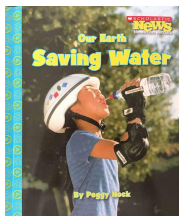
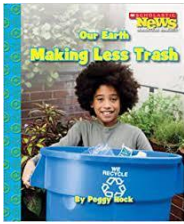
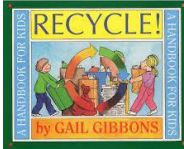


Unit 4: Our Earth

WEEK 5 At a Glance

Texts



Read Aloud

- Day 1: Recycle, Read 3
- Day 2: Recycle, Read 4
- Day 3: Our Earth, Making Less Trash, Read 1
- Day 4: Our Earth: Saving Water, Read 1
- Day 5: Our Earth: Saving Water, Read 2

Centers

- Art Studio Table: Collages Inspired by Nature 2 (Days 1-5)
- Art Studio Easel: Water Paintings (Days 4-5)
- Blocks: Recycling Trucks (Days 2-5)
- Dramatization: Continue Growing and Preparing Food (Days 2-5)
- Library & Listening: Researching Saving Water (Days 4-5)
- 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: "Reduce, Reuse, Recycle"
- Listening & Speaking: Talk Time; Listen & Respond (*Recycle*)
- Writing: Mid Unit Assessment
- Word Work: Word Hunt, Matching Pictures with Words with Digraphs, Say, Tap, Build, Read

Shared Reading: "Worms"

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

Math: Follow Guide



drain

<https://ecocare.com.au/lp/how-to-unblock-drain>



tap

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

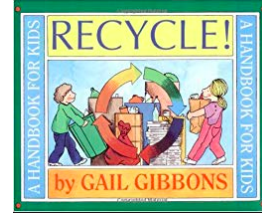


leaky

<https://www.vitalorganizer.com/leaky-sales-pipelines/>

Read Aloud Vocabulary U4 W5

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



WEEK 5 Day 1

Read Aloud
Recycle!
 Read 3 of 4, Pages 14-24

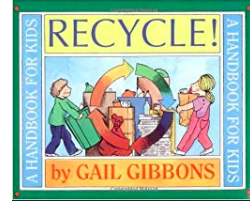
Big Idea	As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.
Unit Question	In what ways do people, animals and plants depend on and impact the environment?
Guiding Question	What are sustainable systems, and how do people make responsible decisions for our earth?
Content Objectives	I can use details from the text to explain why recycling cans and plastic is good for the earth. (R.6.K.a, R.6.K.b) I can determine the main topic of a section of informational text. (R.5.K.a, R.5.K.b)
Language Objective	I can use words from the text and the discussion to explain why recycling is good for the earth. (e.g., reduce; waste...) (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 ● Think, Triad, Share anchor chart, from Week 1, Day 1

	<p>On the whiteboard, write: How does recycling help the earth?</p>
<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose. <i>We have been learning all about recycling. What are some materials we can recycle?</i></p> <p><i>Yes, paper and glass! Today we will learn about two more materials we can recycle and how and why we recycle them. Yesterday, we paid a lot of attention to how these materials are recycled. Today we will think more about why. We'll consider the following question:</i></p> <p>Refer to whiteboard. <i>How does recycling help the earth?</i></p>
<p>Text and Discussion 12 minutes</p>	<p>Invite children to read the heading before reading the page. <i>Take a look at the heading and picture. What do you think the section will be all about?</i></p>
<p>page 14</p>	<p><i>That's right, cans.</i></p>
<p>page 15</p>	<p><i>How does recycling cans help the earth?</i></p> <p>Harvest several responses and prompt children by rereading the text and closely examining the illustration of the cans in the landfill.</p> <p>Invite children's connections to the topic of recycling can and exchanging them for money, as they volunteer them, with a brief discussion.</p>
<p>page 17</p>	<p><i>When factories make things like paper, glass, and cans, dirt and other things dirty gases are put into the air, that's called pollution.</i></p> <p><i>Natural resources are things that come from the earth that we could run out of, like water and trees.</i></p> <p>Invite children's connections to discussions that surfaced during the Grow a Definition routine.</p> <p>Reread the page. <i>Why do you think Gail Gibbons is showing green fields here? What does that have to do with recycling cans?</i></p> <p>Harvest children's ideas and prompt by connecting the words to the illustration.</p>
<p>page 18</p>	<p><i>What do you think this section will be about? How do you know?</i></p> <p>Invite 1-2 responses.</p>
<p>page 19</p>	<p><i>Why is it harmful to the earth if trash made from plastic doesn't biodegrade?</i></p>

	<p>Harvest responses and remind children of the meaning of “biodegrade,” as needed. The definition is on page 11, if needed.</p> <p>Read through to the end of the section on polystyrene with minimal stopping.</p>
<p>Key Discussion and Activity 6 minutes</p>	<p><i>Let’s add to what we just learned about why recycling plastic is important to what we learned earlier in the text.</i></p> <p>Invite children to Think, Triad, Share. Refer to the question on the white board.</p> <p><i>How does recycling help the earth?</i></p> <p>Listen in for specific examples given from the text and for an understanding of what recycling is. Invite “reporters” to share out.</p>
<p>Closing 1 minute</p>	<p><i>Tomorrow we will read the last section of the text and think about why Gail Gibbons wrote this book.</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>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>
<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?</p> <p>Do children use headings and illustrations to determine the main topic of a section?</p> <p>What connections do children make between recycling and helping the earth?</p> <p>What experiences and knowledge on the topic do children bring?</p>

	How do children listen and respond to their peers?	
Center Activities	Art Table	Children continue to create collages inspired by nature.
	Art Easel	Children paint water.
	Blocks	Children construct a recycling system.
	Dramatization	Children add on a restaurant.
	Library & Listening	Children research how to save water.
	STEM	Children continue their Mini Gardens and Composting.
	Writing & Drawing	Children continue the Capstone Project.

Notes



Read Aloud
Recycle!
 Read 4 of 4, Pages 25-28

Big Idea	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 Question	What are sustainable systems, and how do people make responsible decisions for our earth?
Content Objectives	I can use details from the text to describe the author’s argument about recycling. (R.10.K, K-ESS3-3) I can analyze and explain why the author included specific sections in the text. (R.10.K, R.9.K.a, R.9.K.b)
Language Objective	I can build off other’s ideas in a group discussion. (SL.1.K.b)
SEL Objective	I can identify and explain my values around reusing and recycling. (Decision Making)
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

	<ul style="list-style-type: none"> ● Sentence Frames for Discussion chart, from Unit 2, Week 2, Day 3
Opening 1 minute	Introduce the day’s section and set purpose for reading. <i>Today we will read another section of Recycle!</i> <i>After reading, we’ll think about why Gail Gibbons decided to include these sections and her message to her readers.</i>
Text and Discussion 8 minutes page 25	<i>Gail Gibbons is making an argument for recycling. Let’s read it again to make sure we understand her important argument.</i> Reread the text. <i>So what is she saying? What reasons does Gail Gibbons give for why we should recycle?</i>
pages 26-27	Invite children to use the heading before reading the page. <i>The heading of this section is “Can you believe?...” Let’s see what Gail Gibbons is teaching us here and think about why she put this section in the book.</i> Read page 26. <i>Wow, I was really shocked at some of these facts. I didn’t know that 14 BILLION pounds of trash are dumped into the ocean every year! Why might that hurt the earth?</i> Select 2-3 more facts from page 27 to read. Ask children why those facts might be bad for or hurt the earth.
page 28	<i>Based on the heading, what do you think this section will be about?</i> Select 3-4 actions from page 28 to read aloud. Ask children to put a thumbs up if they have tried an action before.
Key Discussion and Activity 10 minutes	Gather children in a circle for a whole group discussion using the Sentence Frames for Discussion. <i>Why do you think Gail Gibbons included these last two sections: “Can you believe?...” and “What you can do...”?</i> <i>What does Gail Gibbons want us, the readers, to believe about recycling? How do these pages support her argument?</i> Prompt children to make connections with their learning about argument writing. Facilitate discussion toward an understanding of Gail Gibbons’ choices as a writer. She shocks the reader with all of the reasons for taking action—there is so much trash! However, she also provides ways that the reader can help solve this problem. Turn back to specific pages of the text that support children’s thinking.

	<p>Invite children to Think, Pair, Share to identify and discuss their own values related to recycling.</p> <p><i>Now that we've identified what Gail Gibbons believes about recycling, let's discuss our ideas. Share with your partner whether or not you believe it's important to reuse and recycle, and why.</i></p>						
<p>Closing 1 minute</p>	<p><i>Tomorrow we will research and learn from another book that explores this same topic of taking care of our earth.</i></p>						
<p>Standards</p>	<p>R.9.K.a With prompting and support, name the author and illustrator of a story and define the role of each in telling the texts.</p> <p>R.9.K.b With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>R.10.K With prompting and support, identify the reasons an author or character gives supports to points in a text.</p> <p>SL.1.K.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>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 ask to go back into the text to see a picture or look for a word?</p> <p>Do children analyze how specific sections support the author's argument?</p> <p>What connections do children make between recycling and helping the earth?</p> <p>How do children build on the ideas of their peers?</p> <p>What opinions do children express about recycling?</p>						
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 1621 678 1726">Art Table</td> <td data-bbox="678 1621 1409 1726">Children continue to create collages inspired by nature.</td> </tr> <tr> <td data-bbox="451 1726 678 1789">Art Easel</td> <td data-bbox="678 1726 1409 1789">Children paint water.</td> </tr> <tr> <td data-bbox="451 1789 678 1852">Blocks</td> <td data-bbox="678 1789 1409 1852">Children construct a recycling system.</td> </tr> </table>	Art Table	Children continue to create collages inspired by nature.	Art Easel	Children paint water.	Blocks	Children construct a recycling system.
Art Table	Children continue to create collages inspired by nature.						
Art Easel	Children paint water.						
Blocks	Children construct a recycling system.						

