TEA PARTY

What was a new understanding of yesterday’s Integration of Knowledge and Ideas? What about the arts? Mull around and share your ideas with at least 3 different people.
“HEARTS AND WISHES”

- Question and answer session from yesterday’s hearts and wishes
CLOSE READING EXAMPLES
LESSON EXAMPLES

• http://commoncore.americaachieves.org/module/6
• http://vimeo.com/58540086
KINDERGARTEN CLOSE READING LESSON VIDEO
KINDERGARTEN
CLOSE READING AND TEXT DEPENDENT QUESTIONS

THE VERY HUNGRY CATERPILLAR
by Eric Carle
PROGRESSION OF TEXT-DEPENDENT QUESTIONS

- Opinions, Arguments, Intertextual Connections
  - Inferences
  - Author’s Purpose
  - Vocab & Text Structure
  - Key Details
  - General Understandings

Part: Sentence, Paragraph, Entire text

Across texts, Whole
• How long did it take to go from a hatched egg to a butterfly?
• What is one food that gave him a stomachache? What is one food that did not him a stomachache?
It took more than 3 weeks. He ate for one week, and then “he stayed inside [his cocoon] for more than two weeks.”
### Foods that did not give him a stomachache
- Apples
- Pears
- Plums
- Strawberries
- Oranges
- Green leaf

### Foods that gave him a stomachache
- Chocolate cake
- Ice cream
- Pickle
- Swiss cheese
- Salami
- Lollipop
- Cherry pie
- Sausage
- Cupcake
- Watermelon
VOCABULARY AND TEXT STRUCTURE IN KINDERGARTEN

How does the author help us to understand what cocoon means?
There is an illustration of the cocoon, and a sentence that reads, "He built a small house, called a cocoon, around himself."
AUTHOR’S PURPOSE

• Genre: Entertain? Explain? Inform? Persuade?
• Point of view: First-person, third-person limited, omniscient, unreliable narrator
• Critical Literacy: Whose story is not represented?
AUTHOR’S PURPOSE IN KINDERGARTEN

Who tells the story—the narrator or the caterpillar?
A narrator tells the story, because he uses the words *he* and *his*. If it was the caterpillar, he would say *I* and *my*.
INFERENCES IN KINDERGARTEN

The title of the book is *The Very Hungry Caterpillar*. How do we know he is hungry?
The caterpillar ate food every day “but he was still hungry.” On Saturday he ate so much food he got a stomachache! Then he was “a big, fat caterpillar” so he could build a cocoon and turn into a butterfly.
OPINIONS AND INTERTEXTUAL CONNECTIONS IN KINDERGARTEN

**literature**

Is this a happy story or a sad one? How do you know?

**Informational**

How are these two books similar? How are they different?
PLAN CLOSE READING LESSON PLAN TOGETHER
<table>
<thead>
<tr>
<th>Text: Owl Babies</th>
<th>Informational or literature</th>
</tr>
</thead>
</table>

English Language Arts Core Standards

RL K/1.1-9

Content Core Standards

Assessment Task

Guided Essential Questions

What type of book is this? Why did the author write this?

KEY IDEAS AND DETAILS: What did the text say?

Read aloud (limit prior knowledge using pre-reading activities)

Set the purpose for reading

Retell Strategy (example: Key word strategy)

Turn and talk/class discussion

Text Dependent Questions: Level 1
CRAFT AND STRUCTURE

Reread Selected Chunks of Text

Text Dependent Questions: Level 2

Text Features /Text Structure

Vocabulary Words (3-5 words)

- **swooped** model- “I noticed the word. I think it means a big deal. I think that because the owls had been worried. They were relieved and noisy when she returned.

- **Ivy** In this sentence I noticed the word. What do you think it means? Why?

- **Flapped** In this sentence I noticed the word. What do you think it means? Why?
INTEGRATION OF KNOWLEDGE AND IDEAS

Reread selected chunk of text or read a spike text

Text Dependent Questions: Level 3

Why did the illustrator draw the owls three different sizes?
Why were the owls scared of the dark?
Why did the owls move to the same branch?
How did the author make the owls like people?
What is the difference between the owls feelings at different times in the story?

“Do you think the owl mama has ever left her babies before? Why do you think that? Prove your thinking by showing me the page that leads you to that belief.”

