



SUMMER SEMESTER



A Beginning Reading and Writing Curriculum
Built on the Common Core State Standards

Kindergarten Research Labs

Biology

The Study of the Living World



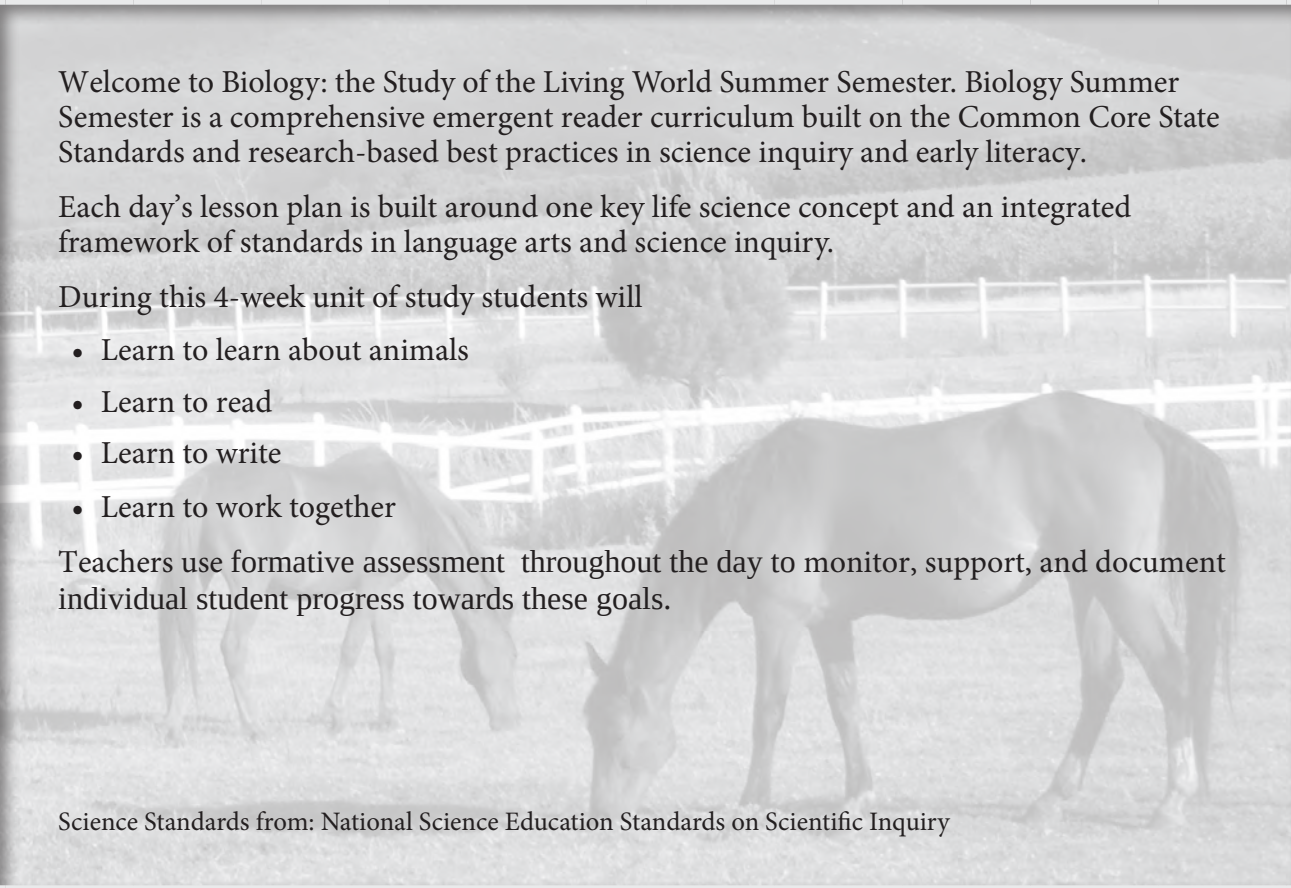
PreK	Kindergarten	1		2		3	4	5	6	7	8	9 & 10	11 & 12 [®]		
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

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REPRESENTATIVE SAMPLE

Biology: The Study of the Living World

Summer Semester



Welcome to Biology: the Study of the Living World Summer Semester. Biology Summer Semester is a comprehensive emergent reader curriculum built on the Common Core State Standards and research-based best practices in science inquiry and early literacy.

Each day's lesson plan is built around one key life science concept and an integrated framework of standards in language arts and science inquiry.

During this 4-week unit of study students will

- Learn to learn about animals
- Learn to read
- Learn to write
- Learn to work together

Teachers use formative assessment throughout the day to monitor, support, and document individual student progress towards these goals.

Science Standards from: National Science Education Standards on Scientific Inquiry

Written by Jane Hileman

Content consultants: Maggie Kennedy, Nancy Nibali, and Nancy Baumann
Typeset and artwork by Amy Krisay, Ashley Abraham, and Alex Alesio

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REPRESENTATIVE SAMPLE

Biology Summer Semester

Curriculum Components

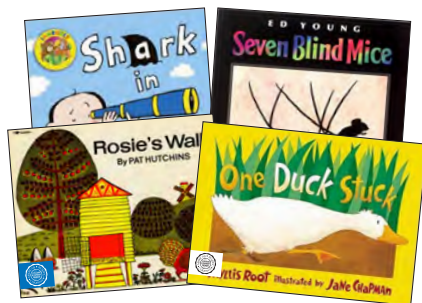
Wide Reading Collection



Animal Science Collection



Leveled Books for Emergent Readers (fiction and nonfiction)



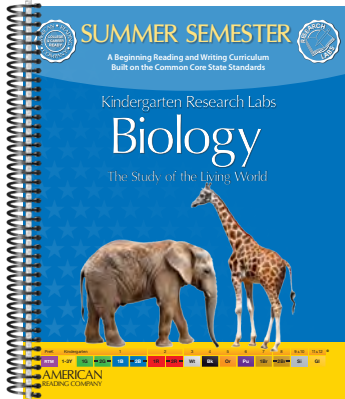
Big Books (fiction)



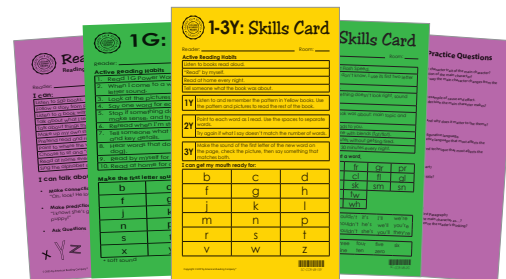
Read-Alouds: Best books in print for each day's topic, one fiction, one nonfiction.



