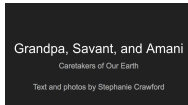


Unit 4: Our Earth

WEEK 8 At a Glance

Text



Earth's Little Caretakers



Read Aloud

- Day 1: *Cristal Martinez: Caretaker of Our Earth*
- Day 2: Caretaker of Our Earth text, teacher choice
- Day 3: Caretaker of Our Earth text, teacher choice
- Day 4: Teacher Choice
- Day 5: Teacher Choice

Centers

- Art Studio Table: Sculptures with Recycled Materials 2 (Days 1-5)
- Art Studio Easel: Inspired by Caretakers of the Earth 2 (Days 3-5)
- Blocks: Building Gardens 2 (Days 1-5)
- Dramatization: Continue Growing and Preparing Food (Days 2-5)
- Library & Listening: Researching Caretakers of the Earth (Days 2-5)
- Discovery Table: Continue Harvesting Plants
- STEM: Continue Investigation 1 Mini Gardens & Investigation 2 Compost
- Writing & Drawing: Conserving and Reusing Paper (Days 1-5)

Writing: Personal Recount Poetry

Phonics: Follow Guide

Stations

- Strategic Small Group Instruction
- Reading: Independent and Partner Reading
- Pocket Chart: "Have a Ball"
- Listening & Speaking: Talk Time; Listen & Respond (*Cristal Martinez: Caretaker of Our Earth*)
- Writing: End of Unit Assessment
- Word Work: Matching Sentences to Pictures; Illustrating Sentences; Read, Build, Write Trick Words

Shared Reading: "Everything Grows"

*No lesson plan for this week. Read and discuss as a classroom community.

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

Math: Follow Guide



vacant

<https://www.baystatebanner.com/2018/05/10/parcel-p-3-a-new-beginning-or-a-dead-end/>



envision

<https://blog.ioby.org/how-to-turn-a-vacant-lot-into-a-community-garden-a-primer/>

Read Aloud Vocabulary U4 W8



Read Aloud
Cristal Martinez: Caretaker of Our Earth

Enduring Understandings	<p>As stewards of the earth, humans must create and participate in sustainable systems that use the earth’s resources wisely. People have a responsibility to protect and maintain the natural world.</p> <p>Plants and animals, including humans, can change the environment.</p> <p>The natural world can improve quality of life and inspire artistic expression.</p>
Essential Questions	<p>What are sustainable systems, and what part do we play in them to make responsible decisions for our earth?</p> <p>How can the earth inspire artistic expression?</p>
Content Objective	<p>I can answer questions about key details from a text and video. (R.4.K)</p> <p>I can use key details from the text to describe how Cristal Martinez is a caretaker of the Earth (R.4.K).</p>
Language Objective	<p>I can use words from Our Earth unit and our Community unit to discuss the text. (L.6.K)</p>
Vocabulary	<p>vacant: empty</p> <p>envision: to imagine; to plan for the future</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Cristal Martinez: Caretaker of Our Earth</i> slides ● Video: “Roxbury Program Turns Vacant Lots into Gardens” (on slide 10). ● Triad discussion anchor chart
Opening	<p>Introduce the text and set a purpose.</p>

	<p><i>In the book we read last week, City Green, a fictional character, Marcy, was a caretaker of the Earth. In centers and stations, you have been exploring books about real caretakers of the Earth.</i></p> <p>Invite children to turn and talk. <i>What do you think it means to be a caretaker of the Earth?</i></p> <p><i>Today we're going to read about a real person named Cristal Martinez, who is a caretaker of the Earth here in Boston! A few years ago, a college student named Kate Gorman made a book about Cristal and used illustrations made by Boston kindergarteners. Our text today is a slideshow that uses some of that book and has a video of Cristal being interviewed on the news!</i></p> <p><i>After we read the slides and watch the video we'll discuss what makes Cristal a caretaker of the Earth.</i></p>
Text	
Slide 3	<p><i>What is a vacant lot?</i></p> <p><i>Who else have we read about who turned vacant lots into gardens?</i></p>
Slide 6	<p>After reading slide 6, go back and reread slide 5. <i>What made Cristal want to start gardens with a group of people?</i></p>
Slide 9	<p><i>What steps did Cristal take to make the garden?</i></p> <p><i>Why do you think that one of Cristal's recommendations to Kindergarteners is to work in a group?</i></p>
Video	<p>Watch the video once through without stopping. Invite children to share reactions and questions. Before the second viewing, ask: <i>Why do Hakim and Cristal believe in community gardens?</i> <i>Why do they create community gardens?</i></p> <p>Watch the video a second time and then invite children to share their responses to the question.</p>
Discussion/ Activity	<p>Invite children to Think, Triad, Share. <i>We began our year in K2 learning about the concept of communities. How is Cristal not just a caretaker of Our Earth, but a caretaker of her community?</i></p>
Closing	<p><i>When you go around Boston or your neighborhood with your family, you can look out for community gardens. Maybe one of them used</i></p>

	<i>to be a vacant lot that Cristal's organization, REEP, turned into a garden!</i>										
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>										
Ongoing assessment	<p>Observe and listen to children's discussion in partners and whole group share.</p> <p>Do children use details from the text and video to support their ideas?</p> <p>Do children use language and vocabulary from the unit texts and content?</p> <p>How do children listen to and respond to their peers?</p>										
Center Activities	<table border="1"> <tr> <td>Art Studio</td> <td>Children create pieces of artwork, inspired by Our Earth.</td> </tr> <tr> <td>Blocks</td> <td>Children continue building gardens.</td> </tr> <tr> <td>Dramatization</td> <td>Children act out caretaker stories.</td> </tr> <tr> <td>Library & Listening</td> <td>Children research caretakers.</td> </tr> <tr> <td>Writing & Drawing</td> <td>Children think about how to conserve and reuse paper.</td> </tr> </table>	Art Studio	Children create pieces of artwork, inspired by Our Earth.	Blocks	Children continue building gardens.	Dramatization	Children act out caretaker stories.	Library & Listening	Children research caretakers.	Writing & Drawing	Children think about how to conserve and reuse paper.
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Writing & Drawing	Children think about how to conserve and reuse paper.										

