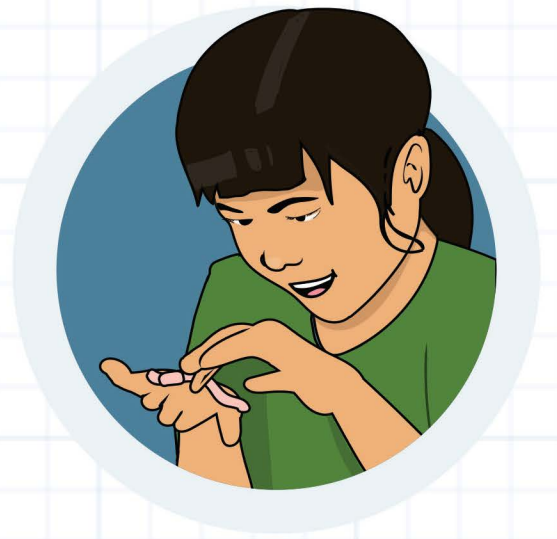


BLUEPRINT

Animal Architects Teaching Guide 8





Published by:

CLI - Children's Literacy Initiative
990 Spring Garden Street, Suite 400
Philadelphia, PA 19123

Email: blueprint@cli.org
Visit: www.cliblueprint.org or www.cli.org

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Children's Literacy Initiative
Blueprint for Early Learning: A Comprehensive Pre-K Curriculum

ISBN 978-1-7345672-0-5

LCCN 2020936168

FIRST EDITION First printing April 2020

10 9 8 7 6 5 4 3 2 1 CRW 20 21 22 23 24 25

Printed and bound in the United States of America

BLUEPRINT

For Early Learning

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Children's Literacy Initiative – Philadelphia, PA



Animal Architects

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Digital Online Resources



<https://cliblueprint.org/resources-tx>

At the web address above you will find the following resources to help your instruction.

- ASL Signs (images & videos)
- Family Resources
- Featured Class Books
- Letter and Numeral Formation Guide
- Letter Pronunciations (audio)
- Mindful Moments
- Science Journals
- Songs, Poems, and Chants (audio & print)
- Teaching Point Checklist
- Unit 8 Images
- Weekly Materials List
- Yoga Poses (images & video)

Icon Legend



Keep it Going



Words We Are Learning



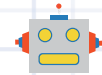
Remember...



Song Within the Lesson



Multilingual Learner Support



STEM



Family Engagement



Downloads Available



Tip

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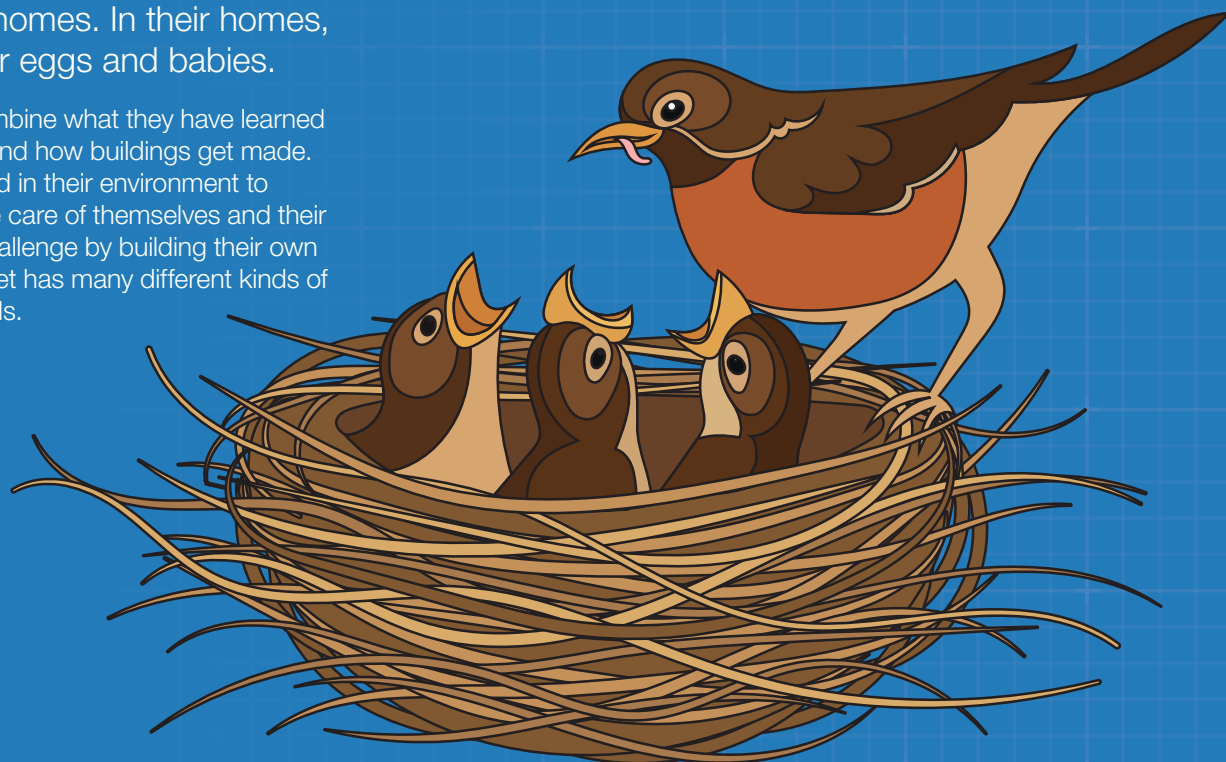
Animal Architects

How do animals build their homes?

What Children Learn

Many animals find and use different materials from their environment to build their homes. In their homes, they eat, sleep, and protect their eggs and babies.

In this unit on animal homes, children combine what they have learned about what living things need to survive and how buildings get made. They learn how animals use what they find in their environment to build shelters and other structures to take care of themselves and their young. They take part in a new design challenge by building their own nests, and they learn about how our planet has many different kinds of habitats for many different kinds of animals.



Week	Guiding Question	What Children Learn	Be Sure To...
1	Who makes their home underground?	Many living things, such as worms and moles, make their homes underground. They crawl and tunnel under the ground. Non-living things are also found underground.	<ul style="list-style-type: none">• Talk to children about what living and non-living things can be found underground.• Invite children to explore dirt and mud using their senses and different tools.• Work on initial consonant sounds.
2	Who makes their home in trees?	Lots of animals make their homes in trees. They plan and build their homes just like architects using different materials and shapes.	<ul style="list-style-type: none">• Talk about the trees in your community and the animals that use them or live in them.• Play math games with children to strengthen numeral identification and their understanding of different ways to express quantity.• Focus on the social emotional skill of persistence through discussion and read alouds.
3	Who builds nests?	Many animals make or build nests. Nests keep animals' eggs and babies safe so they can grow.	<ul style="list-style-type: none">• Explore the variety of animals that build nests in your local community and around the world.• Invite children to use a mixture of natural and artificial materials to build nests.
4	Where on Earth do animals make their homes?	Animals make their homes in different habitats or communities.	<ul style="list-style-type: none">• Teach children what a habitat is. Focus on a particular habitat or a variety of different habitats.• Give children practice closely observing photographs of nature/natural objects.• Play a math game where children follow plus (+) and minus (-) signs to move forward or backward.



Unit at a Glance

Week 1

Who makes their home underground?

After learning about food that grows underground, children begin exploring what else can be found underground. During read alouds, they learn about many animals that live underground. They learn how the animals move, what they do, and about the kinds of homes and structures they build underground. In Small Group, children investigate dirt, mud, and rocks. They also begin a mural of living and non-living things that can be found underground.

Week 2

Who makes their home in trees?

Children continue their exploration of animal homes by looking at animals that live in trees. Through read alouds, they are introduced to the kinds of animals that can be found in trees. They learn about the parts of a tree and how animals can use them to build and seek shelter. They also discuss how these animal architects demonstrate persistence. Children continue to practice producing rhymes and counting syllables, and in Small Group, they match quantities of objects to their numeric value.

Week 3

Who builds nests?

Children focus their animal architecture investigation on nests. During read alouds, they will learn how robins build nests, including what materials they use and the sequence of steps. They also learn about other animals around the world who build nests. Children use their senses to observe paintings of birds and nests and to listen to bird calls. They practice recognizing and producing words that begin with the /n/ sound. Children take part in a new design challenge, where they will plan, build, test, and rebuild a nest that can hold eggs and balance.

Week 4

Where on Earth do animals make their homes?

Children expand their knowledge of animal homes by looking at different kinds of animal habitats that can be found on Earth. Through read alouds, they learn about how our planet provides materials for food and shelter around the world for all kinds of animals. They investigate how these different animals sound, move, and look. They also play a counting board game and practice adding and subtracting quantities.



Connections to Other Units

Animals

In Unit 3: “Exploring Our Local Community,” children explored animals that live in their local communities. The connections between animals and their environments were extended further in Unit 5: “Life on the Farm,” when we studied farm animals. In this unit, we explore animal homes and their habitats, placing the study of animals within their larger ecosystems.

Architects

In Unit 4: “We Are Architects!” children learned about the job of an architect. In this unit, we bring back the important role architects play in planning, designing, and building structures. We compare their work with how animals create structures to sleep in, to store food, and to protect their young. We explore the location, shapes, and materials that animals use to build their structures as well.

Design Process

In this unit, children review the steps in the design process: plan, build, try it out. These steps are used to help children respond to a design challenge: building a nest that is strong enough to hold plastic eggs and balanced enough to perch safely on a “branch.” Children are familiar with design challenges as they have participated in them in Unit 4: “We Are Architects!” when they built a house, and in Unit 5: “Life on the Farm” when they designed a cow bell.

Living Things

Exploring the needs of living things is a recurring theme. Children explored what they need to stay healthy in Unit 2: “Healthy Kids.” In Unit 5: “Life on the Farm” children learned how farm animals grow and change. In Unit 7: “Let’s Eat!,” children explored what seeds and plants need in order to grow. In this unit, children focus on how shelters support the needs of living things.

Senses

Using your senses to learn about the world has been a recurring theme in the curriculum. For example, children have explored foods, sounds, and mixtures. In this unit, this theme takes a new form as children explore dirt and mud and make mud pies. They also use their sense of hearing to imagine how it feels in different habitats around the world.

Class Book Animal Homes

Create at least one class book during each unit to which children can contribute. These books give children a glimpse into the book-making process. They love to see themselves as authors! Everyone can participate in creating the class book, no matter their level of proficiency. For example, children can cut out pictures from magazines or draw their own. They can write their own ideas or dictate them to you. Use the suggested class book title or let children come up with their own. Invite them to help you create a cover. Bind the book together using folders or three-ring binders. Typically, we suggest you read their book to the class toward the end of the unit and invite families to listen as well. After, place this book in the library for children to read (over and over!).



During this unit, children learn about animals in different habitats. They explore where animals live and what they need to survive. Using this information, children contribute to a class book by writing about an animal they are interested in and its home. This book will be presented to families during Week 4.

Unit Project: Mural

As children learn about different animal habitats, they create a nature mural. This mural begins with living and non-living things that are found underground such as worms, rocks, and moles, and then it grows skyward. Trees and the animals that might live in them, such as squirrels and birds, are added to the mural. Children are invited throughout the unit to continue to add animals and plants that they learn about. By creating a mural, children are able to explore and collaborate on a new form of visual art. As they move from animal homes underground to homes above and in the trees, children practice relaying what they have learned through drawing while working on spatial awareness concepts like the locations above, below, and under.





Words We Are Learning

New vocabulary words are drawn from both conversation and read-aloud books. These words are often associated with the content of the unit and support children’s comprehension. Add these words to the Unit Chart: “Words We Are Learning” as they are introduced. Use the words frequently in the daily life of your classroom. As children hear these robust words in more contexts, they grow their own vocabulary in an authentic and meaningful way. Invite multilingual children in your class to share the words they use at home for these ideas if they are familiar with them (which they may or may not be). Making connections to words they already know and new English terms will support language acquisition. A translation app or website can assist with spelling.

Week	Word	Definition
1	squish	to squeeze something wet
	tunnel	an underground tube
	rich	nourishing or healthy (soil)
	airy	more space or room
	burrow	an underground hole that animals live in
2	scurry	to move quickly
	hollow	a hole in a tree trunk where an animal lives
	camouflage	to blend in (with your surroundings)
	determined	focused on what to do
3	weave	to connect long strands in a pattern
	fetch	to go get
	peculiar	unusual, strange, or interesting
4	oozy	slimy, gooey
	habitat	a place where animals make their homes
	towering	taller than everything around it

When the unit ends, here are some suggestions for how to “retire” the chart.

- Take a picture and post the photograph in your room for reference (for example, at the writing center).
- Save the chart if you have a place where it can be stored and children can reference it.
- Attach it to poster board and make a big book out of it; keep it in your library center.
- Take a picture of the chart and send it home to families. Let them know that these words were introduced during the unit. Encourage them to use the words in conversation. Remind them that children are not expected to be able to read the words or explain their definitions; however, exposure through conversation will build their children’s oral vocabulary, a precursor to reading.



Anchor Words for Multilingual Learners

New English learners find themselves in a sea of language that can be tough to navigate. Anchor words are vocabulary words that activate their background knowledge from their home language and give them a context for learning a new language. Children who speak English at home will not need direct instruction to learn these terms, but, for children who are very new to the English language, these words will be absolutely essential. Because these children are just beginning to develop a bank of English vocabulary, it will be nearly impossible to explain their meaning using words. Gestures, pictures, and directly translating them into the children’s home language using an online translation tool will be the most effective way to help them acquire these invaluable foundations to the English language.

