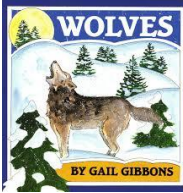


Unit 2: Animals and Habitats

WEEK 10 At a Glance

Text



Read Aloud

Day 1: *Wolves*, Gibbons Read 3
Day 2: *Wolves*, Gibbons Read 4
Day 3: *The Rehearsal*, Poem
Day 4: *Wolves*, Gibbons Read 5
Day 5: Unit Synthesis

Centers *Set date for the Showcase of Learning*

All Centers: Select and revise work for the Showcase (Day 1- 5)

Writing:

Phonics: Follow Guide

Shared Reading: "Over in the Meadow"

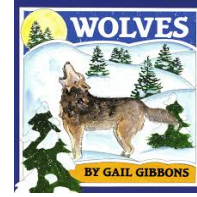
Stations

Strategic Small Group Instruction
Reading: Independent and Partner Reading
Pocket Chart: "Five Little Wolves"
Listening & Speaking: Talk Time; Listen and Respond: *Wolves*, Gibbons
Writing: End of Unit Assessment
Word Work: Make it Rhyme; Changing Ending Sounds; Name, Build, Read;
Matching Pictures with c-v-c Words

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

Math: Follow Guide

At a Glance U2 W10



WEEK 10 Day 1

Read Aloud
Wolves
 Read 3 of 5 (pages 16-18)

Big Ideas	<p>Animals need food, water, and air to survive.</p> <p>Like humans, animals are part of interdependent communities that are affected by, and adapt to, the environment that surrounds them.</p>
Unit Question	How do animals grow and change over time?
Guiding Questions	<p>What do animals need to survive?</p> <p>How do animals form communities, work together, and use and adapt to their environments, and how is this similar to and different from people?</p>
Content Objective	I can retell key details from an informational text in order to learn about wolves. (R.5.K.a, R.5.K.b, R.7.K)
Language Objective	I can discuss key details from the text in order to determine the meaning of an unfamiliar word. (SL.1.K.a, SL.1.K.b, L.4.K)
Vocabulary	<p>pack: a group of wolves</p> <p>territory: an area of land</p> <p>warn: to let someone know about possible danger</p> <p>whimper: a soft quiet cry</p> <p>communicate: to share ideas or tell information</p> <p>mate: to come together to make babies</p> <p>litter: a group of animals born to a mother at one time</p> <p>roam: to move around over a large area</p> <p>extinction: when a species of animal no longer exists</p> <p>cruel: very mean</p>

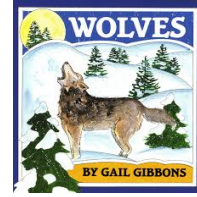
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Wolves</i>, Gail Gibbons Leave sticky notes in the book from the previous read in the “packs” section. ● <i>Wolves</i> vocabulary cards ● sticky notes ● markers ● <i>Wolves</i> KWLM chart, from Week 9, Day 2 Add learning from the last read along with children’s initials.
<p>Opening 4 minutes</p>	<p><i>We’ve thought about how living in a pack helps wolves survive. Let’s look at our sticky notes and remember some of the important information we learned about wolves and chart it on our KWLM chart in the “Learned” column.</i></p> <p>Turn to pages with sticky notes and read some notes.</p> <p>Introduce the text and set a purpose. <i>Today, we will research how wolves communicate. We’ll discuss why wolves make different sounds, and we’ll talk about what we think the word communicate means. I’m not going to tell you yet. We’ll also retell important information we learned and add it to our KWLM chart.</i></p>
<p>Text and Discussion 7 minutes page 16</p>	<p><i>A whimper is a sound like this, like a soft cry.</i></p> <p>Model a whimpering sound.</p> <p><i>Wolves make many different sounds! Let’s try making each sound, without being too loud. I’ll model the sound, then you echo me.</i></p> <p>Model and invite children to whimper, snarl and bark.</p> <p><i>Just like humans, wolves make different sounds for different reasons. Why do they snarl?</i></p> <p>Harvest ideas. Prompt as needed by rereading the text and clarifying the word <i>threatened</i>.</p>
<p>page 17</p>	<p><i>That’s so interesting. Wolves don’t howl just to sound spooky, they howl for a reason! Why do wolves howl?</i></p> <p>Harvest ideas and prompt as needed by rereading the text.</p>
<p>page 18</p>	<p>Pause after the first sentence. <i>There’s that word communicate. As I keep reading, think about what you think the word communicate means.</i></p> <p>Continue to the end of the page.</p>

<p>Key Discussion and Activity 8 minutes</p>	<p>Invite children to have a whole group discussion. <i>Think about the information we learned in the last three pages. What do you think communicate means? What did we read that made you think that?</i></p> <p>Encourage children to use examples from the text to support their thinking.</p> <p>Invite children to Think, Pair, Share <i>What are some of the reasons wolves communicate?</i></p> <p><i>Let's record what we learned about how and why wolves communicate.</i></p> <p>Chart children's ideas in the "Learned" column of the KWLM chart with children's initials.</p>								
<p>Closing 1 minute</p>	<p><i>Tomorrow we'll continue to research wolves!</i></p>								
<p>Standards</p>	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how. R.5.K.b Retell key details of text with prompting and support, including the main topic. R.7.K With prompting and support, ask and answer questions about unknown words in a text. SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups. SL.1.K.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). L.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>								
<p>Ongoing assessment</p>	<p>Listen to children's responses during the partner and whole group share. <i>What key details do children retell from the text?</i> <i>How do children use the illustrations to support comprehension?</i> <i>Do children use key details to determine the meaning of unfamiliar words?</i></p>								
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 1556 678 1623">Art Table</td> <td data-bbox="678 1556 1406 1623">Select and revise work for showcase</td> </tr> <tr> <td data-bbox="451 1623 678 1690">Art Easel</td> <td data-bbox="678 1623 1406 1690">Select and revise work for showcase</td> </tr> <tr> <td data-bbox="451 1690 678 1757">Blocks</td> <td data-bbox="678 1690 1406 1757">Select and revise work for showcase</td> </tr> <tr> <td data-bbox="451 1757 678 1824">Dramatization</td> <td data-bbox="678 1757 1406 1824">Select and revise work for showcase</td> </tr> </table>	Art Table	Select and revise work for showcase	Art Easel	Select and revise work for showcase	Blocks	Select and revise work for showcase	Dramatization	Select and revise work for showcase
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	Discovery Table	Select and revise work for showcase
	Writing & Drawing	Select and revise work for showcase

Notes

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WEEK 10 Day 2

Read Aloud
Wolves
 Read 4 of 5 (pages 19-21)

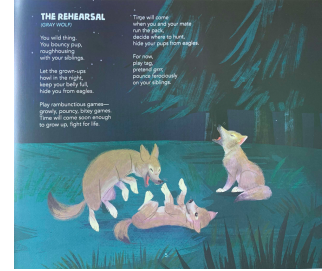
Big Ideas	All plants and animals grow and change over time.
Unit Question	How do animals grow and change over time?
Guiding Questions	How do plants and animals grow and change over time?
Content Objective	I can determine the main topic of a section of informational text about wolves. (R.5.K.a, R.5.K.b)
Language Objective	I can follow routines and build off my peer’s ideas in a group discussion about a text. (SL.1.K.a, SL.1.K.b)
Vocabulary	<p>pack: a group of wolves</p> <p>territory: an area of land</p> <p>warn: to let someone know about possible danger</p> <p>whimper: a soft quiet cry</p> <p>communicate: to share ideas or tell information</p> <p>mate: to come together to make babies</p> <p>litter: a group of animals born to a mother at one time</p> <p>roam: to move around over a large area</p> <p>extinction: when a species of animal no longer exists</p> <p>cruel: very mean</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Wolves</i>, Gail Gibbons ● <i>Wolves</i> vocabulary cards ● sticky notes Prepare one sticky note with the word Communication. ● Sentence Frames for Discussion chart, from Week 2, Day 3 ● Wolves KWLM chart, from Week 9, Day 2

