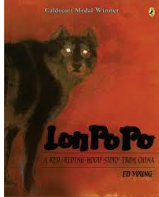


Unit 2: Animals and Habitats

WEEK 8 At a Glance

Texts



Read Aloud

Day 1: *Little Red Riding Hood*, Storytelling

Day 2: *Lon Po Po*, Read 1

Day 3: *Lon Po Po*, Read 2

Day 4: *Lon Po Po*, Read 3

Day 5: *Lon Po Po*, Read 4

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

Art Studio Table: Wolf Diorama 1 (Day 4- 5)

Art Studio Easel: Inspired by Wolves (Day 2-5)

Blocks: Exploration: Block Wolves (Day 2-5)

Dramatization: Acting Out *Lon Po Po* (Day 3-5)

Library & Listening: Storychest *Lon Po Po* (Day 1-5)

Discovery Table: Fur, Feathers and Skin (Day 5)

Writing & Drawing: Stories about Wolves (Day 3-5)

Writing:

Phonics: Follow Guide

Shared Reading: "I Had a Rooster"

Stations

Strategic Small Group Instruction

Reading: Independent and Partner Reading

Pocket Chart: "Going to the Zoo"

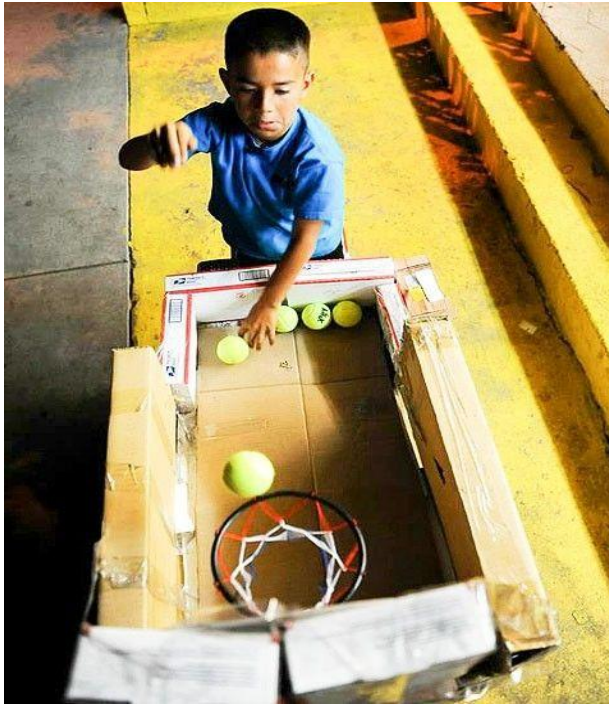
Listening & Speaking: Talk Time; Listen & Respond: *Lon Po Po*

Writing: *Owls*, "What Makes Owls...?" video, "Owl Rules" poem

Word Work: Matching Pictures with C-V-C Words; Name, Build, Read

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

Math: Follow Guide



clever

https://www.pinterest.com/pin/362328732511116460/?nic_v2=1a18YqhJw



cunning

https://www.reddit.com/r/aww/comments/1ip0ll/little_bear_trying_to_sneak_up_on_you/

Read Aloud Vocabulary Cards U2 W8



disguise

<https://www.halloweencostumes.com/funny-nose-glasses.html>



furios

<https://www.kidsinthehouse.com/blogs/cristina-trette/understand-the-root-cause-of-acting-out>

WEEK 8 Day 1

Read Aloud
Little Red Riding Hood Storytelling and Story Acting

Big Idea	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.						
Unit Question	How do animals grow and change over time?						
Guiding Questions	What do you want to learn more about animals and their habitats? How and where can you find this information?						
Content Objectives	<p>I can retell a story by acting out key details. (R.5.K.a, R.5.K.b)</p> <p>I can identify and describe the problem and solution in a story. (R.8.K.a, R.8.K.b)</p>						
Language Objective	I can follow the agreed upon rules for storytelling and story acting. (SL.1.K.b)						
Vocabulary	fairy tale: a magical story that has been told for generations						
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Lon Po Po</i>, Ed Young ● “Little Red Riding Hood” text ● chart paper <p>Prepare the “Little Red Riding Hood” chart, with the “Characters” and “Setting” sections pre-filled.</p> <div style="border: 1px solid black; margin: 10px auto; width: 80%; text-align: center;"> <table style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e0e0e0;"> <th colspan="2" style="padding: 5px;">Story Elements</th> </tr> <tr style="background-color: #e0e0e0;"> <td colspan="2" style="padding: 5px;">Little Red Riding Hood</td> </tr> <tr> <td style="padding: 5px; vertical-align: top;"> Orientation: Characters Little Red Riding Hood </td> <td style="padding: 5px; vertical-align: top; border-left: 1px solid black;"> Setting The woods </td> </tr> </table> </div>	Story Elements		Little Red Riding Hood		Orientation: Characters Little Red Riding Hood	Setting The woods
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Granny Wolf	Granny's house						
Sequence of Events:							
Problem	Resolution						
<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose. <i>Today we are beginning a new part of our Animals and Habitats unit. We're going to learn about wolves! Before we learn real facts about wolves, we will read a fairy tale with a wolf character.</i></p> <p>Fairy tales are stories that have been told over and over for many generations. They usually include imaginary and magical things, and always have a problem and a solution. There can be different versions of a fairy tale. Different cultures have unique ways to tell fairy tales.</p> <p><i>This week we will read a tale from China called Lon Po Po. There's a version of Lon Po Po that is popular in the United States. This version originally comes from Europe and is called "Little Red Riding Hood." Today you will listen to and act out one version of Little Red Riding Hood. Afterwards, we'll identify this fairytale's problem and resolution and record it on our Story Elements Chart.</i></p>						
<p>Text and Discussion 12 minutes</p> <p>Read 1</p>	<p>Use the text provided to tell the story. Do not show the text to children, rather, use it for teacher reference. <i>Thumbs up if you've heard or read the story of Little Red Riding Hood before. Here's a version of the story. Listen closely.</i></p>						
<p>Read 2</p>	<p>Gather children in a circle to dramatize "Little Red Riding Hood." As in Storytelling and Story Acting, invite children on stage to dramatize as you tell the story. <i>Now we're going to act out the story as I tell it.</i></p>						
<p>paragraph 6</p>	<p>Determine the meaning of vocabulary: <i>What does it mean that the wolf got startled?</i></p> <p>Elicit ideas and use story acting to support unpacking the meaning of the word. <i>Startled means that the wolf was so surprised, he was shocked!</i></p>						
<p>Key Discussion and Activity</p>	<p>Invite children to Think, Pair, Share. Prompt 1: <i>What was the problem in the story?</i></p>						

6 minutes	<p>During the share, highlight that the wolf created the problem in the story. Chart the problem from the story.</p> <p style="text-align: center;">Prompt 2: <i>How was the problem resolved in the story?</i></p> <p>Chart the resolution from the story.</p> <p>If children have familiarity with other versions of the story that include the woodcutter hurting the wolf, highlight that this story has Granny and Little Red Riding Hood solving the problem themselves, without violence. Rather than focus the discussion on the wolf as a villain, Granny can be highlighted as a strong hero.</p>												
Closing	<p><i>Tomorrow we'll read a different version of this story. You'll hear some parts that are familiar and other parts that are quite different.</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>R.8.K.a Identify texts that tell stories.</p> <p>R.8.K.b Identify texts that provide information.</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>												
Ongoing assessment	<p>Note how children are acting out the story.</p> <p>How do children demonstrate their understanding through acting?</p> <p>Listen to children's responses during the partner and whole group share.</p> <p>Are children able to retell key details from "Little Red Riding Hood"?</p> <p>Are children able to reference details from text to support their thinking?</p>												
Center Activities	<table border="1" style="width: 100%;"> <tr> <td data-bbox="451 1354 678 1423">Art Studio</td> <td data-bbox="678 1354 1406 1423">Children create paintings inspired by wolves.</td> </tr> <tr> <td data-bbox="451 1423 678 1486">Blocks</td> <td data-bbox="678 1423 1406 1486">Children create block wolves.</td> </tr> <tr> <td data-bbox="451 1486 678 1549">Dramatization</td> <td data-bbox="678 1486 1406 1549">Children dramatize <i>Lon Po Po</i>.</td> </tr> <tr> <td data-bbox="451 1549 678 1654">Library & Listening</td> <td data-bbox="678 1549 1406 1654">Storychest: <i>Lon Po Po</i>.</td> </tr> <tr> <td data-bbox="451 1654 678 1717">Discovery Table</td> <td data-bbox="678 1654 1406 1717">Children explore fur, feathers and skin.</td> </tr> <tr> <td data-bbox="451 1717 678 1822">Writing & Drawing</td> <td data-bbox="678 1717 1406 1822">Children write and draw stories about wolves.</td> </tr> </table>	Art Studio	Children create paintings inspired by wolves.	Blocks	Children create block wolves.	Dramatization	Children dramatize <i>Lon Po Po</i> .	Library & Listening	Storychest: <i>Lon Po Po</i> .	Discovery Table	Children explore fur, feathers and skin.	Writing & Drawing	Children write and draw stories about wolves.
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Writing & Drawing	Children write and draw stories about wolves.												

“Little Red Riding Hood”

Inspired by an Aesop fable

1 Little Red Riding Hood lived in the woods with her mother. One day Little Red Riding Hood went to visit her Granny to bring her some treats. She had heard her Granny was feeling sick. On her way, Little Red Riding Hood met a wolf.