Week	Word
1	build (review)
	dig
	dirt
	home
2	tree
	animals (review)
3	egg
	bird
	babies
4	planet
	world



Spotlight on Social Emotional Learning

Persistence, or the ability to keep at things and solve problems that come your way, is an important skill and mindset. So how can you create a culture of persistence and a classroom environment that encourages risk taking, confidence, and problem solving?

- Introduce new materials and activities with enthusiasm. Provide guidance on appropriate ways to use new items.
- Provide plenty of time for children to explore materials and create during play. Allow children to save their work and come back to it later.
- Provide materials and activities that are open-ended and give children an opportunity to create and solve problems in a variety of ways.
- Offer gentle guidance and support when children begin to get frustrated. Allow children to take a break and come back to whatever is frustrating them.
- Help children identify emotions of frustration or anger and give them appropriate skills to express these emotions before trying the task again.
- Give children choices during play and other activities.
- Resist the urge to fix a problem for children. Instead, ask questions and provide guiding statements that will lead children to create a solution on their own.
- Give positive and specific feedback. Make sure to provide feedback and encouragement as children are making progress toward their goal and once they have completed their goal.
- Model how you correct your own mistakes. Show children that sometimes you have to try again to complete a task and demonstrate how you handle the emotions of not getting it right the first time.



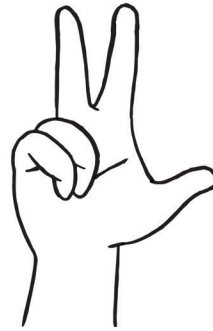


American Sign Language

Yes



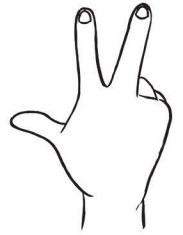
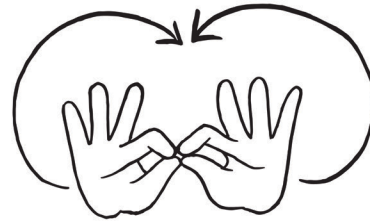
No



I Like



Power of 3



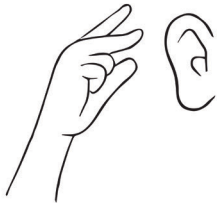
I Predict



I Learned



I Hear



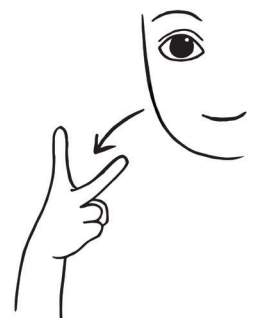
I Remember



I Wonder



I See



CHARTS

Feelings



happy
feliz



sad
triste



silly
loquito,
loquita



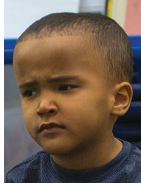
calm
calmado,
calmada



kind
amable



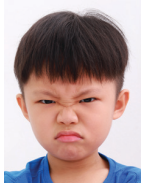
delighted
encantado
encantada



grumpy
gruñón,
gruñona



proud
orgullosa,
orgullosa



upset
molesto,
molesta



glad
alegre



confident
seguro
segura



caring
considerado
considerada

Cheers

Round of Applause



Kiss Your Brain



Hip Hip Hooray



Catch a Star



Stir It Up



Roller Coaster



The Robot



Happy Horse



Readers Can Say

I like



I predict



I remember



I learned



I see



I wonder



We Can Describe

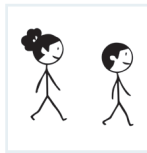
Power of 3

Take Care of
Ourselves

Take Care of
Each Other

Take Care
of Our
Environment

Move safely.



Say, "I can
do it!"



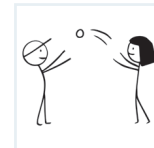
Calm down.



Keep on
trying.



Play
together.



Be helpful.



Act kindly.



Think about
how others
feel.



Put things
away.



Handle books
and toys
carefully.



Throw
away trash.



Treat living
things
carefully.



Anchor Charts

In Units 1 through 5 children participated in creating several anchor charts. In Units 6 through 10, elements of these anchor charts will be highlighted and reviewed so children can interact with them on a deeper level. Remember to refer to your anchor charts during the natural course of your instruction. The more you model using them for reference, the more the children will use them for their own independent thinking and work.

	Power of 3	Feelings	Readers Can Say	Cheers	We Can Describe
Already Added	Take Care of Ourselves	happy	I like	Round of Applause	Capture descriptive vocabulary using a graphic organizer. Write “We Can Describe” as the title. Label columns with different categories of descriptive words, such as color words (red, blue), size words (large, enormous), texture words (spiky, bumpy), and action words (runs, crawls). This chart should be very responsive to the linguistic and cognitive needs of your children and will therefore vary among different classrooms.
	Move safely.	sad	I predict	Kiss Your Brain	
	Say, “I can do it!”	proud	I remember	Hip Hip Hooray	
	Calm down.	silly	I learned	Catch a Star	
	Keep on trying.	grumpy	I see	Stir It Up	
	Take Care of Each Other	upset	I wonder	Roller Coaster	
	Play together.	calm		The Robot	
	Be helpful.	glad		Happy Horse	
	Act kindly.	kind			
	Think about how others feel.	confident			
	Take Care of Our Environment	delighted			
	Put things away.	caring			
	Handle books and toys carefully.				
	Throw away trash.				
	Treat living things carefully.				

Unit Charts

Unit charts will continue to be created. These reflect each unit’s specific content. They should be built and referenced the same way that anchor charts are. However, they will be referenced less frequently throughout the year. Plan your display accordingly.

Unit Charts:

- “Words We Are Learning”
- “Parts of a Tree”
- “Nests”



Supporting Multilingual Learners

Incorporating multilingual children’s home languages into instruction helps children learn more effectively. Add home languages to anchor charts, schedules, and displays. Online translation tools can help.

CENTERS

An essential part of your day is Center Time. Center Time supports the development of children’s creative, social, cognitive, and language skills.

Each unit has its own suggested theme related activities and a timetable for introducing them. Offer other choices as well that reflect your children’s interests and needs. Centers are also a great place for children to continue practicing and extending their learning from small group and large group activities. Look for “Keep It Going” tips throughout the unit guide where we suggest ways to incorporate materials and ideas from your lessons into your centers. Remember, when interacting with children, use the strategy of “Layered Questioning.” This involves scaling the discussion to each child’s language ability, so they can respond anywhere from using gestures to one word responses to more open-ended ones. This will build their confidence and stretch their language skills.





► **Week 2 | Painting with Feathers**

Children use feathers to paint.

Creative Arts: Visual Arts

Materials

Quills, feathers, paint, paper

Directions

Place materials out. Discuss how feathers, big and small, come from birds. Encourage children to paint with both ends of the feathers.

Use what you know about each child's language skills to start conversations:

- Gesture: Show me how you paint with the top part of the feather. Show me how you paint with the bottom part of the feather.
- Yes/No: Is it easy to paint with a feather? Do you like painting with a feather?
- Either/Or: Is it easier to paint with the top part or bottom part of the feather? Do you like painting with a feather or a paint brush?
- Open-ended: How did you make your painting? What is the same or different about the marks made by each end of the feather? What is the same or different about painting with a feather and a paint brush? What do you notice about the marks the feather makes?

► **Week 3 | Painting Eggs**

Children paint their own bird eggs.

Creative Arts: Visual Arts

Materials

Downloaded images, different color paper, paint, crayons, markers, pencils, etc.

Directions

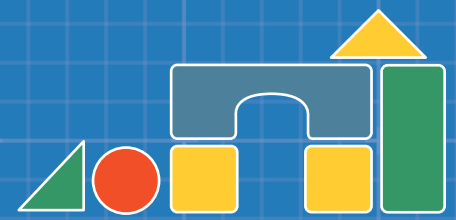
Download images of birds and their eggs from the *Blueprint* website. Refer to the book *A Nest Is Noisy* and other related books. Cut construction paper into ovals. Discuss with children how different birds have different eggs with patterns and colors on them. Invite children to design their own eggs.

Use what you know about each child's language skills to start conversations:

- Gesture: Point to an egg you like. Point to the color(s) you want to use.
- Yes/No: Did you make a [shape] design? Did you make a pattern?
- Either/Or: Did you use [shape] or [shape] to make your design? Did you use [color] or [color]?
- Open-ended: What colors and shapes will you use to paint your egg? Why do you think birds lay eggs that look so different?



Blocks



▶ Week 3 | Animal Homes

Children build animal homes from a variety of materials.

Science: Engineering and Technology

Materials	Directions
Downloaded images, a variety of blocks (wooden, foam, cardboard, etc.), toy animals, outdoor materials (leaves, sticks, pine cones, rocks, etc.)	Download images of animal homes from the <i>Blueprint</i> website. Refer to the books in this unit and other books you have collected. Encourage children to build a variety of animal homes. Provide books or photographs of animal homes for children to use as guidance. Invite children to collect materials from outside (leaves, sticks, pine cones, rocks, etc.) to use in addition to the variety of blocks already provided. Give children toy animals to put in their animal homes.

Use what you know about each child's language skills to start conversations:

- **Gesture:** Show me the animal you are making a home for. Show me the [building material]. Show me the [animal].
- **Yes/No:** Are you building a home for a [animal]? Are you going to use [building material] to make the animal home?
- **Either/Or:** Are you building a home for a [animal] or [animal]? Are you going to use [building material] or [building material] to make the animal home?
- **Open-ended:** What kind of animal home are you building? Why? What materials will you use to make the animal home? Why did you pick that material? Do you think the [animal] makes its home in the same way you are making it? How would it be the same or different? What other materials could we add to this center to make animal homes?

▶ Week 3 | Ramps and Plastic Eggs

Children build ramps and investigate how plastic eggs roll.

Science: Physical Sciences



Materials	Directions
Cardboard scraps, blocks, plastic eggs, masking tape, straws, paper towel rolls, toilet paper rolls, small objects to put inside eggs (marbles, counters, pennies, rice, etc.)	Fill some eggs with various small materials and tape shut. Leave some eggs empty. Invite children to build ramps and test to see how the eggs roll down them. Encourage them to make predications and talk about their thinking.

Use what you know about each child's language skills to start conversations:

- **Gesture:** Show me the ramp you built. Show me the egg you want to roll down the ramp. Show me the egg you think will roll down the ramp the fastest?
- **Yes/No:** Do you think this egg will roll quickly? Do you think this egg will roll slowly? Do you think all the eggs will roll down the ramp at the same speed?
- **Either/Or:** Is this egg or this egg heavier? Do you think the heavier egg will roll more quickly or more slowly than the lighter egg?
- **Open-ended:** Which egg will roll down the ramp the fastest? What type of ramp (blocks, cardboard, etc.) will help the eggs roll the best? Why? Did all the eggs roll down the ramps the same way? What was the same or different about them?

Dramatic Play



► Week 2 | Nature Center

Children engage in dramatic play and act out investigating natural habitats and materials.

Creative Arts: Dramatic and Performance Art

Tip

Support Inquiry

Foster a dynamic culture of inquiry by inviting children to respond creatively to the possibilities of an object (or group of objects). Place new, interesting, and/or unfamiliar items in the dramatic play area for children to discover and let them ask, “What’s that?” For example, set out natural found objects like interesting seeds, rocks, or bark. Or set out pages of photographs of different kinds of birds or butterflies. Put magnifying glasses, little squares of paper, and colored pencils nearby. Let children find the items without introduction and see where they take it in their play. They can and should approach unfamiliar situations curiously and expectantly.

Materials

Boxes, blankets, string, binoculars (real or cardboard tubes), gloves, plastic animals, felt, rocks, leaves, feathers, and other natural materials, magnifying glasses, pipettes, balance scale, small containers

Involve families by requesting examples of relevant props they may have available.

Directions

Include children in design conversations. Make your nature center reflective of your local environment, but, as you get a sense for what types of habitats interest children, adjust the nature center accordingly. Use various colors of felt cut into patches to represent ponds, wetlands, sand, etc. Create bins of natural materials for children to investigate. Provide pipettes and small, lidded containers so that children can act out making natural material samples. Add boxes and blankets to the dramatic play center. Children can use the boxes to create hiding spots or string them together to make a tunnel. They can use the blankets to build burrows and then later on use them for nests.

Use what you know about each child’s language skills to start conversations:

- Gesture: Show me what you are going to observe. Show me what natural item you want to add to the nature center.
- Yes/No: Have you ever seen this [natural item]? Are you going to add an item to the nature center?
- Either/Or: Are you going to observe this [example of a natural item] or this [example of a natural item]? Are you interested in finding more examples of this [natural item] or more examples of this [natural item]?
- Open-ended: What are you interested in observing? Why? What other materials could we add to our nature center? How could we collect them? How could we record our nature center observations? What kind of observations might we record?



Library



- ▶ **Week 1 | Nature Basket**
Children read books that feature different elements of nature.
Literacy: Literate Attitudes and Behaviors

Materials	Directions
Books	Gather books related to this topic. Store them in a basket that is clearly labeled with words and pictures. Share the titles with children to build their excitement.

Use what you know about each child's language skills to start conversations:

- Gesture: Show me the book you want to read. Show me a book about [animal type, habitat type, etc.].
- Yes/No: Do you think this book is about [animal type, habitat type, etc.]?
- Either/Or: Do you think this book is about [animal type, habitat type, etc.] or [animal type, habitat type, etc.]?
- Open-ended: Look at the front cover. What do you think this book is about? What do you want to know or learn about [birds, rocks, habitats, etc.]? Which book should we use to learn more about [birds, rocks, habitats, etc.]?



