



ANIMALS

KINDERGARTEN

LARRC

Language and Reading Research Consortium

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

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UNIT VOCABULARY



Compare

Say how things are the same or different



Related

Connected or belonging together



But

Except



Main Idea

What the story or message is about



Predator

Something that hunts and eats other animals



Attach

To connect or join



Prey

An animal hunted for food



Vocabulary

All of the words a person knows



Kindergarten | **ANIMALS**

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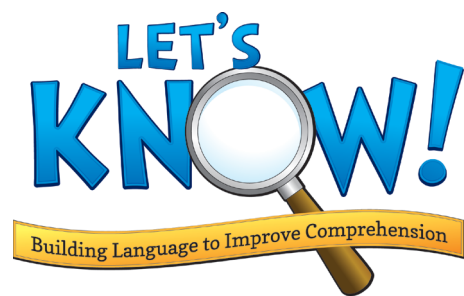
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Unit Resources

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



UNIT OVERVIEW

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

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

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

UNIT TEXTS

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

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

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

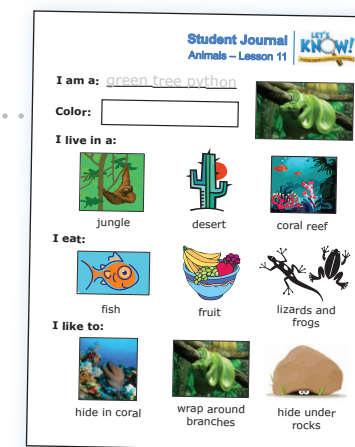
UNIT MATERIALS



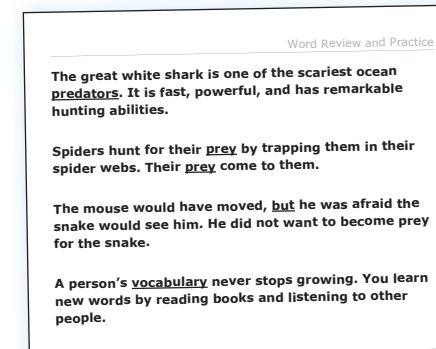
Teacher Journal*



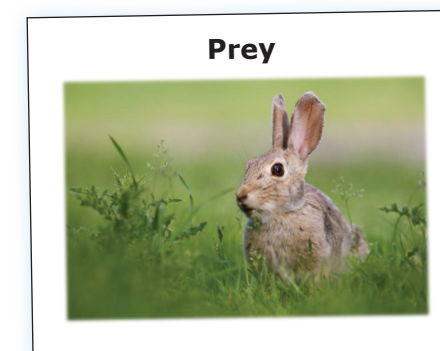
Comprehension Monitoring Icons



Student Journal



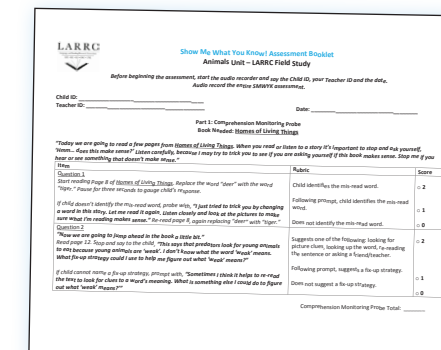
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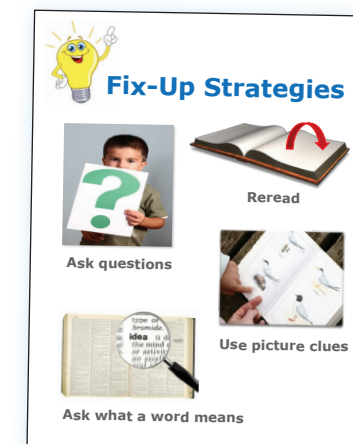
Vocabulary Picture Cards



Supplemental Materials*



Show Me What You Know Assessment



Fix-Up Strategies Poster

UNIT SCHEDULE

Week	Lesson	Topic
Week 1	Lesson 1	Hook
	Lesson 2	Read to Me
	Lesson 3	Words to Know
	Lesson 4	SMWYK Practice
Week 2	Lesson 5	Words to Know
	Lesson 6	Words to Know Practice
	Lesson 7	Integration
	Lesson 8	Integration Practice
Week 3	Lesson 9	Read to Me
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Week 4	Lesson 13	Integration
	Lesson 14	Integration Practice
	Lesson 15	Words to Know
	Lesson 16	Words to Know Practice

Week	Lesson	Topic
Week 5	Lesson 17	Read to Me
	Lesson 18	Integration
	Lesson 19	Integration Practice
	Lesson 20	Words to Know Practice
Week 6	Lesson 21	Integration Practice
		SMWYK Assessments
Week 7	Lesson 22	Stretch and Review
	Lesson 23	Stretch and Review
	Lesson 24	Close



*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



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:

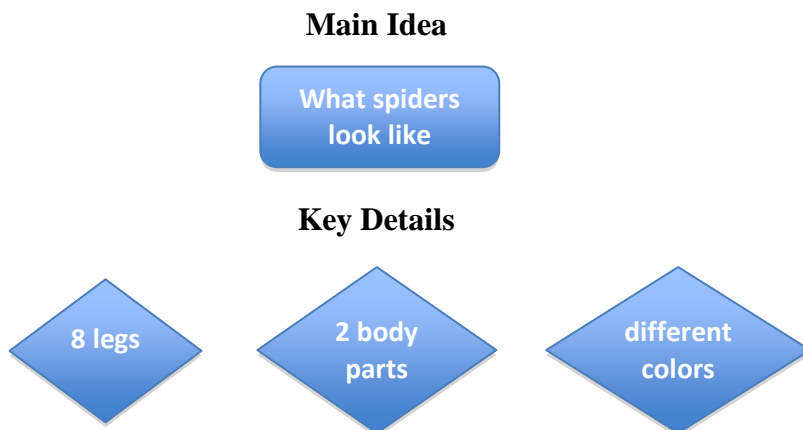
- 6) Remind students of the importance of finding the main idea and emphasize how repeated words (and phrases) in texts can help them find the main idea.

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.





WEEKLY LESSON PLANNER

ANIMALS

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

Materials

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



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

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

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

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

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

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

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

Directions: Cut out and laminate the Comprehension Monitoring Icons.

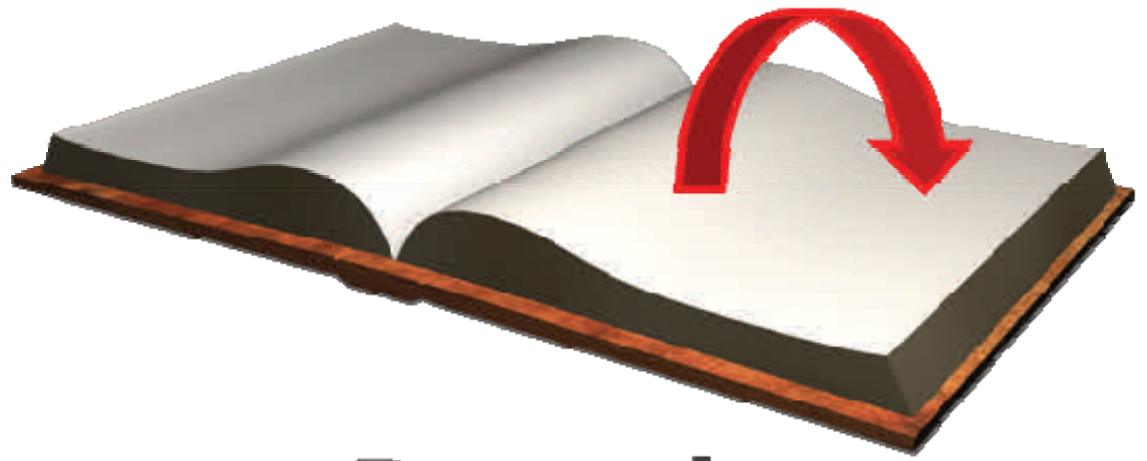


Directions: Cut out and laminate the Comprehension Monitoring Icons.





Fix-Up Strategies



Reread



Ask questions



Use picture clues



Ask what a word means

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

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

(main idea)

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

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

(attach)

"The next word is **attach**.

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

(related)

"The last word is **related**.

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

You Do

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

You could say:

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

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

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



predator

something that
hunts and eats
other animals



compare

say how things
are the same
or different



prey

an animal
hunted for food



main idea

what the story or
message is about



but

except



attach

to connect or join



vocabulary

all the words
a person knows



related

connected or
belonging together

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

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Lesson 4: These materials are not available for download.



WEEKLY LESSON PLANNER

ANIMALS

Week 2	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Lesson Type	Words to Know	Words to Know Practice	Integration	Integration Practice
Objectives	<ul style="list-style-type: none"> Sort target vocabulary words into semantic categories: compare, main idea, attach, related. Use a variety of different types of words. 	<ul style="list-style-type: none"> Define words by providing a simple definition. Use a variety of different types of words. 	<ul style="list-style-type: none"> Identify the main idea of a section of expository text. 	<ul style="list-style-type: none"> Identify the main idea and details of informational text.
Lesson Texts	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> <u>Desert Animals</u> by Francine Galko 	<ul style="list-style-type: none"> <u>Desert Animals</u> by Francine Galko

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard 	<ul style="list-style-type: none"> Crayons (1 per student) 	<ul style="list-style-type: none"> Computer Crayons or pencils 	<ul style="list-style-type: none"> Document camera or interactive whiteboard
Unit Materials Provided	<ul style="list-style-type: none"> Teacher Journal Lesson #5 (print or digital) Student Journal Lesson #5 Turtle word web 	<ul style="list-style-type: none"> WRAP set #1 Vocabulary Picture Cards: compare, main idea, attach, related Words to Know rings: compare, main idea, attach, related Teacher Journal Lesson #6 Student Journal Lesson #6 	<ul style="list-style-type: none"> WRAP set #2 Vocabulary Picture Cards: compare, main idea, attach, related <u>Desert Animals</u> slideshow for Lesson #7 Student Journal Lesson #7 	<ul style="list-style-type: none"> WRAP set #3 Vocabulary Picture Cards: compare, main idea, attach, related Teacher Journal Lesson #8 Student Journal Lesson #8



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	WORDS TO KNOW LESSON 5
<p>SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.</p>		
<p>TEACHING OBJECTIVES:</p> <ul style="list-style-type: none"> Sort target vocabulary words into semantic categories: compare, main idea, attach, related. Use a variety of different types of words. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Rich Instruction <p>LESSON TEXT:</p> <ul style="list-style-type: none"> N/A <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Think-Pair-Share 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> Teacher Journal Lesson #5 (print or digital) Student Journal Lesson #5 Turtle word web 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Use the teacher journal to create word webs for the Words to Know using the suggested related words or other words that are relevant for your students. If using the print version of the teacher journal, you may cut out the pictures and place them on the turtle word web. WORDS TO KNOW <ul style="list-style-type: none"> compare: Say how things are the same or different main idea: What the story or message is about attach: To connect or join related: Connected or belonging together SUGGESTED RELATED WORDS <ul style="list-style-type: none"> compare: <i>different, alike, same, study</i> main idea: <i>important, story, book</i> attach: <i>stick, fasten, detach</i> (antonym) related: <i>similar, group, family</i> 		
<p>LESSON ROUTINE</p>		
<p>SET</p>	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "We learn words every day and we know it's important to keep learning new words! Today, we're going to discuss our four Words to Know—compare, main idea, attach, and related. We'll talk about other words that are related to these words. What I just said is interesting because related is one of the words we're learning. Related means things are 'connected or belonging together.' So today, we'll be learning more words that are <i>connected to</i> or <i>belong with</i> our words. Then we'll have even more words to use. Let's get started."</p>	
<p>I DO</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Use the teacher journal to make webs for the Words to Know. You could say: "Our first word today is compare. Compare means 'say how things are the same or different.' I'll put the word compare in the middle of this tortoise. In the spaces around the word, I'll think of words that are related—or belong with—the word compare. One word that comes into my head is <i>alike.</i> When we compare, we see how things are <i>alike.</i> I'll put <i>alike</i> in one of the spaces around compare. Another word is <i>different.</i> When we compare, we judge whether things are the <i>same</i> or <i>different.</i> Another word is <i>study.</i> When we compare to see how things are <i>alike</i> or <i>different,</i> we have to <i>study</i> the two things. Now I have these three words that are related to, or belong with, the word compare: <i>alike, different, and study.</i>"</p>	

