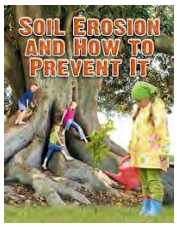
WEEK 2 At a Glance

Weekly Question:
What can we learn about land?

Texts



Vocabulary and Language
Days 1 & 2: Introduce Weekly Words: *decompose, layer, nutrient, organic, prevent, transport, value, vital*
Day 3: Adverbs
Day 4: Verbs and Adverbs
Day 5: Answering a Weekly Question

Text Talk
Day 1: *Dirt: The Scoop on Soil*, Read 1
Day 2: *Dirt: The Scoop on Soil*, Read 2
Day 3: *Dirt: The Scoop on Soil*, Read 3 and *Soil Erosion and How to Prevent It*
Day 4: Popham Beach (slides)
Day 5: "Breakers" (poem)

Stations
Guided Independent Reading

Listening & Speaking: Listen & Respond (*Earth's Landforms and Bodies of Water*)
Science Literacy: How do scientists use maps?
Vocabulary: Choose 3!, Think About It
Word Work: choose from activities
Writing: follows from Text Talk Week 2, Day 1 and Week 2, Day 3

Science and Engineering
Lesson 1: Physical Geography of Maine/ United States
Lesson 2: Physical Geography of the North American Continent

Studios
Experiences continue from Week 1.
In the Research Studio, the lens widens to global maps

Mentor text

Writing: Procedure
Day 1: Deconstruction: Adjectives; Joint Construction: Materials
Day 2: Deconstruction and Joint Construction: Title, Goal, and Final Comment; Joint Construction: Verbs
Day 3: Individual Construction
Days 4-5: Individual Construction; Assessment; individual/small group/whole group lessons, as needed

WEEK 2 Days 1 & 2

Vocabulary & Language

Weekly Words

Weekly Question	What can we learn about land?
Language Objectives	I can talk with my classmates about words. (SL.1.2) I can define and use new words. (L.5.2.a) I can connect words to my own real-life experiences. (L.5.2.b)
Vocabulary	**decompose**: to decay **layer**: a section of something that alternates with a different material from top to bottom **nutrient**: something that helps people, animals, and plants live and grow **organic**: having to do with or coming from living things **prevent**: to stop from happening **transport**: to carry from one place to another **value**: to think of something as important **vital**: necessary for life
Materials and Preparation	Choose four words to teach each day, following the steps of the Weekly Words routine. ● Week 2 Weekly Words cards ● chart paper Create the week's Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as needed.
Opening Day 1	*This week's Weekly Words relate to land and how it is formed. Today's words are: _____, _____, _____, and _____.* As children rate their knowledge of each word, ask a few children to share their ideas about the word. Use this opportunity to highlight connections, similarities, and differences to other words used in the classroom,

	remarking on parts of speech and morphology and affirming children's word knowledge. As children respond to the Think, Pair, Share prompts, encourage them to use the word as they speak. Offer sentence stems where it might be helpful.
Day 2	*Let's continue learning our words for this week. Today's words are: _____, _____, _____, and _____.*
Teaching the words	**decompose** (verb) Elaboration: *When a tree falls in the forest and it's just left there, it begins to decompose. Water, air, and small animals help this process happen. In* Dirt: the Scoop on Soil *you have learned about decomposers: animals that break down soil. Adding the suffix -er makes "decompose" into "decomposer"—a noun, the thing that decomposes!* Think, Pair, Share prompt: *How can you tell that this tree is decomposing? What do you notice about what's happening to it?*
	layer (noun) Elaboration: *This cake has repeating layers of cake, cream, and strawberries.* Think, Pair, Share prompt: *When you get dressed to go outside on a cold day, what layers of clothing do you put on?*
	nutrient (noun) Elaboration: *Plants get nutrients from the soil. People get nutrients from plants. Many people also eat meat and fish to get nutrients. Healthy foods are packed with the nutrients we need to grow and be strong!* Think, Pair, Share prompt: *What foods do you see here? Which ones remind you of foods you eat to get the nutrients you need to be healthy?*
	organic (adjective) Elaboration: *This is a word you might hear in different places. When we talk about something that is organic during this study, we are talking*

	about something that is not made by people, but that comes directly from the natural world. In this photo, we see an earthworm. Earthworms are important for turning all kinds of organic material, or material from plants, into good soil for growing. Think, Pair, Share prompt: *Why might it be important for the soil where we grow our food to be full of good, organic material?*
	prevent (verb) Elaboration: *Wearing a mask is one thing people can do to help prevent the spread of disease.* Think, Pair, Share prompt: *Imagine you are building a tall structure with blocks. What kinds of things can you do to prevent your structure from falling down?*
	transport (verb) Elaboration: *We are learning that water can transport bits of soil from one place to another. People often use trucks to transport. But lots of vehicles can be used to transport all kinds of things! Here is a UPS tricycle!* Think, Pair, Share prompt: *Boats are also used to transport things by water. Why might someone decide to transport something by boat?*
	value (verb) Elaboration: *The UN Convention on the Rights of the Child is an official statement by countries to show that they value children's health, education, and happiness.* Think, Pair, Share prompt: *What is very, very important to you? What do you value?*
	vital (adjective) Elaboration: *Water is vital to life: it's needed for plants, people, and other animals to live.* Think, Pair, Share prompt: *What else is vital for people and other animals to live?*

Closing	*This week we are learning about different aspects of land. The words we're studying this week will help us to talk about this, our texts, and other experiences we're having together.*
Standards	**SL.1.2** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. **L.5.2.a** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). **L.5.2.b** Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
Ongoing assessment	Use information gathered from each lesson to plan for embedded opportunities for teaching and reinforcing words. How do children interact with new and familiar words? Are they playful, curious, perplexed, disengaged? Do children connect words to personal experiences? What connections do children make between words they are learning and familiar words? How do children integrate learning from phonics lessons and other developing morphological knowledge? How do children respond when they discover an error in their understanding or use of a word? How flexible are they when confronted with new definitions? How do children talk with peers about new words—do they use gestures, substitute familiar words, dig for descriptions, tell stories? Keep a list to follow each child's vocabulary growth over time.

Notes

decompose

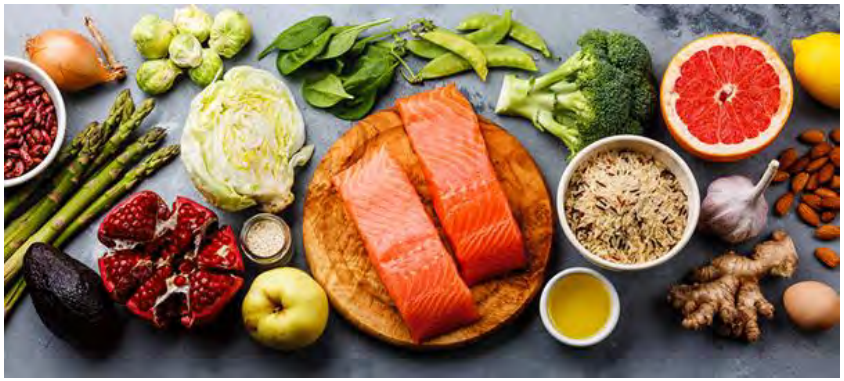
verb

https://steemit.com/steepshot/@keephy/20180309t094850680z-post

layer

noun

https://celebratingsweets.com/strawberry-shortcake-cake/



nutrient

noun

https://docs.google.com/presentation/d/1v6zpwLeCkluVNfysvTrtfOSEQnZG-5FrKKrclwHDUS4/edit#slide=id.g9f7f33d819_0_25

organic

adjective

https://hendrikusorganics.com/grow-an-indoor-vegetable-garden/healthy-soil-earthworms-organic-matter/

prevent

verb

https://www.nbcnews.com/shopping/apparel/popular-face-masks-cdc-valves-n1236806

transport

verb

https://www.marketplace.org/2019/11/21/cities-are-piloting-e-bike-programs-in-a-bid-to-reduce-delivery-truck-traffic/

value

verb

https://www.unicef.org/child-rights-convention

vital

adjective

https://water.unl.edu/

WEEK 2 Day 3

Vocabulary & Language

Adverbs

Weekly Question	What can we learn about land?
Language Objective	I can identify the adverbs in a sentence. (L.1.2.e)
Vocabulary	**adverb**: a word or phrase used to describe a verb **verb**: a word that expresses a physical action, mental action, or state of being
Materials and Preparation	• Adverbs slides Note: This lesson uses slides 1-9.
Opening	*You've been learning about adverbs in writing. Today we are going to review adverbs and identify them in sentences.*
Discussion slide 2	*An **adverb** is a word or phrase that describes, or tells about, a **verb**—a word that expresses a physical action, mental action, or state of being. Adverbs usually come after verbs in a sentence.*
slide 3	*Let's reread this page from* Dirt: The Scoop on Soil.
slide 4	*One verb on this page is "dig." The adverb "deep" describes how to dig.* Click the animation to show the verb and adverb.
slide 5	*Another verb on this page is "hold." The adverb "in your hand" describes where to hold the dirt.* Click the animation to show the verb and adverb.
slide 6	*Let's reread another page. Listen carefully to see if you hear any adverbs.*

slide 7	*A verb on this page is "live." What adverb is used to describe "live"?* Solicit one or two ideas, and then click the animation to show the adverb, "in dirt."
slide 8	*Let's reread one more page. Listen carefully to see if you hear any adverbs.*
slide 9	*A verb on this page is "runs." What adverb is used to describe "runs"?* Solicit one or two ideas, and then click the animation to show the adverb, "quickly."
Closing	*Today we reviewed that adverbs describe verbs, and you identified some adverbs from* Dirt: The Scoop on Soil*. Tomorrow we will use adverbs in sentences.*
Standards	**L.1.2.e** Use adjectives and adverbs and choose between them depending on what is to be modified.
Ongoing assessment	During the discussion, listen for evidence that children are understanding adverbs. Do they identify the adverbs that describe the identified verb? Do they understand that adverbs provide more information about verbs?

Notes

WEEK 2 Day 4

Vocabulary & Language

Verbs and Adverbs

Weekly Question	What can we learn about land?
Language Objective	I can write a sentence that includes an adverb. (L.1.2.e)
Vocabulary	**adverb**: a word or phrase used to describe a verb **verb**: a word that expresses a physical action, mental action, or state of being
Materials and Preparation	• Adverbs slides, from Day 3 Note: This lesson uses slides 10-11. • paper and pencil, one for each child • clipboards or other surfaces
Opening	*You learned about verbs while learning about personal recount and procedure.* ***Verbs*** *show thoughts, feelings, and actions.* *Today you will each write a sentence and identify the verb.* *Then you will add an adverb to describe your verb.*
Discussion slide 10	*Write a sentence—it can be about anything!* *After writing your sentence, go back and underline the verb.* As children write, circulate to support them with getting their ideas on paper and identifying verbs.
slide 11	*Reread the verb in your sentence. Use these questions to help you add at least one adverb to describe that verb.* Circulate to support children as they add adverbs. Guide them to use the questions on the slide.
	Bring the class back together. Invite a child to share their sentence. Ask them to identify the verb and at least one adverb to describe the verb. Repeat the process with another child, as time allows.

Closing	*Today you wrote sentences that included nouns and added adjectives to describe the nouns.*
Standards	**L.1.2.e** Use adjectives and adverbs and choose between them depending on what is to be modified.
Ongoing assessment	Review children's sentences. Do they identify the verbs in their sentences? Do they add adverbs? Which questions do children's adjectives answer? (How? Where?)

Notes

WEEK 2 Day 5

Vocabulary & Language

Answering a Weekly Question

Weekly Questions	Week 1: What are landforms? Week 2: What can we learn about land?
Language Objective	I can use new words to discuss a particular question with my classmates. (SL.1.2, L.6.2.a)
Vocabulary: **Week 1**	**area**: place or region **cause**: to make happen **feature**: a part or quality of something **raised**: elevated **steep**: at a sharp angle **surface**: the top layer **surround**: to circle around on all sides **wear**: to cause to become damaged through long use, friction, or exposure
Week 2	**decompose**: to decay **layer**: a section of something that alternates with a different material from top to bottom **nutrient**: something that helps people, animals, and plants live and grow **organic**: having to do with or coming from living things **prevent**: to stop from happening **transport**: to carry from one place to another **value** (v): to think of something as important **vital**: necessary for life
Materials and Preparation	• Week 2 Answering a Weekly Question sheets, one for each small group • pencils, one or two for each small group • Weekly Questions for Weeks 1 and 2, printed or projected • Weekly Words cards for Weeks 1 and 2 • chart paper and markers (2 different colors)

	Strategically assign children to groups of four, and plan where each group will work around the classroom.
Opening	*This week we will use the Answer a Weekly Question routine. After you work in small groups, we'll save a few minutes to share one of your sentences with the whole class.*
Key Activity	Distribute sheets and send children to work. Circulate to help children strategize through the routine, encourage equitable participation, observe interpersonal dynamics, and glean understanding about children's word use. While children work, select one group to present their response to the class. Have the group identify one or two members who will read the response aloud.
	After about 7 minutes, signal for children to finish their answers and return to the whole group. Invite the reader(s) from the selected group to present their response by first reading the Weekly Question they chose and then their response. *Please read your response slowly so I can write it down.* Write the response on the chart paper. *Let's see which Weekly Words they used! I'll read it again, and you can let me know when you hear a Weekly Word.* Read the response aloud, slowly, and pause as children identify Weekly Words. Circle those words with the contrasting marker. Invite children from other groups to signal if they also used any of the same words. Highlight the meaning of the word as different groups used it, noting its similarities and/or differences in context and usage.
Closing	*You have really packed words into your answers to the Weekly Questions!*
Standards	**SL.1.2** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. **L.6.2.a** Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).
Ongoing assessment	Listen to children's conversations as they work. How accurately do children use words in context?

