



# EARTH MATERIALS

## Kindergarten

# LARRC

Language and Reading Research Consortium

ASU • FSU • KU • LU • MGH IHP • OSU • UNL

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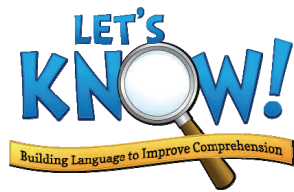
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## UNIT VOCABULARY

### Discuss

To talk about something with someone



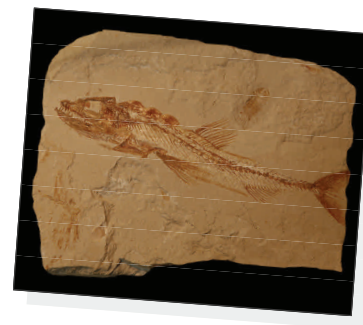
### Remains

A part not destroyed or used up



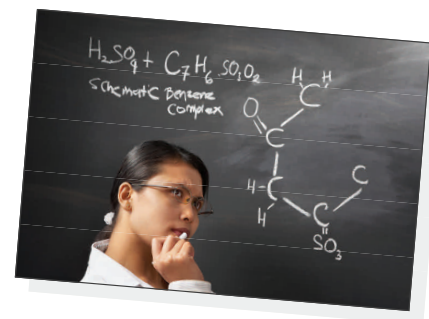
### Fossil

Hardened parts left behind after plants or animals die



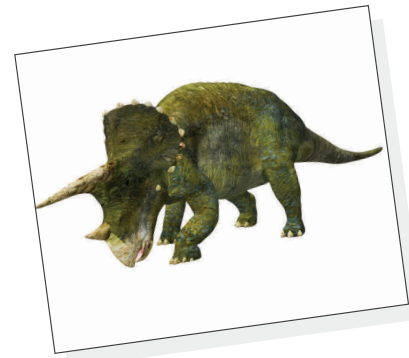
### Reasoning

To think through carefully to make a decision



### Extinct

Died out



### Form

To make into a shape



### Process

Make something new or different



### Monitor

To keep track of for a special purpose



Kindergarten | **EARTH MATERIALS**

## TABLE of CONTENTS

### Study Resources

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

### Teaching Techniques

- Rich Discussion
- Comprehension Monitoring
- Predicting
- Rich Vocabulary Instruction
- Inferencing
- Finding the Main Idea
- Engaging Readers
- Recasting
- Using Think-Alouds
- Using Navigation Words

### Week 1

### Week 2

### Week 3

### Week 4

### Week 5

### Week 6

### Week 7

### Unit Resources

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



# UNIT OVERVIEW

## EARTH MATERIALS

Let's learn about fossils! Children will explore types of fossils, study how fossils form, and understand what fossils tell us about the earth's past.

## DESCRIPTION

Students will use description, including noun and verb phrases, as they discuss fossils and the plants or animals that 'made' them.

## CLOSE PROJECT

Students will make lift-the-flap pages that reveal a mystery fossil! They will write descriptions that provide clues about their fossil.

## UNIT SCHEDULE

<b>Week 1</b>	Lesson 1	<b>Hook</b>
	Lesson 2	<b>Read to Me</b>
	Lesson 3	<b>Words to Know</b>
	Lesson 4	<b>SMWYK Practice</b>
<b>Week 2</b>	Lesson 5	<b>Text Mapping</b>
	Lesson 6	<b>Words to Know</b>
	Lesson 7	<b>Integration</b>
	Lesson 8	<b>Read to Know</b>
<b>Week 3</b>	Lesson 9	<b>Read to Me</b>
	Lesson 10	<b>Text Mapping</b>
	Lesson 11	<b>Integration</b>
	Lesson 12	<b>Words to Know</b>
<b>Week 4</b>	Lesson 13	<b>Text Mapping</b>
	Lesson 14	<b>Integration</b>
	Lesson 15	<b>Words to Know</b>
	Lesson 16	<b>Read to Know</b>

<b>Week 5</b>	Lesson 17	<b>Read to Me</b>
	Lesson 18	<b>Text Mapping</b>
	Lesson 19	<b>Integration</b>
	Lesson 20	<b>Read to Know</b>
<b>Week 6</b>	Lesson 21	<b>Read to Know</b>
		<b>SMWYK Assessments</b>
<b>Week 7</b>	Lesson 22	<b>Stretch and Review</b>
	Lesson 23	<b>Stretch and Review</b>
	Lesson 24	<b>Close</b>



## UNIT TEXTS

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

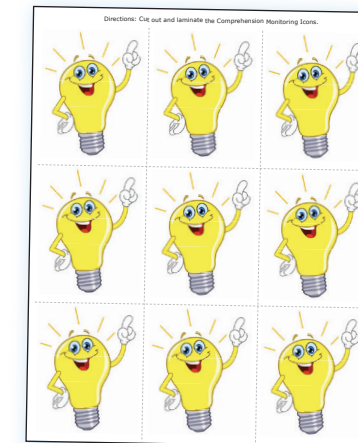
- Plant and Animal Fossils by Libby Romero
- Fossils Tell of Long Ago by Alik
- Fossils by Sally M. Walker

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

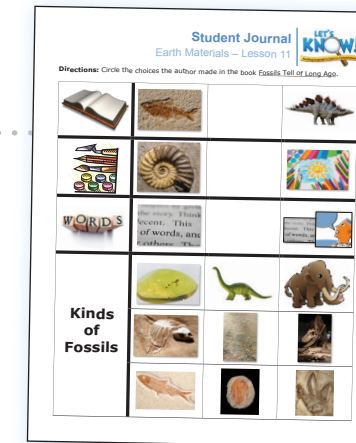
## UNIT MATERIALS



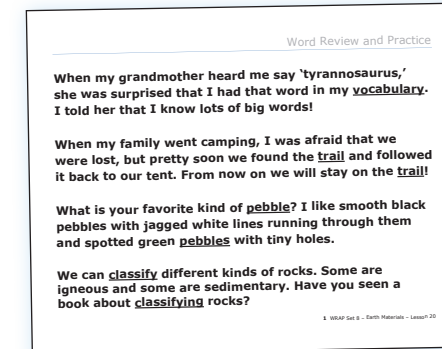
Teacher Journal\*



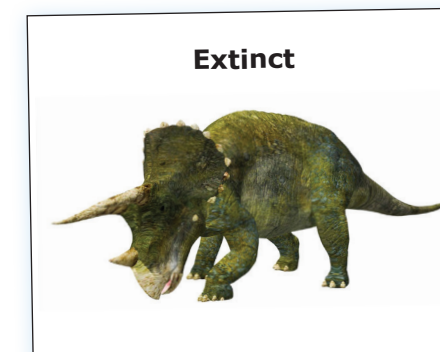
Comprehension Monitoring Icons



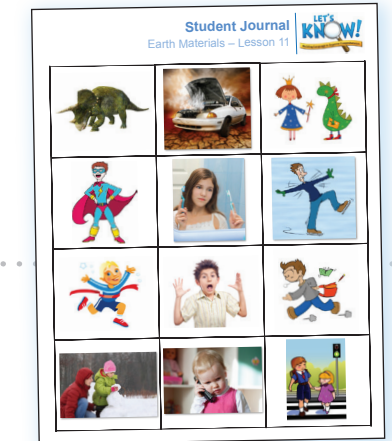
Student Journal



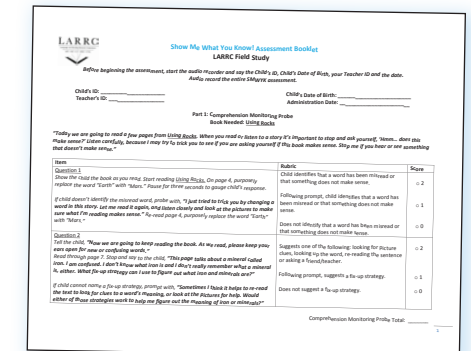
WRAP sets



Vocabulary Picture Cards



Supplemental Materials\*



Show Me What You Know Assessment



Fix-Up Strategies Poster

\*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
- Predicting
- Rich Vocabulary Instruction
- Inferencing
- Finding the Main Idea
- Engaging Readers
- Recasting
- Using Think-Alouds
- Using Navigation Words



# 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:**

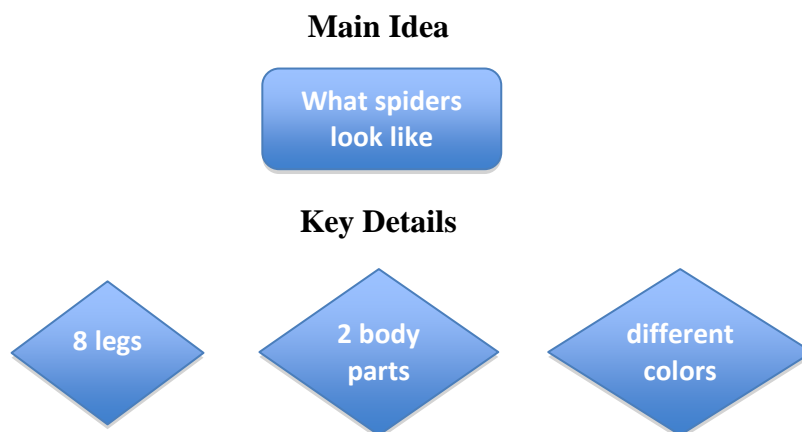
- 6) Remind students of the importance of finding the main idea and emphasize how repeated words (and phrases) in texts can help them find the main idea.

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 ALLOUDS 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.

**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

### EARTH MATERIALS

Week 1	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>Lesson Type</b>	<b>Hook</b>	<b>Read to Me</b>	<b>Words to Know</b>	<b>SMWYK Practice</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Use noun phrases to describe <b>fossils</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in collaborative conversations about topics within Kindergarten texts.</li> <li>Identify when text being read contains information that does not make sense.</li> </ul>	<ul style="list-style-type: none"> <li>Define words by providing a simple definition.</li> </ul>	<ul style="list-style-type: none"> <li>Familiarize yourself with the SMWYK assessment.</li> <li>Briefly <b>describe</b> the Close project; show an example, if possible. 🗣️</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li><u>Plant and Animal Fossils</u> by Libby Romero 📖</li> </ul>	<ul style="list-style-type: none"> <li><u>Plant and Animal Fossils</u> by Libby Romero</li> </ul>	<ul style="list-style-type: none"> <li><u>Plant and Animal Fossils</u> by Libby Romero</li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard 🖨️</li> <li>Computer 🖥️</li> </ul>	<ul style="list-style-type: none"> <li>Document camera or interactive whiteboard 🖨️</li> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #1</li> <li>Slideshow script for Lesson #1 📖</li> <li><b>Fossils</b> slideshow for Lesson #1 📖</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension <b>Monitoring</b> Icons (optional)</li> <li>Fix-Up Strategies Poster</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>discuss, remains, fossil, reasoning</b></li> <li>Words To Know rings: <b>discuss, remains, fossil, reasoning</b> 🗣️</li> <li>1" metal rings 🗣️</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Practice Instructions 📖</li> <li>SMWYK Assessment Booklets (2) 📖</li> <li>Story Images</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	HOOK LESSON 1
<p><b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b>. Then others can lift a flap to see if their guess is correct!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Use noun phrases to describe <b>fossils</b>.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Using Think-Alouds</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard</li> <li>Computer</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #1</li> <li>Slideshow script for Lesson #1</li> <li><b>Fossils</b> slideshow for Lesson #1</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> You could briefly preview the slideshow and script to familiarize yourself with the content.</li> <li>During this introductory Hook lesson, it is important to build children's background knowledge about <b>fossils</b> and to highlight words and sentences that <i>describe</i> the characteristics of <b>fossils</b> and where they are found.</li> <li>Play the slideshow to introduce the topic of <b>fossils</b> and show how paleontologists describe them.</li> <li>Noun phrases always contain a noun or pronoun, and often they include a determiner (such as <i>a</i> or <i>the</i>) and an adjective modifying the noun (as in <i>the sharp tooth</i> or <i>a circular shape</i>). Encourage students to use vivid noun phrases as they describe <b>fossils</b> during the lesson.</li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          "Have you ever seen a real dinosaur, not just a picture or a movie of a dinosaur? No, no one has seen a real dinosaur because they're <b>extinct</b>, but we know they existed because they left <b>fossils</b> of their bones and even footprints! Our new unit about <b>fossils</b> is so exciting! Our purpose today is to start learning how to <i>describe fossils</i> so we can figure out what kind of animal the <b>fossil</b> came from. When we can describe what we're learning, we can understand even more about the topic."</p>	
<p><b>I DO</b></p>	<p><b>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.</b></p> <p><b>Play the <u>Fossils</u> slideshow and read the accompanying slideshow script.</b></p> <p><b>After viewing the slideshow, you could say:</b>          "Now we've seen different kinds of <b>fossils</b> and learned about how paleontologists <i>describe fossils</i>. Let's see if we can describe <b>fossils</b> and think about what they tell us about the plant or animal that left the <b>fossil</b>."</p>	
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Display the chart from Teacher Journal Lesson #1. You could say:</b>          "Scientists have to keep track of their observations, so that's what we're going to do today. I'm going to show you some pictures of <b>fossils</b>. Then we'll describe them, list the descriptions in the first column of our chart, and then think about what the description tells us... What plant or animal made the <b>fossil</b>? What might it have looked like? How do we think it lived?"</p>	



	<p>“Here’s the first one... <b>(show teacher journal, p. 2)</b> Turn to your partner and say two things to describe this <b>fossil</b>...”</p> <p><b>Allow talk time; then have students share their ideas. Fill in several characteristics of the fossil in the first column of the chart on teacher journal, p. 1. Include vivid descriptive words in your noun phrases.</b></p> <p><b>Then discuss with the class what your descriptions mean, and fill in the second column.</b></p> <p><b>You could say:</b>      “You described [<i>long, sharp teeth</i>]; does that tell you that the <b>fossil</b> was a plant or animal? <b>(pause for response)</b> Of course, an animal! Hmm... That tells us that the animal probably ate... <b>(pause)</b> Meat! That’s right. You also described the [<i>head and the long neck</i>]. What does that tell us about the animal? <b>(pause for response, supporting students to consider this detail )</b> I think it was probably a dinosaur with a long neck and a large head. Have you seen pictures of dinosaurs like that?”</p> <p>“Let’s look at the next <b>fossil. (show teacher journal, p. 3)</b> This one is a very different <b>fossil</b>. Turn to your partner and think of two descriptions for this <b>fossil. (allow talk time)</b> Then we’ll write the descriptions in the chart and decide what they tell us about the <b>fossil</b>...”</p> <p><b>Repeat the procedure described above.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Display the last two fossils from the teacher journal. You could say:</b>      “On the board, there are two <b>fossils</b>. With your partner, describe the <b>fossils</b> to each other like you are paleontologists. Find three different things to describe about the <b>fossil</b>. Then talk about what the descriptions tell you about the <b>fossil</b>—about what kind of plant or animal made the <b>fossil</b>. I’ll give you three minutes to talk about the <b>fossils</b> and then you can share your findings.”</p> <p><b>Circulate the room to monitor students’ understanding. If students are struggling, ask questions that lead them to think about specific details of the fossils. Encourage students to use descriptive words and noun phrases.</b></p> <p><b>If you have time, have students share their ideas. Then add their descriptions and interpretations to the chart on teacher journal, p. 1.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>      “Wow! What an interesting unit we’re going to have. I think we’ll learn a lot about not only <b>fossils</b>, but about describing them like <i>paleontologists</i>. When we get really good at describing what we see, we can show other people how much we know and understand. Turn to your partner and describe your favorite <b>fossil</b> from all the <b>fossils</b> that you saw today...”</p>

**Description of fossil**

**What this tells us**

<b>Description of fossil</b>	<b>What this tells us</b>









**Directions:** Read the script to accompany each slide of the Fossils slideshow. If you cannot play the slideshow, you could display the pictures and read the script.

**(slide 1)** Today we are starting a new unit. We are going to learn all about **fossils**.

**(slide 2)** There are many types of **fossils**. Look at all of these different kinds of **fossils**. **Fossils** can come from plants or animals that died thousands and even millions of years ago.

**(slide 3)** This is a *paleontologist*. A paleontologist is someone who collects and studies **fossils**. Many times **fossils** are hidden in rocks. Paleontologists use a special hammer to chip away the rock. Once they find the **fossil**, the paleontologists must describe it. These descriptions help them decide what animal or plant the **fossil** once was.

**(slide 4)** Let's be paleontologists and describe some **fossils**...

**(slide 5)** **Fossils** can be very large. This is a **fossil** of a dinosaur. Let's describe this **fossil**! He has sharp teeth, short arms, a large body, and powerful legs.

**(slide 6)** **Fossils** can be very small, too. This **fossil** is spiral shaped, has a hardened shell, and colorful crystals inside its shell.

**(slide 7)** This is an imprint or copy of a leaf. There is a very small animal **fossil** imprint on the bottom area. Can you see it? Let's describe this **fossil**... It has branched veins, scalloped edges, a small animal imprint, and is light colored.

**(slide 8)** Now it's your turn... Can you describe the next few **fossils**?

LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	READ TO ME LESSON 2
<p><b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b>. Then others can lift a flap to see if their guess is correct!</p>		
<p><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Participate in collaborative conversations about topics within Kindergarten texts.</li> <li>• Identify when text being read contains information that does not make sense.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• Comprehension <b>Monitoring</b></li> <li>• Rich Discussion</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• <u>Plant and Animal Fossils</u> by Libby Romero</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Group Discussion</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Document camera or interactive whiteboard</li> <li>• Sticky notes</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• Comprehension <b>Monitoring</b> Icons (optional)</li> <li>• Fix-Up Strategies Poster</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> Preview the lesson text. <ul style="list-style-type: none"> <li>○ Decide which chapters or sections you will read if you will not read the entire text.</li> <li>○ Use sticky notes to mark pages on which you will model comprehension <b>monitoring</b> or prompt students to <b>monitor</b> their comprehension. For example: <ul style="list-style-type: none"> <li>▪ (p. 9) <i>Petrified</i> can also mean 'afraid.' Trees can't be afraid, so you can reread the sentences around the word to clarify its meaning here.</li> <li>▪ (p. 11) '<b>Fossils</b> are in cliffs' could cause confusion—look at the picture of the cliff to clarify.</li> <li>▪ (p. 12) Unknown word <i>amber</i>; the word is defined in the next sentence. Reread and look at the picture clues to clarify.</li> </ul> </li> <li>○ You could also note questions for rich discussion. Suggestions are provided, but you may use others.</li> </ul> </li> <li>• Use of the Comprehension <b>Monitoring</b> Icons is optional; you could have students raise their hands or use thumbs-up and thumbs-down signals to show their understanding.</li> <li>• Display the Fix-Up Strategies Poster for reference while teaching the fix-up strategies.</li> <li>• If possible, display the books for the Earth Materials unit using a document camera so students can see the informative images, graphics, and text features up close.</li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  "Look at this picture on the cover of our book. Doesn't it look interesting? The girl looks very curious about the huge dinosaur <b>fossil</b>. Today our purpose is to read this book called <u>Plant and Animal Fossils</u> and <b>discuss</b> some questions that make us think. Along the way, we'll make sure we understand what we're reading. That's the whole reason we read—to understand what we're hearing so we can learn."</p>	
<p><b>I DO</b></p>	<p><b>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.</b></p> <p><b>Model monitoring your understanding as you read. You could say:</b>  "I'm going to read the book, but I'll stop when I don't understand something and hold up my Doesn't Make Sense icon. <b>(show icon)</b> Then I will decide how to fix my confusion. Remember our Fix-Up Strategies? <b>(point to poster)</b> Our poster shows some things I can do. I can reread the sentence or paragraph, I can ask myself or another person questions to understand, I can look at the pictures for help, or I can find the meaning of a word in the glossary at the back of the book or in a dictionary. When I open the book, I see that there is a table of contents. It tells me what's in the book so I can choose what to read. There is an introduction, three chapters, a summary, a glossary, and an index. Let's get started!"</p>	



	<p><b>Read pp. 2 and 3, stopping at the picture of <i>amber</i> at the top. You could say:</b>          “This says <i>amber</i>. <b>(point to picture)</b> I don’t really know what amber is, but I could look closely at the picture. I don’t think that <i>amber</i> is the insect, so the amber must be the yellow stuff that’s around the insect. I looked at the picture, but that doesn’t tell me enough, so I think I will look in the glossary. <b>(turn to glossary on p. 22)</b> It tells me that <i>amber</i> is ‘sap from trees that became hard.’ Sap! So now I know what amber is. Let’s go on...”</p> <p><b>Read p. 4 and stop at <i>organisms</i>. You could say:</b>          “Look at that big word. I’ll stop and put up my Doesn’t Make Sense sign. I can’t tell from the picture, but it’s in bold print in the book, so that probably means it’s in the glossary. I’ll look in the glossary again. <b>(turn to p. 22)</b> It says that <i>organisms</i> are ‘living plants or animals.’ So now I understand! <b>Fossils</b> were once alive—they were once living plants or animals. Living organisms!”</p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Pass out the Comprehension Monitoring Icons or review other signals you would like students to use. Continue reading the text, encouraging students to indicate when they are confused.</b></p> <p><b>You could say:</b>          “Now you can let me know when you don’t understand something as we read. You’ll hold up your Doesn’t Make Sense sign when something doesn’t make sense. Otherwise, you can keep the sign quiet in your lap. Let’s continue reading...”</p> <p><b>Stop at least twice to address confusion about the text. If students are not signaling when they don’t comprehend, provide prompts related to unfamiliar words, difficult sentences, or confusing concepts. Then guide students to use appropriate fix-up strategies.</b></p> <p><b>Make sure you allow plenty of time for the discussion questions during the You Do segment.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>After reading, facilitate an extended whole-group discussion of topics from the text. Rich discussion should be a teacher-led but student-dominated conversation. Prompt students to take multiple turns, to elaborate on their responses, and to follow up on their classmates’ ideas.</b></p> <p><b>You could use the following questions to facilitate a rich discussion:</b></p> <ul style="list-style-type: none"> <li>• Why do you think people are interested in studying about <b>fossils</b>?</li> <li>• What can we learn from <b>fossils</b>?</li> <li>• How do we know what the earth was like many years ago?</li> </ul>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “Today we started a book about <b>fossils</b>. While we read, we made sure that we understood what we were reading. Tell your neighbor one thing you could do to fix something in the book that was confusing. <b>(allow brief talk time)</b> We know by now that if we get confused when we are reading or listening, we can <b>(point out strategies on poster)</b> reread, ask questions, look at pictures, or look up words we don’t know. All of these can help us understand, and we always want to understand what we read. That’s what good readers do.”</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:**

“Today we started a book about **fossils**. While we read, we made sure that we understood what we were reading. Tell your neighbor one thing you could do to fix something in the book that was confusing. **(allow brief talk time)** We know by now that if we get confused when we are reading or listening, we can **(point out strategies on poster)** reread, ask questions, look at pictures, or look up words we don’t know. All of these can help us understand, and we always want to understand what we read. That’s what good readers do.”

