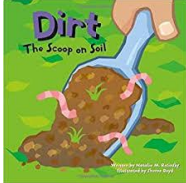


Unit 3: Construction

WEEK 8 At a Glance

<p>Text</p> 	<p>Read Aloud</p> <p>Day 1: <i>Dirt, The Scoop on Soil</i>, Read 1 Day 2: <i>Dirt, The Scoop on Soil</i>, Read 2 Day 3: <i>Dirt, The Scoop on Soil</i>, Read 3 Day 4: <i>Dirt on My Shirt</i>, Poem, Read 1 Day 5: Unit Synthesis</p>
	<p>Centers</p> <p>Art Studio Table: Our Boston Design Studio 5 (Days 2- 5) Art Studio Easel: NO ACTIVITY Blocks: Inspired by Roxaboxen (Days 1-5) Dramatization: Acting Scenes from <i>Roxaboxen 2</i> (Days 1-5) Library & Listening: Buddy Reading (Days 3-5) Discovery Table: Exploring Soil (Days 4-5) Writing & Drawing: The Many Things People Can Construct Book (Days 3-5)</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: “The Generous Little Red Hen” Listening & Speaking: Talk Time; Listen & Respond (<i>Dirt: The Scoop on Soil</i>) Writing: End of Unit Assessment Word Work: Picture Match Digraphs; Read, Build, Write Trick Words; Changing Digraphs; From Here to There</p>
	<p>Shared Reading: “Dig in the Dirt”</p>
	<p>Storytelling/ Story Acting: Children dictate stories and act them out.</p>
	<p>Math: Follow Guide</p>



decompose

<https://worldperspectives.org/cutting-down-on-waste/>



rot

<https://wonderopolis.org/wonder/why-does-food-rot>

Read Aloud Vocabulary U3 W7



crumble

<https://www.mercurynews.com/2016/09/14/kitchen-help-for-crumbly-cookies/>

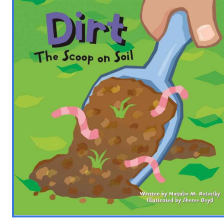


grain

<https://www.nature-and-garden.com/gardening/identifying-garden-soil-type.html>

Read Aloud Vocabulary U3 W7

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



WEEK 8 Day 1

Read Aloud
Dirt: The Scoop on Soil, Read 1 of 3

Big Ideas	People use tools and materials for specific purposes.
Unit Question	What processes help people construct structures, ideas, and works of art?
Guiding Question	How do people use different tools and materials for different purposes?
Content Objective	I can use text features and illustrations to ask questions about soil. (R.4.K, R.8.K.a, R.8.K.b, R.11.K.a, R.11.K.c)
Language Objectives	I can ask questions to seek more information. (L.1.K.c)
	I can use the illustrations and text features to determine the meaning of unfamiliar words. (L.4.K)
Vocabulary	<p>crumble: to break into small pieces</p> <p>decompose: to break something down into smaller parts</p> <p>depend: to need; to rely on</p> <p>grain: the smallest possible quantity of something</p> <p>layer: a sheet, or substance, on top of another</p> <p>root: the part of a plant that attaches to the ground</p> <p>rot: to decay</p> <p>soil: dirt</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Dirt: The Scoop on Soil</i>, Natalie M. Rosinsky ● <i>Dirt: The Scoop on Soil</i> vocabulary cards ● “What can you build with dirt?” slides ● chart paper and marker <p>On the whiteboard, write: Question Words: What _____? Why _____? How _____?</p>

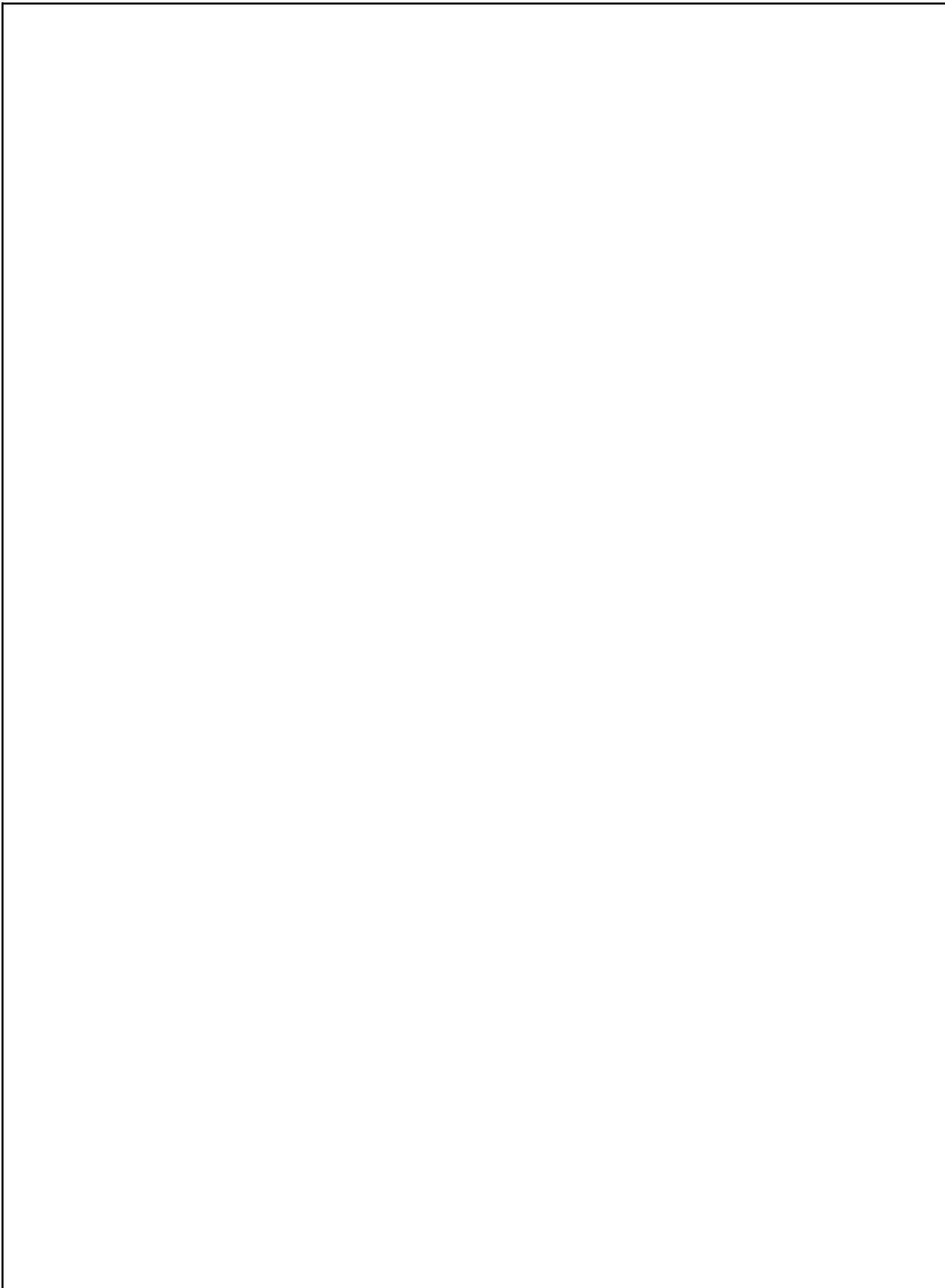
	<p>Optional activity: Teachers may conduct the experiment described on page 6 of the text. Materials needed for the experiment: a mason jar, dirt, water.</p>
<p>Opening 5 minutes</p>	<p>Introduce the slides as a warm up to the text. <i>We have been learning all about the process of construction and about materials we use to construct things. Most of the materials we use come from nature, and one of those natural materials is dirt! Let's take a look at just a few things built from dirt.</i></p> <p>Show the "What can you build with dirt?" slides. Show each slide and invite children to share their ideas in response to the questions on each slide.</p> <p>Introduce the text and set a purpose. <i>Today we will preview the text Dirt: the Scoop on Soil, by Natalie M. Rosinsky. This book gets us ready for our next unit of study in which we'll learn all about the Earth! We will read only a few pages, but mainly, we will look through the book. We'll use the informational text features and illustrations to ask questions about the soil. Then we'll read the rest of the text tomorrow and see if some of our questions were answered.</i></p> <p><i>When we ask questions about a topic, we can use the words "what," "how," and "why."</i></p> <p>Refer to the question stems on the whiteboard.</p>
<p>Text and Discussion 8 minutes</p> <p>Cover</p>	<p>Model asking questions using the cover illustration. <i>On the cover I see a shovel full of soil. The illustration makes me wonder, Why did the author decide to put worms on the cover? Why are worms important to soil?</i></p>
<p>Table of Contents</p>	<p><i>Here's the table of contents, an informational text feature. We looked closely at the table of contents when we read The Life Cycle of a Salmon. Remember, the table of contents organizes the book into different sections. If I want to find some experiments we can do in our class, it tells me I could turn to page number 22. See here, the title of this section is "Experiments." I wonder what the experiments will be about?</i></p> <p>Read through each section title, then ask <i>What does the table of contents make you wonder?</i> Harvest a few questions and jot down 2-3 on the chart paper.</p> <p>Continue to page through the text without reading.</p>

<p>page 6</p>	<p><i>Here I see another informational text feature, a diagram, which we know is a labeled illustration. This illustration shows an experiment you can do with soil in a jar.</i></p> <p>Read the text on page 6. <i>The text said the soil will separate into layers. Can someone come up and point to a layer in the soil?</i></p> <p><i>That’s right, the layers are the different parts of the soil. Here I see one part is called clay—the building material we just read about in the slides!</i></p> <p><i>What questions do you have about the layers of soil?</i></p> <p>Harvest responses and jot down 1-2 questions.</p>
<p>page 8</p>	<p>Read the text on page 8. <i>Here I see the same diagram from before, showing me that sand is one of the layers in soil. I also see a caption explaining what the girl is looking at with a magnifying glass.</i></p> <p>Read the caption. <i>From what we see in the illustration and read in the caption, what do you think a grain of sand is?</i></p> <p><i>Yes, a grain is the smallest part, or amount, of something.</i></p> <p><i>From what we learned on this page, what do you wonder about sand, one of the layers in soil?</i></p> <p>Harvest questions and jot down 1-2.</p> <p>Show the illustrations, but do not read the text on pages 9-10.</p>
<p>page 11</p>	<p>Read the text on page 11 and read the “Fun fact.” <i>This informational text feature is called a fact box, and in this case a “Fun fact.” Fact boxes provide additional information on the topic.</i></p> <p>Page through the text until the next stopping point.</p>
<p>page 14</p>	<p><i>Here there is a heading that says “It’s Alive!” This heading and the illustration make me think this section will teach us all about what lives in the soil.</i></p> <p>Page through the rest of the text.</p>
<p>page 20</p>	<p><i>What is this informational text feature called?</i></p> <p><i>That’s right, a heading! This one says, “Depending on Dirt.” I know</i></p>