“Hello!” said the wolf. “Where are you going?”

“I’m going to see my Granny and bring her some treats. She lives in a house behind those trees.”

2 The wolf ran to Granny’s house hoping he could first eat Granny, then eat the little girl. But, Granny heard the wolf come in and quickly hid under the bed.

3 When the wolf came in, he didn’t see Granny. But he did find her pajamas. He put them on and got into her bed so he could pretend to be sick Granny when Little Red Riding Hood arrived. A little while later, Little Red Riding Hood reached the house. She came in and looked at the wolf in her Granny’s bed.

4 “Granny, what big eyes you have!” she said.

“All the better to see you with!” said the wolf.

“Granny, what big ears you have!” Little Red Riding Hood said.

“All the better to hear you with!” said the wolf.

“Granny, what a big nose you have!” she said.

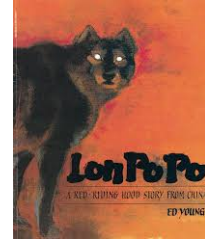
“All the better to smell you with!” said the wolf.

5 “Granny, what big teeth you have!” said Little Red Riding Hood.

“All the better to eat you with!” shouted the wolf, and he leaped from the bed ready to eat her.

6 At that moment, Granny jumped up from under the bed and screamed a terrifically loud scream at the wolf.

“Go away mean wolf!” she yelled. The wolf was so afraid of the strong Granny that he ran away. Little Red Riding Hood and Granny never saw the wolf again.



WEEK 8 Day 2

Read Aloud
Lon Po Po
 Read 1 of 4, Pages 1-16

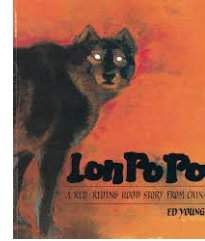
Big Idea	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
Unit Question	How do animals grow and change over time?
Guiding Questions	What do you want to learn more about animals and their habitats? How and where can you find this information?
Content Objective	I can identify the characters, setting and key events of the story, including the story’s problem. (R.4.K, R.6.K.a, R.6.K.b)
Language Objective	I can answer questions about key details from the story in a group discussion. (SL.2.K.a)
Vocabulary	<p>Po Po: grandmother, in Chinese</p> <p>clever: smart</p> <p>disguise: to make someone look like something or someone else</p> <p>cunning: sneaky or tricky</p> <p>furious: very angry</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Lon Po Po</i>, Ed Young Pre-mark page numbers in the book to correspond with the lesson. Page 2 is the page that begins “Once, long ago...” ● <i>Lon Po Po</i> vocabulary cards ● Where is the story <i>Lon Po Pp</i> from? slide ● chart paper Prepare the following <i>Lon Po Po</i> chart:

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: center; padding: 5px;">Story Elements</th> </tr> <tr> <td colspan="2" style="text-align: center; padding: 5px;"><i>Lon Po Po</i>, by Ed Young</td> </tr> <tr> <td colspan="2" style="padding: 5px;">Orientation:</td> </tr> <tr> <td style="width: 50%; padding: 5px;">Characters</td> <td style="width: 50%; padding: 5px;">Setting</td> </tr> <tr> <td colspan="2" style="padding: 5px;">Sequence of Events:</td> </tr> <tr> <td style="padding: 5px;">Problem</td> <td style="padding: 5px;">Resolution</td> </tr> </table>	Story Elements		<i>Lon Po Po</i> , by Ed Young		Orientation:		Characters	Setting	Sequence of Events:		Problem	Resolution
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<p>Opening 2 minutes</p>	<p>Introduce the text and set a purpose. <i>Today we are going to read a story called Lon Po Po: A Red Riding Hood Story from China. Ed Young is the author and illustrator. He lives here in the United States, but he was born in China.</i></p> <p><i>This fairy tale has been told over and over again for many years and comes from the country China. Let’s look at where China is on a map.</i></p> <p>Show the slide.</p> <p><i>The title is in Chinese. On the cover there is a wolf, and this word here, Lon, means “wolf” in Chinese. “Po Po,” means grandmother, so together the title means “Grandmother Wolf.”</i></p> <p><i>Based on what we know from the other version of Little Red Riding Hood, why do you think the title is Lon Po Po, or Grandmother Wolf?</i></p> <p>Harvest a few ideas. <i>You have lots of interesting ideas. We’ll have to read to find out what happens in this version of the fairy tale. We’re going to read the beginning of the story today to find out who the characters are and what the problem is.</i></p>												
<p>Text and Discussion 11 minutes</p> <p>page 3</p>	<p><i>Who is the wolf pretending to be? That’s right, the grandmother, Po Po! The author used the word disguised to describe the wolf—he was disguised, or pretending to be, the grandmother.</i></p>												

page 6	<i>Even though we can see the wolf in the illustration, can the three children see the wolf? That's right, they cannot. He's still on the other side of the door.</i>
page 8	Cunning means sneaky, or tricky. <i>Why do you think the wolf blew out the candle? What makes you think so?</i> Harvest a few ideas.
page 9	<i>Why do you think Shang says, "Po Po, Po Po, your foot has a bush on it?" What does she feel in the bed?</i> Harvest a few ideas and prompt children to use the illustration to support their thinking. <i>It seems like Shang, the oldest sister, keeps asking questions that show she's not so sure about this Po Po. Let's keep reading and see what Shang does.</i>
page 12	<i>Thorns are sharp needles on a plant, like on a rose bush.</i> <i>I wonder what Shang will do now that she's seen the wolf's face!</i>
page 14	Clever means very smart. We've already noticed that Shang is smart because she knew to turn on the candle light and see that it was the wolf. Let's keep reading to see what other clever ideas she has!
page 16	Reread the last paragraph. <i>Why would Shang tell the wolf to come up and pick the nuts from the tree, if she is up there with her sisters? I wonder what will happen next.</i> Invite children to turn and talk. <i>What do you predict will happen next?</i> Encourage children to use details from the text to support their predictions. <i>We're going to stop there today.</i>
Key Discussion and Activity 6 minutes	Invite children to Think, Pair, Share. <i>What is the problem in the story?</i> During the share, add to the chart. Use a modeled writing approach to complete the Characters, Setting, and Problem sections. [A wolf comes to the house of the three sisters and wants to eat them. The littlest sisters let him into the house.]
Closing	<i>Tomorrow we'll find out how the problem is solved.</i>

Standards	<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.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 share.</p> <p>Do children reference details from text to support their thinking?</p> <p>Do children identify the characters and key events in the story?</p>												
Center Activities	<table border="1"> <tr> <td data-bbox="451 730 678 793">Art Studio</td> <td data-bbox="678 730 1409 793">Children create paintings inspired by wolves.</td> </tr> <tr> <td data-bbox="451 793 678 856">Blocks</td> <td data-bbox="678 793 1409 856">Children create block wolves.</td> </tr> <tr> <td data-bbox="451 856 678 919">Dramatization</td> <td data-bbox="678 856 1409 919">Children dramatize <i>Lon Po Po</i>.</td> </tr> <tr> <td data-bbox="451 919 678 1035">Library & Listening</td> <td data-bbox="678 919 1409 1035">Children engage in the <i>Lon Po Po</i> story chest.</td> </tr> <tr> <td data-bbox="451 1035 678 1140">Discovery Table</td> <td data-bbox="678 1035 1409 1140">Children explore fur, feathers and skin.</td> </tr> <tr> <td data-bbox="451 1140 678 1245">Writing & Drawing</td> <td data-bbox="678 1140 1409 1245">Children write and draw stories about wolves.</td> </tr> </table>	Art Studio	Children create paintings inspired by wolves.	Blocks	Children create block wolves.	Dramatization	Children dramatize <i>Lon Po Po</i> .	Library & Listening	Children engage in the <i>Lon Po Po</i> story chest.	Discovery Table	Children explore fur, feathers and skin.	Writing & Drawing	Children write and draw stories about wolves.
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Notes



WEEK 8 Day 3

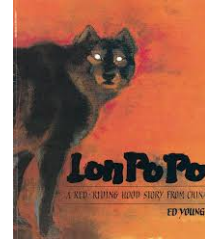
Read Aloud
Lon Po Po
 Read 2 of 4, Pages 17-27

Big Idea	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
Unit Question	How do animals grow and change over time?
Guiding Questions	What do you want to learn more about animals and their habitats? How and where can you find this information?
Content Objective	I can identify the characters, setting, and key events of the story, including the story’s solution. (R.4.K, R.6.K.a, R.6.K.b)
Language Objective	I can answer questions about key details from the story in a group discussion. (SL.2.K.a)
Vocabulary	<p>Po Po: grandmother, in Chinese</p> <p>clever: smart</p> <p>disguise: to make someone look like something or someone else</p> <p>cunning: sneaky or tricky</p> <p>furious: very angry</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Lon Po Po</i>, Ed Young ● <i>Lon Po Po</i> vocabulary cards ● <i>Lon Po Po</i> chart, from Day 2
Opening 1 minute	<p>Review the text and set a purpose.</p> <p><i>Yesterday we read the beginning of Lon Po Po. We met the three sisters—Shang, Tao, and Paozte—and learned that they had a big problem! A wolf had disguised himself as their grandmother and</i></p>