	Dramatization	Children add on a restaurant.
	Library & Listening	Children research how to save water.
	STEM	Children continue their Mini Gardens and Composting.
	Writing & Drawing	Children continue the Capstone Project.

Notes



WEEK 5 Day 3

Read Aloud
Our Earth: Making Less Trash

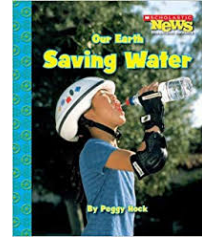
Big Idea	As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.
Unit Question	In what ways do people, animals and plants depend on and impact the environment?
Guiding Question	What are sustainable systems, and how do people make responsible decisions for our earth?
Content Objective	<p>I can retell key ideas from an informational text. (R.5.K.a, R.5.K.b, K-ESS3-3)</p> <p>I can ask and answer questions based on the front and back cover of the book (R.8.K.a, R.8.K.b).</p> <p>I can compare information from two texts on the same topic (R.11.K.b, R.11.K.d)</p>
Language Objective	I can use content-specific words and phrases when retelling the key ideas from the text. (L.K.6)
SEL Objective	I can identify ways that I will reduce, reuse or recycle. (Identifying values, choices and decisions.)
Vocabulary	<p>pollution: when something harmful to our health and the earth is in the environment?</p> <p>products: something made by people or a machine</p> <p>reduce: use less of something</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Our Earth: Making Less Trash</i>, Peggy Hock ● <i>Our Earth: Making Less Trash</i>, slides of the full text

	<ul style="list-style-type: none"> ● <i>Our Earth</i> series texts for display ● <i>Recycle!</i> By Gail Gibbons
<p>Opening 3 minutes</p>	<p>Introduce the text.</p> <p><i>We have been learning from Gail Gibbons about recycling. Today we have a new book. Based on the cover, what genre do you think this book is?</i></p> <p><i>That’s right, it’s a report, a type of informational text, by Peggy Hock. This text is part of a series called Our Earth, that we will be using for research during Writing as well for Read Aloud.</i></p> <p>Refer to the display of the 3 texts in the series.</p> <p><i>Before we begin, let’s read the back cover to learn more about what this book is about.</i></p> <p>Read the back blurb. Then set a purpose for reading.</p> <p><i>We will learn about something called the “Three Rs: Reduce, Reuse and Recycle.” Afterwards we’ll use words and phrases we’ve been learning in our unit to retell what the three Rs are all about. We’ll also notice when we are learning new information, and when the information in this book is similar to what we learned in the Gail Gibbons book.</i></p>
<p>Text and Discussion 10 minutes</p>	<p>Display the table of contents.</p> <p><i>This informational text is organized as a report, with a Table of Contents that tells the main topic of each section. Let’s see what topics we’ll learn about today.</i></p> <p>Read a few of the section titles to give children a sense of the sub-topics.</p>
<p>page 4</p>	<p>Display the “Word Hunt” pages.</p> <p><i>These words will show up in bold, thick, dark letters throughout the book. The glossary at the back of the book provides the definitions for each word.</i></p>
<p>page 7</p>	<p><i>What did we learn from Gail Gibbons- where does the garbage go? Let’s keep reading to see if this same information is shared in this text.</i></p>
<p>page 8</p>	<p><i>Take a close look at this photograph that shows air pollution. What does air pollution mean?</i></p> <p>Harvest responses, then provide an explanation as needed.</p> <p><i>As we keep reading, put a thumbs up if the information is similar to something we learned from the Gail Gibbons book.</i></p>

page 15	Be sensitive to the fact that many children may be on the receiving end of reused clothing and toys. Invite these connections.
page 20 of <i>Making Less Trash</i> And pages 8-9 of <i>Recycle!</i>	<p><i>The heading is Making New Paper. We also learned about this topic in the Gail Gibbon’s text.</i></p> <p>Display the section called “Paper” and turn to pages 8-9 of <i>Recycle!</i> By Gail Gibbons. Read the two pages.</p> <p><i>Let’s read this section in the Peggy Hock text to see what new information or similar information we learn about how to make new paper, from old paper.</i></p> <p>Read pages 20-21.</p> <p><i>What is different about how the two author’s presented their information?</i></p> <p>Harvest responses and prompt children to identify differences such as photographs vs. drawings and the use of text features such as diagrams.</p>
Key Discussion and Activity 6 minutes	<p>Invite children to Think, Pair, Share.</p> <p><i>Prompt 1: What information did you learn from both texts about how to turn old paper into new paper? Remember to use vocabulary from the texts to retell the important ideas.</i></p> <p>Engage in a “share” before moving on to prompt 2.</p> <p><i>Prompt 2: What information was different? What did you learn from the book Making Less Trash that was new information?</i></p> <p>Gather children back as a whole group.</p> <p><i>Using what we learned from the text, why are the three Rs important? What are some ways that you can reduce, reuse or recycle?</i></p>
Closing 1 minute	<i>Tomorrow we’ll read another book in this series to continue to build our knowledge around ways to use less natural resources.</i>
Standards	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>R.8.K.a Identify texts that tell stories.</p> <p>R.8.K.b Identify texts that provide information.</p> <p>R.11.K.b With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p>R.11.K.d With prompting and support, compare and contrast two texts on the same topic.</p> <p>L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>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.</p>

	<p>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>What key ideas do children retell?</p> <p>What unit vocabulary do children use in their retelling?</p> <p>What connections and comparisons do children make between the information in this text and the text <i>Recycle</i>?</p>														
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 730 678 835">Art Table</td> <td data-bbox="678 730 1409 835">Children continue to create collages inspired by nature.</td> </tr> <tr> <td data-bbox="451 835 678 905">Art Easel</td> <td data-bbox="678 835 1409 905">Children paint water.</td> </tr> <tr> <td data-bbox="451 905 678 974">Blocks</td> <td data-bbox="678 905 1409 974">Children construct a recycling system.</td> </tr> <tr> <td data-bbox="451 974 678 1043">Dramatization</td> <td data-bbox="678 974 1409 1043">Children add on a restaurant.</td> </tr> <tr> <td data-bbox="451 1043 678 1155">Library & Listening</td> <td data-bbox="678 1043 1409 1155">Children research how to save water.</td> </tr> <tr> <td data-bbox="451 1155 678 1260">STEM</td> <td data-bbox="678 1155 1409 1260">Children continue their Mini Gardens and Composting.</td> </tr> <tr> <td data-bbox="451 1260 678 1360">Writing & Drawing</td> <td data-bbox="678 1260 1409 1360">Children continue the Capstone Project.</td> </tr> </table>	Art Table	Children continue to create collages inspired by nature.	Art Easel	Children paint water.	Blocks	Children construct a recycling system.	Dramatization	Children add on a restaurant.	Library & Listening	Children research how to save water.	STEM	Children continue their Mini Gardens and Composting.	Writing & Drawing	Children continue the Capstone Project.
Art Table	Children continue to create collages inspired by nature.														
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Blocks	Children construct a recycling system.														
Dramatization	Children add on a restaurant.														
Library & Listening	Children research how to save water.														
STEM	Children continue their Mini Gardens and Composting.														
Writing & Drawing	Children continue the Capstone Project.														

Notes



WEEK 5 Day 4

Read Aloud
Our Earth: Saving Water
 Read 1 of 2, Pages 3-11

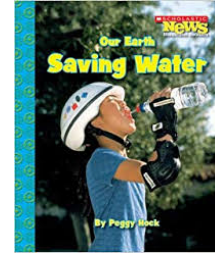
Big Idea	As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.
Unit Question	In what ways do people, animals and plants depend on and impact the environment?
Guiding Question	What are sustainable systems, and how do people make responsible decisions for our earth?
Content Objective	I can retell key details from an informational text about saving water. (R.5.K.a, R.5.K.b, K-ESS3-3.) I can ask and answer questions based on the front and back cover of the book (R.8.K.a, R.8.K.b).
Language Objective	I can ask and answer questions in order to determine the meaning of new vocabulary (R.7.K, L.4.K).
Vocabulary	drain: a pipe that takes away water tap: faucet leaky: letting water or a gas come out of a faucet or pipe
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Our Earth: Saving Water</i>, Peggy Hock ● <i>Our Earth: Saving Water</i> slides of the full text ● <i>Our Earth</i> series texts for display (optional)
Opening 3 minutes	Introduce the text. <i>We have been learning about how recycling saves natural resources, the things from the earth that we can run out of if we're not careful!</i>

