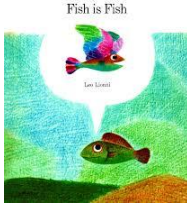


Unit 2: Animals and Habitats

WEEK 2 At a Glance

Texts



Read Aloud

Day 1: "Amphibians" poem
 Day 2: *Fish is Fish*, Read 1
 Day 3: *Fish is Fish*, Read 2
 Day 4: *Fish is Fish*, Read 3
 Day 5: "Fish" poem

Centers *Gather Children's work for the end of Unit 2 Showcase of Learning*

Art Studio Table: Sorting Beautiful Stuff 2 (Day 1- 5)
 Art Studio Easel: Life Cycle Paintings 2 (Day 1 -5)
 Blocks: Building Aquatic Habitats 1 (Day 2-5)
 Dramatization: Creating a Pond (Day 3-5)
 Library & Listening: Books Review (Day 2-5)
 Discovery Table: Exploring Water 2 (Day 1-5)
 STEM: Body Structures of a Fish (Day 1-5)
 Writing & Drawing: Favorite Animal Information (Day 4-5)

Writing: Writing Personal Recount

Days 1: Deconstruction: Verbs; Individual Construction
 Day 2: Individual Construction
 Days 3-5: Individual Construction; Assessment and Individual/small group/whole group lessons in response to children's needs

Phonics: Follow Guide

Shared Reading: "Rainbow Fish, Red Frog"

Stations

Strategic Small Group Instruction
 Reading: Independent and Partner Reading
 Pocket Chart: "One, Two, Buckle My Shoe"
 Listening & Speaking: Talk time; Listen & Respond (*Fish is Fish*)
 Writing: *National Geographic Kids: Frogs* and *From Tadpole to Frog*
 Word Work: Letter/Sound Hunt; Picture Match

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

Math: Follow Guide

At a Glance U2 W2



discover

<https://www.youworkforthem.com/photo/170560/kids-exploring-in-forest-with-a-magnifying-glass>



bank

<https://snohomishcd.org/sound-nature-fact-sheets/2018/2/16/streambank-erosion>

Read Aloud Vocabulary U2 W2



extraordinary

<https://cogop.org/children/the-wow-factor/>



mysterious

<https://scholarlykitchen.sspnet.org/2018/12/12/making-magic-happen-implementing-and-contributing-data-citations-in-support-of-todays-scholarship/>

Read Aloud Vocabulary U2 W2



impatient

<https://www.forbes.com/sites/joefolkman/2019/07/17/why-its-okay-for-leaders-to-be-impatient/?sh=7a2d389a5212>



rather

<https://www.budgetbytes.com/pizza-dough/>
<https://www.bettycrocker.com/recipes/oven-fried-chicken-tenders/46a69e4d-4c31-485b-9d43-67d40b353f2e>,
https://www.pinterest.com/pin/create/button/?media=https://image.freepik.com/free-photo/young-asian-girl-violet-shirt-thinking-pointing-head-get-idea_



scale

<https://animals.mom.com/what-are-fish-scales-used-for-3010814.html>

WEEK 2 Day 1

Read Aloud “Amphibians”

Read 1 of 1

Big Idea	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
Unit Question	How do animals grow and change over time?
Guiding Question	What do you want to learn more about animals and their habitats? How and where can you find this information?
Content Objective	I can use key details from poetry to learn information about a topic. (R.4.K)
Language Objective	I can use the words in the text to figure out the meaning of the word “amphibian.” (R.7K, L.4.K)
Vocabulary	amphibian: a creature that breathes underwater and on land salamander: a small creature with a thin, smooth body, four legs, and a tail toad: a creature that looks like a frog, with dry bumpy skin grand: special in a fancy way
Materials and Preparation	<ul style="list-style-type: none">● “Amphibians” slides Make a copy of the slides, for marking key details.● projector and screen
Opening 1 minute	Introduce the text and set a purpose for the read. <i>Today’s read aloud is not from a book! Today we are going to read a poem. It’s the same type of text we’ve been reading in Shared Reading. We don’t know the author of this poem, but it must have been someone interested in amphibians!</i> <i>We are going to read this poem to learn a new word. You might already know what this word means. If you do, I will have a special</i>

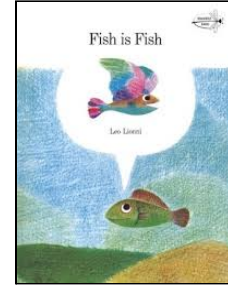
	<p><i>job for you—don't shout out the meaning just yet. The word is "amphibian." Your job is to listen to the poem and pay attention to the details that teach us what "amphibian" means. After reading the poem, we will be able to define the word "amphibian!" To define a word means to explain the meaning of a word.</i></p>
<p>Text and Discussion 12 minutes</p> <p>Read 1: lines 1-12</p>	<p>Read through the poem fluidly, with expression.</p>
<p>Read 2: stanza 1 (lines 1-4)</p>	<p><i>Let's look at the first stanza, this first section of the poem, and collect some key details that teach us what an amphibian is.</i></p> <p>Read lines 1-4. <i>What details, or information, taught you about amphibians? I'm going to mark the information you think is important.</i></p> <p>Elicit children's ideas and prompt as needed to pull out information. Highlight the important information on the copy of the slides.</p> <p><i>That's right! The poet says that amphibians live on water or land, so now we know that amphibians live both in water and on land.</i></p>
<p>stanza 2 (lines 5-8)</p>	<p>Reread lines 5-8. <i>There's some new information here about amphibians. Which animals are amphibians? Let's name them all together while I point to the words in the poem.</i></p> <p>Have children chorally chant the animal names.</p> <p>Invite children to observe the images of amphibians in the slides. <i>Let's look at some amphibians. Salamanders are small creatures with a thin, smooth body, four legs, and a tail. Toads are a type of frog with dry, bumpy skin and shorter legs for walking on land. We read about them in Frogs.</i></p>
<p>stanza 3 (lines 9-12)</p>	<p>Reread lines 9-12 with emphasis; then invite children to chime in for a second read:</p> <p><i>Living in water, Or living on land, Being an amphibian Must be grand!</i></p>

	<p>Invite children to turn and talk. (Note that a Turn and Talk is different than Think, Pair, Share because the class does not come back together for a whole group share.)</p> <p><i>Now that we've read the whole poem, how would you teach a K1 student what an amphibian is? What would you tell them? Turn and talk with your partner.</i></p> <p><i>I heard you say that amphibians are frogs, salamanders, and toads who live on water and land. Readers use lots of different types of text, like poems, to learn new information and new words!</i></p>
<p>Key Discussion and Activity 6 minutes</p>	<p><i>The author, the poet, used the word "grand" in this poem.</i></p> <p>Reread the line with "grand." "Grand" means excellent or exciting.</p> <p>Invite children to Think, Pair, Share.</p> <p><i>Why do you think the poet thinks it would be grand to be an amphibian? Use information from the poem, as well as from our frog books, to support your ideas.</i></p> <p><i>We can use information from a text to think about an author's choices, like why the poet chose the word "grand."</i></p> <p><i>Give a thumbs up or down to show whether you agree or disagree with the poet.</i></p> <p><i>If you disagree, why don't you think it would be grand to be an amphibian?</i></p> <p>Encourage children to use text-based learning and accurate information to support their opinions.</p>
<p>Closing 1 minute</p>	<p><i>Today we learned a new word just by reading this poem! The information from this poem will come in handy tomorrow when we read Fish is Fish by Leo Lionni. Some of the characters in that story have some learning to do about amphibians.</i></p>
<p>Standards</p>	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.7.K With prompting and support, ask and answer questions about unknown words in a text.</p> <p>L.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during whole group conversation and Think, Pair, Share.</p> <p>How do children engage in the partner discussions?</p> <p>Do children identify the specific details that show the meaning of the word "amphibian"?</p>

	<p>Are children’s partner discussions relevant to the prompt? How do children participate in Shared Reading routines, such as choral reading?</p>	
<p>Center Activities</p>	<p>Dramatization</p>	<p>Children create a pond.</p>
	<p>Art Studio</p>	<p>Children paint life cycles of frogs.</p>
	<p>Blocks</p>	<p>Children build an aquatic habitat.</p>
	<p>Discovery table</p>	<p>Children explore water.</p>

Notes

WEEK 2 Day 2



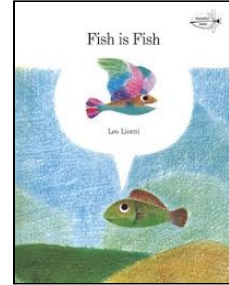
Read Aloud
Fish is Fish
 Read 1 of 3

Big Ideas	Animals need food, water, and air to survive. All animals grow and change over time.
Unit Question	How do animals grow and change over time?
Guiding Question	What do animals need to survive?
Content Objectives	I can retell the key events from a story. (R.5.K.a, R.5.K.b) I can use information I've learned about tadpoles and frogs to help me understand key details in the story. (R.4.K)
Language Objectives	I can describe the characters and events from the story using vocabulary about tadpoles and frogs. (L.6.K) I can learn and apply new meanings of familiar words. (L.4.K.a)
Vocabulary	discover: find out, learn bank: the edge of land that is a little higher than the water extraordinary: very special and unusual mysterious(ly): hard to understand, or secret impatient(ly): not wanting to wait
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Fish is Fish</i>, Leo Lionni Pre-mark page numbers in the book to correspond with the lesson. Page 3 is the page that begins "At the edge of the woods..." ● <i>Fish is Fish</i> vocabulary cards

