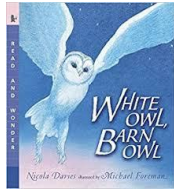


Unit 2: Animals and Habitats

WEEK 5 At a Glance

Texts



Read Aloud

Day 1: *Owl Moon*, Read 1
 Day 2: *Owl Moon*, Read 2
 Day 3: *Owl Moon*, Read 3
 Day 4: *White Owl, Barn Owl*, Read 1
 Day 5: *White Owl, Barn Owl*, Read 2

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

Art Studio Table: Adhesive with Beautiful Stuff (Day 1-5)
 Art Studio Easel: Pastel Drawings (Day 2 -5)
 Blocks: Block Owls (Day 3-5)
 Dramatization: Creating Trees for the Woodland (Day 3-5)
 Library & Listening: Storychest - *Swimmy* (Day 1-5)
 Discovery Table: Birds' Beaks (Day 4-5)
 Writing & Drawing: Stories about Owls(Day 4-5)

Writing: Writing

Day 1: Joint Construction: Subtopics
 Day 2: Joint Construction: Subtopics
 Day 3: Joint Construction: General Statement and Illustrating Subtopics
 Day 4: Deconstruction and Joint Construction: Ordering Subtopics
 Day 5: Joint Construction: Table of Contents; Deconstruction and Joint Construction: Title

Phonics: Follow Guide

Shared Reading: "The Very Wise Owl"

Stations

Strategic Small Group Instruction
 Reading: Independent and Partner Reading
 Pocket Chart: "Who Fed the Chickens?"
 Listening & Speaking: Talk time; Listen & Respond (*Owl Moon*)
 Writing: Mid-Unit Assessment
 Word Work: Sorting Beginning Sounds; BINGO 2; Read, Build, Write

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

Math: Follow Guide

At a Glance U2 W5



disappointed

<https://divorcedmoms.com/coparenting-how-i-deal-when-he-makes-promises-to-the-kids-he-doesnt-keep/>



stare

<https://modernmagazine.com/articles/why-my-dog-staring-me/89272>

Read Aloud Vocabulary U2 W5



clearing

https://www.pinterest.com/pin/350014202275177389/?autologin=true&nic_v2=1a18YqhJw



sigh

<https://www.livescience.com/53953-origins-of-sighing-in-brain.html>

Read Aloud Vocabulary U2 W5

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



patient

https://tilson.wordpress.com/2010-photos/45131_432112911574_561461574_4899916_640824_n-1/



raise

<https://www.additudemag.com/classroom-rules-that-work-for-students-with-adhd/>

Read Aloud Vocabulary U2 W5



rare

<https://www.pinterest.com/pin/149674387600350390/>



hollow

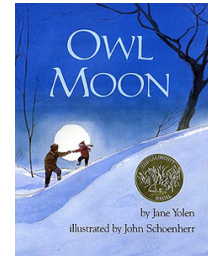
<http://www.strangehistory.net/2015/10/18/real-tree-trunk-deaths/>

Read Aloud Vocabulary U2 W5



slim

https://www.dhgate.com/product/zandina-ladies-handmade-fashion-aso-kate/393164113.html#redirect_detail=WAP2PC



Read Aloud
Owl Moon
 Read 1 of 3, Pages 1-13

Big Ideas	<p>Humans can harm or help the environment through their presence. Humans have a responsibility to act as stewards, protectors, and advocates for the environment.</p> <p>Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.</p>
Unit Question	How do animals grow and change over time?
Guiding Questions	<p>Why is it important to protect the environment?</p> <p>What do you want to learn more about animals and their habitats? How and where can you find this information?</p>
Content Objective	I can retell key details from the story. (R.5.K.a, R.5.K.b)
Language Objective	I can describe owling in a discussion with my partner. (SL.1.K.b)
Vocabulary	<p>woods: a place with lots of trees and wild animals</p> <p>shadow: a shape cast by light</p> <p>shrugged: lifted and dropped shoulders</p> <p>disappointed: a sad feeling you have when something does not happen they way you wanted</p> <p>sigh: let out a deep breath</p> <p>stare: to look straight at something for a long time</p>

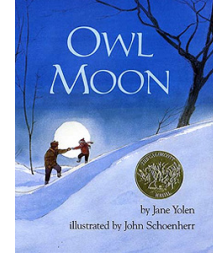
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Owl Moon</i>, Jane Yolen Pre-mark page numbers in the book to correspond with the lesson. Page 2 is the page that begins “It was late one winter night..” ● <i>Owl Moon</i>, vocabulary cards
<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose for the read. <i>Today we are going to read our first book about owls. This book is called Owl Moon and it is by Jane Yolen. The book is illustrated by John Schoenherr.</i></p> <p><i>Look closely at the cover. What do you think this story might be about?</i></p> <p>Harvest children’s responses and prompt as needed. Support children to use the illustration to make predictions.</p> <p><i>In this book, a girl tells a story about when she and her father go out into the woods, a place that is full of trees and wild animals, on a cold winter night. They do something called owling. Let’s read to find out what owling is and how it works.</i></p>
<p>Text and Discussion 12 minutes page 2</p>	<p>Invite children to make observations about the setting. <i>This girl lives in a place different from Boston. What do you notice about the setting from the words and illustration?</i></p> <p>Harvest a few responses.</p>
<p>page 4</p>	<p><i>The author wrote that the voices faded away. What does that mean? Can she hear anything? That’s right—she can’t! It is all quiet now. Let’s be quiet here in our classroom and see what that feels like. How do you feel?</i></p> <p><i>That must be what the girl feels like! Except this girl is in the woods on a winter night. Let’s see what happens!</i></p>
<p>page 6</p>	<p>Gesture cupping hands around mouth at “calling.”</p> <p>Read to the end of the page.</p> <p><i>So we’ve learned one thing about owling. You have to be very....[invite children to chime in with a whisper voice] quiet!</i></p>
<p>page 7</p>	<p><i>Why do you think the father is making the sound of an owl?</i></p> <p>Harvest a few ideas and connect back to the objective of learning how owling works.</p> <p><i>Let’s keep reading to see what happens.</i></p>

page 9	<p>Make a body gesture at “shrugged” to demonstrate meaning of the word. <i>I notice that she says she was not disappointed, she wasn’t upset about the owl not coming right then. I just learned something else about owling—you might not always see an owl.</i></p>								
page 11	<p><i>Have you ever breathed heat into your scarf like that? Pull up your shirts and breathe out. See how it keeps you warm?</i></p> <p><i>So what else are we learning about owling?</i></p> <p>Elicit a few ideas and prompt towards an understanding that owling requires warm clothes.</p> <p>Read through page 13.</p>								
Key Discussion and Activity 6 minutes	<p>Invite children to Think, Pair, Share for two prompts.</p> <p>Prompt 1: <i>Why do you think the girl says “when you go owling you have to be brave”?</i></p> <p>Prompt 2: <i>What do you think will happen next in the story? What makes you think that?</i></p> <p>Encourage children to use key details from the text to support their ideas and predictions.</p>								
Closing 1 minute	<p><i>Tomorrow we’ll read the rest of this story and find out what happens. We’ll also learn more about how owling works and what you need to bring when you go owling.</i></p>								
Standards	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>SL.K.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>								
Ongoing assessment	<p>Listen to children’s responses during the whole group conversation and Think, Pair, Share.</p> <p>Do children reference details from text to support their thinking?</p> <p>Do children retell key details about owling?</p>								
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Drawing			

Notes

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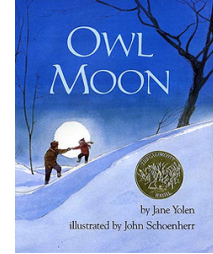
Read Aloud
Owl Moon
 Read 2 of 3, Pages 14-28

Big Ideas	<p>Humans can harm or help the environment through their presence. Humans have a responsibility to act as stewards, protectors, and advocates for the environment.</p> <p>Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.</p>
Unit Question	How do animals grow and change over time?
Guiding Questions	<p>Why is it important to protect the environment?</p> <p>What do you want to learn more about animals and their habitats? How and where can you find this information?</p>
Content Objective	I can use key details from the story to describe characters and events. (R.4.K, R.6.K.a, R.6.K.b)
Language Objective	I can describe owling in a discussion with my partner. (SL.1.K.b)
Vocabulary	<p>woods: a place with lots of trees and wild animals</p> <p>shadow: a shape cast by light</p> <p>shrugged: lifted and dropped shoulders</p> <p>disappointed: a sad feeling you have when something does not happen they way you wanted</p> <p>sigh: let out a deep breath</p> <p>stare: to look straight at something for a long time</p>