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

Teacher Journal

Animals – Lesson 5



compare



different



alike



study



main idea



important



story



book

Teacher Journal

Animals – Lesson 5



attach



stick



detach



fasten



related



similar



group



family



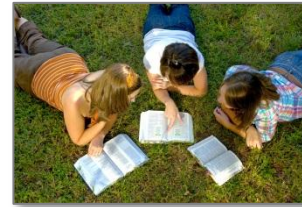
different



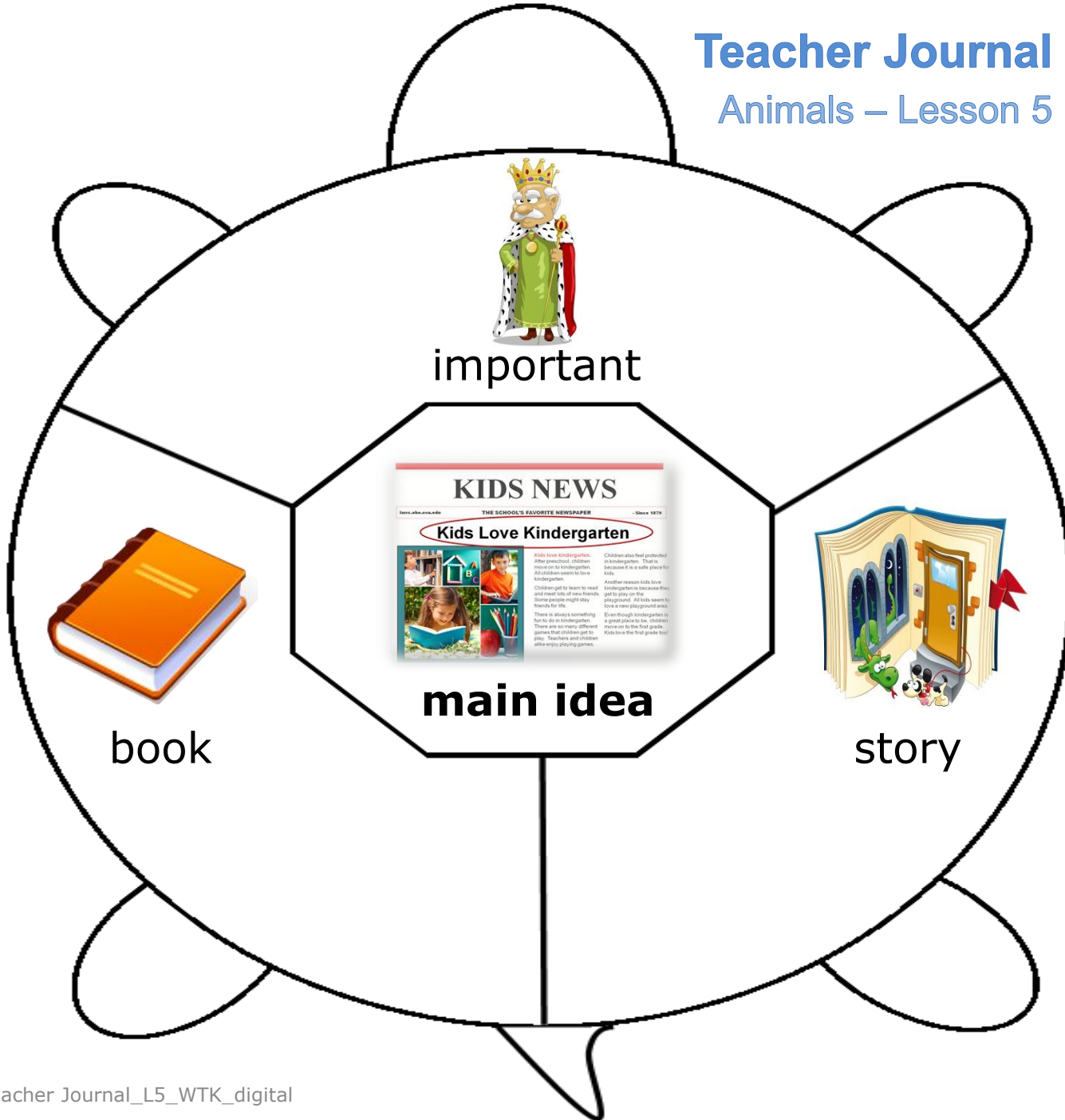
compare



alike



study





stick



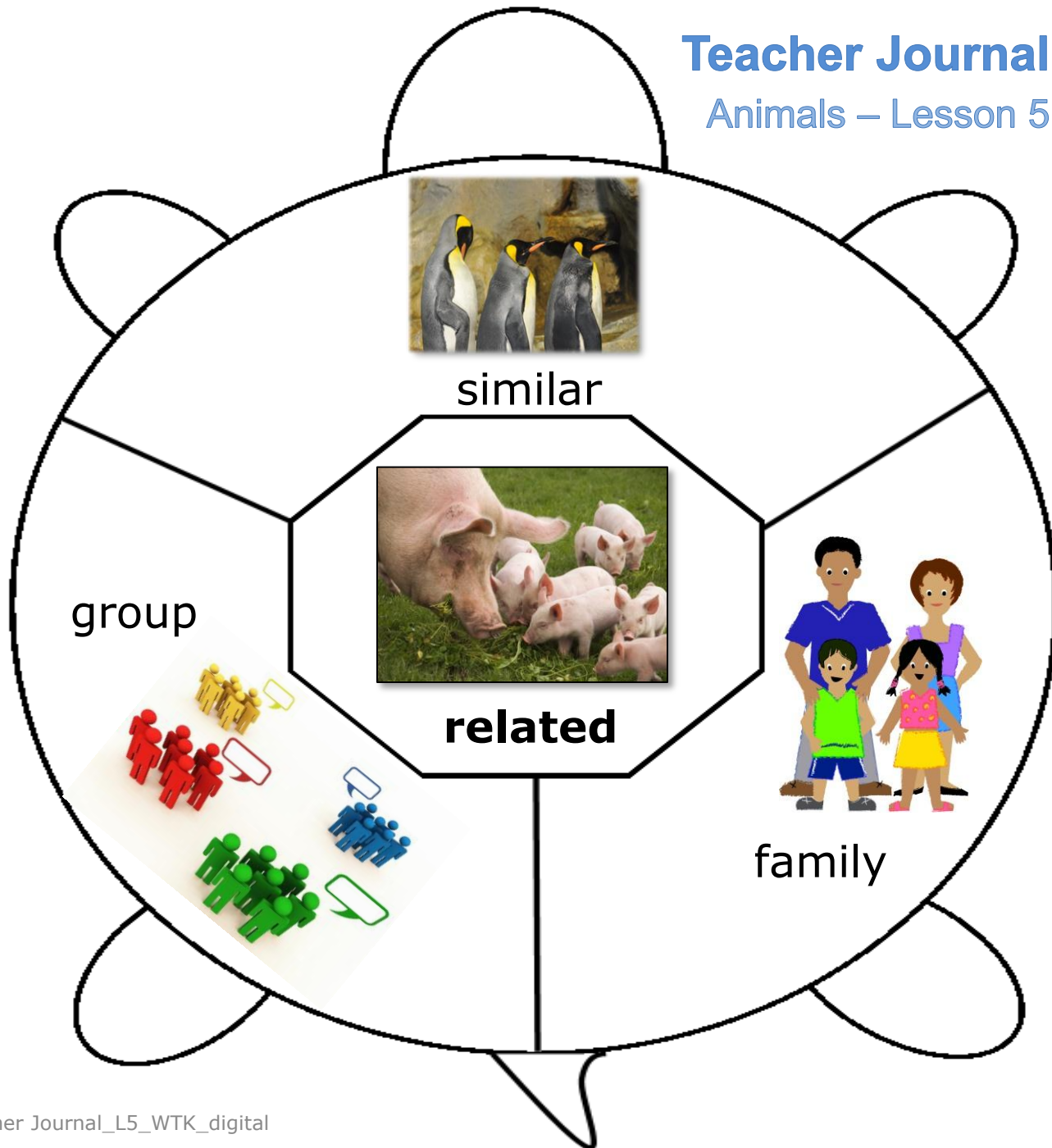
attach



detach



fasten

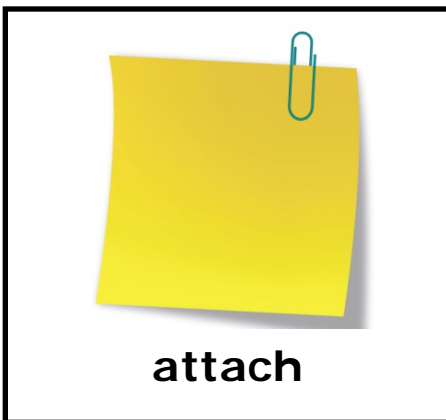
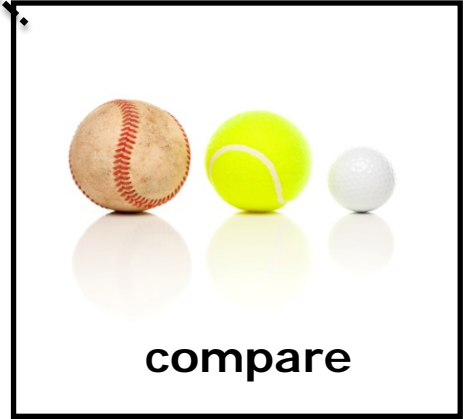
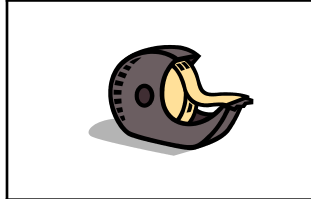
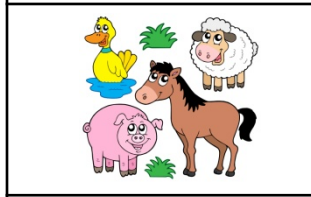
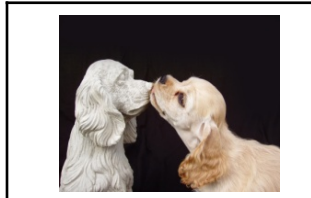
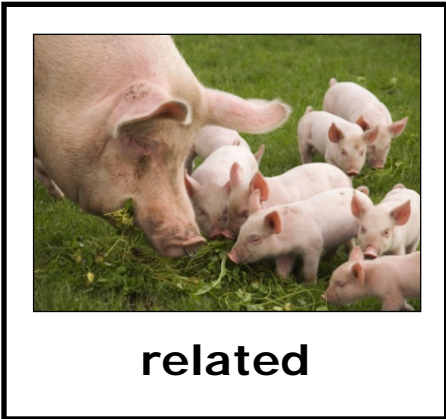


Student Journal

Animals – Lesson 5

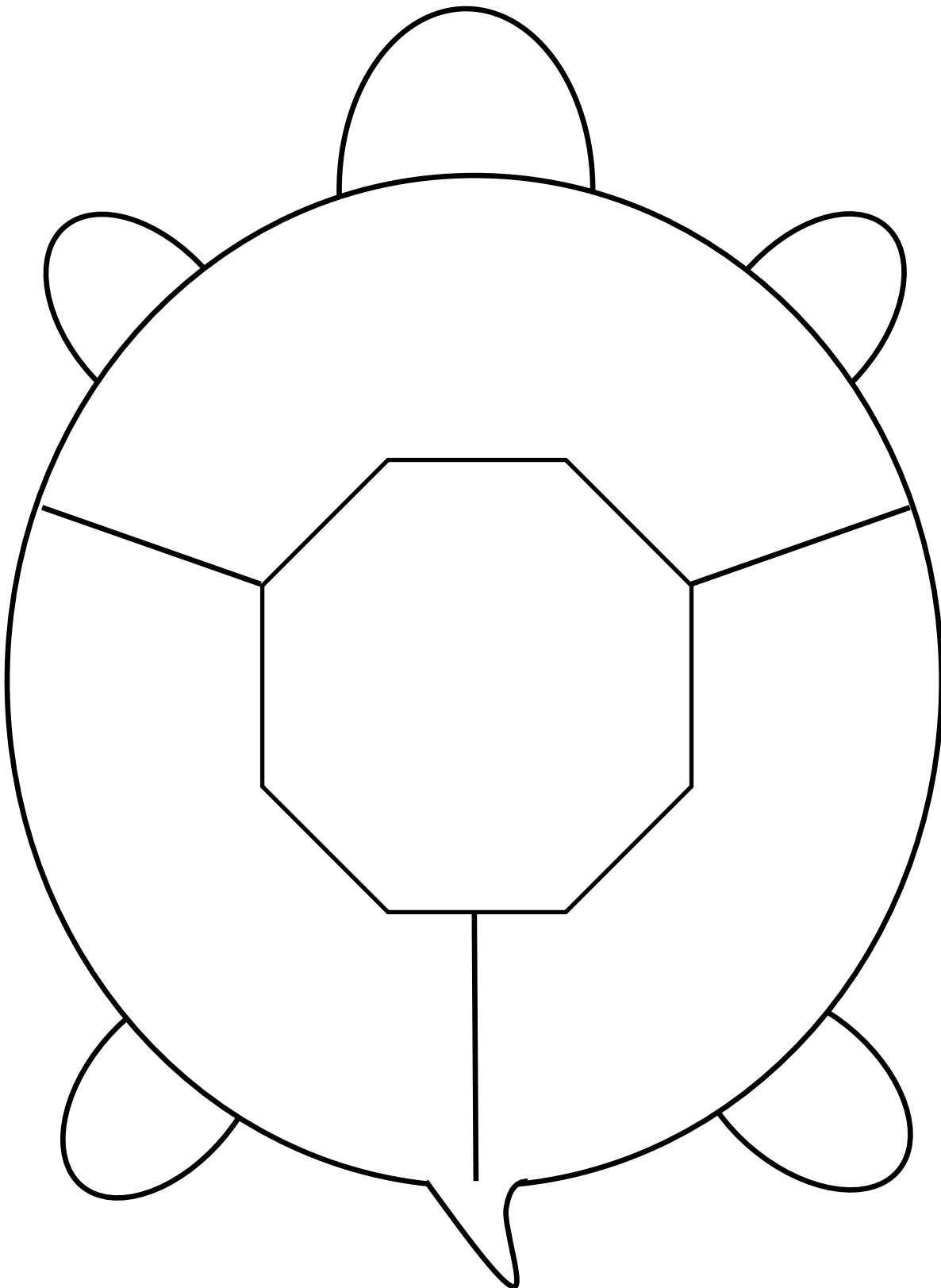


Directions: Draw lines from each Word to Know to the related words in the middle.



Turtle Word Web

Kindergarten



LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	WORDS TO KNOW PRACTICE LESSON 6
<p>SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.</p>		
<p>TEACHING OBJECTIVES:</p> <ul style="list-style-type: none"> Define words by providing a simple definition. Use a variety of different types of words. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Rich Instruction <p>LESSON TEXT:</p> <ul style="list-style-type: none"> N/A <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Think-Pair-Share 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Crayons (1 per student) <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> WRAP set #1 Vocabulary Picture Cards: compare, main idea, attach, related Words to Know rings: compare, main idea, attach, related Teacher Journal Lesson #6 Student Journal Lesson #6 	
<p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> For the You Do activity, you will read the statements, questions, or items for each Word to Know from Teacher Journal Lesson #6. Students will decide if the item applies to the word and follow your instructions. <ul style="list-style-type: none"> After each set of items for a given word, students can color an animal on Student Journal Lesson #6. Emphasize that students should answer all of the questions in the set before coloring an animal. You could allow students to work with their partners to answer the questions. 		
<p align="center">LESSON ROUTINE</p>		
<p>SET</p>	<div style="border: 1px dashed gray; padding: 5px; text-align: center;"> <p>START THE LESSON WITH WRAP SET #1: COMPARE, MAIN IDEA, ATTACH, RELATED</p> </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "We need to learn thousands of words in our lifetimes. THOUSANDS! That means we need to learn new words every day. Today we're going to discuss our four new words—compare, main idea, attach, and related—some more. We'll talk about what they mean and when to use them. You can use your Words to Know ring to help you if you'd like. After we review the words, we'll play a coloring game. Are you ready?"</p>	
<p>I DO</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>You could say: "We're going to review all of our words, and then we'll play the coloring game.</p> <ul style="list-style-type: none"> The first word is compare. Say compare... Find compare on your word ring. Compare means 'say how things are the same or different.' We can compare the three balls to see how they're the same or different. Say the word compare... The next word is main idea. Say main idea... Find main idea on your word ring. It means 'what the story or message is about.' The main idea of our book is desert animals. Say main idea... The third word is attach. Say attach... Find it on your word ring. Attach means 'to connect or join.' I can use a paper clip to attach papers. Say attach... The last word is related. Say related... Find related on your ring. It means 'connected or belonging together.' You could say that all dogs are related. Say related..." 	

<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Distribute the student journal and crayons to each student; they may work individually or in pairs. Read the first set of items from Teacher Journal Lesson #6 aloud to students to show them how to play the coloring game. After a statement or item, students should judge whether it is related to the target word and follow your directions. After the set, students can color an animal.</p> <p>You could say: “Now we’re going to play a coloring game with our words so you can remember what the words mean. You have a coloring page in your student journal. I’m going to ask you seven things about a word. After you answer the seven questions, you can color an animal. Let’s start...”</p> <p>“If I say something that you can use with attach, say attach. If not, don’t say anything.</p> <ul style="list-style-type: none"> • Glue... I should hear everyone say, ‘attach.’ I’ll do it again. Glue... Good, everyone said, ‘attach.’ • Flip flops... Great! No one said anything. • Bulletin board... Good! You can attach things to a bulletin board. • Sticky note... Great! I heard attach. • Pencil... • Picture... I heard attach. Great! • Nail... attach, yes. <p>Super job, friends. Now you can color an animal on the page.”</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Continue to read the items until you have completed all of the sets from the teacher journal. You may have students work in pairs to decide how to respond to each item.</p> <p>You could say: “Let’s do some more so you can finish coloring your pages. Remember to listen to my directions. Talk with your partner before you respond. After each set of questions, get a crayon and color the animal of your choice.”</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “We learned even more about our Words to Know today so we can use them when we speak. Tell your partners which words go with these definitions:</p> <ul style="list-style-type: none"> • Connected or belonging together (related) • What the story or message is about (main idea) • Say how things are the same or different (compare) • To connect or join (attach) <p>Remember we want to use these words when we’re talking today and every day. Tell your family tonight about one of the words we’re learning.”</p>

Directions: Read the first sentence and then monitor students' responses. Periodically ask, *Why?* to sample student thinking. After each set, have students color an animal.

If I say something that you can use with attach, say *attach*.
If not, don't say anything.

1. Glue
2. Flip flops
3. Bulletin board
4. Sticky note
5. Pencil
6. Picture
7. Nail

Now you can color an animal. Do it quickly so we can color some more.

If I say something that goes with main idea, say *That's it!*
If not, don't say anything.

1. Story
2. Cup
3. Phone
4. Book
5. Newspaper
6. Fingernail
7. Cartoon

Now you can choose an animal to color.

Which would be related? If they are related, say *Yes*. If not, don't say anything.

1. Paper and scissors
2. Bears and floors
3. Chimpanzees and gorillas
4. Puzzles and balls
5. Cars and airplanes
6. Trees and paper clips
7. Candles and wax

Now you can choose an animal to color.

Which could you compare? If you could, say *compare*.
If not, don't say anything.

1. Teeth and sky
2. Sand and gravel
3. Computers and books
4. Computers and grass
5. Tigers and jaguars
6. Jungle animals and desert animals
7. Green and hot dogs

Now you can choose an animal to color.

Which of our Words to Know—compare, main idea, attach, or related—goes with this comment:

1. My sister wants to go with me.
2. Which of these colors is better for painting my room?
3. I read a great story last night.
4. My new school shoes were the most expensive pair in the store!
5. I don't understand what the show was about.
6. The bow fell out of my hair!
7. Mom had to sew a button on my shirt last night.

Now you can choose an animal to color.

Which word would you use?

1. Would you **attach** or **compare** with Velcro?
2. In a story, could you hear a **main idea** or **related**?
3. Are cousins **related** or **attached**?
4. What goes with books, **main idea** or **attached**?
5. What could you do with Pokemon cards, **main idea** or **compare**?
6. Are ice and water **related** or **compare**?
7. How do you put a bow on a gift, **compare** or **attach**?

Now you can choose an animal to color.

Name three things that...

1. are **related**.
2. are **attached**.
3. are **compared**.
4. have a **main idea**.

Now you can choose an animal to color.



LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	INTEGRATION LESSON 7
<p>SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.</p>		
<p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> Identify the main idea of a section of expository text 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Finding the Main Idea <p>LESSON TEXT:</p> <ul style="list-style-type: none"> <u>Desert Animals</u> by Francine Galko <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Think-Pair-Share 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Computer Crayons or pencils <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> WRAP set #2 Vocabulary Picture Cards: compare, main idea, attach, related <u>Desert Animals</u> slideshow for Lesson #7 Student Journal Lesson #7 	
<p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> The purpose of this lesson is to teach students how to find the main idea in each slide of the <u>Desert Animals</u> slideshow. Play the narrated slideshow called <u>Desert Animals</u> as you talk about the main idea. <ul style="list-style-type: none"> Students may name the animal as the main idea. This is actually the topic. You can model a better main idea by adding more detail to the topic for them. There are seven animals in the slideshow. You do not need to talk about all seven if students are restless or time is short. For the You Do activity, students will complete the first student journal page that will be used to make their books for the Close project. Today's page is about a rattlesnake. <i>Have children save their student journal pages for the Close project in Lesson 24.</i> 		
<p align="center">LESSON ROUTINE</p>		
<p>SET</p>	<div style="border: 1px dashed black; padding: 5px; text-align: center;"> <p>START THE LESSON WITH WRAP SET #2: COMPARE, MAIN IDEA, ATTACH, RELATED</p> </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Did your mom or dad ever tell you to clean your room, but they kept talking and you forgot the main idea, or the most important thing they wanted you to do—to clean your room? Our lesson today is about finding the main idea in a slideshow about desert animals. You know, we can't remember everything, but we do want to remember the main idea. That's the most important thing in the message or story. Then we can better talk about what we're learning. When we can find the main idea, we know we understand what we're hearing or reading."</p>	
<p>I DO</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Model the process of finding the main idea. Stop after slide 2 and talk about the main idea. You could say: "We already know that a main idea is what the story or message is about, or the most important information. This slide is about what animals do to survive in the desert. That's the main idea. Many animals live underground to stay cool, find ways to live a long time without food and water, and are camouflaged so they can survive in the desert."</p> <p>(show the next slide) "The main idea of this slide is what rattlesnakes eat and how they stay safe. Rattlesnakes eat meat, they hide under rocks, and they rattle their tails."</p>	

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

I am a: rattlesnake

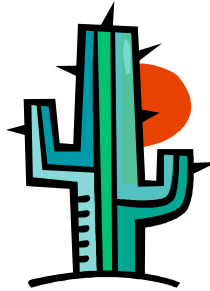
Color:



I live in a:



jungle

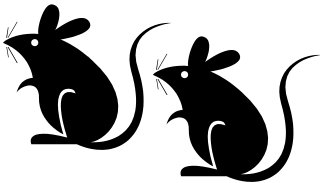


desert

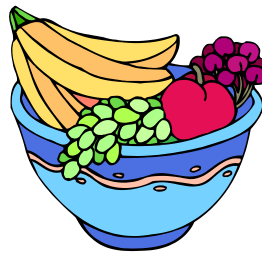


coral reef

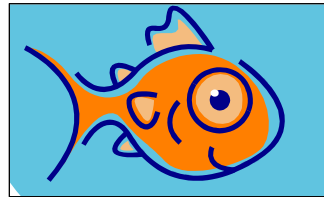
I eat:



mice



fruit



fish



birds

I like to:



hide in coral



hide under rocks



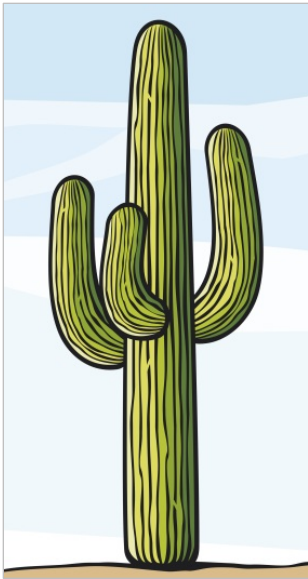
wrap around
branches

LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	INTEGRATION PRACTICE LESSON 8
<p>SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.</p>		
<p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> Identify the main idea and details of informational text. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Finding the Main Idea <p>LESSON TEXT:</p> <ul style="list-style-type: none"> <u>Desert Animals</u> by Francine Galko <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Think-Pair-Share 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Document camera or interactive whiteboard <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> WRAP set #3 Vocabulary Picture Cards: compare, main idea, attach, related Teacher Journal Lesson #8 Student Journal Lesson #8 	
<p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Display Teacher Journal Lesson #8 during the I Do routine. For each row, read the pages indicated, discuss the main idea, and then move the picture of the main idea next to/beneath/over the cactus to indicate its importance; if using a print version of the journal, draw a line from the main idea to the cactus. For the You Do activity, students will practice choosing the main idea from a set of three. 		
<p align="center">LESSON ROUTINE</p>		
<p>SET</p>	<div style="border: 1px dashed black; padding: 5px; text-align: center;"> <p>START THE LESSON WITH WRAP SET #3: COMPARE, MAIN IDEA, ATTACH, RELATED</p> </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "When I want to find information about my cat, I can go to the library and look in the section where all the books about cats are found. That's my main idea; I want to find out more about cats. There are books about dogs and books about tigers, but I want to find out about my cat, so I look for a book about the main idea—cats. Today our purpose is to find the main ideas in our book <u>Desert Animals</u>. Each section of the book will have a different main idea, so we'll have to listen closely to find it. Good readers can find the main idea; it helps them remember what they read."</p>	
<p>I DO</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display Teacher Journal Lesson #8. As you read from <u>Desert Animals</u>, model selecting the main idea from the choices on the journal. You could say: "Remember, the main idea is what the story or message is about. In <u>Desert Animals</u>, I'll start on p 10. The heading, this large print at the top or head of the pages says <i>Living Underground</i>. The heading tells me what the main idea will be about—living underground. Now I'll read the pages and decide the main idea of this chapter. (read pp. 10–11 aloud)</p> <p>"This chapter is talking about animals like the tarantula and burrowing owl that live underground so they can stay cool. The main idea is that animals live underground to stay cool. I have three ideas to choose from on my journal page—<i>Deserts are dry</i>, <i>Animals live underground to stay cool</i>, and <i>Tarantulas live in the desert</i>. After looking at the chapter heading and reading the page, I know that the best main idea is <i>Animals live underground to stay cool</i>, so I'll move this main idea to the cactus.</p> <p>Read pp. 12–13 and model finding the main idea from the second row of the teacher journal; move the picture of the rocks next to the cactus.</p>	

<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Turn to the second page of the teacher journal, and work with students to find the main ideas. You could say: “Now let’s work together on the next chapter to find the main idea. (read pp. 14–15) What is the main idea of this chapter? (invite discussion) Is the best main idea <i>Animals find homes in cactuses</i>, <i>Animals hide under rocks</i>, or <i>Animals live in holes</i>? (pause for response) Let’s move the picture of the cactus next to the big cactus.</p> <p>Read pp. 18–19 and continue working together to find the main idea; move the picture of the gila monster next to the cactus.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Distribute Student Journal Lesson #8. You could say: “Now it’s your turn to find the main idea on your own. I’ll read the pages. Look at your student journal and talk with your partner. Then find the picture that shows the best main idea. When you find the main idea, circle it and draw a line from the picture to the cactus. Then we’ll discuss your choices.”</p> <p>Read aloud from Desert Animals as students make selections on the student journal.</p> <ul style="list-style-type: none"> • Read pp. 20–21 and the picture captions from the student journal. Students should discuss and then choose the best main idea. • Then read pp. 22–23 and repeat the above steps. <p>When children have finished, have them report their choices and discuss them as a class.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we talked about desert animals again. Did you learn something new today? What did we look for in our book? (pause for response) The main idea! Tell your partner the main idea of school... What did you tell your partner? I think the main idea of school is to learn! Now when you read a book or hear someone talk, you can find the main idea. It’s how good readers and listeners remember what they read and hear.”</p>

Teacher Journal

Animals – Lesson 8



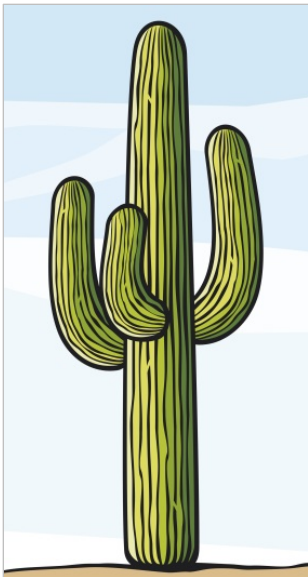
Deserts are dry.



Animals live underground to stay cool.



Tarantulas live in deserts.



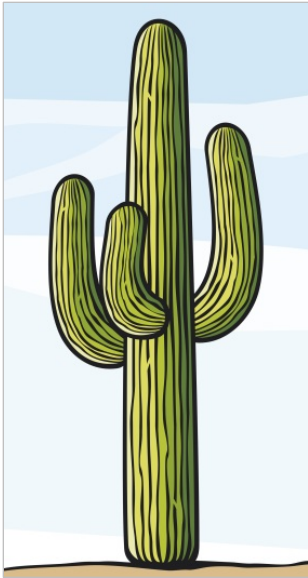
Animals live and hide near rocks.



Desert sheep eat cactuses.



Rattlesnakes have rattles.



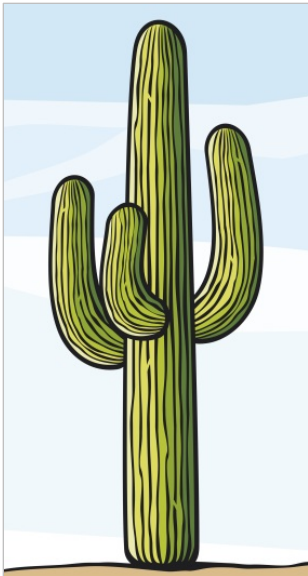
Animals find homes
in cactuses.



Animals hide
under rocks.



Animals live
in holes.



Many animals live
in the desert.

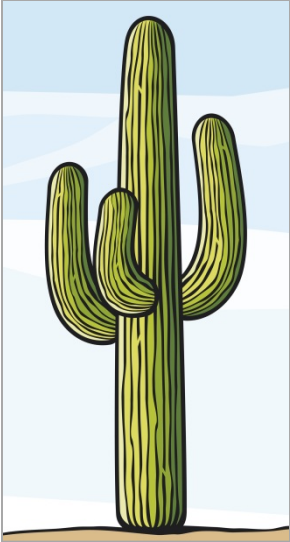


Desert animals
eat plants.



Animals can go
a long time
between meals.

Living with Little Water



Animals can survive with little water.

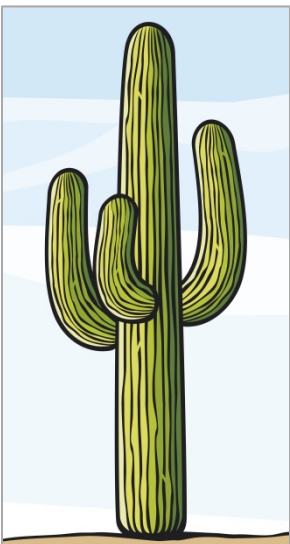


Tarantulas hide underground.



Deserts have little water.

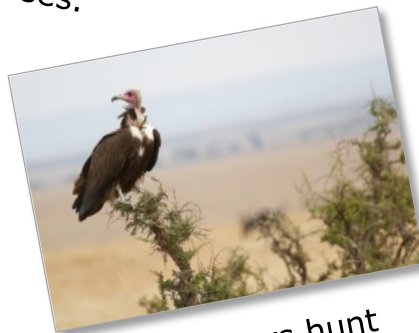
Desert Predators



Predators eat cactuses.



Predators hide in rocks.



Predators hunt other animals.



WEEKLY LESSON PLANNER

ANIMALS

Week 3	Lesson 9	Lesson 10	Lesson 11	Lesson 12
Lesson Type	Read to Me	Integration	Words to Know Practice	Words to Know
Objectives	<ul style="list-style-type: none"> Participate in collaborative conversations about topics within Kindergarten texts. Use prior knowledge and information within a text to make, confirm, and revise predictions. 	<ul style="list-style-type: none"> Identify the purpose of a text and author's perspective. 	<ul style="list-style-type: none"> Increase word knowledge by learning about related words. Sort words into semantic categories. 	<ul style="list-style-type: none"> Define the words predator, prey, but, and vocabulary by providing a simple definition. Use the words in spoken sentences.
Lesson Texts	<ul style="list-style-type: none"> <u>Hidden in the Trees</u> or <u>Hidden in the Jungle</u> by Barbara Taylor 	<ul style="list-style-type: none"> <u>Hidden in the Trees</u> or <u>Hidden in the Jungle</u> by Barbara Taylor 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> <u>Hidden in the Trees</u> or <u>Hidden in the Jungle</u> by Barbara Taylor

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Sticky notes 	<ul style="list-style-type: none"> Document camera Sticky notes Crayons or pencils 	<ul style="list-style-type: none"> Document camera or interactive whiteboard Scissors and glue 	<ul style="list-style-type: none"> None recommended
Unit Materials Provided	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> WRAP set #4 Vocabulary Picture Cards: compare, main idea, attach, related Student Journal Lesson #10 	<ul style="list-style-type: none"> Teacher Journal Lesson #11 Game board and cards for Lesson #11 	<ul style="list-style-type: none"> Vocabulary Picture Cards: predator, prey, but, vocabulary Words to Know rings: predator, prey, but, vocabulary



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

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

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

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

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

I am a: green tree python

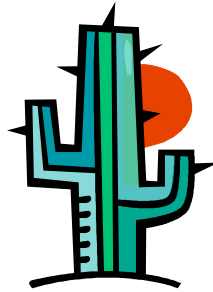
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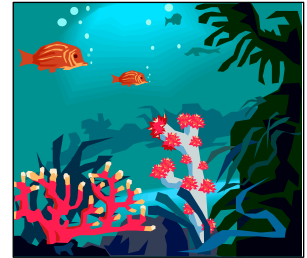
I live in a:



jungle

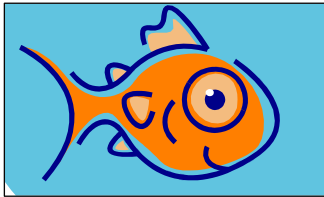


desert

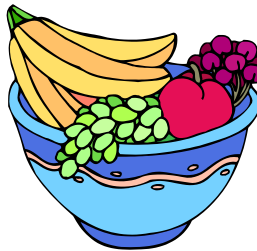


coral reef

I eat:



fish



fruit



lizards and
frogs

I like to:



hide in coral



wrap around
branches



hide under
rocks

LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	WORDS TO KNOW PRACTICE LESSON 11
<p>SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.</p>		
<p>TEACHING OBJECTIVES:</p> <ul style="list-style-type: none"> • Increase word knowledge by learning about related words. • Sort words into semantic categories. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> • Rich Instruction <p>LESSON TEXT:</p> <ul style="list-style-type: none"> • N/A <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> • Think-Pair-Share 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> • Document camera or interactive whiteboard • Scissors and glue <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> • Teacher Journal Lesson #11 • Game board and cards for Lesson #11 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... You may wish to cut out the game cards prior to the lesson to save time. Each pair of students should have a set of game cards (along with a game board). • During the I Do routine, review the Words to Know and related words briefly during the I Do routine. • During the We Do routine, model how to play the game and guide them as they begin the game. • During the You Do routine, have students complete the sorting game with their partners. <ul style="list-style-type: none"> ○ You could cut the game card sheet in half so each student has half of the words to cut out; you could also delegate partners to either cut or glue. (Both students should sort into word categories.) ○ Note that some of the related words may overlap categories. For example, a related word for compare is <i>alike</i> while a related word for related is <i>similar</i>. Either of these related word cards could be used for those Words to Know. 		
<p>LESSON ROUTINE</p>		
<p>SET</p>	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "When you're on a trip do you ever play word games in the car, like naming words that start with certain sounds? We're going to play a word game today with the Words to Know compare, main idea, attach, and related. We've talked about words that are related to these words. Now we're going to play a sorting game. You'll find pictures of the Words to Know and related words, sort the ones that go together, and then glue them on a game board. We'll see if you can find matches for all of the words today. Let's get started."</p>	
<p>I Do</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Review the Words to Know and related word using the teacher journal. You could say: "Let's review the Words to Know and related words that we talked about..."</p> <ul style="list-style-type: none"> • The first word is compare. It means to 'say how things are the same and different.' Words that are related to compare are <i>alike</i>, <i>different</i>, and <i>study</i>. When you compare, you <i>study</i> to find how things are <i>alike</i> and <i>different</i>. • The next word is main idea. The main idea is 'what the story or message is about.' It's the most <i>important</i> thing, like the king here is <i>important</i>. You find main ideas in <i>stories</i> and <i>books</i>. The related words are <i>important</i>, <i>story</i>, and <i>book</i>. • Next is attach. It means 'to connect or join.' Related words are <i>stick</i> and <i>fasten</i>; you can <i>stick</i> something on the wall with tape, and you can <i>fasten</i> your seatbelt. The opposite of attach is <i>detach</i>. This computer key is <i>detached</i>. 	

