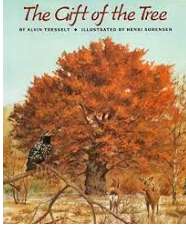


Unit 4: Our Earth

WEEK 2 At a Glance

<p>Text</p> 	<p>Read Aloud Day 1: “Today if the Hottest Day” Day 2: <i>The Gift of the Tree</i>, Read 1 Day 3: <i>The Gift of the Tree</i>, Read 2 Day 4: <i>The Gift of the Tree</i>, Read 3 Day 5: <i>The Gift of the Tree</i>, Read 4</p>
	<p>Centers Art Studio Table and Easel: Creating Real Trees (Days 3-5) Blocks: Inspired by Our Earth (Days 2-5) Dramatization: Growing and Preparing Food (Days 2-5) Library & Listening: Researching Plants (Days 1-5) Discovery Table: Sorting and Writing about Seeds 2 (Days 1-5) STEM: Investigation 2 Compost (continue Investigation 1) Writing & Drawing: Writing about Worms (Days 3-5)</p>
	<p>Writing: Argument (no lesson on Day 5)</p>
	<p>Phonics: Follow Guide</p>
	<p>Stations Strategic Small Group Instruction Reading: Independent and Partner Reading Pocket Chart: “Earth Day” Listening & Speaking: Talk Time; Listen & Respond (<i>The Gift of the Tree</i>) Writing: <i>From Seed to Plant</i> Word Work: Read, Build, Write Trick Words; Picture Match Digraphs; Changing Digraphs; From Here to There</p>
	<p>Shared Reading: “Five Little Seeds”</p>
	<p>Storytelling/ Story Acting: Children dictate stories and act them out.</p>
	<p>Math: Follow Guide</p>



shoot

<https://twitter.com/darrigoneyork>



spread

<https://pixy.org/1386270/>



tunnel

<https://steemit.com/steemiteducation/@evlachsblog/sand-tunnel>

Read Aloud Vocabulary U4 W2



weak

<https://www.gardeningknowhow.com/ornamental/trees/tgen/dry-brittle-tree-branches.htm>



nourishment

<https://www.lifehack.org/articles/lifestyle/20-incredible-facts-about-eating-fruits-and-vegetables-that-you-probably-didnt-know.html>

Read Aloud Vocabulary U4 W2



return

<https://globalnews.ca/news/7288714/coronavirus-back-to-school-prep/>

Read Aloud Vocabulary U4 W2

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

WEEK 2 Day 1

Today Is The Hottest Day

So Far
This
Month. But We Are Watering
Watering
Watering

Read Aloud
“Today Is The Hottest Day”

Big Ideas	<p>The natural world can improve people’s quality of life and inspire artistic expression.</p> <p>Plants grow and change over time. They need light, water, and air to live and grow.</p>
Unit Question	In what ways do people, animals and plants depend on and impact the environment?
Guiding Questions	<p>How can the earth inspire artistic expression?</p> <p>How do plants grow and change over time? What do plants need to survive?</p>
Content Objective	I can use key details and repetition to determine the gist of a poem. (R.4.K, R.8.K.a, R.8.K.b)
Language Objectives	<p>I can create an illustration to show the meaning of key details in a poem. (SL.3.K.b)</p> <p>I can explain the meaning of phrases in a poem. (L.5.K)</p>
Vocabulary	shoot: a little piece of new growth
Materials and Preparation	<ul style="list-style-type: none"> ● chart paper and markers Prepare the poem, “Today Is The Hottest Day,” written in the same format as the child copy. ● “Today Is The Hottest Day” vocabulary card ● “Today Is The Hottest Day” child copy, one for each partnership Pre-assign child partnerships

	<ul style="list-style-type: none"> ● 11 x 14 blank white paper (or larger piece), one for each partnership ● drawing materials for each partnership <p>On the whiteboard, write the following:</p> <ol style="list-style-type: none"> 1. Underline key details that are important to include in your drawing. 2. Make a plan for your drawing. 3. Create a drawing together!
<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose. <i>Today we will read a poem. Let's take a look at it</i> Refer to the charted poem.</p> <p><i>How can you tell, by looking with your eyes, that this is a poem?</i></p> <p><i>That's right, the words are not written in regular, complete sentences across the page. It has stanzas, or groups of lines, and the words are arranged in a way that we don't see in books.</i></p> <p><i>Earlier this year, we learned that when we visualize, we make a movie in our minds of something that's happening in a text. Let's read and visualize the key details in this poem to figure out what's happening. Then, we'll create drawings to show the meaning of the poem.</i></p>
<p>Text and Discussion 10 minutes</p> <p>First Read</p>	<p>Read the poem aloud once through without stopping. <i>What do you think this poem is about? What details in the poem make you think that?</i></p> <p>Harvest 3-4 ideas, allowing for various perspectives.</p>
<p>Second Read</p>	<p>Pause after "Shoots." <i>What do we know so far? What are you visualizing?</i> [really hot day and some people are watering tomato plants, green beans, and green onions]</p> <p>If needed, clarify the meaning of the word "shoots" using the vocabulary card.</p> <p>Finish reading. Invite children to Think, Pair, Share. <i>What are you visualizing now? What words or phrases in the poem give you that image in your mind?</i></p> <p>During the share, encourage children to reference specific details in the poem that support their ideas.</p> <p>Invite children to explain the meaning of figurative language and determine the purpose of repetition in the poem.</p>

	<p><i>What does the phrase mean, “Coolest Water Keeps Running, Over My Hand and Down My Leg?” Can water actually run?</i></p> <p><i>The poet chose to repeat some lines of this poem.</i> Reread the lines that proceed the repeated words. Invite children to chime in at the repetition.</p> <p><i>Why do you think the poet decided to repeat those lines?</i> Elicit several ideas and, if needed, ask: <i>How does repeating “Watering” and “Down My Leg” help us visualize what’s happening in the poem?</i></p> <p><i>What is happening at the very end of the poem? Can toes really grow in the ground?</i></p>
Third Read	Read the full poem without stopping, inviting children to chime in at the repetition.
Key Discussion and Activity 8 minutes	<p>Invite children to demonstrate their understanding of the poem through partner drawing.</p> <p><i>With your partner, you will create an illustration that shows what’s happening in this poem. Here are the steps you will take.</i></p> <p>Refer to the whiteboard.</p> <ol style="list-style-type: none"> <i>1. Underline key details that are important to include in your drawing.</i> <i>2. Make a plan for your drawing.</i> <i>3. Create a drawing together!</i> <p><i>Remember, your drawing should show what’s happening in the poem.</i></p> <p>Transition children to tables with their pre-assigned partners and materials. Allow about 5 minutes for children to underline key details on their shared child copy to make plans on the back; then instruct the class to begin their partner drawings on the large blank white paper. Circulate while children work to encourage them to defend their illustration choices by referencing key details in the poem. Children can continue their illustrations in Centers or Stations.</p>
Closing 1 minute	<p>Display two examples of children’s work where illustrations match key details in the poem.</p> <p><i>Your illustrations really show that you understand what is happening in this poem!</i></p> <p>Connect the poem to unit content.</p> <p><i>What does this poem have to do with our new unit, Our Earth?</i></p>
Standards	R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.

	<p>R.8.K.a Identify texts that tell stories.</p> <p>R.8.K.b Identify texts that provide information.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>L.5.K With guidance and support from adults, explore word relationships and nuances in word meanings.</p>																
<p>Ongoing assessment</p>	<p>Listen to children’s discussions and observe their drawings.</p> <p>Do children visualize the poem?</p> <p>Are children’s illustrations inspired by specific key details from the poem?</p> <p>Is there a clear connection between words and phrases in the poem and children’s illustrations?</p> <p>How do partners work together to plan and create an illustration?</p>																
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 730 678 804">Art Table</td> <td data-bbox="678 730 1409 804">Children create real trees.</td> </tr> <tr> <td data-bbox="451 804 678 877">Art Studio</td> <td data-bbox="678 804 1409 877">Children paint real trees.</td> </tr> <tr> <td data-bbox="451 877 678 951">Blocks</td> <td data-bbox="678 877 1409 951">Children build inspired by Our Earth.</td> </tr> <tr> <td data-bbox="451 951 678 1024">Dramatization</td> <td data-bbox="678 951 1409 1024">Children dramatize “garden to table.”</td> </tr> <tr> <td data-bbox="451 1024 678 1119">Library & Listening</td> <td data-bbox="678 1024 1409 1119">Children research plants.</td> </tr> <tr> <td data-bbox="451 1119 678 1224">Discovery Table</td> <td data-bbox="678 1119 1409 1224">Children continue to sort and write about seeds.</td> </tr> <tr> <td data-bbox="451 1224 678 1329">Science & Engineering</td> <td data-bbox="678 1224 1409 1329">Children observe trees.</td> </tr> <tr> <td data-bbox="451 1329 678 1434">Writing & Drawing</td> <td data-bbox="678 1329 1409 1434">Children draw and write about worms.</td> </tr> </table>	Art Table	Children create real trees.	Art Studio	Children paint real trees.	Blocks	Children build inspired by Our Earth.	Dramatization	Children dramatize “garden to table.”	Library & Listening	Children research plants.	Discovery Table	Children continue to sort and write about seeds.	Science & Engineering	Children observe trees.	Writing & Drawing	Children draw and write about worms.
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Notes

Today Is The Hottest Day

By Arnold Adoff

Today Is The Hottest Day

So Far

This

Month. But We Are Watering
 Watering
 Watering

Tomato

Plants

Green

Beans

Green

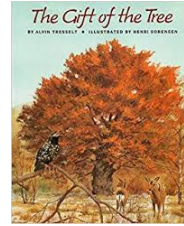
Onion

Shoots.

The

Coollest Water Keeps Running
Over My Hand And Down My Leg
 And Down My Leg
 And Down My Leg.

Ten Toes Grow In Wet Ground.



Read Aloud
The Gift of the Tree
 Read 1 of 4, Pages 1-15

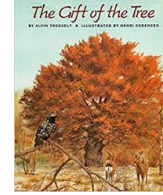
Big Ideas	<p>People, other animals and plants depend on and impact the environment.</p> <p>Plants grow and change over time. They need light, water, and air to live and grow.</p>
Unit Question	In what ways do people, animals and plants depend on and impact the environment?
Guiding Questions	How do plants grow and change over time? What do plants need to survive?
Content Objective	I can describe how the tree changes in the story, using key details from words and illustrations. (R.4.K, R.11.K.a, R.11.K.c, K-LS1-1)
Language Objective	<p>Through a triad discussion, I can answer questions about key details in a text. (SL.2.K.a)</p> <p>With support, I can analyze the nuances and meanings of key words and phrases in the story. (L.5.K)</p>
Vocabulary	<p>spread: to stretch out, to extend</p> <p>tunnel (v): to hollow out under or through something, to dig</p> <p>weak: likely to break, not sturdy</p> <p>nourishment: something needed to be alive and grow, food</p> <p>return: to come back</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Gift of the Tree</i>, Alvin Tresselt ● <i>The Gift of the Tree</i> vocabulary cards