WEEK 8 Days 2-3

Read Aloud
Caretaker of Our Earth Texts Teacher Choice

Enduring Understandings	<p>As stewards of the earth, humans must create and participate in sustainable systems that use the earth’s resources wisely. People have a responsibility to protect and maintain the natural world.</p> <p>Plants and animals, including humans, can change the environment.</p> <p>The natural world can improve quality of life and inspire artistic expression.</p>
Essential Questions	<p>What are sustainable systems, and what part do we play in them to make responsible decisions for our earth?</p> <p>How can the earth inspire artistic expression?</p>
Content Objective	<p>I can answer questions about key details from a text. (R.4.K)</p> <p>I can use key details from the text to describe how someone is a caretaker of the Earth (R.4.K).</p>
Language Objective	<p>I can use words from Our Earth unit and our Community unit to discuss the text. (L.6.K)</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Select a Caretaker of the Earth text(s) to read ● Triad discussion anchor chart
Opening	<p>Introduce the caretaker text and set a purpose for reading.</p>
Text	
Reading and Discussion	<p>Read the selected Caretaker of the Earth text an initial time with minimal stopping and a second time to deepen the comprehension work.</p> <p>In addition to any text specific questions, consider asking the following: <i>What inspired the person to become a caretaker of the Earth?</i></p>

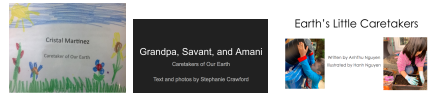
	<p><i>How is ___ a caretaker of the Earth? What do they do?</i></p> <p><i>How is __ similar or different than other caretakers of the Earth we have read about?</i></p> <p><i>What questions do you have about this caretaker of the Earth?</i></p>								
Closing	<i>How are you a caretaker of the Earth?</i>								
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>								
Ongoing assessment	<p>Observe and listen to children’s discussion in partners and during the whole group share.</p> <p>Do children use details from the text to support their ideas?</p> <p>Do children use language and vocabulary from the unit texts and content?</p> <p>How do children listen to and respond to their peers?</p>								
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WEEK 8 Day 3

Art Studio: Inspired by Our Earth 2
Children create patterns and images in dirt trays.

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?
Materials and Preparation	<ul style="list-style-type: none">● nature images● individual, flat trays for each child to work such as pie tins, plates, serving trays, cake pans, or old frying pans, enough for a small group● dirt Fill the trays with dirt.● a variety of natural materials (Beautiful Stuff) such as rocks, shells, sticks, acorns, leaves, flowers To inspire children to contribute to the Beautiful Stuff collection, model bringing in interesting items found during your daily routine (e.g., “I found these really cool shaped seeds on my walk home yesterday. I’m going to add them to our Beautiful Stuff collection.)● tools such as old toothbrushes, paintbrushes, spoons● spray bottle <p>Organize and display the materials so that children can access them as needed.</p> <p>While some images have been provided, it will also be helpful to include additional inspirational images that are familiar to your children. Include these images in the Art Studio.</p> <p>Bring the following to the whole group meeting area for the Intro to Centers: 1 tray, a handful of natural materials</p>

<p>Intro to centers</p>	<p><i>We are at the end of our Earth Unit. We have discovered so many ways that nature can inspire our artwork.</i></p> <p><i>I want to show you some last photos of artwork using natural materials. This is known as land art.</i></p> <p>Show the images. Provide time for children to share their reactions. Select one particular piece to focus the discussion. Provide thinking time.</p> <p><i>What do you notice?</i></p> <p><i>What does this work remind you of?</i></p> <p><i>When you visit the Art Studio this week, you will find trays of soil and our collection of natural materials. You can create many pieces of artwork, inspired by nature. You might create a pattern, an image, or just abstract art.</i></p> <p>Model creating a piece of artwork in the soil tray. Talk aloud through arranging the materials. Show the children the product and invite their reactions.</p> <p><i>When you are finished, you may take a photograph of your artwork. Then you will have to put the Beautiful Stuff back in our collection.</i></p>
<p>During centers</p>	<p>Children create artwork in the soil trays with the natural materials. They might use the tools to brush off the dirt, make patterns, or sculpt. They may wet the soil if desired.</p> <p>Children document their work, if desired, then clean up their materials.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● How does this image inspire your work? ● How will you arrange the materials? ● How did you decide on these materials? ● Tell me a story through your materials. ● Tell me about your design.
<p>Standards</p>	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>VA.K.V.Cr.01 - BOSTON Generate and conceptualize artistic ideas and work. Experiment with a wide variety of both two- and three-dimensional materials, including recycled/repurposed ones after looking at images from several artists who use those materials.</p>

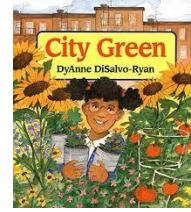


WEEK 8 Day 3

Art Easel: Inspired by Caretakers of the Earth
 Children use paint and pastels inspired by caretakers of the earth.

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	envision: to imagine local: from the community
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Cristal Matinez: Caretaker of the Earth</i> slides ● additional Caretakers of the Earth text ● caretaker of the earth images, from Library & Listening ● <i>City Green</i> ● children’s research sheets ● smocks ● easel paper of different sizes ● paints in paint cups in a variety of colors ● brushes of various sizes ● cups for mixing colors ● pastels ● Q-tips ● sponges ● Ipad or laptop <p>Keep the easel set up so that children can choose the colors and tools they need and have the space to work with a partner. Make the texts available.</p>
Intro to Centers	<i>We are reading different texts about caretakers of the earth, like the one about how Cristal envisioned, imagined, how to make a community garden.</i>

