

Unit 2: Animals and Habitats

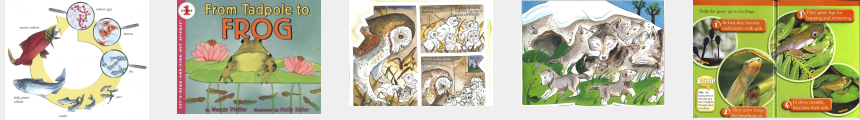
WEEK 7 Day 1



Writing Explanation

Deconstruction: Explanation Purpose

Content Objective	I can state the main purpose of a text. (RI.K.6)
Language Objective	I can describe what I notice about a text. (SL.K.1)
Vocabulary	<p>purpose: the reason for doing or creating something</p> <p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>procedure: a genre of writing whose purpose is to give directions to accomplish a goal</p> <p>report: a genre of writing whose purpose is to organize information about a topic</p> <p>genre: a type of writing</p> <p>explanation: a genre of writing whose purpose is to explain a phenomenon in sequence</p> <p>phenomenon: an observable thing that happens</p> <p>sequence: in a particular order</p> <p>stages: the parts of a piece of writing</p>
Materials and Preparation	<p>To become familiar with the genre and how it is taught, read Writing: Introduction to Explanation (in the Introduction documents).</p> <p>Explanation mentor texts:</p> <ul style="list-style-type: none"> ● post it notes, for flagging pages ● <i>Owls</i>, Gail Gibbons (2 copies) Flag pages 22 and 28. ● <i>Wolves</i>, Gail Gibbons (2 copies)

	<p>Flag the pages beginning with “Wolves often mate for life.” and “At six months old...”</p> <ul style="list-style-type: none"> ● <i>Frogs</i>, Elizabeth Carney (2 copies) Flag pages 24 and 27. ● <i>The Life Cycle of a Salmon</i>, Bobbie Kalman & Rebecca Sjonger (2 copies) Flag page 13. ● <i>From Tadpole to Frog</i> (2 copies) ● Frog Life Cycle, from the Art Studio, Week 1 ● whiteboard <p>On the whiteboard, write the following questions, leaving space under each one to record children’s ideas: What do you notice? Why did the author write this?</p> <ul style="list-style-type: none"> ● Explanation mentor text images Cut apart the images. ● chart paper <p>Prepare the following Explanation anchor chart. Glue the mentor text images to the chart.</p> <div data-bbox="490 867 1370 1236" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Explanation</p> <p>Purpose: to explain a phenomenon in sequence</p> <p>Examples:</p>  </div> <ul style="list-style-type: none"> ● Why We Write chart, from Unit 1, Week 1, Day 1 ● Why We Write: <i>From Tadpole to Frog</i> sheet ● tape, for attaching the sheet to the chart
<p>Opening 1 minute</p>	<p><i>We have been learning so much about writing for different purposes! We have written personal recounts, procedures, and reports, and today we are going to begin learning about a new genre of writing!</i></p>
<p>Deconstruction 28 minutes</p>	<p><i>The new genre we are going to learn about is called explanation.</i></p> <p>Show the Explanation anchor chart.</p> <p><i>The texts, or sections of text, that you will look at today are all explanations. Explanations are written to explain a phenomenon in sequence.</i></p> <p>Show <i>The Life Cycle of a Salmon</i>, page 13.</p> <p><i>This explanation explains the phenomenon of a salmon growing and</i></p>

	<p><i>changing, and it explains it in sequence—in order.</i></p> <p><i>With a partner, each of you is going to look at a text, or part of a text, to figure out why the author wrote it. Turn through the pages. Talk about the illustrations.</i></p> <p>Refer to the questions on the whiteboard. <i>With your partner you are going to answer these two questions: What do you notice? And Why did the author write this?</i></p> <p><i>The texts you will look at today are almost all ones that you have seen before. Some of them have pages marked. [Show an example.] If you are looking at one of these books, you will not look at the whole thing. Start by looking at the first marked page and end with the last marked page.</i></p> <p>Distribute texts to pairs of children. As children work, circulate to support them and refer them to the questions on the board. Give children about ten minutes to work together, then bring them back to the whole group.</p> <p>One at a time, have each pair hold up their text to show their classmates. Ask, “What did you notice?” and “Why did the author write this?” Encourage children to cite key details from the text as they respond. Write the pairs’ responses on the whiteboard. As pairs share, think aloud to highlight the trends in their responses.</p> <p><i>Explanations can be written about a lot of different phenomena, but all of the ones we will look at are about how animals grow and change—their life cycles.</i></p> <p>Display the Why We Write chart and the Why We Write: <i>From Tadpole to Frog</i> sheet. <i>Now we have a new purpose for writing to add to our Why We Write chart! From Tadpole to Frog is an explanation, written to explain a phenomenon in sequence. Let’s add this to our chart.</i></p>
<p>Closing 1 minute</p>	<p><i>Now we are learning about a new genre that gives information, but in a different way! Tomorrow we will continue to look closely at explanations and learn more about their stages.</i></p> <p>Note: Leave the Explanation anchor chart posted. You will continue to reference and add to it throughout the unit.</p>
<p>Standards</p>	<p>RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in the text. *Note: Although the K version of this standard does not directly address author’s purpose, the Anchor Standard reads: Assess how point of view or purpose shapes the content and style of a text.</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.
Ongoing assessment	Listen for and make note of how children discuss the explanations. What do they notice about the structure of the explanations? What do children already know about the purpose of explanation?

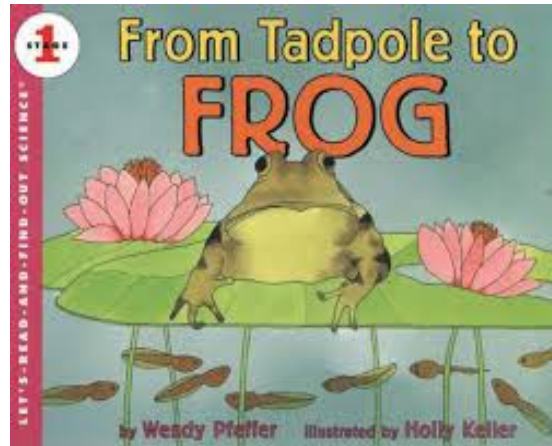
Notes

Explanation mentor text images



Writing U2 W7 D1

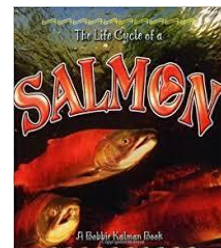
Why We Write



explain a phenomenon in
sequence

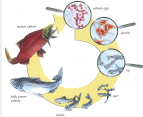
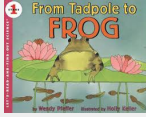



