



ANIMALS

KINDERGARTEN

LARRC

Language and Reading Research Consortium

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UNIT VOCABULARY



Compare

Say how things are the same or different



Main Idea

What the story or message is about



Attach

To connect or join



Related

Connected or belonging together



Predator

Something that hunts and eats other animals



Prey

An animal hunted for food



But

Except



Vocabulary

All of the words a person knows



Kindergarten | **ANIMALS**

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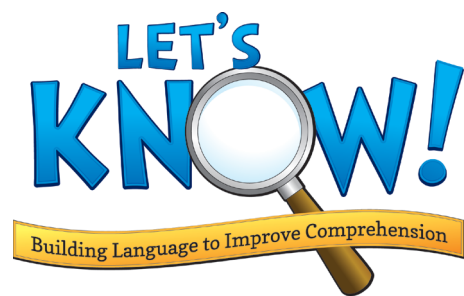
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Unit Resources

- Teacher's Bookshelf
- Word Webs
- Unit Vocabulary
- Vocabulary Picture Cards
- WRAP sets



UNIT OVERVIEW

ANIMALS In this unit, children will learn about animals that live in three unique habitats: the desert, the rain forest, and the coral reef.

COMPARE AND CONTRAST Throughout the unit, students will compare and contrast animals and what they need to survive in these various environments.

CLOSE PROJECT Students will complete a journal about an animal from each habitat and compile what they learned in a book about the animals' similarities and differences.

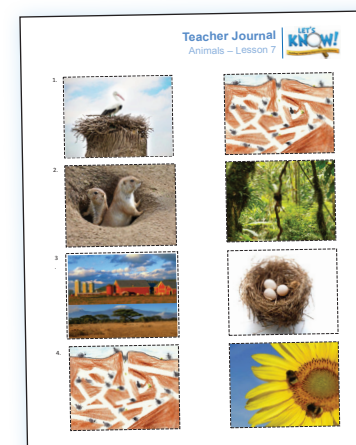
UNIT TEXTS

During the unit, students will read and discuss three books related to the unit theme.

- Hidden in the Trees or Hidden in the Jungle by Barbara Taylor
- Desert Animals by Francine Galko
- Life in a Coral Reef by Wendy Pfeffer

The Teacher's Bookshelf suggests additional theme-related texts for independent reading.

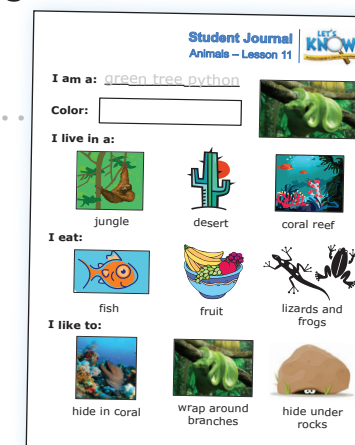
UNIT MATERIALS



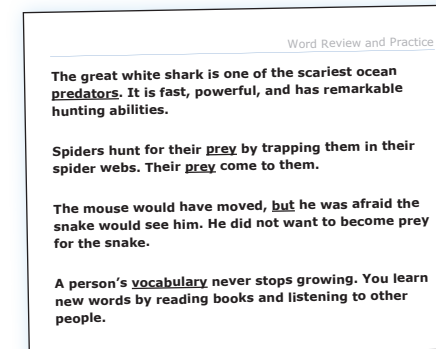
Teacher Journal*



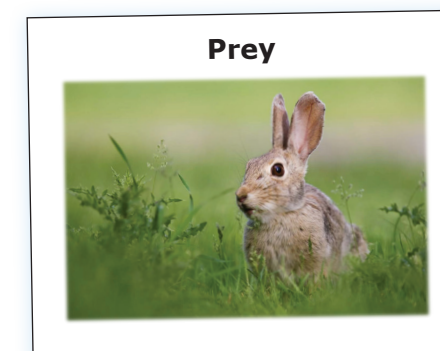
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Student Journal



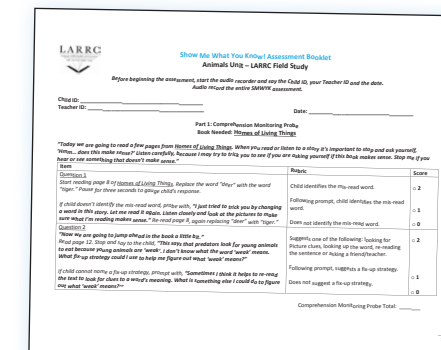
WRAP sets



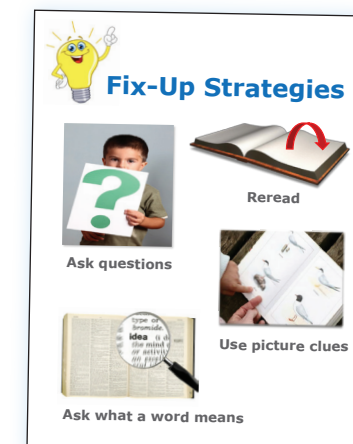
Vocabulary Picture Cards



Supplemental Materials*



Show Me What You Know Assessment



Fix-Up Strategies Poster

UNIT SCHEDULE

Week 1 Lesson 1 Hook
Lesson 2 Read to Me
Lesson 3 Words to Know
Lesson 4 SMWYK Practice

Week 2 Lesson 5 Text Mapping
Lesson 6 Words to Know
Lesson 7 Integration
Lesson 8 Read to Know

Week 3 Lesson 9 Read to Me
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Week 7 Lesson 22 Stretch and Review
Lesson 23 Stretch and Review
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*Most materials are provided in print and for digital use.



Study Resources

- Student Tracking Sheet
- Contact Information
- Survey Information
- Observation Schedule
- District Calendar



Teaching Techniques

- Rich Discussion
- Comprehension Monitoring
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Teaching Techniques

Read to Me – Rich Discussion

TEACHING TECHNIQUE INTRODUCTION

The Read to Me lessons are designed to promote children’s engagement and experiences with a variety of rich texts aligned to the *Let’s Know!* unit themes. During these lessons, you will share texts that contain rich language and content with students in an engaging way. Reading aloud texts with children provides the opportunity to have rich discussions about the texts after reading. The goal of these discussions is to provide students opportunities to use *higher-level inferential language*.

During the Read to Me lessons, the reading of each text will be followed by a teacher-facilitated discussion (of approximately 5-10 minutes in length) involving all of the students. The discussion should center around one or more major questions, topics, or issues concerning the text.

STEPS TO USING RICH DISCUSSION

The goal is to have a discussion that is facilitated but not dominated by the teacher, in which one topic is discussed extensively over multiple turns and multiple students are able to participate.

The teacher should pose a question on a higher-level topic, such as the following:

Narrative texts...

- The goals or motivations of a character and what happened as a result of their actions
- What might happen if the story continued
- Experiences that students have had that relate to the book

Expository texts...

- What would happen if animals did not change or adapt to different environments
- How fossils are formed
- Why it is important to conserve environmental resources

Guidelines for discussion:

- Show that you are listening to what others have to say.
- Respond to what others say in a way that demonstrates understanding.
- Be sure everyone knows what the discussion is about (and if there are any special rules for this discussion).

(Narrative/Expository)



Teaching Techniques

Read to Me – Comprehension Monitoring

TEACHING TECHNIQUE INTRODUCTION

Comprehension monitoring is the process by which skilled readers identify when they don't or can't understand something (e.g., a novel word, an idea presented by the author) and then attempt to 'fix-up' that understanding.

OUTLINE OF TEACHING SEQUENCE

I Do:

- 1) Model comprehension monitoring. Remind students to pay attention to the story structure (who the characters are, the initiating event, what the characters' goals are, and so on) or to the text structure of an expository text, as these will help them make sense of what they read.
- 2) Begin to read a text. Stop periodically to model, asking yourself, "Is everything making sense? What doesn't make sense about what I just read?"
- 3) Model specific fix-up strategies that students can employ when the text doesn't make sense. Fix-up strategies could include the following:
 - Using pictures and context clues
 - Asking questions (younger children can ask the teacher)
 - Rereading a sentence that did not make sense
 - Rereading the sentence before and after the sentence that didn't make sense
 - Finding the meaning of a word or studying a word for clues to its meaning
 - Using graphic organizers to organize what *is* known

We Do:

- 4) Students should be encouraged to use signs or signals when they don't understand what is being read. The fix-up strategies can be displayed on a poster, with reminders to students of different ways to address the gaps in understanding. Practice using these tools with students as you read together.

You Do:

- 5) As the students become more skilled in applying the strategy independently, they can work with peers to use the strategy or apply it on their own.

Close:

Remind students to stop periodically and ask themselves, "Does this make sense?" Encourage them to practice using fix-up strategies when parts of a text do not make sense.



Teaching Techniques

Read to Me – Predicting

TEACHING TECHNIQUE INTRODUCTION

The Read to Me lessons are designed to promote children's engagement and experiences with rich texts aligned to the unit focus. One instructional technique to be embedded within Read to Me lessons is that of predicting. Formally, predicting involves the act of foretelling something that will happen in the future, and it usually involves activation of one's background knowledge. Predicting, as applied by students when reading or listening to a text, helps to activate their background knowledge on a given topic and to link that knowledge to new information in the book. In turn, these connections help students create a more precise *mental model* of a text. Having a mental model improves comprehension of the text.

At the same time, the act of predicting helps to create a purpose for reading and can help students become more engaged (as they seek to confirm whether their own predictions are correct). Reading for a purpose and being engaged when reading also improves children's reading comprehension.

PREDICTING INVOLVES...

- Using background knowledge to establish expectations about a text one is listening to or reading.
- Monitoring the accuracy of one's predictions to confirm or adjust them while reading, and thus continue making deeper connections with the text.

HELPING STUDENTS TO PREDICT...

- Students can learn to employ predictions as they read by explicit instruction in use of this strategy by their teacher. See below for a discussion of the steps in explicit strategy instruction.
- Students can produce predictions *before reading, during reading, and after reading*.
 - Before-reading predictions do not tend to improve students' comprehension, but rather help students to activate background knowledge and become motivated.
 - During-reading predictions are embedded during reading (or listening) activities and are designed to help students engage more deeply with text, forge connections between background knowledge and a text, and provide students the opportunity to confirm their predictions by continued reading or listening.
 - After-reading predictions generally have no right answers; for instance, students might be asked to infer what will happen after a story ends. Although students cannot confirm these predictions, they can help students to engage more deeply with the text.

FIVE COMPONENTS OF EXPLICIT TEACHING OF COMPREHENSION STRATEGIES

Taken from Duke and Pearson (YEAR), the following examples demonstrate how predicting can follow the steps of explicit strategy instruction for a **narrative text**.

1. An explicit description of the strategy and when and how it should be used.

“Predicting is making guesses about what will come next in the text you are reading. You should make predictions a lot when you read. For now, you should stop every two pages that you read and make some predictions.”

2. Teacher and/or student modeling of the strategy in action.

“I am going to make predictions while I read this book. I will start with just the cover here. Hmm... I see a picture of an owl. It looks like he—I think it is a he—is wearing pajamas, and he is carrying a candle. I *predict* that this is going to be a make-believe story because owls don’t really wear pajamas and carry candles. I predict it is going to be about this owl, and it is going to take place at nighttime. . .”

3. Collaborative use of the strategy in action.

“I have made some good predictions so far in the book. From this part on I want you to make predictions with me. Each of us should stop and think about what might happen next. . . Okay, now let’s hear what you think and why. . .”

4. Guided practice using the strategy with gradual release of responsibility.

Early on...

“I have called the three of you together to work on making predictions while you read this and other books. After every few pages I will ask each of you to stop and make a prediction. We will talk about your predictions and then read on to see if they come true.”

Later on...

“Each of you has a chart that lists different pages in your book. When you finish reading a page on the list, stop and make a prediction. Write the prediction in the column that says ‘Prediction.’ When you get to the next page on the list, check off whether your prediction ‘Happened,’ ‘Will not happen,’ or ‘Still might happen’. Then make another prediction and write it down.”

(This is based on the Reading Forecaster Technique from Mason and Au (1986) described and cited in Lipson & Wixson [1991].)

5. Independent use of the strategy.

“It is time for silent reading. As you read today, remember what we have been working on—making predictions while we read. Be sure to make predictions every two or three pages. Ask yourself why you made the prediction you did—what made you think that. Check as you read to see whether your prediction came true. Jamal is passing out Predictions! bookmarks to remind you.”

The following examples demonstrate how predicting can follow the steps of explicit strategy instruction for an **expository text**.

1. *An explicit description of the strategy and when and how it should be used.*

“Predicting is making guesses about what will come next in the text you are reading. You should make predictions a lot when you read. For now, you should stop every two pages that you read and make some predictions.”

2. *Teacher and/or student modeling of the strategy in action.*

“First read the title, look at the table of contents, and look at some of the photographs, charts, and diagrams. Then think about what we already know about the topic and concepts. We call this information our schema, or our prior knowledge; we have to recall this from memory. Finally, I can use my prior knowledge to make an informed prediction about what we might read about in this text... I think the author is going to tell us a lot about the life cycle of a frog. Maybe she will even tell us more information about how a tadpole becomes a frog...”

3. *Collaborative use of the strategy in action.*

“I’ve made some good predictions so far in the book. From this part on I want you to make predictions with me. I am going to read the title of the first chapter and show you the photographs... Recall what you know from memory—use your prior knowledge. What interesting information do you already know about frogs? Turn to your neighbor and compare what you already know. Okay, now let’s hear what you think and why.”

4. *Guided practice using the strategy with gradual release of responsibility.*

Early on...

“Now, based on the information you think you know, what do you predict the author will write about in this section? Turn and tell your neighbor.”

Later on...

“The last thing we have to do is revisit our predictions. Were we on track? Did we learn something new? For example, we read that frogs start their lives as eggs. Before, I said that they start their lives as tadpoles. So I learned something new. I am going to write that on our Prediction Chart under the heading *Now I Know*.”

5. *Independent use of the strategy.*

“It’s time for silent reading. As you read today, remember what we’ve been working on—making predictions while we read. Be sure to make predictions and ask yourself why you made the prediction you did—what made you think that. Check as you read to see whether or not you were on track.”

References

Duke, N. K., & Pearson, P. D. (in press). Effective practices for developing reading comprehension. To appear in A. E. Farstrup & S. J. Samuels (Eds.), *What Research Has to Say about Reading Instruction*. Newark, DE: IRA.



Teaching Techniques

Words to Know – Rich Vocabulary Instruction

TEACHING TECHNIQUE INTRODUCTION

The Words to Know lessons are designed to promote children’s knowledge and use of vocabulary aligned to the unit focus. The teaching technique Rich Instruction characterizes the elements of effective vocabulary instruction summarized by Beck and McKeown (1991, 2007). Specifically, the rich vocabulary instruction approach of *Let’s Know!* focuses on increasing the quality and complexity of children’s oral language by targeting complex vocabulary and using a discussion-based approach during a group read-aloud. Both younger and older students can learn and use complex vocabulary efficiently from read-aloud activities and discussion. Furthermore, the use of read-aloud activities to teach vocabulary allows teachers to expose children to a variety of good books and broad language experiences.

OUTLINE OF TEACHING SEQUENCE

- 1) **Identify the word (i.e., say and show the word to students).**
 - Pre-K and K students say the word.
 - Grade 1–2 students spell the word orally.
 - Grade 3 students write the word.

- 2) **Provide a child-friendly definition and use the word in a sentence.**
 - Pre-K–3 students discuss why/how the picture represents the word.
 - Pre-K–3 students provide the definition in their own words.
 - Grade 1–2 students provide example sentences for the word orally.
 - Grade 3 students write an example sentence using the word.

- 3) **Discuss related words (e.g., synonyms, antonyms, and/or other words connected to the target word).**
 - Pre-K and K students focus on other words they think about and explain why.
 - Grade 1–3 students address one or more of the types of related words and discuss the difference between the new word and related words.

- 4) **Discuss the use of the word meaning in other contexts and/or other meanings of the same word in different contexts.**
 - Pre-K–K students discuss the use of the word meanings in other contexts.
 - Grade 1–3 students use the different word meanings in varied sentences.



Teaching Techniques

Integration – Inferencing

TEACHING TECHNIQUE INTRODUCTION

To make an inference, the reader or listener uses information in the text or illustrations and his or her own background knowledge to fill in information (e.g., about what a character might be feeling) or go beyond/elaborate on what is presented (e.g., what might happen next), resulting in a deeper understanding of the text.

OUTLINE OF TEACHING SEQUENCE

Before the lesson:

- 1) Preview the text and illustrations to determine where to stop and ask questions that will prompt inferential thinking.
 - a. See below for categories and sample questions.
 - b. Note that inferential questions typically begin with *Why* and *How*; if *What* is used, it is not for labeling, but rather to link the text to prior knowledge.
- 2) On sticky notes, write questions related to the text or illustration for each stopping point; place them on the page for easy reference when reading aloud.

I Do:

Begin by asking inferential questions and modeling making inferences.

- 3) Introduce the lesson and read the first portion of the text.
- 4) Ask your first question(s) and think aloud to model making an inference. Ensure that students can see how you are using both text clues and prior knowledge to infer something about the text.

We Do:

Gradually release responsibility for question generating and answering to students.

- 5) Ask another inferential question as you continue to read the text.
- 6) Allow students think time and/or time to talk to a partner.
- 7) Discuss answers as a class.
- 8) Repeat steps 5-8 for the remainder of the text or until time has run out.

You Do:

Transition into scaffolding students to generate *Why*, *How*, and *What do you think...* questions for themselves; provide support and encourage them to request support as needed.*

*Suggestion: Provide young children with icons to help them generate and answer questions. For example, Paris and Paris (2007) used a heart icon to signal inferences about characters' feelings and a head icon for inferences about characters' thoughts.

(Narrative/Expository)

Close:

Review the steps of making inferences and why it is so important to link our background knowledge to unfamiliar parts of the text to improve our understanding. Suggest how children can apply this technique in other contexts.

CATEGORIES AND EXAMPLES OF INFERENTIAL QUESTIONS

Categories (van Kleeck, Woude, & Hammett, 2006) that promote inferential thinking may be used to plan questions.

- Attitudes, points of view, feelings, mental states, and motives of characters
 - Character's feelings
 - *How do you think that made the little dog feel? Why do you think so?*
 - [pointing to an illustration] *How is that man feeling? Why?*
 - Character's motives
 - *Why do think Jack climbed the beanstalk?*
 - Character's thoughts
 - *What do you think the wolf is thinking now? Why do you think that?*
- Similarities and differences between elements within the text/illustrations (e.g., objects, events, concepts, people) or between the text/illustrations and students' world knowledge
 - [pointing to an illustration] *What can you tell me about the setting of our story now? How do you know our setting has changed?*
 - *What happened to the boy's neighbor? How is that similar/different to what happens in your neighborhood?*
 - *Look at the coloring of this lizard's skin. Do you think it lives in the jungle or the desert? Why?*
 - [pointing to a photo] *What might this area look like after many years if erosion continues?*
- Causes of events that have occurred
 - *Why do you think that happened?*
- Predictions (may also involve inferences related to characters' motives, thoughts, and feelings)
 - *What do you think will happen next? ...Why do you think so?*

REMINDER: Refer to both text and illustrations when you create prediction questions, and scaffold students to do the same.



Teaching Techniques

Integration – Finding the Main Idea

TEACHING TECHNIQUE INTRODUCTION

Identifying the *main idea* requires a listener or reader to select what is most important from the text and to disregard the less important information. Then the reader must integrate the most important ideas to determine the overall main idea of the text.

OUTLINE OF TEACHING SEQUENCE

The following examples demonstrate an instructional sequence for teaching students how to find the main idea of an expository text.

I Do:

1) **Explain the technique Finding the Main Idea to students.**

“After reading the title and looking through the pictures of this book, we know that we are going to read about animal homes. Authors write many things about animals’ homes. The most important information that the author wants us to know is written in each section of the text. These are the main ideas. For now, you should stop after each paragraph that you read and say what the main idea of that paragraph was.”

2) **Model finding the main idea in action.**

“I am going to read a paragraph from the book and show you how I find the *main idea*, or what the author thinks is most important about animal homes in that paragraph. [Read the paragraph.] Hmm... The word *food* kept coming up when I read this paragraph. It said that people keep food in their homes and that some animals keep food in their homes. I think the main idea about animal homes in this paragraph is that some animals keep food in their homes, just like people. When a word keeps coming up in a paragraph, it can be a clue to the main idea.”

[Write the main idea on a chart and repeat this step with another paragraph.]

We Do:

3) **Practice finding the main idea with students.**

“I’ve found the main idea in the paragraphs we’ve read so far. Now I want you to work with me to find the main idea. As I read, you need to listen for words that are clues to the main idea and be ready to tell the class what you think the main idea is and why.” [Continue reading and write students’ ideas on the chart.]

4) **Provide guided practice on finding the main idea with gradual release of responsibility.**

Early on...

“I’ve called the three of you together to find the main idea while you read this book. After every paragraph each of you must stop, tell me the main idea of the paragraph, and explain how you decided it was the main idea.”

Later on...

“Each of you has a chart that lists different pages in your book. When you finish reading a paragraph, stop and write the main idea for each paragraph.”

You Do:

5) **Have students practice finding the main idea independently.**

“It’s time for silent reading. As you read today, remember what we’ve been working on—finding the main idea in paragraphs. Be sure to find the most important information that will be the main idea in each paragraph. Ask yourself what helped you decide that was the main idea.”

Close:

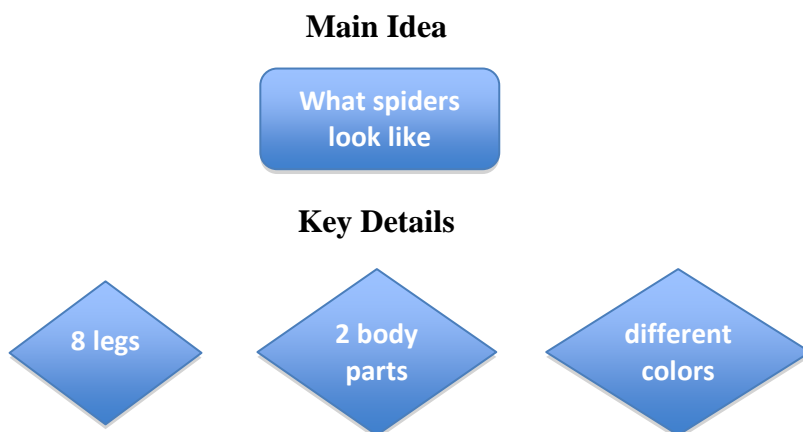
- 6) Remind students of the importance of finding the main idea and emphasize how repeated words (and phrases) in texts can help them find the main idea.

Once students can identify the main idea at the paragraph level with repeated words as the clue, move to teaching other clues to the main idea (e.g., boldface print, headings, and the first sentence of a paragraph). Later, expand the same process to larger units of text to decide the main idea (e.g., a subsection of a book). Reapply what you taught regarding clues to finding the main idea to larger units of text.

IDENTIFYING SUPPORTING DETAILS

Once students have a solid understanding of main idea, teach them how to identify *key supporting details* (important things to know about the main idea). Take the main idea of a paragraph/section that includes 2-3 important details, and ask questions in order to model how to identify the details. Create a concept map with one *Main Idea* (e.g., What spiders look like) on top and the *Key Details* (e.g., eight legs, two body parts, different colors) below; you could use another shape to signal the difference between the main idea and details.

Note: Not all books lend themselves well to teaching supporting details. Many simpler expository texts may have a clear main idea and examples, but not clear supporting details.





Teaching Techniques

Read to Know – Engaging Readers

TEACHING TECHNIQUE INTRODUCTION

The Read to Know lessons are designed to promote children’s engagement with reading by allowing students the autonomy to make decisions about what they read and helping them to select texts that are of interest to them. Coupling the reading with a task—either working alone or collaboratively with peers—to communicate information from the text to someone who has not read it (e.g., recount the text or share information, ideas, thoughts, and feelings) is also very engaging. Tasks may include drawing or other visual display with dictation, writing, audio, or video, including digital storytelling.

OUTLINE OF TEACHING SEQUENCE

- 1) Make a variety of texts that are well matched to the goals of the unit (e.g., learning about story elements, reading about animals) available to students. Consider a range of texts in terms of students’ levels, and provide a variety of familiar and unfamiliar books. Some selections should lend themselves to comparison (e.g., several stories by the same author; stories with animal characters; similar genres, such as fantasy, realistic fiction, and historical fiction).
- 2) Provide students autonomy in selecting texts to read while simultaneously enticing them to look at texts that will challenge them.
- 3) Explain the purpose of the lesson (to select a book or books, read alone, complete a task, and share with a partner or small group).
- 4) Present a task that requires students to respond to their reading in a deep way. For example, you could have students draw a story element, share a reaction to a text with a partner, or share ideas in small book clubs based on the texts they selected to read.
- 5) After 10-20 minutes of reading, have students complete the task and share with others.