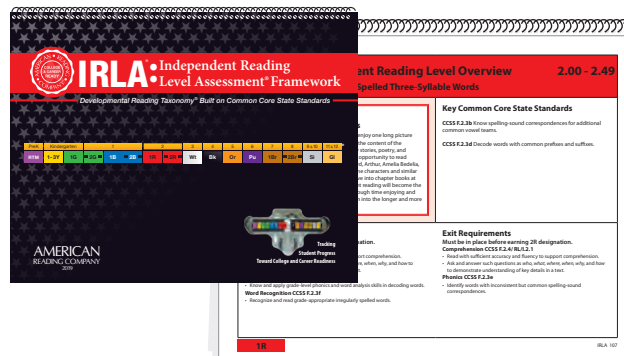
Big Books (nonfiction)



Curriculum Guide



5 Reading Acquisition Skills Cards



IRLA: Independent Reading Level Assessment®
Built on Common Core State Standards



Research Folders



100-Step Incentive Medals



Power Word Cards 1G Set



Bug Boxes



Clipboards

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Best Practices

Morning Meeting

- Morning Message: Science Concept Review
- Physical Stretch & Science Concept Review

Science Lab

- KWL
- Graphic Organizers
- Shared Reading or Read Aloud
- Independent Reading
- Observation/Exploration/Note-Making
- Accountable Talk
- Sharing and Mini-lessons
- Phonological Awareness

Recess

Writers' Workshop

- Interactive Writing
- Independent Writing
- Sharing and Mini-Lessons

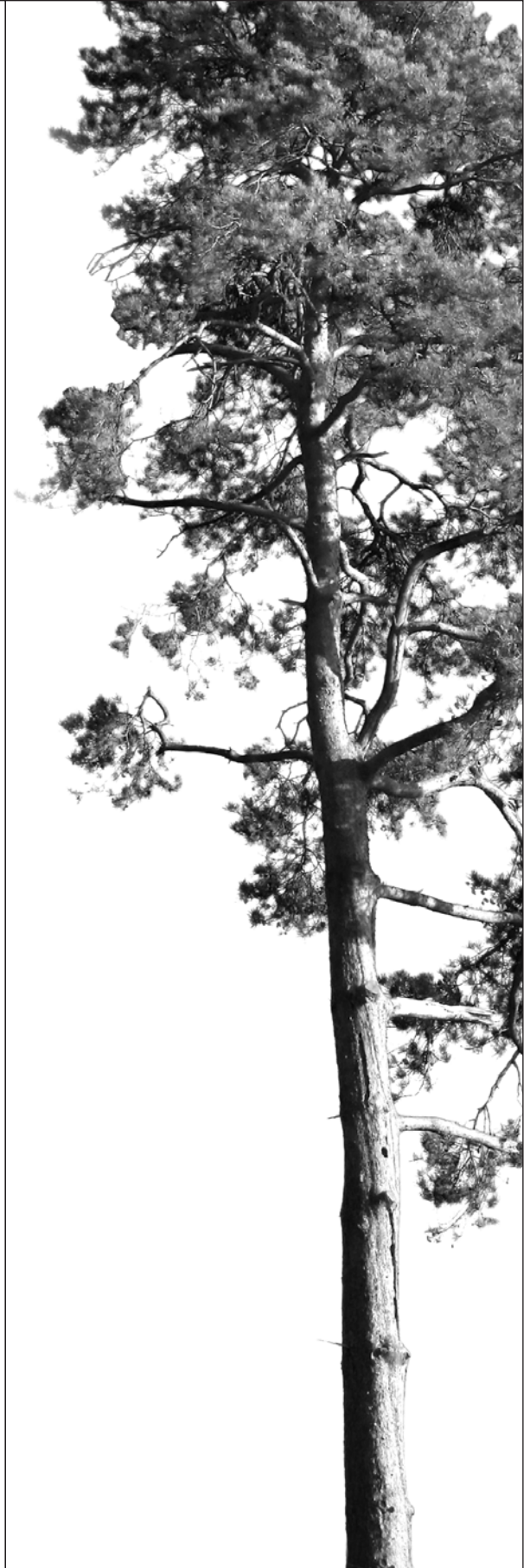
Centers

Readers' Workshop

- Read-Aloud
- Mini-Lesson
- Independent/Partner Reading
- Accountable Talk

Music/Drama/Literature

- Read Aloud Fiction
- Songs, Chants, Rhymes
- Dramatic Re-enactments

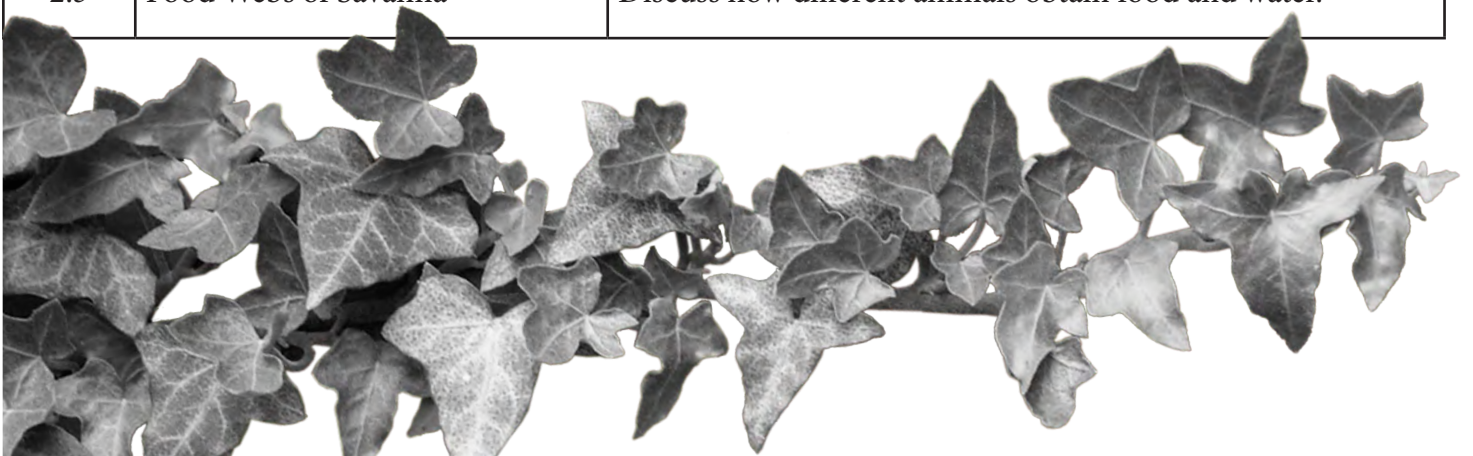


Biology Summer Semester

Unit Overview

Day	Topic	Science Standards
Week 1	Animal Groups	
1.1	Living Organisms vs. Non-Living Objects	Distinguish living organisms from non-living objects and explain the difference
1.2	Wild vs. Domestic Animals	Describe similarities and differences between wild and domestic animals.
1.3	Zoo Animals	Describe zoo animals and why they live there.
1.4	Farm Animals	Describe farm animals and why they live there.
1.5	Pets	Describe pets and why people have them.