<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose.</p> <p><i>The title of this book is Fish is Fish. I noticed there is only one name here. It's the name Leo Lionni. He is not only an author, but also an illustrator! He wrote this story and created the illustrations.</i></p> <p><i>There is quite an interesting picture on the cover. We'll look at this cover again tomorrow after we've read the story once.</i></p> <p><i>Today we are going to use the information we've learned from nonfiction texts about tadpoles and frogs to understand and retell the story. Although this book is fiction, a made-up story, we can use what we learned from nonfiction texts to understand the story's events and characters.</i></p>
<p>Text and Discussion 12 minutes</p> <p>page 3</p>	<p><i>A minnow is a baby fish.</i></p> <p>Point to the illustration of the fish while reading the word "minnow."</p>
<p>page 4</p>	<p><i>On this page, I see that in Leo Lionni's illustration the tadpole is growing front legs. We learned about that stage of the life cycle from our nonfiction books!</i></p> <p><i>I'm going to keep reading. As I read I want you to listen to what the minnow says to the tadpole and think about whether what he says is right or not. We learned information last week that the minnow might not know!</i></p>
<p>page 5</p>	<p><i>Hmm...don't say anything, but I want you to think—is the tadpole a fish? Why might the minnow think he's a fish? Let's keep reading to see what happens.</i></p>
<p>page 8</p>	<p><i>Is this a bank where we get money? No, that wouldn't make sense! The word bank is used here to mean this edge of land that touches the water [point to picture].</i></p>
<p>page 13</p>	<p><i>Frog tells Fish that he saw extraordinary things. Extraordinary is another way to say very special or unusual. As I keep reading, look out for all of the extraordinary things that Frog saw on land.</i></p>
<p>page 23</p>	<p><i>Why did Fish jump on the land?</i></p>
<p>page 24</p>	<p><i>Why could Fish not breathe on the land? What do you know about fish?</i></p>

	Harvest a few responses. Make connections to the “Amphibian” poem by reminding children that fish are not amphibians, so they cannot breathe both on land and under the water.								
Key Discussion and Activity 6 minutes	Invite children to Think, Pair, Share. <i>What happened in this story? Remember to take turns telling the important events with your partner.</i> During the share, invite children to think about how their knowledge of frogs and fish helped them understand the story and to be able to retell it.								
Closing 1 minute	<i>I heard a lot of you using what you learned from our nonfiction books and poem to help you understand the characters and events in Fish is Fish. Tomorrow we’ll read this story again!</i>								
Standards	<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.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>L.4.K.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>								
Ongoing assessment	Listen to children’s responses during whole group conversation and Think, Pair, Share. What knowledge do children demonstrate about frogs and fish through their discussion of the characters in the story? In their discussion of the text, how do children use their growing vocabulary from Week 1?								
Center Activities	<table border="1"> <tr> <td>Dramatization</td> <td>Children create a pond.</td> </tr> <tr> <td>Art Studio</td> <td>Children paint life cycles of frogs.</td> </tr> <tr> <td>Blocks</td> <td>Children build an aquatic habitat.</td> </tr> <tr> <td>Discovery Table</td> <td>Children explore water.</td> </tr> </table>	Dramatization	Children create a pond.	Art Studio	Children paint life cycles of frogs.	Blocks	Children build an aquatic habitat.	Discovery Table	Children explore water.
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WEEK 2 Day 3



Read Aloud
Fish is Fish
 Read 2 of 3

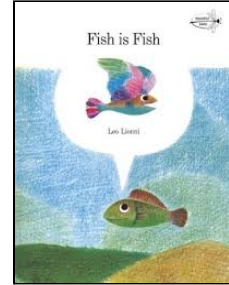
Big Ideas	Animals need food, water, and air to survive. All animals grow and change over time.
Unit Question	How do animals grow and change over time?
Guiding Question	What do animals need to survive?
Content Objective	I can use the illustrations and words in a story to understand and describe a character. (R.11.K.a, R.11.K.c, R.6.K.a, R.6.K.b)
Language Objective	I can participate in a collaborative conversation about a story. (SL.1.K.a)
Vocabulary	<p>discover: find out, learn</p> <p>bank: the edge of land that is a little higher than the water</p> <p>extraordinary: very special and unusual</p> <p>mysterious(ly): hard to understand, or secret</p> <p>impatient(ly): not wanting to wait</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Fish is Fish</i>, Leo Lionni ● <i>Fish is Fish</i> vocabulary cards ● chart paper <p>Prepare the following chart for whole group discussion.</p>

	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">Sentence Frames for Discussion</p> <p>I think _____ because (in the book) _____.</p> <p>I agree with you about _____, and I also think _____.</p> <p>I disagree with you about _____, because I think _____.</p> </div> <p>On the whiteboard, write: Why do you think Fish imagines all other creatures to look like fish?</p>
<p>Opening 1 minute</p>	<p>Review the text and set a purpose for the read. <i>Yesterday we read Fish is Fish. We used the information we'd learned from nonfiction texts to understand the characters and events and then retell the story.</i></p> <p><i>Let's start today by looking closely at the illustration on the cover. What do you see?</i></p> <p>Harvest a few observations and encourage children to be as specific as possible.</p> <p><i>That's right—there's a picture of a thought bubble, and in that bubble is a fish with wings! Based on what we read yesterday, why do you think Fish is thinking of a fish with wings?</i></p> <p><i>Today we are going to hear the words of the story again and look closely at the illustrations in order to understand Fish's character. After we read we'll discuss this question [refer to the whiteboard]: Why do you think Fish imagines all other creatures to look like fish?</i></p>
<p>Text and Discussion 10 minutes</p> <p>page 7</p>	<p><i>Oh man! Look at the expression on Fish's face. Why do you think he looks like that?</i></p> <p>Harvest responses and reread the dialogue from page 4, if needed.</p>
<p>page 13</p>	<p>Read the page before showing the illustration.</p> <p><i>What do you see in your mind when I read "Then one day, with a happy splash that shook the weeds, the frog jumped into the pond."?</i></p> <p>Elicit a few ideas and model thinking as needed. Many children may not have seen a frog in the water, nor know what weeds are.</p> <p>Show the illustration and point to the pond and the weeds.</p>

	<p><i>When we make a movie in our minds of the story, we call that visualizing. It's a strategy we can use to understand what we're reading. As I keep reading, think about whether what you visualize is the same thing Fish visualizes about life on land!</i></p>
pages 14-19	<p>Use the strategy of visualizing to understand Fish's perspective. Read page 14 before revealing the illustration. <i>What do you see in your mind? What do you visualize when you hear what Frog saw?</i></p> <p>Read page 15. <i>Now let's look at the illustration of what Fish imagined! Oh my! What does fish visualize, or imagine?</i></p> <p>For the remaining pages, follow the process of reading each page and pausing for children to do their own visualizing before showing how the fish visualized each of the mysterious creatures. Children will not share their own visualizations.</p>
page 21	<p><i>Wow, look at how Fish imagines all of the creatures on land and in the sky! What's the same about all of these creatures? That's right—they all look like fish!</i></p> <p>Read through the end of the story.</p>
Key Discussion and Activity 8 minutes	<p>Display the Sentence Frames for Discussion chart and read each prompt. Explain to children that they can use these in any discussion, and that they'll be practiced today during the whole group discussion. <i>Why do you think Fish imagines all other creatures to look like fish?</i></p> <p>Harvest ideas and invite various perspectives. Refrain from modeling your own thinking. Instead, listen to children's ideas and encourage them to build onto each other's ideas in a collaborative conversation.</p>
Closing 1 minute	<p><i>Tomorrow we'll read parts of this story again to see if we can understand Fish's character even better.</i></p>
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>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p>

	SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.								
Ongoing assessment	Listen to children’s responses during the whole group discussion. Do children try using the new sentence frames? What visualizations do children share? What ideas do children have about Fish’s perspective?								
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Notes



Read Aloud
Fish is Fish
 Read 3 of 3

Big Idea	Animals need food, water, and air to survive. All animals grow and change over time.
Unit Question	How do animals grow and change over time?
Guiding Question	What do animals need to survive?
Content Objective	I can use key details from the words and illustrations to describe a character. (R.6.K.a, R.6.K.b)
Language Objectives	I can clarify the meaning of unfamiliar words in the story by answering questions about key details. (L.4.K) I can participate in a collaborative conversation about the story. (SL.1.K.a)
Vocabulary	discover: find out, learn bank: the edge of land that is a little higher than the water extraordinary: very special and unusual mysterious(ly): hard to understand, or secret impatient(ly): not wanting to wait
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Fish is Fish</i>, Leo Lionni ● <i>Fish is Fish</i> vocabulary cards ● Sentence Frames for Discussion chart <p>On the whiteboard, write: How does Fish change in the story?</p>

<p>Opening 1 minute</p>	<p>Review the text and set a purpose for the read. <i>Yesterday we noticed that Fish could only imagine the world above the water as having creatures that looked like Fish.</i></p> <p><i>Today we're going to reread the story and think about this question: How does Fish change in the story?</i></p>
<p>Text and Discussion 10 minutes pages 3-12</p>	<p>Conduct a picture walk, while briefly retelling the beginning of the story. Invite children to chime in for the retelling.</p> <p>Begin reading on page 12.</p>
<p>page 13</p>	<p><i>Frog began telling Fish about the birds mysteriously. Mysterious means that something is hard to understand, or it's kind of secret.</i></p> <p><i>Why were the birds mysterious to Fish?</i> Harvest a few ideas.</p>
<p>page 15</p>	<p>Impatient means not wanting to wait.</p> <p><i>Why did Leo Lionni describe Fish as impatient? What was Fish impatient about?</i> Prompt children to use details from the text to support their inferences.</p>
<p>page 19</p>	<p><i>Let's read what Fish is thinking now.</i> Read the second paragraph on the page. <i>This part helps us understand why Fish is feeling impatient—like he can't wait any longer to go on land!</i></p> <p><i>What does he think the world above the water is like?</i> Harvest a few ideas and prompt children to refer to details from the text to support their thinking.</p> <p><i>I'm hearing you all say that at this part of the story, Fish feels like he wants to know what was above the water. He feels like maybe the world on land is better than the world in the water.</i></p> <p><i>Let's see if he feels like that until the end.</i> Read to the end of the story.</p>
<p>Key Discussion and Activity 8 minutes</p>	<p>Invite children to Think, Pair, Share. <i>How does fish feel at the end of the story, and why?</i></p> <p>Display the Sentence Frames for Discussion and invite children to have a whole group discussion in response to the prompt:</p>

