

Unit 2: Animals and Habitats

WEEK 4 At a Glance

Texts



Read Aloud

Day 1: *Swimmy*, Read 1
 Day 2: *Swimmy*, Read 2
 Day 3: Teacher choice or review previous text
 Day 4: Teacher choice or review previous text
 Day 5: Teacher choice or review previous text

Centers *Gather children's work for the end of Unit 2 Showcase of Learning*

Art Studio Table: Creating Beautiful Stuff Compositions 2 (Day 1- 5)
 Art Studio Easel: Painting Inspired by Leo Lionni (Day 1 -5)
 Blocks: Aquatic Habitats 3 (Day 2-5)
 Dramatization: Creating an Estuary (Day 3-5)
 Library & Listening: Storychest - *Fish is Fish* (Day 2-5)
 Discovery Table: Aquarium (Day 1-5)
 Writing & Drawing: Information Book about Salmon 2 (Day 1-5)

Writing: Writing Report

Day 1: Pre- Assessment
 Day 2: Deconstruction: Report Purpose
 Day 3: Deconstruction: Report Stages
 Day 4: Individual Construction and Joint Construction
 Day 5: Joint Construction: Naming Subtopics; Deconstruction and Individual Construction: The Third Person

Phonics: Follow Guide

Shared Reading: "Who Fed the Chickens?"

Stations

Strategic Small Group Instruction
 Reading: Independent and Partner Reading
 Pocket Chart: "The Lady with the Alligator Purse"
 Listening & Speaking: Talk time; Listen & Respond (*Swimmy*)
 Writing: Life Cycle texts to date
 Word Work: Sorting Ending Sounds; Letter/Sound Hunt; Picture Match

Storytelling/ Story Acting Children dictate stories and act them out.

Math: Follow Guide

At a Glance U2 W4



swift

<https://www.factzoo.com/mammals/cheetah-worlds-fastest-runner.html>



escape

<https://www.thesprucepets.com/what-to-do-if-your-bird-flies-away-390732>



school

<https://www.pbs.org/wgbh/nova/article/fish-use-physics-avoid-collisions/>



fierce

<https://learnersdictionary.com/word-of-the-day/2018/12/25>



WEEK 4 Day 1

Read Aloud
Swimmy
 Read 1 of 2

Big Idea	Like humans, animals are part of interdependent communities that are affected by, and adapt to, the environment that surrounds them.
Unit Question	How do animals grow and change over time?
Guiding Questions	How do animals form communities, work together, and use and adapt to their environments, and how is this similar to and different from people?
Content Objective	I can retell the story using details from the text. (RL.K.2)
Language Objective	I can explore the meaning of descriptive words in the story. (L.K.5)
Vocabulary	<p>escape: to get away</p> <p>school: a group of fish</p> <p>swift: fast</p> <p>fierce: powerful and aggressive</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Swimmy</i>, Leo Lionni Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins “A happy school of little fish...” ● <i>Swimmy</i> vocabulary cards
Opening 1 minute	<p>Introduce the text and set a purpose for the read.</p> <p><i>Today we’re going to read a new book about fish by a familiar author. We read Fish is Fish by Leo Lionni, and this is another fiction book he wrote, called Swimmy. Swimmy is a fish who goes on a journey and then helps his community solve a problem! Let’s read to find out what happens!</i></p>

	<p><i>While we are reading today, we're going to pay attention to some of the special words that Leo Lionni uses to describe the setting.</i></p>
<p>Text and Discussion 12 minutes page 4</p>	<p><i>The author describes the tuna fish as swift and fierce. Swift means that he was very fast. What do you think fierce means?</i></p> <p><i>That's right—he was powerful and scary.</i></p> <p><i>The author also said that only Swimmy escaped. What happened to Swimmy?</i></p> <p><i>Yes, he got away! Let's see what he does next.</i></p>
<p>page 10</p>	<p>Reread the phrase "water-moving machine." <i>How do you think the lobster was walking?</i> Invite a child to match the description and walk like a lobster.</p>
<p>page 14</p>	<p><i>If it's a "forest of seaweeds," I imagine a ton of seaweed crowded together.</i></p> <p><i>Leo Lionni says "sugar-candy" rocks, but there aren't really candy rocks—they just look like candy.</i></p>
<p>page 16</p>	<p><i>Why does Leo Lionni say the eel's tail was too far away to remember?</i> Harvest a few ideas and model thinking as needed.</p>
<p>page 19</p>	<p><i>Why does Swimmy want the other fish to go out into the ocean to see things?</i> Encourage children to reference examples of the creatures Swimmy saw, and prompt them as needed by flipping back to specific pages of text.</p> <p>Read to the end of the story.</p>
<p>Key Discussion and Activity 6 minutes</p>	<p>Invite children to Think, Pair, Share. <i>What happened in this story? Remember to take turns with your partner telling the important events in the story.</i> As children share, listen for key events. Prompt them with additional questions about the story's problem and resolution if you hear key elements missing.</p>
<p>Closing 1 minute</p>	<p><i>Tomorrow we'll read the story again and think more about Swimmy as a member of his community.</i></p>
<p>Standards</p>	<p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p>

	L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.											
Ongoing assessment	Listen to children’s responses during whole group conversation and Think, Pair, Share. Do children include key story elements in their retell? What meanings do children infer from the descriptive language in the text?											
Center Activities	<table border="1"> <tr> <td>Art Studio</td> <td>Children create paintings inspired by Lio Lionni.</td> </tr> <tr> <td>Blocks</td> <td>Children continue aquatic habitats.</td> </tr> <tr> <td>Library & Listening</td> <td>Children retell <i>Fish is Fish</i> through a story chest.</td> </tr> <tr> <td>Discovery Table</td> <td>Children explore an aquarium.</td> </tr> <tr> <td>Writing and Drawing</td> <td>Children write informational books about salmon.</td> </tr> </table>		Art Studio	Children create paintings inspired by Lio Lionni.	Blocks	Children continue aquatic habitats.	Library & Listening	Children retell <i>Fish is Fish</i> through a story chest.	Discovery Table	Children explore an aquarium.	Writing and Drawing	Children write informational books about salmon.
Art Studio	Children create paintings inspired by Lio Lionni.											
Blocks	Children continue aquatic habitats.											
Library & Listening	Children retell <i>Fish is Fish</i> through a story chest.											
Discovery Table	Children explore an aquarium.											
Writing and Drawing	Children write informational books about salmon.											