<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Owl Moon</i>, Jane Yolen ● <i>Owl Moon</i> vocabulary cards <p>On the whiteboard, write: How did the girl feel when she went owling? What makes owling hard work?</p>
<p>Opening 1 minute</p>	<p>Review the text and set a purpose for the read. <i>Yesterday we began reading Owl Moon, a story about when a girl and her father go owling. We learned some things about owling. What are a few things we learned about owling?</i> Briefly elicit a few responses and model as needed.</p> <p><i>Let’s keep reading to see if the girl and her Pa see an owl. Listen for details that help you think about these two questions [point to the whiteboard]: How did the girl feel when she went owling? What makes owling hard work?</i></p>
<p>Text and Discussion 12 minutes</p>	<p>Reread from where the class left off in the previous lesson.</p>
<p>page 13</p> <hr/> <p>page 18</p>	<p>Demonstrate the meaning of the word “sighed.”</p> <p><i>The author said, the echo, the sound, came threading through the trees. The sound was coming toward the girl and her pa!</i></p>
<p>page 19</p>	<p><i>Pa is talking to someone, or something. I think we may have found the owl, but I know we still have to be...</i> [invite children to chime in with a whisper voice] <i>quiet if we want to see it.</i></p>
<p>page 21</p>	<p><i>A meadow is part of the woods that has lots of grass. It’s usually near the edge of the woods.</i></p> <p>Identify key details to support comprehension. <i>Look closely. Do you see the owl?</i> Support as needed. Children may need help finding the owl in the picture.</p>
<p>page 23</p>	<p><i>Pa didn’t capture the owl in his arms. He just shined a light on it—he captured the owl in the light of the flashlight.</i></p>
<p>page 26</p>	<p><i>This owl is staring at the girl and Pa. He doesn't take his eyes off of them. You can stare at this owl, too. Put your eyes right on this owl and pretend you are out owling. Stay quiet and brave!</i></p>

<p>Key Discussion and Activity 6 minutes</p>	<p><i>What a fantastic owling adventure! I remember a part we read yesterday when the girl says she had been waiting to go owling for a long time. It seems like it was a lot of hard work, but I think it was worth it!</i></p> <p>Invite children to Think, Pair, Share in response to the prompts on the whiteboard.</p> <p>Prompt 1: How did the girl feel when she went owling? Prompt children to use specific examples from the story in their partner discussion. Lift up an exemplar response for the whole group before moving on to the second discussion prompt.</p> <p>Prompt 2: What makes owling hard work? Prompt children to use specific examples from the story in their partner discussion. Lift up some exemplar responses for the whole group before closing out the lesson.</p>								
<p>Closing 1 min</p>	<p><i>Going owling is hard work! Next week in Dramatization, you'll be able to go owling!</i></p>								
<p>Standards</p>	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>SL.1.K.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>								
<p>Ongoing assessment</p>	<p>Listen to children's responses while the partner and whole group share.</p> <p>Do children reference details from text to support their thinking?</p> <p>Do children retell key details about owling?</p> <p>What do children describe about owling?</p>								
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Notes



Read Aloud
Owl Moon
 Read 3 of 3

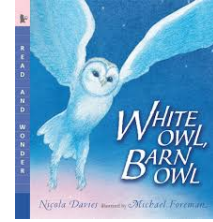
Big Ideas	<p>Humans can harm or help the environment through their presence. Humans have a responsibility to act as stewards, protectors, and advocates for the environment.</p> <p>Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.</p>
Unit Question	How do animals grow and change over time?
Guiding Questions	<p>Why is it important to protect the environment?</p> <p>What do you want to learn more about animals and their habitats? How and where can you find this information?</p>
Content Objectives	<p>I can use descriptive details from the text and illustrations to describe the setting in a story. (R.11.K.a, R.11.K.c, L.5.K)</p> <p>I can explain the role of the author and illustrator in creating a descriptive setting. (R.9.K.a, R.9.K.b)</p>
Language Objectives	<p>I can use the illustrations to understand new words. (L.4.K)</p> <p>I can identify and explore descriptive language in a story. (L.5.K)</p>
Vocabulary	<p>woods: a place with lots of trees and wild animals</p> <p>shadow: a shape cast by light</p> <p>shrugged: lifted and dropped shoulders</p> <p>disappointed: a sad feeling you have when something does not happen the way you wanted</p>

	<p>sigh: let out a deep breath</p> <p>stare: to look straight at something for a long time</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Owl Moon</i>, Jane Yolen ● Close Viewing: <i>Owl Moon</i> slides
Opening 1 minute	<p>Review the text and set a purpose for the read.</p> <p><i>We've been reading Owl Moon and learning about owling. Jane Yolen, the author, chose really descriptive words to help us understand what it's like to go owling, and to understand the setting. Descriptive words are words that help us make a movie in our mind as we're reading.</i></p> <p><i>The illustrator, John Schoenherr, made careful choices, too. He painted with lots of detail to help us know what it felt like to be in the woods on that cold winter night.</i></p> <p><i>Today we will re-read some of this story. We're going to listen carefully to the words and look at the pictures to find out how they help us understand the setting.</i></p>
Text and Discussion 12 minutes page 1	<p>Read the page without showing the illustration. Invite children to close their eyes.</p> <p><i>Open your eyes. Now listen to these words again as you look closely at the picture. Think about how the illustrations support the words on the page.</i></p> <p><i>I can see that the ground is white to show snow. The sky is also white to show how bright the moon is, even though it's night. The text says "the trees stood still as giant statues." Can you say that phrase after me?</i></p> <p>Emphasize the descriptive language.</p> <p><i>These words help me imagine very tall trees and everything is still.</i></p>
page 4	<p>Encourage children to visualize the story. Read the page without showing the illustration. Invite children to close their eyes and imagine the setting.</p> <p><i>I'm going to read this next page while you visualize, or make a movie in your mind, of the story.</i></p> <p>Show the image and re-read the pages.</p> <p><i>This time, listen to the words while you look closely at the picture.</i></p> <p><i>Which words helped you imagine the setting?</i></p> <p>Harvest several ideas and invite children to echo the key descriptive language.</p>

pages 6-13	<p>Conduct a picture walk while briefly summarizing each page.</p> <p>pages 6-7: <i>Pa called out by making owl sounds.</i></p> <p>pages 8-9: <i>They listened carefully [shrug]. No response. But look closely! There IS someone watching [point out the racoon in the tree trunk].</i></p> <p>pages 10-11: <i>They kept on walking, not saying a word, but making their own heat.</i></p> <p>pages 12-13: <i>They went deeper into the woods, where the shadows were the blackest thing the girl had ever seen, and she talked about being brave.</i></p>
pages 14-15	<p><i>I'm going to show you the next picture before I read the words. I want you to look at the picture carefully for a moment. This is an illustration of a clearing. Use the picture to think about what a clearing is, and then we'll read the words.</i></p> <p><i>Based on the words and the picture, what do you think a clearing is?</i> Elicit a few responses.</p> <p><i>The author described the clearing as whiter than a bowl of cereal. Let's say that line.</i></p> <p>Invite children to echo say the key descriptive language. Then have children to Turn and Talk to a partner.</p> <p><i>What does that mean? Why do you think she said that?</i></p>
pages 16-19	<p>Conduct a picture walk while briefly summarizing the pages.</p> <p>pages 16-17: <i>The girl covered her mouth and Pa called out again. This time, they heard a response!</i></p> <p>pages 18-19: <i>Pa and the owl started calling back and forth to each other.</i></p>
page 20	<p>Read through to the end of the text.</p>
Key Discussion and Activity 6 minutes	<p>Display the slides from pages 4-5 and pages 12-13 or hold the text up for close viewing.</p> <p>Invite children to Think, Pair, Share.</p> <p><i>Now that we have studied the descriptive details in the words and pictures, let's use those details to see how the setting changes in this story.</i></p> <p><i>Take a look at the setting in the very beginning. Now look at the part where they enter the woods. What do you notice? How did the story's setting change?</i></p>
Closing	<p><i>The words and the pictures in this story were chosen so carefully!</i></p>

1 minute	<i>They really help us understand the setting and the story.</i>											
Standards	<p>R.9.K.a With prompting and support, name the author and illustrator of a story and define the role of each in telling the texts.</p> <p>R.9.K.b With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>L.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.5.K With guidance and support from adults, explore word relationships and nuances in word meanings.</p>											
Ongoing assessment	<p>Listen to student responses during the partner and whole group share.</p> <p>Are students able to reference details from text to support their thinking?</p> <p>How do children use key details to unpack and explore new vocabulary?</p> <p>How do children use the images to describe the setting?</p>											
Center Activities	<table border="1" data-bbox="451 1024 1408 1476"> <tr> <td data-bbox="451 1024 678 1094">Blocks</td> <td data-bbox="678 1024 1408 1094">Children build block owls.</td> </tr> <tr> <td data-bbox="451 1094 678 1163">Dramatization</td> <td data-bbox="678 1094 1408 1163">Children add trees to the woodland habitat.</td> </tr> <tr> <td data-bbox="451 1163 678 1266">Discovery Table</td> <td data-bbox="678 1163 1408 1266">Children explore different bird beaks.</td> </tr> <tr> <td data-bbox="451 1266 678 1369">Science & Engineering</td> <td data-bbox="678 1266 1408 1369">Children observe school yard birds.</td> </tr> <tr> <td data-bbox="451 1369 678 1476">Writing & Drawing</td> <td data-bbox="678 1369 1408 1476">Children draw and write owl stories.</td> </tr> </table>		Blocks	Children build block owls.	Dramatization	Children add trees to the woodland habitat.	Discovery Table	Children explore different bird beaks.	Science & Engineering	Children observe school yard birds.	Writing & Drawing	Children draw and write owl stories.
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Notes