	What contributions do they make to the construction of a response to a specific question? Observe children's interactions in small groups. How effectively do children work in their groups? What roles do they take on? Reflect on the whole group sharing of one group's response. What more was revealed about children's understanding and application of words? Review each sheet. Use children's answers to inform planning for successive lessons, reteaching words, and informal conversations with individual children.

Notes

Date: _____

Names: _____

Check the question you answer. Circle the words you use. Write your response.

___ What are landforms?

___ What can we learn about land?

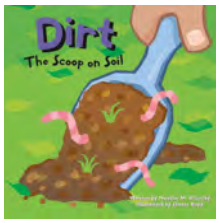
area	steep	decompose	prevent
cause	surface	layer	transport
feature	surround	nutrient	value
raised	wear	organic	vital

_____

_____

_____

_____



WEEK 2 Day 1

Text Talk
Dirt: The Scoop on Soil
Read 1 of 3

Big Idea	Wind and water can change the shape of the land.
Weekly Question	What can we learn about land?
Content Objectives	I can identify features of an informational text and describe their importance. (R.8.2.b) I can use key details and images from the text to strengthen my understanding of soil and erosion. (R.11.2.c, R.11.2.d)
Language Objective	I can make connections between real-life experiences and new words; I can use these new words in discussions and writing. (L.5.2.a)
SEL Objective	I can respectfully and effectively communicate information that I learned from a text to my peers. (Relationship Skills)
Vocabulary	**clay**: the sticky layer of soil with grains smaller than silt **decomposers**: small creatures that feed on dead plants and animals and turn them into soil (***decompose**) **erosion**: when soil and landforms are worn away by water and wind **fleck**: a small bit **grain**: small piece **humus**: the wet, dark part of soil made from rotting plants and animals *** layer**: a section of something that alternates with a different material from top to bottom **sift**: to separate into parts **soil**: dirt made of rocks and humus **topsoil**: the layer of soil in which plants grow

<table>
<tr><td></td><td>unearth: to dig up</td></tr>
<tr><td>Materials and Preparation</td><td>

Dirt: The Scoop on Soil, Natalie M. Rosinsky
Informational Text Features pages or chart, for reference
jar with dirt and water experiment, from Writing, Week 1, Day 3

Note: This lesson goes in two possible directions, based on what has happened so far in the soil experiment.

masking tape, or another way to label the jar
teaching whiteboard or additional chart paper
Writing Station Response: Dirt: The Scoop on Soil, 1 copy
On the whiteboard, write the Writing Station prompt.
chart paper, 2 pieces
Prepare the Weekly Question Chart.
Prepare the following chart, Learning about Soil and Erosion.

<table>
<tr><td colspan="2">Learning about Soil and Erosion</td></tr>
<tr><td>What we know from experience</td><td>What’s new from the text</td></tr>
<tr><td colspan="2">Questions:</td></tr>
</table>
</td></tr>
<tr><td>Opening

4 minutes</td><td>Introduce the book and elicit background knowledge about soil.
In this unit, we are learning about landforms and the forces of water and wind. To understand the effects of wind and water on land, it’s important to first think about an important feature of land, its soil. This week, we will be looking at two texts that help us understand soil and how wind and water can cause something called erosion, which impacts soil. The first text we are reading this week is Dirt: The Scoop on Soil. You may remember this text from Kindergarten.

What do you already know about soil? Let’s put what we know on this chart, Learning about Soil and Erosion.
Spend a few minutes harvesting children’s ideas about soil and record them on the left hand side of the chart.</td></tr>
</table>

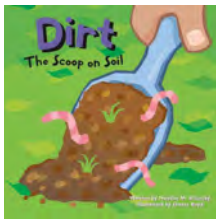
	This is an informational text. It contains important information that helps us understand land and erosion. Set a purpose for today's reading. *Like* Earth's Landforms and Bodies of Water*, this book has important text features that signal to us that it is an informational text. As readers, we notice the headings for each section and pay attention to how they help us organize our reading.* Refer to the Informational Text Features pages or chart. *When we read, we also use background knowledge and real life experiences to help us understand new vocabulary. We will read the entire book today, and we'll look more deeply at certain parts tomorrow.*
Text and Discussion 26 minutes page 3	Show the table of contents. *Do you remember how a table of contents works? In this book, the headings listed in the contents define sections of information. This helps us organize our reading. The headings might also spark our thinking and make us curious. Let's read and pay special attention to the sections.*
page 4	Model thinking aloud about "Unearth some dirt." *"Unearth some dirt." is an interesting sentence. What does "unearth" mean? Maybe it has something to do with the heading title, "What is dirt made of?" I know that dirt comes from the earth. I also know the prefix "un" means to undo or take out. Maybe "unearth" means to scoop out earth, or dirt* [act out scooping dirt from the ground]. *I think that the author is playing with language here to spark our interest and keep us reading!*
page 6	After reading the directions for an experiment to watch soil separate, direct children's attention to the jar of soil and water prepared the previous week during Writing. <u>If the soil has begun to separate visibly:</u> *Let's see if we can see layers of soil in the glass jar we set up last week for the experiment during Writing. What do you see? How could we label the jar to describe the different layers? Turn to a partner and talk about what you observe in the jar and how you would label the layers.* Label the jar according to children's observations and descriptions. *Let's add to the chart our ideas about layers of soil, based on our experiment. We'll write this information on the left, What we know from experience.*

	Record children's ideas, highlighting language that indicates they are drawing from their observations of the soil experiment. *Now let's read to find out what the text tells us about the different layers of soil.* <u>If separation is not yet visible:</u> *It doesn't look like much has changed yet. We'll keep watching what happens in this jar over the next several days. When we notice something different, we'll add our observations about that to the chart.*
page 11	Discuss the differences between sand, silt, and clay. Add those clarifications to the right hand side of the chart, under "What's new from the text."
page 12	Define **flecks**: small bits. *Sometimes someone says, "You have a fleck of food on your shirt." Where else have you seen flecks of something before? Turn and tell a partner.*
page 13	*What is **humus**? What do we understand from the text and pictures? Let's add what we're learning about humus to our chart.*
page 14	*Here is see another heading; it sets this section apart. The heading says "It's alive!" What could that mean? How can dirt be alive? Let's read to find out.*
page 15	*What are **decomposers**?* *Can you give an example of why you think that, based on evidence in the text?*
page 18	Read the section heading, "Keeping Dirt Healthy." *This section sets the stage for the learning we will do all through this unit about how wind and water affect land.* Think, Pair, Share. *What do we learn about **topsoil**? Why is it important? Turn to a partner and talk about why topsoil is important, using evidence from the text.* As children share in the whole group, add new information to the right hand side of the chart.
page 19	*What do we know about erosion so far? Let's think about what the text tell us, and add it to our chart.* Read to the end of the text (page 21).

Key Discussion 8 minutes	Use the Numbered Heads Together routine. *Let's review our chart. In groups of four, talk together and share one thing you have learned about soil that you didn't know before. Share what helped you learn about that. Was it our experiment? Was it part of the text: the headings, certain illustrations or text, a particular section of the book?* Introduce the Writing Station Response. *This week at the Writing Station, you will describe an image using at least two of the vocabulary words listed here. You can also draw a picture to help you explain your thinking.* Show the Writing Station Response sheet. *This is the sheet you will use with the prompt at the top. Let's read the prompt together.* Read the whole prompt twice. The first time, read the prompt aloud. The second time, invite the children to read along. Clarify children's questions about the prompt.
Closing 1 minute	*Today we looked at some important parts of this informational text, especially headings. We also used our real experiences to build our understandings of soil and erosion.*
Weekly Question Chart 1 minute	Introduce the Weekly Question, "What can we learn about land?" Have the group share out new understandings and, as children share, highlight new vocabulary you hear used. Quickly define these words and add this new vocabulary on the Weekly Question poster.
Standards	**R.8.2.b** Explain how various text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) are used to locate key facts or information in a text efficiently. **R.11.2.c** Explain how specific visuals contribute to and clarify the meaning of a text. **R.11.2.d** Compare and contrast the information presented by two texts on the same topic. **L.5.2.a** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). **SEL.**Relationship Skills
Ongoing assessment	Listen in to conversations the children are having and notice the ways in which children are making meaning of the informational text. Do children use key features to help them understand important content from the text? Do children use images to clarify vocabulary and content from the informational text? Do children use their real world experiences to make connections

	to new vocabulary words?

Notes



WEEK 2 Day 2

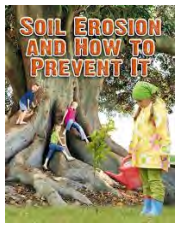
Text Talk
Dirt: The Scoop on Soil
Read 2 of 3

Big Idea	Wind and water can change the shape of the land.
Weekly Question	What can we learn about land?
Content Objective	I can identify and explain facts, concepts, and ideas about soil and use my understandings in discussion about the text (R.6.2.b) I can locate the glossary and use it to help me define new words. (R.8.2.b)
Language Objective	I can use context clues to understand new words and check my understanding of new words by using glossaries. (L.4.2.a, L.4.2.e)
SEL Objective	I can use discussion prompts to respectfully engage in conversations with my peers. (Relationship Skills)
Vocabulary	**clay**: the sticky layer of soil with grains smaller than silt **decomposers**: small creatures that feed on dead plants and animals and turn them into soil (***decompose**) **erosion**: when soil and landforms are worn away by water and wind **fleck**: a small bit **grain**: small piece **humus**: the wet, dark part of soil made from rotting plants and animals *** layer**: a section of something that alternates with a different material from top to bottom **sift**: separate into parts **soil**: dirt made of rocks and humus **topsoil**: the layer of soil in which plants grow

	unearth: dig up
Materials and Preparation	• *Dirt: The Scoop on Soil,* Natalie M. Rosinsky Flag pages 8, 14, and 18 for this lesson. • Discussion Prompts chart, from Unit 1 • Learning about Soil and Erosion chart, from Day 1 • Text Talk notebooks • pencils On the whiteboard, write: What is soil? Why is it important?
Opening 7 minutes	Reintroduce the text. *Today we will read a few parts of* Dirt: The Scoop on Soil *a second time. We'll try to learn more about important facts and vocabulary about soil and erosion by looking at informational text features and using clues from the context as we read.* Refer to the Learning about Soil and Erosion chart. *Before we begin, let's review the information we have already learned about soil and erosion. Turn and talk with your partner to name some important words and ideas we recorded yesterday.* Refer to the questions on the board and to the Discussion Prompts. *First, decide who will be Partner A and Partner B. Partner A, explain first, what soil is, and second, why it's important. Use evidence from the text that we recorded on our chart. When Partner A has finished, Partner B can add ideas that are missing or that you disagree with. For example, Partner B can say things like: I agree with you about ____ and I also think _____. Or, I disagree with you about _____ because I think _____. Or, I heard you say _____, and I want to add _____. After Partner B is finished speaking, Partner A can add any other ideas. Then we will talk together as a group.* Give children time to talk in partners, and then harvest ideas in the whole group. Highlight instances of children using the Discussion Prompts effectively. Set the purpose for the day's reading. *Now let's see if we can deepen our understanding of the ideas and vocabulary in* Dirt: The Scoop on Soil*. This book has a useful text feature: a glossary. The glossary defines important words in the text.*
Text and	Practice using context clues.

Discussion 24 minutes page 11	*Another way to learn words is to use context clues. We'll focus on a word that comes up many times in the book: grains. Show a thumbs-up if you have heard this word somewhere before. "Grains" is a word that means different things depending on where it's used. Let's read a few pages to see what it means in this context.* Begin reading on page 8, and stop after reading page 11. *What do you think now about the meaning of the word "grains?" Here, **grains** means very small pieces. Is it different from other meanings of that word you have heard before? In a different context, "grains" are the seeds of plants we eat, such as wheat.* *This is good practice for thinking about words in context that might have multiple meanings. Now, let's focus on some words that have very specific meanings and are important for our study of land.*
page 15	Turn to page 14. *Let's read these pages to understand the word "decomposers." We'll see how it relates to humus and why decomposers matter. Then we'll see if the glossary can help us understand even more.* Read pages 14 and 15. Practice using context clues. Distribute Text Talk notebooks and pencils for a Note Break. *Now that we have read about decomposers, let's take a Note Break. Jot down what you understand about decomposers and why they are important for humus and soil.* Ask a few children to share their notes. As children share, prompt them to reference the text by asking, *Why do you think that?* *Now let's look up "decomposers" in the glossary. What do we learn? What more do we understand now?*
page 18	Turn to page 18. *Let's read a few more pages to understand "topsoil" and "erosion"—two very important words for our study.* Read page 18. Then, use context clues to understand a new word. *To understand the word "topsoil" we need to understand the word "humus." Using context clues means using vocabulary we already know. We remember that **humus** is the top layer of soil—it's the dark part of soil made from rotting things that helps plants grow* [turn back to pages 12-13]. *This helps us understand that **topsoil** is a combination of humus, water, and air.* *Let's read the glossary definition. Thumbs up or down: is it helpful? What does this definition add that we may have missed?*

page 19	Read page 19. *What is **erosion**? According to the text here, it is the loss of topsoil. Let's see what the glossary definition will say.* Read the glossary definition. *The glossary offers a clearer definition than the text. It is important to use context clues* and *to look words up in the glossary to really understand new words. When you come to a word you don't know, you might flip back and forth between the text you are reading and the glossary.*
Key Discussion 8 minutes	Use the Numbered Heads Together routine. *Let's review our chart about soil and erosion. Like yesterday, with your group, share one new word related to soil that you learned today. What strategies did you use to learn that word? How is that word important to learning about soil or erosion?* Have each group share ideas from their discussions, and add to the chart.
Closing 1 minute	*Today, we talked about what we learned yesterday about soil. Doing this helps us remember what we are learning. We also looked closely at a few pages of* Dirt: the Scoop on Soil *and its glossary to understand new, important words. Tomorrow, we'll compare this book to another text on soil and erosion*.
Standards	**R.6.2.b** Describe the relationship between a series of events, ideas, or concepts, using language that pertains to time, sequence, and cause/effect. **R.8.2.b** Explain how various text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) are used to locate key facts or information in a text efficiently. **L.4.2.a** Use sentence-level context as a clue to the meaning of a word or phrase. **L.4.2.e** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. **SEL.**Relationship Skills
Ongoing assessment	Listen in to conversations the children are having and notice the ways in which children are making meaning of the words, concepts, and ideas from the text. Do children use context clues to make meaning of words? Do children use the glossary efficiently to support their understanding of new words? Do children use discussion prompts to respectfully engage in conversations with their peers?