Notes



WEEK 4 Day 2

Read Aloud
Swimmy
 Read 2 of 2

Big Idea	Like humans, animals are part of interdependent communities that are affected by, and adapt to, the environment that surrounds them.
Unit Question	How do animals grow and change over time?
Guiding Questions	How do animals form communities, work together, and use and adapt to their environments, and how is this similar to and different from people?
Content Objectives	<p>I can use key details from the text to describe Swimmy as a member of a community. (RL.K.1, K.T1.3.)</p> <p>I can use key details from a story to infer facts about real fish. (RL.K.1)</p>
Language Objective	I can participate in a collaborative conversation about the text. (SL.K.1)
SEL Objective	I can describe a time I worked with others to solve a problem. (Relationship Skills: Collaborative Problem Solving)
Vocabulary	<p>escape: to get away</p> <p>school: a group of fish</p> <p>swift: fast</p> <p>fierce: powerful and aggressive</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Swimmy</i>, Leo Lionni ● <i>Swimmy</i> vocabulary cards ● Sentence Frames for Discussion chart, from Week 2, Day 3

	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">Sentence Frames for Discussion</p> <p>I think _____ because (in the book) _____.</p> <p>I agree with you about _____, and I also think _____.</p> <p>I disagree with you about _____, because I think _____.</p> </div> <ul style="list-style-type: none"> ● laptop and projector ● Cue the following videos for discussion. Watch Video 3 and decide whether or not it is appropriate for the group. <ul style="list-style-type: none"> ○ Video 1: Animal Jam - Ask Tierney: Why do Fish Travel in Schools? (short explanation) (https://www.youtube.com/watch?v=ldgPFG1P9aE&feature=youtu.be) ○ Video 2: School of Fish (short visual) (https://www.youtube.com/watch?v=su1en9Vxpog&feature=youtu.be) ○ Video 3: Why Do Fish School? (optional video: longer, more complex explanation designed for older students) (https://www.youtube.com/watch?v=obOYJLQsfX4&feature=youtu.be) <p>On the whiteboard, write: How does Swimmy show care for his community? Why do you think real fish swim in schools?</p>
<p>Opening 1 minute</p>	<p>Review the text and set a purpose for the read. Refer to questions on the whiteboard.</p> <p><i>Today we'll read Swimmy again, and we'll think about these two questions:</i></p> <p><i>How does Swimmy show care for his community?</i></p> <p><i>Why do you think real fish swim in schools?</i></p> <p><i>We will use the story to think about the first question. Then we'll watch informational videos to learn some real facts about why fish swim in schools.</i></p>
<p>Text and Discussion 8 minutes</p> <p>pages 1-19</p>	<p>Read through the text with minimal pausing.</p>

page 20	<p><i>Why were the fish hiding in rocks and weeds?</i></p> <p>Harvest responses and prompt children toward an understanding about predators.</p>
<p>Key Discussion and Activity 10 minutes</p>	<p>Invite children to Think, Pair, Share in response to the first question. <i>How does Swimmy show care for his community?</i></p> <p>Invite a few partnerships to share responses.</p> <p>Gather children back as a whole group and display the Sentence Frames for Discussion chart. <i>I heard many of you say that Swimmy got his community to work together to solve a problem. When have you worked together with a community to solve a problem?</i></p> <p>Harvest a few responses and continue the discussion during a community circle.</p> <p>Extend the discussion to real fish communities. <i>Based on the story, why do you think real fish swim in schools?</i></p> <p>Harvest several responses and do not model thinking. After hearing ideas, invite children to watch videos 1 and 2 (and 3) to learn information about why fish swim in schools. <i>What do you learn in the videos? Why do fish swim in schools?</i></p>
<p>Closing</p>	<p><i>It's amazing that animals support each other in communities just like we do!</i></p>
<p>Standards</p>	<p>RL.K.1. With prompting and support, ask and answer questions about key details in the text.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>K.T1.3. With prompting and support, give examples from literature and informational texts read or read aloud of characters who show authority, fairness, caring, justice, responsibility, or who show how rules are created and followed.</p> <p>Social Emotional Competencies. Relationship Skills: Collaborative Problem Solving</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during whole group conversation and Think, Pair, Share.</p> <p>What do children communicate about Swimmy's character?</p> <p>What connections do children make between the concepts of community, collaboration, and the story?</p> <p>Do children identify their own experiences with collaborative problem-solving?</p> <p>What do children infer about real fish before watching the videos?</p>

	What do children communicate after watching the videos?	
Center Activities	Art Studio	Children create paintings inspired by Lio Lionni.
	Blocks	Children continue aquatic habitats.
	Library & Listening	Children retell <i>Fish is Fish</i> through a story chest.
	Discovery Table	Children explore an aquarium.
	Writing and Drawing	Children write informational books about salmon.

Notes



WEEK 4 Day 1

Art Studio: Beautiful Stuff Compositions 2

Children continue to explore and create with recycled and natural materials.