	<ul style="list-style-type: none"> • Our last word today is related. It means ‘connected or belonging together.’ The pigs are related. Other words are <i>similar</i>, <i>family</i>, and <i>group</i>. These penguins look the same, or <i>similar</i>. Your <i>family</i> is related to you; you are in the same <i>group</i>.”
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Divide students into pairs and pass out the game cards and game boards; you may give them the cards precut, or have them cut them. Then model how to sort the picture cards for the word game; find a Word to Know and a related word and paste them on the game board.</p> <p>You could say: “We all have a game board with blank boxes and some game cards, or pictures with dotted lines around them. The first thing I’m going to do is to find a Word to Know picture, [cut it out], and match it with the word on my game board. Here’s the word attach... It’s the picture of a note and paper clip. It says, ‘attach,’ so I’ll find the word attach on the top of my game board and glue it under the word... Now we need to find pictures of related words for attach. What words do you see that go with attach? Do you see a picture of a seatbelt with the word <i>fasten</i>? <i>Fasten</i> is related to attach. I’ll attach it under attach!</p> <p>“Now with your partner, find another Word to Know, [cut it out], and attach it to the game board. Now find a related word for that Word to Know...”</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Have students finish the sorting game by placing all the game cards in the appropriate columns of the game board. You could say: “Keep working with your partners; [cut out the pictures], find where they go on the game board, and glue them on.” Circulate among students to assist them as they work.</p> <p>If you have time, have students explain why they put the word cards where they did and/or explain how the words are related.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “We are learning so many new words. Tell your partners which word goes with these related words:</p> <ul style="list-style-type: none"> • <i>fasten</i> (attach) • <i>different</i> (compare) • <i>important</i> (main idea) • <i>family</i> (related) <p>Now you know how to talk about the words you’ve just learned. You know how they go together! Remember that you want to use at least one of these words today. Try to catch each other using our new words, too. I’ll be listening!”</p>

Teacher Journal

Animals – Lesson 11



compare



different



alike



study



main idea



important



story



book

Teacher Journal

Animals – Lesson 11



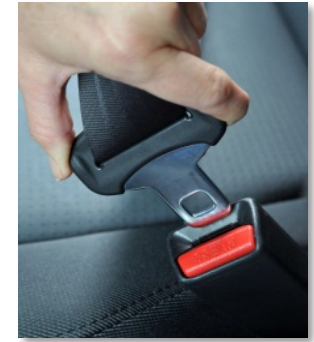
attach



stick



detach



fasten



related



similar



family



group



SORTING GAME

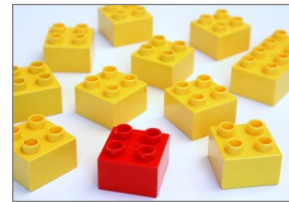
main idea	attach	related	compare



compare



similar



different



book



main idea



important



story



attach



detach



family



stick



fasten



related



study



group



alike

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

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

(prey)

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

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

(but)

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

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

(vocabulary)

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

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

YOU DO

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

You could say:

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

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



WEEKLY LESSON PLANNER

ANIMALS

Week 4	Lesson 13	Lesson 14	Lesson 15	Lesson 16
Lesson Type	Integration	Integration Practice	Words to Know	Words to Know Practice
Objectives	<ul style="list-style-type: none"> Identify the main idea of an informational text. 	<ul style="list-style-type: none"> Identify the main idea of an informational text. 	<ul style="list-style-type: none"> Sort target vocabulary words—predator, prey, but, and vocabulary—into semantic categories. Use the words in a sentence. 	<ul style="list-style-type: none"> Understand words in more depth by choosing an accurate example of the word's meaning.
Lesson Texts	<ul style="list-style-type: none"> <u>Hidden in the Trees</u> or <u>Hidden in the Jungle</u> by Barbara Taylor 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard 	<ul style="list-style-type: none"> Computer or interactive whiteboard 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Bags or paper clips 	<ul style="list-style-type: none"> Green crayons (1 per student)
Unit Materials Provided	<ul style="list-style-type: none"> Teacher Journal Lesson #13 Student Journal Lesson #13 	<ul style="list-style-type: none"> WRAP set #5 Vocabulary Picture Cards: predator, prey, but, vocabulary Student Journal Lesson #14 <u>Jungle Animals</u> slideshow for Lesson #14 	<ul style="list-style-type: none"> Teacher Journal Lesson #15 (print or digital) Words to Know game cards for Lesson #15 Turtle word web 	<ul style="list-style-type: none"> WRAP set #6 Vocabulary Picture Cards: predator, prey, but vocabulary Words to Know rings: predator, prey, but, vocabulary Student Journal Lesson #16 Teacher Journal Lesson #16



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	INTEGRATION LESSON 13
SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Identify the main idea of an informational text. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Finding the Main Idea LESSON TEXT: <ul style="list-style-type: none"> <u>Hidden in the Trees</u> or <u>Hidden in the Jungle</u> by Barbara Taylor TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #13 Student Journal Lesson #13 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Use the teacher journal as a visual as you practice finding the main idea. Circle and draw a line from the main idea to the trunk of the tree, or move the main idea under the tree if using the digital teacher journal. The student journal provides students with additional practice selecting the main idea from three choices. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Do you remember when we found the main idea using the <u>Desert Animals</u> slideshow? Finding main ideas is important so that we can remember what we've read. In our book about jungle animals today, we're going to find the main idea. To help us do that, we get to play in trees today. We'll find the main idea in our book chapter and then draw a line to the tree. Good readers know how to find the main idea when they read and listen to information, just like we do."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display the teacher journal. You could say: "We already know that a main idea is what the story or paragraph is about, or the most important information. When we read nonfiction books like <u>Hidden in the Jungle</u>, we want to know the most important information because that will help us remember the facts. As I read this page, I'm looking for the main idea. A main idea is like this palm tree. (point to tree on the teacher journal) The main part of the tree is the trunk. It's the most important part, so it is like the main idea."</p> <p>(read pp. 6–7) "The name of this chapter is 'Hunting in the Trees.' I know that this chapter is about predators in the jungle, like the eagle, snake, and frog. That's the main idea—predators in the jungle. Now I need to look at the choices next to the first tree to find the picture that shows the main idea... Is a walking stick a predator in the jungle? No. Is a tiger a predator in the jungle? Yes, but let me look at the last choice—a rattlesnake. I know it's a predator, but it doesn't belong in the jungle... It belongs in the desert. My best choice is the tiger, a jungle predator. I'll move it under the palm tree (or draw a line to the tree) since a main idea is like the trunk of a tree—the most important part."</p> <p>Read pp. 8–9 and show students how to find the main idea from the next choice of three.</p>	

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

pp. 6–7



Prey in
the jungle

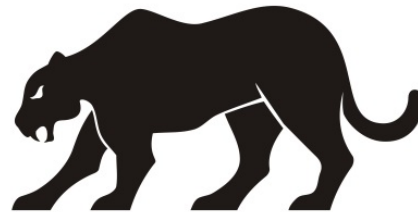


Predators in
the jungle



Predators in
the desert

pp. 8–9



Jaguars can be
black



Jungle cats eat
monkeys



Jungle cats use
camouflage

pp. 10–11



Hiding in the jungle

Teacher Journal

Animals – Lesson 13



Predators in the jungle



Hiding in the desert

pp. 14–15



Insects wear disguises



Monkeys wear disguises



Tortoises look like the sand

Student Journal

Animals – Lesson 13



The **main idea** is...



Snakes hide
in leaves.



Living sticks



Leaves in
the jungle



The **main idea** is...



Tricks and poison



Butterflies
are pretty.



Snakes eat frogs.

LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	INTEGRATION PRACTICE LESSON 14
<p>SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.</p>		
<p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> Identify the main idea and details of informational text. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Finding the Main Idea <p>LESSON TEXT:</p> <ul style="list-style-type: none"> N/A <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Think-Pair-Share 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Computer or interactive whiteboard <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> WRAP Set #5 Vocabulary Picture Cards: predator, prey, but, vocabulary Student Journal Lesson #14 <u>Jungle Animals</u> slideshow for Lesson #14 	
<p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> If you don't have a computer for playing the slideshow, you could print the slides as individual pictures and read the script for each slide. The You Do activity provides the opportunity for students to apply what they learned about the main idea from the slideshow. They will compare two animals and sort pictures into same and different categories. 		
<p align="center">LESSON ROUTINE</p>		
<p>SET</p>	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p>START THE LESSON WITH WRAP SET #5: PREDATOR, PREY, BUT, VOCABULARY</p> </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Have you ever been to a jungle before? I have and it's amazing! Jungles have many fascinating creatures, and today you're going to meet some! We'll learn about even more of the interesting animals that live the jungle. We'll be listening for the main idea in a slideshow. When you can find the main idea, it's easier to remember what's important about what you read or learn. As you listen, think about the main idea because when we're finished, we'll look at how these animals are alike and different. We are going to compare them."</p>	
<p>I DO</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Get ready to play the <u>Jungle Animals</u> slideshow and discuss main ideas with students.</p> <p>You could say: "We already know that a main idea is what the story or message is about—the most important information. I'm going to show you this slideshow called <u>Jungle Animals</u> and look for main ideas to talk about. Let's listen to this slide about a monkey. (play slide 3 for students). The slide tells us what monkeys eat and what they do in the trees. So the main idea is that monkeys in the jungle eat fruit and insects and live in trees. That's the main idea.</p> <p>Play the next slide and model finding the main idea for students; for example, you could say the main idea of the slide is how pythons in the jungle find and kill their prey.</p>	

<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Work with students to practice finding the main ideas from the remaining slides. You could say: “Now you can help me find the main idea of this slide...”</p> <p>Help the students find the main ideas of each slide. For example:</p> <ul style="list-style-type: none"> • (slide 5) Tigers are very strong predators (meat-eaters). • (slide 7) Chameleons are predators and use camouflage. • (slide 9) Giant stick insects use camouflage to stay safe.
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Pass out Student Journal Lesson #14. You could say: “Now that we’ve found the main idea about each animal, you’re going to use that information to compare two animals. Look at your journal page. There are pictures of two of the animals from the slideshow—a chameleon and a python. Talk with your partner about how they’re the same and how they’re different using the pictures at the bottom to help you. Then draw a line from each picture to either the box with chameleon, the box with the python, or the middle box that says <i>same</i> if the picture shows how they are the same.</p> <p>“One of them is done for you. Look at the picture of the reptiles at the bottom. A lizard and a snake are both reptiles, so that’s one way chameleons and pythons are the same. There’s a dotted line from the picture to the box. You can trace the line from the reptiles to the same box. Now match the rest of the pictures to one of the boxes. If it goes with only the python or only the chameleon, draw lines to those boxes. If it’s the same for both, draw a line to the <i>same</i> box. I’ll be coming around to help you.”</p> <p>Circulate among students to help those who have trouble comparing the animals.</p> <p>After most students have completed their journal pages, have them report their findings.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we learned more about main idea and jungle animals by watching a slideshow! We used the main ideas that we found to compare two animals. You worked very hard today. Who can tell me what main idea means? (pause for response) Yes, it means ‘what the story message is about.’ Today it was not a story, but a slideshow that we found main ideas in. Finding the main idea helps us understand and talk about what we’re learning. Tonight, report to your parents the main idea of our lesson today. They’ll be proud of you!”</p>

Directions: Draw a line from each picture to the correct box to show if it is the same for chameleons and snakes, or different.



different

same

different



eat mice



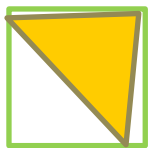
reptiles



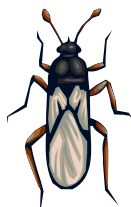
snake



wraps around branches



more than one color



eats insects



lizard



one color

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

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

CLOSE

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

You could say:

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

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

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



predator



hunter



prey



meat-eater



prey



plant-eater



chased



target



but



different



connector



and



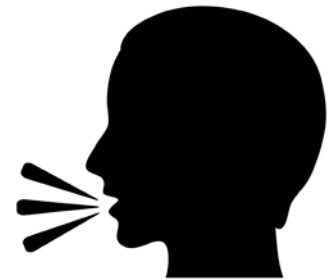
vocabulary



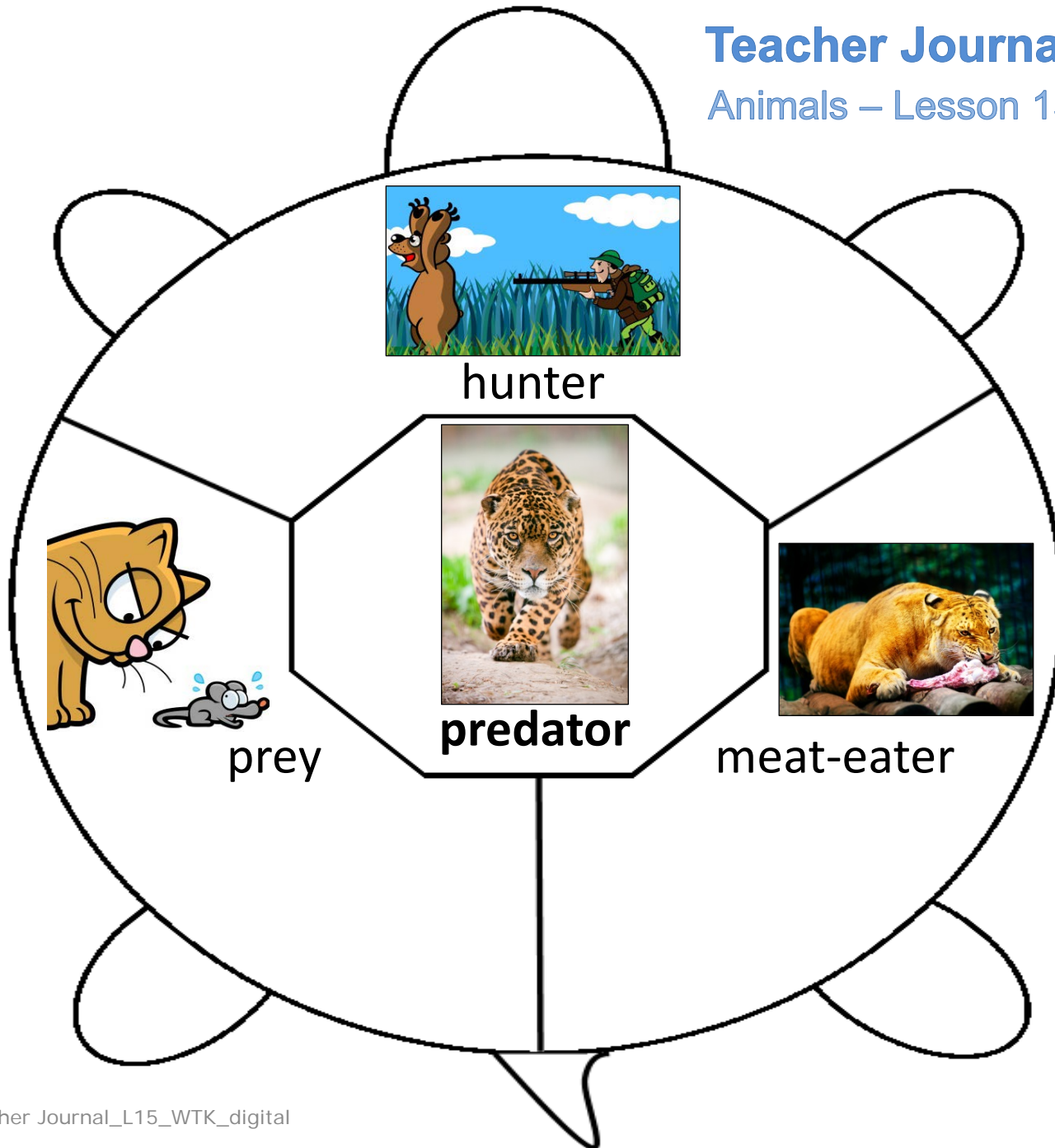
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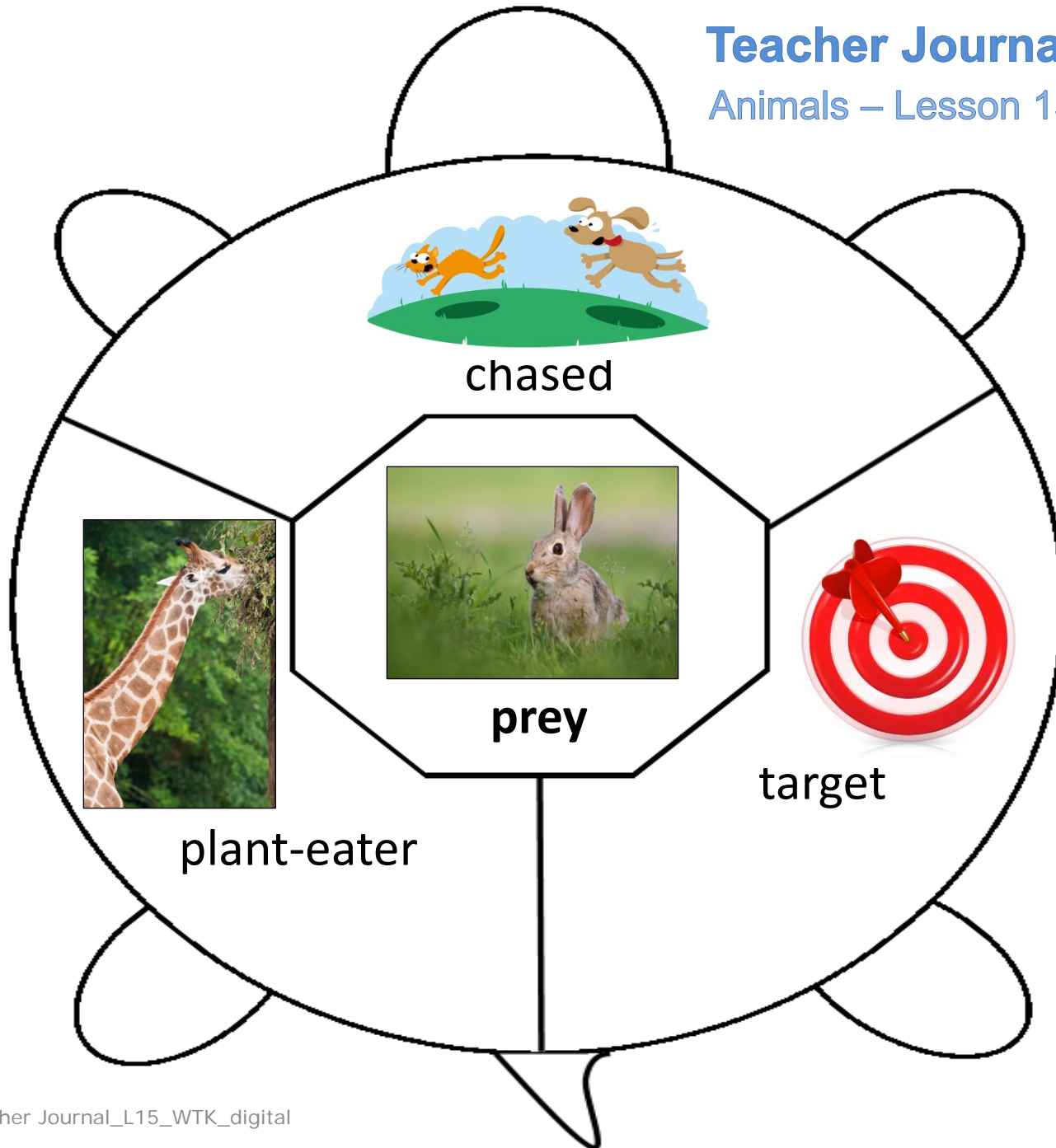


