

2018 -2019 AXIS HIGHLIGHTS



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Name: EMILY CHIARIZIO
Grade K
School LHA
Text: *That is My Dream*-Langston
Hughes and Daniel Miyares
Date: 2.14-15.19

Essential Question: What dreams do you have for your community?
Objective(s): SWBAT identify main ideas of a poem.

Vocabulary

Warm-Up: 5 min.
Building Community/Enter Text
Vocabulary and Movement
Teacher will say a word from the book and students will act out what they think it means
Words:
Fling, Whirl, Beneath, Slim, Tenderly

Build Knowledge: 15 min.
Enter Text/Comprehend Text
Alive Reading
As teacher reads the poem, students act out lines from the poem.
Lines:
"To fling my arms wide"
"To whirl and dance"
"Then rest at cool evening"
"Dance! Whirl! Whirl!"
"Night coming tenderly"
"Black like me."

Guided Practice: 20 min
Comprehend Text/Create Text
Found Poetry
After reading the poem, students remember phrases from the poem and ideas they had about the illustrations, teacher records phrases on sentence strips. Together teacher and students arrange the sentence strip phrases to make a class poem about Langston Hughes' dream.

Independent Practice: 20 min.
Create Text/Rehearse & Revise Text
Four Square Brainstorm
Students use a paper divided into four sections to record their dreams about four categories: what things they want, where they want to go, who they want to be in the future, how they want to change the world

Critique: 20 min.
Rehearse & Revise Text/Performing Text
That is My Dream Student Poem
Students will choose one idea from their Four Square Brainstorm and fill in a sentence stem: My dream is _____. They will illustrate their idea.

Reflection: 30 min.
Building Community/ Reflection
Presenting Poems in Trios
Students will practice and present in trios their dreams to the class. Each student will say, "My dream is _____." and they will end with saying in unison " These are our dreams!"
Student work can also be displayed on class bulletin board.

<p>Name: ALEXANDRA LEVENSTEIN Grade 1 School-Arthur Ashe Charter School Text-Six Blind Men and the Elephant Date- February 7, 2019</p>	<p>Essential Question: How can I use my senses to help me figure out more information? Objective(s): SWBAT identify key details from the text.</p>
<p>Vocabulary</p>	<p>Warm-Up: 5 min. Building Community/Enter Text Common Ground- Put a piece of tape down the center of the room. Label one side no and one side yes. Line students on the no side. Each prompt has to be a yes or no question Teacher: Do you have pets in the house? What pet do you have? How many of you know someone who is blind? Who do you know that is blind? Have you seen a real elephant in person? Where have you seen the elephant? Have you ever worked with someone to solve a problem? Have you helped a friend today?</p> <p>Build Knowledge: 5 min. Enter Text/Comprehend Text SW do a picture walk. Ask each other questions they wonder regarding the text? Read the book Take the illustrations from the text that talk about elephant's body parts. Students will walk around and talk about what they understand the illustration is about SWBAT tell what body parts were mentioned in the story. List the animal body parts and what the blind men thought it felt like. Put this on a whiteboard... Ear-Fan Leg-Tree Tusk-Spear Body-Wall Tail-Rope Trunk-Snake</p> <p>Guided Practice: 10 min Comprehend Text/Create Text Model how to create their artifact- I do this you do this... Teacher: create their own artifact. They will label the elephants body and identify what the blind man thought it was.</p> <p>Independent Practice: 12 min. Create Text/Rehearse & Revise Text Students: create their own artifacts They use text evidence to support body parts then they make their own animal</p> <p>Critique: 5 min. Rehearse & Revise Text/Performing Text Students will create a visual riddle with one part to complete the entire animal. Then they will take another piece of paper and draw one body part on one side of the animal with the habitat. On the other side they will draw the entire animal with the same habitat Ex. A fin on one side swimming in the ocean, the other side is the entire fish swimming in the ocean</p> <p>Reflection: 8 min. Building Community/ Reflection- SWBAT guess what animal their friends made http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/UsedToThink/UsedToThink_Routine.htm I used to think... Now I think.....</p>

Name: ANNALEE JACKSON
Grade 1
School: Langston Hughes Charter Academy
Text: *Art From Her Heart*
Lesson Number:
Date: 3/29/19

Essential Question: Why is it important Clementine Hunter painted about her life?
Objective(s): SWBAT identify the main idea of the narrative.
<https://www.youtube.com/watch?v=Nhn0qaTu2HI>

Vocabulary

Painting: an artwork made on a surface such as canvas or wood with oil or acrylic paint

Gallery: a room or building used to display works of art

Art exhibit: art being displayed for the public to see

Museum: a building that displays works of art, artifacts and things of historical importance

Self-taught artist: an artist who has received little or no formal training in art

Memory painting: a painting showing scenes that the artist remembers

*Vocabulary from the Ogden's field trip info sheet for teachers wanting a tour of *Art From Her Heart*.

