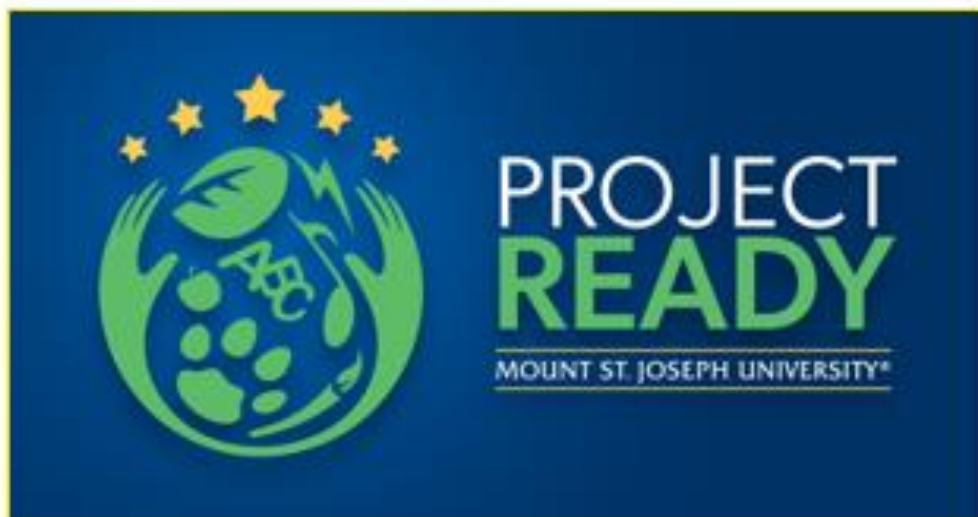




## Unit 3 – North America

# Joyful Discoveries Preschool Curriculum



Revision Date: September 2023





Unit 3 North America:  
Circle Time, Small Group, & Centers

<p><b><u>Knowledge Building Targets</u></b></p> <ol style="list-style-type: none"> <li>1. The Earth is our planet</li> <li>2. Maps and globes</li> <li>3. Continents</li> <li>4. North America is our continent</li> <li>5. Main countries of North America (USA, Canada, Mexico)</li> <li>6. Animals of North America &amp; where they live (forest, farm, desert)</li> <li>7. Amphibians (frogs, salamanders)</li> <li>8. Life cycle (frog, salamander)</li> <li>9. Scientists and what they do</li> <li>10. Science tools (microscope, magnifying glass, binoculars)</li> </ol>	<p><b><u>Oral Language Skill Targets</u></b></p> <ol style="list-style-type: none"> <li>1. Answering questions</li> <li>2. Stating an opinion</li> <li>3. Academic vocabulary</li> <li>4. Story vocabulary: author, illustrator, title, character (who), setting (where)</li> <li>5. Length of sentences</li> <li>6. Extended decontextualized accounts, explanations, and narratives</li> <li>7. Retelling/summarizing</li> <li>8. Fluency</li> </ol>
<p><b><u>Early Literacy Skills</u></b></p> <ol style="list-style-type: none"> <li>1. Print/book skills: title, author, directionality</li> <li>2. Listening comprehension               <ol style="list-style-type: none"> <li>a. Answering key questions (focus on who, when, what questions)</li> <li>b. Memory for events</li> <li>c. Retelling</li> <li>d. Following directions</li> </ol> </li> <li>3. Sequencing of events</li> <li>4. Fiction vs. nonfiction</li> <li>5. Writing skills               <ol style="list-style-type: none"> <li>a. Prewriting strokes</li> <li>b. Letter formation</li> <li>c. Shared writing</li> </ol> </li> <li>6. Early writing through crafts</li> </ol>	<p><b><u>Math Skills</u></b></p> <ol style="list-style-type: none"> <li>1. Small number recognition without counting</li> <li>2. Counting</li> <li>3. Number recognition</li> <li>4. More than, less than, same</li> <li>5. Number after knowledge</li> <li>6. Number comparisons</li> <li>7. Number after equals ones more</li> <li>8. Addition</li> <li>9. Subtraction</li> <li>10. Patterns</li> <li>11. Story problems</li> </ol>









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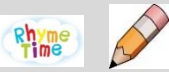
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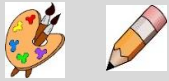
### Unit 3: North America Overview





#### Overview of Part 1- Maps and Globes; Continents of N. America; Countries & People of N. America

Book 1	Book 2	Book 3	Book 4	Book 5
<p><i>Me on the Map</i> by Joan Sweeney</p>  	<p><i>North America</i> by The Project Ready! Team</p>  <p>*Map center introduced</p>	<p><i>Ten on the Sled</i> by Mary Kim Norman</p> 	<p><i>Mapping Sam</i> by Joyce Hesselberth</p> 	<p><i>Let's Look at the United States of America</i> by Joy Frisch-Schmoll</p> 


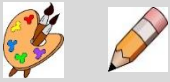


Book 6	Book 7	Book 8	Book 9
<p><i>Fry Bread</i> by Kevin Noble Maillard</p>	<p><i>Let's Look at Canada</i> by Joy Frisch-Schmoll</p>  	<p><i>Let's Look at Mexico</i> by A.M. Reynolds</p>  	<p><i>Off We Go to Mexico</i> by Laurie Krebs</p> 

#### Overview of Part 2- Scientists Study Nature; Animals and Habitats of North America

Book 10	Book 11	Book 12	Book 13
<p><i>What is Science?</i> by Rebecca Kai Dotlich</p> <p>*Nature center introduced</p>	<p><i>Bear Snores On</i> by Karma Wilson</p>  <p>*Optional re-read</p>	<p><i>Counting Crocodiles</i> by Judy Sierra</p> 	<p><i>The Mitten</i> by Jan Brett</p> 

Book 14	Book 15	Book 16	Book 17
<p><i>Farming</i> by Gail Gibbons</p> 	<p><i>A Visit to the Farm</i> by D.M. Rice</p> 	<p><i>Big Red Barn</i> by Margaret Wise Brown</p>  <p>*Optional re-read</p>	<p><i>Way Out in the Desert</i> by T.J. Marsh and Jennifer Ward</p> 

#### Overview of 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 for North America Unit

Wordless Books—Seasons and Weather
<i>A Boy A Dog and A Frog</i> by Mercer Mayer
<i>Frog on his Own</i> by Mercer Mayer
<i>One Frog Too Many</i> by Mercer Mayer
<i>Gem</i> by Holly Hobbie





Material List for Unit 3- North America

<b>Whole Group Reading</b>	
<b>Books</b>	<b>Cost</b>
<i>Me on the Map</i> by Joan Sweeney	\$7.99
<i>North America</i> by The Project Ready! Team	Cost of printing and lamination
<i>Ten on the Sled</i> by Mary Kim Norman	\$5.54
<i>Mapping Sam</i> by Joyce Hesselberth	\$8.99
<i>Let's Look at the United States of America</i> by Joy Frisch-Schmoll	\$6.95
<i>Fry Bread</i> by Kevin Noble Maillard	\$11.63
<i>Let's Look at Canada</i> by Joy Frisch-Schmoll	\$6.95
<i>Let's Look at Mexico</i> by A.M. Reynolds	\$6.95
<i>Off We Go to Mexico</i> by Laurie Krebs	\$9.99
<i>What is Science?</i> by Rebecca Kai Dotlich	\$6.99
<i>Bear Snores On</i> by Karma Wilson	\$7.99
<i>Counting Crocodiles</i> by Judy Sierra	\$8.99
<i>The Mitten</i> by Jan Brett	\$7.99
<i>Farming</i> by Gail Gibbons	\$8.99
<i>A Visit to the Farm</i> by D.M. Rice	\$9.99
<i>Big Red Barn</i> by Margaret Wise Brown	\$14.89
<i>Way Out in the Desert</i> by T.J. Marsh and Jennifer Ward	\$8.83
<i>About Amphibians: A Guide for Children</i> by Cathryn Sill	\$8.99
<i>See How They Grow- Frog</i> by Kim Taylor	\$9.99
<i>The Salamander Room</i> by Anne Mazer	\$7.99
<i>Tad</i> by Benji Davies	\$16.55
<b>Wordless Books</b>	
<i>A Boy A Dog and A Frog</i> by Mercer Mayer	\$7.99
<i>Frog on his Own</i> by Mercer Mayer	\$7.99
<i>One Frog Too Many</i> by Mercer Mayer	\$7.99
<i>Gem</i> by Holly Hobbie	\$16.99
<b>Total Book Cost</b>	<b>\$224.13</b>

<b>Craft and Additional Materials</b>	
Paper (large and scrap) and glue for mapping classroom	Likely already purchased
<a href="#">North American Animals Figurines</a> (optional <i>Ten on the Sled</i> )	\$13.16 (set of 12)
<a href="#">Crocodile Figurines</a> (optional <i>Counting Crocodiles</i> )	\$12.75 (set of 16)
White yarn (if sewing mittens together)	\$3-\$4
Crayons or markers for coloring animals in <i>The Mitten</i> craft	Likely already purchased
<a href="#">Green tissue paper</a> for <i>See How They Grow- Frog</i> craft	\$11.99 (set of 180 sheets)
Liquid glue (watered down) for <i>See How They Grow-Frog</i> craft	Likely already purchased
<b>Total Cost of Crafts and Math Materials</b>	<b>\$41.90</b>

Material List for Unit 3- North America

(Continued)

Map and Globe Center Materials	
<a href="#">Puzzle globe</a>	\$26.80
<a href="#">Map posters</a> - world, USA, planets (save for Unit 4)	\$17.99
<a href="#">World map floor puzzle</a>	\$17.99
Paper (large and scrap), crayons, glue, etc. for making maps	Low or no cost
<b>Total Cost of Center</b>	<b>\$62.78</b>

Dramatic Play- Nature Center Materials	
Scientist cards	Cost of printing and lamination
North American Habitats Book	Cost of printing and lamination
<a href="#">Magnifying glasses and tweezers</a>	\$16.99
<a href="#">Binoculars</a>	\$22.99 (set of 12)
<a href="#">Microscope</a>	\$33.99
<a href="#">Naturalist costume</a>	\$15.99
Pinecone transfer- bowls	Varies
Pinecone transfer- tweezers	Included in set above
<a href="#">Color mixing- dropper</a>	\$7.29 (set of 8)
Color mixing- food dye	Varies
<a href="#">Color mixing- paint palette</a>	\$4.99 (set of 4)
Life cycle cards (salamander, frog)	Cost of printing and lamination
Books about North America for exploring	Varies
<b>Total Cost of Dramatic Play Center</b>	<b>\$102.24</b>

**Total cost for Unit 3= \$431.05**

Materials to Prepare (Found in Materials Binder)			
	Teacher's Manual	<a href="http://www.readingscience.org">www.readingscience.org</a>	Print 2-sided, put in binder
	<i>Ten on the Sled</i> counting cards	Page 25 Materials Binder	Print, laminate, cut
	<i>Bear Snores On</i> rhyming cards	Page 27 Materials Binder	Print, laminate, cut
	<i>Counting Crocodiles</i> counting cards	Page 28 Materials Binder	Print, laminate, cut
	<i>The Mitten</i> craft templates	Page 35 Materials Binder	Print 3 pages for each student
	<i>Big Red Barn</i> rhyming cards	Page 38 Materials Binder	Print, laminate, cut
	<i>See How They Grow- Frog</i> craft template	Page 40 Materials Binder	Print one full page for each student. Cut tissue paper into small squares.
	<i>Way Out in the Desert</i> counting Eye Spy	Page 39 Materials Binder	Print one full page for each student in math small groups, laminate.
	Scientists and Tools cards	Page 41 Materials Binder	Print, laminate, cut. Place in Nature Center with <i>What is Science?</i>
	North American Habitats book	Page 44 Materials Binder	Print, laminate, make into books with animal picture cards on Velcro dots. Place in Nature Center.
	Frog Life Cycle cards	Page 49 Materials Binder	Print, laminate, cut. Place in Nature Center.
	Salamander Life Cycle cards	Page 51 Materials Binder	Print, laminate, cut. Place in Nature Center.