WEEK 2 Day 3

Text Talk
Dirt: The Scoop on Soil
and
Soil Erosion and How to Prevent It (pages 4 and 7)

Big Idea	Wind and water can change the shape of the land.
Weekly Question	What can we learn about land?
Content Objective	I can use key details from the text to explain soil erosion. (R.4.2) I can gather information from two texts to answer a question. (W.1.2.b)
Language Objective	I can ask and answer questions to help determine or clarify the meaning of words and phrases. (SL.2.2.b)
SEL Objective	I can organize my thoughts and communicate my ideas through speaking and writing. (Self-management)
Vocabulary	**creature**: animal **dune**: a mound or ridge of sand formed by wind *** organic**: having to do with or coming from living things **transport**: carry *** vital**: necessary for life
Materials and Preparation	• *Soil Erosion and How to Prevent It*, Natalie Hyde • Soil Vocabulary slides • *Dirt: The Scoop on Soil*, Natalie M. Rosinsky, for reference • *Soil Erosion and How to Prevent It* excerpt (pages 4 and 7), slides Plan to project these slides onto a whiteboard or chart paper, to model annotating the text. • *Soil Erosion and How to Prevent It* excerpt (pages 4 and 7), printed,

<table>
<tr>
<td></td>
<td>
one copy for each child

pencils
Learning about Soil and Erosion chart, from Days 1 and 2
Weekly Question Chart
whiteboard and chart markers
sticky notes, 1 full stack
Learning about Soil and Erosion chart, from previous lessons
Writing Response sheet: Dirt: The Scoop on Soil and Soil Erosion and How to Prevent It, one copy for each child
chart paper, 2 pieces
Prepare the following two charts.

<table>
<tr><th colspan="2">Annotations</th></tr>
<tr><th>Mark</th><th>What it means</th></tr>
<tr><td><u>Underline</u></td><td>key details related to a question or idea</td></tr>
<tr><td>?</td><td>Something I don’t understand or I’m wondering</td></tr>
<tr><td></td><td>Leave blank for now</td></tr>
</table>
<table>
<tr><th>How and Why we Annotate
Use annotations to highlight and remember important details in the text.</th></tr>
<tr><td>As you read,
1. Ask yourself:
○ “Is this an important detail I already know?”
○ “Is this new information that helps me better understand the text?”
○ “Do I have a question about this information?”
2. Underline important details.
3. If you have a question, put a question mark in the margin.</td></tr>
</table>
</td>
</tr>
<tr>
<td>Opening

5 minutes</td>
<td>Introduce the purposes for today’s reading. Show the cover.
Today we will read sections from Soil Erosion and How to Prevent It by Natalie Hyde. We’ll read this new text to understand more about soil, land, and erosion. As we read, we will annotate, or mark up, the text to highlight important ideas. We’ll add what we learn to information we have been collecting from Dirt: The Scoop on Soil.</td>
</tr>
</table>

	Show the book, *Soil Erosion and How to Prevent It*. Open to page 4 and indicate that children have a copy of this text in their hands. Provide some background information. *This is an informational text about soil, erosion, and ways we can prevent the negative effects of erosion. We will be looking at just a few sections from the text and will read other parts of the book as we continue our study about the forces of wind and water on land. Before reading, let's preview some new vocabulary that will help us read.* Show Soil Vocabulary slides and briefly define each word. ***Organic*** *means made from nature.* ***Vital*** *is a word with multiple meanings. In this case, it means essential or really important.* ***Creatures*** *are animals.* ***Transport*** *means to carry.* *A* ***dune*** *is a mound or ridge of sand formed by wind.* *These words are familiar:* ***erosion****;* ***soil****,* ***silt****,* ***sand****, and* ***clay****.*
Text and Discussion 20 minutes Annotation charts	*When we read—especially when we read informational text—it can be helpful to annotate the text. That means writing right on the text to highlight what we might want to come back to later. We can underline important details and write a question mark in the margin when we have a question. This helps us slow down our reading, understand the text better, and revisit parts that are important or that we have questions about.* Review Mark and What It Means on the Annotations chart. *As we read, we are going to follow these steps.* Show the How and Why We Annotate chart and read the steps.
slide 2	Model interacting with the text, continuing to refer to the How and Why We Annotate chart. *Watch how we can ask these questions as we read the first section together.* Chorally read, pointing to the text and modeling fluency and expression. Pause to reread tricky passages or words, such as "It is a layer of crushed rocks and organic, or nature-made, material called soil." *I am going to stop and ask myself these questions* [refer to the questions on the chart]*:* *"Is this an important detail I already know?"* *We already know from* Dirt: the Scoop on Soil *that soil is made of different rocks. Now we find this information in a second text; it must be important! I'm going to underline that.* [On the projection,

	underline "layer of crushed rocks."] Refer to the third question, "Do I have a question about this information?" *This sentence reads, "Soil is only a thin layer…" This makes me wonder what the other layers of Earth are. I'm going to put a question mark next to this sentence.* [On the projection, write a question mark in the margin of the page.] *Turn and talk. In your own words, explain to your partner why we annotate. Listen carefully and add on to each other's ideas.* Distribute the passages and pencils. *Now, we will read the section "Moving Around" together. As we read, ask yourself:* Review the questions on the How and Why We Annotate chart. *Underline anything you think is important, and write a question mark next to anything you don't understand or want to learn more about.*
page 4	Engage the group in a shared reading of this section, "Moving Around." After reading, provide children time to work with partners to annotate the section. Invite four children to share their annotations: two underlined parts and two questions. Affirm children's efforts. *Maybe we will be able to answer these questions after we read the rest of the text.* *What information have we learned in this section of* Soil Erosion and How to Prevent It*?* *What information in* Soil Erosion and How to Prevent It *adds to something we have learned in* Dirt: the Scoop on Soil*?* Write new understandings in the right hand column of the Learning About Soil and Erosion chart, "What's new from the text." *What vocabulary is shared in the two texts so that we understand it more deeply now?* Highlight and record vocabulary not already collected on the Weekly Question Chart. *What questions do you still have about soil and erosion?* Record children's questions on sticky notes and attach them in the bottom section of the Learning About Soil and Erosion chart. These can be revisited on Day 5 with the Weekly Question chart.
page 7	Turn to page 7 in the book. *Now you will read two sections with your partner: "Soil Helpers"*

	and "On the Move." Review the questions on the How and Why We Annotate chart. *Underline at least one key detail in each section. Put a question mark next to anything you want to learn more about. Some parts might be challenging. Do your best to figure out tricky words and phrases with your partner.* Provide children time to read and annotate the section. Bring the group back together. Invite four children to share their annotations: two underlined parts and two questions. Affirm children's efforts. *We know that if we keep reading we may find answers to some of our questions!*
Key Activity 15 minutes	Discuss the content of the text. *Turn and talk to a partner to recall the information on page 4. Look at your notes and questions to help you. What are some important details? What questions do you have?* Allow the children a moment to talk together, and then harvest ideas in the whole group. Add their ideas to the Learning about Soil and Erosion chart, as appropriate. *Now think about page 7 and talk with your partner: What is the important information from each section? What questions do you have?* *Now that we have gathered information from two texts,* Dirt: The Scoop of Soil *and* Soil Erosion and How to Prevent It*, you are going to write and draw to answer a question about soil erosion.* Distribute the Writing Activity sheets. Chorally read the question. *When you answer this question, try to include information from both texts. You can reference the chart to recall information that we gathered over these past three days.* Send children to write. They may continue working on this sheet at the Writing Station.
Closing	*Annotating and discussing details from this text helps us better understand soil and erosion. We can combine this with information we learned from* Dirt: The Scoop on Soil *to answer some questions and ask new ones about soil and erosion.*
Standards	**R.4.2** Ask and answer questions about who, what, when, where, how, and why.

	SL.2.2.b Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. **W.1.2.b** Gather information from provided sources and/or recall information from experiences in order to answer questions. **SEL** Self-management
Ongoing assessment	Listen in to conversations the children are having and notice how children are annotating the text. Do children underline key details? Do children ask questions to clarify understanding? Collect children's writing. Do children demonstrate understanding of key details from both texts? Do children ask a question about the text in order to clarify their comprehension of the topic?

Notes

Soil Erosion and How to Prevent It excerpts, pages 4 and 7

THE VALUE OF SOIL

The hard rocky surface of Earth is covered with an amazing material. It is a layer of crushed rocks and organic, or nature-made, material called soil. Soil is only a thin layer but it is vital for life on our planet.

MOVING AROUND

Soil does not always stay in one place. Wind, water, and ice carry soil from one place to another. This is called **erosion**. Erosion is a natural process but humans can cause erosion, too. Without enough soil, an area can become empty of plant and animal life. This can mean the difference between humans having enough food to eat and starvation.

SOIL AND FOOD

Soil is home to millions of life forms. Many of them are tiny, such as **bacteria** and types of fungi, algae, and simple animals. This micro life is necessary to process **nutrients**, or food materials, in the soil and make them available for plants. All animals depend on plants, either by eating them directly or by feeding on plant-eaters. Plants are the beginning of all food chains or feeding networks.

Soil itself is made up of layers. Plants grow in topsoil, the uppermost layer.

Earthworms in soil.

LIFE-FORMS APPEAR

Mosses and **lichens** are usually the first **organisms**, or living things, to grow on a rocky surface. They attract micro life that decomposes, or breaks down, any living things that die. The organic material they create—known as humus—makes it possible for other plants to grow. The plants attract soil animals such as worms and insects. Their body wastes add to the organic material. Eventually a thick covering of soil forms.

SOIL HELPERS

Creatures that live under ground also help build up soil. Insects shred and tear apart dead leaves and stems. Earthworms and ants moving through the soil transport material from the surface down deep into the ground.

ON THE MOVE

Soil that is made mostly of sand or **silt** erodes more quickly than clay-rich soil. Particles of sand and silt are much bigger than those of clay. They are more easily blown or washed away. Sand dunes in the desert can be blown as much as 165 feet (50 m) in a day.

Water flowing downhill carries with it grains of all sizes, shapes, and colors.

WEEK 2 Day 4

Text Talk: Popham Beach (photograph)

Big Ideas	Wind and water can change the shape of the land. Changes happen over time.
Weekly Question	What can we learn about land?
Content Objectives	I can locate Popham Beach on a map and identify its relationship to me. I can compare features of landforms in different locations in the United States.
Language Objective	I can follow the norms for discussion using Visual Thinking Strategies. (SL.2.1.a)
Vocabulary	**land**: the part of the Earth's surface that is not covered by water **landform**: a feature of the Earth's surface, how the land is shaped **map**: a representation of land and sea
Materials and Preparation	• Popham Beach slides • projector and screen • Text Talk notebooks • writing tools • Weekly Question Chart Spend some time looking at the photograph and maps (slides 3-5). Consider what might particularly intrigue children as they look closely, and prepare for related conversations. Review and practice the VTS routine, as needed (in Introduction, Part 1).
Opening	*Today's text is a photograph. Let's see what we think about it.*
Text and Discussion 20 minutes slide 2	Show slide 1 without offering any context. Use the VTS routine to uncover children's initial responses to and ideas about the photograph only. Take notes as useful to capture the thinking of individuals and of the group.

	The questions for the VTS routine are asked one at a time, paraphrasing children's contributions to ensure understanding, probing children's thinking, and synthesizing the thinking of the group: *What's going on in this picture?* *What do you see that makes you say that?* *What more can we find?*
slide 3	Show slide 3, and draw children's attention to the caption. *Does this caption give us any new ideas about the image?* Children will notice that this image comes from a city in Maine.
slides 4-5	Use these two slides to help children situate Popham Beach, Maine, and compare it to the location of the Colorado River and Horseshoe Bend. *Where do we live?* *What do you notice about the location of Popham Beach in relation to where we live?* *What do you notice about the location of the Horseshoe Bend?*
slide 6	Compare the two land formations. *Think about what you notice about Horseshoe Bend, part of the Colorado River and Popham Beach. How are these landforms similar and/or different? What do you think makes them different?*
	Distribute Text Talk notebooks and writing tools. Think, Pair, Share. *Before we do Think, Pair, Share, let's take a Note Break to collect our thoughts. Write down connections you have made from these images to where we live and any other experience you have had.* Give children a few minutes to write. Then, have children share their thinking and writing with a partner. *As you share your connections with a partner, remember to listen closely and use our discussion prompts. For example, you can tell your partner, "I heard you say _____, and I want to add _____." Or, if your experiences have been different from your partner's experiences, you might ask a question. You could say, "When you said _____, it made me wonder _____."* Give children time to talk with partners, and then harvest some of their connections in the whole group. Highlight effective use of classroom discussion prompts.
Closing slide 6	*This photograph came from Maine. And this photograph came from the other side of this big country, the United States. We are beginning to build ideas about what landforms are.*

	Invite the children to add to the Weekly Question Chart.
Standards	**SL.1.2.a** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
Ongoing assessment	Children may be developing understanding about two topics simultaneously: locating Maine on a map (as distinct from other places highlighted thus far in Unit 2), and recognizing some effects of wind and water on land. In this image-based conversation, note children's contributions in either realm.