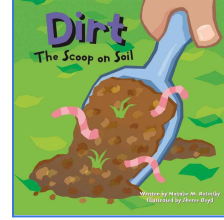
	<i>that to depend on something means that you need it. What do you think we will learn about in this section of the text?</i>										
Key Discussion and Activity 6 minutes	<p>Invite children to Think, Pair, Share. <i>What questions do you have about what lives in the soil?</i></p> <p>Gather children back as a whole group. <i>What other questions do you have about soil? Which illustrations or text features made you think of that question?</i></p> <p>As children share, flip back to the specific sections of text that inspired their question. Jot down final questions on the chart paper.</p>										
Closing 1 minute	<i>Today, you asked lots of questions about soil! We used text features and illustrations to begin asking questions about soil. Tomorrow, we will learn details about soil and why it is important.</i>										
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.8.K.a Identify texts that tell stories.</p> <p>R.8.K.b Identify texts that provide information. Identify the front cover, back cover, and title page of a book.</p> <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>L.1.K.c Understand and use question words (interrogatives) (e.g. who, what, where, when, how).</p> <p>L.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>										
Ongoing assessment	<p>Listen to children’s responses during the partner and whole group share.</p> <p>Do children ask questions using key details in the illustrations?</p> <p>Do children make connections between the topic of construction and soil?</p> <p>Do children use a variety of question words?</p>										
Center Activities	<table border="1"> <tr> <td>Art Table</td> <td>Children work toward finishing the <i>Our Town</i> project.</td> </tr> <tr> <td>Art Easel</td> <td>NO ACTIVITY</td> </tr> <tr> <td>Blocks</td> <td>Children build, inspired by <i>Roxaboxen</i>.</td> </tr> <tr> <td>Dramatization</td> <td>Children act out scenes from <i>Roxaboxen</i>.</td> </tr> <tr> <td>Library &</td> <td>Children read with a buddy.</td> </tr> </table>	Art Table	Children work toward finishing the <i>Our Town</i> project.	Art Easel	NO ACTIVITY	Blocks	Children build, inspired by <i>Roxaboxen</i> .	Dramatization	Children act out scenes from <i>Roxaboxen</i> .	Library &	Children read with a buddy.
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	Listening	
	Discovery Table	Children begin to explore soil.
	Writing & Drawing	Children write “The Many Things People Can Construct” class book.

Notes



Read Aloud U3 W8 D1



WEEK 8 Day 2

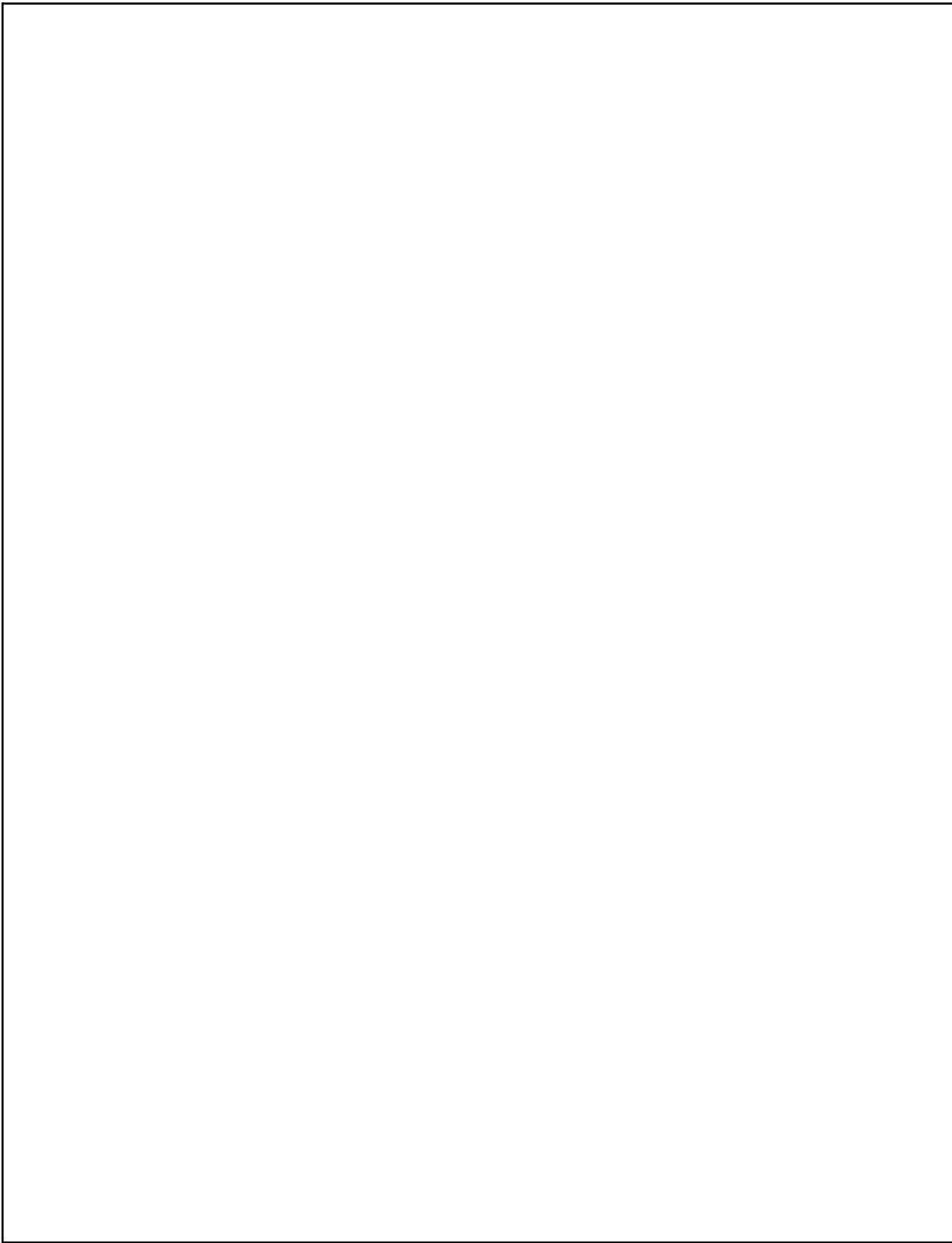
Read Aloud
Dirt: The Scoop on Soil
 Read 2 of 3, Pages 1-13

Big Idea	People use tools and materials for specific purposes.
Unit Question	What processes help people construct structures, ideas, and works of art?
Guiding Question	How do people use different tools and materials for different purposes?
Content Objective	I can use key details from the text to answer questions about soil and what it's made of. (R.4.K)
Language Objectives	I can discuss key details from the text in a partner discussion. (SL.2.K.a) I can use key details from the text to determine the meaning of unfamiliar vocabulary. (L.4.K)
Vocabulary	crumble: to break into small pieces decompose: to break something down into smaller parts depend: to need; to rely on grain: the smallest possible quantity of something layer: a sheet, or substance, on top of another root: the part of a plant that attaches to the ground rot: to decay soil: dirt
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Dirt: The Scoop on Soil</i>, Natalie M. Rosinsky ● chart with children's questions about soil, from Day 1 ● mason jar with dirt experiment (optional)
Opening 1 minute	Introduce the text and set a purpose.

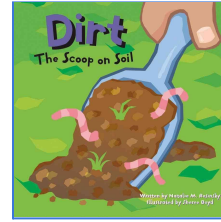
	<p><i>Yesterday, we previewed and asked questions about the book Dirt: the Scoop on Soil, by Natalie M. Rosinsky. Today, we will read the first section, called “What Is Dirt Made Of?” We will answer some important questions about what makes up dirt, or soil.</i></p>
<p>Text and Discussion 12 minutes pages 4-5</p>	<p><i>According to the text, what makes up dirt?</i></p> <p>Read the Fun fact on page 4.</p>
<p>pages 6-7</p>	<p>From here forward, read both the main text and the Fun Facts.</p> <p>If the experiment on page 6 was conducted during the previous read aloud, now is a good time to make observations of the jar of soil. Either way, the following question can be posed.</p> <p><i>Why does soil separate into layers when water is added?</i></p> <p><i>I am thinking about soil scientists. They look at soil from different places every day. I wonder why it’s so important to study soil. I hope we’ll find out more as we read!</i></p>
<p>pages 8-9</p>	<p><i>Thumbs up if you have seen or touched sand before!</i></p> <p>Invite children to Turn and Talk for each prompt.</p> <p><i>What is special about sand?</i></p> <p><i>Why do sand castles crumble so quickly?</i></p>
<p>pages 10-11</p>	<p><i>We have a type of clay in our classroom. Just like the book tells us, our clay sticks together really well.</i></p>
<p>page 12-13</p>	<p>Invite children to Think, Pair, Share.</p> <p><i>What is humus and why is it important?</i></p>
<p>Key Discussion and Activity 6 minutes</p>	<p>Gather for a whole group discussion. Draw attention to the previous day’s questions on the chart.</p> <p><i>Let’s look at the questions we asked yesterday. As I read them, put your thumb up if you think we read information today that could help answer any question. I’ll ask you to share your thinking.</i></p> <p>Invite children to share why they put thumbs up and flip back to the specific text that answered a question.</p> <p><i>What’s something new you learned today about soil and what it’s made of?</i></p>

Closing 1 minute	<i>Tomorrow, we'll continue to read this text to find out what soil, or dirt, needs to stay healthy.</i>																	
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</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.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>																	
Ongoing assessment	<p>Listen to children's responses during the partner and whole group share.</p> <p>Do children use the text to answer questions about key details?</p> <p>Do children explain that soil is made of several layers?</p> <p>How do children engage with questions they posed in the previous lesson?</p> <p>What knowledge do children share?</p>																	
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Discovery Table	Children begin to explore soil.																	
Science & Engineering	Children get to Know Paper: paper and water.																	
Writing & Drawing	Children write "The Many Things People Can Construct" class book.																	

