



# EARTH MATERIALS

## Kindergarten

# LARRC

Language and Reading Research Consortium

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

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This curriculum supplement was developed by the Language and Reading Research Consortium (LARRC). This work was supported by grant #R305F100002, which is part of the U.S. Department of Education Institute of Education Sciences' Reading for Understanding Initiative. The views presented in this work do not represent those of the federal government, nor do they endorse any products or findings presented herein.

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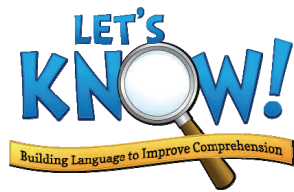
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**Citation for this supplement:** Language and Reading Research Consortium (LARRC; 2013). Let's Know! Columbus, OH: The Ohio State University

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# UNIT VOCABULARY

### Discuss

To talk about something with someone



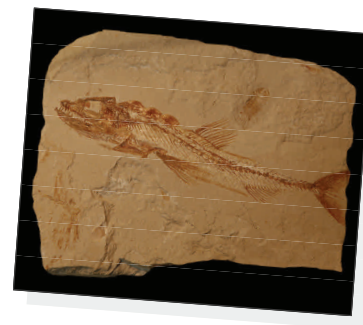
### Remains

A part not destroyed or used up



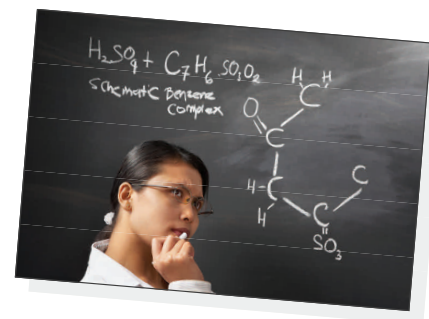
### Fossil

Hardened parts left behind after plants or animals die



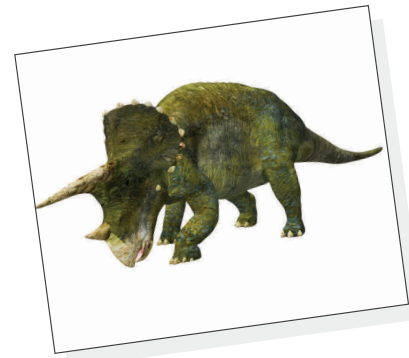
### Reasoning

To think through carefully to make a decision



### Extinct

Died out



### Form

To make into a shape



### Process

Make something new or different



### Monitor

To keep track of for a special purpose



Kindergarten | **EARTH MATERIALS**

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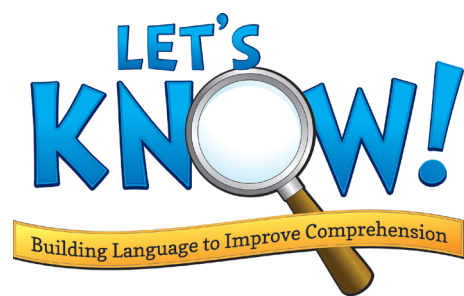
### Week 5

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### Unit Resources

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



# UNIT OVERVIEW

## EARTH MATERIALS

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

## DESCRIPTION

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

## CLOSE PROJECT

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

## UNIT TEXTS

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

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

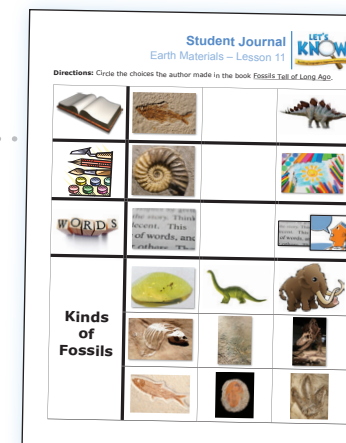
The Teacher's Bookshelf suggests additional theme-related texts for independent reading.

## UNIT MATERIALS

## UNIT SCHEDULE

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

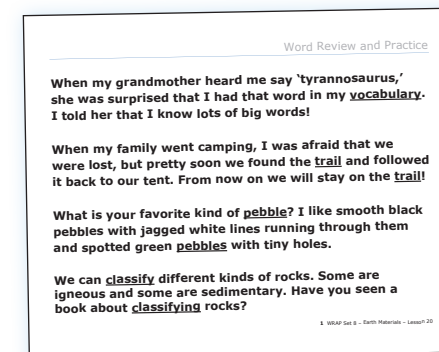
<b>Week 5</b>	Lesson 17	<b>Read to Me</b>
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	Lesson 23	<b>Stretch and Review</b>
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Student Journal



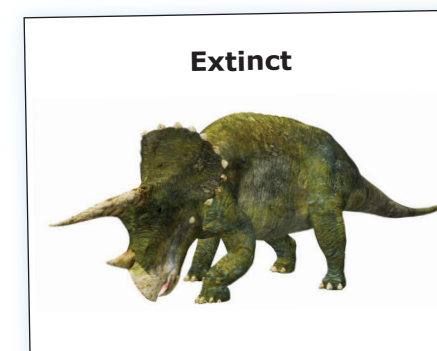
Teacher Journal\*



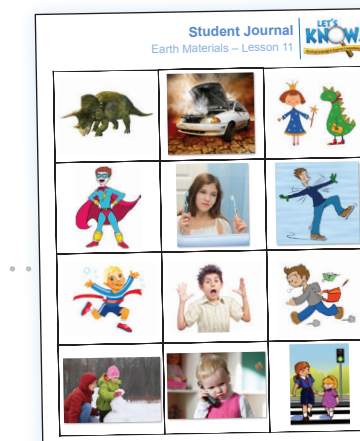
WRAP sets



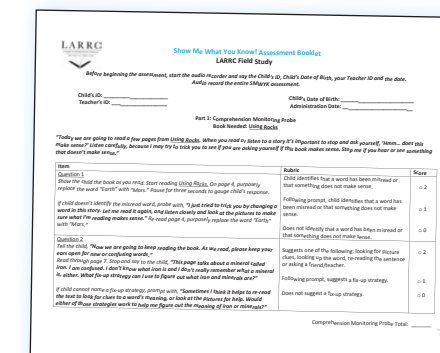
Comprehension Monitoring Icons



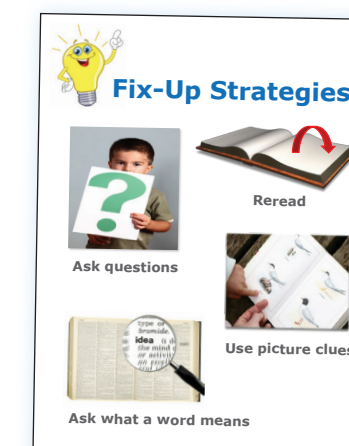
Vocabulary Picture Cards



Supplemental Materials\*



Show Me What You Know Assessment



Fix-Up Strategies Poster

\*Most materials are provided in print and for digital use.



## Study Resources

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



## Teaching Techniques

- Rich Discussion
- Comprehension Monitoring
- Predicting
- Rich Vocabulary Instruction
- Inferencing
- Finding the Main Idea



# 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:**

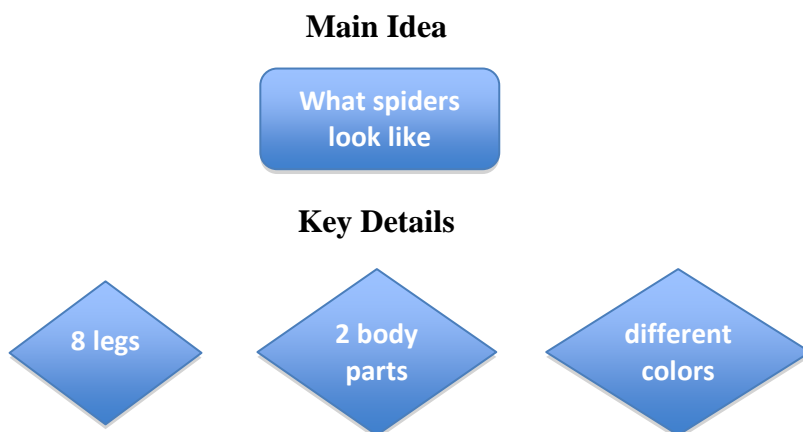
- 6) Remind students of the importance of finding the main idea and emphasize how repeated words (and phrases) in texts can help them find the main idea.

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

### EARTH MATERIALS

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

#### Materials

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



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

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

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

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











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

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

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

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

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

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

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

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

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

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

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

**CLOSE**

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

**You could say:**

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

Directions: Cut out and laminate the Comprehension Monitoring Icons.

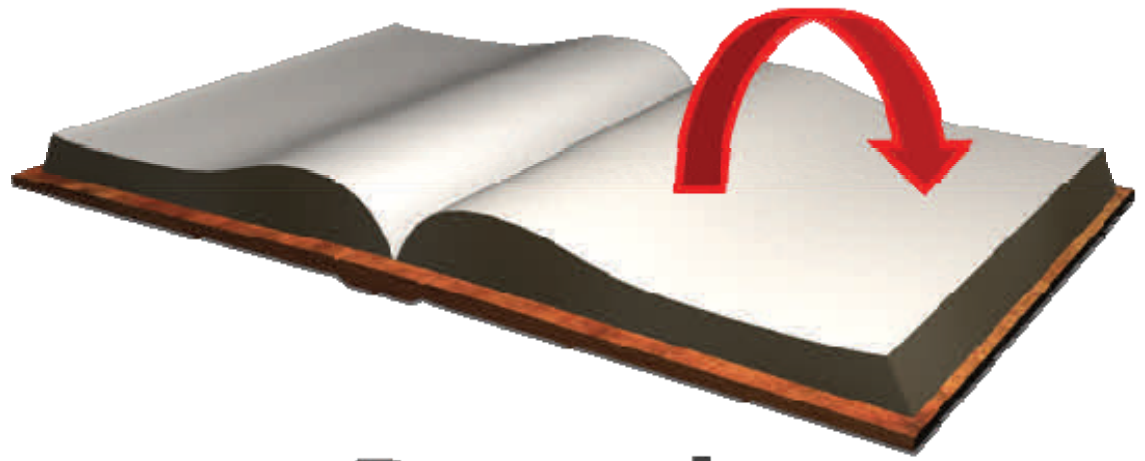


Directions: Cut out and laminate the Comprehension Monitoring Icons.





# Fix-Up Strategies



**Reread**



**Ask questions**



**Use picture clues**



**Ask what a word means**

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



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

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

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



### **Discuss**

To talk about something with someone



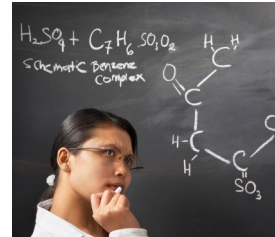
### **Remains**

A part not destroyed or used up



### **Fossil**

Hardened parts left behind after plants or animals die



### **Reasoning**

To think through carefully to make a decision



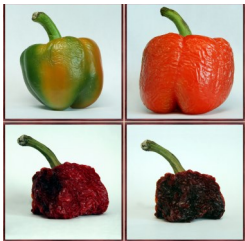
### **Extinct**

Died out



### **Form**

To make into a shape



### **Process**

To make something new or different



### **Monitor**

To keep track of for a special purpose

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

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Lesson 4: These materials are not available for download.



## WEEKLY LESSON PLANNER

### EARTH MATERIALS

Week 2	Lesson 5	Lesson 6	Lesson 7	Lesson 8
<b>Lesson Type</b>	<b>Words to Know</b>	<b>Words to Know Practice</b>	<b>Integration</b>	<b>Integration Practice</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Identify and use navigation words appearing in compare/contrast text structures.</li> </ul>	<ul style="list-style-type: none"> <li>Use target vocabulary words correctly in spoken or dictated texts.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main idea of a section of expository text.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main idea of a section of expository text.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li><u>Plant and Animal Fossils</u> by Libby Romero</li> <li><u>Fossils</u> by Sally M. Walker</li> </ul>	<ul style="list-style-type: none"> <li><u>Plant and Animal Fossils</u> by Libby Romero</li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard </li> </ul>	<ul style="list-style-type: none"> <li>Chips, tokens, or small pieces of paper</li> </ul>	<ul style="list-style-type: none"> <li>Document camera or interactive whiteboard </li> </ul>	<ul style="list-style-type: none"> <li>Scissors and glue</li> <li>Computer</li> <li>Bags or paper clips</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #5 (print or digital)  </li> <li>Words to Know Rings: <b>discuss, remains, fossil, reasoning</b> </li> <li>Word web (optional)</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #1</li> <li>Vocabulary Picture Cards: <b>discuss, remains, fossil, reasoning</b></li> <li>Words to Know rings: <b>discuss, remains, fossil, reasoning</b></li> <li>Teacher Journal Lesson #6</li> <li>Bingo game boards for Lesson #6 </li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #2</li> <li>Vocabulary Picture Cards: <b>discuss, remains, fossil, reasoning</b></li> <li>Teacher Journal Lesson #7</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #3</li> <li>Vocabulary Picture Cards: <b>discuss, remains, fossil, reasoning</b></li> <li>Student Journal Lesson #8 </li> <li>Slideshow script for Lesson #8</li> <li><u>Finding the Main Idea</u> slideshow for Lesson #8 </li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	WORDS TO KNOW LESSON 5
<p><b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b>. Then others can lift a flap to see if their guess is correct!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>• Use target vocabulary words correctly in spoken contexts.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• Rich Instruction</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Chart paper, document camera, or interactive whiteboard</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• Teacher Journal Lesson #5 (print or digital)</li> <li>• Words To Know Rings: <b>discuss, remains, fossil, reasoning</b></li> <li>• Word web (optional)</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> You may use the digital or print version of the teacher journal. If using the print version, you may want to cut out and prepare the images to place them on your word webs. You will need four copies of the word web or turtle word web.</li> <li>• <b>WORDS TO KNOW</b> <ul style="list-style-type: none"> <li>○ <b>discuss:</b> To talk about something with someone</li> <li>○ <b>remains:</b> A part not destroyed or used up</li> <li>○ <b>fossil:</b> Hardened parts left behind after plants or animals die</li> <li>○ <b>reasoning:</b> To think through carefully to make a decision</li> </ul> </li> <li>• <b>SUGGESTED RELATED WORDS</b> <ul style="list-style-type: none"> <li>○ <b>discuss:</b> <i>talk, explain, argue</i> (antonym)</li> <li>○ <b>reasoning:</b> <i>thinking, brain</i></li> <li>○ <b>fossil:</b> <i>bones, dinosaur</i></li> <li>○ <b>remains:</b> <i>leftovers, crumbs</i></li> </ul> </li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "My sister is related to me and we're alike in some ways but different in other ways. We're still part of the same family. Words have families, too. Today our purpose is to find some <i>related</i> words for our Words to Know. The words will be in the same family of words, but might be just a little bit different. When we know more words that are related or in the same family, we can use them when we talk, read, and listen. We have a much larger family to be with!"</p>	
<p><b>I DO</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Display the teacher journal or a blank word web. Model filling in the web for the word discuss.</b></p> <p><b>You could say:</b>          "Here's our first word, <b>discuss</b>. It means 'to talk about something with someone.' After you read a book about <b>fossils</b>, you might want to <b>discuss fossils</b> with your friend. In the same word family would be the words <i>talk</i> and <i>explain</i>. <b>(point out or add to web)</b> The opposite of <b>discuss</b> is to <i>argue</i> which is much different than <b>discuss</b>. <b>(add to web)</b> All of these words are related to <b>discuss</b> in some way. They're in the same word family—<i>talk, explain, and argue</i>.</p> <p>"I could make a sentence that uses the word <b>discuss</b> like this: 'My dad had to <b>discuss</b> with my brother why he wrecked his bike!'"</p>	