EXAMPLES OF TASKS FOR DIFFERENT GRADE LEVELS

Pre-K and K:

- Draw your favorite part or favorite character from a story.
- Create puppets to use to retell the story you read.
- Draw and share two things you learned from an expository text with your partner.

Grades 1-3:

- Create a storyboard or story map to illustrate the important parts of the story and use it to retell the story to others. Use descriptive details in your retell.
- *Write in your journal:* Describe a character in your own words. Use examples from the story to show what the character did, thought, or said.
- *Write in your journal:* Compare and contrast two texts you read. Create a chart showing the similarities and differences.

(Narrative/Expository)



Teaching Techniques

Text Mapping – Recasting

TEACHING TECHNIQUE INTRODUCTION

The Text Mapping lessons include objectives related to the production and comprehension of different grammatical structures. The technique discussed in this document is *recasting*. With conversational recasting, a teacher follows up on a child's incorrect and/or less-complex utterance with a sentence using a similar but corrected, and sometimes expanded, form. Recasts maintain the meaning of children's utterances while modifying their structure. For example, if a child says, "The dog running," the teacher would say, "Yes, the dog is running." There is strong evidence that supports the use of recasting with children when targeting grammar objectives (e.g., Fey, Long, & Finestack, 2003; Nelson, Camarata, Welsh, Butkovsky, & Camarata, 1996).

USING RECASTING IN *LET'S KNOW!*

- This instructional technique is used by teachers during discussions/conversational interactions with students. No specific materials or context are required for this technique.
- When using the *Let's Know!* units, teachers should focus recasting on grammar objectives associated with a particular unit or lesson.
- The following is an example of recasting if the focus of a particular unit is using appropriate suffixes, including past tense *-ed*.

Child: *Harry get dirty.*

Teacher: *Yes, Harry got dirty when he ran away.*

Child: *They clean him.*

Teacher: *Yes, they cleaned him; they gave Harry a bath.*

Recasts such as this are meant to keep teacher-child interactions natural while allowing a child to hear the appropriate production of a specific grammatical form (e.g., complex sentences). It is important that teachers do not explicitly prompt or request a child to imitate the sentence the teacher generates when recasting.

References

- Fey, M., Long, S., & Finestack, S. (2003). Ten principles of grammar facilitation for children with specific language impairments. *American Journal of Speech-Language Pathology*, 12, 3-16.
- Nelson, K. E., Camarata, S. M., Welsh, J., Butkovsky, L., & Camarata, M. (1996). Conversational recasting treatment on the acquisition of grammar in children with specific language impairment and younger language normal children. *Journal of Speech, Language, and Hearing Research*, 39, 850-859.



Teaching Techniques

Text Mapping – Using Think-Alouds

TEACHING TECHNIQUE INTRODUCTION

A think-aloud is a technique used by teachers to model what they think about when listening to or reading a text (Kucan & Beck, 1997). In a think-aloud, a teacher “verbalizes thoughts aloud while reading a selection orally, thus modeling the process of comprehension” (Harris & Hodges, 1995, p. 256). The use of think-alouds with elementary students has shown a positive effect on comprehension (Block, 2004).

OUTLINE OF TEACHING SEQUENCE

- 1) Prior to reading, preview the book, looking specifically for information that you will use to complete a graphic organizer or chart related to the text. Flag pages where these examples occur with a sticky note. It is helpful to write down thoughts or notes about what to say when you stop at these places.
- 2) Begin the lesson by saying that you are going to read the text and look for information that will help you fill out a chart about the text or topic (e.g., predicting or identifying story elements in a narrative text, sequencing the process of erosion from an expository text).
- 3) Start to read the book, and then stop at one of the designated spots. Model a think-aloud for students so they can see how you are taking information from the text and using it to fill in a graphic organizer that synthesizes the information.

USING THINK-ALLOUDS WITH NARRATIVE TEXT

Taken from Pressley (1992), the following provides an example of using a think-aloud when reading a narrative text. The teacher uses a think-aloud to model how to visualize and predict during reading of a narrative text.

EXAMPLE:

Teacher: ““That night Max wore his [wolf] suit and made mischief of one kind and another’ ... Boy, I can really visualize Max. He’s in this monster suit and he’s chasing after his dog with a fork in his hand. I think he’s really starting to act crazy. I wonder what made Max act like that... Hm-m-m... I bet he was getting a little bored and wanted to go on an adventure. I think that’s my prediction.”

In this think-aloud, the teacher points out salient elements of the text and verbalizes thoughts.

USING THINK ALOUDS WITH EXPOSITORY TEXT

The following is an example of how a think-aloud can be used when teaching students to pay attention to important information and features of expository text.

(Narrative/Expository)

EXAMPLE:

Teacher: “Today we will be reading a text about *erosion*. I want us to take information from this book—the most important pieces of information related to erosion and *how/why* it occurs—and use it to complete this graphic organizer.

[Teacher reads paragraph about erosion.]

“I just read that erosion occurs when rocks and other materials on the earth that have been broken down are carried away by wind, water, ice, or gravity. So erosion can be caused by four things—wind, water, ice, or gravity. I think I’m going to write in the *Cause* section of this chart that erosion can be caused by four things. These four things are important causes of erosion—they cause rocks and other earth materials to break down.”

In this interaction, the teacher points out the salient information in the text and then verbalizes her thoughts about where to put this information on the chart.

References

- Block, C.C. (2004). *Teaching comprehension: The comprehension process approach*. Boston: Allyn & Bacon.
- Harris, T.L., & Hodges, R.E. (1995). *The literacy dictionary: The vocabulary of reading and writing*. Newark, DE: International Reading Association.
- Kucan, L., & Beck, I.L. (1997). Thinking aloud and reading comprehension research: Inquiry, instruction, and social interaction. *Review of Educational Research*, 67, 271-299.
- Pressley, M., El-Dinary, P.B., Gaskins, I., Schuder, T., Bergman, J.L., Almasi, J., et al. (1992). Beyond direct explanation: Transactional instruction of reading comprehension strategies. *The Elementary School Journal*, 92, 513-555.



Teaching Techniques

Text Mapping – Using Navigation Words

TEACHING TECHNIQUE INTRODUCTION

The Text Mapping lessons are designed to teach students to use text structure to derive and convey meaning. The lessons provide students with an opportunity to learn and practice different techniques that help them think analytically about the structure, elements, and features of text in order to aid comprehension. Text usually includes *navigation words*, or clue words that signal the type of text and what kind of information the text will include. Knowing and recognizing navigation words will help students identify information in text and make sense of what they read. The teaching technique Using Navigation Words is influenced heavily by reading instruction used by Joanna Williams and colleagues (see citations below).

As with most strategy instruction, it is important that the teacher explicitly teaches and models this technique in the classroom. The following is an example of how you could sequence instruction on navigation words.

OUTLINE OF TEACHING SEQUENCE

I Do:

- 1) Introduce students to the goal of the strategy.
- 2) Use an example of a certain type of text and associated navigation words.
 - a. For example, in most narratives, events happen in chronological order; this order is crucial to comprehending what happens in the text. Authors may use navigation words such as *first*, *next*, *later*, and *finally* to help readers understand the important story events in the order in which they happened.
 - b. Similarly, navigation words such as *because*, *so*, *therefore*, and *as a result* may be used in expository texts to signal cause-and-effect relationships.

When students know navigation words, they understand that if a navigation word begins a sentence, the next event or piece of information will likely be important.

We Do:

- 3) Read a paragraph aloud that includes navigation words. It might be helpful to have the paragraph visually displayed for the whole class (e.g., on an interactive whiteboard or easel) so that you and students can underline the navigation words as they appear.
- 4) Stop after reading a sentence with a navigation word, identify the navigation word, and then rephrase the salient information that the clue word signaled. You can gradually ask students to identify the important information following the navigation word.

You Do:

- 5) Then have students read a paragraph in pairs or independently, identifying or underlining the navigation words. They should then discuss in pairs, small groups, or as a class how the navigation words helped them understand the narrative or expository text. They can use the navigation words to help determine the text structure.
- 6) It might be helpful to provide students with lists of navigation words for different text structures in both narrative and expository texts (e.g., chronological order, cause and effect, compare and contrast, and so on). You can prompt students to look at these lists as they read a particular text type.

Close:

- 7) Review the steps of using navigation words and suggest how students can apply the knowledge in other contexts. Explain that knowing navigation words helps readers identify important pieces of information in the texts.

References

- Williams, J. P., Hall, K. M., Lauer, K. D., Stafford, K. B., DeSisto, L. A., & deCani, J. S. (2005). Expository text comprehension in the primary grade classroom. *Journal of Educational Psychology, 97*, 538- 550.
- Williams, J. P., Nubla-Kung, A. M., Pollini, S., Stafford, K. B., Garcia, A., & Snyder, A. E. (2007). Teaching cause-effect text structure through social studies content to at-risk second graders. *Journal of Learning Disabilities.*
- Williams, J. P., Stafford, K. B., Lauer, K. D., Hall, K. M., & Pollini, S. (2009). Embedding reading comprehension training in content-area instruction. *Journal of Educational Psychology, 101*, 1-20.



WEEKLY LESSON PLANNER

ANIMALS

Week 1	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Lesson Type	Hook	Read to Me	Words to Know	SMWYK Practice
Objectives	<ul style="list-style-type: none"> Introduce the Animals unit. Introduce the compare and contrast text structure. 	<ul style="list-style-type: none"> Participate in collaborative conversations about topics within Kindergarten texts. Identify when text being read contains information that does not make sense. 	<ul style="list-style-type: none"> Define the words compare, main idea, attach, and related by providing a simple definition. Use the words in spoken sentences. 	<ul style="list-style-type: none"> Familiarize yourself with the SMWYK assessment. Briefly describe the Close project; show an example, if possible.
Lesson Texts	• N/A	• <u>Desert Animals</u> by Francine Gallo	• N/A	• <u>Desert Animals</u> by Francine Gallo

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Interactive whiteboard or computer 	<ul style="list-style-type: none"> Sticky notes Document camera 	<ul style="list-style-type: none"> None recommended 	<ul style="list-style-type: none"> None recommended
Unit Materials Provided	<ul style="list-style-type: none"> Slideshow script for Lesson #1 <u>What Animals Need</u> slideshow for Lesson #1 	<ul style="list-style-type: none"> Comprehension Monitoring Icons (optional) Fix-Up Strategies Poster 	<ul style="list-style-type: none"> Vocabulary Picture Cards: compare, main idea, attach, related Words to Know strips: compare, main idea, attach, related 1" metal rings 	<ul style="list-style-type: none"> SMWYK Practice Instructions SMWYK Story Images SMWYK Testing Booklets (2)



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	HOOK LESSON 1
SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> • Introduce the Animals unit. • Introduce the compare and contrast text structure. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> • Selected by teacher LESSON TEXT: <ul style="list-style-type: none"> • N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Group Discussion 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Interactive whiteboard or computer UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • Slideshow script for Lesson #1 • <u>What Animals Need</u> slideshow for Lesson #1 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... <ul style="list-style-type: none"> ○ Preview the slideshow and the script from Teacher Journal Lesson #1 to familiarize yourself with the flow of the lesson and discussion points. ○ Several lessons in the Animals unit include slideshows. If you do not have a computer to play the slideshow, you could print the slides as individual pictures and read the script for each slide aloud. • If the lesson is taking longer than expected, you can eliminate one or more of the comparisons from the slideshow, but make sure that students have sufficient practice with comparing and contrasting different animals. • During the You Do portion of the lesson, students should have an equal opportunity to contribute to the discussion. You can provide support for students who have difficulty expressing their ideas by <ul style="list-style-type: none"> ○ Giving a choice of two possible answers. ○ Reviewing the information and then asking for a response. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Have you been to a zoo or seen a TV show with lots of animals? There are many different kinds of animals in the world, and we are going to learn more about them! Today is the first lesson in a unit about animals. We're going to learn what animals need and how to compare animals. I'm excited to show you some animals in a slideshow. During the slideshow, we will talk about how two animals are like each other and how they are different. When you think about how two animals are the same and different, it helps you learn even more about them. Animals are amazing creatures and so are you!"</p>	
I Do/ WE DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Present the slideshow and read the script, stopping to discuss topics or slides that interest students. During the compare/contrast slides, stress the most important and interesting concepts, not every individual bullet point. When you get to slide 18 (Now you do it!), stop and introduce the purpose of the next slides—students will answer the questions during the You Do activity.</p>	

<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>As a class, discuss the questions from slides 19-21 of the <u>What Animals Need</u> slideshow. You could say: “Now it’s your turn. We’re going to visit the animals again, and this time you get to talk about how these animals are alike and how they’re different. Everyone stand... After you’ve talked one time, sit down. That means you’ve had your turn to talk; you’ll need to listen politely to what the other friends have to say. After everyone has had a chance to talk, you may have another chance to talk. Ready? Okay... Our first slide compares the shark and tiger. Raise your hand if you have an idea about how they’re the same...”</p> <p>Continue through the slides as time allows, supporting students and ensuring that everyone has a chance to share.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we talked about animals. Who can tell me what three things animals need? (pause for response) Yes—food, water, and a safe place. We also learned about how animals can be the same and how they can be different. Which two animals did you like to compare the best? (pause for response) I really enjoyed our discussion today because I saw you thinking hard about the animals, comparing how they were the same and different, and then using your language to say what you were thinking about. That’s what good learners do—think and then talk. I’m very excited about what we’re going to learn in this unit about animals. At the very end of the unit, you’ll be authors, writing about an animal and comparing it to another animal, kind of like we did today. It will be amazing!”</p>

- 1) Today is the first lesson from our Animals unit. I wonder what we're going to find...
Are you ready?
- 2) We know that all animals need water, food, and a way to stay safe. They also have things that make them special.
- 3) What animals eat, how they stay safe, and what they like to do depend on where they live.
- 4) In the desert, animals don't have much water. It's often very hot during the day so many animals live underground or come out at night when it's cooler. It's often hard to find food and water so animals find clever ways to live for a long time between meals. Many desert animals are *camouflaged*—that means that they look like their surroundings. This helps them hide from **predators**.
- 5) In the coral reef, animals live under water. Many animals live and depend on each other in the coral reef. Some animals hunt other animals for food and some animals eat plants and waste materials. The coral reef provides food and lots of places to hide.
- 6) The jungle is a rain forest that is usually hot and moist. There are many plants, insects, and animals for bigger animals to eat. Some animals learn to hide in the thick, low plants or in the high tree branches. Many animals are camouflaged so **predators** can't easily find them. Even big animals hide so they can hunt their **prey** without being seen.
- 7) We can **compare** animals that live in different habitats.
- 8) When you **compare** things, you show how they are the same and different. Look at these two balls. We know they're both balls, they're round, and they're used in sports. That's how they are the same. But we can also think about what makes them different from each other. The size is different, what they're made of is different, and what they feel like is different. This ball is used in baseball and this is a golf ball. Now let's **compare** animals and think about how they're the same and different.
- 9) I'm a tiger. I eat meat. I hunt small jungle animals. My stripes help me hide behind trees. I'm very good at jumping high, climbing, and swimming.
- 10) I am a shark. I eat any animal that lives in the ocean. My sharp teeth protect me from **predators**. If my teeth break or fall out, I grow new ones. I can smell blood miles away in the ocean.

- 11) Now let's **compare** a shark and a tiger. They are both **predators**, meaning that they hunt for other animals to eat. They have sharp teeth. They live and hunt alone. That's how they're the same. How are they different? Name one way the tiger is different... Name one way the shark is different... Now let's look at two different animals.
- 12) I am a walking stick. I eat fruit and insects. I look just like the branches of the trees I hide in. I'm very good at swinging from tree branches with my long arms and legs and tail. If a leg falls off, I can grow another one!
- 13) I am a scorpion. I am a meat eater and like insects. I can survive on just one meal a year. I can feel even the smallest movement around me. That how I find **prey** and avoid danger. I usually grow about 3 inches long, and I have 8 legs and a long tail with a stinger. My sting will paralyze my victim or attacker. Watch out!
- 14) Now let's **compare** a scorpion and a walking stick. How are they the same? (**allow discussion**) How are they different?
- 15) I'm a moray eel. I eat all kinds of fish. I hide in deep cracks in the coral and poke my head out to catch fish my big sharp teeth. I can smell my **prey**. I can grow 12 feet long. My skin is very smooth.
- 16) I'm a rattlesnake. I like to eat rats, mice, and small birds. I use my strong jaw, fangs, and poison to kill **prey** and protect myself. I like to shake my tail. It makes a noise like a rattle so you know when I'm nearby. My skin is dry and scaly.
- 17) How are a moray eel and a rattlesnake the same? (**allow discussion**) How are they different?
- 18) During our Animals unit, we'll be looking at animals from the desert, jungle, and coral reef. We'll learn many things about the animals, including what they need and how they are the same and different.
- 19) **Compare** a shark and a tiger. How are they the same? What makes them different?
- 20) What makes a walking stick and a scorpion the same; what makes them different?
- 21) **Compare** a rattlesnake and a moray eel. How are these animals the same and different?

LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	READ TO ME LESSON 2
SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Participate in collaborative conversations about topics within Kindergarten texts. Identify when text being read contains information that does not make sense. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> Rich Discussion Comprehension Monitoring LESSON TEXT: <ul style="list-style-type: none"> <u>Desert Animals</u> by Francine Galko TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Group Discussion 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Sticky notes Document camera UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Comprehension Monitoring Icons (optional) Fix-Up Strategies Poster 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
<ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Preview <u>Desert Animals</u> and mark the chapters you'd like to read. You don't need to read the entire book during this lesson; there will be other opportunities to read the remaining parts of the text. Insert sticky notes on pages with unfamiliar words to refer to during comprehension monitoring instruction. The purpose of this Read to Me lesson is to show students how much you enjoy books and how you can also use books as a tool for learning. Another purpose of the lesson is to review the Comprehension Monitoring technique. Use of the Comprehension Monitoring Icons, or Makes Sense/Doesn't Make Sense signs, is optional; you may instead prefer to have students raise their hands or thumbs when they don't understand something in the text. Allow sufficient time during the You Do segment for students to engage in extended discussions and have multiple turns to talk. There are suggested questions in the lesson routine, but you could use others. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Have you been on an adventure? Maybe you went hiking in the woods or ate at a new restaurant. Books are kind of like adventures because they take you to places that you've never been before. We are reading the first book in our Animals unit. During this unit, I'll be reading several books about animals. Then we'll discuss the books so we can really understand what we're reading. It's very important to understand what we read, and one of things we'll be learning is what to do when you DON'T understand. As we go along, we may stop and talk about what we're reading; then at the end, we'll discuss some interesting ideas from the book. Are you ready to begin our adventure?"</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>You could say: "This kind of book is a nonfiction, or fact book, called <u>Desert Animals</u>. Let's read the first chapters about deserts; we want to know how desert animals may have different needs than the pets at your house or the animals in the jungle."</p>	

	<p>Read p. 4 and stop at the word <i>habitat</i>. Show the Doesn't Make Sense sign (or raise your hand/thumb). You could say: "I'm confused. I don't know the word <i>habitat</i>. Let's look at our Fix-Up Strategies Poster... It helps me decide what to do if something doesn't make sense. On the poster, it says that if you don't know what a word means, you need to ask. I know that nonfiction books have many new words and that I might find what the word means in the glossary in the back of the book. (turn to p. 30 and show the Glossary) I find that a <i>habitat</i> is a 'place where an animal lives.' Now when I read the sentence again, it makes sense. The desert is a place where animals live. I can turn my sign around. (flip icon) Now it makes sense."</p> <p>Read p. 11, stopping at the word <i>burrow</i>. You could say: "I'm not sure I know the word <i>burrow</i>, so I'll put up my Doesn't Make Sense sign. (display icon) This time I can look at the picture to help me. I see the owl standing in front of a hole in the ground. I can also look in the glossary in the back, and it tells me that <i>burrow</i> means 'to dig under the ground' or 'an underground home.' I see. Now I know that a burrowing owl digs a hole, or burrow, underground to live in. (flip icon) Now I understand."</p>
WE DO	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Read p. 15. You could say: "Now I'm not sure I know the meaning of <i>predator</i>. Do you know what it means? Hold up your Makes Sense or Doesn't Make Sense sign. (or hand/thumb) Let's look up this word to make sure we know what it means. Hmm... A predator is an animal that hunts and eats other animals. Do you remember the predators from the animals slideshow we watched? Sharks and tigers were predators. In the book, which animal is a predator? I'll read it again. (read sentence again) A coyote! What does it do to the pack rat?" (pause for response)</p> <p>Continue reading the text and provide one more example of comprehension monitoring. Encourage students to stop you if they don't understand the words as you're reading the text.</p>
YOU DO	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>After reading, facilitate a rich discussion of the text using the suggested questions below or others you have developed. Prompt students to take multiple turns and to elaborate on their responses. You could say: "The animals we read about in <u>Desert Animals</u> are very interesting. There are some questions that we can discuss about the book.</p> <ul style="list-style-type: none"> • Why do you think many desert animals live underground? • What are some other ways that an animal could stay cool in a hot climate? What things do you do to stay cool? • We know that all animals need water, but water is scarce in the desert. How do desert animals survive with little water? How is a pet different?"
CLOSE	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: "Today we had an adventure—we read and talked about a book about desert animals. We made sure that we understood what the author was saying, and if we didn't, we tried to fix what didn't make sense. When you're reading with someone, what can you do if you don't understand? (pause for response) Right—you can ask what words mean so it makes sense. We also discussed some questions about the book. The next time you read a book, talk with another person about what you're reading and you'll enjoy it even more!"</p>

Directions: Cut out and laminate the Comprehension Monitoring Icons.

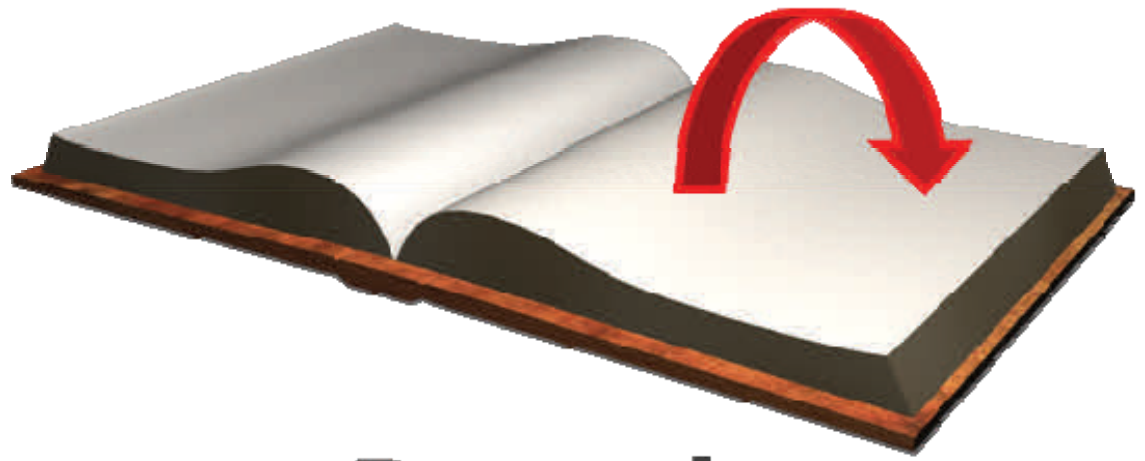


Directions: Cut out and laminate the Comprehension Monitoring Icons.





Fix-Up Strategies



Reread



Ask questions



Use picture clues



Ask what a word means

LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	WORDS TO KNOW LESSON 3
<p>SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.</p>		
<p>TEACHING OBJECTIVES:</p> <ul style="list-style-type: none"> Define the words compare, main idea, attach, and related by providing a simple definition. Use the words in spoken sentences. 		
<p>TEACHING TECHNIQUES:</p> <ul style="list-style-type: none"> Rich Instruction <p>LESSON TEXT:</p> <ul style="list-style-type: none"> N/A <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Think-Pair-Share 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> None recommended <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> Vocabulary Picture Cards: compare, main idea, attach, related Words to Know strips: compare, main idea, attach, related 1" metal rings 	
<p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Assemble the Words to Know rings for students; cut and punch the first four Words to Know strips (compare, main idea, attach, related) and attach them to the 1" metal rings provided. WORDS TO KNOW <ul style="list-style-type: none"> compare: Say how things are the same or different main idea: What the story or message is about attach: To connect or join related: Connected or belonging together 		
<p align="center">LESSON ROUTINE</p>		
<p>SET</p>	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Our world is filled with words and the more words we know, the better we can explain what we want to say! Today, we're going to discuss four new Words to Know—compare, main idea, attach, and related. We'll talk about what they mean and how to use them. You have a Words to Know ring with the words on them to help you learn the new words. By the end of the lesson, you'll be able to say what these words mean and know how to use them. Ready?"</p>	
<p>I Do/ We Do</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Use the Words to Know rings and Vocabulary Picture Cards to introduce the Words to Know. Provide examples of the words in contexts to which children can relate, and have students practice saying the words and definitions.</p> <p>You could say: "The first word we want to know is compare.</p> <ul style="list-style-type: none"> Say compare... Compare means 'say how things are the same or different.' Here is a picture that shows the meaning of compare. (show Vocabulary Picture Card) Find compare on your word ring. Let's say the definition together: 'Say how things are the same or different.' We can compare the balls to see how they are the same and different. We can look at the shape, size, touch, or the sport the balls are used for. 	

