

<b>WEEK 1</b>	<b>3</b>
<b>DAY 1 (IDENTIFYING TYPES OF TEXT)</b>	<b>3</b>
<b>DAY 2 (SORTING TEXT BY TYPE)</b>	<b>5</b>
<b>DAY 3 (IMPORTANCE OF BOLD WORDS)</b>	<b>7</b>
<b>DAY 4 (WHAT ARE DIAGRAMS)</b>	<b>9</b>
<b>DAY 5 (WRITING HEADING, CAPTION, AND LABELS)</b>	<b>11</b>
<b>WEEK 2</b>	<b>13</b>
<b>DAY 6 (WHAT ARE FACTS?)</b>	<b>13</b>
<b>DAY 7 (PUTTING FACTS INTO YOUR OWN WORDS) NET-S 5</b>	<b>15</b>
<b>DAY 8 (PUTTING FACTS INTO YOUR OWN WORDS) NET -S 5</b>	<b>17</b>
<b>DAY 9 (FINDING FACTS BY ASKING QUESTIONS) - WHOLE GROUP</b>	<b>19</b>
<b>DAY 10 &amp; 11 (FINDING FACTS BY ASKING QUESTIONS)</b>	<b>21</b>
<b>WEEK 3</b>	<b>23</b>
<b>DAY 12 (INTERNET SAFETY)</b>	<b>23</b>
<b>DAY 13 &amp; 14 (FINDING FACTS BY USING TECHNOLOGY) NET-S 3 &amp; 6</b>	<b>24</b>
<b>DAY 15 (FIND FACTS BY USING TECHNOLOGY) NET-S 2, 3 &amp; 6</b>	<b>26</b>
<b>DAY 16 (TAKING NOTES) NET -S 3</b>	<b>28</b>
<b>WEEK 4</b>	<b>30</b>
<b>DAY 17 (PICK TOPIC &amp; WRITE QUESTIONS) NET-S 3 &amp; 4</b>	<b>30</b>
<b>DAY 18 (FINISH NOTE TAKING &amp; CAPITALIZATION LESSON)</b>	<b>32</b>
<b>DAY 19 (BEGIN ANIMAL RESEARCH PAPER &amp; PUNCTUATION)</b>	<b>34</b>
<b>DAY 20 (ANIMAL RESEARCH PAPER &amp; STRETCHING OUT WORDS)</b>	<b>36</b>
<b>DAY 21 (ANIMAL RESEARCH PAPER &amp; SPACING)</b>	<b>38</b>
<b>WEEK 5</b>	<b>41</b>
<b>DAY 22 (ANIMAL RESEARCH PAPER &amp; TABLE OF CONTENT)</b>	<b>41</b>
<b>DAY 23 &amp; 24 (PUBLISH &amp; RECORD ANIMAL REPORT) NET-S 2</b>	<b>43</b>
<b>DAY 25 (ANIMAL CLASSIFICATIONS - INSECTS) NET-S 3</b>	<b>45</b>
<b>DAY 26 (ANIMAL CLASSIFICATION - INSECTS)</b>	<b>48</b>
<b>WEEK 6</b>	<b>50</b>
<b>DAY 27 (ANIMAL CLASSIFICATION - BIRDS) NET-S 3</b>	<b>50</b>
<b>DAY 28 (ANIMAL CLASSIFICATION - BIRDS) NET-S 3 &amp; 4</b>	<b>53</b>
<b>DAY 29 (ANIMAL CLASSIFICATION - FISH) NETS - 3</b>	<b>56</b>
<b>DAY 30 (ANIMAL CLASSIFICATION - FISH) NET-S 3 &amp; 4</b>	<b>59</b>
<b>DAY 31 (ANIMAL CLASSIFICATION - REPTILES) NETS - 3</b>	<b>62</b>
<b>WEEK 7</b>	<b>65</b>
<b>DAY 32 (ANIMAL CLASSIFICATION - REPTILES) NET-S 3 &amp; 4</b>	<b>65</b>
<b>DAY 33 (ANIMAL CLASSIFICATION - AMPHIBIAN) NETS-3</b>	<b>68</b>
<b>DAY 34 (ANIMAL CLASSIFICATION - AMPHIBIAN) NET-S 3 &amp; 4</b>	<b>71</b>
<b>DAY 35 (ANIMAL CLASSIFICATION - MAMMALS) NETS-3</b>	<b>74</b>
<b>DAY 36 (ANIMAL CLASSIFICATION - MAMMALS) NETS-3 &amp; 4</b>	<b>77</b>
<b>WEEK 8</b>	<b>80</b>
<b>DAY 37 (ANIMAL CLASSIFICATION ASSESSMENT)</b>	<b>80</b>
<b>WEEK 8</b>	<b>82</b>

<b>DAY 38 (POPPLER MODEL DAY) NET-S 1</b>	<b>82</b>
<b>DAY 39 &amp; 40 (PRESENTATION) NET -S 1</b>	<b>85</b>
<b>DAY 41 (PUBLISH &amp; RECORD REPORT)</b>	<b>88</b>
<b>DAY 42 (PUBLISH &amp; RECORD REPORT) DAY 2</b>	<b>90</b>
<b>DAY 43 (CONNECTIONS)</b>	<b>92</b>
<b>DAY 44 (CONNECTIONS)</b>	<b>94</b>
<b>DAY 45 (UNIT ASSESSMENT &amp; REFLECTION)</b>	<b>96</b>

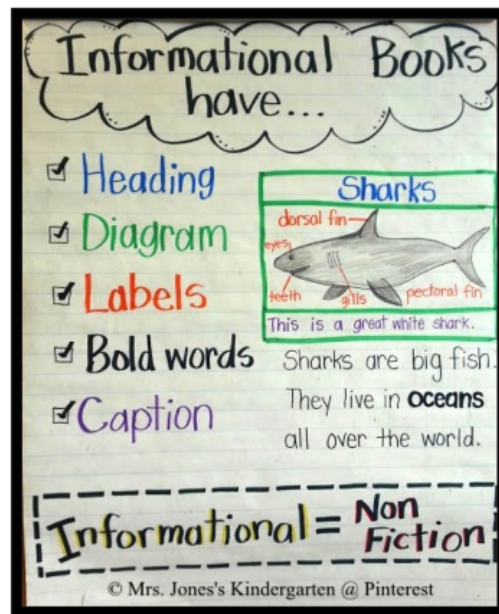
# Week 1

## Day 1 (Identifying Types of Text)

- **CCSS.ELA retrieve**
  - RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
  - 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.
- **Objective**
  - Given multiple informational texts, the student will be able to identify similar text features and share their observation with the class (e.g. captions, headers, maps & diagrams).
- **Instructional Strategy : Inductive Thinking –Examining & Enumerating data**
- **Materials**
  - Informational Text (enough for all students or pairs to look at)
  - Chart Paper
  - Teacher Markers
  - Informational Text Header & Label Worksheet
- **Lesson - 20-30min**
  1. Distribute informational text for students to look at. As students look through the text have them discuss, with a partner, some of the things they find the same in their books. Teacher may need to model. “My book has a picture with labels, does your book have a labels?”
  2. After a few minutes of discussion, bring the class together to share what they have found. Lead the discussion by telling students that all these text are called informational text. Place this on chart paper.
  3. Have students share what they have found and add ideas to chart. If students do not use the correct vocabulary share with them the words.
  4. Any parts of informational text not discuss, share with class and add to the chart.
  5. At the end of the lesson discuss how informational text are also called Non Fiction text which means they are about real life people, places, and things.

▪ **Student Activity – 20 min**

1. Students will be given a **worksheet** similar to the shark picture on the chart paper above. Students will be asked to provide a header, labels and caption for the picture.
2. At the end of the activity have students share the caption they wrote. Student's captions should be information they already know about sharks (ex. Sharks are found on farms. Sharks are made of straw.)
3. When finished, students can continue to practice labeling on the computer or ipad. The link for the page can be found under Student Tab: [Week 1 Day 1 Activity.](#)



# Week 1

---

## Day 2 (Sorting Text by Type)

- **CCSS.ELA**
  - RL.K.10/RI.K.10 Actively engage in group reading activities with purpose and understanding.
  - RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- **Objective**
  - Given multiple texts, the student will be able to identify the type of text by its features and place it into the correct category (Literacy or Informational).
- **Instructional Strategies: Inductive Thinking – Classification & Hypothesis**
- **Materials**
  - Informational Chart from Day 1
  - Glue
  - Scissors
  - Sorting Text Worksheet
- **Lesson – 20 -30 min**
  1. Review the previous days lesson on parts of an informational text. Have students come up to the chart paper and point to the different parts of the text. It will help if the names of the different parts are the same color as the picture sample. For example, the word “Heading” is written in blue and the heading “Sharks” is also in blue.
    - a. If students did not get to share their writing from the previous day this would be a good time to finish share time.
  2. Hand out to the students a variety of books, some being informational and some being literature (Fiction). Tell the student that today we will be using what we learned yesterday to sort our books into informational and literary groups. Students may need to be reminded that literary books are fiction books and are not true or make believe.
  3. As a whole class or as small groups have students sort the books into two piles, informational and literary. As students sort have them share why they believe the book is literature or informational.
  4. Read aloud one of the books the students sorted as Informational. As you read point out some of the parts of an informational books.

▪ **Student Activity: 20 min**

1. Students will independently sort 6 texts into two categories; informational and literary. Students will cut out the images of the books and based on clues from the cover determine they type of book.
2. Students have the option of using the ipad to take pictures of books and sorting their pictures on an app called Kidspiration or students can sort the text onto a Venn Diagram Worksheet.

# Week 1

---

## Day 3 (Importance of Bold Words)

- **CCSS.ELA**
  - RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
  - L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
  - 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.
- **Objective**
  - Given the meaning of an unknown words, students will clarify understanding by illustrating and writing a caption of the meaning.

- **Instructional Strategies: Advanced Organizer - Graphic**

- **Materials**
  - Chart paper
  - Teacher Markers
  - Vocabulary Worksheet
  - Informational Book with bold words

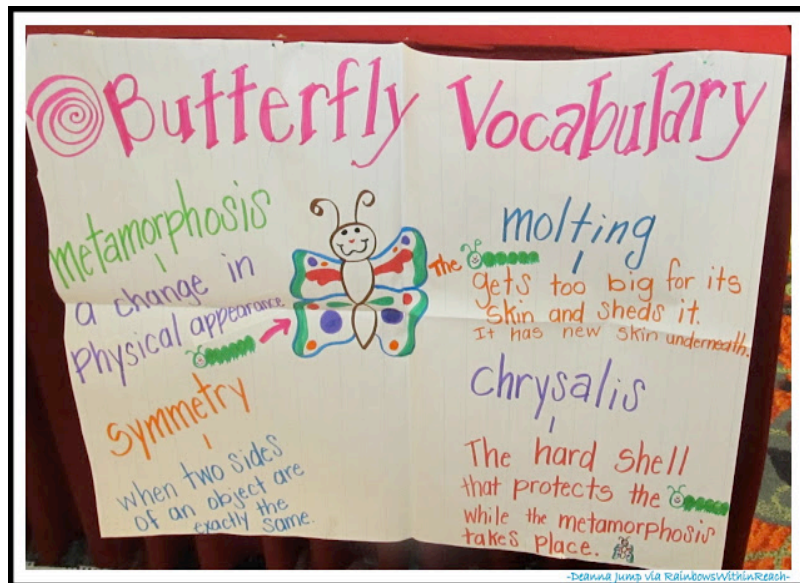
- **Lesson 20-30 min**

1. Teacher will explain the importance of bold words (to point out words we may not know the meaning).
2. Read aloud an informational book that has lots of bold words.
3. As you read stop on the pages, which have bold words. Have one student write it on an anchor chart.
4. As a class, determine the meaning of the word by the story content or picture clues. This may need to be modeled the first time.
5. Model putting the definition into your own words.
6. Show students that some informational books have Glossary to make it easy to find the meaning of bold words.

- **Student Activity – 20 min**

- Using the vocabulary paper, have students illustrate a picture of one of the vocabulary words from the book. (Students can draw a picture of a chrysalis from the butterfly book).

- Students can add a caption to the bottom of their picture or write the definition. (ex. Caterpillars make a chrysalis while they change into a butterfly.)
- When done students can play [PBS Book Jumble](#) on the computer or iPad. This activity can be found under [Student: Week 1 Day 3](#). This game has the students put a book back together by matching words to definitions. This game has an easy and hard mode. The easy mode will give pictures for the words and read the definition for the students.





# Week 1

---

## Day 4 (What are Diagrams)

- **CCSS.ELA**
  - L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
  - RI. K.4 With prompting and support, ask and answer questions about unknown words in a text.
  - RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
  - RI.K.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).
  - 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.
  
- **Objective**
  - Given a diagram of the life-cycle of a frog, student will be able to place the pictures in the correct order and give a verbal explanation of the meaning of the diagram and its purpose.
  - I can use new words and facts from informational text to create a diagram.
  
- **Instructional Strategies: Advanced Organizer - Graphic**
  
- **Materials**
  - Chart paper
  - Document Projector
  - Informational Text Features Chart
  - Informational text with diagrams
  - Teacher Markers
  - Frog Life Cycle Diagram Worksheet
  - Informational Book about Frog Life Cycle
    - [Reading A-Z](#) has a Level C [How Frogs Grow](#)
    - <http://worksheetsplace.com> has a [Life Cycle of a Frog](#)

▪ **Lesson 20-30 min**

1. Review the features of an informational text chart (Lesson 1).
2. Explain to the class that today we will be learning more about diagrams.
3. Using the overhead or projector display diagrams from many different informational texts or hand out text and have the students find diagrams.
4. Explain that diagrams help explain ideas by using pictures. Model using the different diagrams to determine what the author is trying to explain. (will need books with different types of diagrams)
5. Explain that today's activity will be having the students create their own diagram of a frog's life cycle.
6. Read together the paper book or an informational book about frogs, which talks about the life cycle. See [Reading A-Z How Frogs Grow](#) as a paper book to use for shared reading. Also reading *The Caterpillar and the Polliwog* by Jack Kent is a great Literature connection to Life Cycle.
7. As the students read, have them highlight with a crayon the bold vocabulary words. On chart paper, make a chart of frog vocabulary words.
8. Complete the vocabulary anchor chart as the class read the book as seen in the picture.

