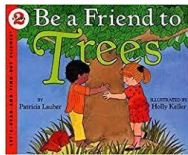
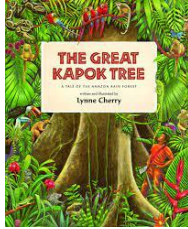


# Unit 4: Our Earth

# WEEK 3 At a Glance

Texts



**Read Aloud**

Day 1: *The Great Kapok Tree*, Read 1  
 Day 2: *The Great Kapok Tree*, Read 2  
 Day 3: *The Great Kapok Tree*, Read 3  
 Day 4: *Be a Friend to Trees*, Read 1  
 Day 5: *Be a Friend to Trees*, Read 2

**Centers**

Art Studio Table: Imaginary Trees (Days 3-5)  
 Art Studio Easel: Imaginary Trees (Days 2 -5)  
 Blocks: Block Forest (Days 2-5)  
 Discovery: none  
 Dramatization: Continuu Growing and Preparing Food (Days 2-5)  
 Library & Listening: Researching the Rainforest (Days 1-5)  
 STEM: Continue Investigation 1 Mini Gardens & Investigation 2 Compost  
 Writing & Drawing: Capstone Studio (Days 3-5)

**Writing:** Argument

**Phonics:** Follow Guide

**Stations**

Strategic Small Group Instruction  
 Reading: Independent and Partner Reading  
 Pocket Chart: “Five Little Seeds”  
 Listening & Speaking: Talk Time; Listen & Respond (*The Great Kapok Tree*)  
 Writing: *The Gift of the Tree*  
 Word Work: Say, Tap, Build, Read; Say, Tap, Write, Mark; Word Hunt

**Shared Reading:** “A Cut Down Tree”

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

**Math:** Follow Guide



useful

<https://www.target.com/p/camelbak-eddy-32oz-tritan-water-bottle/-/A-54034983>



sap

[https://www.wiscnews.com/portagedailyregister/sports/recreation/davis-column-march-is-maple-month/article\\_804dcb17-f4d6-5bd8-9224-3b608e28ab11.html](https://www.wiscnews.com/portagedailyregister/sports/recreation/davis-column-march-is-maple-month/article_804dcb17-f4d6-5bd8-9224-3b608e28ab11.html)

Read Aloud Vocabulary U4 W3-4

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



bark

<https://www.pinterest.com/pin/438960294911455263/>



shelter

Photo by Ana Vaisenstein





store

<https://www.businessinsider.com/best-shelf-stable-food>



surface

<https://www.pinterest.com/pin/206954545356532011/>

Read Aloud Vocabulary U4 W3-4



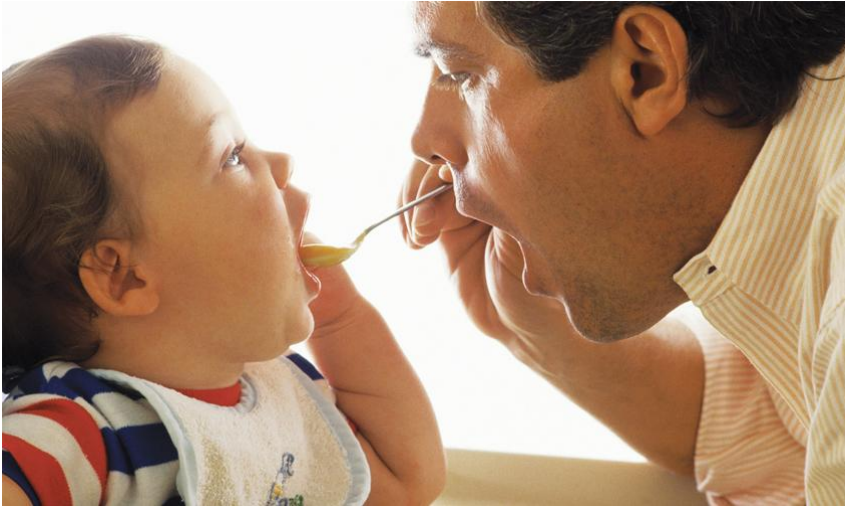


gas

<https://sciencing.com/make-vapor-come-out-mouth-6171602.html>

Read Aloud Vocabulary U4 W3-4

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



depend

<https://www.firstthingsfirst.org/parent-kit/starting-solid-food-solids/>



ancestor

<https://www.today.com/parents/cutest-photo-gallery-babies-meet-their-great-grandparents-t47596>

Read Aloud Vocabulary U4 W3



destroy - ruin

<https://www.smithsonianmag.com/smart-news/rise-and-fall-wrecking-ball-180957752/>

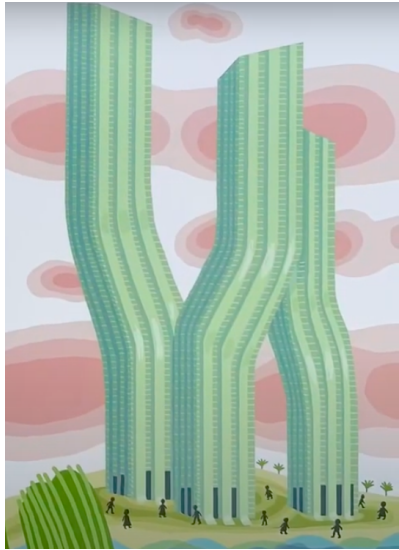


future

<https://www.bellybelly.com.au/baby/when-do-babies-start-talking/>, [https://en.m.wikipedia.org/wiki/File:Blue\\_question\\_mark\\_icon.svg](https://en.m.wikipedia.org/wiki/File:Blue_question_mark_icon.svg)

Read Aloud Vocabulary U4 W3

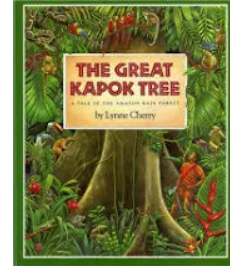




rare

<https://www.youtube.com/watch?v=B-WIMM10g4k>, [https://en.wikipedia.org/wiki/Signature\\_Towers](https://en.wikipedia.org/wiki/Signature_Towers)

WEEK 3 Day 1



**Read Aloud**  
***The Great Kapok Tree***  
 Read 1 of 3

|                                  |  |
|----------------------------------|--|
| <b>Big Ideas</b>                 | <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>   |
| <b>Unit Question</b>             | In what ways do people, animals and plants depend on and impact the environment?   |
| <b>Guiding Questions</b>         | What are sustainable systems, and how do people make responsible decisions for our earth?  |
| <b>Content Objective</b>         | I can answer questions about key words and phrases in the story in order to understand the gist. (R.4.K, R.7.K)  |
| <b>Language Objective</b>        | I can determine the meaning of phrases in a story using key details from the text. (L.4.K)   |
| <b>Vocabulary</b>                | <p><b>depend:</b> to strongly need and receive help from somebody or something in order to live and be well.</p> <p><b>ancestor:</b> an older member of a family who lived a long time ago</p> <p><b>destroy:</b> to ruin; to hurt or break</p> <p><b>ruin:</b> to destroy; to hurt or break</p> <p><b>future:</b> the time that has not yet happened</p> <p><b>rare:</b> unusual, not often found or seen</p> |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li><i>The Great Kapok Tree</i>, Lynne Cherry</li> </ul> <p>Pre-mark page numbers in the book to correspond with the lesson. Page 2 is the page that begins “Two men...”</p>  |

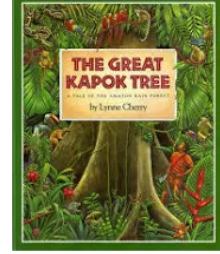
|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>● <i>The Great Kapok Tree</i> vocabulary cards</li> </ul>  |
| <p><b>Opening</b><br/>1 minute</p>                             | <p>Introduce the text and set a purpose.<br/><i>Today we have another fiction text that will help us learn about the importance of trees. The forest we read about in The Gift of the Tree was a forest like we have here in Massachusetts.</i></p> <p>Review the world map on the first pages of the text and point to the northeast region in North America.</p> <p><i>This story takes place in the Amazon Rainforest, in the country Brazil in South America. But the Amazon Rainforest has existed long before we even had names for different countries!</i></p> <p>Point to the Amazon rainforest.<br/><i>Here [point to the border of the pages] you can see many of the different kinds of animals that live in the Amazon Rainforest.</i></p> <p><i>Today we're going to read to find out what happens when the animals and people who inhabit, or live in, the rainforest encounter a visitor from the city.</i></p> |
| <p><b>Text and Discussion</b><br/>12 minutes</p> <p>page 4</p> | <p><b>Ancestors</b> are the people from a person or animal's family who lived a long time ago. The snake is telling the man that for many, many years snakes have lived in this tree!</p>   |
| <p>page 10</p>   | <p><i>I notice that each animal is providing reasons for why the man should not chop down the tree. Let's keep reading to see what other animals say.</i></p> <p>Invite children to turn and talk to make predictions.<br/><i>Do you think that the man will listen to the animals and not chop down the tree? Why or why not?</i></p>  |
| <p>page 12</p>   | <p><i>What does the tree frog mean when he says, "You will leave many of us homeless if you chop down this great Kapok tree?"</i></p>   |
| <p>page 22</p>   | <p><i>A tribe is a community of people. The Yanomamo tribe is an indigenous group of people who live in the rainforests of parts of the country Brazil. They have lived there for a long time, long before Europeans came and gave their land the name "Brazil." Other people in Brazil, like the sleeping man, live in large cities with big buildings.</i></p> <p>Invite and allow space for children's connections to Brazil or to rainforests, and provide opportunities for further connections and research during Centers.</p>   |



|   |  |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |
|---|--|------------------|----------------------------------|------------------|---------------------------------|---------------|--------------------------------|----------------------|----------------------------|--------------------------------|-----------------------------------|-------------|-----------------------------------|
| <p>page 24</p>  | <p><i>When the man looks at all the living beings he realizes that they are “wondrous and rare.” What do you think this means?</i></p> <p>Provide time for responses.</p> <p><i>Wondrous and <b>rare</b> means that the rainforest animals are both beautiful and unusual; they are special and hard to find!</i></p> <p><i>Let’s keep reading to see what the man decides to do!</i></p> <p>Read to the end of the text.</p>  |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |
| <p><b>Key Discussion and Activity</b><br/>6 minutes</p> | <p>Invite children to turn and talk.</p> <p><i>What happened in this story? Tell your partner the gist of this story.</i></p>  |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |
| <p><b>Closing</b><br/>1 minute</p>                      | <p><i>Those of you who predicted the man would listen to the animals were right! They persuaded him not to cut down the tree! Tomorrow we’ll read this book again and pay close attention to how the animals convinced the man not to chop down the tree.</i></p>  |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |
| <p><b>Standards</b></p>                                 | <p><b>R.4.K</b> Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p><b>R.7.K</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>L.4.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>  |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |
| <p><b>Ongoing assessment</b></p>                        | <p>Observe and listen to children’s discussion in the partner and whole group share.</p> <p>Do children comprehend the gist of the story?<br/>What connections do children have to the topic or the place?<br/>What misconceptions surfaced in the partner share that could be addressed in a subsequent read?</p>   |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |
| <p><b>Center Activities</b></p>                         | <table border="1"> <tr> <td data-bbox="451 1423 678 1497"><b>Art Table</b></td> <td data-bbox="678 1423 1406 1497">Children create imaginary trees.</td> </tr> <tr> <td data-bbox="451 1497 678 1570"><b>Art Easel</b></td> <td data-bbox="678 1497 1406 1570">Children paint imaginary trees.</td> </tr> <tr> <td data-bbox="451 1570 678 1644"><b>Blocks</b></td> <td data-bbox="678 1570 1406 1644">Children build a block forest.</td> </tr> <tr> <td data-bbox="451 1644 678 1717"><b>Dramatization</b></td> <td data-bbox="678 1644 1406 1717">Children cook and compost.</td> </tr> <tr> <td data-bbox="451 1717 678 1812"><b>Library &amp; Listening</b></td> <td data-bbox="678 1717 1406 1812">Children research the rainforest.</td> </tr> <tr> <td data-bbox="451 1812 678 1885"><b>STEM</b></td> <td data-bbox="678 1812 1406 1885">Continue Mini Gardens and Compost</td> </tr> </table> | <b>Art Table</b> | Children create imaginary trees. | <b>Art Easel</b> | Children paint imaginary trees. | <b>Blocks</b> | Children build a block forest. | <b>Dramatization</b> | Children cook and compost. | <b>Library &amp; Listening</b> | Children research the rainforest. | <b>STEM</b> | Continue Mini Gardens and Compost |
| <b>Art Table</b>  | Children create imaginary trees.   |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |
| <b>Art Easel</b>  | Children paint imaginary trees.  |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |
| <b>Blocks</b>   | Children build a block forest.   |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |
| <b>Dramatization</b>                                    | Children cook and compost.   |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |
| <b>Library &amp; Listening</b>                          | Children research the rainforest.  |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |
| <b>STEM</b>   | Continue Mini Gardens and Compost  |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |

|                              |   |                              |   |
|------------------------------|---|------------------------------|---|
|                              | <table border="1"><tr><td data-bbox="451 132 678 254"><b>Writing &amp; Drawing</b></td><td data-bbox="678 132 1432 254">Children continue the Capstone Project.</td></tr></table> | <b>Writing &amp; Drawing</b> | Children continue the Capstone Project. |
| <b>Writing &amp; Drawing</b> | Children continue the Capstone Project.   |                              |   |