- In our slideshow about animals, we **compared** one animal with another. Some things were the same and some things were different. When you go shopping for school shoes, you **compare** two or three different shoes and decide which ones you like best, and then your mom probably **compares** the prices to see which one she will buy. At your birthday party, you **compare** the packages to see which one is the biggest, right?
- Look at your word ring. What does **compare** mean? ... 'Say how things are the same or different.' Good job.
- What's the word that means 'say how things are the same or different?' ... **Compare**.

(main idea)

"Our next word is **main idea**.

- Say **main idea**... The **main idea** is 'what the story or message is about.'
- Here is a picture that shows **main idea**. (**show picture card**) Find **main idea** on your word ring. Let's say the definition together: 'What the story or message is about.' The **main idea** of this newspaper page is that kids love kindergarten.
- In the tale of Snow White, the **main idea** is that the evil queen was trying to kill Snow White, but she survived. That's the message of the story, or the **main idea**. In our book, Desert Animals, the **main idea** is about animals that live in the desert. The **main idea** of The Avengers is that superheroes save the world.
- Look at your word ring. What does **main idea** mean? ... 'What the story or message is about.' Right!
- What's the word that means 'what the story or message is about?' ... **Main idea**.

(attach)

"The next word is **attach**.

- Say **attach**. **Attach** means 'to connect or join.'
- Here is a picture that shows the meaning of **attach**. (**show picture card**) Find **attach** on your word ring. Let's say the definition together: 'To connect or join.' The paper clip is **attached** to the note. It's connected to it.
- I can **attach** a picture to the board or wall with tape or a push pin. I can **attach** papers, or connect papers, with a stapler or a paper clip. My button is **attached** to my shirt.
- Look at your word ring. What does **attach** mean? ... 'To connect or join.'
- What's the word that means 'to connect or join?' ... **Attach**. Nice work.

(related)

"The last word is **related**.

- Say **related**. **Related** means 'connected or belonging together.'
- Here is a picture that shows **related**. Find **related** on your word ring. Let's say the definition together: 'Connected or belonging together.' The piglets are **related** to the mama pig.
- Different kinds of dogs are **related**. They look different, but they're all dogs so they're **related**. People who are **related** to you are part of your family. You belong together. Snakes and lizards are **related**. They're both reptiles.
- Look at your word ring. What does **related** mean? ... 'Connected or belonging together.'
- What's the word that means 'connected or belonging together?' ... **Related**. Good thinking.

You Do

Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.

You could say:

"Now we're going to play a game with words. I'll say part of a sentence. Think of a word that fits, find it on your Words to Know ring, and then raise your hand. I'll ask one of you for the answer. Ready?"

- When I'm reading a story, I want to know *what it's about*, or the... (**main idea**)
- To put something *together* is to... (**attach**)
- Your cousin is... (**related**)

	<ul style="list-style-type: none"> • Would you attach or compare two video games? (compare) • My belt loop is _____ to my jeans. (attached) • When you stand next to your sister and look at how tall she is you... (compare) • Snakes and lizards are... (related) • Scotch tape helps you... (attach) • When you ‘say how things are the same or different,’ you... (compare) • What does attach mean? (pause for response) What is the main idea? (pause) What does related mean? (pause) How about compare? (pause) <p>“Now turn to your partner; one of you make a sentence with related and the other use compare in a sentence. (allow talk time) Now one partner use main idea and the other use attach...”</p>
CLOSE	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “We need to get really good at learning new words because words help us understand and explain things. Today we learned four new Words to Know. Tell your partners the word that means...”</p> <ul style="list-style-type: none"> • ‘Say how things are the same or different.’ (compare) • ‘What the story or message is about.’ (main idea) • ‘To connect or join.’ (attach) • ‘Connected or belonging together.’ (related) <p>Try to use one or more of these words today when you’re talking.”</p>

Directions: Cut out, punch, and attach word strips to 1" metal ring.

Word Strips – Animals – Kindergarten *Let's Know!*



predator

something that
hunts and eats
other animals



compare

say how things
are the same
or different



prey

an animal
hunted for food



main idea

what the story or
message is about



but

except



attach

to connect or join



vocabulary

all the words
a person knows



related

connected or
belonging together

LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	SMWYK PRACTICE LESSON 4
SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Familiarize yourself with the SMWYK assessment. Briefly describe the Close project; show an example, if possible. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> N/A LESSON TEXT: <ul style="list-style-type: none"> <u>Desert Animals</u> by Francine Galko TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Individual Testing 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> None recommended UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> SMWYK Practice Instructions SMWYK Story Images SMWYK Assessment Booklets (2) 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <p>The Show Me What You Know assessment (SMWYK) is a curriculum-based assessment that you'll administer in Week 6 to examine the project-selected students' progress toward the unit's objectives.</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Look over the SMWYK materials, view the SMWYK training module, and review instructions for the Close project in Lesson 24. If possible, prepare an example of the Close project to showcase when you describe the Close project. Administer the SMWYK to two children in your classroom who are NOT project-selected students. Ideally, select one child with high language abilities and one child with low language abilities. 		
LESSON ROUTINE		
SET	<p>This lesson is intended for your practice only. Test students individually. Allocate 10-15 minutes for each assessment. Score assessments to gain practice at real time scoring and to gain a clearer understanding of your students' strengths and areas for improvement. Begin by explaining to the class why two students are being tested.</p> <p>You could say: "Today I am going to give a short test to two students in the class while the rest of you are working. They won't be graded on this test; it's just a chance for me to practice giving the test and for them to answer some fun questions."</p>	
I Do/ WE Do/ YOU DO	<p>Administer the Show Me What You Know assessment. Spend no more than 30 minutes total on this lesson. The SMWYK instructions and testing booklets are included with this lesson.</p> <p>You don't need to audio record these practice assessments, but you should score them in order to practice scoring student responses in real time.</p>	
CLOSE	<p>After administering the assessments, create enthusiasm among students by describing the Close project and, if possible, sharing an example.</p> <p>You could say: "I want to give you a preview of a project we're going to create at the end of this unit. In a few weeks, you're going to have a chance to put together everything you're learning in one exciting project..."</p>	

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Lesson 4: These materials are not available for download.



WEEKLY LESSON PLANNER

ANIMALS

Week 2	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Lesson Type	Text Mapping	Words to Know	Integration	Read to Know
Objectives	<ul style="list-style-type: none"> Extract information from one kind of text and transform it to another kind of text. 	<ul style="list-style-type: none"> Sort target vocabulary words into semantic categories: compare, main idea, attach, related. Use a variety of different types of words. 	<ul style="list-style-type: none"> Identify the main idea of a section of expository text. 	<ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Communicate important information from the text to someone who hasn't read it.
Lesson Texts	<ul style="list-style-type: none"> <u>Desert Animals</u> by Francine Galko 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> <u>Desert Animals</u> by Francine Galko 	<ul style="list-style-type: none"> N/A

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard 	<ul style="list-style-type: none"> Computer Crayons or pencils 	<ul style="list-style-type: none"> Teacher's Bookshelf books
Unit Materials Provided	<ul style="list-style-type: none"> WRAP set #1 Vocabulary Picture Cards: compare, main idea, attach, related Teacher Journal Lesson #5 Student Journal Lesson #5 	<ul style="list-style-type: none"> Teacher Journal Lesson #6 (print or digital) Student Journal Lesson #6 Turtle word web 	<ul style="list-style-type: none"> <u>Desert Animals</u> slideshow for Lesson #7 Student Journal Lesson #7 	<ul style="list-style-type: none"> WRAP set #2 Vocabulary Picture Cards: compare, main idea, attach, related



Digital/Tech



Prep Materials



Preview the Text



Game













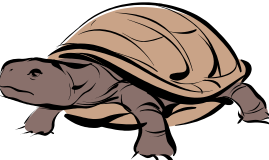


Save Materials













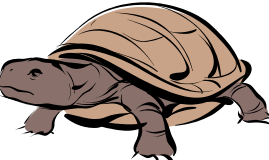
LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	TEXT MAPPING LESSON 5
<p>SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.</p>		
<p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> • Extract information from one kind of one text and transform it to another kind of text. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> • Using Think-Alouds <p>LESSON TEXT:</p> <ul style="list-style-type: none"> • <u>Desert Animals</u> by Francine Galko <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> • Think-Pair-Share 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> • Chart paper, document camera, or interactive whiteboard <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> • WRAP set #1 • Vocabulary Picture Cards: compare, main idea, attach, related • Teacher Journal Lesson #5 • Student Journal Lesson #5 	
<p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Fill in the chart from the teacher journal or uncover the information as you teach the lesson. • Distribute the Student Journal after the We Do routine: students will brainstorm with their partners to complete the remainder of the chart for the You Do activity. 		
<p align="center">LESSON ROUTINE</p>		
<p>SET</p>	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p>START THE LESSON WITH WRAP SET #1: COMPARE, MAIN IDEA, ATTACH, RELATED</p> </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Today we're going to read our book about desert animals to learn even more about what kinds of animals live in a desert. We want to be able to share what we're learning with others. Today we'll make a chart comparing animals that live in the desert. First, we'll listen to information about animals and decide how the animals are the same and different. We'll understand even more about what we're reading when we can compare animals."</p>	
<p>I DO</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display Teacher Journal Lesson #5 or draw the chart on the board or chart paper.</p> <p>You could say: "I will read about two different animals in the desert. Listen to the information, and then we'll think about how the animals are the same and different. We'll fill in this chart. It will help us see how some animals that we think are very different have some things that are the same."</p> <p>Read pp. 10–11. Think aloud as you fill in or uncover the similarities and differences.</p> <p>You could say: "Let's compare the tarantula and the burrowing owl. The book says that both the tarantula and the burrowing owl live underground, so I'll put in a picture of a hole underground. I know that an underground home keeps the animals cool in the desert. That's another thing that's the same. They both live in the desert. Hmm... What else is the same? When I look at their coloring, I see that they're both brown. They're camouflaged because most everything in the desert looks the same. Okay, some similarities are that they are brown, live in the desert, and live underground."</p>	

	<p>“Let’s think about differences now. I know the tarantula has eight legs, and the owl only has 2 legs. That’s very different. The owl is a bird, and the tarantula is an <i>arachnid</i>—that’s the spider family. Now I have two things that are different and three things that are the same when I compare a burrowing owl and a tarantula.”</p>
WE DO	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Turn to pp. 12–13 and guide students as you compare and contrast the next animal pair together. You could say: “Now let’s work on the next comparison together. I’ll read the pages and then we’ll decide how the big horn sheep and rattlesnakes are alike and how they’re different...” Invite students to point out similarities and differences as you fill in this row of the chart.</p>
YOU DO	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Pass out the student journal and turn to pp. 18–19. Read the text aloud, and then have students work in pairs to discuss the similarities and differences between the Gila monster and desert tortoise. You could say: “Now turn to your partner. After I read the pages from the book, your job is to decide two things that are the same and two things that are different between the animals. Then I’ll call on a few of you and we can fill in the rest of our chart that compares animals in the desert.” Share answers as a class and finish filling in the chart.</p>
CLOSE	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we learned how to use our brains to understand how animals from the desert are alike and how they’re different. What is it called when you look at how things are the same and different? We... compared the animals! You brainstormed with another person and then shared your thinking. Tonight, share with someone at home about what you learned today about comparing animals.”</p>

Comparing Animals in the Desert

Different	Same	Different
<p>8 legs Arachnid</p> 	 <p>desert</p>  <p>brown</p>  <p>underground</p>	<p>2 legs Bird</p> 
<p>4 legs Horns Eats plants</p> 	 <p>desert</p>  <p>rocks</p>	<p>No legs Rattle Fangs Eats animals</p> 
		
		

Comparing Animals in the Desert

Different	Same	Different
<p>8 legs Arachnid</p> 	 <p>desert</p>  <p>brown</p>  <p>underground</p>	<p>2 legs Bird</p> 
<p>4 legs Horns Eats plants</p> 	 <p>desert</p>  <p>rocks</p>	<p>No legs Rattle Fangs Eats animals</p> 
		
		

LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	WORDS TO KNOW LESSON 6
SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Sort target vocabulary words into semantic categories: compare, main idea, attach, related. Use a variety of different types of words. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #6 (print or digital) Student Journal Lesson #6 Turtle word web 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Use the teacher journal to create word webs for the Words to Know using the suggested related words or other words that are relevant for your students. If using the print version of the teacher journal, you may cut out the pictures and place them on the turtle word web. WORDS TO KNOW <ul style="list-style-type: none"> compare: Say how things are the same or different main idea: What the story or message is about attach: To connect or join related: Connected or belonging together SUGGESTED RELATED WORDS <ul style="list-style-type: none"> compare: <i>different, alike, same, study</i> main idea: <i>important, story, book</i> attach: <i>stick, fasten, detach</i> (antonym) related: <i>similar, group, family</i> 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "We learn words every day and we know it's important to keep learning new words! Today, we're going to discuss our four Words to Know—compare, main idea, attach, and related. We'll talk about other words that are related to these words. What I just said is interesting because related is one of the words we're learning. Related means things are 'connected or belonging together.' So today, we'll be learning more words that are <i>connected to</i> or <i>belong with</i> our words. Then we'll have even more words to use. Let's get started."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Use the teacher journal to make webs for the Words to Know. You could say: "Our first word today is compare. Compare means 'say how things are the same or different.' I'll put the word compare in the middle of this tortoise. In the spaces around the word, I'll think of words that are related—or belong with—the word compare. One word that comes into my head is <i>alike.</i> When we compare, we see how things are <i>alike.</i> I'll put <i>alike</i> in one of the spaces around compare. Another word is <i>different.</i> When we compare, we judge whether things are the <i>same</i> or <i>different.</i> Another word is <i>study.</i> When we compare to see how things are <i>alike</i> or <i>different,</i> we have to <i>study</i> the two things. Now I have these three words that are related to, or belong with, the word compare: <i>alike, different, and study.</i>"</p>	

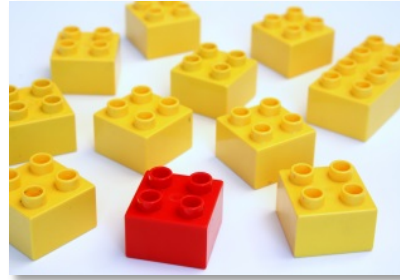
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Work with students to generate related words for the remaining word webs. You could say: “Now we’ll work together to find related words for the rest of our Words to Know. Let’s start with main idea. If the main idea is ‘what the story or message is about,’ we know that it’s very... <i>important!</i> I’ll add <i>important</i> to the web... Where do we find main ideas? (if needed, provide two choices to elicit the related words) Right, <i>stories</i> and <i>books</i>. Those words are related, too.</p> <p>(attach) “Now let’s work on the Word to Know attach. If we attach something, we can <i>stick</i> it on or <i>fasten</i> it. The opposite of attach is... <i>detach</i>.</p> <p>(related) “Our last word is related. Someone who is related to you is in your... <i>family!</i> You’re related to your <i>family</i>. You could also say you kind of look alike, so you’re <i>similar</i> to each other. I’ll add the word <i>similar</i> to the web, too. If you put all of the reptiles together, you could say they’re in the same <i>family</i> or <i>group</i>. So <i>group</i> is another related word.”</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Distribute the student journal. You could say: “We just learned a lot more about the words compare, main idea, attach, and related. On your student journal page, you’ll see some pictures. First look at the middle pictures. They are pictures of related words. Let’s talk about them.</p> <ol style="list-style-type: none"> 1) One dog is stone, and the other dog is real, so you could... (compare) 2) All of these things live on the farm, so they’re... (related) 3) The story of the Three Little Pigs has a... (main idea) 4) You can use the tape to... (attach) 5) The kids see if their books are the <i>same</i>; they... (compare) 6) These people are... (related) 7) Look at the chameleon on the tree. He is ___ to it. (attached/related) 8) The book has a... (main idea) <p>“Your job is to match the related words with the Words to Know. So draw a line from the related word picture in the middle to the Words to Know in the boxes. The first one is done for you. (monitor and support students as they complete the journal) Now turn to your partner. Compare what you chose with your partner’s choices. If you have a difference, talk about which word goes with that related word.” (allow a few minutes talk time)</p> <p>When students finish discussing answers with their partners, review the page and have one student state how the related word and the Word to Know go together.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “We are learning so many new words. Tell your partner which word goes with these words:</p> <ul style="list-style-type: none"> • tape (attach) • <i>alike</i> (compare) • <i>important</i> (main idea) • <i>family</i> (related) <p>Now you know even more words! I want to hear you use at least one of these words today. Try to catch each other using our new words, too. I’ll be listening!”</p>

Teacher Journal

Animals – Lesson 6



compare



different



alike



study



main idea



important



story



book

Teacher Journal

Animals – Lesson 6



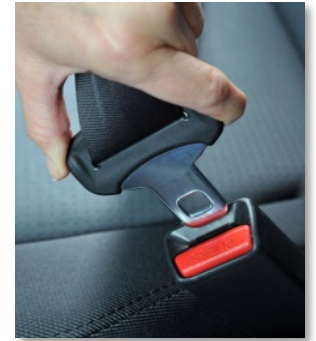
attach



stick



detach



fasten



related



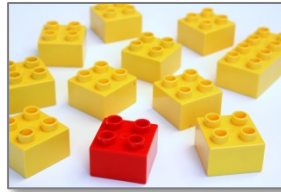
similar



group



family



different



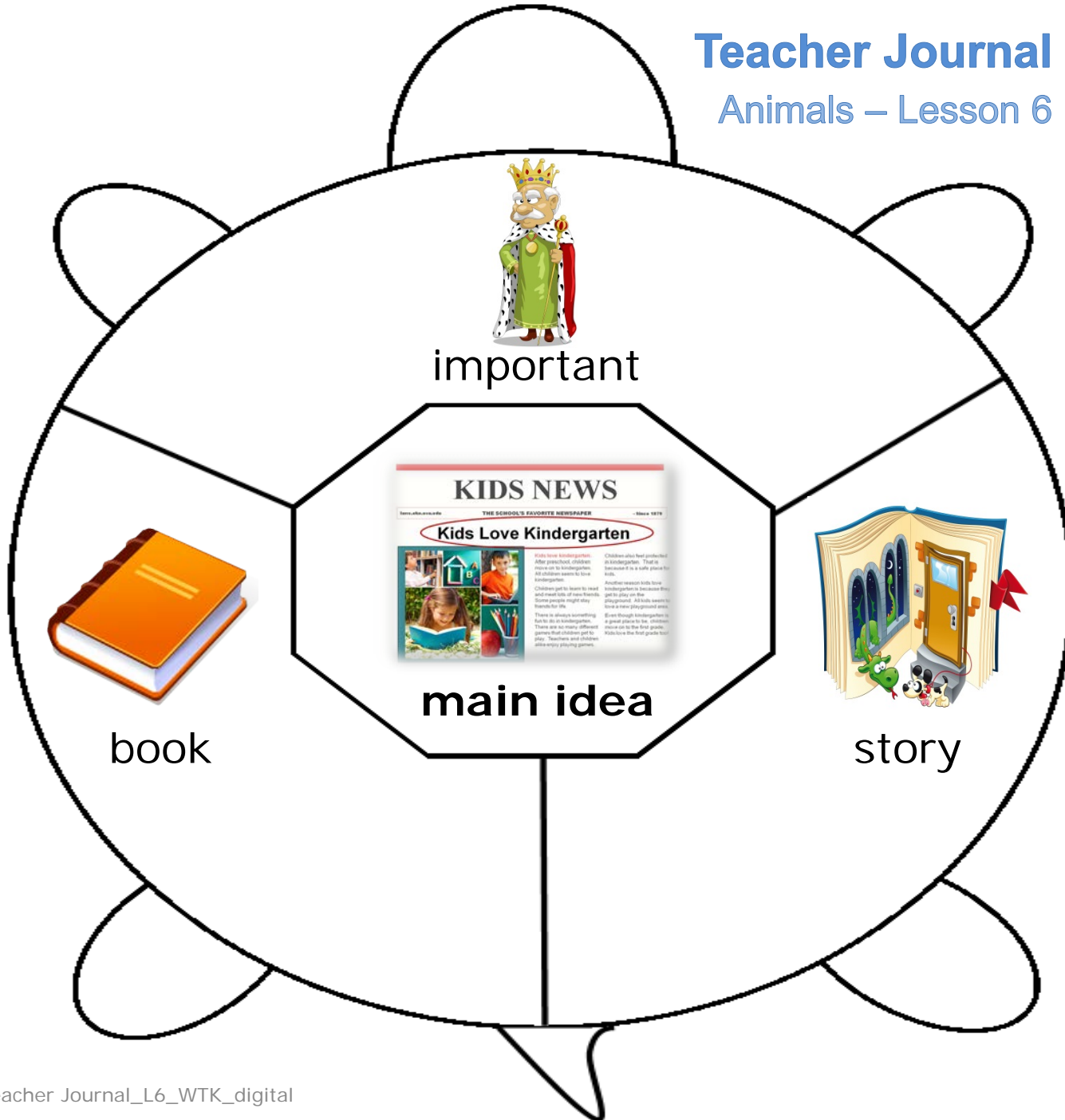
compare



alike



study





stick



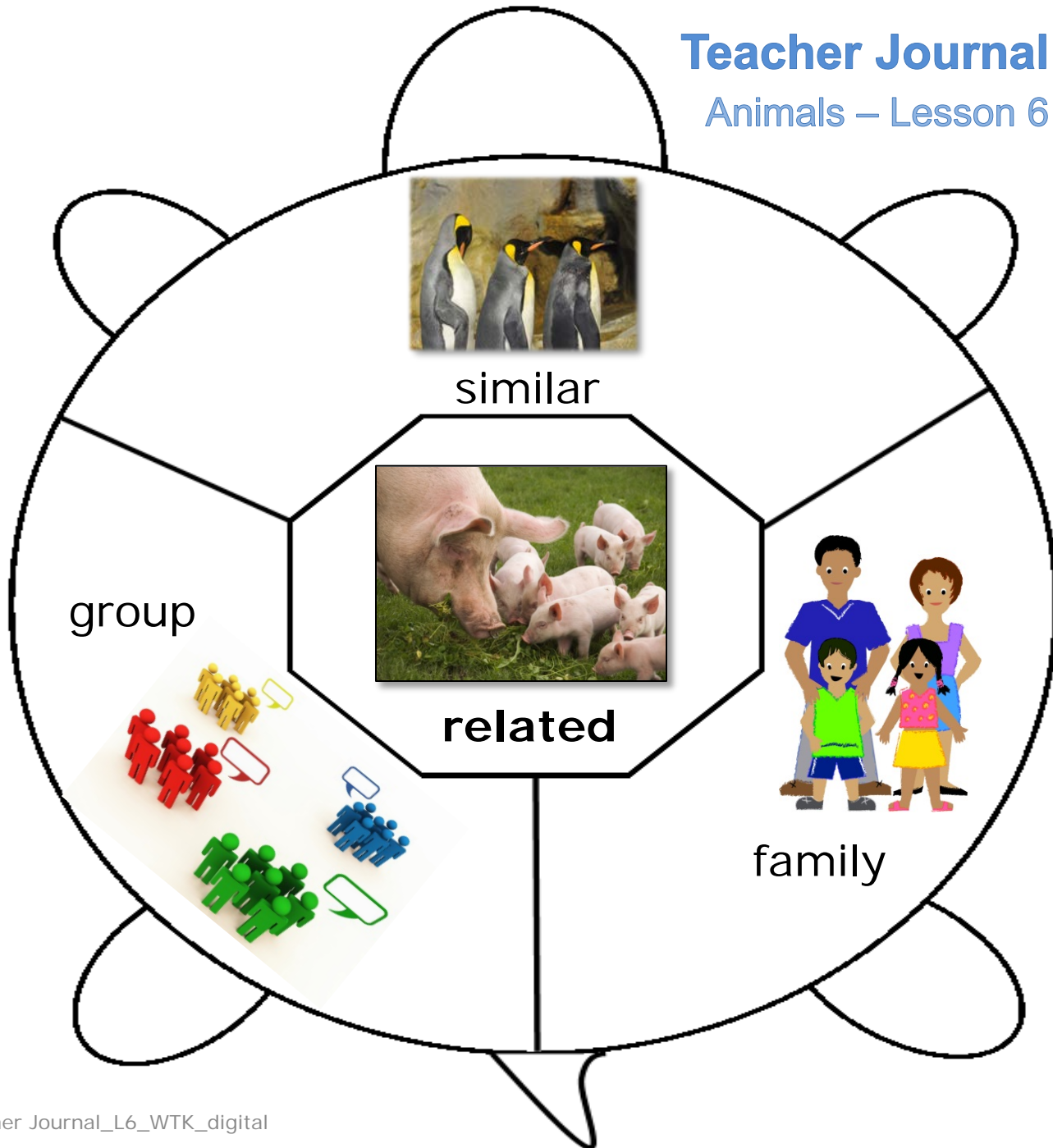
attach




detach



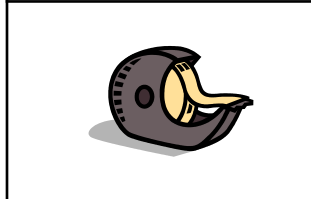
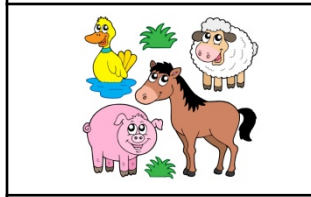
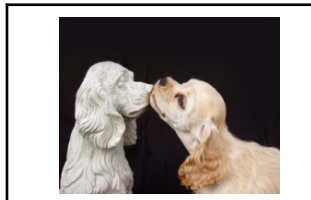

fasten




Directions: Draw lines from each Word to Know to the related words in the middle.



