



puppy



puppy



puppy



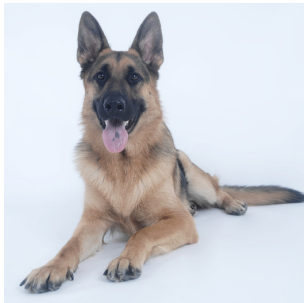
puppy



puppy



puppy



parent



parent



parent



parent



parent



parent



puppy



puppy



puppy



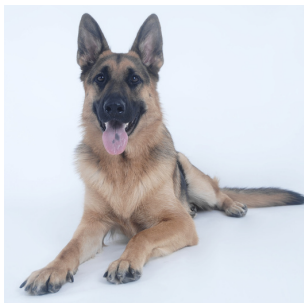
puppy



puppy



puppy



parent



parent



parent



parent



parent



parent

Parent & Offspring Sort

Challenge: *Reunite the Puppies!*

Names: _____

parent



parent



parent



puppy



puppy



puppy



WEEK 2 Lesson 2

Science and Engineering: A Pack of Monsters
Traits Among Siblings

S & E Big Ideas	Animal offspring inherit traits from their parents. Animal offspring siblings have similarities and differences.
S & E Guiding Question	How are animal traits the same and different among siblings?
Content Objective	I can describe how animal traits are the same and different among siblings. (1-LS3-1)
Language Objective	I can discuss how sibling traits are the same and different. (SL1.1)
Vocabulary	siblings: brothers or sisters
Materials and Preparation	<ul style="list-style-type: none"> ● Animal Trait Inheritance sheet, 1 for each child and 1 for teacher modeling ● Monster Pack slides Have this opened to slide 1. ● 5 paper bags or envelopes Label the bags/envelopes: Body Color, Body Pattern, Number of Eyes, Eye Color, Wings or Horns ● Trait cards, copied and cut out Copy the Trait Cards, making enough for each child to choose one trait from each bag. For example, with 20 children, have 10 “blue body”cards and 10 “purple body” cards. Put the traits into the corresponding bags.
Opening 1 minute	<i>Today we will be learning about where animals get their traits, and we will do a fun activity that will help us understand how brothers and sisters, called siblings, look the same or look different.</i>
Investigation	Project the Monster Pack slideshow, showing slide 1, then moving to slide 2

<p>20 minutes</p>	<p>to reveal the guiding question..</p> <p><i>We are going to be building a pack, or group, of monsters today! We are doing this to find out how traits are the same or different among siblings. Remember, siblings are brothers or sisters. Raise your hand if you have a brother or sister.</i></p> <p>Read the scenario to children on slide 3, then go to slide 4.</p> <p><i>First, let's meet the female, or the girl. Her name is Zip; maybe she got her name because she flies quickly with her wings! What traits do you notice Zip has?</i></p> <p>Invite children to share the traits they notice. Be sure to point out the traits on the slide if they don't bring them up on their own.</p> <p><i>Next, let's meet the male, or the boy. His name is Bonk! What traits do you notice Bonk has?</i></p> <p>Invite students to share the traits they notice and be sure to bring up those that are on the slide if children do not mention them.</p> <p><i>Bonk and Zip are going to have offspring to make a big pack, or group of friendly monsters! To do this, we will each get to create a baby, or offspring. Let me explain how we're going to do this, and then we'll begin! I have 5 bags here, and in the bags are different traits. For example, I have one bag for the body color. Zip is blue, so in the bag, there are some cards for a blue body. Bonk is purple, so I also have some cards for a purple body. Because animals get their traits from their parents, you're going to have to put your hand into the bag and without looking, pick out a card. The card will tell you which trait you will use for your offspring. If you pick out the blue card, the offspring will get a trait from Zip! If you get a purple body, that trait will come from Bonk! Once you have your card, you'll go back to your seat to work on your monster, then return to our meeting area to get the next trait from the bag. We will do that for the pattern on the body, the number of eyes, the color of eyes, and whether the offspring has wings or horns! We will start with the number of eyes!</i></p> <p>Proceed to slide 5 to begin the activity.</p> <p>Using the Offspring sheet, model how they will pick out a card for the number of eyes, then draw that number of eyes on their monster. Be sure not to color the eyes in yet as children need to pick out of the next bag to find out the offspring's eye color.</p> <p>Pass out the worksheets to the children and have them line up while you hold the bag. They will each take a turn coming up to pick out a card. After</p>
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Science and Engineering U2 W2 L2

	<p>they've taken one, they may go back to their seats to start coloring in the body of their monster and should return to the meeting area once finished with that part. Continue moving through the slides to complete the eye color, body color, body pattern, and last, wings or horns. Be sure to model each step for children.</p>
<p>Discussion 8 minutes</p>	<p>Have all children return to the meeting area and sit in a circle with their papers on the floor in front of them.</p> <p><i>We just made a pack of friendly, baby monsters, who got their traits from their parents. The babies, or offspring, are brothers and sisters. Remember, we call them siblings. Let's take a look at all the offspring you created and I want you to think about how the siblings are the same, and how they are different.</i></p> <p>Invite children to walk safely around the circle, looking at the offspring for a few minutes. Then, have children return to their spots and sit. Use the following questions to guide the conversation.</p> <ul style="list-style-type: none"> ● <i>How are the siblings the same? Can you give an example?</i> ● <i>How are the siblings different? Can you give an example?</i> ● <i>Are there any that look exactly the same?</i> ● <i>Are there any that look entirely different from the others?</i> ● <i>Why do you think they have similarities and differences?</i>
<p>Closing 2 minutes</p>	<p><i>Today we learned that siblings have some traits that are the same and some that are different. During your Science and Engineering Studio this week, you will get to see some live cameras of real animals and their siblings. I can't wait to see what observations you'll make!</i></p>
<p>Standards</p>	<p>Practice 3: Planning and carrying out investigations</p> <p>1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.</p> <p>SL1.1 Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
<p>Ongoing assessment</p>	<p>Listen in to children as they create their monsters and during the class discussion at the end of the lesson.</p> <ul style="list-style-type: none"> ● Do children understand that animals inherit traits from their parents? ● Are they making connections between the offspring and how the parents look? Are they able to identify which parent the trait came from? ● Are children able to come up with similarities and differences between the siblings?