Day	Topic	Science Standards
Week 2	Savannas	
2.1	Savanna Animals	Be able to name animals that live on savannas.
2.2	Savanna Habitats	Observe and describe how natural habitats provide for the basic needs of animals with respect to shelter, food, water, air, and light.
2.3	Adaptations of Savanna Animals	Describe how animal characteristics allow them to thrive in their environments.
2.4	Life Cycles of Savanna Animals	Describe how cycles of change affect living things.
2.5	Food Webs of Savanna	Discuss how different animals obtain food and water.



REPRESENTATIVE SAMPLE



Day	Topic	Science Standards
Week 3	Forests	
3.1	Forest Animals	Be able to name animals that live in the forest.
3.2	Forest Habitats	Observe and describe how natural habitats provide for the basic needs of animals with respect to shelter, food, water, air, and light.
3.3	Adaptations of Forest Animals	Describe how animal characteristics allow them to thrive in their environments.
3.4	Life Cycles of Forest Animals	Describe how cycles of change affect living things.
3.5	Food Webs of Forest Animals	Discuss how different animals obtain food and water.

Day	Topic	Science Standards
Week 4	Oceans	
4.1	Ocean Animals	Be able to name animals that live in the ocean.
4.2	Ocean Habitats	Observe and describe how natural habitats provide for the basic needs of animals with respect to shelter, food, water, air, and light.
4.3	Adaptations of Ocean Animals	Describe how animal characteristics allow them to thrive in their environments.
4.4	Life Cycles of Ocean Animals	Describe how cycles of change affect living things.
4.5	Food Webs of Ocean Animals	Discuss how different animals obtain food and water.



Common Core State Standards: Reading - Kindergarten

CCSS R	Literature	Informational
CCSS R.K.1	With prompting and support, ask and answer questions about key details in a text.	With prompting and support, ask and answer questions about key details in a text.
CCSS R.K.2	With prompting and support, retell familiar stories, including key details.	With prompting and support, identify the main topic and retell key details of a text.
CCSS R.K.3	With prompting and support, identify characters, settings, and major events in a story.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
CCSS R.K.4	Ask and answer questions about unknown words in a text.	With prompting and support, ask and answer questions about unknown words in a text.
CCSS R.K.5	Recognize common types of texts (e.g., storybooks, poems).	Identify the front cover, back cover, and title page of a book.
CCSS R.6.K	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
CCSS R.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
CCSS R.K.8	(Not applicable to literature)	With prompting and support, identify the reasons an author gives to support points in a text.
CCSS R.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
CCSS R.K.10	Actively engage in group reading activities with purpose and understanding.	Actively engage in group reading activities with purpose and understanding.



Source: http://www.corestandards.org/assets/CCSSI_ELA_Standards.pdf

REPRESENTATIVE SAMPLE

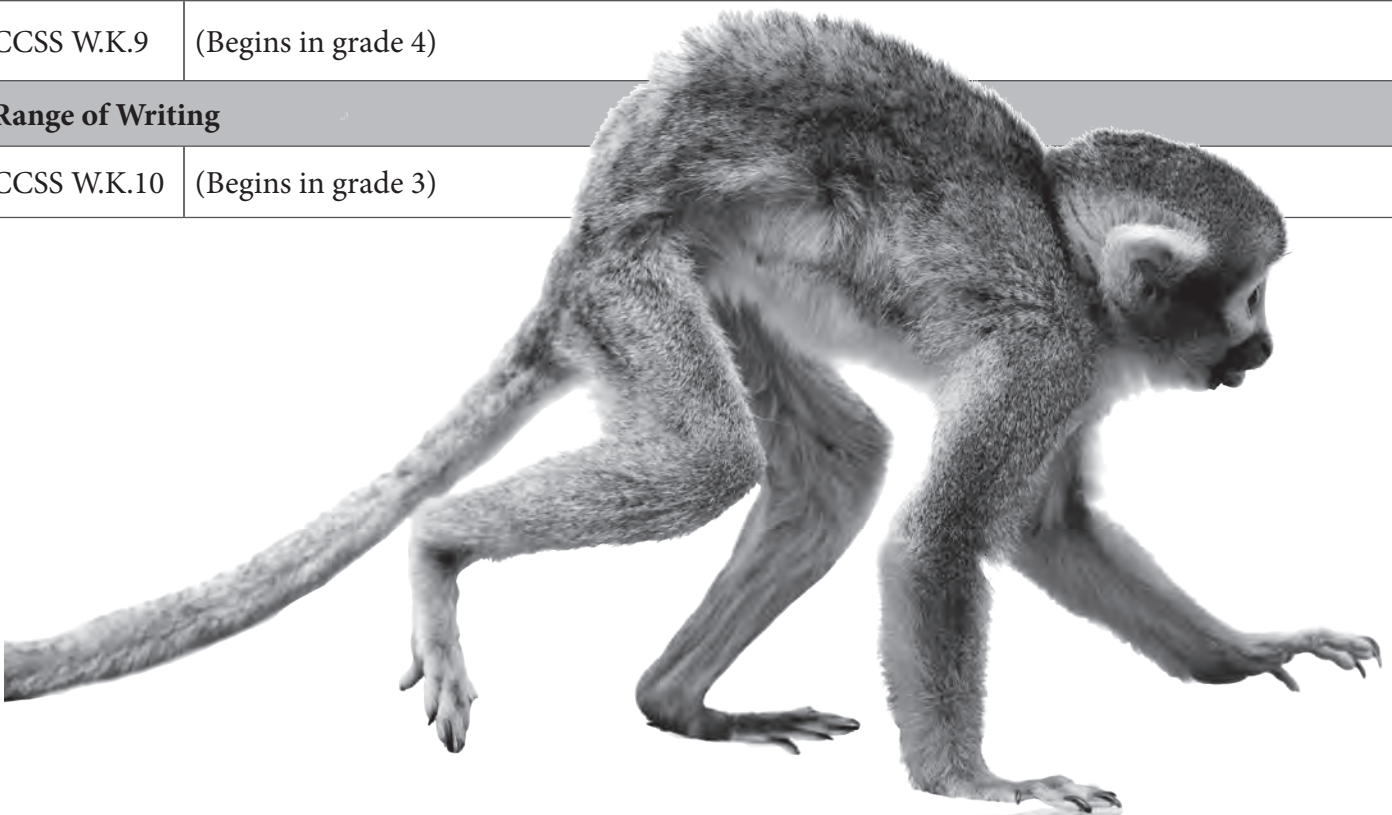
Common Core State Standards: Foundational Skills- Kindergarten