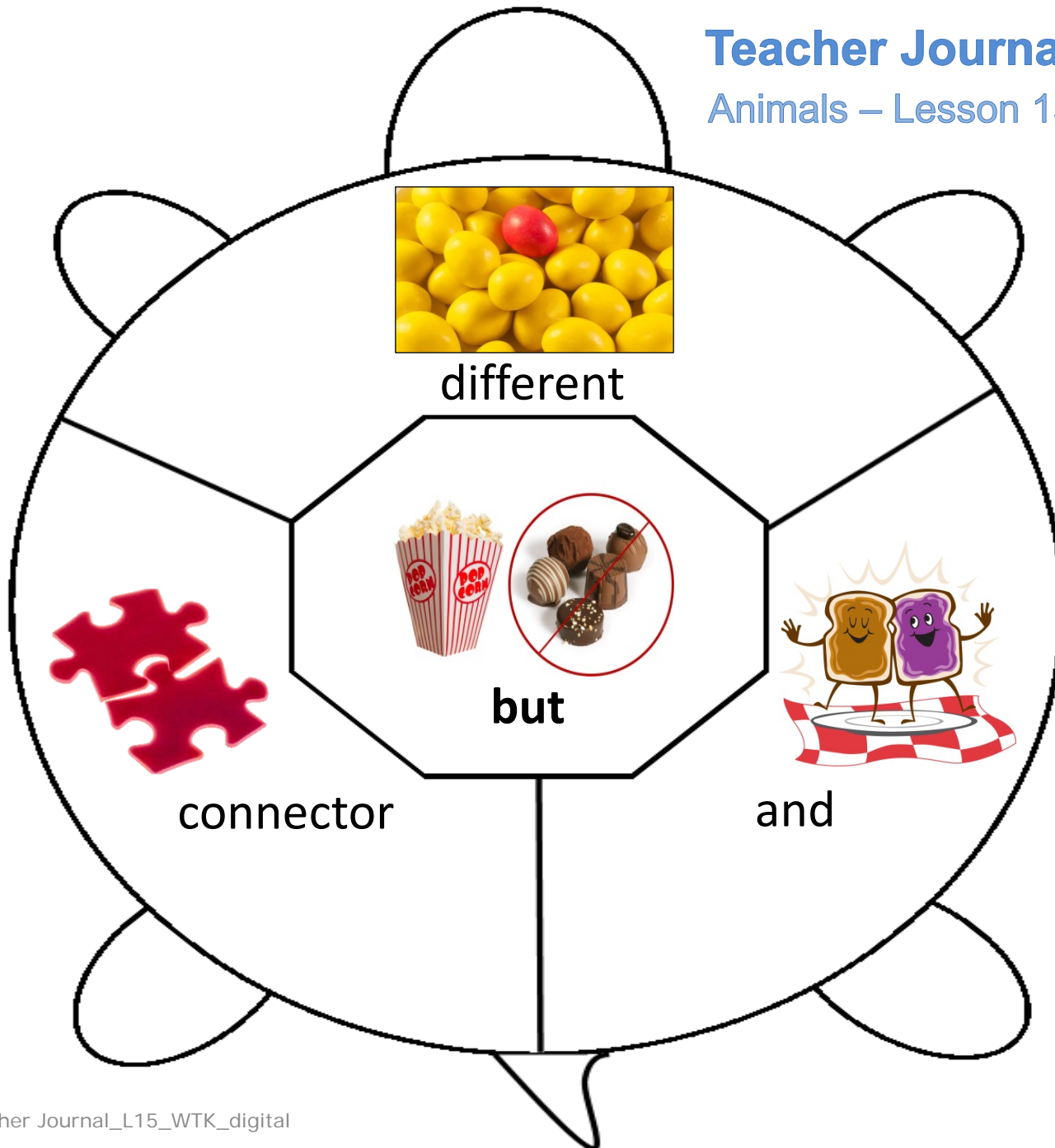
meaning

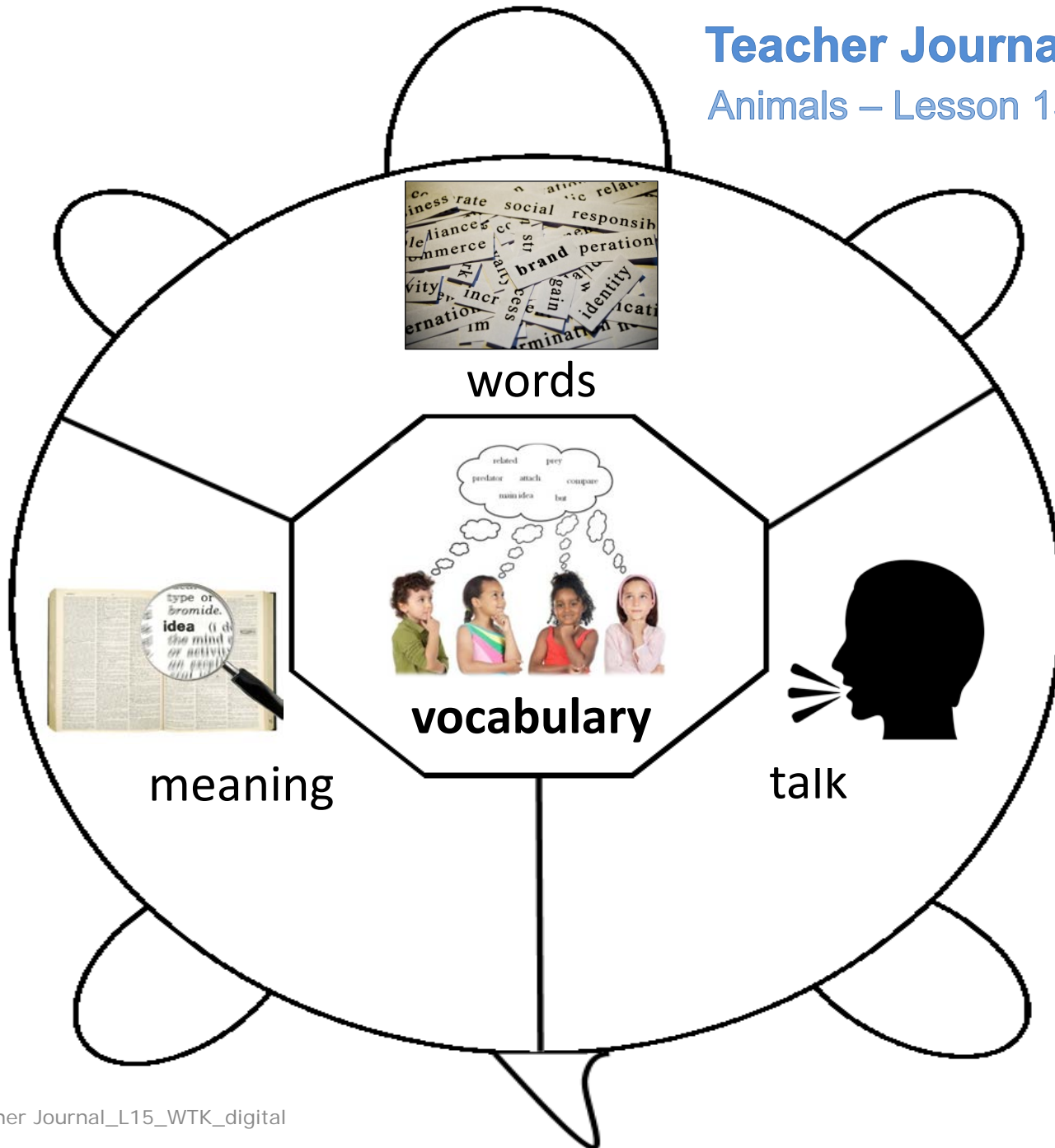


talk











predator
something
that hunts
and eats other
animals



prey
an animal hunted for food



but
except



vocabulary
all of the words
a person knows



predator
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vocabulary
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prey
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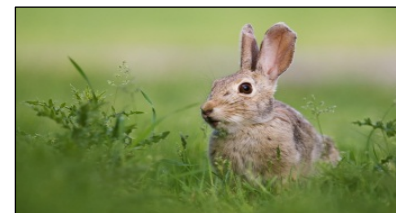
but
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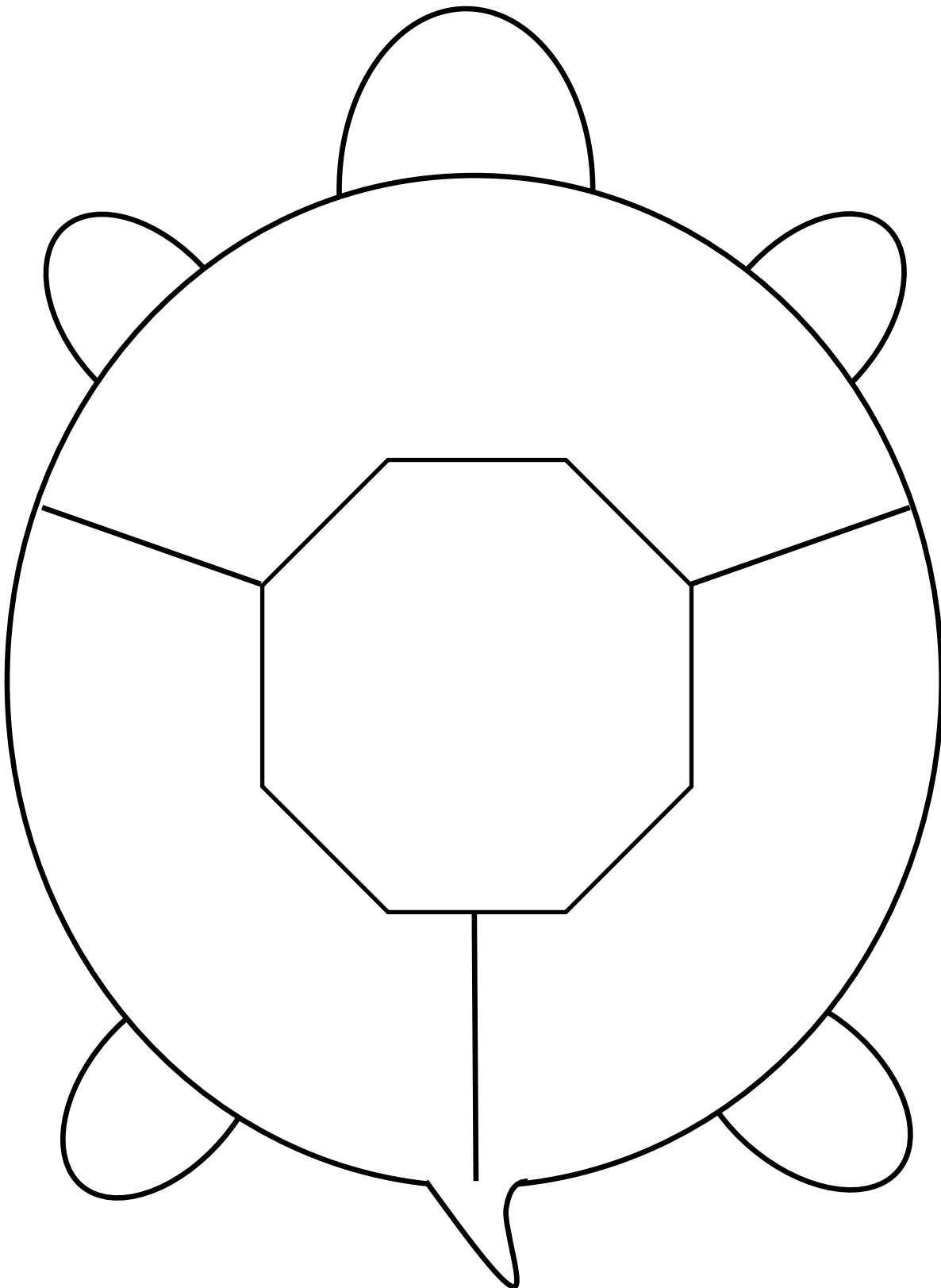
but
except



vocabulary
all of the words
a person knows

Turtle Word Web

Kindergarten



LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	WORDS TO KNOW PRACTICE LESSON 16
<p>SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.</p>		
<p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> Understand words in more depth by choosing an accurate example of the word's meaning. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Rich Instruction <p>LESSON TEXT:</p> <ul style="list-style-type: none"> N/A <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Think-Pair-Share 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Green crayon (1 per student) <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> WRAP set #6 Vocabulary Picture Cards: predator, prey, but, vocabulary Words to Know rings: predator, prey, but, vocabulary Student Journal Lesson #16 Teacher Journal Lesson #16 	
<p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> For the You Do activity, you will read the statements, questions, or items for each Word to Know from Teacher Journal Lesson #16. Students will decide if the item applies to the word and follow your instructions. <ul style="list-style-type: none"> After each set of items for a given word, students can color a tree branch (bunch of leaves) on the student journal. Emphasize that students should answer all of the questions in the set before coloring an animal. You could allow students to work with their partners to answer the questions. 		
<p align="center">LESSON ROUTINE</p>		
<p>SET</p>	<div style="border: 1px dashed black; padding: 10px; text-align: center;"> <p>START THE LESSON WITH WRAP SET #6: PREDATOR, PREY, BUT, VOCABULARY</p> </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Pretend you're a green tree python wrapped around a branch, waiting for a lizard or bird to come by. Are you in the tree? Good, because today, we're going to use trees to practice our new Words to Know—predator, prey, but, and vocabulary. First I'll review the words and then read some sentences or words about them; after each set of items, you can color a tree branch in our vocabulary tree. The more we know about words, the easier it is to use the words. Does that sound like a deal?"</p>	
<p>I Do</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>You could say: "We're going to review all of our words, and then we'll do the coloring activity.</p> <ul style="list-style-type: none"> The first word is predator. Say the word predator... Find predator on your word ring. Predator means 'something that hunts and eats other animals.' Predators are hunters and meat eaters. Say predator... The next word is prey. Say the word prey... Find prey on your word ring. It means 'an animal hunted for food.' An animal that is prey is usually a plant eater hunted by predators. Say prey... The third word is but. Say the word but... Find it on your word ring. But means 'except.' We use the word but when we want to put two ideas together, like 'I like strawberries, but I don't like bananas.' Say but... 	