	<p><i>come to their house to try to eat them! But Shang, the oldest sister, seemed to have a plan to save her sisters.</i></p> <p>Reference the chart.</p> <p><i>Today we'll finish reading this story. Let's read to find out who resolves the problem and how.</i></p>
<p>Text and Discussion 12 minutes</p> <p>page 16</p>	<p>Reread page 16 for review.</p>
<p>page 17</p>	<p>Pause at "taste" and support comprehension. <i>When someone is really hungry and wants to eat something, we use the expression that their mouth is watering.</i></p> <p>Continue reading to the end of the page. <i>Am I understanding this plan right? I'm going to read that part of the text again to make sure I understood what Shang told Po Po.</i> Reread starting with "Po Po, Po Po, I have a plan."</p> <p><i>Why do you think Shang tells the wolf she will pull him up to the tree?! What do you think she's planning?</i></p> <p>Harvest ideas and model text-based predictions, as needed.</p>
<p>page 21</p>	<p><i>When Shang said, "We could not hold the rope, Po Po," do you think she was being honest? Why not? What is Shang planning?</i></p> <p>Harvest a few ideas.</p> <p>Read to the end of the story.</p>
<p>Key Discussion and Activity 6 minutes</p>	<p>Invite children to Think, Pair, Share. <i>How was the problem resolved in the story?</i></p> <p>If children do not mention that Shang was the leader in solving the problem, prompt children with a scaffolded question such as, <i>How did Shang help her sisters?</i></p> <p>Use a modeled writing approach to complete the resolution section of the chart. [Shang and her sisters tricked the wolf by pulling him up in a basket to the top of a tree. They then dropped the basket so he would get hurt and die. They went home safely after that.]</p>
<p>Closing</p>	<p><i>Tomorrow we'll read this story again and act it out!</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.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>												
<p>Ongoing assessment</p>	<p>Listen to children’s responses during the partner and whole group share. Do children reference details from text to support their thinking? Do children identify the characters and major events in the story? How do children participate in partner and whole group discussion?</p>												
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Notes



WEEK 8 Day 4

Read Aloud
Lon Po Po
 Read 3 of 4

Big Idea	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
Unit Question	How do animals grow and change over time?
Guiding Questions	What do you want to learn more about animals and their habitats? How and where can you find this information?
Content Objectives	I can retell the story by acting out the major events. (R.5.K.a, R.5.K.b). I can describe characters by adding thought bubbles to illustrations. (R.6.K.a, R.6.K.b)
Language Objective	I can describe the characters by using adjectives and details from the story. (L.1.K.a, L.1.K.d, L.1.K.e)
Vocabulary	Po Po: grandmother, in Chinese clever: smart disguise: to make someone look like something or someone else cunning: sneaky or tricky furious: very angry
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Lon Po Po</i>, Ed Young ● <i>Lon Po Po</i> vocabulary cards ● <i>Lon Po Po</i> thought bubbles sheet Cut apart the four thought bubbles. ● markers and removable tape

<p>Opening 1 minute</p>	<p>Review the text and set a purpose. <i>We've been reading Lon Po Po: A Red Riding Hood Story from China.</i></p> <p><i>Today, as I read the story again, I will invite you to act out the story on our stage. Also, at some of the important parts of the story, we're going to pause and add a thought bubble to write what we think the wolf, or Shang, the oldest sister, is thinking.</i></p> <p>Gather children in a circle to dramatize <i>Lon Po Po</i>. As in Storytelling and Story Acting, invite children on stage to dramatize while reading the story.</p>
<p>Text and Discussion 12 minutes</p> <p>page 2</p>	<p>Select children to play the parts of the mother and the three children. Children can use their own words to engage in dialogue after the text is read.</p>
<p>page 3</p>	<p>Select a child to play the part of the wolf.</p>
<p>page 9</p>	<p>Use details from the text to identify the wolf's thoughts. <i>Let's pause to add a thought bubble for Lon Po Po here. What do you think the wolf is thinking as he's in the bed?</i></p> <p>Harvest children's ideas, prompting them to reference details from the text. Create a thought bubble and tape it near the wolf in the illustration.</p> <p><i>Let's add a thought bubble to this page for Shang. What do you think she's thinking here?</i></p> <p>Harvest children's ideas, prompting them to reference details from the text from previous pages as well. Create a thought bubble and tape it near Shang in the illustration.</p> <p>Continue to act out the story.</p>
<p>page 15</p>	<p><i>Let's add a thought bubble for Lon Po Po. What do you think the wolf is thinking as he stands under the tree?</i></p> <p>Harvest children's ideas, prompting them to reference details from the text. Create a thought bubble and tape it near the wolf in the illustration.</p> <p><i>Let's add a thought bubble to this page for Shang. What do you think she's thinking from on top of the tree?</i></p> <p>Harvest children's ideas, prompting them to reference details from the text from previous pages as well. Create a thought bubble and tape it near Shang in the illustration.</p> <p>Continue reading and acting out the rest of the story.</p>

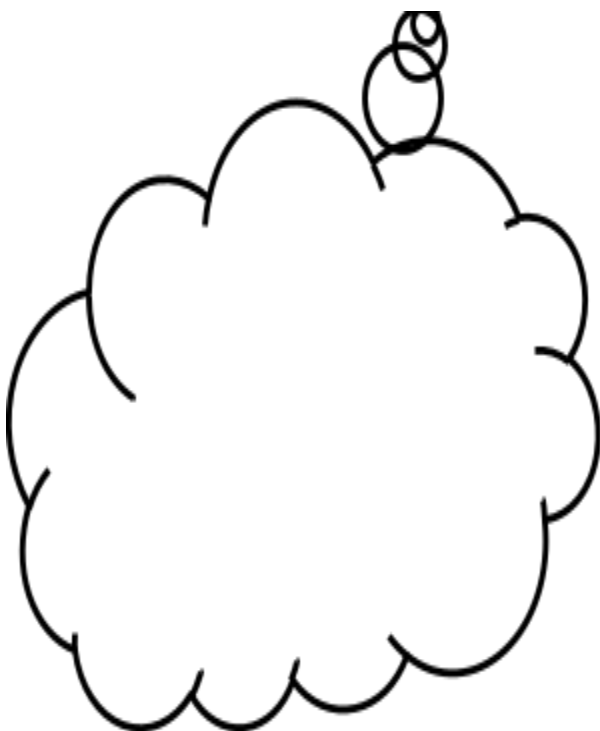
<p>Key Discussion and Activity 6 minutes</p>	<p>Invite children to Think, Pair, Share. <i>You all used the details in the text to decide what the main characters might have been thinking. Now, let’s think about how the characters acted. The author used the word cunning to describe the wolf, and the word clever to describe Shang</i></p> <p>Refer to vocabulary cards for support.</p> <p>Prompt 1: <i>How did the wolf show he was cunning in the story?</i> Prompt children to support their thinking with details from the text.</p> <p>Prompt 2: <i>How did Shang show she was clever in the story?</i> Prompt children to support their thinking with details from the text.</p> <p>Lift responses to the large group that provide relevant and specific examples from the text.</p>						
<p>Closing 1 minute</p>	<p><i>Tomorrow we’ll think about how Lon Po Po is similar to and different from the version of Little Red Riding Hood we heard at the beginning of the week.</i></p>						
<p>Standards</p>	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how. R.5.K.b Retell key details of text with prompting and support, including the main topic. R.6.K.a With prompting and support, identify characters settings and major events in a story. R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. L.1.K.a Use frequently occurring nouns and verbs. L.1.K.d Use most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with). L.1.K.e Produce and expand complete sentences in shared language activities.</p>						
<p>Ongoing assessment</p>	<p>Listen to children’s responses during the partner and whole group share. Do provide examples that show the meaning of target vocabulary in the discussion? How do children describe character thoughts? How do children use adjectives to describe characters?</p>						
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 1654 678 1726">Art Studio</td> <td data-bbox="678 1654 1406 1726">Children create paintings inspired by wolves.</td> </tr> <tr> <td data-bbox="451 1726 678 1797">Blocks</td> <td data-bbox="678 1726 1406 1797">Children create block wolves.</td> </tr> <tr> <td data-bbox="451 1797 678 1869">Dramatization</td> <td data-bbox="678 1797 1406 1869">Children create block wolves.</td> </tr> </table>	Art Studio	Children create paintings inspired by wolves.	Blocks	Children create block wolves.	Dramatization	Children create block wolves.
Art Studio	Children create paintings inspired by wolves.						
Blocks	Children create block wolves.						
Dramatization	Children create block wolves.						

	Library & Listening	Children engage in the <i>Lon Po Po</i> story chest.
	Discovery Table	Children explore fur, feathers and skin.
	Writing & Drawing	Children write and draw stories about wolves.

