper, two pieces

	<p>Prepare two charts for writing lists:</p> <p style="text-align: center;">Materials to Make Roxaboxen Places in Roxaboxen</p> <ul style="list-style-type: none"> ● My Imaginary Place writing paper, one copy for each child ● writing tools
<p>Opening 1 minute</p>	<p>Review the text and set a purpose.</p> <p><i>Yesterday, we read Roxaboxen by Alice McLerran and considered the author’s message. Today when we read, we are going to identify some details about the materials used to construct different places in Roxaboxen. We can use this list to generate our own ideas about constructing a special imaginary place.</i></p>
<p>Text and Discussion 8 minutes pages 6-22</p>	<p>Read pages 6-22. While reading the text, list the materials used to create Roxaboxen and the different places in Roxaboxen. Encourage the children to raise their hands or touch their hand to their head when they notice a detail, and add their ideas to the lists.</p> <p>Sample lists:</p> <p style="padding-left: 40px;">Materials to Make Roxaboxen</p> <ol style="list-style-type: none"> 1. sand 2. rocks and pebbles 3. wooden boxes 4. tin box 5. something round for steering 6. sticks <p style="padding-left: 40px;">Places in Roxaboxen</p> <ol style="list-style-type: none"> 1. houses 2. Town Hall 3. House of Jewels 4. bakery 5. ice cream parlors 6. jail 7. police station 8. Fort Irene 9. cemetery
<p>Key Discussion and Activity 10 minutes</p>	<p>Invite children to Think, Pair, Share.</p> <p><i>If you were to design your own special place, what kinds of materials would you need, and what places would be created with those materials?</i></p> <p>Gather children back as a group to explain the drawing and writing task. Hold up the My Imaginary Place sheet.</p> <p><i>Each of you will get a sheet that looks like this, for planning your own special, imaginary place. In this section you will sketch your</i></p>

	<p><i>imaginary place. What will it look like?</i></p> <p><i>In this section you will list the materials you might use to construct this place. Think about the materials around you. What materials are in and around your home, our school, and the other places you spend time in?</i></p> <p>As children work, circulate and ask them to describe their imaginary place and prompt them to add details with words or pictures to represent their ideas. Children can continue the work in Centers, as needed.</p>										
<p>Closing 1 minute</p>	<p><i>Now that you've begun to sketch your ideas for an imaginary place and to write down the materials you will need, you can continue this work during Centers .</i></p>										
<p>Standards</p>	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how. W.3.K.b Use a combination of drawing and writing to communicate a topic. SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>										
<p>Ongoing assessment</p>	<p>Listen to children's responses during the partner and whole group share. Do children identify key details about materials?</p> <p>Observe children's writing and drawing. How do children represent the materials they will need in writing or drawing? What kinds of imaginary places do children begin to sketch? What level of detail do they include? Do children orally describe their imagined special places? How does their oral information align to their written work?</p>										
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="477 1356 704 1465">Art Table</td> <td data-bbox="704 1356 1382 1465">Children continue to work on the <i>Our Town</i> project.</td> </tr> <tr> <td data-bbox="477 1465 704 1575">Art Easel</td> <td data-bbox="704 1465 1382 1575">Children continue to draft house and building plans.</td> </tr> <tr> <td data-bbox="477 1575 704 1684">Blocks</td> <td data-bbox="704 1575 1382 1684">Children continue to build inspired by <i>The Little Red Fort</i>.</td> </tr> <tr> <td data-bbox="477 1684 704 1759">Dramatization</td> <td data-bbox="704 1684 1382 1759">Children act out scenes from <i>Roxaboxen</i>.</td> </tr> <tr> <td data-bbox="477 1759 704 1864">Library & Listening</td> <td data-bbox="704 1759 1382 1864">Children continue to research what building materials are used in the classroom.</td> </tr> </table>	Art Table	Children continue to work on the <i>Our Town</i> project.	Art Easel	Children continue to draft house and building plans.	Blocks	Children continue to build inspired by <i>The Little Red Fort</i> .	Dramatization	Children act out scenes from <i>Roxaboxen</i> .	Library & Listening	Children continue to research what building materials are used in the classroom.
Art Table	Children continue to work on the <i>Our Town</i> project.										
Art Easel	Children continue to draft house and building plans.										
Blocks	Children continue to build inspired by <i>The Little Red Fort</i> .										
Dramatization	Children act out scenes from <i>Roxaboxen</i> .										
Library & Listening	Children continue to research what building materials are used in the classroom.										

	Discovery Table	Children use sand to make structures inspired by <i>Roxaboxen</i> .
	Writing & Drawing	Children draw and write about imaginary places, inspired by <i>Roxaboxen</i> .

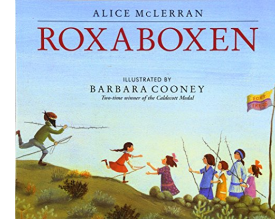
Notes

Name: _____ Date: _____

<p>My imaginary place</p>	<p>Materials I will use to build my special place:</p>
----------------------------------	---------------------------------------------------------------

Unit 3: Construction

WEEK 7 Day 4



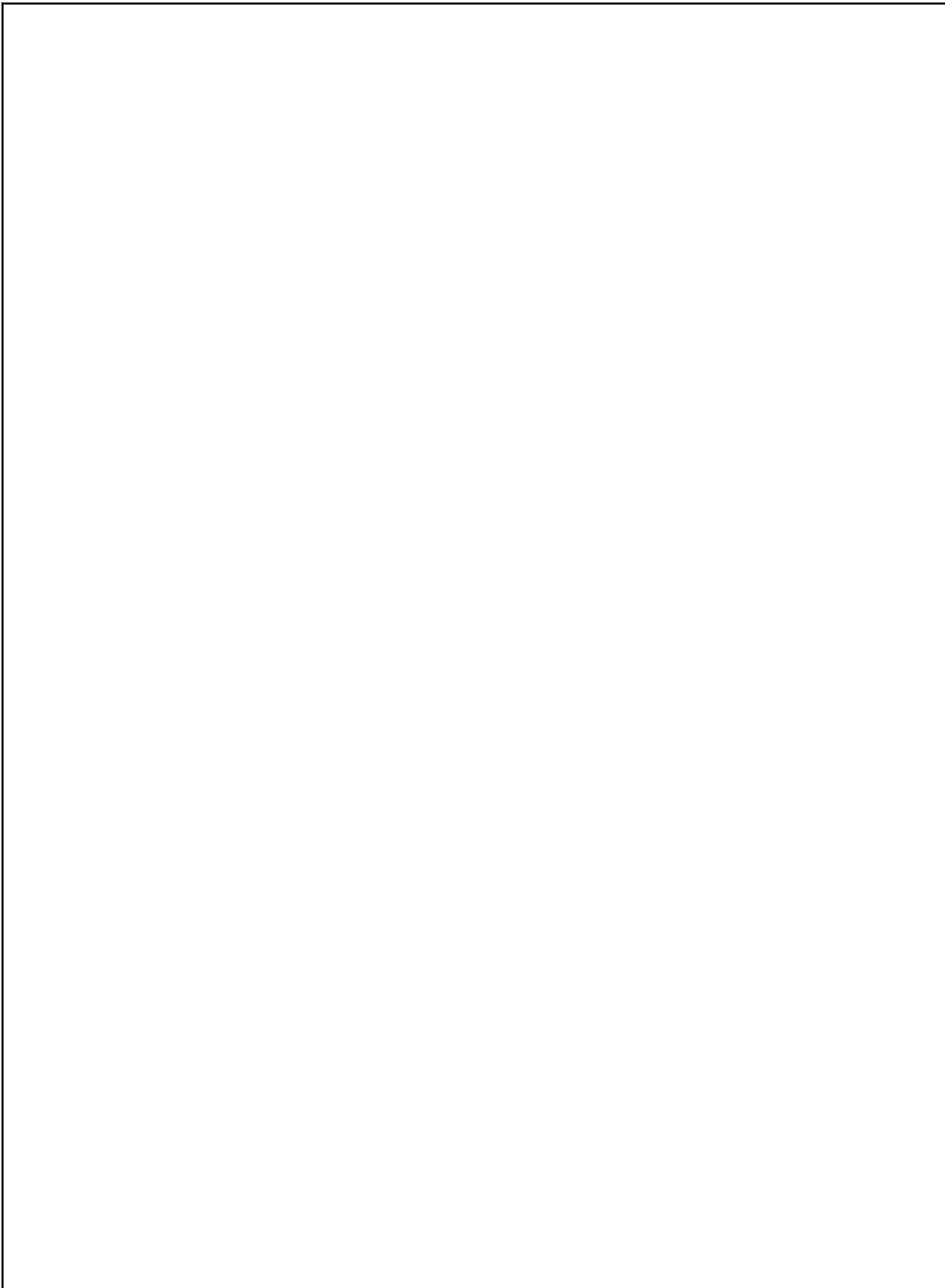
Read Aloud
Roxaboxen
 Read 4 of 4

Big Ideas	<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> <p>The design and construction process includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. Children have time to work alone and with others.</p>
Unit Question	What processes help people construct structures, ideas, and works of art?
Guiding Questions	What processes help people construct structures, ideas, and works of art?
Content Objective	I can use key details to act out key scenes from <i>Roxaboxen</i> . (R.5.K.a, R.5.K.b)
Language Objective	I can follow the agreed-upon rules for story acting. (SL.1.K.a)
Vocabulary	<p>belong: to fit or be a part of something; something or someone is yours</p> <p>border: to form an edge around something</p> <p>plain: simple</p> <p>limit: a restriction on the size or amount of something allowed</p> <p>trace: to draw around the edges</p>
Materials and Preparation	<ul style="list-style-type: none"> • <i>Roxaboxen</i>, Alice McLerran

