



Unit 3:

North America



PROJECT
READY
MOUNT ST. JOSEPH UNIVERSITY®

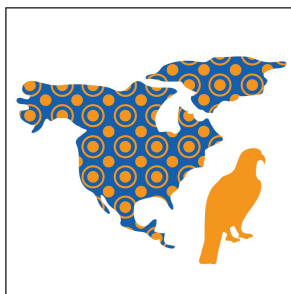
Joyful Discoveries Preschool Curriculum

Revision Date: July 2024



Created by: Dr. Amy Murdoch, Ms. Rosie Warburg, and Dr. Maria Aielli

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Project Ready's Joyful Discoveries Preschool Curriculum

Unit 3 - North America

Unit Overview:

This unit teaches children about the continent of North America. It is the first cultural unit in the curriculum and is typically done across one month. It has three sub themes that explore the countries and people of North America, the animals and habitats found in North America, and deeper explorations on amphibians found in North America.

Knowledge Building Targets

1. The Earth is our planet
2. Maps and Globes
3. Continents
4. North America is our continent
5. Main countries of North America (USA, Canada, Mexico)
6. Animals of North America & where they live (forest, farm, desert)
7. Amphibians (frogs, salamanders)
8. Life Cycle (frog, salamander)
9. Scientists and what they do
10. Science tools (microscope, magnifying glass, binoculars)

Oral Language Skill Targets

1. Answering questions
2. Stating an opinion
3. Basic Vocabulary: prepositions, basic directional words
4. Academic Vocabulary
5. Story Vocabulary
6. Length of sentences
7. Extended decontextualized accounts, explanations, and narratives
8. Retelling/summarizing
9. Story sequencing
10. Fluency

Early Literacy Skills

1. Alphabet letter
2. Name recognition
3. Phonological awareness
4. Print/Book Skills: title, author, directionality
5. Listening Comprehension
6. Answering key questions (focus on Who, What, When questions)
7. Memory for events
8. Retelling
9. Sequencing of events
10. Fiction vs. Nonfiction
11. Knowledge of Common Stories
12. Writing Skills: prewriting strokes, letter formation, knowledge of how writing works
13. Early writing through crafts

Math Skills

1. Shapes
2. Directional words
3. Small number recognition without counting
4. Counting
5. Number recognition
6. More Than, Less Than, Equal To
7. Number-after knowledge
8. Number comparisons
9. Number-after equals one more
10. Addition
11. Subtraction
12. Categories: Sizes
13. Patterns
14. Story problems





TABLE OF CONTENTS

Unit 3 North America Overview	7
Material List for Unit 3 North America	10
Unit 3 North America Centers	11
Full List of Unit Vocabulary	14
Active Responding Routines	20
North America, Part 1- Maps and Globes; Continent of North America; Countries & People of North America	21
Book 1- <i>Me on the Map</i> by Joan Sweeney	22
Book 2- <i>North America</i> by The Project Ready! Team	30
Book 3- <i>Ten on the Sled</i> by Mary Kim Norman	34
Book 4- <i>Mapping Sam</i> by Joyce Hesselberth	40
Book 5- <i>Let's Look at the United States of America</i> by Joy Frisch-Schmoll	47
Book 6- <i>Fry Bread- A Native American Family Story</i> by Kevin Noble Maillard	52
Book 7- <i>Let's Look at Canada</i> by Joy Frisch-Schmoll	57
Book 8- <i>Let's Look at Mexico</i> by A.M. Reynolds	62
Book 9- <i>Off We Go to Mexico!</i> by Laurie Krebs and Christopher Corr	67
North America, Part 2- Scientists Study Nature	74
Book 10- <i>What is Science?</i> by Rebecca Kai Dotlich	75
Book 11- <i>Bear Snores On</i> by Karma Wilson	78
Book 12- <i>Counting Crocodiles</i> by Judy Sierra	85
Book 13- <i>The Mitten</i> by Jan Brett	89
Book 14- <i>Farming</i> by Gail Gibbons	99
Book 15- <i>A Visit to the Farm</i> by D.M. Rice	104
Book 16- <i>Big Red Barn</i> by Margaret Wise Brown	111
Book 17- <i>Way Out in the Desert</i> by T.J. Marsh and Jennifer Ward	118
North America, Part 3- Animals of North America	122
Book 18- <i>About Amphibians: A Guide for Children</i> by Cathryn Sill	123
Book 19- <i>See How They Grow- Frog</i> by Kim Taylor	126
Book 20- <i>The Salamander Room</i> by Anne Mazer	135
Book 21- <i>Tad</i> by Benji Davies	139





Unit 3: North America

Overview

Part 1:

Maps and Globes, the Continent of N. America, Countries and People of N. America

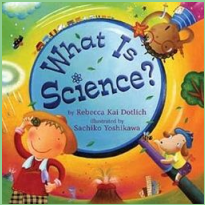
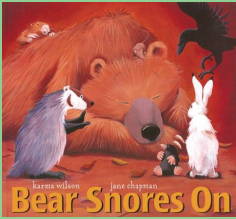
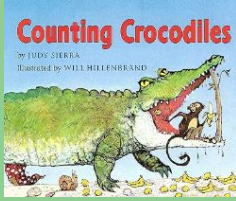
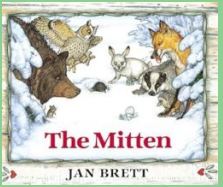
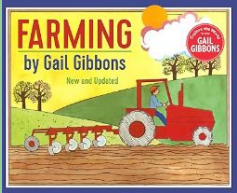
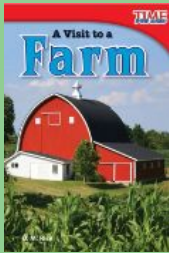
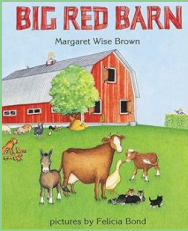
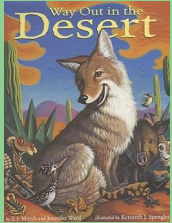
★ BOOK 1	BOOK 2	BOOK 3	★ BOOK 4
<p><i>Me on the Map</i> by Joan Sweeney</p>  <p>CREATING ART</p> <p>Non-Fiction</p>	<p><i>North America</i> by The Project Ready! Team</p> <p>*Map Center introduced</p>  <p>Non-Fiction</p>	<p><i>Ten on the Sled</i> by Mary Kim Norman</p>  <p>Math</p> <p>Shared Writing</p>	<p><i>Mapping Sam</i> by Joyce Hesselberth</p>  <p>Challenge</p> <p>CREATING ART</p>

BOOK 5	BOOK 6	BOOK 7	BOOK 8	BOOK 9
<p><i>Let's Look at the United States of America</i> by Joy Frisch-Schmoll</p>  <p>Non-Fiction</p>	<p><i>Fry Bread</i> by Kevin Noble Maillard</p>  <p>Non-Fiction</p>	<p><i>Let's Look at Canada</i> by Joy Frisch-Schmoll</p>  <p>Non-Fiction</p> <p>Challenge</p>	<p><i>Let's Look at Mexico</i> by A.M. Reynolds</p>  <p>Non-Fiction</p> <p>Challenge</p>	<p><i>Off We Go to Mexico</i> by Laurie Krebs</p>  <p>Rhyme Time</p> <p>Shared Writing</p>

Unit 3: North America

Overview

Part 2 - Scientists Study Nature, Animals and Habitats of N. America

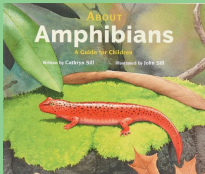

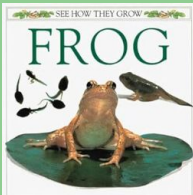


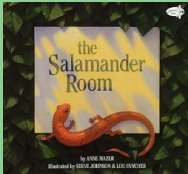

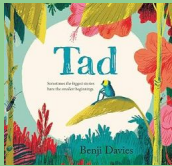

BOOK 10	★ BOOK 11	BOOK 12	★ BOOK 13
<p><i>What is Science?</i> by Rebecca Kai Dotlich *Nature Center Introduced</p> 	<p><i>Bear Snores On</i> by Karma Wilson illustrated by Jane Chapman</p>  <p>Rhyme Time</p>	<p><i>Counting Crocodiles</i> by Judy Sierra Illustrated by Will Hellenbrand</p>  <p>Rhyme Time</p> <p>Math</p>	<p><i>The Mitten</i> by Jan Brett</p>  <p>CREATING ART</p> <p>Shared Writing</p>
★ BOOK 14	★ BOOK 15	★ BOOK 16	BOOK 17
<p><i>Farming</i> by Gail Gibbons</p>  <p>Non-Fiction</p>	<p><i>A Visit to a Farm</i> by D.M. Rice</p>  <p>Non-Fiction</p>	<p><i>Big Red Barn</i> by Margaret Wise Brown pictures by Felicia Bond</p>  <p>Rhyme Time</p>	<p><i>Way Out in the Desert</i> by T.J. Marsh & Jennifer Ward</p>  <p>Rhyme Time</p> <p>Math</p>



Unit 3: North America

Overview

Part 3 - Animals of North America (Amphibians)

BOOK 18	★ BOOK 19	BOOK 20	BOOK 21
<p><i>About Amphibians: A Guide for Children</i> by Cathryn Sill</p>  	<p><i>See How They Grow - Frog</i> by Kim Taylor</p>   	<p><i>The Salamander Room</i> by Anne Mazer</p>  	<p><i>Tad</i> by Benji Davies</p>  

Wordless Books That Connect This Unit - SAMMY

A Boy A Dog and A Frog by Mercer Mayer

Frog on his Own by Mercer Mayer

One Frog Too Many by Mercer Mayer

Gem by Holly Hobbie



Materials

Packaged Materials in North America Unit

<i>North America</i> by Project Ready Team	What is a Scientist Cards - used in Nature Center
<i>Bear Snores On</i> rhyming cards	Life cycle cards (salamander, frog) - used in Nature Center
<i>Big Red Barn</i> rhyming cards	

Craft Materials

Paper (small pieces and a full sheet of paper) and glue for mapping classroom	White yarn (if sewing mittens together)
Crayons or markers for crafts	Green tissue paper for <i>See How They Grow- Frog</i> craft
Liquid glue (watered down) or glue sticks for crafts	Scissors
Template for <i>Mapping Sam</i> and <i>See How They Grow</i> crafts - - found on Project Ready website	

Writing Center Materials - Map and Globe Center

Puzzle globe	Map posters- world and USA (also used in Unit 4)
World map floor puzzle	Paper (large and scrap), crayons, glue, etc. for making maps

Dramatic Play Center Materials - Nature Center

Scientist Cards	Life Cycle Cards	North American Habitats Book (on website)
Magnifying glasses and tweezers	Binoculars	Microscope
Naturalist costume	Pinecone transfer- bowls	Pinecone transfer- tweezers
Color mixing- dropper	Color mixing- food dye	Color mixing- paint palette
Books about North America for exploring		



North America Centers

Writing Center - Maps and Globes Introduced after Book 2.

Purpose: Let children explore globes and maps through books and activities.

Materials: Map, interactive globe with removable continents, classroom maps of USA & World, puzzles, materials to make maps, basket of related books, etc.

We suggest adding these materials after Book 2 *North America* by The Project Ready! Team. Children will have exposure to the concepts around maps and globes after this story is read.

How it Works:

Find a place in the classroom where you can set up a maps and globes activity area. This could replace your writing center for the next week if you have one.

Explain how they can use this area to learn more about the world. For this unit, add books about North America in addition to maps books. As you do later units on other continents, you could bring this center back and add additional books and activities based on the continent that you are teaching.

Possible Activities

- ★ Interactive Globe
- ★ Small maps that can be explored (especially of places they have been or know: map of the school, map of a local zoo, map from a recent field trip)
- ★ World map floor puzzle
- ★ Coloring work and crayons—color a map of the world, make a map of a familiar place
- ★ Make a map of the classroom
- ★ Use the N. America habits books and help students match animals to the correct habitat (this activity is available on our website)

Start with having students map the classroom. This will be the easiest map for them to make as they can look around to help them know where things go on the map.

Material List for Making Maps

Paper (large and small pieces that they can use for different objects on their map), glue, tape, crayons, pencils, ect.

Small maps of familiar places (the local zoo, a favorite park, etc.)





North America Centers



Dramatic Play - Nature Center Introduced after Book 10.

Purpose: To give children the opportunity to explore themes around science and nature, including life cycles of amphibians and conduct a simple experiment (color mixing).

Materials: Scientist cards, naturalist costume, items from nature, scientific tools for exploring (magnifying glass, tweezers, microscope, etc), small notebooks for recording observations, simple color mixing experiment, and pinecone transfer activity.

We suggest Adding these materials after Book 10 *What is Science?* by Rebecca Kai Dotlich. Children will have been introduced to the concept of a scientist.

How it Works:

Find a place in the classroom where you can set up a nature center. Explain how they can use the tools to explore items from nature. Guide students in discussing the different jobs a scientist may do and the different tools they might use with the Scientist cards (after *What is Science?* is read). Show them how to use the different tools in the center. Guide students in a simple color mixing experiment using dyed water and water dropper. Guide students in putting the life cycle cards (salamanders or frogs) in order after a few amphibian books have been read.

Possible Activities

- ★ Go on a “nature” walk to collect items to be explored in nature center.
- ★ Record observations about the weather or things seen out the classroom window in notebooks.
- ★ Place celery stalks or white flowers in dyed water and observe the changes over time.
- ★ Sort collected nature items (by color, by texture, by size, etc.)
- ★ Pretend to be a bird watcher with naturalist costume and binoculars
- ★ Explore rocks or fossils with the microscope or magnifying glasses
- ★ Use tweezers to sort small items from nature, like dry beans or seeds

North America Centers

Example Materials

North America Nature Center



What is Science? Read the book again and look at the cards. Discuss different scientific work.



North American Habitats Book. Match the animal to its habitat home.



Magnifying Glasses. Explore natural items and record them in the notebook.



Binoculars. Look around the classroom or out the window to explore natural items.



Microscope. Look through the microscope at nature samples. Record them in the notebook.



Naturalist Costume and Tools. Dress like a naturalist and practice using their tools.



Pinecone Transfer. Use fine motor skills to move the pinecones from one bowl to the other.



Color Mixing. Combine droplets of primary colored water to form new colors.



Frog and Salamander Life Cycle Cards



Basket of North America Books to Explore.



Library Center

★ Additional preschool books about North America to Include in Classroom Library.

Books About Maps, Globes, and North America

We Can Use a Map by R.J. Macready

Looking at Maps & Globes by Rebecca Olien

North America by Rebecca Hirsch

North America by Mary Lindeen

Let's Explore North America: Most Famous Attractions in North America by Speedy Publishing

Help the Animals of North America by Robert Sabuda

The Animals of North America by Amie Jan Leavitt

Hello, National Parks! by Martha Day Zschock

All Aboard! National Parks by Kevin & Haily Meyers

How to Make a Cherry Pie and See the USA by Marjorie Priceman

Carson Crosses Canada by Kass Reich

Books About North America

Forest Adventure by tony Milton

Mountain Night Mountain Day by Anthony Fredericks

Babies on the Farm by Rachelle Nelson

On the Farm by David Elliot

A Frog in the Bog by Karma Wilson

Frog in a Bog by John Himmelman

Some Babies are Wild by Marion Dan Bauer

Lizard from the Park by Mark Pett

A Gift from Abuela by Cecilia Ruiz

Baby Rattlesnake by Te Ata

Desert Night Desert Day by Anthony Fredericks



Full List of Unit Vocabulary - North America

Book	Word	Definition	Gesture
<i>Me on the Map</i>	map	a picture of a place that shows where things are	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map
<i>Me on the Map</i>	continent	a large piece of land on the Earth	Hold up all five fingers on one hand
<i>Me on the Map</i>	country	smaller parts of a continent	Hold up all five fingers on one hand (continent) and point to one finger
<i>North America</i>	continent	a large piece of land on the Earth	Hold up all five fingers on one hand
<i>North America</i>	country	smaller parts of a continent	Hold up all five fingers on one hand (continent) and point to one finger
<i>North America</i>	habitat	a place where certain plants and animals live and grow	Point left pointer finger up and move other hand around pointer finger in a circle to show the area around an animal is its habitat
<i>Ten on the Sled</i>	whirl	spin around and around	Point finger down and move it around quickly in circles
<i>Ten on the Sled</i>	leap	jump far	Use hand to make a hopping motion, leaping through the air
<i>Ten on the Sled</i>	slick	smooth and slippery	Hold hand palm down and glide through the air with hand tilted slightly
<i>Mapping Sam</i>	map	a picture of a place that shows where things are	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map
<i>Mapping Sam</i>	Earth	our planet	Use both hands to make a cup shape in front of you



Full List of Unit Vocabulary - North America

Book	Word	Definition	Gesture
<i>Mapping Sam</i>	navigate	plan how to get somewhere	Use one hand to point in a direction and the other hand pretends to drive a car
<i>Let's Look at the United States of America</i>	country	smaller parts of a continent	Hold up all five fingers on one hand (continent) and point to one finger.
<i>Let's Look at the United States of America</i>	forest	a piece of land with many trees, plants, and animals	Put hands out front of you pointed up toward the ceiling with fingers spread apart, sway arms gently like trees moving in the wind.
<i>Let's Look at the United States of America</i>	desert	a place with very little rain	Use one hand to wipe across your forehead, showing the desert is hot
<i>Fry Bread</i>	dough	the bread before it is cooked	Make two fists with your hands and pretend to press down and mold the dough
<i>Fry Bread</i>	skillet	pan	Use one hand to pretend to hold the pan and use your other hand to pretend to flip something in the pan
<i>Fry Bread</i>	powwow	a special gathering of Native American people to celebrate	Use both hands to tap an imaginary drum in front of you
<i>Let's Look at Canada</i>	country	smaller parts of a continent	Hold up all five fingers on one hand (continent) and point to one finger.
<i>Let's Look at Canada</i>	forest	a piece of land with many trees, plants, and animals	Put hands out front of you pointed up toward the ceiling with fingers spread apart, sway arms gently like trees moving in the wind
<i>Let's Look at Canada</i>	waterfall	a place where water flows over the edge of a hill or mountain	Put both hands up by your head, palms out, and with wiggling fingers bring them down like a waterfall
<i>Let's Look at Mexico</i>	country	smaller parts of a continent	Hold up all five fingers on one hand (continent) and point to one finger.



Full List of Unit Vocabulary - North America

Book	Word	Definition	Gesture
<i>Let's Look at Mexico</i>	desert	a place with very little rain	Use one hand to wipe across your forehead, showing the desert is hot
<i>Let's Look at Mexico</i>	rainforest	a forest with lots of trees, animals, and rain	Left hand up with arm bent at elbow, to make a tree. Right hand drops down next to it with wiggling fingers to show raindrops
<i>Off We Go to Mexico</i>	strum	play, use your thumb to pluck the strings	One arm to the side as if holding a guitar. The other hand pretends to pluck the strings at the belly.
<i>Off We Go to Mexico</i>	plaza	an open place between buildings where people gather	Open both hands, pointed out, and spread them open
<i>Off We Go to Mexico</i>	farewell	goodbye	wave goodbye
<i>What is Science?</i>	study	look at very closely	Make circles with both hands, around your eyes (as if using binoculars) and look side to side
<i>What is Science?</i>	fossils	rocks that were once, a long time ago, living plants and animals	Make a fist with one hand and cover with other flat hand
<i>What is Science?</i>	ocean	a huge body of salt water; the parts of the earth not covered by continents	With one flat hand, make a wave motion across your body
<i>Bear Snores On</i>	lair	a cave that is a resting place for a wild animal	Make a c shape with one hand to represent a hole. Pass other hand through in a fist.
<i>Bear Snores On</i>	divvy	to make small groups for sharing	Make a bowl with one hand. Pretend to pick up something from the bowl and hold it out as if offering it to someone. Repeat picking up an item and offering it three times.
<i>Bear Snores On</i>	slumbering	sleeping	Put palms together and rest cheek on them. Close eyes, as if sleeping.
<i>Counting Crocodiles</i>	clever	very smart	tap the side of your head, near your temple, with your index finger
<i>Counting Crocodiles</i>	sour	not sweet, like lemons	wrinkle your nose and purse your lips like you tasted something sour



Full List of Unit Vocabulary - North America

Book	Word	Definition	Gesture
<i>Counting Crocodiles</i>	delectable	delicious	rub your belly and smile
<i>The Mitten</i>	burrowed	make a hole/home in the ground	Curl your fingers like you are digging and move your hands around like you are making a hole
<i>The Mitten</i>	grumbled	complained in a low voices	scrunch your forehead and lower your eyebrows and eyes
<i>The Mitten</i>	scattered	go in different directions	start with your two fingers close together in front of you, then quickly move them away from each other in different directions
<i>Farming</i>	pasture	a field where animals live, usually with a fence around it	start with hands together, palms down, sweep hand wide away from each other
<i>Farming</i>	harvested	bringing in food that has been grown	use hands to pretend to pull a vegetable out of the ground
<i>Farming</i>	chores	jobs to help out on the farm or at home	Hold one hand like you are holding a broom and move arms back and forth like you are sweeping
<i>A Visit to a Farm</i>	corral	a small fenced in area where animals are kept safely	start with arms apart, sweep both arms together in front of you to create a circle
<i>A Visit to a Farm</i>	pasture	a field where animals live, usually with a fence around it	start with hands together, palms down, sweep hand wide away from each other
<i>A Visit to a Farm</i>	tractor	a vehicle used on farms to move heavy tools	use hands to grab and turn an imaginary steering wheel while you bounce up and down
<i>Big Red Barn</i>	weathervane	a tool that spins and gives information about the weather	put one arm straight out in front with a flat hand and palm facing in and move it side to side
<i>Big Red Barn</i>	scarecrow	a pretend person made of straw and clothes to scare away birds	arms out to the side in a T



Full List of Unit Vocabulary - North America

Book	Word	Definition	Gesture
<i>Big Red Barn</i>	hen	girl chicken who makes the eggs	make chicken wings with arms and flap like a bird
<i>Way Out in the Desert</i>	burrowed	make a hole/home in the ground	put hands together and pretend you're digging a tunnel down towards the ground
<i>Way Out in the Desert</i>	cactus	a plant that grows well in the dry desert, usually covered with spines	make a U with your arms
<i>Way Out in the Desert</i>	nest	a cozy home above the ground for animals	put your hands together like you're holding a bowl
<i>All About Amphibians</i>	moist	a little wet	Hold pointer finger and thumb an inch apart to indicate a little
<i>All About Amphibians</i>	predators	animals that eat other animals	use both hands to make claws like a lion
<i>All About Amphibians</i>	camouflage	to hide or blend in with things around you	put both hands in front of face to hide
<i>See How They Grow-Frog</i>	tadpole	a baby frog with a tail that has to stay in the water	point one finger and move it like it is swimming
<i>See How They Grow-Frog</i>	gill	the opening on a tadpole's head that allows it to breathe underwater	put hands of either side of the neck and open them like flaps
<i>See How They Grow-Frog</i>	hatch	come out of the egg	make an egg with both hands and open them
<i>The Salamander Room</i>	moss	a small, soft plant that grows in moist places	tap your fingers along the palm of the opposite hand
<i>The Salamander Room</i>	boulders	big rocks	pretend to lift a large heavy object with both arms



Full List of Unit Vocabulary - North America

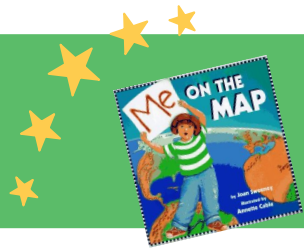
Book	Word	Definition	Gesture
<i>The Salamander Room</i>	stump	what is left of the tree trunk after the tree is cut down	use your hand and set it on an imaginary tree stump that is sitting next to you
<i>Tad</i>	murky	dark, muddy, not clear	wave one hand in front of your face and wiggle your fingers
<i>Tad</i>	shallow	not deep	use parallel hands to show a small distance between your arms
<i>Tad</i>	sank (sink)	go below the surface of the water	sink down into your chair



Active Responding Routines

These are used when asking/answering questions.
Stay away from individual child responses as you want all children actively engaged.