	<p><i>Today we have a new book in the Our Earth Series. Based on the cover, what genre do you think this book is?</i></p> <p><i>That’s right, it’s a report, a type of informational text, just like the other text by Peggy Hock.</i></p> <p>Refer to the display of the 3 texts in the series.</p> <p><i>Before we begin, let’s read the back cover to learn more about what this book is about.</i></p> <p>Read the back blurb. Then set a purpose for reading.</p> <p><i>After we read the first half of this text, we’ll retell the most important information we learned about the natural resource water. We’ll also ask and answer questions about important new vocabulary in the text.</i></p> <p>Display the table of contents.</p> <p><i>This informational text is organized as a report, with a Table of Contents that tells the main topic of each section. Let’s see what topics we’ll learn about today.</i></p> <p>Read the first four section titles.</p>
<p>Text and Discussion 10 minutes</p> <p>page 4</p>	<p><i>These words will show up in bold, thick, dark letters throughout the book. The glossary at the back of the book provides the definitions for each word.</i></p>
<p>page 6</p>	<p><i>So water is a natural resource—just like trees—that we need in order to survive!</i></p>
<p>page 8</p>	<p>After reading the full page, invite children to turn and talk.</p> <p><i>What did you learn about salt water?</i></p> <p>As children discuss, invite them to refer to key details in the enlarged text on the projector.</p> <p><i>What are you wondering about saltwater?</i></p> <p>Connect to <i>The Life Cycle of a Salmon</i>.</p> <p><i>Earlier in the year we learned that salmon travel in freshwater. Let’s keep reading to see what we learn about freshwater.</i></p>
<p>Key Discussion and Activity 6 minutes</p> <p>page 10</p>	<p>After reading the full page, invite children to Think, Pair, Share.</p> <p><i>What did you learn about freshwater? Remember to use the photograph, labels, and captions to gather important information.</i></p> <p>As children discuss, invite them to refer to key details in the enlarged, projected text on slides.</p>

	<p>After the share, invite the whole group to further discuss key vocabulary from the text.</p> <p><i>What bodies of water have freshwater?</i></p> <p><i>What do we use freshwater for?</i></p> <p><i>What are you wondering about freshwater?</i></p>						
<p>Closing 1 minute</p>	<p><i>Tomorrow we'll continue to read this text and learn more about how we can save this important natural resource!</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>R.7.K With prompting and support, ask and answer questions about unknown words in a text.</p> <p>R.8.K.a Identify texts that tell stories.</p> <p>R.8.K.b Identify texts that provide information.</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>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.</p> <p>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>What understandings do children demonstrate about key vocabulary? What do they wonder about key vocabulary?</p> <p>Do children ask to go back into the text to see a picture or look for a word?</p> <p>Do children retell key details about saltwater and freshwater?</p> <p>How do children listen to and respond to their peers?</p>						
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 1581 678 1686">Art Table</td> <td data-bbox="678 1581 1409 1686">Children continue to create collages inspired by nature.</td> </tr> <tr> <td data-bbox="451 1686 678 1759">Art Easel</td> <td data-bbox="678 1686 1409 1759">Children paint water.</td> </tr> <tr> <td data-bbox="451 1759 678 1822">Blocks</td> <td data-bbox="678 1759 1409 1822">Children construct a recycling system.</td> </tr> </table>	Art Table	Children continue to create collages inspired by nature.	Art Easel	Children paint water.	Blocks	Children construct a recycling system.
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	Dramatization	Children add on a restaurant.
	Library & Listening	Children research how to save water.
	STEM	Children continue their Mini Gardens and Composting.

Notes



WEEK 5 Day 5

Read Aloud
Our Earth: Saving Water
 Read 2 of 2, Pages 12-21

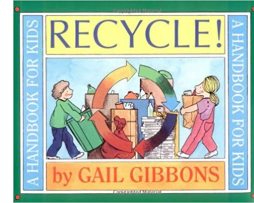
Big Idea	As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.
Unit Question	In what ways do people, animals and plants depend on and impact the environment?
Guiding Question	What are sustainable systems, and how do people make responsible decisions for our earth?
Content Objectives	I can retell key details from an informational text. (R.5.K.a, R.5.K.b, K-ESS3-3) I can compare information from two texts on the same topic (R.11.K.b, R.11.K.d)
Language Objective	I can build off other’s ideas in a triad discussion. (L.1.K.c)
Vocabulary	drain: a pipe that takes away water tap: faucet leaky: letting water or a gas come out of a faucet or pipe
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Our Earth: Saving Water</i>, Peggy Hock ● <i>Recycle!</i>, Gail Gibbons ● Text Comparison slides ● Unit Question chart <p>On the whiteboard, write: <i>What is similar and different about how two nonfiction authors</i></p>

	<i>teach their readers information?</i>
Opening 1 minute	<p>Introduce the section of text and set a purpose for reading. <i>Today we will read new sections of the book Our Earth: Saving Water. Let's read the section titles in the Table of Contents to preview the topics we'll read about.</i></p> <p>Display the table of contents and read aloud the three section headings: "Down the Drain," "How to Save Water," and "Be a Water Detective."</p> <p><i>After we read these sections, you'll talk with your classmates about ways to save water. We'll also compare this text with other informational texts we've read about caring for the Earth by thinking about this question: What is similar and different about how two nonfiction authors teach their readers information about the Earth?</i></p>
Text and Discussion 7 minutes page 12	<p><i>Why do you think the author decided to show this photograph of gallons of water?</i></p> <p><i>That's right, she wants us to understand how much water we use!</i></p> <p><i>I'm noticing that just like Gail Gibbons, Peggy Hock is using close ups and labels to teach her readers. But there's something really different about how they present information. What is it? [uses photographs, not drawings].</i></p> <p>Harvest responses and prompt by asking about the illustrations.</p>
page 14	<i>What is a leaky faucet? How can you use the photo to help you understand that word?</i>
page 16	<p>Invite children to turn and talk. <i>What are some ways to save water?</i></p>
page 18	<p>After reading the question to readers at the bottom of the page ("Can you think of some other ways to save some?"), harvest 3-4 ideas of additional actions children could take.</p>
Key Discussion and Activity 8 minutes pages 20-21	<p>Read aloud the heading and line of text on page 20, and display the slide with the enlarged image of pages 20-21. Invite children to Think, Pair, Share as they look at the image. <i>How can we save water? Use the images on these pages to discuss some of the ways we can save water.</i></p> <p>Prompt children to refer to key details in earlier pages, as needed.</p> <p>Gather children back as a whole group and display the next slide with the image from the Gail Gibbons text.</p>

	<p><i>Here we have a page from our Gail Gibbons book, Recycle! By looking at these two pages from two different nonfiction texts about caring for the Earth, we can analyze:</i></p> <p>Refer to whiteboard.</p> <p><i>What is similar and different about how two nonfiction authors teach their readers information about the Earth?</i></p> <p><i>What do you notice is similar and different about this page and the page in Our Earth: Saving Water that we just looked at?</i></p> <p>Facilitate a whole group discussion. As needed, prompt with the following questions:</p> <p><i>What is similar about how Peggy Hock and Gail Gibbons present information?</i></p> <p><i>What is different about how they present information?</i></p> <p><i>What is similar about the message that Peggy Hock and Gail Gibbons have for their readers?</i></p> <p>[Peggy Hock uses photographs, but Gail Gibbons used drawings; both authors give steps readers can take to care for the Earth.]</p>
<p>Closing 1 minute</p>	<p><i>In stations next week you'll have a chance to use the information you learned from this text and our other nonfiction texts to draw and write about ways to save natural resources.</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 impact the environment by wasting water; humans can take actions to save water; humans and animals depend on water; the Earth's water is a natural resource that can be used up.</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.1.K.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>R.11.K.b With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p>R.11.K.d With prompting and support, compare and contrast two texts on the same topic.</p> <p>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.</p> <p>Further explanation: Examples of human impact on land could include cutting trees to produce paper and using resources to produce bottles.</p>

	<p>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> <ul style="list-style-type: none"> Do children use precise language/vocabulary from the text? Do children ask to go back into the text to see a picture or look for a word? Do children explain some of the ways to conserve water? How do children compare the text with other nonfiction texts in the unit? Do children listen to and build off the ideas of their peers? 														
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Notes



Art Studio: Collage 2

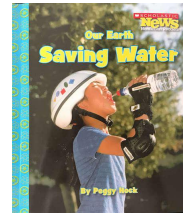
Inspired by nature, children co-construct larger collages from recycled materials.

