TEACHING LITERACY IN TENNESSEE: UNIT STARTER GRADE K ELA UNIT CONNECTED TO LIFE SCIENCE

Important Note: *The Unit Starter provides the foundation for English language arts unit planning in connection with life science. In addition to thoughtful preparation from these resources, there are additional components of the literacy block for which educators will need to plan and prepare. See page 5 for more guidance on planning for other components of the literacy block.*

TN Department of Education

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GUIDANCE FOR EDUCATORS

1. WHY IS THE DEPARTMENT PROVIDING UNIT STARTERS?

The research is clear: Reading proficiently—especially reading proficiently early—prepares students for life-long success. To support greater reading proficiency among all students in Tennessee, Governor Haslam, the First Lady, and Commissioner McQueen kicked off the Read to be Ready campaign in February 2016 with a goal of having 75 percent of Tennessee third graders reading on grade level by 2025. Together, we are making progress. High-quality texts that meet grade-level expectations are increasingly making their way into classrooms. Students are spending more time reading, listening, and responding to texts that have the potential to build both skills-based and knowledge-based competencies. However, the first year of the initiative has revealed a need for strong resources to support the growing teacher expertise in Tennessee.

In May of 2017, the Tennessee Department of Education released Teaching Literacy in Tennessee. This document outlines the types of opportunities students need to become proficient readers, writers, and thinkers and includes a literacy unit design framework describing the ways that teachers can create these opportunities. This includes building rich learning opportunities around meaningful concepts within the English language arts block where students listen to, read, speak, and write about sets of texts that are worthy of students' time and attention.

The resources found in each of the Teaching Literacy in Tennessee: Unit Starters are intended to support planning for one full unit aligned to the vision for Teaching Literacy in Tennessee. They are intended to serve as a model to reference as educators continue to design units and compare the alignment of lessons to the vision for Teaching Literacy in Tennessee.

2. WHAT RESOURCES ARE INCLUDED IN A UNIT STARTER?

The Unit Starters include several of the key components in the framework for Teaching Literacy in Tennessee. These components serve as the foundation for strong unit planning and preparation.

Content Goals: Each Unit Starter begins with content goals that articulate the desired results for learners. [Adapted from McTighe, J. & Seif, E. (2011) and Wiggins, G. & McTighe, J. (2013)]

Universal Concept: A concept that bridges all disciplinary and grade-level boundaries. This concept provides educators and students with an organizational framework for connecting knowledge across disciplines into a coherent view of the world.

Universal Concept Example: Interdependence

Unit Concept: The unit concept is the application of the universal concept to one or more disciplines. This concept provides students with an organizational framework for connecting knowledge within the disciplines into a coherent view of the world and provides educators with a focus for unit planning.

Unit Concept Example: Interdependence of living things

Enduring Understandings and Essential Questions: Enduring understandings are the ideas we want students to understand, not just recall, from deep exploration of our unit concept; and essential questions are the corresponding open-ended questions that will guide students' exploration of these ideas. The enduring understandings reflect the abstract, easily misunderstood, "big" ideas of the discipline. They answer questions like "Why?" "So what?" and "How does this apply beyond the classroom?" to support deep levels of thinking. These questions spark genuine and relevant inquiry and provoke deep thought and lively discussion that will lead students to new understandings.

Enduring Understanding Example: People, plants, and animals depend on each other to survive.
Essential Question Example: Why do humans need to preserve trees?

Disciplinary Understandings and Guiding Questions: Disciplinary understandings are the specific ideas and specialized vocabulary of the discipline. These ideas will focus instruction, build disciplinary knowledge, and provide the schema to organize and anchor new words. Student understanding of these content-related ideas is critical to investigation and understanding of the more abstract and transferable ideas outlined in the enduring understandings. Guiding questions are open ended and guide students' exploration of the disciplinary understanding. These questions prompt ways of thinking and support knowledge building within the content areas.

Disciplinary Understanding Example: The structure of plants and the function of each part
Guiding Question Example: Why are roots important to plants?

The concepts for this set of Unit Starters were derived from the vertical progression of Tennessee's Life Science Standards and focus on plant and animal life. These standards are represented below. **Though strong connections are made to the science standards within the unit, it is critical to note that this Unit Starter does not encompass the totality of the identified science standards. The unit is not intended to replace instruction and hands-on application of the science standards and practices.**

Kindergarten

- K.LS1.1. Use information from observations to identify differences between plants and animals (locomotion, obtainment of food, and take in air/gases).
- K.LS1.2. Recognize differences between living organisms and non-living materials and sort them into groups by observable physical attributes.

Grade 1

- 1.LS1.1 Recognize the structure of plants (roots, stems, leaves, flowers, fruits) and describe the function of the parts (taking in water and air, producing food, making new plants).
- 1.LS1.2 Illustrate and summarize the life cycle of plants.

Grade 2

- 2.LS1.1 Use evidence and observations to explain that many animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air.
- 2.LS1.3 Use simple graphical representations to show that species have unique and diverse life cycles.

Grade 3

- 3.LS1.1 Analyze the internal and external structures that aquatic and land animals and plants have to support survival, growth, behavior, and reproduction.
- 3.LS4.1 Explain the cause and effect relationship between a naturally changing environment and an organism's ability to survive.
  3.LS4.2 Infer that plant and animal adaptations help them survive in land and aquatic biomes.

Texts for Interactive Read Aloud & Shared Reading: Each Unit Starter includes a collection of complex texts to support strong interactive read aloud and shared reading experiences. These texts have been selected to provide

regular opportunities for students to engage with rich academic language and build the disciplinary and enduring understandings for the unit. Given the complexity of these texts, teachers should revisit them with students after the initial read(s) to deepen knowledge. Multiple question sequences and tasks are included in the Unit Starter for most texts; however, teachers are encouraged to add additional readings, questions, and tasks as needed to meet the needs of their students. Teachers may also analyze and select additional suitable texts to extend and/or support the development of the unit concepts. *See page 38 in* Teaching Literacy in Tennessee *for the three-part model for determining text complexity: quantitative dimensions of text complexity; qualitative dimensions of text complexity; and reader and task considerations.*

Suggested Resources for Small Group & Independent Reading: The Unit Starters include a list of suggested resources (texts, videos, online resources) to support a volume of reading on the unit concepts. These materials may be used during small group instruction and/or independent reading and writing activities to support knowledge building for students and to meet students' diverse learning needs. In addition, teachers are encouraged to select additional resources to extend and/or support the development of the unit concepts.

End-of-Unit Task: Each Unit Starter includes an end-of-unit task that provides an opportunity for students to demonstrate their understanding of the unit concept and to answer the essential questions for the unit in an authentic and meaningful context.

Daily Tasks & Question Sequences: Each Unit Starter includes a daily task and question sequence for approximately two weeks of instruction. The question sequences integrate the literacy standards to support students in accessing the complex texts during interactive read aloud and shared reading by drawing students' attention to complex features in the text and guiding students toward the disciplinary and/or enduring understandings of the unit.

The daily tasks provide an opportunity for students to demonstrate their new understandings by applying what they have learned from the texts they read daily across the literacy block. The texts and tasks have been carefully sequenced to support students in building disciplinary understandings over the course of the unit, so students are able to successfully engage in the end-of-unit task.

Sidebar Notes: As you navigate this document, you will also see that sidebar notes have been included throughout. These notes are intended to: 1) highlight additional rationale that may be of interest to educators; and 2) point out specific changes that have been made to the second iteration of Unit Starters based on feedback from the first set.

3. WHAT RESOURCES ARE NOT INCLUDED IN A UNIT STARTER?

These resources provide the foundation for unit planning but are not intended to be a comprehensive curriculum resource. Instead, educators must thoughtfully prepare from the resources that are included in the Unit Starter by adding additional resources as appropriate to meet instructional goals and student needs.

In addition, teachers will need to plan for other components of the English language arts block. The Unit Starters **do not include** the following:

- Instructional guidance for small group and independent reading and writing
    - Students should be grouped flexibly and resources selected to meet specific and unique needs of students, which may change over time.
- Instructional guidance and resources for explicit foundational skills instruction and foundational skills practice in and out of context
    - Reading foundational skills instruction should follow a year-long scope and sequence and be

responsive to the unique needs of your students.

Please refer to Teaching Literacy in Tennessee for definitions of new or unfamiliar terms used in this document.

4. HOW SHOULD I USE THE RESOURCES IN THE UNIT STARTER TO PLAN MY UNIT?

Interactive Read Aloud and Shared Reading Experiences
To prepare for the unit, start by thoroughly reviewing the resources that are included in the Unit Starter. These resources are designed to support students in thinking deeply about the unit concepts and the enduring understandings embedded in complex text through interactive read aloud and shared reading experiences. To support this step, a unit preparation protocol and a lesson preparation protocol are included in Appendices A and B.

Small Group Reading and Writing
In addition to interactive read aloud and shared reading experiences, plan small group instruction to support the diverse needs of students in your classroom. Group students flexibly and select texts that address students' strengths (e.g., prior knowledge) and meet their specific needs:

Accuracy/word analysis: Some students may need additional practice with foundational reading skills that have already been taught and now are applied to reading authentic texts.

Fluency: Some students may be strong decoders but still struggle to read fluently, which holds them back from successful comprehension.

Comprehension: Some students may require support for their use of comprehension skills and strategies for building knowledge and acquiring academic vocabulary.

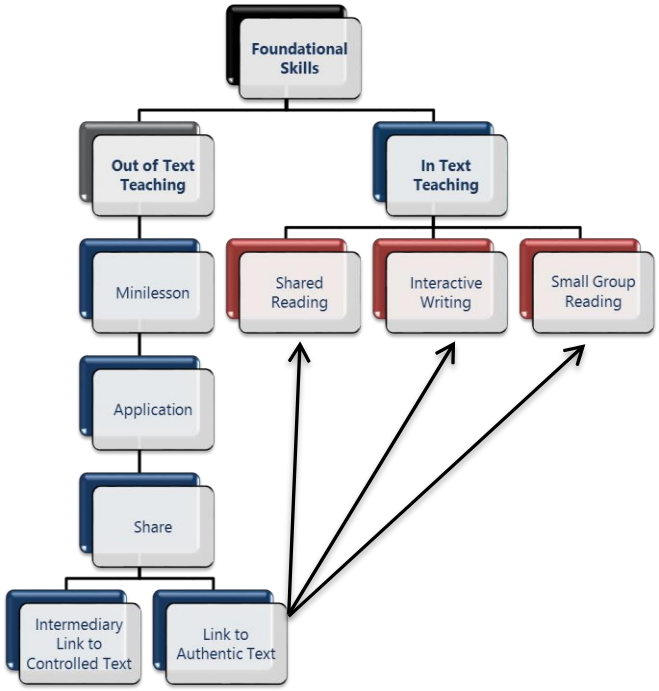
The Unit Starters include a list of suggested resources (texts, videos, online resources) that can be used to support small group instruction.

Modeled, Shared, and Interactive Writing
While important for a teacher to use modeled, shared, and interactive writing in order to support student independence with the tasks, please note that the units include few call-outs, if any, for modeled, shared, and interactive writing in the unit. To prepare students for success on the daily and end-of-unit tasks in the Unit Starter, teachers should plan for modeled, shared and interactive writing opportunities. Modeled writing is an instructional strategy where the teacher explicitly demonstrates the writing process for different forms and purposes. Shared writing is an instructional strategy where the teacher and students compose a text together with the teacher acting as the scribe. Interactive writing is an extension of shared writing in which the teacher and students compose a text together with the teacher strategically sharing the pen during the process.

Independent Reading and Writing
The Tennessee English Language Arts Standards call for students to read a range of literary and informational texts and to engage in a high volume of reading independently. The standards also call for students to have aligned writing experiences that develop their skills as writers and support their comprehension of rich, complex texts. Plan for how you will use the suggested resources to engage students in a variety of reading and writing experiences. Consider setting up systems for accountability during independent work time such as one-on-one conferences, center assignments, and/or accountable independent reading structures.

See pages 41-43 in Teaching Literacy in Tennessee for a description of these instructional strategies and their purpose within the literacy block.

Explicit Foundational Skills Instruction
It is recommended that educators consult the Foundational Literacy Standards and use a systematic phonics sequence (often found within a phonics program) for foundational skills instruction in conjunction with the resources in the Unit Starter. Strong foundational skills instruction follows an intentional, research-based progression of foundational skills that incorporates phonological awareness, phonics, and word recognition.



Foundational Skills Practice Out of Text and In Text
Strong foundational skills instruction includes opportunities for students to practice their newly acquired skills out of text and in text.

Out-of-text instruction may take the form of mini-lessons and hands-on application through activities, such as word sorts or the use of manipulatives.

In-text instruction provides opportunities across the literacy block for students to further apply their new learning in authentic reading and writing texts. Foundational skills assessments should be ongoing and should be used to determine when students have mastered the skill and are ready to move on to the next skill.

See pages 78-79 in Teaching Foundational Skills Through Reading and Writing Coach Training Manual *for more information about the relationship between out-of-text and in-text teaching.*

Structures for Academic Talk and Collaboration
The Unit Starters include suggestions for questions and daily tasks, but they do not include guidance on how to structure sharing/discussion time. Consider planning how your students will engage with you and each other when responding to complex text orally or in writing by incorporating things like expectations for talk time, sentence starters, hand signals, etc.

5. WHAT MATERIALS DO I NEED TO ORDER AND PRINT?

Texts for Interactive Read Aloud and Shared Reading
Each of the texts included in the Unit Starters can be purchased or accessed online or through a local library. A list of these texts is included in the Unit Starter materials. Educators will need to secure, purchase, or print one copy of each text selected to support interactive read aloud experiences. Each student will need a copy of the selected text for the shared reading experiences, unless the text is projected or displayed large enough for all students to read.

Suggested Texts for Small Group and Independent Reading
Additionally, each of the texts suggested for small group and independent reading can be purchased or accessed online or through a local library.

Materials to Be Printed
The Unit Starters can be accessed digitally here.

Educators may also consider printing:

- **Question Sequence –** Teachers may want to print question sequences or write the questions on sticky notes to have them available during interactive read aloud and shared reading experiences.
- **Daily Task –** Teachers may want to print the teacher directions for the daily task.
- **End-of-Unit Task –** Teachers may want to print the teacher directions for the end-of-unit task.

UNIT OVERVIEW

The diagram on the next page provides a high-level overview of the unit.

Guidance for the central text and suggested strategy for each day of instruction has been provided in the Unit Starter. It is important to note that this guidance does not reflect a comprehensive literacy block. Educators should support students in developing their expertise as readers and writers by flexibly utilizing a variety of instructional strategies throughout the literacy block.

Educators are also encouraged to use the guidance from this Unit Starter flexibly based on the needs, interests, and prior knowledge of students. For example, teachers may decide to re-read a text, pull in supplementary texts, or provide additional scaffolding based on their knowledge of their students. Teachers are encouraged to be strategic about how many instructional days to spend on this unit.

This Unit Starter is organized around three questions: (1) What are the desired results for learners? (2) How will students demonstrate these desired results? (3) What learning experiences will students need to achieve the desired results?

UNIT OVERVIEW

WHAT ARE THE DESIRED RESULTS FOR LEARNERS?

By the end of this unit, students will have developed an understanding of the following concepts and will be able to answer the following questions…

Universal Concept:

Patterns

Unit Concept:

Patterns of Attributes in Living Things

Enduring Understandings:

Living things are organisms that share a pattern of attributes (i.e., they can grow, move, breath, and reproduce).

There are different patterns of attributes within groups of living things (e.g., plants, animals, humans).

Essential Questions:

What makes something alive? (Is everything in nature alive?) How can we tell one kind of living thing from another?

Disciplinary Understandings:
Living organisms and non-living materials have different physical attributes that can be observed.

Plants and animals both need different kinds of food and energy to survive.

We can observe that plants and animals move and obtain food, energy, and air in different ways.

Guiding Questions:

What's the difference between living and non-living things? How can we tell? What do plants and animals need to survive? What can we observe, or "tell", about the differences between plants and animals?

HOW WILL STUDENTS DEMONSTRATE THESE DESIRED RESULTS?

Students will synthesize their learning from the unit texts and demonstrate understanding in the following authentic and meaningful context …

End-of-Unit Task:
A librarian from your local library has asked your class to help provide texts that other children can read to learn about living things. Make a booklet that explains the needs of living things and how different living things obtain food, move, and grow. You can use drawing and writing in your booklet.

Your booklet should include:

- a front cover with a title;
- a table of contents;
- a page that explains the needs of living things;
- a page that explains how living things and nonliving things are different;
- a page that explains how plants obtain food, move, and grow; and
- a page that explains how animals obtain food, move, and grow.

In your booklet, be sure to:

- begin each sentence with a capital letter;
- end each sentence with punctuation;
- use information and vocabulary from the text; and
- put the pages in the correct order.

The librarian has given you some pages for your booklet to help you get started. Cut out the pages, fill them in, and then put them in the correct order.

WHAT LEARNING EXPERIENCES WILL STUDENTS NEED TO ACHIEVE THE DESIRED RESULTS?

Students will achieve the desired results as a result of deep exploration of complex texts through interactive read-aloud (IRA) and shared reading (SR) experiences …

Do You Know Which Ones Will Grow? (IRA)

What's Alive? (IRA)

Living or Nonliving (IRA)

Are You Living? (SR)

First the Egg (SR)

Catching Sunlight: A Book About Leaves (IRA)

"The Garden" from *Frog and Toad Together* (IRA)

"The Little Plant" poem (SR)

National Geographic Kids "Meat-Eating Plants" digital text (IRA)

Time to Eat (IRA)

"Rocks Help This Animal Eat" (SR)

How and Why Do Animals Move (IRA)

Bear Wants More (IRA)

The Very Hungry Caterpillar (SR)

UNIT CONTENT GOALS

This Unit Starter was created with several levels of conceptual understanding in mind. Each conceptual level serves an instructional purpose, ranging from a universal concept that bridges disciplinary boundaries to concrete disciplinary understandings that focus instruction around specific schema. The diagram below shows the conceptual levels and questions that were considered during the development of all of the Unit Starters. The diagram on the following page outlines the specific concepts and questions for this Kindergarten Unit Starter.

Universal Concept: A concept that bridges all disciplinary and grade-level boundaries (i.e., super-superordinate concept). This concept provides students with an organizational framework for connecting knowledge across disciplines into a coherent view of the world. Example: Interdependence

Unit Concept: The application of the crosscutting concept to one or more disciplines (i.e., superordinate concept). This concept provides students with an organizational framework for connecting knowledge within the disciplines into a coherent view of the world and provides educators with a focus for unit planning. Example: Interdependence of living things.