Notes



Read Aloud U3 W8 D2



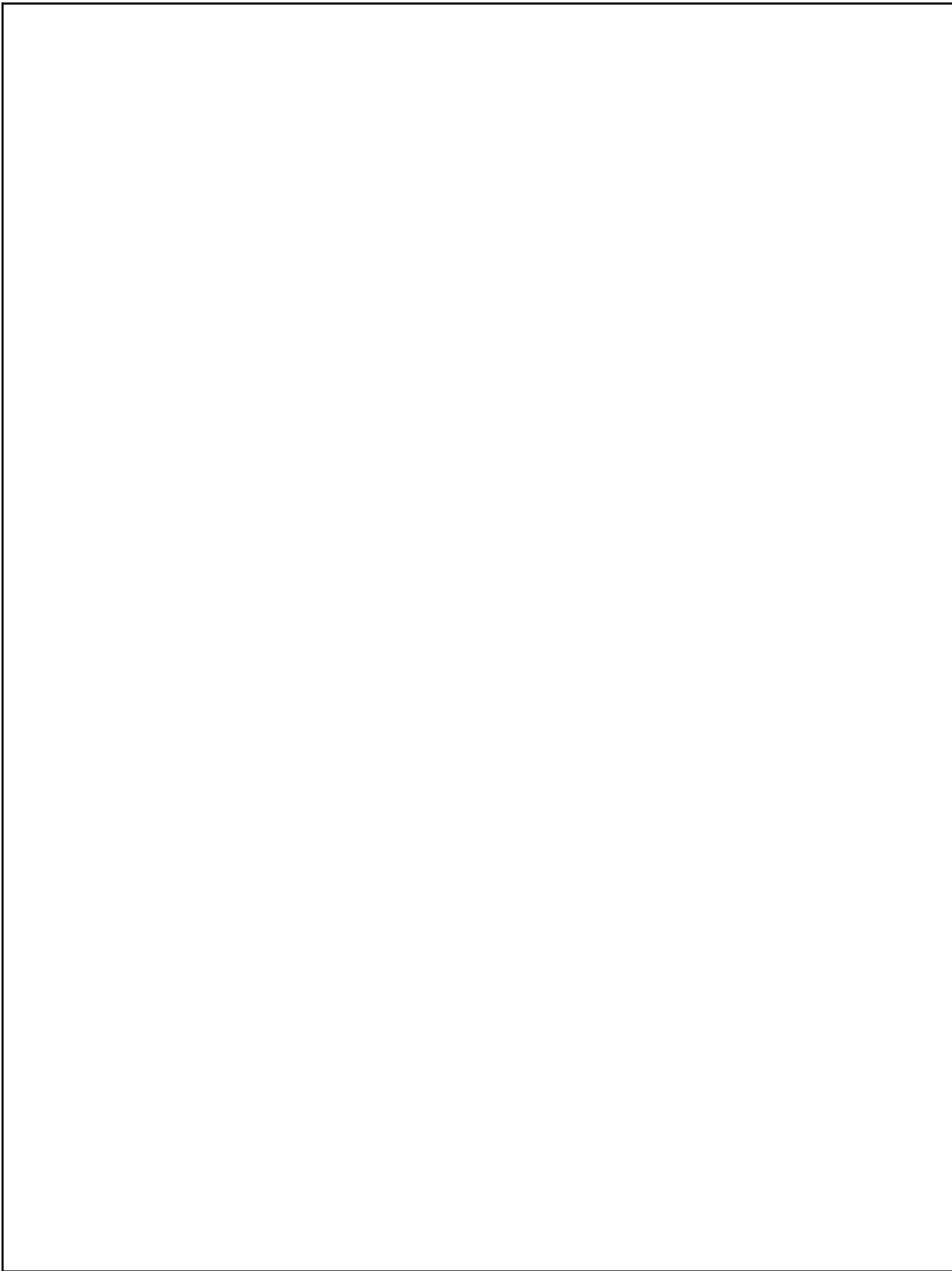
Read Aloud
Dirt: The Scoop on Soil
 Read 3 of 3, Pages 14-21

Big Idea	People use tools and materials for specific purposes.
Unit Question	What processes help people construct structures, ideas, and works of art?
Guiding Question	How do people use different tools and materials for different purposes?
Content Objective	I can use key details from the text to answer questions about what keeps soil healthy. (R.4.K)
Language Objectives	I can discuss key details from the text in a partner discussion. (SL.2.K.a) I can use key details from the text to determine the meaning of unfamiliar vocabulary. (L.4.K)
Vocabulary	crumble: to break into small pieces decompose: to break something down into smaller parts depend: to need; to rely on grain: the smallest possible quantity of something layer: a sheet, or substance, on top of another root: the part of a plant that attaches to the ground rot: to decay soil: dirt
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Dirt: The Scoop on Soil</i>, Natalie M. Rosinsky ● <i>Dirt: The Scoop on Soil</i> vocabulary cards ● chart with children’s questions about soil, from Day 1 ● mason jar with dirt experiment (optional)
Opening	Introduce the text and set a purpose.

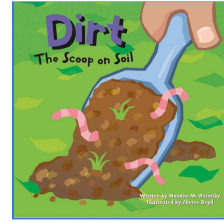
1 minute	<p><i>Today, we will read the rest of Dirt: the Scoop on Soil, by Natalie M. Rosinsky. We will answer questions about how we keep soil healthy and why soil is important.</i></p>
<p>Text and Discussion 10 minutes</p> <p>pages 14-15</p>	<p><i>Decompose</i> means to break something down into smaller parts. When something is rotting, it's also decomposing.</p> <p>Refer to the vocabulary card.</p> <p><i>Droppings</i> means animal poop.</p> <p><i>What do decomposers do and why are they important to soil?</i></p> <p>Harvest a few responses and reread the text as needed.</p>
pages 16-17	<p>Invite children to Turn and Talk.</p> <p><i>Why are worms and other animals important for soil?</i></p>
pages 18-19	<p><i>Why are trees important to soil?</i></p> <p>Harvest a few responses and reread the text as needed.</p>
pages 20-21	<p><i>Why do you think this section is called "Depending on Dirt?"</i></p> <p><i>What does it mean to depend on something?</i></p> <p>Harvest a few responses, allowing various perspectives and misconceptions to surface. The final discussion will scaffold their understanding of the word "depend."</p>
<p>Key Discussion and Activity 8 minutes</p>	<p>Invite children to Think, Pair, Share.</p> <p>Prompt 1: <i>Why is it important to keep soil healthy?</i></p> <p>Prompt 2: <i>What can we do to keep soil healthy?</i></p> <p>Gather children back as a group.</p> <p><i>Now that we've talked more about why it's important to keep soil healthy, why do you think the author wrote the heading "Depending on Dirt" on the last pages?</i></p> <p>Facilitate discussion between the children. Provide a definition and explanation of the word "depend," as needed. Prompt children to reference key details to defend their responses.</p> <p><i>Let's look at the questions we asked on our first day with this text. As I read them, put your thumb up if you think we read information today that could help answer any question. I'll ask you to share your thinking.</i></p> <p>Invite children to share why they put thumbs up and flip back to the specific text that answered a question. For the unanswered questions, consider allowing research in Centers during Unit 4.</p>

Closing	<i>In our next unit, we will explore lots of ways to keep our Earth healthy!</i>															
Standards	<p>RI.K.1. With prompting and support, ask and answer such questions about key details in text.</p> <p>SL.K.2. 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.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>															
Ongoing assessment	<p>Listen to children’s responses during the partner and whole group share.</p> <p>Do children use the text to answer questions about key details?</p> <p>Do children explain what keeps soil healthy and why soil is important?</p> <p>What knowledge do children share?</p>															
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Library & Listening	Children read with a buddy.															
Discovery Table	Children begin to explore soil.															
Writing & Drawing	Children write “The Many Things People Can Construct” class book.															

Notes



Read Aloud U3 W8 D3



WEEK 8 Day 4

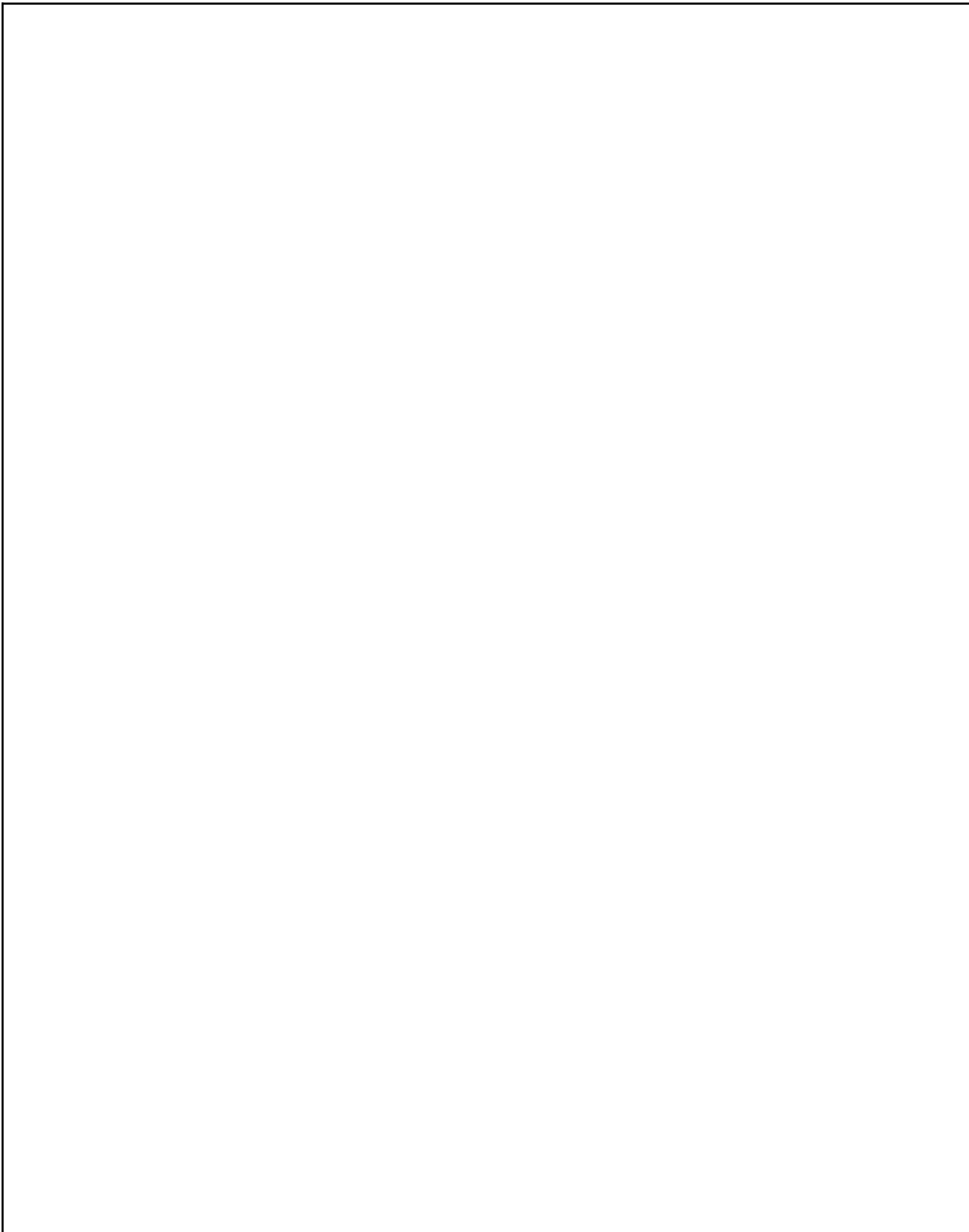
Read Aloud
“Dirt On My Shirt” poem

Big Idea	People use tools and materials for specific purposes.
Unit Question	What processes help people construct structures, ideas, and works of art?
Guiding Question	How do people use different tools and materials for different purposes?
Content Objectives	I can recognize elements of poetry. (R.8.K.a, R.8.K.b) I can answer questions about the poet’s message using key details from the poem. (R.4.K)
Language Objective	I can describe a personal experience playing outdoors. (SL.3.K.a)
Vocabulary	<i>No new vocabulary introduced in this lesson.</i>
Materials and Preparation	<ul style="list-style-type: none"> ● “Dirt on My Shirt,” written on chart paper or projected ● “Dirt on My Shirt,” one copy per child, for children to reread during Stations or Centers
Opening 1 minute	<p>Introduce and display the text.</p> <p><i>Today, we will read a text called “Dirt on My Shirt.”</i></p> <p><i>Let’s look at the text to determine what medium, or type of text, it is.</i></p> <p><i>What kind of text is this?</i></p> <p><i>That’s right, it is a poem! How do you know it’s a poem?</i></p> <p>Harvest a few ideas before modeling thinking.</p> <p><i>Yes, I know it’s a poem because I see stanzas, or groups of lines.</i></p> <p><i>Some friends noticed it did not have punctuation like other texts we</i></p>