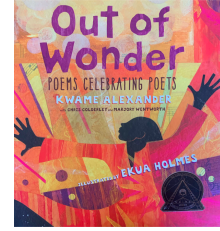
<p>Opening 1 minute</p>	<p><i>We have been reading Roxaboxen by Alice McLerran. Today, we will dramatize it using story acting! You can continue to dramatize the story during Centers, too.</i></p> <p>Begin the text on page 9.</p>
<p>Text and Discussion 12 minutes</p> <p>page 9</p>	<p>Gather children in a circle as in Storytelling and Story Acting. <i>Now we will act out the story as I read it.</i></p> <p>As in Storytelling and Story Acting, invite children on stage to dramatize while reading page 9. Use acting to clarify the meaning of the word “mayor,” and show some of the things a mayor of a town might do.</p> <p>Continue reading and dramatizing the selected sections.</p>
<p>pages 13-14</p>	<p>Dramatize some of the exchanges community members might have in the bakery.</p>
<p>pages 15-18</p>	<p>Dramatize the ways community members traveled around Roxaboxen.</p> <p>Be sensitive to children’s experiences and perspectives around the concept of jail and the law. Invite children to share their thinking about justice and injustice through their dramatization.</p>
<p>Key Discussion and Activity 6 minutes</p>	<p>Gather children for a whole group discussion. <i>Now that you’ve acted out parts of the story, let’s go back to describing Roxaboxen, as we did the other day.</i></p> <p><i>What was life like in Roxaboxen?</i></p> <p><i>How did acting out the story help you understand the world that the children created?</i></p>
<p>Closing 1 minute</p>	<p>Debrief the process of story acting and connect to Centers. <i>How did acting out the story inspire you to create a story, or act out a story, about a special place during Centers?</i></p>
<p>Standards</p>	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how. R.5.K.b Retell key details of text with prompting and support, including the main topic. 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>Note how children are acting out the story. Are children able to use key details to inspire story acting? How do children follow the routines of story acting?</p>

Center Activities	Art Table	Children continue to work on the <i>Our Town</i> project.
	Art Easel	Children continue to draft house and building plans.
	Blocks	Children continue to build inspired by <i>The Little Red Fort</i> .
	Dramatization	Children act out scenes from <i>Roxaboxen</i> .
	Library & Listening	Children continue to research what building materials are used in the classroom.
	Discovery Table	Children use sand to make structures inspired by <i>Roxaboxen</i> .
	Writing & Drawing	Children draw and write about imaginary places, inspired by <i>Roxaboxen</i> .

Notes



Read Aloud U3 W7 D4



WEEK 7 Day 5

Read Aloud
“How to Write a Poem”

Big Ideas	<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> <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>
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 ask and answer questions about key words and phrases in a poem. (R.4.K, R.7.K)
Language Objectives	<p>I can communicate confusion, or provide clarity on a text, building on the ideas of my peers. (SL.1.K.b, SL.2.K.a)</p> <p>I can explore nuances in word meanings in a poem. (L.5.K)</p>
Vocabulary	<p>raise: lift</p> <p>spunk: courage; spirit</p>
Materials and Preparation	<ul style="list-style-type: none"> ● “How to Write a Poem,” by Kwame Alexander (slides) ● Sentence Frames for Discussion chart, from Unit 2, Week 2, Day 3 ● whiteboard and marker ● Unit Question chart

<p>Opening 3 minutes</p>	<p><i>We have been learning about what inspires people to create, as well as various kinds of creations and construction projects. Let’s make a list of all the different things that people can create and construct. Remember, it doesn’t just have to be a building, even though that’s something we’ve learned a lot about!</i></p> <p>Invite children to list the kinds of things people create, compose and construct. Record the list on the whiteboard.</p> <p><i>One of the things that people create, or compose, is poetry.</i></p> <p>Introduce the text and set a purpose.</p> <p><i>Today we will read a poem composed by a poet named Kwame Alexander. The poem is called “How to Write a Poem.”</i></p> <p><i>We will ask and answer questions about the important words and phrases in the poem in order to determine what the poet, Kwame Alexander, is telling us about constructing poetry!</i></p>
<p>Text and Discussion 8 minutes</p> <p>Read 1</p>	<p>Read the poem once through with expression.</p> <p><i>After hearing the poem, what do you think the poet is telling us about writing poems?</i></p> <p>Harvest several ideas, and invite children’s multiple perspectives and interpretations without prompting or correcting.</p> <p><i>I will read the poem again. As I’m reading, notice any words or phrases that you do not understand.</i></p>
<p>Read 2</p>	<p>Read the poem once through with expression.</p> <p><i>After hearing the poem this time, what do you feel unsure or confused about? What questions do you have?</i></p> <p>Harvest children’s questions and invite them to respond to each other’s questions if they have ideas. Encourage children to reference key details from the poem as they respond to each other’s questions.</p> <p><i>Let’s now look at the poem again and try to understand the meaning of some of the important words.</i></p>
<p>Read 3</p>	<p><i>It says “grab a pencil, some paper, spunk.” What do you think Kwame Alexander means by that? What is spunk?</i></p> <p>Elicit a few ideas, then provide a definition of the word spunk.</p> <p><i>Why do you think we should have spunk in order to write poem?</i></p> <p>Elicit a few ideas.</p> <p><i>What do you think it means to “Let loose your heart--raise your voice?” Turn and talk with a partner.</i></p> <p>Continue to read the next line.</p>

	<p><i>How could you have more than one voice? Does Kwame mean your actual speaking voice? What does he mean by that?</i></p> <p>Harvest several ideas then continue reading to the end of the poem.</p> <p><i>How could words and voices dance together? What do you think this means?</i></p> <p>Harvest several ideas and invite children to build on each other’s ideas.</p>
<p>Key Discussion and Activity 5 minutes</p>	<p>Invite children into a whole group discussion and display the Sentence Frames for Discussion.</p> <p><i>One of the amazing things about poems is that they can have many meanings. What do you think the poem is about? What is Kwame Alexander telling us about creating poems?</i></p> <p>Remind children to build on each other’s ideas and that it is OK to agree or disagree.</p>
<p>Closing 1 minute</p>	<p><i>In any kind of construction, the creator might have an idea about what they want to communicate. Then the people who see it, or read it, bring their own ideas about it, too.</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: people bring their many voices to their construction projects, whether the construction is buildings, poetry, dance, etc; poetry is a type of construction; don’t be afraid to be yourself when creating.</p>
<p>Standards</p>	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.7.K With prompting and support, ask and answer questions about unknown words 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>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.</p> <p>L.5.K With guidance and support from adults, explore word relationships and nuances in word meanings.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses, questions and ideas during the partner and whole group share.</p> <p>What ideas do children have about the poem? What questions do children have?</p>

	How do children build off each other's ideas during group discussion?	
Center Activities	Art Table	Children continue to work on the <i>Our Town</i> project.
	Art Easel	Children continue to draft house and building plans.
	Blocks	Children continue to build inspired by <i>The Little Red Fort</i> .
	Dramatization	Children act out scenes from <i>Roxaboxen</i> .
	Library & Listening	Children continue to research what building materials are used in the classroom.
	Discovery Table	Children use sand to make structures inspired by <i>Roxaboxen</i> .
	Writing & Drawing	Children draw and write about imaginary places, inspired by <i>Roxaboxen</i> .

Notes

WEEK 7 Day 2

Art Studio: Design Studio 4

Children create the class model of *Our Town*.

*This lesson also takes place during Thinking and Feedback.