Print Concepts	
CCSS F.K.1	Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.
Phonological Awareness	
CCSS F.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
Phonics and Word Recognition	
CCSS F.K.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Fluency	
CCSS F.K.4	Read emergent-reader texts with purpose and understanding.



Common Core State Standards: Writing - Kindergarten

Text Type and Purposes	
CCSS W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).
CCSS W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
CCSS W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
Production and Distribution of Writing	
CCSS W.K.4	(Begins in grade 3)
CCSS W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
CCSS W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge	
CCSS 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).
CCSS W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCSS W.K.9	(Begins in grade 4)
Range of Writing	
CCSS W.K.10	(Begins in grade 3)



REPRESENTATIVE SAMPLE

Common Core State Standards: Language - Kindergarten

Conventions of Standard English

CCSS L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). f. Produce and expand complete sentences in shared language activities.
CCSS L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun <i>I</i>. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

CCSS L.K.3	(Begins in grade 2)
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Vocabulary Acquisition and Use

CCSS L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.
CCSS L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.
CCSS L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Common Core State Standards: Listening & Speaking- Kindergarten

Comprehension and Collaboration	
CCSS SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
CCSS SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
CCSS SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Presentation of Knowledge and Ideas	
CCSS SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CCSS SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
CCSS SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.



REPRESENTATIVE SAMPLE

Animal Groups

Week 1
Animal Groups

Week 1



REPRESENTATIVE SAMPLE

Farm Animals,

Animal Groups

Week 1, Day 4

Background Information

Farms

What is a farm?

The US Dept. of Agriculture defines a farm as an area of land used to grow crops, or raise animals, and sells at least \$1,000 per year.

Why do we have farms?

Farms produce basic ingredients for people to use for food and clothing (wheat, corn, pigs, eggs, milk, cotton). Farms also produce wind, Christmas trees, flowers, etc. Farm animals are domesticated.

What do farm animals eat?

Chickens, turkeys and ducks eat corn that has been cracked for them and bugs they find. Cows and horses eat corn, hay, alfalfa, and other plant material. Pigs eat household scraps. Sheep eat mostly grass and hay. Goats will eat brush, tree leaves, and most any other kind of plant material.

Classroom Set up and Materials

Supplies

Materials from previous days.

New Center Suggestions

Sorting: Sort pictures (or plastic figures) of farm vs. zoo animals.



Science Goal: Students can explain why we have farms and name at least 5 animals that might be found there.

Best Practices	Common Core State Standards
Morning Meeting • Morning Message: Zoo Summary • Physical Stretch and Zoo Review Science Lab: Farms • KWL • Graphic Organizers • Independent Reading • Shared Reading • Observation/ Exploration/Note-Making • Accountable Talk • Phonological Awareness Writers' Workshop • Interactive Writing • Independent Writing • Sharing and Mini-Lessons Centers Readers' Workshop • Read-Aloud and Mini-Lesson • Partner and Independent Reading • Accountable Talk • Home Reading Music/Drama/Literature • Read Aloud Fiction • Songs, Chants, Rhymes • Dramatic Re-enactments	Foundational Skills 1a. Print many upper- and lowercase letters. 1b. Use frequently occurring nouns and verbs. 1c. Form regular plural nouns orally by adding /s/ or /es/. 1d. Understand and use question words (interrogatives). 2a. Recognize and produce rhyming words. 3a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 4. Read emergent-reader texts with purpose and understanding. Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. Reading 2. With prompting and support, identify the main topic and retell key details of a text. 5. Identify the front cover, back cover, and title page of a book. 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 10. Actively engage in group reading activities with purpose and understanding. Writing 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Farm Animals

Morning Meeting

Science Lab

Writers' Workshop

Centers

Readers' Workshop

Music Drama Literature

Morning Meeting

Sign In

Students sign in by finding their nametags on an easel or chart and moving them to the *I am here* side.

Morning Message: Farms Review

Gather everyone on the Science Center rug and say: *Good morning and welcome back, biologists.*

Use Message Time to model writing and review the major ideas from yesterday.

Yesterday we learned about zoos. Tell the person beside you

- *5 animals we might see in a zoo*
- *Why we have zoos*
- *Are the animals in zoos mostly wild or domestic? Why?*

Make sure all students are successful.

I'm going to write a summary of what we know about zoos.

Example: *We put animals in zoos so scientists can study them and protect them. Our favorite zoo animal is the _____. Next we like _____, _____, and _____.*

Introduce concept of Title. (What is this mainly about?).

This is all about zoos, so let's give it the title: Zoos. Add "Zoos" to the top of the page. (You may want to go back and put a title on your Morning Messages from previous days.)

Have students read the message in unison with you. Have students try to read the message in unison without you.

Have students take turns holding the marker and coming up to circle, box, underline things in the writing that will support their ability to express ideas in print.

See if students can read the messages from previous days.

Science

- Explain why we have zoos and name 5 animals we might find there
- Distinguish wild from domestic animals and explain the difference
- Ask and answer relevant questions and contribute to discussions
- Use basic science terms and topic-related vocabulary
- Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.

Language Arts

- Identify the central idea
- Observe the teacher modeling writing
- Participate in group writing activities such as interactive writing
- Recognize print represents spoken language
- Distinguish letters from words
- Recognize that words are separated by spaces
- Demonstrate directionality—left to right, top to bottom movement on a page
- Demonstrate understanding that oral language consists of sounds
- Recognize and name most uppercase and lowercase letters of the alphabet
- Get mouth, teeth, and tongue in position to begin words starting with initial consonants

Vocabulary

- Develop vocabulary through meaningful, concrete experience

Listening

- Follow oral directions to perform specific tasks to answer questions or to solve problems

Physical Stretching and Zoo Concept Review

Give students directions on zoo animals to act out. Be sure to provide a chance for them to move and stretch while they practice the concepts and vocabulary involved.

