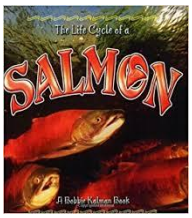
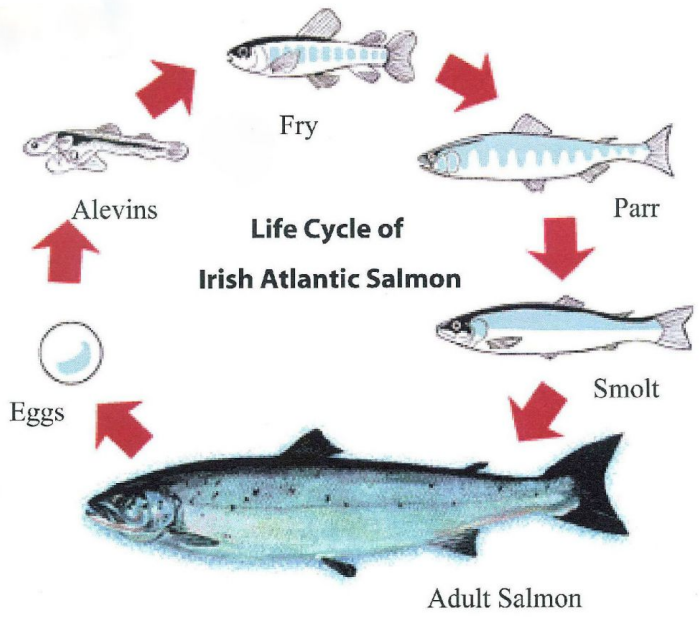
Unit 2: Animals and Habitats	WEEK 3 At a Glance
Texts 	**Read Aloud** Day 1: *The Life Cycle of a Salmon*, Read 1 Day 2: *The Life Cycle of a Salmon,* Read 2 Day 3: *The Life Cycle of a Salmon,* Read 3 Day 4: *The Life Cycle of a Salmon,* Read 4 Day 5: *The Life Cycle of a Salmon*, Read 5
	Centers ***Gather children's work for the end of Unit 2 Showcase of Learning*** Art Studio Table: Creating Beautiful Stuff Compositions 1 (Day 2-5) Art Studio Easel: Painting Inspired by Leo Lionni (Day 2-5) Blocks: Exploration: Aquatic Habitats 2 (Day 1-5) Dramatization: Creating a River (Day 3-5) Library & Listening: Book Reviews (Day 1-5) Discovery Table: Exploring Water 3 (Day 1-5) STEM: Human Behavior (Day 1-5) Writing & Drawing: Information Book about Salmons 1 (Day 4-5)
	Writing: Writing Personal Recount Day 1: Beginning Revising and Publishing, Individual Construction Day 2: Revising and Publishing, Individual Construction Day 3: Revising and Publishing Day 4: Presentation and Celebration Day 5: Post-Assessment
	Phonics: Follow Guide
	Shared Reading: "The Lady with the Alligator Purse"
	Stations Strategic Small Group Instruction Reading: Independent and Partner Reading Pocket Chart: "Rainbow Fish, Red Frog" Listening & Speaking: Talk time; Listen & Respond (*The Life Cycle of a Salmon*) Writing: *Fish is Fish* Word Work: Sorting Beginning Sounds; Syllable Play; Read, Build, Write
	Storytelling/ Story Acting: Children dictate stories and act them out.
	Math: Follow Guide

camouflage

https://www.treehugger.com/amazing-examples-of-insect-camouflage-4869256

prey

https://animals.sandiegozoo.org/animals/brown-bear

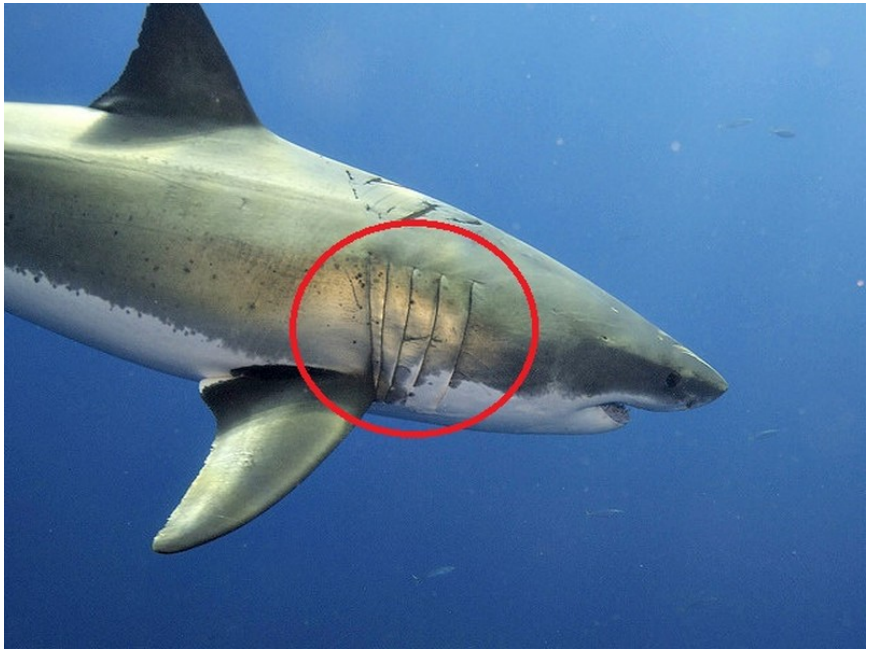


life cycle

https://www.marine.ie/Home/site-area/areas-activity/fisheries-ecosystems/salmon-life-cycle

nutrients

https://www.heart.org/en/healthy-living/healthy-eating/eat-smart/nutrition-basics/how-can-i-eat-more-nutrient-dense-foods



gills

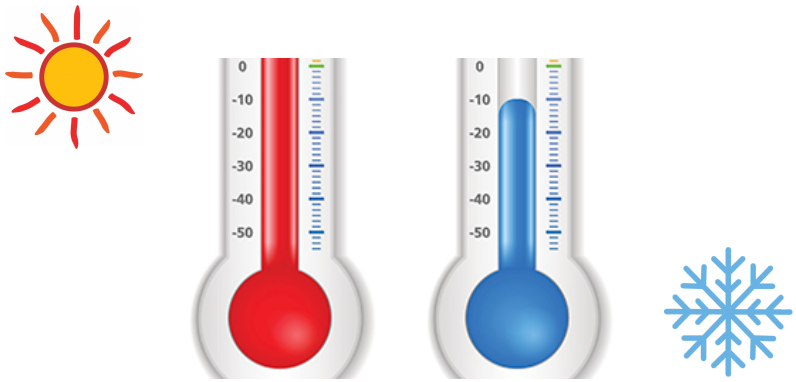
https://ultimate-animals.com/great_white_shark_gills/

predator

https://www.futurity.org/escaping-from-predators-1536822/

protect

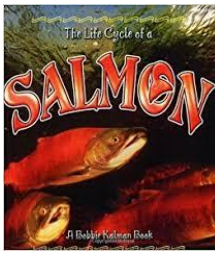
https://www.thedodo.com/lioness-cubs-killed-kruger-national-park-1845413778.html



temperature

Sun: http://clipart-library.com/clipart/798750.htm
Thermometer: https://www.foodservicedirector.com/steal-idea/transparent-temperature-tracking
Snowflake: http://techgenix.com/snowflake-data-warehousing/

WEEK 3 Day 1



Read Aloud
The Life Cycle of a Salmon
Read 1 of 5, pages 3-7

Big Idea	Animals need food, water, and air to survive.
Unit Question	How do animals grow and change over time?
Guiding Question	What do animals need to survive?
Content Objective	I can use text features, such as headings, to retell key details about the subtopic habitats. (R.5.K.a, R.5.K.b, R.8.K.a, R.8.K.b)
Language Objective	I can use words and images to determine the meaning of new vocabulary. (L.4.K)
Vocabulary	**salmon**: a type of fish **cold-blooded**: when an animal's body temperature matches the temperature of its habitat **temperature**: the degree, or level, of hotness or coldness in a body or environment **freshwater**: water without salt, like most lakes, rivers, and ponds **saltwater**: water with salt, like an ocean **estuary**: a place where freshwater meets saltwater
Materials and Preparation	● *The Life Cycle of a Salmon*, Bobbie Kalman & Rebecca Sjonger ● chart paper and markers Prepare the following *The Life Cycle of a Salmon* chart. Note that this is the first of two charts to be created for this text and that only the first two sections will be completed in this lesson. ***The Life Cycle of a Salmon* by Bobbie Kalman & Rebecca Sjonger**

	<table><tr><td>What are salmon?</td></tr><tr><td>Habitats</td></tr><tr><td>Body</td></tr></table> ● *The Life Cycle of a Salmon* chart images Cut out the Habitats image and attach it to the chart. ● Estuaries slides
Opening 1 minute	Introduce the text and set a purpose for the read. *Today we are going to read another informational book:* The Life Cycle of a Salmon*, by Bobbie Kalman and Rebecca Sjonger. Just like* Frogs*, this book is organized as a report. Reports are written to organize information about a topic. What do you think is the topic of this book?* *That's right—it's about salmon, a type of fish!* *In reports, the information is organized into subtopics. Today we are going to learn about text features that help us figure out the subtopics. Then we'll identify key details in the text that teach us more about each subtopic.*
Text and Discussion 8 minutes page 3	Display the Contents page. *This page says "Contents." The contents, or table of contents, in a text helps the reader find information. It includes a list of all of the subtopics in the book, and also the page numbers where we can find this information. So, if I am interested in learning more about a salmon's body, I can look at the contents and find that there is a section called "A salmon's body" that begins on page 10.* *We are going to start at the beginning today, with the section called "What are salmon?"*
page 4	*I can see the heading "What are salmon?" right here on page 4. We saw that in the Contents!* Refer to the *The Life Cycle of a Salmon* chart.

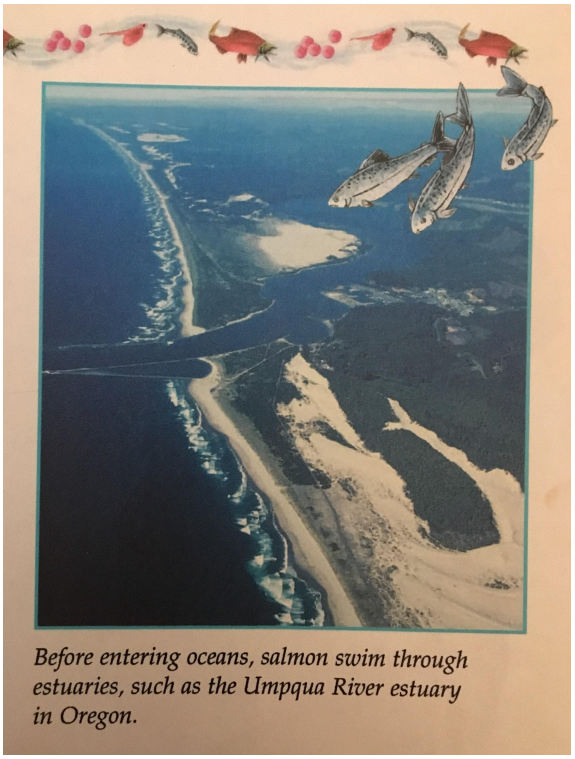
	As we read this section, think about the answer to the question "What are salmon?" In our chart we will record key details we learn from the text. *We just read that fish are cold-blooded animals. I remember reading that frogs are cold-blooded as well. Both animals have bodies that can change to match the temperature of their surroundings. That means, if the water is cold, salmon are cold, too. If that water is warm, salmon are warm, too!* *Let's go back to our chart. What details from the text can help us answer the question "What are salmon?"* [salmon are fish; fish are vertebrates; fish are cold-blooded animals]
pages 6-7	*The heading here says, "Fresh water and salt water." When I look at the pictures I can see pictures of something that looks like a lake or a river and something else that looks like an ocean. Let's read to see what the authors want us to know about these two things.* *We read about habitats before. Who remembers what a habitat is? That's right—a **habitat** is the place where an animal lives. It seems like frogs and salmon might share some freshwater habitats.* *Take a look at this photograph on page 7. The authors made sure we had a picture of an estuary so that we could get a good idea about this important part of the salmon habitat. Let's reread the important details about estuaries and see if we can match them to the photograph.* Reread key details about estuaries, pointing to details in the photograph to support comprehension of new vocabulary. Read to the end of the page. *How did the information on these pages support the subtopic Fresh water and salt water?* Harvest a few ideas.
Key Discussion and Activity 10 minutes	Display the Estuaries Images slides. *All week we will be learning about salmon who live in estuaries, so it's important that we really understand this habitat! Let's look at some slides.* *What can you learn about estuaries by looking at these photographs?* Invite children to Think, Pair, Share. *What did you learn today about salmon's habitats?*

	During the share, record children's thinking on the chart under "Habitats." Prompt children as needed to ensure the following key understandings are captured: Salmon swim through an estuary, which is a mixture of salt and freshwater. Salmon spend time in estuaries so that their bodies can adjust to the next habitat, or body of water.
Closing 1 minute	*Tomorrow we'll read the next two sections: "Salmon species" and "A salmon's body," and we'll continue gathering key details for our chart.*
Standards	**R.5.K.a** Retell familiar texts with prompting and support, including details about who, what, when , where and how **R.5.K.b** Retell key details of text with prompting and support, including the main topic. **R.8.K.a** Identify texts that tell stories. **R.8.K.b** Identify texts that provide information. **L.4.K** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
Ongoing assessment	Listen to children's responses during whole group conversation and Think, Pair, Share. Do children make connections between key details and headings? Do children reference text details to support their thinking? What do children understand about salmon habitats and estuaries?
Center Activities	**Blocks** — Children build habitats for salmon. **Dramatization** — Children create a river. **Discovery Table** — Children explore water. **Science & Engineering** — Children observe goldfish behavior. **Writing and Drawing** — Children create an informational book about salmon and their habitat.