Notes

WEEK 2 Day 5

Text Talk
"Breakers" (poem)
Accompanied by video

Big Idea	Wind and water can change the shape of the land.
Weekly Question	What can we learn about land?
Content Objective	I can identify specific words and phrases that the poet uses to illustrate the forces of water on land. (R.7.2.a)
Language Objective	I can use context clues from the poem and a video to help me understand the meaning of a poem. (L.4.2.a)
SEL Objective	I can identify the thoughts in my mind and communicate them through drawing and writing. (Self-management)
Vocabulary	**breakers**: heavy waves that break into white foam as they come on shore **fangs**: very sharp teeth **feed (on)**: to take something as nourishment or food **flowing** (* **flow**, W3): moving along steadily, without stopping **grace**: simple, elegant movement **pounce**: to jump forward suddenly to catch something **roar**: to make a loud, deep sound **shore**: the land along the edge of the sea or other body of water **toothmarks**: marks left when an animal bites into something **worry**: to think about something in a troubling way
Materials and Preparation	• chart paper Write out "Breakers" by Lillian Morrison. **Breakers**

	Lillian Morrison Roaring, all flowing grace, the water tigers pounce, feed on the shore, worry it again and again, take great bites they cannot swallow and leave the toothmarks of their long white fangs. ● "Breakers", printed, copy for each child or pair of children ● Text Talk notebooks ● writing and drawing tools ● Waves crashing on the beach video (:25) (https://www.youtube.com/watch?v=2W1LpnBYTM0) ● projector and screen
Opening 1 minute	*Today's text is a poem. After we read it a few times, we'll compare it to a short video.*
Text and Discussion 30 minutes	Read the poem once through, fluidly. *Close your eyes and visualize what is happening in this poem.* *What did you see in your mind as I was reading?* Harvest a few ideas from the children. *This poem gives us an interpretation, or a point of view, of one way that water changes land. The poet arranges words that help us create a picture in our minds. Let's read it closely together.* Distribute children's copies of the poem. Read it through slowly. *Are there any words in this poem you'd like to talk about to help you understand it?* Define words, using gestures and inviting children to share their existing knowledge of these words. *What do you think the "water tigers" might be? What picture is Lillian Morrison painting with these words, "water tigers?"* *What other words or phrases in the poem help us get this picture in*

	our minds? *Let's take a Note Break and draw the images that are forming in our minds.* Distribute Text Talk notebooks and writing and drawing tools. Give children several minutes to draw and then share their drawings with partners. *Another way to understand what happens when water meets land is to look at photos or video. Let's see what this short video can add to what Lillian Morrison communicates through her poem. Think about the phrase, "the water tigers pounce" as you watch.* Show the video once through. *What are your ideas now about the "water tigers"?* Harvest children's ideas. *What other words or phrases that the poet, Lillian Morrison, chooses do we see illustrated in this video? As we watch a second time, I'm going to read some of the phrases from the poem.* Read these phrases slowly as the video plays: ● **feed** on the shore ● **worry** it again and again ● take great bites ● leave the **toothmarks** of their long white fangs *Turn to a partner and talk about how the video helped you understand what Lillian Morrison communicates in her poem.*
Key Activity 8 minutes	Pass out the writing sheets. Read the questions chorally. *You started drawing images of what the poem makes you think in your notebooks. Now, draw an image you imagined from both the poem and the video. When you write to explain your picture, use at least three vocabulary words from the poem. Include your ideas about how these words help describe the force of water on land.*
Closing	*It's interesting to see how a poem and images can be used to talk about the same thing. We can see how the forces of water can be described in different ways, and how those descriptions can work together to give us strong images in our minds.* *As we look at other images of the force of water on land, we might remember this image of tigers pouncing on the shore.*
Standards	**R.7.2.a** Describe how words and phrases supply rhythm and meaning in a text. **L.4.2.a** Use sentence-level context as a clue to the meaning of a word or

	phrase. **SEL** Self-Management
Ongoing assessment	Listen to children's conversations and collect and review their writing. How do children articulate the relationship between imagery and images? Do children make the connection between figurative language and its use in creating images and describing a natural force? Do children integrate two media toward understanding a single idea?

Notes

Breakers

Roaring,
all flowing grace,
the water tigers pounce,
feed on the shore,
worry it
again and again,
take great bites
they cannot swallow
and leave the toothmarks
of their long white fangs.

– Lillian Morrison

Writing: **“Breakers”**

Name: _____ Date: _____

1. Draw a picture of an image you created in your mind from the poem “Breakers” and the video.

2. Write about your drawing. Use at least three words from the poem. How do these words help describe the force of water?

flowing	breakers	fangs	pounce	feed on	worry

WEEK 2 Stations

Station	Activities	Materials Writing tools at each station
Guided Independent Reading		• individual book bags
Teacher groups: strategic small group instruction		
Listening & Speaking	Listen and Respond	• audio recording and technology • *Earth's Landforms and Bodies of Water* book • conversation prompts
Science Literacy	How do scientists use maps?	• Unit 2 Science and Engineering packets • colored pencils
Vocabulary	Choose 3!	• **Week 1** Weekly Words cards • Recording sheets • Choose 3! menu
	Talk About It: Crater Lake is in Oregon, in the western part of the United States. Describe the lake and the landforms around it.	• **Week 1** Weekly Words cards • Week 2 image, 2 copies cut apart • Week 2 sheets
Word Work (align skills with literacy program) Provide activity directions cards	Marking open/closed syllables	• Week 2 Name It, Write It, Mark It sheets
	Marking sounds /z/, /s/	• Week 2 Read It, Write It, Mark It sheets
Writing	Prompt from Text Talk Day 1: Describe this image.	• Writing Station Response sheet
	Continued work from Text Talk Day 3: writing about soil erosion	• *Dirt: The Scoop on Soil* • *Soil Erosion and How to Prevent It* • Writing Response sheet

Earth's Landforms and Bodies of Water conversation prompts: Cut apart and provide with the physical text and audio recording.

Pages 10-11: What are two ways low landforms are formed? ***Earth's Landforms and Bodies of Water***	**Page 17:** How do the illustrations help you understand what a glacier is? ***Earth's Landforms and Bodies of Water***
After reading: According to the text, how does water shape the land? ***Earth's Landforms and Bodies of Water***	I agree with you. I also think ___. Why do you think that? I don't think I agree with you because ___.

Talk About It

Name: _____ Date: _____

Crater Lake is in Oregon, in the western part of the United States. Describe the lake and the landforms around it.

Look carefully at the image. **Talk** with your partner, **draw and write** about your ideas, and then **share** your writing. Use important vocabulary words as you talk and write. **Circle** the important words you use.

_____

_____

_____

_____

_____

Talk About It

Crater Lake, Oregon

https://www.nps.gov/crla/planyourvisit/basicinfo.htm

Crater Lake, Oregon

https://www.nps.gov/crla/planyourvisit/basicinfo.htm

Name: _____

Name It	Write It	Mark It

Name the picture. Write the word. Mark the word with a **c** if it is a closed syllable. Mark it with **v-e** if it is an open syllable.

Word Bank

spine	cap	Pete	plan
pet	plane	spin	cape

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

Skills: know and apply grade-level phonics and word analysis skills in decoding words.

Name:_____

Read It	Write It	Mark It

Read the word. Write the word. What sound does the **s** make?

1. If the s makes a /z/ sound, mark **-z** above the word. Mark **v-e** below the word. Cross out the -e.
2. If the s makes the /s/ sound, do not mark the word.

rise	-z r i s e v-e
nose	
sun	
chose	
sled	

these	
those	
fuse	
sand	
skate	
rise	
hose	

Skills: know and apply grade-level phonics and word analysis skills in decoding words.

WEEK 2 Lesson 1

Science and Engineering: Earth's Systems

Physical Geography of Maine: Landforms and Bodies of Water

S & E **Big Ideas**	Wind and water can change the shape of the land. Changes happen over time.
S & E **Guiding Questions**	What does our Earth look like? What makes it look that way? What resources can we use to understand changes in the shape of the land?
Content Objectives	I can identify landforms and bodies of water on a physical map of the United States. (2.T2.1) I can represent landforms and bodies of water on a map. (Practice 2, Science 2-ESS2-2)
Language Objective	I can discuss and ask questions about a map. (SL.1.2.c)
Vocabulary	**city**: an area of land within a state, that is led by a mayor **country**: an area of land, usually larger than a state but smaller than a continent, that has a single government **elevation**: height above sea level **hill**: a landform with sloping sides and a rounded summit or top, smaller than a mountain **mountain**: a raised landform with steep, sloping sides and a peak at the highest point **mountain range**: a series of connected mountains **plateau**: a raised landform that is flat on the top **state**: an area of land, usually larger than a city but smaller than a country, that is led by a governor * **steep**: at a sharp angle (*Week 1) **tributary**: a stream or river that flows into a larger stream or river **valley**: an area of low, flat land between hills or mountains

	volcano: a landform shaped like a mountain or hill with a vent or crater at the top from which lava and other materials shoot or flow
Materials and Preparation	• Maps of Maine United States slides Print the map, 1 copy per child. Optional: print one colored copy of the Maine map and put in a protective sleeve, one per group or table. • projector and screen • Science and Engineering packets • colored pencil: blue, 1 per child • Week 2 Vocabulary sheet, 1 copy for each table group Place sheets in sheet protectors. (These are also included in children's packets, printed in black and white.) Just ahead of the lesson, leave a set of two US Relief Maps and one Week 2 Vocabulary sheet at each table. Also provide colored pencils at each table.
Opening 10 minutes	*Today we are going to look at a map of Maine. I would like you to pay close attention to the choices the mapmaker made when they created the map. The Earth has many physical features and mapmakers make intentional choices when deciding how to make their maps. They also have to decide how to best represent cities, towns, capitals, and boundaries when they create a map.* Show the map of Maine on Slide 2. *What did you notice about this map? What decisions did the mapmaker have to make when they developed this map of Maine?* Harvest and affirm children's observations. *Today we are going to pay close attention to Maine's bodies of water. A body of water can be a lake, river, stream, bay, or ocean. Let's look at our map of Maine again. Do you think EVERY body of water in Maine is on this map? Why do you think that?* Harvest children's ideas. *This week and next we will practice being mapmakers. Mapmakers, like writers, make maps for different purposes. Our purpose this week will focus on identifying landforms on a map. Today we will start with Maine's bodies of water. Let's look at the map you will work with today.* Have students look at the labeling map. Show slide 3. Review the scale on the map. *Before we begin I would like to draw your attention to the scale on the map. When you hear the word scale you may think about weight, or the skin of a snake. Mapmakers use these symbols to*

	help people determine distance on the map. A map is a picture that has been shrunk down to a manageable size. Can you imagine trying to read a map that was as big as the whole state of Maine!
Investigation 15 minutes	*This is the map you will be labeling. You will use the colored map of Maine to help you label your maps.* Or draw their attention to the map you have left with their group. Review the directions for today's activity with the children. *You will use the blue colored pencil to trace the rivers on the labeling map. Color in the lakes and ocean blue as well. Label each lake, river, and ocean. Make sure to use a capital letter when you label your map.*
Closing	Circulate to review the work being done. In closing, remind the children that they will continue this work in lesson two when they work with a map of the United States.
Standards and Practices	**SL.1.2.c** Ask for clarification and further explanation as needed about the topics and texts under discussion. **2-ESS1-1** Use information from several sources to provide evidence that Earth events can occur quickly or slowly. **2-ESS2-3** Obtain information to identify where water is found on Earth and that it can be solid or liquid.
Ongoing assessment	Take note of the children' s understanding of maps, their purposes, and how maps can be similar or different. Listen and observe the application of the week's vocabulary during conversations and writing opportunities.

Notes

WEEK 2 Lesson 2

Science and Engineering: Earth's Systems

Physical Geography of Maine: Landforms and Bodies of Water

S & E **Big Ideas**	Wind and water can change the shape of the land. Changes happen over time.
S & E **Guiding Question**	What does our Earth look like? What makes it look that way?
Content Objectives	I can identify landforms and bodies of water on a physical map of North America. (2.T2.1) I can represent landforms and bodies of water on a map. (Practice 2, Science 2-ESS2-2) I can compare two maps. (2.T1.2)
Language Objective	I can discuss and ask questions about a map. (SL.1.2.c)
Vocabulary	**continent**: a very large mass of land **country**: a piece of land, usually larger than a state but smaller than a continent, that has a single government **elevation**: height above sea level **ocean**: a huge body of salt water; sea **physical map**: map that represent bodies of water and landforms of an area **state**: a piece of land, usually larger than a city but smaller than a country, that is led by a governor
Materials and Preparation	• Science and Engineering packets • United States Maps slides • projector and screen • Greenland in North America Map, 1 copy for each pair of children • colored pencils: green, blue, yellow, light brown, and dark brown, one set for each pair or table

	● United States Relief Maps in sheet protectors, from Lesson 1
Opening 5 minutes	*Yesterday we looked at a physical map of Maine. Physical maps are models of the landforms and bodies of water in an area.* Show slide 2: North America. *Maine is one state in the country of the United States. The United States is part of a much larger area of land, the continent called North America. This is a map of the continent of North America. Here we can see all of the countries that form the North American continent. Can you locate the United States on the map of North America? Can you locate Maine?*
Investigation 12 minutes	Show slide 3: Greenland in North America. *Today you will map the landforms and bodies of water in North America. Like yesterday, you will have a copy of this map to examine closely. You'll locate landforms and bodies of water on this map and then represent them on a blank map...* Show slide 4: Outline Map of North America. *...this one!* Show the corresponding page in the Science and Engineering packets. *Remember to try to use the same colors as those on the map. For example, use blue to represent water and brown to represent high elevation.* Show slide 5: Vocabulary. *Here are two more words that will be helpful to you as you work Today. Draw on the children's knowledge to collaboratively define each word.* Continue to show this slide. Distribute the Science and Engineering packets. Send children to work. Circulate to support their discussion about the map, representation of elevation, and use of vocabulary. Observe and take notes. Children may notice that: ● the Rocky Mountains seem to continue south into Mexico (the Sierra Madres) and north into western Canada; ● Canada and the United States are very broad, and the land in the eastern part of each country is less elevated; ● the coasts of Canada and the United States are curvy; ● Mexico is narrow and divided by a mountain range (Sierra Madres); ● the Gulf of Mexico is formed by the Florida and Yucatán Peninsulas;

	● the United States and Canada include large lakes; ● several rivers originate in the Rockies.
Discussion 12 minutes	Bring the group back together. Have children bring the maps of North America back to the meeting area and sit with their partners. Return to slide 2. Facilitate a conversation using questions such as these: ● *What do you notice about the North American continent?* ● *What are some of the features that the United States shares with the rest of the continent?* ● *What are some features that are different?* Encourage children to point to landforms and bodies of water on their maps and to reference the map on the slide. Throughout the discussion, introduce and reinforce the names of landforms and bodies of water the children reference. Make sure to identify the Rocky Mountains, the Mississippi River, and the Atlantic and Pacific Oceans. Highlight and emphasize use of vocabulary from both Week 1 and Week 2 sheets. *Now let's compare two different maps. Yesterday you looked at the United States Relief Map. Put this map side by side with the map of North America, and talk to your partner about what is the same and different about each map.* Distribute a United States Relief Map to each pair of children. Allow several minutes for partners to talk, and then harvest children's ideas.
Closing 1 minute	Show slide 6: Physical Map of the World. *Today we looked at the North American continent. The other continents in the world are South America, Africa, Antarctica, Asia, Europe, and Australia. Each continent includes many different countries.* *At the Discovery Studio this week, you will get a chance to put together a world map puzzle and to look more carefully at a physical map of the world.*
Standards and Practices	**SL.1.2.c** Ask for clarification and further explanation as needed about the topics and texts under discussion. **2-ESS1-1** Use information from several sources to provide evidence that Earth events can occur quickly or slowly. **2-ESS2-3** Obtain information to identify where water is found on Earth and that it can be solid or liquid.
Ongoing assessment	As the children work together, note how they talk about colors on the map and which landforms and bodies of water they identify. Listen for accurate use of vocabulary and for words that will need to be revisited. Record

	children's questions. Use this information to facilitate class discussions in the coming days. Analyze the children's maps. How do children represent the size and location of landforms and bodies of water? How do children use color on their maps? Which landforms and bodies of water are common to most children's maps? Which are not included on most maps?