	<p><i>read have. As we read it, see if you notice other elements that show you it's a poem.</i></p> <p>Set a purpose for reading. <i>Based on what you see in these photographs, how do you predict the poet, Jeff Foxworthy, feels about dirt on a shirt?</i></p> <p><i>Let's read to find out what the poet thinks about dirt! We'll use key details from the poem to determine what message the poet has for us.</i></p>
<p>Text and Discussion 12 minutes</p> <p>1st read</p>	<p>Read the full poem once through with expression. <i>Did you hear any other clues that tell you this is a poem?</i></p> <p>Harvest a few ideas and reread two stanzas as needed to emphasize rhyming. <i>Yes, there are rhyming words! What are two words in this poem that rhyme?</i></p>
2nd read	<p><i>I will read the poem again. Put your thumb up if you hear some key details that tell us what the poet thinks about dirt.</i></p> <p>Reread the poem, pausing when students put up thumbs. <i>I see thumbs up! What does the poet mean by: "There's mud on my boots, But I don't really care?"</i></p> <p>Read to the end of the poem.</p> <p><i>What does the poet think is fun?</i></p> <p>Harvest responses and guide children to refer to key details in the poem that support their responses.</p>
3rd read	<p>Engage in a final read. Invite children to chime in at the rhyming words and other words or phrases they may be able to decode.</p>
<p>Key Discussion and Activity 6 minutes</p>	<p>Invite children to Think, Pair, Share. <i>What is the poet's message about dirt?</i></p> <p>Gather children back as a whole group. <i>What experiences have you had with dirt and the outdoors?</i></p> <p><i>Do you feel the same way as the poet about dirt and playing outside? Why or why not?</i></p>
<p>Closing 1 minute</p>	<p><i>You can read this poem again with a partner during Stations or Centers.</i></p>

Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.8.K.a Identify texts that tell stories.</p> <p>R.8.K.b Identify texts that provide information.</p> <p>SL.3.K.a Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>																	
Ongoing assessment	<p>Listen to children’s responses during the partner and whole group share.</p> <p>Do children identify the elements of poetry, such as stanzas and rhyming words?</p> <p>Do children describe the poet’s message using key details from the poem?</p> <p>What personal experiences with the outdoors do children share?</p>																	
Center Activities	<table border="1" data-bbox="451 695 1408 1400"> <tr> <td data-bbox="451 695 678 768">Art Table</td> <td data-bbox="678 695 1408 768">Children work toward finishing the <i>Our Town</i> project.</td> </tr> <tr> <td data-bbox="451 768 678 831">Art Easel</td> <td data-bbox="678 768 1408 831">NO ACTIVITY</td> </tr> <tr> <td data-bbox="451 831 678 898">Blocks</td> <td data-bbox="678 831 1408 898">Children build, inspired by <i>Roxaboxen</i>.</td> </tr> <tr> <td data-bbox="451 898 678 972">Dramatization</td> <td data-bbox="678 898 1408 972">Children act out scenes from <i>Roxaboxen</i>.</td> </tr> <tr> <td data-bbox="451 972 678 1079">Library & Listening</td> <td data-bbox="678 972 1408 1079">Children read with a buddy.</td> </tr> <tr> <td data-bbox="451 1079 678 1186">Discovery Table</td> <td data-bbox="678 1079 1408 1186">Children begin to explore soil.</td> </tr> <tr> <td data-bbox="451 1186 678 1287">Science & Engineering</td> <td data-bbox="678 1186 1408 1287">Children get to Know Paper: paper and water.</td> </tr> <tr> <td data-bbox="451 1287 678 1400">Writing & Drawing</td> <td data-bbox="678 1287 1408 1400">Children write “The Many Things People Can Construct” class book.</td> </tr> </table>		Art Table	Children work toward finishing the <i>Our Town</i> project.	Art Easel	NO ACTIVITY	Blocks	Children build, inspired by <i>Roxaboxen</i> .	Dramatization	Children act out scenes from <i>Roxaboxen</i> .	Library & Listening	Children read with a buddy.	Discovery Table	Children begin to explore soil.	Science & Engineering	Children get to Know Paper: paper and water.	Writing & Drawing	Children write “The Many Things People Can Construct” class book.
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Notes



Read Aloud U3 W8 D4

Dirt on My Shirt

By Jeff Foxworthy

There's dirt on my shirt
And leaves in my hair
There's mud on my boots
But I don't really care

Playing outside is so much fun
To breathe the clean air
And feel the warm sun

To stomp in a puddle
Or climb a big tree
Makes me quite happy
Just look and you'll see



WEEK 8 Day 5

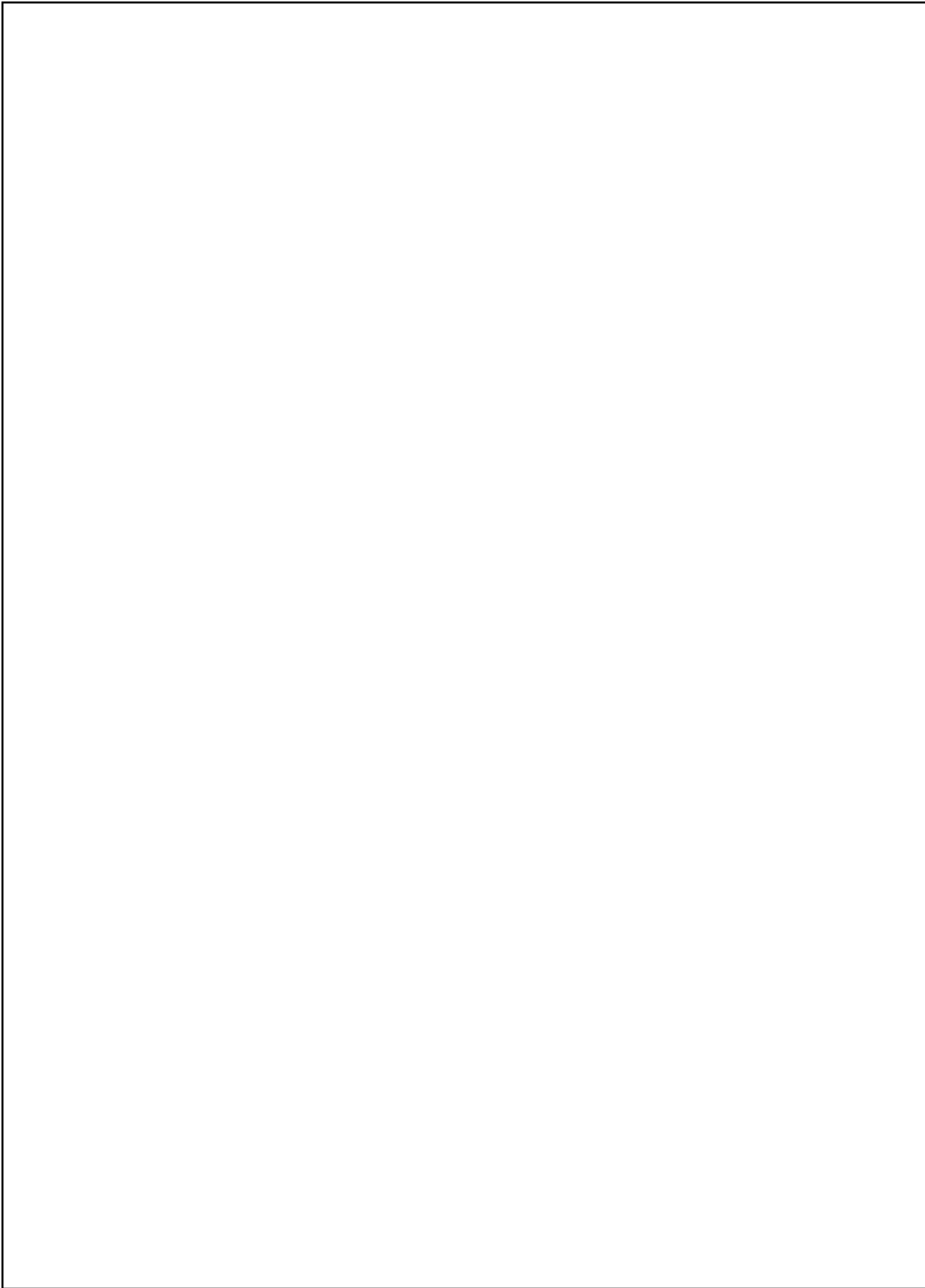
Read Aloud
Synthesis of Unit Ideas
 To review and wrap up Unit 3, children look closely at the Unit Question chart. They discuss key concepts and vocabulary from the unit.