Notes

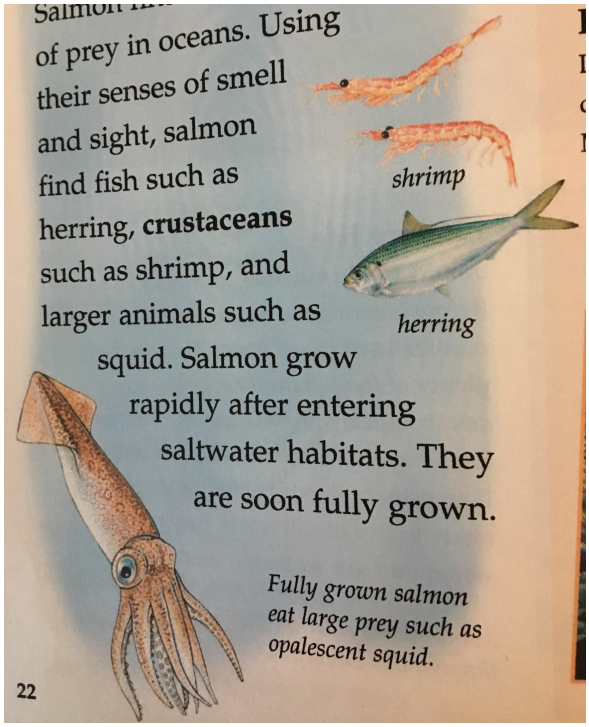
The Life Cycle of a Salmon chart images

Habitats

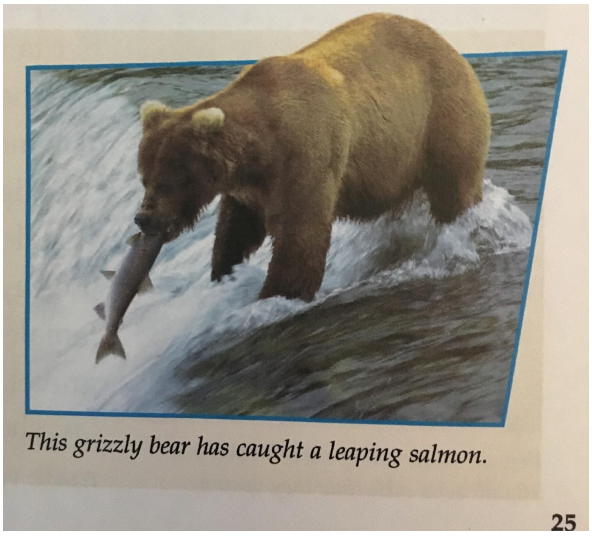


Before entering oceans, salmon swim through estuaries, such as the Umpqua River estuary in Oregon.

Food



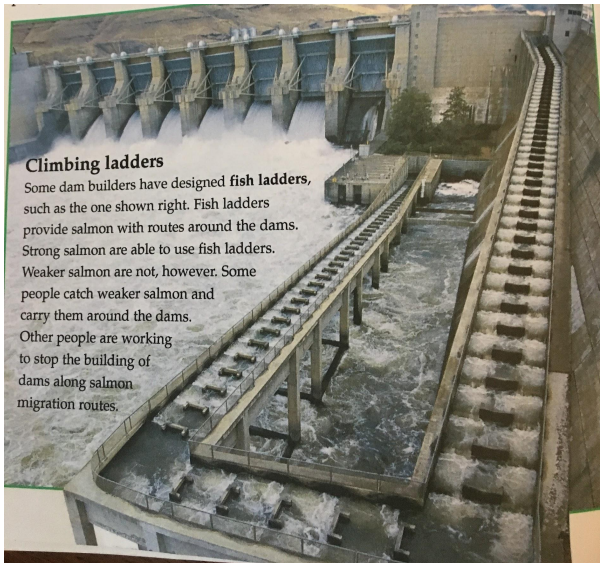
Dangers to Salmon



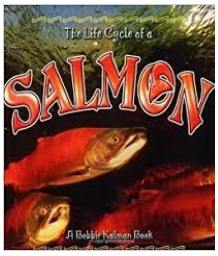
This grizzly bear has caught a leaping salmon.

25

Ways to Help



WEEK 3 Day 2



Read Aloud
The Life Cycle of a Salmon
Read 2 of 5, pages 8-11

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 Questions	What do animals need to survive? How do animals grow and change over time?
Content Objectives	I can use labels, pictures, and diagrams to learn about a topic. (R.8.K.a, R.8.K.b, R.11.K.a,R.11.K.c) I can retell key details about a subtopic. (R.5.K.a, R.5.K.b)
Language Objective	I can use informational text features to learn new vocabulary about a topic. (L.4.K)
Vocabulary	**species**: a specific type of animal **scales**: a body part that covers and protects an animal's skin **fins**: a body part for swimming **gills**: body parts used for breathing underwater **protect**: to keep from being harmed
Materials and Preparation	• *The Life Cycle of a Salmon*, Bobbie Kalman & Rebecca Sjonger • World Map slide • *The Life Cycle of a Salmon* chart, from Day 1 and markers • salmon body diagram and glue stick Before the lesson, attach the salmon body diagram to the chart in the Body section. • Salmon Life Cycle Song and Video (https://www.youtube.com/watch?v=qV30UZ9aF04)

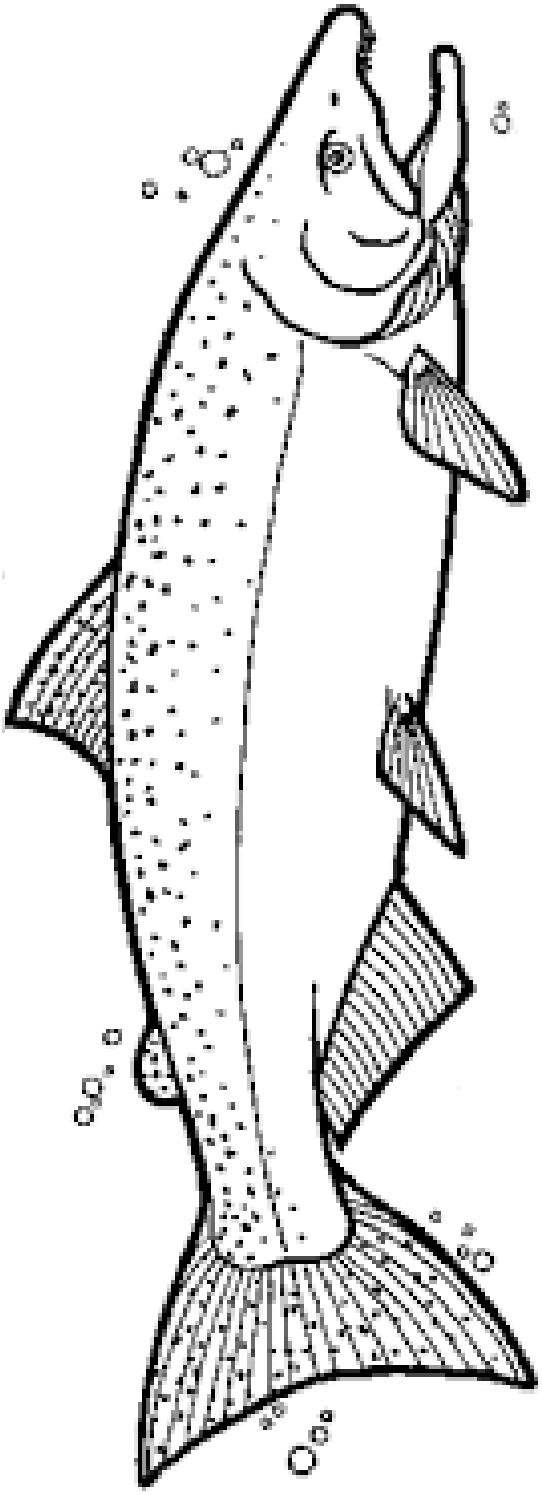
Opening 1 minute	Introduce the text and set a purpose for the read. *Yesterday, we began reading an informational text,* The Life Cycle of a Salmon*. We learned about a kind of fish called salmon and its habitat.* *Remember, this text is organized into subtopics.* Refer to the subtopic titles in the table of contents. *In the first part of our lesson we are going to read "Salmon Species" and "A Salmon's Body." Salmon* ***species*** *are the types of salmon. We'll use informational text features to learn about different salmon species and salmon bodies.* *In the last part of our lesson, we'll watch a video about the salmon life cycle. This will warm us up to learn about the salmon life cycle over the rest of this week!*
Text and Discussion 8 minutes pages 8-9	Read through to "Pacific Ocean." *The authors wrote that some salmon live in the Atlantic Ocean and some in the Pacific Ocean. Let's look at a map to see where the Atlantic and Pacific ocean are.* Quickly refer to the World Map slide. *The salmon closest to us here in Boston are Atlantic salmon. That's so interesting that those salmon live for some of the time in fresh water—like rivers and lakes!* *What do you see in these pictures?* Elicit children's ideas and prompt as needed. *You noticed how different these fish look! These are all different species of salmon. The words below each picture are captions. They tell us more about each kind of salmon. Let's read just a few.* Read 2-3 captions.
pages 10-11	Read through to "swimmers." *The author just told us some important information about how salmon use their bodies to survive. What did you learn about how the salmon's body works?* Harvest a few ideas and prompt children to refer to details from the text. Display the diagram. *What a useful diagram! The author and illustrator use labels* [point to labels and body parts] *to teach us about a salmon's body! Let's look at a few special body parts. Remember, animals' bodies are designed in special ways to help them survive.* Read labels for **gills** and types of **fins.**

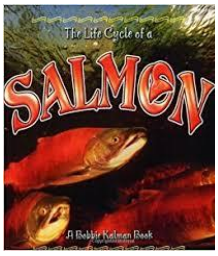
	When we read our poem "Fish," we learned that fish have "skin concealed by scales." Here is a close-up picture of scales. Let's read this section [refer to the "Body armor" text box] *to learn more about their scales.* Read the "Body armor" text box; then invite children to Turn and Talk. *The author said that scales protect a salmon.* *What does it mean that the scales protect the salmon? How do the scales help salmon survive? Turn and talk with a partner.* After children share with a partner, harvest some ideas in the large group. Prompt children to use key details from the text to support their ideas and provide a definition of protect, if needed.
Key Discussion and Activity 5 minutes	Gather children to apply learning through a shared writing activity. *I'm really inspired by this diagram of the salmon's body. Let's see if we can label our own diagram!* On the *The Life Cycle of a Salmon* chart, refer to the diagram of the unlabeled salmon body. Ask children to identify parts of the body they learned from the text and use shared writing to label each part. Refer back to the text as needed.
Closing 6 minutes	Introduce the Salmon Life Cycle Song and Video. *Now that we have learned about a salmon's habitat and body, we're ready to begin learning about its life cycle—how salmon's grow and change. Today we'll listen to a song and watch a video. Then, over the next few days, we'll read about the life cycle.* *Before we begin watching, I want to teach you a word that will be sung in this video. The word is "petrified." "Petrified" means really scared! In the video, the singer uses the word petrified to describe the salmon eggs. You'll see why the eggs might be petrified once you watch.* *You'll also hear the word "fragile." If something is fragile, it breaks easily or can easily get hurt. For example, a glass cup is fragile. Listen for this word in the video.* *As you watch, think about what it's like to be a growing salmon.* Play the first half of the video. *What have you learned? What's it like to grow from an egg to a grown salmon so far?* Briefly elicit a few responses; then continue to the end of the video. Invite children to turn and talk.

	What did you see in the video? *What are you excited to read more about?* *Wow—you all saw so many interesting things! The author of the video chose the song "I will Survive" because as a salmon grows and changes, it is working hard to survive the whole time! Tomorrow we'll begin reading to learn more about this fascinating life cycle.*
Standards	**R.5.K.a** Retell familiar texts with prompting and support, including details about who, what, when , where and how. **R.5.K.b** Retell key details of text with prompting and support, including the main topic. **R.8.K.a** Identify texts that tell stories. **R.8.K.b** Identify texts that provide information. **R.11.K.a** With prompting and support, describe the relationship between illustrations and the text. **R.11.K.c** With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts. **L.4.K** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
Ongoing assessment	Listen to children's responses during whole group conversation and Think, Pair, Share, and reflect on children's participation in the shared writing. To what extent do children use text features to support their comprehension and vocabulary development? Do children use details from the text to support their thinking? How do children participate in the shared writing?
Center Activities	

Blocks	Children build habitats for salmon.
Dramatization	Children create a river.
Discovery Table	Children explore water.
Science & Engineering	Children observe goldfish behavior.
Writing and Drawing	Children create informational books about salmon and their habitats.

salmon body diagram image





WEEK 3 Day 3

Read Aloud
The Life Cycle of a Salmon
Read 3 of 5, pages 12-19

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 Questions	What do animals need to survive? How do animals grow and change over time?
Content Objectives	I can use labels, pictures, and diagrams to learn about the salmon life cycle. (R.8.K.a, R.8.K.b, R.11.K.a, R.11.K.c) I can connect information from the video and the text to explain how salmon grow and change. (R.6.K.a, R.6.K.b, K-LS1-1)
Language Objective	I can use informational text features to learn new vocabulary about a topic. (L.4.K)
Vocabulary	**life cycle**: how an animal grows and changes over time **embryo**: a developing animal inside an egg **nutrients**: natural substances that an animal needs to grow and stay healthy **school**: a group of fish **alevin**: the second stage in the salmon life cycle; it lives in the redd and gets food from its yolk sack **fry**: the third stage of the salmon life cycle; they develop fins, scales, and teeth and eat plankton **parr**: the fourth stage of the salmon life cycle; they develop dark spots **camouflage**: colors or patterns on an animal's body that help it blend in

<table>
<tr><td></td><td>with its natural surroundings
predators: animals that hunt and eat other animals</td></tr>
<tr><td>**Materials and Preparation**</td><td>

The Life Cycle of a Salmon, Bobbie Kalman & Rebecca Sjonger
chart paper and markers
Prepare the following *The Life Cycle of a Salmon* (part 2) chart.
salmon life cycle diagram and glue stick
Before the lesson, attach the life cycle diagram to the chart in the Life Cycle section, leaving space around it for gluing images and recording notes.

<table>
<tr><td colspan="2">**Life Cycle**</td></tr>
<tr><td colspan="2">**Food**</td></tr>
<tr><td>**Dangers to Salmon**</td><td>**Ways to Help**</td></tr>
</table>

salmon life cycle images
Cut apart the images.

</td></tr>
<tr><td>**Opening**
1 minute</td><td>Introduce the text and set a purpose for the read.
Through our research we are really becoming salmon experts. An expert is a person that researches a lot about a certain topic and therefore knows a lot about that topic!

