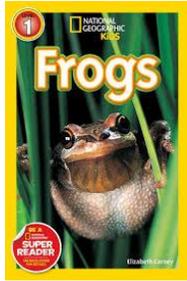
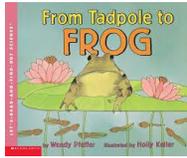


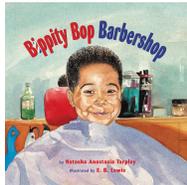
# Unit 2: Animals and Habitats

# WEEK 1 At a Glance

### Texts



### Mentor Text



### Read Aloud

- Day 1: *From Tadpole to Frog*, Read 1
- Day 2: *From Tadpole to Frog*, Read 2
- Day 3: *From Tadpole to Frog*, Read 3
- Day 4: *National Geographic Kids: Frogs*, Read 1
- Day 5: *National Geographic Kids: Frogs*, Read 2

### Centers - Gather Children's work for the end of Unit 2 Showcase

- Art Studio Table: Sorting Beautiful Stuff 1 (Day 5)
- Art Studio Easel: Life Cycle Paintings 1 (Days 3 -5)
- Blocks: Block Frogs 1 (Days 2-5)
- Dramatization: Acting Frog life cycle (Days 3-5)
- Library & Listening: Book inventory (Days 2-5)
- Discovery Table: Exploring Water 1 (Days 1-5)
- STEM: Investigation 1: Structures of the Human Body (Days 1-5)
- Writing & Drawing: Favorite Animal Stories (Days 4-5)

### Writing: Personal Recount

- Day 1: Deconstruction: Title; Joint and Individual
- Day 2: Joint Construction: Title; Individual Construction
- Day 3: Individual Construction
- Days 4-5: Individual Construction; Assessing Personal Recount; Targeted lessons

### Phonics Program: Follow Guide

### Stations

- Strategic Small Group Instruction
- Reading: Independent and Partner Reading
- Pocket Chart: "Five Green Apples"
- Listening & Speaking: Talk Time; Listen and Respond (*From Tadpole to Frog*)
- Writing: *From Tadpole to Frog* and *National Geographic Kids: Frogs*
- Word Work: Sorting beginning sounds; Matching rhymes; Read, build, write

### Shared Reading: "One, Two, Buckle My Shoe"

### Storytelling/ Story Acting Children dictate stories and act them out.

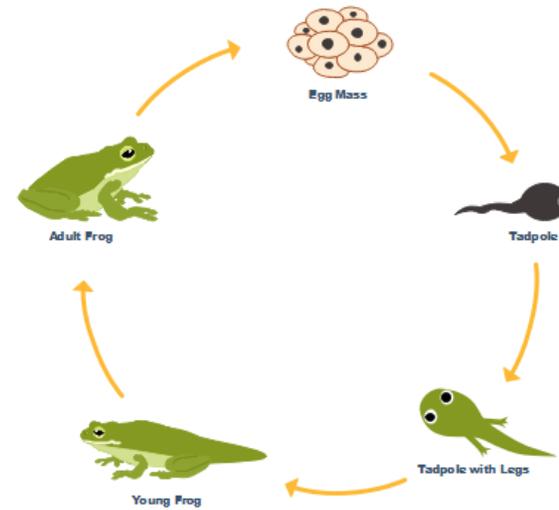
### Math: Follow Guide



hibernate

<https://www.kiwikidsnews.co.nz/what-do-animals-do-in-winter/>

### Life Cycle of a Frog



life cycle

<https://www.edrawsoft.com/template-frog-life-cycle.html>



creature

<https://www.leisurepro.com/blog/explore-the-blue/10-marine-creatures-named-animals/>



carefully

<https://www.cdc.gov/healthypets/pets/farm-animals/backyard-poultry.html>

Read Aloud Vocabulary U2 W1



habitat

<https://animalsake.com/frog-habitat>



survive

<http://news925.com/australia-forest-fires-kill-or-displace-nearly-3-billion-animals>

Read Aloud Vocabulary U2 W1



warn

<https://www.strathcona.ca/transportation-roads/traffic/traffic-management/railways/>



poison

<https://www.forbes.com/sites/robertglatter/2020/04/25/calls-to-poison-centers-spike--after-the-presidents-comments-about-using-disinfectants-to-treat-coronavirus/#>

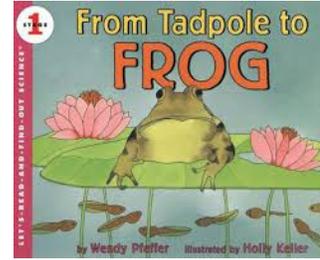
Read Aloud Vocabulary U2 W1



gill

<https://www.earthlife.net/fish/gills.html>

WEEK 1 Day 1



**Read Aloud**  
***From Tadpole to Frog***  
 Read 1 of 3 (pages 1-17)

<b>Big Ideas</b>	All animals grow and change over time. Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
<b>Unit Question</b>	How do animals grow and change over time?
<b>Guiding Question</b>	What do you want to learn more about animals and their habitats? How and where can you find this information?
<b>Content Objective</b>	I can ask and answer questions with prompting and support about who, what, when, where and how. (R.4.K)
<b>Language Objective</b>	I can 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. (SL.2.K.a) I can show understanding and use question words (interrogatives) (e.g. who, what where, when, how). (L.1.K.c)
<b>Vocabulary</b>	<b>creatures:</b> animals in a habitat <b>hibernate:</b> sleep through the winter <b>carefully:</b> to do something with care and attention
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>From Tadpole to Frog</i>, Wendy Pfeffer</li> <li>● <i>From Tadpole to Frog</i> vocabulary cards</li> <li>● blank sticky notes (used to mark information recorded in the “learned” part of the chart at the end of the lesson)</li> </ul>

- chart paper and markers  
Prepare the following KWLM chart.

KWLM Chart: Tadpoles and Frogs			
What we <b>Know</b>	What we <b>Wonder</b>	What we <b>Learned</b>	What we want to know <b>More</b> about
			

**Opening**  
5 minutes

Introduce the text.

*This is a nonfiction book called From Tadpole to Frog. Nonfiction means it will teach us information. On the cover, I see tadpoles swimming under these lily pads and a frog sitting on top of this big lily pad. What do you think the author, Wendy Pfeffer, and the illustrator, Holly Keller, will teach us about tadpoles and frogs in this book?*

Harvest a few ideas.

*You all used details on the cover to predict what we might learn about!*

Set a purpose for the read.

*Our new unit is called Animals and Habitats. We are going to learn about how animals live and change in their habitats, the places where they live. To help us organize our learning, we are going to record our thoughts here on this chart.*

*Here [point to the chart], I am going to write what we already know about tadpoles and frogs.*

*Here [point to the chart], I am going to write what we want to know about tadpoles and frogs. I'm going to write our wonderings.*

*Turn and Talk with a partner. What do you think you already know about tadpoles and frogs?*

Harvest 3-4 ideas to record.

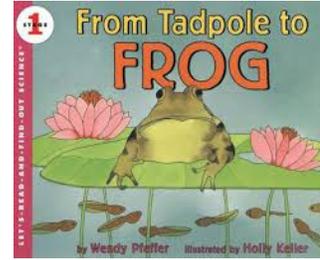
Read Aloud U2 W1 D1

	<p>If a child shares a misconception, record it, and emphasize that we <i>think</i> we know these things and that the text might teach us something else. The misconception can be revisited on the third day.</p> <p><i>What are you wondering? Be sure to share your wondering in a question. For example, I'm wondering, Why don't tadpoles have legs?</i></p> <p>Model referring to the image of the tadpole on the cover as a way to generate a question.</p> <p>If no one mentioned in the "know" column that tadpoles are baby frogs, record a question like "How are tadpoles and frogs related?" Elicit 3-4 questions from the group and record them in the chart.</p> <p><i>As I read today, pay attention to the details in the words and pictures to see if you learn any new information about tadpoles and frogs. Some new information might answer our questions, and some might not. Put a finger on your nose while I'm reading if you are learning something new!</i></p>
<p><b>Text and Discussion</b> 8 minutes page 6</p>	<p>Begin reading the text. As you read, stop to gather children's learning. Put a blank sticky note on pages of the text where you stop, in order to flag information that captures key details worthy of recording later, or information that answers a question children asked (see the example in the teacher script for page 11).</p> <p><i><b>Hibernate</b> means to sleep through the winter. I see in the illustration that the frogs are sleeping in the mud.</i></p> <p>Refer to the vocabulary card.</p>
<p>page 8</p>	<p><i>Males are frogs that are born with boy body parts.</i></p> <p><i>Mates are animals that have eggs or babies together.</i></p>
<p>page 10</p>	<p><i>Females are frogs that are born with girl body parts.</i></p>
<p>page 11</p>	<p>Read the first two sentences ("In about ten days the eggs hatch. The pond comes alive with thousands of tiny tadpoles."), and pause.</p> <p><i>I just read some new information. Let me re-read that.</i></p> <p><i>I didn't know that tadpoles hatch out of eggs that frogs lay! I see that tadpoles are baby frogs! I'm going to put a sticky note on that page to remember to write that on our chart in the column, "What We Learned."</i></p>

	Refer to the chart, but do not record now.		
page 15	<i>The author asks us to look carefully in the water. That means we need to look closely and with lots of attention!</i>		
pages 17	<i>Wow, it's so interesting that the tadpoles look like leaves! I can't believe that hundreds of tadpoles were born!</i>		
<b>Key Discussion and Activity</b> 6 minutes	<p>Record new learning in the KWLM Chart.</p> <p><i>Let's go back to the pages that are marked with sticky notes. These are places where we found information related to your questions, or where we learned something new about tadpoles or frogs.</i></p> <p>Record 1-2 new learnings in the L column. These can be recorded in the form of sketches with labels, or with bulleted phrases. Record the page number next to the new information learned.</p> <p>Invite children to share additional questions.</p> <p><i>Reading about a topic often makes us have more questions than we started with! Did our reading today make anyone think of new questions?</i></p> <p>Elicit 2-3 questions and prompt children to refer to the details from the text that inspired their questions. A second adult can record the questions, or they can be recorded later, to save time.</p>		
<b>Closing</b> 1 minute	<i>Tomorrow we will continue reading this book and see what else we learn about tadpoles and frogs!</i>		
<b>Standards</b>	<p><b>R.4.K</b> Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p><b>SL.2.K.a</b> 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><b>L.1.K.c</b> Understand and use question words (interrogatives) (e.g. who, what where, when, how).</p>		
<b>Ongoing assessment</b>	<p>Listen to children's responses during whole group conversation and Think, Pair, Share.</p> <p>What knowledge about the topic do children enter the lesson with?</p> <p>What new learning did children identify during and after reading?</p> <p>Do children reference details from the text when sharing ideas?</p> <p>Do children formulate questions using question words?</p>		
<b>Center Activities</b>	<table border="1" style="width: 100%;"> <tr> <td style="width: 20%;"><b>Dramatization</b></td> <td>Children act out frog life cycles.</td> </tr> </table>	<b>Dramatization</b>	Children act out frog life cycles.
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	<b>Blocks</b>	Children build block frogs.
	<b>Discovery Table</b>	Children explore water.
	<b>Art Studio</b>	Children paint frog life cycles in various media.