	<p><i>How does fish change in the story?</i></p> <p>Prompt children to use details from the story to support their thinking, and reread key excerpts as needed. Continue the discussion with an additional prompt.</p> <p><i>Why did Fish say “Fish is fish?” It’s the title of the book, so it must be important!</i></p>								
Closing 1 minute	<i>You’ve been such thoughtful readers! Tomorrow we will read a new poem all about fish.</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>L.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content</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>								
Ongoing assessment	<p>Listen to children’s responses during whole group discussion and Think, Pair, Share.</p> <p>What do children understand about Fish’s character?</p> <p>Do children identify and describe how Fish changed in the story?</p> <p>How are children participating during the discussion?</p>								
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Notes

WEEK 2 Day 5

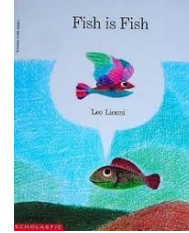
Read Aloud
“Fish”
Read 1 of 1

Big Ideas	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.
Unit Question	How do animals grow and change over time?
Guiding Questions	What do animals need to survive? What do you want to learn more about animals and their habitats? How and where can you find this information?
Content Objective	I can use key details from poetry to learn information about a topic. (R.4.K)
Language Objective	I can ask questions and use context clues to clarify the meaning of unfamiliar vocabulary. (L.4.K, SL.2.K.a)
Vocabulary	fins: a body part for swimming scales: a body part that covers and protects an animal’s skin rather: prefer or choose something else
Materials and Preparation	<ul style="list-style-type: none">● “Fish” slides● projector and screen● all the of Read Aloud texts, including poetry, from Weeks 1 and 2 displayed● Week 1 vocabulary card for survive <p>On the whiteboard, write: What did we learn about a fish’s body from the poem? How do fish’s bodies help them survive in their habitat?</p>
Opening 1 minute	Introduce the text and set a purpose for the read.

	<p><i>This week we looked at two texts: the poem “Amphibians” and the story Fish is Fish by Leo Lionni. Even though these texts were not informational reports, we still learned a lot of information about fish and frogs from them!</i></p> <p><i>Today we are going to read a poem called “Fish.” We are going to use the details in the poem to begin learning about fish’s bodies and how their bodies help them survive. We’ll discuss the questions here on the board [refer to the whiteboard questions.]</i></p>
<p>Text and Discussion 10 minutes</p> <p>Read 1: lines 1-8</p>	<p>Read the poem once through fluidly, with expression.</p>
<p>Read 2: lines 1-4</p>	<p>Invite children to unpack the meaning of the poem line by line. <i>Now I’m going to reread the first 2 lines.</i> <i>What are fins?</i></p> <p>Harvest a few ideas before showing the photograph on slide 3.</p> <p><i>Now let’s read the next 2 lines. Are there any words in these lines that you don’t understand?</i></p> <p>Suggest the words “concealed” and “scales” if children themselves do not surface them.</p> <p><i>Let’s look at a photograph to see what scales are [refer to the slides]. Scales are a body part that covers and protects an animal’s skin. Scales cover the skin, so we can’t see a fish’s skin. The skin is hidden, or concealed.</i></p>
<p>lines 5-8</p>	<p>Reread lines 5 through 8. Rather means that they prefer or choose something else.</p>
<p>Read 3: lines 1-8</p>	<p>Invite children to echo read the full poem, line by line. <i>What rhyming words did you hear in the poem?</i></p>
<p>Key Discussion and Activity 8 minutes</p>	<p>Invite children to Think, Pair, Share in response to the two prompts. (Note that this is the first time children will try two prompts.) <i>Today we are going to respond to two questions with our Think, Pair, Share partner.</i></p> <p>Between each prompt, invite a few children to share out.</p> <p>Prompt 1: <i>What did we learn about a fish’s body from the poem?</i> Prompt 2: <i>How do fish’s bodies help them survive in their habitat?</i></p>

Closing 1 minute	<i>Next week we'll learn even more information about fish when we explore a really interesting kind of fish called a salmon.</i>								
Unit Question Chart 3 minutes	Refer to the Unit Question Chart. <i>We have been thinking about this question: How animals grow and change over time?</i> Invite children to share any new thinking in response to the question and add it to the chart. Some emerging ideas might include: fish and frogs grow and change in different ways; animals' bodies help them survive in their habitat.								
Standards	R.4.K Ask and answer questions with prompting and support about who, what, when, where and how. L.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.								
Ongoing assessment	Listen to children's responses during whole group conversation and Think, Pair, Share. What understandings do children communicate about key vocabulary in the poem? What developing knowledge do children communicate about animals' bodies and life cycles?								
Center Activities	<table border="1"> <tr> <td data-bbox="451 1171 678 1234">Dramatization</td> <td data-bbox="678 1171 1406 1234">Children create a pond.</td> </tr> <tr> <td data-bbox="451 1234 678 1304">Art Studio</td> <td data-bbox="678 1234 1406 1304">Children paint life cycles of frogs.</td> </tr> <tr> <td data-bbox="451 1304 678 1381">Blocks</td> <td data-bbox="678 1304 1406 1381">Children build an aquatic habitat.</td> </tr> <tr> <td data-bbox="451 1381 678 1493">Discovery Table</td> <td data-bbox="678 1381 1406 1493">Children explore water.</td> </tr> </table>	Dramatization	Children create a pond.	Art Studio	Children paint life cycles of frogs.	Blocks	Children build an aquatic habitat.	Discovery Table	Children explore water.
Dramatization	Children create a pond.								
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Notes



WEEK 2 Day 1

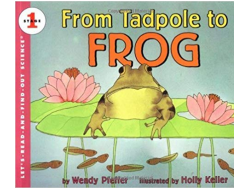
Art Studio: Sorting Beautiful Stuff 2

Children continue to sort and organize recycled and natural materials.

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.
Guiding Question	Why is it important to protect the environment?
Vocabulary	<p>attribute: quality, such as shape, size, or color</p> <p>collect: to gather together</p> <p>discover: to find something new</p> <p>natural: coming from nature, not made by humans</p> <p>recycle: to use waste for something new</p> <p>sort: to organize according to characteristics</p>
Materials and Preparation	<ul style="list-style-type: none"> ● clear plastic containers, such as recycled salad boxes ● trays ● Beautiful Stuff materials collected to date ● blank paper, cut into eighths ● writing and drawing tools ● tape <p>Set up the Art Table as in Week 1. Designate a shelf or shelves where Beautiful Stuff will be stored over time.</p>
Intro to Centers	<p><i>This week, as we keep learning about how humans can help the environment—for example, by recycling materials in the Art Studio—you'll continue to organize the materials in our Beautiful Stuff collection. You have already sorted materials in different ways.</i></p> <p>Show children some of the containers they have organized. <i>What do you notice about how you have sorted materials so far?</i></p>

	<p><i>We have more materials to sort, and we have to decide how we are going to set up the Beautiful Stuff in the Art Studio. What ideas do you have about this?</i></p> <p>Harvest a couple of responses.</p> <p><i>I have cleared a shelf, and we have some paper we could use to make a sign.</i></p>
During Centers	Support children to continue sorting and labeling.
Facilitation	<ul style="list-style-type: none"> ● How are you sorting the materials? ● How would you describe this material? ● What is similar or different about these materials? ● How would you label this container of materials? Why? ● How are you collaborating to make decisions about how to sort the materials?
Standards	<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>SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.</p>

Notes



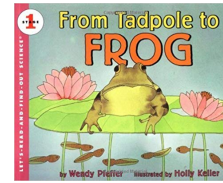
WEEK 2 Day 2

Art Easel: Life Cycle and Habitat Paintings 2

Children use their observational skills and learn a new watercolor technique that allows them to show additional details.

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 do you want to learn more about animals and their habitats? How and where can you find this information?
Vocabulary	<p>materials: items needed for an activity</p> <p>represent: to show</p> <p>habitat: a place where animals live</p> <p>surroundings: the space around a person or animal</p> <p>technique: a way of doing something</p>
Materials and Preparation	<ul style="list-style-type: none"> ● watercolor or tempera paints ● brushes of different sizes ● images, photographs, and books about the life cycle of frogs ● paper of different sizes and shapes ● pencils ● children’s drawings from Week 1 ● thin and thick markers, colored and black <p>Prepare a pencil sketch of tadpoles and surroundings, and then add paint to it. This painting will need to be dry for the Intro to Centers; see explanation in the lesson below. This technique works best for watercolor painting on a table but can be done on a dry tempera painting as well. Finer brushes are recommended for painting details.</p>
Intro to Centers	<p><i>You’ve been working to accurately represent frog life cycles and habitats at the easel. Now it’s time to add some color to your drawings.</i></p>

	<p><i>This is a new technique, called watercolor and ink. To demonstrate, I'm going to use a drawing of a tadpole I made.</i></p> <p>Reference any photograph or illustration used as a model.</p> <p><i>You can work from one of your completed drawings from last week or make a new one, since you are all such experts now.</i></p> <p><i>I've already added color with watercolor paints. You can see that I painted carefully in the lines of my pencil sketch. The paint is dry now.</i></p> <p>Show the materials for adding color and lines: paints, brushes, markers. Briefly review the watercolor steps taught previously, and again highlight use of the model photograph or illustration.</p> <p><i>While you are waiting for your painting to dry, you can look through our books for more inspiration and maybe even begin a new sketch. It's also okay to do this next step, the ink step, on another day, instead of waiting.</i></p> <p><i>Watch how you can use a marker to outline and add details to the painting.</i></p> <p>Think aloud while using a fine line marker to trace the original pencil drawing and to add additional details over the painted sketch. Consider how best to use thin and thick markers, and whether to use all black lines or colors. Model some of each.</p>
During Centers	<p>Encourage children to thoughtfully choose a drawing to color, perhaps asking the opinion of other children. Remind them to reference other images/ books. Point them to the steps for watercolor painting. Talk with them about their decisions and plans for adding strong lines, whether thick or thin, color or black. Support them if they become dissatisfied and help them identify strategies for making an illustration they are happy with—or starting a new illustration.</p>
Facilitation	<ul style="list-style-type: none"> ● What details of this part of the life cycle are important to show? How will you show them? ● What information can you include about the habitat to help the viewer understand more about the life cycle? ● How does drawing over the painting help you show more details?
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>



WEEK 2 Day 2

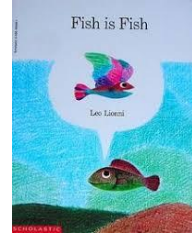
Blocks: Aquatic Habitats 1

Using illustrations and photographs of ponds, rivers, and lakes as a reference, children construct aquatic habitats for frogs.