	<p><i>This week in the Art Studio, you can paint or use pastels to create pictures inspired by caretakers of the earth. You can think about how local, community, people act to care for the earth. Here are some other books and resources about caretakers of the earth you are also using in the Library & Listening center.</i></p> <p>Select resources to share with children. <i>Share with a partner what you notice.</i></p> <p>Think, Pair, Share. <i>I noticed that some people take care of _____ and that other people _____.</i></p> <p><i>Think about what you need to represent a caretaker of the earth. You can mix and use paint or use the pastels. Talk to a partner about what kind of a caretaker of the earth you are going to work on.</i></p> <p>Think, Pair Share. <i>Work as a team and help each other mix color and share ideas about what you want to represent.</i></p>
During Centers	<p>As children begin working, remind them about using the resources for inspiration, engage them in conversations about caretakers of the earth. Encourage them to work together sharing paper and tools as they make plans for their painting or drawing.</p>
Facilitation	<ul style="list-style-type: none"> ● How do caretakers of the earth inspire you? ● How would you represent a caretaker of the earth? ● What is your caretaker of the earth envisioning to take care of the earth? ● How would you be a caretaker of the earth? ● How are the resources inspiring your painting or drawing? ● How are you using the paint or pastels? ● How does working as a team help you with your painting or drawing?
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.1 - BOSTON Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects.</p>



WEEK 8 Day 1

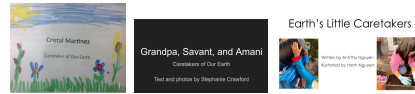
Blocks: Building Gardens 2

Children continue to work together to build gardens using varied blocks and adding Beautiful Stuff.

Big Ideas	The natural world can improve people’s quality of life and inspire artistic expression. Plants grow and change over time. They need light, water, and air to live and grow.
Guiding Questions	How can the earth inspire artistic expression? How do plants grow and change over time? What do plants need to survive?
Vocabulary	lot: a piece of land bed: an area of ground used for plants and flowers
Materials and Preparation	<ul style="list-style-type: none"> ● <i>City Green</i> ● garden images and videos, from Week 7 ● children’s research sheets ● photo examples of children’s gardens from the previous week ● blocks (unit, hollow foam) ● Beautiful Stuff: both natural recycled materials ● tape ● varied paper ● writing and drawing utensils ● scissors ● Ipad or projector <p>Organize a container with Beautiful Stuff that children can use to add to their gardens, and include tape, scissors, paper and drawing utensils. Keep images, books and slides available for inspiration.</p>
Intro to Centers	<i>Last week you started building gardens. Here are some examples of what you were working on. See what you notice.</i>

	<p>Share a couple photo examples and invite children to share about them.</p> <p><i>I noticed you used bigger blocks to make the beds and smaller ones for the plants. This week we have added Beautiful Stuff and other materials you can use to add to your gardens.</i></p> <p>Show the materials</p> <p><i>How could you use these materials to make the different parts of your garden? Talk to a partner and share your ideas.</i></p> <p>Think, Pair Share</p> <p>Yes you could use them to make leaves or petals or to make signs like the ones we saw in the resource images.</p> <p><i>Keep collaborating and problem solving together as you build our gardens!</i></p>
During Centers	Support children as they consider how to use the Beautiful Stuff to augment their gardens, add signs, and maybe even a compost bin. Remind them to work together as they figure ways to expand the gardens.
Facilitation	<ul style="list-style-type: none"> ● How will you use Beautiful Stuff to add to your garden? ● How will you represent the different parts of the garden? ● How does working together help you to problem solve? ● Are you working on an individual garden or on a community garden with lots of beds? How did you decide? ● How do the images or videos inspire your work? ● How did you decide on what materials to use?
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



WEEK 8 Day 2

Library & Listening: Researching Caretakers of the Earth
 Children research caretakers of the earth using varied resources.

Big Ideas	<p>As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.</p> <p>Through investigations and research, people learn about the natural world.</p>
Guiding Questions	<p>What are sustainable systems, and how do people make responsible decisions for our earth?</p> <p>How do people learn about the natural world?</p>
Vocabulary	<p>envision: to imagine</p> <p>local: from the community</p>
Materials and Preparation	<ul style="list-style-type: none"> ● research sheets, from Week 2 ● children’s research sheets, from previous week ● <i>Cristal Matinez: Caretaker of the Earth</i> text and slides ● caretaker of the earth, several different texts ● <i>City Green</i> ● Ipad or laptop ● sticky notes ● clipboards ● writing utensils <p>As with previous research children have been engaged in, gather books and images about caretakers of the earth. Set out clipboards with paper, sticky notes, and writing utensils. Set up a laptop or ipad with resources children can look through.</p>
Intro to Centers	<p><i>Last week in Library & Listening you researched gardens. Here is what you recorded in your research sheets.</i></p> <p>Show and read few sample of children’s work</p> <p><i>What do you notice?</i></p> <p>Invite a few children to share their observations.</p>

	<p><i>This week you will research caretakers of the earth. We are reading different books about local, from the community, caretakers of the earth and learning about different ways people can care for the earth. Cristal envisioned, imagined, a way to create a community garden, here are some other books and images to get more ideas about how people envision taking care of the earth.</i></p> <p>Select what to share with children. <i>What do you notice?</i> Think, Pair, Share.</p> <p><i>Look through the materials to see what you can find out about caretakers of the earth. You might notice beekeepers, gardeners, people who ride their bikes. When you find something interesting and inspiring, you can record it in your research notes sheet. This is the last box on the recording sheet so we will have lots of things you have researched and documented.</i></p> <p>Show the sheet.</p> <p><i>What do you want to learn about caretakers of the earth?</i> 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> <i>This research will help you as you work in the Art Studio this week.</i></p>
During Centers	<p>As children look through books and images, 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>Remind children to consider this research when in the Art Studio.</p>
Facilitation	<ul style="list-style-type: none"> ● Which resources inspire you or give you ideas? Why is this one inspiring? How does it make you feel? ● How can these resources help you and other children find out more about caretakers of the earth? ● How are you going to record it in your research note sheet? ● What do you want to learn about caretakers of the earth? ● How would you be a caretaker of the earth?
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p>

	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p>
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Notes

Caretakers of the Earth



Caretaker of the earth plant trees

<https://www.americanforests.org/blog/another-successful-tree-planting-season/>

Centers U4 W8

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



Caretakers of our earth keep bees

<https://www.thrillist.com/eat/nation/urban-beekeeping-profile>

Centers U4 W8

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



Caretakers of the earth ride bikes

<https://www.baystatebanner.com/2020/07/30/ride-for-black-lives-takes-it-to-the-streets>

