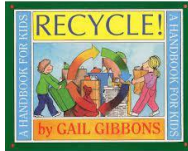
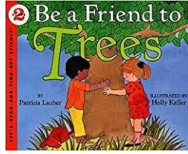


Unit 4: Our Earth

WEEK 4 At a Glance

Texts



Read Aloud

Day 1: *Be a Friend to Trees*, Read 3
 Day 2: *Be a Friend to Trees*, Read 4
 Day 3: *Be a Friend to Trees* Read 5
 Day 4: *Recycle*, Read 1
 Day 5: *Recycle*, Read 2

Centers

Art Studio Table: Collages Inspired by Nature (Days 3-5)
 Art Studio Easel: Still Lives (Days 2-5)
 Blocks: Block Forest 2 (Days 1-5)
 Dramatization: Continue Growing and Preparing Food (Days 2-5)
 Library & Listening: Researching Recycling (Days 4-5)
 Discovery Table: Planting Beans (Days 2-5)
 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: "A Cut Down Tree"
 Listening & Speaking: Talk Time; Listen & Respond (*Be a Friend to Trees*)
 Writing: *The Great Kapok Tree*, *Be a Friend to Trees*
 Word Work: Read, Complete, Write Sentences; From Here to There; Read, Build, Write Trick Words

Shared Reading: "Reduce, Reuse, Recycle"

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

Math: Follow Guide



waste

<https://www.chesterpaul.com/blog/3-effective-ways-companies-can-combat-water-waste/>



energy

<https://uptothepoint.com/solar-panels-cheapest-renewable-source-energy/>

Read Aloud Vocabulary U4 W4



liquid

<https://www.verywellhealth.com/medical-diets-and-ibd-1942698>



pollution

<https://www.history.com/topics/natural-disasters-and-environment/water-and-air-pollution>

Read Aloud Vocabulary U4 W4

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



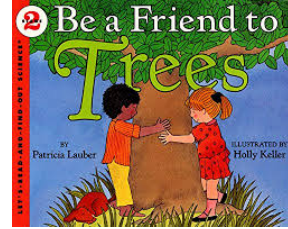
resource

<https://www.superprof.co.uk/blog/help-support-a-deaf-child-with-this-handy-set-of-tips/>

Read Aloud Vocabulary U4 W4

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

WEEK 4 Day 1



Read Aloud
Be a Friend to Trees
 Read 3 of 5, Pages 21-29

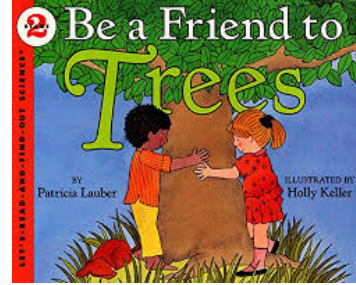
Big Ideas	<p>People, other animals and plants depend on and impact the environment.</p> <p>Plants grow and change over time. They need light, water, and air to live and grow.</p>
Unit Question	In what ways do people, animals and plants depend on and impact the environment?
Guiding Questions	How do plants grow and change over time? What do plants need to survive?
Content Objective	I can use key details from words and illustrations to explain how trees get food to survive. (R.6.K.a, R.6.K.b, R.11.K.a, R.11.K.c)
Language Objective	I can clarify the meaning of scientific vocabulary, such as photosynthesis, by using key details from words and illustrations. (L.4.K)
Vocabulary	<p>useful: can be used for many things, helpful</p> <p>sap: a sticky fluid that comes from trees</p> <p>bark: the protective outer layer of a tree</p> <p>shelter: a place that gives protection against weather or danger</p> <p>store: to keep for future use</p> <p>surface: the top layer of something</p> <p>gas: a form of matter that is neither liquid, like water, nor solid like wood</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Be a Friend to Trees</i>, Patricia Lauber ● <i>Be a Friend to Trees</i> vocabulary cards ● Living Things and How They Depend on Trees chart from Week 3,

	<p>Day 4</p> <ul style="list-style-type: none"> ● markers <p>On the whiteboard, write: How and what do trees eat?</p>
<p>Opening 1 minute</p>	<p>Review the text and set a purpose. <i>We've been reading Be a Friend to Trees by Patricia Lauber. So far we've discussed how useful trees are to people and animals. We learned that trees help other living things survive.</i></p> <p>Refer to the chart and discussion from the previous week.</p> <p><i>Today we will use the words and illustrations to understand how trees survive. We will discuss this question, How and what do trees eat? We'll pay close attention to how the different parts of a tree help it survive.</i></p>
<p>Text and Discussion 10 minutes</p> <p>page 21</p>	<p><i>Here I see that people also depend on trees for the oxygen that they put into the air. Let's remember to add this to our chart later.</i></p> <p>This will be added to the chart at the end of the lesson.</p> <p><i>We also just read a really interesting key detail. The text says, "They give off oxygen as they make their food." Wow, trees make their own food? Let's keep reading to find out how!</i></p>
<p>pages 24-25</p>	<p>Read the page once through without stopping. <i>That was a lot of information. Let's take a look at this useful diagram to help us understand this big word: photosynthesis.</i></p> <p>Gas is something that's all around us, but we cannot see it.</p> <p><i>I'm going to read again slowly, but this time let's look at the diagram after each important key detail.</i></p> <p>Reread the page slowly, pausing to match key details to the diagram. <i>How do the arrows in the diagram help us, the readers, understand the meaning of photosynthesis?</i></p>
<p>page 26</p>	<p><i>What does the author mean that some food in the trees is stored for future use?</i></p> <p>Invite children to point out the multiple meanings of store. Connect to the discussion and images from the Grow a Definition routine, as needed.</p> <p>Read to the end of page 29 with minimal stopping.</p>
<p>Key Discussion and Activity</p>	<p>Reread page 24.</p>

6 minutes	<p>Invite children to Think, Pair, Share. <i>How and what do trees eat?</i></p> <p>Refer to the question on the whiteboard. During the share, encourage children to reference specific details from the text and reread, as needed.</p> <p><i>Wow, trees eat a kind of sugar that they make themselves!</i></p>												
Closing 3 minute	<p><i>What should I add to our chart about how people and animals depend on trees?</i></p> <p>Add to the chart that both animals and people use oxygen to breathe, which comes from trees.</p> <p><i>Tomorrow we'll have a chance to write about some of the information we've learned in the book.</i></p>												
Standards	<p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</p> <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>L.4.K Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p>												
Ongoing assessment	<p>Observe and listen to children's discussion in the partner and whole group share.</p> <p>Do children explain how trees make and use food? How do children make meaning of key details Do children identify key details that show how trees are a resource?</p>												
Center Activities	<table border="1"> <tr> <td data-bbox="451 1430 678 1499">Art Table</td> <td data-bbox="678 1430 1406 1499">Children create collages inspired by nature.</td> </tr> <tr> <td data-bbox="451 1499 678 1568">Art Easel</td> <td data-bbox="678 1499 1406 1568">Children use paint and pastels to create still lifes.</td> </tr> <tr> <td data-bbox="451 1568 678 1638">Blocks</td> <td data-bbox="678 1568 1406 1638">Children continue to create a block forest.</td> </tr> <tr> <td data-bbox="451 1638 678 1707">Dramatization</td> <td data-bbox="678 1638 1406 1707">Children pretend to recycle at home.</td> </tr> <tr> <td data-bbox="451 1707 678 1808">Library & Listening</td> <td data-bbox="678 1707 1406 1808">Children research recycling.</td> </tr> <tr> <td data-bbox="451 1808 678 1877">Discovery</td> <td data-bbox="678 1808 1406 1877">Children experiment with planting beans.</td> </tr> </table>	Art Table	Children create collages inspired by nature.	Art Easel	Children use paint and pastels to create still lifes.	Blocks	Children continue to create a block forest.	Dramatization	Children pretend to recycle at home.	Library & Listening	Children research recycling.	Discovery	Children experiment with planting beans.
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Table							
STEM	Children continue mini gardens and composting.						
Writing & Drawing	Children continue working on the Capstone.						

Notes



Read Aloud
Be a Friend to Trees
 Read 4 of 5

Big Ideas	<p>People, other animals and plants depend on and impact the environment.</p> <p>Plants grow and change over time. They need light, water, and air to live and grow.</p>
Unit Question	In what ways do people, animals and plants depend on and impact the environment?
Guiding Questions	How do plants grow and change over time? What do plants need to survive?
Content Objective	<p>I can use words and pictures to explain one way that people or animals depend on trees. (RI.K.2, W.K.2)</p> <p>I can gather information from the text <i>Be a Friend to Trees</i> to support my explanation. (W.K.8)</p>
Language Objective	I can add illustrations to an oral and written explanation in order to add additional detail. (SL.K.5)
Vocabulary	<p>useful: can be used for many things, helpful</p> <p>sap: a sticky fluid that comes from trees</p> <p>bark: the protective outer layer of a tree</p> <p>shelter: a place that gives protection against weather or danger</p> <p>store: to keep for future use</p> <p>surface: the top layer of something</p> <p>gas: a form of matter that is neither liquid, like water, nor solid like wood</p>

<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Be a Friend to Trees</i>, Patricia Lauber ● <i>Be a Friend to Trees</i> vocabulary cards ● Living Things and How They Depend on Trees chart from Week 3, Day 4 ● writing response sheet or paper with Foundations lines and a space for drawing, 1 page per child ● writing tools ● clipboards, 1 per child (optional) Provide clipboards if children will be writing on the rug rather than at their tables. <p>On the whiteboard, write: What is one way people or animals depend on trees? _____ depend on trees by _____.</p>
<p>Opening 1 minute</p>	<p>Review the text and set a purpose. <i>We've been reading Be a Friend to Trees by Patricia Lauber. What kind of information did we record on our chart?</i></p> <p>Refer to the chart. Provide time for children to respond. <i>We recorded how animals and people depend on trees.</i></p> <p><i>Today you will write and draw about one way people or animals depend on trees so that we can teach the rest of our school community about why trees are important. You will use a complete sentence to answer the question</i></p> <p>Refer to the whiteboard. <i>What is one way people or animals depend on trees?</i></p>
<p>Text and Discussion 6 minutes</p>	<p><i>Let's review some of the ways animals and people depend on trees.</i></p> <p>Read through the information on the chart while simultaneously turning to the corresponding pages in <i>Be a Friend to Trees</i> and looking at the illustrations.</p> <p><i>Before you begin writing and drawing, we will practice sharing a sentence with a partner. Decide whether you want to write about people or a specific animal from the text. When you have an idea, put up a quiet thumb. You do not need to write about the same thing as your partner.</i></p> <p>Invite children to turn and talk, referring to the sentence frame for support. <i>What is one way people or animals depend on trees?</i></p>
<p>Key Activity 12 minutes</p>	<p>Send children off to work at tables or on clipboards on the rug. Circulate to support children or form a strategic small writing group. As children work, prompt them to add details to further explain how an animal or people</p>