WEEK 5 Day 4

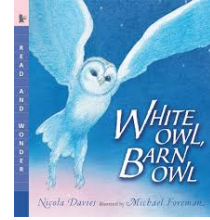
Read Aloud
White Owl, Barn Owl
 Read 1 of 4, Pages 6-20

Big Ideas	<p>Humans can harm or help the environment through their presence. Humans have a responsibility to act as stewards, protectors, and advocates for the environment.</p> <p>Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.</p>
Unit Question	How do animals grow and change over time?
Guiding Questions	<p>Why is it important to protect the environment?</p> <p>What do you want to learn more about animals and their habitats? How and where can you find this information?</p>
Content Objective	I can retell a story, including key details. (R.5.K.a, R.5.K.b)
Language Objective	I can use details from the text to determine the meaning of unfamiliar words. (L.4.K)
Vocabulary	<p>hollow: empty on the inside</p> <p>patient: able to wait without getting upset</p> <p>slim: thin</p> <p>raise: to lift</p> <p>rare: very few of something, not many</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>White Owl, Barn Owl</i>, Nicola Davies ● <i>White Owl, Barn Owl</i> vocabulary cards
Opening 1 minute	<p>Introduce the text and set a purpose for the read.</p> <p><i>This week we started learning about owls.</i></p>

	<p><i>Today we are going to read a new book, White Owl, Barn Owl, by Nicola Davies. This story is similar to Owl Moon because a girl and her grandfather are also in search of an owl. This is a story, but there are also some pieces of information written in fact boxes next to the illustrations. We're not going to read those today.</i></p> <p><i>Let's read the story to find out what happens. Then we will retell the parts we read with a partner.</i></p>
Text and Discussion 12 minutes	<p>For Reads 1 and 2 of the text, do not read the informational fact boxes; only read the narrative text.</p> <p>Read the beginning pages.</p>
page 10	<p><i>The grandpa seems to be an owl expert. I wonder if the owls will come to the box! Let's see what happens.</i></p>
page 13	<p><i>In Owl Moon, I remember the girl said that she wouldn't be disappointed if she didn't see an owl. This girl says she was being patient. Based on the illustrations and the words, what do you think it means to be patient?</i></p> <p>Harvest a few responses before providing the definition.</p> <p><i>Being patient is waiting without getting upset. I'd say all the people in these stories were patient observers!</i></p>
page 14	<p><i>Pale means that there isn't much color—the owl's face is white.</i></p>
page 16	<p><i>A vole is a small rodent like a mouse.</i></p> <p><i>Why is grandpa making a squawking noise, not an owl noise?</i></p>
page 20	<p><i>How does the picture show what "raised" means? The text says, the owl "raised its wings."</i></p> <p>Elicit a few ideas and model as needed.</p> <p><i>The girl says, "It was so quiet, all I heard was my own heart beating." That makes me think of the girl in Owl Moon, too!</i></p>
Key Discussion and Activity 6 minutes	<p>Invite children to Think, Pair, Share.</p> <p><i>What has happened in the story so far? Tell your partner what happened, in order. Remember to take turns sharing each event in the order in which it happened.</i></p>
Closing 1 minute	<p><i>Tomorrow we will finish the story to see what happens with the barn owl.</i></p>
Standards	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p>

	<p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>L.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>								
<p>Ongoing assessment</p>	<p>Listen to children’s responses during the partner and whole group share. Do children use details to infer the meaning of new vocabulary? Do children retell what happened in the story, in order? How do children share the retell in their partner talk?</p>								
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Notes



WEEK 5 Day 5

Read Aloud
White Owl, Barn Owl
 Read 2 of 4, Pages 21-27

Big Ideas	<p>Humans can harm or help the environment through their presence. Humans have a responsibility to act as stewards, protectors, and advocates for the environment.</p> <p>Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.</p>
Unit Question	How do animals grow and change over time?
Guiding Questions	<p>Why is it important to protect the environment?</p> <p>What do you want to learn more about animals and their habitats? How and where can you find this information?</p>
Content Objective	I can retell a story, including key details. (R.4.K, R.5.K.a, R.5.K.b)
Language Objective	I can confirm understanding of a text by discussing key details. (SL.2.K.a)
Vocabulary	<p>hollow: empty on the inside</p> <p>patient: able to wait without getting upset</p> <p>slim: thin</p> <p>raise: to lift</p> <p>rare: very few of something, not many</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>White Owl, Barn Owl</i>, Nicola Davies ● <i>White Owl, Barn Owl</i> vocabulary cards
Opening 1 minute	Introduce the text and set a purpose for the read.

	<p><i>Yesterday we began reading the story White Owl, Barn Owl. The owl was just about to take off and fly.</i></p> <p><i>Let's read to find out what the owl is going to do next, and what the girl and her grandfather will do!</i></p>
<p>Text and Discussion 9 minutes</p> <p>page 20</p>	Reread where the class left off the day before.
page 23	<p><i>Mates are animals that have eggs or babies together.</i></p> <p><i>Look! There's something in the owl's talons. That must be a vole or mouse like we read about yesterday.</i></p>
page 24	<p><i>The girl and her grandfather cannot see up into the box. They are observing by listening this time. What do they hear?</i></p> <p>Harvest a few ideas, rereading key details before modeling thinking.</p> <p>Show the illustration.</p> <p><i>The illustrator shows us the baby owls, but the girl and the grandfather can only hear them.</i></p> <p>Read to the end of the text.</p>
<p>Key Discussion and Activity 6 minutes</p>	<p>Invite children to Think, Pair, Share.</p> <p>Prompt 1: <i>What happened in this story? Remember to tell your partner what happened, in order just like we did yesterday.</i></p> <p>Prompt 2: <i>Why did the grandpa build the box and put it up in the old oak tree?</i></p> <p>Lift a few responses to the whole group and prompt children to refer back to the text as needed.</p>
<p>Closing 1 minute</p>	<p><i>The girl and her grandfather were such careful observers of the barn owl! One way scientists learn about animals is by observing. They also ask questions. In the next few days, we'll see what we can learn about barn owls from this story, and what questions we have.</i></p>
<p>Unit Question Chart 3 minutes</p>	<p>Refer to the Unit Question Chart.</p> <p><i>We have been thinking about this question: How do animals grow and change over time?</i></p> <p>Invite children to share any new thinking in response to the question and add it to the chart. Some emerging ideas might include: owls, like frogs,</p>

	have mates that they make babies with; barn owls lay eggs and raise babies in nests.								
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>SL.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.</p>								
Ongoing assessment	<p>Listen to children’s responses during the partner and whole group discussion.</p> <p>Do children reference details from text to support their thinking?</p> <p>Do children retell what happened in the story, in order?</p> <p>How do children share the retell in their partner talk?</p>								
Center Activities	<table border="1"> <tr> <td>Blocks</td> <td>Children build block owls.</td> </tr> <tr> <td>Dramatization</td> <td>Children add trees to the woodland habitat.</td> </tr> <tr> <td>Discovery Table</td> <td>Children explore different bird beaks.</td> </tr> <tr> <td>Writing & Drawing</td> <td>Children draw and write owl stories.</td> </tr> </table>	Blocks	Children build block owls.	Dramatization	Children add trees to the woodland habitat.	Discovery Table	Children explore different bird beaks.	Writing & Drawing	Children draw and write owl stories.
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Notes



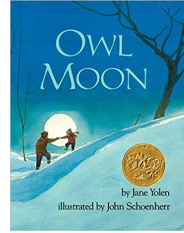
WEEK 5 Day 1

Art Studio: Beautiful Stuff Compositions 3
 Children continue to create with recycled and natural materials, now using adhesives.

Big Ideas	Humans can harm or help the environment through their presence. Humans have a responsibility to act as stewards, protectors and advocates for the environment
Guiding Question	Why is it important to protect the environment?
Vocabulary	<p>recycle: to use waste for something new</p> <p>collect: to gather together</p> <p>create: to make</p> <p>adhesive: something used to stick things together</p>
Materials and Preparation	<ul style="list-style-type: none"> ● sorted Beautiful Stuff materials ● trays ● images of works of art using recycled materials (some provided) ● photos of children’s Art Studio work from Week 3 ● liquid glue ● masking tape <p>As in previous weeks, set out the materials with trays. Organize the glue and tape within easy reach. Lay out the images or have them available digitally so children can access them for inspiration.</p>
Intro to Centers	<p><i>Today in the Art Studio, you can continue to choose different recycled materials to create with. If you want to attach them together, you can try using glue or tape.</i></p> <p>Show the adhesives.</p> <p><i>What ideas do you have for how and where to use glue or tape?</i></p> <p><i>When do you think it would work best to use one or the other?</i></p> <p>Harvest a couple of responses.</p>

	<p><i>Work carefully and collaborate to get the pieces to stay together. You can document what you create with my phone or the ipad.</i></p>
During Centers	<p>Encourage children to plan together about using adhesives as they continue to build their understanding of the properties of different materials and possibilities they offer. Support their use of specific vocabulary to describe properties of materials.</p> <p>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.</p>
Facilitation	<ul style="list-style-type: none"> ● How does the glue or tape help you with your creation? ● What ideas do you have about how to use these materials? ● How would you describe the materials? ● What is similar or different between the materials? ● How are you collaborating to make decisions about how to use the materials? ● What inspires you about these materials? ● How else could you use the materials? ● What else do you need?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>(Boston Standards) VA.K.V.Cr.01. Generate and conceptualize artistic ideas and work. Experiment with a wide variety of both two- and three-dimensional materials, including recycled/repurposed ones after looking at images from several artists who use those materials.</p>

Notes



WEEK 5 Day 2

Art Easel: Pastel Drawing

Children explore with pastels.