related

compare



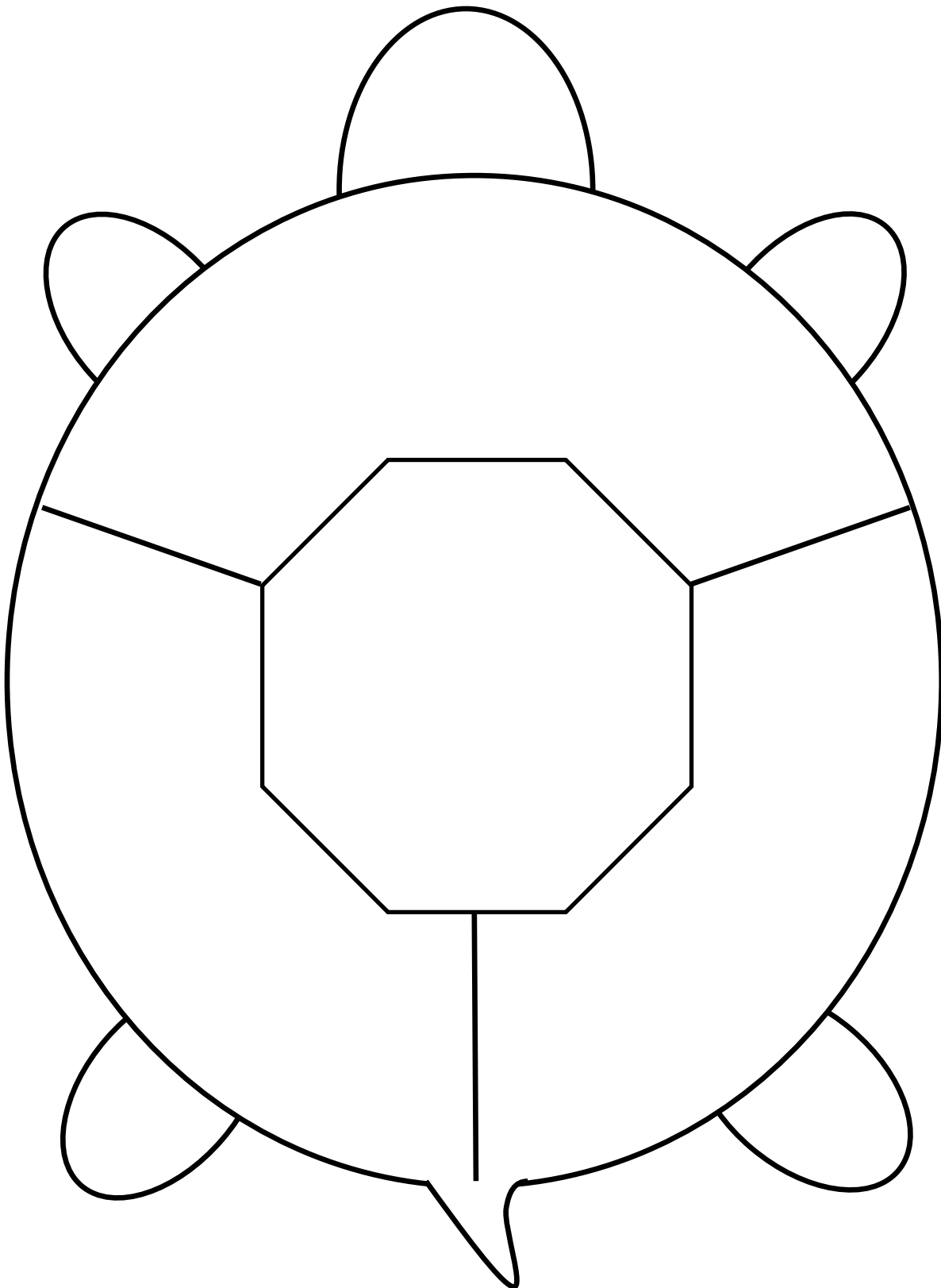
attach



main idea

Turtle Word Web

Kindergarten



LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	INTEGRATION LESSON 7
<p>SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.</p>		
<p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> Identify the main idea of a section of expository text. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Finding the Main Idea <p>LESSON TEXT:</p> <ul style="list-style-type: none"> <u>Desert Animals</u> by Francine Galko <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Think-Pair-Share 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Computer Crayons or pencils <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> <u>Desert Animals</u> slideshow for Lesson #7 Student Journal Lesson #7 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> The purpose of this lesson is to teach students how to find the main idea in each slide of the <u>Desert Animals</u> slideshow. Play the narrated slideshow called <u>Desert Animals</u> as you talk about the main idea. <ul style="list-style-type: none"> Students may name the animal as the main idea. This is actually the topic. You can model a better main idea by adding more detail to the topic for them. There are seven animals in the slideshow. You do not need to talk about all seven if students are restless or time is short. For the You Do activity, students will complete the first student journal page that will be used to make their books for the Close project. Today's page is about a rattlesnake. <i>Have children save their student journal pages for the Close project in Lesson 24.</i> 		
<p>LESSON ROUTINE</p>		
<p>SET</p>	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Did your mom or dad ever tell you to clean your room, but they kept talking and you forgot the main idea, or the most important thing they wanted you to do—to clean your room? Our lesson today is about finding the main idea in a slideshow about desert animals. You know, we can't remember everything, but we do want to remember the main idea. That's the most important thing in the message or story. Then we can better talk about what we're learning. When we can find the main idea, we know we understand what we're hearing or reading."</p>	
<p>I Do</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Model the process of finding the main idea. Stop after Slide 2 and talk about the main idea. You could say: "We already know that a main idea is what the story or message is about, or the most important information. This slide is about what animals do to survive in the desert. That's the main idea. Many animals live underground to stay cool, find ways to live a long time without food and water, and are camouflaged so they can survive in the desert."</p> <p>(show the next slide) "The main idea of this slide is what rattlesnakes eat and how they stay safe. Rattlesnakes eat meat, they hide under rocks, and they rattle their tails."</p>	

<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Continue to view the slideshow, and assist students with finding the main idea of each slide by reflecting on the content.</p> <p>You could say: (Slide 4) “Help me find the main idea of this slide... Yes! The main idea is what vultures eat and how they fly. Vultures eat dead animals and have very large wings that let them fly far. Great job!”</p> <p>(Slide 5) “Now how about the next slide? The main idea is... what tarantulas eat and how they protect themselves! Tarantulas eat insects and they hide in burrows, use camouflage, and can bite. You’re getting very good at this!”</p> <p>Continue finding the main idea of each slide as long as you choose. There are seven animals depicted in the slideshow.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Distribute Student Journal Lesson #7. You could say: “Now we’re going to begin making a book about the animals we learn about during this unit. The main idea for our page today is a rattlesnake. Your job is to work with your partner and decide what a rattlesnake looks like, where it lives, what it eats, and what it likes to do.</p> <p>“On your student journal page, you’ll see the picture of a rattlesnake. First of all, trace its name on the top line. Then decide its color; with crayons, color in the box to show what a rattlesnake looks like. (pause while students complete these steps) Now talk with your partner and circle where a rattlesnake lives, what it eats, and what it likes to do. Use the pictures to help you decide.”</p> <p>Provide support for students as they complete the student journal. Then have students share their answers with the class.</p> <p>Remember, students should save their completed journals in their student portfolios for the Close project.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we learned to find the main idea, the most important part of the information about desert animals. We can find main ideas in many places. Who can tell me what a main idea is... It’s what the story or message is about. As you read more and more, you’ll want to remember the main idea in everything you read or listen to. That makes you a GREAT reader!”</p>

I am a: rattlesnake

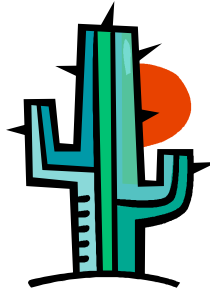
Color:



I live in a:



jungle

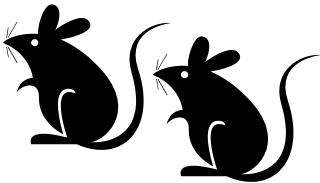


desert

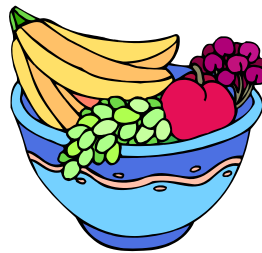


coral reef

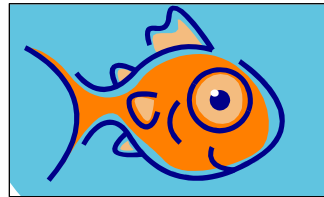
I eat:



mice



fruit



fish



birds

I like to:



hide in coral



hide under rocks



wrap around
branches

LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	READ TO KNOW LESSON 8
SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Communicate important information from the text to someone who hasn't read it. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Engaging Readers LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Teacher's Bookshelf books UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #2 Vocabulary Picture Cards: compare, main idea, attach, related 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. The I Do and We Do routines are combined in this lesson. Kindergarten students may not stay engaged with a book or books for an extended time, especially towards the beginning of the year. The purpose of this lesson is to encourage students to independently choose and interact with a book for a purpose. You are free to modify the length of time your students are expected to look at books or the activity at the end of the lesson. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #2: COMPARE, MAIN IDEA, ATTACH, RELATED </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "I really like to read books. Even though I like many different kinds of books, I want the book I read to be interesting to me. I also like to learn new things. Good readers think about the main idea of what they're reading; it helps them learn and remember many new things. For today's lesson, you will choose a book that you would like to read—one that is interesting to you. Your job is to find a main idea from the book so you can talk about it with a friend who hasn't read your book."</p>	
I Do/ WE DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Review the expectations for Read to Know lessons as needed. You could say: "There are many different kinds of books set out around the room from which to choose. First, you'll find a book that looks interesting. You might think of an animal you're interested in and find a book that tells you more information about the animal. Second, you'll look at all of the pictures and read what you can. If you finish one book, you can choose another book during the reading time."</p> <p>To establish a goal for children's reading, you could say: "While you are reading or looking at your book, you have an important job to do. Your job is to find the main idea of the pages you're reading and anything new that you learned. When it's time to talk, turn to your partner and tell your partner the main idea and the new information you learned. Until it's time to talk, make sure you're looking at the book or books you chose."</p>	

	<p>“The book I’m going to talk about is called <u>Tadpoles to Frogs</u>. The main idea is how frogs lay eggs and then the tadpoles change into frogs. I learned how tadpoles lose their tails and grow legs. It was very interesting. Now you can read your book and then tell your partner the main idea of your book and something that you learned.”</p> <p>Have students choose their books. Allow them to engage with their texts for [10-15] minutes on their own.</p>
YOU DO	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Have children talk with their partners about the books they read, sharing the main idea.</p> <p>You could say: “Now that you’ve read your book, take some time to think about the main idea and something new that you’ve learned. Then turn to your partners and share for [two] minutes.”</p> <p>If you have time, have some students share the main ideas from their books with the class.</p>
CLOSE	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we looked at books that we enjoy; perhaps we wanted to find information about an animal we like. When we look at books, it’s good for us to find the main idea so we can remember something about an animal. Today we found the main idea and told our friends about the books that we read. What was the main idea of your book? (allow volunteers to share) I like to look at books and I know you do, too. The more we read, the more we learn about the world that we live in!”</p>



WEEKLY LESSON PLANNER

ANIMALS

Week 3	Lesson 9	Lesson 10	Lesson 11	Lesson 12
Lesson Type	Read to Me	Text Mapping	Integration	Words to Know
Objectives	<ul style="list-style-type: none"> Participate in collaborative conversations about topics within Kindergarten texts. Use prior knowledge and information within a text to make, confirm, and revise predictions. 	<ul style="list-style-type: none"> Identify the primary similarities and differences between fiction and nonfiction. 	<ul style="list-style-type: none"> Identify the purpose of a text and author's perspective. 	<ul style="list-style-type: none"> Define the words predator, prey, but, and vocabulary by providing a simple definition. Use the words in spoken sentences.
Lesson Texts	<ul style="list-style-type: none"> <u>Hidden in the Trees</u> or <u>Hidden in the Jungle</u> by Barbara Taylor 📖 	<ul style="list-style-type: none"> <u>Hidden in the Trees</u> or <u>Hidden in the Jungle</u> by Barbara Taylor 📖 	<ul style="list-style-type: none"> <u>Hidden in the Trees</u> or <u>Hidden in the Jungle</u> by Barbara Taylor 📖 	<ul style="list-style-type: none"> <u>Hidden in the Trees</u> or <u>Hidden in the Jungle</u> by Barbara Taylor 📖

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Sticky notes 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard 🖨️ Computer 🖥️ Fiction book about jungle animals 📖 🐾 	<ul style="list-style-type: none"> Document camera 🖨️ Sticky notes Crayons or pencils 	<ul style="list-style-type: none"> None recommended
Unit Materials Provided	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> WRAP set #3 Vocabulary Picture Cards: compare, main idea, attach, related Teacher Journal Lesson #10 <u>Fiction and Nonfiction</u> slideshow for Lesson #10 📖 	<ul style="list-style-type: none"> WRAP set #4 Vocabulary Picture Cards: compare, main idea, attach, related Student Journal Lesson #11 🎮 	<ul style="list-style-type: none"> Vocabulary Picture Cards: predator, prey, but, vocabulary Words to Know rings: predator, prey, but, vocabulary 📖



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	READ TO ME LESSON 9
SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> • Participate in collaborative conversations about topics within Kindergarten texts. • Use prior knowledge and information within a text to make, confirm, and revise predictions. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> • Rich Discussion • Predicting LESSON TEXT: <ul style="list-style-type: none"> • <u>Hidden in the Trees</u> or <u>Hidden in the Jungle</u> by Barbara Taylor TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Group Discussion 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • N/A 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
<ul style="list-style-type: none"> • Before the lesson... <ul style="list-style-type: none"> ○ Preview the text to identify the chapters you want to read; you don't need to read the entire book. ○ Place sticky notes on pages where you will model predicting or ask students to make, review, or revise predictions. You might also wish to note questions for rich discussion. • This lesson focuses on the Predicting technique. Remember that predicting will be somewhat different with expository texts than it is for narrative texts. • After reading the text, engage students in an extended discussion that requires higher-level thinking. There are suggested questions provided in the lesson, but you could use others. 		
LESSON ROUTINE		
SET	Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension. You could say: "Are you ready for our next adventure? We have a new book about jungle animals today. Jungle animals are going to be different than desert animals, but perhaps we'll find some things that are the same, too. As we read, we are going to stop and make some predictions about what we're reading. Predictions are like making guesses about what might happen. Good readers and listeners make good predictions while they're listening or reading. At the end, we'll discuss some of the ideas from the book. Are you ready to begin another adventure?"	
I DO	Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Explain how to make predictions while reading and model making predictions about the text. You could say: "When we predict, we use what we already know and add what the book tells us to think about what might happen. Sometimes when we predict, our guesses aren't correct. Then we have to revise or change our predictions. Here is our new book, <u>Hidden in the Trees</u> . From the cover picture, the title <u>Hidden in the Trees</u> , and from what I know about animals in the jungle, I think this book will be about how jungle animals, like snakes, parrots, jaguars, monkeys, and butterflies hide from other animals. Let's see if my prediction about our book is correct or if I have to revise or change my prediction."	

	<p>Now, model using the later information in the book to confirm or revise your prediction. You could say: “I’m going to look at the table of contents to find out if my prediction about this book is correct. Hmm... <i>Hiding in the Trees, Hunting in the Trees, Animal Special—Jungle Cats</i> are the titles of the first three chapters in the book. If I flip through a few pages, I think my prediction is correct. This book is about how jungle animals hide from other animals. As we read today, you’ll also want to think about what we learned about desert animals and compare that information with what we learn about jungle animals.”</p> <p>Begin reading the text aloud. After reading the caption about pigeons on p. 4, make a prediction about the color of the pigeons. You could say: “I am going to make a prediction. I think that if the pigeons were bright blue or red instead of green, they would be easy to see and other animals would eat them. They survive because they’re green and they’re hard to see.”</p>
WE DO	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Read through p. 5 and ask students to make a prediction. You could say: “What do you predict might happen to this lizard in a big city where there aren’t any trees?” Elicit responses and discussion, encouraging students to support their predictions.</p> <p>After reading p. 7 of the text, discuss with students what might happen if all of the predators suddenly died.</p> <p>Continue reading as much of the text as you’ve chosen to read.</p>
YOU DO	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Engage students in an extended discussion of interesting topics from the book for at least three conversational turns. Guide them to use higher-level language and elaborate on their ideas.</p> <p>To evoke rich discussion, you could ask the following questions:</p> <ul style="list-style-type: none"> • What is similar about all of the predators in the jungle? How can you be both a predator and prey? • How are snakes in the jungle similar to desert snakes? How are they different? • If you were an animal in the jungle, how would you choose to survive: hide, use camouflage, use tricks, or use poison? Why?
CLOSE	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we had another adventure—this time we read and talked about jungle animals. We made some predictions. Tell me, how do you make predictions? ...You use what you already know <i>and</i> what’s in the book to think about what might happen! I like to make predictions and then find out if I was right or not. I also like to talk about the book after reading it. Now when you’re reading with someone, you can make predictions and talk about interesting questions from the book. We love to read books and make predictions!”</p>

LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	TEXT MAPPING LESSON 10
SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Identify the primary similarities and differences between fiction and nonfiction. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> Using Think-Alouds LESSON TEXT: <ul style="list-style-type: none"> <u>Hidden in the Trees</u> or <u>Hidden in the Jungle</u> by Barbara Taylor TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Computer Fiction book about jungle animals UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #3 Vocabulary Picture Cards: compare, main idea, attach, related Teacher Journal Lesson #10 <u>Fiction and Nonfiction</u> slideshow for Lesson #10 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Find a fiction book about jungle animals, such as <u>Rumble in the Jungle</u>, to use as an example during the lesson. Preview the book and mark pages that provide a good comparison to nonfiction features. Use the Venn diagram on the teacher journal to demonstrate how to compare and contrast fiction and nonfiction. The <u>Fiction and Nonfiction</u> slideshow has five examples of text that students can use to practice sorting fiction and nonfiction for the You Do activity. The slideshow includes hypertext that confirms their answers or tells them to try again; students must touch the pictures to move the presentation to the next slide. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #3: COMPARE, MAIN IDEA, ATTACH, RELATED </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "I usually like to read fiction books—made-up stories that take me to different places. However, I also enjoy reading about real things in nonfiction books. Today we're going to talk about the two different kinds of books; one is <i>fiction</i> and the other is <i>nonfiction</i>. We'll learn the differences between the two types of books and have a little fun at the end with a slideshow. When you know which kind of book you're reading, it's easier to understand what the book has to say. We always want to understand what we're hearing and reading."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Demonstrate the difference between fiction and nonfiction by sharing different texts with students, noting the similarities and differences. Then complete the Venn diagram from Teacher Journal Lesson #10.</p>	

	<p>You could say: “Our book <u>Hidden in the Trees</u> is about jungle animals. It is called a <i>nonfiction</i> book because it tells facts about animals, information that is true. The pictures show us exactly how the animals look. The words tell us about what the animals are really like. But there is another kind of book called <i>fiction</i>. These books are not true; they’re made-up stories. Many books we read are fiction, (show fiction book) like [<u>Rumble in the Jungle</u>].</p> <p>“We’re going to compare these two kinds of books. (display teacher journal) I’m going to write down some things that are the same or similar between fiction and nonfiction and some things that are different. Then you’re going to help me find more things that are the same and different.</p> <p>“One of the first things that I notice is that both of the books have pictures or illustrations, but the nonfiction book has photos of <i>real</i> animals. The fiction book has drawings of animals, but they don’t look real. So I’ll write ‘have pictures’ in the middle part because both books have illustrations, and then I’ll write ‘photos’ on the Nonfiction side and ‘drawings not real’ on the Fiction side.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Continue to read or skim the nonfiction and fiction texts and fill in the Venn diagram. Assist students with finding similarities and differences between the two types of text. You could say: “Now you’re going to help me find some more comparisons between <i>fiction</i> and <i>nonfiction</i> books. What else do you notice?”</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Review the first three slides of the <u>Fiction and Nonfiction</u> slideshow. You could say: “We’re going to look at some slides about fiction and nonfiction books to review what we just learned. Then I will show you some text, and you will choose whether the text is fiction or nonfiction.”</p> <p>Divide students into pairs to have them practice sorting fiction and nonfiction. You could say: “Sit with your partner. I’ll show you a slide; then you need to talk with your partner and decide if the selection is fiction or nonfiction. When you’ve agreed, raise your hand, and I’ll call on one partner to make the selection. Then you can see if you’re correct or not. If not, we’ll go back and you can look at it again and make another selection. Ready?”</p> <p>Continue reading through the five examples in the slideshow; after choosing fiction or nonfiction, have a child click the picture icon to confirm or revise the answer.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today you did something very cool. You sorted books into <i>fiction</i> and <i>nonfiction</i>. Can animals talk in fiction books? (pause for response) Are there photos in fiction books? (pause) Is there magic in nonfiction? (pause) What about fiction? (pause) Where do we find facts—fiction or nonfiction? (pause) Tonight, share with someone at home about what you learned today about fiction and nonfiction books.”</p>

Nonfiction

Fiction

Different



Photos or real drawings



Animals can't talk

Same

have pictures
have animals

Different



Drawings,
not real



HI!