Teacher Prompts	
Thinking About the Answer	Point to Forehead with Finger
Answer all together (choral responding)	Open hand to children to indicate they should respond
Child Responses	
To show they are ready to answer	Thumbs Up Other movements: Stand up, hands in the air
To note if they like something or don't	Thumbs Up/Thumbs Down



For the Teacher:
Preview
Me on the Map



Unit 3: North America, Part 1 - Maps & Globes, Countries and People

Book 1: *Me on the Map* by Joan Sweeney

Materials Needed: Map of world and globe

Vocabulary		
Word	Definition	Gesture
map	a picture of a place that shows where things are	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map
continent	a large piece of land on the Earth	Hold up all five fingers on one hand
country	smaller parts of a continent	Hold up all five fingers on one hand (continent) and then point to one finger (country)

Language Time

The Continents Song (tune of *Do You Know the Muffin Man*)

*Do you know the continents,
the continents,
the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

North and South

America, Africa, Australia

Europe and Antarctica, Asia's the biggest one

(point to continent on map or globe as you sing each name)

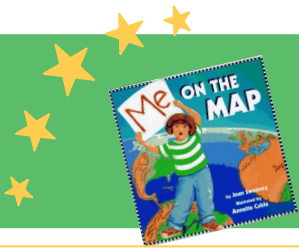
*Do you know the continents,
the continents, the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

Adapted from teacherspayteachers



1st Read

Me on the Map



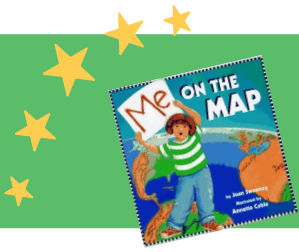
Before

1. **Topic Introduction-** *Today, we are starting a new unit. We will be learning about North America. Let's say that together. North America. Good! North America is the name of the continent where we live. A continent is a BIG piece of land on our planet Earth. There are seven continents. Let's clap that word. Con-tin-ents.* As you are introducing the topic, have the world map out and point to North America.
- *For each of the continent units, have the world map in the circle area to point to.
2. **Book Introduction-** *This is a non-fiction book, so we are going to learn something. I think we are going to learn about maps.*
3. **Title and Author-** Draw attention to title and author. *This book is called Me on the Map. Say the title with me: Me on the Map. Great! The author of this book is Joan Sweeney. The author writes the words in a book.*

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"This is a <u>map</u> of my room."	TA: <i>I see a green couch in her room and here is the couch on the <u>map</u>. A <u>map</u> is a picture of a place. It shows where things are.</i>
"This is my state on the <u>map</u> of my <u>country</u> ."	TA: <i>This is our state right here. We live in the state of ____ (name state). Let's clap that together. _____.</i>
"Everybody has their own special place on the <u>map</u> ."	TA: <i>There are so many people living all over the world on different <u>continents</u>, in different <u>countries</u>, in different states and towns, and on different streets. It's amazing to think about!</i>



1st Read

Me on the Map



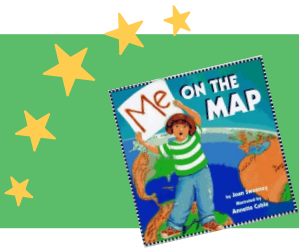
During Continued:

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Maps are pictures of real places. Maps show where things are. Maps can show a small place or a really big place, like the whole Earth.

Vocabulary: briefly define vocabulary words, and do the gesture, when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
map	a picture of a place that shows where things are <i>A map is a picture of a place and it shows us where things are. Sometimes maps can be on paper and we even have maps on our phones. This map is a picture of the girl's room. Pretend to hold a paper map in your hand and use your other hand to point to different places on your map.</i>	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map
continent	a large piece of land on the Earth <i>A continent is a large piece of land on the Earth. This map shows the seven continents, big pieces of land, on our Earth. Hold up your hand and show all of your fingers to represent a big continent.</i>	Hold up all five fingers on one hand
country	smaller parts of a continent <i>A country is a smaller part of a continent. Every continent is made up of many countries. Our country is called USA. The big continent (hold up all five fingers on one hand) has many countries (wiggle fingers) our country is the USA (point to one finger).</i>	Hold up all five fingers on one hand and point to one finger



1st Read Me on the Map



After

1. **Ask Questions-** Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Let them know that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now, I am going to ask you a few questions about our story. When I put my finger to my forehead, that means I want you to think about your answer.

Ask their opinion: *Did you like learning about maps?* (thinking gesture - finger on forehead)
Thumbs up if you liked it.

Check their Understanding: Ask Children to Respond in different ways (choral response, individual, talking to elbow partner, etc.)

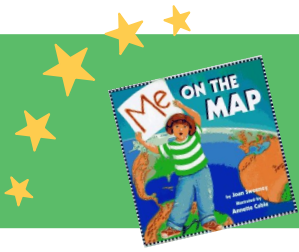
What did the girl draw a map of? (Thinking gesture - finger on forehead)
Think about your answer and put a thumbs up when you have something to share. (Call on 1-2 children randomly with thumbs up- various answers- her room, her house, her neighborhood, etc.)

In what country does the girl live? (Thinking gesture and then hand open to note choral response The United States of America)

2. Review the Vocabulary-

In today's story, we learned 3 new words. Let's clap out our new words Review each word stating the definition, making the gesture, and then clapping out the word. **Encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
<i>A <u>map</u> is a picture of a place that shows where things are. Ready to clap, map.</i>	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map
<i>A <u>continent</u> is a large piece of land on the Earth. Con-tin-ent. Continent.</i>	Hold up all five fingers on one hand
<i>A <u>country</u> is a smaller part of a continent. Coun-try. Country.</i>	Hold up all five fingers on one hand and point to one finger



1st Read

Me on the Map



After Continued

Ask questions (thinking gesture) with choral responding (open hand gesture).

Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don't get it, tell them the correct answer and ask the question again.

What is a large piece of land on the Earth called?

(Thinking gesture and then hand open to note choral response- continent)

What is a smaller part of a continent called?

(Thinking gesture and then hand open to note choral response- country)

What do we call a picture of a place that shows where things are?

(Thinking gesture and then hand open to note choral response- map)

3. **Follow Up Activity-** Explore maps and globes

Explain, *We read about maps (point to map) in this book. Maps are pictures of places that show us where things are. This is a globe. (Point to globe) A globe is a model of the earth. If we flattened the globe, it would be a map. Let's find some important places on this map and this globe.*

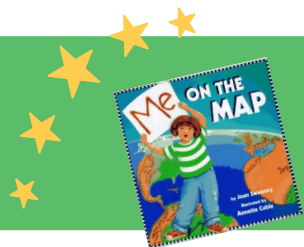
On the map and globe, point out and name:

-Your continent

- Your state

-Your country

- Your town



2nd Read

Me on the Map



Unit 3: North America, Part 1 - Maps & Globes, Countries and People

Book 1: *Me on the Map* by Joan Sweeney

Re-Read & Activity: Craft

Materials Needed: Paper (large and scrap), glue, markers or crayons

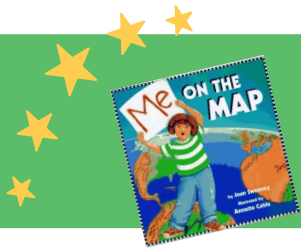
Before

1. **Ask if they can remember what this book is about-** show them the cover to remind them.
We have already read this story. Do you remember it? Look at the cover. What is this girl standing on? (Thinking gesture and then hand open to note choral response- map) *A map! Maps are pictures of places that show us where things are.*
2. **Point out title & author-** ask if anyone can tell you what the author does.
The title of this story is Me on the Map. The author of the story is Joan Sweeney. Who remembers what the author does? Tell me! (Thinking gesture and then hand open to note choral response- writes the words) *Yes, the author writes the words. The illustrator is Qin Leng. She made the pictures.*
3. **Tell them this time we are going to read and discuss the story** so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During

1. **Read** with excitement and fluency.
2. **Think Aloud and Ask Questions as you read.**

Part of Text	Think Aloud (TA) - Question (Q)
"This is my house on the map of my street."	Q: <i>What is a map?</i> (Thinking gesture - finger on forehead) <i>Think about your answer and put a thumbs up when you have something to share.</i> (Call on 1-2 children randomly with thumbs up - a picture of a place that shows us where things are.)
"This is a map of my town."	Q: <i>What do you think this big blue line represents?</i> (Thinking gesture - finger on forehead) <i>Think about your answer and put a thumbs up when you have something to share.</i> (Call on 1-2 children randomly with thumbs up - a river)
"This is a map of my state."	Q: <i>Her state is called Kansas. What is the name of our state?</i> (Thinking gesture and then hand open to note choral response- your state's name)
"This is my country on a map of the world."	Q: <i>Where is our country on the map of the world? Is it the same country? Yes, we both live in the United States of America.</i>



2nd Read

Me on the Map

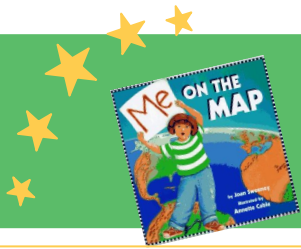


3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Maps are pictures of real places. Maps show where things are. Maps can show a small place or a really big place, like the whole Earth.

Vocabulary: briefly define vocabulary words, and do the gesture, when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
map	a picture of a place that shows where things are <i>A map is a picture of a place and it shows us where things are. Sometimes maps can be on paper and we even have maps on our phones. This map is a picture of the girl's room. Pretend to hold a paper map in your hand and use your other hand to point to different places on your map</i>	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map
continent	a large piece of land on the Earth <i>A continent is a large piece of land on the Earth. This map shows the seven continents, big pieces of land, on our Earth. Hold up your hand and show all of your fingers to represent a big continent.</i>	Hold up all five fingers on one hand
country	smaller parts of a continent <i>A country is a smaller part of a continent. Every continent is made up of many countries. Our country is called USA. The big continent (hold up all five fingers on one hand) has many countries (wiggle fingers) our country is the USA (point to one finger).</i>	Hold up all five fingers on one hand and point to one finger



2nd Read

Me on the Map



After

1. **Ask Questions** - Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Remind them now that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now, I am going to ask you a few questions about our story. When I put my finger to my forehead, that means I want you to think about your answer.

Ask their opinion: *Think about if you liked the story.* (thinking gesture - finger on forehead)

Yes/No. Did you like it? (choral response, open hand to children)

Discussion Questions: *Tell me one thing you learned in this story. You start your sentence like this: I learned ____.* (thinking gesture - finger on forehead) *Thumbs up when you have an answer.* (Various answers. Call on 1-2 students)

2. Review Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words Review each word stating the definition and making the gesture. **Encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
A <u>map</u> is a picture of a place to show where things are. Let's clap that together. Map.	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map
A <u>continent</u> is a large piece of land on the Earth. Con-tin-ent. Continent.	Hold up all five fingers on one hand
A <u>country</u> is a smaller part of a continent. Coun-try. Country.	Hold up all five fingers on one hand and point to one finger

3. **Follow-Up Activity: Craft - Making a Map.** Explain, *We are going to be making a map of the classroom.* Provide examples: *Look at the map of the girl's bedroom, she made it to show where things are in her bedroom. We are going to make a map to show where things are in our classroom.*

Using smaller pieces of colored paper (already cut to represent larger classroom items and furniture), make a map of the classroom on a larger sheet of white paper or poster board. Decide what classroom item each shape will represent. For example, *"Which shape should we use for my desk? Does my desk look like a circle or a rectangle?"* Label the classroom items and furniture. Then, work together to decide where they should go on the map before gluing them down. Place finished maps in the map and globe center.





For the Teacher:
Preview
North America



Unit 3: North America, Part 1 - Maps & Globes, Countries and People

Book 2: *North America* by the Project Ready! Team

Materials Needed: Map of the world and globe

Vocabulary		
Word	Definition	Gesture
continent	a large piece of land on the Earth	Hold up all five fingers on one hand
country	smaller parts of a continent	Hold up all five fingers on one hand and point to one finger
habitat	a place where certain plants and animals live and grow	Point left pointer finger up and move other hand around pointer finger in a circle to show the area around an animal is its habitat

Language Time

The Continents Song (tune of *Do You Know the Muffin Man*)

*Do you know the continents,
the continents,
the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

*North and South
America, Africa, Australia*

Europe and Antarctica Asia's the biggest one

(point to continent on map or globe as you sing each name)

*Do you know the continents,
the continents, the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

Adapted from teacherspayteachers



1st Read North America



Before

1. **Topic Introduction-** *Yesterday, we started learning about our continent. It's called North America. Let's clap that together. North A-mer-i-ca. A continent is a big piece of land on our Earth.*
2. **Book Introduction-** *This is a non-fiction book. That means we are going to learn about something. It is called North America. I think that's what we're going to be learning about.*
3. **Title and Author-** Draw attention to title and author. *This book was written by a team of people. That means a group of people worked together to write the words.*

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"Let's count them on this map."	Q: <i>Help me count the <u>continents</u>. Which one is ours?</i>
"People in North America live in lots of different places."	Q: <i>What sort of place do you live in? Do you live in a big city? On a farm in the country?</i>
"What animals live in the tundra?"	TA: <i>The tundra is cold and snowy.</i> Q: <i>What animals could live there?</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.
Key content: North America is a continent. Many people and animals live there. There are different habitats in North America.
Vocabulary: briefly define vocabulary words, and do the gesture, when they come up in the story. Reinforce throughout the day.



1st Read North America



Word	Definition to use and <i>how to introduce gesture</i>	Gesture
continent	a large piece of land on the Earth <i>A continent is a large piece of land on the Earth. This map shows the seven continents, big pieces of land, on our Earth. Hold up your hand and show all of your fingers to represent a big continent.</i>	Hold up all five fingers
country	smaller parts of a continent <i>A country is a smaller part of a continent. Every continent is made up of many countries. Our country is called USA. The big continent (hold up all five fingers on one hand) has many countries (wiggle fingers) our country is the USA (point to one finger).</i>	Hold up all five fingers on one hand and point to one finger
habitat	a place where certain plants and animals live and grow <i>A habitat is a place where certain plants and animals live and grow. There are many different habitats in North America. Hold one of your hands out and then make a circle around it with your pointer finger from your other hand. The circle you made is the habitat for that plant or animal.</i>	Point left pointer finger up and move other hand around pointer finger in a circle to show the area around an animal is its habitat

After

1. **Ask Questions-** Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Let them know that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now, I am going to ask you a few questions about our story. When I put my finger to my forehead, that means I want you to think about your answer.

Ask their opinion: *I liked that book! My favorite part was thinking about what animals might live in each habitat. What was your favorite part?* (thinking gesture - finger on forehead) *You start your sentence like this: My favorite part was _____. Thumbs up when you have an answer.*
(Call on 1-2 children randomly with thumbs up)

Check their Understanding. Ask Children to Respond in different ways (choral response, individual, talking to elbow partner, etc.)

What is the name of our continent?

(Thinking gesture and then hand open to note choral response - North America)

What is the name of one habitat in North America?

(Thinking gesture - finger on forehead) *Think about your answer and put a thumbs up when you have something to share.* (Call on 1-2 children randomly with thumbs up- various answers- tundra, desert, etc.)



1st Read North America



After Continued

2. Review the Vocabulary-

In today's story, we learned 3 new words. Let's clap out our new words Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
A <u>continent</u> is a large piece of land on the Earth. Ready to clap, con-tin-ent. Continent.	Hold up all five fingers on one hand
A <u>country</u> is a smaller part of a continent. Coun-try. Country.	Hold up all five fingers on one hand and point to one finger
A <u>habitat</u> is a place where certain plants and animals live and grow. Hab-it-at. Habitat.	Point left pointer finger up and move other hand around pointer finger in a circle to show the area around an animal is its habitat

Ask questions (thinking gesture) with choral responding (open hand gesture).

Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don't get it, tell them the correct answer and ask the question again.

What is the name of our continent?

(Thinking gesture and then hand open to note choral response- North America)

What is the name of our country?

(Thinking gesture and then hand open to note choral response- United States of America)

What do we call a place where certain plants and animals live and grow?

(Thinking gesture and then hand open to note choral response- habitat)

3. Follow Up Activity- Introduce Maps and Globes Center

Explain, *I thought it would be fun to get to explore maps and globes in a center. You can even make your own maps of places that you know.*

Show the children the items in the center. Ensure that a teacher is available near this area to help children engage with the materials appropriately. Teacher can also provide ideas of familiar places for children to create their own maps. Place student made map of the classroom in this area for further exploration and inspiration.



For the Teacher:
Preview
Ten on the Sled



Unit 3: North America, Part 1 - Maps & Globes, Countries and People

Book 3: *Ten on the Sled* by Mary Kim Norman

Materials Needed: None

Vocabulary		
Word	Definition	Gesture
slick	smooth and slippery	Hold hand palm down and glide through the air with hand tilted slightly to show slippery
whirl	spin around and around	Point finger down and move it around quickly in circles
leap	jump far	Use hand to make a hopping motion, leaping through the air

Language Time

The Continents Song (tune of *Do You Know the Muffin Man*)

*Do you know the continents,
the continents,
the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

North and South

America, Africa, Australia

Europe and Antarctica, Asia's the biggest one

(point to continent on map or globe as you sing each name)

*Do you know the continents,
the continents, the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

Adapted from teacherspayteachers



1st Read

Ten on the Sled



Before

1. **Topic Introduction-** *We have been reading about North America. Yesterday, we learned that there are many habitats in North America where different animals live.*
2. **Book Introduction-** *Look at this picture. I see a bunch of animals on a sled! I remember some of these animals from our book yesterday. Here's a polar bear. Do you see any other animals we read about yesterday? (Pause to allow think time) The sheep! The sheep lives in the mountains.*
3. **Title and Author-** Draw attention to title and author. *This book is called Ten on the Sled. The author of this book is Kim Norman. Who remembers what the author does? (thinking gesture - finger on forehead) They write the _____. (hand open to note choral response - words)*

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"...and the seal spilled out."	TA: <i>Oh no! There were 10 animals on the sled, but one spilled out. I wonder how many animals are on the sled now.</i>
"till Sheep shot out!"	TA: <i>Poor sheep! This looks just like the sheep that lived in the mountains.</i> Q: <i>Remember that sheep from our book yesterday?</i>
"There were 6 on the sled."	Q: <i>Help me count all six animals on the sled.</i>
"Just one is no fun!"	TA: <i>Caribou is lonely. He's the only one on the sled. I wonder what will happen now.</i>



1st Read

Ten on the Sled



3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: We say numbers when we count. Many different animals live in North America.

Vocabulary: briefly define vocabulary words, and do the gesture, when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
slick	smooth and slippery <i>The snow the animals were riding on was slick. Slick means smooth and slippery. Hold your hand facing toward the ground and move it around to show it is smooth, then tip your fingers up a bit to show that it is slippery.</i>	Hold hand palm down and glide through the air with hand tilted slightly to show slippery
whirl	spin around and around <i>Whirl means to spin around and around. Walrus whirled out of the sled. Look at these whirly lines! Use your pointer finger and point it toward the ground and move it around quickly in circles to show it is whirling.</i>	Point finger down and move it around quickly in circles
leap	jump far <i>Leap means to jump far. The animals leaped onto the sled again. Use your hand to show how the animals jumped far and went onto the sled.</i>	Use hand to make a hopping motion, leaping through the air

After

1. **Ask Questions-** Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Let them know that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now, I am going to ask you a few questions about our story. When I put my finger to my forehead, that means I want you to think about your answer.

Ask their opinion: *Did you like counting as the animals fell off the sled? Show me a thumbs up if you liked counting.*

Check their Understanding: Ask children to respond in different ways (choral response, individual, talking to their elbow partners, etc.)

What did we count in this book?

(Thinking gesture and then hand open to note choral response - animals)

What animals did we see in this book? (Thinking gesture - finger on forehead)

Think about your answer and put a thumbs up when you have something to share.

(Call on 1-2 children randomly with thumbs up- various answers- polar bear, sheep, etc.)



1st Read

Ten on the Sled



After Continued

2. Review the Vocabulary-

In today's story, we learned 3 new words. Let's clap out our new words. Review each word stating the definition and making the gesture, and then clapping out the word. **Encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
<i><u>Slick</u> means smooth and slippery. Ready to clap, slick.</i>	Hold hand palm down and glide through the air with hand tilted slightly to show slippery
<i><u>Whirl</u> means to spin around and around. Whirl.</i>	Point finger down and move it sound quickly in circles
<i><u>Leap</u> means to jump far. Leap.</i>	Use hand to make a hopping motion, leaping through the air

Ask questions (thinking gesture) with choral responding (open hand gesture).

Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don't get it, tell them the correct answer and ask the question again.

What gesture is this? Point finger down and move it sound quickly in circles for whirl.
(Thinking gesture and then hand open to note choral response- whirl)

What gesture is this? Hold hand palm down and glide through the air with hand tilted slightly to show slippery (Thinking gesture and then hand open to note choral response- slick)

What gesture is this? Use hand to make a hopping motion, leaping through the air (Thinking gesture and then hand open to note choral response- leap)

3. Follow Up Activity- Math Word Problem

Explain, *We counted animals in this book. The animals went down a big hill on the sled. They fell off the slide one at a time. That's taking away or subtraction. Let's clap that word. Sub-trac-tion. Now, let's do a subtraction problem from the book.* (Show page in story) *There were five* (hold up 5 fingers) *on the sled till squirrel squeezed out* (put one finger down.). *How many animals were on the sled now? Four!* (Wiggle fingers as you count.) *1,2,3,4. Five minus one equals four. Say that with me and show me your fingers. Five minus one equals four. Thank you for helping me with that subtraction problem.*



Shared Writing Ten on the Sled



Planning Guide - Express Ideas

Topic Sentence: Write the topic sentence on the board, leaving a blank space for the underlined word:

Ten animal friends gathered on a sled for a ride.

Plan your detail and concluding sentences (You can utilize the following.)

Detail: First the seal spilled out.

Detail: Then all the other animals swirled out.

Detail: Caribou was cold and lonely.

Conclusion: Finally, all the animals leaped back on for another ride.

Vocabulary to Include if Possible

Word	Definition	Gesture
slick	smooth and slippery	Hold hand palm down and glide through the air with hand tilted slightly to show slippery
whirl	spin around and around	Point finger down and move it sound quickly in circles
leap	jump far	Use hand to make a hopping motion, leaping through the air

Let's Write!

Discuss the book and vocabulary: *We read this book called Ten on the Sled. Do you remember how the animals all squished together on the sled to go for a ride? What happened when the animals went down the hill? Thinking gesture and then hand open to note choral response- They all fell off! Do you remember when sheep whirled off the sled? He was spinning around and around.*

Write Topic Sentence

- Plan:** *Let's work together to tell the story of what happened in this book. How did the story start? What did the animals do?* (thinking gesture - finger on forehead and then hand open to note choral response - rode a sled) *It says ____ animal friends gathered on a sled for a ride. How many animals were there?* (thinking gesture - finger on forehead and then hand open to note choral response - 10)
- Write:** Write words to complete the sentence.
- Read aloud, pointing to each word:** Ten animal friends gathered on a sled for a ride.



Shared Writing Ten on the Sled



Write Detail Sentence(s)

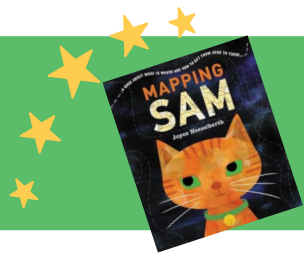
1. **Plan:** *Let's tell the rest of the story. What happened next?* Guide children by showing them a few pictures in the book, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.
2. **Write:** *First the seal spilled out.*
3. **Read** aloud, pointing to each word: *First the seal spilled out.* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged. This can also be returned to tomorrow or added to later in the day.

Write Concluding Sentence

1. **Plan:** *We told about what happened when the animals went down the hill. Now, how did the story end?*
2. **Write:** *Finally, all the animals leaped back on for another ride.*
3. **Read aloud, pointing to each word:** *Finally, all the animals leaped back on for another ride.* Read again, encouraging children to read with you

Read the whole paragraph with students. Post writing where they can see it.



For the Teacher: Preview Mapping Sam



Unit 3: North America, Part 1 - Maps & Globes, Countries and People

Book 4: *Mapping Sam* by Joyce Hesselberth

Materials Needed: Map and globe

Vocabulary		
Word	Definition	Gesture
map	a picture of a place that shows where things are	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map
Earth	our planet	Use both hands to make a cup shape in front of you
navigate	plan how to get somewhere	Use one hand to point in a direction and the other hand pretends to drive a car

Language Time

The Continents Song (tune of *Do You Know the Muffin Man*)

*Do you know the continents,
the continents,
the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

North and South

America, Africa, Australia

Europe and Antarctica, Asia's the biggest one

(point to continent on map or globe as you sing each name)

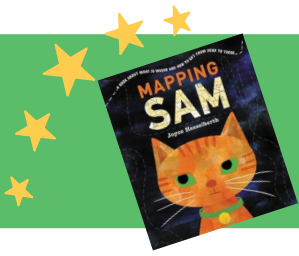
*Do you know the continents,
the continents, the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

Adapted from teacherspayteachers



1st Read Mapping Sam



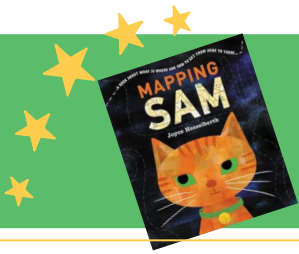
Before

1. **Topic Introduction-** *We have been learning all about our continent, North America. We've also been reading and talking about maps and globes. Across this year, we are going to explore different parts of the world. The globe is a model of the Earth. Earth has many interesting places that we will get to explore!*
2. **Book Introduction-** *This story is called Mapping Sam. Do you remember what a map is? A map is a picture of a place that shows us where things are. I wonder why there is a cat on this cover?*
3. **Title and Author-** Draw attention to title and author. *The author of this book is Joyce Hesselberth. The author writes the words in a book.*

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"If we mapped the first part of Sam's journey, it would look like this."	TA: <i>I see what Sam did on the <u>map</u>. I see how Sam went around the house twice, leaped over the fence, snuck through the wet grass, rolled across her neighbor's yard, and climbed the tree.</i>
" <u>Maps</u> can show things that are big, like the <u>Earth</u> ..."	TA: <i>We have a <u>map</u> puzzle that shows the whole <u>Earth</u>! Our <u>Earth</u> is so big but we can make a <u>map</u> of it!</i>
"and heads for home..."	TA: <i>This <u>map</u> shows Sam's path across town. Sam is going home.</i>



1st Read Mapping Sam



During Continued

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: There are different kinds of maps. Maps show different things, like where things are and what is normally hidden or too small to see.

Vocabulary: briefly define vocabulary words, and do the gesture, when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
map	a picture of a place that shows where things are <i>A map is a picture of a place and it shows us where things are. This is a map of Sam. We can make maps of things that aren't places! Pretend to hold a paper map in your hand and use your other hand to point to different places on your map.</i>	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map
Earth	our planet <i>Earth is our planet. Look how big our Earth is! You can make maps of things that are huge. Use both of your hands to make a cup shape.</i>	Use both hands to make a cup shape in front of you
navigate	plan how to get somewhere <i>Navigate is to make a plan how to get somewhere. Mapping the stars helped boats to navigate a long time ago. Use one hand to point in a direction and use the other hand to pretend to drive a car or a boat with the steering wheel.</i>	Use one hand to point in a direction, and the other hand pretends to drive a car

After

1. **Ask Questions-** Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Let them know that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

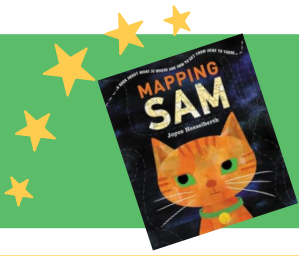
Now, I am going to ask you a few questions about our story. When I put my finger to my forehead, that means I want you to think about your answer.

Ask their opinion: *Did you enjoy this book? (thinking gesture - finger on forehead) Thumbs up if you liked it.*

Check their Understanding: Ask Children to Respond in different ways (choral response, individual, talking to elbow partner, etc.)

Who was this story about? (Thinking gesture and then hand open to note choral response - Sam)

Where did Sam go? (Thinking gesture) *Thumbs up when you know one place where Sam went.*
(Call on 1-2 students with thumbs up. Various answers- around his town, on a building, etc.)



1st Read Mapping Sam



After Continued

2. Review the Vocabulary-

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition and making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>A <u>map</u> is a picture of a place that shows where things are. Ready to clap, map.</i>	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map
<i><u>Earth</u> is our planet. Earth.</i>	Use both hands to make a cup shape in front of you
<i><u>Navigate</u> is a plan for how to get somewhere. Nav-ig-ate. Navigate.</i>	Use one hand to point in a direction, and the other hand pretends to drive a car

Ask questions (thinking gesture) with choral responding (open hand gesture).

Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don't get it, tell them the correct answer and ask the question again.

What is the name of our planet?

(Thinking gesture and then hand open to note choral response- Earth)

What is a plan on how to get somewhere?

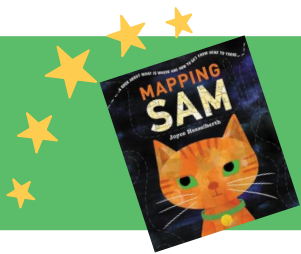
(Thinking gesture and then hand open to note choral response- navigate)

What do we call a picture of a place that shows where things are?

(Thinking gesture and then hand open to note choral response- map)

3. Follow Up Activity: Highlight the map center in the classroom.

Remind students of the activities in the map center. Highlight a couple of the student maps that have been created. Suggest that they could map their house or neighborhood in addition to our classroom. Just like Sam!



2nd Read Mapping Sam



Unit 3: North America, Part 1 - Maps & Globes, Countries and People

Book 4: *Mapping Sam* by Joyce Hesselberth

Re-Read & Activity: Craft - Make a map of yourself

Materials Needed: Maps, globes, Mapping Me template, scissors, glue, markers or crayons

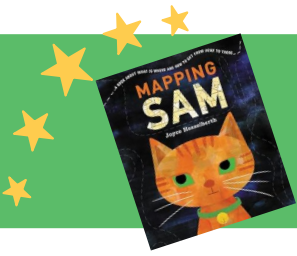
Before

- Ask if they can remember what this book is about-** show them the cover to remind them.
We have already read this story. Do you remember it? Look at the cover. What kind of animal is this? (Thinking gesture and then hand open to note choral response- a cat) A cat! This cat tucked her family into bed at night and then went around town. She taught us about different kinds of maps as she wandered.
- Point out title & author-** ask if anyone can tell you what the author does.
The title of this story is Mapping Sam. The author of the story is Joyce Hesselberth. Who remembers what the author does? Tell me! (Thinking gesture and then hand open to note choral response- writes the words) Yes, the author writes the words. Joyce Hesselberth is also the illustrator, so she drew the pictures, too!
- Tell them this time we are going to read and discuss the story** so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During

- Read** with excitement and fluency.
- Think Aloud and Ask Questions as you read.**

Part of Text	Think Aloud (TA) - Question (Q)
"If we mapped the first part of Sam's journey, it would look like this."	TA: (Trace the red dotted line on the map as you recall everywhere that Sam went.) <i>She slips out the back door, circles around the house twice. She leaps over a tall fence. She sneaks through the wet grass. She rolls across the neighbor's yard, and almost catches her tail. She climbs her favorite tree.</i>
"This is a map of Sam."	TA: <i>That's interesting. We can make maps of things, not just places.</i> Q: <i>Do you think we can make a map of ourselves? Thumbs up if you think we could make a map of ourselves.</i>
"or things that are too small to see, like a molecule of water.."	TA: <i>Maps can show tiny things that are too small to see with our eyes. This is a map of a water molecule. It shows the parts that make up water.</i>
"or even bigger, like the planets in our solar system."	TA: <i>Maps can even show HUGE things, too!</i>



2nd Read Mapping Sam



During Continued

3. **Draw Attention to Key Events and Vocabulary**- Pause to highlight vocabulary and key concepts.

Key content: There are different kinds of maps. Maps show different things, like where things are and what is normally hidden or too small to see.

Vocabulary: briefly define vocabulary words, and do the gesture, when they come up in the story.
Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
map	a picture of a place that shows where things are <i>A map is a picture of a place and it shows us where things are. This is a map of Sam. We can make maps of things that aren't places! Pretend to hold a paper map in your hand and use your other hand to point to different places on your map.</i>	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map
Earth	our planet <i>Earth is our planet. Look how big our Earth is! You can make maps of things that are huge. Use both of your hands to make a cup shape.</i>	Use both hands to make a cup shape in front of you
navigate	plan how to get somewhere <i>Navigate is to make a plan how to get somewhere. Mapping the stars helped boats to navigate a long time ago. Use one hand to point in a direction and use the other hand to pretend to drive a car or a boat with the steering wheel.</i>	Use one hand to point in a direction, and the other hand pretends to drive a car



2nd Read Mapping Sam



After

1. **Ask Questions** - Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Remind them now that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now, I am going to ask you a few questions about our story. When I put my finger to my forehead, that means I want you to think about your answer.

Ask their opinion: *Think about if you liked the story.* (thinking gesture - finger on forehead)
Yes/No Did you like it? (choral response, open hand to children)

Discussion Questions: *Tell me one thing you learned in this story. You start your sentence like this: I learned ____.* (thinking gesture - finger on forehead) *Thumbs up when you have an answer.*
(Various answers. Call on 1-2 students)

2. Review Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words Review each word stating the definition and making the gesture. **Encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
<i>A <u>map</u> is a picture of a place that shows where things are. Ready to clap, map.</i>	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map
<i><u>Earth</u> is our planet. Earth.</i>	Use both hands to make a cup shape in front of you
<i><u>Navigate</u> is a plan for how to get somewhere. Nav-ig-ate. Navigate.</i>	Use one hand to point in a direction, and the other hand pretends to drive a car

3. Follow-Up Activity: Craft - Mapping Me

Show map of Sam from story. *Do you remember that maps can show many different things? Maps don't just show places. This is a map of Sam.* (Show page from book and briefly point out a few things on map) *We are going to make maps of ourselves today. Remember a map can show things that are hidden or things that are big or small. Let's start by drawing ourselves on this paper. Then we will use these labels to make our map.* Encourage students to draw a full body picture of themselves. Then help students to cut the map labels and glue them in the correct places. If your students aren't yet proficient with scissors, you may want to cut these labels ahead of time.

* Template for this activity can be found on website - readingscience.org/preschool



For the Teacher:

Preview

Let's Look at the United States of America



Unit 3: North America, Part 1 - Maps & Globes, Countries and People

Book 5: *Let's Look at the United States of America* by Joy Frisch-Schmoll

Materials Needed: Map and globe

Vocabulary

Word	Definition	Gesture
country	smaller parts of a continent	Hold up all five fingers on one hand and point to one finger
forest	a piece of land with many trees, plants, and animals	Put hands out front of you pointed up toward the ceiling with fingers spread apart, sway arms gently like trees moving in the wind
desert	a place with very little rain	Use one hand to wipe across your forehead, showing the desert is hot

Language Time

The Continents Song (tune of *Do You Know the Muffin Man*)

*Do you know the continents,
the continents,
the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

North and South

America, Africa, Australia

Europe and Antarctica, Asia's the biggest one

(point to continent on map or globe as you sing each name)

*Do you know the continents,
the continents, the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

Adapted from teacherspayteachers



1st Read

Let's Look at the United States of America



Before

1. **Topic Introduction-** *We have been learning about our continent. Turn to the person sitting next to you and whisper the name of our continent. (Pause) We've also been talking about maps and globes and how they are models of our Earth.*
2. **Book Introduction-** *This book is called Let's Look at the United States of America. The United States of America is a country. It's our country! Sometimes we call it America or the USA. This is a non-fiction book so we're going to learn something. I think we're going to learn about our country.*
3. **Title and Author-** Draw attention to title and author. *The author of this book is Joy Frisch-Schmoll. The author writes the words in a book. This book does not have an illustrator. If you look at the pictures, they are real photographs from around the USA.*

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"It is between Canada and Mexico." (point to map)	TA: <i>Here is our <u>country</u>. There's a big <u>country</u> here called Canada and another <u>country</u> down here called Mexico. All three <u>countries</u> are part of North America.</i>
"Some people build airplanes, cars, computers, or houses."	TA: <i>I think it sounds fun to have a job where you build things. I wonder what these workers are building.</i>
"Fries and other potatoes are the most popular vegetable."	TA: <i>When something is popular it means many people like it. I like potatoes.</i> Q: <i>Do you?</i>



1st Read

Let's Look at the United States of America



During Continued

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: The USA is a country in North America. Many people and animals live in the USA.

Vocabulary: briefly define vocabulary words, and do the gesture, when they come up in the story. **Reinforce throughout the day.**

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
country	<p>smaller parts of a continent</p> <p><i>A country is a smaller part of a continent. The United States is a country in the continent North America. So if we use our hand to show the continent, one of our fingers would be a country.</i></p>	Hold up all five fingers on one hand and point to one finger
forest	<p>a piece of land with many trees, plants, and animals</p> <p><i>A forest is a piece of land with many trees, plants, and animals. The forests have deer, wolves, and bears. I remember those animals from our book Ten on the Sled! Put your arms out in front of your face with your hands pointing up to the ceiling. Spread your fingers apart like branches and gently move your arms back and forth like trees moving in the wind.</i></p>	Put hands out front of you pointed up toward the ceiling with fingers spread apart, sway arms gently like trees moving in the wind
desert	<p>a place with very little rain</p> <p><i>A desert is a place with very little rain. There are many deserts in the Southwest part of our country. Use one hand to wipe across your forehead like you are hot; deserts can be very hot and dry.</i></p>	Use one hand to wipe across your forehead, showing the desert is hot



1st Read

Let's Look at the United States of America



After

1. **Ask Questions-** Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Let them know that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now, I am going to ask you a few questions about our story. When I put my finger to my forehead, that means I want you to think about your answer.

Ask their opinion: *Did you enjoy learning about our country? What was your favorite part of the book?* (thinking gesture - finger on forehead) *You start your sentence like this: I liked this story because _____.* (thinking gesture - finger on forehead) *Thumbs up when you have an answer.* (Various answers. Call on 1-2 students)

Check their Understanding: Ask Children to Respond in different ways (choral response, individual, talking to elbow partner, etc.)

What was this book about? (thinking gesture - finger on forehead) *Thumbs up when you have an answer.* (call on 1-2 students - various answers- our country, the USA, etc.)

How do we celebrate our country's birthday? (thinking gesture - finger on forehead) (show pg. 14 to guide discussion) *Thumbs up when you have an answer.* (call on 1-2 students - various answers)

2. Review the Vocabulary-

In today's story, we learned 3 new words. Let's clap out our new words. Review each word stating the definition and making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
A <u>country</u> is a smaller part of a continent. Ready to clap, coun-try. Country.	Hold up all five fingers on one hand and point to one finger
A <u>forest</u> is a piece of land with many trees, plants, and animals. For-est. Forest.	Put hands out front of you pointed up toward the ceiling with fingers spread apart, sway arms gently like trees moving in the wind
A <u>desert</u> is a place with very little rain. Des-ert. Desert.	Use one hand to wipe across your forehead, showing the desert is hot



1st Read

Let's Look at the United States of America



After Continued

Ask questions (thinking gesture) with choral responding (open hand gesture).

Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don't get it, tell them the correct answer and ask the question again.

What is the name of a place with very little rain?

(Thinking gesture and then hand open to note choral response- desert)

What is a piece of land with many trees, plants, and animals?

(Thinking gesture and then hand open to note choral response- forest)

The United States of America is our_____.

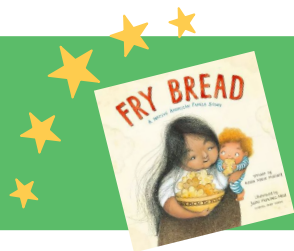
(Thinking gesture and then hand open to note choral response- country)

3. **Follow Up Activity:** Game- Was it in the Book?

Explain, *We are going to play a game called Was it in the Book? I'm going to say a fact. You will show me a thumbs up if the fact was in the book and a thumbs down if it wasn't in the book.*

Practice thumbs up and down.

- *We live on a continent called Asia.* (thumbs down)
- *We live on a continent called North America.* (thumbs up)
- *We live in a country called Canada.* (thumbs down)
- *We live in a country called The United States of America.* (thumbs up)



For the Teacher:

Preview

Fry Bread

Unit 3: North America, Part 1 - Maps & Globes, Countries and People

Book 6: *Fry Bread* by Kevin Nobels Mailard

Materials Needed: Map and globe

Vocabulary

Word	Definition	Gesture
dough	the bread before it cooks	Make two fists with your hands and pretend to press down and mold the dough
skillet	a pan	Use one hand to pretend to hold the pan and use your other hand to pretend to flip something in the pan
powwow	a special gathering of Native American people to celebrate	Use both hands to tap an imaginary drum in front of you

Language Time

The Continents Song (tune of *Do You Know the Muffin Man*)

*Do you know the continents,
the continents,
the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

North and South

America, Africa, Australia

Europe and Antarctica Asia's the biggest one

(point to continent on map or globe as you sing each name)

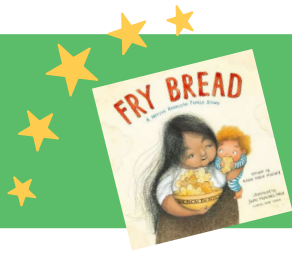
*Do you know the continents,
the continents, the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

Adapted from teacherspayteachers



1st Read Fry Bread

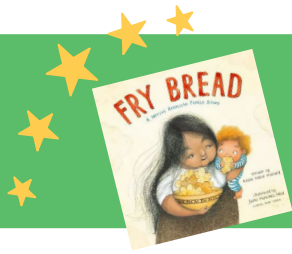
Before

1. **Topic Introduction-** *We have been learning about the continent of North America. Yesterday, we read about our country, The United States.*
2. **Book Introduction-** *This story is called Fry Bread: A Native American Family Story. Native Americans were the first people who lived in North America, even before The United States was a country. This story is about a Native American family today making a favorite food.*
3. **Title and Author-** Draw attention to title and author. *The author of this book is Kevin Noble Maillard. The illustrator is Juana Martinez-Neal. What does the illustrator do? (thinking gesture - finger on forehead) They draw the _____. Pictures! That's right!*

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"All mixed together in a big bowl."	TA: <i>It looks like all of the children are helping Grandma to gather the ingredients for fry bread. She has the big bowl for mixing.</i>
"Fry bread is art."	TA: <i>They are weaving beautiful coil baskets and making dolls.</i>
"Fry bread is Nation."	TA: <i>Abenaki, Apache, Arapahoe. Those are all different groups (tribes) of Native Americans.</i>



1st Read Fry Bread

During Continued

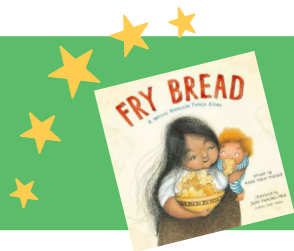
3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Native Americans were the first people to live in North America.