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	<p>collage: attaching different pieces of material to a background</p> <p>reuse: to use again, in a different way</p>
Materials and Preparation	<ul style="list-style-type: none"> ● a couple of children’s collage, from the previous week <p>Materials from the previous week:</p> <ul style="list-style-type: none"> ● collage images <u>slides</u> ● nature images, from previous weeks ● a variety of recycled materials (Beautiful Stuff) such as lids, paper scraps, newspaper/magazines, toilet paper tubes (recycled materials are preferred with this activity; natural materials were emphasized in Week 1) ● adhesives for Beautiful Stuff such as liquid glue and/or clear tape Tools such as Q-Tips or paint brushes might make using the liquid glue more accessible for some children. If possible, offer these options. ● a variety of art materials such as pastels, colored pencils, markers, and crayons ● scissors <p>Add on:</p> <ul style="list-style-type: none"> ● larger pieces of heavy paper/cardboard, to create large collages on, 1 per pair of children or small group <p>Organize and display the materials so that children can access them as</p>

	<p>needed.</p> <p>While some images of Boston have been provided, it will also be helpful to include additional nature images that are familiar to your children (e.g., images of a garden in a nearby park, a stream, or a large tree). Include these images in the Art Studio.</p> <p>Bring the following to the whole group meeting area for the Intro to Centers: examples of children’s collage, 1 nature photograph</p>
<p>Intro to centers</p>	<p><i>Last week in the Art Studio, we discovered a different way that nature can inspire us, through collage. Remember that a collage is made by attaching different materials to a background. Here are some examples of collage, created by some artists you know!</i></p> <p>Show the children’s work. Allow time for these children to talk about their work and share their inspiration.</p> <p><i>Let’s take a moment to look at this photograph. Now close your eyes for a minute and notice what you think about and how you feel.</i></p> <p>Show the image of nature and allow for reflection time.</p> <p><i>Turn and talk with a partner about what you’re thinking about.</i></p> <p><i>This week at the Art Studio, you can continue to make collages. But this week, I want to challenge you to make a collage inspired by nature, with a partner or in a small group. You will need to talk to your classmates about your inspiration, your ideas, and come to an agreement about several things. You will need to talk about what you’re making, what materials’ you’ll use, and how to make your collage.</i></p> <p><i>Remember that before gluing or taping your collage, you and your partners can move the materials around a bit until you feel satisfied. Then you can glue down the pieces, one at a time.</i></p>
<p>During centers</p>	<p>Children look at nature images and create collages from the recycled materials. Encourage children to think about various aspects of nature such as plants and trees and to reflect on how nature makes them feel.</p> <p>Children will work in partners or small groups to make collages. Support children to share ideas with one another. Encourage children to work together to select their materials and create their collages.</p> <p>Children may lay down all of their pieces on the paper and move things around before finalizing. Suggest that children take turns with tearing paper/tape or gluing down materials.</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? ● How will you work together? ● What ideas are you each contributing? ● How will you represent the ideas with the recycled materials? ● How did you decide on the materials?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>VA.K.V.Cr.01 BOSTON Generate and conceptualize artistic ideas and work. Experiment with a wide variety of both two- and three-dimensional materials, including recycled/repurposed ones after looking at images from several artists who use those materials.</p>

Notes



WEEK 5 Day 4

Art Easel: Painting Water
Children paint the movement of water

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	flow: movement
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Our Earth: Saving Water</i>, text and slides ● water images/videos ● smocks ● easel paper of different sizes ● paints in paint cups in a variety of colors ● brushes of various sizes ● cups for mixing colors ● pencils and/or black ink thin markers ● Q-tips ● sponges ● Ipad or laptop <p>Set up a color mixing station near the easel so that children can choose the colors and brushes they need and have the space to work with a partner. Make the water images and videos available.</p>
Intro to Centers	<p><i>We are reading Our Earth: Saving Water and learning about how to conserve water. What are you learning about water? Share your ideas with a partner.</i></p> <p>Think, Pair, Share</p>

	<p><i>So many ideas about saving water! What is something you like about water?</i></p> <p>Invite a couple of children to share.</p> <p><i>This week at the Art Easel, we are inviting you to paint inspired by water. Think about the flow or movement of water in a river or that of waves. Here are some images and videos to inspire you.</i></p> <p>Choose what to share with children.</p> <p><i>What do you notice about the flow/ movement of water? Talk with a partner</i></p> <p>Think, Pair, Share</p> <p><i>I noticed the ripples in the water and I think I would paint circles to represent them.</i></p> <p><i>The easel is set up so you can mix colors you need to paint. As always work as a team, you can paint on the same paper and help each other mix color and get ideas about how to paint the water in a river or waves or maybe a puddle.</i></p>
During Centers	Support children as they notice and describe the movement of the water and think about how they would represent it. Encourage them to work as a team as they plan their paintings, consider what inspires them and what colors to use.
Facilitation	<ul style="list-style-type: none"> ● How does water inspire your painting? ● What do you notice about the way water flows or moves? ● How would you represent waves, ripples, etc? ● What colors are you trying to make? ● How does collaborating with your peers help you as you plan your painting?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>

Notes

Water Images



Charles River

<http://www.francoissouignac.com/blog/boston-charles-river-basin-by-kayak/>

Centers U4 W5

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Waves on Cape Cod

<https://www.mycapocodblog.com/?p=1315>

Centers U4 W5



Rain

<https://www.myneworleans.com/rain-rain-go-away-2/>

Centers U4 W5

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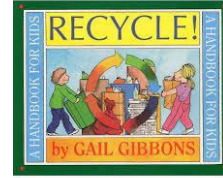


Puddle

<https://www.dawnrigby.com/blog/2018/6/10/puddle>

Centers U4 W5

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WEEK 5 Day 2

Blocks: Building Recycling Trucks

Children use blocks and Beautiful Stuff materials to build recycling trucks.

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	recycling plant: a factory where used materials are made into new things.
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Recycle!</i> ● recycling trucks images/video ● children’s research from week 4 ● blocks (unit, hollow foam) ● Beautiful Stuff: small and medium boxes, bottle caps ● tape ● varied paper ● writing and drawing utensils ● scissors ● Ipad or projector <p>Set out visuals and images children can use as resources. Invite some children to choose Beautiful Stuff that could be useful. Allow for the use of varied blocks and if possible to leave their recycle trucks out so that they can keep working on them over time and connect them to the recycling system they will work on in week 6.</p>
Intro to Centers	<p>Intro to centers:</p> <p><i>We are reading Recycle! by Gail Gibbons and learning about how and what to recycle and what happens to what we recycle. Last week you started researching recycling.</i></p>

	<p>Show some samples of what children researched <i>What is something you have learned about recycling? Talk to a partner.</i></p> <p>Invite a couple of children to share their ideas after the pair share. <i>One of the things we are learning is that recycled materials travel to a recycling plant, a factory where used materials are made into new things, in trucks. Give me a thumbs up if you have seen the recycling trucks where you live.</i> <i>Where I live they come by every _____ and take the recycling away. Here are some images/videos of recycling trucks.</i></p> <p>Share the images and video with the children. <i>What do you notice?</i></p> <p>Invite a few children to share their observations <i>This week in Blocks we want to challenge you to use different blocks, and recycled materials to construct your own recycling trucks. Here are some of the materials I have collected but you can add other ones you think would be useful.</i></p> <p>Show the materials. <i>Talk to a partner about what materials you would use to build a recycling truck.</i></p> <p>Invite children to share out. <i>You can start by making a sketch of a recycling truck and then make a plan for what materials to use.</i> <i>I have noticed that you are sharing ideas and talking with each other. Collaboration will help you as you build together.</i></p>
During Centers	<p>As children begin to work, guide them to use the resources as a reference that can help them to get ideas. Encourage them to work first on a plan and then to consider various materials to use . Remind them to work collaboratively, share ideas and help each other.</p>
Facilitation	<p>What do you know about recycling trucks and how they work? What are you going to use to build your recycling truck? Why? What are you going to use to make the _____? What kind of recycled materials are you collecting in your truck? What will happen to these materials? How does working with other children help you?</p>
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups. 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>



<https://www.recyclingtoday.com/article/recycling-programs-phase-out-glass-2018/>

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<https://dcist.com/story/18/07/27/15-new-art-covered-recycling-trucks/>

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<https://www.miheuprecision.com/blog/recycling-truck>

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<https://www.facebook.com/hamiltoncitycouncil/photos/our-new-rubbish-and-recycling-trucks-have-been-hitting-the-streets-testing-out-t/3330685893689389/>

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<https://ecologycenter.org/recycling/>

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<https://dcist.com/story/18/07/27/15-new-art-covered-recycling-trucks/>

Centers U4 W5

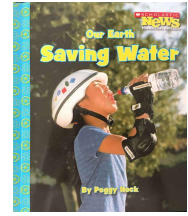
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<https://jerseycitynj.gov/cityhall/dpw/sanitation>

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WEEK 5 Day 4

Library & Listening: Researching Ways to Conserve Water

Children research ways to save water using different resources.

<p>Big Ideas</p>	<p>People, other animals and plants depend on and impact the environment. As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.</p>
<p>Guiding Questions</p>	<p>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?</p>
<p>Vocabulary</p>	<p>conserve: to keep safe and avoid waste</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● research sheets, from Week 2 ● children’s research sheets ● <i>Our Earth: Saving Water</i>, text and slides ● Massachusetts water resources brochure Or replace with a local resource. ● saving water images and videos ● books about recycling ● Ipad or laptop ● sticky notes ● clipboards ● writing utensils <p>As with other research children have been engaged in, gather books and images you have collected about saving water. 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>

<p>Intro to Centers</p>	<p><i>Last week in Library & Listening you researched recycling. Here is what you recorded in your research sheets.</i></p> <p>Show and read few sample of children’s work <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 ways to conserve, to keep safe and not waste water. We are reading Our Earth: Saving Water and learning about how to not waste water. Here are some images/videos to get more ideas.</i></p> <p>Choose what to share with children <i>What do you notice?</i></p> <p>Think, Pair, Share.</p> <p><i>Look through the materials to see what you can find out about ways to conserve water. 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 <i>What do you want to learn about conserving water?</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>During Centers</p>	<p>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.</p>
<p>Facilitation</p>	<p>Which images/texts/videos inspire you or give you ideas? Why is this one inspiring?</p> <p>How can these images/texts/videos help you and other children find out more about ways to conserve water?</p> <p>What can you do to conserve water?</p> <p>How are you going to record it in your research note sheet?</p> <p>What do you want to learn more about saving water?</p>
<p>Standards</p>	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p>

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

Saving Water



When you brush your teeth use a cup and turn the faucet off

<https://www.smilemakersal.com/how-to- conserve-water-while-practicing-good-oral-hygiene/>

Centers U4 W5



Take short showers. Turn the water off when you are washing

<https://www.gettyimages.com/photos/kids-taking-a-shower>

Centers U4 W5

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



Use a bucket when washing a car rather than the hose

Centers U4 W5

<https://www.masterfile.com/search/en/black+people+car+wash>



If the faucet leaks, fix it!

https://www.askmen.com/man_skills/home/how-to-fix-a-leaky-faucet.html

Centers U4 W5

WEEK 5 Day 2

Writing and Drawing: Capstone Studio 3

Children work on their Capstone plan and elicit additional ideas from the feedback group.