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>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 Questions	What suggestions do you have about constructions in Our Town to make it a fairer and more interesting place for children? What about you, and members of your community, gives you this perspective?
Content Objective	I can describe connections among ideas and identify themes related to the process of construction. (R.6.K.a, R.6.K.b)
Language Objective	I can use words and phrases related to the engineering design process in a collaborative conversation. (SL.1.K.a, L.6.K)
Materials and Preparation	<ul style="list-style-type: none"> ● Unit synthesis slides ● Unit Question chart(s) from Weeks 1-8 ● highlighters, markers, or sticky notes ● Sentence Frames for Discussion chart, from Unit 2, Week 2, Day 3 <p>Prior to the lesson, read over the Unit Question Chart(s) with children’s evolving ideas about construction and the Engineering Design Process. Pre-select one theme that emerges and mark related ideas with like-colored dots or sticky notes. For example, mark with a blue dot any ideas that capture the idea that people have different roles during construction projects. Notice other emerging themes, but do not code</p>

	<p>them in advance of the lesson.</p> <p>Post the chart(s) in the meeting area. If there are more than one, make sure that they can be viewed simultaneously.</p>
<p>Opening 1 minute</p>	<p>Introduce the task and set a purpose for the lesson.</p> <p><i>We are at the end of our third unit of study, Construction. Each week since the start of our unit, we have considered our Unit Question: What processes help people construct structures, ideas, and works of art? I have read over our chart(s) to see how our thinking has grown and changed. I've marked some ideas that are connected.</i></p> <p><i>Today, you'll look at all of our ideas about the kinds of processes that help people construct all kinds of things. We'll also look again at the Engineering Design slides to think about the process we just went through when working on Our Town projects.</i></p>
<p>Unit Question Chart 3 minutes</p>	<p><i>First, let's see if there are any new ideas we want to add to our Unit Question chart for this week based on any of the reading we did about dirt this week.</i></p> <p>Read the slides and harvest a few ideas to record on the most recent unit question chart. The texts in Week 8 largely support content for Unit 4, but children may make connections to use of materials or use of nature for inspiration for design and building.</p>
<p>Text and Discussion 8 minutes</p>	<p>Turn children's attention to the Unit Question Chart(s) from Weeks 1-7.</p> <p><i>Let's look back at some of the ideas we've had and see how we can make sense of them all together.</i></p> <p>Read the ideas previously marked as connected. Model synthesizing ideas.</p> <p><i>When I was reading the charts, I noticed these three ideas are all about people working together in order to construct something. I put blue dots next to these ideas because they are connected.</i></p> <p>Read several other ideas that are connected, without revealing a particular theme. Invite children to notice and name connections among the ideas and to select a color to attach to the theme.</p> <p><i>What is similar about all of these ideas? [e.g., All these ideas are about where inspiration for designs comes from.]</i></p> <p>Name the theme.</p> <p>Continue the same exercise to surface and name two or three important themes.</p>
<p>Key Discussion and Activity 7 minutes</p>	<p><i>Now, let's look at the Engineering Design slides again and consider: How have you gone through these steps as you've been working on Our Town?</i></p>

	<p>Slowly display each slide and invite children to briefly describe how the step and the image connects to their process with the Our Town project. Invite children to Think, Pair, Share in response to the question.</p> <p><i>What processes help people construct structures, ideas, and works of art?</i></p>
<p>Closing 1 minutes</p>	<p><i>Even though we will be starting a new unit, we will use what we have learned about construction for the rest of the year and throughout our lives!</i></p>
<p>Standards</p>	<p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during the whole group conversation and Think, Pair, Share.</p> <p>Note how children are synthesizing the information learned. Are they thinking flexibly? How are they consolidating new information?</p> <p>How do children understand the Big Ideas? Do they use key unit vocabulary to discuss connections on the charts?</p> <p>How do children describe and explain processes related to construction?</p>

Notes



Read Aloud U2 W8 D5

WEEK 8 Day

Art Studio: Design Studio 5

Children revise the *Our Town* model.

Children prepare for the *Our Town* celebration.

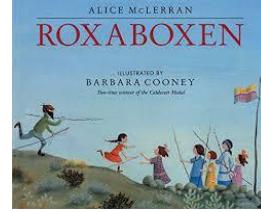
Big Ideas	The process of design and construction includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. This process includes time to work alone and with others.
Guiding Questions	What suggestions do you have about constructions in our city to make Boston a fairer and more interesting place for children? What about you, and members of your community, gives you this perspective?
Vocabulary	improve: to make something better presentation: to explain an idea in front of an audience
Materials and Preparation	<p>Make arrangements for an <i>Our Town Celebration</i>. Coordinate with colleagues. Consider other children (older reading buddies, children in other Kindergarten classes, younger children, etc), school administrators, additional staff, and families. The celebration may include not only the presentation of the model but documentation of the process of creating it, including dictations of children’s words, photos of children at work, and the collection of tools and materials used.</p> <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 ● the current <i>Our Town</i> model ● chart paper and markers <p>Materials in the Design Studio from last week. Replenish, as needed for ‘improving’ the model.</p> <ul style="list-style-type: none"> ● a large collection of beautiful stuff, with a variety of materials (e.g., tissue/cereal boxes, large cardboard boxes, canisters, natural

	<p>materials)</p> <ul style="list-style-type: none"> ● strong adhesive (e.g., glue, hot glue, craft glue, etc.) Be sure that 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>The Intro to Centers will occur in the Design Studio. Bring the chart paper and markers.</p>
<p>Intro to Centers</p>	<p><i>A couple of weeks ago, we received an important letter with an important question. To respond, we engaged in the Engineering Design process. We started with asking, imagining, and planning. Our idea is _____.</i></p> <p>Refer to the posted Engineering Design Studio visuals.</p> <p><i>Last week we created the model and we have a first draft. What do you like about the model so far?</i></p> <p>Invite children to share.</p> <p><i>The last part of the Engineering Design process is improving. Let's take a look at our master plan.</i></p> <p><i>How can we make our model even better? What might you like to add or change to show our idea of _____?</i></p> <p>Invite children to Turn and Talk. Bring the whole group back together and chart ideas. Encourage children to provide detailed responses, as the feedback group will consider each piece of feedback later during Centers.</p> <p><i>During Centers this week, we will work on improving our model. The Presentation group will also work on how we might show our work during our celebration.</i></p> <p><i>Feedback Group, please meet me first in the Design Studio!</i></p>
<p>During Centers</p>	<p>The process of 'improving' the model will take several days. Follow the children's lead.</p> <ol style="list-style-type: none"> 1. The Feedback group consults the master plan and the charted feedback. The group analyzes the feedback for what can or cannot be used. They have conversations and decide about what changes or additions will be made to the model. 2. The Feedback group makes the edits or changes to the model. 3. The Feedback group presents the final model to the class. 4. The Feedback group consults with the Presentation group. 5. The Presentation group decides how to present the model to the decided audience.

	<p>6. The Presentation group might engage in writing invitations, making signs and labels that explain the model, and rehearsing explanations of the model. These explanations might include recounting the process involved in creating the model as well as a tour of the model itself.</p>
Facilitation	<ul style="list-style-type: none"> ● How will you decide on the feedback? ● How will you work as a team? ● What is your plan for improving this part? ● How should we present our idea? ● What is most important for us to communicate? ● What other details should we add?
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 add additional detail.</p> <p>SEL. Social Awareness. Recognizing issues of inequity (Boston)</p> <p>SEL. Relationship Skills. Teamwork (Boston)</p>

Notes:

Unit 3: Construction

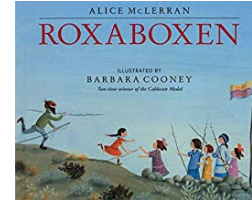


WEEK 8 Day 1

Blocks: Inspired by *Roxaboxen*

Children build imaginary places inspired by *Roxaboxen*.

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>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>
Guiding Questions	<p>What process helps you construct structures, ideas, and works of art?</p> <p>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>imaginary: something that is make believe</p> <p>structure: something that is built</p>
Materials and Preparation	<ul style="list-style-type: none"> ● varied blocks, including unit, foam, hollow, etc. ● Beautiful Stuff ● children’s imaginary places plans, from Writing & Drawing Display children’s plans. ● ipad, or other technology to document ● <i>Roxaboxen</i>, Alice McLerran ● Engineering and Design Process Visuals
Intro to centers	<p><i>Last week you started to create your Roxaboxen in the Discovery Table.</i></p> <p>Share some photos of children’s work.</p> <p><i>What do you notice?</i></p> <p>Harvest a few responses.</p> <p><i>What did the children in Roxaboxen use to build their imaginary town?</i></p>



Dramatization: Acting Scenes from *Roxaboxen 2*

Children continue to act out scenes from *Roxaboxen*.

Big Ideas	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	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?
Vocabulary	<p>belong: to fit or be a part of something; something or someone is yours</p> <p>trace: to draw around the edges</p> <p>plain: simple</p> <p>limit: a restriction on the size or amount of something allowed</p> <p>border: to form an edge around something</p>
Materials and Preparation	<ul style="list-style-type: none"> Materials used to set up the Center in the previous week, depending on children’s ideas noted in your observations <p>Plan to re-introduce the Center, if needed, with any new materials, or by using your documentation (observation notes and photos or video) from the previous days as inspiration or provocation.</p>
Intro to Centers	<p><i>This week in the Dramatization Center you can continue to act out Roxaboxen by Alice McLerran.</i></p> <p>Show any new materials, photos of children constructing the setting and acting out Roxaboxen the previous days. Share some of your observations as inspiration/provocation (e.g. “I noticed Joelle and Tye using a big box to make their ice cream store and...” show a picture of them playing).</p>
During Centers	As children act out scenes from <i>Roxaboxen</i> , talk with them to support connections between the text and their acting out and to their own

	<p>experiences playing with others and creating their own make-believe setting.</p> <p>Take photos or record video of children creating the setting of the book and playing in the center. Take notes on their statements and questions, and use this documentation to engage them in deeper conversations.</p>
Facilitation	<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? ● 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? ● What else could you do in Roxaboxen? How? Who can you do that with? ● If you had an open place like the children in Roxaboxen to play in, what would you do?
Standards	<p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3. With prompting and support, identify characters, setting, and major events in a story.</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>SL.K.2. 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</p>

Notes

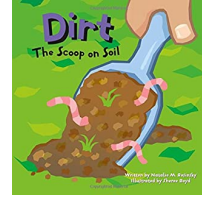
WEEK 8 Day 3

Library & Listening: Reading with a Partner
 Children read with a partner and share information they discover.

Big Ideas	Construction can be defined as the creation of products, including physical structures and works of art such as stories, dances, theatrical performances, and songs. The construction process can be similar across domains.
Guiding Questions	Where do people find inspiration for building, creating, and composing?
Vocabulary	<p>collaborate: to work together</p> <p>information: facts</p> <p>text: a book or other written material</p>
Materials and Preparation	<ul style="list-style-type: none"> ● unit and other related texts, including decodable texts ● chart paper and markers <p>Recreate the following Reading with Someone chart from Unit 2. Include illustrations (drawings, icons, or photos).</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%; background-color: #f0f0f0;"> <p style="text-align: center;"><u>Reading with Someone:</u></p> <ol style="list-style-type: none"> 1. Get into EEKK position. 2. Choose how to read: I read, you read — one book together Read at the same time — one book together Read at the same time — two different books 3. Choose what to read. </div>
Intro to Centers	<p><i>During this Unit, you have been using the Library & Listening to organize texts and do research. Today, as you have done in Stations and in Unit 2, we invite you to read with a partner.</i></p> <p><i>What do you do when you read with someone?</i></p>

	<p>Harvest a couple of responses.</p> <p><i>When you are reading with someone, it is helpful to sit close together so you can hear each other and share ideas in quiet voices about what you are reading. The way we put our bodies when we read with someone we are going to call “E-E-K-K,” or “/eek/”. I know this sounds silly, but it is an easy way to remember that when you read with a partner you should try to have your bodies Elbow-to-Elbow, Knee-to-Knee.</i></p> <p>Add EEKK to the top of the chart paper, after “Reading with Someone.” Point to each corresponding letter while saying the words.</p> <p><i>Let's remember what that looks like. Since you already know how to turn and talk with a partner, let's turn and talk in the EEKK position.</i></p> <p>Give children a moment to arrange themselves in this way. Offer a simple talking prompt, or ask them to pretend to hold books and read.</p> <p>Read the Reading with Someone: EEKK chart.</p> <p><i>I am curious to see what you choose to read together.</i></p>
During Centers	Refer children to the chart to check that they are in the EEKK position and to choose how and what to read with their partner. Encourage them to try different types of books and ways of reading together.
Facilitation	<ul style="list-style-type: none"> ● How are you reading together? ● Why did you choose this book to read? ● What do you like about it? ● What are you learning from this book? ● What is happening in this book?
Standards	<p>R.1.K.a Follow words from left to right, top to bottom, and page by page.</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 With prompting and support, retell familiar stories, including key details.</p> <p>SEL.Relationship Skills: Teamwork</p>

Notes



WEEK 8 Day 4

Discovery Table: Exploring Soil

Children touch and play with soil. They make discoveries about what is in the soil.