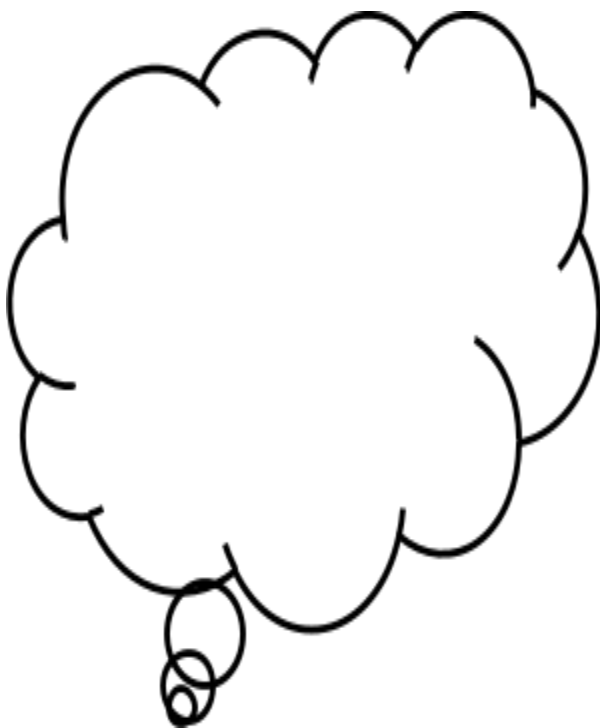
Notes

Lon Po Po thought bubbles

Lon Po Po, page 9



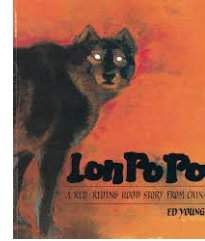
Shang, page 10



Lon Po Po, page 15



Shang, page 15



WEEK 8 Day 5

Read Aloud
Lon Po Po
 Read 4 of 4

Big Idea	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
Unit Question	How do animals grow and change over time?
Guiding Questions	What do you want to learn more about animals and their habitats? How and where can you find this information?
Content Objective	I can compare key details in two versions of a fairy tale. (R.11.K.b, R.11.K.d)
Language Objective	I can use comparison phrases to describe the similarities and differences between key details in two versions of a fairy tale. (L.6.K)
Vocabulary	<p>Po Po: grandmother, in Chinese</p> <p>clever: smart</p> <p>disguise: to make someone look like something or someone else</p> <p>cunning: sneaky or tricky</p> <p>furious: very angry</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Lon Po Po</i>, Ed Young ● “Little Red Riding Hood” text ● <i>Lon Po Po</i> vocabulary cards ● “Little Red Riding Hood” chart, from Day 1 ● <i>Lon Po Po</i> chart, from Day 3
Opening 1 minute	<p>Review the texts and set a purpose for the lesson.</p> <p><i>This week we read two versions of the Little Red Riding Hood story.</i></p>

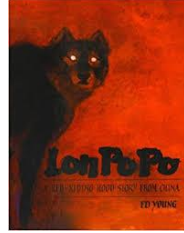
	<p>Refer to the book <i>Lon Po Po</i> and to the displayed charts from both tales. <i>Today we will compare these two tales, which means we will think about what's similar, or almost the same, and what's different about them. We're going to listen closely to some important parts of "Little Red Riding Hood" and Lon Po Po to see how the problems and solutions are the same or different.</i></p> <p>Note: read only the specified paragraphs and pages.</p>
<p>Text and Discussion 12 minutes "Little Red Riding Hood"</p>	<p>Invite children to retell "Little Red Riding Hood." <i>Let's review. What are some major events in this story?</i></p> <p>Harvest responses to collectively retell the problem and resolution of the fairytale.</p>
<p><i>Lon Po Po</i> page 3</p>	<p>Read the page. <i>Let's review. What's happening here? What's the problem so far in Lon Po Po?</i></p> <p>Refer to the chart for support.</p> <p><i>I will tell an example of how to compare the two stories. In "Little Red Riding Hood," Little Red Riding Hood is walking alone in the woods when she meets the wolf. She doesn't have any sisters and she isn't at home. In Lon Po Po, the wolf comes to the house where three sisters live.</i></p> <p><i>Let's see if we find other similarities and differences about the problem in the story.</i></p>
<p>"Little Red Riding Hood" paragraph 4</p> <p><i>Lon Po Po</i> page 8</p>	<p><i>There's a part of "Little Red Riding Hood" I want to talk about.</i></p> <p>Read paragraph four of the Red Riding Hood text when Little Red comments on the wolf's characteristics.</p> <p><i>Now, listen to this part of Lon Po Po and then let's discuss what you notice.</i></p> <p>Read page 8; then harvest children's reactions.</p>
<p><i>Lon Po Po</i> page 9</p>	<p><i>I'm going to read the next page, and I want you to listen for parts that are similar to or different from the section of "Little Red Riding Hood" we just heard. Let's see what you notice.</i></p> <p>Read page 9, rereading if needed. <i>What details do you hear? What do these details have to do with the problem?</i></p> <p>Harvest children's ideas.</p>

	<i>How is this similar or different from “Little Red Riding Hood”?</i>
<p>“Little Red Riding Hood” paragraphs 5-6</p> <p><i>Lon Po Po</i> pages 22-26</p>	<p><i>Let’s listen to how the problem was resolved in the first tale I told you.</i></p> <p>Read paragraphs 5 and 6 of “Little Red Riding Hood.”</p> <p><i>How was the problem solved? What was the solution and who solved the problem?</i></p> <p>Return to <i>Lon Po Po</i>. Display only the illustrations from pages 22 to 26.</p> <p><i>What was the solution in this story and who resolved the problem?</i></p> <p>Harvest a few ideas and refer to the chart to support children’s thinking.</p>
<p>Key Discussion and Activity</p> <p>6 minutes</p>	<p>Invite children to Think, Pair, Share.</p> <p>Prompt 1: <i>What is similar about the resolution—the ending—of these two tales?</i></p> <p>Prompt 2: <i>What is different?</i></p> <p>Lift children’s ideas in a whole group discussion about similarities and differences in the two stories.</p>
<p>Closing</p> <p>1 minute</p>	<p><i>This week we were introduced to a new animal in our unit, the wolf! Did we learn real information about wolves in these fairy tales? No! We read about made-up wolf characters. Next, we’ll learn information about actual wolves.</i></p>
<p>Unit Question Chart</p> <p>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. Because the text this week did not directly support the unit question, learning happening during Centers should be surfaced and drawn upon for the discussion.</p>
<p>Standards</p>	<p>R.11.K.b With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p>R.11.K.d With prompting and support, compare and contrast two texts on the same topic.</p> <p>L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during the partner and whole group share.</p> <p>Do children reference details from text to support their thinking?</p> <p>How do children use comparison language?</p> <p>Do children demonstrate understanding of each fairy tale’s major events and characters?</p>

Center Activities	Art Studio	Children create paintings inspired by wolves.
	Blocks	Children create block wolves.
	Dramatization	Children dramatize <i>Lon Po Po</i> .
	Library & Listening	Children engage in the <i>Lon Po Po</i> story chest.
	Discovery Table	Children explore fur, feathers and skin.
	Writing & Drawing	Children write and draw stories about wolves.

Notes





WEEK 8 Day 4

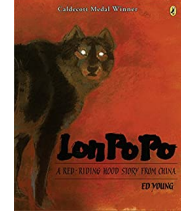
Art Studio: Wolf Dioramas 1

Children begin to sketch plans for creating dioramas of wolf habitats.

<p>Big Ideas</p>	<p>Like humans, animals are part of interdependent communities that are affected by, and adapt to, the environment that surrounds them. 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>Guiding Question</p>	<p>How do animals form communities, work together, and use and adapt to their environments, and how is this similar to and different from people?</p>
<p>Vocabulary</p>	<p>diorama: a three-dimensional model representing a scene or a place feature: part of something that makes it different from something else</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● chart paper and marker ● images of wolf habitats (some provided) ● slides of wolf habitats ● books and other resources about wolves and wolf habitats ● paper of various sizes, colors, and textures ● drawing tools, such as pencils and erasers, colored pencils, thin markers, and crayons <p>Arrange paper and drawing tools for children’s easy access. Display and/or project images, books, and other resources.</p>
<p>Intro to centers</p>	<p><i>Just like we learned about fish, frogs, and owls, we are going to be learning about wolves and their habitat. This week in the Art Studio we’ll prepare materials we can use to create dioramas of wolf habitats. A diorama is a three-dimensional model that represents a scene or place. Our dioramas will represent a wolf habitat. Here are some images of wolf habitats.</i></p> <p>Show printed or projected images.</p> <p><i>What do you notice about the habitats in these images?</i></p>

	<p>Harvest a couple of responses. <i>You'll start building the dioramas next week. For now, let's brainstorm some features you might include in a diorama of a habitat for wolves. Based on the images we have looked at so far, what will be important to represent in a place where wolves live?</i></p> <p>Record children's ideas on chart paper. <i>These ideas will help you make a plan for your dioramas. When you go to the Art Studio, the first thing you should do is sketch a plan. To do this, you'll want to look closely at more images and at the habitats you find in books. Collaborate with each other, compare what you find, and see what features are the most important ones to use for your dioramas.</i></p> <p>Show the paper and drawing tools available for sketching. Demonstrate beginning a plan if this will be helpful. <i>For this week you will start by sketching your ideas, and then we'll collect materials so next week you can work on creating the dioramas.</i></p>
During Centers	<p>Engage with children as they peruse resources and talk about what they are discovering about wolves' habitats. Encourage them to talk together as they sketch plans for what they would like to include in the habitats they will build.</p>
Facilitation	<ul style="list-style-type: none"> ● What are you going to include in the wolf habitat? Why would that be an important feature? ● What is interesting about wolves and their habitats that you want others to enjoy and learn about?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</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> <p>(Boston Standards) SEL.Relationships Building: Teamwork.</p> <p>(Boston Standards) SEL.Relationships Building: collaborative problem solving.</p>

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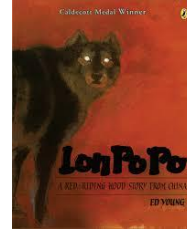
Art Easel: Inspired by Wolves 1

Inspired by photographs and illustrations of wolves, children sketch and paint wolves.