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?
Materials and Preparation	<ul style="list-style-type: none"> ● Planning Group’s plans, from Week 4 ● Small Group Planning Sheet, from Week 4 <p>Review the groups and make adjustments, as needed. If edits are made, be sure to make the edits on the large class version of the small groups, as well.</p> <ul style="list-style-type: none"> ● materials, dependent on the Capstone project <p>Gather materials based on the class project. For instance, if the class decided on making signs to hang around the school, provide large poster paper.</p> <p>Depending on the Capstone topic, children might need more space to work. Consider the room arrangement.</p>
Intro to Centers	<p><i>We have done a lot of thinking for our Capstone! We’ve decided to persuade _____ [audience] of _____ [sustainable topic]. And last week, during Centers, we decided on how we will communicate this idea by _____. Let’s look at what the planning group came up with.</i></p> <p>Show the plans. Allow time for the Planning Group to talk through their ideas. Invite any feedback from the whole group.</p>

	<p><i>It is now time for us to ‘create’ the plan. The Building Group will work in the Capstone Studio this week to _____. They will start with these materials: _____. Later this week, we will also consult the Feedback group for additional ideas when the Building Group is ready. We can also bring the project to our Thinking and Feedback meeting later this week.</i></p> <p><i>Building Group, please meet me in the Capstone Studio!</i></p>
<p>During Centers</p>	<p>The process of ‘creating’ will take several days. Follow the children’s lead.</p> <ol style="list-style-type: none"> 1. The Building Group consults the plan and works on _____. Support the children to read the plan and decide on the exact materials to work with 2. The Feedback Group provides consultation. Invite this group throughout the week. <p>The individual children might require more specific support with negotiating, assigning roles, and making decisions. Before jumping in with solutions, first listen and allow time for children to talk and listen. If stepping in is indeed necessary, try to facilitate the conversation rather than making decisions for the children.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● How will you represent that idea that is in our plan? ● What other materials do you need? ● How can your group members help you? ● Tell me more about how you will _____. ● What is helpful about working together? ● What other details should we add?
<p>Standards</p>	<p>SL.K.1b. Continue a conversation through multiple exchanges. SL.K.5. Add drawings or other visual displays to descriptions as desired to add additional detail. SEL Competencies and Skills. Social Awareness. Showing Empathy SEL Competencies and Skills. Recognizing issues of inequity. Effectively communicating SEL Competencies and Skills. Decision Making. Identifying values, choices and decisions</p>

Notes:

WEEK 5 Day 1

Writing Argument
 Deconstruction: Letter
 Individual Planning

Content Objective	I can plan for writing my own argument. (W.3.K.b)
Language Objective	I can share my plan with a partner. (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>heading: the part of the letter that includes the recipient’s address and the date</p> <p>greeting: the beginning of a letter, where the audience is addressed</p> <p>body: the main part of the letter</p> <p>closing: the end of the letter, before the writer signs her or his name</p> <p>signature: the letter-writer’s name</p> <p>sustainable: using things like paper, water, and energy carefully now so that there are enough resources for people to use later</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Parts of a Letter slides This is a sample from Boston. Recreate the slides/poster to match your <i>Our Town</i> project letter. ● projector and screen ● children’s sustainability ideas, from Week 3, Day 1 ● writing tools ● children’s drawing and writing books ● unit texts, available for children’s reference
Opening 1 minute	<i>We worked together as a class to write an argument poster. This week and next you will each write your own argument letter. Today we will learn about the parts of a letter, and you will plan for your writing.</i>

<p>Deconstruction 10 minutes Slide 1</p>	<p><i>During our Construction unit, we received a letter from _____, inviting us to share our ideas about how to make _____ a fairer and more interesting place for children. Let’s look at his letter again and identify its parts.</i></p>
<p>Slide 2</p>	<p><i>A letter begins with a heading, the part of the letter where the letter writer writes the date.</i></p> <p><i>After the heading is the greeting. In the greeting, the letter writer addresses the audience.</i></p> <p><i>Letter writers use different types of greetings, but “Dear” is a common one to use.</i></p>
<p>Slide 3</p>	<p><i>The body of the letter is the main part of the letter, that includes its message.</i></p>
<p>Slide 4</p>	<p><i>Letters end with a closing. The closing signals the end of the letter, before the letter-writer signs her or his name.</i></p> <p><i>_____ used the closing “Sincerely,” because he wrote a more formal letter. When someone writes to a friend or family member, they might close their letter by writing “Love.”</i></p> <p><i>The last part of a letter is the signature. A signature is someone’s name, often written in a fancy or special way.</i></p>
<p>Individual Planning 14 minutes</p>	<p><i>Tomorrow you will begin writing a letter to someone in your family, arguing for a sustainable practice you can do at home. You might choose something like turning off the lights when you leave a room, taking shorter showers, or saving household materials to use for Beautiful Stuff.</i></p> <p><i>Today your job is to decide who you will write to and what you will write about. If you’re having trouble coming up with an idea, you can review the papers you wrote a few weeks ago, or look at some of our unit books. When you have your idea, you will share it with a partner, then write your plan in your drawing and writing book.</i></p> <p>Support children to generate ideas, share them with partners, and record them in their drawing and writing books. After children have recorded initial thoughts, help them to begin to generate reasons to support their thesis.</p>
<p>Closing 5 minutes</p>	<p>Have several children share their plans for writing.</p> <p><i>Tomorrow you will begin writing your letters!</i></p>
<p>Standards</p>	<p>W.3.K.b Use a combination of drawing and writing to communicate a</p>

	topic. SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.
Ongoing assessment	Reflect on the class work. What do children understand about the parts of a letter? Review children’s plans. Have they identified audiences and topics for their writing? What support do they need to begin writing?

Notes

WEEK 5 Day 2

Writing Argument
Individual Construction

Content Objective	I can write an argument letter. (W.3.K.b)
Language Objective	I can tell a thesis to my partner, using a clear voice. (SL.4.K)
Vocabulary	<p>argument: a genre of writing whose purpose is to convince someone to do something or about something</p> <p>heading: the part of the letter that includes the recipient’s address and the date</p> <p>greeting: the beginning of a letter, where the audience is addressed</p> <p>stages: the parts of a piece of writing</p> <p>thesis: the part of the argument that states what the writer or speaker is trying to convince someone to do or think</p> <p>reason: why the audience should do or think something</p> <p>reinforcement: saying again, in a new way</p> <p>convince: to persuade</p> <p>audience: an individual or group for whom a piece of writing is composed</p>
Materials and Preparation	<ul style="list-style-type: none"> ● writing tools ● children’s drawing and writing books <p>Before the lesson, review children’s ideas from Day 1 and group them accordingly. For example, children writing about turning out the lights should be seated together, so that they can generate reasons together.</p> <ul style="list-style-type: none"> ● Parts of a Letter slides, from Day 1 (as needed) ● Argument anchor chart, from Week 2, Day 3 ● Thinking and Feedback visuals ● sticky notes, for recording suggestions and inspirations ● Argument Observation Tool, one copy for each child
Opening 1 minute	<i>Yesterday you learned about the parts of a letter and planned for writing your own argument letters. Today you will begin writing.</i>

<p>Individual Construction 19 minutes</p>	<p>Gather the children on the rug with their drawing and writing books and pencils.</p> <p><i>We will write the beginning parts of your letters together. Open your drawing and writing book to the next blank page.</i></p> <p><i>We learned yesterday that letters begin with a heading. Let’s all write the date at the top of the page.</i></p> <p>Model writing the date on the board.</p> <p><i>The next part of the letter is the greeting. All the way on the left side of the paper, write “Dear.”</i></p> <p>Model writing on the board.</p> <p><i>Then write the name of the person or people you are writing to—mom, Abuelo, family.</i></p> <p><i>After the person’s name goes a comma—like this.</i></p> <p><i>The next part of the letter is the body. This is where you will write your argument. You’ll include all the stages of an argument we learned about—the thesis, reasons, and reinforcement of the thesis.</i></p> <p>Refer to the Argument anchor chart.</p> <p><i>When you write, you’ll sit with a group of classmates writing about the same topic, so you can come up with reasons together.</i></p> <p>Assign children to their groups.</p> <p><i>The first thing you will write when you get to your seat is your thesis—what you are trying to convince your audience to do. Tell your thesis to a partner, and then go to write it.</i></p> <p>Support children as they tell their thesis and begin to write. As children work, circulate to support them and to assess their work. Direct them to resources to generate reasons to support their arguments.</p> <p>Take notes about children’s writing using the Argument Observation Tool. These notes will be used to plan for lessons on Days 3-5 and for revisions in Week 8.</p> <p>Identify a child to present her writing and receive feedback using Thinking and Feedback.</p>
<p>Closing 10 minutes</p>	<p>Bring the class back together. Use the Thinking and Feedback protocol to support one child’s work. Record suggestions on sticky notes to place in the child’s drawing and writing book.</p> <p><i>Tomorrow you will continue writing your argument letters.</i></p> <p>After the lesson, review the Argument Observation Tools. Note any trends</p>

	that are emerging. Plan for individual, small group, or whole group instruction based on these needs, following the guidance outlined on Days 3-5.
Standards	W.3.K.b Use a combination of drawing and writing to communicate a topic. SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
Ongoing assessment	Observe and take notes as children write. Do children write a thesis that reflects their chosen topic? Do they include reasons to support the thesis? Do they write a reinforcement of the thesis? Does the argument appeal to the chosen audience?