Warm-Up: "If you really knew me you would know..." 10 min.
Building Community/Enter Text
Clementine Hunter makes memory paintings or paintings about something in her life she remembers. Her work helps other people get to know her better. When I say go you will silently and safely make a circle on the carpet. We will now get to know our classmates better by taking turns stepping into the circle to share "If you really knew me you would know..." Teacher gives two examples, silly and serious. The class will do two rounds the first serious and the second silly (add some movement to the silly part when you share for extra fun)!

Build Knowledge: See. Think. Wonder. 5 min.
Enter Text/Comprehend Text
Look at a pictures from the text. What do you: See, Think, and Wonder?

Guided Practice: Tableau 15 min
Comprehend Text/Create Text
Play the *art from her Heart* video
Pause video at 2:12. Sort students off into 3 groups. Read the page again. Tell students to recreate the page and freeze. Ask students to tell what the most important parts of this page are and why. Give students 2 minutes to act out the page with a scene/tableau.
Students come together and show their tableau.

Turn and Talk: Why is it important that she didn't wait to travel or seek inspiration to paint? What inspired her?

Independent Practice: Memory Painting 40 min.
Create Text/Rehearse & Revise Text
Tell students to think back to when they did the "If you knew me you would know" activity. Based on what you know about Clementine Hunter's art, what would she want people who didn't know her to know?
Think in your brain what is something you would want people who didn't know you to know?
Students are given half a sheet of watercolor paper and a pencil. Students are asked to divide their paper into three sections drawing three rivers. Then students are asked to fill in the sections with some of their favorite memories, or something many people might not know about them. Then students are given sharpies to trace their drawings (not color in their drawings). Then students are given washable markers to color their drawing. Finally students are given water and brushes to transform their marker drawing into a watercolor painting. Clean up.
Turn and Talk: What does your painting teach others about you?

Critique: Gallery Walk 3 min.
Rehearse & Revise Text/Performing Text
Gallery Walk: Leave students work on a table to dry. Give students 3 minutes to walk by each table and see what they can learn from the artwork about their classmates.
Turn and Talk: what does this artwork teach us about our class as a whole?

Reflection: I used to think..... Now I think..... 10 min.
Building Community/ Reflection
Students will sit in a circle and share with a talking piece.
I used to think..... Now I think.....

Name: KIMBERLY MILES
Grade: 1st School: LHA
Text: Sea Horse: The Shyest Fish in the Sea
Lesson Number: 14
Date: 11/13/2018

Essential Question: How do animals behave?
Objective(s): SWBAT use illustrations and details in a text to describe key ideas.

Vocabulary

Dart: to move quickly; dash (p.6)

Clever: showing intelligent thinking (p.10)

Cruise: to travel at the same speed for a while (p.10)

Ridge: a long, narrow raised section at the top of something (p. 10)

Blend: to mix completely so that there no longer seems to be separate parts (p. 11)

Pouch: a natural pocket of skin that is used to hold and carry young (p. 13)

Seal: to close tightly (p. 14)

Mate: one of a pair of animals that live or have babies together (p. 12); to come together to make babies (p.13)

Coral: the hard skeleton of tiny sea animals (p. 16)

Narrator: the person or character that tells the story

Warm-Up: 5 min.
Building Community/Enter Text

- **Zoom Out** (Leafy Seadragon) - <https://docs.google.com/presentation/d/1dc6wP2LUfCQYPnhNe-gGlx8a-TsV3bmBTC5ZcXSLww/edit?usp=sharing>
- Students create a hypothesis and make claims about what they see, think, and wonder about the picture.

Build Knowledge: 5 min.
Enter Text/Comprehend Text

- **Vocabulary & Movement** - Assessment for teachers to see if students are understanding vocabulary and context. Opportunity to clarify and clear up misconceptions.
- T: We are going to listen to some words and make pictures that go with the story.
- T: Then we're going to see pictures and try to tell the story they are showing.