“Do you think the owl mama has ever left her babies before? Why do you think that? Prove your thinking by showing me the page that leads you to that belief.”

Why does the mother owl say, “What’s all the fuss? You knew I’d come back.”

“What is the big idea Martin Waddell wants you to take away from this book? What makes you say that?”

Writing (modeled, shared, independent)

Compare and contrast chart for the owl feelings.
Compare contrast another text.
TEXT DEPENDENT QUESTIONS

• Where did their mother go?
• Who are the characters?
• Where does the story take place?
• What is the problem/solution?
• What do we know about the characters?
• Does the setting change over time?
• How are they feeling now? What words help you know? What actions? How does the picture help?
• "How did the baby owls feel after their mama left? How do you know that? Show me where in the book makes you think that."
• “Do you think the owl mama has ever left her babies before? Why do you think that? Prove your thinking by showing me the page that leads you to that belief.”
• Why does the mother owl say, “What’s all the fuss? You knew I’d come back.”
• “What are the differences between the three owl babies reactions to their mama leaving? Show me in the illustrations or the words in the text that make you think that.”
• “Why do you think Martin Waddell had Bill repeat the line, “I want my mommy?”
• Do you think the owls were truly scared? What in the pictures and words make you think that?
• “What is the big idea Martin Waddell wants you to take away from this book? What makes you say that?”
INFORMATIONAL TEXT

CLOSE READING AND WRITING FOR INTEGRATION OF KNOWLEDGE AND IDEAS
Writing: Informative

W:k.2
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:1.2
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
GUIDED ESSENTIAL QUESTIONS

• What do penguins look like?
• Where do penguins live?
# Informative Writing Rubric

I can write informative/explanatory texts to examine a topic and convey ideas and information clearly.

<table>
<thead>
<tr>
<th></th>
<th>1 A Start</th>
<th>2 Almost There</th>
<th>3 Got It</th>
<th>4 Wow</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>I have no topic.</td>
<td>My topic is clearly stated.</td>
<td>My topic is clear and information is grouped into paragraphs.</td>
<td>My topic is clear, information is grouped into paragraphs, and I have used correct formatting.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Topic Development</strong></td>
<td>I have not developed my topic.</td>
<td>I have developed my topic using facts and/or definitions.</td>
<td>I have developed my topic using facts, definitions, and/or concrete details.</td>
<td>I have used facts, definitions, concrete details, quotations, or other information related to my topic.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Linking Ideas</strong></td>
<td>I have not linked my ideas.</td>
<td>I have linked a couple of my ideas together.</td>
<td>I have linked my ideas within categories of information.</td>
<td>I have linked my ideas within categories of information using words and phrases.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>The words I used are not precise.</td>
<td>The words I used are precise.</td>
<td>The words I used are precise and domain-specific.</td>
<td>The words I used are precise, domain-specific, and inform about my topic.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>I have no conclusion</td>
<td>I have an incomplete conclusion</td>
<td>I provided a complete concluding statement</td>
<td>I have provided a concluding statement or section related to my opinion.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Final Score:** ___
CHOSE TOPICS

- Students choose an animal to research (give them 4-6 animals to choose from)
- Flexible group sizes- (I recommend 2-6 students per group)
BUILD BACKGROUND KNOWLEDGE

- Prior to beginning the writing unit, read aloud and discuss several Informational Text books (about the animals they chose)

- Students read Informational Text books during guided reading
Prior to this unit, students should have exposure reading and discussing the purpose of informational text.

- Have a class discussion about authors of informational text. Point out that they must be experts on a topic to write about it.
- Discuss the table of contents and headings.
- Ask children to help brainstorm which sections to include in a informational text book to teach a reader about an animal.
- Guide the conversation to include the topics: looks like, habitat, and eats (their future books will include these three, and a section of their choice).
MODEL NOTE-TAKING: THINK ALOUD

- Choose an animal to research together as a class
- Explain that note-taking is the first step in researching and writing
- Explain that the category “eats” will be the first heading and that all of the notes written today will about eating
- Read aloud and have students discuss their learning (“turn and talk”)
- During reading, model by thinking aloud to determine important information
- Model taking notes on post-its
MODEL WRITING: SHARED WRITING