Optional Books Unit 3: North America

(place in Nature Center or Library)

Additional (Optional) Books About Maps, Globes, and North America
<i>We Can Use a Map</i> by R.J. Macready
<i>Looking at Maps &amp; Globes</i> by Rebecca Olien
<i>North America</i> by Rebecca Hirsch
<i>North America</i> by Mary Lindeen
<i>Let's Explore North America: Most Famous Attractions in North America</i> by Speedy Publishing
<i>Help the Animals of North America</i> by Robert Sabuda
<i>The Animals of North America</i> by Amie Jan Leavitt
<i>Hello, National Parks!</i> by Martha Day Zschock
<i>All Aboard! National Parks</i> by Kevin & Haily Meyers
<i>How to Make a Cherry Pie and See the USA</i> by Marjorie Priceman
<i>Carson Crosses Canada</i> by Kass Reich

Additional (Optional) Books About North America
<i>Forest Adventure</i> by tony Milton
<i>Mountain Night Mountain Day</i> by Anthony Fredericks
<i>Babies on the Farm</i> by Rachelle Nelson
<i>On the Farm</i> by David Elliot
<i>A Frog in the Bog</i> by Karma Wilson
<i>Frog in a Bog</i> by John Himmelman
<i>Some Babies are Wild</i> by Marion Dan Bauer
<i>Lizard from the Park</i> by Mark Pett
<i>A Gift from Abuela</i> by Cecilia Ruiz
<i>Baby Rattlesnake</i> by Te Ata
<i>Desert Night Desert Day</i> by Anthony Fredericks



## North America Map and Globe Center



**Purpose:** Let children explore globe 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.**

### How it Works:

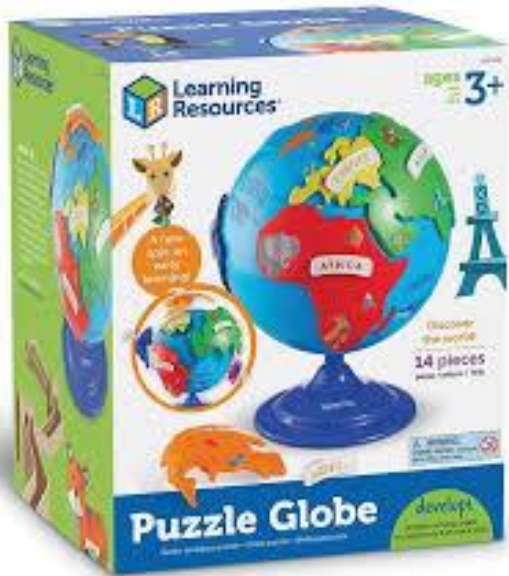
- Find a place in the classroom where you can set up a maps and globes activity area.
- Explain how they can use this area to learn more about the world.
- For this unit, add books about North America in addition to the maps books. As you do later units on other continents add additional books and activities.

### Possible Activities

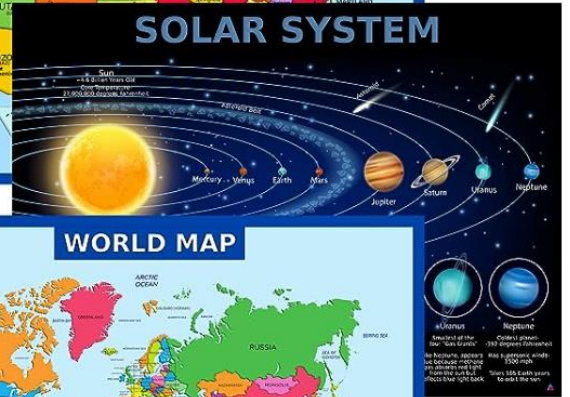
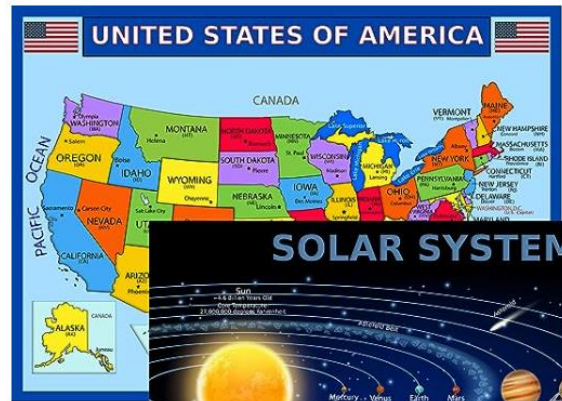
- Interactive Globe
- Small maps that can be explored (especially of places they have been or know: map of the school, map of a local zoo, map from a recent field trip)
- World map floor puzzle
- Coloring work and crayons—color a map of the world, make a map of a familiar place
- Make a map of the classroom



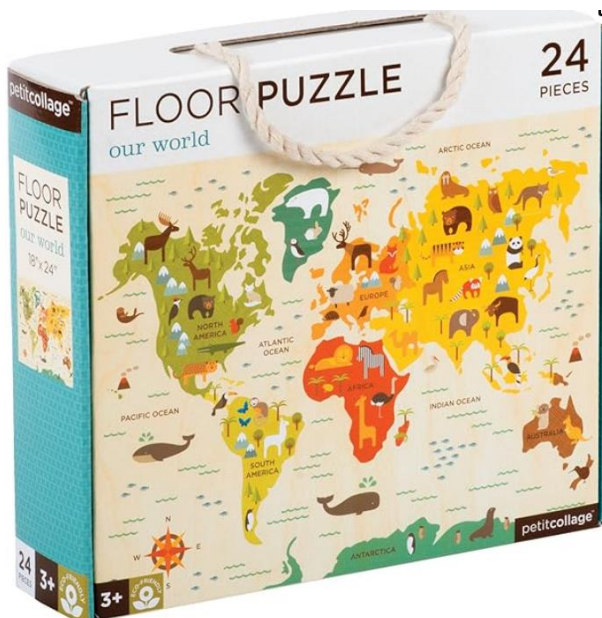
## North America Map and Globe Center



Puzzle Globe  
\$26.80



Map Posters  
\$17.99



World Map Floor Puzzle  
\$17.99

### Additional Items

- Paper (large and scrap), glue, crayons for making maps of familiar places
- Small maps of familiar places (the local zoo, a favorite park, etc.)
- Books about North America

## North America Dramatic Play Nature Center

**Purpose:** Let children explore themes around science and nature, including life cycles of amphibians and a simple experiment.

**Materials:** Scientist cards, naturalist costume, items from nature, scientific tools for exploring, small notebooks for recording observations, simple color mixing experiment, North American Habitats book, and pinecone transfer activity

**We suggest Adding these materials after Book 10 *What is Science?* by Rebecca Kai Dotlich. Children will be 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.)
- Guide students in discussing animal habitats in North America and placing animal picture cards in correct biome with North American Habitats book (after *Way Out in the Desert* is read.)
- 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 Nature Dramatic Play Center

## 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.**



## North American Habitats Book



Display in Nature Center. Store animal picture cards in a small basket.



Attach Velcro dots to each page and the back of each animal picture card.



Guide children in identifying the correct habitat for each animal and placing it in the book.

## Whole Group Circle Time—Basic Outline

1. Gathering Together (2 min): ABC Song to call student to circle.
2. Language Time! (3 min) – Nursery Rhyme, Finger Play, Song, Poem
3. Learning New Things (10 min)
  - a. Topic discussion for week 1: Showing Kindness to our Friends & Community
  - b. Story & Discussion Using 1, 2, 3 Shared Story Routine
  - c. Included periodically: Shared Writing Experience
4. Highlight Center Where You Can Learn More

### Second Read of Circle Time Story – Basic Outline

1. Story & Discussion, 1, 2, 3 Shared Story Routine
2. Follow Up Activity or Craft

### **The 1, 2, 3 Shared Story Routine – Read Two Times**

#### 1<sup>st</sup> Read – Focus on Listening to the Story—Whole Group Story Time

##### **1. Before:**

1. Introduce the topic
2. Introduce the book to generate excitement.
3. Point out title, author, & illustrator.

##### **2. During:**

1. Read with very few interruptions so children can get a sense of the full story.
2. Model Thinking Aloud.
3. Draw children’s attention to key content, vocabulary, and story elements: characters, setting, the problem, etc.

##### **3. After:**

1. Ask their opinion—did they like it? Thumbs up/down. Why? Provide a sentence stem.
2. Questions: Ask simple questions about the book.
3. Review vocabulary & connect content of the book to their knowledge of the topic.  
(2 & 3 should go in the order that makes sense for the book discussion)

#### 2<sup>nd</sup> Read – Discuss Together & Activity

##### **1. Before:**

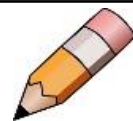
1. Ask the children if they can remember what this book is about—show them the cover to remind them.
2. Point out the title, author, & illustrator.
3. Tell them we are going to read the story again and discuss the story. So be ready to share your ideas!

##### **2. During:**

1. Read with excitement and fluency.
2. Ask questions about how characters feel or what they might be thinking.
3. Highlight key vocabulary, content, and story elements.

##### **3. After:**

1. Ask for their opinion—did they like it? Thumbs up/down. Why? Provide a sentence stem.
2. Ask a few questions about story elements and discuss 2-3 interesting vocabulary words.
3. Complete follow up activity



### Shared Writing Experience - Basic Outline

Exposing children to print at an early age is helpful in many aspects of learning to read. The Shared Writing Routine is done across a number of books (not all) in each Unit at least once a week.

Goals of the Shared Writing experience:

- Meaningful exposure of children to print, helping them understand that print carries meaning,
- Demonstration of the process of transcribing speech to print,
- Highlighting of specific letter-sound relationships and conventions of writing.