	<p>Pre-mark page numbers in the book to correspond with the lesson. Page 1 “It stood...”</p> <ul style="list-style-type: none"> ● Think, Triad, Share anchor chart, from Week 1 Day 1 <p>On the whiteboard, write: How does the tree change in the story?</p> <p>What do you predict will happen to the tree stump?</p>
<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose. <i>We will read a new book today: The Gift of the Tree, by Alvin Tresselt. This is a fiction story, but it teaches us important information about how animals use and depend on trees at all stages of the tree’s life cycle.</i></p> <p><i>As we read the first half of the story today, we will pay attention to key details in the text and illustrations that help us answer this question: How does the tree change in the story?</i></p> <p><i>Then, we’ll make predictions about what will happen next in the story.</i></p>
<p>Text and Discussion 12 minutes</p>	<p><i>Let’s stand up and show how the tree spread out its shade as it grew over 100 years!</i></p> <p>Model body movements to show how the branches grow and spread out.</p>
<p>page 2</p>	
<p>page 4</p>	<p><i>What happens to this oak tree in the fall?</i></p>
<p>page 7</p>	<p><i>What do you think it means that “life gnawed at its heart?”</i> Harvest 2-3 ideas and then model thinking by drawing on the details about ants and termites. Bring out the word tunnel in the context of the discussion.</p>
<p>page 8</p>	<p><i>If “a rot spread inside its healthy bark,” what is happening to the tree now?</i> Invite children to use what they know about the word “decay” from the book, <i>Dirt: The Scoop on Soil</i>.</p>
<p>page 9</p>	<p><i>How did the tree grow weaker year after year?</i></p>
<p>page 12</p>	<p>Invite children to turn and talk. <i>How does the tree change in the winter storms? Use the details from the illustration and the words to describe the tree.</i></p>

page 14	<i>I'm noticing that even though we've moved all the way from winter to the next autumn, or fall, the tree looks the same as it did on the last page. All the other trees around it have new leaves. Let's keep reading to see what happens to this tree.</i>
page 15	Point to the illustrations that match specific text to support comprehension of key vocabulary on the page, such as "stump."
Key Discussion and Activity 6 minutes	<p>Invite children to Think, Triad, and Share. Refer to the question on the whiteboard.</p> <p><i>Prompt 1: How does the tree change in the story?</i></p> <p><i>Prompt 2: What do you predict will happen to the tree stump?</i></p> <p>During the share, turn back to specific illustrations in the text that support children's thinking.</p>
Closing 1 minute	<i>Tomorrow we'll read the rest of this book and find out what happens with the tree stump!</i>
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</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.5.K With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p>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>
Ongoing assessment	<p>Observe children's discussion behaviors and listen to their responses.</p> <p>Do children use key details to describe the tree's changes?</p> <p>Do children use the illustrations to gain additional information?</p> <p>What meaning do children make of key descriptive phrases in the text?</p>

	How do children follow the routine of Think, Triad, Share?	
Center Activities	Art Table	Children create real trees.
	Art Easel	Children paint real trees.
	Blocks	Children build inspired by Our Earth.
	Dramatization	Children dramatize “garden to table.”
	Library & Listening	Children research plants.
	Discovery Table	Children continue to sort and write about seeds.
	Science & Engineering	Children observe trees.
	Writing & Drawing	Children draw and write about worms.

Notes



WEEK 2 Day 3

Read Aloud
The Gift of the Tree
 Read 2 of 4, Pages 15-29

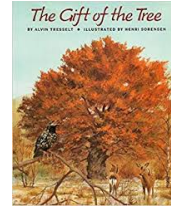
Big Ideas	<p>People, other animals and plants depend on and impact the environment.</p> <p>Plants grow and change over time. They need light, water, and air to live and grow.</p>
Unit Question	In what ways do people, animals and plants depend on and impact the environment?
Guiding Questions	How do plants grow and change over time? What do plants need to survive?
Content Objective	I can describe how the tree changes in the story, using key details from words and illustrations. (R.4.K, R.11.K.a, R.11.K.c, K-LS1-1)
Language Objective	<p>Through a triad discussion, I can answer questions about key details in a text. (SL.2.K.a)</p> <p>With support, I can analyze the nuances and meanings of key words and phrases in the story. (L.5.K)</p>
Vocabulary	<p>spread: to stretch out, to extend</p> <p>tunnel (v): to hollow out under or through something, to dig</p> <p>weak: likely to break, not sturdy</p> <p>nourishment: something needed to be alive and grow, food</p> <p>return: to come back</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Gift of the Tree</i>, Alvin Tresselt Pre-mark page numbers in the book to correspond with the lesson. Page 1 “It stood...” ● Think, Triad, Share anchor chart, from Week 1 Day 1

	<p>On the whiteboard, write:</p> <p>How does the tree continue to change in the story?</p> <p>How do the animals in the story depend on the tree?</p>
<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose. <i>Today we will continue reading The Gift of the Tree, by Alvin Tresselt in order to find out how the tree continues to change.</i></p> <p><i>As we read today, we will pay attention to key details in the words and illustrations that help us answer these questions: How does the tree continue to change in the story? How do the animals in the story depend on the tree?</i></p> <p><i>Before we begin, what does it mean to depend on something?</i> Harvest several ideas, then provide a definition and example. [to rely on, or need something for survival.]</p>
<p>Text and Discussion 12 minutes</p> <p>page 15</p>	<p><i>Let's pick up where we left off yesterday, when the tree had just become a stump.</i></p>
<p>page 17</p>	<p><i>How did the animals depend on the tree here?</i> Harvest several ideas and prompt children to reference specific details from the text.</p>
<p>page 19</p>	<p><i>How does the author describe the tree on this page? How is the tree changing?</i></p> <p><i>That's right, he says the tree is dead. When something is dead, it is not alive anymore. It doesn't breathe or grow anymore.</i></p> <p><i>But the author also says that the "new life" has taken over the dead tree. What do you think the author means by this?</i> Harvest several ideas and prompt children to reference specific details from the text.</p>
<p>page 21</p>	<p><i>The author uses descriptive words to help us know what the tree is like now.</i> Reread the phrase "the moose stitched a green carpet, softer than the softest wool," and invite children to make meaning and describe the trunk.</p> <p><i>What else is growing around the tree?</i></p>

	<p>Show the illustrations and allow children to describe what they see and hear in the text.</p> <p><i>The tree has become nourishment for the life around it.</i></p>
page 24	<p><i>What does it mean that the earthworms and other insects are “helping to turn the tree once more into earth?”</i></p> <p>Invite children to make connections to information they learned from the book, <i>Dirt: The Scoop on Soil</i>.</p>
page 27	<p><i>What does the author mean when he writes “great tree returned to the earth?”</i></p>
<p>Key Discussion and Activity 6 minutes</p>	<p>Invite children to Think, Triad, and Share. Refer to the question on the whiteboard.</p> <p>Prompt 1: <i>How does the tree continue to change in the story?</i></p> <p>Prompt 2: <i>How do the animals in the story depend on the tree?</i></p> <p>During the share, turn back to specific illustrations in the text that support children’s thinking. During the second prompt, allow children’s varying perspectives to surface and explain that this question will be further explored on the third read of the text.</p>
<p>Closing 1 minute</p>	<p><i>Tomorrow we’ll work with this text again and continue to think about how the animals and other living things depend on the tree.</i></p>
<p>Standards</p>	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.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.5.K With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p>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</p>

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Ongoing assessment	<p>Observe children’s discussion behaviors and listen to their responses.</p> <p>Do children use key details to describe the tree’s changes?</p> <p>Do children use the illustrations to gain additional information?</p> <p>What meaning do children make of key descriptive phrases in the text?</p> <p>How do children follow the routine of Think, Triad, Share?</p>																
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Notes



Read Aloud
The Gift of the Tree
 Read 3 of 4

Big Ideas	<p>People, other animals and plants depend on and impact the environment.</p> <p>Plants grow and change over time. They need light, water, and air to live and grow.</p>
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 words and drawings to retell how animals in the forest depend on the tree by referencing details from the story. (R.5.K.a, R.5.K.b, W.1.K.b).
Language Objective	I can confirm understanding of a text read aloud orally and in writing and drawing. (SL.2.K.a, SL.3.K.b)
Vocabulary	<p>spread: to stretch out, to extend</p> <p>tunnel (v): to hollow out under or through something, to dig</p> <p>weak: likely to break, not sturdy</p> <p>nourishment: something needed to be alive and grow, food</p> <p>return: to come back</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Gift of the Tree</i>, Alvin Tresselt Pre-mark page numbers in the book to correspond with the lesson. Page 1 “It stood...” ● The Gift of the Tree writing response sheets, one for each child ● Think, Triad, Share anchor chart, from Week 1 Day 1

	<p>On the whiteboard, write: How did the animals use and depend on the tree?</p>
<p>Opening 1 minute</p>	<p>Review the text and set a purpose. <i>Today, we will read a few specific parts of The Gift of the Tree. We will gather key details that help us think about how the animals in the forest use and depend on the tree.</i></p> <p><i>We'll discuss our ideas and have a chance to write them down in preparation for another discussion tomorrow!</i></p> <p>Read only the selected pages below.</p>
<p>Text and Discussion 6 minutes</p>	<p><i>How do animals depend on the tree here?</i> Harvest 2-3 ideas, pointing children back to key details in words and illustrations.</p>
<p>page 4</p>	
<p>page 9</p>	<p><i>Here, even though the text says that the tree grew weaker, it is still being used by some forest animals. How does the tree help the woodpeckers?</i></p>
<p>page 19</p>	<p>Invite children to turn and talk. <i>How do animals depend on the tree here? Be sure to use the illustrations and the words to help you.</i></p>
<p>pages 25-28</p>	<p>Read the last pages of the text without stopping.</p>
<p>Key Discussion and Activity 12 minutes</p>	<p>Invite children to Think, Triad, and Share. Refer to the question on the whiteboard. <i>How did the animals use and depend on the tree in the story?</i> During the share, turn back to specific illustrations and words in the text that support children's thinking.</p> <p><i>Now that we have discussed our ideas, we will write and draw in response to this question. Think about one or two examples that you will write and draw about. You'll use your work to prepare for more discussion tomorrow.</i></p> <p>Distribute the response sheets to each child and invite children to share their thinking in writing and drawing. Circulate to support children's work. Children will have more time to work on Day 5. Also, if children require additional time, they can work during Centers and/or Stations.</p>
<p>Closing 1 minute</p>	<p><i>Now that we've prepared some ideas in writing and drawing, we'll be ready for our final discussion about this book tomorrow. We'll debate why we think the author titled the story, The Gift of the Tree!</i></p>