Directions: Cut out and laminate the Comprehension Monitoring Icons.

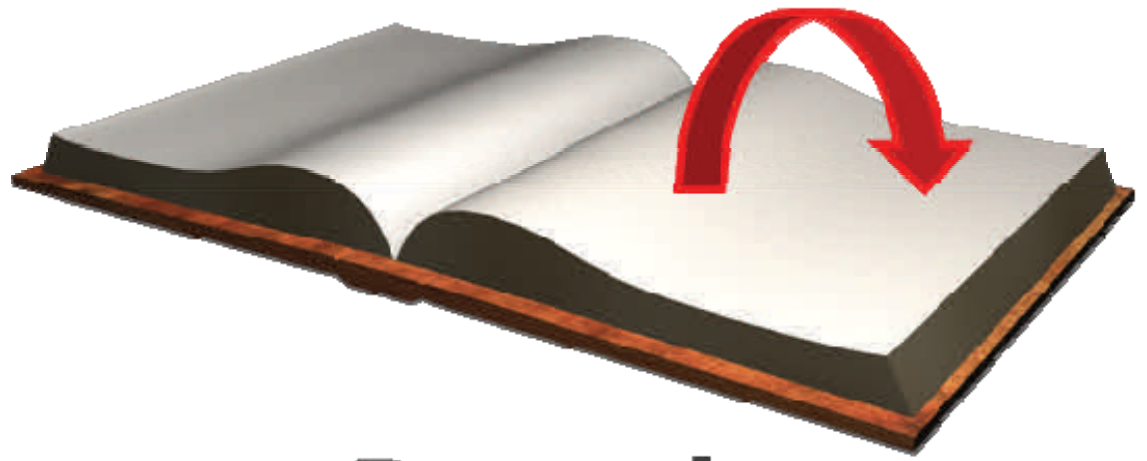


Directions: Cut out and laminate the Comprehension Monitoring Icons.





# Fix-Up Strategies



**Reread**



**Ask questions**



**Use picture clues**



**Ask what a word means**

LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	WORDS TO KNOW LESSON 3
<p><b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b>. Then others can lift a flap to see if their guess is correct!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Define words by providing a simple definition.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li><u>Plant and Animal Fossils</u> by Libby Romero</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>None recommended</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>discuss, remains, fossil, reasoning</b></li> <li>Words To Know rings: <b>discuss, remains, fossil, reasoning</b></li> <li>1" metal rings</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Assemble the Words to Know rings; cut and punch the first four word strips (<b>discuss, remains, fossil, reasoning</b>) and attach them to 1" metal rings.</li> <li><b>WORDS TO KNOW</b> <ul style="list-style-type: none"> <li><b>discuss:</b> To talk about something with someone</li> <li><b>remains:</b> A part not destroyed or used up</li> <li><b>fossil:</b> Hardened parts left behind after plants or animals die</li> <li><b>reasoning:</b> To think through carefully to make a decision</li> </ul> </li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          "Did you know that there are over 170,000 words in the English language? That's more than even I know! Our purpose today is to learn four more words so we can understand more about our topic of <b>fossils</b>. Knowing a lot of words helps us to understand what we read and hear."</p>	
<p><b>I Do/ WE DO</b></p>	<p><b>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.</b></p> <p><b>Introduce the words using the Vocabulary Picture Cards and word rings. You could say:</b>          "The first Word to Know we will talk about is <b>fossil</b>. Say the word <b>fossil</b> with me: <b>fossil</b>. A <b>fossil</b> is the hardened parts left behind after plants or animals die.</p> <ul style="list-style-type: none"> <li><b>(show picture card)</b> This Vocabulary Picture Card shows a <b>fossil</b>. <u>Plant and Animal Fossils (show book)</u> talks about many kinds of <b>fossils</b>. You could go to a museum to look at <b>fossils</b>. We know about what our world was like long ago by the <b>fossils</b> that we find.</li> <li>Find the word <b>fossil</b> on your word ring... Read with me: <b>Fossil</b> means 'hardened parts left behind after plants or animals die.'</li> <li>Now turn to your partner and take turns saying what <b>fossil</b> means...</li> <li>Everyone stand and say the word <b>fossil</b>... Now sit back down.</li> </ul> <p><b>(remains)</b>          "The next word is <b>remains</b>. Let's say the word <b>remains: remains</b>. <b>Remains</b> means 'a part not destroyed or used up.'</p>	

	<ul style="list-style-type: none"> <li>• <b>(show picture card)</b> This Vocabulary Picture Card shows <b>remains</b>. See the bones that are left? <b>(show p. 4 in the text)</b> The fossil shows the <b>remains</b> of a dinosaur. After we eat an apple, what <b>remains</b>? Right, the core. If you don't eat all of your lunch, where do you put the <b>remains</b>? <b>(pause for response)</b> Usually the trash!</li> <li>• Find the word <b>remains</b> on your word ring. Read with me: <b>Remains</b> means 'a part not destroyed or used up.'</li> <li>• Now turn to your partner and take turns saying what <b>remains</b> means...</li> <li>• Everyone stand and say the word <b>remains</b>... Now hop once and sit.</li> </ul> <p><b>(reasoning)</b>  "The third Word to Know for today is <b>reasoning</b>. Say the word <b>reasoning: reasoning. Reasoning</b> means 'to think through carefully to make a decision.'</p> <ul style="list-style-type: none"> <li>• <b>(show picture card)</b> This Vocabulary Picture Card shows <b>reasoning</b>. If we talked about whether to bring a snake to school, we would use <b>reasoning</b>. We would think carefully. <b>Reasoning</b> could help you decide whether to play T-ball or soccer.</li> <li>• Now find the word <b>reasoning</b> on your word ring. Read with me: <b>Reasoning</b> means 'to think through carefully to make a decision.'</li> <li>• Turn to your partner and take turns saying what <b>reasoning</b> means...</li> <li>• Everyone stand and say the word <b>reasoning</b>... Now sit down.</li> </ul> <p><b>(discuss)</b>  "The last word is <b>discuss</b>. Let's say <b>discuss: discuss. Discuss</b> means 'to talk about something with someone.'</p> <ul style="list-style-type: none"> <li>• <b>(show picture card)</b> This Vocabulary Picture Card shows <b>discuss</b>. See the kids talking? If we talked about whether to bring a snake to school, we would <b>discuss</b> it. You could <b>discuss</b> your allowance with your parents or what kind of birthday party you want. In class, we <b>discuss</b> what we did last night.</li> <li>• Find the word <b>discuss</b> on your word ring. Read with me: <b>discuss</b> means 'to talk about something with someone'.</li> <li>• Now turn to your partner and take turns saying what <b>discuss</b> means.</li> <li>• Everyone stand and say the word <b>discuss</b>; now turn around once and sit."</li> </ul>
YOU DO	<p><b>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.</b></p> <p><b>Have students play a game in pairs using the Words to Know rings. You could say:</b>  "Let's play a game with our Words to Know rings. Each partner will take turns saying a word or a definition of one of our new Words to Know. If you say a word, your partner has to say the definition. If you say a definition, your partner has to say the word it matches. For example, you could say, 'I'm thinking of a word that means thinking carefully to make a decision.' Your partner would then say, '<b>reasoning</b>.' Or you could say, 'What does <b>reasoning</b> mean?' Your partner could say, 'To think carefully to make a decision.' The partner with the shortest hair can start first..."</p> <p><b>Circulate the room to support students and provide feedback.</b></p>
CLOSE	<p><b>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.</b></p> <p><b>You could say:</b>  "Today we learned four new Words to Know. It's very important to learn new words so we can understand what we read or hear. We want to learn words every day! Tell your partner which word I'm thinking of..."</p> <ul style="list-style-type: none"> <li>• Which word would you use if you were buying a new bike: <b>reasoning</b> or <b>remains</b>?</li> <li>• What would you find in a museum: <b>discuss</b> or <b>fossil</b>?</li> <li>• Which word means leftovers: <b>reasoning</b> or <b>remains</b>?</li> <li>• If you wanted to talk to your friends about a new TV show: would you <b>discuss</b> or <b>fossil</b> it?</li> </ul> <p>Excellent work! Put these four words in your brain and use them at least once today."</p>

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

## Word Strips – Earth Materials *Let's Know!*



### **Discuss**

To talk about something with someone



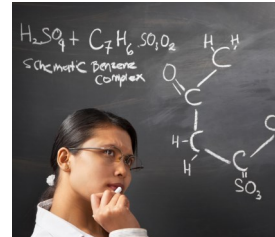
### **Remains**

A part not destroyed or used up



### **Fossil**

Hardened parts left behind after plants or animals die



### **Reasoning**

To think through carefully to make a decision



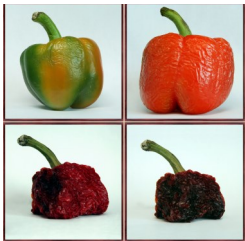
### **Extinct**

Died out



### **Form**

To make into a shape



### **Process**

To make something new or different



### **Monitor**

To keep track of for a special purpose



LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	SMWYK PRACTICE LESSON 4
<p><b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b>. Then others can lift a flap to see if their guess is correct!</p>		
<p><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Familiarize yourself with the SMWYK assessment.</li> <li>• Briefly describe the Close project; show an example, if possible.</li> </ul>		
<p><b>TEACHING TECHNIQUES:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• <u>Plant and Animal Fossils</u> by Libby Romero</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Individual Testing</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• None recommended</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• SMWYK Practice Instructions</li> <li>• SMWYK Story Images</li> <li>• SMWYK Assessment Booklets (2)</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></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"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ Look over the SMWYK materials, view the SMWYK training module, and review instructions for the Close project in Lesson 24.</li> <li>○ If possible, prepare an example of the Close project to showcase when you describe the Close project.</li> </ul> </li> <li>• 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.</li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          "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>	
<p><b>I Do/ WE Do/ YOU DO</b></p>	<p><b>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.</b></p> <p><b>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.</b></p>	
<p><b>CLOSE</b></p>	<p><b>After administering the assessments, create enthusiasm among students by describing the Close project and, if possible, sharing an example.</b></p> <p><b>You could say:</b>          "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>	

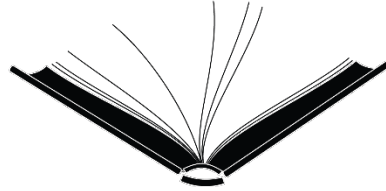
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Lesson 4: These materials are not available for download.












## WEEKLY LESSON PLANNER

### EARTH MATERIALS

Week 2	Lesson 5	Lesson 6	Lesson 7	Lesson 8
<b>Lesson Type</b>	<b>Text Mapping</b>	<b>Words to Know</b>	<b>Integration</b>	<b>Read to Know</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Identify and use navigation words appearing in compare/contrast text structures.</li> </ul>	<ul style="list-style-type: none"> <li>Use target vocabulary words correctly in spoken contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main idea of a section of expository text.</li> </ul>	<ul style="list-style-type: none"> <li>Exhibit sustained attention to and engagement in reading activities.</li> <li>Communicate important information from the text to someone who hasn't read it.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Plant and Animal Fossils</u> by Libby Romero</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li><u>Plant and Animal Fossils</u> by Libby Romero</li> <li><u>Fossils</u> by Sally M. Walker</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Computer </li> <li>Document camera or interactive whiteboard </li> </ul>	<ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard </li> </ul>	<ul style="list-style-type: none"> <li>Document camera or interactive whiteboard </li> </ul>	<ul style="list-style-type: none"> <li>Teacher's Bookshelf books </li> <li>Drawing paper (1 per student)</li> <li>Completed sample drawing </li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>WRAP set #1</li> <li>Vocabulary Picture Cards: <b>discuss, remains, fossil, reasoning</b></li> <li>Navigation words for Lesson #5</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #6 (print or digital)  </li> <li>Words To Know Rings: <b>discuss, remains, fossil, reasoning</b> </li> <li>Word web (optional)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #7</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #2</li> <li>Vocabulary Picture Cards: <b>discuss, remains, fossil, reasoning</b></li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	TEXT MAPPING LESSON 5
<p><b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b>. Then others can lift a flap to see if their guess is correct!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Identify and use navigation words appearing in compare/contrast text structures.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Using Think-Alouds</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li><u>Plant and Animal Fossils</u> by Libby Romero</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Computer</li> <li>Document camera or interactive whiteboard</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>WRAP set #1</li> <li>Vocabulary Picture Cards: <b>discuss, remains, fossil, reasoning</b></li> <li>Navigation words for Lesson #5</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>There are no special instructions for this lesson.</li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p>SET</p>	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #1: DISCUSS, REMAINS, FOSSIL, REASONING</b></p> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "Suppose you have a collection of something, like rocks, dolls, baseball cards, or toy cars. You might want to choose the prettiest, rarest, or fastest one. To do that, you would need to <i>compare</i> two or three items in your collection—to look at how they are the <i>same</i> and how they are <i>different</i>. There are words that we use when we compare things. Our purpose today is to talk about those words, which are called <i>navigation words</i>. Navigation words give us a signal about what we're hearing or reading so we can understand it better."</p>	
<p>I Do</p>	<p><b>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.</b></p> <p><b>Display the navigation words for Lesson #5. You could say:</b>          "Here are two <b>fossils</b>. What can I do with them? I can <i>compare</i> them. <b>(point to first word)</b> We look at them and see how they're <i>alike</i> <b>(point to word)</b> or the <i>same</i>. <b>(point to word)</b> We look at what is the same for <i>both</i> <b>(point to word)</b> of them. We can also <i>contrast</i> <b>(point to word)</b> things, or think about how they are <i>different</i>. <b>(point to word)</b> We could say this <b>fossil</b> is one thing, <i>but</i> <b>(point to word)</b> the other <b>fossil</b> is something else. All of these words listed here are navigation words. They tell us that we're comparing two or more things to see how they're the same and different.</p> <p>"Let's see how this works..."</p> <ul style="list-style-type: none"> <li>I'm going to compare these two <b>fossils</b>. First I'm going to see how they're <i>alike</i> or the <i>same</i>. I know that <i>both</i> of these <b>fossils</b> lived in water, so that's one way they are <i>alike</i>. Also, they <i>both</i> have skeletons. They <i>both</i> have different sections of their bodies.</li> <li>If I wanted to <i>contrast</i> the two <b>fossils</b>, I would say that they both had skeletons, <i>but</i> this animal's skeleton is outside its body and this <b>fossil's</b> skeleton is inside. This animal's body was very hard, <i>but</i> this animal's body was soft on the outside. It didn't become a <b>fossil</b>. That's how they're <i>different</i>.</li> </ul> <p>Did you hear the words I used? I said <i>compare, alike, same, both, contrast, but, and different</i>. These are navigation words that I used to compare and contrast different things. They helped you understand what I was talking about."</p>	

<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Display p. 2 of the navigation words for Lesson #5. You could say:</b>          “Now let’s look at these two <b>fossils</b>. I can <i>compare</i> (<b>point to the word</b>) them. What would I say? They are alike because they <i>both</i> have... (<b>pause for response</b>) One thing they both have is stems, right? What about leaves? (<b>pause</b>) This tells me they are <i>both</i> plant <b>fossils</b>. That’s how they’re the <i>same</i>. Now what are the <i>differences</i>? This <b>fossil</b> has a flower, <i>but</i> this one doesn’t. This one has a butterfly, <i>but</i> this one doesn’t. That’s how they <i>contrast</i>.</p> <p>“Now, turn to your neighbor and take turns telling each other one thing that’s the same and one thing that’s different about these <b>fossils</b>. Remember to use some of our navigation words...”</p> <p><b>Allow plenty of talk time; guide and support students as they share similarities and difference. Then ask students to report to the class what they said to their partners.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Show p. 3 of the navigation words for Lesson #5. You could say:</b>          “Here are two more <b>fossils</b>. Take turns with your partner telling them what’s the same and different about these <b>fossils</b>. Compare and contrast them using the navigation words that we talked about today. After you’ve practiced, you can report your findings to the class.”</p> <p><b>Circulate the room to monitor students’ understanding of navigation words and provide feedback. If students are having trouble using the navigation words, tell them specific words to use or provide sentence frames.</b></p> <p><b>Invite several students to report their ideas to the class using navigation words.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “We talked a lot today, didn’t we? We used a special kind of word when we were comparing <b>fossils</b>. Whisper to your partner what kind of word we used... Did you say <i>navigation word</i>? That’s what we used today. Raise your hand if I say a navigation word; keep your hand down if it’s not a navigation word...”</p> <ul style="list-style-type: none"> <li>• <i>different</i> (<b>navigation word</b>)</li> <li>• <i>really</i></li> <li>• <i>fossil</i></li> <li>• <i>compare</i> (<b>navigation word</b>)</li> <li>• <i>both</i> (<b>navigation word</b>)</li> <li>• <i>contrast</i> (<b>navigation word</b>)</li> <li>• <i>silly</i></li> </ul> <p>Now we can use our navigation words anytime we want to <i>compare</i> and <i>contrast</i> things! We are awesome speakers, readers, and listeners!”</p>

# Navigation Words

## Earth Materials – Lesson 5



compare

alike

same

both

contrast

different

but



# Navigation Words

## Earth Materials – Lesson 5



compare

alike

same

both

contrast

different

but



# Navigation Words

## Earth Materials – Lesson 5



compare

alike

same

both

contrast

different

but





LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	WORDS TO KNOW LESSON 6
<p><b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b>. Then others can lift a flap to see if their guess is correct!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>• Use target vocabulary words correctly in spoken contexts.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• Rich Instruction</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Chart paper, document camera, or interactive whiteboard</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• Teacher Journal Lesson #6 (print or digital)</li> <li>• Words To Know Rings: <b>discuss, remains, fossil, reasoning</b></li> <li>• Word web (optional)</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> You may use the digital or print version of the teacher journal. If using the print version, you may want to cut out and prepare the images to place them on your word webs. You will need four copies of the word web or turtle word web.</li> <li>• <b>WORDS TO KNOW</b> <ul style="list-style-type: none"> <li>○ <b>discuss:</b> To talk about something with someone</li> <li>○ <b>remains:</b> A part not destroyed or used up</li> <li>○ <b>fossil:</b> Hardened parts left behind after plants or animals die</li> <li>○ <b>reasoning:</b> To think through carefully to make a decision</li> </ul> </li> <li>• <b>SUGGESTED RELATED WORDS</b> <ul style="list-style-type: none"> <li>○ <b>discuss:</b> <i>talk, explain, argue</i> (antonym)</li> <li>○ <b>reasoning:</b> <i>thinking, brain</i></li> <li>○ <b>fossil:</b> <i>bones, dinosaur</i></li> <li>○ <b>remains:</b> <i>leftovers, crumbs</i></li> </ul> </li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          "My sister is related to me and we're alike in some ways but different in other ways. We're still part of the same family. Words have families, too. Today our purpose is to find some <i>related</i> words for our Words to Know. The words will be in the same family of words, but might be just a little bit different. When we know more words that are related or in the same family, we can use them when we talk, read, and listen. We have a much larger family to be with!"</p>	
<p><b>I DO</b></p>	<p><b>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.</b></p> <p><b>Display the teacher journal or a blank word web. Model filling in the web for the word discuss.</b></p> <p><b>You could say:</b>          "Here's our first word, <b>discuss</b>. It means 'to talk about something with someone.' After you read a book about <b>fossils</b>, you might want to <b>discuss fossils</b> with your friend. In the same word family would be the words <i>talk</i> and <i>explain</i>. <b>(point out or add to web)</b> The opposite of <b>discuss</b> is to <i>argue</i> which is much different than <b>discuss</b>. <b>(add to web)</b> All of these words are related to <b>discuss</b> in some way. They're in the same word family—<i>talk, explain, and argue</i>.</p> <p>"I could make a sentence that uses the word <b>discuss</b> like this: 'My dad had to <b>discuss</b> with my brother why he wrecked his bike!'"</p>	

<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Work with students to make word webs for reasoning, fossil, and remains. Ask students to suggest related words to add to the webs.</b></p> <p><b>You could say:</b>  “Let’s work together to find related words for <b>reasoning</b>. <b>Reasoning</b> means ‘to think through carefully to make a decision.’ What do you have to use when you are <b>reasoning</b>? <b>(pause for response)</b> Your <i>brain</i>! You have to use your <i>brain</i>. And what does your <i>brain</i> have to do to reason? <b>(pause for response)</b> Yes, <i>think</i>. You have to <i>think</i>. Those two words are related. Any others? <b>(pause for suggestions; add ideas to the web)</b> I could say, ‘I used my <b>reasoning</b> to solve a problem.’ Who else can think of a sentence using <b>reasoning</b>? <b>(invite volunteers to share)</b></p> <p>“Now let’s <b>discuss fossil</b>. <b>Fossils</b> are ‘hardened parts left behind after plants or animals die.’ What other words remind you of <b>fossils</b>? <b>(pause for response)</b> [<i>Dinosaur</i>] is a good one. Another? <b>(pause)</b> [<i>Bones</i>]. Yes, I always think of [<i>bones</i>] when I think of <b>fossils</b>. Who wants to try a sentence using <b>fossil</b>? <b>(invite volunteers to share)</b></p> <p>“The last word web is for <b>remains</b>, meaning ‘A part not destroyed or used up.’ What’s another word that’s related to <b>remains</b>? Hmm... what’s left over after lunch? <b>(pause for response)</b> Yes, <i>leftovers</i>! Any other words you can <i>think</i> of? <b>(pause for responses and add ideas to the web)</b> I think <i>crumb</i> is a good related word. <b>(add to web)</b> Now let’s make a sentence with <b>remains</b>. How about this: ‘My dog ate the <b>remains</b> of my dinner?’ Any other ideas for sentences?” <b>(invite volunteers to share)</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Divide students into pairs and pass out the Words to Know rings. You could say:</b>  “With your partner, stand up and move to a larger space on the floor. One of you will start. Put your word ring behind your back, choose one word strip, and bring it to the front. Then make a sentence using either the word OR a related word. Your partner will check to make sure the sentence is correct. Then it’s the partner’s turn to put the word ring behind his or her back and choose a word or related word to use in a sentence.”</p> <p><b>Provide support for students who have difficulty generating sentences. You could continue this activity in a large group if many students need more support.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “Whew! Today you learned a lot more words. You are getting to know LOTS of words now. You should be able to understand and use these words every day. I’m going to say a related word. I want you to say the Word to Know that it matches. Ready?”</p> <ul style="list-style-type: none"> <li>• <i>thinking</i> <b>(reasoning)</b></li> <li>• <i>leftovers</i> <b>(remains)</b></li> <li>• <i>brain</i> <b>(reasoning)</b></li> <li>• <i>bone</i> <b>(fossil)</b></li> <li>• <i>explain</i> <b>(discuss)</b></li> <li>• <i>talk</i> <b>(discuss)</b></li> </ul> <p>Words will open doors for you. Try to use these words and related words at school and at home tonight!”</p>