Big Idea	Like humans, animals are part of interdependent communities that are affected by, and adapt to, the environment that surrounds them.
Guiding Question	How do animals form communities, work together, and use and adapt to their environments, and how is this similar to and different from what people do?
Vocabulary	<p>habitat: a place where animals live</p> <p>aquatic: relating to water</p> <p>characteristic: an identifying quality or trait of a person or animal</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>From Tadpole to Frog</i>, Wendy Pfeffer ● informational and fiction books that include frogs and frog habitats ● construction paper: green, brown, and blue ● pencils ● coloring tools, such as crayons or colored pencils ● clipboards ● children’s scissors, several pairs ● figurines of frogs ● laptop and projector ● chart paper and markers <p>From the texts, select an image of a frog habitat and project it on a wall in the Blocks Center. Alternatively, print and display several images. Post the chart paper in the whole group meeting area. Place some paper, pencils, coloring tools, clipboards, and scissors in a basket, and bring it to the Intro to Centers.</p>
Intro to Centers	<i>Last week, we read From Tadpole to Frog. What are some characteristics of frogs that you remember?</i>

	<p>Hold up the book. Invite children to turn and talk to share a characteristic about frogs.</p> <p><i>This week in Blocks, you can build a habitat for frogs. A habitat is a place where animals live. This book gives us information about frogs and the habitat they live in. Let's do a picture walk to remember what frogs need in their habitat and make a list together.</i></p> <p>Page through the book, drawing attention to the water, food that frogs need, and other features of frogs' habitat. List children's observations on the chart paper.</p> <p><i>We will put this list in the Block Center for you to reference as you make a habitat out of blocks. There are also images there to inspire you. And more books about aquatic, or water, habitats for you to do more research and gather new ideas.</i></p> <p>Point out the image(s) and hold up a sampling of books.</p> <p><i>Once you have created a habitat, you might want to add tadpoles and adult frogs to live in it. Here are some materials you may need to make those animals. You can also use the paper and pencils to make labels that tell other people about the parts of your habitat.</i></p> <p>Show the basket of materials.</p> <p><i>You might want to work together to make this aquatic habitat!</i></p>
During Centers	<p>Children construct frog habitats using blocks and paper, collaboratively or independently. Encourage children to create their own frogs at various stages of the life cycle, as well as other props they may need. Support children with adding written elements such as labels.</p>
Facilitation	<ul style="list-style-type: none"> ● What do you notice in the picture that helps you design the habitat? ● How can you create a _____ using blocks or paper? ● What types of blocks will you use to build this part of the habitat? ● How is the aquatic, or water, habitat different from or the same as a habitat for people?
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>

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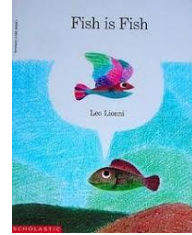
WEEK 2 Day 3

Dramatization: Creating a Pond

Children use varied materials to create a pond; they use this space to dramatize Read Alouds.

Big Ideas	All animals grow and change over time. Animals need food, water and air to survive.
Guiding Questions	How do animals grow and change over time? What do animals and plants need to survive?
Vocabulary	amphibian: a creature that breathes underwater and on land represent: to show minnow: a small, freshwater fish survive: to stay alive tadpole: an early stage of development of a frog, toad, newt, or salamander, marked by having a tail, gills for breathing, and no legs
Materials and Preparation	<ul style="list-style-type: none"> ● large-sized paper ● pencils, markers, paint ● small pieces of paper, for labels ● chart paper ● tape ● Beautiful Stuff materials ● fabric pieces ● <i>From Tadpole to Frog, Fish is Fish</i> <p>Flag pages of the books that show features of pond habitats.</p> <ul style="list-style-type: none"> ● “Amphibians” poem with images
Intro to Centers	<p><i>For the past several days we have been learning about frogs, a type of amphibian.</i></p> <p><i>Today in Dramatization we will begin building a pond—one of the frogs’ habitats. There, you can continue to act out all you are learning about frogs.</i></p> <p>Show flagged pages from <i>From Tadpole to Frog</i> and <i>Fish is Fish</i>.</p> <p><i>What characteristics of ponds do we find in these two books? What do the illustrations tell us?</i></p>

	<p>Gather and list children’s ideas. Add quick sketches for children to reference later.</p> <p><i>We’ll post this list in the Dramatization Center so you can use it as you begin to construct the pond.</i></p> <p><i>Here are some materials I’ve gathered. [Show markers, paint, paper, a selection of Beautiful Stuff, pieces of fabric.]</i></p> <p><i>How might you use these to make a pond? Are there other materials from the classroom you might need?</i></p> <p>Add any new ideas to the list.</p> <p><i>I’m inviting you to create the pond, and then to act out scenes about frogs, the poem “Amphibians,” and scenes from Fish is Fish.</i></p> <p>Add the texts to the Dramatization Center.</p>
During centers	<p>Support children to plan and work on creating the pond, referencing the texts.</p> <p>Allow children to gather materials or to work at other centers to create props they want to add. Help children talk through their ideas and, as they begin dramatizing, to identify other characteristics of the animals or vegetation they would like to represent. Encourage children to label the props they create.</p> <p>Make connections to the habitat being built in the Blocks Center.</p>
Facilitation	<ul style="list-style-type: none"> ● How can you represent the pond? ● How can you represent the water in the pond? ● What might you find in a pond? ● How could you collaborate to create the _____ together? ● What other animals might live in or near the pond? Where can we find that information? ● How might you create minnows? And frogs? ● How might you create the other animals in Leo Lionni’s book? ● To make a pond, which furniture or props should we keep? Which should we take away?
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.4.6 Speak audibly and express thoughts, feelings, and ideas clearly.</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: Relationship Skills: Teamwork</p>



WEEK 2 Day 2

Library & Listening: Book Reviews

Children dictate, draw, or write reviews of books in the library. They may also make recommendations of books for others to read.

Big Ideas	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain new understandings.
Guiding Questions	What do you want to learn more about animals and their habitats? How and where can you find this information?
Vocabulary	<p>author: person who writes a book or other text</p> <p>illustrator: person who creates pictures for a text</p> <p>characters: the people or animals who the story is about</p> <p>setting: where and when a story takes place</p> <p>record: to draw or write information</p> <p>opinion: a view or belief about something</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Book Review sheets, at least one copy for each child ● clipboards ● writing and drawing tools ● chart paper ● markers ● large sticky notes <p>Set up several Book Review sheets. Make chart paper available in the center. Set up a basket with drawing and writing tools and sticky notes.</p>
Intro to Centers	<p><i>Today in the Library and Listening center you can write book reviews as you did for our Unit 1 books, to record your opinions about our books. You will find new books about animals and their habitats.</i></p> <p>Show a couple of the new books and remind children how to complete the Book Review sheet (see Unit 1, Week 5 Library & Listening Center).</p>

	<i>It will be so interesting to see what you all think about our new books! When you review a book, share your opinion—how you like it—with a friend!</i>
During Centers	As children read books and write reviews, support them to communicate their thoughts about the books. Talk with them about their responses to the books and help them formulate the ideas they want to communicate and make a plan for doing so. Notice how children choose to write and draw their ideas about the books. Encourage children to help each other.
Facilitation	<ul style="list-style-type: none"> ● Which book did you read? What is your favorite part and why? ● What do you think about this book? What did you like about it? ● How can you record information to communicate your thoughts? ● Who would you recommend this book to in our class? Why do you think they would like it?
Standards	<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.8.K.a Identify texts that tell stories.</p> <p>R.8.K.b Identify texts that provide information.</p> <p>R.11.K.b With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p>R.11.K.d With prompting and support, compare and contrast two texts on the same topic.</p> <p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p>

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Book Review

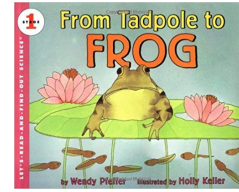
Name of reviewer:

Title: _____

Location: _____

This book is: _____ **Fiction** _____ **Facts**

My Review: (words or drawings)



WEEK 2 Day 1

Discovery Table: Water, Part 2

Children experiment with materials that sink and float.

Big Idea	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
Guiding Question	What do animals and plants need to survive?
Vocabulary	<p>float: to stay on or near the surface of water or other liquid</p> <p>sink: to go down below the surface of water or other liquid</p> <p>discover: to learn something new</p>
Materials and Preparation	<ul style="list-style-type: none"> ● smocks ● sensory table/tub ● water ● a variety of materials, some that will sink and some that will float (e.g., LEGOs, blocks, plastic plate, Beautiful Stuff) ● an absorbent mat or towel, for under the table <p>Fill the sensory table with water (one third or one half full), and place materials in a basket or on a tray nearby.</p>
Intro to Centers	<p style="text-align: center;"><i>Today we have a basket of new materials for you to experiment with in the water table.</i></p> <p>Indicate the basket of materials. Take a few of them out, and name them.</p> <p style="text-align: center;"><i>Some of these materials will float, or stay on or near the surface of the water. Other materials might sink, or go down below the surface of the water.</i></p> <p>Use gestures to describe sinking and floating.</p> <p style="text-align: center;"><i>What do you predict? What kinds of materials do you think will float or sink? Why do you think that?</i></p> <p>Have children turn and talk and facilitate a brief group discussion.</p> <p style="text-align: center;"><i>You might discover, or find out, something that surprises you!</i></p>

WEEK 2 Day 1

**STEM Investigation 2:
Structures of a Fish**

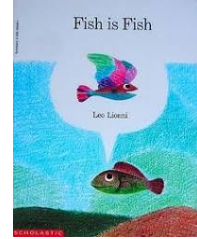
Children make observations of the structures of a fish body and record the data by creating scientific illustrations. The class develops the understanding that fish have particular structures such as scales, gills, and fins. Children compare and contrast human and fish body structures.