	<p>depend on trees. Encourage children to label illustrations as well as create a complete sentence.</p> <p>Allow children to look at illustrations in the text to gather key details for their writing and drawing. Pause the class mid-work time to highlight children’s work that shows a clear explanation and includes at least one additional detail in an illustration. Continue to circulate or support a small group.</p>		
<p>Closing 1 minute</p>	<p><i>Where should we post our explanations about how people and animals depend on trees so that our school community learns how important trees are?</i></p> <p>Invite children to brainstorm a few places in the school building where they could post their explanations.</p> <p><i>Tomorrow we’ll finish reading this book and learn about some ways the author thinks we can be friends to trees.</i></p>		
<p>Standards</p>	<p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>W.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to add additional detail.</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>		
<p>Ongoing assessment</p>	<p>Listen and take notes on how children speak about their drawing and writing.</p> <ul style="list-style-type: none"> Do children orally express a clear explanation? Do children include key details from the text when speaking about their drawing and writing? Do children share how their illustration supports their written explanation? <p>Observe and take notes on children’s writing and drawing.</p> <ul style="list-style-type: none"> What do you see in children’s drawing, labeling, and writing? Do children’s sentences and their drawing match their orally stated explanation? What do you notice about children’s use of conventions in their written sentence(s)? 		
<p>Center Activities</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">Art Table</td> <td>Children create collages inspired by nature.</td> </tr> </table>	Art Table	Children create collages inspired by nature.
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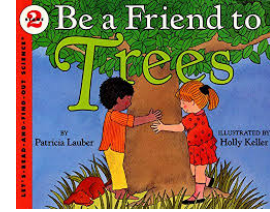
	Art Easel	Children use paint and pastels to create still lifes.
	Blocks	Children continue to create a block forest.
	Dramatization	Children pretend to recycle at home.
	Library & Listening	Children research recycling.
	Discovery Table	Children experiment with planting beans.
	STEM	Children continue mini gardens and composting.
	Writing & Drawing	Children continue working on the Capstone.

Notes

Read Aloud U4 W4 D2

Name: _____

Date: _____

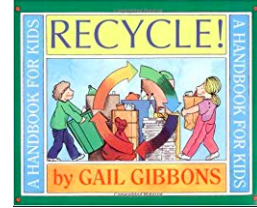


Read Aloud
Be a Friend to Trees
 Read 5 of 5, Pages 30-32

Big Ideas	<p>People, other animals and plants depend on and impact the environment.</p> <p>Plants grow and change over time. They need light, water, and air to live and grow.</p>
Unit Question	In what ways do people, animals and plants depend on and impact the environment?
Guiding Questions	How do plants grow and change over time? What do plants need to survive?
Content Objectives	<p>I can use key details to explain the main topic of a section of text. (R.5.K.a, R.5.K.b)</p> <p>I can use key details from the text to recount ways to save trees. (R.5.K.a, R.5.K.b)</p>
Language Objective	I can answer questions and retell key details from an informational text. (SL.2.K.a)
Vocabulary	<p>useful: can be used for many things, helpful</p> <p>sap: a sticky fluid that comes from trees</p> <p>bark: the protective outer layer of a tree</p> <p>shelter: a place that gives protection against weather or danger</p> <p>store: to keep for future use</p> <p>surface: the top layer of something</p> <p>gas: a form of matter that is neither liquid, like water, nor solid like wood</p>

<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Be a Friend to Trees</i>, Patricia Lauber ● <i>Be a Friend to Trees</i> vocabulary cards ● chart paper and markers <p>Create the following chart with space to add ideas.</p> <div data-bbox="534 338 1170 663" style="border: 1px solid black; margin: 10px auto; width: 380px; height: 155px; text-align: center;"> <div style="border: 1px solid black; background-color: #e0e0e0; padding: 5px; width: 100%;"> <p>Ways to Be a Friend to Trees</p> </div> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> </div>
<p>Opening 1 minute</p>	<p>Review the text and set a purpose.</p> <p><i>We've been reading <i>Be a Friend to Trees</i> by Patricia Lauber. We have mostly learned about why trees are our friends; we depend trees for many things. The final section we'll read today has the heading, "How to Be a Friend to Trees."</i></p> <p><i>These two pages are mostly about some ways to be a friend to trees. Let's read to find out what those ways are.</i></p>
<p>Text and Discussion 6 minutes pages 30-32</p>	<p>Read through the text with minimal stopping. At moments when the author asks the reader a question, such as "Does your family recycle," invite children to touch their nose if their answer is "yes." Then, after reading all the sections, facilitate a brief discussion about the ways children reuse and recycle at home before engaging in the key questions below.</p>
<p>Key Discussion and Activity 12 minutes</p>	<p>Invite children to Think, Pair, Share.</p> <p><i>What are two ways to save trees?</i></p> <p><i>What are things we can do in our classroom in order to be a friend to trees?</i></p> <p>During the share, gather children as a whole group to record ideas on the Ways to Be a Friend to Trees chart. Facilitate more discussion about some of the connected ideas in the text.</p> <p><i>What do the author's second and third suggestions have in common?</i> [The examples are both about reusing].</p> <p>If children struggle to notice connections between the author's suggestions, add the following think aloud and question:</p>

	<p><i>I notice that in her second suggestion, Patricia Lauber recommends reusing paper bags. Does she recommend re-using anything else? So one major way she recommends saving trees is to reuse paper.</i></p>																
<p>Closing 1 minute</p>	<p><i>The next book in our unit will teach us all about how to reduce, reuse, and recycle materials so that we can be caretakers of the Earth.</i></p> <p><i>We'll keep our chart of ideas up in our classroom so that we can be friends to trees everyday.</i></p>																
<p>Standards</p>	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>																
<p>Ongoing assessment</p>	<p>Observe and listen to children’s discussion in the partner and whole group share.</p> <p>Do children describe the main topic of pages 30-31? Do children recount key details about how to save trees? What ideas do children generate about how to be a friend to trees?</p>																
<p>Center Activities</p>	<table border="1"> <tr> <td>Art Table</td> <td>Children create collages inspired by nature.</td> </tr> <tr> <td>Art Easel</td> <td>Children use paint and pastels to create still lifes.</td> </tr> <tr> <td>Blocks</td> <td>Children continue to create a block forest.</td> </tr> <tr> <td>Dramatization</td> <td>Children pretend to recycle at home.</td> </tr> <tr> <td>Library & Listening</td> <td>Children research recycling.</td> </tr> <tr> <td>Discovery Table</td> <td>Children experiment with planting beans.</td> </tr> <tr> <td>STEM</td> <td>Children continue mini gardens and composting.</td> </tr> <tr> <td>Writing & Drawing</td> <td>Children continue working on the Capstone.</td> </tr> </table>	Art Table	Children create collages inspired by nature.	Art Easel	Children use paint and pastels to create still lifes.	Blocks	Children continue to create a block forest.	Dramatization	Children pretend to recycle at home.	Library & Listening	Children research recycling.	Discovery Table	Children experiment with planting beans.	STEM	Children continue mini gardens and composting.	Writing & Drawing	Children continue working on the Capstone.
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Read Aloud
Recycle!
 Read 1 of 4, Pages 1-5

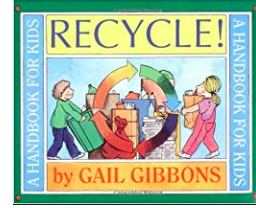
Big Ideas	As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.
Unit Question	In what ways do people, animals and plants depend on and impact the environment?
Guiding Questions	What are sustainable systems, and how do people make responsible decisions for our earth?
Content Objective	I can use details from the text to explain challenges and solutions related to garbage and waste. (R.6.K.a, R.6.K.b, K-ESS3-3.)
Language Objective	I can use content-related words to explain the challenges and solutions related to garbage and waste. (L.6.K)
Vocabulary	<p>waste: to use in a careless way; to <i>not</i> save.</p> <p>energy: the amount of power needed to make something</p> <p>liquid: a form of matter that flows easily and is neither a solid nor a gas. Liquid can take on the shape of any container it is poured into.</p> <p>pollution: is what people create when they dirty the air, water, and land and turn it unhealthy</p> <p>resource: a thing we use or need to make something</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Recycle!</i>, Gail Gibbons ● <i>Recycle!</i> vocabulary cards Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins “More and more garbage!” ● chart paper and markers Prepare the following <i>Recycle!</i> chart.

