

Putting It All Together!



Young 2010

| Mini-lesson | Ideas | Sentence Fluency | Organization | Word Choice | Voice | Conventions |
|---|--------------|-------------------------|---------------------|--------------------|--------------|--------------------|
| Author Studies | X | | X | X | | |
| Using a "Ray" type of graphic organizer | | | X | | | |
| Vivid pictures created in the readers head | | | | X | X | |
| Working on run-on sentences | | X | X | | | X |
| How to hook the reader | | X | | X | X | |
| Show how to vary sentence length | | X | | | | |
| Changing the position of the subject and predicate | | X | | | | |
| Word lists | | | | X | | |
| How to use "and" in a sentence | | X | | | | |
| STANDARDS | | | | | | |
| W.O.1.1- Use simple and compound sentences in writing | | X | X | | X | |
| W.O.1.2- Use appositive, participle phrases, adjectives, ad-verbs, and prepositional phrases | | | X | X | X | |
| W.S. 1.1- Select a focus, an organizational structure and a point of view based on purpose, audience, length, and format requirement | X | | X | | | |

W.O. - Written and Oral Language
W.S. - Written Strategies

| Mini-lesson | Ideas | Sentence Fluency | Organization | Word Choice | Voice | Conventions |
|--------------------|--------------|-------------------------|---------------------|--------------------|--------------|--------------------|
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1st Grade Yearly Writing Schedule

| Month 1 (Aug.) | Month 2 (Sept.) | Month 3 (Oct.) | Month 4 (Nov.) | Month 5 (Dec.) |
|--|--|--|--|---|
| <p>*Ideas -keep on one topic (W.1.1)</p> <p>*Sentence Fluency -basic sentences (WO 1.1, 1.7, 1.8)</p> <p>*Author study to review the organization</p> | <p>*Ideas -keep on one topic (W.1.1)</p> <p>*Sentence Fluency -basic sentences (WO 1.1, 1.7, 1.8)</p> <p>*Author study to review the organization</p> | <p>*Organization -Beg. Mid. End</p> <p>*Ideas -keep on one topic (W.1.1)</p> <p>*Sentence Fluency -basic sentences (WO 1.1, 1.6, 1.7, 1.8)</p> <p>*Author study to review the organization</p> <p>**Write an Expository</p> | <p>*Organization -Beg. Mid. End</p> <p>*Ideas -keep on one topic (W.1.1)</p> <p>*Sentence Fluency -basic sentences (WO 1.1, 1.6, 1.7, 1.8)</p> <p>*Author study to review the organization</p> <p>**Write an Expository</p> | <p>*Organization -Beg. Mid. End</p> <p>*Ideas -keep on one topic (W.1.1)</p> <p>*Sentence Fluency -basic sentences (WO 1.1, 1.6, 1.7, 1.8)</p> <p>*Word Choice -use descriptive words (W1.2, WO 1.8)</p> <p>*Author study to review the organization</p> <p>**Write an Expository</p> |

| Month 6 (Jan.) | Month 7 (Feb.) | Month 8 (March) | Month 9 (April) | Month 10 (May) |
|--|---|---|---|---|
| *Organization -Beg. Mid. End | *Organization -Beg. Mid. End | *Organization -Beg. Mid. End | *Organization -Beg. Mid. End | *Organization -Beg. Mid. End |
| *Ideas -keep on one topic (W.1.1) | *Ideas -keep on one topic (W.1.1, R.C.2.2) | *Ideas -keep on one topic (W.1.1, R.C.2.2) | *Ideas -keep on one topic (W.1.1, R.C.2.2) | *Ideas -keep on one topic (W.1.1, R.C.2.2) |
| *Sentence Fluency -basic sentences (WO 1.1, 1.6, 1.7, 1.8) | *Sentence Fluency -basic sentences (WO 1.1, 1.4, 1.5, 1.6, 1.7, 1.8) | *Sentence Fluency -basic sentences (WO 1.1, 1.4, 1.5, 1.6, 1.7, 1.8) | *Sentence Fluency -basic sentences (WO 1.1, 1.4, 1.5, 1.6, 1.7, 1.8) | *Sentence Fluency -basic sentences (WO 1.1, 1.4, 1.5, 1.6, 1.7, 1.8) |
| *Word Choice -use descriptive words (W1.2, WO 1.8) | *Word Choice -use descriptive words (W1.2, WO 1.8) | *Word Choice -use descriptive words (W1.2, WO 1.8) | *Word Choice -use descriptive words (W1.2, WO 1.8) | *Word Choice -use descriptive words (W1.2, WO 1.8) |
| *Author study to review the organization | *Author study to review the organization | *Author study to review the organization | *Author study to review the organization | *Author study to review the organization |
| **Write an Expository | **Write a Narrative | **Write a Narrative | **Write a Narrative | **Write a Narrative |