- *Everyone pretend to be a father giraffe. How tall are you? Can you touch the ceiling?*
- *Everyone pretend to be a mouse that lives in the giraffe's environment. How big are you? Squeak if you are domestic. (no)*
- *Everyone pretend to be a kangaroo. Hop around the table if you are a wild animal. Stop if you are a living organism.*

Physical Education

- Experience gross motor exercise daily, stretching, coordination & balance, cardiovascular

Science

- Distinguish wild from domestic animals and explain the difference
- Explain why we have zoos and name 5 animals that might live there

Morning Meeting

Science Lab

Writers' Workshop

Centers

Readers' Workshop

Music Drama Literature

Science Lab: Farms

KWL

Today we are going to learn as much as we can about farms. Let's see what we already know.

What is a farm?

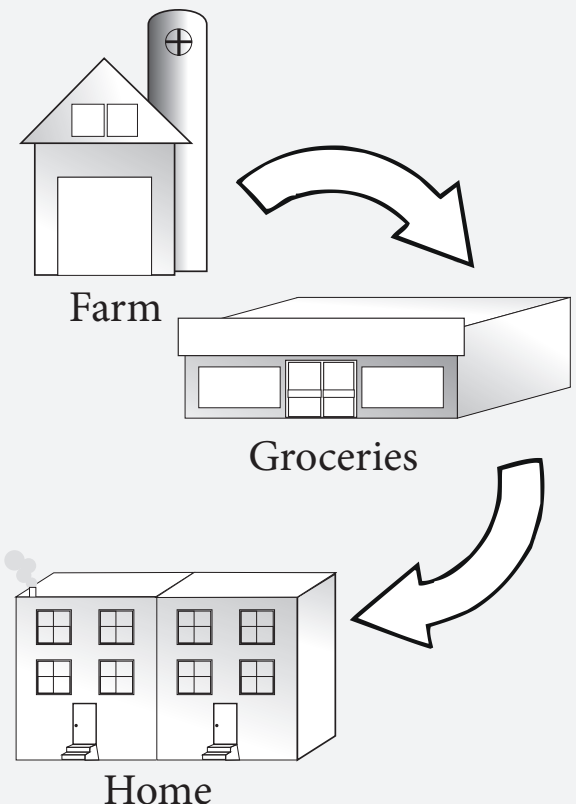
Why do we have farms?

Have students share everything they know about farms.

What did you eat for breakfast today? Where did it come from?

As children share what they ate today (or yesterday) help them figure out where the food came from (which animal or crop). Draw a simple map of house, store, farm.

People Food



Farm Animals

Graphic Organizer: Farm Animal Chart

On a large chart paper, draw 3 columns (4 if you want to include the food column). Have students list animals that would usually be found on farms. Have them try to supply the first letter sound as you write each animal. See if they can use the first letter to read the list back to you. See how much of the chart they can complete. Use pictures where possible.

Asking Questions

Have students generate questions about farms and/or farm animals. Help them learn to wonder about farms.

Shared Reading or Read Aloud: Farms

Read a book or two aloud to the children about farms or farm animals. Add new information to your chart.

Record the title on your 100 Books class chart. Have the students count together how many books you have read to them so far.

Independent Reading:

Book Sort and Yellow Reading Practice

Have students separate out all the Yellow books on animals that might be on a farm.

Read as many of them (together, in pairs, individually) as the class energy allows.

Who found any information on farms or animals that might be on farms?

Observation/Exploration/Note-Making

Survey: Favorite Farm Animal

If the Zoo Survey activity went well, you may want to repeat it today with a Favorite Farm Animal survey, or a Most Important Farm animal survey. If not, you can skip it and do one of the following activities instead.

Farm Food: Making Butter

Have children make butter from heavy whipping cream. Give each small group a clear container with the cream and a marble. Have them shake the mixture until it turns into cheese. Add salt and spread on something yummy. Or use an electric mixer while they watch. Have them describe what is happening using their 5 senses.

Observation

Best of all would be if you had a real farm animal that you could bring in for the class to observe (rabbit, chick, duck) and draw. Since this is unlikely, have each child select a picture of a farm animal they really like (from one of the books).

Look very closely at the picture. Talk about what they see. Really

Farm Animal Chart

parent	baby	sound	food
cow	calf	moo	milk
horse	foal, colt	neigh	—
pig	piglet	oink	pork
hen	chick	peep	eggs
rooster	chick	peep	eggs
duck	duckling	quack	eggs
goat	kid	bleat	milk

Farm Vocabulary

Many beginning books are about farm animals, including the noises they make (peep, oink, baa), the specialized names for their shelters (barn, coop), and their babies (calf, foal). Your students are probably not ready to learn to read these words, but will benefit from as much exposure as possible to this specialized vocabulary. Read as many books to them about farms as possible. Talk about their sounds, shelters, and babies. Make sure every child is very familiar with basic farm vocabulary.

Science

- Describe why we have farms and name at least 5 animals that might be found there
- Distinguish wild animals from domestic and explain the difference
- Distinguish living organisms from nonliving objects and explain the difference
- Ask questions about organisms and objects in the environment
- Observe (using 5 senses) and describe properties of objects and characteristics of organisms
- Represent observations and work through drawing, recording data and “writing”
- Observe, question, predict, and investigate while exploring materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer term investigations in progress
- Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions

look hard (color of eyes, shape of ears, number of toes).

See if they can notice how they themselves are the same and how they are different from that animal. Or have them work with a partner to see how their two animals compare. If desired, you can have them chart this using a page on their clipboard: Same/ Different. Or for the very advanced, use a Venn diagram.

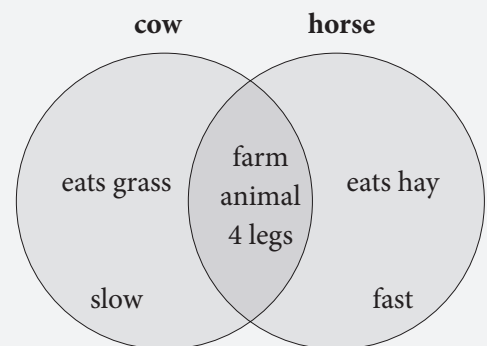
Student Science Book

Each student's work should be saved in his/her science folder to become part of that child's book for this week.