Animals talk

LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	INTEGRATION LESSON 11
<p>SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.</p>		
<p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> Identify the purpose of a text and author's perspective. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Using Think-Alouds <p>LESSON TEXT:</p> <ul style="list-style-type: none"> <u>Hidden in the Trees</u> or <u>Hidden in the Jungle</u> by Barbara Taylor <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Think-Pair-Share 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Document camera Sticky notes Crayons or pencils <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> WRAP set #4 Vocabulary Picture Cards: compare, main idea, attach, related Student Journal Lesson #11 	
<p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Preview the book. <ul style="list-style-type: none"> Select the chapters you will read; you don't need to read every page and may opt to choose chapters that you didn't read during Lesson 9. Choose at least four examples of the author's purpose to discuss; mark the pages with sticky notes. During the You Do activity, students will complete another student journal page for the Close project. The green tree python from p. 7 is the topic for this page. <i>Have children save their student journal pages for the Close project in Lesson 24.</i> 		
<p align="center">LESSON ROUTINE</p>		
<p>SET</p>	<div style="border: 1px dashed black; padding: 10px; text-align: center;"> <p>START THE LESSON WITH WRAP SET #4: COMPARE, MAIN IDEA, ATTACH, RELATED</p> </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Did you get to choose what you wore to school today? It's fun to make choices. Today we're going to look at our book, <u>Hidden in the Trees</u>, and as we do, we're going to talk about why the author chose the animals she did to include in the book. We'll try to think like an author today. I'm excited to see which animals the author chose; when you can think like an author, it's easier to understand what you're reading or hearing."</p>	
<p>I DO</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Read pp. 4–5, pausing after the text to comment about the author's purpose. You could say: "I think one of the reasons that the author, Barbara Taylor, chose to put the pigeon on the first page is because the main idea of this chapter is <i>hiding in the trees</i>. This pigeon can hide well because the body is green and the head is blue, kind of like the green trees and the blue sky. It looks much different than the pigeons we see every day. The gecko on the next page is a good choice because it looks exactly like the tree branch so a predator couldn't see it. That would help it survive. I think these are good examples of <i>hiding in the trees</i>."</p>	

<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Continue to read the text, guiding students to discuss the author’s purpose.</p> <p>Show pp. 6–7. You could say: “These pages talk about predators. Hmm, why do you think the author chose these three animals? Would a predator eat something like fruit? The author included a frog, but it also says that snakes eat frogs, so frogs would be both prey and predator. They eat insects, but snakes and lizards eat them...” You could also discuss with students the author’s choice to include the harpy eagle and python.</p> <p>Show pp. 10–11. You could say: “The heading of this chapter says, <i>Hiding from Hunters</i>. Now we’ll see which animals the author chose to show how animals hide...” Read about each animal. Elicit comments about why the author chose that particular animal for a chapter about hiding.</p> <p>Continue reading as much of the book as you choose, highlighting the author’s choices.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Distribute the student journal. You could say: “Now we’re going to continue making a book about an animal from this unit. We talked about why the author included some of the animals. One of the predators was a green tree python. Your job today is to work with your partner and decide what a python looks like, where it lives, what it eats and what it likes to do.</p> <p>“In your student journal, you’ll see the picture of a python. First trace its name on the top line. Then decide its color; with crayons, color in the box with the color of a green tree python. (pause while students complete these steps) Now talk with your partner and circle the picture that shows where the python lives, what it eats, and what it likes to do.”</p> <p>Circulate the room to support students as they complete the student journal. Then have students share their answers with the class.</p> <p>Remember, students should save their completed journals in their student portfolios for the Close project.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we learned that authors can make choices about what to put in a book. Our author wanted to teach us about how different jungle animals hide. She chose some good examples of animals that hide and animals that hunt. For our books, we chose an animal that is a predator—one that hunts. Tell me the name of the animal. (pause for response) Yes! The green tree python! The next time you look in a book, think about why the author chose to include what he or she did. Then tell your family tonight about the green tree python.”</p>

I am a: green tree python

Color:



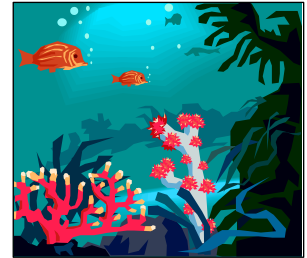
I live in a:



jungle

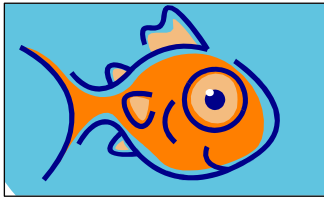


desert

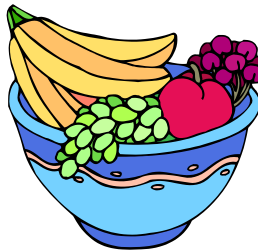


coral reef

I eat:



fish



fruit



lizards and
frogs

I like to:



hide in coral



wrap around
branches



hide under
rocks

LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	WORDS TO KNOW LESSON 12
<p>SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.</p>		
<p>TEACHING OBJECTIVES:</p> <ul style="list-style-type: none"> Define the words predator, prey, but, and vocabulary by providing a simple definition. Use the words in spoken sentences. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Rich Instruction <p>LESSON TEXT:</p> <ul style="list-style-type: none"> <u>Hidden in the Trees</u> or <u>Hidden in the Jungle</u> by Barbara Taylor <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Think-Pair-Share 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> None recommended <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> Vocabulary Picture Cards: predator, prey, but, vocabulary Words to Know rings: predator, prey, but, vocabulary 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Cut, punch, and attach the next four Words to Know strips to students' Words to Know rings—predator, prey, but, and vocabulary. The You Do activity involves jumping; lead this activity on the carpet or in another open area, and have children find a spot where they won't jump into each other. WORDS TO KNOW <ul style="list-style-type: none"> predator: Something that hunts and eats other animals prey: An animal hunted for food but: Except vocabulary: All the words a person knows 		
<p>LESSON ROUTINE</p>		
<p>SET</p>	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "We have so many words to learn! We have thousands that we know and thousands more to learn! The more words you know, the better you can understand what you read and hear. Let's get started. Today, we're going to discuss four new words—predator, prey, but, and vocabulary. We'll talk about what they mean and how to use them. Then we'll play a frog game with the words. You have a ring with the words on them to help you learn the new words. By the end of the lesson, you'll be able to say what these words mean. Ready?"</p>	
<p>I Do/ WE DO</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Use the Words to Know rings and Vocabulary Picture Cards to introduce the Words to Know. Provide examples of the words from the lesson text and in contexts to which children can relate.</p> <p>You could say: "The first word we want to know is predator. (show Vocabulary Picture Card) Say the word predator... Find predator on your word ring. Read the definition with me: Predator means 'something that hunts and eats other animals.' What kind of predator is in the picture? (pause for response)</p>	

- In our book on pages 6 and 7, we see that many jungle animals are **predators**, like eagles, snakes, and even frogs. The next page tells us that jaguars are **predators**, too. They hunt and eat other animals.
- Let's read the definition again: **Predator** means 'something that hunts and eats other animals.'
- Take turns naming a **predator** with your partner; say something like, 'A *snake* is a **predator**.'
- Tell me, what does a **predator** do? (**pause for response**) Right! It hunts and eats other animals.

(prey)

"The next word is **prey**. (**show picture card**) Say **prey**... Now find the word **prey** on your word ring. Read the definition with me: **Prey** means 'an animal hunted for food.' What kind of **prey** is in the picture? (**pause for response**)

- On pages 4, 5, 10, and 11, we see that many jungle animals are **prey**. Birds, geckos and other lizards, agoutis, and okapis are **prey**. They hide from **predators** or try to trick them. Some might also **prey** on other animals, like the green tree frog.
- Let's read the definition again: **Prey** means 'an animal hunted for food.'
- Take turns naming an animal that is **prey** with your partner. You could say, 'A *frog* is **prey**.'
- Tell me, what is **prey**? (**pause for response**) Right! An animal hunted for food.

(but)

"The next word is **but**. (**show picture card**) Say the word **but**... Find the word **but** on your word ring. Read the definition with me: **But** means 'except.' In the picture, you see popcorn and candy. The candy is crossed off. Your parent might say, 'You can have popcorn, **but** not candy at the movie.'

- The word **but** is a special kind of word that we use to put two sentences together. When we talked about sharks and tigers, we said they were both **predators**, **but** they live in different places. You might say 'I like pizza, **but** I only like cheese pizza, not pepperoni.' Or you could say, 'I got sick yesterday, **but** I feel fine today.' It means 'except.'
- Let's read the definition again: **But** means 'except.'
- Take turns saying this: 'Another word for **but** is *except*.'
- Tell me, what does **but** mean? (**pause for response**) Right! Except.

(vocabulary)

"The last word is **vocabulary**. (**show picture card**) Say the word **vocabulary**... Now find the word **vocabulary** on your word ring. Read the definition with me: **Vocabulary** means 'all the words a person knows.' In the picture, the kids are thinking about all the words we're learning—their **vocabulary**.

- We're learning a lot of words about animals that are new **vocabulary** words. They'll be in your head so you can use the words when we talk about our books. If you take karate or dance, you might learn karate **vocabulary** or dance **vocabulary**—words that you'll use in those activities.
- Let's read the definition again: **Vocabulary** is 'all the words a person knows.'
- Take turns saying a new **vocabulary** word, like this: '**Predator** is a new **vocabulary** word.'
- Tell me, what does **vocabulary** mean? (**pause for response**) All the words a person knows!"

YOU DO

Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.

You could say:

"Now we're going to play a frog game with our words so you can remember what the words mean. Let's spread out a little so we don't jump on someone. Get your word rings handy and sit on your haunches like a frog in the jungle. When I say a word, find the word on your word ring, put it between your hands, and then jump up like a frog! I'll ask one person to tell me the word, so don't say anything until everyone jumps up and I call on one person.

	<p>“Let’s practice doing it in slow motion... Sit on your haunches... Now find the word on your word ring that means ‘except.’ Hold the word ring in both of your hands and jump up! Did you find the word but? Excellent. Now let’s start our game...</p> <ul style="list-style-type: none"> • Find the word that means ‘an animal hunted for food.’ (prey) • Which word goes with an eagle? (predator) A snake? (predator) A walking stick? (prey) • Which word means ‘all the words a person knows’? (vocabulary) • Which word goes with a frog? (prey/predator) A coyote? (predator) A jaguar? (predator) A butterfly? (prey) • Which word goes here? ‘I went to the store, ___ I forgot my money.’” (but)
CLOSE	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “We need to get really good at learning new words because words help us understand and explain our world. Today we learned four new words. Tell your partners which of the words mean...</p> <ul style="list-style-type: none"> • ‘Something that hunts and eats other animals.’ (predator) • ‘An animal hunted for food.’ (prey) • ‘Except.’ (but) • ‘All the words a person knows.’ (vocabulary) <p>Try to use one or more of these words today when you’re talking. If you hear someone using a Word to Know, tell me and we’ll celebrate!”</p>



WEEKLY LESSON PLANNER

ANIMALS

Week 4	Lesson 13	Lesson 14	Lesson 15	Lesson 16
Lesson Type	Text Mapping	Integration	Words to Know	Read to Know
Objectives	<ul style="list-style-type: none"> Use compound sentences. 	<ul style="list-style-type: none"> Identify the main idea of an informational text. 	<ul style="list-style-type: none"> Sort target vocabulary words—predator, prey, but, and vocabulary—into semantic categories. Use the words in a sentence. 	<ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Communicate important information from the text to someone who hasn't read it.
Lesson Texts	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> <u>Hidden in the Trees</u> or <u>Hidden in the Jungle</u> by Barbara Taylor 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Bags or paper clips 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard 🖨️ 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard 🖨️ 	<ul style="list-style-type: none"> Teacher's Bookshelf books 📖 Drawing paper (1 per student) Drawing utensils
Unit Materials Provided	<ul style="list-style-type: none"> Teacher Journal Lesson #13 Picture and word cards for Lesson #13 📖 	<ul style="list-style-type: none"> WRAP set #5 Vocabulary Picture Cards: predator, prey, but, vocabulary Teacher Journal Lesson #14 Student Journal Lesson #14 	<ul style="list-style-type: none"> Teacher Journal Lesson #15 (print or digital) 🖨️ Words to Know game cards for Lesson #15 🎲 Turtle word web 🐢 	<ul style="list-style-type: none"> WRAP set #6 Vocabulary Picture Cards: predator, prey, but, vocabulary



Digital/Tech



Prep Materials



Preview the Text



Game



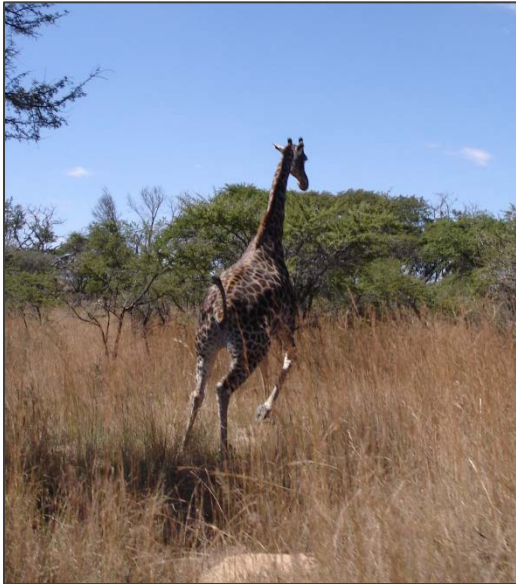
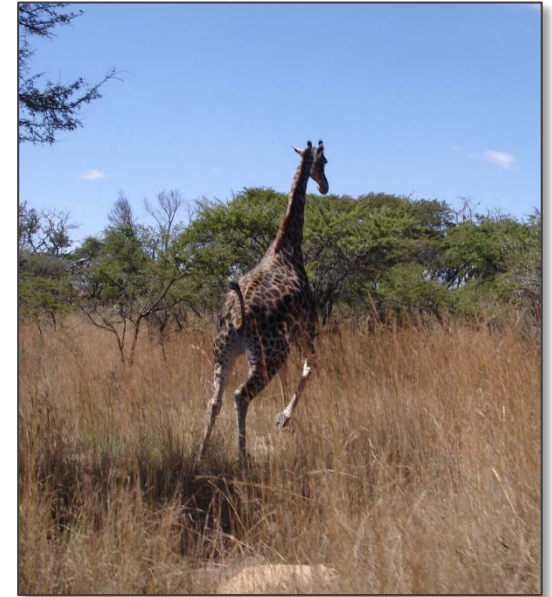
Save Materials

LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	TEXT MAPPING LESSON 13
SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Use compound sentences. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Using Think-Alouds LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Bags or paper clips UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #13 Picture and word cards for Lesson #13 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Precut and bag or paper clip together the picture and word cards for students; you should have a set for each pair of students. This lesson targets compound sentences using the coordinating conjunctions <i>so</i> and but. A compound sentence is made of two independent clauses (simple sentences) joined by a coordinating conjunction. For example: <ul style="list-style-type: none"> <i>We are cold, <u>so</u> we are going inside.</i> <i>We aren't cold, but we are going inside.</i> 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "As you get older, you start using longer and longer sentences. It's one way your parents know that you've become much bigger. Today, we're going to talk more about animals, and you get to do most of the talking! We're going to learn how to make longer sentences. You will sound very smart for your age when you talk about animals using very long sentences. It also means you can understand longer sentences when you read and listen. That's a very good thing. Let's get started!"</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display Teacher Journal Lesson #13. Demonstrate how to make longer sentences using a coordinating conjunction.</p> <p>You could say: "I have some animal pictures that I'm going to use to show you how to talk about animals and use longer sentences. Here is a picture of some cheetahs. It looks like they're running. Here is a picture of a giraffe running away. In between the pictures, we have the connecting word but. (point to the pictures and word as you say a compound sentence) I'm going to say, 'The cheetahs tried to catch a giraffe, but the giraffe ran away.' I used two shorter sentences and this little word but, which is one of our Words to Know.</p> <p>"I could also make a different sentence. (point to the bottom of the teacher journal) I think I want to say, 'The giraffe ran away, <u>so</u> the cheetahs were hungry.' This time I switched the sentences and used the word <i>so</i>. I could also say, 'The cheetahs were hungry, <u>so</u> they tried to catch a giraffe.' I used the same two sentences, but I switched them around and used the little word <i>so</i>. I could also say, 'The giraffe ran away, <u>so</u> the cheetahs ran home.'"</p>	

<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Have students form pairs and give a set of picture and word cards to each pair. Help students use the pictures of the cheetahs and giraffe to practice forming compound sentences using the coordinating conjunctions <i>so</i> and <i>but</i>.</p> <p>You could say: “Now you can practice making those long sentences. Find the cheetahs and the giraffe pictures. Then find the connecting words <i>so</i> and <i>but</i> in your bag. Leave all the other pictures and words in the bag for now.</p> <p>“On your [desk/floor], put down the cheetahs. Then lay down the word <i>but</i>, and then the giraffe. I’ll lay my finger on the picture or word as I say the sentence. Say it with me and point to the pictures: ‘The cheetahs ran after the giraffe, <u>but</u> the giraffe got away.’</p> <p>“Now let’s put the giraffe picture first and the cheetah picture last. This time, let’s use the word <i>so</i>. Put the word <i>so</i> between the giraffe and the cheetahs. Now I’m going to point to the pictures and say, ‘The giraffe ran away, <u>so</u> the cheetahs were hungry.’ Say that with me and point to the pictures: ‘The giraffe ran away, <u>so</u> the cheetahs were hungry.’</p> <p>“Now with your partner, take turns saying sentences using these pictures and the words <i>so</i> and <i>but</i>. You can use the same sentences or think of other sentences using the pictures and words.” Circulate around the room to support students as they develop sentences.</p> <p>As time allows, ask volunteers to share their compound sentences with the class, pointing to the pictures and words.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Have students continue the activity using other picture cards from their sets. You could say: “Now you can take out all of the pictures and connecting words from the bag. Sit next to your partner, and take turns making sentences using the connecting words <i>so</i> and <i>but</i> to put two sentences together. I’ll be roaming the room, so just ask if you need help. After you’ve practiced a while, I want to hear some of your very long sentences.” Roam the room to provide support to students who are struggling with compound sentences.</p> <p>As time allows, invite students to share some of their compound sentences with the class.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “What did we do today? We learned how to make a longer sentence about animals from two shorter sentences using the connecting words <i>so</i> and <i>but</i>. I want a volunteer to say a long sentence using one of the connecting words... (invite student to share) That’s it! That’s what we did today. We combined two smaller sentences into a longer sentence using <i>but</i> or <i>so</i>. Now you are very smart kindergarteners because you know how to make some very long sentences. Tonight at home, practice making long sentences. Your family will be amazed!”</p>



but



so

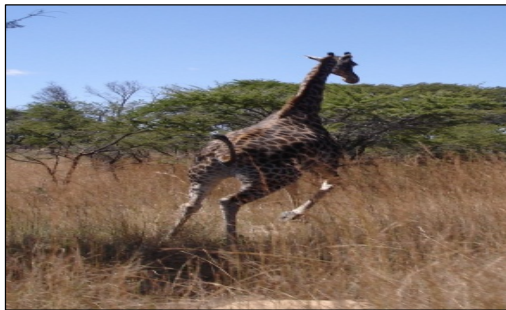




but



but



so



so



LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	INTEGRATION LESSON 14
<p>SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.</p>		
<p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> Identify the main idea of an informational text. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Finding the Main Idea <p>LESSON TEXT:</p> <ul style="list-style-type: none"> <u>Hidden in the Trees</u> or <u>Hidden in the Jungle</u> by Barbara Taylor <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Think-Pair-Share 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> WRAP set #5 Vocabulary Picture Cards: predator, prey, but, vocabulary Teacher Journal Lesson #14 Student Journal Lesson #14 	
<p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Use the teacher journal as a visual as you practice finding the main idea. Circle and draw a line from the main idea to the trunk of the tree, or move the main idea under the tree if using the digital teacher journal. The student journal provides students with additional practice selecting the main idea from three choices. 		
<p align="center">LESSON ROUTINE</p>		
<p>SET</p>	<div style="border: 1px dashed black; padding: 10px; text-align: center;"> <p>START THE LESSON WITH WRAP SET #5: PREDATOR, PREY, BUT, VOCABULARY</p> </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Do you remember when we found the main idea using the <u>Desert Animals</u> slideshow? Finding main ideas is important so that we can remember what we've read. In our book about jungle animals today, we're going to find the main idea. To help us do that, we get to play in trees today. We'll find the main idea in our book chapter and then draw a line to the tree. Good readers know how to find the main idea when they read and listen to information, just like we do."</p>	
<p>I Do</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display the teacher journal. You could say: "We already know that a main idea is what the story or paragraph is about, or the most important information. When we read nonfiction books like <u>Hidden in the Jungle</u>, we want to know the most important information because that will help us remember the facts. As I read this page, I'm looking for the main idea. A main idea is like this palm tree. (point to tree on the teacher journal) The main part of the tree is the trunk. It's the most important part, so it is like the main idea."</p> <p>(read pp. 6–7) "The name of this chapter is 'Hunting in the Trees.' I know that this chapter is about predators in the jungle, like the eagle, snake, and frog. That's the main idea—<i>predators in the jungle</i>. Now I need to look at the choices next to the first tree to find the picture that shows the main idea... Is a walking stick a predator in the jungle? No. Is a tiger a predator in the jungle? Yes, but let me look at the last choice—a rattlesnake. I know it's a predator, but it doesn't belong in the jungle... It belongs in the desert. My best choice is the tiger, a jungle predator. I'll move it under the palm tree (or draw a line to the tree) since a main idea is like the trunk of a tree—the most important part."</p> <p>Read pp. 8–9 and show students how to find the main idea from the next choice of three.</p>	

<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Continue to use the teacher journal as you guide students to find the main ideas of other pages from the text.</p> <p>You could say: “Now help me find the main idea of this chapter. (read pp. 10–11) What shall we choose? What are our choices? <i>Hiding in the jungle, predators in the jungle, or hiding in the desert...</i> (elicit responses) <i>Hiding in the jungle</i>, yes. The main idea of these pages is how animals hide in the jungle. The word <i>hiding</i> is even in the heading on this page. So I will move (or draw a line from) the picture of the frog to the tree trunk.</p> <p>“Let’s read one more chapter, ‘Clever Disguises.’ (read pp. 14–15) What’s the main idea? We know it’s about disguises, but let’s look at our choices: <i>Insects wear disguises, monkeys wear disguises, or tortoises look like sand.</i> Which main idea fits this chapter?”</p> <p>Guide students to identify the main idea, referencing clues or examples from the chapter.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Pass out the student journal. Students will work in pairs to choose the main ideas from a choice of three. You could say: “Now you’re going to work with your partner to choose the main idea from three choices. Each of you has a student journal with two trees and some pictures. First, I’ll read the book and show you the pictures. Then you and your partner will decide which one of the main ideas is the correct main idea. When you agree, circle the picture and draw a line to the trunk of the tree.</p> <p>(read pp. 18–19) “Which picture shows the main idea of this chapter: <i>snakes hide in leaves, leaves in the jungle, or living sticks?</i> Talk with your partner... Now circle the picture of the main idea and draw a line to the tree trunk.”</p> <p>Proceed with pp. 20–21, reading the chapter and choices from the student journal. Roam the room and assist students who struggle to identify the main idea.</p> <p>Once students have completed their journals, ask them to explain why they chose each main idea.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we learned to find the main idea in a book. We had to choose the best main ideas and draw a line to the trunks of palm trees. We are learning very important ways to understand and remember what we’re reading so we can talk about what we’re learning. Who can remember what a main idea is? (pause for response) Yes, it’s what the story or message is about. Now you know how to find the main idea in other books and stories that you read or hear. What amazing students you are!”</p>

pp. 6–7



Prey in
the jungle

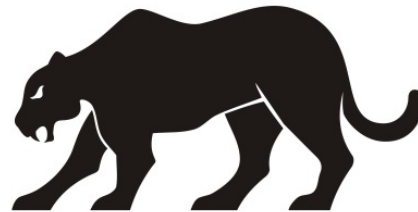


Predators in
the jungle



Predators in
the desert

pp. 8–9



Jaguars can be
black



Jungle cats eat
monkeys



Jungle cats use
camouflage

pp. 10–11



Teacher Journal

Animals – Lesson 14



Hiding in
the jungle



Predators in
the jungle



Hiding in
the desert

pp. 14–15



Insects wear
disguises



Monkeys wear
disguises



Tortoises look
like the sand

Student Journal

Animals – Lesson 14



The **main idea** is...



Snakes hide
in leaves.



Living sticks



Leaves in
the jungle



The **main idea** is...



Tricks and poison



Butterflies
are pretty.



Snakes eat frogs.

LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	WORDS TO KNOW LESSON 15
<p>SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.</p>		
<p>TEACHING OBJECTIVES:</p> <ul style="list-style-type: none"> Sort target vocabulary words—predator, prey, but, and vocabulary—into semantic categories. Use the words in a sentence. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Rich Instruction <p>LESSON TEXT:</p> <ul style="list-style-type: none"> N/A <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Small Groups 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Bags or paper clips <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> Teacher Journal Lesson #15 (print or digital) Words to Know game cards for Lesson #15 Turtle word web 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... You could cut out the Words to Know game cards to save time. Separate stacks of eight cards (two of each word) to give to each group of four, and bag or clip them together. Use the teacher journal to create word webs for the Words to Know using the suggested related words or other words you choose. If using the print version of the teacher journal, you may cut out the pictures and place them on the turtle word web. WORDS TO KNOW <ul style="list-style-type: none"> predator: Something that hunts and eats other animals prey: An animal hunted for food but: Except vocabulary: All the words a person knows SUGGESTED RELATED WORDS <ul style="list-style-type: none"> predator: <i>hunter, meat-eater, prey</i> (antonym) prey: <i>chased, target, plant-eater, predator</i> (antonym) but: <i>different, and, connector</i> vocabulary: <i>words, talk, meaning</i> 		
<p>LESSON ROUTINE</p>		
<p>SET</p>	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "I was reading the other day and I saw a new word that I didn't know. What should I do? Look it up and learn what it means! Today, we're going to discuss our four Words to Know—predator, prey, but, and vocabulary. We'll talk about words that are related to these words. We already know that related means 'connected or belonging together.' So today, we'll be learning more words that are <i>connected or belong with</i> our words. Then we'll have even more words to use when we talk. Understanding more words helps us to understand what we read and hear. At the end, we'll play a game with all of the new words we've learned."</p>	

<p>I Do</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display the teacher journal (or turtle word web); add related words to the web for each word. You could say: “One of our Words to Know is but. We know that it means ‘except’ and that it connects two parts of a sentence. I’ll put the word but in the middle of this turtle. Now, let’s think of words that are related to, or belong with, the word but. One word that comes into my head is <i>connector</i>. We know that but <i>connects</i> two parts of a sentence. I’ll put <i>connector</i>. Another word is <i>different</i>. We’re saying that the first part of the sentence is <i>different</i> than the last. We might say, ‘I like this, but I don’t like that.’ The first part is <i>different</i> than the second part. The last word I’ll write in is <i>and</i>. <i>And</i> is also a <i>connector</i>, but it’s <i>different</i> than but because it means ‘the same’ or ‘also’, not <i>different</i>. You could say, ‘I like this, <i>and</i> I like that.’ Now I have all these words that are related to but—<i>connector</i>, <i>different</i>, and <i>and</i>.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Work with students to make webs for the remaining words. You could say: “Now we’re going to work together to find related words for the rest of our Words to Know. Let’s start with vocabulary. If vocabulary is ‘all the words a person knows,’ what should we write? What makes up our vocabulary? (if necessary, provide two choices to elicit the related word words) I will add <i>words</i> to the web. We use our vocabulary when we _____. (pause for response) Yes, when we <i>talk</i>! When we know <i>words</i>, when they’re in our vocabulary, we can tell the definition, or the _____ of the <i>words</i>. Any ideas? (pause for response) The <i>meaning</i>! We can tell the <i>meaning</i> of the <i>words</i>. Let’s add that to our vocabulary web.”</p> <p>Continue with the Words to Know predator and prey, completing a word web for each word.</p>
<p>You Do</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Divide students into groups of four and distribute the Words to Know game cards. You could say: “We just learned a lot more about the words predator, prey, but, and vocabulary. Now we’re going to play a game called Clue with our words. You’ll be in groups of four. When it’s your turn, draw a card from the card pile. One of the Words to Know is on the card. Don’t let anyone see your card. You can’t say the word, but you have to use a related word or tell what it means in a sentence to get your partners to say the word. For example, if I had the word but, I could say, ‘This word is a <i>connector</i>.’ If my partners didn’t guess the word, I could give them another clue, like ‘It’s like the word <i>and</i>.’ When they guess the word, then it’s another partner’s turn to draw a card. Remember, don’t say the word, but use clues like the related words or definitions to help your partners guess the word.</p> <p>“Let’s play together for a bit... I just drew a card. I won’t let you see it. It’s a <i>meat-eater</i>. What is it? (pause for response) A predator! Great! Let’s do one more. This word is an animal that is <i>chased</i>. What is it? (pause for response) Prey! Now put your cards face down on the table and take turns picking a card and giving clues for your group to guess.”</p> <p>Circulate among groups, providing support for students who have difficulty giving clues.</p>

CLOSE

Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

You could say:

"We are learning so many new words! Tell your partners which word goes with these words..."