**Notes**



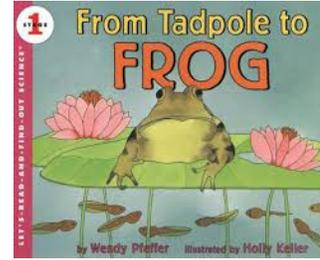
**Read Aloud**  
***From Tadpole to Frog***  
 Read 2 of 3 (pages 18-29)

<b>Big Ideas</b>	All animals grow and change over time. Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
<b>Unit Question</b>	How do animals grow and change over time?
<b>Guiding Question</b>	What do you want to learn more about animals and their habitats? How and where can you find this information?
<b>Content Objective</b>	I can ask and answer questions with prompting and support about who, what, when, where and how. (R.4.K)
<b>Language Objective</b>	I can 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. (SL.2.K.a) I can ask and answer questions with prompting and support about who, what, when, where and how. (R.4.K) I can understand and use question words (interrogatives) (e.g. who, what, where, when, how). (L.1.K.c)
<b>Vocabulary</b>	<b>creatures:</b> animals in a habitat <b>hibernate:</b> sleep through the winter <b>carefully:</b> to do something with care and attention
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>From Tadpole to Frog</i>, Wendy Pfeffer</li> <li>● <i>From Tadpole to Frog</i> vocabulary cards</li> <li>● blank sticky notes (used to mark information recorded in the</li> </ul>

	<p>“learned” part of the chart at the end of the lesson)</p> <ul style="list-style-type: none"> <li>● KWLM Chart: Tadpoles and Frogs, from Day 1</li> </ul>
<p><b>Opening</b> 1 minute</p>	<p>Reintroduce the text and set a purpose for the read. <i>Today we’re going to continue where we left off in From Tadpole to Frog to gather new information and ask more questions!</i></p> <p><i>As I read today, pay attention to the new information you can learn from the details in the words and illustrations. Some new information might answer our questions, and some might not. Put a finger on your nose while I’m reading if you are learning something new!</i></p>
<p><b>Text and Discussion</b> 10 minutes  page 18</p>	<p>Remind children of the routine for gathering new information that they began the previous day. <i>Wow, I had no idea that tadpoles don’t eat in the winter! I’m going to put a sticky note on that page, because I want to record it on the chart later. This information is also making me wonder something: Do frogs eat in the winter, even though the babies don’t?</i></p> <p><i>Let’s keep reading. Remember, if you want me to mark information with a sticky note, touch your nose!</i></p>
<p>pages 20-29</p>	<p>Following the same process as Day 1, pause to gather children’s learning while reading the text. Put a blank sticky note to flag information that captures key details worthy of recording later, or information that answers a question children asked. If a child stops to share learning that is not text-based, redirect them to the text.</p>
<p><b>Key Discussion and Activity</b> 8 minutes</p>	<p>Invite children to Think, Pair, Share. <i>What is one new thing you learned today about tadpoles or frogs?</i></p> <p>Gather children back into the whole group to record learnings on the chart. <i>Wow! Wendy Pfeffer, the author of this book, really knows a lot about frogs! Let’s go back to the pages that are marked with sticky notes. These are places where we found information related to your questions, or where we learned something new about tadpoles or frogs.</i></p> <p>Record 2-3 new learnings on the chart, ensuring they are text-based key details. These can be recorded in the form of sketches with labels, or with bulleted phrases. Record the page number next to the new information learned.</p> <p>Invite children to share additional questions.</p>

	<p><i>Reading about a topic often makes us have more questions than we started with! Did our reading today make anyone think of new questions?</i></p> <p>Elicit 2-3 questions and prompt children to refer to the details from the text that inspired their questions. A second adult can record the questions, or they can be recorded later, to save time.</p>								
<b>Closing</b> 1 minute	<p><i>We learned so much! Tomorrow we will closely read parts of this book again to learn even more about how tadpoles change into frogs.</i></p>								
<b>Standards</b>	<p><b>R.4.K</b> Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p><b>SL.2.K.a</b> 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><b>L.1.K.c</b> Understand and use question words (interrogatives) (e.g. who, what, where, when, how).</p>								
<b>Ongoing assessment</b>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>What new learning did children identify during and after reading? Do children describe key details from the text when sharing new learning about tadpoles and frogs? Do children formulate questions using question words?</p>								
<b>Center Activities</b>	<table border="1"> <tr> <td><b>Dramatization</b></td> <td>Children act out frog life cycles.</td> </tr> <tr> <td><b>Blocks</b></td> <td>Children build block frogs.</td> </tr> <tr> <td><b>Discovery Table</b></td> <td>Children explore water.</td> </tr> <tr> <td><b>Art Studio</b></td> <td>Children paint frog life cycles in various media.</td> </tr> </table>	<b>Dramatization</b>	Children act out frog life cycles.	<b>Blocks</b>	Children build block frogs.	<b>Discovery Table</b>	Children explore water.	<b>Art Studio</b>	Children paint frog life cycles in various media.
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<b>Art Studio</b>	Children paint frog life cycles in various media.								

**Notes**



**Read Aloud**  
***From Tadpole to Frog***  
 Read 3 of 3

<b>Big Ideas</b>	All animals grow and change over time. Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
<b>Unit Question</b>	How do animals grow and change over time?
<b>Guiding Question</b>	What do you want to learn more about animals and their habitats? How and where can you find this information?
<b>Content Objectives</b>	<p>I can retell familiar texts with prompting and support, including details about who, what, when, where and how. (R.5.K.a)</p> <p>I can retell key details of text with prompting and support, including the main topic. (R.5.K.b)</p> <p>With prompting and support, I can describe the relationship between illustrations and the text to recount a frog’s life cycle. (R.11.K.a)</p> <p>With prompting and support, I can describe the relationship between the text and what person, place, thing or idea the illustration depicts to recount a frog’s life cycle. (R.11.K.c)</p> <p>I can use observations to describe patterns of what plants and animals (including humans) need to survive. K-LS1-1)</p>
<b>Language Objective</b>	I can use words and phrases acquired through conversations, reading and being read to, and responding to texts to talk about the life cycle of frogs. (L.6.K)
<b>Vocabulary</b>	<p><b>creatures:</b> animals in a habitat</p> <p><b>hibernate:</b> sleep through the winter</p> <p><b>carefully:</b> to do something with care and attention</p>

<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● <i>From Tadpole to Frog</i>, Wendy Pfeffer</li> <li>● <i>From Tadpole to Frog</i> vocabulary cards</li> <li>● KWLM Chart: Tadpoles and Frogs, from Days 1 and 2, markers</li> <li>● blank sticky notes</li> </ul>
<p><b>Opening</b> 1 minute</p>	<p>Review the text and new learning. <i>Wendy Pfeffer and Holly Keller have helped us gather information about the way tadpoles grow into frogs. Let’s look at what we have learned so far.</i></p> <p>Review the “What we Learned” column of the KWLM chart, highlighting any learning that connects to the life cycle.</p> <p>Set a purpose for the read. <i>Even though we learned a lot, I want to learn even more about the frog’s life cycle, how it changes from a tadpole to a frog. So today we aren’t going to read every page. We are going to stop at the pages that give us specific information about its life cycle. We are going to use the illustrations and the words to recount, or retell, the frog’s life cycle.</i></p>
<p><b>Text and Discussion</b> 10 minutes pages 10-11</p>	<p>Model using the illustration to describe key details. <i>This is where the frog life cycle begins. In the illustration I can see the eggs clinging, or sticking, together. I can see how the eggs hatch and that the tiny tadpoles swim into the water.</i> [Point to specific details in the picture.]</p>
<p>pages 12-15</p>	<p>Do a quick picture walk and invite children to look closely without reading the text.</p>
<p>pages 16-17</p>	<p>Read the text and invite children to use the illustration to describe key details. <i>What do you notice about the tadpoles on these pages? What do they look like?</i></p> <p>Elicit a few ideas and prompt children to use the words and illustrations to describe the tadpoles.</p>
<p>pages 18-19</p>	<p><i>What did the words on this page teach us about how the tadpoles behave?</i></p> <p>Elicit a few ideas and prompt as needed by rereading the text.</p> <p><i>Get ready for a big change on the next page!</i></p>
<p>pages 20-21</p>	<p>Read the text and pause for children to look closely at pages 20-21.</p> <p><i>What change do you notice?</i></p> <p>Prompt children to use the words and illustration to describe the changing tadpoles.</p>

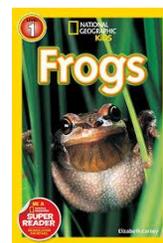
	<p><i>What does it mean that “tiny hind legs begin to sprout?”</i></p>
pages 22-23	<p>Read the text and invite children to make connections between the words and illustration.</p> <p><i>It says that tiny front legs begin to show. Can someone come up and point to how the illustration shows that?</i></p> <p><i>Wow—now they have lungs! That’s what people use to breathe! When they were tadpoles, they had gills, like fish, to breathe underwater. They sure are changing a lot!</i></p>
pages 24-26	<p><i>I’m going to read the text, and I want you to think about what change is happening.</i></p> <p>Elicit ideas and prompt as needed by rereading the text.</p> <p><i>On page 26 I see a frog! That means that the full life cycle has happened.</i></p>
<b>Key Discussion and Activity</b> 8 minutes	<p>Invite children to Think, Pair, Share.</p> <p><i>You are going to recount the frog’s life cycle using words we learned from the text. Partner A will begin with the first stage in the life cycle; then Partner B will share the next stage.</i></p> <p>Gather children back a whole group to record learning on the chart.</p> <p><i>Now that you’ve recounted the life cycle to your partner, what do you think we should add to the “Learned” part of the chart?</i></p> <p>Add 1-2 learnings to the KWLM chart.</p>
<b>Closing</b> 1 minute	<p><i>As we’ve been reading over the last few days, we didn’t find answers to some of the questions we recorded. What do you think we should do?</i></p> <p><i>We can learn more by doing research using books about frogs and the internet! We will have an opportunity to do this in Centers, and tomorrow we’ll read a new text about frogs!</i></p>
<b>Standards</b>	<p><b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.</p> <p><b>R.11.K.a</b> With prompting and support, describe the relationship between illustrations and the text.</p> <p><b>R.11.K.c</b> With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p>

	<p><b>L.6.K</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><b>K-LS1-1</b> 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><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>Do children recount key stages of the life cycle?  Do children use some key vocabulary from the text?  Do children take turns in the retelling with their partner?</p>								
<p><b>Center Activities</b></p>	<table border="1"> <tr> <td data-bbox="451 842 721 911"><b>Dramatization</b></td> <td data-bbox="721 842 1408 911">Children act out frog life cycles.</td> </tr> <tr> <td data-bbox="451 911 721 980"><b>Blocks</b></td> <td data-bbox="721 911 1408 980">Children build block frogs.</td> </tr> <tr> <td data-bbox="451 980 721 1050"><b>Discovery Table</b></td> <td data-bbox="721 980 1408 1050">Children explore water.</td> </tr> <tr> <td data-bbox="451 1050 721 1119"><b>Art Studio</b></td> <td data-bbox="721 1050 1408 1119">Children paint frog life cycles in various media.</td> </tr> </table>	<b>Dramatization</b>	Children act out frog life cycles.	<b>Blocks</b>	Children build block frogs.	<b>Discovery Table</b>	Children explore water.	<b>Art Studio</b>	Children paint frog life cycles in various media.
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**Notes**

Unit 2: Animals and Habitats

WEEK 1 Day 4



**Read Aloud**  
***Frogs***  
Read 1 of 2 (pages 3-15)

<b>Big Ideas</b>	Animals need food, water, and air to survive. Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
<b>Unit Question</b>	How do animals grow and change over time?
<b>Guiding Question</b>	What do animals need to survive?
<b>Content Objectives</b>	I can retell familiar texts with prompting and support, including details about who, what, when, where and how to learn information about how frog's bodies help them survive. (R.5.K.a) I can retell key details of text with prompting and support, including the main topic to learn information about how frog's bodies help them survive. (R.5.K.b) I can identify texts that provide information and use text features and illustrations to learn information about how frog's bodies help them survive. (R.8.K.b) With prompting and support, I can describe the relationship between illustrations and the text to learn information about how frog's bodies help them survive. (R.11.K.a) With prompting and support, I can describe the relationship between the text and what person, place, thing or idea the illustration depicts to learn information about how frog's bodies help them survive. (R.11.K.c)
<b>Language Objective</b>	I can 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.

Read Aloud U2 W1 D4

	(SL.2.K.a)																		
<b>Vocabulary</b>	<p><b>habitat:</b> the place where animals live</p> <p><b>warn:</b> to let someone know about possible danger</p> <p><b>survive:</b> to stay alive</p>																		
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• <i>Frogs</i>, Elizabeth Carney</li> <li>• chart paper, marker, and Informational Text Features sheets</li> </ul> <p>Prepare the following chart.</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Informational Text Features</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid gray; padding: 5px;"> <p style="text-align: center; color: orange; font-weight: bold;">Table of Contents</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>Splash!</td><td style="text-align: right;">Page 4</td></tr> <tr><td>Croak!</td><td style="text-align: right;">Page 8</td></tr> <tr><td>Frog Food</td><td style="text-align: right;">Page 12</td></tr> <tr><td>Every Size and Color</td><td style="text-align: right;">Page 16</td></tr> <tr><td>Watch Out!</td><td style="text-align: right;">Page 20</td></tr> <tr><td>Frog Babies</td><td style="text-align: right;">Page 24</td></tr> <tr><td>Toads Are Frogs, Too!</td><td style="text-align: right;">Page 28</td></tr> <tr><td>Super Frogs!</td><td style="text-align: right;">Page 30</td></tr> <tr><td>Picture Glossary</td><td style="text-align: right;">Page 32</td></tr> </table> </div> <div style="border: 1px solid gray; padding: 5px;"> <p style="font-size: 2em; color: orange; font-weight: bold;">Croak!</p> <p style="font-size: 0.8em;">Look at this frog croaking! Some frogs' throats puff up when they make sounds. Each type of frog makes its own sound.</p>  <p style="font-size: 0.7em; color: orange;">Lake Frog</p> </div> </div> </div>	Splash!	Page 4	Croak!	Page 8	Frog Food	Page 12	Every Size and Color	Page 16	Watch Out!	Page 20	Frog Babies	Page 24	Toads Are Frogs, Too!	Page 28	Super Frogs!	Page 30	Picture Glossary	Page 32
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<b>Opening</b> 1 minute	<p>Introduce the text.</p> <p><i>Today we are going to read another informational book called Frogs. It has some of the same information as From Tadpole to Frog, but it is organized very differently. Wendy Pfeffer wrote her informational book like a story. Our book today is written as a report.</i></p> <p>Set a purpose for the read.</p> <p><i>While we read today, I want you to pay attention to how the author, Elizabeth Carney, uses something called text features to organize the information. We will use the text features to find information about how frogs use their special bodies to <b>survive</b>, which means to stay alive.</i></p>																		
<b>Text and Discussion</b> 10 minutes page 3	<p>Introduce informational text features.</p> <p><i>This page is the table of contents, our first new text feature. See—it's here on our Informational Text Features chart [reference the chart]. The table of contents is a list of the sections in the book. Each section is a different subtopic—different information about</i></p>																		