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



**discuss**



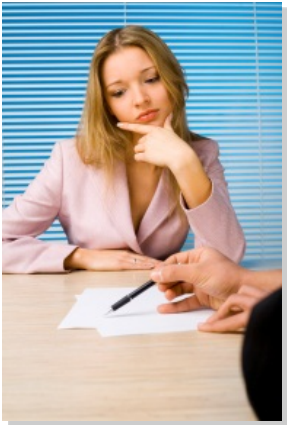
**explain**



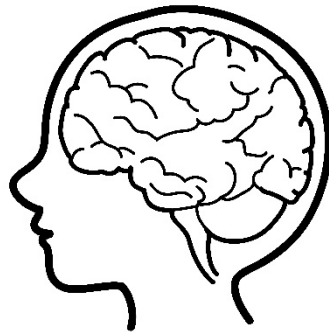
**talk**



**argue**



**reasoning**



**brain**



**thinking**





**fossil**



**bones**



**dinosaur**



**remains**



**leftovers**



**crumbs**



discuss



argue



explain



talk



**reasoning**



**brain**



**thinking**



**fossil**



**bones**



**dinosaur**



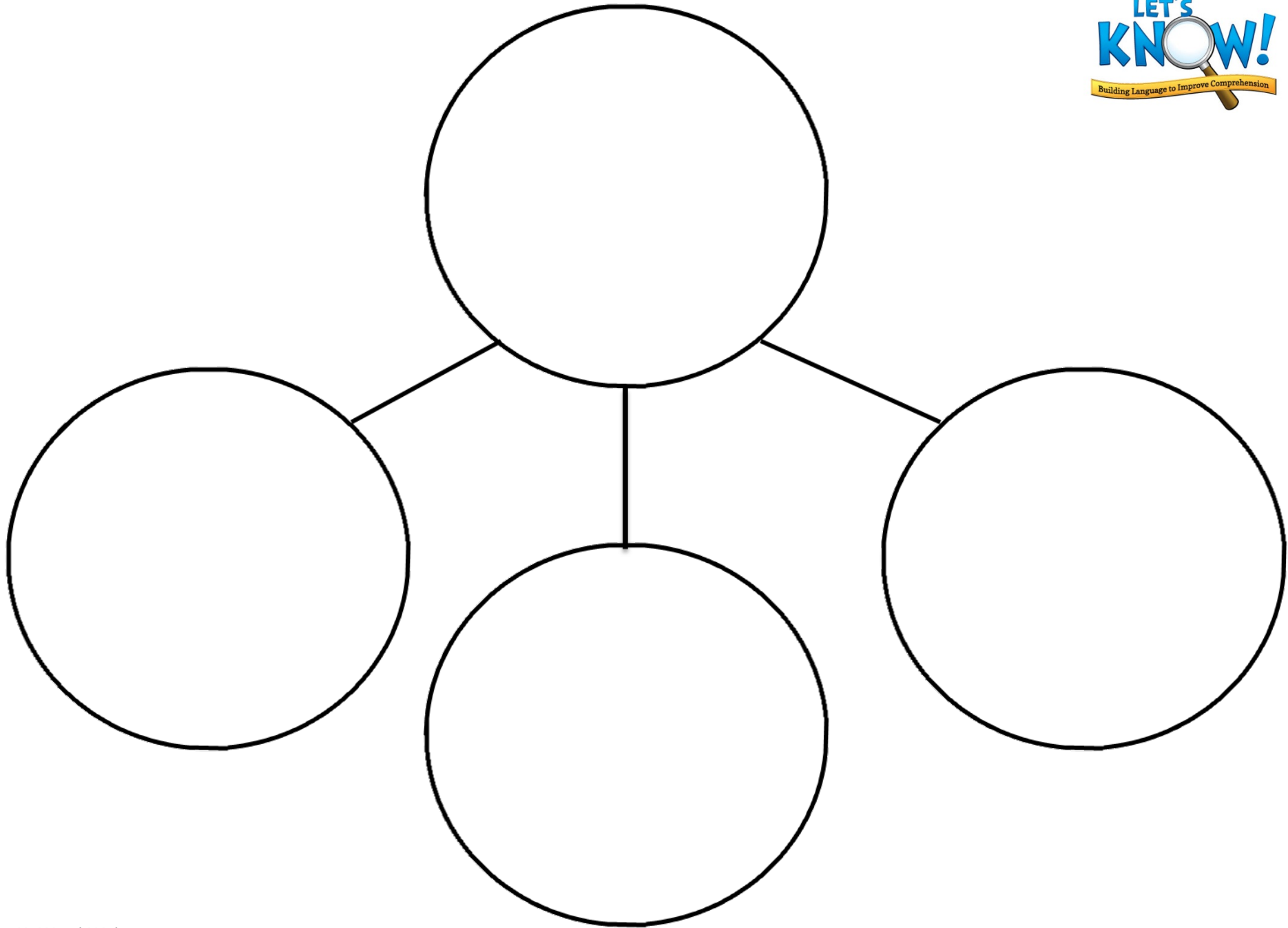
**remains**



**leftovers**



**crumbs**



LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	WORDS TO KNOW PRACTICE LESSON 6
<p><b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b>. Then others can lift a flap to see if their guess is correct!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>• Use target vocabulary words correctly in spoken or dictated texts.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• Rich Instruction</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Chips, tokens, or small pieces of paper</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• WRAP set #1</li> <li>• Vocabulary Picture Cards: <b>discuss, remains, fossil, reasoning</b></li> <li>• Words to Know rings: <b>discuss, remains, fossil, reasoning</b></li> <li>• Teacher Journal Lesson #6</li> <li>• Bingo game boards for Lesson #6</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> Cut the bingo game boards for Lesson #6 in half so each partner will have one.</li> <li>• To set up for the Words to Know bingo game, display the teacher journal and assign pairs of students to check each other's answers; make sure each pair has plenty of game chips or tokens.</li> <li>• To play the game... <ul style="list-style-type: none"> <li>○ Randomly call one of the words, a number, and the task from Teacher Journal Lesson #6, marking the square on the journal.</li> <li>○ Have students say the corresponding definition, sentence, or related word; partners should check the accuracy of each other's answers. If correct, students should place a chip on that square.</li> <li>○ Then call another word, number, and task, repeating the above.</li> <li>○ Continue until someone calls, "Bingo!" The winner must have four chips in a row, either horizontally, vertically, or diagonally. You may want to have the student retell their responses for the four squares.</li> </ul> </li> <li>• You can continue playing the bingo game by either avoiding four in a row when choosing a word and number, starting fresh, or playing "blackout." You may have time for more than one game during the lesson.</li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed black; padding: 10px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #1: DISCUSS, REMAINS, FOSSIL, REASONING</b></p> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  "When I was little, I loved to play bingo. All of my family, my aunts, uncles, cousins—everyone would play bingo. It was a lot of fun. Today you're going to play bingo, but there's a little catch... You have to tell something about one of our Words to Know. You are getting very familiar with all of the words and the purpose of today's lesson is to help you learn the words even better! When we know how to understand and use a lot of words, we can talk, listen, read and write even better."</p>	

<p><b>I Do</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Display Teacher Journal Lesson #6 and demonstrate how to play the bingo game.</b>  <b>You could say:</b>  “Let me show you how to play our Words to Know bingo game. You will have a bingo board like this. <b>(point to teacher journal)</b> Each of the Words to Know is listed at the top. In each of the different squares, there are tasks that you’ll have to do, like define the word, make a sentence, or say a related word. I’ll say a word, a number, and the task, and you’ll look on your bingo board to see what you have to do. For instance, if I said, ‘<b>discuss</b>, number 2, related word,’ <b>(point to square)</b> you’d tell your partner a related word for <b>discuss</b>, like <i>talk</i>. Your partner has to tell you if it’s correct, and then you can put a chip on that square. <b>(add chip to square)</b> Then I’ll say a different word, number and task like ‘<b>remains</b>, number 1, definition.’ Then you’ll have to tell your partner a definition for <b>remains</b>, like ‘what’s left over.’ If your partner says it’s correct, you can put a chip on that square.” <b>(add chip to square)</b></p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Distribute bingo boards and chips; divide students into pairs. Practice the game with students.</b>  <b>You could say:</b>  “Let’s do a few together and then you can play on your own. Make sure you have a bingo board and plenty of chips. I’m going to start with <b>fossil</b>, number 3, <i>sentence</i>. Tell your partner a sentence for <b>fossil</b>. <b>(allow talk time)</b> What did your partner tell you? <b>(elicit answers to check for understanding)</b> Was your partner correct? If it’s correct, tell them so they can put a chip on the square for <b>fossil</b>, number 3, <i>sentence</i>.”</p> <p><b>Provide several opportunities for practice before moving to the You Do segment.</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>When students are ready for independent practice, begin a new bingo game. Students may use their Words to Know rings for support.</b></p> <p><b>You could say:</b>  “Are you ready? Let’s start a new game. Get your chips ready...?”  <b>Call various words and tasks, allowing students to practice using the words in different ways.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  “Your vocabularies are getting huge! As I was listening, I heard you using even more words today. We want to use our words in many different places, not just at school. Think of one place that you could use the word <b>remains</b> and tell your partner. <b>(allow brief talk time)</b> Knowing and using a lot of words is very helpful in school. You are very word-wise!”</p>



## FOSSIL BINGO

<b>remains</b>	<b>discuss</b>	<b>reasoning</b>	<b>fossil</b>
1. definition	1. related word	1. sentence	1. related word
2. sentence	2. related word	2. related word	2. definition
3. related word	3. definition	3. related word	3. sentence
4. related word	4. sentence	4. definition	4. related word

## FOSSIL BINGO—PARTNER 1

<b>remains</b>	<b>discuss</b>	<b>reasoning</b>	<b>fossil</b>
1. definition	1. related word	1. sentence	1. related word
2. sentence	2. related word	2. related word	2. definition
3. related word	3. definition	3. related word	3. sentence
4. related word	4. sentence	4. definition	4. related word

## FOSSIL BINGO—PARTNER 2

<b>remains</b>	<b>discuss</b>	<b>reasoning</b>	<b>fossil</b>
1. definition	1. related word	1. related word	1. sentence
2. sentence	2. definition	2. related word	2. related word
3. related word	3. sentence	3. definition	3. related word
4. related word	4. related word	4. sentence	4. definition

LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	INTEGRATION LESSON 7
<p><b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b>. Then others can lift a flap to see if their guess is correct!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Identify the main idea of a section of expository text.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Finding the Main Idea</li> </ul> <p><b>LESSON TEXTS:</b></p> <ul style="list-style-type: none"> <li><u>Plant and Animal Fossils</u> by Libby Romero</li> <li><u>Fossils</u> by Sally M. Walker</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Document camera or interactive whiteboard</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>WRAP set #2</li> <li>Vocabulary Picture Cards: <b>discuss, remains, fossil, reasoning</b></li> <li>Teacher Journal Lesson #7</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>The paragraphs in the I Do routine are taken from pp. 6–7 of <u>Fossils</u> by Sally M. Walker, the third book of this unit. You may choose to show the book on a document camera and read from the book rather than the lesson script.</li> <li>Use Teacher Journal Lesson #7 to provide main idea choices during the You Do activity.</li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed black; padding: 10px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #2: DISCUSS, REMAINS, FOSSIL, REASONING</b></p> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "Did your mom ever tell you a whole bunch of things that you couldn't remember, and you wanted to say, 'Mom, just tell me the most important thing!?' Our book about <b>fossils</b> has a lot of information, but today our purpose is to listen for the <i>main idea</i>. The main idea helps us remember what's important in a book. Knowing the main idea helps us to understand when we read or listen."</p>	
<p><b>I Do</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>You could say:</b>          "We know we are reading books about <b>fossils</b>. I am going to read some paragraphs from a book about <b>fossils</b> that we will read later in the unit. The book is called <u>Fossils</u>. The author has a <i>main idea</i> in each section of the text. I'm going to read and show you how I find the main idea, or what the author thinks is the <i>most important</i> thing in that paragraph..."</p> <p style="padding-left: 40px;"><b>(p. 6)</b> 'Fossils are the hardened remains of plants and animals. Remains are parts left behind after plants or animals die. All fossils are old. Fossils are the traces and remains of plants and animals that lived more than 10,000 years ago.'</p> <p>Hmm... The author really talked about what <b>fossils</b> are, so I think that's the main idea. She also talked about more things, but the most important thing she talked about was <i>what fossils are</i>. That's the main idea.</p> <p>"I'll read another paragraph..."</p> <p style="padding-left: 40px;"><b>(p. 7)</b> 'There are many different kinds of fossils. Dinosaur bones are fossils. Dinosaur teeth are fossils too. Claws, eggs and nests can be fossils. So can leaves, flower petals, and plant stems.'</p>	

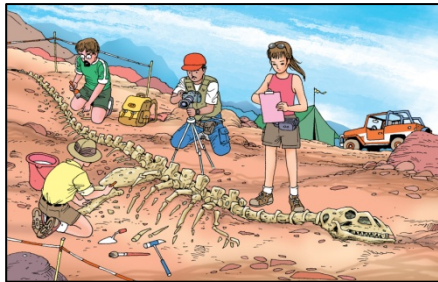
	<p>Now I think the author’s main idea is kinds of <b>fossils</b>. First she says there are different kinds and then lists lots of different <b>fossils</b>. Many times the main idea is the first thing the author writes. In this paragraph, the main idea is <i>kinds of fossils</i>.”</p>
<p><b>WE DO</b>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

1



How animals and plants looked

OR



How to find fossils

2



How animals moved

OR



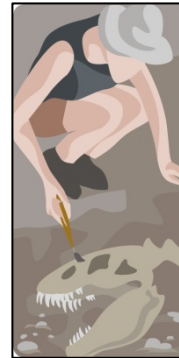
What animals ate

3



Where fossils lived

OR



Where to find fossils

4



How plants and animals changed

OR



Where the dinosaurs went

LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	INTEGRATION PRACTICE LESSON 8
<p><b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b>. Then others can lift a flap to see if their guess is correct!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Identify the main idea of a section of expository text.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Finding the Main Idea</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li><u>Plant and Animal Fossils</u> by Libby Romero</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Scissors and glue</li> <li>Computer</li> <li>Bags or paper clips</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>WRAP set #3</li> <li>Vocabulary Picture Cards: <b>discuss, remains, fossil, reasoning</b></li> <li>Student Journal Lesson #8</li> <li>Slideshow script for Lesson #8</li> <li><u>Finding the Main Idea</u> slideshow for Lesson #8</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> To save time, you could cut out the small main idea boxes from the bottom of the student journal and bag or paper clip a set for each student.</li> <li>Play the <u>Finding the Main Idea</u> slideshow and read from the slideshow script to narrate each slide. Practice determining the main idea of each slide with students. Have them cut out the appropriate main ideas from the bottom of the student journal to glue on the graphic organizer above.</li> <li>The last slide of the presentation has a completed graphic organizer for students to compare their choices to the correct main ideas (they can be in any order).</li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed black; padding: 10px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #3: DISCUSS, REMAINS, FOSSIL, REASONING</b></p> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "I have a book that has a lot of pictures of plants. It shows different kinds of plants, explains how to grow plants, and tells where to grow plants. I could say that the main idea of the book is <i>plants</i>. The main idea of each section or chapter would be different, like <i>kinds of plants</i> or <i>growing plants</i>. Today our purpose is to find the main idea of information presented in a slideshow. When we can find the main idea, we can remember what we hear and see, helping us understand our world much better. That's a great thing for students."</p>	
<p><b>I DO</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Pass out the student journal and get ready to play the <u>Finding the Main Idea</u> slideshow.</b></p> <p><b>You could say:</b>          "As we watch this slideshow, I will narrate each slide. Then I'll show you how to find the main idea. You will [cut out the main idea from the dotted boxes on the bottom of your student journal] (<b>or find the precut picture</b>) and paste it into the graphic organizer at the top. After that, we'll work together to find the main ideas, and then you and your partner can work together. At the end, we'll see if we found the correct main ideas!"</p>	

	<p><b>Show the first two slides—the title and the introduction. Have students cut out the main idea (or select the precut main idea) to place on the graphic organizers on their student journals. You could say:</b></p> <p>“The first slide is about different kinds of <b>fossils</b>, so I’ll look for that main idea. You have two choices of the main idea from the bottom of your student journal. They are <i>Kinds of fossils</i> and <i>Finding fossils</i>. The slide didn’t talk about finding <b>fossils</b>, so I’ll choose <i>Kinds of fossils</i> as the main idea. [Cut out] that main idea and glue it in the top box of your graphic organizer. <b>(model cutting out and pasting the image for students and ensure that they are selecting the right main idea)</b></p> <p>“Now let’s listen to the next slide and think about the main idea...”</p> <p><b>Narrate the next slide and model choosing the main idea from the bottom of the student journal. Paste the picture in the first box under <i>Kinds of Fossils</i>, encouraging students to do the same.</b></p>
WE DO	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Show the next slide and query students about the main idea, providing scaffolding and corrective feedback as needed. You could say:</b></p> <p>“Now I want you to help me find the main idea of the next slide...”</p> <p><b>Instruct students to cut out the appropriate picture and glue it in the next box under the topic.</b></p> <p><b>Guide students through another slide or two if they need more practice before moving to the You Do segment.</b></p>
YOU DO	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>For the remaining slides, allow students to work with partners to listen, find the main idea, and glue the correct pictures on their graphic organizers.</b></p> <p><b>You could say:</b></p> <p>“Now you and your partner can work together. Listen to each slide, talk together, and decide which picture is the main idea. Then cut it out and glue it to the graphic organizer at the top of your student journal.”</p> <p><b>Provide work time after reading each slide. Circulate the room during this time to provide assistance and feedback.</b></p> <p><b>When you have read the slides and all students have finished working, display the completed graphic organizer on the last slide of the slideshow. Have students compare their answers on their student journals with the completed graphic organizer.</b></p>
CLOSE	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b></p> <p>“We are learning how to be good students so we can understand everything that we read and listen to. Today we practiced finding the <i>last</i> idea, right? ... No? What did we look for? <b>(pause for response)</b> The <i>main idea</i>. You are good! You can find the main idea in books, movies, stories, speeches, almost anything! Good students like you always look for the main idea!”</p>

# Slideshow Script

## Earth Materials – Lesson 8



**Directions:** Read the script for each slide of the Finding the Main Idea slideshow. If you cannot play the slideshow, display the pictures and read the script.