Unit 2: Animals and Habitats

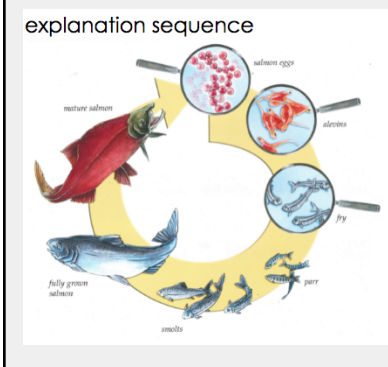
WEEK 7 Day 2



Writing Explanation
Deconstruction: Explanation Stages

Content Objective	I can put the parts of an explanation in order. (W.K.2)
Language Objective	I can explain how an animal grows and changes. (SL.K.4)
Vocabulary	<p>purpose: the reason for doing or creating something</p> <p>explanation: a genre of writing whose purpose is to explain a phenomenon in sequence</p> <p>phenomenon: an observable thing that happens</p> <p>sequence: in a particular order</p> <p>stages: the parts of a piece of writing</p> <p>report: a genre of writing whose purpose is to organize information about a topic</p> <p>organize: to arrange</p> <p>information: facts or details about a subject</p> <p>topic: what the writing is about</p> <p>statement of phenomenon: the beginning of an explanation, where the phenomenon is introduced</p> <p>explanation sequence: the phenomenon explained, in order</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Life Cycle of a Salmon</i>, Bobbie Kalman & Rebecca Sjonger ● Explanation stages images Cut apart the images. ● Explanation anchor chart, from Day 1 ● envelopes, one for each pair of children ● Life cycle cards (owl, salmon, frog), about 4 copies (enough for each pair to have either owl, salmon, or frog)

	Cut apart the cards and put them in envelopes.
Opening 1 minute	<i>Yesterday we learned the purpose of explanation: to explain a phenomenon in sequence. Today we will look more closely at the stages of explanation.</i>
Deconstruction 20 minutes	<p>Show page 12 of <i>The Life Cycle of a Salmon</i>.</p> <p><i>We learned that this book is an example of a report, because it is written to organize information about a topic. This book is special because part of it is also an explanation. The life cycle section is an explanation, because it explains how salmon grow and change.</i></p> <p><i>The beginning of an explanation is called the statement of phenomenon. This is the part where the writer introduces what she will explain. The statement of phenomenon in this explanation is “A life cycle is a series of changes that every animal goes through.”</i></p> <p><i>After the statement of phenomenon comes the explanation sequence. After Bobbie Kalman and Rebecca Sjonger introduce that animals grow and change, they explain how this happens for salmon, in order.</i></p> <p><i>When we read before, we noticed that they use both diagrams and words in the explanation sequence. The diagram on this page [point to the life cycle on page 13] shows the whole sequence together.</i></p> <p><i>Let’s add what we just learned to our Explanation chart.</i></p> <p>On the Explanation anchor chart, add Stages. Glue the stages images below. See the following example.</p> <div data-bbox="500 1234 1360 1852" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Explanation</p> <p>Purpose: to explain a phenomenon in sequence</p> <p>Examples:</p> <div style="display: flex; justify-content: space-around;">      </div> <p>Stages:</p> <div style="border: 1px solid gray; padding: 5px; margin: 5px 0;"> <p>statement of phenomenon</p> <p>A life cycle is a series of changes that every animal goes through.</p> </div> </div>

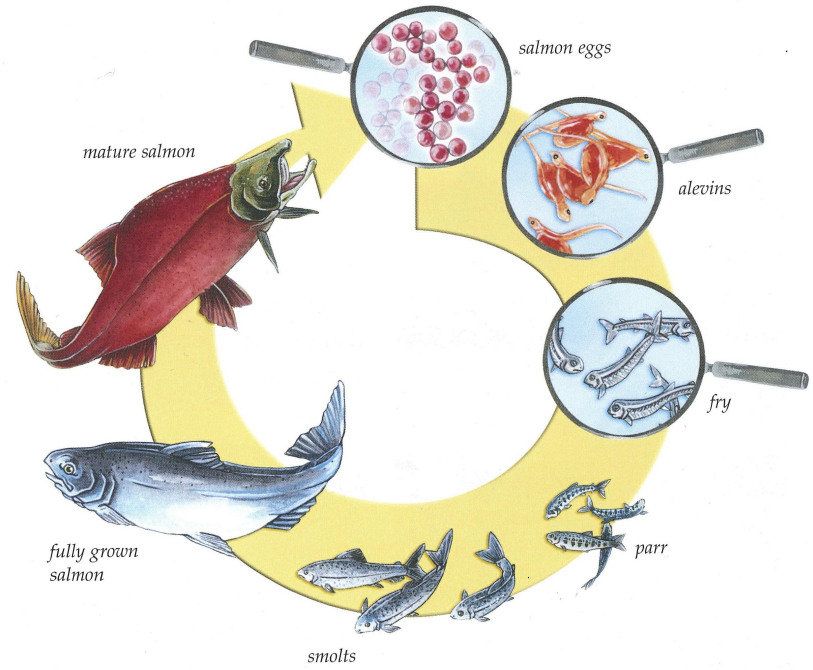
	
<p>Joint Construction in Pairs 8 minutes</p>	<p><i>Now it's your turn to put explanations in sequence. Each pair will get an envelope with cards that show each part of the life cycle of either owls, salmon, or frogs. Take out the cards, and put them in order. As you work, talk with your partner about why you think the cards go in that sequence.</i></p> <p><i>After you put all of the cards in order, take turns explaining to each other, or to another pair, how the animal grows and changes over time.</i></p> <p>Distribute envelopes and send pairs to work. As they work, circulate to support them.</p>
<p>Closing 1 minute</p>	<p><i>Explaining how animals grow and change is really exciting! Tomorrow we will begin writing our explanation as a class.</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>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional details.</p>
<p>Ongoing assessment</p>	<p>Listen for and make note of how children discuss the explanations.</p> <p>What do children understand about the stages of explanation?</p> <p>What is still confusing?</p> <p>What language do they use as they explain? (Do they use present tense verbs and general nouns?)</p>

Notes

statement of phenomenon

A **life cycle** is a series of changes that every animal goes through.

explanation sequence



Unit 2: Animals and Habitats

WEEK7 Day 3

Writing Explanation
Joint Construction in Small Groups: Frog Life Cycle
continued on Day 4