Notes

Argument Observation Tool

Child's Name: _____

	Yes, date observed and notes	Not Yet, notes and next steps
Structure		
<p>Thesis: states what the writer is trying to convince the audience to do; appeals to the audience</p>		
<p>Reasons: support the thesis; are varied (two or more reasons); appeal to the audience</p>		
<p>Reinforcement of the Thesis: repeats the thesis in a new way; appeals to the audience</p>		

	Yes, date observed and notes	Not Yet, notes and next steps
Medium: Letter		
Organization: includes all parts of a letter: <ul style="list-style-type: none"> ● heading ● greeting ● body ● closing ● signature 		

Suggestions for Week 8 revisions, based on observations

WEEK 5 Days 3-5

During Days 3-5, children continue to write independently and to receive feedback on their work using Thinking and Feedback (see Day 2 for a detailed lesson). In addition, children's writing is assessed using the Argument Observation Tool, and individual/small group/ whole group lessons are added in response to children's needs.

Preparation:

Review children's Argument Observation Tools. Note any trends that are emerging. Plan for individual, small group, or whole group instruction based on these needs. Areas of need may include, but are not limited to, the following

Writing Argument: (see the attached lessons for recommendations)

- thesis
- reasons
- reinforcement of the thesis
- parts of a letter

Conventions: (no suggested lessons included)

- writing complete sentences
- including spaces between words in a sentence
- capitalization
- punctuation
- applying rules and strategies taught in Foundations (or similar program)

Writing Behaviors: (no suggested lessons included)

- using spelling strategies, such as tapping
- using environmental print and word walls for spelling
- re-reading own writing

Use the following sheet to plan instruction for Days 3-5. Make additional copies as necessary to plan for multiple individual or small group lessons.

Day 3

Target Students (individual, small group, or whole group?):

Topic:

Day 4

Target Students (individual, small group, or whole group?):

Topic:

Day 5

Target Students (individual, small group, or whole group?):

Topic:

Writing Argument

Deconstruction and Revision: Thesis

Materials:

- Argument anchor chart, from Week 2, Day 3
- *The True Story of the Three Little Pigs* chart
- mentor text for argument: *Don't Let the Pigeon Drive the Bus!*; *Click, Clack, Moo Cows That Type*; *The Great Kapok Tree*; the class's argument poster; or a child's writing that includes a strong thesis
- children's arguments

Process (small or whole group):

- Show the Argument anchor chart. Review the stages of argument.
- Show the *The True Story of the Three Little Pigs* chart and review the thesis.
- Review the thesis of the mentor text.
- Ask children
 - Who are you writing to?
 - What do you want them to do?
 - How could you write that in a sentence?
- Refer children back to the beginning of their letters. Guide them to revise/add a thesis.

Writing Argument

Deconstruction and Revision: Reasons

Materials:

- Argument anchor chart, from Week 2, Day 3
- *The True Story of the Three Little Pigs* chart
- mentor text for argument: *Don't Let the Pigeon Drive the Bus!*; *Click, Clack, Moo Cows That Type*; *The Great Kapok Tree*; the class's argument poster; or a child's writing that includes strong reasons
- children's arguments
- unit texts, available for researching reasons

Process (small or whole group):

- Show the Argument anchor chart. Review the stages of argument.
- Show the *The True Story of the Three Little Pigs* chart and review the reasons.
- Review the reasons of the mentor text.
- Have children review their reasons. They should have two or more reasons that support the thesis and appeal to the audience.
- If children need support generating reasons, guide them to
 - talk to each other about the topic
 - use unit texts to find reasons
- Guide children as they revise/add reasons to their argument.

Writing Argument

Deconstruction and Revision: Reinforcement of the Thesis

Materials:

- Argument anchor chart, from Week 2, Day 3
- *The True Story of the Three Little Pigs* chart
- mentor text for argument: the class's argument poster or a child's writing that includes a strong reinforcement of the thesis
- children's arguments

Process (small or whole group):

- Show the Argument anchor chart. Review the stages of argument.
- Show the *The True Story of the Three Little Pigs* chart and review the reinforcement of the thesis.
- Read the reinforcement of the thesis of the mentor text.
- Refer children back to their writing.
- Have them read their thesis; then practicing saying the same thing, in a new way.
- Guide them to revise/add a reinforcement of the thesis to their arguments.

Writing Argument

Deconstruction and Revision: Parts of a Letter

Materials:

- Parts of a Letter slides, from Day 1
- *Click, Clack Moo Cows that Type*, Doreen Cronin
- children's arguments

Process (small or whole group):

- Show the Parts of a Letter slides to review the parts of a letter.
- Show one of the letters in *Click, Clack, Moo Cows that Type*, and have children identify the parts of the letter.
- Refer children back to their own writing. Have them identify which parts of the letter are included, and which are missing.
- Guide them to orally rehearse, then write, the missing parts of their letter.

Mid-Unit Assessment

Materials and Preparation

- Mid-Unit Assessment slide
- projector and screen
- Mid-Unit Assessment prompt, one copy for each child
- Mid-Unit Assessment images, one copy for each pair of children
- Mid-Unit Assessment rubric

In advance of the week, plan a schedule for each small group to complete the assessment.

Rather than facilitate strategic small group instruction, teachers administer the Mid-Unit Assessment in small groups, with some children continuing work at the Writing Station. Children will have had an opportunity to think and talk together about the two texts, *The Gift of the Tree* and *The Great Kapok Tree*, in Weeks 2 and 3. They will benefit from various levels of prompting and support as they respond to the assessment prompt: some will work with a teacher from start to finish for support in providing a response with drawing and writing as well as orally; others will be launched by the teacher and continue independently at the Writing Station. By Unit 3, writing will include a range from labels to full sentences, with teachers encouraging children to attempt a sentence with inventive spelling.

In small groups, show the images and text on the slides and on paper, and read the prompt aloud. Invite children to talk with a partner after each question.

Listen to the words and look closely at the illustration from The Gift of the Tree.

How does the squirrel depend on the tree to survive?

Use details from the illustration to support your ideas.

Listen to the words and look closely at the illustration from The Great Kapok Tree.

How does the bee depend on the tree?

As children talk with partners, listen to and record their responses.

Refer to the assessment sheet.

You can continue to talk, and also draw and write to show your thinking.

Distribute copies of the images and the assessment sheet. As children begin drawing and writing, continue to collect oral responses from children who benefit from a one-to-one conversation to best demonstrate their understanding. Invite them to access relevant resources in the classroom, such as vocabulary cards. Release children to the Writing Station to continue working on the assessment independently, as they are ready.

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 (conservation, recycling)
Pocket Chart	“Reduce, Reuse, Recycle”	<ul style="list-style-type: none"> ● “Reduce, Reuse, Recycle” sentence strips ● pocket chart and pointer ● “Reduce, Reuse, Recycle” on chart ● “Reduce, Reuse, Recycle” child copies ● drawing tools
Listening & Speaking	Talk Time	<ul style="list-style-type: none"> ● Week 5 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>Recycle!</i> recording ● <i>Recycle!</i>, Gail Gibbons ● conversation prompts, cut apart
Writing	Mid-Unit Assessment	<ul style="list-style-type: none"> ● assessment image, 1 for each pair ● assessment sheet, 1 for each child ● writing and drawing tools ● assessment slides ● assessment rubric
Word Work	Word Hunt	<ul style="list-style-type: none"> ● Word Hunt cards, cut apart, one set for each child ● Word Hunt recording sheets, one for each child ● pencils
	Matching Pictures with Words with Digraphs	<ul style="list-style-type: none"> ● Sorting Sheet, 5 copies ● Word Cards, 5 sets, cut apart ● Picture Cards, 5 sets, cut apart ● envelopes, one for each set of cards
	Say, Tap, Build, Read	<ul style="list-style-type: none"> ● Say, Tap, Build, Read sheets, one for each child ● pencils ● letter tiles

Recycle!

How does recycling help the Earth?

Recycle!

How does recycling help the Earth?

Recycle!

How does recycling help the Earth?

Recycle!

How does recycling help the Earth?

Talk Time Week 5



<https://www.michiganradio.org/post/some-michigan-cities-may-abandon-recycling-due-higher-costs>



<https://www.michiganradio.org/post/some-michigan-cities-may-abandon-recycling-due-higher-costs>

Listening & Speaking Station: Talk Time U4 W5

What is going on in this picture?
What questions would you like to ask these workers?