▪ **Students Activity – 20 min**

1. Pass out the [Frog Life Cycle Diagram Worksheet](#)
2. Students are to use the Vocabulary anchor chart and/or paper book to help complete the diagram worksheet
3. When finished students can watch a short animated video (1:38 min) about the life cycle of a butterfly. Then there are two matching games for the students to create their own diagram of the life cycle/vocabulary. This activity can be found under [Student: Week 1 Day 4](#).

# Week 1

---

## Day 5 (Writing Heading, Caption, and Labels)

- **CCSS.ELA**
  - 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.
  - W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
  - L.K.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- **Objective**
  - Given a picture with missing labels, header, and caption, students will be able to fill in the missing sections with all conventions of Standard English (e.g. capitalization, punctuation, phonemic awareness, spacing, and grammar).
  - I can write an information text that includes a header, labels and caption.
- **Materials**
  - Informational Text (enough for all students or pairs to look at)
  - Chart Paper
  - Teacher Markers
  - Informational Text Header & Label Worksheet
  - Fab 5 Writing Checklist
- **Lesson (1)– 10-15min**
  1. Review the parts of an informational text chart (Day 1).
  2. Hand out informational text for each student or each pair of student
  3. Have students find each feature of an informational text as you read them off.
- **Lesson (2) – 5 – 10min**
  1. Before the student activity, review with students the writing checklist. This review lesson takes place on Day 5 because the writing checklist will be used for cooperative learning student activity.
  2. More in depth review lesson on conventions of writing will take later on in the unit. These lessons are review do to the fact knowledge and understanding of conventions of writing are a prerequisite for this unit and the focus is to improve/master each concept. The purpose of the checklist is to focus the students in practicing self-editing skills.
  3. The writing checklist includes; spacing between words, stretching out

words, using capital letters correctly, using correct punctuation and writing complete sentences.

▪ **Student Activity – 10 – 20 min**

1. Students will independently write the heading, captions and labels for a pumpkin.

2. When students have completed their writing activity, conference with each student for 1-2 min. During the conference use the Fab 5 Writing Checklist or the Writing Checklist.

3. This assignment will be used to evaluate student's prior knowledge of conventions of writing for kindergarten grade level and will be used to assess student growth in writing at end of unit.

- Data collected from the Checklist can be used for the following:
  - Student will be placed into groups by their level of mastery.
  - Students with the most concepts still needing mastery will work one on one with teacher in small group setting.
  - Students with few or no concepts left to master will be partnered together to peer edit students work using cooperative learning strategy - project oriented.

4. While students are waiting to conference with the teacher on their writing. Students may return to the three computer activities for this week. All activities are found under the Student tab and are labeled Week

# Week 2

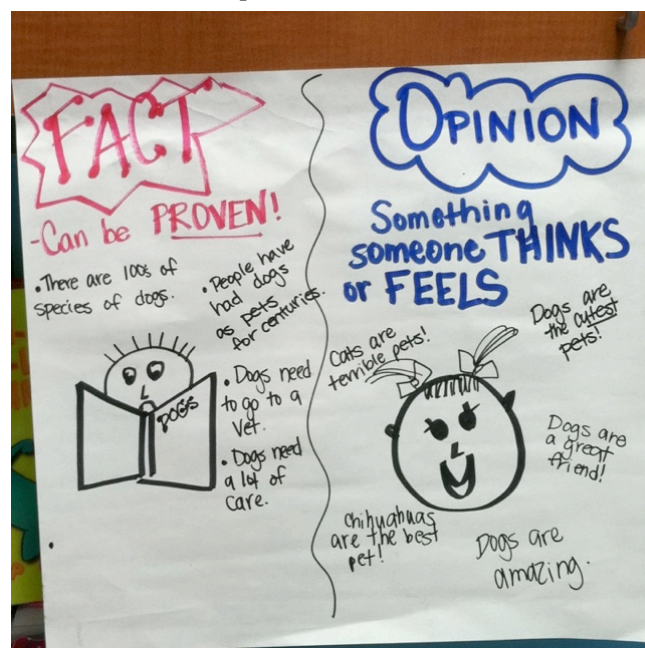
## Day 6 (What are Facts?)

- **CCSS.ELA**
  - 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.
  - SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
- **Objective**
  - Given a collection of facts and opinions, students will be able to classify the statements and explain their reasoning with few to no errors.
  - I can determine the difference between a fact and an opinion.

- **Instructional Strategies: Advanced Organizer – Expository**

- **Materials**
  - Chart Paper
  - Teacher Markers
  - Facts & Opinions Picture Cards
  - Fact or Opinion Worksheet
  - Construction paper
  - Glue
  - Scissors

- **Lesson – 20-30min**
  1. Create a chart with Fact or Opinion at the top. Explain to the class that a fact is something you can prove is true or real.



2. Give some examples of facts and list them on the chart. Have the students come up with a few facts to add to the chart.
3. Explain that there are also opinions, which is what someone thinks or feels. Some opinion words are like, best, favorite, love, should, etc (see attached Farm House Document for more words).
4. Give a few examples of opinions and list them on the chart. Have the class give some opinions about books, sports, food, or color.
5. On two pieces of construction paper write the word Fact and Opinion. Place the words on the wall on opposite sides of the room. Using Fact or Opinion With Picture Cards and the Advanced Organizer created by using the room, have the class determine if each card is a fact or opinion by having the students walk to the correct side of the room.

6. Before beginning review that opinion is how you feel and uses words such as, like and best. Facts are statements which can be proven as true.

7. As the class plays, have on student explain why they made the decision they did. (“because is said like”)

8. As each statement card is determined to be a fact or an opinion add it to the chart Fact/Opinion Chart created at the beginning of the lesson.

9. Explain to the class that informational texts are full of facts that other people have already proven. This week we will be working on finding these facts and putting them into our own words.

▪ **Student Activity – 15 -20 min**

1. Students need two pieces of construction paper (1 piece can be used and just use both sides). At the top, students should write FACT on one and Opinion on the other.

2. Students will cut and sort the 12 cards on the construction paper. Sentences may need to be read aloud, but are simple enough for higher kindergarten readers. (See attached: Farm House Fact or Opinion) This document also has some great hint words for opinion.

3. When finished students can play PBS Kids-Binky's Fact or Opinion. This game reviews the meaning of fact and opinion, then it gives a mix of five fact or opinion statements. When students get all 5 correct they get to watch short video clip. This activity can be found under Student: Week 2 Day 6 Activity.

# Week 2

---

## Day 7 (Putting Facts into your own words) NET-S 5

- **CCSS.ELA**
  - RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
  - RL.K.10/RI.K.10 Actively engage in group reading activities with purpose and understanding.
  - 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.
  - W.K.7 Participate in shared research and writing projects.
  - W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
  - **ISTE Standard 5: Digital Citizenship**
    - **Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior**
      - a) **Advocate and practice safe, legal, and responsible use of information and technology.**
- **Objective**
  - Given information from a text, students will be able to rephrase the information into their own words with prompting and support.
  - I can recall information and say them using my own words.
- **Materials**
  - Chart Paper
  - Teacher Markers
  - Informational Text
  - Vocabulary Worksheet
- **Lesson - 35-45 min**
  1. Read aloud an informational text of your choosing.
  2. Make sure the informational text is complex enough for the student to be able to rephrase the information into a simpler sentence. For example, if the text says “Birds build next. Birds eat seeds.” Students will have a difficult time making this sentence any different than what is stated. The chosen text will need to give a lot of information so that students can work on restating the information into a short summarize sentence.
  3. Read the book aloud one time straight through. Explain to the class that you will be rereading certain pages of the text in order for the class to find facts about the topic.
  4. On chart paper draw a T-chart with the topic of the book at the top. On one side of the T-chart write “Text” and the other “My Own Words.”

5. Reread one page of the text, model for the student putting one fact from the page into your own words. (Repeat as needed)
6. Then have a student put another fact from the same page in his or her own words or read another page from the book for them to do.
7. While this is being done, write the words being read on one side of the t-chart and the rephrased words on the other side.
8. Student can even come forward and write their words on the chart themselves. This would be a good opportunity advanced students to model their writing or struggling student to get one on one help.
9. Extended Learning: Students can play the game PBS Word Play. This game gives visual meaning of many new vocabulary words. Students must interact with the game in order to get the picture to work. After learning about a new word, students can write what the vocabulary word means in their own words on the Vocabulary Worksheet. The game can be found under the Student Tab Week 2 Day 7



# Week 2

---

## Day 8 (Putting Facts into your own words) NET-S 5

- **CCSS.ELA**
  - 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.
  - W.K.7 Participate in shared research and writing projects.
  - W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
  - **ISTE Standard 5: Digital Citizenship**
    - **Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior**
      - a) **Advocate and practice safe, legal, and responsible use of information and technology.**
- **Objective**
  - Given information from a text, students will be able to write a sentence using the information in their own words with support.
  - Using the Conventions of Standard English in Writing, students will be able to write an informational statement with a focus on improving one or more areas to the level of independent application.
  - I can put facts into my own words.
  - I can use sight words, spacing, punctuation, capital letters, and stretch out my words when writing.
- **Materials**
  - Chart Paper
  - Teacher Markers
  - Informational Text
  - [Facts About Worksheet](#)
- **Lesson - 15-20 min**
  1. Review Day 7's Anchor chart about Facts in your own words.
  2. Read aloud a different informational text.
  3. Using the Document Projector model writing facts in your own words onto the [Facts About Worksheet](#).
  4. Model going through the Writing Checklist to check your work for mistakes. Point out the use of spacing and punctuation in your writing. As well as stretch out words and using known words correctly.
- **Student Activity – 20-30 min**
  1. Read the whole informational text through a second time. Before reading tell the students to think about 1 fact they would like to write in

their own words.

2. After reading, have students share the fact they will write down with a partner before sending them off to work on their own Facts About Worksheet.

3. Remind the class to self edit their paper before they finish. After writing independently, have students share their fact with the class.

# Week 2

---

## Day 9 (Finding Facts by Asking Questions) – whole group

- **CCSS.ELA**
  - RI.K.1 With prompting and support, ask and answer questions about key details in a text.
  - RL.K.10/RI.K.10 Actively engage in group reading activities with purpose and understanding.
  - W.K.7 Participate in shared research and writing projects.
  - W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **Objective**
  - Using an informational text, students will ask and answer questions with information gained specifically from the text and not from prior knowledge.
  - I can ask questions before I read to help collect and recall information about a text.

### ▪ **Instructional Strategies: Science Inquiry – Asking a Question**

- **Materials**
  - Chart Paper
  - Teacher Markers
  - Informational Text
  - Note Cards
  - Sticky Notes
- **Lesson - 30-40 min**
  1. The lesson will begin with the creation of an anchor chart of question words similar to the above image. I like to prompt my kids with beginning their sentence with "I wonder...". This helps with getting the students to think about a question and not a statement.
  2. Before reading an informational text, discuss with the class about questions they might have before they read. Model thinking of these questions.
    - Ex. Where does a bear live?
    - Ex. Why is that person important?
    - Ex. What are woodlands?
  3. On chart paper make a list of questions the students would like to know about the topic. Number the questions and leave space between the questions for answers. (Chart can also be a KWL chart)

4. Tell the students if they find an answer to one of the questions in the book raise their hand and the teacher will stop reading. Then mark the page with a sticky note and the question number it correlates to.
5. Read the book aloud stopping to place sticky notes on pages, which contain answers.
6. After reading the whole book, return to the questions and find the answers in the book marked by sticky notes. Have students come up to record the answers to the questions in the book.
7. Review with the class that sometimes we must know what we are looking for before reading an informational book. This will make finding answers and specific information faster. Also marking the page will make finding the answer again easier.

### **Student activity - 10-15 min**

1. Hand out informational text to each student or a pair of students. Give each student a note card to write down one question they have about their book.
2. Students will do a picture walk with their book try to find the answer to their question in the book. They can then mark the page with the note card to share with the class.

# Week 2

---

## Day 10 & 11 (Finding Facts by Asking Questions)

- **CCSS.ELA**
  - RI.K.1 With prompting and support, ask and answer questions about key details in a text.
  - RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
  - 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.
  - W.K.7 Participate in shared research and writing projects.
  - W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **Objective**
  - Using an informational text, students will ask and answer questions with information gained specifically from the text.
  - Using the Conventions of Standard English in Writing, students will be able to write an informational statement with a focus on improving one or more areas to the level of independent application.
  - I can ask questions before I read to help collect and recall information about a text.

### ▪ **Instructional Strategies: Science Inquiry – Asking a Question**

- **Materials**
  - Chart Paper
  - Teacher Markers
  - Informational Text
  - All About Worksheet
- **Lesson - 15-20 min**
  1. Review the activity from the previous day. Review how it is important to know what you are looking for in an informational text before you begin reading.
  2. The lesson for the day will follow the same steps as the previous day, but instead of writing the answers on chart paper, students will write answers to two or three questions on their All About Worksheet. (This may be a good activity to do in partners for the first day or two and then on their own on the third day. Or have the student answer one questions and then increase to two or three the next day.)
- **Student Activity – 30 min**
  1. After the Read Aloud have students share some of the answers to the questions in the book. Model answering one question by putting it in a

complete sentence. Write this model answer on the chart paper.

(DAY 10) In partners, students will write the answer to one question on the All About Worksheet. Students who get done early can use the next space to write another answer.

(Day 11) Independently, students will write the answers to two or three questions listed on the chart paper.

2. In the three large squares, students can either make a picture of their answer or write the question number in the square.