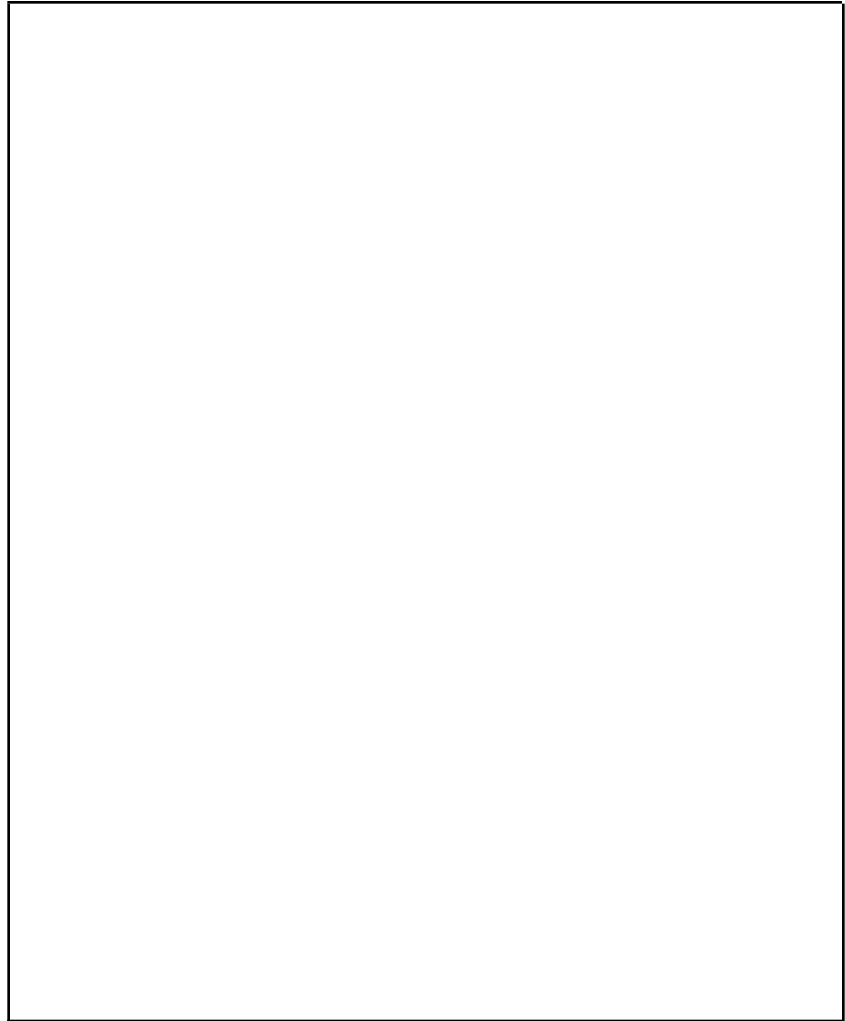
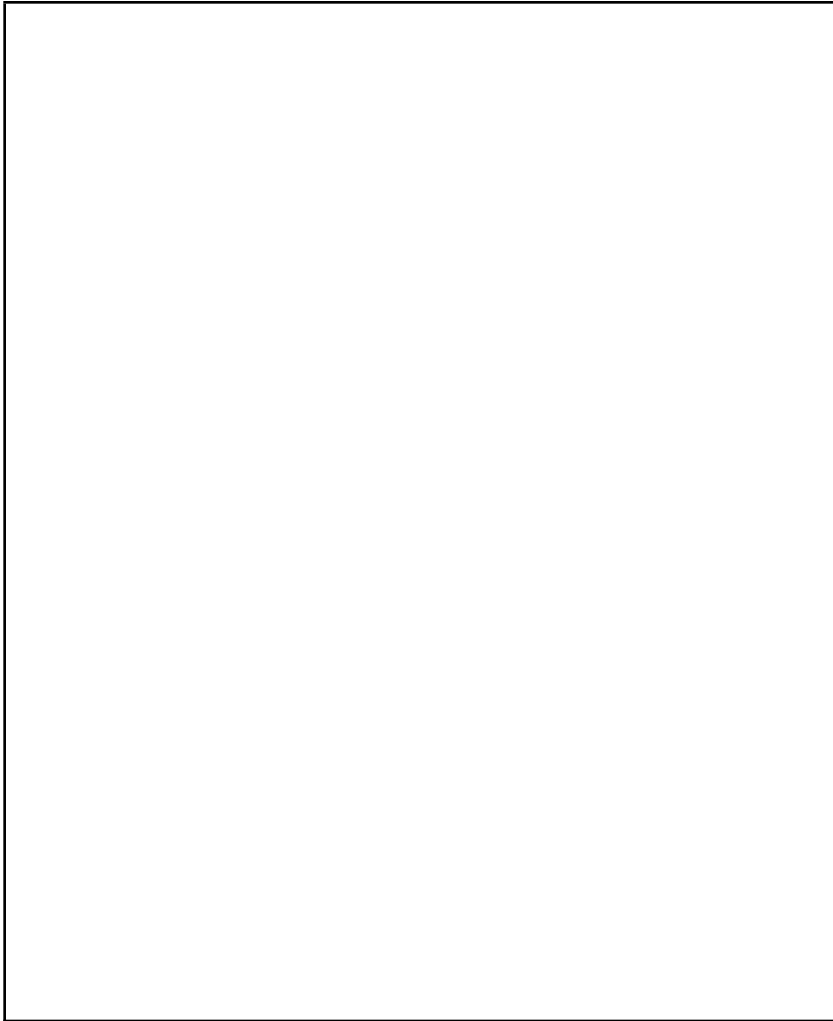
Content Objective	With a small group, I can draw and write the frog life cycle. (W.K.2, W.K.7)
Language Objective	I can participate collaboratively in my small group to discuss and write about the frog life cycle. (SL.K.1)
Vocabulary	<p>stages: the parts of a piece of writing</p> <p>explanation: a genre of writing whose purpose is to explain a phenomenon in sequence</p> <p>statement of phenomenon: the beginning of an explanation, where the phenomenon is introduced</p> <p>explanation sequence: the phenomenon explained, in order</p> <p>sequence: in a particular order</p>
Materials and Preparation	<p>In this lesson, children will be working in small groups of four children. Before the lesson, group children strategically.</p> <ul style="list-style-type: none">● writing tools● explanation picture and label sheets, cut apart and paperclipped together, one set for each small group● frog life cycle cards, from Day 2; <i>Frogs</i>, Elizabeth Carney; and <i>From Tadpole to Frog</i>, Wendy Pfeffer; available for children’s reference● piece of chart paper, one for each small group <p>Draw a large oval on each sheet of chart paper. See the following example.</p>