**Notes**



**Read Aloud**  
***The Great Kapok Tree***  
 Read 2 of 3

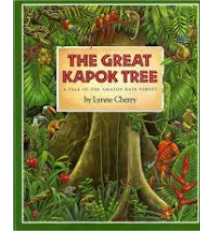
|                           |  |
|---------------------------|--|
| <b>Big Ideas</b>          | <p>People, other animals and plants depend on and impact the environment.</p> <p>As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.</p>   |
| <b>Unit Question</b>      | In what ways do people, animals and plants depend on and impact the environment?   |
| <b>Guiding Questions</b>  | What are sustainable systems, and how do people make responsible decisions for our earth?  |
| <b>Content Objective</b>  | I can use key details to recount the reasons each animal gives for protecting the Kapok tree. (R.4.K, R.7.K)   |
| <b>Language Objective</b> | <p>I can determine the meaning of phrases in a story using key details from the text. (L.4.K)</p> <p>I can build on the ideas of my classmates in a group discussion. (SL.1.K.b)</p>   |
| <b>Vocabulary</b>         | <p><b>depend:</b> to strongly need and receive help from somebody or something in order to live and be well.</p> <p><b>ancestor:</b> an older member of a family who lived a long time ago</p> <p><b>destroy:</b> to ruin; to hurt or break</p> <p><b>ruin:</b> to destroy; to hurt or break</p> <p><b>future:</b> the time that has not yet happened</p> <p><b>rare:</b> unusual, not often found or seen</p> |



| <p><b>Materials and Preparation</b></p>                          | <ul style="list-style-type: none"> <li>• <i>The Great Kapok Tree</i>, Lynne Cherry</li> <li>• <i>The Great Kapok Tree</i> vocabulary cards</li> <li>• chart paper and markers</li> </ul> <p>On the chart paper, prepare the following Animal/Reasons chart:</p> <table border="1" data-bbox="534 338 1256 512"> <thead> <tr> <th data-bbox="534 338 813 443">Animal</th> <th data-bbox="813 338 1256 443">Reasons to protect the Kapok tree</th> </tr> </thead> <tbody> <tr> <td data-bbox="534 443 813 512"></td> <td data-bbox="813 443 1256 512"></td> </tr> </tbody> </table> | Animal | Reasons to protect the Kapok tree |  |  |
|--|---|--------|-----------------------------------|--|--|
| Animal   | Reasons to protect the Kapok tree   |        |                                   |  |  |
|  |   |        |                                   |  |  |
| <p><b>Opening</b><br/>1 minute</p>                               | <p>Review the text and set a purpose.</p> <p><i>Yesterday we began our work with The Great Kapok Tree. In this book, we met a rainforest community who convinces a man not to chop down a great Kapok tree. Over the next two days we'll reread parts of the story closely. We'll discuss the reasons each animal gives to protect the tree and how the animals depend on the tree.</i></p>   |        |                                   |  |  |
| <p><b>Text and Discussion</b><br/>12 minutes</p> <p>page 1-4</p> | <p>Read the beginning pages without stopping; then stop for discussion at the selected pages below.</p>   |        |                                   |  |  |
| <p>page 6</p>  | <p><i>What does the bee mean that "all living things depend on one another?"</i></p> <p>Harvest 2-3 ideas, then provide a definition for <b>depend</b>.</p> <p><i>In your own words, what is the bee's reason for protecting the tree?</i></p> <p>Harvest a few ideas and record them on the chart. As needed, provide an explanation of "pollination," and connect the concept to the previously read text, <i>From Seed to Plant</i>.</p> <p><i>Let's continue reading to see how other animals depend on the great Kapok tree.</i></p>   |        |                                   |  |  |
| <p>page 12</p>   | <p><i>What is the tree frog's reason for protecting the tree?</i></p> <p>Harvest a few ideas and record them on the chart.</p>  |        |                                   |  |  |
| <p>page 14</p>   | <p>Invite children to turn and talk.</p> <p><i>What is the tree jaguar's reason for protecting the tree?</i></p> <p>Lift ideas during the share and record them on the chart.</p>   |        |                                   |  |  |
| <p>page 16</p>   | <p><i>What is the porcupine's reason for protecting the tree?</i></p> <p>Harvest a few ideas and record them on the chart.</p> <p>Stop reading the text here.</p>   |        |                                   |  |  |

|   |   |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |                              |   |
|---|---|------------------|----------------------------------|------------------|---------------------------------|---------------|--------------------------------|----------------------|----------------------------|--------------------------------|-----------------------------------|-------------|-----------------------------------|------------------------------|---|
| <p><b>Key Discussion and Activity</b><br/>6 minutes</p> | <p>Review the Animals/Reasons chart by reading each reason. Then, gather children into a circle for a whole group discussion.</p> <p><i>How do the animals in the rainforest depend on the Kapok tree?</i></p> <p>As children share, turn back to specific parts of the text and prompt children to reference key details. Encourage children to expand on each other’s ideas.</p>  |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |                              |   |
| <p><b>Closing</b><br/>1 minute</p>                      | <p><i>Tomorrow we’ll continue exploring how humans and animals depend on the tree and we’ll explore the author’s message.</i></p>   |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |                              |   |
| <p><b>Standards</b></p>                                 | <p><b>R.4.K</b> Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p><b>R.7.K</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>L.4.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p><b>SL.1.K.b</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><b>Ongoing assessment</b></p>                        | <p>Observe and listen to children’s discussion during the partner and whole group share.</p> <p>Do children explain the reasons that animals want to protect the tree?</p> <p>What knowledge do children share?</p> <p>How do children build on each other’s ideas?</p> <p>What misconceptions surfaced in the partner share that could be addressed in a subsequent read?</p>  |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |                              |   |
| <p><b>Center Activities</b></p>                         | <table border="1"> <tr> <td data-bbox="451 1205 678 1276"><b>Art Table</b></td> <td data-bbox="678 1205 1406 1276">Children create imaginary trees.</td> </tr> <tr> <td data-bbox="451 1276 678 1348"><b>Art Easel</b></td> <td data-bbox="678 1276 1406 1348">Children paint imaginary trees.</td> </tr> <tr> <td data-bbox="451 1348 678 1419"><b>Blocks</b></td> <td data-bbox="678 1348 1406 1419">Children build a block forest.</td> </tr> <tr> <td data-bbox="451 1419 678 1491"><b>Dramatization</b></td> <td data-bbox="678 1419 1406 1491">Children cook and compost.</td> </tr> <tr> <td data-bbox="451 1491 678 1591"><b>Library &amp; Listening</b></td> <td data-bbox="678 1491 1406 1591">Children research the rainforest.</td> </tr> <tr> <td data-bbox="451 1591 678 1663"><b>STEM</b></td> <td data-bbox="678 1591 1406 1663">Continue Mini Gardens and Compost</td> </tr> <tr> <td data-bbox="451 1663 678 1764"><b>Writing &amp; Drawing</b></td> <td data-bbox="678 1663 1406 1764">Children continue the Capstone Project.</td> </tr> </table> | <b>Art Table</b> | Children create imaginary trees. | <b>Art Easel</b> | Children paint imaginary trees. | <b>Blocks</b> | Children build a block forest. | <b>Dramatization</b> | Children cook and compost. | <b>Library &amp; Listening</b> | Children research the rainforest. | <b>STEM</b> | Continue Mini Gardens and Compost | <b>Writing &amp; Drawing</b> | Children continue the Capstone Project. |
| <b>Art Table</b>  | Children create imaginary trees.  |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |                              |   |
| <b>Art Easel</b>  | Children paint imaginary trees.   |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |                              |   |
| <b>Blocks</b>   | Children build a block forest.  |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |                              |   |
| <b>Dramatization</b>                                    | Children cook and compost.  |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |                              |   |
| <b>Library &amp; Listening</b>                          | Children research the rainforest.   |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |                              |   |
| <b>STEM</b>   | Continue Mini Gardens and Compost   |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |                              |   |
| <b>Writing &amp; Drawing</b>                            | Children continue the Capstone Project.   |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |                              |   |

**Notes**



**Read Aloud**  
***The Great Kapok Tree***  
 Read 3 of 3

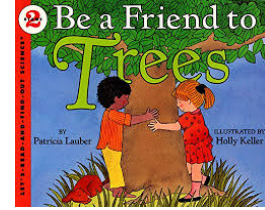
|                                  |  |
|----------------------------------|--|
| <b>Big Ideas</b>                 | <p>People, other animals and plants depend on and impact the environment.</p> <p>As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.</p>   |
| <b>Unit Question</b>             | In what ways do people, animals and plants depend on and impact the environment?   |
| <b>Guiding Questions</b>         | What are sustainable systems, and how do people make responsible decisions for our earth?  |
| <b>Content Objective</b>         | I can use key details from the text to explain what the man learns from the rainforest community and the author’s message. (R.4.K, R.5.K.a, R.5.K.b)   |
| <b>Language Objective</b>        | I can determine the meaning of phrases in a story using key details from the text. (L.4.K)   |
| <b>Vocabulary</b>                | <p><b>depend:</b> to strongly need and receive help from somebody or something in order to live and be well.</p> <p><b>ancestor:</b> an older member of a family who lived a long time ago</p> <p><b>destroy:</b> to ruin; to hurt or break</p> <p><b>ruin:</b> to destroy; to hurt or break</p> <p><b>future:</b> the time that has not yet happened</p> <p><b>rare:</b> unusual, not often found or seen</p> |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● <i>The Great Kapok Tree</i>, Lynne Cherry</li> <li>● <i>The Great Kapok Tree</i> vocabulary cards</li> <li>● Animal/Reasons chart, from Day 2</li> <li>● markers</li> <li>● Think, Triad, Share chart, from Week 1, Day 1</li> </ul>  |

|   |   |
|---|---|
|   | <p>Prepare group assignments on the white board or on chart paper.</p> <p>On the whiteboard, write:<br/>         What did the man learn from the rainforest community?<br/>         What does the author, Lynne Cherry, want her readers to learn?</p>  |
| <p><b>Opening</b><br/>1 minute</p>                          | <p>Review the text and set a purpose.<br/> <i>Yesterday we recorded some reasons that the rainforest community provided for protecting the Kapok tree. We will continue reading closely, and then we will discuss the following questions:<br/>         What did the man learn from the rainforest community?<br/>         What does the author, Lynne Cherry, want her readers to learn?</i></p> <p>Read only the selected pages below.</p>  |
| <p><b>Text and Discussion</b><br/>8 minutes<br/>page 18</p> | <p><i>What does the anteater mean that the man is going to chop down the tree with “no thought for the future?”</i></p> <p>Harvest 2-3 ideas, then reread the next sentence for further unpacking.<br/> <i>Let’s keep reading to see what the anteater means by “the future.” He says, “And you surely know that what happens tomorrow depends...trees.” [read the full excerpt]</i></p> <p><i>What does he mean that the big man does not think of his own children?</i></p> <p>Harvest several ideas and provide a definition of the word <b>future</b> after hearing children’s ideas. Chart the gist of the anteater’s reasons.</p> |
| <p>page 20</p>  | <p><i>The word <b>destroy</b> means to <b>ruin</b>, or hurt.</i></p> <p><i>What is the sloth’s reason for wanting to protect the Kapok tree?</i><br/>         Chart the sloth’s reason.</p>   |
| <p>page 22</p>  | <p><i>What does the boy mean that he wants the man to “look upon us all with new eyes?”</i></p>   |
| <p>pages 24-29</p>  | <p>Read through to the end of the text without stopping.</p>  |
| <p><b>Key Discussion and Activity</b><br/>10 minutes</p>    | <p>Assign reporters within each triad and invite children to Think, Triad, Share.<br/> <i>What did the man learn from the rainforest community? Use details from the text to support your ideas.</i></p> <p>After groups share out ideas, gather the whole group. Read the letter to readers in the back of the book; invite children to share ideas in a whole group discussion.<br/> <i>Based on key details from the story and based on her letter, what does the author, Lynne Cherry, want her readers to learn?</i><br/>         Prompt children by rereading key lines of the letter.</p>  |