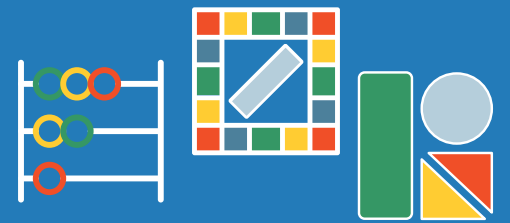
- ▶ **Week 2 | Walter's Wonderful Web**
Children retell the story of *Walter's Wonderful Web*.
Literacy: Comprehension

Materials	Directions
The book <i>Walter's Wonderful Web</i> , string, yarn, paper	Encourage children to retell the story of <i>Walter's Wonderful Web</i> . Invite children to create each web shape using string or yarn. They can use their breath (or a paper fan) to blow the web away.

Use what you know about each child's language skills to start conversations:

- Gesture: Show me the [shape].
- Yes/No: Are you making a [shape] web? Does the [shape] web come next in the book?
- Either/Or: Are you making a [shape] or [shape] web? Does the [shape] or [shape] web come next in the book?
- Open-ended: What shape are you making? How can you tell it is a [shape]? What happened [first, next, last] in the book? How do you think Walter felt when...? If you were Walter, what type of web would you make? Why do you think the [shape] web blew away?

Math and Table Toys



- ▶ **Week 1 | Measure the Worm**
Children use various tools to measure paper worms.
Math: Measurement and Data

Materials	Directions
Construction paper, scissors, linking cubes, counters, paper clips, rulers, tape measures	Cut worms of various sizes out of construction paper. Discuss with the children how to find out how long each worm is. Encourage them to use standard and non-standard measurement tools to measure the worms.

Use what you know about each child’s language skills to start conversations:

- Gesture: Show me a long worm. Show me the tool you will use to measure the worm.
- Yes/No: Can you use [object] to measure the worms?
- Either/Or: Do you want to use [object] or [object] to measure the worms?
- Open-ended: What do you want to use to measure the worm? What else could we use to measure the worms?



- ▶ **Week 3 | Hole Punch Eggs**
Children roll dice and hole punch paper eggs.
Math: Numbers and Number Sense



Vocabulary Development

Children rely on their senses to learn about their world, but they may not always have the vocabulary to describe what they are thinking. Follow up with children to develop their expressive vocabularies by using robust vocabulary to describe objects and experiences when you play with children.

Materials	Directions
Paper, hole punchers, dice, scissors	Cut out a variety of oval shapes. Write numerals on them. Invite children to roll dice and find the matching “egg.” Then, they should use the hole punch to make the same number of holes on the corresponding “egg.”

Use what you know about each child’s language skills to start conversations:

- Gesture: Show me [number].
- Yes/No: Is this [number]? Will you make [number] holes in your egg?
- Either/Or: Is this [number] or [number]? Does this egg or this egg have more holes?
- Open-ended: What number did you roll? How do you know?



▶ Week 4 | Balancing Nature

Children weigh and compare elements of nature.

Science: *Earth and Space Sciences*

Tip

Getting Muddy?

When adding dirt/mud into your centers, be prepared for some mess. Talk with children about how to keep the classroom tidy but also be proactive in making spills easy to clean (e.g. put plastic tablecloths on the floor).

Materials

Balance scale, leaves, sticks, rocks, shells, pine cones

Directions

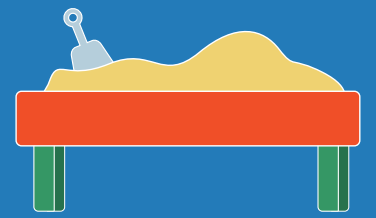
Provide a variety of objects from nature for children to weigh and compare.

Use what you know about each child's language skills to start conversations:

- Gesture: Show me the object from nature you want to weigh.
- Yes/No: Do you want to weigh the [leaves, sticks, rocks, shells, etc.]?
- Either/Or: Do you want to weigh this [object from nature] or this [object from nature]? Which do you think will weigh more, this [object from nature] or this [object from nature]?
- Open-ended: Which object from nature in this collection do you think will weigh the most? The least? Do you think any of the objects from nature will weigh the same amount? What do you think would happen if we added more [object from nature] to this side of the balance scale? How many [objects from nature] do you think we would need to match the weight of one [object from nature]?



Sensory Table



- ▶ **Week 1 | Digging with Tools**
Children use various tools to scoop dirt.
Science: Physical Sciences

Materials	Directions
Soil or wood chips, various containers, various scooping tools (spoon, ladle, bucket, cup, etc.), watering cans, garden gloves, plastic insects/bugs, balance scale	Add dirt or potting soil to a large tub. Encourage children to try different tools for scooping up the dirt. Children can use their hands or gardening tools to scoop dirt into pots. Encourage children to think about what insects they might see in a garden and how those might be helpful to the soil. Invite them to compare the weights of different containers of soil.

Use what you know about each child's language skills to start conversations:

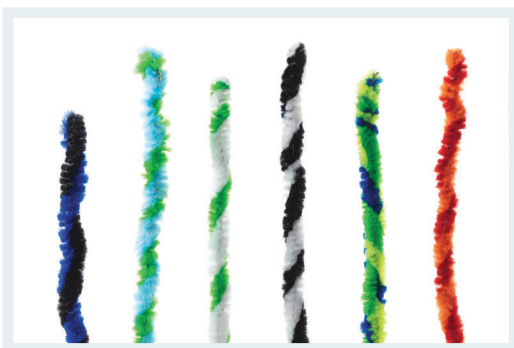
- Gesture: Show me the [tool]. Show me which cup of soil is heavier.
- Yes/No: Is this the [tool]? Is this container full of soil?
- Either/Or: Is this the [tool] or [tool]? Does this container have more soil, or does this container?
- Open-ended: What tools will you use to dig? Which tool seems best to dig? Why? How many scoops do you think it will take to fill this bucket?

- ▶ **Week 3 | Digging for Worms**
Children use various tools to dig up worms.
Physical Development: Fine Motor Skills

Materials	Directions
Sand, tongs, pipe cleaners, scissors, clothespins, cups, etc.	Invite children to snip and bend the pipe cleaners to look like worms. Then bury them at the sand table. Discuss how some birds dig and find worms to eat and bring back to their nests to feed their baby birds. Pretend the clothespins/tongs are bird mouths and the pipe cleaners are worms and have them pick up and put them in cups.

Use what you know about each child's language skills to start conversations:

- Gesture: Show me how many worms you've collected. Let's count together.
- Yes/No: Did you pick up the worms with [tongs, clothespin, hands, etc.]?
- Either/Or: Is it easier to pick up worms with [tool] or [tool]?
- Open-ended: What tools could we use to pretend we are picking up worms like a bird? Which tool is easiest to use to pick up worms? How many worms did you collect? How do you know?



Back to the Power of 3

When talking about worms, take time to review the Power of 3 responsibility "Treat living things carefully."

Technology



▶ Week 2 | Photo Scavenger Hunt

Children search for and take photos of objects from nature.

Science: Engineering and Technology

Materials

Tablet, camera

Directions

Create a digital scavenger hunt on the tablet with objects from nature you want children to find in or out of the classroom. Teach/remind children how to open the photo album app and how to operate the camera function on the tablet. If you are using a separate digital camera, teach children how to turn on the camera, take photos, and review the photos they have taken. When children find items on your scavenger hunt list, have them take their own photo of it.

Use what you know about each child's language skills to start conversations:

- Gesture: Show me the photo app. Point to the [object from nature] you found.
- Yes/No: Did you find the [object from nature]?
- Either/Or: Did you find the [object from nature] or [object from nature]? Did you find the [object from nature] inside or outside?
- Open-ended: What are you looking for? Where do you think we could find it? If you can't find the item you are looking for in the classroom, how else might you be able to get a photo of it?



Writing



- **Week 1 | Mud Letters**
Children draw letters in “mud.”
Literacy: Writing

Materials

Brown finger paint, metal pie plates, or paper plates

Directions

Place a dab of brown finger paint on each plate. Invite children to draw letters in the “mud.”

Use what you know about each child’s language skills to start conversations:

- Gesture: Show me [letter].
- Yes/No: Did you write [letter]? Can you write your name?
- Either/Or: Do you like writing in the “mud” or with a pencil better? Did you write _____ or _____ [letters, name, sight words, etc.]?
- Open-ended: Tell me about what you are writing in the “mud.” Do you prefer writing in the “mud” or on paper? Why? What does it feel like to write in the “mud”?

- **Week 2 | Letters and Sticks**
Children use sticks to draw letters in dirt.
Literacy: Writing

Materials

Pie trays that have dirt in them, twigs

Directions

Encourage children to use twigs to write letters/ words/draw pictures in the dirt. Show them how a gentle shake will “erase” their work, so they can start anew.

Use what you know about each child’s language skills to start conversations:

- Gesture: Show me the twig you want to write with. Show me [letter].
- Yes/No: Did you write [letter]? Can you write your name?
- Either/Or: Do you like writing with a stick or with a pencil better? Did you write [letter] or [letter]?
- Open-ended: What letters or words can you write in the dirt? Tell me about what you are writing. How does it feel to write with a twig in the dirt? How is it the same or different from using a pencil and paper? What other materials could we use from outside to write with?

Tip

Analyze Children’s Writing

Take time to analyze children’s writing samples to determine their strengths and what they are developmentally ready for next. Look for resources on the *Blueprint* website to help you understand writing stages.



Writing



- **Week 4 | Thank You Cards**
Children write “thank you” cards to friends and family.
Literacy: Writing

Materials	Directions
Paper, writing tools, chart or index cards with classmate’s names and pictures	Fold paper into cards. Remind children that they have been thinking about all the things we have to thank Earth for. Invite children to write thank you cards to their friends and family to show their appreciation for what they do, too. Confer with children on their writing.

Use what you know about each child’s language skills to start conversations:

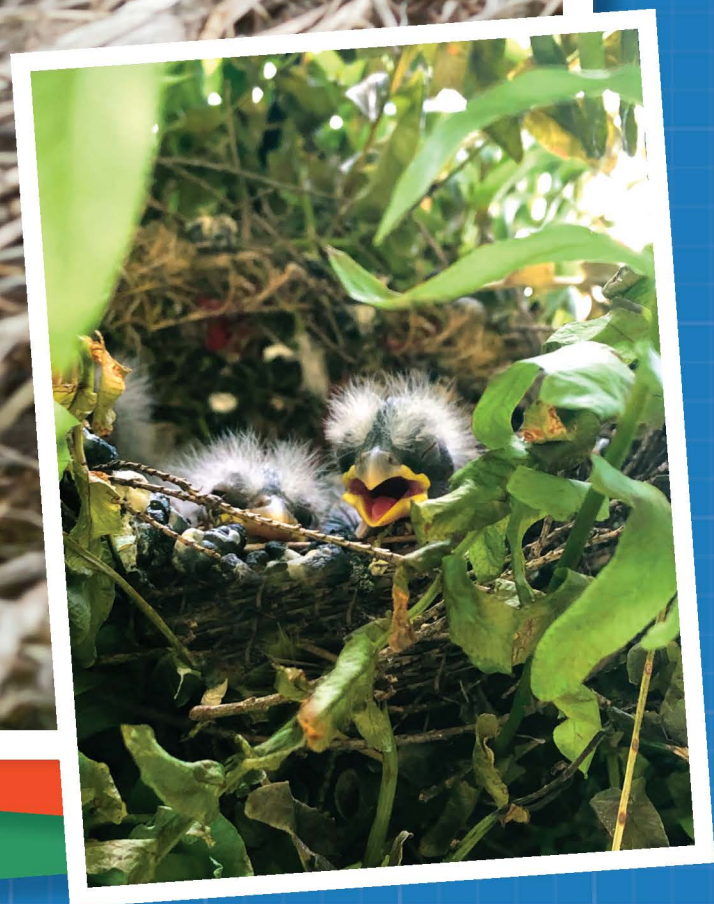
- Gesture: Show me who you will give the card to. Point to [letter].
- Yes/No: Did you write the card for [person]?
- Either/Or: Did you write the card for [person] or [person]?
- Open-ended: Who will you write to? What will you tell them? What does your [mom, dad, sibling, grandparent, teacher, friend, etc.] do that makes you happy? How will add spaces between your words? Is there anything else you want to add? Change? Is there anything you want to take out?