	<p><i>frogs, and here it tells us the page number where we can find that information.</i></p> <p><i>For example, if I wanted to read about what frogs eat, I would go to the section called “Frog Food” on page 12.</i></p> <p>Turn to page 12 to show how the heading on the page matches the table of contents.</p> <p><i>Let’s read the first 3 sections: “Splash!,” “Croak!” and “Frog Food.”</i></p> <p>Point to the sections in the table of contents.</p>
page 4	<p><i>As I read, listen for the kinds of habitats frogs live in. The title of this section is “Splash,” which gives us a clue about one of their habitats!</i></p>
page 7	<p><i>What kinds of habitats do frogs live in?</i></p> <p>Elicit a few ideas and prompt as needed.</p> <p><i>I’m noticing in this photograph that the frog’s body has special feet to help it live in its habitat—trees! I also see a label that says this is the red-eyed tree frog [point to the photograph and label].</i></p>
page 8	<p><i>The next section is titled “Croak!” The title of a section is called the heading. A heading names what the section will be about.</i></p> <p>Read the section.</p>
page 9	<p>Before reading the section, introduce the new text feature.</p> <p><i>Here is another label, a word that matches the picture, [point to “Coqui Frog”] that tells me this frog is called the Coqui. The Coqui is famous in Puerto Rico. Touch your nose if your family is from Puerto Rico! Maybe some of you can ask your families about the Coqui. Let’s read to find out why this frog is called the Coqui.</i></p>
page 10	<p><i>The author said that frogs make noise to <b>warn</b> other frogs of danger. What do you think this means?</i></p> <p><i>Wow, their bodies sure do help them survive!</i></p>
pages 12-13	<p><i>I see the heading is “Frog Food,” so I know this section is about [invite children to chime in]...that’s right! What frogs eat.</i></p> <p><i>Before we read the words, let’s use the photographs to learn about some of the things frogs eat. I want you to look carefully at these three photographs.</i></p> <p><i>What are some things frogs eat, and how do you know?</i></p> <p>Harvest a few responses based on key details in the photographs.</p> <p><i>Photographs are a really helpful text feature in informational books.</i></p>

<p><b>Key Discussion and Activity</b> 6 minutes</p>	<p><i>Let's practice using what we learned today about informational text features.</i></p> <p>Turn back to page 9. <i>What text feature here tells me the name of this frog?</i></p> <p>Invite a child to come point to the label.</p> <p><i>That's right—this label tells me it's called a Coqui! Remember that the Coqui is called a Coqui because it says, "Co-kee!"</i></p> <p>Invite children to Think, Pair, Share. <i>How does the photograph of the Coqui show how its body helps it make a special sound?</i></p>
<p><b>Closing</b> 3 minutes</p>	<p>Close the lesson by connecting the text to the genre that children will explore during Writing lessons in this unit. <i>Frogs is a type of text called a report. A report is an informational text organized in subtopics. When we read this type of book, we don't have to read the whole thing to understand it, and we don't have to read it in order. We can read the sections, or subtopics, we want, in whichever order we want.</i></p> <p>Turn to the table of contents. <i>We haven't read these sections: "Watch out!" or "Frog Babies." Which section do you think we should read tomorrow if we want to learn about the frog's life cycle?</i></p> <p><i>That's right—"Frog Babies!" I will leave this book in our library so that you can look at other sections today during Stations and Centers. Remember, you can use the text features to learn new information.</i></p>
<p><b>Standards</b></p>	<p><b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p><b>R.5.K.a</b> Retell key details of text with prompting and support, including the main topic.</p> <p><b>R.8.K.a</b> Identify texts that tell stories.</p> <p><b>R.8.K.b</b> Identify texts that provide information.</p> <p><b>R.11.K.a</b> With prompting and support, describe the relationship between illustrations and the text.</p> <p><b>R.11.K.c</b> With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p><b>SL.2.K.a</b> 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><b>K-LS1-1.</b> 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><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share. Do children use the text features and photographs to learn information and gather key details?</p>								
<p><b>Center Activities</b></p>	<p>During Centers, children might revisit the KWLM chart about frogs. They might research information related to one of their questions, or draw pictures of their learning to add to the L column.</p> <table border="1" data-bbox="451 852 1406 1163"> <tr> <td data-bbox="451 852 680 926"><b>Dramatization</b></td> <td data-bbox="680 852 1406 926">Children act out frog life cycles.</td> </tr> <tr> <td data-bbox="451 926 680 989"><b>Blocks</b></td> <td data-bbox="680 926 1406 989">Children build block frogs.</td> </tr> <tr> <td data-bbox="451 989 680 1094"><b>Discovery Table</b></td> <td data-bbox="680 989 1406 1094">Children explore water.</td> </tr> <tr> <td data-bbox="451 1094 680 1163"><b>Art Studio</b></td> <td data-bbox="680 1094 1406 1163">Children paint frog life cycles in various media.</td> </tr> </table>	<b>Dramatization</b>	Children act out frog life cycles.	<b>Blocks</b>	Children build block frogs.	<b>Discovery Table</b>	Children explore water.	<b>Art Studio</b>	Children paint frog life cycles in various media.
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**Notes**



Read Aloud U2 W1 D4

# Table of Contents

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Frog Food	Page 12
Every Size and Color	Page 16
Watch Out!	Page 20
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Toads Are Frogs, Too!	Page 28
Super Frogs!	Page 30
Picture Glossary	Page 32

# Croak!

heading

Look at this frog croaking! Some frogs' throats puff up when they make sounds. Each type of frog makes its own sound.

Lake frog

label



photograph



# Informational Text Features

## Table of Contents

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Table of Contents

## Croak!

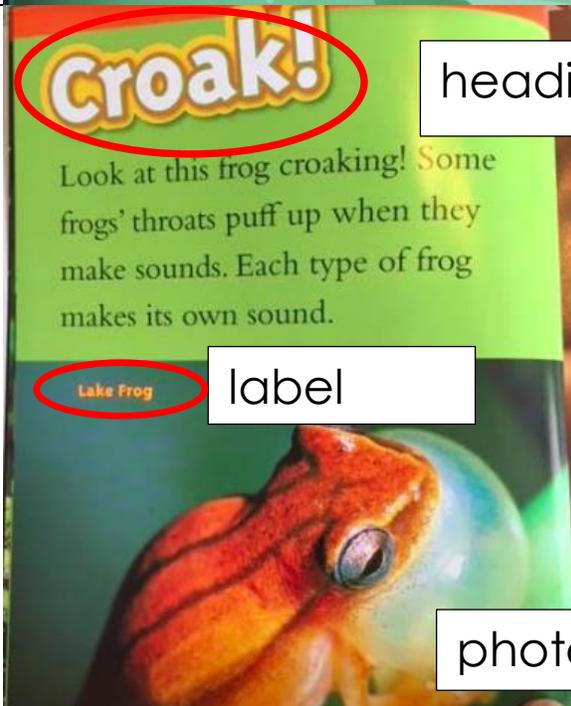
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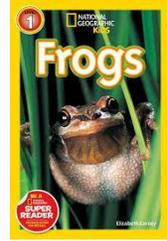
Lake Frog

label

heading

photograph





WEEK 1 Day 5

**Read Aloud**  
***Frogs***  
 Read 2 of 2 (pages 24-27)

<b>Big Idea</b>	All animals grow and change over time.
<b>Unit Question</b>	How do animals grow and change over time?
<b>Guiding Question</b>	How do animals grow and change over time?
<b>Content Objectives</b>	<p>I can retell familiar texts with prompting and support, including details about who, what, when, where and how to tell what I have learned about frogs and the life cycle of a frog. (R.5.K.a)</p> <p>I can retell key details of text with prompting and support, including the main topic to tell what I have learned about frogs and the life cycle of a frog. (R.5.K.b)</p> <p>With prompting and support, I can describe the relationship between illustrations and the text by using details from text features, such as photographs, to recount key details about the frog life cycle. (R.11.K.a)</p> <p>With prompting and support, I can describe the relationship between the text and what person, place, thing or idea the illustration depicts to use details from text features, such as photographs, to recount key details about the frog life cycle. (R.11.K.c)</p> <p>I can gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults to draw and write about what I learned about frogs. (W.1.K.b)</p>
<b>Language Objective</b>	I can use scientific words and phrases from informational text acquired through conversations, reading and being read to, and responding to texts to explain what I learned about frogs. (L.6.K)

Read Aloud U2 W1 D5

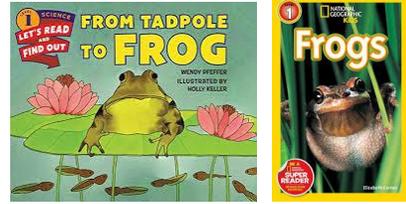
<b>Vocabulary</b>	<p><b>habitat:</b> the place where animals live</p> <p><b>poison:</b> something that can kill or hurt living things</p> <p><b>gills:</b> body parts used for breathing underwater</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Frogs</i>, Elizabeth Carney</li> <li>● KWLM: Tadpoles and Frogs chart, from Days 1-3</li> <li>● blank paper without lines</li> <li>● Informational Text Features chart, from Day 4</li> <li>● chart paper</li> </ul> <p>Prepare the Unit Question Chart with the Unit Question: How do plants and animals grow and change over time?</p>
<b>Opening</b> 1 minute	<p>Review the text and set a purpose for the read.</p> <p><i>Do you remember which section we decided we were going to read today? That’s right—“Frog Babies!” Let’s use the table of contents to find out what page we need to go to.</i></p> <p><i>Today we will use the text features to help us learn information about the frog life cycle. Let’s look at our chart to remind ourselves of the text features that can help us learn new information.</i></p> <p>Quickly review the Informational Text Features chart.</p> <p><i>Then, you’ll have an opportunity to communicate what you’ve learned about frogs this week through talking, drawing, and writing.</i></p>
<b>Text and Discussion</b> 5 minutes  page 24	<p><i>Right away, before I even begin reading, I can see that the photograph and label here can teach us a lot about frog babies! This is a close-up photo that allows us to see the tiny tadpoles while they are still in the eggs.</i></p> <p><i>This label says, “Red-Eyed Tree Frog Eggs.” These eggs remind me of the frog eggs that were clinging together in our other book about frogs! Look closely—what can we learn about frog eggs from this photograph?</i></p> <p>Elicit a few ideas and prompt children to notice the details in the picture.</p> <p>Read pages 24 and 25.</p>
page 26	<p><i>Before I read this, look closely at the photographs.</i></p> <p><i>What do these photographs teach us about the frog’s life cycle?</i></p> <p><i>Wow, I heard a lot of you talking like scientists! Let’s read the page to see if the words add to our understanding.</i></p>

	<p>Read the full section, including captions. At “gills,” pause to check for understanding.</p> <p><i>What other animal has gills? That’s right—fish!</i></p> <p><i>Picture number 2 says “They grow lungs for breathing air.” Humans also have lungs for breathing. As tadpoles grow, they lose their gills, but become able to breathe underwater and on land. Just like we learned yesterday, animals’ bodies are made in special ways to help them survive.</i></p>
<p><b>Key Discussion and Activity</b> 10 minutes</p>	<p>Invite children to analyze the text features.</p> <p><i>Why did the author label the photographs with numbers 1 through 4? What did you learn from the text features and photographs on pages 26 and 27?</i></p> <p>Invite children to write about new learning.</p> <p><i>Today, instead of me writing our new learning on our chart [reference the chart], you are going to begin to draw and label a picture that shows what you have learned about frogs this week. Before you write, you will share your learning with a partner to get your ideas ready.</i></p> <p>Invite children to Think, Pair, Share to orally rehearse their ideas.</p> <p><i>What did you learn about frogs this week that you want to draw and write about?</i></p> <p>After children orally rehearse, have them move to tables to begin to draw and write about their learning. Encourage children to begin to label with beginning sounds. Children will continue their writing and drawing in the Writing Station the following week.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>You can finish your frog drawings during Stations, and you might choose to paint the frog’s life cycle in the Art Center!</i></p>
<p><b>Unit Question Chart</b> 3 minutes</p>	<p>Introduce the Unit Question Chart.</p> <p><i>Over the next several weeks, we will be thinking about this question: How do animals grow and change over time? At the end of each week, we’ll revisit this chart and see how our ideas have grown.</i></p> <p>Reread the Unit Question. Think aloud about the question, reflecting on experiences throughout the week, and suggest an idea that answers or is connected to the question. Ask for children’s input, and decide together on one or two ideas to write on the chart.</p> <p>Some emerging ideas might include: frogs change from eggs, to tadpoles, to frogs; humans and frogs both change from babies to adults.</p>