- *chased* (**prey**)
- *except* (**but**)
- *words* (**vocabulary**)
- *hunter* (**predator**).

Now you know even more words! You are building your **vocabulary** every day. I want to hear you use at least one of these words today. Try to catch each other using our new words, too. I'll be listening!"



predator



hunter



prey



meat-eater



prey



plant-eater



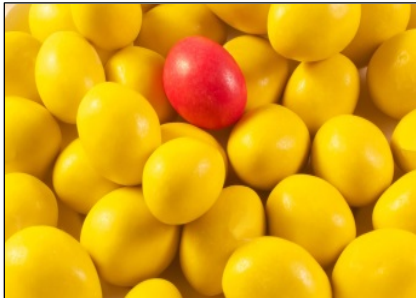
chased



target



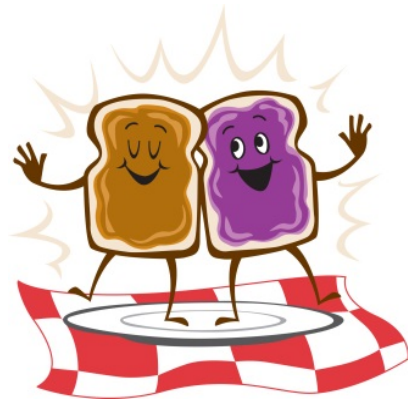
but



different



connector



and



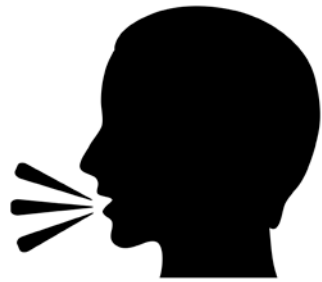
vocabulary



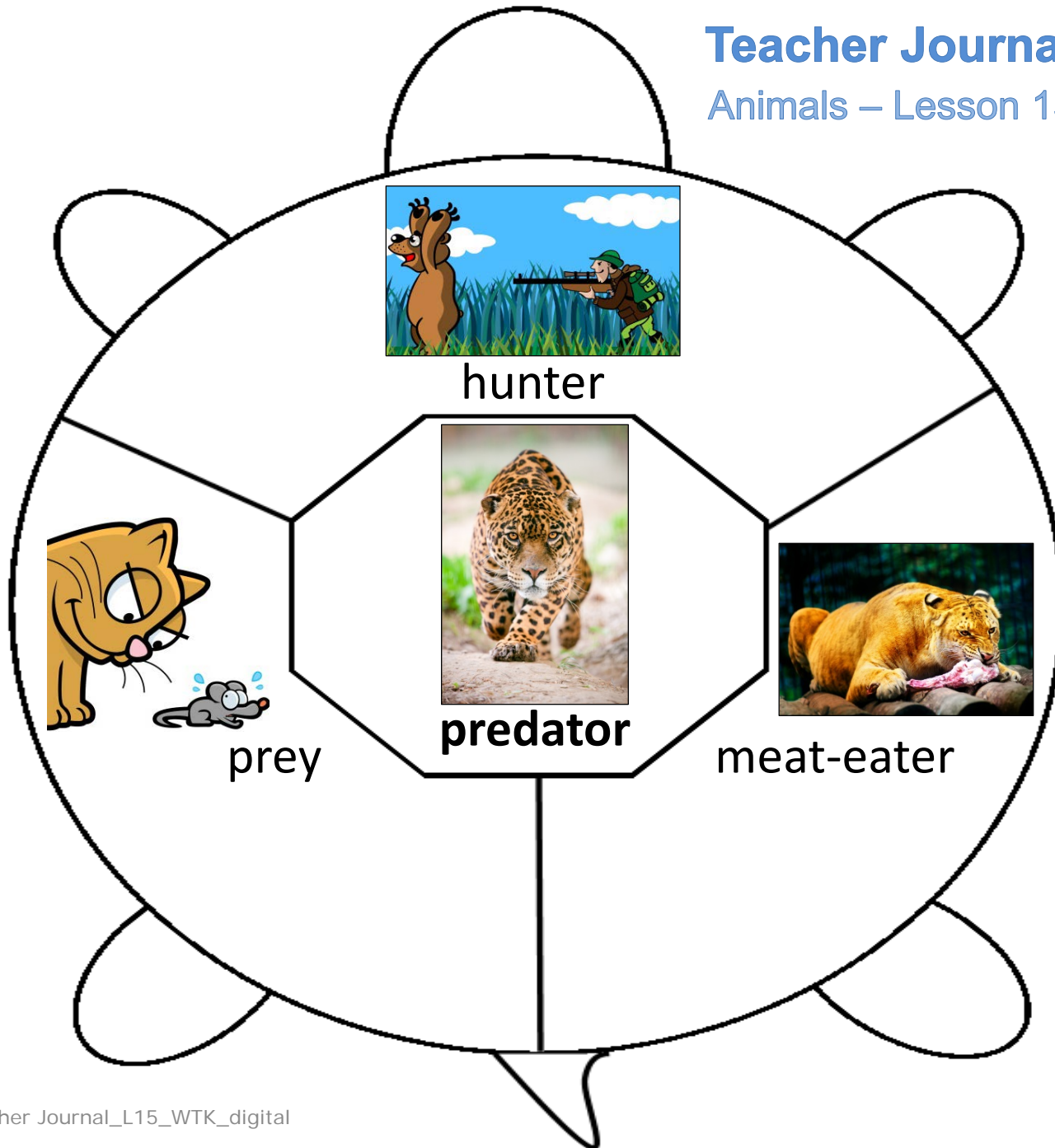
words

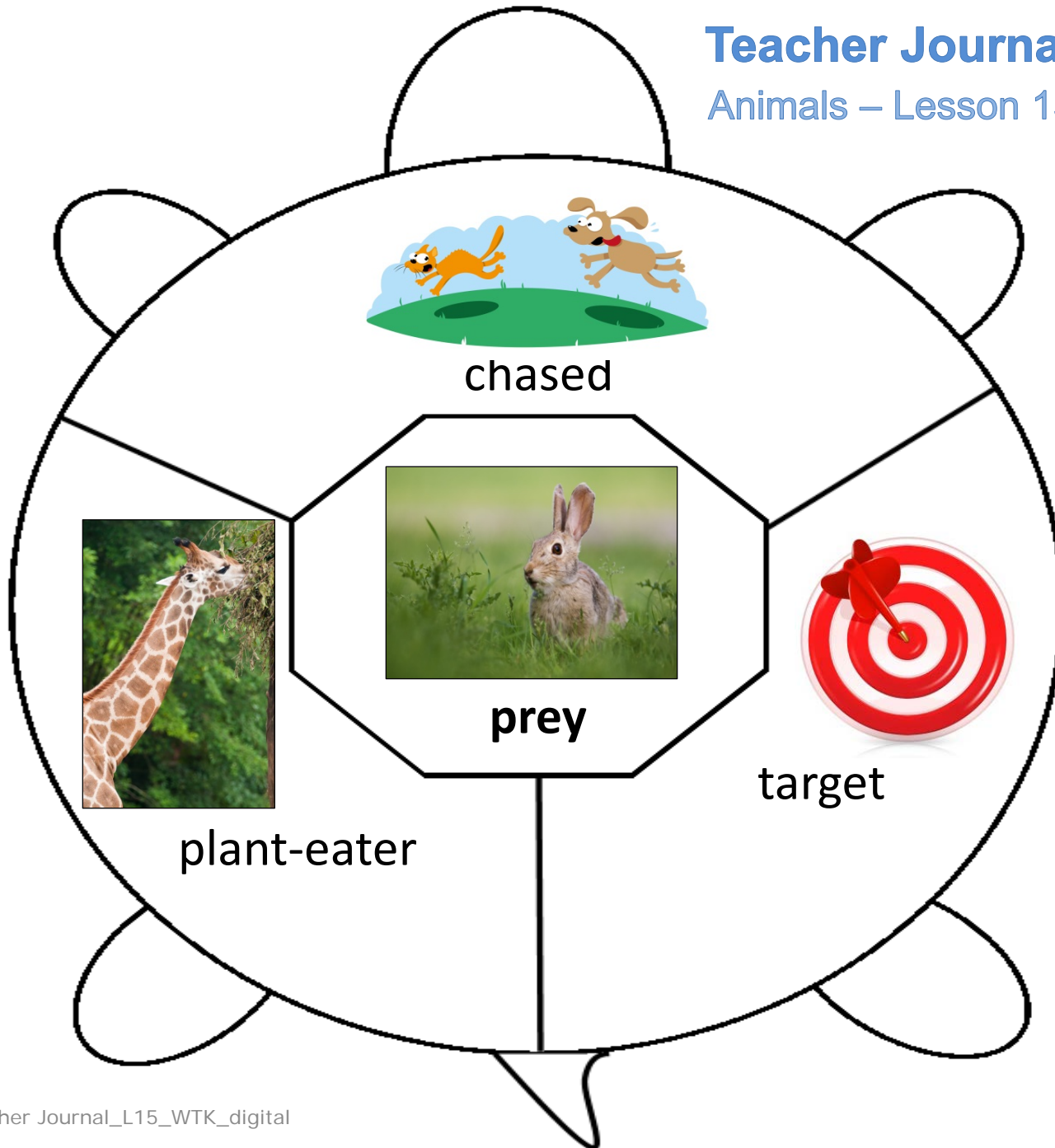


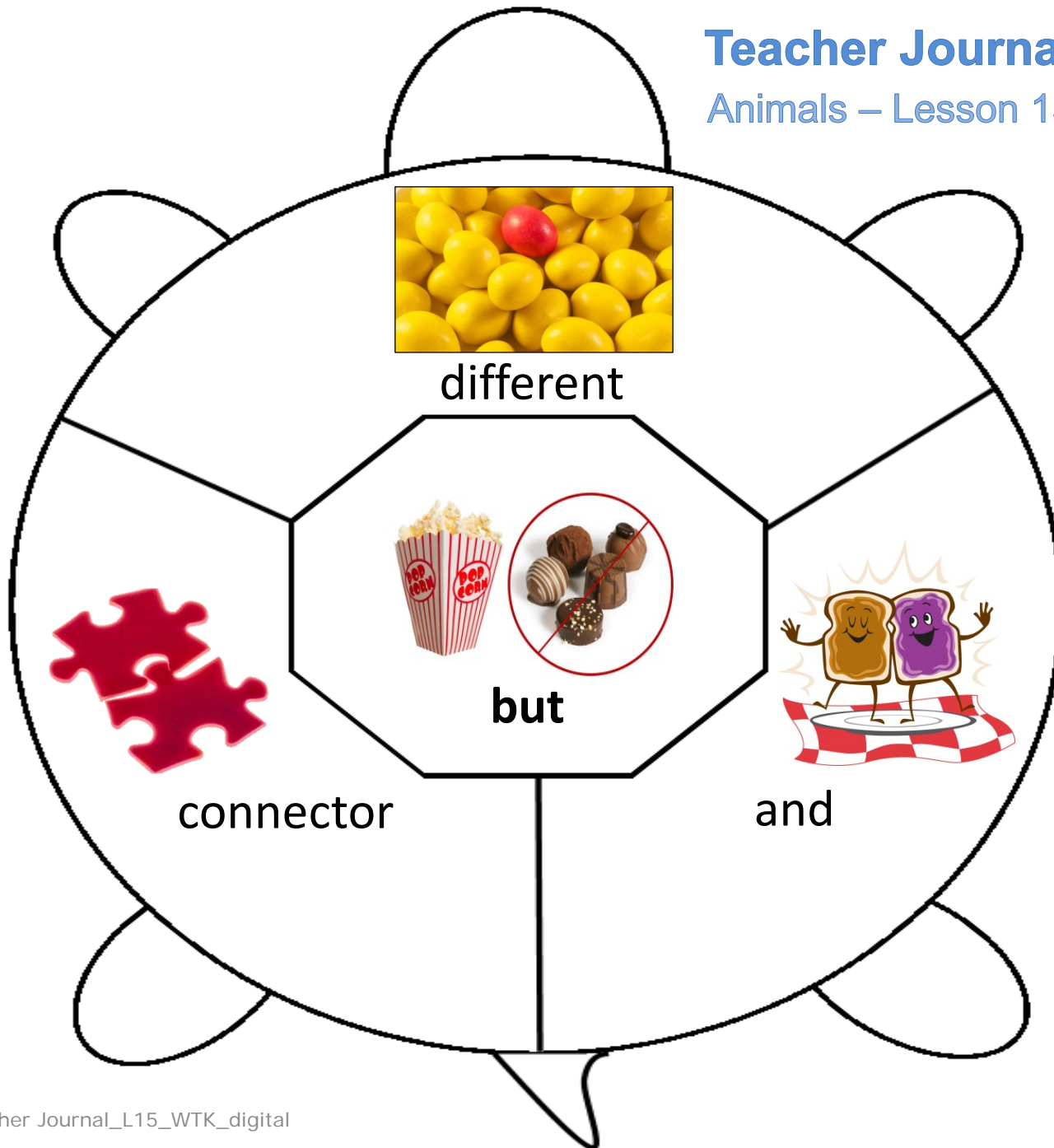
meaning

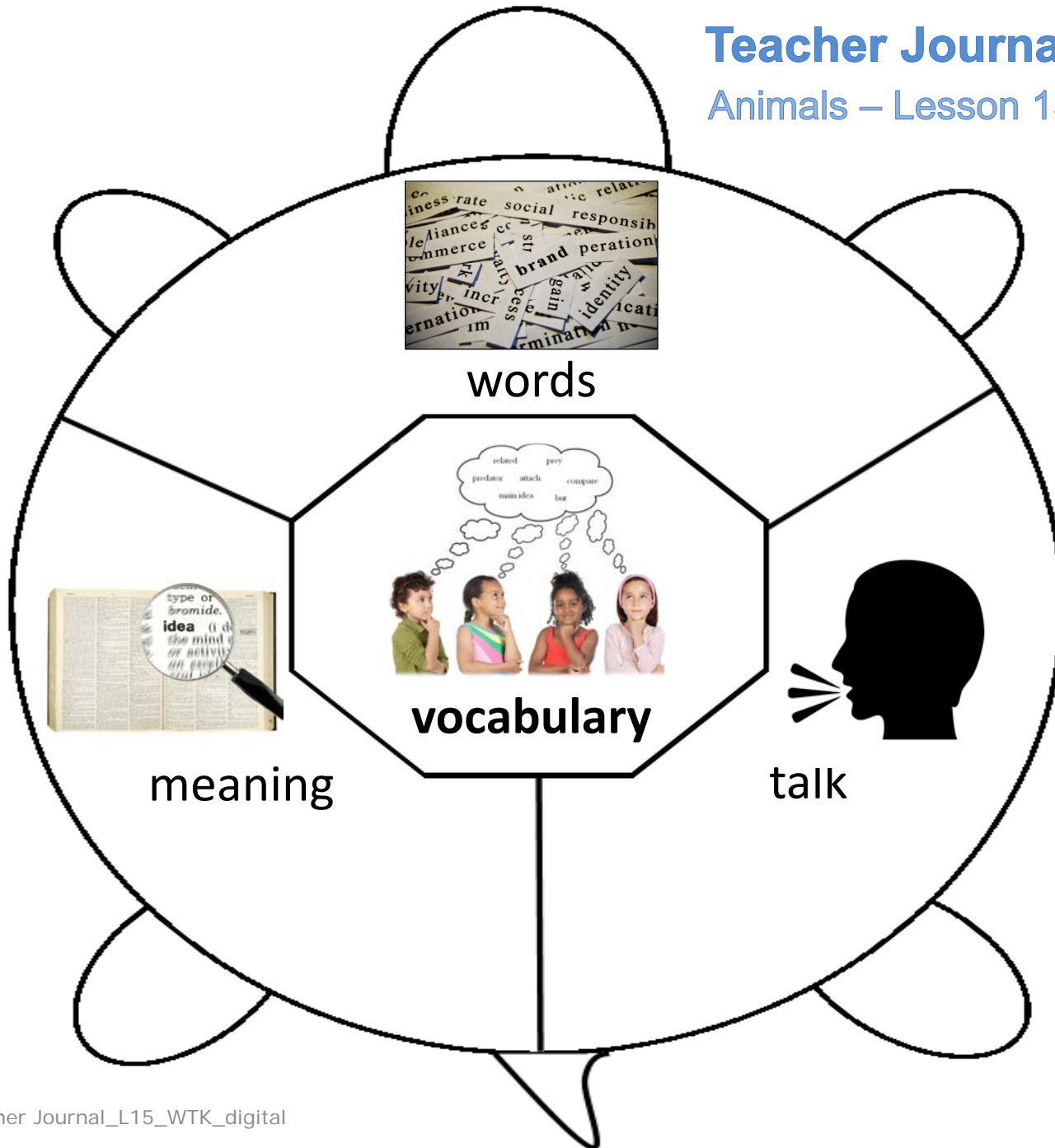


talk











predator
something
that hunts
and eats other
animals



prey
an animal hunted for food



but
except



vocabulary
all of the words
a person knows



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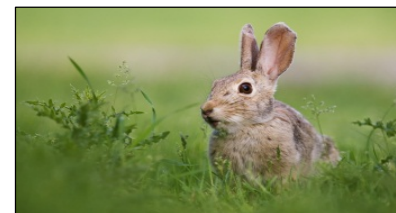
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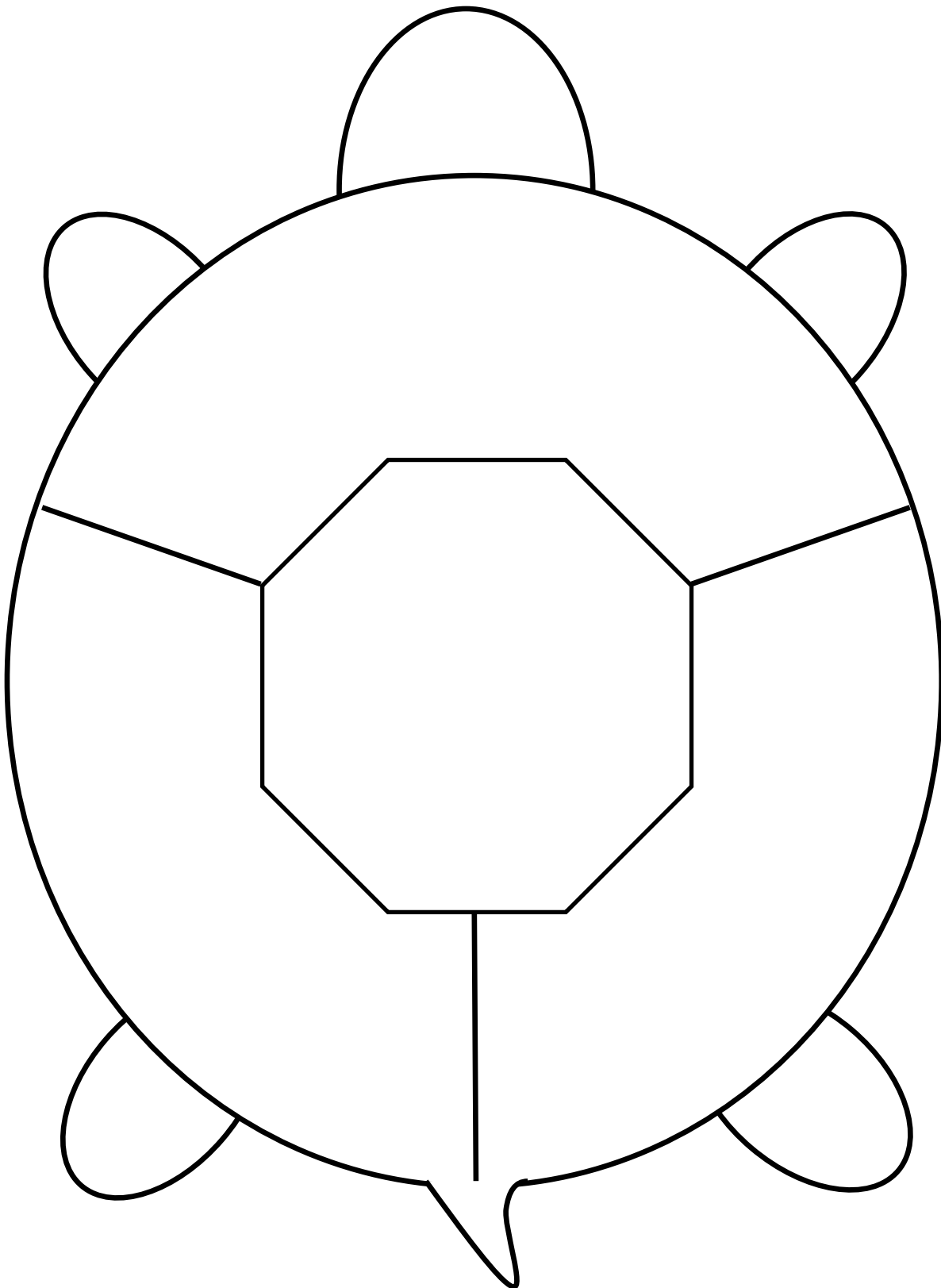
but
except



vocabulary
all of the words
a person knows

Turtle Word Web

Kindergarten



LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	READ TO KNOW LESSON 16
SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Communicate important information from the text to someone who hasn't read it. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Engaging Readers LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Teacher's Bookshelf books Drawing paper (1 per student) Drawing utensils UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #6 Vocabulary Picture Cards: predator, prey, but, vocabulary 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. Prepare a sample drawing of an animal from a book you've chosen to use as a model during the I Do routine. The I Do and We Do routines are combined in this lesson. Your students may not be able to engage with their books for 10-15 minutes; feel free to move to the You Do activity sooner. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #6: PREDATOR, PREY, BUT, VOCABULARY </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "I have a favorite animal I like to read about—turtles. I think they are such interesting creatures. I like to read about desert tortoises and jungle turtles. I saw a sea turtle laying eggs once, so maybe that's why I like to read about turtles. Today, you can choose a book to read like we did before."</p>	
I Do/ We Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Review the expectations for Read to Know lessons as needed. You could say: "There are many different kinds of books set out around the room to choose from. First find a book that looks interesting to you. Second, look at all of the pictures and read what you can. Make sure you're looking at a book the entire time. You can choose more than one book to enjoy."</p>	

	<p>To establish a goal for children’s reading, you could say: “After you stop reading, think about one animal and draw its picture on a piece of drawing paper. First think, and then draw. After that, you will find your partner and share with him everything you learned about that animal. Here’s a picture of a sea turtle that I drew after I read about it. (share drawing you prepared) Then I would tell my partner that sea turtles lay lots of little white eggs on the beach in a deep hole. It’s very cool.”</p> <p>Allow children to select books and engage with the texts for [10-15] minutes on their own.</p>
YOU DO	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE. Pass out drawing paper to each student.</p> <p>Distribute drawing paper to students. You could say: “Now that you’ve read your book, take some time to think about the animal and draw the animal on your paper. When you’re finished, find your partner and share what you drew.” Circulate the room to support students as they choose animals and discuss their ideas with their partners.</p>
CLOSE	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we looked at books that we enjoy, and we chose the books that were interesting to us. I like great pictures and words that tell a lot about the animals I enjoy. Did you find a good book to look at today? What did you find? (allow students to share) What did you learn about an animal today? (allow students to share) Let’s keep reading as many books as we can. We love to learn more about animals!”</p>



