

Newark Board of Education

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## ELA Integrated Science Curriculum- Kindergarten

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Roger León, Superintendent

Nicole T. Johnson, Deputy Superintendent

Dr. Mary Ann Reilly, Assistant Superintendent for Teaching and Learning

2021 - 2022

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Jennifer Killeen, Teacher, Rafael Hernandez Elementary School

Melissa Scheider, Teacher, Ann Street School

Diane Tavares, Teacher, Park Elementary School

Maria Witt, Teacher, Mount Vernon School

Jacqueline Peguero, Teacher Coach, Luis Munoz Marin Elementary School

Dawn Freeman, Teacher, Chancellor Avenue School

Sheila Concepcion, Teacher, Park Elementary

Katie Krommenhoek, Teacher, Salomé Urena Elementary School

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Dr. Mary Ann Reilly, Assistant Superintendent for Teaching and Learning

Tiffany Wicks, ELA Supervisor, Office of Teaching and Learning

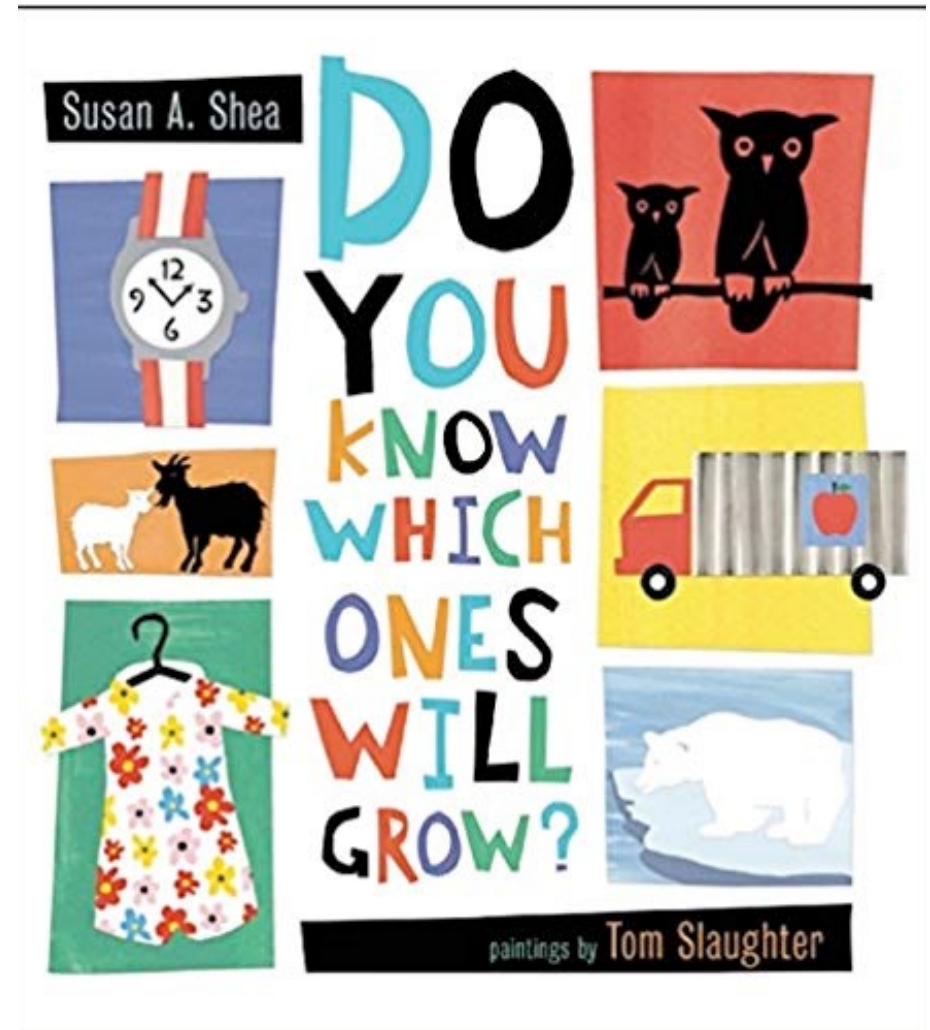
# INTERDEPENDENCE OF LIVING THINGS

In this three-week unit, students are introduced to the concept that there is an interdependence among living things. People, plants, and animals depend on each other to survive. Specifically students learn:

- (1) what living things need,
- (2) the difference between living and nonliving things, and
- (3) how plants and animals obtain food, move, and grow.

Based on [Kindergarten Unit from Tennessee](#).

[https://www.tn.gov/content/dam/tn/readready/documents/unit-starters-2018-2019/life-science/Unit%20Starter%20R2\\_GK\\_FINAL.pdf](https://www.tn.gov/content/dam/tn/readready/documents/unit-starters-2018-2019/life-science/Unit%20Starter%20R2_GK_FINAL.pdf)



## OUTCOMES

### LEARNERS WILL

1. K.LS1.1. Use observations to describe patterns of what plants and animals (including humans) need to survive.
2. K.LS1.2. Recognize differences between living organisms and non-living materials and sort them into groups by observable physical attributes.
3. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. (K-2-ETS1-2)
4. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. (K-ESS2-2)
5. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). (RL & RI.K.1)
6. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how) or identify the main topic and retell key details of a text. (RL.K.2, RI.K.2)
7. With prompting and support, identify characters, settings, and major events in a story and describe the connection between two individuals, events, ideas, or pieces of information in a text. (RL & RI.K.3).
8. With prompting and support, ask and answer questions about unknown words in a text. (RI.K.4)
9. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. With prompting and support, describe the relationship between illustrations and the text in which they appear. (RL & RI.K.7).
10. With prompting and support, identify the reasons an author gives to support points in a text. (RI.K.8)
11. With prompting and support, identify basic similarities in and differences between two texts on the same topic. (RI.K.9)
12. Identify the front cover, back cover, and title page of a book. (RF.K.1.E)
13. Understand that words are separated by spaces in print. (RF.K.1.C)

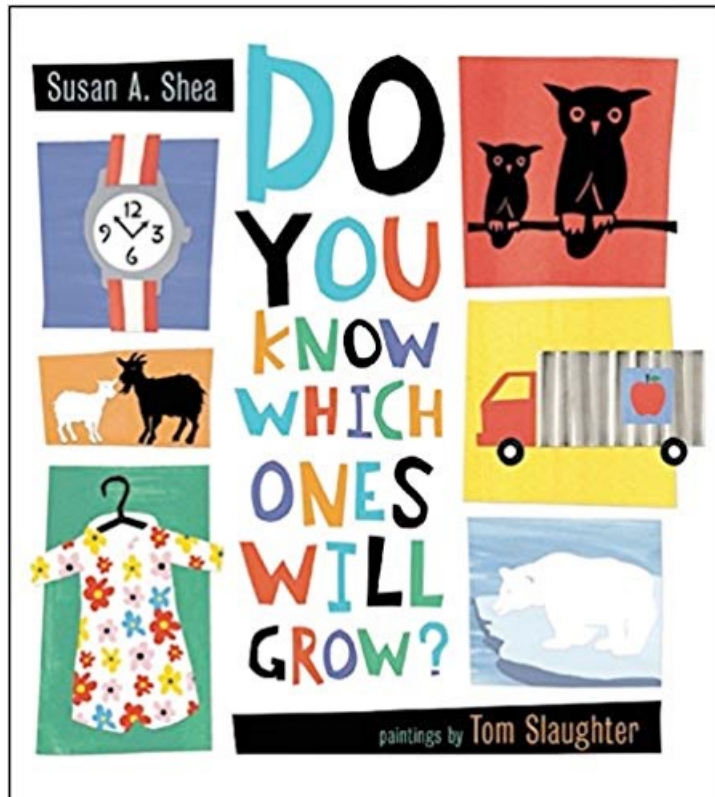
### LEARNERS WILL...

14. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (W.K.1)
15. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (W.K.2)
16. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details). (W.K.5)
17. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.K.8)
18. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (SL.K.1)
19. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (SL.K.2.)
20. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)
21. Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6)
22. L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **A. Print many upper- and lowercase letters. and F. Produce and expand complete sentences in shared language activities. (L.K.1.A, F)**
23. L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **A. Capitalize the first word in a sentence and the pronoun I. L.K.2.A**
24. L.1.2 Use end punctuation. L.1.2
25. L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (L.K.4)
26. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (L.K.5.A)
27. L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (L.K.6)

**READ ALOUD CALENDAR FOR INTERDEPENDENCE UNIT - LESSONS ARE 35 - 40 MINUTES**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p><b>Lesson 1: Do You Know Which Ones Will Grow?</b></p> <p>Prediction Cards, Vocabulary (RI.K.4, L.K.4), Read Aloud and Ask and Answer Questions (RI.K.1, K.4, K.7, L.K.4, SL.K.1), <b>Daily Instructional Task: Sort, Partner Conversation and Prediction (SL.K.1, SK.K.6, L.K.5.A, K.LS1.2), Student Exemplar</b></p>	<p><b>Lesson 2: What’s Alive?</b></p> <p>Vocabulary (RI.K.4 L.K.4), Read Aloud, Ask and Answer Questions &amp; Compose Class Chart (RI.K.1, K.2, K.4, K.7, K.8., K.10, SL.K.1, K.LS1.2.), <b>Daily Instructional Task: Explanatory Writing, Partner Conversation (RI.K.2, W.K.2, SL.K.1, L.K.2.A, L.1.2, L.K.5, K.LS1.2), Rubric, Student exemplar</b></p>	<p><b>Lesson 3: Living or Nonliving?</b></p> <p>Vocabulary (RI.K.4 L.K.4), Read Aloud, Ask and Answer Questions &amp; Compose Class Chart (RI.K.1, K.2, K.3, K.9, K.10, RI.1.5, SL.K.1, K.LS1.2), Comparing Anchor Charts (RI.K.9, SL.K.1, K.6), <b>Daily Instructional Task: Revise Writing and Partner Conversation (W.K.2, W.K.5, SL.K.1), Rubric, Student Exemplar</b></p>	<p><b>Lesson 4: Living or Nonliving?</b></p> <p>Vocabulary (RI.K.4 L.K.4), Read Aloud, Ask and Answer Questions &amp; Compose Class Chart (RI.K.1, K.2, K.3, K7, K.9, K.10, RI.1.5, SL.K.1, K.LS1.2), <b>Culminating Task: Informational Writing (RI.K.1, RF.K.1.C, W.K.2, L.K.1.F, L.K.2.A, L.1.2, L.K.6), Rubric, Exemplar</b></p>	<p><b>Lesson 5: Do You Know Which Ones Will Grow?</b></p> <p>Read Aloud, Ask and Answer Questions &amp; Compose Class Chart (RI.K.1, K.2, K.3, K.7, K.9, K.10, RI.1.5, SL.K.1, K.LS1.2), <b>Daily Instructional Task: Opinion Writing and Partner Conversation (RI.K.2, RF.K.1.C, W.K.1, L.K.1.F, L.K.2.A, L.1.2, L.K.6), Rubric, Exemplar</b></p>
<p><b>Lesson 6: First The Egg</b></p> <p>Vocabulary (RI.K.4, L.K.4), Read Aloud, Reread and Ask and Answer Questions &amp; Compose Class Chart (RI.K.1, K.2, K.7, K.9, K.10, RI.1.5, SL.K.1, K.LS1.2), <b>Model the Culminating Task (to be completed after reading both Do You Know Which Ones Will Grow? and First the Egg)</b></p>	<p><b>Lesson 7: Culminating Task : Do You Know Which Ones Will Grow? and First the Egg</b></p> <p><b>Culminating Task (to be completed after reading both Do You Know Which Ones Will Grow? and First the Egg) Explanatory Writing and Partner Conversations (RI.K.2; RF.K.1.C, W.K.2, SL.K.1, K.6;L.K.1.F, L.K.2.A, L.1.2, L.K.6),Rubric, Read the finished book to students (RI.K.10)</b></p>	<p><b>Lesson 8: Catching Sunlight: A Book About Leaves</b></p> <p>Vocabulary (RI.K.4 L.K.4), Read &amp; Ask and Answer Questions &amp; Compose Class KQL Chart (RI.K.1, K.2, K.3, K.10,SL.K.1), <b>Daily Instructional Task: Explanatory Drawing and Writing and Partner Conversation (W.K.2, SL.K.1, K.6), Rubric, Student Exemplar</b></p>	<p><b>Lesson 9: “The Little Plant” (Poem)</b></p> <p>Vocabulary (RI.K.4 L.K.4), Shared Reading (RI.K.4, SL.K.1, L.K.5, K.LS1.1), <b>Daily Instructional Task: Explanatory Writing (SL.K.1, K.6, W.K.8), Exemplar</b></p>	<p><b>Lesson 10: “The Garden” from Frog and Toad Together</b></p> <p>Vocabulary (RI.K.4 L.K.4), Read &amp; Ask and Answer Questions &amp; (RL.K.1, K.2, K.3, K.7, K.10, SL.K.1, K.LS1.1), <b>Daily Instructional Task: Assisted Writing, Letter Writing (W.K.2, SL.K.1, K.6), Student Exemplar</b></p>
<p><b>Lesson 11: How and Why Do Animals Move?</b></p> <p>Vocabulary (RI.K.4 L.K.4), Information Chart (W.K.8, SL.K.1, K.2, K.6), Read &amp; Ask and Answer Questions &amp; (RL.K.1, K.2, K.3, K.4, K.7, K.8, K.10, RI.1.5, W.K.8, SL.K.1, K.LS1.1), <b>Daily Instructional Task: Drawing and Explanatory Writing, Partner Conversation (W.K.2, SL.K.1, K.6)</b></p>	<p><b>Lesson 12: How and Why Do Animals Move?</b></p> <p>Vocabulary (RI.K.4 L.K.4), Information Chart (W.K.8, SL.K.1, K.2, K.6), Read &amp; Ask and Answer Questions &amp; (RL.K.1, K.2, K.3, K.4, K.7, K.8, K.10, RI.1.5, W.K.8, SL.K.1, K.LS1.1), <b>Culminating Task: Drawing and Explanatory Writing, Partner Conversation (W.K.2, SL.K.1, K.6)</b></p>	<p><b>Lesson 13: How and Why Do Animals Move?</b></p> <p>Vocabulary (RI.K.4 L.K.4), Information Chart (W.K.8, SL.K.1, K.2, K.6), Read &amp; Ask and Answer Questions &amp; (RL.K.1, K.2, K.3, K.4, K.7, K.8, K.10, RI.1.5, W.K.8, SL.K.1, K.LS1.1), <b>Culminating Task: Drawing and Explanatory Writing, Partner Conversation (RI.K.2, Ri.K.3, RF.K1.C, W.K.2, SL.K.1, K.6, L.K.1.F, L.K.2.A, L.1.2, L.K.6, K.LS1.1), Rubric &amp; Student Exemplar</b></p>		

**Lesson 1: Do You Know Which Ones Will Grow? - Prediction Cards, Vocabulary (RL.K.4, L.K.4), Read Aloud and Ask and Answer Questions (RI.K.1, K.4, K.7, L.K.4, SL.K.1) Daily Instructional Task: Sort, Partner Conversation and Prediction (SL.K.1, SK.K.6, L.K.5.A, K.LS1.2), Student Exemplar**



Shea, Susan A. (2011). *Do You Know Which Ones Will Grow?* Illustrated by Tom Slaughter. Maplewood, NJ: Blue Apple Books.