Yesterday we began to get excited to learn about the salmon life cycle. Just like we did yesterday, we'll use informational text features like pictures, diagrams, and labels to learn information. As we are reading, pay attention to how salmon grow and change.</td></tr>
<tr><td>**Text and Discussion**
12 minutes</td><td>*The authors explain that a life span is not the same as a life cycle. Typically, humans have a life span of about 80 years. Salmon can't live for more than 8 years!*</td></tr>
</table>

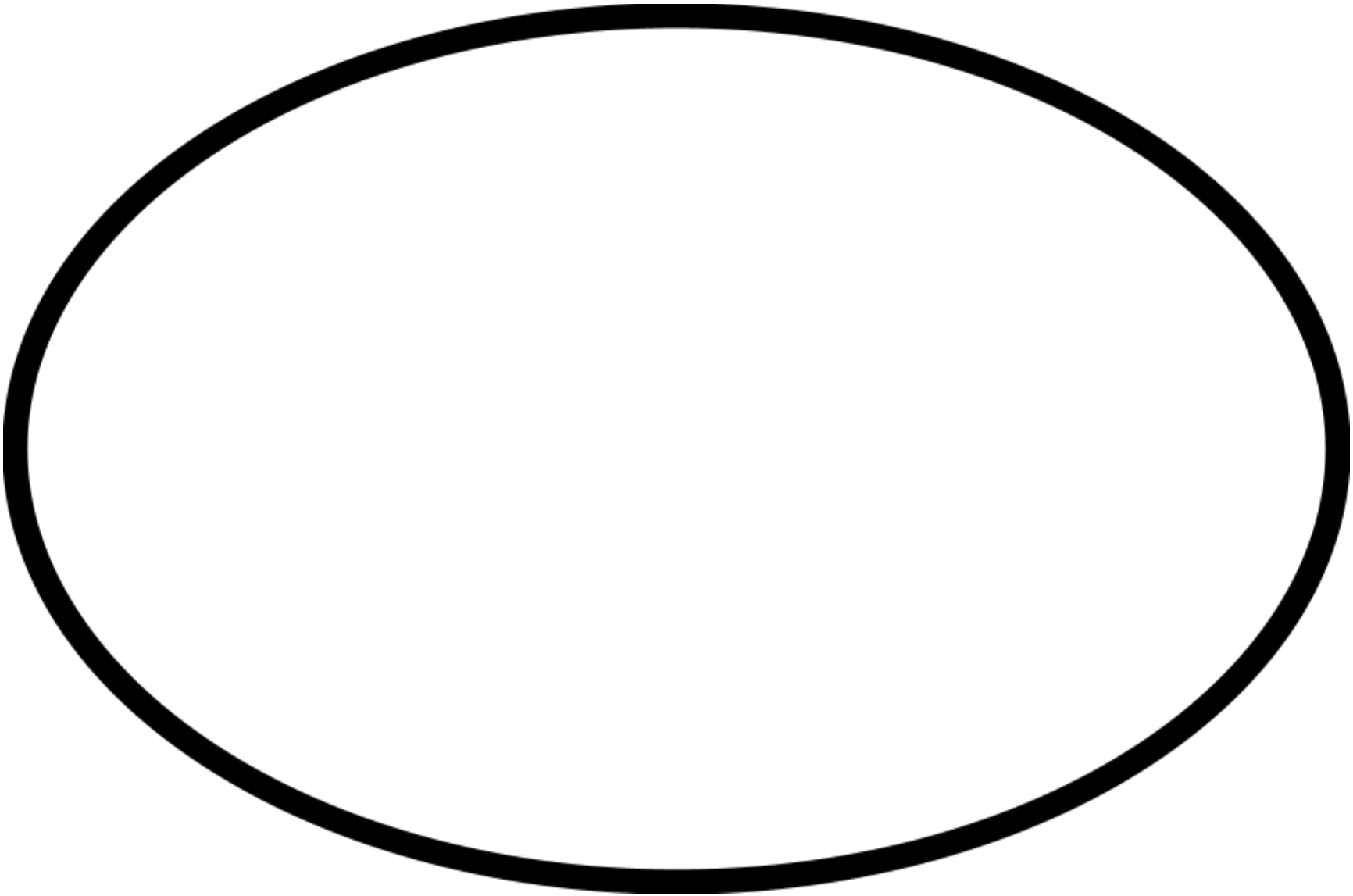
page 12	
page 13	Use the diagram to support comprehension before reading the text box. *Remember, diagrams are pictures that show specific information.* Invite children to turn and talk about the diagram. *What does the diagram teach us?* *Be sure to describe what you see in each picture on the diagram.* *That's right! This diagram teaches us about each stage of the salmon's life cycle, all in one picture!* *On the next pages, we'll learn about each of these stages in more detail.* *Let's read the text here in this green box to learn what words we use to describe the different stages of life.*
page 14	Read all of page 14. Pause at "gravel" and point to the photograph to support comprehension. *What are some ways that salmon habitats keep their eggs safe?* Elicit children's ideas and prompt as needed, referring back to specific details from the text.
page 15	Read all of page 15, including the text box. *What did we see in the video yesterday that connects with this information?* Harvest a few responses.
page 16	*What helps the alevins stay safe from predators?* Harvest a few responses.
page 17	*It says here in this section called "Sac lunch" that the alevin gets the nutrients it needs from its yolk sac.* ***Nutrients*** *are what an animal needs to grow and stay healthy, kind of like vitamins.*
page 18	Refer back to the diagram on page 13 before continuing to read. *Let's look at the diagram of the life cycle to see which stage of the we're learning about now. OK, so* ***fry*** *are the third stage of the life cycle. Let's keep reading to find out how fry are different from alevins.* Continue reading.
page 19	*The heading of this section is "Safety Schools." I know the author doesn't mean a school like our school where we learn.* *Can someone remind us, what is a school of fish?* Continue reading to the end of the page.

	The pattern on the parr's skin matches the texture of the river bed and makes it hard for predators to see them. What's the word the author uses to show that the parr blends in with its surroundings? *That's right—**camouflage**! The photograph shows us how the parr blends in—see?* Point to the photo and read the caption.
Key Discussion and Activity 6 minutes	Synthesize learning and add to the chart. *We are going to make our own diagram of the salmon life cycle here on the section of our chart that says "Life Cycle."* Lay out the salmon life cycle images for all to see. Invite children to identify the images that match the life cycle stages discussed in the lesson. Have them glue the images to the chart. Invite children to Think, Pair, Share. *How do salmon grow and change?* *Remember to use our chart and the details from the text to help you!*
Closing 1 minute	*As we continue to learn about the salmon life cycle, we will put more images and information on our chart!* Put aside the other life cycle images for use in future lessons.
Standards	**R.6.K.a** With prompting and support, identify characters settings and major events in a story. **R.6.K.b** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **R.8.K.a** Identify texts that tell stories. **R.8.K.b** Identify texts that provide information. **R.11.K.a** With prompting and support, describe the relationship between illustrations and the text. **R.11.K.c** With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts. **L.4.K** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. **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

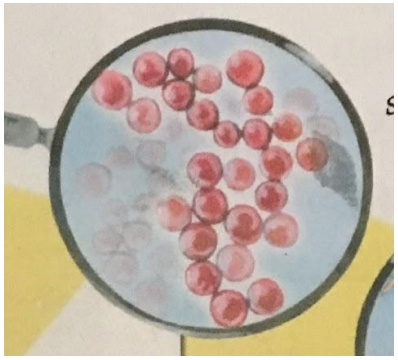
Ongoing assessment	Listen to children's responses during whole group conversation and Think, Pair, Share, and reflect on their participation in the shared activity. To what extent do children use text features to support their comprehension and vocabulary development? Do children use details from the text to support their thinking? Do children describe the life cycle using details from the text? How do children participate in the shared activity?
Center Activities	

Blocks	Children build habitats for salmon.
Dramatization	Children create a river.
Discovery Table	Children explore water.
Science & Engineering	Children observe goldfish behavior.
Writing and Drawing	Children create informational books about salmon and their habitats.

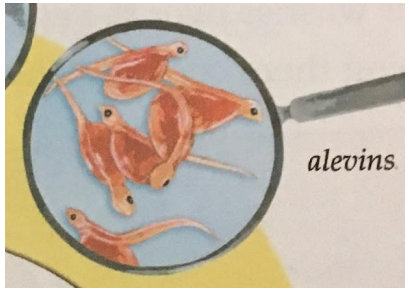
Notes



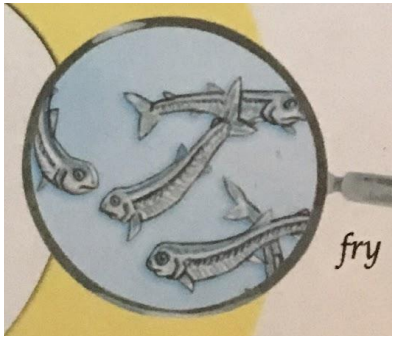
Life cycle images



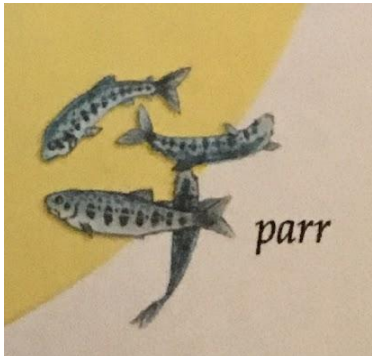
salmon eggs



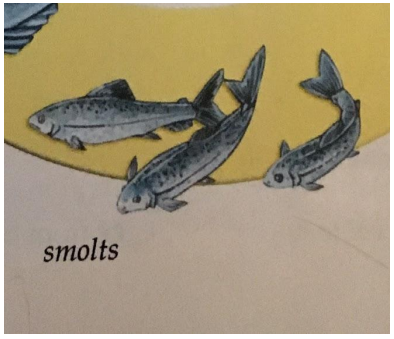
alevins



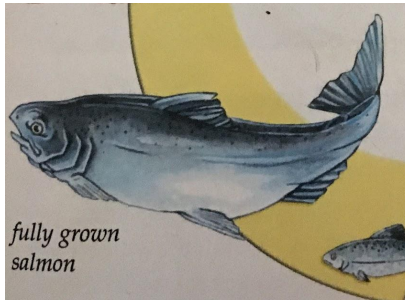
fry



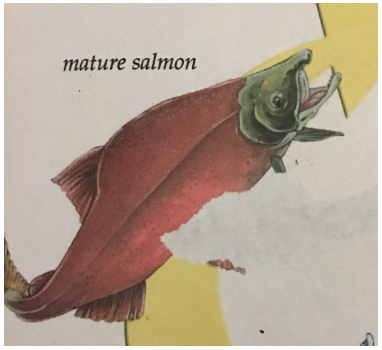
parr



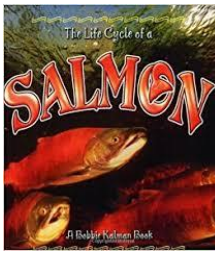
smolts



fully grown salmon



mature salmon



WEEK 3 Day 4

Read Aloud
The Life Cycle of a Salmon
Read 4 of 5, pages 20-27

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 Questions	What do animals need to survive? How do animals grow and change over time?
Content Objective	I can use key details from illustrations and words to describe the salmon life cycle. (R.5.K.a, R.5.K.b, R.11.K.a, R.11.K.c, K-LS1-1)
Language Objective	I can use vocabulary from the text to describe the salmon life cycle. (L.6.K)
Vocabulary	**migrate**: travel from one place to another **salmon run**: a long journey from the ocean to freshwater to lay eggs **upstream**: against the current of the water **spawning grounds**: the place where salmon begin their lives **decay**: break down; rot
Materials and Preparation	● *The Life Cycle of a Salmon*, Bobbie Kalman & Rebecca Sjonger ● *The Life Cycle of a Salmon* (part 2) chart, from Day 3 ● salmon life cycle images, from Day 3, and glue stick
Opening 1 minute	Introduce the text and set a purpose for the read. *The salmon life cycle has so many stages! Today we'll learn about the stage when a salmon moves from freshwater to saltwater, preparing for the final stages in its life cycle and to lay its eggs.*

	Let's continue to use the text features and key details to help us understand how salmon survive on their life cycle journey.
Text and Discussion 12 minutes pages 20-21	At the word "camouflage," refer to the photograph to support comprehension. Do not read the section titled "Estuary life," to preserve time for key text.
page 22	*What helps salmon grow once they are living in the ocean?* Harvest a few responses and prompt children to refer to key details from the words and illustrations.
pages 23	*What helps salmon stay safe from predators?* Harvest a few responses and prompt children to refer to key details from the words and illustrations.
page 24	*This section is called "On the Run." Do you think that the salmon are running? No—of course not!* *In this case, the word "run" means a journey. Listen to these next sections to find out about this amazing journey. We got to preview this journey when we watched the video.* *I notice that in this photograph the salmon bodies look different than they have before. If I look at the illustration on the bottom, I can see that the body has changed again. Let's mark this on our life cycle chart. The salmon is now fully grown—the text and the caption say so.* Glue the fully grown salmon to the Life Cycle section of the chart.
page 25	Read through "...they are mature." *This is the last stage in the salmon life cycle. Let's add mature salmon to our chart.* Glue the mature salmon to the Life Cycle section of the chart. Read the section titled "Super Swimmers!" and support children to understand why salmon leap against the current.
page 26	*Wow, salmon turn so many different colors over their life!* *Remember the redd? That is the special gravel nest where the salmon lay their eggs. I can see the eggs and the gravel nest in this photograph.* Read the caption.
page 27	Read the caption at the bottom of the page after reading the main text.

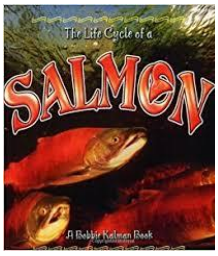
	Even though the salmon dies, something positive happens. How does the grown salmon dying help the eggs? Reread key text as needed to support comprehension and harvest a few responses.
Key Discussion and Activity 6 minutes	Invite children to Think, Pair, Share. *What happens at the end of the salmon's life cycle? Describe the journey of fully grown and mature salmon using details from the text.* During the share, record a few ideas next to the images on the Life Cycle section of the chart. If time permits, rewatch the salmon life cycle video from Day 2 to synthesize learning.
Closing 1 minute	*We've learned so much about the salmon life cycle and about how hard salmon work to survive in order to finally lay eggs at the end of their life. Tomorrow we will read about dangers to salmon and what we can do to protect these special fish.*
Standards	**R.5.K.a** Retell familiar texts with prompting and support, including details about who, what, when , where and how. **R.5.K.b** Retell key details of text with prompting and support, including the main topic. **R.11.K.a** With prompting and support, describe the relationship between illustrations and the text. **R.11.K.c** With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts. **L.6.K** Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts. **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
Ongoing assessment	Listen to children's responses during whole group conversation and Think, Pair, Share. To what extent do children use text features and photographs to support their comprehension and vocabulary development? Do children use details from the text to support their thinking?