	<div data-bbox="479 113 1386 636" data-label="Image"> </div> <ul data-bbox="493 680 1396 785" style="list-style-type: none"> ● glue sticks, one for each child ● explanation sentence sheets, cut apart and paperclipped together, one set for each small group
<p>Opening 1 minute</p>	<p><i>Yesterday we learned more about the stages of explanation—that explanations begin with a statement of phenomenon that introduces what the writer will explain, followed by the explanation sequence. Then you worked in pairs to put the life cycles of different animals in sequence.</i></p>
<p>Joint Construction in Small Groups 28 minutes</p>	<p><i>We are going to work together as a class to write an explanation of the frog life cycle to add to our frog report. Today you will work in small groups to draw and write the frog life cycle.</i></p> <p>Show the explanation picture and label sheets. <i>In your group, you will begin by talking about the frog’s life cycle. Then you will work together to draw and label each part of the life cycle, using these sheets. There are four sheets in the pack, so each of you might draw and label one part of the life cycle.</i></p> <p>Show the chart paper. <i>After you have drawn and labeled the parts of the life cycle, I will give you a piece of chart paper. As a group, you will place your drawings on the paper. When you are sure they are in the right order, you can glue them down. Be sure to leave space in between each picture.</i></p> <p>Show the explanation sentence sheets. <i>Your last job will be to write sentences about how frogs change from one stage of the life cycle to another. When you are ready for this task, I will explain more to your group.</i></p> <p>[Children write sentences to place in between pictures that explain how</p>

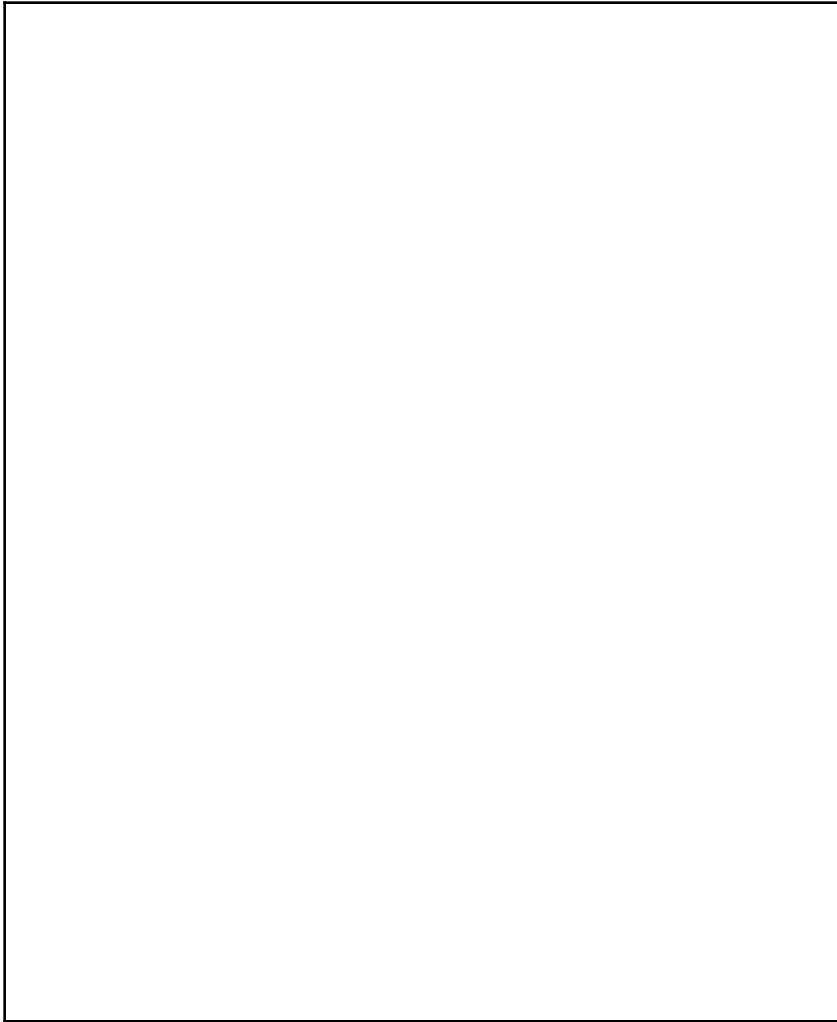
	<p>the change takes place. For example, between tadpole and froglet, children might write “Tadpoles grow legs.”]</p> <p>Send children with writing tools and explanation picture and label sheets to write in small groups. As they write, circulate to support their work.</p> <p>After groups complete their pictures and labels, distribute chart paper and glue sticks.</p> <p>After groups glue their pictures, meet with them briefly to explain and model the next task.</p> <p><i>Now your job is to write a sentence explaining how the frog changes from one stage in the life cycle to another. Take a look here [point to the tadpole]. When tadpoles change into froglets, they grow legs. We can write that in a sentence: Tadpoles grow legs.</i></p> <p><i>You will write one sentence to go in between each stage. After you write the sentence, glue it to your life cycle.</i></p> <p>Distribute the explanation sentence sheets.</p>
<p>Closing 1 minute</p>	<p><i>Today you began working writing an explanation of the frog life cycle in small groups. Tomorrow you will have time to continue working, and we will provide feedback about one group’s work.</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.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>Review children’s group work.</p> <p>Are children’s illustrations and labels accurate?</p> <p>Are the life cycle stages in the correct order?</p> <p>How do children explain the changes between each stage of the life cycle?</p> <p>What do children understand about the frog life cycle? What is still confusing?</p>

Notes

explanation picture and label sheets



Writing U2 W7 D3



Writing U2 W7 D3

explanation sentence sheets

Unit 2: Animals and Habitats

WEEK 7 Day 4

Writing Explanation
Joint Construction in Small Groups: Frog Life Cycle
continued from Day 3
Feedback

Content Objective	With a small group, I can draw and write the frog life cycle. (W.K.2, W.K.7)
Language Objective	I can participate collaboratively in my small group to discuss and write about the frog life cycle. (SL.K.1)
Vocabulary	explanation: a genre of writing whose purpose is to explain a phenomenon in sequence feedback: specific, helpful suggestions given to improve work statement of phenomenon: the beginning of an explanation, where the phenomenon is introduced
Materials and Preparation	<ul style="list-style-type: none">● writing tools● small group life cycle charts and explanation sheets, from Day 3 Before the lesson review the groups' work and choose one chart to serve as a model for adding sentences between the drawings.● frog life cycle cards, from Day 2; <i>Frogs</i>, Elizabeth Carney; and <i>From Tadpole to Frog</i>, Wendy Pfeffer; available for children's reference● glue sticks, one for each child● Explanation Feedback packet, one copy
Opening 5 minutes	<p><i>Yesterday you began writing explanations in small groups. You drew and labeled the stages of the frog life cycle. Some of you began adding sentences in between your drawings.</i></p> <p>Show one group's work as an example of adding sentences between each drawing, explaining how frogs change from one stage to the next.</p>