Big Idea	Through using materials and interacting with them, people learn important concepts and gain skills relating to physical science, engineering and technology, and the arts.
Guiding Question	How do people use different tools and materials for different purposes?
Vocabulary	<p>soil: dirt</p> <p>careful: move slowly, with caution</p> <p>moist: a little wet</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Dirt, The Scoop on Soil</i>, Natalie Myra Rosinsky and Sheree Boyd ● soil, store-bought or dug from a planter/garden area/wooded area If not using store-bought soil, inspect the soil for any hazards. Also consider the insects and worms that might be a part of the soil. ● sensory/discovery table, or tabletop tubs Fill the table or tubs with the soil. ● plastic/paper cups or small pots ● shovels or gardening tools ● spoons ● rocks ● sticks ● magnifying glasses ● plastic insects (optional) Because store-bought soil will most likely not include live insects, adding plastic insects to the soil may enhance conversation and curiosity. ● spray bottle filled with water ● dustpan and brush for sweeping soil ● gloves, optional <p>Bring the following to Intro to Centers: a sample of the soil in a clear</p>

	<p>container (such as a cup/bin) and a magnifying glass.</p>
<p>Intro to Centers</p>	<p><i>This week, the Discovery Table is full of soil!</i></p> <p>Show the soil sample.</p> <p><i>Turn and tell a partner. What might you find in the soil? Think about what we read about in Dirt: The Scoop on Soil.</i></p> <p>Provide time for the Turn and Talk. Harvest a few responses. When relevant, make connections to the Read Aloud discussions.</p> <p><i>Yes, we learned about how soil can be a habitat, or home, for animals and other living things.</i></p> <p><i>This week, we will explore this soil. You can feel the soil, play with the soil. You can also see what it contains. There are several tools at the Discovery table that you might use. You can talk to each other about what you notice in the soil and how it feels.</i></p> <p>Model using the magnifying glass. Show the spray bottle and remind children that they can moisten the soil.</p> <p><i>Some of you mentioned that insects could be in the soil. If you do find a living animal, like an earthworm, be careful. Careful means that you move slowly and with caution. Remember to keep the soil and animals inside of the Discovery table. At the end of Centers, we will need to spray the soil with water to keep it moist.</i></p>
<p>During Centers</p>	<p>Children explore the soil. They will touch the soil, they may play and build with the soil. Children may find animals and plant material. Support children with careful handling of the soil and animals. Encourage children to talk to each other about what they notice.</p> <p>When possible, support children with text connections to <i>Dirt: The Scoop on Soil</i>. Take note of children’s comments and questions. These understandings, misconceptions, and wonderings can inform the next Unit of study.</p> <p>Some children may feel very natural with the dirt; others may feel reluctant to touch the soil and may be more comfortable wearing gloves.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● How does the dirt feel? ● What can you build? ● What ideas are you sharing with your peers? ● How is the soil similar to sand? How is it different? ● Tell me about how that is connected to the book, <i>Dirt: The Scoop on Soil</i>. ● What kind of animal do you think this is? ● How could you find out more information about this animal? ● Where do you think this soil came from? Why do you think that?

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.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. Is and requesting clarification if something is not understood.</p> <p>SEL. Relationships Skills. Social engagement (Boston)</p>
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Notes:

WEEK 8 Day 3

**Writing & Drawing: “The Many Things People can Construct”
Class Book**

Children create pages for a class book about different things people can construct.

Big Ideas	Construction can be defined as the creation of products, including physical structures and works of art such as stories, dances, theatrical performances, and songs. The construction process can be similar across domains.
Guiding Questions	Where do people find inspiration for building, creating, and composing?
Vocabulary	<p>construct: creating or building architect: a person who designs buildings choreograph: to make up, or construct, a dance compose: to make up, or construct, a piece of music or song design: to draw something before it is built. structure: something that is built</p>
Materials and Preparation	<ul style="list-style-type: none"> ● drawing and writing tools ● paper of a consistent size for creating a class book ● unit texts Have the texts available for children to access ● chart paper
Intro to Centers	<p><i>We have learned so many things about what people can construct. Talk to a partner about what we have learned about.</i></p> <p>Think, Pair, Share</p> <p><i>This is the last week of our study of construction and we are going to create a book about the many things people construct. What would you write about? I am going to write your ideas down on this chart paper.</i></p>

	<p>Go around the circle and as children share, record their ideas on the chart paper.</p> <p><i>You know so many different things about what people construct!</i></p> <p><i>Each one of you can have a page in our book. I would make a page about _____. I would draw _____ and I would write _____. I also would add some labels on my page.</i></p> <p>Model what you would create for your page.</p> <p><i>Help each other and if you have similar ideas you can work together on your page.</i></p>
During Centers	<p>Place the chart paper in the Writing & Drawing Center to remind them of their initial ideas. Support children to both draw and write and to use their foundational skills knowledge to sound out and spell words they want to include. Encourage children to collaborate and support each other.</p>
Facilitation	<ul style="list-style-type: none"> ● What have you learned about the many things people construct? ● What do you think is important for people to know about construction? ● How are you going to communicate your idea? ● What was most inspiring about construction? Why? ● How is working collaboratively helping you?
Standards	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>W.1.K.b Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</p> <p>SEL: Relationship Skills: Teamwork (Boston)</p>

Notes

WEEK 8 Day 1

Writing Procedure
Peer-to-Peer Feedback

Content Objective	I can use feedback to choose how to revise my writing.
Language Objective	I can ask my partner questions to understand their writing choices and answer questions about my writing choices.
Vocabulary	<p>directions: instructions</p> <p>feedback: specific, helpful suggestions given to improve work</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>steps: the actions taken to complete a procedure</p>
Materials and Preparation	<ul style="list-style-type: none"> ● children’s procedures Set aside the writing of the child chosen to model feedback. ● Center materials needed for completing procedures Set aside the materials needed to complete the procedure of the child who will model feedback. ● Procedure Feedback sheet, one copy for each child and one for modeling ● pencils
Opening 1 minute	<p><i>Today we are going to provide feedback to each other to improve our writing. When we provide feedback to each other, we will give specific and helpful suggestions. The writers may choose to incorporate these suggestions or not. We will first work together to analyze _____ [child]’s procedure and provide them with specific feedback. Then, you will each work with a partner to provide feedback.</i></p>
Peer-to-Peer Feedback Practice	<p>Introduce the Procedure Feedback sheet.</p> <p><i>This is the paper we will use to provide feedback. At the top, there is a space for the writer’s name and the reviewer’s name. If you are</i></p>

<p>9 minutes</p>	<p><i>the person reading your writing, you are the writer. If you are the person giving feedback, you are the reviewer.</i></p> <p><i>Here's how this will work. When you begin working with your partner, you will read your procedure to them. As you read each material, your partner will gather that material. As you read each step, your partner will follow the directions to complete the procedure.</i></p> <p><i>After trying out the procedure, your partner will answer two questions.</i></p> <p><i>The first question says, "Does it include all materials?" If the procedure lists all of the materials, your partner will check "Yes." If something is missing, they will check "No." If something is missing, talk about what is missing and what can be added so that it is complete. Then write those materials in the box below.</i></p> <p><i>The second question, on the back of the paper, says, "Does it include all steps?" If the procedure includes all steps, your partner will check "Yes." If something is missing, they will check "No." If something is missing, talk about what is missing and what can be added so that it is complete. Then write those steps in the box below.</i></p> <p><i>Let's try it together. _____, please read us your procedure.</i></p> <p>As a class, try out the child's procedure. Different children may take turns collecting materials and following steps, or, if the procedure is choreography, the whole class can try out the steps together.</p> <p><i>Now let's look at our feedback sheet. Remember, our first question says, "Does it include all materials?"</i></p> <p>Harvest several children's ideas. Check "Yes" or "No" on the checklist and discuss why that choice was made. If materials are missing, work together to list missing materials. Repeat the process with the second question.</p>
<p>Peer-to-Peer Feedback 12 minutes</p>	<p><i>Now you will provide feedback to each other.</i></p> <p>Partner the children. Send partners to the appropriate Center with Procedure Feedback sheets. As the children work, circulate to support them. Have children store their Procedure Feedback sheets in their writing folders.</p>
<p>Closing 8 minutes</p>	<p>Bring the children back to the whole group. Review the feedback given to the child at the beginning of the session. Talk through the feedback and think aloud with the child to decide which pieces of feedback to incorporate and which to leave out. Discuss why the writer may choose not to incorporate certain pieces of feedback.</p>

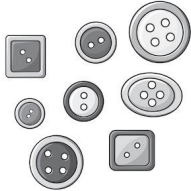
Standards	<p>W.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p>W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>SL.K.3. Ask and answer questions about what a speaker says in order to seek help, get information, or clarify something that is not understood.</p>
Ongoing assessment	<p>Observe and take notes as children provide feedback.</p> <p>What feedback are children given? Does it match your assessment?</p> <p>What next steps do children set for themselves and each other?</p> <p>Are there any trends emerging?</p>

Notes


Procedure Feedback

Writer's Name: _____

Reviewer's Name: _____

<p>You need ○ Buttons</p> 	<p>Does it include all materials?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>materials to add:</p>	

Play with a partner. Work together.

- 1 Pick a button. 
- 2 Find all the buttons that share an attribute.
- 3 Say what that attribute is.



"All of these have 2 holes." "All of these have 4 holes."

Does it include all **steps**?

Yes

No

steps to add:

WEEK 8 Days 2-3

Writing Procedure

Introduction to and Beginning Revising and Publishing

Today's lesson launches the work of revising and publishing that will continue onto Day 3. This lesson addresses two phases of the work: revisions (children's individual revisions and teacher-directed small group revisions) and publishing.

Children work individually and with partners or small groups to review their work and plan for revisions, considering whether their work makes sense and follows the purpose of procedure: to give directions to accomplish a goal.

In preparation, the teacher identifies one area of revision for each child, focused on an aspect of structure or language and drawn from observations made throughout the unit. Children then receive guidance from the teacher to make these revisions by meeting in small groups with similar needs.