<p><b>Standards</b></p>	<p><b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how</p> <p><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.</p> <p><b>R.11.K.a</b> With prompting and support, describe the relationship between illustrations and the text.</p> <p><b>R.1.K.c</b> With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p><b>W.1.K.b</b> Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</p> <p><b>L.6.K</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><b>K-LS1-1</b> 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><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>Do children demonstrate understanding of how to use the text features and photographs to learn new information?</p> <p>What information about frogs do children communicate during their oral rehearsal before drawing and writing?</p> <p>Observe children’s drawing and writing during Stations.</p> <p>What do children communicate about frogs through their drawing and writing?</p> <p>How do children’s drawings and writing extend from and connect with what they communicate orally?</p>						
<p><b>Center Activities</b></p>	<p>During Centers, children might revisit the KWLM chart about frogs. They might research information related to one of their questions, or draw pictures of their learning to add to the L column.</p> <table border="1" data-bbox="448 1608 1406 1850"> <tr> <td data-bbox="448 1608 678 1677"><b>Dramatization</b></td> <td data-bbox="678 1608 1406 1677">Children act out frog life cycles.</td> </tr> <tr> <td data-bbox="448 1677 678 1747"><b>Blocks</b></td> <td data-bbox="678 1677 1406 1747">Children build block frogs.</td> </tr> <tr> <td data-bbox="448 1747 678 1850"><b>Discovery Table</b></td> <td data-bbox="678 1747 1406 1850">Children explore water.</td> </tr> </table>	<b>Dramatization</b>	Children act out frog life cycles.	<b>Blocks</b>	Children build block frogs.	<b>Discovery Table</b>	Children explore water.
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**Notes**



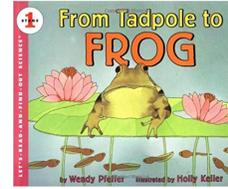
WEEK 1 Day 5

**Art Studio: Sorting Beautiful Stuff**

Children sort and label recycled and natural materials based on their attributes.

<b>Big Ideas</b>	Humans can harm or help the environment through their presence. Humans have a responsibility to act as stewards, protectors, and advocates for the environment.
<b>Guiding Question</b>	Why is it important to protect the environment?
<b>Vocabulary</b>	<p><b>attribute:</b> a quality that helps describe something</p> <p><b>collect:</b> to gather together</p> <p><b>discover:</b> to find something new</p> <p><b>natural:</b> coming from nature, not made by humans</p> <p><b>recycle:</b> to use waste for something new</p> <p><b>sort:</b> to organize according to characteristics</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● clear plastic containers, such as recycled salad boxes</li> <li>● trays</li> <li>● Beautiful Stuff materials collected to date</li> <li>● writing and drawing tools</li> <li>● blank paper, cut into eighths</li> <li>● tape</li> </ul> <p>Set up the Art Table: Pile a limited quantity of materials in the center of the table within children’s reach. More materials can be added as children sort. Place a tray at each workspace and arrange empty clear plastic containers around the materials. Make writing and drawing tools, paper, and tape accessible for making labels.</p> <p>Bring a collection of Beautiful Stuff to the Intro to Centers meeting, along with a pencil and a few pieces of labeling paper.</p>

<p><b>Intro to Centers</b></p>	<p><i>We have been collecting natural and recycled materials from home so that we can use them to create different things in the Art Studio. Working with these materials is a way to help the environment, because by <b>recycling</b>, or using the materials again, we are not adding them to the trash we create. Today, you are going to sort and organize the Beautiful Stuff we have all been collecting.</i></p> <p>Indicate the materials.</p> <p><i>What do you notice about these materials?</i></p> <p>Harvest responses.</p> <p><i>You noticed that some materials are _____ [color, shape, etc.] and others are _____. You are naming their <b>attributes</b>, or specific qualities. How could we <b>sort</b> these materials into groups? Which ones would we put together?</i></p> <p><i>What makes you think these materials belong together?</i></p> <p><i>I am curious to see how you will decide to sort our Beautiful Stuff collection.</i></p> <p>Indicate the sorting trays and containers.</p> <p><i>Once you have sorted some materials into groups, you can make labels. This way other people will know where to put different kinds of materials.</i></p> <p>Indicate the writing tools, paper, and tape, and model making at least one label with children’s input.</p>
<p><b>During Centers</b></p>	<p>Support children, in small groups, to organize and sort the materials, identifying attributes (shape, color, texture, size, etc.). Encourage children to work together and to talk about their ideas for how to sort the materials. Invite children to make labels.</p>
<p><b>Facilitation</b></p>	<ul style="list-style-type: none"> <li>● How are you sorting the materials?</li> <li>● How would you describe this material?</li> <li>● What is similar or different about these materials?</li> <li>● How would you label this container of materials? Why?</li> <li>● How are you collaborating to make decisions about how to sort the materials?</li> </ul>
<p><b>Standards</b></p>	<p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.4.K</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>



WEEK 1 Day 3

**Art Easel: Life Cycle and Habitat Painting**  
 Children use observation to draw life cycle stages and habitats of frogs.

<b>Big Idea</b>	All animals grow and change over time.
<b>Guiding Question</b>	How do animals grow and change over time?
<b>Vocabulary</b>	<p><b>notice:</b> to see, to pay attention to something</p> <p><b>represent:</b> to show</p> <p><b>proportion:</b> the way a representation (such as a drawing or structure) compares to real life</p> <p><b>detail:</b> a specific feature</p> <p><b>accurate:</b> true to life</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● life stages images (provided), photographs, other images, and books about the life cycle of frogs</li> <li>● paper of different sizes and shapes</li> <li>● pencils</li> <li>● erasers</li> </ul>
<b>Intro to Centers</b>	<p>Review the life cycle stages by displaying photos of each stage as you connect them to the illustrations in the book.</p> <p style="text-align: center;"><i>In From Tadpole to Frog, we learned that frogs and other animals' bodies grow and change over time. We also learned a bit about frogs' habitat. In the Art Studio, you can draw and paint about frogs. You will start with drawing this week and add paint to your pictures next week.</i></p> <p>Model thinking through and making a pencil sketch.</p>

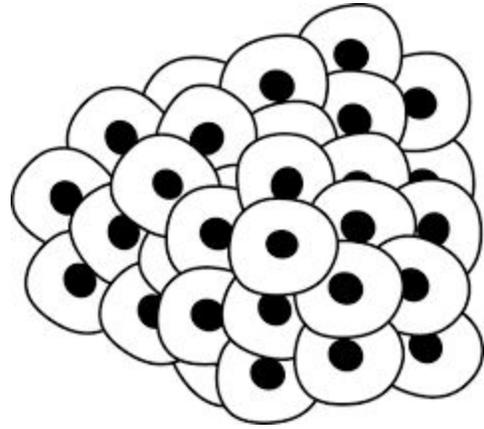
	<p><i>You can choose any stage of the frogs’ life cycle stage to draw. I’m really interested in the tadpoles, so today I’m going to focus on those. I’m going to use just a pencil and sketch very lightly.</i></p> <p>Refer to an image. <i>I notice that the tadpoles in this picture have a bumpy, oval-shaped body, so I’m going to start with a sketch of that shape.</i></p> <p>Model sketching an oval. Be sure to work lightly. <i>Now that I’ve got my body shape down, I can start to add more details. I’m going to add the tail. When I observe closely, I see fins on the tail. And speckles! The tadpoles in this picture have these dark spots on their bodies. I’ll add all these details.</i></p> <p>Continue to reference the image, making connections to the self portrait work from Unit 1. <i>I remember when we watched the video “Austin’s Butterfly” that Austin really had to look with the eyes of a scientist. I want this tadpole illustration to be as close to real life as possible, so I’m going to try to draw as many details as I can—I’m going to be <b>accurate</b>.</i></p> <p>Demonstrate how pencil lines lightly drawn can be easily erased if the artist is not satisfied.</p> <p>Once the sketch is complete, model tracing over the best lines to finalize them. <i>This looks just like a real tadpole now! If I want to, I can include some information in the background to show this tadpole’s habitat. What would you include to show the habitat?</i></p> <p>Gather and consider a few responses, talking about possible next steps or adding to the drawing.</p>
<b>During Centers</b>	<p>Make images readily available for children to reference. Encourage them to look at several images and to choose a stage in the life cycle that interests them. Remind children to work very lightly as they sketch, and then to darken the lines they are satisfied with.</p> <p>Provide a place to keep the drawings safe until paint is added next week.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● Why did you choose to draw about this?</li> <li>● What details of this part of the life cycle are important to show? How will you show them?</li> <li>● How can you help the viewer understand that this part of the frog’s life cycle helps it live on water and land?</li> </ul>
<b>Standards</b>	<p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.4.K</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>

	<b>VA.K.1. (Boston)</b> Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects
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Frog Life Cycle Images



eggs



eggs



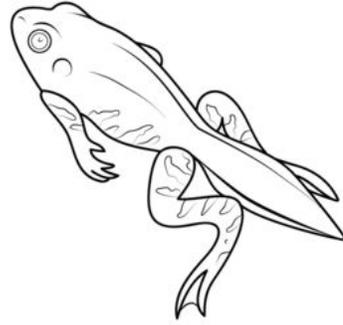
tadpole



tadpole



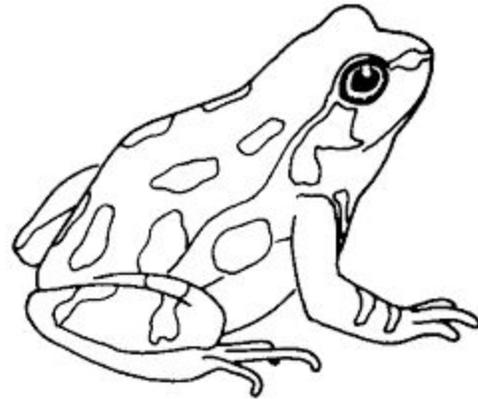
froglet



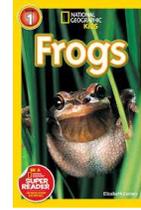
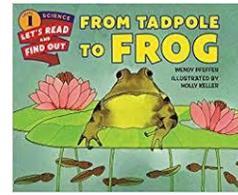
froglet



frog



frog



WEEK 1 Day 2

**Blocks: Block Frogs**

Children create models of frogs and tadpoles using varied blocks. Children record how many and which types of blocks they use.

<b>Big Idea</b>	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain new understandings.
<b>Guiding Questions</b>	What do you want to learn more about animals and their habitats? How and where can you find this information?
<b>Vocabulary</b>	<p><b>habitat:</b> a place where animals live</p> <p><b>tadpole:</b> an early stage of development of a frog, toad, newt, or salamander, marked by having a tail, gills for breathing, and no legs</p> <p><b>model:</b> a three-dimensional representation or copy</p> <p><b>data:</b> facts and other information collected together to look at closely</p> <p><b>record:</b> to draw or write information</p> <p><b>attribute:</b> a quality that helps describe something</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● blocks of different shapes and sizes</li> <li>● writing and drawing tools (pencils, markers)</li> <li>● books and other images depicting frogs and tadpoles</li> <li>● clipboards</li> <li>● Block Frog Challenge sheet</li> <li>● Recording Sheets, copies for each child or pair of children</li> <li>● Block Frogs and Tadpole Examples</li> </ul> <p>Strategically choose a collection of varied blocks, and set them out in a basket or container. Adapt, print, and photocopy the Block Recording Sheet. Set out writing and drawing tools and clipboards.</p>
<b>Intro to Centers</b>	<i>We have a challenge today in the Block Area: Create a frog or tadpole with blocks, using the blocks in this container and trying to use as many of the blocks as you can.</i>

	<p>Show the container and different types of blocks available.  <i>What <b>attributes</b>, or qualities of a frog or tadpole, would be important for you to include? Share your ideas with a partner.</i></p> <p>Invite the children to turn and talk. Harvest a couple of ideas.</p> <p><i>Which blocks could you use to make a block frog or tadpole?</i></p> <p>Harvest a couple of ideas.</p> <p><i>After you have built your frog or tadpole, you have an important job to do. That is to <b>record</b>, or write down, <b>data</b> about which kinds of blocks and how many of each kind you used. Here is a recording sheet you can use to write down this information.</i></p> <p>Hold up the recording sheet, and talk through how to fill it out.</p>
<b>During Centers</b>	<p>Provide images for children, as useful, to help them get started. Support children in making choices about what kinds of blocks to use. Encourage them to classify and count the blocks once they have finished constructing. Remind them to write their findings on the recording sheet as they count. Invite children to document what their frogs and tadpoles look like.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● What shape or kind of blocks will you use to construct your frog or tadpole?</li> <li>● What stage of the life cycle is this frog in? How will others know?</li> <li>● How many blocks did you use?</li> <li>● How could you make a frog/tadpole using the largest/smallest number of blocks?</li> <li>● How can you record this information to share with others?</li> </ul>
<b>Standards</b>	<p><b>R.4.K</b> Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p><b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>

<p><b>Notes</b></p>
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# Block Frogs Challenge

1. Create a frog or tadpole using the blocks in this container.

2. Use the largest number of blocks you can.

Another challenge is to use the smallest number you can.