Science and Engineering U2 W2 L2

Notes

Science and Engineering U2 W2 L2

Name: _____

Animal Trait Inheritance:

How are traits the same and different among siblings?

Parents:

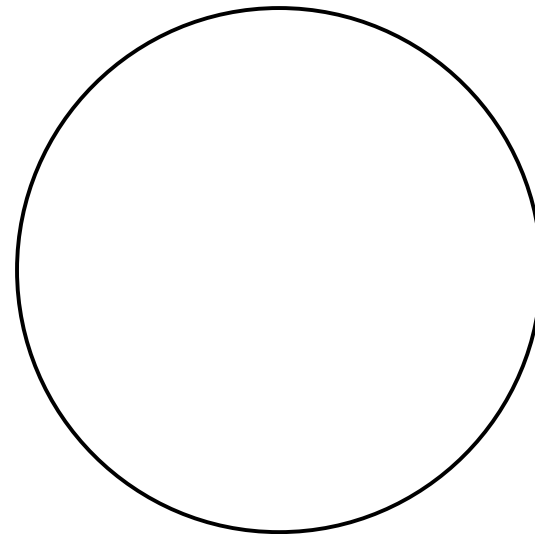


Zip (Female)

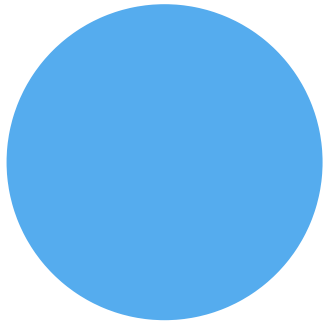


Bonk (Male)

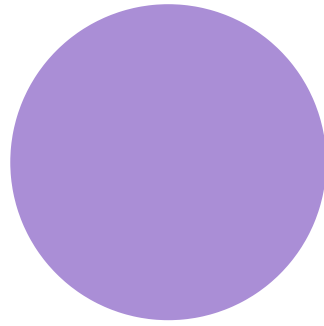
Offspring:



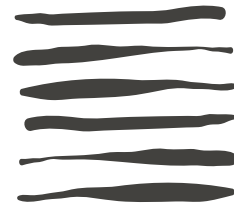
blue body



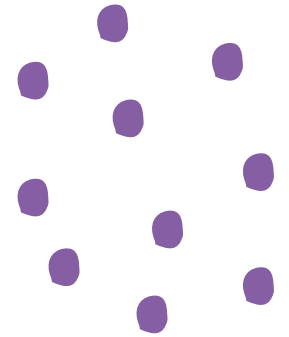
purple body



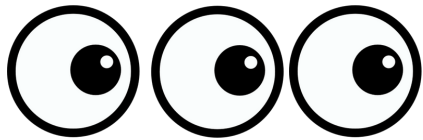
black stripes



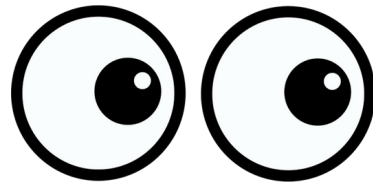
purple spots



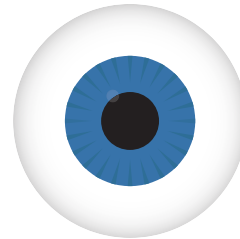
3 eyes



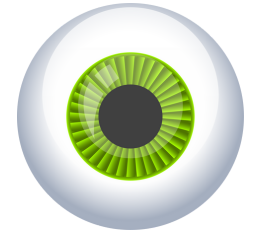
2 eyes



blue eyes



green eyes



black wings



pink horns



trait cards

Unit 2: Animals Surviving and Thriving

WEEK 2 Studios



What animals live in our environment, and what do they do?

Children create animals and their habitats in a variety of media, including clay, building, and making costumes. In Science and Engineering, they continue working with and mapping terrariums. The Library and Writing and Drawing Studios are combined for researching and writing animal riddles.

<p>Big Ideas</p>	<p>Animals’ differing body parts help them meet their needs in specific ways.</p> <p>Where an animal lives impacts its behavior and its survival.</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● Studios prompts, cut apart and added to each bin ● Studios Planner ● observation sheets <p>Bring to the whole group meeting only those bins needed for introductions.</p> <p><u>For the Art Studio:</u></p> <ul style="list-style-type: none"> ● selected videos of the animals children create, to observe animals in motion, and appropriate technology (optional) ● all materials from Week 1 <p><u>For the Building Studio:</u></p> <ul style="list-style-type: none"> ● LEGO bricks ● Kapla blocks ● Beautiful Stuff ● Unit 2 and other books with images of animals <p><u>For the Drama Studio:</u></p> <ul style="list-style-type: none"> ● large paper, such as butcher paper, and/or paper bags

- paper plates or stiff paper, for making masks
- glue
- scissors, hole punches, stapler
- string
- coloring tools, such as markers, crayons, colored pencils
- paint and brushes
- Beautiful Stuff materials
- books and other images of animals

Extra space will be needed for children to spread out to work with large materials. Consider having children work on the floor, across a whole table, or in an alternative space, such as the hallway.

For the Library and Writing and Drawing Studios (combined):

- a variety of books, including all Unit 2 books
- Animal Riddle Research sheets
- What Am I? riddle sheets
- colored construction or other opaque paper
- stapler or tape
- writing and drawing tools

Cut rectangles of construction paper, about 5 x 7.5 inches, to create flaps to cover the riddle answer box on the What Am I? sheets.