When planning Shared Writing experiences, make sure to keep the following in mind:

1. Facilitate the production of a topical message that is reflective of your current Project Ready! theme. Make sure this message incorporates **target vocabulary** and **current theme**.
2. Keep sentences constructed short (5-7 words) and the total text brief (2-4 sentences).
3. When gathering input from children regarding the written message construction, “recast” the messages to ensure that they are clear and reflect content from the theme. This “recasting” requires restating students’ input into clear and grammatically standard statements.

You can use this Shared Writing Preparation Template to prepare for a shared writing experience:

1. Topic of Message: (to be reflected in the first and last sentence):

*Plan your topic sentence or the topic that you will communicate in the first sentence.*

Vocabulary word(s) to include:

*Include a word or words that have been highlighted in the 1, 2, 3 Shared Reading Routine.*

Specific letter(s) or conventions to highlight:

*This could include attention to spaces between words, directionality, punctuation, capital letters, and sentence types.*

2. Plan your sentences. *Often you will follow this pattern:*

Topic -

Detail -

Detail -

Detail -

Concluding

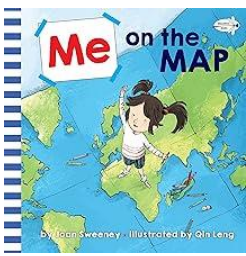
The Shared Writing Routine utilizes these three steps repeatedly for each sentence written together: Plan – talk to the children about what to write; Write – write within view of the children and “think aloud” as you write your sentence, highlighting the vocabulary and conventions you planned; Read – Point to each word and read the sentence together. There are four different types of writing highlighted across the curriculum

**1. Tell a Story      2. Express Ideas      3. Share Information      4. Discuss & Respond to Questions**

With most writing teachers should facilitate the development of a paragraph structure including an introductory (topic) sentence, followed by details, and finished with a “wrap up” (concluding) sentence. By continually modeling the basic paragraph structure, a foundation for this type of organization within children’s writing is established.







**Unit:** North America, Part 1- Maps & Globes  
**Book 1:** Me on the Map by Joan Sweeney



### Optional Re-Read & Activity- Craft

**Extra Materials Needed:** paper (large and scrap), glue, markers or crayons

#### Before:

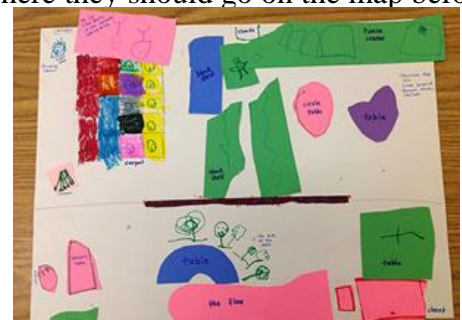
1. Ask if they can remember what this book is about- show them the cover to remind them.  
*We have already read this story. Do you remember it? Look at the cover. What is this girl standing on? A map! Maps of pictures of places that show us where things are.*
2. Point out title & author- ask if anyone 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! 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. Ask Questions
  - a. "This is my house on the map of my street." *What is a map?* (A picture of a place that shows us where things are.)
  - b. "This is a map of my town." *What do you think this big blue line represents?* (a river)
  - c. "This is a map of my state." *Her state is called Kansas. What is the name of our state?* (Ohio)
  - d. "This is my country on a map of the world." *Where is our country on the map of the world? Is it the same country?*

#### After:

1. Ask for their opinion- did they like it? Thumbs up/down? Tell me one thing you learned in this story. "I learned..."
2. Discussion questions
  - a. *What maps did we see in this book?* (a map of her room, her house, her town, her state, etc.)
  - b. *In what country does the girl live?* (The United States of America)
3. Do craft activity. Remember, these groups should be heterogenous so students can learn oral language skills from each other. After reading the story again, introduce the craft. Explain that you will be making a map of the classroom. Look at the map of the girl's bedroom to guide children in connecting the concept that a map is a picture of a place that shows where things are. 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.





North America  
Text by The Project Ready! Team



**Unit:** North America, Part 1- Maps & Globes

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

**Extra Materials Needed:** map of world and globe



## Language Time

The Continent 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

## 1. 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.*

## 2. 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.

- "Let's count them on this map *Help me count the continents. Which one is ours?*
- "People in North America live in lots of different places." *What sort of place do you live in? Do you live in a big city? On a farm in the country?*
- "What animals live in the tundra?" *The tundra is cold and snowy. What animals could live there?*

**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/highlight vocab words when they come up in the story. Reinforce throughout the day.

**continent-** a large piece of land on the Earth

*This map shows the seven continents, big pieces of land, on our Earth.*

**country-** smaller parts of a continent

*North America is made of three main countries. Our country is called USA.*

**habitat-** a place where certain plants and animals live and grow  
*There are many different habitats in North America.*

## 3. After

**1. Ask their Opinion-** *I liked that book! My favorite part was thinking about what animals might live in each habitat.* Call on a few children to answer, "My favorite part was..."

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

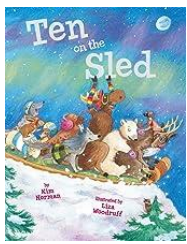
- *What is the name of our continent?* (North America)
- *What is the name of one habitat in North America?* (tundra, desert, etc.)

**3. Follow Up Activity-** Introduce map and globe center

- Show the children the items in the center. Explain that they can explore maps and globes. They can also create their own maps of places they know. 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.







**Unit:** North America, Part 1- Maps & Globes  
**Book 3:** Ten on the Sled by Mary Kim Norman  
**Extra Materials Needed:**



**Language Time**

The Continent 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

**1. Before**

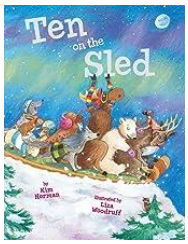
- 1. Topic Introduction-** *We have been reading about North America. Yesterday we learned that there are many habitats in North America where different animals live.*
- 2. Book Introduction-** *Look at this picture. I see a bunch of animals on a sled! I remember some of these animals from our book yesterday. Here's a polar bear. Do you see any other animals we read about yesterday? The sheep! The sheep lives in the mountains.*
- 3. Title and Author-** Draw attention to title and author

**2. 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.
  - "and the seal spilled out." *Oh no! There were 10 animals on the sled but one spilled out. I wonder how many animals are on the sled now.*
  - "till Sheep shot out!" *Poor sheep! This looks just like the sheep that lived in the mountains. Remember that sheep from our book yesterday?*
  - "There were 6 on the sled." *Help me count all six animals on the sled.*
  - "Just one is no fun!" *Caribou is lonely. He's the only one on the sled. I wonder what will happen now.*
- 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/highlight vocab words when they come up in the story.  
 Reinforce throughout the day.  
**whirl-** spin around and around  
*Walrus whirled out of the sled. Look at these whirly lines!*  
**leap-** jump far  
*The animals leaped onto the sled again.*

**3. After**

- 1. Ask their Opinion-** *Did you like counting as the animals fell off the slide?*
- 2. Ask Questions-** 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?* (animals)
  - *What animals did we see in this book?* (Various answers- polar bear, sheep, etc.)
- 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.*



**Unit:** North America, Part 1- Maps & Globes  
**Book 3:** Ten on the Sled by Mary Kim Norman



Re-Read & Activity- Math Activities

**Extra Materials Needed:** North American Animal Figurines or *Ten on the Sled* Counting Cards

### Before:

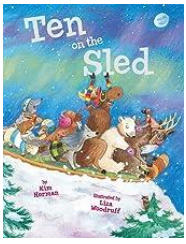
1. Ask if they can remember what this book is about- show them the cover to remind them.  
*We have already read this story. Do you remember it? Look at the cover. What did we count in this book? What did the animals do in this story?*
2. Point out title & author- ask if anyone can tell you what the author does.  
*The title of this story is Ten on the Sled. The author of the story is Mary Kim Norman. Who remembers what the author does? Tell me. Yes, the author writes the words. The illustrator is Liza Woodruff. What does the illustrator do? They draw 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. Ask Questions
  - a. “till hare hopped out” *How many animals are left on the sled? There were 9 and 1 hopped out. (8)*
  - b. “till walrus whirled out” *What does that word whirled mean? (spin around and around)*
  - c. “till squirrel squeezed out” *How many animals are left? There were 5 and 1 squeezed out. (4)*
  - d. “till moose muddled out” *How many animals are left? There were 3 and 1 muddled out. (2)*
  - e. “all leaped on again” *What does that word leaped mean? (jump far)*

### After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.  
*Did you like this story? Raise your hand to tell me. “I liked this story because...”*
2. Discussion questions
  - a. *What happened to the animals as they rode the sled? (they fell off)*
  - b. *How many animals were on the sled in the beginning? (ten)*
  - c. *Who was lonely because they were the only animal left on the sled? (caribou)*
  - d. *What did the animals do at the end of the story? (went for another ride on the sled)*
3. Do a math activity. Remember, these groups should be homogenous and small so each child’s math skill level can be targeted. Manipulatives: animal figurines or counting cards (see North America Materials binder)



**Unit:** North America, Part 1- Maps & Globes  
**Book 3:** Ten on the Sled by Mary Kim Norman



Tell a Story

**Extra Materials Needed:** book and whiteboard or chart paper to create shared writing

### Shared Writing Preparation Template: Tell a Story

**Topic Sentence:** Prepare this topic sentence by writing it on the Shared Writing board, leaving a blank space for the purple word:

**Ten** animal friends gathered on a sled for a ride.

**Vocabulary** to include, if possible:

**whirl-** spin around and around

*Walrus whirled out of the sled. Look at these whirly lines!*

**leap-** jump far

*The animals leaped onto the sled again.*

**Specific letters or conventions to highlight:**

Current letters from the alphabetic group, capitals, periods

**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.*

### Steps in the Process

**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? They all fell off! Do you remember when sheep swirled 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?*

**Write:** Write Ten to complete the sentence.

**Read aloud, pointing to each word:** *Ten animal friends gathered on a sled for a ride.*

### Write Detail Sentence(s)

**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.

**Write:** First the seal spilled out.

**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.**

### Write Concluding Sentence

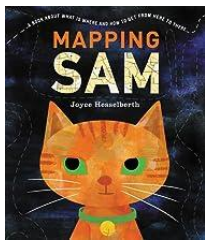
**Plan:** *We told about what happened when the animals went down the hill. Now, how did the story end?*

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

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





**Unit:** North America, Part 1- Maps & Globes

**Book 4:** Mapping Sam by Joyce Hesselberth

**Extra Materials Needed:** map and globe

chALLENGE

### Language Time

The Continent 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

## 1. 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. 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

## 2. 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.

- "If we mapped the first part of Sam's journey, it would look like this." *I see what Sam did on the map. 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.*

- "Map can show things that are big, like the Earth..." *We have a map puzzle that shows the whole Earth! Our Earth is so big but we can make a map of it!*

- "and heads for home..." *This map shows Sam's path across town. Sam is going home.*

**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/highlight vocab words when they come up in the story. Reinforce throughout the day.