	<ul style="list-style-type: none"> • The last word is vocabulary. Say vocabulary. Find vocabulary on your ring. It means ‘all the words a person knows.’ Think of all the words that you use. That’s your vocabulary! Say vocabulary... Excellent!”
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Pass out the student journal and give a green crayon to each student; they may work individually or in pairs. Read the first set of items from Teacher Journal Lesson #16 aloud to students to show them how to play the coloring game. After a statement or item, students should judge whether it is related to the target word and follow your directions. After the set, students can color a tree branch, or bunch of leaves.</p> <p>You could say: “Now we’re going to play a game with our words so you can learn even more about what the words mean. On your desk there is a student journal page with a tree on it. It’s our vocabulary tree. I’m going to read aloud some things to think about a word. If you can answer all of them, you can color one branch of the tree. Let’s start...”</p> <p>“If I say something that goes with prey, say prey. If not, don’t say anything.</p> <ul style="list-style-type: none"> • meat eater... Good. I didn’t hear anything. • plant eater... prey. Excellent job! • tiger... • hunted... prey... Great! • hunter... • camouflage... prey... Yes, animals that are prey use camouflage to hide from the predators. • rabbit... prey! Excellent work! <p>Now use your green crayon to color one of the tree tops.”</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Continue to read the items until you have completed all of the sets (or as many as you like) from the teacher journal. You may have students work in pairs to decide how to respond to each item.</p> <p>You could say: “Let’s do some more so you can finish coloring your page. Remember to follow my directions. Talk with your partner before you respond. After each set of items, get a crayon and color a tree branch.”</p> <p>When students have finished coloring their pages, they can draw a green tree python in their vocabulary trees.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “We learned even more about our Words to Know today. Tell your partners which words go with these definitions:</p> <ul style="list-style-type: none"> • All the words a person knows (vocabulary) • An animal hunted for food (prey) • Something that hunts and eats other animals (predator) • Except (but) <p>Don’t forget to use these words every day when you’re talking. We want to grow HUGE vocabularies!”</p>

Directions: Read the first sentence and then monitor students' responses. Periodically ask, *Why?* to sample student thinking. After each set, have students color a tree branch.

If I say something that goes with prey, say prey. If not, don't say anything.

- 1) meat eater
- 2) plant eater
- 3) tiger
- 4) hunted
- 5) hunter
- 6) camouflage
- 7) rabbit

Now you can choose one tree top to color green.

If I say something that goes with predator, say *Gotcha!* If not, don't say anything.

- 1) meat eater
- 2) plant eater
- 3) python
- 4) hunted
- 5) hunter
- 6) parrot
- 7) coyote

Now you can choose a tree top to color.

Which things go with vocabulary?

If they go with vocabulary, say Yes. If not, don't say anything.

- | | |
|-----------------------------|---|
| 1) words | Y |
| 2) the word predator | Y |
| 3) soccer game | N |
| 4) dictionary | Y |
| 5) speaking | Y |
| 6) blink | N |
| 7) the word related | Y |

Now you can choose another tree top to color.

When would you use the Word to Know? If you would, say Yes. If not, say No.

- | | |
|---|---|
| 1) I am tired, but I don't want to go to bed. | Y |
| 2) I am tired, prey I don't want to go to bed. | N |
| 3) We went to the movies, vocabulary didn't eat any popcorn. | N |
| 4) We went to the movies, but didn't eat any popcorn. | Y |
| 5) Tony likes to play soccer, but he doesn't like baseball. | Y |
| 6) Tony likes to play soccer, predator he doesn't like baseball. | N |

- 7) Tigers have stripes, **but** jaguars have spots.
- 8) Tigers have stripes, **prey** jaguars have spots.

Y
N

Now you can choose another tree top to color.

Which of our Words to Know—predator, prey, but, or vocabulary—**goes with this comment:**

- 1) I'm learning many new words in school.
- 2) The owls come out at night to hunt.
- 3) The mice try to hide at night.
- 4) My mom just bought me new shoes; they are already too small.
- 5) The pigeon ate all of the seeds.
- 6) I don't know that word.
- 7) Frogs eat insects.

Now you can choose another tree top to color.

Which of our Words to Know—predator, prey, but, or vocabulary—**goes with this word:**

- 1) words
- 2) different
- 3) hunted
- 4) hunter
- 5) tiger
- 6) talking
- 7) grasshopper

Now you can choose another tree top to color.

Which word would make sense?

- 1) If you were a frog, would you want to see a **prey** or a **predator**?
- 2) If you were an eagle, would you be **prey** or a **predator**?
- 3) Would you want to learn **vocabulary** or **prey**?
- 4) Would you use **predator** or **but** if you wanted to say, 'I eat peanuts, ___ I am allergic?'
- 5) Do **predators** or **prey** eat other animals?
- 6) Do **predators** or **prey** eat plants?
- 7) Are words in your head **predators** or **vocabulary**?

Now you can choose a tree top to color.

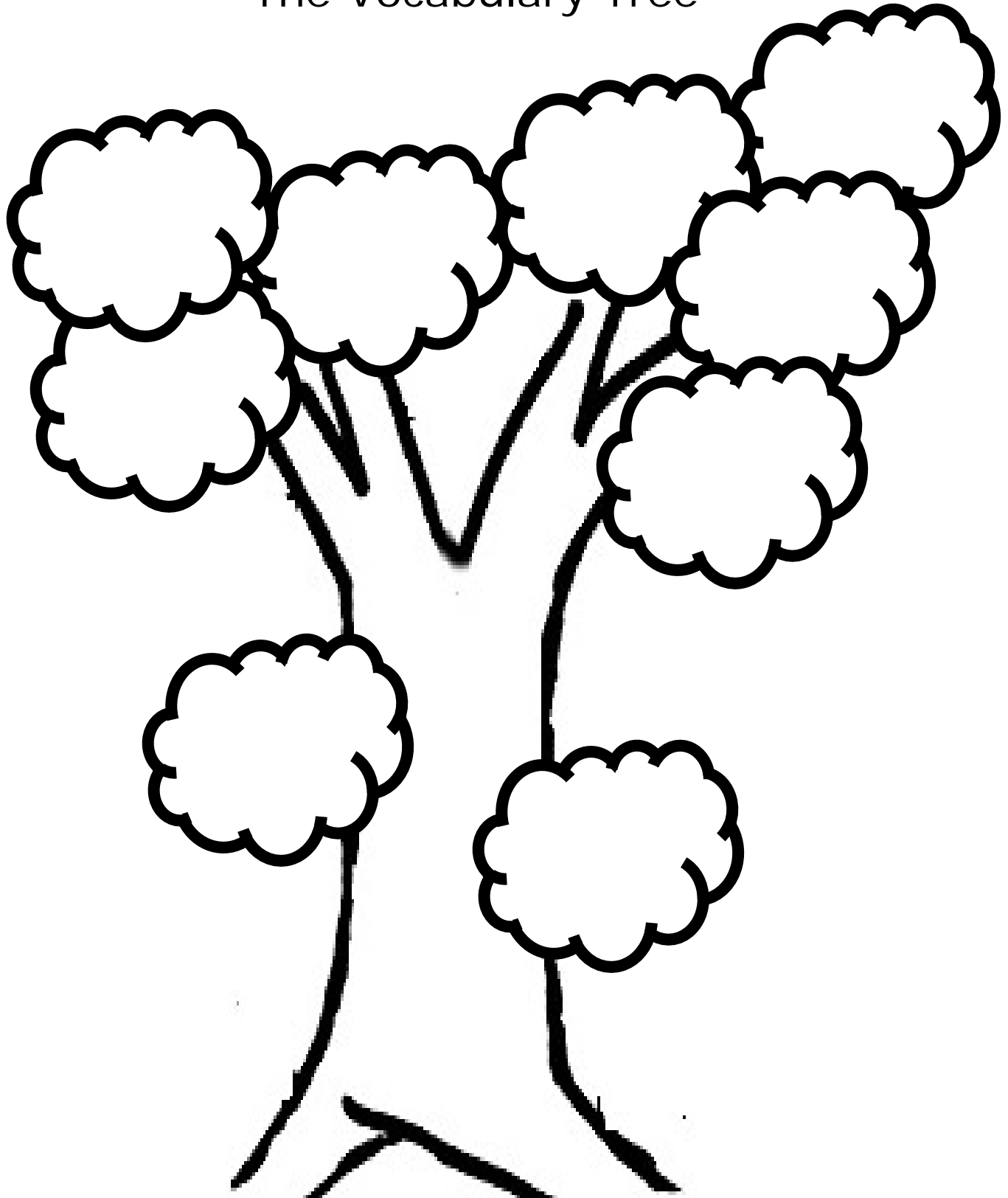
Turn to your partner and name three things that...

- 1) are **predators**.
- 2) are **prey**.
- 3) are **vocabulary**.

Now switch.

Now you can choose a tree top to color.

The Vocabulary Tree





WEEKLY LESSON PLANNER

ANIMALS

Week 5	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Lesson Type	Read to Me	Integration	Integration Practice	Words to Know Practice
Objectives	<ul style="list-style-type: none"> Participate in collaborative conversations about topics within Kindergarten texts. Identify when text being read contains information that does not make sense. 	<ul style="list-style-type: none"> Identify the main idea and details of an informational text. 	<ul style="list-style-type: none"> Identify the main idea of informational text. 	<ul style="list-style-type: none"> Define target vocabulary.
Lesson Texts	<ul style="list-style-type: none"> <u>Life in a Coral Reef</u> by Wendy Pfeffer 📖 	<ul style="list-style-type: none"> <u>Life in a Coral Reef</u> by Wendy Pfeffer 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Sticky notes 	<ul style="list-style-type: none"> Chart paper or interactive whiteboard 🖨️ Crayons Computer 🖥️ 	<ul style="list-style-type: none"> Pencils 	<ul style="list-style-type: none"> Game pieces/tokens and dice 🎲 Bags, paper clips, or envelopes
Unit Materials Provided	<ul style="list-style-type: none"> Fix-Up Strategies Poster Comprehension Monitoring Icons (optional) 	<ul style="list-style-type: none"> WRAP set #7 Vocabulary Picture Cards: predator, prey, but, vocabulary Student Journal Lesson #18 📖 <u>Animals of the Coral Reef</u> slideshow for Lesson #18 🖥️ 	<ul style="list-style-type: none"> Student Journal Lesson #19 Teacher Journal Lesson #19 	<ul style="list-style-type: none"> WRAP set #8 Vocabulary Picture Cards: predator, prey, but, vocabulary Words to Know rings (all eight words) Game board for Lesson #20 🎲 Game cards for Lesson #20 🎲



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

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

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

LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	INTEGRATION LESSON 18
<p>SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.</p>		
<p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> Identify the main idea and details of an informational text. 		
<p>TEACHING TECHNIQUES:</p> <ul style="list-style-type: none"> Finding the Main Idea <p>LESSON TEXT:</p> <ul style="list-style-type: none"> <u>Life in a Coral Reef</u> by Wendy Pfeffer <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Think-Pair-Share 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Chart paper or interactive whiteboard Crayons Computer <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> WRAP set #7 Vocabulary Picture Cards: predator, prey, but, vocabulary Student Journal Lesson #18 <u>Animals of the Coral Reef</u> slideshow for Lesson #18 	
<p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> The slideshow is narrated; use the arrows to move forward or to replay a slide. During the slideshow, model finding the main idea and practice this technique with students. For the You Do activity, students will complete another student journal page that will be used to make their books for the Close project. Today's page is about the moray eel. <i>Have children save their student journal pages for the Close project in Lesson 24.</i> 		
<p align="center">LESSON ROUTINE</p>		
<p>SET</p>	<div style="border: 1px dashed black; padding: 10px; text-align: center;"> <p>START THE LESSON WITH WRAP SET #7: PREDATOR, PREY, BUT, VOCABULARY</p> </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "We're going back down underwater to the coral reef today. We'll see some more creatures from the ocean. We've been finding the main idea in our books and slideshows, and today we'll find main ideas in a slideshow called <u>Animals of the Coral Reef</u>. As we go through the slides, think about the main idea of each slide. Remember the information about the moray eel—what it eats and what it likes to do—so you can finish your student journal page. This will be our third animal! Soon, we'll finish writing our books and put them together. Then you'll be an author of an animal book. Cool!"</p>	
<p>I DO</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Begin playing the slideshow and model the process of finding the main idea about an animal.</p> <p>Stop after slide 3, the shark slide. You could say: "This slide tells us about sharks. It tells us what they eat, that they have big teeth, and that they can smell their prey from far away. Hmm... All of that is about eating. I think the main idea of this slide is how sharks eat and find food. That's what the slide is mostly about."</p> <p>Continue to model the main idea for the next slide, about the sea turtle.</p>	

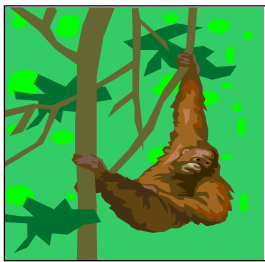
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Continue with the slideshow, stopping after each slide to help students practice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

I am an: eel

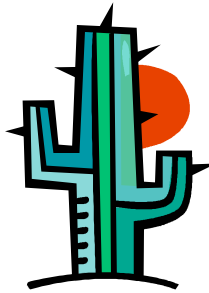
Color:



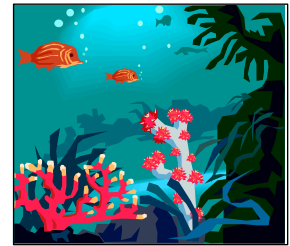
I live in a:



jungle

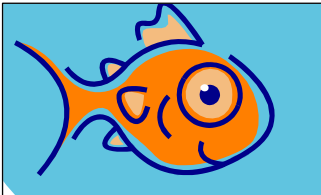


desert

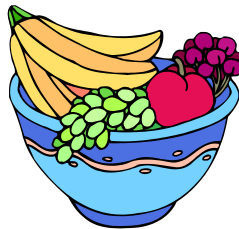


coral reef

I eat:



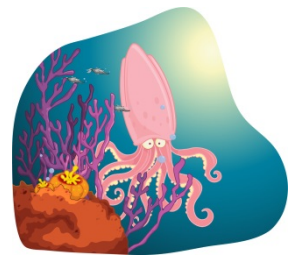
fish



fruit

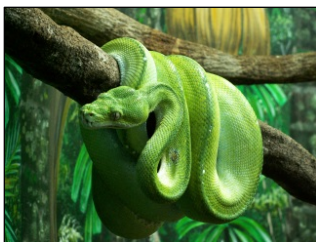


mice



squid

I like to:



wrap around
branches



hide under rocks



hide in coral

LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	INTEGRATION PRACTICE LESSON 19
SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Identify the main idea of informational text. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Finding the Main Idea LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Pencils UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Student Journal Lesson #19 Teacher Journal Lesson #19 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> For this lesson, students will practice finding the main idea. Read aloud the selections from the teacher journal and the two answer choices. Students will work in pairs to select the correct response and circle it on their student journals. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Snakes are interesting creatures. Most people either love them or hate them. Today we're going to learn more about snakes and find the main idea of paragraphs about snakes. The main idea helps us remember what the message is about. We've been finding the main idea in our books and in slideshows and now we're going to listen to information. You will have to listen very closely to the paragraph and then choose the main idea from two choices. Let's learn more about main ideas and snakes!"</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Read the paragraph below aloud, and model finding the main idea. You could say: "I'm going to read a paragraph about snakes and then decide the main idea of the paragraph. Let me show you..."</p> <p style="padding-left: 40px;">'Snakes belong to the animal group called reptiles. This group also includes crocodiles, lizards, and turtles. Reptiles are cold-blooded animals that raise their body temperature by lying in the sun or lower it by crawling into the shade.'</p> <p>"I know the paragraph is about snakes, but it also talks about snakes being <i>reptiles</i>. That's the first sentence. Then it tells other animals that are reptiles and says reptiles are cold blooded and lay in the sun to warm up. If I think about the whole paragraph, I think that the main idea is that snakes are reptiles. My choices are <i>Snakes are reptiles</i> or <i>Snakes lay in the sun</i>. I'll choose <i>Snakes are reptiles</i>. That's the main idea.</p> <p>"Let's listen again..."</p> <p style="padding-left: 40px;">'Snakes live almost everywhere in the world. They live in deserts, forests, oceans, streams, and lakes. Snakes live on the ground, in trees, and in water. There are a few areas where snakes do not live. They cannot survive in places where the ground stays frozen all year around, such as in the Arctic Circle and Antarctica. Some islands, including Ireland and New Zealand, do not have snakes at all.'</p>	

	<p>"This paragraph is about where snakes live and don't live. My choices are <i>No snakes live in Ireland</i> and <i>Where snakes live</i>. I know the main idea is <i>Where snakes live</i>. Do you agree? Why?" (discuss how you know this is the main idea)</p>
WE DO	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Pass out the student journals and display Teacher Journal Lesson #19. You could say: "Now I want you to help me find the main idea of this paragraph. (read the first paragraph) What do you think is the main idea... <i>Where snakes live</i> or <i>What snakes like to eat</i>? Talk to your partners and then we'll decide. (allow talk time and have students share responses) Good thinking. Now circle <i>What snakes like to eat</i>.</p> <p>"Let's do another one. (read the next paragraph) Talk to your partner. Is the main idea <i>How snakes hide</i> or <i>Types of snakes</i>?" (allow talk time, share responses, and have students circle the correct response)</p>
YOU DO	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Read aloud the remaining paragraphs and main idea choices from the teacher journal as students complete their journals. Provide time for them to discuss their responses before moving to the next selection.</p> <p>You could say: "Now it's your turn to find the main idea. I'll read the paragraph and then read the choices for the main idea. Talk to your partner and decide which one is the main idea on your journal page and put a circle around it. Let's look at the next one..." Circulate among students to help those who have difficulty with finding the main idea.</p> <p>When students have finished their journal pages, you could say: "Now talk with your partner about what you learned about snakes today. You should be able to remember what we talked about because you know the main idea of all of the paragraphs."</p>
CLOSE	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: "Today we found the main idea of paragraphs about snakes. We learned a lot about snakes! Tell your partner why it's important to find the main idea. (allow talk time) Now who can tell me why? (pause for response) Right! Because it helps us remember the information we read and hear. You are brilliant! Now you know how to remember what you read or listen to—you find the main idea. That's what good readers do."</p>



The World of Snakes

Snakes are predators. A snake hunts by laying around waiting for its prey. Then, the sneaky snake catches and eats it! Many snakes eat small rodents like mice, but they also eat birds, insects, lizards, and many other animals. Snakes do not chew their food. They just swallow it whole.