For the Science and Engineering Studio:




- materials from science lessons
- science journals
- colored pencils
- [Animal Detective ebook](#)
Set the book up on ipads and be sure children are able to access Epic.
- Animal Detective Sheet, 1 for each child
Make extra copies for those children who work quickly.
- Optional: additional hard copies of books about animals



For the Writing and Drawing Studio:


- sketchbooks, 1 for each child
- writing and illustrating tools, such as pencils and colored pencils
- books, images, and other resources about a variety of animals


Review Studios descriptions below. Considering the new materials and activities, decide which studios to introduce explicitly. Prepare the Opening basket and materials accordingly.

<p>Opening</p>	<p><i>We have some new activities in Studios this week, and some activities that we're continuing, with some additions.</i></p> <p>Describe and model each studio to the extent needed for children to begin their work.</p> <p><i>At the Science and Engineering Studio, you will be an animal parts detective! Your job is to learn as much as you can about how animals use their different parts to eat and drink, grasp (or hold) objects, move from place to place, and protect themselves</i></p> <p>Hold up the Studios Planner for children to reference.</p> <p><i>Take a moment to think about which studio you might want to start working in today. Then think about which studio you'll work in if your first choice is too crowded.</i></p> <p><i>Turn and tell your partner your plan and your backup plan.</i></p> <p>Ask a couple of children to share their plans, and dismiss all children to begin working.</p>
<p>Facilitation</p>	<p>As children work, circulate and engage children in conversation about their endeavors. Exploit opportunities to highlight children's connections to the Weekly Question and the unit's Big Ideas. Offer support in the form of material and print resources, strategies, adaptive tools, and consultation with peers.</p> <p>Listen in, observe, and take notes about children's interests, experiences, knowledge, and misconceptions about specific animals and about animals and habitats in general. Use these notes to plan for upcoming Studios sessions.</p> <p>While children work, consider which piece of work to bring to a Thinking and Feedback meeting.</p>
<p>Closing Studios</p>	<p>Support smooth clean up of studios materials and organization of works in progress. The Art and Drama Studios will need particular attention during clean up.</p> <p>Check in with children individually, in small groups, and as a class to hear their perspectives about how Studios is going.</p>
<p>Art</p>	<p>Working with Clay <i>Continues from previous week</i></p>

	<p>Objective: I can experiment with a new material, clay, to represent animals' body structures and show how they move.</p> <p>Addition: Introduce videos of the animals that children have been sculpting, showing those animals in motion. Challenge children to try to show motion in their sculptures or to refine structures according to what they observe about movement.</p> <p>Facilitation: <i>How could you show that animal in motion?</i> <i>Would this animal's structures allow it to move the way you are observing in the video?</i></p>
<p>Building</p> 	<p>Building Animals and their Habitats <i>Continues from previous week</i></p> <p>Objective: I can represent animals and their habitats using LEGOs, Kapla blocks, and other props.</p> <p>Addition: Children build habitats for the animals that they and their classmates have built, referencing books and other resources. Children who build different animals that share a habitat can be encouraged to co-construct the habitat.</p> <p>Facilitation: <i>What do you know or what can you find out about this animal's habitat?</i> <i>How can you show the important features of this habitat?</i></p> <p>Ongoing Assessment: How do children understand connections between animals and their habitats?</p>
<p>Drama</p> 	<p>Making Animal Costumes</p> <p>Objective: I can make an animal costume that shows important structures of that animal.</p> <p>Introduction:</p>

	<p><i>You've been acting out stories that feature animals. How about making some animal costumes to make your stories come even more alive?</i></p> <p>Show gathered materials, discuss how they may be used, and delineate work spaces.</p> <p><u>Process:</u> Children make costumes of animals they choose. Ideally, each costume adds to a class collection that all children can use to act out stories.</p> <p><u>Facilitation:</u> <i>What are the important structures of your animal? How will you make that part of your costume? What materials might you use? How will you attach those parts of the costume? Can you wear it? What adjustments does it need?</i></p> <p><u>Ongoing Assessment:</u> Observe and record children's use of materials and problem solving strategies.</p> <p><u>Thinking and Feedback Possibilities:</u> When children show their costumes in progress, classmates can ask questions about why various structures are important and offer suggestions about how to show these most clearly. Other children can try on a costume to see whether it "works."</p>
<p>Library</p>  <p>and</p> <p>Writing and Drawing</p> 	<p>Writing Animal Riddles</p> <p><u>Objectives:</u> I can find out important information to include in an animal riddle. I can write an animal riddle and write and draw its answer.</p> <p><u>Introduction:</u> <i>You each love certain animals. Think about a favorite animal right now. Do you think you could describe it, without saying its name, so someone else could guess what it is? A riddle is a thinking game where you give some information and have someone guess what you mean. In the Writing and Drawing Studio, you can write and draw about a favorite animal in the form of a riddle! You can use the Library Studio to collect the information you will need to do this.</i></p> <p><u>Process:</u></p>