3. When done students may share the drawing and answers with the class.

# Week 3

## Day 12 (Internet Safety)

- **CCSS.ELA**
  - W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
  - ISTE Standard 5: Digital Citizenship
    - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior
      - a) Advocate and practice safe, legal, and responsible use of information and technology.
- **Objective**
  - Given information about Internet safety through a BrainPop Jr. Video, students will be able to recall the key details about Internet safety with assistance from peers and teacher.
  - I can use the Internet and other technology safely.
- **Materials**
  - A computer with Internet access to BrainPOP Jr. and project on a screen from a projector.
  - [Internet Safety Lesson pdf](#)
- **Lesson** - 30-40 min
  - This lesson is provided by BrainPop Jr and submitted by **Stacey Lopez**. Retrieved from <http://www.brainpop.com/educators/community/lesson-plan/primary-internet-safety-lesson-plan-identifying-and-using-safe-web-sites/?bp-jr-topic=internet-safety>
  - The lesson includes a vocabulary lesson, a video on Internet safety and talking to strangers and a follow up worksheet.

# Week 3

---

## Day 13 & 14 (Finding Facts by using Technology) Net-S 3 & 6

- **CCSS.ELA**
  - RI.K.1 With prompting and support, ask and answer questions about key details in a text.
  - RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
  - 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.
  - W.K.7 Participate in shared research and writing projects.
  - W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
  - L.K.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  - L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - **ISTE Standard 3: Research and information fluency**
    - Students apply digital tools to gather, evaluate, and use information.
  - **ISTE Standard 6: Technology Operations and Concepts**
    - Students demonstrate a sound understanding of technology concepts, systems, and operations.
- **Objective**
  - Given information from the Internet, students will be able to recall three details without error and with minimal support.
  - Using the Conventions of Standard English in Writing, students will be able to write an informational statement with a focus on improving one or more areas to the level of independent application.
  - I can use technology to find informational facts about a topic.

### **Instructional Strategies: Science Inquiry - Investigating**

- **Materials**
  - Chart Paper
  - Teacher Markers
  - Informational Text
  - Projector
  - Computer
  - All About Worksheet
  - [Animals A to Z](#)
  - <http://kids.sandiegozoo.org/>



▪ **Lesson** - 20-30 min

1. In this lesson students will be learning about finding informational facts on the Internet. So far students have been learning about informational facts through text. Good websites that are kid friendly are listed below:

- I great website to visit is <http://kids.sandiegozoo.org/> This sight provides videos about individual animals as well as easy to read bullets on what the animals eat, their habitat, where they live, and fun facts.
- **Animal A to Z** - This site gives 100 of animals to pick from and the informational page includes a audio track that reads all of the text. There are some pictures and maps, but no videos.



2. As a class, explore some of the animals and videos at the San Diego Zoo.

3. This lesson may also include how to use the computer. (turning on/off, plugging in earphone, opening website)

4. The podcast included on this page, give directions on how to navigate the website.

▪ **Student Activity** – 20 - 30 min (2 days)

1. Students will write down three facts about one of the animals seen on the **San Diego Website**.

2. Students will write these facts on the **All About Worksheet**

- When students begin their animal research report, student will be able to use this site as a resource for their report.

# Week 3

---

## Day 15 (Find Facts by using Technology) Net-S 2, 3 & 6

- **CCSS.ELA**
  - RI.K.1 With prompting and support, ask and answer questions about key details in a text.
  - RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
  - 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.
  - W.K.7 Participate in shared research and writing projects.
  - W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
  - ISTE Standard: 3. Research and information fluency
    - Students apply digital tools to gather, evaluate, and use information
  - ISTE Standard: 2. Communication and collaboration
    - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
  - ISTE Standard 6: Technology Operations and Concepts
    - Students demonstrate a sound understanding of technology concepts, systems, and operations.
- **Objective**
  - Given information from a Web 2.0 tool, students will be able to recall three details without error and with minimal support.
  - Using the Conventions of Standard English in Writing, students will be able to write an informational statement with a focus on improving one or more areas to the level of independent application.
  - I can use technology to find informational facts about a topic.
- **Instructional Strategies: Science Inquiry - Investigating**
- **Materials**
  - Chart Paper
  - Teacher Markers
  - Informational Text
  - Projector
  - Computer
  - iPads for pairs or individual students
  - ABCmouse Zoo set 1,2,3 – iPad App

- **Lesson/Student Activity** - 40 - 50 min

1. In this lesson student will use the [iPad app ABCmouse Zoo Set 1-3](#) to learn more information about animals.

2. The lesson should begin by reviewing the rules of using the iPad. (see attachment [iPad Rules](#))

3. Explain that in this activity we will be focusing on learning about a topic by using technology.

4. Next, demonstrate for the students choosing one animal to explore. Show the students how each time you tap on the zookeeper she will tell you a fact about the animal.



5. Students will use today to just explore the app and to teach how to use the app. The following day students can then begin writing down their facts.

- In this activity, students will either pair up or use iPad individually. Each Zoo Set contains 5 animals. This lesson can be modified for students to write one fact about each of the 5 animals or several facts about 1 animal.
- Students begin their animal research report, student will be able to use this app as a resource for later reports.

# Week 3

---

## Day 16 (Taking Notes) Net –S 3

- **CCSS.ELA**
  - RI.K.1 With prompting and support, ask and answer questions about key details in a text.
  - 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.
  - W.K.7 Participate in shared research and writing projects.
  - W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
  - L.K.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  - L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - **ISTE Standard: 3. Research and information fluency**
    - Students apply digital tools to gather, evaluate, and use information.
  - **ISTE Standard 6: Technology Operations and Concepts**
    - Students demonstrate a sound understanding of technology concepts, systems, and operations.
- **Objective:**
  - Given previous modeling on asking questions, students will be able to write question and research answers using Web 2.0 tools with support from teacher.
  - Using the Conventions of Standard English in Writing, students will be able to write an informational statement with a focus on improving one or more areas to the level of independent application.
  - I can gather notes from my research to help me answer questions about a topic.
- **Instructional Strategies: Science Inquiry - Investigating**
- **Materials**
  - Chart Paper
  - Teacher Markers
  - Informational Text
  - Projector
  - Computer
  - Note Taking
  - iPads for pairs or individual students
  - ABCmouse Zoo set 1,2,3 – iPad App

- **Lesson - 10 - 20 min**

1. Review Day 14's lesson about exploring animals through technology. Today students will think of three questions they want to know about their animal and then find the answers through the ABCmouse Zoo app.
2. Model for the students writing down three questions they may have about their topic. These may be questions they already remember the answer to from the exploring the animals the day before.
3. Then model writing down the three questions on the Note Taking Worksheet.
4. Suggest to the students, writing at least one question were they are comparing two animals instead of just recalling information. This will help draw the activity into a higher order thinking skill.
5. Next model listening to the zookeeper on the app for the answers to the three questions. If students do not find the answer to the question they wrote down, then they may choice a different question they do have the answer to.

- **Student Activity – 20 - 30 min**

1. Students can then write down the questions they have about their topic on the **Note Taking Worksheet**.
2. Then spend the rest of the time researching the answers
3. If time is limited, the class could come up with questions as a group and then student find the answers for their specific animal.
4. Student may come up with questions with a partner and then work with a partner to find the answers. At the end of the activity student should have three facts about their animal.

# Week 4

## Day 17 (Pick Topic & Write Questions) Net-S 3 & 4

- **CCSS.ELA**
  - RI.K.1 With prompting and support, ask and answer questions about key details in a text.
  - 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.
  - W.K.7 Participate in shared research and writing projects.
  - W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
  - L.K.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  - L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - ISTE Standard: 3. Research and information fluency
    - Students apply digital tools to gather, evaluate, and use information.
  - ISTE Standard 6: Technology Operations and Concepts
    - Students demonstrate a sound understanding of technology concepts, systems, and operations.
- **Objective**
  - Given predetermined questions and with the support of technology and informational text, students will be able to gather facts about a topic with minimal support.
  - I can use technology and informational text to find facts about my topic of choice.
- **Instructional Strategies:** Science Inquiry - Create
- **Materials**
  - Informational Text (class set)
  - Projector
  - Computer
  - iPads for pairs or individual students
  - San Diego Zoo website - <http://kids.sandiegozoo.org/>
  - ABCmouse Zoo set 1,2,3 – iPad App
  - Animals A to Z
  - My Informational Animal Booklet
  - Note Taking Worksheet
- **Lesson** - 15 - 20 min
  1. Students will pick one animal to do in-depth research on and to write a research paper. Students will be able to use informational text and technology to obtain facts about their animal.

- Students may choose to continue with the animal they have already taken notes on or choose a new animal.
2. Lesson will begin with an explanation of the project. Teacher will show the class the animal research book they will be using to write about the animal of their choice.
  3. The main part of the lesson of the today will be recording on chart paper questions students have about their animals. Then the teacher will model how to create a heading for each of the questions.
  4. The students will pick four questions and write the heading for each question at the top of the page in the research booklet.
  5. Teacher should model how to place sticky notes on the pages in their research book, which answer the questions picked for their research.
  4. Teacher should also model when researching on the computer student should write down answers they find on the Note Taking Worksheets.
- **Student Activity – 20 - 30 min**
    1. Today task will be picking the topic and completing research about the topic.
    2. Students should be given the rest of Day 17 and the beginning of Day 18 to explore multiple resources for their topic.
    3. Spread out all the animal text out on the table. Have students come forward a few at a time to pick a topic.
    4. Students should also receive their **My Informational Animal Report booklet**, to put their name and animal on the front.
    5. If technology is limited, have a few students begin today on the computers or iPads and the other students will begin with the animal text. (Students can find links to animal webpages under **Students Week 3 Activities**)
      - Students with text can place sticky notes on pages, which answer the header topics.
      - Students on computer can use the note taking worksheet to write down what they have found.
    6. (optional) Students can use the **Kidspiration** app from lesson 2 to create a mind map of their notes. This apps allow students to take pictures, add clipart, or type text. This app is options because of the complexity and difficulty of using the app.

# Week 4

---

## Day 18 (Finish Note Taking & Capitalization Lesson)

- **CCSS.ELA**
  - RI.K.1 With prompting and support, ask and answer questions about key details in a text
  - 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.
  - W.K.7 Participate in shared research and writing projects.
  - W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
  - L.K.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  - L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - **ISTE Standard: 3. Research and information fluency**
    - **Students apply digital tools to gather, evaluate, and use information.**
  - **ISTE Standard 6: Technology Operations and Concepts**
    - **Students demonstrate a sound understanding of technology concepts, systems, and operations.**
  
- **Objective**
  - Given predetermined questions and with the support of technology and informational text, students will be able to gather facts about a topic with minimal support.
  - Using the Conventions of Standard English in Writing, students will be able to write an informational statement with a focus on improving one or more areas to the level of independent application.
  - I can use technology and informational text to find facts about my topic of choice.
  - I can use rules for writing to capitalize the appropriate words.
  
- **Instructional Strategies: Science Inquiry - Create**
  
- **Materials**
  - Chart Paper
  - Teacher Markers
  - Informational Text (class set)
  - Projector
  - iPads for pairs or individual students
  - Computer/Laptops
  - San Diego Zoo website - <http://kids.sandiegozoo.org/>
  - ABCmouse Zoo set 1,2,3 – iPad App
  - My Informational Animal Booklet



- Note Taking Worksheet
- **Lesson - 15 - 20 min**
  1. Today lesson with focus on one convention of writing skill.
  2. Model for the students when writing, our words should only use capital letters at the beginning of the sentence and if the word is a Name. Capital letters should never go in the middle of the word.
  3. On chart paper write Capitalization at the top and the rules, only at the beginning, in a name, and the word I.
  4. Below the rules write some short sentences with mistakes in the capitalization. (ex. the DoG ran to tHe littLE Boy.)
  5. Have student come forward and circle the mistakes in the sentence. Then write the word or the whole sentence correctly below.
- **Student Activity – 20 - 30 min**
  1. Student will finish their research on their animal topic. Students who did not get a chance to do research on iPads or computer can now do so (Links to animal research sites are under **Students Week 3 Activities**).
  2. Students will continue to use the **Note Taking Worksheet** to take down notes from technology. The informational text will always be available for the students to refer to so only sticky notes need to be used to mark the page.
  3. Students will record the name of their animal and **complete the picture for page 3** of their **My Informational Animal Report booklet**.

Extended Learning: Student can play **Magical Capital** game which focuses all capitalization rules. Click on **Student: Week 4 Day 18**

# Week 4

---

## Day 19 (Begin Animal Research Paper & Punctuation)

- **CCSS.ELA**
  - 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.
  - W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
  - W.K.7 Participate in shared research and writing projects
  - W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
  - L.K.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  - L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - ISTE Standard 3: Research and information fluency  
Students apply digital tools to gather, evaluate, and use information.
  - ISTE Standard 6: Technology Operations and Concepts  
Students demonstrate a sound understanding of technology concepts, systems, and operations.
  
- **Objective**
  - Given the information gathered during research, students will be able to apply this information in writing complete sentences about their animal with minimal support.
  - Using the Conventions of Standard English in Writing, students will be able to write an informational statement with a focus on improving one or more areas to the level of independent application.
  - Given the Fab 5 Check list, students will be able to edit their own work with support from a peer and no errors found when completed.
  - I can use rules for writing to capitalize the appropriate words.
  - I can write an informational text using facts I learned from my research.
  
- **Instructional Strategies:**
  - Science Inquiry – Create, Discuss & Reflect
  - Cooperative Learning – Projected Based
  
- **Materials**
  - Chart Paper
  - Teacher Markers
  - Informational Text (class set)
  - Projector
  - iPads for pairs or individual students

- Computer/Laptops
- San Diego Zoo website - <http://kids.sandiegozoo.org/>
- ABCmouse Zoo set 1,2,3 – iPad App
- My Informational Animal Booklet
- Fab 5 Checklist

▪ **Lesson - 15 - 20 min**

1. Review previous days lesson on capitalization. Write multiple sentences up on the board. Have students identify the words that are written incorrectly and explain why.

2. Model for the class adding punctuation to the end of each of the sentences that were edited on Day 17 or created for review. (This may be done in a different color so students can see the punctuation clearly)

3. Model for the students applying this writing skill to their writing on **page 3 of their report.**

▪ **Student Activity – 15 - 30 min**

1. Students will spend the rest of the day writing their two facts about the heading they picked for page 3 and applying the capitalization and punctuation skills that were taught.
























2. When finished students can share their writing with a friend.

- Explain to the partners, their job is to listen to the friend read their report and then check the paper to make sure there is only capital letters at the beginning of the sentence and punctuation at the end. Any mistakes should be corrected right away.