Guided Practice: 10 min.
Comprehend Text/Create Text

- TW: Read pg 10-11 of *Seahorse: The Shyest Fish in the Sea* - pantomime with your reading partner.
- SW: Read pg 12 of *Seahorse: The Shyest Fish in the Sea* - pantomime with your reading partner.

Independent Practice: 10 min.
Create Text/Rehearse & Revise Text

- **Tableau** - Students display their knowledge of their character by using their bodies to model and act out their animal's behaviors and physical attributes.
- T: At your tables, pick a narrator (teacher may want to choose more advanced readers for this role, if there are non-readers in the group), pick your character
- T: Look at the picture you have at your table (TW display pages 6-7, 18-19, 20-21, 24-25 from *Seahorse: The Shyest Fish in the Sea*).
- T: Practice making a tableau of the picture.
- T: If you are the narrator, practice telling the story that's going on in the picture and make sure that you give your group feedback about how they can make adjustments to match the picture.

Critique: 10 min.
Rehearse & Revise Text/Performing Text

- **Share out** - Each group will perform their tableau for the class while the narrator tells the story that is going on in the picture.
- T: Remember to consider your audience and make sure that you are projecting your voice and being mindful of how you can best position your body so all group members can be visible.
- T: If you are an audience member, make sure you are being courteous and showing respect for the performers by tracking, remaining silent, and showing appreciation for their performance when they are finished.

Reflection: 5 min.
Building Community/ Reflectionle

- **Exit Ticket** - Describe a key detail from page 23.
- T: Circle a key detail that describes the animal's physical features or how the animal behaves that you see in both the text and the illustration.

Name: LAURA SCHEINUK
Grade: 1
School: LHA
Text: Owl at Home: The Guest
Lesson: 17

Essential Question: How does the wind affect people?
Objective(s): SWBAT Answer Questions about Key details in a text

Vocabulary

Warm-Up: 5 minutes
Building Community/Enter Text
I could tell you a story about... a time I was in a storm.

- Teacher starts with prompt and explains we aren't ACTUALLY telling the story, but we COULD tell a story about a time we were in a storm. (ie. making a list of stories from one main topic)
- Whole group circle: Students share story ideas about a time they experienced severe weather.

Build Knowledge: 7 min.
Enter Text/Comprehend Text
Zoom Out - picture on page 17

- Crop a small portion of the picture and ask What do you see?, What do you think about what you see? What does it make you wonder?

Guided Practice: 15min
Comprehend Text/Create Text
Comprehend: Choral Reading: pg 4-17

- Depending on class size, give chosen pages to each group.
- Groups will read given section and prepare performance for their chosen pages

Begin Create: Talk Show: (Improvisation)

- Students write down ONE question they have using TEXT EVIDENCE
- Teacher collects questions and becomes the host, students are in table teams
- Students must use TEXT EVIDENCE and make INFERENCES to support their answers

Independent Practice: 15 min.
Create Text/Rehearse & Revise Text
Finish Talk Show
I AM POEM

- Students can choose to be Owl or The Guest.
- Fill in the blanks: I am ____, I see ____, I feel ____, I wonder ____, I am ____.

Critique: 5 min.
Rehearse & Revise Text/Performing Text
Whip around Share of I am poems: Students take turns sharing their poems

Reflection: 2min.
Building Community/ Reflection
Wows and Wonders:
Popcorn responses: "Wow" → something that made you say "aha" and "Wonders" → something that you're still curious about

Name: MOLLY MCCONNELL
Grade 2
School Arthur Ashe
Text: Four Feet, Two Sandals
Lesson Number 32
Date 2/22/18

Essential Question: Why do people build bridges?

Objective(s): SWBAT recount stories and determine their central message or lesson.

Vocabulary

Warm-Up: If you really knew me you would know 3 min.

Building Community/Enter Text

Students stand in a circle. Teacher begins with the phrase "If you really knew me you would know..."
Teacher gives two examples for students to follow. One silly and one serious. Take turns going around the circle. Start with the serious round. Then transition to silly round.

Build Knowledge: Zoom in/Zoom out 6 min.

Enter Text/Comprehend Text

Students will look at a powerpoint of the picture on p. 24
Teacher zooms out of picture each time asking the students to describe what they see, what they think and what they wonder

Guided Practice: Fireside Storytelling 10 min

Comprehend Text/Create Text

Show picture of page 24. Sort students off into 3 groups. Tell them to recreate image & freeze.
Teacher asks students to tell what the most important parts of this image are and why.
Teacher gives students 2 minutes to show with a scene/tableau what the sandal means in the story.
Students come together and show their tableau. Teacher asks guiding question, "What does the sandal mean for each girl (Feroza & Lina)?"