Big Idea	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
Guiding Questions	What do you want to learn more about animals and their habitats? How and where can you find this information?
Vocabulary	medium: the material used by an artist blend: to mix together
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Owl Moon</i>, Jane Yolen and Jon Schoenerr ● paper in various colors and sizes ● pastels, such as soft pastels or Cray-Pas (recommended for children) ● books with pastel illustrations and/or other illustrations showing blended colors <p>Set up books at the Art Table.</p>
Intro to Centers	<p><i>We've been reading Owl Moon. Let's take a moment to look carefully at the illustrations. As you look, think about how Jon Schoener, the illustrator, represents the setting.</i></p> <p>Provide quiet time for children to look closely at a few of the illustrations.</p> <p><i>What do you notice? What else can you tell me about that?</i></p> <p>Encourage children to be specific in their responses.</p> <p><i>Today in the Art Studio you can experiment with a new medium, or art material—pastels. Have you worked with pastels before?</i></p> <p>Show the pastels.</p> <p><i>Pastels are different from colored pencils and crayons. When you visit the Art Studio, take some time to experiment with the pastels. Notice how they look, feel, and even smell. Pastels can be used to</i></p>

	<p><i>blend or mix colors together. You might try using one color on top of another color. See what happens.</i></p> <p>Quickly demonstrate by layering one pastel on top of another. <i>I am going to leave Owl Moon at the Art Studio for you to look at while experimenting with the pastels. Perhaps the illustrations will inspire your work. As always, you might make your picture on your own or work with a friend.</i></p>
<p>During Centers</p>	<p>Children experiment with pastels. Pay attention to children’s approaches to and discoveries about this new medium. Support children in developing ideas about how to blend colors to achieve different effects. Talk with the children about what they are choosing to represent, what colors they are using, and how they feel about the results.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● What are you discovering about this medium, pastels? What else might you try? ● What happens when you blend these colors? ● How is this medium different from _____ [crayons, colored pencils, paint]? ● How can the illustrations from <i>Owl Moon</i> inspire your work?
<p>Standards</p>	<p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p>

Notes



WEEK 5 Day 3

Blocks: Block Owls

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

Big Idea	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain new understandings.
Guiding Questions	What do you want to learn more about animals and their habitats? How and where can you find this information?
Vocabulary	<p>habitat: a place where animals live</p> <p>model: a three-dimensional representation or copy</p> <p>data: facts and other information collected together to look at closely</p> <p>record: to draw or write information</p> <p>attribute: a quality that helps describe something</p>
Materials and Preparation	<ul style="list-style-type: none"> ● blocks of different shapes and sizes ● writing utensils (pencils, markers) ● books and other images depicting owls ● paper and clipboards ● Block Owls Challenge sheet ● Recording Sheets, copies for each child or pair of children <p>Strategically choose a collection of varied blocks and set them out in a basket or container. Adapt, print, and photocopy the Block Recording Sheet. Set out writing utensils and clipboards for children to use.</p> <ul style="list-style-type: none"> ● Block Frogs Examples
Intro to Centers	<p><i>Today we have a familiar Blocks Challenge: Create an owl with blocks, using the blocks in this container and trying to use as many of the blocks as you can.</i></p> <p>Show the container and different types of blocks available.</p>

	<p><i>What attributes, or qualities, of an owl will be important to include? Share your ideas with a partner.</i></p> <p>Invite the children to turn and talk. Harvest a couple of ideas.</p> <p><i>Which blocks could you use to make a block owl?</i></p> <p>Harvest a couple of ideas.</p> <p><i>After you have built your owl, you have an important job to do. That is to record, or write down, data about which kinds of blocks and how many of each kind you used. Here is a recording sheet you can use to write down this information.</i></p> <p>Hold up the recording sheet, and talk through how to fill it out.</p>
During Centers	<p>Provide images, as useful, to help children get started. Support children in making choices about what kinds of blocks to use. Encourage them to classify and count the blocks once they have finished constructing. Remind them to write their findings on the recording sheet as they count. Invite children to document what their owls look like.</p>
Facilitation	<ul style="list-style-type: none"> ● What shape or kind of blocks will you use to construct your owl? ● How many blocks did you use? ● How could you make an owl using the largest/smallest number of blocks? ● How can you record this information to share with others?
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>MD.K.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>G.K.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p>

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Block Owls Challenge

1. Create an owl using the blocks in this container.




2. Use the largest number of blocks you can.

Another challenge is to use the smallest number you can.

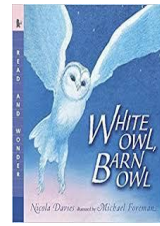
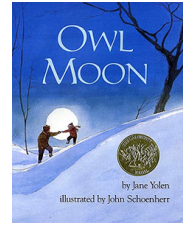
3. Record which blocks you used and how many.

Blocks Recording Sheet

Name _____

Kind of block	How many
	
	
	

WEEK 5 Day 3



Dramatization: Creating a Woodland

Children begin turning the Dramatization Center into a woodland in which to dramatize animals and the role that humans have in protecting frogs, fish, owls, and wolves.

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 Questions	Why is it important to protect the environment? What do you want to learn more about animals and their habitats? How and where can you find this information?
Vocabulary	<p>woods: an area of land covered with growing trees, smaller than a forest</p> <p>woodland: woods; land covered with trees</p> <p>shadow: a shape cast by light</p> <p>stare: to look straight at something for a long time</p> <p>setting: where and when a story takes place</p> <p>meadow: an area of land covered with grass</p> <p>owling: going out at night into nature to look for owls (<i>particular to this context</i>)</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Owl Moon, Jane Yolen ● White Owl, Barn Owl, Nicola Davies ● chart paper and markers ● tree branches ● Trees images ● Trees slides ● Beautiful Stuff materials, especially those that may be most suggestive for making trees, such as paper towels tubes ● newspaper ● construction paper ● butcher paper ● paint and brushes

	<ul style="list-style-type: none"> ● markers and crayons ● tape and glue <p>Consider which materials may need to be removed from the Dramatization Center/estuary in order to make room for creating a woodland. Engage the children in beginning this change.</p>
Intro to Centers	<p><i>We have been learning about owls. What do we know about what makes a good habitat for an owl?</i></p> <p>Look through a few illustrations in <i>Owl Moon</i> and solicit a few answers from the group.</p> <p><i>You know that owls live in the woods and nest in different kinds of trees. This week we are going to turn the Dramatization Center from an estuary into a woodland. The first thing we'll need to create is some trees so we can pretend to be owls or people who go owling, just like the characters in Owl Moon.</i></p> <p>Show an illustration from <i>White Owl, Barn Owl</i> that includes the owl's tree. <i>We'll be reading this story about owls, too. Look at the tree in this illustration.</i></p> <p><i>How might we create trees? These are some of the materials we have at hand.</i></p> <p>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.</p>
During Centers	<p>Children may propose creating trees out of paper towels tubes, rolled newspapers, and construction paper, or using tree branches. Follow their lead as they transform the river and estuary into a woodland, beginning with creating trees. Refer children to images and illustrations, provide needed materials, and support vocabulary as the days progress and they begin to learn more about owls and their environment.</p> <p>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.</p>
Facilitation	<ul style="list-style-type: none"> ● How can we create different kinds of trees? ● What did you notice about the trees in <i>Owl Moon</i> that can help you think about how our trees could look? ● How could you act out being an owl? ● How could you act out being a person going owling? ● What else might you see when going owling? How could you include that in our woods? ● Would you go owling with anyone else or by yourself? ● Where can we find more information about owls and their habitat?

Standards	<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p> <p>SEL. Relationships Skills: teamwork</p>
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Notes



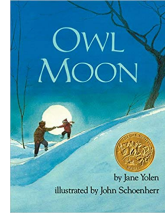
WEEK 5 Day 1

Library & Listening: Story Chest: *Swimmy*
 Children use props and figurines in the story chest to act out *Swimmy*.

