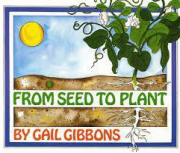


Unit 4: Our Earth

WEEK 1 At a Glance

Text



Read Aloud

Day 1: *From Seed to Plant*, Read 1
Day 2: *From Seed to Plant*, Read 2
Day 3: *From Seed to Plant*, Read 3
Day 4: *From Seed to Plant*, Read 4
Day 5: *From Seed to Plant*, Read 5

Centers

Art Studio Table and Dramatization: Setting up “Garden to Table” (Days 4-5)
Art Studio Easel: Inspired by Our Earth (Days 2-5)
Blocks: Building Plants (Days 2-5)
Library & Listening: Book Inventory (Days 1-5)
Discovery Table and Writing and Drawing: Sorting and Writing about Seeds 1 (Days 3-5)
STEM: Mini Gardens (Days 1-5)

Writing: Argument

Phonics: Follow Guide

Stations

Strategic Small Group Instruction
Reading: Independent and Partner Reading
Pocket Chart: “Dig in the Dirt”
Listening & Speaking: Talk Time; Listen & Respond (*From Seed to Plant*)
Writing: *Dirt: The Scoop on Soil*
Word Work: Changing Sounds; Word Hunt; Say, Tap, Build, Read

Shared Reading: “Earth Day”

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

Math: Follow Guide

At a Glance U4 W1



contain

<https://www.eater.com/2016/2/15/10976654/breakfast-soda-drinking-trend>



protect

<https://www.bostonherald.com/2014/07/05/hurricane-gets-public-popping-into-boston-museums/>

Read Aloud Vocabulary U4 W1



scatter

<https://pixels.com/featured/shells-on-the-beach-natalia-luchinina.html>



nutrition

<https://www.teachearlyyears.com/a-unique-child/view/learning-about-fruit-and-vegetables-in-the-early-years>

Read Aloud Vocabulary U4 W1



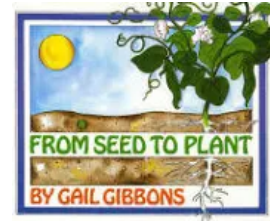
care

<https://pjlibrary.org/beyond-books/pjblog/june-2018/11-books-about-caring-for-animals>

Read Aloud Vocabulary U4 W1

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




WEEK 1 Day 1



Read Aloud
From Seed to Plant
 Read 1 of 5, Pages 1-4

Big Ideas	Plants grow and change over time. They need light, water, and air to live and grow.
Unit Question	In what ways do people, animals and plants depend on and impact the environment?
Guiding Questions	How do plants grow and change over time? What do plants need to survive?
Content Objective	I can ask questions about seeds in a triad discussion. (SL.1.K.a, R.4.K)
Language Objectives	I can ask questions and seek additional information about seeds. (L.1.K.c)
Vocabulary	<p>contain: to have or hold within something</p> <p>nutrition: food to make us grow strong and healthy</p> <p>protect: to make sure something or someone is safe and not hurt</p> <p>scatter: to throw things all around in lots of different places</p> <p>care: to keep something or someone safe</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Dirt: The Scoop on Soil</i> and several other <i>Our Earth</i> texts. Display the books where children can see them for the lesson. ● <i>From Seed to Plant</i>, Gail Gibbons Pre-mark page numbers in the book to correspond with the lesson. Page 1 begins with “Most plants make seeds.” ● <i>From Seed to Plant</i> vocabulary cards ● chart paper, 2 sheets One one sheet of chart paper, prepare the following Think, Triad, Share anchor chart. Draw 3 children facing each other or use the

photograph provided.

Think, Triad, Share	
	<p>1. Face one another.</p>
	<p>2. Think about your ideas.</p>
	<p>3. The “Discussion Starter” shares ideas. 4. Discuss ideas. Every person participates.</p>
	<p>5. The “Reporter” shares out.</p>

On the second piece of chart paper, prepare the following KWL chart about seeds and plants.

<i>From Seed to Plant</i>			
	<u>K</u> now	<u>W</u> ant to Know	<u>L</u> earned
seeds			
plants			

	<p>Prepare heterogenous triad groups and write them out on the whiteboard for children to reference. Write the names of each triad member and assign each a number (1, 2 or 3). Select one triad to model the Think, Triad, Share in a “fishbowl” protocol.</p>
<p>Opening 6 minutes</p>	<p>Introduce the new unit topic. <i>Here we have many of the books we will read as we begin learning about our new topic. Look at the covers of the books; what do you think we will learn about in our new unit?</i></p> <p>Refer to display of Unit 4 books. <i>Yes! We will learn about plants, including trees, and how to care for our earth. We will be environmentalists during this unit, people who learn about and protect the environment!</i></p> <p>Introduce the text and set a purpose. <i>The first book we will read is called From Seed to Plant, by Gail Gibbons. Before we read, we will think about and discuss what we already know and want to know about seeds.</i></p> <p>Introduce and practice Think, Triad, Share using a “fishbowl” protocol. Refer to the chart. <i>We will learn a new routine for discussing our ideas. This routine is called Think, Triad, Share. “Tri” means three, so “triad” means a group of three. This is a discussion among three friends. We will listen and watch three friends discuss a topic and then share out.</i></p> <p>Gather the class into a circle and invite the pre-selected triad into the center. Refer to the chart to show that each member of the triad has an assigned number.</p> <p>Pose a question to the triad: <i>What do you know about seeds?</i></p> <p>Highlight the way the children face each other for the discussion as they take a silent minute to prepare their ideas.</p> <p><i>Today number 2 will be the discussion starter. That means whoever is number 2 in each group will share her response first, and the other group members will add on to her ideas.</i></p> <p><i>Number 3 will be the reporter. That means that at the end of the discussion, whoever is number 3 in each group will share out 2 things the group knows about seeds.</i></p> <p>Explain that the discussion starter and reporter roles should change each time the class uses this routine.</p>

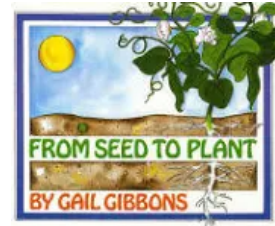
	<p>Invite the number 2 triad member to start the discussion. Allow the triad to discuss their knowledge of seeds for about 2 minutes.</p> <p>After the triad discusses, invite the reporter to share out 2 ideas the group had about seeds. Prompt the reporter to share out what the triad discussed, rather than share a new idea. Record the ideas on the KWL chart.</p> <p>Invite the class to reflect on the triad discussion. <i>What did you notice about how this triad listened and shared ideas? What did the reporter do at the end?</i></p> <p>Invite the children on the outside of the fishbowl to contribute 3-4 more ideas about seeds to the “<u>K</u>now” column, and record them on the chart.</p> <p><i>Let’s read the beginning pages of From Seed to Plant. As I’m reading, think about what questions you have about seeds. We will share our questions in triads.</i></p>
<p>Text and Discussion 7 minutes</p> <p>page 1</p>	<p><i>Contains</i> means to have inside, or to hold. Gesture holding something with arms in a circle and invite children to make the gesture.</p>
<p>page 3</p>	<p><i>Here I see a close up of a sunflower seed and of an acorn, another kind of seed.</i></p> <p><i>Why do you think Gail Gibbons is showing us that a sunflower seed looks different than the seed for an oak tree?</i></p> <p>Harvest 2-3 ideas and prompt as needed by rereading the text on page 3.</p>
<p>page 4</p>	<p>Point to the flower to show where the seeds begin.</p>
<p>Key Discussion and Activity 6 minutes</p>	<p>Invite children to Think, Triad, Share. <i>Now that we’ve read a little about seeds, what are you wondering? What questions do you have? Remember, when we ask questions we use words like Why, What, How, and When.</i></p> <p><i>You will share your questions in your new triad. Number 2s, you will be the discussion starters today, and number 3s will be the reporters.</i></p> <p>The triad discussion is focused on generating questions. Children’s questions may inspire more questions. Naturally, children will begin to discuss ideas and responses to their peer’s questions. Allow some of this natural discussion, while steering children toward question generating.</p>

	<p>Ensure children are facing their triad members and have some thinking time before inviting the discussion starter to begin. If support is needed, pause the triad discussions for one child to model a question about seeds to the whole class. After 2 minutes of triad discussion, invite the reporters to share out. Record reporter ideas in the “<u>Want to Know</u>” column. Reflect on the triad discussions.</p> <p><i>What went well when you talked in your triads?</i></p> <p><i>What could be better for next time?</i></p>																
<p>Closing 1 minute</p>	<p><i>Tomorrow we’ll continue to read this text and to form questions in our triads.</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>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>L.1.K.c Understand and use question words (interrogatives) (e.g. who, what, where, when, how).</p>																
<p>Ongoing assessment</p>	<p>Observe children’s discussion behaviors and listen to their responses.</p> <p>Do children listen to peers and share their own ideas?</p> <p>Do children use question words to ask about seeds?</p> <p>What knowledge do children bring about seeds?</p>																
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 1142 678 1213">Art Table</td> <td data-bbox="678 1142 1409 1213">Children create artwork inspired by our earth.</td> </tr> <tr> <td data-bbox="451 1213 678 1285">Art Easel</td> <td data-bbox="678 1213 1409 1285">Children paint inspired by our earth.</td> </tr> <tr> <td data-bbox="451 1285 678 1356">Blocks</td> <td data-bbox="678 1285 1409 1356">Children build plants.</td> </tr> <tr> <td data-bbox="451 1356 678 1428">Dramatization</td> <td data-bbox="678 1356 1409 1428">Children create a garden.</td> </tr> <tr> <td data-bbox="451 1428 678 1528">Library & Listening</td> <td data-bbox="678 1428 1409 1528">Children work on the book inventory.</td> </tr> <tr> <td data-bbox="451 1528 678 1629">Discovery Table</td> <td data-bbox="678 1528 1409 1629">Children sort and write about seeds.</td> </tr> <tr> <td data-bbox="451 1629 678 1730">Science & Engineering</td> <td data-bbox="678 1629 1409 1730">Children start the compost.</td> </tr> <tr> <td data-bbox="451 1730 678 1831">Writing & Drawing</td> <td data-bbox="678 1730 1409 1831">Children sort and write about seeds.</td> </tr> </table>	Art Table	Children create artwork inspired by our earth.	Art Easel	Children paint inspired by our earth.	Blocks	Children build plants.	Dramatization	Children create a garden.	Library & Listening	Children work on the book inventory.	Discovery Table	Children sort and write about seeds.	Science & Engineering	Children start the compost.	Writing & Drawing	Children sort and write about seeds.
Art Table	Children create artwork inspired by our earth.																
Art Easel	Children paint inspired by our earth.																
Blocks	Children build plants.																
Dramatization	Children create a garden.																
Library & Listening	Children work on the book inventory.																
Discovery Table	Children sort and write about seeds.																
Science & Engineering	Children start the compost.																
Writing & Drawing	Children sort and write about seeds.																

Notes

visual for Think, Triad, Share chart





Read Aloud
From Seed to Plant
 Read 2 of 5, Pages 1-10

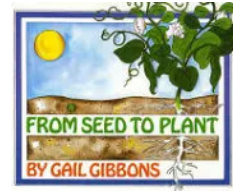
Big Ideas	Plants grow and change over time. They need light, water, and air to live and grow.
Unit Question	In what ways do people, animals and plants depend on and impact the environment?
Guiding Questions	How do plants grow and change over time? What do plants need to survive?
Content Objective	I can retell key details about seeds and plants by using the words and illustrations. (R.5.K.a, R.5.K.b, R.11.K.a, R.11.K.c)
Language Objectives	I can ask questions that seek additional information about plants in a triad discussion. (L.1.K.c, SL.1.K.a) I can use key details to determine the meaning of unfamiliar words. (L.4.K)
Vocabulary	contain: to have or hold within something nutrition: food to make us grow strong and healthy protect: to make sure something or someone is safe and not hurt scatter: to throw things all around in lots of different places care: to keep something or someone safe
Materials and Preparation	<ul style="list-style-type: none"> ● <i>From Seed to Plant</i>, Gail Gibbons ● <i>From Seed to Plant</i> vocabulary Cards ● Think, Triad, Share chart, from Day 1 ● Triad groups and assigned numbers, written on whiteboard from Day 1 ● <i>From Seed to Plant</i> KWL chart, from Day 1

<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose. <i>Today we will reread the beginning pages of From Seed to Plant and record what we've learned about seeds.</i></p> <p><i>Then we will continue practicing our Think, Triad, Share routine. With our triads we'll think about what we already know about plants and what we want to know about plants, before we read the next section of the text.</i></p>
<p>Text and Discussion 12 minutes pages 1-4</p>	<p>Read the text without stopping. <i>What important information did you learn about seeds?</i></p> <p>Harvest 2-3 ideas and record them in the "L<u>earned</u>" column of the KWL chart.</p> <p>Invite children to move into their triads. Review the steps of Think, Triad, Share by referring to the anchor chart and reminding children of what went well in triads in the previous lesson. <i>Number 3s will be the discussion starters today, and number 1s will report your ideas to the large group.</i></p> <p><i>What do you already know about plants?</i></p> <p>As the reporters share out, record 2-4 ideas on the chart in the "K<u>now</u>" column.</p> <p><i>What do you want to know about plants?</i></p> <p>As the reporters share out, record 2-4 ideas on the chart in the "W<u>ant to Know</u>" column.</p>
<p>page 5</p>	<p><i>Gail Gibbons has drawn a really helpful labeled illustration!</i></p> <p>Read the text that explains each part of the flower.</p>
<p>page 6</p>	<p>Read the labels, highlighting pollen. <i>As we keep reading, let's listen for key details that help us understand what pollination is.</i></p> <p>Read pages 7-9 without stopping.</p>
<p>page 9</p>	<p><i>What is pollination? What makes you think that?</i></p> <p>Harvest 2-3 ideas; then return to page 7. <i>How does this illustration show what pollination is?</i></p> <p>Harvest 2-3 ideas; then return to page 8. <i>How does this illustration of the bee and the hummingbird show us what pollination is?</i></p> <p>If time permits, invite two children to act out being a bee or hummingbird pollinating a flower.</p>

<p>Key Discussion and Activity 6 minutes</p>	<p>Invite children to form their triads again, and assign discussion starter and reporter roles. <i>What did you learn about seeds and plants?</i> As the reporters share out, record ideas on the KWL chart.</p> <p>Gather children back into the whole group. <i>What are you still wondering about seeds and plants?</i> Harvest 2-3 questions and record them in the “W” column.</p>										
<p>Closing 1 minute</p>	<p><i>Tomorrow we’ll continue reading this book to see what happens after the seed first begins to form.</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.11.K.a With prompting and support, describe the relationship between illustrations and the text. R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts. SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups. L.1.K.c Understand and use question words (interrogatives) (e.g. who, what, where, when, how). 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>Observe children’s discussion behaviors and listen to their responses. Do children listen to peers and share their own ideas? Do children use question words to ask about plants? How do children use the illustrations to retell and explain key details? How do children make meaning of unfamiliar words?</p>										
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 1444 678 1514">Art Table</td> <td data-bbox="678 1444 1406 1514">Children create artwork inspired by our earth.</td> </tr> <tr> <td data-bbox="451 1514 678 1583">Art Easel</td> <td data-bbox="678 1514 1406 1583">Children paint inspired by our earth.</td> </tr> <tr> <td data-bbox="451 1583 678 1652">Blocks</td> <td data-bbox="678 1583 1406 1652">Children build plants.</td> </tr> <tr> <td data-bbox="451 1652 678 1722">Dramatization</td> <td data-bbox="678 1652 1406 1722">Children create a garden.</td> </tr> <tr> <td data-bbox="451 1722 678 1822">Library & Listening</td> <td data-bbox="678 1722 1406 1822">Children work on the book inventory.</td> </tr> </table>	Art Table	Children create artwork inspired by our earth.	Art Easel	Children paint inspired by our earth.	Blocks	Children build plants.	Dramatization	Children create a garden.	Library & Listening	Children work on the book inventory.
Art Table	Children create artwork inspired by our earth.										
Art Easel	Children paint inspired by our earth.										
Blocks	Children build plants.										
Dramatization	Children create a garden.										
Library & Listening	Children work on the book inventory.										

	Discovery Table	Children sort and write about seeds.
	Science & Engineering	Children start the compost.
	Writing & Drawing	Children sort and write about seeds.