Tip

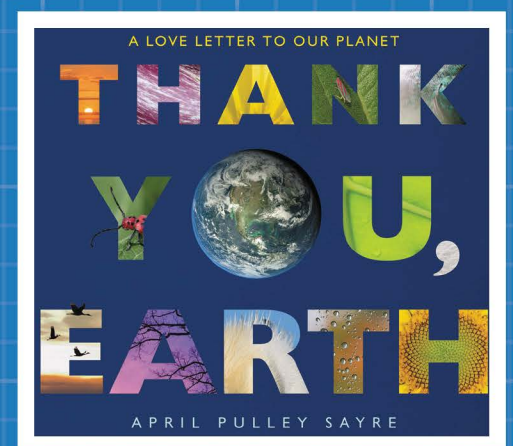
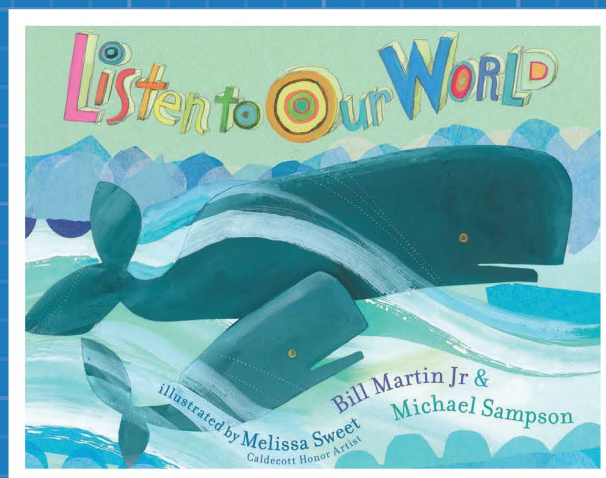
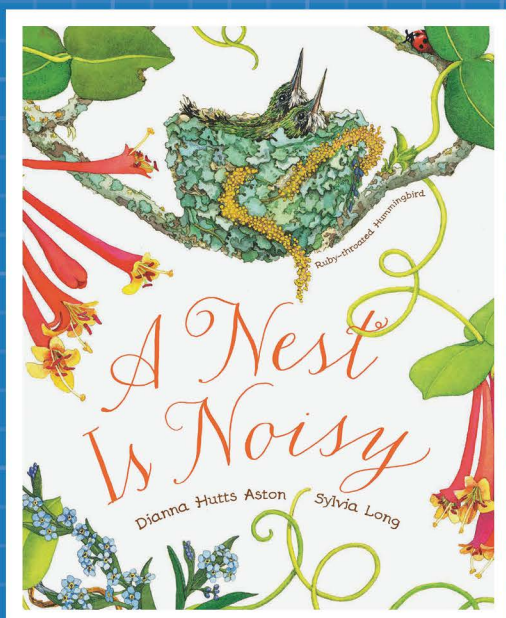
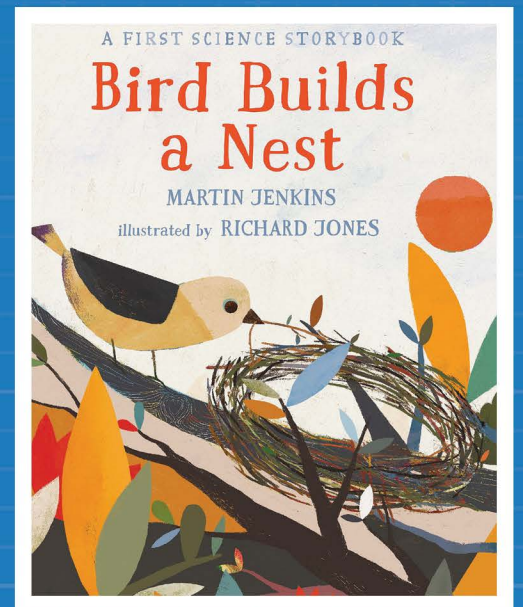
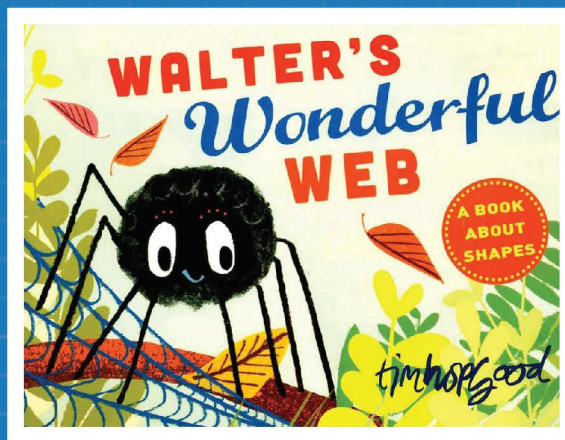
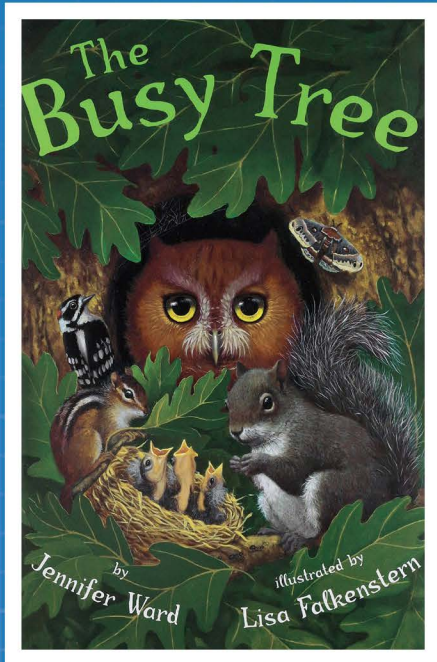
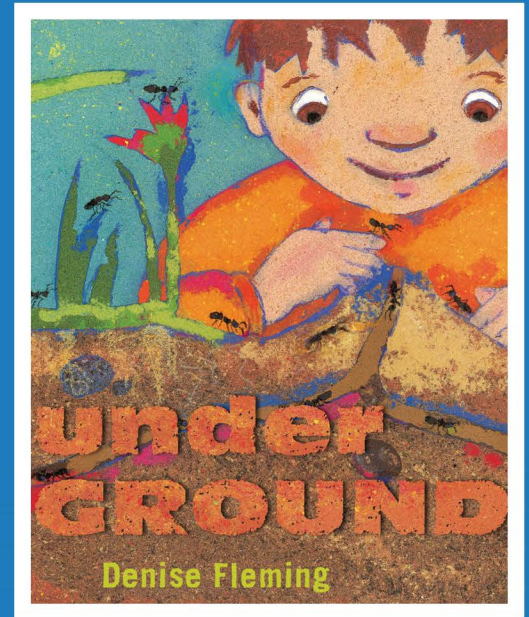
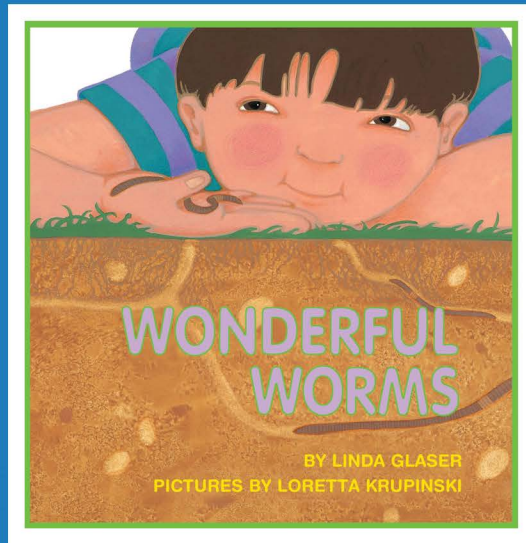
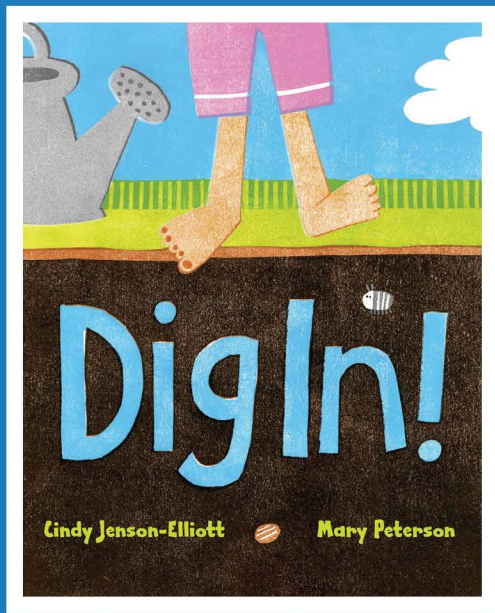
Pencil Grip

Children at this age typically hold their pencil or crayon in a modified tripod grasp or five-finger pencil grasp. This grasp is characterized by the following: the arm moves very little, the wrist and hand control most of the movement, and all five fingers are involved in holding the pencil. They are working toward the tripod pencil grip, often considered the “proper” pencil grip where the thumb, middle and index fingers grasp the pencil. This type of grip usually develops around ages five to six.





BOOKS



The children's books suggested here are readily available through Children's Literacy Initiative, most school or public libraries, or your local school equipment supplier.

Descriptions

Dig In!

- Written by Cindy Jenson-Elliott
- Illustrated by Mary Peterson
- Beach Lane Books, 2016

Large illustrations and simple text take children on a journey through the underground world of rocks, worms, bugs, and more. Children discuss living and non-living things and make connections to what they have seen underground.

Vocabulary

- squish: to squeeze something wet

The Busy Tree

- Written by Jennifer Ward
- Illustrated by Lisa Falkenstern
- Two Lions, 2009

Told from the point of view of an old oak tree, this picture book introduces readers to animals that make the tree a home. Illustrations of owls, squirrels, birds, moths, and more show children how different animals use trees for shelter, food, and raising their babies. They discuss how animals are architects of different kinds of home structures, and they identify rhyming words in the book.

Vocabulary

- scurry: to move quickly
- hollow: a hole in a tree trunk where an animal lives

A Nest Is Noisy

- Written by Dianna Hutts Aston
- Illustrated by Sylvia Long
- Chronicle Books, 2017

With brief poetic text and longer fact-filled captions, everyone has something to learn from this unique book about animals' nests! Children may know that birds make nests, but did they know bees, alligators, sea turtles, and orangutans do too? Children discuss how these animals use and create nests differently and practice sharing what else they wonder about nest building animals.

Vocabulary

- peculiar: unusual, strange, or interesting

Wonderful Worms

- Written by Linda Glaser
- Illustrated by Loretta Krupinski
- Millbrook Press, 1992

This informational book is a celebration of one underground architect: the worm. Detailing the life of a worm – from how they eat and dig, to how they help create nutrient-rich soil – this book invites children to consider how animals help take care of the environment. Children also discuss the similarities and differences between worms and people.

Vocabulary

- airy: more space or room
- rich: nourishing or healthy (soil)

Walter's Wonderful Web

- Written and illustrated by Tim Hopgood
- Farrar, Straus and Giroux, 2016

Walter the spider has a problem: his webs always turn out wobbly and blow away in the wind. But Walter is determined to make a web that holds its place. This book about perseverance provides a review of two-dimensional shapes. It helps build connections between children's knowledge of constructing buildings and animal habitats. Children revisit the importance of trying again and the Power of 3 as Walter rebuilds his perfect web.

Vocabulary

- determined: focused on what to do

Listen to Our World

- Written by Bill Martin, Jr. and Michael Sampson
- Illustrated by Melissa Sweet
- Simon & Schuster Books for Young Readers, 2016

This book celebrates the diversity of habitats around the world. We see parrots, panda bears, Gila monsters, eagles, and more as each two-page spread focuses on a different animal in its unique habitat. Children hiss, and snap, and growl along with the animals. Children also practice making inferences and move like animals during read alouds.

Vocabulary

- oozy: slimy, gooey

underGROUND

- Written and Illustrated by Denise Fleming
- Beach Lane Books, 2012

This rhyming book invites children to learn more about animals that eat, sleep, and protect their babies underground. Children discuss why animals may need to live underground and observe various animal home structures. A Creature Identification page in the back of the book encourages children to further investigate the diverse world of underground animals.

Vocabulary

- burrow: an underground hole that animals live in

Bird Builds a Nest

- Written by Martin Jenkins
- Illustrated by Richard Jones
- Candlewick Press, 2018

Bird eats a tasty worm for breakfast, then gets to work building a nest. This simple book showing how and why a mother bird builds a nest offers an introduction to the science of forces. After discussing how this animal architect takes strategic steps to build a sturdy yet cozy structure in nature, children begin a new design challenge and create their own bird nests.

Vocabulary

- fetch: to go get

Thank You, Earth

- Written and photographed by April Pulley Sayre
- Greenwillow Books, 2018

This book, written as a love letter to our planet, highlights the diversity of Earth's plants, animals, water, land, and sky. Matching vocabulary and poetic phrasing with photographs, this book encourages children to practice gratitude and to consider how the planet provides a home for all living things.

Vocabulary

- towering: taller than everything around it

UNIT 8 WEEK

Be Sure To...

- Talk to children about what living and non-living things can be found underground.
- Invite children to explore dirt and mud, using their senses and different tools.
- Work on initial consonant sounds.

Materials

- Dirt with items such as sticks, leaves, and rocks present
- Play tunnel or large cardboard box
- Cardboard tube
- Pie tins
- Measuring and mixing tools (cups, spoons, etc.)
- Natural/decorative materials (shells, beads, flowers, etc.)

Books

- *The Enormous Potato* from Unit 7
- *The Turnip* from Unit 7
- *Dig In!*
- *Wonderful Worms*
- *underGROUND*
- *Blueprint Songbook*

Charts

- Anchor Charts:
 - “Readers Can Say”
 - “We Can Describe”
 - “Feelings”
 - “Power of 3”
- Unit Charts:
 - “Words We Are Learning” (make)
 - Unit 7, Day 20: MTP Chart: “What can you find underground?”
- Unit Project: Mural

Who makes their home underground?

Many living things, such as worms and moles, make their homes underground. They crawl and tunnel under the ground. Non-living things are also found underground.

After learning about food that grows underground, children begin exploring what else can be found underground. During read alouds, they learn about many animals that live underground. They learn how the animals move, what they do, and about the kinds of homes and structures they build underground. In Small Group, children investigate dirt, mud, and rocks. They also begin a mural of living and non-living things that can be found underground.