Big Idea	All animals grow and change over time.
Guiding Question	How do animals grow and change over time?
Vocabulary	<p>characters: the people or animals who the story is about</p> <p>setting: where and when a story takes place</p> <p>scene: a place where something happens, part of a story</p> <p>figurine: a small statue</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Story Chest ● <i>Swimmy</i>, Leo Lionni <p>Make copies of pages of the book that highlight the main events in the story.</p> <ul style="list-style-type: none"> ● Figurines and props selected to represent characters in the story <p>Place them into the box.</p>
Intro to Centers	<p><i>This week the story chest is set up with props and figurines to act the characters, setting, and events in <i>Swimmy</i>. Which scene of the story would you like to retell?</i></p> <p>Harvest a few responses.</p>
During Centers	Children collaborate to retell parts of a familiar story and enact it with the figurines. Support the retelling by reading the story while children manipulate the figurines.
Facilitation	<ul style="list-style-type: none"> ● Which character appears in the story first? ● How can you move that character so that you represent what is happening in the story? ● What happens next in the story? ● What is the setting of this story? How can you represent it?

	<ul style="list-style-type: none">● How do you think the character _____ is feeling at this moment in the story?● What else could you pretend to have the characters in this story do? Can you tell a new story about these characters?
Standards	<p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>L.K.6. Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.</p>

Notes



Discovery Table: Birds' Beaks

Children use tools to investigate how different birds might use their beaks to pick up and eat various foods.

Big Idea	Animals need food, water and air to survive.
Guiding Question	What do animals need to survive?
Vocabulary	characteristic: an identifying quality or trait of a person or animal
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Owl Moon</i>, Jane Yolen Flag pages 25-26, showing a close up of the owl. ● <i>Owls</i>, Gail Gibbons <p>To simulate the bird beaks:</p> <ul style="list-style-type: none"> ● To simulate an owl's beak: clothespins, 3-5 ● To simulate a canary's beak: tweezers, 3-5 ● To simulate a pelican's beak: sieves, or strainers, or slotted spoons, 3-5 <p>To simulate the food:</p> <ul style="list-style-type: none"> ● To simulate mice (owl's food): cotton balls ● To simulate seeds (canaries' food): rice or seeds ● To simulate fish (pelicans' food): cereal, such as Cheerios ● A bowl filled with water For the simulation, put the cereal/Cheerios in the bowl of water. <ul style="list-style-type: none"> ● small, shallow containers, to hold cotton balls and seeds ● Birds' Beaks Images ● Birds' Beaks Data Chart, 1 copy per child <p>Place the materials in the Discovery Table. Organize the cotton balls and seeds in the small containers.</p>

<p>Intro to Centers</p>	<p><i>We have been reading this story, Owl Moon. Let's look at the illustration of the owl.</i></p> <p>Open the book to the flagged pages.</p> <p><i>Owls have different body parts than people. We have arms, and owls have wings! People have lips, and owls have beaks. Here is the owl's beak. What do you notice about the shape of the beak?</i></p> <p><i>An owl is one kind of bird; there are many more kinds of birds!</i></p> <p>Show and introduce the images of canary, pelican, and owl.</p> <p><i>Look at the canary's beak and the pelican's beak. What do you notice? How are their beaks the same as the owl's beak, and how are they different? Each beak has special characteristics, or things that are important and different about them.</i></p> <p><i>Birds use their beaks to pick up and eat food. Different beaks work in different ways. Today at the Discovery Table you will see what it's like to have a beak. You can use these items as models for different kinds of birds' beaks. The clothespin is like the owl's beak. This tweezer is like a canary's beak. And the sieve is like the pelican's beak—like a scoop.</i></p> <p>Show each of the items with its corresponding photo.</p> <p><i>These three birds eat different kinds of food. At the Discovery Table, we'll pretend that we have three different foods: seeds [show the rice], mice [show the cotton balls], and fish [cereal]. You can use these different tools as beaks to try to pick up each kind of food.</i></p> <p>Demonstrate how the clothespin, the tweezers, and the sieve might grab and scoop, without revealing the information children can discover.</p> <p><i>As you experiment, record your data about what happens. You can use this chart.</i></p> <p>Model recording information on the Birds' Beak Data chart using check marks.</p>
<p>During Centers</p>	<p>Children experiment at their own pace with the clothespins, tweezers and sieves/strainers/slotted spoons, discovering which materials they can best pick up with each tool. Challenge children to think about how the shape of the bird's beak might affect how and what a bird eats. Support children to record their findings on the Birds' Beaks Data Chart. Children may also engage in dramatic play, pretending that they are birds picking up food.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● What do you notice about the different types of beaks? ● What would happen if the owl, the canary, and the pelican all had beaks that were all shaped the same? ● Why is it important for an owl to have this sort of beak? Canary? Pelican?

	<ul style="list-style-type: none">• How do people pick up food and put it in their mouths? What are some tools that people use?• Can people only eat one kind of food, or do people eat many different kinds of food? Why?
Standards	K-LS1-1. Observe and communicate that animals (including humans) and plants need food, water, and air to survive. Animals get food from plants or other animals. Plants make their own food and need light to live and grow.

Notes

canary



<https://www.petassure.com/new-newsletters/canaries-are-quiet-companions/>

pelican



<https://www.britannica.com/animal/pelican>

Centers U2 W5

owl












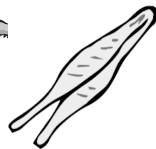


[A look at the eight owls found in Pennsylvania](#)

Centers U2 W5

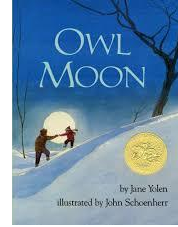
Focus on K2/ K for ME | Boston Public Schools Department of Early Childhood P-2/ Maine Dept of Education

Names: _____

Birds' Beaks Data Chart

	mice  	fish  	seeds  
owl's beak  			
canary's beak  			
pelican's beak  			

owl clipart: <https://pixabay.com/illustrations/owl-screech-owl-art-black-white-1382656/>;
clothespin clipart <https://www.clipart.email/download/7534752.html>;
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WEEK 5 Day 4

Writing & Drawing: Stories about Owls

Children draw and write their own stories about owls.

Big Idea	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
Guiding Question	What more do you want to learn about animals and their habitats? How and where can you find this information?
Vocabulary	<p>fiction: literature that describes imaginary characters and events</p> <p>information: facts</p> <p>research: to find out about a topic</p> <p>collaborate: to work together</p>
Materials and Preparation	<ul style="list-style-type: none"> ● samples of children’s previous writing about animals ● pencils and other writing and drawing tools ● writing paper with and without lines, cut in two sizes ● blank paper ● construction paper <p style="margin-left: 20px;">Use construction and blank paper to make a couple of blank books, as examples.</p> <ul style="list-style-type: none"> ● collection of fiction books featuring owls ● images of owls <p style="margin-top: 10px;">Arrange paper, construction paper, and writing and drawing tools so that children can easily access them. Set out books and images.</p>
Intro to Centers	<p style="text-align: center;"><i>You have written stories about your favorite animals and informational books about animals.</i></p> <p>Show samples of children’s previous writing.</p> <p style="text-align: center;"><i>This week you can write fictional stories about owls—stories that you imagine. In the stories we have read, the authors and illustrators use information, or facts, about owls, even though they</i></p>

	<p><i>have made up the stories. To inspire your writing, you can do some research in the Library. You might find out some new information about owls to include in your story.</i></p> <p><i>Think about something you might write in a story about an owl or owls.</i></p> <p>Invite children to turn and talk with a partner to share their beginning ideas.</p> <p>Invite a few children to share with the whole group.</p> <p><i>Remember, you can collaborate with a friend or work on your own.</i></p>
During Centers	<p>Support children as they think about owls and what stories to tell about them. Remind them to use the books as inspiration and for information. Encourage children to collaborate and offer support to scribe for them if they need help.</p>
Facilitation	<ul style="list-style-type: none"> ● How did you decide what to include in your writing about owls? ● What happens in your story? ● Where in your story are you using your imagination? Where are you using facts about owls? ● What is inspiring you? ● Do you prefer to write stories about or to write facts? Why?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p>

Notes

Unit 2: Animals and Habitats

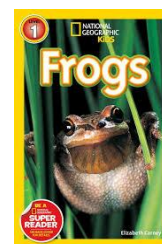
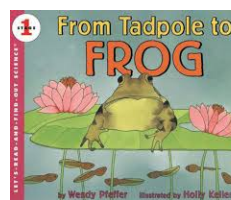
WEEK 5 Day 1

Writing Report
Publishing

Content Objective	With my class I can publish a report. (W.K.2, W.K.7)
Language Objective	I can add illustrations to provide more information about a subtopic. (SL.K.5)
Vocabulary	report: a genre of writing whose purpose is to organize information about a topic
Materials and Preparation	<ul style="list-style-type: none">● jointly-constructed report Prepare the front cover and table of contents for illustration, if not completed on Week 5, Day 5● materials for illustration● materials for publishing: staples/book binder/etc. Decide how the class report will be published. The pages can simply be stapled together, or, if materials are available, it can be bound in another way.
Opening 1 minute	<i>We have been working so hard on our class report! Today we will finish publishing our report, to get it ready to share at our Showcase of Learning at the end of the unit!</i>
Individual Construction 20 minutes	Guide children to continue illustrating the pages of the report. As they work, circulate to support them.
Joint Construction 8 minutes	When children have completed their work, bring the class together on the rug. Work together to put all of the pages in order to complete the book. Read the compiled book together.
Closing 1 minute	<i>We have written a wonderful report together! Next you will begin to write your own animal reports.</i>