Content Objective	I can revise my writing to fit the purpose, structure, and language of procedure. (
Language Objectives	I can discuss with a partner or small group how my writing should be revised. I can revise my procedure to include precise language.
Vocabulary	audience: an individual or group for whom a piece of writing is composed feedback: specific, helpful suggestions given to improve work procedure: a genre of writing whose purpose is to give directions to accomplish a goal publish: to prepare writing for an audience revise: make changes to writing
Materials and Preparation	These materials will be used this week: <ul style="list-style-type: none"> ● Procedure Observation Tools Before the lesson, review the children's Procedure Observation Tools, Procedure Feedback sheets, along with other notes taken during Writing, to identify the strongest area of need for each child. Form groups of children with similar needs. Ideally, children should

	<p>be divided into 4 groups—2 to meet on Day 2 and 2 to meet on Day 3. See the descriptions below to guide possible group focus areas.</p> <p>For Revisions:</p> <ul style="list-style-type: none"> ● writing tools ● children’s writing folders, including procedures ● procedure Materials and Steps sheets, copies as needed for adding missing parts ● procedure mentor texts: <i>Yoga Pretzels</i>, “Plant an Avocado,” Matching Faces directions ● Procedure anchor chart, from Week 5, Day 1 <p>For Small Group instruction:</p> <ul style="list-style-type: none"> ● Procedure anchor chart, from Week 5, Day 1 ● Center materials needed for completing procedures <p>For Publishing:</p> <ul style="list-style-type: none"> ● procedure Materials and Steps sheets, copies as needed for publishing <p>Note that children should only create new copies of pages that require significant revisions. Illustrations or words from first drafts may additionally be cut out and pasted to a new sheet if only one or the other needs to be revised.</p> <ul style="list-style-type: none"> ● blank paper, for publishing the title and goal ● system for keeping track of shared work <p>Choose one child who would like to share a report, preferably a child who has not yet shared their work.</p>
<p>Opening 5 minutes</p>	<p><i>I am very excited for all of you to be able to try each other’s procedures in Writing and during Centers. This week you are going to revise and publish your work to get it ready for your audience—your classmates.</i></p> <p><i>During the last few days, you tried out procedures with a partner and gave each other feedback. Today you will use that feedback to make your procedure even better.</i></p> <p><i>If you need to add a new material or step to your procedure, get a new sheet of paper to write that part.</i></p>
<p>Individual Construction 20 minutes, concurrent with Small Group instruction</p>	<p>Send the children with writing folders to revise their work.</p> <p>After children revise, they may begin to publish materials and steps, by copying illustrations and words onto new sheets of paper, as needed, to make their work clear. Note that all children will not need to copy all of their work. Only illustrations and words requiring significant revision should</p>

	<p>be copied onto new sheets. On Day 4 children will assemble all of the parts of their procedures into books or posters.</p>
<p>Small Group Possibilities 20 minutes, concurrent with Individual Construction</p>	<p>As children work individually, pull small groups with similar needs to improve one aspect of their writing. The aspects addressed in revisions should be features of procedure taught during the unit. The following are suggestions for what to address in small groups.</p> <p><u>Stages</u> Review the lesson from Week 5, Day 2. Refer to the Procedure anchor chart. Remind children that procedures include a goal, materials, and steps. Support children with adding parts that are missing, or with putting materials and steps in a logical order. As necessary, have children use Center materials to support their writing.</p> <p><u>Verbs</u> Review previous lessons. Have children underline the verbs in their writing. In the small group, refer to the verbs. Replace verbs to make the steps more precise. If children are having trouble, have them dramatize each step, possibly using Center materials, to identify the action needed to complete the step.</p> <p><u>Adjectives</u> Review previous lessons. Remind children that adjectives make materials more precise by telling how much and what kind. Have children collect the materials for their procedure and try to answer How many? and What kind? for each material. Then support them to add appropriate adjectives.</p> <p><u>Adverbs</u> Review previous lessons. Remind children that adverbs make steps more precise by telling how and where. Have children try out their steps and try to answer How? and Where? for each action. Then support them to add appropriate adverbs.</p>
<p>Closing 5 minutes</p>	<p>Choose one experience from your small group instruction to share with the class. This should be informative to all children as they grow as writers.</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>W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.5b. Demonstrate the ability to use vocabulary appropriate for kindergarten.</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>

	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.
Ongoing assessment	Note children’s participation in and understanding of the content of each small group.

Notes

WEEK8 Day 4

Writing Procedure

Publishing

Content Objective	I can prepare my procedure for an audience.
Language Objective	I can discuss my plans for publishing with a partner.
Vocabulary	<p>audience: an individual or group for whom a piece of writing is composed</p> <p>feedback: specific, helpful suggestions given to improve work</p> <p>procedure: a genre of writing whose purpose is to give directions to accomplish a goal</p> <p>publish: to prepare writing for an audience</p> <p>revise: make changes to writing</p>
Materials and Preparation	<ul style="list-style-type: none"> ● procedure mentor texts: <i>Yoga Pretzels</i>, “Plant an Avocado,” Matching Faces directions ● children’s writing folders, including procedures ● writing tools ● procedure Materials and Steps sheets, copies as needed for publishing <p>Note that children should only create new copies of pages that require significant revisions. Illustrations or words from first drafts may additionally be cut out and pasted to a new sheet if only one or the other needs to be revised.</p> <ul style="list-style-type: none"> ● blank paper, for publishing the title and goal and for assembling books (if children need to cut and paste parts of their procedures) ● materials for book binding ● large sheets of paper for creating posters ● glue sticks ● scissors ● chart paper and markers, for planning the Day 5 Presentation and Celebration
Opening	<i>Today you will finish publishing your procedure to get it ready to</i>

5 minutes

share with your classmates tomorrow! There are different ways you can publish your work. You might choose to put all of your pages together to make a book—like this.

Show “Plant an Avocado.”

Or, you might decide that it would be best to see all parts of your procedure at once—like this.

Show Matching Faces directions.

If you want to have all of your procedure on one page, you will make a poster. You can glue the parts of your procedure to a large sheet of paper.

Your first job today is to figure out which parts of your procedure you still need to complete. Do you need to add materials or steps? Do you need to copy a material or step that you revised? Think, Pair, Share.

After you are sure that all of the parts of your procedure are complete, you will choose the best way to publish it. Would it work best as a book, or as a poster?

Individual Construction
15 minutes

Send the children with writing folders and publishing materials.

As children work, circulate to assist them with final publishing.

Closing
10 minutes

Bring the class back together.

Tomorrow we will celebrate all of your hard work by trying out each other’s procedures! We need to decide where each procedure will be done, and what materials should be in that area, so the readers can easily find what they need.

Together with the children, create a chart that lists the different areas of the classroom and the titles and authors of each procedure that will be located in each area. For example,

Art	Building
How to Build a Clay House by Ella	Building Roxaboxen by Carlos
Drama	Writing Table
Cool Dance by Jaedyn	Build a Fast Car by Lily

Have children visit their assigned area with their procedures to make sure the necessary materials are available. If not, make a plan for how to make them available during Writing the next day.

WEEK 8 Day 5

Writing Procedure
Presentation and Celebration

Content Objective	I can try out and respond to a procedure.
Language Objective	I can describe my experience following my classmate’s procedure.
Vocabulary	procedure: a genre of writing whose purpose is to give directions to accomplish a goal
Materials and Preparation	<ul style="list-style-type: none"> ● children’s procedures ● Presentation and Celebration Plan chart paper, from Day 4 ● sticky notes, one pad in each area ● pencils, 4-5 in each area
Opening 5 minutes	<p><i>Today we have a lot to celebrate! You have all worked so hard to write a procedure, and today you will try out and respond to each other’s work.</i></p> <p>Review the areas of the classroom where each procedure is located.</p> <p><i>When you get to the procedure you want to try, you will read it through first so you know what to do. If you have any questions, you can ask a friend at the same center, or you can quickly ask the author. Then, you will collect all of the materials you need. After you have your materials, try out the steps!</i></p> <p><i>When you finish, there are sticky notes and pencils in each area. You will write something to the author about their procedure. And stick it to the back. Did you enjoy it? Was it easy to follow? Would you recommend it to someone else? Share a response with the writer.</i></p>
Trying out Procedures 20 minutes	Using classroom routines for choosing Centers, dismiss children to read and try out each other’s procedures. As time allows, let children try out one or more procedures.

<p>Closing 5 minutes</p>	<p>Bring the class back together. Invite the children to describe what it was like to follow a classmate’s procedure, and to share appreciations for each other’s work.</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. 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 and make notes about the unit. What did children understand about the purpose, structure, and language of procedure? What is still challenging? What might I do differently next year?</p>

Notes

Unit 3: Construction

WEEK 8

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	“The Generous Little Red Hen”	<ul style="list-style-type: none"> ● “The Generous Little Red Hen” sentence strips ● pocket chart and pointer ● “The Generous Little Red Hen” on chart ● “The Generous Little Red Hen” child copies
Listening & Speaking	Talk Time	<ul style="list-style-type: none"> ● Week 8 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>Dirt: The Scoop on Soil</i> recording ● <i>Dirt: The Scoop on Soil</i>, Mandy Ross ● conversation prompts, cut apart
Writing	End of Unit Assessment	<ul style="list-style-type: none"> ● assessment image, 1 for each pair ● assessment sheet, 1 for each child ● assessment slides ● assessment rubric
Word Work	Picture Match Digraphs	<ul style="list-style-type: none"> ● Picture Match grids, in sheet protectors ● Picture Cards, 5 sets, cut apart ● envelopes, one for each set of cards
	Read, Build, Write Trick Words	<ul style="list-style-type: none"> ● Read, Build, Write Sheets, one for each child ● magnetic letters or letter tiles
	Changing Digraphs	<ul style="list-style-type: none"> ● Changing Digraphs sheets, one for each child
	From Here to There	<ul style="list-style-type: none"> ● From Here to There sheets, one for each child

Talk Time Week 8



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Listening & Speaking Station: Talk Time U3 W8

What's going on in these pictures?
Choose one, and tell a story about what is
happening. Imagine what the people are saying
to each other.

What's going on in these pictures?
Choose one, and tell a story about what is
happening. Imagine what the people are saying
to each other.

What's going on in these pictures?
Choose one, and tell a story about what is
happening. Imagine what the people are saying
to each other.

What's going on in these pictures?
Choose one, and tell a story about what is
happening. Imagine what the people are saying
to each other.

Dirt: The Scoop on Soil

Why is it important to keep the soil healthy?

Dirt: The Scoop on Soil

Why is it important to keep the soil healthy?

Dirt: The Scoop on Soil

Why is it important to keep the soil healthy?

Name: _____

Date:

1. What steps did the children take to design and construct Roxaboxen?
Describe at least two things they did to make this town.

2. As the children constructed Roxaboxen, what are two things they did to make a strong community?



End of Unit Assessment Rubric

Unit 3 Prompt

1. What steps did the children take to design and construct Roxaboxen?
Describe at least two things they did to make this town.
2. As the children constructed Roxaboxen, what are two things they did to make a strong community?