	<p>Children choose an animal of interest about which to write a riddle. Moving between the Library and Writing & Drawing Studios, they refer to books and other resources, record important information, and then decide which information to include to write and draw a riddle. They try their riddles out on classmates to see if they have an effective balance of information and mystery.</p> <p>With a child’s name written on the back of the page, a riddle won’t be immediately solved based on the established interest of a particular author.</p> <p><u>Facilitation:</u></p> <p><i>What is a very important piece of information about this animal? Will that give away your riddle? [the very long neck of a giraffe]</i></p> <p><i>What other information could you include? [I eat leaves from trees.]</i></p> <p><u>Ongoing Assessment:</u></p> <p>Review children’s research notes and riddles to see how they collect, sort, and record information. Do they identify what’s important about an animal? Are they aware of their audience?</p> <p><u>Thinking and Feedback Possibilities:</u></p> <p>In reviewing riddles, invite children to give feedback about the effectiveness of a riddle. Does it give enough information to lead to a correct answer? Does it hold information that would make the riddle too obvious to solve? Can the illustration be strengthened?</p>
<p>Science and Engineering</p> 	<p>Animal Part Detectives</p> <p><u>Objective:</u></p> <p>I can use books, videos, or live cameras to make observations about how animals use their parts to help them survive, grow, and meet their needs.</p> <p><u>Introduction:</u></p> <p><i>We’ve been learning about how animals use their external, or outside, parts to help them survive. During our Science and Engineering Studio, you are going to become animal part detectives, and just like real scientists, you will use books, live cameras, and videos to make observations about how animals use their parts to help them grasp, or hold, objects, move from place to place, find and take in food and water, and protect themselves.</i></p>

	<p><u>Process:</u> <i>When you come to the Science and Engineering Studio, first you're going to write your name on your Animal Detectives sheet. Then, open up the Animal Detectives book on the ipad and choose whether you would like to learn from reading books, watching a video, or watching live animal cameras.</i></p> <p><i>Then, you'll click on one of the links in the Animal Detective book to begin learning about how animals use their parts. When you learn about an interesting part, you're going to record it on your Animal Detectives worksheet. First, you'll write the name of the animal, then you'll draw its part and label it. For example, if I learn about a lion, I would write lion in the first column. Then I would draw a picture of its sharp teeth and write the label, teeth. In the last column, I will circle how the animal uses that part. A lion uses its sharp teeth to eat, so I will circle "Find and take in food and water". You'll repeat that process for each animal part you learn about.</i></p> <p><u>Facilitation:</u> <i>What parts are you learning about that help an animal move? Grasp/hold objects? Find and take in food and water? Protect itself?</i> <i>Do all animals use their parts in the same way?</i> <i>What more do you want to find out?</i></p> <p><u>Ongoing Assessment:</u> Observe as children work and review their Animal Detective worksheets. Make note of emerging understandings, questions, and misconceptions.</p> <p><u>Thinking and Feedback Possibilities:</u> Children will engage in Science Circles during Science and Engineering lessons to extend their thinking and work.</p>
<p>Writing and Drawing</p> 	<p>Sketching Animals <i>Continues from previous week</i></p> <p><u>Objective:</u> I can draw and make notes about an animal that interests me, using my sketchbook with care.</p>
<p>Standards</p>	<p>Standards addressed will depend upon the studios in which children</p>

	<p>work. Possibilities include those listed in the Studios Introduction (Part 2: Components) and the following studio-specific standards.</p> <p><u>Art:</u> (BOSTON STANDARDS)</p> <p>Visual Arts 1.2. Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media, for example: 2D – drawing, painting, collage, printmaking, weaving; 3D – plastic (malleable) materials such as clay and paper, wood, or found objects for assemblage and construction.</p> <p>Visual Arts 1.4. Learn to take care of materials and tools and to use them safely.</p> <p><u>Building:</u> (SCIENCE)</p> <p>1-LS1-1. Use evidence to explain that different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air.</p> <p><u>Drama:</u> (BOSTON STANDARDS)</p> <p>Visual Arts 1.2. Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media, for example: 2D – drawing, painting, collage, printmaking, weaving; 3D – plastic (malleable) materials such as clay and paper, wood, or found objects for assemblage and construction.</p> <p><u>Library and Writing and Drawing:</u></p> <p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p><u>Science and Engineering:</u></p> <p>Practice 8. Obtaining, evaluating, and communicating information</p> <p>1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.</p>
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<p>Notes</p>

Art Studio

How can I show all the structures of this animal?

How can I show this animal in motion?

Building Studio

What are the important features of this animal's habitat?

How can we show them with LEGOs?

Drama Studio

What body structures will I include in my costume?

Which materials can I use?

Library Studio

What information is important about this animal?

Is my riddle too easy to solve? Too hard?

Science and Engineering Studio

Do all animals use their parts in the same way?

What more do you want to find out?

Writing and Drawing Studio

What details are important to include in my drawing?

What else do I want to remember about this animal?

Animal Riddle Research

Name/s: _____

Animal: _____

Body structures:	Behaviors:
Habitat:	
Other interesting facts:	

Animal Riddle

Write your name on the back of the page.

I have _____

and _____.

I live _____.

One behavior you might observe is _____

_____.

Need another clue? I also _____.

What am I?

I am a _____!

Library/Writing & Drawing Studio U2 W2

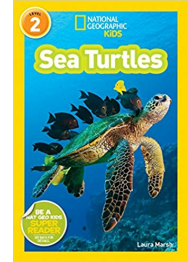
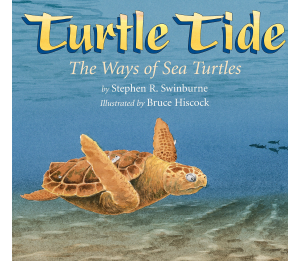
Animal Detective Name:



Animal	Body Part (<i>Structure</i>)	Function	
		grasp objects	protection
		find & take in food & water	move
		grasp objects	protection
		find & take in food & water	move
		grasp objects	protection
		find & take in food & water	move
		grasp objects	protection
		find & take in food & water	move
		grasp objects	protection
		find & take in food & water	move
		grasp objects	protection
		find & take in food & water	move
		grasp objects	protection
		find & take in food & water	move