Enduring Understandings: The ideas we want students to understand, not just recall, from deep exploration of our unit concept. The enduring understandings reflect the abstract, easily misunderstood, "big" ideas of the discipline. They answer questions like "Why?" "So what?" and "How does this apply beyond the classroom?" to support deep levels of thinking. Example: People, plants, and animals depend on each other to survive.

Essential Questions: Open-ended questions that guide students' exploration of the enduring understandings or "big" ideas of the discipline. These questions spark genuine and relevant inquiry and provoke deep thought and lively discussion that will lead students to new understandings. Example: Why do humans need to preserve trees?

Disciplinary Understandings: The specific ideas and specialized vocabulary of the discipline. These ideas will focus instruction, build disciplinary knowledge, and provide the schema to organize and anchor new words. Student understanding of these key ideas is critical to investigation and understanding of the more abstract and transferable ideas outlined in the enduring understandings. Example: The structure of plants and the function of each part.

Guiding Questions: Open-ended questions that guide students' exploration of the disciplinary understandings in the unit and refer specifically to the domain (e.g., ecosystems). These questions prompt ways of thinking and perceiving that are the province of the expert. Example: Why are roots important to plants?

UNIT CONTENT GOALS

The diagram below outlines the specific concepts and questions for the kindergarten Unit Starter.

Universal Concept:
Patterns

Unit Concept:
Patterns of Attributes in Living Things

Enduring Understanding 1
Living things are organisms that share a **pattern** of attributes (i.e., They can grow, move, breathe, and reproduce.)

Enduring Understanding 2
There are different **patterns** of attributes within groups of living things *(e.g., plants, animals/humans*).

Essential Question 1
What makes something "alive"?
(Is everything in nature alive?)

Essential Question 1
How can we tell one kind of living thing from another?

Disciplinary Understanding 1
Living organisms and non-living materials have different physical attributes that can be observed.

Disciplinary Understanding 2
Plants and animals both need different kinds of food and energy to survive.

Disciplinary Understanding 3
We can observe that plants and animals move and obtain food, energy, and air in different ways.

Guiding Question 1
What's the difference between living and non-living things? How can we tell?

Guiding Question 2
What do plants and animals need to survive?

Guiding Question 3
What can we observe or "tell" about the differences between plants and animals?

K.LS.1.1. Use information from observations to identify differences between plants and animals (locomotion, obtainment of food, and take in air/gases).
K.LS1.2. Recognize differences between living organisms and non-living materials and sort them into groups by observable physical attributes.

UNIT STANDARDS

The questions and tasks outlined in this Unit Starter are aligned with the following Tennessee English Language Arts and Science Standards. As you will see later in the Unit Starter, the question sequences and tasks for each text integrate multiple literacy standards to support students in accessing the rich content contained in the texts.

ALIGNED STANDARDS: INFORMATIONAL TEXT
K.RI.KID.1 With prompting and support, ask and answer questions about key details in a text. K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text.
K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text.
K.RI.KID.3 With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information.
K.RI.CS.4 With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.
K.RI.CS.5 Know various text features.
K.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear.
K.RI.IKI.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic.
K.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for Kindergarten.

ALIGNED STANDARDS: LITERATURE
K.RL.KID.1 With prompting and support, ask and answer questions about key details in a text.
K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details.
K.RL.CS.4 With prompting and support, ask and answer questions about unknown words in a text.
K.RL.CS.5 Recognize common types of texts.
K.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear.
K.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for Kindergarten.

ALIGNED STANDARDS: WRITING
K.W.TTP.1 With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.
K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.
K.W.TTP.3 With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.
K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
K.W.RBPK.7 Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.
K.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

ALIGNED STANDARDS: SPEAKING & LISTENING
K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.
K.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
K.SL.PKI.4 Describe familiar people, places, things, and events, and with prompting and support, provide additional detail.
K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking.

ALIGNED STANDARDS: SCIENCE
K.LS1.1. Use information from observations to identify differences between plants and animals (locomotion, obtainment of food, and take in air/gases).
K.LS1.2. Recognize differences between living organisms and non-living materials and sort them into groups by observable physical attributes.

TEXTS FOR INTERACTIVE READ ALOUD & SHARED READING

These texts have been selected to provide regular opportunities for students to engage with rich academic language and to build the disciplinary and enduring understandings for the unit. They have been vetted for quality and complexity to support strong interactive read aloud and shared reading experiences.

The texts selected for interactive read aloud are intended to build students' comprehension of vocabulary, rich characters, engaging plots, and deep concepts and ideas across a variety of genres. These texts will typically be 1-3 grade levels above what students can read on their own.

The texts selected for shared reading are intended to provide opportunities for students to practice newly acquired foundational skills, develop reading fluency, and build knowledge across a variety of genres. Shared reading texts should be appropriately complex text so that students can read with teacher guidance and support. Teachers will need to take the grade level and time of year into account when deciding if the shared reading texts are appropriate for their students. Teachers will also need to consider students' current abilities and the pace at which students need to grow to meet or exceed grade-level expectations by the end of the year. If the shared reading texts included in the Unit Starter are not appropriate for the specific group of students and time of year, educators are encouraged to make an informed decision about selecting a different text for shared reading. The shared reading texts in this Unit Starter are appropriate for instruction closer to the end of the academic school year. Later in the Unit Starter, you will see an example of different texts that may be more appropriate for different times of the year.

While preparing for instruction, educators are urged to carefully consider the needs and interests of the readers, including how to foster and sustain new interests, and to be strategic about the types of tasks that will support readers in deeply engaging with these rich texts. Teachers should also consider how they will make connections to students' prior knowledge and students' cultural and previous academic experiences. Teachers need to consider the vocabulary demands of the text and the level of support readers will need to deeply understand the text.

TITLE	AUTHOR
Do You Know Which Ones Will Grow?	Susan A. Shea
What's Alive?	Kathleen Zoehfield
Living or Nonliving?	Kelli Hicks
Are You Living?	Laurie Purdie Salas
First the Egg	Laura Vaccaro Seeger
Catching Sunlight: A Book About Leaves	Susan Blackaby
"The Garden" from *Frog and Toad Together*	Arnold Lobel
"The Little Plant" poem	Kate L. Brown
National Geographic Kids "Meat-Eating Plants" digital text	https://kids.nationalgeographic.com/
Time to Eat	Steve Jenkins and Robin Page
"Rocks Help This Animal Eat"	https://www.readworks.org/
How and Why Do Animals Move	Bobbie Kalman
Bear Wants More	Karma Wilson
The Very Hungry Caterpillar	Eric Carle

SUGGESTED RESOURCES FOR SMALL GROUP & INDEPENDENT READING

These resources can be used to support a volume of reading on the unit concepts. These materials may be used during small group instruction and/or independent reading and writing activities to support knowledge building for students and to meet students' diverse learning needs.

TITLE (TEXTS, VIDEOS & ELECTRONIC RESOURCES)	AUTHOR
"Living or Nonliving"	https://www.readinga-z.com/
"A Dog for Sally"	https://www.readinga-z.com/
Living and Nonliving Things	Peep and the Big Wide World (PBS)
Why Living Things Need Food	Daniel Nunn
Why Living Things Need Air	Daniel Nunn
Why Living Things Need Light	Daniel Nunn
Oscar and the Frog: A Book About Growing	Geoff Waring
"How Plants Get Food and Water"	https://www.readworks.org/
"Kim's Hungry Pet"	https://www.readworks.org/
Living Things Need Water	Bobbie Kalman (Available on Getepic.com)
I am a Living Thing	Bobbie Kalman (Available on Getepic.com)
Plants are Living Things	Bobbie Kalman (Available on Getepic.com)
Growing Like Me	Anne Rockwell
Plants Feed Me	Lizzy Rockwell
National Geographic Kids Seed to Plant Level 1	Kristin Baird Rattini
I'm Growing	Aliki
"Migration Poem"	https://sciencepoems.net/sciencepoems/migration.aspx

UNIT VOCABULARY

The following list contains vocabulary words from the interactive read aloud and shared reading texts that warrant instructional time and attention. Teachers should attend to these words **as they are encountered in the texts** to build students' vocabulary and to deepen their understanding of the unit concepts. Educators are encouraged to identify vocabulary that might be unfamiliar to students and to determine how they will teach those words (implicit, embedded, or explicit instruction) based on knowledge of their students. See Appendix C for an example routine for explicit vocabulary instruction.

Note: In addition to this comprehensive list, each question sequence lists the newly introduced vocabulary words that warrant instructional time and attention during the specific reading. These lists also provide guidance as to how the specific words could be taught.

Educators are also encouraged to dedicate a space in their classrooms to record unit vocabulary. This will provide a reference point for the students as they read, write, and talk about the unit topics. Through repeated attention to these words over the course of the unit, students will develop their understanding of these words and will begin to use them in speaking and writing activities.

Day 1	Day 2	Day 3	Day 4	Day 5
grow become cub kid owlet calf plow snakelet rig kit joey	alive living energy breathes air hatches seed nutrients soil exploring	nonliving breath bloom healthy	survive	nature reproduce damp shelter human beings emotions
Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**
no new words are introduced on this day	tadpole	photosynthesis sunlight carbon dioxide oxygen stem roots store evergreen	heart creep rose	garden frightened

Day 11	Day 12	Day 13	Day 14	Day 15
carnivore digest pitcher ejects consume victim	thrive unusual gulp equivalent starvation burrow paralyzes venomous cocoon convenient capture prey grind mate offspring ocean crabs shells floats	shelter escape habitat migrate predators fins slither flapping hover glide pounce paddles leaping	grip hang hoofs flippers squirts	waddles roots nibbles scampers clover shuffles feast romps wails

DO YOU KNOW WHICH ONES WILL GROW? – READING 1, QUESTION SEQUENCE 1, DAILY TASK 1

TEXT
Text: *Do You Know Which Ones Will Grow?* **Question Sequence:** First Read **Instructional Strategy:** Interactive Read Aloud

Note: In many cases, multiple question sequences are included for one text. These sequences intentionally build on each other in service of deepening students' analysis of the text and understanding of the unit's disciplinary and enduring understandings. Teachers may also decide to read the text in its entirety prior to asking questions.

Note: Each instructional strategy has a different purpose. Interactive read aloud is a time for students to actively listen and respond to above grade level complex text. The texts selected for interactive read aloud are intended to build students' comprehension of vocabulary, rich characters, engaging plots, and deep concepts and ideas across a variety of genres. These texts will typically be 1-3 grade levels above what students can read on their own. Shared reading is an interactive experience in which students join in the reading of an appropriately complex text with teacher support. Texts used for shared reading are texts that students can read with teacher support. The purpose of shared reading is to provide opportunities for students to practice their newly acquired foundational skills, develop reading fluency, and build knowledge. These texts should be chosen by considering students' current abilities and the pace at which they need to grow to end the year meeting or exceeding grade-level expectations.

TEXT COMPLEXITY ANALYSIS
QUANTITATIVE COMPLEXITY MEASURES
370L
QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE	LANGUAGE FEATURES
The text structure is slightly complex. The organization of this text is clear, chronological, and easy to predict. Readers can use prediction skills to predict if each object will or will not grow. Internal summaries help organize the text into smaller sections. The illustrations directly support the understanding of the text. The illustrations incorporate cut-outs and tabs that pull up or down; readers who are unfamiliar with this type of illustration may need some initial support in understanding how to access illustrations and turn pages.	The language features are moderately complex. The conventionality is explicit, literal, and easy for readers to understand. The vocabulary is mostly contemporary and familiar, though there may be some unfamiliar words (rig, plow, kid, kit, stool). The sentence structure is a mixture of simple and compound sentences. Some complex structures, including commas, ellipses, and sentences, carry over two or more pages.
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
The purpose of the text is slightly complex. The purpose is easily understood – will certain things grow or not grow – and is revealed early in the text.	The knowledge demands for this text are moderately complex. Some readers may be familiar with the concept that some things grow and some things don't. For other readers, however, this concept can seem abstract. Most of the examples in the text – cars, bears, sweaters – will be common and familiar to most readers. There are no references to other texts or cultural elements.

Note: The lesson objectives for each reading articulate the integrated understandings, including ELA, disciplinary, and enduring understandings, students will grasp and/or build on as a result of engaging with the text. The question sequence for each reading will draw students' attention to complex features of the text that will support or challenge students. Over the course of the unit, the learning objectives for each reading build intentionally on one another to provide a coherent learning experience for students. This coherence is also supported through the intentional sequence of texts.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that some things grow and others don't.

To achieve this understanding, students will:

- make predictions about which examples in the text will grow and which ones won't;
- explain how the structure of the illustrations helps the author communicate the meaning of the text;
- categorize examples from the text by whether they grow or not; and
- make inferences about categories to make a prediction about why some things grow and others don't.

VOCABULARY WORDS

The following words are introduced during this reading. The suggested instructional methods are included in parenthesis.

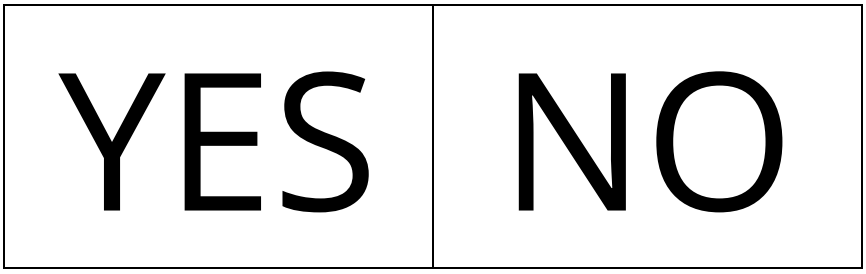
- grow (explicit)
- become (explicit)
- cub (implicit)
- kid (as in a baby goat; implicit)
- owlet (embedded)
- calf (implicit)
- plow (embedded)
- snakelet (embedded)
- rig (embedded)
- kit (as in a baby fox; implicit)
- joey (as in a baby kangaroo; implicit)

Note: The daily tasks build over the course of the unit to support students in developing the knowledge, vocabulary, and skills they will need in order to complete the end-of-unit task. Expectations for students' performance on the daily tasks are aligned with the disciplinary standards and the grade-level literacy standards for writing and speaking & listening.

DAILY TASK

During Reading

Give each student a set of prediction cards, like the ones shown below. As the teacher reads through the examples in the text, students will make a prediction about which things will grow and which ones won't by holding up the corresponding card.



After Reading

Part 1: Your teacher will give you a set of cards. Read the words on the card. Then, sort them into two groups. Your groups should be "Things that Grow" and "Things that Don't Grow". (*A template for the sorting cards is provided in the Student Task Packet for this unit. A copy is also shown below. Students will cut out the cards and sort them*.)

Things That Grow		cap	kid
Things That Don't Grow		truck	kitten
cub	car	kit	cupcake

Part 2: After you've sorted your words, read them aloud to a partner. Tell your partner why you sorted your cards the way you did. Then, make a prediction about why some things grow and some things don't. Tell your prediction to your partner.

Note: Tasks throughout the unit are considered to be independent and autonomous writing opportunities where students express their learning through their own writing. Teachers are encouraged to integrate strategies, such as modeled, shared, and interactive writing, in order to equip students with the skills and strategies needed to complete the tasks. The use of these other writing strategies should not demonstrate a carbon copy of the task before students complete it. It is important for students to capture their own thinking as they complete each task.

POSSIBLE STUDENT RESPONSE

Part 1

Things that Grow	Things That Don't Grow
cub	car
kid	cap
kit	truck
kitten	cupcake

Part 2 (oral response): I sorted these words here because they are all things that grow. For example, a cub will grow into a bear. I put these words here because they don't grow. Like the book said, a cupcake cannot grow into a cake. I think some things grow because they are animals. I know animals grow.

Teacher's Note: Some students may understand that certain things grow because they are alive. Others may not. In the possible student response here, for example, the student draws a narrower conclusion that animals grow, rather than all living things. Teachers can use the partner discussion from this task as an informal diagnostic assessment of what students know about growth and living things.

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Note: You will not see one specific skill indicated as the focus for the reading. Educators are encouraged to support students in arriving at the objectives for the reading by integrating multiple literacy standards. To that end, the question sequences integrate multiple literacy standards. The literacy standards will come into play as students access the rich texts included in the Unit Starter. In this way, multiple literacy standards naturally support students in accessing and making meaning of the text.

PAGE/PART OF TEXT	QUESTION SEQUENCE	
Page 1	On this first page the author introduces two groups of things. What are these two groups? What does the author mean by "stay the way they're made"?	Things that grow and things that stay the way they're made. It means those things don't change. They stay the same.
Pages 2	*Teacher's Note: Teachers should introduce the prediction cards here.*	
Page 6 (cub and stool example)	I see many of you held up your NO card to the question "can a stool grow and become a chair." Why not?  *(This is an opportunity for a collaborative talk structure.)*	A stool is not an animal. A stool is made of wood.
Page 12 (owlet and washcloth example)	What does an owlet grow into? *Teacher's Note: If needed, the teacher can ask additional recall questions like this one throughout the text to give students practice with oral listening and recalling details from the text.*	An owlet grows into an owl.
Page 18 (snake and cupcake example)	What have you noticed about the illustrations in this book? Let's look at this illustration of the cupcake. What does this illustration make you think about the cupcake? 	Some of them move. There are pieces that fold up and down. Some have holes. The cupcake is small. But when you fold out the paper you see a big cake. You realize that what you thought was a cupcake was really the top of a big cake. It kind of makes it look like the cupcake could grow into a cake.
Page 20 (pig and truck example)	I see many of you held up your NO card when the author asked "Can a pickup truck grow and become a rig?" Why? Let's think again about how the unique illustrations in this text help the author tell this story. What does this illustration show?	Trucks aren't living things so they can't grow. Trucks aren't people or animals. It shows a truck. But when you fold it out the part that looked like the front of the truck is now the front of a rig. It makes it look like the truck grew into a rig.

Page 22 (fox and watch example)	Let's talk about a third example of an illustration. What does this illustration show? Do you think these kinds of illustrations help the reader understand the story? Why or why not?  Why would the illustrator want to use illustrations like this?	First it looks like a watch. But when you pull the flap down you see that a circle is cut out. The watch face turns into the clock. It makes it look like the watch grows into a clock. I think the illustrations help because they show you what it would look like for a watch to grow into a clock. But when you see it you know it's not true. You know that watches don't really grow into clocks. The illustrator might use pictures like these because it's a book about growing and the pictures make it look like these things grow.
Page 24 (kangaroo and baby example)	What words has the author used over and over in this text? What does the word "become" mean?	The author uses grow and becomes. Becomes means to turn into something or to grow into something. A joey grows and becomes a kangaroo. That means the joey grows up and turns into a kangaroo.