Notes



WEEK 1 Day 3

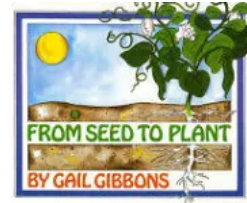
Read Aloud
From Seed to Plant
 Read 3 of 5, Pages 11-17

Big Ideas	Plants grow and change over time. They need light, water, and air to live and grow.
Unit Question	In what ways do people, animals and plants depend on and impact the environment?
Guiding Questions	How do plants grow and change over time? What do plants need to survive?
Content Objective	I can use key details from illustrations and words to explain how and why seeds scatter. (R.5.K.a, R.5.K.b, R.11.K.a, R.11.K.c, SL.2.K.a)
Language Objective	I can use key details to determine the meaning of unfamiliar words. (L.4.K)
Vocabulary	<p>contain: to have or hold within something</p> <p>nutrition: food to make us grow strong and healthy</p> <p>protect: to make sure something or someone is safe and not hurt</p> <p>scatter: to throw things all around in lots of different places</p> <p>care: to keep something or someone safe</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>From Seed to Plant</i>, Gail Gibbons. ● <i>From Seed to Plant</i> vocabulary Cards ● Think, Triad, Share chart, from Day 1 ● triad groups and assigned numbers on the whiteboard, from Day 1 ● <i>From Seed to Plant</i> KWL chart, from Day 1 <p>On the whiteboard, write: How do seeds scatter? Why is it important for seeds to scatter?</p>

<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose. <i>Today we're going to read a new section of From Seed to Plant to find out how and why seeds scatter, or spread. After we read, we'll discuss these questions in our triads [refer to the whiteboard]:</i> <i>How do seeds scatter?</i> <i>Why is it important for seeds to scatter?</i></p>
<p>Text and Discussion 10 minutes</p> <p>page 11</p>	<p><i>Thumbs up if you've seen a flower when it begins to wilt and die. That's so interesting; even when a flower is wilting, the seed inside is alive and growing!</i></p> <p><i>What does it mean that the fruit or pod protects the seeds?</i></p>
<p>page 12</p>	<p><i>The text says that the seeds are ready to become new plants. I'm realizing that plants have a life cycle, just like animals and humans! Let's keep reading to see what happens when the seeds fall out of the pod or fruit.</i></p>
<p>page 16-17</p>	<p>Invite children to turn and talk. <i>What does "scatter" mean?</i> <i>How do the illustrations and the words on pages 16 and 17 help you understand the meaning of the word "scatter"?</i> <i>How does the illustration show the meaning of the word scatter?</i></p>
<p>Key Discussion and Activity 8 minutes</p>	<p>Invite children to form their triads and assign the discussion starter and reporter roles. Reread the first question on the whiteboard. <i>How do seeds scatter?</i></p> <p>Have reporters share out before the triads discuss the second question.</p> <p><i>Why is it important for seeds to scatter?</i></p> <p>Gather children back as a whole group to record 2-3 key ideas on the KWL chart. <i>What other important information did we learn today that we should add to our KWL chart about seeds and plants?</i></p>
<p>Closing 1 minute</p>	<p><i>Tomorrow we'll continue reading and learn about humans scattering seeds when they make gardens!</i></p> <p>Note that children can continue to add to the KWL chart during Centers.</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.</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>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>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>Observe children’s discussion behaviors and listen to their responses.</p> <p>Do children listen to peers and share their own ideas?</p> <p>Do children use question words to ask about plants?</p> <p>How do children use the illustrations to retell and explain key details?</p> <p>Do children demonstrate understanding of key vocabulary?</p>																
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 842 678 915">Art Table</td> <td data-bbox="678 842 1406 915">Children create artwork inspired by our earth.</td> </tr> <tr> <td data-bbox="451 915 678 989">Art Studio</td> <td data-bbox="678 915 1406 989">Children paint inspired by our earth.</td> </tr> <tr> <td data-bbox="451 989 678 1062">Blocks</td> <td data-bbox="678 989 1406 1062">Children build plants.</td> </tr> <tr> <td data-bbox="451 1062 678 1136">Dramatization</td> <td data-bbox="678 1062 1406 1136">Children create a garden.</td> </tr> <tr> <td data-bbox="451 1136 678 1230">Library & Listening</td> <td data-bbox="678 1136 1406 1230">Children work on the book inventory.</td> </tr> <tr> <td data-bbox="451 1230 678 1335">Discovery Table</td> <td data-bbox="678 1230 1406 1335">Children sort and write about seeds.</td> </tr> <tr> <td data-bbox="451 1335 678 1440">Science & Engineering</td> <td data-bbox="678 1335 1406 1440">Children start the compost.</td> </tr> <tr> <td data-bbox="451 1440 678 1545">Writing & Drawing</td> <td data-bbox="678 1440 1406 1545">Children sort and write about seeds.</td> </tr> </table>	Art Table	Children create artwork inspired by our earth.	Art Studio	Children paint inspired by our earth.	Blocks	Children build plants.	Dramatization	Children create a garden.	Library & Listening	Children work on the book inventory.	Discovery Table	Children sort and write about seeds.	Science & Engineering	Children start the compost.	Writing & Drawing	Children sort and write about seeds.
Art Table	Children create artwork inspired by our earth.																
Art Studio	Children paint inspired by our earth.																
Blocks	Children build plants.																
Dramatization	Children create a garden.																
Library & Listening	Children work on the book inventory.																
Discovery Table	Children sort and write about seeds.																
Science & Engineering	Children start the compost.																
Writing & Drawing	Children sort and write about seeds.																

Notes



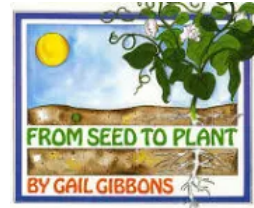
WEEK 1 Day 4

Read Aloud
From Seed to Plant
 Read 4 of 5, Pages 18-27

Big Ideas	Plants grow and change over time. They need light, water, and air to live and grow.
Unit Question	In what ways do people, animals and plants depend on and impact the environment?
Guiding Questions	How do plants grow and change over time? What do plants need to survive?
Content Objective	I can use key details from illustrations and words to explain what plants need to survive. (R.5.K.a, R.5.K.b, R.11.K.a, R.11.K.c)
Language Objectives	I can use key details to determine the meaning of unfamiliar words. (L.4.K) I can explain an additional meaning of a familiar word. (L.4.K.a)
Vocabulary	contain: to have or hold within something nutrition: food to make us grow strong and healthy protect: to make sure something or someone is safe and not hurt scatter: to throw things all around in lots of different places care: to keep something or someone safe
Materials and Preparation	<ul style="list-style-type: none"> ● <i>From Seed to Plant</i>, Gail Gibbons. ● <i>From Seed to Plant</i> vocabulary Cards ● Think, Triad, Share chart, from Day 1 ● triad groups and assigned numbers on the whiteboard, from Day 1 ● <i>From Seed to Plant</i> KWL chart, from Day 1 <p>On the whiteboard, write: What do plants need to survive?</p>

<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose. <i>Today we will read the last section of From Seed to Plant to find out what plants need to survive. After we read, we'll discuss this question in our triads.</i></p> <p>Refer to the whiteboard: <i>What do plants need to survive?</i></p>
<p>Text and Discussion 10 minutes</p> <p>page 19</p>	<p><i>Thumbs up if you've planted a garden before!</i></p>
<p>page 21</p>	<p><i>Based on the illustrations and the words, what does a seed need to sprout, or grow?</i></p> <p>Harvest 2-3 ideas and prompt as needed by rereading the text and highlighting key details in the illustration.</p>
<p>page 23</p>	<p><i>I see that the word "shoot" is not the meaning of shoot I've heard before. This kind of shoot is this part of the plant here.</i></p> <p>Refer to the labeled illustration.</p> <p>Read to the end without stopping.</p>
<p>Key Discussion and Activity 8 minutes</p>	<p>Invite children to form their triads and assign discussion starter and reporter roles. Reread the whiteboard question. <i>What do plants need to survive?</i></p> <p>As triads discuss, circulate and display pages 24 and 25.</p> <p>As the reporters share out, ask children to explain which key details on pages 24 and 25 helped them understand what plants need to survive.</p> <p>Gather children back as a whole group to record 2-3 key ideas on the KWL chart. <i>What important information did we learn today that we should add to our KWL chart about seeds and plants?</i></p>
<p>Closing 1 minute</p>	<p><i>Tomorrow we'll continue reading and find out more about a plant's life cycle.</i></p> <p>Note that children can continue to add to the KWL chart during Centers.</p>
<p>Standards</p>	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when, where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p>

	<p>R.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>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>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.4.K.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p>																
<p>Ongoing assessment</p>	<p>Observe children’s discussion behaviors and listen to their responses.</p> <p>Do children listen to peers and share their own ideas?</p> <p>Do children use question words to ask about plants?</p> <p>How do children use the illustrations to retell and explain key details?</p> <p>Do children demonstrate understanding of key vocabulary?</p>																
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 919 678 989">Art Table</td> <td data-bbox="678 919 1406 989">Children create artwork inspired by our earth.</td> </tr> <tr> <td data-bbox="451 989 678 1058">Art Easel</td> <td data-bbox="678 989 1406 1058">Children paint inspired by our earth.</td> </tr> <tr> <td data-bbox="451 1058 678 1127">Blocks</td> <td data-bbox="678 1058 1406 1127">Children build plants.</td> </tr> <tr> <td data-bbox="451 1127 678 1197">Dramatization</td> <td data-bbox="678 1127 1406 1197">Children create a garden.</td> </tr> <tr> <td data-bbox="451 1197 678 1304">Library & Listening</td> <td data-bbox="678 1197 1406 1304">Children work on the book inventory.</td> </tr> <tr> <td data-bbox="451 1304 678 1411">Discovery Table</td> <td data-bbox="678 1304 1406 1411">Children sort and write about seeds.</td> </tr> <tr> <td data-bbox="451 1411 678 1518">Science & Engineering</td> <td data-bbox="678 1411 1406 1518">Children start the compost.</td> </tr> <tr> <td data-bbox="451 1518 678 1625">Writing & Drawing</td> <td data-bbox="678 1518 1406 1625">Children sort and write about seeds.</td> </tr> </table>	Art Table	Children create artwork inspired by our earth.	Art Easel	Children paint inspired by our earth.	Blocks	Children build plants.	Dramatization	Children create a garden.	Library & Listening	Children work on the book inventory.	Discovery Table	Children sort and write about seeds.	Science & Engineering	Children start the compost.	Writing & Drawing	Children sort and write about seeds.
Art Table	Children create artwork inspired by our earth.																
Art Easel	Children paint inspired by our earth.																
Blocks	Children build plants.																
Dramatization	Children create a garden.																
Library & Listening	Children work on the book inventory.																
Discovery Table	Children sort and write about seeds.																
Science & Engineering	Children start the compost.																
Writing & Drawing	Children sort and write about seeds.																



WEEK 1 Day 5

Read Aloud
From Seed to Plant
 Read 5 of 5, Pages 18-25

Big Ideas	Plants grow and change over time. They need light, water, and air to live and grow.
Unit Question	In what ways do people, animals and plants depend on and impact the environment?
Guiding Questions	How do plants grow and change over time? What do plants need to survive?
Content Objective	I can use key details from the text to act out and retell how a plant grows. (R.5.K.a, R.5.K.b, SL.1.K.b)
Language Objective	I can demonstrate the meaning of action words in the text by acting them out. (L.5.K.d)
Vocabulary	<p>contain: to have or hold within something</p> <p>nutrition: food to make us grow strong and healthy</p> <p>protect: to make sure something or someone is safe and not hurt</p> <p>scatter: to throw things all around in lots of different places</p> <p>care: to keep something or someone safe</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>From Seed to Plant</i>, Gail Gibbons. ● <i>From Seed to Plant</i> vocabulary Cards ● <i>From Seed to Plant</i> KWL chart, from Day 1 ● <i>From Seed to Plant</i> Plant life cycle images ● chart paper <p>Print and display the life cycle images in sequence on a piece of chart paper.</p> <ul style="list-style-type: none"> ● Unit Question chart

<p>Opening 1 minute</p>	<p>Review the text and set a purpose. <i>Today we will closely reread the section of From Seed to Plant that explains how a plant grows—its life cycle. We will pay attention to the action words, or verbs, that describe what the plant does at different stages of its life cycle. Then, with partners, we will act out the stages.</i></p>
<p>Text and Discussion 9 minutes pages 19</p>	<p><i>The first step in the life cycle is that the seed is planted in the ground, or, like we read yesterday, falls in the ground after it's scattered by wind or animals. On the next pages, we're going to pay attention to how the plant grows and changes.</i></p>
<p>page 21</p>	<p><i>What does Gail Gibbons mean when she says that the seed will not sprout until certain things happen?</i></p> <p><i>That's right, sprout means to grow. The seed will not grow into a plant unless it gets wet and soft from the rain first.</i></p>
<p>page 20</p>	<p><i>What is happening to the plant on this page? Show me with your bodies!</i></p> <p><i>Yes, the plant is curled inside the seed.</i></p>
<p>page 22</p>	<p><i>Show me with your fingers how the roots grow down into the soil.</i></p> <p><i>What do the roots do?</i> Harvest 2-3 ideas and prompt as needed by rereading the text.</p>
<p>page 23</p>	<p>Invite the children to act out what's happening as you continue reading. <i>Yes, you can show your arms reaching toward the sun, just like the leaves on the shoot!</i></p>
<p>page 25</p>	<p><i>Can you make your hands look like buds opening into flowers?</i></p>
<p>Key Discussion and Activity 6 minutes</p>	<p>Display and refer to the plant life cycle chart. <i>Here you can see pages from the book. You can use these pages to help you as you act out and retell the stages of the plant life cycle.</i></p> <p>Pair children and identify each member of the pair as Partner A or B. <i>Partner A will act out and retell the first stage of the plant life cycle. Then Partner B will act out and retell the second stage. You will continue taking turns until you have acted out all six stages of the plant life cycle.</i></p>
<p>Closing 1 minute</p>	<p><i>In Stations next week, you'll have a chance to write and draw about the plant life cycle!</i></p>

<p>Unit Question Chart 3 minutes</p>	<p>Introduce the Unit Question Chart. <i>Over the next several weeks, we will be thinking about this question: In what ways do people, animals and plants depend on and impact the environment? At the end of each week, we'll revisit this chart and see how our ideas have grown.</i></p> <p>Reread the Unit Question. Think aloud about the question, reflecting on experiences throughout the week, and suggest an idea that answers or is connected to the question. Ask for children's input, and decide together on one or two ideas to write on the chart.</p> <p>Some emerging ideas might include: a lot of the food we eat comes from plants; plants need light, water and air to survive; plants depend on things like wind and water to spread seeds and make new plants.</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. SL.1.K.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). L.5.K.d Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, state, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining or choosing them or by acting out the meanings.</p>												
<p>Ongoing assessment</p>	<p>Observe children's discussion behaviors and listen to their responses. Do children act out and retell the plant life cycle in the correct sequence, using details from the text? What knowledge do children demonstrate about the plant life cycle?</p>												
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 1367 678 1440">Art Table</td> <td data-bbox="678 1367 1406 1440">Children create artwork inspired by our earth.</td> </tr> <tr> <td data-bbox="451 1440 678 1514">Art Easel</td> <td data-bbox="678 1440 1406 1514">Children paint inspired by our earth.</td> </tr> <tr> <td data-bbox="451 1514 678 1587">Blocks</td> <td data-bbox="678 1514 1406 1587">Children build plants.</td> </tr> <tr> <td data-bbox="451 1587 678 1661">Dramatization</td> <td data-bbox="678 1587 1406 1661">Children create a garden.</td> </tr> <tr> <td data-bbox="451 1661 678 1755">Library & Listening</td> <td data-bbox="678 1661 1406 1755">Children work on the book inventory.</td> </tr> <tr> <td data-bbox="451 1755 678 1850">Discovery Table</td> <td data-bbox="678 1755 1406 1850">Children sort and write about seeds.</td> </tr> </table>	Art Table	Children create artwork inspired by our earth.	Art Easel	Children paint inspired by our earth.	Blocks	Children build plants.	Dramatization	Children create a garden.	Library & Listening	Children work on the book inventory.	Discovery Table	Children sort and write about seeds.
Art Table	Children create artwork inspired by our earth.												
Art Easel	Children paint inspired by our earth.												
Blocks	Children build plants.												
Dramatization	Children create a garden.												
Library & Listening	Children work on the book inventory.												
Discovery Table	Children sort and write about seeds.												

	Science & Engineering	Children start the compost.
	Writing & Drawing	Children sort and write about seeds.