Big Ideas	Humans can harm or help the environment through their presence. Humans have a responsibility to act as stewards, protectors and advocates for the environment.
Guiding Question	Why is it important to protect the environment?
Vocabulary	<p>recycle: to use waste for something new</p> <p>collect: to gather together</p> <p>create: to make</p> <p>adhesive: something used to stick things together</p>
Materials and Preparation	<ul style="list-style-type: none"> ● photos of children’s Art Studio work from Week 3 ● a new selection of sorted Beautiful Stuff materials with differing qualities (e.g. bottle caps, fabric pieces, acorns or shells, toilet paper rolls, and wine corks) ● trays ● images of works of art using recycled materials (some provided) <p>As in Week 3, set out the materials on the table with trays. Lay out the images or have them available digitally so children can access them for inspiration. We strongly suggest initially exploring without adhesives (tape, glue, etc.).</p>
Intro to centers	<p><i>This week in the Art Studio, you can continue to explore and create with our Beautiful Stuff materials.</i></p> <p>Show the photos of children’s work from the previous week.</p> <p><i>Here are some photos of your work from last week. What do you notice?</i></p>

	<p><i>I've pulled out some different materials this week. But you can also choose the materials you are interested in using right from the shelf.</i></p> <p>Indicate the area where Beautiful Stuff materials are housed.</p> <p><i>What materials do you think you will choose? How are you thinking of using them?</i></p> <p>Harvest a couple of responses.</p> <p><i>Collaborate as you think about materials and designs to create. You can document what you create with my phone or the ipad.</i></p>
During centers	<p>Children explore the materials individually or in small groups. Support them to build their understanding of the properties of the materials and the possibilities they offer. Ask guiding questions to foster their creative and flexible thinking about how the materials might be used. Invite children to document how they are using the materials and what they create.</p> <p>Encourage children to think together about choosing and using materials. Support their use of specific vocabulary to describe properties of materials. Encourage them to think flexibly about the possibilities the materials offer.</p> <p>Invite children to document how they are using the materials and what they create.</p>
Facilitation	<ul style="list-style-type: none"> ● What ideas do you have about how to use these materials? ● How would you describe the materials? ● What is similar or different between the materials? ● What inspires you about these materials? ● How else could you use the materials? ● What else could you use? ● How are you making decisions together about which materials to use and how to use them?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>VA.K.V.Cr.01 (Boston) Generate and conceptualize artistic ideas and work. Experiment with a wide variety of both two- and three-dimensional materials, including recycled/repurposed ones after looking at images from several artists who use those materials.</p>

Notes



WEEK 4 Day 1

Art Easel: Leo Lionni Inspired Paintings 2

Children collaborate on a Leo Lionni-inspired collage to be used as a set piece for dramatic play, a puppet show, or as a classroom display.

Big Idea	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
Guiding Question	How do animals form communities, work together, and use and adapt to their environments, and how is this similar to and different from people?
Vocabulary	<p>represent: to show</p> <p>surroundings: the space around a person or animal</p> <p>medium: the material used by an artist</p> <p>collage: a picture made by sticking pieces of paper and other materials to a background</p>
Materials and Preparation	<ul style="list-style-type: none"> ● watercolor or tempera paint ● brushes of various sizes ● paper of various sizes, shapes, colors, and textures ● pencils, colored pencils, and/or crayons ● rubbing plates or materials with interesting textures that can be used for rubbing ● round paper doilies in a variety of sizes ● glue ● <i>Fish is Fish</i>, <i>Swimmy</i>, and other books by Leo Lionni ● frog and fish habitat lists from the Dramatization Center, Weeks 2 and 3 <p>Based on the classroom space, prepare a large paper, presentation panel, or bulletin board as the background onto which children will attach their work. This may become a bulletin board or a backdrop for dramatic play or for a puppet theatre.</p> <p>For the Intro to Centers, refer to <i>Swimmy</i>: see the title page and the page</p>

	<p>that reads “a forest of seaweeds...” Bring to the whole group meeting a long strip of paper and some paper doilies, scissors and glue.</p>
<p>Intro to centers</p>	<p><i>We’ve been looking at Leo Lionni books for inspiration, and this week we’ll have a chance to read his book, Swimmy. Last week we noticed how Leo Lionni uses cross-hatching and shows texture by making rubbings. In this book we can see that he also uses collage. Collage is using pieces of materials attached to a background; we’ve used Beautiful Stuff in this way. Leo Lionni uses cut up paper to make some of his pictures. This week we are going to combine everything we’ve been experimenting with in the Art Studio to make one big Leo Lionni-inspired collage of an underwater scene. We might decide to use this in the Dramatization Center, in our puppet theatre, or as a bulletin board.</i></p> <p>Show children the prepared background.</p> <p><i>What are some art techniques we know? What are some of the media, or kinds of art supplies, we have used so far this year?</i></p> <p>As children suggest media, show the related materials and tools.</p> <p><i>You have so many ideas, techniques, and strategies to work with!</i></p> <p><i>To be inspired by the illustrations of Leo Lionni, you may find it helpful to look through some of his illustrations before you begin working.</i></p> <p>Demonstrate referencing the seaweed illustrations in <i>Swimmy</i> and creating similar seaweed with the long paper strip and doilies.</p> <p><i>It looks like Leo Lionni painted these with watercolors! I might try that, too.</i></p> <p><i>Seaweed isn’t the only thing we’ll need for our underwater scene. Let’s think about what else we might see underwater.</i></p> <p>Refer to the habitat lists made previously. Add any other ideas children suggest. Brainstorm techniques children might use to create a few of these habitat features.</p>
<p>During centers</p>	<p>Allow children access to multiple materials so that they can choose from a variety of techniques for creating various parts. Remind them that this is a collaborative effort and that there are many things to include in the scene.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● Which technique will help show the type of texture you are trying to show? ● Which materials do you think would inspire Leo Lionni? Which materials are the most inspiring to you? ● What information should we show so our audience understands the scene? ● When you look at an illustration by Leo Lionni, how can you tell it is made by him?

Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>VA.K.1 (Boston) Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects</p>
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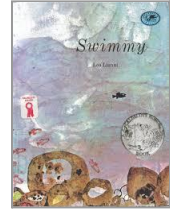
Blocks: Aquatic Habitats 3

Building on the work from previous weeks, and their learning from *Swimmy*, children build add onto their aquatic habitats for fish.