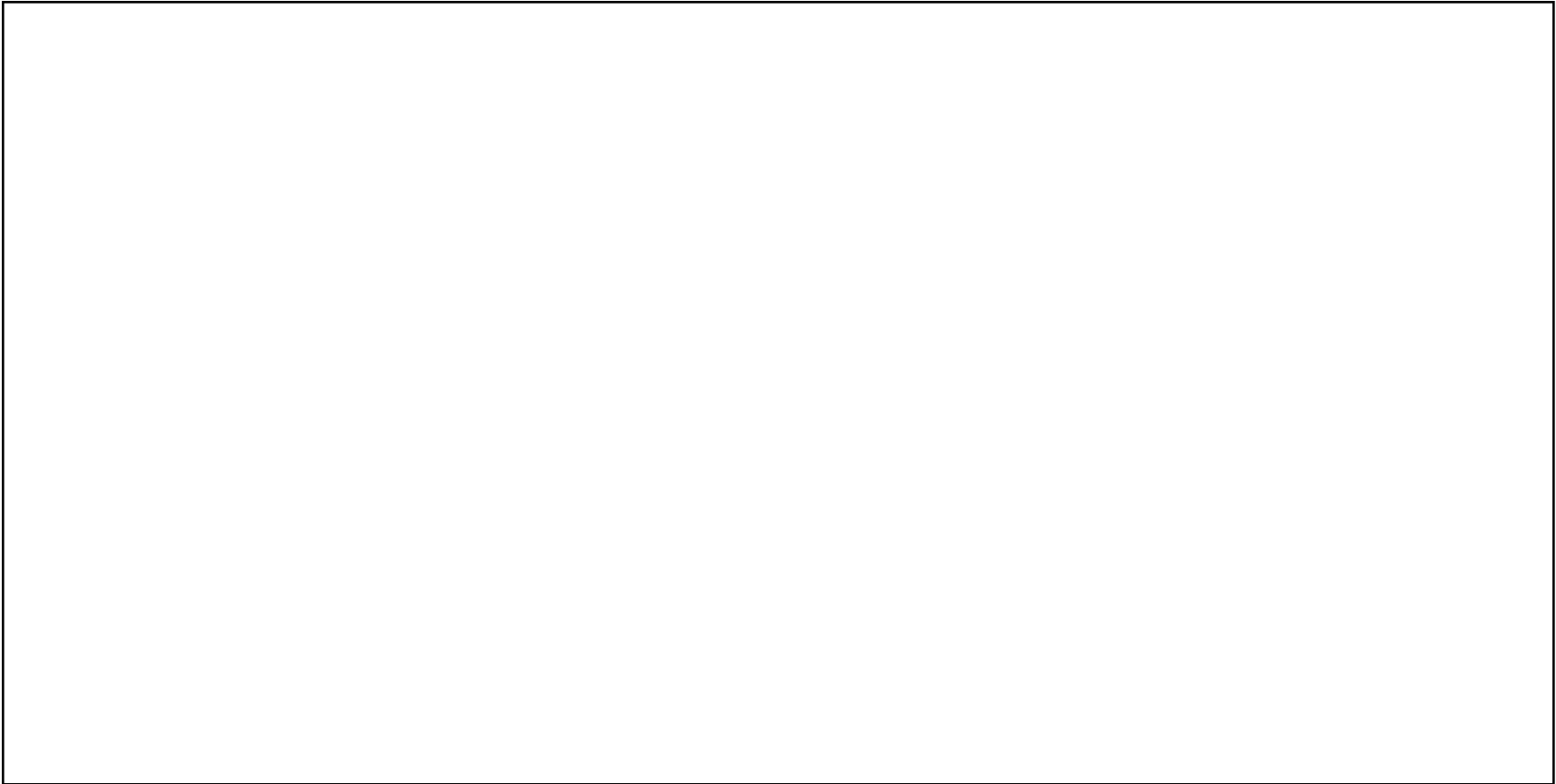
<p>Standards</p>	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>W.1.K.b Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>																
<p>Ongoing assessment</p>	<p>Listen to and observe children’s oral responses and their writing and drawing.</p> <p>Do children use key details to explain how animals use and depend on the tree?</p> <p>How do children’s ideas align orally and in writing and drawing?</p> <p>What do children communicate through drawing and drawing?</p>																
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 953 678 1024">Art Table</td> <td data-bbox="678 953 1406 1024">Children create real trees.</td> </tr> <tr> <td data-bbox="451 1024 678 1096">Art Easel</td> <td data-bbox="678 1024 1406 1096">Children paint real trees.</td> </tr> <tr> <td data-bbox="451 1096 678 1167">Blocks</td> <td data-bbox="678 1096 1406 1167">Children build inspired by Our Earth.</td> </tr> <tr> <td data-bbox="451 1167 678 1239">Dramatization</td> <td data-bbox="678 1167 1406 1239">Children dramatize “garden to table.”</td> </tr> <tr> <td data-bbox="451 1239 678 1339">Library & Listening</td> <td data-bbox="678 1239 1406 1339">Children research plants.</td> </tr> <tr> <td data-bbox="451 1339 678 1440">Discovery Table</td> <td data-bbox="678 1339 1406 1440">Children continue to sort and write about seeds.</td> </tr> <tr> <td data-bbox="451 1440 678 1541">Science & Engineering</td> <td data-bbox="678 1440 1406 1541">Children observe trees.</td> </tr> <tr> <td data-bbox="451 1541 678 1642">Writing & Drawing</td> <td data-bbox="678 1541 1406 1642">Children draw and write about worms.</td> </tr> </table>	Art Table	Children create real trees.	Art Easel	Children paint real trees.	Blocks	Children build inspired by Our Earth.	Dramatization	Children dramatize “garden to table.”	Library & Listening	Children research plants.	Discovery Table	Children continue to sort and write about seeds.	Science & Engineering	Children observe trees.	Writing & Drawing	Children draw and write about worms.
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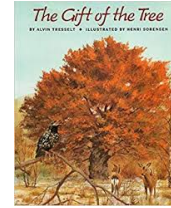
Name: _____

Date: _____

The Gift of the Tree writing response

How did the animals in the forest use and depend on the tree?





Read Aloud
The Gift of the Tree
 Read 4 of 4

Big Ideas	<p>People, other animals and plants depend on and impact the environment.</p> <p>Plants grow and change over time. They need light, water, and air to live and grow.</p>
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 explain why the tree is a gift to the forest, by retelling key details from words and illustrations. (R.4.K, R.5.K.a, R.5.K.b)
Language Objective	I can build on the ideas of my peers and communicate my thoughts audibly and clearly in a group discussion. (SL.1.K.b, SL.4.K)
Vocabulary	<p>spread: to stretch out, to extend</p> <p>tunnel (v): to hollow out under or through something, to dig</p> <p>weak: likely to break, not sturdy</p> <p>nourishment: something needed to be alive and grow, food</p> <p>return: to come back</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Gift of the Tree</i>, Alvin Tresselt ● children’s completed The Gift of the Tree writing response sheets, from Day 4 ● Unit Question chart ● Sentence Frames for Discussion chart, from Unit 2, Week 4, Day 2

	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">Sentence Frames for Discussion</p> <p>I think _____ because (in the book) _____.</p> <p>I agree with you about _____, and I also think _____.</p> <p>I disagree with you about _____, because I think _____.</p> </div> <p>On the whiteboard, write: Why is the book called <i>The Gift of the Tree</i>? How was the tree a gift at all stages of its life cycle?</p>
<p>Opening 1 minute</p>	<p>Review the text and set a purpose. <i>Today we will have a final class discussion about our story, The Gift of the Tree. We'll use our Sentence Frames for Discussion to grow ideas together in response to these questions:</i> <i>Why is the book called the Gift of the Tree?</i> <i>How was the tree a gift at all stages of its life cycle?</i></p> <p><i>The author, Alvin Tresselt, carefully chose the title for his story, and we'll consider why he chose that title for the book by building on each other's ideas.</i></p>
<p>Pre-Discussion 5 minutes</p>	<p><i>Before we talk in the whole group, let's look back at the writing and drawing we worked on yesterday and finish any last details.</i> Distribute the sheets and invite children to add any last details that will prepare them to share their ideas with the group.</p> <p>Gather children back into the whole group in a circle and display the Sentence Frames for Discussion chart. <i>Can someone begin our discussion by sharing one of the ways that animals in the forest used and depended on the tree in the forest?</i> <i>Then, others can add to our discussion by sharing their ideas.</i> Facilitate a brief discussion inspired by children's writing and drawing. <i>I heard ___ say that some animals, like raccoons, used the tree for a home. So, how was the tree a gift to the raccoons?</i> Harvest a few ideas and then move into the key discussion.</p>
<p>Key Discussion and Activity 10 minutes</p>	<p>Remind children to use the Sentence Frames for Discussion Chart [agree, disagree], and invite them to reference their writing and drawing to think of ideas to contribute. <i>Who would like to begin our discussion? The first person who speaks will share her opinion and then others will build off her ideas. We're thinking about:</i> <i>Why is the book called the Gift of the Tree?</i></p>

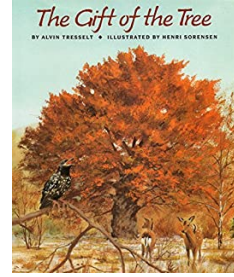
	<p><i>How was the tree a gift at all stages of its life cycle?</i></p> <p><i>When you hear an idea, you can respond by agreeing or disagreeing and then by sharing details from the story that support your ideas.</i></p> <p>Facilitate the discussion by redirecting children back to key details from the text. Have the text available for reference if children want to show their classmates a particular illustration or part of a text. Encourage equitable participation by continuously inviting new voices into the discussion.</p>								
<p>Closing 1 minute</p>	<p><i>In this unit of study, we will continue learning about how trees are important resources for animals and humans.</i></p>								
<p>Unit Question Chart 3 minutes</p>	<p>Refer to the Unit Question Chart.</p> <p><i>In what ways do people, animals and plants depend on and impact the environment?</i></p> <p>Share any new thinking in response to the question and add it to the chart. Some emerging ideas might include: Animals use trees at all stages of the tree life cycle; animals depend on trees for shelter and food; trees provide nourishment for soil.</p>								
<p>Standards</p>	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>SL.1.K.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.</p>								
<p>Ongoing assessment</p>	<p>Observe children’s discussion behaviors and listen to their responses.</p> <p>Do children use key details to explain how the tree is a gift to the forest?</p> <p>Do children demonstrate understanding about how the tree was a resource to animals throughout its lifecycle?</p> <p>How do children build off their peer’s ideas?</p> <p>Do children speak audibly and clearly in the discussion?</p>								
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	Library & Listening	Children research plants.
	Discovery Table	Children continue to sort and write about seeds.
	Science & Engineering	Children observe trees.
	Writing & Drawing	Children draw and write about worms.

Notes

Unit 4: Our Earth

WEEK 2 Day 3



Art Table and Easel: Creating Realistic Trees

Children create realistic trees based on their observations.

Big Idea	The natural world can improve people’s quality of life and inspire artistic expression.
Guiding Question	How can the earth inspire artistic expression?
Vocabulary	parts: pieces bark: the protective outer layer of a tree trunk: the main part of a tree branch: woody part of a tree that grows from the trunk roots: part of the plant that grows underground

<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>The Gift of the Tree</i>, Alvin Tresselt ● tree images ● A Walk in the Woods slides, optional Use these slides if a tree walk does not occur. See note below. ● tree artifacts such as bark, leaves, branches, acorns These can be brought in by adults and children. ● a variety of Beautiful Stuff that will support children’s creation of real trees such as rocks, sticks, acorns, leaves, corks, etc. ● adhesives for Beautiful Stuff such as liquid glue and/or tape If a glue gun is desired, adults should use this tool. ● cardboard of different sizes, to be used as a base ● paper of various sizes, colors, and textures ● a variety of art materials such as paint, pastels, colored pencils, markers, and crayons ● paint brushes of various sizes ● scissors <p>It would be helpful to take a class “Tree Walk.” The class might go and visit the class tree that has been revisited all year long in the Science and Engineering Center. In addition, stop at other trees that interest the children; observe, examine, and discuss the tree. Photograph the tree(s) and it’s parts. Gather artifacts from the trees such as branches, leaves, or bark that have already fallen. If a Tree Walk is not possible, utilize A Walk in the Woods slides.</p> <p>While some images of trees are provided, many are trees familiar to Boston/Massachusetts. It will also be helpful to include additional images that are familiar to your children (e.g., images of the tree that has been revisited, from the local park, or a small tree that the school has planted).</p> <p>Organize and display the materials so that children can access them as needed. If possible set up a mixing table near the easel so that children can create the colors they need to represent their trees. Post, project or show on a laptop/ipad some of the tree images.</p> <p>Bring to Intro to Centers: a few tree artifacts, some Beautiful Stuff, a cardboard base, A Walk in the Woods slides (optional)</p>
<p>Intro to Centers</p>	<p><i>We are reading The Gift of the Tree where we learned about how a tree grows and changes over time. We have lots of trees around us! We saw this when we went on a tree walk. What did we find?</i></p>