Unit 2: Animals Surviving and Thriving

WEEK 2 Day 1



Writing Report
 Deconstruction: Posters
 Individual Construction: Body Diagram

Content Objective	I can use research to write a report. (W.3.1.b, W.2.1.a, W.1.1.a, W.1.1.b)
Language Objectives	<p>I can describe the features of posters and compare them to other media. (SL.1.1)</p> <p>I can draw a diagram to represent my animal’s body. (SL.3.1.b)</p>
Vocabulary	<p>medium: a form of communication</p> <p>image: a representation of something in the form of a drawing, photograph, etc.</p> <p>audience: an individual or group for whom a piece of writing is composed</p> <p>diagram: a picture drawn to show a specific piece of information</p>
Materials and Preparation	<p>In this lesson, the group of three that modeled research on Week 1, Day 3 will again come forward to model.</p> <ul style="list-style-type: none"> ● Sample Posters slides ● projector and screen ● animal research sheet, from Week 1, Day 3 ● <i>Sea Turtles</i>, Laura Marsh ● <i>Turtle Tide: The Ways of Sea Turtles</i>, Stephen R. Swinburne ● drawing and writing tools ● blank paper, one sheet for each child and one for modeling ● research bins, including texts and animal research sheets, from Week 1, Day 3 ● children’s writing folders

Writing U2 W2 D1

<p>Opening 1 minute</p>	<p><i>Today we will begin turning research into writing. But first we need to learn a little bit more about the medium we will use: posters.</i></p>
<p>Deconstruction 10 minutes</p>	<p><i>So far this year you have written using different media, or forms of communication. You published procedures in different ways and wrote personal recount books. Today we will explore a new medium: posters.</i></p> <p><i>Where have you seen posters before? [in the classroom; around the school; event flyers around the city]</i> <i>What do they communicate? [fire drill instructions; classroom or school information; event details]</i></p> <p><i>We are going to look at sample posters to see what we notice. Look carefully at each poster. Then we will discuss what you noticed.</i> Show the slides; then facilitate a class discussion about what children noticed.</p> <p><i>What did you notice about the posters?</i> <i>What is the same/different about posters and other media?</i></p> <p>If the children do not say anything about the layout of the posters, go back to the slides and ask them what they notice about how they are organized.</p> <p><i>Posters usually hang in common spaces for people to look at as they walk by. They need to catch their audience’s attention, and need to be seen from far away. When we studied procedures, we talked about the importance of images. Images make writing more clear. As you can see, images are especially important on posters. Images are used to communicate a lot of the information in posters.</i></p> <p><i>Images are also especially important for your audience of K2 students. They are just learning to read, so the images you put on your poster will help them learn information about your animal, even if they can’t read the words.</i></p>
<p>Modeling 8 minutes</p>	<p><i>One image you will need on your poster is a diagram of your animal’s body. A diagram is a drawing that communicates information. You will use the research you did to help you draw and label your animal’s body structures.</i></p> <p><i>For the rest of the week you will be using your research to begin writing your reports, and we will always follow the same process. The first thing you will do is identify the subtopic you are writing about.</i></p> <p>Show the animal research sheet.</p>

	<p><i>Which subtopic are we writing today?</i></p> <p><i>Right, we are writing about our animals’ body structures, beginning with drawing a diagram.</i></p> <p><i>Now my group will help me model what you will do today.</i></p> <p>Bring the group forward, or in the middle of the rug, so that all can see and hear.</p> <p><i>We have our two research texts right here [refer to the two sea turtle books], and our first job as a group is to find the pages that we marked with information about the sea turtle’s body structures. We are looking for sticky notes that say “B,” for “body structures.”</i></p> <p>Identify the pages (pages 8-9 in <i>Sea Turtles</i>).</p> <p><i>Now, as a group, we will review and talk about the pages one by one. What do we learn about sea turtles’ body structures from this page?</i></p> <p>Model talking together as a group, encouraging each group member to speak.</p> <p><i>If more than one text includes information about your animal’s body structures, be sure to review all of the texts. After you identify and discuss the information, you will be ready to draw and write. Your job today will be to draw your animal’s body. You’ll look carefully at the photograph, think about the body structures you discussed, and draw the body as big as you can on your sheet.</i></p> <p>Ensure that children are clear about the process of identifying and discussing information before drawing. Then send groups with research bins, drawing and writing tools, and blank paper.</p>
<p>Individual Construction 10 minutes</p>	<p>As children work, circulate to support them.</p>
<p>Closing 1 minute</p>	<p><i>Today we learned about a new medium: posters. Posters rely on images to communicate their messages. Then you used the research about your animal’s body structures to draw a diagram.</i></p>
<p>Standards</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.1.a Investigate questions by participating in shared research and writing projects.</p>

	<p>W.1.1.b Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.3.1.b Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
<p>Ongoing assessment</p>	<p>Reflect on the lesson. What do children understand about posters? What might need to be revisited?</p> <p>Reflect on small group discussions. Do children identify and discuss research before drawing? What supports will they need as they continue to turn research into writing?</p> <p>Review children’s diagrams. Do they accurately represent their animals’ bodies?</p>

Notes

Unit 2: Animals Surviving and Thriving

WEEK 2 Day 2



Writing Report

Deconstruction and Individual Construction: The Third Person and General Nouns

Content Objective	I can use research to write a report. (W.3.1.b, W.2.1.a, W.1.1.a, W.1.1.b)
Language Objective	I can tell and write information using third person and general nouns. (L.1.1.b)
Vocabulary	<p>the third person: writing that uses pronouns like <i>he, she, it, or they</i></p> <p>general: naming a group; not specific</p> <p>noun: a word that names a person, place, thing, or idea</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Animals in the City</i>, Elizabeth Carney ● <i>Sea Turtles</i>, Laura Marsh ● general nouns cards, cut apart ● Report anchor chart, from Week 1, Day 1 ● Report anchor chart images: language Cut apart the images. ● research bins, including texts and animal research sheets, from Week 1, Day 3 ● writing tools ● lined paper, one sheet for each child ● children’s writing folders ● Report Observation Tool, one copy for each child
Opening 1 minute	<i>Yesterday you began turning your research into writing, by drawing a diagram of your animal’s body. Before you continue writing, we need to learn more about the language writers use in reports.</i>
Deconstruction	<i>We have been reading <i>Animals in the City</i>, by Elizabeth Carney. As I</i>