|                                |   |  |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |                              |   |
|--------------------------------|---|--|------------------|----------------------------------|------------------|---------------------------------|---------------|--------------------------------|----------------------|----------------------------|--------------------------------|-----------------------------------|-------------|-----------------------------------|------------------------------|---|
| <b>Closing</b>                 | <i>Over the next few weeks we will continue learning about the importance of trees for our community.</i>   |  |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |                              |   |
| <b>Standards</b>               | <p><b>R.4.K</b> Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p><b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.</p> <p><b>L.4.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>   |  |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |                              |   |
| <b>Ongoing assessment</b>      | <p>Observe and listen to children’s discussion in triads and in the whole group share.</p> <p>Do children explain what the man learned?</p> <p>How do children make meaning of key vocabulary?</p> <p>What do children understand about the author’s message to her readers?</p> <p>How do children participate in their triads?</p>  |  |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |                              |   |
| <b>Center Activities</b>       | <table border="1"> <tr> <td data-bbox="451 909 678 982"><b>Art Table</b></td> <td data-bbox="678 909 1406 982">Children create imaginary trees.</td> </tr> <tr> <td data-bbox="451 982 678 1056"><b>Art Easel</b></td> <td data-bbox="678 982 1406 1056">Children paint imaginary trees.</td> </tr> <tr> <td data-bbox="451 1056 678 1129"><b>Blocks</b></td> <td data-bbox="678 1056 1406 1129">Children build a block forest.</td> </tr> <tr> <td data-bbox="451 1129 678 1203"><b>Dramatization</b></td> <td data-bbox="678 1129 1406 1203">Children cook and compost.</td> </tr> <tr> <td data-bbox="451 1203 678 1297"><b>Library &amp; Listening</b></td> <td data-bbox="678 1203 1406 1297">Children research the rainforest.</td> </tr> <tr> <td data-bbox="451 1297 678 1371"><b>STEM</b></td> <td data-bbox="678 1297 1406 1371">Continue Mini Gardens and Compost</td> </tr> <tr> <td data-bbox="451 1371 678 1476"><b>Writing &amp; Drawing</b></td> <td data-bbox="678 1371 1406 1476">Children continue the Capstone Project.</td> </tr> </table> |  | <b>Art Table</b> | Children create imaginary trees. | <b>Art Easel</b> | Children paint imaginary trees. | <b>Blocks</b> | Children build a block forest. | <b>Dramatization</b> | Children cook and compost. | <b>Library &amp; Listening</b> | Children research the rainforest. | <b>STEM</b> | Continue Mini Gardens and Compost | <b>Writing &amp; Drawing</b> | Children continue the Capstone Project. |
| <b>Art Table</b>               | Children create imaginary trees.  |  |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |                              |   |
| <b>Art Easel</b>               | Children paint imaginary trees.   |  |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |                              |   |
| <b>Blocks</b>                  | Children build a block forest.  |  |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |                              |   |
| <b>Dramatization</b>           | Children cook and compost.  |  |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |                              |   |
| <b>Library &amp; Listening</b> | Children research the rainforest.   |  |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |                              |   |
| <b>STEM</b>                    | Continue Mini Gardens and Compost   |  |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |                              |   |
| <b>Writing &amp; Drawing</b>   | Children continue the Capstone Project.   |  |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |                              |   |

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| <b>Notes</b> |
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**WEEK 3 Day 4**

**Read Aloud**  
***Be a Friend to Trees***  
 Read 1 of 5, Pages 4-13

|                                  |   |
|----------------------------------|---|
| <b>Big Ideas</b>                 | <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>  |
| <b>Unit Question</b>             | In what ways do people, animals and plants depend on and impact the environment?  |
| <b>Guiding Questions</b>         | How do plants grow and change over time? What do plants need to survive?  |
| <b>Content Objective</b>         | I can retell key details from the text that demonstrate how people depend on trees. (R.4.K, R.5.K.a, R.5.K.b)   |
| <b>Language Objective</b>        | I can clarify a concept by asking and answering questions in a discussion. (SL.2.K.a)   |
| <b>Vocabulary</b>                | <p><b>useful:</b> can be used for many things, helpful</p> <p><b>sap:</b> a sticky fluid that comes from trees</p> <p><b>bark:</b> the protective outer layer of a tree</p> <p><b>shelter:</b> a place that gives protection against weather or danger</p> <p><b>store:</b> to keep for future use</p> <p><b>surface:</b> the top layer of something</p> <p><b>gas:</b> a form of matter that is neither liquid, like water, nor solid like wood.</p> |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● <i>Be a Friend to Trees</i>, Patricia Lauber</li> <li>● <i>Be a Friend to Trees</i> vocabulary cards</li> <li>● sticky notes, 5 pieces</li> <li>● chart paper and markers</li> </ul> <p>On chart paper, create the following chart (without possible</p>   |

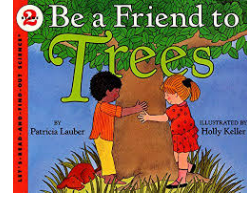
|   | <p>responses).</p> <table border="1" data-bbox="500 222 1325 600"> <thead> <tr> <th data-bbox="500 222 821 289">Living Things</th> <th data-bbox="821 222 1325 289">How They Depend on Trees</th> </tr> </thead> <tbody> <tr> <td data-bbox="500 289 821 464">People</td> <td data-bbox="821 289 1325 464">           i.e.<br/>           - use wood for furniture (p. 8)<br/>           - turn wood into paper (p. 10)<br/>           - eat fruits, nuts, and seeds (p. 13)         </td> </tr> <tr> <td data-bbox="500 464 821 600">Animals</td> <td data-bbox="821 464 1325 600"></td> </tr> </tbody> </table>  | Living Things | How They Depend on Trees | People | i.e.<br>- use wood for furniture (p. 8)<br>- turn wood into paper (p. 10)<br>- eat fruits, nuts, and seeds (p. 13) | Animals |  |
|---|--|---------------|--------------------------|--------|--|---------|--|
| Living Things   | How They Depend on Trees   |               |                          |        |  |         |  |
| People  | i.e.<br>- use wood for furniture (p. 8)<br>- turn wood into paper (p. 10)<br>- eat fruits, nuts, and seeds (p. 13)   |               |                          |        |  |         |  |
| Animals   |  |               |                          |        |  |         |  |
| <p><b>Opening</b><br/>1 minute</p>                            | <p>Introduce the text and set a purpose.</p> <p><i>We learned in The Great Kapok Tree that the rainforest community depends on the Kapok tree for many things. Our new book is an informational text called Be a Friend to Trees, written by Patricia Lauber and illustrated by Holly Keller.</i></p> <p><i>We'll read the beginning pages in order to understand some of the ways that people depend on trees. Every time you hear and see some key details that show us how we use trees, put a thumb up! We'll mark those key details with our sticky notes. After we've gathered those key details, we'll record them on this chart.</i></p> <p>Refer to the chart and the headings.</p> |               |                          |        |  |         |  |
| <p><b>Text and Discussion</b><br/>8 minutes</p> <p>page 5</p> | <p><i>Right away, I see a key detail in the illustration that shows me one way we use trees, or how we depend on trees! I'm going to put a sticky note here because we use trees for fun and for shade.</i></p>  |               |                          |        |  |         |  |
| <p>page 7</p>   | <p><i>What does the author mean that trees are <b>useful</b>?</i></p> <p>Harvest a few ideas and define the word for children, if needed. Introduce the concept of a resource.</p> <p><i>Trees are something that people use in order to live healthy, productive, and fun lives. Trees are a natural resource for people.</i></p>   |               |                          |        |  |         |  |
| <p>pages 8-13</p>   | <p>Acknowledge “thumbs up” and select a few children to share the key details that show how we use, or depend on, trees. Mark the page with a blank sticky note.</p>   |               |                          |        |  |         |  |
| <p><b>Key Discussion and Activity</b></p>                     | <p>Turn back in the book to each sticky note. Invite children to retell key details about how people use, or depend on, trees and chart their ideas.</p>   |               |                          |        |  |         |  |

|                                    |  |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |
|------------------------------------|--|------------------|----------------------------------|------------------|---------------------------------|---------------|--------------------------------|----------------------|----------------------------|--------------------------------|-----------------------------------|
| <p>10 minutes</p>                  | <p>Next to each bulleted phrase, include the page number where the key detail was gathered.</p> <p>Invite children to Think, Pair, Share.<br/> <i>What do you see in the classroom that is made from trees? Use details from the text to explain to your partner how you know that item is made from trees.</i></p> <p>Gather children back as a whole group.<br/> <i>Were there any items in the classroom that you weren't sure come from trees?</i></p> <p>Refer back to key details from the text to help children clarify which items come from trees.</p>  |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |
| <p><b>Closing</b><br/>1 minute</p> | <p><i>Tomorrow we'll continue reading this text to learn more about how animals depend on trees.</i></p>   |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |
| <p><b>Standards</b></p>            | <p><b>R.4.K</b> Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p><b>R.5K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.</p> <p><b>SL.2.K.a</b> 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><b>Ongoing assessment</b></p>   | <p>Observe and listen to children's discussion.</p> <p>Do children identify key details that show how trees are a resource?<br/> Do children explain how people depend on trees?<br/> How do children use the chart to support partner discussion?<br/> What knowledge do children share?</p>  |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |
| <p><b>Center Activities</b></p>    | <table border="1"> <tr> <td data-bbox="451 1430 678 1503"><b>Art Table</b></td> <td data-bbox="678 1430 1406 1503">Children create imaginary trees.</td> </tr> <tr> <td data-bbox="451 1503 678 1577"><b>Art Easel</b></td> <td data-bbox="678 1503 1406 1577">Children paint imaginary trees.</td> </tr> <tr> <td data-bbox="451 1577 678 1650"><b>Blocks</b></td> <td data-bbox="678 1577 1406 1650">Children build a block forest.</td> </tr> <tr> <td data-bbox="451 1650 678 1724"><b>Dramatization</b></td> <td data-bbox="678 1650 1406 1724">Children cook and compost.</td> </tr> <tr> <td data-bbox="451 1724 678 1818"><b>Library &amp; Listening</b></td> <td data-bbox="678 1724 1406 1818">Children research the rainforest.</td> </tr> </table> | <b>Art Table</b> | Children create imaginary trees. | <b>Art Easel</b> | Children paint imaginary trees. | <b>Blocks</b> | Children build a block forest. | <b>Dramatization</b> | Children cook and compost. | <b>Library &amp; Listening</b> | Children research the rainforest. |
| <b>Art Table</b>                   | Children create imaginary trees.   |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |
| <b>Art Easel</b>                   | Children paint imaginary trees.  |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |
| <b>Blocks</b>                      | Children build a block forest.   |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |
| <b>Dramatization</b>               | Children cook and compost.   |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |
| <b>Library &amp; Listening</b>     | Children research the rainforest.  |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |

|  |                              |   |
|--|------------------------------|---|
|  | <b>STEM</b>                  | Continue Mini Gardens and Compost       |
|  | <b>Writing &amp; Drawing</b> | Children continue the Capstone Project. |

**Notes**





**Read Aloud**  
***Be a Friend to Trees***  
 Read 2 of 5, Pages 14 -20

|                                  |  |
|----------------------------------|--|
| <b>Big Ideas</b>                 | <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>   |
| <b>Unit Question</b>             | In what ways do people, animals and plants depend on and impact the environment?   |
| <b>Guiding Questions</b>         | How do plants grow and change over time? What do plants need to survive?   |
| <b>Content Objectives</b>        | <p>I can determine the main topic of a section of informational text. (R.5.K.a, R.5.K.b)</p> <p>I can retell key details from the text that demonstrate how animals depend on trees. (R.4.K, R.5.K.a, R.5.K.b)</p>   |
| <b>Language Objective</b>        | I can use vocabulary from the unit in a triad discussion about the topic. (L.6.K, SL.1.K.a)  |
| <b>Vocabulary</b>                | <p><b>useful:</b> can be used for many things, helpful</p> <p><b>sap:</b> a sticky fluid that comes from trees</p> <p><b>bark:</b> the protective outer layer of a tree</p> <p><b>shelter:</b> a place that gives protection against weather or danger</p> <p><b>store:</b> to keep for future use</p> <p><b>surface:</b> the top layer of something</p> <p><b>gas:</b> a form of matter that is neither liquid, like water, nor solid like wood</p> |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● <i>Be a Friend to Trees</i>, Patricia Lauber</li> <li>● <i>Be a Friend to Trees</i> vocabulary cards</li> </ul>   |

- sticky notes
- Think, Triad, Share chart, from Week 1, Day 1
- Unit Question chart
- How they depend on trees chart, from Day 4 (without possible responses for “Animals”)