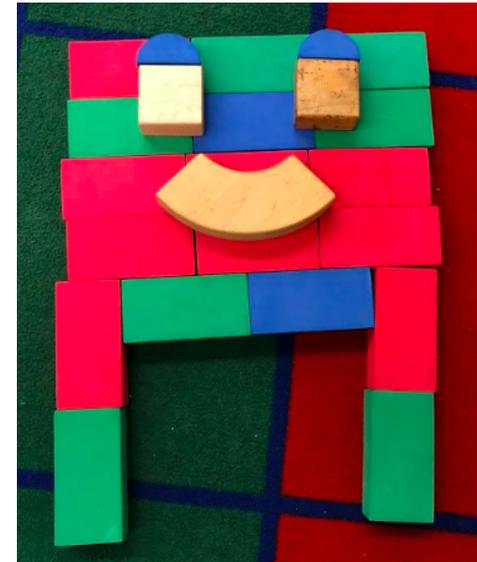
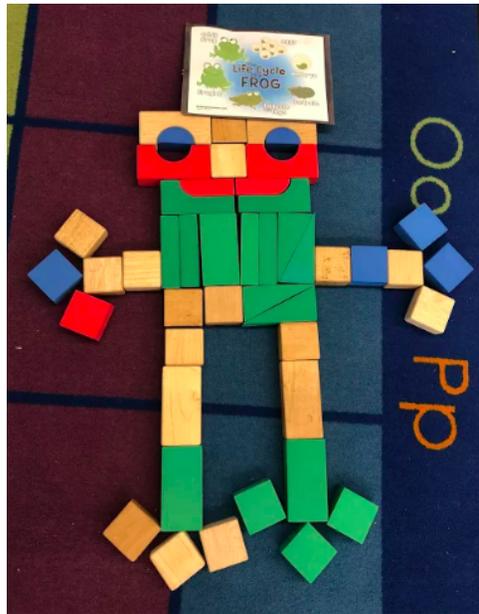
3. Record which blocks you used and how many.

Blocks Recording Sheet

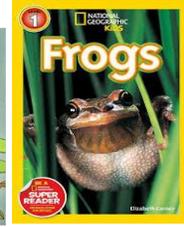
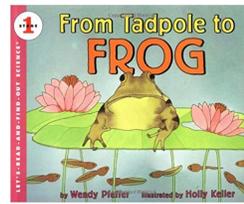
Name \_\_\_\_\_

Kind of block	How many
	
	
	

# Block Frogs and Tadpoles Examples



WEEK 1 Day 3



### Dramatization: Acting the Life Cycle of Frogs

In the span of the 10 weeks of this Unit, the Dramatization Center slowly transforms into a woodland in which children dramatize animals and the role that humans have in protecting frogs, fish, owls and wolves.

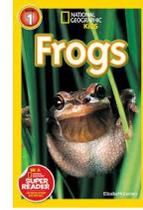
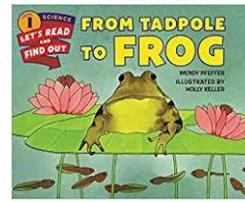
During week 1, children dramatize the life cycle of frogs using information from the week’s Read Aloud texts, *From Tadpole to Frog* and *Frogs*.

<b>Big Ideas</b>	All animals grow and change over time. Animals need food, water and air to survive.
<b>Guiding Questions</b>	How do animals grow and change over time? What do animals and plants need to survive?
<b>Vocabulary</b>	<p><b>creature:</b> animal (not a human being)</p> <p><b>hibernate:</b> to sleep through the winter</p> <p><b>represent:</b> to show</p> <p><b>habitat:</b> a place where animals live</p> <p><b>survive:</b> to stay alive</p> <p><b>poison:</b> a substance that can kill or hurt living things</p> <p><b>tadpole:</b> an early stage of development of a frog, toad, newt, or salamander, marked by having a tail, gills for breathing, and no legs</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>From Tadpole to Frog</i> (added to the center on Day 1) Flag pages showing frogs’ life cycle.</li> <li>● <i>Frogs: National Geographic</i> (added to the center on Day 4)</li> <li>● writing and drawing tools</li> <li>● paper</li> </ul>
<b>Intro to Centers</b>	<p>Review the life cycle stages of frogs by showing flagged pages in <i>From Tadpole to Frog</i>.</p> <p><i>In From Tadpole to Frog we learned that frogs and other animals' bodies grow and change over time. We also learned a bit about</i></p>

	<p><i>their habitat. In the Dramatization Center, you can act out the life cycle of frogs! How might you do this?</i></p> <p>Solicit and write down a few ideas.</p> <p><i>You can refer to these ideas as you begin acting out the frogs' life cycle. You can also refer to the book From Tadpole to Frog to help you remember the stages.</i></p> <p>Post children's ideas in the Dramatization Center</p>
<b>During Centers</b>	<p>Observe children's activity and how they are organizing themselves. Provoke their thinking with questions. Invite children to think about ways to represent the different stages of the life cycle and about props to support their dramatization, if desired.</p> <p>Make connections to the read aloud texts. As the week unfolds and the second frog book is introduced, children may want to dramatize being different types of frogs such as Coqui, poisonous frog, dancing frog, and toad.</p> <p>Take photos or video. Use them to show and prompt children's ongoing dramatizations during the week and to keep for the Showcase of Learning at the end of the unit.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● What details of the life cycle are important to dramatize? How will you show them?</li> <li>● How would you dramatize being an egg? A tadpole? A frog?</li> <li>● How can you show the habitat in which the frogs live?</li> <li>● Do you need to make any props? Where can you find the materials you need?</li> <li>● How can you show a frog hibernating?</li> <li>● How can you show that a frog can live on water and land?</li> <li>● How would you pretend to be a Coqui? A Dancing Frog? A Leopard Frog?</li> <li>● Why did you choose this part to dramatize?</li> </ul>
<b>Standards</b>	<p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.4.K</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><b>History 2</b> Students understand the nature of history as well as the key foundation of ideas by applying terms such as "before" and "after" in sequencing events.</p> <p><b>K-LS1-1</b> 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</p>

	their leaves. Analyzing and Interpreting Data, Organization for Matter and Energy Flow in Organisms, Patterns
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**Notes**



## Library & Listening: Book Inventory

Children make a collective list of the books in the classroom.

<p><b>Big Idea</b></p>	<p>Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain new understandings.</p>
<p><b>Guiding Questions</b></p>	<p>What do you want to learn more about animals and their habitats? How and where can you find this information?</p>
<p><b>Vocabulary</b></p>	<p><b>collaborate:</b> to work together  <b>communicate:</b> to share ideas  <b>community:</b> a group of people who live, work, or do things together  <b>data:</b> facts and other information collected together to look at closely  <b>record:</b> to write or draw information  <b>inventory:</b> a list of items in a category  <b>fiction:</b> literature that describes imaginary characters and events  <b>nonfiction:</b> writing that is based on real events and real people  <b>informational:</b> text that provides facts</p>
<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● chart paper</li> <li>● Book Inventory sheets</li> <li>● clipboards</li> <li>● writing tools or markers</li> </ul> <p>Set up as in Unit 1:                  Make at least one copy of the Book Inventory sheet for each book bin and other area of the classroom library. Place these sheets on clipboards, with writing tools attached or close by. Alternately, create one large Book Inventory on chart paper and hang in the Library and Listening Center, with markers.                  Review the book collection in the Library and Listening Center, ensuring that they are well-displayed and that there are books of high interest for all</p>

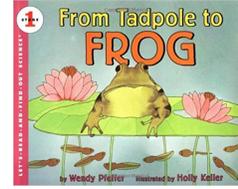
	children.
<b>Intro to Centers</b>	<p><i>This week, as you did during the Our Community unit, you'll begin this big job of making an inventory of our animal and habitats books. We can include whether a book is <b>fiction</b>—an imagined story—or <b>nonfiction</b>—filled with information. Here is a Book Inventory sheet.</i></p> <p>Hold up the Book Inventory sheet.</p>
<b>During Centers</b>	<p>As children look at books, support them by suggesting they work with only one category/bin of books and by limiting the number of books they might record on the inventory at one time.</p> <p>Suggest strategies for recording titles and determining whether a book is fiction or informational.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● Is this book in the right place? Why does it belong here? Which inventory list will you record it on?</li> <li>● Where is the title of this book? What letters do you see in the title?</li> <li>● How will you record the title on the inventory?</li> <li>● What are some of the differences between a book of fiction and a book of facts?</li> <li>● What can you tell about this book from its cover?</li> </ul>
<b>Standards</b>	<p><b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.</p> <p><b>R.8.K.a</b> Identify texts that tell stories.</p> <p><b>R.8.K.b</b> Identify texts that provide information.</p> <p><b>Civics &amp; Government 3</b> Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and local laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p>

<b>Notes</b>
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Classroom Book Inventory

Location: \_\_\_\_\_

Title	fiction	facts



WEEK 1 Day 1

**Discovery Table: Water, Part 1**

Children explore water with various materials such as scoops, measuring cups, and sieves.

<b>Big Idea</b>	Like humans, animals are part of interdependent communities that are affected by, and adapt to, the environment that surrounds them.
<b>Guiding Question</b>	What do animals and plants need to survive?
<b>Vocabulary</b>	<b>habitat:</b> a place where animals live <b>discover:</b> to find something new
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>From Tadpole to Frog</i>, Wendy Pfeffer</li> <li>● smocks</li> <li>● sensory table/tub</li> <li>● water</li> <li>● scoops</li> <li>● cups and measuring cups</li> <li>● sieves</li> <li>● plastic tubing</li> <li>● an absorbent mat or towel, for under the table</li> <li>● plastic fish or frogs</li> </ul> <p>Fill the sensory table with water (one third or one half full), and place materials in the table.</p>
<b>Intro to Centers</b>	<p><i>Today we are starting a new study. We will learn about different animals and where these animals live. Here is a book about frogs, one kind of animal that lives in water. Water is an important part of the frog's <b>habitat</b>, or home.</i></p> <p>Hold up <i>From Tadpole to Frog</i>.</p> <p><i>You can work with water in the Discovery Table. When you explore the water, make sure you are careful! Let's imagine you are playing in the water right now, and let's set some basic agreements:</i></p>

	<p><i>The water should stay <u>inside</u> the table. The floor gets slippery when it's wet.</i></p> <p><i>Put on a smock. This will keep your clothes dry and protected.</i></p> <p>Model putting on a smock.</p> <p><i>What could you do if you need help with your smock?</i></p> <p>Elicit responses. Encourage children to ask each other for help.</p> <p><i>If you have long sleeves, roll them up so they don't get wet.</i></p> <p>Model.</p> <p><i>Now we're ready. Put your hands in the water slowly. Pretend you can feel the water on your hands. Move your hands gently back and forth through the water. You can scoop the water or pour the water.</i></p> <p>Lead children in pretending to play in the water. Move hands slowly, and label different actions such as swishing, scooping, and pouring.</p> <p><i>You probably already know a lot about water. I wonder what else you will <b>discover</b>, or learn about, water?</i></p>
<b>During Centers</b>	Children explore water and other materials freely. Follow the children's lead in using the materials. Ask questions to encourage children to describe their actions and what they notice.
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● How does the water feel?</li> <li>● How does the water make your body feel?</li> <li>● How many scoops of water will it take to fill that large container? This small container?</li> <li>● Which container holds more water?</li> <li>● What do you know about a frog's habitat?</li> <li>● Why do you think tadpoles live in water and adult frogs live on land?</li> </ul>
<b>Standards</b>	<b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.

<b>Notes</b>	
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Unit 2: Animals and Habitats

WEEK 1 Day 1

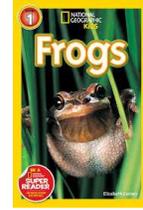
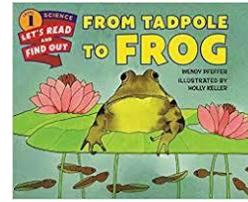
**STEM Investigation 1:  
Structures of the Human Body**

Children make observations of the structures of their own bodies and of their classmates' bodies. Children record data by creating scientific illustrations of the structures of their bodies. The class develops the understanding that human beings have particular structures such as eyes, mouths, arms, and legs.