**(slide 1)** Let's practice finding the main idea...

**(slide 2) Fossils** are animal and plant **remains** from long ago. There are many kinds of **fossils**. Dinosaur bones and teeth are **fossils**. Leaves and flower petals are more examples of **fossil** types. Studying **fossils** is a fun way to learn about the past!

**(slide 3)** Animal bones are a kind of **fossil**. When animals die, their bodies are buried in the ground. With time, the only parts of the animal left are its bones. Scientists who want to study **fossils** have to dig in rocks to find the bones left by the animals.

**(slide 4)** When animals walk they create footprints in the ground, just like you and me! Footprints can become **fossils**. If the ground becomes hard after an animal steps in sand or clay, the footprint will leave its mark, similar to a stamp! Footprint **fossils** help us know what kinds of animals lived long ago. What kind of animal do you think made the footprint on the left?

**(slide 5)** When trees die, they can become **fossils**, hard like stone. To become a **fossil**, trees fall to the ground and are covered with mud, sand, and water. As these materials dry, the tree becomes *fossilized*, or *petrified*. Tree **fossils** can last for thousands of years. Scientists use the **fossils** to classify the different kinds of trees.

**(slide 6)** Leaf **fossils** are **remains** of plants that lived in the past. Scientists can tell what types of plants lived in an area and what the environment was like by looking at the leaf **fossils** in an area. At one point, ice covered most of the earth. Many plants became **fossils** then.

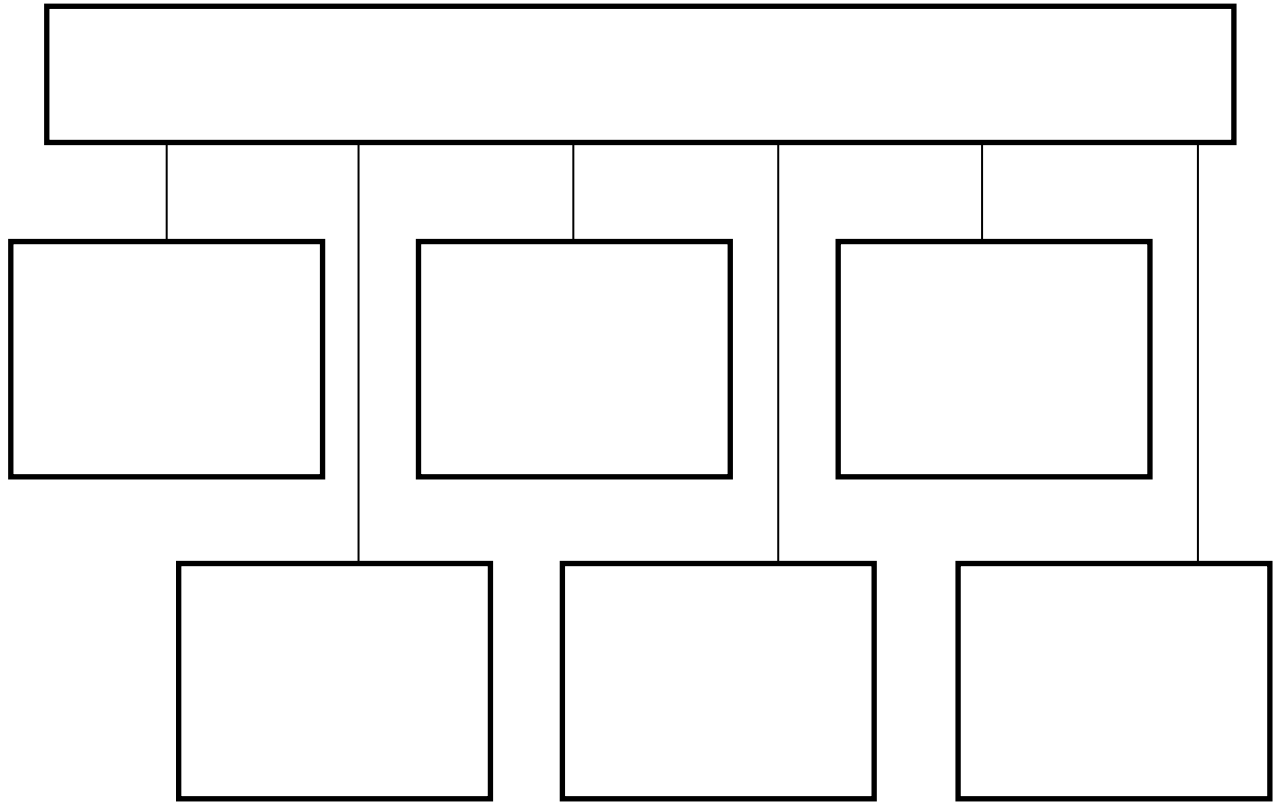
**(slide 7)** Look at all of the different types of teeth **fossils**! When an animal dies, most of its body decays except for its teeth and bones. Teeth **fossils** can tell us what kind of food the animals ate.

**(slide 8)** Insect **fossils** are **formed** when an insect is trapped between layers of sand or clay. After a long time, the surface hardens and takes the shape of the insect. Sometimes insects are trapped in sap from trees. The sap hardens and creates a **fossil** of the insect called *amber*.



# Student Journal

## Earth Materials – Lesson 8



**Directions:** Cut out the main ideas along the dotted lines and paste them into the graphic organizer above.

A collection of images and text boxes designed for cutting out. On the left, there is a 3x3 grid of images, each enclosed in a dashed-line border. The images are: a fossilized animal print, a green frog on a branch, a skull with tusks, a child and a girl reading a book, a fossilized bird skeleton, a fossilized dragonfly, a fossilized leaf, a green dinosaur, and a log. To the right of this grid are two vertical dashed-line boxes. The first box contains the text "Finding Fossils" and the second box contains the text "Kinds of Fossils".



## WEEKLY LESSON PLANNER

### EARTH MATERIALS

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

#### Materials

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



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

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

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

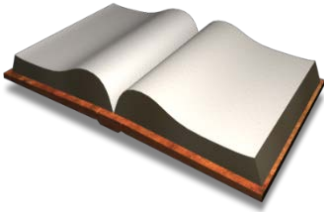

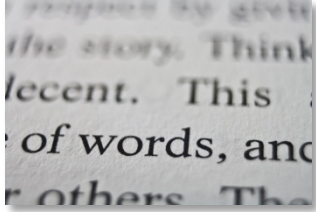


LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	INTEGRATION LESSON 10
<p><b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b>. Then others can lift a flap to see if their guess is correct!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Identify the purpose of a text and the reasons for the author's choices.</li> </ul>		
<p><b>TEACHING TECHNIQUES:</b></p> <ul style="list-style-type: none"> <li>Selected by teacher</li> </ul> <p><b>LESSON TEXTS:</b></p> <ul style="list-style-type: none"> <li><u>Fossils Tell of Long Ago</u> by Aliki</li> <li><u>Plant and Animal Fossils</u> by Libby Romero</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>None recommended</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>WRAP set #4</li> <li>Vocabulary Picture Cards: <b>discuss, remains, fossil, reasoning</b></li> <li>Teacher Journal Lesson #10</li> <li>Student Journal Lesson #10</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>There are no special instructions for this lesson.</li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed black; padding: 10px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #4: DISCUSS, REMAINS, FOSSIL, REASONING</b></p> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "You make choices all day long. You chose to get up this morning or stay in bed. You probably chose what to wear to school. You chose what to eat for breakfast. All day long, you make choices. Authors also make choices, and our purpose today is to talk about the choices that Aliki, the author of <u>Fossils Tell of Long Ago</u> made when she wrote the book. When we know about the author's choices, it helps us understand the book much better. Let's see what Aliki chose."</p>	
<p><b>I DO</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>You could say:</b>          "When you want to write a book, the first thing you need to do is to decide what you want to write about. <b>(display book cover)</b> Just by looking at the cover, I can see the first choice that Aliki made. She didn't write about dinosaurs or pteranodons... She chose to write about <b>fossils</b>. We know about dinosaurs and pteranodons from <b>fossils</b>, but she wanted to write about more than dinosaurs. That's the first choice she made.</p> <p><b>(turn to title page and/or p. 4)</b> "Now when I look at the first page, I see something interesting, something that's different than the first book we read, <u>Plant and Animal Fossils</u> by Libby Romero. I noticed that in the first book, all of the pictures were real-life photographs. However, Aliki chose another type of picture; she chose to draw the illustrations. It looks like crayon and pen, with maybe some colored pencils, too. That's much different than the photos in the first book. So we see that Aliki chose to write about <b>fossils</b> and to draw the illustrations rather than using photographs. Interesting!"</p>	
	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Browse the lesson texts with students, prompting them to consider the author's different choices.</b></p>	

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

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

			
			
			
<p><b>Kinds of Fossils</b></p>			
			
			

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

			
			
			
<h1>Kinds of Fossils</h1>			
			
			



LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	WORDS TO KNOW PRACTICE LESSON 11
<p><b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b>. Then others can lift a flap to see if their guess is correct!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Sort words into semantic categories.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Scissors</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>Words to Know Rings: <b>discuss, remains, fossil, reasoning</b></li> <li>Teacher Journal Lesson #11</li> <li><b>Fossil</b> puzzle for Lesson #11</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Cut the <b>fossil</b> puzzles into pieces prior to the lesson, or have students cut the pieces on the dotted lines before the We Do section.</li> <li>For the You Do routine, students will assemble a dinosaur <b>fossil</b> as they make decisions about the Words to Know. You will read questions from Teacher Journal Lesson #11; after each set of questions, direct students to assemble one piece of the skeleton.</li> <li>You should demonstrate what the T-Rex looks like during the I Do section (put the pieces together).</li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "I know that many of you really like dinosaur <b>fossils</b>, especially Tyrannosaurus Rex! Today you're going to be a paleontologist and put together a T-Rex skeleton. However, just like real paleontologists, you have to do some work before you can put it together. Today our purpose is to learn even more about the Words to Know. We can talk, listen, read, and write better when we understand and use a lot of words."</p>	
<p><b>I DO</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>You could say:</b>          "We're going to <b>discuss</b> our words today a little differently. First we'll talk about the definitions and then you'll get to assemble the T-Rex.</p> <ul style="list-style-type: none"> <li>The first word is <b>discuss</b>. Say the word <b>discuss... Discuss</b> means 'to talk about something with someone.' Find <b>discuss</b> on your word ring. We can <b>discuss</b> when to have a class party. Say <b>discuss...</b></li> <li>The second word is <b>remains</b>. Say <b>remains... Remains</b> means 'a part not destroyed or used up.' Find it on your word ring. I throw away the <b>remains</b> of my lunch. Say <b>remains...</b></li> <li>The next word is <b>fossil</b>. Say <b>fossil... A fossil</b> is the hardened parts left behind after plants or animals die. Find <b>fossil</b> on your word ring. The <b>fossil</b> we'll be putting together today is a T-Rex. Say <b>fossil...</b></li> <li>The last word is <b>reasoning</b>. Say <b>reasoning...</b> It means 'to think through carefully to make a decision.' Find <b>reasoning</b> on your ring. You could use <b>reasoning</b> to convince your parents to let you stay up longer. Say <b>reasoning...</b> Excellent!</li> </ul> <p>"As we talk about the Words to Know today, I'll ask you a series of questions. After each set, I'll tell you to pick one piece from your <b>fossil</b> puzzle. When we're done, your <b>fossil</b> will look like this..."</p> <p><b>Demonstrate how to assemble the T-Rex puzzle for students.</b></p>	

<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>You could say:</b>  “Let’s start... <b>(read from the teacher journal)</b> If I say something that goes with <b>discuss</b>, say <b>‘discuss.’</b> If not, don’t say anything...”</p> <ol style="list-style-type: none"> <li>1) <i>talk</i> <b>(pause for response)</b> I should hear everyone say, <b>‘discuss.’</b> I’ll do it again... <i>Talk.</i> <b>(pause)</b> Good, everyone said, <b>‘discuss.’</b></li> <li>2) <i>run</i> <b>(pause)</b> Great! No one said anything.</li> <li>3) <i>conversation</i> <b>(pause)</b> Good! You can <b>discuss</b> things in a conversation.</li> <li>4) <i>partner</i> <b>(pause)</b> Great! I heard <b>discuss</b>.</li> <li>5) <i>pencil</i> <b>(pause)</b></li> <li>6) <i>picture</i> <b>(pause)</b></li> <li>7) <i>argue</i> <b>(pause)</b> <b>Discuss</b>, right.</li> </ol> <p>Super job, friends. Now you can choose the first <b>fossil</b> for your puzzle.”</p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Continue to read the script provided in the teacher journal, having students choose a puzzle piece after each set of questions. Students can work with a partner to answer the questions and then choose their own fossil pieces after each set.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  “We 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"> <li>• Hardened parts left behind after a plant or animal dies <b>(fossil)</b></li> <li>• To think through carefully to make a decision <b>(reasoning)</b></li> <li>• A part not destroyed or used up <b>(remains)</b></li> <li>• To talk about something with someone <b>(discuss)</b></li> </ul> <p>Good job! Remember we now can understand these words when we’re listening; we also want to use these words when we’re talking or writing. We can learn many new words every day in many ways.”</p>

# Teacher Journal

## Earth Materials – Lesson 11



**Directions:** Read the first sentence and then **monitor** students' responses. Periodically ask, "Why?" to sample student thinking. After each set, have students put another **fossil** together.

If I say something that goes with **discuss**, say "**discuss.**" If not, don't say anything...

- 1) talk
- 2) run
- 3) conversation
- 4) partner
- 5) pencil
- 6) picture
- 7) argue

Now you can choose a **fossil** to start your **fossil** puzzle. Do it quickly so we can add some more **fossils**.

If I say something that goes with **reasoning**, say "**that's it!**" If not, don't say anything...

- 1) fingernail
- 2) decide
- 3) thought
- 4) brain
- 5) dog
- 6) why
- 7) solve

Now you can choose a **fossil**.

Which would be **remains**? If they are **remains**, say "**yes.**" If not, don't say anything...

- 1) crumbs
- 2) bears
- 3) last night's pizza
- 4) **fossils**
- 5) airplanes
- 6) scraps
- 7) skipping

Now you can choose a puzzle piece.

# Teacher Journal

## Earth Materials – Lesson 11



Which could be **fossils**? If it could, say "**fossil**." If not, don't say anything...

- 1) teeth
- 2) sand
- 3) computers
- 4) trees
- 5) shells
- 6) horses
- 7) hot dogs

Now you can choose a **fossil** for your puzzle.

Which of our Words to Know—**fossil**, **remains**, **discuss**, or **reasoning**—goes with this...

- 1) My sister wants to talk to me.
- 2) Which of these paint colors is better?
- 3) The fish died and was buried for a long time.
- 4) I never eat the crust of my bread!
- 5) I think I know what you're thinking!
- 6) Don't talk to me right now!
- 7) We started smelling something funny in the garage a few days ago.

Now you can choose a **fossil** for your puzzle.

Which word would you use?