Writing U2 W2 D2

<p>5 minutes</p>	<p><i>was reading, I was thinking that Elizabeth Carney is an expert about city animals! One way that I know she is an expert is that she gives a lot of information about animals who live in the city. Another way I know is how she writes the information. She says things like “Pigeons are a common sight in many cities.” She doesn’t say things like “I think pigeons can be seen in many cities.”</i></p> <p><i>When writers write like experts and don’t say anything about themselves, this is called writing in the third person.</i></p> <p>Use Example/Non Example to practice “the third person.” <i>If I say something in the third person, put up three fingers. If I say something that is not in the third person, don’t put up any fingers.</i></p> <p><i>Sea turtles are reptiles. [the third person]</i> <i>I know a lot about sea turtles!</i> <i>Sea turtles eat jellyfish. [the third person]</i> <i>You must think sea turtles are very interesting!</i></p>
<p>Deconstruction 8 minutes</p>	<p><i>Now let’s look at another language feature writers use when writing reports.</i></p> <p>Hold up <i>Animals in the City</i> and <i>Sea Turtles</i>. <i>Let’s look at the titles of these texts. This book is called <i>Animals in the City</i> and this is called <i>Sea Turtles</i>. Elizabeth Carney writes about all different types of animals in a city, not just one particular raccoon in her backyard. Laura Marsh writes about all sea turtles, not just one tracked by the New England Aquarium.</i></p> <p>Open <i>Sea Turtles</i> to page 6 and read the page. <i>Laura Marsh writes about how all sea turtles swim, not about one particular sea turtle swimming, so she uses the plural of the word “sea turtle.” That means she writes “sea turtles” [emphasize the /z/], instead of “sea turtle”—more than one sea turtle.</i></p> <p><i>When you are writing in general about an animal, the type of word you use is called a general noun.</i></p> <p>Hold up <i>Animals in the City</i> and open to page 6. <i>Elizabeth Carney does the same thing. On this page, she gives information about all pigeons, so she writes “pigeons” [emphasize the /z/], instead of “pigeon”—more than one pigeon.</i></p> <p><i>How do you say more than one ant?</i> Show the general nouns card: ants.</p>

Repeat the process for raccoons, snakes, and squirrels.

We know that sea stars are sometimes called sea stars and sometimes called starfish. Scientists are now using the name “sea star,” because sea stars do not share the body structures of fish. We will also say “sea star.” How do you say more than one sea star?

Show the general nouns card: sea stars.

Each group will get one of the cards I just showed you, to help you as you write about your animal.




Let’s add information about the third person and general nouns to our Report anchor chart.

Show the Report anchor chart. Add “Language:” and attach the language cards below. See the following example.

Report

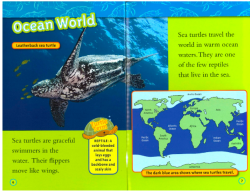
Purpose: to organize information about a topic

Examples:



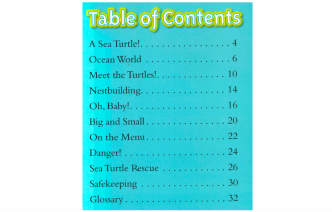
Stages:

general statement





They are one of the few reptiles that live in the sea.