Assessment and Record-Keeping

Do a *quick* and informal scan to see if everyone can explain why we have farms and name 5 animals we might find on a farm. Record who has it and who doesn't.

Venn Diagram



Phonological Awareness and Farm Animal Review

Hearing Words in Sentences

Give children blocks or 3x5 cards or cubes. They will use these to represent each word in a sentence you will speak. Begin with short simple sentences using only one-syllable words. Model how to do the activity.

Listen carefully to the sentence that I say (speaking very slowly with clear pauses between words).

Repeat the sentence to yourself, word by word, the same way I said it.

Put down one block for each word in the sentence (work from left to right).

Point to one block for each word as you say the sentence, (work from left to right).

Possible sentences: (Be sure to use farm vocabulary. Only use one-syllable words to start.)

Cows moo. Sheep bleat. Hens have chicks. Goats have kids. Milk comes from cows. Sheep give us wool.

Phonological Awareness

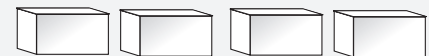
- Recognize print represents spoken language
- Be able to clap or tap individual words within a spoken sentence



Cows moo.



Hens have chicks.



Sheep give us wool.

Recess

Be sure your students have plenty of unstructured free time. Give them breaks with unstructured free playtime at least once an hour. Make sure they go outside and run around.

Play *Farmer in the Dell* (page 56).

Physical Education

- Experience gross motor exercise daily, stretching, coordination & balance, cardiovascular

Farm Animals

Morning
Meeting

Science
Lab

Writers'
Workshop

Centers

Readers'
Workshop

Music Drama
Literature

Writers' Workshop

Interactive Writing: Farms

Today we will design farms.

Draw your picture as you think-aloud.

I really love eggs, so I am going to have chickens and a chicken coop. I'll need corn for the chickens to eat, so I'll grow corn over here. Here is my barn. Here is my house.

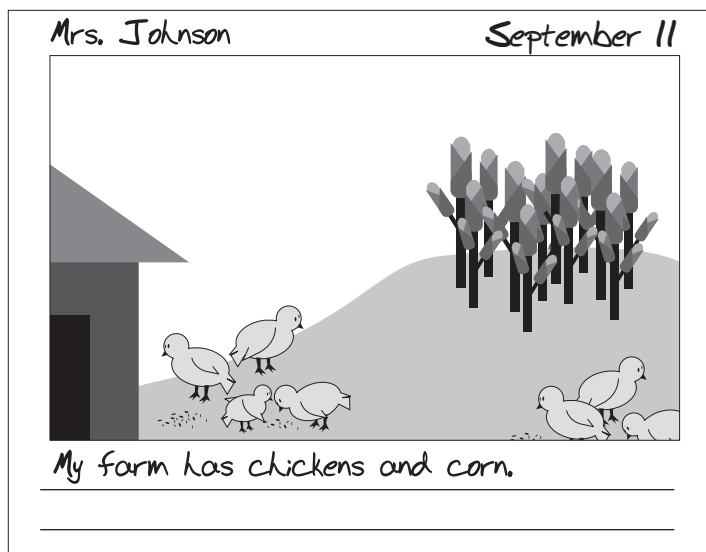
Now I'll write. I'll start with my title. My Farm. My farm has chickens and corn.

Draw simple figures as you design your farm. Show children how to begin with a baseline for their drawings, so there is something for the barn and animals to stand on. Show them how to use a second line higher up for something else to stand on to show distance.

Think aloud about your writing, emphasizing the use of

- Purposeful decisions about what to write
- Phonics based spelling
- Initial consonant sounds
- Writing a word (or letter with a magic line) for each word spoken

Who knows what they are going to put in their farm? Give each student a dated sheet of Writing Paper, as soon as they are able to say what they are going to draw/write about.



Drawing

Children love to learn HOW to draw. The more involved (and successful) they are with their illustrations, the more effort they are usually willing to put into their writing about it. If you have a child who is reluctant to write, help him learn how to draw first.

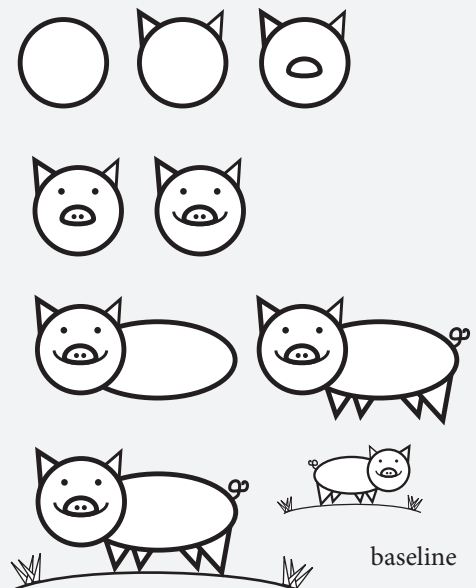
Teach your students how to draw. Make drawing technique a clear focus of Writers' Workshop and you will find you have very engaged students.

- Draw a baseline
- Use basic shapes

Ed Emberley's Drawing Books

Ed Emberly uses basic shapes to help children learn to draw.

How To Draw a Pig



Perspective

Children enjoy learning that making things smaller make them look further away.

Independent Writing

Continue to support students as they write developmentally appropriate approximations of oral language.

One-on-one Writing Conferences and Underwriting

As students are writing, move among them, ensuring that everyone is on-task. Once everyone is productively engaged in writing, begin to work with individuals.

- Student describes his drawing and reads his writing aloud to teacher.
- Teacher underwrites student writing with a pencil, using conventional English.
- Teacher discusses science concepts reflected in student work.
- Teacher highlights the use of one or two initial consonants or other writing skills.
- As a child finishes his/her drawing/ writing, s/he helps other students or starts another page for tomorrow.

Writing Center

Students may want to continue their writing and/or finish their illustrations in the Writing Center later.

Sharing and Mini-Lessons

Several children take turns sharing their writing.

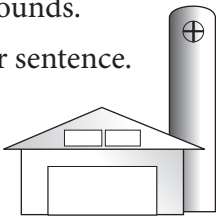
The teacher praises some aspect of the writing and using a write-erase board as a mini-lesson for others.

Other children ask questions of the sharing child relating to the content of the piece (who, what, when, where, why).

Reinforce students' ability to

- Express personally relevant message in print.
- Use speech to generate phonics-based spelling.
- Write one word/letter/symbol/squiggle for each word said.
- Use initial consonant sounds.
- Use end marks for their sentence.