**Lexile Level: 370**

### **Learning Intentions:**

1. I am learning the difference between living and nonliving things.
2. I am learning what living things need.
3. I am learning how plants obtain food.
4. I am learning that plants need food to live and grow.

### **Success Criteria:**

1. I can sort a set of cards with words on them into two categories: Things that Grow and Things that Don't Grow.
2. I can explain what things grow and what thing do not grow with a partner.

### **Prediction Cards**

**Note:** Give each student a set of prediction cards, like the ones shown below. As the teacher reads through the examples in the text, students will make a prediction about which things will grow and which ones won't by holding up the corresponding card.



# Yes

# No

## Part 1: Vocabulary (RL.K.4, L.K.4)

The following words are introduced during this reading. The suggested instructional methods are included in parenthesis. As you read aloud, make sure to provide an explanation for two words: *grow* and *become*.

- **grow (explicit)**
- **become (explicit)**
- cub (implicit)
- kid (as in a baby goat; implicit)
- owlet (embedded)
- calf (implicit)
- plow (embedded)
- snakelet (embedded)
- rig (embedded)
- kit (as in a baby fox; implicit)
- joey (as in a baby kangaroo; implicit)

## Part 2: Read Aloud and Ask and Answer Questions (RI.K.1, K.4, K.7, L.K.4, SL.K.1)

1. Read aloud this book and as you do, pose some or all of these questions. Reading strategies for this lesson: Making Sense of Text.

PAGE	QUESTION	STUDENT RESPONSE
1	<p><b>Question 1:</b> On this first page the author introduces two groups of things. What are these two groups? (RI.K.1)</p> <p><b>Question 2:</b> What does the author mean by “<b>stay the way they’re made</b>” (RI.K.4)</p>	<p>Things that grow and things that stay the way they’re made.</p> <p>It means those things don’t change. They stay the same</p>
2	<b>Teacher’s Note: Teachers should introduce the prediction cards here.</b>	
6 (cub and stool example)	<b>Question 3:</b> I see many of you held up your NO card to the question “can a stool grow and become a chair.” Why not? Turn and talk. (RI.K.1)	A stool is not an animal. A stool is made of wood.
12 (owlet and washcloth example)	<b>Question 4:</b> What does an owlet grow into? (RI.K.1)	An owlet grows into an owl.
18 (snake and cupcake example)	<p><b>Question 5:</b> What have you noticed about the illustrations in this book?</p> <p><b>Question 6:</b> Let’s look at this illustration of the cupcake. What does this illustration make you think about the cupcake? (RI.K.7)</p>	<p>Some of them move. There are pieces that fold up and down. Some have holes.</p> <p>The cupcake is small. But when you fold out the paper you see a big cake. You realize that what you thought was a cupcake was really the top of a big cake. It kind of makes it look like the cupcake could grow into a cake.</p>

PAGE	QUESTION	STUDENT RESPONSE
20 (pig and truck example)	<p><b>Question 7:</b> I see many of you held up your NO card when the author asked “Can a pickup truck grow and become a rig?” Why? (RL.K.1)</p> <p><b>Question 8:</b> Let’s think again about how the unique illustrations in this text help the author tell this story. What does this illustration show? (RI.K.7)</p>	<p>Trucks aren’t living things so they can’t grow. Trucks aren’t people or animals.</p> <p>It shows a truck. But when you fold it out the part that looked like the front of the truck is now the front of a rig. It makes it look like the truck grew into a rig.</p>
22 (fox and watch example)	<p><b>Question 9:</b> Let’s talk about a third example of an illustration. What does this illustration show? ((RI.K.7)</p> <p><b>Question 10:</b> Do you think these kinds of illustrations help the reader understand the story? Why or why not? (RI.K.7)</p> <p><b>Question 11:</b> Why would the illustrator want to use illustrations like this? ((RI.K.7)</p>	<p>First it looks like a watch. But when you pull the flap down you see that a circle is cut out. The watch face turns into the clock. It makes it look like the watch grows into a clock.</p> <p>I think the illustrations help because they show you what it would look like for a watch to grow into a clock. But when you see it you know it’s not true. You know that watches don’t really grow into clocks.</p> <p>The illustrator might use pictures like these because it’s a book about growing and the pictures make it look like these things grow.</p>

PAGE	QUESTION	STUDENT RESPONSE
24 (kangaroo & baby example)	<p><b>Question 12:</b> What words has the author used over and over in this text?</p> <p><b>Question 13:</b> What does the word “become” mean? (RI.K.4, L.K.4)</p>	<p>The author uses grow and becomes.</p> <p>Becomes means to turn into something or to grow into something. A joey grows and becomes a kangaroo. That means the joey grows up and turns into a kangaroo.</p>

**Part 3: Daily Instructional Task: Sort, Partner Conversation and Prediction (SL.K.1, SK.K.6, L.K.5.A, K.LS1.2), Student exemplar**

**Part 1: Sorting (L.K.5.A, K.LS1.2)**

1. Your teacher will give you a set of cards. Read the words on the card. Then, sort them into two groups. Your groups should be “Things that Grow” and “Things that Don’t Grow”.
2. A template for the sorting cards is provided on next page.
3. Students will cut out the cards and sort them.

**Part 2: Partner Conversation and Prediction (SL.K.1, L.K.5.A)**

1. After you’ve sorted your words, read them aloud to a partner.
2. Tell your partner why you sorted your cards the way you did.

3. Then, make a prediction about why some things grow and some things don’t. Tell your prediction to your partner.

**Student Exemplar - Oral Response**

I sorted these words here because they are all things that grow. For example, a cub will grow into a bear. I put these words here because they don’t grow. Like the book said, a cupcake cannot grow into a cake. I think some things grow because they are animals. I know animals grow.

**Teacher’s Note:** Some students may understand that certain things grow because they are alive. Others may not. In the possible student response here, for example, the student draws a narrower conclusion that animals grow, rather than all living things. Teachers can use the partner discussion from this task as an informal diagnostic assessment of what students know about growth and living things.

Teacher will model thinking about things that grow and do not grow by selecting a cupcake card. Teacher will model asking themselves what they remember about cupcakes and growing from the reading. They will then place the card in the "Things that Do Not Grow" category.

# STUDENT CARDS

Things That Don't  
Grow

cap

kid

Things that Grow

truck

kitten

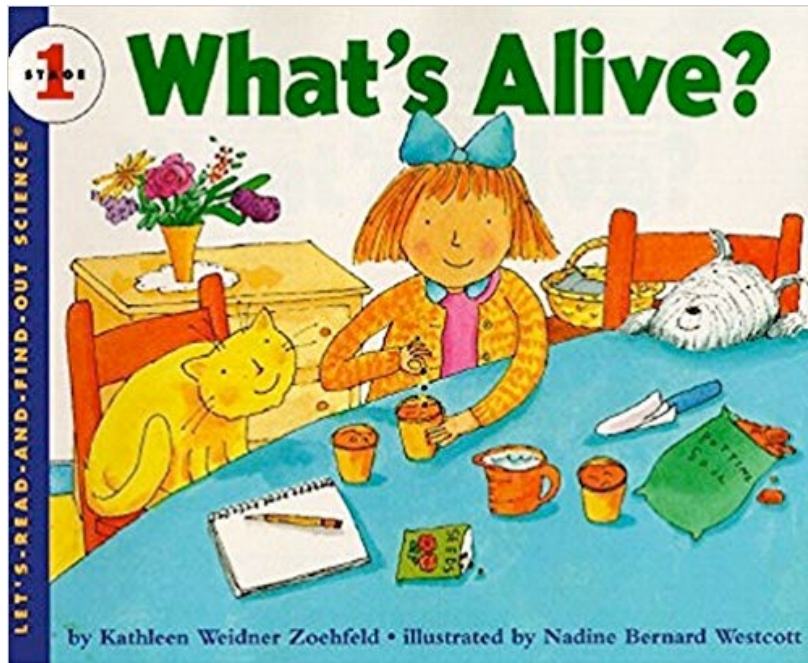
cub

car

kit

cupcake

Lesson 2: *What's Alive?*, pp. 1-24 - Vocabulary (RI.K.4 L.K.4), Read Aloud, Ask and Answer Questions & Compose Class Chart (RI.K.1, K.2, K.4, K.7, K.8., K.10, SL.K.1, K.LS1.2.), Daily Instructional Task: Explanatory Writing, Partner Conversation (RI.K.2, W.K.2, SL.K.1, L.K.2.A, L.1.2, L.K.5, K.LS1.2), Rubric, Student Exemplar



Zoehfeld, Kathleen. (1995). *What's Alive?* Illustrated by Nadine Bernard Westcott. New York: HarperCollins.

Lexile Level: 520

### Learning Intentions:

1. I am learning that living things need food, water, and air.
2. I am learning that living things can grow.

### Success Criteria:

1. I can identify key details from the text that explain the characteristics of living things and help create a shared writing class chart.
2. I can ask and answer questions about the text to distinguish between living and nonliving things; and
3. I can use **drawings and sentences** to explain what I have learned about what makes something alive.
4. I can explain what makes something alive and share with a partner.

### Part 1: Vocabulary (RI.K.4 L.K.4)

The following words are introduced during this reading. The suggested instructional methods are included in parenthesis. As you read aloud, make sure to provide an explanation for three words: **alive, living, energy.**

- o **alive (explicit)**
- o **living (explicit)**

- **energy (explicit)**
- breathes (implicit)
- air (implicit)
- hatches (embedded)
- seed (implicit)
- nutrients (implicit)
- soil (implicit)
- exploring (embedded)

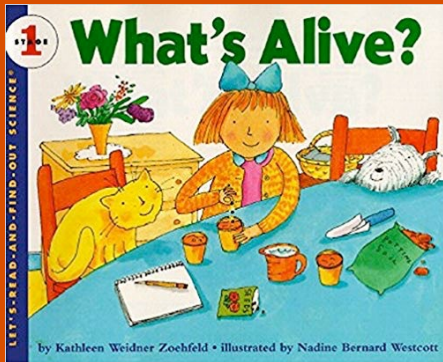
The following words are reinforced during this reading:

- grow/growing

**Part 2: Read Aloud, Ask and Answer Questions & Compose Class Chart (RI.K.1, K.2, K.4, K.7, K.8., K.10, SL.K.1, K.LS1.2.)**

1. Read aloud this book and as you do pose some or all of these questions.

PAGE	QUESTION	STUDENT RESPONSE
<p><b>Teacher’s Note: If the concept of living things is new to students, you could choose to read this text once all the way through without asking any questions. Then, use this question sequence for a second read using the interactive read aloud instructional strategy.</b></p>		
5	<b>Question 1:</b> According to the author, how are we similar to cats? (RI.K.8)	We can run and jump like a cat.
7	<b>Question 2:</b> How are we similar to plants? Turn and tell your partner. (RI.K.1, K.8, SL.K.1)	We are growing.
9	<p><b>Question 3:</b> What is similar about birds, flowers, cats, trees, and people? (K.LS1.2.)</p> <p><b>Question 4:</b> Using what the author has told so far, what do you think it means to be alive? Think, pair and share. (RI.K.4, SL.K.1, K.LS1.2.)</p>	<p>We are all alive.</p> <p>Alive means you move and grow. Alive means you’re a plant or animal or person.</p>
11	<p><b>Question 5:</b> How are all living things alike? (RI.K.1, K.2, K.LS1.2.)</p> <p><b>Question 6:</b> The author says, “Living things use water and food and air to give them energy. They need this energy to grow and move.” Do things that are not alive need energy? Why or why not? (RI.K.8, K.LS1.2.)</p> <p><b>Teacher’s Note:</b> Some students may have difficulty answering this question this early in the unit. Some students may say “no”, but not yet understand why. Use students’ responses as an informal assessment of students’ current knowledge of the differences between living and nonliving things.</p> <p>Add these ideas to the class chart.</p>	<p>All living things need water and food and air.</p> <p>No. Things that are not alive don’t need water and food and air to make energy. Things that are not alive don’t need energy because they don’t move or grow.</p>



# What makes something alive?

1. It needs food.

2. It needs water.

3. It needs air.

4. It can grow or move all by itself.

PAGE	QUESTION	STUDENT RESPONSE
13	<p><b>Question 9:</b> How do we know that cats are alive? Use the information from the text to support your answer. (RI.K.2)</p> <p><b>Question 10:</b> Let's read the last sentence. How do the illustrations on pages 12 and 13 help you understand the word energy? Think, Pair, Share. (RI.K.7, SL.K.1)</p> <p><i>Teacher's Note: If students have difficulty recalling the characteristics of living things to answer this question, teachers can repeat the question for more practice on page 15 with the bird example.</i></p>	
15	<p><b>Question 11:</b> According to our text, are all animals living things? Think, Pair, Share. Be sure to explain why. (RI.K.2, K.8, SL.K.1)</p>	Yes, all animals are living things because they need food, water, and air to live.
16	<p><b>Question 12:</b> The author says that plants and animals are both living things. How are plants and animals alike and different?</p>	Plants and animals need water, air, and food to live. Plants eat, drink, and breathe differently from animals. Animals can run, jump, and fly.
20	<p><b>Question 13:</b> How do we know that plants are alive? Think, Pair, Share. Be sure to use the information from the text to support your answer. (RI.K.1, K.2, SL.K.1)</p>	Plants grow. Plants start as a seed. Seeds grow roots and leaves. Plants "drink" water through their roots. Plants "breathe" air through tiny holes in their leaves. Plants make food from sunlight.
24	<p><b>Question 14:</b> Let's summarize what we learned from this text. What makes something alive? Tell your partner. Then, we'll share our responses and add to our class chart. (RI.K.1, K.2, SL.K.1)</p>	Something is alive if it eats food, drinks water, breathes air, and moves or grows on its own.

**Part 3: Daily Instructional Task: Explanatory Writing, Partner Conversation (RI.K.2, W.K.2, SL.K.1, L.K.2.A, L.1.2, L.K.5, K.LS1.2), Rubric, Student exemplar**

**Teacher Note:** During reading, you and students worked together to create an anchor chart that answers the question, “**What makes something alive?**”

**During DIT:** As students work, offer **response** to clarify misunderstandings, support attempts, and to assist as needed.

1. The little girl in *What’s Alive?* wants to know what you learned from the book.
2. Use **drawings and sentences** to explain what you learned about what makes something alive.
3. Then, explain what you learned to a partner.
4. In your writing, be sure to:
  - begin each sentence with a capital letter;
  - leave spaces between words,
  - end each sentence with punctuation; and
  - use vocabulary from the unit.

## Student Exemplar

I learned that if you are alive you  
need air. Things that are alive need  
food and water. If you are alive you  
can move on your own.

(Drawings should match sentences written.)