Composing Text

- Model using key words from notes to compose sentences
  - Teach how to combine ideas with conjunctions
  - Teach pronouns
  - Draw an “x” over the information used
STUDENTS BEGIN INDEPENDENT RESEARCH

- Supply groups with a box of Informational Text books about their animal (make sure some are at independent reading level)
- Students research by reading and using animal websites and data-bases (Zoobooks, Discovery Streaming, National Geographic-Kids)
BEGIN THE INDEPENDENT WRITING PROCESS

- Introduce students to the writing process cycle
- Students move through the cycle at their own pace
- Students keep track of their work using a checklist
- Teacher conducts individual writing conferences during work time
- Differentiation—incorporate small-group writing
Read

Take notes

Try a text feature

Write a section

Reread, edit, revise

Eats

Sea turtles eat jelly fish, crabs, krill, claws and fish. Krill is a type of fish. It is a little fish. They eat crabs for a week then have it. They
Editing Checklist

- I used a **punctuation** mark at the end of each sentence.
- I used **lowercase** and **capital letters** correctly.
- I checked the **word wall**.
- I **stretched** difficult words.
- I reread my writing. It makes sense.

http://chartchums.wordpress.com
WRITERS REREAD THEIR WORK

• Before this lesson, rewrite one of your previously written pages and replace it with a page that contains sentences that do not make sense.

• Teacher models rereading his/her story.

• Teacher thinks aloud, “that didn’t make sense.”

• Teacher edits the writing to make it easier to understand.

• Students read their stories aloud to a partner and make changes when it doesn’t make sense.

You may want to teach this lesson multiple times throughout the unit.
CAPITALS AND PERIODS

- Before the lesson rewrite a page of your modeled writing with no punctuation.

- Model how to add punctuation to tell readers to stop. Model how to begin sentences with capital letters.

- Using the document camera, project a few pages of student work. Have the class help decide where to add periods and capital letters.

- Students read through their writing to add punctuation.
HIGH FREQUENCY WORDS

- Before the lesson rewrite a page of your modeled writing with sight words that are spelled incorrectly.

- Model how to use the word wall to spell words correctly.

- Instruct students to cross out the incorrectly spelled word and write the correctly spelled word on the top.

- Using the document camera, project a few pages of student work. Have the class help locate incorrect sight words.

- Students read their writing to edit sight words.
HEARING AND RECORDING MORE SOUNDS

- Before the lesson rewrite a page of your modeled writing with invented spelling words with 2-3 sounds recorded.

- Model how to stretch the word and record more sounds. Focus on recording spelling patterns you have learned in class.

- Instruct students to cross out the word and write the “stretched out” word on the top. *all of the words do not need to be spelled correctly. Expect dominant sounds and taught word parts

- Using the document camera, project a few pages of student work. Have the class help locate words that can be “stretched out.”

- Students read through their writing to stretch out words and record more sounds.
KINDERGARTEN PENGUINS
MULTIMEDIA RESEARCH

Take notes together

Sing songs

The Penguin
Tune of Yankee Doodle

I am a bird you know quite well
All dressed in black and white.
And even though I do have wings
They aren’t designed for flight.
I waddle waddle as I go
On my furry little feet.
Across the icy snow I go
To find a fishy treat!

Video clips

Interactive websites

Read books

Discovery Channel has a wonderful "Criminal Penguin" on-line (free) game.
KINDERGARTEN BUTTERFLIES
HANDS-ON RESEARCH

Experiment

Observation journals
KINDERGARTEN BUTTERFLIES: MULTIMEDIA RESEARCH

Read books:
- The Butterfly
  By Dr. Jean
  (Tune: "Up on the Housetop")
  First comes the butterfly who lays an egg.
  (Clasp thumbs and wiggle fingers.)
  Out comes a caterpillar with many legs.
  (Wiggle index finger.)
  Oh, see the caterpillar spin and spin,
  (Roll hands.)
  A little cocoon to sleep in.
  (Insert right index finger in left fist.)
  Oh, oh, oh, look and see.
  (Hands over eyes.)
  Out of the cocoon, my, oh, my,
  Out comes a beautiful butterfly.
  (Clasp thumbs and make butterfly.)

Interactive websites
- Explore Butterflies!