	Do children describe the life cycle using details from the text? Do children use vocabulary about salmon when discussing the text?
Center Activities	

Blocks	Children build habitats for salmon.
Dramatization	Children create a river.
Discovery Table	Children explore water.
Science & Engineering	Children observe goldfish behavior.
Writing and Drawing	Children create informational books about salmon and their habitats.

Notes

WEEK 3 Day 5



Read Aloud
The Life Cycle of a Salmon
Read 5 of 5, pages 28-31

Big Ideas	Humans can harm or help the environment through their presence. Humans have a responsibility to act as stewards, protectors, and advocates for the environment.
Unit Question	How do animals grow and change over time?
Guiding Question	Why is it important to protect the environment?
Content Objective	I can identify reasons in the text that the authors give for why salmon are in danger. (R.10.K)
Language Objective	I can use evidence from the text to discuss dangers to salmon and ways to help. (SL.1.K.b, SL.2.K.a)
Vocabulary	**population**: the total number of one species living in an area **cutivate**: to raise crops or animals to sell as food **pollute**: to make a part of nature dirty **conservation group**: a group of people who work to protect animals and their habitats
Materials and Preparation	• *The Life Cycle of a Salmon*, Bobbie Kalman & Rebecca Sjonger • *The Life Cycle of a Salmon* (part 2) chart, from Day 3 • *The Life Cycle of a Salmon* chart images, from Day 1, and a glue stick Cut out the Dangers to Salmon and Ways to Help images and attach them to the chart. • Dangers to Salmon cards, cut apart • Clean Water image, cut out • Ways to Help cards, cut apart

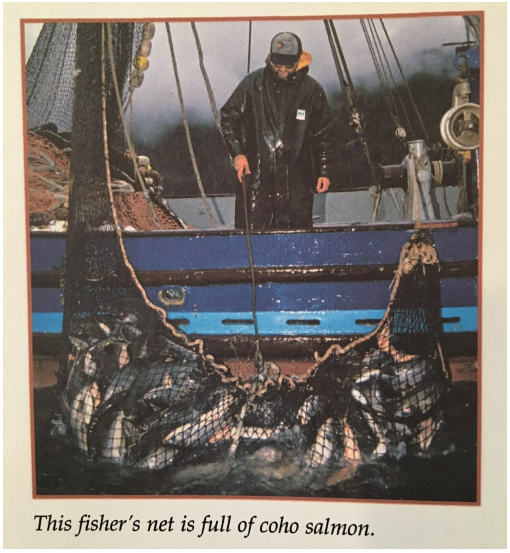
Opening 1 minute	Introduce the text and set a purpose for the read. *We've read all about salmon habitats and life cycle. Humans can have a big impact on both of those things.* *As we read today, listen carefully for the points that the author, Bobbie Kalman, makes about why salmon are in danger and what we can do to protect these special fish.*
Text and Discussion 10 minutes page 28	*This fisherman has caught a lot of salmon in his net. If we catch salmon for food before they can lay more eggs, what will happen to the salmon populations? That's right—they will decrease. That means the **population**, or amount of salmon living in that part of the ocean, will decrease, or get smaller. Humans need to make sure plenty of salmon can return to the spawning grounds every year.* Read through "...salmon populations are getting smaller." Add to the chart. *I added a few images to our chart. This part says "Dangers to Salmon." We will record what we learn from these two pages in this section. One danger we just read about is overfishing.* Display the Dangers to Salmon cards for all to see. *Which image represents overfishing? How do you know?* *Let's add it to our chart.* Read "Fish farms." *Another danger to salmon are fish farms. Which image represents fish farms? How do you know?* Add the image to the chart. *In this section, the author gives two reasons that fish farms can be dangerous to salmon in their natural habitat. What are the two reasons that fish farms can create problems?* Support students' comprehension as needed by rereading key text. Record the two reasons on the chart next to the image.
page 29	Read "Dirty waters" and hold up the polluted water image. *Here is a picture of polluted water.* Hold up the clean water image. *Here is a picture of clean water. What does it mean to be polluted, and how is this a danger to salmon?* Harvest children's ideas, then add "polluted water" to the chart. Read "Blocked routes."

	I can see that this dam blocks the route that the salmon travel to and from the ocean. It must make it difficult, or maybe even impossible, to reach the spawning grounds. Read the caption. *Let's add blocked routes to the chart.*
page 30	Synthesize new information and use text features to support comprehension. *We've just added four dangers to salmon: overfishing, fish farms, polluted waters, and blocked routes. I see that this heading says "Helping salmon." Let's read to find out how we can help.* Read though "...protect salmon and their habitats." *The text tells us that a **conservation group** is a group of people who work to protect animals and their habitats. All around the world people work together to protect different kinds of animals and habitats. Let's add conservation groups to our chart in a new section called "Ways to Help."* Read "Climbing ladders." *This fish ladder looks amazing! Salmon can hop up these steps to get around the dam that was blocking the route! Let's add fish ladders to the chart.*
page 31	Read "Hatching a plan." Read the caption above the photo. *How does a fish hatchery help protect salmon?* Harvest responses, then add "fish hatcheries" to Ways to Help. Read "How can you help?" *What should we add to our chart now?*
Key Discussion and Activity 5 minutes	Invite children to Think, Pair, Share. *What is one reason that salmon are in danger, and how can humans help? Use images from our charts or words from the text to support your ideas.*
Closing 1 minute	*After this week you are all experts on salmon! We will keep our charts up in the classroom for you to reference as you work in centers and continue to think about the life cycle of a salmon.*
Unit Question Chart 3 minutes	Refer to the Unit Question Chart. *We have been thinking about this question: How do animals grow and change over time?* Invite children to share any new thinking in response to the question and add it to the chart. Some emerging ideas might include: salmon live in fresh

<table>
<tr><td></td><td>and salt water at different parts of their life cycle; salmon have to work hard to survive; salmon die right after they lay their eggs.</td></tr>
<tr><td>Standards</td><td>R.10.K With prompting and support, identify the reasons an author or character gives support to points in a text.
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).
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.</td></tr>
<tr><td>Ongoing assessment</td><td>Listen to children’s responses during whole group conversation and Think, Pair, Share.
Do children continue conversations through multiple exchanges?
Do they use details from the text to support their thinking?
What do children understand about dangers to salmon and ways to help?</td></tr>
<tr><td>Center Activities</td><td><table>
<tr><td>Blocks</td><td>Children build habitats for salmon.</td></tr>
<tr><td>Dramatization</td><td>Children create a river.</td></tr>
<tr><td>Discovery Table</td><td>Children explore water.</td></tr>
<tr><td>Science & Engineering</td><td>Children observe goldfish behavior.</td></tr>
<tr><td>Writing and Drawing</td><td>Children create informational books about salmon and their habitats.</td></tr>
</table></td></tr>
</table>

Notes

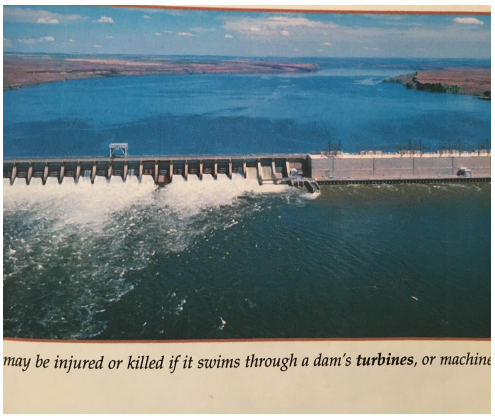
Dangers to Salmon cards



overfishing

fish farms

polluted water



blocked routes

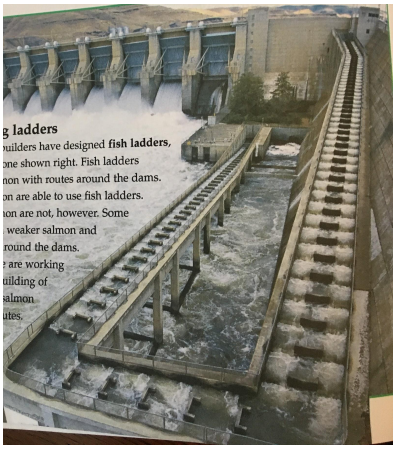
Clean Water image

Ways to Help cards

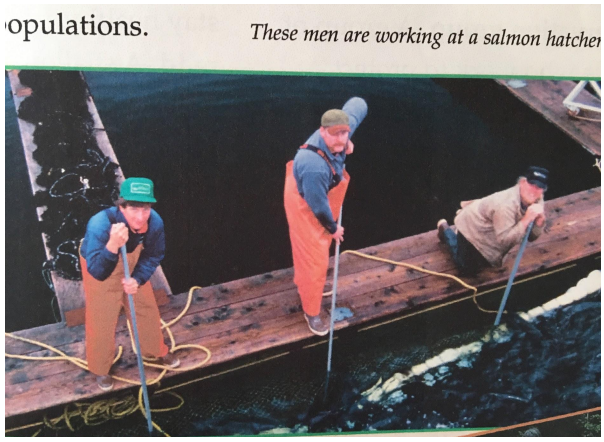
DOWNEAST SALMON FEDERATION

WWF

conservation groups



fish ladders



fish hatcheries

clean ups

Read Aloud U2 W3 D5

WEEK 3 Day 2

Art Studio: Beautiful Stuff Compositions 1

Children explore and create with 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	**recycle**: to use waste for something new **collect**: to gather together **create**: to make **adhesive**: something used to stick things together
Materials and Preparation	• a selection of sorted Beautiful Stuff materials with differing qualities (e.g. bottle caps, fabric pieces, acorns or shells, toilet paper rolls, and wine corks) • trays • artwork images • artwork slides Set out the materials on the table with trays. Lay out the art images or have them available digitally so children can access them for inspiration. We strongly suggest initially exploring without adhesives (tape, glue, etc.).
Intro to Centers	*Today in the Art Studio, you are going to explore the Beautiful Stuff you have been organizing. All of the materials we have are either recycled or natural. I have pulled out some [bottle caps, pebbles, and fabric pieces] for us to look at together.* Show the materials. *What do you notice about these materials?* Harvest a couple of responses. *Because you are learning about how to work with these materials, for now you are going to work without any **adhesive**, or any*

	material that sticks things together, such as glue or tape. That way you can all keep experimenting with different kinds of creations. *What ideas do you have for what to create with these materials?* Harvest a couple of responses. Show the images of artworks using recycled materials. *Here are some images of how artists have used recycled materials in their creations. Just like you, they are repurpose the materials for creating artworks. What do you notice?* Harvest a couple of responses. *You can document your work using the ipad or my phone.*
During Centers	Children explore the materials individually or in small groups. Support them to build their understanding of the properties of the materials and the possibilities they offer. Ask guiding questions to foster their creative and flexible thinking about how the materials might be used. Invite children to document how they are using the materials and what they create.
Facilitation	● What ideas do you have about how to use these materials? ● How can you describe this material? ● What is similar or different between these materials? ● What inspires you about these materials? ● How else could you use them?
Standards	**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.

Notes

Images of artworks made with recycled materials

Untitled (Styrofoam Cups), Tara Donovan
Institute of Contemporary Art, Boston

http://archive.boston.com/ae/theater_arts/gallery/10donovan/

Bike Arch, Mark Grieve and Ilana Spector
Made with 300 bicycle parts
California

https://tumblr.all-that-is-interesting.com/post/19397667851/five-amazing-pieces-of-art-made-from-recycled

Gyre, Julie Konblum
Crochet recycled materials
Los Angeles, California

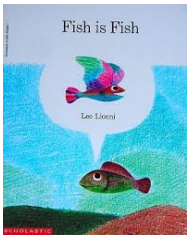
https://www.cultivatingculture.com/2017/08/29/art-recycled-materials/julie-kornblum-recycled-art

Sound Suits, Nick Cave
made with varied recycled materials (buttons, wood, fabric, metal)
Chicago

https://www.nytimes.com/interactive/2019/10/15/t-magazine/nick-cave-artist.html

Sticks Around a Boulder, Andy Goldsworthy
Woody Creek, Colorado

https://www.architecturaldigest.com/gallery/andy-goldsworthy-book-ephemeral-works



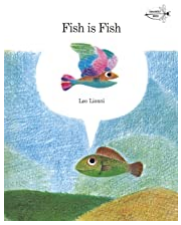
WEEK 3 Day 2

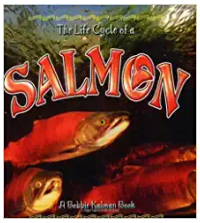
Art Easel: Leo Lionni-Inspired Paintings 1

Children create images of aquatic habitats inspired by Leo Lionni's work and using a variety of techniques and media.

Big Ideas	Authors, illustrators, and other types of artists convey important messages, emotions, knowledge and cultural representations through words and images that people use and apply to their own experience.
Guiding Questions	Why did the author, illustrator or artist choose to create his/her art piece or book? What do you want to learn more about? How and where can you find this information?
Vocabulary	**represent**: to show **surroundings**: the space around a person or animal **technique**: a way of doing something **cross-hatching**: filling in a drawing with criss-crossed lines **rubbing**: an effect created by dragging a writing tool over a texture
Materials and Preparation	• watercolor paint • brushes of various sizes • paper of various sizes • pencils, colored pencils, and/or crayons • rubbing plates or materials with interesting textures that can be used for rubbing • *Fish is Fish*, *Swimmy*, and other books by Leo Lionni
Intro to Centers	*Last week we read* Fish Is Fish *by Leo Lionni. Leo Lionni is the author of that book, and he's also the illustrator. He has a unique style of illustration. Today in the Art Studio you can try out some of the same techniques that he used to create these illustrations.*
During Centers	Define cross-hatching.