WHAT'S ALIVE? – READING 1, QUESTION SEQUENCE 1, DAILY TASK 2

TEXT
Text: *What's Alive?* **Question Sequence:** First Read (*Read pages 1-24.*) **Instructional Strategy:** Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
AD520L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
The structure of this text is slightly complex. Connections between ideas are explicit and clear. The text is organized sequentially. It begins by asking the reader if they are like other living things, i.e., birds or cats. It explicitly states the characteristics of living things and explains how different livings things share these common traits.	The language features are moderately complex. Vocabulary is mostly conversational. Some vocabulary might be unfamiliar, such as feathered, energy, nutrients, and underside. Most sentences are simple and compound.
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
The purpose of the text is slightly complex. The title identifies that the text is about what is alive. Many pages in the text repeat the characteristics of what makes something alive.	The knowledge demands for this text are moderately complex. Most of the subject matter relies on common practical knowledge, such as telling what cats, birds, and trees/flowers need and do that prove they are living things. There is a section of the text that discusses how dead things don't have the characteristics of a living thing any more, even though they used to. The concept of death as it relates to living things may be abstract for some readers.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that living things need food, water, and air and can grow or move on their own.

To achieve this understanding, students will:

- identify key details from the text that explain the characteristics of living things;
- ask and answer questions about the text to distinguish between living and nonliving things; and
- explain what makes something alive and share with a partner.

VOCABULARY WORDS

The following words are introduced during the reading. Suggested instructional methods are included in parentheses.

- alive (explicit)
- living (explicit)
- energy (explicit)
- breathes (implicit)
- air (implicit)
- hatches (embedded)
- seed (implicit)
- nutrients (implicit)
- soil (implicit)
- exploring (embedded)

The following words are reinforced during this reading:

- grow/growing

DAILY TASK

Collaborative Task

During reading, the teacher and students will work together to create an anchor chart that answers the question, "What makes something alive?".

What makes something alive?

Independent Task

The little girl in *What's Alive?* wants to know what you learned in the book she was in. Use drawings and sentences to explain what you learned about what makes something alive. Then, explain what you learned to a partner.

In your writing, be sure to:

- begin each sentence with a capital letter;
- end each sentence with punctuation; and
- use vocabulary from the unit.

POSSIBLE STUDENT RESPONSE
Collaborative Task What makes something alive? • It needs food. • It needs water. • It needs air. • It can grow or move all by itself. **Independent Task** I learned that if you are alive you need air. Things that are alive need food and water. If you are alive you can move on your own. *(Drawings should match sentences written.)* *Teacher's Note: Students will have the opportunity to add to this task after the reading of the next text. Keep student work from this task so students can revisit it tomorrow.*

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
	Teacher's Note: If the concept of living things is new to students, the teacher could choose to read this text once all the way through without asking any questions. Then, use this question sequence for a second read using the interactive read aloud instructional strategy.	
Page 5	According to the author, how are we similar to cats?	We can run and jump like a cat.
Page 7	How are we similar to plants?	We are growing.
Page 9	What is similar about birds, flowers, cats, trees, and people? Using what the author has told us so far, what do you think it means to be alive? *(This is an opportunity for a collaborative talk structure.)*	We are all alive. Alive means you move and grow. Alive means you're a plant or animal or person.

Page 11	How are all living things alike? The author says, "Living things use water and food and air to give them energy. They need this energy to grow and move." Do things that are not alive need energy? Why or why not? *Teacher's Note: Some students may have difficulty answering this question this early in the unit. Some students may say "no", but not yet understand why. Use students' responses as an informal assessment of students' current knowledge of the differences between living and nonliving things*. *Add these ideas to the class chart.*	All living things need water and food and air. No. Things that are not alive don't need water and food and air to make energy. Things that are not alive don't need energy because they don't move or grow.
Page 13	How do we know that cats are alive? Use the information from the text to support your answer. Let's read the last sentence. How do the illustrations on page 12 and 13 help you understand the word energy?  *Teacher's Note: If students have difficulty recalling the characteristics of living things to answer this question, teachers can repeat the question for more practice on page 15 with the bird example.*	The text says that kittens get food from their mother and later they get water and food from a bowl. The text also says that kittens breathe air and grow. I can see the kittens running and jumping. Energy is what they need to be able to do these things.
Page 15	According to our text, are all animals living things? Explain why.	Yes, all animals are living things because they need food, water, and air to live.
Page 16	The author says that plants and animals are both living things. How are plants and animals alike and different?	Plants and animals need water, air, and food to live. Plants eat, drink, and breathe differently from animals. Animals can run, jump, and fly.
Page 20	How do we know that plants are alive? Use the information from the text to support your answer. 	Plants grow. Plants start as a seed. Seeds grow roots and leaves. Plants "drink" water through their roots. Plants "breathe" air through tiny holes in their leaves. Plants make food from sunlight.

Page 24	Let's summarize what we learned from this text. What makes something alive? Tell your partner. Then, we'll share our responses and add to our class chart. 	Something is alive if it eats food, drinks water, breathes air, and moves or grows on its own.
	Teacher's Note: The final pages in this book talk about how living things die. Teachers can decide whether their students are ready to talk about death and the difference between nonliving things and dead things.	

LIVING OR NONLIVING? – READING 1, QUESTION SEQUENCE 1, DAILY TASK 3

TEXT
Text: *Living or Nonliving?* **Question Sequence:** First Read **Instructional Strategy:** Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
420L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
The text structure is slightly complex. The organization of the text is clear and the graphics and text features support the meaning of the text.	The language features are slightly complex. Most vocabulary is familiar. Some important words, like energy and healthy, are bolded for emphasis. The text is composed of mainly simple sentences.
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
The purpose of the text is slightly complex. The purpose is to explain the characteristics of living things. These characteristics are stated explicitly on page 4 and then reinforced throughout the text.	The knowledge demands for this text are slightly complex. While some background knowledge on the needs of living things may help readers respond to the text's internal questions (i.e., on page 13, does a rock breathe?), the text provides the necessary information for readers to comprehend its purpose.

LESSON OBJECTIVE(S) FOR THIS READING
Students will build on the understanding that living things need food, water, and air to survive and can move on their own. To achieve this understanding, students will: • identify key details from the text that explain the characteristics of living things; • use text features to understand and organize information from the text; and • compare information presented in two texts on the same topic.

VOCABULARY WORDS

The following words are introduced during the reading. Suggested instructional methods are included in parentheses.

- nonliving (explicit)
- breathe (implicit)
- bloom (implicit)
- healthy (explicit)

The following words are reinforced during this reading:

- grow/growing
- living
- alive
- air
- breathe
- energy

DAILY TASK

Collaborative Task

During reading, the teacher and students will work together to create an anchor chart that answers the question, "What makes something a living thing?" Then, students will compare this anchor chart to the one they made for the previous text, *What's Alive?*

What makes something a living thing?

Independent Task

Use information from today's text to revise the task you completed yesterday. Add details to your drawings and sentences to help explain what makes something a living thing. Then, explain your drawing and writing to a partner.

In your writing, be sure to:

- begin each sentence with a capital letter;
- end each sentence with punctuation; and
- use vocabulary from the unit.

POSSIBLE STUDENT RESPONSE
Collaborative Task What makes something a living thing? • Needs food, water, and air to survive (page 4) • Needs food to make energy (page 6) • Water makes living things healthy (page 14) • Living things can move. Plants can move. (Page 18) **Independent Task** Students should add to their writing and drawings from yesterday. They may include words such as breathe and healthy.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Cover	The title of this book is *Living or Nonliving?* The title of the last book we read is *What's Alive?* What's similar about these two titles? What's different? Scaffolding question - Is being a living thing the same thing as being alive?	The titles use different words but they're both about things that are alive. The word "living" means being "alive". The words "alive" and "living" sound alike and they look alike. Both words have the letters "liv".
Table of Contents	The table of contents tells us about different sections of the book and on which pages we can find them. What might we learn in this book, based on what's listed in the table of contents?	We might learn about what living things eat for dinner. We might learn if something moves or not.
Page 4	What do we learn on this page? *Teacher's Script: "This is an informational text that has text features. One kind of text feature is page numbers. Since this text has page numbers, I'm going to write the page number by each sentence we write on our chart to help us remember where in the text we found each piece of information. We found this information on page 4, so I will write page 4".*	If something needs food, water, and air to survive it is a living thing.
Page 5	Take a look at the illustration. The text says: "Goats breathe in the fresh air as they look for a stream to get a drink of water." Are the goats alive? How do we know?	We know goats are living because the text says they breathe air and drink water. These are characteristics of living things. Nonliving things don't need air and water.

Page 6	What can we add to our chart from this page? What page number should I write?  *(This is an opportunity for a collaborative talk structure.)*	Living things need food to make energy. This information is on page 6.
Page 8	How do plants like the daisies in the picture get their energy? How is this different from the goats we just talked about?	The goats were getting their energy from the water they were going to drink at the stream. They also have to eat food for their energy. The daisies are living things, but they are plants. They use energy from the sun to make their food.
Page 12	The author says "take a deep breath". What is a breath? *Teacher's Script: "I see that the word "breath" is in bold. That means it's a word that's in the glossary. Let's look in the glossary and compare our definitions with what the book says."* How is the word "breath" different from the word "breathe"? (*Scaffolding question – Use the word "breath" in a sentence. Now use the word "breathe"*.)	A breath is the air you bring in and out. Breathe is an action word. It's what you do. Breath is just one thing, like you are taking one breath.
Page 14	What can we add to our chart from this page? What page number should I write? 	Living things need water. Water helps us stay healthy. You should write page 14.
Page 17	The author says that a bicycle "must be nonliving". Why? How else can we tell that a bicycle is nonliving?	A bicycle does not drink water. A bicycle doesn't eat food or breathe. It can move, but not on its own.
Page 18	What can we add to our chart from this page? What page number should I write? 	Living things can move. Plants move by turning to face the sun and opening their flowers to bloom. You should write page 18.
After reading	Let's look at our two anchor charts side by side. This chart is from *What's Alive?* and this one is from *Living and Nonliving?* How are these 2 texts similar and different?	The two texts shared similar information. Both texts said that living things need food, water, and air. Both texts also said that living things can move. The *What's Alive?* text says that living things grow, but this text only talked about moving and not growing.

LIVING OR NONLIVING? – READING 2, QUESTION SEQUENCE 2, DAILY TASK 4

TEXT
Text: *Living or Nonliving?* **Question Sequence:** Second Read **Instructional Strategy:** Interactive Read Aloud *Teacher's Note: While this text is designed to be read as an Interactive Read Aloud, students may each have a copy of the text, or display it using a projector for the second read to help develop knowledge of print concepts and text features. Because students will be able to see the text, the teacher may want to invite students to read along with words or sentences they know*.

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
420L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
The text structure is slightly complex. The organization of the text is clear and the graphics and text features support the meaning of the text.	The language features are slightly complex. Most vocabulary is familiar. Some important words, like energy and healthy, are bolded for emphasis. The text is composed of mainly simple sentences.
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
The purpose of the text is slightly complex. The purpose is to explain the characteristics of living things. These characteristics are stated explicitly on page 4 and then reinforced throughout the text.	The knowledge demands for this text are slightly complex. While some background knowledge on the needs of living things may help readers respond to the text's internal questions (i.e., on page 13, does a rock breathe?), the text provides the necessary information for readers to comprehend its purpose.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that nonliving things do not have the same needs as living things.

To achieve this understanding, students will:

- compare the needs of living and nonliving things;
- use text features to locate vocabulary and information about the needs of living and nonliving things; and
- create a page to add to a class book on living and nonliving things using text features.

VOCABULARY WORDS

The following words are introduced during the reading. Suggested instructional methods are included in parentheses.

- survive (explicit)

The following words are reinforced during this reading:

- grow/growing
- living
- alive
- air
- breathe
- energy
- nonliving
- breath/breathe
- bloom
- healthy

DAILY TASK

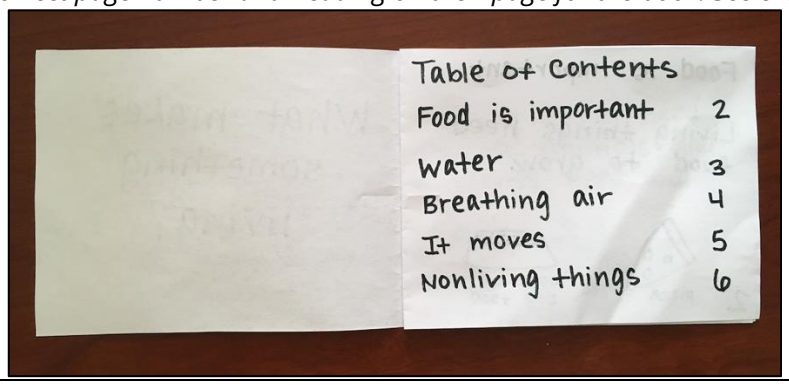
We are going to make a class book that uses text features like Kelli Hicks' book. You are going to be an author like her and make a page to put in our class book on living and nonliving things. Your page should explain how nonliving things are different from living things. Your page should include:

- a heading;
- sentences;
- a picture that supports your sentences;
- a page number; and
- and use vocabulary from the unit.

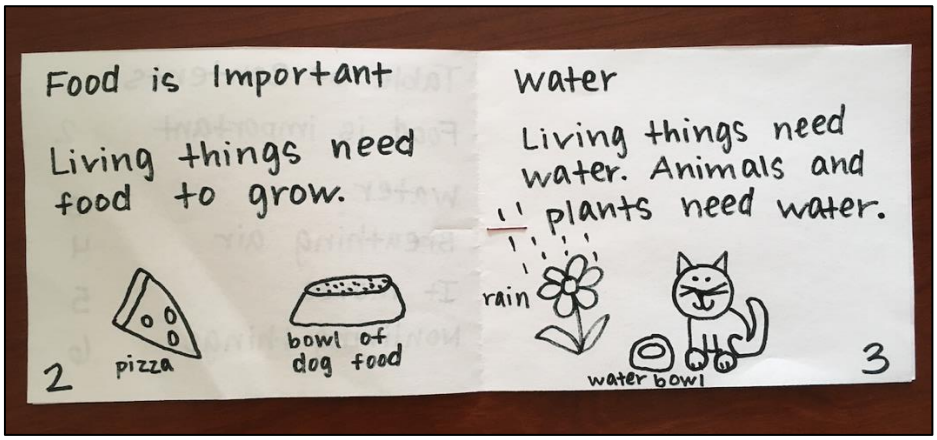
In your writing, be sure to:

- begin each sentence with a capital letter;
- end each sentence with punctuation; and
- use vocabulary from the unit.

Teacher's Note: Before students begin the task, prepare a table of contents on chart paper for them to reference so they can write the correct page number and heading on their page for the book. See example below.



POSSIBLE STUDENT RESPONSE



PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Cover	How do the pictures on the cover help us understand the title of the book?	There are two pictures of frogs. One is a real frog that's living and another is a toy frog that's not living.
Table of Contents	*Teacher's Script: "We read this book yesterday, but sometimes readers choose to reread a book or part of a book. We will reread parts of this book to help us remember important information about living and nonliving things. We can use the table of*	There is a section called "It's Alive". It is on page 4.

	contents to find specific sections we want to reread. I think we should start reading by reviewing what it means for something to be alive. Do you see that word – alive – somewhere in the table of contents? What page should we go to?	
Page 4	The author says, "If it needs food, water, and air to survive, it is a living thing." Using clues from the text and information you already know, what does the word "survive" mean? *Let's go back to the table of contents and find another section of the book to read.*	It means to live. Things need food, water, and air to live.
Table of Contents	I'm interested in food and eating. Which section of the book might talk about food? How do you know? What page is it on?	The section "What's for Dinner?" is probably about food and eating. Dinner is a meal where you eat food. It is on page 6.
Page 6	*Teacher's Script: "Sometimes authors bold a word to let us know it is an important word. The word energy is bolded. Let's look in the glossary to find out the meaning of the word energy."* Think back to our text *What's Alive?* and this definition. What is energy? The author writes the sentence, "It must be living?" Who is that sentence about? Why? *Teacher's Script: "Let's go back to the table of contents and find another section of the book to read."*	Energy is what helped the cats in *What's Alive?* be able to do things and be active. In this sentence, the word "It" means the pig. A pig must be living because it needs food to make energy and survive.
Table of Contents	I know living things need to breathe. Where might I be able to read more about breathing? Why?	The section called "Does it need air?" is about breathing because you breathe air. It's on page 12.
Page 13	The author writes the sentence, "It must be nonliving?" What is that sentence about? Why? *Teacher's Script: "Let's go back to the table of contents and find another section of the book to read."*	It is about rocks. When the author says "it", she means the rocks. Rocks are nonliving because they don't have to breathe air to survive.

Table of Contents	We read in the first part of this book that living things need water to survive. I want to read more about water. Where is that section in the book? How do you know?	The section about water is on page 14. The name of that section is "Are you thirsty?". You drink water when you are thirsty. The word thirsty tells me this section is about needing water.
Pages 14-17	Look at the photographs in this section. With a partner, talk about what's in the photos. Which photos are of similar things and which are not? Why?  *(This is an opportunity for a collaborative talk structure.)*	The photos of the boy drinking and the horses drinking are similar. Both the boy and the horses are living things. They need water to survive. The bike is different. The bike is nonliving so it doesn't need water.
Page 19	What does this caption help us understand about living things?	The caption tells us that sunflowers bend or turn toward the sun to get more sunlight. It helps us understand that plants move too. It helps us understand that all living things move.
Page 21	*Teacher's Note: The activity on this page asks students to look at a series of photos and determine which are living and nonliving. Have students complete this activity with a partner. Prompt them to explain their answers.* 	The tree, turtle, and puppy are alive. They all eat food, need water, breathe air, and can move. The shovels, paint, and beach ball are nonliving. They do not need food, water, or air. They can't move on their own.

TEXT
Text: *Are You Living?* **Question Sequence:** First Read **Instructional Strategy:** Shared Reading

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
500L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
The structure of this text is moderately complex. The text is organized in two ways – song lyrics and captions. Most captions enhance students' understanding of the song lyrics. The song lyrics follow a consistent and predictable pattern. Connections between some topics are implied. For example, there is a section on plants and a section on human emotions. The purpose of these sections is to show the similarities and differences between different living things, though this connection is not explicitly stated. Illustrations and text features, such as captions, are mostly supplementary to the text and assist readers' comprehension.	The language features are moderately complex. Language is largely explicit and easy to understand. There are several Tier 2 words that may be unfamiliar to students, including reproduce, territory, damp, shelter, graze, and notions. The sentence structure in the song lyrics changes occasionally, which may result in readers needing support with phrasing.
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
The purpose of this text is moderately complex. The purpose of the text is to help readers understand the characteristics of living things. Parts of the text, such as how humans are different from other animals, are more abstract in their meaning.	The knowledge demands are moderately complex. The text assumes some background knowledge on the traits of living things and the differences between animals, plants, and humans. Some concepts, like reproduction, are included but not elaborated on.