Text dependent questions and discussion

Take notes together

Sing songs

Video clips

- The Butterfly
  By Dr. Jean
  (Tune: "Up on the Housetop")
  First comes the butterfly who lays an egg.
  (Clasp thumbs and wiggle fingers.)
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  Out of the cocoon, my, oh, my,
  Out comes a beautiful butterfly.
  (Clasp thumbs and make butterfly.)
**The Butterfly Life Cycle**

**Table of Contents**

1. Egg
2. Caterpillar
3. Chrysalis
4. Butterfly
5. Diagram

---

**The Egg**

The butterfly lays 200 eggs.

The egg looks like an oval. The oval is white.

---

**The Caterpillar**

I no when the caerpillar is bette to hath. Won't me i caerpil lar because when there is a black dot that means it is time to moult out the caerpillar. Its shell act.

When the caerpillar is in the chrysalis. He is a papa inside.

---

**The Chrysalis**

When the chrysalis is back this means that the butterfly's rite to come out.

The wings are wet and change.

---

**The Butterfly**

A Diagram of

The Life Cycle
Kindergarten End-Year Writing

Writing Extension

Where do you think this butterfly is going?

I think the butterfly is going to lay some eggs on a leaf because she is pregnant. And the butterfly is very very hungry so she is going to a flower to get some nectar. So off she goes to the leaf first. Then the flower lets see some baby butterflies fly.
FIRST GRADE ANIMALS

Research Notes

Topic: Elephants

By: Preston

Elephants

Keyword: heavy
Keyword: big

Keyword: have

Keyword: they move

Keyword: through

Keyword: water

Keyword: deep

Keyword: They have a long

Keyword: trunk

Keyword: They have

Keyword: gray

Keyword: skin

Keyword: live life

Keyword: in

Keyword: dry

Keyword: forest

Keyword: some live

Keyword: in

Keyword: jungles

Keyword: In the world

Keyword: elephants

Keyword: in Africa

Keyword: in

Keyword: the

Keyword: grass

Keyword: Some people

Keyword: go to Africa

Keyword: Elephants

Keyword: trunk

Keyword: very

Keyword: long

Keyword: Why is an

Keyword: elephant

Keyword: trunk

Keyword: so long

Keyword: There are

Keyword: two kinds

Keyword: of

Keyword: African

Keyword: Male

Keyword: Elephants

Keyword: are

Keyword: big

Keyword: Trunk
Elephants
By: Preston

Table of Contents
1. Labeled Diagram
2. Looks Like
3. Habitat
4. Eats
5. Great Facts
6. Glossary

Eats
Elephants eat hay.

Great Facts
In the world there are three types of elephants: 1. African Elephant has one calf at a time. Some people go to Africa to see these. 2. Asian Elephant which has a trunk. Why is an elephant trunk so long? There are two kinds: A. African or B. Asian. Elephants are bigger than humans.

Glossary
Hay: It is a yellow piece of grass. Sticks: It is wood.

Looks Like
Elephants have a long, thick trunk. They also have large ears and a thick tail.

Habitat
Elephants live in clear water that is deep. They also live by many trees.

Preston Joy
Habitat 4

Eyes
Elephants have large, droopy eyes.

Tusks
Elephants have long, curved tusks.

Trunk
Elephants have a long, flexible trunk.

Tail
Elephants have a long, bushy tail.
FIRST GRADE SPIDERS: NOTE-TAKING

**Looks Like**
- Key Words: arachnids, exoskeleton, spiderling
- Camouflage, spinnerets, cephalothorax

**How it Eats**
- Key Words: trap door, sticky, web, poison
- Webs have a signal line, some web lines are sticky

**Other cool facts**
- Mating, silk glands, strand, egg sac, wolf spider
- Has enemies, helps people, weaves, hatch

Arts integration
100,000 kinds of spiders take hours to spin a web.
FIRST GRADE
SPIDERS

Table of Contents
- Looklike: 3
- Hunt: 5
- Cool Facts: 7
- Glossary: 8

Spiders
catch
food/indifferent
They use
their web to
catch food.
Spiders spin
the web to
catch food.
They throw the
web...

Spiders
by Makenzy
Augero

Chapter 1

Looklike
An, Spider has a
abdomen. It is
the back of the
spider. They also
dave spids to
spin the web.