WEEKLY LESSON PLANNER

ANIMALS

Week 5	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Lesson Type	Read to Me	Text Mapping	Integration	Read to Know
Objectives	<ul style="list-style-type: none"> Participate in collaborative conversations about topics within Kindergarten texts. Identify when text being read contains information that does not make sense. 	<ul style="list-style-type: none"> Use grade-level suffixes and prefixes. 	<ul style="list-style-type: none"> Identify the main idea and details of an informational text. 	<ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Communicate important information from the text to someone who hasn't read it.
Lesson Texts	<ul style="list-style-type: none"> <u>Life in a Coral Reef</u> by Wendy Pfeffer 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> <u>Life in a Coral Reef</u> by Wendy Pfeffer 	<ul style="list-style-type: none"> N/A

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Sticky notes 	<ul style="list-style-type: none"> Document camera or interactive whiteboard Computer Game pieces and dice 	<ul style="list-style-type: none"> Chart paper or interactive whiteboard Crayons Computer 	<ul style="list-style-type: none"> Teacher's Bookshelf books Drawing paper (1 per student) Drawing utensils
Unit Materials Provided	<ul style="list-style-type: none"> Fix-Up Strategies Poster Comprehension Monitoring Icons (optional) 	<ul style="list-style-type: none"> WRAP set #7 Vocabulary Picture Cards: predator, prey, but, vocabulary <u>Suffixes and Prefixes</u> slideshow for Lesson #18 Game boards for Lesson #18 Game cards for Lesson #18 	<ul style="list-style-type: none"> Student Journal Lesson #19 <u>Animals of the Coral Reef</u> slideshow for Lesson #19 	<ul style="list-style-type: none"> WRAP set #8 Vocabulary Picture Cards: predator, prey, but, vocabulary



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	READ TO ME LESSON 17
SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Participate in collaborative conversations about topics within Kindergarten texts. Identify when text being read contains information that does not make sense. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> Rich Discussion Comprehension Monitoring LESSON TEXT: <ul style="list-style-type: none"> <u>Life in a Coral Reef</u> by Wendy Pfeffer TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Group Discussion 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Fix-Up Strategies Poster Comprehension Monitoring Icons (optional) 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Preview the lesson text. <ul style="list-style-type: none"> Decide how much of <u>Life in a Coral Reef</u> you want to read; mark the pages in the book. For example, you could skip pages 6–13 about coral, depending on your time and the interests of students. Use sticky notes to mark pages on which you will model comprehension monitoring or prompt students to monitor comprehension. (Additional suggestions are provided in the We Do routine.) You might also note possible questions for rich discussion. Model using the Comprehension Monitoring Icons, or Makes Sense/Doesn't Make Sense signs, to monitor your comprehension of the text; you may choose to have students raise their hands or thumbs instead. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Have you ever watched a show about life underwater? I'm very interested in animals that live in the ocean. There are some pretty wild creatures! This is our last book in the Animals unit—<u>Life in a Coral Reef</u>. This nonfiction book is a little different from the others, so pay attention to the differences and similarities. For example, you will notice that this book has drawings, not photos... As we read our new book, we want to make sure that we understand what we are reading. Good readers and listeners always want to understand what they read. To help us, we'll [use the Makes Sense/Doesn't Make Sense signs. I'll give one to everyone, but they've got to be quiet in your laps until we need them.] At the end, we'll talk about some of the ideas in the book."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Review the concept of fix-up strategies. You could say: "As we read today, when we don't understand something, we'll talk about what's confusing and then fix our confusions. Let's look at our Fix-up Strategies Poster. When we don't understand something, we can use any of these fix-up strategies: <i>Reread</i>, <i>Ask questions</i>, <i>Use picture clues</i>, or <i>Ask what a word means</i>. When we find something that's confusing, we'll decide how to fix our confusion."</p> <p>Begin reading the text aloud, and model 'fixing up' confusing concepts or words as you read.</p> <p>Stop on p. 9, and discuss the meaning of the word <i>polyp</i>. Show the Doesn't Make Sense sign (or otherwise signal). You could say: "I don't know what <i>polyp</i> means, so I'll read this again and look at the pictures. (point to Fix-Up Strategies Poster) ...It looks like a <i>polyp</i> is a 'tube-shaped animal.' (flip icon) Now that makes sense."</p>	

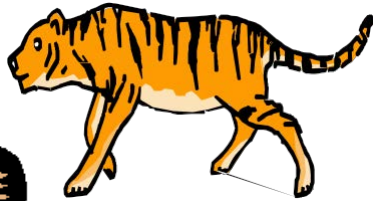
	<p>On p. 10, stop after the last sentence and show the Doesn't Make Sense icon. You could say: "I'm confused. I'm confused because I'm not sure what the last sentence on this page means. But I can reread the page again slowly (point to Fix-Up Strategies Poster) and think about what it says. (reread page) Oh, I see. The sea cucumber spits out sand, kind of like cement. It fills the cracks like in stone or block walls. Then when the waves smash against the coral reef, it is strong and it doesn't fall down, 'so wave action doesn't tumble and crumble it.' (flip icon) Now it makes sense."</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Continue to read and practice comprehension monitoring with students. Provide more examples of using fix-up strategies when words or concept are confusing. Remind students to monitor their own comprehension by using the icons or signals.</p> <p>You could say: (p. 19) "Do you understand what's happening with the puffer fish? Turn your sign to the Doesn't Make Sense side if you don't... The puffer fish inflates. Look at the picture—on the first page he's skinny, but on the second page he's really fat. Then the big fish can't eat him. Do you understand now? Then turn your sign around to the Makes Sense side."</p> <p>Additional suggestions for comprehension monitoring:</p> <ul style="list-style-type: none"> • (p. 14) Reread/ask what a word means to understand the word <i>parasite</i>. • (p. 16) Reread/use picture clues to clarify the concept of the clown fish being <i>immune</i> to the anemone's poison. • (p. 23) Use picture clues/ask questions to understand the unfamiliar animals <i>barracuda</i> and <i>snapper</i>; could connect to the familiar context of the shark. • (p. 28) Reread/use picture clues to clarify why the eel misses the parrot fish.
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>After reading the book, engage in an extended discussion with students on interesting higher-level topics from the book.</p> <p>Possible questions to evoke rich discussion include the following:</p> <ul style="list-style-type: none"> • Why do you think coral reefs contain so many sea creatures? (p. 5) • What might happen if all the coral reefs in the ocean were destroyed? • How is daytime in the coral reef different than nighttime? • How is this book different than the other two books we've read?
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: "Today we entered a coral reef and saw some different kinds of animals. We read a nonfiction book that used drawings, not pictures. Raise your hand if you liked the illustrations... We made sure that we fixed anything that was confusing when we read. Tell me four fix-up strategies, or things we can do when things don't make sense. (pause for response) Yes, we can reread, ask questions, use picture clues, or ask what a word means. Now when we don't understand something we read or hear, we know what to do!"</p>

LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	TEXT MAPPING LESSON 18
<p>SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.</p>		
<p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> • Use grade-level suffixes and prefixes. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> • Using Think-Alouds <p>LESSON TEXT:</p> <ul style="list-style-type: none"> • N/A <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> • Small Groups 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> • Document camera or interactive whiteboard • Computer • Game pieces and dice <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> • WRAP set #7 • Vocabulary Picture Cards: predator, prey, but, vocabulary • <u>Prefixes and Suffixes</u> slideshow for Lesson #18 • Game boards for Lesson #18 • Game cards for Lesson #18 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... <ul style="list-style-type: none"> ○ Preview the slideshow so you're familiar with the content. ○ You could cut the game cards before the lesson to save time. • This lesson focuses on inflections and the prefixes <i>un-</i> and <i>re-</i>. <ul style="list-style-type: none"> ○ Words are inflected with markers (e.g., the plural -s) to indicate number, tense, and person. Kindergarteners use many inflections when they talk but are probably unaware of how flexible they are. Today's lesson will cover inflections that denote present action (-ing as in <i>He is jumping</i>), regular past tense (-ed as in <i>He jumped</i>), and the person doing the action (-er as in <i>He is a teacher</i>) for verbs. You will also teach inflection for plurals (-s as in <i>We are teachers</i>). ○ The prefixes <i>un-</i> and <i>re-</i> are also commonly used by kindergarteners (e.g., <i>unreal, redo</i>). The lesson will highlight these two prefixes and show students their meanings and how they're used. • The slideshow explains the inflections that most kindergarteners use and the symbols that denote inflections on the game cards—<i>no symbol</i> means describing the action in the picture, a <i>backwards arrow</i> means past tense, a <i>figure</i> means the person who does the action, and a <i>number</i> means plural nouns. The prefixes <i>un-</i> and <i>re-</i> are presented with a picture to create a new word. • Students will play a game with prefixes and inflections. The game requires a game board and card set for every four students, but you may choose to play the game as a whole group since the concepts are new. To play, cards are placed face down; the first student should draw a card and say the word on the card. If correct, the student will roll the die and move his/her game piece that number of spaces. The cards may be reshuffled and turned over again to continue playing. 		
<p>LESSON ROUTINE</p>		
<p>SET</p>	<div style="border: 1px dashed black; padding: 10px; text-align: center;"> <p>START THE LESSON WITH WRAP SET #7: PREDATOR, PREY, BUT, VOCABULARY</p> </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Have you ever wanted to be a wizard, doing magical things? Well, today we're going to be word wizards. We're going to do magical things with some of the words that we use every day. We'll talk about how we can change them to make up different words. It's very cool. Then we're going to play a game using these words. I know you'll like it. Word wizards know what they're reading and hearing!"</p>	

<p>I Do</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>You could say: “We’re going to watch a slideshow that tells us all about some very important words and word parts. They’re called <i>prefixes</i> and <i>suffixes</i>. Those sound like magical words, right?”</p> <p>Play the <u>Prefixes and Suffixes</u> slideshow and monitor students’ comprehension, supplementing the narration with additional explanations if students are confused.</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Divide students into groups of four, and give each a game board and set of game cards. Then demonstrate how to play the game. You could say: “Now that you know so much about prefixes and suffixes, we are going to play a game. I’ll demonstrate with this group... The first person picks up a card and says the word in the picture. Remember to look for the symbols—the 2, the little person, and the backwards arrow. Sometimes you’ll need to change the word to be more than one, a person, or something that happened before; if there is no symbol on the card, just tell what is happening in the picture—what the people are doing—using your prefixes and suffixes. For the other cards, put the prefix together with the picture to make a word! If your word is correct, roll the die and move that number of spaces on your board.</p> <p>“Here’s the first card—it has a picture of some boys playing soccer, and the little person symbol is on it. I know that means a person or people who play, so they would be <i>players!</i> Am I correct? Awesome. Then I can roll and move... The next card has a <i>re-</i> and a glass filling up. I think the word is <i>refill</i>. Right? Then I can roll and move...”</p> <p>Provide additional examples if students need more practice with the concept.</p> <p>Have students try the game with their groups. You could say: “Put your game board on the table or floor, pick a game piece and a die, then put the cards face down on the floor. Let’s have the first person in your group take a card and figure out the word. If you have any questions, raise your hand and we’ll figure it out together.”</p> <p>Circulate the room to help students use the symbols and picture clues as they learn the game. Allow students to have two or three turns so they can see how to play.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: “Now it’s your turn to play. If you have questions about a word, try to decide in your group. If you still can’t decide, then raise your hand and I’ll answer your question.”</p> <p>Roam the room to support students who may have difficulty playing the game.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we were word wizards. We changed words to mean what we wanted. If I wanted to say that I was walking yesterday, what would I say? (walked) And if I walk a lot, what would I be? (a walker) And if there is a group of us walking, what would we be? (walkers) And how would I say that I’m <i>not afraid</i>? (unafraid) And what do I say when I want you to <i>do</i> something <i>again</i>? (redo) You are amazing students, and I’m so glad that you can use your language to say so many wonderful things. You really are word wizards!”</p>

go back one

go ahead one



End



Start

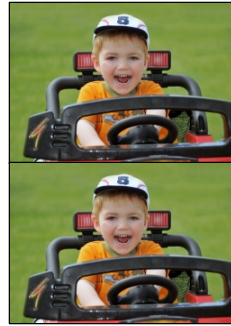
go back one

go ahead two

2



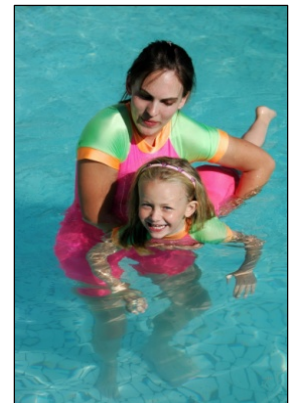
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LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	INTEGRATION LESSON 19
SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Identify the main idea and details of an informational text. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> Finding the Main Idea LESSON TEXT: <ul style="list-style-type: none"> <u>Life in a Coral Reef</u> by Wendy Pfeffer TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper or interactive whiteboard Crayons Computer UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Student Journal Lesson #19 <u>Animals of the Coral Reef</u> slideshow for Lesson #19 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> The slideshow is narrated; use the arrows to move forward or to replay a slide. During the slideshow, model finding the main idea and practice this technique with students. For the You Do activity, students will complete another student journal page that will be used to make their books for the Close project. Today's page is about the moray eel. <i>Have children save their student journal pages for the Close project in Lesson 24.</i> 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "We're going back down underwater to the coral reef today. We'll see some more creatures from the ocean. We've been finding the main idea in our books and slideshows, and today we'll find main ideas in a slideshow called <u>Animals of the Coral Reef</u>. As we go through the slides, think about the main idea of each slide. Remember the information about the moray eel—what it eats and what it likes to do—so you can finish your student journal page. This will be our third animal! Soon, we'll finish writing our books and put them together. Then you'll be an author of an animal book. Cool!"</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Begin playing the slideshow and model the process of finding the main idea about an animal.</p> <p>Stop after slide 3, the shark slide. You could say: "This slide tells us about sharks. It tells us what they eat, that they have big teeth, and that they can smell their prey from far away. Hmm... All of that is about eating. I think the main idea of this slide is how sharks eat and find food. That's what the slide is mostly about."</p> <p>Continue to model the main idea for the next slide, about the sea turtle.</p>	
WE DO	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Continue with the slideshow, stopping after each slide to help students practice finding the main idea. Replay the slide if necessary. You could say: "Now you can help me find the main idea of this slide..."</p> <p>Make sure students understand the information on the moray eel slide so they are ready to complete their student journals.</p>	

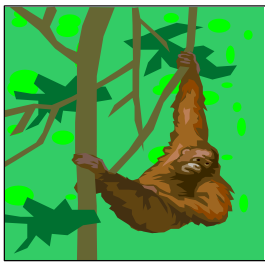
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Distribute the student journal. You could say: “Now you’re going to complete your student journal so you can add it to your book at the end of the Animals unit. This page is about the moray eel. First, trace the name at the top. Then take a crayon and fill in the box with the moray eel’s color. (pause while students complete these steps) Now you can talk to your partner to finish the page. Think about where the eel lives and then circle the picture that shows where it lives... Then think about what the moray eel eats and decide what to circle... Last, decide what the moray eel likes to do. You should be talking with your partner before you circle your answers.”</p> <p>Circulate the room to support students as they complete the journal. After students have made their choices, let them report to the class and check the accuracy of their answers.</p> <p>Remember, students should save their completed journals in their student portfolios for the Close project.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we learned more about main ideas in a slideshow. We are learning ways to remember what we listened to so we can talk about what we’re learning. For our Close project, you’ll choose two animals that you’ve written about and compare them, telling how they’re alike and different. It will be very important to know the main ideas about your animals so you can compare them. Think for a minute and tell your partner one important thing about the moray eel that you wrote about today... Excellent working, friends. I know your books will be wonderful.”</p>

I am an: eel

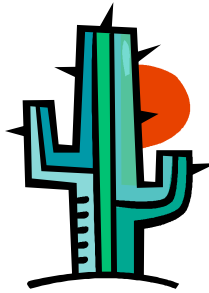
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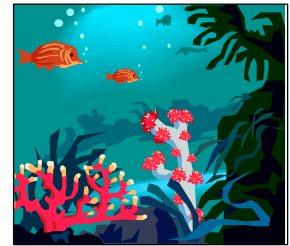
I live in a:



jungle

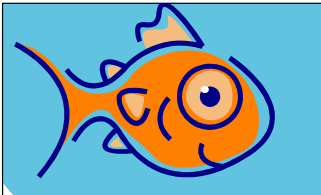


desert

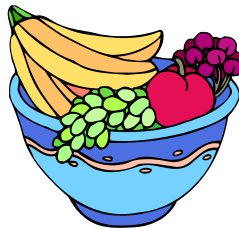


coral reef

I eat:



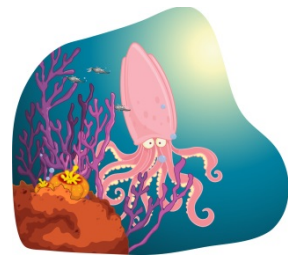
fish



fruit

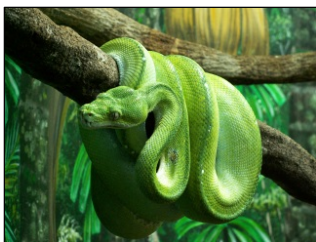


mice



squid

I like to:



wrap around
branches



hide under rocks



hide in coral

LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	READ TO KNOW LESSON 20
<p>SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.</p>		
<p>TEACHING OBJECTIVES:</p> <ul style="list-style-type: none"> • Exhibit sustained attention to and engagement in reading activities. • Communicate important information from the text to someone who hasn't read it. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> • Engaging Readers <p>LESSON TEXT:</p> <ul style="list-style-type: none"> • N/A <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> • Think-Pair-Share 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> • Teacher's Bookshelf books • Drawing paper (1 per student) • Drawing utensils <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> • WRAP set #8 • Vocabulary Picture Cards: predator, prey, but, vocabulary 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... <ul style="list-style-type: none"> ○ Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. ○ Prepare a sample version of the You Do activity to share as a model during the I Do routine—draw a picture that demonstrates something an animal needs. 		
<p>LESSON ROUTINE</p>		
<p>SET</p>	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p>START THE LESSON WITH WRAP SET #8: PREDATOR, PREY, BUT, VOCABULARY</p> </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "I have a cat. My cat needs food, so I have to feed her. She needs water, so I give her water. She needs to be warm in the winter and cool in the summer, so she stays in my house. These are all of the things my cat needs to survive. We've talked about what animals need. Today you are going to choose a book so you can learn about something an animal needs to survive."</p>	
<p>I Do</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Review the Read to Know procedures, as needed, and establish a purpose for students' reading.</p> <p>You could say: "Today, you're going to choose a book to read—a book that looks interesting to you. You'll look at all of the pictures and when time is up, you'll draw a picture of something that an animal in the book needs to survive, like food, water, or shelter. Good readers have a good reason to read, and our purpose for reading today is to find something an animal needs to survive.</p> <p>"I chose to read a book about sea turtles. You know I like turtles. (share drawing you prepared) After I read the book, I drew a picture of a sea turtle's shell because the shell protects the sea turtle from predators. It couldn't survive without its shell. It <i>needs</i> its shell to survive."</p>	

<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Have students select their books, reminding them to choose books that are interesting to them. You could say: “There are books for you to look at and read. If you finish with one book, you may choose another book before the time is up. Make sure you’re looking at a book until we’re finished, and remember to think about an animal and what it needs. Then you can draw a picture and share it with a partner.”</p> <p>Allow children to engage with their texts for [10-15] minutes on their own.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Pass out the drawing paper. You could say: “Now choose an animal from the book you read. Think about something that the animal <i>needs</i>. Then draw a picture on your paper that shows what the animal needs. When everyone is ready, share your drawing with your partners and tell them what your animal needs to survive.”</p> <p>Circulate the room to support students as they select animals, helping them to identify the animals’ needs if they are struggling. Monitor and encourage students as they discuss their ideas in pairs.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we got to choose our own books to read. We made sure to choose the books that looked interesting to us. We read about and found things that different animals need. What do animals need? (pause for response) Good thinking! Animals need food, water, and protection. Tonight when you get home, tell your family about the animal you read about today. They will be very interested because you know so much about your animal.”</p>




WEEKLY LESSON PLANNER

ANIMALS

Week 6	Lesson 21	Assessment	Assessment	Assessment
Lesson Type	Read to Know	SMWYK	SMWYK	SMWYK
Objectives	<ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Communicate important information from the text to someone who hasn't read it. 	<ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7. 	<ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7. 	<ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.
Lesson Texts	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> <u>Desert Animals</u> by Francine Galko 	<ul style="list-style-type: none"> <u>Desert Animals</u> by Francine Galko 	<ul style="list-style-type: none"> <u>Desert Animals</u> by Francine Galko

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Teacher's Bookshelf books  Sticky notes (1 per student) 	<ul style="list-style-type: none"> None recommended 	<ul style="list-style-type: none"> None recommended 	<ul style="list-style-type: none"> None recommended
Unit Materials Provided	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Assessment Booklets (6) SMWYK Story Images SMWYK Classroom Summary Sheet 	<ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Assessment Booklets (6) SMWYK Story Images SMWYK Classroom Summary Sheet 	<ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Assessment Booklets (6) SMWYK Story Images SMWYK Classroom Summary Sheet



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	READ TO KNOW LESSON 21
SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Communicate important information from the text to someone who hasn't read it. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> Engaging Readers LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Teacher's Bookshelf books Sticky notes (1 per student) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> N/A 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
<ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. Prepare an example of an unusual animal to share with students as a model for the You Do activity. The I Do and We Do routines are combined in this lesson. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Have you ever seen an animal that is <i>unusual</i>, like a cat that looks like a raccoon with black rings around its eyes, or a dog with no hair? We can learn lots of unusual and interesting things when we read books. Today you have another chance to choose your own book to read—a book you think you will like. As you read, you will look for something that is unusual about an animal in your book. How exciting!"</p>	
I Do/ WE DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>To establish a goal for children's reading, you could say: "Remember, while you are reading, your job is to think about an animal and how it is <i>unusual</i>. Find something you didn't know or that you think is very interesting about the animal. It could be how it looks, what it eats, how it protects itself... When you find something, mark the page with a sticky note so you can share it with your partner. Good readers have a purpose for reading, and today your purpose is to find something that you think is <i>unusual</i>."</p> <p>Share your example of an unusual animal as a model for the You Do activity. You could say: "As I was reading, I found a picture of [this clown fish in the anemone]. It's unusual because [fish that get too close to the anemones get stung and eaten, but clown fish don't get stung. They like to hide in the anemone because other fish can't go near the anemones]. Now it's your turn to read about animals and find something unusual to share with your partner. Don't forget to mark it with the sticky note."</p> <p>Pass out sticky notes, and have children select their books. Allow them to engage with texts for [10-15] minutes on their own.</p>	

<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: “Now turn to the page in the book that you marked. Talk with your partner about the animal you’ve chosen from the book. Remember to share why you think it’s unusual.”</p> <p>After partners have shared, ask students to share information about their animals with the whole group. Encourage students who don’t usually share to talk about the unusual animals they’ve chosen, providing support as needed.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we looked at books and found things that were... <i>unusual!</i> We found interesting facts and things that we didn’t know about. We talked with our partners about the animals we chose, sharing with them why our animal was unusual. We can learn so much from books. In this unit so far, we’ve learned what animals need and how they get what they need. Let’s finish by saying again what animals need. (invite students to share ideas) They need... water, food, safety, shelter...”</p>

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SMWYK: These materials not available for download.



WEEKLY LESSON PLANNER

ANIMALS

Week 7	Lesson 22	Lesson 23	Lesson 24
Lesson Type	Stretch and Review	Stretch and Review	Close
Objectives	<ul style="list-style-type: none"> Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. Use results of the SMWYK Assessments to plan stretch lessons for students who have mastered the teaching objectives. 	<ul style="list-style-type: none"> Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. Use results of the SMWYK Assessments to plan stretch lessons for students who have mastered the teaching objectives. 	<ul style="list-style-type: none"> Demonstrate compare and contrast.
Lesson Texts	<ul style="list-style-type: none"> Selected by teacher 	<ul style="list-style-type: none"> Selected by teacher 	<ul style="list-style-type: none"> N/A
Materials			
Lesson Materials You Provide	<ul style="list-style-type: none"> Selected by teacher 	<ul style="list-style-type: none"> Selected by teacher 	<ul style="list-style-type: none"> Construction or scrapbook paper Stapler, scissors, glue Sample of a completed book
Unit Materials Provided	<ul style="list-style-type: none"> You could reuse any materials provided for the unit. 	<ul style="list-style-type: none"> You could reuse any materials provided for the unit. 	<ul style="list-style-type: none"> Student Journal Lesson #24 Student Journals from Lessons #7, 11, 19



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	STRETCH AND REVIEW LESSON 22
SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> • Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. • Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> • Selected by teacher LESSON TEXT: <ul style="list-style-type: none"> • Selected by teacher TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Selected by teacher 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Selected by teacher UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • You could reuse any materials provided for the unit. 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson...Use the results from the Show Me What You Know assessments to plan this lesson. Reference your classroom summary sheet from the assessments to help determine the areas to review or expand upon during this lesson. <ul style="list-style-type: none"> ○ For the lesson text, you may select from texts provided for the unit or select new texts. ○ Write your own lesson plan by filling in each section below. 		
LESSON ROUTINE		
SET	Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.	
I Do	Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.	