* mini-lessons

** Week long focus instead of writer's workshop

Young 2007

2nd Grade Yearly Writing Schedule

| Month 1 (Aug.) | Month 2 (Sept.) | Month 3 (Oct.) | Month 4 (Nov.) | Month 5 (Dec.) |
|--|--|---|--|--|
| <p>*Organization -keep common details together (R.C. 2.3, 2.5)</p> <p>*Ideas -keep on one topic (W.1.1)</p> <p style="margin-top: 200px;">**Write an Expository</p> | <p>*Organization -keep common details together (R.C. 2.3, 2.5)</p> <p>*Ideas -keep on one topic (W.1.1, O.D 1.5, 1.7)</p> <p style="margin-top: 200px;">**Write an Expository</p> | <p>*Organization -Beg. Mid. End</p> <p>*Ideas -keep on one topic (W.1.1, O.D 1.5, 1.7) -narrowing the topic</p> <p>**Conferencing -revision</p> <p style="margin-top: 200px;">**Write a Expository</p> | <p>*Organization -Beg. Mid. End</p> <p>*Ideas -narrowing the topic</p> <p>**Conferencing -revision</p> <p style="margin-top: 200px;">**Write a Narrative</p> | <p>*Organization -Beg. Mid. End -characters, setting.</p> <p>*Ideas -narrowing the topic -adding strong detail</p> <p>*Word Choice -use descriptive words (R.C. 1.7, W 2.1)</p> <p>**Conferencing -revision</p> <p style="margin-top: 200px;">**Write a Narrative</p> |

| Month 6 (Jan.) | Month 7 (Feb.) | Month 8 (March) | Month 9 (April) | Month 10 (May) |
|--|--|---|---|---|
| <p>*Organization -Beg. Mid. End -characters, setting. - Cause and effect (R.C 2.6)</p> <p>*Ideas -narrowing the topic -adding strong detail</p> <p>*Word Choice -use descriptive words (R.C. 1.7,W 2.1)</p> <p>*Sentence Fluency -complex sentences (WO 1.1, 1.6, 1.7, 1.8)</p> <p>**Conferencing -revision</p> <p>**Write a Narrative</p> | <p>*Organization -Beg. Mid. End -characters, setting. -Cause and effect (R.C 2.6)</p> <p>*Ideas -narrowing the topic -adding strong detail</p> <p>*Word Choice -use descriptive words (W 2.1)</p> <p>*Sentence Fluency -complex sentences (WO 1.1, 1.6, 1.7, 1.8)</p> <p>**Conferencing -revision</p> <p>**Write a Narrative</p> | <p>*Organization -letter format -author studies for a variety of organizations</p> <p>*Ideas -narrowing the topic -adding strong detail</p> <p>*Word Choice -use descriptive words (W 2.1)</p> <p>*Sentence Fluency -work on moving the predicate around to create sentence variation</p> <p>**Conferencing -revision</p> <p>**Write a Letter</p> | <p>*Organization -letter format -author studies for a variety of organizations</p> <p>*Ideas -narrowing the topic -adding strong detail</p> <p>*Word Choice -use descriptive words (W 2.1)</p> <p>*Sentence Fluency</p> <p>**Conferencing -revision</p> <p>**Write a Letter</p> | <p>*Organization -letter format -author studies for a variety of organizations</p> <p>*Ideas -narrowing the topic -adding strong detail</p> <p>*Word Choice -use descriptive words (W 2.1)</p> <p>*Sentence Fluency</p> <p>**Conferencing -revision</p> <p>**Write a Letter</p> |