Big Ideas	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
Guiding Questions	What do you want to learn more about animals and their habitats? How and where can you find this information?
Vocabulary	<p>aquatic: relating to water</p> <p>habitat: a place where animals live</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Swimmy</i>, Lio Lionni ● Flag a few interesting pages that depict habitats. ● chart markers ● frog and fish habitat chart(s), from Weeks 2 and 3 ● Hang the chart(s) in the whole group meeting area. ● construction paper, various colors ● pencils ● coloring tools, such as crayons or colored pencils ● clipboards ● child scissors, several pairs ● baskets ● additional materials as suggested by the children (some ideas include Beautiful Stuff, felt, tissue paper) <p>Organize the construction paper, pencils, coloring tools, clipboards, and scissors in the baskets. Place in the Blocks Center.</p>
Intro to Centers	<p><i>You have been constructing aquatic habitats for frogs and fish in the Blocks Center. Here are the lists that we made, naming the features of these two habitats. I remember _____ [child and child] created a fish habitat and used the big square blocks to make lily pads.</i></p>

	<p>Describe one or two specific examples of the children’s work from the previous weeks.</p> <p><i>This week, we will continue this work. Let’s look again at Swimmy by Lio Lionni. I want to show you these pages in particular; they show some habitats.</i></p> <p>Show the flagged pages and provide time for children to look carefully. Ask children to name the important details in the illustrations.</p> <p><i>What might we add to our habitat? As you think about this, consider what we’ve already built.</i></p> <p>Have children turn and talk.</p> <p>Harvest children’s ideas and highlight similarities to previously built habitats. Add to the existing aquatic habitat list(s). Help children identify new materials that might be useful (Beautiful Stuff, felt, tissue paper). How might children create these additions?</p> <p><i>Let me see if I could find some of these materials. Continue to think about this and talk with your friends as you visit Blocks this week.</i></p>
During Centers	<p>Children add to the habitat using blocks and other materials, collaboratively or independently. As children discuss particular details, challenge them to think about what additional materials might represent that detail most effectively. As children props, save them in the basket for the following days.</p>
Facilitation	<ul style="list-style-type: none"> ● What do you notice in the picture that helps you design this? ● What do these animals and plants need to survive in this habitat? ● How can you create a _____ using blocks or other materials? ● What additional materials might you use? Why might that work? ● What types of blocks will you use to build a habitat?
Standards	<p>K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. Further explanation: Examples of patterns could include that animals need to take in food but plants do not, the different kinds of food needed by different types of animals, the requirement of plants to have light, and that all living things need water. Examples could include the pattern a bear makes when preparing to hibernate for winter, the seasonal patterns of trees losing and/or keeping their leaves. Analyzing and Interpreting Data, Organization for Matter and Energy Flow in Organisms, Patterns</p>

Notes



WEEK 4 Day 3

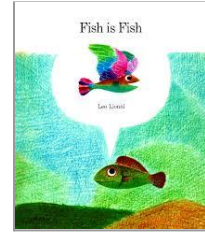
Dramatization: Creating an Estuary

Children use varied materials to create an estuary in which to expand their dramatization of the life cycle of a salmon.

Big Ideas	Like humans, animals are part of interdependent communities that are affected by, and adapt to, the environment that surrounds them. All animals grow and change over time.
Guiding Questions	How do animals grow and change over time? How do animals form communities, work together, and use and adapt to their environments, and how is this similar to and different from people?
Vocabulary	<p>migrate: to move from one place to another</p> <p>estuary: a place where freshwater meets saltwater</p> <p>prey: an animal that is eaten by another animal</p> <p>predator: an animal that hunts and eats other animals for food</p> <p>salmon run: the journey of salmon up a river from the sea to lay eggs</p> <p>upstream: against the current of the water</p> <p>life cycle: how an animal grows and changes over time</p> <p>represent: to show</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Life Cycle of a Salmon</i>, Bobbie Kalman ● Creating a River chart, from Week 3, and markers ● blue and/or green fabric ● construction paper ● butcher paper ● Beautiful Stuff materials ● paint and brushes ● glue and tape
Intro to Centers	<i>This week in the Dramatization Center we'll continue acting out stories about salmon. Do you think you could create an estuary? It's</i>

	<p><i>an important part of the salmon’s habitat! Why are estuaries important in the life cycle of salmon?</i></p> <p>Solicit a few ideas from the group.</p> <p><i>How can we create an estuary? We’ll add your ideas to the chart we made last week.</i></p> <p>Invite the children to turn and talk, and then solicit and write down their ideas. Place the chart paper back in the center.</p>
During Centers	<p>Offer materials children identify, and others, to create the estuary. Encourage children to refer to resources with information about estuaries so that they can add important features to the environment. Encourage children to take on different roles, from creating the scene to acting as salmon, a predator, or a scientist or member of a conservation group.</p> <p>Take observational notes and photos as children work. These can be displayed during the Showcase of Learning at the end of the unit to demonstrate their learning.</p>
Facilitation	<ul style="list-style-type: none"> ● What materials do you need to create the estuary? ● How could you represent the movement of the water in the estuary? ● What materials could you use to act out the role you are choosing? ● What dangers await the salmon? How can you demonstrate those? ● What can people do to help protect animal habitats? How can you represent that? ● How can you act out the salmon run? ● How can you act out being a salmon predator?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. Further explanation: Examples of patterns could include that animals need to take in food but plants do not, the different kinds of food needed by different types of animals, the requirement of plants to have light, and that all living things need water. Examples could include the pattern a bear makes when preparing to hibernate for winter, the seasonal patterns of trees losing and/or keeping their leaves. Analyzing and Interpreting Data, Organization for Matter and Energy Flow in Organisms, Patterns</p>

Notes



WEEK 4 Day 2

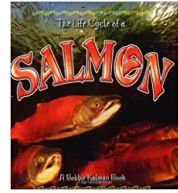
Library & Listening: Story Chest

Children use props and figurines in the story chest to act out *Fish is Fish*.