3. When students have completed peer editing, each student will conference with the teacher for 1-2 min on their assignment. During the conference teacher and student will complete a **Fab 5 Checklist** on students writing skills. The Check list will be taped to the back of the assigned page for student to remember to apply the writing skills missed to their next page.

Extended Learning - Student can practice their capitalization and punctuation skills by playing **BBC Space Punctuation**. Students can find this game under Student Week 4 Day 19 Activity.

**Fab 5 Writing Checklist**

	Did I stretch out my words? 	  
	Did I use capital letters? <del>M</del> y name is Sam.	  
	Did I use finger space? 	  
	Did I use punctuation marks? 	  
	Does my writing	  

# Week 4

---

## Day 20 (Animal Research Paper & Stretching out words)

- **CCSS.ELA**

- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- 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.
- W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.7 Participate in shared research and writing projects.
- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- L.K.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **ISTE Standard 3: Research and information fluency**  
Students apply digital tools to gather, evaluate, and use information.
- **ISTE Standard 6: Technology Operations and Concepts**  
Students demonstrate a sound understanding of technology concepts, systems, and operations.

- **Objective**

- Given the information gathered during research, students will be able to apply this information in writing complete sentences about their animal with minimal support.
- Using the Conventions of Standard English in Writing, students will be able to write an informational statement with a focus on improving one or more areas to the level of independent application.
- Given the Fab 5 Check list, students will be able to edit their own work with support from a peer and no errors found when completed.
- I can use rules for writing to capitalize the appropriate words.
- I can write an informational text using facts I learned from my research.

- **Instructional Strategies:**

- Science Inquiry – Create, Discuss & Reflect
- Cooperative Learning – Projected Based

- **Materials**

- Chart Paper
- Teacher Markers
- Informational Text (class set)

- Projector
  - Computer
  - iPads
  - My Informational Animal Booklet
  - Fab 5 Checklist
  - San Diego Zoo Website - <http://kids.sandiegozoo.com>
  - A to Z Animals
  - ABC Mouse Zoo Set 1,2, 3 – ipad App
- **Lesson - 15 - 20 min**
1. Review previous lesson on using capitalization and punctuation.
  2. Model for the class writing a sentence about what animals eat. Model stretching out the sounds for the first few words, then have student come forward to practice.
    - Also model, starting at the beginning of the sentence and reading the words to figure out what comes next in the sentences
  3. Model for the class how to write a sentence by using the word “and” to list more than one item.
  4. Explain to the class that today students will be **completing page 4** of their animal report. This page should include two facts about their animal that goes along with their heading and includes the word "and" in the sentence.
- **Student Activity – 20 - 30 min**
1. Students will spend the rest of the day writing their facts for page 4.
  2. When finished students can share their writing with a friend. Explain to the partners, their job is to listen to the friend read their report and then check the paper to make sure there is only capital letters at the beginning of the sentence and punctuation at the end. Also students are to check to make sure that all words are stretched out and that the sentences make sense. Any mistakes should be corrected right away.
    - These directions for partner editing can be explained to the pair as students complete their work.
  3. When students have completed peer editing, each student will conference with the teacher for 1-2 min on their assignment. During the conference teacher and student will complete a Fab 5 Checklist on students writing skills. The Check list will be taped to the back of the assigned page for student to remember to apply the writing skills missed to their next page
- Extended Learning - Student can play multiple game which strength their ability to sound out CVC words. The games can be found under Student Week 4 Day 20 Activities.

# Week 4

---

## Day 21 (Animal Research Paper & Spacing)

- **CCSS.ELA**
  - **RI.K.1** With prompting and support, ask and answer questions about key details in a text.
  - **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.
  - **W.K.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
  - **W.K.7** Participate in shared research and writing projects
  - **W.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
  - **L.K.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  - **L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - **ISTE Standard 3: Research and information fluency**  
Students apply digital tools to gather, evaluate, and use information.
  - **ISTE Standard 6: Technology Operations and Concepts**  
Students demonstrate a sound understanding of technology concepts, systems, and operations.
  
- **Objective**
  - Given the information gathered during research, students will be able to apply this information in writing complete sentences about their animal with minimal support.
  - Using the Conventions of Standard English in Writing, students will be able to write an informational statement with a focus on improving one or more areas to the level of independent application.
  - Given the Fab 5 Check list, students will be able to edit their own work with support from a peer and no errors found when completed.
    - I can use rules for writing to capitalize the appropriate words.
    - I can write an informational text using facts I learned from my research.
  
- **Instructional Strategies:**
  - Science Inquiry – Create, Discuss & Reflect
  - Cooperative Learning – Projected Based
  
- **Materials**
  - Chart Paper

- Teacher Markers
  - Informational Text (class set)
  - Projector
  - My Informational Animal Booklet
  - Fab 5 Checklist
  - iPads
  - San Diego Zoo Website – <http://kids.sandiegozoo.org>
  - A to Z Animals
  - ABC Mouse Zoo set 1,2,3 – iPad App
- **Lesson** - 15 - 20 min
1. Review previous lesson on stretching out words.
  2. Model for the class writing a sentence about where an animal lives. Model stretching out the sounds for the first few words and using your fingers to put finger spaces between words. After a few words have a student come forward to practice.
  3. Students can use their finger to make spaces or their spaceman writing tool (this is a picture of an astronaut taped to a large popsicle stick)
  4. Explain to the class that today students will write two facts about their animal for page 5. Remind the students that the fact must answer the question that goes with the heading for the page.
- **Student Activity** – 20 - 30 min
1. Students will spend the rest of the day writing their facts for page 5.
  2. When finished students can share their writing with a friend. Explain to the partners, their job is to listen to the friend read their report.
    - Check the paper to make sure there is only capital letters at the beginning of the sentence and punctuation at the end.
    - Check to make sure that all words are stretched out and that the sentences make sense.
    - Check to make sure each word has a space between it.
    - Student may use the Fab 5 checklist to help them peer edit. Any mistakes should be corrected right away.
  3. These directions for partner editing can be explained to the pair as students complete their work or before students begin their writing.
  4. When students have completed peer editing, each student will conference with the teacher for 1-2 min on their assignment. During the conference teacher and student will complete a **Fab 5 Checklist** on students writing skills. The Check list will be taped to the back of the

assigned page for student to remember to apply the writing skills missed to their next page.



# Week 5

## Day 22 (Animal Research Paper & Table of Content)

- **CCSS.ELA**
  - 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.
  - W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
  - W.K.7 Participate in shared research and writing projects
  - W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
  - L.K.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  - L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **Objective**
  - Given the information gathered during research, students will be able to apply this information in writing complete sentences about their animal with minimal support.
  - Using the Conventions of Standard English in Writing, students will be able to write an informational statement with a focus on improving one or more areas to the level of independent application.
    - I can use rules for writing to capitalize the appropriate words.
    - I can write an informational text using facts I learned from my research.
- **Instructional Strategies:**
  - Science Inquiry – Create, Discuss, & Reflect
  - Cooperative Learning – Projected Based
- **Materials**
  - Chart Paper
  - Teacher Markers
  - Informational Text (class set)
  - Projector
  - Computer
  - My Informational Animal Booklet
  - Fab 5 Checklist
- **Lesson - 15 - 20 min**
  1. Review previous lesson on spacing between words.
  2. Explain to the class that today is the final day for writing our

informational animal report.

3. Using an informational text show the class how each section of an informational text has a header, just like our report has a header for each of the pages.

4. Explain how the names of these headers are places in a table of contents so that if someone is reading the text or report and only want to know what the animals eat they can use the table of content to find the page for that information.

5. The students will be writing the header of each page onto the table of content page.

6. Model matching the page number for the correct place on the table of content page for each header.

7. Today's task is to create the **table of content page and completing page 6.**

▪ **Student Activity – 20 - 30 min**

























1. Students will spend the rest of the day creating their table of content and page 6.

- If student would like to go back and edit pages they may have gotten a sad face on the Fab 5 Checklist or writing checklist this would be the time to fix it.

2. When finished students can share their report with a friend.

3. Each student will conference with the teacher for 1-2 min on any pages that do not have a **Fab 5 Checklist** or Writing Checklist. The Checklist will be taped to the back of the assigned page.

**Fab 5 Writing Checklist**

 Did I stretch out my words? 	  
 Did I use capital letters? <u>M</u> y name is <u>S</u> am.	  
 Did I use finger space? 	  
 Did I use punctuation marks? 	  
 Does my writing make sense? 	  

name \_\_\_\_\_

http://mrshillieringhaves.com

# Week 5

---

## Day 23 & 24 (Publish & Record Animal Report) NET-S 2

- **CCSS.ELA**
  - 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.
  - W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
  - 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., My favorite book is...).
  - SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
  - L.K.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  - **ISTE Standard: 2. Communication and collaboration**
    - **Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.**
- **Objective**
  - Given a recording device, student will be able read and record their report with minimal errors in speaking (e.g. reading all words clearly and fluently).
  - Given multiple texts about animal families, students will give their opinion on learning about one family and a clear reason to support with some support on explaining their reasoning.
  - I can publish my work by speaking clearly in front of an audience and recording on a digital tool.
  - I can state my opinion about what I want to learn about next and give a reason that clearly supports my opinion.
- **Instructional Strategies:**
  - Science Inquiry – Create, Discuss & Reflect
  - Cooperative Learning – Projected Based
- **Materials**
  - iPads
  - Camera App
  - Projector
  - Informational Text
  - Informational Animal Reports (completed)
  - Chart Paper
  - Markers

- I Want to Learn More About Worksheet
- Fab 5 Checklist or Writing Checklist

▪ **Lesson - 15 - 20 min**

1. Begin the class by explaining that not only do we write informational text, but we also publish it. This means that we share it with other people.
2. Explain the different ways to publish a work. (Writing a book, reading in front of audience, video taping, and recording)
3. Explain that over the next two days, the class will be practicing reading their report with a friend and then recording it on a video to share with another kindergarten class.
4. These recording sessions will take place one on one with the teacher who is holding the iPad. Since this is the first time publishing this way, one on one with the teacher will make it go much faster. It will also give a chance for the teacher to give one on one feedback about the students speaking skills.
5. While students are recording with the teacher, the class will be practicing with a partner. Students will have to read their report to two different partners.
  - A chart should be made before starting of what the listener should be looking for. (can you hear them, did they stumble on any words, did they show the picture, did they look up or only look at the paper, etc).
  - The teacher and another student may also model some of the mistakes students will need to practice not doing while with a partner.

▪ **Student Activity – 20 - 30 min (2 days)**

1. In the coming lessons, students will be learning about the life cycle process as well as the different classifications of animals (mammals, reptiles, birds, fish, insects, amphibians). Set out informational text about these classifications of animals for the students to begin familiarizing themselves with.
2. Student will pick a topic they would like to explore maybe on their own and then write down 3 to 4 reasons why they would like to learn about this topic. Students will use **I Want to Learn About Worksheet**.
  - Students should continue to use the Fab 5 Checklist or the Writing Checklist to edit their own work.
  - These tasks will take two days so that all students have time to record and to write about a new topic.
3. Students can watch an introductory video about each of the animal families. If there is not time, this video can be watched at the beginning of the next day.  
The video can be found under **Student:Week 5 Day 23 & 24 Activity**

# Week 5

---

## Day 25 (Animal Classifications - Insects) Net-s 3

- **CCSS.ELA**
  - 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.
  - W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
  - W.K.7 Participate in shared research and writing projects.
  - W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
  - SCI.K.3.3.D There is heritable variation within every species of organism
    - Identify that **living things have offspring** based on the organisms' physical similarities and differences
    - **ISTE Standard: 3. Research and information fluency**
      - **Students apply digital tools to gather, evaluate, and use information.**
- **Objective**
  - Using information presented through text and technology, students will be able to list all characteristics of each animal family in a complete sentence with limited support or error.
  - Using the Conventions of Standard English in Writing, students will be able to write an informational statement with a focus on improving one or more areas to the level of independent application.
  - I can identify the characters of each animal family.
- **Instructional Strategies: Advanced Organizer – Narrative**
- ❖ In the next set of lessons, the class will be focusing on the six main classifications of animals (mammals, fish, reptiles, amphibians, birds, insects). The focus is to compare how the animals within the classifications are the same and how these animals in each classification have offspring in different ways. Students will be exploring these classifications of animals as a class by using different technology sources and writing facts about their classifications as they explore. This focus covers the Common Core Standard SCI.K.3.3.D, as well as, reading, writing and technology standards.
- **Materials**
  - Chart Paper
  - Markers
  - Informational Text (insects)

- Projector
- Computer w/ internet
- *A Very Hungry Caterpillar* by Eric Carle
- [Animal Group Informational Writing Book](#)
- Fab 5 Writing Check List

▪ **Lesson - 15 - 20 min**

1. Explain to the class they will be creating a new informational book. This book will describe the 6 different animal classifications.
  
2. Explain that animal classifications are the groups sciences sort animals by like, birds, fish, insect, etc.
  
3. Before the lesson begins, create a chart with 6 sections, each section should be labeled with the 6 animals families. On the chart discuss some thing the students already know about each family. This will help get an idea of some the misconceptions or prior knowledge the students already have.
  
4. Explain how the informational book will have two pages to write about each group.
  - Page 1 will need 3-4 characteristics about the whole group.
  - Page 2 will need three facts about their favorite animal/bug in that group.
  - Page 1 will be done together as a class & page 2 students conduct their own research to complete.
  
5. Today's first animal group will be Insects. ***On two pieces of chart paper divide paper into six sections. Label each section in the order; insects, birds, fish, reptiles, amphibians, and mammals.*** This will go in order of the student book. At the top write **Animal Classification Groups**
  
6. Read the book *A Very Hungry Caterpillar*. This will be a source to refer back to when talking about insect life cycle.
  