Big Ideas	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.
Guiding Questions	What do you want to learn more about animals and their habitats? How and where can you find this information?
Vocabulary	structure function
Materials and Preparation	<ul style="list-style-type: none"> ● fish (live fish, or a fish video/photograph) Decide if children will observe a live fish, a video of a fish playing on a device, or color photographs of real fish. ● paper, one sheet per child ● writing tools ● clipboards ● <i>The Life Cycle of the Salmon</i>, Bobbie Kalman ● chart paper On the chart paper, write the focus question, <i>What are the important structures we can observe about a fish’s body?</i> ● body tracings, from STEM Investigation 1 ● yarn <p>Prepare the observational space. Place paper on clipboards and arrange</p>

	<p>them at each seat around the table. Crayons and pencils can be kept in small containers in the center of the table.</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>Intro to Centers</p>	<p><i>What are the important structures we can observe about a fish's body?</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,' 'structures,' 'body,' and 'fish.' Discuss these words. Show children the real fish or the illustration.</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>As scientists in the STEM Center this week, you will be scientists investigating the structures of a fish's body. What will you do as scientists to answer the focus question?</i></p> <p><i>Scientists tell others about what they discover. We've learned that the information they record is called data.</i></p> <p><i>You will make careful observations of a fish body and record what you find by drawing a scientific illustration on paper.</i></p> <p>Model how to look closely at the fish and how to draw the illustration on white paper. Label one of the structures.</p>
<p>During Centers</p>	<p>Children will make observations of a fish body and create scientific illustrations. If a real fish is being used, children might need to stand up and walk around the table if they are curious about looking at all sides and features of the fish.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● What parts and structures of the fish's body do you notice? ● What does the fish look like? ● What are some things the fish can do with its body?
<p>Sharing Our Research</p>	<p><i>What did you do this week as scientists in the STEM Center?</i></p> <p>Revisit the focus question. Invite children to turn and talk about something he/she noticed. Have children's drawings available so they can reference</p>

	<p>their data.</p> <p style="text-align: center;"><i>Looking at the data you generated, what did you find out about the fish's body?</i></p> <p>Keep children focused on the observable features or structures of the fish body.</p> <p>Engage the children in a discussion about the differences between the structures of the human body {from Investigation 1} and the body structures of a fish. Use yarn to connect structures that serve similar functions.</p>
<p>Standards</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>K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. Asking Questions and Defining Problems, Defining and Delimiting Engineering Problems</p> <p>Grade 1 (Additional Standard)</p> <p>K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. Developing and Using Models, Developing Possible Solutions, Structure and Function</p>

<p>Notes</p>



WEEK 2 Day 4

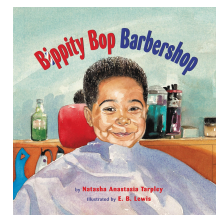
Writing & Drawing: Favorite Animal Information

Children draw and write information about their favorite animals.

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 do you want to learn more about animals and their habitats? How and where can you find this information?
Vocabulary	<p>fiction: literature that describes imaginary characters and events</p> <p>information: facts</p> <p>research: to find out about a topic</p> <p>collaborate: to work together</p>
Materials and Preparation	<ul style="list-style-type: none"> ● pencils and other writing and drawing tools ● writing paper with and without lines, cut in two sizes ● blank paper ● construction paper <p>Use construction and blank paper to make a couple of blank books, as examples</p> <ul style="list-style-type: none"> ● collection of informational books featuring animals ● images of animals <p>Arrange paper, construction paper, and writing and drawing tools so that children can easily access them. Set out books and images.</p>
Intro to Centers	<p><i>Last week you began writing stories about animals. This week you can write information you know about frogs, fish, or other favorite animals. To begin, you might do some research by looking at these books.</i></p> <p>Show a couple of the books.</p> <p><i>Turn and talk to a partner to share a couple of facts you know about an animal that interests you.</i></p>

	<p>Harvest a couple of ideas.</p> <p>Show the various available materials.</p> <p><i>Like with your animal stories, you could write and draw information on paper, or you could make and use little books like these. If you and a friend are interested in the same animal, you could collaborate on research, writing, and drawing. ou can also ask a friend to collaborate on this animal information. Let us know if you need help with the writing.</i></p>
During Centers	<p>Support children as they think about favorite animals and facts they already know. Guide them to reference books for more information.</p> <p>Encourage children to collaborate if they are interested in the same or related animals.</p> <p>Offer to scribe as needed.</p>
Facilitation	<ul style="list-style-type: none"> ● What is one of your favorite animals? Why? ● What is something you know about _____. How are you going to communicate about this animal? ● Do you like more to write stories about animals or to write facts? Why? ● What else would you like to learn about _____?
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>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>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p>

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WEEK 2 Day 1

Writing Personal Recount

Introduction to and Beginning Revising and Publishing Individual Construction

Today's lesson launches the work of revising and publishing that continues on Days 2-3. This lesson addresses two phases of the work: choosing work to publish and teacher-directed small group revisions.

Children work in teacher-directed small groups to review their work and plan for revisions, considering whether their work makes sense and follows the purpose of personal recount: to document a sequence of events. While small groups work with the teacher, the rest of the class continues individual construction.

In preparation, the teacher identifies one area of revision for each child, focused on an aspect of structure or language and drawn from observations made throughout the unit. Children then receive guidance from the teacher to make these revisions by meeting in small groups with similar needs.

<p>Content Objectives</p>	<p>I can tell and draw a personal recount. (W.3.K.b)</p> <p>I can revise my writing to fit the purpose, structure, and language of personal recount. (W.2.K.a)</p>
<p>Language Objectives</p>	<p>I can discuss writing in a small group. (SL.1.K.a)</p> <p>I can tell my personal recount using verbs that develop the topic. (L.4.K.a, L.5.K.d)</p>
<p>Vocabulary</p>	<p>audience: an individual or group for whom a piece of writing is composed</p> <p>purpose: the reason for doing or creating something</p> <p>genre: a type of writing</p> <p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>revise: make changes to writing</p> <p>publish: to prepare writing for an audience</p> <p>feedback: specific, helpful suggestions given to improve work</p>

<p>Materials and Preparation</p>	<p>All materials will be used during Days 1-2 this week.</p> <ul style="list-style-type: none"> ● Personal Recount Observation Tools <p>Before the lesson, review the children’s Personal Recount Observation Tools, along with other notes taken during Writing, to identify the strongest area of need for each child. Form groups of children with similar needs. Ideally, children should be divided into four groups—two to meet on Day 1 and two to meet on Day 2. See the descriptions below to guide possible group focus areas.</p> <p>For Individual Construction:</p> <ul style="list-style-type: none"> ● drawing and writing books ● drawing and writing tools in caddies <p>For Small Group instruction:</p> <ul style="list-style-type: none"> ● <i>Bippity Bop Barbershop</i>, Natasha Anastasia Tarpley ● <i>Bippity Bop Barbershop</i> chart ● Personal Recount Stages charts (of children’s stories) ● <i>Bippity Bop Barbershop</i> Sequence of Events strips, cut apart, or other images for sequencing ● blank Personal Recount Verbs cards ● Personal Recount Verbs chart, from Week 2, Day 1 <ul style="list-style-type: none"> ● system for keeping track of work shared <p>Choose one child who would like to share a personal recount, who has not yet shared her work.</p>
<p>Opening 5 minutes</p>	<p><i>We have learned so much about writing so far this year! We started by learning that writing is a form of communication and that people communicate to different audiences for different purposes. Then we learned about one genre of writing: personal recount. For the next few days, you will continue to write your own personal recounts, while I meet with small groups to revise and publish one personal recount.</i></p> <p>Hold up <i>Bippity Bop Barbershop</i>.</p> <p><i>Bippity Bop Barbershop is an example of a published piece of writing. It did not start as a beautiful book, like this. Before writing becomes a book, it goes through a lot of stages. Natasha Anastasia Tarpley probably wrote a lot of drafts of the words and revised, or changed, her work, based on others’ feedback.</i></p> <p><i>When you meet with your small group, you will choose one personal recount that you want to publish. Then you will receive feedback and support for one thing you can make even better in your writing. You will revise that part of your writing, and then, after all of the small groups have met, you will make a new, published copy of your work!</i></p>

<p>Individual Construction 20 minutes, concurrent with Small Group instruction</p>	<p>Follow established classroom routines for planning for and beginning writing and send the children to write.</p>
<p>Small Group Possibilities 20 minutes, concurrent with Individual Construction</p>	<p>As children work individually, pull small groups with similar needs to improve one aspect of their writing. The aspects addressed in revisions should be features of personal recount taught during the unit.</p> <p>Begin each small group by guiding children to select one piece of writing to publish. Children will then engage in small group review and revisions for that piece of work.</p> <p>The following are suggestions for what to address in small groups.</p> <p><u>Orientation</u> Review the lesson from Unit 1, Week 5, Day 1. Using the <i>Bippity Bop Barbershop</i> and Personal Recount Stages charts, review the information included in the orientation. Model, and then have children practice, orally telling orientations. Guide children to include orienting information in their work (orally, through drawing, or through labeling).</p> <p><u>Sequence of Events</u> Review the lesson from Unit 1, Week 5, Day 4. Remind children that the sequence of events include all events that happened in the story, in order. Practice sequencing by putting in order the images from <i>Bippity Bop Barbershop</i> or other sequencing cards. Discuss how a story would not make sense if events were left out or in the wrong order. Have children practice telling their own complete sequence of events. Guide children to orally tell all events and to either add more details to illustrations and labels of one event, or to write several events across pages, according to their readiness.</p> <p><u>Conclusion</u> Review the lesson from Unit 1, Week 6, Day 1. Recall and discuss the types of conclusions in personal recounts. Reread the last page of <i>Bippity Bop Barbershop</i>. As a group, practice changing the conclusion to a different type: a final event, or a reflection on why the experience was important. Emphasize that personal recounts do not begin with the storyteller waking up and end with him/her going to bed. Have children practice telling different conclusions for their own personal recounts. For children who have drawn and written across pages, guide them to add a conclusion to their work.</p> <p><u>Title</u> Review the lesson from Unit 2, Week 1, Day 1. Support children to create titles for their personal recounts that are informative and interesting.</p>