Keep in Mind

- The unit project, a mural of things that can be found above and below ground, will be launched on Day 1: Talk Time. Prepare the materials.
- Contact local nature centers to see if they can send you resources (e.g. posters or brochures).
- In Week 2, you will focus on trees. You will need a photograph of a tree showing its various parts, such as its trunk and branches. If possible, use a familiar tree from the schoolyard.
- Remember to keep a copy of the “Letter and Numeral Formation Guide” near your Message Time Plus® board. It can be downloaded from the *Blueprint* website. As you pause to focus on letters and numerals to teach and/or review, consult this document for clarity and consistency. Repetition of these descriptions will support children as they learn letter names, sounds, and begin forming letters in their own writing. It will also support children as they learn numerals and form numerals in their own writing.



Words We Are Learning

tunnel
an underground tube

squish
to squeeze something wet

airy
more space or room

rich
nourishing or healthy (soil)

burrow
an underground hole that animals live in



Multilingual Learns Anchor Words

- build (review)
- dig
- dirt
- home



From the Songbook

“Do You Know What’s Underground?”

[Sing to the tune of “Muffin Man (The).”]

This song will be featured in Greeting Time. Copy the lyrics and send home to families.



Trips & Visitors

One of the best classroom visitors might be worms! Acquire or make a wormery (with the help of one of your families and the children). Giving children the opportunity to observe worms first hand will enhance their understanding. When working with living things, it’s always important to make sure you review responsibilities around caring for these animals.



Working with Families

Send families an email or text letting them know children will be exploring dirt and mud. Ask them if there is anything you need to have to support children’s participation (e.g. extra clothes).



Remember | <https://cliblueprint.org/resources-tx>

You can find downloads, videos, and more on the *Blueprint* website.

	Day 1	Day 2	Day 3	Day 4	Day 5
Greeting Time	Children learn a song about what is underground. <i>Literacy: Literate Attitudes and Behaviors</i>	Children sing about bugs crawling underground. <i>Literacy: Literate Attitudes and Behaviors</i>	Children sing about worms making tunnels underground. <i>Literacy: Literate Attitudes and Behaviors</i>	Children sing about mice nibbling underground. <i>Literacy: Literate Attitudes and Behaviors</i>	Children sing about moles digging underground. <i>Literacy: Literate Attitudes and Behaviors</i>
Movement Time	Children pretend to crawl like bugs upside down. <i>Creative Arts: Creative Movement and Dance</i>	Children practice worm pose. <i>Creative Arts: Creative Movement and Dance</i>	Children move like worms in a kinesthetic pattern. <i>Math: Patterns and Attributes</i>	Children act out tunneling through dirt. <i>Creative Arts: Creative Movement and Dance</i>	Children pretend to dig tunnels and burrows in the ground. <i>Creative Arts: Creative Movement and Dance</i>
Talk Time	Children begin a mural that shows what lives underground. <i>Science: Life Sciences</i>	Children discuss how we take care of ourselves when we keep on trying. <i>Approaches to Learning: Persistence and Attentiveness</i>	Children combine the onset and rime in words. <i>Literacy: Phonological Awareness</i>	Children learn about nature centers. <i>Science: Scientific Inquiry and Practices</i>	Children talk about animal homes. <i>Science: Life Sciences</i>
Message Time Plus	Children identify the beginning sound in a word. <i>Literacy: Phonological Awareness</i>	Children learn the word “tunnel.” <i>Literacy: Vocabulary</i>	Children distinguish between words that begin with /d/ and /g/. <i>Literacy: Phonological Awareness</i>	Children recognize and produce words with the /d/ sound. <i>Literacy: Phonological Awareness</i>	Children solve a riddle about underground animals. <i>Literacy: Listening and Speaking</i>
Intentional Read Aloud	Children identify things found underground. <i>Science: Earth and Space Sciences</i>	Children discuss what they learned about worms. <i>Science: Life Sciences</i>	Children compare worms and people. <i>Science: Life Sciences</i>	Children identify animals living underground. <i>Science: Life Sciences</i>	Children observe different structures underground. <i>Science: Life Sciences</i>
Small Group	Children use their senses to explore dirt. <i>Science: Earth and Space Sciences</i>	Children explore the effect of water on dirt. <i>Science: Earth and Space Sciences</i>	Children make mud pies. <i>Science: Physical Sciences</i>	Children sort rocks. <i>Math: Patterns and Attributes</i>	Children use a balance scale to compare weights of rocks. <i>Math: Measurement and Data</i>
Reflection Time	Would you like to live underground?	What did you do when something was hard for you?	What do you think it feels like to live underground?	Which underground animal would you want to be?	Who makes their home underground?

Centers to Launch

See Pages 14-24

Library Center | Nature Basket

Math Center | Measure the Worm

Sensory Table | Digging with Tools

Writing Center | Mud Letters



Greeting Time

Children learn a song about what is underground.

Literacy: Literate Attitudes and Behaviors

CONNECT to *The Enormous Potato* and *The Turnip*. **ASK** where these foods grow. **INVITE** children to think about what else could be found underground.

When we learned about food, we read a pair of folktales about a potato and a turnip [show]. We know plants can grow different ways. Where do both of these foods grow?

Yes, they grow down in the soil or dirt – underground. Think about what else could be underground.

MODEL singing “Do You Know What’s Underground?”

Do you know what’s underground
Underground
Underground [point and look downward].
Do you know what’s underground
All day long [open your arms in a gesture
of asking a question]?

INVITE children to sing. Then **ASK** them to tell a partner what’s underground.

So, do you know something that’s underground? Lean and tell a partner!

Make & Prepare

- Familiarize yourself with the tune of “Do You Know What’s Underground?” [Sing to the tune of “Muffin Man (The).”] on the *Blueprint* website.
- Retrieve the chart “What can you find underground?” that you made in Unit 7, Message Time Plus Day 20.

Additional Materials

- *Blueprint Songbook*
- The books *The Enormous Potato* and *The Turnip*



Movement Time

Children pretend to crawl like bugs upside down.

Creative Arts: Creative Movement and Dance

ACTIVATE children’s knowledge about bugs. **TALK** about how bugs move.

One thing that can be found underground is a bug. What kind of bugs do you know? How do bugs move?

Yes, some bugs fly [mimic flying] and some crawl [mimic crawling]. How do you think bugs move underground?

Bugs crawl underground. They are moving through the dirt.

INVITE children to crawl like bugs around in their circle.

Let’s crawl like bugs! Come on your hands and knees like this [demonstrate], and crawl around in our circle. When you get back to your spot, please pause.

GUIDE children to lay on their backs and pretend to crawl upside down.

Did you know that bugs can crawl upside down, too? Let’s try that! Lay on your back. Imagine you are a bug underground.

Lift up your arms and legs, and pretend to crawl on the dirt above you like this [demonstrate].

How does it feel to move like a bug?

Make & Prepare

- Be ready to model crawling and pretending to crawl upside down, or prepare another adult or child to do so.

Supporting Multilingual Learners

Explicitly teach the word “dirt” for new English learners. Use gestures, pictures, and/or directly translate it into the children’s home language (using an online translation tool). This will support their comprehension of the thematic content.



Talk Time

Children begin a mural that shows what lives underground.

Science: Life Sciences

SHOW the mural.

It’s fun to crawl like bugs underground. Here is a big picture, or mural, of the ground. What do you notice?

Yes, this mural shows above ground [point], ground level [point], and below [point] or underground.

SHOW the chart from Unit 7, Day 20: **Message Time Plus**. **REVIEW** things found underground.

Recently, we listed things we could find underground. Let’s read the list...

INVITE children to add at least one item to the mural.

Let’s add one of these things to our mural. What should we add first? Okay, let’s add a bug!

- What color should it be?
- What size should it be?
- How many legs will it have?
- Who can come draw a bug underground?

We will be exploring what else lives underground!

Make & Prepare

- Prepare the ground mural. Use butcher paper or a large piece of oak tag to show a cross-section of the ground: blue sky above, the soil line in the middle, and brown underground below.
- Retrieve the chart “What can you find underground?” that you made in Unit 7, Message Time Plus Day 20.

Additional Materials

- Markers

Unit Project

The mural is the unit project. Launch it during Talk Time and invite children to create items at the art center that they can add to the mural as they learn more about life underground.

Before

RECALL being bugs during Movement Time. **FOCUS** on the beginning sound in the word “bugs.”

We know bugs can be found underground. Wasn't it fun to crawl like bugs in Movement Time? I want to write about that in our message. I want to write the word “bugs” in my sentence.

One thing writers do is think [point to temple] about the beginning sound in words before they write. They think about which letter makes that sound and what it looks like. Let's practice that!

Say the word with me: bugs. What sound do you hear at the beginning of the word “bugs?” Yes, /b/. What letter makes the sound /b/? Whisper the letter that says /b/ into your hands. What letter did you whisper? Yes, the *letter b*.

Let's write the lowercase *letter b* in the palm of our hand. Start at the top and drop down. Then bump out. You just wrote the *letter b*.

Listen for the word “bugs” in the message. We will stop to remember the beginning sound and letter when it's time to write the word “bugs.”

During

DRAW one or two children crawling like bugs. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

I want to draw us crawling like bugs. We crawled two different ways! Should I draw us on our hands and knees or on our backs?

Suggested message: “We crawled like bugs.”

PAUSE to focus on phonological awareness (/b/ in the word “bugs”).

I'm ready to write the word “bugs.” Let's say that word again: bugs. What sound do you hear at the beginning of the word “bugs?” Yes, /b/. What letter makes that /b/ sound? Yes, the *letter b* makes the /b/ sound. When I write the lowercase *letter b*, I start at the top and drop down. Then I bump out. Now you try writing it with your finger in the air.

INVITE children to reread the message with you.

After

RESTATE that writers can think about the sound, which letter makes that sound, and what the letter looks like as they write. **INVITE** children to try this with the word “ladybug.”

We are writers! We listened for the beginning sound of a word, thought about which letter made that sound, and thought about what the letter looks like. Let's try it again.

One bug that crawls is a ladybug. Help me get ready to write the word “ladybug.”

Think about the beginning sound. What sound does the word “ladybug” begin with? Yes, /l/

Think about what letter makes that sound. Whisper it into your hand. Yes, the *letter l*.

Think about what that lowercase letter looks like. Yes, start at the top and drop down. Write the letter in your palm.

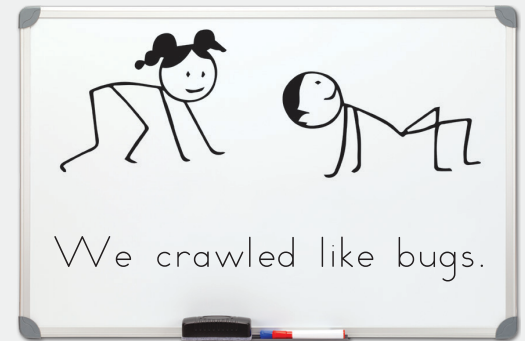
SUMMARIZE what writers do when they want to write a word.

When we want to write a word, we can think about the first sound, what letter makes that sound, and what the letter looks like.

REREAD the message one more time.

[Transition] **INVITE** children to practice the lowercase *letter l*.

Let's practice writing the lowercase *letter l* in the palm of our hand again.



Make & Prepare

- Review the standard pronunciation of the *letter b* on the *Blueprint* website.
- Familiarize yourself with the ASL sign for the *letter b* on the *Blueprint* website.
- Review the standard pronunciation of the *letter l* on the *Blueprint* website.
- Familiarize yourself with the ASL sign for the *letter l* on the *Blueprint* website.

Letter Formation:

- Lowercase *letter b*: drop down, bump out
- Lowercase *letter l*: drop down

Responding to Children

When choosing examples of words to use to reinforce beginning sounds, remember those tricky letters! Children may confuse words that begin with the *letter k* and the hard sound of the *letter c* because these two letters make the same sound. If children identify the correct sound but not the correct letter, support their efforts. You may choose to expand your responses to include, “Yes, I hear that sound, too. In this word, that sound is spelled with the letter...”

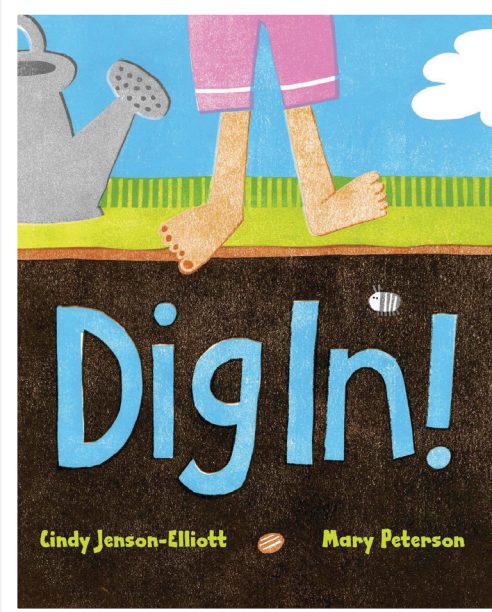
Following Up

This lesson focused on the *letter b*. What letters and sounds do your children know? Use your assessments of children's letter knowledge to determine your next steps. What letters do your children know? Which letters will you review when interacting with children (e.g. at centers or in Small Group)?



Keep It Going

- Join children at the writing center. Invite them to tell you about their work. Ask them what words they want to write. Encourage them to listen for the beginning sound in words, name the letter, and practice the letter form to prepare to write.



Make & Prepare

- Start a new chart titled “Words We Are Learning.”
- Review the ASL sign for “I predict” on the *Blueprint* website.

Additional Materials

- The book *The Turnip*
- Anchor Chart: “Readers Can Say”
- Unit Project: Mural
- Markers

Words We Are Learning

squish: to squeeze something wet

Responding to Children

When you ask children “Is it living or non-living?” explore their thinking. Do not focus on whether or not they give you the right answer. When children get more information and learn more facts, see how their thinking evolves.