* mini-lessons

** Week long focus instead of writer's workshop

Young 2007

3rd Grade Yearly Writing Schedule

| Month 1 (Aug.) | Month 2 (Sept.) | Month 3 (Oct.) | Month 4 (Nov.) | Month 5 (Dec.) |
|---|--|--|---|---|
| <p><u>*Organization</u> -graphic organizers -beg., mid., end (sequential order)</p> <p><u>*Ideas</u> -creating lists of ideas -reading and developing ideas from what they have read -author studies</p> <p>**Conferencing -revision</p> | <p><u>*Organization</u> -graphic organizers -beg., mid., end (sequential order)</p> <p><u>*Ideas</u> -focus on one part of the story (focal point) -quality vs. quantity or narrowing the topic -taking a look in our world for ideas</p> <p>**Conferencing -revision vs. editing -questioning</p> <p>**Write a Personal Narrative -using examples from prior years and using the rubric to score it. When using the models make sure to point out the "Traits" the students already use in their daily Writer's Workshop</p> | <p><u>*Organization</u> -graphic organizers -begin work on paragraph format for non-fiction</p> <p><u>*Ideas</u> -focus on one part of the story (focal point) -quality vs. quantity or narrowing the topic (WA 2.1b, 2.1c) -taking a look in our world for ideas</p> <p><u>*Word Choice</u> -transition words</p> <p>**Conferencing -questioning</p> <p>**Write a Personal Narrative -using examples from prior years and using the rubric to score it. When using the models make sure to point out the "Traits" the students already use in their daily Writer's Workshop</p> | <p><u>*Organization</u> -work on paragraph format for non-fiction (RC2.5) -audience (W.A. 2.1)</p> <p><u>*Ideas</u> -focus on one part of the story (focal point) -quality vs. quantity -reviewing your past work to gather ideas for new pieces -using literature to develop ideas</p> <p><u>*Word Choice</u> -discovering words which help us to see, hear, and feel what is happening (R. 1.4, W.O. 1.3) -transition words</p> <p><u>*Sentence Fluency</u> -how to vary the beginnings and combine sentences -developing the predicates in sentences -declarative sentences, interrogative sent. and imperative sent. (W.O. 1.1)</p> <p>**Conferencing -questioning</p> <p>**Write Letters -using examples from prior years and using the rubric to score it. When using the models make sure to point out the "Traits" the students already use in their daily Writer's Workshop</p> | <p><u>*Organization</u> -cause and effect -audience (W.A. 2.1)</p> <p><u>*Ideas</u> -reviewing your past work to gather ideas for new pieces -using literature to develop ideas</p> <p><u>*Word Choice</u> -discovering words which help us to see, hear, and feel what is happening -transition words -find words we love from literature</p> <p><u>*Sentence Fluency</u> -how to vary beginnings and combine sentences -developing the predicates in sentences -declarative sentences, interrogative sent. and imperative sent.</p> <p>**Conferencing -questioning</p> <p>**Write Letters -using examples from prior years and using the rubric to score it. When using the models make sure to point out the "Traits" the students already use in their daily Writer's Workshop</p> |