7. The following video is great for learning about insect: **<http://urbanext.illinois.edu/insects/01.html>**. The narrator talks about many facts about insects, compares insect to each other and to humans, and about what make an insect. Video may need to be stopped periodically to write down facts, draw and label an insect, and talk about vocabulary on the chart paper. Video can also be found under **Student: Week 5 Day 25 Activity**
  - Insects Must Have
    - 6 legs
    - Exoskeleton

3 body parts  
2 antenna  
starts life as an egg

- The lesson can also be supplemented with reading an informational text about insects.
  - Chart should also include a diagram of the life cycle of an insect.
- **Student Activity – 20 – 30 min**
1. Model for the class writing down the four main things an insect must have to be classified as an insect.
    - Ex. “Insects must have six legs.”
    - Ex. “Insects have a skeletons on the outside called an exoskeleton.”
  2. Student will complete page 3 of their Animal Group Book by writing the facts about insects into complete sentences.
    - Review spacing, capitalization, and punctuation as you are modeling.
    - When student work is complete, student should have a friend check their work using the **Fab 5 Checklist**.
  3. At the end of page 3 students are to pick one insect that is their favorite. This will be their topic for the next page on Day 26.
  4. Students can meet with the teacher to complete a Fab 5 Checklist. This checklist will be taped to the back of the graded page.
    - Each section of the Animal Group Informational writing book may take 2 -3 days to complete.
    - The first day will be mainly whole class research about the animal family and completion of the first page as a class.
    - The second and third day will have the students researching their favorite animal in that category and writing three facts about it. This process may take 1 or 2 days depending on student abilities.

# Week 5

---

## Day 26 (Animal Classification – Insects)

- **CCSS.ELA**
  - 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.
  - W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
  - W.K.7 Participate in shared research and writing projects.
  - W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
  - SCI.K.3.3.D There is heritable variation within every species of organism
    - Identify that **living things have offspring** based on the organisms' physical similarities and differences
  - **ISTE Standard: 3. Research and information fluency.**
    - **Students apply digital tools to gather, evaluate, and use information.**
- **Objective**
  - Given informational text and technology resources, students will be able to research and write three facts about an animal from a specific animal family with all facts being from a credible resources.
  - Using the Conventions of Standard English in Writing, students will be able to write an informational statement with a focus on improving one or more areas to the level of independent application.
  - I can research my favorite insect and write three facts about it.
- **Instructional Strategies: Cooperative Learning – Project based**
- **Materials**
  - Chart Paper
  - Markers
  - Informational Text (insects)
  - [Animal Group Informational Writing Book](#)
  - Fab 5 Writing Check List
- **Lesson - 15 - 20 min**
  1. Today's task is for student to research and write about their favorite insect that they picked during the previous days writing activity.
    - This writing task will need to be modeled multiple times for student to understand the questions they are researching. Being clear about the question for this first classification group will make the other groups go smoothly because the questions are the same.



2. The 2nd writing page for Insects has the students writing 3 facts.

- Something their insect **can** do (Bees can make honey.)
- Something their insect **has** (A bee has 6 legs and 2 wings).
- Where their insect **lives** (Bees live in hives).

3. On Chart paper write down the three focus questions the students will be researching.

4. Then under each question model writing a sentence that answers the question. Try to pick insect that none of the students are doing so that they will not copy the model sentences.

5. At the top of the page there is a place for students to write their bug's name and to draw a small picture of the bug.

- **DK Find Out** has colorful interactive pages about insects. It has great labeling pictures for lots of different types of insects. The website has lots of text and would be a good page if there was older students available to help with reading. Students can find the page under Student Week 5 Activities.

6. Remind students to look at their Fab Five Checklist from the day before and any skill(s) that do not have a happy face should be the writing skill goal for the day.

▪ **Student Activity** – 20 – 30 min (May Take 2 Work Days)

1. Students are to use informational text to research the focus questions on their favorite insect.

2. Students will not edit with a partner. Use this first piece of the book **as an assessment to judge new areas** the students will need to focus on for this book.

3. Student then will conference with the teacher for 2-3 minute to fill out the Fab Five Checklist. The checklist will then be attached to the back of the page.

# Week 6

## Day 27 (Animal Classification – Birds) NET-S 3

- **CCSS.ELA**
  - 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.
  - W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
  - W.K.7 Participate in shared research and writing projects.
  - W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
  - SCI.K.3.3.D There is heritable variation within every species of organism
    - Identify that **living things have offspring** based on the organisms' physical similarities and differences
  - **ISTE Standard: 3. Research and information fluency**
    - **Students apply digital tools to gather, evaluate, and use information.**
- **Objective**
  - Using information presented through text and technology, students will be able to list all characteristics of each animal family in a complete sentence with limited support or error.
  - Using the Conventions of Standard English in Writing, students will be able to write an informational statement with a focus on improving one or more areas to the level of independent application.
  - I can identify the characters of each animal family.

❖ In the next set of lessons, the class will be focusing on the six main classifications of animals (mammals, fish, reptiles, amphibians, birds, insects). The focus is to compare how the animals within the classifications are the same and how these animals in each classification have offspring in different ways. Students will be exploring these classifications of animals as a class by using different technology sources and writing facts about their classifications as they explore. This focus covers the Common Core Standard SCI.K.3.3.D, as well as, writing and technology standards.

▪ **Instructional Strategies: Cooperative Learning – Project based**

- **Materials**
  - Chart Paper
  - Markers
  - Informational Text (birds)
  - Projector
  - Computer w/ internet

- [Animal Group Informational Writing Book](#)
- Fab 5 Writing Check List

▪ **Lesson - 15 - 20 min**

1. Explain to the class that today we will be learning about a new Animal Classification group.

2. Explain that scientist sort animals into group by characteristics that are the same. Like the insect group we just did, insects must have 6 legs, an exoskeleton, antenna, and 3 body parts. If they do not have these things then it is not an insect.



3. The group we will be learning about today are Birds.

- Have the students discuss with a partner of some features they believe birds must have to be a bird.

5. Watch Video Called [You At the Zoo – To Be a Bird](http://www.youtube.com/watch?v=T5m4NnbPksc) (4:36 min)

6. Brain Pop Jr. also has a free video about animal classification. You can watch the beginning about vertebrates and invertebrates and then fast forward to the section you are learning about for the day. This is at 2:22 on the video.

(<https://jr.brainpop.com/science/animals/classifyinganimals/>)

7. Also visit the following webpage, which provide a colorful poster of Bird Must Haves. It also explains what warm blooded & cold blooded means and more details about bird babies:

[http://www.sheppardsoftware.com/content/animals/kidscorner/classification/kc\\_classification\\_birds.htm](http://www.sheppardsoftware.com/content/animals/kidscorner/classification/kc_classification_birds.htm)

- All videos are available for students to watch again, under Student Day 27 Activity.

8. Either as the video is playing or after, write the bird “must have” on the Animal Classification Chart Paper.

- You can also include a diagram of a bird, with the main features labeled.
- The lesson can also be supplemented with reading an informational text about birds.

- **Student Activity – 20 – 30 min**
  1. Model for the class writing down the 2 of the 4 main things a bird must have to be classified as an bird. Students should be able to complete the other two on their own.
    - Ex. “Birds must have wings and feathers.”
    - Ex. “Birds lay eggs with a hard shell.”
  2. All of these facts should be on the chart paper and students will just need to write it into a complete sentence.
    - Review spacing, capitalization, and punctuation as you are modeling.
  4. Student will complete **page 5 of their Animal Classification Booklet.**
  6. At the end of page 5 students are to pick one bird that is their favorite. This will be their topic for the next page.
  7. When student work is complete, student should have a friend check their work using the Fab 5 Checklist or writing checklist.
    - Then students can meet with the teacher to complete a Fab 5 Checklist. This checklist will be taped to the back of the graded page.

# Week 6

---

## Day 28 (Animal Classification – Birds) NET-S 3 & 4

- **CCSS.ELA**
  - 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.
  - W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
  - W.K.7 Participate in shared research and writing projects.
  - W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
  - SCI.K.3.3.D There is heritable variation within every species of organism
    - Identify that **living things have offspring** based on the organisms' physical similarities and differences
  - ISTE Standard: 3. Research and information fluency
    - Students apply digital tools to gather, evaluate, and use information.
  - ISTE Standard: 4 Critical Thinking, Problem Solving and Decision Making
    - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- **Objective**
  - Given informational text and technology resources, students will be able to research and write three facts about an animal from a specific animal family with all facts being from a creditable resources.
  - Using the Conventions of Standard English in Writing, students will be able to write an informational statement with a focus on improving one or more areas to the level of independent application.
  - I can research my favorite birds and write three facts about it.
- **Instructional Strategies: Cooperative Learning – Project based**
- **Materials**
  - Chart Paper
  - Markers
  - Informational Text (birds)
  - [Animal Group Informational Writing Book](#)
  - Fab 5 Writing Check List
  - iPad (ABCmouse Zoo set 1-3)
  - ABC Mouse Zoo Set 1-3

- Computers/laptop with internet

▪ **Lesson - 15 - 20 min**

1. Today's task is for student to research and write about their favorite bird that they picked during the previous days writing activity

- This writing task will need to be modeled multiple times for student to understand the questions they are researching. Being clear about the question for this first few classification groups will make the other groups go smoothly because the questions are the same.

2. The 2nd writing page for Birds has the students writing 3 facts.

- Something their bird **can** do (Owls can fly silently with their soft wings.)
- Something their birds **has** (Owls have sharp claws to catch mice).
- Where their birds **lives** (Owls build nest in old trees).

3. On Chart paper write down the three focus questions the students will be researching.

- Then under each question model writing a sentence that answers the question. Try to pick a bird that none of the students are doing so that they will not copy the model sentences.

4. At the top of the page there is a place for students to write their bird's name and to draw a small picture of the bird.

- Students can utilize the [ABCmouse Zoo app](#) on the iPad for some of their research. Between the three sets there are the following birds: Penguin, Flamingo, Ostrich, Tropical Birds.
- Students can visit the [San Diego Zoo website](#) for more bird videos. The following birds have a video on the website: Vulture, Macaws, Ostrich, Diving Ducks (Harlequin, Bufflehead, Smews, Long Tails), and Flamingo. There are many more birds on the site, but no video only text.
- Students can visit [National Geographic for Kids](#). Website provides facts, photos, video, and map about 12 different birds.
- **DK Find Out** has colorful interactive pages about birds. It has great labeling pictures for lots of different types of birds. The website has lots of text and would be a good page if there was older students available to help with reading. Students can find the page under [Student Week 6 Activities](#).

5. Remind students to look at their Fab Five Checklist from the day before and any skill(s) that do not have a happy face should be the writing skill goal for the day.

▪ **Student Activity – 20 – 30 min**

1. Students are to use informational text & technology resources to research the focus questions on their favorite bird.
2. Students are then to write three facts answering each of the three focus questions.
3. When done student are to read their paper with a friend and have a friend look for spacing, capital letters, and punctuation. (Fab Five Checklist)
4. Student should edit any mistakes found by their editing partner.
5. Student then will conference with the teacher for 2-3 minute to fill out the Fab Five Checklist. The checklist will then be attached to the back of the page.

# Week 6

---

## Day 29 (Animal Classification – Fish) NETS - 3

- **CCSS.ELA**
  - 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.
  - W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
  - W.K.7 Participate in shared research and writing projects.
  - W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
  - SCI.K.3.3.D There is heritable variation within every species of organism
    - Identify that **living things have offspring** based on the organisms' physical similarities and differences
  - **ISTE Standard: 3. Research and information fluency**
    - **Students apply digital tools to gather, evaluate, and use information.**
  
- **Objective**
  - Using information presented through text and technology, students will be able to list all characteristics of each animal family in a complete sentence with limited support or error.
  - Using the Conventions of Standard English in Writing, students will be able to write an informational statement with a focus on improving one or more areas to the level of independent application.
  - I can identify the characters of each animal family.
  
- ❖ In the next set of lessons, the class will be focusing on the six main classifications of animals (mammals, fish, reptiles, amphibians, birds, insects). The focus is to compare how the animals within the classifications are the same and how these animals in each classification have offspring in different ways.. Students will be exploring these classifications of animals as a class by using different technology sources and writing facts about their classifications as they explore. This focus covers the Common Core Standard SCI.K.3.3.D, as well as, writing and technology standards.
  
- **Instructional Strategies:**
  - Cooperative Learning – Project based
  
- **Materials**
  - Chart Paper
  - Markers
  - Informational Text (fish)



- Projector
- Computer w/ internet & Power Point
- [Animal Group Informational Writing Book](#)
- Fab 5 Writing Check List

▪ **Lesson - 15 - 20 min**

1. Explain to the class that today we will be learning about a new Animal Classification group.

- The family we will be learning about today are fish.

2. Have the students think of some features they believe fish must have to be a fish.

- Brain Pop has a free video about animal classification. You can watch the beginning about vertebrates and invertebrates and then fast forward to the section you are learning about for the day. (<http://www.brainpopjr.com/science/animals/classifyinganimals/>)

- Animal Atlas has a video called Go Fish! This video is 22:44 minutes long. You only need to watch the first 7 minutes to get the information needed for today's lesson. After the advertisement it goes into information about animals we think are fish, but are not like jellyfish. Students can find the video under Student Week 6 Activities if they want to finish watching. ([Go Fish - Animal Atlas](#))

- Also visit the following webpage, which provide a colorful poster of Fish Must Haves. It also has a great page with labeled parts of the animal:  
[http://www.sheppardsoftware.com/content/animals/kidscorner/classification/kc\\_classification\\_main.htm](http://www.sheppardsoftware.com/content/animals/kidscorner/classification/kc_classification_main.htm)

3. Either as the video is playing or after, write the fish “must have” on the Animal Classification Chart Paper.

- You can also include a diagram of a fish, with the main features labeled.

4. The lesson can also be supplemented with reading an informational text about fish.

(Optional extension) May also discuss the difference between salt water and fresh water and create a Venn diagram to show the differences.



- **Student Activity – 20 – 30 min**
  1. Model for the class writing down the 1 of the 4 main things a fish must have to be classified as a fish. Students should be able to complete the other three on their own.
    - Ex. “Fish breathe oxygen from the water with their gills.”
  2. All of these facts should be bulleted on the chart paper and students will just need to write it into a complete sentence.
    - Review spacing, capitalization, and punctuation as you are modeling.
  3. Student will complete page 7 of their Animal Classification Book.
  4. At the end of page 7 students are to pick one type of fish that is their favorite. This will be their topic for the next page.
  5. Students may need to do additional research to find one particular type of fish.
  6. When student work is complete, student should have a friend check their work using the Fab 5 Checklist.
  7. Then students can meet with the teacher to complete a Fab 5 Checklist. This checklist will be taped to the back of the graded page.