information organized in subtopics

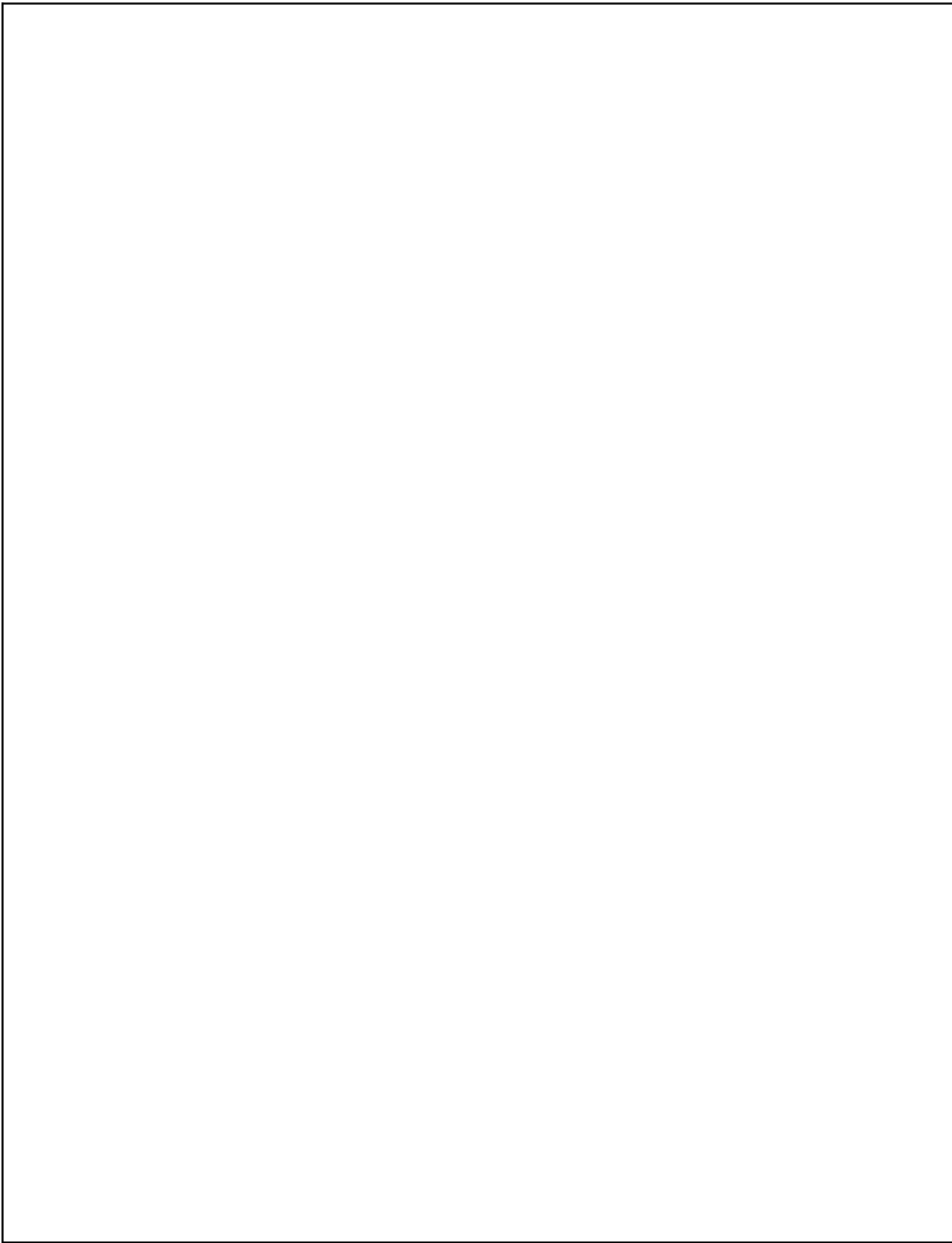


Language:

	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>the third person</p>  <p>Pigeons (PI) are a common sight in many cities. They might visit their favorite feeding through a park. They peck behind that people find them.</p> <p>Pigeons are a common sight in many cities.</p> </div> <div style="text-align: center;"> <p>general nouns</p>  </div> </div>
<p>Individual Construction 15 minutes</p>	<p><i>Yesterday you communicated information about your animal’s body structures by drawing a diagram. Today you will write sentences that communicate more about its body structures. Let’s practice by talking. Think about what you know about your animal’s body structures. In your head, practice saying something about that animal in the third person, like an expert, and using a general noun. For example, I could say, “Sea turtles have lungs for breathing air.”</i></p> <p><i>When you have an idea for what you would like to tell your partner, put a silent thumbs up in front of your chest.</i></p> <p>Model the silent signal. Allow children several minutes to prepare for telling information; then guide them to Think, Pair, Share.</p> <p>As the children talk to their partners, circulate to support them.</p> <p><i>Now you will write the sentences you told to your partners.</i></p> <p>Send the children to write in their groups. Provide each group with its general nouns card.</p>
<p>Closing 1 minute</p>	<p><i>Today we learned about language tools writers use when writing reports. They use general nouns to write about groups of animals and the third person to sound like experts. Tomorrow we will continue writing the other report subtopics.</i></p> <p>Add general nouns cards to the research bins, for children’s reference.</p>
<p>Standards</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.1.a Investigate questions by participating in shared research and writing projects.</p> <p>W.1.1.b Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</p>

	L.1.1.b Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).
Ongoing assessment	As children write, circulate and take notes on the Report Observation Tool, focusing on The Third Person and Nouns.

Notes



Writing U2 W2 D2

general nouns cards

ants

snakes

raccoons

sea stars

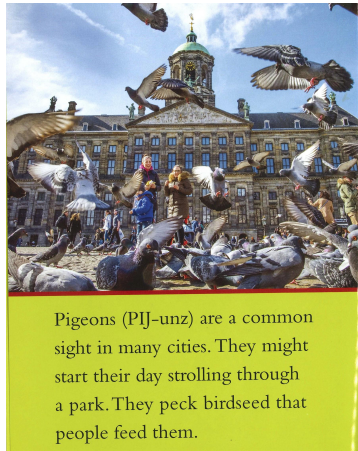
squirrels

Writing U2 W2 D2

Report anchor chart images

language

the third person



Pigeons are a common sight in many cities.

general nouns



Writing U2 W2 D2

Report Observation Tool

Child's Name: _____

	Yes, date observed and notes	Not Yet, notes and next steps
Structure		
General Statement: introduces and classifies the topic of the report		
Subtopics: information is grouped into subtopics; subtopics are ordered logically		
Medium: Poster		
Organization: Information is organized in subtopics; images communicate information, are clear, and match the words		

	Yes, date observed and notes	Not Yet, notes and next steps
Language		
The Third Person: the third person is used to achieve a formal tone appropriate for the audience		
Nouns: general nouns are used, naming a group or class, rather than something specific		
Adjectives: words and prepositional phrases are used to describe the nouns; adjectives are packed into sentences		

Suggestions for Week 4 revisions, based on observations

A large, empty rectangular box with a thin black border, intended for handwritten notes or suggestions. It occupies the central portion of the page.

Unit 2: Animals Surviving and Thriving

WEEK 2 Day 3

Writing Report
Individual Construction: Subtopics

Content Objective	I can use research to write a report. (W.3.1.b, W.2.1.a, W.1.1.a, W.1.1.b)
Language Objectives	With my group, I can review texts and recount information learned about a subtopic. (SL.1.1.a) I can write information using third person and general nouns. (L.1.1.c)
Vocabulary	audience: an individual or group for whom a piece of writing is composed
Materials and Preparation	<ul style="list-style-type: none">● animal research sheet, from Week 1, Day 3● drawing and writing tools● blank and lined paper● research bins, from Week 1, Day 3● children’s writing folders● Report Observation Tools
Opening 5 minutes	<p><i>Today and for the next few days you will continue to use your research to write the subtopics of your report.</i></p> <p><i>Let’s review the process we are using to write from our research.</i></p> <p>Show the animal research sheet. <i>We already wrote about our animals’ body structures, so today you will choose a new subtopic to write about.</i></p> <p><i>If you choose “food,” for example, you will gather all of the texts you have labeled with “F.”</i></p> <p><i>After gathering all of the texts you need, work as a group to review and talk about the pages one by one. Discuss what you learn about your animal’s food from the texts, making sure that each person has a chance to speak.</i></p>