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 suggestions do you have about constructions in our city to make Boston a fairer and more interesting place for children? What about you, and members of your community, gives you this perspective?
Vocabulary	plan: to think about what you are going to do (verb); a guide of what to do (noun)
Materials and Preparation	<ul style="list-style-type: none"> ● Small Group Planning Sheet and chart, from Week 6 Review the groups and make adjustments to the groups, as needed. If edits are made, be sure to make the edits on the large class version of the small groups, as well. ● master plan, from Week 6 ● a large, sturdy base: styrofoam presentation board, ply-wood, the particle board created in the Science and Engineering Center, cardboard ● a large collection of beautiful stuff, with a variety of materials (e.g., tissue/cereal boxes, large cardboard boxes, canisters, natural materials) ● strong adhesive (e.g., glue, hot glue, craft glue, etc.) Be sure an adult uses the glue gun. ● a variety of paper/cardboard pieces to create labels/signs ● scissors, 3-5 pairs ● paint and paintbrushes ● writing tools <p>Arrange the materials in a way children can easily see what is available to them.</p>

<p>Intro to Centers</p>	<p><i>We have done a lot of work to respond to the _____ [important figure]'s invitation to make our town/neighborhood a more fair and interesting place for children. We've 'asked,' 'imagined,' and 'planned.' The planning group, _____ [children's names] created this master plan for us to create our _____.</i></p> <p>Refer to the master plan.</p> <p><i>It is now time for us to move onto the next step in the Engineering Design Process- to start 'creating' the plan. Remember that architects make blueprints or construction drawings to know what kind of building to construct. This master plan gives us a timeline for our work.</i></p> <p><i>There is a lot of building to do and we will work together in small groups. During Centers this week, I'll call your group over to work on different jobs.</i></p> <p>Review the small groups. Explain that each group will work on the model at different times this week. The Building Group will construct the model. The Decoration Group will paint and add details. The Labeling Group will create signs and labels. The feedback group will be consulted throughout.</p> <p><i>Building Group, please meet me first in the Design Studio!</i></p>
<p>During Centers</p>	<p>The process of 'creating' the model will take several days. Follow the children's lead.</p> <ol style="list-style-type: none"> 1. The Building Group consults the master plan and builds the model. Support the children to read the plan, decide on the appropriate materials, and then build on the base. 2. The Decoration Group paints the model. Support children to decide on appropriate colors. Suggest that the group consider painting in layers where appropriate (e.g., they may first paint a building brown, and then come back and add white windows after the brown has dried). This group also adds additional details after the paint is dry. 3. The Labeling Group adds signs and labels. Challenge this group to consider the role of labels; labels will help an audience better understand the class idea. 4. The Feedback Group supports all the groups with consultation. As children run into dilemmas, reach out to the Feedback group for ideas. 5. The Presentation group begins to think about how to present this model to an audience. <p>The individual groups might require more specific support with negotiating, assigning roles, and making decisions (e.g., who will build the</p>

	slide on the playground? Who will build the swings? Should I use this canister to build the merry go round or this lid?). Before jumping in with solutions, first listen and allow time for children to talk and listen. If stepping in is indeed necessary, try to facilitate the conversation rather than making decisions for the children.
Facilitation	<ul style="list-style-type: none"> ● How will you represent that idea that is in our master plan? ● How can your group members help you? ● Tell me more about how you will construct that part. ● What is helpful about working together? ● What else do you need? ● What other details should we add?
Thinking and Feedback	As small groups finish their task, invite them to share their progress with the whole class.
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>Recognizing issues of inequity. Relationship Skills. Teamwork</p>

Notes:

WEEK 1 Day 6

Art Easel: Constructing a Painting 2

Children provide and receive feedback on their paintings. When applicable, they use the feedback to revise their paintings.

Big Idea	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 Question	What processes help people construct structures, ideas, and works of art? Where do people find inspiration for building, creating, and composing?
Vocabulary	construct: to build or make something
Materials and Preparation	<ul style="list-style-type: none"> ● paperclips, 1 per child ● children’s paintings, from Week 6 ● Constructing a Painting Planning sheet, completed in Week 6 Gather children’s planning sheets. Clip each planning sheet to the corresponding painting. ● Using the Engineering Design Process to Construct a Painting slides, Week 6 <p>Same materials as previous week. Replenish if necessary.</p> <ul style="list-style-type: none"> ● smocks/aprons ● easel paper ● paints in a variety of colors ● brushes of various sizes ● pencils and/or black ink thin markers ● a variety of painting tools such as Q-tips, sponges, rollers, etc. <p>The children will provide and receive feedback on their paintings. In thinking about the group, decide whether or not pre-assigning partners will be helpful. If so, create a chart that shows these partnerships.</p> <p>Bring one painting and corresponding planning sheet to the Intro to</p>

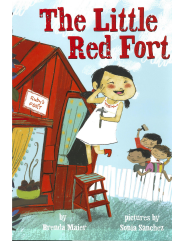
	Centers. In deciding on this work, select a child who is ready for and can help model a feedback conversation during the Intro to Centers.
Intro to Centers	<p><i>Last week, we began constructing paintings at the easel. We considered how the Design and Engineering Process helps us to create these pieces of art.</i></p> <p>Show the slides. Quickly show and talk through each of the steps. Hone in on the ‘improve’ step.</p> <p>Show the painting example from last week.</p> <p><i>This week at the easel, we will think about how we might improve our paintings. Our classmates can provide us with feedback and new ideas. 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 who can provide additional ideas, or feedback for your paintings. [if partners have been pre-assigned, show the partners chart].</i></p> <p><i>Based on feedback from our classmates, we will continue to add onto or revise our paintings throughout this week.</i></p>
During Centers	<p>Children may add onto their work, or revise it, accordingly.</p> <p>Using the bottom portion of the Constructing a Painting Planning Sheet (below the bold line), encourage children to provide and receive feedback from classmates on their paintings. Support children’s use of language 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>Encourage children to slow down during this process, as their work can span several days. They might talk to a classmate about feedback one day and then make revisions the next day.</p> <p>Encourage children to collaborate with their peers through this process.</p>
Facilitation	<ul style="list-style-type: none"> ● What is important for you to express? ● How did your feedback conversation go? ● How do you use the feedback? ● What other ideas are you considering? ● How does working as a team help you?

Standards	SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups. 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). SEL. Relationships Building. Teamwork (Boston)
------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Notes



Centers U3 W6



Blocks: Inspired by *The Little Red Fort 2*

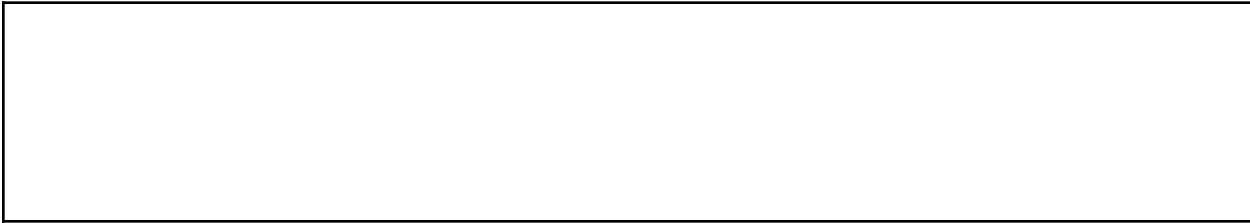
Children build forts and/ or treehouses.

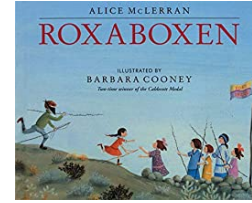
<p>Big Ideas</p>	<p>The design and construction process includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. Children have time to work alone and with others.</p> <p>Construction can be defined as the creation of products, including physical structures and works of art such as stories, dances, theatrical performances, and songs. The construction process can be similar across domains.</p>
<p>Guiding Questions</p>	<p>What process helps you construct structures, ideas, and works of art? What do you feel inspired to build, create, or compose, and what materials and tools do you need to complete this project?</p>
<p>Vocabulary</p>	<p>structure: something that is built fort: a strong building; a place with a wall or fence around it treehouse: a structure built in the branches of a tree</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● paper, various size ● writing tools ● children’s plans, from Week 6 ● clipboards ● varied block, including unit, foam, hollow, etc. ● Beautiful Stuff ● fabric, old sheets, or towels ● pillows ● ipad, or other technology to document ● <i>The Little Red Fort</i>, Brenda Maier ● <i>Homes Around the World</i>, Max Moore ● images of forts and tree houses ● Engineering Design Process visuals

	<p>If you decide to go for a classroom fort in blocks make available fabric, sheets, towels, pillows. If you decide to construct models of treehouses and forts, make available Beautiful Stuff, both natural and recycled materials. Display images of forts and tree houses.</p>
<p>Intro to centers</p>	<p><i>Last week you started to work on plans for constructing forts and treehouses. What do you notice?</i></p> <p>Share some of the children’s plans and invite a couple of children to share their observations.</p> <p><i>Based on your plans this week you can start constructing:</i> (option 1) <i>our classroom fort.</i> (option2) <i>models of treehouses and forts.</i> <i>Here are some other materials we have available besides the variety of blocks.</i></p> <p>Show the materials (option 1: sheets, fabric, towels, etc.) (option 2 beautiful stuff)</p> <p><i>How do you think you can use these materials together with blocks to create a _____?</i></p> <p>Harvest a couple of responses.</p> <p><i>Just like you did when you were working on the plans, make sure you are collaborating while creating your_____. Working together will help you to build more stable structures. Remember to follow the Engineering and Design Process as you create your_____.</i></p> <p>Show the Engineering and Design Process and point to the steps children would be thinking about.</p> <p><i>The last step of the process is to improve, share ideas with each other about how to make your _____ better. We can also share your work during Thinking & Feedback.</i></p>
<p>During centers</p>	<p>As children begin to construct, remind them to refer to their plans and to work together. Engage children in thinking about what materials would be most effective for their structure and design.</p>
<p>Guiding Questions</p>	<ul style="list-style-type: none"> ● How are your plans helping you to construct a _____? ● What is the first thing you need to do to build your _____? ● How are you using the materials available? ● How are you making decisions together? ● How are you sharing your ideas with each other?
<p>Standards</p>	<p>SL.1.K.a Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups..</p> <p>SEL: Relationship Skills: Teamwork (Boston)</p> <p>SEL: Relationship Skills: Collaborative problem-solving (Boston)</p>

Notes

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





Dramatization: Acting Scenes from *Roxaboxen*

Children act out scenes from *Roxaboxen*.