Big Idea	All animals grow and change over time.
Guiding Question	How do animals grow and change over time?
Vocabulary	<p>characters: the people or animals who the story is about</p> <p>setting: where and when a story takes place</p> <p>scene: a place where something happens, part of a story</p> <p>figurine: a small statue</p> <p>chest: a strong box used for storing things</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Story Chest, from Unit 1 ● <i>Fish is Fish</i>, Leo Lionni <p>Make copies of pages of the book that highlight the main events in the story.</p> <ul style="list-style-type: none"> ● figurines and props selected to represent characters in the story <p>Place them in the box.</p>
Intro to Centers	<p><i>This week in Library & Listening you can use the Story Chest. We have some new props so you can act out the characters, setting, and events in Fish is Fish.</i></p> <p>Open the Story Chest dramatically and hold up each figurine as it is presented.</p> <p><i>You can use these figurines to retell the story. Let's try it! Which scene of the story would you like to retell?</i></p> <p>Invite children to select and then retell a scene of the story. Using the illustrations as a reference, manipulate the figurines to act it out.</p> <p><i>What could you use to create the setting in Fish is Fish?</i></p> <p>Harvest a few responses.</p>

During Centers	Children collaborate to retell parts of a familiar story and enact it with the figurines. Read the story while children manipulate the figurines to support their retelling. As children become more familiar with the story, release the responsibility so that the children retell and act out the story in pairs or in a small group.
Facilitation	<ul style="list-style-type: none"> ● Which character appears in the story first? ● How can you move that character so that you represent what is happening in the story? ● What happens next in the story? ● What is the setting of this story? How can you represent it? ● How do you think the character _____ is feeling at this moment in the story? ● What else could you pretend to have the characters in this story do? Can you tell a new story about these characters?
Standards	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

Notes



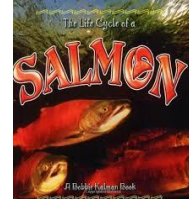
WEEK 4 Day 1

Discovery Table: Aquarium
Children explore an aquarium.

Big Idea	Animals need food, water and air to survive.
Guiding Question	What do animals and plants need to survive?
Vocabulary	aquarium: a bowl, tank, or other container in which fish, water animals, and water plants are kept
Materials and Preparation	<ul style="list-style-type: none"> ● smocks ● sensory table/tub ● water ● cups ● washable blue watercolor or food coloring ● a variety of materials to create an aquarium, such as: <ul style="list-style-type: none"> ○ small rocks (rinsed) ○ aquarium pebbles ○ clear aquarium gems ○ fish and other aquatic animals figurines (store bought or child-created), ○ plastic or real water plants ● an absorbent mat or towel, for under the table <p>Add food coloring to the water to create the desired shade of blue. Add the materials to the sensory tub to create an aquarium.</p>
Intro to Centers	<p>If possible, conduct the Intro to Centers meeting with children surrounding the Discovery Table. If not, bring a few of the materials to the whole group meeting area.</p> <p style="text-align: center;"><i>You're already noticing something different: the water in the Discovery Table is a different color! What does the blue water make you think of?</i></p> <p>Elicit responses.</p>

	<p><i>We have been learning about different habitats. An aquarium can be a habitat for many different kinds of aquatic animals and plants. How might we create an aquarium at the Discovery Table?</i></p> <p>Invite children to turn and talk, then harvest several responses. Build a group idea about how the class might create this aquarium.</p> <p>Show some of the new materials. Provide some time for children to touch the materials, especially any new rocks and plants. If the group is in the meeting area, invite some children to get up and take materials to the Discovery Table.</p> <p><i>This week in the water table, you can build and explore this aquarium. What might you pretend?</i></p>
During Centers	<p>Children explore the aquarium. Support children with their discoveries and pretend play.</p> <p>Follow children’s lead in bringing additional materials to the pretend aquarium to build out the environment.</p>
Facilitation	<ul style="list-style-type: none"> ● What are you discovering in the aquarium? ● What would these animals and plants need to survive in this aquarium? ● How is this aquarium similar to a salmon habitat? How is it different? ● How does the water feel? How do the rocks and pebbles feel? ● How does having your hands in the water make your body feel? ● What is the difference between this _____ and that _____? ● Tell me about what you are doing. Is there a story you want to tell?
Standards	<p>SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. Further explanation: Examples of patterns could include that animals need to take in food but plants do not, the different kinds of food needed by different types of animals, the requirement of plants to have light, and that all living things need water. Examples could include the pattern a bear makes when preparing to hibernate for winter, the seasonal patterns of trees losing and/or keeping their leaves. Analyzing and Interpreting Data, Organization for Matter and Energy Flow in Organisms, Patterns</p>

Notes



WEEK 4 Day 1

Writing & Drawing: Information Book about Salmon 2

Children dictate, draw, and write to share important information they have learned from reading *The Life Cycle of the Salmon* and other informational texts. The pages are compiled into a class book.

Big Ideas	<p>Humans can harm or help the environment through their presence. Humans have a responsibility to act as stewards, protectors and advocates for the environment.</p> <p>Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.</p>
Guiding Questions	<p>How do animals form communities, work together, and use and adapt to their environments, and how is this similar to and different from people? What do you want to learn more about? How and where can you find this information?</p> <p>What do animals need to survive?</p>
Vocabulary	<p>salmon: a type of fish</p> <p>habitat: a place where animals live</p> <p>life cycle: how an animal grows and changes over time</p> <p>expert: someone who knows a lot of information about a topic</p>
Materials and Preparation	<ul style="list-style-type: none"> ● children’s work from Week 3 ● drawing and writing tools ● paper of a consistent size for creating a class book ● paper of various textures and sizes, but not larger than the paper for book pages ● Art Studio media and tools such as watercolors, tempera paint, pastels, for illustrations ● glue, for affixing illustrations to book pages ● materials for putting the book together (hole punch, ribbon or string, stapler) ● <i>Life Cycle of the Salmon and other</i> Informational texts <p>Set out all materials so children can access them easily.</p>