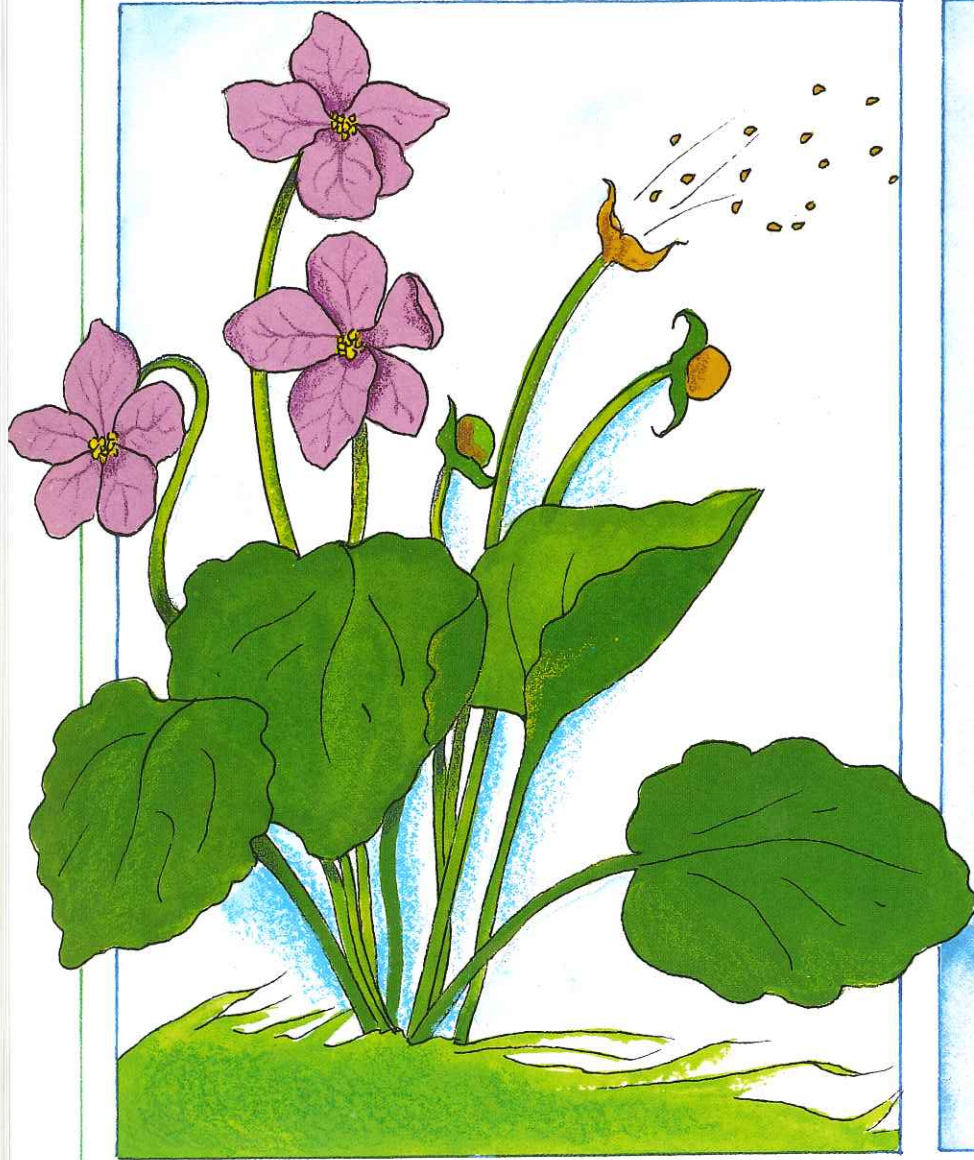
Notes



When the fruit or pod ripens, it breaks open. The seeds are ready to become new plants.



Some seeds fall to the ground around the base of the plant where they will grow.



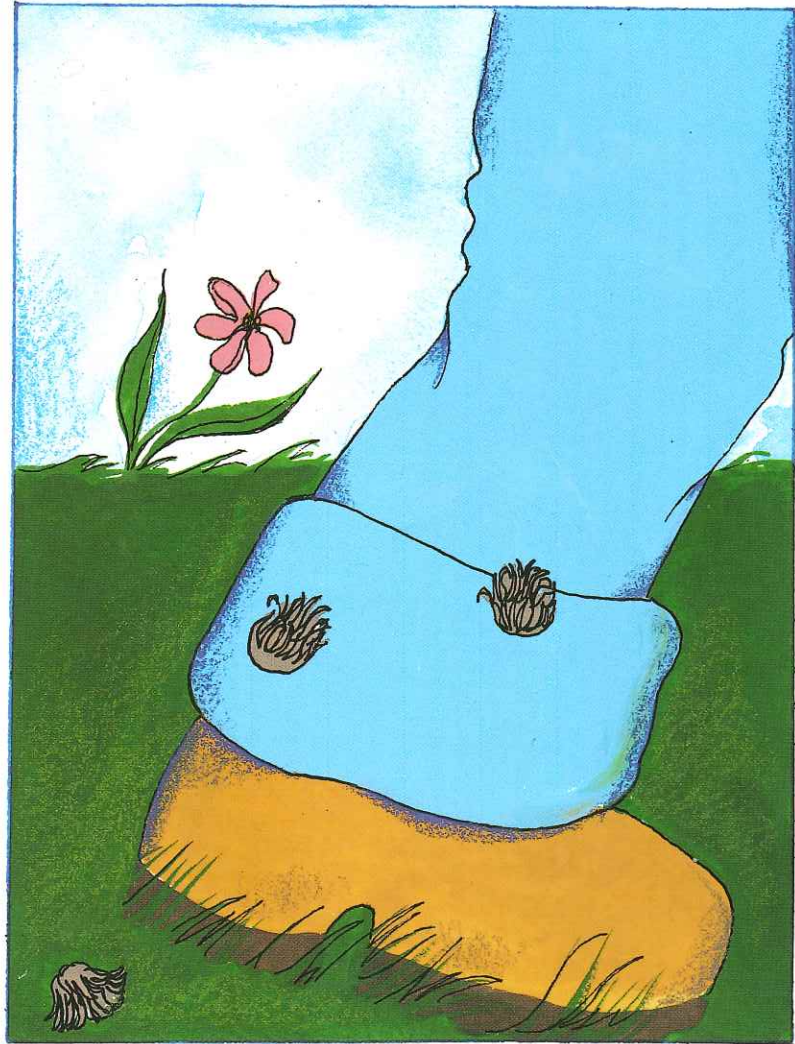
Some pods or fruits open and the seeds pop out. Sometimes, when birds eat berries, they drop the seeds.



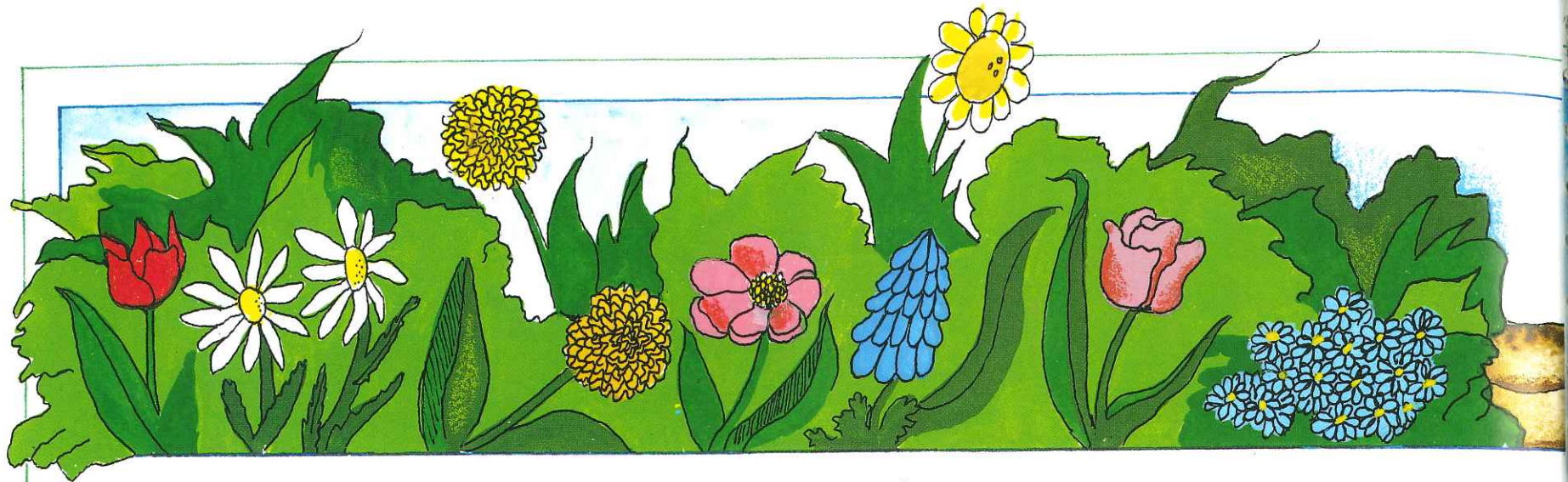
Other seeds fall into streams, ponds, rivers or the ocean. There, they travel on the water until they stick to dirt along a shore.



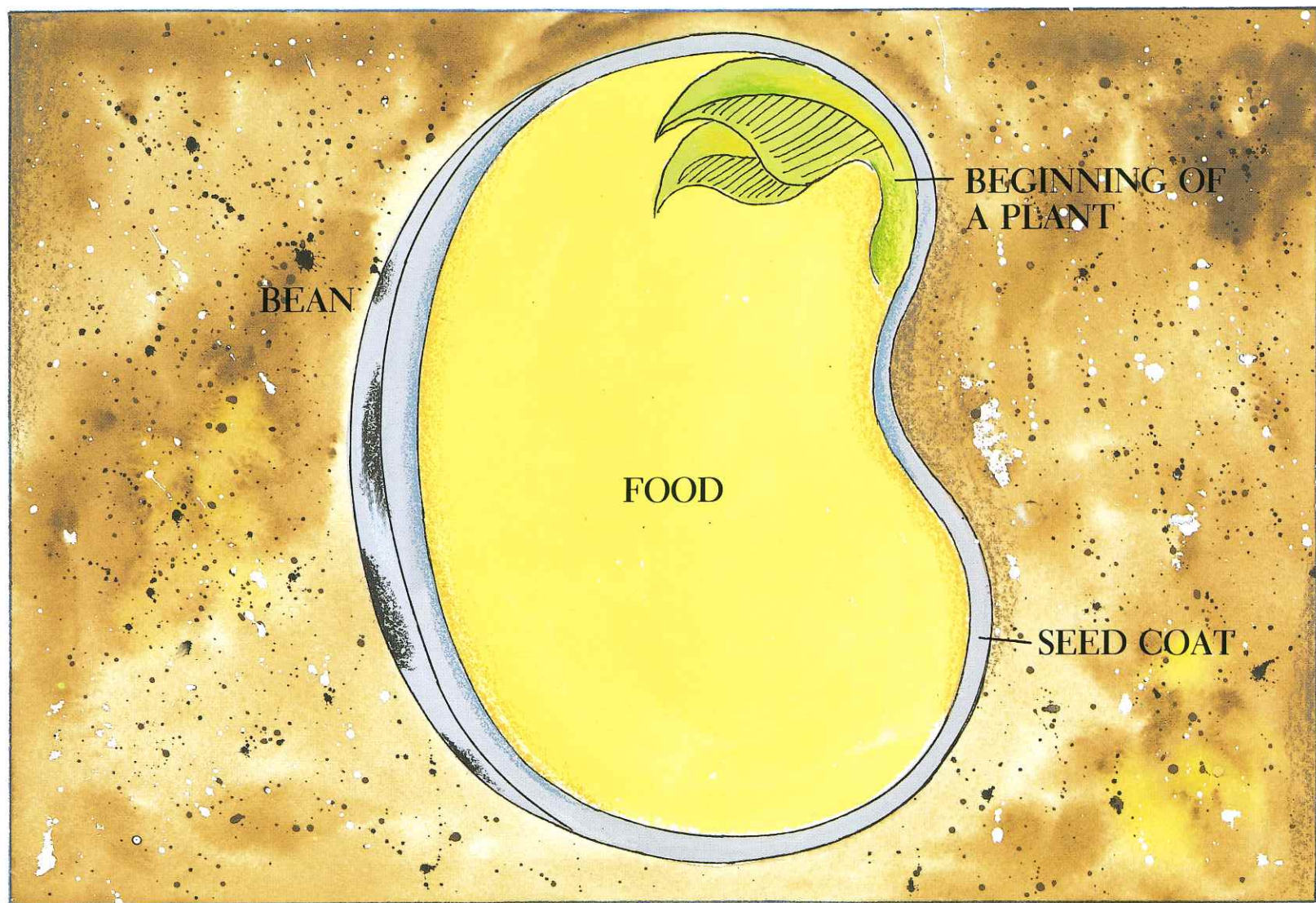
The wind scatters seeds. Some seeds have fluff on them that lets them float to the ground like tiny parachutes. Others have wings that spin as they fall.



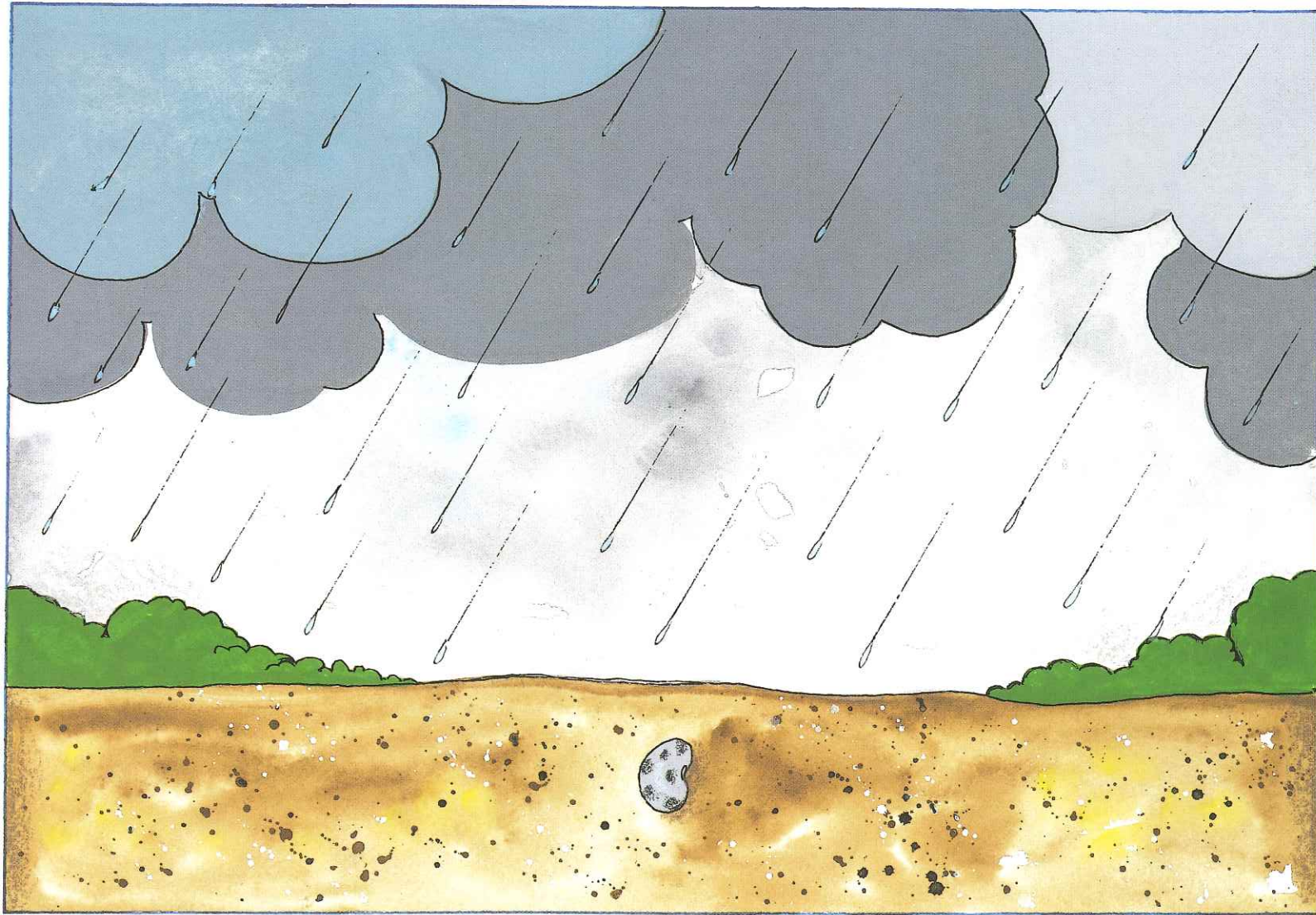
Animals help scatter seeds, too. They hide acorns and nuts in the ground. Some seeds have hooks that stick to the fur of animals or people's clothes. Later, they drop off onto the ground.