EXPLANATORY	WOW!	GOOD!	ON YOUR WAY!
<b>Writing</b> (RI.K.2, W.K.2, L.K.1.F)	The sentences explain what makes something alive and mention at least 3 out of 4: air, food, water, and move on one' own.	The sentences mostly explain what makes something alive and include at least 2 out of 4: air, food, water, and move on one' own.	The sentences do not explain what makes something alive, but may mention 1 out of 4: air, food, water, and move on one' own
<b>Drawing</b> (W.K.2)	The drawing clearly shows what is needed for something to be alive and includes at least 3 out of 4: air, food, water, and move on one' own.	The drawing mostly shows what is needed for something to be alive and includes 2 out of 4: air, food, water, and move on one' own.	The drawing does not show what is needed for something to be alive and includes only 0 to 1 out of 4: air, food, water, and move on one' own.
<b>Capital Letters</b> (L.K.2.A)	Capitalizes the first word in all sentences.	Capitalizes the first word in at least 1 sentence, but not all sentences.	Does not capitalize the first word in a sentence .
<b>End Punctuation</b> (L.1.2)	Uses correct end punctuation.	Uses incorrect end punctuation.	Does not use any end punctuation.
<b>Concepts About Print</b> (RF.K.1.C)	Leaves spaces between all words.	Leaves spaces between most words.	Does not leave spaces between words.

**Lesson 3: *Living or Nonliving?* - Vocabulary (RI.K.4 L.K.4), Read Aloud, Ask and Answer Questions & Compose Class Chart (RI.K.1, K.2, K.3, K.9, K.10, RI.1.5, SL.K.1, K.LS1.2), Comparing Anchor Charts (RI.K.9, SL.K.1, K.6), Daily Instructional Task: Revise Writing and Partner Conversation (W.K.2, W.K.5, SL.K.1), Rubric, Student Exemplar, Reading Strategies - Summarizing and Retelling, Making Inferences, Organizing Materials**



Hicks, Kelli. (2011). *Living or Nonliving?* Vero Beach, FL: Rourke Educational Media

**Lexile Level: 420L**

### **Learning Intentions:**

1. I am learning that living things need food, water, and air to survive and can move on their own.
2. I am learning what nonliving means.

### **Success Criteria:**

1. I can identify key details from the text that explain the characteristics of living things;
2. I can use text features to understand and organize information from the text; and
3. I can compare information presented in two texts on the same topic.
4. I can add to my drawings and words as I learn new information.

### **Part 1: Vocabulary (RI.K.4 L.K.4)**

The following words are introduced during this reading. The suggested instructional methods are included in parenthesis. As you read aloud, make sure to provide an explanation for two words: nonliving, healthy.

- **nonliving (explicit)**
- breathe (implicit)

- bloom (implicit)
- **healthy (explicit)**

### **The following words are reinforced during this reading:**

- grow/growing
- living
- air
- breathe
- energy

### **Part 2: Read Aloud, Ask and Answer Questions & Compose Class Chart (RI.K.1, K.2, K.3, K.9, K.10, RI.1.5, SL.K.1, K.LS1.2)**

1. Read aloud this book and as you do pose some or all of these questions.

PAGE	QUESTION	STUDENT RESPONSE
Cover	<b>Question 1:</b> The title of this book is <i>Living or Nonliving</i> ? The title of the last book we read is <i>What's Alive</i> ? What's similar about these two titles? What's different? (RI.K.9)	The titles use different words but they're both about things that are alive. The word "living" means being "alive". The words "alive" and "living" sound alike and they look alike. Both words have the letters "liv".
	Scaffolding question - Is being a living thing the same thing as being alive?	
Table of Contents	<b>Question 2:</b> The table of contents tells us about different sections of the book and on which pages we can find them. What might we learn in this book, based on what's listed in the table of contents? (RI.1.5)	We might learn about what living things eat for dinner. We might learn if something moves or not.
4	<b>Question 3:</b> What do we learn on this page? (RI.K.2)  <i>Teacher's Note: "This is an informational text that has text features. One kind of text feature is page numbers. Since this text has page numbers, I'm going to write the page number by each sentence we write on our chart to help us remember where in the text we found each piece of information. We found this information on page 4, so I will write page 4".</i>	If something needs food, water, and air to survive it is a living thing.
5	<b>Question 4:</b> Take a look at the illustration. The text says: "Goats breathe in the fresh air as they look for a stream to get a drink of water." Are the goats alive? How do we know? (RI.K.7)	We know goats are living because the text says they breathe air and drink water. These are characteristics of living things. Nonliving things don't need air and water.



# What makes something a living thing?

1. Needs food, water, and air to survive

(page 4)

2. Needs food to make energy (page 6)

3. Water makes living things healthy (page

14)

4. Living things can move. Plants can move.

(Page 18)

PAGE	QUESTION	STUDENT RESPONSE
6	<p><b>Question 5:</b> What can we add to our chart from this page? Turn and talk. (RI.K.2, SL.K.1)</p> <p><b>Question 6:</b> What page number should I write? (RI.K.1)</p>	Living things need food to make energy. This information is on page 6.
8	<p><b>Question 7:</b> How do plants like the daisies in the picture get their energy? Think, Pair, Share. (RI.K.1)</p> <p><b>Question 8:</b> How is this different from the goats we just talked about? (RI.K.3, SL.K.1)</p>	The goats were getting their energy from the water they were going to drink at the stream. They also have to eat food for their energy. The daisies are living things, but they are plants. They use energy from the sun to make their food.
12	<p><b>Question 9:</b> The author says “take a deep breath”. What is a breath? (RI.K.4, L.K.4)</p> <p><i>Teacher’s Script: “I see that the word “breath” is in bold. That means it’s a word that’s in the glossary. Let’s look in the glossary and compare our definitions with what the book says.”</i></p> <p><b>Question 10:</b> How is the word “breath” different from the word “breathe”?</p> <p>Scaffolding question – Use the word “breath” in a sentence. Now use the word “breathe”.</p>	<p>A breath is the air you bring in and out.</p> <p>Breathe is an action word. It’s what you do. Breath is just one thing, like you are taking one breath.</p>
14	<p><b>Question 11:</b> What can we add to our chart from this page? Turn and talk. (RI.K.2, SL.K.1)</p> <p><b>Question 12:</b> What page number should I write? (RI.K.1)</p>	Living things need water. Water helps us stay healthy. You should write page 14.

PAGE	QUESTION	STUDENT RESPONSE
17	<p><b>Question 13:</b> The author says that a bicycle “must be nonliving”. Why?</p> <p><b>Question 14:</b> How else can we tell that a bicycle is nonliving?</p>	<p>A bicycle does not drink water.</p> <p>A bicycle doesn’t eat food or breathe. It can move, but not on its own.</p>
18	<p><b>Question 15:</b> What can we add to our chart from this page? Turn and talk. (RI.K.2, SL.K.1)</p> <p><b>Question 16:</b> What page number should I write? (RI.K.1)</p>	Living things can move. Plants move by turning to face the sun and opening their flowers to bloom. You should write page 18.

### Part 3: Comparing Anchor Charts (RI.K.9, SL.K.1, K.6)

1. Place both charts side-by-side
2. “Let’s look at our two anchor charts side by side. This chart is from What’s Alive? and this one is from Living and Nonliving? How are these 2 texts similar and different?” Think, Pair, Share.

#### **Suggested student response:**

The two texts shared similar information. Both texts said that living things need food, water, and air. Both texts also said that living things can move. The What’s Alive? text says that living things grow, but this text only talked about moving and not growing.

**Part 4: Daily Instructional Task: Revise Writing and Partner Conversation (W.K.2, W.K.5, SL.K.1), Rubric, Student Exemplar**

**Task**

1. Use information from today’s text to revise the task you completed yesterday.
2. Add details to your drawings and sentences to help explain what makes something a living thing.
3. Then, explain your drawing and writing to a partner.
4. In your writing, be sure to:
  - begin each sentence with a capital letter;
  - leave spaces between words,
  - end each sentence with punctuation; and
  - use vocabulary from the unit.

**Exemplar**

Students should add to their writing and drawings from yesterday. They may include words such as breathe and healthy.

EXPLANATORY	WOW!	GOOD!	ON YOUR WAY!
<b>Writing</b> (RI.K.2, W.K.2, L.K.1.F)	The sentences explain what makes something alive and mentions at least 3 out of 4: air, food, water, and move on one’ own.	The sentences mostly explain what makes something alive and includes at least 2 out of 4: air, food, water, and move on one’ own.	The sentences do not explain what makes something alive, but may mention 1 out of 4: air, food, water, and move on one’ own
<b>Drawing</b> (W.K.2)	The drawing clearly shows what is needed for something to be alive and includes at least 3 out of 4: air, food, water, and move on one’ own.	The drawing mostly shows what is needed for something to be alive and includes 2 out of 4: air, food, water, and move on one’ own.	The drawing does not show what is needed for something to be alive and includes only 0 to 1 out of 4: air, food, water, and move on one’ own.
<b>Word Choice</b> (L.K.6)	Correctly used at least two vocabulary words from the lesson.	Correctly used one vocabulary words from the lesson.	Did not use vocabulary words from the lesson.
<b>Capital Letters</b> (L.K.2.A)	Capitalizes the first word in all sentences.	Capitalizes the first word in at least 1 sentence, but not all sentences.	Does not capitalize the first word in a sentence .
<b>End Punctuation</b> (L.1.2)	Uses correct end punctuation.	Uses incorrect punctuation.	Does not use any punctuation.
<b>Concepts About Print</b> (RF.K.1.C)	Leaves spaces between all words.	Leaves spaces between most words.	Does not leave spaces between words.

**Lesson 4: *Living or Nonliving?* - Vocabulary (RI.K.4 L.K.4), Read Aloud, Ask and Answer Questions & Compose Class Chart (RI.K.1, K.2, K.3, K.7, K.9, K.10, RI.1.5, SL.K.1, K.LS1.2), Daily Instructional Task: Informational Writing (RI.K.1, RF.K.1.C, W.K.2, L.K.1.F, L.K.2.A, L.1.2, L.K.6), Rubric, Exemplar, Reading Strategies: Remembers What You Read, Using a Concept Webt**

**Teacher’s Note:** While this text is designed to be read as an Interactive Read Aloud, students may each have a copy of the text, or display it using a projector for the second read to help develop knowledge of print concepts and text features. Because students will be able to see the text, the teacher may want to invite students to read along with words or sentences they know.

**Learning Intentions:**

1. I am learning that living things need food, water, and air to survive and can move on their own.
2. I am learning what nonliving means.

**Success Criteria:**

1. I can compare the needs of living and nonliving things;
2. I can use text features to locate vocabulary and information about the needs of living and nonliving things; and
3. I can create a page to add to a class book on living and nonliving things using text features.

**Part 1: Vocabulary (RI.K.4 L.K.4)**

The following words are introduced during this reading. The suggested instructional methods are included in parenthesis. As you

read aloud, make sure to provide an explanation for one word: survive.

- o survive (explicit)

**The following words are reinforced during this reading:**

- o grow/growing
- o living
- o air
- o breathe
- o energy
- o nonliving
- o breath/breathe
- o bloom
- o healthy

**Part 2: Read Aloud, Ask and Answer Questions & Compose Class Chart (RI.K.1, K.2, K.3, K.7, K.9, K.10, RI.1.5, SL.K.1, K.LS1.2)**

1. Read aloud this book and as you do pose some or all of these questions.

PAGE	QUESTION	STUDENT RESPONSE
Cover	<b>Question 1:</b> How do the pictures on the cover help us understand the title of the book? (RI. K.7)	There are two pictures of frogs. One is a real frog that's living and another is a toy frog that's not living.
Table of Contents	<b>Teacher's Script:</b> "We read this book yesterday, but sometimes readers choose to reread a book or part of a book. We will reread parts of this book to help us remember important information about living and nonliving things. We can use the table of contents to find specific sections we want to reread. I think we should start reading by reviewing what it means for something to be alive.  <b>Question 2:</b> Do you see that word – alive – somewhere in the table of contents? What page should we go to?"	There is a section called "It's Alive". It is on page 4.
4	<b>Question 3:</b> The author says, "If it needs food, water, and air to survive, it is a living thing." Using clues from the text and information you already know, what does the word "survive" mean? (RI.K.4, L.K.4) Let's go back to the table of contents and find another section of the book to read.	It means to live. Things need food, water, and air to live.

PAGE	QUESTION	STUDENT RESPONSE
Table of Contents	<b>Question 4:</b> I'm interested in food and eating. Which section of the book might talk about food? (RI.1.5)  <b>Question 5:</b> How do you know? What page is it on? (RI.1.5)	The section "What's for Dinner?" is probably about food and eating. Dinner is a meal where you eat food. It is on page 6.
6	Teacher's Script: "Sometimes authors bold a word to let us know it is an important word. The word energy is bolded. Let's look in the <b>glossary</b> to find out the meaning of the word energy." (RI.1.5)  <b>Question 6:</b> Think back to our text What's Alive? and this definition. What is energy? Think, Pair. Share. (RI.K.4, SL.K.1, L.K.4)  <b>Question 7:</b> The author writes the sentence, "It must be living?" Who is that sentence about? Why? Think, Pair. Share. (RI.K.1, SL.K.1)  Teacher's Script: "Let's go back to the table of contents and find another section of the book to read."	Energy is what helped the cats in What's Alive? be able to do things and be active.  In this sentence, the word "It" means the pig. A pig must be living because it needs food to make energy and survive.
Table of Contents	<b>Question 8:</b> I know living things need to breathe. Where might I be able to read more about breathing? Why? (RI.1.5)  <b>Question 9:</b> How do you know? What page is it on?	The section called "Does it need air?" is about breathing because you breathe air. It's on page 12.
13	<b>Question 10:</b> The author writes the sentence, "It must be nonliving?" What is that sentence about? Why? Think, Pair. Share. (RI.K.1, SL.K.1)  Teacher's Script: "Let's go back to the table of contents and find another section of the book to read."	It is about rocks. When the author says "it", she means the rocks. Rocks are nonliving because they don't have to breathe air to survive.

PAGE	QUESTION	STUDENT RESPONSE
Table of Contents	<p><b>Question 11:</b> We read in the first part of this book that living things need water to survive. I want to read more about water. (RI.1.5)</p> <p><b>Question 12:</b> How do you know? What page is it on? (RI.1.5)</p>	The section about water is on page 14. The name of that section is "Are you thirsty?". You drink water when you are thirsty. The word thirsty tells me this section is about needing water.
14-17	<b>Question 13:</b> Look at the photographs in this section. With a partner, talk about what's in the photos. Which photos are of similar things and which are not? Why? Think, Pair, Share. (RI.K.1, K.7, SL.K.1)	The photos of the boy drinking and the horses drinking are similar. Both the boy and the horses are living things. They need water to survive. The bike is different. The bike is nonliving so it doesn't need water.
19	<b>Question 14:</b> What does this <b>caption</b> help us understand about living things? (RI.1.5)	The caption tells us that sunflowers bend or turn toward the sun to get more sunlight. It helps us understand that plants move too. It helps us understand that all living things move.
21	<b>Teacher's Note:</b> The activity on this page asks students to look at a series of photos and determine which are living and nonliving. Have students complete this activity with a partner. Prompt them to explain their answers.	The tree, turtle, and puppy are alive. They all eat food, need water, breathe air, and can move. The shovels, paint, and beach ball are nonliving. They do not need food, water, or air. They can't move on their own.

**Part 3: Daily Instructional Task: Informational Writing (RI.K.1, RF.K.1.C, W.K.2, L.K.1.F, L.K.2.A, L.1.2, L.K.6), Rubric, Exemplar**

1. We are going to make a class book that uses text features like Kelli Hicks' book. You are going to be an author like her and

make a page to put in our class book on living and nonliving things.