**discuss**



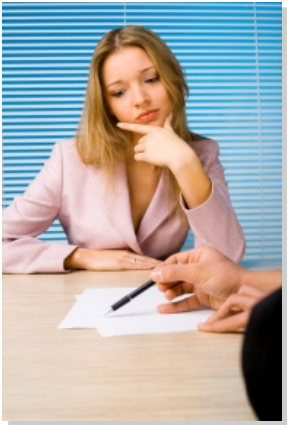
**explain**



**talk**



**argue**



**reasoning**



**brain**



**thinking**



**fossil**



**bones**



**dinosaur**



**remains**



**leftovers**



**crumbs**



discuss



argue



explain



talk



**reasoning**



**brain**



**thinking**



**fossil**



**bones**



**dinosaur**



**remains**

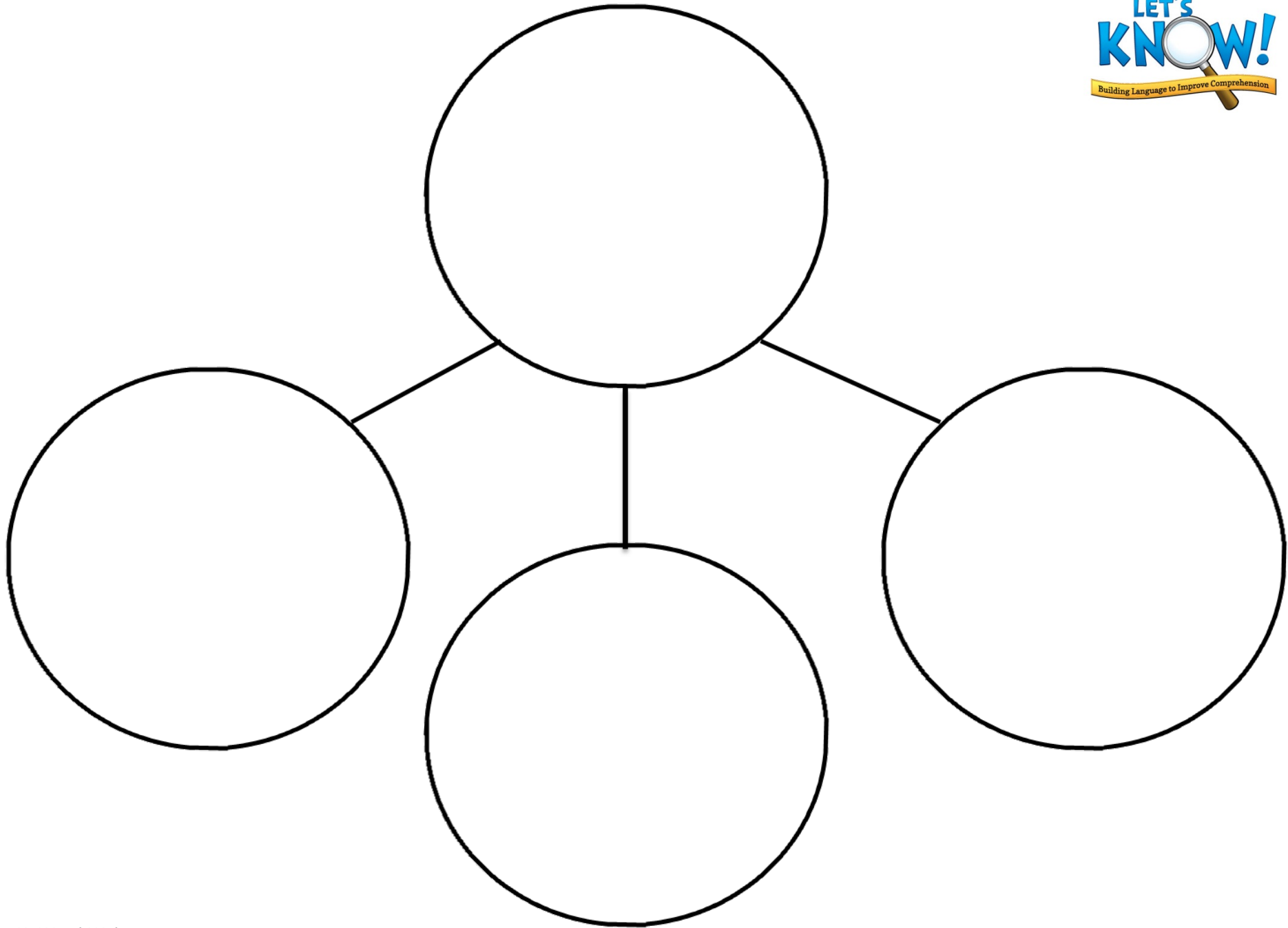


**leftovers**



**crumbs**





LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	INTEGRATION LESSON 7
<b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b> . Then others can lift a flap to see if their guess is correct!		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Identify the main idea of a section of expository text.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Finding the Main Idea</li> </ul> <b>LESSON TEXTS:</b> <ul style="list-style-type: none"> <li><u>Plant and Animal Fossils</u> by Libby Romero</li> <li><u>Fossils</u> by Sally M. Walker</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera or interactive whiteboard</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #7</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>The paragraphs in the I Do routine are taken from pp. 6–7 of <u>Fossils</u> by Sally M. Walker, the third book of this unit. You may choose to show the book on a document camera and read from the book rather than the lesson script.</li> <li>Use Teacher Journal Lesson #7 to provide main idea choices during the You Do activity.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>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.</b></p> <p><b>You could say:</b>          "Did your mom ever tell you a whole bunch of things that you couldn't remember, and you wanted to say, 'Mom, just tell me the most important thing!?' Our book about <b>fossils</b> has a lot of information, but today our purpose is to listen for the <i>main idea</i>. The main idea helps us remember what's important in a book. Knowing the main idea helps us to understand when we read or listen."</p>	
<b>I Do</b>	<p><b>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.</b></p> <p><b>You could say:</b>          "We know we are reading books about <b>fossils</b>. I am going to read some paragraphs from a book about <b>fossils</b> that we will read later in the unit. The book is called <u>Fossils</u>. The author has a <i>main idea</i> in each section of the text. I'm going to read and show you how I find the main idea, or what the author thinks is the <i>most important</i> thing in that paragraph..."</p> <p style="padding-left: 40px;"><b>(p.6)</b> 'Fossils are the hardened remains of plants and animals. Remains are parts left behind after plants or animals die. All fossils are old. Fossils are the traces and remains of plants and animals that lived more than 10,000 years ago.'</p> <p>Hmm... The author really talked about what <b>fossils</b> are, so I think that's the main idea. She also talked about more things, but the most important thing she talked about was <i>what fossils are</i>. That's the main idea.</p> <p>"I'll read another paragraph..."</p> <p style="padding-left: 40px;"><b>(p. 7)</b> 'There are many different kinds of fossils. Dinosaur bones are fossils. Dinosaur teeth are fossils too. Claws, eggs and nests can be fossils. So can leaves, flower petals, and plant stems.'</p> <p>Now I think the author's main idea is kinds of <b>fossils</b>. First she says there are different kinds and then lists lots of different <b>fossils</b>. Many times the main idea is the first thing the author writes. In this paragraph, the main idea is <i>kinds of fossils</i>."</p>	

<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Practice finding the main idea along with students. You could say:</b>  “Now we’re going to find the main idea together. Listen for words that are clues to the main idea. They may be the first thing the author says.</p> <ul style="list-style-type: none"> <li>• <b>(read <u>Plant and Animal Fossils</u>, pp. 10–11)</b> Do you think the main idea of these pages is that many <b>fossils</b> are in rocks or in rivers? <b>(pause for response)</b> Yes, in rocks. The cliffs are made from rocks and the rivers usually run through rocky areas, so the main idea is that many <b>fossils</b> are in rocks. That was also the first sentence of this section. Great thinking, everyone! I’ll read the next page.</li> <li>• <b>(read p. 12)</b> Now what’s the main idea? <b>(pause for response)</b> The main idea of this page is that <b>fossils</b> are in amber.</li> <li>• What about the next page? <b>(read p. 13)</b> Can someone tell me the main idea? <b>(pause for response)</b> <b>Fossils</b> are in tar. Nice work.</li> <li>• Now let’s think about this... The main idea for the first two pages was <i>fossils are in rocks</i>, then <i>fossils are in amber</i>, and last, <i>fossils are in tar</i>. All of these pages tell us about where <b>fossils</b> are found. That’s the name of the chapter, ‘Where Do We Find Fossils?’ So the main idea of the whole chapter is <i>where we find fossils</i>. Cool, huh?”</li> </ul>
<p><b>You Do</b></p>	<p><b>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.</b></p> <p><b>Display Teacher Journal Lesson #7. You could say:</b>  “Now you and your partner are going to listen for the main idea. I’ll read a paragraph and then show you two pictures with ideas under them. Talk to your partner and decide which idea is the main idea. Wait until I ask you to respond. If it’s the top one, put a thumb up. If it’s the bottom one, put your thumb down. Then I’ll tell you which choice is the correct main idea. Are you ready? Remember, first listen to the paragraph and talk with your partner to decide which idea is the main idea; then, when I ask you, give me a thumbs-up or thumbs-down.”</p> <p><b>Read the paragraph from p. 14 of <u>Plant and Animal Fossils</u>. Then read the main idea choices from column #1 in the teacher journal (<i>how animals and plants looked and how to find fossils</i>). Allow partners time to talk and decide on their answers. Then ask students to give a thumbs-up for the top picture or thumbs-down for the bottom picture. The top is the correct choice.</b></p> <p><b>Proceed with the above procedure for the following pages:</b></p> <ul style="list-style-type: none"> <li>• p. 15, column #2 (bottom)</li> <li>• p. 16, column #3 (top)</li> <li>• p. 17, column #4 (top)</li> </ul>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “You really worked hard today. What did you listen for today? The... <b>(pause for response)</b> Main idea! Anytime we listen to a story, read a book, or watch a movie, we want to think, ‘What was the main idea?’ It helps us remember the important information that went into our brains. It helps us organize what we learned so we can talk about it with someone. That’s a good thing to do. Which idea do you want to remember? <b>(pause for response)</b> The <i>main idea!</i>”</p>

1



How animals and plants looked

OR



How to find fossils

2



How animals moved

OR



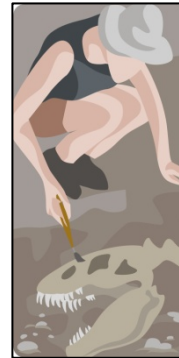
What animals ate

3



Where fossils lived

OR



Where to find fossils

4



How plants and animals changed

OR



Where the dinosaurs went

LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	READ TO KNOW LESSON 8
<p><b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b>. Then others can lift a flap to see if their guess is correct!</p>		
<p><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Exhibit sustained attention to and engagement in reading activities.</li> <li>• Communicate important information from the text to someone who hasn't read it.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• Engaging Readers</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Teacher's Bookshelf books</li> <li>• Drawing paper (1 per student)</li> <li>• Completed sample drawing</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• WRAP set #2</li> <li>• Vocabulary Picture Cards: <b>discuss, remains, fossil, reasoning</b></li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. The texts should in some way be related to the unit theme but may vary in genre, topic, complexity, and so on.</li> <li>○ Complete an example drawing to share as a model of the You Do activity students will complete. Use one of the bookshelf books or a selection from your classroom library. See the I Do routine for ideas.</li> </ul> </li> <li>• Allow students to select the texts they want to read during the Read to Know lessons; provide them autonomy in their decisions.</li> <li>• You could use a familiar signal, such as a bell, to alert students to stop reading and begin working on their task for the lesson.</li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #2: DISCUSS, REMAINS, FOSSIL, REASONING</b></p> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "Today, it's time to choose your own book to read again! I love to do that, and I know that you do too. Good readers like to read books that are interesting to them. There are all types of books about <b>fossils</b> for you to choose in the classroom. Your purpose today is to find a book that looks interesting and read it until you're finished with it. You'll have plenty of time to look at all of the pictures and read what you can. If you finish one book, you can find another book to read. Then you'll draw your favorite part and talk about your book with a partner."</p>	
<p><b>I DO</b></p>	<p><b>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.</b></p> <p><b>Review the Read to Know procedure and expectations, if needed.</b></p> <p><b>To establish a goal for children's reading, you could say:</b>          "After you read your book today, you'll draw a picture of your favorite part of the book. It might be a <b>fossil</b> or a paleontologist. Here's a picture of my favorite part of the book. <b>(show prepared drawing)</b> I drew [a <b>fossil</b> that looked very cute (if <b>fossils</b> can be cute)]. When you're finished reading, your book, get a sheet of drawing paper, draw your favorite part, and share it with your partner."</p>	

<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Have students choose their books. Allow them to engage with their texts for [10-15] minutes on their own.</b></p> <p><b>You could say:</b>          “Find a book and read until I signal you to start drawing your favorite part...”</p> <p><b>Circulate the room to monitor students and answer any questions, as needed.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Have students draw their favorite parts of the books they read and then discuss them in pairs.</b></p> <p><b>You could say:</b>          “Think about the book you enjoyed and draw your favorite part. When you’re finished, put up your thumb. Then I’ll signal you to share your drawing with a partner.”</p> <p><b>Allow students time to draw and share with their partners. Circulate the room to monitor and engage in students’ discussions.</b></p> <p><b>As time allows, invite volunteers to talk about their drawings with the class.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “When we read for enjoyment, we read things that we like, and that help us understand and remember the information. I like to read different kinds of things, but I always want to have something to remember. Tell your partner something you remember from your book. <b>(allow brief talk time)</b> You are really becoming good readers and listeners!”</p>



## WEEKLY LESSON PLANNER

### EARTH MATERIALS

Week 3	Lesson 9	Lesson 10	Lesson 11	Lesson 12
<b>Lesson Type</b>	<b>Read to Me</b>	<b>Text Mapping</b>	<b>Integration</b>	<b>Words to Know</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Participate in collaborative conversations about topics within Kindergarten texts.</li> <li>Use prior knowledge to make predictions.</li> </ul>	<ul style="list-style-type: none"> <li>Use noun phrases and verb phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the purpose of a text and the reasons for the author's choices.</li> </ul>	<ul style="list-style-type: none"> <li>Define words by providing a simple definition.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Fossils Tell of Long Ago</u> by Aliko </li> </ul>	<ul style="list-style-type: none"> <li><u>Fossils Tell of Long Ago</u> by Aliko </li> </ul>	<ul style="list-style-type: none"> <li><u>Fossils Tell of Long Ago</u> by Aliko</li> <li><u>Plant and Animal Fossils</u> by Libby Romero</li> </ul>	<ul style="list-style-type: none"> <li><u>Fossils Tell of Long Ago</u> by Aliko </li> <li><u>Plant and Animal Fossils</u> by Libby Romero </li> <li><u>Fossils</u> by Sally M. Walker </li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Document camera</li> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Document camera or interactive whiteboard </li> <li>Bags or paper clips</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>	<ul style="list-style-type: none"> <li>Key</li> <li>Crayons</li> <li>Sticky notes</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #3</li> <li>Vocabulary Picture Cards: <b>discuss, remains, fossil, reasoning</b></li> <li>Teacher Journal Lesson #10</li> <li>Picture cards for Lesson #10 </li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #4</li> <li>Vocabulary Picture Cards: <b>discuss, remains, fossil, reasoning</b></li> <li>Teacher Journal Lesson #11</li> <li>Student Journal Lesson #11</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>extinct, form, process, monitor</b></li> <li>Words to Know Rings: <b>extinct, form, process, monitor</b> </li> <li>Student Journal Lesson #12</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	READ TO ME LESSON 9
<p><b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b>. Then others can lift a flap to see if their guess is correct!</p>		
<p><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Participate in collaborative conversations about topics within Kindergarten texts.</li> <li>• Use prior knowledge to make predictions.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• Predicting</li> <li>• Rich Discussion</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Fossils Tell of Long Ago</a> by Alik</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Group Discussion</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Document camera</li> <li>• Sticky notes</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> Preview the lesson text to decide which pages you will read (if you will not read the entire text). Be sure to include the pages from the lesson routines or others that meet the lesson objectives. <ul style="list-style-type: none"> <li>○ Use sticky notes to flag pages on which you will model predicting or prompt students to make predictions. Examples from the lesson routines include the following: <ul style="list-style-type: none"> <li>▪ (p. 5) Ask students to predict what will happen to the big fish based on their knowledge of <b>fossils</b>; confirm the prediction on p. 6.</li> <li>▪ (p. 13) Ask students to predict what will happen to the <b>fossil</b> over time.</li> <li>▪ (p. 15) Ask students to describe what a dinosaur footprint would look like; confirm on p. 16.</li> <li>▪ (before reading p. 18) Predict whether the wooly mammoth is a <b>fossil</b>.</li> </ul> </li> <li>○ You could also note potential questions for rich discussion.</li> </ul> </li> <li>• Predicting helps students activate their background knowledge and link that knowledge to new information in the text; this helps students create a more precise mental model of a text.</li> <li>• Review the Predicting technique with students. Remind them that predicting is making guesses about what will come next in the text based on background information and clues in the text.</li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “Have you been to the library to check out books? When you get home, the first thing you want to do is sit down and read your new books, right? Well, today we have a new book about <b>fossils</b> to read. I'm so excited to read it to you. It's called <a href="#">Fossils Tell of Long Ago</a> by Alik. While we're reading, our purpose is to make some <i>predictions</i> about information in the book; then at the end, we'll have a great discussion about some ideas from the book. Predicting and <b>discussing</b> ideas help us think deeply about what we're reading so we can understand it even better.”</p>	
<p><b>I DO</b></p>	<p><b>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.</b></p> <p><b>Review the Predicting technique and model making predictions as you read. You could say:</b>  “Predicting is making guesses about what will happen next. I can use clues in the book—in the words or pictures—and what I already know about the topic to make a prediction. As I read this book, called <a href="#">Fossils Tell of Long Ago</a> by Alik, I'll stop and make predictions. As I read, I will find out if my predictions are correct or if I have to revise them...”</p> <p><b>(read the title and p. 5)</b> “Hmm... I wonder what will happen to this fish. Since this is a book about <b>fossils</b>, and I know that fish can be <b>fossils</b>, I'm going to predict that the fish will become a <b>fossil</b>. Let's keep on reading to find out if my prediction is correct.”</p>	



	<p><b>(read pp. 6–7)</b> “Yes, my prediction was correct, but I <i>didn’t</i> predict that the smaller fish would also be a <b>fossil!</b></p> <p><b>(continue reading; stop on p. 13)</b> “I wonder what will happen to the <b>fossil</b>. I predict that someone, maybe a paleontologist, will find the <b>fossil</b> with the <b>fossil</b> fish inside. I used my background knowledge about <b>fossils</b> and paleontologists to make a prediction about who might find the <b>fossil</b>. We’ll have to wait until the end of the book to see if my prediction was correct or not.”</p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Read pp. 14–15; before turning the page, you could say:</b>  “I know one type of <b>fossil</b> is a footprint of an animal. I want you to help me predict what a dinosaur footprint might look like. Let’s use what we know from the book and what we already know about dinosaurs and <b>fossils</b> to make some predictions...”</p> <p><b>Guide students as they make predictions. Then turn the page to confirm or revise students’ predictions.</b></p> <p><b>Continue reading.</b></p> <ul style="list-style-type: none"> <li>• <b>Before reading p. 18, ask students to predict whether they think a woolly mammoth is a fossil. Then read the page to confirm or revise predictions.</b></li> <li>• <b>On p. 26, confirm your above prediction that paleontologists would find the fish fossil. It is not necessary to read the remainder of the book.</b></li> </ul>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>After reading, facilitate an extended whole-group discussion of topics from the text. Rich discussion should be a teacher-led but student-dominated conversation. Prompt students to take multiple turns and to elaborate on their ideas and those of their peers.</b></p> <p><b>You could use the following questions to evoke rich discussion:</b></p> <ul style="list-style-type: none"> <li>• Why do you think that many of the <b>fossils</b> of plants and animals look different than plants and animals alive today?</li> <li>• How can scientists tell that deserts today used to be forests and swamps, or that areas that are cold today used to be warm?</li> <li>• If you were a paleontologist, where might you start looking for <b>fossils</b>? Why?</li> </ul>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “We are learning more about <b>fossils</b>, and you are learning how to really think when you’re listening. What did we do today while we were reading? We made... <b>(pause for response)</b> Yes, predictions! Predictions are like guesses based on what we already know and what the book tells us. Now, make a prediction about whether it’s sunny or cloudy outside and tell it to a friend. <b>(allow brief talk time)</b> You can confirm or revise your prediction at recess.”</p>

LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	TEXT MAPPING LESSON 10
<p><b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b>. Then others can lift a flap to see if their guess is correct!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>• Use noun phrases and verb phrases.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• Using Think-Alouds</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• <u>Fossils Tell of Long Ago</u> by Aliki</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Document camera or interactive whiteboard</li> <li>• Bags or paper clips</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• WRAP set #3</li> <li>• Vocabulary Picture Cards: <b>discuss, remains, fossil, reasoning</b></li> <li>• Teacher Journal Lesson #10</li> <li>• Picture cards for Lesson #10</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> Cut out the picture cards for Lesson #10 to save time, and bag or paper clip a set of four cards for each pair of students.</li> <li>• You will read p. 5 of <u>Fossils Tell of Long Ago</u> for the I Do segment and p. 10 for the We Do segment.</li> <li>• Guide students to use verb phrases during this lesson. Verbs are words that represent an action (such as <i>runs, jumps</i>) or a state of being (such as <i>is, are</i>).</li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #3: DISCUSS, REMAINS, FOSSIL, REASONING</b></p> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "Do you like bikes? I like to ride a bike. I rode last night, and I'm going to ride when I get home. When I talk about an action, the word is called a <i>verb</i>. Today we're going to talk about action words, or verbs. When you can use a lot of different verbs, you can better understand what you're reading or listening to. It also helps you talk to others. Let's get moving!"</p>	
<p><b>I DO</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  <b>(p. 5)</b> "In our book <u>Fossils Tell of Long Ago</u>, it says, 'Once upon a time a huge fish was swimming around when along came a smaller fish.' When I look for an action word or <i>verb in</i> that sentence, I pick the words 'was swimming' because that's what the huge fish was doing—that was its action. It was <i>swimming</i>. That's the verb or action word.</p> <p>"Let's find some more action words or verbs. 'The big fish was so hungry it swallowed the other fish whole.' Wow! The action in this sentence is 'swallowed.' The big fish <i>swallowed</i> the other fish. I found two verbs in these sentences, 'was swimming' in the first sentence and 'swallowed' in the second sentence. Those are action words or verbs.</p> <p>"I could make another sentence using the verbs. Remember our first verb <i>was swimming</i>? I could say 'The girl <i>was swimming</i> in her pool.' Or I could use the second verb, <i>swallowed</i> in another sentence. I could say 'My dad <i>swallowed</i> a whole hot pepper'. I made different sentences using the <i>verbs</i> or action words."</p>	

<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Guide students as they help you locate verbs in the lesson text and use the verbs in sentences. Then have them describe pictures from the teacher journal using verbs and verb phrases.</b></p> <p><b>You could say:</b>  <b>(p. 10)</b> “Now you help me find the verbs or action words in this sentence: ‘When the big fish died, it sank into the mud at the bottom of the sea.’ What happened first? The big fish... <b>(pause for response)</b> <i>Died</i>. Yes, that’s what it did. So that’s the first verb. Then what happened? <b>(pause for response)</b> Yes, it <i>sank</i> into the mud. We have two more verbs, <i>died</i> and <i>sank</i>. I’m going to use <i>died</i> in a different sentence: ‘My hamster <i>died</i> last year’. Who can think of a sentence using the second verb, <i>sank</i>, or the verb <i>sink</i>? <b>(invite students to share sentences)</b></p> <p>“Let’s find some more verbs... ‘Slowly, the soft parts of the fish rotted away.’ What action happened? What’s the verb? <b>(pause for response)</b> <i>Rotted</i> is the verb! Who can make another sentence using <i>rotted</i>? <b>(invite students to share sentences)</b></p> <p>“Now let’s look at some pictures. <b>(display Teacher Journal Lesson #10)</b> For each of these pictures, think of a verb or action word, and tell your partner what’s happening in the picture. For example, you could say, <b>(point to first picture)</b> ‘The triceratops is running from the tyrannosaurus rex.’ What is the verb in that sentence? <b>(pause for response)</b> <i>Is running</i>, correct. Then your partner would make another sentence using <i>is running</i>, like ‘The boy is <i>running</i> home from school.’</p> <p><b>(point to second picture)</b> “What’s the action in this picture? <b>(pause for response)</b> The car is smoking! What is the action word or verb? <b>(pause for response)</b> <i>Is smoking</i>... Who can make a different sentence using <i>is smoking</i>? <b>(invite students to share sentences)</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Divide students into pairs and distribute four picture cards to each pair. You could say:</b>  “Each pair of students has four pictures. Take turns making a sentence from one picture, and then the partner will use the same verb, or action word, you used in a different sentence. Partners who are shorter can start first; then switch places.”</p> <p><b>Circulate the room as students develop sentences, providing feedback on their use of verbs and verb phrases.</b></p> <p><b>Have volunteers share some of their action word sentences with the class.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “You found action words, or <i>verbs</i>, today and then made sentences with the action words. What is another word for an action word? <b>(pause for response)</b> Verb! That’s right. Think of one action word or verb and tell your partner... When we read or listen to books, we can learn more verbs because authors use a lot of different verbs. Then when we talk to other people, we can use many different verbs; that makes our speech more interesting.”</p>



# Picture Cards

## Earth Materials – Lesson 10




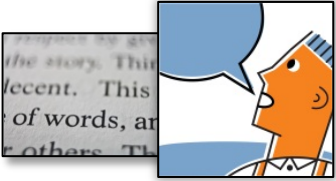


**Directions:** Cut and distribute four cards per pair.



LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	INTEGRATION LESSON 11
<p><b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b>. Then others can lift a flap to see if their guess is correct!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Identify the purpose of a text and the reasons for the author's choices.</li> </ul>		
<p><b>TEACHING TECHNIQUES:</b></p> <ul style="list-style-type: none"> <li>Selected by teacher</li> </ul> <p><b>LESSON TEXTS:</b></p> <ul style="list-style-type: none"> <li><u>Fossils Tell of Long Ago</u> by Aliki</li> <li><u>Plant and Animal Fossils</u> by Libby Romero</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>None recommended</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>WRAP set #4</li> <li>Vocabulary Picture Cards: <b>discuss, remains, fossil, reasoning</b></li> <li>Teacher Journal Lesson #11</li> <li>Student Journal Lesson #11</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>There are no special instructions for this lesson.</li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed black; padding: 5px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #4: DISCUSS, REMAINS, FOSSIL, REASONING</b></p> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "You make choices all day long. You chose to get up this morning or stay in bed. You probably chose what to wear to school. You chose what to eat for breakfast. All day long, you make choices. Authors also make choices, and our purpose today is to talk about the choices that Aliki, the author of <u>Fossils Tell of Long Ago</u> made when she wrote the book. When we know about the author's choices, it helps us understand the book much better. Let's see what Aliki chose."</p>	
<p><b>I DO</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          "When you want to write a book, the first thing you need to do is to decide what you want to write about. <b>(display book cover)</b> Just by looking at the cover, I can see the first choice that Aliki made. She didn't write about dinosaurs or pteranodons... She chose to write about <b>fossils</b>. We know about dinosaurs and pteranodons from <b>fossils</b>, but she wanted to write about more than dinosaurs. That's the first choice she made.</p> <p><b>(turn to title page and/or p. 4)</b> "Now when I look at the first page, I see something interesting, something that's different than the first book we read, <u>Plant and Animal Fossils</u> by Libby Romero. I noticed that in the first book, all of the pictures were real-life photographs. However, Aliki chose another type of picture; she chose to draw the illustrations. It looks like crayon and pen, with maybe some colored pencils, too. That's much different than the photos in the first book. So we see that Aliki chose to write about <b>fossils</b> and to draw the illustrations rather than using photographs. Interesting!"</p>	
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Browse the lesson texts with students, prompting them to consider the author's different choices.</b></p>	

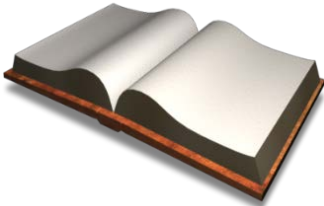
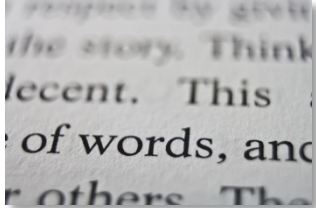
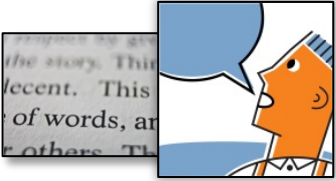




	<p><b>You could say:</b>  <b>(p. 6–7)</b> “Now let’s look together for some more choices that the author, Aliko, made. What do you notice about the words that are on the page? Do they all look the same? Compare the words under the fish with the words that the kids are speaking. Are they the same? <b>(pause for response)</b> No, Aliko chose to have some of the information about the <b>fossils</b> come in speech bubbles from the kids instead of from the regular text of the book. That’s very interesting! If you look at the other book we read, <b>(you could show some pages from <u>Plant and Animal Fossils</u>)</b> you’ll see that the author used something else—she used a lot of boxes with photos and captions. That’s interesting, too.</p> <p>“These authors also had to choose which <b>fossils</b> to include in the book. Libby Romero chose a T-rex for page 2, <b>(show pages from <u>Plant and Animal Fossils</u>)</b> a triceratops for page 4, and dinosaur tracks and eggs for page 5. Let’s see which <b>fossils</b> Aliko chose... What’s on the title page? <b>(pause for response)</b> Yes, a dragonfly. What’s on page 6? <b>(pause for response)</b> A fish inside a fish, remember? As I go through the book, name the different <b>fossils</b> that Aliko chose to include in her book...”</p> <p><b>Turn the pages of <u>Fossils Tell of Long Ago</u>. Prompt students to identify some of the following fossils Aliko chose to include in the book: ferns, shells, dinosaur tracks, woolly mammoth, insects in amber, plants and sea animals, petrified trees, stegosaurus, and pteranodon.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Distribute the student journal; you could display the teacher journal to explain the activity.</b>  <b>You could say:</b>  “On your student journal, you have a chart of the choices Aliko made in <u>Fossils Tell of Long Ago</u>. I also have a copy of the journal displayed on the board if you can’t tell what a picture really looks like. Your job is to talk with your partner and then circle the choices that the author of <u>Fossils Tell of Long Ago</u> made. The first box is the <i>topic</i> the author chose to write about in her book, either <b>fossils</b> or dinosaurs. The second box is the kind of <i>pictures</i> the author chose to use, photographs or illustrations. The third box is the kind of <i>words</i> the author chose, just words or words with speech bubbles. The last box is the <i>kinds of fossils</i> that Aliko chose to put in the book. Circle all of the <b>fossils</b> that you think she put in. When you’re finished, we’ll see if you made the same choices that Aliko did.”  <b>Circulate the room to support students as they complete the journal page, reminding them what each row on the chart means.</b></p> <p><b>When students are finished working, quickly go through the chart, noting the author’s choices. Have students check their answers.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “Today we looked at what an author chose to write about. Tell a partner what you might write about when you’re an author. <b>(allow brief talk time)</b> When we understand the choices an author made, it helps us when we want to write a book. We can choose what we want to write about, the kinds of pictures we use, the type of words, and what we want to put in the book. Those are all choices that help us understand a book and write one of our own.”</p>

**Directions:** Circle the choices the author made in the book Fossils Tell of Long Ago.

			
			
			
<b>Kinds of Fossils</b>			
			
			



Directions: Circle the choices the author made in the book Fossils Tell of Long Ago.

			
			
			
<h1>Kinds of Fossils</h1>			
			
			

LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	WORDS TO KNOW LESSON 12
<p><b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b>. Then others can lift a flap to see if their guess is correct!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Define words by providing a simple definition.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <p><b>LESSON TEXTS:</b></p> <ul style="list-style-type: none"> <li><u>Fossils Tell of Long Ago</u> by Aliki</li> <li><u>Plant and Animal Fossils</u> by Libby Romero</li> <li><u>Fossils</u> by Sally M. Walker</li> </ul> <p><b>TALK STRUCTURES FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Selected by teacher</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Key</li> <li>Crayons</li> <li>Sticky notes</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>extinct, form, process, monitor</b></li> <li>Words to Know Rings: <b>extinct, form, process, monitor</b></li> <li>Student Journal Lesson #12</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Cut out the next four word strips (<b>extinct, form, process, and monitor</b>) and attach them to students' Words to Know rings.</li> <li>You might use sticky notes to flag the pages from the lesson texts that are used in the lesson routines; these pages provide contexts for teaching the Words to Know.</li> </ul> </li> <li>Introduce the new Words to Know using the Vocabulary Picture Cards and the Words to Know rings.</li> <li>The You Do activity will require students to move throughout the classroom to talk with different partners. As an alternative, you could divide students into pairs or groups, rather than having them change partners.</li> <li>WORDS TO KNOW           <ul style="list-style-type: none"> <li><b>extinct:</b> Died out</li> <li><b>form:</b> To make into a shape</li> <li><b>process:</b> To make something new or different</li> <li><b>monitor:</b> To keep track of something for a special purpose</li> </ul> </li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          "I have a key here. <b>(hold up a key)</b> Keys open doors to your house, car, or locker. It's hard to get in without a key. Words are like keys. When we know words, it's like having a key. You can open doors and understand many new things that were closed before. Our purpose today is to learn four new Words to Know. Words open new doors. Knowing a lot of words help us to understand what we read and hear. Let's look at our new keys."</p>	
<p><b>I Do/ WE DO</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          "Our first word we will talk about today is <b>extinct</b>. Let's say the word <b>extinct: extinct. Extinct</b> means 'died out.'</p> <ul style="list-style-type: none"> <li>This Vocabulary Picture Card (<b>show picture card for extinct</b>) shows an animal that is <b>extinct</b>. Dinosaurs are <b>extinct</b>. There are no more dinosaurs in the world, only their <b>fossils</b>.</li> </ul>	

- **(show p. 16 in Plant and Animal Fossils)** This is a *trilobite*. It says here, ‘Trilobites are **extinct**. There are no trilobites.’ Other things can be **extinct** as well. A volcano can be **extinct** if it doesn’t erupt anymore.
- Find the word **extinct** on your word ring. Read with me: **Extinct** means ‘died out.’
- Now turn to your partner and take turns saying what **extinct** means...
- Everyone stand. Turn around and say the word **extinct**... Now sit.

**(form)**

“The next word is **form**. Say the word **form: form. Form** means ‘to make into a shape.’

- **(show form picture card)** This Vocabulary Picture Card shows the word **form**. Kids are **forming** a pot from clay.
- **(show p. 26 in Fossils)** This book talks about shells that **form** a mold. Then the shells are **formed** into **fossils**. We can also **form** other things, like play dough. We can **form** cookie dough into cookies. Yum! What are some other things we can **form**? **(invite students to share ideas)**
- Find the word **form** on your word ring. Read with me: **Form** means ‘to make into a shape.’
- Now turn to your partner and take turns saying what **form** means...
- Everyone stand and blink twice. Now say the word **form**... and sit.

**(process)**

“Our third Word to Know for today is **process**. Say the word **process** with me: **process. Process** means ‘to make something new or different.’

- **(show process picture card)** This Vocabulary Picture Card shows a **process**. The pepper is in the **process** of rotting.
- **(show p. 10 in Fossils Tell of Long Ago)** In this book, Fossils Tell of Long Ago, we see the **process** of a fish turning into a **fossil**. A tree turning into petrified wood involves a **process**, too. Building a birdhouse is a **process**. You take wood and nails and turn them into a house using a **process**. What are some other things that are a **process**? **(invite students to share ideas; if needed, you can guide them to ideas such as cooking, making a bed, or folding a paper airplane)**
- Find the word **process** on your word ring. Read with me: **Process** means ‘to make something new or different.’
- Now turn to your partner and take turns saying what **process** means...
- Everyone stand and say the word **process**... Now sit.

**(monitor)**

“The last word for today is **monitor**. Everyone say the word **monitor: monitor. Monitor** means ‘to keep track of something for a special purpose.’

- **(show monitor picture card)** This Vocabulary Picture Card shows **monitor**. They want to keep track of how the baby is doing, so they **monitor** the baby.
- When we read, we **monitor** what we’re reading so we can understand. Your teacher will **monitor** how well you’re learning new things in kindergarten. Computers have another kind of **monitor**—a computer screen is called a **monitor**. Maybe it’s for us to keep track of what the computer is doing. Let’s think of more things that we **monitor**. Who can help me? **(invite students to share ideas)**
- Find the word **monitor** on your word ring. Now read with me: **Monitor** means ‘to keep track of something for a special purpose.’
- Now turn to your partner and take turns saying what **monitor** means...
- Everyone stand and say the word **monitor**... Now hop twice and sit.”

**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.**

**Distribute the student journal and a crayon to each student.**

	<p><b>You could say:</b>  “Let’s play a game with our words. Each person has a crayon and a journal page with dinosaur tracks, or footprints. Each track has one of our new words in it. To play the game, you need to go to another person and tell them what one of the words means—the definition. If they say it’s correct, then you can put an <i>X</i> on that track. Then switch places and the person will tell you what one of the words means. If it’s correct, then they can put an <i>X</i> on that track. Keep moving around the room and switching partners; one person tells a definition and the other tells them if it’s correct. Continue until all four of your dinosaur tracks are marked.”</p> <p><b>Circulate the room as students talk to each other, supporting them and providing feedback as they provide definitions for the Words to Know.</b></p>
CLOSE	<p><b>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.</b></p> <p><b>You could say:</b>  “Today we learned four new Words to Know. New words are like keys that help us understand what we read or hear. These words will help us as we continue learning about <b>fossils</b> in our Earth Materials unit. We want to learn words every day! Tell a friend which word I’m thinking of...”</p> <ul style="list-style-type: none"> <li>• Which word would you use with play dough, <b>form</b> or <b>extinct</b>? (<b>form</b>)</li> <li>• What would you find in a bedroom, a <b>monitor</b> or a <b>process</b>? (<b>monitor</b>)</li> <li>• Which word means died out, <b>extinct</b> or <b>form</b>? (<b>extinct</b>)</li> <li>• If you wanted to make a recipe, would you use a <b>monitor</b> or <b>process</b>? (<b>process</b>)</li> </ul> <p>Excellent working! You can use these four words like keys to open many new places in your brains.”</p>



**form**

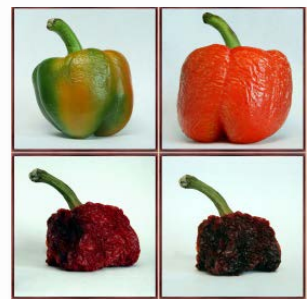


**extinct**

**monitor**



**process**





## WEEKLY LESSON PLANNER

### EARTH MATERIALS

Week 4	Lesson 13	Lesson 14	Lesson 15	Lesson 16
<b>Lesson Type</b>	<b>Text Mapping</b>	<b>Integration</b>	<b>Words to Know</b>	<b>Read to Know</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Extract information from one kind of text and translate the information into a new kind of text.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main idea of a section of expository text.</li> </ul>	<ul style="list-style-type: none"> <li>Sort words into semantic categories.</li> </ul>	<ul style="list-style-type: none"> <li>Exhibit sustained attention to and engagement in reading activities.</li> <li>Communicate important information from the text to someone who hasn't read it.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Fossils Tell of Long Ago</u> by Aliki</li> </ul>	<ul style="list-style-type: none"> <li><u>Fossils Tell of Long Ago</u> by Aliki</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Document camera or interactive whiteboard </li> <li>Pencils</li> </ul>	<ul style="list-style-type: none"> <li>Document camera or interactive whiteboard </li> </ul>	<ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard </li> </ul>	<ul style="list-style-type: none"> <li>Teacher's Bookshelf books </li> <li>Drawing paper (1 per student)</li> <li>Completed sample drawing </li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #13</li> <li>Student Journal Lesson #13</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #5</li> <li>Vocabulary Picture Cards: <b>extinct, form, process, monitor</b></li> <li>Teacher Journal Lesson #14</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #15 (print or digital) </li> <li>Related words strips for Lesson #15 </li> <li>Word web (optional)</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #6</li> <li>Vocabulary Picture Cards: <b>extinct, form, process, monitor</b></li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	TEXT MAPPING LESSON 13
<b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b> . Then others can lift a flap to see if their guess is correct!		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>• Extract information from one kind of text and translate the information into a new kind of text.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>• Using Think-Alouds</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>• <u>Fossils Tell of Long Ago</u> by Aliki</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>• Document camera or interactive whiteboard</li> <li>• Pencils</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>• Teacher Journal Lesson #13</li> <li>• Student Journal Lesson #13</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• Teacher Journal Lesson #13, p. 1 includes blank space for you to write in descriptive noun and verb phrases below each image; p. 2 shows a completed chart, if you choose to use the suggestions provided there.</li> <li>• This lesson should prepare students for the Close project, for which they will each make a page for a lift-the-flap classroom book. Each page will provide a description of a <b>fossil</b> and include a <b>fossil</b> image hidden below a flap. The reader can use the descriptive clues to guess what the <b>fossil</b> is.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>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.</b></p> <p><b>You could say:</b>          "Have you ever played a guessing game like <i>Taboo</i> or <i>Guess Who?</i> Your partner gives you clues and you have to guess the word or the person they're describing. Today we're going to look at some <b>fossils</b>. Our purpose is to think of clues to describe each <b>fossil</b> so that someone could guess the kind of <b>fossil</b> we're describing. When you can use good descriptions, it shows that you really understand what you're describing. We always want to understand and be able to describe what we're hearing or reading, right?"</p>	
<b>I Do</b>	<p><b>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.</b></p> <p><b>Display the teacher journal and model adding descriptions that include noun and verb phrases to the chart.</b></p> <p><b>You could display pp. 4–5 in <u>Fossils Tell of Long Ago</u> and say:</b>          "Here is a picture of an animal that became a <b>fossil</b> from our book. I want to use words like <i>nouns</i> (or naming words) and <i>verbs</i> (or action words) to describe the fish. I could say first that it was <i>an animal</i>. It <i>lived in water</i>. It <i>ate other fish</i>. It had a <i>long body</i> and <i>sharp teeth</i>. It had <i>fins</i> and <i>swam in the water</i>. I will list all of those things in a chart to help me describe the fish."  <b>Model adding these descriptions to the chart beneath the picture of the fish.</b></p> <p><b>Then display the third page of the teacher journal and model using the sentence frames and pictures to provide clues about the fossil. You could say:</b>          "After I have written down my clues, I can use this page of my journal to help me describe the <b>fossil</b> for someone else to guess. I would say, <b>(point to each sentence frame and image as you explain)</b> 'I was an <i>animal</i>... I lived in <i>water</i>... I ate <i>meat</i>—other fish are meat... I had a <i>long body</i> and <i>fins</i>... What am I?' Then you could guess I was a fish! Get it?"</p>	