<b>Big Ideas</b>	Like humans, animals are part of interdependent communities that are affected by, and adapt to, the environment that surrounds them. Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
<b>Guiding Questions</b>	What do you want to learn more about animals and their habitats? How and where can you find this information?
<b>Vocabulary</b>	<b>structure</b> <b>function</b> <b>parts</b> <b>characteristics</b>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● large sheets of butcher paper for tracing bodies Prepare child-size sheets of butcher paper for each child so children can trace their classmates.</li><li>● chart paper On the chart paper, write the focus question, <i>What do you notice about the human body?</i></li><li>● markers</li><li>● mirrors (optional)</li><li>● photograph of human body (optional)</li></ul> <p>Consider where tracing on the floor could happen. It can be any open</p>

	<p>space, such as the floor of the Art Studio or in the hallway outside the classroom.</p> <p>Children will generate any number of authentic questions as they work. Keep a large piece of chart paper on the wall near the STEM Center to record and "bank" any spontaneous questions you hear. During the Sharing our Research meeting, review these child-generated questions.</p>
<p><b>Intro to Centers</b></p>	<p><i>As scientists this week, you will investigate the focus question, <b>What do you notice about the human body?</b></i></p> <p>Point to the focus question and read it aloud.</p> <p><i>What are some important words in the focus question that we need to understand as scientists in order to answer it?</i></p> <p>Provide time for children’s responses. Circle the words ‘notice,’ ‘human,’ and ‘body.’ Discuss these words.</p> <p><i>What is the fancy word scientists use for noticing something?</i></p> <p>Discuss and write the word ‘observe’ about the word ‘notice’ on the chart.</p> <p><i>What might we do as scientists to answer this focus question? Turn and tell a partner.</i></p> <p>After the partner conversations, harvest a few responses.</p> <p><i>Scientists tell each other about what they discover. The information they record is called <b>data</b>. How do you think we can share our data about the <b>structures, or parts, of our bodies?</b></i></p> <p><i>As scientists in the STEM Center this week, we will make careful observations of your bodies and your classmates’ bodies. You will record what you find by tracing your classmates body on a large piece of paper.</i></p> <p>Model the activity. Have one child lie down on a piece of butcher paper. Trace the child's body. After, have the child stand up. Model how to carefully look at the child, and then draw/label a body structure on the illustration. For instance, look at the child’s eyes, draw the child’s eyes, then label.</p>
<p><b>During Centers</b></p>	<p>Children make observations of their bodies and their classmates' bodies. Children draw scientific illustrations on butcher paper by tracing each other’s bodies. Then children add on features and labels. For children who may benefit from extra visual support, provide mirrors and/or picture word cards with different human body parts.</p>

<p><b>Facilitation</b></p>	<ul style="list-style-type: none"> <li>● What parts and structures of your friend's body do you notice?</li> <li>● What does your friend look like?</li> <li>● What are some things your friend can do with his/her body?</li> <li>● If your friend didn't have _____(body part) what do you think would happen?</li> <li>● Do all the children in the classroom have the same parts? How do you know?</li> <li>● Do you have any of the same parts as your friend? If you do, do you use it (them) in the same ways that your friend does?</li> </ul>
<p><b>Sharing Our Research</b></p>	<p><i>What do you notice about the human body?</i></p> <p>Revisit the focus question.</p> <p style="text-align: center;"><i>While looking at the data generated, what did we find out about your bodies and your friends' bodies?</i></p> <p>Be sure to keep children focused on the observable features or structures of the body. For instance, if children say, "my friend was happy," ask, "how do you know?"</p> <p>As children describe the structures of the human body, add these features to your scientific illustration (the illustration you began during the Intro to Centers) and label each feature. Remind children that scientists draw what they see, not what they <i>think</i> they see.</p> <p>Point out that while all children have mostly the same structures (e.g., hair), not every structure looks the same (e.g., people have different hair color).</p>
<p><b>Standards</b></p>	<p><b>K-LS1-1</b> 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>



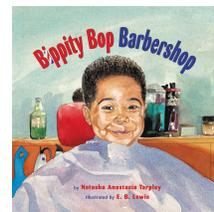
## Writing & Drawing: Favorite Animal Stories

Children draw and write their own stories about animals.

<p><b>Big Idea</b></p>	<p>Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.</p>
<p><b>Guiding Questions</b></p>	<p>What do you want to learn more about animals and their habitats? How and where can you find this information?</p>
<p><b>Vocabulary</b></p>	<p><b>fiction:</b> literature that describes imaginary characters and events  <b>information:</b> facts  <b>research:</b> finding out about a topic  <b>collaborate:</b> to work together</p>
<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● pencils and other writing and drawing tools</li> <li>● writing paper with and without lines, cut in two sizes</li> <li>● blank paper</li> <li>● construction paper</li> </ul> <p>Use construction and blank paper to make a couple of blank books, as examples</p> <ul style="list-style-type: none"> <li>● collection of fiction books featuring animal characters</li> <li>● images of animals</li> </ul> <p>Arrange paper, construction paper, and writing and drawing tools so that children can easily access them. Set out books and images.</p>
<p><b>Intro to Centers</b></p>	<p><i>Today in Writing &amp; Drawing, you can write and draw stories about animals. You can write about frogs or other animals that interest you. You might use these books to get ideas about different animals. Show a couple of the books.</i></p> <p><i>I wonder what animals you are thinking about.</i></p>

	<p>Invite children to turn and talk with a partner. Harvest a couple of responses.</p> <p>Show the various available materials.  <i>You could write and draw your story on paper, or you could make and use little books like these. Let us know if you need support to write the words in your story. You can also ask a friend to collaborate on a story.</i></p>
<b>During Centers</b>	<p>Support children as they think about which animals to write about and what might happen in their stories. Encourage them to look at books for inspiration. Encourage children to collaborate and tell stories together. Offer to scribe for them.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● How did you decide to write about ____?</li> <li>● What happens to the animals in your story?</li> <li>● To create your story, are you using your imagination, facts you know about ____, or some of each?</li> <li>● What inspired you?</li> </ul>
<b>Standards</b>	<p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>R.6.K.a</b> With prompting and support, identify characters settings and major events in a story.</p> <p><b>R.6.K.b</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.</p>

**Notes**



## WEEK 1 Day 1

### Writing Personal Recount

Deconstruction and Joint Construction: Title  
 Joint and Individual Construction

<b>Content Objective</b>	I can choose a title for my personal recount. (W.3.K.b) I can recommend a title to my classmate. (W.3.K.b) I can tell, draw, and label a personal recount. (W.3.K.b)
<b>Language Objective</b>	I can participate in a class discussion about titles. (SL.1.K.a) I can label my illustrations with sounds I know. (W.3.K.a, L.2.K.c)
<b>Vocabulary</b>	<b>title:</b> the name of a piece of writing <b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● jointly constructed Personal Recount Stages chart, from Unit 1, Week 5, Day 3</li> <li>● teacher whiteboard and markers</li> <li>● drawing and writing books</li> <li>● drawing and writing tools in caddies</li> </ul>
<b>Opening</b> 1 minute	<p><i>We have been writing a personal recount together as a class. Today we will explore titles in personal recounts and add titles to our work.</i></p>
<b>Deconstruction</b> 10 minutes	<p>Point to the Title line on the chart.</p> <p><i>In personal recounts the <b>title</b>, or name, gives information about what the story will be about, and is interesting to the reader. Remember Bippity Bop Barbershop? What's interesting about this title?</i></p> <p>Provide time for children to share responses.</p>
<b>Joint Construction</b> 8 minutes	<p>Review the class's personal recount, as necessary to remember its content.</p> <p><i>What would be a good title for our personal recount?</i></p> <p>Collect the children's ideas and select a title. Add the agreed-upon title to the chart.</p>

	<p><i>Last week we charted _____'s and _____'s personal recounts. Let's look at their illustrations and add titles. Think about _____'s personal recount. What would be a good title?</i></p> <p>Collect the children's ideas and write them on the teacher whiteboard. Select titles.</p>
<p><b>Individual Construction</b> 10 minutes</p>	<p><i>Now it's your turn. When you get your drawing and writing book, open to the personal recount you have been working on. As you continue working, I will come around to help you write your title on the page.</i></p> <p>Send the children to work. As they work, circulate to write their titles.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we learned about the titles in personal recounts. Tomorrow we will continue with our personal recounts.</i></p>
<p><b>Standards</b></p>	<p><b>W.3.K.b</b> Use a combination of drawing, dictating, writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes.</p> <p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>
<p><b>Ongoing assessment</b></p>	<p>After the lesson, review children's titles and take notes on the Personal Recount Observation Tools.</p> <p>How effective are children's titles? Are they informative? interesting?</p> <p>Note that writing titles is a challenging process that will improve over time.</p>

**Notes**

## Unit 2: Animals and Habitats

### WEEK 1 Days 2-3

During Days 2-3, children continue independent construction. In addition, children's writing is assessed using the Personal Recount Observation Tool, and individual/small group/whole group lessons are added in response to children's needs.

#### **Preparation:**

Review children's Personal Recount 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 Personal Recount: (see the attached lessons for recommendations)

- orientation

- sequence of events:

  - orally telling all events and drawing/labeling one event

  - drawing and labeling events across multiple pages (for children who are ready)

- conclusion

#### Conventions: (no suggested lessons included)

- writing complete sentences

- including spaces between words in a sentence

- capitalization

- punctuation

- applying rules and strategies taught in Foundations (or similar program)

#### Writing Behaviors: (no suggested lessons included)

- using spelling strategies, such as tapping

- using environmental print and word walls for spelling

- re-reading own writing

Use the following sheet to plan. Make additional copies as necessary to plan for multiple individual or small group lessons.

Writing U2 W1 Days 2-3

**Day**

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

Topic:

**Day**

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

Topic:

Writing U2 W1 Days 2-3

# Writing Personal Recount

## Deconstruction and Revision: Orientation

### Materials:

- Personal Recount anchor chart, from Unit 1, Week 4, Day 3
- *Bippity Bop Barbershop* chart, from Unit 1, Week 5, Day 1
- mentor text for personal recount: *Bippity Bop Barbershop* or a child's writing that includes a strong orientation
- children's personal recounts

### Process (small or whole group):

- Show the Personal Recount anchor chart. Review the stages of personal recount.
- Show the *Bippity Bop Barbershop* chart and review the parts of the orientation.
- Read the orientation of the mentor text.
- If the mentor text is a child's writing, together identify the orienting information: who is in the story, when and where it happened, and an introduction to what happened.
- Refer children back to their own writing. Have them identify the elements of orientation (in the illustration or labels/words, or oral storytelling): who is in the story, when it happened, where it happened, and an introduction to what happened.
- If children identify that a piece is missing, have them work with a partner or with teacher guidance to add that information to the orientation, through illustration, labels/words, or oral storytelling.

## Writing Personal Recount

Deconstruction and Revision: Sequence of Events  
Oral Retelling and Drawing/Writing One Event

### Materials:

- Personal Recount anchor chart, from Unit 1, Week 4, Day 3
- *Bippity Bop Barbershop* chart, from Unit 1, Week 5, Day 1
- children's personal recounts

### Process (small or whole group):

- Show the Personal Recount anchor chart. Review the stages of personal recount.
- Show the *Bippity Bop Barbershop* chart and review that the sequence of events includes the events of the personal recount, in order.
- Have children tell their personal recounts to a new partner. Have the partners identify anything that did not make sense or that seemed to be missing from the story.
- Guide children to tell all of the events of their stories, in order.
- Support children in deciding which event to draw and write and/or revise illustrations and words representing the one event.
- Revisions may include, but are not limited to
  - adding people who were missing
  - revising/adding character movements/other objects that more clearly illustrate the event
  - adding labels

Writing U2 W1 Days 2-3

## Writing Personal Recount

Deconstruction and Planning: Sequence of Events

Drawing/Writing Events Across Pages

### Materials:

- Personal Recount anchor chart, from Unit 1, Week 4, Day 3
- *Bippity Bop Barbershop* chart, from Unit 1, Week 5, Day 1
- drawing and writing book or booklet, for modeling
- children's drawing and writing books or booklets, for writing personal recounts across multiple pages

### Process (small or whole group):

- Show the Personal Recount anchor chart. Review the stages of personal recount.
- Show the *Bippity Bop Barbershop* chart and review that the sequence of events includes the events of the personal recount, in order.
- Model telling a personal recount. Then touch each page in the model notebook/booklet, and model planning for which parts of the personal recount will be written on each page.
- Have children tell a new personal recount to a partner. Have the partners identify if anything did not make sense or seemed to be missing from the story.
- Support children to plan their personal recounts by touching each page in their drawing and writing books/booklets and stating which parts of their personal recounts they will draw and write on each page.
- Send children to write their new personal recounts.

Writing U2 W1 Days 2-3

## Writing Personal Recount

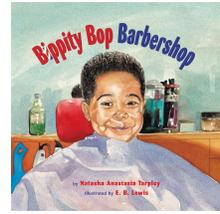
### Deconstruction and Revision: Conclusion

#### Materials:

- Personal Recount anchor chart, from Unit 1, Week 4, Day 3
- *Bippity Bop Barbershop* chart, from Unit 1, Week 5, Day 1
- *Bippity Bop Barbershop*, Natasha Anastasia Tarpley
- children's personal recounts

#### Process (small or whole group):

- Show the Personal Recount anchor chart. Review the stages of personal recount.
- Show the *Bippity Bop Barbershop* chart and review the conclusion. Remind children that personal recounts can end with a final event, a feeling, or a reflection on the experience.
- Guide children to generate their own conclusions, orally, or in drawing and writing. Use questions, like the following, to prompt children's thinking.
  - What happened last?
  - How did you feel after doing that?
  - What was that experience like for you?