2. Your page should explain how nonliving things are different from living things. Your page should include:

- a heading;
- sentences;
- a picture that supports your sentences;
- a page number; and
- vocabulary from the unit.

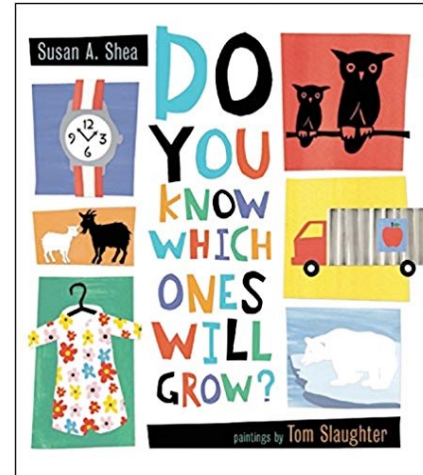
3. In your writing, be sure to:

- begin each sentence with a capital letter;
- leave spaces between words,
- end each sentence with punctuation; and
- use vocabulary from the unit.



EXPLANATORY	WOW!	GOOD!	ON YOUR WAY!
<b>Writing</b> (RI.K.2, W.K.2, L.K.1.F)	The writing explains how nonliving things are different from living things and contains a heading and at least 3 sentences.	The writing mostly explains how nonliving things are different from living things and contains a heading and 2 sentences.	The writing does not explain how nonliving things are different from living things, but contains a heading and at last 1 sentence.
<b>Drawing</b> (W.K.2)	The drawing supports the writing.	The drawing mostly supports the writing.	The drawing does not support the writing.
<b>Word Choice</b> (L.K.6)	Correctly used at least two vocabulary words from the unit.	Correctly used one vocabulary words from the unit.	Did not use vocabulary words from the unit.
<b>Capital Letters</b> (L.K.2.A)	Capitalizes the first word in all sentences.	Capitalizes the first word in at least 1 sentence, but not all sentences.	Does not capitalize the first word in a sentence .
<b>End Punctuation</b> (L.1.2)	Uses correct end punctuation.	Uses incorrect punctuation.	Does not use any punctuation.
<b>Concepts About Print</b> (RF.K.1.C)	Leaves spaces between all words.	Leaves spaces between most words.	Does not leave spaces between words.

**Lesson 5: Do You Know Which Ones Will Grow? - Read Aloud, Ask and Answer Questions & Compose Class Chart (RI.K.1, K.2, K.3, K.7, K.9, K.10, RI.1.5, SL.K.1, K.LS1.2), Daily Instructional Task: Opinion Writing and Partner Conversation (RI.K.2, RF.K.1.C, W.K.1, L.K.1.F, L.K.2.A, L.1.2, L.K.6), Rubric, Reading Strategies - Making Inferences**



**Learning Intentions**

- 1.I am learning the difference between living and nonliving things.
- 2.I am learning what living things need.
- 3.I am learning how plants obtain food.
4. I am learning that plants need food to live and grow.

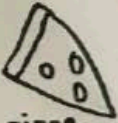

**Success Criteria:**

- 1.I can use details in illustrations to infer similarities in the way living things grow;
- 2.I can use details in the illustrations to draw the conclusion that some living things have babies that look like their parents; and
- 3.I can compare and contrast two texts that discuss growing.

Teacher's Note: Before students begin the task, prepare a table of contents on chart paper for them to reference so they can write the correct page number and heading on their page for the book. See example below.

Table of Contents	
Food is important	2
Water	3
Breathing air	4
It moves	5
Nonliving things	6

## POSSIBLE STUDENT RESPONSE

<p>Food is Important</p> <p>Living things need food to grow.</p>  <p>2 pizza</p>	<p>Water</p> <p>Living things need water. Animals and plants need water.</p>  <p>rain</p> <p>water bowl</p> <p>3</p>
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**Part 1: Read Aloud, Ask and Answer Questions & Compose Class Chart (RI.K.1, K.2, K.3, K.7, K.9, K.10, RI.1.5, SL.K.1, K.LS1.2)**

1. Read aloud this book and as you do pose some or all of these questions.

PAGE	QUESTION	STUDENT RESPONSE
<p><i>Teacher’s Script: “The first time we read this book we thought about the differences between living and nonliving things. This time when we read it, we’re going to pay close attention to the living things in this book and how they grow.”</i></p>		
<p><b>Teacher’s Note:</b> While this text is designed to be read as an Interactive Read Aloud, students can each have a copy of the text, or display it using a projector for the second read to help develop knowledge of print concepts. Because students will be able to see the text, the teacher may want to invite students to read along with words or phrases they know.</p>		
<p>“If a kitten grows and becomes a cat”</p>	<p><b>Question 1:</b> What living things has the book shown us so far? (RI.K.2)</p> <p><b>Question 2:</b> Something I notice when I look at this picture is that the kitten looks a lot like the cat. It’s just smaller. What do you notice about the duckling and cub? (RI.K.7)</p> <p><b>Question 3:</b> When they grow up, what do they look like? (RI.K.1)</p> <p><b>Teacher’s Script:</b> “I wonder if this pattern continues. Let’s keep reading.”</p>	<p>It has shown ducks, bears, and cats.</p> <p>The duckling grows up and looks like the duck. The cub grows up and looks like the bear.</p>

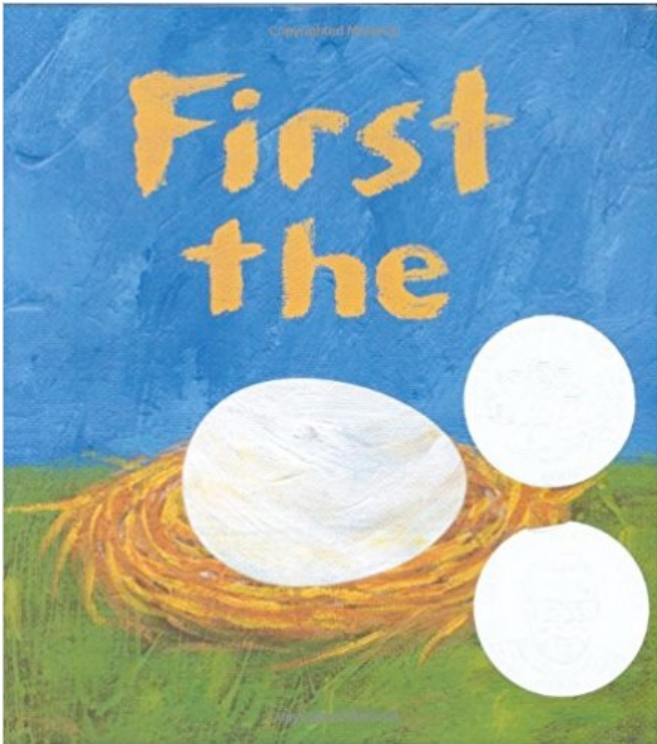
PAGE	QUESTION	STUDENT RESPONSE
<p>“Yes to ducks, bears, and owls...”</p>	<p><b>Question 4:</b> What living things has the book shown us so far? (RI.K.2)</p> <p><b>Teacher’s Script:</b> “Let’s read this next section straight through. As we do, pay attention to how the different living things grow.”</p>	<p>We read about owlets and kids. The owlet grows into an owl. The owlet and owl look alike, the owl is just bigger. The kid grows into a goat. The kid and the goat look alike, they are just different sizes.</p>
<p>“Can a baby grow...”</p>	<p><b>Question 5:</b> What living things did we read about in this section of the text? How do they grow? Think, Pair, Share. (RI.RI.K.2, SL.K.1)</p>	<p>We read about calves, snakelets, piglets, kits, joeys, and babies. They all grow up to look like their parents. As they grow, they get bigger</p>
<p>“Yes to a living, growing you!”</p>	<p><b>Question 6:</b> What did we learn in this book about how living things grow? Think, Pair, Share. (R1.K.2, SL.K.1)</p> <p><b>Question 7:</b> How did the book teach us this information? (RI.1.5, RI.K.7)</p> <p><b>Question 8:</b> Do “grow” and “become” mean the same thing?</p>	<p>Many living things grow up to look like their moms and dads. They are small when they are young and get bigger as they grow.</p> <p>The book had illustrations that showed baby animals next to their parents.</p> <p>Grow means to get bigger. But become means to change into something else. A joey can get bigger and still be a joey. But it has to grow enough to actually become a kangaroo.</p>

**Part 2: Daily Instructional Task: Opinion Writing and Partner Conversation (RI.K.2, RF.K.1.C, W.K.1, L.K.1.F, L.K.2.A, L.1.2, L.K.6), Rubric, Exemplar**

1. Authors can teach us things by writing books using words, pictures, and text features. Pretend you are a book critic. Your job is to convince others which book they should read if they want to learn about living and nonliving things.
2. Think about the two books *Do You Know Which Ones Will Grow?* and *Living or Nonliving?*
3. Think about how each author used words, pictures, and other text features to teach about living and nonliving things.
4. Which author do you think did a better job explaining information about living and nonliving things? Why?
5. Draw and write about your opinion.
6. Then, talk about your opinion with a partner.
7. In your writing, be sure to:
  - begin each sentence with a capital letter and capitalize the pronoun, I;
  - leave spaces between words,
  - end each sentence with punctuation; and
  - use vocabulary from the unit.

OPINION	WOW!	GOOD!	ON YOUR WAY!
<b>Writing</b> (RI.K.2, W.K.1, L.K.1.F)	The author clearly stated which book she or he thought explained information about living and nonliving things.	The author mostly stated which book she or he thought explained information about living and nonliving things, but more clarity is needed	The author did not state which book she or he thought explained information about living and nonliving things.
<b>Drawing</b> (W.K.2)	The drawing shows the writer's opinion.	The drawing mostly shows the writer's opinion.	The drawing does not show the writer's opinion.
<b>Word Choice</b> (L.K.6)	Correctly used at least two vocabulary words from the unit.	Correctly used one vocabulary word from the unit.	Did not use vocabulary words from the unit.
<b>Capital Letters</b> (L.K.2.A)	Capitalized the first word in sentences and capitalized the pronoun, I .	Capitalized the first word in most sentences, but did not capitalize the pronoun, I .	Did not capitalize the first word in sentences or the pronoun, I .
<b>End Punctuation</b> (L.1.2)	Used correct end punctuation.	Used incorrect punctuation.	Did not use any punctuation.
<b>Concepts About Print</b> (RF.K.1.C)	Left spaces between all words.	Left spaces between most words.	Did not leave spaces between words.

**Lesson 6: *First The Egg* - Vocabulary (RI.K.4, L.K.4), Read Aloud, Re-read and Ask and Answer Questions & Compose Class Chart (RI.K.1, K.2, K.7, K.9, K.10, RI.1.5, SL.K.1, K.LS1.2), Model the Culminating Task (to be completed after reading both *Do You Know Which Ones Will Grow?* and *First the Egg*), Reading Strategies - Text-to-Text, Monitoring and Organizing Ideas**



Seeger, Laura Vaccaro. (2007). *First the Egg*. New York: Roaring Brook Press. **Caldecott Honor Book and Theodor Seuss Geisel Honor Book**

**Lexile Level: NP**

**Learning Intentions:**

1. I am learning how to build on the understanding that living things grow in similar and different ways.
2. I am learning what a tadpole is.

**Success Criteria:**

1. I can use details in illustrations to infer differences in the way living things grow;
2. I can use details in the illustrations to draw the conclusion that some living things have babies that change a lot as they grow up; and
3. I can compare and contrast two texts that discuss growing.

**Part 1: Vocabulary (RI.K.4, L.K.4)**

The following words are introduced during this reading. The suggested instructional methods are included in parenthesis.

- **tadpole (explicit)**

The following words will be reinforced during this reading:


- seed

**Part 2: Read Aloud (RI.K.10)**

1. Read the text one time through without questions.

**Part 3: Reread & Ask and Answer Questions & Compose Class Chart (RI.K.1, K.2, K.7, K.9, K.10, RI.1.5, SL.K.1, K.LS1.2)**

1. Read aloud this book and as you do pose some or all of these questions.

PAGE	QUESTION	STUDENT RESPONSE
<p><b>“Then the chicken”</b></p> 	<p><b>Question 1:</b> What do these words and illustrations show? (RI.K.1, K.7)</p>	<p>They show an egg hatching and the chick becoming a chicken.</p>
<p><b>“Then the frog”</b></p>	<p><b>Question 2:</b> What do these words and illustrations show? (RI.K.1, K.7)</p> <p><b>Question 3:</b> Describe the illustrations in this text to a partner. (SL.K.1)</p>	<p>They show a tadpole growing legs and then becoming a frog.</p> <p>There are holes in the pages! On one side of the page you see one thing. Then you turn the page and realize what you thought you saw before (a tadpole) was really something else (a frog).</p>
<p><b>“Then the flower”</b></p>	<p><b>Question 4:</b> Why do you think the illustrator chose this kind of illustration? (RI.1.5)</p>	<p>The illustrations help show how things grow. First you think it’s one thing, like a seed, and then it becomes something else. It grows into a small plant and then a flower.</p>

PAGE	QUESTION	STUDENT RESPONSE
<p><b>“Then the butterfly”</b></p>	<p><b>Teacher’s Note:</b> Depending on students’ background knowledge, you may have to help explain what is happening in the the cocoon illustration.</p> <p><b>Question 5:</b> What living things have we read about so far? Turn and tell your partner. How have we seen these living things grow? (RI.K.2, SL.K.1)</p> <p><b>Question 6:</b> Do the living things in this text grow the same way as the living things in <i>Do You Know Which Ones Will Grow?</i> Why or why not? Think. Pair. Share. (RI.K.9, SL.K.1)</p>	<p>An egg hatches and a chick grows into a chicken. A tadpole grows into a frog. A seed sprouts and grows into a flower. A caterpillar goes into a cocoon and becomes a butterfly.</p> <p>In <i>Do You Know Which Ones Will Grow?</i> the baby animals grew up to look like their parents. They just got bigger. In this book, the living things change a lot as they grow. A tadpole doesn’t look like a frog. A caterpillar doesn’t look like a butterfly.</p>
<p><b>“Then the story”</b></p>	<p><b>Question 7:</b> Is a word a living thing? (K.LS1.2)</p> <p><b>Question 8:</b> Can a word grow? (K.LS1.2)</p>	<p>No.</p> <p>A word can’t grow because it’s not alive. But the author is saying that if you put lots of words together they can become a story.</p>
<p><b>“Then the egg”</b></p>	<p><b>Question 9:</b> What do these last two pictures show? (RI.K.7)</p> <p><b>Question 10:</b> Why would the author end the book with a chicken laying an egg? Think, Pair. Share. (RI.K.1, SL.K.1)</p>	<p>They show a chicken laying an egg.</p> <p>The author wants to show that even when one living thing is done growing it can make new living things that grow. The chicken laid the egg. Now the chick inside the egg will grow and become a chicken.</p>

**Part 4: Model the Culminating Task (to be completed after reading both *Do You Know Which Ones Will Grow?* and *First the Egg*)**

1. Explain to the students that earlier in our unit we tried to be an author like Kelli Hicks. Now we are going to be authors that use a different style to teach about living things.
2. Show students a cut-out page (See next page or do your own) that illustrates how one living thing grows. Let students see that the circle in your paper works well for both drawings.
3. Show students how you write or wrote sentences explaining how your living thing grows. Highlight that you write several sentences. Capitalized the beginning word in each new sentence. Left spaces between your words and used words from the unit.
4. Explain to the class how your picture shows the way your living thing grew.
5. Let students know that tomorrow they will be making two pages for a class book. use vocabulary from the unit.

