

WEEK 10 Day 5

Read Aloud
Synthesis of Unit Ideas
To review and wrap up Unit 2, children look closely at the Unit Question Chart. They discuss key concepts and vocabulary from the unit.

Big Ideas	All animals grow and change over time. Humans can harm or help the environment through their presence. Humans have a responsibility to act as stewards, protectors, and advocates for the environment.
Unit Question	How do animals grow and change over time?
Guiding Questions	How do animals grow and change over time? Why is it important to protect the environment?
Content Objective	I can describe connections among ideas and identify themes related to how animals grow and change. (R.6.K.a, R.6.K.b, K-LS1-1)
Language Objective	I can use words and phrases about animals and habitats to describe how they grow and change in a collaborative conversation. (SL.1.K.a, L.6.K)
SEL Objective	I can identify my values related to animal and habitat protection. (Decision Making: Identify values, choices and decisions)
Materials and Preparation	<ul style="list-style-type: none">● “How Do Animals Grow and Change” slides● Unit Question Chart(s) from Weeks 1-10● highlighters, markers, or sticky notes● Sentence Frames for Discussion chart, from Week 2, Day 3 <p>Prior to the lesson, read over the Unit Question Chart(s) with children’s evolving ideas about how animals grow and change. Select one theme that emerges and mark related ideas with like-colored dots or sticky notes. For example, mark with a blue dot any ideas that capture the idea that adult animals find food on their own. Notice other emerging themes, but do not code them in advance of the lesson.</p>

	<p>Post the chart(s) in the meeting area. If there are more than one, make sure that they can be viewed simultaneously.</p> <p>On the whiteboard, write: Do you believe it's important to protect animals and their habitats? Why or why not?</p>
<p>Opening 1 minute</p>	<p>Introduce the task and set a purpose for the lesson.</p> <p><i>We are at the end of our second unit of study, Animals and Habitats. Each week since the start of our unit, we have considered our Unit Question: How do animals grow and change? I have read over our chart(s) to see how our thinking has grown and changed. I've marked some ideas that are connected.</i></p> <p><i>Today, you'll look at all of our ideas about what it means for animals to grow and change. We'll also look at some photographs of animals, some we've studied and some we haven't, to help us consider the question.</i></p> <p><i>Finally, we'll think together about whether or not it's important to protect animals and their habitats.</i></p>
<p>Unit Question Chart 3 minutes</p>	<p><i>First, let's see if there is anything we want to add to our Unit Question chart for this week, since we haven't recorded anything since we've read end of Wolves, by Gail Gibbons and the poem "Rehearsal."</i></p> <p>Read the Unit Question and harvest a few ideas to record on the chart. As needed, ask prompting questions that remind children of key details from the recent texts.</p>
<p>Text and Discussion 8 minutes</p>	<p>Turn children's attention to the Unit Question Chart(s) from Weeks 1-9.</p> <p><i>Let's look back at some of the ideas we've had and see how we can make sense of them all together.</i></p> <p>Read the ideas previously marked as connected. Model synthesizing ideas.</p> <p><i>When I was reading the charts, I noticed these three ideas are all about how adult animals find food on their own, but baby animals need help from their parents. I put blue dots next to these ideas because they are connected.</i></p> <p>Read several other ideas that are connected, without revealing a particular theme. Invite children to notice and name connections among the ideas and to select a color to attach to the theme.</p> <p><i>What is similar about all of these ideas? [e.g., All these ideas are about how animals' bodies change in their life cycle.]</i></p> <p>Name the theme.</p>

	Continue the same exercise to surface and name two or three important themes.
Key Discussion and Activity 7 minutes	<p><i>Let's look at some images to support our thinking.</i></p> <p>Slowly display each slide and invite children to briefly describe how the image connects to the unit question. Focus on the last slide of the dogs to provide an opportunity for children to apply their learning to a new animal.</p> <p>Invite children to Think, Pair, Share in response to the question. <i>How do animals grow and change over time?</i></p> <p>Invite children back into the whole group for discussion and display the Sentence Frames for Discussion chart. <i>Do you believe it's important to protect animals and their habitats? Why or why not?</i></p> <p>Record some of the key ideas from the discussion onto the unit chart to maintain a record of student thinking. A similar question will be revisited in Unit 4 and it will be fruitful to see how children's thinking evolves over the year.</p>
Closing 1 minutes	<i>Even though we will be starting a new unit, we will use what we have learned about animals all year long and throughout our lives!</i>
Standards	<p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. Further explanation: Examples of patterns could include that animals need to take in food but plants do not, the different kinds of food needed by different types of animals, the requirement of plants to have light, and that all living things need water. Examples could include the pattern a bear makes when preparing to hibernate for winter, the seasonal patterns of trees losing and/or keeping their leaves. Analyzing and Interpreting Data, Organization for Matter and Energy Flow in Organisms, Patterns</p> <p>SEL Competency: Decision Making, Identifying values, choices and decisions</p>
Ongoing assessment	<p>Listen to children's responses during whole group conversation and Think, Pair, Share.</p> <p>Note how children are synthesizing the information learned. Are they thinking flexibly? How are they consolidating new</p>