<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose. <i>Yesterday, we learned how and why wolves communicate, or share information. Gail Gibbons did not use headings or chapter titles to organize her book. However, if I were to give the section we read yesterday a heading, I would call it "Communication"- because it was all about how and why wolves communicate. A heading tells the topic, or the main idea of the section. I'm going to put this heading on page 16, because that's when she started writing about wolves' sounds.</i></p> <p>Put the sticky note with the heading Communication on page 16.</p> <p><i>Today, we will read another section of Gail Gibbon's book Wolves. After we read the section, I want you to decide what the section was mostly about by paying attention to the key details and the illustrations. We'll decide what kind of heading, or title, we would give the section based on what it was mostly about. Then we'll record some of the key details about that topic on our KWLM chart.</i></p>
<p>Text and Discussion 10 minutes</p> <p>page 19</p>	<p>Pause after the first sentence to define vocabulary. <i>To mate for life, means that the female and male wolf stay together and have babies for their whole life.</i></p> <p>Continue reading to the end of the page.</p> <p><i>What does the word litter mean, as Gail Gibbons used it? Is she talking about trash? No! This is a word that means different things depending on how it's used. What's she talking about?</i></p> <p>Harvest ideas and reread as needed. <i>That's right. A litter is a group of wolf pups, wolf babies! A litter could have as little as three or as many as fourteen pups.</i></p>
<p>page 20</p>	<p>Invite children to Turn and Talk. <i>What did you learn on this page?</i></p> <p><i>I heard a lot of you sharing information about wolf pups and how they get their food.</i></p> <p><i>Think about what the topic of the section today has been so far. Don't say anything out loud, just whisper it in your hand.</i></p> <p>Model cupping hand over mouth to whisper.</p> <p><i>Let's read the next page and then we'll decide what heading to give this three page section.</i></p>
<p>page 21</p>	<p><i>There's an important event that happens when the wolf is 6 months old. What is it?</i></p> <p>Harvest ideas and reread as needed.</p>

	<p><i>The wolf joins the pack to hunt. I see the wolf pups roaming for food here in the illustration.</i></p>						
<p>Key Discussion and Activity 8 minutes</p>	<p>Invite children to have a whole group discussion using the Sentence Frames for Discussion.</p> <p><i>Let’s use our discussion starters to decide what heading we should give this section. When you share your idea, be sure to share why you think that’s a good heading.</i></p> <p>Encourage children to use the discussion prompts and support their thinking with evidence from the text. After hearing from multiple children, select a heading that captures a simple main idea of the section, such as ‘Wolf Pups.’ Write it on a blank sticky note and attach to page 19.</p> <p>Invite children Think, Pair, Share.</p> <p><i>Now that we’ve decided the section was mostly about wolf pups, I want you think about this question with your partner: How do wolf pups survive? Share your thinking with a partner, then we’ll record what we learned on our KWLM chart.</i></p> <p>Record 2-3 ideas with children’s initials.</p>						
<p>Closing 1 minute</p>	<p><i>Look at everything we’ve learned about wolves and how they survive!</i></p> <p>Refer to “L” column on the chart.</p> <p><i>Tomorrow we’ll continue to think about wolf pups with a poem!</i></p>						
<p>Standards</p>	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.1.K.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>						
<p>Ongoing assessment</p>	<p>Listen to children’s responses during partner and whole group share.</p> <p>What key details are children able to retell from the text?</p> <p>How do children use the illustrations to support comprehension?</p> <p>Do children determine a main idea based on key details?</p> <p>How do children participate in a collaborative discussion?</p>						
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 1686 678 1755">Art Table</td> <td data-bbox="678 1686 1406 1755">Select and revise work for showcase</td> </tr> <tr> <td data-bbox="451 1755 678 1824">Art Easel</td> <td data-bbox="678 1755 1406 1824">Select and revise work for showcase</td> </tr> <tr> <td data-bbox="451 1824 678 1894">Blocks</td> <td data-bbox="678 1824 1406 1894">Select and revise work for showcase</td> </tr> </table>	Art Table	Select and revise work for showcase	Art Easel	Select and revise work for showcase	Blocks	Select and revise work for showcase
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Art Easel	Select and revise work for showcase						
Blocks	Select and revise work for showcase						

	Dramatization	Select and revise work for showcase
	Discovery Table	Select and revise work for showcase
	Writing & Drawing	Select and revise work for showcase

Notes



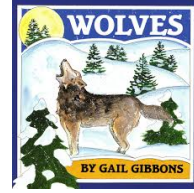
**Read Aloud
 “The Rehearsal”**

Big Idea	All animals grow and change over time.
Unit Question	How do plants and animals grow and change over time?
Guiding Questions	How do plants and animals grow and change over time?
Content Objective	I can ask and answer questions about words and phrases in the poem in order to discuss the poem’s meaning. (R.4.K, R.7.K)
Language Objectives	I can use clues from illustrations and words to determine the meaning of key words and phrases in the poem. (L.4.K)
Vocabulary	rambunctious: wild and energetic rehearsal: practice ferocious: fierce, wild
Materials and Preparation	<ul style="list-style-type: none"> • “The Rehearsal” slides <p>On the whiteboard write: Why do you think the poet titled the poem “The Rehearsal?” What does the poem teach us about wolf pups?</p>
Opening 1 minute	<p>Introduce the text and set a purpose. <i>We’ve been becoming wolf experts. Today, we will read a poem that is written about wolf pups.</i></p> <p><i>The poem is called, “The Rehearsal,” and it’s written by the poet David Harrison. Put your thumb up if you’ve heard the word rehearsal before?</i></p>

	<p><i>A rehearsal is a time when we practice something.</i></p> <p>If possible, make a connection to a shared experience, such as a school play or song performance.</p> <p><i>We'll read the poem one time through. Then, the second time we read it, we'll stop to discuss the meaning of the words and phrases in the poem.</i></p> <p><i>Then, we'll consider the questions on the board:</i> <i>Why do you think the poet titled the poem "The Rehearsal?"</i> <i>What does the poem teach us about wolf pups?</i></p>
<p>Text and Discussion 12 minutes</p> <p>first read</p>	<p>Read the poem with expression, once through in its entirety, without stopping.</p> <p><i>Who is the poet talking to in the poem?</i></p> <p>Harvest a few responses. Then model thinking, as needed, by clarifying that the poet is talking to the wolf pups.</p>
<p>second read</p>	<p>Read stanza 1. <i>What does the poet mean by "roughhousing with your siblings?"</i></p> <p>Read stanza 2. <i>What is the job of the grown-up wolves? What details in the poem helped you know?</i></p> <p>Harvest a few responses. Prompt children by rereading specific lines of the poem, as needed.</p> <p><i>As I read the next stanza, listen for what you think the word rambunctious means.</i></p> <p>Read stanza 3. <i>Based on the details in the stanza, what do you think it means that the pups are rambunctious?</i></p> <p>Harvest a few responses. Prompt children by rereading specific lines of the poem, as needed.</p> <p><i>As I read the next stanza, listen for what you think the phrase "run the pack" means.</i></p> <p>Read stanza 4. <i>Based on the details in the stanza, what do you think it means that "time will come when you and your mate run the pack"?</i></p> <p>Harvest a few responses. Prompt children by rereading specific lines of the poem, as needed.</p> <p>Read to the end of the poem.</p>