	<p><u>Verbs</u></p> <p>Review the lesson from Unit 2, Week 2, Day 1. Choose the topic of one child’s personal recount and work as a group to generate a variety of verbs that relate to that topic. Repeat the process with other topics, as time allows. Add topics and verbs to the class Personal Recount Verbs chart. Guide children to revise the verbs in their oral or written personal recounts, as appropriate.</p>
<p>Closing 5 minutes</p>	<p>Choose one experience from the small group instruction to share with the class. This should be informative to all children as they grow as writers.</p>
<p>Standards</p>	<p>W.2.K.a With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.3.K.b Use a combination of drawing and writing to communicate a 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>L.4.K.a 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>L.5.K.d 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>Ongoing assessment</p>	<p>Note children’s participation in and understanding of the content of each small group.</p>

Notes

Personal Recount Verbs Cards

WEEK 2 Day 2

Writing Personal Recount
 Revising and Publishing
 Individual Construction

Content Objectives	<p>I can tell and draw a personal recount. (W.3.K.b)</p> <p>I can revise my writing to fit the purpose, structure, and language of personal recount. (W.2.K.a)</p>
Language Objectives	<p>I can discuss writing in a small group. (SL.1.K.a)</p> <p>I can tell my personal recount using verbs that develop the topic. (L.4.K.a, L.5.K.d)</p>
Vocabulary	<p>revise: make changes to writing</p> <p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>publish: to prepare writing for an audience</p>
Materials and Preparation	<ul style="list-style-type: none"> ● see materials from Day 1 <p>Add materials for Publishing:</p> <ul style="list-style-type: none"> ● blank sheets of paper and booklets for publishing, according to children’s needs ● drawing and writing books <p>Put aside the personal recount of one child who met with a small group on Day 1. This work will be used to model parts of a personal recount that could be cut out and glued onto a final copy, rather than recopying all of the work.</p> <ul style="list-style-type: none"> ● scissors and glue sticks
Opening 5 minutes	<p><i>Different groups have different jobs today.</i></p> <p><i>Before you meet in your small group, you can continue writing independently.</i></p> <p><i>After you have met in your small group, you will continue to revise your personal recount, until you have made the changes your group</i></p>

	<p><i>discussed.</i></p> <p><i>After your personal recount is revised, you will be able to publish it!</i></p> <p><i>When you publish your personal recount, you have a few choices. You can recopy your whole illustration and labels onto a new sheet of paper [show the paper for publishing] or booklet [show a booklet], or you can cut out and glue the parts that you did not revise onto a clean sheet of paper and fill in the rest.</i></p> <p>Show the chosen work.</p> <p><i>For example, _____ [child's name] did not revise this part of his illustration, so he could cut it out and glue it to a new sheet of paper. This part had some changes, so he could draw that part again.</i></p>
Individual Construction and Small Groups 20 minutes	As children work independently, meet with small groups, as described in Day 1.
Closing 5 minutes	Choose one experience from your small group instruction to share with the class. This should be informative to all children as they grow as writers.
Standards	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>W.2.K.a With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</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.4.K.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>L.5.K.d 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>
Ongoing assessment	Note children's participation in and understanding of the content of each small group.

Notes

WEEK 2 Day 3

Writing Personal Recount
 Revising and Publishing
 Continued from Day 2

Content Objective	I can prepare my personal recount for an audience. (W.3.K.b)
Language Objective	I can discuss my plans for publishing with a partner. (SL.1.K.a)
Vocabulary	<p>revise: make changes to writing</p> <p>publish: to prepare writing for an audience</p> <p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>audience: an individual or group for whom a piece of writing is composed</p>
Materials and Preparation	<ul style="list-style-type: none"> ● drawing and writing books ● drawing and writing tools in caddies ● blank sheets of paper and booklets for publishing, according to children’s needs ● scissors and glue sticks ● phone camera, or other way to capture children orally telling their personal recounts
Opening 5 minutes	<p><i>Today you will finish revising and publishing your personal recounts to get them ready to share with your audience—your classmates! First you will look over your personal recount. If there are any illustrations or labels that you need to finish revising, do that first.</i></p> <p><i>Then you will publish your work, either by recopying all of it or by cutting and gluing some parts and recopying others.</i></p> <p>Think, Pair, Share. <i>Think about your personal recount. What steps do you need to take to publish it?</i></p>
Revising and	Send the children with writing and drawing books and publishing materials.

Publishing 24 minutes	As children work, circulate to assist them with publishing. Capture as many oral tellings of children’s personal recounts as possible, prioritizing those who are communicating less with illustrations and labels.
Closing 1 minute	<i>You have worked so hard on your personal recounts. It will be so exciting to share them with each other tomorrow!</i>
Standards	W.3.K.b Use a combination of drawing and writing to communicate a topic. SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.
Ongoing assessment	Review children’s published work for clarity.

Notes

WEEK 2 Day 4

Writing Personal Recount
Presentation and Celebration

Content Objective	I can present my personal recount clearly. (W.3.K.b, SL.4.K)
Language Objective	I can share what I learned about my classmate. (SL.1.K.a)
Vocabulary	personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain
Materials and Preparation	<ul style="list-style-type: none"> ● children’s published personal recounts ● teacher whiteboard and marker <p>On the board, write I heard _____’s story and learned _____.</p>
Opening 8 minutes	<p><i>Today we have a lot to celebrate! You have all worked so hard to write personal recounts, and today you will share your published work with a partner.</i></p> <p>Distribute children’s published work.</p>
Pair Sharing 12 minutes	<p><i>Now you will share your recount with a partner who does not know your story. You and that partner will sit side by side to share work. One partner will begin by telling her personal recount and showing her illustration, and then it will be the other partner’s turn. After you have both shared your stories, shake hands and say “Thank you.” While you are listening to your partner’s story, think about something new you learned about her or him. We will be sharing this with our class at the end of writing today.</i></p> <p>Pair children who have not yet worked together during Writing. Circulate to support children as they share their work. If time allows, repeat the process with different pairings.</p>
Closing	Bring children back together, sitting in a circle.

<p>10 minutes</p>	<p><i>So far this school year we have spent a lot of time trying to get to know each other as people and as learners. One of the reasons we wrote personal recounts for each other was to get to know each other better. Think of one thing you learned about another child that you did not know before listening to her or his personal recount. We will go around the circle to share what we've learned. If you do not want to share, or if you are not ready, you can say "Pass."</i></p> <p>Read the sentence frame on the board. Allow quiet time for children to think and prepare for sharing. Then go around the circle, having children share what they learned about each other.</p>
<p>Standards</p>	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic. SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups. SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p>Ongoing assessment</p>	<p>Reflect and make notes about the unit.</p> <p>What did children understand about the purpose, structure, and language of personal recount? What is still challenging? What needs to be revisited when studying personal recount in Units 3-4? What might I do differently next year?</p>

Notes

WEEK 2 Day 5

Writing Personal Recount
Post-Assessment

Content Objective	I can tell, draw, and write a true story from my life. (W.3.K.b)
Language Objective	I can recount a true story from my life to my partner. (SL.1.K.a)
Materials and Preparation	<ul style="list-style-type: none"> ● Personal Recount Post-Assessment sheet, 2 copies for each child, plus a few extra copies ● writing tools ● Personal Recount Rubric, one copy for each child
Opening 5 minutes	<p><i>You have learned so much about personal recount! Today I want to find out more about what you have learned, so you will do some writing by yourself.</i></p> <p>Show the Personal Recount Post-Assessment sheet. <i>Just like you did at the beginning of the unit, you will write a true story from your life. It could be something you did with your family, or something you did at school.</i></p> <p><i>Before you write, you can practice your story by telling it.</i> Think, Pair, Share. <i>Tell your partner a true story from your life.</i></p>
Individual Construction 24 minutes	Send the children with writing tools and Post-Assessment sheets.
Closing 1 minute	<i>It's so helpful for me to read your writing and to see what you learned!</i>
Standards	<p>W.3.K.b Use a combination of drawing and writing to communicate a 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>

Ongoing assessment	Use the Personal Recount Rubric to score each child’s work. Consider which aspects of the genre will need particular attention when it is revisited in Units 3-4.
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Notes

Personal Recount Post-Assessment

Name: _____ Date: _____

Write a true story from your life.

Writing U2 W2 D5

K2 Personal Recount Rubric

Child's Name: _____

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard; 4 = Exceeds the standard					
Purpose (W.3.K.a)	Not Observed	1	2	3	4
to document a sequence of events; to entertain		Reflects a different purpose than required by the task.	Some sentences reflect an accurate purpose, but most do not.	Purpose is mostly accurate, but one or more sentences deviate from the purpose.	Purpose is accurate, and all sentences support the genre purpose.
Structure (W.3.K.a)	Not Observed	1	2	3	4
Orientation: introduces who the story is about, where and when it happened, and what happened		Attempts to introduce the story, but most elements are missing or unclear.	Attempts to introduce the story, but elements are missing or unclear.	Introduces who the story is about and when and where it happened.	Introduces who the story is about, where and when it happened, and what happened.
Sequence of Events: includes all events documented in sequence		Central event is vague or unclear. Does not include detail; may be very brief.	Recounts a single event. Detail is minimal and/or seems unrelated to the sequence of events.	Recounts two or more sequenced events.	Recounts three or more sequenced events. Includes some development of events.
Conclusion: concludes the recount with a final event, by talking about why the experience was important, or with a feeling		Ends abruptly.	Conclusion is vague or confusing.	Concludes the recount with a final event, by talking about why the experience was important, or with a feeling.	Concludes the recount with a final event, by talking about why the experience was important, or with a feeling. Creates a satisfying ending.