Relevant Unit 3 Big Idea

- The process of design and construction includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. This process includes time to work alone and with others.

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard			
	1	2	3
Retells key details in response to the prompts, drawing on the provided sources. (R.5.K.a, R.5.K.b, W.1.K.b)	With significant prompting and support, may begin to retell but does not respond to the specific prompts.	With prompting and support, retells in response to only one prompt, or responses veer from the text.	With prompting and support, effectively retells key details in response to both prompts.
Demonstrates conceptual understanding and knowledge about the topic.	Response does not align to the unit's big idea.	Response aligns somewhat to the unit's big idea.	Demonstrates conceptual understanding and knowledge about the unit's big idea.
Communicates relevant ideas through speaking, writing, and drawing. (SL.3.K.b)	Minimally communicates ideas through speaking, writing, and/or drawing.	Partially communicates through speaking, writing, and/or drawing. Does not effectively use all three methods for communication.	Effectively communicates relevant ideas through speaking, writing, and drawing.


Stations: End of Unit Assessment Rubric U3 W8

Note: Children’s responses should be collected first orally in small groups, and then children should communicate their ideas through drawing and writing. Use the following rubric to score children’s writing.


1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard; 4 = Exceeds the standard				
Conventions	1	2	3	4
Capitalization W.3.K.a L.2.K.a	Minimal or incorrect use of upper case letters (as the first word in a sentence and the pronoun <i>I</i>).	Inconsistently capitalizes the first word in a sentence and the pronoun <i>I</i> .	Most of the time capitalizes the first word in a sentence and the pronoun <i>I</i> .	Capitalizes the first word in a sentence and the pronoun <i>I</i> .
Punctuation L.2.K.b	Does not experiment with punctuation.	Experiments with end punctuation; symbols may be inaccurate (question mark inverted or uses other symbols).	Experiments with punctuation; may have some inaccuracies (question mark where there should be a period).	Correctly uses end punctuation.
Spelling L.2.K.c L.2.K.d	Attempts to represent sounds with letters, but does not write a letter or letters for most consonant and short-vowel sounds.	Writes a letter or letters for most consonant and short-vowel sounds, but not all words are represented by a letter or letters.	Writes a letter or letters for most consonant and short-vowel sounds (phonemes). Spells some simple words phonetically, drawing on knowledge of sound-letter relationships.	Spells simple words phonetically, drawing on knowledge of sound-letter relationships. Utilizes a word wall to spell learned words.

Stations: End of Unit Assessment Rubric U3 W8


Picture Match: Find pictures that have the same digraph sound as the picture in the center.

Picture Match: Find pictures that have the same digraph sound as the picture in the center.

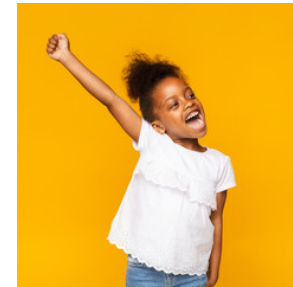
		

Picture Match: Find pictures that have the same digraph sound as the picture in the center.

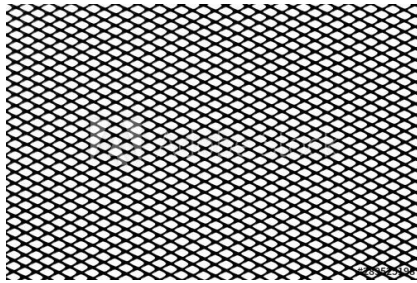
		

Picture Cards: Copy 5 sets. Cut apart and place one set in each envelope.

Word Work Station U3 W8

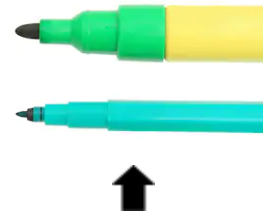
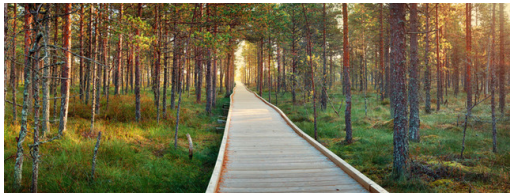
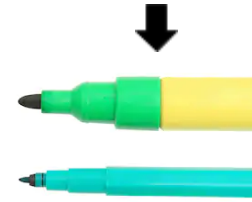


Picture Cards: Copy 5 sets. Cut apart and place one set in each envelope.



Picture Cards: Copy 5 sets. Cut apart and place one set in each envelope.

Word Work Station U3 W8



Word Work Station U3 W8

Word Bank for teacher reference

dish	shop	shirt
mesh	ship	shut
shoes	mash	leash













chop	chin	cheer
chart	chair	chest
chips	chick	cherry













cloth	bath	thick
math	moth	thorn
bath	thin	mouth

Name: _____

Word Work Station

Read the word. Build the word. Write the word.

Read the word	Build the word	Write the word
we		 _____  -----  _____  _____
she		 _____  -----  _____  _____
he		 _____  -----  _____  _____

Read the word	Build the word	Write the word
was		 <hr/>  <hr style="border-top: 1px dashed black;"/>  <hr/>  <hr/>
has		 <hr/>  <hr style="border-top: 1px dashed black;"/>  <hr/>  <hr/>
as		 <hr/>  <hr style="border-top: 1px dashed black;"/>  <hr/>  <hr/>

Name _____

Read the word. Change the digraph to make a new word.

If I can read this,




I can write and read that!

 <p>dish</p>	 <p>fi__</p>
 <p>thin</p>	 <p>__in</p>
 <p>shop</p>	 <p>__op</p>
 <p>chip</p>	 <p>__ip</p>
 <p>mash</p>	 <p>ma__</p>




Name _____

From Here to There


Start with the first word, and change the missing sound to make a new word. Keep going until you get to the last word.

Start with...  fish	→	 __ish	→	 d__sh
--	---	--	---	--



 __ash	→	 ca__	→	 __ap
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 l__p	→	 __ip	→	 sap
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<p align="center">“Dig in the Dirt” Sung to the tune of “Row, Row, Row Your Boat”</p>	
<p>Standards: R.2.K.d R.3.K.a R.3.K.b R.3.K.c R.3.K.d L.2.K.b</p>	<p>Dig, dig, dig, in the dirt, Wish and look for bugs, Use a shovel or a hand, You might touch worms and slugs.</p> <p>Dig, dig, dig, in the dirt, Wish and look for bugs, If you grab a wiggly worm, Be gentle and don’t tug!</p>
<p>Session 1</p>	<p>Opening: <i>Let’s read the title of our new poem together!</i> Invite children to tap and read “Dig in the..,” and jump in to support children to read the word “dirt.” <i>The r in the word “dirt” makes the letter i change its sound, so we don’t hear the /i/ sound.</i> <i>We’ll sing this song to the tune of “Row, Row, Row Your Boat.”</i> Invite children to hum the tune.</p> <p>Fluency: Model singing the song once through in its entirety while tracking the print. For the second time through, invite children to echo sing two lines at a time.</p> <p>Meaning Making: <i>What does the word “might” mean?</i> <i>Why do you think the poet says “be gentle and don’t tug?”</i></p> <p>Language Conventions: <i>What does the word “don’t” mean?</i> <i>It means “do not.” This is a word called a contraction.</i> Show how the apostrophe brings the two words together. <i>Why do you think the poet put an exclamation point at the end of the last line?</i></p>

“Dig in the Dirt”
Sung to the tune of “Row, Row, Row Your Boat”

<p>Standards: R.2.K.d R.3.K.a R.3.K.b R.3.K.c R.3.K.d L.2.K.b</p>	<p>Dig, dig, dig, in the dirt, Wish and look for bugs, Use a shovel or a hand, You might touch worms and slugs.</p> <p>Dig, dig, dig, in the dirt, Wish and look for bugs, If you grab a wiggly worm, Be gentle and don’t tug!</p>
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<p>Session 2</p>	<p>Fluency: Invite children to echo sing two lines at a time. Then, sing the song in its entirety while tracking the print. Invite children to make hand gestures to show meaning.</p> <p>Phonological Awareness: <i>We have learned how to separate 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.</i> Say the word “slug,” and invite children to replace the /s/ with /p/. <i>What word do we have now?</i> (plug) <i>Now say the word “plug” and change the /g/ to /m/.</i> (plum) Continue by substituting initial and final sounds.</p> <p>Letter-Sound Awareness and Phonics: <i>There are digraph sounds in some of the words in this song. We have learned the sounds /ch/, /sh/, /th/.</i> Read (rather than sing) the song through, and invite children to raise their hands to identify the digraph sounds they hear as they appear. <i>Remember, digraphs are two letters that make one sound together. Now let’s find words with digraphs in this poem.</i> Invite children to highlight digraphs in various words (wish, touch). Review each digraph sound as children identify the digraphs.</p>
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“Dig in the Dirt”

Sung to the tune of “Row, Row, Row Your Boat”

Standards:

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

Dig, dig, dig, in the dirt,
Wish and look for bugs,
Use a shovel or a hand,
You might touch worms and slugs.

Dig, dig, dig, in the dirt,
Wish and look for bugs,
If you grab a wiggly worm,
Be gentle and don't tug!

Session 3

In preparation for the lesson, write the following words on the whiteboard.
dig, wish, tug, grab

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 “/t/--/ũ/--/ch/” with a long pause in between each sound.

What word is that? [touch]

Repeat the same exercise with the words “grab,” “worm,” and “gentle”.

Phonics:

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

Show the words on the whiteboard. Invite children to read and tap each one. [dig, wish, tug, grab]

Fluency:

Show the poem and invite children to read and sing while tracking the print. Invite children to make hand gestures to show the meaning of the song.

Word Recognition:

“Or” is a new high frequency word in this poem.

Just as the r in the word “dirt” bosses the i to change its sound, the r is bossy in this word too! We don't hear the short or long o sound.

There's another high frequency word in this poem that has the sound /or/ inside of it. Can you find it?

The word is “for!”

Extensions	<p>“Change one sound” Game (oral): Say “chip,” and invite children to echo the word. Then provide a new beginning sound orally, /sh/, and ask children to say the new word (ship). Then, change the final sound with /n/ and invite children to say the new word (shin). Continue to change beginning, final, and medial phonemes to create new words, with emphasis on exploring the sounds of digraphs.</p> <p>“Change one sound” Game (written): Say “chip,” and invite children to write the word. Then provide a new beginning sound orally, /sh/, and ask children to write the new word (ship). Continue to chain the word by changing the initial or ending sounds.</p>
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Name: _____

Date: _____

Dig in the Dirt

(to the tune of "Row, Row, Row Your Boat")

Dig, dig, dig in the dirt,
Wish and look for bugs,
Use a shovel or a hand,
You might touch worms and slugs.

Dig, dig, dig, in the dirt,
Wish and look for bugs,
If you grab a wiggly worm,
Be gentle and don't tug!