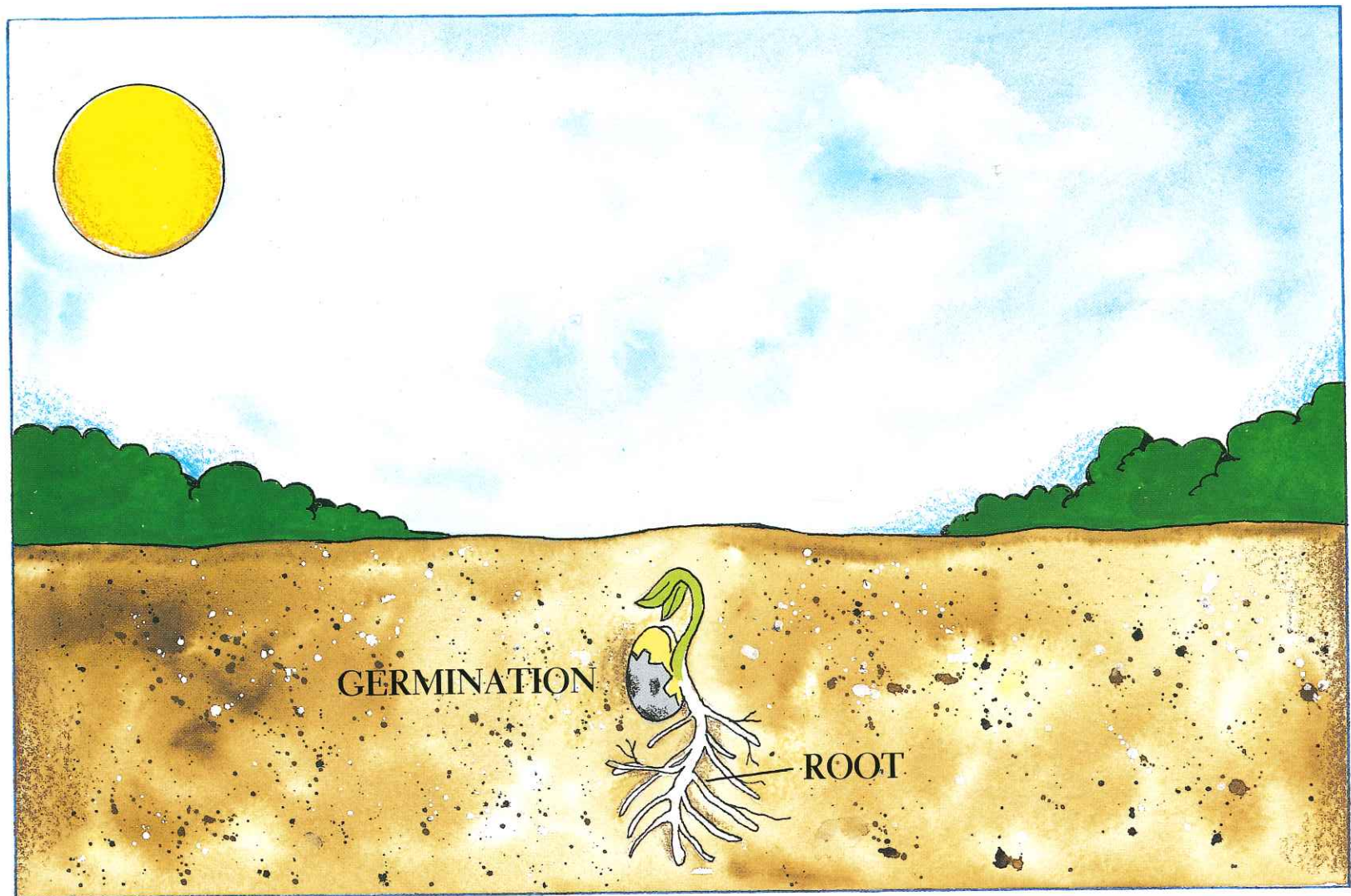
A flower bed or vegetable garden is beautiful! Seeds are planted to grow in the gardens.



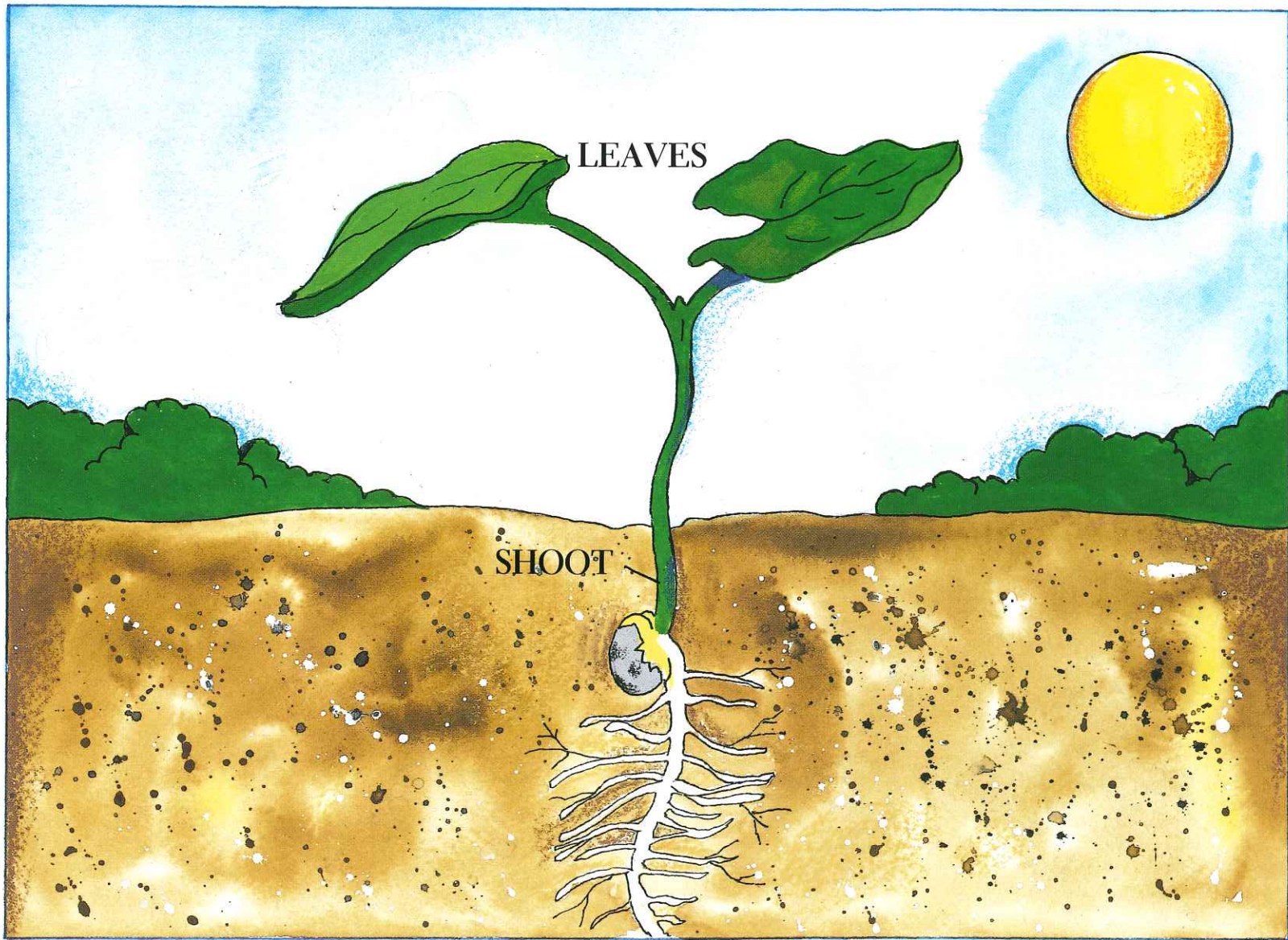
The beginning of a plant is curled up inside each seed. Food is stored inside the seed, too. The seed has a seed coat on the outside to protect it.



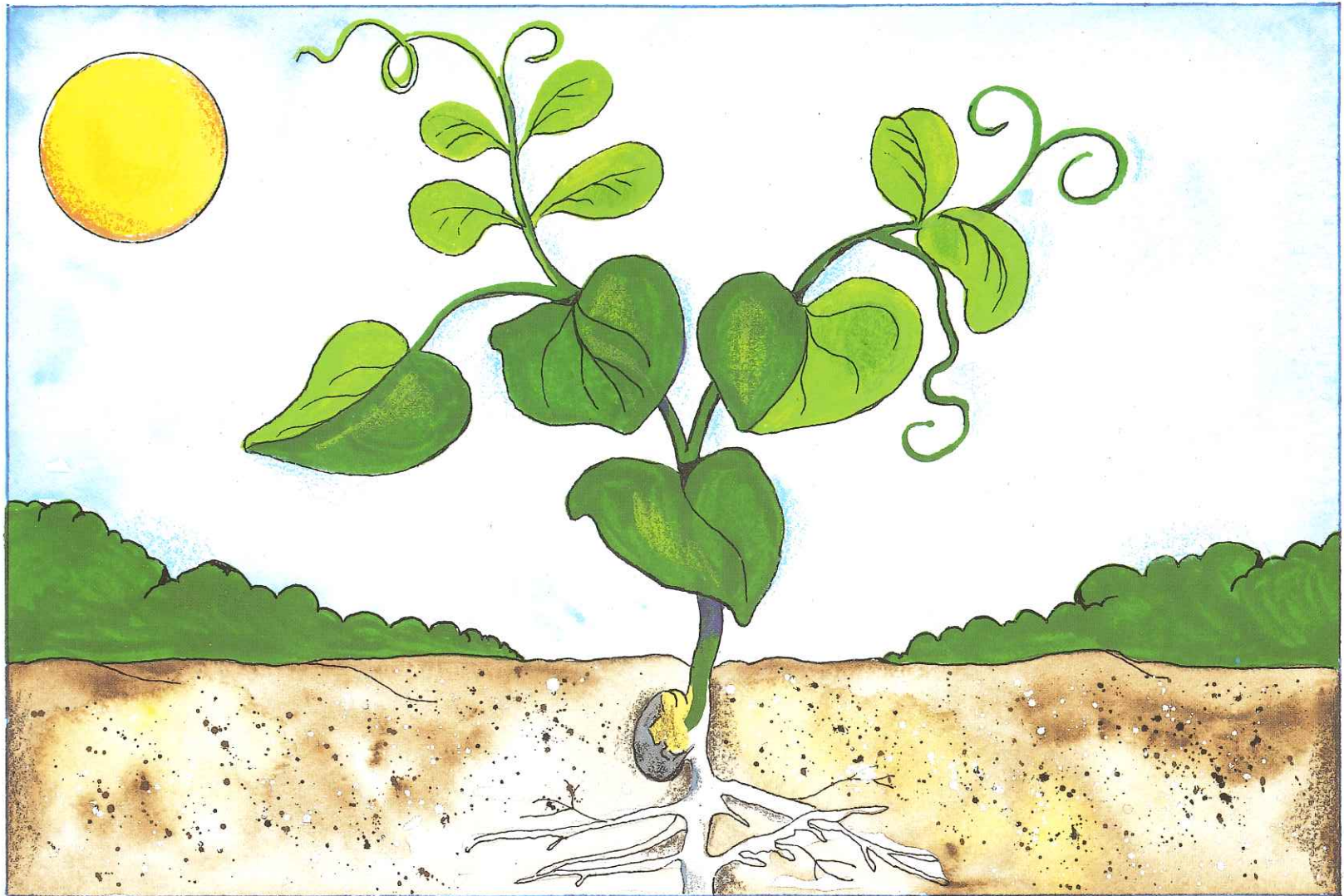
A seed will not sprout until certain things happen. First it must be on or in the soil. Then it needs rain to soak the seed and soften its seed coat.



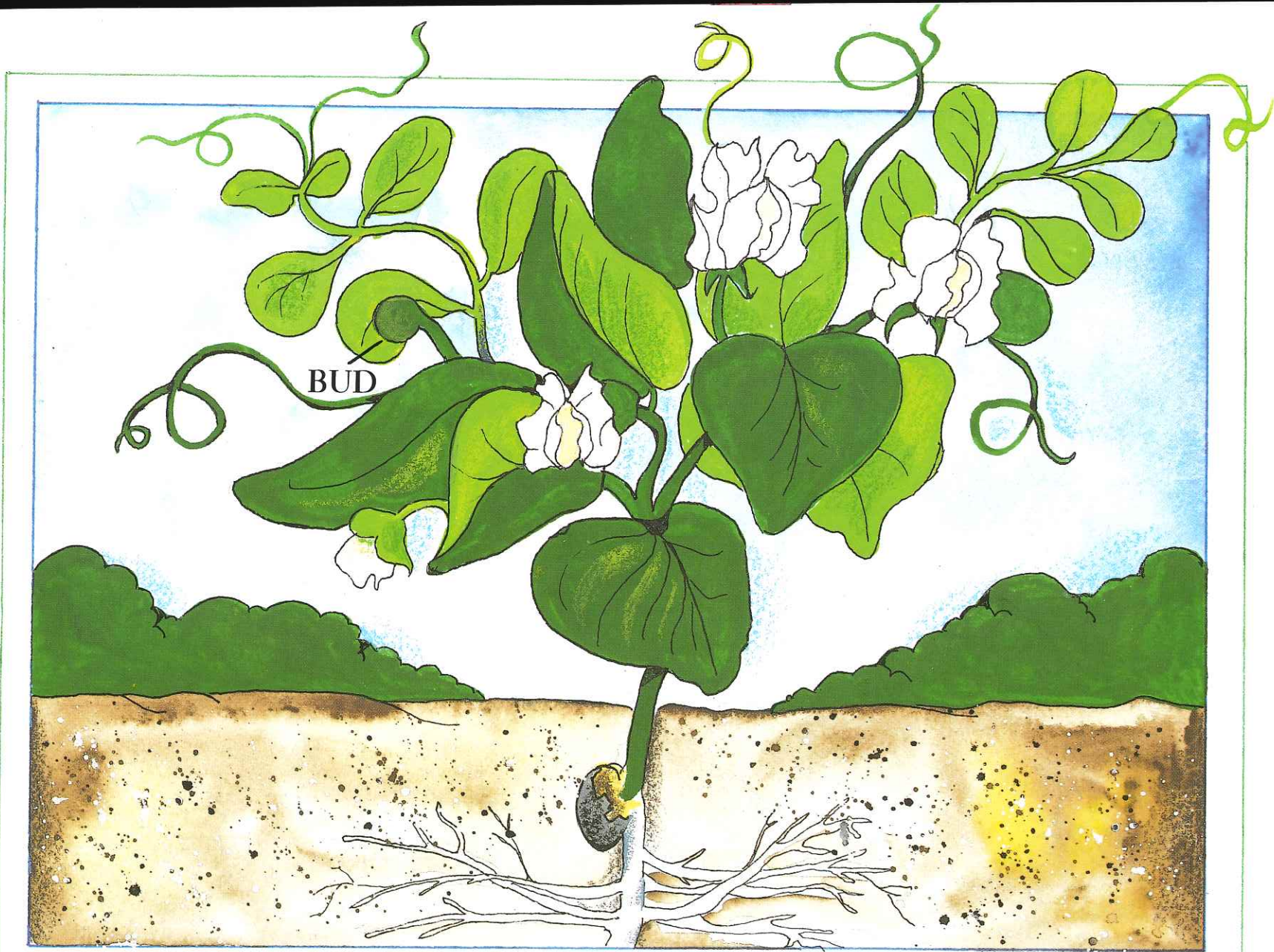
When the sun shines and warms the ground, the seed coat breaks open and the seed begins to grow. This is called germination. A root grows down into the soil. The root takes in water and minerals from the soil for food.



Up grows a shoot. Green leaves grow up from the shoot toward the sun.



The plant grows bigger and bigger. The leaves make food for the plant from the water and minerals in the soil, the sunlight, and the air all around the plant.



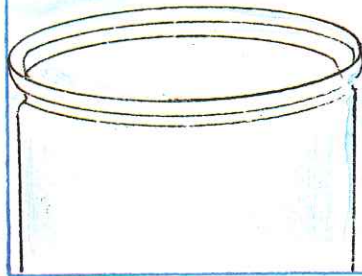
Finally, the plant is full-grown. Buds on the plant open into flowers where new seeds will grow.



Many of the foods people eat are seeds, fruits and pods.
They are full of nutrition, vitamins and minerals and . . .