<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Return to teacher journal, p. 1. Work with students to describe the remaining pictures using noun and verb phrases. As students generate ideas, add them to the chart.</b>  <b>You could say:</b>          “Now let’s work together on two more <b>fossils</b>; then you can use your student journal page to play a guessing game with another person. Remember we want to use <i>nouns</i>, or naming words, and <i>verbs</i>, or action words. I see that this <b>fossil</b> isn’t an animal. It’s a... <b>(pause for response)</b> Yes, a plant! <b>(add to chart)</b> Where did it live? <b>(pause for response)</b> On land, correct. <b>(add to chart)</b> What did it eat? <b>(pause for response)</b> It took minerals from the soil and sunshine to make food to eat. <b>(add to chart)</b> What other words describe this <b>fossil</b>? <b>(pause for response; you could guide students to descriptions such as <i>It has a stem and veins</i> or <i>It has jagged edges around it</i>)</b> We’ll put those things on our list, too.” <b>(add ideas to chart)</b></p> <p><b>Turn to teacher journal, p. 3. Have students help you develop descriptive clues about the leaf fossil; point to the sentence frames and images as you guide them.</b>  <b>You could say:</b>          “Now help me describe our <b>fossil</b> using nouns and verbs. We want to give clues about our <b>fossil</b>. It was... <b>(pause for response)</b> A plant! It lived... <b>(pause)</b> On land. That’s right. It ate... <b>(pause)</b> Minerals and sunshine. It had... <b>(pause)</b> a stem and jagged edges. What was it? <b>(pause for response)</b> A leaf! That’s right.”</p> <p><b>Repeat the above procedure with the sabre toothed tiger fossil image on teacher journal, p.1— write the descriptions in the chart and then develop clues using p. 3.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Distribute Student Journal Lesson #13 to each student. You could say:</b>          “Now it’s your turn to describe a <b>fossil</b> for someone. Each one of you has a student journal page. Pick one of the three <b>fossils</b> we just talked about. Circle the clues for that <b>fossil</b> for the first three lines of your journal page. <b>(point out on journal)</b> When you get to the bottom, you’ll see some boxes. You can either draw or write some extra clues for the <b>fossil</b> there, like <i>sharp teeth</i> or <i>jagged edges</i>. The pictures will help you remember the clues.</p> <p>“When you’re finished with your journal, hold up your thumb. When everyone is ready, you can start giving your clues to a partner and see if they can guess which <b>fossil</b> you chose. Partners, you have to wait until the very end when they say, ‘What am I?’ before you give them your answer. Don’t shout it out, but wait until the end. If we have time, you can ask others in the room. Remember NOT to say the name of your <b>fossil</b>. Let your partner guess from your clues.”</p> <p><b>Circulate the room to provide support and feedback as students complete the student journal and talk to their partners.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “We played a guessing game today. First we transformed information from our book and our heads into what? <b>(pause for response)</b> A chart! We transformed it into a chart of information about <b>fossils</b> using nouns and verbs, or naming and action words. Then we used the chart to help us make what? <b>(pause for response)</b> Clues for our partner to guess. We used lots of interesting words like nouns and verbs to make our clues. When we can use words to describe things, we really understand the subject. We can talk with others about what we read or listened to. That makes us even better readers, writers, speakers, and listeners!”</p>



# Teacher Journal

## Earth Materials – Lesson 13



# Teacher Journal

## Earth Materials – Lesson 13



An animal  
Lived in water  
Ate other animals  
Had a long body  
Had sharp teeth  
Had fins  
Could swim



A plant  
Lived on land  
Jagged edges  
Had a stem with veins  
Ate minerals



An animal  
Long, sharp teeth  
Cat family  
Ate other animals  
Lived on land

I was \_\_\_\_\_.



a plant

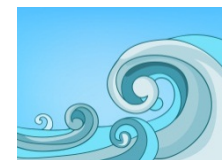


an animal

I lived \_\_\_\_\_.



on land



in water

I ate \_\_\_\_\_.



meat



plants



minerals

I had \_\_\_\_\_ and \_\_\_\_\_.

***What am I?***

# Student Journal

## Earth Materials – Lesson 13



**Directions:** Choose one fossil. Circle or draw the clues and then let someone guess which fossil you chose.

I was \_\_\_\_\_.



a plant



an animal

I lived \_\_\_\_\_.



on land



in water

I ate \_\_\_\_\_.



meat



plants



minerals

I had \_\_\_\_\_

and \_\_\_\_\_.

# *What am I?*

LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	INTEGRATION LESSON 14
<b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b> . Then others can lift a flap to see if their guess is correct!		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Identify the main idea of a section of expository text.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Finding the Main Idea</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Fossils Tell of Long Ago</u> by Aliki</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera or interactive whiteboard</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #5</li> <li>Vocabulary Picture Cards: <b>extinct, form, process, monitor</b></li> <li>Teacher Journal Lesson #14</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b> <ul style="list-style-type: none"> <li>During the You Do routine, display the book while you are reading and the teacher journal when the students are choosing the main idea.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed black; padding: 10px; margin: 0 auto; width: 80%;"> <b>START THE LESSON WITH WRAP SET #5: EXTINCT, FORM, PROCESS, MONITOR</b> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "When I watched the movie <i>Brave</i>, I thought it was interesting because the title, <i>Brave</i>, is the main idea of the movie. Both Merida and her mother had to be very <i>brave</i> to overcome the enemy. Our purpose today is to find the main ideas in our book, <u>Fossils Tell of Long Ago</u>. When we know the main ideas, we know the most important things the author wanted to tell us. That way we can better understand and remember what we're reading or listening to in a book."</p>	
<b>I DO</b>	<p><b>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.</b></p> <p><b>Read from <u>Fossils Tell of Long Ago</u> and model finding the main idea.</b></p> <p><b>You could say:</b>  <b>(read p. 5)</b> "I think the main idea of this page is about a big fish from long ago. The first sentence and the picture helped me think of the main idea. This page is not really about <b>fossils</b>, even though the book is about <b>fossils</b>. This page just talks about a big fish from long ago, so that's the main idea."  <b>(read pp. 6–7)</b> "Now I know what happened to the big fish. The main idea of this page <i>is</i> about <b>fossils</b>. It talks about different plants and animals turning into <b>fossils</b>, not just the fish, so <b>fossils</b> is the main idea."</p>	
<b>WE DO</b>	<p><b>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.</b></p> <p><b>Work with students to find the main idea as you continue to read selections from the text.</b></p> <p><b>You could say:</b>          "Listen as I read these pages and we'll think about the main idea together..."</p>	

	<ul style="list-style-type: none"> <li>• <b>(pp. 8–9)</b> Is the main idea about how plants and animals become <b>fossils</b> or what happens when they <i>don't</i> turn into <b>fossils</b>? <b>(pause for response)</b> Right, the main idea is about what happened to most plants and animals that didn't become <b>fossils</b>.</li> <li>• <b>(p. 9)</b> The last sentences on page 9 are like clues about what the main idea of the next page might be. Let me read the last sentences again: 'Instead, the fish became a <b>fossil</b>. This is how it happened.' Hmm... I think I know the main idea of the next page! Do you? Let's read and find out if I'm right.</li> <li>• <b>(pp. 10–12)</b> Is the main idea of this page about how <b>fossils formed</b> over time or about how <b>fossils</b> are found? <b>(pause for response)</b> Let's think about the clues that tell us the main idea is how <b>fossils formed...</b>" <b>(guide students to see how the details on the page show you this is the main idea)</b></li> </ul>
YOU DO	<p><b>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.</b></p> <p><b>Display the teacher journal. You could say:</b>      "Now you'll get to work with a partner to choose the main idea of the next pages in our book. I'll read the page and then show you some choices from the chart. <b>(point to the teacher journal)</b> There are two choices for each page. Talk with your partner and decide if the main idea is the top or bottom choice. For the top choice, put your thumb up. For the bottom choice, put your thumb down. Ready? <b>(read the selections below and then present the choices; correct choices are underlined)</b></p> <ol style="list-style-type: none"> <li>1) <b>(pp. 14–15)</b> Is the main idea <i>Petrified trees</i> or <u><i>Imprint fossils</i></u>? Put your thumb up if you think the main idea is <i>Petrified trees</i>... Put your thumb down if you think it's <i>Imprint fossils</i>...</li> <li>2) <b>(pp. 16–17)</b> Thumbs up if you think the main idea is <i>How animals moved</i> or thumbs down if you think it is <u><i>Fossil tracks</i></u>...</li> <li>3) <b>(pp. 18–19)</b> Is the main idea <u><i>Frozen fossils</i></u> or <i>Fossil bones</i>?</li> <li>4) <b>(pp. 20–21)</b> Is the main idea <u><i>Fossils in amber</i></u> or <i>Fossil molds</i>?"</li> </ol>
CLOSE	<p><b>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.</b></p> <p><b>You could say:</b>      "What was the main idea of our lesson today? Finding the main idea! This is a very important skill to have. Even grown-ups need to find the main idea when they read. The next time you see someone reading a book or watching TV or a movie, ask them, 'What's the main idea?' See if they can tell you the main idea. Then you can tell them the main idea of our book about <b>fossils</b>. They will think you're very smart, and they are correct!"</p>

1



Petrified trees

OR



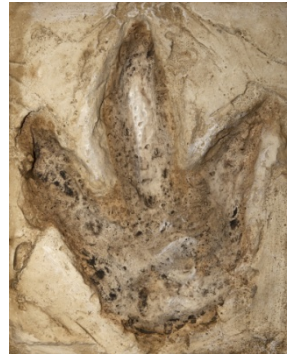
Imprint fossils

2



How animals moved

OR



Fossil tracks

3



Frozen fossils

OR



Fossil bones

4



Fossils in amber

OR



Fossil molds

LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	WORDS TO KNOW LESSON 15
<p><b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b>. Then others can lift a flap to see if their guess is correct!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Sort words into semantic categories.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #15 (print or digital)</li> <li>Related words strips for Lesson #15</li> <li>Word web (optional)</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>You may use the digital or print version of the teacher journal. If using the print version, you could cut out the images to place them on your word webs; you will need four copies of the word web or turtle word web.</li> <li>Precut the related words strips for Lesson #15 for easy distribution to students during the You Do routine. There are two blank strips if you want to use different related words.</li> </ul> </li> <li><b>WORDS TO KNOW</b> <ul style="list-style-type: none"> <li><b>extinct:</b> Died out</li> <li><b>form:</b> To make into a shape</li> <li><b>process:</b> To make something new or different</li> <li><b>monitor:</b> To keep track of something for a special purpose</li> </ul> </li> <li><b>SUGGESTED RELATED WORDS</b> <ul style="list-style-type: none"> <li><b>extinct:</b> <i>dead, disappear</i></li> <li><b>form:</b> <i>shape, mold,</i></li> <li><b>process:</b> <i>change, steps</i></li> <li><b>monitor:</b> <i>watch, listen</i></li> </ul> </li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  "Remember, words can have relatives like your cousins, aunts, uncles, brothers and sisters. Today our purpose is to talk about <i>related words</i> that go with our newest Words to Know—<b>process, monitor, extinct, and form</b>. The more words we know, the more we can understand and use words when we're reading, listening, talking, or writing."</p>	
<p><b>I DO</b></p>	<p><b>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.</b></p> <p><b>Display the teacher journal or a blank word web. Model filling in the web for the word process. You could say:</b>  "Here's our first word, <b>process</b>. It means 'to make something new or different.' When you make cookies, you follow a <b>process</b> by putting the ingredients together in the correct order. You have to follow the <i>steps</i> of the <b>process</b> so the cookies will taste good. If you skipped some <i>steps</i>, you might not want to eat them! When you get up in the morning, you follow <i>steps</i>, or a <b>process</b>, to go to school. <i>Steps</i> is a word related to <b>process</b>. Let's add it to our word web. <b>(add to word web)</b></p>	



	<p>“Another <b>process</b> happens as you grow; you <i>change</i> when you’re in the <b>process</b> of growing up. Things don’t always stay the same; they <i>change</i>, like the peppers in the picture for the word <b>process</b>. <i>Change</i> and <i>steps</i> are both related to <b>process</b> in some way; they’re in the same family. <b>(add change to word web)</b></p> <p>“I could make a sentence that uses the word <b>process</b> and the related word <i>steps</i> like this: ‘I followed a <b>process</b> to make a birdhouse, but I missed a <i>step</i> and it fell apart!’”</p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Work with students to make word webs for extinct, form, and monitor. Invite students to participate by naming related words. You could use the suggested related words, or others that students provide.</b></p> <p><b>You could say:</b>  “Let’s work together to think of related words for a web for <b>extinct</b>, which means ‘died out.’ We know many animals that are <b>fossils</b> are <b>extinct</b>—that they <i>disappeared</i> like dinosaurs. <b>(add disappeared to word web)</b> Let’s think of other words for <b>extinct</b>. Another word for <b>extinct</b> is... <b>(pause for response)</b> <i>Dead</i>. <i>Dead</i> is another word for <b>extinct</b>. <b>(add to word web)</b> Now let’s think of a sentence using <b>extinct</b> and a related word. Here is an idea...</p> <ul style="list-style-type: none"> <li>• ‘Dinosaurs are <b>extinct</b> because they <i>disappeared</i>.’</li> <li>• Who can think of another sentence?</li> </ul> <p>“What about the word <b>form</b>? It means ‘to make into a shape.’ When I <b>form</b> something, what do I do? <b>(pause for response)</b> I <i>shape</i> it; I give it a new <i>shape</i>. Let’s add <i>shape</i> to our word web. <b>(add word)</b> What other words can you think of that are related to <b>form</b>, say when playing with play dough? <b>(pause for response)</b> <i>Mold</i> is a good one. You <i>mold</i>, or <b>form</b>, the play dough. What’s a sentence we could say using <b>form</b> or one of the related words? <b>(work with students to generate a sentence)</b></p> <p>“Our last word for today is <b>monitor</b>. It means ‘to keep track of for a special purpose,’ like the baby monitor in your brother or sister’s room; it lets your parents know if the baby is crying. What do we do when we <b>monitor</b>? What’s another word? <b>(pause for response)</b> <i>Watching</i> is a good word related to <b>monitor</b>. What about using your ears? <b>(pause for response)</b> <i>Listening</i> is also a good related word for <b>monitor</b>. <b>(add related words to web)</b> Now let’s think of a sentence using <b>monitor</b>.” <b>(work with students to generate a sentence)</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Distribute one related words strip for Lesson #15 to each student. You could say:</b>  “Each of you has a related words strip. When I tell you to start, your job is to walk around the room and find all of the people who have words that go with the word on your strip and <b>form</b> a group with them. In each group, you’ll have a Word to Know and related words for that word. For example, the group that has <b>monitor</b> would also have the word strips for <i>listen</i> and <i>watch</i>. When you all find each other, take turns telling why you belong to that word family. For example, the person with <i>watch</i> could say, ‘I belong to <b>monitor</b> because you <i>watch</i> when you <b>monitor</b>.’ When everyone is finished, I’ll ask some of you why you belong to your group; be ready with a good reason!”</p> <p><b>Circulate the room to support students as they find their groups and explain how their words are related.</b></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:**

“Today we learned even more about our Words to Know. You can learn words in many places—in school, when you talk, when you read, when you watch TV, and when you listen. The more words we know, the more we can understand what we read and listen to. Listen to these related words and tell me the Word to Know that goes with them...”

- *watch* (**monitor**)
- *disappear* (**extinct**)
- *steps* (**process**)
- *shape* (**form**)



**form**



**shape**



**mold**



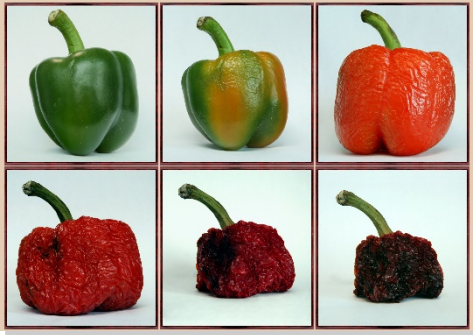
**extinct**



**disappeared**



**dead**



process



steps



change



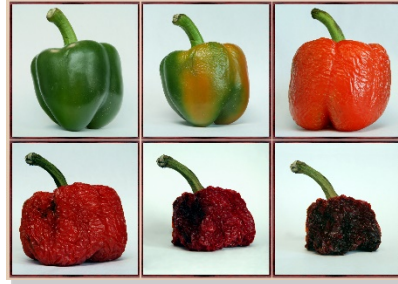
monitor



watch



listen



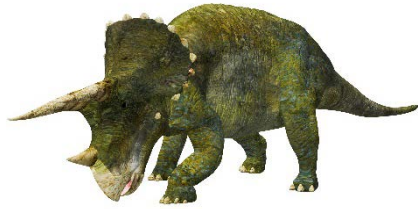
process



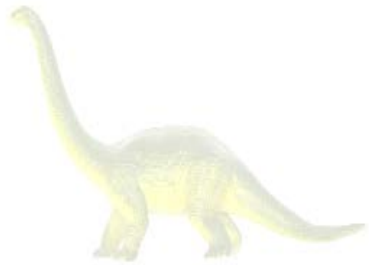
change



steps



**extinct**



**disappeared**



**dead**



**form**



**shape**



**mold**



monitor



listen



watch



**Directions:** Cut strips and distribute one to each student

	<p><b>process</b></p> <p><b>monitor</b></p>
	<p><b>process</b></p> <p><b>monitor</b></p>
	<p><b>process</b></p> <p><b>monitor</b></p>
	<p><b>steps</b></p> <p><b>watch</b></p>
	<p><b>steps</b></p> <p><b>watch</b></p>
	<p><b>change</b></p> <p><b>listen</b></p>
	<p><b>change</b></p> <p><b>listen</b></p>



**form**



**to shape**



**mold**



**to shape**



**mold**



**form**



**form**



**extinct**



**extinct**



**disappeared**



**extinct**



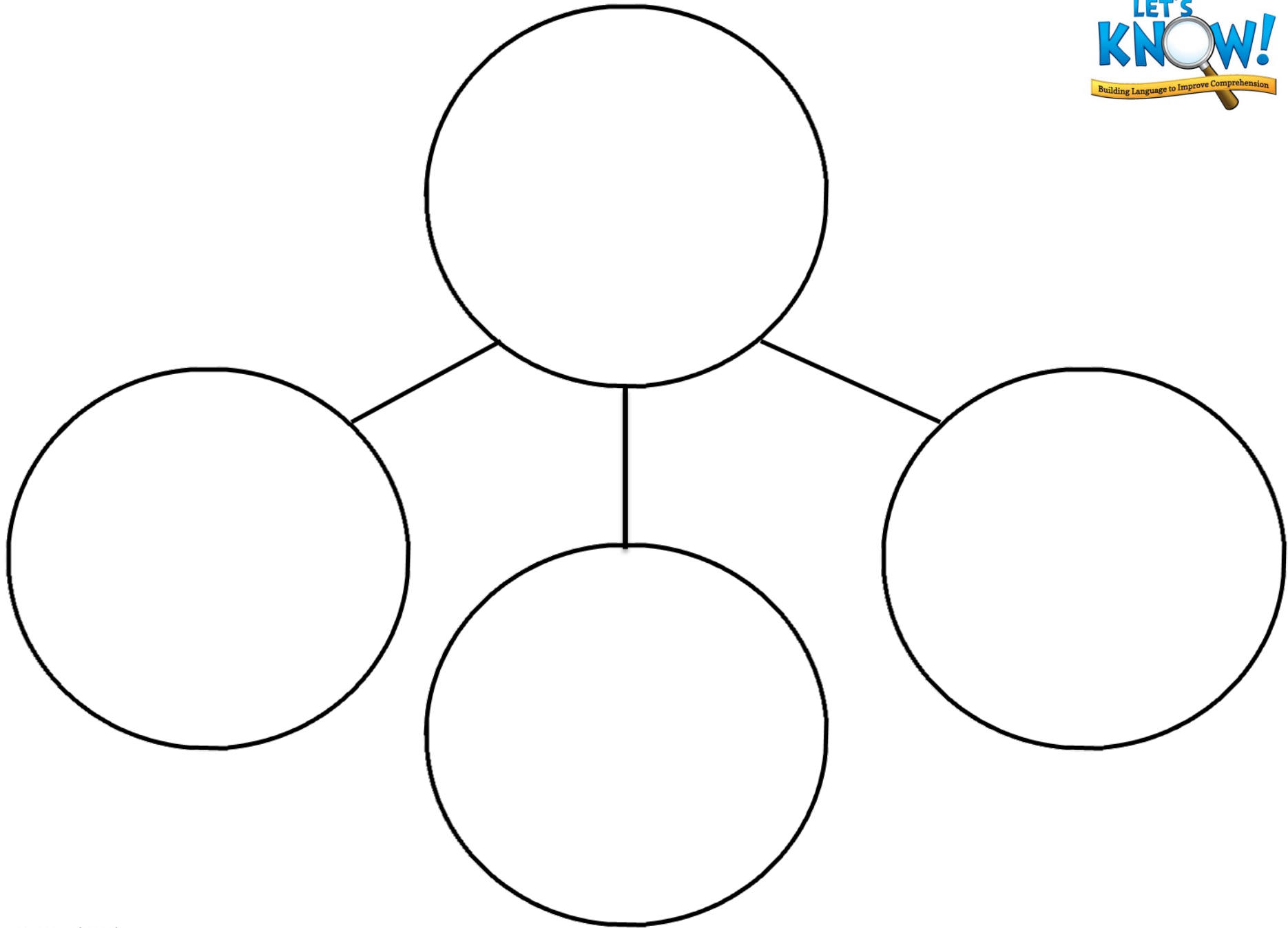
**disappeared**



**dead**



**dead**



LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	READ TO KNOW LESSON 16
<p><b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b>. Then others can lift a flap to see if their guess is correct!</p>		
<p><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Exhibit sustained attention to and engagement in reading activities.</li> <li>• Communicate important information from the text to someone who hasn't read it.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• Engaging Readers</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Teacher's Bookshelf books</li> <li>• Drawing paper (1 per student)</li> <li>• Completed sample drawing</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• WRAP set #6</li> <li>• Vocabulary Picture Cards: <b>extinct, form, process, monitor</b></li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. The texts should in some way be related to the unit theme but may vary in genre, topic, complexity, and so on.</li> <li>○ Complete an example drawing to share as a model of the You Do activity students will complete. Use one of the bookshelf books or a selection from your classroom library. See the I Do routine for ideas.</li> </ul> </li> <li>• Allow students to select the texts they want to read and provide them autonomy in their decisions.</li> <li>• You could use a familiar signal, such as a bell, to alert students to stop reading and begin working on their task for the lesson.</li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed black; padding: 10px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #6: EXTINCT, FORM, PROCESS, MONITOR</b></p> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "Do your parents ever let you pick a movie for the family to watch? It's fun making choices. Today you can choose a book that is interesting to you. There are all types of books about <b>fossils</b> and related subjects in the classroom. Your purpose today is to find a book that looks interesting and read it until you're finished with it. Look at all of the pictures and read what you can. If you finish one book, you can find another book to read. Then you'll draw a picture of the <i>main idea</i> of your book and write some words that tell the main idea on your paper. After that, you can talk about your book with a partner."</p>	
<p><b>I DO</b></p>	<p><b>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.</b></p> <p><b>Review the Read to Know procedure and expectations, if needed.</b></p> <p><b>To establish a goal for children's reading, you could say:</b>          "After you read your book today, you'll draw a picture of the main idea from the book. Here's a picture of the main idea of the book I chose. I drew [a <b>fossil</b> that was in the book, because the main idea was about <b>fossils</b>]. When you're finished reading your book, get a sheet of drawing paper, draw your main idea, and share it with a partner."</p>	