**Teacher's Note:** There is a template for different cut-out pages on the next few pages. Make copies of the template in advance for students to use tomorrow. It may also be helpful to show students an example of a teacher-created cut-out page.



This is a calf. It grows into a cow. It changes as it grows by getting bigger. A baby calf looks a lot like its parents. Calves and cows are living things because they eat grass and drink water. Cows can walk and run and move in other ways all by themselves. They have to breathe air, too.



**Lesson 7: Culminating Task (to be completed after reading both *Do You Know Which Ones Will Grow?* and *First the Egg*) Explanatory Writing and Partner Conversations (RI.K.2; RF.K.1.C, W.K.2, SL.K.1, K.6;L.K.1.F, L.K.2.A, L.1.2, L.K.6),Rubric, Read the finished book to students (RI.K.10), Reading Strategies- Activating Background Knowledge, Talking about What We Learned by Reading**

**Learning Intentions:**

1. I am learning how to become an author that uses a different style to teach about living things.
2. I am learning how living things grow.

**Success Criteria:**

1. I can ask and answer questions about the two texts.
2. I can use drawings and sentences to explain how living things grow.

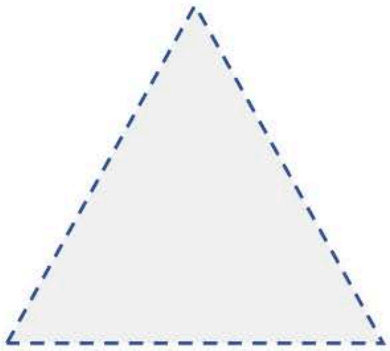
**Part 1: Culminating Task: (to be completed after reading both *Do You Know Which Ones Will Grow?* and *First the Egg*) Explanatory Writing and Partner Conversations (RI.K.2; RF.K.1.C, W.K.2, SL.K.1, K.6;L.K.1.F, L.K.2.A, L.1.2, L.K.6), Rubric**

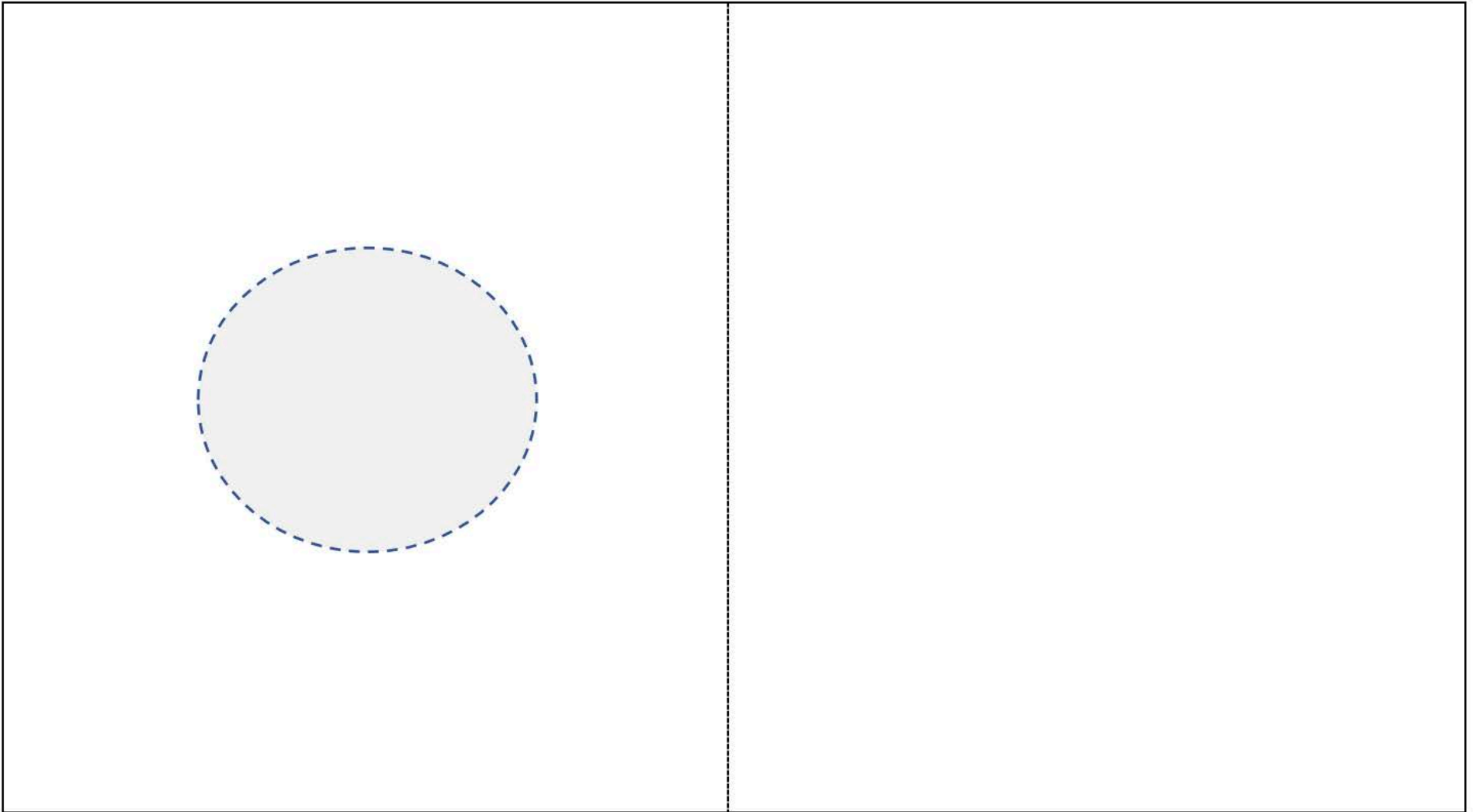
1. Earlier in this unit we worked on becoming authors like Kelli Hicks. Now we are going to be authors that use a different style to teach about living things.
2. Make a cut-out page that illustrates how one living thing grows.
3. Write sentences explaining how a living thing grows.

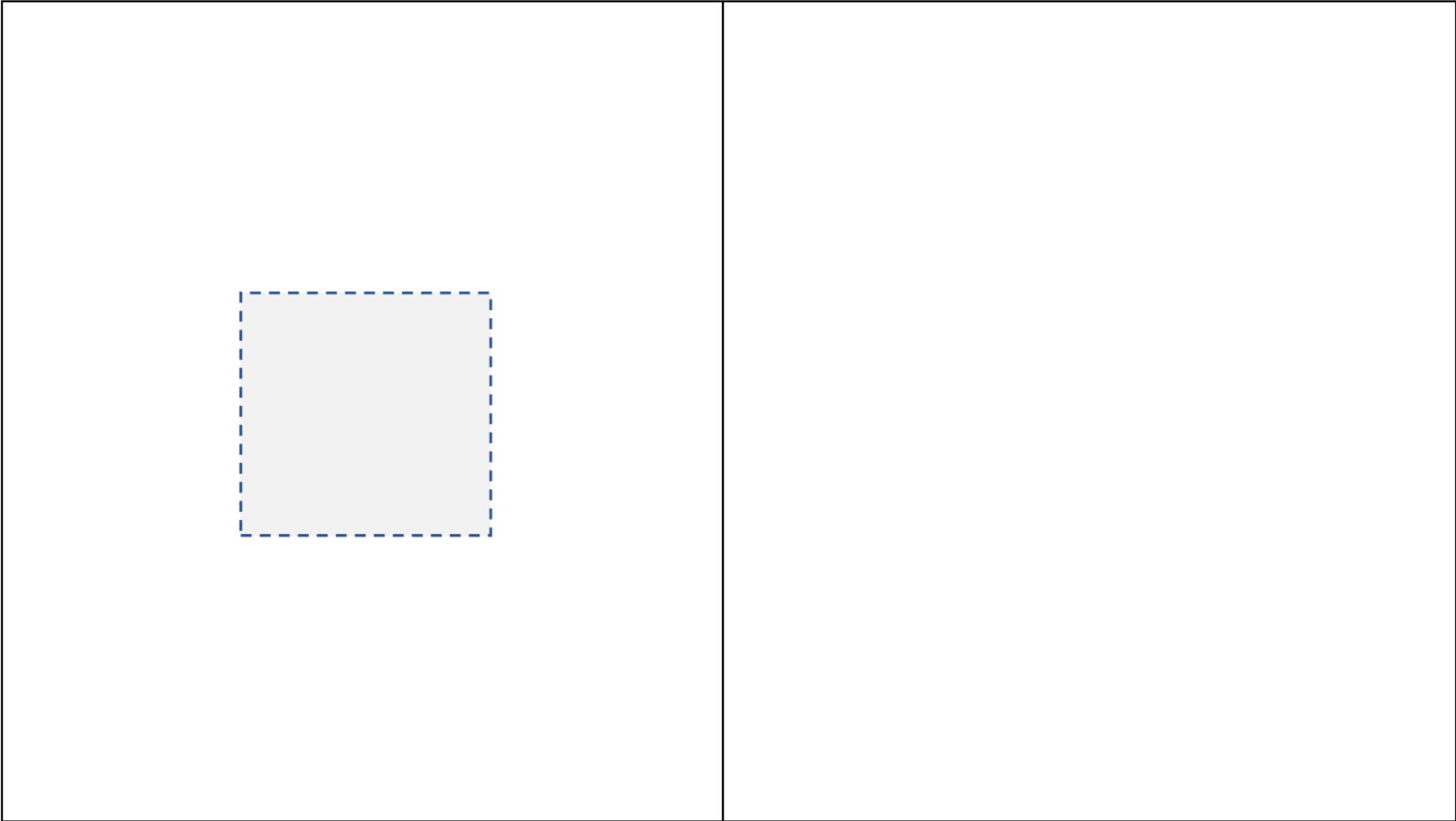
4. After you make your page, explain to a partner how your picture shows the way a living thing grows.
5. Ask your partner to explain their picture.
6. Then, compare your pictures. Talk about how the two living things you drew grow in different ways.
7. In your writing, be sure to:
  - o begin each sentence with a capital letter;
  - o leave spaces between words,
  - o end each sentence with punctuation; and
  - o use vocabulary from the unit.

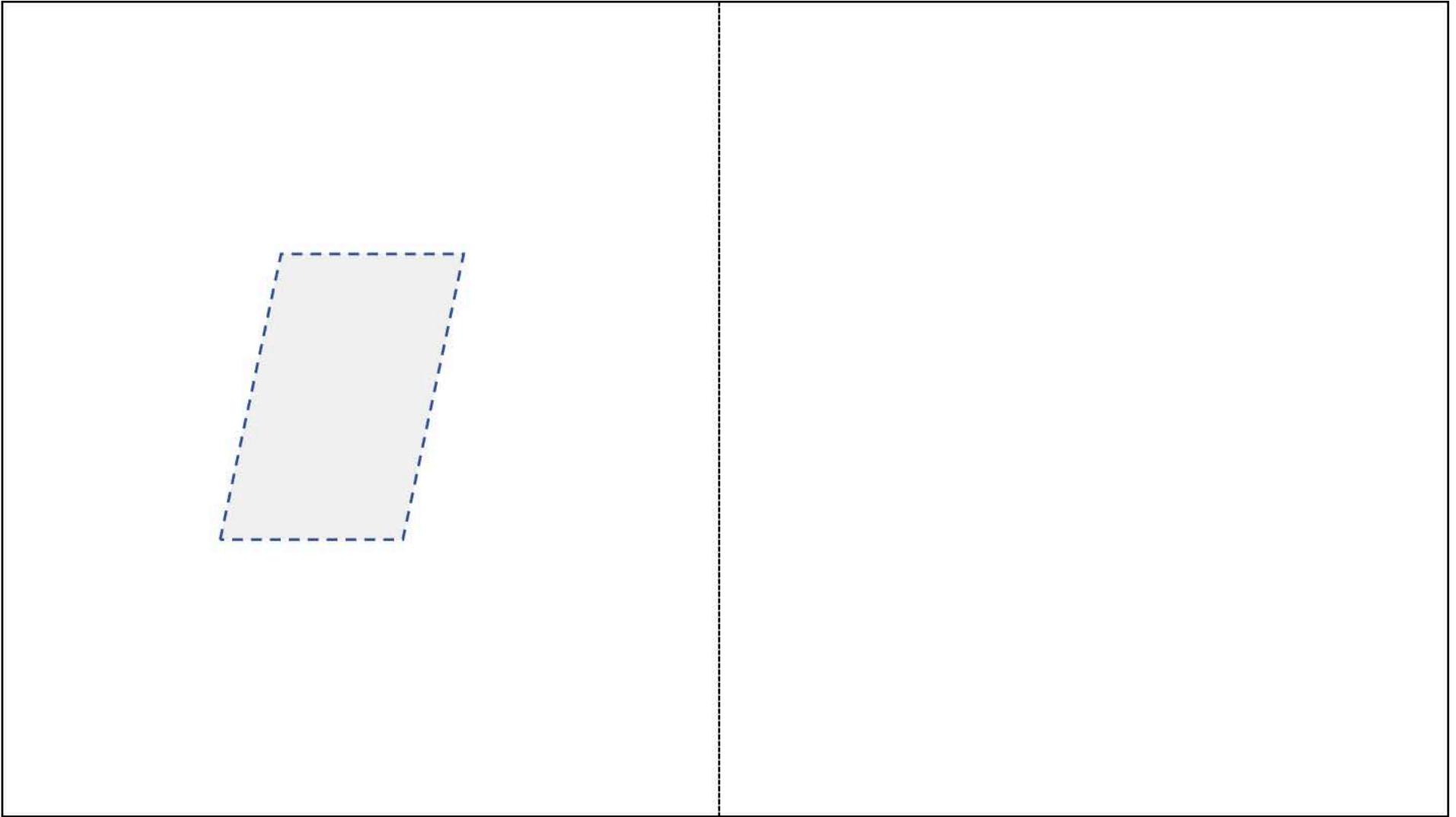
**Part 2: Read Aloud (RI.K.10)**

1. Read the finished book to students. Invite them to chime in the second time.



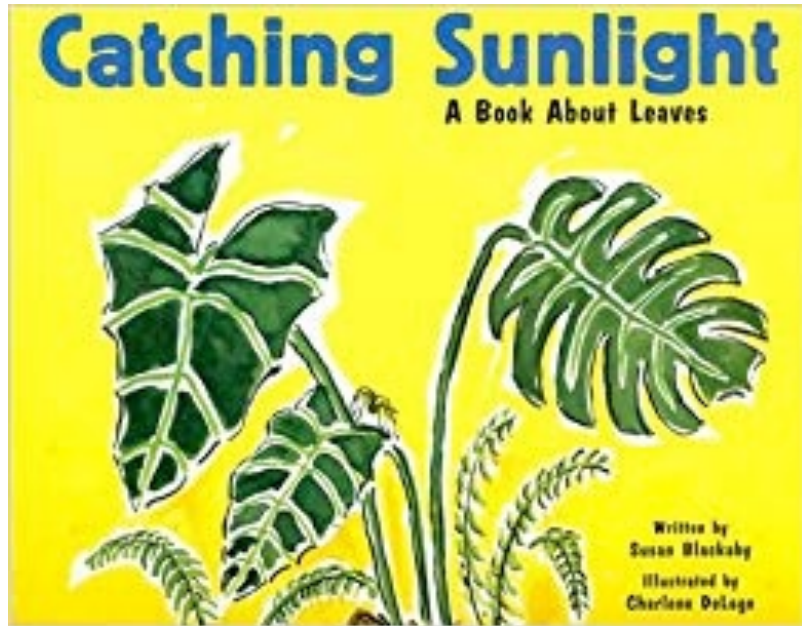






EXPLANATORY	WOW!	GOOD!	ON YOUR WAY!
<p><b>Writing</b> (RI.K.2, W.K.2, L.K.1.F)</p>	<p>The writing explained how a living thing grows. You have written at least 3 sentences.</p>	<p>The writing mostly explains how a living thing grows. You have written 2 sentences.</p>	<p>The writing does not explain how a living thing grows. You have written 1 sentence.</p>
<p><b>Drawing</b> (W.K.2)</p>	<p>The drawing supports the writing on how living things grow including labeling.</p>	<p>The drawing mostly supports the writing on how living things grow with some labeling.</p>	<p>The drawing does not support the writing.</p>
<p><b>Word Choice</b> (L.K.6)</p>	<p>Correctly used at least two vocabulary words from the unit.</p>	<p>Correctly used one vocabulary words from the unit.</p>	<p>Did not use vocabulary words from the unit.</p>
<p><b>Capital Letters</b> (L.K.2.A)</p>	<p>Capitalized the first word in all sentences .</p>	<p>Capitalized the first word in at least one sentence .</p>	<p>Did not capitalize the first word in any sentence.</p>
<p><b>End Punctuation</b> (L.1.2)</p>	<p>Used correct end punctuation.</p>	<p>Used incorrect punctuation.</p>	<p>Did not use any punctuation.</p>
<p><b>Concepts About Print</b> (RF.K.1.C)</p>	<p>Left spaces between all words.</p>	<p>Left spaces between most words.</p>	<p>Did not leave spaces between words.</p>