**map-** a picture of a place that shows where things are

*This is a map of Sam. We can make maps of things that aren't places!*

**Earth-** our planet

*Look how big our Earth is! You can make maps of things that are huge.*

**navigate-** plan how to get somewhere

*Mapping the stars helped boats to navigate a long time ago.*

## 3. After

**1. Ask their Opinion-** *Did you enjoy this book? Thumbs up if you did.*

**2. Ask Questions-** 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?* (Sam)

- *Where did Sam go?* (Various answers. Use book to guide answers if necessary.)

**3. Follow Up Activity-** Vocabulary Review (Navigate with a treasure map)

- Explain, *In this story, Sam navigated around her town. Navigate means to plan how to get somewhere. We are going to practice navigating today with a TREASURE MAP!* Navigate around the school or classroom using a simple treasure map to find a surprise. The surprise should be something small like stickers. The fun is in using the map to navigate. Encourage students to look at the map and make decisions about where and how to navigate at every turn. Use the word navigate as often as possible. Encourage children to say it, too.





**Unit:** North America, Part 1- Maps & Globes

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

**Extra Materials Needed:** map and globe



## Language Time

The Continent 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

## 1. 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. 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

## 2. 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.

- Pg. 4 "It is between Canada and Mexico." (Point to map) *Here is our country. There's a big country here called Canada and another country down here called Mexico. All three countries are part of North America.*

- "Some people build airplanes, cars, computers, or houses." *I think it sounds fun to have a job where you build things. I wonder what these workers are building?*

- Pg. 18 "Fries and other potatoes are the most popular vegetable." *When something is popular it means many people like it. I like potatoes. Do you?*

**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/highlight vocab words when they come up in the story. Reinforce throughout the day.

**country-** smaller parts of a continent

*The United States is a country in North America.*

**forest-** 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!*

**desert-** a place with very little rain

*There are many deserts in the Southwest part of our country.*

## 3. After

**1. Ask their Opinion-** *Did you enjoy learning more about our country? Tell someone near you about your favorite part of the book.* Pause for brief conversation. *Raise your hand if you want to tell everyone about your favorite part.*

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

- *What was this book about?* (our country, the USA, etc.)

- *How do we celebrate our country's birthday?* (Show pg. 14 to guide discussion)

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

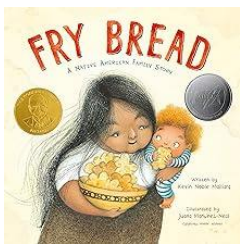
- Explain, *We are going to play a game called Was it in the Book? I'm going to say a fact. You will nod your head if the fact was in the book and shake your head if it wasn't in the book.* Practice nodding and shaking.

- *We live on a continent called North America.* (Yes)

- *We live in a country called The United States of America.* (Yes)







**Unit:** North America, Part 1- Maps & Globes  
**Book 6:** Fry Bread by Kevin Noble Maillard  
**Extra Materials Needed:** map and globe

## Language Time

The Continent 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

## 1. 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 we had countries. This story is about a Native American family today making a favorite food.*

**3. Title and Author-** Draw attention to title and author

## 2. 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.

- "All mixed together in a big bowl!" *It looks like all of the children are helping Grandma to gather the ingredients for fry bread. She has the big bowl for mixing.*
- "Fry bread is art" *They are weaving beautiful coil baskets and making dolls.*
- "Fry bread is Nation" *Abenaki, Apache, Arapahoe. Those are all different groups (tribes) of Native Americans.*

**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/highlight vocab words when they come up in the story. Reinforce throughout the day.

**dough-** the bread before it is cooked

*They are molding, or squishing, the soft dough flat like a pancake.*

**skillet-** pan

*The skillet is hot. When they drop the dough in, the oil bubbles and pops.*

**powwow-** parties, festivals, gatherings of people

*Families share fry bread on regular nights or at a special event like a powwow.*

## 3. After

**1. Ask their Opinion-** *Did you like reading about the family making fry bread? Thumbs up if you think you would like to taste fry bread. Thumbs up if you would like to try making fry bread.*

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

- *What did the family make in this book?* (fry bread)
- *Who was this story about?* (a Native American family)
- *What is a special food your family makes?* (various answers)

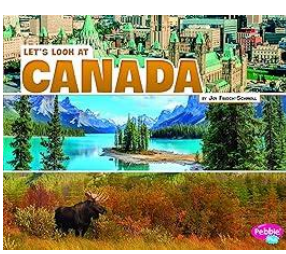
**3. Follow Up Activity-** Story Retell

- 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.





**Unit:** North America, Part 1- Maps & Globes

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

**Extra Materials Needed:** map and globe



## Language Time

The Continent 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

## 1. 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 on 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 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?*

## 2. 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.

- Pg. 4 "It borders the United States." *Canada borders, or touches our country. It's our neighbor!*
- Pg. 14 "Canada Day is July 1" *Canada's birthday is July 1<sup>st</sup> and The USA's birthday is July 4<sup>th</sup>. Their birthdays are only 3 days apart!*
- Pg. 18 "It is french fries covered with cheese and gravy." *This food looks interesting! I've never tried it. I wonder if it's yummy.*

**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/highlight vocab words when they come up in the story. Reinforce throughout the day.

**country-** smaller parts of a continent

*Canada is the biggest country in North America.*

**forest-** a piece of land with many trees, plants, and animals

*The forests have deer, wolves, and bears. We have forests in the USA, too.*

**waterfall-** a place where water flows over the edge of a hill or mountain

*Niagara Fall is a huge waterfall. Many people visit to see the Falls.*

## 3. After

**1. Ask their Opinion-** *Did you enjoy learning about Canada? Tell someone near you one thing you learned. Raise your hand if you want to tell us what you learned.*

**2. Ask Questions-** 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?* (Canada)

- *Where is Canada on the map?* (Encourage a few children to point and say, "Canada is right here.")

**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.

- *Canada is a country on the continent called North America.* (Yes)

- *We live in Canada.* (No)





**Unit:** North America, Part 1- Maps & Globes  
**Book 8:** Let's Look at Mexico by A.M. Reynolds  
**Extra Materials Needed:** map and globe



CHALLENGE

## Language Time

The Continent 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

## 1. Before

**1. Topic Introduction-** *We have been learning all about the continent we live on. Everyone tell me the name of our continent. Ready? 1,2,3. 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 Mexica. Can you guess the name of the country we will be reading about today? 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.*

## 2. 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.

- Pg. 4 "Mexico is a country in North America." *Mexico is here on the map. The USA is here and this large part is Canada up here.* (point to map)
- Pg. 8 "All kinds of animals live in Mexico." *These are not animals we see in our country. It would be so interesting to see a howler monkey in the wild!*
- Pg. 12 "The food is full of flavor" *Yum! I love eating Mexican foods like tacos and enchiladas. Have you tried those foods?*

**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.

**country-** smaller parts of a continent

*Mexico is a country in North America.*

**desert-** a place with very little rain

*There are deserts in our country, too.*

**rain forest-** a forest with lots of trees, animals, and rain

*Rain forests are hot and moist, with lots of rain.*

## 3. After

**1. Ask their Opinion-** *I enjoyed learning about Mexico. What was your favorite thing to learn? Turn to someone near you and tell them your favorite thing.*

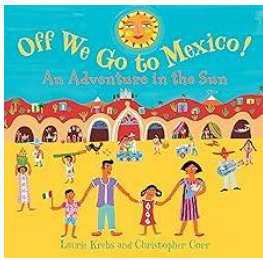
**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What country was this book about?* (Mexico)
- *Where is Mexico on the map?* (call on a few children to point to Mexico)

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





**Unit:** North America, Part 1- Maps & Globes  
**Book 9:** Off We Go to Mexico by David McPhail  
**Extra Materials Needed:** map and globe



## Language Time

The Continent 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

## 1. Before

**1. Topic Introduction-** *Yesterday we read a non-fiction book about Mexico. We learned about the country of Mexico.*

**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? (pause) 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

## 2. 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.

- First page. *I see 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. Repeat this with 1-2 Spanish words on each page.
- "Up mountains **steep**, through tunnels **deep**." *Steep. Deep. Those words rhyme. They sound the same at the end.*
- "We climb amazing pyramids" *We learned about these pyramids in our other book about Mexico. They were built a long, long time ago and they're still here.*
- "We hike up to the winter home of monarch butterflies." *Monarch butterflies travel to Mexico in the winter when it is cold in other places.*

**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.

**strum-** play, use your thumb to pluck the strings

*The mariachi band strums their guitars.*

**plaza-** an open place between buildings where people gather.

*These people are dancing in the plaza while others watch.*

**farewell-** goodbye

*Their trip to Mexico is over. They have to say farewell, goodbye.*

## 3. After

**1. Ask their Opinion-** *There are so many neat things to do in Mexico! What was your favorite part? Raise your hand if you want to share your favorite part. Say, "My favorite part was..."*

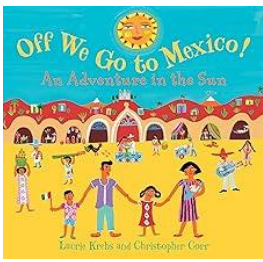
**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *Where did the family go in this book?* (Mexico)
- *What did the family do in Mexico?* (various answers)
- *When do the monarch butterflies visit Mexico?* (in the winter)

**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**.* (Yes)
- *As dancers **twirl**, their costumes **swirl**.* (Yes)



**Unit:** North America, Part 1- Maps & Globes  
**Book 9:** Off We Go to Mexico by Laurie Krebs



Share Information

**Extra Materials Needed:** book and whiteboard or chart paper to create shared writing

### Shared Writing Preparation Template: Share Information

**Topic Sentence:** Prepare this topic sentence by writing it on the Shared Writing board, leaving a blank space for the purple word:

There are many things to see and do in **Mexico**.

**Vocabulary** to include, if possible:

**strum**- play, use your thumb to pluck the strings

*The mariachi band strums their guitars.*

**plaza**- an open place between buildings where people gather.

*These people are dancing in the plaza while others watch.*

**Specific letters or conventions to highlight:**

Current letters from the alphabetic group, capitals, periods

**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.

### Steps in the Process

**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.*

### Write Detail Sentence(s)

**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.

**Write:** People visit the beaches.

**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.**

### Write Concluding Sentence

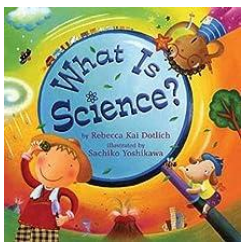
**Plan:** *We told about some things you can see and do in Mexico. Now we need to tell our readers that we are done. How could we do that?*

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

**Read aloud, pointing to each word:** *Mexico is an interesting country.* Read again, encouraging children to read with you

**\*Read whole paragraph with students. Post writing where they can return to it frequently to "read."** 34





**Unit:** North America, Part 2- Scientists and Animals  
**Book 10:** What is Science? by Rebecca Kai Dotlich  
**Extra Materials Needed:** Nature Center ready for play



## Language Time

Continents Song  
(tune of *Are You Sleeping?*)

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

## 1. Before

**1. Topic Introduction-** *We have been reading books about our continent, North America. 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

## 2. 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.

- “of seed and grass ” *This scientist is using a magnifying glass to study plants.*
- “The study of trees.” *These scientists are using books to help them understand trees. Scientists learn by looking up information in books.*
- Last page “What IS science?” *This scientist is using a telescope to study the stars in the night sky.*

**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.

**study-** look at very closely

*Scientists study everything! They use special tools to help them look.*

**fossils-** rocks that were once, a long time ago, living plants and animals  
*Sometimes scientists find fossils in the dirt to study closely.*

**ocean-** a huge body of salt water; the parts of the earth not covered by continents

*Scientists study places that are hard to see, like the bottom of the huge ocean.*

## 3. After

**1. Ask their Opinion-** I learned that scientists study everything! What is your favorite thing that scientists study? Turn to the person sitting next to you and tell them your favorite thing that scientists study.