<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Have students choose their books. Allow them to engage with their texts for [10-15] minutes on their own.</b></p> <p><b>You could say:</b>  “Find a book that looks interesting to you, and read until I signal you to start drawing the main idea.”</p> <p><b>Circulate the room to monitor students and support them in thinking about the main idea of their books, as needed.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Have students draw the main ideas of the books they read and then discuss them in pairs.</b></p> <p><b>You could say:</b>  “Think about the book you enjoyed and draw the main idea. When you’re finished, put up your thumb. Then I’ll signal you to share your drawing with a partner.”</p> <p><b>Allow students time to draw and share with their partners. Circulate the room to monitor and engage in students’ discussions.</b></p> <p><b>As time allows, have volunteers share their drawings and explain the main idea of their books to the class.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “I like to read for enjoyment; choosing something that’s interesting helps me understand and remember the information. Today, you chose a book that you thought you would like and thought about the main idea. Tell your partner something interesting that you remember from your book. <b>(allow brief talk time)</b> You know that books are fascinating ways to find out about the world. The more we read, the more we understand about our world. Let’s keep reading and learning even more!”</p>



## WEEKLY LESSON PLANNER

### EARTH MATERIALS

Week 5	Lesson 17	Lesson 18	Lesson 19	Lesson 20
<b>Lesson Type</b>	<b>Read to Me</b>	<b>Text Mapping</b>	<b>Integration</b>	<b>Read to Know</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Participate in collaborative conversations about topics within Kindergarten texts.</li> <li>Identify when text being read contains information that does not make sense.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze similarities, differences, and purposes across environmentally salient text-structures.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main idea of a section of expository text.</li> </ul>	<ul style="list-style-type: none"> <li>Exhibit sustained attention to and engagement in reading activities.</li> <li>Communicate important information from the text to someone who hasn't read it.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Fossils</u> by Sally M. Walker </li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li><u>Fossils</u> by Sally M. Walker</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Document camera or interactive whiteboard </li> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Drawing paper (1 per student)</li> </ul>	<ul style="list-style-type: none"> <li>Document camera or interactive whiteboard </li> </ul>	<ul style="list-style-type: none"> <li>Teacher's Bookshelf books </li> <li>Sample description of book illustration </li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Comprehension <b>Monitoring</b> Icons (optional)</li> <li>Fix-Up Strategies Poster</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #7</li> <li>Vocabulary Picture Cards: <b>extinct, form, process, monitor</b></li> <li><u>Hidden Messages</u> slideshow for Lesson #18</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #19</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #8</li> <li>Vocabulary Picture Cards: <b>extinct, form, process, monitor</b></li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	READ TO ME LESSON 17
<p><b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b>. Then others can lift a flap to see if their guess is correct!</p>		
<p><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Participate in collaborative conversations about topics within Kindergarten texts.</li> <li>• Identify when text being read contains information that does not make sense.</li> </ul>		
<p><b>TEACHING TECHNIQUES:</b></p> <ul style="list-style-type: none"> <li>• Rich Discussion</li> <li>• Comprehension <b>Monitoring</b></li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• <u>Fossils</u> by Sally M. Walker</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Group Discussion</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Document camera or interactive whiteboard</li> <li>• Sticky notes</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• Comprehension <b>Monitoring</b> Icons (optional)</li> <li>• Fix-Up Strategies Poster</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> Preview the lesson text. <ul style="list-style-type: none"> <li>○ Decide which chapters or sections you will read; you do not have to read the entire text. Suggested chapters are Chapters 1, 4, and 5.</li> <li>○ Use sticky notes to mark pages on which you will model comprehension <b>monitoring</b> or prompt students to <b>monitor</b> their comprehension. Several suggestions are provided in the lesson, but you could use others. For example: <ul style="list-style-type: none"> <li>▪ (p. 6) <i>Trace</i> can also mean to draw around; reread the sentence to clarify the meaning.</li> <li>▪ (p. 10) Read 'trails' as <i>tails</i> and then look at the picture for clarification.</li> <li>▪ (p. 30) The unfamiliar word <i>paleontologist</i> is defined in the text; you could reread and also look in the glossary to determine the meaning.</li> <li>▪ (p. 30) Read 'microscope' as <i>telescope</i>; then wait to see if students recognize the error. Encourage them to ask a friend to explain the differences in meaning or <b>discuss</b> the differences with them.</li> </ul> </li> <li>○ You could also note questions for rich discussion. Suggestions are provided, but you may use others.</li> </ul> </li> <li>• Use of the Comprehension <b>Monitoring</b> Icons is optional; you could have students raise their hands or use thumbs-up and thumbs-down signals to show their understanding.</li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  "Look at the covers of each of our books so far, <u>Plant and Animal Fossils</u> and <u>Fossils Tell of Long Ago</u>. <b>(hold up books)</b> Now we have a new book. It's called <u>Fossils</u>, and the cover of this book is different than the other two. We'll see if the information inside is different as well. It looks interesting! Today our purpose is to read this book called <u>Fossils</u> and then <b>discuss</b> some questions at the end. As I read, I have to make sure that I understand what I'm reading because if I don't understand it, what's the point of reading? It's called <b>monitoring</b> what we read."</p>	
<p><b>I DO</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  "I'll stop when I don't understand something and hold up my Doesn't Make Sense sign. I'll be <b>monitoring</b> my understanding; then I can decide how to fix my confusion. Remember the things I can try when things don't make sense... <b>(refer to Fix-Up Strategies Poster)</b></p> <ul style="list-style-type: none"> <li>• I can reread the sentence or paragraph.</li> <li>• I can ask myself or another person questions.</li> </ul>	

	<ul style="list-style-type: none"> <li>• I can look at the pictures for help</li> <li>• I can also find the meaning of a word in the glossary at the back of the book or a dictionary.</li> </ul> <p>“When I open the book, I see that there is a table of contents, just like in our first book, <u>Plant and Animal Fossils</u>. It tells me what’s in the book so I can choose what to read. Today we’ll read three chapters. Let’s get started!”</p> <p><b>Read p. 6, but stop at the word ‘traces.’ Show the Doesn’t Make Sense icon (or other signal). You could say:</b>      “This says ‘traces.’ I thought <i>tracing</i> is what you do when you draw around something. I don’t really know how the word <i>traces</i> goes with <b>fossils</b>, but one thing I could do is to reread the sentence. <b>(reread the sentence and turn the icon to the Makes Sense side)</b> Now I understand. It says, ‘traces and <b>remains</b>,’ so <i>traces</i> must mean the same as <b>remains</b> here. I know that <b>remains</b> means what’s left behind when animals die. <i>Traces</i> must mean about the same thing. Now it makes sense.”</p> <p><b>Continue reading.</b></p> <p><b>On p. 10, read ‘trail’ as <i>tail</i> all three times. Then hold up the Doesn’t Make Sense icon. You could say:</b>      “Okay, this doesn’t make sense to me. I read ‘tail,’ but that didn’t make sense. If I look at the picture, I can see something that looks like a <i>trail</i>, not a <i>tail</i>! I read it wrong. <i>Trail</i> makes sense. Animals leave trails, and the trails can become <b>fossils</b> too. That’s very cool!”</p>
WE DO	<p><b>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.</b></p> <p><b>Prompt students to monitor their comprehension as you read aloud. Pass out the Comprehension Monitoring Icons (or have students use another signal).</b></p> <p><b>You could say:</b>      “Now you can <b>monitor</b> what you hear to let me know when you don’t understand something. You can hold up your Doesn’t Make Sense sign when something doesn’t make sense. Then we will use a fix-up strategy to figure it out together. When we figure it out, we can flip to the Make Sense side. Otherwise, the signs will be very quiet in your lap. Let’s continue reading...”</p> <p><b>Continue reading the chapters you selected, stopping at least twice to address confusions. If students are not actively monitoring their comprehension, provide prompts related to unfamiliar words, difficult sentences, or confusing concepts. Then guide students to use appropriate fix-up strategies.</b></p> <p><b>Make sure you allow plenty of time for rich discussion during the You Do segment.</b></p>
YOU DO	<p><b>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.</b></p> <p><b>After reading, facilitate an extended whole-group discussion of topics from the text. Ensure that all students have a chance to engage in the conversation and multiple opportunities to make comments and/or follow up on their classmates’ ideas.</b></p> <p><b>You could use the following questions to evoke rich discussion:</b></p> <ul style="list-style-type: none"> <li>• Why do you think <b>fossil</b> shark teeth are so easy to find and other <b>fossils</b> are hard to find?</li> <li>• How do paleontologists learn what animals ate from studying <b>fossil</b> teeth?</li> <li>• How is a plant <b>fossil</b> different than an animal <b>fossil</b>? How is it the same?</li> </ul>



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 read more information about **fossils** today. What did we do while we were reading? We **monitored** what we heard to make sure that we understood what we were reading. Tell your partner one thing you could do to fix something that was confusing. **(allow brief talk time)** We always want **monitor** when we’re listening to make sure we understand. That’s what good readers do.”

LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	TEXT MAPPING LESSON 18
<p><b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b>. Then others can lift a flap to see if their guess is correct!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Analyze similarities, differences, and purposes across environmentally salient text-structures.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Using Think-Alouds</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Drawing paper (1 per student)</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>WRAP set #7</li> <li>Vocabulary Picture Cards: <b>extinct, form, process, monitor</b></li> <li><u>Hidden Messages</u> slideshow for Lesson #18</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <p>Today students will study different types of familiar text structures or messages, such as signs, logos, recipes, lists, tags, maps, letters, magazines, and so on. For the You Do activity, students will develop their own messages; they may choose any of the above text structures or other <b>forms</b>.</p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> You may want to prepare a clear list of categories or options for students who struggle to think of a <b>form</b> or purpose for their messages. For example, you could consider signs, logos, labels, lists, or other messages that would be useful to post in your classroom.</li> <li>The slides from the <u>Hidden Messages</u> slideshow show different types of text structures, including logos, signs, tags, and recipes. As you view the slideshow, <b>discuss</b> the messages conveyed from different sources in the environment, pointing out how they are the same and different.</li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed black; padding: 10px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #7: EXTINCT, FORM, PROCESS, MONITOR</b></p> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "When I am driving and I see a red stop sign, I know that I am supposed to stop my car. If I am on the highway, and I see signs for restaurants at an exit, I know that I can get off to get a good hamburger, chicken nuggets, or French fries. Even if the sign does not have words, it sends a message. It tells me about a restaurant that I might like to visit. There are a lot of different kinds of messages in our world, and today our purpose is to talk about some of them. Understanding our world is easier when we understand messages from different kinds of sources."</p>	
<p><b>I DO</b></p>	<p><b>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.</b></p> <p><b>Show the <u>Hidden Messages</u> slideshow to start a discussion about different text structures and forms of communication.</b></p> <p><b>You could say:</b>          "Here are some things that you might see every day. Let's see if we can find the messages they are telling us and talk about how they are the same and different..."  <b>(slide 2)</b></p> <ul style="list-style-type: none"> <li>I really like to look at recipes. <b>(point to recipe image)</b> They tell me what to buy from the store, how much of the ingredients to put into the bowl, how to mix them, and then how to cook or bake the ingredients. The purpose is to tell me how to make food.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Another kind of message is a tag in my clothes. <b>(point to tag)</b> Its purpose is much different. It tells me how to wash and take care of my clothes. There are usually pictures on the tag, and sometimes there are words, too. The tag helps me know not to use bleach with it or not to put it in the dryer.</li> <li>• These two types of messages both include some words and usually some pictures. But they are different because the recipe tells me how to make food, and the clothes tag tells me how to wash my clothes.”</li> </ul>
<b>WE DO</b>	<p><b>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.</b></p> <p><b>You could say:</b>  “Let’s look at some more types of messages that you might see every day. Help me figure out the message they’re telling and how they’re the same and different from the other things we’re talking about...  <b>(slide 3)</b></p> <ul style="list-style-type: none"> <li>• <b>(point to Olympics logo)</b> What’s the message of this logo? <b>(pause for response)</b> Yes, seeing the Olympic rings means that athletes are competing for gold medals. When you see that logo, you know exactly what it means, right?</li> <li>• <b>(point to restroom signs)</b> What about this sign? What is it? <b>(pause for response)</b> It’s a restroom sign, isn’t it? What’s the message? <b>(pause for response)</b></li> <li>• How are these messages or signs similar or different? <b>(discuss with students)</b> I think one way they are similar is that neither one uses words—they both use images instead of words to get the message across. But they tell us very different things. Can you think of other ways they are similar and different?”</li> </ul> <p><b>Continue through slides 4–6 of the <u>Hidden Messages</u> slideshow, having students discuss the various messages and the similarities and differences between the text structures.</b></p>
<b>YOU DO</b>	<p><b>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.</b></p> <p><b>Pass out drawing paper and have students develop their own messages.</b></p> <p><b>You could say:</b>  “Now you’re going to create your own message. You can use one of the types of messages that we saw today, like a recipe, logo, sign, list, or magazine. Or you think of another type of text you want to make. Think of the message you’d like to draw or write, and then about the best way to tell your message. When you’re finished, you can share the message with your partner and if you’d like, with the class.”  <b>Circulate the room to support students as they brainstorm and execute their messages. You could provide some options, starting points, or additional categories if students are struggling to choose a text structure.</b></p> <p><b>As time allows, invite volunteers to share their messages with the class, explaining why they chose to convey their messages the way they did.</b></p>
<b>CLOSE</b>	<p><b>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.</b></p> <p><b>You could say:</b>  “Today we saw many different types of messages that we see every day in our world. Think for a second and then tell your partner one type of sign that you saw last night when you went home, or a sign that you saw today at school. <b>(allow brief talk time)</b> Signs are very important messages that we need to obey. Understanding messages helps us understand our world.”</p>

LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	INTEGRATION LESSON 19
<b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b> . Then others can lift a flap to see if their guess is correct!		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Identify the main idea of a section of expository text.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Finding the Main Idea</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Fossils</u> by Sally M. Walker</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera or interactive whiteboard</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #19</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b> <ul style="list-style-type: none"> <li>During the You Do routine, display the book while you are reading and the teacher journal when the students are choosing the main idea.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>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.</b></p> <p><b>You could say:</b>          "Did you know that when you go to high school and college, you'll have to find the main idea all the time? Every day, every time you read, you will always be looking for the main idea. We're only in kindergarten, but we're getting really good at finding the main idea in the books we're reading. Our purpose today is to find the main idea in our newest book, <u>Fossils</u>. When we know the main ideas, we know the most important things so we can better understand and remember what we're reading or listening to in a book."</p>	
<b>I DO</b>	<p><b>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.</b></p> <p><b>Read selections from <u>Fossils</u> and model finding the main idea.</b></p> <p><b>You could say:</b>  <b>(read p. 28)</b> "The main idea of this page is that it's easy to find <b>fossils</b>. I thought about what the words said and the picture; those two things helped me think of the main idea."  <b>(read p. 29)</b> "This page is a little different. The main idea of this page is about <b>fossils</b> that are hard to find. It talks about <b>fossils</b> that are hidden in rock so they're hard to find. That's the main idea."</p>	
<b>WE DO</b>	<p><b>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.</b></p> <p><b>Work with students to find the main idea as you continue to read selections from the text; if they have trouble, guide them by pointing out details from the text that relate to the main idea.</b></p> <p><b>You could say:</b>          "Listen as I read each paragraph. Then I'll give you two choices, and we'll decide on the main idea together..."         <ul style="list-style-type: none"> <li><b>(p. 30, first paragraph)</b> Is the main idea about paleontologists or <b>fossils</b>? <b>(pause for response)</b> It's about paleontologists. Great job!"</li> <li><b>(second paragraph)</b> Is the main idea about finding <b>fossils</b> or the size of <b>fossils</b>? <b>(pause for response)</b> It's about the size of <b>fossils</b>. You are getting so smart!</li> </ul> </p>	

	<p>“Now I’m going to make it even harder for you. I’m going to give you three choices for a main idea. Listen carefully and give me the best choice for a main idea...</p> <ul style="list-style-type: none"> <li>• <b>(p. 31)</b> Is the main idea about soil, about bigger <b>fossils</b>, or about shark teeth? I’ll repeat them: Soil... bigger <b>fossils</b>... or shark teeth? <b>(pause for response)</b> This one is tricky! It’s about bigger <b>fossils</b>. That’s the main idea. We’ll work on one more main idea and then you’ll get to practice choosing the main idea from a choice of three.</li> <li>• <b>(p. 32)</b> Is the main idea <b>fossils</b> in rock, hammers, or paleontologists? Think as I say them again: <b>Fossils</b> in rock... hammers... or paleontologists? <b>(pause for response)</b> You all are so smart. It’s about <b>fossils</b> in rock. Good work, friends.”</li> </ul>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Display the teacher journal. You could say:</b>  “Now you’ll get to work with a partner to choose the main idea of paragraphs in the next chapter in our book. I’ll read a page and then show you a chart with three choices for the main idea. Talk with your partner and then decide if the main idea is the top, middle, or bottom choice. For the top choice, make your flat hand stick straight up like a mountain. <b>(demonstrate hand position)</b> For the middle choice, make your hand flat like a lake. <b>(demonstrate)</b> For the bottom choice, point your flat hand down. <b>(demonstrate)</b> Ready?  <b>(read the selections below and then present the choices; correct choices are underlined)</b></p> <ol style="list-style-type: none"> <li>1) <b>(p. 36)</b> Is the main idea <u>What paleontologists study</u>, <b>Leaf fossils</b>, or <i>Detectives</i>? Put your flat hand straight up if you think the main idea is <i>What paleontologists study</i>. Hold your hand flat if you think the main idea is <b>leaf fossils</b>. Put your flat hand straight down if you think it’s <i>Detectives</i>. Okay, the correct choice is <i>What paleontologists study</i>. That’s the main idea.</li> <li>2) <b>(p. 37)</b> Is the main idea <i>Dinosaurs</i>, <b>Fossil tracks</b>, or <b>Fossil bones</b>?</li> <li>3) <b>(p. 38)</b> Is the main idea <b>Extinct animals</b>, <b>Fossil teeth</b>, or <b>Dinosaur fossils</b>?</li> <li>4) <b>(p. 39)</b> Is the main idea <b>Fossil forests</b>, <u>Earth’s past</u>, or <b>Fossil insects</b>?”</li> </ol>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “<b>What did we find today?</b> <b>(pause for response)</b> The main idea. How many choices did we have to find the main idea? <b>(pause for response)</b> Three! You are learning a very important skill, one that you’ll use in high school and college. Everyone needs to find the main idea when they read. Tonight when you watch TV ask yourself, ‘What’s the main idea?’ You’ll be practicing a skill that good students always use.”</p>

1



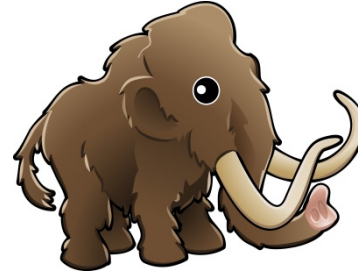
What Paleontologists study

2



Dinosaurs

3



Extinct animals

4



Fossil forests



Leaf fossils



Fossil tracks



Fossil teeth



Earth's past



Detectives



Fossil bones



Dinosaur fossils



Fossil insects

LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	READ TO KNOW LESSON 20
<p><b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b>. Then others can lift a flap to see if their guess is correct!</p>		
<p><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Exhibit sustained attention to and engagement in reading activities.</li> <li>• Communicate important information from the text to someone who hasn't read it.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• Engaging Readers</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Teacher's Bookshelf books</li> <li>• Sample description of book illustration</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• WRAP set #8</li> <li>• Vocabulary Picture Cards: <b>extinct, form, process, monitor</b></li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. The texts should in some way be related to the unit theme but may vary in genre, topic, complexity, and so on.</li> <li>○ Find an illustration in one of the bookshelf books or a book from your classroom library. Think of a description of the illustration that you can share as a model during the I Do routine.</li> </ul> </li> <li>• Allow students to select the texts they want to read and provide them autonomy in their decisions.</li> <li>• You could use a familiar signal, such as a bell, to alert students to stop reading and begin working on their task for the lesson.</li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> <p><b>START THE LESSON WITH WRAP SET #8: EXTINCT, FORM, PROCESS, MONITOR</b></p> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "I love to look at books that have pictures in them. When I was in kindergarten, all of my books had to have lots of pictures. Even when I got bigger, I loved books with pictures. Pictures help the author describe what they want the reader to know. Today as you read, your purpose is to find a picture—a photograph or illustration—in the book you're reading that you especially like and use some words to describe the picture. When we can use pictures and words to describe what we're reading, it's easier for us to understand the text."</p>	
<p><b>I DO</b></p>	<p><b>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.</b></p> <p><b>Review the Read to Know procedure and expectations, if needed.</b></p> <p><b>To establish a goal for children's reading, you could say:</b>          "As you read your book today, find a picture that you really like from the book you read. Here's a picture from the book I chose. <b>(show image from book you chose)</b> I chose it because [it looks so scary from the sharp teeth of the <b>fossil</b>]. I'll tell my partner why I picked the picture and use some good descriptions about the picture. <b>(share description you prepared, emphasizing describing words)</b> So today, pick a book and when you're finished reading your book, show your picture to your partner and share why you chose it. Make sure you use lots of descriptions to tell about the picture."</p>	