**Lesson 8: *Catching Sunlight: A Book About Leaves* - Vocabulary (RI.K.4 L.K.4), Read & Ask and Answer Questions & Compose Class KQL Chart (RI.K.1, K.2, K.3, K.10,SL.K.1), Reading Strategy- Making Sense of Text: Asking Questions About the Title\*, Sharing Questions, Daily Instructional Task: Explanatory Drawing and Writing and Partner Conversation (W.K.2, SL.K.1, K.6), Rubric, Student Exemplar**



Blackaby, Susan. (2011). *Catching Sunlight: A Book About Leaves*. Illustrated by Charlene Delage. Mankato, MN: Capstone.

**Lexile Level: 590L**

*\*Asking Questions About the Title Strategy: As I am reading I want to be able to ask questions to help me figure out what the author is trying to present.*

*When I ask Who? questions it helps me to figure out the relationship between characters and helps to provide the reasons for events in the story.*

### **Learning Intentions:**

1. I am learning that plants obtain food through photosynthesis.
2. I am learning that by reading the **Table of Contents** I can better understand what the book will be about.

### **Success Criteria:**

1. I can identify key details in the text that explain how plants produce food through photosynthesis; and
2. I can summarize sections of the text and draw connections between text sections to explain how leaves create and store food.

### **Part 1: Vocabulary (RI.K.4 L.K.4)**

The following words are introduced during this reading. The suggested instructional methods are included in parenthesis. Here are [vocabulary cards with visuals](#). As you read aloud, make sure to provide an explanation for one word: **photosynthesis**

- photosynthesis (explicit)
- sunlight (embedded)
- carbon dioxide (implicit)
- oxygen (embedded)
- stem (embedded)

- roots (embedded)
- store (verb – implicit)
- evergreen (implicit)

The following words are reinforced during this reading:

- energy
- breathe
- bloom
- grow
- healthy
- seed
- soil

**Part 2: Read & Ask and Answer Questions & Compose Class KQL Chart (RI.K.1, K.2, K.3, K.10,SL.K.1)**

1. Read aloud this book and as you do pose some or all of these questions.
2. Have the questions pre-written on sticky notes in the read aloud book.

PAGE	QUESTION	STUDENT RESPONSE
Before reading	<p><b>Teacher’s Script:</b> “The books we read yesterday helped teach us that living things have similar and different needs and they grow in ways that are also similar and different. We’re going to explore those ideas more in this next series of books. First, we’re going to read a lot about plants and learn more about what they need to survive. Then, we’ll read a group of books about animals and learn how different animals move and get food in different ways.” (Create a KWL chart with students.)</p> <p>“To start, we’re going to read a book called Catching Sunlight. This book will teach us about how plants make food. We already know some information about how plants get food from the other books we’ve read in our unit. Let’s think about what we remember about those books and write it on this chart.”</p> <p><b>Teacher’s Note: After charting what students know, invite students to ask questions about the topic.</b></p>	
Table of Contents	<b>Question 1:</b> Based on the titles of each section, what kind of information do you think we’ll learn from this book?	We will learn how leaves make food, what leaves are like in different seasons, and different kinds of leaves.
Page 4	<b>Question 2:</b> According to these pages, what do leaves do? (RI.K.1, K.2)	They make food.
Pages 6-7	<p><i>Teacher’s Note: There are many important vocabulary words on these pages. You may want to reread these pages a couple times before asking questions to model pronunciation and give students opportunities to say/repeat words.</i></p> <p><b>Question 3:</b> What do leaves do during photosynthesis? (RI.K.3)</p> <p><b>Question 4:</b> Where is the energy from the sunlight stored? (RI.K.1)</p> <p><b>Question 5:</b> The author says that leaves turn the carbon dioxide and water into sugar. What is sugar? Why would leaves make sugar? (RI.K.8)</p> <p><b>Question 6:</b> Let’s add some information to our KQL chart. What can we write that we learned? Turn and talk. (RI,.K.2)</p>	<p>Display vocabulary words with images.</p> <p>During photosynthesis leaves soak up sunlight.</p> <p>Energy is stored in the leaves.</p> <p>Sugar is in food! Maybe sugar is a food for plants.</p> <p>Plants make food through photosynthesis. They take energy from the sun and use it to turn water and air into sugar.</p>



What do we already know about how plants get food?	What questions do we have about how plants get food?	What have we learned about how plants get food?
<ul style="list-style-type: none"> <li>Plants get energy from the sun.</li> <li>Plants need water.</li> </ul>	<ul style="list-style-type: none"> <li>How do plants eat from the sun?</li> <li>Do they eat other food (not the sun)?</li> </ul>	<ul style="list-style-type: none"> <li>Plants make food through photosynthesis.</li> <li>They use energy from the sun to turn water and air (carbon dioxide) into sugar.</li> <li>Plants store extra food in their stems.</li> </ul>

PAGE	QUESTION	STUDENT RESPONSE
9	<b>Question 7:</b> What do leaves do in spring? (RI.K.1)	Leaves come out of the soil and open up. They start making food for the plant.
11	<b>Question 8:</b> What do leaves do in the summer? (RI.K.1)  <b>Question 9:</b> How do plants use the food the leaves make? Think, Pair, Share. (RI.K.1, SL.K.1)	Leaves keep making food.  Plants use food to grow healthy and strong. Food that is not used right away is stored in the plants' roots and stem.
13	<b>Question 10:</b> Why do leaves stop making food in autumn? (RI.K.1)	Because there is less and less sunlight and water for photosynthesis.
18	<b>Question 11:</b> Why would it help a tree living in the shade to have very big leaves? Think, Pair, Share. (RI.K.1, SL.K.1)  <b>Question 12:</b> Why would it help plants in the desert to have leaves that can store plenty of water? Think, Pair, Share. (RI.K.1, SL.K.1)	If it's in the shade it doesn't get much sunlight. But it needs sunlight for photosynthesis. The bigger the leaves are the more sunlight they can take in to make food.  It doesn't rain much in the desert but leaves need water for photosynthesis. If there isn't much rain, leaves would need to be able to store all the water they can.
19	<b>Question 13:</b> On the previous page the author says "Leaves take care of plants' needs." What example of leaves taking care of plants is shared on this page. (RI.K.1)  <b>Question 14:</b> Why would plants not want animals to eat their leaves? Think, Pair, Share. (RI.K.3, SL.K.1)	Some trees have leaves that smell. The smell keeps insects and animals away that would want to eat the plant.  Because if animals eat their leaves the leaves will be gone and the plant won't be able to make food.

PAGE	QUESTION	STUDENT RESPONSE
After Reading	<b>Question 15:</b> What did we learn about leaves? Think, Pair, Share. (RI.K.1, SL.K.1)	Leaves make food for plants. This is called photosynthesis. They use water, sunlight, and air (carbon dioxide) to make sugar that feeds the plant. Leaves take care of plants' needs. Some leaves are big or pointy or smelly so they can make and store food for plants.

**Part 3: Daily Instructional Task: Explanatory Drawing and Writing and Partner Conversation (W.K.2, SL.K.1, K.6), Rubric, Student Exemplar**

1. You are a junior kindergarten scientist that has just learned about how plants get food.
2. Draw a picture that illustrates photosynthesis.
3. Write sentences to describe your picture.
4. After you draw and write, you will share your new learning with your reading buddy. You will explain to them what photosynthesis means.
5. In your writing, be sure to:
  - o begin each sentence with a capital letter;

- o leave spaces between words,
- o end each sentence with punctuation; and
- o use vocabulary from the unit.

**Teacher’s Note:** Teachers may want to have the word “photosynthesis” typed on small cards for students to glue onto their drawing as a label. Or, students can create their own label for their picture by copying the word “photosynthesis” underneath their drawing.

**Exemplar:**



Photosynthesis means that plants get energy from the sun. The leaves soak up the sunlight.

EXPLANATORY	WOW!	GOOD!	ON YOUR WAY!
<b>Drawing</b> <b>(W.K.2)</b>	The drawing shows the process of photosynthesis.	The drawing mostly shows the process of photosynthesis.	The drawing does not show the process of photosynthesis.
<b>Writing</b> <b>(RI.K.2, W.K.2, L.K.1.F)</b>	The writing explains the process of photosynthesis.	The writing mostly explains the process of photosynthesis.	The writing does not explain the process of photosynthesis.
<b>Word Choice</b> <b>(L.K.6)</b>	Correctly used at least two vocabulary words from the unit.	Correctly used one vocabulary word from the unit.	Did not use vocabulary words from the unit.
<b>Capital Letters</b> <b>(L.K.2.A)</b>	Capitalizes the first word in all sentences.	Capitalizes the first word in at least 1 sentence, but not all sentences.	Does not capitalize the first word in a sentence.
<b>End Punctuation</b> <b>(L.1.2)</b>	Uses correct end punctuation.	Uses incorrect punctuation.	Does not use any punctuation.
<b>Concepts About Print</b> <b>(RF.K.1.C)</b>	Leaves spaces between all words.	Leaves spaces between most words.	Does not leave spaces between words.

**Lesson 9: “The Little Plant” - Vocabulary (RI.K.4 L.K.4), Shared Reading (RI.K.4, SL.K.1, L.K.5, K.LS1.1), Reading Strategy: Asking Questions as you Read\*, Part 3: Daily Instructional Task: Explanatory Writing (SL.K.1, K.6, W.K.8), Exemplar**



from here: [https://www.youtube.com/watch?v=GvU\\_atlp2\\_M](https://www.youtube.com/watch?v=GvU_atlp2_M)

*\*Asking Questions as you Read Strategy: I can ask questions as I read. I read the title and look at the pictures and I think about what questions I have. Ask questions.*

## Lesson Intentions

1. I am learning how to apply what I know about plants to help me comprehend the meaning of a poem.

## Success Criteria

1. I can recognize the style and organization of a poem.
2. I can interpret word meanings by using what they know about how plants grow and what they need.
3. I can develop vocabulary that can be used to describe the life cycle of a plant, what it needs, and the ways in which it grows.

## Teacher note:

1. Write the poem, "The Little Plant" on chart paper so that students can see the words as you read.
2. Have copies of the poem for students to glue into a notebook where they can go back and reread it on their own.
3. Create a poetry station where chart paper can be displayed or where students can access the poem.

## The Little Plant

In the heart of a seed,  
Buried deep, so deep,  
A dear little plant  
Lay fast asleep.

Wake! said the sunshine,  
And creep to the light  
Wake! said the voice  
Of the raindrops bright.

The little plant heard  
And rose up to see  
What the wonderful outside  
World might be.

K.L.Brown

**Part 1: Vocabulary (RI.K.4 L.K.4)**

1. The following words are introduced during this reading. The suggested instructional methods are included in parenthesis.

Create [vocabulary cards with images](#).

- heart (embedded)
- creep (implicit)
- rose (embedded)

2. The following words are reinforced during this reading:

- seed

**Part 2: Shared Reading (RI.K.4, SL.K.1, L.K.5, K.LS1.1)**

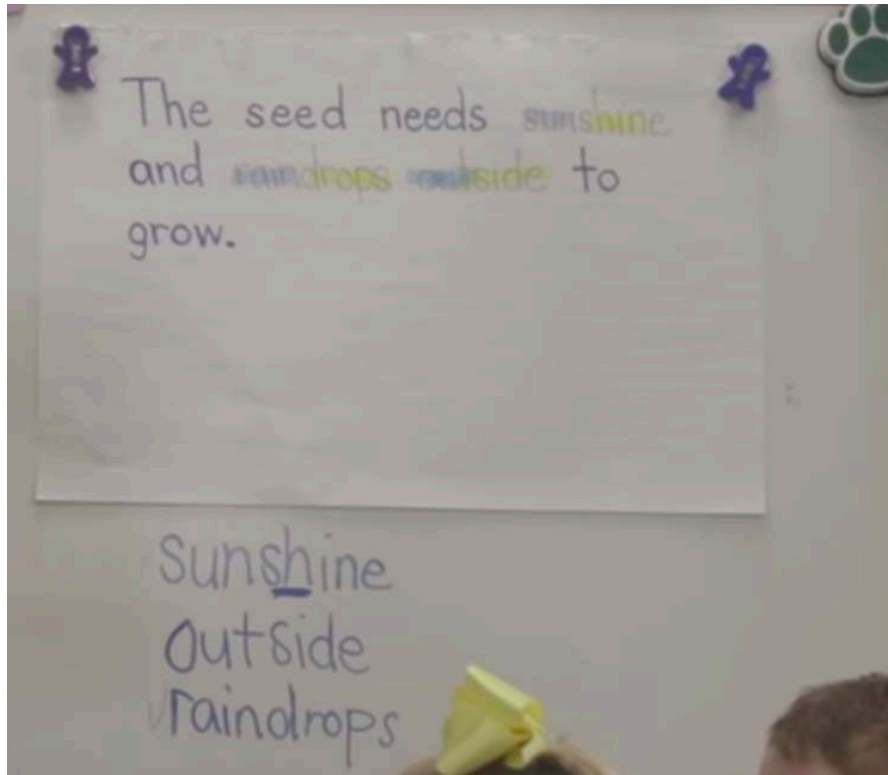
1. Read aloud the poem on the chart and have students follow as you read.
2. Reread the poem and ask these questions.