Standards	<p>W.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p>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).</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to add additional detail.</p>
Ongoing assessment	<p>Reflect on the small group work.</p> <p>How effectively do childrens illustrations represent the information on the page?</p> <p>Do the illustrations provide additional information?</p>

<p>Notes</p>



Writing Report

Modeling and Joint Construction in Pairs: Research
continued on Days 3-4

Content Objective	I can research to gather information for a report. (W.K.2, W.K.7, W.K.8)
Language Objectives	I can organize information into subtopics. (L.K.5a) With my partner, I can discuss the information found in our research text, and explain how it relates to a particular subtopic. (SL.K.1a)
Vocabulary	<p>information: facts or details about a subject</p> <p>report: a genre of writing whose purpose is to organize information about a topic</p> <p>research: to get information about something</p> <p>subtopic: a smaller part of the topic</p> <p>topic: what the writing is about</p>
Materials and Preparation	<p>During Weeks 6-8, each child writes an individual report about an animal. Children work together with their peers to research, generate information, and provide feedback to one another, with each child writing their own final piece.</p> <p>In this lesson, children choose and begin researching the animal they will write about. For ease of implementation, small groups of children should research the same animal, sharing resources and information with each other. No more than 5 animals should be chosen for the class to research. Chosen animals should include those explored in the unit and can be expanded to other animals for which research materials are readily available (for example, if there is a class pet to observe, or a variety of texts on that animal can be easily obtained, etc.).</p> <ul style="list-style-type: none"> ● <i>Frogs</i>, Elizabeth Carney

	<ul style="list-style-type: none"> ● <i>From Tadpole to Frog</i>, Wendy Pfeffer ● Animal Research sheet, 1 copy for modeling ● 5 sticky notes for modeling <p>Prepare research bins for each animal, and put them in the areas where each group will work. Include in each bin</p> <ul style="list-style-type: none"> ● animal report research resources: unit texts, texts about other animals (optional), live animal(s) to observe (optional), animal videos ● Animal Research sheet ● writing tools ● one pad sticky notes, one pad for each group <p>Before the lesson, make a plan for how children will choose the animals they write about.</p>
<p>Opening 9 minutes</p>	<p>Place the research bins for each animal in different areas around the room, so that children can walk and browse to inform their choice of animal.</p> <p><i>Today you are going to start your own animal reports! You can choose to write about [name the choices for different animals]. I have prepared some materials around the room for you to look at as you decide which animal you most want to write about. You may choose an animal that you already know a lot about, or one that you want to learn more about.</i></p> <p>Allow children time to look at texts, images, etc. to help them decide which animals they would like to write about.</p> <p>Gather the class back together. Record which children will research which animals.</p> <p><i>Each of you will write your own report, but you will work together with a group of your classmates as you plan for writing. Children writing about the same animal will work together to share information and provide feedback to each other.</i></p>
<p>Joint Construction 10 minutes</p>	<p>Hold up <i>Frogs</i>.</p> <p><i>We know that reports are full of information. Elizabeth Carney wrote this great book about frogs. But how did she get all the information she needed? Authors like Elizabeth Carney need to do research to learn about a topic before they can write about it.</i></p> <p><i>Research can happen in many different ways. Sometimes people do a lot of reading about a topic; sometimes they interview experts; they observe animals; or they watch videos.</i></p> <p><i>Before we wrote our class report on frogs we researched, too! We</i></p>

went back to the texts we read about frogs and collected information that we remembered.

Sometimes researchers have a clear idea of the types of information they are searching for before they begin. They might start with questions or subtopics they want to learn more about. When I reviewed the reports we've read so far, I noticed that there are some common subtopics that are usually included in animal reports.

Show the animal research sheet.

Authors usually include information about the animal's habitat, or where it lives; its body structures; and its food. We will research these three subtopics.

Hang the animal research sheet on the board, for all to see.

Show one research bin.

Each group will get a bin of research texts, an animal research sheet, a pad of sticky notes, and pencils. Your job today is to review the texts and label information you find related to the four subtopics.

Let me show you what I mean.

Invite 3 children to come forward and model.

We are a group. We are all researching frogs. For today, ____ [child] and I will be research partners, and ____ and ____ will be partners. Each pair will start by looking through one of the texts.

Give *From Tadpole to Frog* to the other pair, and keep *Frogs*.

Refer to the animal research sheet.

As we look through our books, we are trying to find information about these subtopics: habitat, body, and food. We're going to look through our books with our partners and pause when we get to a piece of information about one of these subtopics.

Model turning through the book pages with a partner. Pause on page 12 and talk to your partner.

This looks like helpful information. What do you think these pages are telling us about?

Yes, this is information about frogs' food. This one is eating a dragonfly.

Ask your partner,

What else do you notice about the frog's food on this page?

We are going to label this page with a sticky note. We'll write "F" so that we can go back later and remember that we found information about the food here.

	<p>Ask the other pair, <i>Have you found any pages that we might label with one of our subtopics?</i></p> <p>Continue modeling identifying, discussing, and labeling information until children understand their task.</p>
<p>Joint Construction in Pairs 10 minutes</p>	<p><i>Now you will begin your research! You will sit with other children writing about the same animal. On the table are your research bins. Work in partners to read, discuss, and label information.</i></p> <p>Distribute animal research sheets, sticky notes, and pencils, and send the children to begin researching in small groups. As children work, circulate to support them.</p>
<p>Closing 1 minute</p>	<p><i>Tomorrow you will continue your research!</i></p>
<p>Standards</p>	<p>W.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p>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).</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>L.K.5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>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).</p>
<p>Ongoing assessment</p>	<p>Observe and take notes as children research.</p> <p>Are they able to pull information from the illustrations in a text? Do children accurately identify information related to a subtopic? Which subtopics do children identify easily? Which appear more difficult?</p>

<p>Notes</p>

WEEK 5 Day 3

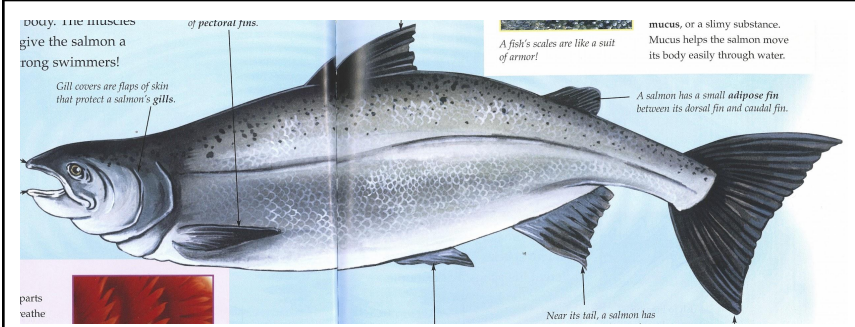
Writing Report
 Joint Construction in Pairs: Research
 continued from Day 2

Content Objective	I can research to gather information for a report. (W.K.2, W.K.7, W.K.8)
Language Objectives	I can organize information into subtopics. (L.K.5a) With my partner, I can discuss the information found in our research text, and explain how it relates to a particular subtopic. (SL.K.1a)
Vocabulary	information: facts or details about a subject research: to get information about something
Materials and Preparation	<ul style="list-style-type: none"> research bins, including texts, animal research sheets, writing tools, and sticky notes, from Day 2
Opening 1 minute	<i>Yesterday you began researching to learn more about your animals. You read different texts to learn about your animals' habitats, body structures, and food. Today we will continue that work.</i>
Joint Construction in Pairs 20 minutes	<p><i>If you and your partner were using a book to research yesterday and did not finish going through the whole book, go back to that book to continue your work. If you finished going through your book, choose another resource from the bin. Remember, you will work in partners to read, discuss, and label information.</i></p> <p>Send the children to research. As they work, circulate to support them. Identify one pair of children to share their research success or challenges using Thinking and Feedback. The pair should either have a dilemma about which they would like advice (i.e., not finding information on habitat), or should offer inspiration to peers (i.e., having particularly effective research strategies).</p>
Closing 9 minutes	Use the Thinking and Feedback protocol. Record suggestions and inspirations to inform work on Day 4.