	Cross-hatching is a way of drawing lines in a criss-cross pattern that helps to fill in the picture with color and texture. I'll show you what it looks like. Demonstrate cross-hatching using crayon. Layer colors as Leo Lionni does on page 10. *As I turn the pages of the book, when you see cross-hatching in an illustration, hold up two fingers in a cross-cross pattern to let me know you see it.* Turn slowly through the pages, allowing the children to look closely at the illustrations. *You found a lot of cross-hatching! While you were looking for cross-hatching, I noticed another illustration technique. Leo Lionni creates a lot of texture in these pictures—they look bumpy or rough in some parts. We can make textures by making rubbings. A rubbing is made by dragging a writing tool over something to make a texture, pattern, or design.* Demonstrate a rubbing, trying both the end and the side of a crayon and applying varying amounts of pressure to achieve the effect. *Let's take a look at a few more of his illustrations. If you see something that looks like it could be a rubbing, gently rub your forehead.* Page through another book or two by Leo Lionni to identify these same techniques. *Leo Lionni used pencil, cross-hatching, and paint to make some of his illustrations. Think back to the technique we learned called crayon resist. In your pictures, you might be inspired by Leo Lionni's work and combine cross-hatching, rubbings, and crayon resist.* Turn to an illustration of an underwater scene, such as in *Swimmy*. *I might make a drawing, and then paint over it with watercolor. My work will be similar to Leo Lionni's!* Guide children through a review of crayon resist if necessary. *When you go to the Art Center today, you can try out all of these techniques and see what you create.*
Facilitation	● Can you change the direction of your cross-hatching to show a different texture? ● Can you vary the colors to create different times of day? ● What can you find around the room to use as a rubbing plate? ● What happens when you change the pressure you use on a rubbing plate? ● What parts of Leo Lionni's work is the most inspiring to you?
Standards	**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.





WEEK 3 Day 1

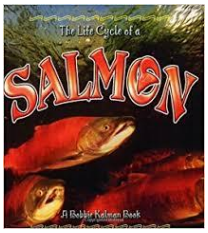
Blocks: Aquatic Habitats 2

Using photographs of ponds, rivers, and lakes for reference, children construct aquatic habitats for fish.

Big Idea	Animals need food, water, and air to survive.
Guiding Question	What do animals need to survive?
Vocabulary	**aquatic**: relating to water **habitat**: a place where animals live
Materials and Preparation	• *Salmon*, Bobbie Kalman • *Fish is Fish*, Leo Lionni • images and informational texts that include fish and fish habitats • Frog Habitat chart, from Week 2 • construction paper: green, brown, gray, orange, red, and blue • pencils • coloring tools, such as crayons or colored pencils • clipboards • children's scissors, several pairs • basket • laptop and projector From the texts, select an image of a fish habitat and project it on a wall in the Blocks Center. Alternatively, print and display several images. Post the Frog Habitat chart 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.
Intro to Centers	*You have been constructing frog habitats in the Blocks Center. This week, we will make new habitats—this time for salmon and other fish to live. Here is the list we made of important **features** of a frog habitat.*

	Refer to the list from Week 2. *Some of these features might also be part of a fish's habitat—a fish also lives in an **aquatic**, or water, habitat. Let's look through the illustrations in* The Life Cycle of the Salmon *to remind ourselves about a salmon's habitat.* Turn through the pages, helping children highlight the water, food sources, and other features that might be included in the habitat. *Now that we have done some quick research, let's look at this list again. How is a fish's habitat the same as a frog's? How are they different?* Mark children's ideas on the list. Show the basket of collected materials. *How could you represent these parts of a fish's habitat using blocks or other materials? How might you create salmon and other fish?* Invite the children to turn and talk to prepare for building.
During Centers	Children construct habitats using blocks and other materials, collaboratively or independently. Encourage children to create salmon, other fish, and other features of the environment according to what they find in books and images. Challenge children to add written elements such as signs or labels.
Facilitation	● What do you notice in the picture that helps you design the habitat? ● How can you create a _____ using blocks or other materials? ● What additional materials would be helpful? ● What types of blocks will you use to build a habitat? ● How is the aquatic habitat different from and the same as a habitat for other animals, or for people?
Standards	**R.4.K** Ask and answer questions with prompting and support about who, what, when, where and how. **SL.4.K** Speak audibly and express thoughts, feelings, and ideas clearly.

Notes



WEEK 3 Day 3

Dramatization: Creating a River

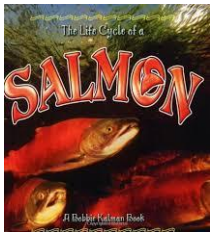
Children use varied materials to create a river in which to dramatize the life cycle of a salmon.

Big Ideas	Like humans, animals are part of interdependent communities that are affected by, and adapt to, the environment that surrounds them. All animals grow and change over time.
Guiding Questions	How do animals grow and change over time? How do animals form communities, work together, and use and adapt to their environments, and how is this similar to and different from people?
Vocabulary	**freshwater**: water that includes little or no salt, found in ponds, lakes, rivers, and streams **saltwater**: water with salt, as is found in oceans and seas **estuary**: a place where freshwater meets saltwater **life cycle:** how an animal grows and changes over time **habitat:** a place where animals live **species**: a specific type of animal
Materials and Preparation	● *The Life Cycle of a Salmon*, Bobbie Kalman ● chart paper and markers ● blue and/or green fabric ● construction paper ● butcher paper ● Beautiful Stuff materials ● paint and brushes ● glue and tape
Intro to Centers	Have *The Life Cycle of a Salmon* at hand. *We have been learning about salmon and their habitat. Let's look back at some pictures.* Show a few illustrations that show salmon swimming in the river. *In the Dramatization Center, you could pretend to be a salmon or one of the people who protects its environment—but you would*

	need a river to do that! We have a pond. What could we change or add to create a river? Turn and talk to a partner. As children share ideas, write them on the chart paper and show some of the available materials. Add to the list as the week progresses and children get more involved in the Center.
During Centers	Support children with their ideas and materials they might need. Offer new, appealing materials to foster their exploration. Help children consider their audience, thinking about how people will understand that they are creating a river and that they are dramatizing the life cycle of a salmon. Take observational notes and photos as children work. These can be displayed during the Showcase of Learning at the end of the unit to demonstrate their learning.
Facilitation	● What materials do you need to create the river? ● How could you represent the movement of the water in the river? ● What materials do you need to act out the role you are choosing? ● What dangers await for the salmon? How can you show them? ● How can you act out the salmon run? ● How can you act out the eggs of the salmon? Or, what materials do you need to create the salmon eggs? ● What species of salmon are you choosing to represent? ● What can people do to help protect animal habitats? How can you represent that?
Standards	**SL.1.K.a** Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups. **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

Notes

WEEK 3 Day 1



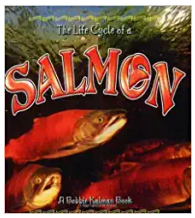
Library & Listening: Book Reviews 2

Children continue to 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	**author**: person who writes a book or other text **illustrator:** person who creates pictures for a text **characters**: the people or animals who the story is about **setting**: where and when a story takes place **record**: to draw or write information **opinion**: a view or belief about something
Materials and Preparation	• Book Review sheets, at least one copy for each child • clipboards • writing and drawing tools • chart paper • markers • large sticky notes Set up materials as in Week 2: Make Book Review sheets and chart paper available in the center. Set up a basket with drawing and writing tools and sticky notes.
Intro to Centers	*Today in the Library and Listening center you can continue to write book reviews. I can't wait to see your thoughts about our animal and habitats books.* Review how to complete the Book Review sheet, if needed.

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.
Guiding Questions	● 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	**R.5.K.a** Retell familiar texts with prompting and support, including details about who, what, when , where and how. **R.5.K.b** Retell key details of text with prompting and support, including the main topic. **R.8.K.a** Identify texts that tell stories. **R.8.K.b** Identify texts that provide information. **R.11.K.b** With prompting and support, compare and contrast the experiences of characters in two or more familiar texts. **R.11.K.d** With prompting and support, compare and contrast two texts on the same topic. **W.3.K.b** Use a combination of drawing and writing to communicate a topic.

Notes



WEEK 3 Day 1

Discovery Table: Water, Part 3

Children explore the concept of resistance by moving different materials through water.

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 people?
Vocabulary	**narrow**: a space or object that is thin, not wide **wide**: a space or object that is large, not narrow **resistance**: a force that is going against or pushes another **current**: the direction that water is moving **upstream**: against the current of the water
Materials and Preparation	• smocks • sensory table/tub • water • an absorbent mat or towel, for under the table • *Life Cycle of the Salmon,* Bobby Kalman • cups and plates • materials of various widths and weights Fill the sensory table with water (one third or one half full), and place materials in a basket or on a tray nearby.
Intro to Centers	*We have been learning about fish and frogs and their habitats.* Hold up the book, *Life Cycle of a Salmon*. *In this book we learned that salmon swim **upstream**—they swim against the **current**, in the opposite direction the water is moving. Their bodies must be very strong to do this, because the water is providing **resistance**—it pushes against the fish.* Show resistance by pressing one hand against the other. Have children imitate. Ask for a volunteer to push her hands against the teacher's hands, narrating, *I am offering resistance*.

	Discuss what that feels like. Have children offer gentle resistance to each other, in partners. *This week in the Discovery Table, you can experiment with how different objects move through water. Do you think this **narrow** stick or this **wide** plate will move through the water more easily?* Children respond. *Why do you think that?* Children turn and talk to share their ideas. Harvest ideas from the group.
During Centers	Children continue to experiment with water, exploring the concept of resistance by testing objects of different sizes and widths as they move through the water. Invite children to create a gentle current in the water and then to experiment by having objects move along with or against that current.
Facilitation	● How does the water feel? ● How does the water make your body feel? ● What are you noticing about the way the water moves? ● What do you notice about the materials in the water? ● How does the resistance feel? ● What is the difference between this _____ and that _____? ● Can you show me how salmon might move in the water?
Standards	**R.4.K** Ask and answer questions with prompting and support about who, what, when, where and how. **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

Notes

WEEK 3 Day 1

STEM Investigation 3: Human Behaviors

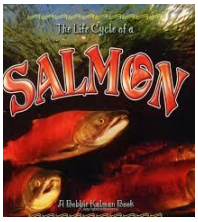
Children explore how structures of the human body impact how they move in various environments within their habitats. Children consider which structures they use to stand, walk, or draw, etc. Children record data about how human structures affect movement.

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** **habitat** **move**
Materials and Preparation	● 1-2 body tracings, from STEM Investigation 1 ● human structure picture cards Prepare a set of human structure cards, using photos from children in the class (if possible). Each card should include the word and a corresponding image. Make the following: head, neck, arm, elbow, hand, fingers, knee, leg ● a container to store the human structure picture cards (bag, or box, or basket) ● writing and drawing tools ● clipboards On the chart paper, write the focus question, *What do you notice about how you use your own body structures to move?* 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.
Intro to Centers	*Remember we drew our bodies and labeled our different structures?* Make connections to Investigation 1. Refer to the scientific illustrations. *Today, we are going to talk more about the human body structures. We have a new focus question:* ***What do you notice about how you use your own body structures to move?*** Point to and read the focus question. What are some important words in the focus question that we need to understand as scientists in order to answer it? Circle the words 'notice,' **'structures**,' and 'move.' Remind children about their own structures by showing one of the human body illustrations created in Investigation 1. *Point to your _____ (elbow, knee, wrist, hips, etc.).* Point to some of the structures on the illustration and ask children to point to these same structures on their own bodies. *What structures do you use when you stand up?* Invite children to think like scientists and investigate how they move their own structures in certain ways. Invite children to stand up. Explain that scientists **observe** and **investigate** to figure things out. Model the activity for children. Choose a structure card from the container. Think of one way you use this structure inside the classroom and one way you use this structure outside the classroom. Next, draw a picture of the inside movement on one side of a paper and an outdoor movement (using the same structure) on the other side of the paper.
During Centers	Children will investigate how their bodies move inside the classroom and outside. Children will select various human structure cards and document one way the structure is used inside the classroom and one way the structure is used outside the classroom. When possible, practice different movements with children inside the classroom and help children to note the structures used. If children are having difficulty with drawing pictures, you might allow them

	to photograph each other or themselves.
Facilitation	● Think about what you do in the classroom (e.g., walk, write, sit, stand, eat, zip). What other ways do you use your structures to move? ● How do you move when you are in your outdoor habitat (e.g. the playground)? Do you run outside where there is more space than in the classroom? What structures do you use to run? ● Do you like to climb? What do you climb? What structures of your body do you use when climbing? ● Shake hands with your neighbor. What structures did you use? Now, try to shake hands without bending your elbows. What do you notice?
Sharing Our Research	*What did you notice about how we use our structures to move?* Children turn and talk to a classmate about something he/she noticed. As children talk about how they utilize different structures, chart these movements under the structure labels. Have children's drawings available so they can compare and contrast how they use the same structures to move inside and outside. Play charades. Model a movement without speaking. Call on a child to: 1) make a guess about what you are doing based on observing the behaviors and 2) name one structure that was used. For example, act out picking up food with a fork, putting the food in your mouth, chewing the food, and then swallowing the food. Children can take turns modeling an action. Classmates can be scientists; they can observe the behavior and name the structures used in the action.
Standards	**K-ESS3-1** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. Further explanation: Examples of relationships could include that deer eat buds and leaves and therefore usually live in forested areas and that grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system. Examples could include coastal tide pools, humans in Maine living in insulated buildings for protection during cold months, or uninsulated structures during warm months (e.g. camping in a tent). Examples of animals that migrate include monarch butterflies, ducks, Canada geese, etc. Developing and Using Models, Natural Resources, Systems and System Models

WEEK 3 Day 4



Writing & Drawing: Information Book about Salmon 1

Children dictate, draw, and write to share important information they have learned from reading *The Life Cycle of the Salmon* and other informational texts.