Food can connect us to our family and our culture.

Vocabulary: briefly define vocabulary words, and do the gesture, when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
dough	the bread before it cooks <i>Dough is the bread before it is cooked. They are molding, or squishing, the soft dough flat like a pancake. Make two fists with your hands, and pretend to press down and mold the dough.</i>	Make two fists with your hands and pretend to press down and mold the dough
skillet	a pan <i>A skillet is a pan. The skillet in the book was hot. When they drop the dough in, the oil bubbles and pops. Use one hand to pretend you are holding a pan. Then use your other hand to pretend to flip something over in the pan.</i>	Use one hand to pretend to hold the pan and use your other hand to pretend to flip something in the pan
powwow	a special gathering of Native American people to celebrate <i>A powwow is a special gathering of Native American people to celebrate. Families share fry bread on regular nights or at a special event like a powwow. At powwows, sometimes they play drums, use both hands to tap imaginary drums in front of you.</i>	Use both hands to tap an imaginary drum in front of you



1st Read Fry Bread

After

1. **Ask Questions-** Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Let them know that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now, I am going to ask you a few questions about our story. When I put my finger to my forehead, that means I want you to think about your answer.

Ask their opinion: *Did you like reading about the family making fry bread? Show me a thumbs up if you think you would like to taste fry bread.* (thinking gesture - finger on forehead) *Show me a thumbs up if you would like to try making fry bread.* (thinking gesture - finger on forehead)

Check their Understanding: Ask Children to Respond in different ways (choral response, individual, talking to elbow partner, etc.)

What did the family make in this book?

(Thinking gesture and then hand open to note choral response- fry bread)

Who was this story about?

(Thinking gesture and then hand open to note choral response- a Native American family)

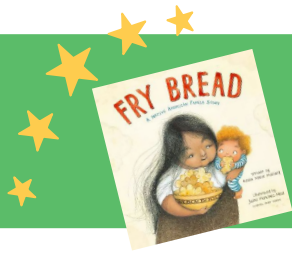
What is a special food your family makes? (thinking gesture - finger on forehead)

Thumbs up when you have an answer. (call on 1-2 students - various answers)

2. **Review the Vocabulary-**

In today's story, we learned 3 new words. Let's clap out our new words. Review each word stating the definition and making the gesture, and then clapping out the word. **Encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
<u>Dough</u> is the bread before it is cooked. Ready to clap, dough.	Make two fists with your hands and pretend to press down and mold the dough
A <u>skillet</u> is a pan. Skil-let. Skillet.	Use one hand to pretend to hold the pan and use your other hand to pretend to flip something in the pan
A <u>powwow</u> is a special gathering of Native American people to celebrate. Pow-wow. Powwow.	Use both hands to tap an imaginary drum in front of you



1st Read

Fry Bread

After Continued

Ask questions (thinking gesture) with choral responding (open hand gesture).

Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don't get it, tell them the correct answer and ask the question again.

If you wanted to make bread, first you would need to make the _____.

(Thinking gesture and then hand open to note choral response- dough)

Native Americans have special gatherings to celebrate called a _____.

(Thinking gesture and then hand open to note choral response- powwow)

Another word for a pan is a _____.

(Thinking gesture and then hand open to note choral response- skillet)

3. **Follow Up Activity:** Story Retell

Explain, *We are going to tell the story again. I want you to help me.* Show pictures in book to help children remember if necessary.

Grandma and the children gathered the ingredients to make _____ (fry bread). They mixed the ingredients in a bowl and made a squishy _____ (dough). They dropped the dough into the hot _____ (skillet). The oil bubbled and popped and cooked the delicious _____ (fry bread).

*Consider making the fry bread (recipe at the end of the book) if you have the ability to cook in your classroom or school.



For the Teacher:
Preview
Let's Look at Canada



Unit 3: North America, Part 1 - Maps & Globes, Countries and People

Book 7: *Let's Look at Canada* by Joy Frisch-Schmoll

Materials Needed: Map and globe

Vocabulary		
Word	Definition	Gesture
country	smaller parts of a continent	Hold up all five fingers on one hand and point to one finger
forest	a piece of land with many trees, plants, and animals	Put hands out front of you pointed up toward the ceiling with fingers spread apart, sway arms gently like trees moving in the wind
waterfall	a place where water flows over the edge of a hill or mountain	Put both hands up by your head, palms out, and with wiggling fingers bring them down like a waterfall

Language Time

The Continents Song (tune of *Do You Know the Muffin Man*)

*Do you know the continents,
the continents,
the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

North and South

America, Africa, Australia

Europe and Antarctica Asia's the biggest one

(point to continent on map or globe as you sing each name)

*Do you know the continents,
the continents, the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

Adapted from teacherspayteachers



1st Read

Let's Look at Canada



Before

1. **Topic Introduction-** *We have been learning about maps and globes and how they represent our Earth. There are seven continents on our Earth. We live in North America. Let's clap that. North-A-mer-i-ca. North America has 3 main countries. We live in the United States of America. Sometimes, we call it USA.*
2. **Book Introduction-** *This story is called Let's Look at Canada. Canada is this country (point on map). It's the big country North of the United States of America. This is a non-fiction book, so we are going to learn information and facts about Canada.*
3. **Title and Author-** Draw attention to title and author. *The author of this book is Joy Frisch-Schmoll. We already read a book by this author. It was the book about the USA. I wonder if these books will be similar?*

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"It borders the United States."	TA: <i>Canada borders or touches our country. It's our neighbor!</i>
"Canada Day is July 1."	TA: <i>Canada's birthday is July 1st and The USA's birthday is July 4th. Their birthdays are only 3 days apart!</i>
"It is french fries covered with cheese and gravy."	TA: <i>This food looks interesting! I've never tried it. I wonder if it's yummy.</i>



1st Read

Let's Look at Canada



During Continued

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Canada is the largest country in North America. Many people, animals, and plants live in Canada.

Vocabulary: briefly define vocabulary words, and do the gesture, when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
country	<p>smaller parts of a continent</p> <p><i>A country is a smaller part of a continent. The United States is a country in the continent North America. So if we use our hand to show the continent, one of our fingers would be a country.</i></p>	Hold up all five fingers on one hand and point to one finger
forest	<p>a piece of land with many trees, plants, and animals</p> <p><i>A forest is a piece of land with many trees, plants, and animals. The forests have deer, wolves, and bears. We have forests in the USA, too. Put your arms out in front of your face with your hands pointing up to the ceiling. Spread your fingers apart like branches and gently move your arms back and forth like trees moving in the wind.</i></p>	Put hands out front of you pointed up toward the ceiling with fingers spread apart, sway arms gently like trees moving in the wind
waterfall	<p>a place where water flows over the edge of a hill or mountain</p> <p><i>A waterfall is a place where water flows over the edge of a hill or mountain. Niagara Falls is a huge waterfall. Many people visit to see the Falls. Take both of your hands over your head and spread your fingers apart. Then bring your hands down, wiggling your fingers like the water on a waterfall.</i></p>	Put both hands up by your head, palms out, and with wiggling fingers bring them down like a waterfall



1st Read

Let's Look at Canada



After

1. **Ask Questions-** Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Let them know that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now, I am going to ask you a few questions about our story. When I put my finger to my forehead, that means I want you to think about your answer.

Ask their opinion: *Did you enjoy learning about Canada? What was one thing you learned from reading this book?* (thinking gesture - finger on forehead) *You start your sentence like this: I learned _____.* (thinking gesture - finger on forehead) *Thumbs up when you have an answer.* (Various answers. Call on 1-2 students)

Check their Understanding. Ask Children to Respond in different ways (choral response, individual, talking to elbow partner, etc.)

What country was this book about? (thinking gesture and then hand open to note choral response- Canada)

Where is Canada on the map? (thinking gesture - finger on forehead) *Thumbs up when you have an answer.* (call on 1-2 students to point to Canada on the map.)

2. Review the Vocabulary-

In today's story, we learned 3 new words. Let's clap out our new words. Review each word stating the definition and making the gesture, and then clapping out the word. **Encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
A <u>country</u> is a smaller part of a continent. <i>Ready to clap, coun-try. Country.</i>	Hold up all five fingers on one hand and point to one finger
A <u>forest</u> is a piece of land with many trees, plants, and animals. <i>For-est. Forest.</i>	Put hands out front of you pointed up toward the ceiling with fingers spread apart, sway arms gently like trees moving in the wind
A <u>waterfall</u> is a place where water flows over the edge of a hill or a mountain. <i>Wat-er-fall. Waterfall.</i>	Put both hands up by your head, palms out, and with wiggling fingers bring them down like a waterfall



1st Read

Let's Look at Canada



After Continued

Ask questions (thinking gesture) with choral responding (open hand gesture). Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don't get it, tell them the correct answer and ask the question again.

Where would I go if I wanted to see a lot of trees? (Thinking gesture and then hand open to note choral response- forest)

Where would I go if I wanted to see water flowing over the edge of a hill or a mountain? (Thinking gesture and then hand open to note choral response- waterfall)

Canada is a _____. (Thinking gesture and then hand open to note choral response- country)

3. Follow Up Activity: Game- Was it in the Book?

Explain, *We are going to play a game called Was it in the Book? I'm going to say a fact. You will show me a thumbs up if the fact was in the book and a thumbs down if it wasn't in the book.*

Thumbs up or down.

- *Canada is a country on the continent called North America.* (thumbs up)
- *We live in Canada.* (thumbs down)
- *Canada has lots of forests.* (thumbs up)



For the Teacher:
Preview
Let's Look at Mexico



Unit 3: North America, Part 1 - Maps & Globes, Countries and People

Book 8: *Let's Look at Mexico* by A.M. Reynolds

Materials Needed: Map and globe

Vocabulary		
Word	Definition	Gesture
country	smaller parts of a continent	Hold up all five fingers on one hand and point to one finger
desert	a place with very little rain	Use one hand to wipe across your forehead, showing the desert is hot
rainforest	a place with lots of trees, animals, and rain	Left hand up with arm bent at elbow, to make a tree. Right hand drops down next to it with wiggling fingers to show raindrops

Language Time

The Continents Song (tune of *Do You Know the Muffin Man*)

*Do you know the continents,
the continents,
the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

North and South

America, Africa, Australia

Europe and Antarctica Asia's the biggest one

(point to continent on map or globe as you sing each name)

*Do you know the continents,
the continents, the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

Adapted from teacherspayteachers



1st Read

Let's Look at Mexico



Before

1. **Topic Introduction-** *We have been learning all about the continent we live on. Everyone think about the name of our continent. (Thinking gesture- finger to forehead) Now tell me the name of our continent. Ready? 1,2,3. (Open hand- choral response) North America! There are 3 main countries in North America. We learned about ours, the USA, and Canada already*
2. **Book Introduction-** *This story is called Let's Look at Mexico. (Thinking gesture- finger to forehead) Can you guess the name of the country we will be reading about today? (Open hand to note choral response- Mexico) Let's clap that word. Mex-i-co. I wonder what we will learn about Mexico.*
3. **Title and Author-** Draw attention to title and author *This book is just like 2 non-fiction books we have already read, but it has a different author, A.M. Reynolds. A.M. Reynolds wrote the words in this book.*

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"Mexico is a country in North America."	TA: Point to the map as you say, <i>Mexico is here on the map. The USA is here and this large country up here is Canada.</i>
"All kinds of animals live in Mexico."	TA: <i>These aren't animals we see in our country. It would be so interesting to see a howler monkey in our backyard!</i>
"The food is full of flavor."	TA: <i>Yum! I love eating Mexican food like tacos and enchiladas.</i> Q: <i>Have you ever tried those foods?</i>



1st Read

Let's Look at Mexico



During Continued

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Mexico is a country in North America. Many people, animals, and plants live in Mexico.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
country	<p>smaller parts of a continent</p> <p><i>A country is a smaller part of a continent. The United States is a country in the continent North America. So if we use our hand to show the continent, one of our fingers would be a country.</i></p>	Hold up all five fingers on one hand and point to one finger
desert	<p>a place with very little rain</p> <p><i>There are lots of different habitats in Mexico- mountains, rain forest, canyons, beaches, and deserts. Deserts of usually very hot. Use your hand to wipe your forehead to show that it's hot in the desert.</i></p>	Use one hand to wipe across your forehead, showing the desert is hot
rainforest	<p>a place with lots of trees, animals, and rain</p> <p><i>Many animals live in the rainforest. Ocelots and howler monkeys swing in the trees in the hot, steamy rainforest. Make a tall tree with your left hand. Now make rain with your right hand. Make the rain fall down on the tree.</i></p>	Left hand up with arm bent at elbow, to make a tree. Right hand drops down next to it with wiggling fingers to show raindrops



1st Read

Let's Look at Mexico



After

1. **Ask Questions-** Ask children to actively respond together in different ways (choral response, thumbs up/down, movement.) Remind them now that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

I'm going to ask you a few questions about the story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion: *I enjoyed learning about Mexico. What was your favorite thing to learn?* (Thinking gesture- finger to forehead) *Thumbs up when you know your favorite thing.* Show pg. 8 *Raise your hand if your favorite part was the interesting animals that live in the rainforest.* Show pg. 12 *Raise your hand if the yummy food was your favorite part.*

Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

What country was this book about? (Thinking gesture and then hand open to note choral response- Mexico.)

Where is Mexico on this map? (Thinking gesture- finger to forehead)
Everyone point to Mexico. Yes! It's this country down below the USA.

2. Review the Vocabulary-

In today's story, we learned 3 new words. Let's clap out our new words. Review each word stating the definition and making the gesture, and then clapping out the word. **Encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
<i>A <u>country</u> is a small part of a continent. The country we read about today is Mexico. Ready to clap, coun-try. Country.</i>	Hold up all five fingers on one hand and point to one finger
<i>A place that gets almost no rain is called a <u>desert</u>. Deserts are usually very hot. Des-ert</i>	Use one hand to wipe across your forehead, showing the desert is hot
<i>There are rainforests in Mexico with lots of trees, animals, and plants. It rains a lot in the rainforest. rain-for-est</i>	Left hand up with arm bent at elbow, to make a tree. Right hand drops down next to it with wiggling fingers to show raindrops.



1st Read

Let's Look at Mexico



After Continued

Ask questions (thinking gesture) with choral responding (open hand gesture).

Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don't get it, tell them the correct answer and ask the question again.

What do we call the place that is a smaller part of a continent? (thinking gesture- finger on forehead then open hand to note choral response- country)

What do we call the place that gets very little rain and it's usually very hot?
(thinking gesture- finger on forehead then open hand to note choral response- desert)

What do we call the place where lots of animals and plants live? There are lots of trees here and it rains a lot. (thinking gesture- finger on forehead then open hand to note choral response- rainforest)

3. **Follow Up Activity-** Game: Was it in the Book?

Explain, *We are going to play a game called Was it in the Book? I'm going to say a fact. You will nod your head if the fact was in the book and shake your head if it wasn't in the book.*

Nod yes or shake no

- *Mexico is a continent.* (No)
- *Mexico is a country.* (Yes)
- *North America is a continent.* (Yes)
- *North America is a country.* (No)



For the Teacher:
Preview
Off We Go to Mexico



Unit 3: North America, Part 1 - Maps & Globes, Countries and People

Book 9: *Off We Go to Mexico* by David McPhail

Materials Needed: Map and globe

Vocabulary		
Word	Definition	Gesture
strum	play, use your thumb to pluck the strings	One arm to the side as if holding a guitar. The other hand pretends to pluck the strings at the belly.
plaza	an open place between buildings where people gather	Open both hands, pointed out, and spread them open
farewell	goodbye	wave goodbye

Language Time

The Continents Song (tune of *Do You Know the Muffin Man*)

*Do you know the continents,
the continents,
the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

North and South

America, Africa, Australia

Europe and Antarctica Asia's the biggest one

(point to continent on map or globe as you sing each name)

*Do you know the continents,
the continents, the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

Adapted from teacherspayteachers



1st Read

Off We Go to Mexico



Before

1. **Topic Introduction-** *Yesterday we read a non-fiction book about Mexico. We learned about the country of Mexico. Let's clap that word. Mex-i-co. Mexico is a country in the continent of North America.*
2. **Book Introduction-** *Today we are going to read a book called Off We Go To Mexico. What do you think we'll be reading about in this book? (thinking gesture and then hand open to note choral response- Mexico!) This is a rhyming book. Listen for the words that sound the same at the end.*
3. **Title and Author-** Draw attention to title and author *Two people worked together to write the words in this book. Their names are Laurie Krebs and Christopher Corr.*

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"Off we go, off we go, off we go to Mexico!"	TA: <i>I notice some words in Spanish on this page. These words name things in the picture. Read a few Spanish words, say the word in English, and find it in the picture.</i>
"Up mountains steep , through tunnels deep ."	TA: <i>Steep. Deep. Those words rhyme. They sound the same at the end.</i> Q: <i>Do you hear how steep and deep sound the same at the end?</i>
"We hike up to the winter home of monarch butterflies."	TA: <i>Monarch butterflies travel to Mexico in the winter when it's cold in other places.</i>



1st Read

Off We Go to Mexico



During Continued

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Mexico is a vibrant country with many things to see and do.

Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
strum	<p>play, use your thumb to pluck the strings</p> <p><i>The people in the mariachi band are strumming their guitars. Hold a pretend guitar and then use your other hand to strum the strings.</i></p>	One arm to the side as if holding a guitar. The other hand pretends to pluck the strings at the belly.
plaza	<p>an open place between buildings where people gather</p> <p><i>Plazas are busy open places where people spend time together. Let's open our hands, showing the open place.</i></p>	Open both hands, pointed out, and spread them open.
farewell	<p>good bye</p> <p><i>The family's trip to Mexico is over. They have to say farewell. That means goodbye. Everyone wave goodbye and say, "farewell."</i></p>	wave goodbye



1st Read

Off We Go to Mexico



After

1. **Ask Questions-** Ask children to actively respond together in different ways (choral response, thumbs up/down, movement.) Remind them now that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

I'm going to ask you a few questions about the story. when I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion: *There are so many neat things to do in Mexico! Think about if you would like to visit Mexico. (Thinking gesture- finger to forehead). Thumbs up if you would like to ride the canyon train. Thumbs up if you would like to see the pyramids of ancient Mexico. Thumbs up if you would like to see all the beautiful monarchs in winter.*

Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

Where did the family go in this book? (Thinking gesture and then hand open to note choral response- Mexico.)

What did the family do in this book? (Thinking gesture- finger to forehead) *Thumbs up when you know one thing the family did.* Encourage all students to think about their answer. *Tell someone sitting next to you one thing they did.*

When do the monarchs visit Mexico? (Thinking gesture and then hand open to note choral response- Winter.)

2. Review the Vocabulary-

In today's story, we learned 3 new words. Let's clap out our new words. Review each word stating the definition and making the gesture, and then clapping out the word. **Encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
<i>You play a guitar by <u>strumming</u> the strings. The musicians in the mariachi band strummed their guitars to make beautiful music. Ready to clap, strum-ming, strumming.</i>	One arm to the side as if holding a guitar. The other hand pretends to pluck the strings at the belly.
<i>A <u>plaza</u> is an open place between buildings where people gather. Plaz-a. Plaza.</i>	Open both hands, pointed out, and spread them open.
<i>At the end of the trip, the family has to say <u>farewell</u>. They say goodbye to Mexico. Fare-well. Farewell.</i>	Wave goodbye



1st Read

Off We Go to Mexico



After Continued

Ask questions (thinking gesture) with choral responding (open hand gesture).

Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don't get it, tell them the correct answer and ask the question again.

Farewell means to say goodbye. Yes or no, (Thinking gesture- finger on forehead) would you say farewell...

to your mom or dad when they drop you off at school? (yes)

to your teacher when you first get to school? (no)

to your teacher when the school day is over? (yes)

3. Follow Up Activity- Rhyming Practice

Explain, *There were lots of rhyming words in this book. Remember, rhyming words sound the same at the end. Let's go back and read parts of the book.* Reread the passages. Emphasize the words in bold. Ask, *Do those words rhyme? Do they sound the same at the end?* Read the whole passage, emphasizing the words in bold.

- *There's food to **eat** and friends to **meet**. Eat - meet.*
(Thinking gesture then open hand to note choral response- Yes)
- *As dancers **twirl**, their costumes **swirl**. Twirl - swirl.*
(Thinking gesture then open hand to note choral response- Yes)



Shared Writing

Off We Go to Mexico



Planning Guide - Express Ideas

Topic Sentence: Write the sentence on the board, leaving a blank space for the underlined word:

There are many things to see and do in Mexico.

Plan your detail and concluding sentences (You can utilize the following.)

Detail: **People visit the beaches.**

Detail: **There are ancient pyramids to see and climb.**

Detail: **You can eat delicious food at a festival.**

Detail: **In winter, many monarch butterflies visit Mexico.**

Conclusion: **Mexico is an interesting country.**

Vocabulary to Include if Possible		
Word	Definition	Gesture
strum	play, use your thumb to pluck the strings	One arm to the side as if holding a guitar. The other hand pretends to pluck the strings at the belly.
plaza	an open place between buildings where people gather	Open both hands, pointed out, and spread them open
farewell	goodbye	wave goodbye

Let's Write!

Discuss the book and vocabulary: *We read this book called Off We Go To Mexico. In this story, a family visits Mexico. They see so many interesting things! Let's write to tell people about all the things you can do in Mexico.*

Write Topic Sentence

- Plan:** *We're going to share information about the country we read about. What was the name of that country?*
- Write:** Write Mexico to complete the sentence.
- Read aloud, pointing to each word:** *There are many things to see and do in Mexico.*



Shared Writing

Off We Go to Mexico



Write Detail Sentence(s)

1. **Plan:** *Let's work together to share information about Mexico. What is one thing you can see or do in Mexico?* Guide children by showing them a few pictures in the book, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.
2. **Write:** People visit the beaches.
3. **Read aloud, pointing to each word:** *People visit the beaches.* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged. This can be returned to tomorrow or added to later in the day.