# Week 6

---

## Day 30 (Animal Classification – Fish) NET-S 3 & 4

- **CCSS.ELA**
  - 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.
  - W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
  - W.K.7 Participate in shared research and writing projects.
  - W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
  - SCI.K.3.3.D There is heritable variation within every species of organism
    - Identify that **living things have offspring** based on the organisms' physical similarities and differences
  - ISTE Standard: 3. Research and information fluency
    - Students apply digital tools to gather, evaluate, and use information.
  - ISTE Standard: 4 Critical Thinking, Problem Solving and Decision Making
    - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- **Objective**
  - Given informational text and technology resources, students will be able to research and write three facts about an animal from a specific animal family with all facts being from a creditable resources.
  - Using the Conventions of Standard English in Writing, students will be able to write an informational statement with a focus on improving one or more areas to the level of independent application.
  - I can research my favorite fish and write three facts about it.
- **Instructional Strategies:**
  - Cooperative Learning – Project based
- **Materials**
  - Chart Paper
  - Markers
  - Informational Text (fish)
  - [Animal Group Informational Writing Book](#)
  - Fab 5 Writing Check List
  - iPad (ABCmouse Zoo set 1-3)

- ABC Mouse Zoo Set 1-3
- Computers/laptop with internet

▪ **Lesson - 15 - 20 min**

1. Today's task is for student to research and write about their favorite fish that they picked during the previous days writing activity.

2. Students should have had enough modeling of this page for them to complete on own. This will allow additional time for researching their favorite fish.

3. The 2nd writing page for fish has the students writing 3 facts.

- Something their fish **can** do (Puffer fish can suck in lots of water to look like a ball.
- Something their fish **has** (Some puffer fish have pointy quills).
- Where their fish **lives** (Puffer fish can live in salt water or fresh water).

4. At the top of the page there is a place for students to write their fish's name and to draw a small picture of the fish.

5. Remind students to look at their Fab Five Checklist from the day before and any skill(s) that do not have a happy face should be the writing skill goal for the day.

- Students can visit [National Geographic for Kids](#). Website provides facts, photos, video, and map about 9 different fish.
- **DK Find Out** has colorful interactive pages about fish. It has great labeling pictures for lots of different fish. The website has lots of text and would be a good page if there was older students available to help with reading. Students can find the page under [Student Week 6 Activities](#).

▪ **Student Activity – 20 – 30 min**

1. Students are to use informational text & technology resources to research the focus questions on their favorite fish.

2. Students are then to write three facts answering each of the three focus questions.

3. When done student are to read their paper with a friend and have a friend look for spacing, capital letters, and punctuation. (Fab Five Checklist)

4. Student should edit any mistakes found by their editing partner.

5. Student then will conference with the teacher for 2-3 minute to fill out

the Fab Five Checklist. The checklist will then be attached to the back of the page.

# Week 6

---

## Day 31 (Animal Classification – Reptiles) NETS - 3

- **CCSS.ELA**

- 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.
- W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.7 Participate in shared research and writing projects.
- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SCI.K.3.3.D There is heritable variation within every species of organism
  - Identify that **living things have offspring** based on the organisms' physical similarities and differences
- **ISTE Standard: 3. Research and information fluency**
  - **Students apply digital tools to gather, evaluate, and use information.**

- **Objective**

- Using information presented through text and technology, students will be able to list all characteristics of each animal family in a complete sentence with limited support or error.
- Using the Conventions of Standard English in Writing, students will be able to write an informational statement with a focus on improving one or more areas to the level of independent application.
- I can identify the characters of each animal family.

- ❖ In the next set of lessons, the class will be focusing on the six main classifications of animals (mammals, fish, reptiles, amphibians, birds, insects). The focus is to compare how the animals within the classifications are the same and how these animals in each classification have offspring in different ways.. Students will be exploring these classifications of animals as a class by using different technology sources and writing facts about their classifications as they explore. This focus covers the Common Core Standard SCI.K.3.3.D, as well as, writing and technology standards.

- **Instructional Strategies:**

- Cooperative Learning – Project based

- **Materials**

- Chart Paper
- Markers
- Informational Text (reptiles)

- Projector
- Computer w/ internet
- Animal Classification Booklet
- Fab 5 Writing Check List

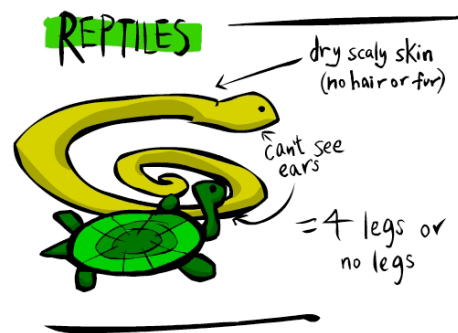
▪ **Lesson - 15 - 25 min**

1. Explain to the class that today we will be learning about a new Animal Classification group.
2. The group we will be learning about today are reptiles.
3. Have the students think of some features they believe reptiles must have to be a reptile.

- Brain Pop has a free video about animal classification. You can watch the beginning about vertebrates and invertebrates and then fast forward to the section you are learning about for the day. ([Brain Pop Animal Classification Video](#))



- Discovery channel offers a 3-4min video on reptiles and how they use their unique skin helps them to move and not dry out in hot weather. [Reptile Discovery Channel](#)
- Animal Atlas has a video has a 22:34 minute video about reptiles, but you only need to watch the first 7 minutes to get all the information you need about reptiles. Students can find the video under [Student Activities Week 6 & 7](#) to finish watching the video. ([Animal Atlas Reptiles](#))
- Also visit the following webpage, which provide a colorful poster of reptiles Must Haves. It also has a great page with labeled parts of the animal: [Sheppard Software's Kid's Corner](#)



4. Either as the video is playing or after, write the reptiles “must have” on the Animal Classification Chart Paper.

- The lesson can also be supplemented with reading an informational text about reptiles.

▪ **Student Activity – 20 – 30 min**

1. Model for the class writing down the 1 of the 4 main things a reptile must have to be classified as a reptile. Students should be able to complete the other three on their own.

- Ex. "Reptile mostly lay eggs, but some have live birth."
2. All of these facts should be bulleted on the chart paper and students will just need to write it into a complete sentence.
    - Review spacing, capitalization, and punctuation as you are modeling.
  3. Student will complete page 9 of their Animal Group Book.
  4. At the end of page 9 students are to pick one type of reptile that is their favorite. This will be their topic for the next page.
  5. When student work is complete, student should have a friend check their work using the Fab 5 Checklist.
  6. Then students can meet with the teacher to complete a Fab 5 Checklist. This checklist will be taped to the back of the graded page.



# Week 7

## Day 32 (Animal Classification – Reptiles) NET-S 3 & 4

- **CCSS.ELA**
  - 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.
  - W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
  - W.K.7 Participate in shared research and writing projects.
  - W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
  - SCL.K.3.3.D There is heritable variation within every species of organism
    - Identify that **living things have offspring** based on the organisms' physical similarities and differences
  - ISTE Standard: 3. Research and information fluency
    - Students apply digital tools to gather, evaluate, and use information.
  - ISTE Standard: 4 Critical Thinking, Problem Solving and Decision Making.
    - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- **Objective**
  - Given informational text and technology resources, students will be able to research and write three facts about an animal from a specific animal family with all facts being from a credible resources.
  - Using the Conventions of Standard English in Writing, students will be able to write an informational statement with a focus on improving one or more areas to the level of independent application.
  - I can research my favorite reptile and write three facts about it.
- **Instructional Strategies:**
  - Cooperative Learning – Project based
- **Materials**
  - Chart Paper
  - Markers
  - Informational Text (reptile)
  - [Animal Group Informational Writing Book](#)
  - Fab 5 Writing Check List
  - iPad (ABCmouse Zoo set 1-3)

- Computers/laptop with internet

- **Lesson - 15 - 20 min**

1. Today's task is for student to research and write about their favorite reptile (snake, alligator, turtle, etc) that they picked during the previous days writing activity.
2. Students should have had enough modeling of this page for them to complete on own. This will allow additional time for researching their favorite reptile.
3. The 2nd writing page for reptile has the students writing 3 facts.
  - Something their reptile **can** do (Snakes can shed their skin to grow.)
  - Something their reptile **has** (Snakes have forked tongues and can use them to smell).
  - Where their reptile **lives** (Snakes live in the desert, forest, grass, or anywhere not cold).
4. At the top of the page there is a place for students to write their reptile's name and to draw a small picture of the reptile.
5. Remind students to look at their Fab Five Checklist from the day before and any skill(s) that do not have a happy face should be the writing skill goal for the day.
  - Students can visit the **San Diego Zoo website** for more reptile videos. Videos include; Blue Tongue Skink, crocodiles, rattlesnakes, and Komodo Dragon. There are many more reptiles on the website, but they do not include a video only facts and pictures.
  - Students can visit National Geographic for Kids. Website provides facts, photos, video, and map about 11 different reptiles, some are the same as the San Diego website.
  - Students can also view the Reptiles Discovery Channel Video under Student Week 7 Activities.
  - **DK Find Out** has colorful interactive pages about reptiles. It has great labeling pictures for lots of different reptiles. The website has lots of text and would be a good page if there was older students available to help with reading. Students can find the page under Student Week 7 Activities.

- **Student Activity – 20 – 30 min**

1. Students are to use informational text & technology resources to research the focus questions on their favorite reptile.

2. Students are then to write three facts answering each of the three focus questions.
3. When done student are to read their paper with a friend and have a friend look for spacing, capital letters, and punctuation. (Fab Five Checklist)
4. Student should edit any mistakes found by their editing partner.
5. Student then will conference with the teacher for 2-3 minute to fill out the Fab Five Checklist. The checklist will then be attached to the back of the page.

# Week 7

---

## Day 33 (Animal Classification – Amphibian) NETS-3

- **CCSS.ELA**
    - 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.
    - W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
    - W.K.7 Participate in shared research and writing projects.
    - W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
    - SCI.K.3.3.D There is heritable variation within every species of organism
      - Identify that **living things have offspring** based on the organisms' physical similarities and differences
    - **ISTE Standard: 3. Research and information fluency**
      - **Students apply digital tools to gather, evaluate, and use information.**
  - **Objective**
    - Using information presented through text and technology, students will be able to list all characteristics of each animal family in a complete sentence with limited support or error.
    - Using the Conventions of Standard English in Writing, students will be able to write an informational statement with a focus on improving one or more areas to the level of independent application.
    - I can identify the characters of each animal family.
  - **Instructional Strategy:**
    - **Cooperative Learning – Project based**
- ❖ In the next set of lessons, the class will be focusing on the six main classifications of animals (mammals, fish, reptiles, amphibians, birds, insects). The focus is to compare how the animals within the classifications are the same and how these animals in each classification have offspring in different ways.. Students will be exploring these classifications of animals as a class by using different technology sources and writing facts about their classifications as they explore. This focus covers the Common Core Standard SCI.K.3.3.D, as well as, writing and technology standards.
- **Materials**
    - Chart Paper
    - Markers
    - Informational Text (amphibians)

- Projector
- Computer w/ internet
- [Animal Group Informational Writing Book](#)
- Fab 5 Writing Check List

▪ **Lesson - 15 - 20 min**

1. To introduce the next animal classification, read the book *The Trouble with Tadpoles* by Sara Godwin. This book will introduce the students to the life cycle of a frog which can then be used to make connections with the paper book they read earlier in the unit.

2. Explain to the class that today we will be learning about a new Animal Classification group.

3. The group we will be learning about today are amphibians.

4. Have the students think of some features they believe amphibians must have to be an amphibians.

- Brain Pop has a free video about animal classification. You can watch the beginning about vertebrates and invertebrates and then fast forward to (3:44) the section you are learning about for the day. ([Brain Pop Animal Classification Video](#))
- Discovery channel offers a 3-4min video on reptiles and how they use their unique skin helps them to move and not dry out in hot weather. [Bill Nye The Science Guy & Amphibians 23:05 min](#)
- Animal Atlas has a video Going Amphibian Again! It is 22:15 min, but the first 7 minutes give all the information needed for the anchor chart. Students may access the rest of the video under [Student Activities Week 7](#).
- Also visit the following webpage, which provide a colorful poster of reptiles Must Haves. It also has a great page with labeled parts of the animal: [Sheppard Software's Kid's Corner](#)

4. Either as the video is playing or after, write the amphibians “must have” on the Animal Classification Anchor Chart.

- The lesson can also be supplemented with reading an informational text about amphibians.



- (Optional) Re-read together the paper book of [Life Cycle of a Frog](#)

- **Student Activity – 20 – 30 min**
  1. Model for the class writing down the 1 of the 4 main things an amphibian must have to be classified as an amphibian. Students should be able to complete the other three on their own.
    - Ex. “Amphibians lay eggs that have a jelly coating not a hard shell.”
  2. All of these facts should be bulleted on the chart paper and students will just need to write it into a complete sentence.
    - Review spacing, capitalization, and punctuation as you are modeling.
  3. Student will complete page 11 of their Animal Group Book.
  4. At the end of page 11 students are to pick one type of Amphibian that is their favorite. This will be their topic for the next page.
  5. When student work is complete, student should have a friend check their work using the Fab 5 Checklist.
  6. Then students can meet with the teacher to complete a Fab 5 Checklist. This checklist will be taped to the back of the graded page.