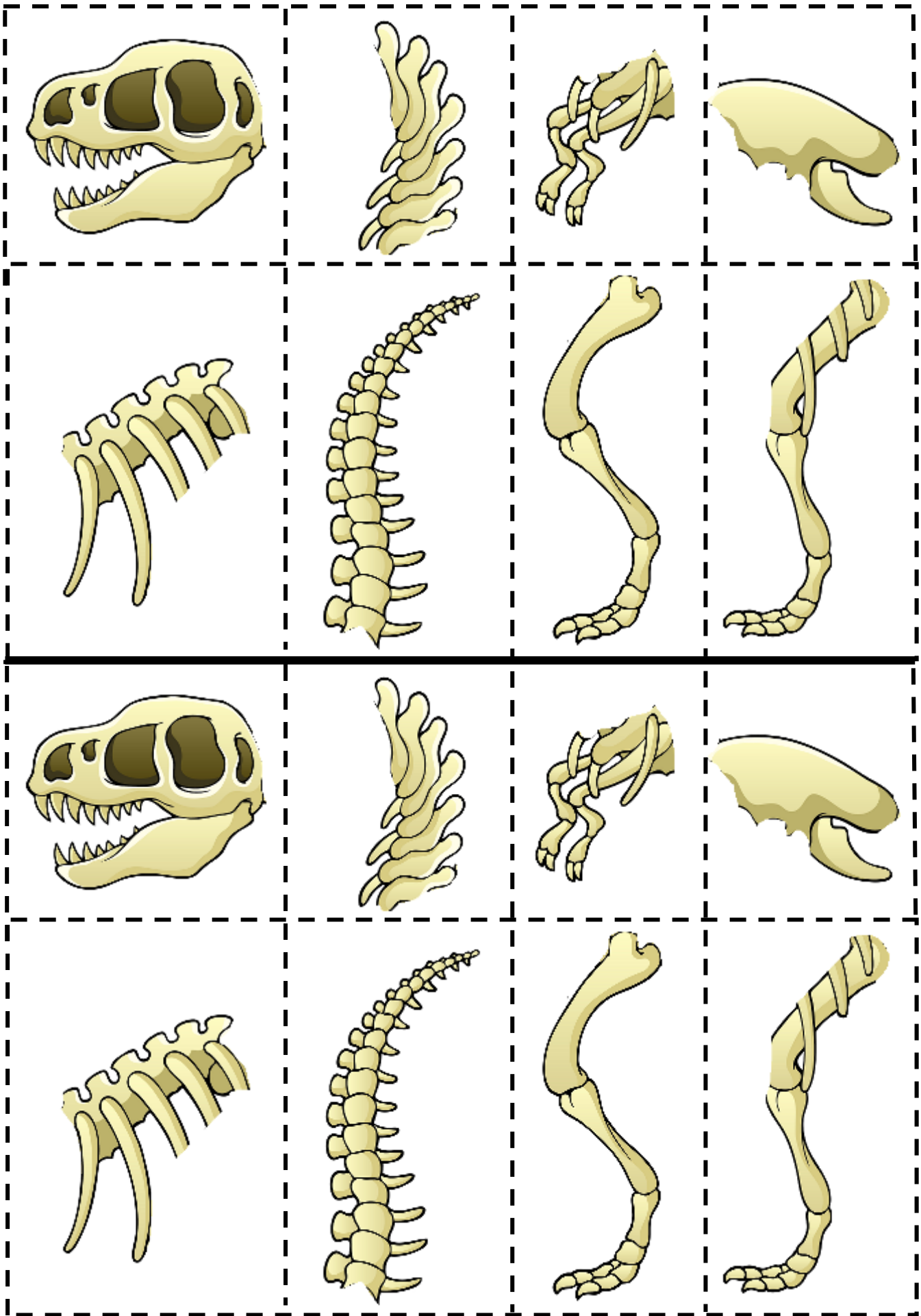
- 1) Would you **discuss** or **fossil** with your mother?
- 2) Could you see a **reasoning** or **fossil** in a museum?
- 3) Are fossils **remains** or **reasoning**?
- 4) What goes with crumbs, **discuss** or **remains**?
- 5) What could you use to decide, **fossils** or **reasoning**?
- 6) Are dinosaur bones **fossils** or **remains**? (trick question)
- 7) How do you ask for a new bike, **remains** or **discuss**?

Now you can add a piece to your **fossil** puzzle.

Name three things that...

- 1) are **remains**.
- 2) are **fossils**.
- 3) are **discussed**.
- 4) use **reasoning**.

Now you can add another puzzle piece.



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

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

**(form)**

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

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

**(process)**

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

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

**(monitor)**

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

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

**YOU DO**

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

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

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





**form**

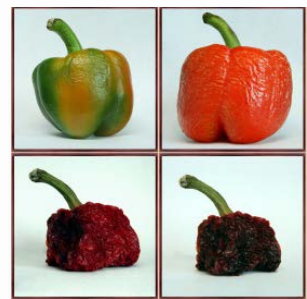


**extinct**

**monitor**



**process**





## WEEKLY LESSON PLANNER

### EARTH MATERIALS

Week 4	Lesson 13	Lesson 14	Lesson 15	Lesson 16
<b>Lesson Type</b>	<b>Integration</b>	<b>Integration Practice</b>	<b>Words to Know</b>	<b>Words to Know Practice</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Identify the main idea of a section of expository text.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the purpose of a text and reasons for author's choices.</li> </ul>	<ul style="list-style-type: none"> <li>Sort words into semantic categories.</li> </ul>	<ul style="list-style-type: none"> <li>Use target vocabulary words correctly in spoken or dictated texts.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Fossils Tell of Long Ago</u> by Alik</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Document camera or interactive whiteboard </li> </ul>	<ul style="list-style-type: none"> <li>Variety of expository books (at least 1 per pair) </li> <li>Preselected book and prepared explanation of the author's purpose </li> </ul>	<ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard </li> </ul>	<ul style="list-style-type: none"> <li>Game pieces or tokens and dice</li> <li>Bags or paper clips</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #13</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #5</li> <li>Vocabulary Picture Cards: <b>extinct, form, process, monitor</b></li> </ul>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #15 (print or digital) </li> <li>Related words strips for Lesson #15 </li> <li>Word web (optional)</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #6</li> <li>Vocabulary Picture Cards: <b>extinct, form, process, monitor</b></li> <li>Words to Know rings: <b>extinct, form, process, monitor</b></li> <li>Game board for Lesson #16</li> <li>Game cards for Lesson #16 </li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	INTEGRATION LESSON 13
<p><b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b>. Then others can lift a flap to see if their guess is correct!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Identify the main idea of a section of expository text.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Finding the Main Idea</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li><u>Fossils Tell of Long Ago</u> by Aliki</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Document camera or interactive whiteboard</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #13</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>During the You Do routine, display the book while you are reading and the teacher journal when the students are choosing the main idea.</li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "When I watched the movie <i>Brave</i>, I thought it was interesting because the title, <i>Brave</i>, is the main idea of the movie. Both Merida and her mother had to be very <i>brave</i> to overcome the enemy. Our purpose today is to find the main ideas in our book, <u>Fossils Tell of Long Ago</u>. When we know the main ideas, we know the most important things the author wanted to tell us. That way we can better understand and remember what we're reading or listening to in a book."</p>	
<p><b>I DO</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Read from <u>Fossils Tell of Long Ago</u> and model finding the main idea.</b></p> <p><b>You could say:</b>  <b>(read p. 5)</b> "I think the main idea of this page is about a big fish from long ago. The first sentence and the picture helped me think of the main idea. This page is not really about <b>fossils</b>, even though the book is about <b>fossils</b>. This page just talks about a big fish from long ago, so that's the main idea."  <b>(read pp. 6–7)</b> "Now I know what happened to the big fish. The main idea of this page <i>is</i> about <b>fossils</b>. It talks about different plants and animals turning into <b>fossils</b>, not just the fish, so <b>fossils</b> is the main idea."</p>	
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Work with students to find the main idea as you continue to read selections from the text.</b></p> <p><b>You could say:</b>          "Listen as I read these pages and we'll think about the main idea together..."</p>	

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

1



Petrified trees

OR



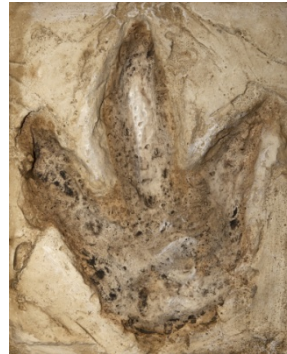
Imprint fossils

2



How animals moved

OR



Fossil tracks

3



Frozen fossils

OR



Fossil bones

4



Fossils in amber

OR



Fossil molds

LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	INTEGRATION PRACTICE LESSON 14
<p><b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b>. Then others can lift a flap to see if their guess is correct!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Identify the purpose of a text and reasons for author's choices.</li> </ul>		
<p><b>TEACHING TECHNIQUES:</b></p> <ul style="list-style-type: none"> <li>Selected by teacher</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Variety of expository books (at least 1 per pair)</li> <li>Preselected book and prepared explanation of the author's purpose</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>WRAP set #5</li> <li>Vocabulary Picture Cards: <b>extinct, form, process, monitor</b></li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Collect a number of expository texts from your classroom and school library so that students have a variety of titles from which to choose for the You Do activity.</li> <li>Select one expository book and prepare a statement about the author's purpose and choices; see the I Do routine for ideas.</li> </ul> </li> <li>During the I Do routine, demonstrate how to look at a book to find the author's purpose for writing, the media used, and the choice of content. These can be very simple ideas (as reflected in the I Do script).</li> <li>During the We Do routine, give students the opportunity to practice identifying the author's purpose and choices.</li> <li>During the You Do routine, have pairs of students choose an expository book and work together to determine the author's purpose and content. Allow enough time afterwards for most, if not all, pairs to report their findings to the whole group.</li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed black; padding: 10px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #5: EXTINCT, FORM, PROCESS, MONITOR</b></p> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "Have you read a book? An author wrote it! Have you ever written a book? Then you were an author. The first thing authors have to choose is what to write about; then they make many other choices about their books. Our purpose today is to look at some of the books in our classroom and find out what the author wrote about and what choices they made. The more we know about an author's purpose, the better we can understand the books we're reading. That's cool!"</p>	
<p><b>I Do</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Model finding the author's purpose using preselected expository book. You could say:</b>          "I'll show you what we'll do today. I've chosen this book, [<u>This is the Ocean</u> by Kersten Hamilton]. <b>(hold up book)</b> I looked all through it first. Now I have to answer three questions. First, what did the author choose to write about? Second, what kind of images or artwork did the author choose, and third, what did the author put in the book?"</p>	

	<p><b>(model flipping through book and explaining the author’s choices)</b> “Looking at this book, I see that the author chose to write about [the ocean]. She chose to use [illustrated artwork, not photos]. Third, she included [animals from the ocean, things about the ocean like waves and sunshine, boats, and how water gets from the land to the ocean.] I talked about one book, but I looked at three different things—what the author wrote about, what kind of illustrations the author used, and what the author chose to put in the book.”</p>
<b>WE DO</b>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Look at two more expository books with students, guiding them to identify the author’s purpose. For each book, make sure to ask students what the author wrote about, what kind of artwork/media the author used (illustrations or photographs), and what content the author chose to include.</b></p> <p><b>You could say:</b> “Let’s look together at another book, and you help me find the three things we’re looking for...”</p> <p><b>Flip through each book, displaying key pages and/or reading key headings and content. If possible, display the book on a document camera.</b></p>
<b>YOU DO</b>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Divide students into pairs. Have each pair select an expository book to examine the author’s purpose and choices.</b></p> <p><b>You could say:</b> “With your partner, find a book that you would like to look at. Together, talk about what the author chose to write about. Next, <b>discuss</b> the kind of illustrations or artwork the author used. Last, what did the author choose to include in the book? I’ll give you [five] minutes to talk, and then we’ll gather back together so you can tell the class what you discovered in your book.”</p> <p><b>Circulate the room to provide guidance and support to those who need it. Monitor the level of discussion among pairs, inserting comments and suggestions to help students with their analyses.</b></p> <p><b>Allow plenty of time for pairs to report to the whole group.</b></p>
<b>CLOSE</b>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b> “Books are wonderful ways to help us learn many exciting things. I learned a lot today! You were very good at finding the author’s purpose and looking at the choices the author made. Tell your partner the name of a favorite book. <b>(allow brief talk time)</b> The author of your book was very good because he or she wrote a book that you remembered. You really like it! When we write books, we’ll have to remember all of the good choices we can make so that other people will enjoy reading our books.”</p>