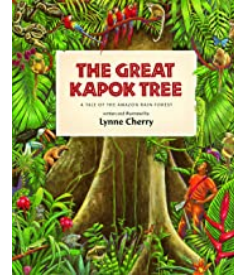
| Living Things | How they depend on trees   |
|---------------|--|
| People        | i.e.<br>- use wood for furniture (p. 8)<br>- turn wood into paper (p. 10)<br>- eat fruits, nuts, and seeds (p. 13)   |
| Animals       | i.e.<br><u>Food</u><br>- eat inner bark, buds, and twigs (p. 15)<br>- eat fruit, seeds, nuts (p. 17)<br>- collect nectar and pollen (p. 17)<br><u>Shelter</u><br>- birds live in nests (p. 18)<br>- bees live in hives in tree hollows (p. 20) |

|  |   |
|--|---|
| <p><b>Opening</b><br/>1 minute</p>                                 | <p>Review the text and set a purpose.</p> <p><i>Yesterday we began reading Be a Friend to Trees. Today we will continue to use our sticky notes to gather key details that teach us how living things, this time animals, depend on trees. Also, because the author Patricia Lauber organized the information into subtopics without section headings, we will determine their main topics. Then we can decide what some headings should be!</i></p> <p><i>Remember to put up your thumb if you see or hear something that shows how animals depend on, or use and need, trees!</i></p> |
| <p><b>Text and Discussion</b><br/>8 minutes</p> <p>pages 14-15</p> | <p><i>What do porcupines eat?</i></p> <p>Clarify the tree vocabulary such as “twig” and “bud” by pointing to the illustration.</p> <p>Acknowledge “thumbs up” and select a few children to share the key details that show how animals depend on trees. Mark the page with a blank sticky note.</p>   |
| <p>pages 16-17</p>   | <p>Acknowledge “thumbs up” and select a few children to share the key details that show how animals depend on trees. Mark the page with a blank sticky note.</p>  |

|   |  |
|---|--|
|   | <p>Model identifying a section topic.</p> <p><i>I notice that the last three pages were all about how animals depend on trees for food. There wasn't information on any other topic. If I were making a heading for this section I'd call it "Food from Trees!"</i> Write the heading on a sticky note and attach it to the top of page 14.</p> <p><i>After we collect our key details on the next few pages, you're going to think about what that section is mostly about and come up with a heading.</i></p>  |
| pages 18-20                                     | <p><i>What does the author mean that deer find <b>shelter</b> beneath trees? What is a shelter?</i></p> <p>As children share their thinking, promote connections to the Grow a Definition images. Acknowledge "thumbs up" and select a few children to share the key details that show how animals depend on trees. Mark the page with a blank sticky note.</p>  |
| <b>Key Discussion and Activity</b><br>7 minutes | <p>Invite children to Think, Triad, Share.</p> <p><i>What was this last section, pages 18-20, mostly about? Determine a section heading with your triad.</i> [animal homes]</p> <p>Invite "reporters" to share out their headings and how they selected it. Then, select one heading as a class to write on a sticky note.</p> <p>Turn back in the book to each sticky note. Select children to retell key details about how animals depend on trees and chart their ideas into two categories: food and shelter. Next to each bulleted phrase, include the page number where key detail was gathered.</p> |
| <b>Closing</b><br>1 minute                      | <p><i>Next we'll continue with this book to learn more about how trees help other living things.</i></p>   |
| <b>Unit Question Chart</b><br>3 minutes         | <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: humans and animals depend on trees; food and shelter are resources we get from trees; trees depend on living things to help them survive.</p>  |
| <b>Standards</b>                                | <p><b>R.4.K</b> Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p><b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when, where and how.</p> <p><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.</p>   |

|                                  |   |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |                              |   |
|----------------------------------|---|------------------|----------------------------------|------------------|---------------------------------|---------------|--------------------------------|----------------------|----------------------------|--------------------------------|-----------------------------------|-------------|-----------------------------------|------------------------------|---|
|                                  | <p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>L.6.K</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>  |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |                              |   |
| <p><b>Ongoing assessment</b></p> | <p>Observe and listen to children’s discussion in the triad and whole group share.</p> <p>Do children explain how animals depend on trees?</p> <p>What key details do children identify that show how trees are a resource?</p> <p>Do children demonstrate understanding of main topics and headings?</p>   |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |                              |   |
| <p><b>Center Activities</b></p>  | <table border="1"> <tr> <td data-bbox="451 653 678 726"><b>Art Table</b></td> <td data-bbox="678 653 1406 726">Children create imaginary trees.</td> </tr> <tr> <td data-bbox="451 726 678 800"><b>Art Easel</b></td> <td data-bbox="678 726 1406 800">Children paint imaginary trees.</td> </tr> <tr> <td data-bbox="451 800 678 873"><b>Blocks</b></td> <td data-bbox="678 800 1406 873">Children build a block forest.</td> </tr> <tr> <td data-bbox="451 873 678 947"><b>Dramatization</b></td> <td data-bbox="678 873 1406 947">Children cook and compost.</td> </tr> <tr> <td data-bbox="451 947 678 1041"><b>Library &amp; Listening</b></td> <td data-bbox="678 947 1406 1041">Children research the rainforest.</td> </tr> <tr> <td data-bbox="451 1041 678 1115"><b>STEM</b></td> <td data-bbox="678 1041 1406 1115">Continue Mini Gardens and Compost</td> </tr> <tr> <td data-bbox="451 1115 678 1209"><b>Writing &amp; Drawing</b></td> <td data-bbox="678 1115 1406 1209">Children continue the Capstone Project.</td> </tr> </table> | <b>Art Table</b> | Children create imaginary trees. | <b>Art Easel</b> | Children paint imaginary trees. | <b>Blocks</b> | Children build a block forest. | <b>Dramatization</b> | Children cook and compost. | <b>Library &amp; Listening</b> | Children research the rainforest. | <b>STEM</b> | Continue Mini Gardens and Compost | <b>Writing &amp; Drawing</b> | Children continue the Capstone Project. |
| <b>Art Table</b>                 | Children create imaginary trees.  |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |                              |   |
| <b>Art Easel</b>                 | Children paint imaginary trees.   |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |                              |   |
| <b>Blocks</b>                    | Children build a block forest.  |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |                              |   |
| <b>Dramatization</b>             | Children cook and compost.  |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |                              |   |
| <b>Library &amp; Listening</b>   | Children research the rainforest.   |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |                              |   |
| <b>STEM</b>                      | Continue Mini Gardens and Compost   |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |                              |   |
| <b>Writing &amp; Drawing</b>     | Children continue the Capstone Project.   |                  |                                  |                  |                                 |               |                                |                      |                            |                                |                                   |             |                                   |                              |   |

**Notes**



## Art Table and Easel: Creating Imaginary Trees

In contrast to the previous week, children create imaginary trees.

|                                  |   |
|----------------------------------|---|
| <b>Big Ideas</b>                 | The natural world can improve people’s quality of life and inspire artistic expression.   |
| <b>Guiding Question</b>          | How can the earth inspire artistic expression?  |
| <b>Vocabulary</b>                | <b>imaginary:</b> something that is make believe<br><b>Representation:</b>  |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● tree images</li> <li>● a child’s “real tree” from the previous week</li> </ul> <p>In the Art Studio, offer the same materials as the previous week:</p> <ul style="list-style-type: none"> <li>● tree artifacts such as bark, leaves, branches, acorns<br/>These can be brought in by adults and children.</li> <li>● a variety of Beautiful Stuff that will support children’s creation of real trees such as rocks, sticks, acorns, leaves, corks, etc.</li> <li>● adhesives for Beautiful Stuff such as liquid glue and/or tape<br/>If a glue gun is desired, adults should use this tool.</li> <li>● cardboard of different sizes, to be used as a base</li> <li>● paper of various sizes, colors, and textures</li> <li>● a variety of art materials such as paint, pastels, colored pencils, markers, and crayons</li> <li>● paint brushes of various sizes</li> <li>● scissors</li> </ul> <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 child’s “real tree” from the previous week, tree image, some Beautiful Stuff.</p>   |
| <p><b>Intro to centers</b></p> | <p><i>Last week at the Art Studio, we created real trees. Here is _____’s work. What do you notice?</i></p> <p>Show the work. Provide time for children to share their observations. Invite the child to share the inspiration and process for the work.</p> <p><i>This week at the Art Studio, we will create trees again. But this time, you can create imaginary, or make believe, trees. Use your imagination to create any kind of tree you would like!</i></p> <p><i>Let’s take a look at some photographs of imaginary trees created by different artists. These trees are not realistic like those we constructed last week. Instead, they are artistic <b>representations</b> of trees.</i></p> <p>Show the photographs. Pause after each slide to allow for children to share what they notice and their reactions.</p> <p><i>What does this make you think about?</i></p> <p><i>These trees might inspire you to create your own imaginary tree. When you are ready, you may use any available materials to create an imaginary tree. You might use crayons or markers, Beautiful Stuff, or paint. And remember that you might create a 2-dimensional tree or a 3-dimensional tree.</i></p> <p><i>Turn and talk to a partner about an idea you have about imaginary trees. What might you create?</i></p> <p>Harvest a few ideas.</p> <p><i>Collaborate with your peers and see what you come up with!</i></p> |
| <p><b>During centers</b></p>   | <p>Children look at the tree parts and images. 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>   |

|                     |   |
|---------------------|---|
|                     | Encourage children to talk with one another about their creations and stories, share materials, and paint together.   |
| <b>Facilitation</b> | <ul style="list-style-type: none"> <li>● What do you notice about these parts (or photos) of trees?</li> <li>● What different colors or shapes do you see?</li> <li>● What part of the tree do you want to be sure to include?</li> <li>● What materials will you choose?</li> <li>● How will you make the colors you need?</li> <li>● What inspires you about trees?</li> <li>● Can you tell me a story about your tree?</li> <li>● How is your tree special?</li> </ul> |
| <b>Standards</b>    | <p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>  |

**Notes**

## Imaginary Trees



Tree growing fish

<https://pixels.com/featured/tree-2-mark-ashkenazi.html>

Centers U4 W3



Anya Gallaccio

<https://www.artforum.com/interviews/anya-gallaccio-discusses-her-new-installation-in-london-20773>

Centers U4 W3

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





# Anya Gallaccio

<https://www.hallwines.com/art-anya-gallaccio>

Centers U4 W3





Gardens By The Bay - Singapore

<http://www.singapur-reisetipps.de/gardens-by-the-bay/>

Centers U4 W3

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



“Under the Baobab” London

Mike De Butts

[https://avax.news/touching/The\\_Pirate\\_Technics\\_Sculpture\\_Under\\_The\\_Baobab\\_Is\\_Installed\\_At\\_The\\_Southbank\\_Centre.html](https://avax.news/touching/The_Pirate_Technics_Sculpture_Under_The_Baobab_Is_Installed_At_The_Southbank_Centre.html)

Centers U4 W3

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



“The Singing Ringing Tree” England  
Architects: Anna Liu and Mike Tonkin

<https://visiontimes.com/2019/09/02/sound-sculptures-listening-to-the-singing-ringing-tree-in-england2.html>





## Angel Oak Tree, South Carolina

<https://urnabios.com/10-most-incredible-unique-trees-in-world/>

Centers U4 W3



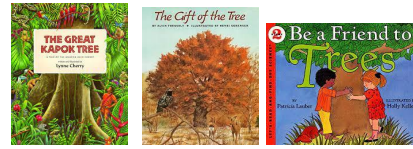
Dragon Tree - Socotra Island, Yemen

<https://urnabios.com/10-most-incredible-unique-trees-in-world/>

Centers U4 W3







WEEK 3 Day 2

**Blocks: Building a Forest**

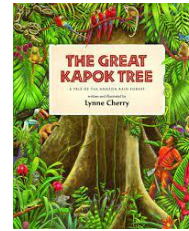
Children work together to build a forest using varied blocks.

|                                  |   |
|----------------------------------|---|
| <b>Big Ideas</b>                 | The natural world can improve people’s quality of life and inspire artistic expression.   |
| <b>Guiding Questions</b>         | How can the earth inspire artistic expression?<br>How do plants grow and change over time? What do plants need to survive?  |
| <b>Vocabulary</b>                | <b>trunk:</b> the main part of a tree<br><b>branch:</b> woody part of a tree that grows from the trunk<br><b>leaves:</b> flat part of the plant that grow from the stem<br><b>roots:</b> part of the plant that grows underground   |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● blocks (unit, hollow foam)</li> <li>● <i>The Gift of the Tree</i>, text and slides</li> <li>● <i>The Great Kapok Tree</i>, text and slides</li> <li>● <i>Be a Friend to Trees</i>, text and slides</li> <li>● tree images from week 2</li> <li>● tree images slides from week 2</li> <li>● <i>A Walk in the Woods</i> slides from week 2</li> <li>● Amazon Rainforest images from Library &amp; Listening</li> <li>● children’s research sheets</li> </ul> <p>Organize and set out images, books and slides for inspiration. If possible allow for the children’s trees/forest to stay up into the following week.</p> |
| <b>Intro to Centers</b>          | <p><i>We are learning about trees and the forest while reading The Gift of the Tree and The Great Kapok Tree and we have started researching rainforests in Library &amp; Listening. What is something you have learned?</i></p> <p>Invite a few responses from children.</p>   |

|                       |   |
|-----------------------|---|
|                       | <p><i>This week we want to challenge you to build trees or the forest. We have lots of resources for inspiration: you can review books, use the research sheets from Library &amp; Listening, or look at some of these images and videos you have used in other centers.</i></p> <p>Share either a few images or videos.<br/> <i>Talk to a partner about what you notice.</i></p> <p>Invite a few children to share after they talk with a partner.<br/> <i>You can use different kinds of blocks to build trees and the forest. You could work on one tree or the whole forest.</i></p> <p>Show some of some of the different blocks.<br/> <i>How would you use these blocks to build the trunk, branches, roots and leaves of trees?</i></p> <p>Invite children to share their ideas.<br/> <i>If it is helpful you can start by sketching a plan for your trees and/or forest, like when we were using the design process during the construction unit, and then you can build.</i><br/> <i>Collaborating will help you to problem solve as you work on building one tree or a whole forest together.</i></p> |
| <b>During Centers</b> | <p>As children begin to work, support them to use the resources, including their research, to get ideas. Guide them to consider different kinds of blocks to use. Remind children of the power of teamwork, and encourage them to share their ideas with each other as they build a forest together.</p>  |
| <b>Facilitation</b>   | <p>What do you notice about the trees/forest in the images/videos?<br/> How do the images or videos inspire your work?<br/> How does researching help you get ideas for how to build trees and forest?<br/> How did you decide on what materials to use?<br/> How does working together help you to problem solve?<br/> Are you working on individual trees or on a forest? Why? How did you decide?</p>  |
| <b>Standards</b>      | <p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.<br/> <b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>  |

|              |
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| <b>Notes</b> |
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## Library & Listening: Researching the Rainforest