Read 3	Reread the full poem in its entirety without stopping.												
Key Discussion and Activity 6 minutes	Invite children to Think, Pair, Share in response to the first question on the board. <i>Why do you think the poet titled the poem “The Rehearsal?”</i> Gather children back as a group for the share. Invite them to discuss the second question. <i>What does the poem teach us about wolf pups?</i> Harvest responses and encourage children to reference specific details from the poem by asking: <i>Which details from the poem gave you those ideas?</i>												
Closing 1 minute	<i>We can learn so much about wolves from informational books and also from poetry! Tomorrow we go back to our Gail Gibbons book to finish up researching wolves.</i>												
Standards	R.4.K Ask and answer questions with prompting and support about who, what, when, where and how. R.7.K With prompting and support, ask and answer questions about unknown words in a text. L.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.												
Ongoing assessment	Listen to children’s responses during the partner and whole group discussion. How do children make sense of the poem’s title? Do children use key details from the poem to describe wolf pups? How do children use context to make meaning of words and phrases? How do children draw on their knowledge of wolves to make sense of the poem?												
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Dramatization	Select and revise work for showcase												
Discovery Table	Select and revise work for showcase												
Writing & Drawing	Select and revise work for showcase												

Notes



WEEK 10 Day 4

Read Aloud
Wolves
 Read 5 of 5 (pages 23-27)

Big Ideas	Humans can harm or help the environment through their presence. Humans have a responsibility to act as stewards, protectors and advocates for the environment.
Unit Question	How do animals grow and change?
Guiding Questions	Why is it important to protect the environment?
Content Objective	I can determine the main topic and message of a section of informational text about wolves. (R.5.K.a, R.5.K.b, R.10.K)
Language Objective	I can follow routines in a group discussion about a text. (SL.1.K.a, SL.1.K.b)
Vocabulary	<p>pack: a group of wolves</p> <p>territory: an area of land</p> <p>warn: to let someone know about possible danger</p> <p>whimper: a soft quiet cry</p> <p>communicate: to share ideas or tell information</p> <p>mate: to come together to make babies</p> <p>litter: a group of animals born to a mother at one time</p> <p>roam: to move around over a large area</p> <p>extinction: when a species of animal no longer exists</p> <p>cruel: very mean</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Wolves</i>, Gail Gibbons ● <i>Wolves</i> vocabulary cards ● Sentence Frames for Discussion chart, from Week 2, Day 3

	<ul style="list-style-type: none"> Wolves KWLM chart, from Week 9, Day 2 <p>On the whiteboard, write: How does Gail Gibbons believe humans should treat wolves? What details from the text make you think that?</p> <p>Do you agree with Gail Gibbons? Why or why not?</p>
<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose. <i>Today we will finish reading Gail Gibbons’ book, Wolves. We know that Gail Gibbons organized her book into sections with main topics, or big ideas.</i></p> <p><i>Today we will determine not just the main topic of the section, but also Gail Gibbon’s message to us. We’ll discuss these questions.</i></p> <p>Refer to questions on the whiteboard.</p> <p><i>How does Gail Gibbons believe humans should treat wolves? What details from the text make you think that?</i></p> <p><i>Do you agree with Gail Gibbons? Why or why not?</i></p>
<p>Text and Discussion 10 minutes</p> <p>page 22</p>	<p><i>Gail Gibbons wrote that wolves are shy and rarely attack people. What does she mean?</i></p> <p>Harvest ideas and continue to reread the last sentence.</p> <p><i>What does she mean in the last sentence? Why would a wolf ever attack someone?</i></p> <p>Harvest ideas and prompt with scaffolded questions.</p>
<p>page 23</p>	<p><i>Gail Gibbons thinks wolves are not cruel, or not mean. She says they are just very efficient, or very good hunters. This reminds me of the message in our other informational book about wolves. Seymour Simon thought wolves were interesting, not evil.</i></p>
<p>page 25</p>	<p><i>What does it mean that wolves are in danger of extinction?</i></p> <p>Harvest ideas. Prompt as needed by rereading the page and referring to the vocabulary card.</p>
<p>Key Discussion and Activity 8 minutes</p>	<p>Invite children to determine the main topic and author’s message in a Think, Pair, Share.</p> <p><i>In this last section of the book, Gail Gibbons wanted us to learn an important big idea about wolves.</i></p> <p><i>What do you think is the most important thing Gail Gibbons wants us to learn in this last part of the book? What makes you think that?</i></p>

	<p>Circulate among partnerships with the text for reference. Highlight and share out children’s responses that capture the author’s message and main topic of the text with supporting evidence.</p> <p>Invite children to have a whole group discussion using the Sentence Frames for Discussion chart.</p> <p><i>Let’s use our chart to discuss the question on the whiteboard. How does Gail Gibbons believe we should treat wolves? What details from the text make you think that?</i></p> <p><i>Do you agree with Gail Gibbons? Why or why not?</i></p> <p><i>Let’s add some of your ideas to our KWLM chart about wolves.</i></p> <p>As children share key learning, add their comments to the L part of the chart. Encourage children to build off the ideas of their peers.</p>										
<p>Closing 1 minute</p>	<p><i>This was the last book in our animals unit! Tomorrow we’ll have a chance to discuss all that we’ve learned.</i></p>										
<p>Standards</p>	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>R.10.K With prompting and support, identify the reasons an author or character gives support to points in a text.</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.1.K.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>										
<p>Ongoing assessment</p>	<p>Listen to children’s responses during the partner and whole group share.</p> <p>What key details are children able to retell from the text?</p> <p>Do children identify the main topic of the section?</p> <p>Do children identify the author’s message?</p> <p>How do children follow the routines for a group discussion?</p>										
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Blocks	Select and revise work for showcase										
Dramatization	Select and revise work for showcase										
Discovery	Select and revise work for showcase										

	Table	
	Writing & Drawing	Select and revise work for showcase

Notes

WEEK 10 Day 5

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

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

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

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

Unit 2: Animals and Habitats

WEEK 10 Days 1-5

Showcase of Learning

Children select work for and organize the Showcase of Learning.

Note: This lesson addresses all of the Centers in Week 10. If children are not working on the Showcase during Centers, they can revisit and continue works in progress.

Big Idea	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
Guiding Questions	What more do you want to learn about animals and their habitats? How and where can you find this information?
Vocabulary	display: to show something in a place where it can be easily seen by others audience: an individual or group for whom a piece of writing or performance is created curate: to select artwork for exhibit
Materials and Preparation	Read the Showcase of Learning introduction . Plan for three groups of children to select work for each of the animal studies. Assign children strategically. Plan and confirm the date and time of Showcase. Mark this date prominently on the classroom calendar. Replenish materials in the Writing and Drawing Center for children to create invitations (markers, plain and colored paper, envelopes, etc.). On chart paper, create a mock invitation that includes the Showcase date and time and possible layout. On a separate piece of chart paper, either ahead of time or with the children, write out a guest list (e.g., families, principal, other K2 classes, etc.).