<p>Big Idea</p>	<p>Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.</p>
<p>Guiding Questions</p>	<p>What more do you want to learn about animals and their habitats? How and where can you find this information?</p>
<p>Vocabulary</p>	<p>sketch: a quick drawing that gives an idea of a more finished picture representation: a picture or model that shows what something is like abstract: relating to an idea, rather than to an actual object, person, or place</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Wolves</i>, Seymour Simon ● <i>Lon Po Po</i>, Ed Young ● additional books about wolves ● Wolf Paintings Images (some provided) ● tempera paint of various colors, including black and white ● painting paper or other thick paper ● brushes, various sizes ● paint cups and additional containers for mixing paint ● pencils and erasers ● thin black markers <p>Organize the materials at or near the easel. Set up the paint so that the children can mix the colors. Display the books and images nearby.</p> <p>Bring the following to the whole group area for Intro to Centers: a few images of wolves, a piece of paper, a pencil, a paint cup filled with black and white paint.</p>

<p>Intro to Centers</p>	<p><i>Today at the easel you are going to begin painting wolves. These paintings might inspire you. What do you notice in them?</i></p> <p>Show a few representational paintings of wolves. Provide ample time for the children to look at each one and harvest their observations.</p> <p>Hold up one of the abstract paintings. <i>What does this abstract painting make you think about?</i></p> <p>Harvest ideas. <i>When you go to the easel this week, think about whether you will paint a representational painting—one that looks just like a wolf—or an abstract painting—one that gives an idea of a wolf. Then decide whether you will start right away with paint, or if you will sketch first.</i></p> <p><i>Some of you noticed grey in these paintings, but we don't have gray paint. How can you mix the color gray?</i></p> <p>If it will be useful for children, demonstrate beginning a painting, first looking through the images for inspiration, then sketching and erasing, and then beginning to paint.</p> <p><i>As always, you can work on your own at the easel, or collaborate with another artist.</i></p>
<p>During Centers</p>	<p>Inspired by images and books about wolves, children paint wolves. They might choose to sketch first, then paint. Or they might begin directly with painting. Talk with the children about what they choose to represent and how, what colors they are using, and how they are approaching their work. Encourage children to collaborate with their peers.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● What will you include in your painting? ● How will you create the colors you need? ● What does this painting communicate? ● What inspires you? What is inspiring about that? ● Tell me the story that is inside your painting.
<p>Standards</p>	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>

<p>Notes</p>



WEEK 8 Day 2

Blocks: Block Wolves

Children create models of wolves using varied blocks. They collect and record data about how many and which types of blocks they use.

Big Ideas	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain new understandings.
Guiding Questions	What do you want to learn more about animals and their habitats? How and where can you find this information?
Vocabulary	<p>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 wolves ● paper and clipboards ● Block Wolf Challenge sheet ● Recording Sheets, copies for each child or pair of children <p>Strategically choose a collection of varied blocks, including hollow 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>
Intro to Centers	<p><i>Today we have a familiar Blocks Challenge: Create a wolf 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 a wolf 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 wolf?</i></p> <p>Harvest a couple of ideas.</p> <p><i>After you have built your wolf, remember to record the number and types of blocks you used, as you did for frogs and owls.</i></p> <p>Hold up the recording sheet and model filling out one section.</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 wolves look like.</p>
Facilitation	<ul style="list-style-type: none"> ● What shape or kind of blocks will you use to construct your wolf? ● How many blocks did you use? ● How could you make a wolf using the largest/smallest number of blocks? ● How can you record this information to share with others? ● 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.3K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>

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Block Wolf Challenge

1. Create a wolf 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.

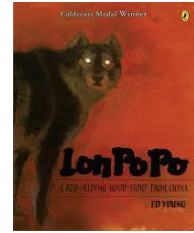
3. Record which blocks you used and how many.

Blocks Recording Sheet

Name _____

Kind of block	How many
	
	
	

WEEK 8 Day 3



Dramatization: Acting out *Lon Po Po: A Red-Riding Hood Story from China* and “The Little Red Riding Hood”

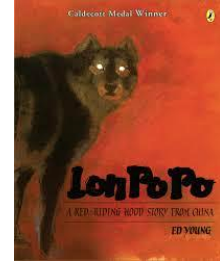
The Dramatization Center has become a woodland in which children dramatize the roles of both animals and humans.

Big Ideas	Like humans, animals are part of interdependent communities that are affected by, and adapt to, the environment that surrounds them. Animals need food, water and air to survive.
Guiding Questions	What more do you want to learn about animals and their habitats? How and where can you find this information? What do animals need to survive?
Vocabulary	<p>lon: wolf, in Chinese</p> <p>Po Po: grandmother, in Chinese</p> <p>clever: smart</p> <p>disguise: to make someone look like something or someone else</p> <p>cunning: sneaky or tricky</p> <p>furios: very angry</p> <p>startled: suddenly surprised</p> <p>fairy tale: a story, one that may be magical and that has been told for generations</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Lon Po Po</i>, Ed Young ● fabric and clothes pins ● construction paper and markers
Intro to Centers	<p><i>You have heard the story of “The Little Red Riding Hood,” and we have begun reading Lon Po Po: a Red-Riding Hood Story from China. Turn and talk to your partner: What similarities and differences are you noticing so far?</i></p>

	<p>Give children a few minutes to talk, and then harvest a few responses. Highlight some of the children’s observations, such as both stories featuring wolves, a character visiting her grandmother, the grandmother living in or near the woods.</p> <p><i>I heard you say that the grandmother in The Little Red Riding Hood lives behind the woods, and we have a woodland right in our classroom! Today I’m inviting you to dramatize one of these stories, Lon Po Po or “The Little Red Riding Hood.” Along with what is already in our Dramatization Center, what else might you need?</i></p> <p>Gather a few ideas from the group. When dismissing children to Centers, reinforce the invitation to act out one of these two stories.</p>
<p>During Centers</p>	<p>Before they begin acting, invite children to discuss which characters they would like to play, what additional props they will need, if any, and how or where to create or find them. Challenge the children to tell and act the story by using a narrator.</p> <p>In response to children’s approach to telling and acting, offer additional appealing materials to foster and expand their ideas.</p> <p>Take observational notes about children’s work and dramatization, and use these and photos for the Showcase of Learning.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● Who would you like to pretend to be? Why? ● How would you pretend to be the mother in <i>Lon Po Po</i>? And in “The Little Red Riding Hood?” ● How would you pretend to be the sisters? ● How will your audience know which one of the sisters you are? ● How would you pretend to be high up on a tree? ● How will your audience know if you are the mother, the grandmother, or one of the sisters? ● How will your audience know you are the wolf? ● What similarities can you find between these two stories?
<p>Standards</p>	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.</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>(Boston Standards) SEL.Relationship Skills: Teamwork</p> <p>(Boston Standards) SEL.Relationship Skills: Relationship Building</p>

Unit 2: Animals and Habitats

WEEK 8 Day 1



Library & Listening: Story Chest: *Lon Po Po*

Children use props and figurines in the story chest to act out *Lon Po Po*.

Big Idea	Animals need food, water and air to survive.
Guiding Question	What do animals need to survive?
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>Lon Po Po</i>, Ed Young <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 Lon Po Po. 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?

Centers U2 W8

	<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>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when, where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>R.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.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>(Boston Standards) SEL.Relationships Building: Team work</p>

Notes

WEEK 8 Day 5

Discovery Table: Feathers, Fur, and Skin
 Children investigate material for making gloves to keep hands warm and record data.

Big Idea	Like humans, animals are part of interdependent communities that are affected by, and adapt to, the environment that surrounds them.
Guiding Question	What do animals need to survive?
Vocabulary	texture: the feel or appearance of a surface temperature: how hot or cold something is
Materials and Preparation	<ul style="list-style-type: none"> ● discovery table or large bin ● ice cubes, at least 12, preferably more Place the ice cubes in the Discovery Table/bin immediately before Centers begin. ● winter gloves, 1 pair, as a sample ● large ziploc bags, at least 10 ● small ziploc bags, at least 10 ● material to represent fur, such as faux fur, fabric, or felt, several pieces 6 x 6 inches or smaller ● feathers, real or pretend, several handfuls ● 1-minute sand timer ● sticky dots or other plain stickers, 3 for each child, optional ● Gloves Data chart, one per child ● clipboards ● cloth or paper towel <p>Place all materials near the Discovery Table. Bring a selection of materials, including one ice cube, to the Intro to Centers.</p>
Intro to Centers	<i>Animals have coverings on their bodies to keep their bodies warm in cold weather.</i>