Write Concluding Sentence

1. **Plan:** *We told about some things you can see and do in Mexico. Now we need to tell our readers that we are done. How could we do that?*
2. **Write:** Mexico is an interesting country.
3. **Read aloud, pointing to each word:** *Mexico is an interesting country.* Read again, encouraging children to read with you

***Read the whole paragraph with students. Post writing where they can return to it frequently to "read."**



For the Teacher: Preview What is Science?

Unit 3: North America, Part 2 - Scientists & Animals

Book 10: *What is Science?* by Rebecca Kai Dotlich

Materials Needed: Nature Center ready for play

Vocabulary		
Word	Definition	Gesture
study	look at very closely	Make circles with both hands, hold up to eyes (as if using binoculars) and look side to side
fossils	Prints left in rocks from animals or plants that lived long ago	Make a fist with one hand and cover with other flat hand
ocean	a huge body of salt water; the parts of the earth not covered by continents	With one flat hand, make a wave motion across your body

Language Time

The Continents Song (tune of *Do You Know the Muffin Man*)

*Do you know the continents,
the continents,
the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

North and South

America, Africa, Australia

Europe and Antarctica Asia's the biggest one

(point to continent on map or globe as you sing each name)

*Do you know the continents,
the continents, the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

Adapted from teacherspayteachers



1st Read

What is Science?

Before

1. **Topic Introduction-** *We have been reading books about our continent, North America. Let's clap that. North A-mer-i-ca. Today, we are going to begin reading about scientists. Scientist is the name for people who do science as their job. Science helps us to understand our world. We are going to learn what scientists in North America do.*
2. **Book Introduction-** *This book is called What is Science? We are going to learn about different things scientists study and different tools they use.*
3. **Title and Author-** Draw attention to title and author *Rebecca Kai Dotlich is the author of this book. That means she wrote the words. The illustrator, the person who made the pictures, is Sachiko Yoshikawa.*

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"of seed and grass"	TA: <i>This scientist is using a magnifying glass to study plants. It makes things bigger.</i>
"The study of trees"	TA: <i>These scientists are using books to help them understand trees. Scientists learn by looking up information in books.</i>
"What IS science?"	TA: <i>This scientist is using a telescope to study the stars in the night sky.</i> Q: <i>Have you ever used a telescope?</i>



1st Read

What is Science?

During Continued

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Scientists study everything, including nature. Scientists use tools to help them look closely. Science helps us to understand our world.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
study	to look at closely <i>Scientists study everything. They use special tools to help them look closely. We will remember the word study by making binoculars with our hands. Let's look closely, study, with our binoculars.</i>	Make circles with both hands, hold up to eyes (as if using binoculars) and look side to side
fossils	prints left in rocks from animals or plants that lived long ago <i>Sometimes scientists find fossils in the ground. We will remember the word fossil by making a rock with one hand and covering it with heavy earth with the other hand. Fossils were made when things that were alive long ago got covered by earth.</i>	Make a fist with one hand and cover with flat hand
ocean	a huge body of salt water; the parts of the earth not covered by continents <i>Scientists study places that are hard to see, like the bottom of the ocean. The water in the ocean moves in waves. Let's make a wave to help us remember the word ocean.</i>	With one flat hand, make a wave motion across your body

After

1. **Ask questions-** Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Remind them now that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding together.

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion: *I liked learning about how scientists study everything! Thumbs up if you like learning about scientists, too.*

Check their understanding: Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

What do scientists study? (thinking gesture- finger on forehead) *Put your thumb up when you remember one thing scientists study.* (Call on 1-2 students with thumbs up to share responses. Various answers- stars, plants, fossils, etc.)

What tools do scientists use? (thinking gesture- finger on forehead) *Put your thumb up when you remember one thing scientists study.* (Call on 1-2 students with thumbs up to share responses. Various answers- books, magnifying glasses, etc.)



1st Read

What is Science?

After Continued

2. Review the Vocabulary-

In today's story, we learned 3 new words. Let's clap out our new words. Review each word stating the definition and making the gesture, and then clapping out the word. **Encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
<i>Scientists <u>study</u> all sorts of things. They look closely at the world around them. Stud-y. Study.</i>	Make circles with both hands, hold up to eyes (as if using binoculars) and look side to side
<i>A <u>fossil</u> is a print left in rocks by a plant or animal that lived long ago. Sometimes scientists study fossils. Fos-sils. Fossils.</i>	Make a fist with one hand and cover with flat hand
<i><u>Oceans</u> are huge bodies of saltwater. Scientists study oceans. O-ceans. Oceans.</i>	With one flat hand, make a wave motion across your body

Ask questions (thinking gesture with choral responding (open hand gesture)).

Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don't get it, tell them the correct answer and ask the question again.

Study means to look closely at something. Let's pretend to study things in our classroom. Let's study our windows. Thumbs up when you notice something about the windows.

Continue to model and ask students to study (look closely) at various things in your classroom. Ask students to give a thumbs up when they notice something about each item. Some things to study: walls, carpet, your hands, a poster, a certain toy, etc.

3. Follow Up Activity- Introduce Nature Center

Explain, *We have a new play center in our classroom. This is our nature center. In the nature center you can pretend to be a scientist who studies nature.*

Show the children the items in the center. Explain and model how to use the items appropriately. Ensure that a teacher is available near this area to help guide children until they are independent in their play and exploration. Some activities, like color mixing, require more teacher support. Consider going on a nature hike to collect items to be included in the center for exploration.



For the Teacher:
Preview
Bear Snores On



Unit 3: North America, Part 2 - Scientists & Animals

Book 11: *Bear Snores On* by Karma Wilson

Materials Needed: None

Vocabulary		
Word	Definition	Gesture
lair	a cave or hole where a wild animal lives	Make a c shape with one hand to represent a hole. Pass other hand through in a fist.
divvy	to make small groups for sharing	Make a bowl with one hand. Pretend to pick up something from the bowl and hold it out as if offering it to someone. Repeat picking up an item and offering it three times.
slumbering	sleeping	Put palms together and rest cheek on them. Close eyes, as if sleeping.

Language Time

The Continents Song (tune of *Do You Know the Muffin Man*)

*Do you know the continents,
the continents,
the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

North and South

America, Africa, Australia

Europe and Antarctica Asia's the biggest one

(point to continent on map or globe as you sing each name)

*Do you know the continents,
the continents, the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

Adapted from teacherspayteachers



1st Read Bear Snores On



Before

1. **Topic Introduction-** *Yesterday, we learned that scientists study everything. Science helps us to understand our world and the natural things in it. One thing scientists study is animals. We're going to read about animals that live in North America next.*
2. **Book Introduction-** *I see lots of animals on this book cover. These animals all live in North America. That's the continent where we live! Do you know the name of any of these animals?*
3. **Title and Author-** Draw attention to title and author *The title of this book is Bear Snores On. the author is Karma Wilson. What does the author do?* (thinking gesture- finger on forehead)
(Open hand to note choral response- writes the words.)

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"sleeps a great brown bear"	TA: <i>I know something about bears that helps me understand this. I know that bears sleep all winter long. They stay safe and warm in their cozy lairs. I think that's why Bear is sleeping now.</i>
"So they pop white corn."	TA: <i>They are making popcorn. I wonder if the pop, pop, pop noise will wake Bear.</i> Q: <i>Raise your hand high if you think Bear is going to wake up.</i>
"and the whole crowd freezes..."	TA: <i>I'm certain that big sneeze woke Bear up!</i> Q: <i>Raise your hand high if you think the sneeze woke up Bear.</i>



1st Read

Bear Snores On



During Continued

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Bears sleep all winter. Many animals live in the forest of North America.

Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

Word	Definition to use and how to introduce gesture	Gesture
lair	a cave or hole where a wild animal lives <i>Bear is sleeping in his dark, cozy <u>lair</u>. Let's make the hole for the lair with one hand. Now let's make our other hand the animal. Make your animal go through the hole and in its cozy lair.</i>	Make a c shape with one hand to represent a hole. Pass other hand through in a fist.
divvy	Make small groups for sharing <i>Badger brought honey-nuts. They <u>divvy</u> them up so everyone can have some. Let's pretend to hold a bowl of honey-nuts and divvy them up for our friends.</i>	Make a bowl with one hand. Pretend to pick up something from the bowl and hold it out as if offering it to someone. Repeat picking up an item and offering it three times.
slumbering	Sleeping <i>Bear is <u>slumbering</u> and snoring while his friends have a party. Let's pretend to slumber. Rest your cheek on your hands and close your eyes like you are sleeping.</i>	Put palms together and rest cheek on them. Close eyes, as if sleeping.

After

1. **Ask Questions-** Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Remind them that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Ask their opinion: *I liked that book about the sleepy bear slumbering through a party. I saw so many animals that live in North America. Think about the animals we saw in the book. Which animal did you like best?* (thinking gesture- finger on forehead) *Thumbs up when you know what animal you liked best. When I hold out my hand, everyone tell me the animal that was your favorite.* (open hand for choral response- various answers)

Check their understanding: Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

Who was this story about? (Thinking gesture and then hand open to note choral response- Bear and his forest friends)

When did this story happen? (Thinking gesture and then hand open to note choral response- in the winter)



1st Read

Bear Snores On



After Continued

2. Review the Vocabulary-

In today's story, we learned 3 new words. Let's clap out our new words. Review each word stating the definition and making the gesture, and then clapping out the word. **Encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
A <u>lair</u> is a cave or hole where a wild animal lives. <i>Lair. Lair. There's just one clap for that word.</i>	Make a c shape with one hand to represent a hole. Pass other hand through in a fist.
<u>Divvy</u> means to make smaller groups for sharing. <i>Div-vy. Divvy.</i>	Make a bowl with one hand. Pretend to pick up something from the bowl and hold it out as if offering it to someone. Repeat picking up an item and offering it three times.
<u>Slumbering</u> means sleeping. <i>Slum-ber-ing. Slumbering.</i>	Put palms together and rest cheek on them. Close eyes, as if sleeping.

Ask questions (thinking gesture) with choral responding (open hand gesture).

Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don't get it, tell them the correct answer and ask the question again.

Divvy means to make small groups for sharing. Is this something you could divvy up yes or no?

- a box of cookies? (Thinking gesture then open hand to note choral response- yes)
- a house? (Thinking gesture then open hand to note choral response- no)
- the coins in a piggy bank? (Thinking gesture then open hand to note choral response- yes)
- a giant rock? (Thinking gesture then open hand to note choral response- no)

3. Follow Up Activity- Rhyming Practice

Explain, *There were lots of rhyming words in this book. Remember, rhyming words sound the same at the end. Let's go back and read parts of the book.* Reread the passages. Emphasize the words in bold.

Ask, *Do those words rhyme? Do they sound the same at the end?* Read the whole passage, emphasizing the words in bold.

- *In his deep, dark **lair**... sleeps a great brown **bear**.* ((Thinking gesture then open hand to note choral response- yes)
- *pitter-pat, tip-**toe**... from the fluff-cold **snow**.* (Thinking gesture then open hand to note choral response- yes)
- *Tunnel up through the **floor**... flutter in through the **door**!* (Thinking gesture then open hand to note choral response- yes)



2nd Read

Bear Snores On



Unit 3: North America, Part 2 - Scientists & Animals

Book 11: *Bear Snores On* by Karma Wilson

Re-Read Activity: Rhyming Cards

Materials Needed: Rhyming Cards

Before

1. **Ask if they can remember what this book is about-** show them the cover to remind them.
We have already read this story. Do you remember it? Look at the cover. What is this bear doing? He is sleeping! We learned a fancy word for sleeping. Slumbering. Let's clap that. Slum-ber-ing.
2. **Point out title & author-** ask if anyone can tell you what the author does.
The title of this story is Bear Snores On. The author of the story is Karma Wilson. Who remembers what the author does? Tell me! Yes, the author writes the words. The illustrator is Jane Chapman. She made the beautiful pictures.
3. **Tell them this time we are going to read and discuss the story** so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"through the long, cold winter sleeps a great brown bear."	<p>TA: <i>Bear is sleeping all winter long!</i></p> <p>Q: <i>Why is Bear sleeping so long?</i></p>
"So they pop white corn."	<p>TA: <i>They are making popcorn.</i></p> <p>Q: <i>Is that quiet or noisy?</i></p>
"then a small pepper fleck makes the bear..."	<p>Q: <i>What did that pepper flake make the bear do?</i></p>



2nd Read

Bear Snores On



After Continued

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Bears sleep all winter. Many animals live in the forests of North America.

Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
lair	a cave or hole where a wild animal lives <i>Bear is sleeping in his dark, cozy <u>lair</u>. Let's make the hole for the lair with one hand. Now let's make our other hand the animal. Make your animal go through the hole and in its cozy lair.</i>	Make a c shape with one hand to represent a hole. Pass other hand through in a fist.
divvy	Make small groups for sharing <i>Badger brought honey-nuts. They <u>divvy</u> them up so everyone can have some. Let's pretend to hold a bowl of honey-nuts and divvy them up for our friends.</i>	Make a bowl with one hand. Pretend to pick up something from the bowl and hold it out as if offering it to someone. Repeat picking up an item and offering it three times.
slumbering	Sleeping <i>Bear is <u>slumbering</u> and snoring while his friends have a party. Let's pretend to slumber. Rest your cheek on your hands and close your eyes like you are sleeping.</i>	Put palms together and rest cheek on them. Close eyes, as if sleeping.

After

1. **Ask questions-** Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Remind them now that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding together.

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion: *Did you like this book?* (Thinking gesture) *Thumbs up if you liked the story.*

Discussion questions

What made Bear wake up? (Thinking gesture then open hand to note choral response- a big sneeze; he got pepper in his nose)

When did the story happen? (Thinking gesture then open hand to note choral response- winter)



2nd Read

Bear Snores On



After Continued

2. Review the Vocabulary-

In today's story, we learned 3 new words. Let's clap out our new words. Review each word stating the definition and making the gesture, and then clapping out the word. **Encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
<i>A <u>lair</u> is a cave or hole where a wild animal lives. Lair. Lair. There's just one clap for that word.</i>	Make a c shape with one hand to represent a hole. Pass other hand through in a fist.
<i><u>Divvy</u> means to make smaller groups for sharing. Div-vy. Divvy.</i>	Make a bowl with one hand. Pretend to pick up something from the bowl and hold it out as if offering it to someone. Repeat picking up an item and offering it three times.
<i><u>Slumbering</u> means sleeping. Slum-ber-ing. Slumbering.</i>	Put palms together and rest cheek on them. Close eyes, as if sleeping.

3. Follow Up Activity- Rhyming Activity

After reading the story again, introduce the rhyming activity. There are three rhyming pairs in this activity. Set out one part of each rhyming pair- bear, snow, floor. Name each picture.

Explain, *We are going to find words that rhyme. Rhyme means they sound the same at the end.*

Provide a few examples of familiar rhyming words, like sun and fun or look and book. Show students the other pictures and name them- lair, toe, door. Work together to match the rhyming words. Support students as needed. Once all three pairs have been matched, encourage students to say the rhyming pairs together.



For the Teacher:

Preview

Counting Crocodiles



Unit 3: North America, Part 2 - Scientists & Animals

Book 12: *Counting Crocodiles* by Judy Sierra

Materials Needed: None

Vocabulary

Word	Definition	Gesture
clever	very smart	tap the side of your head, near your temple, with your index finger
sour	not sweet, like lemons	wrinkle your nose and purse your lips like you tasted something sour
delectable	delicious	rub your belly and smile

Language Time

The Continents Song (tune of *Do You Know the Muffin Man*)

*Do you know the continents,
the continents,
the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

North and South

America, Africa, Australia

Europe and Antarctica Asia's the biggest one

(point to continent on map or globe as you sing each name)

*Do you know the continents,
the continents, the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

Adapted from teacherspayteachers



1st Read

Counting Crocodiles



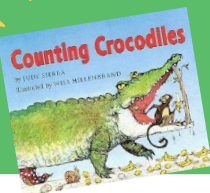
Before

1. **Topic Introduction-** *We have been learning about our continent. Show me a thumbs up if you remember the name of our continent.* (Thinking gesture and then hand open to note choral response- North American) *Yes! North America. Let's clap that. North A-mer-i-ca. There are lots of animals that live in North America. Scientists study the natural world, like animals. Yesterday, we read about animals that live in the forests.*
2. **Book Introduction-** *This book is called Counting Crocodiles. Let's clap that name. Croc-o-dile. Crocodiles live near water in warm areas of North America.*
3. **Title and Author-** Draw attention to title and author. *The author of the book Counting Crocodiles is Judy Sierra. She writes the words. The illustrator is Will Hillenbrand. Who remembers what an illustrator does?* (Thinking gesture and then hand open to note choral response- draw the pictures) *They draw the pictures, that's right!*

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"I'm all puckered up inside."	TA: <i>That doesn't sound nice. I don't think I would like to eat lots and lots of lemons. I wonder if the monkey wants to eat something else.</i>
"feasting fearlessly on fishes."	TA: <i>The sea is full of crocodiles. The monkey won't be able to just swim across to get the delectable bananas.</i>
"With her mouth full of bananas."	TA: <i>Wait a minute! The monkey has bananas now! She tricked those crocodiles and made it across the sea.</i>



1st Read

Counting Crocodiles



During Continued

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: We say numbers when we count. Crocodiles live near the water in North America.

Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
clever	very smart <i>Clever means very smart. The monkey is clever. Tap the side of your head with your finger to show clever.</i>	tap the side of your head, near your temple, with your index finger
sour	not sweet, like lemons <i>Sour means not sweet. Lemons are sour. The clever little monkey lives in a sour lemon tree. Wrinkle your nose and purse your lips like you tasted a lemon to show sour.</i>	wrinkle your nose and purse your lips like you tasted something sour
delectable	delicious <i>Delectable means delicious. The banana tree looks delectable. The monkey wants to eat some bananas. Rub your belly and smile to show that something is delectable.</i>	rub your belly and smile

After

1. **Ask Questions-** Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Remind them now that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding altogether.

Now, I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion: *Did you enjoy that book? Show me a thumbs up if you liked this story.*

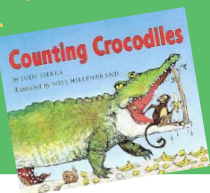
(thinking gesture - finger on forehead) *Thumbs up if you thought that monkey was very clever.*

Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

What did we count in this book? (Thinking gesture and then hand open to note choral response- crocodiles)

Who was the story about? (thinking gesture- finger on forehead). *Put your thumb up when you remember who the story was about.* Call on 1-2 students with thumbs up to share responses- a clever monkey, crocodiles)

Why did the monkey cross the sea? (Thinking gesture and then hand open to note choral response- she wanted to eat bananas)



1st Read

Counting Crocodiles



After Continued

2. Review the Vocabulary-

In today's story, we learned 3 new words. Let's clap out our new words. Review each word stating the definition and making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<u>Clever</u> means very smart. Ready to clap, read-y, ready.	tap the side of your head, near your temple, with your index finger
<u>Sour</u> is when something is not sweet and tastes like a lemon. So-ur. Sour	wrinkle your nose and purse your lips like you tasted something sour
<u>Delectable</u> is when something tastes delicious. De-lec-ta-ble. Delectable.	rub your belly and smile

Ask questions (thinking gesture) with choral responding (open hand gesture).

Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don't get it, tell them the correct answer and ask the question again.

Think about something that you think is delectable. (thinking gesture - finger on forehead) *Get ready to share it with your friend. Start your sentence with "I think ____ is delectable because..."* (hand open to allow partners to share)

3. Follow Up Activity- Math Word Problem

Explain, *We counted crocodiles in this book. The crocodiles were all doing different things. Let's do an addition problem about the crocodiles in this book.*

(Show page in story) *There were two crocs resting on rocks* (hold up 2 fingers) *and four crocs building with blocks* (hold up 4 fingers). *How many crocodiles is that in all?* (Wiggle fingers as you count.) *1,2,3,4,5,6. Two plus four equals six. Say that with me and show me your fingers. Two plus four equals six. Thank you for helping me with that addition problem.*



For the Teacher:

Preview The Mitten



Unit 3: North America, Part 2 - Scientists & Animals

Book 13: *The Mitten* by Jan Brett

Materials Needed: Map and globe

Vocabulary

Word	Definition	Gesture
burrowed	make a hole, or home, in the ground	curl your fingers like you are digging and move your hands down like you are making a hole
grumbled	complained in a low voice	scrunch your forehead and lower your eyebrows while moving your mouth like you are talking
scattered	go in different directions	start with your two fingers close together in front of you, then quickly move them away from each other in different directions

Language Time

The Continents Song (tune of *Do You Know the Muffin Man*)

*Do you know the continents,
the continents,
the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

North and South

America, Africa, Australia

Europe and Antarctica Asia's the biggest one

(point to continent on map or globe as you sing each name)

*Do you know the continents,
the continents, the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

Adapted from teacherspayteachers



1st Read The Mitten

Before

1. **Topic Introduction-** *We have been learning about our continent. Let's find North America on our map. Many animals live in North America. One place animals live in North America is the forest. We know that scientists study animals.*
2. **Book Introduction-** *What do you think this book might be about? Do you see some of the same animals from books we've already read? We read about animals that live in the forests of North America. I wonder if we'll see some of those animals.*
3. **Title and Author-** Draw attention to title and author. *Jan Brett is the author and the illustrator of this book. That means she wrote the words and* (Thinking gesture and then hand open to note choral response- drew the pictures).

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"you'll never find it."	TA: <i>Why is Baba worried that he will lose his mitten? I think it might be because the mitten is the same color as the snow. It will be hard to find.</i>
"when he saw the rabbit's big kickers he moved over."	TA: <i>I think mole is worried that rabbit might kick him. They are squeezed inside the mitten!</i>
"But Baba's good knitting held fast."	TA: <i>Baba made the mitten well. The animals are stretching it so much, but it isn't falling apart.</i>



1st Read The Mitten

During Continued

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Many animals live in the forests of North America- mole, rabbit, etc.

Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
burrowed	make a hole, or home, in the ground <i>Burrowed is when an animal makes a hole, or a home, in the ground. The mole burrowed inside the mitten and got cozy and warm. Curl your fingers like you are digging and move your hands around like you are making a hole for a burrow.</i>	curl your fingers like you are digging and move your hands around like you are making a hole
grumbled	complained in a low voice <i>Grumbled means to complain in a low voice. The animals grumbled when owl decided to move into the mitten. Scrunch your forehead, lower your eyebrows, and move your mouth like you are talking to show grumbling.</i>	scrunch your forehead and lower your eyebrows while moving your mouth like you are talking
scattered	go in different directions <i>Scattered means to go in different directions. The bear gave an enormous sneeze and the animals scattered in all directions. Put two fingers close together in front of you. Then, quickly move them away from each other in different directions to show the animals scattering.</i>	start with your two fingers close together in front of you, then quickly move them away from each other in different directions

After

1. **Ask Questions-** Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Remind them now that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now, I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion. *Show me a thumbs up if you liked this book. I thought it was fun to see the animals squishing together in Nikki's mitten. Think about what your favorite animal in the book was.* (thinking gesture - finger on forehead)

When you are ready to share your favorite animal, show me a thumbs up. Start your sentence with "My favorite animal was..." Show pictures to help guide children if necessary. Encourage all to think about their answer and call on 1-2 students who have their thumbs up.



1st Read The Mitten

After Continued

Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

Where did the animals in this story burrow? (thinking gesture and then hand open to note choral response- a mitten).

What is one animal that was in the story? Put your thumb up when you have an idea. Be ready to share with the group. Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - mole, rabbit, bear, etc.)

Where did Nikki lose his mitten? (Thinking gesture and then hand open to note choral response- in the snow)

2. Review the Vocabulary-

In today's story, we learned 3 new words. Let's clap out our new words. Review each word stating the definition and making the gesture, and then clapping out the word. **Encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
<i><u>Burrowed</u> is to make a hole, or a home, in the ground. Ready to clap, bur-row, burrow.</i>	curl your fingers like you are digging and move your hands around like you are making a hole
<i><u>Grumbled</u> is when you complain in a low voice. Grum-bled. Grumbled.</i>	scrunch your forehead and lower your eyebrows while moving your mouth like you are talking
<i><u>Scattered</u> is to go in different directions. Scat-tered. Scattered.</i>	start with your two fingers close together in front of you, then quickly move them away from each other in different directions

Ask questions (thinking gesture) with choral responding (open hand gesture)

When someone complains in a low voice what are they doing? (Thinking gesture and then hand open to note choral response- grumbling)

When animals run in different directions what are they doing? (Thinking gesture and then hand open to note choral response- scattering)

What animals make a hole in the ground what are they doing? (Thinking gesture and then hand open to note choral response- burrowing)



1st Read The Mitten

After Continued

3. Follow Up Activity- Story Retell

Explain, *We are going to tell the story again. I want you to help me.* Show pictures in book to help children remember if necessary.

Baba knitted Nikki a pair of snow white _____ (mittens.) He went outside to play and soon lost a mitten in the _____ (snow.) It was cold outside and some forest animals decided the mitten would be a great place to get cozy and _____ (warm.) The little mouse tickled the bear's nose and the bear gave an enormous _____ (sneeze) causing all the animals scatter everywhere. At the same time, Nikki realized his mitten was lost and went searching for it. He found it and had two white _____ (mittens) again.



2nd Read The Mitten



Unit 3: North America, Part 2 - Scientists & Animals

Book 13: *The Mitten* by Jan Brett

Red-Read & Activity” Craft

Materials Needed: Craft templates from https://janbrett.com/put_the_animals_in_the_mitten.htm

Before

1. **Ask if they can remember what this book is about-** show them the cover to remind them.
We have already read this story. Do you remember it? Look at the cover. What season do you think this picture shows? (Thinking gesture and then hand open to note choral response- winter.) Winter! It is cold and snowy in winter.
2. **Point out title & author-** ask if anyone can tell you what the author does.
The title of this story is The Mitten. The author of the story is Jan Brett. Who remembers what the author does? (Thinking gesture and then hand open to note choral response- writes the words.) Yes, the author writes the words. Jan Brett is also the illustrator of this book. She wrote the words and drew the pictures!
3. **Tell them this time we are going to read and discuss the story** so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
“dropped in the snow and was left behind.”	Q: <i>Did Nikki notice that he lost his snow white mitten?</i>
“he decided to move into the mitten and warm himself.”	Q: <i>Why did the hedgehog crawl into the mitten?</i>
“A great bear lumbered by.”	Q: <i>Is the bear going to try to crawl inside? Will he fit? Show me a thumbs up if you think he will fit.</i>
“It was the lost mitten silhouetted against the blue sky.”	Q: <i>Where did Nikki find his mitten?</i>
“then she saw that he still had his new mittens.”	Q: <i>How do you think Baba feels when she sees Nikki still has his new mittens?</i>



2nd Read The Mitten



3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Many animals live in the forests of North America- mole, rabbit, etc.

Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
burrowed	make a hole, or home, in the ground <i>Burrowed is when an animal makes a hole, or a home, in the ground. The mole burrowed inside the mitten and got cozy and warm. Curl your fingers like you are digging and move your hands around like you are making a hole for a burrow.</i>	curl your fingers like you are digging and move your hands around like you are making a hole
grumbled	complained in a low voice <i>Grumbled means to complain in a low voice. The animals grumbled when owl decided to move into the mitten. Scrunch your forehead, lower your eyebrows, and move your mouth like you are talking to show grumbling.</i>	scrunch your forehead and lower your eyebrows while moving your mouth like you are talking
scattered	go in different directions <i>Scattered means to go in different directions. The bear gave an enormous sneeze and the animals scattered in all directions. Put two fingers close together in front of you. Then, quickly move them away from each other in different directions to show the animals scattering.</i>	start with your two fingers close together in front of you, then quickly move them away from each other in different directions



2nd Read The Mitten



After

Ask their opinion. *Did you like this book? What was your favorite animal?* (thinking gesture - finger on forehead) *Show me a thumb if you liked this book and want to share your favorite animal. Start your sentence with "My favorite animal was..."* Encourage all to think about their answer and call on 1-2 students who have their thumbs up.

Discussion questions

Where does this story take place? (Thinking gesture and then hand open to note choral response- the forest)

Who are the characters in the story? (thinking gesture - finger on forehead) *Thumbs up if you can remember who a character was in this story.* Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - Nikki, Baba, mole, hedgehog, owl, badger, fox, bear, mouse)

2. Review Vocabulary

In today's story, we learned 3 new words. Help me state what each word means. Review each word stating the definition and making the gesture. **Encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
<i>A hole, or a home, in the ground is called a <u>burrow</u>.</i> <i>Bur-row. Burrow.</i>	curl your fingers like you are digging and move your hands around like you are making a hole
<i>When you complain in a low voice you are <u>grumbling</u>.</i> <i>Grum-bling. Grumbling.</i>	scrunch your forehead and lower your eyebrows while moving your mouth like you are talking
<i>When the animals ran away in different directions they <u>scattered</u>.</i> <i>Scat-tered.</i>	start with your two fingers close together in front of you, then quickly move them away from each other in different directions

3. Follow-Up Activity: Craft

After reading the story again, introduce the craft. Explain, *We are going to make our own mitten today.* Give each child a mitten (prepared for them according to their fine motor skills) and the animal pictures. Allow children to finish mittens and color animals. Do a retell of the story, encouraging children to use their finished craft.

*Prepare this craft for students according to their fine motor and developmental skills. You could cut the pictures for them or allow them to do the cutting. You could staple or glue the mitten together or you could punch holes and allow students to lace yarn around the mitten.



Shared Writing The Mitten



Planning Guide - Express Ideas

Topic Sentence: Write the sentence on the board, leaving a blank space for the underlined word:

Baba gave Nikki special mittens but he lost one.

Plan your detail and concluding sentences (You can utilize the following.)

Topic Sentence: *Baba gave Nikki special mittens but he lost one.*

Detail: *Many animals squeezed into the mitten.*

Detail: *Then a big bear climbed in, followed by a mouse.*

Detail: *The mouse tickled bear's nose and he sneezed.*

Conclusion: *The animals and the mitten scattered in the sky and Nikki found his lost mitten.*

Vocabulary to Include if Possible

Word	Definition	Gesture
burrowed	make a hole, or home, in the ground	curl your fingers like you are digging and move your hands down like you are making a hole
grumbled	complained in a low voice	scrunch your forehead and lower your eyebrows while moving your mouth like you are talking
scattered	go in different directions	start with your two fingers close together in front of you, then quickly move them away from each other in different directions

Let's Write!

Discuss the book and vocabulary: *We read this book called The Mitten. In this story, Nikki lost his special mitten that Baba made for him. Forest animals squeezed inside because they wanted to get warm. Bear had a big sneeze and the animals and mitten scattered into the air. Nikki found his lost mitten.*

Write Topic Sentence

- Plan:** *We are going to work together to retell what happened in the story. What happened first in the story? What did Nikki do with the mittens he just got from Baba?*
- Write:** Write lost one to complete the sentence.
- Read aloud, pointing to each word:** *Baba gave Nikki special mittens but he lost one.*



Shared Writing The Mitten



Write Detail Sentence(s)

1. **Plan:** *Let's work together to tell the rest of the story.* Guide children by showing them a few pictures in the book, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.
2. **Write:** *Many animals squeezed into the mitten.*
3. **Read** aloud, pointing to each word: *Many animals squeezed into the mitten.* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged. This can also be returned to tomorrow or added to later in the day.

Write Concluding Sentence

1. **Plan:** *We told about what happened. Now we need to tell how the story ended. How could we do that?*
2. **Write:** *The animals and mitten scattered into the sky and Nikki found his lost mitten.*
3. **Read** aloud, pointing to each word: *The animals and mitten scattered into the sky and Nikki found his lost mitten.* Read again, encouraging children to read with you.

***Read whole paragraph with students. Post writing where they can return to it frequently to "read."**



For the Teacher:

Preview Farming



Unit 3: North America, Part 2 - Scientists & Animals

Book 14: *Farming* by Gail Gibbons

Materials Needed: None

Vocabulary

Word	Definition	Gesture
pasture	a field where animals live, usually with a fence around it	start with hands together, palms down, sweep hand wide away from each other
harvested	bringing in food that has been grown	use hands to pretend to pull a vegetable out of the ground
chores	jobs to help out on the farm or at home	hold one hand like you are holding a broom and move arms back and forth like you are sweeping

Language Time

Continents Song

(tune of *Are You Sleeping?*/Frère Jacques)

There are seven

(Hold up 7 fingers)

There are seven

(Hold up 7 fingers)

Continents

(Clap syllables)

In the world

(Hold up globe or map)

North and South America

(Point on globe or map)

Asia, Europe, Africa

(Point on globe or map)

Australia

(Point on globe or map)

Antarctica

(Point on globe or map)

Adapted from teacherspayteachers



1st Read Farming



Before

1. **Topic Introduction-** *We have been learning about our continent. We know that scientists study our world and help us to understand it. We've learned about animals that live in the forests of North America.*
2. **Book Introduction-** *This book is called Farming by Gail Gibbons. Another place where animals live in North America is on farms.*
3. **Title and Author-** Draw attention to title and author. *Do you remember what we call the person who writes the words?* (Thinking gesture and then hand open to note choral response- the author) *The author of this book is Gail Gibbons.*

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"They are busy places throughout the year."	Q: <i>I wonder what happens on a farm. Why is it a busy place?</i>
"Spring on the farm- sugarhouse"	Q: <i>I wonder what happens in this building. It's called a sugarhouse. Do the farmers make sugar here?</i>
"The vet gives a calf a checkup."	TA: <i>We learned about veterinarians! This vet is visiting the farm to take care of the animals.</i>
"The cow's milk is sold to the dairy."	TA: <i>Farmers can sell milk from their cows. That's how milk gets to our grocery stores for us to buy.</i>



1st Read Farming



3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Farms are places where vegetables, fruits, and grains are grown and farm animals are raised. Some animals live on farms. Our food comes from farms.

Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
pasture	a field where animals live, usually with a fence around it <i>A pasture is a field where animals live, usually with a fence around it. The snow is melting in this pasture. Put your hands together and then sweep your hands wide away from each other to show a big pasture area.</i>	start with hands together, palms down, sweep hand wide away from each other
harvested	bringing in food that has been grown <i>Harvested means to bring in food that has just been grown. The cornfields are being harvested. This big tractor is collecting the corn. Use your two hands to pretend to pull vegetables, like carrots, out of the ground and harvest them.</i>	use hands to pretend to pull a vegetable out of the ground
chores	jobs to help out on the farm or at home <i>Chores are jobs to help out on the farm. People also have chores that they do to help out at home. Pretend that you are holding a broom in your hand and move your arms back and forth like you are sweeping. Sweeping is a chore you might do.</i>	Hold one hand like you are holding a broom and move arms back and forth like you are sweeping

After

1. **Ask Questions-** Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Remind them now that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding altogether.

Now, I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion. *I learned a lot about farms. Think about one thing you learned about farms.*

(thinking gesture - finger on forehead) *Tell the person next to you one thing you learned about farms. Show me a thumbs up if you would like to tell everyone. Start your sentence with "I learned..."*



1st Read Farming



After Continued

Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

What kinds of animals live on the farm? (thinking gesture - finger on forehead).

Put your thumb up when you remember an animal that lived on the farm.

(Call on 1-2 students with thumbs up to share responses- cows, sheep, horses, pigs, etc.)

Who takes care of the animals on a farm? (thinking gesture - finger on forehead).

Put your thumb up when you remember a person that takes care of the animals on a farm.

(Call on 1-2 students with thumbs up to share responses- farmers, veterinarians)

What jobs need to be done on the farm in the summer? (thinking gesture - finger on forehead).

Put your thumb up when you remember a job that needs to be done on the farm in the summer.

(Call on 1-2 students with thumbs up to share responses- various answers- gather some vegetables, collect honey, etc.)

2. Review the Vocabulary-

In today's story, we learned 3 new words. Let's clap out our new words. Review each word stating the definition and making the gesture, and then clapping out the word. **Encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
<i>Pasture is a field where animals live, usually with a fence around it. Ready to clap, pas-ture, pasture.</i>	start with hands together, palms down, sweep hand wide away from each other
<i>Harvested is when you bring in the food that has been grown. Har-vest-ed. Harvested</i>	use hands to pretend to pull a vegetable out of the ground
<i>Chores are jobs to help out on the farm or at home. Chores.</i>	Hold one hand like you are holding a broom and move arms back and forth like you are sweeping

Ask questions (thinking gesture) with choral responding (open hand gesture).

Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don't get it, tell them the correct answer and ask the question again.

Where would cows live? In a _____.

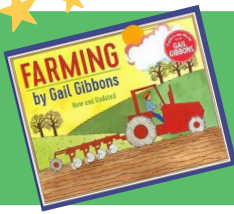
(Thinking gesture and then hand open to note choral response- pasture)

If I am doing jobs to help out on the farm I am doing _____.

(Thinking gesture and then hand open to note choral response- chores)

When a farmer picks all of the corn and brings it in, what did he do to the corn? He _____.

(Thinking gesture and then hand open to note choral response- harvested)



1st Read Farming



After Continued

3. **Follow Up Activity-** Game: Was it in the Book?

Explain, *We are going to play a game called Was it in the Book? I'm going to say a fact. You will put your thumb up if it was in the book and put your thumb down if it was not in the book.* Practice thumbs up and thumbs down. Show pictures from the book to help guide answering the questions.

- *Horses are farm animals that give us milk and say moo.* (Thinking gesture and then hand open to note thumbs down- no)
- *Cows are farm animals that give us milk and say moo.* (Thinking gesture and then hand open to note thumbs up -yes.)



For the Teacher:
Preview
A Visit to a Farm



Unit 3: North America, Part 2 - Scientists & Animals

Book 15: *A Visit to a Farm* by D.M. Rice

Materials Needed: None

Vocabulary		
Word	Definition	Gesture
tractor	a vehicle used on farms to move heavy tools	use hands to grab and turn an imaginary steering wheel while you bounce up and down
corral	a small fenced in area where animals are kept safely	start with arms apart, sweep both arms together in front of you to create a circle
pasture	a field where animals live, usually with a fence around it	start with hands together, palms down, sweep hand wide away from each other

Language Time

Continents Song

(tune of *Are You Sleeping?*/Frère Jacques)

There are seven

(Hold up 7 fingers)

There are seven

(Hold up 7 fingers)

Continents

(Clap syllables)

In the world

(Hold up globe or map)

North and South America

(Point on globe or map)

Asia, Europe, Africa

(Point on globe or map)

Australia

(Point on globe or map)

Antarctica

(Point on globe or map)

Adapted from teacherspayteachers



1st Read

A Visit to a Farm



Before

1. **Topic Introduction-** *We have been reading about farms. Sometimes animals that live in North America live on farms. Farms are places that grow the food we eat.*
2. **Title and Author-** Draw attention to title and author. *The author of this book is D.M. Rice. There is no illustrator because the pictures are photographs. No one painted or drew the pictures. They were taken with a camera.*
3. **Book Introduction-** *Today we are going to read another book about farms. This is a non-fiction book so we are going to learn something. What do you think we will learn about?* (thinking gesture then open hand to note choral response- farms) *Farms! There are real pictures from a farm in this book.*

During

1. **Read** - Read with few interruptions so students can follow the full story.
2. **Model Thinking Aloud** - Pause to model what good readers think about.

Part of Text	Model How to Think Aloud
"so Grandma, Grandpa, and Buddy showed us the farm."	TA: <i>I wonder what they will see on the farm. I wonder what kind of farm it is.</i>
"The grain feeds the animals in the winter."	TA: <i>These grain silos are huge! They are really big! This must be a really big farm with lots of animals to feed!"</i>
"Here is a map of the farm."	TA: <i>Let's find everything on the farm on this map. Use the map key to locate everything on the farm.</i>



1st Read

A Visit to a Farm



3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Farms are busy places where lots of important work is done. Animals are raised on farms and vegetables and grains are grown there. Farms are where our food comes from.

Vocabulary: briefly define/highlight vocab words, and do the gesture, when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
tractor	a vehicle used on farms to move heavy tools <i>The big tractor and other farm machines are kept inside of the barn with the animals. Let's use our hands to grab a big steering wheel and pretend to drive a tractor.</i>	use hands to grab and turn an imaginary steering wheel while you bounce up and down
corral	a small fenced in area where animals are kept safely <i>The horses stand together in the corral to stay safe outside of the barn. Let's hold our arms out wide and bring them together as we say corral.</i>	start with arms apart, sweep both arms together in front of you to create a circle
pasture	field where animals live, usually with a fence around it <i>The snow is melting in the large pasture. Let's put our hands close together and sweep them apart as we say pasture.</i>	start with hands together, palms down, sweep hand wide away from each other

After

1. **Ask Questions** - Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Let them know that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now I am going to ask you a few questions about our story. When I put my finger to my forehead, that means I want you to think about your answer.

Ask their opinion. *Think about if you liked the story.* (Thinking gesture-finger on forehead)
Thumbs up if you liked it.

Check their Understanding. Ask Children to Respond in different ways (choral response, individual, talking to elbow partner, etc.)

What was this book about? (Thinking gesture then open hand to note choral response- a farm)

What animals live on the farm in this story? (Thinking gesture-finger on forehead) *Tell someone next to you the name of a farm animal in this story.* (Open hand to note choral responses- various answers horses, cows, chickens, dogs.)

Where is the grain to feed the animals stored in the winter? (Thinking gesture then open hand to note choral response- silos)



1st Read

A Visit to a Farm



2. Review Vocabulary

In today's story, we learned three new words. Review each word by stating the definition and making the gesture. **Encourage students to say the words and use the gesture with you.**

Word Definition to use	Gesture
A <u>tractor</u> moves heavy tools and machines on the farm. Trac-tor. Tractor.	use hands to grab and turn an imaginary steering wheel while you bounce up and down
The <u>corral</u> is a fenced in area that keeps the animals safe when they are outside. Cor-ral. Corral.	start with arms apart, sweep both arms together in front of you to create a circle
A <u>pasture</u> is a big field with grass and trees where animals live outside of the barn. Past-ure. Pasture.	start with hands together, palms down, sweep hand wide away from each other

Ask questions (thinking gesture) with choral responding (open-hand gesture).

Use the open hand for choral responding and be sure to make the vocabulary gesture when saying the word. If many children don't respond correctly, tell them the correct answer and ask the questions again.

What moves heavy farm machines? (Thinking hand and open gesture to note choral response- tractor)

What do we call a fenced in area that keeps animals safe outside? (Thinking hand and open gesture to note choral response- corral)

A big field with grass and trees where animals live outside is called a what? (Thinking hand and open gesture to note choral response- pasture)

3. Follow Up Activity- Vocabulary Review

Explain; *We talked about some of the important words in this story. One word we learned was pasture. A pasture is a field where farm animals live. There's usually a fence around the pasture to keep the animals safe. I'm going to say the name of an animal and you are going to tell me if that animal might live in a pasture.*

- a turtle (no)
- a crocodile (no)
- a bird (no)
- a sheep (yes)
- a horse (yes)
- a cow (yes)



2nd Read

Farming & A Visit to a Farm



Unit 3: North America, Part 2 - Scientists & Animals

Book 14: *Farming* by Gail Gibbons

Book 15: *A Visit to a Farm* by D.M. Rice

Re-Read & Nonfiction Comparison

Materials: None

Before

1. **Ask what they can remember about the book-** show them the cover to remind them.

We have already read these books. Thumbs up if you remember them. They are both about farms. Sometimes animals that live in North America live on farms. Farms are places that grow the food we eat.

2. **Point out title & author-** *The title of this story is Farming. Gail Gibbons is the author. Thumbs up if you know what the author does (Thinking gesture) (Call on one student to share their response). The author wrote the words in the book. The title of this story is A Visit to a Farm. D.M. Rice is the author.*

3. **Tell them this time we are going to read and discuss the story** so be ready to share your ideas!

We are going to read parts of both stories and then we are going to talk about how the books are alike (the same) and how they are different. Pay close attention as I read so you can answer my questions after.

During

1. **Read** with excitement and fluency.
2. **Model Thinking Aloud** - Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
Point to a picture in the story	Q: <i>What do the pictures look like? Did someone draw them or were they taken with a camera?</i>
Point to the horse	Q: <i>Is this a real horse or a drawing of a horse?</i>
Point to the farmer.	Q: <i>What did the farmers do in BOTH stories that was the SAME?</i>



2nd Read

Farming & A Visit to a Farm



During Continued

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key Concepts: There are farms in North America. We can learn about farms using lots of different kinds of books. All books have an author who writes the story, but some books have an illustrator who draws the pictures. Other books use real pictures.