	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="2" style="text-align: center;">Recycle!</th> </tr> <tr> <td style="width: 50%;">Problems</td> <td style="width: 50%;">Solutions</td> </tr> <tr> <td style="height: 50px;"></td> <td style="height: 50px;"></td> </tr> </table>	Recycle!		Problems	Solutions		
Recycle!							
Problems	Solutions						
<p>Opening 2 minutes</p>	<p>Introduce the text and set a purpose. <i>We get to read another book by Gail Gibbons. She wrote Owls, Wolves, and How a House Is Built. Does Gail Gibbons write books to tell us stories or to teach us things?</i></p> <p><i>Yes, that’s right. Gail Gibbons teaches her readers about things through informational books. This book is called Recycle! Based on what we learned at the end of Be a Friend to Trees, can someone explain what recycle means?</i></p> <p>Harvest a few responses.</p> <p><i>As we read the beginning pages today, listen carefully to learn more about what recycling is and why we might do it.</i></p>						
<p>Text and Discussion 9 minutes</p> <p>page 1</p>	<p><i>“Population” is the number of people who live in a place. In this case, Gail Gibbons is talking about the world. She’s saying the number of people who live in the world is getting bigger.</i></p>						
<p>page 2</p>	<p>Read the definitions in the illustration and explain how the picture supports the text (e.g., <i>Here is that lining she was talking about, and that’s where all the trash goes.</i>)</p>						
<p>page 3</p>	<p><i>Take a look at these two pictures of landfills (pages 2-3). What do the pictures make you think? [not pretty to look at, might smell bad]</i></p> <p><i>People here in our city of Boston fought to have garbage dumps moved from the places where people live. In the 1960s a group of families in a neighborhood called Columbia Point blocked garbage trucks from coming and dumping trash next to their homes.</i></p> <p><i>Today, there are places where landfills are located next to people’s homes, which does not seem fair.</i></p> <p>Invite children's reactions and connections. Remain sensitive to children’s experiences of living near landfills.</p>						

page 4	<i>Gail Gibbons just introduced us to a problem. What is the problem she names? [There is too much garbage and no place to put it.]</i>
page 5	<p><i>This was an important page with an important idea. I'm going to read it again. Listen carefully.</i></p> <p>Read the page again, then ask: <i>What is Gail Gibbons telling us we can do to help solve the problem of there being too much trash? [recycle]</i></p> <p>Harvest several ideas, then facilitate a brief discussion about what recycling means, comparing new understandings to the definitions provided by children at the beginning of the lesson.</p>
Key Discussion and Activity 8 minutes	<p>Invite children to Think, Pair, Share. <i>What are the problems and solutions that Gail Gibbons teaches us about in these beginning pages of the book?</i></p> <p>Record children's responses on the chart during the whole group share.</p> <p>Gather children back as a whole group. <i>What questions do you have about the garbage we make here in Boston?</i></p> <p>Facilitate a brief discussion to gauge children's knowledge about garbage and landfills in Boston. Invite children to research the location of landfills and recycling plants during Centers.</p>
Closing 1 minute	<i>Over the next few days we will continue to use this book to research and learn about recycling.</i>
Standards	<p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. Further explanation: Examples of human impact on land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles. Examples could also include what we can do to clean public areas (e.g. beaches, parks, lakes, trails, etc.). Obtaining, Evaluating, and Communicating Information, Developing Possible Solutions, Human Impacts on Earth Systems, Cause and Effect</p>
Ongoing assessment	<p>Observe and listen to children's discussion during the partner and whole group share.</p> <p>Do children use precise language/vocabulary from the text?</p>

	<p>Do children connect problems and solutions in the text? Do children ask to go back into the text to see a picture or look for a word? How do children listen to and respond to their peers?</p>																
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Notes



Read Aloud
Recycle
 Read 2 of 4, Pages 6-13

Big Ideas	As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.
Unit Question	In what ways do people, animals and plants depend on and impact the environment?
Guiding Questions	What are sustainable systems, and how do people make responsible decisions for our earth?
Content Objective	I can use information from words and illustrations to describe the process for recycling paper and glass. (R.6.K.a, R.6.K.b, R.11.K.a, R.11.K.c, K-ESS3-3.) I can ask and answer questions about key vocabulary in the text. (R.7.K)
Language Objective	I can use content vocabulary to explain the process of recycling. (L.6.K)
Vocabulary	waste: to use in a careless way; to <i>not</i> save. energy: the amount of power needed to make something liquid: a form of matter that flows easily and is neither a solid nor a gas. Liquid can take on the shape of any container it is poured into. pollution: is what people create when they dirty the air, water, and land and turn it unhealthy resource: a thing we use or need to make something
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Recycle!</i>, Gail Gibbons ● <i>Recycle!</i> vocabulary cards ● slide with page 13 ● Unit Question Chart

<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose. <i>Yesterday we started a new book by Gail Gibbons called Recycle!.</i></p> <p><i>Today, we will read a few more sections of the text and learn more about how certain materials are recycled. Our job today will be to use key details from all parts of the book—the words and the illustrations—to help us learn about recycling. After we read we will explain the steps it takes to recycle materials.</i></p>
<p>Text and Discussion 9 minutes page 6</p>	<p><i>I notice this large word here.</i> Refer to the heading “Paper.” <i>It’s bigger than the other words on the page and it’s all in capital letters, so I know that’s a heading. This heading and this illustration here [refer to arrows on the bundle of paper] tell me this section will be all about recycling paper. Let’s read to find out!</i></p> <p>Read the page once through without stopping. <i>I want to make sure I understand the steps of how old paper is turned into new paper.</i></p> <p>Read the page a second time more slowly, referring to illustrations at key details (“cut down,” “chemicals,” “pulp”). <i>You’ve seen wood chips before. Show me the size of a wood chip, or a little piece of wood, with your fingers.</i> <i>Fibers are like strings, like in our clothing.</i></p>
<p>page 7</p>	<p><i>I read the words down here, but there is more information up here.</i> Refer to the illustration and captions.</p> <p>Read the steps in the illustrations. <i>It’s really important to read all the parts of informational books like this. If we hadn’t read these captions and looked carefully at the illustrations, we wouldn’t learn how to recycle.</i></p>
<p>Page 9</p>	<p>Invite children to turn and talk. <i>Based on the text and the illustration, why is recycling paper important?</i></p>
<p>page 10</p>	<p>Invite children to use the heading before reading. <i>So the last section was about paper and recycling paper. Take a look at this page. What do we think this section might be about? How do you know?</i></p>
<p>page 11</p>	<p>Be sure to read all the text on the page. <i>What do you have to remember to do before putting glass in the recycling bin?</i></p>

<p>page 12</p>	<p><i>Let's look closely at the illustrations to get more information about recycling glass.</i></p> <p>Read the information in panels after reading the main text.</p>
<p>Page 13</p>	<p>Read the page once without stopping, then display the slide with the enlarged image and text.</p> <p><i>I will read this page again and I want you to use the words and illustrations to act out the process of recycling glass in a factory.</i></p> <p>Invite children to pound their fists at “crushed” and then spread out wiggly fingers at “remelted.” As needed, prompt children to connect the concept of “melt” to ice cream or other familiar contexts, and display the vocabulary cards for waste and liquid. Make a pouring action after “Next” and create a container shape with hands for “stamped into new glass products.”</p> <p><i>What do you see in the illustration that helps you understand how old glass is recycled into new glass?</i></p> <p><i>There are two really important words on this page that we have been learning in our Grow a Definition routine: energy and pollution. What do you think Gail Gibbons means when she writes it “takes less energy and creates less pollution to make new glass from old glass?”</i></p> <p><i>What questions do you have about these two important words, energy and pollution?</i></p> <p>Harvest several ideas and explain as needed. The concept of “pollution” will be further explored in Week 5.</p>
<p>Key Discussion and Activity 6 minutes</p>	<p>Invite children to turn and talk.</p> <p><i>Now that we've closely reread and discussed this page, you will tell the steps for recycling glass in a factory with your partner.</i></p> <p><i>Partner 1 will tell the first step and then Partner 2 will tell the second step. You will each take turns until you both think you have named all the steps. [crush the old glass, melt the old glass, pour the liquid glass into machines to form new glass shapes.]</i></p> <p>Gather children back as a whole group.</p> <p><i>Why is it important to recycle glass?</i></p>
<p>Closing 1 minute</p>	<p><i>This is where we will stop for today. We will be reading this book for the next few days to help us learn more about recycling, how we recycle and why we should do it.</i></p>
<p>Unit Question Chart 3 minutes</p>	<p>Refer to the Unit Question Chart.</p> <p><i>In what ways do people, animals and plants depend on and impact the environment?</i></p>

	<p>Share any new thinking in response to the question and add it to the chart. Some emerging ideas might include: humans can impact the environment by recycling; humans impact the environment by making too much garbage and putting it in landfills; humans can impact the environment by caring for trees.</p>										
<p>Standards</p>	<p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>R.7.K With prompting and support, ask and answer questions about unknown words in a text.</p> <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. Further explanation: Examples of human impact on land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles. Examples could also include what we can do to clean public areas (e.g. beaches, parks, lakes, trails, etc.). Obtaining, Evaluating, and Communicating Information, Developing Possible Solutions, Human Impacts on Earth Systems, Cause and Effect</p>										
<p>Ongoing assessment</p>	<p>Observe and listen to children’s discussion during the partner and whole group share.</p> <p>Do children use precise language and vocabulary from the text? What experiences and knowledge on the topic do children bring? Do children use transition words that demonstrate they understand that a process is a series of steps (first, then, next, after that...)? How do children listen to and respond to their peers? Do children use headings to determine the main topic of a section?</p>										
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	Listening	
	Discovery Table	Children experiment with planting beans.
	STEM	Children continue mini gardens and composting.
	Writing & Drawing	Children continue working on the Capstone.

Notes

WEEK 4 Day 3

Art Studio: Collages Inspired By Our Earth

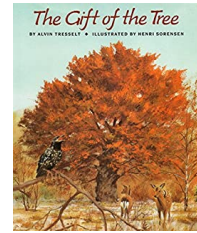
Inspired by nature, children construct collages from recycled materials.