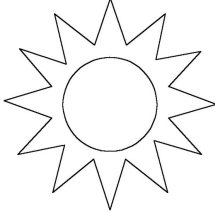



	<p><i>Look at what I have here; what are these?</i></p> <p>Show the gloves.</p> <p><i>Rub your hands together if you have worn gloves before.</i></p> <p><i>When the temperature is cold outside, sometimes people wear gloves or mittens to keep their hands warm.</i></p> <p><i>These gloves are made of _____.</i></p> <p><i>This week at the Discovery Table, you will investigate what type of material might be best to make a pair of gloves to keep hands warm. People also use gloves to keep their hands clean; those are often made from plastic or rubber and are not designed for warmth.</i></p> <p><i>Here are the materials you will use: feathers and fur. How do they feel?</i></p> <p>Pass the materials around and encourage children to use adjectives to describe them.</p> <p><i>The feature and the fur have different textures—they feel differently on the surface.</i></p> <p>Repeat some of the adjectives children have used to describe the textures.</p> <p><i>For this investigation, you will make models of gloves using these materials.</i></p> <p>Demonstrate making a model of a glove by placing a smaller bag inside a larger one. Fill the space between the bags with one of the materials.</p> <p>Test the model by putting a hand inside the smaller bag.</p> <p><i>Now we have a model of a glove made with a feather filling.</i></p> <p><i>As scientists, you will test the glove by wearing it and holding ice cubes with your hand for one full minute. You'll think about how cold your hand gets. How well does the glove protect your hand from the cold?</i></p> <p>Model wearing the glove, holding the ice cube, and using the sand timer.</p> <p><i>Scientists communicate about what they discover, their data. As you experiment, you'll record your data on this chart.</i></p> <p>Show the Gloves Data chart. Name the pictures, and explain the scale indicating temperatures from freezing to warm. Demonstrate how to place a sticker (or mark the chart with pencil) according to their findings.</p>
<p>During Centers</p>	<p>Children experiment with materials to determine which material most successfully blocks the cold. They make model gloves with each material: bags only (representing skin), fur, and feathers. Testing one material at a time, children wear the glove and hold an ice cube for one minute.</p>

	<p>Assessing their experience of cold/warmth, they record their findings on the Glove Data chart.</p> <p>A sand timer is used to keep track of the one minute. It may be helpful for children to work in pairs to manage the various steps of the investigation.</p> <p>Children use data from their investigation to make a claim about which material would be best suited for a glove.</p> <p>If time permits, encourage children to explore the classroom to find additional materials to test as insulation in model gloves.</p>
Facilitation	<ul style="list-style-type: none"> ● What do you notice about the texture of these materials? ● What does your data tell you? ● If you were to design winter gloves using one of these materials, which material would you use? Why? ● How else might people, birds, or wolves stay warm? ● What animals do you know that have fur? Feathers? Skin? ● How might an animal's covering help it to survive in its habitat? ● What other kinds of coverings do animals have? Why do you think they have those coverings?
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>K-LS1-1 Recognize that all plants and animals grow and change over time.</p>

Notes

Name: _____

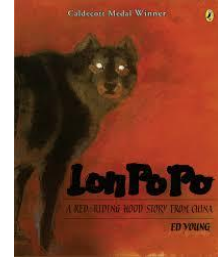
Gloves Data

freezing 			
cold 			
warm 			
	skin 	feathers 	fur 

ice cube clipart: https://www.clipartkey.com/view/bJTww0_ice-cube-no-background/
jacket clipart: http://www.clipartpanda.com/clipart_images/winter-jacket-clipart-black-66431942
sun clipart: <https://www.pinterest.com/pin/448319337889649423/>
skin clipart: <https://pngimage.net/kulit-png-4/>
fur clipart: https://gallery.yopriceville.com/Backgrounds/Yellow_Fur_Background#.X09Ck9NKhE

Centers U2 W8

Unit 2: Animals and Habitats



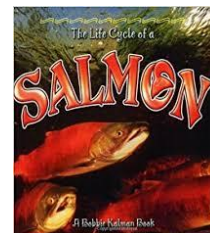
WEEK 8 Day 3

Writing & Drawing: Stories about Wolves
Children draw and write their own stories about wolves.

Big Idea	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
Guiding Questions	What more do you want to learn about animals and their habitats? How and where can you find this information?
Vocabulary	fiction: literature that describes imaginary characters and events information: facts research: to find out about a topic
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 Use construction and blank paper to make a couple of blank books, as examples. <ul style="list-style-type: none">● collection of fiction books featuring wolves● images of wolves Arrange paper, construction paper, and writing and drawing tools so that children can easily access them. Set out books and images.
Intro to Centers	<p><i>You have written stories about different kinds of animals and informational books about animals.</i></p> Show samples of children’s previous writing. <p><i>This week you can write fictional stories about wolves that you imagine. In the stories we have read, the authors and illustrators use information, or facts, about wolves, even though they have</i></p>

	<p><i>made up the stories. To inspire your writing, you can do some research in the Library. You might find out some new information about wolves to include in your story.</i></p> <p><i>Think about something you might write in a story about a wolf or wolves.</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 wolves 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 to write about wolves? ● What happens in your story? ● Where in your story are you using your imagination? Where are you using facts about wolves? ● 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>

<p>Notes</p>

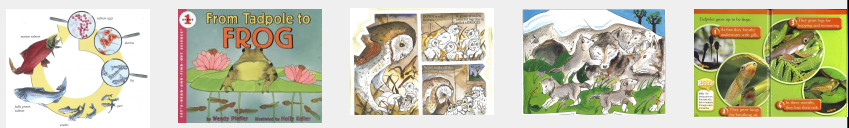


WEEK 8 Days 1-2

Writing Explanation
 Deconstruction: General Nouns
 Individual Construction

Content Objective	I can write an explanation of my animal’s life cycle. (W.K.2, W.K.7, W.K.8)
Language Objectives	I can explain how an animal grows and changes, orally and in writing. (SL.K.4) I can tell and write information using general nouns. (L.K.1c)
Vocabulary	explanation: a genre of writing whose purpose is to explain a phenomenon in sequence report: a genre of writing whose purpose is to organize information about a topic general: naming a group; not specific noun: a word that names a person, place, thing, or idea
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Life Cycle of a Salmon</i>, Bobbie Kalman & Rebecca Sjonger ● Explanation anchor chart, from Week 7, Day 1 ● writing tools ● children’s explanation picture and label sheets, from Week 7, Day 5 ● life cycle ovals, one copy for each child <p>Before the lesson, tape the two pages together to complete the life cycle oval.</p> <ul style="list-style-type: none"> ● tape, for attaching small explanation sheets to the life cycle oval temporarily ● explanation sentence sheets, one copy for each child and a few extra copies <p>Cut apart the sheets. Each child will need about four sections, or one sheet.</p> <ul style="list-style-type: none"> ● animal report research resources: unit texts, texts about other

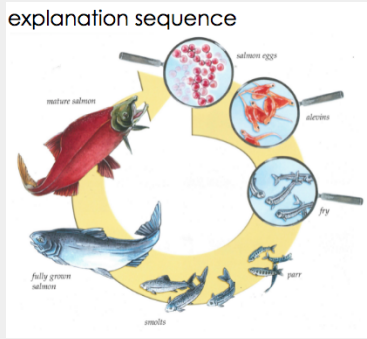
	<p>animals (optional), animal videos (optional); from Week 5, Day 1</p> <ul style="list-style-type: none"> • life cycle cards, from Week 7, Day 2 • Explanation Observation Tool, one copy for each child <p>Note: Some of the cutting and taping should be done by the children.</p>
<p>Opening 1 minute</p>	<p><i>Last week you began writing your own explanations of an animal's life cycle. Today you will learn an important language feature of explanation, and then you will continue writing.</i></p>
<p>Deconstruction 8 minutes</p>	<p><i>When we learned about reports, we learned that writers use general nouns to talk about whole groups of animals, rather than just one particular animal. For example, Seymour Simon writes about wolves in general, rather than one particular wolf.</i></p> <p><i>Explanations also use general nouns! Let's read part of The Life Cycle of a Salmon and listen for general nouns.</i></p> <p>Skip the heading and read the first few sentences page 13 of <i>The Life Cycle of a Salmon</i>.</p> <p><i>When Bobbie Kalman and Rebecca Sjonger write an explanation of the salmon life cycle here, they don't write about one particular salmon—they write about all salmon. What general nouns did you hear that show that they are writing about all salmon? [salmon, eggs, embryos, alevins]</i></p> <p><i>If you are writing about the salmon life cycle, those are general nouns that you might use, too!</i></p> <p><i>Think, Pair, Share: What are some general nouns you might use as you write about the life cycle of your animal?</i></p> <p><i>Let's add information about general nouns to our Explanation anchor chart.</i></p> <p>Show the Explanation anchor chart. Add</p> <p>Language: general nouns</p> <p>See the following example.</p> <div data-bbox="500 1535 1360 1745" style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p style="text-align: center;">Explanation</p> <p>Purpose: to explain a phenomenon in sequence</p> <p>Examples:</p> </div>



Stages:

statement of phenomenon

A life cycle is a series of changes that every animal goes through.



Language:
general nouns

Individual Construction
20 minutes

Continue on Day 2

Show the life cycle ovals.

This is the page you will add to your animal book. The two pages can be folded in half to fit in the book. The oval represents the life cycle. After you draw and label each part of your animal's life cycle, you can tape it them on the oval, in order.

Then, just like we did as a group, you will write a sentence to explain how your animal changes from one stage to the next, using these sheets.

Show the explanation sentences sheets.

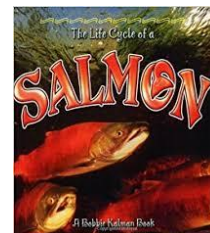
Send the children with explanation picture and label sheets, life cycle ovals, and tape to write in small groups. As they write, circulate to support their work.

After groups tape their pictures, meet with them to talk about the sentences they will write, emphasizing the use of general nouns.