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



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

**CLOSE**

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

**You could say:**

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

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



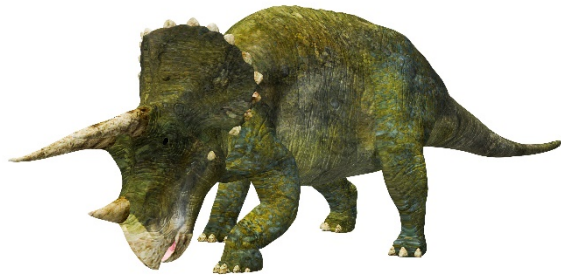
**form**



**shape**



**mold**



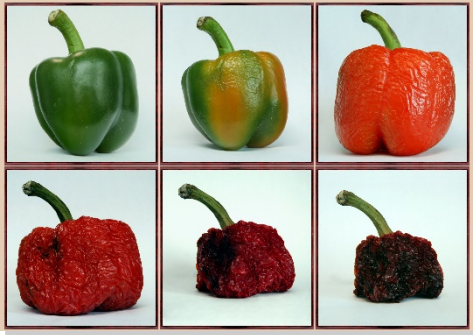
**extinct**



**disappeared**



**dead**



process



steps



change



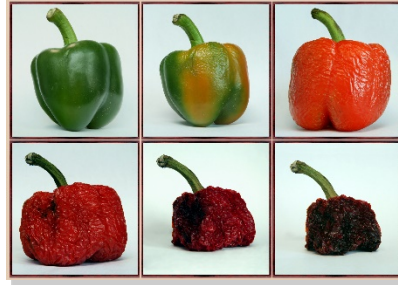
monitor



watch



listen



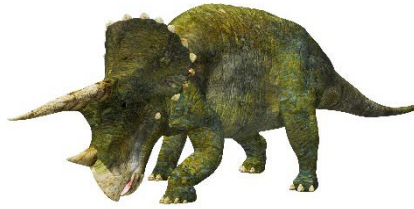
process



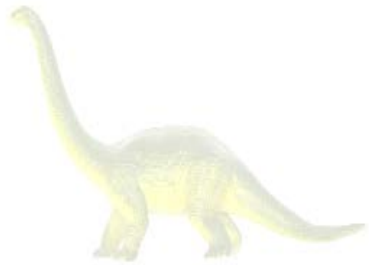
change



steps



**extinct**



**disappeared**



**dead**



**form**



**shape**



**mold**



monitor



listen



watch



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

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



**form**



**to shape**



**mold**



**to shape**



**mold**



**form**



**form**



**extinct**



**extinct**



**disappeared**



**extinct**



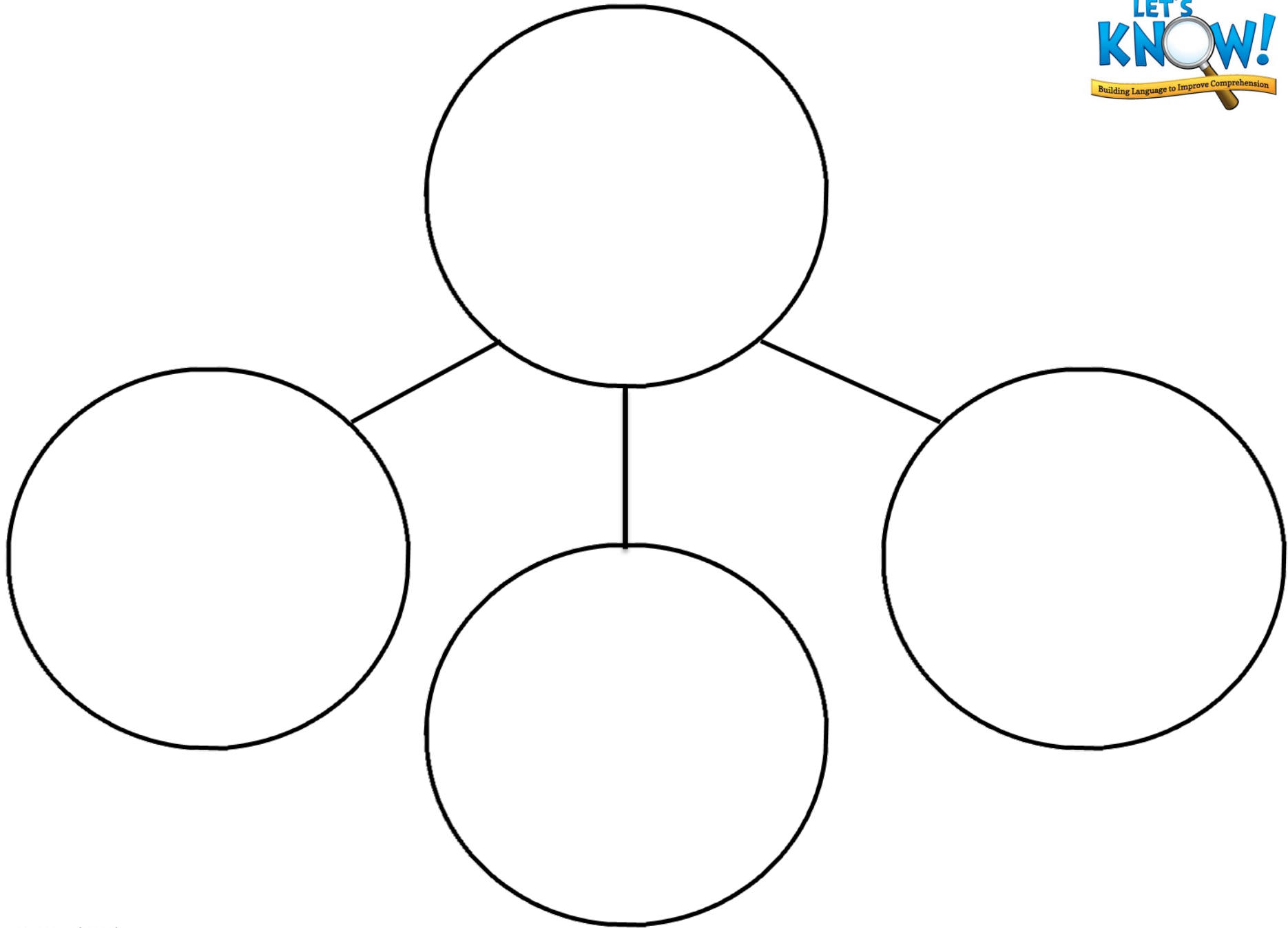
**disappeared**



**dead**

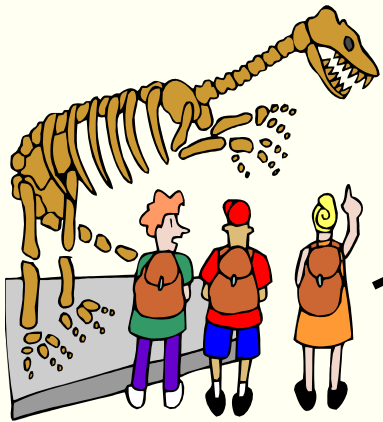


**dead**

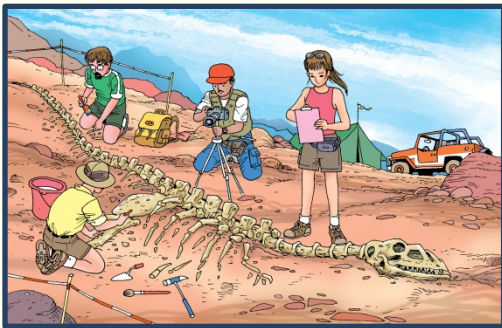
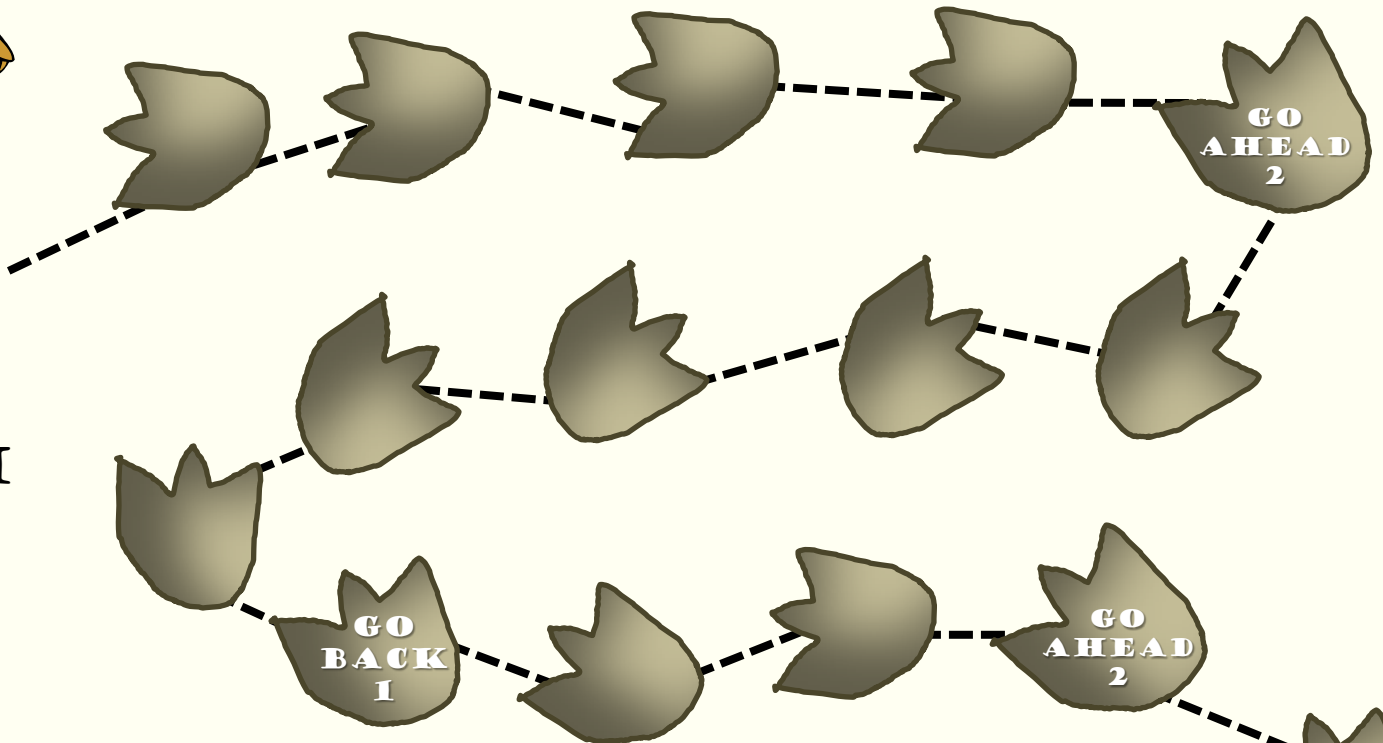


LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	WORDS TO KNOW PRACTICE LESSON 16
<p><b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b>. Then others can lift a flap to see if their guess is correct!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Use target vocabulary words correctly in spoken or dictated texts.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Small Groups</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Game pieces or tokens and dice</li> <li>Bags or paper clips</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>WRAP set #6</li> <li>Vocabulary Picture Cards: <b>extinct, form, process, monitor</b></li> <li>Words to Know rings: <b>extinct, form, process, monitor</b></li> <li>Game board for Lesson #16</li> <li>Game cards for Lesson #16</li> </ul>	
<p><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> You could cut out and bag or paper clip a set of game cards for each small group.</li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p>SET</p>	<div style="border: 1px dashed black; padding: 10px; text-align: center; margin-bottom: 10px;"> <p><b>START THE LESSON WITH WRAP SET #6: EXTINCT, FORM, PROCESS, MONITOR</b></p> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "Do you have a game night at your house? I love to play board games! I especially like to play when I can learn things while I'm playing. Our purpose today is to practice using our Words to Know. We'll get to play a <b>fossil</b> board game while we do. When we can understand and use new words easily, we are very smart students. Let's start!"</p>	
<p>I DO</p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Briefly review the Words to Know. Then demonstrate how to play the game.</b></p> <p><b>You could say:</b>          "Let's review our Words to Know..."</p> <ul style="list-style-type: none"> <li>The first word is <b>process</b>. Say the word <b>process</b>... Find the word <b>process</b> on your word ring. <b>Process</b> means 'to make something new or different.'</li> <li>The next word is <b>monitor</b>. Say the word <b>monitor</b>... Find the word <b>monitor</b> on your word ring. <b>Monitor</b> means 'to keep track of something for a special purpose.'</li> <li>The third word is <b>extinct</b>. Say the word <b>extinct</b>... Find the word <b>extinct</b> on your word ring. <b>Extinct</b> means 'died out.'</li> <li>The last word is <b>form</b>. Say the word <b>form</b>... Find the word <b>form</b> on your word ring. <b>Form</b> means 'to make into a shape.'</li> </ul> <p>"For the game, each group will have a game board, game pieces, a die, and a set of cards.</p> <ul style="list-style-type: none"> <li>First, put the cards face down on the floor or table.</li> <li>The first player will pick one card and do what the card says. It will have a picture of a word and an instruction.</li> </ul>	

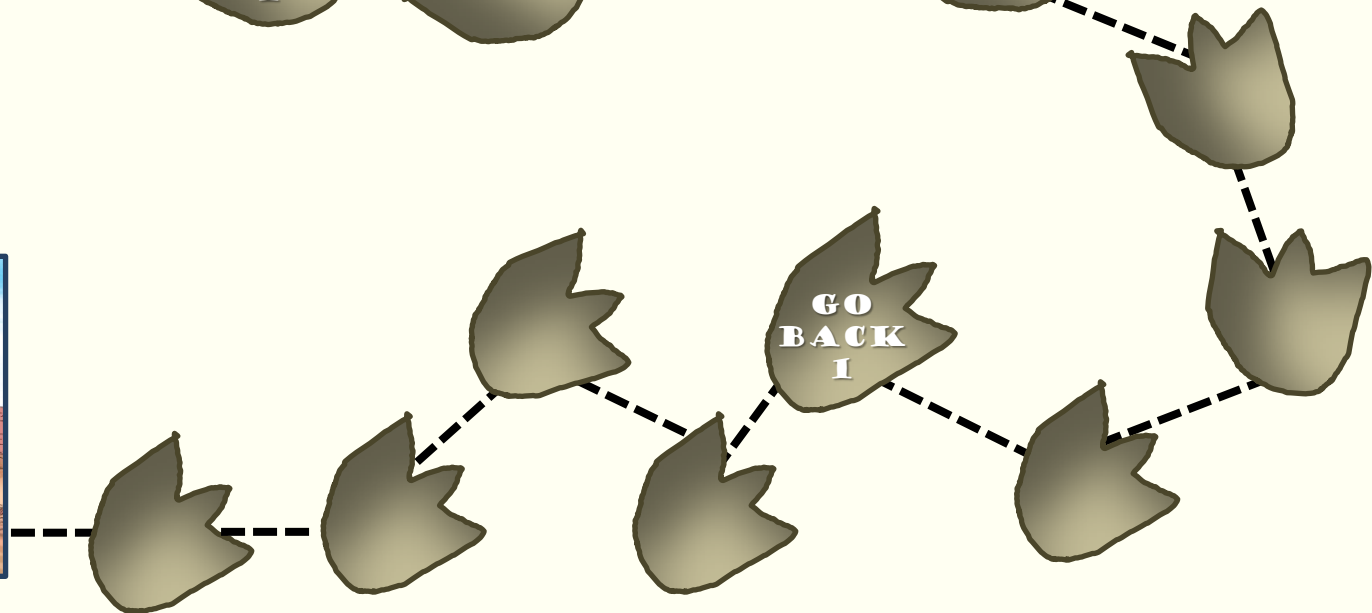
	<ul style="list-style-type: none"> <li>○ If the card says <i>Definition</i>, you have to say what the word means.</li> <li>○ If it's a <i>Sentence</i> card, you have to make up a sentence using the word.</li> <li>○ If it says <i>Related word</i>, think of a related word for that Word to Know.</li> <li>○ If it has the Word to Know itself, you just have to name the word. That card is like a free pass.</li> </ul> <ul style="list-style-type: none"> <li>● If your group thinks you gave a correct answer, you can roll the die and move the same number of spaces on the game board. Then it's the next person's turn.</li> </ul> <p><b>(demonstrate how to play)</b> "I'll show you. I'll pick this card. <b>(draw card)</b> It says [<i>Definition</i>] and has a picture of a [<b>monitor</b>], so I will say, [<b>Monitor</b> means to keep track of something for a reason']. Then I'll roll the die <b>(roll die)</b> and move [3] spaces. <b>(draw card)</b> Here's another card that says [<i>Related word</i>] and the picture is for [<b>extinct</b>]. I'll say [<i>dinosaur</i>] because [dinosaurs are <b>extinct</b>]. Then I'll roll the die <b>(roll die)</b> and move [1] space."</p>
WE DO	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Practice playing the game with students until they are ready to play on their own.</b></p> <p><b>You could say:</b>  "Let's do a few together and then you can play on your own. Help me do what the card says. <b>(draw card)</b> This one says [<i>Related word</i>] and has a picture for [<b>process</b>]. What's a related word for [<b>process</b>]? <b>(pause for response)</b> Good. [<i>Steps, growth, and end</i>] are all good related words. Let's do another... Here's one that says [form]. What should I do? <b>(pause for response)</b> It's the free pass! All I have to do is say the word <b>form!</b> Easy one. Then I'll roll and go that number of spaces."</p>
YOU DO	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Divide students into groups and distribute game boards, game cards, game pieces, and dice. Have them play the game in their small groups.</b></p> <p><b>You could say:</b>  "Does every group have a board, game tokens, cards, and a die? Let's start playing!"  <b>Circulate the room, monitoring students' responses and providing feedback and support.</b></p>
CLOSE	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  "What a great job you did with the words today! When you know a lot of words, you are becoming a great student. Good students need to know a lot of words. Let's see if you can use one of the Words to Know or related words at home with your family tonight. They will be amazed! Before we leave, tell a friend the four Words to Know."</p>




**FINISH**



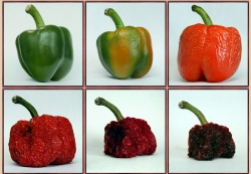
**START**




**Definition**



**Definition**




**Definition**



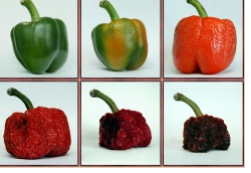
**Definition**



**Extinct**



**Process**




**Form**



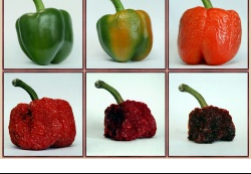
**Monitor**



**Sentence**



**Sentence**




**Sentence**



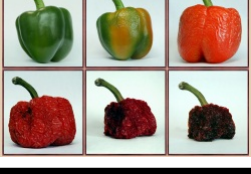
**Sentence**



**Related word**



**Related word**




**Related word**



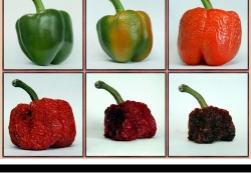
**Related word**



**Related word**



**Related word**



**Related word**



**Related word**





## WEEKLY LESSON PLANNER

### EARTH MATERIALS

Week 5	Lesson 17	Lesson 18	Lesson 19	Lesson 20
<b>Lesson Type</b>	<b>Read to Me</b>	<b>Integration</b>	<b>Integration Practice</b>	<b>Words to Know Practice</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Participate in collaborative conversations about topics within Kindergarten texts.</li> <li>Identify when text being read contains information that does not make sense.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main idea of a section of expository text.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main idea.</li> </ul>	<ul style="list-style-type: none"> <li>Sort words into semantic categories.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Fossils</u> by Sally M. Walker </li> </ul>	<ul style="list-style-type: none"> <li><u>Fossils</u> by Sally M. Walker</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Document camera or interactive whiteboard </li> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Document camera or interactive whiteboard </li> </ul>	<ul style="list-style-type: none"> <li>Document camera or interactive whiteboard </li> </ul>	<ul style="list-style-type: none"> <li>Bags, paper clips, or rubber bands</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Comprehension <b>Monitoring</b> Icons (optional)</li> <li>Fix-Up Strategies Poster</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #7</li> <li>Vocabulary Picture Cards: <b>extinct, form, process, monitor</b></li> <li>Teacher Journal Lesson #18</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #19 (print or digital) </li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #8</li> <li>Vocabulary Picture Cards: <b>extinct, form, process, monitor</b></li> <li>Words to Know rings (all 8 words)</li> <li>Game cards for Lesson #20 </li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials



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

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

CLOSE

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

**You could say:**

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

LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	INTEGRATION LESSON 18
<p><b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b>. Then others can lift a flap to see if their guess is correct!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Identify the main idea of a section of expository text.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Finding the Main Idea</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li><u>Fossils</u> by Sally M. Walker</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Document camera or interactive whiteboard</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>WRAP set #7</li> <li>Vocabulary Picture Cards: <b>extinct, form, process, monitor</b></li> <li>Teacher Journal Lesson #18</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>During the You Do routine, display the book while you are reading and the teacher journal when the students are choosing the main idea.</li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #7: EXTINCT, FORM, PROCESS, MONITOR</b></p> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "Did you know that when you go to high school and college, you'll have to find the main idea all the time? Every day, every time you read, you will always be looking for the main idea. We're only in kindergarten, but we're getting really good at finding the main idea in the books we're reading. Our purpose today is to find the main idea in our newest book, <u>Fossils</u>. When we know the main ideas, we know the most important things so we can better understand and remember what we're reading or listening to in a book."</p>	
<p><b>I DO</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Read selections from <u>Fossils</u> and model finding the main idea.</b></p> <p><b>You could say:</b>  <b>(read p. 28)</b> "The main idea of this page is that it's easy to find <b>fossils</b>. I thought about what the words said and the picture; those two things helped me think of the main idea."  <b>(read p. 29)</b> "This page is a little different. The main idea of this page is about <b>fossils</b> that are hard to find. It talks about <b>fossils</b> that are hidden in rock so they're hard to find. That's the main idea."</p>	
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Work with students to find the main idea as you continue to read selections from the text; if they have trouble, guide them by pointing out details from the text that relate to the main idea.</b></p>	