<p>Joint Construction in Small Groups 10 minutes</p>	<p><i>Now you will continue to work with your group on your explanation of the frog life cycle. It's OK if you don't finish. After about 10 minutes of small group time, we will come back together and provide feedback about one group's work.</i></p> <p>Send groups with materials to continue their work. As they work, circulate to support them.</p> <p>Choose one group's work for group feedback. On Day 5 this work will be revised by the class and used as the class's explanation to be added to the frog report.</p>
<p>Feedback 14 minutes</p>	<p>Bring the class back to the meeting area. Display the group's work for all to see.</p> <p><i>We are going to review and give feedback about one group's work. Then we will work together to revise their work and publish it as part of our class frog book.</i></p> <p><i>Let's read the explanation.</i></p> <p>Read the explanation, or have the group present it.</p> <p>Show the Explanation Feedback packet.</p> <p><i>This is what we will use to review and provide feedback about this group's explanation.</i></p> <p><i>We learned that explanations begin with a statement of phenomenon, so that is the first item in this packet. It says, "The statement of phenomenon names the phenomenon." We have not worked on this yet, though, so we will circle "Not Yet."</i></p> <p>Go through the Explanation Feedback packet item by item, deciding as a class whether the explanation meets the criteria or not. Then work together to set next steps for revision.</p>
<p>Closing 1 minute</p>	<p><i>Tomorrow we will use our feedback to revise our class's explanation.</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.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>

Explanation Feedback

Stages

The **statement of phenomenon** names the phenomenon.

Yes	Not Yet
Feedback:	

The **explanation sequence** has...

all parts	missing parts
Feedback:	

The **explanation sequence** is in the right order.

Yes	Not Yet
Feedback:	

Pictures and Labels

The illustrations are **clear**.

Yes	Not Yet
Feedback:	

The labels **match** the illustrations.

Yes	Not Yet
Feedback:	

Sentences

The sentences explain the **changes** from one stage to the next.

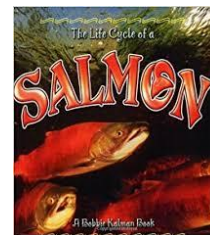
Yes	Not Yet
Feedback:	

The sentences **make sense**.

Yes	Not Yet
Feedback:	

Next Steps:

Unit 2: Animals and Habitats



WEEK 7 Day 5

Writing Explanation
 Joint Construction: Revision
 Individual Construction

Content Objectives	<p>With my class, I can use feedback to revise our frog life cycle. (W.K.2, W.K.5)</p> <p>I can write an explanation of my animal’s life cycle. (W.K.2, W.K.7, W.K.8)</p>
Language Objective	I can explain how an animal grows and changes, orally and in writing. (SL.K.4)
Vocabulary	<p>feedback: specific, helpful suggestions given to improve work</p> <p>explanation: a genre of writing whose purpose is to explain a phenomenon in sequence</p> <p>revise: make changes to writing</p> <p>statement of phenomenon: the beginning of an explanation, where the phenomenon is introduced</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"> ● explanation chart used for feedback on Day 4 ● Explanation Feedback packet, from Day 4 ● <i>The Life Cycle of a Salmon</i>, Bobbie Kalman & Rebecca Sjonger ● writing tools ● explanation picture and label sheets, one copy for each child and a few extra copies <p>Cut apart the sheets into squares. Each child will need about four squares, or one sheet.</p> <ul style="list-style-type: none"> ● animal report research resources: unit texts, texts about other animals (optional), animal videos (optional); from Week 6, Day 1 ● life cycle cards, from Day 2 ● way to collect each child’s papers (paperclips, envelopes, folders, etc.), one for each child

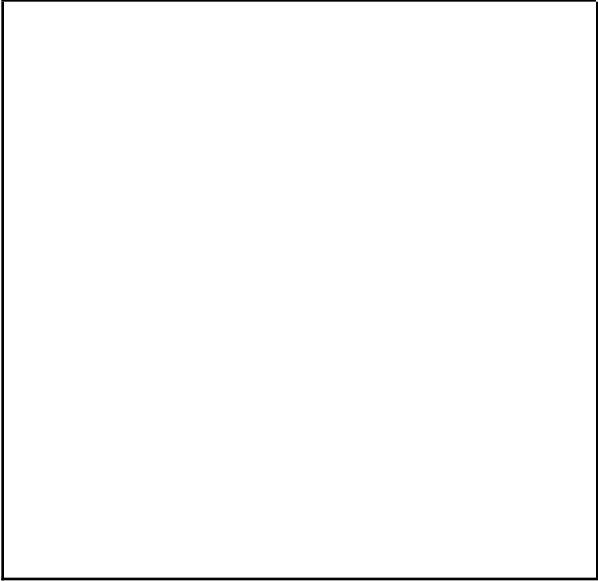
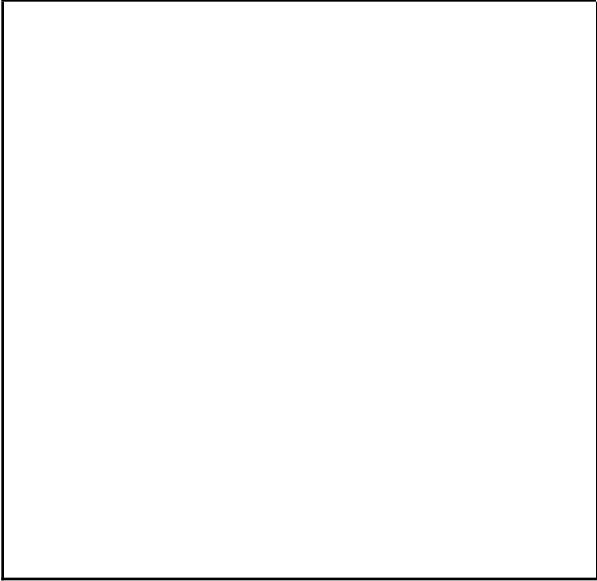
Writing U2 W7 D5