Allow all children to attempt writing sentences on the explanation sentence sheets. For children who need more support, have the group orally generate sentences that you type and print for children, rather than having children spend time copying sentences they are not writing

	independently. After the sentences are printed, children can read them together as a group and decide where they belong on the life cycle.
Closing 1 minute	<i>Today we learned that explanations use general nouns, just like reports! Tomorrow we will learn about the verbs in explanations and continue writing.</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.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional details.</p> <p>L.K.1c. Form regular plural nouns orally by adding /s/ or /es/.</p>
Ongoing assessment	<p>Review children’s work.</p> <p>Are children’s illustrations and labels accurate?</p> <p>Are the life cycle stages in the correct order?</p> <p>How do children explain the changes between each stage of the life cycle?</p> <p>What do children understand about their animals’ life cycles? What is still confusing?</p> <p>Do children use general nouns when speaking/writing?</p>

Notes



WEEK 8 Day 3-4

Writing Explanation
 Deconstruction: Verbs
 Individual Construction
 continued from previous days

Content Objective	I can write an explanation of my animal’s life cycle. (W.K.2, W.K.7, W.K.8)
Language Objective	I can explain how an animal grows and changes, orally and in writing. (SL.K.4)
Vocabulary	<p>explanation: a genre of writing whose purpose is to explain a phenomenon in sequence</p> <p>report: a genre of writing whose purpose is to organize information about a topic</p> <p>verb: a word that expresses a physical action, mental action, or state of being</p> <p>action verbs: verbs that express action</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Life Cycle of a Salmon</i>, Bobbie Kalman & Rebecca Sjonger ● Explanation anchor chart, from Week 7, Day 1 ● writing tools ● children’s sheets: explanation picture and label sheets, life cycle ovals, and explanation sentences sheets ● tape, for attaching small explanation sheets to the life cycle oval temporarily ● Explanation Observation Tools, from Day 1 ● animal report research resources: unit texts, texts about other animals (optional), animal videos (optional); from Week 5, Day 1 ● life cycle cards, from Week 7, Day 2
Opening 1 minute	<i>Yesterday you continued writing your life cycle explanations and we learned that explanations are written with general nouns. Today we</i>

	<i>will learn about the verbs in explanations, and you will continue writing.</i>
Deconstruction 8 minutes	<p>Show page 13 of <i>The Life Cycle of a Salmon</i>. <i>I am going to read a few sentences from this page so that we can figure out what types of verbs are used in explanations. Remember, verbs are words that show actions or feelings.</i></p> <p>Read the following sentences: <i>Tiny salmon called alevins hatch from the eggs. After about a month, alevins grow into fry that can swim and find food.</i></p> <p><i>These sentences explain the changes that happen to salmon as they move from one stage of their life cycle to the next. There are two special verbs in these sentences: “hatch” and “grow.”</i></p> <p>Quickly write “hatch” and “grow” on the board. <i>Both of these verbs are action verbs—they show the action of what the salmon are doing. We can easily act out these verbs.</i></p> <p>With children still sitting, invite them to quickly dramatize “hatch” and “grow.” <i>These verbs are also in the present tense. That means they are happening now or can happen any time. They are not verbs that tell something that already happened.</i></p> <p><i>Think, Pair, Share: What are some present tense action verbs you might use as you write about the life cycle of your animal?</i></p> <p><i>Let’s add information about verbs to our Explanation anchor chart.</i></p> <p>Show the Explanation anchor chart. Under Language add present tense action verbs.</p>
Individual Construction 20 minutes	<i>Now you will sit with your groups and continue your life cycle explanations. Remember to use general nouns and present tense action verbs!</i>
Continue on day 4	<p>Send the children to write. As they work, circulate to support them and to take notes on the Explanation Observation Tools.</p> <p>Continue to check in with groups as they complete their pictures and begin their sentences, as described on Day 1.</p>
Closing 1 minute	<i>Today we learned that explanations use present tense action verbs. Tomorrow you will continue writing.</i>
Standards	W.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.

	<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.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional details.</p>
<p>Ongoing assessment</p>	<p>Use the Explanation Observation Tool to review and take notes about children’s work.</p> <ul style="list-style-type: none"> Are children’s illustrations and labels accurate? Are the life cycle stages in the correct order? How do children explain the changes between each stage of the life cycle? What do children understand about their animals’ life cycles? What is still confusing? Do children use general nouns and present tense action verbs when speaking/writing?

Notes

WEEK 8 Day 5

Writing Explanation

Individual Construction

Content Objective	I can write an explanation of my animal’s life cycle. (W.K.2, W.K.7, W.K.8)
Language Objective	I can explain how an animal grows and changes, orally and in writing. (SL.K.4)
Vocabulary	<p>explanation: a genre of writing whose purpose is to explain a phenomenon in sequence</p> <p>action verbs: verbs that express action</p> <p>statement of phenomenon: the beginning of an explanation, where the phenomenon is introduced</p>
Materials and Preparation	<ul style="list-style-type: none"> ● class-generated frog life cycle explanation, from Week 8 ● writing tools ● children’s sheets: explanation picture and label sheets, life cycle ovals, and explanation sentences sheets ● tape, for attaching small explanation sheets to the life cycle oval temporarily ● computer or sheets of blank paper, for recording each group’s statement of phenomenon Note that a copy will need to be made or printed for each group member, and that the text will need to fit on the life cycle oval pages. ● animal report research resources: unit texts, texts about other animals (optional), animal videos (optional); from Week 5, Day 1 ● life cycle cards, from Week 7, Day 2 ● Explanation Observation Tools, from Day 1
Opening 5 minutes	<i>Yesterday you continued writing your life cycle explanations, and we learned that explanations are written with present tense action</i>

	<p>verbs. Today you will continue writing your own explanations and will work with your group to write a statement of phenomenon.</p> <p>Remember, a statement of phenomenon introduces what the explanation is about. As a class, we introduced our explanation by writing [read the class’s statement of phenomenon].</p> <p>Your first job today is to talk with your group about a possible statement of phenomenon you could write to introduce your life cycle explanation. As you work, I will check in with each group and record your statement of phenomenon.</p>
<p>Individual Construction 24 minutes</p>	<p>Now you will sit with your groups and continue your life cycle explanations.</p> <p>Send the children to write. Check in with each group. Support them in generating a statement of phenomenon. It can be more general, such as “A life cycle is a series of changes that every animal goes through,” (from <i>The Life Cycle of a Salmon</i>), or it can be specific to the animal, such as “Frogs go through four stages as they grow and change.” Write or type each group’s statement of phenomenon.</p>
<p>Closing 1 minute</p>	<p>Next, you will continue to write your life cycle explanation!</p> <p>Before the next session, prepare a statement of phenomenon for each child by copying or printing the work generated by the group.</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>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional details.</p>
<p>Ongoing assessment</p>	<p>Use the Explanation Observation Tool to review and take notes about children’s work.</p> <p>Are children’s illustrations and labels accurate?</p> <p>Are the life cycle stages in the correct order?</p> <p>How do children explain the changes between each stage of the life cycle?</p> <p>What do children understand about their animals’ life cycles? What is still confusing?</p>

	Do children use general nouns and present tense action verbs when speaking/writing?
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Notes

Writing U2 W8 D5

WEEK 8

Shared Reading

<p style="text-align: center;">“I Had a Rooster” modified from the song by Pete Seeger listen here (for teacher reference)</p>			
<p>Standards: R.1.K.d, R.2.K.d, R.3.K.c</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>I had a rooster and the rooster pleased me. I fed my rooster on a red bud tree. The little rooster goes “Cock-a-doodle-doo dee doodle-ee doodle-ee doodle-ee do.”</p> <p>I had a cat and the cat pleased me. I fed my cat on a red bud tree. The little cat goes “Meow, meow.”</p> </td> <td style="width: 50%; vertical-align: top;"> <p>I had a dog and the dog pleased me. I fed my dog on a red bud tree. The little dog goes “Ruff, ruff, ruff.”</p> <p>I had a pig and the pig pleased me. I fed my pig on a red bud tree. The little pig goes “Oink, oink, oink.”</p> <p>I had an owl and the owl pleased me. I fed my owl on a red bud tree. The little owl goes “Hooooo.”</p> </td> </tr> </table>	<p>I had a rooster and the rooster pleased me. I fed my rooster on a red bud tree. The little rooster goes “Cock-a-doodle-doo dee doodle-ee doodle-ee doodle-ee do.”</p> <p>I had a cat and the cat pleased me. I fed my cat on a red bud tree. The little cat goes “Meow, meow.”</p>	<p>I had a dog and the dog pleased me. I fed my dog on a red bud tree. The little dog goes “Ruff, ruff, ruff.”</p> <p>I had a pig and the pig pleased me. I fed my pig on a red bud tree. The little pig goes “Oink, oink, oink.”</p> <p>I had an owl and the owl pleased me. I fed my owl on a red bud tree. The little owl goes “Hooooo.”</p>
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<p>Session 1</p>	<p>Opening: <i>This week we are going to sing another song about animals! The author of Abiyoyo, Pete Seeger, sang this song! We remember that Pete Seeger was not the original author of Abiyoyo—he retold an old folktale. This song is a folk song; it has been sung by different people for many generations. The title is “I Had a Rooster.”</i></p> <p>Fluency: Teach the song by singing it in its entirety while tracking print with a pointer. Children will be able to chime in often with the song’s repeating pattern.</p> <p>Meaning Making: <i>A bud is the beginning of a flower or leaf on a tree, when it’s still closed up. This tree has red buds because the flower that will bloom is pink. Do farmers feed all their animals on a tree? Of course not. What do animals on a farm really eat?</i></p>		

"I Had a Rooster"

modified from the song by Pete Seeger

[listen here](#) (for teacher reference)

Standards:

R.1.K.d, R.2.K.d,
R.3.K.c

I had a rooster and the rooster pleased me.

