



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