Big Ideas	<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>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	<p>What process helps you construct structures, ideas, and works of art? What do you feel inspired to build, create, or compose, and what materials and tools do you need to complete this project?</p>
Vocabulary	<p>belong: to fit or be a part of something; something or someone is yours trace: to draw around the edges plain: simple limit: a restriction on the size or amount of something allowed border: to form an edge around something</p>
Materials and Preparation	<ul style="list-style-type: none"> ● paper, various sizes and writing utensils ● clipboards ● varied blocks, including unit, foam, hollow, etc. ● Beautiful Stuff, including rocks, pebbles, marbles, aquarium rocks, sticks, acorns, or shells and small boxes ● popsicle sticks ● scissors ● <i>Roxaboxen</i>, Alice McLerran ● images from <i>Roxaboxen</i>

<p>Intro to Centers</p>	<p><i>This week, we are reading Roxaboxen by Alice McLerran, a book about a special place.</i></p> <p>Show the book and flip slowly through the pages. <i>Think for a few seconds, What are some parts of the story that you might like to act out?</i></p> <p>Gather some ideas from the children.</p> <p><i>Turn and tell your partner about the parts of the story you might want to act out and what materials you may need to create this place.</i></p> <p>Invite a pair of children to share their responses with the whole group and create a list of the materials.</p> <p><i>Today, in the Dramatization Center you can begin to create and act out some of the scenes from Roxaboxen. There will be many materials for you to choose to make the setting for Roxaboxen. Show a few of the materials you have already prepared.</i></p> <p><i>Roxaboxen tells the story of a group of friends who build a special place and play together. I can't wait to see what you choose to create and act out!</i></p>
<p>During Centers</p>	<p>Encourage children to think and collaborate to make signs for the entrance to <i>Roxaboxen</i>, the stores, and for the items they will be offering.</p> <p>As children act out scenes from <i>Roxaboxen</i>, talk with them to support connections between the text and to their own experiences playing with others and creating their own make-believe setting. Encourage them to act out scenes together and collaborate in the decision making of the setting, scenes and roles each one will play.</p> <p>Take photos or record video of children setting up and playing in the Center. Take notes on their statements and questions, and use this documentation to engage them in deeper conversations and as inspiration/provocation as they engage in play and as part of the Intro to Centers the following week.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● Are there any other props you would like to make? How could you make that? ● Who do you think in the classroom is an expert at ____ that we can ask for ____/help with____? ● What character are you pretending to be? What inspired you? ● How did you decide to be this character in the book/act out this scene? ● How will you work together? How will you combine your ideas? ● If you don't agree, How will you solve the challenge?

	<ul style="list-style-type: none"> ● How does acting this part out make you feel? Why? ● Is there another way you would like to act out this piece? Why? What will you need for that? ● How is this place the same and/or different from Roxaboxen?
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.a Describe familiar people, places, things, and events and, with prompting and support, 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>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. Relationships Building. Teamwork (Boston)</p>

<p>Notes</p>

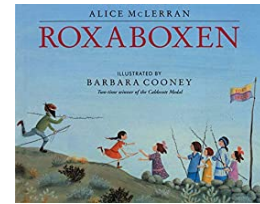
WEEK 7 Day 2

Library & Listening: Classroom Research 2
 Children continue to research what their peers are using in Centers.

Big Ideas	The design and construction process includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. Children have time to work alone and with others.
Guiding Questions	How do people use different tools and materials for different purposes?
Vocabulary	research: to find out about a topic
Materials and Preparation	<ul style="list-style-type: none"> ● research template ● research templates, from Week 6 ● photos or video from previous week ● clipboards ● paper ● writing tools ● ipad or tablet (to document) <p>Look over what children have already recorded to notice some trends.</p>
Intro to Centers	<p><i>Last week you started to research the materials you are using in centers. What did you notice?</i></p> <p>Harvest a couple of responses</p> <p><i>I noticed some of the same things when I looked through your documentation.</i></p> <p>Show some samples of what children observed and describe some of what you noticed.</p> <p><i>This week, you can continue to research what materials are being used in Centers. Maybe you can research where you are using Beautiful Stuff, or paper and writing utensils. Record your</i></p>

	<p><i>observations on the template you used last week or you can start a new one.</i></p> <p><i>Remember to listen to each other and that you can take photos and video to record what your friends are saying about the materials.</i></p>
During Centers	Support children to notice where similar materials are being used. They might need help to write ideas about why materials were chosen, guide them to use the skills they are learning during Phonics to sound out words and scribe for them when it is helpful. Remind them that they can use the ipad or tablet to video record what they notice and their friends' ideas.
Facilitation	<ul style="list-style-type: none"> ● What are you noticing about the materials used during Centers? ● Why are children using certain materials? ● How is _____ being used similarly or differently in centers? ● What inspires you about the materials being used? ● How would you use _____ for your own work?
Standards	<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>SEL: Social Awareness: Perspective taking (Boston)</p>

Notes



WEEK 7 Day 3

Discovery Table: Inspired by *Roxaboxen*

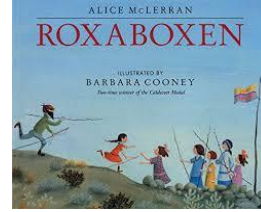
Building on the Read Aloud lesson (Day 3), children create special places, inspired by *Roxaboxen*. Children may tell and act out stories in their special places.

Big Idea	People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.
Guiding Question	How do people use different tools and materials for different purposes?
Vocabulary	imagine: to picture in your mind
Materials and Preparation	<ul style="list-style-type: none"> ● sensory/discovery table, or tabletop tubs filled with sand ● Images from <i>Roxaboxen</i> Display or project the images near the Discovery Table. ● Materials to Make Roxaboxen chart, from Read Aloud Day 3 After the Intro to Centers, hang the chart near the Discovery Table. ● Places in Roxaboxen chart, from Read Aloud Day 3 After the Intro to Centers, hang the chart near the Discovery Table. ● My Special Place writing paper, completed pages from Read Aloud Day 3 Look over pages and consider what materials can be offered to support children with creating their imaginary places in the Discovery Table. ● dustpan and brush for sweeping sand ● gloves, optional <p>Depending on children’s ideas, offer various materials for children to use in the Discovery Table. Display the materials on a small table next to the Discovery Table. Some ideas include:</p> <ul style="list-style-type: none"> ● rocks, pebbles, marbles, or aquarium rocks ● popsicle sticks ● small boxes (small cardboard jewelry boxes, small packaging, tin boxes, small shoeboxes, etc.)

	<ul style="list-style-type: none"> ● natural materials such as sticks, acorns, or shells ● small table blocks or flat wooden blocks/planks ● small cars <p>Bring the following to Intro to Centers: <i>Roxaboxen</i>, charts, a few examples of the My Special Place sheets, and a few materials that can be added to the Discovery Table.</p>
Intro to Centers	<p><i>Invite the whole group to sit in a large circle.</i></p> <p><i>This week, we are reading Roxaboxen, a book about a special place. You each thought about your own magic place and completed these papers. Let's look at a few.</i></p> <p>Spread out the My Special Place sheets in the middle of the circle. Read them aloud.</p> <p><i>Turn and tell your partner about your special place and what materials you may need to create this place.</i></p> <p>Invite 2 pairs of children to share their responses with the whole group.</p> <p><i>This week at the Discovery Table, you can construct your special place. There will be many materials that you can choose to add to the Discovery Table to help create your special place.</i></p> <p>Refer to the Materials to Make Roxaboxen chart. Point out a few materials that match the items on the list.</p> <p>Think aloud creating a special place.</p> <p><i>When I create my special place, first I'm going to imagine it, I'm going to picture it in your mind. My special place will include a treehouse in a forest. I would like to use these sticks to create my treehouse. Then I'll use these pebbles to create the walkway to my treehouse. I'll line them up.</i></p> <p>Refer to the Places in Roxaboxen chart.</p> <p><i>Remember the different places in Roxaboxen. When you create your special place, consider different parts that you might include. I might have a bakery in my treehouse.</i></p> <p><i>You may choose to build your special place alone or you may choose to combine your ideas with that of a friend. If you decide to work together, talk to each other about your special places and how you might combine your ideas.</i></p>
During Centers	<p>Children build their special places at the Discovery Table. They reference their ideas from their My Special Place sheets, survey the materials offered, and construct. Children might reference the text illustrations for inspiration.</p>

	<p>If children work together, support children in sharing ideas and negotiating their co-constructed special place.</p> <p>It is likely that children may look for additional materials. When possible, support children with thinking about the use of the available materials.</p>
Facilitation	<ul style="list-style-type: none"> ● Tell me about your special place. ● Why did you select these materials? ● What else might you need? How might you use these materials instead? ● Tell me the story that happens in your special place. ● How is this place the same and/or different from Roxaboxen? ● How will you work together? How will you combine your ideas?
Standards	<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.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.</p> <p>SEL. Relationships Building. Teamwork (Boston)</p>

Notes:



WEEK 7 Day 4

Writing & Drawing: Stories in Imaginary Places
 Children draw and write stories that take place in their imaginary places
 (from Read Aloud Day 3).