	<p>Model talking together as a group, allowing each group member to speak.</p> <p><i>After reviewing all of the texts, you can begin to draw and write about that subtopic individually. As you draw and write, be sure to keep in mind your audience, or the people who will read your writing—children in Kindergarten.</i></p> <p>Ensure that children are clear about the process of identifying and discussing information before writing.</p>
<p>Individual Construction 15 minutes</p>	<p>Send children with materials to write. As children work, circulate to support them and to assess their work. Take notes about children’s writing using the Report Observation Tool. These notes will be used to plan for lessons on Days 4-5 and Week 3, Day 1, and for revisions in Week 4.</p> <p>Identify a child to present his writing and receive feedback using Thinking and Feedback.</p>
<p>Closing 10 minutes</p>	<p>Have the children put away their papers in their writing folders and bring the class back together. Use Thinking and Feedback for one child’s work. Record suggestions on sticky notes to place in the child’s writing folder.</p> <p><i>Tomorrow you will continue writing your reports.</i></p> <p>After the lesson, review the Report Observation Tools. Note any trends that are emerging. Plan for individual, small group, and whole group instruction based on these needs, following the guidance outlined on Days 4-5 and Week 3, Day 1.</p>
<p>Standards</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details</p> <p>W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.1.a Investigate questions by participating in shared research and writing projects.</p> <p>W.1.1.b Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</p> <p>SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>L.1.1.c Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</p>
<p>Ongoing assessment</p>	<p>As children write, circulate and take notes on the Report Observation Tool, focusing on The Third Person, General Nouns, and Subtopics.</p>

Unit 2: Animals Surviving and Thriving

WEEK 2 Days 4-5, continued on Week 3, Day 1

During Days 4-5, and on Week 3, Day 1, children continue to write independently and to receive feedback on their work using Thinking and Feedback (see Day 3 for a detailed lesson). In addition, children's writing is assessed using the Report Observation Tool, and individual/small group/whole group lessons are added in response to children's needs.

Preparation:

Review children's Report Observation Tools. Note any trends that are emerging. Plan for individual, small group, and whole group instruction based on these needs. Areas of need may include, but are not limited to, the following.

Writing Report: (see the attached lessons for recommendations)

- turning research into writing
- the third person
- general nouns

Conventions: (no suggested lessons included)

- writing complete sentences
- including spaces between words in a sentence
- capitalization
- punctuation
- applying rules and strategies taught in Foundations (or similar program)

Writing Behaviors: (no suggested lessons included)

- using spelling strategies, such as tapping
- using environmental print and word walls for spelling
- re-reading own writing

Use the following sheet to plan instruction for Days 4-5. (Note that the work will continue on Week 3, Day 1, with a planning sheet located in that week.) Make additional copies as necessary to plan for multiple individual, small group, or whole group lessons.

Day 4

Target Students (individual, small group, or whole group?):

Topic:

Day 5

Target Students (individual, small group, or whole group?):

Topic:

Writing Report

Review: Turning Research into Writing

Materials:

- animal research sheet, from Week 1, Day 3
- one or more research bin, from Week 1, Day 3
- drawing and writing tools
- blank and lined paper

Process (small or whole group):

- Identify the subtopic to be written.
- Locate all of the sticky notes marking pages corresponding with that subtopic.
- Sit with a group to review each page and discuss the information it provides about the subtopic.
- Model orally rehearsing what you will write, based on the research. For example, “Sea turtles eat plants, like algae. Sea turtles also eat animals, like crabs, conchs, and jellyfish.”
- Have children turn to a partner and take turns orally rehearsing what they will write.
- Assist children as they communicate the information by writing sentences and drawing detailed illustrations. Guide them to refer back to the texts to remember key details.

Writing Report

Deconstruction and Revision: The Third Person

Materials:

On the whiteboard, write:

Sea turtles travel the world in warm ocean waters.

I know that sea turtles travel the world in warm ocean waters.

There are seven kinds of sea turtles in the world.

I learned that there are seven kinds of sea turtles in the world.

- Report anchor chart, from Week 1, Day 1
- *Sea Turtles*, Laura Marsh
- pencils
- children's reports

Process (small or whole group):

- Read the first set of sentences and ask which sounds more like an expert wrote it and why. Repeat the process with the second set of sentences.
- Reread the sentence beginning with "I learned..." Explain that this sentence is really about the writer as a learner, rather than focusing on information about sea turtles.
- Review what it means to write in the third person—writing just about the animal, and not writing "I" or "you."
- Show the Report anchor chart. Review the use of the third person in report—to sound like an expert.
- If needed, show more examples of the third person in *Sea Turtles*.
- Have children review their own writing to identify places where they may have written in first or second person.
- Guide children to say the sentences aloud in a new way, in third person. Then have them revise the sentences.

Writing Report

Deconstruction and Revision: General Nouns

Materials:

- Report anchor chart, from Week 1, Day 1
- *Sea Turtles*, Laura Marsh
- general nouns cards, from Day 2
- pencils
- children's reports

Process (small or whole group):

- Show the Report anchor chart. Review the use of general nouns in report—to name a class of things, rather than one in particular.
- Show *Sea Turtles*. Review with children that this book is about all sea turtles, not one sea turtle in particular. Read page 22. Together, identify the general nouns [sea turtles, plants, animals, sea grasses, conchs]. Discuss why Laura Marsh uses general nouns: she is writing about what all sea turtles eat, not about what one sea turtle ate on a particular day.
- Have children review their writing, underlining the places where they named their animal with a singular, rather than a general, noun; for example, “ant” instead of “ants.”
- Have children reread the sentences to make sure that a general noun makes sense with the rest of the sentence. Guide them to revise their work, using the general nouns cards as a resource.