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

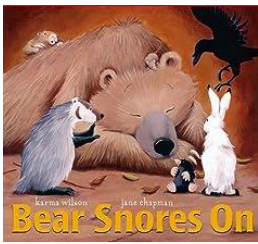
- *What do scientists study?* (various answers- stars, plants, fossils, etc.)

- *What tools do scientists use?* (various answers- books, magnifying glasses, etc.)

**3. Follow Up Activity-** Introduce nature center

- 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.





**Unit:** North America, Part 2- Scientists and Animals

**Book 11:** Bear Snores On by Karma Wilson

**Extra Materials Needed:** rhyming cards (if not doing optional re-read)



## Language Time

Continents Song  
(tune of *Are You Sleeping?*)

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

## 1. 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. Do you know the name of any of these animals?*

**3. Title and Author-** Draw attention to title and author

## 2. 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.

- "sleeps a great brown bear" *Bears sleep all winter! They stay safe and warm in their cozy lairs.*
- "So they pop white corn." *They made popcorn? I wonder if the pop, pop, pop noise will wake bear?*
- "and the whole crowd freezes..." *I'm certain that big sneeze woke bear up! Let's keep reading to find out what happens.*

**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.

**lair-** a cave that is a resting place for a wild animal

*Bear is hiding in his deep, dark lair.*

**divvy-** to make small groups for sharing

*Badger brought honey-nuts. They are going to make smaller groups so everyone can share them.*

**slumbering-** sleeping

*Slumbering bear is sleeping through the party in his lair!*

## 3. After

**1. Ask their Opinion-** *Thumbs up if you liked that story. Thumbs down if you didn't.*

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

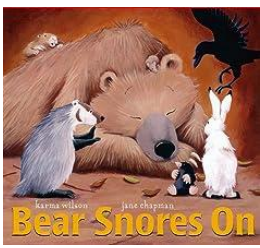
- *Who was this story about?* (Bear and his forest friends)
- *When did this story happen?* (in the winter)

**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**.* (Yes)
- *pitter-pat, tip-toe... from the fluff-cold **snow**.* (Yes)
- *Tunnel up through the **floor**... flutter in through the **door**!* (Yes)

\*You may use the rhyming cards (optional re-read) to guide this activity.



**Unit:** North America, Part 2- Scientists and Animals

**Book 11:** Bear Snores On by Karma Wilson

**Optional Re-Read & Activity-** Rhyming Cards



**Extra 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!*

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 with excitement and fluency.

2. Ask Questions

a. "through the long, cold winter sleeps a great brown bear." *Bear is sleeping all winter long! Why is bear sleeping so long? (That's what bears do.)*

b. "So they pop white corn." *They are making popcorn. Is that quiet or noisy? (noisy)*

c. "three leaves, drifting down." *I'm noticing that the number of leaves is going down now. It is fall, when the colorful leaves fall out of the trees. I think there are going to be no leaves soon.*

d. "I have had none!" *Bear's friends shared treats in his lair and he didn't get any because he was sleeping. How does Bear feel about that? (sad)*

### **After:**

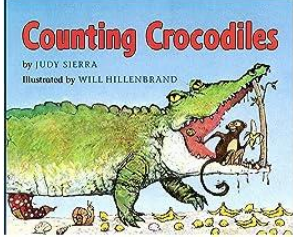
1. Ask for their opinion- did they like it? Thumbs up/down? What was your favorite part?" My favorite part was...

2. Discussion questions

a. What made Bear wake up? (a big sneeze; he got pepper in his nose)

b. When did the story happen? (winter)

3. Do rhyming activity. Remember, these groups should be heterogenous so students can learn oral language skills from each other. 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. 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.



**Unit:** North America, Part 2- Scientists and Animals

**Book 12:** Counting Crocodiles by Judy Sierra

**Extra Materials Needed:**



## Language Time

Continents Song  
(tune of *Are You Sleeping?*)

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

## 1. Before

**1. Topic Introduction-** *We have been learning about our continent. Raise your hand if you remember the name of our continent. 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

## 2. 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.

- "I'm all puckered up inside." *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.*
- "feasting fearlessly on fishes." *The sea is full of crocodiles. The monkey won't be able to just swim across the get the delectable bananas.*
- "With her mouth full of bananas" *Wait a minute! The monkey has bananas now! She tricked those crocodiles and made it across the sea.*

**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.

**Clever-** very smart

*The monkey is very smart.*

**sour-** not sweet, like lemons

*The clever little monkey lives in a sour lemon tree.*

**delectable-** delicious

*The banana tree looks delectable. The monkey wants to eat some bananas.*

## 3. After

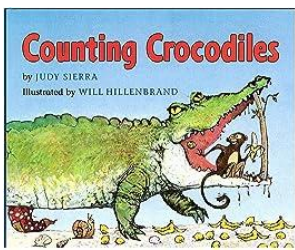
**1. Ask their Opinion-** *Thumbs up if you liked that story. Thumbs up if you thought that monkey was very clever.*

**2. Ask Questions-** 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?* (crocodiles)
- *Who was the story about?* (a clever monkey, crocodiles)
- *Why did the monkey cross the sea?* (she wanted to eat bananas)

**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.*



**Unit:** North America, Part 2- Scientists & Animals  
**Book 12:** Counting Crocodiles by Judy Sierra

Re-Read & Activity- Math Activities



**Extra Materials Needed:**

### **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 did we count in this book? (Point to monkey on cover) Who is this? Why is this monkey eating a banana?*

2. Point out title & author- ask if anyone can tell you what the author does.

*The title of this story is Counting Crocodiles. The author of the story is Judy Sierra. Who remembers what the author does? Tell me. Yes, the author writes the words. The illustrator is Will Hillenbrand. What does the illustrator do? They draw 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. Ask Questions

a. "I'm all puckered up inside." *How does the monkey feel about eating lemons? Does she like it?* (No! She's all puckered up inside.)

b. "They appeared to be quite vicious." *Do the crocodiles seem friendly to you?* (No)

c. "Four crocs building with blocks" *How many crocs were building with blocks?* (Four)

d. "With her mouth full of bananas" *How did the monkey get to the bananas?* (She tricked the crocodiles into making a bridge so she could cross the sea.)

e. "I need to count you one more time." *Why does the monkey need to count the crocs again?* (She needs to get back to her home.)

### **After:**

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.

*Did you like this story? Raise your hand to tell me. "I liked this story because..."*

2. Discussion questions

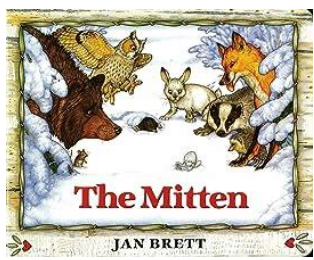
a. Who was the story about? (a clever monkey and crocodiles)

b. What did the monkey want? (bananas)

c. How did the monkey get the bananas? What did she do? (tricked the crocodiles)

d. How many crocs were dressed like Goldilocks? (ten)

3. Do a math activity. Remember, these groups should be homogenous and small so each child's math skill level can be targeted. Manipulatives: crocodiles (\$12.75 for 16 piece set) or crocodile pictures (see North America Materials binder)



**Unit:** North America, Part 2- Scientists and Animals  
**Book 13:** The Mitten by Jan Brett  
**Extra Materials Needed:** map and globe



## 1. 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

## 2. 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.

- "you'll never find it." *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.*
- "when he saw the rabbit's big kickers he moved over." *I think mole is worried that rabbit might kick him. They are squeezed inside the mitten!*
- "But Baba's good knitting held fast." *Baba made the mitten well. The animals are stretching it so much, but it isn't falling apart.*

**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.

**burrowed-** make a hole/home in the ground

*The mole burrowed inside the mitten and got cozy and warm.*

**grumbled-** complain in a low voice

*The animals grumbled when owl decided to move into the mitten.*

**scattered-** go in different directions

*The bear gave an enormous sneeze, scattering the animals in all directions.*

## 3. After

**1. Ask their Opinion-** *Did you like that story? I thought it was fun to see the animals squishing together in Nikki's mitten. Tell the person sitting next to you the name of your favorite animal.*

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

- *What animals were in this story?* (various answers- mole, rabbit, bear, etc.)
- *Where did Nikki lose his mitten?* (in the snow)

**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.*

### Language Time

Continents Song  
(tune of *Are You Sleeping?*)

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*)

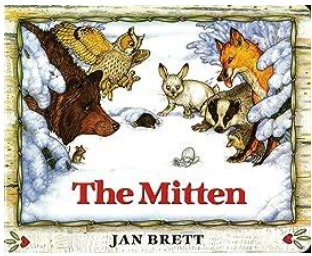
North and South  
America  
(*Point on globe or map*)

Asia, Europe, Africa  
(*Point on globe or map*)

Australia  
(*Point on globe or map*)

Antarctica  
(*Point on globe or map*)

Adapted from  
teacherspayteachers



**Unit:** The Arts, Part 1- Music  
**Book 13:** The Mitten by Jan Brett



Re-Read & Activity- Craft

**Extra Materials Needed:** craft templates from JanBrett.com (see North America Materials binder)

### 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? 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? Tell me! 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.*

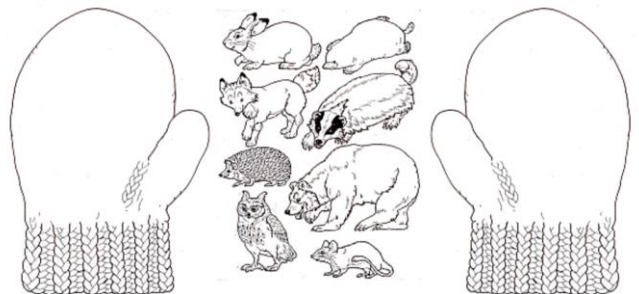
### During:

1. Read with excitement and fluency.
2. Ask Questions
  - a. “dropped in the snow and was left behind” *Did Nikki notice that he lost his snow white mitten?* (No.)
  - b. “he decided to move into the mitten and warm himself.” *Why did the hedgehog crawl into the mitten?* (to get warm)
  - c. “A great bear lumbered by.” *Is the bear going to try to crawl inside? Will he fit?*
  - d. “It was the lost mitten silhouetted against the blue sky.” *Where did Nikki find his mitten?* (Flying through the air.)
  - e. “then she saw that he still had his new mittens.” *How do you think Baba feels when she sees Nikki still has his new mittens?* (happy, proud of him)

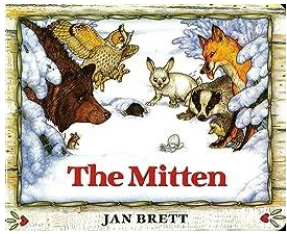
### After:

1. Ask for their opinion- did they like it? Thumbs up/down? What was your favorite animal? Provide a sentence stem “My favorite animal was...”
2. Discussion questions
  - a. *Where does this story take place?* (the forest)
  - b. *Who are the characters in the story?* (Nikki, Baba, mole, hedgehog, owl, badger, fox, bear, mouse)
3. Do craft activity. Remember, these groups should be heterogenous so students can learn oral language skills from each other. After reading the story again, introduce the craft. 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.