	<p>Reference the class tree walk. If a tree walk was not possible, reference the A Walk in the Woods slides.</p> <p><i>We found some of these parts of trees on our walk. What do you notice?</i></p> <p>Show the artifacts. Provide time for children to smell and touch the tree artifacts. Invite children to describe what they are feeling.</p> <p><i>This bark feels rough and bumpy to me.</i></p> <p><i>I will leave these items on the Art Studio table. When you visit the Art Studio this week, you can create realistic trees. When you arrive at the Center, you will notice a few items that can inspire you. You can take some time to look more closely at these tree parts, you can look at the photos of trees, or you can look at the illustrations from The Gift of the Tree.</i></p> <p><i>When you are ready you may use the available materials to construct a realistic tree. Your tree might be a 2-dimensional tree, or a flat tree on paper. At the art table, you might use markers, pastels, Beautiful Stuff, or paint. At the easel, there are brushes and containers to mix the colors you need for your trees.</i></p> <p><i>Or you can construct a 3-dimensional tree. For this, you will need a base, Beautiful Stuff, and adhesive.</i></p> <p>Show the cardboard base. Model putting a few Beautiful Stuff pieces on the cardboard.</p> <p><i>Turn and talk to a friend about your tree ideas. What might you construct?</i></p> <p><i>I cannot wait to see all of the different trees. Think about working together with your peers.</i></p>
<p>During centers</p>	<p>Children look at the tree parts, images, and texts. Support children as they decide what kind of trees to represent what materials to use. They might choose to create 2-dimensional or 3 dimensional pieces.</p> <p>If using Beautiful Stuff, children may need support with how to glue their pieces together.</p> <p>If painting, children may need support with mixing colors.</p> <p>Remind children to use the resources as a source of inspiration and also to include details about trees.</p> <p>Encourage children to work together and share ideas.</p>

Unit 4



Weeks
1-8

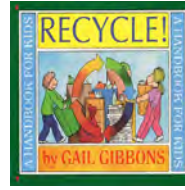
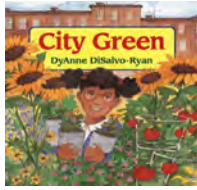
Growing and Preparing Food

Description: The Dramatization Center is first set up as a pretend kitchen. As concepts are introduced throughout the unit, elements are added, including a nearby garden, recycling containers, and a compost bin. This is an extended, unit long project.



Dramatization

Standards Addressed:
SS K.10
SL.1, 2, 3, 4, 6
L.1, 2, 4, 5, 6
CC.4, 5, 6
OA.1
MD.1, 2, 3
G.1



Enduring Understandings:

- As stewards of the earth, humans must create and participate in sustainable systems that use the earth's resources wisely.
- People have a responsibility to protect and maintain the natural world.

Essential Question:

What are sustainable systems, and what part do we play in them to make responsible decisions for our earth?

Materials:

- pretend food and dishes
- pieces of fabric
- construction paper (variety of colors)
- markers
- crayons
- pencils
- empty containers/bins
- other props relevant to kitchen and gardening play

Vocabulary:

- prepare
- solution
- recycle
- layer
- produce
- reuse
- scoop
- trash
- tidy
- plant
- group
- nourish
- nutrition
- seed
- protect
- scatter
- care
- sprout

Preparation:

There are two options:

Tell the children you will be transforming the Dramatization Center into a kitchen and invite a group of children to help think about what materials and furnishings will be needed. Enlist the children's help in setting up the area and creating labels and signs for materials. Beautiful Stuff can be a good resource for materials (e.g., empty containers and boxes can be used as pretend food/items in the kitchen).

OR

If logistics do not permit this participatory approach, set up the area yourself. Arrange the area and materials so that it suggests a kitchen area for preparing food, with some pretend food, dishes, etc., if materials are available. If unavailable, use construction paper or recyclables to create food, plates, etc. Children can create these materials during Centers.

As the unit unfolds, children build their understandings. Gradually introduce the additional elements: a garden, compost buckets, and recycling bins. You may need to expand the borders of the Dramatization Center to allow more space, although the garden/farmers market area need not be very large. If your Dramatization Center is very small, rotate the elements instead of adding to the area over time (e.g. start with a kitchen, then remove the kitchen and change the area to a garden, then a farmers market, etc.)

Follow the Pre-sequenced Weekly Plans for suggestions about timing for adding or changing elements of the area, or adapt based on the interests of your group. The decision to include a garden or a farmer's market can be made based on the interests of the group and may be influenced by neighborhood or community characteristics.

Ideas for stocking the area:

- Garden: To represent soil, lay a piece of brown fabric on the ground or use brown construction paper. Provide fabric or paper pieces for plants, fruits, and vegetables. Offer empty seed packets and empty containers for watering.
- Recycling and compost bins: Small boxes or containers will work well. Children can make signs to denote which materials should be placed in each bin.
- Provide vocabulary cards from the read alouds in the area and embed key unit vocabulary in the conversation. Bring in real materials whenever possible.
- To help provide structure, gradually introduce materials into the area. Too many materials can become overwhelming for some children. Organize and label the materials.

Intro to Centers: Kitchen

"The Dramatization Center has changed; it is now a pretend kitchen! In the kitchen, you can prepare food."

"What kinds of foods do you and your family cook or eat at your house? Turn and tell a partner about some of the foods you eat and how you prepare these foods. "

"If we don't have the kind of food you want to prepare, you can make it using paper or you can use something else as pretend food. You can also write a recipe that explains how to prepare the food you like to eat."

Hold up some items from the area. If children participated in the transformation of the area, invite them to talk about the changes or give a tour of the space.

Children turn and talk.

Show different colored paper.

Note: *The Intro to Centers above is written for a garden but you could also utilize it to introduce a farmers' market (refer to "Using This as a Provocation" section).*

During Centers: Kitchen

Children may act out familiar food preparation scenarios from home. Encourage the children to describe the kinds of foods they eat or help prepare at home, and celebrate the diversity and wealth of knowledge that the children bring. Embed key unit vocabulary throughout your conversations with the children.

Offer props to embed literacy. For example, provide small slips of paper to create shopping lists or menu planners for the food that will be served. Encourage mathematical thinking. Ask children to count the number of people in the area and set the table with the corresponding number of plates. Count and categorize food. Foster number sense and data analysis skills by making requests such as, "I would like three kinds of green food for lunch today, please."

Guiding Questions during Centers: Kitchen

- What kind of food do you prepare at your house?
- What do you like to eat?
- Where do you think that food comes from?
- How will you work together to prepare a meal?
- How could you make some _____ (carrots/bread/napkins, etc.)?
- That sounds delicious! What ingredients will you need to make that dish? Let's write the recipe down so we can remember how to make this.

Intro to Centers: Garden

"Now that we know a lot about gardens and how seeds become plants, we have a new part in the Dramatization Center, a garden! Many of the foods we eat come from plants. In the garden, you can pretend to plant seeds and grow some food to prepare in the kitchen. Here is a packet of lettuce seeds."

"I think I will pretend to plant these seeds in the garden and water them with this watering can."

"When the lettuce grows, I will harvest it and use it to make a salad in the kitchen!"

Show seed packet.

Pantomime planting seeds and watering.

Pantomime harvesting lettuce.

During Centers: Garden

Scaffold expansion of the play to involve planting, tending, and harvesting the garden. The food grown can then be prepared and cooked in the kitchen for eating.

Guiding Questions during Centers: Garden

- What crops will you pretend to grow?
- What do these seeds/plants need to survive?

Intro to Centers: Recycling Bins

"We have learned all about recycling from this book, *Recycle!* by Gail Gibbons."

"After we read the book, some children suggested that we have recycling bins in our pretend kitchen so we could recycle food packages after we prepare food. This is a great idea!"

"Today in Dramatization, we will need help to make labels for our new recycling containers. What kinds of materials do you think we could recycle?"

Hold up book, Recycle!.

Hold up bins.

Take a few ideas from the group.

Model creating a label, segmenting phonemes and naming letters as you write.

During Centers: Recycling Bins

Support children to expand their use of the area. Children could recycle containers of food from the kitchen.

Guiding Questions during Centers: Recycling Bins

- Could you recycle the packaging from the pasta? Which bin should it go in?
- Where will the recycling go? What can it become?

Intro to Centers: Compost Bins

“We have been doing STEM Investigations about composting and talking about what materials decompose.”

“Some children have suggested we have a pretend compost bin in our pretend kitchen! This was a great idea, and here is the new bin.”

“What kinds of materials do you think we could put in the compost bin?”

Show some materials from the STEM investigation.

Hold up pretend compost bin.

Have the children turn and talk.

During Centers: Compost Bins

Children can compost food scraps. The children could make food scraps by reusing scratch paper from the Writing and Drawing Center.

Guiding Questions during Centers: Compost Bins

- What can we place in the compost bin?
- Which is the appropriate bin?
- What will happen to these food scraps when you put them in the compost bin?

Thinking & Feedback:

Share a recipe that a child or group of children has written to inspire writing of additional recipes.

When a problem arises over materials (e.g., not enough gardening tools for the garden), gather feedback from the whole class about how to solve the problem.

Documentation:

Make notes about how children are working, pretending, interacting with one another. Add additional elements and shape the trajectory of the activity to capitalize on the children’s specific interests.

Using this as a Provocation:

As children generate ideas of their own, they will likely make connections to read alouds, STEM Investigations, and Center activities. The possibilities are endless. Embrace innovation and adapt the continual activity to allow the children to have ownership of the Dramatization Center.

Farmers’ Market Option:

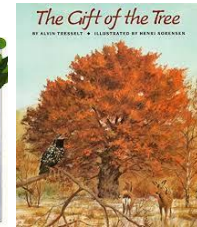
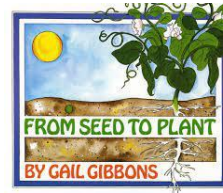
Begin a conversation with the children about what a farmers market is, and how it is different from other kinds of markets. If there is a farmers market near your school, consider taking a walk there as a class or with a small group, to build background knowledge and to research how the market is set up. In the Dramatization Center, provide a few boxes and/or baskets to hold produce. Encourage children to reuse scraps of paper or Beautiful Stuff as money. Reused paper or cloth bags can be used to carry the produce back to the kitchen.

Guiding Questions for Farmers’ Market:

- What foods can we buy at this market?
- How much does this food cost?
- What will you use as pretend money?

Unit 4: Our Earth

WEEK 2 Day 1



Library & Listening: Researching Plants

Children research information about plants from different sources.