Snakes can camouflage themselves so they blend in with their surroundings. The markings on their scales help hide them from predators and prey. Snakes can hide in many different places like leaves, trees, and sand.

Circle the Main Idea

Where snakes live **OR** What snakes like to eat

Circle the Main Idea

How snakes hide **OR** Types of snakes

There are two ways that snakes are born. Some snakes hatch from eggs. Snake eggs are not hard; they are more like leather. Other snakes are born with no egg at all.

Snakes defend themselves in many ways. Some snakes rattle their tails to scare others. Other snakes hiss or stick out their tongues.

Circle the Main Idea

How snakes are born **OR** How snakes hunt

Circle the Main Idea

How snakes are born **OR** How snakes defend

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Circle the Main Idea

How snakes hide **OR** Types of snakes

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Circle the Main Idea

How snakes are born **OR** How snakes hunt



Snakes defend themselves in many ways. Some snakes rattle their tails to scare others. Other snakes hiss or stick out their tongues.

Circle the Main Idea

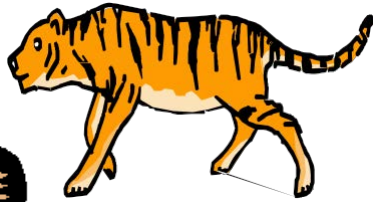
How snakes are born **OR** How snakes defend

LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	WORDS TO KNOW PRACTICE LESSON 20
<p>SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.</p>		
<p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> Define target vocabulary. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Rich Instruction <p>LESSON TEXT:</p> <ul style="list-style-type: none"> N/A <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Small Groups 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Game pieces/tokens and dice Bags, paper clips, or envelopes <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> WRAP set #8 Vocabulary Picture Cards: predator, prey, but, vocabulary Words to Know rings (all eight words) Game board for Lesson #20 Game cards for Lesson #20 	
<p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... You could cut and bag the game cards to save time. To play the game, students will place cards face down. A player will draw a card from the pile. If the card has a picture, they will say the Word to Know. If it has a picture with a <i>D</i>, they will say the definition of the word. <i>Save the game board for use in later units.</i> 		
<p align="center">LESSON ROUTINE</p>		
<p>SET</p>	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p>START THE LESSON WITH WRAP SET #8: PREDATOR, PREY, BUT, VOCABULARY</p> </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "If you want to know what a word means, you can look it up in the dictionary. But we're like a dictionary because we've been learning what some new words mean, our Words to Know. Today, we're going to practice all of our Words to Know: compare, main idea, attach, related, predator, prey, but, and vocabulary. We get to play a game to practice our words. To play the game, you'll say either the word or give the definition—what the word means. The more words we know, the more meanings we know. We want to have HUGE vocabularies, right?"</p>	
<p>I DO</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>You could say: "Look at your word ring, and we'll review all eight words quickly. Let's say the words and definitions together..."</p> <ul style="list-style-type: none"> Find compare. It means 'say how things are the same or different.' Find main idea, what the story or message is about. Next, look for attach, which means 'to connect or join.' Now find related, meaning 'connected or belonging together.' Next find predator, something that hunts and eats other animals. Look for prey. Prey means 'an animal hunted for food.' Now look for but, a connecting word that means 'except.' Last, find vocabulary, or all the words a person knows." 	

	<p>Explain the rules of today’s game for students. You could say: “The game you’re going to play with our Words to Know has two kinds of cards. If the card has a picture on it with no letter, you’ll name the Word to Know. If the card has a picture with a <i>D</i> on it, you’ll tell the definition of the word, or what it means. Let’s look at this card... It’s a picture of a jaguar. I know this Word to Know is predator, so I would say, ‘predator,’ and then roll the die and move my token the spaces on the die. Let’s look at another one... This one is a picture of a pig and piglets with a <i>D</i> on it. I know this is the picture for related, so I would say the definition: ‘It means connected or belonging together.’ Then I could roll the die and move some spaces on the game board.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Distribute the game boards, cards, dice, and game pieces to each group of four students. Demonstrate the game for the class, drawing one card and having each group practice saying that word or definition. You could say: “Each group should set up their game board, pick a game piece, and put it on START; put the game cards face down. We’ll practice as a whole group but you can move on your own game boards. The youngest in each group can start first. Now I’ll draw a card. There’s a picture of a rabbit and a <i>D</i> on it, so the youngest in each group will give a definition of the word prey. Do that in every group. (allow brief talk time) Did you say, ‘an animal hunted for food?’ Great! Now you can throw the die and move your game piece that number of dots.</p> <p>“We’ll go to the next person on the right next. I’ll draw another card from this stack. It’s a picture of popcorn and candy. The person on the right needs to say the word (pause) Did you say, ‘but’? Then you can roll the die and move your token...”</p> <p>If students need more direction, continue until they can play independently. You can play the entire game as a whole group if you choose.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: “Now you can play the game on your own with your group. Remember that your group members can help you if you don’t know the word or can’t remember the definition. You can also look on your word rings. If you have questions, ask your group first, and then you can ask me.”</p> <p>Circulate around the room, offering assistance to students who have difficulty remembering the words and definitions.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “We reviewed all of our Words to Know by playing a game today. We really know our words now! I’m going to say a definition, and I want you to say the Word to Know that goes with the word. Ready?”</p> <ul style="list-style-type: none"> • Say how things are the same and different (compare) • All the words a person knows (vocabulary) • An animal hunted for food (prey) • To connect or join (attach) • Something that hunts and eats other animals (predator) • Except (but) • Connected or belonging together (related) • What the story or message is about (main idea) <p>I think you’ve got it! Amazing job today. Remember to use these words every day. I’ll be listening!”</p>

go back one

go ahead one



End



Start

go back one

go ahead two

Game Cards

Animals – Lesson 20



D



D



D



D



Game Cards

Animals – Lesson 20



D



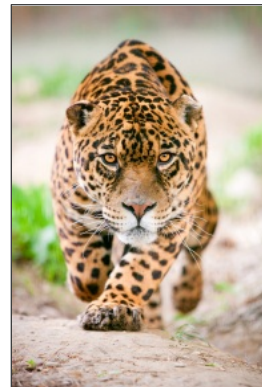
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WEEKLY LESSON PLANNER

ANIMALS

Week 6	Lesson 21	Assessment	Assessment	Assessment
Lesson Type	Read to Know	SMWYK	SMWYK	SMWYK
Objectives	<ul style="list-style-type: none"> Identify the author's purpose in an informational text. 	<ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7. 	<ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7. 	<ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.
Lesson Texts	<ul style="list-style-type: none"> <u>Life in a Coral Reef</u> by Wendy Pfeffer  	<ul style="list-style-type: none"> <u>Desert Animals</u> by Francine Galko 	<ul style="list-style-type: none"> <u>Desert Animals</u> by Francine Galko 	<ul style="list-style-type: none"> <u>Desert Animals</u> by Francine Galko

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Document camera  Sticky notes 	<ul style="list-style-type: none"> None recommended 	<ul style="list-style-type: none"> None recommended 	<ul style="list-style-type: none"> None recommended
Unit Materials Provided	<ul style="list-style-type: none"> Student Journal Lesson #21 	<ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Story Images SMWYK Assessment Booklets (6) SMWYK Classroom Summary Sheet 	<ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Story Images SMWYK Assessment Booklets (6) SMWYK Classroom Summary Sheet 	<ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Story Images SMWYK Assessment Booklets (6) SMWYK Classroom Summary Sheet



Digital/Tech



Prep Materials



Preview the Text



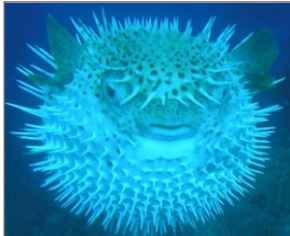
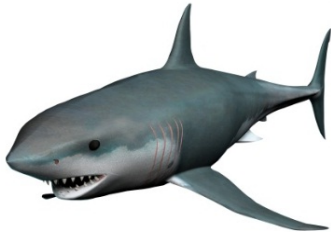
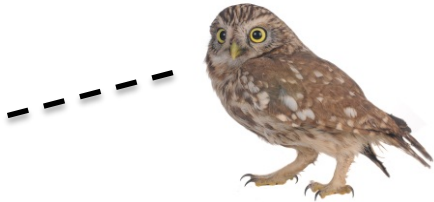
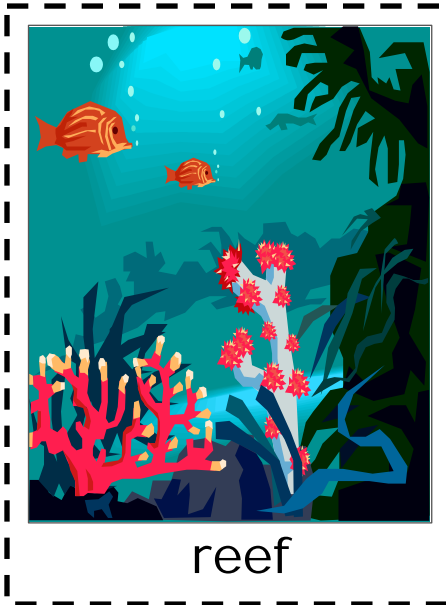
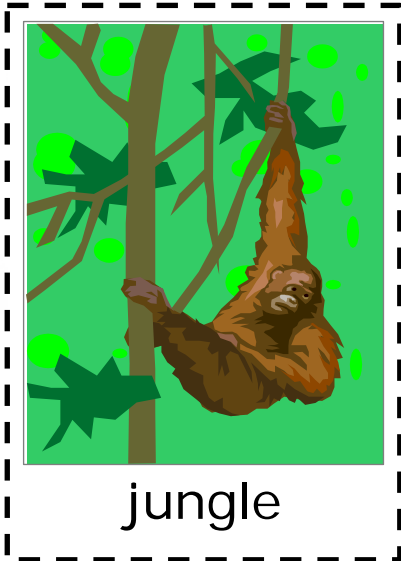
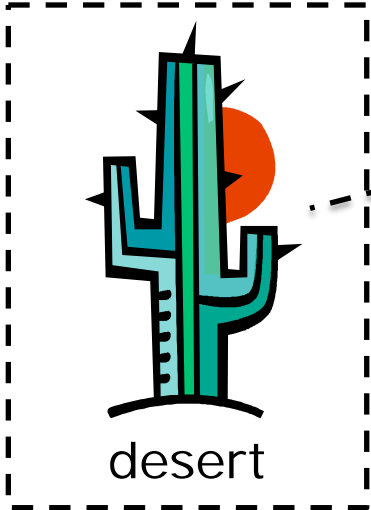
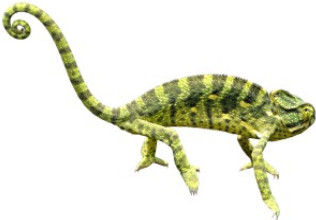
Game



Save Materials

LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	INTEGRATION PRACTICE LESSON 21
SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.		
TEACHING OBJECTIVE:		
<ul style="list-style-type: none"> Identify the author's purpose in an informational text. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Selected by teacher LESSON TEXT: <ul style="list-style-type: none"> <u>Life in a Coral Reef</u> by Wendy Pfeffer TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Document camera Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Student Journal Lesson #21 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
<ul style="list-style-type: none"> Before the lesson... Preview the book and choose at least four examples of the author's purpose to discuss. You don't need to read every page to students; you could choose pages that you didn't read during Lesson 17. For the You Do activity, students will sort animals into habitats to practice identifying the author's purpose. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "I like to choose what I have to eat each day. I don't like to eat the same thing. Maybe you like to eat the same thing every day. It's what you choose. If you're an author, you can choose what you put in a book. You might pick some animals and leave some animals out. Today, you'll be like an author. We'll talk about some of the choices the author of <u>Life in a Coral Reef</u> made. Then we'll choose animals that go with books we could write about deserts, jungles, or coral reefs. We can understand more about what we read or hear when we understand the author's purpose."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Read pp. 14–15 of <u>Life in a Coral Reef</u>, pausing after the text to comment about the author's purpose. You could say: "I think one of the reasons that the author, Wendy Pfeffer, chose to put these animals in her book is to show how animals help other animals in the coral reef. The small fish—the goby— get rid of parasites that will make the grouper fish sick. They also eat the dead skin off the eel. So they get more food to eat, and it keeps the bigger fish healthy. These animals help the author get across her idea that some fish 'help one another.'</p> <p>Read pp. 16–17. You could say: "The clown fish is another very interesting animal. Most of us saw clown fish in <u>Finding Nemo</u>, but you probably didn't know everything about clown fish, so the author included more information in her book. I think that was a good choice. Did you know clown fish, like Nemo, like to hide in the sea anemone? Now you do."</p>	
WE DO	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Continue the discussion about author's choice using select pages from the text. Invite students to share their ideas about why the author chose certain animals.</p>	

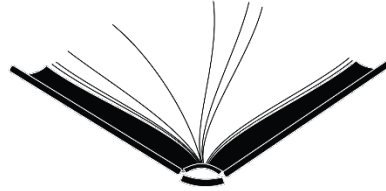
	<p>You could say: “Let’s do one together. (read pp. 18–19) This is a really cool fish. Why do you think the puffer fish is in the book? Do you think it’s a good choice? (pause for response) The author just showed us how some animals help each other; I think the author put the puffer fish here because now she wants to show us that not <i>all</i> animals help each other—some eat each other. This puffer fish is a good example of an animal that has a neat way to stay safe from predators that might eat it.”</p> <p>Select more pages to share with students, discussing why the author chose to include certain animals in the book. You could use the following examples related to the topic of camouflage:</p> <ul style="list-style-type: none"> • pp. 20: “I wonder why Wendy Pfeffer included this decorator crab... What do you think? (pause for response) Where did we see camouflage before? I think the author included the crab because it’s a good example of how animals use camouflage to stay safe in the reef. • pp. 21: “Ooh, here is another interesting animal. Why do you think the author included this fish in this part of the book?” (discuss students’ ideas, guiding them to see that the butterfly fish is another strong example of camouflage)
<p>You Do</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Pass out the student journal. You could say: “Now it’s your turn to be an author. Your student journal has three habitats in the middle—a desert, a jungle, and a coral reef. Pretend that you’re an author writing about different habitats. Which animals would you put in a desert habitat? Look at the burrow owl on the top... It belongs in a desert habitat. Trace the line from the owl to the cactus. Now decide where you would put all the other animals if you were an author, and draw lines to the habitats you put them in.”</p> <p>Circulate among students to assist them if they are unsure about where some animals live.</p> <p>Have students discuss their choices with a partner, and then share with the class.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we learned more about author’s choices. We decided which animals we would include in books about different habitats. We are becoming such good readers, writers, listeners, and speakers! Now when you read a book, you can decide if you would choose to put something in or not. Tonight, tell your family about animals that belong in a habitat that you enjoy. Maybe you can write a book about them someday!”</p>



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SMWYK: These materials not available for download.