<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Have students choose their books. Allow them to engage with their texts for [10-15] minutes on their own.</b></p> <p><b>You could say:</b>  “Find a good book and read until I signal you to share your picture and <i>describe</i> it to a partner...”  <b>You could circulate the room to monitor students as they read independently.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>After students finish reading, have them share an illustration or photo from their books with a partner. Encourage them to use good describing words. You could say:</b>  “Find your partner and share your picture. Describe why you chose it, and use good descriptions. I’ll be coming around to listen to how you describe your pictures.”  <b>Circulate the room to monitor and engage in students’ discussions.</b></p> <p><b>As time allows, have volunteers share their images and provide a description for the class.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “We talked about pictures or illustrations from our books today. Tell your partner something you liked about the picture from their book. <b>(allow brief talk time)</b> When we read, we find out more about our world. We can learn from the words, but also from the photographs and illustrations. When you write a book, you’ll need to remember how important illustrations are. Make sure you include good descriptions as well. Good readers and writers use both words and illustrations.”</p>






## WEEKLY LESSON PLANNER

### EARTH MATERIALS

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

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Teacher's Bookshelf books </li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Teacher Instructions</li> <li>SMWYK Story Images</li> <li>SMWYK Assessment Booklets (6)</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Teacher Instructions</li> <li>SMWYK Story Images</li> <li>SMWYK Assessment Booklets (6)</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Teacher Instructions</li> <li>SMWYK Story Images</li> <li>SMWYK Assessment Booklets (6)</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	READ TO KNOW LESSON 21
<b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b> . Then others can lift a flap to see if their guess is correct!		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Exhibit sustained attention to and engagement in reading activities.</li> <li>• Communicate important information from the text to someone who hasn't read it.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>• Engaging Readers</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>• Teacher's Bookshelf books</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. The texts should in some way be related to the unit theme but may vary in genre, topic, complexity, and so on.</li> <li>○ Today, students will choose a book and think about <i>why</i> the author wrote it—the author's purpose. Prepare an example to share as a model using one of the bookshelf books, or use the example from the I Do routine, which is based on the unit text, <u>Fossils</u>.</li> </ul> </li> <li>• Allow students to select the texts they want to read; provide them autonomy in their decisions.</li> <li>• You could use a familiar signal, such as a bell, to alert students to stop reading and begin working on their task for the lesson.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>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.</b></p> <p><b>You could say:</b>  "Once I went to a bookstore to see the author of a book that I liked. It was very interesting. The author talked about how he wrote the book and then he read his favorite part of the book. Today you're going to read a book and then pretend that you're the author. You will talk with your partner about why you wrote the book and then tell about your favorite part of the book. Authors are very special people, and when we can think like authors, we can better understand what the author wrote."</p>	
<b>I Do</b>	<p><b>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.</b></p> <p><b>Review the Read to Know procedure and expectations, if needed.</b></p> <p><b>To establish a goal for children's reading, you could say:</b>  "As you read your book today, think like the author. Think about why they wrote the book and what they might like to tell the readers. Here's a book that I chose, [<u>Fossils</u>]. <b>(share book and prepared example)</b> I'll pretend that I'm the author. I think the author wrote this book because [she was interested in telling young children about <b>fossils</b>. The author wants them to know that <b>fossils</b> can tell about the plants and animals from a long time ago]. My favorite part was when the author [talked about the amber and how the insects got stuck in the tree sap. If I were an author, I would definitely talk about the amber]."</p>	

<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Have students choose their books. Allow them to engage with their texts for [10-15] minutes on their own.</b></p> <p><b>You could say:</b>  “Find a book that looks interesting to you and read until I signal you to share with your partner...”</p> <p><b>Circulate the room to monitor students as they read independently.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Have students stop reading and take a moment to consider why the author wrote the book they were reading. Then have them share their ideas with a partner.</b></p> <p><b>You could say:</b>  “Stop reading now, and take a minute to think about why the author wrote your book. Was it to teach about something specific? Then, share your ideas with a partner. Pretend you’re the author of the book you read. Talk about why you decided to write the book, and then share your favorite part.”</p> <p><b>Circulate the room to monitor students and provide feedback as they think and discuss. Support them in thinking about the author’s purpose, as needed.</b></p> <p><b>If time allows, invite volunteers to present their books to the class, pretending that they are the authors.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “We talked about authors of our books today. Authors write about information that they’re interested in, hoping that you will enjoy what they wrote. Soon you’ll be an author. You can tell others about what you’re interested in. Tell your partner what kind of a book you’d like to write.” <b>(allow brief talk time)</b></p>

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SMWYK: These materials not available for download.



## WEEKLY LESSON PLANNER

### EARTH MATERIALS

Week 7	Lesson 22	Lesson 23	Lesson 24
<b>Lesson Type</b>	<b>Stretch and Review</b>	<b>Stretch and Review</b>	<b>Close</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Use description to provide information about a <b>fossil</b> to conclude the unit about <b>fossils</b>.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li>Selected by teacher </li> </ul>	<ul style="list-style-type: none"> <li>Selected by teacher </li> </ul>	<ul style="list-style-type: none"> <li><u>Fossils</u> by Sally M. Walker</li> <li><u>Fossils Tell of Long Ago</u> by Alik</li> <li><u>Plant and Animal Fossils</u> by Libby Romero</li> </ul>
<b>Materials</b>			
<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Selected by teacher </li> </ul>	<ul style="list-style-type: none"> <li>Selected by teacher </li> </ul>	<ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard </li> <li>Pencils</li> <li>Scissors</li> <li>Sample of a completed project </li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>You could reuse any materials provided for the unit. </li> </ul>	<ul style="list-style-type: none"> <li>You could reuse any materials provided for the unit. </li> </ul>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #24</li> <li>Mystery <b>fossil</b> pages for Lesson #24 </li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	STRETCH AND REVIEW LESSON 22
<p><b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b>. Then others can lift a flap to see if their guess is correct!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>• Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>• Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• You could reuse any materials provided for the unit.</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ For the lesson text, you may select from texts provided for the unit or select new texts.</li> <li>○ Write your own lesson plan by filling in each section below.</li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage student's 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.</b></p>	
<b>I DO</b>	<p><b>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.</b></p>	

<b>WE DO</b>	<b>Provide guided practice, feedback, and support, insuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b>
<b>YOU DO</b>	<b>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.</b>
<b>CLOSE</b>	<b>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.</b>

LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	STRETCH AND REVIEW LESSON 23
<p><b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b>. Then others can lift a flap to see if their guess is correct!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>• Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>• Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• You could reuse any materials provided for the unit.</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ For the lesson text, you may select from texts provided for the unit or select new texts.</li> <li>○ Write your own lesson plan by filling in each section below.</li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage student's 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.</b></p>	
<b>I DO</b>	<p><b>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.</b></p>	



<b>WE DO</b>	<b>Provide guided practice, feedback, and support, insuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b>
<b>YOU DO</b>	<b>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.</b>
<b>CLOSE</b>	<b>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.</b>

LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	CLOSE LESSON 24
<p><b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b>. Then others can lift a flap to see if their guess is correct!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Use description to provide information about a <b>fossil</b> to conclude the unit about <b>fossils</b>.</li> </ul>		
<p><b>TEACHING TECHNIQUES:</b></p> <ul style="list-style-type: none"> <li>Selected by teacher</li> </ul> <p><b>LESSON TEXTS:</b></p> <ul style="list-style-type: none"> <li><u>Fossils</u> by Sally M. Walker</li> <li><u>Fossils Tell of Long Ago</u> by Alik</li> <li><u>Plant and Animal Fossils</u> by Libby Romero</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard</li> <li>Pencils</li> <li>Scissors</li> <li>Sample of a completed project</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #24</li> <li>Mystery <b>fossil</b> pages for Lesson #24</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <p>For the Close project, students will create lift-the flap pages! Each mystery <b>fossil</b> page includes one of five <b>fossil</b> images hidden by a flap (or a blank space to place another chosen image). Students will write descriptive clues next to the image to help the reader guess the hidden <b>fossil</b>.</p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> The Close lesson is designed to take 60 minutes but may run longer depending on students' engagement. Preplanning will help you structure the lesson so that students get the maximum time to complete the mystery <b>fossil</b> pages. You could break this lesson into two sessions, if needed. <ul style="list-style-type: none"> <li>Cut the mystery <b>fossil</b> pages for Lesson #24 along the solid lines to save time. Do not cut on the dotted line; this indicates where the flap will be folded over.</li> <li>Using one of the mystery <b>fossil</b> pages for Lesson #24, prepare a sample of what a completed project would look like. Share this as a model during the I Do routine.</li> </ul> </li> <li>The sentence starters on the mystery <b>fossil</b> pages are '<i>I was __.</i>' and '<i>I lived __.</i>' <ul style="list-style-type: none"> <li>Students should insert <i>a plant</i> or <i>an animal</i> to finish the first sentence.</li> <li>They may finish the second sentence with <i>on land</i> or <i>in water</i>.</li> <li>The third line is blank for students to insert other salient clues or characteristics of the <b>fossil</b>.</li> </ul> </li> <li>Allow students to choose one of the five mystery <b>fossils</b> or to draw their own <b>fossil</b> using the blank pages. You could print more copies for students who finish early and want to create a second mystery <b>fossil</b> page.</li> <li>To complete the project, you could choose one of the following options: <ul style="list-style-type: none"> <li>Combine the pages together into one or several classroom lift-the-flap books.</li> <li>Send the pages home with students to share with their families.</li> <li>Create a bulletin board of 'Mystery <b>Fossils</b>' for other students in your school.</li> </ul> </li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  "Ever since I was a little girl, I've loved to read about how detectives use clues to find the answer to questions. I love mysteries! Today, you get to write some clues about <b>fossils</b> so someone can be a detective and solve the mystery of which <b>fossil</b> you're describing. When you use descriptions to make clues, you're showing how much you know and understand about what you're describing. Our purpose today is to show others how much we understand about <b>fossils</b> by using good descriptions to help them guess which <b>fossil</b> we're describing."</p>	

<p><b>I Do</b></p>	<p><b>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.</b></p> <p><b>Share a model of the Close project using the teacher journal or a completed mystery fossil page.</b></p> <p><b>You could say:</b>          “I’m going to show you a mystery <b>fossil</b> page that I’ve created so you can see how much I know about <b>fossils</b> and how well I can describe a <b>fossil</b>. You can use my clues to guess which <b>fossil</b> I’m describing. <b>(hold up your model with the flap folded over the fossil)</b> Here I wrote sentences that describe whether the <b>fossil</b> was a plant or animal and where the <b>fossil</b> lived. Then I wrote more information about the <b>fossil</b> so you could guess which one I’m describing.</p> <p>“Let’s see if you can guess the <b>fossil</b>. Here is my description: ‘I was [a plant]. I lived [on land on a tree]. I had [jagged edges].’ Which <b>fossil</b> do you think I was? <b>(pause for response)</b> You are good detectives! I was [a leaf]. Look again at the clues I gave you. I told you if I was a plant or animal, where I lived, and I gave you some more information that I had jagged edges. Those were good clues because you guessed the <b>fossil</b> correctly.”</p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Work with students to practice writing descriptive clues about fossils.</b></p> <p><b>Display p. 2 of the teacher journal. You could say:</b>          “Now let’s do one together. We will look at the mystery <b>fossil</b> picture. <b>(point to picture)</b> First, we will decide if the <b>fossil</b> was a plant or an animal, and then we will decide where it lived. We can add even more information to the first sentences, such as ‘I was a <i>large</i> animal’ or ‘I lived on land <i>in a tree</i>.’ After that, we’ll need to think of some other good clues about the <b>fossil</b>.</p> <p>“Let’s look at this first <b>fossil</b>. <b>(point to picture)</b> Was it an animal or a plant? <b>(pause for response)</b> Animal, correct. What else we can say about the animal? Was it small or large? <b>(pause for response)</b> Probably small. Where did this animal live? <b>(pause for response)</b> In water. That’s right. Anything else we can say about this <b>fossil</b>? <b>(pause for response)</b> Hmm... I think it had a spiral-shaped shell, and it had ridges on the shell. Now let’s write our clues: <b>(add to teacher journal)</b> ‘I was a small animal. I lived in water. I had a spiral-shaped shell with ridges on it.’ That’s a very good description!”</p> <p><b>You could continue developing clues with students using teacher journal, p. 3.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Allow students to select their mystery fossil pages or a blank page to draw another fossil.</b></p> <p><b>You could say:</b>          “Now it’s your turn to write your own mystery <b>fossil</b> page. You have five different <b>fossils</b> to choose from, or you may choose the blank page to draw your own <b>fossil</b>. Remember to write very good descriptions next to the picture so someone else will be able to guess your <b>fossil</b>. When you’re finished, fold the flap over your <b>fossil</b>, <b>(demonstrate)</b> write your name on the back, and find a friend who hasn’t seen your <b>fossil</b>. Then see if your partner can guess your mystery <b>fossil</b>. When everyone is finished, we’ll let you show your page to the class.”</p> <p><b>Circulate the room to help students with writing their descriptions and to observe their discussions with their partners.</b></p> <p><b>You could share with students what you’ll do with the mystery fossil pages, such as put them into a book, send them home, or post them on a bulletin board.</b></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:**

“What an amazing job you did today. You used descriptive words to write clues about your mystery **fossils**. You have learned a lot about **fossils** and about how to use words to describe them. Words can be very powerful, and we can use words to share what’s in our brains with someone else. You used words to describe what you saw in your **fossils** and then shared that information so someone else could see what you saw. That’s very powerful! Turn to a friend and describe one nice thing about them...”

# Can you guess the **mystery fossil**?

I was \_\_\_\_\_.



a plant

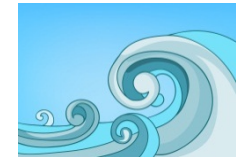


an animal

I lived \_\_\_\_\_.



on land



in water

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I was

I lived



I was

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I lived

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**Directions:** Cut *only* on the solid lines; fold on the dotted line to hide the fossil picture.

I was

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I lived

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**Directions:** Cut *only* on the solid lines; fold on the dotted line to hide the fossil picture.

I was

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I lived

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**Directions:** Cut *only* on the solid lines; fold on the dotted line to hide the fossil picture.

I was

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I lived

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**Directions:** Cut *only* on the solid lines; fold on the dotted line to hide the fossil picture.

I was

\_\_\_\_\_

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\_\_\_\_\_

I lived

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_





**Directions:** Cut *only* on the solid lines; fold on the dotted line to hide the fossil picture.

I was

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I lived

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# Mystery Fossil Page 6

## Earth Materials – Lesson 24



**Directions:** Cut *only* on the solid lines; fold on the dotted line to hide the fossil picture.

I was

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I lived

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## Unit Resources

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

### What is a Fossil?

Fossils are the remains or evidence of any creature or plant that once lived on the earth.



### The Many Forms of Fossils

There are many different types of fossils and countless ways to categorize them by individual characteristics and how they are preserved. Generally, fossils can be grouped into one of four broad categories.

- 1) Body fossils:** Body fossils form when bones, teeth, or entire organisms are preserved or frozen inside of wax, asphalt (tar), or amber. This is the only method for preservation of soft tissue. It is very rare to uncover body fossils.
- 2) Impression fossils:** These fossils show the outlines of plants, feathers, or fish that die in sediment. As they decay, they leave a carbon deposit that shows as a dark print of the organism. Tracks, tail marks, burrows, teeth marks, and body outlines are considered impression fossils. These impressions form in soft sediment and are covered before they can be washed away or destroyed.
- 3) Mold and cast fossils:** A mold forms when an organism is buried in sediment and decays, leaving a hole (the mold) in its place. If this mold is later filled with sediment, it produces a three-dimensional model (the cast) that resembles the organism. Mold and cast fossils can also be categorized as impression fossils.
- 4) Mineral replacement fossils:** Mineral replacement (or *permineralization*) fossils form when an organism is buried in sediment. Water seeping into the bone dissolves the bone, which is replaced by minerals. Petrified wood is a mineral replacement fossil.

### Why Do We Study Fossils?

Like many things found in nature, fossils can provide clues and links to the past. The study of fossils provides us with opportunities to...

- Learn about the origin, diversity, and history of living things including how people, plants and animals lived long ago.
- Classify extinct organisms and understand how species are interrelated.
- See climate patterns and changes over millions of years and understand how climate change can affect life on Earth.
- Study the anatomies of extinct organisms, such as dinosaurs and ice age mammals.



# Teacher's Bookshelf

## Earth Materials – Kindergarten

### Required Books:

Plant and Animal Fossils  
by Libby Romero  
ISBN-10: 1410846210  
ISBN-13: 978-1410846211

Fossils Tell of Long Ago  
by Aliko  
ISBN-10: 0064450937  
ISBN-13: 978-0064450935

Fossils  
by Sally M. Walker  
ISBN-10: 0822559455  
ISBN-13: 978-0822559450

### 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 fossils and how they form, dinosaurs, paleontology, geology, the ice age, mammoths, and prehistoric animals. Following is a list of suggested books you can check out from your school or public library to accompany the Earth Materials unit. Some suggestions may be beyond students' age or reading level, but they may still engage with the text and images.

Beyond the Dinosaurs:  
Monsters of the Air and Sea  
by Charlotte Lewis Brown  
ISBN-10: 0060530588  
ISBN-13: 978-0060530587

After the Dinosaurs:  
Mammoths and Fossil Mammals  
by Charlotte Lewis Brown  
ISBN-10: 0060530553  
ISBN-13: 978-0060530556

Sabertooth Cat  
by Helen Frost  
ISBN-10: 0736851054  
ISBN-13: 978-0736851053

Digging Up Dinosaurs  
by Aliko  
ISBN-10: 0064450783  
ISBN-13: 978-0064450782

Smithsonian Rock and Fossil Hunter  
by Ben Morgan  
ISBN-10: 075661127X  
ISBN-13: 978-0756611279

Discovering Dinosaurs with a Fossil Hunter  
by Judith Williams  
ISBN-10: 0766022676  
ISBN-13: 978-0766022676

If You are a Hunter of Fossils  
by Byrd Baylor  
ISBN-10: 0689707738  
ISBN-13: 978-0689707735

Learning From Fossils  
by Sharon Katz Cooper  
ISBN-10: 1403493251  
ISBN-13: 978-1403493255

Rocks and Fossils  
by William McConnell  
ISBN-10: 0823963705  
ISBN-13: 978-0823963706

Rocks and Fossils  
by Chris Pellant  
ISBN-10: 0753456192  
ISBN-13: 978-0753456194



The Best Book of Fossils, Rocks & Minerals

by Chris Pellant

ISBN-10: 0753460815

ISBN-13: 978-0753460818

Big Book of Dinosaurs

by DK Publishing

ISBN-10: 1564587185

ISBN-13: 978-1564587183

Wild and Woolly Mammoths

by Alik

ISBN-10: 0064461793

ISBN-13: 978-0064461795

American Mastodon

by Carol K. Lindeen

ISBN-10: 0736842551

ISBN-13: 978-0736842556

Dinosaur Bones

by Bob Barner

ISBN-10: 0811831582

ISBN-13: 978-0811831581

Can You Dig It?

by Robert Weinstock

ISBN-10: 1423122089

ISBN-13: 978-1423122081

What Do You Know About Fossils?

by Suzanne Slade

ISBN-10: 1404241973

ISBN-13: 978-1404241978

How Do We Know about Dinosaurs?