Children research information about rainforests from different sources.

|                                  |  |
|----------------------------------|--|
| <b>Big Ideas</b>                 | Through investigations and research, people learn about the natural world.   |
| <b>Guiding Questions</b>         | How do people learn about the natural world?   |
| <b>Vocabulary</b>                | <p><b>vegetation:</b> plant life in a particular habitat</p> <p><b>research:</b> to find out about a topic</p> <p><b>resource:</b> a place, thing, or person that gives you information</p>  |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● research sheets, from week 2</li> <li>● children’s research sheets</li> <li>● <i>The Great Kapok Tree</i></li> <li>● Amazon Rainforest images and videos</li> <li>● books about rainforests</li> <li>● device such as iPad or laptop</li> <li>● sticky notes</li> <li>● clipboards</li> <li>● writing utensils</li> </ul> <p>Gather books and images you have collected about the rainforest. 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> |
| <b>Intro to Centers</b>          | <p><i>Last week in Library &amp; Listening you researched all about plants. Here is what you recorded in your research sheets.</i></p> <p>Show and read few sample of children’s work</p> <p><i>What do you notice?</i></p> <p>Invite a few children to share their observations.</p> <p><i>This week you are going to research the rainforest. Here are books, images and videos about the rainforest. There are so many exciting things to learn about. In The Great Kapok Tree, we met different</i></p>  |

|                       |  |
|-----------------------|--|
|                       | <p><i>animals; you could learn more about the animal life of the rainforest, or you could learn about the vegetation, the plant life of the rainforest. Let's look at this _____.</i></p> <p>Choose what to share with children<br/> <i>What do you notice? Talk to a partner about your observations.</i></p> <p>After children talk with a partner, invite a few to share.<br/> <i>Your job is to look through the materials to see what you can find out about the rainforest. When you find something interesting you can record it in your research notes sheet. Remember that 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 the rainforest.</i></p> <p>Show the sheet<br/> <i>What do you want to learn about the rainforest?</i></p> <p>Invite a couple of responses<br/> <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><br/> <i>Remember that this research can help you when you are building a forest in the Block center.</i></p> |
| <b>During Centers</b> | <p>As children look through books/images/videos, support them to think about what they are interested in learning about the rainforest. 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. Remind children they will be able to use what they find out to help them in other centers.</p>   |
| <b>Facilitation</b>   | <p>Which images/texts/videos inspire you or give you ideas? Why is this one inspiring?<br/> How can these images/texts/videos help you and other children find out more about the rainforest?<br/> What about the rainforest are you interested in? Why?<br/> How are you going to record it in your research note sheet?<br/> What do you want to learn more about the rainforest?</p>  |
| <b>Standards</b>      | <p><b>R.4.K</b> Ask and answer questions with prompting and support about who, what, when, where and how.<br/> <b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how.<br/> <b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.<br/> <b>K-LS1-1</b> Recognize that all plants and animals grow and change over time. Use observations to describe patterns of what plants and animals (including humans) need to survive.</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

**Notes**

**WEEK 5 Day**

**Writing and Drawing: Capstone Studio 1**

The Writing and Drawing Center is transformed into the Capstone Studio for the rest of the Unit. Children consider and create a space where they will continually work on the Capstone Project. Children share initial ideas for the project.

Note: This work will occur in conjunction with Writing. During Writing, children will write an argument piece related to the topic. In the Capstone Studio, children will express their ideas through a different modality. Make connections to the Writing and allow these two components to build upon each other.

|                                  |  |
|----------------------------------|--|
| <b>Big Ideas</b>                 | As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.  |
| <b>Guiding Questions</b>         | What are sustainable systems, and how do people make responsible decisions for our earth?  |
| <b>Vocabulary</b>                | <b>persuade:</b> to convince   |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● <a href="#">Entry Point Tool</a> (optional)<br/>Consider entry points for children using this tool.</li> <li>● large piece of cardboard, 2-3 pieces. The cardboard will be used for             <ul style="list-style-type: none"> <li>○ a “Capstone Studio” sign</li> <li>○ vision boards to hold inspirational pieces</li> </ul> </li> <li>● <a href="#">Capstone Initial Ideas</a> sheet, one ½ sheet per child</li> <li>● clipboards, 5<br/>Attach a Capstone Initial Ideas sheet to each clipboard.</li> <li>● chart paper and markers<br/>Create the following chart. Pre-fill the chart with ideas that have surfaced so far within the Unit. Consider the ideas that came up during Writing, as well.</li> </ul> <div style="border: 1px solid black; padding: 10px; margin-top: 10px; text-align: center;"> <p><b>Capstone Ideas</b><br/><i>[the following are examples:]</i></p> </div> |

- using less paper
- recycling in all classrooms
- planting trees in our play yard
- composting food and snacks

Ensure the Writing and Drawing Center materials are available and replenished:

- clear workspace
- blank paper
- writing tools
- paint and paintbrushes

Prepare the Design Studio:

- On 1 piece of cardboard, write “Capstone Studio” in large letters using a pencil. Children will paint over the letters to create a sign.
- Create 1-2 vision boards by adhering some documentation to the cardboard. Leave open spaces for children to add more over time. Adhere the vision boards to the walls or shelves.
- On the clipboards, include the Capstone Initial Ideas sheet.

Bring the following to the Intro to Centers meeting: Capstone Ideas chart, clipboard with Capstone Initial Ideas sheet

**Intro to Centers**

*Over the past month we have been learning a lot about our earth, and why it is important for us to care for it. Just like with Our Boston, we are starting another big project, known as the Capstone Project. Here is a challenge for us. We will make a plan to make our community more sustainable and **persuade** others of our plan.*

*You know a lot about how to take care of our earth. I’ve been taking note of your ideas and your work. Here are some of the ideas you have all been particularly interested in. Let’s review these ideas together.*

Read the list of ideas about actions to care for the earth. Facilitate a conversation about which of the ideas resonates most with the children. Children might naturally gravitate towards one idea or perhaps a class vote is necessary. Allow children to advocate for their favorite ideas. Repeat this process for deciding which audience your class will persuade (families, next year’s kindergarten class, other students, principal, etc.). The audience may already be clear based on the action step chosen above. As a class community, select one class idea and audience.

*We want to take care of the earth by \_\_\_\_\_ (name action) and have \_\_\_\_\_ (name audience) help us. We now have to work on how to persuade \_\_\_\_\_ (audience).*

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|-----------------------|--|
|                       | <p><i>As we did with the Our Town project, we will create a space in our room to work on the Capstone. The Writing and Drawing will become a Design Studio. Remember that our Design Studio will be a place where we can share ideas and inspirations, have discussions, make plans, and work together.</i></p> <p><i>This week in the Design Studio, there are clipboards and paper for us to write down our initial thoughts about the Capstone.</i></p> <p>Show an Initial Ideas sheet.</p> <p><i>How can we communicate our idea to our audience?</i></p> <p>Allow for 1-2 responses. If children are having trouble, offer a few examples.</p> <p><i>One idea could be that we create a story to act out for _____. Another way we could communicate our idea might be to create large posters that we could hang around our school.</i></p> <p>Model writing and drawing an idea on the Capstone Initial Ideas sheet.</p> <p><i>When you visit the Design Studio today, think about our idea to take care of the earth. You can begin writing or drawing your initial ideas here and I will come help you.</i></p> |
| <b>During Centers</b> | <p>Children paint the Design Studio sign.</p> <p>When visiting the space, take the time to ask individuals, pairs, or small groups of children about their initial ideas to communicate their sustainable idea. Prompt them to look around at the vision boards. If children are having trouble, help them to make connections to other ideas they've expressed in the past couple of weeks or during Writing. Refer to the Entry Point tool. Listen to their ideas rather than over-prompting them. Support children to either draw or write (or take their dictations) on the Capstone Initial Ideas sheet. Note that it is not important for every child to complete the sheet. Rather, it is critical that every child is given an opportunity to talk with an adult about their ideas and their reasons for them.</p>   |
| <b>Facilitation</b>   | <ul style="list-style-type: none"> <li>● What does sustainability mean to you?</li> <li>● How can we tell others about our ideas?</li> <li>● Tell me more about our idea to make the earth a better place. What have you learned so far?</li> <li>● What is your inspiration?</li> <li>● What additional materials might we need in this space?</li> </ul>   |

|                  |  |
|------------------|--|
| <b>Standards</b> | <b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.<br><b>SL.4.K</b> Speak audibly and express thoughts, feelings, and ideas clearly. |
|------------------|--|

Capstone Project Initial Ideas

Name(s): \_\_\_\_\_

**How can we persuade others of our idea?** (words or drawings or dictation)

Capstone Project Initial Ideas

Name(s): \_\_\_\_\_

**How can we persuade others of our idea?** (words or drawings or dictation)



**WEEK 3 Day 1**

**Writing Argument**  
 Joint Construction: Generating Ideas

|                                  |   |
|----------------------------------|---|
| <b>Content Objective</b>         | I can draw and write an idea for how we can make our community more sustainable. (W.3.K.b, SL.3.K.b)  |
| <b>Language Objectives</b>       | I can present my work in a loud, clear voice. (SL.4.K)<br><br>I can sort ideas into categories. (L.5.K.a)   |
| <b>Vocabulary</b>                | <b>sustainable:</b> using things like paper, water, and energy carefully now so that there are enough resources for people to use later<br><b>persuade:</b> to convince<br><b>argument:</b> a genre of writing whose purpose is to convince someone to do something or think something  |
| <b>Materials and Preparation</b> | During the lesson, the class will take a walk around the school to make observations about ways to make the community more sustainable. Before the lesson, plan for how long and where the class will walk.<br><br>On the whiteboard, write:<br>What can we do to make our community more sustainable?<br><br><ul style="list-style-type: none"> <li>● writing tools</li> <li>● blank paper, one sheet for each child</li> </ul>  |
| <b>Opening</b><br>1 minute       | <i>We have been learning about our earth— why it is important and how to care for it. Here is a challenge for us: to be caretakers of our earth; to be people who protect our earth by creating <b>sustainable</b> systems, using resources carefully so there are enough for people to use later.</i><br><br><i>We are going to make a plan to make our community more sustainable and to <b>persuade</b> others—get others to agree and work with us on our plan. We will carry out some parts of our plan during Centers. We will also work together to write an <b>argument</b>. Today we</i> |

|  |   |
|--|---|
|  | <i>will brainstorm ideas for what we can do to make our community more sustainable.</i>   |
| <b>Joint Construction</b><br>10 minutes      | <p><i>What can we do to make our community more sustainable?</i></p> <p><i>To get ideas, first we will take a silent walk around the school. Then we will come back and talk and write about our ideas. As we walk, pay careful attention to changes we could make in our school that would help to protect our earth. [recycling; saving energy by turning off lights; composting; etc.]</i></p> <p>Take a quiet class walk around the school (inside and/or outside). When you return, regroup on the rug.</p>  |
| <b>Individual Construction</b><br>10 minutes | <p><i>Based on what you noticed and know about our school, what can we do to make our community more sustainable?</i></p> <p>Have children Think, Pair, Share. Then send them to draw and write their ideas. As children work, circulate to support them.</p>   |
| <b>Closing</b><br>9 minutes                  | <p>Bring the class together, sitting on the perimeter of the rug.</p> <p><i>Now each person will share her idea about making our community more sustainable. When you share your idea, be sure to speak in a loud, clear voice so that everyone can hear you.</i></p> <p><i>After each person shares, we are going to group similar ideas together.</i></p> <p>Have the first child share his sheet; then put it in the center of the rug. Have the second child share; then decide as a class whether it communicates the same idea as the first child’s, or something different. If the same idea is communicated, pile this sheet on top of the first sheet. If a different idea is communicated, start a new pile. Repeat this process as each child shares. Have a brief discussion about what each group of ideas has in common and label each pile.</p> <p><i>We have generated a lot of good ideas. Tomorrow we will review them and choose one for our Capstone Project.</i></p> <p>Collect children’s ideas, keeping them sorted into groups, for use on Day 2.</p> |
| <b>Standards</b>                             | <p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.</p> <p><b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>SL.4.K</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><b>L.5.K.a</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>  |

