



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

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

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

Closing 1 minute	<i>Tomorrow, we'll continue to read this text to find out what soil, or dirt, needs to stay healthy.</i>																	
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>L.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>																	
Ongoing assessment	<p>Listen to children's responses during the partner and whole group share.</p> <p>Do children use the text to answer questions about key details?</p> <p>Do children explain that soil is made of several layers?</p> <p>How do children engage with questions they posed in the previous lesson?</p> <p>What knowledge do children share?</p>																	
Center Activities	<table border="1"> <tr> <td data-bbox="451 888 678 961">Art Table</td> <td data-bbox="678 888 1406 961">Children work toward finishing the <i>Our Town</i> project.</td> </tr> <tr> <td data-bbox="451 961 678 1035">Art Easel</td> <td data-bbox="678 961 1406 1035">NO ACTIVITY</td> </tr> <tr> <td data-bbox="451 1035 678 1108">Blocks</td> <td data-bbox="678 1035 1406 1108">Children build, inspired by <i>Roxaboxen</i>.</td> </tr> <tr> <td data-bbox="451 1108 678 1182">Dramatization</td> <td data-bbox="678 1108 1406 1182">Children act out scenes from <i>Roxaboxen</i>.</td> </tr> <tr> <td data-bbox="451 1182 678 1276">Library & Listening</td> <td data-bbox="678 1182 1406 1276">Children read with a buddy.</td> </tr> <tr> <td data-bbox="451 1276 678 1381">Discovery Table</td> <td data-bbox="678 1276 1406 1381">Children begin to explore soil.</td> </tr> <tr> <td data-bbox="451 1381 678 1486">Science & Engineering</td> <td data-bbox="678 1381 1406 1486">Children get to Know Paper: paper and water.</td> </tr> <tr> <td data-bbox="451 1486 678 1591">Writing & Drawing</td> <td data-bbox="678 1486 1406 1591">Children write "The Many Things People Can Construct" class book.</td> </tr> </table>		Art Table	Children work toward finishing the <i>Our Town</i> project.	Art Easel	NO ACTIVITY	Blocks	Children build, inspired by <i>Roxaboxen</i> .	Dramatization	Children act out scenes from <i>Roxaboxen</i> .	Library & Listening	Children read with a buddy.	Discovery Table	Children begin to explore soil.	Science & Engineering	Children get to Know Paper: paper and water.	Writing & Drawing	Children write "The Many Things People Can Construct" class book.
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