Notes

WEEK 2 Studios

Continuing to Explore Landforms and Bodies of Water

Experiences continue from Week 1.
In the Research Studio, the lens widens to global maps, matching countries to continents.

Big Ideas	Wind and water can change the shape of the land. Changes happen over time.
Weekly Question	What can we learn about land?
Materials and Preparation	• new studios prompts Cut apart and replace studios prompts. • Observation Sheet <u>New for the Building Studio:</u> • images of global landscapes, in sheet protectors <u>New for the Discovery Studio:</u> • World Map Puzzle • Physical World Map, 2 copies • pencils and colored pencils • World Map Puzzle Checklist Children will need access to a world map on the wall, a globe, or printed or projected world map. <u>New for the Math Studio:</u> • objects of various lengths in a basket • Creating Line Plots Recording Sheet <u>New for the Research Studio:</u> • world map • Continents images, placed in sheet protectors • Countries cards, copied onto stiff paper, cut apart, and placed in

	an envelope or basket, or on a tray Choose those countries that are most relevant to the children in your class, and make additional cards for the countries from which families in your class and school community originate. Prepare the Opening Basket with an artifact or example of children's work from each studio, to hold up as a visual reminder of ongoing work.
Opening	*You can get to work quickly in Studios this week; I only need to tell you about the Research Studio. There, you will work together to match countries around the world to the continents where they are found. First, you'll lay these maps of each continent out on the floor* [or table]. *North America, where we live, includes the United States and also the countries of Central America, such as Mexico and the Dominican Republic, so it has two maps together. Then, pick a card with the name of a country on it, and see if you can figure out where it belongs, in which continent. How will you know?* *You can consult the world map to get information.* *Also in the Research Studio, you can continue your work from Science and Engineering, creating a world map.* Have children turn and talk to review what they worked on in Week 1 and to set a plan for this week.
Facilitation	Children continue their work from the previous week and explore different studios. Children may move from one studio to another to further an established idea. For example, the landscape they created and mapped last week in the Building Studio may become the same place for which they create and act out a story in the Writing and Storytelling Studio this week. Allow for this flexibility. Encourage children to both continue with established work through seeking feedback, reviewing plans, revising, and adding; **and** to try new studios experiences, perhaps continuing or extending an intriguing idea from a different studio, or taking up a new idea entirely. Support the use of new scientific vocabulary as children recreate landforms and landscapes. Listen carefully to the vocabulary children use to describe features of the land and bodies of water. Offer unit texts as references. Supply map-related vocabulary. Take note of children's connections to specific places close by and far away.

	Circulate through studios and check in with children about what they are pursuing. Refer to the Weekly Question and to studio-specific prompts and resources. Direct children's attention to each other's work. Encourage them to ask each other for help and collaboration. Identify a piece of work for use during Thinking and Feedback and/or for planning purposes.

Art 	**Reconstructing Landscape Artworks** Content Objective: I can view, interpret, and reconstruct artworks. Ongoing Assessment: Notice which features of landscapes are most interesting to children and what language and vocabulary they use to describe them. Notice how children use tools. Notice how children offer and accept feedback from peers and adults.
Building 	**Building and Mapping** Content Objective: I can move between two and three dimensions by looking at images of landscapes, building them, and mapping them. Ongoing Assessment: Use the observation sheet to record children's movement between two- and three-dimensional representations. Where do they get stuck? Plan to provide additional materials and images accordingly.
Discovery 	**Landforms and Bodies of Water of the World** Content Objectives: I can use maps and work with my peers to complete a puzzle of the world. I can label landforms and bodies of water. Process: First, children work together to arrange the six-piece puzzle on a table or hard floor surface. Consulting a physical map of the world, children then mark, color, and label landforms and bodies of water. The map is cumulative, as small groups take turns adding to it. A checklist helps children identify which parts of the world have been addressed.

	Facilitation: Encourage children to reference the Peters or another map and/or globe to identify where the continents belong in relation to each other. *How do you know where the pieces belong?* *What resources could you use to help you figure that out?* *What kinds of landforms and bodies of water do you recognize?* Ongoing Assessment: As children work, observe how they interact with and lend help to each other. Notice how they access resources, how children take initiative and/or rely on each other. Collect evidence about children's spatial reasoning as well as about their familiarity with the maps, with types of landforms and bodies of water, and developing content vocabulary.
Math 	**Creating Line Plots** Content Objective: I can measure objects and represent the data on a line plot. Process: Directions: ● Select up to 8 objects. ● Choose a unit to measure the length. ● Measure and record the measurement. ● Talk with a friend about your data. Facilitation: *You will measure objects to the nearest centimeter or inch. Work with a partner to create a line plot to represent your measurement data. Ask your partner two questions that can be answered based on your line plot.* Ongoing Assessment: Note how children are approaching measuring and recording their data. Listen to children's discussions and note their developing content vocabulary.
Research 	**Placing Countries in Continents** Content Objective: I can sort countries and identify the continents where they are located. Note: Central America is *not* a continent on its own; those countries are part of North America. For this activity, use two maps for North America: one labeled Central America and the Caribbean and the other labeled North America.

	Process: Images of each continent are spread out on a surface near the world map. Children mix up the Countries cards and choose one at a time. They study the world map to discover in which continent each country is found. This requires conversation. Each card is placed on or near the corresponding continent. Facilitation: Encourage children to work slowly, placing one country at a time on its corresponding continent. To support conversation, ask children to justify their decisions. *What evidence do you have to place that country in that continent?* *Have you considered any other possibilities?* *Does everyone here agree that it belongs on this continent?* Ongoing Assessment: Children may approach this task primarily through visual cues or through reading. Note how they make initial placements and how they justify their decisions. Note their engagement in conversation—both how they articulate their understanding and whether/how they listen to their classmates to consider other possibilities.
Writing and Storytelling  	**Photo Stories** Content Objective: I can tell, act out, and write and draw stories inspired by images of places. Ongoing Assessment: What kinds of stories do children tell? What do children understand about how places impact people's experiences? What narrative structures do children use?

Standards	Standards addressed will depend on the studios in which children work. Some possibilities include developing work towards those listed in the Studios Introduction (Part 1) and the following studio-specific standards. Building: **Science 2-ESS2-2.** Map the shapes and types of landforms and bodies of water in an area. Discovery and Research: **2.T2.1.** On a map of the world and on a globe, locate all the continents and some major physical characteristics on each continent (e.g., lakes,

	seas, bays, rivers and tributaries, mountains and mountain ranges, and peninsulas, deserts, plains). **2T2.2.** On a map of the world and on a globe, locate the oceans of the world, and explain the importance of oceans and how they make the world habitable. Math: SR.C.1 Describe and compare measurable attributes. 2.MD.A.1 Writing and Storytelling: **W.3.2** Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. **W.2.2.a** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. **SL.2.2.a** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. **2.T2.4.** Explain and describe human interaction with the physical world (the environment).

Notes

Art Studio

While you are working, think about:

What is interesting to me about the landforms in this artwork?

What questions would I like to ask this artist?

What details do I want to capture?

Why did I decide to use these materials?

Building Studio

While you are working, think about:

What is tricky about building this landscape?

How might this landform have been created in the natural world?

What will be important to show on my map?

Discovery Studio

While you are working, think about:

How do we know where the pieces belong?

What resources could we use to help us figure that out?

What kinds of landforms and bodies of water do we recognize?

Math Studio

While you are working, think about:

How are you finding your measurements?
What are you finding?
What do you notice about your data?
What questions do you have for your partner?

Research Studio

While you are working, think about:

What evidence can I use to place countries in continents?

Have I considered any other possibilities?

Does everyone here agree that it belongs on this continent?

Writing and Storytelling Studio

While you are working, think about:

What does the air feel like in this place?

What sounds do we hear?

What might we see here? What will we do when we see it?

What is going to happen in this place, in this story?

How can we communicate to our audience what this place feels and looks like?