Big Ideas	<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>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 Questions	<p>What processes help people construct structures, ideas, and works of art? Where do people find inspiration for building, creating, and composing?</p>
Vocabulary	<p>imaginary: something that is make believe construct: creating or building</p>
Materials and Preparation	<ul style="list-style-type: none"> ● pencils and other writing and drawing utensils ● writing paper with and without lines ● <i>Roxaboxen</i>, Alice McLerran ● My imaginary Place template, from Read Aloud ● examples of children’s imaginary places ● chart paper
Intro to Centers	<p><i>We have been reading Roxaboxen by Alice McLerran. In this story children create an imaginary, a make believe, place to play. What are some of the things that children created in Roxaboxen?</i></p> <p>Harvest a few responses.</p> <p><i>This week, you wrote about your own imaginary place and you will be creating them in Discovery and Blocks.</i></p> <p>Show some examples of the children’s writing from the Read Aloud. <i>What are some things you included?</i></p>

	<p>Harvest a couple of responses.</p> <p><i>In Writing & Drawing, you can draw and write stories that happen in your imaginary place. Think about what your imaginary place looks like and then you can create a story that happens there. If my imaginary place was a _____, I could tell a story about _____. Let's brainstorm some story ideas.</i></p> <p>As children share their ideas, write them on the chart paper. <i>These are fantastic story ideas. You are really using your imagination just like the children in Roxaboxen did. You can start by asking yourself what kind of story you want to create for your imaginary place. You can be both the writer and illustrator of your story or you can collaborate with other children. Remember to use the skills you are learning during Phonics and Stations to write the words of your story.</i></p>
During Centers	<p>As children start to organize themselves to create their stories, remind them to try and follow the design process. Invite them to share their ideas with each other and collaborate on the creation of their stories. If they need support with writing, start by helping them to use their knowledge of letter/sound correspondence. If children are stuck, encourage them to help each other or support them by scribing words that are challenging.</p>
Facilitation	<ul style="list-style-type: none"> ● What is your imaginary place? ● What happens first in your story? Next? What happens at the end? ● What inspired you? ● How are you working with other children to create your story? ● What else will you include?
Standards	<p>W.3.K.b Use a combination of drawing and writing to communicate a 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.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SEL. Relationships Skills: Teamwork (Boston)</p>

Notes

WEEK 7 Day 1

Writing Procedure
 Deconstruction and Joint Construction: Title & Goal
 Joint Construction: Materials
 continued from Week 2, Day 5

Content Objectives	<p>I can write the title and goal of a procedure.</p> <p>I can use nouns to name procedure materials.</p>
Language Objectives	<p>I can use images to clarify procedure materials.</p> <p>I can include adjectives in materials to make them more precise.</p>
Vocabulary	<p>adjective: a word or phrase used to describe a person, place, thing, or idea</p> <p>goal: aim; objective; what someone wants to accomplish</p> <p>image: a representation of something in the form of a drawing, photograph, etc.</p> <p>materials: the items needed to complete a procedure</p> <p>noun: a word that names a person, place, thing, or idea</p> <p>precise: exact; specific</p> <p>procedure: a genre of writing whose purpose is to give directions to accomplish a goal</p> <p>steps: the actions taken to complete a procedure</p> <p>title: the name of a piece of writing</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Procedure anchor chart, from Week 5, Day 1 ● Procedure mentor texts, from Week 5, Day 1 ● “Score and Slip,” from the Week 1 Art Studio ● jointly constructed procedure steps and materials ● materials photographs from Week 6, Day 5, printed ● tape, for adding photographs to the chart
Opening 1 minute	<p><i>Today we are going to finish writing our class procedure.</i></p>

<p>Deconstruction 5 minutes</p>	<p>Refer to the Procedure anchor chart. <i>We have been working on the materials and steps for our procedure. Now, let's go back and write the title and goal.</i></p> <p>With children seated on the perimeter of the rug, lay out the procedure mentor texts in the middle of the rug, so that they are visible to all. <i>Procedures begin with goals that tell what the procedure is about. Often this goal is included in the title. Let's take a look at the different titles and goals in our procedure mentor texts.</i></p> <p>Review the titles and goals from several procedures, discussing with children how they introduce what the procedures are about.</p>
<p>Joint Construction 5 minutes</p>	<p>Show the jointly-constructed procedure materials and steps. <i>Let's choose a title and goal for our procedure. What is our procedure about? What do we want kindergarten students to do? Think, Pair, Share.</i></p> <p>Harvest the children's ideas. Then, at the top of the Materials chart, write the title and goal together, eliciting children's help in sounding out the words and choosing which letters to write.</p>
<p>Joint Construction 18 minutes</p>	<p><i>Now we will finish writing the materials for our procedure.</i></p> <p>Attach photographs to the Materials chart paper next to the materials that have already been written.</p> <p>Refer to the procedure steps and remaining photographs to choose an order for the remaining materials.</p> <p>Write a noun to name each material. Add adjectives to make the material more precise, by asking the class the following questions: <i>How many/much?</i> <i>What kind?</i> <i>What like?</i> <i>Which ones? and Whose?</i></p> <p>Attach the corresponding photograph to the chart, next to the words for the material.</p>
<p>Closing 1 minute</p>	<p><i>Today we finished writing our class procedure! For the rest of the week we will review, revise, and publish our procedure, so that we can share it with our audience—other Kindergarten students!</i></p>
<p>Standards</p>	<p>W.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to</p>

	<p>add additional detail.</p> <p>L.K.1a. Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions; name and use in context numbers 0-100.</p>
<p>Ongoing assessment</p>	<p>Reflect on the whole group work.</p> <ul style="list-style-type: none"> Do the title and goal match the procedure? Do children use accurate nouns to name materials? What do the children understand about adjectives? What do they understand about the function of adjectives in procedures? Do they suggest adjectives that accurately and precisely describe materials?

Notes

WEEK 7 Day 2

Writing Procedure
Joint Construction: Turning a Plan into a Procedure
Individual Construction: Planning

Content Objective	With my class, I can turn a plan into a procedure.
Language Objective	I can tell my partner my ideas for writing a procedure.
Vocabulary	<p>goal: aim; objective; what someone wants to accomplish</p> <p>materials: the items needed to complete a procedure</p> <p>procedure: a genre of writing whose purpose is to give directions to accomplish a goal</p> <p>stages: the parts of a piece of writing</p> <p>steps: the actions taken to complete a procedure</p> <p>title: the name of a piece of writing</p>
Materials and Preparation	<p>Before the lesson, prepare several examples of children’s constructions from the unit, to inspire their procedure plans. These can be photographs of structures they have built with blocks or LEGOs, work they have constructed with clay or Beautiful Stuff, or choreography.</p> <ul style="list-style-type: none">● one child’s choreography plan Before the lesson, review children’s choreography plans. Choose one and consult with the choreographer about turning their work into a procedure during Writing.● Procedure anchor chart, from Week 5, Day 1● computer and projector or chart paper and marker, for joint construction● Cool Dance choreography plan, for teacher’s reference● children’s drawing and writing books● writing tools● materials available for childrens reference: clay, Beautiful Stuff, blocks, LEGOs, choreography plans