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. Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
Guiding Questions	How do animals form communities, work together, and use and adapt to their environments, and how is this similar to and different from people? What do you want to learn more about? How and where can you find this information? What do animals need to survive?
Vocabulary	**salmon:** a type of fish **habitat:** a place where animals live **life cycle:** how an animal grows and changes over time **expert:** someone who knows a lot of information about a topic
Materials and Preparation	● drawing and writing tools ● paper of a consistent size for creating a class book ● paper of various textures and sizes, but not larger than the paper for book pages ● *Life Cycle of the Salmon*, other informational texts about, and images of salmon Set out materials so children can access them easily.
Intro to Centers	*We have been reading* The Life Cycle of Salmon*. This book offers a lot of information about salmon, their habitat, and their life cycle. The author is an* ***expert****—he knows a lot about salmon. What is something you have learned about salmon from this book?*

	Harvest a few comments. *In the Writing and Drawing Center we have this book and other sources of information about salmon.* Show some of the resources. *Do some research and find some facts about salmon you find especially interesting. Draw a picture and write some words to show an important fact. If you'd like, you can choose to collaborate with a friend on your salmon information page. This can be a first draft; when we are ready, we'll collect all the information we want to share about salmon into a class book. I am excited to learn about your expertise on salmon!*
During Centers	Support children as they research and decide what to draw and write about. Remind them that they will have an opportunity to revise their work to create a final page for the class book. Where children have interests and ideas in common, encourage them to collaborate.
Facilitation	● What new information about salmon have you learned? ● What do you think is important for other people to know about salmon? ● How can you capture the information you have learned and share it with others?
Standards	**R.4.K** Ask and answer questions with prompting and support about who, what, when, where and how. **W.3.K.b** Use a combination of drawing and writing to communicate a topic. **SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail. **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

Notes

WEEK 3 Day 1

Writing Report

Pre-Assessment

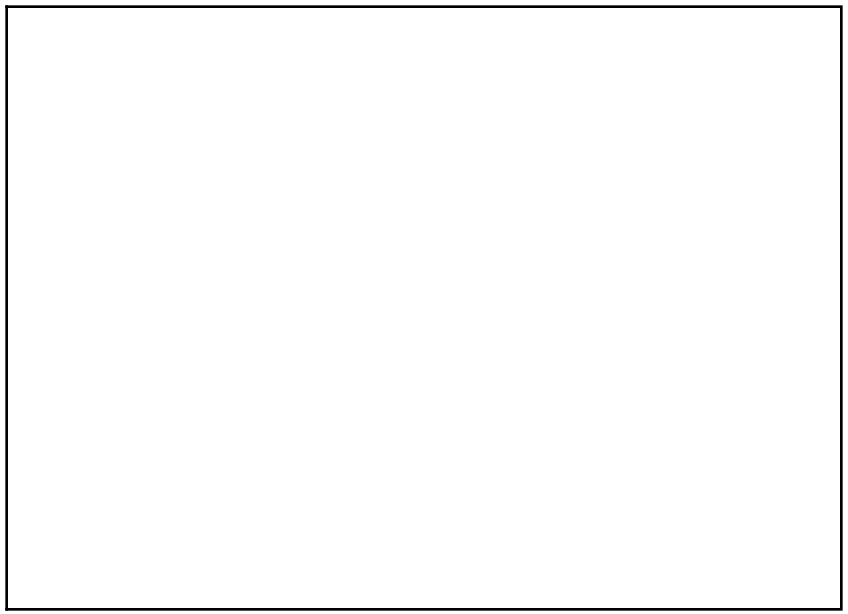
Content Objective	I can tell, draw, and write information about an animal. (W.K.2)
Language Objective	I can tell information about an animal to my partner. (SL.K.1a)
Materials and Preparation	• Report Pre-Assessment half sheet, 2 copies for each child, plus a few extra copies • writing tools • Report Rubric, one copy for each child • Report Assessment Reflection
Opening 5 minutes	*Last week you finished your personal recounts! To help me plan for our new Writing unit, I am going to ask you to write something all by yourselves, without help, like you did before and after learning about personal recounts.* Show the Report Pre-Assessment sheet. *Each of you will get a sheet that looks like this. At the top there is a place to write your name and the date. Then it says "Write a report about an animal." The information could be about any animal you know a lot about—one that we've studied together, or a different animal.* *Before you write, you can practice your report by telling it.* Think, Pair, Share. *Tell your partner information about an animal.*
Individual Construction 24 minutes	Send the children to write, with writing tools and Pre-Assessment sheets.
Closing 1 minute	*It's so helpful for me to read your writing and to see what you already know!*

Standards	**W.K.2.** Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic. **SL.K.1a.** Follow agreed-upon rules for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
Ongoing assessment	Use the Report Rubric to score each child's work. Note that children may express their understanding of the features of Report through illustration; through written sounds, letters, and words; and orally. Then, complete the Report Reflection to plan for next steps.

Notes

Name: _____

Write a report about an animal.



_____

_____

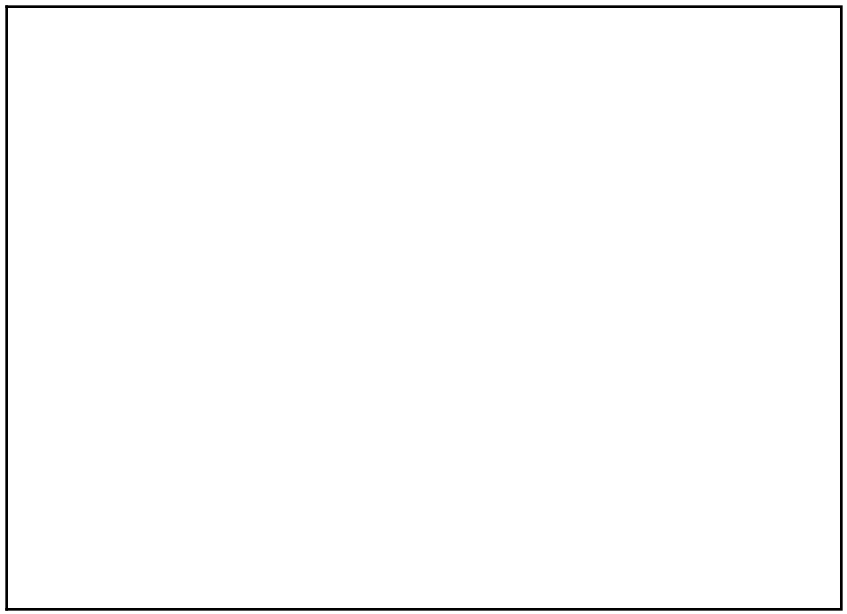
_____

_____

_____

Name: _____

Write a report about an animal.



_____

_____

_____

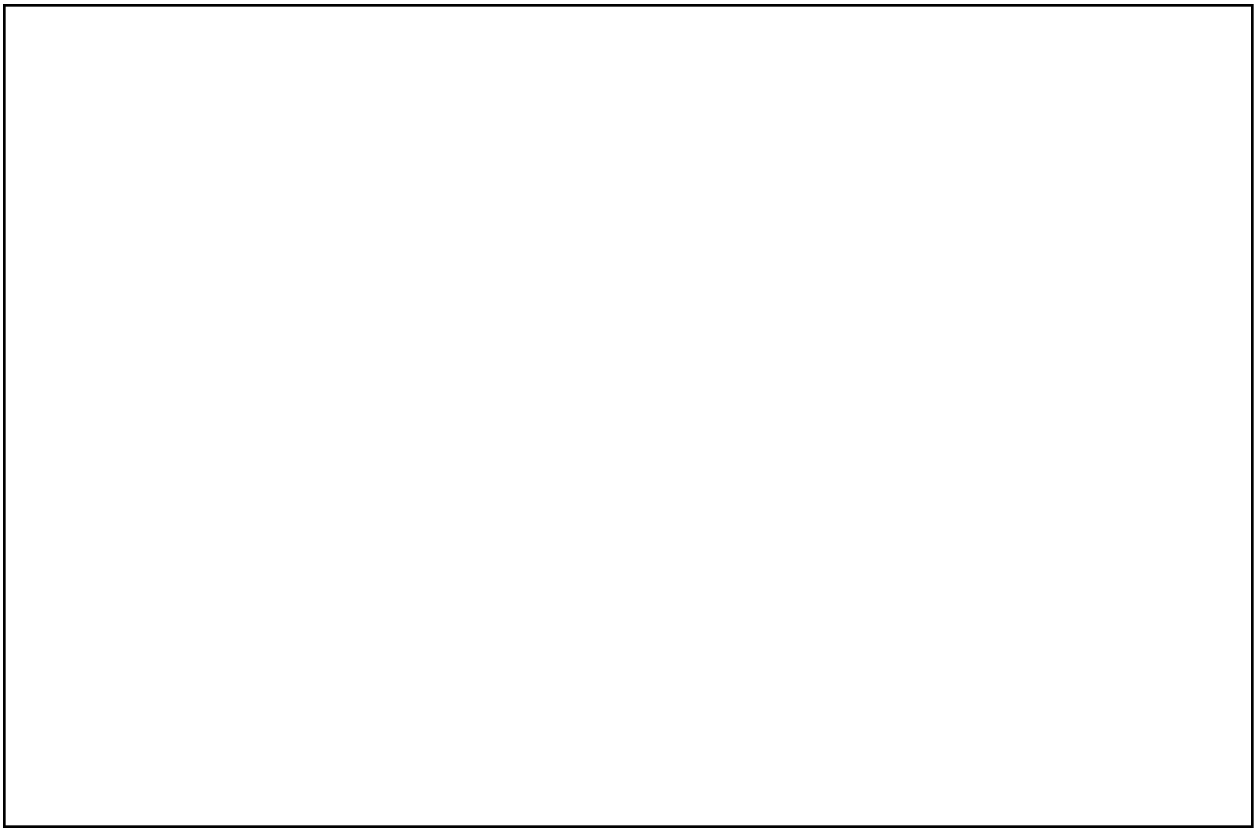
_____

_____

Report Pre-Assessment

Name: _____ Date: _____

Write a report about an animal.



_____

_____

_____

_____

_____

_____

K2 Report 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.K.2)	**Not Observed**	**1**	**2**	**3**	**4**
to organize information about a topic		Reflects a different purpose than required by the task.	Some sentences reflect an accurate purpose, but most do not.	Mostly accurate, but one or more sentences deviate from the purpose.	Accurate purpose, and all sentences support the genre purpose.
Structure (W.K.2)	**Not Observed**	**1**	**2**	**3**	**4**
General Statement: introduces and classifies the topic of the report		Attempts to introduce the report, but most elements are missing or unclear.	Attempts to introduce the report, but elements are missing or unclear.	Introduces the topic of the report.	Introduces and classifies the topic of the report.
Subtopics: information is grouped into subtopics; subtopics are ordered logically		Information is vague or unclear. Does not include detail; may be very brief.	Includes one piece of information; or information about the same subtopic is not grouped together.	Includes two pieces of information. Information about the same subtopic is grouped together.	Includes three or more pieces of information. Information about the same subtopic is grouped together.
Language	**Not Observed**	**1**	**2**	**3**	**4**
The Third Person: the third person is used to demonstrate expertise and to achieve a formal tone appropriate for the audience		Writes in the first and/or second person. *(I, you, etc.)*	Writes about half of the report in the third person.	Writes mostly in the third person.	Writes all sentences in the third person.

Nouns: general nouns are used, naming a group or class, rather than something specific (L.K.1c)		Uses mostly specific nouns.	Switches between general and specific nouns.	Uses mostly general nouns.	Uses all general nouns.
Conventions	**Not Observed**	**1**	**2**	**3**	**4**
Capitalization L.K.2a L.K.2b		Minimally or incorrectly uses upper case letters (as the first word in a sentence and the pronoun *I).*	Inconsistently capitalizes the first word in a sentence and the pronoun *I.*	Most of the time capitalizes the first word in a sentence and the pronoun *I*.	Capitalizes the first word in a sentence and the pronoun *I.*
Punctuation L.K.2c		Does not experiment with punctuation.	Experiments with end punctuation, but symbols may be inaccurate (question mark inverted or uses other symbols).	Experiments with punctuation but may have some inaccuracies (question mark where there should be a period).	Correctly uses end punctuation.
Spelling L.K.2d L.K.2e		Attempts representing sounds with letters, but does not write a letter or letters for most consonant and short-vowel sounds.	Writes a letter or letters for most consonant and short-vowel sounds, but not all words are represented by a letter or letters.	Writes a letter or letters for most consonant and short-vowel sounds (phonemes). Spells some simple words phonetically, drawing on knowledge of sound-letter relationships.	Spells simple words phonetically, drawing on knowledge of sound-letter relationships. Utilizes a word wall to spell learned words.

Report Pre-Assessment Reflection

What are areas of strength for most children?
What are the highest areas of need?
Which children were not able to demonstrate knowledge of the genre, because they are emerging writers? For these children, find time to have them orally tell a report, and take notes on the Report Observation Tool.

When and how will I address children's needs?
(See the table below for guidance about where elements appear in the unit.)

Purpose	Unit 2, Week 4, Day 2
Structure	General Statement: Unit 2, Week 4, Day 2 and Week 5, Day 2 Subtopics: Unit 2, Week 4, Days 2-4
Language	The Third Person: Unit 2, Week 4, Day 4 Nouns: Unit 2, Week 6, Day 4
Conventions	Some conventions will be addressed through the Phonics program. Additional instruction can occur during conferencing and during Unit 2, Week 8 revisions.

Report Observation Tool

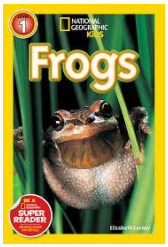
Child's Name: _____

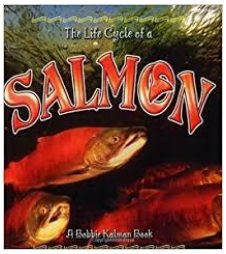
	Yes, date observed and notes	**Not Yet**, notes and next steps
Stages		
General Statement: introduces and classifies the topic of the report		
Subtopics: information is grouped into subtopics; subtopics are ordered logically		
Language (children may demonstrate appropriate language choices orally or through writing)		
The Third Person: the third person is used to demonstrate expertise and to achieve a formal tone appropriate for the audience		

	Yes, date observed and notes	**Not Yet**, notes and next steps
Nouns: general nouns are used, naming a group or class, rather than something specific		

Suggestions for Week 8 revisions, based on observations

WEEK 3 Day 2

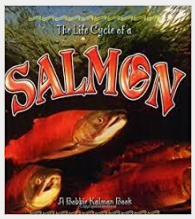
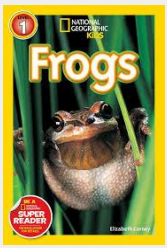




Writing Report

Deconstruction: Report Purpose

Content Objective	I can state the main purpose of a text. (RI.K.6)
Language Objective	I can describe what I notice about a text. (SL.K.1)
Vocabulary	**personal recount**: a genre of writing whose purpose is to document a sequence of events and to entertain **genre**: a type of writing **purpose**: the reason for doing or creating something **report**: a genre of writing whose purpose is to organize information about a topic **organize**: to arrange **information**: facts or details about a subject **topic**: what the writing is about **subtopic**: a smaller part of the topic **title**: the name of a piece of writing **stages**: the parts of a piece of writing
Materials and Preparation	To become familiar with the genre and how it is taught, read Writing: Introduction to Report (in the Introduction documents). ● report mentor texts: *Owls*, Gail Gibbons (2 copies); *Wolves*, Seymour Simon (2 copies); *Wolves*, Gail Gibbons (2 copies); *Houses and Homes*, Ann Morris (2 copies); *Recycle!*, Gail Gibbons (2 copies), *Frogs*, Elizabeth Carney; *The Life Cycle of a Salmon*, Bobbie Kalman & Rebecca Sjonger ● whiteboard On the whiteboard, write the following questions, leaving space under each one to record children's ideas: Why did the author write this?