Pocket Charts

- A _____ lives on a .
- _____ had a little lamb (insert student names)

Hang up the charts for "Reading the Room"

Writing

- Observe the teacher modeling writing
- Represent thoughts with drawing and writing
- Generate and share ideas and experiences for a story
- Make purposeful decisions about what to write
- Express personally relevant message in print
- Write/print own first and last name
- "Write" messages using scribbling, drawing, letter-like forms, phonics-based spelling, and conventional letter forms
- Use letter/sound knowledge in attempting to write some words
- Recognize and begin to use left-to-right and top-to-bottom directionality and spacing between words when writing
- Gain increasing control of penmanship, including pencil grip, paper position, and beginning strokes
- Use simple sentences to convey ideas
- Share and talk about work samples containing drawings, paintings, pictures, and/or writing

Speaking

- Use language to communicate and negotiate ideas and plans for activities
- Ask and answer various types of questions and contribute to discussions



Farm Animals

**Morning
Meeting**

**Science
Lab**

**Writers'
Workshop**

Centers

**Readers'
Workshop**

**Music Drama
Literature**

Centers

Additional Suggestions for Today

Sorting: Have 2 trays or boxes: one designated as a zoo and one as a farm. Have students sort animal cards (or plastic figures) of zoo and farm animals into the boxes.

Match magnetic letters (consonants) with animals (p=pig).

Block Center: Make and label farms.

Review Routines and Expectations

Make expectations clear and practice appropriate behavior for center time.

Teachers join in center time, supporting students as they

- Engage in imaginative play
- Use oral language to express ideas
- Problem solve
- Play cooperatively with others
- Focus on wild and domestic animals
- Focus on zoo animals
- Focus on farm animals

Reading

- Locate and demonstrate understanding of the purposes of various literacy areas of the classroom and the library/media center

Writing

- Write messages as part of play and other activities

Speaking

- Use language for a variety of purposes: to express relationships, make connections, express feelings, initiate play with others, and communicate and negotiate ideas and plans for activities

Listening

- Listen fully to understand instructions or hear daily messages

Social Development

- Engage in imaginative play
- Use oral language to express ideas
- Problem solve
- Play cooperatively with others

Vocabulary

May I please _____?

Would you like to _____?

If it would be alright with you,...



REPRESENTATIVE SAMPLE

Morning
MeetingScience
LabWriters'
Workshop

Centers

Readers'
WorkshopMusic Drama
Literature

Readers' Workshop

Read Aloud and Mini-Lesson

Model how to read Yellow books by reading as many aloud as the students can enjoy. Record titles on 100 Books class chart.

Teach students to

- Read the pictures.
- Remember the sentence pattern and use the picture to guess at the one new word on each page.
- Point to each word as they say it.
- Get their mouths ready to say the first letter of the new word as they look at the picture.
- Be able to tell what the book was mainly about in one word (topic) or one sentence (main idea).

Partner and Independent Reading

Review procedures for side-by-side and back-to-back partner reading.

Pick students by two's making sure they all select books, return to their spots/desks/tables and "read" them.

As students finish with their books, carry a basket of books to the pair and have them each select another book. If you have time, read the first page to the pair.

Continue this only as long as all students remain engaged. Ten minutes is a good time, but it can be shorter at first.

Accountable Talk

Have a few students read a page or two of their books to the class.

Collect the books and return them to the baskets.

Home Reading

If you are going to send books home, have each child select a book to take home. Give each child a folder and have children place the books and their Reading Log in their folders.

You may want to create little Yellow paper books for the students to take home. Web sites offer these.

Reading

- Choose books related to topics of interest
- Retell a basic story using the book and "pretend" reading
- When "reading" alone, point to the words and "pretend" read
- Listen to the title and/or first page of a predictable book and use the sentence stem to figure out the rest of the book
- Work at learning to read independently, or with a partner, for at least 15 minutes without fatigue
- Use most initial consonant sounds (at least 14) to self-prompt when trying to figure out unfamiliar words
- Recognize and name most uppercase and lowercase letters of the alphabet
- Point to the first letter of each word. Say a word that matches both the picture and the initial letter sound.
- Read actively. Stop when word supplied doesn't match the picture, or the first letter, or when the one-to-one-tracking with her finger doesn't come out evenly.
- Know the difference between a letter and a word and use a finger to point to each word while reading. (Can jump over the spaces between words.)
- "Read" comfortably and with confidence
- Look at pictures for clues and offer a word that makes sense in reference to the picture
- Draw on background knowledge to name and talk about the pictures common to beginning books
- Demonstrate an obvious understanding of the materials (e.g. laugh at the funny parts, comment on the materials)
- Make predictions based on title, cover, illustrations, and text
- Talk/think about the content of the book (summarize, make connections to personal experience, ask how and why questions, etc.)
- Establish a home reading habit and read at home every night

Farm Animals

Morning
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Readers'
Workshop

Music Drama
Literature

Music/Drama/Literature

Read-Aloud Fiction: Imaginary vs. Real

Read a story about a farm animal that couldn't really have happened, or anything where the farm animals or nonliving objects talk and think like people.

Dramatic Re-enactments: Farm Role Play

Pretend you are a farm animal. Describe your life from that animal's perspective. Tell them a story.

I am a duck. I have 5 ducklings. Sometime I have to swim to the other side of the pond to get away from all their quacking. Quack, quack, quack.

Invite your students to interview you.

Songs, Chants, Nursery Rhymes

- Introduce rhymes and chants. Have the children learn them well.
- Read or recite the rhyme.
- Exaggerate its rhymes.
- Re-read it line by line. Have students repeat it after you.
- Use a slow and deliberate pace until they begin to know it.
- Whisper the rhyme, but say the rhyming words loud.
- Have children say different lines of the rhyme, moving around the circle.
- Have the boys say one line. Then the girls.