<p>Intro to Centers</p>	<p><i>You have been drawing and writing information about salmon.</i></p> <p>Hold up some of the children’s work.</p> <p><i>This week, keep working and revising your illustrations and writing about salmon. We will collect the finished work together into a class book—we’ll publish our own book about salmon, just like some of the books you have been using for research!</i></p> <p>Hold up some of the books.</p> <p><i>You might choose to use some materials from the Art Studio for your illustrations.</i></p> <p>Show the gathered materials and tools.</p> <p><i>Think about what is going to help you to communicate the information you want to share about salmon.</i></p> <p>Invite children to turn and talk to a partner about their next steps for finishing their pages.</p> <p><i>Once everyone is finished with their pages we can all collaborate in putting our book together.</i></p>
<p>During centers</p>	<p>Encourage collaboration. Support children as they revise their illustrations and writing and in thinking about what additional media they would like to use to finish their illustrations.</p> <p>As children complete their pages, enlist them in deciding in which order to place the pages and how to bind the book together. Ask a few children to collaborate on making a cover.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● What new information about salmon have you learned? ● What do you think is important for other people to know about salmon? ● How can you capture the information you have learned and share it with others? ● What materials will you use for your illustration? How did you decide that?
<p>Standards</p>	<p>RI.K.1. With prompting and support, ask and answer such questions about key details in text.</p> <p>W.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to add additional detail.</p> <p>K-LS1-2(MA). Recognize that all plants and animals grow and change over time.</p>

WEEK 4 Day 1

Writing Report
 Joint Construction: Subtopics
 continues on Day 2

Content Objectives	With my class I can write subtopics. (W.K.2, W.K.7) I can tell what I know about a topic. (W.K.2)
Language Objective	I can tell and write information in the third person. (L.K.1)
Vocabulary	subtopic: a smaller part of the topic information: facts or details about a subject report: a genre of writing whose purpose is to organize information about a topic the third person: writing that uses pronouns like <i>he, she, it, or they</i>
Materials and Preparation	<ul style="list-style-type: none"> ● children’s frog information sheets, grouped and labeled with subtopics, from Week 4 ● chart paper and marker, or computer and projector, for joint construction <p>Before the lesson, consider how the class can most effectively write together.</p> <ul style="list-style-type: none"> ● materials for illustration
Opening 1 minute	<i>Today we are going to write each subtopic as a class, using the information you wrote!</i>
Joint Construction 20 minutes	<p><i>We are writing our class report to include in our Showcase of Learning, so we need to show that we are experts about frogs! Remember, we learned that one way authors show they are experts is by writing in the third person—using words like he, she, it, or they.</i></p> <p><i>Let’s review one of our subtopics, and then we’ll write the information together.</i></p> <p>Review the name of the subtopic and children’s information sheets.</p>

	<p>Display the chart paper/projected computer screen for joint construction. <i>Here is where we will write our report together.</i></p> <p>At the top of the page, write the name of the subtopic. Then decide together what information should be written. Leave space between the heading and the sentence(s) for illustration.</p> <p>Repeat the process to write as many subtopics as possible.</p>
<p>Individual Construction 8 minutes</p>	<p>With the remaining time, have children illustrate the subtopics or tell information in the third person, as on Week 4, Day 5.</p>
<p>Closing 1 minute</p>	<p><i>It's so exciting to start writing our report together! Next we will continue writing our subtopics.</i></p>
<p>Standards</p>	<p>W.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.</p>
<p>Ongoing assessment</p>	<p>Reflect on the whole group work.</p> <p>How do children synthesize information to write about the subtopic?</p> <p>Do they suggest sentences in the third person?</p> <p>If children are illustrating, How effectively do their illustrations represent the information on the page?</p> <p>If children are telling information, Are children following the routines for talking with a partner? What needs to be reinforced or retaught?</p> <p>How effective are children at telling information? Do they use the third person? Do their partners understand? What types of questions do they ask each other? What can be learned about the children from the information they tell?</p>

WEEK 4 Day 2

Writing Report
 Joint Construction: Subtopics
 continued from Day 1

Content Objective	With my class I can write subtopics. (W.K.2, W.K.7)
Language Objectives	I can tell and write information in the third person. (L.K.1) I can add illustrations to give more information about a subtopic. (SL.K.5)
Vocabulary	subtopic: a smaller part of the topic report: a genre of writing whose purpose is to organize information about a topic information: facts or details about a subject the third person: writing that uses pronouns like <i>he, she, it, or they</i>
Materials and Preparation	<ul style="list-style-type: none"> ● children’s frog information sheets, grouped and labeled with subtopics, from Week 4 ● chart paper and marker, or computer and projector, for joint construction ● jointly-constructed report, from Day 1 ● materials for illustration <p>Before the lesson, prepare the completed subtopics for groups of children to illustrate. Decide how illustrating subtopics will work best for your class. For example,</p> <ul style="list-style-type: none"> ● a small group illustrates the same piece of chart paper; ● pairs or individual children illustrate blank pieces of paper to add to chart paper; ● pairs or individual children illustrate subtopics printed from the computer (enough copies of completed subtopics can be printed to distribute to pairs/individual children).
Opening	<i>Today we are going to continue writing each subtopic of our report,</i>

1 minute	<i>using the information you wrote! Then you'll have a chance to illustrate the subtopics.</i>
Joint Construction 20 minutes	<p><i>Remember that last time we wrote, we used the third person—words like he, she, it, or they—to show that we are experts about frogs.</i></p> <p><i>Let's review one of our subtopics, and then we'll write the information together.</i></p> <p>Review the name of the subtopic (such as habitat, food, etc.) and children's information sheets.</p> <p>Display the chart paper/projected computer screen for joint construction. At the top of the page, write the name of the subtopic. Then decide together what information should be written. Leave space between the heading and the sentence(s) for illustration.</p> <p>Repeat the process to complete the subtopics.</p>
Individual Construction 8 minutes	<p><i>Now you will illustrate our subtopics! The illustrations in reports are very important. When we read The Life Cycle of a Salmon, we used the photographs and diagrams a lot to help us better understand the book. Think carefully about how you can add illustrations to give even more information about your subtopic.</i></p> <p>Explain to children how they will illustrate, based on the plans made for the class. Review the subtopic with each group before sending children to illustrate.</p> <p>As children work, circulate to support them.</p>
Closing 1 minute	<i>Today we finished writing our subtopics and began illustrating them. Tomorrow we will write a new part of our report—the general statement—and finish our illustrations.</i>
Standards	<p>W.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to add additional detail.</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.</p>