Centers U4 W8

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



Caretakers of the earth grow vegetables

<https://www.gse.harvard.edu/news/uk/18/07/let-it-grow>

Centers U4 W8

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



Caretakers of the earth compost

<http://www.carryoncomposting.com/416920207>

<https://cleanriver.com/6-steps-start-organic-compost-program-school/>

Centers U4 W8



Caretakers of the earth recycle

<https://www.jinga.life/blog/recycling-for-kids-how-to-teach-your-children-to-reduce-reuse-recycle>

Centers U4 W8

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

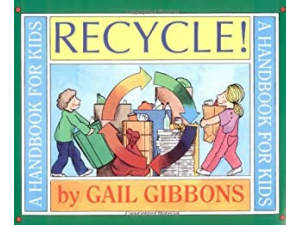


Caretakers of the earth save water

<https://www.topgear.com.ph/features/feature-articles/creative-school-makes-children-wash-a-car-to-learn-about-transportation-a00051-20160126>

Centers U4 W8

Centers U4 W8



Writing and Drawing: Conserving and Reusing Paper

Extended from the Read Aloud lesson, children generate ideas for conserving and reusing paper. They then put their ideas into practice.

Big Ideas	As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.
Guiding Question	What are sustainable systems, and how do people make responsible decisions for our earth?
Vocabulary	<p>reduce: to make less in amount</p> <p>reuse: use again for another purpose</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Recycle</i>, Gail Gibbons ● paper of different sizes and colors ● reusable paper <p>Collect paper that is no longer needed, used on one side, and could be reused for another purpose.</p> <ul style="list-style-type: none"> ● writing tools <p>Bring the following to the whole group meeting area for the Intro to Centers: a few pieces of reusable paper</p>
Intro to centers	<p><i>Earlier in this Unit, we read Recycle by Gail Gibbons. We've also read Be a Friend to Trees, by Patricia Lauber. Both authors teach us that paper is made from trees. We also know that trees are important. Turn and talk to a partner about two reasons for why trees are important.</i></p> <p>Provide time for children to talk. Harvest ideas.</p> <p><i>Some of you mention that trees can be habitats for animals, and that when trees die, they turn into soil so new plants can grow. But if a tree is cut down to make paper, it can no longer be any of those</i></p>

	<p><i>things. What do you think about this? Do you think this is a problem?</i></p> <p>Support a group discussion. Steer the discussion to suggest reducing paper use to cut down fewer trees. Make connections to the Capstone project, if relevant.</p> <p><i>In our classroom, we use a lot of paper. We use paper for things such as drawing, writing, and making labels. Sometimes we use paper to make props for Dramatization or Blocks. How might we reduce our paper use, or use less paper, in our classroom? Take a quiet moment to think.</i></p> <p>Invite 1-2 ideas.</p> <p><i>This week in Writing and Drawing, you can write and draw your ideas for using less paper in our classroom. And when you do your writing, you could even try out reusing a piece of paper, like this.</i></p> <p>Model turning a used paper over and writing on the back. Discuss the term reuse.</p> <p><i>At the end of this week, we will gather all of our ideas and consider some real ways we can use less paper in our classroom.</i></p>
During Centers	<p>Children think about ways to use less paper in the classroom. They write and draw about their ideas. Children’s ideas might range from using hand towels rather than paper towels to reusing the back side of paper at Writing and Drawing.</p> <p>Support children to both draw and write and to use their foundational skills knowledge to sound out and spell words they want to include.</p> <p>At the end of the week, bring the children’s work to a Thinking and Feedback meeting. From the conversation, make a plan for executing some of the children’s ideas. For instance, if children propose reusing paper, offer containers or a shelf on which to house the reusable paper in the Writing and Drawing Center. Support the children to sort reusable paper into categories.</p>
Facilitation	<ul style="list-style-type: none"> ● What will happen if we use less paper? ● How is reusing paper different from recycling paper? ● What ideas do you have for using less paper than we use now in our classroom? ● How could we measure how much paper we are saving?
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>

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

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.

Notes

WEEK 8 Day 1

Writing Personal Recount
Deconstruction and Individual Construction: Repetition

Content Objective	I can write a personal recount poem using repetition. (W.K.3, W.K.3a)
Language Objective	I can describe how repetition adds meaning to a poem. (RL.K.5, SL.K.2)
Vocabulary	<p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>poetic device: a tool poets use</p> <p>repetition: using the same sound, word, phrase, line, or stanza more than once</p>
Materials and Preparation	<ul style="list-style-type: none"> ● “Things” slides, from Week 7, Day 3 ● writing tools ● different styles of paper (blank, with lines, with lines and space for illustration), enough copies for each child to choose what they wish ● children’s writing folders ● Personal Recount Poetry Observation Tools, from Week 7, Day 4 ● system for keeping track of work shared
Opening 1 minute	<i>Today we are going to learn about a poetic device, or tool, poets use, called repetition. Repetition means doing something more than once. In writing it means using the same sound, word, phrase, line, or stanza more than once.</i>
Deconstruction 10 minutes	<p><i>Today we are going to reread the poem “Things,” by Eloise Greenfield, and discuss how she uses repetition.</i></p> <p><i>As we read, think about what in the poem is repeated, and why Eloise Greenfield chooses to repeat that part.</i></p>
slide 6	<p>Read the poem.</p> <p><i>Which part of the poem is repeated?</i></p> <p><i>Why do you think Eloise Greenfield repeated that part?</i></p>