<p>Intro to Centers</p>	<p><i>We are nearing the end of our study of Animals and Habitats. Our Showcase of Learning is coming up soon, on _____. Remember that our Showcase is an opportunity to communicate to your families and to our school community what we have learned about fish, frogs, owls, wolves, and their habitats. What's something important that you've learned about animals and their habitats?</i></p> <p>Harvest a couple of reponses.</p> <p><i>This week, we will work together to set up the Showcase. There is a lot to do!</i></p> <p><i>Over the last several weeks, we've been saving our work in these boxes. We've done so much! This week, we will carefully go through the work and decide what we will display as part of our Showcase. As we select work, it's important for us to think carefully about each piece of work, what it communicates to our audience, and why it might be important to show.</i></p> <p><i>Turn and talk: What do you want to tell the audience about animals and their habitats? What kinds of work will be important to include in our Showcase of Learning?</i></p> <p>Have children turn and talk about what they most want to demonstrate in the Showcase, and therefore what will be important to look for in the work. As they are talking, rotate to the different pairs and lift up important ideas children are discussing. Bring the whole group together and harvest ideas. Reinforce the ideas that not all work will be shown, that different kinds of work communicate different kinds of ideas and knowledge, and that the Showcase should include examples of work from all learners.</p> <p><i>We will work in small groups to decide what work to display. In a museum, this selection of work that goes together is called curating. With your group, you will look through the collection of work and talk about what you see. You might need to ask the person or people who produced the work about it.</i></p> <p>Name the groups and what category of work they will look at.</p>
<p>During Centers</p>	<p>With each small group, decide which artifacts will best showcase children's learning. Discuss the criteria for inclusion in the exhibit. For example, we worked hard on it; we included important details; it tells a story; it shows what we learned; it's different from other kinds of work we have selected so far.</p>

	<p>Ask each group to also consider the best way to display each kind of work for the Showcase. Should it be hung on a wall? Spread on tables? Shown in a slide presentation?</p> <p>In the Writing and Drawing Center, children create invitations for the event. Allow for an open-ended process for creating invitations. Some children might make cards, while others might paint a picture and include a narrative. Encourage children to think about what types illustrations or decorations would be appropriate for the invitations. Make sure all invitations include the title, date, time, and location.</p> <p>As the Showcase date nears, children begin to set up the work around the room.</p>
Facilitation	<ul style="list-style-type: none"> ● What’s important for us to communicate about our learning as a class? What’s most important to you? ● How can we decide which pieces of work to show? ● How does this help to show what we have learned? ● Why is this particular piece of work important to you? ● Why is this important for our audience to see? ● What is the best way to show our learning about _____? ● Do you need information from the artist/writer/builder/etc.?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>(Boston) SEL. Self-Awareness. Recognizing personal interests and motivation</p> <p>(Boston) SEL. Decision Making. Identifying values, choices and decisions</p>

Notes

WEEK 10 Day 2

Writing Explanation

Joint Construction: Table of Contents
Publishing

Content Objective	I can publish an explanation. (W.K.2)
Language Objective	I can discuss what should be included in a table of contents. (SL.K.1)
Vocabulary	<p>table of contents: a list with each subtopic name and the page number where it can be found</p> <p>publish: to prepare writing for an audience</p> <p>subtopic: a smaller part of the topic</p>
Materials and Preparation	<p>For Joint Construction:</p> <ul style="list-style-type: none"> ● jointly constructed report book, including the table of contents, from Week 5 ● children’s report books, from Week 6 ● computer, if needed for typing alternate Table of Contents pages <p>For Publishing, see materials from previous days.</p>
Opening 1 minute	<i>Today we are going to work together to create a table of contents for our animal books, and then you will have time to continue publishing.</i>
Joint Construction 8 minutes	<p><i>When we read The Life Cycle of a Salmon, we used the Contents page a lot to help us preview what we would read about. We learned that the table of contents helps the reader find information in a book. I think it would be helpful to our readers if we included a table of contents in our animal books, as well.</i></p> <p>Show the Table of Contents page from the class book.</p> <p><i>Together we created a table of contents that includes all of the subtopics in our book, along with the page numbers where they can</i></p>

	<p><i>be found. We are going to add one more part to our book, though—the frog life cycle! What should we add to our Table of Contents?</i></p> <p>Add “Life Cycle” and the page number to the Table of Contents.</p> <p><i>Today, as you continue to publish your work, I will come around to meet with each group. I will help you put page numbers on your book pages, and we will make sure that your subtopics match the Table of Contents.</i></p>
<p>Individual Construction 20 minutes</p>	<p>Send children to continue publishing their explanations.</p> <p>As children work, circulate to meet with small groups. Help children number the pages in their animal books, including the life cycle as the last page of the book. Make sure that the subtopics and page numbers match the class’s Table of Contents.</p> <p>If they do not match, work with children in the group to type a new Table of Contents that matches their work.</p>
<p>Closing 1 minute</p>	<p><i>Your animal books are almost done! Tomorrow you will continue publishing your book to prepare for the Showcase of Learning.</i></p> <p>After the lesson, print a Table of Contents page for each child, to be used in final book publishing.</p>
<p>Standards</p>	<p>W.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>Review children’s published work for clarity and accuracy.</p>