Language	Not Observed	1	2	3	4
Verbs: uses a variety of verbs to develop the topic (L.4.K.a, L.5.K.d)		Repeats the same verbs; verbs do not develop the topic.	Uses some verbs that develop the topic.	Uses verbs that develop the topic.	Uses a variety of past tense verbs that develop the topic.
Conventions	Not Observed	1	2	3	4
Capitalization W.3.K.a L.2.K.a		Minimally or incorrectly uses 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.2.K.b		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.2.K.c L.2.K.d		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. 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.

Personal Recount Observation Tool

Child's Name: _____

	Yes, date observed and notes	Not Yet, notes and next steps
Structure		
<p>Orientation: introduces who the story is about, where and when it happened, and what happened (Note how the child expresses each part—verbally or through illustration.)</p>		
<p>Sequence of Events: includes all events documented in sequence</p>		
<p>Conclusion: concludes the recount with a final event, by talking about why the experience was important, or with a feeling (Indicate which is used.)</p>		
<p>Title: is informative (previews the topic of the story) and enticing (draws the reader in)</p>		

	Yes, date observed and notes	Not Yet, notes and next steps
Language		
Verbs: uses a variety of verbs to develop the topic		

Areas to revisit when Personal Recount is revisited in Units 3-4

WEEK 2

Shared Reading

"Rainbow Fish, Red Frog"	
<p>Standards: R.1.K.a R.1.K.c R.1.K.d R.2.K.b R.2.K.c R.2.K.d R.3.K.a R.3.K.b R.3.K.c</p>	<p>One fish, two fish There go the rainbow fish Racing through seaweed.</p> <p>One frog, two frogs Ruby-red ribbiting frogs Resting on a red, rough log.</p>
<p>Session 1</p>	<p>Opening: Do not show the poem. <i>Today we are going to learn a poem together. Remember, poets often use repetition, rhythm, and rhyme to make the reader imagine things or have certain strong feelings. Listen as I read the poem once, and then we will talk about what you notice.</i> Read the poem in its entirety using expression and emphasizing alliteration. <i>What did you hear in this poem?</i> As children mention repeating words or lots of words beginning with the sound /r/, reinforce that this is something writers put in poems to make them interesting.</p> <p>Fluency and Print Concepts (directionality): Show the poem. <i>Who can point to the title of this poem?</i> Invite a child to point to the title. <i>When you finish reading this line of words, where do you go next? That's right, you move down to the next line and the first word on the left.</i> Reread the poem, inviting children to echo one line at a time while tracking print with a pointer.</p> <p>Meaning Making: <i>When you imagined this poem, what did you see? What were the fish and frogs doing?</i> Define key vocabulary as needed.</p>

“Rainbow Fish, Red Frog”	
Standards: R.1.K.a R.1.K.c R.1.K.d R.2.K.b R.2.K.c R.2.K.d R.3.K.a R.3.K.b R.3.K.c	<p>One fish, two fish There go the rainbow fish Racing through seaweed.</p> <p>One frog, two frogs Ruby-red ribbiting frogs Resting on a red, rough log.</p>
Session 2	<p>Fluency: Invite a child to track the print with a pointer as the poem is read aloud, while other children echo one stanza at a time.</p> <p>Phonological Awareness: <i>We have learned about how you can hear and say the syllables in words. You can also blend syllables together to make words. I’m going to say a word by saying the two syllables. Listen carefully. When you know what word I’m saying, touch your nose.</i> Say “rain...bow” with a long pause in between. <i>Most of you are touching your nose; what word do you have when you blend the syllables “rain...bow” together? Rainbow!</i> Repeat the same exercise with the words “sea...weed”, “rac...ing”, and “rib...bit...ing.”</p> <p>Print Concepts (letters): <i>We read from left to right, so the first word on a page is on the left. We can find the first letter in a word, too—it’s also on the left. In this poem, the poet uses something called alliteration. That means the poet used the same letter at the beginning of many words. Because of this, the poem can be a little tricky to reach aloud. This poet used the letter r at the beginning of many words. Can you find an r as the first letter in a word?</i> Refer to the letter-sound card as needed. Invite children to highlight or circle R/r at the beginning of words.</p>

“Rainbow Fish, Red Frog”	
Standards: R.1.K.a R.1.K.c R.1.K.d R.2.K.b R.2.K.c R.2.K.d R.3.K.a R.3.K.b R.3.K.c	<p>One fish, two fish There go the rainbow fish Racing through seaweed.</p> <p>One frog, two frogs Ruby-red ribbiting frogs Resting on a red, rough log.</p>
Session 3	<p>Phonological Awareness: Cover the poem so that children do not see the print. Say the word “rough.” <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 “go,” “two,” and any words beginning with r.</p> <p>Fluency: Show the poem and invite children to recite the poem. Invite children to use gestures or actions for the animals.</p> <p>Print Concepts (spaces): <i>We’re going to play a tapping game we have played before. When you come up, I will tell you to either tap a word or tap a space with the pointer.</i> Invite one child at a time to play (this can be fun with a fly swatter). For a challenge, include tapping a letter, focusing on Rr and Ee.</p> <p>Phonological Awareness: <i>We can hear and say the first and last part of a one-syllable word. Listen to how I say the first and last part of the word “fish.”</i> Say “f--ish” with a long pause in between. Repeat with “r--ed” and “fr--ogs.” Invite children to segment the words “rest” and “log” into onset and rime.</p>

	<p>Word Recognition:</p> <p><i>“The” is a new high frequency word in this poem, and it has some new and tricky sounds in it! The letters t and h come together to make one sound. They make the /th/ sound—this is called a digraph. We will learn all about digraphs later this year. Let’s all say /th/. The letter e doesn’t do what we expect the letter e to do. It sounds like a short u, like this /uh/. When I point to the word “the” let’s say it together!</i></p> <p><i>When we learn to read this year, most words we’ll be able to read using what we know about letters and sounds—we’ll be able to sound them out. High frequency words are very tricky to sound out so we’ll learn to recognize and remember them.</i></p>
<p>Extensions</p>	<p>High frequency word practice: Show “a” and “the” written on index cards. Invite children to find these high frequency words in the poem.</p> <p>Syllabification: Use Elkonin Boxes and chips to represent syllables.</p> <p>Onset-rime riddles: Say a cvc word, and ask children to think of a new word with the same ending (rime) but a new initial sound. <i>What sounds like “bug” but begins with /r/?</i></p>

Name: _____

Date: _____

Rainbow Fish, Red Frog



One fish, two fish

There go the rainbow fish

Racing through seaweed.

One frog, two frogs

Ruby-red ribbiting frogs

Resting on a red, rough log.

Unit 2: Animals and Habitats

WEEK 2

Stations

Station	Activities	Materials Add writing and drawing tools at each station.
Strategic Small Group Instruction	Dedicate the majority of Stations time to strategically targeted small group instruction.	
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	“One, Two, Buckle My Shoe”	<ul style="list-style-type: none"> ● “One, Two, Buckle My Shoe” written out on sentence strips ● pocket chart to accommodate sentence strips ● “One, Two, Buckle My Shoe” on chart ● “One, Two, Buckle My Shoe” child copies ● pointer ● drawing tools, optional
Listening & Speaking	Talk Time	<ul style="list-style-type: none"> ● Week 2 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>Fish is Fish</i> recording ● <i>Fish is Fish</i>, Leo Lionni ● conversation prompts, cut apart ● headphones (optional)
Writing	<i>From Tadpole to Frog, National Geographic Kids: Frogs</i>	<ul style="list-style-type: none"> ● <i>From Tadpole to Frog</i>, Wendy Pfeffer ● <i>National Geographic Kids: Frogs</i> ● writing prompt sheet, one copy for each child ● writing and drawing tools
Word Work	Letter / Sound Hunt (b, c, f, g, m, n, t)	<ul style="list-style-type: none"> ● Letter/Sound Hunt Sheets, 5 copies ● Letter Cards, 5 sets, cut apart
	Picture Match (s, r, e)	<ul style="list-style-type: none"> ● Picture Match grids, in sheet protectors ● Picture Cards, 5 sets, cut apart ● envelopes, one for each set of cards

Talk Time Week 2



<https://www.massaudubon.org/learn/nature-wildlife/reptiles-amphibians/salamanders/salamander-species-in-massachusetts>



<https://www.massaudubon.org/learn/nature-wildlife/reptiles-amphibians/salamanders/salamander-species-in-massachusetts>

Listening & Speaking Station: Talk Time U2 W2

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

I went for a walk and saw 3 salamanders!
Here's what I thought...

I went for a walk and saw 3 salamanders!
Here's what I thought...

I went for a walk and saw 3 salamanders!
Here's what I thought...

I went for a walk and saw 3 salamanders!
Here's what I thought...

I went for a walk and saw 3 salamanders!
Here's what I thought...

Fish is Fish, Leo Lionni

How does the tadpole change in the story?

Fish is Fish, Leo Lionni

How does the tadpole change in the story?