LESSON OBJECTIVE(S) FOR THIS READING

Students will build on their understanding that living things have specific characteristics and needs.

To achieve this understanding, students will:

- use information from song lyrics and text features to describe the characteristics and needs of living things; and
- compare two texts on the same topic and form an opinion about which text more clearly explains the characteristics and needs of living things.

VOCABULARY WORDS

The following words are introduced during the reading. Suggested instructional methods are included in parentheses.

- nature (implicit)
- reproduce (explicit)
- damp (embedded)
- shelter (implicit)
- human beings (explicit)
- emotions (embedded)

The following words are reinforced during this reading:

- living
- nonliving
- air
- breathe
- growing
- soil
- alive

DAILY TASK

Collaborative Task

The teacher and students will work together to fill in the following chart.

	Living or Nonliving?	*Are You Living? A Song about Living and Nonliving Things*
What information do the author and illustrator explain in this book?		
How do the author and illustrator explain it?		

Teacher's Note: Students may be able to fill in the column for Living or Nonliving? *from memory based on the*

two reads they have done. Teachers can also choose to add a third read of Living or Nonliving? *and complete the corresponding column of the chart during that read. The column for* Living or Nonliving? *should be completed prior to reading* Are You Living? *Students will complete the column for* Are You Living? *during the first read of the text.*

Independent Task

Authors can teach us things by writing books using words, pictures, and text features. Pretend you are a book critic. Your job is to convince others which book they should read if they want to learn about living and nonliving things. Think about the two books *Living or Nonliving?* and *Are You Living?* Think about how each author used words, pictures, and other text features to teach about living and nonliving things. Which author do you think did a better job explaining information about living and nonliving things? Why? Draw and write about your opinion. Then, talk about your opinion with a partner.

In your writing, be sure to:

- state your opinion;
- begin each sentence with a capital letter;
- end each sentence with punctuation; and
- use vocabulary from the unit.

POSSIBLE STUDENT RESPONSE

Collaborative Task

The teacher and students will work together to fill in the following chart.

	Living or Nonliving?	*Are You Living? A Song about Living and Nonliving Things*
What information do the author and illustrator explain in this book?	• What living things need to survive • Living things need food, water, and air to survive • Living things move	• Living things eat, sleep, breathe air, and move • Plants grow • Living things move • Human beings have emotions
How do the author and illustrator explain it?	• Written text • Photographs • Captions • Table of contents	• Song lyrics • Illustrations • Written text • Captions

Independent Task

I thought the book *Living or Nonliving?* did a better job of explaining what living things are and what they need. The table of contents helped me find information. And I liked the real photographs. (*Illustrations should match student's writing.)*

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
	Teacher's Note: Each student will have a copy of the text. Invite students to participate in a shared reading of the song lyrics section of the text. The teacher should read aloud all other text in the book, including the opening page and text boxes/captions.	
Page 3	The author tells us to "watch" around us to see what a living thing is. She told us to ask ourselves three different questions. Do you remember them? What else does the author tell us about living things? *Teacher's Script: "Let's add these ideas to our chart".*	The author tells us to ask ourselves these three questions, does it move, does it grow, and can it make more of itself? The author says that living things need air, water, food, and a place to live. And, that plants need sunlight.
Pages 4-6	*Teacher's Note: The teacher may want to use the echo reading strategy to support students in reading the song lyrics. Echo reading may also help students understand the rhythm of the song, which is to the tune "Are You Sleeping?".* According to these pages, what makes something living?	Living things eat, sleep, need to breathe air, and move.
Page 7	This box talks about nonliving things. It says "They also do not reproduce. A ball of string, for example, does not create a baby ball of string!". Based on those two sentences, what do you think the word "reproduce" means?	Reproduce means to make babies.
Pages 8-11	The author doesn't tell us here that plants are living things. Are they? How do we know?  *(This is an opportunity for a collaborative talk structure.)* These pages talk about growing. Look at the illustrations. What living things do you see that are growing? (*The teacher can flip through the pages in this section*.)	Plants are living. The song talks about how plants grow and how they need damp ground and sunshine. And the caption says that plants need soil, water, sunlight, and space to grow. Earlier in the book the author said that things that grow are living, so plants must be living. The living things that I see on these pages are children and sunflowers.

Pages 12-13	What does it mean to “gallop”? What clues from the text help you?	Gallop is way of moving. Horses gallop. The song lyrics talk about moving and flying and galloping. The birds in the picture are flying. The only other animals in the picture are horses. So, horses must gallop.
Page 14	The text says, “Big animals need lots of food.” Why do you think that’s true?	Food gives us energy. Big animals need more food because they need more energy. It takes more energy for their big bodies to move and grow.
Page 15	Think back to the last few books we’ve read that taught us the ways that living things get their energy. Look at this illustration of the girl and her kitten. How is this girl providing energy for her kitten? What in the text helps you know that? Explain why it must have this energy to survive.  What else have we learned about living things from this text? What can we add to our chart?	The girl is providing energy for her kitten by giving it food and water. The food and water give the kitten energy. The text says that living things need dinner or they get much thinner. They must have this energy to be able to do things. Living things move. They can fly or gallop. They also need to drink and eat.
Pages 16-19	On page 17 the author says that human beings “eat, drink, and sleep, like other animals. But we are also different in some ways.” Based on the song lyrics, what makes human beings different? Do you agree with what the author said, that human beings are different from other animals? Why or why not?  What other ways are humans different from other animals?	People have emotions, thoughts, notions (ideas), and feelings. I disagree with the author. My dog has feelings. When my dog gets in trouble, like when she chews on things, she looks sad. I think my dog has emotions too. Animals are different than humans because some of them, like dogs and cats, need someone to feed them, and give them shelter. Animals don’t wear clothes and don’t go to school.
After reading	Let’s look at our chart. Is there anything else we should add to this row about what information was explained in this book?	Some students may want to add information about human emotions or how living things breathe and grow (from page 20). The author used words. There were

	Now let's think about how the author and illustrator explained this information. What kinds of words, pictures, or text features did they use?	different kinds of words. Some were song lyrics and some were normal sentences. These sentences were usually written in boxes/captions. The illustrator drew pictures. They were drawings, not real photographs.

Note: The texts selected for shared reading are intended to provide opportunities for students to practice newly acquired foundational skills, to develop reading fluency, and to build knowledge across a variety of genres. Shared reading texts should be appropriately complex text that students can read with teacher guidance and support. Teachers will need to take grade-level and time of year into account when deciding if the shared reading texts are appropriate for their students. Teachers will also need to consider students' current abilities and the pace at which students need to grow to meet or exceed grade-level expectations by the end of the year. If the shared reading texts included in the unit starter are not appropriate for the specific group of students and time of year, educators are encouraged to make an informed decision about selecting a different text for shared reading. The shared reading texts with question sequences in this unit starter are appropriate for instruction closer to the end of the academic school year. However, as you see here, different texts may be more appropriate if this unit starter is used at a different point in the year.

ALTERNATIVE SHARED READING OPTIONS

Students will only read the song portion of this text. For the first read, it may help to write the song lyrics on a large poster or show the book under a projector for easier visual access. Then for future reads, students can follow along with an individual copy of the text. While no additional reads of this text are listed in the unit, teachers are encouraged to consider how incorporating repeated readings of this text into shared reading, small group reading, or independent reading settings could enhance students' understanding of the unit's concepts.

Below are additional songs teachers can use during shared reading to reinforce unit concepts:

The Living Song
By Ruth Lindsey

It is living!
It is living!
I know why!
I know why!
It eats and breathes and grows.
It eats and breaths and grows.
It's alive!
It's alive!

I Am Alive!
By Ruth Lindsey

I am alive.
I need food to grow big and strong,
I need water to drink all day long,

I need air to breathe when I run and play,
I need food, water, and air every day.
I am alive!

WHAT'S ALIVE? – READING 2, QUESTION SEQUENCE 2, DAILY TASK 6

TEXT
Text: *What's Alive?* **Question Sequence:** Second Read (*Read pages 4-21 only*.) **Instructional Strategy:** Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
AD520L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
The structure of this text is slightly complex. Connections between ideas are explicit and clear. The text is organized sequentially. It begins by asking the reader if they are like other living things, i.e., birds or cats. It explicitly states the characteristics of living things and explains how different livings things share these common traits.	The language features are moderately complex. Vocabulary is mostly conversational. Some vocabulary might be unfamiliar, such as feathered, energy, nutrients, and underside. Most sentences are simple and compound.
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
The purpose of the text is slightly complex. The title identifies that the text is about what is alive. Many pages in the text repeat the characteristics of what makes something alive.	The knowledge demands for this text are moderately complex. Most of the subject matter relies on common practical knowledge, such as telling what cats, birds, and trees/flowers need and do that prove they are living things. There is a section of the text that discusses how dead things don't have the characteristics of a living thing any more, even though they used to. The concept of death as it relates to living things may be abstract for some readers.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that different living things have similar and different needs.

To achieve this understanding, students will:

- use key details in the text to compare and contrast how different living things have similar and different needs; and
- use a Venn diagram to organize writing about the needs of living things.

VOCABULARY WORDS

The following words are introduced during this reading. The suggested instructional methods are included in parenthesis.

- No new words are introduced during this reading.

The following words are reinforced during this reading:

- grow/growing
- alive
- living
- energy
- breathes
- air
- hatches
- seed
- nutrients
- soil

DAILY TASK

Collaborative Task

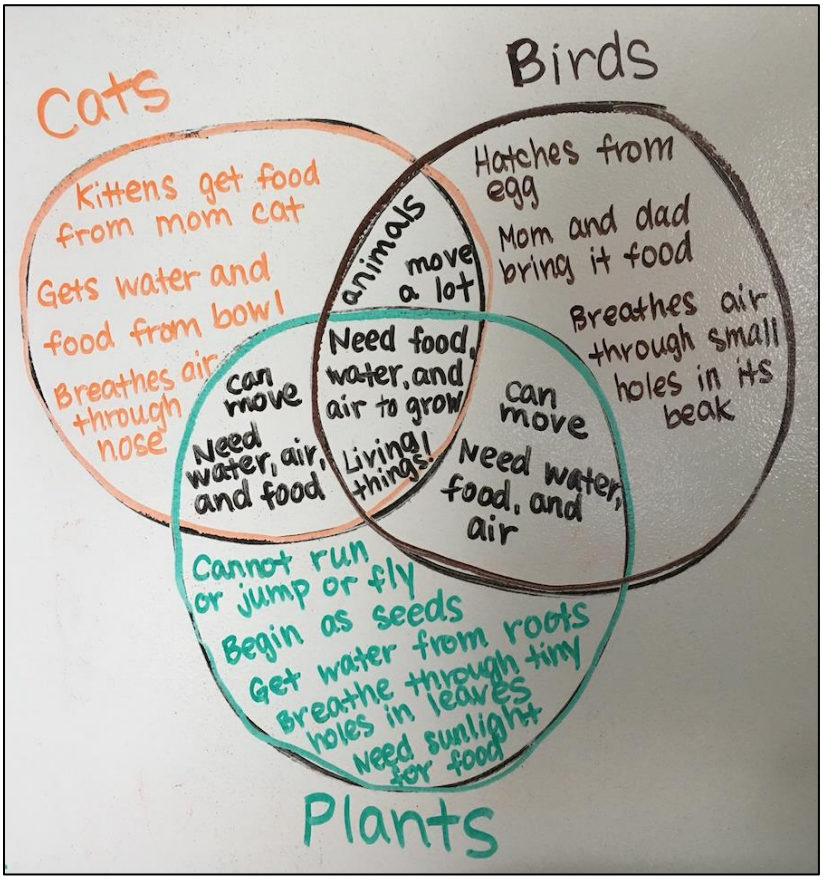
Create a three-part Venn diagram to compare and contrast the needs of the three living things that are featured in the text (cat, bird, plant).

Independent Task

Your parents have taken you to the park. They know you have been learning about living things. While at the park you see a cat, a bird, and plants, just like in the book! Choose two of the things you saw. Draw and write about how these two living things are similar and different. Then, explain your pictures and writing to your parents. Be sure to share with your parents how your two living things have needs that are similar and different.

In your writing, be sure to:

- begin each sentence with a capital letter;
- end each sentence with punctuation; and
- use vocabulary from the unit.

POSSIBLE STUDENT RESPONSE
Collaborative Task    **Independent Task** Birds are like cats in some ways. They are both animals that need water, food, and air to survive. They both move around a lot. They are also different. Cats eat food from a bowl. Birds get food from their mother and father. *(Illustrations should match sentences.)*

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	*Teacher's Script: "The first time we read this book we thought about the things that living things have in common. We talked about how they all need food, water, and air to live. Now we're going to read this book a second time. This time, we're going to think about how living things are both similar and different from one another."*	

Page 11	The author says "All living things are alike in certain ways." How?	All living things need water, food, and air. They need energy to grow and move.
Page 13	How do cats get the food, water, and air they need to grow? *Teacher's Note: Add this information to the Venn diagram. You may need to explain how a three-part Venn diagram works, especially when it is time to fill in the overlapping spaces.*	Kittens get food from their mother. As they grow up they get food and water from a bowl. They breathe through their nose.
Page 15	How do birds get the food, water, and air they need to grow? How are cats and birds similar?  *(This is an opportunity for a collaborative talk structure.)* Let's add this information to our Venn diagram. In which part of our Venn diagram should we put it? What should I write?	Birds hatch from an egg. Then they get food from their mom and dad. The illustration shows the mom and dad birds bringing worms for the baby birds to eat. Birds breathe through small holes in their beaks. Birds and cats are both animals. They both move and grow.
Page 20	How do plants get the food, water, and air they need to grow? How are plants similar to cats and birds? What makes plants different from cats and birds?  Let's add this information to our Venn diagram. In which part of our Venn diagram should we put it? What should I write?	Plants get energy from sunlight, water, and nutrients in the soil. There are tiny holes in leaves. Plants get air through these tiny holes. Plants can move like cats and birds. And they all need food, water, and air because they are all living things. Plants move differently. They don't run or jump or fly. They bend their stems and leaves to follow the sun.

After reading	Let's look at the center space of our Venn diagram. That space is for characteristics that are shared by all three. What can we write?	Cats, birds, and plants are all living things. Because they are living things, they all need food, water, and air to survive. They also all move.

DO YOU KNOW WHICH ONES WILL GROW? – READING 2, QUESTION SEQUENCE 2, DAILY TASK 7

TEXT
Text: *Do You Know Which Ones Will Grow?* **Question Sequence:** Second Read **Instructional Strategy:** Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
370L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
The text structure is slightly complex. The organization of this text is clear, chronological, and easy to predict. Students can use prediction skills to predict if each object will or will not grow. Internal summaries help organize the text into smaller sections. The illustrations directly support the understanding of the text. The illustrations incorporate cut-outs and tabs that pull up or down; readers who are unfamiliar with this type of illustration may need some initial support in understanding how to access illustrations and turn pages.	The language features are moderately complex. The conventionality is explicit, literal, and easy for students to understand. The vocabulary is mostly contemporary and familiar, though some words may be unfamiliar (rig, plow, kid, kit, stool). The sentence structure is a mixture of simple and compound sentences. Some complex structures, including commas, ellipses, and sentences, carry over two or more pages.
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
The purpose of the text is slightly complex. The purpose is easily understood – will certain things grow or not grow – and is revealed early in the text.	The knowledge demands for this text are moderately complex. Some students may be familiar with the concept that some things grow and some things don't. For other students, however, this concept can seem abstract. Most of the examples in the text – cars, bears, sweaters – will be common and familiar for most readers. There are no references to other texts or cultural elements.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that living things grow in similar and different ways.

To achieve this understanding, students will:

- use details in illustrations to infer similarities in the way living things grow;
- use details in the illustrations to draw the conclusion that some living things have babies that look like their parents; and
- compare and contrast two texts that discuss growing.

VOCABULARY WORDS

The following words are introduced during the reading. Suggested instructional methods are included in parentheses.

- **No new words are introduced during this reading.**

The following words are reinforced during this reading:

- grow
- become
- cub
- stool
- kid
- owlet
- calf
- plow
- snakelet
- rig
- kit
- joey

DAILY TASK

Collaborative Task (to be completed after reading <u>both</u> *Do You Know Which Ones Will Grow?* and *First the Egg*)
The teacher and students will complete a Venn diagram comparing and contrasting the two texts *Do You Know Which Ones Will Grow?* and *First the Egg*.

Do You Know Which Ones Will Grow? should be read first as an interactive read aloud. Then, *First the Egg* should be read second as a shared reading.

Independent Task (to be completed after reading <u>both</u> *Do You Know Which Ones Will Grow?* and *First the Egg*)
Earlier in our unit we tried to be an author like Kelli Hicks. Now we are going to be authors that use a different style to teach about living things. Make a cut-out page that illustrates how one living thing grows. Write sentences explaining how your living thing grows. After you make your page, explain to a partner

how your picture shows the way your living thing grows. Ask your partner to explain their picture. Then, compare your pictures. Talk about how the two living things you drew grow in different ways.

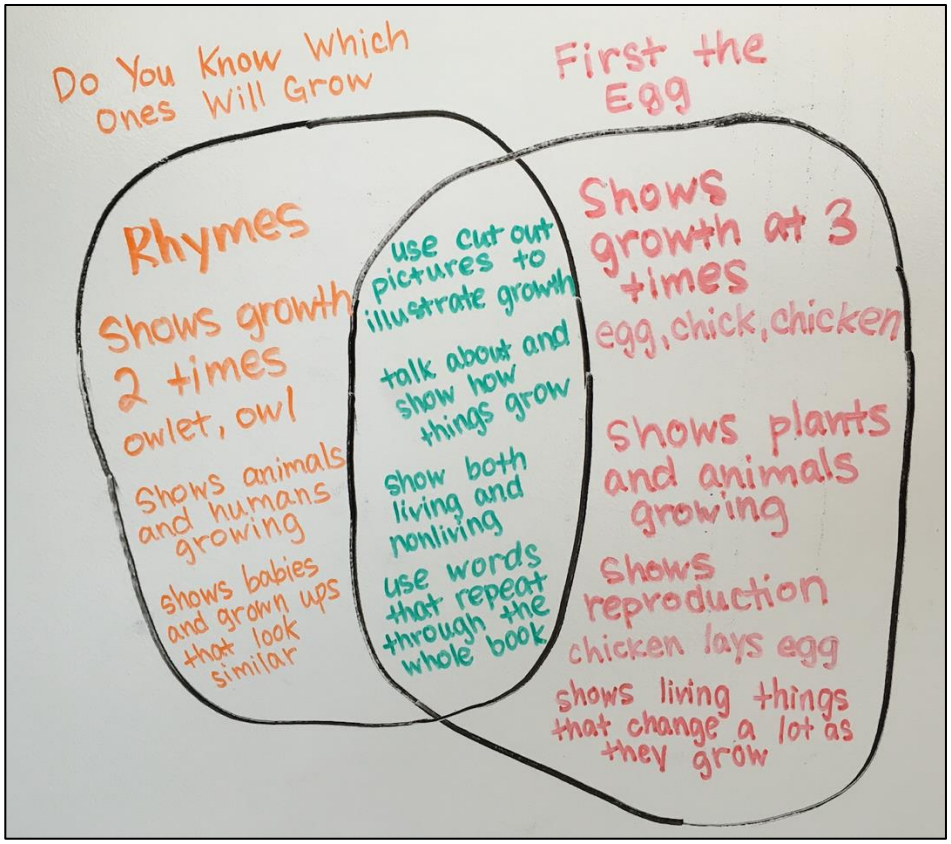
In your writing, be sure to:

- begin each sentence with a capital letter;
- end each sentence with punctuation; and
- use vocabulary from the unit.