Cool Facts
Spiders have
cool and
they care for
their babies...
FIRST GRADE
ROCKS

- Sand was once a large rock
- Shiny green
- Rocks of all sizes in rivers
- Magma makes igneous rocks
- Rocks are kind of like cement
- Fossils are sedimentary rocks
- Fossils
- Different sizes
- Diamonds
- Big boulder
- Marble can be used to make statues
- Painted
- Volcanoes make rocks
- Half crystal half rock
- Different shapes
- Mountains are made of rocks
- Igneous rocks can have crystals inside them
- They can be used to make buildings
- They can be classified into 3 different categories
- Pressure and heat make metamorphic rocks
- Bumpy purple
- Smooth
Table Of Contents

Igneous Rocks
Sedimentary Rocks
Fossils
Metamorphic Rocks
Minerals
Rock Cycle
Glossary

Igneous Rocks

Sedimentary Rocks

Fossils

Metamorphic Rocks

Minerals

Glossary

Minerals are solid ingredients that have been cut and polished.

Metamorphic Rocks

Slate: Slate is a tiny black and crumbly rock that is formed under high pressure.

Glossary

Sedimentary Rocks

Minerals

Glossary

Minerals

Glossary

Minerals

Glossary

Minerals

Glossary

Minerals

Glossary
ANIMAL REPORTS

Table of Contents

Looks Like 2
Habitat 5
Facts 8
Fun Facts 10

Looks Like
A sea turtle has a
different pattern on
their shell and skin
like a fingerprint.
They have a hard
shell. They have a hard
back. They can swim
well. They can swim
really good.

Glossary
diplodocus: it is like mult
drown, you fall in water
they go to the bottom
female: a woman
shell: their shell like
shells, but they are
to on top of each other
track: move some where

Different Kinds Of
sea turtle

Loggerhead
Australian
Flatback

Green Sea:
turtle
Hawksbill

Parts of a sea turtle

a sea turtle
is onere a jelly
fish.

baby sea turtles are
swimming to the sea.
# Staying Organized

## Nonfiction Animal Research

### Teacher Checklist

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Look Like</th>
<th>Eats</th>
<th>Habitat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Notes</td>
<td>Writing</td>
<td>Notes</td>
</tr>
<tr>
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<td></td>
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</tr>
</tbody>
</table>

### Nonfiction Animal Report Student Checklist

- **Looks like**
  - Notes
  - Writing

- **Habitat**
  - Notes
  - Writing

- **Eats**
  - Notes
  - Writing

- **Your Choice**
  - Notes
  - Writing
  - Cover
  - Labeled Diagram
  - Different Kinds Of
  - Fun Facts
  - Pictures with Captions
  - Extra
    - Glossary
    - Time Line/lifecycle
Before and during this unit, write a Informational Text animal Big Book as a class.
Writing: Opinion
Text Types and Purposes

W:K.1
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 . . .).

W:1.1
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
# Assessment
## Opinion Writing Rubric

<table>
<thead>
<tr>
<th></th>
<th>1 Beginning</th>
<th>2 Almost There</th>
<th>3 Got It</th>
<th>4 WOW!</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>I have no topic.</td>
<td>My topic is clearly stated.</td>
<td>My topic is clear and I have stated my opinion.</td>
<td>My topic is clear, I have stated my opinion, and my thoughts are well organized.</td>
<td></td>
</tr>
<tr>
<td><strong>Reasons</strong></td>
<td>I have not provided reasons for my opinion.</td>
<td>I have provided one reason.</td>
<td>I have provided several reasons for my opinion.</td>
<td>I have provided several reasons with facts and details.</td>
<td></td>
</tr>
<tr>
<td><strong>Linking Words</strong></td>
<td>I have not linked my reasons.</td>
<td>I have a few linking words.</td>
<td>I have linked my opinion and reasons.</td>
<td>I have linked my opinion and reasons using words and phrases.</td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>I have no conclusion.</td>
<td>I have an incomplete conclusion.</td>
<td>I provided a complete concluding statement.</td>
<td>I have provided a concluding statement or section related to my opinion.</td>
<td></td>
</tr>
</tbody>
</table>


DESCRIBING WORDS

Anansi

Little Bush Deer
3-2-1

By your self: Think of 3 words to describe Anansi

With a partner: Share word lists and choose 2 words to describe Anansi

With a group of four: Share words and choose 1 word to describe Anansi.
• Brainstorm words that describe Anansi
By your self: Think of **3** words to describe Little Bush Deer

With a partner: Share word lists and choose **2** words to describe Little Bush Deer

With a group of four: Share words and choose **1** word to describe Little Bush Deer
• Brainstorm words to describe Little Bush Deer is...
But Anansi was very happy. He couldn’t wait to play his trick again.