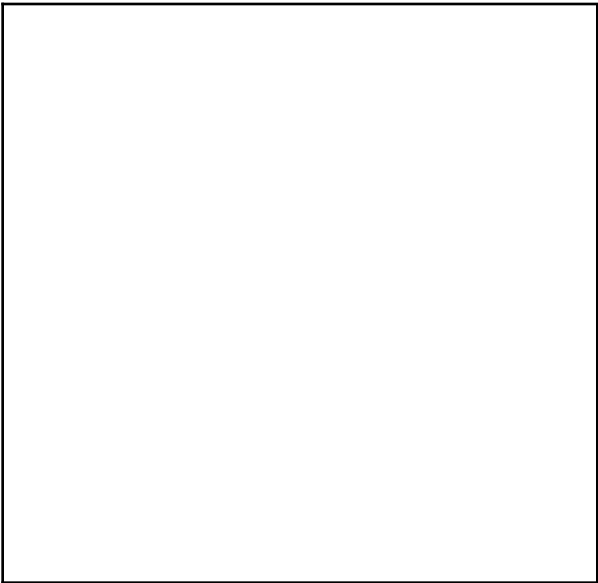
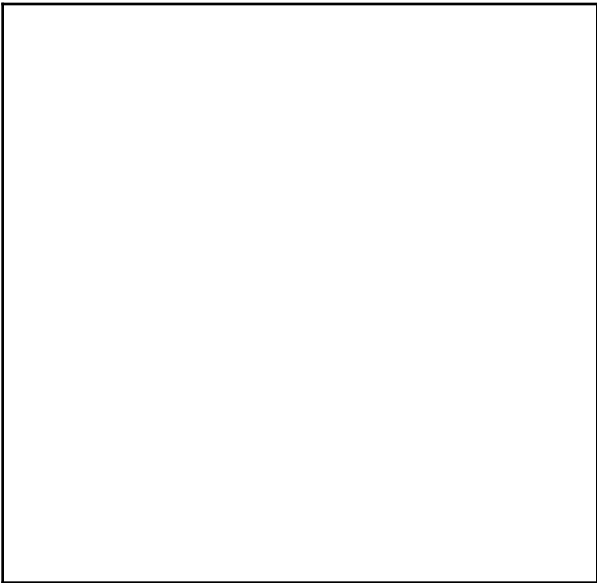
<p>Opening 1 minute</p>	<p><i>Yesterday we reviewed and gave feedback about one group’s explanation. Today we will work together to revise it.</i></p>
<p>Joint Construction 20 minutes</p>	<p>Show the Explanation Feedback packet. <i>When we reviewed the explanation yesterday, we saw that we had not written a statement of phenomenon yet, so let’s begin by writing that part. Remember, the statement of phenomenon introduces what the explanation is about.</i></p> <p>Open <i>The Life Cycle of a Salmon</i> to page 12. <i>For example, this explanations begins with “A life cycle is a series of changes that every animal goes through.” We can write something similar to begin our explanation, or we can make the statement more specific to frogs. Think, Pair, Share: What would be a good statement of phenomenon for our explanation?</i></p> <p>Harvest the children’s ideas and come to consensus about a statement of phenomenon. Add it to the upper left hand corner of the chart paper.</p> <p>Using the Explanation Feedback packet, review the rest of the the explanation, revising the words together as a class.</p>
<p>Individual Construction 8 minutes</p>	<p><i>Each of you will write your own explanation next week. You’ll write the life cycle of the animal you wrote your report about and add it to your animal book! Today you will sit with the group you sat with when writing reports, so that you can talk and write together.</i></p> <p><i>With your group, talk about your animal’s life cycle. What are the parts of the life cycle? How does your animal grow and change? There are books and other research materials available for your group to look at, if you’re not sure about the stages of your animal’s life cycle.</i></p> <p><i>After talking, each of you will sketch the parts of the life cycle.</i></p> <p>Show the explanation picture and label sheets. <i>You will draw and label each stage of the life cycle on one of these sheets.</i></p> <p>Send the children to talk and write in small groups. As they write, circulate to support them.</p> <p>At the end of the lesson, collect children’s work for use in Week 9.</p>
<p>Closing 1 minute</p>	<p><i>Today we revised our class explanation and you began writing your own explanations! Next week you will continue writing your explanations.</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</p>

	<p>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>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional details.</p>
<p>Ongoing assessment</p>	<p>Reflect on the class revision.</p> <p>What suggestions for revision do children make?</p> <p>To what extent do the revisions clarify the explanation?</p> <p>To what extent do the revisions match the stages of explanation?</p> <p>What still needs to be revised before publishing?</p> <p>Review children’s work.</p> <p>Are children’s illustrations and labels accurate?</p>

Notes

explanation picture and label sheets





WEEK 7

Shared Reading

<p align="center">“Going to the Zoo” modified from the song by Raffi; listen here</p>		
<p>Standards: R.1.K.d, R.2.K.d, R.3.K.a, R.3.K.c</p>	<p>Grandma’s* taking us to the zoo tomorrow, Zoo tomorrow, zoo tomorrow. Grandma’s taking us to the zoo tomorrow. We can stay all day.</p> <p>We’re going to the zoo, zoo, zoo. How about you, you, you? You can come, too, too, too. We’re going to the zoo, zoo, zoo.</p>	<p>Look at all the yellow ducks a-quack, quack, quacking, Great big bills a-quack, quack, quacking. Look at all the yellow ducks a-quack, quack, quacking. We can stay all day.</p> <p>Look at all the quails’ wings flip-flap flapping, Quiet, quiet wings flip-flap flapping. Look at all the quails’ wings flip-flap flapping, We can stay all day.</p>
<p align="center"><i>*change Grandma to other family members’ names or children’s names</i></p>		
<p>Session 1</p>	<p>Opening: <i>This week we are going to sing a song about going somewhere where children can see different animals. This song is “Going to the Zoo.”</i></p> <p>Fluency: Teach the song by singing it in its entirety while tracking print with a pointer. Children will be able to chime in often, as words and the chorus repeat.</p> <p>Meaning Making: <i>What animals are at the zoo? What do you think a quail is? How do you know?</i> [Reinforce that a quail is a kind of bird; we know this because quail have wings.]</p>	

“Going to the Zoo”

modified from the song by Raffi; [listen here](#)