	<i>Tomorrow you will continue your research!</i>
Standards	<p>W.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p>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).</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>L.K.5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>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).</p>
Ongoing assessment	<p>Observe and take notes as children research.</p> <p style="padding-left: 40px;">Are they able to pull information from the illustrations in a text? Do children accurately identify information related to a subtopic? Which subtopics do children identify easily? Which appear more difficult?</p> <p>Reflect on the Thinking and Feedback experience.</p> <p style="padding-left: 40px;">Which work was highlighted? What were the suggestions/inspirations? What do I expect to see tomorrow as children research?</p>

Notes

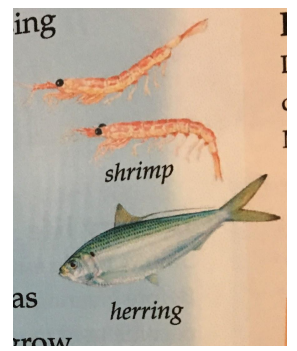
Animal Research



B - body structures



H - habitat



F - food

WEEK 5 Day 4

Writing Report
 Joint Construction in Pairs: Research
 continued from Days 2-3

Content Objective	I can research to gather information for a report. (W.K.2, W.K.7, W.K.8)
Language Objectives	I can organize information into subtopics. (L.K.5a) With my partner, I can discuss the information found in our research text, and explain how it relates to a particular subtopic. (SL.K.1a)
Vocabulary	research: to get information about something
Materials and Preparation	<ul style="list-style-type: none"> ● Thinking and Feedback notes, from Day 3 ● research bins, including texts, animal research sheets, writing tools, and sticky notes, from Day 2
Opening 1 minute	<p><i>Today you will continue your research. Review the texts you have already looked at. Decide which texts still need investigation, and which subtopics you have not yet identified.</i></p> <p>Remind children of the suggestions and inspirations from the previous day’s Thinking and Feedback.</p>
Joint Construction in Pairs 28 minutes	<p><i>Remember, you will work in partners to read, discuss, and label information.</i></p> <p>Send the children to research. As they work, circulate to support them.</p>
Closing 1 minute	<i>You have gathered a lot of information to use when you write your reports!</i>
Standards	<p>W.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p>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).</p>

	<p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>L.K.5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>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).</p>
<p>Ongoing assessment</p>	<p>Observe and take notes as children research.</p> <p>Are they able to pull information from the illustrations in a text? Do children accurately identify information related to a subtopic? Which subtopics do children identify easily? Which appear more difficult?</p>

Notes

WEEK 5 Day 5

Writing Report
Individual Construction: Body Diagram

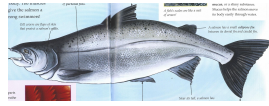
Content Objective	I can use research to write a report. (W.K.2, W.K.7, W.K.8)
Language Objectives	I can draw a diagram to represent my animal’s body. (SL.K.5) I can label my body diagram with sounds I know. (W.K.2, L.K.2a, L.K.2d)
Vocabulary	audience: an individual or group for whom a piece of writing is composed diagram: a picture drawn to show a specific piece of information image: a representation of something in the form of a drawing, photograph, etc. research: to get information about something
Materials and Preparation	<ul style="list-style-type: none"> ● report packet, one copy for each child and one for modeling ● research bins, including texts, animal research sheets, writing tools, and sticky notes, from Day 2 <p>Before the lesson, choose one group to model identifying research about body structures and drawing a body diagram. Bring this group’s bin to the meeting area.</p> <ul style="list-style-type: none"> ● Writing folders, one for each child
Opening 1 minute	<i>Today we will begin turning research into writing.</i>
Modeling 13 minutes	<p><i>Remember, your animal report books will be part of what we present in our Showcase of Learning at the end of the unit. The audience for your report is all of the school community members who will visit our showcase, including school staff and families.</i></p> <p>Show the report packet.</p> <p><i>Here are the sheets you will use to write your report. On this page you will draw a diagram of your animal’s body. A diagram is a drawing that communicates information. You will use the research</i></p>

	<p><i>you did to help you draw and label your animal’s body structures.</i></p> <p><i>When you turn your research into writing you will always follow the same process. The first thing you will do is identify the subtopic you are writing about.</i></p> <p>Show the animal research sheet. <i>Which subtopic are we writing today?</i></p> <p><i>Right, we are writing about our animals’ body structures, beginning with drawing a diagram.</i> <i>Now my group will help me model what you will do today.</i></p> <p>Bring the group forward, or in the middle of the rug, so that all can see and hear.</p> <p><i>We have our research texts right here, and our first job as a group is to find the pages that we marked with information about the [animal]’s body structures. We are looking for sticky notes that say “B,” for “body structures.”</i></p> <p><i>Now, as a group, we will review and talk about the pages one by one. What do we learn about [animal]s’ body structures from this page?</i></p> <p>Model talking together as a group, encouraging each group member to speak.</p> <p><i>If more than one text includes information about your animal’s body structures, be sure to review all of the texts. After you identify and discuss the information, you will be ready to draw and label.</i></p> <p><i>When you draw your diagram, look carefully at the photograph, think about the body structures you discussed, and draw the body as big as you can on your sheet.</i></p> <p>Quickly sketch the animal’s body.</p> <p><i>Now I will label the body structures.</i></p> <p>Model saying each body structure out loud. Invite children to join in segmenting sounds and labeling body structures with known sounds and words.</p> <p>Ensure that children are clear about the process of identifying and discussing information before drawing. Then send groups with research bins and report packets.</p>
<p>Individual Construction 15 minutes</p>	<p>As children work, circulate to support them.</p>

Closing 1 minute	<i>Next week you will continue to use research to write your report.</i>
Standards	<p>W.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p>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).</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to add additional detail.</p> <p>L.K.2a. Print upper- and lowercase letters.</p> <p>L.K.2d. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>
Ongoing assessment	<p>Reflect on small group discussions.</p> <p>Do children identify and discuss research before drawing? What supports will they need as they continue to turn research into writing?</p> <p>Review children’s diagrams.</p> <p>Do they accurately represent their animals’ bodies? Do they label diagrams with known sounds and words?</p>

Notes

Name:



Body Structures

Name:



Habitat

Name:



Food

Name:

Writing U2 W5 D5

WEEK 5

Shared Reading

"The Very Wise Owl"	
<p>Standards: R.1.K.d, R.2.K.d, R.3.K.a, R.3.K.c</p>	<p>There was a very wise owl, Who lived up in a tree.</p> <p>He sat upon the branch, Watching you and me.</p> <p>If you see him, He will visit for a while.</p> <p>In a loud voice, he'll say, "Who? Who? Who?" With a very wise smile.</p>
<p>Session 1</p>	<p>Opening: Do not show the poem. <i>Today we are going to learn a poem together. Remember poets often use repetition, rhythm, and rhyme to make the reader imagine things or feel strong feelings. Listen as I read the poem once, and then we will talk about what you notice.</i> Read the poem in its entirety using expression and emphasizing rhyme. <i>What did you hear in this poem?</i> As children mention rhyming words, reinforce that this is something writers put in poems to make them entertaining.</p> <p>Fluency: Show the poem. Reread the poem, inviting children to echo one line at a time while tracking print with a pointer.</p> <p>Meaning Making: <i>What animal do we learn about in this poem? What does the owl do?</i></p>

“The Very Wise Owl”

Standards: R.1.K.d,
R.2.K.d, R.3.K.a, R.3.K.c

There was a very wise owl,
Who lived up in a tree.

If you see him,
He will visit for a while.

He sat upon the branch,
Watching you and me.

In a loud voice, he'll say,
“Who? Who? Who?”
With a very wise smile.

Session 2

Fluency:

Invite a child to track the print with a pointer as you read the poem and children echo one stanza at a time.

Letter-Sound Awareness:

We can match letters and sounds at the beginning of a word. Remember the first letter of a word is on the left. I am going to point to a word, you will look at the first letter and think about the sound that letter makes.

When you know, pat your head.

Point to “branch.”

Most of you are patting your head, what letter does this word start with? What sound does it make?

Repeat the same exercise with the word “sat.”

Phonological Awareness:

We can say a word slowly to hear the sounds in a word. Let's say the word “wise” slowly. While you say the word, you can move your hand down your arm slowly. Let's try it.

Model saying “wise” slowly while moving your hand down your arm.

Repeat the same exercise with the word “see”.

"The Very Wise Owl"	
Standards: R.1.K.d, R.2.K.d, R.3.K.a, R.3.K.c	<p>There was a very wise owl, Who lived up in a tree.</p> <p>If you see him, He will visit for a while.</p> <p>He sat upon the branch, Watching you and me.</p> <p>In a loud voice, he'll say, "Who? Who? Who?" With a very wise smile.</p>
Session 3	<p>Phonological Awareness: Cover the poem so that children do not see the print. Say the word "very." <i>Which sound do you hear at the beginning of that word? Which letter would you expect to see at the beginning?</i> Repeat the same exercise with the words "watching," "visit," and "while," as /v/ and /w/ are target sounds this week.</p> <p>Fluency: Show the poem and invite children to recite the poem. Invite children to do gestures or actions that match the actions of the owl.</p> <p>Phonological awareness: <i>We are going to practice hearing sounds in words again.</i> Invite a child to point to a word and read it for them (or allow them to read it if they know it). <i>Let's say the word slowly.</i> Say the word slowly with the children while moving your hand down your arm. Repeat the same exercise with a few words.</p> <p>Word Recognition: <i>"Me" is a new high frequency word in this poem [show word written on index card]. You can read high frequency words quickly. "Me" rhymes with another word we learned, "we." I will point to "me" in the poem and you read it!</i></p>
Extensions	<p>White-board writing practice: Show pictures of words from the song (smile, branch, loud). Invite children to write the letter of the first sound in each word on white boards.</p> <p>High frequency word practice: While showing the words on index cards, invite children to orally spell and read previously learned words. Make it fun by having them do this with a robot voice.</p>

Name: _____

Date: _____

The Very Wise Owl



There was a very wise owl,
Who lived up in a tree.

He sat upon the branch,
Watching you and me.