# Week 7

---

## Day 34 (Animal Classification – Amphibian) NET-S 3 & 4

- **CCSS.ELA**
  - 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.
  - W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
  - W.K.7 Participate in shared research and writing projects.
  - W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
  - SCI.K.3.3.D There is heritable variation within every species of organism
    - Identify that **living things have offspring** based on the organisms' physical similarities and differences
  - ISTE Standard: 3. Research and information fluency
    - Students apply digital tools to gather, evaluate, and use information.
  - ISTE Standard: 4 Critical Thinking, Problem Solving and Decision Making.
    - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- **Objective**
  - Given informational text and technology resources, students will be able to research and write three facts about an animal from a specific animal family with all facts being from a credible resources.
  - Using the Conventions of Standard English in Writing, students will be able to write an informational statement with a focus on improving one or more areas to the level of independent application.
  - I can research my favorite amphibian and write three facts about it.
- **Instructional Strategies:**
  - Cooperative Learning – Project based
- **Materials**
  - Chart Paper
  - Markers
  - Informational Text (amphibians)
  - [Animal Group Informational Writing Book](#)
  - Fab 5 Writing Check List
  - iPad (ABCmouse Zoo set 1-3)

- Computers/laptop with internet

▪ **Lesson - 15 - 25 min**

1. Today's task is for student to research and write about their favorite amphibian (frogs, toads, salamanders, etc.) that they picked during the previous days writing activity.
  - Students should have had enough modeling of this page for them to complete on own. This will allow additional time for researching their favorite amphibian.
2. The 2nd writing page for amphibians has the students writing 3 facts.
  - Something their amphibian **can** do (Frogs can hibernate in the mud during the winter.)
  - Something their amphibian **has** (Frogs have slimy, wet skin).
  - Where their amphibians **lives** (Frogs live in ponds and lake. Frogs cannot be far from water).
3. At the top of the page there is a place for students to write their amphibian's name and to draw a small picture of the amphibian.
4. Remind students to look at their Fab Five Checklist from the day before and any skill(s) that do not have a happy face should be the writing skill goal for the day.
  - Students can visit the **San Diego Zoo website** for a video about frogs. It mentions multiple types, but only the one video.
  - Students can visit National Geographic for Kids. Website provides facts, photos, video, and maps about 6 different amphibians, some are the same as the San Diego website.
  - **DK Find Out** has colorful interactive pages about amphibians. It has a video about life cycle and great labeling pictures for lots of different amphibian. The website has lots of text and would be a good page if there was older students available to help with reading. Students can find the page under Student Week 7 Activities.

▪ **Student Activity – 20 – 30 min**

1. Students are to use informational text & technology resources to research the focus questions on their favorite amphibians.
2. Students are then to write three facts answering each of the three focus questions.
3. When done student are to read their paper with a friend and have a friend look for spacing, capital letters, and punctuation. (Fab Five



Checklist)

4. Student should edit any mistakes found by their editing partner.

5. Student then will conference with the teacher for 2-3 minute to fill out the Fab Five Checklist. The checklist will then be attached to the back of the page.

# Week 7

---

## Day 35 (Animal Classification – Mammals) NETS-3

- **CCSS.ELA**
  - 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.
  - W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
  - W.K.7 Participate in shared research and writing projects.
  - W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
  - SCI.K.3.3.D There is heritable variation within every species of organism
    - Identify that **living things have offspring** based on the organisms' physical similarities and differences
  - **ISTE Standard: 3. Research and information fluency**
    - **Students apply digital tools to gather, evaluate, and use information.**
  
- **Objective**
  - Using information presented through text and technology, students will be able to list all characteristics of each animal family in a complete sentence with limited support or error.
  - Using the Conventions of Standard English in Writing, students will be able to write an informational statement with a focus on improving one or more areas to the level of independent application.
  - I can identify the characters of each animal family.
  
- ❖ In the next set of lessons, the class will be focusing on the six main classifications of animals (mammals, fish, reptiles, amphibians, birds, insects). The focus is to compare how the animals within the classifications are the same and how these animals in each classification have offspring in different ways.. Students will be exploring these classifications of animals as a class by using different technology sources and writing facts about their classifications as they explore. This focus covers the Common Core Standard SCI.K.3.3.D, as well as, writing and technology standards.
  
- **Instructional Strategies:**
  - Cooperative Learning – Project based
  
- **Materials**
  - Chart Paper
  - Markers
  - Informational Text (Mammals)

- Projector
- Computer w/ internet
- [Animal Group Informational Writing Book](#)
- Fab 5 Writing Check List

▪ **Lesson - 15 - 20 min**

1. Explain to the class that today we will be learning about the last Animal Classification group.

2. The group we will be learning about today are Mammals.

- Brain Pop has a free video about animal classification. You can watch the beginning about vertebrates and invertebrates and then fast forward to the section (1:39) you are learning about for the day. ([Brain Pop Jr. Animal Classification](#))
- Discovery Channel has a 3 – 4 minute video about mammals and their characteristics. ([Discovery Channel Mammals](#))
- Animal Atlas has a video Mammals: Milk & Hair. It is 22:34 min, but the first 7 minutes give all the information needed for the anchor chart. Students may access the rest of the video under [Student Activities Week 7](#).
- Also visit the following webpage, which provide a colorful poster of mammals must haves: [Sheppard Software's Kid's Corner](#))

3. Either as the video is playing or after, write the mammals “must have” on the Animal Classification Chart Paper.

- The lesson can also be supplemented with reading an informational text about mammals.



▪ **Student Activity – 20 – 30 min**

1. Model for the class writing down the 1 of the 4 main things a mammal must have to be classified as a mammal. Students should be able to complete the other three on their own.

- Ex. "Mammals live on land or in the water."
2. All of these facts should be bulleted on the chart paper and students will just need to write it into a complete sentence.
    - Review spacing, capitalization, and punctuation as you are modeling.
  3. Student will complete page 13 of their Animal Group Book.
  4. At the end of page 13 students are to pick one type of mammal that is their favorite. This will be their topic for the last page.
  5. When student work is complete, student should have a friend check their work using the Fab 5 Checklist.
  6. Then students can meet with the teacher to complete a Fab 5 Checklist. This checklist will be taped to the back of the graded page.

# Week 7

---

## Day 36 (Animal Classification – Mammals) NETS-3 & 4

- **CCSS.ELA**
  - 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.
  - W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
  - W.K.7 Participate in shared research and writing projects.
  - W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
  - SCL.K.3.3.D There is heritable variation within every species of organism
    - Identify that **living things have offspring** based on the organisms' physical similarities and differences
  - ISTE Standard: 3. Research and information fluency
    - Students apply digital tools to gather, evaluate, and use information.
  - ISTE Standard: 4 Critical Thinking, Problem Solving and Decision Making.
    - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- **Objective**
  - Given informational text and technology resources, students will be able to research and write three facts about an animal from a specific animal family with all facts being from a credible resources.
  - Using the Conventions of Standard English in Writing, students will be able to write an informational statement with a focus on improving one or more areas to the level of independent application.
  - I can research my favorite mammals and write three facts about it.
- **Instructional Strategies:**
  - Cooperative Learning – Project based
- **Materials**
  - Chart Paper
  - Markers
  - Informational Text (mammals)
  - [Animal Group Informational Writing Book](#)
  - Fab 5 Writing Check List
  - iPad (ABCmouse Zoo set 1-3)

- Computers/laptop with internet

- **Lesson - 15 - 25 min**

1. Today's task is for student to research and write about their favorite mammal that they picked during the previous days writing activity.
  - Students should have had enough modeling of this page for them to complete on own. This will allow additional time for researching their favorite mammal.
2. The 2nd writing page for mammals has the students writing 3 facts.
  - Something their mammal **can** do.
  - Something their mammal **has**.
  - Where their mammal **lives**.
3. At the top of the page there is a place for students to write their mammal's name and to draw a small picture of the mammal.
4. Remind students to look at their Fab Five Checklist from the day before and any skill(s) that do not have a happy face should be the writing skill goal for the day.
  - Students can visit the **San Diego Zoo website** for a video about many different mammals. Some they may have not ever heard of, so it would be a good site to visit before deciding.
  - Students can visit National Geographic for Kids. Website provides facts, photos, video, and map about 48 different mammals, some are the same as the San Diego website.
  - **DK Find Out** has colorful interactive pages about amphibians. It has a video about life cycle and great labeling pictures for lots of different amphibian. The website has lots of text and would be a good page if there was older students available to help with reading. Students can find the page under Student Week 7 Activities.

- **Student Activity – 20 – 30 min**

1. Students are to use informational text & technology resources to research the focus questions on their favorite mammal.
2. Students are then to write three facts answering each of the three focus questions.
3. When done student are to read their paper with a friend and have a friend look for spacing, capital letters, and punctuation. (Fab Five Checklist)

4. Student should edit any mistakes found by their editing partner.

5. Student then will conference with the teacher for 2-3 minute to fill out the Fab Five Checklist. The checklist will then be attached to the back of the page.

# Week 8

## Day 37 (Animal Classification Assessment)

- **CCSS.ELA**
  - **SCI.K.3.3.D** There is heritable variation within every species of organism  
Identify that living things have offspring based on the organisms' physical similarities and differences
- **Objective**
  - Given the information researched in the last two week, students will demonstrate their knowledge of the six animal families by identify the families from 3-4 characteristics with 80% accuracy.
  - I can identify the different animal families from the characteristics.

- **Instructional Strategies:**
  - **Concept Attainment**

- **Materials**
  - Computer (enough for every student)
  - Projector
  - [Animal Classification Post Test](#)

- **Student Assessment - 30 - 45 min**
  - This video is designed to assess students understanding of Science Standard SCI.K.3.3.D. This standard expects students to understand that animals are categories into different families and are sorted by features that all the animals exhibit. One of these features is that animals have their offspring in different ways.
  - The video includes 6 questions with each of the question have four clues that go with each question.
  - After each question there is a display of the possible choices. This slide has the longest time and the video will need to be paused to allow time for the students to process and answer the question.
  - Students can watch the video on their own or the video can be displayed on the projector.

1. Students will find the assessment under Assessment: Animal Classification Assessment.

2. Students will need white boards or paper to write down their answer after each clue is given. Answers can be words or picture depending on the level of student.

3. Students will write down an answer after each clue. As the students answer changes they are to draw a line through their last answer and write a new one.



- They are **not to erase their previous answers**. This will help them when they discuss their thinking process at the end.
- There are many possible answers (bird, fish, insect, reptile, amphibian, or mammal)

4. Make sure the students understand they are not writing down an animal, but one of the animal families they have been learning about.

5. After the last clue is given, have the student put away their pencil or marker, then have the students mark their answer on the computer answer sheet.

- Then have a few students share their answer with the class and why they picked that family.

6. If you see a student who changed their answer after the first few clues, have that student share why they changed their answer.

7. Students need to submit their answers before they go past the last questions. The video will continue and give the answers for each questions.

- Teachers will want to use the paper answer sheet or check students answers on the computer. If they press the submit button, the answers will be sent to the creator of the website. Answers can be retrieved by submitting feedback with the following information.

**Answer to Animal Classification Assessment**

**# of submissions**

**Date & Time of Submission**

**Email to send information**

8. Another Assessment option for animal families is a sorting game. Students will use the pictures provided to sort the characteristics of the different animal families. This game can be found under assessment and student activity week 8. If students do not use it as an assessment they can still play the game for a review.

# Week 8

## Day 38 (Popplet Model Day) NET-S 1

- **CCSS.ELA**
  - 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.
  - ISTE Standard: 1. Creativity and innovation
    - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- **Objective**
  - Given digital tools, students will be able to create a word web about one animal family with the assistance of an older student.
  - I can use digital tools (Popplet) to create a word web about my informational text.
- **Materials**
  - Ipad
  - Projector
  - Information on Invertebrate animals
  - Popplet app (working knowledge of how to use)
- **Lesson - 20 - 30 min**
  1. Explain to the class that now that they have finished writing their informational text about Animal Classification, we will still need to publish their work. This allows other people to see what they have learned.
  2. Instead of publishing by making a video of their report, students will be creating a word web about one of the animal families.
  3. Today's task is to model for the students how to create a word web using the app Popplet.
    - The class should be observant in how to create a word web, they do not need to memorize each step if students from older grades could be recruited to help complete this task.
  4. To begin explain that today they will be watching the teacher create a word web about an invertebrate family.
    - The class only learned about one invertebrate family (insects), but they are many different kinds.
- ❖ To make Popplet go easier:
  - Already have a layout drawn out on paper for teacher reference.