<p>Standards: R.1.K.d, R.2.K.d, R.3.K.a, R.3.K.c</p>	<p>Grandma’s* taking us to the zoo tomorrow, Zoo tomorrow, zoo tomorrow. Grandma’s taking us to the zoo tomorrow. We can stay all day.</p> <p>We’re going to the zoo, zoo, zoo. How about you, you, you? You can come, too, too, too. We’re going to the zoo, zoo, zoo.</p>	<p>Look at all the yellow ducks a-quack, quack, quacking, Great big bills a-quack, quack, quacking. Look at all the yellow ducks a-quack, quack, quacking. We can stay all day.</p> <p>Look at all the quails’ wings flip-flap flapping, Quiet, quiet wings flip-flap flapping. Look at all the quails’ wings flip-flap flapping, We can stay all day.</p>
<p><i>*change Grandma to other family members’ names or children’s names</i></p>		

<p>Session 2</p>	<p>Fluency: Sing the song one verse at a time, inviting children to echo after each verse. Invite children to show motions for quacking and flapping.</p> <p>Phonological Awareness: <i>We have been listening to the sounds in words. We can hear the first sound in a word. We can say a word to hear the first sound. Let’s say the first sound in the word “day.”</i> Model saying “/d/-/a/” and tapping the top of your arm for /d/ and the middle of your arm for /a/. <i>What was the first sound?</i> [tap the top of your arm again to help children recall]. <i>The first sound in “day” is /d/.</i> Repeat with the words “flip” and “big.”</p> <p>Letter-Sound Awareness: <i>When we see a letter at the beginning of a word, we can make its sound. We know all the sounds the letters make. We are going to play a game: I will point to the first letter of a word and you all will say the sound as quickly as you can!</i> Point to the first letter in words that start with a variety of letters (avoid “all” and “about”).</p>
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“Going to the Zoo”

modified from the song by Raffi; [listen here](#)

Standards: R.1.K.d,
R.2.K.d, R.3.K.a,
R.3.K.c

Grandma’s* taking us to the zoo
tomorrow,
Zoo tomorrow, zoo tomorrow.
Grandma’s taking us to the zoo
tomorrow.
We can stay all day.

Look at all the yellow ducks a-quack,
quack, quacking,
Great big bills a-quack, quack, quacking.
Look at all the yellow ducks a-quack,
quack, quacking.
We can stay all day.

We’re going to the zoo, zoo, zoo.
How about you, you, you?
You can come, too, too, too.
We’re going to the zoo, zoo, zoo.

Look at all the quails’ wings flip-flap
flapping,
Quiet, quiet wings flip-flap flapping.
Look at all the quails’ wings flip-flap
flapping,
We can stay all day.

**change Grandma to other family members’ names or children’s names*

Session 3

Phonological Awareness:

Cover the song so that children do not see the print. Say the word “quack.”

What sound do you hear at the beginning of that word? Which letter would you expect to see at the beginning?

Repeat with the words “quail” and “zoo” (/kw/ and /z/ are target sounds this week).

Fluency:

Show the song and invite children to sing along. Then sing the verses about the animals together while doing actions for them.

Phonological Awareness:

Some words sound the same at the beginning. Let’s name as many words as we can that start with the same sound as “zoo”.

Invite children to call out words that start with /z/.

Word Recognition:

“Can” is a new high frequency word in this poem [show the word written on an index card]. The c makes the sound /c/, and the “a” and “n” get glued together to make the sound /an/. Listen to the word “Grandma” from our song—it also has the /an/ sound in it!

There are two other important high frequency words in this song: “you” and “look.” Who can find those words?

Extensions	<p>High frequency word practice: Distribute letter tiles and boards. While showing the words on index cards, invite children to build any of the previously introduced high frequency words, and then read them.</p> <p>White-board writing practice: Say words from the song. Invite children to write the letter of the first sound in each word.</p>
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Name: _____

Date: _____

Going to the Zoo

Grandma's taking us to the zoo tomorrow,
Zoo tomorrow, zoo tomorrow.

Grandma's taking us to the zoo tomorrow.
We can stay all day.

We're going to the zoo, zoo, zoo.

How about you, you, you.

You can come, too, too, too.

We're going to the zoo, zoo, zoo.

WEEK 7

Stations

Station	Activities	Materials Add writing and drawing tools at each station.
Strategic Small Group Instruction		Dedicate the majority of Stations time to strategically targeted small group instruction.
Reading	Independent and Partner Reading	<ul style="list-style-type: none"> ● collection of high-interest picture books, including on the topic of study (animals and habitats)
Pocket Chart	“Six Green and Speckled Frogs”	<ul style="list-style-type: none"> ● “Six Green and Speckled Frogs” sentence strips ● pocket chart ● “Six Green and Speckled Frogs” on chart ● “Six Green and Speckled Frogs” child copies ● pointer ● drawing tools, optional
Listening & Speaking	Talk Time	<ul style="list-style-type: none"> ● Week 7 Talk Time image and prompt ● 1-minute sand timers, optional
	Listen and Respond	<ul style="list-style-type: none"> ● technology for listening to recorded text ● <i>Owls</i> recording ● <i>Owls</i>, Gail Gibbons ● conversation prompts, cut apart
Writing	All books about owls	<ul style="list-style-type: none"> ● books about owls ● writing prompt sheet, one copy for each child ● writing and drawing tools
Word Work aligned with Foundations Unit 1 Week 12	Sorting Beginning Sounds and Letters (qu, z, y, x)	<ul style="list-style-type: none"> ● Sorting Sheets, 5 copies ● Letter Cards, 5 sets, cut apart ● Picture Cards, 5 sets, cut apart ● envelopes, one for each set of cards
	Beginning Sound BINGO 2 (Rr, Xx, Yy, Zz, Ww, Ququ, Jj, Pp, Ll, Kk/Cc, Hh, Vv)	<ul style="list-style-type: none"> ● BINGO boards (4, or 2 copies of each for 2 sets) ● letter cards, 8 copies on stiff paper and cut apart, or magnetic letters ● basket or bag to hold letter cards
	Read, Build, Write	<ul style="list-style-type: none"> ● Read, Build, Write Sheets, one for each child ● magnetic letters or letter tiles
	Matching Rhymes	<ul style="list-style-type: none"> ● Week 7 We Rhyme! boards, 4-6 ● Rhyming Pictures cards, cut apart

Talk Time Week 7



<https://cortesmuseum.com/owls-are-the-best-field-assistants-in-biodiversity-studies-by-christian-gronau/>



<https://cortesmuseum.com/owls-are-the-best-field-assistants-in-biodiversity-studies-by-christian-gronau/>

Listening & Speaking Station: Talk Time U2 W7

This owl pellet was found on a forest floor.
What do you see? What do you wonder?

This owl pellet was found on a forest floor.
What do you see? What do you wonder?

This owl pellet was found on a forest floor.
What do you see? What do you wonder?

This owl pellet was found on a forest floor.
What do you see? What do you wonder?

This owl pellet was found on a forest floor.
What do you see? What do you wonder?