What is going on in this picture?
What questions would you like to ask these workers?

What is going on in this picture?
What questions would you like to ask these workers?

What is going on in this picture?
What questions would you like to ask these workers?

What is going on in this picture?
What questions would you like to ask these workers?

Name: _____

Date: _____

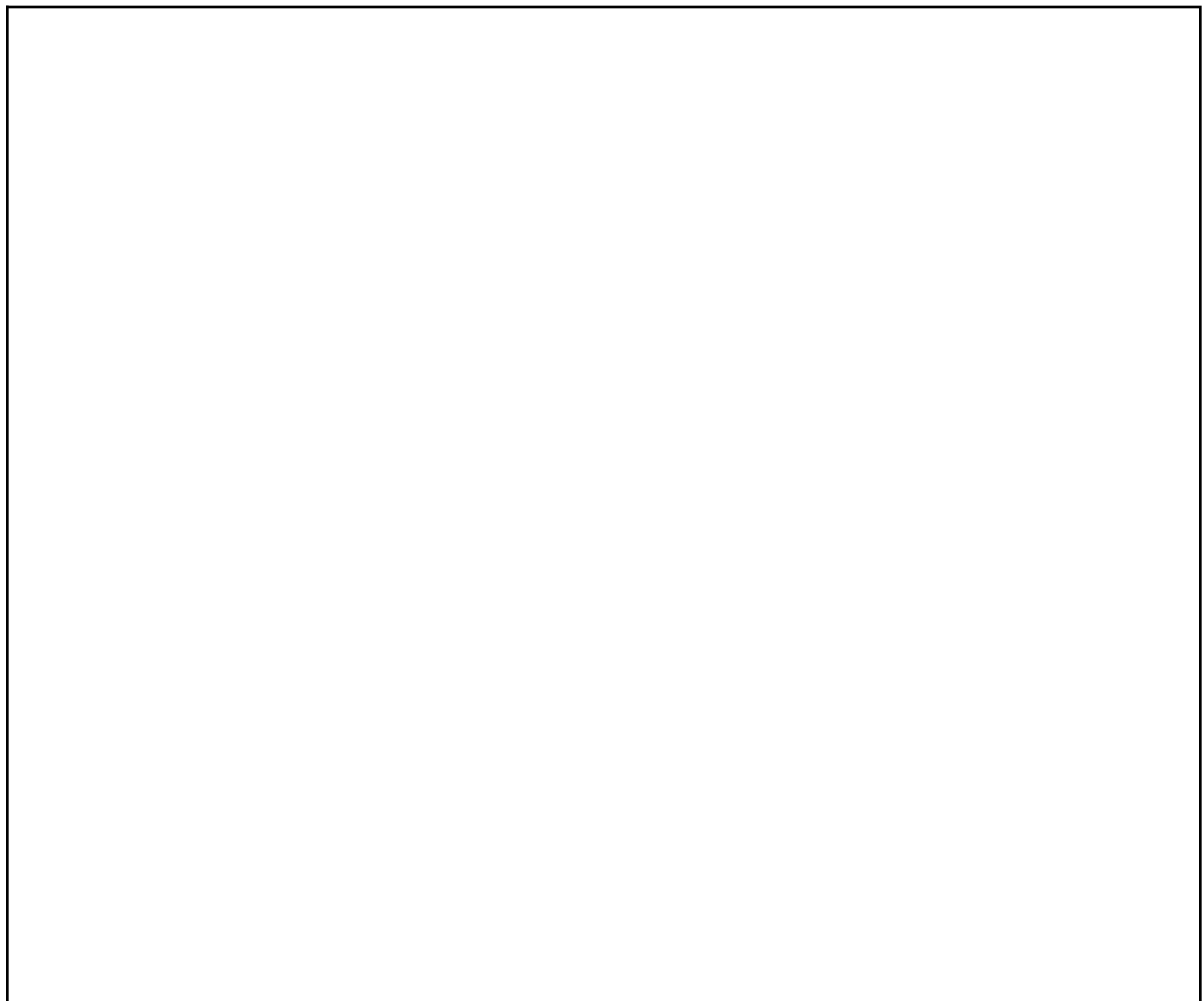
Listen to the words and look closely at the illustration from *The Gift of the Tree*.

1. How does the squirrel depend on the tree to survive?
Use details from the illustration to support your ideas.

Listen to the words and look closely at the illustration from *The Great Kapok Tree*.

2. How does the bee depend on the tree?

3. How do bees and other insects help trees and flowers?



Mid-Unit Assessment Rubric

Unit 4 Prompt

1. How does the squirrel depend on the tree to survive? Use details from the illustration to support your ideas.
2. How does the bee depend on the tree?
3. How do bees and other insects help trees and flowers?

Relevant Unit 4 Big Idea

- People, other animals, and plants depend on and impact the environment.
- Through investigations and research, people learn about the natural world.

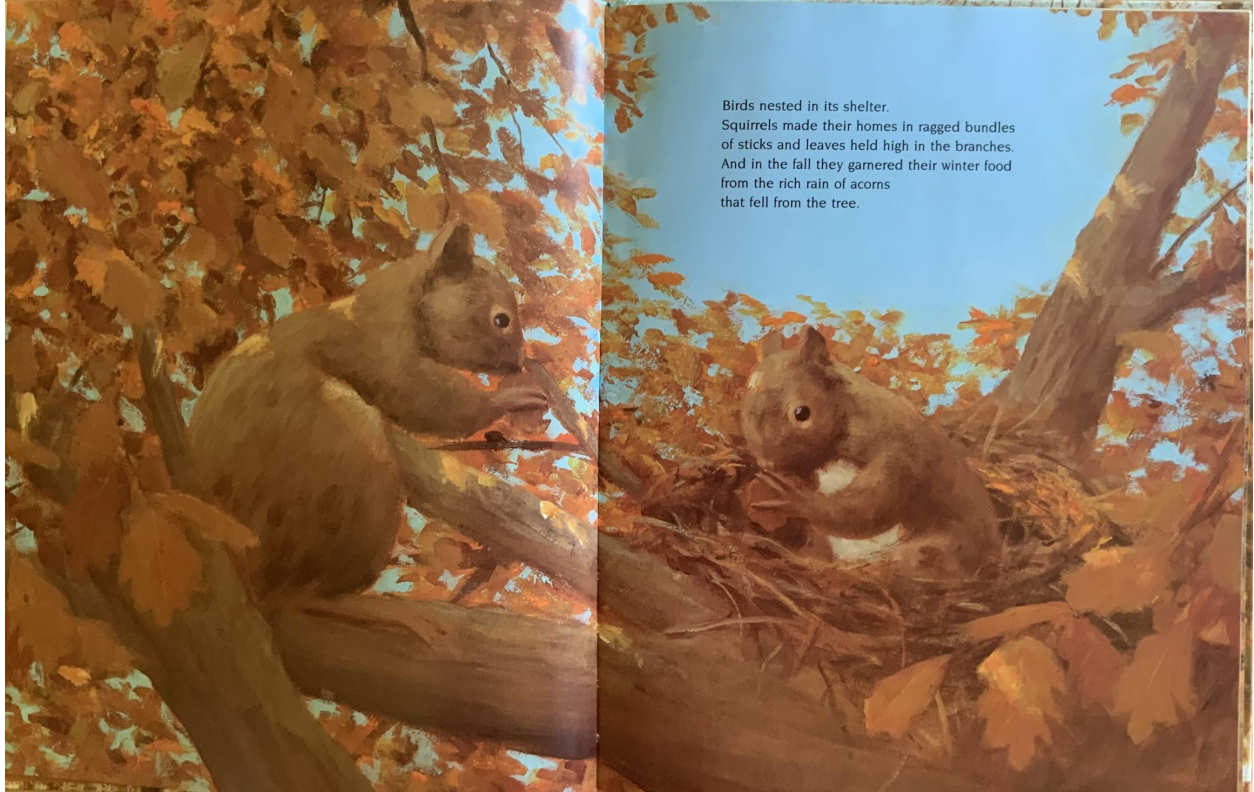
Each section of the rubric aligns to all three prompts. Use the rubric to analyze children's responses overall.

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard			
	1	2	3
Accurately responds to the prompt with references to key details in the illustrations and words of the text. (R.4.K, R.11.K.a, R.11.K.b, W.1.K.b)	With significant prompting and support, may begin to reference details in the illustrations and words, but responses veer from the prompts.	With prompting and support, accurately responds to some prompts and references some details from illustrations and words.	With prompting and support, effectively references details in the text with accurate responses to the prompts.
Demonstrates conceptual understanding and knowledge about the topic.	Responses do not align to the unit's big ideas.	Responses align somewhat to the unit's big ideas.	Demonstrates conceptual understanding and knowledge about the unit's big ideas.
Communicates relevant ideas through speaking, writing and drawing. (SL.3.K.b)	Minimally communicates ideas through speaking, writing, and/or drawing.	Partially communicates through speaking, writing, and/or drawing. Does not effectively use all three methods for communication.	Effectively communicates relevant ideas through speaking, writing, and drawing.

Stations: Mid-Unit Assessment Rubric U4 W5

Note: Children’s responses should be collected orally in small groups, and then children should communicate their ideas with drawing and writing. Use the following rubric to score children’s writing.