**Unit:** North America, Part 2- Scientists and Animals

**Book 13:** The Mitten by Jan Brett



Tell a Story

**Extra Materials Needed:** book and whiteboard or chart paper to create shared writing

### Shared Writing Preparation Template: Tell a Story

**Topic Sentence:** Prepare this topic sentence by writing it on the Shared Writing board, leaving a blank space for the purple words:

Baba gave Nikki special mittens but he **lost one**.

**Vocabulary** to include, if possible:

**burrowed**- make a hole/home in the ground

*The mole burrowed inside the mitten and got cozy and warm.*

**grumbled**- complain in a low voice

*The animals grumbled when owl decided to move into the mitten.*

**scattered**- go in different directions

*The bear gave an enormous sneeze, scattering the animals in all directions.*

**Specific letters or conventions to highlight:**

Current letters from the alphabetic group, capitals, periods

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

Middle: *Many animals squeezed into the mitten.*

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

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

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

### Steps in the Process

**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?*

**Write:** Write lost one to complete the sentence.

**Read aloud, pointing to each word:** *Baba gave Nikki special mittens but he lost one.*

### Write Detail Sentence(s)

**Plan:** *Let's work together to 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.

**Write:** Many animals squeezed into the mitten.

**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.**

### Write Concluding Sentence

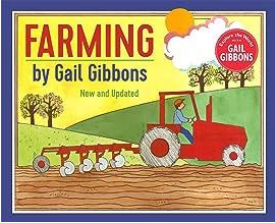
**Plan:** *We told about what happened. Now we need to tell how the story ended How could we do that?*

**Write:** The animals and mitten scattered into the sky and Nikki found his lost mitten.

**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."**





**Unit:** North America, Part 2- Scientists and Animals

**Book 14:** Farming by Gail Gibbons

**Extra Materials Needed:**



## 1. 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

## 2. 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.

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

**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.

**pasture-** a field where animals live, usually with a fence around it  
*The snow is melting in this pasture.*

**harvested-** bringing in food that has been grown  
*The cornfields are being harvested. This big tractor is collecting the corn.*

## 3. After

**1. Ask their Opinion-** *I learned a lot about farms. Tell the person next to you one thing you learned about farms. Raise your hand if you want to tell everyone.*

**2. Ask Questions-** 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?* (cows, sheep, horses, pigs, etc.)
- *Who takes care of the animals on a farm?* (farmers, veterinarians)
- *What jobs need to be done on the farm in the summer?* (various answers- gather some vegetables, collect honey, etc.)

**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.

- *Horses are farm animals that give us milk and say moo.* (No.)
- *Cows are farm animals that give us milk and say moo.* (Yes.)
- *Cows are farm animals that say neigh and people can ride them.* (No.)
- *Horses are farm animals that say neigh and people can ride them.* (Yes.)

## Language Time

Continents Song  
(tune of *Are You Sleeping?*)

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)

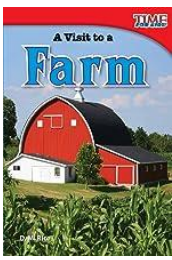
Asia, Europe, Africa  
(Point on globe or map)

Australia  
(Point on globe or map)

Antarctica  
(Point on globe or map)

Adapted from  
teacherspayteachers





**Unit:** North America, Part 2- Scientists and Animals

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

**Extra Materials Needed:**



## Language Time

Continents Song  
(tune of *Are You Sleeping?*)

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

## 1. Before

**1. Topic Introduction-** *We have been reading about farms. Sometimes animals that live in North America live on farms. Farms are places that make the food we eat.*

**2. Book Introduction-** *Today we are going to read another book about farms. This is also a non-fiction book so we are going to learn something. What do you think we will learn about? Farms!*

**3. 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.*

## 2. 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.

- “so Grandma, Grandpa, and Buddy showed us the farm.” *I wonder what they will see on the farm? I wonder what kind of farm it is.*
- “The grain feeds the animals in the winter.” *These grain silos are huge! This must be a really big farm with lots of animals to feed!*
- “Here is a map of the farm.” *Let’s find everything on the farm on this map.* Use the map key to locate everything on the 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 when they come up in the story. Reinforce throughout the day.

**corral-** a small fenced in area where animals are kept safely

*The horses are standing together in the corral.*

**pasture-** a field where animals live, usually with a fence around it

*The snow is melting in this pasture.*

## 3. After

**1. Ask their Opinion-** *Did you like that story? Thumbs up if you did. Thumbs down if you didn’t. What is one thing you learned?*

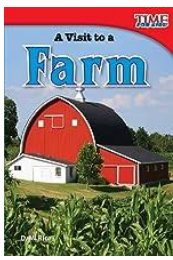
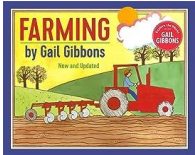
**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *Where did the children go in this story?* (the farm)
- *What did the children do on the farm?* (various answers- feed carrots to the horses, etc.)

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



**Unit:** North America, Part 2- Scientists and Animals

**Book 14:** Farming by Gail Gibbons

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



Re-Read & Non-Fiction Comparison

**Extra Materials Needed:** books

### **Before:**

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

*We have already read these books. Do you remember them? They are both about farms. Do you remember what animals live on the farm?*

2. Point out title & author- ask if anyone can tell you what the author does.

*The title of this story is Farming. Gail Gibbons is the author. She 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 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. Ask Questions (ask the same questions while reading portions of both books)

a. *What do the pictures look like? Did someone draw them or were they taken with a camera?*

b. *Is this a real horse or a drawing of a horse?*

d. *What did the farmers do in both books that was the same?*

### **After:**

1. Ask for their opinion- did you like these books?

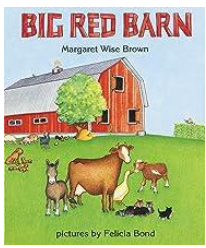
*Which book was your favorite? Point to the book that you liked the most.*

2. Discussion questions

a. *What is grown on farms?* (food, vegetables, grain, animals, etc.)

b. *How do farmers take care of their animals?* (give food and water, give them a safe home, etc.)

3. Do non-fiction comparison activity. 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. 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.*



**Unit:** North America, Part 2- Scientists and Animals

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

**Extra Materials Needed:** rhyming cards (if not doing optional re-read)



## Language Time

Continents Song  
(tune of *Are You Sleeping?*)

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

## 1. Before

**1. Topic Introduction-** *We have been reading about animals in North America. Some animals live on farms. Raise your hand if you want to share the name of one animal that lives on farms.*

**2. Book Introduction-** *Today we are going to read our last book about farms. This book is called Big Red Barn. It looks like lots of animals live on this farm.*

**3. Title and Author-** Draw attention to title and author *This book is by Margaret Wise Brown. She is the author and she wrote the words. The illustrator is Felicia Bond. She drew the pictures.*

## 2. 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.

- “in the great green field.” *This is a very large green field. I think this might be a big farm.*
- “only the animals are here today” *The family that lives on this farm is gone so the animals are alone. I wonder what they will do without people there.*
- “In a field of corn.” *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?*
- “And they played all day” *What are the animals eating? It looks like hay to me.*
- “In the big red barn.” *The animals have gone into the barn for the night.*

**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.

**weathervane-** a tool that spins and gives information about the weather  
*The weathervane is shaped like a golden horse. It’s on top of the barn.*

**scarecrow-** a pretend person made of straw and clothes to scare away birds  
*The scarecrow is in a field of corn. Does it look like a real person to you?*

## 3. After

**1. Ask their Opinion-** *Did you like that story? Thumbs up if you did. Thumbs down if you didn’t. Turn to someone next to you and tell them your favorite part.*

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

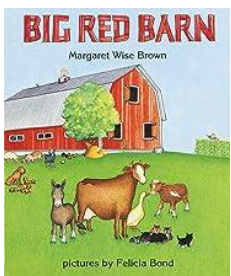
- *What animals lived on this farm?* (hens, geese, donkeys, etc.)
- *When did the story take place?* (morning-beginning, night-end)

**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.

- *a big pile of **hay**... where the children **play**.* (Yes)
- *an old **scarecrow** was leaning on his **hoe**.* (Yes)
- *standing on one **leg**... was a quiet **egg*** (Yes)

\*You may use the rhyming cards (optional re-read) to guide this activity.



**Unit:** North America, Part 2- Scientists and Animals

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

**Optional Re-Read & Activity-** Rhyming Cards



**Extra 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. Where do these animals live? On a farm!*

2. Point out title & author- ask if anyone can tell you what the author does.

*The title of this story is Big Red Barn. The author of the story is Margaret Wise Brown. Who remembers what the author does? Tell me! Yes, 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 with excitement and fluency.

2. Ask Questions

a. “a golden flying horse” *This tool is called a weathervane. What does a weathervane do? It gives the farmers information about the weather by spinning around.*

b. “Only the animals are here today.” *Are the animals sad to be alone? What do they do when they are alone?*

c. “Count them. There are ten.” *Can you help me count the egg? How does the hen take care of the eggs?*

d. “Out of the barn at the end of the day” *The day is over. Where are the animals going?*

**After:**

1. Ask for their opinion- did they like it? Thumbs up/down? What is your favorite farm animal? Provide a sentence stem “My favorite farm animal is...”

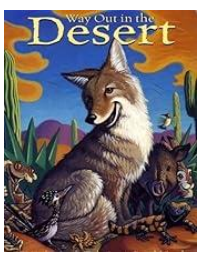
2. Discussion questions

a. *What animals lived on this farm?* (donkeys, fieldmouse, cow, dogs, etc.)

b. *Where were the baby fieldmice born?* (in a field of corn)

3. Do craft activity. Remember, these groups should be heterogenous so students can learn oral language skills from each other. 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- hay, crow, leg. 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. 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.