I fed my rooster on a red bud tree.

The little rooster goes

"Cock-a-doodle-doo dee doodle-ee doodle-ee doodle-ee do."

I had a cat and the cat pleased me.

I fed my cat on a red bud tree.

The little cat goes

"Meow, meow."

I had a dog and the dog pleased me.

I fed my dog on a red bud tree.

The little dog goes

"Ruff, ruff, ruff."

I had a pig and the pig pleased me.

I fed my pig on a red bud tree.

The little pig goes

"Oink, oink, oink."

I had an owl and the owl pleased me.

I fed my owl on a red bud tree.

The little owl goes

"Hooooo."

Session 2

Fluency:

Sing the song while tracking the print.

Phonological Awareness:

We have been listening to the sounds in words, and we can hear the last sound in a word when we say it. Let's say the last sound in the word "fed."

Model saying "/f/-/e/-/d/" and tapping the top of the arm for /f/, the middle of the arm for /e/ and the wrist for /d/.

What was the last sound? [tap the wrist again to help children recall.]

The last sound in "fed" is /d/.

Repeat the same exercise with the words "goes" and "tree."

Print Concepts and Phonics:

We have learned all the letters of the alphabet and the sounds they make. Some letters are consonants and some letters are vowels.

Every word has a vowel. We are going to play the tapping game.

When you come up, I will tell you to either tap a consonant or a vowel. Invite one child at a time to play (for fun, try it with a fly swatter).

Refer to the salmon (vowels) and yellow (consonants) Foundations cards as needed.

"I Had a Rooster"

modified from the song by Pete Seeger

[listen here](#) (for teacher reference)

Standards:

R.1.K.d, R.2.K.d,
R.3.K.c

I had a rooster and the rooster pleased me.

I fed my rooster on a red bud tree.

The little rooster goes

"Cock-a-doodle-doo dee doodle-ee doodle-ee doodle-ee do."

I had a cat and the cat pleased me.

I fed my cat on a red bud tree.

The little cat goes

"Meow, meow."

I had a dog and the dog pleased me.

I fed my dog on a red bud tree.

The little dog goes

"Ruff, ruff, ruff."

I had a pig and the pig pleased me.

I fed my pig on a red bud tree.

The little pig goes

"Oink, oink, oink."

I had an owl and the owl pleased me.

I fed my owl on a red bud tree.

The little owl goes

"Hooooo."

Session 3

Phonological Awareness:

Cover the song so that children do not see the print. Say the word "owl" *Which sound do you hear at the end of that word? Which letter would you expect to see at the end?*

Repeat the same exercise with the words "rooster" and "ruff."

Some words sound the same at the end.

I will say two words from the song. If they end with the same sound, give a thumbs up. If they end with different sounds, give a thumbs down.

Name pairs of words: red/bud, oink/little, dog/pig.

Fluency:

Show they print and invite children to sing along with the song. After singing the verses, invite children to add additional animals and their noises.

Phonics:

There are several words in this poem that you can read using your knowledge of letters and sounds!

Highlight CVC words in the poem and invite children to tap and blend the words.

Word Recognition:

"And" is a new high frequency word in this poem. Just like in the word "an," the a and n come together to say /an/ and the d makes the sound we expect it to make. Let's read it!

Extensions	<p>CVC practice: Write CVC words on index cards and invite children to blend and read the words.</p> <p>Phoneme segmentation practice: Provide children with Elkonin boxes and chips. Say a word with 3 phonemes. Invite children to repeat each phoneme as they place a chip in each box. Children then run their fingers under all the chips and say the word.</p>
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Name: _____

Date: _____

I Had a Rooster

I had a rooster and the rooster
pleased me.

I fed my rooster on a red bud tree.

The little rooster goes

“Cock-a-doodle-doo dee doodle-ee
doodle-ee doodle-ee do.”

I had a cat and the cat pleased me.

I fed my cat on a red bud tree.

The little cat goes

“Meow, meow.”



Unit 2: Animals and Habitats

WEEK 8

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	"Going to the Zoo"	<ul style="list-style-type: none"> ● "Going to the Zoo" written out on sentence strips ● pocket chart to accommodate sentence strips ● "Going to the Zoo" on chart ● "Going to the Zoo" child copies ● pointer ● drawing tools
Listening & Speaking	Talk Time	<ul style="list-style-type: none"> ● Week 8 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>Lon Po Po</i> recording ● <i>Lon Po Po</i>, Ed Young ● conversation prompts, cut apart
Writing	<i>Owls</i> , "What Makes Owls...?" video, "Owl Rules" poem	<ul style="list-style-type: none"> ● <i>Owls</i>, Gail Gibbons; owls video, "Owl Rules" ● writing prompt sheet, one copy for each child ● writing and drawing tools
Word Work	Matching Pictures with C-V-C Words	<ul style="list-style-type: none"> ● Matching Sheets, 5 copies ● Word Cards, 5 sets, cut apart ● Picture Cards, 5 sets, cut apart ● envelopes, one for each set of cards
	Name, Build, Read	<ul style="list-style-type: none"> ● Name, Build, Read Sheets, 5 copies ● Letter Cards, 5 sets, cut apart ● Picture Cards, 5 sets, cut apart

Talk Time Week 8



<https://www.britannica.com/animal/wolf>, <https://www.nrcm.org/nrcm-creature-feature/red-fox/>



<https://www.britannica.com/animal/wolf>, <https://www.nrcm.org/nrcm-creature-feature/red-fox/>

Listening & Speaking Station: Talk Time U2 W8

Here are a wolf and a fox.

What similarities do you notice? What differences do you notice? What questions do you have?

Here are a wolf and a fox.

What similarities do you notice? What differences do you notice? What questions do you have?

Here are a wolf and a fox.

What similarities do you notice? What differences do you notice? What questions do you have?

Here are a wolf and a fox.

What similarities do you notice? What differences do you notice? What questions do you have?

Here are a wolf and a fox.

What similarities do you notice? What differences do you notice? What questions do you have?

Lon Po Po, Ed Young

What is the problem in this story?

Lon Po Po, Ed Young

What is the problem in this story?

Lon Po Po, Ed Young

What is the problem in this story?

Name: _____

Writing Station


How do owls grow and change? Draw and write about it.

A large, empty rectangular box with a thin black border, intended for a student to draw and write about owl growth and change.

Writing Station U2 W8

Matching Pictures with Words

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

pictures	words
	lip

Word Cards

lip

sap

mop

rip

fog

sad

fig

mat

map

rat

tap

sip

Picture Cards



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

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

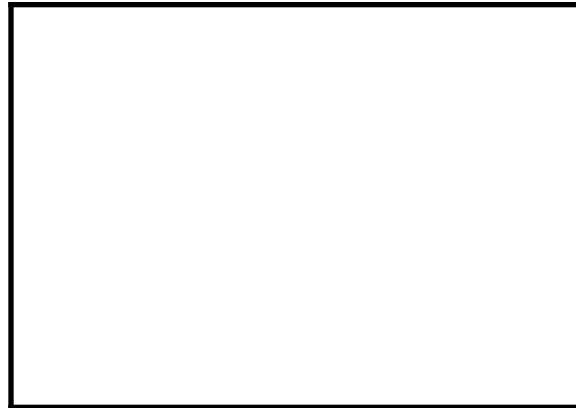
Letter Cards			
n	c	t	r
u	a	i	p
l	o	m	d

Name

Build

Read

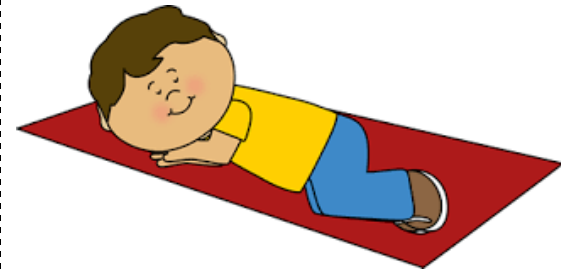
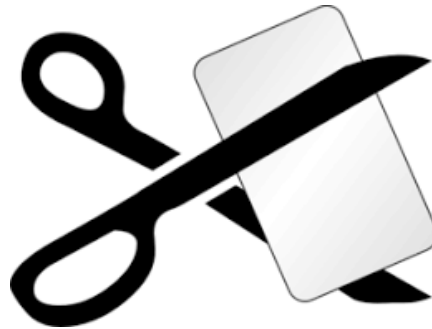
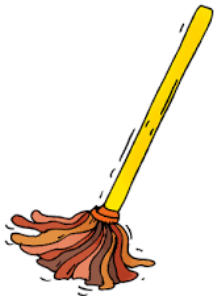
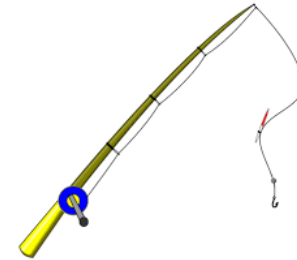
Place a picture here.



Build the word here. Read the word.

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Name, Build, Read Picture Cards



Word Bank

lip	pot	cup
mad	lit	rod
mop	cut	nap