Big Ideas	The natural world can improve people’s quality of life and inspire artistic expression.
Guiding Question	How can the earth inspire artistic expression?
Vocabulary	collage: attaching different pieces of material to a background reuse: to use again, in a different way
Materials and Preparation	<ul style="list-style-type: none"> ● collage images ● tree images, from previous weeks ● a variety of Beautiful Stuff, both recycled and natural materials ● heavy paper/cardboard, to create collages on, at least 1 piece per child ● adhesives for Beautiful Stuff such as liquid glue and/or clear tape ● Q-tips or paint brushes These tools might make using the liquid glue more accessible for some children. ● a variety of art materials such as pastels, colored pencils, markers, and crayons ● heavy paper or cardboard ● scissors <p>Organize and display the materials so that children can access them as needed.</p> <p>Bring to Intro to Centers: collage images, some recycled materials, heavy paper</p>
Intro to centers	<i>As we have been discovering in different ways, nature can inspire us. Nature can inspire artistic expression.</i>

	<p><i>This week, we will make collages in the Art Studio. Some of you have constructed collages before. A collage is made by attaching different materials to a background. Let's look at these examples of collage.</i></p> <p>Show the collage slides. Provide time for children's reactions and invite children to share. Name that the images include both abstract collage as well as the more literal collage art.</p> <p><i>You can make a collage inspired by nature. We've been using Beautiful Stuff almost all year long. I want to share something very important. Did you realize that using Beautiful Stuff is one way we are reusing these materials?</i></p> <p>Provide time for children to share their responses and the connection to the text, <i>Recycle!</i>.</p> <p>Show examples of the Beautiful Stuff.</p> <p><i>How might you use these materials in a collage?</i></p> <p>Think, Pair, Share.</p> <p><i>Here is one important thing to know. Once you glue or tape something onto your paper it is hard to move it. So many collage artists make first drafts.</i></p> <p>Model laying down a few pieces on the paper and experimenting with the pieces before being satisfied with the final product.</p> <p><i>Before gluing or taping, I can lay the materials on the paper and see if I really like it. Then I might move the materials around a bit. I can also ask friends for feedback. Finally, when I feel satisfied, I can glue down the pieces, one at a time.</i></p> <p><i>You can try this with your collage!</i></p>
During centers	<p>Children look at images and create collages, using Beautiful Stuff and other art materials. Encourage children to think about various aspects of nature such as water, plants, and trees and to reflect on how nature makes them feel.</p> <p>Remind children to first lay down all of their pieces on the paper/cardboard. Encourage them to move things around before finalizing. Remind children to gather feedback from peers before gluing.</p>
Facilitation	<ul style="list-style-type: none"> ● How does this image make you feel (or what does it make you think about)? ● How does this picture inspire your work? ● What colors and shapes do you see in this picture? ● How will you represent the ideas with the recycled materials? ● How did you decide on the materials? ● Tell me about your inspiration.

	<ul style="list-style-type: none">● Did you make a first draft? What did you change?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>VA.K.V.Cr.01 - BOSTON Generate and conceptualize artistic ideas and work. Experiment with a wide variety of both two- and three-dimensional materials, including recycled/repurposed ones after looking at images from several artists who use those materials.</p>

Notes



Art Easel: Creating Still Lives
Children use paint or pastels to represent still lifes.

Big Ideas	The natural world can improve people’s quality of life and inspire artistic expression.
Guiding Questions	How can the earth inspire artistic expression?
Vocabulary	still life: a painting or drawing of objects such as flowers, plants, fruit. arrangement: materials that have been put together in a particular way
Materials and Preparation	<ul style="list-style-type: none"> ● still life images ● still life natural materials such as fruit, flowers, shells, pinecones, bark, leaves, branches ● sample of children’s work from the previous weeks ● pastels ● paint and paint cup, also for mixing colors ● paint brushes of various sizes ● paper of different size ● laptop/ipad <p>Gather materials to set up a couple of different still life arrangements (flowers in a vase, fruit in a bowl, branches tied together, etc). Set up a mixing table near the easel so that children can create the colors they need to represent their still lifes. If you do not have natural materials to create a still life arrangement, post, or project the resource images.</p> <p>Bring to Intro to Centers: a still life arrangement or images</p>
Intro to Centers	<p><i>We have been thinking about different ways in which nature can inspire our work. Here are some paintings that _____ and _____ have been working on. What do you notice?</i></p>

	<p>Harvest a couple of responses.</p> <p><i>Here are some artists' representations of still lifes, paintings or drawings of objects such as flowers, plants, shells, or fruit.</i></p> <p>Show a couple of the images from the resources</p> <p><i>When artists paint a still life they are looking at an arrangement for inspiration, here are _____ I put together in a particular way to inspire you.</i></p> <p>Show an arrangement you created.</p> <p>Think, Pair, Share</p> <p><i>As you have done before you, you can mix paint or use pastels to represent your still lifes. You can also use the natural materials to create your own arrangements and then represent them.</i></p> <p><i>Work as a team and share ideas about what media to use to represent your still lifes, and how you might work together on the same painting or pastel drawing.</i></p>
During Centers	<p>Support children as they decide what type of still life arrangement they would like to be inspired by. Invite them to create their own arrangement with the natural materials you have gathered or encourage them to use the resources as a source of inspiration for their work. Remind children to talk with one another about their creations and stories, share materials and paint and draw together.</p>
Facilitation	<ul style="list-style-type: none"> ● What do you notice about the still life arrangement? ● What different colors or shapes do you see? ● What would you like to include in your painting or drawing ? ● What colors will you need for your painting or drawing? ● How will you make the colors you need? ● What inspires you about still lifes? ● How are you collaborating with others?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>VA.K.V.Cr.01 - BOSTON Generate and conceptualize artistic ideas and work. Experiment with a wide variety of both two- and three-dimensional materials, including recycled/repurposed ones after looking at images from several artists who use those materials.</p> <p>SEL.Relationships Building: Teamwork.</p>

Still Lives



Still Life - Set up

Photo by Marina Boni

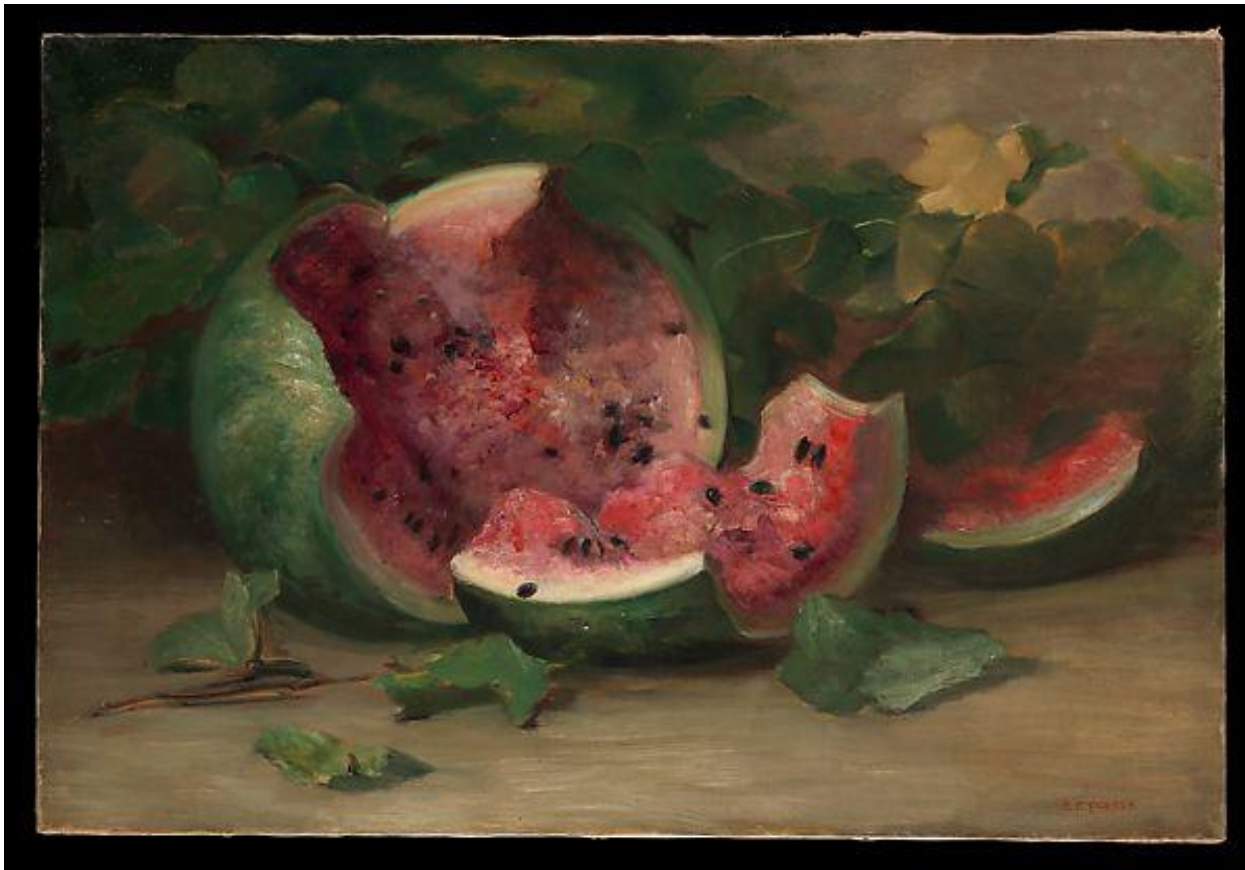
Centers U4 W4



Pinecones and Bark

<https://www.stockfood.com/images/12313910-Pine-cones-and-bark?query=q%3Dbark&i=25>

Centers U4 W4



Charles Ethan Porter - Untitled - Cracked Watermelon

<https://www.blackartinamerica.com/index.php/2020/09/01/still-life-reckoning-with-time/>

Centers U4 W4

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Pussy Willow

<https://newengland.com/today/living/gardening/how-to-grow-pussy-willows/>

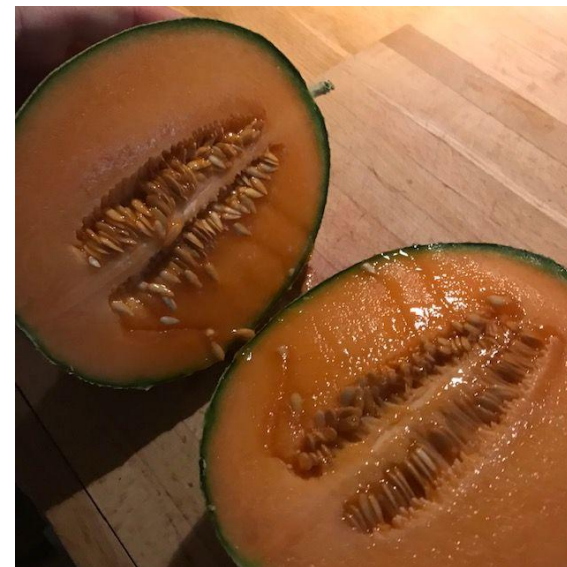
Centers U4 W4



Victor Kanunnikov - Dandelions

<https://igpoty.com/competitions/still-life-14-single-results/>

Centers U4 W4



Still Life with Melon - Claude Monet

https://commons.wikimedia.org/wiki/File:Still_Life_with_Melon_Claude_Monet.jpg

Photo by Marina Boni

Centers U4 W4



William H. Johnson - Still Life Fruit Bottles

<https://americanart.si.edu/artwork/still-life-fruit-bottles-12052>

Centers U4 W4



Still Life with Shells

http://www.artnet.com/artists/henk-helmantel/a-still-life-with-shells-IsNKwVv5mB2_Tvi0Uaf-vA2

Centers U4 W4

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Fruits and Vegetables

Photos by Marina Boni



Centers U4 W4



Pine Branches

Photo by Marina Boni

Centers U4 W4

Centers U4 W4

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WEEK 4 Day 1

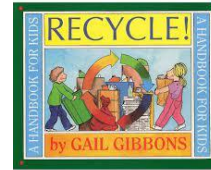
Blocks: Building a Forest

Children continue to work together to build trees and the forest using varied blocks and adding Beautiful Stuff.