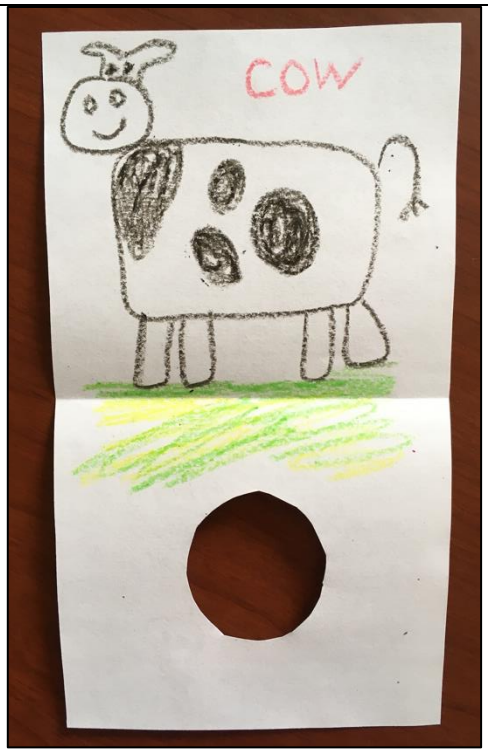
Teacher's Note: There is a template for different cut-out pages in the Student Task Packet. Teachers should make copies of the template in advance for students to use. It may also be helpful to show students an example of a teacher-created cut-out page.

POSSIBLE STUDENT RESPONSE

Collaborative Task



Independent Task



This is a calf. It grows into a cow. It changes as it grows by getting bigger. A baby calf looks a lot like its parents. Calves and cows are living things because they eat grass and drink water. Cows can walk and run and move in other ways all by themselves. They have to breathe air, too.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before reading	*Teacher's Script: "The first time we read this book we thought about the differences between living and nonliving things. This time when we read it, we're going to pay close attention to the living things in this book and how they grow."*	
	Teacher's Note: While this text is designed to be read as an Interactive Read Aloud, students can each have a copy of the text, or display it using a projector for the second read to help develop knowledge of print concepts. Because students will be able to see the text, the teacher may want to invite students to read along with words or phrases they know.	

"If a kitten grows and becomes a cat"	What living things has the book shown us so far? Something I notice when I look at this picture is that the kitten looks a lot like the cat. It's just smaller. What do you notice about the duckling and cub? When they grow up, what do they look like? *Teacher's Script: "I wonder if this pattern continues. Let's keep reading."*	It has shown ducks, bears, and cats. The duckling grows up and looks like the duck. The cub grows up and looks like the bear.
"Yes to ducks, bears, and owls…"	What living things did we read about on these two pages? How do they grow? *Teacher's Script: "Let's read this next section straight through. As we do, pay attention to how the different living things grow."*	We read about owlets and kids. The owlet grows into an owl. The owlet and owl look alike, the owl is just bigger. The kid grows into a goat. The kid and the goat look alike, they are just different sizes.
"Can a baby grow…"	What living things did we read about in this section of the text? How do they grow? *(This is an opportunity for a collaborative talk structure.)*	We read about calves, snakelets, piglets, kits, joeys, and babies. They all grow up to look like their parents. As they grow, they get bigger.
"Yes to a living, growing you!"	What did we learn in this book about how living things grow? How did the book teach us this information? Do "grow" and "become" mean the same thing?	Many living things grow up to look like their moms and dads. They are small when they are young and get bigger as they grow. The book had illustrations that showed baby animals next to their parents. Grow means to get bigger. But become means to change into something else. A joey can get bigger and still be a joey. But it has to grow enough to actually become a kangaroo.

FIRST THE EGG – READING 1, QUESTION SEQUENCE 1, DAILY TASK 7

TEXT
Text: *First the Egg* **Question Sequence:** First Read **Instructional Strategy:** Shared Reading

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
NP (non prose)	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
The text structure is slightly complex. The organization of this text is sequential and predictable. The pattern "First the __ then the __" is repeated throughout the text. However, readers will have to be observant on the final pages when the order of the pattern reverses. The cut-out pages are unique and add to the interest level of the text. They are easy to turn and are not required for comprehending the theme of the text.	The language features are slightly complex. Most words in the text will be familiar to readers. Some words, like tadpole, may be new to some readers.
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
The meaning of the text is very complex. The text shows how things grow. What may be challenging for readers conceptually is how the author shows the growth of a word into a story and the growth of paint into a picture. Paint and words are nonliving things, but in this text are shown as growing. The author also concludes the book by showing an egg laying an egg, which suggests a new cycle of growth. Readers will have to understand that in this text the author chooses to describe growing in a range of ways.	The knowledge demands for this text are moderately complex. The text assumes some background knowledge about growing, including that chickens hatch from eggs and caterpillars become butterflies.

LESSON OBJECTIVE(S) FOR THIS READING

Students will build on the understanding that living things grow in similar and different ways.

To achieve this understanding, students will:

- use details in illustrations to infer differences in the way living things grow;
- use details in the illustrations to draw the conclusion that some living things have babies that change a lot as they grow up; and
- compare and contrast two texts that discuss growing.

VOCABULARY WORDS

The following words are introduced during this reading. The suggested instructional methods are included in parenthesis.

- tadpole (explicit)

The following words will be reinforced during this reading:

- seed

DAILY TASK

Collaborative Task (to be completed after reading <u>both</u> *Do You Know Which Ones Will Grow?* and *First the Egg*)

The teacher and students will complete a Venn diagram comparing and contrasting the two texts *Do You Know Which Ones Will Grow?* and *First the Egg*.

Do You Know Which Ones Will Grow? should be read first as an interactive read aloud. Then, *First the Egg* should be read second as a shared reading.

Independent Task (to be completed after reading <u>both</u> *Do You Know Which Ones Will Grow?* and *First the Egg*)

Earlier in our unit we tried to be an author like Kelli Hicks. Now we are going to be authors that use a different style to teach about living things. Make a cut-out page that illustrates how one living thing grows. Write sentences explaining how your living thing grows. After you make your page, explain to a partner how your picture shows the way your living thing grows. Ask your partner to explain their picture. Then, compare your pictures. Talk about how the two living things you drew grow in different ways.

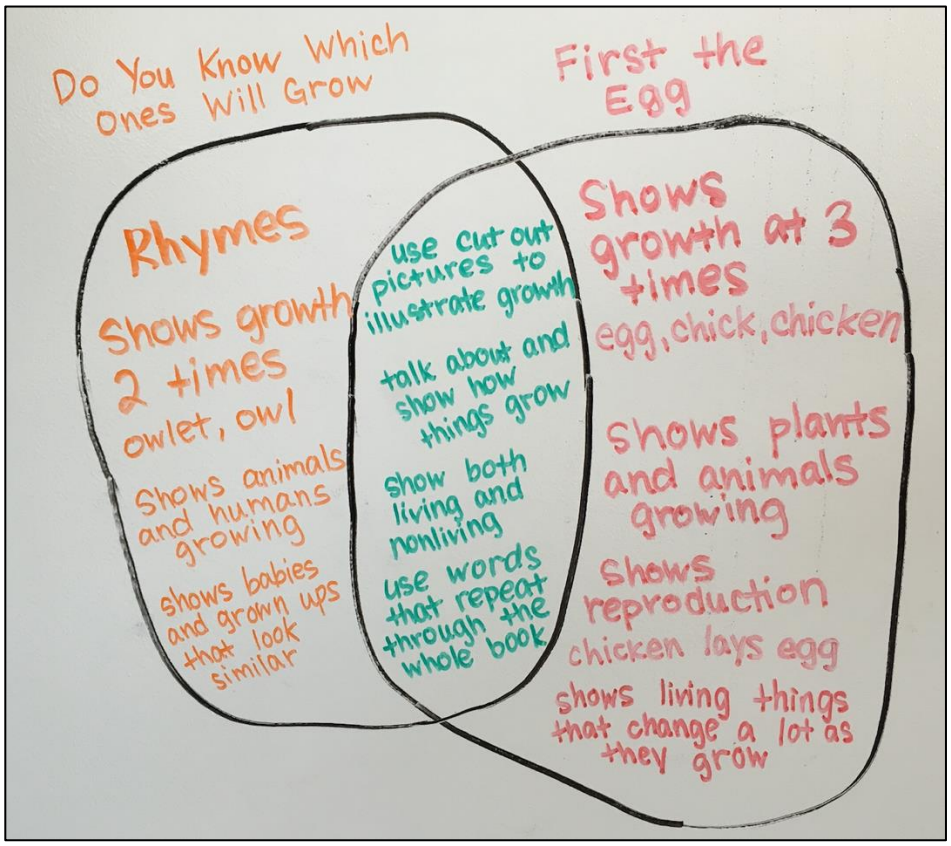
In your writing, be sure to:

- begin each sentence with a capital letter;
- end each sentence with punctuation; and
- use vocabulary from the unit.

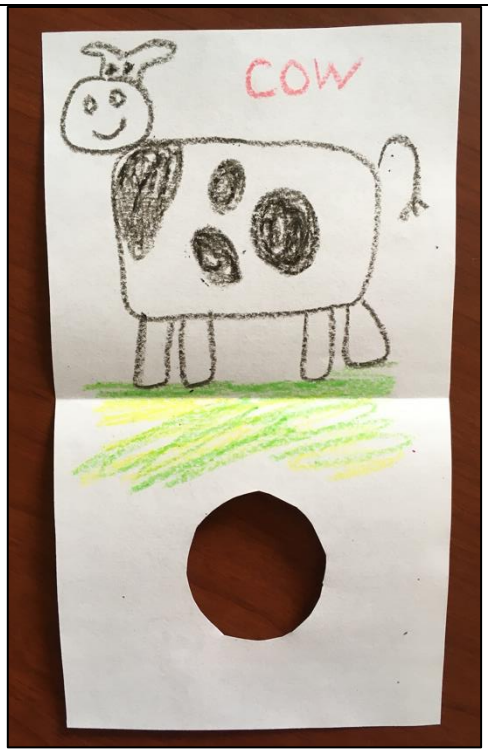
Teacher's Note: There is a template for different cut-out pages in the Student Task Packet. Teachers should make copies of the template in advance for students to use. It may also be helpful to show students an example of a teacher-created cut-out page.

POSSIBLE STUDENT RESPONSE

Collaborative Task



Independent Task



This is a calf. It grows into a cow. It changes as it grows by getting bigger. A baby calf looks a lot like its parents. Calves and cows are living things because they eat grass and drink water. Cows can walk and run and move in other ways all by themselves. They have to breathe air, too.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
"Then the chicken"	What do these words and illustrations show?	They show an egg hatching and the chick becoming a chicken.
"Then the frog"	What do these words and illustrations show? Describe the illustrations in this text to a partner. *(This is an opportunity for a collaborative talk structure.)*	They show a tadpole growing legs and then becoming a frog. There are holes in the pages! On one side of the page you see one thing. Then you turn the page and realize what you thought you saw before (a tadpole) was really something else (a frog).
"Then the flower"	Why do you think the illustrator chose this kind of illustration?	The illustrations help show how things grow. First you think it's one thing, like a seed, and then it becomes something else. It grows into a small plant and then a flower.

"Then the butterfly"	*Teacher's Note: Depending on students' background knowledge, the teacher may have to help explain what is happening in the the cocoon illustration*. What living things have we read about so far? How have we seen these living things grow? Do the living things in this text grow the same way as the living things in *Do You Know Which Ones Will Grow?* Why or why not?	An egg hatches and a chick grows into a chicken. A tadpole grows into a frog. A seed sprouts and grows into a flower. A caterpillar goes into a cocoon and becomes a butterfly. In *Do You Know Which Ones Will Grow?* the baby animals grew up to look like their parents. They just got bigger. In this book, the living things change a lot as they grow. A tadpole doesn't look like a frog. A caterpillar doesn't look like a butterfly.
"Then the story"	Is a word a living thing? Can a word grow?	No. A word can't grow because it's not alive. But the author is saying that if you put lots of words together they can become a story.
"Then the egg"	What do these last two pictures show? Why would the author end the book with a chicken laying an egg?	They show a chicken laying an egg. The author wants to show that even when one living thing is done growing it can make new living things that grow. The chicken laid the egg. Now the chick inside the egg will grow and become a chicken.
After reading	How were the living things in this text similar? How were they different? Let's think about both books we read today. What did we learn from them about how living things grow?	All of the living things grew. The chick, tadpole, seed, and caterpillar all grew. They grew in different ways. The caterpillar became a butterfly. The chick started as an egg, but once it was a chick it grew into a chicken. All living things grow. Some living things, like piglets and calves, look like their moms and dads as they grow up. Other living things, like seeds and caterpillars, change a lot as they grow.

ALTERNATIVE SHARED READING OPTIONS
The first section of this text – the egg through the caterpillar – are the most important for meeting the lesson objective. Teachers could read this section only. Teachers could also let students read the text one time through without questions and then ask the question sequence during a second read.

CATCHING SUNLIGHT: A BOOK ABOUT LEAVES – READING 1, QUESTION SEQUENCE 1, DAILY TASK 8

TEXT
Text: *Catching Sunlight: A Book About Leaves* **Question Sequence:** First Read **Instructional Strategy:** Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
590L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
The structure of this text is slightly complex. Information is organized into sections that are listed in the table of contents. Connections between ideas, such as how leaves change over the seasons, are explicit and clear. Ideas are organized sequentially. Illustrations and text features are helpful but in most places are not essential to comprehending the text.	The language features are moderately complex. Tier 3 vocabulary words are used in the text and a few are essential for comprehension, such as photosynthesis. Some Tier 2 words may be unfamiliar to readers, such as store (verb), pods, waxy, and spikey. Many Tier 2 words are used to describe the different shapes of leaves. Sentence structure is mostly simple and compound.
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
The purpose of the text is moderately complex. The text explains how leaves create and store food for plants. This purpose is explicitly stated early in the book. The purposes of other sections of the text, like one on the different shapes of leaves, are related to the text's main idea. However, the connections between ideas are not always explicitly stated.	The knowledge demands are moderately complex. The text assumes some background knowledge on the parts of the plant and how plants change throughout the year. The text also assumes familiarity with different kinds of plants and trees, in particular evergreen trees.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that plants obtain food through photosynthesis.

To achieve this understanding, students will:

- identify key details in the text that explain how plants produce food through photosynthesis; and
- summarize sections of the text and draw connections between text sections to explain how leaves create and store food.

VOCABULARY WORDS

The following words are introduced during the reading. Suggested instructional methods are included in parentheses.

- photosynthesis (explicit)
- sunlight (embedded)
- carbon dioxide (implicit)
- oxygen (embedded)
- stem (embedded)
- roots (embedded)
- store (verb – implicit)
- evergreen (implicit)

The following words are reinforced during this reading:

- energy
- breathe
- bloom
- grow
- healthy
- seed
- soil

Teacher's Note: Teachers can use additional embedded instruction to support students' understanding of the many adjectives this text uses to describe leaves, such as waxy, prickly, fleshy, and scaly.

DAILY TASK

Collaborative Task

Before, during, and after reading, the teacher and students will collaboratively create a KQL chart about how plants get food.

What do we already **know** about how plants get food?	What **questions** do we have about how plants get food?	What have we **learned** about how plants get food?

Independent Task

You are a junior kindergarten scientist that has just learned about how plants get food. Draw a picture that illustrates photosynthesis. Write sentences to describe your picture. After you draw and write, you will share your new learning with your reading buddy from third grade. You will explain to them what photosynthesis means.

In your writing, be sure to:

- begin each sentence with a capital letter;
- end each sentence with punctuation; and
- use vocabulary from the unit.

Teacher's Note: Teachers may want to have the word "photosynthesis" typed on small cards for students to glue onto their drawing as a label. Or, students can create their own label for their picture by copying the word "photosynthesis" underneath their drawing.

POSSIBLE STUDENT RESPONSE

Collaborative Task

Answers will vary based on students' background knowledge.

What do we already **know** about how plants get food?	What **questions** do we have about how plants get food?	What have we **learned** about how plants get food?
• Plants get energy from the sun. • Plants need water.	• How do plants eat from the sun? • Do they eat other food (not the sun)?	• Plants make food through photosynthesis. • They use energy from the sun to turn water and air (carbon dioxide) into sugar. • Plants store extra food in their stems.

Independent Task

Photosynthesis means that plants get energy from the sun. The leaves soak up the sunlight. *(Student drawings should include the sun and a plant.)*

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before reading	*Teacher's Script: "The books we read yesterday helped teach us that living things have similar and different needs and they grow in ways that are also similar and different. We're going to explore those ideas more in this next series of books. First, we're going to read a lot about plants and learn more about what they need to survive. Then, we'll read a group of books about animals and learn how different animals move and get food in different ways."* *"To start, we're going to read a book called* Catching Sunlight*. This book will teach us about how plants make food. We already know some information about how plants get food from the other books we've read in our unit. Let's think about what we remember about those books and write it on this chart."* *Teacher's Note: After charting what students know, invite students to ask questions about the topic.*	
Table of Contents	Based on the titles of each section, what kind of information do you think we'll learn from this book?	We will learn how leaves make food, what leaves are like in different seasons, and different kinds of leaves.
Page 4	According to these pages, what do leaves do?	They make food.
Pages 6-7	*Teacher's Note: There are many important vocabulary words on these pages. The teacher may want to reread these pages a couple times before asking questions to model pronunciation and give students opportunities to say/repeat words.* What do leaves do during photosynthesis? Where is the energy from the sunlight stored?	During photosynthesis leaves soak up sunlight. Energy is stored in the leaves.