| Month 6 (Jan.) | Month 7 (Feb.) | Month 8 (March) | Month 9 (April) | Month 10 (May) |
|---|---|---|---|---|
| <p>*Organization -cause and effect -audience</p> <p>*Sent. Fluency -how to vary beginnings and combine sentences -declarative sentences, Interrogative sent., Imperative sent., and Exclamatory sent.</p> <p>*Word Choice -discovering words which help us to see, hear, and feel what is happening -strong verbs and adj. -find words we love from literature</p> <p>*Voice -discuss how to show not tell -use dialogue</p> <p>**Write a piece with good description -using examples from prior years and using the rubric to score it. When using the models make sure to point out the "Traits" the students already use in their daily Writer's Workshop</p> | <p>*Organization - work on 3 paragraph format -compare and contrast</p> <p>*Sent. Fluency -how to vary beginnings and combine sentences -declarative sentences, interrogative sent., imperative sent., and exclamatory sent.</p> <p>*Word Choice -discovering words which help us to see, hear, and feel what is happening -strong verbs and adj.</p> <p>*Voice -discuss how to show not tell -use dialogue -purposeful language</p> <p>**Write a piece with good description -using examples from prior years and using the rubric to score it. When using the models make sure to point out the "Traits" the students already use in their daily Writer's Workshop</p> | <p>*Organization - work on 3 paragraph format -compare and contrast</p> <p>*Sent. Fluency -how to vary beginnings and combine sentences -thinking about the sound of the words when they are all put together -declarative sentences, interrogative sent., imperative sent., and exclamatory sent.</p> <p>*Word Choice -discovering words which help us to see, hear, and feel what is happening -strong verbs and adj.</p> <p>*Voice -discuss how to show not tell -use dialogue -purposeful language</p> <p>**Write a piece with good description -using examples from prior years and using the rubric to score it. When using the models make sure to point out the "Traits" the students already use in their daily Writer's Workshop</p> | <p>*Organization - work on 3 paragraph format -compare and contrast</p> <p>*Sent. Fluency -how to vary beginnings and combine sentences -thinking about the sound of the words when they are all put together -declarative sentences, interrogative sent., imperative sent., and exclamatory sent.</p> <p>*Word Choice -discovering words which help us to see, hear, and feel what is happening -strong verbs and adj.</p> <p>*Voice -discuss how to show not tell -use dialogue -purposeful language</p> <p>**Based on assessment determine if students need time for a more focused piece</p> | <p>Organization - work on 3 paragraph format -compare and contrast</p> <p>*Sent. Fluency -declarative sentences, interrogative sent., imperative sent., and exclamatory sent.</p> <p>*Word Choice -discovering words which help us to see, hear, and feel what is happening -striking words</p> <p>*Voice -discuss how to show not tell -use dialogue -purposeful language</p> <p>**Based on assessment determine if students need time for a more focused piece</p> |

* mini-lessons

** Week long focus instead of writer's workshop

4th Grade Yearly Writing Schedule

| Month 1 (Aug.) | Month 2 (Sept.) | Month 3 (Oct.) | Month 4 (Nov.) | Month 5 (Dec.) |
|--|---|---|--|--|
| <p><u>First Two weeks:</u> <i>Along with the traits I am bringing in my writing and having the kids use the Organization and Idea rubrics to help me revise my pieces.</i></p> <p><u>*Organization</u> -paragraph analysis (topic and closing sent. with support, beg. mid. end) (L.R. 3.0)</p> <p><u>*Ideas</u> -learning how to live the “writerly” life by observing the world around them for ideas</p> <p>**Conferencing</p> | <p><u>*Organization</u> -paragraph (topic and closing sent. with support, beg., mid., end) (L.R. 3.0)</p> <p><u>*Ideas</u> -narrow the focus (fiction)</p> <p><u>*Sent. Variation</u> -Intro and closing sentences -complex sent. -hooks</p> <p><u>*Voice</u> -character development -using literature to help create “heart flutters” -when and when not to use it</p> <p>**Conferencing</p> <p>(1 to 2 weeks) **Write a Personal Narrative (use assessment to determine need for further instruction)</p> | <p><u>*Organization</u> -paragraph (topic and closing sent. with support, beg., mid., end) (L.R. 3.0)</p> <p><u>*Ideas</u> -narrow the focus (fiction)</p> <p><u>*Sent. Variation</u> -Intro and closing sentences -complex sent. -hooks</p> <p><u>*Voice</u> -character development -using literature to help create “heart flutters” -when and when not to use it</p> <p><u>*Word Choice</u> -imagery, metaphor, symbolism -story starters -sensory details -show not tell</p> <p>**Conferencing</p> <p>(1 week) **Write a Personal Narrative (based on prior month’s assessment work with entire class or small groups)</p> | <p><u>*Organization</u> -Expository (W. 1.3) - 3 paragraph essay (Topic, supporting body, closing)</p> <p><u>*Sent. Variation</u> -Intro and closing sentences -complex sent. - hooks -transitional sentences between paragraphs</p> <p><u>*Word Choice</u> -imagery, metaphor, symbolism -story starters -sensory details -show not tell</p> <p>**Conferencing</p> <p>(1 week) **Write a Personal Narrative (based on prior month’s assessment work with entire class or small groups)</p> | <p><u>*Organisation</u> -Expository (W. 1.3) - 3 paragraph essay (Topic, supporting body, closing)</p> <p><u>*Sent. Variation</u> -Intro and closing sentences -complex sent. -transitional sentences between paragraphs</p> <p><u>*Word Choice</u> -imagery, metaphor, symbolism -story starters -sensory details -show not tell</p> <p>**Conferencing</p> <p>(2 weeks) **Write a Response to Literature</p> |