Big Ideas	Through investigations and research, people learn about the natural world.
Guiding Questions	How do people learn about the natural world?
Vocabulary	<p>research: to find out about a topic</p> <p>resource: a place, thing, or person that gives you information</p> <p>field guide: a book with information about things in the natural world</p>
Materials and Preparation	<ul style="list-style-type: none"> ● research sheets ● nature images and videos, from week 1 ● plants images and slides ● <i>From Seed to Plant</i>, Gail Gibbons ● <i>The Gift of the Tree</i>, Alvin Tresselt ● Audubon Field Guide (plants, pg 25) ● books about plants ● Ipad or laptop ● sticky notes ● clipboards ● writing utensils <p>Gather books and images about plants. Be sure to include resources relevant to the children’s context.</p> <p>Set out clipboards with paper, sticky notes, and writing utensils. Set up a laptop or ipad with a folder with images children can look through and tag.</p>
Intro to Centers	<p style="text-align: center;"><i>Last week in Library & Listening you worked on a book inventory of the books we have about our earth.</i></p> <p>Show the book inventory and the collection of books.</p>




	<p><i>This week you are going to research plants all around us. Here are images and videos about plants. We have images from our area and a field guide, which helps us to get information about things in the natural world.</i></p> <p>Choose what to share with children (images, video, the field guide). <i>What do you notice?</i></p> <p>Think, Pair, Share.</p> <p><i>Your job is to look through the materials to see what you can find out about plants. When you find something interesting you can record it in your research notes sheet. This sheet has space for lots of things you are going to research during this unit, for today you can just use the part about plants.</i></p> <p>Show the sheet and model finding something interesting and recording it. <i>I noticed that the field guide says oak trees live 100 years. I am going to draw a tree and write 100 next to it.</i></p> <p><i>What do you want to learn about?</i></p> <p>Harvest a couple of responses <i>I am curious to see what you find out. Make sure to work together, share ideas and help each other by recording information in your research notes.</i></p>
During Centers	As children look through books/images/videos, support them to think about what they are interested in learning about plants. Encourage children to collaborate and talk with each other about what they are learning and how they are recording it on the research note sheet.
Facilitation	<ul style="list-style-type: none"> ● Which images/texts/videos inspire you or give you ideas? ● How can these images/texts/videos help you and other children find out more about plants? ● What plants are you interested in? Why? ● How are you going to record the information in your research note sheet? ● What do you want to learn more about plants?
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>K-LS1-1 Recognize that all plants and animals grow and change over time.</p>

	<p>Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p>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>
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Notes

Research Notes

Researcher name(s): _____

Research Topic	What did we find out?
<p>plants</p> 	
<p>rainforest</p> 	
<p>recycling</p> 	

**how to save
water**



**art made with
recycled
materials**



gardens



**caretakers of the
earth**



Centers U4 W2

Trees

Black Locust



Tree of Heaven



White Oak



Silver Maple



Centers U4 W2

Norwegian Pine



Centers U4 W2

White Pine



Flowers

Milkweed

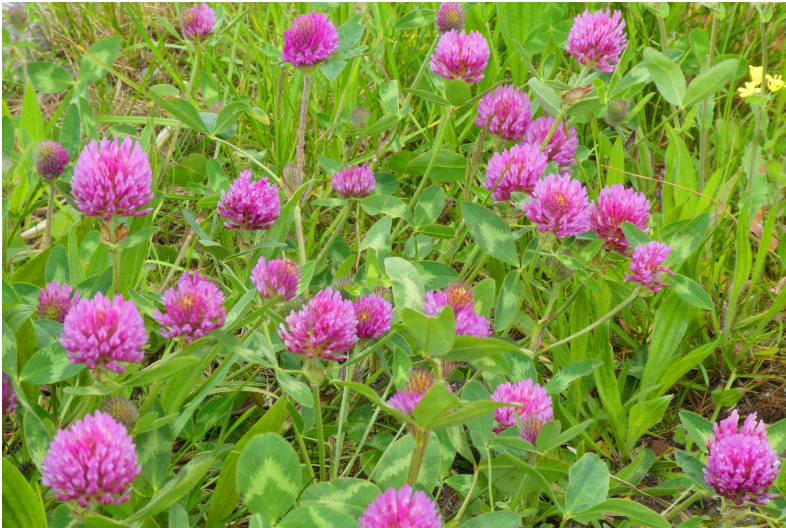


Dandelion



Centers U4 W2

Clover



Rhododendron



Centers U4 W2

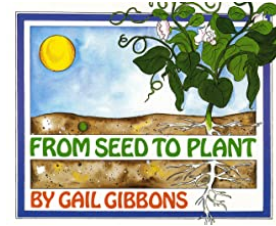
Buttercup



Honeysuckle



Centers U4 W2



WEEK 2 Day

**Discovery:
Sorting Seeds (part 2)**

New seeds are added. Children continue to 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>The same materials as the previous week:</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>Add:</p> <ul style="list-style-type: none"> ● more seeds Gather seeds from a variety of familiar fruits and vegetables. Consider the seeds that will be familiar and relevant to the children. For instance, gather seeds found in the children’s school lunches

	<p>and in their favorite foods. In addition, collect seeds that have different attributes such as avocado seeds, mango seeds, etc. Be sure to consider potential allergies.</p> <p>Add these new seeds to the seed collection from the previous week. Place the seeds on the trays.</p> <p>Bring the following to the whole group meeting area for the Intro to Centers: a few of the new seeds and Is your seed...? chart</p>
<p>Intro to centers</p>	<p><i>Over the course of last week, you have been noticing all the seeds around us. I've added some additional real seeds at the Discovery Table.</i></p> <p>Show the new seeds.</p> <p><i>What kind of seed is this?</i></p> <p>Provide time for children to share their hypotheses. Invite children to share their experiences with the corresponding fruits/vegetables.</p> <p><i>Last week, we sorted many different seeds. Remember, a seed is a small part of a plant that can grow into a new plant.</i></p> <p><i>You've noticed that these seeds are many different shapes, sizes, and colors.</i></p> <p>Show a sample small book. Highlight the ways in which the child sorted the seeds.</p> <p><i>When you visit the Discovery Table this week, you can continue to sort the seeds into different categories. There might even be new categories! Don't forget to write and draw about your discoveries in a small book.</i></p>
<p>During Centers</p>	<p>Children may first want to explore the seeds with their hands and examine them using magnifying glasses. Children might make connections to the seeds. (e.g., I love oranges! When I ate an orange yesterday, I found 5 seeds!)</p> <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>Support and build upon children's descriptive vocabulary, such as color, shape, and texture words.</p>

Facilitation	<ul style="list-style-type: none"> ● Have you seen this seed before? Where do you think it's from? ● 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> <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>

Notes



WEEKS 2-8 Day 1

**STEM Investigation 2:
Compost and Worms**

Children prepare a compost bin and observe what happens to food scraps and plastic materials in the bin over time.

Big Ideas	<p>People, other animals and plants depend on and impact the environment. As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.</p> <p>Through investigations and research, people learn about the natural world.</p>
Guiding Question	In what ways do people, animals and plants depend on and impact the environment?
Vocabulary	compost: dead plants and leaves
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Dirt the Scoop on Soil</i>, Natalie Myra Rosinsky ● Compost Recording sheets ● large, clear, plastic container with a lid (e.g., a plastic storage bin, approximately 12”x 10”x 8”) <p>Prepare the compost bin by drilling/punching 5–6 small holes in the bottom of the plastic container and 5–6 holes in the top. The holes will ensure air circulation for the compost. A clear container will allow children to observe the compost more closely.</p> <ul style="list-style-type: none"> ● 1 full newspaper ● a bin or small bucket for water ● fruit and vegetable scraps that break down easily (e.g., fruits/vegetables from the school lunch) <p>Collect a small container of food scraps, either from home or from the school cafeteria. Gather only fresh fruit scraps, vegetable scraps, or coffee grounds (no meat, cheese, eggs, or cooked foods).</p>

	<ul style="list-style-type: none"> ● dead leaves ● red worms ● small plastic or styrofoam containers, a plastic grocery bag, or any other material made of plastic or styrofoam ● watering can spray bottle for water ● magnifying glasses ● paper plates or small plastic containers ● plastic spoons ● gloves, optional ● smocks or old t-shirts ● device and projector (to show composting video) <p>Composting video: https://www.youtube.com/watch?v=dRXNo7leky8</p> <ul style="list-style-type: none"> ● non-fiction books about composting <p>This Investigation unfolds over the course of the unit.</p> <p>Place the bin, food scraps, leaves, and newspaper in the STEM Center. Bring relevant non-fiction books to the STEM Center, so that children can reference them during the Investigation.</p> <p>Some children may be reluctant to touch the materials; provide gloves, plastic spoons, or popsicle sticks.</p> <p>Bring to Intro to Centers: some food scraps, some newspaper, some dried leaves, water, Compost Recording sheet</p>
<p>Intro to Centers</p>	<p><i>Remember when we read this book, Dirt! The Scoop on Soil?</i></p> <p>Hold up the book.</p> <p><i>When we read this book, we learned a lot about soil and what it is made of. One way to make soil is to compost. Compost means to help food scraps and other old plant parts, like leaves and grass, break down into small parts. Compost can then be put on or into soil, to make the soil even better for growing new plants. Let's watch a video to learn more about compost.</i></p> <p>After the video, invite children's reactions and questions.</p> <p><i>Turn and talk to a partner about your thoughts.</i></p> <p><i>Those are interesting ideas. In our classroom, we are going to conduct an experiment to learn more about compost. We will make</i></p>

	<p><i>a small compost bin. We will add red worms. The bin is going to be a habitat for the worms. Why do you think we would want worms in the compost bin?</i></p> <p>Invite 2-3 responses.</p> <p><i>You have so many ideas about the worms! This week, our job is to get the compost bin started. Here are the materials we have to put into the compost bin today.</i></p> <p>Show the food scraps, newspapers, dried leaves, water.</p> <p><i>When you go to the STEM Center, you can help add these materials to the compost bin.</i></p> <p><i>When we finish putting materials in the compost bin, we will need to record information about what the compost looks, smells, and feels like.</i></p> <p><i>Model completing the Compost Recording sheet.</i></p> <p><i>We will keep observing the compost over many days, to see what happens. On your recording sheet, you can draw the habitat and all the ingredients we put into it. As scientists, we should label what we draw and write down our observations.</i></p>
<p>During Centers</p>	<p>Throughout the Investigation, listen for children’s questions. Encourage children to seek answers to their questions through consulting non fiction books, online resources, or by asking an expert.</p> <p>Setting up the bin:</p> <ul style="list-style-type: none"> ● Children rip newspapers into about one–inch strips. ● Children will dunk the strips in water and then squeeze out any excess water before adding the newspaper to the bin. Children fill the bin until it is half full. ● Add food scraps, leaves, and plastic items to the newspaper, and mix the materials together using hands or plastic spoons. ● Place the worms into the bin and observe what happens. ● Children record and draw what they put in the bin on their Compost Recording sheet. Children photograph the bin. ● Keep the bin moist over the following weeks by spraying or pouring in water. <p>After the bin is set up:</p> <ul style="list-style-type: none"> ● Children examine the compost bin to see what has changed

	<ul style="list-style-type: none"> • Children document their observations on their Compost Recording sheets and/or with a device. • Children might want to explore the worms.
Facilitation	<ul style="list-style-type: none"> • What do you think will happen to the food scraps? The plastic containers? The leaves? Why do you think that? • What do you think the red worms need to live? • How could you find out more information about the worms? • How can we record our information so another scientist can learn about what we found? • What do you notice about the food scraps? What do you notice about the plastic containers? • What do you think the worms did in the compost bin?
Sharing Our Research	<p>Use the suggestions below to hold Sharing our Research meetings throughout the composting process.</p> <p>Right after the bin has been put together: Bring the bin to the meeting area, along with some of the children’s observation notes. Ask, “What do you hypothesize will happen to the food scraps, plastic containers, and leaves that we put in the bin?” and “What do you think the worms do in the compost bin?”</p> <p>Once visible breakdown is apparent in the food scraps or leaves: Discuss the questions: “What have you noticed about the materials we put into the bin?” “Why do you think the food scraps look so different?” and “Why do you think the plastic containers still look the same?”</p>
Standards	<p>K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p> <p>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>

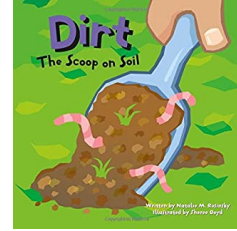
Compost Recording Sheet (STEM Investigation 2)

Name:

Date:

Notes:

Observational drawing with labels:



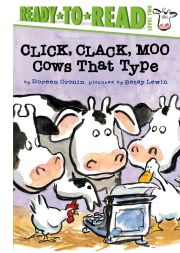
WEEK 2 Day

**Writing and Drawing:
Writing about Worms**

Children write and draw about what they know and their wonderings about worms.