slide 7	<p><i>Poets use repetition to create an effect or emphasize a point. In this poem, Eloise Greenfield uses repetition to emphasize that while the candy and sandhouse disappeared, her poem lasts.</i></p>
<p>Individual Construction 14 minutes</p>	<p><i>As we continue writing poetry, you will try the tools that poets use. Today you will try repetition. You may choose to go back to a poem you have already written and add repetition, or you may choose to write a new personal recount poem that uses repetition.</i></p> <p><i>Think about an experience you would like to tell about in your poem and a line that you would like to repeat. Then, before you write, tell your idea to your partner. Make sure to repeat the line at least three times.</i></p> <p>After children share their plans, have them choose paper and begin to write. As they write, circulate to support them. Guide them to tell personal recount poems. Help them create rhythm by clapping out what they want to say and by creating pauses through line breaks. Help them to identify an important idea in the poem that could be repeated.</p> <p>Choose one child who successfully incorporated repetition to share their poem with the group.</p>
<p>Closing 5 minutes</p>	<p>Have the identified child read their poem and briefly share why they chose to repeat that line.</p> <p><i>Today we practiced one tool poets use: repetition!</i></p>
<p>Standards</p>	<p>RL.K.5. Recognize common types of texts and characteristics of their structure (e.g. story elements in books; rhyme, rhythm, and repetition in poems).</p> <p>W.K.3. Use a combination of drawing, dictating, writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes.</p> <p>W.K.3a. For poems, use rhyming words to create structure.</p> <p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p>Ongoing assessment</p>	<p>As children write, circulate and take notes on the Personal Recount Observation Tool, focusing on Repetition. After Writing, gather children’s folders. Analyze their work and note any trends that are emerging.</p>

WEEK 8 Day 2

Writing Personal Recount
Deconstruction and Individual Construction: Repetition

Content Objective	I can write a personal recount poem using repetition. (W.K.3, W.K.3a)
Language Objective	I can describe how repetition adds meaning to a poem. (RL.K.5, SL.K.2)
Vocabulary	<p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>poetic device: a tool poets use</p> <p>repetition: using the same sound, word, phrase, line, or stanza more than once</p>
Materials and Preparation	<ul style="list-style-type: none"> ● “Rainbow Fish, Red Frog” slides ● writing tools ● different styles of paper (blank, with lines, with lines and space for illustration), enough copies for each child to choose what they wish ● children’s writing folders ● Personal Recount Poetry Observation Tools, from Week 7, Day 4 ● system for keeping track of work shared
Opening 1 minute	<p><i>You learned about repetition, a tool that poets use. Remember, repetition means doing something more than once. We read different poems that used repetition. In some the lines were repeated. In others the words and phrases were repeated.</i></p> <p><i>Today we will reread a poem from Shared Reading. In this poem, words and sounds are repeated.</i></p>
Deconstruction 10 minutes	<i>Let’s reread “Rainbow Fish, Red Frog.” As we read, think about what in the poem is repeated, and why the author chooses to repeat that part.</i>
slides 2-3	<p>Read the poem.</p> <p><i>Which part of the poem is repeated?</i></p>

	<i>Why do you think the author repeated that part?</i>
slide 4	<i>In this poem, the /r/ sound is repeated. Using this sound over and over again helps the reader pay attention to the sound. It also connects the words to each other.</i>
Individual Construction 14 minutes	<p><i>Today as you continue to write poetry, you will try repetition again. Think about a sound you want to communicate and repeat it at least three times. You may choose to go back to a poem you have already written and add repetition, or you may choose to write a new personal recount poem that uses repetition. Before you write, tell your plan to your partner.</i></p> <p>After children share their plans, have them choose paper and begin to write. As they write, circulate to support them. Guide them to tell personal recount poems. Help them create rhythm by clapping out what they want to say and by creating pauses through line breaks. Help them to identify a sound that could be repeated to create an effect.</p> <p>Choose one child who successfully incorporated repetition to share their poem.</p>
Closing 5 minutes	<p>Have the identified child read their poem and briefly share why they chose to repeat that word or phrase.</p> <p><i>Today we continued practicing repetition. Tomorrow we will begin learning about another poetic device—rhyme.</i></p>
Standards	<p>RL.K.5. Recognize common types of texts and characteristics of their structure (e.g. story elements in books; rhyme, rhythm, and repetition in poems).</p> <p>W.K.3. Use a combination of drawing, dictating, writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes.</p> <p>W.K.3a. For poems, use rhyming words to create structure.</p> <p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
Ongoing assessment	As children write, circulate and take notes on the Personal Recount Observation Tool, focusing on Repetition. After Writing, gather children’s folders. Analyze their work and note any trends that are emerging.

WEEK 8 Day 3

Writing Personal Recount
Deconstruction and Individual Construction: Rhyme

Content Objective	I can write a personal recount poem using rhyme. (W.K.3, W.K.3a)
Language Objective	I can describe how rhyme adds meaning to a poem. (RL.K.5, SL.K.2)
Vocabulary	<p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>poetic device: a tool poets use</p> <p>rhyme: words with the same ending sound</p>
Materials and Preparation	<ul style="list-style-type: none"> ● “Good Luck Gold” slides, from Week 7, Day 2 ● writing tools ● different styles of paper (blank, with lines, with lines and space for illustration), enough copies for each child to choose what they wish ● children’s writing folders ● Personal Recount Poetry Observation Tools, from Week 7, Day 4 ● system for keeping track of work shared
Opening 1 minute	<i>Today we are going to learn about another poetic device, or tool, poets use, called rhyme.</i>
Deconstruction 14 minutes	<i>You will listen to Janet S. Wong talk about and read her poem “Good Luck Gold.” We read this poem before. Think about what you understand about the poem this time, after hearing Janet Wong’s introduction.</i>
slide 4	<p>Play the audio files in the order indicated on the slide.</p> <p><i>What more do you understand about “Good Luck Gold,” after hearing the poet talk about what she wrote?</i></p>
slide 5	<i>Listen to the poem again. Look closely at the rhyming words. They are highlighted in different colors.</i>