Before reading	<p><b>Question 1:</b> What do you notice about this piece of text compared to the other texts we have read? Turn and talk. (RI.1.5)</p> <p><i>Teacher’s Script: (If poetry has not been introduced) “This type of text is poetry. As we read, you’ll also notice that some of the lines have rhyming words and there aren’t punctuation marks at the end of every line.”</i></p> <p><b>Teacher’s Note: Read the poem through again before asking questions.</b></p>	It is shorter than a book. It doesn’t have a lot of pages. The lines are short.
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3. Reread the poem using echo reading.

PAGE	QUESTION	STUDENT RESPONSE
A dear little plant lay fast asleep	<b>Question 2:</b> What does the author mean when she says that the plant lay fast asleep? Think, pair share. (RI.K.4, SL.K.1, L.K.5)	Plants don’t actually sleep, so I think she means that the plant hasn’t started to grow yet. It’s buried in the ground, but it is still just a seed.
Wake! said the voice/ Of the raindrops bright.	<b>Question 3:</b> As I reread this stanza, listen for two things plants need in order to grow. Turn and tell your partner one thing plants need. to grow  Now listen as your partner tells the second thing plants need to grow. (RI.K.1, K.LS1.1)	Plants need sunshine and water.
And it rose to see	<b>Question 4:</b> What does the phrase “rose to see” mean in this line? Think, pair share. (RI.K.4, SL.K.1, L.K.5)	“Rose to see” means the plant started growing up from the soil. It finally sprouted.

4. Reread the poem chorally, fading your voice out in order to see how much of the poem the children can read.

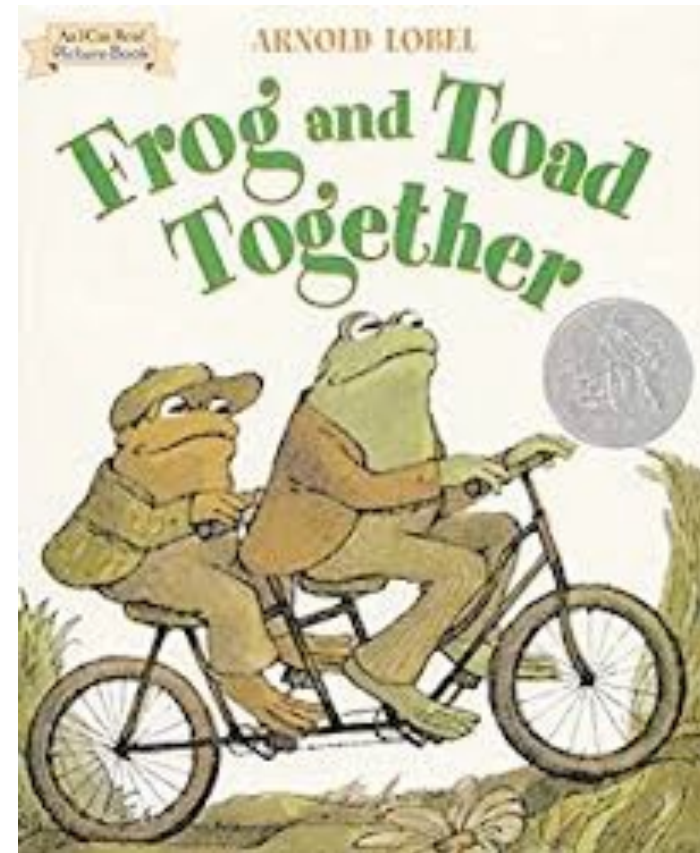


from here: [https://www.youtube.com/watch?v=GvU\\_atlp2\\_M](https://www.youtube.com/watch?v=GvU_atlp2_M)

### Part 3: Daily Instructional Task: Explanatory Writing (SL.K.1, K.6, W.K.8), Exemplar

1. What words can you use from the poem to create a sentence about how plants grow? Turn and talk with your partner.
2. Beneath a sheet of paper, record the words that students volunteer.
3. Write a sentence together using **Interactive writing** and/or complete independently.

**Lesson 10: “The Garden” from *Frog and Toad Together* - Vocabulary (RI.K.4 L.K.4), Read & Ask and Answer Questions & (RL.K.1, K.2, K.3, K.7, K.10, SL.K.1, K.LS1.1), Making Sense of Text: Asking Questions as you Read\*, Daily Instructional Task: Assisted Writing, Letter Writing (W.K.2, SL.K.1, K.6), Student Exemplar**



Lobel, Arnold. (1979). “The Garden.” from *Frog and Toad Together*. New York: HarperCollins.

**Lexile Level: 450L**

*\*I can ask questions as I read. I read the title and look at the pictures and I think about what questions I have. Use the chart provided to model thinking aloud as you ask yourself questions as you read.*

## Learning Intentions

1. I am learning to apply my knowledge of what plants need to grow to comprehend a short narrative story.

## Success Criteria

1. I can identify the actions Toad takes in the story to try to get his plants to grow; and
2. I can contrast Toad actions with the real needs of plants.
3. I can comprehend information from the text through dialogue and illustrations.

## Part 1: Vocabulary (RI.K.4 L.K.4)

1. The following words are introduced during this reading. The suggested instructional methods are included in parenthesis.  
[Use these vocabulary cards with images.](#)
  - o garden (explicit)
  - o frightened (implicit)
2. The following words are reinforced during this reading:
  - o seeds
  - o grow/growing

## Part 2: Read & Ask and Answer Questions & (RL.K.1, K.2, K.3, K.7, K.10, SL.K.1, K.LS1.1)

1. Read aloud this story (begins pp. 18 in the book) and as you do pose some or all of these questions.

PAGE	QUESTION	STUDENT RESPONSE
Page 19	<b>Question 1:</b> What do you predict Toad will do with the flower seeds? (RL.K.3)	He will plant them and give them water and they will grow very soon.
Page 21	<b>Question 2:</b> Why is Toad talking to the seeds? (RL.K.1)	He wants the seeds to grow. He is telling them to start growing.
Page 23	<b>Question 3:</b> What does Frog tell Toad to do?  <b>Question 4:</b> Based on everything you have learned about plants, Is Frog's advice to Toad good or bad advice? Why? Turn and talk. (K.LS1.1, SL.K.1)  <b>Question 5:</b> Do you think the seeds will grow? (RK.K.1)  <b>Question 6:</b> How does the picture help you make a prediction? (RL.K.7)	Frog tells Toad to stop yelling and leave the seeds alone. He says to let the sun shine and rain fall on them.  Frog's advice to Toad is good advice because seeds need sunshine and water.  Yes, the seeds will grow.  The picture shows the sun shining. Seeds and plants need sunshine to make food and grow.

PAGE	QUESTION	STUDENT RESPONSE
Page 25	<p><b>Question 7:</b> What is Toad doing? Why? Turn and talk. (RL.K.3, SL.K.1)</p> <p><b>Question 8:</b> Given what you know about plants, what advice would you give Toad and why? (K.LS1.1)</p>	<p>Toad is reading a story to his seeds. He thinks the seeds are afraid of the dark. He thinks that if he reads to them they won't be afraid.</p> <p>Answers will vary</p>
Page 27	<p><b>Question 9:</b> Toad seems to be working hard, but his seeds aren't growing. Why not? Turn and Talk. (RL.K.1, SL.K.1)</p> <p><b>Question 10:</b> Toad says, "These must be the most frightened seeds in the whole world!" Why does he say that? Turn and talk. (RL.K.3, SL. K.1)</p> <p><b>Question 11:</b> Do you think his seeds will grow? What clues from the text help you with your prediction? (RL.K.1, K.7)</p>	<p>Because the things he's doing aren't actually what seeds need to grow. Singing, reading poetry, and playing music doesn't make plants grow. Plants need water, sun, and air to grow.</p> <p>Earlier in the story Frog told him to stop yelling because the seeds were afraid to grow. Toad's seeds aren't growing yet even though he is doing so many things, like singing and playing music. Toad thinks the reason his seeds aren't growing is because they are afraid.</p> <p>I think they will grow. The picture shows Toad singing in the rain. The rain will help the seeds grow because plants need water.</p>
Page 29	<p><b>Question 12:</b> Why did the seeds finally grow? (RL.K.2, K.LS1.1, SL. K.1)</p> <p><b>Question 13:</b> Toad says, "It was very hard work." Do you agree? Why or why not? Turn and talk. (K.LS1.1, SL.K.1)</p>	<p>They needed sunlight and rain to grow, just like Frog said. It took some time. Toad worked hard, but it wasn't his hard work that made the plants grow.</p> <p>The plants did the work of growing. Toad didn't need to do anything because the seeds only needed sunlight and rain and air to grow.</p>

### Part 3: Daily Instructional Task: Assisted Writing, Letter Writing (W.K.2, SL.K.1, K.6), Student Exemplar

1. After reading the text, write a letter to Toad using **Interactive Writing**.
2. The letter should help Toad understand what plants need to grow. Be sure to explain which of his actions did not help his plants grow.
3. After the letter is written, have the class check to make sure that you:
  - included some information about what plants need to grow;
  - began each sentence with a capital letter;
  - left spaces between words,
  - ended each sentence with punctuation; and
  - used vocabulary from the unit.
  - each child signed the letter



Dear Toad,

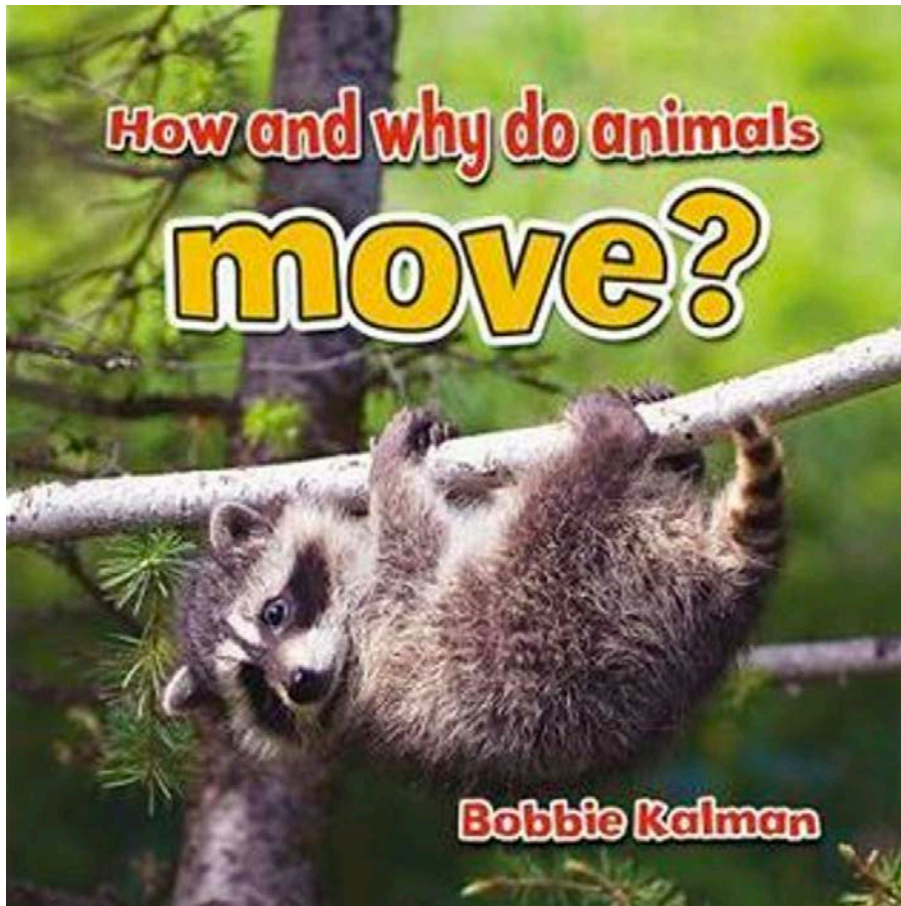
You tried so hard to help your garden grow! But, some things  
didn't work. Plants don't grow when you tell them to grow,  
even when you yell. Plants don't need you to read a book to  
them. Plants don't need songs or poems or music to grow.

Your plants weren't afraid to grow. Your plants grew because  
they got sunshine and rain and air. Plants are living things.

Your friends,

Have students sign their names.

**Lesson 11: *How and Why Do Animals Move?* - Vocabulary (RI.K.4 L.K.4), Information Chart (W.K.8, SL.K.1, K.2, K.6), Read & Ask and Answer Questions & (RL.K.1, K.2, K.3, K.4, K.7, K.8, K.10, RI.1.5, W.K.8, SL.K.1, K.LS1.1), Read to Learn: Asking Questions as you Read\*, Daily Instructional Task: Drawing and Explanatory Writing, Partner Conversation (W.K.2, SL.K.1, K.6)**



Kalman, Bobbie. (2014). *How and Why Do Animals Move?* New York: Crabtree Publishing Company.

**Lexile Level: 590L**

\*Read to Learn Strategy: When I read a book, I like to look at the photographs to see what new information I can learn about the topic. As I am reading, I ask myself questions about the information and the photographs. I wonder why animals move the way they do, how do animals move in different ways. This book has lots of new information for me. It also makes me wonder about some things.

### **Learning Intentions:**

1. I am learning how and why animals move in different ways.
2. I am learning what predators and prey are and how they are related.

### **Success Criteria:**

1. I can identify the main idea and key details in different sections to explain how different animals move.
2. I can use text features to locate and explain information.
3. I can compare and contrast information about different animals.

### **Part 1: Vocabulary (RI.K.4 L.K.4) [Display vocabulary cards with images.](#)**

1. The following words are introduced during this reading. The suggested instructional methods are included in parenthesis. Four words need explicit explanations during the lesson: migrate, predators, prey, and fins
  - o shelter (implicit)
  - o escape (embedded)
  - o habitat (implicit)
  - o **migrate (explicit)**

- **predators (explicit)**
- **prey (explicit)**
- **fins (explicit)**
- sliver (embedded)
- flapping (implicit)
- hover (embedded)
- glide (embedded)
- pounce (embedded)
- paddles (embedded)
- leaping (implicit)

2. The following words are reinforced during this reading:

- survive
- prey
- pouch
- joey

### Part 2: Information Chart (W.K.8, SL.K.1, K.2, K.6)

Work with students during the lesson to create an information chart to to organize information about the different ways animals move. Display the anchor chart.

WAYS ANIMALS MOVE	EXAMPLES
flap wings	duck
hover in air	hummingbird
climb	raccoons
crawl	centipedes
hop	kangaroos

### Part 3: Read & Ask and Answer Questions & (RL.K.1, K.2, K.3, K.4, K.7, K.8, K.10, RI.1.5, W.K.8, SL.K.1, K.LS1.1)

1. Read aloud the text and as you do pose some or all of these questions.
2. Compare and contrast the animals and how they move by using a Venn Diagram.

Teacher’s Script: “Let’s start with the first section. This section is called “Why do animals move?” I can see it starts on page 4. Let’s go there.”