Big Ideas	The natural world can improve people’s quality of life and inspire artistic expression.
Guiding Questions	How can the earth inspire artistic expression? How do plants grow and change over time? What do plants need to survive?
Vocabulary	<p>bark: the protective outer layer of a tree</p> <p>trunk: the main part of a tree</p> <p>leaves: flat part of the plant that grow from the stem</p> <p>roots: part of the plant that grows underground</p> <p>branch: woody part of a tree that grows from the trunk</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Gift of the Tree</i> ● <i>The Great Kapok Tree</i> ● <i>Be a Friend to Trees</i> ● tree images/video, from week 2 ● a walk in the woods, from week 2 ● blocks (unit, hollow foam) ● photo examples of children’s trees/forest from the previous week ● Beautiful Stuff: natural and recycled materials ● tape ● varied paper ● writing and drawing utensils ● scissors <p>Organize a container with Beautiful Stuff that children can use to add to their trees and forest, and include tape, scissors, paper and drawing utensils. Keep images, books and slides available for inspiration.</p>

<p>Intro to Centers</p>	<p><i>Last week you started building trees and the forest. Here are some examples of what you were working on. See what you notice.</i></p> <p>Share a couple photo examples and invite children to share about them.</p> <p><i>I noticed you used bigger blocks for the trunk and smaller ones to make the branches. This week we have added Beautiful Stuff and other materials you can use to add to your trees.</i></p> <p>Show the materials</p> <p><i>How could you use these materials to make the different parts of the tree like the bark, the protective outer layer of the tree, or roots?</i></p> <p><i>Talk to a partner and share your ideas.</i></p> <p>Invite a few children to share after they talk with a partner.</p> <p><i>Keep working together to add more trees and tree parts to your forest. Keep collaborating and problem solving together as you build our classroom forest!</i></p>
<p>During Centers</p>	<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> <p>Support children as they consider how to use the Beautiful Stuff to augment their trees and forest. Remind them of the power of teamwork as they figure ways to add to their growing forest.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● How will you use Beautiful Stuff to add to your trees and forest? ● How will you represent the bark, branches, roots, leaves? ● How does working together help you to problem solve? ● Are you working on individual trees or on a forest? Why? How did you decide? ● How do the images or videos inspire your work? ● How did you decide on what materials to use?
<p>Standards</p>	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>

<p>Notes</p>



Library & Listening: Researching Recycling

Children research information about recycling from different sources.

Big Ideas	People, other animals and plants depend on and impact the environment. As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.
Guiding Questions	In what ways do people, animals and plants depend on and impact the environment? What are sustainable systems, and how do people make responsible decisions for our earth?
Vocabulary	research: to find out about a topic resource: a place, thing, or person that gives you information
Materials and Preparation	<ul style="list-style-type: none"> ● research sheets, from previous week ● children’s research sheets ● <i>Recycle!</i> ● recycling images/videos ● books and resources about recycling It will be helpful to research recycling relevant to your context. ● Ipad or laptop ● sticky notes ● clipboards ● writing utensils <p>Gather books and images you have collected about recycling. Set out clipboards with paper, sticky notes, and writing utensils. Set up a laptop or ipad with a folder with images children can look through and tag.</p>
Intro to Centers	<p style="text-align: center;"><i>Last week in Library & Listening you researched the rainforest. Here is what you recorded in your research sheets.</i></p> <p>Show and read few sample of children’s work</p> <p style="text-align: center;"><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 recycling. Here are books, images, videos, and websites about recycling. There are so many exciting things to learn about. Reading Recycle we are learning lots of things about what happens to different materials when they are recycled. You could research the whole recycling process or what people can do at home. Let's look at this _____.</i></p> <p>Choose a couple of resources to share with children <i>What do you notice? Talk to a partner about your observations.</i></p> <p>Think, Pair, Share</p> <p><i>Your job is to look through the materials to see what you can find out about recycling. 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 recycling.</i></p> <p>Show the sheet</p> <p><i>What do you want to learn about recycling?</i></p> <p>Invite a couple of responses <i>I am curious to see what you find out. Make sure to work together, share ideas and help each other by recording information in your research notes.</i></p> <p><i>Next week you will be able to use this research to help you in the Block center.</i></p>
During Centers	As children look through books/images/videos, support them to think about what they are interested in learning about. Encourage children to collaborate and talk with each other about what they are learning and how they are recording it on the research note sheet.
Facilitation	<ul style="list-style-type: none"> ● Which images/texts/videos inspire you or give you ideas? Why is this one inspiring? ● How can these images/texts/videos help you and other children find out more about recycling? ● What about recycling are you interested in? Why? ● How are you going to record it in your research note sheet? ● What do you want to learn more about recycling?
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p>

R.5.K.b Retell key details of text with prompting and support, including the main topic.

K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Further explanation: Examples of human impact on land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles. Examples could also include what we can do to clean public areas (e.g. beaches, parks, lakes, trails, etc.). Obtaining, Evaluating, and Communicating Information, Developing Possible Solutions, Human Impacts on Earth Systems, Cause and Effect

Notes

The Recycling Process



Recycle in your home



<https://blog.upcyclerslab.com/2018/11/15/teach-your-kids-recycling-at-home-with-these-simple-diys/>
<https://www.naturespath.com/en-us/blog/20-activities-kids-learn-sustainability/>

Centers U4 W4

Focus on K2 | Boston Public Schools Early Childhood Department P-2



Put plastic, glass, tin and paper in the recycling bin

<https://www.kiwico.com/blog/2020/04/17/recycling-tips-for-kids/>

Centers U4 W4

Focus on K2 | Boston Public Schools Early Childhood Department P-2



On recycling/trash day bring your recycling bin outside

<https://www.naeyc.org/resources/pubs/yc/dec2020/young-champion-cause1>

Centers U4 W4

Focus on K2 | Boston Public Schools Early Childhood Department P-2



Dump the recycling into the big bin

Photos by Marina Boni

Centers U4 W4

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Here comes the recycling truck to pick up all your recycling!

<https://jerseycitynj.gov/cityhall/dpw/sanitation>

Centers U4 W4

Focus on K2 | Boston Public Schools Early Childhood Department P-2



The truck dumps all of the recycling at the recycling plant

<https://wamu.org/story/19/02/12/does-your-recycling-actually-get-recycled-yes-maybe-it-depends/>



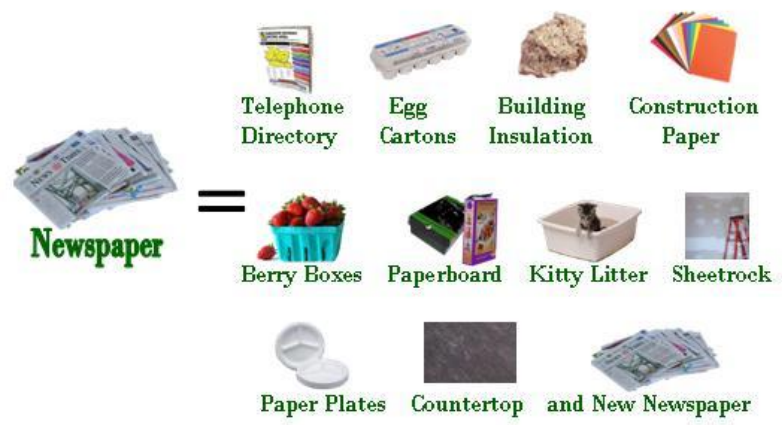
The recycling gets organized

<https://www.thomasnet.com/insights/ai-could-improve-sustainability-through-smart-recycling-sorting/>



Workers sort the recycling

<https://www.kci.com/resources-insights/innovator/new-recycling-facility-turns-green-gold/>



Recycling is turned into many other things

<https://www.maine.gov/dep/waste/recycle/whatrecyclablesbecome.html>



WEEK 4 Day

Discovery:
Planting a Different Way
 Children germinate bean seeds in a bag.