Notes

WEEK 10 Days 3-4

Writing Explanation

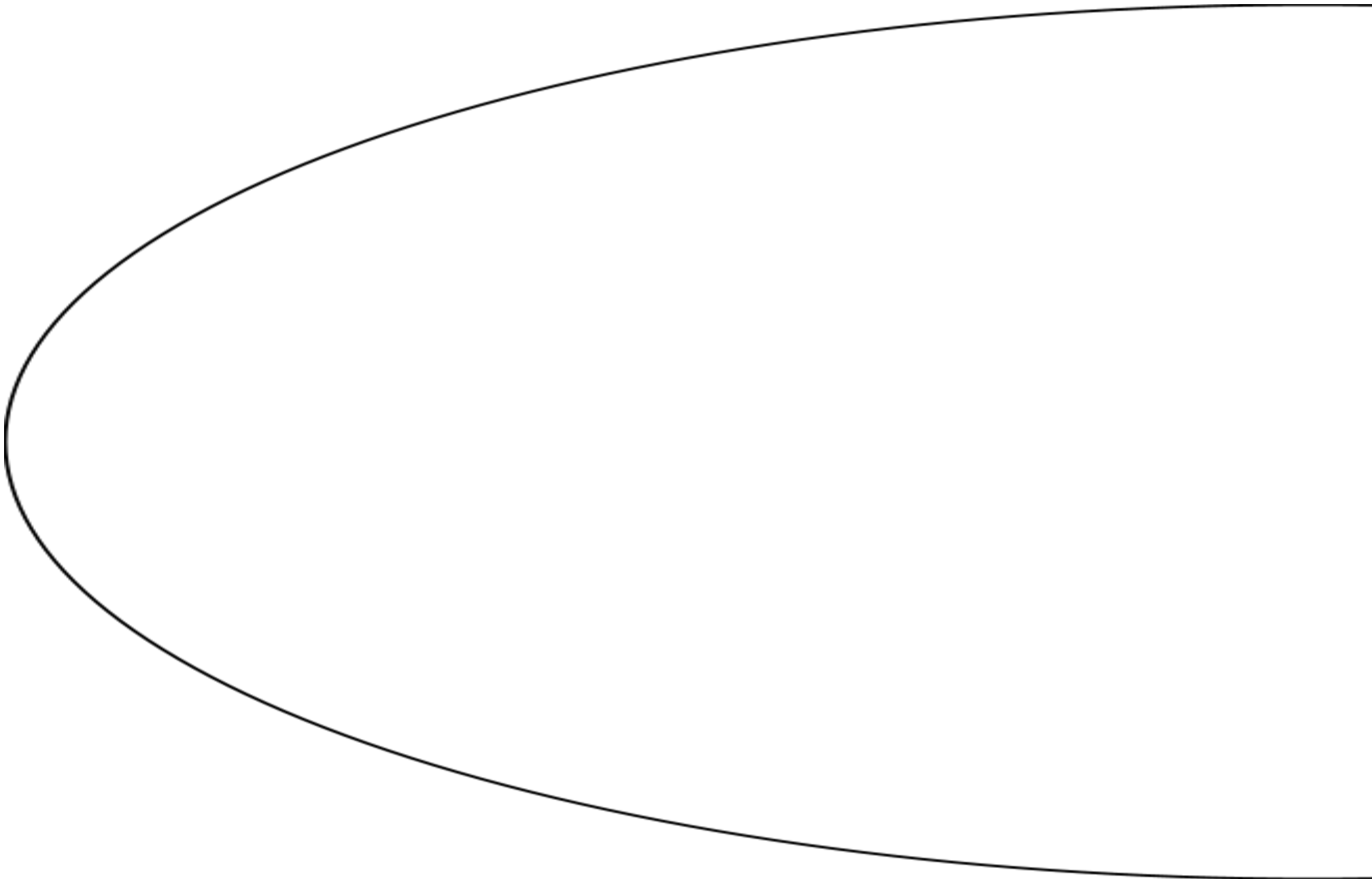
Publishing

continued from previous days

Content Objective	I can publish my animal book. (W.K.2)
Vocabulary	publish: to prepare writing for an audience
Materials and Preparation	<ul style="list-style-type: none"> ● Table of Contents, from Day 3, one copy for each child ● writing tools ● children’s animal report books ● children’s life cycle explanations ● materials for publishing: staples/book binder/etc. <p>Decide how the books will be published. The pages can simply be stapled together, or, if materials are available, they can be bound in another way.</p> <p>Additional materials from Day 1, as necessary</p>
Opening 1 minute	<i>Today is the last day for publishing before our Showcase of Learning! Your job is to make sure you have completed all of the pages of your book, and that they are in the right order. Then I will help you [staple/bind] your book together!</i>
Individual Construction 28 minutes	<p>Send children to publish their books.</p> <p>As children work, circulate to assist them with final publishing.</p>
Closing 1 minute	<i>It will be so exciting to share your work at the Showcase of Learning!</i>
Standards	W.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.
Ongoing assessment	Review children’s published work for clarity and accuracy.

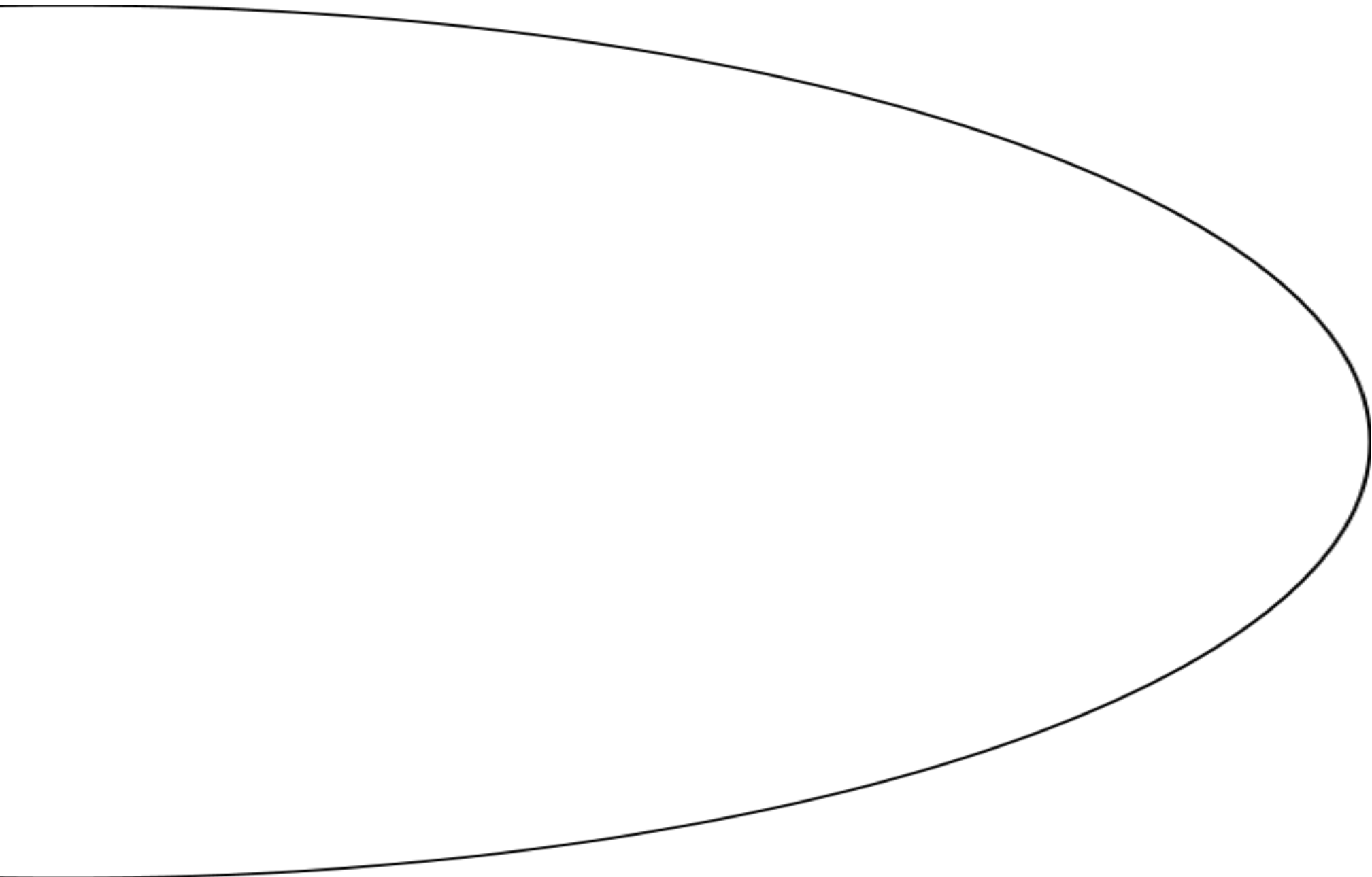
Notes

A large empty rectangular box with a black border, intended for taking notes.



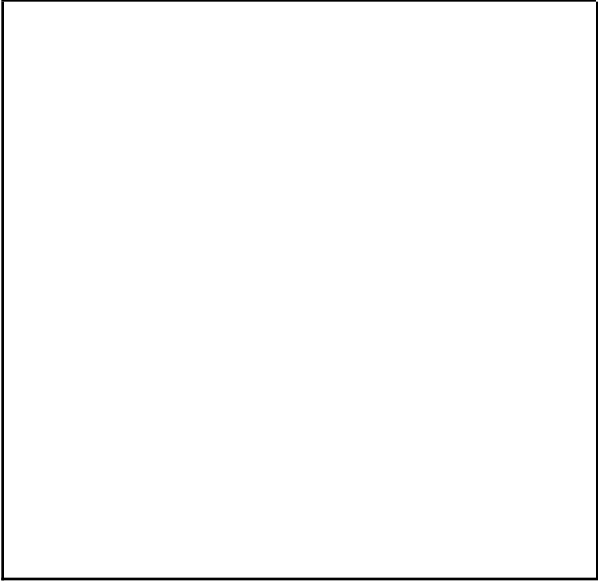
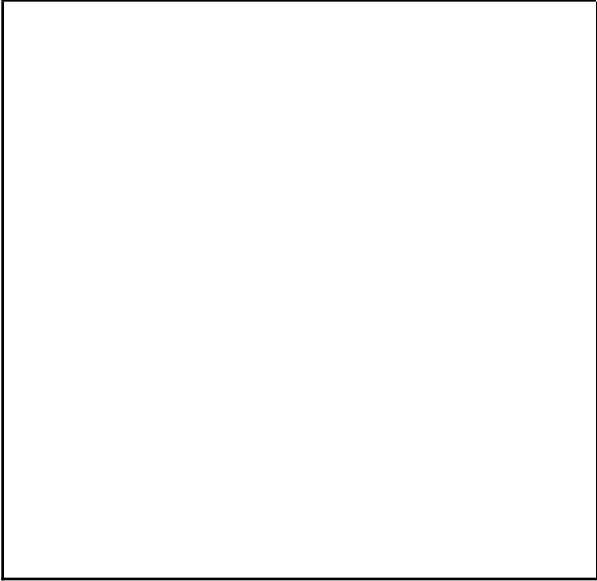
Writing U2 W10 D4