WE DO	Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.
YOU DO	Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.
CLOSE	Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	STRETCH AND REVIEW LESSON 23
SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> • Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. • Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> • Selected by teacher LESSON TEXT: <ul style="list-style-type: none"> • Selected by teacher TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Selected by teacher 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Selected by teacher UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • You could reuse any materials provided for the unit. 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson...Use the results from the Show Me What You Know assessments to plan this lesson. Reference your classroom summary sheet from the assessments to help determine the areas to review or expand upon during this lesson. <ul style="list-style-type: none"> ○ For the lesson text, you may select from texts provided for the unit or select new texts. ○ Write your own lesson plan by filling in each section below. 		
LESSON ROUTINE		
SET	Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.	
I DO	Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.	

WE DO	Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.
YOU DO	Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.
CLOSE	Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	CLOSE LESSON 24
SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Demonstrate compare and contrast. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> Using Think-Alouds LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Construction or scrapbook paper Stapler, scissors, glue Sample of a completed book UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Student Journal Lesson #24 Student Journals from Lessons #7, 11, 19 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
<ul style="list-style-type: none"> Before the lesson... The Close lesson is designed to take 60 minutes but may run longer depending on students' engagement with the project. Preplanning will help you structure the lesson so that students get the maximum time to create their books; you could break this lesson into two sessions, if needed. Be sure to allot time for students to share their finished books with their classmates. <ul style="list-style-type: none"> Prepare a sample of a completed book to share with students as a model. Bring in large construction or scrapbook paper to use for students' book covers. You may want to cut out the images from the last page of the student journal to save time. For the Close project, students will compare and contrast three animals from the unit in their own books. The student journals from Lessons 7, 11, and 19 will be included, along with three new pages from Student Journal Lesson #24 that compare the animals. Students will cut the pictures from p. 4 of the journal and glue them into the appropriate columns. To make the book covers, fold construction or scrapbook paper around the book and staple the pages together; students may add the title, author, and a cover illustration, if they desire. 		
LESSON ROUTINE		
SET	Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension. <p>You could say: "I have learned so much about the animals in our Animals unit. I didn't know that moray eels are soft to touch but snakes are rough. I didn't know that scorpions can go for a year without eating! Today is our very last lesson in the Animals unit. You are going to compare the animals from the three habitats we've discussed—the desert, jungle, and coral reef. You'll choose how they're alike and how they're different. We'll have some time at the end for you to share your book with your partners and then with the class. Let's compare the animals and make our books!"</p>	
I DO	Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. <p>Remind students that they have saved their students journals from Lessons 7, 11, and 19. Then pass out the student journal for this lesson. Display the first page of Student Journal Lesson #24, and model how you would compare the first two animals by adding pictures to the chart.</p> <p>You could say: "I have three pages about animals—the rattlesnake, the green tree python, and the moray eel. Now on this new student journal page, I'm going to compare the rattlesnake to the green tree python. I know the rattlesnake lives in the desert, so I'll cut and glue the desert picture from the last page on the rattlesnake side of the chart. I know that the green tree python lives in the jungle, so this jungle picture goes on the python side. Those are things that are <i>different</i> about the two animals.</p>	

	<p>"I remember that <i>both</i> the python and the rattlesnake have no legs, so I'll put that picture in the middle. That means that they are the <i>same</i>; neither of them have legs. Now I'll look for some more things that are the same and different when I compare the rattlesnake and the python. I'll glue them in the boxes that mean things that are <i>different</i> or things that are the <i>same</i>."</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>With students, finish comparing the rattlesnake and python; have them work along with you to add pictures and complete this page of their journals. You could provide the pictures precut to save time, or have students cut out the three sections (labeled 1, 2, and 3) from p. 4 first, so they do not cut and glue pictures for the wrong page on their charts.</p> <p>You could say: "Let's finish this page together. What does the rattlesnake like to eat? Is it the same or different than the green tree python? (pause for response) It's the same! They both like mice, so the mice go in the middle, the <i>same</i> for both snakes. (provide work time for students to glue mice picture) What do rattlesnakes like to do? (pause for response) Okay... Rattlesnakes hide under rocks, but pythons hang on branches. Those two pictures go in the side boxes because they're <i>different</i>. Cut out the pictures and then glue the rock under the rattlesnake... The python gets the snake wrapped around the branch. (provide work time)</p> <p>"Is there anything else that's the <i>same</i>? What do they feel like? (pause for response) Good thinking. Both of them have scaly skin. Find that picture and glue it in the middle box, meaning that they both have scaly skin. (provide work time) What about color? It's different, so cut the boxes that show the different colors—green and brown—and glue them in the side boxes. That's something else that's <i>different</i> about them." (provide work time)</p> <p>Circulate the room to ensure that students are following along and correctly placing the pictures on the chart.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Have students complete the last two pages of Student Journal Lesson #24. You could say: "Now it's your turn to compare two animals. You have two more journal pages to complete. Look at the two animals. Then find pictures to cut that show how the two animals are the same and how they are different. Glue them in the box that shows they're the same or different. You can look at the journal pages that you already finished if you forget about the animals we've talked about." Circulate the room to provide support as students complete Student Journal Lesson #24. When students have finished, help them put <i>all</i> pages in order (from the previous journals and this one) and staple the book cover onto the six pages. Students can then add a title, author, or cover illustration.</p> <p>Provide time for children to share their books with a friend or small group.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: "Today you wrote a book about three animals we've learned about, and you compared them! I am so proud of the way you worked as authors. Now you have books that you've written to show your parents. They will be so very proud of you, I'm sure. Who would like to read your book to the class?" Try to select students who are reluctant to speak to support and build confidence in their writing and speaking.</p>



Let's compare a rattlesnake and a green tree python.



different



same



different



no legs



Let's compare a rattlesnake and a moray eel.



different



same



different



desert



no legs



coral



Let's compare a green tree python and a moray eel.



different



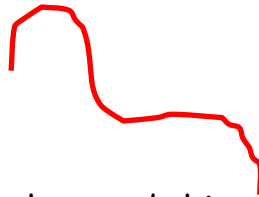
same



different



coral



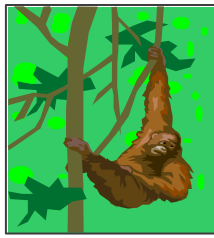
long and thin



scaly skin



hide under rocks



jungle

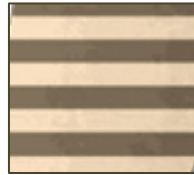


wrap around
branches



desert

1



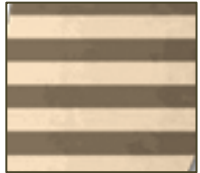
color



color



mice



color



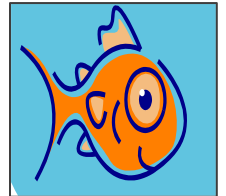
long and thin



bite



color



fish

2



hide under rocks



mice



hide in coral



jungle



mice



no legs

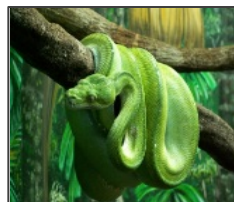


bite

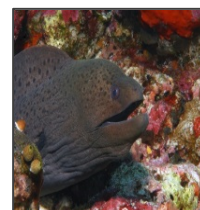


color

3



wrap around
branches



hide in coral



squid



Unit Resources

- Teacher's Bookshelf
- Word Webs
- Unit Vocabulary
- Vocabulary Picture Cards
- WRAP sets



Teacher's Bookshelf

Animals – Kindergarten

Required Books:

Desert Animals
by Francine Galko
ISBN-10: 1403404356
ISBN-13: 978-1403404350

Hidden in the Trees or
Hidden in the Jungle
by Barbara Taylor
ISBN-10: 1848356080
ISBN-13: 978-1609920821

Life in a Coral Reef
by Wendy Pfeffer
ISBN-10: 0060295538
ISBN-13: 978-0060295530

Optional Books:

During independent reading, students should have the opportunity to select books from your classroom library that are related to the unit theme. Consider topics such as animal needs, camouflage and other adaptations, **predator** and **prey**, animal comparisons, and the desert, coral reef, and rainforest habitats. Following is a list of suggested books you can check out from your school or public library to accompany the Animals unit. Some suggestions may be beyond students' age or reading level, but they may still engage with the text and images.

How Are They the Same?
by Bobbie Kalman
ISBN-10: 077879556X
ISBN-13: 9780778795568

Bug Food
by Charlotte Guillain
ISBN-10: 1432935690
ISBN-13: 9781432935696

Farm Animals
by Wade Cooper
ISBN-10: 0545099935
ISBN-13: 9780545099936

How Animals Hide
by Karen Latchana
ISBN-10: 1607531437
ISBN-13: 9781607531432

What Do You Do With a Tail Like This?
by Steve Jenkins
ISBN-10: 0618256288
ISBN-13: 9780618256280

Our Farm: By the Animals of Farm Sanctuary
by Maya Gottfried
ISBN-10: 0375861181
ISBN-13: 9780375861185

Does a Mouse Have a Mommy?
Early Experiences
by Fred Ehrlich
ISBN-10: 1593545894
ISBN-13: 9781593545895

Beastly Banquet:
Tasty Treats for Animal Appetites
by Peggy Munsterberg
ISBN-10: 0803714823
ISBN-13: 9780803714823

Animals Can Be So Hard to See
by Diane Swanson
ISBN-10: 1550549014
ISBN-13: 9781550549010

How Animal Babies Stay Safe
by Mary Ann Fraser
ISBN-10: 0064452115
ISBN-13: 9780064452113

Wonderful Worms
by Linda Glaser
ISBN-10: 1562947303
ISBN-13: 9781562947309

Wiggling Worms at Work
by Wendy Pfeffer
ISBN-10: 0064451992
ISBN-13: 9780064451994

What Color is Camouflage?
by Carolyn B. Otto
ISBN-10: 0064451607
ISBN-13: 9780064451604

An Octopus is Amazing
by Patricia Lauber
ISBN-10: 0064451577
ISBN-13: 9780064451574

Cactus Hotel
by Brenda Z. Guiberson
ISBN-10: 0805029605
ISBN-13: 9780805029604

Cave Animals
by Francine Galko
ISBN-10: 140340433X
ISBN-13: 9781403404336

*Almost Gone:
The World's Rarest Animals*
by Steve Jenkins
ISBN-10: 0060536004
ISBN-13: 9780060536008

Snakes are Hunters
by Patricia Lauber
ISBN-10: 0064450910
ISBN-13: 9780064450911

In the Sea
by David Elliott
ISBN-10: 0763644986
ISBN-13: 9780763644987

Sweet Dreams: How Animals Sleep
by Kimiko Kajikawa
ISBN-10: 0805058907
ISBN-13: 9780805058901

Who Eats What?
by Patricia Lauber
ISBN-10: 0064451305
ISBN-13: 9780064451307

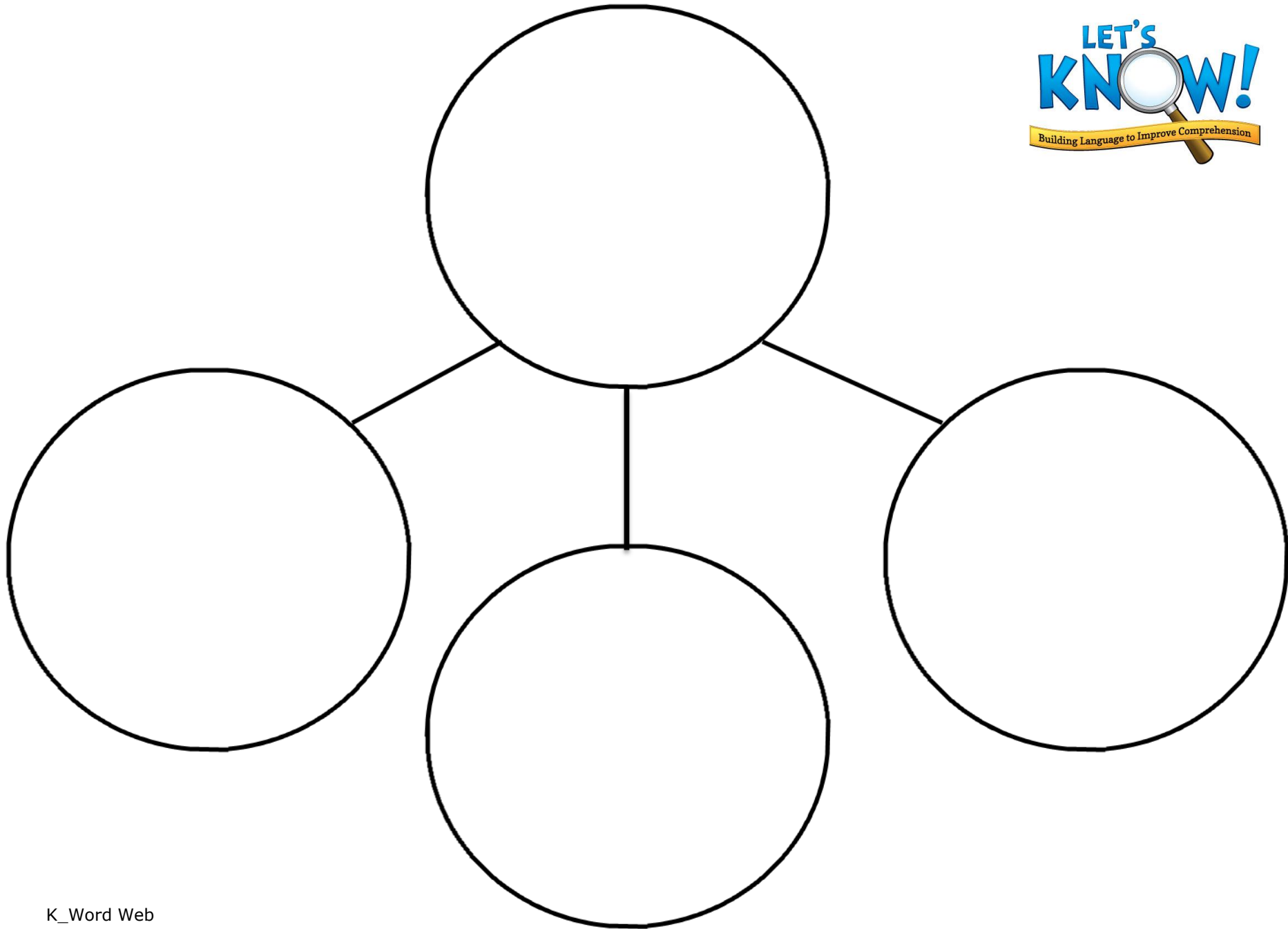
Why Are the Ice Caps Melting?
by Anne Rockwell
ISBN-10: 0060546719
ISBN-13: 9780060546717

Forest Animals
by Francine Galko
ISBN-10: 1403404364
ISBN-13: 9781403404367

Animals on the Go
by Jessica Brett
ISBN-10: 0152048278
ISBN-13: 9780152048273

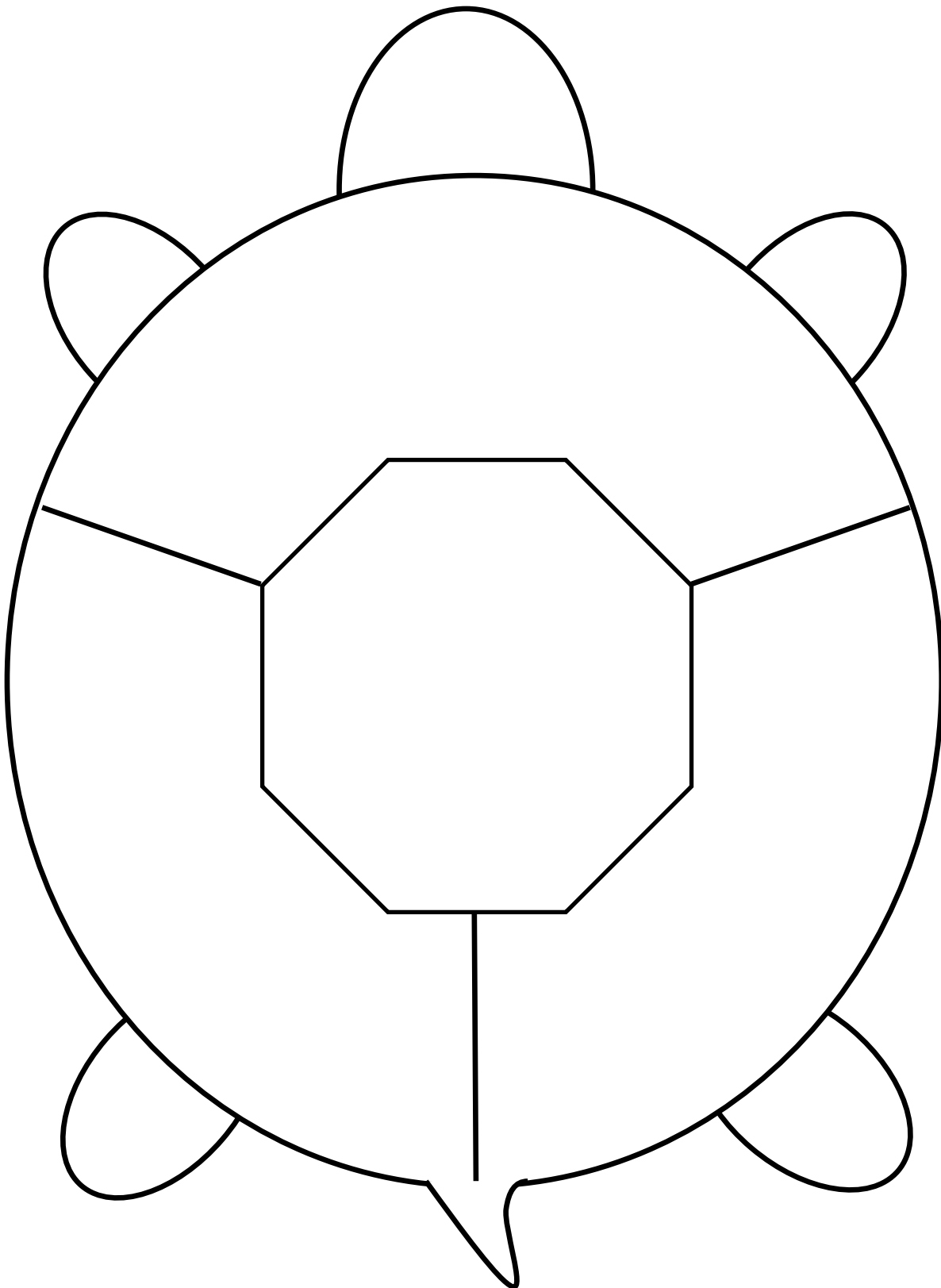
*Dolphin Talk:
Whistles, Clicks, and Clapping Jaws*
by Wendy Pfeffer
ISBN-10: 0064452107
ISBN-13: 9780064452106

One Tiny Turtle
by Nicola Davies
ISBN-10: 0763623113
ISBN-13: 9780763623111



Turtle Word Web

Kindergarten





Unit Vocabulary

Animals – Kindergarten

Compare

Say how things are the same or different



Main Idea

What the story or message is about



Attach

To connect or join



Related

Connected or belonging together



Predator

Something that hunts and eats other animals



Prey

An animal hunted for food



But

Except



Vocabulary

All the words a person knows



Compare





Compare

Say how things are
the same or different

Main Idea

KIDS NEWS

larrc.ehe.osu.edu

THE SCHOOL'S FAVORITE NEWSPAPER

- Since 1879

Kids Love Kindergarten



Kids love kindergarten.

After preschool, children move on to kindergarten. All children seem to love kindergarten.

Children get to learn to read and meet lots of new friends. Some people might stay friends for life.

There is always something fun to do in kindergarten. There are so many different games that children get to play. Teachers and children alike enjoy playing games.

Children also feel protected in kindergarten. That is because it is a safe place for kids.

Another reason kids love kindergarten is because they get to play on the playground. All kids seem to love a new playground area.

Even though kindergarten is a great place to be, children move on to the first grade. Kids love the first grade too!



Main idea

What the story or
message is about

Attach





Vocabulary Picture Card

Animals – Word 3 – Attach

Attach

To connect or join

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Related





Vocabulary Picture Card

Animals – Word 4 – Related

Related
Connected or
belonging together

Predator





Predator

Something that hunts
and eats other animals

Prey





Vocabulary Picture Card

Animals – Word 6 – Prey

Prey

An animal hunted for food

But



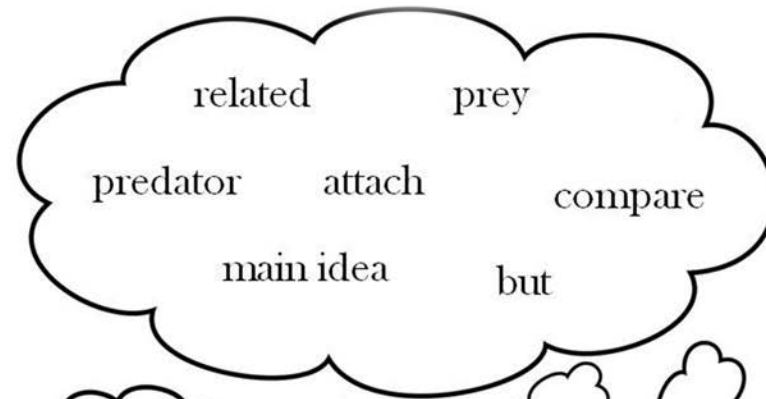


Vocabulary Picture Card

Animals – Word 7 – But

But
Except

Vocabulary





Vocabulary

All the words
a person knows

When you compare, you look to see if two things are alike or different. When you compare twins, they look a lot alike.

The main idea is the most important information that the author wants you to know. The author thinks of the main idea before starting to write.

When you attach something, you connect it to something else. For example, you can attach a trailer to a truck.

If two things are related, they go together in some way. Snakes and lizards are related because they are both reptiles.



WRAP Set 1 – Lesson 5

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

John compared the number of legs on the two bugs he found. One had six legs, and the other had eight. The bug with eight legs was a spider.

The main idea is the most important thing the author is telling us. Supporting details are sentences that have information about the main idea.

Coral reefs are formed when live coral attach over the top of dead coral. This makes a beautiful living reef.

Weather is related to seasons. In winter it can snow, but not in summer.



WRAP Set 2 – Lesson 8

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

Our class is comparing the four seasons. Summer is the warmest, and winter is the coldest.

The author usually states the main idea of a paragraph in the first sentence. The supporting details are in the other sentences.

Elisa and Elliott wanted a swing. To make it they attached a rope to the biggest branch of a tree using hooks.

Polar bears are related to brown bears, but polar bears can live in colder places than brown bears.



WRAP Set 3 – Lesson 10

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

Our family is going on vacation. My dad is comparing the cost of taking our car or flying in an airplane.

When you read or listen to stories, it is important to think about the main ideas and supporting details. If you know what the main idea is it will help you understand the information.

My brother attached a color printer to our computer. Now we can print color pictures.

I have 16 cousins that come to my house for family celebrations. We are all related because we are from the same family.



WRAP Set 4 – Lesson 11

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

Some insects are predators. They hunt and eat other insects.

Prey is an animal that is hunted or caught for food. An antelope can be prey for a lion.

When you hear but in a sentence, it means that you'd better listen carefully. For example, I might say I will give you some candy, but first you have to pay me.

Vocabulary is all the words you know. You can expand your vocabulary by reading!



WRAP Set 5 – Lesson 14

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

Most spiders are predators that eat bugs smaller than them. They build webs to capture their prey.

Rattlesnakes are predators that hunt small animals. They kill their prey with a venomous bite.

Melissa organized her homework, but didn't get it done. She thought that getting organized would help her finish, but it didn't.

You learn lots of new words in school. It helps grow your vocabulary!



WRAP Set 6 – Lesson 16

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

It is hard to believe, but snakes have many predators. Snakes can be hunted by large birds, mongooses, raccoons, foxes, and coyotes.

Hawks only hunt during the day. They circle above in the sky until they see their prey.

John fell down while he was hiking in the desert. He cut his knee, but he didn't cry.

Children learn about 1,000 new vocabulary words every year! This helps you understand what you read.



WRAP Set 7 – Lesson 18

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

The great white shark is one of the scariest ocean predators. It is fast, powerful, and has remarkable hunting abilities.

Spiders hunt for their prey by trapping them in their spider webs. Their prey comes to them.

The mouse would have moved, but he was afraid the snake would see him. He did not want to become prey for the snake.

A person's vocabulary never stops growing. You learn new words by reading books and listening to other people.



WRAP Set 8 – Lesson 20

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.