Independent Practice: Identity Footprints 30 min.

Create Text/Rehearse & Revise Text

Teacher tells students to think back to when they did the "If you knew me you would know" activity.
Teacher asks students, "What would Feroza and Lina want people who didn't know them to know?"
Teacher asks students close their eyes and think about what they would want people who didn't know them to know.
Teacher guides students to create a "footprint/sandal" using pastel & pastel board. Inside footprint/sandal students express their "identity" or what they would want to share with people.

Critique: Gallery Walk 3 min.

Rehearse & Revise Text/Performing Text

Teacher places student art around the room and gives students 3 minute to visit every footprint/sandal.

Reflection: Wows and Wonders 5 min.

Building Community/ Reflection

After visiting each footprint Teacher asks students to write down two wows and two wonders. Teacher has students pair and share their wows and wonders.

Name: KELLIE RICHARDSON
Grade 2
School Arthur Ashe Charter School
Text Malala's Magic Pencil
Date 04/18

Essential Question: Why is Malala's Pencil Magical?
Objective(s): SWBAT identify the main topic and determine the central message or lesson.

Vocabulary

Warm-Up: If you really knew me you would know . . . 3 min.
Building Community/Enter Text
Students stand in a circle. Teacher begins with the phrase "If you really knew me you would know..."
Teacher gives two examples for students to follow. One silly and one serious. Take turns going around the circle. Start with the serious round. Then transition to silly round.

Build Knowledge: See, Think, and Wonder 10 min.
Enter Text/Comprehend Text
Look at a pictures from the text. What do you: See, Think, and Wonder?

Guided Practice: Fireside storytelling 10 min.
Comprehend Text/Create Text
Sort students off into 6 groups. Tell them to choose an image and recreate image & freeze.
Teacher gives students 2 minutes to show with a scene/tableau what the magic pencil means in the story.
Students come together and show their tableau. Teacher asks guiding question, "What does the magic pencil mean for Malala?"

Independent Practice : 30 min.
Create Text/Rehearse & Revise Text
Teacher asks students, "What would Malala want people who didn't know her to know?"
Teacher asks students close their eyes and think about if they had a magical pencil what would they change?
Teacher guides students to creates their own "magic" using watercolors . Students will express their "magic" by creating something they would want to share with people.

Critique: Gallery Walk 3 min.
Rehearse & Revise Text/Performing Text
Teacher places student art around the class and students do a 3 minute silent gallery walk, taking notes on what they see, think, and wonder.

Reflection: Wow and Wonder 5 min.
Building Community/ Reflection
Students will sit in a circle and share 1 wow and 1 wonder from the gallery walk.
" 1 wow I had was ... and 1 wonder I had was ... "

Name: BRANDIE MOSS
Grade: 3rd & 4th SpEd
School: Arthur Ashe Charter School
Text: *The Colors of Us*
Social Skills Lesson
Date: April 11, 12, 15, 2019

Essential Question: How are you different from others?
Objective(s): Students will demonstrate awareness of the personal traits and physical characteristics that make them unique.

Vocabulary
Black-a person belonging to a race of people having dark skin.
Multicultural-many different cultures
Unique-one of a kind, unlike anything/anyone else

Warm-Up: 5 min.
Building Community/Enter Text
Activity: I Could Tell You a Story About ...
Students develop theories and questions about one another's stories (improvisation) Teacher: I could tell you a story about a light brown first grader. I could tell you a story about a girl that covered her body in flour. (These are actual things that I did as a child prior to having a conversation about my skin color with my Mother.)

Build Knowledge: 5 min.
Enter Text/Comprehend Text
Tell story of the time I was in first grade and my teacher said I was black.

- Vocabulary: black:** a person belonging to a race of people having dark skin. **and Movement:** The sign for "black" uses a straight index finger and moves the tip across the forehead. Students will use the sign whenever teacher says the word black.

Read *The Colors of Us* by Karen Katz 15 min..

Guided Practice: 15 min.
Comprehend Text/Create Text-
Teacher : create I Am poem, while thinking out loud and using list of character traits. To get ideas of characteristics, ask students to describe the little girl in the story (curious, inquisitive, eager, joyful, proud, thankful).

Independent Practice: 25 min.
Create Text/Rehearse & Revise Text
Students will create an I Am poem in order to exhibit self-pride and build self-esteem.