	<p><i>Poets use rhyme for different reasons:</i></p> <ul style="list-style-type: none"> ● <i>it connects ideas;</i> ● <i>it creates a pattern;</i> ● <i>it makes the poem like a song.</i> <p><i>Why do you think Janet S. Wong uses rhyme?</i></p> <p><i>Poets use patterns, like repeating words, phrases, and lines, and by repeating sounds—often in rhyming words.</i></p> <p><i>Janet S. Wong follows a pattern with her rhyming words. They are all at the end of the lines, and they usually happen every other line. [Indicate, by pointing, what “every other line” means.]</i></p>
<p>Individual Construction 10 minutes</p>	<p><i>Today you can try rhyming words in your poem. You may choose to go back to a poem you’ve been working on and revise it to include rhyming words, or you might choose to write a new poem.</i></p> <p><i>Think about an experience you would like to tell about in your poem and some words you might rhyme. Then, before you write, tell your partner your idea and some rhyming words you will use.</i></p> <p>After children share their plans, have them choose paper and begin to write. As they write, circulate to support them. Guide them to tell personal recount poems. Help them create rhythm by clapping out what they want to say and by creating pauses through line breaks. Help them to generate at least two rhyming words.</p> <p>Choose one child who successfully incorporated rhyme to share their poem.</p>
<p>Closing 5 minutes</p>	<p>Have the identified child read their poem and briefly share why they chose to include those rhyming words.</p> <p><i>Today we practiced another tool poets use: rhyme!</i></p>
<p>Standards</p>	<p>RL.K.5. Recognize common types of texts and characteristics of their structure (e.g. story elements in books; rhyme, rhythm, and repetition in poems).</p> <p>W.K.3. Use a combination of drawing, dictating, writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes.</p> <p>W.K.3a. For poems, use rhyming words to create structure.</p> <p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering</p>

	questions about key details and requesting clarification if something is not understood.
Ongoing assessment	As children write, circulate and take notes on the Personal Recount Observation Tool, focusing on Rhyme. After Writing, gather children's folders. Analyze their work and note any trends that are emerging.

Notes

WEEK 3 Day 3

Writing Personal Recount
Peer-to-Peer Feedback
Revising

Content Objective	I can use feedback to revise my poem. (W.3.K.b, R.2.K.a, W.K.3a, W.2.K.a)
Language Objective	I can ask my partner questions to understand her/his writing choices and answer questions about my writing choices. (SL.2.K.b)
Vocabulary	<p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>feedback: specific, helpful suggestions given to improve work</p> <p>repetition: using the same sound, word, phrase, line, or stanza more than once</p> <p>rhyme: words with the same ending sound</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Personal Recount Observation Tools, from Week 7, Day 4 Before the lesson, review the Observation Tools. Note any trends and prepare to share the information with children before they revise their work. ● writing tools ● Personal Recount Poem Feedback sheet, one copy for each child ● children’s writing folders
Opening 5 minutes	<p><i>You have done a great job writing personal recount poems! Today you will choose one poem that you want to publish and share with your classmates.</i></p> <p><i>After you choose your poem, you will read it to a partner, and you will provide feedback to each other to make your poems even better.</i></p> <p>Introduce the Personal Recount Poem Feedback sheet. <i>This is the paper we will use to provide feedback. At the top, there is a space for the writer’s name and the reviewer’s name. If you are</i></p>

	<p><i>the person reading your writing, you are the writer. If you are the person giving feedback, you are the reviewer.</i></p> <p><i>Here’s how this will work. When you begin working with your partner, you will read your poem to him. After you read, your partner will answer three questions.</i></p> <p><i>The first question says, “Is it a personal recount?” If the poem is written as a personal recount, with the writer telling a true story from her life, your partner will check “Yes.” If not, he will check “No.”</i></p> <p><i>The second question says, “Does it make sense?” If the poem makes sense, he will check “Yes.” If it does not make sense, he will check “No.” If something doesn’t make sense, talk together about what doesn’t make sense.</i></p> <p><i>The third question says, “Which poetic devices are used?” If you used repetition, your partner will check “Repetition.” If you used rhyme, your partner will check “Rhyme.” If you did not use either, your partner will not check anything.</i></p> <p><i>Then you will switch and the other partner will read her writing and the first partner will give feedback.</i></p>
<p>Peer-to-Peer Feedback 14 minutes</p>	<p><i>Look through your poems. Choose the one that you would like to revise and publish. Then work together with your partner to provide feedback.</i></p> <p>Partner the children and send them with Personal Recount Poem Feedback sheets.</p> <p>As the children work, circulate to support them.</p>
<p>Individual Construction 10 minutes</p>	<p>If a review of Personal Recount Observation Tool trends revealed a teaching point that would benefit all children, briefly gather the class back together before sending children to revise.</p> <p>If small groups or individual children (rather than the whole class) require more assistance, send children to revise after they finish their feedback, and pull individuals/groups for additional instruction during this block.</p> <p>Send children to revise their work, based on the feedback they received, and circulate to support them.</p>
<p>Closing 1 minute</p>	<p><i>Today you provided feedback for each other and began revising your poems. Tomorrow you will finish revising and publish your work.</i></p>
<p>Standards</p>	<p>R.2.K.a Recognize and produce rhyming words. W.3.K.b Use a combination of drawing and writing to communicate a topic.</p>

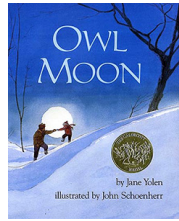
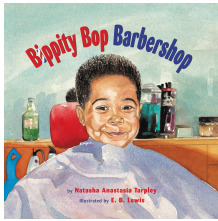
	<p>W.K.3a. For poems, use rhyming words to create structure.</p> <p>W.2.K.a With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>SL.2.K.b Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p>
Ongoing assessment	Review children’s revised work. Note any final revisions that should be made before publishing on Day 4.

Notes

Personal Recount Poem Feedback

Writer's Name: _____

Reviewer's Name: _____



Is it a **personal recount**?

Yes

No

Plan:



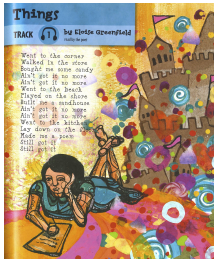
Does it make sense?

Yes

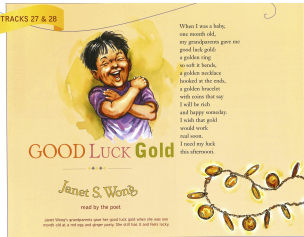
No

Plan:

Which poetic devices are used?