Images of Global Landscapes

Lake Balaton, Hungary, EUROPE

Valley of Kathmandu, Nepal, ASIA

Cape Town, South Africa, AFRICA

Domincan Republic, NORTH AMERICA

Guanajuato, Mexico, NORTH AMERICA

SaPa, Vietnam, ASIA

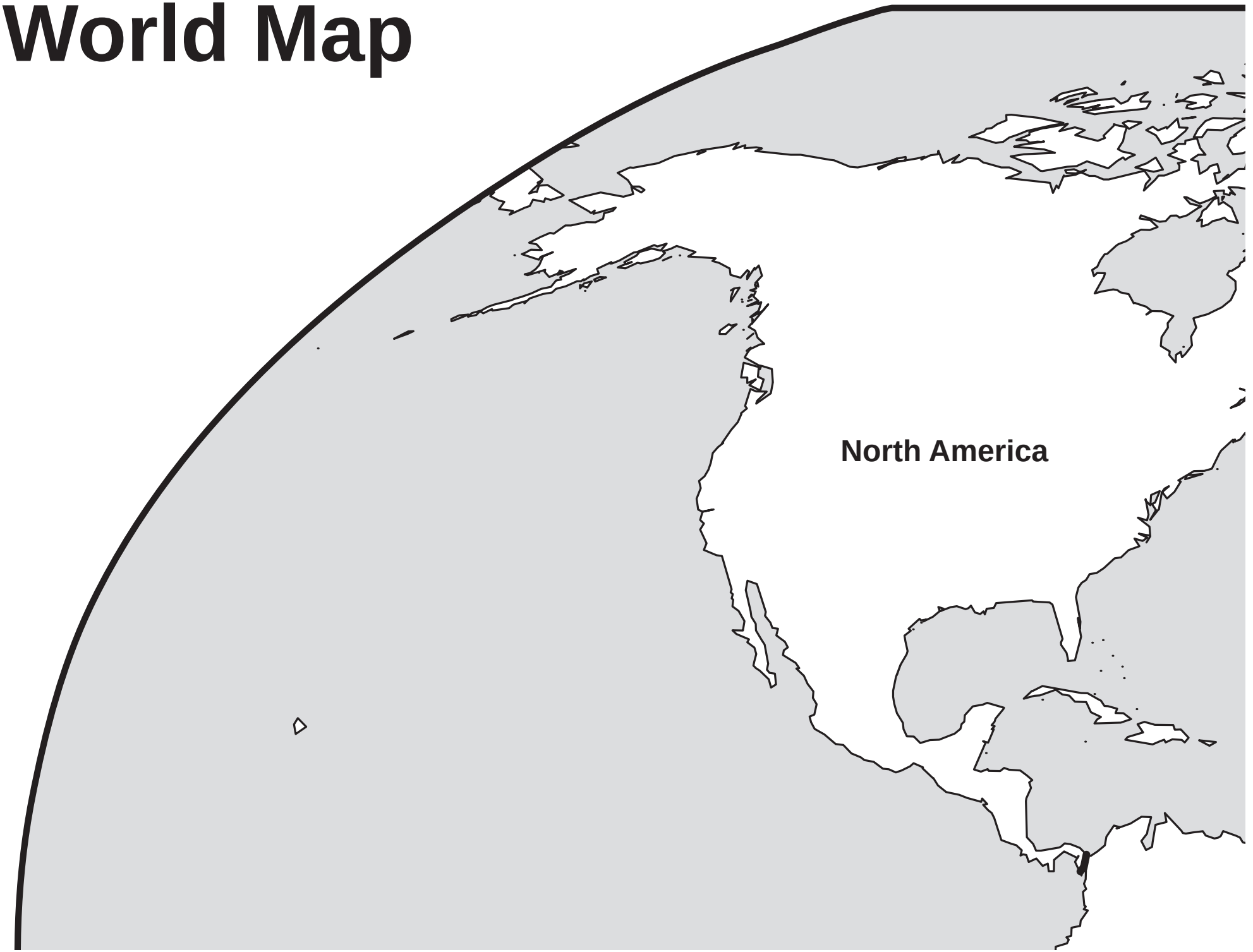
Aswan, Egypt, AFRICA

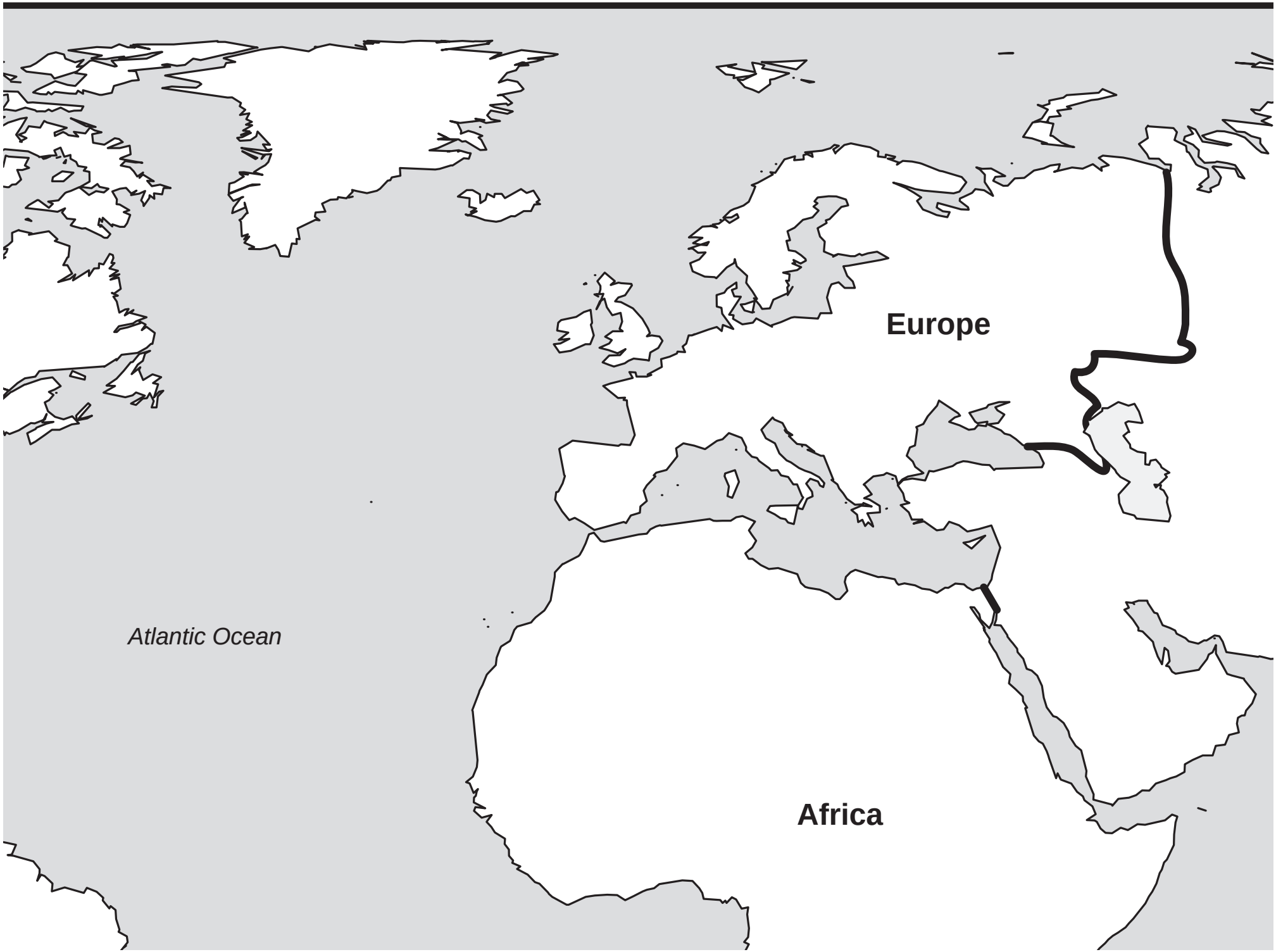
Mississippi River, United States, NORTH AMERICA

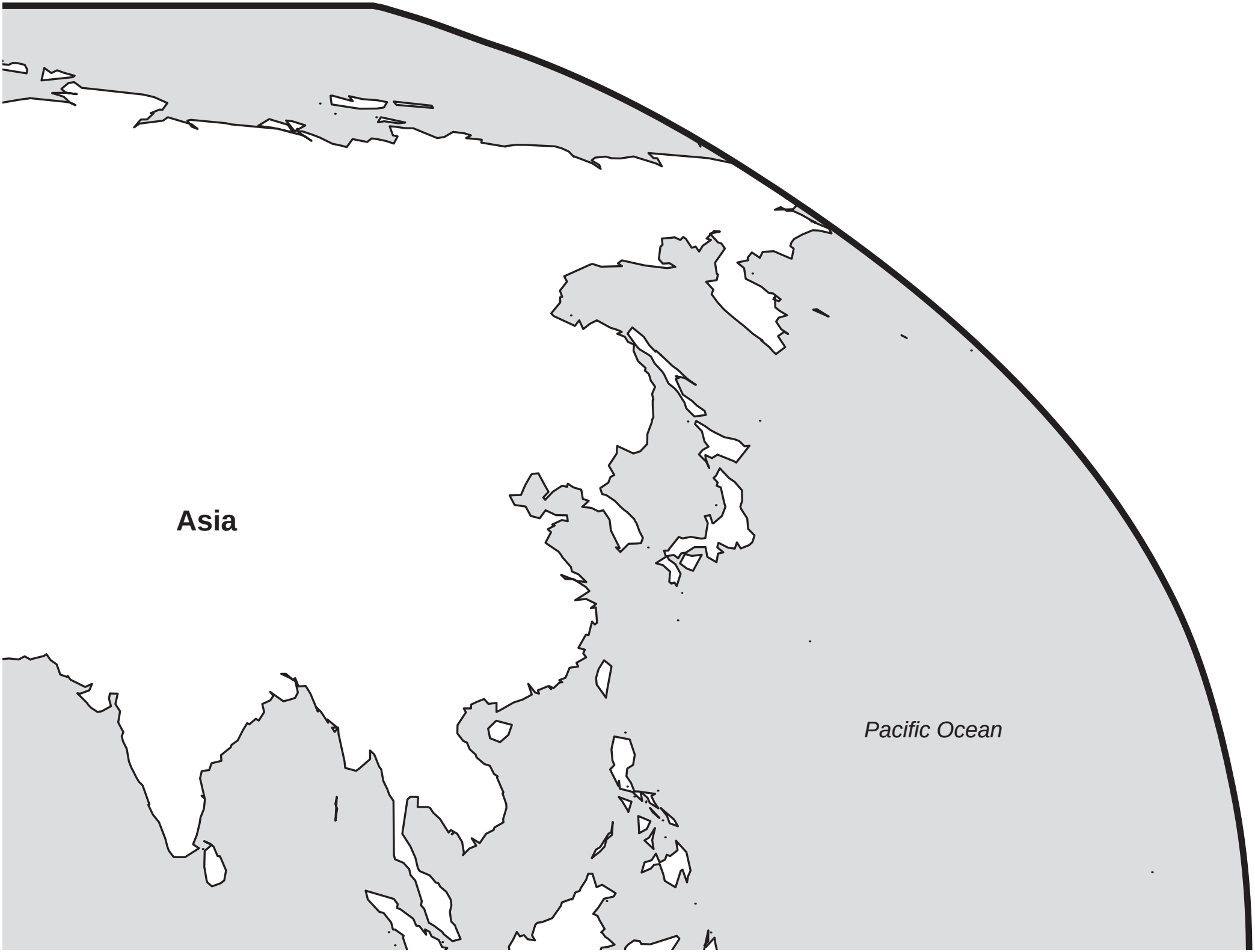
Great Wall, Badaling, China, ASIA

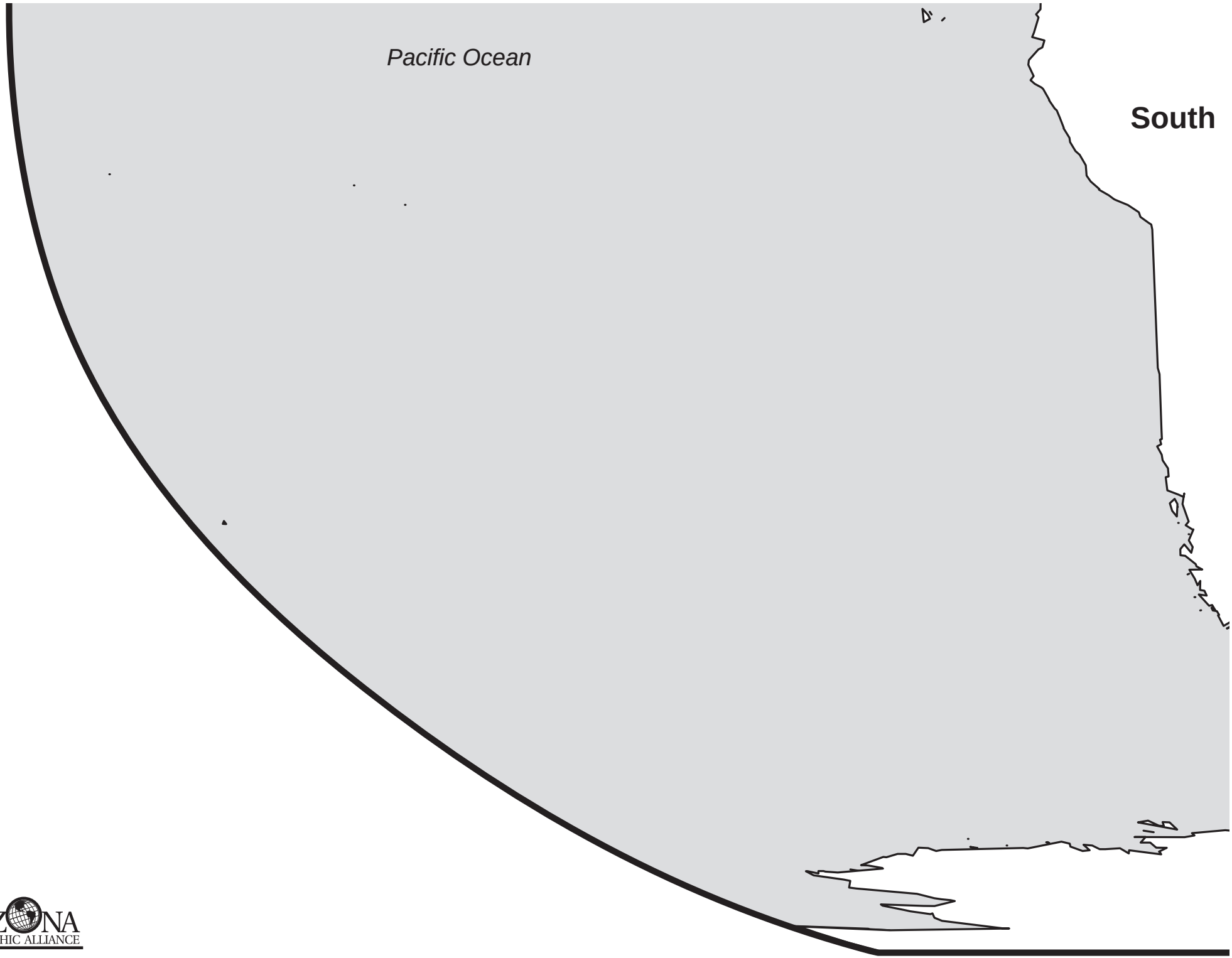
South Island, New Zealand, AUSTRALIA

World Map



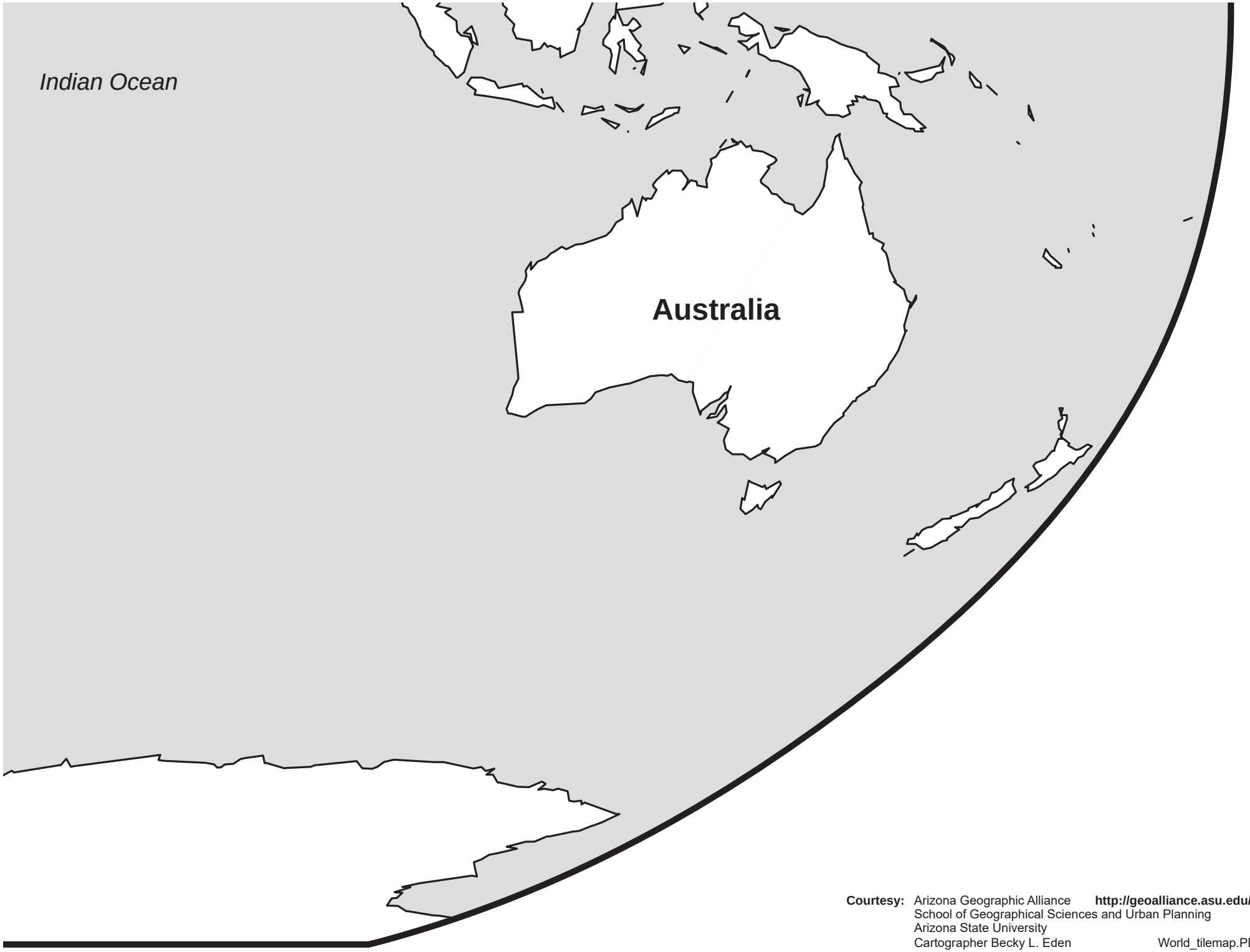

Europe
Atlantic Ocean
Africa


Asia
Pacific Ocean



ARIZONA
GEOGRAPHIC ALLIANCE


America
Antarctica



Courtesy: Arizona Geographic Alliance **http://geoalliance.asu.edu/azga**
School of Geographical Sciences and Urban Planning
Arizona State University
Cartographer Becky L. Eden World_tilemap.PDF10