Critique: 30 min.
Rehearse & Revise Text/Performing Text:
Students will form peer revision pairs to revise poem (check for spelling errors, ensure the words are appropriate, etc.)
Students will produce final draft of the I Am poem and practice performing it. Students will then perform their poems for classmates. Teacher will record.

Reflection: 45-60 mins
Building Community/ Reflection:
Students will use their I Am poems to create a self portrait. Use Crayola Multicultural Colors Markers to allow each student a chance to pick the color marker they feel best represents the color of their skin. Students will create a mini museum and we will do a gallery walk.
See-Think-Wonder: Students will discuss what they see, think and wonder about the portraits of classmates.

Name: ROSE REYNOLDS
Grade: Kindergarten
School: Arthur Ashe Charter School
Text: *On the Farm*
Lesson Number: Kipp. Wheatley
Module 2; Lesson 6
Date: October 30, 2018

Essential Question: What makes each farm animal special?
Objective(s): Students will be able to recognize elements of a poem in a text.

Vocabulary

Warm-Up: 10 min.
Building Community/Enter Text
Vocal Warm Up: ABC Vocals Animal Chorus
Teacher leads the alphabet by stating animals that start with each letter and student use their voice to make sounds of the animal stated.

Physical Warm Up: Animal Gotcha
Students act out animal characteristics that the teacher states (teacher's back is turned away from the class), then students use their body and voice until teacher says "gotcha" (teacher turns back around to catch students moving) and then they must freeze. If students are caught moving once the teacher is looking they are out, and must sit down until all students have been caught or until time for next activity.

Build Knowledge: 5-10 min.
Enter Text/Comprehend Text
Students will look at the text (either the actual book or it projected on the smartboard). Teacher reads about the first 5 animals of *On the Farm* and has the students use the pictures to help identify their jobs.

Guided Practice: 8 min
Comprehend Text/Create Text

- Teacher will explain what pantomime means: express or represent (something) by extravagant and exaggerated mime (acting without a voice). Then teacher models this with one of the animals from the book and asks two students to show their understanding by copying how the teacher modeled.
- Then students practice how to go from pantomime to tableau and back again.
- Then using the rest of the animals that were read about in the book, each row will be assigned an animal to practice pantomiming in their groups, for independent practice.

Independent Practice: 10 min.
Create Text/Rehearse & Revise Text
Each row practices their assigned animal of the ones we've covered amongst themselves until everyone gets a chance to show their assigned movement with no voice! Then we come back as a whole class and each row displays what they practiced. While this takes place, the rest of the class is practicing good audience behavior and showing respect/community by tracking the students performing and showing them positive praise for being brave.

Critique: 15-20 min.
Rehearse & Revise Text/Performing Text
Which doesn't belong?!

- Students will be brought up in rows with one student being assigned a different animal from the rest of the group to present.
- Teacher will say "pantomime" and all of the students will begin acting out, with no voice, the animal of their row. After the Teacher says "tableau", the row freezes and the audience has to guess which animal the row was acting out and which animal doesn't match the rest.

Reflection: 7 min.
Building Community/ Reflection
Students are led in a discussion based around the focus question: What's the difference between the animals? Student will also be asked to name one thing that each animal is good at.

Name: KYNISHA CHRISTMAS
Grade: 3rd
School: LHA
Text: Going Home
Lesson Number: 14
Date: February 25, 2019

Essential Question: Why do people immigrate or relocate?
Objective(s): RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Vocabulary

Warm-Up: 10 min.

Building Community/Enter Text
I could tell you a story about...
A time when I went on a long journey, visited my grandparents, celebrated the holidays away from home...

Build Knowledge: 10 min.

Enter Text/Comprehend Text
Read *Going Home*
After we read ask students to write down 1 Wow and 1 Wonder
(Thinking Job: Write down something that you connected with, and something you have questions about)

Guided Practice: 15 min

Comprehend Text/Create Text
Model- How to ask a question and how to answer a question

Independent Practice: 5min.

Create Text/Rehearse & Revise Text
With a partner, practice the following
Long hair : Ask one of your wonders from the story
Short hair: Pick a character from the story, answer the question **in character**

Critique: 30 min.

Rehearse & Revise Text/Performing Text
Talk Show
Long hairs are talk show hosts, short hairs are guests.
Teachers will also provide pre-made text dependent questions

Reflection: 10 min.

Building Community/ Reflection
I used to think..... Now I think.....