Big Ideas	<p>People, other animals and plants depend on and impact the environment.</p> <p>As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.</p>
Guiding Question	In what ways do people, animals and plants depend on and impact the environment?
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Dirt: The Scoop on Soil</i>, Natalie Myra Rosinsky and Sheree Boyd ● drawing and writing tools ● paper of different sizes and colors ● clipboards, enough for a small group Attach one piece of paper to each clipboard. ● chart paper and markers <p>Bring the following to the whole group meeting area for the Intro to Centers: <i>Dirt: The Scoop on Soil</i>, paper on clipboard, chart paper and markers</p>
Intro to centers	<p><i>Do you remember this book? We read it several weeks ago, in our last unit of study.</i></p> <p>Hold up the <i>Dirt: The Scoop on Soil</i>. Show the pages that depict worms. <i>And then last week, we started a class compost bin. Many of you touched and observed worms! Think about the text and our compost bin. Talk to a partner about what you noticed and learned about worms.</i></p> <p>After children talk to a partner, invite a few partnerships to share out. Make connections to the STEM Investigation when possible.</p> <p><i>I will write your ideas down on this chart paper titled, "Worms."</i></p>

	<p>Title the chart paper. As children share, record their ideas on the chart paper.</p> <p><i>You know a lot of things about worms!</i></p> <p>Prompt the children to think about what they wonder about worms.</p> <p><i>What questions do you have about worms?</i></p> <p>As children share, record their questions on the chart paper.</p> <p><i>In Writing and Drawing this week, you can write about worms. I am going to leave a few items to help you: our Worms chart and Dirt: The Scoop on Soil. There are also clipboards available so you can bring your paper to the compost bin to help you draw.</i></p> <p><i>As you write and draw about worms, you might write and draw about what you know. You might also write questions you have. Don't forget to label your drawings!</i></p>
During Centers	<p>Place the Worms chart in the Writing & Drawing Center to remind them of their initial ideas. Children may write and draw about what they know about worms. They might also include their questions.</p> <p>Encourage children to move between the Writing and Drawing Center and the compost bin.</p> <p>Support children to both draw and write and to use their foundational skills knowledge to sound out and spell words they want to include.</p>
Facilitation	<ul style="list-style-type: none"> ● What do you already know about worms? ● What do you want to communicate about worms? ● What is the most important thing about worms? ● What questions do you have about worms? ● What might you add to your work?
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>



WEEK 2 Days 1-2

Writing Argument

Deconstruction, Joint Construction, and Individual Construction: Audience

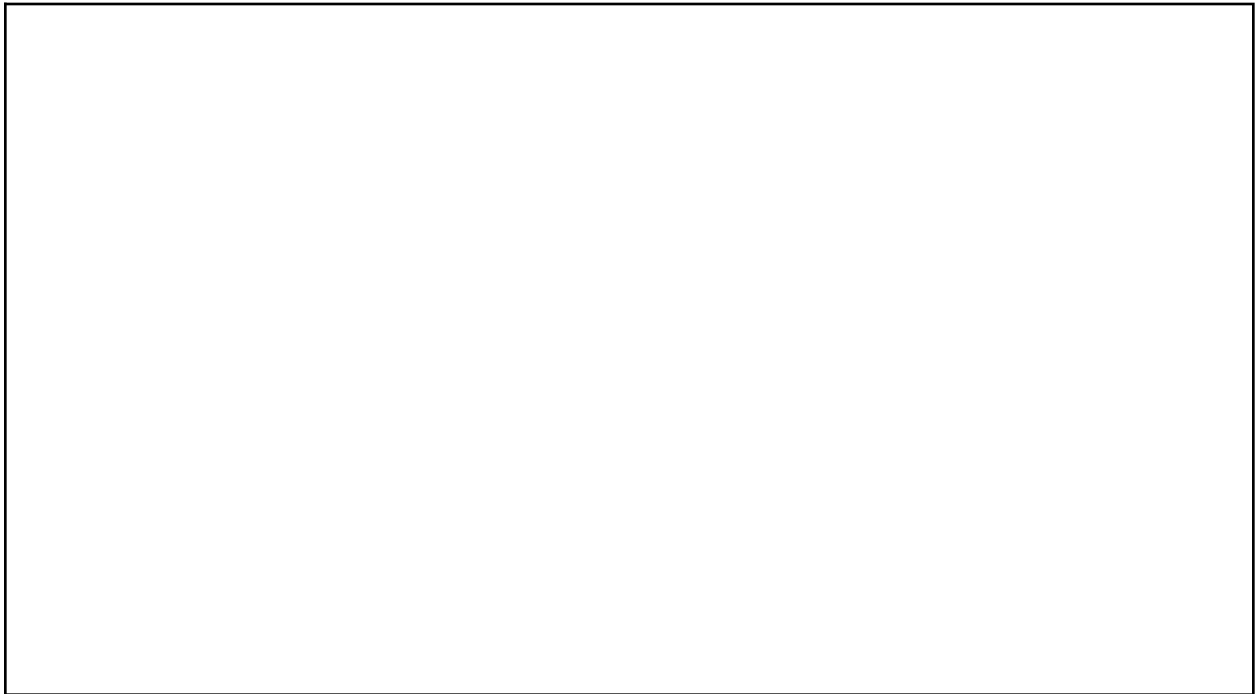
Content Objective	I can write an argument to a specific audience. (W.3.K.b)						
Language Objective	I can describe how arguments change for different audiences. (SL.1.K.a)						
Vocabulary	<p>argument: a genre of writing whose purpose is to convince someone to do something or about something</p> <p>audience: an individual or group for whom a piece of writing is composed</p> <p>convince: to persuade</p> <p>appeal: to be interesting</p> <p>thesis: the part of the argument that states what the writer or speaker is trying to convince someone to do or think</p> <p>reason: why the audience should do or think something</p>						
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Click, Clack, Moo Cows That Type</i>, Doreen Cronin ● chart paper and markers <p style="padding-left: 20px;">Prepare the following chart.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr> <td colspan="2" style="padding: 5px;">Kindergarten students need more recess time.</td> </tr> <tr> <td style="padding: 5px;">Kindergarten students</td> <td style="padding: 5px;">principal</td> </tr> <tr> <td style="height: 80px;"></td> <td style="height: 80px;"></td> </tr> </table> <ul style="list-style-type: none"> ● argument paper, one copy for each child ● writing tools 	Kindergarten students need more recess time.		Kindergarten students	principal		
Kindergarten students need more recess time.							
Kindergarten students	principal						
DAY 1	<i>When people make arguments they think carefully about who they</i>						

	<p><i>are arguing to, their audience. When we read Click, Clack, Moo and Don't Let the Pigeon Drive the Bus, we talked about who was arguing, as well as who they were arguing to.</i></p> <p><i>Today we will look again at the audiences in our mentor texts, and we will practice making the same argument to different audiences.</i></p>
<p>Deconstruction</p>	<p><i>In Click, Clack, Moo Cows That Type, the cows are arguing to Farmer Brown—he is their audience.</i></p> <p>Show page 6. <i>What reason do the cows give?</i></p> <p><i>Is it effective—does that reason convince him?</i></p> <p>Show page 8. <i>Since the cows' reason does not convince Farmer Brown, they go on strike—but that doesn't work either!</i></p> <p><i>The cows have to think very carefully about their audience and what would appeal to him—what he would care about.</i></p> <p>Show page 24. <i>The cows finally convince Farmer Brown by thinking about a deal that would appeal to him—they trade their typewriter for electric blankets. They know that the typewriter is driving him crazy, so they use that in their argument.</i></p>
<p>Joint Construction</p>	<p><i>Now we are going to think about arguing to different audiences.</i></p> <p>Refer to the chart. <i>Here I wrote our thesis. The thesis states what you are arguing for someone to do or to think. Our thesis says, "Kindergarten students need more recess time." We are going to think about what reasons we would give if we were trying to convince other Kindergarten students, or if we were trying to convince the principal.</i></p> <p><i>Think, Pair, Share. Imagine you are trying to convince other Kindergarten students that you need more recess time, what reasons would you give?</i></p> <p>Harvest children's ideas and add them to the chart.</p> <p><i>Now think about [principal's name] and what is important to [him/her] at school. What reasons would you give [principal's name] to convince [him/her] that Kindergarten students need more recess time?</i></p> <p>Harvest children's ideas and add them to the chart. <i>What is the same about the reasons we listed for Kindergarten</i></p>

	<p><i>students and for the principal? What is different?</i></p> <p><i>We generated different reasons for each audience, because we know that people care about different things. To make a strong argument, we need to choose reasons that appeal to our audience.</i></p>
<p>DAY 2</p> <p>Individual Construction</p>	<p><i>Now it's your turn to write. You will choose one audience and write an argument to convince that person that Kindergarten students need more recess time.</i></p> <p>Show the argument paper.</p> <p><i>This is the paper you will use. At the top is a place to write your name. The next line says "Audience." If you are writing to a Kindergarten student, circle "Kindergarten student." If you are writing to the principal, circle "principal." Here is a place for illustrating your reasons. Below is our thesis: "Kindergarten students need more recess time." Then there are lines to write your reasons.</i></p> <p><i>Think about who you would like to write to—Kindergarten students or the principal—and what reasons you will give. Share your plan with a partner, then get writing!</i></p> <p>As children write, circulate to support their work. Choose several children who are arguing to different audiences with varying reasons to share their work with the class.</p>
<p>Closing</p>	<p>Bring the class back together. Invite several children to share their work.</p> <p><i>When people make the same argument to different audiences, they may choose very different reasons. This is something we will think a lot about as we continue to write arguments.</i></p>
<p>Standards</p>	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>Reflect on the class discussion and children's writing.</p> <p>What do children understand about arguing to different audiences? What is still confusing?</p> <p>Collect and analyze children's writing.</p> <p>What reasons do they give? Would the reasons appeal to their chosen audiences?</p>

Name: _____

Audience: Kindergarten student principal




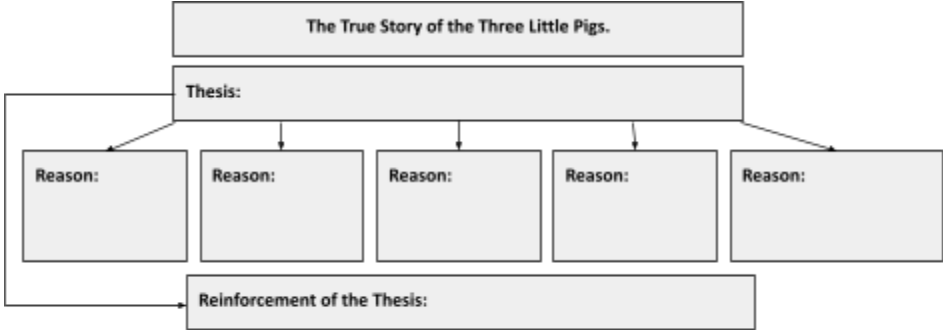
Kindergarten students need more recess time.