Repetition



Rhyme

Plan:

WEEK 8 Day 5

Writing Personal Recount

Publishing

Content Objective	I can prepare my poem for an audience. (W.3.K.b, R.2.K.a)
Language Objective	I can illustrate my poem. (SL.3.K.b)
Vocabulary	<p>feedback: specific, helpful suggestions given to improve work</p> <p>revise: make changes to writing</p> <p>publish: prepare writing for an audience</p>
Materials and Preparation	<ul style="list-style-type: none"> ● writing tools ● different styles of paper (blank, with lines, with lines and space for illustration), enough copies for each child ● children’s writing folders, including Personal Recount Feedback sheets, from Day 3 ● Personal Recount Observation Tools, from Week 1, Day 3
Opening 1 minute	<p><i>Yesterday you gave each other feedback about your poems, and you worked to revise them. Today you will finish your revisions and publish your poems.</i></p> <p><i>When you are ready to publish your poem, you will copy it onto a clean sheet of paper, organized in the shape you choose. When you finish writing the words, add illustrations that will help communicate your message.</i></p>
Individual Construction 20 minutes	<p>Send the children with writing folders and clean sheets of paper.</p> <p>As children work, circulate to assist them with final revisions and publishing.</p>
Closing 9 minute	<i>Let’s share our poems with each other!</i>

Standards	W.3.K.b Use a combination of drawing and writing to communicate a topic. R.2.K.a Recognize and produce rhyming words. SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.
Ongoing assessment	Review children’s published work for clarity.

Notes

End of Unit Assessment

Materials and Preparation

- End of Unit Assessment slide
- projector and screen
- End of Unit Assessment prompt, one copy for each child
- End of Unit Assessment image, one copy for each pair of children
- End of 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 End of 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 text, *Cristal Martinez: Caretaker of Our Earth*, on Day 1 of this week; introduce the assessment on Day 2 or later in the week. Children will benefit from various levels of 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. 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 photograph of REEP.

1. *What steps did Cristal and her friends take to turn a vacant lot into a garden? Use at least two details from the text.*
2. *How did Cristal and her friends work together to be Caretakers of the Earth?*

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	“Have a Ball”	<ul style="list-style-type: none"> ● “Have a Ball” sentence strips ● pocket chart and pointer ● “Have a Ball” on chart ● “Have a Ball”/“A Seed Needs” child copies ● drawing tools
Listening & Speaking	Talk Time	<ul style="list-style-type: none"> ● Week 8 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 ● “Cristal Martinez: Caretaker of the Earth” recording ● “Cristal Martinez: Caretaker of the Earth” ● conversation prompts, cut apart
Writing	End of 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	Matching Sentences to Pictures	<ul style="list-style-type: none"> ● Matching Sentences to Pictures sheets, one for each child
	Illustrating Sentences	<ul style="list-style-type: none"> ● Illustrating Sentences sheets, one for each child ● drawing tools (colored pencils or fine markers)
	Read, Build, Write Trick Words	<ul style="list-style-type: none"> ● Read, Build, Write Sheets, one for each child ● magnetic letters or letter tiles



<https://ace-ej.org/what-we-do/programs/>



<https://ace-ej.org/what-we-do/programs/>

End of Unit Assessment: Unit 4 Prompt Image

Cristal Martinez: Caretaker of the Earth

How is Cristal Martinez a caretaker of the Earth? What does she do?

Cristal Martinez: Caretaker of the Earth

How is Cristal Martinez a caretaker of the Earth? What does she do?

Cristal Martinez: Caretaker of the Earth

How is Cristal Martinez a caretaker of the Earth? What does she do?

Cristal Martinez: Caretaker of the Earth

How is Cristal Martinez a caretaker of the Earth? What does she do?

Talk Time Week 8



<https://www.dnaindia.com/mumbai/report-speak-up-setting-a-precedent-for-beach-clean-up-drives-2461663>



<https://www.dnaindia.com/mumbai/report-speak-up-setting-a-precedent-for-beach-clean-up-drives-2461663>

Listening & Speaking Station: Talk Time U4 W8

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

What are these people doing?

Why is it important for people and other animals?

What are these people doing?

Why is it important for people and other animals?

What are these people doing?

Why is it important for people and other animals?

What are these people doing?

Why is it important for people and other animals?

What are these people doing?

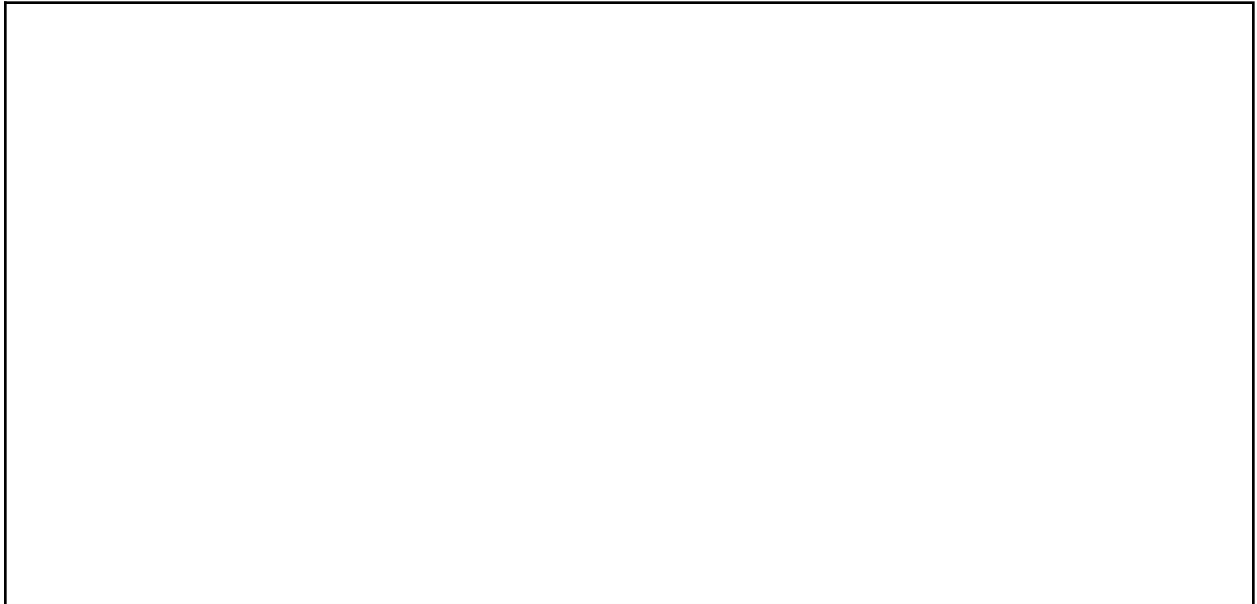
Why is it important for people and other animals?