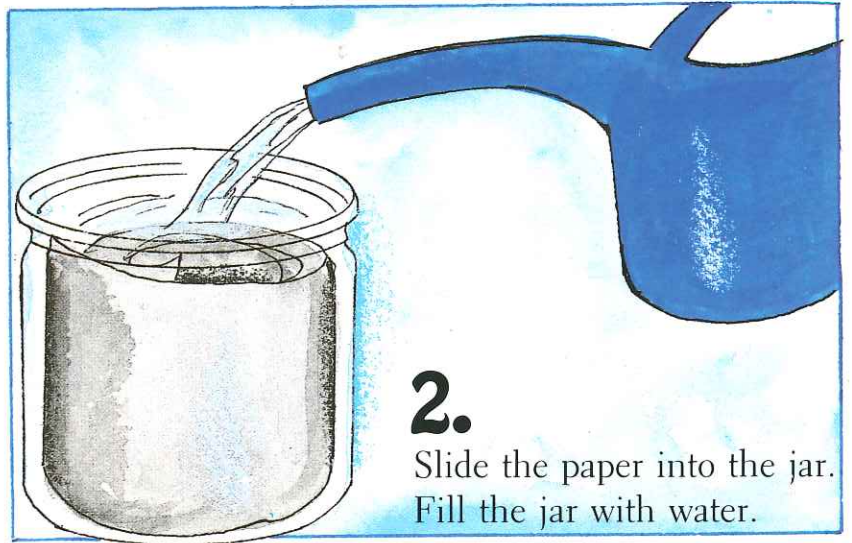
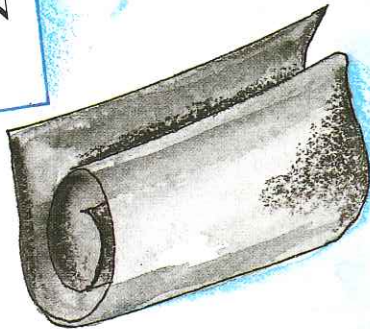
A "FROM SEED TO PLANT" PROJECT

HOW TO RAISE BEAN PLANTS



1.

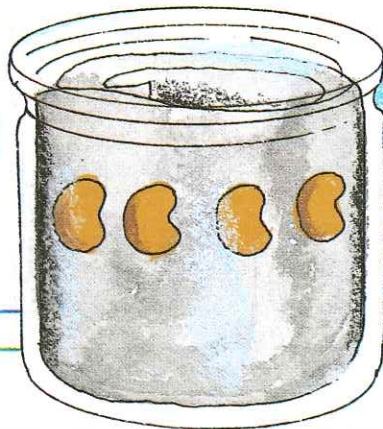
Find a clean glass jar. Take a piece of black construction paper and roll it up.



2.

Slide the paper into the jar. Fill the jar with water.

3. Wedge the bean seeds between the black paper and the glass. Put the jar in a warm place.



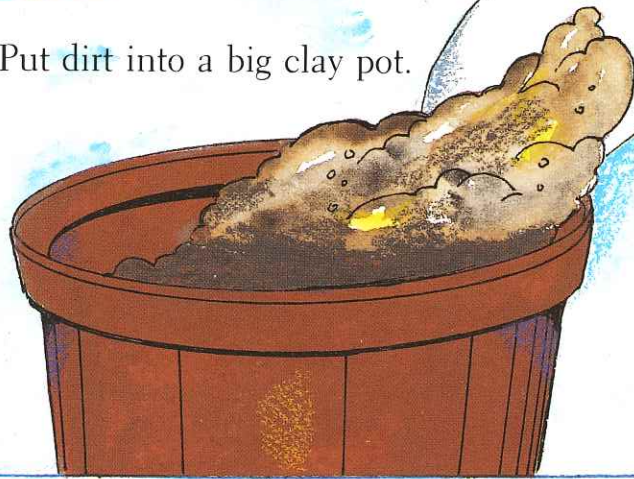
4. In a few days the seeds will begin to sprout. Watch the roots grow down. The shoots will grow up.



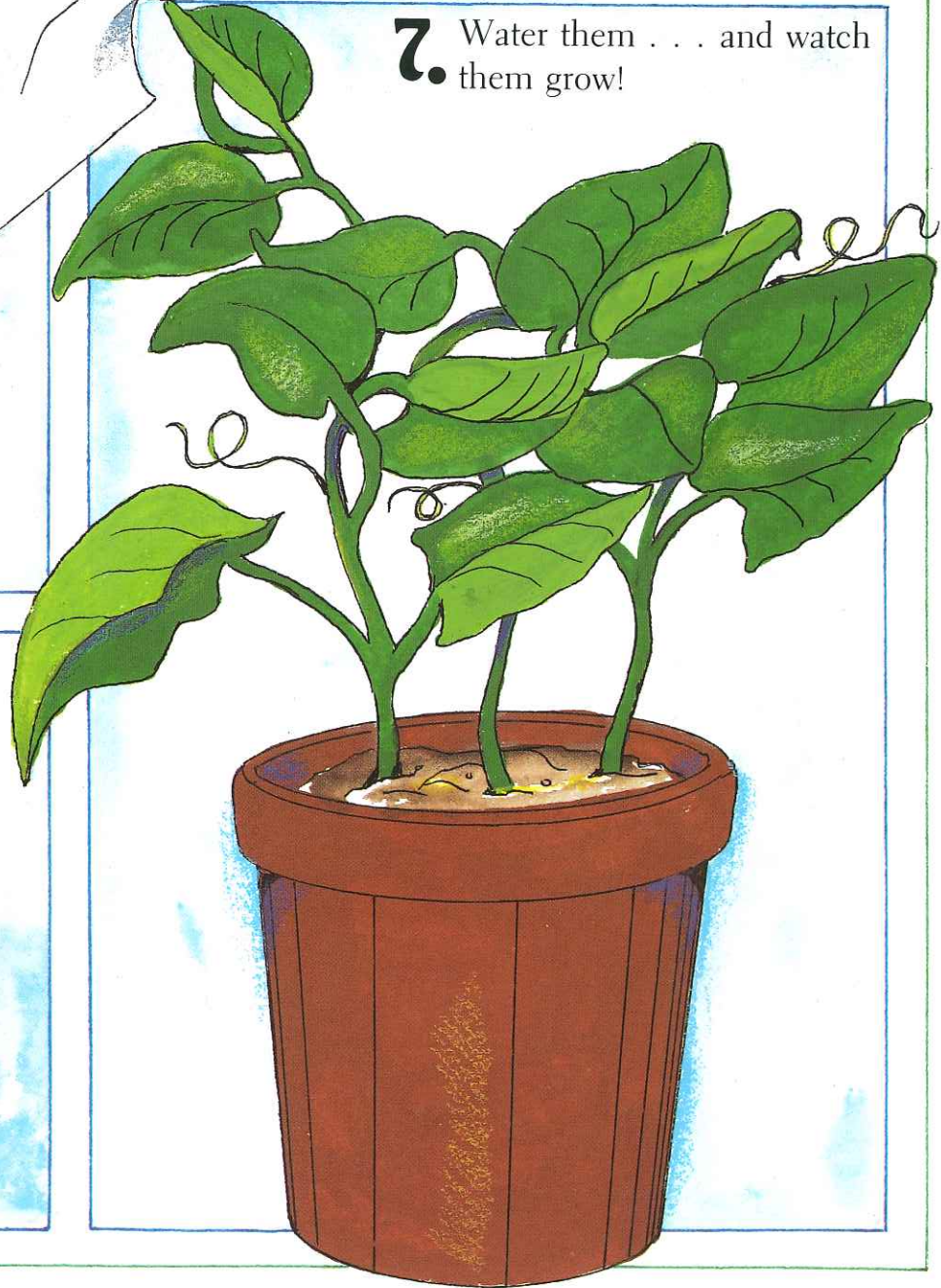
WATCHING YOUR
BEAN SEEDS WHILE
THEY SPROUT

CARING FOR YOUR BEAN PLANTS

5. Put dirt into a big clay pot.

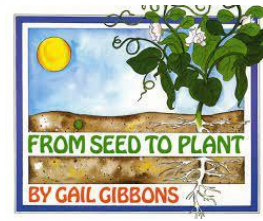


7. Water them . . . and watch them grow!



6. Carefully remove the small plants from the glass jar. Place them in the soil, covering them up to the base of their shoots.





WEEK 1 Day 2

Art Easel: Painting Inspired by Our Earth
 Individually or in pairs, children paint inspired by the earth and nature.

Big Ideas	The natural world can improve people’s quality of life and inspire artistic expression.
Guiding Questions	How can the earth inspire artistic expression?
Vocabulary	nature: all living things shade: a darker or lighter color than a similar one
Materials and Preparation	<ul style="list-style-type: none"> ● nature images ● nature images/videos slides ● <i>From Seed to Plant</i>, Gail Gibbons ● smocks ● easel paper of different sizes ● paints in paint cups in a variety of colors ● brushes of various sizes ● cups for mixing colors ● pencils and/or black ink thin markers ● Q-tips ● sponges <p>Set up a color mixing station near the easel so that children can choose the colors and brushes they need and have the space to work individually or with a partner. Post the nature images nearby and make the text available.</p> <p>Note: While images of nature are provided, these are representative of Boston/Massachusetts. If possible, identify images that are local to the children’s context</p>

	Bring to Intro to Centers: the images or slides
Intro to Centers	<p><i>This week we are starting our last unit of study: Our Earth by reading From Seed to Plant. In this unit we are going to learn about plants, trees, recycling and how to take care of the earth. We are going to start by getting inspired by images of nature and living things all around.</i></p> <p>Share some of the images or videos. Think, Pair, Share</p> <p><i>This week at the easel you can paint pictures inspired by nature. Think about the colors you need to represent your idea. You can mix colors together to get to just the right shade, darker or lighter, of _____ or _____. There are so many different colors you can think about!</i></p> <p><i>What you would like to paint and what colors you would need.</i></p> <p>Harvest a couple of responses.</p> <p><i>We have some large paper so you can choose to mix the colors and paint together. If you decide to paint with a partner, remember that you will need to decide, as a team, what to paint. It will be helpful to talk through your plan.</i></p> <p><i>You could start by sketching your idea, remember how we were using the design process during the construction unit.</i></p>
During Centers	As children get organized to paint, remind them to plan out their ideas, sketch and think about what colors they would need to mix together. Children might be inspired by the images or they could paint their own ideas about nature. Invite children to work together on one piece of paper.
Facilitation	<p>What do you notice about these images?</p> <p>How does this picture inspire your work?</p> <p>What colors will you need for your painting? How will you make the colors you need?</p> <p>What inspires you in nature?</p> <p>How does nature make you feel? What does it make you think about?</p> <p>How are you collaborating with others?</p>
Standards	<p>SL.1.K 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>

	VA.K.1. (Boston) Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects.
--	---

Inspired by Our Earth



Arnold Arboretum

<https://arboretum.harvard.edu/plant-bios/lilac-sunday/>

Centers U4 W1



Boston Public Garden

<https://royalstockphoto.com/gallery/wispering-willow-tree-boston-public-garden-2/>

Centers U4 W1



Arnold Arboretum

<http://www.siteandinsight.com/springtime-in-boston-lets-hope-it-comes/>

Centers U4 W1



Charles River

<https://www.planetware.com/massachusetts/top-hiking-and-walking-trails-near-boston-us-ma-12.htm>

Centers U4 W1



Walden Pond

https://newenglandtravelplanner.com/photo_gallery/walden_winter/photopages/014.htm

Centers U4 W1



Blue Hills Reservation

<https://www.timeout.com/boston/things-to-do/best-camping-near-boston>

Centers U4 W1



Middlesex Fells

l1ebeat.com/beyond/beyond-somerville-a-walk-in-the-woods-at-the-middlesex-fells-reservation/

Centers U4 W1

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



Constitution Beach East Boston

https://en.wikipedia.org/wiki/Constitution_Beach

Centers U4 W1



Blue Hills Reservation

<https://www.jackmaddenford.com/blogs/2928/is-the-blue-hills-reservation-free-10-essential-facts-for-visitors/>

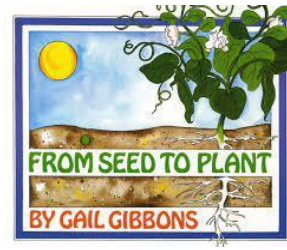
Centers U4 W1



World's End - Hingham, MA

<https://www.planetware.com/massachusetts/top-hiking-and-walking-trails-near-boston-us-ma-12.htm>

Centers U4 W1



Blocks: Building Plants

Children build plants using blocks, paper, recycled materials and tape.

Big Ideas	Plants grow and change over time. They need light, water, and air to live and grow.
Guiding Questions	How do plants grow and change over time? What do plants need to survive?
Vocabulary	<p>stem: part of the plant that grows up from the ground</p> <p>petals: colored leaves that form the outer part of the flower head</p> <p>leaves: flat part of the plant that grow from the stem</p> <p>roots: part of the plant that grows underground</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>From Seed to Plant</i> (pgs.21-24) ● plant images ● plant images slides ● books about plants ● blocks (unit, hollow foam) ● Beautiful Stuff: natural and recycled materials ● tape ● construction paper ● writing and drawing utensils ● scissors <p>Set up a container with Beautiful Stuff you think children could use to create the parts of a plant and include tape, scissors, paper and writing utensils.</p> <p>Bring to Intro to Centers: Beautiful Stuff</p>

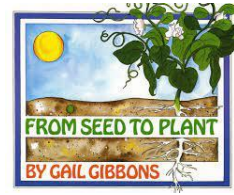
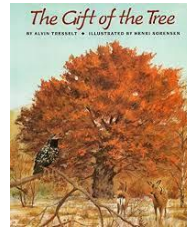
<p>Intro to Centers</p>	<p><i>This week, as we start a new unit about our earth, we have been reading From Seed to Plant by Gail Gibbons. In the illustrations Gail Gibbons shows different parts of plants.</i></p> <p>Show some of the pages where you can see roots, leaves, petals, stem, and remind children of these parts.</p> <p><i>What do you notice?</i></p> <p>Harvest a couple of responses.</p> <p><i>We also have different images of plants to look at. What do you notice about these?</i></p> <p>Share some of the images you think children will be drawn to and harvest a couple of responses.</p> <p><i>This week in Blocks you can build plants, using different kinds of blocks and beautiful stuff.</i></p> <p>Show children the collection of beautiful stuff.</p> <p><i>How would you use the block? What would you use to make the leaves, roots, petals, flowers, etc of your plant?</i></p> <p>Think, Pair, Share.</p> <p><i>I hear so many creative ideas for how to make different parts of plants. We also have tape and scissors you can use.</i></p> <p><i>In the images I shared I noticed labels for the different parts of the plant.</i></p> <p>Point to labels.</p> <p><i>You can make labels for the different parts of your plants. Remember to work together and share ideas with each other.</i></p>
<p>During Centers</p>	<p>As children begin to work, support them to use the visual resources to get ideas about what to include for their plant. Encourage them to collaborate and build plants together. Invite children to make labels for the plants and to use their knowledge of letter sound to tap out the words.</p>
<p>Facilitation</p>	<p>What kind of a plant are you building? How are the images helping you with your ideas? How are you using the blocks? The Beautiful Stuff? How are you making the _____ for your plant? How are you collaborating with others? How are people going to know that this is a _____?</p>
<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>

	SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.
--	--

Notes

Unit 4: Our Earth

WEEK 2 Day 2



Blocks: Inspired by Our Earth

Children use various blocks and Beautiful Stuff to build inspired by nature.