Writing Argument

Deconstruction: Argument Stages

Content Objective	I can name the stages of arguments. (W.3.K.b)
Language Objective	I can answer questions about the thesis and reasons in an argument. (SL.2.K.a)
Vocabulary	<p>argument: a genre of writing whose purpose is to convince someone to do something or think something</p> <p>stages: the parts of a piece of writing</p> <p>audience: an individual or group for whom a piece of writing is composed</p> <p>thesis: the part of the argument that states what the writer or speaker is trying to convince someone to do or think</p> <p>convince: to persuade</p> <p>reason: why the audience should do or think something</p> <p>reinforcement: saying again, in a new way</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The True Story of the Three Little Pigs</i>, Jon Scieszka ● argument anchor chart images ● chart paper, two pieces <p>Prepare the following Argument anchor chart.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px; background-color: #f0f0f0;"> <p style="text-align: center;">Argument</p> <p>Purpose: to convince someone to do something; to convince someone to think something</p> <p>Examples:</p> </div>

	<div data-bbox="500 111 1360 369" style="border: 1px solid black; padding: 5px;">  <p>Stages:</p> <p>Prepare the following <i>The True Story of the Three Little Pigs</i> chart.</p>  <pre> graph TD Title[The True Story of the Three Little Pigs.] --> Thesis[Thesis:] Thesis --> Reason1[Reason:] Thesis --> Reason2[Reason:] Thesis --> Reason3[Reason:] Thesis --> Reason4[Reason:] Thesis --> Reason5[Reason:] Reason1 --> Reinforcement[Reinforcement of the Thesis:] Reason2 --> Reinforcement Reason3 --> Reinforcement Reason4 --> Reinforcement Reason5 --> Reinforcement </pre> </div>
<p>DAY 1</p>	<p>Introduce the Argument anchor chart.</p> <p><i>We have been talking about arguments, whose purpose is to convince someone to do something or to convince someone to think something.</i></p> <p><i>Today we are going to learn about the stages, or parts, or arguments by rereading The True Story of the Three Little Pigs.</i></p>
<p>Deconstruction</p>	<p><i>Remember, in The True Story of the Three Little Pigs, A. Wolf talks to the readers, his audience, to try to convince them about something.</i></p> <p>Introduce the <i>The True Story of the Three Little Pigs</i> chart.</p> <p><i>Over the past few days we started talking about some of the stages of arguments. Arguments begin with a thesis, the part of the argument that states what the writer or speaker is trying to convince someone to do or think. Let's try to find A. Wolf's thesis in these first few pages.</i></p>
<p>pages 1-2</p>	<p><i>What is A. Wolf trying to convince his readers to think?</i></p> <p>Harvest children's ideas and write the thesis on the chart. (See the completed chart example at the end of the lesson.)</p>
<p>page 3</p>	<p><i>We know that when someone argues, she or he also has to provide the audience with reasons why the audience should do or think something. What reason does A. Wolf give here?</i></p>

	Harvest children’s ideas and write the reason on the chart. (See the completed chart example at the end of the lesson.)
pages 6-7	<p><i>What reason does A. Wolf give here?</i></p> Harvest children’s ideas and add the reason to the chart. (See the completed chart example at the end of the lesson.)
DAY 2 page 15	<p><i>What reason does A. Wolf give here?</i></p> Harvest children’s ideas and add the reason to the chart. (See the completed chart example at the end of the lesson.)
pages 24-25	<p><i>What reason does A. Wolf give here?</i></p> Harvest children’s ideas and add the reason to the chart. (See the completed chart example at the end of the lesson.)
page 27	<p><i>What reason does A. Wolf give here?</i></p> Harvest children’s ideas and add the reason to the chart. (See the completed chart example at the end of the lesson.)
page 28	Finish the read.
Closing	<p><i>Let’s add what we learned about the stages of argument to our anchor chart.</i></p> Review the stages cards as you add them to the chart. As indicated in the example, leave space between the “reasons” and “reinforcement of the thesis” cards to add the “evidence” card next week. <p>*Note: no lesson on Day 5.</p>

Argument

Purpose: to convince someone to do something; to convince someone to think something

Examples:



Stages:

 <p>thesis: states what the writer is trying to convince the audience to think or do</p>	 <p>reasons: support the thesis, appeal to the audience</p>
 <p>reinforcement of the thesis: repeats the thesis in a new way</p>	

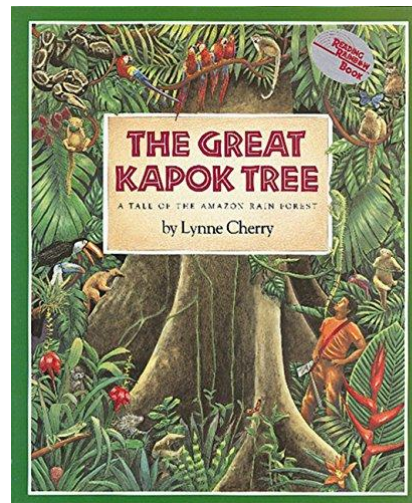
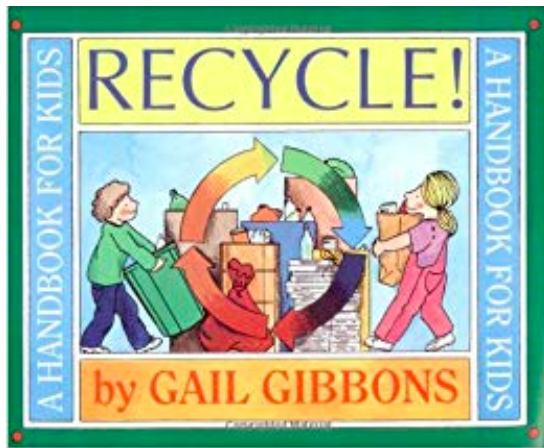
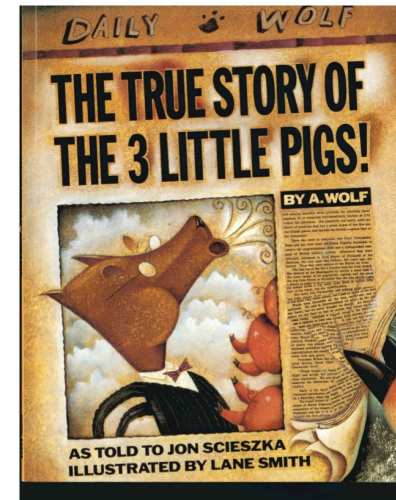
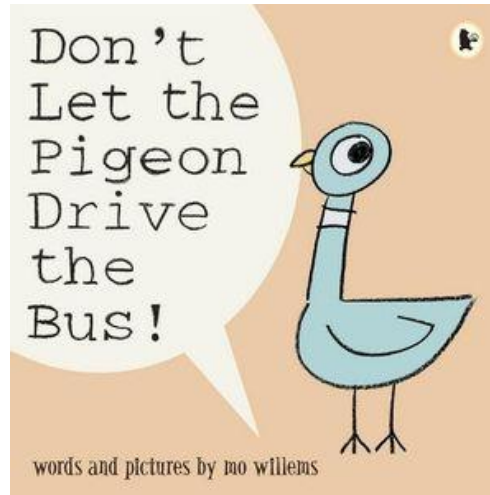
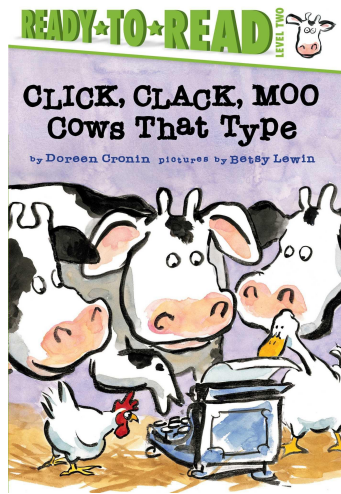
Next we will choose a topic and begin writing an argument together!

Note: Leave the Argument anchor chart posted. You will continue to reference and add to it throughout the unit.

Standards	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
Ongoing assessment	<p>Throughout the lesson, listen for and make note of children’s understanding of the stages of arguments.</p> <p style="padding-left: 40px;">Are they able to identify the thesis?</p> <p style="padding-left: 40px;">Do they identify the reasons used to support the thesis?</p>

Argument anchor chart images

mentor texts

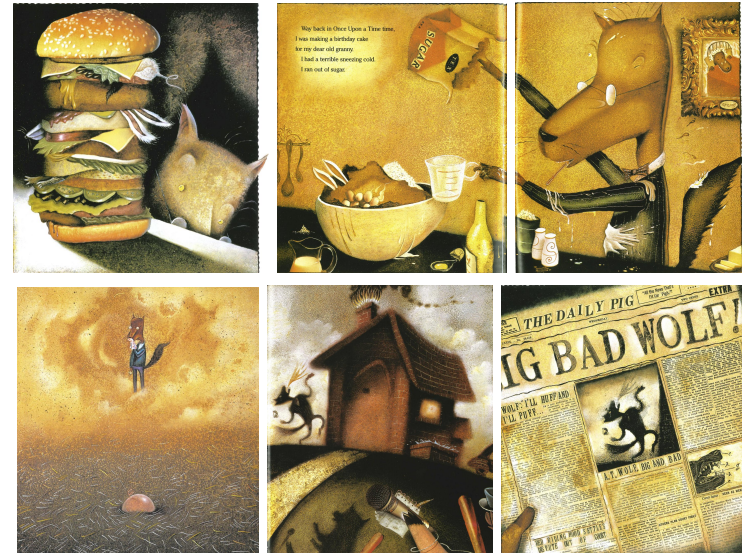


Writing U4 W1 D5

stages



thesis: states what the writer is trying to convince the audience to think or do



reasons: support the thesis, appeal to the audience



reinforcement of the thesis: repeats the thesis in a new way

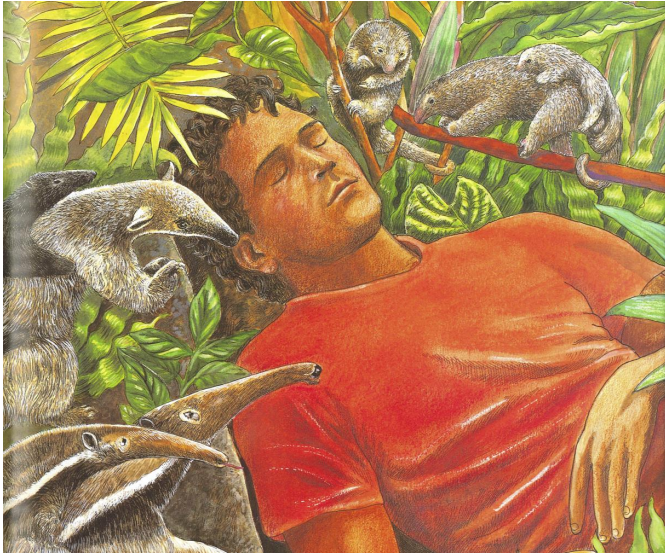
CAN YOU BELIEVE?...

- Each person in the United States throws out about four pounds of garbage every day.
- New York City alone throws out enough garbage each day to fill the Empire State Building.
- In one day, Americans get rid of 26,000 cars and 4,000 trucks and buses.
- Each hour, people in the United States use two and a half million plastic bottles.
- Forty-three thousand tons of food is thrown out in the United States each day.
- Fourteen billion pounds of trash is dumped into the ocean every year.
- People in the United States throw out about 270 million more every year.