	The author says that leaves turn the carbon dioxide and water into sugar. What is sugar? Why would leaves make sugar? Let's add some information to our KQL chart. What can we write that we learned?  *(This is an opportunity for a collaborative talk structure.)*	Sugar is in food! Maybe sugar is a food for plants. Plants make food through photosynthesis. They take energy from the sun and use it to turn water and air into sugar.
Page 9	What do leaves do in spring?	Leaves come out of the soil and open up. They start making food for the plant.
Page 11	What do leaves do in the summer? How do plants use the food the leaves make?	Leaves keep making food. Plants use food to grow healthy and strong. Food that is not used right away is stored in the plants' roots and stem.
Page 13	Why do leaves stop making food in autumn?	Because there is less and less sunlight and water for photosynthesis.
Page 18	Why would it help a tree living in the shade to have very big leaves? Why would it help plants in the desert to have leaves that can story plenty of water?	If it's in the shade it doesn't get much sunlight. But it needs sunlight for photosynthesis. The bigger the leaves are the more sunlight they can take in to make food. It doesn't rain much in the desert but leaves need water for photosynthesis. If there isn't much rain, leaves would need to be able to store all the water they can.
Page 19	On the previous page the author says "Leaves take care of plants' needs." What example of leaves taking care of plants is shared on this page. Why would plants not want animals to eat their leaves?	Some trees have leaves that smell. The smell keeps insects and animals away that would want to eat the plant. Because if animals eat their leaves the leaves will be gone and the plant won't be able to make food.
After reading	What did we learn about leaves? *Let's add this information to our KQL chart.* 	Leaves make food for plants. This is called photosynthesis. They use water, sunlight, and air (carbon dioxide) to make sugar that feeds the plant. Leaves take care of plants' needs. Some leaves are big or pointy or smelly so they can make and store food for plants.

"THE LITTLE PLANT" – READING 1, QUESTION SEQUENCE 1, DAILY TASK 9

TEXT
Text: "The Little Plant" poem (Available online here: https://southerncrossreview.org/93/little-plant.htm) **Question Sequence:** First Read **Instructional Strategy:** Shared Reading

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
Non prose	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
The text structure is moderately complex. The text is a poem. Sentences are divided in unpredictable places and punctuation use is inconsistent.	The language features are moderately complex. The poem contains personification (A dear little plant lay fast asleep) and dialogue ("Wake!" said the sunshine, "And creep to the light.") Certain Tier 2 words, like buried and creep, may be unfamiliar to students.
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
The meaning of the text is moderately complex. The meaning is subtle but easy to infer. The poem tells the story of a seed becoming a plant.	The knowledge demands for this text are moderately complex. The poem relies on content-specific knowledge about how plants grow.

LESSON OBJECTIVE(S) FOR THIS READING
Students will apply their knowledge of the needs of plants to comprehend the meaning of a poem. To achieve this understanding, students will: • recognize the style and organization of a poem; • interpret word meanings by using what they know about how plants grow and what they need; and • develop vocabulary that can be used to describe the life cycle of a plant, what it needs, and the ways in which it grows.

VOCABULARY WORDS
The following words are introduced during this reading. The suggested instructional methods are included in parenthesis. • heart (embedded) • creep (implicit) • rose (embedded) The following words are reinforced during this reading: • seed

DAILY TASK
Write one sentence for each of the three stanzas in the poem explaining what the author is telling us about what the plant needs, or how the plant grows. In your writing, be sure to: • begin each sentence with a capital letter; • end each sentence with punctuation; and • use vocabulary from the unit.

POSSIBLE STUDENT RESPONSE
Plants start off as seeds in the ground. The plant needs rain and sunlight to grow. The plant grows out of the ground.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before reading	What do you notice about this piece of text compared to the other texts we have read?  *(This is an opportunity for a collaborative talk structure.)* *Teacher's Script: (If poetry has not been introduced) "This type of text is poetry. As we read, you'll also notice that some of the lines have rhyming words and there aren't punctuation marks at the end of every line."* *Teacher's Note: Read the poem through one time before reading again to ask questions.*	It is shorter than a book. It doesn't have a lot of pages. The lines are short.

A dear little plant lay fast asleep	What does the author mean when she says that the plant lay fast asleep? 	Plants don't actually sleep, so I think she means that the plant hasn't started to grow yet. It's buried in the ground, but it is still just a seed.
Of the raindrops bright	In this stanza, the author repeats that word "Wake!" She says, "Wake! Said the sunlight…Wake! Said the voice of the raindrops…" Why do you think the author has the sunlight and the raindrops telling the plant to "Wake!"?  What have we learned from other texts in this unit, like *Catching Sunlight*, that supports your thinking? The author uses the word "creep" here to describe how the plant moves towards the sunlight. What do you think the word creep means here?	We said before that plants don't sleep. That the seed was waiting to grow. The sunlight and the rain are what the plant needs to grow. When the author says "Wake!" I think she means "Grow!" and the author is having the things it needs to grow tell it to grow. In *Catching Sunlight* we learned that plants use sunlight to make their own food and energy. So, the sunlight is something the plant needs to grow. It means it is growing slowly.
And it rose to see	What does the phrase "*rose* to see" mean in this line?	"Rose to see" means the plant started growing up from the soil. It finally sprouted.

ALTERNATIVE SHARED READING OPTIONS
The teacher may want to employ echo reading or choral reading strategies to support students in decoding this poem. It may help to write the poem in large print on chart paper with the teacher tracking the print with a pointer.

"THE GARDEN" FROM *FROG AND TOAD TOGETHER* – READING 1, QUESTION SEQUENCE 1, DAILY TASK 10

TEXT
Text: "The Garden" from *Frog and Toad Together* **Question Sequence:** First Read **Instructional Strategy:** Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
330L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
The structure of this text is moderately complex. The organization is clear, chronological, and easy to predict. The illustrations support the interpretation of the text. Much of the story is told through dialogue and readers will have to recognize when speakers change and when the story is being told by the narrator.	The language features are slightly complex. The vocabulary is mostly contemporary and familiar. While most words are Tier 1, there are a few Tier 2 words, like frightened, and expressions ("What a fine garden you have", "Drat!") that may be unfamiliar to some readers. There are some complex sentences, especially when using dialogue.
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
The meaning of the text is moderately complex. The text tells the story of Toad trying to grow a garden, though most of the actions he takes aren't productive. The theme of hard work is also implied.	The knowledge demands are moderately complex. The text assumes some content-specific knowledge of how plants grow.

LESSON OBJECTIVE(S) FOR THIS READING
Students will apply their knowledge of what plants need to grow to comprehend a short narrative story. To achieve this understanding, students will: • identify the actions Toad takes in the story to try to get his plants to grow and contrast those with the real needs of plants; and • comprehend information from the text through dialogue and illustrations.

VOCABULARY WORDS
The following words are introduced during this reading. The suggested instructional methods are included in parenthesis. • garden (explicit) • frightened (implicit) The following words are reinforced during this reading: • seeds • grow/growing

DAILY TASK
After reading the text, write a letter to Toad. Your letter should help Toad understand what plants need to grow. Be sure to explain which of his actions did not help his plants grow. In your writing, be sure to: • begin each sentence with a capital letter; • end each sentence with punctuation; and • include some information about what plants need to grow.

POSSIBLE STUDENT RESPONSE
Dear Toad, You tried so hard to help your garden grow! But, some things didn't work. Plants don't grow when you tell them to grow, even when you yell. Plants don't need you to read a book to them. Plants don't need songs or poems or music to grow. Your plants weren't afraid to grow. Your plants grew because they got sunshine and rain and air. Plants are living things. Your friend, Student

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
	Teacher's Note: "The Garden" *is in the* Frog and Toad Together anthology. *This short story begins on page 18.*	
Page 18	Toad says, "What a fine garden you have." What does that mean?	It means that Frog has a nice garden.

Page 19	What do you predict Toad will do with the flower seeds?	He will plant them and give them water and they will grow very soon.
Page 21	Why is Toad talking to the seeds?	He wants the seeds to grow. He is telling them to start growing.
Page 23	What does Frog tell Toad to do? Do you think the seeds will grow? How does the picture help you make a prediction?	Frog tells Toad to stop yelling and leave the seeds alone. He says to let the sun shine and rain fall on them. Yes, the seeds will grow. The picture shows the sun shining. Seeds and plants need sunshine to make food and grow.
Page 25	What is Toad doing? Why?	Toad is reading a story to his seeds. He thinks the seeds are afraid of the dark. He thinks that if he reads to them they won't be afraid.
Page 27	Toad seems to be working hard, but his seeds aren't growing. Why not?  *(This is an opportunity for a collaborative talk structure.)* Toad says, "These must be the most frightened seeds in the whole world!" Why does he say that? Do you think his seeds will grow? What clues from the text help you with your prediction?	Because the things he's doing aren't actually what seeds need to grow. Singing, reading poetry, and playing music doesn't make plants grow. Plants need water, sun, and air to grow. Earlier in the story Frog told him to stop yelling because the seeds were afraid to grow. Toad's seeds aren't growing yet even though he is doing so many things, like singing and playing music. Toad thinks the reason his seeds aren't growing is because they are afraid. I think they will grow. The picture shows Toad singing in the rain. The rain will help the seeds grow because plants need water.
Page 29	Why did the seeds finally grow? Toad says, "It was very hard work." Do you agree? Why or why not? 	They needed sunlight and rain to grow, just like Frog said. It took some time. Toad worked hard, but it wasn't his hard work that made the plants grow. The plants did the work of growing. Toad didn't need to do anything because the seeds only needed sunlight and rain and air to grow.

MEAT-EATING PLANTS – READING 1, QUESTION SEQUENCE 1, DAILY TASK 11

TEXT
Text: "Meat-eating Plants" digital text (Available online here: https://kids.nationalgeographic.com/explore/science/meat-eating-plants/#venus-flytrap.jpg) Other resources required for this read include: • Video (https://video.nationalgeographic.com/video/short-film-showcase/eerie-time-lapse-of-bug-eating-plants) • Digital infographic (https://kids.nationalgeographic.com/explore/awesome-8-hub/carnivorous-plants/) **Question Sequence:** First Read **Instructional Strategy:** Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
N/A	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
The text structure is very complex. The organization is not clearly evident. Text features in the infographic, such as illustrations and captions, support understanding of the main article text.	The language features are very complex. The vocabulary is discipline specific and the author uses Tier 2 and Tier 3 words to describe the plants and how they trap insects, such as victims, unsuspecting, and consume. Many of the sentences use subordinate clauses or phrases such as "once the trap door closes" and "when dinner is over."
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
The purpose is moderately complex. The purpose of the article is to explain information about meat-eating plants. The title and the opening paragraph support understanding of the purpose.	The knowledge demands are moderately complex. The text includes simple ideas, like plants eat insects, and more complex ideas, like plants using mimicry or camouflage to attract prey.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that some plants obtain additional food and energy by "eating" insects.

To achieve this understanding, students will:

- determine how carnivorous plants get food through the main idea and details of the text;
- compare and contrast how carnivorous plants get food with how other plants get food through photosynthesis using evidence from the texts; and
- ask questions to clarify their understanding about how carnivorous plants get food.

VOCABULARY WORDS

The following words are introduced during this reading. The suggested instructional methods are included in parenthesis.

- carnivore (embedded)
- digest (explicit)
- pitcher (implicit)
- ejects (embedded)
- consume (embedded)
- victim (implicit)

The following words are reinforced during this reading:

- soil
- survive

DAILY TASK

Lisa Van Cleef wants people to get passionate about plants. Create a poster inviting people to the San Francisco Conservatory of Flowers. Draw and write on your poster. Be sure to show why people should get excited about plants. Include the different ways that plants can get food.

POSSIBLE STUDENT RESPONSE

A student might draw a person smiling, excited about plants. The student draws a Venus flytrap with flies and labels it. The student may also draw a picture of a flower getting sun and rain. The student may write: You should go to the conservatory because plants are cool! Some eat bugs. Others get food from the sun.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Video	*Teacher's Note: Show the time-lapse video first.* *Teacher Script: "As we watch the video, I want you to think of some questions you have about how these plants get food."* After watching the video, what are you wondering? *Teacher's Note: Record questions on chart paper.*	Did the plant eat the bugs? How did the plants trap the bugs? Are the bugs really plant food? Weren't they growing tall to get sunlight?
...ready to trap again.	What is different about these plants, compared to the plants we read about in our other books?  *(This is an opportunity for a collaborative talk structure.)* What did this author call the plants that eat bugs? What did the text tell us carnivore means?	These plants eat bugs! In our other books we learned that plants get their food from the sunlight. Carnivores are meat-eaters.
...Fight to survive	Why did the author say that the carnivorous plants have to eat bugs?	Because the soil doesn't offer much food.
...a fly could take a couple of days.	How does the pitcher plant get food? The author says "curious insects are tempted to come close and take a sip." What is the author trying to tell us about how the plant attracts the bugs to eat? 	It traps bugs in its pitcher. The plant is being sneaky. It looks pretty and yummy, but that's just a trick.
...snaps shut on its victims.	Who are the plant's victims? Why?	Bugs. Because the plant is going to eat and kill the bugs.
...in your neck of the woods.	Did we answer any of your questions? What new questions do you have?	*Answers will vary*.

Awesome 8 Carnivorous Plants Infographic	*Teacher's Note: Read the Awesome 8 carnivorous plants infographic.* What are some of the ways plants trap bugs for food?	Some are sticky and the plants get stuck. Some fill with water and the bugs get stuck in the water. The Venus flytrap closes shut like a mouth to catch bugs.
After reading	How are these carnivorous plants different from other plants? How might you know if a plant is carnivorous or not? 	These plants eat bugs. Other plants get food from rain, soil, and the sun. I could look to see if it is filling with water. Or I could look to see if it is sticky. I could look to see if any bugs were stuck in it.

TIME TO EAT – READING 1, QUESTION SEQUENCE 1, DAILY TASK 12

TEXT
Text: *Time to Eat* **Question Sequence:** First Read (*Given the length of this text, the question sequence is designed for pages 1-12 only. Teachers can choose to read the rest of the text during this read or finish it during a second read.)* **Instructional Strategy:** Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
920L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
The structure of the text is moderately complex. Different examples of how and what animals eat are organized sequentially. The illustrations and captions support the reader in understanding the text.	The language features are very complex. There are many Tier 2 words, such as convenient, captured, chisels, and astounding. Sentence structure varies and includes complex and compound sentences. Some captions switch points of view, such as one above an anaconda that says "I can't believe I ate the whole thing."
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
The purpose of the text is slightly complex. The purpose is to share information about what and how different animals eat. The purpose is stated in the title and the opening page of the text.	The knowledge demands are moderately complex. Readers must have some background knowledge about different animals to comprehend the texts information, such as knowing what it means for an animal to shed its skin.

LESSON OBJECTIVE(S) FOR THIS READING
Students will understand that animals obtain food and energy in different ways. To achieve this understanding, students will: • use key details in the text to identify and compare the different ways animals obtain food; • contribute to a class chart to organize information from the text; and • synthesize information across texts to form an opinion.

VOCABULARY WORDS

The following words are introduced during this reading. The suggested instructional methods are included in parenthesis.

- thrive (implicit)
- unusual (embedded)
- gulp (embedded)
- equivalent (embedded)
- starvation (explicit)
- burrow (implicit)
- paralyzes (implicit)
- venomous (implicit)
- cocoon (embedded)
- convenient (embedded)
- capture (implicit)
- prey (explicit)
- grind (embedded)
- mate (embedded)
- offspring (embedded)

The following words are reinforced during this reading:

- consume
- store
- energy
- victim

DAILY TASK

Collaborative Task

The students and teacher will make a chart to organize some of the information from this text.

Animal Name	What food does it eat?	How does it get its food?

Independent Task (This task should be completed after the shared reading text "Rocks Help This Animal Eat".)

The authors of *Time to Eat* say that, "Many animals have surprising ways of collecting, storing, and consuming their food." Which animal that we read about today did you find most surprising? Why? Use drawing and writing to share your opinion. Then, share your opinion with a partner.

In your writing, be sure to:

- begin each sentence with a capital letter;
- end each sentence with punctuation;
- state your opinion; and
- include at least one reason for your opinion.

POSSIBLE STUDENT RESPONSE

Collaborative Task

Animal Name	What food does it eat?	How does it get its food?
Giant Panda	Bamboo	Chews 12 hours a day
Acorn Woodpecker	Acorns	Chisels holes in tree trunks
Crucifix Toad	Insects	Stores insects on its sticky skin. Then eats its skin.
Ostrich	Leaves and grass	Eats rocks to grind up food

Independent Task

I think the anaconda is the most surprising animal. It only needs to eat four or five times a year. And it eats really big things like deer and jaguars. It doesn't even have to chew but swallows them whole!

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
	Teacher's Script: "We just read a group of books that helped us learn what plants need to survive. Now, we're going to read a group of books about animals. These books will help us learn about how different kinds of animals move and get the food they need to survive."	
Page 1	The author says that "Many animals have surprising ways of collecting, storing, and consuming their food." What does the author mean by "surprising"?	A surprise is something you don't expect. Some animals do surprising things with their food. That means we won't expect it. Maybe some animals do weird things with their food.
Page 2 (Giant Panda)	Let's think about this animal. What food does it eat? How does it eat it? *Teacher's Note: Let's put this information in our chart.*	Pandas eat bamboo. They eat it by chewing for twelve hours a day.
Page 4 (Shrew)	How are the tick and the shrew different?	The tick can wait years for a meal. But the shrew has to eat every two or three hours or else it will starve.
Page 5 (Acorn Woodpecker)	Let's add to our chart. What animal is this? What kind of food does it eat? How does it obtain its food? Why might the woodpecker want to put its acorns in trees?	It's an acorn woodpecker. It eats acorns. It makes holes in trees and puts its acorns in the tree. To store the food for later. If it gets hungry it can go to the tree and get the acorns out.
Page 6 (Chipmunk)	How are the acorn woodpecker and the chipmunk similar?	They both eat seeds. They both store their food so they can eat it later.
Page 8 (Black Widow)	How are the butcherbird and the black widow similar? How are they different? *(This is an opportunity for a collaborative talk structure.)*	They are similar because they both eat bugs. Once they capture the bugs they sometimes save them for later. They are different because the bird traps bugs on a thorn and the spider wraps it in a cocoon.
Page 9 (Crucifix Toad)	Let's add another line to our chart. I'm going to reread this page. As I do, think about what the animal is, what it eats, and how it obtains its food. Then, explain your thinking to your partner.	The toad eats insects. It stores insects on its sticky skin. Then it sheds its skin. It eats the skin and the insects that are stuck to it.