| Month 6 (Jan.) | Month 7 (Feb.) | Month 8 (March) | Month 9 (April) | Month 10 (May) |
|--|--|---|--|--|
| <p>*Organization -main Idea -multiple paragraphs</p> <p>*Sent. Variation -Transitional sent. -Intro and closing sentences -combine short sent. Into related sentences using appositive, preposition, and conjunctions</p> <p>*Voice -show not tell -using literature to help create "heart flutters" -support with evidence</p> <p>(1 week) **Response to Literature (based on prior month's assessment work with entire class or small groups)</p> | <p>*Organization -main Idea -multiple paragraphs</p> <p>*Sent. Variation -Transitional sent. -Intro and closing sentences -combine short sent. Into related sentences using appositive, preposition, and conjunctions</p> <p>*Voice -show not tell -using literature to help create "heart flutters" -support with evidence</p> <p>(1 week) **Response to Literature (based on prior month's assessment work with entire class or small groups)</p> | <p>*Organization -main Idea -multiple paragraphs</p> <p>*Sent. Variation -Transitional Sent. -Intro and closing sentences -combine short sent. Into related sentences using appositive, preposition, and conjunctions</p> <p>*Voice -show not tell -using literature to help create "heart flutters" -support with evidence</p> <p>(2 weeks) **Summary</p> | <p>*Organization -main idea -supporting detail -plot/situation -multiple paragraphs</p> <p>*Sent. Variation -Intro and closing sentences -combine short sent. Into related sentences using appositive, preposition, and conjunctions</p> <p>*Voice -show not tell -using literature to help create "heart flutters"</p> <p>(1 week) ** Summary (based on prior month's assessment work with entire class or small groups)</p> | <p>*Organization -main idea -supporting detail -plot/situation -multiple paragraphs</p> <p>*Sent. Variation -Intro and closing sentences -combine short sent. Into related sentences using appositive, preposition, and conjunctions</p> <p>*Voice -show not tell -using literature to help create "heart flutters"</p> <p>(1 week) ** Summary (based on prior month's assessment work with entire class or small groups)</p> |

* mini-lessons

5th Grade Yearly Writing Schedule

| Month 1 (Aug.) | Month 2 (Sept.) | Month 3 (Oct.) | Month 4 (Nov.) | Month 5 (Dec.) |
|---|--|--|--|---|
| <p><u>*Organization</u> -Beg. Mid. End -setting (chronological order W.1.1,1.2) -plot/situation -multiple paragraphs</p> <p><u>*Ideas</u> -learning how to live the “writerly” life by observing the world around them for ideas</p> <p><u>*Word Choice</u> -show not tell (imagery, metaphor, symbolism)</p> <p><u>*Voice</u> -character development -show not tell -using literature to help create “heart flutters”</p> <p style="text-align: right;">**Conferencing</p> | <p><u>*Organization</u> -Beg. Mid., End -setting chronological order W.1.1, 1.2) -plot/situation -multiple paragraphs</p> <p><u>*Ideas</u> -learning how to live the “writerly” life by observing the world around them for ideas</p> <p><u>*Sent. Variation</u> -Intro and closing sentences -Transitional sentences between paragraphs</p> <p><u>*Voice</u> -character development -show not tell -using literature to help create “heart flutters”</p> <p style="text-align: right;">**Conferencing</p> <p style="text-align: right;">**Write a Narrative (use as assessment to determine need for further instruction)</p> | <p><u>*Organization</u> -Beg. Mid. End -setting chronological order W.1.1, 1.2) -plot/situation -multiple paragraphs</p> <p><u>*Ideas</u> -point of view</p> <p><u>*Sent. Variation</u> -Intro and closing sentences -Transitional sentences between paragraphs</p> <p><u>*Voice</u> -character development -show not tell -using literature to help create “heart flutters”</p> <p style="text-align: right;">**Conferencing</p> <p style="text-align: right;">**Write a Narrative (based on prior month’s assessment work with entire class or small groups)</p> | <p><u>*Organization</u> -multiple paragraphs (opening, supportive and closing) -theme</p> <p><u>*Sent. Variation</u> -Transitional sentences between paragraphs -predicate movement</p> <p><u>*Voice</u> -to use voice or not</p> <p style="text-align: right;">**Conferencing</p> <p style="text-align: right;">**Write a response to Literature</p> | <p><u>*Organization</u> -multiple paragraphs (opening, supportive and closing) -theme</p> <p><u>*Sent. Variation</u> -Transitional sentences between paragraphs -predicate movement</p> <p style="text-align: right;">**Conferencing</p> <p style="text-align: right;">**Write a response to Literature</p> |