	<p><b>You could say:</b>  “Listen as I read each paragraph. Then I’ll give you two choices, and we’ll decide on the main idea together...”</p> <ul style="list-style-type: none"> <li>• <b>(p. 30, first paragraph)</b> Is the main idea about paleontologists or <b>fossils</b>? <b>(pause for response)</b> It’s about paleontologists. Great job!”</li> <li>• <b>(second paragraph)</b> Is the main idea about finding <b>fossils</b> or the size of <b>fossils</b>? <b>(pause for response)</b> It’s about the size of <b>fossils</b>. You are getting so smart!</li> </ul> <p>“Now I’m going to make it even harder for you. I’m going to give you three choices for a main idea. Listen carefully and give me the best choice for a main idea...”</p> <ul style="list-style-type: none"> <li>• <b>(p. 31)</b> Is the main idea about soil, about bigger <b>fossils</b>, or about shark teeth? I’ll repeat them: Soil... bigger <b>fossils</b>... or shark teeth? <b>(pause for response)</b> This one is tricky! It’s about bigger <b>fossils</b>. That’s the main idea. We’ll work on one more main idea and then you’ll get to practice choosing the main idea from a choice of three.</li> <li>• <b>(p. 32)</b> Is the main idea <b>fossils</b> in rock, hammers, or paleontologists? Think as I say them again: <b>Fossils</b> in rock... hammers... or paleontologists? <b>(pause for response)</b> You all are so smart. It’s about <b>fossils</b> in rock. Good work, friends.”</li> </ul>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Display the teacher journal. You could say:</b>  “Now you’ll get to work with a partner to choose the main idea of paragraphs in the next chapter in our book. I’ll read a page and then show you a chart with three choices for the main idea. Talk with your partner and then decide if the main idea is the top, middle, or bottom choice. For the top choice, make your flat hand stick straight up like a mountain. <b>(demonstrate hand position)</b> For the middle choice, make your hand flat like a lake. <b>(demonstrate)</b> For the bottom choice, point your flat hand down. <b>(demonstrate)</b> Ready?”</p> <p><b>(read the selections below and then present the choices; correct choices are underlined)</b></p> <ol style="list-style-type: none"> <li>1) <b>(p. 36)</b> Is the main idea <i>What paleontologists study</i>, <i>Leaf fossils</i>, or <i>Detectives</i>? Put your flat hand straight up if you think the main idea is <i>What paleontologists study</i>. Hold your hand flat if you think the main idea is <i>leaf fossils</i>. Put your flat hand straight down if you think it’s <i>Detectives</i>. Okay, the correct choice is <i>What paleontologists study</i>. That’s the main idea.</li> <li>2) <b>(p. 37)</b> Is the main idea <i>Dinosaurs</i>, <i>Fossil tracks</i>, or <i>Fossil bones</i>?</li> <li>3) <b>(p. 38)</b> Is the main idea <i>Extinct animals</i>, <i>Fossil teeth</i>, or <i>Dinosaur fossils</i>?</li> <li>4) <b>(p. 39)</b> Is the main idea <i>Fossil forests</i>, <i>Earth’s past</i>, or <i>Fossil insects</i>?”</li> </ol>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  “<b>What did we find today?</b> <b>(pause for response)</b> The main idea. How many choices did we have to find the main idea? <b>(pause for response)</b> Three! You are learning a very important skill, one that you’ll use in high school and college. Everyone needs to find the main idea when they read. Tonight when you watch TV ask yourself, ‘What’s the main idea?’ You’ll be practicing a skill that good students always use.”</p>

1



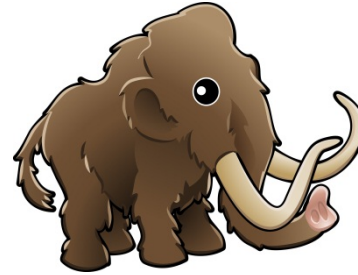
What Paleontologists study

2



Dinosaurs

3



Extinct animals

4



Fossil forests



Leaf fossils



Fossil tracks



Fossil teeth



Earth's past



Detectives



Fossil bones



Dinosaur fossils



Fossil insects

LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	INTEGRATION PRACTICE LESSON 19
<b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b> . Then others can lift a flap to see if their guess is correct!		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Identify the main idea.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Finding the Main Idea</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera or interactive whiteboard</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #19 (print or digital)</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b>		
<ul style="list-style-type: none"> <li>If possible, project the images from the digital version of the teacher journal to practice finding the main idea of each picture. If you don't have the means to project the pictures, display the printed copies; if the black-and-white pictures don't show enough detail, you could choose several pictures from the unit texts or other sources and practice finding the main idea of them.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "I saw a picture the other day of a trip that I had taken to Colorado. There were mountains, trees, and a lake in the picture. As I looked at the picture, I thought of the <i>main idea</i> of the picture. It was <i>Colorado</i>. That's the main idea. Just like with books, we can also find the main idea in a picture when we try to find the most important thing. Our purpose today is to find the main idea, and we're going to look at pictures instead of books. When we can find the main idea it helps us understand what we're reading, listening to, or looking at!"</p>	
<b>I DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Display Teacher Journal Lesson #19 and model finding the main ideas of the pictures.</b></p> <p><b>You could say:</b>  <b>(teacher journal, p. 1)</b> "The first picture I have is of a paleontologist. It looks like he's a student because he's so young. He's looking at a rock because there's probably a <b>fossil</b> inside. He'll use a special hammer to remove the rock around it. There are a lot of things I could talk about, but the main idea of this picture is <i>a student paleontologist</i>. That's the main idea, or the most important thing in the picture.</p> <p><b>(p. 2)</b> "Let's look at the next picture. We see a car with smoke coming out of it. It looks kind of old. The hood is up, and the smoke probably means that the engine has big problems. I don't think that the car can be driven now. It's broken down. Thinking about all of the information from the picture, I think the main idea is <i>a broken down car</i>. That's the most important thing, or the main idea."</p>	
<b>WE DO</b>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Have students help you find the main ideas of more of the images from Teacher Journal Lesson #19. Guide students to hone in on only the most important, or <i>main</i>, idea of each picture.</b></p>	

	<p><b>You could say:</b>  <b>(p. 3)</b> “Help me with the main idea for this picture. What does it show? <b>(pause for response)</b> Yes, a mom and a little girl in the snow, making a snowman. They are wearing hats or hoods and warm coats. What’s the <i>main</i> idea? <b>(pause for response)</b> Making a snowman. Good thinking!</p> <p><b>(p. 4)</b> “Let’s look at another. What do you see here? <b>(pause for response)</b> A woman, probably a paleontologist, has a brush. What is she doing? <b>(pause for response)</b> Why? <b>(pause for response)</b> What is the main idea of this picture?” <b>(pause for response)</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Display more images from the teacher journal and have students work in pairs to determine the main ideas.</b></p> <p><b>You could say:</b>  “Now that you know how to look at pictures and find the main idea, you can work with a partner to look at the rest of the pictures. Talk about what’s happening in the picture and decide a good main idea for each slide. Then I’ll ask a few students for suggestions. Ready?”</p> <p><b>There are four remaining images; show at least two so students have sufficient independent practice. After allowing time for partners to decide on a main idea for an image, call on a few students to share their answers. Discuss as a class.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  “Main ideas are important ideas that help us understand what we’re reading or listening to. All good readers and listeners find the main idea; it helps them remember information more easily. Let’s see if you can think of the main idea of school. Talk with your partner... <b>(allow talk time)</b> Now what’s the main idea of school? <b>(elicit responses)</b> To learn! Good thinking.”</p>

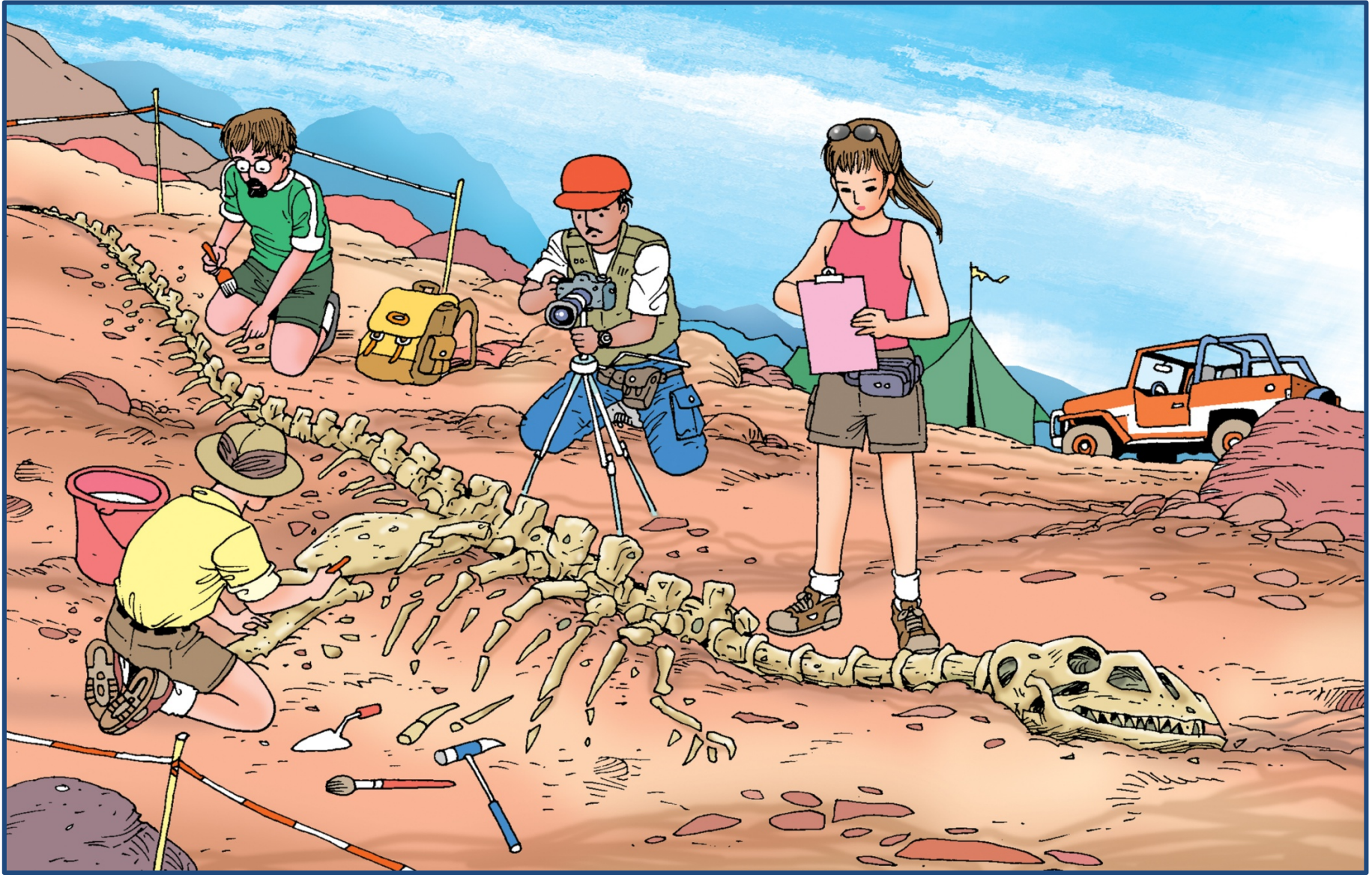


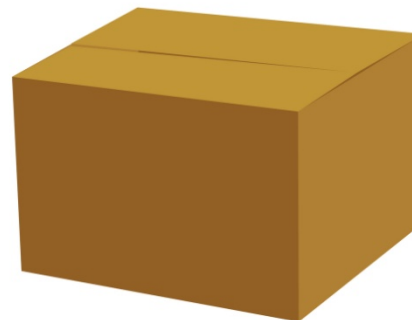
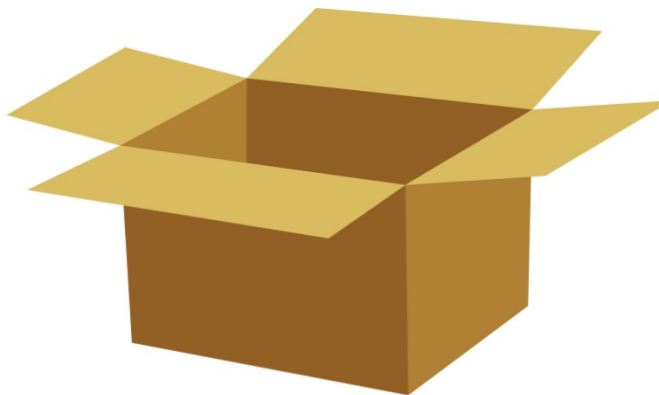


















LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	WORDS TO KNOW PRACTICE LESSON 20
<p><b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b>. Then others can lift a flap to see if their guess is correct!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Sort words into semantic categories.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Small Groups</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Bags, paper clips, or rubber bands</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>WRAP set #8</li> <li>Vocabulary Picture Cards: <b>extinct, form, process, monitor</b></li> <li>Words to Know rings (all 8 words)</li> <li>Game cards for Lesson #20</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Cut and bag, clip, or band a set of game cards for each small group.</li> <li>Put all eight word strips on the word rings for students to use as a reference during the game.</li> </ul> </li> <li>Students will play a memory game in groups of four with all eight of the Words to Know. <ul style="list-style-type: none"> <li>Each word will have four game cards—the word, the definition, and two related words cards.</li> <li>Students may match any two of the four components during the game.</li> <li>Before taking their matches, students must say either the word, definition, or related word.</li> </ul> </li> <li>After reviewing the words and definitions during the I Do routine, demonstrate how to play the game. It would be helpful to reduce the number of cards when you model so you can find a match quickly with minimum effort.</li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed black; padding: 10px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #8: EXTINCT, FORM, PROCESS, MONITOR</b></p> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "If you have a collection of things, do you ever get them all out at once to look at them or play with them? Well, our purpose today is to collect all eight words that we've been working on and then play a game to match the word with the definition, a sentence, or related words. We'll have so many words in our brains, we'll probably pop! We know that the more words we know and can use, the more clearly we can talk and understand others."</p>	
<p><b>I DO</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Review the Words to Know and then demonstrate how to play the memory game.</b></p> <p><b>You could say:</b>          "First we'll review the words, including their definitions and some related words. Then I'll show you how to play the game.</p> <ul style="list-style-type: none"> <li>The first word is <b>fossil</b>. Say the word <b>fossil</b>... <b>Fossil</b> means 'hardened parts left behind after plants or animals die.' Find the word <b>fossil</b> on your word ring. A related word might be <i>bone</i>.</li> <li>The next word is <b>remains</b>. Say the word <b>remains</b>... <b>Remains</b> means 'a part not destroyed or used up.' Find the word <b>remains</b> on your word ring. A related word might be <i>scraps</i>.</li> </ul>	

	<ul style="list-style-type: none"> <li>• The third word is <b>reasoning</b>. Say the word <b>reasoning</b>... <b>Reasoning</b> means ‘to think through carefully to make a decision.’ Find the word <b>reasoning</b> on your word ring. A related word might be <i>think</i>.</li> <li>• The next word is <b>discuss</b>. Say the word <b>discuss</b>... <b>Discuss</b> means ‘to talk about something with someone.’ Find the word <b>discuss</b> on your word ring. A related word might be <i>talk</i>.</li> <li>• Next we have <b>process</b>. Say the word <b>process</b>... <b>Process</b> means ‘to make something new or different.’ Find the word <b>process</b> on your word ring. A related word might be <i>steps</i>.</li> <li>• The next word is <b>monitor</b>. Say the word <b>monitor</b>... <b>Monitor</b> means ‘to keep track of something for a special purpose.’ Find the word <b>monitor</b> on your word ring. A related word might be <i>watch</i>.</li> <li>• The next word is <b>extinct</b>. Say the word <b>extinct</b>... <b>Extinct</b> means ‘died out.’ Find the word <b>extinct</b> on your word ring. A related word might be <i>dead</i>.</li> <li>• The last word is <b>form</b>. Say the word <b>form</b>... <b>Form</b> means ‘to make into a shape.’ Find the word <b>form</b> on your word ring. A related word might be <i>create</i>.</li> </ul> <p>“Now I think we’re ready to play a memory game with the words. I’ll show you how to play. (<b>show cards and demonstrate the matching process</b>) Here I have word cards that are turned over. I want to match a word, definition, sentence, or related word. I need two matches of any combination. Let’s see what I get...</p> <p><b>(turn over two cards and think aloud until you get a match)</b> “Hmm... I have [<i>bone</i>] and [<i>scraps</i>]. I know they don’t match because [<i>scraps</i>] is related to [<b>remains</b>] and [<i>bone</i>] is related to [<b>fossil</b>]. So I will turn over two more until I get a match. For example, here is a card that says [‘hardened parts left behind after plants or animals die’]. I know that’s for [<b>fossil</b>], and I remember that the [<i>bone</i>] card is here, so now I have a match. <b>(turn cards right side up and show them)</b> [<i>Bone</i>] and [‘hardened parts left behind after plants or animals die’] both match with [<b>fossil</b>].”</p>
WE DO	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Practice finding matching cards with students.</b></p> <p><b>You could say:</b>  “Let’s do a few together and then you can play on your own. Remember that you can use your Words to Know rings to help you remember the words and definitions...”</p> <p><b>Turn over several more pairs of cards, having students help you determine whether the pairs of cards match and which words they match. Try to demonstrate several combinations, such as related word/definition, related word/word, and word/definition.</b></p> <p><b>When students understand the matching combinations, move to the You Do segment.</b></p>
YOU DO	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Have students form small groups of four; give each group a set of game cards. Have students lay their cards face down and begin playing the game.</b></p> <p><b>You could say:</b>  “Are you ready? You can lay out your cards and begin playing the game. Let’s have the youngest in the group start first...”</p> <p><b>Circulate the room to monitor students and support those who need help with finding matches.</b></p>

CLOSE

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

**You could say:**

“Look at how many new words you own—you own them when you can understand and use them when you listen and speak. I’m going to say a related word. You give me the Word to Know...”