Fish is Fish, Leo Lionni

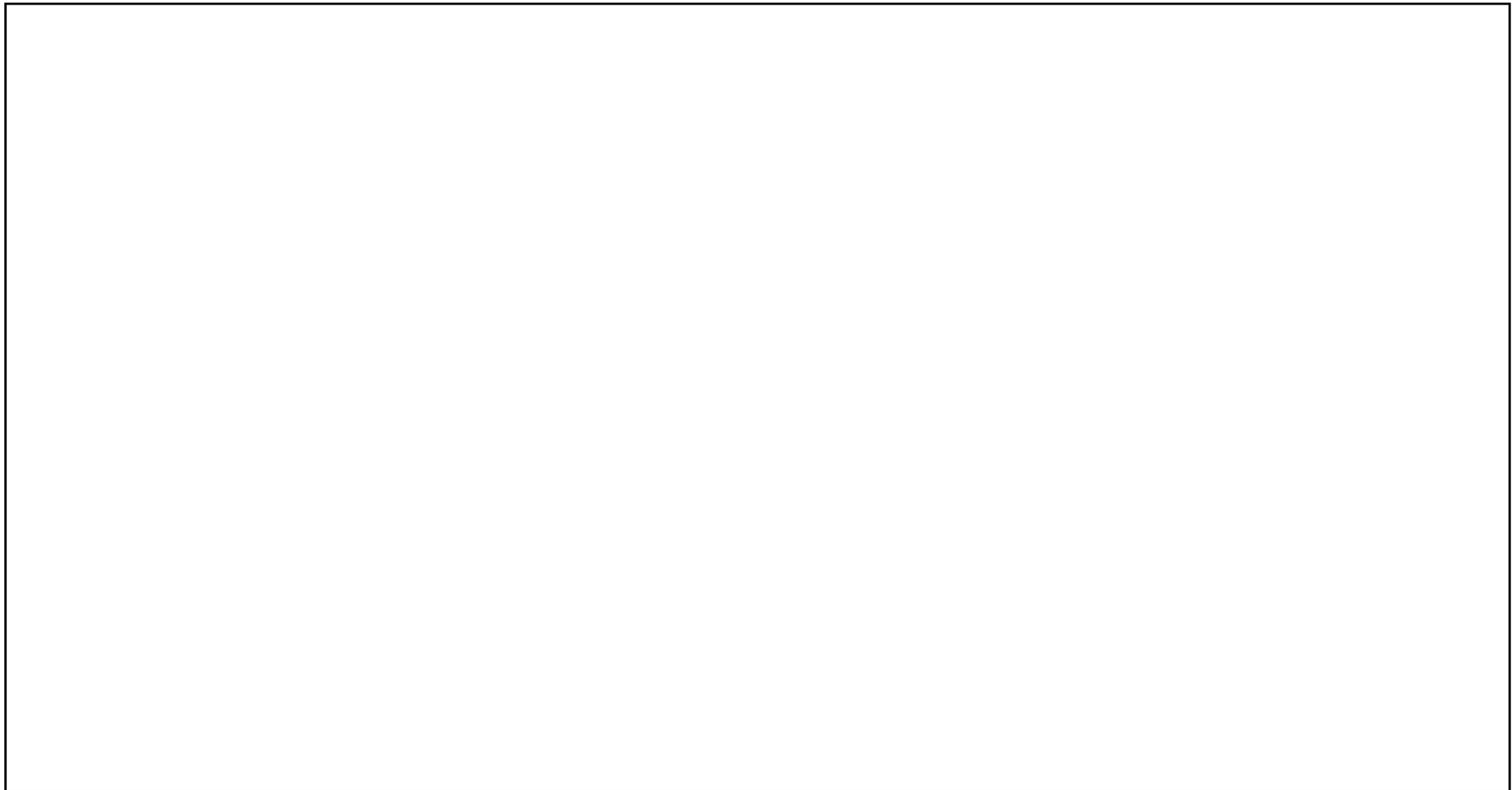
How does the tadpole change in the story?

Name: _____

Writing Station

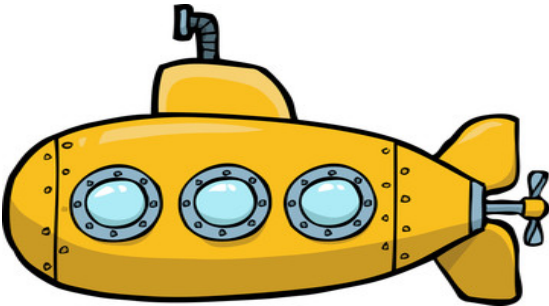
From *National Geographic Kids: Frogs* and *From Tadpole to Frog*, what topic would you like to learn more about?

Draw a detailed picture to show your thinking.

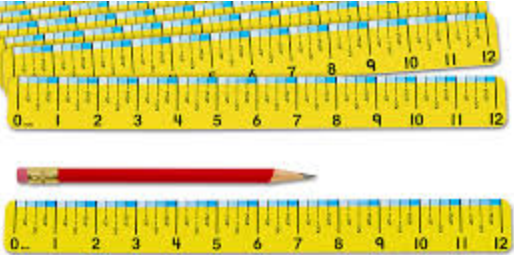
A large, empty rectangular box with a thin black border, intended for a student to draw a detailed picture related to their writing topic.

Writing Station U2 W2


Picture Match: Find pictures that have the same beginning sound as the picture in the center.

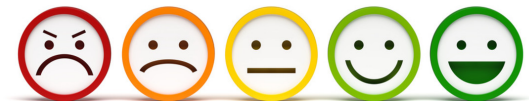
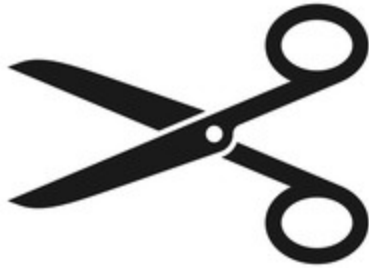
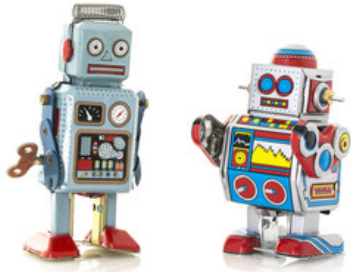
Picture Match: Find pictures that have the same beginning sound as the picture in the center.

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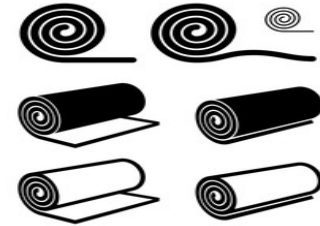
		

Picture Cards #1: Copy 5 sets. Cut apart and place one set in each envelope.



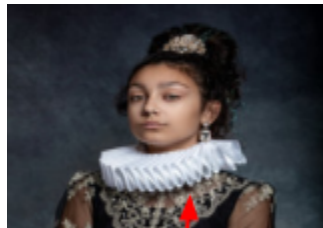
Word Work Station U2 W2

Picture Cards #2: Copy 5 sets. Cut apart and place one set in each envelope.



Word Work Station U2 W2

Picture Cards #3: Copy 5 sets. Cut apart and place one set in each envelope.



Word Work Station U2 W2

Word Bank #1

robot	soap	elevator
scissors	escalator	robe
excited	roots	emotion

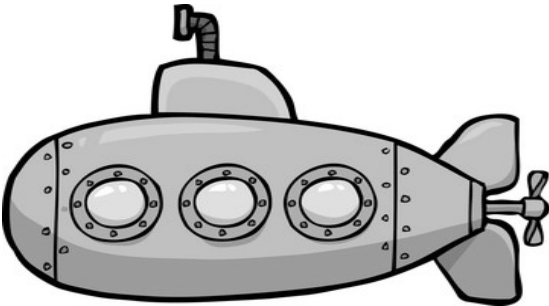
Word Bank #2

sad	ring	roll
roof	seal	exit
sand	suit	sandwich

Word Bank #3

ram	salad	rescue
sofa	sailboat	enemy
ruffle	rooster	exercise

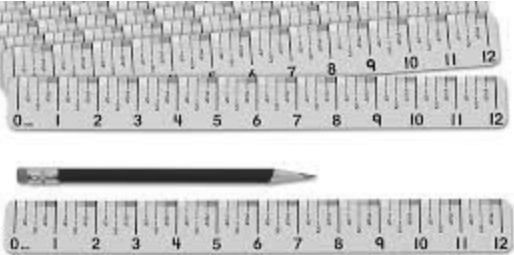
Picture Match: Find pictures that have the same beginning sound as the picture in the center.


RF.K.1, RF.K.2

Word Work Station U2 W2

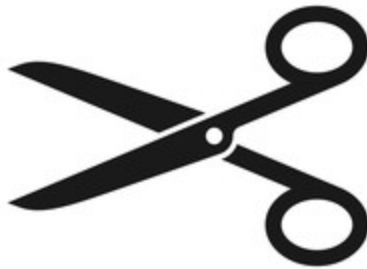
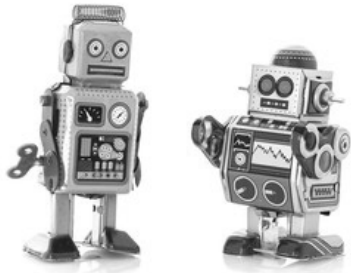
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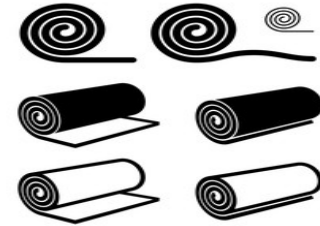
		

Picture Cards #1: Copy 5 sets. Cut apart and place one set in each envelope.



Word Work Station U2 W2

Picture Cards #2: Copy 5 sets. Cut apart and place one set in each envelope.



Word Work Station U2 W2

Picture Cards #3: Copy 5 sets. Cut apart and place one set in each envelope.



Word Work Station U2 W2

Letter/Sound Hunt Letter Cards (**b, c, f, g, m, n, t**)

D	R	S	E
s	d	s	e
G	g	g	
E	O	O	

Name: _____

Letter/Sound Hunt

I am looking for things that begin with the sound of the letter _____. This is what I found!

I am looking for things that begin with the sound of the letter _____. This is what I found!