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard; 4 = Exceeds the standard				
Conventions	1	2	3	4
Capitalization	Minimal or incorrect use of upper case letters (as the first word in a sentence and the pronoun <i>I</i>).	Inconsistently capitalizes the first word in a sentence and the pronoun <i>I</i> .	Most of the time capitalizes the first word in a sentence and the pronoun <i>I</i> .	Capitalizes the first word in a sentence and the pronoun <i>I</i> .
Punctuation	Does not experiment with punctuation.	Experiments with end punctuation; symbols may be inaccurate (question mark inverted or uses other symbols).	Experiments with punctuation; may have some inaccuracies (question mark where there should be a period).	Correctly uses end punctuation.
Spelling	Attempts to represent sounds with letters, but does not write a letter or letters for most consonant and short-vowel sounds.	Writes a letter or letters for most consonant and short-vowel sounds, but not all words are represented by a letter or letters.	Writes a letter or letters for most consonant and short-vowel sounds (phonemes). Spells some simple words phonetically, drawing on knowledge of sound-letter relationships.	Spells simple words phonetically, drawing on knowledge of sound-letter relationships. Utilizes a word wall to spell learned words.



The Gift of the Tree, written and illustrated by Alvin Tressalt



The Great Kapok Tree, written and illustrated by Lynn Cherry

Mid-Unit Assessment: Unit 4 Prompt Images

Word Hunt Cards

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

of

have

or

for

they

you

little

be

what

and

























has

you

























Name: _____

Word Hunt

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

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

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

 <hr/>  <hr/>  <hr/>  <hr/>	 <hr/>  <hr/>  <hr/>  <hr/>
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Word Cards

pack

sick

chop

mesh

lock

math

shut

sock

rack

sash

lick

moth


Picture cards



Word Work Station U4 W5

Matching Pictures with Words

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

pictures	words
	lip

Name: _____


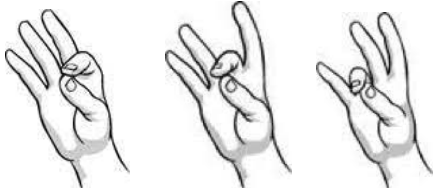


Say	Tap	Build	Read
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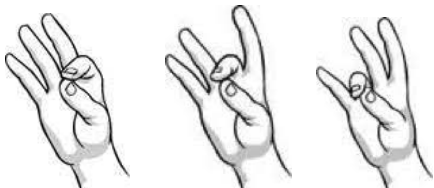


Say the word.


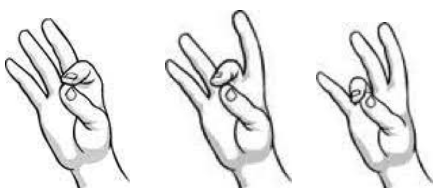


Tap the sounds.

Build the word.

Read the word.

			
---	---	---	---

			
---	---	---	---

			
---	---	---	---


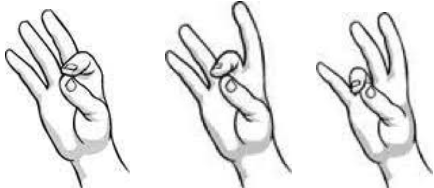

Say	Tap	Build	Read
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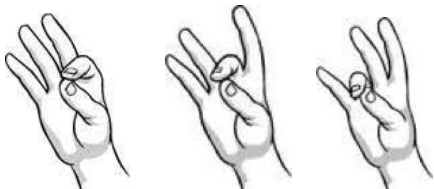

Say the word.


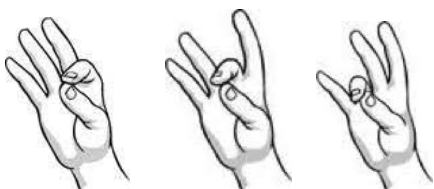

Tap the sounds.

Build the word.

Read the word.

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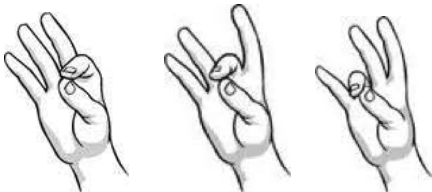

Say the word.

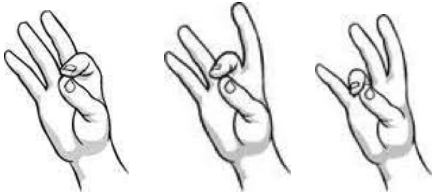

Tap the sounds.

Build the word.

Read the word.

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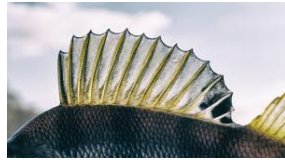
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Word Bank



fish



fin



fun



bun



rim



him



cut



shut

WEEK 5

Shared Reading

<p style="text-align: center;">“Worms” Sung to the tune of “Twinkle, Twinkle, Little Star”</p>		
<p>Standards: R.2.K.a R.2.K.a R.2.K.b R.2.K.c R.2.K.d R.2.K.e R.3.K.a R.3.K.b R.3.K.c L.2.K.a L.2.K.b L.2.K.c L.2.K.d</p>	<p>Fat worms, thin worms, Long worms, too, See them wiggle, What else can they do?</p>	<p>Dig and dig in the wet, dark soil, They all like to work and toil.</p> <p>Fat worms, thin worms, Long worms, too, See them wiggle, What else can they do?</p>
<p>Session 1</p>	<p>Opening: <i>Today we will learn another new song to the tune of “Twinkle, Twinkle, Little Star.” The title of this song is “Worms.” What do you already know about worms?</i></p> <p>Fluency: Model singing the song in its entirety, emphasizing logical phrasing. The second time through, echo sing each stanza.</p> <p>Meaning Making: <i>What do the worms in this song do? Show me how you can wiggle! “Toil” means to work really hard. Why do you think worms have to toil--or work really hard--in the dirt?</i></p> <p>Language Conventions: <i>There’s a comma again, like we’ve seen in other poems and songs—it reminds us to take a break. A comma signals the end of a phrase, and we pause briefly—not as long as we would stop for a period at the end of a sentence.</i> Invite children to echo read the first lines, emphasizing the use of the comma for expressive reading.</p>	

“Worms”

Sung to the tune of “Twinkle, Twinkle, Little Star”

Standards:

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

Fat worms, thin worms,
Long worms, too,
See them wiggle,
What else can they do?

Dig and dig in the wet, dark soil,
They all like to work and toil.

Fat worms, thin worms,
Long worms, too,
See them wiggle,
What else can they do?

Session 2

Fluency:

Choral read each stanza, emphasizing fluency while reading phrases.

Phonological Awareness:

This song has rhyming words—words that sound the same at the end.

What are some words that rhyme? [Sing the song again, if needed.]

After children point out some of the rhyming words, highlight soil/toil.

We can change the first sound in words to make other words that rhyme. What other words rhyme with “soil” and “toil?” [boil, oil, foil, spoil, coil]

Letter-Sound Awareness and Phonics:

There are a lot of words in this song that start with the same sound as “worms.” Listen as I sing the song and give a thumbs up when you hear a word that starts with /w/.

Sing the song through as children listen for words starting with /w/.

“Wet” is a cvc word in this song. [point to it]

Can you name other words that have one or more sounds the same as wet? “Pat” ends with /t/, like “wet.”

Invite children to name other words that have the same initial, medial, or final sound, and highlight the common sound.

“Worms”

Sung to the tune of “Twinkle, Twinkle, Little Star”

Standards:

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

Fat worms, thin worms,
Long worms, too,
See them wiggle,
What else can they do?

Dig and dig in the wet, dark soil,
They all like to work and toil.

Fat worms, thin worms,
Long worms, too,
See them wiggle,
What else can they do?

Session 3

Phonological Awareness:

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

You are experts at noticing the sounds in words and blending the sounds together to say a word. I am going to say the sounds of a word, and you can blend them together into a word.

Say “/w/-/i/-/g/-/l/” with a long pause in between each sound.

What word is that? [wiggle]

Repeat the same exercise with the words “else,” “dig,” and “work.”

Fluency:

This poem has punctuation that helps us read it and know when to pause or stop.

Use echo reading to model expressive phrasing.

Letter-Sound Awareness and Phonics:

One strategy you can use to read and write unfamiliar words is to look or listen for parts of words that you already know. For example, you all know how to read and write the word “in”—especially because the letters in the word make the sounds we expect them to! Write “in” on your hand.

Now listen as I say two words.

Say “long” and “thin.”

Which word has a part that you know?

“Thin” ends with the sound /in/. You also know what two letters make the first sound in “thin,” /th/. Now you can read and write “thin.”

Invite children to find “thin” in the song and/or to write it on the whiteboard.

Word Recognition:

"Them" is a new high frequency word in this poem.

"Them" starts like "the," "this," and "that."

Which two letters come together to make the /th/ sound?

Extension

Whiteboard practice: Dictate simple sentences. (He is on a mat. We shop with a bag. He had a big wish.) 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: _____

Worms

(Sung to the tune of "Twinkle, Twinkle, Little Star")

Fat worms, thin worms,

Long worms, too,

See them wiggle,

What else can they do?

Dig and dig in the wet, dark soil,

They all like to work and toil.

Fat worms, thin worms,

Long worms, too,

See them wiggle,

What else can they do?