	What do you notice? ● Report anchor chart images Cut out the mentor text images: *The Life Cycle of a Salmon* and *Frogs*. ● chart paper Prepare the following Report anchor chart. Glue the mentor text images to the chart. **Report** **Purpose:** to organize information about a topic **Examples:**   ● Why We Write chart, from Unit 1, Week 1, Day 1
Opening 1 minute	*We have learned about and written personal recounts. Today we are going to begin learning about a new genre of writing!*
Deconstruction 28 minutes	*We know that each genre has a different **purpose**, a different reason why the author writes it. With a partner, each of you is going to look at a book to figure out why the author wrote it. Turn through the pages. Talk about the illustrations.* Refer to the questions on the whiteboard. *With your partner you will answer these two questions: Why did the author write this? and What do you notice?* Distribute books to pairs of children. First distribute books that have not yet been read as a class. For any remaining pairs, distribute *Frogs* or *The Life Cycle of a Salmon*. As children work, circulate to support them and refer them to the questions on the board. Give children about ten minutes to work together, then bring them back to the whole group. One at a time, have each pair hold up their book to show their classmates. Ask, “Why did the author write this?” and “What do you notice?” Encourage children to cite key details from the text as they respond. Write the pairs’ responses on the whiteboard. As pairs share, think aloud to highlight the trends in their responses.

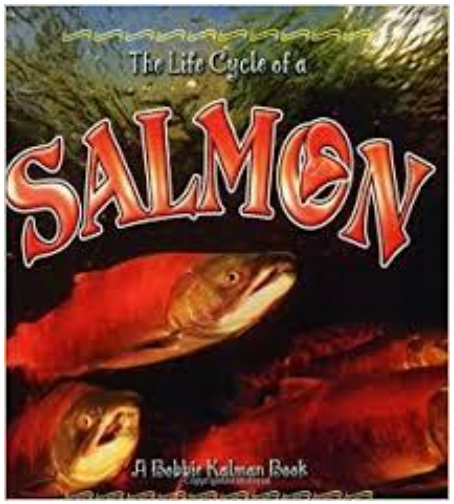
	Show the Report anchor chart. *The books that you looked at are all reports. **Reports** are written to organize information about a topic.* Hold up *The Life Cycle of a Salmon*. *We have been reading* The Life Cycle of a Salmon*. What is the topic of this report—what is it about?* *Right! This book is about salmon, and the authors organized information about salmon into subtopics, like "A salmon's body."* Hold up *Frogs*. Frogs *is also a report! What is the topic of this report?* *The topic is right here in the title—frogs!* Display the Why We Write chart and point to *The Life Cycle of a Salmon.* *At the beginning of the year, we looked at this book and recorded our ideas about why the authors may have written this text. Now that we have read most of it and learned a little bit about reports, you might have a different idea about its purpose.* *Take a moment to think quietly about this question: Why did the authors write* The Life Cycle of a Salmon*?* [to give information about salmon] *Now let's go back to our chart and see if our ideas match.* Review the ideas on the chart. *Are there any reasons that we did not include on our chart before that we might want to include now?* Record any new ideas on the Why We Write chart.
Closing 1 minute	*It's so exciting to learn about different genres of writing! Tomorrow we will continue to look closely at reports and learn more about their stages.* Note: Leave the Report anchor chart posted. You will continue to reference and add to it throughout the unit.
Standards	**RI.K.6.** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in the text. *Note: Although the K version of this standard does not directly address author's purpose, the Anchor Standard reads: Assess how point of view or purpose shapes the content and style of a text. **SL.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

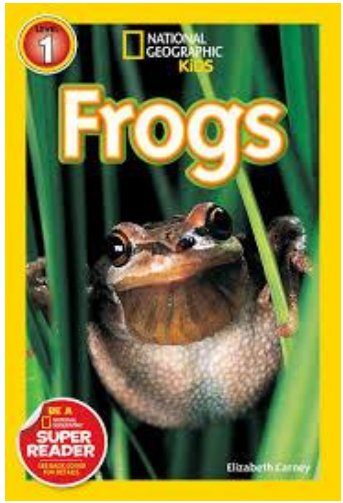
Ongoing assessment	Listen for and make note of how children discuss the reports. What do they notice about the structure of the reports? What do children already know about the purpose of reports?

Notes

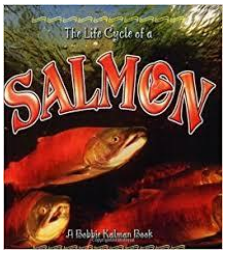
Report anchor chart images

mentor texts





WEEK 3 Day 3

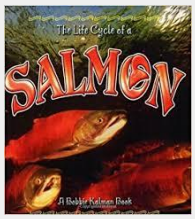
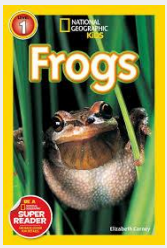
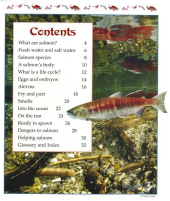


Writing Report

Deconstruction: Report Stages

Content Objective	I can draw and write one piece of information about frogs. (W.K.2, W.K.7)
Language Objective	I can name the subtopics in a report. (SL.K.2)
Vocabulary	**purpose**: the reason for doing or creating something **report**: a genre of writing whose purpose is to organize information about a topic **organize**: to arrange **information**: facts or details about a subject **topic**: what the writing is about **stages**: the parts of a piece of writing **general statement**: the beginning of a report, which introduces and classifies the topic **classify**: assign to a class or category **subtopic**: a smaller part of the topic **summarizing comment**: the final statement in a report
Materials and Preparation	• *The Life Cycle of a Salmon*, Bobbie Kalman & Rebecca Sjonger • *The Life Cycle of a Salmon* charts, from Read Aloud, Week 3 • Report anchor chart images, from Day 2, and glue stick Cut apart the stages images. • Report anchor chart, from Day 2 • writing tools • sheet of blank paper, one for each child • *Frogs*, Elizabeth Carney; *From Tadpole to Frog*, Wendy Pfeffer; *Fish is Fish*, Leo Lionni, available for children's reference • Report Observation Tool, one copy for each child
Opening	*Yesterday we learned the purpose of **report**: to organize information*

1 minute	*about a topic. Today we will look more closely at the stages of report.*
Deconstruction 20 minutes	*Reports begin with a **general statement** that introduces and classifies the topic.* Show page 4 of *The Life Cycle of a Salmon*. *The first sentence of this book says "Salmon are fish." This is the general statement. The authors introduce the topic as "salmon" and classify salmon as fish.* *After the general statement, reports are organized by grouping information together. **Subtopics** are groups of information that tell more about the topic of a report.* Turn to the Contents page. *We have been talking about subtopics as we read* The Life Cycle of a Salmon*. We looked at the Contents, and it showed us all of the subtopics about salmon that we would read about.* *Think, Pair, Share. What are some of the subtopics we have read so far?* Harvest several children's ideas. Refer to the *The Life Cycle of a Salmon* charts. *Our charts help us see the different stages of report. Here, where we answered "What are salmon?" is the general statement: "Salmon are fish." Then each of the other boxes on our charts represent the subtopics.* *Let's add what we just learned to our Report chart.* On the Report anchor chart, add Stages. Glue the stages images below. See the following example. *Some reports end with a summarizing comment. This book does not, but I am going to add that to our chart, in case we come across a report that does.* Write "summarizing comment" below the stages images. See the following example.

	Report **Purpose:** to organize information about a topic **Examples:**   **Stages:** general statement  Salmon are **fish**. information organized in subtopics  summarizing comment (optional)
Individual Construction 8 minutes	*We are going to work together as a class to write a report about frogs, and then later, you will write your own reports! We can include all of our reports in the Showcase of Learning we will put together at the end of the unit. To begin our frogs report, you will each to draw and write one piece of information about frogs. If you are having trouble thinking of something, you can look at one of our frog books:* Frogs, From Tadpole to Frog, *or* Fish is Fish*!* Send children to write. As they write, circulate to support their work.
Closing 1 minute	*I'm so excited about the frog report we are starting together! Tomorrow you will have more time to work on your own page, and then we'll put our ideas together.* Collect children's papers, to be used on Day 4.

Standards	**W.K.2.** Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic. **W.K.7.** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). **SL.K.2.** 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 for and make note of how children discuss the reports. What do children understand about the stages of reports? What is still confusing? Review children's individual work and take notes on the Report Observation Tool. What information do they record about frogs? How do they record that information—through illustrations, words, or both?

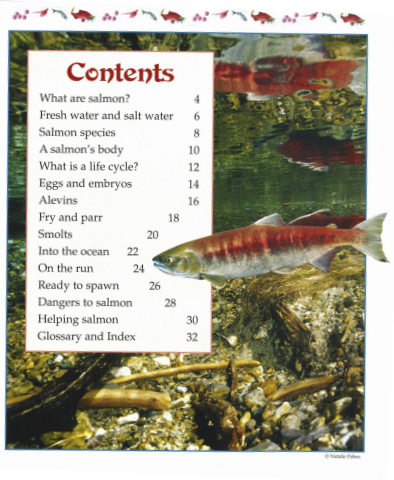
Notes

stages

general statement

Salmon are **fish.**

information organized in subtopics



Report Observation Tool

Child's Name: _____

	Yes, date observed and notes	**Not Yet**, notes and next steps
Stages		
General Statement: introduces and classifies the topic of the report		
Subtopics: information is grouped into subtopics; subtopics are ordered logically		
Language (children may demonstrate appropriate language choices orally or through writing)		
The Third Person: the third person is used to demonstrate expertise and to achieve a formal tone appropriate for the audience		

	Yes, date observed and notes	**Not Yet**, notes and next steps
Nouns: general nouns are used, naming a group or class, rather than something specific		

Suggestions for Week 8 revisions, based on observations

WEEK 3 Day 4

Writing Report

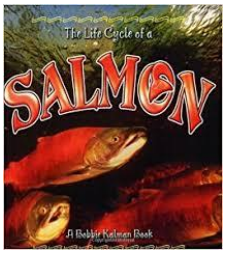
Individual Construction and Joint Construction

Content Objectives	I can draw and write one piece of information about frogs. (W.K.2, W.K.7) With my class, I can organize information into subtopics. (W.K.2, W.K.7)
Language Objective	I can present my work in a loud, clear voice. (SL.K.6)
Vocabulary	**stages**: the parts of a piece of writing **report**: a genre of writing whose purpose is to organize information about a topic **general statement**: the beginning of a report, which introduces and classifies the topic **information**: facts or details about a subject **organize**: to arrange **subtopic**: a smaller part of the topic **topic**: what the writing is about
Materials and Preparation	• writing tools • children's frog information sheets, from Day 3 • additional sheets of blank paper, as needed • *Frogs*, Elizabeth Carney; *From Tadpole to Frog*, Wendy Pfeffer; *Fish is Fish*, Leo Lionni, available for children's reference • Report Observation Tools, from Day 3
Opening 1 minute	*Yesterday we learned more about the **stages** of report—reports begin with a general statement and then have information organized in subtopics. We also began writing a class report about frogs. Today you will finish writing one piece of information about frogs and each person will get a chance to share.*
Individual Construction 13 minutes	*Yesterday you each began writing one piece of information about frogs. Now you will have a chance to finish your work on that page. If you finish early and want to write a different piece of information*

	on a new sheet of paper, there are more sheets available. Send the children to continue their work. As they write, circulate to support them. Take notes on the Report Observation Tool.
Joint Construction 15 minutes	Bring the class together, sitting on the perimeter of the rug. *Each person will share her information about frogs. When you share your information, be sure to speak in a loud, clear voice so that everyone can hear you.* *When you tell your information, you will show your picture, but you are not going to describe what you drew. For example, you would not say "I drew a frog." Instead, you are speaking as an expert and teaching us something new. You might say something like "Frogs are amphibians," or "Tadpoles grow into frogs."* *After each person shares, we are going to group similar pieces of information together.* Have the first child share his sheet; then put it in the center of the rug. Have the second child share; then decide as a class whether it communicates the same information as the first child's, or something different. If the same information is communicated, pile this sheet on top of the first sheet. If different information is communicated, start a new pile. Repeat this process as each child shares.
Closing 1 minute	*We are starting to organize information about our topic—frogs! Tomorrow we will review each pile and decide how to name the subtopic.*
Standards	**W.K.2.** Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic. **W.K.7.** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). **SL.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly.
Ongoing assessment	Listen for and make note of how children present their information. Do they speak clearly and in a loud voice? Do they say information or describe their illustrations? Do they give the information in third person?