| Month 6 (Jan.) | Month 7 (Feb.) | Month 8 (March) | Month 9 (April) | Month 10 (May) |
|---|--|--|--|---|
| <p>*Organization -multiple paragraphs (opening, supportive and closing) -theme</p> <p>*Sent. Variation -Transitional sentences between paragraphs -predicate movement</p> | <p>*Organization -multiple paragraphs</p> <p>*Ideas -point of view -perspective</p> <p>*Voice - How to use appropriate dialogue - How to use quotes</p> | <p>*Organization -multiple paragraphs</p> <p>*Ideas -point of view -perspective</p> <p>*Voice - How to use appropriate dialogue - How to use quotes</p> | <p>*Organization -multiple paragraphs -poetry</p> <p>*Ideas -point of view -perspective</p> <p>*Voice -use of comedy and dramatic voice</p> | <p>*Organization -multiple paragraphs -drama</p> <p>*Ideas -point of view -perspective</p> <p>*Voice -use of comedy and dramatic voice</p> |
| **Conferencing | | | | |
| **Write a response to Literature | **Persuasive Writing (2 to 3 weeks of research and writing) | **Persuasive Writing (2 to 3 weeks of research and writing) | **Persuasive Writing (2 to 3 weeks of research and writing) | **Persuasive Writing (2 to 3 weeks of research and writing) |

* mini-lessons

** Week long focus instead of writer's workshop

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Daily 3rd Grade Schedule

| | <i>Monday</i> | <i>Tuesday</i> | <i>Wednesday</i> | <i>Thursday</i> | <i>Friday</i> |
|-------------|---|------------------------|------------------------------------|------------------------|------------------------|
| 9-9:30 | Morning Work | Morning Work | Morning Work | Morning Work | Morning Work |
| 9:30-10:30 | Reading Workshop | Reading Workshop | Reading Workshop | Reading Workshop | Reading Workshop |
| 10:30-10:45 | Recess | Recess | Writers' Workshop (10:30-11:00) | Recess | Recess |
| 10:45-11:00 | Literature Analysis | Literature Analysis | Math (11:00-11:10) | Literature Analysis | Literature Analysis |
| 11:00-11:50 | Writers' Workshop <i>Writers' Workshop</i> <i>min. 15-5</i> | Writers' Workshop | Reading Buddies (11:15-11:35) | Writers' Workshop | Writers' Workshop |
| 11:50-12:30 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:30-12:45 | Read A-Loud | Read A-Loud | Math (12:20-1:00) | Read A-Loud | Read A-Loud |
| 12:45-1:30 | Library | Math | | Math | Math |
| 1:30-2:30 | Math | Science/Social Studies | | Science/Social Studies | Science/Social Studies |
| 2:30-3:20 | Science/Social Studies | Art/P.E./Cursive/ | | Computer Lab | Art/P.E./Cursive |

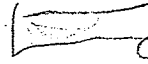

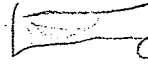


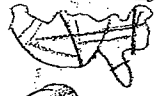
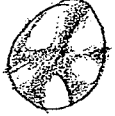
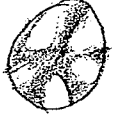
Communities







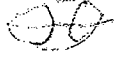
- (1) the place we live and work
- (2) a group of people who enjoy the same activity

(1)

(2)

XS
S
M
L
XL
XXL

 Temecula Luiseno 
 Reb Hawk / Wolf Creek 
 Riverside 
 California 
 U.S.A 
 World 

Dancing 
 Soccer 
 Basketball 
 bookclub 
 baseball 
 artist 
 football 

There are two different kinds of community. The first type is the place we live and for example we live in a community, Temecula and the world. The other type of community is a group of people who like the same thing. For example some people like dancing.