A Fossil Mystery

by Rebecca Jean Olien and Katie McDee

ISBN-10: 1429671734

ISBN-13: 978-1429671736

The Day the Dinosaurs Died

by Charlotte Lewis Brown

ISBN-10: 0060005300

ISBN-13: 978-0060005306

Woolly Mammoth

by Helen Frost

ISBN-10: 0736836497

ISBN-13: 978-0736836494

Fossil

by Claire Ewart

ISBN-10: 0802788904

ISBN-13: 978-0802788900

A Woolly Mammoth Journey

by Debbie S. Miller

ISBN-10: 1602230986

ISBN-13: 978-1602230989

Dinosaur Fossils

by Leonie Bennett

ISBN-10: 1597165557

ISBN-13: 978-1597165556

Ice Age Animals

by Louise Spilsbury

ISBN-10: 1429655186

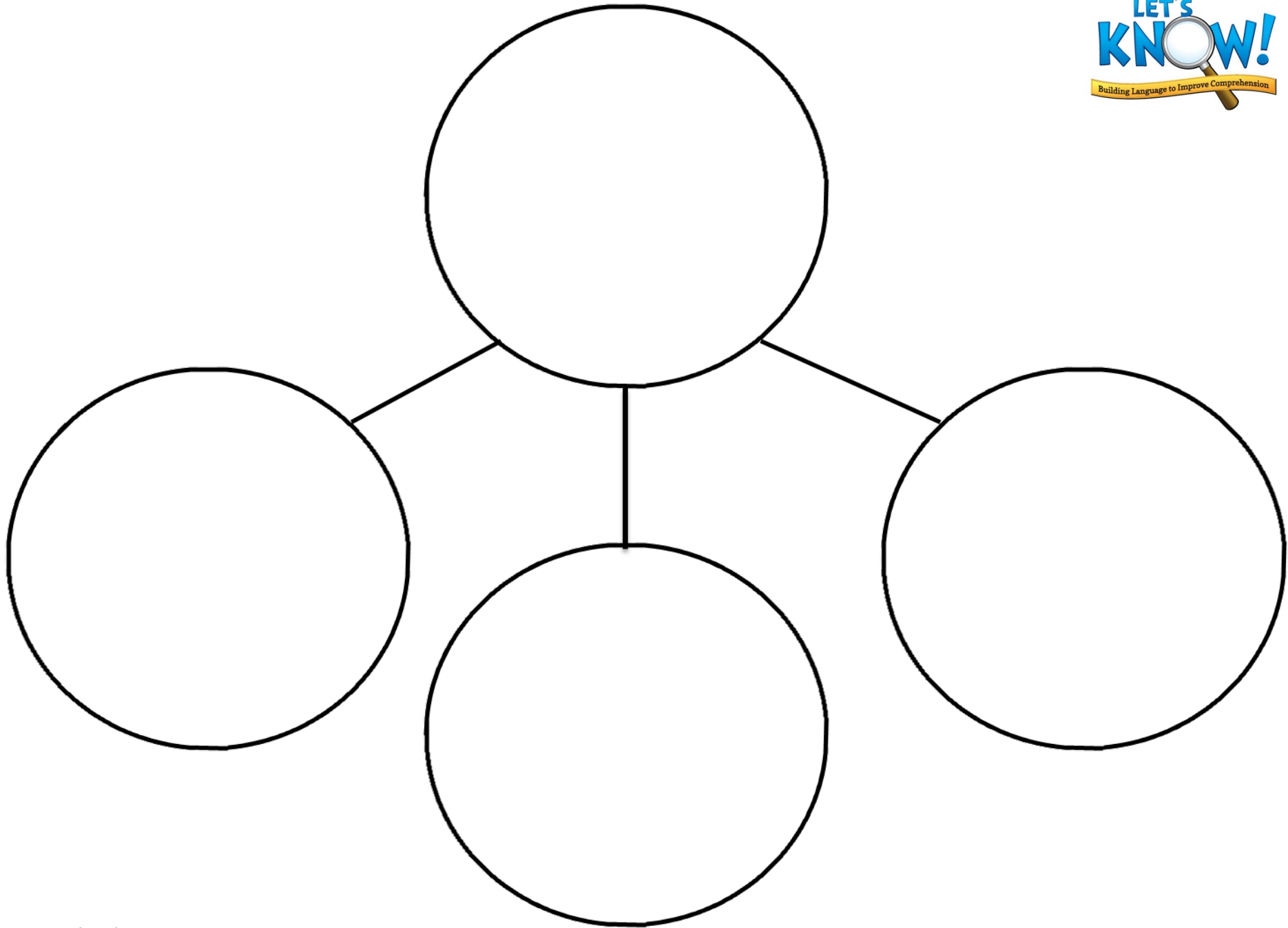
ISBN-13: 978-1429655187

Mammoths on the Move

by Lisa Wheeler

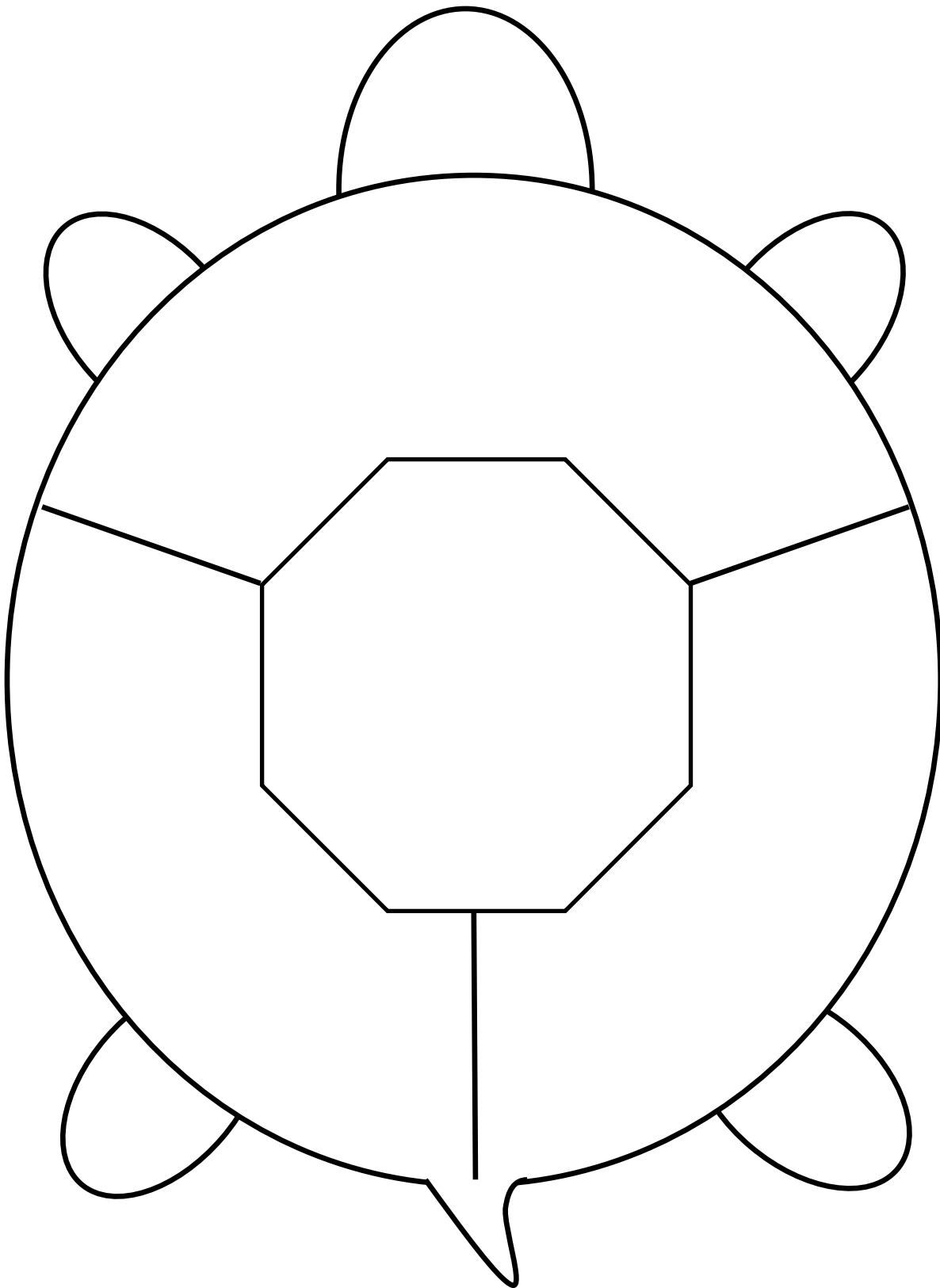
ISBN-10: 015204700X

ISBN-13: 978-0152047009



# Turtle Word Web

Kindergarten





# Unit Vocabulary

## Earth Materials – Kindergarten

### Discuss

To talk about something with someone



### Remains

A part not destroyed or used up



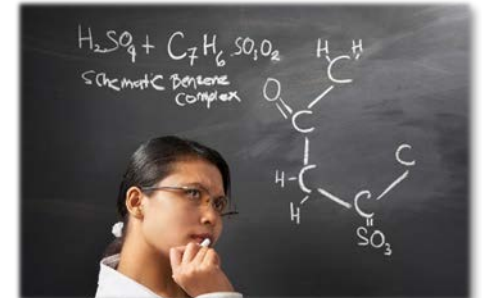
### Fossil

Hardened parts left behind after plants or animals die



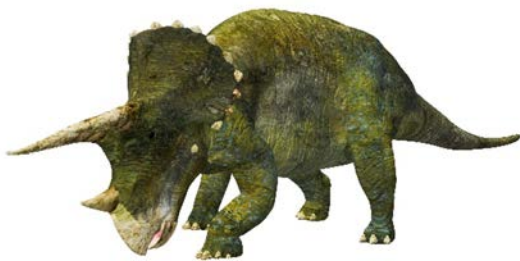
### Reasoning

To think through carefully to make a decision



### Extinct

Died out



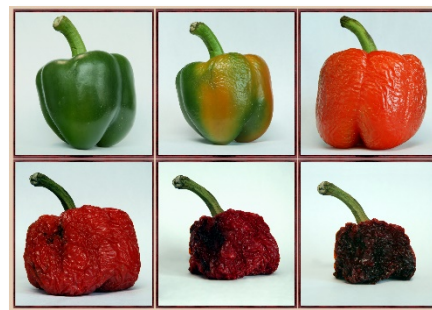
### Form

To make into a shape



### Process

To make something new or different



### Monitor

To keep track of for a special purpose



# Discuss





# Discuss

To talk about something  
with someone

# Remains





# Remains

A part not destroyed  
or used up



# Fossil

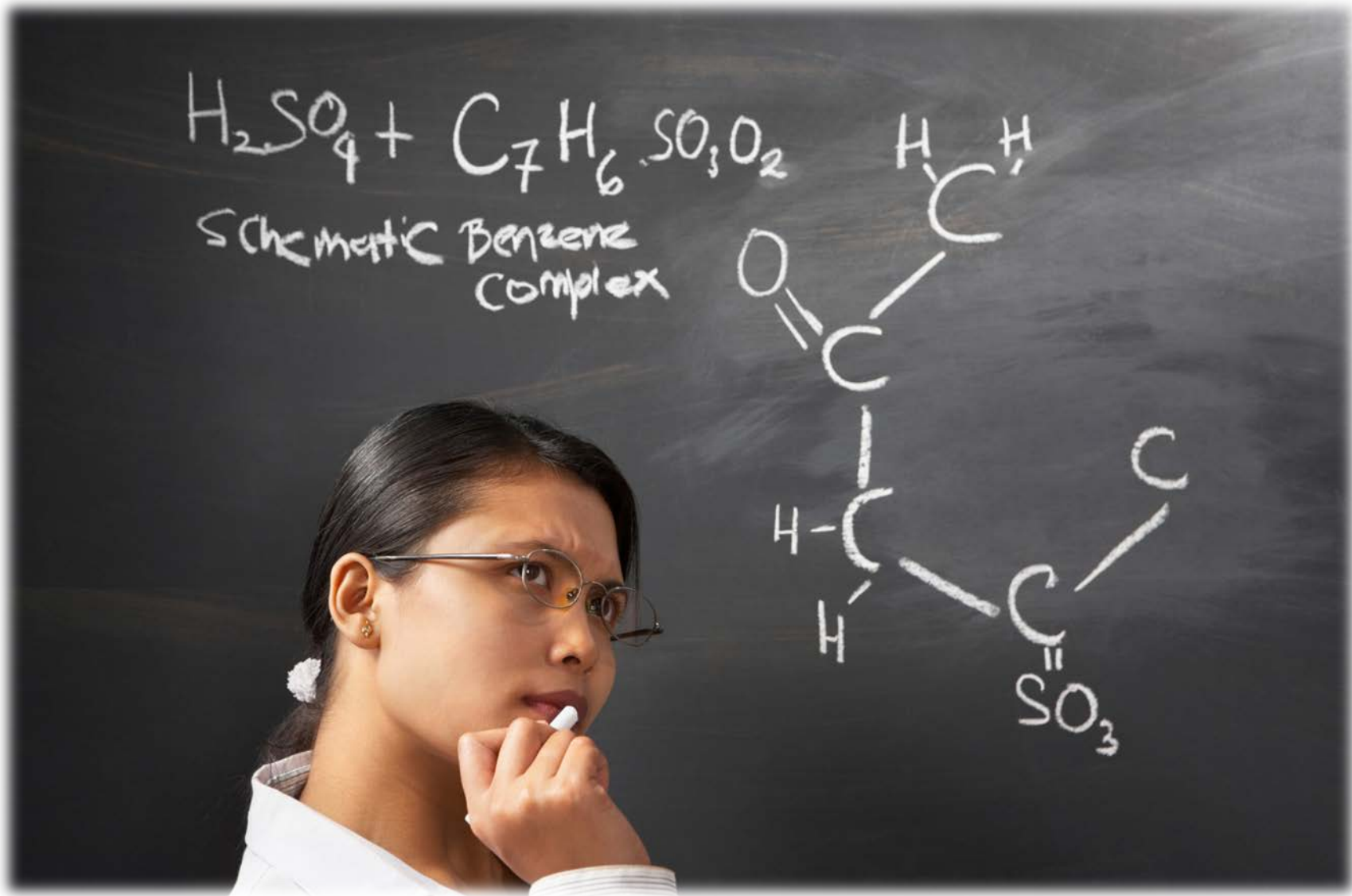




# Fossil

Hardened parts left behind  
after plants or animals die

# Reasoning

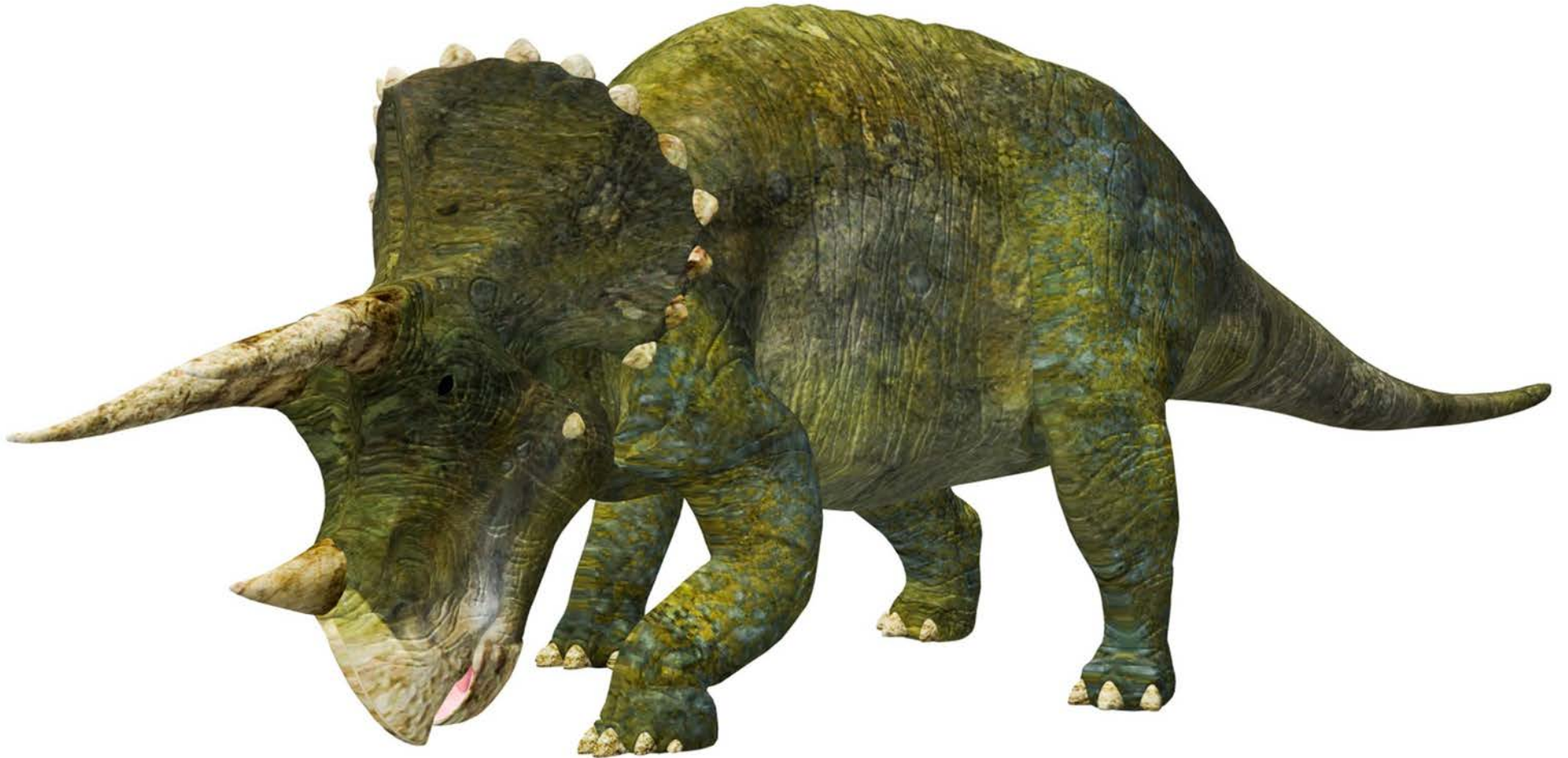




# Reasoning

To think through carefully  
to make a decision

# Extinct





**Vocabulary Picture Card**  
Earth Materials – Word 5 – Extinct

**Extinct**  
Died out

# Form



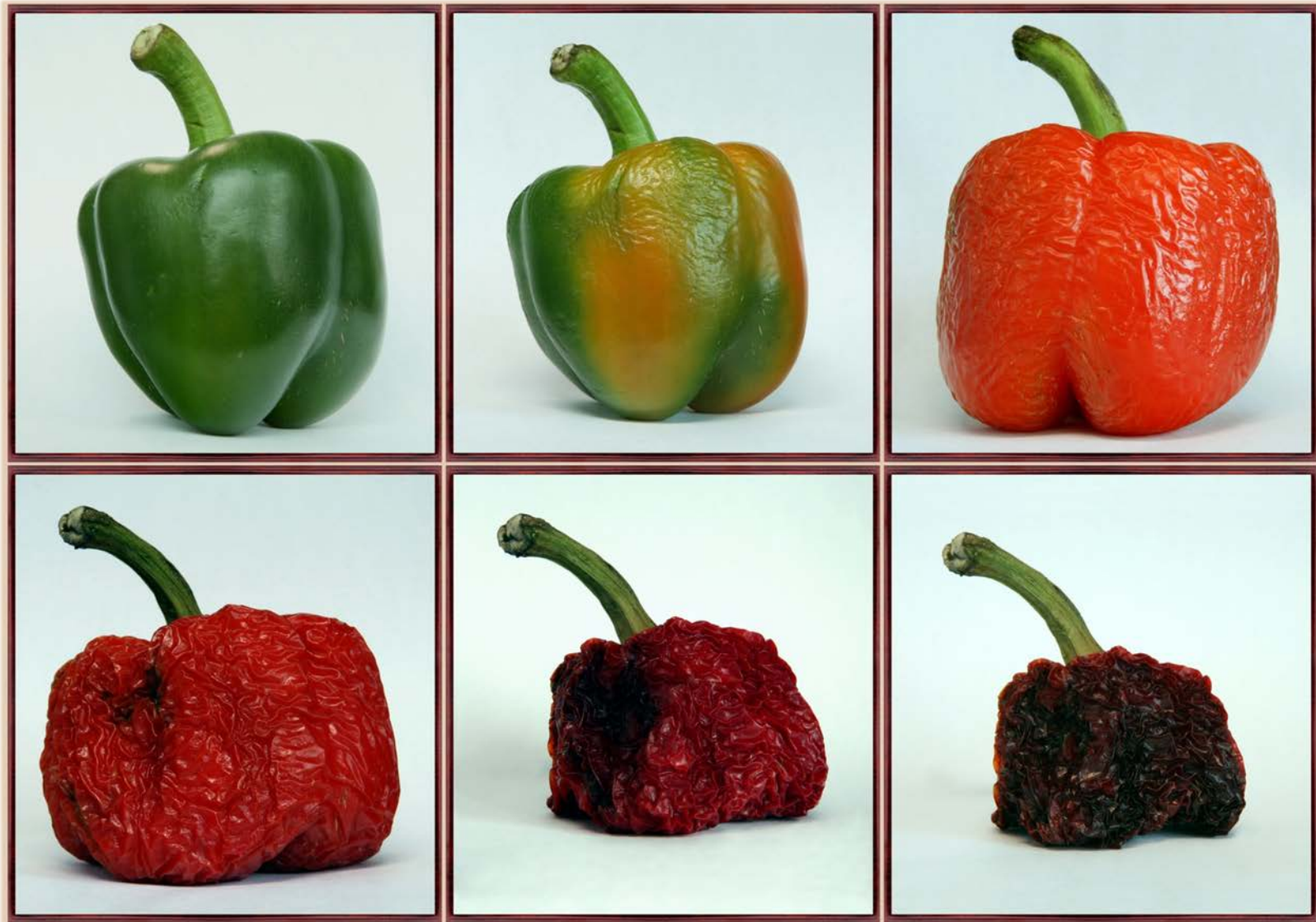


# Form

To make into a shape



# Process





# Process

To make something  
new or different

# Monitor





# Monitor

To keep track of  
for a special purpose

**My mom said she wanted to discuss something with me. She wanted to talk about how to behave at the library.**

**Remains are the part of something that is left. Out in the yard, I saw the remains of my dog's bone. Most of it was gone, but a little piece was left.**

**A fossil is the hard parts left behind when a plant or animal dies. Sometimes a fossil looks like a rock, but if you look closely you can see the print of a plant or an animal bone.**

**When I need to solve a problem, my grandfather says to use my reasoning. He means I should think carefully before I decide what to do.**



## **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.

**I like to talk about my dog. I discuss him with all of my friends.**

**The only thing left of dinosaurs is their remains. Their remains are fossils.**

**We are pretending to go on a dinosaur dig. We will search for buried fossils.**

**Some boys were being mean to one of my friends. I didn't understand their reasoning. You shouldn't be mean to people.**



## **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.



**I asked my dad if we could go swimming tomorrow. He said he would discuss it with my mom and then decide.**

**When we were gone, our cat ate the chicken we left on the kitchen table. She was in trouble! The only remains were a few chicken bones.**

**Have you ever seen a fossil? I saw one shaped like a fish. It showed the bones of a fish that lived long ago.**

**My teacher said that when we collected enough marbles in our jar, our class could have an ice cream or pizza party. She said to use our reasoning to decide which one we wanted.**



## **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.

**My teacher wants us to talk about fossils. She said to discuss how a fossil is made with my partner.**

**When we were driving we saw the remains of a dead deer beside the road. Someone hit the deer with their car. The only remains were some fur and bones.**

**Even though dinosaurs aren't alive today, we know what they looked like because of their fossils. The bones they left behind turned hard, so the bones lasted a long, long time.**

**When you think carefully about what could happen if you do something, you are using good reasoning.**



## **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.

**Something that's extinct has died out. You won't see it alive on Earth again.**

**When I was very little, I liked to form snakes using play dough. I would roll them out with both hands and then form a head.**

**You use a process to make something. For example, to make lemonade, the process is to mix water, lemon juice, and sugar together and then add ice.**

**When you monitor something you keep close track of it. You watch to make sure nothing bad happens. For example, our teachers monitor us on the playground to make sure we are safe.**



## **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.

**Some kinds of birds are extinct. You can't find them anywhere on Earth anymore.**

**At the beach we poured wet sand into a square tub, smashed it down, and then turned the tub over. We formed a castle wall with the sand squares.**

**I created a beautiful painting at school with several colors of paint. When I took my painting home, my mom asked, "What process did you use to create your painting?"**

**My baby sister has a monitor in her crib. The monitor lets my mama and daddy listen for her in case she wakes up.**



## **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.



**Sometimes we capture animals and put them in the zoo to protect them so they won't go extinct. They are safe from predators in the zoo.**

**Sometimes I help my aunt make cookies. We form the cookie dough into a ball with our hands and then smash it down flat with the bottom of a glass. We make delicious cookies!**

**Sometimes I don't like to take a bath. Getting clean is a long hard process when you've been playing outside in the dirt.**

**I like to monitor how much money I have in my piggy bank. I count it every week. I am saving for a new toy.**



## **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.

**There is one kind of very large rat that is extinct. It was bigger than a cat. I am happy it is extinct because I would not want to see a rat that big.**

**After lunch my teacher asked us to form a straight line. We stood one behind the other with our hands to ourselves.**

**I wanted to learn how to make a cake, so my nana helped me with the process. First you put in the cake mix, then the water, then the oil, and then the eggs. Next you stir. Finally you put the batter in the pan and bake it. I decided that licking the bowl is the best part of the process!**

**It's my job to monitor how much food our pet parrot has to eat. When he's out of food I give him more.**



## **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.