PAGE	QUESTION	STUDENT RESPONSE
Table of Contents	<p><b>Question 1:</b> This is a table of contents. It shows us the different parts of the book and on what page each part begins. Listen as I read the table of contents. What kind of information do you think we'll learn in this text? (RI.1.5)</p> <p><b>Teacher's Note:</b> The teacher may want to show students the table of contents from the text Living or Nonliving? and have students compare and contrast them.</p> <p><b>Teacher's Script:</b> "Let's start with the first section. This section is called "Why do animals move?" I can see it starts on page 4. Let's go there."</p>	The text will tell us why animals move. It will tell us how animals hop and leap. It will tell us how they move in water.
Page 4	<p><b>Question 2:</b> The header for this page is "Why do animals move?" What did we learn on this page about why animals move? Turn and Talk. (RI.K.2, SL.K.1)</p>	Animals move to get the things they need to survive. They move to find food, water, and shelter. Animals move to escape predators.
Page 6	<p><b>Question 3:</b> The author says, "The bodies of animals are built for the way they move." What does that mean? (RI.K.4, L.K.4)</p> <p><b>Question 4:</b> How do the photographs on this page help show how animals' bodies are built for the way they move? (RI.K.7)</p>	<p>It means that animals have different bodies that move in different ways. Animal bodies have things that help the animal move.</p> <p>The photographs show different kinds of animal bodies. The owl has wings. The lemur has legs. The snake doesn't have wings or legs but it twists its body to move.</p>
Page 7	<p><b>Question 5:</b> How do penguins move differently from other birds? (RI.K.3)</p> <p><b>Teacher's Script:</b> "This page makes me want to learn more about how birds fly. Let's go back to the table of contents and find the section on wings and flying."</p>	Penguins have wings but they don't fly. They use their wings to swim through the water.

PAGE	QUESTION	STUDENT RESPONSE
Table of Contents	<p><b>Question 6:</b> Listen to me read the table of contents again. Then, tell me which section you think will tell us more information about how birds fly. (RI.1.5)</p> <p><b>Teacher's Script:</b> "That section starts on page 8. Let's go there."</p>	The section titled "Which animals fly?" probably has information on birds that fly.
Page 8	<p><b>Question 7:</b> The author used three different words to describe how birds fly. What were those words and what do they mean? (RI.K.1, K.4, L.K.4)</p> <p><b>Question 8:</b> How do butterflies and bats move differently? (RI.K.3)</p> <p><b>Question 9:</b> Look at our chart. What information could we add to it that we learned in this section about which animals fly? (RI.K.2, SL.K.1, W.K.8)</p>	<p>Flap means to move wings up and down. Hover means to stay in one place. Glide means to keep your wings stretched out.</p> <p>Butterflies can flutter and glide. Bats flap their wings to fly but they can't glide.</p> <p>We can say that ducks flap their wings, hummingbirds hover, and butterflies glide.</p>
Pages 10-11	<p><b>Question 10:</b> What are some different ways animals move with their legs? Turn and talk. (RI.K.1, SL.K.1)</p> <p><b>Question 11:</b> What examples does the author give of animals using their legs to move in these ways? (RI.K.8)</p> <p><b>Question 12:</b> Ask the "What do you think?" question on page 11 – Which three animals on these pages can run fast? Why do you think so? Turn and talk. (RI.K.1, SL.K.1)</p> <p><b>Question 13:</b> What information from this page can we add to our chart? (RI.K.2, SL.K.1, W.K.8)</p>	<p>walk, hop, jump, crawl, run, climb, swim</p> <p>Horses use their legs to run. Leopards use legs to climb. Ducks use legs to paddle in water.</p> <p>I think the horse, leopard, and raccoon can run fast. The centipede has too many legs to run fast. I think its legs would get tangled. Ducks have feet for paddling. I don't think webbed feet are good for running.</p> <p>Raccoons climb. Horses gallop. Ducks paddle.</p>

PAGE	QUESTION	STUDENT RESPONSE
Table of Contents	<p><b>Teacher’s Script:</b> “I wonder if there’s any more information in this book about how animals move with their legs. Let’s go back to the table of contents and see.”</p> <p><b>Question 14:</b> I’ll read the titles of the sections again and you tell me which one sounds like it could talk more about how animals move with their legs. Why do you think that? (RI.K.1)</p> <p><b>Teacher’s Script:</b> “The Hop and Leap section starts on page 12. Let’s turn to that page.”</p>	Hop and leap, because animals use their legs to hop.
Pages 12-13	<p><b>Question 15:</b> The author doesn’t tell us what the word “leap” means. Using the information on these pages, what do you think it means? Think, Pair, Share. (RI.K.4, L.K.4, SL.K.1)</p> <p><b>Question 16:</b> Why do some animals hop and leap? (RI.K.1)</p> <p><b>Question 17:</b> Earlier in the text the author said that animals’ bodies are built for the way they move. How is the kangaroo’s body built for the way it moves? (RI.K.8)</p> <p><b>Question 18:</b> What information can we add to our chart from these pages? (RI.K.2, SL.K.1, W.K.8)</p>	<p>Leap means to jump.</p> <p>It’s easier for them to leap than walk. They can move more quickly when they hop.</p> <p>It has strong back legs for hopping. Its long tail helps it balance when it hops.</p> <p>Kangaroos hop. Hares leap. Lemurs leap.</p>

**Part 4: Daily Instructional Task: Drawing and Explanatory Writing, Partner Conversation (RI.K.2, RF.K.1.C, W.K.2, SL.K.1, K.6; L.K.2.A, L.1.2), Rubric**

- We are going to continue practicing how to write like real authors.
- Choose an animal that we read about today in *How and Why Do Animals Move?*
- Draw the animal.
- Use **labels and captions** to help explain how and why it moves.
- Write **complete sentences** to describe your drawing.
- Then, explain your drawing to a partner. Partners should give feedback to each other about how the use of captions and labels helped them understand each other’s work.
- In your writing, be sure to:
  - begin each sentence with a capital letter;
  - leave spaces between words,
  - end each sentence with punctuation; and
  - use vocabulary from the unit.

**Teacher’s Note:** Students will add on to this task during the second reading of the text. They will draw and write about another animal and then compare the two animals.

**Lesson 12: *How and Why Do Animals Move?* - Vocabulary (RI.K.4 L.K.4), Information Chart (W.K.8, SL.K.1, K.2, K.6), Read & Ask and Answer Questions & (RL.K.1, K.2, K.3, K.4, K.7, K.8, K.10, RI.1.5, W.K.8, SL.K.1, K.LS1.1), Read to Learn: Using the Content Page, Culminating Task: Drawing and Explanatory Writing, Partner Conversation (RI.K.2, RI.K.3, RF.K1.C, W.K.2, SL.K.1, K.6, L.K.1.F, L.K.2.A, L.1.2, L.K.6, K.LS1.1), Rubric & Student Exemplar**

**Learning Intentions:**

1. I am learning how to build on my understanding of how and why animals move in different ways.

**Success Criteria:**

1. I can identify the main idea and key details in different sections to explain how different animals move.
2. I can use text features to locate and explain information.
3. I can compare and contrast information about different animals.
4. I can ask and answer questions about how and why animals move in different ways.

**Part 1: Vocabulary (RI.K.4 L.K.4) [Display vocabulary words with images.](#)**

1. The following words are introduced during this reading. The suggested instructional methods are included in parenthesis. Four words need explicit explanations during the lesson: migrate, predators, prey, and fins

- **grip (explicit)**
- hang (embedded)
- hoofs (implicit)
- **flippers (explicit)**
- squirt (embedded)

2. The following words are reinforced during this reading:

- predators
- pouch
- fins
- leap
- breathe
- air
- flaps
- migrate
- escape
- calf/calves

## Part 2: Information Chart (W.K.8, SL.K.1, K.2, K.6)

Work with students during the lesson to create an information chart to to organize information about the different ways animals move.

## Part 2: Information Chart (W.K.8, SL.K.1, K.2, K.6)

WAYS ANIMALS MOVE	EXAMPLES OF ANIMALS
flap wings	duck
hover in air	hummingbird
climb	raccoons
crawl	centipedes
hop	kangaroos
climb	squirrels
swim	dolphins
squirt water	octopuses

## Part 3: Read & Ask and Answer Questions & (RL.K.1, K.2, K.3, K.4, K.7, K.8, K.10, RI.1.5, W.K.8, SL.K.1, K.LS1.1)

\* Read to Learn Strategy: When I open up a nonfiction book, I always look at the content page. I like when a nonfiction book has a content page. A content page is always found in the beginning of a book. A content page makes it easy to find specific information I want to read. It also makes it easier to go back to information I already read or want to read. Let's see, this content page tells me this book has (insert number of chapters or headings). [Demonstrate by pointing to the chapter title and page number. Then turn to the page and point to the heading.

PAGE	QUESTION	STUDENT RESPONSE
Table of Contents	<b>Question 1:</b> Yesterday we finished reading the section "Hop and Leap". What comes next? What page is it on? (RI.1.5)	Students point to the title underneath "Hop and Leap". It starts on page 14.
Pages 14-15	<p><b>Question 2:</b> The text says, "To climb, animals grip tree trunks with their four legs." What does the word "grip" mean? Turn and tell your partner. (RI.K.4, L.k.4, SL.K.1)</p> <p><b>Question 3:</b> What kind of animals move in trees? (RI.K.1)</p> <p><b>Question 4:</b> Why is it important for these animals to be able to move in trees? (RI.K.3)</p> <p><b>Question 5:</b> Why do some monkeys hang by their tails? (RI.K.1)</p> <p><b>Question 6:</b> What did we learn about how animals move on these pages? What can we add to our chart? (RI.K.2, SL.K.1, W.K.8)</p>	<p>Grip means to hold onto.</p> <p>Squirrels, monkeys, and orangutans.</p> <p>Because they live in trees. They find food in trees and keep their babies safe from predators in trees.</p> <p>Because then they can use their paws to reach for food.</p> <p>Squirrels climb. Orangutans swing. Monkeys hand upside down.</p>
Pages 16-17	<p><b>Question 7:</b> The author says that "Some animals have body parts that help them climb mountains." What are some of the body parts we learned about? (RI.K.2)</p> <p><b>Question 8:</b> Read the "What do you think?" question about the difference between the hoofs of horses and mountain goats. Go back to page 10 and reread the caption on horses' hoofs. Discuss the question, then ask: Why do you think the horses and goats have different kinds of toes? Turn and talk. (RI.K.1, SL.K.1)</p>	<p>Mountain goats have hoofs with two toes. Mountain lions have strong legs and sharp claws.</p> <p>Horses and goats need to move in different ways. Horses need to run and goats need to climb. Maybe one toe is good for running and two toes are good for climbing.</p>

PAGE	QUESTION	STUDENT RESPONSE
Pages 18-19	<p><b>Question 9:</b> How are dolphins and sharks similar? How are they different? (RI.K.3, K.9)</p> <p><b>Question 10:</b> How does a turtle move? Which bird moves in the same way? (Follow the text's directions to see page 7 if students need help.) (RI.K.1, K,3)</p> <p><b>Question 11:</b> What did we learn about how animals move on these pages? What can we add to our chart? (RI.K.2, SL.K.1, W.K.8)</p> <p><i>Teacher's Script: "Yesterday we learned a little bit about migration. But I remember the author had a note saying we could learn more about migration in another section. Let's go back to the table of contents to find where we can learn more information about migration."</i></p>	<p>They both swim in water and they both use their tails (flippers) to move. Dolphins move their tails up and down to move. Sharks move their bodies from side to side.</p> <p>Turtles move by flapping their flippers like wings. They swim like penguins.</p> <p>Dolphins swim. Octopuses squirt water. Turtles flap their flippers.</p>
Table of Contents	<b>Question 12:</b> I'll read the titles one last time. Which one will give us more information on migration? Which page should we turn to? (RI.1.5)	You should turn to "Why do they migrate?" on page 20.

PAGE	QUESTION	STUDENT RESPONSE
Pages 20-21	<p><b>Question 13:</b> The author doesn't tell us here what migrate means. Based on the information on these pages, what do you think it means? Think, pair, share. (If students need help, you can flip back to page 5 where the word "migrate" is introduced and defined.) (RI.K.4, L.K.4, SL.K.1)</p> <p><b>Question 14:</b> Why do animals migrate? (RI.K.1)</p> <p><b>Question 15:</b> What kinds of animals migrate? (RI,K.1)</p>	<p>Migrate means to move to another place.</p> <p>Animals migrate to escape cold weather. They migrate to find food.</p> <p>Butterflies, elephants, whales, and geese migrate.</p>
Page 22	<p><b>Question 16:</b> The author says that, "People have copied the ways that animals move." What does that mean? Think, Pair, Share.(RI.K.8, SL.K.1)</p> <p><b>Question 17:</b> What examples does this page show of people copying animals? (RI.K.7)</p>	<p>It means that people have created things that let us move the way animals do.</p> <p>It shows flippers for swimming and planes/gliders for flying.</p>



**Part 4: Culminating Task: Drawing and Explanatory Writing, Partner Conversation (RI.K.2, RI.K.3, RF.K1.C, W.K.2, SL.K.1, K.6, L.K.1.F, L.K.2.A, L.1.2, L.K.6, K.LS1.1), Rubric & Student Exemplar**

1. Choose another animal that we read about in *How and Why Do Animals Move?* Be sure to choose an animal that we read about today (not during yesterday 's reading ). Display anchor chart from prior lesson.
2. Draw the two animals you choose. Use labels and captions to help explain how the animal moves.
3. Then, write about how and why the **two** animals you drew move in different ways.
4. Read your sentences to a partner.
5. You can also tell your partner more information about the two animals you drew.
6. In your writing, be sure to:
  - begin each sentence with a capital letter
  - leave spaces between words
  - end each sentence with punctuation
  - use vocabulary from the unit

**Student Exemplar**

A student draws a leopard cub in a tree. The student writes the labels "4 legs" and "claws" by the picture.

This is a leopard cub. It has  
four legs and sharp claws that  
help it climb in trees. This is a  
shark. It doesn't have legs. It  
has fins. It moves its fin from  
side to side to swim.

EXPLANATORY	WOW!	GOOD!	ON YOUR WAY!
<p><b>Drawing, Labels and Captions</b></p> <p><b>(W.K.2)</b></p>	<p>The drawing shows the animals and includes labels and captions that help to explain how the animal moves.</p>	<p>The drawing shows the animals and includes labels and captions.</p>	<p>The drawing shows the animals.</p>
<p><b>Writing</b></p> <p><b>(RI.K.2, W.K.2, L.K.1.F)</b></p>	<p>The writing explains how and why the <b>two</b> animals move in different ways.</p>	<p>The writing mostly explains how and why the <b>two</b> animals move in different ways.</p>	<p>The writing does not explain how and why the <b>two</b> animals move in different ways.</p>
<p><b>Word Choice</b></p> <p><b>(L.K.6)</b></p>	<p>Correctly used at least two vocabulary words from the unit.</p>	<p>Correctly used one vocabulary word from the unit.</p>	<p>Did not use vocabulary words from the unit.</p>
<p><b>Capital Letters</b></p> <p><b>(L.K.2.A)</b></p>	<p>Capitalizes the first word in all sentences.</p>	<p>Capitalizes the first word in one sentence.</p>	<p>Does not capitalize the first word in any sentence.</p>
<p><b>End Punctuation</b></p> <p><b>(L.1.2)</b></p>	<p>Uses correct end punctuation.</p>	<p>Uses incorrect punctuation.</p>	<p>Does not use any punctuation.</p>
<p><b>Concepts About Print</b></p> <p><b>(RF.K.1.C)</b></p>	<p>Leaves spaces between all words.</p>	<p>Leaves spaces between most words.</p>	<p>Does not leave spaces between words.</p>