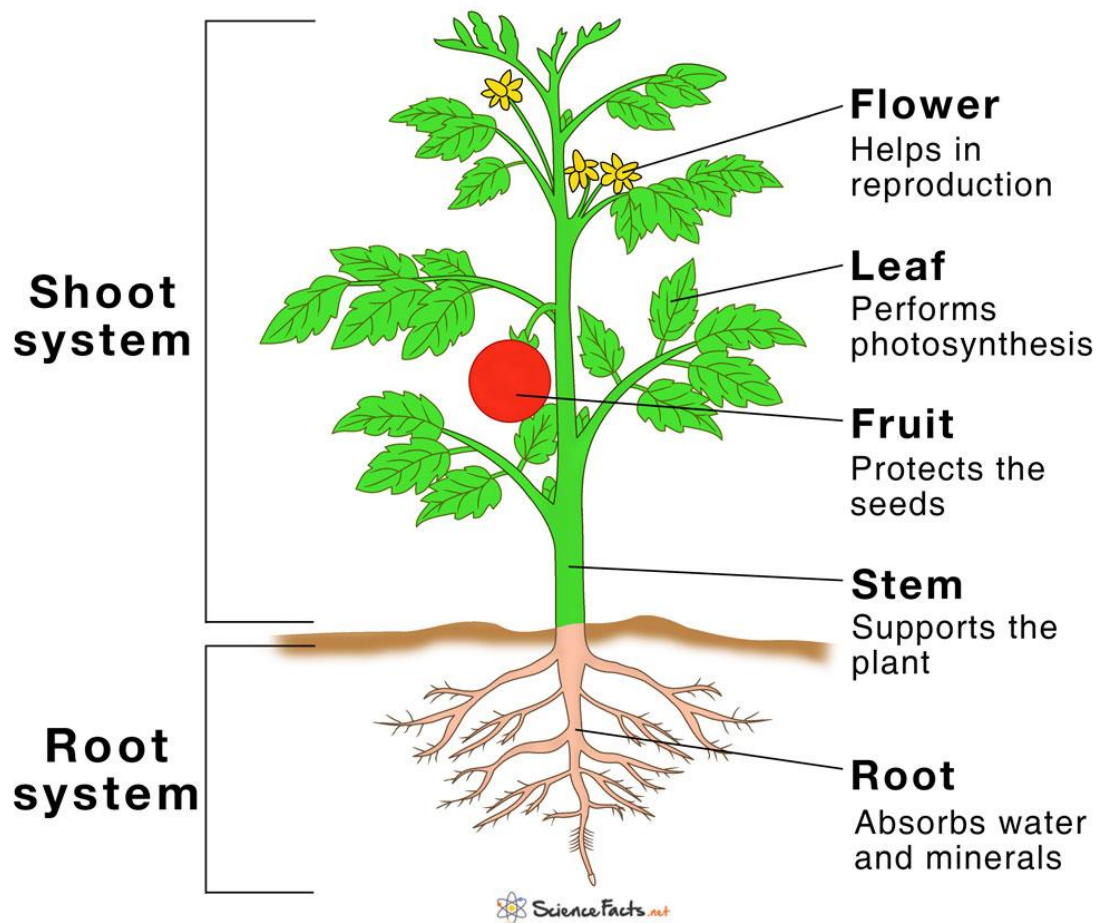
Big Ideas	The natural world can improve people’s quality of life and inspire artistic expression.
Guiding Questions	How can the earth inspire artistic expression?
Vocabulary	nature: all living things
Materials and Preparation	<ul style="list-style-type: none"> ● nature images and slides, from Art Easel week 1 ● <i>The Gift of the Tree</i>, Alvin Tresslet ● blocks (unit, hollow foam) ● Beautiful Stuff: natural and recycled materials ● tape ● varied paper ● writing and drawing utensils ● scissors <p>Organize a container with Beautiful Stuff that children could use and include tape, scissors, paper and drawing utensils. Set out images, books and slides for inspiration.</p> <p>Bring to Intro to Centers: Beautiful Stuff</p>
Intro to Centers	<p style="text-align: center;"><i>As we continue to learn about Our Earth, this week in Blocks, you can be inspired by images of nature, living things all around, like you did last week at the Art Easel.</i></p> <p style="text-align: center;">Choose some of the images/slides or illustrations from <i>The Gift of the Tree</i></p> <p style="text-align: center;"><i>What do you notice? What inspires you?</i></p> <p>Think, Pair Share</p>

	<p><i>You can use different kinds of blocks and Beautiful to build inspired by nature.</i></p> <p>Show some blocks and Beautiful Stuff</p> <p><i>What ideas are you getting from these materials?</i></p> <p>Harvest a couple of responses.</p> <p><i>These are great ideas! Keep sharing them with each other, as you plan and work together.</i></p> <p><i>If it is helpful you can start by making a plan, like when we were using the design process during the construction unit.</i></p>
During Centers	<p>As children begin to work, support them to use the visual resources to get ideas about what they want to build inspired by nature and the earth. Encourage them to share ideas and build together and remind them about the power of teamwork.</p>
Facilitation	<ul style="list-style-type: none"> ● What do you notice about these images? Have you seen a place like this before? ● How does this image make you feel? What does it make you think about? ● How does this picture inspire your work? ● How will you represent _____? ● How did you decide on the materials? ● How are you collaborating with others?
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>

Notes

Building Plants

Parts of a Plant



<https://www.sciencefacts.net/parts-of-a-plant.html>

Centers U4 W1



Roots and leaves

<https://sites.google.com/site/elps301plantstructures/home/behavior>

Centers U4 W1



Columbine

Photo By Marina Boni

<https://blogs.massaudubon.org/yourgreatoutdoors/we-heart-native-plants>

Centers U4 W1



Dogwood

Photo By Marina Boni

<https://www.bostonglobe.com/metro/regionals/south/2015/06/13/milton-wakefield-estate-shows-off-its-flowering-dogwood-gardens/VoGHfwo2k7uLTIGVOVqX30/story.html>

Centers U4 W1



White Baneberry

<http://nenativeplants.uconn.edu/nativePlants.php>

Centers U4 W1

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



Venus Fly Trap

<https://www.sciencenews.org/article/how-venus-flytraps-store-short-term-memories-prey>

Centers U4 W1

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



Blazing star

<https://www.umass.edu/newsoffice/article/northeast-conservationists-offer-climate>

Centers U4 W1



Orchid

<https://www.avasflowers.net/product/imperial-purple-orchid>

Centers U4 W1



Flowers Roots Leaves

<https://www.flyingflowers.co.uk/page/how-to-keep-flowers-fresh>

Centers U4 W1

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

WEEK 1 Day

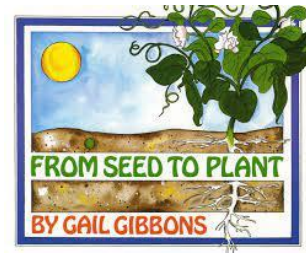
Art Table and Dramatization: Setting up Garden to Table

Children use materials from the Art Studio to create a garden and kitchen in Dramatization.

Big Ideas	As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.
Guiding Questions	In what ways do people, animals and plants depend on and impact the environment? What are sustainable systems, and how do people make responsible decisions for our earth?
Vocabulary	harvest: gather the fruits or vegetables from their plants or trees care: keep something or someone safe
Materials and Preparation	<p>This week sets up Dramatization for the 6 week Garden to Table process. During this first week, children will make decisions about what they want the area to look like. They will move in between the Art Studio and Dramatization to create their vision. Materials should support building out Dramatization to support their ideas. Offer various materials in the Art Studio for children to create with.</p> <p>In Art Table</p> <ul style="list-style-type: none"> ● Garden to Table images (include some images in Dramatization, as well) ● Beautiful Stuff: a variety of recycled and natural materials ● adhesives for Beautiful Stuff such as liquid glue and/or clear tape ● paper of various sizes, colors, and textures ● scissors ● felt in various colors, (brown for creating soil), green for gardens <p>In Dramatization:</p> <ul style="list-style-type: none"> ● Garden to Table images (include some images at the Art Table, as well) ● pretend food and/or clean food containers

	<ul style="list-style-type: none"> ● food preparation supplies (dishes, eating utensils, cooking utensils, napkins, hot mitt, pots and pans, etc.) ● gardening tools ● large pieces of fabric ● kitchen furniture and other equipment ● clothespins ● chart paper, 1 sheet ● markers ● informational and fiction books related to food and cooking ● clipboards ● paper ● writing and drawing tools <p>Arrange the area minimally. Set unopened boxes of props in the center of the space. Make sure there is adequate space for children to move around.</p> <p>Bring the following to the whole group meeting area for the Intro to Centers: chart paper and markers.</p>
<p>Intro to Centers</p>	<p><i>We are starting a new Unit known as Our Earth. In this Unit, we will learn more about the natural world and explore our role on this planet. We will transform Dramatization into many places during this unit; the first are a garden and kitchen. Let's take a moment to think about what gardens and kitchens look like. What should we include in our class garden and kitchen?</i></p> <p>Provide time for children to think quietly. Gather childrens' ideas and record on chart paper. Remind children that this will be their space to design and that it can change as they begin to use it and have more ideas.</p> <p>Show a few garden images. Prompt children to consider details of the garden: What type of fruits/vegetables will they grow? What types of tools do they need?</p> <p>If necessary, prompt children to consider details of a kitchen: What kinds of props do we already have? What more should we create?</p> <p><i>We have made quite a list of ideas!</i></p> <p><i>This week during Centers we will start setting up our kitchen and garden in the Dramatization Center. You can start by seeing what's already there. Then take a look at this list to consider what else we need to create. Then go to the Art Table and you can make the</i></p>

	<p><i>materials. At the Art Studio, you will find various art materials, including a collection Beautiful Stuff.</i></p> <p>Model thinking aloud. <i>You mentioned that you would love to grow strawberries in our pretend garden. How might I create pretend strawberries at the Art Studio? What materials might I need?</i></p>
During Centers	<p>Children will prepare the Dramatization Center for the garden and kitchen. First, children will access what materials already exist in the Drama Center. Then they will decide what needs to be added. They will create props in the Art Studio and bring them back to Dramatization.</p> <p>Support children’s movement between the two Centers.</p> <p>Suggest that children make labels for the places they want to keep particular materials.</p> <p>Challenge children in thinking about how to organize materials so that they are useful, accessible to all, and can be cared for.</p> <p>Encourage children to make a list of additional materials they might need.</p>
Facilitation	<ul style="list-style-type: none"> ● What is your plan -how will our garden look? How about the kitchen? ● What will you use to create that? ● What props will you need? ● How can you ask another person to play with you? ● How are you figuring out how to take turns with each other? ● How should we arrange the materials so they are ready for our friends to use? ● How will you represent the ideas with Beautiful Stuff? ● How did you decide on the materials?
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>VA.K.V.Cr.01 - Boston 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>



Library & Listening: Book Inventory

Children make a collective list of the books connected to unit 4.

Big Ideas	Through investigations and research, people learn about the natural world.
Guiding Questions	How do people learn about the natural world?
Vocabulary	<p>inventory: a list of items in a category</p> <p>fiction: literature that describes imaginary characters and events</p> <p>informational: text that provides facts, teaches about a topic</p>
Materials and Preparation	<ul style="list-style-type: none"> ● books connected to the unit content ● chart paper ● Book Inventory sheets ● clipboards ● writing tools or markers <p>Set up as in Unit 1: Make at least one copy of the Book Inventory sheet for each book bin and other areas of the classroom library. Place these sheets on clipboards, with writing tools attached or close by. Alternately, create one large Book Inventory on chart paper and hang in the Library and Listening Center, with markers. Review the book collection in the Library and Listening Center, ensuring that they are well-displayed and that there are books of high interest for all children.</p>
Intro to Centers	<p><i>This week, as you did during the Construction unit, you'll begin making an inventory of our earth related books. We can include whether a book is fiction—an imagined story—or</i></p>

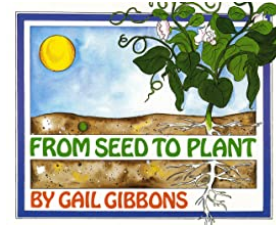
	<p><i>informational—teaches about a topic. Here is a Book Inventory sheet, see what you can figure out with books about construction.</i></p> <p>Hold up the Book Inventory sheet.</p> <p><i>Work together as you organize the books and share your ideas about them.</i></p>
During Centers	<p>As children look at books, support them by suggesting they work with only one category/bin of books and by limiting the number of books they might record on the inventory at one time.</p> <p>Suggest strategies for recording titles and determining whether a book is fiction or informational. Remind children to help each other as they organize the books.</p>
Facilitation	<ul style="list-style-type: none"> ● Is this book in the right place? Why does it belong here? Which inventory list will you record it on? ● Where is the title of this book? What can you sound out and read in the title? ● How will you record the title on the inventory? ● What are some of the differences between a book of fiction and a book of facts? ● What can you tell about this book from its cover?
Standards	<p>R.8.K.a Identify texts that tell stories.</p> <p>R.8.K.b Identify texts that provide information.</p> <p>R.11.K.b With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p>R.11.K.d With prompting and support, compare and contrast two texts on the same topic.</p>

Notes

Classroom Book Inventory

Location: _____

Title	fiction	facts



WEEK 1 Day 3

Discovery and Writing and Drawing: Sorting and Writing about Seeds (part 1)

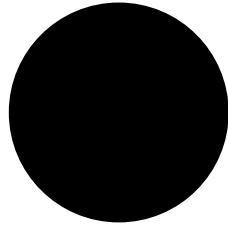
Children examine and compare a variety of seeds and sort by attributes. Children write and draw their discoveries.

Big Ideas	Plants grow and change over time. They need light, water, and air to live and grow.
Guiding Question	How do plants grow and change over time? What do plants need to survive?
Vocabulary	category: a group sort: organize into groups
Materials and Preparation	<p>This activity can take place either at the Discovery Center or the Writing and Drawing Center. Select the area that has the most table space to spread out seeds and draw.</p> <ul style="list-style-type: none"> ● trays for working spaces, enough for a small group ● a variety of seeds, seed packets recommended (including the seeds that will be used for planting, pinecones, and acorns) When gathering seeds, be sure to consider potential allergies. Place the seeds on the trays. ● a means for sorting: sorting trays or small containers or empty egg cartons, enough for a small group ● magnifying glasses, enough for a small group ● small handmade books, one per child Staple paper together to create books. ● writing tools ● Is your seed...? chart Display the chart near the Discovery Table. <p>Bring the following to the whole group meeting area for the Intro to</p>

	Centers: a few seeds and Is your seed...? chart
Intro to centers	<p><i>This week we are reading the book From Seed to Plant by Gail Gibbons. Remember, a seed is a small part of a plant that can grow into a new plant.</i></p> <p><i>This week, we have some real seeds at the Discovery Table/Writing and Drawing. What do you notice about these seeds?</i></p> <p>Show some seeds. Hold up at least two seeds that are visually different from each other. Provide time for children to share a couple of observations.</p> <p><i>You've noticed that these seeds are many different shapes, sizes, and colors. When you visit the Discovery Table/Writing and Drawing this week, you can sort them, or organize them into groups, or categories. What kinds of categories do you think we could have?</i></p> <p>Invite children to turn and talk. Then harvest ideas from the group. Model for children how to look at the category and write the seed category in a book.</p>
During Centers	<p>Children sort the seeds according to different attributes. They reference the Is your seed...? chart for ideas.</p> <p>There are many ways to sort the seeds; encourage all strategies, and ask the children to explain their reasoning behind the groupings. Support collaboration. As categories are created, support the children to write about their seed observations and categories in the books.</p> <p>Children may first want to explore the seeds with their hands and examine them using magnifying glasses.</p> <p>Support and build upon children's descriptive vocabulary, such as color, shape, and texture words.</p>
Facilitation	<ul style="list-style-type: none"> ● What do you notice about these seeds? ● How can you organize the seeds? ● How are you sorting the seeds? What categories are you making? ● What kinds of plants will grow from each type of seed? What makes you think that? ● How are these seeds are different from each other? ● Tell me about your book. What information are you including/
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>

Is your seed...?

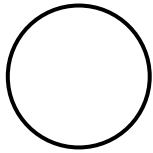
Big



Small



Round



Oval



White

Brown

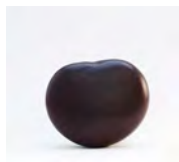
Black

Red

Green

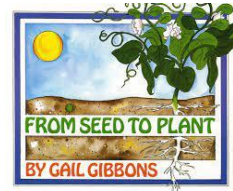
Purple

Smooth



Bumpy





WEEKS 1-8 Day 1

**STEM Investigation 1:
Mini Gardens**

Children plant lettuce, radish seeds, and/or bean seeds and observe the growth of the plants over the course of the unit.

Big Ideas	People, other animals and plants depend on and impact the environment. Plants grow and change over time. They need light, water, and air to live and grow.
Guiding Question	How do plants grow and change over time? What do plants need to survive?
Vocabulary	bury: harvest: sprout:
Materials and Preparation	<ul style="list-style-type: none"> ● <i>From Seed to Plant</i>, Gail Gibbons ● <i>Dirt the Scoop on Soil</i>, Natalie Myra Rosinsky ● soil Put the soil in an open container so it is easy for the children to scoop. ● plastic rectangular containers (e.g., the lettuce containers from the grocery store), large enough for children to work in small groups, 4-6 Punch 8–10 holes at the bottom of each container for drainage. ● trays to place under the rectangular containers ● plastic spoons or scoops ● lettuce seeds, 1-2 packets ● radish seeds, 1–2 packets ● bean seeds, 1–2 packets ● tray, paper plates, or shallow dishes, 2-3 Place the seeds on the trays (one for lettuce seeds, one for radish

seeds, one for bean seeds).