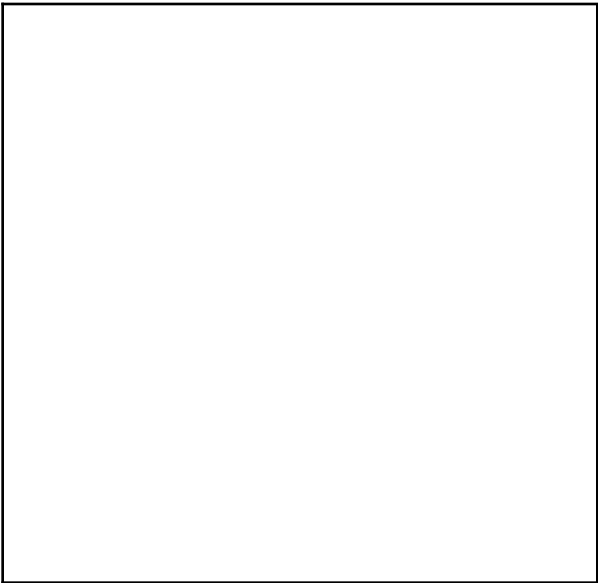
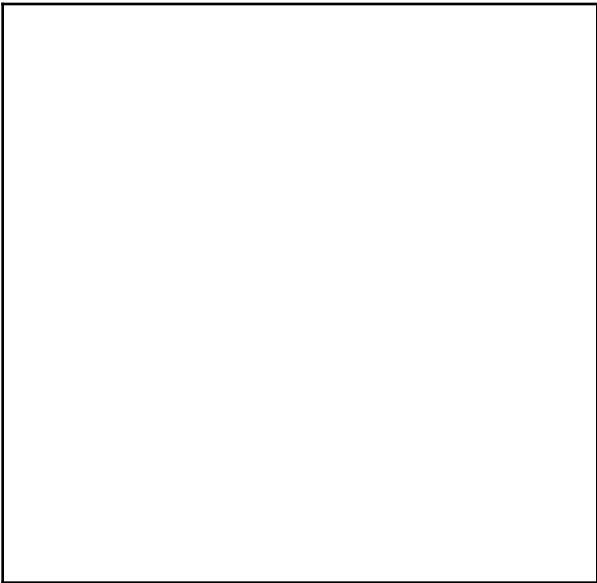
Writing U2 W10 D4



Writing U2 W10 D4

explanation picture and label sheets





Writing U2 W10 D

WEEK 10 Day 5

Writing Explanation Presentation and Celebration

Materials and Preparation	<ul style="list-style-type: none">• children’s published writing
Presentation and Celebration	Dedicate Writing time to presenting the class Showcase of Learning.
Ongoing assessment	Reflect and make notes about the unit. What did children understand about the purpose, structure, and language of explanation? What is still challenging? What might I do differently next year?

Notes

WEEK 10

Shared Reading

<p align="center">“Over in the Meadow” listen here (for teacher reference; lyrics have been changed)</p>		
<p>Standards: R.2.K.a R.2.K.d R.3.K.a R.3.K.c R.3.K.d L.2.K.b</p>	<p>Over in the meadow In a cozy little den, Lived an old mother wolf And her wolf pups ten. "Howl," said the mother. "We howl," said the ten. And they howled all day In the cozy little den.</p>	<p>Over in the meadow In a nest built of sticks, Lived an old mother owl And her little owlets six. "Hoot," said the mother. "We hoot," said the six. And they hooted all day In the nest built of sticks.</p>
<p>Session 1</p>	<p>Opening: <i>Today we will sing a song that some of you might be familiar with, but with some different words. We'll learn two verses together. The title of the song is "Over in the Meadow."</i> <i>A meadow is a grassy area of land. It's a habitat to many different kinds of animals.</i></p> <p>Fluency: Teach the two verses by singing them in their entirety. Invite children to echo two lines at a time while tracking print with a pointer.</p> <p>Meaning Making: <i>What animals live in the meadow?</i> <i>What are the mothers teaching their babies?</i></p>	

“Over in the Meadow”

[listen here](#) (for teacher reference; lyrics have been changed)

Standards:

R.2.K.a
R.2.K.d
R.3.K.a
R.3.K.c
R.3.K.d
L.2.K.b

Over in the meadow
In a cozy little den,
Lived an old mother wolf
And her wolf pups ten.
"Howl," said the mother.
"We howl," said the ten.
And they howled all day
In the cozy little den.

Over in the meadow
In a nest built of sticks,
Lived an old mother owl
And her little owlets six.
"Hoot," said the mother.
"We hoot," said the six.
And they hooted all day
In the nest built of sticks.

Session 2

Fluency:

Invite a child to track the print with a pointer. Sing the two verses while children echo four lines at a time.
Then invite children to sing the two selected verses in their entirety.

Phonological Awareness and Phonics:

This poem has rhyming words—they sound the same at the end. What are some words that rhyme?

After children point out the two pairs of rhyming words, highlight “six/sticks”. Write them on the teacher whiteboard in a T-chart.

The words “six” and “sticks” rhyme—they sound the same at the end. But we see that they are not spelled the same at the end like “den” and “ten” are.

What other words rhyme with “six” and “sticks?”

As children offer words, write them in a list. Highlight the parts of the words that are the same as in “six” or “sticks.”

If you can read “six”, then you can read “mix” and “fix.”

If you can read “sticks”, then you can read “chicks” and “licks.”

Letter-Sound Awareness:

We are going to play a game. When you see a consonant letter at the beginning of a word, you can make its sound. I will point to the first letter of a word and you all will say the sound as quickly as you can!

Point to the first letter in words that start with consonants, inviting children to say the corresponding sound.

“Over in the Meadow”

[listen here](#) (for teacher reference; lyrics have been changed)

Standards:

R.2.K.a
R.2.K.d
R.3.K.a
R.3.K.c
R.3.K.d
L.2.K.b

Over in the meadow
In a cozy, little den,
Lived an old mother wolf
And her wolf pups ten.
"Howl," said the mother.
"We howl," said the ten.
And they howled all day
In the cozy, little den.

Over in the meadow
In a nest built of sticks,
Lived an old mother owl
And her little owlets six.
"Hoot," said the mother.
"We hoot," said the six.
And they hooted all day
In the nest built of sticks.

Session 3

Phonological Awareness:

Cover the song so that children do not see the print.
We can blend sounds together to say a word. I am going to say some sounds, and you will blend them together into a word.
Say "/d/---/a/" with a long pause in between the sounds.
What word is that? It's "day."
Repeat the same exercise with the words "hoot" and "nest."

Phonics:

Show the song.
I'm going to point to a word, and you read it!
Point to CVC words, "ten" and "six."

Fluency:

Show the song and invite children to read and sing.

Language Conventions:

Sentences always start with an uppercase letter, and they end with punctuation. Punctuation lets the reader know to stop before reading on.
Most sentences end with a period that looks like this [draw a period on a whiteboard]. We can find periods at the end of sentences in this song.
Invite children to find periods at the end of sentences.

Word Recognition:

We have learned a lot of high frequency words, and many of them are in this song.
Invite children to find previously introduced high frequency words (we, the, a, little, and, said). Have the words available for reference on index cards.

Extensions	<p>“Change One Sound” Game (“Chaining”): Say “big,” and invite children to write it on their own whiteboards and read the word. Provide a new beginning sound orally, /p/, and ask them to write the new word and read it (they should write “pig” under “big”). Change the initial sound with /j/ and /f/. Repeat this with the initial consonants or medial vowels children most need to practice.</p> <p>High Frequency word practice: Review high frequency words up to this point by spelling with movements (“sky write,” “stomp it,” “punch it,” “sing it”) before inviting the children to write each word on their individual whiteboards.</p>
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Name: _____

Date: _____

Over in the Meadow

Over in the meadow
In a cozy, little den,
Lived an old mother wolf
And her wolf pups ten.
"Howl," said the mother.
"We howl," said the ten.
And they howled all day
In the cozy, little den.