Vocabulary: briefly define vocabulary words, and do the gesture, when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
tractor	a vehicle used on farms to move heavy tools <i>The big tractor and other farm machines are kept inside of the barn with the animals. Let's use our hands to grab a big steering wheel and pretend to drive a tractor.</i>	use hands to grab and turn an imaginary steering wheel while you bounce up and down
corral	a small fenced in area where animals are kept safely <i>The horses stand together in the corral to stay safe outside of the barn. Let's hold our arms out wide and bring them together as we say corral.</i>	start with arms apart, sweep both arms together in front of you to create a circle
pasture	a field where animals live, usually with a fence around it <i>The snow is melting in the large pasture. Let's put our arms close together and sweep them apart as we say pasture.</i>	start with arms together, palms down, sweep hand wide away from each other

After

1. **Ask Questions-** Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Let them know that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now I am going to ask you a few questions about our stories. When I put my finger to my forehead, that means I want you to think about your answer.

Ask their Opinion. *Think about if you liked these books.* (thinking gesture- finger on forehead)
Yes/no did you like it? (choral response, open hand to children)

Discussion Questions:

What is grown on farms? (thinking gesture- finger on forehead)

Thumbs up when you have an answer.

(call on 1-2 students for responses) Food, vegetables, grain, animals, etc.

How do farmers take care of their animals? (thinking gesture- finger on forehead)

Thumbs up when you have an answer.

(call on 1-2 students for responses) Give them food and water, give them a safe home, etc.



2nd Read

Farming & A Visit to a Farm



After Continued

2. Review Vocabulary

In today's story, we learned three new words. Review each word by stating the definition and making the gesture. **Encourage students to say the words and use the gesture with you.**

Word Definition to use	Gesture
A <u>tractor</u> moves heavy tools and machines on the farm. Trac-tor. Tractor.	use hands to grab and turn an imaginary steering wheel while you bounce up and down
The <u>corral</u> is a fenced in area that keeps the animals safe when they are outside. Cor-ral. Corral.	start with arms apart, sweep both arms together in front of you to create a circle
A <u>pasture</u> is a big field with grass and trees where animals live outside of the barn. Past-ure. Pasture.	start with arms together, palms down, sweep hand wide away from each other

Ask questions (thinking gesture) with choral responding (open-hand gesture).

Use the open hand for choral responding and be sure to make the vocabulary gesture when saying the word. If many children don't respond correctly, tell them the correct answer and ask the questions again.

What moves heavy farm machines? (Thinking hand and open gesture to note choral response- tractor)

What do we call a fenced in area that keeps animals safe outside? (Thinking hand and open gesture to note choral response- corral)

A big field with grass and trees where animals live outside is called a what? (Thinking hand and open gesture to note choral response- pasture)

3. Follow-Up Activity- Non-fiction Comparison

Explain, *These books were very similar. They were both about farms. Both books are non-fiction. That means both books had information about farms. We learned about farms when we were reading both books. The books were a little different too. One book had real pictures taken by a camera. Hold up A visit to A Farm. The other book had pictures that were drawn by an illustrator. Hold up Farming.*

Let's find two things that are the same about these non-fiction books. (both have barns, animals, etc.)

Now let's find two things that are different about these non-fiction books.

Thanks for helping me to explore those non-fiction books about farming. I enjoyed reading and learning about farms with you.



For the Teacher:

Preview

Big Red Barn



Unit 3: North America, Part 2 - Scientists & Animals

Book 16: *Big Red Barn* by Margaret Wise Brown

Materials Needed: None

Vocabulary		
Word	Definition	Gesture
weathervane	a tool that spins and gives information about the weather	put one arm straight out in front with a flat hand and palm facing in and move it side to side
scarecrow	a pretend person made of straw and clothes to scare birds away from the garden	arms out to the side in a T
hen	girl chicken who makes the eggs	make chicken wings with arms and flap like a bird

Language Time

Continents Song

(tune of *Are You Sleeping?*/Frère Jacques)

There are seven

(Hold up 7 fingers)

There are seven

(Hold up 7 fingers)

Continents

(Clap syllables)

In the world

(Hold up globe or map)

North and South America

(Point on globe or map)

Asia, Europe, Africa

(Point on globe or map)

Australia

(Point on globe or map)

Antarctica

(Point on globe or map)

Adapted from teacherspayteachers



1st Read Big Red Barn



Before

1. **Topic Introduction-** *We have been reading about animals in North America. Some animals live on farms. Think about an animal that lives on a farm. (finger to forehead- thinking). Give me a thumbs up when you think of an animal that live on a farm. Now turn to someone next to you and tell them the animal.*
2. **Title and Author-** Draw attention to title and author *The title of this book is Big Red Barn. The author is Margaret Wise Brown. She wrote the words. The illustrator is Felicia Bond. She drew the pictures.*
3. **Book Introduction-** *Today we are going to read our last book about farms. Let's look at the cover. I see a barn and lots of farm animals.*

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"in the great green field"	TA: <i>This is a VERY large green field. I think this might be a BIG farm.</i>
"only the animals are here today"	TA: <i>The family that lives on this farm is gone. The animals are alone. I wonder what they will do?</i>
"In a field of corn"	TA: <i>I wonder why the field mouse had her babies in the field. Maybe it's a nice safe place where she can hide safely from other animals?</i>
"And they played all day"	TA: <i>What are the animals eating? It looks like hay.</i>
"In the big red barn"	TA: <i>The animals have gone into the barn for the night.</i>



1st Read Big Red Barn



During Continued

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Some animals live on a farm. Food is grown on farms.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
weathervane	a tool that spins and gives information about the weather <i>The weathervane is shaped like a horse. It's on top of the barn. Put one arm out and move it side to side as we say weathervane.</i>	put one arm straight out in front with a flat hand and palm facing in and move it side to side
scarecrow	a pretend person made of straw and clothes to scare birds away from the garden <i>The scarecrow is in a field of corn. Does it look like a real person to you? Let's put both arms out to the side as we say scarecrow.</i>	arms out to the side in a T
hen	girl chicken who makes the eggs <i>The hen lays her eggs in the soft straw in the barn. Use your arms to make wings and flap like a bird as we say hen.</i>	make chicken wings with arms and flap like a bird

After

1. **Ask Questions-** Ask children to actively respond together.

Now I'm going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion. *Think about if you liked the story.* (thinking gesture- finger to forehead)

Thumbs up if you liked it. (open hands to students to encourage thumbs up)

Check their understanding Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

What animals lived on this farm? (thinking gesture- finger on forehead). *Thumbs up when you have an answer.* Encourage all students to think about their answer and call on 1-2 students.

Where did the story take place? (thinking gesture- finger on forehead). *Thumbs up when you have an answer.* (on a farm)

When did the story take place? (thinking gesture- finger on forehead). *Thumbs up when you have an answer.* (morning-beginning, night-end)



1st Read Big Red Barn



2. Review the Vocabulary-

In today's story, we learned 3 new words. Let's clap out our new words. Review each word stating the definition and making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
A <u>weathervane</u> is a tool that spins and gives information about the weather. Let's clap it. Weath-er-vane.	put one arm straight out in front with a flat hand and palm facing in and move it side to side
A <u>scarecrow</u> is a pretend person made of straw and clothes to scare birds away from the garden. Let's clap it. Scare-crow.	arms out to the side in a T
A <u>hen</u> is a girl chicken who makes the eggs. Let's clap it. Hen.	make chicken wings with arms and flap like a bird

Ask questions (thinking gesture) with choral responding (open-hand gesture).

Use the open hand for choral responding and be sure to make the vocabulary gesture when saying the word. If many children don't respond correctly, tell them the correct answer and ask the questions again.

What do we call a tool that tells us about the weather?

(Thinking gesture and open gesture to note choral response- weathervane)

A pretend person who scares the birds away from the garden is called a _____.

(Thinking gesture and open gesture to note choral response-scarecrow)

A girl chicken is called a _____. (Thinking hand and open gesture to note choral response- hen)

3. Follow Up Activity- Rhyming Practice

There were lots of rhyming words in this book. Remember, rhyming words sound the same at the end. Let's go back and read parts of the book. Reread the passages. Emphasize the words in bold. Ask, *Do those words rhyme? Do they sound the same at the end?* Read the whole passage, emphasizing the words in bold.

- a big pile of **hay**... where the children **play**.
(Thinking gesture and open hand to note choral response-Yes)
- an old **scarecrow** was leaning on his **hoe**. (Thinking gesture and open hand to note choral response-Yes)
- standing on one **leg**... was a quiet **egg** (Thinking gesture and open hand to note choral response-Yes)



2nd Read Big Red Barn



Unit 3: North America, Part 2 - Scientists & Animals

Book 16: *Big Red Barn* by Margaret Wise Brown

Re-Read & Activity: Rhyming Cards

Materials Needed: Big Red Barn rhyming cards

Before

1. **Ask what they can remember about the book-** show them the cover to remind them.
We have already read this story. Thumbs up if you remember it. Look at the cover. Where do these animals live? (Thinking gesture then open hand to note choral response- on a farm) On a farm!
2. **Point out title & author-**
The title of this story is Big Red Barn. The author of the story is Margaret Wise Brown. Who remembers what the author does? (thinking gesture- call on one student to respond). The author writes the words. The illustrator is Felicia Bond. She made the beautiful pictures.
3. **Tell them this time we are going to read and discuss the story** so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"a golden flying horse"	TA: <i>This tool is called a weathervane. It tells the weather.</i>
"Only the animals are here today"	TA: <i>Are the animals sad to be alone? What do they do when they are alone?</i>
"Count them- There are ten"	Q: <i>Can you help me count the eggs?</i>
"Out of the barn at the end of the day"	Q: <i>The day is over. Where are the animals going?</i>



2nd Read Big Red Barn



3. **Draw attention to key events and vocabulary-** Pause to highlight vocabulary and key concepts.

Key Content: There are many different animals who live on farms in North America.

Vocabulary: briefly define vocabulary words and do the gesture when they come up in the story.
Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
weathervane	a tool that spins and gives information about the weather <i>The weathervane is shaped like a horse. It's on top of the barn. Put one arm out and move it side to side as we say weathervane.</i>	put one arm straight out in front with a flat hand and palm facing in and move it side to side
scarecrow	a pretend person made of straw and clothes to scare birds away from the garden <i>The scarecrow is in a field of corn. Does it look like a real person to you? Let's put both arms out to the side as we say scarecrow.</i>	arms out to the side in a T
hen	girl chicken who makes the eggs <i>The hen lays her eggs in the soft straw in the barn. Use your arms to make wings and flap like a bird as we say hen.</i>	make chicken wings with arms and flap like a bird

After

1. **Ask Questions-** Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Let them know that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now I am going to ask you some questions about our story. When I put my finger on my forehead, I want you to think about your answer.

Ask their opinion. *Think about if you liked the story.* (thinking gesture- finger to forehead)
Thumbs up if you liked it. (open hands to students to encourage thumbs up)

Check their understanding Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

What animals lived on this farm? (thinking gesture- finger on forehead).
Thumbs up when you have an answer. Encourage all students to think about their answer and call on 1-2 students who have their thumbs up.

Where were the baby field mice born? (thinking gesture- finger on forehead).
Thumbs up when you have an answer. Encourage all students to think about their answer and call on 1-2 students who have their thumbs up.



2nd Read Big Red Barn



After Continued

2. Review the Vocabulary-

In today's story, we learned 3 new words. Let's clap out our new words. Review each word stating the definition and making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>A <u>weathervane</u> is a tool that spins and gives information about the weather. Let's clap it. Weath-er-vane.</i>	put one arm straight out in front with a flat hand and palm facing in and move it side to side
<i>A <u>scarecrow</u> is a pretend person made of straw and clothes to scare birds away from the garden. Let's clap it. Scare-crow.</i>	arms out to the side in a T
<i>A <u>hen</u> is a girl chicken who makes the eggs. Let's clap it. Hen.</i>	make chicken wings with arms and flap like a bird

Ask questions (thinking gesture) with choral responding (open-hand gesture).

Use the open hand for choral responding and be sure to make the vocabulary gesture when saying the word. If many children don't respond correctly, tell them the correct answer and ask the questions again.

What do we call a tool that tells us about the weather? (Thinking gesture and open gesture to note choral response- weathervane)

A pretend person who scares the birds away from the garden is called a _____. (Thinking gesture and open gesture to note choral response-scarecrow)

A girl chicken is called a _____. (Thinking hand and open gesture to note choral response- hen)

3. Follow-Up Activity: Rhyming Activity

Explain, *We are going to find words that rhyme. Rhyme means they sound the same at the end.*

Provide a few examples of familiar rhyming words. Show students the other pictures and name them- play, hoe, egg. Work together to match the rhyming words. Support students as needed. Once all three pairs have been matched, encourage students to say the rhyming pairs together.



For the Teacher:
Preview
Way Out in the Desert



Unit 3: North America, Part 2 - Scientists & Animals

Book 17: *Way Out in the Desert* by T.J. March and Jennifer Ward

Materials Needed: None

Vocabulary		
Word	Definition	Gesture
burrowed	make a hole/home in the ground	put hands together and pretend you're digging a tunnel down towards the ground
cactus	a plant that grows well in the dry desert, usually covered with spines	make a U with your arms
nest	a cozy home above the ground for animals	put your hands together like you're holding a bowl

Language Time

Continents Song

(tune of *Are You Sleeping?*/Frère Jacques)

There are seven

(Hold up 7 fingers)

There are seven

(Hold up 7 fingers)

Continents

(Clap syllables)

In the world

(Hold up globe or map)

North and South America

(Point on globe or map)

Asia, Europe, Africa

(Point on globe or map)

Australia

(Point on globe or map)

Antarctica

(Point on globe or map)

Adapted from teacherspayteachers



1st Read

Way Out in the Desert



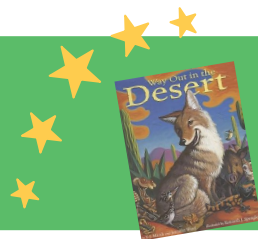
Before

1. **Topic Introduction-** *We have been reading about the animals that live in North America. We know animals live in the forest and on farms. Today, we are going to learn about a new habitat for North American animals.*
2. **Title and Author-** Draw attention to title and author. *The title of this book is Way Out in the Desert. Say the title with me. Way Out in the Desert. Great! The author of this book is T. J. Marsh and Jennifer Marsh. There are two authors in this book. The author of the book writes the _____ (words) (open hand to get a choral response). Great!*
3. **Book Introduction-** *Look at this picture. I see some interesting plants and what looks like dry sand. The animal habitat we're going to learn about today is the desert. Let's clap that word. Des-ert. The desert is a dry place with very little rain and water. Some deserts are hot.*

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"where the wildflowers grew"	TA: <i>The desert is a dry place without much rain. These are special flowers that can grow without a lot of water.</i>
"little monsters five"	TA: <i>Let's see if we can find and count the five gila monster babies.</i>
"on the old corral gate"	TA: <i>We learned about corrals on farms. I wonder if there used to be a farm in this desert. Maybe animals used to stay safe in this corral?</i>
"and her little spiders ten"	TA: <i>Let's count all ten tarantulas. Can we find them all?</i>



1st Read

Way Out in the Desert



3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: The desert is a dry place without much rain. Many plants and animals live there.

Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
burrowed	make a hole/home in the ground <i>The gila monsters burrowed under the cactus. Let's put both hands together and pretend we are digging a tunnel as we say burrowed.</i>	put hands together and pretend you're digging a tunnel down towards the ground
cactus	a plant that grows well in the dry desert, usually covered with spines <i>Saguaros are a kind of cactus. Do you see the sharp spines? Let's make a U with our arms and say cactus.</i>	make a U with your arms
nest	a cozy home above the ground for animals <i>The roadrunner chicks live in a nest with their mother. Let's put our hands together like we're holding a bowl as we say nest.</i>	put your hands together like you're holding a bowl

After

1. **Ask Questions-** Ask children to actively respond together in different ways (choral response, thumbs up, etc.). Remind them that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now I am going to ask you a few questions about our story. When I put my finger to my forehead, I want you to think about your answer.

Ask their opinion. *Think about if you liked the story* (thinking gesture- finger on forehead). *Thumbs up if you did. Thumbs down if you didn't.*

Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

Think about the desert animals that were in this story. Which desert animal was your favorite? (thinking gesture- finger on forehead). *My favorite desert animal was _____. Now you turn to your friend and tell them your favorite desert animal. Say "My favorite desert animal was ____" and say your favorite animal.*

Where did this story take place? (thinking gesture then open hand to note choral response-in the desert)

What did we count in this story? (thinking gesture- finger on forehead) *Thumbs up when you remember an animal in the story that we counted* (desert animals- rattlesnakes, gila monsters, etc.)



1st Read

Way Out in the Desert



After Continued

2. Review the Vocabulary-

In today's story, we learned 3 new words. Let's clap out our new words. Review each word stating the definition and making the gesture, and then clapping out the word. **Encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
<i>When animals build a <u>burrow</u>, they dig a hole in the ground. Let's clap it. Bur-row.</i>	put hands together and pretend you're digging a tunnel down towards the ground
<i>A <u>cactus</u> is a plant that grows well in the dry desert and is usually covered with spines. Let's clap it. Cac-tus.</i>	make a U with your arms
<i>A <u>nest</u> is a cozy home above the ground for animals. Let's clap it. Nest.</i>	put your hands together like you're holding a bowl

Ask Questions (thinking gesture) with choral responding (open hand gesture).

Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don't get it, tell them the correct answer and ask the question again.

What plant grows in the desert and is usually covered in spines? (Thinking gesture and then hand open to note choral response- cactus)

What do we call a cozy home where animals live that is above the ground? (Thinking gesture and then hand open to note choral response- nest)

What do we call it when an animal digs under the ground? (Thinking gesture and then hand open to note choral response- burrow)

3. Follow Up Activity- Math Word Problem

Explain, *We counted desert animals in this book. I remember counting five gila monsters and two hummingbirds. I'm wondering how many more gila monsters there were than hummingbirds. To find out, we have to do a take away problem. First, we start with five (hold up 5 fingers) gila monsters. Then we take away two (put down 2 fingers) hummingbirds. How many are left? (wiggle fingers as you count) 1,2,3. Three! Five gila monsters is three more than two hummingbirds. Five is three more than two. Say that with me and show me your fingers. Five is three more than two. Thanks for helping me with that problem.*



For the Teacher:

Preview

About Amphibians: A Guide for Children



Unit 3: North America, Part 3 - Animals of North American (Amphibians)

Book 18: *About Amphibians: A Guide for Children* by Cathryn Sill

Materials Needed: None

Vocabulary

Word	Definition	Gesture
moist	a little wet	Hold pointer finger and thumb an inch apart to indicate a little
predator	animals that eat other animals	use both hands to make claws like a lion
camouflage	to hide or blend in with things around you	put both hands in front of your face to hide

Language Time

Five Speckled Frogs

Five green and speckled frogs
(Hold up 5 fingers on one hand)

Sitting on a speckled log
(Place hand on other arm as if it is the log)

Eating the most delicious bugs
Yum, yum!
(Rub tummy)

One jumped into the pool
(Make a diving motion with your arms, hands together)

Where it was nice and cool
(Rub arms as if cold)

Now there are four green speckled frogs
(Hold up 4 fingers)

Ribbit Ribbit
(Make 4 fingers bounce as if jumping)

*Repeat starting with 4, 3, 2, then 1 frog



1st Read

About Amphibians: A Guide for Children



Before

1. **Topic Introduction-** *We have been reading about our continent, North America. We know many animals live in North America. Some animals live in forests, some live on farms, and some live in the desert.*
2. **Title and Author-** Draw attention to title and author. *The title of this book is About Amphibians. The author of this book is Cathryn Sill. She wrote the words. The illustrator of this story is John Sill. He drew the pictures.*
3. **Book Introduction-** *Today we are going to start learning about another type of animal we have in North America. These animals are called Amphibians. Let's clap that. Am-phen-i-ans.*

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"and part on land"	TA: <i>Amphibians live in the water and on land! How interesting!</i>
"They change as they grow into adults."	TA: <i>They start as eggs in the water, and then they...(briefly point out the life cycle)</i>
"Amphibians have many enemies."	TA: <i>I think this big bird is the frog's enemy.</i>
"Amphibians bury themselves and sleep through very cold or very hot weather."	TA: <i>Wow! Amphibians burrow underground and sleep when it's too hot or too cold.</i>



1st Read

About Amphibians: A Guide for Children



During Continued

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Amphibians live by the water in North America. Frogs and salamanders are amphibians. Amphibians change a lot during their life cycle.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
moist	a little wet <i>Amphibians' skin has to stay moist. Let's put our fingertips and thumb together and open and close them as we say moist.</i>	Hold pointer finger and thumb an inch apart to indicate a little
predator	animals that eat other animals <i>Birds are predators of amphibians. Amphibians are predators of insects. Open your hands and bend your fingers as you move them forward and say predator.</i>	use both hands to make claws like a lion
camouflage	to hide or blend in with things around you <i>It is important for amphibians to camouflage, or hide themselves, from predators. Let's put both hands in front of our face as we say camouflage.</i>	put both hands in front of your face to hide

After

1. **Ask Questions-** Ask children to actively respond together in different ways (choral response, thumbs up, etc.). Remind them that now when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now I am going to ask you a few questions about our story. When I put my finger to my forehead, I want you to think about your answer.

Ask their opinion. *Think about if you liked the story* (thinking gesture- finger on forehead).

Thumbs up if you did. Thumbs down if you didn't.

Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

Where do amphibians live?

(thinking gesture then open hand to note choral response-on the land and in the water)

What animals are amphibians?

(thinking gesture then open hand to note choral response-frogs and salamanders)



1st Read

About Amphibians: A Guide for Children



After Continued

Ask Questions (thinking gesture) with choral responding (open hand gesture)

Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don't get it, tell them the correct answer and ask the question again.

What do we call an animal that eats other animals?

(Thinking gesture and then hand open to note choral response- predator)

When something is just a little bit wet, it is _____?

(Thinking gesture and then hand open to note choral response- moist)

To hide from predators, animals use _____?

(Thinking gesture and then hand open to note choral response- camouflage)

3. **Follow Up Activity-** Game: Was it in the Book?

Explain, *We are going to play a game called Was it in the Book? I'm going to say a fact. You will nod your head if the fact was in the book and shake your head if it wasn't in the book.*

Practice nodding and shaking.