This owl pellet was found on a forest floor.
What do you see? What do you wonder?

Owls, Gail Gibbons

What are some interesting facts you learned about owls?

Owls, Gail Gibbons

What are some interesting facts you learned about owls?

Owls, Gail Gibbons

What are some interesting facts you learned about owls?

Name: _____

Writing Station

What is something that is important for people to know about owls? Draw and write about it.

A large, empty rectangular box with a thin black border, intended for a student to draw and write about owls.

Writing Station U2 W7

Sorting Beginning Sounds and Letters (qu, z, y, x)






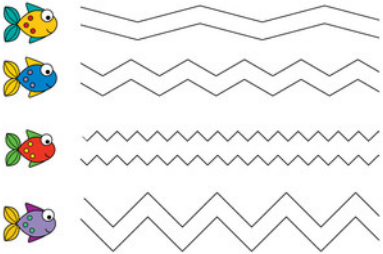






Place one letter at the top of each column. Find the pictures that have the same beginning sound.

Sorting Beginning Sounds and Letters (x, y, qu, z) Ending (x/ks)

Letter Cards: Copy 5 sets and cut apart. Place a set of Letter Cards and a set of Picture Cards in each envelope.

Z	X	Y	QU
z	x	y	qu

Picture Cards: Copy 5 sets and cut apart. Place a set of Letter Cards and a set of Picture Cards in each envelope.

			
		<p>to break to fix</p> 	
			 <p style="text-align: center;">↑</p>

Word Work Station U2 W7



Word Work Station U2 W7

Word Bank

yak	yolk	six	fax
yard	zig-zag	fix	yield
quarter	yarn	rocks	yes

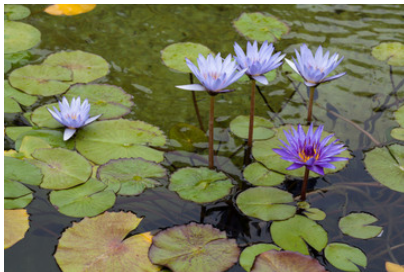
yarn	ducks	zoo	quilt
zipper	box	zit	quail
yam	yoga		

Letter Cards for BINGO.

Make multiple copies so that children can use these cards as markers as they play BINGO.

Letter Cards			
Rr	Xx	Yy	Zz
Ww	Qu/qu	Jj	Pp
Ll	Kk/Cc	Hh	Vv

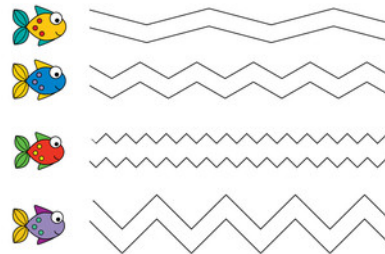
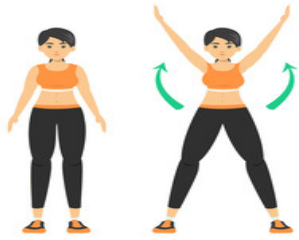
Bingo Board #1



RF.K.1, RF.K.2

Word Work Station U2 W7

Bingo Card #2



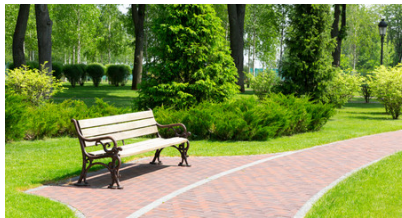
to break to fix



RF.K.1, RF.K.2

Word Work Station U2 W7

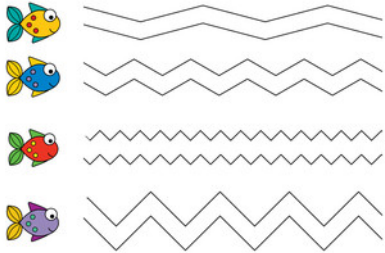
Bingo Board #3



RF.K.1, RF.K.2

Word Work Station U2 W7

Bingo Board #4



RF.K.1, RF.K.2

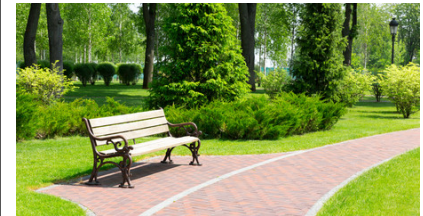
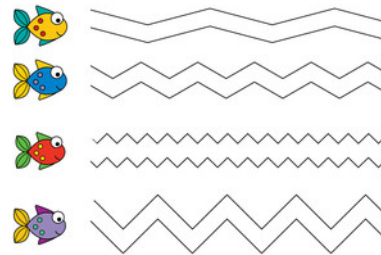
Word Work Station U2 W7



RF.K.1, RF.K.2

Word Work Station U2 W7













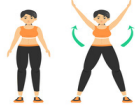



























Bingo Board #5



RF.K.1, RF.K.

Word Work Station U2 W7













Word Bank













 yak	 ruler	 six	 fax	 velcro	 kangaroo	 watermelon	 yield
 lilypad	 jacks	 heart	 pepper	 jumping jack	 yolk	 leash	 puppet
 wheelchair	 park	 wash	 robe	 vapor	 zigzag	 vet	 to break to fix
 wallet	 leaves	 quarter	 jaguar	 yarn	 rocks	 park	 zoo
 ram	 light	 pizza	 yarn	 yes	 walrus	 roots	 ducks

Name: _____

Word Work Station

Read the word. Build the word. Write the word.

Read the word	Build the word	Write the word
is		 _____  -----  _____  _____
can		 _____  -----  _____  _____
you		 _____  -----  _____  _____

Read the word	Build the word	Write the word
look		  <hr style="border-top: 1px dashed black;"/>  
see		  <hr style="border-top: 1px dashed black;"/>  
we		  <hr style="border-top: 1px dashed black;"/>  

RF.K2.

We Rhyme!

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We Rhyme!

--	--

Rhyming Pictures



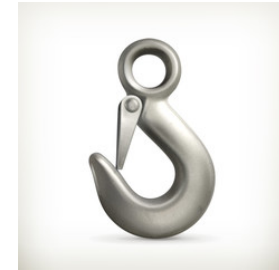
Word Work Station U2 W7

Rhyming Pictures



















Word Work Station U2 W7

Rhyming Pictures



Word Work Station U2 W7

Word Bank

 bread	 head	 straw	 paw	 gate	 crate	 toad	 road
 phone	 cone	 crown	 clown	 frog	 log	 corn	 thorn
 book	 hook	 pad	 mad	 cake	 brake	 fish	 dish