Over in the meadow
In a nest built of sticks,
Lived an old mother owl
And her little owlets six.
"Hoot," said the mother.
"We hoot," said the six.
And they hooted all day
In the nest built of sticks.

WEEK 10

Stations

End of Unit Assessment

Materials and Preparation

- End of Unit Assessment slide
- projector and screen
- End of Unit Assessment sheet, one copy for each child
- End of Unit Assessment Image, one copy for each pair of children
- End of Unit Assessment Rubric

In advance of the week, plan a schedule for each small group to complete the assessment.

Rather than facilitate strategic small group instruction, teachers administer the End of Unit Assessment in small groups, with some children continuing work at the Writing Station. Children will benefit from various levels of prompting and support as they respond to the assessment prompt: some will work with a teacher from start to finish and provide a mostly oral response; others children will be launched by the teacher and then continue independently at the Writing Station. Children will have had an opportunity to think together about the assessment text and its big ideas during the previous week's Read Aloud; during the assessment, they pull from that discussion as they think, draw, and write independently to demonstrate their understanding. In Unit 2, while teachers rely on oral responses to assess children's full understanding, all children also respond to the prompt with drawing, labeling and emerging writing.

In small groups, show the image on the slide and on paper, and read the prompt aloud.

How do wolves grow and change?

Turn and talk with a partner.

As children are responding to the prompt, listen to and record their responses.

Refer to the assessment sheet.

You may continue to talk about your thinking, but now you will also show your thinking with drawing and writing.

Distribute copies of the image and the assessment sheet. As children begin drawing (and possibly writing), continue to collect oral responses from children who benefit from a one-to-one conversation to best demonstrate their understanding. Invite them to access relevant resources posted in the classroom. Release children to the Writing Station to continue working on the assessment independently, as they are ready.

See reverse for Stations overview page.

Unit 2: Animals and Habitats

WEEK 10

Stations

Station	Activities	Materials Add writing and drawing tools at each station.
Strategic Small Group Instruction		Administer the End of Unit Assessment (see process on previous page).
Reading	Independent and Partner Reading	<ul style="list-style-type: none"> ● collection of high-interest picture books, including on the topic of study (animals and habitats)
Pocket Chart	“Five Little Wolves”	<ul style="list-style-type: none"> ● “Five Little Wolves” sentence strips ● pocket chart ● “Five Little Wolves” on chart ● “Five Little Wolves” child copies ● pointer ● drawing tools
Listening & Speaking	Talk Time	<ul style="list-style-type: none"> ● Week 10 Talk Time image and prompt ● 1-minute sand timers, optional
	Listen and Respond	<ul style="list-style-type: none"> ● technology for listening to recorded text ● <i>Wolves</i> recording ● <i>Wolves</i>, Gail Gibbons ● conversation prompts, cut apart
Writing	End of Unit Assessment	<ul style="list-style-type: none"> ● assessment image, 1 for each pair ● assessment sheet, 1 for each child ● writing and drawing tools ● assessment slides ● assessment rubric
Word Work	Make it Rhyme	<ul style="list-style-type: none"> ● Make it Rhyme sheets, one for each child
	Changing Ending Sounds	<ul style="list-style-type: none"> ● Changing Ending Sounds sheets, one for each child
	Name, Build, Read	<ul style="list-style-type: none"> ● Name, Build, Read Sheets, 5 copies ● Letter cards, 5 sets, cut apart ● Picture Cards, 5 sets, cut apart
	Matching Pictures with c-v-c Words	<ul style="list-style-type: none"> ● Matching Sheets, 5 copies ● Word Cards, 5 sets, cut apart ● Picture Cards, 5 sets, cut apart ● envelopes, one for each set

Talk Time Week 10



https://www.canr.msu.edu/news/science_ideas_for_preschoolers_part_3_rock_n_roll_frogs, <https://www.kxly.com/salmon-could-return-to-columbia-river/>,
<https://ebird.org/species/brdowl>. <https://www.nrdc.org/resources/ensure-thriving-populations-wolves>



https://www.canr.msu.edu/news/science_ideas_for_preschoolers_part_3_rock_n_roll_frogs, <https://www.kxly.com/salmon-could-return-to-columbia-river/>,
<https://ebird.org/species/brdowl>. <https://www.nrdc.org/resources/ensure-thriving-populations-wolves>

Listening & Speaking Station: Talk Time U2 W10

What do we know now about these animals and their habitats? How did we learn these things?

What do we know now about these animals and their habitats? How did we learn these things?

What do we know now about these animals and their habitats? How did we learn these things?

What do we know now about these animals and their habitats? How did we learn these things?

What do we know now about these animals and their habitats? How did we learn these things?

What do we know now about these animals and their habitats? How did we learn these things?

Wolves, Gail Gibbons

How do wolves communicate with each other?

Wolves, Gail Gibbons

How do wolves communicate with each other?

Wolves, Gail Gibbons

How do wolves communicate with each other?



When the pups are about three weeks old, they are allowed out of their den to romp and play. The mother and some of the other wolves take turns babysitting while the rest of the pack is hunting. When the hunters return, the pups greet them. When they lick the wolves jaws, the wolves bring up some of the food they have eaten and feed it to the pups. The pups are now old enough to eat meat.



At six months old the pups are almost as big as the adult wolves. They are strong enough and old enough to begin learning how to hunt. They join the pack as it roams in search of food.



When the pups are about three weeks old, they are allowed out of their den to romp and play. The mother and some of the other wolves take turns babysitting while the rest of the pack is hunting. When the hunters return, the pups greet them. When they lick the wolves jaws, the wolves bring up some of the food they have eaten and feed it to the pups. The pups are now old enough to eat meat.



At six months old the pups are almost as big as the adult wolves. They are strong enough and old enough to begin learning how to hunt. They join the pack as it roams in search of food.