Once more Anansi went walking, walking, walking through the forest. This time he stopped at Elephant’s house. Elephant was sitting on his porch. At Elephant’s feet was a great pile of bananas. Anansi loved bananas, but he was too lazy to pick them himself. So he said to Elephant, “Hello, Elephant! Isn’t it hot today!”

“It is!” Elephant agreed.

“I am going for a walk in the cool forest,” Anansi said. “Would you like to come?”

“That sounds nice,” said Elephant. “Thank you for inviting me, Anansi.”
1. Opinion

2. Reason

3. Reason

4. Reason

5. Say opinion in a different way
What was the author’s purpose? Why would he not let Anansi end up with the food in the end?
CLASSROOM APPLICATION

3-2-1

- Shy
- Camouflaged
- Free
### Kindergarten Sample

#### Compare

<table>
<thead>
<tr>
<th>Name</th>
<th>Here are 3 words to describe Anansi:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Street tricks</td>
</tr>
<tr>
<td></td>
<td>mean</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Here are 2 sentences about Anansi:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steely food</td>
</tr>
<tr>
<td>lone elf pant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Here are 3 words to describe Little Bush Deer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>sneaky, quick, gentle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Here are 2 sentences about Little Bush Deer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>clever, one, teaches Anansi a lesson</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Here is 1 picture of Anansi:</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Anansi" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Here is 1 picture of Little Bush Deer:</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Little Bush Deer" /></td>
</tr>
</tbody>
</table>

**Fast Finishers:** Write a letter to Anansi on the back of this paper telling him why you think he is **kind** (whatever word you used to describe him).
Anansi is selfish! He tricked all his friends. He stole all their food. The author said Anansi couldn't wait to play his trick again. Anansi is rude and mean. He only thinks about himself.

She made Anansi say the magic word.

She pretended she didn't have any water.

She hid in the bushes until the others did the trick.

Little bush deer is very shifty.

She was watching Anansi do his trick. She pretended she didn't see the rock. She made Anansi say the magic word. She is very clever.
First Grade Samples

I think Anansi is selfish because he stole, and because he made the animals fall down. Anansi is happy when the Animals fall. That is why I think that.

I think Little Bush Deer is clever because she listens. She also watches. Anansi plays his tricks. Little Bush Deer is clever because she tricks Anansi. She is clever.
April 14
She is shy.
She is small.
She is nice.

Little Bush Deer is Smart.

May 22, 2013
What is little bush deer like?
She's gone to a school and had a
lesson. She is smart.
She wants it to be fair.
BELIEVE IN YOURSELF!
RITA PIERSON

- [http://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion.html](http://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion.html)
PROFESSIONAL STANDARDS

- Review Professional Teaching standards by yourself
- Reflect on your own personal teaching practices.
  - What are you doing well?
  - What do you want to do better?
READING FOUNDATIONAL SKILLS

• Share ways you tackle the reading foundational skills in your classrooms.
CLOSE READING ARTICLE

• “Case Against Liberty”
INDEPENDENT CUMULATIVE PROJECT

• Write a lesson plan for the book “Sea Turtles”
• Use the Close Reading Lesson Plan Template
• Think about all 3 levels we have learned
  • Key ideas and details
  • Craft and Structure
  • Integration of Knowledge and Ideas.
• Be sure to refer to your standards document!
• This can be done individually or in groups of own choosing.
WRAP UP

• Overview of the standards used in the week's activities
• Review of Core Academy's 5 Priority Content Areas: Close Reading, Text Complexity, Text Dependency, Speaking and Listening, Writing Responses to Texts
• In Groups: Where were you and where are you now in relation to the new ELA Standards?
• How would you explain what you have learned to a colleague?
• Whole Group Sharing
DO YOU BELIEVE IN ME?
SOURCES

- **The Key Word Strategy adapted from:**

- **Text Feature chart adapted from:**
  - Primary Comprehension Toolkit by Stephanie Harvey and Anne Goudvis

- **Writing Ideas adapted from:**

- **Children’s Books:**