		
Page 12	In the beginning of the book the author said that animals get their food in surprising ways. Choose either the ostrich or the dung beetle and explain to your partner why what and how they eat is surprising. 	The ostrich is surprising because it eats rocks. The rocks help grind the leaves and grass it eats. The dung beetle is surprising because it eats poop!

"ROCKS HELP THIS ANIMAL EAT" – READING 1, QUESTION SEQUENCE 1, DAILY TASK 12

TEXT
Text: "Rocks Help This Animal Eat" (*Available online here: https://www.readworks.org/article/Rocks-Help-This-Animal-Eat/7b41fdf7-0239-40c4-8b18-229e1d618928#!articleTab:content/. Educators may need to create a free account on Readworks.org to access this article. With an account, educators can freely print or project the article*.) **Question Sequence:** First Read **Instructional Strategy:** Shared Reading

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
520L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
The structure of this text is slightly complex. The organization is clear and sequential. Sentences like, "Here is how rocks help the sea otter eat a meal" make the text easy to predict.	The language features are slightly complex. The sentence structure is simple. There are some content-specific vocabulary words, like ocean, crabs, and shells. There are few to no Tier 2 words.
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
The purpose of the text is slightly complex. The purpose is to explain how otters use rocks to help them eat. The purpose is stated explicitly in the title and opening sentences.	The knowledge demands are moderately complex. Students need some understanding of otters and the ocean to comprehend how the otter eats.

LESSON OBJECTIVE(S) FOR THIS READING

Students will build on the understanding that animals obtain food and energy in different ways.

To achieve this understanding, students will:

- identify the main topic of the text and retell key details about how otters obtain food; and
- synthesize information across texts to form an opinion.

VOCABULARY WORDS

The following words are introduced during this reading. The suggested instructional methods are included in parenthesis.

- ocean (implicit)
- crabs (embedded)
- shells (explicit)
- floats (implicit)

DAILY TASK

This task should be completed after the interactive read aloud of *Time to Eat* and the shared reading text "Rocks Help This Animal Eat".

The authors of *Time to Eat* say that, "Many animals have surprising ways of collecting, storing, and consuming their food." Which animal that we read about today did you find most surprising? Why? Use drawing and writing to share your opinion.

In your writing, be sure to:

- begin each sentence with a capital letter;
- end each sentence with punctuation;
- state your opinion; and
- include at least one reason for your opinion.

POSSIBLE STUDENT RESPONSE

I think the anaconda is the most surprising animal. It only needs to eat four or five times a year. And it eats really big things like deer and jaguars. It doesn't even have to chew but swallows them whole!

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
	Teacher's Note: Read the text once straight through as a shared reading without asking any questions. Then, use the question sequence below for the second read.	
Title	Titles are a kind of text feature. The title can give us information about what the text will be about. Based on the title, make a prediction about what we will learn from this text.	The text will tell us about an animal that uses rocks to get food.
Here is how…	Make a prediction about how the rocks help the otter eat a meal. Use details from the previous sentences to form your opinion.  *(This is an opportunity for a collaborative talk structure.)*	The text says otters eat crabs and other animals with hard shells. Maybe the otter will break the shells with the rock.
The otter eats…	What did this paragraph tell us? Explain to your partner how otters use rocks to obtain their food. 	It explained how otters use rocks to eat their food. Otters catch their food. Then they swim to the top of the water and float on their backs. They put the hard shell on their belly. They hit the shell with the rock. When the shell breaks they eat the food inside.
After reading	Before we read this text, we made predictions about what it was about based on the title. Was your prediction correct? Why or why not? (*Scaffolding question – what was this text about?*) How is the otter like any of the other animals we read about in *Time to Eat*?	My prediction was correct. I said it would be about how an animal uses rocks to help it eat. This text was about how otters use rocks to break shells and eat food. The otter is like the ostrich because they both use rocks to help them eat their food.

ALTERNATIVE SHARED READING OPTIONS
The teacher may want to write this story on chart paper. The teacher can track the print with a pointer while reading to help students follow along. The teacher may want to circle the transition words in the last paragraph (i.e., first, next, then) to help students comprehend the process of how the otter uses rocks to eat. The teacher can have students read this text on multiple days to practice decoding and high-frequency word recognition and to build fluency.

TEXT
Text: *How and Why Do Animals Move?* **Question Sequence:** First Read (*Read pages 4-13 only*.) **Instructional Strategy:** Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
NC590L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
The structure of the text is very complex. Topics are organized sequentially, though are not necessarily easy to predict. There are many text features, including headers, photographs, and captions. Some pages have many different photographs and captions. The captions elaborate on and enhance the reader's understanding of the text.	The language features are moderately complex. The text contains many content-specific vocabulary words, including habitat, migrate, and prehensile. Some Tier 2 words may also be unfamiliar to readers, including escape, leap, and hover. There are many compound sentences.
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
The purpose of the text is slightly complex. The purpose is to explain how and why animals move. The title states the purpose explicitly. The opening section of the text is titled "Why do Animals Move" and remaining sections are organized by how animals move (i.e., Hop and Leap, Moving in Water).	The knowledge demands are moderately complex. The text assumes some basic knowledge about how different kinds of animals move. Some commonly-known animals are used as examples, like penguins and squirrels, along with lesser-known animals like lemurs and mountain goats.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand how and why animals move in different ways.

To achieve this understanding, students will:

- identify the main idea and key details in different sections to explain how different animals move;
- use text features to locate and explain information; and
- compare and contrast information about different animals.

VOCABULARY WORDS

The following words are introduced during this reading. The suggested instructional methods are included in parenthesis.

- shelter (implicit)
- escape (embedded)
- habitat (implicit)
- migrate (explicit)
- predators (explicit)
- fins (explicit)
- slither (embedded)
- flapping (implicit)
- hover (embedded)
- glide (embedded)
- pounce (embedded)
- paddles (embedded)
- leaping (implicit)

The following words will be reinforced during this reading:

- survive
- prey
- pouch
- joey

DAILY TASK

Collaborative Task

The teachers and students will create a chart to organization information about the different ways animals move.

Ways Animals Move	Example

Independent Task
We are going to continue practicing writing like real authors. Choose an animal that we read about today in *How and Why Do Animals Move?* Draw the animal. Use labels and captions to help explain how and why it moves. Write sentences to describe your drawing. Then, explain your drawing to a partner. Partners should give feedback to each other about how the use of captions and labels helped them understand each other's work.

In your writing, be sure to:

- begin each sentence with a capital letter;
- end each sentence with punctuation; and
- use vocabulary from the unit.

Students will add on to this task during the second reading of the text. They will draw and write about another animal and then compare the two animals.

POSSIBLE STUDENT RESPONSE

Collaborative Task

Ways Animals Move	Example
flap wings	duck
hover in air	hummingbird
climb	raccoons
crawl	centipedes
hop	kangaroos

Independent Task
A student draws a leopard cub in a tree. The student writes the labels "4 legs" and "claws" by the picture. The student writes: This is a leopard cub. It has four legs and sharp claws that help it climb in trees. It uses its legs to pounce on prey.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Table of Contents	This is a table of contents. It shows us the different parts of the book and on what page each part begins. Listen as I read the table of contents. What kind of information do you think we'll learn in this text? *Teacher's Note: The teacher may want to show students the table of contents from the text* Living or Nonliving? *and have students*	The text will tell us why animals move. It will tell us how animals hop and leap. It will tell us how they move in water.

	compare and contrast them. *Teacher's Script: "Let's start with the first section. This section is called "Why do animals move?" I can see it starts on page 4. Let's go there."*	
Page 4	The header for this page is "Why do animals move?" What did we learn on this page about why animals move?  *(This is an opportunity for a collaborative talk structure.)*	Animals move to get the things they need to survive. They move to find food, water, and shelter. Animals move to escape predators.
Page 6	The author says, "The bodies of animals are built for the way they move." What does that mean? How do the photographs on this page help show how animals' bodies are built for the way they move?	It means that animals have different bodies that move in different ways. Animal bodies have things that help the animal move. The photographs show different kinds of animal bodies. The owl has wings. The lemur has legs. The snake doesn't have wings or legs but it twists its body to move.
Page 7	How do penguins move differently from other birds? *Teacher's Script: "This page makes me want to learn more about how birds fly. Let's go back to the table of contents and find the section on wings and flying."*	Penguins have wings but they don't fly. They use their wings to swim through the water.
Table of Contents	Listen to me read the table of contents again. Then, tell me which section you think will tell us more information about how birds fly. *Teacher's Script: "That section starts on page 8. Let's go there."*	The section titled "Which animals fly?" probably has information on birds that fly.
Page 8	The author used three different words to describe how birds fly. What were those words and what do they mean? How do butterflies and bats move differently?	Flap means to move wings up and down. Hover means to stay in one place. Glide means to keep your wings stretched out. Butterflies can flutter and glide. Bats flap their wings to fly but they can't glide.

	Look at our chart. What information could we add to it that we learned in this section about which animals fly? 	We can say that ducks flap their wings, hummingbirds hover, and butterflies glide.
Pages 10-11	What are some different ways animals move with their legs? What examples does the author give of animals using their legs to move in these ways? Ask the "What do you think?" question on page 11 – Which three animals on these pages can run fast? Why do you think so?  What information from this page can we add to our chart? *Teacher's Script: "I wonder if there's any more information in this book about how animals move with their legs. Let's go back to the table of contents and see."*	walk, hop, jump, crawl, run, climb, swim Horses use their legs to run. Leopards use legs to climb. Ducks use legs to paddle in water. I think the horse, leopard, and raccoon can run fast. The centipede has too many legs to run fast. I think its legs would get tangled. Ducks have feet for paddling. I don't think webbed feet are good for running. Raccoons climb. Horses gallop. Ducks paddle.
Table of Contents	I'll read the titles of the sections again and you tell me which one sounds like it could talk more about how animals move with their legs. Why do you think that? *Teacher's Script: "The Hop and Leap section starts on page 12. Let's turn to that page."*	Hop and leap, because animals use their legs to hop.
Pages 12-13	The author doesn't tell us what the word "leap" means. Using the information on these pages, what do you think it means? Why do some animals hop and leap? Earlier in the text the author said that animals' bodies are built for the way they move. How is the kangaroo's body built for the way it moves?	Leap means to jump. It's easier for them to leap than walk. They can move more quickly when they hop. It has strong back legs for hopping. Its long tail helps it balance when it hops.

	What information can we add to our chart from these pages? 	Kangaroos hop. Hares leap. Lemurs leap.

HOW AND WHY DO ANIMALS MOVE? – READING 2, QUESTION SEQUENCE 2, DAILY TASK 14

TEXT
Text: *How and Why Do Animals Move?* **Question Sequence:** Second Read (*Read pages 14-22*.) **Instructional Strategy:** Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
NC590L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
The structure of the text is very complex. Topics are organized sequentially, though are not necessarily easy to predict. There are many text features, including headers, photographs, and captions. Some pages have many different photographs and captions. The captions elaborate on and enhance the reader's understanding of the text.	The language features are moderately complex. The text contains many content-specific vocabulary words, including habitat, migrate, and prehensile. Some Tier 2 words may also be unfamiliar to readers, including escape, leap, and hover. There are many compound sentences.
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
The purpose of the text is slightly complex. The purpose is to explain how and why animals move. The title states the purpose explicitly. The opening section of the text is titled "Why do Animals Move" and remaining sections are organized by how animals move (i.e., Hop and Leap, Moving in Water).	The knowledge demands are moderately complex. The text assumes some basic knowledge about how different kinds of animals move. Some commonly-known animals are used as examples, like penguins and squirrels, along with lesser-known animals like lemurs and mountain goats.

LESSON OBJECTIVE(S) FOR THIS READING

Students will build on the understanding of how and why animals move in different ways.

To achieve this understanding, students will:

- identify the main idea and key details in different sections to explain how different animals move;
- use text features to locate and explain information; and
- compare and contrast information about different animals.

VOCABULARY WORDS

The following words are introduced during this reading. The suggested instructional methods are included in parenthesis.

- grip (explicit)
- hang (embedded)
- hoofs (implicit)
- flippers (explicit)
- squirt (embedded)

The following words will be reinforced during this reading:

- predators
- pounce
- fins
- leap
- breathe
- air
- flaps
- migrate
- escape
- calf/calves

DAILY TASK

Collaborative Task

The teachers and students will add to the chart they made yesterday.

Ways Animals Move	Example

Independent Task (*This task builds on the task students completed during the first read of* How and Why Do Animals Move?)

Choose another animal that we read about in *How and Why Do Animals Move?* Be sure to choose an animal that we read about today (not during yesterday's reading). Use labels and captions to help explain how the animal moves. Then, write about how and why the two animals you drew move in different ways. Read your sentences to a partner. You can also tell your partner more information about the two animals you drew.

In your writing, be sure to:

- begin each sentence with a capital letter;
- end each sentence with punctuation; and
- use information and vocabulary from the text.

POSSIBLE STUDENT RESPONSE

Collaborative Task

Ways Animals Move	Example
climb	squirrels
hang	monkeys
swim	dolphins
squirt water	octopuses

Independent Task

This is a leopard cub. It has four legs and sharp claws that help it climb in trees. This is a shark. It doesn't have legs. It has fins. It moves its fin from side to side to swim.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Table of Contents	Yesterday we finished reading the section "Hop and Leap". What comes next? What page is it on?	Students point to the title underneath "Hop and Leap". It starts on page 14.
Pages 14-15	The text says, "To climb, animals grip tree trunks with their four legs." What does the word "grip" mean? What kind of animals move in trees?	Grip means to hold onto. Squirrels, monkeys, and orangutans.

	Why is it important for these animals to be able to move in trees?	Because they live in trees. They find food in trees and keep their babies safe from predators in trees.
	Why do some monkeys hang by their tails?	Because then they can use their paws to reach for food.
	What did we learn about how animals move on these pages? What can we add to our chart?  *(This is an opportunity for a collaborative talk structure.)*	Squirrels climb. Orangutans swing. Monkeys hand upside down.
Pages 16-17	The author says that "Some animals have body parts that help them climb mountains." What are some of the body parts we learned about?	Mountain goats have hoofs with two toes. Mountain lions have strong legs and sharp claws.
	Read the "What do you think?" question about the difference between the hoofs of horses and mountain goats. Go back to page 10 and reread the caption on horses' hoofs. Discuss the question, then ask: Why do you think the horses and goats have different kinds of toes?	Horses and goats need to move in different ways. Horses need to run and goats need to climb. Maybe one toe is good for running and two toes are good for climbing.
Pages 18-19	How are dolphins and sharks similar? How are they different?	They both swim in water and they both use their tails (flippers) to move. Dolphins move their tails up and down to move. Sharks move their bodies from side to side.
	How does a turtle move? Which bird moves in the same way? (*Follow the text's directions to see page 7 if students need help*.)	Turtles move by flapping their flippers like wings. They swim like penguins.
	What did we learn about how animals move on these pages? What can we add to our chart?  *Teacher's Script: "Yesterday we learned a little bit about migration. But I remember the author had a note saying we could learn*	Dolphins swim. Octopuses squirt water. Turtles flap their flippers.

	more about migration in another section. Let's go back to the table of contents to find where we can learn more information about migration."	
Table of Contents	I'll read the titles one last time. Which one will give us more information on migration? Which page should we turn to?	You should turn to "Why do they migrate?" on page 20.
Pages 20-21	The author doesn't tell us here what migrate means. Based on the information on these pages, what do you think it means? (*If students need help, you can flip back to page 5 where the word "migrate" is introduced and defined*.) Why do animals migrate? What kinds of animals migrate?	Migrate means to move to another place. Animals migrate to escape cold weather. They migrate to find food. Butterflies, elephants, whales, and geese migrate.
Page 22	The author says that, "People have copied the ways that animals move." What does that mean? What examples does this page show of people copying animals?	It means that people have created things that let us move the way animals do. It shows flippers for swimming and planes/gliders for flying.

BEAR WANTS MORE – READING 1, QUESTION SEQUENCE 1, DAILY TASK 15

TEXT
Text: *Bear Wants More* **Question Sequence:** First Read **Instructional Strategy:** Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
AD500L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
The structure of this text is slightly complex. The organization is clear, sequential, and easy to predict. Illustrations support readers' interpretation of the text.	The language features are very complex. There are numerous Tier 2 words, including waddles, nibbles, scampers, tromp, and shuffles. Some sentences extend across multiple pages. The author uses punctuation (i.e., ellipses) and capitalization to emphasize words and phrases. Some of the story is told through dialogue.
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
The meaning of the text is slightly complex. The text tells the story of a bear who wakes from hibernation and is very hungry. The meaning is revealed in the title and early on in the story. The repetitive phrase "bear wants more" helps readers understand the meaning.	The knowledge demands are moderately complex. The text assumes that readers have some understanding of forest animals and hibernation.

LESSON OBJECTIVE(S) FOR THIS READING
Students will apply their knowledge of how animals find food, move, and grow to analyze a narrative story. To achieve this understanding, students will: • identify specific language in the text that describes how animals move; • identify specific language in the text that describes how bear obtains food; and

- retell the text by recalling key details to explain how bear grows and changes from the beginning of the story to the end.

VOCABULARY WORDS

The following words are introduced during this reading. The suggested instructional methods are included in parenthesis.

- waddles (embedded)
- roots (verb; implicit)
- nibbles (embedded)
- scampers (embedded)
- clover (implicit)
- shuffles (embedded)
- feast (implicit)
- romps (embedded)
- wails (embedded)

The following words will be reinforced during this reading:

- hop

DAILY TASK

You are now experts on living things. This story is fiction, but is based on true facts about living things. Use what you know about real living things to explain what makes this story believable. What does Bear do that proves he could be a real living thing? Use what you have learned to explain how you know Bear is living.

In your writing, be sure to:

- begin each sentence with a capital letter;
- end each sentence with punctuation; and
- use information and vocabulary from the text.