Supporting Multilingual Learners

Explicitly teach the word “dig” for new English learners. Use gestures, pictures, and/or directly translate it into the children’s home language (using an online translation tool). This will support their comprehension of the thematic content.



Before

CONNECT to what can be found underground. **REFER** to the list created in Unit 7, Day 20: Message Time Plus. **ASK** children to identify which items are living or non-living.

We are talking about what we can find underground. We have already brainstormed a list of things that we think can be found underground. Let’s look at this list one more time...

- Which things on this list are living? How do you know?
- Which things are non-living? How do you know?

SHOW the cover. **INVITE** children to predict what the child will find in the dirt. **PROMPT** them to use the sign and sentence stem, “I predict...”

We are going to read a book called *Dig In!* It is written by Cindy Jenson-Elliott and illustrated by Mary Peterson. This book is about a child who digs in the dirt [mimic digging]. What do you think he will find? If you would like to share your prediction, sign “I predict” [demonstrate]. You can say, “I predict...”

Will he find a living thing? How about a non-living thing? Let’s read to find out!

PAUSE on the title page to point out the turnip seeds. **MAKE** connections to the book *The Turnip*.

What do you notice on this page? Yes, there is a turnip seed packet. And these are the turnip sprouts. I wonder if these turnips will grow to be as enormous as the one from our book *The Turnip* [show]?

During

Each time you read, “I dig in the dirt...” **INVITE** children to repeat it and pretend to dig with their hands.

PAUSE on each page where the boy finds something. **GIVE** children time to look at the picture and name what he finds before you read it. For example:

“I dig in the dirt... [children act out digging] and find a...” [wait for children to say “worm”].

Yes, worms live underground. Is a worm living or non-living. How do you know?

PAUSE after “Dirt squishes.” **DEFINE** “squish.” **ADD** it to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing.

Can you say “squishes”? Let’s find the syllables or beats in that word: squish-es. What does it mean to “squish”? When you squish, you squeeze something that is wet. Let’s add “squish” to the list of words we are learning. Do you know any words that mean the same thing?

INVITE children to pretend to squish dirt.

Pretend you are squishing wet dirt with your hands. How does it feel? Let’s see what else the child discovers!

PAUSE after “Then I water the dirt and find...” **INVITE** children to act out pouring water. **ASK** them to make a prediction. **REMINDE** them to use the sign and sentence stem, “I predict...”

What is this child mixing in the dirt? Let’s make believe we are pouring water into the dirt, too. I wonder what will happen when the water and the dirt mix together? What do you think? If you would like to share your prediction, sign “I predict.” You can say, “I predict...”

After

ASK children to recall what the boy found underground. **SHOW** the pictures for visual support.

This child explored what’s underground. He found both living and non-living things. What did he find?

What have you found in the dirt? What would you like to find in the dirt?

INVITE a few volunteers to add something from the book to the ground mural (e.g. worm, spider, seed).

Build Interest

CONNECT to investigating what is underground. **ASK** children if they have ever played in the dirt and to share their experience.

There are lots of things underground, including dirt! In the book, *Dig In!* [show], we named what our scientist friend found in the dirt. You may have found things in the dirt too. Let's discuss...

- What do you dig in the dirt with?
- What are some things you have found in the dirt?
- What are some things you did with the dirt?
- Are there any rules in your family about getting dirty? If so, what are they?

Build Understanding

SHOW children the tub of dirt. **INVITE** them to think about how they can learn more about dirt.

I brought some dirt for us to investigate [show]. Look at this tub of dirt!

- How can we learn more about it?
- What senses can we use? Which senses should we not use?
- What tools do you think would be helpful to use? Why?

Scientists, you have many ideas about how we can explore and learn about this tub of dirt. We can use magnifying glasses to look more closely at the dirt. We can use tweezers to pick up things from the dirt.

Build Experience

DISTRIBUTE paper plates for children to place items they extract from the dirt. **INVITE** them to investigate the dirt. **GIVE** them time to observe and ask questions. **REFER** to the Anchor Chart: "We Can Describe."

Spend some time investigating the dirt. Remember, scientists use their senses and tools to help them explore. Use your eyes, hands, and nose as you learn more about dirt. Your magnifying glass can help you get a closer look at these items. Under the magnifying glass, look for different shapes and colors in the dirt.

Use the tweezers to help you pull out or extract items from the dirt and place them on your plate.

REFLECT on exploring dirt and the items found in the dirt.

We investigated dirt and pulled out different items. Let's discuss...

- What did you see in the dirt?
- How does it feel?
- What colors did you notice?
- Is all dirt the same?
- What questions do you have about dirt? What are you wondering?
- What would you tell someone about dirt?

DISTRIBUTE science journals. **INVITE** children to record their thinking.



Make & Prepare

- Fill a large tub with dirt.
- Inspect your dirt sample ahead of time. Make sure there are natural items for children to investigate and extract. If you use potting soil, add items such as sticks, leaves, and rocks.
- Download, print, and add a copy of "Exploring Dirt" to children's science journals (one per child).

Additional Materials

- The book *Dig In!*
- Paper plates (one per child)
- Tweezers
- Magnifying glasses
- Science Journals
- Writing tools
- Anchor Chart: "We Can Describe"

Build Background Knowledge

Reread or browse the illustrations in the read aloud *Dig In!* Invite children to describe what they see or make connections to the book.

Stretch Their Thinking

Invite children to look at items they found in the dirt. How could they sort these items (such as "comes from a tree" or "doesn't come from a tree").

Listen/Look For

- How do children describe the soil?
- Do they use the tools correctly?

Responding to Children

You may have children that don't want to get their hands dirty! Here are some ways they can still participate: 1) put some dirt in a plastic container with a lid or in a sealed plastic bag; 2) provide gloves; or, 3) sit next to them and look at the dirt together.

Vocabulary Development

Some descriptive words you might want to preteach or use during the activity: loose, hard, packed, rich, damp, cool, powdery, gritty, and coarse.

Vary the Lesson

Create smaller tubs of dirt for individual children or partnerships to explore more independently.

Greeting Time

Children sing about bugs crawling underground.

Literacy: Literate Attitudes and Behaviors

REFER to the mural. **ASK** children what lives underground.

We are learning about what lives underground. Let's pick one of those things and sing about it! Look at our mural. What should we sing about?

REVIEW how bugs crawl.

Okay, let's sing about bugs! Some bugs live and move underground. How do they get around? Yes, they can crawl.

CHANGE the song lyrics to "Bugs are crawling underground."

Let's change the words of our song to sing about bugs crawling underground.

INVITE children to pretend to crawl upside down and sing along.

Can you lay on your back and crawl upside down? Please sing along!

Bugs are crawling underground
Underground
Underground.
Bugs are crawling underground
All day long.

Materials

- *Blueprint Songbook*
- Unit Project: Mural



Displaying Work

Remember to keep the mural at children's eye level, so they can see it clearly, and it can spark conversation within the classroom community,



Movement Time

Children practice worm pose.

Creative Arts: Creative Movement and Dance

SHOW the worm in the book *Dig In!* **TALK** about how worms wiggle underground.

Another living thing that can be found underground is a worm [show]. Worms do not have legs or feet. They cannot walk or crawl. So worms wiggle their bodies to move and dig through the dirt.

SHOW the worm page in the book *Blueprint Yoga*.

Let's practice a worm yoga pose! What do you notice about the pose?

MODEL worm pose. Then **GUIDE** children to do the pose.

I start with my knees and arms on the ground and my hips up. First, I slide my arms forward and come to my belly. I'm stretched out long. Next, I bring my hands back under my shoulders. Then, I pull my knees back in toward my chest. Did I move forward?

It's your turn to practice worm pose! Start with your knees and arms on the ground and hips up. Slide forward onto your belly. Stretch out long. Bring your hands under your shoulders and pull your knees back in.

Did you move forward? Do you feel like a worm moving through a tunnel?

Make & Prepare

- Have the book *Dig In!* ready. Mark the page that shows the worm with a sticky note.
- Familiarize yourself with how to do worm pose on the *Blueprint* website. Be ready to model it, or prepare another adult or child to do so.

Additional Material

- *Blueprint Yoga*

Talk Time

Children discuss how we take care of ourselves when we "Keep on trying."

Approaches to Learning: Persistence and Attentiveness

USE Sayeh and/or Elijah, the social emotional puppets, to talk. **ASK** children if it was hard to do the worm pose.

- Did you think it was challenging, or hard, to do the worm pose?
- Some things are not easy. Some things can be challenging to do. What other things are hard for you?
- What do you do when something is difficult, or hard? How do you take care of yourself?

CONNECT to the Power of 3. **REVIEW** how we can take care of ourselves and keep on trying.

One way we can take care of ourselves when we feel challenged is to keep on trying. Sometimes a task is difficult, or it may take us a longer time than we would like. But we can believe in ourselves and try our best. That's part of our Power of 3!

When you keep on trying, how do you feel? You can use the "Feelings" chart to help you.

Materials

- Sayeh and/or Elijah, the social emotional puppets
- Anchor Chart: "Power of 3"
- Anchor Chart: "Feelings"

Persistence

Teaching children persistence from a young age sets them up for success in the long run. By providing an environment in which it is safe to take risks and sometimes fail, you give children the opportunity to develop their persistence skills.

Before

FOCUS on the worm page in the book *Dig In!*

We read this book *Dig In!* [show]. The pictures in it show us what it looks like in the dirt below our feet. Let's look more closely at the worm page. What do you notice? What is the worm moving through?

DEFINE “tunnel.” **ADD** the word to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

Yes, worms make tunnels in the dirt. A tunnel is like an underground tube like this [show]. Worms make tunnels and move through them in the dirt. Can you say “tunnel?” Let's count the syllables or beats in that word: tun-nel [touch head and shoulders].

Let's add “tunnel” to the list of words we are learning. Do you know any other words that mean the same thing?

Listen and look for the word “tunnel” in the message.

During

DRAW a worm in a tunnel. **DESCRIBE** what you are thinking and drawing. **INVITE** children to contribute.

Here is a picture of a worm underground. It is long and skinny. It is moving through the tunnel it dug out.

Suggested message: “The worm makes a tunnel.”

PAUSE to focus on vocabulary (the word “tunnel”).

I want to write the word that means underground tube. What word do I want to use? [encourage children to recall the word “tunnel.”] Yes, “tunnel” is another word for an underground tube.

INVITE children to reread the message with you.

After

INVITE a volunteer to find the word “tunnel” in the message. **DRAW** a box around it to emphasize the concept of a word. **ASK** children to define the word.

Who would like to come point to the word “tunnel” in the message? How do you know that is the word “tunnel?” What does it mean?

SHOW children the tunnel. **ASK** them about their experiences with tunnels.

We are learning that worms make tunnels underground as they move through the dirt. Here is a tunnel [show]. Have you ever traveled through a tunnel like this? Have you ever traveled through a tunnel in a car? In a train? On the playground?

INVITE children to take turns moving through the tunnel. **TEACH** them a variation of the Greeting Time song to sing while they wait for a turn.

Let's see what it feels like to move through a tunnel [point]. We are each going to get a chance to move through the tunnel. When you move through the tunnel, think about what you notice and how you feel. If you are waiting for a turn, sing along with me:

Worms make tunnels underground, underground, underground.

Worms make tunnels underground

All day long.

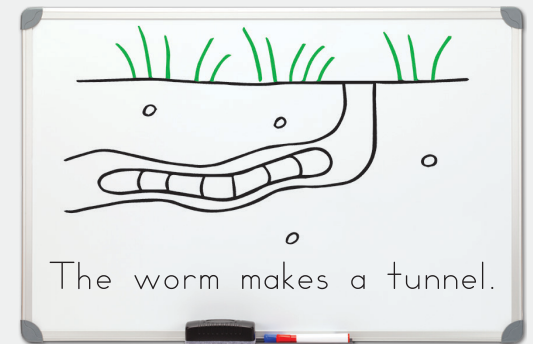
DISCUSS children's experience going through the tunnel. Then **REVIEW** the meaning of the word “tunnel.”

We learned the word “tunnel.” Worms make tunnels, or underground tubes, as they move through the dirt.

REREAD the message one more time.

[Transition] **INVITE** children to think about how they would “teach” the vocabulary word to someone at home.

When you go home, why don't you teach someone in your family what the word “tunnel” means? Let's rehearse what you might say and do. Tell your partner what a tunnel is.



Make & Prepare

- Have a play tunnel on hand, or take a large box, cut it open, and create a tunnel.
- Mark the worm page in the book *Dig In!*

Materials

- Cardboard tube
- Unit Chart: “Words We Are Learning”



Words We Are Learning

tunnel: an underground tube

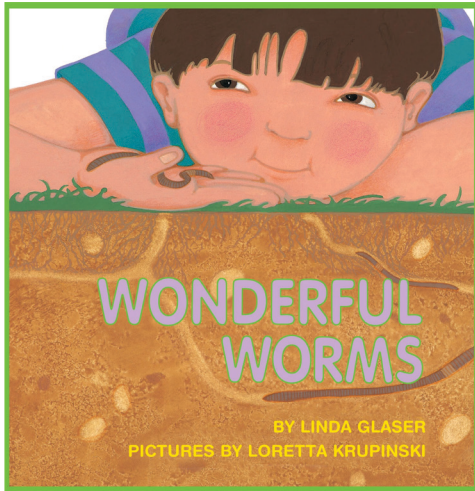
Vocabulary Development

In this lesson, children are introduced to the word “tunnel” as a noun meaning an underground tube. In the upcoming books, *Wonderful Worms* and *underGROUND*, they will hear the word again used as a verb. Words that have multiple meanings can cause confusion. Use pictures, objects, and gestures to provide context for children.