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| <b>Ongoing assessment</b> | Reflect on the class discussion and on children’s writing.<br>What ideas do children generate?<br>Which ideas show up the most?<br>What do children already know about these forms of sustainability?<br>How do children represent their ideas in drawing and writing?<br>Do children use loud, clear voices when presenting their work? |
|---------------------------|--|

**Notes**

**WEEK 3 Day 2**

**Writing Argument**  
 Joint Construction: Choosing a Topic and Audience  
 Individual Construction: Audience

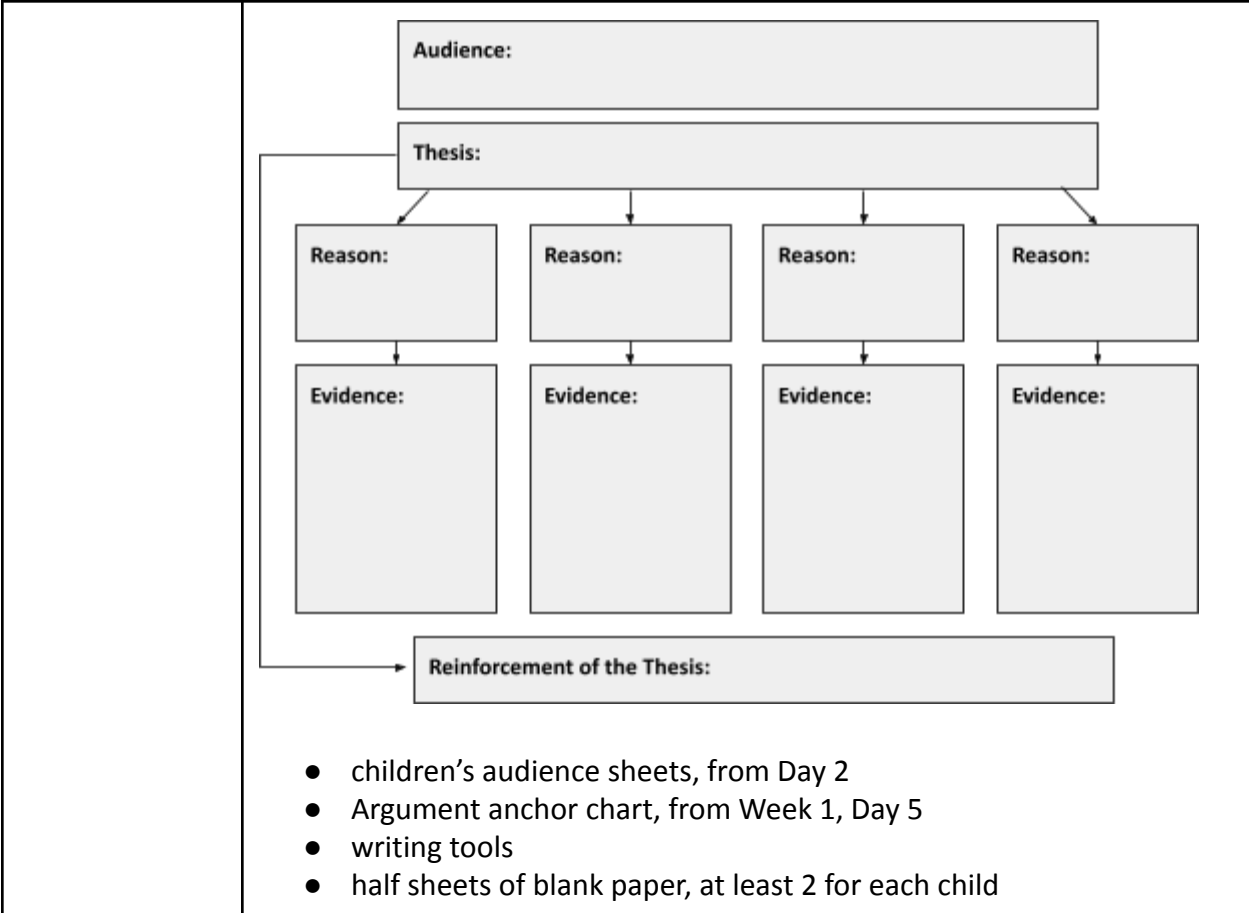
|   |   |
|---|---|
| <b>Content Objective</b>                | I can draw and write what I know about our audience. (W.3.K.b)  |
| <b>Language Objective</b>               | With my class, I can come to consensus about the topic and audience for our argument. (SL.1.K.a)  |
| <b>Vocabulary</b>                       | <p><b>audience:</b> an individual or group for whom a piece of writing is composed</p> <p><b>impact:</b> to have an effect on someone or something</p> <p><b>persuade:</b> to convince</p> <p><b>argument:</b> a genre of writing whose purpose is to convince someone to do something or think something</p> <p><b>topic:</b> what the writing is about</p>  |
| <b>Materials and Preparation</b>        | <ul style="list-style-type: none"> <li>● children’s ideas, from Day 1</li> <li>● writing tools</li> <li>● blank paper, one sheet for each child</li> </ul>  |
| <b>Opening</b><br>1 minute              | <i>Yesterday you came up with some great ideas of ways we can make our school community more sustainable. Today we will review your ideas and choose one for our Capstone Project. We will also choose an <b>audience</b> for our project.</i>  |
| <b>Joint Construction</b><br>10 minutes | <p><i>As we review the ideas from yesterday, decide which you think will have the biggest <b>impact</b> on making our community more sustainable.</i></p> <p>Review the categories of ideas generated on Day 1. Refer to specific children’s ideas as needed.</p> <p><i>Does anyone have a strong feeling that one of these ideas is what we should do to take care of the earth? Why do you think that’s how we should take care of the earth?</i></p> <p>Call on particular children and ask them to articulate their position,</p> |

|   |   |
|---|---|
|   | <p>providing reasons to support their arguments.</p> <p>Facilitate a class conversation to come to consensus about which idea to pursue.</p>  |
| <p><b>Joint Construction</b><br/>10 minutes</p>     | <p><i>Now let's think about our audience: Who do we want to <b>persuade</b> to work with us? Think, Pair, Share.</i></p> <p>Harvest children's ideas and record them on the board. If children need support thinking about this question, provide examples of who could reasonably make the change in the school. For example, the audience for a schoolwide initiative, such as recycling, could be the principal; while an initiative like saving water could have students as the audience.</p> <p>Facilitate a conversation about the ideas you have written down. Repeat this process for deciding which audience your class will address (families, next year's kindergarten class, principal).</p> |
| <p><b>Individual Construction</b><br/>8 minutes</p> | <p><i>We know that the audience is very important to an <b>argument</b>. We need to think about our audience and what is important to them, if we want to write an effective argument. Today we will come up with ideas about our audience that we can use later when we write.</i></p> <p><i>Think, Pair, Share. What is important to our audience? Why would they care about [class topic]?</i></p> <p>After sharing, send children to record their ideas through drawing and writing. As children work, circulate to support them.<br/>Collect children's work, for use on Day 3.</p>  |
| <p><b>Closing</b><br/>1 minute</p>                  | <p><i>Today we chose a <b>topic</b> and audience for our argument, and we started writing what we know about our audience. Tomorrow we will begin writing our argument together!</i></p>  |
| <p><b>Standards</b></p>                             | <p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.<br/><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>  |
| <p><b>Ongoing assessment</b></p>                    | <p>Reflect on the class discussion and on children's writing.</p> <p>What do children identify as the idea that will have the biggest impact?</p> <p>How effective are children at arguing their ideas, supporting their arguments with reasons?</p> <p>What do children already know about the chosen audience?</p> <p>How do children represent their ideas in drawing and writing?</p>   |

**WEEK 3 Day 3**

**Writing Argument**  
Joint Construction: Thesis  
Individual Construction: Reasons

|                                  |   |
|----------------------------------|---|
| <b>Content Objectives</b>        | With my class I can write a thesis that appeals to our audience. (W.3.K.b)<br>I can draw and write reasons to support the thesis. (W.3.K.b, SL.3.K.b)   |
| <b>Language Objectives</b>       | I can present my work in a loud, clear voice. (SL.4.K)<br>I can sort ideas into categories. (L.5.K.a)   |
| <b>Vocabulary</b>                | <b>topic:</b> what the writing is about<br><b>audience:</b> an individual or group for whom a piece of writing is composed<br><b>thesis:</b> the part of the argument that states what the writer or speaker is trying to convince someone to do or think<br><b>reason:</b> why the audience should do or think something<br><b>argument:</b> a genre of writing whose purpose is to convince someone to do something or think something<br><b>research:</b> to get information about something |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"><li>• chart paper and markers</li></ul> Prepare the following Argument Planning chart.  |



**Opening**  
1 minute

*We have chosen the **topic** and **audience** for our Capstone Project! Today we will review the information that you wrote about our audience, and we will use that to write a **thesis** together. Then you will begin writing **reasons** to support our **argument**.*

**Joint Construction**  
10 minutes

Introduce the Argument Planning chart.  
*Here is where we will plan for the argument we write together. Today we will add ideas about our audience and write our thesis.*

*Yesterday you all wrote down ideas about what is important to our audience. We will review your ideas and write notes in our chart that will help us as we write our argument. Remember, the audience is very important to an argument. We will make all of our decisions about our writing by thinking about our audience.*

Review children’s ideas. Record common themes in the Audience portion of the chart.

*Think, Pair, Share. Based on what we know about our audience, and what we are trying to convince them [to do/to think], what could be our thesis?*

Define thesis, as necessary. As children talk, circulate to support their

|  |   |
|--|---|
|  | <p>discussions. Then, harvest children’s ideas. Come to consensus about the thesis, and write it on the Argument Planning chart.</p>  |
| <p><b>Individual Construction</b><br/>10 minutes</p> | <p>Refer to the Argument anchor chart.</p> <p><i>In an argument, after the thesis, the writer has to support the thesis with reasons. Today your job is to write at least one reason that would convince [audience] [thesis].</i></p> <p><i>Think of at least one reason and tell it to your partner. Then you will draw and write your reasons on these half sheets of paper—one reason on each.</i></p> <p>Circulate to support children as they talk, draw, and write.</p>   |
| <p><b>Closing</b><br/>9 minutes</p>                  | <p>Bring the class together, sitting on the perimeter of the rug.</p> <p><i>Now each person will share his reasons to support our thesis. When you share your ideas, be sure to speak in a loud, clear voice so that everyone can hear you.</i></p> <p><i>After each person shares, we are going to group similar ideas together.</i></p> <p>Have the first child share her sheet; then put it in the center of the rug. Have the second child share; then decide as a class whether it communicates the same idea as the first child’s, or something different. If the same idea is communicated, pile this sheet on top of the first sheet. If a different idea is communicated, start a new pile. Repeat this process as each child shares. Have a brief discussion about what each group of ideas has in common and label each pile.</p> <p><i>We have generated a lot of good reasons. Tomorrow we will begin <b>researching</b> to come up with more reasons.</i></p> <p>Collect children’s ideas, keeping them sorted into groups, for use on Day 5.</p> |
| <p><b>Standards</b></p>                              | <p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.<br/> <b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.<br/> <b>SL.4.K</b> Speak audibly and express thoughts, feelings, and ideas clearly.<br/> <b>L.5.K.a</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>  |
| <p><b>Ongoing assessment</b></p>                     | <p>Reflect on the class discussion and on children’s writing.</p> <p>What do children understand about the audience?<br/> What do they recommend as a thesis?<br/> Does the thesis demonstrate understanding of the audience?<br/> What do children write for reasons?<br/> Which ideas show up the most?</p>   |



|  |   |
|--|---|
|  | <p>Do the reasons connect to the interests of the audience?<br/>What research do the children need to do to have adequate reasons?<br/>How do children represent their ideas in drawing and writing?<br/>Do children use loud, clear voices when presenting their work?</p> |
|--|---|