Reading

- Practice reading behaviors such as retelling, reenacting, or dramatizing stories
- Respond to a variety of poems and stories through movement, art, music, and drama
- Show an understanding of story structure (e.g., comment on characters, predict what will happen next, ask appropriate questions and act out familiar stories)
- Play with alliterative language (e.g., "Peter, Peter Pumpkin Eater")
- Relate personal experiences to story characters' experiences, language, customs, and cultures.
- Sing familiar songs and rhymes to promote oral language development
- Engage in language play

Arts

Music: sing and play musical games

Theatre: develop concepts about self and others through dramatic play

Vocabulary

- Develop vocabulary through meaningful, concrete experience
 - interview
 - role play
 - perspective



Mary Had a Little Lamb

Mary had a little lamb,
Little lamb, little lamb,
Mary had a little lamb,
Its fleece was white as snow
Everywhere that Mary went,
Mary went, Mary went,
Everywhere that Mary went

The lamb was sure to go
It followed her to school one day
School one day, school one day
It followed her to school one day
Which was against the rules.
It made the children laugh and play,
Laugh and play, laugh and play,
It made the children laugh and play
To see a lamb at school
And so the teacher turned it out,
Turned it out, turned it out,
And so the teacher turned it out,
But still it lingered near.
And waited patiently about,

Patiently about, patiently about,
And waited patiently about
Till Mary did appear
"Why does the lamb love Mary so?"
Love Mary so? Love Mary so?
"Why does the lamb love Mary so?"
The eager children cry
"Why, Mary loves the lamb, you know."
Loves the lamb, you know, loves the lamb, you know
"Why, Mary loves the lamb, you know."
The teacher did reply.

Old MacDonald

Old MacDonald had a farm,
Ee i ee i oh!
And on that farm he had some chickens,
Ee i ee i oh!
With a cluck-cluck here,
And a cluck-cluck there
Here a cluck, there a cluck,
Everywhere a cluck-cluck
Old MacDonald had a farm
Ee i ee i oh!
Old MacDonald had a farm,
Ee i ee i oh!
And on that farm he had some dogs,
Ee i ee i oh!
With a woof-woof here,
And a woof-woof-woof there
Here a woof, there a woof,
Everywhere a woof-woof
Old MacDonald had a farm
Ee i ee i oh!
Old MacDonald had a farm,
Ee i ee i oh!
And on that farm he had some turkeys,
Ee i ee i oh!
With a gobble-gobble gobble-gobble
here,
And a gobble-gobble gobble-gobble
there
Here a gobble-gobble, there a gobble-
gobble,
Everywhere a gobble-gobble-gobble
Old MacDonald had a farm
Ee i ee i oh!
Old MacDonald had a farm,
Ee i ee i oh!
And on that farm he had some cows,
Ee i ee i oh!
With a moo-moo here,
And a moo-moo there
Here a moo, there a moo,
Everywhere a moo-ooo
Old MacDonald had a farm,
Ee i ee i oh!

Farm Sounds

Wheels on the Bus
by John Saltsman

The cows in the barn go moo, moo, moo
Moo, moo, moo - moo, moo, moo
The cows in the barn go moo, moo, moo
All around the farm.

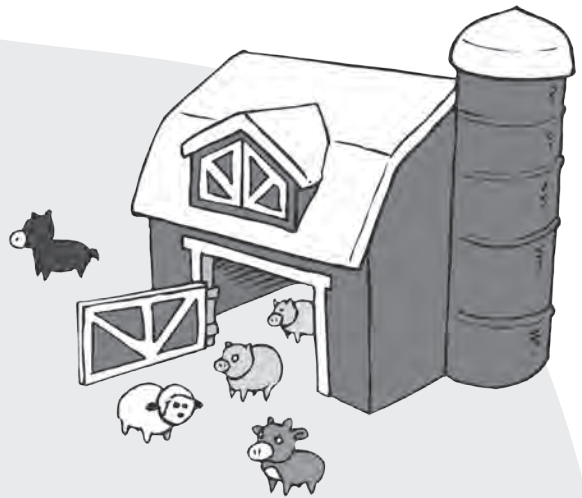
... pigs in the pen go oink, oink, oink
... hens in the coop go cluck, cluck, cluck
... rooster on teh fence goes cock-a-doodle-doo
... ducks in the pond go quack, quack, quack
... lambs on the hill go baa, baa, baa
... bunnies in the hutch go (silently wrinkle nose with finger)

Baa Baa Black Sheep

Baa baa black sheep, have you any wool?
Yes sir, yes sir, three bags full!
One for the master, one for the dame,
And one for the little boy who lives down the lane.

The Farmer in the Dell

The farmer in the dell
The farmer in the dell
Hi-ho, the derry-o
The farmer in the dell
The farmer takes a wife
The farmer takes a wife
Hi-ho, the derry-o
The farmer takes a wife
The wife takes a child
The wife takes a child
Hi-ho, the derry-o
The wife takes a child
The child takes a nurse
The child takes a nurse
Hi-ho, the derry-o
The child takes a nurse
The nurse takes a cow
The nurse takes a cow
Hi-ho, the derry-o
The nurse takes a cow
The cow takes a dog
The cow takes a dog
Hi-ho, the derry-o
The cow takes a dog
The dog takes a cat
The dog takes a cat
Hi-ho, the derry-o
The dog takes a cat
The cat takes a rat
The cat takes a rat
Hi-ho, the derry-o
The cat takes a rat
The rat takes the cheese
The rat takes the cheese
Hi-ho, the derry-o
The rat takes the cheese
The cheese stands alone
The cheese stands alone
Hi-ho, the derry-o
The cheese stands alone



I Know An Old Lady Who Swallowed a Fly

There was an old lady who swallowed a fly
I don't know why she swallowed a fly -
perhaps she'll die!
There was an old lady who swallowed a
spider,
That wriggled and wiggled and tiggled
inside her;
She swallowed the spider to catch the fly;
I don't know why she swallowed a fly -
Perhaps she'll die!
There was an old lady who swallowed a bird;
How absurd to swallow a bird.
She swallowed the bird to catch the spider,
She swallowed the spider to catch the fly;
I don't know why she swallowed a fly -
Perhaps she'll die!
There was an old lady who swallowed a cat;
Fancy that to swallow a cat!
She swallowed the cat to catch the bird,
She swallowed the bird to catch the spider,
She swallowed the spider to catch the fly;
I don't know why she swallowed a fly -
Perhaps she'll die!
There was an old lady that swallowed a dog;
What a hog, to swallow a dog;
She swallowed the dog to catch the cat,
She swallowed the cat to catch the bird,
She swallowed the bird to catch the spider,
She swallowed the spider to catch the fly;
I don't know why she swallowed a fly -
Perhaps she'll die!
There was an old lady who swallowed a cow,
I don't know how she swallowed a cow;
She swallowed the cow to catch the dog,
She swallowed the dog to catch the cat,
She swallowed the cat to catch the bird,
She swallowed the bird to catch the spider,
She swallowed the spider to catch the fly;
I don't know why she swallowed a fly -
Perhaps she'll die!
There was an old lady who swallowed a
horse...
She's dead, of course!



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REPRESENTATIVE SAMPLE