**Unit:** North America, Part 2- Scientists and Animals

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

**Extra Materials Needed:**



## Language Time

Continents Song  
(tune of *Are You Sleeping?*)

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

## 1. 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. Book Introduction-** *Look at this picture. I see some interesting plants and what looks like dry sand. This story is called Way Out in the Desert. That's the animal habitat we're going to learn about today. Let's clap that word. Des-ert. The desert is a dry place with very little rain and water. Some deserts are hot.*

**3. Title and Author-** Draw attention to title and author

## 2. 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.

- "where the wildflowers grew" *The desert is a dry place without much rain. These are special flowers that can grow without a lot of water.*
- "little monsters five" *Let's see if we can find and count the five gila monster babies.*
- "on the old corral gate" *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?*
- "and her little spiders ten." *Let's count all ten tarantulas. Can we find them all?*

**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.

**burrowed-** make a hole/home in the ground

*The mole burrowed inside the mitten and got cozy and warm.*

**cactus-** a plant that grows well in the dry desert, usually covered with spines  
*Saguaros are a kind of cactus. Do you see the sharp spines?*

## 3. After

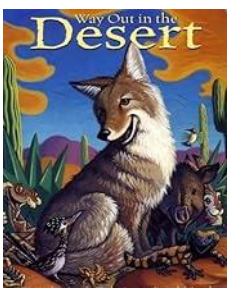
**1. Ask their Opinion-** *Did you like that story? Thumbs up if you did. Thumbs down if you didn't. Turn to someone next to you and tell them your favorite desert animal.*

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

- *Where did this story take place?* (in the desert)
- *What did we count in this story?* (desert animals- rattlesnakes, gila monsters, etc.)

**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.*



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

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

Re-Read & Activity- Math Activities



**Extra Materials Needed:**

### 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 did we count in this book? Where did the animals live? What kind of animals did we see?*

2. Point out title & author- ask if anyone can tell you what the author does.

*The title of this story is Way Out in the Desert. There are two authors, T.J. Marsh and Jennifer Ward Who remembers what the author does? Tell me. Yes, the author writes the words. The illustrator is Kenneth J. Spengler. What does the illustrator do? They draw 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. Ask Questions

a. "Way out in the desert having fun in the sun." *What is a desert?* (A dry place, without much rain or water)

b. "tree lived a mother javelina and her little piggies..." *Hmm... That's a clue. The number of javelina babies will rhyme with the word tree. What number rhymes with tree? Three!*

c. "sticks lived a mother roadrunner and her little chicks..." *What number word rhymes with sticks? Six! There are six roadrunner babies. Let's count them.*

d. "gate lived an old scorpion mother and her little scorpions..." *What number word rhymes with gate? Eight! Let's count the eight baby scorpions.*

### After:

1. Ask for their opinion- did they like it? Thumbs up/down? What was your favorite animal? Provide a sentence stem.

*Did you like this story? Raise your hand to tell me. "My favorite animal was..."*

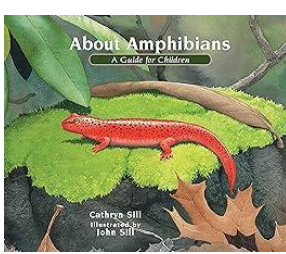
2. Discussion questions

a. Where did all these animals live? (the desert)

b. How many rattlesnakes did we count? (four)

c. What other animals did we see in this story? (gila monsters, scorpions, etc.)

3. Do a math activity. Remember, these groups should be homogenous and small so each child's math skill level can be targeted. Manipulatives: Eye Spy Counting page (see North America Materials binder). If your math activity requires individual manipulatives, use counting blocks.



**Unit:** North America, Part 3- Amphibians  
**Book 18:** About Amphibians: A Guide for Children by Cathryn Sill  
**Extra Materials Needed:**



**1. 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. Book Introduction-** *Today we are going to start learning about another type of animal we have in North America. These animals are called Amphibians. This is a non-fiction book called About Amphibians. What do you think we are going to learn about today? Amphibians. Let's clap that. Am-phen-i-ans.*

**3. Title and Author-** Draw attention to title and author

**2. 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.

- "and part on land." *Amphibians live in the water and on land! How interesting!*
- "They change as they grow into adults." Briefly point out the parts of the life cycle. *Amphibians start as eggs in the water and then...*
- "Amphibians have many enemies." *I'm guessing this big bird is the frog's enemy. It looks like the frog is hiding from the bird. I wonder why it's hiding?*
- "Amphibians bury themselves and sleep through very cold or very hot weather." *Wow! Amphibians burrow underground and sleep when it's too hot or too cold.*

**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.  
**moist-** a little wet  
*Amphibians' skin has to stay moist.*  
**predators-** animals that eat other animals  
*Birds are predators of amphibians. Amphibians are predators of insects.*

**3. After**

**1. Ask their Opinion-** *Did you like that story? Thumbs up if you did. Thumbs down if you didn't. Turn to someone next to you and tell them one thing you learned.*

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

- *Where do amphibians live?* (in water and on land)
- *What animals are amphibians?* (frogs and salamanders)

**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.)

**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)*

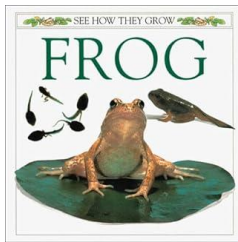
Where it was nice and cool  
*(Rub arms as if cold)*

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)*





**Unit:** North America, Part 3- Amphibians  
**Book 19:** See How They Grow- Frog by Kim Taylor  
**Extra Materials Needed:**



## 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)*

## 1. 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. Book Introduction-** *Today we are going to read a non-fiction book called See How They Grow Frog. Non-fiction books teach us something. What do you think we will learn about today? Frogs! Frogs are amphibians. Let's clap that word. Am-phen-i-ans.*

**3. Title and Author-** Draw attention to title and author

## 2. 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.

- "Each egg is growing into a tadpole." *Baby frogs begin as eggs in the water.*
- "After two weeks I am ready to hatch." *This is a baby frog? It does not look like a frog at all!*
- "We all feed on tiny underwater plants." *The tadpoles eat plants. The adult frogs don't take care of them. They find their own food!*

**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.

**tadpole-** a baby frog with a tail that has to stay in the water

*When a frog hatches from its egg, it is a tadpole.*

**gill-** The openings on a tadpole's head that allow it to breathe underwater.

*The tadpole has feathery gills when it first hatches out of its egg.*

**hatch-** come out of the egg

*When the frog hatches, it is a tadpole with a long tail.*

## 3. After

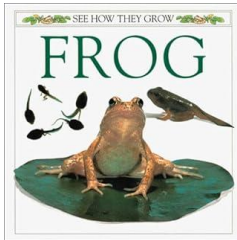
**1. Ask their Opinion-** *Did you like that story? Did you enjoy learning about frogs?*

**2. Ask Questions-** 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 in this book?* (frogs)
- *What do baby frogs, tadpoles, eat?* (underwater plants)
- *What do adult frogs eat?* (insects)

**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/frogspawn, tadpole, tadpole with back legs, tadpole with front legs, frog.*



**Unit:** North America, Part 3- Amphibians  
**Book 19:** See How They Grow- Frog by Kim Taylor



Re-Read & Activity- Craft

**Extra Materials Needed:** frog craft template, green tissue paper in small pieces, watered down liquid glue with sponge paintbrush or gluestick

### 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? 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? Tell me! 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.*

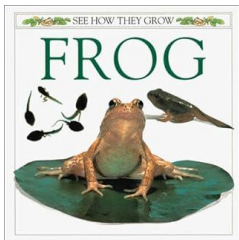
### During:

1. Read with excitement and fluency.
2. Ask Questions
  - a. Pg. 6- “Each egg is growing into a tadpole.” *How do frogs begin their life? What are they in the very beginning?* (eggs in water)
  - b. Pg. 9- “They let me breathe underwater.” *Where does the tadpole live?* (in the water)
  - c. Pg. 13- “My back legs are beginning to grow.” *Frogs have legs in the back and in the front. Which legs grow first?* (their back legs)
  - d. Pg. 19- “Then I shoot out my long tongue and snap it up.” *What do frogs eat?* (Insects)

### After:

1. Ask for their opinion- did they like it? Thumbs up/down? What did you learn about frogs? Provide a sentence stem “I learned...”
2. Discussion questions
  - a. *Where does the mother frog lay her eggs?* (in the water)
  - b. *When does a frog have a tail?* (when it is a tadpole)
3. Do craft activity. Remember, these groups should be heterogenous so students can learn oral language skills from each other. 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.





**Unit:** North America, Part 3- Amphibians  
**Book 19:** See How They Grow- Frog by Kim Taylor



Share Information

**Extra Materials Needed:** book and whiteboard or chart paper to create shared writing

**Shared Writing Preparation Template: Share Information**

**Topic Sentence:** Prepare this topic sentence by writing it on the Shared Writing board, leaving a blank space for the purple word:

A frog is an **amphibian** that changes as it grows.

**Vocabulary** to include, if possible:

**tadpole-** a baby frog with a tail that has to stay in the water

*When a frog hatches from its egg, it is a tadpole.*

**gill-** The openings on a tadpole's head that allow it to breathe underwater.

*The tadpole has feathery gills when it first hatches out of its egg.*

**hatch-** come out of the egg

*When the frog hatches, it is a tadpole with a long tail.*

**Specific letters or conventions to highlight:**

Current letters from the alphabetic group, capitals, periods

**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.*

**Steps in the Process**

**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.*

**Write Detail Sentence(s)**

**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.

**Write:** *First the frog is an egg, laid with many stuck together.*

**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.**

**Write Concluding Sentence**

**Plan:** *Now we need to tell our readers about the very last part. What happens at the end of the life cycle?*

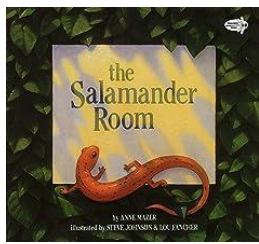
**Write:** Finally, when the tail and gills disappear it is a frog.