Notes

WEEK 3 Day 5



Writing Report

Joint Construction: Naming Subtopics

Deconstruction and Individual Construction: The Third Person

Content Objectives	With my class, I can name subtopics. (W.K.2, W.K.7) I can tell what I know about a topic. (W.K.2)
Language Objective	I can ask questions to understand my partner. (SL.K.3)
Vocabulary	**organize**: to arrange **information**: facts or details about a subject **subtopic**: a smaller part of the topic **the third person**: writing that uses pronouns like *he*, *she*, *it*, or *they*
Materials and Preparation	● children's frog information sheets, grouped ● sticky notes, to label each group of sheets ● *The Life Cycle of a Salmon*, Bobbie Kalman & Rebecca Sjonger ● white paper, one sheet per child ● writing/drawing tools
Opening 1 minute	*Yesterday we organized the information you wrote into subtopics. Today we will reread each group of information and name the subtopics.*
Joint Construction 15 minutes	Have children sit on the perimeter of the rug. Take one group of children's sheets and spread them out in the middle of the rug, for all to see. *Yesterday we decided that all of these pieces of information go together. Let's look at them again and decide what kind of information they provide.* Review each sheet. *What should we call this subtopic? What kind of information do all of these provide? Think, Pair, Share.*

	Together as a class decide how to name the subtopic. Refer children back to the Contents page of *The Life Cycle of a Salmon*, if they need help naming subtopics. Write the name of the subtopic on a sticky note and put it on top of the group of sheets. Repeat the process to review and name each subtopic.
Deconstruction 5 minutes	*As we've been reading* The Life Cycle of a Salmon*, I've been thinking that the authors, Bobbie Kalman and Rebecca Sjonger are experts about salmon! One way I know they are experts is that they give a lot of information about salmon. Another way I know is how they write the information. They say "Salmon are fish. Fish are vertebrates." This sounds like an expert statement. They do not say, "I think salmon are fish."* *When writers write like experts and don't say anything about themselves, this is called writing in* ***the third person****.* Use Example/Non Example to practice "the third person." *If I say something in the third person, put up three fingers. If I say something that is not in the third person, make a fist and don't show me any fingers.* *Frogs are amphibians.* [the third person] *I know a lot about salmon!* *Tadpoles grow into frogs.* [the third person] *You must think frogs are very interesting!*
Individual Construction 8 minutes	*Now it's your turn to tell information in the third person. Think about one of the animals we have learned about. Draw it on the white paper.* Pass out paper and writing/drawing tools. Provide time for children to illustrate. *While illustrating, practice saying something about that animal in the third person—like an expert!* *When you have an idea for what you would like to tell your partner, put a silent thumbs up in front of your chest.* Model the silent signal. Allow children several minutes to prepare. Review the routine for turning to talk to a partner. Guide children to move so they are sitting knee to knee with their partners. Review the routine for choosing who will talk first. *The first partner will show her illustration and tell her information. The second partner will ask a question. Then the second partner will show his illustration, tell his information, and the first partner will*

	ask a question. As the children talk to their partners, circulate to support them.
Closing 1 minute	*Today we named our subtopics and told information in the third person. Tomorrow we will work together to write our subtopics like experts!*
Standards	**W.K.2.** Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic. **W.K.7.** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). **SL.K.3.** Ask and answer questions about what a speaker says in order to seek help, get information, or clarify something that is not understood.
Ongoing assessment	Reflect on the whole group work. How do children name subtopics? While circulating, take notes about how children work in pairs and the effectiveness of their information telling. Are children following the routines for talking with a partner? What needs to be reinforced/retaught? How effective are children at telling information? Do they use the third person? Do their partners understand? What types of questions do they ask each other? What can be learned about the children from the information they tell?

Notes

WEEK 3 Shared Reading

<table>
<tr><th colspan="3">“The Lady with the Alligator Purse”</th></tr>
<tr><td>Standards:
R.1.K.a
R.1.K.b
R.1.K.d
R.2.K.c
R.2.K.d
R.3.K.a
R.3.K.c</td><td>Ms. Penny had a froggy,
His name was Jumping Jim.
She put him in the bathtub
To see if he could swim.

He drank up all the water,
He ate up all the soap.
He tried to eat the bathtub,
But it wouldn’t go down his throat.

Ms. Penny called the doctor,
Ms. Penny called the nurse,
Ms. Penny called the lady
With the alligator purse.</td><td>In came the doctor,
In came the nurse,
In came the lady
With the alligator purse.

“He’s sick,” said the doctor,
“He’s not well,” said the nurse,
“Nonsense!” said the lady
With the alligator purse.

“Medicine!” said the doctor,
“Juice!” said the nurse,
“Pizza!” said the lady
With the alligator purse.</td></tr>
<tr><td>Session 1</td><td colspan="2">Opening:
Today we are going to learn parts of a song. First we will listen to the song while I sing it, then we will learn and read some of the lines. The song is “The Lady with the Alligator Purse.”

Fluency:
Teach the first three verses by singing them in their entirety. Then invite children to echo two lines at a time while tracking print with a pointer. [Based on knowledge of your class, add more verses if appropriate.]

Meaning Making:
Does this song make a whole lot of sense? No! It’s just a silly song. Versions of it have been sung for many, many years; just like folktales such as Abiyoyo have been told for many generations. A long time ago when your great, great grandparents were alive people often used alligator skin to make things, like purses, belts, and shoes. Doctors used to visit people in their homes, and a doctor long ago might have carried her medicines and tools in a purse made from alligator skin.</td></tr>
</table>

<table>
<tr><th colspan="4">“The Lady with the Alligator Purse”</th></tr>
<tr><td>Standards:
R.1.K.a
R.1.K.b
R.1.K.d
R.2.K.c
R.2.K.d
R.3.K.a
R.3.K.c</td><td>Ms. Penny had a froggy,
His name was Jumping Jim.
She put him in the bathtub
To see if he could swim.

He drank up all the water,
He ate up all the soap.
He tried to eat the bathtub,
But it wouldn’t go down his throat.

Ms. Penny called the doctor,
Ms. Penny called the nurse,
Ms. Penny called the lady
With the alligator purse.</td><td>In came the doctor,
In came the nurse,
In came the lady
With the alligator purse.

“He’s sick,” said the doctor,
“He’s not well,” said the nurse,
“Nonsense!” said the lady
With the alligator purse.

“Medicine!” said the doctor,
“Juice!” said the nurse,
“Pizza!” said the lady
With the alligator purse.</td></tr>
<tr><td>Session 2</td><td colspan="3">Fluency:
Invite children to sing the three selected verses in their entirety. Then invite a child to track the print with a pointer as you sing the selected verses one verse at a time and other children echo.

Phonological Awareness:
Project the last verse (slide 7). Sing this last stanza.
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 juice.
Say “j--uice” with a pause in between. Invite children to crouch down on the onset /j/ and jump up on the rime /oose/.
Invite children to segment the words “swim,” “Jim,” and “him” into onset and rime orally and with movements.

Print Concepts:
We know each letter has two forms: one form is uppercase, and the other is lowercase. Your name starts with an uppercase letter. The characters with names in this song are Ms. Penny and Jumping Jim. Their names start with uppercase letters. Can someone find the uppercase P in Penny? Can someone find the uppercase J in Jim?
Refer to the letter-sound card as needed. Invite children to highlight or circle the target letters.</td></tr>
</table>

"The Lady with the Alligator Purse"

Standards:		
R.1.K.a R.1.K.b R.1.K.d R.2.K.c R.2.K.d R.3.K.a R.3.K.c	Ms. Penny had a froggy, His name was Jumping Jim. She put him in the bathtub To see if he could swim. He drank up all the water, He ate up all the soap. He tried to eat the bathtub, But it wouldn't go down his throat. Ms. Penny called the doctor, Ms. Penny called the nurse, Ms. Penny called the lady With the alligator purse.	In came the doctor, In came the nurse, In came the lady With the alligator purse. "He's sick," said the doctor, "He's not well," said the nurse, "Nonsense!" said the lady With the alligator purse. "Medicine!" said the doctor, "Juice!" said the nurse, "Pizza!" said the lady With the alligator purse.

Session 3

Phonological Awareness:

Cover the song so that children do not see the print. Say the word "purse."

Which sound do you hear at the beginning of this word? Which letter would you expect to see at the beginning?

Repeat the same exercise with the words "pizza" and "jumping," as /j/ and /p/ are target sounds this week.

Fluency:

Show the print and invite children to sing selected verses.

Phonological Awareness:

We can blend word parts together. We have practiced blending two words together to make compound words and blending syllables together to make words. We can also blend the first part and last part of a word together. I'm going to say a word by saying the first part and last part and you will listen carefully. When you know what word I'm saying, touch your nose.

Say "h--ad" with a pause in between.

Most of you are touching your noses; what word do you have when you blend the parts "h--ad" together? Had!

Repeat the same exercise with the words "s--oap" and "thr--oat".

Word Recognition:

"See" is a new high frequency word in this song [show it written on an index card]*. The s in "see" makes the sound we expect and the two e's together say /ē/. Another high frequency word is in this song*

	the word said. Who can find "said?" [show the word written on an index card].
Extensions	White-board writing practice: Show pictures of words from the song (pizza, juice, frog, bathtub, doctor, alligator). Invite children to write the letter of the first sound in each word on white boards. High frequency word practice: Distribute letter tiles and boards. While showing the words on index cards, invite children to build and then read "said" and "the."

Name: _____ Date: _____

The Lady with the Alligator Purse

Ms. Penny had a froggy,
His name was Jumping Jim.
She put him in the bathtub
To see if he could swim.

He drank up all the water,
He ate up all the soap.
He tried to eat the bathtub,
But it wouldn't go down his throat.

Ms. Penny called the doctor,
Ms. Penny called the nurse,
Ms. Penny called the lady
With the alligator purse.

WEEK 3 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	• collection of high-interest picture books, including on the topic of study (animals and habitats)
Pocket Chart	"Rainbow Fish, Red Frog"	• "Rainbow Fish, Red Frog" written out on sentence strips • pocket chart to accommodate sentence strips • "Rainbow Fish, Red Frog" on chart • "Rainbow Fish, Red Frog" child copies • pointer • drawing tools, optional
Listening & Speaking	Talk Time	• Week 3 Talk Time image and prompt • 1-minute sand timers, optional
	Listen and Respond	• technology for listening to recorded text • *Life Cycle of a Salmon* recording • *Life Cycle of a Salmon*, Bobbie Kalman • conversation prompts, cut apart • headphones (optional)
Writing	*Fish is Fish*	• *Fish is Fish*, Leo Lionni • writing prompt sheet, one copy for each child • writing and drawing tools
Word Work	Sorting Beginning Sounds and Letters (**r**, **e**, **p**, **j**)	• Sorting Sheets, 5 copies • Letter Cards, 5 sets, cut apart • Picture Cards, 5 sets, cut apart • envelopes, one for each set of cards
	Syllable Play	• Syllable Play strips and images, 5 sets • envelopes, one for each set of cards
	Read, Build, Write	• Read, Build, Write Sheets, one for each child • magnetic letters or letter tiles • pencils

Talk Time Week 3

https://wallpapersafari.com/w/LR2ZxM

https://wallpapersafari.com/w/LR2ZxM

Listening & Speaking Station: Talk Time U2 W3

What can you imagine about living where salmon live?

What can you imagine about living where salmon live?

What can you imagine about living where salmon live?

What can you imagine about living where salmon live?

What can you imagine about living where salmon live?

What can you imagine about living where salmon live?

***Life Cycle of a Salmon*, Bobbie Kalman**

What is something interesting you are learning about salmon?

***Life Cycle of a Salmon*, Bobbie Kalman**

What is something interesting you are learning about salmon?

***Life Cycle of a Salmon*, Bobbie Kalman**

What is something interesting you are learning about salmon?

Name: _____ **Writing Station**

How is a fish different from a frog? Draw and write to explain the difference.

Sorting Beginning Sounds and Letters (**e, r, p, j**)

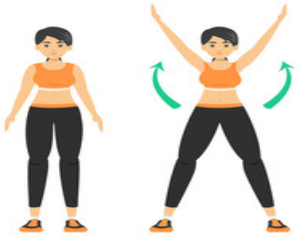
Place one letter at the top of each column. Find the pictures that have the same beginning sound.

Sorting Beginning Sounds and Letters (**r, e, p, j**)

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

R	E	P	J
r	e	p	j

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



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

Picture Cards #3: Copy 5 sets and cut apart. Place a set of Letter Cards and a set of Picture Cards in each envelope.

Word Bank #1

pizza	elk	ruler
jet	pot	exercise/jumping jack
escalator	robe	pepper

Word Bank #2

picnic	elk	pit
rooster	jacks	peach
eggplant	juice	rim

Word Bank #3

rose	junk	jaguar
egg	road	exercise
pear	receipt	jewelry

Syllable Play

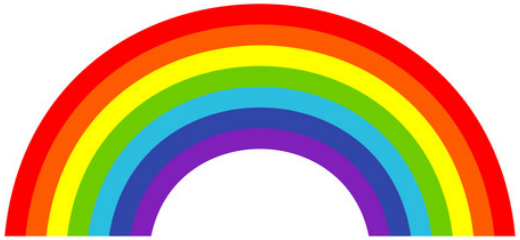
Get ready: Cut out each of the strips, showing 1, 2, 3, and 4 syllables. Cut out the images. Choose an image and name it. Pick up the strip that matches how many syllables are in the word, and say the word in syllables. Can you make a movement for each syllable?

1

1	2

1	2	3

1	2	3	4

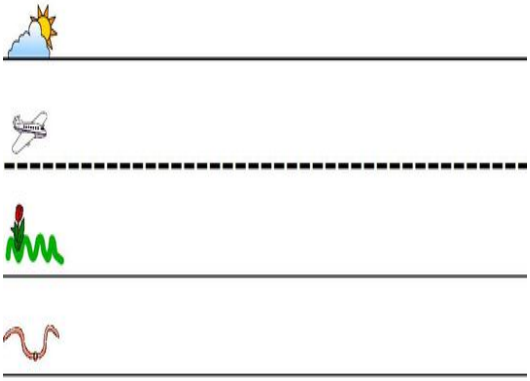
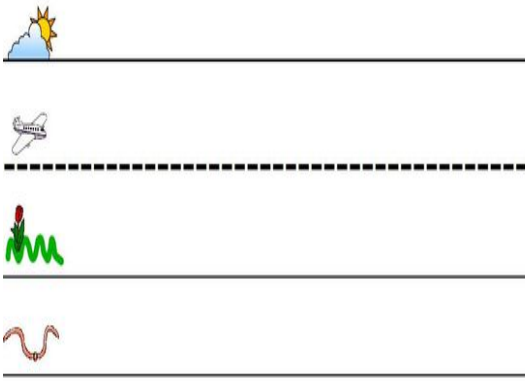
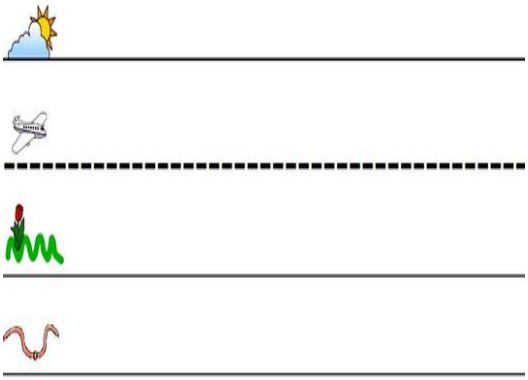
		
	my name or picture	
		

RF.K.2b

		
	the name or picture of someone I know	
		

RF.K.2b

Name _____

Read the word	Build the word	Write the word
see		
said		
the		

RF.K2.C

Read the word	Build the word	Write the word
at		   
the