Big Ideas	Plants grow and change over time. They need light, water, and air to live and grow.
Guiding Question	How do plants grow and change over time? What do plants need to survive?
Vocabulary	germinate: when a seed starts to grow
Materials and Preparation	<ul style="list-style-type: none"> ● <i>From Seed to Plant</i>, Gail Gibbons ● <i>Dirt, the Scoop on Soil</i>, Natalie Rosinsky Place the texts nearby for children to reference. ● dried, uncooked beans/seeds, 3-4 per child Place the seeds in a shallow dish or tray. ● plastic ziplock bags, 1 per child ● paper towels, 1-2 pieces per child ● bowl of water ● thin markers, 1 per small group ● tape (masking or painters tape might work best to not leave sticky residue behind) ● blank white paper ● writing and drawing tools <p>Decide the best place to hang the plants. Identify a window with adequate sunlight and an area that is low enough for children to see their plants. Children will be writing/drawing in their Planting Journals, therefore, provide additional writing space such as another table, shelf top, or clipboards.</p>

	<p>Bring the following to the whole group meeting area for the Intro to Centers: 1 seed, 1 bag, 1 paper towel, bowl with water, 1 Planting Notebook</p>
<p>Intro to centers</p>	<p><i>A few weeks back, we read From Seed to Plant by Gail Gibbons. She provided us with so much information about how plants grow. We observed different kinds of seeds. We planted our own seeds. Do you remember what plants need to grow?</i></p> <p>Invite 2-3 responses.</p> <p><i>This week, we will plant again in the Discovery Center. This time, we will plan a little differently. We have beans. What do you notice about these beans?</i></p> <p>Pass around the seeds. Prompt children to describe the color, shape, size, and other observations.</p> <p><i>We will germinate these seeds in a different way than we did with the lettuce seeds. This time, we will not use soil, but instead use a ziplock bag and paper towel.</i></p> <p>Model putting the towel in the bowl of water, squeezing out the excess water, placing the beans in the towel, folding the towel, and then placing the towel in the ziplock bag. Show how to remove the access air and how to seal the bag tightly.</p> <p><i>We talked about what seeds need to grow. Where should we place these bags?</i></p> <p>Provide time for children to respond.</p> <p><i>Yes, I agree! These seeds need sunlight. So let's hang them on the window. After you write your name on your bag, you can tape it to this window.</i></p> <p><i>Remember that as scientists, we collect data.</i></p> <p>Model drawing a quick sketch of the seeds in the paper towels.</p>
<p>During Centers</p>	<p>Children will create their own bean bags. Individually, children will dip 1-2 pieces of paper towel in the bowl of water, squeeze out the excess water, place the beans in the towel, fold the towel, and then place the towel in the ziplock bag.</p> <p>Children label the bag with their name and tape it to the window.</p> <p>Then they sketch their observations on the blank paper.</p> <p>In the subsequent days. Encourage children to observe their beans and record their observations in their Planting Journals.</p>

Facilitation	<ul style="list-style-type: none">• What do you notice about these seeds?• What do these seeds need to survive and grow?• Why is it important to tape the seeds on this window?• How do these plants grow, in comparison to the lettuce seeds?• What do you think will happen to the seeds?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>VA.K.V.Cr.01. BOSTON Generate and conceptualize artistic ideas and work. Experiment with a wide variety of both two- and three-dimensional materials, including recycled/repurposed ones after looking at images from several artists who use those materials.</p>

Notes

WEEK 4 Day 2

Writing and Drawing: Capstone Studio 2

Small Groups are introduced. The planning group creates a master plan.

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.

Big Ideas	As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.
Guiding Questions	What are sustainable systems, and how do people make responsible decisions for our earth?
Vocabulary	plan: to think about what you are going to do (verb); a guide of what to do (noun)
Materials and Preparation	<ul style="list-style-type: none"> ● Our Capstone Initial Ideas sheets, from Week 3 ● Small Group Planning Sheet Create groups. ● chart paper and marker Recreate the small group assignments on chart paper so it is visible to the children. <p>Before the Intro to Centers, take a look at these sheets. Note emerging trends in children’s ideas. Group similar sheets together.</p> <p>Bring the following to the Intro to Centers meeting: a few Initial Ideas sheets, Small Groups chart</p>
Intro to Centers	<i>Last week during Writing, we decided on our Capstone topic. We decided that we would convince _____ [audience] of _____ [sustainable topic]. During Centers, we will decide on how we will communicate this idea in a different way, other than writing. We will use a different modality to convince _____ [audience] of why</i>

	<p>_____ is important for our earth.</p> <p><i>When we worked on our Our Town Project, we worked in small groups. For the Capstone, we will also work in small groups.</i></p> <p>Share the small groupings. Allow time for reactions.</p> <p><i>As a class community, let's decide on how we will help to communicate our Capstone Project. Last week, many of you wrote and drew about your initial ideas.</i></p> <p>Share a few of The Capstone Initial Ideas sheets. Read some ideas aloud. Allow time for reactions. Facilitate a discussion to narrow down the idea to just one.</p> <ul style="list-style-type: none"> ● Encourage children to listen to other's ideas. ● Encourage Sentence Frames for Discussion language such as "I agree with you about _____ and I also think _____" and "I have a different idea." ● Depending on the group and range of ideas, voting might be an option. <p><i>In the Capstone Studio, the planning group will make a plan for how to _____.</i></p>
During Centers	<p>Meet the Planning Group in The Capstone Studio. Facilitate a discussion between the children on the best way to _____. As a small group, the children individually draw and write their plan for _____. Remind children to look around at the vision boards for ideas.</p>
Facilitation	<ul style="list-style-type: none"> ● Tell me about your ideas. ● Why do you think that _____ will work as a way to communicate our idea? ● How will your plan help us to communicate our idea? ● Tell me more about this part. ● What is your inspiration?
Thinking and Feedback	<p>During this meeting, revisit the class idea for persuading _____ to _____. Show the Planning Group's idea for how to communicate their ideas. Does this format still represent the children's vision? Is more refinement needed?</p>
Standards	<p>SL.K.1b. Continue a conversation through multiple exchanges.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to add additional detail.</p> <p>SEL Competencies and Skills. Social Awareness. Showing Empathy</p> <p>SEL Competencies and Skills. Recognizing issues of inequity. Effectively communicating</p> <p>SEL Competencies and Skills. Decision Making. Identifying values,</p>

	choices and decisions
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Notes:

Capstone Project Small Group Planning Sheet

Pre-assign the members of these groups and task each group with specific roles. Place children in groups according to their documented interests, skills, and social interactions. Ensure that each child is a part of at least one small group. Propose the groups to the children and ask for their feedback. Allow for fluidity.

These are suggested groups. Adjust groups, as needed.

Recreate the small group assignments on chart paper so it is visible to the children.

Small Group	Children	Task(s)	Other notes
Planning		Drafts the master plan for the model.	
Feedback		Provides feedback throughout the project.	
Building		Builds the model.	
Writing		Labels parts of the project. Adds details such as signs. Creates invitations.	
Presentation		Shares the project with an audience.	

WEEK 4 Day 1

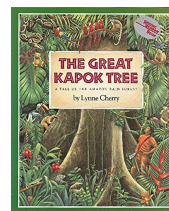
Writing Argument

Joint Construction: Reasons and Evidence
continued from previous week

Content Objective	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)
Language Objective	I can present my work in a loud, clear voice. (SL.4.K)
Vocabulary	<p>reason: why the audience should do or think something</p> <p>evidence: facts and details used to support reasons in an argument</p> <p>argument: a genre of writing whose purpose is to convince someone to do something or think something</p>
Materials and Preparation	<ul style="list-style-type: none"> ● writing tools ● small group chart papers, from Week 5, Day 5 ● research notes: sheets and copied book pages, from Week 5, Days 4-5
Opening 1 minute	<i>In small groups you began writing the reasons and evidence to support our argument. Today you will continue working in your groups, and then we will come back together as a class to review each other's ideas.</i>
Joint Construction 10 minutes	<p><i>When your group gets together, first review what you've written on the chart. Then, use your research notes to add to your reason.</i></p> <p>Send the children to continue working in small groups.</p>
Joint Construction 18 minutes	Bring the children and their work back to the rug. Have one group of children present their work. As a class, use shared writing to generate a short (two or more sentences) paragraph to represent the reasons and evidence presented on the chart. Repeat the process with each group's work.
Closing 1 minute	<i>Today we worked together to write the reasons and evidence for our argument. Tomorrow we will learn about adjectives, which make an</i>

	<i>argument stronger.</i>
Standards	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>W.1.K.a Investigate questions by participating in shared research and writing projects.</p> <p>W.1.K.b Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</p> <p>SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.</p>
Ongoing assessment	<p>Reflect on children’s writing and the class discussion.</p> <p>Do children work collaboratively in groups?</p> <p>How do they represent their ideas in drawing and writing?</p> <p>What support do they need to write cohesive reasons in a group?</p>

Notes



WEEK 4 Day 2

Writing Argument
Deconstruction and Revision: Adjectives

Content Objective	With my class, I can revise our argument to include adjectives. (W.3.K.b, W.2.K.a, L.4.K, L.5.K, L.6.K)
Language Objective	I can use positive and negative adjectives. (SL.1.K.a)
Vocabulary	<p>argument: a genre of writing whose purpose is to convince someone to do something or about something</p> <p>adjective: a word or phrase used to describe a person, place, thing, or idea</p> <p>positive: good</p> <p>negative: not good</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Great Kapok Tree</i>, Lynne Cherry Flag pages 12 and 18. ● Argument anchor chart, from Week 2, Day 3 ● anchor chart images, from Week 2, Day 3 Cut out the language cards. ● small group chart papers
Opening 1 minute	<p><i>We've been talking about the purpose of arguments, to convince someone to do something or to convince someone about something. But convincing someone of something is not easy. Writers need tools to convince their audiences. One tool that writers use is adjectives. Adjectives are words or phrases used to describe people, places, things, or ideas. Today we are going to look at a few of the adjectives the animals use to describe the tree in the Great Kapok Tree.</i></p>
Deconstruction 10 minutes	<p><i>Before we take a look at The Great Kapok Tree, let's think about adjectives to describe ourselves. "Friendly" is an adjective I might use to describe myself, because I like to talk to new people. Turn and talk to a partner to share an adjective that describes you.</i></p> <p>Open to page 18.</p>

	<p><i>The animals present different arguments to the man for why he should not chop down the tree. Listen for the way the anteaters describe the tree.</i></p> <p>Read page 18.</p> <p>Show the first language card and read the sentence beginning with “The big man...”</p> <p><i>The anteaters use a positive adjective—beautiful—to tell the man why it is so important to keep the tree. Positive adjectives are adjectives that describe something in a good way.</i></p> <p>Open to page 12.</p> <p><i>The tree frogs use a negative adjective to convince the man. Listen as I read this page.</i></p> <p>Read page 12.</p> <p><i>Did anyone hear a negative adjective—one that described the rain forest in a bad way?</i></p> <p>Show the second language card and read beginning with “Senhor...”</p> <p><i>The tree frogs repeat the adjective “ruined” to show what would happen if the tree were cut down.</i></p> <p><i>The animals choose their words wisely so that they can convince the man. Their adjectives help to make their arguments stronger.</i></p> <p><i>Let’s add these to our anchor chart.</i></p> <p>Write “Language” and add the cards to the Argument anchor chart.</p>
<p>Revision 18 minutes</p>	<p><i>Now we’ll look at the reasons in our argument and see if we can add any positive or negative adjectives to make it stronger.</i></p> <p>Display one of the reason charts. Facilitate a conversation to generate possible positive or negative adjectives to be added for the reason. For example, a reason related to producing a lot of trash could have adjectives like “a lot,” “smelly,” etc. A reason about keeping Earth clean could include adjectives like “clean” and “beautiful.”</p> <p>After having children Think, Pair, Share to generate adjectives, reread the reason and add the adjectives that make the reason stronger. Note that not all reasons will require additional adjectives.</p> <p>Repeat the process with the other reasons, as time allows (more time for revision is provided on Day 3).</p>
<p>Closing 1 minute</p>	<p><i>Tomorrow we will continue revising our argument, and we will add the reinforcement of the thesis.</i></p>

Standards	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>W.2.K.a With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>L.4.K Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>L.5.K With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>
Ongoing assessment	<p>Throughout the lesson, listen for and make note of children’s understanding of adjectives.</p> <ul style="list-style-type: none"> Do children understand how adjectives enhance arguments? Can children generate adjectives? Are children’s adjectives specific?