Ongoing assessment	<p>Reflect on the whole group work.</p> <ul style="list-style-type: none">How do children synthesize information to write about the subtopic?Do they suggest sentences in the third person? <p>Reflect on the small group work.</p> <ul style="list-style-type: none">How effectively do children’s illustrations represent the information on the page?Do the illustrations provide additional information?
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WEEK 4 Day 3

Writing Report
 Joint Construction: General Statement and Illustrating Subtopics

Content Objective	With my class, I can write a general statement. (W.K.2, W.K.7)
Language Objectives	I can tell and write information in the third person. (L.K.1) I can add illustrations to give more information about a subtopic. (SL.K.5)
Vocabulary	report: a genre of writing whose purpose is to organize information about a topic general statement: the beginning of a report, which introduces and classifies the topic subtopic: a smaller part of the topic stages: the parts of a piece of writing topic: what the writing is about classify: assign to a class or category the third person: writing that uses pronouns like <i>he, she, it, or they</i>
Materials and Preparation	<ul style="list-style-type: none"> ● Report anchor chart, from Week 4, Day 2 ● chart paper and marker, or computer and projector, for joint construction ● children’s subtopic illustrations, from Day 2 Prepare to share one illustration that matches the subtopic well and provides more information about it. ● jointly-constructed report ● materials for illustration Prepare the subtopics completed on Day 2 for groups of children to illustrate.
Opening 1 minute	<i>Today we are going to write a new part of our report: the general statement! Then you will continue illustrating subtopics.</i>
Joint Construction	Show the Report anchor chart. <i>We learned about the stages, or parts, of reports. We have already</i>

10 minutes

worked together on the subtopics. Before the subtopics, though, comes a general statement. The general statement introduces the topic and classifies it. For example, in The Life Cycle of a Salmon, the general statement says “Salmon are fish.” It introduces that the topic of the report is salmon and classifies salmon as fish.

Think, Pair, Share. What do you know about frogs? How can we classify them? [fish are amphibians]

Harvest several children’s ideas. Write the general statement together.

We learned something important about the language of reports that we haven’t added to our chart yet. We’ve been really working on speaking and writing in the third person to show that we are experts on frogs. Let’s add that to our chart!

Add

Language

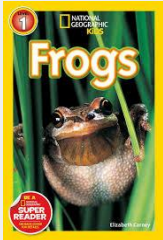
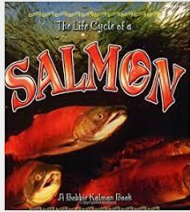
written in the third person

See the following example.

Report


Purpose: to organize information about a topic

Examples:

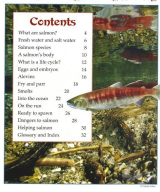


Stages:

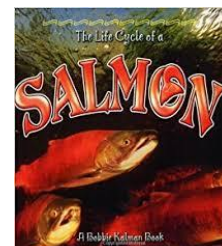
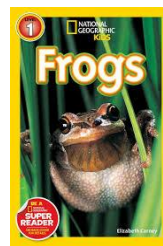
general statement



Salmon are **fish**.

	<p>information organized in subtopics</p>  <p>summarizing comment (optional)</p> <p>Language written in the third person</p>
<p>Individual Construction 18 minutes</p>	<p><i>Now you will continue illustrating our subtopics!</i></p> <p>Show the prepared illustration and briefly talk about how it relates to the subtopic and provides additional information.</p> <p>Send children to continue their illustrations from the previous day and to begin illustrating new subtopics. If necessary, review with children how they will illustrate, based on the plans made for the class. Review new subtopics with each group before sending children to illustrate.</p> <p>As children work, circulate to support them.</p>
<p>Closing 1 minute</p>	<p><i>Today we wrote a general statement and continued illustrating our subtopics. Tomorrow we will review our work and put our subtopics in an order that makes sense.</i></p>
<p>Standards</p>	<p>W.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to add additional detail.</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.</p>
<p>Ongoing assessment</p>	<p>Reflect on the whole group work.</p> <p>How do children classify frogs? Do they suggest a sentence in the third person?</p> <p>Reflect on the small group work.</p> <p>How effectively do children’s illustrations represent the information on the page? Do the illustrations provide additional information?</p>

Notes



Writing Report

Deconstruction and Joint Construction: Ordering Subtopics

Content Objective	With my class, I can put subtopics in an order that makes sense. (W.K.2, W.K.7)
Language Objective	I can add illustrations to give more information about a subtopic. (SL.K.5)
Vocabulary	<p>report: a genre of writing whose purpose is to organize information about a topic</p> <p>subtopic: a smaller part of the topic</p> <p>classify: assign to a class or category</p> <p>title: the name of a piece of writing</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Life Cycle of a Salmon</i>, Bobbie Kalman & Rebecca Sjonger ● <i>Frogs</i>, Elizabeth Carney ● jointly-constructed report <p style="margin-left: 20px;">Organize the report so that all of the words and illustrations for each subtopic are grouped together and available for all to see.</p> <ul style="list-style-type: none"> ● materials for illustration
Opening 1 minute	<i>Today we are going to read our report and organize the subtopics in a way that makes sense!</i>
Deconstruction 8 minutes	<p>Open to the table of contents in both <i>The Life Cycle of a Salmon</i> and <i>Frogs</i>. When we read both of these reports, we talked about how the table of contents lets the reader know what information will be in the book. Each subtopic is listed here. When authors write reports, they think about the order of subtopics that will make the most sense for their readers. Let's see what we notice about the order of each of these books.</p> <p>Show the Table of Contents from <i>Frogs</i>. <i>Frogs</i> begins by talking about frog habitats. Then it talks about frog</p>