WEEK 1 Day 4

**Writing Personal Recount**  
 Deconstruction: Verbs  
 Individual Construction

<b>Content Objective</b>	I can tell a personal recount with different verbs. (W.3.K.b)						
<b>Language Objectives</b>	I can act out verbs. (L.5.K.d) I can act out different meanings for the same verb. (L.4.K.a)						
<b>Vocabulary</b>	<p><b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p><b>stages:</b> the parts of a piece of writing</p> <p><b>verb:</b> a word that expresses a physical action, mental action, or state of being</p> <p><b>action verbs:</b> verbs that express action</p> <p><b>variety:</b> many different</p>						
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Bippity Bop Barbershop</i>, Natasha Anastasia Tarpley</li> <li>● Personal Recount Verbs Cards, cut apart</li> <li>● chart paper and marker</li> </ul> <p>Prepare the following Personal Recount Verbs chart.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th colspan="2">Personal Recount Verbs</th> </tr> </thead> <tbody> <tr> <td style="width: 50%; padding: 5px;">barbershop</td> <td style="width: 50%;"></td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table>	Personal Recount Verbs		barbershop			
Personal Recount Verbs							
barbershop							

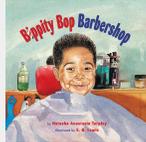


- tape or glue, for attaching the cards to the chart
- Personal Recount anchor chart image: language  
Cut out the language image.
- Personal Recount anchor chart, from Unit 1  
Add Language, and glue the language image to the chart.

**Personal Recount**

**Purpose:** to document a sequence of events and to entertain

**Examples:**



**Stages:**



**orientation:** introduces who is in the story, when and where it happened, and an introduction to what happened



**sequence of events:** all the events of the story, in order



**conclusion:** final event, telling why the experience was important, or a feeling

**Language:**



- drawing and writing books

	<ul style="list-style-type: none"> <li>● drawing and writing tools in caddies</li> <li>● Personal Recount Observation Tools, from Unit 1, Week 4, Day 4</li> </ul>
<p><b>Opening</b> 1 minute</p>	<p>Gather children together on the perimeter of the rug. <i>We have been looking at the <b>stages</b>, or parts, of personal recounts, and today we are going to begin to think about the language. Verbs are an important part of the language writers use. <b>Verbs</b> are words that show the actions or feelings of the characters.</i></p>
<p><b>Deconstruction</b> 18 minutes</p>	<p><i>I collected some action verbs from Bippity Bop Barbershop and wrote them here, on these cards. Let's act them out.</i></p> <p>Show the "cut" word card for all to see. <i>This word says "cut." How can you use your body to show the word "cut"?</i></p> <p>Support children in dramatizing the word.</p> <p>Show the "trimmed" word card. <i>This word says "trimmed." What does trimmed mean? How is the same/different from "cut"? How can you use your body to show the word "trimmed"?</i></p> <p>Support the children in describing the similarities and differences between the words and in dramatizing the word.</p> <p>Repeat the process with "shaved."</p> <p>Lay out the following word cards together: cut, trimmed, shaved. <i>What is the same about these words? [they are all verbs; they show actions; they are all actions that a barber does]</i></p> <p><i>When authors write personal recounts, they choose verbs that relate to the topics they are writing about. Natasha Anastasia Tarpley uses these verbs because they are all actions that happen in a barbershop.</i></p> <p><i>Something else she does is use a <b>variety</b> of verbs, which means she uses many different verbs. She doesn't just keep saying "cut, cut, cut," she uses words like "trimmed" and "shaved" to show different types of cuts.</i></p> <p>Show the "picked" word card. <i>This word says "picked." What does "picked" mean?</i></p> <p><i>"Picked" is an exciting word, because it has different meanings! You could say "She picked the orange crayon," meaning she chose that crayon. Let's quickly act that out.</i></p>

	<p><i>Or you could say “He picked an apple,” meaning he took it off a tree. Let’s quickly act that out.</i></p> <p><i>But we know that Natasha Anastasia Tarpley uses verbs that relate to the barbershop. What does “picked” mean at a barbershop?</i></p> <p>Harvest children’s ideas, then show pages 19 and 20 in the book and guide children to dramatize the word.</p> <p>Show the Verbs chart.</p> <p><i>Here we are going to start a collection of verbs that will help us as we write. The first topic on our chart is “barbershop,” because we collected verbs that relate to the barbershop. We have other blank spaces where we can collect verbs about other topics.</i></p> <p><i>It would be very helpful to have illustrations on these cards so that we can all remember what they mean. Who would like to volunteer to illustrate these?</i></p> <p>Choose four children who will illustrate the cards during Individual Construction. When they finish, help them attach the cards to the chart.</p>
<p><b>Individual Construction</b> 10 minutes</p>	<p><i>Now it’s your turn. When you get your drawing and writing book, open to the personal recount you have been working on. Tell your personal recount to your partner, paying careful attention to the verbs you use to show the action.</i></p> <p>Send the children to work. As they work, circulate to support them.</p>
<p><b>Closing</b> 1 minute</p>	<p>Show the Personal Recount anchor chart.</p> <p><i>I added a new section to our Personal Recount anchor chart.</i></p> <p>Read the Language section of the chart.</p> <p><i>Tomorrow we will continue writing personal recounts.</i></p>
<p><b>Standards</b></p>	<p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.</p> <p><b>L.4.K.a</b> Identify new meanings for familiar words and apply them accurately (e.g. knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p> <p><b>L.5.K.d</b> Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, state, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining or choosing them or by acting out the meanings.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen and take notes about children’s understanding of verbs.</p> <p>What connections do they make between the verbs?</p> <p>What differences/nuances in meaning do they recognize?</p> <p>As children write, circulate and ask them to tell their stories (not to</p>

	describe their drawings). Use their storytelling and drawing to assess the extent to which children use a variety of verbs that relate to the topic, and take notes on the Personal Recount Observation Tool.
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Writing U2 W1 D4

Personal Recount Verbs Cards

cut

trimmed

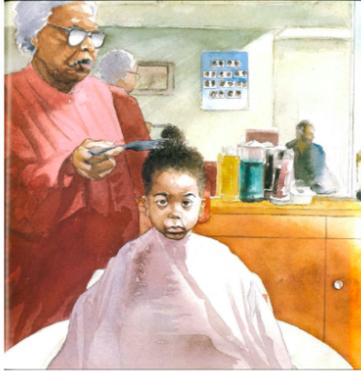
shaved

picked

Writing U2 W2 D4

Personal Recount anchor chart images

language



picked

a variety of **verbs** that relate to the topic

## Unit 2: Animals and Habitats

### WEEK 1 Day 5

The children continue independent construction. In addition, children's writing is assessed using the Personal Recount Observation Tool, and individual/small group/whole group lessons are added in response to children's needs.

#### **Preparation:**

Review children's Personal Recount 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 Personal Recount: (see the attached lessons for recommendations)

- orientation

- sequence of events:

  - orally telling all events and drawing/labeling one event

  - drawing and labeling events across multiple pages (for children who are ready)

- conclusion

- verbs

#### Conventions: (no suggested lessons included)

- writing complete sentences

- including spaces between words in a sentence

- capitalization

- punctuation

- applying rules and strategies taught in Foundations (or similar program)

#### Writing Behaviors: (no suggested lessons included)

- using spelling strategies, such as tapping

- using environmental print and word walls for spelling

- re-reading own writing

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

**Day**

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

Topic:

**Day**

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

Topic:

**Day**

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

Topic:

# Writing Personal Recount

## Deconstruction and Revision: Orientation

### Materials:

- Personal Recount anchor chart, from Unit 1, Week 4, Day 3
- *Bippity Bop Barbershop* chart, from Unit 1, Week 5, Day 1
- mentor text for personal recount: *Bippity Bop Barbershop* or a child's writing that includes a strong orientation
- children's personal recounts

### Process (small or whole group):

- Show the Personal Recount anchor chart. Review the stages of personal recount.
- Show the *Bippity Bop Barbershop* chart and review the parts of the orientation.
- Read the orientation of the mentor text.
- If the mentor text is a child's writing, together identify the orienting information: who is in the story, when and where it happened, and an introduction to what happened.
- Refer children back to their own writing. Have them identify the elements of orientation (in the illustration or labels/words, or oral storytelling): who is in the story, when it happened, where it happened, and an introduction to what happened.
- If children identify that a piece is missing, have them work with a partner or with teacher guidance to add that information to the orientation, through illustration, labels/words, or oral storytelling.

## Writing Personal Recount

Deconstruction and Revision: Sequence of Events  
Oral Retelling and Drawing/Writing One Event

### Materials:

- Personal Recount anchor chart, from Unit 1, Week 4, Day 3
- *Bippity Bop Barbershop* chart, from Unit 1, Week 5, Day 1
- children's personal recounts

### Process (small or whole group):

- Show the Personal Recount anchor chart. Review the stages of personal recount.
- Show the *Bippity Bop Barbershop* chart and review that the sequence of events includes the events of the personal recount, in order.
- Have children tell their personal recounts to a new partner. Have the partners identify if anything did not make sense or seemed to be missing from the story.
- Guide children to tell all of the events of their stories, in order.
- Support children in deciding which event to draw and write and/or in revising illustrations and words representing the one event.
- Revisions may include, but are not limited to
  - adding people who were missing
  - revising/adding character movements/other objects that more clearly illustrate the event
  - adding labels

## Writing Personal Recount

Deconstruction and Planning: Sequence of Events

Drawing/Writing Events Across Pages

### Materials:

- Personal Recount anchor chart, from Unit 1, Week 4, Day 3
- *Bippity Bop Barbershop* chart, from Unit 1, Week 5, Day 1
- drawing and writing book or booklet, for modeling
- children's drawing and writing books or booklets, for writing personal recounts across multiple pages

### Process (small or whole group):

- Show the Personal Recount anchor chart. Review the stages of personal recount.
- Show the *Bippity Bop Barbershop* chart and review that the sequence of events includes the events of the personal recount, in order.
- Model telling a personal recount. Then touch each page in the model notebook/booklet, and model planning for which parts of the personal recount will be written on each page.
- Have children tell a new personal recount to a partner. Have the partners identify if anything did not make sense or seemed to be missing from the story.
- Support children to plan their personal recounts by touching each page in their drawing and writing books/booklets and stating which parts of their personal recounts they will draw and write on each page.
- Send children to write their new personal recounts.

# Writing Personal Recount

## Deconstruction and Revision: Conclusion

### Materials:

- Personal Recount anchor chart, from Unit 1, Week 4, Day 3
- *Bippity Bop Barbershop* chart, from Unit 1, Week 5, Day 1
- *Bippity Bop Barbershop*, Natasha Anastasia Tarpley
- children's personal recounts

### Process (small or whole group):

- Show the Personal Recount anchor chart. Review the stages of personal recount.
- Show the *Bippity Bop Barbershop* chart and review the conclusion. Remind children that personal recounts can end with a final event, a feeling, or a reflection on the experience.
- Guide children to generate their own conclusions, orally or in drawing and writing. Use questions, such as the following, to prompt children's thinking.
  - What happened last?
  - How did you feel after doing that?
  - What was that experience like for you?

# Writing Personal Recount

## Deconstruction and Revision: Verbs

### Materials:

- Personal Recount anchor chart, from Unit 1, Week 4, Day 3
  - Personal Recount Verbs chart, from Day 1
- Before the lesson, add a heading or headings to the other spaces in the chart of topics that are common across children's personal recounts.
- children's personal recounts

### Process (small or whole group):

- Show the Personal Recount anchor chart and Personal Recount Verbs chart. Review the qualities of verbs in personal recounts (a variety of verbs that relate to the topic).
- Introduce one topic on the Personal Recount Verbs chart. As a group, generate verbs related to that topic. Children may want to dramatize to support their thinking. Record the verbs on the chart, in the past tense.
- Refer children back to their own writing. As children retell, illustrate, and label their personal recounts, guide them to replace general verbs with specific verbs that relate more closely to the topic, referring to the list in the Personal Recount Verbs chart.
- As necessary and appropriate, assist children with using verbs in the past tense.