- *think* (**reasoning**)
- *talk* (**discuss**)
- *leftover* (**remains**)
- *bone* (**fossil**)
- *dead* (**extinct**)
- *steps* (**process**)
- *shape* (**form**)
- *watch* (**monitor**)

Great job, everyone! Try to use some of these words or related words at home tonight!”

**Extinct**

Died out



**Process**

To make something new or different



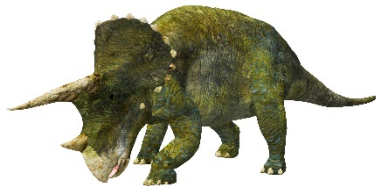
**Form**

To make into a shape

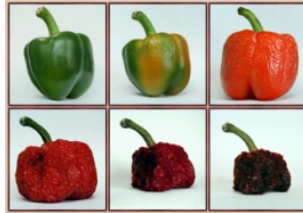


**Monitor**

To keep track of for a special purpose



extinct



process



form



monitor



dead



change



shape



watch



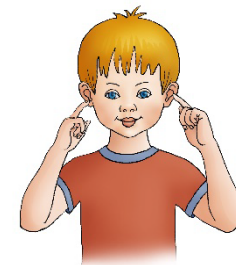
disappeared



steps



mold



listen

**Discuss**

To talk to someone about something



**Fossil**

Hardened parts left behind after plants or animals die



**Remains**

A part not destroyed or used up



**Reasoning**

To think through carefully to make a decision



discuss



fossil



remains



reasoning



explain



bones



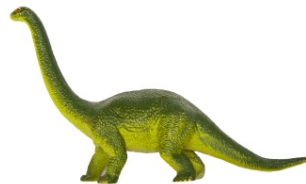
leftover



brain



talk



dinosaur



crumbs



thinking



## WEEKLY LESSON PLANNER

### EARTH MATERIALS

Week 6	Lesson 21	Assessment	Assessment	Assessment
<b>Lesson Type</b>	<b>Integration Practice</b>	<b>SMWYK</b>	<b>SMWYK</b>	<b>SMWYK</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Identify the main idea in expository text.</li> </ul>	<ul style="list-style-type: none"> <li>Administer the Show Me What You Know assessment to project-selected students.</li> <li>Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.</li> </ul>	<ul style="list-style-type: none"> <li>Administer the Show Me What You Know assessment to project-selected students.</li> <li>Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.</li> </ul>	<ul style="list-style-type: none"> <li>Administer the Show Me What You Know assessment to project-selected students.</li> <li>Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li><u>Plant and Animal Fossils</u> by Libby Romero</li> </ul>	<ul style="list-style-type: none"> <li><u>Plant and Animal Fossils</u> by Libby Romero</li> </ul>	<ul style="list-style-type: none"> <li><u>Plant and Animal Fossils</u> by Libby Romero</li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Variety of expository books (at least 1 per pair) </li> <li>Preselected book and prepared explanation of the main idea </li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Teacher Instructions</li> <li>SMWYK Story Images</li> <li>SMWYK Assessment Booklets (6)</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Teacher Instructions</li> <li>SMWYK Story Images</li> <li>SMWYK Assessment Booklets (6)</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Teacher Instructions</li> <li>SMWYK Story Images</li> <li>SMWYK Assessment Booklets (6)</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	INTEGRATION PRACTICE LESSON 21
<p><b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b>. Then others can lift a flap to see if their guess is correct!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Identify the main idea in expository text.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Finding the Main Idea</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Variety of expository books (at least 1 per pair)</li> <li>Preselected book and prepared explanation of the main idea</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <p>Today, pairs of students will choose an expository book, find a page, look at the text and pictures, and then determine the main idea.</p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Collect a number of expository texts from your classroom and school library so that students have a variety of titles from which to choose.</li> <li>Select one expository book and prepare a statement about the main idea; see the I Do routine.</li> </ul> </li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "When [my brothers] were young, they loved to read about how things worked, so when they went to the library to check out books, they always looked for those kinds of book. Then they would look at each page and find the <i>main idea</i>—the most important idea. For those books, it was always about how something worked. I know that you have books that you really like to read as well, so today our purpose is to find the main idea in a book that we choose to read. When we can find the main idea, we can understand and remember what's in the book much better."</p>	
<p><b>I DO</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Share a preselected book and model finding the main idea.</b></p> <p><b>You could say:</b>          "Here is a book that I like. <b>(hold up book)</b> I found a page that I wanted to read. I read as much as I could and then looked at the pictures to find the main idea. Then I talked to a partner about the main idea. After I read this page and looked at the picture, I decided that the main idea was [<i>ocean animals</i>]. Then, it was my partner's turn to find another page so we could talk about the main idea of that page.</p> <p>"Let's look at another page together. My partner chose this page. <b>(show page and read it or an excerpt)</b> We read and looked at the picture. We talked and decided that the main idea is [<i>rain</i>]."</p>	
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Choose a couple more pages from the book and work with students to find the main idea until they are ready for independent practice. You could say:</b>          "Help me with the main idea for this page. <b>(read selected page)</b> What is the main idea?"</p>	

<b>YOU DO</b>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>You could say:</b> “Now that you know how to find the main idea, you can work with a partner to find a book from our classroom library, read as much as you can, look at the pictures, talk about the page, and decide a good main idea for the page. Then your partner can choose a page and find a main idea. I’ll be coming around to see how you are finding the main ideas.”</p> <p><b>Divide students into pairs and have them choose books. Have them discuss the main idea of at least two different pages. Circulate the room as students work together, helping them use the pictures, content, and features such as headings to find the main ideas.</b></p> <p><b>After providing sufficient time for students to work together, call on a few pairs to share the main ideas they found with the whole group. Provide feedback on their responses.</b></p>
<b>CLOSE</b>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b> “Today you looked for main ideas in other books. Do you see how good you are at finding the main idea? Amazing job today. Good students are always looking for the main idea because it helps them understand and remember when they’re reading or listening. We can find the main idea in many things we do—in books, in movies, in pictures, and in stories. Listen tonight for a main idea and tell your family the main idea that you found.”</p>



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SMWYK: These materials not available for download.



## WEEKLY LESSON PLANNER

### EARTH MATERIALS

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



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	STRETCH AND REVIEW LESSON 22
<p><b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b>. Then others can lift a flap to see if their guess is correct!</p>		
<p><b>Teaching Objective:</b></p> <ul style="list-style-type: none"> <li>• Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>• Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• You could reuse any materials provided for the unit.</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ Use the results from the Show Me What You Know assessments to plan this lesson. Reference your classroom summary sheet from the assessments to help determine the areas to review or expand upon during this lesson.</li> <li>○ For the lesson text, you may select from texts provided for the unit or select new texts.</li> <li>○ Write your own lesson plan by filling in each section below.</li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage student's interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p>	
<b>I DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p>	

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

LET'S KNOW! KINDERGARTEN	EARTH MATERIALS DESCRIPTION	STRETCH AND REVIEW LESSON 23
<p><b>SHOW ME WHAT YOU KNOW!</b> We'll create a mystery <b>fossil</b> page. We'll use our descriptive skills to give clues about a <b>fossil</b>. Then others can lift a flap to see if their guess is correct!</p>		
<p><b>Teaching Objective:</b></p> <ul style="list-style-type: none"> <li>• Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>• Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• You could reuse any materials provided for the unit.</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ Use the results from the Show Me What You Know assessments to plan this lesson. Reference your classroom summary sheet from the assessments to help determine the areas to review or expand upon during this lesson.</li> <li>○ For the lesson text, you may select from texts provided for the unit or select new texts.</li> <li>○ Write your own lesson plan by filling in each section below.</li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage student's interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p>	
<b>I DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p>	

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

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

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



CLOSE

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

**You could say:**

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

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

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



a plant

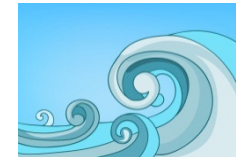


an animal

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



on land



in water

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I was

I lived



I was

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I lived

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

I was

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I lived

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

I was

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I lived

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

I was

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I lived

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

I was

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I lived

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

I was

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I lived

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# Mystery Fossil Page 6

## Earth Materials – Lesson 24



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

I was

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I lived

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## Unit Resources

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

### What is a Fossil?

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



### The Many Forms of Fossils

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

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

### Why Do We Study Fossils?

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

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



# Teacher's Bookshelf

## Earth Materials – Kindergarten

### Required Books:

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

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

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

### Optional Books:

During independent reading, students should have the opportunity to select books from your classroom library that are related to the unit theme. Consider topics such as fossils and how they form, dinosaurs, paleontology, geology, the ice age, mammoths, and prehistoric animals. Following is a list of suggested books you can check out from your school or public library to accompany the Earth Materials unit. Some suggestions may be beyond students' age or reading level, but they may still engage with the text and images.

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

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

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

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

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

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

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

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

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

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

The Best Book of Fossils, Rocks & Minerals

by Chris Pellant

ISBN-10: 0753460815

ISBN-13: 978-0753460818

Big Book of Dinosaurs

by DK Publishing

ISBN-10: 1564587185

ISBN-13: 978-1564587183

Wild and Woolly Mammoths

by Alik

ISBN-10: 0064461793

ISBN-13: 978-0064461795

American Mastodon

by Carol K. Lindeen

ISBN-10: 0736842551

ISBN-13: 978-0736842556

Dinosaur Bones

by Bob Barner

ISBN-10: 0811831582

ISBN-13: 978-0811831581

Can You Dig It?

by Robert Weinstock

ISBN-10: 1423122089

ISBN-13: 978-1423122081

What Do You Know About Fossils?

by Suzanne Slade

ISBN-10: 1404241973

ISBN-13: 978-1404241978

How Do We Know about Dinosaurs?