**Notes**

## WEEK 3 Day 4

### Writing Argument

#### Researching Reasons and Evidence

|                                  |  |
|----------------------------------|--|
| <b>Content Objective</b>         | I can research to gather information for an argument. (W.3.K.b, W.1.K.a, W.1.K.b)  |
| <b>Language Objective</b>        | I can talk to my classmates about information we are gathering through research. (SL.1.K.a)  |
| <b>Vocabulary</b>                | <p><b>reason:</b> why the audience should do or think something</p> <p><b>thesis:</b> the part of the argument that states what the writer or speaker is trying to convince someone to do or think</p> <p><b>argument:</b> a genre of writing whose purpose is to convince someone to do something or think something</p> <p><b>research:</b> to get information about something</p> <p><b>topic:</b> what the writing is about</p>  |
| <b>Materials and Preparation</b> | <p>Before the lesson, make a research plan.</p> <p>Plan for materials:</p> <ul style="list-style-type: none"><li>• unit texts: <i>Our Earth: Making Less Trash</i>, <i>Our Earth: Clean Energy</i>, <i>Our Earth: Saving Water, Recycle!</i>, <i>The Great Kapok Tree</i>, <i>Be a Friend to Trees</i>, <i>The Gift of the Tree</i>, <i>Caretakers of the Earth</i> books</li><li>• possible websites:<br/><a href="https://mass.pbslearningmedia.org/">https://mass.pbslearningmedia.org/</a><br/><a href="http://olliesworld.com/">http://olliesworld.com/</a><br/><a href="http://www.childrenoftheearth.org/">http://www.childrenoftheearth.org/</a><br/><a href="https://ecokids.ca/play/earthplay">https://ecokids.ca/play/earthplay</a></li></ul> <p>Review the unit texts and other classroom resources and put aside those that are relevant to the topic of the argument.</p> <p>Consider arranging for children to interview school community members about the sustainability issue (for example, children might ask the principal what has been done in the past to support recycling in the school, or what her hopes are for schoolwide recycling).</p> |

|  |  |
|--|--|
|  | <p>Plan for research pairs/groups:<br/>Based on the available research materials, make a plan for how children will work—in pairs or small groups. Prepare these partnerships/small groups before the lesson.</p> <ul style="list-style-type: none"> <li>● writing tools</li> <li>● sticky notes, at least 3 for each child</li> <li>● half sheets of paper, at least one for each child (if children are using research resources other than books, such as watching videos or conducting interviews)</li> <li>● Capstone Small Group Survey, one copy for each child</li> </ul> <p>Note: Much of the work in the Capstone Project will take place in small groups. Each group will be responsible for creating a presentation to persuade the identified audience to take action. Allowing children’s input into the topics and formation of each group will increase their commitment to their group. At the end of the lesson is a process for forming small groups.</p>   |
| <p><b>Opening</b><br/>1 minute</p>             | <p><i>Yesterday you wrote a lot of great <b>reasons</b> to support the <b>thesis</b> of our <b>argument</b>. Today we are going to generate more reasons by doing <b>research</b>.</i></p>   |
| <p><b>Joint Construction</b><br/>8 minutes</p> | <p><i>When we wrote reports, we learned that writers often do research to learn about a <b>topic</b> before they write about it. Before we begin writing our argument, we will do some research to make sure we include all of the important reasons to support our thesis.</i></p> <p>Refer to relevant unit texts.</p> <p><i>One research resource we have available is our unit texts. When you use one of our books to research, you will turn through the pages until you find an image or words that could help us make our argument. You will put a sticky note on that page so that we can refer back to it as a class. Write your name on the sticky note, along with a note about why you chose this page.</i></p> <p>Model marking a page of one of the texts. For example, flip through <i>Our Earth: Saving Water</i> and pause on page 6.</p> <p><i>This is an important piece of information. It says “Living things on Earth need water.” I’m going to write my name on a sticky note and put it here, because this is important to our argument.</i></p> <p>If children will research using other resources, such as video or conducting interviews, introduce how they will use them. For example, children watching a video may pause it to draw and write reasons on half sheets of paper.</p> |
| <p><b>Joint Construction</b></p>               | <p>Send the children in pairs or groups with the appropriate materials to begin research. As children work, circulate to support them.</p>   |

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|---|--|
| 12 minutes                                | Collect children’s research for use on Day 5.  |
| <b>Choosing Small Groups</b><br>8 minutes | <p><i>The argument that we are writing together is one piece of our Capstone Project. The other parts of our project will be completed during Centers. We have many skills and talents in our room. We have great writers, drawers, painters, storytellers, dancers, singers, builders and players. To take advantage of these talents to be caretakers of our earth by persuading [audience] to [thesis], we are going to form small groups. Each group will use the materials of a certain center to do their work. For example, a group in the Art Studio can paint signs. A group in Writing and Drawing can write a book.</i></p> <p><i>I am going to create the small groups for you to work in. To help me, I want to know which centers you are interested in working in. I have a survey for you to fill out.</i></p> <p>Show the survey.</p> <p><i>Here is how the survey works. First, write your name on the top. Then, put a check mark next to any center you are interested in working in. You can check more than one center. If you really want to work in a particular center, put two check marks next to it.</i></p> <p>Model choosing a Center. For example,<br/> <i>I am interested in the Art Studio. I want to paint signs to persuade, so I am going to put a check here.</i></p> <p><i>Tonight I’m going to make the small groups. I’ll look at your surveys, and I’ll think about which children work together well and everyone’s different talents. This way we will have groups where everyone can contribute.</i></p> |
| <b>Closing</b><br>1 minute                | <p><i>Today we did research to generate more reasons for our argument. Tomorrow we will review and begin writing our reasons, and I will announce our small groups for Centers.</i></p> <p>After the lesson, create small groups based on your knowledge of the children (their strengths, friendships, complementary skills and needs), along with their surveys. For more information about forming small groups see the Capstone Project Guide.</p>   |
| <b>Standards</b>                          | <p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.</p> <p><b>W.1.K.a</b> Investigate questions by participating in shared research and writing projects.</p> <p><b>W.1.K.b</b> Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</p>   |

|                           |  |
|---------------------------|--|
|                           | <b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.  |
| <b>Ongoing assessment</b> | Observe and take notes as children research, and review children’s work after the lesson.<br>Do children identify information relevant to the topic?<br>What do they record?<br>How do they record it? |

**Notes**

Name: \_\_\_\_\_



Art Studio



Blocks



Dramatization



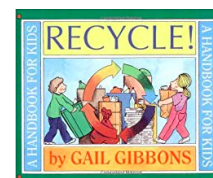
Library



STEM Center



Writing & Drawing



WEEK 3 Day 5

**Writing Argument**  
 Joint Construction: Reasons and Evidence  
 continued on Week 4, Day 1

|                                  |   |
|----------------------------------|---|
| <b>Content Objective</b>         | With my class, I can use research to write reasons in an argument. (W.3.K.b, W.1.K.a, W.1.K.b)  |
| <b>Language Objectives</b>       | I can present my work in a loud, clear voice. (SL.4.K)<br><br>I can sort ideas into categories. (L.5.K.a)   |
| <b>Vocabulary</b>                | <b>research:</b> to get information about something<br><b>reason:</b> why the audience should do or think something<br><b>evidence:</b> facts and details used to support reasons in an argument<br><b>argument:</b> a genre of writing whose purpose is to convince someone to do something or think something<br><b>convince:</b> to persuade   |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● children’s reasons sheets, from Day 3</li> <li>● children’s research stickies and sheets, from Day 4<br/>Before the lesson, copy book pages children marked with stickies, for ease in sorting ideas.</li> <li>● Argument Planning chart, from Day 3</li> <li>● <i>Recycle!</i>, Gail Gibbons</li> <li>● Argument anchor chart, from Week 4, Day 5</li> <li>● anchor chart images, from Week 4, Day 5<br/>Cut out the evidence card.</li> <li>● chart paper, 4-6 pieces<br/>At the end of the lesson, small groups will begin working together to write the reasons for the argument. Each group needs a sheet of chart paper.</li> <li>● writing tools</li> </ul> |
| <b>Opening</b><br>1 minute       | <i>Yesterday you did <b>research</b> to find out more <b>reasons</b> and <b>evidence</b> to add to our <b>argument</b>. Today we are going to review your ideas and continue planning together.</i>   |



|   |   |
|---|---|
| <p><b>Joint Construction</b><br/>16 minutes</p> | <p><i>Let's review the reasons you wrote the other day, and see if your new research supports these reasons, or if there are other reasons we should add.</i></p> <p>Lay out children's sorted reasons sheets on the rug. Review the categories of reasons created on Day 3.</p> <p>Read the thesis on the class Argument Planning chart.<br/><i>Will all of these reasons support our <b>thesis</b>?</i></p> <p>Record agreed-upon reasons in the Argument Planning chart.</p> <p><i>Now we'll review your research and see what else we can add.</i></p> <p>Distribute children's research.<br/><i>Review what you found yesterday. Think about whether it relates to one of the reasons we just discussed, or if it is a new idea.</i></p> <p>Give children several quiet minutes to think. Then have them go around the circle to share their research and categorize it. Once categories have been established, record any new reasons on the Argument Planning chart.</p> <p>Point to the Evidence boxes on the chart.<br/><i>Arguments often include evidence as well. Using evidence means using facts and additional details that support the reasons.</i></p> <p>Show <i>Recycle!</i> page 26.<br/><i>We will read this book soon. Gail Gibbons is <b>convincing</b> her readers to recycle. One reason she gives for recycling is that making a lot of trash is bad for the environment. This page has a lot of facts about the amount of trash people throw away.</i></p> <p>Read several facts.<br/><i>All of these facts are evidence that support one of Gail Gibbons' reasons for recycling—that people make a lot of trash!</i></p> <p><i>Let's add this to our Argument anchor chart.</i></p> <p>Add the Evidence card, under Stages.</p> |
| <p><b>Joint Construction</b><br/>10 minutes</p> | <p><i>For the next few days, you will be working in small groups to write the reasons to support our thesis. First, your group will talk together about what you know about this reason. You will be able to look at all of the notes written by your classmates, as well as our unit books.</i></p> <p><i>After talking together, I will bring your group a piece of chart paper. Write everything you know about your reason on the chart paper, including any evidence you gathered that supports that reason. Everyone in the group should contribute ideas.</i></p> <p>Group the children and assign each group a different reason to write about.</p>   |

|                                     |  |
|-------------------------------------|--|
|                                     | <p>Guide children to discuss the reason before writing. As they talk, circulate to support them. Then distribute chart paper for groups to begin recording their ideas.</p>  |
| <p><b>Closing</b><br/>3 minutes</p> | <p><i>Next week we'll start working in small groups to make something to convince [audience] to [thesis]. Thinking about your talents, who you work well with, and what you wrote on your surveys, I put together the small groups. Each group has an important job to do. Here are the groups.</i></p> <p><i>Next week, we will continue to work on our argument together.</i></p>  |
| <p><b>Standards</b></p>             | <p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.<br/> <b>W.1.K.a</b> Investigate questions by participating in shared research and writing projects.<br/> <b>W.1.K.b</b> Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.<br/> <b>SL.4.K</b> Speak audibly and express thoughts, feelings, and ideas clearly.<br/> <b>L.5.K.a</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> |
| <p><b>Ongoing assessment</b></p>    | <p>Reflect on the class discussion and on children's writing.</p> <ul style="list-style-type: none"> <li>What reasons do children generate?</li> <li>Does their research include evidence to support their reasons?</li> <li>Do children use loud, clear voices when presenting their work?</li> <li>Are they able to sort their ideas into categories?</li> <li>Do children work collaboratively in groups?</li> <li>How do they represent their ideas in drawing and writing?</li> <li>What support do they need to write cohesive reasons in a group?</li> </ul>                                |

**Notes**

**WEEK 3**

**Stations**

| Station                                  | Activities                      | Materials<br>Add writing and drawing tools at each station.  |
|--|---------------------------------|--|
| <b>Strategic Small Group Instruction</b> |                                 | Dedicate the majority of Stations time to strategically targeted small group instruction.  |
| <b>Reading</b>                           | Independent and Partner Reading | <ul style="list-style-type: none"> <li>● collection of high-interest picture books, including on the topic of study (soil, plants, trees)</li> </ul>   |
| <b>Pocket Chart</b>                      | “Five Little Seeds”             | <ul style="list-style-type: none"> <li>● “Five Little Seeds” sentence strips</li> <li>● pocket chart and pointer</li> <li>● “Five Little Seeds” on chart</li> <li>● “Five Little Seeds” child copies</li> <li>● drawing tools</li> </ul>       |
| <b>Listening &amp; Speaking</b>          | Talk Time                       | <ul style="list-style-type: none"> <li>● Week 3 Talk Time image and prompt</li> <li>● 1-minute sand timers, optional</li> </ul>  |
|  | Listen and Respond              | <ul style="list-style-type: none"> <li>● technology for listening to recorded text</li> <li>● <i>The Great Kapok Tree</i> recording</li> <li>● <i>The Great Kapok Tree</i>, Lynne Cherry</li> <li>● conversation prompts, cut apart</li> </ul> |
| <b>Writing</b>                           | <i>The Gift of the Tree</i>     | <ul style="list-style-type: none"> <li>● <i>The Gift of the Tree</i>, Alvin Tresselt</li> <li>● writing prompt sheet, one copy for each child</li> <li>● writing and drawing tools</li> </ul>  |
| <b>Word Work</b>                         | Say, Tap, Build, Read           | <ul style="list-style-type: none"> <li>● Say, Tap, Build, Read sheets, one for each child</li> <li>● pencils</li> <li>● letter tiles</li> </ul>  |
|  | Say, Tap, Write, Mark           | <ul style="list-style-type: none"> <li>● Say, Tap, Write, Mark sheets, one for each child</li> <li>● pencils</li> </ul>  |
|  | Word Hunt                       | <ul style="list-style-type: none"> <li>● Word Hunt cards, cut apart, one set for each child</li> <li>● Word Hunt recording sheets, one for each child</li> <li>● pencils</li> </ul>  |

***The Great Kapok Tree***

How is the kapok tree important to the animals of the forest?