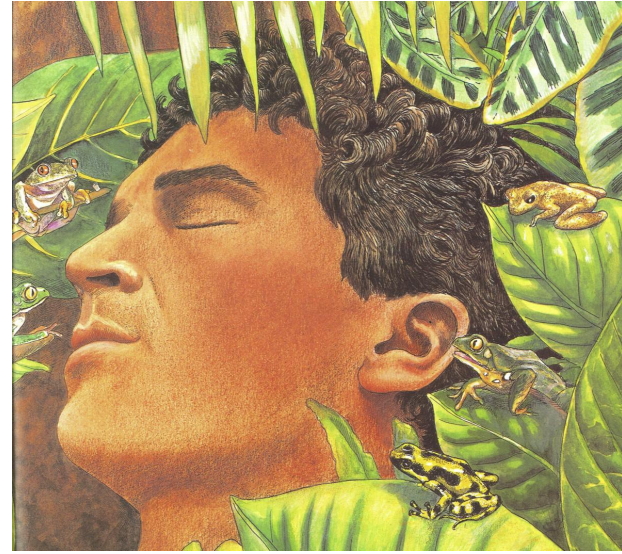
evidence: supplies facts and details to support the reasons, appeals to the audience

Writing U4 W1 D5

language



what you do today. The big man tells you to chop down a beautiful tree. He does not



he piped in the man's ear: "Senhor, a ruined rain forest means ruined lives . . . many ruined lives. You will leave many of

positive and/or negative **adjectives** that make the argument stronger

Writing U4 W1 D5

WEEK 2

Stations

Station	Activities	Materials Add writing and drawing tools at each station.
Strategic Small Group Instruction		Dedicate the majority of Stations time to strategically targeted small group instruction.
Reading	Independent and Partner Reading	<ul style="list-style-type: none"> ● collection of high-interest picture books, including on the topic of study (soil, plants, trees)
Pocket Chart	“Earth Day”	<ul style="list-style-type: none"> ● “Earth Day” sentence strips ● pocket chart and pointer ● “Earth Day” on chart ● “Earth Day” child copies ● drawing tools
Listening & Speaking	Talk Time	<ul style="list-style-type: none"> ● Week 2 Talk Time image and prompt ● 1-minute sand timers, optional
	Listen and Respond	<ul style="list-style-type: none"> ● technology for listening to recorded text ● <i>The Gift of the Tree</i> recording ● <i>The Gift of the Tree</i>, Alvin Tresselt ● conversation prompts, cut apart
Writing	<i>From Seed to Plant</i>	<ul style="list-style-type: none"> ● <i>From Seed to Plant</i>, Gail Gibbons ● writing prompt sheet, one copy for each child ● writing and drawing tools
Word Work	Read, Build, Write Trick Words	<ul style="list-style-type: none"> ● Read, Build, Write Sheets, one for each child ● magnetic letters or letter tiles
	Picture Match Digraphs	<ul style="list-style-type: none"> ● Picture Match grids, in sheet protectors ● Picture Cards, 5 sets, cut apart ● envelopes, one for each set of cards
	Changing Digraphs	<ul style="list-style-type: none"> ● Changing Digraphs sheets, one for each child
	From Here to There	<ul style="list-style-type: none"> ● From Here to There sheets, one for each child

The Gift of the Tree

How does the tree change over time?
Why do you think this book is called *The Gift of the Tree*?

The Gift of the Tree

How does the tree change over time?
Why do you think this book is called *The Gift of the Tree*?

The Gift of the Tree

How does the tree change over time?
Why do you think this book is called *The Gift of the Tree*?

Talk Time Week 2



<https://www.pinterest.com/pin/460070918163907920/>



Listening & Speaking Station: Talk Time U4 W2

The Arnold Arboretum is a tree museum in Boston.
Why would a city have a tree museum?
What season does this photo show? How do you know?

The Arnold Arboretum is a tree museum in Boston.
Why would a city have a tree museum?
What season does this photo show? How do you know?

The Arnold Arboretum is a tree museum in Boston.
Why would a city have a tree museum?
What season does this photo show? How do you know?

Name: _____

Writing Station: *From Seed to Plant*

Draw and label the life cycle of a plant.















Writing Station U4 W2













Writing Station U4 W2

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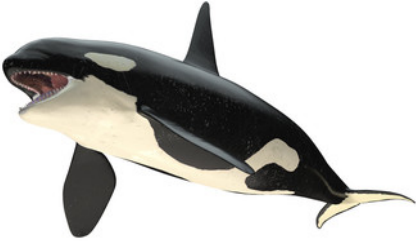
Name: _____

Word Work Station

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


Read the word	Build the word	Write the word
I		 <hr/>  <hr style="border-top: 1px dashed black;"/>  <hr/>  <hr/>
you		 <hr/>  <hr style="border-top: 1px dashed black;"/>  <hr/>  <hr/>
little		 <hr/>  <hr style="border-top: 1px dashed black;"/>  <hr/>  <hr/>

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

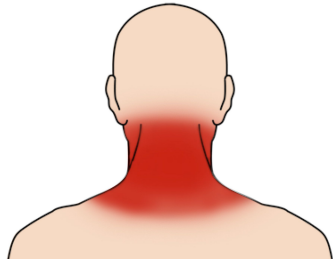
Word Work Station U4 W2

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

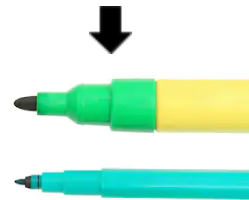
Word Work Station U4 W2

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



Word Work Station U4 W2

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



Word Work Station U4 W2



Word Banks for teacher reference

neck	whistle	whisk
wheel	whack	who
wheat	check	wharf






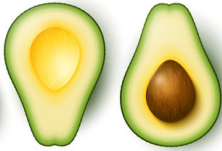

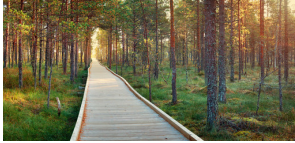



check	thick	lick
pack	tick	crack
pick	sack	

Name _____

Read the word. Change the initial sound or ending sound to make a new word.

If I can read this,

I can write and read that!

 <p>pin</p>	 <p>___in</p>
 <p>pen</p>	  <p>___en</p>
 <p>pit</p>	 <p>pi___</p>
 <p>path</p>	 <p>pa___</p>
 <p>lot</p>	 <p>lo___</p>

Word Work Station U4 W2




Word Work Station U4 W2




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Name _____

From Here to There

Start with the first word, and change the missing sound to make a new word. Keep going until you get to the last word.

Start with  moth	→	 m__th	→	 __ath
---	---	--	---	--

 pa__	→	 p__ck	→	 p__ck
--	---	---	---	---

 __ick	→	 __ick	→	 sack
--	---	--	---	---

WEEK 2

Shared Reading

"Five Little Seeds"		
<p>Standards: R.2.K.d R.3.K.a R.3.K.b R.3.K.c R.2.K.c L.2.K.b</p>	<p>Five little seeds, What will they be?</p> <p>Under the land, Under rocks and sand,</p> <p>Five little seeds, Wait patiently!</p> <p>The sun fills the sky, Rain drips from high,</p>	<p>Roots grow into the ground, Stems grow upward bound!</p> <p>Five little seeds, What will they be?</p> <p>Three will make trees, And two will make weeds,</p> <p>That's what the seeds will be!</p>
<p>Session 1</p>	<p>Opening: <i>The title of this poem is "Five Little Seeds." Based on the title, what do you think this poem will be about?</i></p> <p>Fluency: Model expressive reading, emphasizing rhyme. Pause at the word "rocks" in the second stanza for authentic word solving (see below). The second time through, invite children to echo read each stanza.</p> <p>Word Solving: Point to the word "rocks." <i>Let's read this word. Where should we start?</i> Invite children to make the /r/ sound. <i>Then we see /ō/ and the digraph ck which sounds like /k/. Let's blend those three sounds together to discover the word.</i> <i>The word ends with s. Add the sound /s/ to the end.</i> <i>When you add s to the end of some words it is called a suffix, and it means there are more than one. The seeds are under more than one rock.</i></p> <p>Meaning Making: <i>What happens to the seeds in this poem?</i> <i>Based on what we learned in the book From Seed to Plant, why do the seeds turn into different things?</i></p> <p>Language Conventions: <i>What punctuation do you see?</i></p>	

	<i>At the question marks, we raise our voice to ask the question, “What will they be?”</i>
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“Five Little Seeds”	
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Standards: R.2.K.d R.3.K.a R.3.K.b R.3.K.c R.2.K.c L.2.K.b	Five little seeds, What will they be? Under the land, Under rocks and sand, Five little seeds, Wait patiently! The sun fills the sky, Rain drips from high,	Roots grow into the ground, Stems grow upward bound! Five little seeds, What will they be? Three will make trees, And two will make weeds, That’s what the seeds will be!
---	--	---

Session 2	<p>Fluency: Invite children to choral read each stanza while tracking print. Add gestures for phrases like “rain drips from high” and “stems grow upward bound.”</p> <p>Phonological Awareness: <i>We are going to listen to the vowel sounds in some of the words from this poem. Some words have short vowel sounds and others have long vowel sounds. Remember, the long vowel sounds are the names of the vowels.</i> <i>What are all the long vowel sounds? [/ā/, /ē/, /ī/, /ō/, /ū/]</i> <i>What are all the short vowel sounds? [/ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/]</i> <i>Now I’ll say a word, and you say if it has a long or short vowel sound.</i> Say the words “five,” “rain,” “under,” “grow,” and “stems.”</p> <p>Phonological Awareness and Phonics: <i>We know that rhyming words sound the same at the end.</i> <i>We can change or add sounds to make new words that rhyme.</i> Say the word “weeds,” and ask children to replace the /w/ with /s/. <i>Now what word do we have now?</i> Now say the word “seeds” and change the /s/ to /n/. [needs] <i>The words “weeds,” “seeds,” and “needs” rhyme, and they are spelled the same way.</i></p>
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“Five Little Seeds”

Standards: R.2.K.d R.3.K.a R.3.K.b R.3.K.c R.2.K.c L.2.K.b	Five little seeds, What will they be? Under the land, Under rocks and sand, Five little seeds, Wait patiently! The sun fills the sky, Rain drips from high,	Roots grow into the ground, Stems grow upward bound! Five little seeds, What will they be? Three will make trees, And two will make weeds, That’s what the seeds will be!
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Session 3

Phonological Awareness:

Cover the song so that children do not see the print.

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.

Say “three,” emphasizing /th/ at the beginning.

Model standing, and state that the digraph /th/ was at the beginning.

Repeat with the word “rock.”

Fluency:

Choral read the full poem.

Remember, this poem has some punctuation that helps us read it with expression.

Use echo reading to model expressive phrasing, using the exclamation points and question marks.

Phonics:

There are several words in this poem with the suffix -s at the end. When you add “-s” at the end of some words, it means there are more than one. Does this poem talk about one seed or more than one seed?

There are five seeds. So when you write it, you add an s at the end.

I’ll read some words from this poem. Wiggle five fingers when you hear a word that means more than one, so it ends with an s.

Read “sky,” “roots,” “land,” “trees,” and “rocks.”

Invite children up to circle the suffix -s.

Word Recognition:

“They” is a new high frequency word in this poem.

What digraph do you hear at the beginning of the word? [/th/]

What vowel sound do you hear in the word “they?” [long a]

We hear the long a sound, but the word is spelled with the letters ey!

Lesson continues on next page

	<p><i>“What” is another high frequency word in the poem. What digraph do you hear at the beginning of the word “what?” [/wh/] What ending sound do you hear? [t] What vowel sound do you hear? [short u] The vowel sounds like a short u, but is written with the letter a. In this word, the beginning and ending letters are what we expect, but the middle plays a trick on us!</i></p>
Extensions	<p>Whiteboard digraph practice: Dictate short vowel words with digraphs (chop, shut, pick, thin, rack). Invite children to spell them on their own whiteboards.</p> <p>Partner fluency word: Assign stanzas to partners to chorally read to practice reading with expression.</p>

Name: _____

Date: _____

Five Little Seeds



Five little seeds,
What will they be?

Under the land,
Under rocks and sand,

Five little seeds,
Wait patiently!

The sun fills the sky,
Rain drips from high,

Roots grow into the ground,
Stems grow upward bound!

Five little seeds,
What will they be?

Three will make trees,
And two will make weeds,

That's what the seeds will be!