Keep It Going

- Take the tunnel outside. Give children more time to sit in the tunnel or move through it. How does being inside the tunnel change how they hear the sounds around them? Change how they see the light around them?
- While on the playground, encourage children to find a piece of equipment that is shaped like a tunnel. Encourage them to crawl through the tunnel and use the new vocabulary word “tunnel.”



Make & Prepare

- Review how to do worm yoga pose.

Additional Materials

- *Blueprint Yoga*
- Unit Chart: “Words We Are Learning”

Words We Are Learning

- airy: more space or room
- rich: nourishing or healthy (soil)

Vocabulary Development

In this lesson, children are introduced to the word “rich.” Words that have multiple meanings can cause confusion. Use pictures, objects, and gestures to provide context for children.

Responding to Children

During your discussion around how the food that worms eat comes out of their tail ends, don’t be surprised if children launch into “potty” talk. If and when it occurs, simply acknowledge the existence of these natural activities (“Yes, all living things make waste.”) and continue reading.



Before

ACTIVATE children’s knowledge about worms.

We have been talking about what is underground. Worms can live underground. What do you think worms do all day underground?

SET THE PURPOSE: To find out why the author thinks worms are wonderful.

Let’s find out more by reading this book. The title is *Wonderful Worms*. It is written by Cindy Jenson-Elliott and illustrated by Mary Peterson.

The author Cindy Jenson-Elliott thinks worms are wonderful [exaggerate an expression of delight]! What does that word “wonderful” mean? Yes, it means super, or really great. Do you think worms are wonderful?

Let’s read this book to find out why the author thinks worms are wonderful!

During

PAUSE after “They eat their way through and move along.” **COMPARE** how people and worms eat. **THINK ALOUD** about how worms are wonderful.

Show me how you might dig in the dirt. Yes, you might use your hands [show]. The author says worms are wonderful diggers. But do they dig with their hands? No! They dig by eating the dirt! Pretend you are a worm eating through the dirt [demonstrate]. Does that make worms wonderful?

PAUSE after “...so the roots of plants can breathe and grow.” **DEFINE** “airy.” **ADD** the word to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

As worms mix up the soil [make a mixing motion], they change it! First the soil is hard. Then it becomes...? Soft. First it’s tightly packed [pull your shoulders in]. Then [relax your shoulders] it becomes airy.

Can you say that word “airy”? “Airy” means there’s more space or room. Let’s add “airy” to the list of words we are learning. Do you know any words that mean the same thing?

HIGHLIGHT how worms help plants grow.

Now the plant roots have more room to grow! Do you think that makes worms wonderful?

PAUSE after “...it makes the earth rich so plants can grow.” **DEFINE** “rich.” **ADD** the word to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language). **HIGHLIGHT** how worms help plants grow.

What do worms eat? Yes, they eat dirt. And when it comes out of their bodies, how does it change?

It makes the soil rich. Do you think that means the soil has more money? No, not that kind of rich! When soil is rich, it means that the soil is nourishing or healthy for plants! Let’s add “rich” to the list of words we are learning. Do you know any words that mean the same thing?

Rich soil helps plants grow! Do you think that makes worms wonderful?

After

DISCUSS what children learned about worms. Below are some suggested questions.

- Why does the author think worms are wonderful?
- Do you think worms are wonderful too? Why?

INVITE children to do worm pose.

Worms do wonderful things for the Earth.

Let’s celebrate wonderful worms by doing a worm yoga pose! Who can remind us how to do worm pose?

Build Interest

CONNECT to several mixing investigations from Unit 6. **REFER** to photographs from making mixtures such as salt and water and/or soap and water.

Remember when we mixed things together and that changed them? Look at these pictures from our mixing investigations [show]. How did mixing change (the salt, the soap)?

What do you think will happen if we mix water and dirt together? How will the dirt change? What do you predict? Yes, it will make mud.

INVITE children to share their experiences with mud.

- What do you know about mud?
- Where have you seen mud?
- Have you played with mud before? What did you do?

Build Understanding

SHOW materials (tub of dirt, tools for adding water, and water). **DISCUSS** a plan to investigate what happens when water is added to dirt.

Here is some dirt [point]. I wonder...what happens when you add water to dirt? What do you think? How can we find out?

- How should we add the water?
- How much water should we add each time?
- What should our plan be so that everyone gets a chance to add some water?
- How should we mix the dirt after we add water?
- How will we clean up the mud when we're done?

SUMMARIZE the plan.

We decided... [sum up what children agree on. For example, say, "Everyone will get a turn to add some water to the dirt. Once water gets added, everyone can mix it and observe what happens."]

Build Experience

INVITE children to take turns adding water to the dirt, mixing, and observing. **USE** what you know about each child's language skills to include and extend participation.

We are exploring to find out how dirt changes as we add more water.

- Gesture: Point to the water. Point to the dirt. What should we use to add the water? How should we mix?
- Yes/No: Is this water? Is this dirt? Would you call it mud yet?
- Either/Or: Is this water, or is this dirt? Should we use [tool] or [tool] to add water/mix? Is this dirt, or is this mud?
- Open-ended: What happened when we added a little water to dirt? How did the dirt change as we added more water?

REFLECT on investigating water and dirt.

We added water to dirt. Let's discuss...

Why did the dirt change when we added water? What else did you notice? What other questions do you have?

DISTRIBUTE science journals. **INVITE** children to record their thinking.



Make & Prepare

- Photographs of mixing investigations from Unit 6 (such as salt and water, and/or soap and water)
- Download, print, and add a copy of "Mixing Dirt and Water" to children's science journals (one per child).

Additional Materials

- Several trays or tubs
- Dirt (divided into enough tubs for each group to have some)
- Water
- Tools to add water, such as eyedropper, spoon, etc.
- Anchor Chart: "We Can Describe"
- Science Journals
- Writing tools

Build Background Knowledge

Refer to the book *Dig In!* where the child explored with some dirt. Talk about the ending when he mixed water with dirt. What did he make?



Stretch Their Thinking

Invite children to think about whether this is a reversible or irreversible change. Will the mud always be mud? Can it be dirt again? How can we find out? Children can design their own investigation to find out and track it over time (for example, what will happen if we leave it on the window sill? Outside?).

Listen/Look For

- What ideas do children have about adding water?
- What observations do children make?

Vocabulary Development

Some descriptive words about mud you might want to expose or preteach to support children's growing vocabulary: thick, wet, soft, sticky, slippery, watery, messy, oozy, soupy.

Vary the Lesson

This activity can be done outside or at the water table. Also, each child can have their own small tub.



Growing Scientists

When children make an inference, they try to explain what they have just observed. With inferencing, we encourage children to draw on previous experiences. In this activity, children make inferences about why the dirt changes when water is added. They have lots of experience with mixing from Unit 6 and can apply this knowledge when talking about the mixtures in this activity.

Greeting Time

Children sing about worms making tunnels underground.

Literacy: Literate Attitudes and Behaviors

REREAD the marked page in *Wonderful Worms*. **POINT OUT** the pattern.

We are reading *Wonderful Worms* [show book]. Let's reread the page about how worms move.

When they make a tunnel, worms move in a pattern! They stretch out, squeeze in, stretch out, squeeze in...

MODEL and **INVITE** children to practice doing the pattern standing up.

Let's practice this pattern standing up. Reach your arms up; stretch out. Now bring your hands by your shoulders and bend your knees; squeeze in. Keep repeating the pattern: Stretch out, squeeze in...

REVIEW the song lyrics to "Worms Make Tunnels Underground."

Let's sing the song we learned about worms, "Worms Make Tunnels Underground."

INVITE children to stretch and squeeze as they sing along.

Stretch and squeeze your body [demonstrate] like you're making a tunnel underground as we sing!

Worms make tunnels underground
Underground
Underground.
Worms make tunnels underground
All day long.

Make & Prepare

- Have the book *Wonderful Worms* ready. Mark the page that begins "They stretch out..." with a sticky note.

Materials

- *Blueprint Songbook*
- Unit Project: Mural



Movement Time

Children move like worms in a kinesthetic pattern.

Math: Patterns and Attributes

REVIEW how worms move.

We just practiced moving like worms. We stood up, and we stretched [demonstrate], and we squeezed [demonstrate].

REVIEW the worm yoga pose.

Would you like to try moving in the pattern on the ground? Who can remind us how to do worm pose?

GUIDE children to move in the pattern on their bellies on the ground.

Let's all get ready to practice worm pose. Please make space around and in front of you so we all have room to move.

Start with your knees and arms on the ground and your hips up. Slide forward onto your belly. Stretch out. Now bring your hands under your shoulders and pull your knees back in. Squeeze in.

Keep repeating the pattern: Stretch out, squeeze in...

Talk Time

Children combine the onset and rime in words.

Literacy: Phonological Awareness

EXPLAIN that you will play a word game. **MODEL** isolating the onset and rime of the word "worm." **ASK** children to combine the onset and rime to make the word.

You just moved like a worm. Worms are one thing we might discover underground. Let's play a word game about things we can find underground.

I'm going to say two parts of one word. Your job is to put the two parts together [bring hands together] to make the word. Listen carefully: w-orm. What's the word? Yes, worm!

CONTINUE to isolate the onset and rime in other one-syllable words. **REFER** to the illustrations in the book *Wonderful Worms* as needed. **ASK** children to combine the onset and rime and say the words.

Let's try another one:

- B-ug. What's the word? Bug!
- B-ird. What's the word? Bird!
- R-oost. What's the word? Roost!
- M-ouse. What's the word? Mouse!
- B-one. What's the word? Bone!

Material

- *Blueprint Yoga* (to refer to worm pose)

Remember...

While the components of Gathering Times can be taught one right after the other, each part can also stand alone. You may use one as a transition activity, or repeat the song or movement at another time of day. Reflection Time, though, is intended for the end of the day to give children closure on their daily experiences.



Onset and Rime

Onset and rime are parts of words. The onset is the first part of a one-syllable word. The rime is the rest of the word, beginning with the initial vowel. For example, in the word "red" r- is the onset and -ed is the rime. Some one-syllable words, such as "air" and "use," do not have onsets. Teaching children to segment and blend onset and rime will help them to decode and spell later on.



Before

CONNECT to the book *Wonderful Worms*. **FOCUS** on the *letter d*.

We are learning that worms make tunnels in the dirt [show and point to the cover of the book]. What sound do you hear in the beginning of the word “dirt”? What letter makes the /d/ sound? Yes, the *letter d*.

DESCRIBE the *letter d* form as you write the uppercase and lowercase letters in the left corner of your board. **INVITE** children to skywrite the letters. **Optionally**, review the ASL sign.

The *letter d* makes the /d/ sound. To write an uppercase *letter D*, I start at the top and drop down. Then I curve around. Now you write it with your finger in the air. This is the lowercase *letter d*. I curve around and drop down. Now you try it.

CONNECT to worms in the garden. **SHOW** the marked page. **FOCUS** on the *letter g*.

One place that has lots of dirt and worms is a garden [show the page]! What sound do you hear in the beginning of the word “garden”? What letter makes the /g/ sound?

DESCRIBE the *letter g* form as you write the letters in the right corner of your board. **INVITE** children to skywrite the letters. **Optionally**, review the ASL sign. **TELL** children to listen for the /d/ and /g/ sounds.

We know so many letters and sounds! Listen for the /d/ and /g/ sounds in the message. I’m going to write the *letter d* and the *letter g*.

During

DRAW pictures for the words “dirt” and “garden.” **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

First, I want to draw some dirt. Should I add a worm or a rock to the dirt? Next, I want draw a garden. What vegetables should I grow in my garden?.

Suggested labels: “dirt,” “garden”

PAUSE to focus on phonological awareness (/d/ in the word “dirt” and /g/ in the word “garden”).

The *letter d* makes the sound /d/. I want to write a lowercase *letter d*. I curve around and drop down. Now you try writing it with your finger in the air. I’ll write the rest of the letters in the word “dirt” now.

REPEAT with the lowercase *letter g* in “garden.” **INVITE** children to reread the labels with you.

After

PLAY the game “Matching Sounds.” **SHOW** a picture of an object. **ASK** children to identify its beginning sound and match it to one of the targeted sounds (/d/ or /g/). **ADD** the picture to the side of the board that shows the same letter.

Let’s play the game “Matching Sounds.” I will show you a picture. We will name what we see in the picture and think about the beginning sound in the word. Does it start with the same sound as the word “dirt” or the same sound as the word “garden”? Whisper your answer in the palm of your hand like this [demonstrate]. Then we’ll add it to the board. Let’s try one together.

Here’s a picture. What is it? What sound does it begin with? Does it begin with the same sound as the word “dirt”? Does it begin with the same sound as “garden”? Whisper your answer in the palm of your hand. Who wants to add it to the board?

CONTINUE playing. Then **SUMMARIZE** the activity.

We sorted words by whether they began with the /d/ or the /g/ sound. We are learning so many sounds and letters!

REREAD the message one more time.

[Transition] **INVITE** children to tell you a word that begins with either /d/ or /g/.

Share another word you know that begins with either /d/ or /g/.



Make & Prepare

- Review the standard pronunciation for the *letter d* and the *letter g* on the *Blueprint* website.
- Familiarize yourself with the ASL signs for the *letter d* and the *letter g* on the *Blueprint* website.
- Download and print images of words that begin with the *letter d* (dog, duck, dice, doll) and the *letter g* (goat, guitar, gate, gorilla).
- Have the book *Wonderful Worms* ready. Mark the page that says “Earthworms are my helpers” with a sticky note.