POSSIBLE STUDENT RESPONSE

Bear is a living thing because he eats and moves. Bear needs food to grow. In the story, Bear finds food in many ways. He nibbles grass and clovers. He eats berries. He catches fish with his paws. Bear moves by walking on four legs. Bear grows during the story. He starts out thin because he was sleeping all winter. Then he eats a lot and grows too big to fit in his cave.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Page 1 (When springtime comes…)	How does the author describe Bear? Why is bear so hungry and thin? (*Some students may have background knowledge about bear hibernation and can explain to the class that bear slept all winter and now it's springtime and he is awake and needs to eat. If no student is able to offer this information, the teacher can quickly explain the concept of hibernation*.)	He describes him as very hungry and thin. Bear slept all winter. Now it is springtime and he is awake and hungry.
Page 3 (He nibble on the lawn…)	How does Bear move? What does Bear eat? How do we know?	Bear waddles, digs, and paws. Bear eats grass. The author uses words like "lawn" and "blade" to describe the grass. We also see in the illustration that all the grass under him is gone.
Page 5 (So up Mouse hops…)	What words does the author use to describe the ways the animals move on these pages? Where are they going? How do you know? *(This is an opportunity for a collaborative talk structure.)*	scampers, hops, tromp They are going to find strawberries. Mouse tells Bear to "come along to Strawberry Vale." Then the author says they "tromp through the woods for a fresh fruit snack." The fresh fruit snack is the strawberries at Strawberry Vale.
Page 6 (The berries grow…)	Why does the author write the word "eat" three times on this page? What else do you notice about how the author uses the word eat? Why would the author do that?	It makes you think that they ate a lot. The last "eat" is written in all capital letters. It kind of seems like the author is yelling. The author really wants you to know that Bear ate a lot!
Page 11 (But the bear wants more!)	What is Bear eating? How do you know? What is clover? How do you know?	Bear is eating clover. On the previous page Hare says to follow him to a "fresh clover patch". On this page we see the animals eating leaves and small purple flowers. I think clovers are small flowers in the grass.

Page 14 (...but he still wants more!)	How does Bear catch fish? How do you know?	The illustration shows him in the water holding the fish with his paw. Bear must catch the fish with his paws.
Page 17 (They bake honey cakes...)	What are the animals doing? (*Scaffolding question – What kind of party are they having?*) Why would the animals have a springtime party for bear?	They are having a springtime party for bear. Because bear was sleeping all winter. They are celebrating that he is awake and with them again.
Page 20 (Bear sniffs and he snuffles...)	What word does the author use to describe how Bear moves? Why is he romping home?	Romps He smells food at his home. He is still hungry and he wants to eat it.
Page 23 (in my own front door!)	Why is Bear stuck?	He is too big to fit in his cave. He has eaten so much he has gotten fatter.
Page 27 (Since Bear is SO WIDE)	Why do they have the party outside?	Because Bear is so wide and can't fit through the door.
After reading	Let's think back through this story and retell important parts. What did he eat? How did he get the food that he ate?  How did Bear move in this story? How did Bear grow? 	He ate grass, strawberries, clover, fish, and honey cakes. He ate the grass by digging and pawing. He nibbled the clover. He caught the fish with his paws. His friends made the honey cakes for him. He walked on his four legs. He waddled and romped. He started out thin and then he ate a lot and got fatter. He got so wide he couldn't fit into his cave anymore.

THE VERY HUNGRY CATERPILLAR – READING 1, QUESTION SEQUENCE 1, DAILY TASK 16

TEXT
Text: *The Very Hungry Caterpillar* **Question Sequence:** First Read **Instructional Strategy:** Shared Reading

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
AD460L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
The structure of this text is slightly complex. The organization is clear, chronological, and easy to predict. The illustrations support readers' interpretation of the text. The cut-out pages help readers understand the passage of time as the caterpillar eats.	The language features of this text are slightly complex. The text's vocabulary is contemporary and familiar with few Tier 2 words. The sentence structure is occasionally complex, such as on the Saturday page when the caterpillar eats through a long list of food items.
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
The meaning of the text is moderately complex. The text tells the story of a hungry caterpillar who eats a lot. It is also a story of metamorphosis as the caterpillar builds a cocoon and then becomes a butterfly.	The knowledge demands are moderately complex. The text assumes readers have some understanding of the life cycle of a caterpillar.

LESSON OBJECTIVE(S) FOR THIS READING
Students will apply their knowledge of how animals find food, move, and grow to analyze a narrative story. To achieve this understanding, students will: • use information from texts and illustrations to describe how the caterpillar eats, moves, and grows; and • retell the text by recalling key details.

VOCABULARY WORDS
The following words are introduced during this reading. The suggested instructional methods are included in parenthesis. • cocoon (explicit) - *The word cocoon was introduced briefly in the text* Time to Eat*. However, given its importance to the meaning of this text, it should be introduced explicitly during this read.* The following words are reinforced during this reading: • leaf • nibble

DAILY TASK
Is the caterpillar in this story a living thing? How do you know? Use drawing and writing to explain how the caterpillar obtains food, moves, and grows. Then, explain your work to a partner. In your writing, be sure to: • begin each sentence with a capital letter; • end each sentence with punctuation; and • use information and vocabulary from the text.

POSSIBLE STUDENT RESPONSE
The student draws four pictures. The first is an egg on a leaf. The second is a caterpillar eating an apple. The third is a cocoon and the fourth is a butterfly. The student writes: The caterpillar is a living thing. It eats a lot and moves. It has many legs. It grows from an egg to a caterpillar and a butterfly.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Page 2 (One Sunday morning…)	What happened on Sunday morning? How does the author describe the caterpillar?	The caterpillar popped out of its egg. He describes him as tiny and very hungry.
Page 5 (On Monday)	The author says, "he ate through one apple." What does that mean?	It means he ate a hole in the apple. He started eating on one side and ate all the way to the other side.
Pages 11-12 (On Saturday)	The author says the caterpillar had a stomachache. What does that mean? Why does his stomach hurt?	It means his stomach hurts. Because he ate so much food!

Pages 13-14 (The next day…)	What kinds of foods has the caterpillar eaten? What can we tell about how the caterpillar moves?	*Students do not need to list all the foods. Some include*: apples, plums, Swiss cheese, lollipop, cherry pie, and a leaf. It has many legs. It can walk. It looks like it bends its body as it moves.
Page 15 (Now he wasn't…)	How does the author describe the caterpillar on this page? Why is the caterpillar big and fat?	He describes him as not hungry, big, and fat. Because he ate so much food!
Pages 17-18 (he was a beautiful butterfly)	What happened to the caterpillar?	He grew. He built a cocoon. Inside the cocoon he changed from a caterpillar to a butterfly.
After reading	Think about what happened in this story. Retell the story to a partner. As you do, be sure to talk about how the caterpillar ate, moved, and grew.  *(This is an opportunity for a collaborative talk structure.)* How are the caterpillar in this story and the character of Bear from *Bear Wants More* similar? How are they different? 	First the caterpillar was an egg. It popped out of its egg. It was tiny and hungry. It ate a lot of food. It got big and fat from all the food. It built a cocoon and after two weeks he came out and was a beautiful butterfly. They both started smaller. The bear was thin and the caterpillar was tiny. They were both hungry. They both ate a lot of food. As they ate food they got fatter. The caterpillar is different because it grew to be a butterfly. The bear stayed the same.

ALTERNATIVE SHARED READING OPTIONS
The teacher could have students read all pages of the text. On more challenging pages, the teacher could use the cloze reading strategy. With cloze reading, the teacher reads most words in the text but pauses before more easily-decodable words or words that can be easily determined by context. When the teacher pauses, the students fill in the word. For example, on page 1, the teacher could read, "In the light of the moon a little ___ lay on a ___" and students would read "egg" and "leaf".

Note: The end-of-unit task gives students the opportunity to answer the essential questions for the unit and to demonstrate their understanding of the unit concepts. The end-of-unit task prompts student thinking, speaking, and writing about unit texts that reflects the demands of the grade-level literacy standards. In addition, the end-of-unit task provides students a chance to demonstrate their understanding in an authentic and meaningful

END-OF-UNIT TASK

A librarian from your local library has asked your class to help provide texts that other children can read to learn about living things. Make a booklet that explains the needs of living things and how different living things obtain food, move, and grow. You can use drawing and writing in your booklet.

Your booklet should include:

- a front cover with a title;
- a table of contents;
- a page that explains the needs of living things;
- a page that explains how living things and nonliving things are different;
- a page that explains how plants obtain food, move, and grow; and
- a page that explains how animals obtain food, move, and grow.

In your booklet, be sure to:

- begin each sentence with a capital letter;
- end each sentence with punctuation;
- use information and vocabulary from the text; and
- put the pages in the correct order.

The librarian has given you some pages for your booklet to help you get started. Cut out the pages, fill them in, and then put them in the correct order. (*End-of-unit task booklet pages can be found in the unit's Student Task Packet*.)

STUDENT RESPONSE

Cover: The student writes the words "Living Things" on the cover. *The student draws a picture of a cow eating grass with a sun shining above.*

Living things have needs: Living things need food, water, and air to survive. The frog eats flies for food. It drinks water. It breathes in air. *The student draws a frog and a fly.*

Living and nonliving things are different: Living things move. They grow. They eat and drink. Nonliving things don't. This is a dog. It is running. Dogs start as puppies and then they grow bigger. This is the dog's ball. Its nonliving. It can't grow or move on its own. *The student draws a dog and a ball.*

Plants are living things: These are flowers. They need water. They grow from seeds. All plants grow. They move to face the sun. They need the sun to make food. They need water too. Plants get water from the rain or you can give them water. *The student draws a flower, a rain cloud, and a sun.*

Animals are living things: Animals move and grow. The kangaroo hops. The baby kangaroo is a joey. The joey grows. It eats and needs water and air. Joeys grow up to look like their moms and dads. They have strong legs that help them hop. Their tail helps them keep balance when they hop. Kangaroos are living things so they need food and water and air to live. *The student draws a kangaroo with a joey.*

Note: The end-of-unit task rubric is designed to support educators in determining the extent to which students' responses meet the grade-level expectations. This rubric will also help teachers analyze the extent to which each student understands the unit concepts and understandings.

END-OF-UNIT TASK RUBRIC

End of Unit Task Rubric

Directions: After reading and reflecting on the student work sample, score each area and total the rubric score at the bottom. Note that this rubric is designed to look at student work samples in a holistic manner.

	Below Expectation (0)	Needs More Time (1)	Meets Expectation (2)	Above Expectation (3)
Content (Text-based evidence)	The response: • **does not explain** (1) what living things need, (2) the difference between living and nonliving things, and (3) how plants and animals obtain food, move, and grow. • includes **few** supporting details or evidence from the unit's texts.	The response: • **partially explains** (1) what living things need, (2) the difference between living and nonliving things, and (3) how plants and animals obtain food, move, and grow. • includes **some** supporting details or evidence from the unit's texts.	The response: • **adequately explains** (1) what living things need, (2) the difference between living and nonliving things, and (3) how plants and animals obtain food, move, and grow. • includes **sufficient** supporting details or evidence from the unit's texts.	The response: • **effectively explains** (1) what living things need, (2) the difference between living and nonliving things, and (3) how plants and animals obtain food, move, and grow. • includes **many** examples of supporting details or evidence from the unit's texts that demonstrate **command of content**
Word Choice (Content Vocabulary)	The response includes **no** use of content vocabulary.	The response includes **some** use of content vocabulary.	The response includes **sufficient** use of content vocabulary.	The response includes **various** and **effective** use of content vocabulary.
Mechanics (See standard 1.FL.SC.6.a-l)	The response demonstrates **limited** command of the conventions of standard, grade-level English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	The response demonstrates **some** command of the conventions of standard, grade-level English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	The response demonstrates **adequate** command of the conventions of standard, grade-level English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	The response demonstrates **consistent** command of the conventions of standard, grade-level English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

Structure	Student work includes **no** or **few** of the following elements: • a front cover with a title; • a page that explains the needs of living things; • a page that explains the difference between living and nonliving things; • a page that explains how plants obtain food, move, and grow; • a page that explains how animals obtain food, move, and grow; and • the booklet pages are in the correct order.	Student work includes **some** of the following elements: • a front cover with a title; • a page that explains the needs of living things; • a page that explains the difference between living and nonliving things; • a page that explains how plants obtain food, move, and grow; • a page that explains how animals obtain food, move, and grow; and • the booklet pages are in the correct order.	Student work includes **most** of the following elements: • a front cover with a title; • a page that explains the needs of living things; • a page that explains the difference between living and nonliving things; • a page that explains how plants obtain food, move, and grow; • a page that explains how animals obtain food, move, and grow; and • the booklet pages are in the correct order.	Student work includes **all** of the following elements: • a front cover with a title; • a page that explains the needs of living things; • a page that explains the difference between living and nonliving things; • a page that explains how plants obtain food, move, and grow; • a page that explains how animals obtain food, move, and grow; and • the booklet pages are in the correct order.

APPENDIX A: UNIT PREPARATION PROTOCOL

Question 1: What will students learn during my unit?

Review the content goals for the unit and identify the desired results for learners.	
• What are the concepts around which I will organize my unit (*universal concept, unit concept*)? • What will students come to understand through deep exploration of these concepts (*essential questions, enduring understandings*)?* • What disciplinary knowledge will focus instruction and provide the schema for students to organize and anchor new words (*guiding questions, disciplinary understandings*)? • Why is this content important for students to know? *Adapted from McTighe, J. & Seif, E. (2011), Wiggins, G. & McTighe (2013).	

Question 2: How will students demonstrate their learning at the end of my unit?

Review the end-of-unit task and the exemplar response to determine how students will demonstrate their learning.	
• How does the task integrate the grade-level standards for reading, writing, speaking and listening, and/or foundational literacy in service of deep understanding of the unit texts and concepts? • How does the task call for students to synthesize their learning across texts to demonstrate their understanding of the unit concept? • How does the task call for students to use appropriate details and elaborate on their thinking sufficiently? • How does the task prompt student thinking and writing that reflects the grade-level expectations? • What is the criteria for success on this task? What does an excellent response look/sound like?	

Question 3: How will students build knowledge and vocabulary over the course of the unit?

Read each of the texts for the unit and consider how the texts are thoughtfully sequenced to build world and word knowledge.	
• How are the texts sequenced to build knowledge around the unit concepts? • How are the texts sequenced to support students in developing academic and domain-specific vocabulary? • Which instructional strategies are suggested for each text? How will I sequence them within the literacy block?	

Question 4: What makes the text complex?

You are now ready to prepare at the lesson level. To do this, revisit the individual text. Review the text complexity analysis and read the desired understandings for the reading.	
• What aspects of this text (structure, features, meaning/purpose, and knowledge) are the most complex? • What aspects of the text are most critical for students to comprehend to ensure they arrive at the desired understanding(s) for the reading? • Where might you need to spend time and focus students' attention to ensure they comprehend the text?	

Question 5: How will I help students access complex texts during daily instruction?

Review the question sequence and reflect on how the questions support students in accessing the text.	
• How does the question sequence support students in accessing the text and developing the desired understanding(s) of the reading? • How does the question sequence attend to words, phrases, and sentences that will support students in building vocabulary and knowledge? • How are the questions skillfully sequenced to guide students to the desired understanding(s) of the reading? • How will you ensure all students engage with the questions that are most essential to the objectives of the lesson? (Consider structures such as turn and talk, stop and jot, etc.) • How will you consider additional texts, or additional reads of the text, to ensure students fully access and deeply understand the text? • Are there any additional supports (e.g., modeling, re-reading parts of the text) that students will need in order to develop an understanding of the big ideas of the text and the enduring understandings of the unit?	

Question 6: How will students demonstrate their learning during the lesson?

Review the daily task for the lesson to determine what students will be able to do at the end of the lesson.	
• How does the task require students to demonstrate their new or refined understanding? • How does the task call for students to use appropriate details and elaborate on their thinking sufficiently? • How does the task prompt student thinking and writing that reflects the grade-level expectations? • How does this task build on prior learning in the unit/prepare students for success on the end-of-unit task? • How will students demonstrate their learning during other parts of the lesson? • What is the criteria for success on this task? What does an excellent response look/sound like?	

Question 7: What do my students already know, and what are they already able to do?

Consider what your students already know and what they are already able to do to support productive engagement with the resources in the Unit Starter.	
• What knowledge do my students need to have prior to this unit? • What do my students already know? What are they already able to do? • Given this, which/what components of these texts might be challenging? Which/what components of these tasks might be challenging? • What supports will I plan for my students (e.g., shifting to a different level of cognitive demand, adding or adjusting talking structures, adding or adjusting accountable talk stems into student discussions, providing specific academic feedback, or adding or adjusting scaffolded support)? • How can the questions and tasks provided in the Unit Starter inform adjustments to upcoming lessons?	

Question 8: What content do I need to brush up on before teaching this unit?

Determine what knowledge you as the teacher need to build before having students engaged with these resources.	
• What knowledge and understandings about the content do I need to build? • What action steps can I take to develop my knowledge? • What resources and support will I seek out?	

APPENDIX B: LESSON PREPARATION PROTOCOL

Question 1: What will students learn during this lesson?

Review the desired understanding(s) for the reading. Then, read the daily task and the desired student response.	
• What is the desired understanding(s) for this reading? • How does this desired understanding build off what students have already learned? What new understandings will students develop during this reading? • How will my students demonstrate their learning at the end of the lesson? • How does the desired understanding for this reading fit within the larger context of the unit?	

Question 2: How might features of the text help or hold students back from building the disciplinary and/or enduring understandings?

Read and annotate the lesson text and review the associated text complexity analysis.	
• Where in the text will students be asked to make connections to what they already know? Where in the text will students build new knowledge? • What aspects of the text (structure, features, meaning/purpose, knowledge) might help or hold students back from building the disciplinary and/or enduring understandings? • Where do I need to focus students' time and attention during the read aloud/shared reading?	

Question 3: How will I support students in accessing this text, so they can build the disciplinary and/or enduring understandings?

Read through the question sequence and the desired student responses.	
• Which questions are crucial and most aligned to the desired understandings? What thinking will students need to do to answer the most important questions? • Which questions target the aspects of the text that may hold students back from building the desired disciplinary and/or enduring understandings? • Are there adjustments I need to make to the questions or their order to meet the needs of my students while assuring students are still responsible for thinking deeply about the content? • What do I expect to hear in students' responses? How will I support to students who provide partial or incomplete responses in developing a fuller response?	

APPENDIX C: USEFUL PROCEDURAL EXAMPLES FOR EXPLICIT VOCABULARY INSTRUCTION

Example 1:

- Contextualize the word for its role in the text.
- Provide a student-friendly definition, description, explanation, or example of the new term along with a nonlinguistic representation and a gesture.
- Provide additional examples, and ask students to provide their own examples of the word.
- Construct a picture, symbol, or graphic to represent the word.
- Engage students in lively ways to utilize the new word immediately.
- Provide multiple exposures to the word over time.

-Beck et al., 2002; Marzano, 2004

For a specific example, see the shared reading webinar presentation found here.

Example 2:

- Say the word; teach pronunciation.
- Class repeats the word.
- Display the word with a visual, read the word, and say the definition using a complete sentence.
- Have the class say the word and repeat the definition.
- Use the word in a sentence: the context of the sentence should be something students know and can connect with.
- Add a gesture to the definition, and repeat the definition with the gesture.
- Students repeat the definition with the gesture.
- Have student partners take turns teaching the word to each other and using the word in a sentence they create.
- Explain how the word will be used in the text, either by reading the sentence in which it appears or explaining the context in which it appears.

- Adapted from *50 Nifty Speaking and Listening Activities* by Judi Dodson