If you see him,
He will visit for a while.

In a loud voice, he'll say,
"Who? Who? Who?"
With a very wise smile.

WEEK 5

Stations

Mid-Unit Assessment

Materials and Preparation

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

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

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

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

*Choose **one** of these questions: What information did you learn about **frogs**? Or, what information did you learn about **salmon**?*

Turn and talk with a partner.

As children talk with partners, listen to and record their responses.

Refer to the assessment sheet.

You can continue to talk, and also draw and write to show your thinking.

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

See reverse for Stations overview page.

WEEK 5

Stations

Station	Activities	Materials Add writing and drawing tools at each station.
Strategic Small Group Instruction	Dedicate the majority of Stations time to strategically targeted small group instruction.	
Reading	Independent and Partner Reading	<ul style="list-style-type: none"> ● collection of high-interest picture books, including on the topic of study (animals and habitats)
Pocket Chart	“Who Fed the Chickens?”	<ul style="list-style-type: none"> ● “Who Fed the Chickens?” sentence strips ● pocket chart to accommodate sentence strips ● “Who Fed the Chickens?” on chart ● “Who Fed the Chickens?” child copies ● pointer ● drawing tools, optional
Listening & Speaking	Talk Time	<ul style="list-style-type: none"> ● Week 5 Talk Time image and prompt ● 1-minute sand timers, optional
	Listen and Respond	<ul style="list-style-type: none"> ● technology for listening to recorded text ● <i>Owl Moon</i> recording ● <i>Owl Moon</i>, Jane Yolen ● conversation prompts, cut apart ● headphones (optional)
Writing	Mid-Unit Assessment	<ul style="list-style-type: none"> ● assessment image, 1 for each pair ● assessment sheet, 1 for each child ● writing and drawing tools ● assessment slides ● assessment rubric
Word Work	Sorting Beginning Sounds and Letters (v, w, k, h)	<ul style="list-style-type: none"> ● Sorting Sheets, 5 copies ● Letter Cards, 5 sets, cut apart ● Picture Cards, 5 sets, cut apart ● envelopes, one for each set of cards
	Beginning Sound BINGO 2 (Rr, Ee, Ss, Dd, Ww, Gg, Jj, Pp, Ll, Kk/Cc, Hh, Gg)	<ul style="list-style-type: none"> ● BINGO boards (4, or 2 copies of each for 2 sets) ● letter cards, 8 copies on stiff paper and cut apart, or magnetic letters ● basket or bag to hold letter cards
	Read, Build, Write	<ul style="list-style-type: none"> ● Read, Build, Write Sheets, one for each child ● magnetic letters or letter tiles ● pencils

Talk Time Week 5



https://www.chesapeakebay.net/S=0/fieldguide/critter/barred_owl



https://www.chesapeakebay.net/S=0/fieldguide/critter/barred_owl

Listening & Speaking Station: Talk Time U2 W5

What information about owls can you find in this photograph?

What information about owls can you find in this photograph?

What information about owls can you find in this photograph?

What information about owls can you find in this photograph?

What information about owls can you find in this photograph?

What information about owls can you find in this photograph?

Owl Moon, Jane Yolen

What makes owling hard work?

Owl Moon, Jane Yolen

What makes owling hard work?

Owl Moon, Jane Yolen

What makes owling hard work?

Mid-Unit Assessment Rubric

Unit 2 Prompt

What information did you learn about frogs/salmon?
Talk, draw, and write to show your thinking.

Relevant Unit 2 Big Ideas

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

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard			
	1	2	3
Retells key details from the text in response to the prompt. (R.5.K.a, R.5.K.b)	With significant prompting and support, begins to retell the story but response veers from the prompt.	With prompting and support, begins to retell some of the story in response to the prompt.	With prompting and support, retells the text's key details in response to the prompt.
Demonstrates conceptual understanding and knowledge about the topic. (K-LS1-1)	Does not align response to the unit's big ideas.	Response aligns somewhat to the unit's big ideas.	Demonstrates conceptual understanding and knowledge about the unit's big ideas.
Clearly and effectively communicates understanding of the text and recalls key information. (SL.2.K.a, W.1.K.b)	Communicates minimal understanding of the text and does not recall key information.	Communicates some understanding of the text and recalls some information.	Clearly and effectively communicates understanding of the text and recalls key information.

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

Stations: Mid-Unit Assessment Rubric U2 W5

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

Stations: Mid-Unit Assessment Rubric U2 W5

Name: _____

Date: _____

Choose **one** of the questions below.

1. What information did you learn about **frogs**?
2. What information did you learn about **salmon**?

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



Sorting Beginning Sounds and Letters (v, w, k, h)

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

Sorting Beginning Sounds and Letters (w, v, k, h)

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

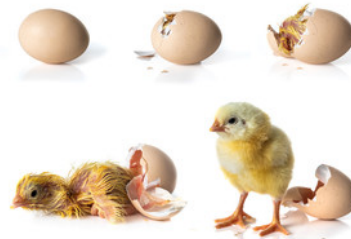
V	W	K	H
v	w	k	h

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



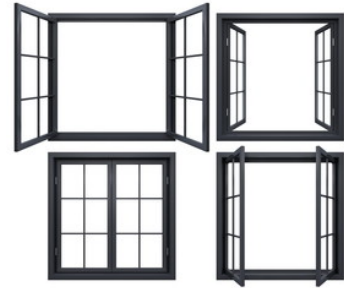
Word Work Station U2 W5

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



Word Work Station U2 W5

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



Word Work Station U2 W5

Picture Cards Set 4: Copy 5 sets and cut apart. Place a set of Letter Cards and a set of Picture Cards in each envelope.



Word Work Station U2 W5

Word Banks

Set #1

vest	vapor	vet
violin	vine	veil
vegetables	volcano	vulture

Set #2

velcro	hatch	haircut
hot	hill	heel
hit	humus	hug

Set #3

wind	walrus	wet
watermelon	watch	window
wallpaper	water	windmill

Set #4

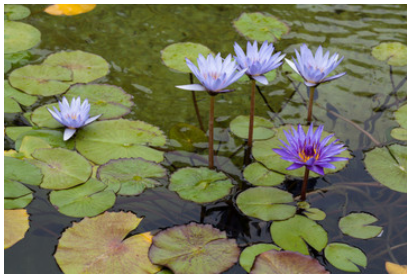
karate	costume	kilt
kit	kick	kitten/cat
king	cane	coat

Letter Cards for BINGO.

Make multiple copies so that children can use these cards as markers as they play BINGO.

Letter Cards			
Rr	Ee	Ss	Dd
Ww	Gg	Jj	Pp
Ll	Kk/Cc	Hh	Vv

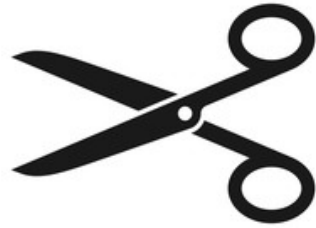
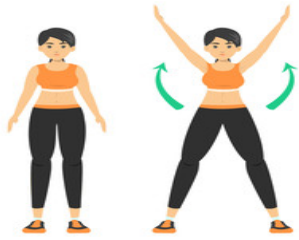
Bingo Board #1



RF.K.1, RF.K.2

Word Work Station U2 W5

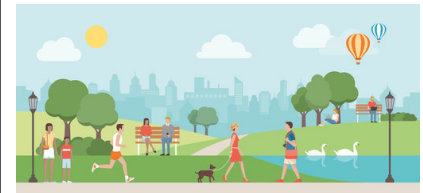
Bingo Card #2



RF.K.1, RF.K.2

Word Work Station U2 W5

Bingo Board #3



RF.K.1, RF.K.2

Word Work Station U2 W5









Bingo Board #4






















RF.K.1, RF.K.2

Word Work Station U2 W5

Word Bank

 <p>elk</p>	 <p>ruler</p>	 <p>soap</p>	 <p>door</p>	 <p>exercise</p>	 <p>scissors</p>	 <p>leach</p>
 <p>velcro</p>	 <p>kangaroo</p>	 <p>watermelon</p>	 <p>garage</p>	 <p>puppet</p>	 <p>wheelchair</p>	 <p>garden</p>
 <p>lily pad</p>	 <p>jacks</p>	 <p>heart</p>	 <p>pepper</p>	 <p>escalator</p>	 <p>robe</p>	 <p>roof</p>













Word Bank

 <p>pizza</p>	 <p>jellybeans</p>	 <p>doll</p>	 <p>doll</p>	 <p>roots</p>	 <p>eggplant</p>	 <p>leash</p>
 <p>electronics</p>	 <p>wallet</p>	 <p>park</p>	 <p>light</p>	 <p>vet</p>	 <p>vet</p>	 <p>leaves</p>
 <p>kettle</p>	 <p>leopard</p>	 <p>sad</p>	 <p>seal</p>	 <p>walsus</p>		

Name: _____

Word Work Station

Read the word. Build the word. Write the word.

Read the word	Build the word	Write the word
me		 _____  -----  _____  _____
said		 _____  -----  _____  _____
we		 _____  -----  _____  _____

RF.K2.C

Word Work Station U2 W5