**WEEK 1**

**Shared Reading**

"One, Two, Buckle My Shoe"		
<p><b>Standards:</b>                      R.1.K.a                      R.1.K.b                      R.1.K.d                      R.2.K.a                      R.2.K.b                      R.2.K.d                      R.3.K.a                      R.3.K.c</p>	<p><b>Traditional version</b></p> <p>One, two,                      Buckle my shoe.                      Three, four,                      Shut the door.                      Five, six,                      Pick up sticks.                      Seven, eight,                      Lay them straight.                      Nine, ten,                      A big fat hen!</p>	<p><b>Animal version</b></p> <p>One, two,                      Owls say "Hoo!"                      Three, four,                      Bears say "Roar!"                      Five, six,                      Dolphins make clicks.                      Seven, eight,                      They all sound great.                      Nine, ten,                      Let's do it again!</p>
<p><b>Session 1</b></p>	<p><b>Opening:</b>  <i>We are going to learn a nursery rhyme that some of you might already know [point to the title and read it]. This is the title of the nursery rhyme. Put a thumbs up if you're familiar with this nursery rhyme.</i></p> <p><b>Print Concepts (directionality):</b>  <i>We know where to start reading the words on the page. Invite one child to point to the first word. We start reading on the left and at the top.</i></p> <p><b>Fluency:</b>                      Read the poem, inviting children to echo two lines at time while tracking print with a pointer.</p> <p><b>Meaning Making:</b>  <i>Let's make some motions for the different actions in this poem. We can also count the numbers on our fingers. Reread the poem again with gestures.</i></p>	

**“One, Two, Buckle My Shoe”**

<b>Standards:</b>	<b>Traditional version</b>	<b>Animal version</b>
R.1.K.a R.1.K.b R.1.K.d R.2.K.a R.2.K.b R.2.K.d R.3.K.a R.3.K.c	One, two, Buckle my shoe. Three, four, Shut the door. Five, six, Pick up sticks. Seven, eight, Lay them straight. Nine, ten, A big fat hen!	One, two, Owls say “Hoo!” Three, four, Bears say “Roar!” Five, six, Dolphins make clicks. Seven, eight, They all sound great. Nine, ten, Let’s do it again!

<b>Session 2</b>	<p>Opening:  <i>Today we are going to learn a different version of the poem “One, Two, Buckle My Shoe.” This version is about animals. It is similar because it keeps the same beat, it counts from one to ten, and it has rhymes.</i></p> <p>Fluency:                      Invite one child to track the print with a pointer as you read the poem, while children echo two lines at time.</p> <p>Print Concepts (identify words):  <i>Some of the words are the same in both poems. The letters in a word are always in the same order. The word “one” is spelled o-n-e, it’s spelled the same in both poems. [if possible, point to the word “one” in the original poem] Here is the word “one”, look at it, now we can find the same word in the new version. Invite a child to point to the word “one.” What other words are the same? Repeat the same exercise with one or two other words.</i></p> <p>Phonological Awareness:  <i>We are going to listen for and name the words that rhyme, or sound alike at the end. Did anyone hear two rhyming words? Reread the poem, two lines at a time as needed to help children identify the rhyming pairs. As children name rhyming pairs, use the same gesture from the previous week to reinforce the rhyming words. Children can also use highlighter tape to indicate rhyming words.</i></p>
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**“One, Two, Buckle My Shoe”**

Standards:	Traditional version	Animal version
R.1.K.a R.1.K.b R.1.K.d R.2.K.a R.2.K.b R.2.K.d R.3.K.a R.3.K.c	One, two, Buckle my shoe. Three, four, Shut the door. Five, six, Pick up sticks. Seven, eight, Lay them straight. Nine, ten, A big fat hen!	One, two, Owls say “Hoo!” Three, four, Bears say “Roar!” Five, six, Dolphins make clicks. Seven, eight, They all sound great. Nine, ten, Let’s do it again!
<b>Session 3</b>	<p>Phonological Awareness:                      Cover the poem so that children do not see the print. Say the word “dolphins.” <i>Which sound do you hear at the beginning of that word? Which letter would you expect to see at the beginning?</i> Repeat the same exercise with the words “say”, “do”, and “sound,” as /d/ and /s/ are target sounds this week.</p> <p>Fluency:                      Show the poem and invite children to recite the poem while doing gestures for animals.</p> <p>Phonological Awareness:  <i>We can make rhymes by thinking of words that end the same. We know “two”, “hoo”, and “shoe” rhyme. Which other words rhyme with them?</i> Repeat this exercise with another set of rhyming words. It might be helpful to record the rhyming words on chart paper to use in the extension activity.</p> <p>Word Recognition:  <i>“My” is a new high frequency word in this poem. This means it is in books, songs, and poems a lot [show on an index card]. The m in “my” makes the “m” sound like we would expect. The “y” says the name of the letter i, like this [demonstrate long i sound]. When I point to the word “my” let’s say it!</i></p>	

<b>Extensions</b>	<p>Syllable practice: Ask children to count the syllables in each line of the poem (can use either version). Record the number of syllables in each line. If you have children do both, compare what is the same.</p> <p>Class shared writing experience: Lead the class in writing their own version of the poem. Use the syllable patterns and rhyming words to help.</p> <p>High frequency word practice: Pass out letter tiles and boards to children. While showing the words on index cards, invite children to build “my” and “is” and then read them.</p>
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## One, Two, Buckle My Shoe

One, two,  
Buckle my shoe.

Three, four,  
Shut the door.

Five, six,  
Pick up sticks.  
Seven, eight,  
Lay them straight.

Nine, ten,  
A big fat hen!



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## One, Two, Buckle My Shoe

One, two,

Owls say "Hoo!"



Three, four,

Bears say "Roar!"

Five, six,

Dolphins make clicks.

Seven, eight,

They all sound great.

Nine, ten,

Let's do it again!

## Unit 2: Animals and Habitats

### WEEK 1

### Stations

Station	Activities	Materials Add writing and drawing tools at each station.
<b>Strategic Small Group Instruction</b>	Once children can work productively and independently in all stations, dedicate most of the time during Stations to strategically targeted small group instruction.	
<b>Reading</b>	Independent and Partner Reading	<ul style="list-style-type: none"> <li>● collection of high-interest picture books, including on new topic of study (animals and habitats)</li> </ul>
<b>Pocket Chart</b>	“Five Green Apples”	<ul style="list-style-type: none"> <li>● “Five Green Apples” written out on sentence strips</li> <li>● pocket chart to accommodate sentence strips</li> <li>● “Five Green Apples” on chart, from Unit 1, Week 6</li> <li>● “Five Green Apples” child copy, one for each child</li> <li>● pointer</li> <li>● drawing tools, optional</li> </ul>
<b>Listening &amp; Speaking</b>	Talk Time	<ul style="list-style-type: none"> <li>● Week 1 Talk Time image and prompt</li> <li>● 1-minute sand timers, optional</li> </ul>
	Listen and Respond	<ul style="list-style-type: none"> <li>● technology for listening to recorded text</li> <li>● <i>From Tadpole to Frog</i> recording</li> <li>● <i>From Tadpole to Frog</i>, Wendy Pfeffer</li> <li>● conversation prompts, cut apart</li> <li>● headphones (optional)</li> </ul>
<b>Writing</b>	<i>From Tadpole to Frog</i>	<ul style="list-style-type: none"> <li>● <i>From Tadpole to Frog</i>, Wendy Pfeffer</li> <li>● <i>National Geographic Kids: Frogs</i></li> <li>● writing prompt sheet, one copy for each child</li> <li>● writing and drawing tools</li> </ul>
<b>Word Work</b>	Sorting Beginning Sounds and Letters ( <b>d, s, g, a</b> )	<ul style="list-style-type: none"> <li>● Sorting Sheets, 5 copies</li> <li>● Letter Cards, 5 sets, cut apart</li> <li>● Picture Cards, 5 sets, cut apart</li> <li>● envelopes, one for each set of cards</li> </ul>
	Matching Rhymes	<ul style="list-style-type: none"> <li>● We Rhyme! boards, 4-6</li> <li>● Rhyming Pictures cards, cut apart</li> </ul>
	Read, Build, Write	<ul style="list-style-type: none"> <li>● Read, Build, Write Sheets, one for each child</li> <li>● magnetic letters or letter tiles</li> <li>● pencils</li> </ul>

Stations U2 W1

**Talk Time Week 1**



<https://wildadironacks.org/adironack-amphibians-green-frog-lithobates-clamitans.html>

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<https://wildadironacks.org/adironack-amphibians-green-frog-lithobates-clamitans.html>

**Listening & Speaking Station: Talk Time U2 W1**

**Focus on K2/ K for ME | Boston Public Schools Department of Early Childhood P-2/ Maine Department of Ed**

What do you notice about the frog?

What do you notice about the frog's habitat?

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What do you notice about the frog?

What do you notice about the frog's habitat?

---

What do you notice about the frog?

What do you notice about the frog's habitat?

---

What do you notice about the frog?

What do you notice about the frog's habitat?

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*From Tadpole to Frog*

What is something you learned about tadpoles or frogs?

---

*From Tadpole to Frog*

What is something you learned about tadpoles or frogs?

---

*From Tadpole to Frog*

What is something you learned about tadpoles or frogs?

Name: \_\_\_\_\_

**Writing Station**

What are two facts you learned about frogs in *From Tadpole to Frog* and *Frogs*?  
Draw pictures to show your thinking.

A large, empty rectangular box with a thin black border, intended for students to draw pictures illustrating their thoughts on the facts they learned about frogs.

Writing Station U2 W1

**Sorting Beginning Sounds and Letters (d, s, g, a)**

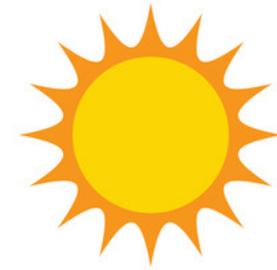
Place one letter at the top of each column. Find the pictures that have the same beginning sound.


**Sorting Beginning Sounds and Letters (a, d, g, s)**

**Letter Cards:** Copy 5 sets and cut apart. Place a set of Letter Cards and a set of Picture Cards in each envelope.

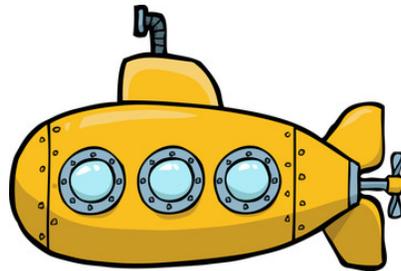
S	D	g	a
s	d	G	A

**Picture Cards #1:** Copy 5 sets and cut apart. Place a set of Letter Cards and a set of Picture Cards in each envelope.



Word Work Station U2 W1

**Picture Cards #2:** Copy 5 sets and cut apart. Place a set of Letter Cards and a set of Picture Cards in each envelope.



Word Work Station U2 W1

## Word Bank #1

donkey	afro	sun
date	dishes	glue
sink	ax	sign

## Word Bank #2

soda	doctor	garage
gate	submarine	dear
sandwich	goat	astronaut

We Rhyme!

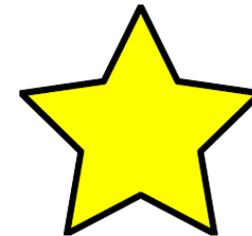
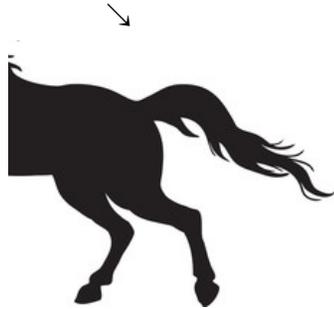
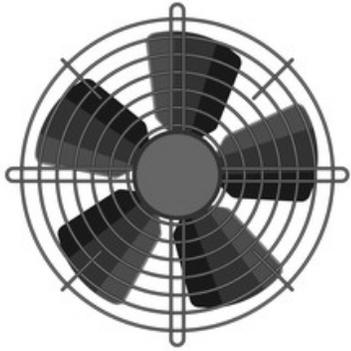
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We Rhyme!

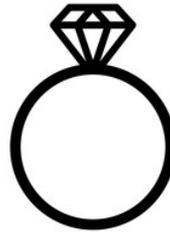
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Rhyming Pictures



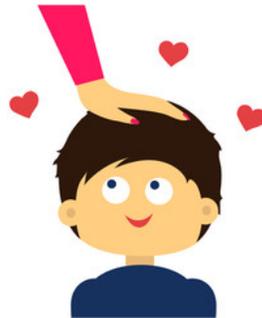
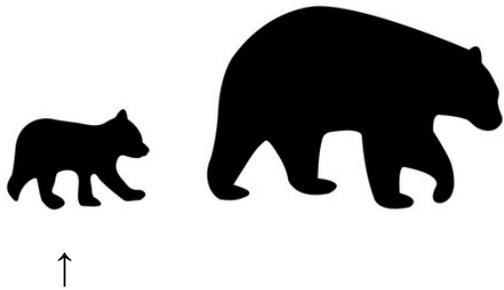
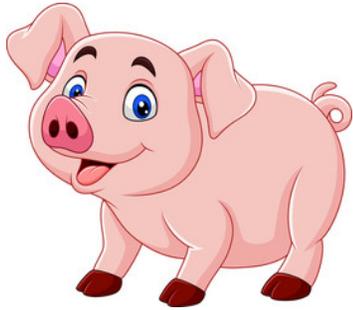
Word Work Station U2 W1

# Rhyming Pictures



Word Work Station U2 W1

# Rhyming Pictures



Word Work Station U2 W1

Name \_\_\_\_\_

Read the word	Build the word	Write the word
my		 <hr/>  <hr/>  <hr/>  <hr/>
am		 <hr/>  <hr/>  <hr/>  <hr/>
is		 <hr/>  <hr/>  <hr/>  <hr/>