World Map Puzzle Checklist

continent	rivers	mountain ranges
Africa		
Antarctica		
Asia		
Australia		
Europe		
North America		
South America		

Physical World Map

https://www.mapsofindia.com/worldmap/large-physical.html

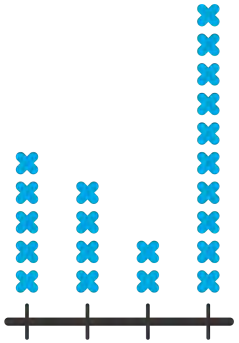
Physical World Map

https://www.mapsofindia.com/worldmap/large-physical.html

Creating Line Plots Stage 1 Recording Sheet

Directions:

- Measure up to 8 objects to the nearest inch or centimeter.
- Create a line plot of your measurement data. Don't forget to add a title and label.
- Ask your partner 2 questions that can be answered based on the data in your line plot.



AFRICA

803510AI (G00392) 6-12

ANTARCTIC REGION

803412AI (R02207) 6-09

ASIA

803623AI (G00543) 8-13

CENTRAL AMERICA AND THE CARIBBEAN

803520AI (G00800) 11-11

EUROPE

803546AI (G00772) 8-12

NORTH AMERICA

803464AI (G00694) 6-10

OCEANIA

803545AI (G01512) 8-12

SOUTH AMERICA

803483AI (G00186) 10-10

Countries cards

CANADA	DOMINICAN REPUBLIC
MEXICO	CUBA
UNITED STATES	BRAZIL

HAITI	EL SALVADOR
COLOMBIA	ARGENTINA
CHILE	PERU

AUSTRALIA	NEW ZEALAND
RUSSIA	RUSSIA
CHINA	INDIA

BANGLADESH	THAILAND
VIETNAM	CAMBODIA
PHILIPPINES	NEPAL

INDONESIA	JAPAN
SRI LANKA	KOREA
IRAN	IRAQ

PAKISTAN	AFGHANISTAN
SYRIA	ISRAEL
LEBANON	SAUDI ARABIA

SOUTH AFRICA	NAMIBIA
UGANDA	DEMOCRATIC REPUBLIC OF CONGO
ETHIOPIA	SOMALIA

SUDAN	NIGERIA
GHANA	ANGOLA
MOROCCO	ALGERIA

LIBYA	EGYPT
ERITREA	SENEGAL
FINLAND	UKRAINE

ROMANIA	TURKEY
ITALY	FRANCE
SPAIN	POLAND

GERMANY	PORTUGAL
UNITED KINGDOM	IRELAND
ESTONIA	ALBANIA

GREECE	SWEDEN

WEEK 2 Day 1

Writing Procedure

Deconstruction: Adjectives

Joint Construction: Materials

Content Objective	With my class, I can write the materials in a procedure. (W.3.2, W.2)
Language Objective	With my class, I can add adjectives to materials to make them more precise. (L.2.3.f, L.1.2.e)
Vocabulary	**adjective**: a word or phrase used to describe a person, place, thing, or idea **image**: a representation of something in the form of a drawing, photograph, etc. **materials**: the items needed to complete a procedure **noun**: a word that names a person, place, thing, or idea **precise**: exact; specific **procedure**: a genre of writing whose purpose is to give directions to accomplish a goal
Materials and Preparation	● Procedure Adjectives slides ● Procedure anchor chart, from Week 1, Day 1 ● Procedure anchor chart images: adjectives card ● photos of materials, from Day 3 ● chart paper and tape About one-third of the way down the chart paper, write Materials. ● jointly constructed procedure steps, from Week 1, for reference
Opening 1 minute	*We've been talking about the importance of using precise language in procedures. Today we are going to learn about one more type of word that is used to write precise procedures.*
Deconstruction 13 minutes slide 2	*Let's read this procedure from* Erosion: Changing Earth's Surface.

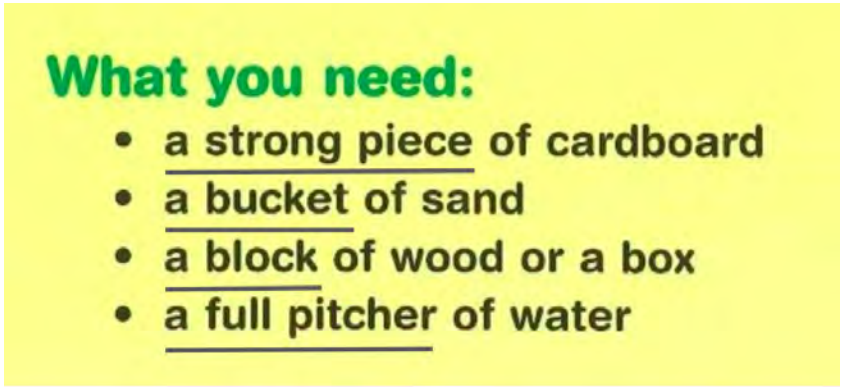
slide 3	*Today we are going to look closely at the materials. The materials include nouns that name what we need, like "cardboard."* *They also include more information. Remember, the words and phrases that give more information about nouns are called* ***adjectives****.*
slide 4	*Adjectives answer questions such as* *How many or much?* *What kind?* *What like?* *Which ones? and Whose?*
slide 5	*"Cardboard" is one of the nouns naming a material.* *There are two adjectives describing the cardboard. "A piece" tells us that we just need one piece of cardboard, and "strong" tells us what the cardboard needs to be like.*
slide 6	*"Water" is another noun naming a material. "A full pitcher" is an adjective describing how much water is needed.*
	Let's add this—adjectives—to our Procedure anchor chart. Add the adjectives card to the Language section of the Procedure anchor chart.
Joint Construction 15 minutes slide 4	*Let's add materials to our class procedure.* Hold up one of the materials photographs. *What noun can we use to name this material?* Tape the photograph to the chart paper, under Materials. Write the noun. *We need to make sure we include all of the information Kindergarten students will need about this material. Let's ask ourselves these questions to see if we can add adjectives to make this material more precise.* Refer to the questions on slide 4. Add relevant adjectives to the material. Repeat this process to write the rest of the materials. See the example below. **Materials:**

	one-quart glass jar soil, enough to fill the jar ⅔ of the way water 1 popsicle stick
Closing 1 minute	*Today we learned that adding adjectives makes materials more precise. Tomorrow we will complete our class procedure, and you will plan for your own procedures.*
Standards	**W.3.2** Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. **Standard W.2** Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. **L.2.3.f** Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). **L.1.2.e** Use adjectives and adverbs and choose between them depending on what is to be modified.
Ongoing assessment	Reflect on the whole group work. What do the children understand about adjectives? What do they understand about the function of adjectives in procedures? How much support do children need to suggest adjectives that answer “How many?” and “What kind?”

Notes

Procedure anchor chart images

language



adjectives that describe how many and what kind

WEEK 2 Day 2

Writing Procedure

Deconstruction and Joint Construction: Title, Goal, and Final Comment

Joint Construction: Verbs

Content Objective	With my class, I can write the title, goal, and final comment for a procedure. (W.3.2, W.2)
Language Objective	With a small group, I can write and draw precise imperative verbs related to a topic. (W.2.2.a)
Vocabulary	**goal**: aim; objective; what someone wants to accomplish **imperative verb**: verb that gives directions **materials**: the items needed to complete a procedure **precise**: exact; specific **procedure**: a genre of writing whose purpose is to give directions to accomplish a goal **steps**: the actions taken to complete a procedure **title**: the name of a piece of writing **verb**: a word that expresses a physical action, mental action, or state of being
Materials and Preparation	• Procedure anchor chart, from Week 1, Day 1 • jointly constructed procedure steps, from Week 1 • jointly constructed procedure materials, from Day 1 • *Erosion: Changing Earth's Surface*, Robin Koontz Flag page 22. • soil experiment jar, from Week 1, Day 3 • Procedure Verbs: Science chart, from Week 1, Day 4 • chart paper, 3 sheets Write a different heading at the top of each sheet of chart paper: Procedure Verbs: Art, Procedure Verbs: Yoga, Procedure Verbs: Building. • procedure mentor texts, from Week 1, Day 1, for children's

<table>
<tr><td></td><td>reference
Before the lesson, sort the mentor texts by topic: Science, Art, Yoga, Building
● markers and other writing and drawing tools</td></tr>
<tr><td>Opening
1 minute</td><td>Today we are going to complete our class procedure, and you will begin planning your own procedures!</td></tr>
<tr><td>Joint Construction
5 minutes</td><td>Refer to the Procedure anchor chart.
We have been working on the materials and steps for our procedure. Now, let's go back and write the title and goal.
Show the jointly-constructed procedure charts.
Remember, the goal tells what the procedure is supposed to accomplish. Sometimes the goal is included in the title.
Think, Pair, Share.
Think about our procedure. What is the goal of this experiment?
Decide as a class what the goal is. Decide on a title together. Write the title and goal (which may be the same goal included in the title) above Materials. See the following example.

Title: Soil Experiment

Goal:
To see what happens when soil is mixed with water.

Materials:
one-quart glass jar
soil, enough to fill the jar ⅔ of the way
water
1 popsicle stick</td></tr>
<tr><td>Deconstruction and Joint Construction
8 minutes

page 22</td><td>Something we have not included in our procedure is a final comment. Not all procedures end with a final comment. The River of Ice activity ended with questions. I wonder if other science experiments do, too. Let's take a look at one of our books to find out.

Point to the questions at the end of the procedure on page 22.
This experiment also ends with questions.
Read the questions.

Show the soil experiment jar.
Let's take another look at what happened in our experiment.</td></tr>
</table>

	Think, Pair, Share. *Are there questions we should add to the end of our procedure to help Kindergarten students discuss what happened?* Harvest the children's ideas. Discuss the final comment as a class and record it in the chart. See the following example. **Steps:** 1. Pour soil into the jar until it is ⅔ full. 2. Pour water into the jar until it is full. 3. Stir the soil and water with a popsicle stick. 4. Screw the lid tightly onto the jar. 5. Shake the jar until the soil and water are fully mixed. 6. Put the jar in a safe place to let it sit over the weekend. **Final Comment:** After several days, observe the jar. What happened? Why did that happen?
Joint Construction 15 minutes	*Now that we've read and practiced procedures together, you have a chance to write your own procedures! The procedures you write will be available for your classmates to follow during Studios, so you should think about writing something that can be done in the classroom, with the materials we have.* Refer to the Procedure Verbs charts. *You could design a science experiment, you could write instructions for an art project or for building a structure; you could even make up your own yoga pose!* *Think about which kind of activity you would like to write a procedure for. Today you will meet with a small group of classmates writing about the same topic, and you will think of verbs that you could use to write your procedure in that area. For example, if you are in the Art group, you might write and draw verbs such as "cut" or "glue."* On the board, model writing "cut" and drawing a pair of scissors cutting a piece of paper. *If you are in the Science group, review the verbs that we generated together, and add more precise, imperative verbs.* Group children according to their topic choices. Send them in small groups

	to draw and write verbs on the appropriate chart paper. Provide them with mentor texts related to their topics, for reference. As children work, circulate to support them in generating verbs that relate to the topic and that are in the imperative.
Closing 1 minute	*Today we completed our class procedure, and you began working together to generate verbs for your own procedures. Tomorrow you will begin writing the steps in your procedures.*
Standards	**W.3.2** Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. **Standard W.2** Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. **W.2.2.a** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
Ongoing assessment	Reflect on the whole group work. Do the title and goal accurately introduce the procedure? What questions do children generate? Are they appropriate for the procedure and audience? Observe and take notes during small group work. Do the children generate precise verbs? Are they related to the topic? Do they understand the use and form of imperative verbs? What are their confusions?