**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."**







**Unit:** North America, Part 3- Amphibians  
**Book 20:** The Salamander Room by Anne Mazer  
**Extra Materials Needed:** globe

CHALLENGE

## 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)*

## 1. 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. Book Introduction-** *This story is called The Salamander Room. 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.*

**3. Title and Author-** Draw attention to title and author

## 2. 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.

- "He took the salamander home." *I don't know if the salamander will be happy at Brian's home. A house is very different from the forest. It doesn't have the things a salamander needs to be happy and healthy.*
- "so he can climb up the bark and sun himself on top" *Brian has a plan to create a nice home for the salamander.*
- "I will bring trees for the birds to roost in" *Brian's room is turning into a whole forest! Do you think you could really grow trees in a bedroom?*

**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.

**moss-** a small, soft plant that grows in moist places

*Brian plans to bring moss for the salamander's pillow.*

**boulders-** big rocks

*Brian plans to bring boulders into his room for the salamander to climb.*

## 3. After

**1. Ask their Opinion-** *Did you like that story? Thumbs up if you did. Thumbs down if you didn't. Turn to someone next to you and tell them your favorite part.*

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

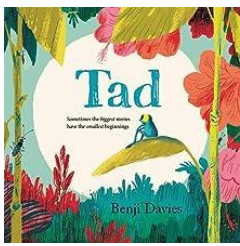
- *Who was this story about?* (Brian, the salamander)
- *Where does a salamander need to live?* (in the forest) *Why?* (It has everything the salamander needs to be happy and healthy)

**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.

*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.)*





**Unit:** North America, Part 3- Amphibians

**Book 21:** Tad by Benji Davies

CHALLENGE

**Extra Materials Needed:**

## 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)*

## 1. 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. Am-phen-i-ans.*

**2. Book Introduction-** *Today we are going to read our last book about North America. This is another book about amphibians. It's called Tad.*

**3. Title and Author-** Draw attention to title and author *The author and illustrator of this book is Benji Davies.*

## 2. 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.

- "Or Big Blub will get you" *That sounds scary! I wonder who Big Blub is.*
- "Where had they all gone? She didn't like to think." *Oh no! Did Big Blub get the tadpoles? Maybe something else is happening.*
- "Then Tad did something she had never done before." *What is Tad going to do? How will she escape from Big Blub?*
- "She curled up tight like a spring..." *What is Tad going to do? She's a frog now! I know what happened to the tadbrosthers and tadsisters now! They turned into frogs, too!*

**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.

**murky-** dark, muddy, not clear

*Big Blub lives in the murky water so Tad stays in the sunny, shallow water.*

**shallow-** not deep

*Tad hides from Big Blub in the shallow water.*

## 3. After

**1. Ask their Opinion-** *Did you like that story? Thumbs up if you did. Thumbs down if you didn't. I'm happy that Tad became a grown up frog!*

**2. Ask Questions-** 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?* (tadpole, frog, amphibian)
- *Where did Tad go at the end of the story?* (to the land, out of the water)

**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?*
  - o *Amphibians have soft, moist... (skin)*
  - o *Amphibians live part of their life in the water and part on the... (land)*
  - o *Frogs are amphibians. Another kind of amphibian is... (salamanders)*
  - o *Amphibians begin their life as... (eggs)*



## Wordless Books Small Group Work for The Arts Unit

### Books in this Unit

*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

### Wordless Books General Outline

**Skills Targeted:** Length of sentences, retelling, explanations, vocabulary, and listening comprehension, and print/book skills.

**Materials:** Books and follow up activity

#### **Outline of Activity: Wordless book routine—SAMMY**

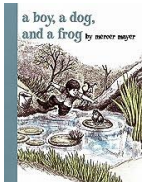
1. **Show** children the book, read title & author, and generate excitement
2. **Ask** “*What do you think this book is about?*”
3. **Model**--Read it the first time with the children where you tell the story—asking a few basic questions as you read.
4. **Make sure they understood** what happened in the story by asking a few questions/reviewing: who the characters were, what the problem was that resolved, and how it ended.
5. **Your Turn:** Read the story again, this time letting the children tell the story. Provide prompts as needed—what is happening on this page? Who is that? How did the story end? Have the child complete your sentence--The girl and the boy became \_\_\_\_ (friends).
6. After Reading Activity.

#### **Differentiation:**

Children Who Need a Challenge: Allow students to retell the entire story. Only guide them when they seem stuck.

Children Who Need Support: Do most of the retell. Provide students with sentence starters so they can participate successfully in retelling the story.





## A Boy A Dog and A Frog by Mercer Mayer

**Skills Targeted:** Length of sentences, retelling, explanations, vocabulary, and listening comprehension, print/book skills

**Materials:** *A Boy A Dog and A Frog* by Mercer Mayer

**Story Synopsis:** A young boy goes to the water with a net, a bucket, and his dog. He spots a frog. He tries a variety of ways to catch the frog but none are successful. He goes home very sad and without the frog. He doesn't notice, but the frog follows him home and joins him in the bathtub.

### **Outline of Activity: Wordless book routine—SAMMY**

1. **Show** children the book, read title & author, and generate excitement by reminding children of some background knowledge around amphibians, particularly where they live.
2. **Ask** “*what do you think this book is about*” Say, “This book is called *A Boy A Dog and A frog*. What is the boy reaching for? I wonder what this story will be about.”
3. **Model**--Read it the first time with the children where you tell the story—asking a few basic questions as you read. “What is the boy holding in his hand? Did he catch the frog? Look at the frog’s face. How do you think he feels?”
4. **Make sure they understood** what happened in the story by asking a few questions/reviewing. “Why did the boy go to the water? Did the boy get what he wanted? How did the boy feel when he went home? Who came to see the boy when he was taking a bath?”
5. **Your Turn:** Read the story again, this time letting the children tell the story. Provide prompts as needed.

### **Differentiation:**

Children Who Need a Challenge: Allow students to retell the entire story. Only guide them when they seem stuck.

Children Who Need Support: Do most of the retell. Provide students with sentence starters so they can participate successfully in retelling the story.







## Frog on his Own by Mercer Mayer

**Skills Targeted:** Length of sentences, retelling, explanations, vocabulary, and listening comprehension, print/book skills

**Materials:** *Frog on his Own* by Mercer Mayer

**Story Synopsis:** A young boy goes to the city park with his pet dog. He carries his pet turtle and frog in a bucket. The frog hops out of the bucket and waves as the others walk away. They don't notice that he's missing. The frog hops around the park and notices many people. As he tries to join in with the people, he repeatedly startles and upsets them. Finally, a pet cat gets upset with him for jumping into a baby carriage. The boy and the other pets arrive just in time as the cat pins the frog to the ground. The boy and his pets scare the cat off and happily reunite with the frog.

### **Outline of Activity: Wordless book routine—SAMMY**

1. **Show** children the book, read title & author, and generate excitement by pointing out interesting trees and the path.
2. **Ask** “*what do you think this book is about*” Say, “This book is called *Frog on his Own*. I see that the boy and his dog and turtle are walking this way, but his pet frog is sitting way over here. What do you think will happen in this story?”
3. **Model**--Read it the first time with the children where you tell the story—  
asking a few basic questions as you read. “Where is the frog? How do these people feel about the frog interrupting their picnic?”
4. **Make sure they understood** what happened in the story by asking a few questions/reviewing. “Did the frog stay with the boy and the other pets at the park? What did the frog do at the park?”
5. **Your Turn:** Read the story again, this time letting the children tell the story.  
Provide prompts as needed.
6. **After Reading Activity**— What is the setting of this story? Explain that the word setting means where the story happened. Looking through the book, point out the clues. Encourage the children to point out clues that tell more about the setting. After finding a few clues, ask the children if they know where the story took place. Show the children the first picture in the book where the boy is next to a sign that says “City Park.”

### **Differentiation:**

Children Who Need a Challenge: Allow students to retell the entire story. Only guide them when they seem stuck.

Children Who Need Support: Do most of the retell. Provide students with sentence starters so they can participate successfully in retelling the story.





## One Frog Too Many by Mercer Mayer

**Skills Targeted:** Length of sentences, retelling, explanations, vocabulary, and listening comprehension, print/book skills

**Materials:** *One Frog Too Many* by Mercer Mayer

**Story Synopsis:** A young boy receives a gift. Inside is a small frog. The boy's other pets, a dog and turtle, are happy with the frog. However, the boy's older frog is unhappy. As the boy takes his pets on an adventure, the larger frog tries to get rid of the younger frog, pushing him away repeatedly. While the boy and his pets are on a small boat, the larger frog kicks the young frog out of the boat. The newer, younger frog gets lost. The boy and his other pets are sad. They look for the young frog but can't find him. They are very upset with the older frog and go home to cry. The younger frog finds his way home and jumps into the boy's bedroom window. Everyone is happy to see the little frog, including the older frog.

### **Outline of Activity: Wordless book routine—SAMMY**

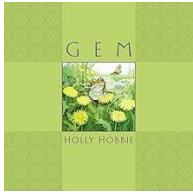
1. **Show** children the book, read title & author, and generate excitement by pointing out the boy and his pets.
2. **Ask** "*what do you think this book is about*" Say, "Look at the faces in this picture. I'm seeing lots of feelings. Do you see a character that looks angry? Do you see a character that looks shocked? Do you see a character that looks scared? I wonder why these characters are all feeling such different things."
3. **Model**--Read it the first time with the children where you tell the story— asking a few basic questions as you read. "What was the boy's gift? What did the big frog do? Be sure to refer to each character by name (turtle, dog, big frog, little frog, boy)
4. **Make sure they understood** what happened in the story by asking a few questions/reviewing. "Did all of the pets like the new frog? What did the big frog keep doing to the little frog? What happened when they were all on the boat together?"
5. **Your Turn:** Read the story again, this time letting the children tell the story. Provide prompts as needed.
6. **After Reading Activity**— Who were the characters in the story? Remind students that characters are who the story was about. Encourage the children to name each character in the book. Show the pictures in the book to guide, if necessary.

### **Differentiation:**

Children Who Need a Challenge: Allow students to retell the entire story. Only guide them when they seem stuck.

Children Who Need Support: Do most of the retell. Provide students with sentence starters so they can participate successfully in retelling the story.





## Gem by Holly Hobbie

**Skills Targeted:** Length of sentences, retelling, explanations, vocabulary, and listening comprehension, print/book skills

**Materials:** *Gem* by Holly Hobbie

**Story Synopsis:** A toad digs his way up from the earth and hops around exploring a garden in someone's yard. While exploring, he nearly gets run over by a car tire, but he escapes and continues to hop along a dirt road. The toad sees another toad and sings to her. Soon they have baby toads all around them. While hiding from a hawk that wants to eat him, the toad sees a young girl. The girl spots the toad and peacefully observes him in the garden.

### **Outline of Activity: Wordless book routine—SAMMY**

1. **Show** children the book, read title & author, and generate excitement by pointing out the toad on the cover.
2. **Ask** "*what do you think this book is about*" Say, "This animal is called a toad. A toad is also an amphibian. It's similar to a frog. The word gem means something very special. I wonder what this story will be about."
3. **Model**--Read it the first time with the children where you tell the story—asking a few basic questions as you read. "What is this animal called? What does the toad see? What is the toad doing?"
4. **Make sure they understood** what happened in the story by asking a few questions/reviewing. "What did the toad see in the garden? What scared the toad?"
5. **Your Turn:** Read the story again, this time letting the children tell the story. Provide prompts as needed.
6. **After Reading Activity**— Answer a basic comprehension question. "Tell me one thing that happened to the toad in this story."

### **Differentiation:**

Children Who Need a Challenge: Allow students to retell the entire story. Only guide them when they seem stuck.

Children Who Need Support: Do most of the retell. Provide students with sentence starters so they can participate successfully in retelling the story.