- Mini Garden Notebook sheets 1 and 2
To create Mini Garden Notebooks for each small group, staple together sheet 1 with several copies of sheet 2.
- writing tools
- spray bottle filled with water and/or watering can
- non-fiction texts about planting
- gloves, optional
- chart paper and markers
- On one piece of chart paper, write the focus question, *What do you notice about how radish, lettuce, and bean plants grow over time?*

This Investigation unfolds over the course of the unit. Children experiment with planting several types of seeds: lettuce, radish and beans. Children will plant, make decisions in caring for their seeds, and to see what happens with the seeds over time. It is not expected that all seeds will grow successfully. Typically, radish and lettuce seeds both grow rapidly, therefore, children are likely to be able to harvest and taste these crops within the span of the unit. Bean seeds are unlikely to produce bean pods in this amount of time, or grow indoors; however, the size of the larger seeds and their rapid germination time make them an interesting addition to the garden.

If an outdoor classroom or gardening space is available, consider conducting this Investigation outdoors. If indoors, make space near a sunny window area where the seeds can grow undisturbed and remain visible to the children for observation.

Small groups will each plant a mini garden that they will tend together. If necessary, plan these small groups. Think carefully about who will compliment one another's strengths and will benefit from collaborating together. Write the names of children in each group to make a small groups list, to be used in launching the activity.

Set up the STEM table for planting.

Some children may be adverse to touching soil, therefore, provide gloves or plastic spoons for scooping the soil.

Bring to Intro to Centers: *From Seed to Plant, Dirt the Scoop on Soil*, seeds, chart paper with focus question, Mini Garden Notebook, small groups list

Centers U4 W1

<p>Intro to Centers</p>	<p><i>In our new Unit of study, we are learning about how plants grow. Hold up From Seed to Plant and Dirt the Scoop on Soil. In From Seed to Plant show the page with the different types of seeds.</i></p> <p><i>Today, we have three different kinds of seeds in the STEM Center. What do you notice about these seeds?... These are radish, lettuce, and bean seeds.</i></p> <p>Pass around the different types of seeds. Harvest responses.</p> <p><i>Over the next several weeks, you will investigate this focus question, What do you notice about how radish, lettuce, and bean plants grow over time?</i></p> <p>Point to the focus question and read it aloud.</p> <p><i>What are some important words that we need to understand in order to answer this question?</i></p> <p>Circle the words children are unfamiliar with and discuss.</p> <p><i>As scientists, we will work in small groups to plant a mini garden, or a very small garden in a box. For our experiment, we have these materials: soil, seeds, and water. Together, your group will need to decide three things. First, how deep to put the seeds in the soil. Second, how much water to put on the seeds, and third, where to put your mini garden in our classroom so the seeds can grow.</i></p> <p><i>Of course, it's important to record the information about each decision you make. Your group will have a Mini Garden Notebook where you can write and draw about what happens with your garden. Here is the page from the notebook we will use today.</i></p> <p>Show the Mini Garden Notebook and flip to sheet 1. Model working through it.</p> <p>Show children the small groups list.</p> <p><i>We will be caring for our garden for the next several weeks.</i></p>
<p>During Centers</p>	<p>Support the assigned small groups.</p> <ul style="list-style-type: none"> ● Show the materials and model to use the scoops to put soil into the container. Show the seeds. Do not name the types of seeds they are planting yet, figuring this out is part of the inquiry. Before planting, remind the children of the decisions that the group needs to make by referring to the Mini Garden

	<p>Journal Sheet 1. Leave the group for a while and challenge them to make decisions without a teacher. Refrain from providing answers, rather, listen to the children’s questions and support them in thinking about how they could find more information. Remind children to reference the non fiction texts, ask an expert, or experiment with materials to inform their decision making.</p> <ul style="list-style-type: none"> ● When the group has decided on a plan, support them in planting the seeds in soil, watering with the amount of water they choose, and placing the container in a location of their choice. ● Once the gardens are planted, have the children complete the Mini–Garden Journal Sheet 1 and put them into the notebook. They could write one sheet for the group, or each write individual sheets. <p>Remind the groups that it will be their job to care for the seeds, and to water them when they think the seeds need water.</p> <p>Expect that some groups will make decisions that may result in a failed experiment, but allow them to test this. For example, a group might plant the seeds too deep in the soil, or water too much or too little, or place the mini garden in a dark corner of the room. If ALL groups make these decisions, plant your own mini garden, so that one garden models a successful growing experience. The goal of the Investigation is for children to observe differences in growth, and think about why things might have happened based on the decisions made in planting and caring for their mini gardens.</p> <p>Continuing the Investigation:</p> <p>Each day or two, remind the small groups to tend to their gardens in the ways they see fit. Written observations should be added to the notebook regularly.</p> <p>In addition to the children’s written observations and notes, document changes to the mini gardens over time using photographs. Consider having children take part in the documentation. If possible, print photographs and add them to the groups’ binders, or display in the classroom digitally or in printed form. Children should be able to reference the photographs along with their own notes to reflect on changes over time.</p>
Facilitation	<ul style="list-style-type: none"> ● What kind of seeds do you think these are? How could you find out?

	<ul style="list-style-type: none"> ● Where will you put your mini garden? Why do you think this is a good spot? ● What do you think will happen to these seeds after they are planted? ● What do the seeds need to survive and grow? ● How will you care for your mini garden? ● How much water will you add? How will you know when your mini garden needs more water? ● Where could you get more information to answer your questions?
<p>Sharing Our Research</p>	<p>Use the suggestions below to hold Sharing our Research meetings approximately every other week until lettuce and radishes are ready to harvest. Depending on growing conditions, this could take several weeks.</p> <p style="text-align: center;"><i>What do you notice about how radish, lettuce, and bean plants grow over time?</i></p> <p>After the mini-gardens have been planted: Have 1–2 groups bring their mini garden and notebook to the meeting. Have a representative from each group explain the decisions they made about planting, watering, and garden placement, by referring to their written work and drawings in the notebook. Ask the whole group, “Did all the groups make the same decisions about their gardens, or did groups make different decisions?” Invite groups to give feedback to each other, with suggestions about how they might learn from each other’s decisions. Groups may decide to revise their plans for their garden after this conversation, or might continue with their original plan.</p> <p>Once seeds have started to sprout: Select two gardens to compare, perhaps one that has sprouted and another that has not sprouted yet. Ask the whole group, “Why do you think the seeds are germinating at different rates? Would you like to make any changes to your plan for your garden? Water more, or less? Move the garden to a new location? Try planting new seeds?”</p> <p>If problems arise (e.g., one garden does not grow, or plants wilt after sprouting, or garden dries out, etc.): Bring the problematic mini garden to the meeting and have the small group present their problem by showing the garden and referring to documentation from their notebook. Ask the whole group what ideas they have about why the problem arose, and what the small group could do to help their garden grow.</p>

	<p>When it is time to harvest lettuce leaves and radishes: Celebrate the success of any crops that are ready to harvest! This will likely happen for some, but not all mini gardens. Invite all interested children to help harvest these, not just the children who planted that garden. Invite children to taste the crops. It may only be a bite of radish or a tiny leaf of lettuce, but this experience is powerful for children to see the process, “from seed to plant.” This might be when the class discovers what kind of seeds they have planted. If the children are unsure, encourage them to use non-fiction texts or consult an expert (perhaps a parent or school community member who gardens) to help identify the plants.</p>
<p>Standards</p>	<p>K-ESS3-1. Use a model to represent the relationship between the needs of different plants and animals and the places they live. Further explanation: Examples of relationships could include that deer eat buds and leaves and therefore usually live in forested areas and that grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system. Examples could include coastal tidepools, humans in Maine live in insulated buildings for protection during cold months, or uninsulated structures during warm months (e.g. camping in a tent). Examples of animals that migrate include monarch butterflies, ducks, Canada geese, etc. Developing and Using Models, Natural Resources, Systems and System Models</p> <p>K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. Further explanation: Examples of patterns could include that animals need to take in food but plants do not, the different kinds of food needed by different types of animals, the requirement of plants to have light, and that all living things need water. Examples could include the pattern a bear makes when preparing to hibernate for winter, the seasonal patterns of trees losing and/or keeping their leaves. Analyzing and Interpreting Data, Organization for Matter and Energy Flow in Organisms, Patterns</p>

Mini-Garden Journal Sheet 1 (for notes on planting the gardens)

Names:

Draw a picture of how you will plant your seeds.



How many? What kinds? How deep?

How much water?



Where will you put your mini-garden?

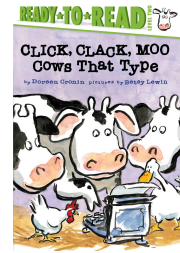
Mini-Garden Journal Sheet 2 (for ongoing observations)

Name(s):

Date:

Notes:

Observational drawing with labels:



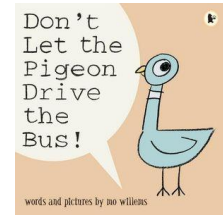
WEEK 1 Days 1-2

Writing Argument
 Deconstruction: Argument Purpose
 Joint Construction: Oral Argument

Content Objective	I can use key details to answer questions about characters’ arguments. (R.4.K)						
Language Objective	I can state an opinion about a topic. (SL.1.K.a, W.3.K.b)						
Vocabulary	<p>genre: a type of writing</p> <p>argument: a genre of writing whose purpose is to convince someone to do something or to think something</p> <p>convince: to persuade</p> <p>reason: why the audience should do or think something</p>						
Materials and Preparation	<p>To become familiar with the genre and how it is taught, read Writing: Introduction to Argument (in the Introduction documents).</p> <ul style="list-style-type: none"> ● <i>Click, Clack, Moo Cows That Type</i>, Doreen Cronin Pre-mark the page numbers so that page 1 begins “Farmer Brown has a problem.” ● chart paper Prepare the following Today’s Question chart with space for listing children’s reasons under a space for names. <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr> <th colspan="2" style="padding: 5px;">Should people cut down trees?</th> </tr> <tr> <th style="padding: 5px;">Yes</th> <th style="padding: 5px;">No</th> </tr> <tr> <td style="padding: 5px; width: 50%;">(names)</td> <td style="padding: 5px; width: 50%;">(names)</td> </tr> </table>	Should people cut down trees?		Yes	No	(names)	(names)
Should people cut down trees?							
Yes	No						
(names)	(names)						

	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 45%; height: 45%;"></div> <div style="border: 1px solid black; width: 45%; height: 45%;"></div> </div> <ul style="list-style-type: none"> unit texts for children’s reference: <i>The Gift of the Tree, Be a Friend to Trees, The Great Kapok Tree</i>
DAY 1	<p><i>We have learned about and written in many different genres this year! We will learn about a new genre of writing called argument.</i></p> <p><i>When you hear the word “argument,” you might think of people having a fight. In this case, argument means trying to convince someone to do something or to think something. Today we are going to read the book Click, Clack, Moo Cows That Type by Doreen Cronin. In this book, some characters write arguments. Let’s read to find out who is arguing, what they are arguing for, and who they are making the argument to.</i></p>
Deconstruction	Read the page; then define the word “type.”
page 1	
page 6	<p><i>Who wrote this note?</i></p> <p><i>What are they arguing for?</i></p> <p><i>Who are they making the argument to?</i></p>
page 8	<p><i>If workers are not being treated fairly, sometimes they stop working, or go on strike, to convince their bosses—the people in charge of the company or organization—to make a change.</i></p> <p><i>Why are the cows on strike?</i></p>
page 11	<p><i>What are the cows asking for in this note?</i></p> <p><i>What reason do they give for the hens needing blankets?</i></p>
page 17	<p><i>Why do you think the farmer refuses to give electric blankets to the cows and hens?</i></p>
page 24	<p><i>What do the cows do now to try to solve the problem?</i></p>
page 25	<p><i>Why does Farmer Brown think this is a good deal?</i></p>
page 29	<p><i>What happened at the end of the book?</i></p>
DAY 2	<p><i>This week we are going to practice argument together as a class. When we read <i>The Three Little Pigs and The True Story of the Three</i></i></p>

	<p><i>Little Pigs, we had a debate about the wolf. We are going to have another debate at the end of this week. This time, our question is Should people cut down trees?</i></p> <p><i>Think about the books we've read and discussions we've had about trees. Why might someone think it's OK to cut down a tree?</i></p> <p><i>Why might someone think it's not OK?</i></p> <p>Refer to the Today's Question chart. <i>Like we did before, you will sign your name in the column that matches your opinion. If you think people should cut down trees, write your name under "Yes." If you think people should not cut down trees, write your name under "No."</i></p> <p><i>Take some time to think about your response. When you're ready, come up to sign your name.</i></p> <p>After all children have signed their names, have several from each side share why they made that choice. Record their reasons in the box below their names.</p>
Closing	<p><i>Today we started learning about a new genre of writing called argument. Tomorrow we will read another book with a character who argues, and we will continue working on our class debate.</i></p>
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>
Ongoing assessment	<p>Reflect on the whole group discussion.</p> <p>What do children already understand about the purpose of argument?</p> <p>How much support do they need in identifying who is making the argument, what they are arguing for, and who the audience is?</p> <p>Review the Today's Question chart.</p> <p>How do children respond?</p> <p>What reasons do they give?</p>



WEEK 1 Days 3-4

Writing Argument
 Deconstruction: Argument Purpose and Reasons
 Joint Construction: Reasons

Content Objectives	<p>I can use key details to answer questions about the pigeon’s argument. (R.4.K)</p> <p>I can draw and write a reason to support my opinion. (W.3.K.b)</p>
Language Objectives	<p>I can use a sentence frame to talk to my partner. (SL.1.K.a)</p> <p>I can share a reason orally and support it with a detailed drawing. (SL.3.K.b)</p>
Vocabulary	<p>argument: a genre of writing whose purpose is to convince someone to do something or to think something</p> <p>convince: to persuade</p> <p>audience: an individual or group for whom a piece of writing is composed</p> <p>reason: why the audience should do or think something</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Don't Let the Pigeon Drive the Bus</i>, Mo Willems Pre-mark the page numbers so that page 1 begins on the inside cover. ● Today’s Question chart, from Day 1 <p>On the whiteboard, write: People should cut down trees, because _____. People should not cut down trees, because _____.</p> <ul style="list-style-type: none"> ● writing tools ● blank paper, one sheet for each child ● unit texts for children’s reference: <i>The Gift of the Tree</i>, <i>Be a Friend to Trees</i>, <i>The Great Kapok Tree</i>
DAY 1 1 minute	<p><i>Yesterday we began learning about arguments, which are written to convince someone to do something or about something. In Click,</i></p>

	<p>Clack, Moo Cows That Type, the cows wrote notes to Farmer Brown to convince him to give them and the hens electric blankets.</p> <p>Today we will read another book in which a character argues: Don't Let the Pigeon Drive the Bus!, by Mo Willems. Like yesterday, I want you to think about who is arguing, what they are arguing for, and who their audience is.</p>
<p>Deconstruction 18 minutes</p> <p>page 10</p>	<p>What does the pigeon want to do?</p> <p>Who is he trying to convince?</p>
<p>page 12</p>	<p>What reason does the pigeon give for letting him drive the bus?</p>
<p>page 20</p>	<p>How does the pigeon feel on this page? How do you know? How is this different from the previous pages?</p>
<p>page 26</p>	<p>So far the pigeon has given a lot of reasons for why he should drive the bus.</p> <p>Think, Pair, Share. What are some of the reasons the pigeon has given?</p> <p>Which reason would be most convincing to you? Why? Harvest several children's ideas.</p>
<p>page 28</p>	<p>How does the pigeon feel on these pages? How do you know?</p>
<p>page 38</p>	<p>What is the pigeon thinking now?</p>
<p>DAY 2 10 minutes</p>	<p>Turn back to page 25. Here the pigeon gives us a lot of reasons for why he should drive the bus. When someone is making an argument, they give reasons to try to convince the audience to do or think something.</p> <p>Show the Today's Question chart. Tomorrow we will have a debate, and you will try to convince each other to think in a certain way. You will either try to convince your classmates that people should cut down trees, or that people should not cut down trees. To make a convincing argument, you will need good reasons.</p> <p>Today you will talk with a partner who shares your opinion, and you will each share one reason why people should or should not cut down trees. Then you will draw and write your reason.</p> <p>Refer to the sentence frames on the board.</p>