Notes

WEEK 2 Day 3

Writing Procedure

Individual Construction

Content Objective	I can write a procedure. (W.3.2, W.2)
Language Objective	I can write using precise verbs, adjectives, and adverbs. (W.2.2.a, L.2.3.f, L.1.2.e, L.6.2.a)
Vocabulary	**imperative verb**: verb that gives directions **procedure**: a genre of writing whose purpose is to give directions to accomplish a goal **materials**: the items needed to complete a procedure **steps**: the actions taken to complete a procedure
Materials and Preparation	● drawing and writing tools ● children's writing folders ● Materials sheet, one copy for each child (except those writing yoga poses), plus a few extra ● Steps sheet, 2-3 copies for each child (except those writing yoga poses) ● Yoga Card, one copy for each child writing a yoga pose ● materials available for children's reference, by topic: ○ Art: crayons, construction paper, white drawing paper, items or surfaces with texture for crayon rubbing, rudimentary tools for etching, other materials from the Art Studio ○ Building: K'NEX, Kapla blocks ○ Science: a collection of materials from Units 1 and 2 ○ Yoga: *Yoga Pretzels* Plan for areas of the classroom where groups of children can write procedures while manipulating materials as needed. ● Procedure Verbs charts, from Week 1, Day 4 and Week 2, Day 2, posted in the appropriate areas ● Procedure Observation Tool, one copy for each child ● Thinking and Feedback visuals

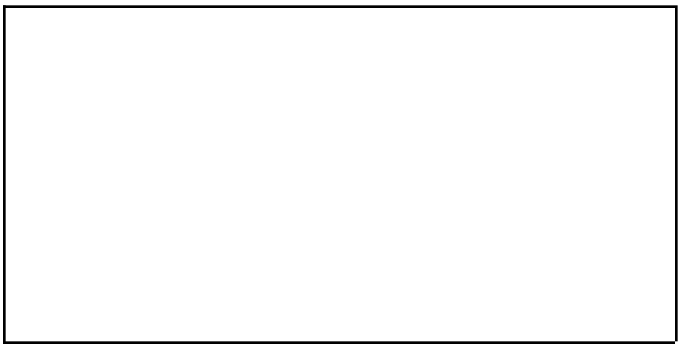
	• sticky notes, a few, for recording suggestions
Opening 1 minute	*Yesterday you began to plan for your procedures by choosing topics and listing imperative verbs you could use in the steps. Today you will begin writing!*
Individual Construction 19 minutes	Show the Materials sheet. *This is the page where you will write the materials needed for your procedure. Draw a picture of the material in the box, and write the words for the material on the lines.* Show the Steps sheet. *These are the pages you will use to write the steps of your procedure. There is a small square to write the number of the step. In the big box you can draw a picture showing the step, and on the lines you can write the words. Each page has space for two steps, so you can take as many pages as you need to write all of your steps.* Show the Yoga Card. *If you are writing a procedure for a yoga pose, you will not need to list materials, and you can use a sheet like this one that looks like one of our yoga cards.* *Before you get started, you will tell your procedure to your partner. Think about the steps in your procedure—what will the reader need to do? Then tell the steps to your partner.* Give children a few minutes to narrate their procedures with partners. *Like we did as a class, begin by writing the steps. Then go back and write the materials needed to complete the procedure. When you write today, you will have Studios materials available. That way, if you get stuck, you can try out what you are writing. For example, if you are writing a procedure for building with K'NEX, and you are not sure what the next step should be, you can use some K'NEX to try it out.* Send children with writing materials. As children work, circulate to support them with defining and writing steps and using materials as a resource, and to assess their work. Take notes about children's writing using the Procedure Observation Tool. These notes will be used to plan for lessons on Days 4-5 and for revisions in Week 3. Identify a child to present their writing and receive feedback using Thinking and Feedback.

Closing 10 minutes	Bring the class back together. Use the Thinking and Feedback protocol for a challenge one child is having. Record suggestions on sticky notes to place in the child's writing folder. *Tomorrow you will continue writing your procedures.* Have the children put away their papers in their writing folders. After the lesson, review the Procedure Observation Tools. Note any trends that are emerging. Plan for individual, small group, or whole group instruction based on these needs, following the guidance outlined on Days 4-5.
Standards	**W.3.2** Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. **W.2** Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology **W.2.2.a** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. **L.2.3.f** Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). **L.1.2.e** Use adjectives and adverbs and choose between them depending on what is to be modified. **L.6.2.a** Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).
Ongoing assessment	As children write, circulate and take notes on the Procedure Observation Tool, focusing on the Materials and Steps.

Notes

Name: _____

Materials:



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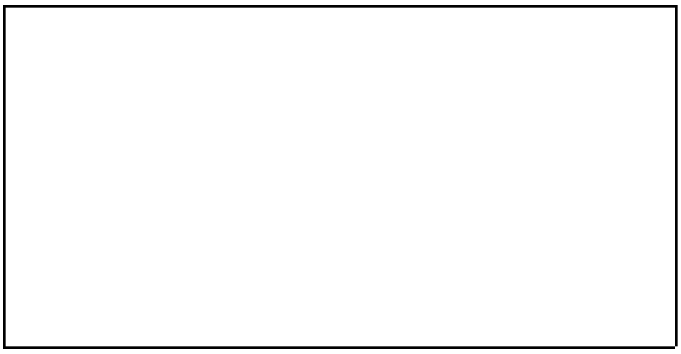

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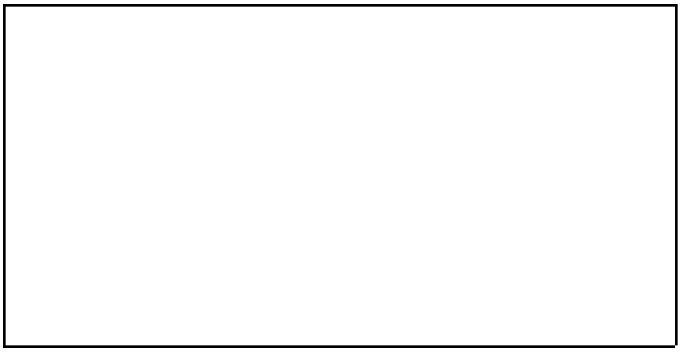

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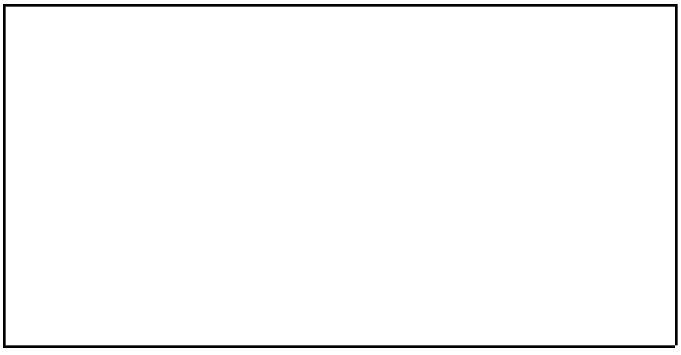

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Steps:

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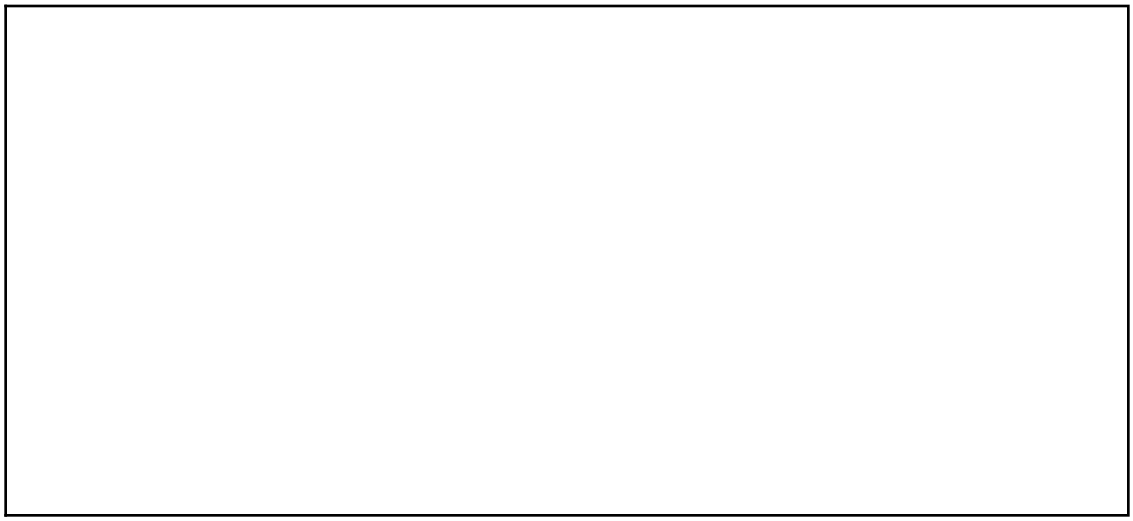

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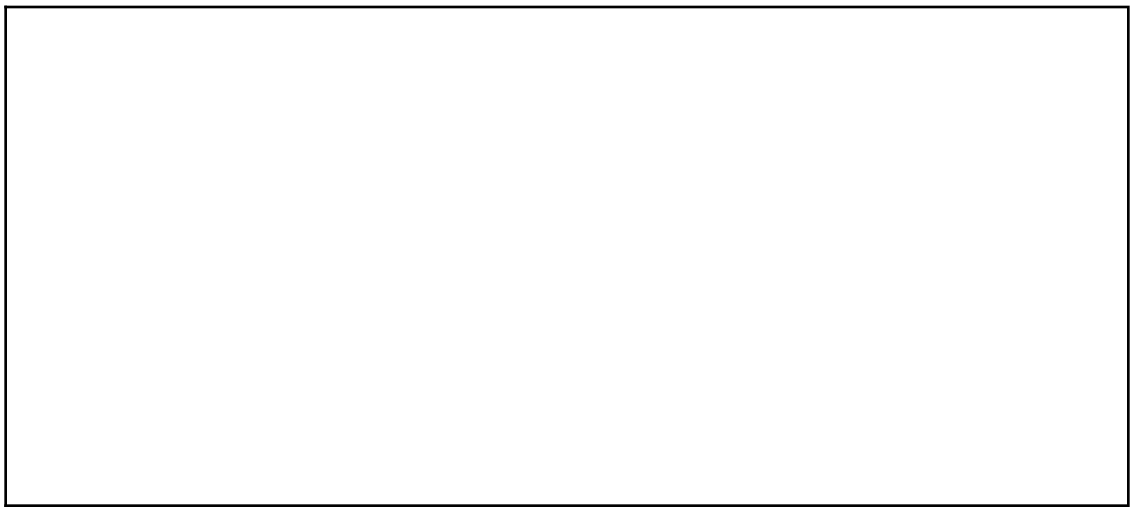

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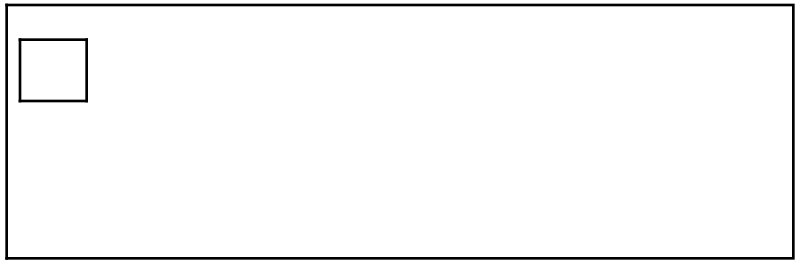
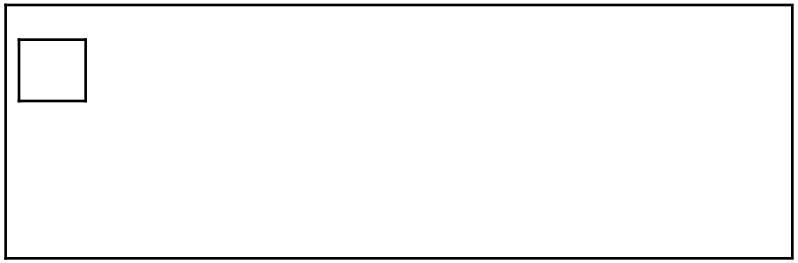
Name: _____

Yoga Card





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Procedure Observation Tool

Child's Name: _____ Date: _____

	Yes, date observed and notes	**Not Yet**, notes and next steps
Goal: names what the procedure sets out to accomplish Note where the goal is located—as part of the title or after the title.		
Materials: ● lists all materials needed to complete the procedure ● materials include adjectives to specify how many and what kind ● includes images Note that not all procedures require materials.		
Steps: ● includes all steps in the procedure ● steps begin with imperative verbs, use precise verbs ● steps include adverbs to specify how and where ● includes images		

	Yes, date observed and notes	**Not Yet**, notes and next steps
Final Comment: an evaluation of the procedure; questions to consider (for science experiments) Note that not all procedures require final comments.		

Suggestions for Week 3 revisions, based on observations

WEEK 2 Days 4-5

During Days 4-5, children continue to write independently and to receive feedback on their work using Thinking and Feedback (see Day 3 for a detailed lesson). In addition, children's writing is assessed using the Procedure Observation Tool, and individual/small group/whole group lessons are added in response to children's needs.

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

Writing Procedure: (see the attached lessons for recommendations)
- materials with adjectives
- steps beginning with imperative verbs
- steps with adverbs

Conventions: (no suggested lessons included)
- writing and expanding complete sentences
- capitalization
- end punctuation, commas, and apostrophes
- applying rules and strategies taught in Fundations

Writing Behaviors: (no suggested lessons included)
- using spelling strategies, such as chunking and writing word parts
- using resources such as texts, environmental print, and *Fundations* posters for spelling
- re-reading own writing

Use the following sheet to plan instruction for Days 3-4. Make additional copies as needed to plan for multiple individual or small group lessons.

Day 4

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

Topic:

Day 5

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

Topic:

Writing Procedure

Deconstruction and Revision: Materials with Adjectives

Materials:

- Procedure anchor chart, from Week 1, Day 1
- mentor text for procedure: "Make a River" (page 23 of *Erosion: Changing Earth's Surface*) or a child's writing that has a materials list that includes adjectives
- children's procedures

Process (small or whole group):

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

Writing Procedure

Deconstruction and Revision: Steps Beginning with Imperative Verbs

Materials:

- Procedure anchor chart, from Week 1, Day 1
- mentor text for procedure: "River of Ice Activity" (pages 20-21 in *How Do Wind and Water Change Earth?*); *Yoga Pretzels*, Rock card; or a child's writing that has steps beginning with imperative verbs
- Procedure Verbs charts, from Week 1, Day 4 and Week 2, Day 2
- children's procedures

Process (small or whole group):

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

Writing Procedure

Deconstruction and Revision: Steps with Adverbs

Materials:

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

Process (small or whole group):

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