	<p><i>sounds; frog food; frog bodies; poisonous frogs; the frog life cycle; toads; and some special, unusual frogs.</i></p> <p>Show the Contents from <i>The Life Cycle of a Salmon</i>. <i>This book begins by classifying salmon. Then it talks about their habitats, species, body, life cycle, dangers to salmon, and helping salmon.</i></p> <p><i>What do you notice about the order of subtopics in these texts? What is the same? What is different?</i></p> <p>Harvest several children’s responses. If no one mentions that both texts begin with habitats, highlight that similarity.</p>
<p>Joint Construction 10 minutes</p>	<p><i>Now that we have a little more information about how authors organize reports, we are going to organize our own.</i></p> <p>With children seated on the perimeter of the rug, arrange all of the subtopics in the middle of the rug.</p> <p><i>Which subtopic should go first? Why do you think that?</i></p> <p>As a class, discuss a logical order for the subtopics. Support children to provide reasons for why the particular order makes sense. Order the subtopics on the rug.</p> <p><i>Now that we have arranged our subtopics, let’s read our report so far to make sure it makes sense.</i></p> <p>Read the report, beginning with the general statement and continuing by reading each subtopic in the chosen order.</p> <p><i>Does that seem like a good order for our subtopics? Does everything make sense? Do you have any suggestions for improving our report?</i></p> <p>If children suggest changes, discuss them as a class until an order is decided. Add page numbers to each page.</p>
<p>Individual Construction 8 minutes</p>	<p><i>Now you will continue illustrating our subtopics!</i></p> <p>Send children to continue their illustrations. If necessary, review with children how they will illustrate, based on the plans made for the class. Review new subtopics with each group before sending children to illustrate.</p> <p>As children work, circulate to support them.</p>
<p>Closing 1 minute</p>	<p><i>Today we organized our subtopics in a way that makes sense. Tomorrow we will add a table of contents to our report and we’ll choose a title!</i></p>
<p>Standards</p>	<p>W.K.2. Use a combination of drawing, dictating, writing to compose</p>

	<p>informative/explanatory texts that name and supply some information about a topic.</p> <p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to add additional detail.</p>
<p>Ongoing assessment</p>	<p>Reflect on the whole group work.</p> <p>What do children notice about the order of subtopics in these reports?</p> <p>What order do children suggest? Does it make sense?</p> <p>To what extent do children support their ideas with reasons?</p> <p>Reflect on the small group work.</p> <p>How effectively do children’s illustrations represent the information on the page?</p> <p>Do the illustrations provide additional information?</p>

Notes



Writing U2 W4 D4



Writing Report

Joint Construction: Table of Contents
Deconstruction and Joint Construction: Title

Content Objective	With my class I can write a table of contents and title. (W.K.2, W.K.7)
Language Objective	I can add illustrations to give more information about a subtopic. (SL.K.5)
Vocabulary	<p>information: facts or details about a subject</p> <p>subtopic: a smaller part of the topic</p> <p>title: the name of a piece of writing</p> <p>report: a genre of writing whose purpose is to organize information about a topic</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Life Cycle of a Salmon</i>, Bobbie Kalman & Rebecca Sjonger ● jointly-constructed report ● chart paper and marker, or computer and projector, for joint construction ● mentor texts: <i>Owls</i>, Gail Gibbons; <i>Wolves</i>, Gail Gibbons; <i>Wolves</i>, Seymour Simon; <i>Frogs</i>, Elizabeth Carney ● materials for illustration
Opening 1 minute	<i>We want our readers to be able to find the information they need easily, so we are going to create a table of contents together.</i>
Deconstruction and Joint Construction 10 minutes	<p>Show the Contents page of <i>The Life Cycle of a Salmon</i>.</p> <p><i>When we read The Life Cycle of a Salmon, we used the Contents over and over again to figure out what types of information are in the book, and where to find that information. Remember, each subtopic of the book is listed here. [point to the subtopics]</i></p>

	<p><i>How did we know where to find each subtopic in the book? You're right—from the page numbers!</i></p> <p><i>Let's write our own table of contents. At the top of the page I am writing "Table of Contents."</i></p> <p><i>Now let's go back to our subtopics to remember their order and page numbers.</i></p> <p>Refer back to each subtopic. Write the name of the subtopic and page number where it begins on one line. Repeat the process on the next line, with the next subtopic, and continue until all subtopics have been recorded.</p>
<p>Deconstruction and Joint Construction 8 minutes</p>	<p><i>The last piece we need to add to our writing is a title. Titles are important, because they let the reader know what the text is about.</i></p> <p>With children sitting on the perimeter of the rug, lay out all of the report mentor texts in the center of the rug.</p> <p><i>Let's look at the titles in the reports we are reading in this unit.</i> Point to each book and read its title.</p> <p><i>Think, Pair, Share: What do you notice about these titles?</i> Harvest several children's ideas. If no one mentions it, note that many books name the animal using a general noun, such as "wolves."</p> <p><i>Think, Pair, Share: What would be a good title for our report?</i> <i>Remember, the title needs to let the reader know what our report is about.</i></p> <p>Harvest children's ideas; then come to consensus to choose the title of the report.</p> <p>Write the title on the page that will be the book cover. Decide how the class will be named as authors and illustrators and add that information to the cover.</p>
<p>Individual Construction 10 minutes</p>	<p>Send children to continue illustrating subtopics. If possible, prepare the table of contents page and front cover for children to illustrate as well. If necessary, review with children how they will illustrate, based on the plans made for the class.</p> <p>As children work, circulate to support them.</p>
<p>Closing 1 minute</p>	<p><i>Today we added a table of contents and front cover to our book. Next we will finish publishing our class report!</i></p>
<p>Standards</p>	<p>W.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p>

	<p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to add additional detail.</p>
<p>Ongoing assessment</p>	<p>Reflect on the whole group work.</p> <ul style="list-style-type: none"> What do children understand about the table of contents? What do children notice about titles? How do children apply what they notice to their writing as a class? <p>Reflect on the small group work.</p> <ul style="list-style-type: none"> How effectively do childrens’ illustrations represent the information on the page? Do the illustrations provide additional information?

Notes