- *Amphibians live in the water and on the land.* (Yes.)
- *Amphibians eat birds.* (No.)
- *Birds eat amphibians.* (Yes.)
- *Amphibians eat insects and worms.* (Yes.)



For the Teacher:

Preview

See How They Grow - Frog



Unit 3: North America, Part 3 - Animals of North American (Amphibians)

Book 19: *See How They Grow - Frog* by Kim Taylor

Materials Needed: None

Vocabulary

Word	Definition	Gesture
tadpole	a baby frog with a tail that has to stay in the water	point one finger and move it like it is swimming
gill	the opening on a tadpole's head that allows it to breathe underwater	put hands of either side of your neck and open them out like flaps
hatch	come out of the egg	make an egg with both hands and open them

Language Time

Five Speckled Frogs

Five green and speckled frogs
(Hold up 5 fingers on one hand)

Sitting on a speckled log
(Place hand on other arm as if it is the log)

Eating the most delicious bugs
Yum, yum!
(Rub tummy)

One jumped into the pool
(Make a diving motion with your arms, hands together)

Where it was nice and cool
(Rub arms as if cold)

Now there are four green speckled frogs
(Hold up 4 fingers)

Ribbit Ribbit
(Make 4 fingers bounce as if jumping)

*Repeat starting with 4, 3, 2, then 1 frog



1st Read

See How They Grow - Frog

Before

1. **Topic Introduction-** *We have been reading about North America and the animals that live there. Yesterday, we started learning about animals called amphibians. Amphibians live in North America, near the water.*
2. **Title and Author-** Draw attention to title and author *This nonfiction story is titled, See How They Grow: Frog. There are real pictures of frogs in this story!*
3. **Book Introduction-** *Non-fiction books teach us something. What do you think we will learn about today?* (thinking gesture- choral response gesture) *Frogs! Frogs are amphibians. Let's clap that word. Am-phen-i-ans.*

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"Each egg is growing into a tadpole."	TA: <i>Baby frogs begin as eggs in the water.</i>
"After two weeks I am ready to hatch."	TA: <i>This is a baby frog? It doesn't look like a baby frog.</i>
"We all feed on tiny underwater plants."	TA: <i>The tadpoles eat plants. The adult frogs don't take care of them. They find their own food!</i>



1st Read

See How They Grow - Frog

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Frogs are amphibians. Frogs change a lot during their life cycle.

Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
tadpole	a baby frog with a tail that has to stay in the water <i>When a frogs hatches from its egg, it is a tadpole. Let's point one finger and move it through the air like it's swimming as we say tadpole.</i>	point one finger and move it like it is swimming
gill	the opening on a tadpole's head that allows it to breathe underwater <i>The tadpole has feathery gills when it first hatches out of its egg. Let's put our hands on both sides of our face and flap them open while we say gill.</i>	put hands of either side of your neck and open them out like flaps
hatch	come out of the egg <i>When the frog hatches, it is a tadpole with a long tail. Let's make an egg with both hands and open them as we say hatch.</i>	make an egg with both hands and open them

After

1. **Ask Questions-** Ask children to actively respond together in different ways (choral response, thumbs up, etc.). Remind them that now when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now I am going to ask you a few questions about our story. When I put my finger to my forehead, I want you to think about your answer.

Ask their opinion. *Think about if you liked the story* (thinking gesture- finger on forehead).
Thumbs up if you did. Thumbs down if you didn't.

Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

What animal did we learn about? (thinking gesture then open hand to note choral response-frogs)

What do baby frogs, tadpoles, eat? (thinking gesture then open hand to note choral response- plants)

What do adult frogs eat? (thinking gesture then open hand to note choral response-insects)



1st Read

See How They Grow - Frog

After Continued

2. Review the Vocabulary-

In today's story, we learned 3 new words. Let's clap out our new words. Review each word stating the definition and making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>Baby frogs are called <u>tadpoles</u>. Tad-poles. Tadpoles.</i>	point one finger and move it like it is swimming
<i>A tadpole uses its <u>gills</u> to breathe underwater. Let's clap it. Gills. One clap.</i>	put hands of either side of your neck and open them out like flaps
<i>A tadpole <u>hatches</u> out of the egg. Hatch-es. Hatches.</i>	make an egg with both hands and open them

Ask Questions (thinking gesture) with choral responding (open hand gesture)

Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don't get it, tell them the correct answer and ask the question again.

A tadpole uses what to breathe underwater?

(Thinking gesture and then hand open to note choral response- gills)

A baby frog is called a _____?

(Thinking gesture and then hand open to note choral response- tadpole)

What do we call it when an egg breaks open?

(Thinking gesture and then hand open to note choral response- hatch)

3. Follow Up Activity- Introduce Frog Life Cycle cards in nature center

Show the children the frog life cycle cards. Using the pictures in the book as a guide, discuss each picture and put them in order to represent the frog life cycle. Use vocabulary from the book. After all cards are in order, encourage children to name the life cycle parts with you. *Egg, tadpole, tadpole with back legs, tadpole with front legs, frog.*



2nd Read

See How They Grow - Frog



Unit 3: North America, Part 3 - Animals of North American (Amphibians)

Book 19: *See How They Grow - Frog* by Kim Taylor

Re-Read & Activity: Craft

Materials Needed: frog craft template, green tissue paper in small pieces, watered down liquid glue with sponge paint brush or glue stick

Before

- 1. Ask if they can remember what this book is about-** show them the cover to remind them.
We have already read this story. Do you remember it? Look at the cover. What animal did we learn about in this book? (thinking gesture then open hand to note choral response- frogs) *Frogs! Frogs are amphibians that live part of their life in water and part on land.*
- 2. Point out title & author-** ask if anyone can tell you what the author does.
The title of this story is See How They Grow Frog. The author of the story is Kim Taylor. Who remembers what the author does? (thinking gesture then open hand to note choral response- writes the words.) *Yes, the author writes the words. There is no illustrator because the pictures are real photographs. No one drew these pictures.*
- 3. Tell them this time we are going to read and discuss the story** so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During

- 1. Read-** Read with few interruptions so children can follow the full story.
- 2. Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"Each egg is growing into a tadpole."	Q: <i>How do frogs begin their life? What are they in the beginning?</i> (eggs in the water)
"They let me breathe underwater."	Q: <i>Where does the tadpole live?</i> (in the water)
"My back legs are beginning to grow."	TA: <i>Frogs have legs in the back and in the front.</i> Q: <i>Which legs grow first?</i> (the back legs)
"Then I shoot out my long tongue and snap it up."	Q: <i>What do frogs eat?</i> (insects)



2nd Read

See How They Grow - Frog



During Continued

3. **Draw Attention the Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Frogs are amphibians. Frogs change a lot during their life cycle.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
tadpole	a baby frog with a tail that has to stay in the water <i>When a frog hatches from its egg, it is a tadpole. Let's point one finger and move it through the air like it's swimming as we say tadpole.</i>	point one finger and move it like it is swimming
gill	the opening on a tadpole's head that allows it to breathe underwater <i>The tadpole has feathery gills when it first hatches out of its egg. Let's put our hands on both sides of our face and flap them open while we say gill.</i>	put hands of either side of your neck and open them out like flaps
hatch	come out of the egg <i>When the frog hatches, it is a tadpole with a long tail. Let's make an egg with both hands and open them as we say hatch.</i>	make an egg with both hands and open them

After

1. **Ask Questions-** Ask children to actively respond together in different ways (choral response, thumbs up, etc.). Remind them that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now I am going to ask you a few questions about our story. When I put my finger to my forehead, I want you to think about your answer.

Ask their opinion. *Think about if you liked the story* (thinking gesture- finger on forehead). *Thumbs up if you did. Thumbs down if you didn't.*

Check their Understanding. Ask Children to Respond in different ways (choral response, individual, talking to elbow partner, etc.)

Where does mother frog lay her eggs?

(thinking gesture then open hand to note choral response- in the water).

When does a frog have a tail?

(thinking gesture then open hand to note choral response-as a tadpole)



2nd Read

See How They Grow - Frog



After Continued

2. Review the Vocabulary-

In today's story, we learned 3 new words. Let's clap out our new words. Review each word stating the definition and making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>Baby frogs are called <u>tadpoles</u>. Tad-poles. Tadpoles.</i>	point one finger and move it like it is swimming
<i>A tadpole uses its <u>gills</u> to breathe underwater. Let's clap it. Gills.</i>	put hands of either side of your neck and open them out like flaps
<i>A tadpole <u>hatches</u> out of the egg. Hatch-es.</i>	make an egg with both hands and open them

Ask Questions (thinking gesture) with choral responding (open hand gesture)

Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don't get it, tell them the correct answer and ask the question again.

A tadpole uses what to breathe underwater?

(Thinking gesture and then hand open to note choral response- gills)

A baby frog is called a _____?

(Thinking gesture and then hand open to note choral response- tadpole)

What do we call it when an egg breaks open?

(Thinking gesture and then hand open to note choral response- hatch)

3. Follow-Up Activity: Frog Craft

After reading the story again, introduce the craft. Give each child a piece of white paper printed with the frog template. Show the children the tissue paper and glue.

Explain, *We are going to put this green tissue paper on the frog to represent its soft, moist skin.*

Discuss how amphibians live part of their life in water and part on land. Remind students that frogs have skin that must stay moist. Demonstrate how to apply the glue and place tissue paper over it.



Shared Writing

See How They Grow - Frog



Planning Guide - Express Ideas

Topic Sentence: Write the sentence on the board leaving a blank space for the underlined word.

A frog is an amphibian that changes as it grows.

Plan your detail and concluding sentences (You can utilize the following.)

Detail: First the frog is an egg, laid with many stuck together.

Detail: Then it hatches and is a small tadpole with gills.

Detail: Next it grows bigger and sprouts back and front legs.

Conclusion: Finally, when the tail and gills disappear it is a frog.

Vocabulary to Include if Possible

Word	Definition	Gesture
tadpole	a baby frog with a tail that has to stay in the water	point one finger and move it like it is swimming
gill	the opening on a tadpole's head that allows it to breathe underwater	put hands of either side of your neck and open them out like flaps
hatch	come out of the egg	make an egg with both hands and open them

Let's Write!

Discuss the book and vocabulary: *We read this book called See How They Grow Frog. In this story, we see a frog as it grows and changes. Frogs begin as eggs laid in the water. They grow and change before they become frogs.*

Write Topic Sentence

- Plan:** *We are going to work together to tell about how frogs grow and change. What kind of animal are frogs?*
- Write:** Write amphibians to complete the sentence.
- Read aloud, pointing to each word:** *A frog is an amphibian that changes as it grows.*



Shared Writing

See How They Grow - Frog



Write Detail Sentence(s)

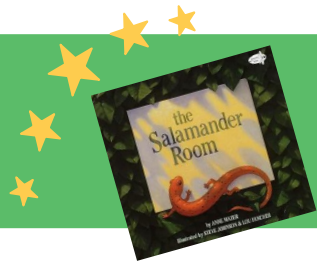
1. **Plan:** *Let's work together to share information about how frogs change. What happens first?* Guide children by showing them a few pictures in the book, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.
2. **Write:** *First the frog is an egg, laid with many stuck together.*
3. **Read aloud, pointing to each word:** *First the frog is an egg, laid with many stuck together.* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged. This can also be returned to tomorrow or added to later in the day.

Write Concluding Sentence

1. **Plan:** *Now we need to tell our readers about the very last part. What happens at the end of the life cycle?*
2. **Write:** Finally, when the tail and gills disappear it is a frog.
3. **Read aloud, pointing to each word:** *Finally, when the tail and gills disappear it is a frog.* Read again, encouraging children to read with you

***Read whole paragraph with students. Post writing where they can return to it frequently to "read."**



For the Teacher:

Preview

The Salamander Room



Unit 3: North America, Part 3 - Animals of North American (Amphibians)

Book 20: *The Salamander Room* by Anne Mazer

Materials Needed: Globe

Vocabulary

Word	Definition	Gesture
moss	a small, soft plant that grows in moist places	tap your fingers along the palm of the opposite hand
boulder	big rocks	pretend to lift a large heavy object with both arms
stump	what is left of the tree trunk after the tree is cut down	use your hand and set it on an imaginary tree stump that is sitting next to you

Language Time

Five Speckled Frogs

Five green and speckled frogs
(Hold up 5 fingers on one hand)

Sitting on a speckled log
(Place hand on other arm as if it is the log)

Eating the most delicious bugs
Yum, yum!
(Rub tummy)

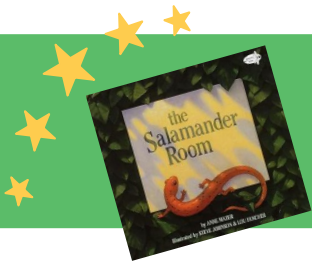
One jumped into the pool
(Make a diving motion with your arms, hands together)

Where it was nice and cool
(Rub arms as if cold)

Now there are four green speckled frogs
(Hold up 4 fingers)

Ribbit Ribbit
(Make 4 fingers bounce as if jumping)

*Repeat starting with 4, 3, 2, then 1 frog



1st Read

The Salamander Room



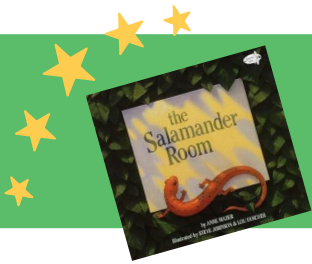
Before

1. **Topic Introduction-** *We have been reading about amphibians. Amphibians live in North America, near the water. Frogs and salamanders are amphibians. Let's look at our globe and find North America. Remember, that's our continent where we live.*
2. **Title and Author-** Draw attention to title and author *This story is called The Salamander Room. The author is Anne Mazer. The author writes the _____ (thinking gesture-choral response). The illustrators are Steve Johnson and Lou Fancher.. The illustrator draws the _____ (thinking gesture-choral response).*
3. **Book Introduction-** *What animal do you think this is on the cover? It's a salamander. Let's clap that word. Sal-a-man-der. Salamanders are amphibians. They live in the water and on the land.*

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"He took the salamander home."	TA: <i>I don't know if the salamander will be happy at Brian's home. A house is not the same as a forest. It is different. The salamander needs certain things to feel happy and healthy.</i>
"so he can climb up the bark and sun himself"	TA: <i>Brian has a plan to create a nice home for the salamander.</i>
"I will bring trees for the birds to roost in"	TA: <i>Brian's room is turning into a forest!</i> Q: <i>Do you think trees can really grow in his bedroom?</i>



1st Read

The Salamander Room



3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Salamanders are amphibians. Salamanders need many natural things that can be found in a forest to be happy and healthy.

Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
moss	a small, soft plant that grows in moist places <i>Brian plans to bring moss for the salamander's pillow. Let's tap our fingers on the palm of our other hand as we say moss.</i>	tap your fingers along the palm of the opposite hand
boulder	big rocks <i>Brian plans to bring boulders into his room for the salamander to climb. Let's pretend to lift a big heavy rock with both arms as we say boulder.</i>	pretend to lift a large heavy object with both arms
stump	what is left of the tree trunk after the tree is cut down <i>Brian will have stumps for the salamanders to climb on. Let's use our hand to tap an imaginary stump that is sitting next to us as we say stump.</i>	use your hand and set it on an imaginary tree stump that is sitting next to you

After

1. **Ask Questions-** Ask children to actively respond together in different ways (choral response, thumbs up, etc.). Remind them that now when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

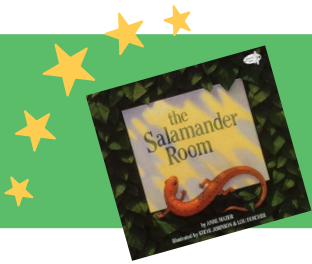
Now I am going to ask you a few questions about our story. When I put my finger to my forehead, I want you to think about your answer.

Ask their opinion. *Think about if you liked the story.* (Thinking gesture- finger on forehead).
Thumbs up if you did. Thumbs down if you didn't.

Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

Who was the story about? (thinking gesture then open hand to note choral response-Brian, the salamander)

Where do salamanders live? (thinking gesture then open hand to note choral response- forest)



1st Read

The Salamander Room



During Continued

2. Review the Vocabulary-

In today's story, we learned 3 new words. Let's clap out our new words. Review each word stating the definition and making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Moss</u> is a small, soft plant that grows in moist places. Let's clap it. Moss.</i>	tap your fingers along the palm of the opposite hand
<i>A <u>boulder</u> is a big rock. Let's clap it. Bould-er.</i>	pretend to lift a large heavy object with both arms
<i>A <u>stump</u> is what's left of the tree trunk after the tree is cut down. Let's clap it. Stump.</i>	use your hand and set it on an imaginary tree stump that is sitting next to you

Ask Questions (thinking gesture) with choral responding (open hand gesture)

Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don't get it, tell them the correct answer and ask the question again.

A big rock is a _____?

(Thinking gesture and then hand open to note choral response- boulder)

What is left after a tree is cut down?

(Thinking gesture and then hand open to note choral response- stump)

What small plant grows in moist places?

(Thinking gesture and then hand open to note choral response- moss)

3. Follow Up Activity- Story Retell

Explain, *We are going to tell the story again. I want you to help me.* Show pictures in book to help children remember if necessary. When I hold out my hand, you say the missing word.

Brian was exploring the woods when he found a _____ (salamander.) He took the salamander back to his _____ (room/home.) He wanted the salamander to be happy so he brought lots of things from the forest into his room. He brought insects for the salamander to eat and water for the salamander to _____ (drink.) In the end, Brian's room looked just like the _____ (forest.)



For the Teacher:

Preview

Tad



Unit 3: North America, Part 3 - Animals of North American (Amphibians)

Book 21: *Tad* by Benji Davies

Materials Needed: None

Vocabulary		
Word	Definition	Gesture
murky	dark, muddy, not clear	wave one hand in front of your face and wiggle your fingers
shallow	not deep	use parallel hands to show a small distance between your arms
sank (sink)	go below the surface of the water	sink down into your chair

Language Time

Five Speckled Frogs

Five green and speckled frogs
(Hold up 5 fingers on one hand)

Sitting on a speckled log
(Place hand on other arm as if it is the log)

Eating the most delicious bugs
Yum, yum!
(Rub tummy)

One jumped into the pool
(Make a diving motion with your arms, hands together)

Where it was nice and cool
(Rub arms as if cold)

Now there are four green speckled frogs
(Hold up 4 fingers)

Ribbit Ribbit
(Make 4 fingers bounce as if jumping)

*Repeat starting with 4, 3, 2, then 1 frog



1st Read

Tad



Before

1. **Topic Introduction-** *We have been learning about our continent, North America. We learned a lot about the animals that live in North America. We know that animals live in forests, in deserts, and on farms in North America. We also learned a lot about a special kind of animal called amphibians. Let's clap it. Am-phen-i-ans.*
2. **Title and Author-** Draw attention to title and author *The title of this book is Tad. The author and illustrator of this book is Benji Davies.*
3. **Book Introduction-** *This is our last book about North America.*

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"Or Big Blub will get you"	TA: <i>That sounds scary! I wonder who Big Blub is.</i>
"Where had they all gone? She didn't like to think."	TA: <i>Oh no! Did Big Blub get the tadpoles? Maybe something else is happening.</i>
"Then Tad did something she had never done before."	TA: <i>What is Tad going to do? How will she escape from Big Blub?</i>
"She curled up tight like a spring..."	TA: <i>What is Tad going to do? She's a frog now! I know what happened to the tadbrothers and tadsisters now! They turned into frogs, too!</i>



1st Read

Tad



During Continued

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Tadpoles are very small when they first hatch. Tadpoles have many predators.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
murky	dark, muddy, not clear <i>Big Blub lives in the murky water so Tad stays in the sunny, shallow water. Let's wave one hand in front of our face and wiggle our fingers as we say murky.</i>	wave one hand in front of your face and wiggle your fingers
shallow	not deep <i>Tad hides from Big Blub in the shallow water. Let's stack our arms on top of each other and separate them just a little bit while we say shallow.</i>	use parallel hands to show a small distance between your arms
sank (sink)	go below the surface of the water <i>Big Blub sank to the deep water. Let's sit up really tall and then shrink down low as we say sink.</i>	sink down into your chair

After

1. **Ask Questions-** Ask children to actively respond together in different ways (choral response, thumbs up, etc.). Remind them that now when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now I am going to ask you a few questions about our story. When I put my finger to my forehead, I want you to think about your answer.

Ask their opinion. *Think about if you liked the story.* (Thinking gesture- finger on forehead).

Thumbs up if you did. Thumbs down if you didn't.

Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

What kind of animal is Tad?

(thinking gesture then open hand to note choral response-tadpole, frog, amphibian)

Where did Tad go at the end of the story?

(thinking gesture then open hand to note choral response- land)



1st Read

Tad



After Continued

2. Review the Vocabulary-

In today's story, we learned 3 new words. Let's clap out our new words. Review each word stating the definition and making the gesture, and then clapping out the word. **Encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
<i>Water that is <u>murky</u> is dark, muddy, and not clear. Let's clap it. Mur-ky.</i>	wave one hand in front of your face and wiggle your fingers
<i><u>Shallow</u> water is not deep. Let's clap it. Shall-ow.</i>	use parallel hands to show a small distance between your arms
<i>When you <u>sink</u> you go under the water. Let's clap it. Sink.</i>	sink down into your chair

Ask Questions (thinking gesture) with choral responding (open hand gesture)

Use the open hand for choral responding and be sure to make the vocabulary word gesture when saying the word. If many children don't get it, tell them the correct answer and ask the question again.

Muddy water is _____?

(Thinking gesture and then hand open to note choral response- murky)

Water that is NOT deep is _____?

(Thinking gesture and then hand open to note choral response- shallow)

When you go under water, you _____?

(Thinking gesture and then hand open to note choral response- sink)

3. Follow Up Activity- Wrap up sub-theme (Amphibians)

Explain, *We have learned a lot about amphibians. We know that amphibians. I'm going to say a fact about amphibians and I want you to finish my sentence. Ready?*

- *Amphibians have soft, moist _____. (skin)*
- *Amphibians live part of their life in the water and part on the _____. (land)*
- *Frogs are amphibians. Another kind of amphibian is _____. (salamanders)*
- *Amphibians begin their life as _____. (eggs)*



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Joyful Discoveries Preschool Curriculum