	<p>Make the materials available at the appropriate centers and plan to have children write in these centers.</p>
<p>Opening 1 minute</p>	<p><i>Tomorrow you will begin writing your own procedures! You will get to choose what kind of procedure you write, and whether you write a procedure for something you've already tried, or for something new. Today we are going to practice taking work we've done and turning it into a procedure.</i></p>
<p>Joint Construction 18 minutes</p>	<p>_____ [child's name] said that we could try out their choreography and turn it into a procedure to put in Drama!</p> <p>With the help of the choreographer, read the plan.</p> <p><i>Now let's try this dance out together!</i></p> <p>Reread the plan as children try out the dance.</p> <p><i>Think, Pair, Share. Think about this choreography plan. Which stages of a procedure does it have?</i></p> <p>Have the Procedure anchor chart available for children's reference.</p> <p><i>Yes, this plan already has steps—just like a procedure! It also has a title and goal.</i></p> <p><i>There are some materials here as well, but they are not listed in the same way as in a procedure. Let's see if we can rewrite the materials in a list.</i></p> <p>Work together as a class to rewrite the choreography plan as a procedure. Include information about the number of dancers and musical accompaniment in the Materials. Information about the tempo should be included in the Materials or Steps, as applicable. For example, the sample Cool Dance choreography plan could look like this as a procedure:</p> <div data-bbox="500 1346 1362 1877" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Cool Dance by Jaedyn</p> <p><u>Materials</u> 4 dancers</p> <p><u>Steps</u></p> <ol style="list-style-type: none"> 1. Take a big step left. 2. Slide to the left at a medium speed. 3. Take a big step right. 4. Slide to the right at a medium speed. 5. Move shoulders up and down. 6. Twirl with one arm over your head. 7. Repeat the steps - this time faster! </div>

<p>Individual Construction 10 minutes</p>	<p><i>Now you have a chance to begin planning for the procedures you will write. Remember, you are writing procedures for your classmates to follow in Centers. You might choose to take something you've already tried—like a choreography plan—and turn it into a procedure, or you might like to take this opportunity to try something new.</i></p> <p><i>Remember, you can write a procedure for using clay, Beautiful Stuff, blocks, or LEGOs, or for dancing.</i></p> <p>Use several examples of children's work throughout the unit to provide them with ideas for procedures, such as a procedure for building a particular building, sculpting something out of clay, or building with Beautiful Stuff.</p> <p><i>Take some time to think about what you would like to write a procedure about. Consider which materials you would use and in what center you would work. When you have an idea for what you would like to write about, turn and talk to a partner who is also ready to share. Then you will go to that area of the classroom to begin writing down your plan in your drawing and writing book. You might start planning out the materials or steps for your procedure. You might start trying out your idea with the materials you want to use.</i></p> <p>Send the children to the appropriate areas to begin planning for their writing. As they work, circulate to support them. Refer them to materials that can support them, such as their choreography plans and the materials they will use in their procedures (clay, blocks, etc.).</p>
<p>Closing 1 minute</p>	<p><i>Today we turned a plan into a procedure, and you started planning for your own procedures. Tomorrow you'll begin writing your procedures!</i></p>
<p>Standards</p>	<p>W.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners 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 work.</p> <p>What do children's contributions demonstrate about their understanding of the stages and language of procedures?</p> <p>Review children's plans.</p> <p>What do children plan to write about?</p> <p>Do they identify resources/begin writing materials or steps?</p>

	Are children working from previous experiences, or trying something new?
--	--------------------------------------------------------------------------

Notes

WEEK 7 Day 3

Writing Procedure
Individual Construction

Content Objective	I can write a procedure.
Language Objectives	I can begin steps with precise imperative verbs. I can include adjectives and adverbs to make my procedure more precise.
Vocabulary	materials: the items needed to complete a procedure procedure: a genre of writing whose purpose is to give directions to accomplish a goal steps: the actions taken to complete a procedure
Materials and Preparation	<ul style="list-style-type: none"> ● writing tools ● children’s drawing and writing books and writing folders ● procedure Materials sheets, one copy for each child, plus a few extra ● procedure Steps sheets, 2-3 copies for each child ● materials available for childrens reference: clay, Beautiful Stuff, blocks, LEGOs, choreography plans <p>Make the materials available at the appropriate centers and plan to have children write in these centers.</p> <ul style="list-style-type: none"> ● Procedure Observation Tools, from Week 5, Day 4 ● Thinking and Feedback visuals ● sticky notes, for recording suggestions and inspirations
Opening 1 minute	<i>Yesterday during Writing you made a plan for your procedures. Today you will begin writing!</i>
Individual Construction 19 minutes	Show the procedure Materials sheet. <i>This is the page where you will write the materials needed for your procedure. Draw a picture of the material in the box, and write the words for the material on the lines.</i> Show the procedure Steps sheet.

	<p><i>These are the pages you will use to write the steps of your procedure. There is a small square to write the number of the step. In the big box you can draw a picture showing the step, and on the lines you can write the words. Each page has space for two steps, so you can take as many pages as you need to write all of your steps.</i></p> <p><i>When you begin writing, you might find it easier to list the materials; or, you might find it easier to begin writing the steps. You can start writing either one. When you write today, you will work in the Center where the materials you need are located. That way, if you get stuck, you can try out what you are writing. For example, if you are writing a procedure for building with Beautiful Stuff, and you are not sure what the next step should be, you can take out Beautiful Stuff and try it out.</i></p> <p><i>Before you get started, you will tell your procedure to your partner. Think about the steps in your procedure—what will the reader need to do? Then tell the steps to your partner.</i></p> <p>After children tell their procedures to their partners, send them with materials to write. As children work, circulate to support them and to assess their work. Take notes about children’s writing using the Procedure Observation Tool. These notes will be used to plan future lessons.</p> <p>Identify a child to present his writing and receive feedback using Thinking and Feedback.</p>
<p>Closing 10 minutes</p>	<p>Bring the class back together. Use the Thinking and Feedback protocol for one child’s problem. Record suggestions on sticky notes to place in the child’s writing folder.</p> <p>Have the children put away their papers in their writing folders.</p> <p>After the lesson, review the Procedure Observation Tools. Note any trends that are emerging. Plan for individual, small group, or whole group instruction based on these needs.</p>
<p>Standards</p>	<p>W.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p>L.K.1a. Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions; name and use in context numbers 0-100.</p>
<p>Ongoing assessment</p>	<p>As children write, take notes on the Procedure Observation Tools.</p>

Materials:

Steps:

Writing U3 W7 D3

Unit 3: Construction

WEEK 7 Days 4-5

During Days 4-5, children continue to write independently and to receive feedback on their work using Thinking and Feedback. In addition, children's writing is assessed using the Procedure Observation Tool, and individual/small group/ whole group lessons are added in response to children's needs.

Preparation:

Review children's Procedure Observation Tools. Note any trends that are emerging. Plan for individual, small group, or whole group instruction based on these needs. Areas of need may include, but are not limited to, the following

Writing Procedure: (see the attached lessons for recommendations)

- materials with adjectives
- steps beginning with imperative verbs
- steps with adverbs

Conventions: (no suggested lessons included)

- writing complete sentences
- including spaces between words in a sentence
- capitalization
- punctuation
- applying rules and strategies taught in *Foundations*

Writing Behaviors: (no suggested lessons included)

- using spelling strategies, such as tapping
- using environmental print and sound walls for spelling
- re-reading own writing

Use the following sheet to plan instruction. Make additional copies as necessary to plan for multiple individual or small group lessons.

Day 1

Target Students (individual, small group, or whole group?):

Topic:

Day 2

Target Students (individual, small group, or whole group?):

Topic:

Writing Procedure

Deconstruction and Revision: Materials with Adjectives

Materials:

- Procedure anchor chart, from Week 5, Day 1
- mentor text for procedure: “Plant an Avocado” or a child’s writing that has a materials list that includes adjectives
- children’s procedures

Process (small or whole group):

- Show the Procedure anchor chart. Review the stages and language of procedure.
- Read the materials of the mentor text.
- Together identify the adjectives in the materials that answer How many? and What kind?
- Refer children back to their materials lists. Have them check to ensure that they included all materials needed for the procedure.
- If children identify that a material is missing, have them work with a partner or with teacher guidance to add it to the list.
- Then have children review each material and ask How many? and What kind?
- If children identify that adjectives are missing, have them work with a partner or with teacher guidance to make the materials more precise by adding adjectives that answer How many? and What kind?

Writing Procedure

Deconstruction and Revision: Steps Beginning with Imperative Verbs

Materials:

- Procedure anchor chart, from Week 5, Day 1
- mentor text for procedure: Matching Faces directions; *Yoga Pretzels*, Bridge card; or a child's writing that has steps beginning with imperative verbs
- children's procedures

Process (small or whole group):

- Show the Procedure anchor chart. Review the stages and language of procedure.
- Read the steps of the mentor text.
- Together identify the precise imperative verbs that begin each step.
- Review the Procedure Verbs charts for ideas about precise imperative verbs related to different types of procedures. Dramatize several verbs, as needed.
- Refer children back to their steps. Have them check to ensure that they included all steps needed for the procedure.
- If children identify that a step is missing, have them work with a partner or with teacher guidance to add it.
- Then have children review each step to determine whether it begins with a precise imperative verb.
- If children identify that steps do not begin in this way, have them work with a partner or with teacher guidance to choose the appropriate verb to begin each step.