Notes

WEEK 4 Day 3

Writing Argument
 Joint Construction: Revision and Reinforcement of the Thesis

Content Objectives	<p>With my class, I can revise our argument. (W.3.K.b, W.2.K.a, L.4.K, L.5.K, L.6.K)</p> <p>With my class, I can write a reinforcement of the thesis. (W.3.K.b)</p>
Language Objective	I can tell my partner a reinforcement of the thesis. (SL.1.K.a)
Vocabulary	<p>adjective: a word or phrase used to describe a person, place, thing, or idea</p> <p>argument: a genre of writing whose purpose is to convince someone to do something or about something</p> <p>revise: make changes to writing</p> <p>reinforcement: saying again, in a new way</p> <p>thesis: the part of the argument that states what the writer or speaker is trying to convince someone to do or think</p> <p>stages: the parts of a piece of writing</p> <p>reason: why the audience should do or think something</p> <p>evidence: facts and details used to support reasons in an argument</p>
Materials and Preparation	<ul style="list-style-type: none"> ● small group chart papers ● <i>The True Story of the Three Little Pigs</i> chart, from Week 2, Day 2 ● Argument Planning Chart
Opening 1 minute	<i>Yesterday we learned about how adjectives make an argument stronger, and we began to revise our work. Today we will continue revising our argument and add the last part—the reinforcement of the thesis.</i>
Revision 13 minutes	Continue revising the reasons. Display one of the reason charts. Facilitate a conversation to generate possible positive or negative adjectives to be added for the reason. For example, a reason related to producing a lot of trash could have adjectives like “waste,” “a lot,” “bad smell,” etc. After having children Think, Pair, Share to generate adjectives, reread the chart

	and add them as necessary to make the reason stronger. Note that not all reasons will require additional adjectives.
Joint Construction 15 minutes	<p>Refer to the <i>The True Story of the Three Little Pigs</i> chart.</p> <p><i>We learned that arguments have different stages. They begin with the thesis, which is supported by reasons and evidence. At the end of an argument is the reinforcement of the thesis. This means saying the thesis again, in a new way. For example, A. Wolf begins his argument by saying “The whole big bad wolf thing is all wrong,” and ends by saying “I was framed.”</i></p> <p>Show the Argument Planning chart.</p> <p><i>Our thesis says _____. How could we say this again, in a new way? Think, Pair, Share.</i></p> <p>Harvest several children’s responses and decide as a class what the reinforcement of the thesis should be. Write it on the Argument Planning chart.</p>
Closing 1 minute	<i>Today we finished revising our argument. Tomorrow we will begin publishing!</i>
Standards	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>W.2.K.a With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>L.4.K Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>L.5.K With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>
Ongoing assessment	<p>Reflect on the class work.</p> <p>What do children understand about adjectives?</p> <p>What do they understand about the reinforcement of the thesis?</p> <p>Do their suggestions restate the thesis in a new way?</p>

Notes

WEEK 4 Day 4

Writing Argument

Deconstruction: Posters
Publishing
continued on Day 5

Content Objective	With my class, I can publish our argument. (W.3.K.b)
Language Objectives	I can discuss what I notice about posters. (SL.1.K.a) I can add images to enhance and clarify my argument. (SL.3.K.b)
Vocabulary	medium: a form of communication publish: to prepare writing for an audience image: a representation of something in the form of a drawing, photograph, etc. argument: a genre of writing whose purpose is to convince someone to do something or about something
Materials and Preparation	<p>For this lesson and the next, children will be divided into publishing teams. Before the lesson, determine how many children will be needed in each group.</p> <p>Text Team: This group will rewrite the words for each part of the argument (one child each will write the thesis, each reason and evidence, and the reinforcement of the thesis).</p> <p>Graphics Team: This group will add images to support the reasons and evidence.</p> <p>Layout Team: This group will arrange the text and graphics on the poster.</p> <ul style="list-style-type: none">● projector and screen● Sample Poster slides● posters in your classroom and school <p>For this lesson, you may choose to show and discuss the slides in the classroom, or to walk around the classroom and school and have the discussion.</p>

	<ul style="list-style-type: none"> ● Argument Planning Chart Either copy the thesis and reinforcement of the thesis onto new sheets of paper, or cut apart the chart so that these parts can be distributed to children. ● small group chart papers ● piece of chart paper, or poster board, for publishing ● drawing and writing tools ● half sheets of blank paper, about 20 One set of about 10 half sheets of paper will be used for publishing: 1 for the thesis, 1 for the reinforcement of the thesis, 2 for each reason and evidence (1 for the words and 1 for an image). The other set of paper will be used for the layout team to design the layout of the poster (see the directions below, under Publishing). ● tape, for creating a temporary layout
<p>Opening 1 minute</p>	<p><i>So far this year you have written using different media, or forms of communication. You wrote personal recount books and poems and you published procedures in different ways. Today we will explore a new medium: posters.</i></p>
<p>Deconstruction 10 minutes</p>	<p><i>Where have you seen posters before? [in the classroom; around the school; event flyers around the city] What do they communicate? [fire drill instructions; classroom or school information; event details]</i></p> <p><i>We are going to look at sample posters to see what we notice. Look carefully at each poster. Then we will discuss what you noticed.</i></p> <p>Show the slides; then facilitate a class discussion about what children noticed. (Alternately, this process can be done walking around the classroom or school, looking at the posters hanging on the walls.)</p> <p><i>What did you notice about the posters? What is the same/different about posters and other media?</i></p> <p>If the children do not say anything about the layout of the posters, go back to the slides and ask them what they notice about how they are organized.</p> <p><i>When we studied procedures, we talked about the importance of images. Images make writing more clear. As you can see, images are especially important on posters. Posters usually hang in common spaces for people to look at as they walk by. They need to catch their audience’s attention, and need to be seen from far away. Images are used to communicate a lot of the information in posters.</i></p>
<p>Publishing 18 minutes</p>	<p><i>Now that we have learned about the medium we will use for our argument, it’s time to begin publishing! We will take everything we wrote together, fix it up, and put it on a poster. There are a lot of</i></p>

different jobs that have to be done to create a poster like ours. So, for publishing, we will break up into three teams: the Text Team, the Graphics Team, and the Layout Team.

If you choose to be on the Text Team, you will work with your teammates to write the words for the poster.

If you choose to be on the Graphics team, you will create the images for the poster.

If you choose to be on the Layout team, you will decide how to put everything on the poster to make it look its best.

Think about which team you would like to be on. When you are ready, give a silent thumbs up.

Allow children time to think; then assign them to teams, according to their preference.

From the Text Team, send one child to publish the thesis on a half sheet of paper, and send another child to publish the reinforcement of the thesis.

Create pairs of children, one from the Text Team and one from the Graphics Team, to write and illustrate each of the reasons and evidence. Send each pair with the small group chart paper that matches the reasons and evidence they are writing, along with 2 half sheets of paper.

Sit with the Layout Team. Give them the poster and blank sheets of half paper. Guide them to decide which direction to hold the poster and to choose how to arrange the sheets on the poster. Tell them that the blank sheets are just for choosing a layout, and that the other children's work will be added once it is finished.

Circulate to support children as they work. The following are aspects to consider while supporting each group.

Text Team:

- Discuss the size of words.
 - How large should the words be written (so they can be seen at a distance)?
 - Is it OK to have some information—perhaps the evidence—smaller and more detailed for people who have time to stop and read a little bit more?
- Discuss end punctuation and how to use it most effectively on the poster. Make connections to the title *Recycle!* and discuss why Gail Gibbons may have chosen to use an exclamation point.

Graphics Team:

	<ul style="list-style-type: none"> ● Discuss which images will be most convincing. ● Discuss the sizes of images, and why graphics might be different sizes. <p>Layout Team:</p> <ul style="list-style-type: none"> ● Discuss which poster orientation is best. ● Discuss the most effective placement for each part of the argument. ● Figure out how to make each part of the argument fit. <p>Collect children’s work for continued publishing on Day 5.</p>
Closing 1 minute	<i>Today we learned about posters and began publishing our own argument poster! Tomorrow we will complete our publishing.</i>
Standards	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>
Ongoing assessment	<p>Review children’s work.</p> <p>What do they understand about posters and publishing a poster?</p> <p>What support will they need on Day 5?</p>

Notes

WEEK 4 Day 5

Writing Argument
Publishing
continued from Day 4

Content Objective	With my class, I can publish our argument. (W.3.K.b)
Language Objective	I can add images to enhance and clarify my argument. (SL.3.K.b)
Vocabulary	publish: to prepare writing for an audience argument: a genre of writing whose purpose is to convince someone to do something or about something
Materials and Preparation	<ul style="list-style-type: none"> ● children’s work and other materials for publishing, from Day 4 ● glue sticks ● drawing and writing tools ● children’s drawing and writing books <p>Make a plan for where in the school the poster will be hung, and how its completion will be communicated to other school community members.</p>
Opening 1 minute	<i>Yesterday you worked in teams to publish our class argument poster. Today you will continue that work.</i>
Publishing 28 minutes	Send the children to continue their work, and circulate to support them. As members of the Text and Graphics Teams finish, guide them to bring their work to the Layout Team for final poster publishing. When children complete their tasks, they can write freely in their drawing and writing books.
Closing 1 minute	<i>Wow—you have worked so hard together to learn about a sustainable practice and to write and publish an argument for our school! It is exciting and important to advocate, or argue, for these kinds of changes.</i>
Standards	W.3.K.b Use a combination of drawing and writing to communicate a topic.

	SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.
Ongoing assessment	Reflect on the class work. What do children understand about argument? What will need to be revisited in Week 7?

Notes

WEEK 4

Stations

Station	Activities	Materials Add writing and drawing tools at each station.
Strategic Small Group Instruction		Dedicate the majority of Stations time to strategically targeted small group instruction.
Reading	Independent and Partner Reading	<ul style="list-style-type: none"> ● collection of high-interest picture books, including on the topic of study (soil, plants, trees)
Pocket Chart	"A Cut Down Tree"	<ul style="list-style-type: none"> ● "A Cut Down Tree" sentence strips ● pocket chart and pointer ● "A Cut Down Tree" on chart ● "A Cut Down Tree" child copies ● drawing tools
Listening & Speaking	Talk Time	<ul style="list-style-type: none"> ● Week 4 Talk Time image and prompt ● 1-minute sand timers, optional
	Listen and Respond	<ul style="list-style-type: none"> ● technology for listening to recorded text ● <i>Be a Friend to Trees</i> recording ● <i>Be a Friend to Trees</i>, Patricia Lauber ● conversation prompts, cut apart
Writing	<i>The Great Kapok Tree,</i> <i>Be a Friend to Trees</i>	<ul style="list-style-type: none"> ● <i>The Great Kapok Tree</i>, Lynne Cherry ● <i>Be a Friend to Trees</i>, Patricia Lauber ● writing prompt sheet, one copy for each child ● writing and drawing tools
Word Work	Read, Complete, Write Sentences	<ul style="list-style-type: none"> ● Read, Complete, Write Sentences sheets, one for each child
	From Here to There	<ul style="list-style-type: none"> ● From Here to There sheets, one for each child
	Read, Build, Write Trick Words	<ul style="list-style-type: none"> ● Read, Build, Write Sheets, one for each child ● magnetic letters or letter tiles

Be a Friend to Trees

How do people and animals depend on trees?

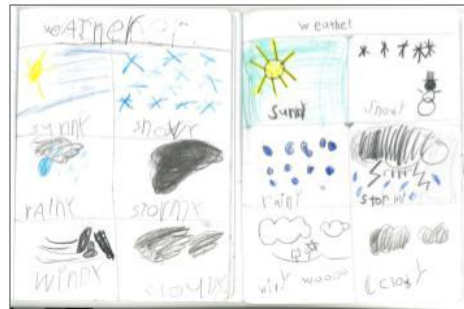
Be a Friend to Trees

How do people and animals depend on trees?

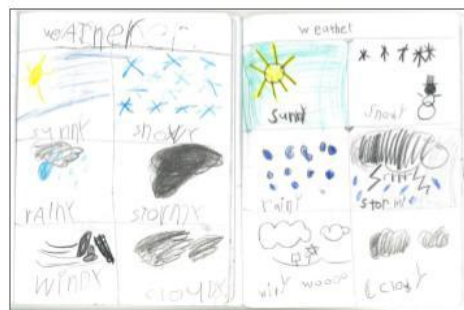
Be a Friend to Trees

How do people and animals depend on trees?

Talk Time Week 4



[5 Kids Crafts Using Paper Towel Rolls](#), [Behind the Label: Recycled Toilet Tissue](#), [Science Notebook Week - Friday](#), [Top 10 Origami Projects for Beginners](#), [Kids' Art Easels for All Ages](#) | [LoveToKnow](#), [Sustainable Gift Wrap Ideas for the Holidays](#)



[5 Kids Crafts Using Paper Towel Rolls](#), [Behind the Label: Recycled Toilet Tissue](#), [Science Notebook Week - Friday](#), [Top 10 Origami Projects for Beginners](#), [Kids' Art Easels for All Ages](#) | [LoveToKnow](#), [Sustainable Gift Wrap Ideas for the Holidays](#)

Listening & Speaking Station: Talk Time U4 W4

How is paper used in these pictures?
What are some other ways you can think of
to use paper?

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What are some other ways you can think of
to use paper?





How is paper used in these pictures?
What are some other ways you can think of
to use paper?

Name _____





Word Work Station

Read the sentence. Complete the sentence. Write the sentence.





Meg had a red _____  .

 _____
 _____
 _____
 _____





Pat had a _____  .

 _____
 _____
 _____
 _____





Jim had a _____  .

 _____
 _____
 _____
 _____

The  _____ had a nap.

 _____
 _____
 _____
 _____

Tom  _____ the cat.

 _____
 _____
 _____
 _____

Answers

Meg had a red **hat**.

Pat had a **red mat**.

Jim had a **red mug**.


The **cat** had a nap.

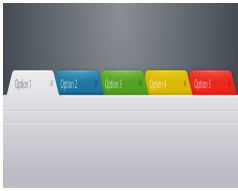


Tom **pat** the cat.




Name _____

From Here to There

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













Start with  pick	→	 p__ck	→	 __ack
---	---	--	---	--













 ta__	→	 t__b	→	 __ub
--	---	--	---	--

 r__b	→	 ro__	→	 shock
---	---	---	---	--

Name: _____

Word Work Station

Read the word	Build the word	Write the word
or		 _____  -----  _____  _____
for		 _____  -----  _____  _____
they		 _____  -----  _____  _____

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

WEEK 4

Shared Reading

<p>“Reduce, Reuse, Recycle” Sung to the tune of “The Itsy Bitsy Spider”</p>		
<p>Standards: R.2.K.b R.3.K.a R.3.K.b R.3.K.c L.2.K.a L.2.K.c</p>	<p>Reduce, reuse, recycle, that’s what we must do. We need to save or fix the Earth. It’s up to me and you!</p>	<p>We all can do a little to help our Earth feel good. We can save the planet right from our neighborhood!</p>
<p>Session 1</p>	<p>Opening: <i>Today we will learn a new song to the tune of a song you may know: “The Itsy Bitsy Spider.”</i> Invite children to hum the familiar tune. <i>The title of this song is “Reduce, Reuse, Recycle.” Have you heard these words before? What do they mean?</i></p> <p>Fluency: Model singing the song in its entirety, emphasizing rhyme. Pause at “help” on the second line of the second stanza for authentic word solving (see below). The second time through, echo sing each stanza.</p> <p>Word Solving: Point to the word “help.” <i>What is this word? Where should I start to read this word?</i> Invite children to make the /h/ sound. <i>Next we see /ĕ/; what sounds are after that?</i> <i>Let’s blend those four sounds together to read the word.</i></p> <p>Meaning Making: <i>What does this song teach us about helping the Earth?</i> <i>“Reduce” means to make or use less. “Reuse” means to use again.</i> <i>“Recycle” means to use old materials to make new materials.</i></p> <p>Language Conventions: <i>When we write sentences, we use a capital letter at the beginning. Poems and songs often don’t follow the rules of capitalization, but this one does. Where do we see capital letters in this song?</i> Help children to notice capital letters at the start of every sentence.</p>	

“Reduce, Reuse, Recycle”

Sung to the tune of “The Itsy Bitsy Spider”

Standards:

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

Reduce, reuse, recycle,
that’s what we must do.
We need to save or fix the Earth.
It’s up to me and you!

We all can do a little
to help our Earth feel good.
We can save the planet
right from our neighborhood!

Session 2

Fluency and Language Conventions:

This song has some punctuation that helps us read it so it makes sense. There is punctuation at the end of each sentence. Remember, a sentence is a group of words that goes together to make sense.

Invite children up to find ending punctuation marks. Model using those punctuation marks in reading, pausing at the end of each full sentence. *Let’s practice singing this song and pausing at the end of each sentence.* Go back to the start, and chorally sing the full song, adding hand gestures for *me, you, little, and planet.*

Phonological Awareness:

Some of the words in this song have many syllables, and some only have one. I’m going to say some words from the song and you will listen to hear how many syllables it has.

Say “planet.”

How many syllables did you hear?

“Plan-et” has two syllables.

Repeat with “reduce,” “feel,” “neighborhood,” and “recycle.”

“Reduce, Reuse, Recycle”

Sung to the tune of “The Itsy Bitsy Spider”

Standards:

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

Reduce, reuse, recycle,
that’s what we must do.
We need to save or fix the Earth.
It’s up to me and you!

We all can do a little
to help our Earth feel good.
We can save the planet
right from our neighborhood!

Session 3**Phonological Awareness:**

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

You are experts at hearing sounds in words. I am going to say a word and change a sound, you will say the new word it makes.

Say “be” and invite children to replace the /b/ with /m/.

What word do we have now?

Repeat with phoneme substitution to change the words “mix” to “fix” and “cave” to “save.”

Fluency:

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

Use echo reading to model expressive phrasing and using exclamation points.

Letter-Sound Awareness and Phonics:

Let’s tap out the sounds in a few cvc words.

Point to “fix.”

Tap out the sounds in this word. How many sounds are in “fix?” When we say this word, we hear /f/ /i/ /k/ /s/. That’s four sounds, even though there are only three letters.

Word Recognition:

“That” is a new high frequency word in this poem. “That” starts like “the.” What sounds do you hear at the end of “that?” [short a, final /t/]
You all know what letters make the sound /at/. [at]
“At” is another high frequency word. Knowing “at” helps you read “that.”

Extension

Whiteboard practice: Dictate simple sentences. (I sat on a rock. We had a chat. He had a fish.) Invite children to write each full sentence, using knowledge of high frequency words, digraphs, and CVC spelling. Children then practice reading each full sentence to a partner.

Name: _____

Date: _____

Reduce, Reuse, Recycle

(Sung to the tune of "The Itsy Bitsy Spider")



Reduce, reuse, recycle,

that's what we must do.

We need to save or fix the Earth.

It's up to me and you!

We all can do a little

to help our Earth feel good.

We can save the planet

right from our neighborhood!