	<p><i>When you talk to your partner, you can use these sentence frames to get started. If you think people should cut down trees, you will say "People should cut down trees, because ____." If you think people should not cut down trees, you will say "People should not cut down trees, because ____."</i></p> <p>Refer to the unit texts. <i>If you need help thinking of an idea, you can look in our books.</i></p> <p>Partner children with someone who shares their opinion. Circulate to support their conversations. Then send them with writing tools and paper to record their reasons.</p> <p>Collect children’s work for use on Day 3.</p>
Closing	<p><i>Today we read Don’t Let the Pigeon Drive the Bus and discussed the importance of reasons in arguments. Then you wrote your own reasons why people should or should not cut down trees.</i></p>
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how</p> <p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>SL.K1.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>
Ongoing assessment	<p>Reflect on the whole group discussion.</p> <p>What do children understand about argument? Are they able to identify the audience of pigeon’s argument? What do they understand about the reasons in arguments?</p> <p>Review children’s written work.</p> <p>What reasons do they produce? Are they accurate? Do they relate back to the unit texts?</p>

Notes

WEEK 1 Day 5

Writing Argument
Joint Construction: Debate

Content Objective	I can provide reasons, based on key details from text, to support my opinion about a topic. (R.4.K, W.3.K.b)
Language Objective	I can express my opinion audibly and clearly in a class debate. (SL.4.K)
Vocabulary	<p>argument: a genre of writing whose purpose is to convince someone to do something or to think something</p> <p>convince: to persuade</p> <p>reason: why the audience should do or think something</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Today’s Question chart, from Day 1 <p>On the whiteboard, write: People should cut down trees, because _____. People should not cut down trees, because _____.</p> <ul style="list-style-type: none"> ● children’s reasons sheets, from Day 2 ● Discussion Prompts chart, from Unit 2, Week 10, posted for all to see ● unit texts for children’s reference: <i>The Gift of the Tree, Be a Friend to Trees, The Great Kapok Tree</i>
Opening 1 minute	<p><i>Today we will have a debate! A debate is when people with different ideas or opinions present arguments to each other, trying to convince the other side to think differently.</i></p> <p><i>Yesterday you had the chance to prepare for our debate by writing and drawing in response to this question: [refer to the chart] Should people cut down trees?</i></p> <p><i>Today, your job is to convince the people who have a different opinion than you to change their opinion. You will share both your</i></p>

	<p><i>opinion and your reasons for having that opinion. Your reasons should be based on what you've learned about trees from our texts. Remember, you can use these sentence frames to help you share your ideas [refer to the whiteboard].</i></p> <p><i>People should cut down trees, because ____.</i></p> <p><i>People should not cut down trees, because ____.</i></p>
<p>Joint Construction 24 minutes</p>	<p>Distribute children's reasons sheets.</p> <p><i>Before we talk in the whole group, you will practice sharing some of your ideas with a partner. It's OK if your partner shares your opinion.</i></p> <p>Have children identify themselves as Partners A and B before beginning the Turn and Talk. The goal for the partner share is not to provide feedback on their written work, but to allow children to orally warm up for the debate.</p> <p><i>Partner A, share your opinion and reasons with your partner. Use the details from your drawing for ideas. Partner B, look at Partner A while she speaks and think about whether you agree with her or not.</i></p> <p><i>When I signal that it's time to switch partners, Partner B will do the same thing, and Partner A will listen.</i></p> <p>Gather children in a circle for the debate, and remind them to use the Discussion Prompts, in addition to the specific sentence frames, for the debate.</p> <p><i>Who would like to start off our debate? The first person who speaks will share her opinion and reasons to support that opinion.</i></p> <p><i>When you hear an idea, you can respond by agreeing or disagreeing. If you disagree, try to convince your classmates of your opinion by providing as many reasons as you can! If you agree, you might add on to a classmate's ideas with even more reasons. Your reasons come from details in the texts we read.</i></p> <p>As children debate, facilitate the discussion by redirecting children back to key details from the text. Have the texts available for reference if children want to show their classmates a particular illustration or part of a text. Encourage total and equitable participation by continuously inviting new voices into the discussion.</p>
<p>Closing 5 minutes</p>	<p>Revisit the Today's Question chart and invite children to change their opinion.</p> <p><i>After hearing your classmates' ideas, does anyone want to change their opinion?</i></p> <p>Invite children to come up to the chart, cross off their names, and rewrite them in their new opinion.</p> <p><i>Wow—it is really powerful to use details from the text to convince other people to change their opinion about cutting down trees!</i></p>

Standards	R.4.K Ask and answer questions with prompting and support about who, what, when, where and how. W.3.K.b Use a combination of drawing and writing to communicate a topic. SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.
Ongoing assessment	Listen and take notes on how children engage in the whole group discussion. Do children orally express a clear opinion? Do they include key details from the text when providing reasons? Do the children’s written reasons help them to prepare for debate? How do children build off the ideas of their peers?

Notes

WEEK 1

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 (soil, plants, trees)
Pocket Chart	“Dig in the Dirt”	<ul style="list-style-type: none"> ● “Dig in the Dirt” sentence strips ● pocket chart and pointer ● “Dig in the Dirt” on chart ● “Dig in the Dirt” child copies ● drawing tools
Listening & Speaking	Talk Time	<ul style="list-style-type: none"> ● Week 1 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>From Seed to Plant</i> recording ● <i>From Seed to Plant</i>, Gail Gibbons ● conversation prompts, cut apart
Writing	<i>Dirt: The Scoop on Soil</i>	<ul style="list-style-type: none"> ● <i>Dirt: The Scoop on Soil</i>, Mandy Ross ● writing prompt sheet, one copy for each child ● writing and drawing tools
Word Work	Changing Sounds	<ul style="list-style-type: none"> ● Changing Sounds sheets, one for each child
	Word Hunt	<ul style="list-style-type: none"> ● Word Hunt cards, cut apart, one set for each child ● Word Hunt recording sheets, one for each child ● pencils
	Say, Tap, Build, Read	<ul style="list-style-type: none"> ● Say, Tap, Build, Read Sheets, one for each child ● pencils ● letter tiles

Talk Time Week 1



<https://ccs.in/does-seeds-bill-2019-undermine-farmers-rights>



<https://ccs.in/does-seeds-bill-2019-undermine-farmers-rights>

Listening & Speaking Station: Talk Time U4 W1

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

What do you notice?
What do you think the farmer will do next?
What will the seeds need to grow?

What do you notice?
What do you think the farmer will do next?
What will the seeds need to grow?

What do you notice?
What do you think the farmer will do next?
What will the seeds need to grow?

What do you notice?
What do you think the farmer will do next?
What will the seeds need to grow?

What do you notice?
What do you think the farmer will do next?
What will the seeds need to grow?

From Seed to Plant

What are some things you learned about seeds and plants?

From Seed to Plant

What are some things you learned about seeds and plants?

From Seed to Plant

What are some things you learned about seeds and plants?

Name: _____

Writing Station: *Dirt: The Scoop on Soil*

Why is dirt important? Draw and write about it.

A large, empty rectangular box with a thin black border, intended for a student to draw and write about the importance of dirt.

Writing Station U4 W1

Word Hunt Cards

Look for these words around the room and in books. Read and write them!

me

be

what

little

we

you

my

you

see

and

























she

he

























Name: _____

Word Hunt

I found them. I can read them. I can write them!

 <hr/>  <hr/>  <hr/>  <hr/>	 <hr/>  <hr/>  <hr/>  <hr/>
 <hr/>  <hr/>  <hr/>  <hr/>	 <hr/>  <hr/>  <hr/>  <hr/>
 <hr/>  <hr/>  <hr/>  <hr/>	 <hr/>  <hr/>  <hr/>  <hr/>

I found them. I can read them. I can write them!











 <hr/>  <hr/>  <hr/>  <hr/>	 <hr/>  <hr/>  <hr/>  <hr/>
 <hr/>  <hr/>  <hr/>  <hr/>	 <hr/>  <hr/>  <hr/>  <hr/>
 <hr/>  <hr/>  <hr/>  <hr/>	 <hr/>  <hr/>  <hr/>  <hr/>

Name _____

Read the word. Use digraphs to change a sound to make new words.

If I can read this,

I can write and read that!

	lip		__ip
	rat		__at
	map		ma__
	fed		__ed
	mop		mo__

Name: _____


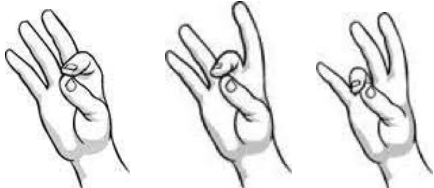







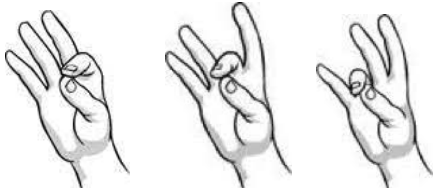


Say	Tap	Build	Read
-----	-----	-------	------

Say the word.

Tap the sounds.

Build the word.

Read the word.

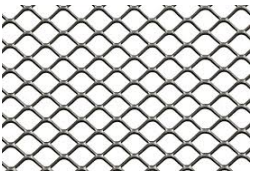


Say	Tap	Build	Read
-----	-----	-------	------


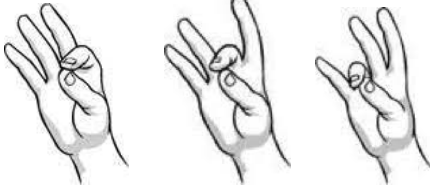

Say the word.




Tap the sounds.

Build the word.

Read the word.

		<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 80px; height: 80px;"></div> <div style="border: 1px solid black; width: 80px; height: 80px;"></div> <div style="border: 1px solid black; width: 80px; height: 80px;"></div> </div>	
---	---	--	---

		<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 80px; height: 80px;"></div> <div style="border: 1px solid black; width: 80px; height: 80px;"></div> <div style="border: 1px solid black; width: 80px; height: 80px;"></div> </div>	
---	---	--	---

		<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 80px; height: 80px;"></div> <div style="border: 1px solid black; width: 80px; height: 80px;"></div> <div style="border: 1px solid black; width: 80px; height: 80px;"></div> </div>	
--	---	--	---


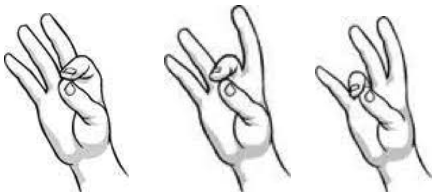

Say	Tap	Build	Read
-----	-----	-------	------


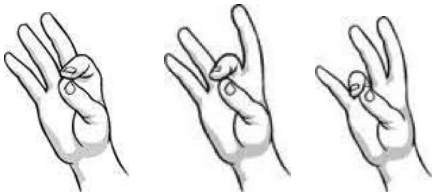

Say the word.

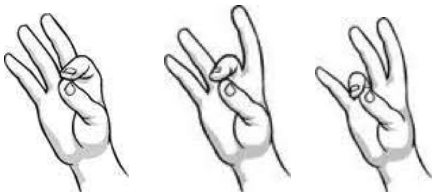

Tap the sounds.

Build the word.

Read the word.

		<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 80px; height: 80px;"></div> <div style="border: 1px solid black; width: 80px; height: 80px;"></div> <div style="border: 1px solid black; width: 80px; height: 80px;"></div> </div>	
---	---	--	---

		<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 80px; height: 80px;"></div> <div style="border: 1px solid black; width: 80px; height: 80px;"></div> <div style="border: 1px solid black; width: 80px; height: 80px;"></div> </div>	
---	---	--	---

		<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 80px; height: 80px;"></div> <div style="border: 1px solid black; width: 80px; height: 80px;"></div> <div style="border: 1px solid black; width: 80px; height: 80px;"></div> </div>	
--	--	--	---

Word Bank



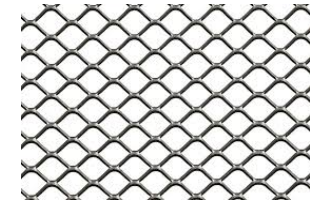
path



tug



set



mesh



ship



rip



rash



cash

WEEK 1

Shared Reading

"Earth Day"	
<p>Standards: R.2.K.a R.2.K.d R.3.K.a R.3.K.b R.3.K.c R.3.K.d L.4.K.a</p>	<p>Earth Day comes but once a year, Let's celebrate and give a cheer!</p> <p>Pick up a sack, And clean the trash, Help the Earth get back on track.</p> <p>Turn off the tap, To save some water, Let the Earth have blue on her map.</p> <p>Earth Day comes but once a year, Let's celebrate and give a cheer!</p>
<p>Session 1</p>	<p>Opening: <i>Earth Day is a holiday on April 22nd. On Earth Day, we remember how much we love our planet Earth and celebrate by taking care of it. What do you think this Earth Day poem will be about?</i></p> <p>Fluency: Model expressive reading, emphasizing rhyme. Pause at the start of the second stanza ("Pick up a sack") for authentic word solving (see below). For the second time through, invite children to echo read each stanza.</p> <p>Word Solving: Point to the word "pick." <i>Let's read this word. Where should we start?</i> Invite children to make the /p/ sound. <i>Then we see /i/ and the digraph ck which sounds like /k/. Let's blend those three sounds together to figure out the word.</i> <i>Can you read the rest of the words in this line?</i></p> <p>Meaning Making: <i>What does the poet mean when they say, "Help the earth get back on track?"</i> <i>This phrase, "get back on track" is a common phrase that comes from thinking about a train that has come off its track and can't move. When we put something "back on track" we put it right so we can keep moving forward. Sometimes in school, if we're distracted, we need to pause and focus to get back on track with our learning!</i> <i>What is one thing we can do on Earth Day to help the earth get back on track to being clean and healthy?</i></p>

“Earth Day”	
Standards: R.2.K.a R.2.K.d R.3.K.a R.3.K.b R.3.K.c R.3.K.d L.4.K.a	<p>Earth Day comes but once a year, Let’s celebrate and give a cheer!</p> <p>Pick up a sack, And clean the trash, Help the Earth get back on track.</p> <p>Turn off the tap, To save some water, Let the Earth have blue on her map.</p> <p>Earth Day comes but once a year, Let’s celebrate and give a cheer!</p>
Session 2	<p>Fluency: Invite children to choral read each stanza while tracking the print. Add gestures for phrases like “give a cheer” and “clean the trash.”</p> <p>Phonological Awareness: <i>This poem has lots of rhyming words—words that sound the same at the end. What word in this poem rhymes with “year?” [cheer]</i> <i>What other rhyming words do you hear?</i></p> <p>Letter-Sound Awareness and Phonics: <i>This poem also has lots of words with the digraph ck.</i> <i>When the letters “c” and “k” come together at the end of a word, they make the sound /k/.</i> <i>Let’s find words with the digraph ck in this poem.</i> Invite children to highlight ck digraphs (pick, sack, back, track).</p>

“Earth Day”	
Standards: R.2.K.a R.2.K.d R.3.K.a R.3.K.b R.3.K.c R.3.K.d L.4.K.a	<p>Earth Day comes but once a year, Let’s celebrate and give a cheer!</p> <p>Pick up a sack, And clean the trash, Help the Earth get back on track.</p> <p>Turn off the tap, To save some water, Let the Earth have blue on her map.</p> <p>Earth Day comes but once a year, Let’s celebrate and give a cheer!</p>
Session 3	<p>Phonological Awareness: Cover the poem so that children do not see the print. <i>You are experts at hearing digraphs in words. I am going to say a word, and you will listen for the digraph. If the digraph is at the beginning of the word, stand up. If it is at the end, crouch down.</i> Say “earth,” emphasizing /th/ at the end. Model crouching, and state that the digraph /th/ was at the end. Repeat with the words “cheer” and “trash.”</p> <p>Fluency: Choral read the full poem. <i>This poem has some punctuation that helps us read it with expression.</i> Use echo reading to model expressive phrasing, using the exclamation points.</p> <p>Phonics: <i>There are many words in this poem that you all can sound out and read on your own. I will write a word on the whiteboard, and you will tap it out and read it.</i> Write a decodable word (map, let, tap, back), and model tapping out each sound on fingers, then blending the sounds together to read the word. Write a different word, and invite children to tap and blend the sounds.</p> <p>Word Recognition: <i>“Have” is a new high frequency word in this poem.</i> <i>What vowel sound do you hear in the word “have?” [short a]</i> <i>This word does not follow the CVCe rule; the silent “e” does not make the “a” say its name.</i></p>

Extensions	<p>Whiteboard digraph practice: Dictate short vowel words that end in digraph ck (lock, pack, back, brick, flock, kick). Invite children to spell them on their own whiteboards.</p> <p>Partner fluency work: Assign stanzas to partners to chorally read to practice reading with expression.</p>

Name: _____

Date: _____

Earth Day



Earth Day comes but once a year,
Let's celebrate and give a cheer!

Pick up a sack,
and clean the trash,
Help the Earth get back on track.

Turn off the tap,
To save some water,
Let the Earth have blue on her map.

Earth Day comes but once a year,
Let's celebrate and give a cheer!