WEEKLY LESSON PLANNER

ANIMALS

Week 7	Lesson 22	Lesson 23	Lesson 24
Lesson Type	Stretch and Review	Stretch and Review	Close
Objectives	<ul style="list-style-type: none"> Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. Use results of the SMWYK Assessments to plan stretch lessons for students who have mastered the teaching objectives. 	<ul style="list-style-type: none"> Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. Use results of the SMWYK Assessments to plan stretch lessons for students who have mastered the teaching objectives. 	<ul style="list-style-type: none"> Demonstrate compare and contrast.
Lesson Texts	<ul style="list-style-type: none"> Selected by teacher 	<ul style="list-style-type: none"> Selected by teacher 	<ul style="list-style-type: none"> N/A
Materials			
Lesson Materials You Provide	<ul style="list-style-type: none"> Selected by teacher 	<ul style="list-style-type: none"> Selected by teacher 	<ul style="list-style-type: none"> Construction or scrapbook paper Stapler, scissors, glue Sample of a completed book
Unit Materials Provided	<ul style="list-style-type: none"> You could reuse any materials provided for the unit. 	<ul style="list-style-type: none"> You could reuse any materials provided for the unit. 	<ul style="list-style-type: none"> Student Journal Lesson #24 Student Journals from Lessons #7, 10, 18



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

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

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

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

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

LET'S KNOW! KINDERGARTEN	ANIMALS COMPARE AND CONTRAST	CLOSE LESSON 24
SHOW ME WHAT YOU KNOW! We will make a book about animals in different habitats, showing similarities and differences.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Demonstrate compare and contrast. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> Using Think-Alouds LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Construction or scrapbook paper Stapler, scissors, glue Sample of a completed book UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Student Journal Lesson #24 Student Journals from Lessons #7, 10, 18 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
<ul style="list-style-type: none"> Before the lesson... The Close lesson is designed to take 60 minutes but may run longer depending on students' engagement with the project. Preplanning will help you structure the lesson so that students get the maximum time to create their books; you could break this lesson into two sessions, if needed. Be sure to allot time for students to share their finished books with their classmates. <ul style="list-style-type: none"> Prepare a sample of a completed book to share with students as a model. Bring in large construction or scrapbook paper to use for students' book covers. You may want to cut out the images from the last page of the student journal to save time. For the Close project, students will compare and contrast three animals from the unit in their own books. The student journals from Lessons 7, 10, and 18 will be included, along with three new pages from Student Journal Lesson #24 that compare the animals. Students will cut the pictures from p. 4 of the journal and glue them into the appropriate columns. To make the book covers, fold construction or scrapbook paper around the book and staple the pages together; students may add the title, author, and a cover illustration, if they desire. 		
LESSON ROUTINE		
SET	Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension. <p>You could say: "I have learned so much about the animals in our Animals unit. I didn't know that moray eels are soft to touch but snakes are rough. I didn't know that scorpions can go for a year without eating! Today is our very last lesson in the Animals unit. You are going to compare the animals from the three habitats we've discussed—the desert, jungle, and coral reef. You'll choose how they're alike and how they're different. We'll have some time at the end for you to share your book with your partners and then with the class. Let's compare the animals and make our books!"</p>	
I DO	Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. <p>Remind students that they have saved their students journals from Lessons 7, 10, and 18. Then pass out the student journal for this lesson. Display the first page of Student Journal Lesson #24, and model how you would compare the first two animals by adding pictures to the chart.</p> <p>You could say: "I have three pages about animals—the rattlesnake, the green tree python, and the moray eel. Now on this new student journal page, I'm going to compare the rattlesnake to the green tree python. I know the rattlesnake lives in the desert, so I'll cut and glue the desert picture from the last page on the rattlesnake side of the chart. I know that the green tree python lives in the jungle, so this jungle picture goes on the python side. Those are things that are <i>different</i> about the two animals.</p>	

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



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



different



same



different



no legs



Let's compare a rattlesnake and a moray eel.



different



same



different



desert



no legs



coral



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



different



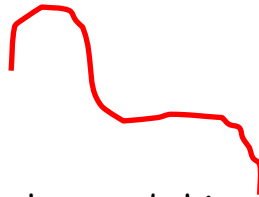
same



different



coral



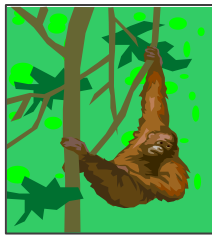
long and thin



scaly skin



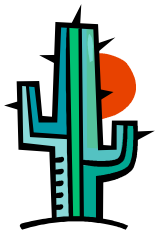
hide under rocks



jungle

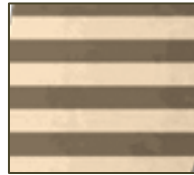


wrap around
branches



desert

1



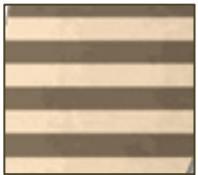
color



color



mice



color



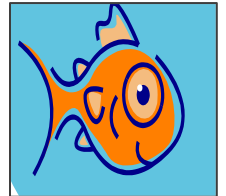
long and thin



bite



color



fish

2



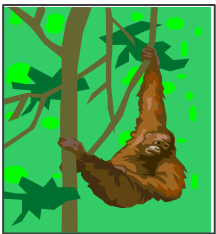
hide under rocks



mice



hide in coral



jungle



mice



no legs

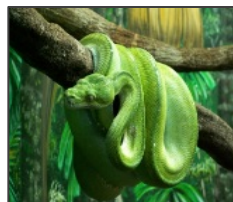


bite

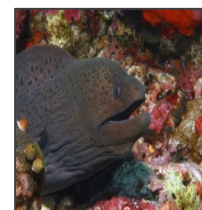


color

3



wrap around
branches



hide in coral



squid



Unit Resources

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



Teacher's Bookshelf

Animals – Kindergarten

Required Books:

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

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

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

Optional Books:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

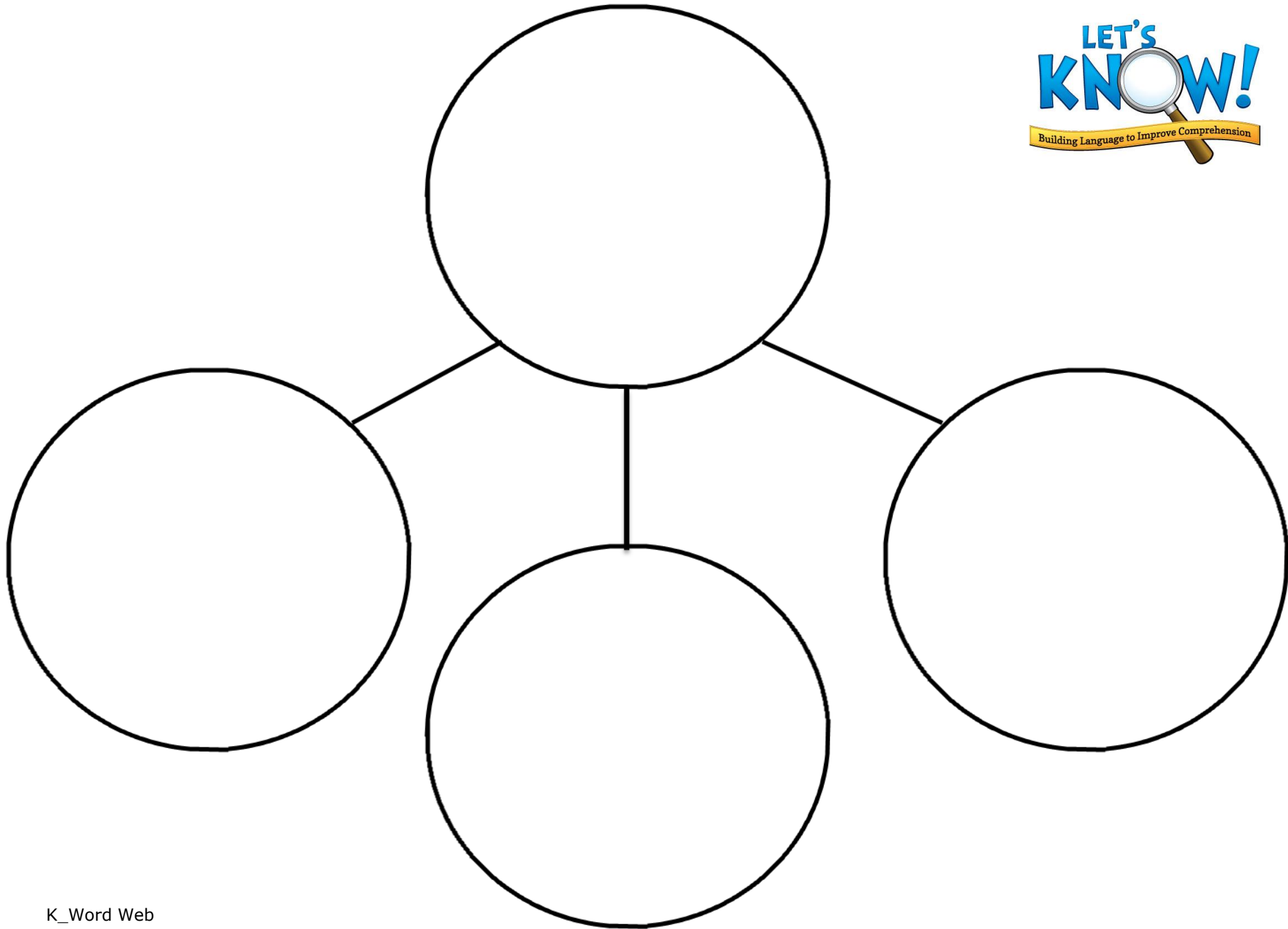
Why Are the Ice Caps Melting?
by Anne Rockwell
ISBN-10: 0060546719
ISBN-13: 9780060546717

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

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

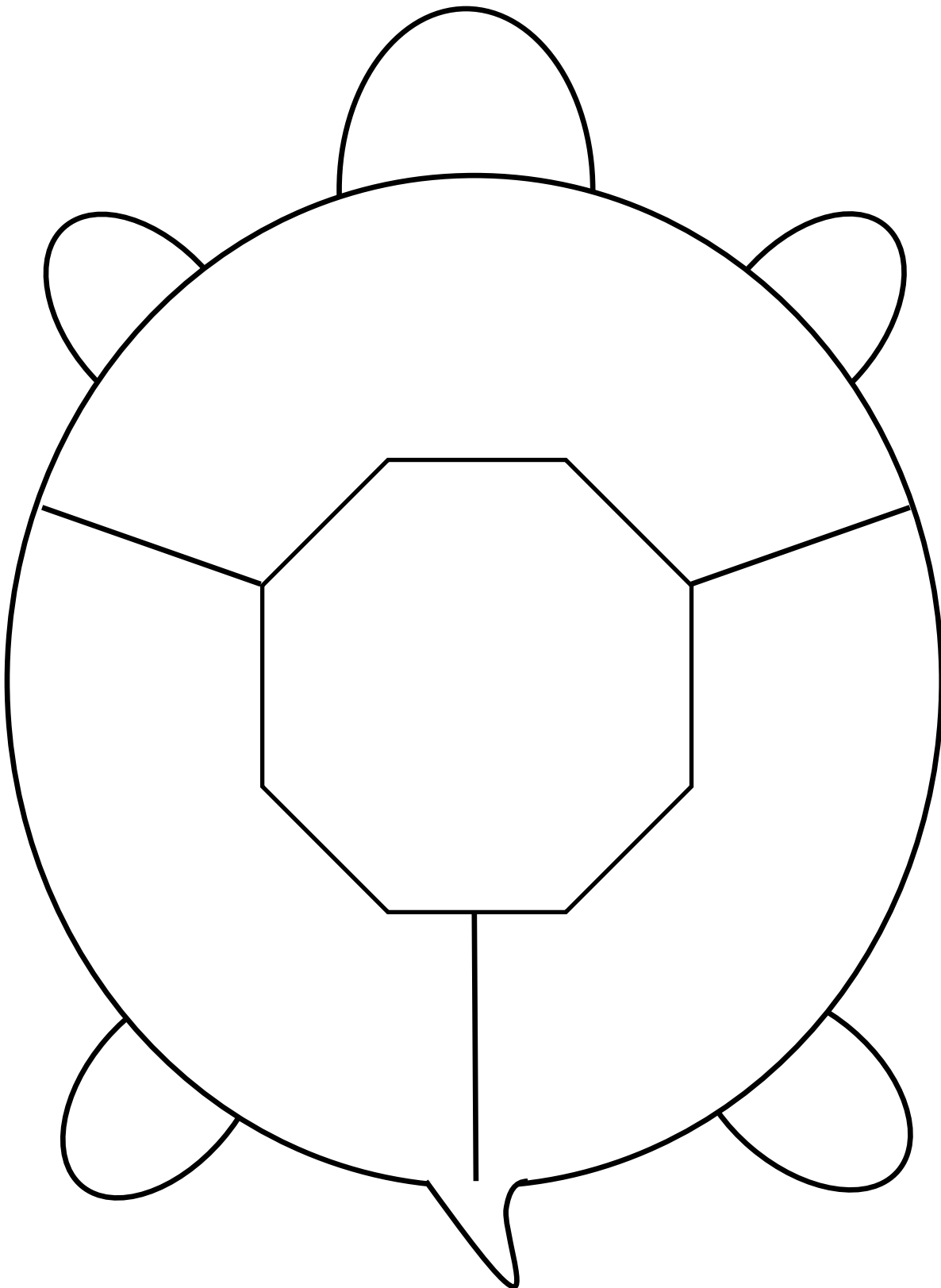
*Dolphin Talk:
Whistles, Clicks, and Clapping Jaws*
by Wendy Pfeffer
ISBN-10: 0064452107
ISBN-13: 9780064452106

One Tiny Turtle
by Nicola Davies
ISBN-10: 0763623113
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Turtle Word Web

Kindergarten





Unit Vocabulary

Animals – Kindergarten

Compare

Say how things are the same or different



Main Idea

What the story or message is about



Attach

To connect or join



Related

Connected or belonging together



Predator

Something that hunts and eats other animals



Prey

An animal hunted for food



But

Except



Vocabulary

All the words a person knows



Compare





Compare

Say how things are
the same or different

Main Idea

KIDS NEWS

larrc.ehe.osu.edu

THE SCHOOL'S FAVORITE NEWSPAPER

- Since 1879

Kids Love Kindergarten



Kids love kindergarten.

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

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

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

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

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

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



Main idea

What the story or
message is about

Attach





Vocabulary Picture Card

Animals – Word 3 – Attach

Attach

To connect or join

LARRC

Language and Reading Research Consortium

ASU • KU • LU • OSU • UNL

Related





Related
Connected or
belonging together

Predator





Predator

Something that hunts
and eats other animals

Prey





Vocabulary Picture Card

Animals – Word 6 – Prey

Prey

An animal hunted for food

But



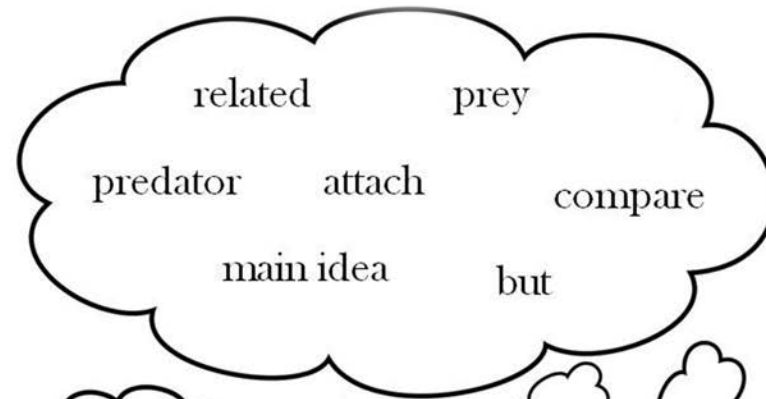


Vocabulary Picture Card

Animals – Word 7 – But

But
Except

Vocabulary





Vocabulary Picture Card
Animals – Word 8 – Vocabulary

Vocabulary

All the words
a person knows

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

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

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

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



WRAP Set 1 – Lesson 6

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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



WRAP Set 2 – Lesson 7

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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



WRAP Set 3 – Lesson 8

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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



WRAP Set 4 – Lesson 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.

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

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

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

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



WRAP Set 5 – Lesson 14

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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



WRAP Set 6 – Lesson 16

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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



WRAP Set 7 – Lesson 18

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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



WRAP Set 8 – Lesson 20

Present the WRAP sentences before beginning the lesson.

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