Writing Procedure

Deconstruction and Revision: Steps with Adverbs

Materials:

- Procedure anchor chart, from Week 5, Day 1
- mentor text for procedure: *Yoga Pretzels*, Bridge card or a child's writing that has steps that include adverbs
- children's procedures

Process (small or whole group):

- Show the Procedure anchor chart. Review the stages and language of procedure.
- Read the steps of the mentor text.
- Together identify the adverbs in the materials that answer How? and Where?
- Refer children back to their steps. Have them check to ensure that they included all steps needed for the procedure.
- If children identify that a step is missing, have them work with a partner or with teacher guidance to add it to the list.
- Then have children review each step and ask How? and Where?
- If children identify that adverbs are missing, have them work with a partner or with teacher guidance to make the steps more precise by adding adverbs that answer How? and Where?

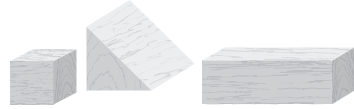
NAME _____

DATE _____

Matching Faces Directions

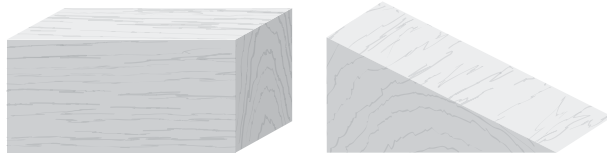
You need

○ Geoblocks



Play with a partner. Work together.

- 1** Find pairs of Geoblocks that have matching faces.
- 2** Match the faces and place them on the table.
- 3** Find as many pairs as possible.



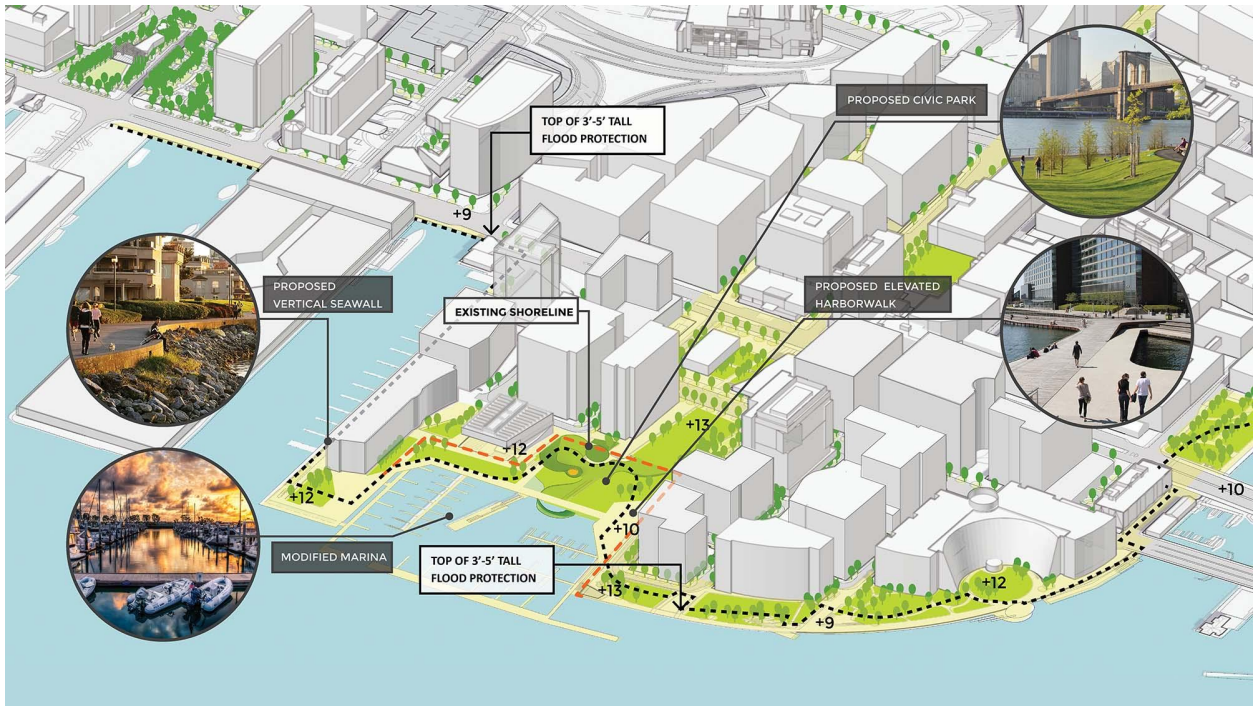
Unit 3: Construction

WEEK 7

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	“Here Come the Construction Vehicles”	<ul style="list-style-type: none"> ● “Here Come the Construction ...” sentence strips ● pocket chart and pointer ● “Here Come the Construction Vehicles” on chart ● “Here Come the Construction ...” child copies
Listening & Speaking	Talk Time	<ul style="list-style-type: none"> ● Week 7 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>Roxaboxen</i> recording ● <i>Roxaboxen</i>, Barbara Cooney ● conversation prompts, cut apart
Writing	<i>The Little Red Fort</i>	<ul style="list-style-type: none"> ● <i>The Little Red Fort</i>, Brenda Maier ● writing prompt sheet, one copy for each child
Word Work	Matching Pictures with Sounds, short and long e	<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
	Matching Pictures with Words	<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
	Word Hunt	<ul style="list-style-type: none"> ● Word Hunt cards, cut apart, one set for each child ● Word Hunt recording sheets, one for each child

Talk Time Week 7



<https://www.boston.gov/departments/environment/climate-ready-south-boston>



<https://www.boston.gov/departments/environment/climate-ready-south-boston>

Listening & Speaking Station: Talk Time U3 W7

Look carefully at this plan for improvements to this city.

What are the designers thinking about? How do you know?

Look carefully at this plan for improvements to this city.

What are the designers thinking about? How do you know?

Look carefully at this plan for improvements to this city.

What are the designers thinking about? How do you know?

Look carefully at this plan for improvements to this city.

What are the designers thinking about? How do you know?

Roxaboxen

Why is Roxaboxen so special to the characters in this story?

Roxaboxen

Why is Roxaboxen so special to the characters in this story?

Roxaboxen

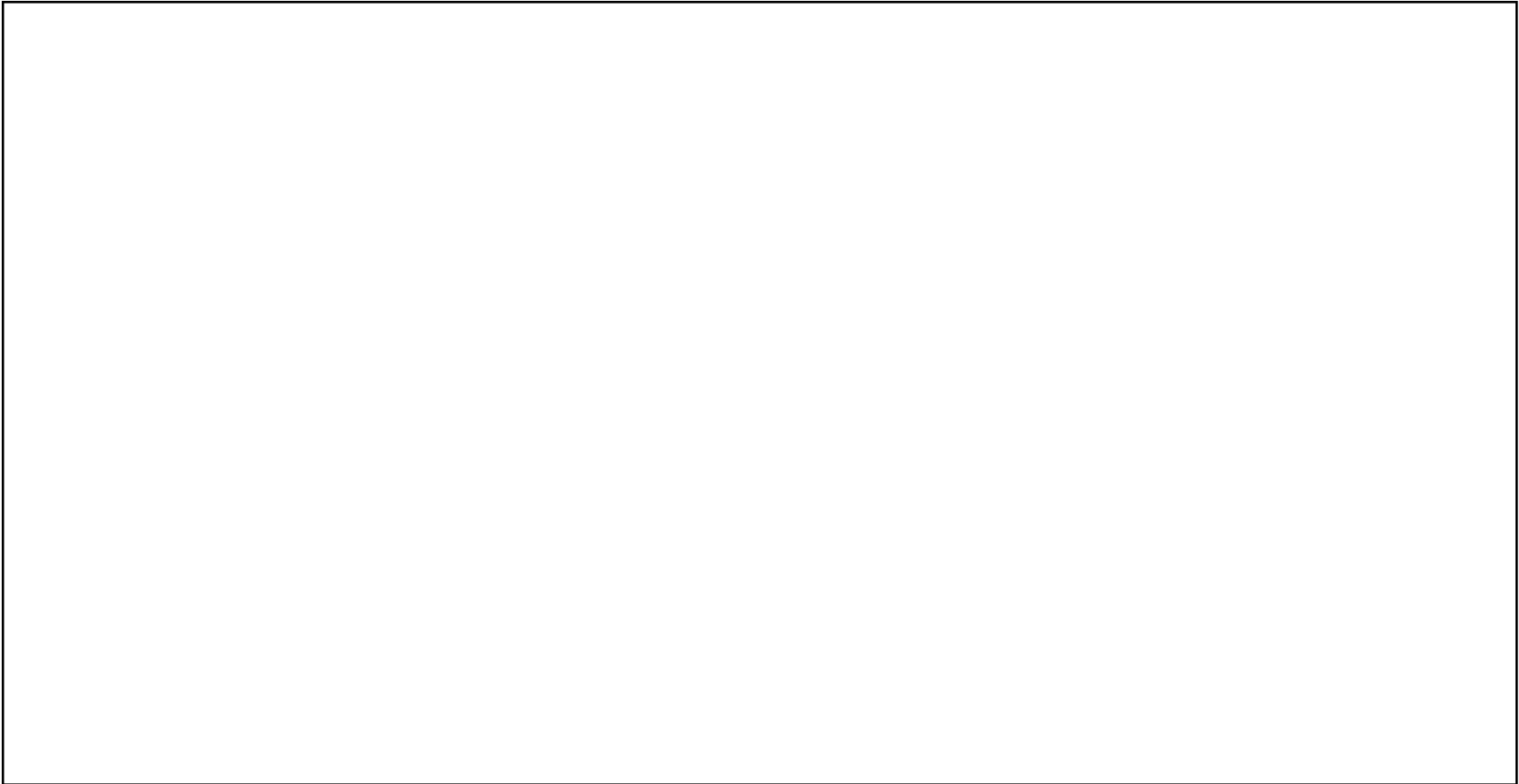
Why is Roxaboxen so special to the characters in this story?