A Fossil Mystery

by Rebecca Jean Olien and Katie McDee

ISBN-10: 1429671734

ISBN-13: 978-1429671736

The Day the Dinosaurs Died

by Charlotte Lewis Brown

ISBN-10: 0060005300

ISBN-13: 978-0060005306

Woolly Mammoth

by Helen Frost

ISBN-10: 0736836497

ISBN-13: 978-0736836494

Fossil

by Claire Ewart

ISBN-10: 0802788904

ISBN-13: 978-0802788900

A Woolly Mammoth Journey

by Debbie S. Miller

ISBN-10: 1602230986

ISBN-13: 978-1602230989

Dinosaur Fossils

by Leonie Bennett

ISBN-10: 1597165557

ISBN-13: 978-1597165556

Ice Age Animals

by Louise Spilsbury

ISBN-10: 1429655186

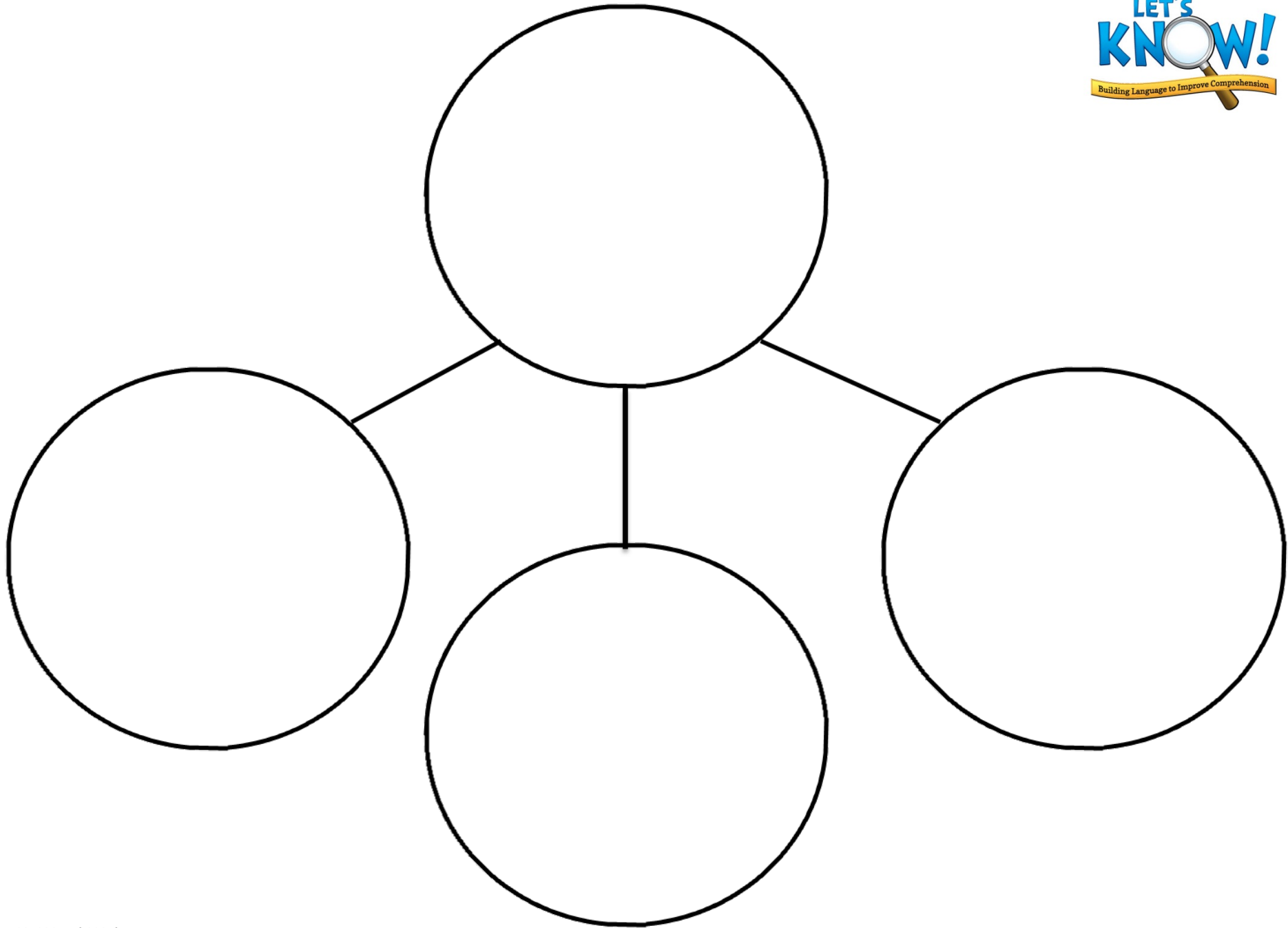
ISBN-13: 978-1429655187

Mammoths on the Move

by Lisa Wheeler

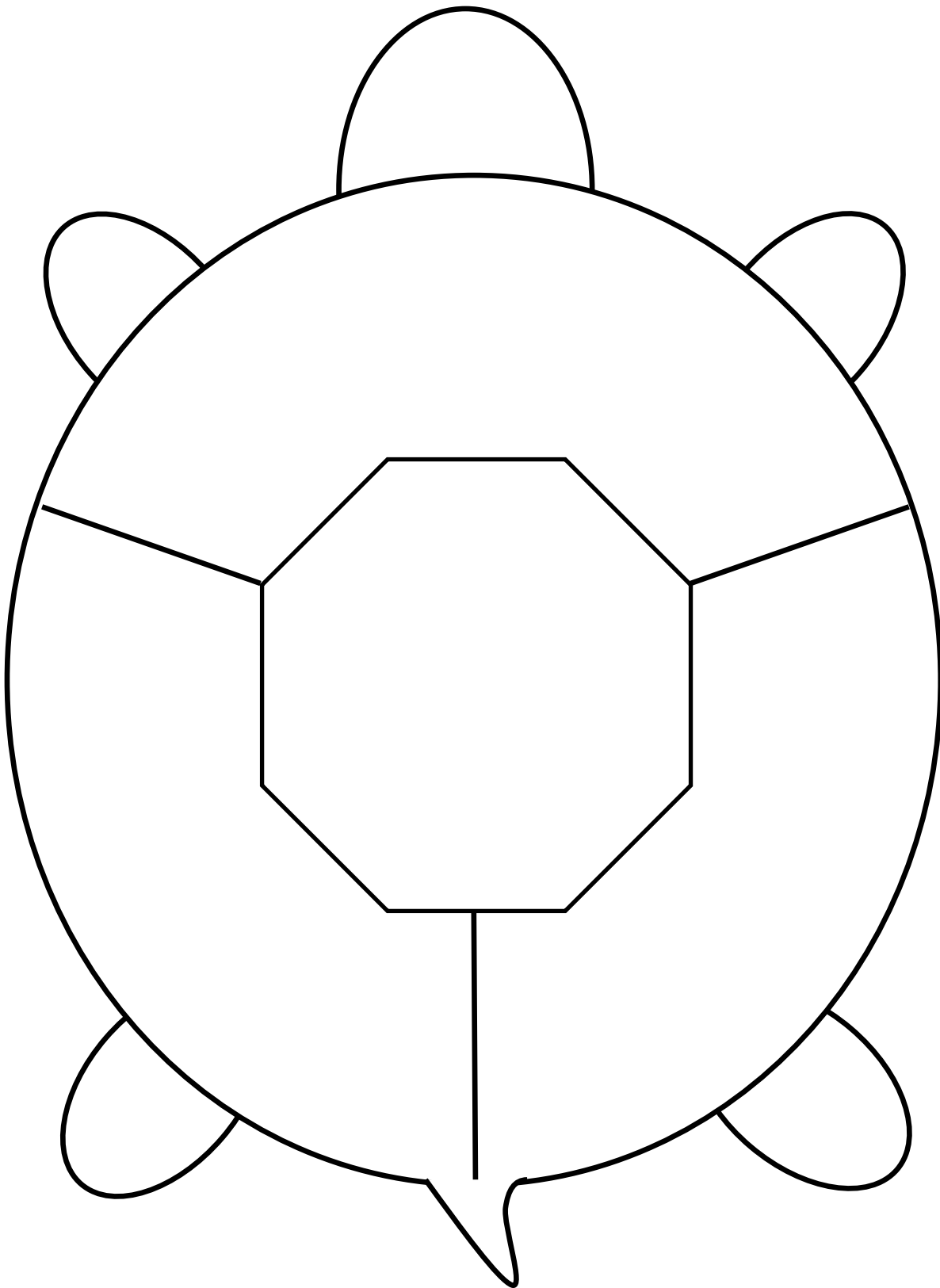
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ISBN-13: 978-0152047009



# Turtle Word Web

Kindergarten







# Unit Vocabulary

## Earth Materials – Kindergarten

### Discuss

To talk about something with someone



### Remains

A part not destroyed or used up



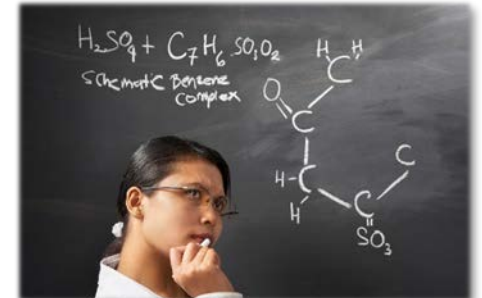
### Fossil

Hardened parts left behind after plants or animals die



### Reasoning

To think through carefully to make a decision



### Extinct

Died out



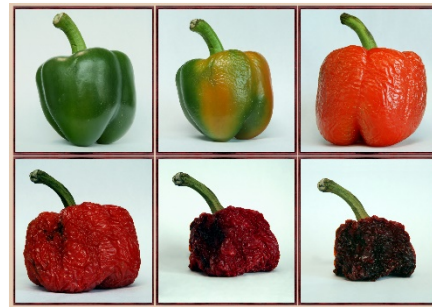
### Form

To make into a shape



### Process

To make something new or different



### Monitor

To keep track of for a special purpose



# Discuss





# Discuss

To talk about something  
with someone

# Remains





# Remains

A part not destroyed  
or used up

# Fossil

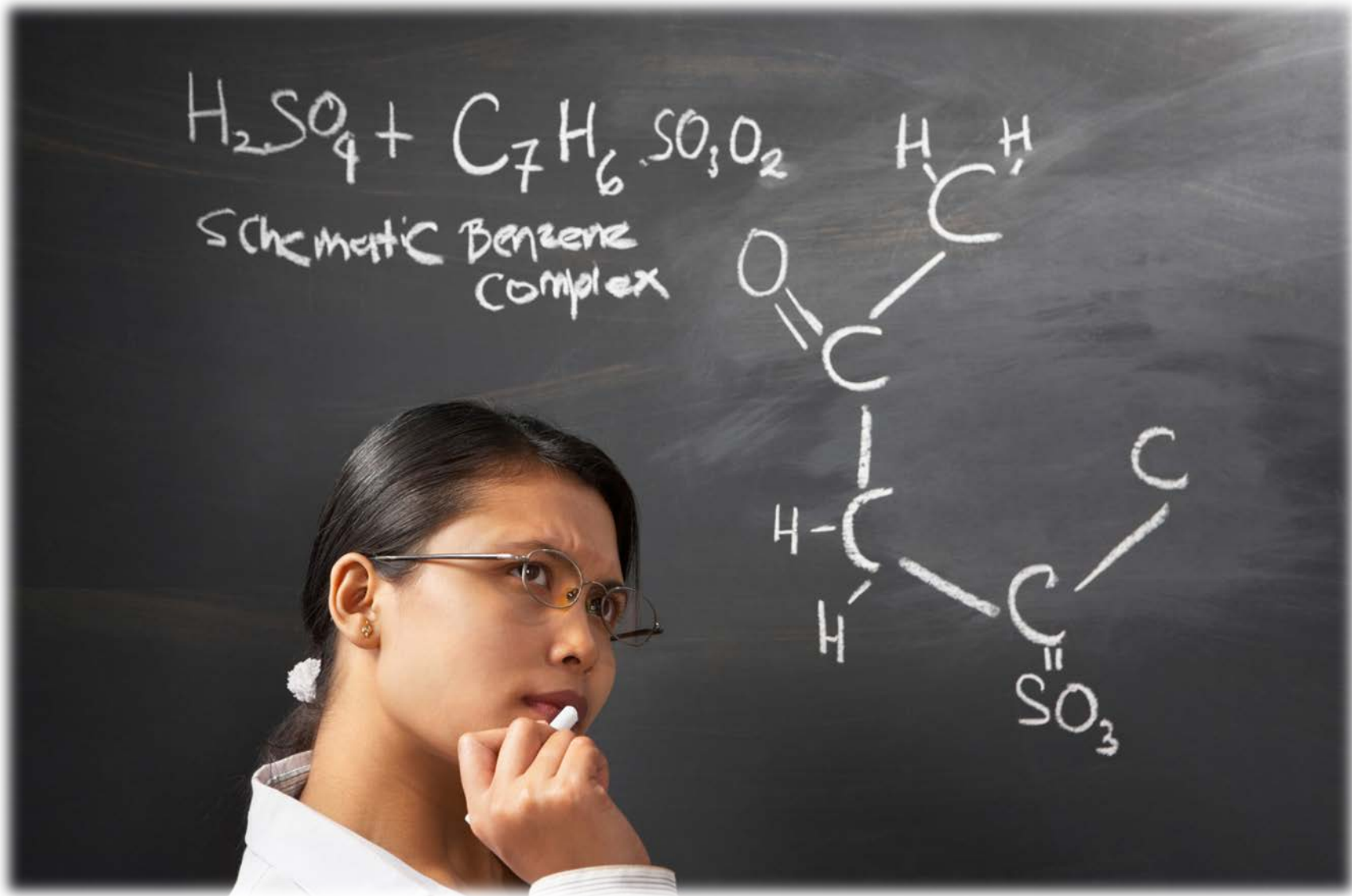




# Fossil

Hardened parts left behind  
after plants or animals die

# Reasoning



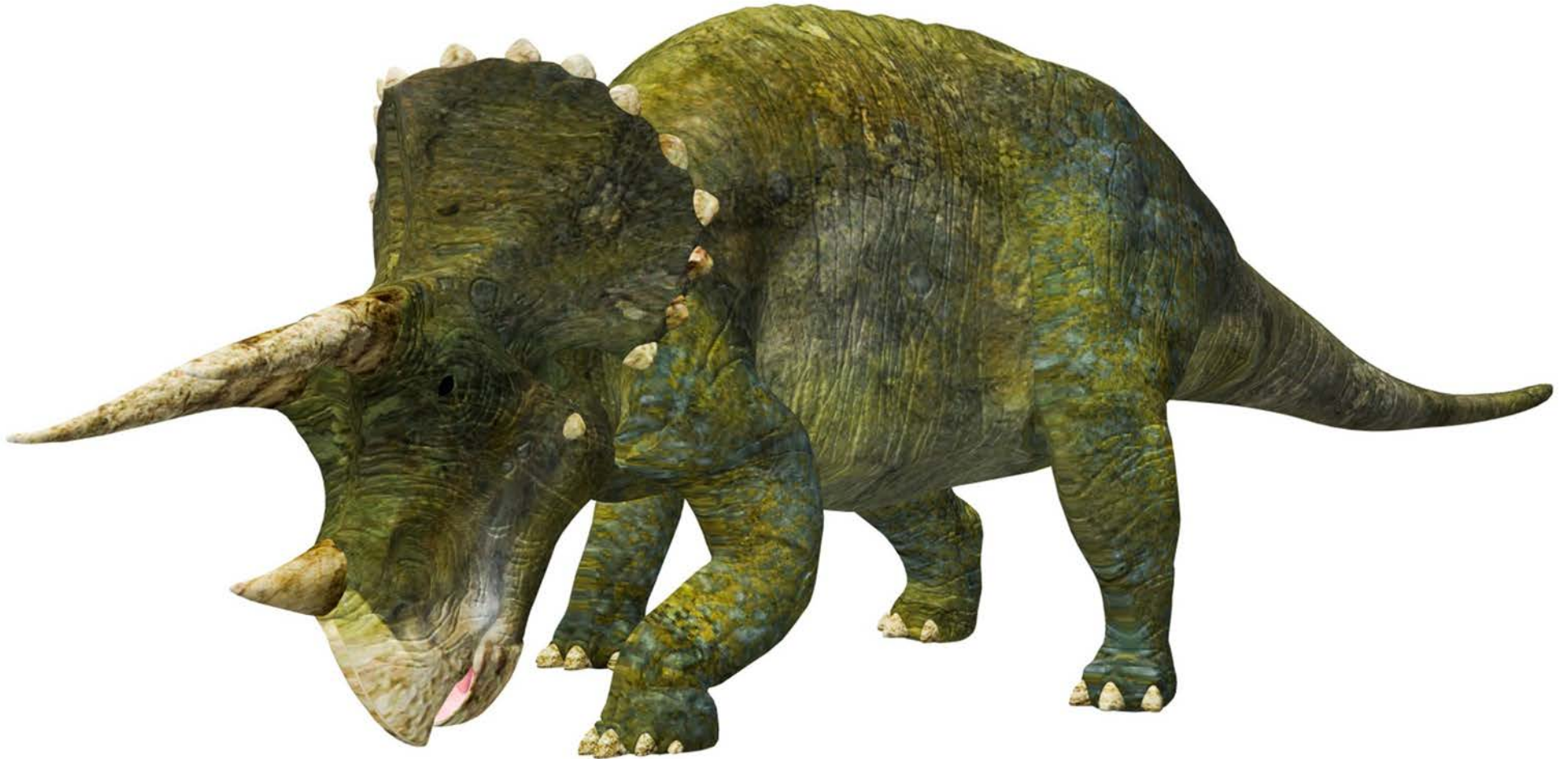




# Reasoning

To think through carefully  
to make a decision

# Extinct





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

**Extinct**  
Died out

# Form



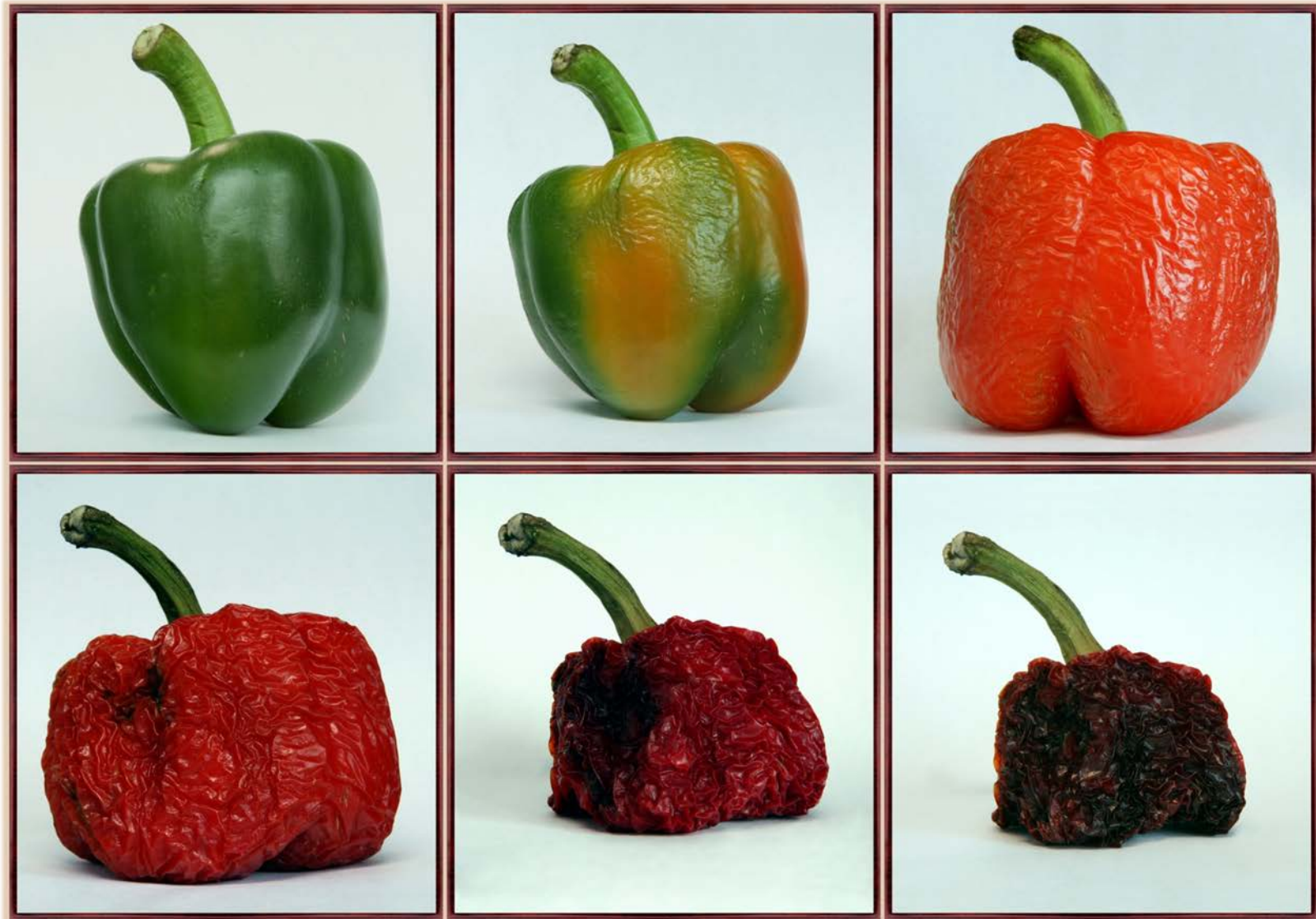


Vocabulary Picture Card  
Earth Materials – Word 6 – Form

# Form

To make into a shape

# Process





# Process

To make something  
new or different

# Monitor







# Monitor

To keep track of  
for a special purpose

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

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

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

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



## WRAP Set 1 – Lesson 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.

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

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

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

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



## WRAP Set 2 – Lesson 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.

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

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

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

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



## WRAP Set 3 – Lesson 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.

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

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

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

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





## WRAP Set 4 – Lesson 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.

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

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

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

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



## WRAP Set 5 – Lesson 14

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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



## WRAP Set 6 – Lesson 16

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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



## WRAP Set 7 – Lesson 18

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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





## WRAP Set 8 – Lesson 20

Present the WRAP sentences before beginning the lesson.

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