Name: _____

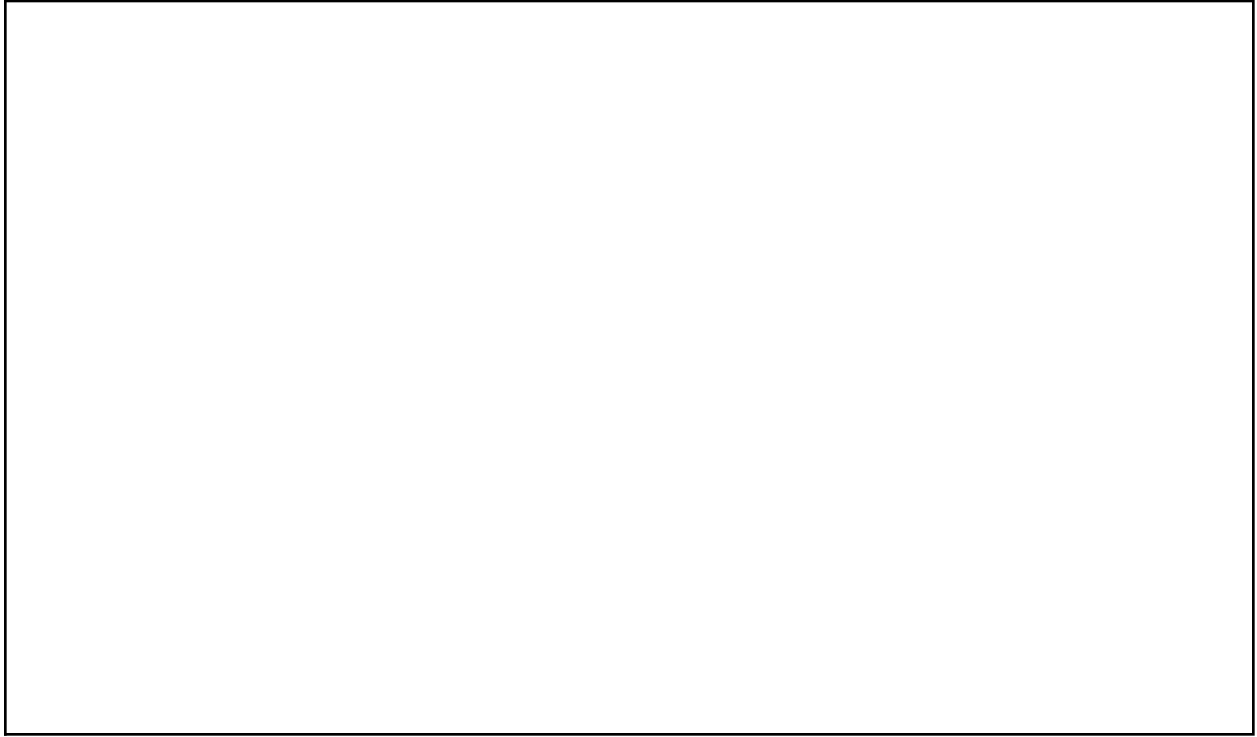
Date: _____

Listen to the words, and look closely at the photograph.

1. What steps did Cristal and her friends take to turn a vacant lot into a garden? Use at least two details from the text.



2. How did Cristal and her friends work together to be Caretakers of the Earth?



Name _____

Read the sentences.
Check the circle that matches the picture.

	<p><input type="radio"/> We can have a fan.</p> <p><input type="radio"/> We can run to the bus.</p>
	<p><input type="radio"/> The pan is hot.</p> <p><input type="radio"/> I can go to the shop.</p>
	<p><input type="radio"/> Did Dad mop the deck?</p> <p><input type="radio"/> Is Dad sick?</p>
	<p><input type="radio"/> Are the fish on the ship?</p> <p><input type="radio"/> I can get a dish of fish.</p>
	<p><input type="radio"/> Can a pig take a bath?</p> <p><input type="radio"/> The rat is in the tub.</p>
	<p><input type="radio"/> I can not get mad at you.</p> <p><input type="radio"/> The net can get a bug.</p>
	<p><input type="radio"/> Can you see ten chicks?</p> <p><input type="radio"/> The top can be fun.</p>













Name _____ **Word Work Station**













Read the sentences. Draw a picture for each one.

The pan is hot.	We can have a fan.
Is Dad sick?	I can get a dish of fish.
Can a pig take a bath?	Can you see six chicks?.
I cannot get mad at you.	I can see the bud.

Name: _____

Word Work Station

Read the word	Build the word	Write the word
do		 _____  -----  _____  _____
one		 _____  -----  _____  _____
by		 _____  -----  _____  _____













Read the word	Build the word	Write the word
my		 _____  _____  _____  _____
from		 _____  _____  _____  _____
for		 _____  _____  _____  _____













Word Work Station U4 W8

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

Name: _____

Word Work Station

Read the word	Build the word	Write the word
do		 _____  -----  _____  _____
one		 _____  -----  _____  _____
by		 _____  -----  _____  _____

Read the word	Build the word	Write the word
my		 _____  _____  _____  _____
from		 _____  _____  _____  _____
for		 _____  _____  _____  _____

Word Work Station U4 W8

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

Name: _____

Date: _____

Everything Grows by Raffi

Everything grows and grows

Babies do

Animals too

Everything grows

Everything grows and grows

Sisters do

Brothers too

Everything grows

A blade of grass, fingers and toes

Hair on my head, a red, red rose

Everything grows, anyone knows

That's how it goes

Yes, everything grows and grows

Babies do

Animals too

Everything grows

Everything grows and grows

Sisters do

Brothers too

Everything grows

Food on the farm, fish in the sea

Birds in the air, leaves on the tree

Everything grows, anyone knows

That's how it goes



Shared Reading U4 W8