Name: _____

Writing Station: *The Little Red Fort*

The Little Red Fort is a version of *The Little Red Hen*.



Write your own version of a Little Red Hen story. Choose a character and what she or he will make. Draw and write what happens. Use speech bubbles, if you like.

A large, empty rectangular box with a thin black border, intended for students to draw and write their own version of the story.

Writing Station U3 W7

Matching Pictures with Sounds Sorting Sheet

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

ě like pět 	ē like Pēte 

Picture cards



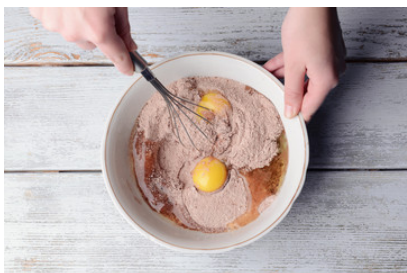
Word Work Station U3 W7

Word Bank for teacher reference			
bed	bead	net	neat
bet	beet	sell	seal
fell	feel	tell	teal

Picture cards



10



Word Work Station U3 W7

Word bank

van

map

fox

ten

mix

jab

bug

den

pig

nap

top

dip

Matching Pictures with Words Sorting Sheet

Place a picture in the left column and its word in the right column.

pictures	words
	fax

Word Hunt Cards

Look for these words around the room and in books. Read and write them!

his

am

as

on

has

is

was

you

see

said

























little

can

Name: _____

Word Hunt

























I found them. I can read them. I can write them!

 _____  _____ -----  _____  _____	 _____  _____ -----  _____  _____
 _____  _____ -----  _____  _____	 _____  _____ -----  _____  _____
 _____  _____ -----  _____  _____	 _____  _____ -----  _____  _____

Name: _____

Word Hunt

I found them. I can read them. I can write them!

 <hr/>  <hr/>  <hr/>  <hr/>	 <hr/>  <hr/>  <hr/>  <hr/>
 <hr/>  <hr/>  <hr/>  <hr/>	 <hr/>  <hr/>  <hr/>  <hr/>
 <hr/>  <hr/>  <hr/>  <hr/>	 <hr/>  <hr/>  <hr/>  <hr/>

"The Generous Little Red Hen"	
<p>Standards: R.2.K.d R.3.K.a R.3.K.b R.3.K.c</p>	<p>There once was a little red hen who wanted to build a nest box in her coop.</p> <p>"Who will help me get the wood chips?"</p> <p>"Not I," said the cow.</p> <p>"Not I," said the horse.</p> <p>"Not I," said the sheep,</p> <p>"Ok. I will do it myself," said the little red hen.</p> <p>And so she did!</p> <p>"Who will help me get the hay?"</p> <p>"Not I," said the cow.</p> <p>"Not I," said the horse.</p> <p>"Not I," said the sheep,</p> <p>"Ok. I will do it myself," said the little red hen.</p> <p>And so she did!</p> <p>"Who will sit in my cozy nest?"</p> <p>"I will," said the cow.</p> <p>"I will," said the horse.</p> <p>"I will," said the sheep.</p> <p>And all three animals joined the generous little red hen!</p>
<p>Session 1</p>	<p>Opening:</p> <p><i>The title of this poem is "The Generous Little..." [pause before finishing the full title]. You can read these next two words! You can tap them out and blend the sounds together to read them.</i></p> <p>Invite children to sound out "red" and "hen."</p> <p><i>Now we know the full title is "The Generous Little Red Hen." I wonder what the hen will do that is generous—extra kind and giving.</i></p> <p>Fluency:</p> <p>Teach the poem by modeling expressive reading, emphasizing the repeating lines.</p> <p>Invite children to chime in as you read it a second time, again emphasizing the repetition of phrases.</p> <p>Meaning Making:</p> <p><i>What story that we've read does this poem remind you of?</i></p> <p><i>How is the hen generous?</i></p> <p>Language Conventions:</p> <p><i>There is a type of punctuation in this text that gives us a clue that an animal is speaking.</i></p> <p>Point out the quotation marks and invite children to read the lines with different voices to show the dialogue.</p>

“The Generous Little Red Hen”

Standards:

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

There once was a little red hen
who wanted to build a nest box
in her coop.

“Who will help me get the wood
chips?”

“Not I,” said the cow.

“Not I,” said the horse.

“Not I,” said the sheep,

“Ok. I will do it myself,” said the
little red hen.

And so she did!

“Who will help me get the hay?”

“Not I,” said the cow.

“Not I,” said the horse.

“Not I,” said the sheep,

“Ok. I will do it myself,” said the little
red hen.

And so she did!

“Who will sit in my cozy nest?”

“I will,” said the cow.

“I will,” said the horse.

“I will,” said the sheep.

And all three animals joined the
generous little red hen!

Session 2

Fluency:

Invite a child to track the print with a pointer as you read the poem one stanza at a time. Invite children to echo one stanza at a time.

Phonological Awareness:

We have learned how to stretch out all the sounds in words and to blend the sounds of words together. We can also change sounds or add sounds to make new words.

Say the word “hay,” and invite children to replace the /h/ with /s/.

What word do we have now?

Now say the word “hay” and change the /h/ to /d/. [day]

Continue by substituting the initial sound with /p/ and /l/.

Letter-Sound Awareness and Phonics:

There are a lot of digraph sounds in the words in this poem; we have learned the sounds /ch/, /sh/, /th/. These are digraph sounds.

Read the poem once through and invite children to raise their hands to identify the digraph sounds they hear as they come up.

Remember, digraphs are two letters that make one sound together.

Now let’s find words in this poem with digraphs.

Invite children to highlight digraphs in various words (sheep, chips, three, she).

Review each digraph sound again as children identify the digraphs.

“The Generous Little Red Hen”

Standards:

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

There once was a little red hen who wanted to build a nest box in her coop.

“Who will help me get the wood chips?”

“Not I,” said the cow.

“Not I,” said the horse.

“Not I,” said the sheep,

“Ok. I will do it myself,” said the little red hen.

And so she did!

“Who will help me get the hay?”

“Not I,” said the cow.

“Not I,” said the horse.

“Not I,” said the sheep,

“Ok. I will do it myself,” said the little red hen.

And so she did!

“Who will sit in my cozy nest?”

“I will,” said the cow.

“I will,” said the horse.

“I will,” said the sheep.

And all three animals joined the generous little red hen!

Session 3

In preparation for the lesson, write the following words on the whiteboard.
red, hen, nest, box, get, will, it, did, sit

Phonological Awareness:

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

I am going to say the sounds of a word and you will blend them together into a word.

Say “/c/--/ō/--/z/--/ē/” with a long pause in between each sound. *What word is that? It’s “cozy.”*

Repeat the same exercise with the words “little,” “three,” and “coop.”

Phonics:

There are many words in this poem that you all can read by using your knowledge of letters and sounds.

Show the words on the whiteboard, and invite children to read and tap each one. [red, hen, nest, box, get, will, it, did, sit]

Fluency:

Show the poem and invite four children to dramatize the action while the rest of the class reads the poem. The actors can recite their own lines.

Word Recognition:

“All” is a new high frequency word in this poem. It is also what we call a glued sound. Whenever you see the letters “a-l-l” together it sounds like /all/.

Another high frequency word in this poem is “do.” You already know “to” and that helps you know “do.” What sounds do you hear in “do?”

Extension

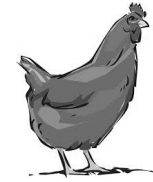
“Change one sound” Game: Distribute letter tiles and boards. Say “red” and invite children to build and read the word. Invite a child to suggest a new vowel for the medial sound. Invite children to change the vowel and read the new word. Repeat this with vowels and initial or final sounds. Some words may be nonsense words.

Name: _____

Date: _____

The Generous Little Red Hen

There once was a little red hen who wanted to build a nest box in her coop.



“Who will help me get the wood chips?”

“Not I,” said the cow.

“Not I,” said the horse.

“Not I,” said the sheep,

“Ok. I will do it myself,” said the little red hen.

And so she did!

“Who will help me get the hay?”

“Not I,” said the cow.

“Not I,” said the horse.

“Not I,” said the sheep,

“Ok. I will do it myself,” said the little red hen.

And so she did!

“Who will sit in my cozy nest?”

“I will,” said the cow.

“I will,” said the horse.

“I will,” said the sheep.

And all three animals joined the generous little red hen!