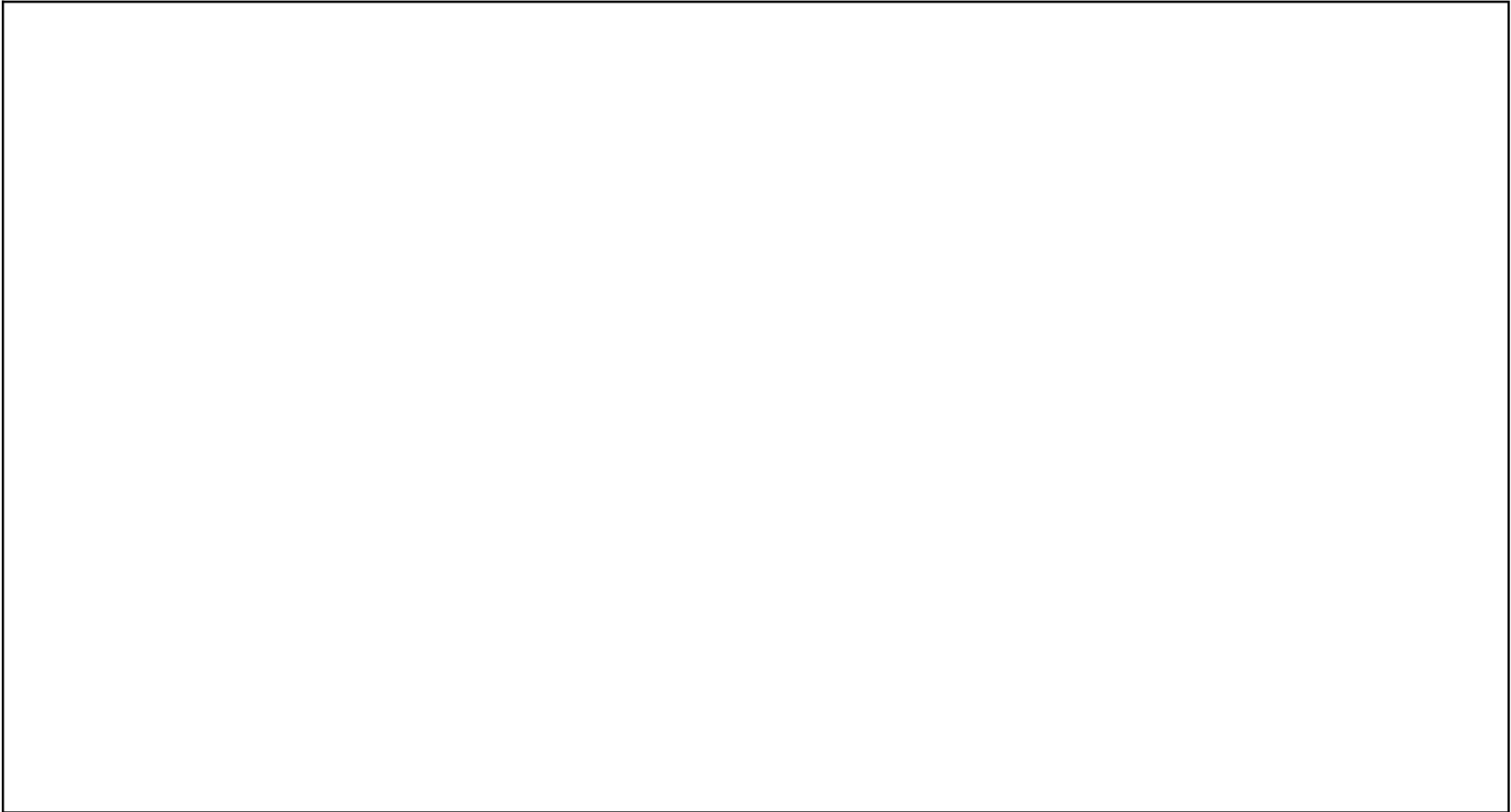
End of Unit Assessment: Unit 2 Prompt

Name: _____

Date: _____

How do wolves grow and change?

Use details from the text in your response. Talk, and then draw and write to show your thinking.

A large, empty rectangular box with a thin black border, intended for a student to draw and write their response to the prompt.

End of Unit Assessment Rubric

Unit 2 Prompt

How do wolves grow and change?

Use details from the words and illustration to support your ideas.

Talk, and then draw and write to show your thinking.

Relevant Unit 2 Big Ideas

- Animals need food, water, and air to survive.
- All animals grow and change over time.

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard			
	1	2	3
Retells key details from the text in response to the prompt. (RI.K.2)	With significant prompting and support, begins to retell the story but response veers from the prompt.	With prompting and support, begins to retell some of the story in response to the prompt.	With prompting and support, retells the story's key details in response to the prompt.
Demonstrates conceptual understanding and knowledge about the topic. (K-LS1-2(MA))	Does not align response to unit big ideas.	Response aligns somewhat to unit big ideas.	Demonstrates conceptual understanding and knowledge about the unit's big ideas.
Clearly and effectively communicates understanding of the text. (SL.K.2, W.K.2)	Communicates minimal understanding of the text and does not provide a clear explanation of its ideas.	Communicates some understanding of the text and provides an explanation of some relevant ideas.	Clearly and effectively communicates understanding of the text and provides an explanation of its key ideas.

Continued on next page

Stations: End of Unit Assessment Rubric U2 W10

Note: Children’s responses should be collected orally in small groups, and then children should communicate their ideas with drawing and early writing. Use the following rubric to score children’s early engagement with language and writing Conventions.

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard; 4 = Exceeds the standard				
Conventions	1	2	3	4
Capitalization L.K.2a L.K.2b	Minimal or incorrect use of upper case letters (as the first word in a sentence and the pronoun <i>I</i>).	Inconsistently capitalizes the first word in a sentence and the pronoun <i>I</i> .	Most of the time capitalizes the first word in a sentence and the pronoun <i>I</i> .	Capitalizes the first word in a sentence and the pronoun <i>I</i> .
Punctuation L.K.2c	Does not experiment with punctuation.	Experiments with end punctuation, but symbols may be inaccurate (question mark inverted or uses other symbols).	Experiments with punctuation but may have some inaccuracies (question mark where there should be a period).	Correctly uses end punctuation.
Spelling L.K.2d L.K.2e	Attempts representing sounds with letters, but does not write a letter or letters for most consonant and short-vowel sounds.	Writes a letter or letters for most consonant and short-vowel sounds, but not all words are represented by a letter or letters.	Writes a letter or letters for most consonant and short-vowel sounds (phonemes). Spells some simple words phonetically, drawing on knowledge of sound-letter relationships.	Spells simple words phonetically, drawing on knowledge of sound-letter relationships. Utilizes a word wall to spell learned words.

Stations: End of Unit Assessment Rubric U2 W10

Name _____

Read the first word.

Write the word that rhymes.



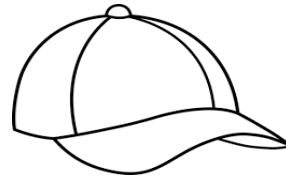
fin



__in



lap



__ap



hug



__ug



pit



__it



mop



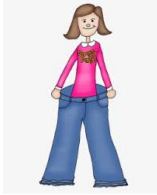









__op

Name _____

Read the word. Change the ending sound to make a new word.

If I can read this,

I can write and read that!

	fit		fi__
	rat		ra__
	hug		hu__
	pit		pi__
	cub		cu__

Letter Cards for **Name, Build, Read**

Make multiple copies so that children can use these cards to build the words.

Letter Cards

c

a

p

g

s

e

t

u

b

f

n

d

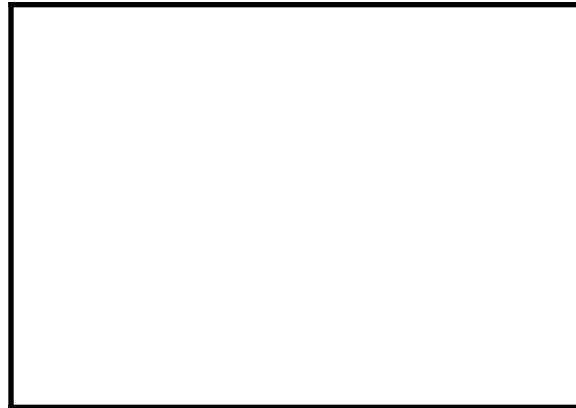
Word Work Station U2 W10

Name

Build

Read

Place a picture here.



Build the word here. Read the word.

--	--	--

Name, Build, Read Picture Cards



Word Work Station U2 W10

Word Bank

fun	tug	gap
bed	bun	bud
pet	cab	bug

Matching Pictures with Words

Extension: Children can use these cards to play Memory, independently or in pairs.

Word Cards

mug

wig

cab

hug

cub

sub

rag

met

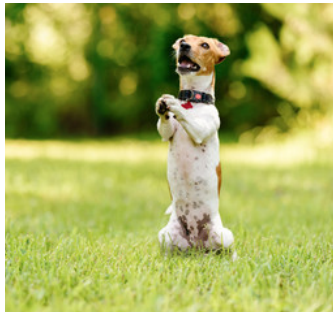
vet

beg

gap

bug


Picture cards



Word Work Station U2 W10

Matching Pictures with Words

Place a picture in the left column. Find the word that matches.

pictures	words
	pal