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***The Great Kapok Tree***

How is the kapok tree important to the animals of the forest?

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***The Great Kapok Tree***

How is the kapok tree important to the animals of the forest?

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***The Great Kapok Tree***

How is the kapok tree important to the animals of the forest?

Talk Time Week 3



<https://organicplantcarellc.com/why-are-woodpeckers-making-holes-in-my-trees/#:~:text=Why%20do%20woodpeckers%20drill%20into,the%20surface%20of%20tree%20bark.>

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<https://organicplantcarellc.com/why-are-woodpeckers-making-holes-in-my-trees/#:~:text=Why%20do%20woodpeckers%20drill%20into,the%20surface%20of%20tree%20bark.>

Listening & Speaking Station: Talk Time U4 W3

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

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What do you know about how woodpeckers use trees?

What would you like to find out?

---

What do you know about how woodpeckers use trees?

What would you like to find out?

---

What do you know about how woodpeckers use trees?

What would you like to find out?

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What do you know about how woodpeckers use trees?

What would you like to find out?

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What do you know about how woodpeckers use trees?

What would you like to find out?

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Name: \_\_\_\_\_

**Writing Station: *The Gift of the Tree***







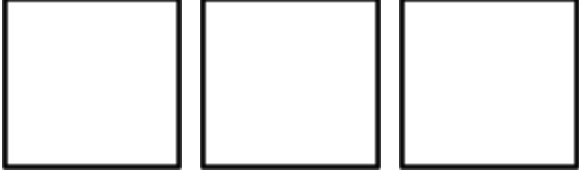





How was the tree a gift to the forest? Draw and write about one or two examples.

A large, empty rectangular box with a thin black border, intended for a student to draw and write their response to the prompt.

Writing Station U4 W3



Name: \_\_\_\_\_

| Say  | Tap  | Build  | Read  |
|--|--|--|---|
| Say the word.<br> | Tap the sounds.<br> | Build the word.<br> | Read the word.<br> |
|                   |                     |                     |                    |
|                 |                   |                   |                  |


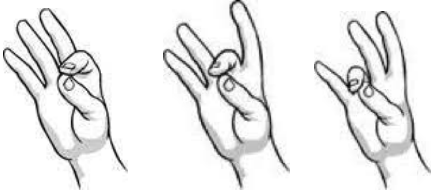

|     |     |       |      |
|-----|-----|-------|------|
| Say | Tap | Build | Read |
|-----|-----|-------|------|

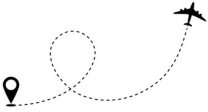
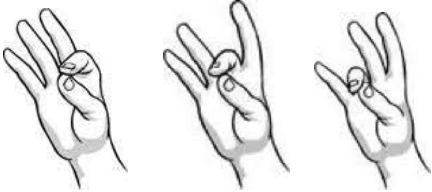

Say the word.


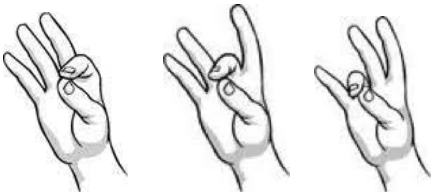

Tap the sounds.

Build the word.

Read the word.

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


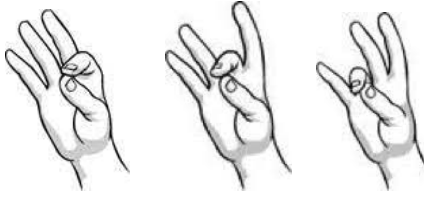


| Say | Tap | Build | Read |
|-----|-----|-------|------|
|-----|-----|-------|------|


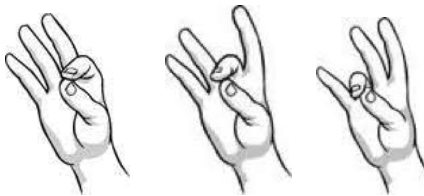


Say the word.

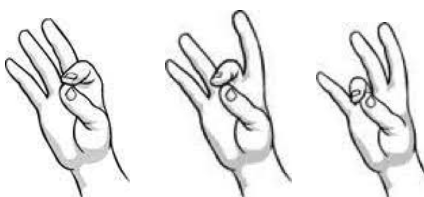


Tap the sounds.

Build the word.

Read the word.

|   |   |   |   |
|---|---|---|---|
|  |  |  |  |
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|   |   |   |   |
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Fundations Unit 4, Week 3 Blend phonemes (RF.K.2d)

Word Work Station U4 W3

Word Bank



when



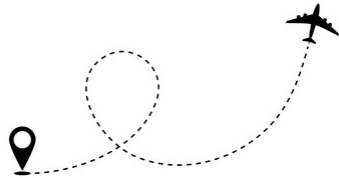
moth



math



shed



dash



sash



lick





















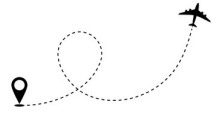












chop

Name \_\_\_\_\_

Say the word. Tap it out. Write it. Underline the digraph.



|  |   |
|--|---|
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|      <hr/> <hr/> <hr/> <hr/>          |      <hr/> <hr/> <hr/> <hr/>   |
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## Word Bank



when



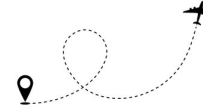
moth



chop



shed



dash



lick

## Word Hunt Cards

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

me

be

what

little

we

you

the

was

as

and

has

























they



























Name: \_\_\_\_\_

# Word Hunt

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

|   |   |
|---|---|
| <br><hr/> <br><hr/> <br><hr/> <br><hr/>         | <br><hr/> <br><hr/> <br><hr/> <br><hr/>         |
| <br><hr/> <br><hr/> <br><hr/> <br><hr/>         | <br><hr/> <br><hr/> <br><hr/> <br><hr/>         |
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I found them. I can read them. I can write them!

|  |  |
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| <br><hr/> <br><hr/> <br><hr/> <br><hr/>        | <br><hr/> <br><hr/> <br><hr/> <br><hr/>        |
| <br><hr/> <br><hr/> <br><hr/> <br><hr/>        | <br><hr/> <br><hr/> <br><hr/> <br><hr/>        |
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WEEK 3

Shared Reading

| "A Cut Down Tree"  |   |
|--|---|
| <p><b>Standards:</b><br/>                     R.2.K.d<br/>                     R.3.K.a<br/>                     R.3.K.b<br/>                     R.3.K.c<br/>                     R.3.K.d<br/>                     L.2.K.b</p> | <p>Jack and Beth went in the woods<br/>                     To chat and play together.</p> <p>They had a shock!<br/>                     They heard chop chop,<br/>                     A tree went thud! Disaster!</p> <p>Quick, they went to save the tree.<br/>                     No luck, the big tree was down.</p> <p>They sat on the log,<br/>                     With the woodchopper too,<br/>                     And Jack made a big, sad frown.</p> <p>"Please do not chop,<br/>                     We love the trees!<br/>                     Instead, let's plant some seeds!"</p>   |
| <p><b>Session 1</b></p>  | <p><b>Opening:</b><br/> <i>You can read the first two words of the title.</i><br/>                     Invite children to read "A" and sound out "cut."<br/> <i>The full title is "A Cut Down Tree." I wonder why a tree has been cut down.</i></p> <p><b>Fluency:</b><br/>                     Using the beat of "Jack and Jill," model expressive reading. Emphasize rhyme.<br/>                     Pause at "chat" on the second line of the first stanza for authentic word solving (see below), and then again at "chop."<br/>                     Read through a second time, inviting children to echo read each stanza.</p> <p><b>Word Solving:</b><br/>                     Point to the word "chat." <i>If I'm not sure what this word says, where would I start to read it?</i><br/>                     Invite children to make the /ch/ sound, and then the sounds short a and /t/.<br/> <i>Let's blend those three sounds together to read the word.</i><br/>                     Define the word.<br/> <i>Jack and Beth are going to chat, or talk.</i><br/>                     Invite children to use their knowledge of letters and sounds to decode the word "chop."</p> <p><b>Meaning Making:</b><br/> <i>What was the problem in this poem?</i><br/> <i>What solution did Jack and Beth suggest to the woodchopper?</i></p> |

## “A Cut Down Tree”

**Standards:**

R.2.K.d  
R.3.K.a  
R.3.K.b  
R.3.K.c  
R.3.K.d  
L.2.K.b

Jack and Beth went in the woods  
To chat and play together.

They sat on the log,  
With the woodchopper too,  
And Jack made a big, sad frown.

They had a shock!  
They heard chop chop,  
A tree went thud! Disaster!

“Please do not chop,  
We love the trees!  
Instead, let’s plant some seeds!”

Quick, they went to save the tree.  
No luck, the big tree was down.

**Session 2**

**Fluency and Language Conventions:**

*This poem has some punctuation that helps us read it with expression. Let’s practice using the exclamation points to read with excitement.*  
Echo read the lines with exclamation points.  
Choral read the entire poem, emphasizing excitement at exclamation points.

**Phonological Awareness:**

Cover the poem so that children do not see the print.  
*I’m going to read parts of the poem and I want you to listen for digraphs.*  
Suggest gestures for children to use when they hear specific digraphs (e.g., touch chin for /ch/, finger on lips for /s/, move thumb for /th/, touch sock for /ck/).  
*You might hear the digraph in the beginning or end of a word.*  
Read one or two lines at a time, according to how much oral text children are able to digest at a time.

**Phonological Awareness and Phonics:**

*We know words sound the same at the end when they rhyme. We can change sounds or add sounds to make new, rhyming words. In the word “chat,” when you change the sound /ch/ to /c/, what is the new word? [cat]*  
*Now say the word “cat,” and change the /c/ to /p/. [pat]*  
Continue this exercise with more initial sounds.  
*The words “chat,” “cat”, and “pat” rhyme, and they are spelled the same way at the end.*  
*These words all have a high frequency word in them. Do you notice it? [at]*  
*“At” is a word by itself. When we add sounds at the beginning of this word, we make new, rhyming words.*

## “A Cut Down Tree”

**Standards:**

R.2.K.d  
R.3.K.a  
R.3.K.b  
R.3.K.c  
R.3.K.d  
L.2.K.b

Jack and Beth went in the woods  
To chat and play together.

They had a shock!  
They heard chop chop,  
A tree went thud! Disaster!

Quick, they went to save the tree.  
No luck, the big tree was down.

They sat on the log,  
With the woodchopper too,  
And Jack made a big, sad frown.

“Please do not chop,  
We love the trees!  
Instead, let’s plant some seeds!”

**Session 3**

In preparation for the lesson, list the following words on the whiteboard.  
big, had, not, luck, sat, log, sad, chop, thud

**Phonological Awareness:**

Cover the poem 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, stand up. If it is at the end, crouch down.*

Say “Beth” and emphasize /th/ at the end. Model crouching, and state that the digraph /th/ was at the end.

Repeat with the words “chop,” “thud,” and “luck.”

**Fluency:**

Show the poem, and invite three children to dramatize the actions while the remainder of the class reads the poem. The actors can recite their own lines.

**Phonics:**

*There are many words in this poem that you all can read by using your knowledge of letters and sounds.*

Refer to the words on the whiteboard, and invite children to read and tap each one. [big, had, not, luck, sat, log, sad, chop, thud]

**Word Recognition:**

*“No” is a new high frequency word in this poem. How many sounds do you hear in the word “no?”*

*There are two sounds: /n/ and the letter o saying its name; it makes the long vowel sound.*

*You already know “so” and “go;” that helps you read “no.”*

*There is another high frequency word in this poem. Who can find “with?”*

*“With” has a digraph. Which digraph sound do you hear?*

|                   |  |
|-------------------|--|
| <b>Extensions</b> | <p>Whiteboard writing with digraphs:<br/>Dictate words with digraphs, such as chop, shock, luck, chat, Beth, Jack.<br/>Children break down and spell the words and underline the digraphs.</p> <p>Whiteboard chaining:<br/>Dictate a short-vowel word with a digraph, then change the onset or rime for a new word (e.g., chop→shop, Jack→tack).</p> |
|-------------------|--|

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **A Cut Down Tree**

Jack and Beth went in the woods  
To chat and play together.

They had a shock!  
They heard chop chop,  
A tree went thud! Disaster!

Quick, they went to save the tree.  
No luck, the big tree was down.

They sat on the log,  
With the woodchopper too,  
And Jack made a big, sad frown.

“Please do not chop,  
We love the trees!  
Instead, let’s plant some seeds!”