- Have the images already saved on the iPad from the Internet (makes inserting images go faster)

5. Show students how to find the images on the Internet they will need for their animal family.

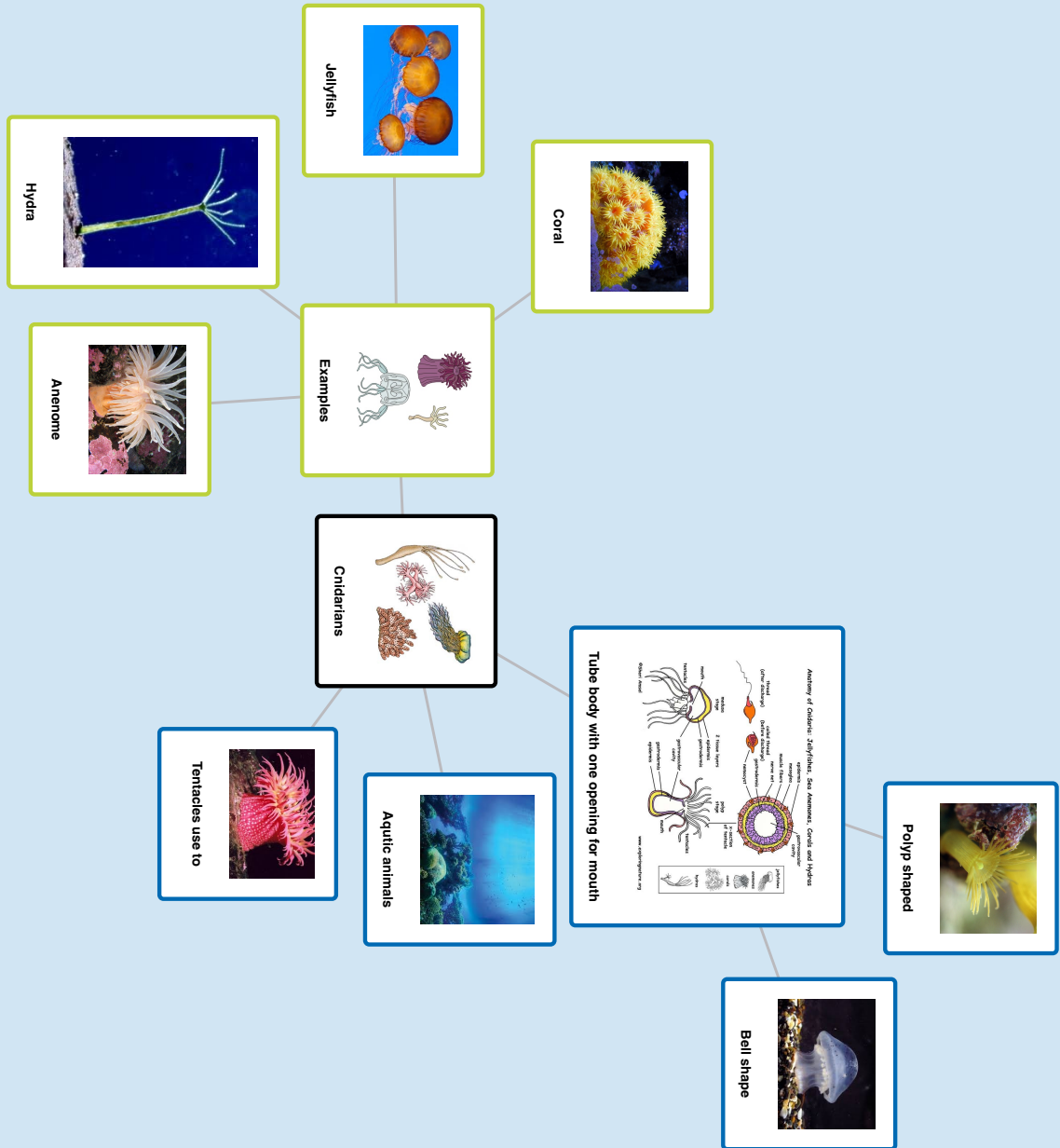
▪ **Student Activity – 10 – 20 min**

1. Students will spend the rest of the day looking for pictures for their Popplet Word Web.

2. Students will need to find the following pictures:

- 3-4 examples of animals that live in the family
- 1 picture for each of the unique characteristics
- 1-2 Extra pictures for filler.

Teacher Sample of Invertebrate Popplet



# Week 8

---

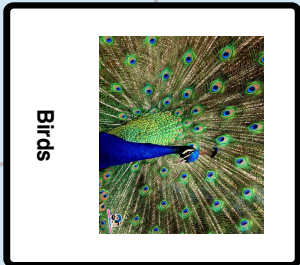
## Day 39 & 40 (Presentation) NET-S 1

- **CCSS.ELA**
  - 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.
  - **ISTE Standard: 1. Creativity and innovation**
    - **Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology**
- **Objective**
  - Given digital tools, students will be able to create a word web about one animal family with the assistance of an older student.
  - I can use digital tools (Popplet) to create a word web about my informational text.
- **Instructional Strategies:**
  - Cooperative Learning – Project based
  - Advanced Organizer - Graphic
- **Materials**
  - iPads
  - Animal Group Informational Group
  - Popplet App
  - Internet access on iPads
- **Lesson - 15 - 20 min**
  - Explain to the class they will be partnering up with their big kid partner to create the Popplet word web.
  - Students will need to pick which animal family they wish to do.
  - Expectations should be gone over before hand about who will be doing the work and how the big kid is to help with direction they may have forgotten how to do.
  - Word Web Requirement
    - Animal Family Name
    - 4-5 Animal Must Haves
    - 3 Examples of Animal in family & 1 of those must be your favorite.
    - Pictures for all word bubbles
- **Student Activity – 20 – 30 min (May Take 3 Work Days)**
  - Students will work for the next two days to create their Popplet word web.
  - Students Popplet will need to meet all expectations gone over during lesson.

- ❖ The older grade helpers should have their teacher go over how to use the Popplet app before having them join the class. They should also be given time to explore the app.
- ❖ When Popplets are complete a great hallway display would be to have a large word web, with printed copies of the students Popplets attached.



**Examples**



# Week 8

---

## Day 41 (Publish & Record Report)

- **CCSS.ELA**
  - W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peer
  - SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
  - L.K.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  - **ISTE Standard: 2. Communication and collaboration**
    - **Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.**
- **Instructional Strategies:**
  - Science Inquiry – Create, Discuss & Reflect
  - Cooperative Learning – Project Based
- **Materials:**
  - Ipads
  - Camera App
  - Projector
  - Informational Animal Report (Completed)
  - Chart Paper
  - Markers
- **Lesson - 10 - 20 min**
  1. Begin the class by explaining that not only do we write informational text, but we also publish it. This means that we share it with other people.
  2. Explain the different ways to publish a work. (Writing a book, reading in front of audience, video taping, and recording)
  3. Explain that over the next two days, the class will be recording two reports with a friend.
  4. Students will pick one section of their Animal Classification Report to present. One section includes the family page and the favorite animal page that goes with it.
  5. Students will have to read their report to two different partners before recording the report on the Ipad or other recording devise.
    - A chart should be made before starting of what the listener should be looking for. (can you hear them, did they stumble on any words, did they show the picture, did they look up or only look at the paper, etc).



- The teacher and another student may also model some of the mistakes students will need to practice not doing while with a partner.
- **Student Activity – 20 – 30 min**
  1. Student will spend the rest of the day practicing with their partners and recording their report.
  2. When finished students can return to any of the student activities from previous weeks.

# Week 9

---

## Day 42 (Publish & Record Report) Day 2

- **CCSS.ELA**
  - W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peer
  - SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
  - L.K.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  - **ISTE Standard: 2. Communication and collaboration**
    - **Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.**
- **Objective**
  - Given a recording device, student will be able read and record their report with minimal errors in speaking (e.g. reading all words clearly and fluently).
  - I can publish my work by speaking clearly in front of an audience and recording on a digital tool
- **Instructional Strategies:**
  - Science Inquiry – Create, Discuss & Reflect
  - Cooperative Learning – Project Based
- **Materials:**
  - Ipads
  - Camera App
  - Projector
  - Informational Animal Report (Completed)
  - Chart Paper
  - Markers
- **Lesson - 10 - 20 min**
  1. Today we will continue publishing our class work.
  2. Students will practice talking about what their Word web means. They will need to explain what each bubble means and why they animals for the example fit into the web.
  3. Model for the students what you would say about the teacher word web & the student sample web.
  4. Students will have need to practice their report to two different partners before recording the report on the Ipad or other recording device.

- A chart should be made before starting of what the listener should be looking for. (can you hear them, did they stumble on any words, did they show the picture, did they look up or only look at the paper, etc).
  - The teacher and another student may also model some of the mistakes students will need to practice not doing while with a partner.
- **Student Activity – 20 – 30 min**
1. Student will spend the rest of the day practicing with their partners and recording their report.
  2. When finished students can return to any of the student activities from previous weeks.

# Week 9

---

## Day 43 (Connections)

- **CCSS.ELA**
  - RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
  - SCI.K.3.3.D There is heritable variation within every species of organism
    - Identify that **living things have offspring** based on the organisms' physical similarities and differences.
- **Objective**
  - Given on the information collected and recorded in the Animal Family Information book, students will be able to make connections between two dissimilar animals with minimal error and support.
  - Students will be able to make a deeper connection between two dissimilar individuals, events, ideas, or pieces of informational in a text by using prior knowledge and higher order thinking skills.

- **Instructional Strategies:**

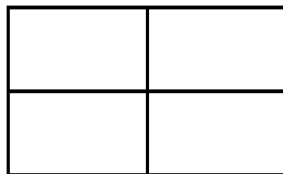
- Synectics – Four Square
- Cooperative Learning – Think, Pair, Share & Project Based

- **Materials**

- Chart paper
- Markers
- Animal Classification Chart (Made in Weeks 6-7)
- [Synectics Animal Worksheet](#)

- **Lesson - 20 - 30 min**

- Before the lesson, prepare a charts with a four square graph at the top and the following sentence written four times at the bottom.



- A fish is like a \_\_\_\_\_ because \_\_\_\_\_.
- Fold the bottom of the chart up, so that all sentences are hidden.
- Display the Animal Classification Chart created in weeks 6-7. Students will use this chart to help make connections.
  - To begin the lesson, review the characteristics of each animal family.
- Explain to the class we will be checking to see how well the students remember the differences and similarities between the animal groups we have been learning about.

- Ask the class to think about their favorite animal. Have the students share with a partner their favorite animal.
- Then pick four students to share their animal.
- Write the four animals on the four square chart, one animal in each square.
- Next reveal the sentences and read it out loud
  - **A fish is like a \_\_\_\_\_ because...**
- Explain to the class we will be using the Animal Classification chart to find how a fish is like each of the four animals we pick as our favorites
- Model for the students your thinking as you compare a snake to a fish.
  - I know a snake is in the reptile family because it has no legs and scales.
  - Looking at the chart I see that fish and reptiles both lay eggs, have scales and are cold blooded
  - A fish is like a snake because it has scales and lays eggs.
- Record all similarities in the four square block labeled snakes and then fill in the first sentence.
- Model for the students the second animal. Following the same steps as the first.
- On the third animal, have the students help you to find the similarities as a class and call students up to write the words in the four square box and complete the sentence.

<b>snake</b> <b>scales</b> <b>cold blooded</b> <b>lay eggs</b>	<b>dog</b> <b>breath</b> <b>oxygen</b>
<b>Lion</b> <b>breath oxygen</b> <b>have spines</b>	<b>Eagle</b>

- **Student Activity – 10 – 20 min**
  - On the final animal, students will get into groups of 2-3.
  - Have students work in their groups for about 5-10 min discussing how the last animal is like a fish.
  - After student have come to a solution, hand out the [Synectics Worksheet](#).
    - At the top of the worksheet is the sentence: A fish is like a \_\_\_\_\_ because \_\_\_\_\_
    - Students will need to complete the sentence and then add a picture at the bottom.
  - When done students are to come back to the carpet are to discuss each groups findings and to record it onto the chart paper.
  - Sum up the lesson by stating: Even though these animals are very different, they still have one or more connections to each other.

# Week 9

---

## Day 44 (Connections)

- **CCSS.ELA**
  - RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
  - SCI.K.3.3.D There is heritable variation within every species of organism
    - Identify that **living things have offspring** based on the organisms' physical similarities and differences.
- **Objective**
  - Given on the information collected and recorded in the Animal Family Information book, students will be able to make connections between two dissimilar animals with minimal error and support.
  - With a four square chart, Students will be able to make a deeper connection between two dissimilar individuals, events, ideas, or pieces of informational in a text by using prior knowledge and higher order thinking skills.
- **Instructional Strategies:**
  - Synectics – Four Square
  - Cooperative Learning – Think, Pair, Share & Project Based
- **Materials**
  - Chart paper
  - Markers
  - Animal Classification Chart (Made in Weeks 6-7)
  - [Synectics Animal Worksheet](#)
- **Lesson - 20 - 30 min**
  - Before the lesson, prepare a charts with a four square graph at the top and the following sentence written four times at the bottom.



- You are like a \_\_\_\_\_ because \_\_\_\_\_.
- Fold the bottom of the chart up, so that all sentences are hidden.
- Display the Animal Classification Chart created in weeks 6-7. Students will use this chart to help make connections.
  - To begin the lesson, review the characteristics of each animal family.
  - Also discuss which family the students go in.
- Ask the class to think about their favorite animal. Have the students share with a partner their favorite animal.

- Then pick four students to share their animal.
- Write the four animals on the four square chart, one animal in each square.
- Next reveal the sentences and read it out loud
  - **I am like a \_\_\_\_\_ because...**
- Explain to the class we will be using the Animal Classification chart to find how you are like each of the four animals we pick as our favorites
- Model for the students your thinking as you compare how you are like a zebra.
  - I know I am in the mammal family and a zebra is too.
  - That means we both have hair or fur, we are warm-blooded and have four legs/arms.
  - I am like a zebra because we have fur and are warm blooded.
- Record all similarities in the four square block labeled zebra and then fill in the first sentence.
- Have the class complete the second animal together as a class.

<b>zebra</b> fur/hair warm blooded	<b>butterfly</b> like flowers
<b>frog</b>	<b>whale</b>

- **Student Activity – 10 – 20 min**
  - On the final two animals, students will get into groups of 2-3.
  - Have students work in their groups for about 5-10 min discussing how they are like the last two animals. Groups may be assigned one animal.
  - After student have come to a solution, hand out the [Synectics Worksheet](#).
    - At the top of the worksheet is the sentence: I am like a \_\_\_\_\_ because \_\_\_\_\_
    - Students will need to complete the sentence and then add a picture at the bottom.
  - When done students are to come back to the carpet are to discuss each groups findings and to record it onto the chart paper.
  - Sum up the lesson by stating: Even though we are very different then other animals, we still have one or more connections to each other.

# Week 9

---

## Day 45 (Unit Assessment & Reflection)

- **CCSS.ELA**
  - **L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - **SCI.K.3.3.D** There is heritable variation within every species of organism
    - Identify that living things have offspring based on the organisms' physical similarities and differences
- **Objective**
  - Given the information researched in this unit, students will demonstrate their knowledge of conventions of writing, animal classification and informational text with 80% accuracy.
- **Instructional Strategies: Concept Attainment**
- **Materials**
  - Computer (enough for every student)
  - Projector
  - [Student Reflection Worksheet](#)
  - [End of Unit Assessment](#)
- **Student Assessment - 30 - 45 min**
  1. Students can use the [online assessment](#) or the paper copy found under materials.
  2. Read each questions out loud to the students. Three questions are multiple choice and two are short answers.
  3. Students need to submit their answers after double checking their answers.
    - Teachers will want to use the paper answer sheet or check students answers on the computer. If they press the submit button, the answers will be sent to the creator of the website. Answers can be retrieved by submitting feedback with the following information.
      - **Answer to Animal Classification Assessment**
      - **# of submissions**
      - **Date & Time of Submission**
      - **Email to send information**
  4. Students will also reflect on what they learned during the unit. They will reflect on what makes a good writer with the expectation that



students will mention the importance of using the conventions of writing and putting facts in their own words.