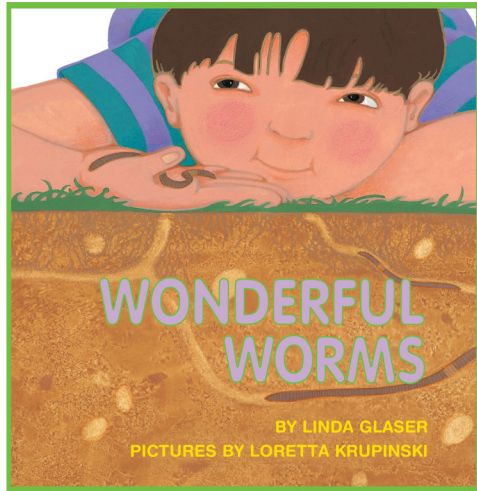
Letter Formation

- Uppercase *letter D*: drop down, curve around
- Lowercase *letter d*: curve around, drop down
- Uppercase *letter G*: curve around, jump up, make a bridge
- Lowercase *letter g*: curve around, make a tail, swing up



Keep It Going

- In a small group, provide children with objects or pictures that begin with *letters d* and *g* (pronounced /g/). Can children sort the object or picture by initial sound?
- Gather children in a small group. Tell them that they are going to go on a letter hunt around the classroom. Show the children the uppercase and lowercase *letters d* and *g*. Discuss how the letters look. Invite some children to search the room looking for uppercase and lowercase *letter d* and some looking for uppercase and lowercase *letter g*. Encourage children to explain how they knew that was the correct letter.



Make & Prepare

- Bring two objects to compare (e.g. two rocks, two plants).

Additional Materials

- Anchor Chart: “Readers Can Say”
- Unit Chart: “Words We Are Learning”
- Chart paper and markers

Vary the Lesson

When charting children’s responses for how worms and people are the same and different, choose how to organize the information. For example, you can make a two-column chart, or create a Venn diagram.

Responding to Children

It is important to plan your stopping points in a read aloud, but be mindful of the children’s needs and responses. If they are truly engaged and need to talk, make time for them to do so. Be flexible with the implementation of your lesson and always consider teachable moments.

Before

SHOW two items for children to compare.

I brought in these two items. Let’s compare them. What is the same about them? What is different about them?

CONNECT to things living underground. **PROVIDE** an example of how worms and people are the same and how they are different.

Now let’s compare worms and people! Do worms eat? Yes they do! Do people eat? Yes, we do!

What do worms eat? Yes, dirt and rotting leaves. Do people eat dirt and rotting leaves? No! We eat fruits and vegetables and other foods. But not dirt!

SET THE PURPOSE: To find out how worms and people are the same as and different from each other.

As we reread *Wonderful Worms*, let’s think about how worms are the same as people and how worms are different from people.

During

PAUSE after “They feel thunder when I walk.” **DISCUSS** how worms and people are the same and different.

I am thinking about how worms and people are the same and different. We are the same because we both sense sounds around us. But we are also different. What body part do we use to hear sounds? Yes, we use our ears.

Do worms have ears? No, worms are different because they do not hear sounds. Instead, they feel sounds with their whole bodies. When a big person walks on the ground above them, it feels like crashing thunder: boom!

PAUSE after “They eat their way through and move along.” **DISCUSS** how worms and people are the same and different. **NOTE** how the word “tunnel” can be used to name the object or be the action.

How are worms and people the same? Yes, worms and people are the same because we both dig in the dirt.

How are worms and people different when they dig? Yes, people use shovels, their hands and fingers, or even their toes to dig. But worms wiggle their whole bodies in a pattern to dig through the soil.

Worms dig tunnels in the dirt [refer to Unit Chart: “Words We Are Learning”]. But you can describe how they move as “tunneling.” So you could say worms tunnel through their tunnels.

PAUSE after “They do have a mouth.” **DISCUSS** how worms and people are the same and different.

- How are worms and people the same? Yes, we both have mouths.
- How are worms and people different? Worms don’t have eyes, ears, or noses. But we do!

After

REVIEW how worms and people are the same and different. **CHART** children’s ideas.

Let’s think about what we learned about how people and worms are the same and different. Now turn and talk with a partner. You can start by saying, “I learned…”

Now let’s all share our ideas…

INVITE children to move in a pattern like a worm: stretch out, squeeze in (either standing up or lying on their bellies).

Even though people dig differently than worms, we can still move like worms! Let’s move in a pattern like worms. Get ready to stretch out, and squeeze in…

Build Interest

CONNECT to experimenting with dirt and water. **TELL** children that they are going to make mud pies. **INVITE** children to share what they know about making mud.

We have been working with dirt, water, and mud. We can play with dirt to make a pretend pie or a mud pie.

- Do you know what a mud pie is?
- Have you ever made one?
- What tools can we use?

Build Understanding

SHOW and talk about the materials.

Here is the dirt in a tub [point]. Here is some water [point]. Here are some objects from nature [point] And here are some tools [point]. These tools remind me of the tools we used when we cooked together! But are we going to eat our mud pies? No, people don't eat dirt, worms do!

You are each going to make your own mud pie. Let's make mud in the tub together. Then you can scoop some out into your own pie pan [point].

MAKE mud together. **INVITE** children to think about how they might make and decorate their mud pie.

- How is our mud looking? Do we need more water?
- How will you make your mud pie?
- What tools are you going to use?
- How will you decorate your mud pie?

Build Experience

DISTRIBUTE a pie plate to each child. **GIVE** them time to make mud pies. **CONNECT** with new English learners by describing what you see them doing.

Here is your pie plate. Use a spoon or your hands to scoop out some mud from our tub. Put the mud in your pie plate. Squish and mix! Have fun making a mud pie! I can't wait to see yours.

INVITE children to share.

We had fun making mud pies! Tell us about your mud pie.

What should we do with our mud pies now [put them aside, let them dry, take them home, or put them out in the classroom]?

Make & Prepare

- Cover the table with newspaper or a reusable table cloth. This activity will be messy!
- Fill a large tub with dirt.

Additional Materials

- Pie tins (one for each child)
- Water
- Measuring and mixing tools: cups, spoons, etc.
- Natural/decorative materials: shells, sticks, beads, flowers, etc.
- Aprons or smocks
- Anchor Chart: "We Can Describe"

Build Background Knowledge

Share experiences playing in mud. Ask children to describe when they have seen mud outside.

Stretch Their Thinking

Imagine having a party for some of the animals children have learned that live underground. Ask children who their mud pie is for!

Listen/Look For

- Can children name the tools, and can they describe how to use them?
- What do children say about their mud pie?

Interacting with Children

When introducing the materials, we connected it to previous classroom experiences of using tools in cooking. This is a good strategy for helping children connect familiar content with new content. Look for ways to do this when interacting in small groups or one-on-one. "This reminds me of..." is one good way to start a connection.

Vary the Lesson

You can add essential oils to the dirt to increase the sensory experience. This activity can also be done at the water table or outside. Invite children to collect materials from nature to add to their mud pie.

Greeting Time

Children sing about mice nibbling underground.

Literacy: Literate Attitudes and Behaviors

SHOW the marked page in *Wonderful Worms*. **ASK** children what other animals they see.

We have been reading about worms underground. Do you notice any other animals in this picture? Are they above or below ground?

INVITE children to pretend to nibble like a mouse.

What is the mouse doing underground in its home?

Yes, when mice eat, they nibble, or take little bites of their food. Can you pretend to nibble like a mouse underground [demonstrate]?

CHANGE the song lyrics to “Mice are nibbling underground.” **INVITE** children to sing along and pretend to nibble.

Why don't we sing about mice nibbling in their underground homes?

Mice are nibbling underground
Underground
Underground.
Mice are nibbling underground
All day long.

Make & Prepare

- Have the book *Wonderful Worms* ready. Mark the page that begins “They live where it is...” with a sticky note.

Additional Material

- *Blueprint Songbook*

Vocabulary Development

Help children learn new vocabulary by pointing to pictures of objects or animals within the book as you are saying the word that matches them.



Movement Time

Children act out tunneling through dirt.

Creative Arts: Creative Movement and Dance

CONNECT to worms digging tunnels.

Different animals live underground. We learned that worms move in a pattern – stretch and squeeze, stretch and squeeze. As they move, they dig tunnels [refer to the Unit Chart: “Words We Are Learning”] through the dirt.

Let's pretend to be worms traveling through a tunnel!

SPLIT the class into two to four lines. **GUIDE** them to do the dog yoga pose, hip to hip, to create a tunnel.

In your group, line up facing this way. Come onto your hands and knees, and lift up your hips like a dog yoga pose. Stay close together, hip to hip. You are creating a tunnel!

INVITE each child to move through the tunnel like a worm.

Now the first person will stretch and squeeze through the tunnel...

When you get the end, join the rest of your group in dog pose to keep the tunnel going. Then it is the next person's turn!

Make & Prepare

- Review how to do dog pose and worm pose, or prepare another adult or a child to do so.

Additional Materials

- *Blueprint Yoga*
- Unit Chart: “Words We Are Learning”

Talk Time

Children learn about nature centers.

Science: Scientific Inquiry and Practices

INVITE children to share what they want to observe in nature.

How would you like to observe worms underground?

What else would you like to observe more closely in nature?

ACTIVATE children's knowledge about nature centers. **SHOW** photos. **ASK** children what they notice.

Nature centers like these [show photos] are places where you can look closely at things found in nature. Have you ever been to a nature center? What did you see there? What did you do?

Let's look more closely at the nature center photos. What do you notice?

- What objects from nature do you see?
- If you were at this nature center, what would you want to look at or touch?

Nature centers help us learn more about nature. We are going to be learning more about how animals live in nature!

Make & Prepare

- Download and print images of nature centers. If there is a nature center in or near your local community, find and use photos that feature it.

Building Background

Talk Time helps build children's knowledge about how a nature center might look and be equipped. It provides a springboard for pretending to work like scientists in a nature center when we launch this new dramatic play center in Talk Time Day 6.

Remember to Save

- Nature center photos for Day 6: Talk Time



Before

CONNECT to the read aloud *Wonderful Worms*. **SHOW** the picture on the marked page. **FOCUS** on the beginning sound /d/ in the words that describe the dirt. **INVITE** children to name the letter that makes the /d/ sound. Optionally, review the ASL sign.

We've been reading the book *Wonderful Worms* [show book]. What have you liked about this book? One thing I liked is the way the author Linda Glaser described the dirt [show page]. She says the dirt where worms live is "dark and damp."

Listen as I say that again: the dirt is dark and damp. I hear a lot of words that begin with the same sound in that sentence. What sound do you hear: "the dirt is dark and damp"? Yes! /d/. What letter makes the /d/ sound? The *letter d*. Listen carefully as I use the /d/ sound in the beginning of many of words in our message!

During

DRAW a dog burying a bone. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

I want to draw a dog. He is digging in the dirt. What could he be searching for?

Suggested message: "The dog dug in the dirt."

PAUSE to focus on phonological awareness (sound and formation of the *letter d*).

The next word I want to write is "dog." Say that with me: dog. What sound do you hear at the beginning of "dog"? Yes, /d/. What letter am I going to write? Yes, the *letter d*. To write the lowercase *letter d*, I curve around and drop down. Now you try writing it with your finger in the air.

INVITE children to reread the message with you.

After

INVITE volunteers to the board to point to the *letter d*. **CIRCLE** and **COUNT** all the *letter d*'s.

I wrote a lot of words that begin with the /d/ sound. What letter makes the /d/ sound? Yes, the *letter d*. Let's count to find out how many *letter d*'s there are.

INVITE children to brainstorm other words that begin with the /d/ sound.

Linda Glaser, the author of *Wonderful Worms*, described the dirt as dark and damp. That's a lot of words that begin with the /d/ sound. What other words do you know that begin with the /d/ sound?

INVITE children to make up a sentence using some words that begin with the /d/ sound.

I wrote the sentence "The dog dug in the dirt." This sentence has lots of words that begin with the /d/ sound. Can you think of a sentence that has lots of words that begin with the /d/ sound? Turn to a partner and share.

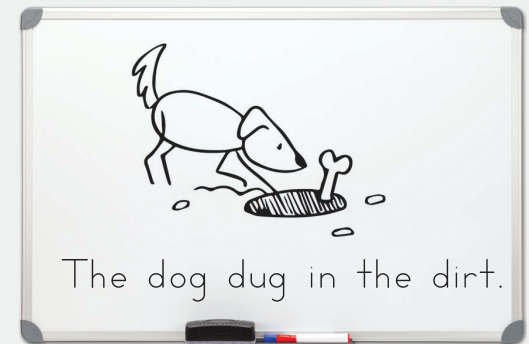
SUMMARIZE recognizing and saying words with the /d/ sound.

We learned that some sentences can have words that begin with the same sound. We focused on the /d/ sound made by the *letter d*.

REREAD the message one more time.

[Transition] **INVITE** children try to pretend to dig in the dirt.

We are becoming experts at hearing and saying words that begin with the /d/ sound. Let's dance off the rug as you say /d/, /d/, /d/.



Make & Prepare

- Review the standard pronunciation of the *letter d* on the *Blueprint* website.
- Review the ASL sign for the *letter d* on the *Blueprint* website.
- Have the book *Wonderful Worms* ready. Mark the page where the dirt is described as "dark and damp" with a sticky note.

Did You Know?

When many words in a sentence begin with the same sound, it is called alliteration. Sometimes these sentences are referred to as tongue twisters.

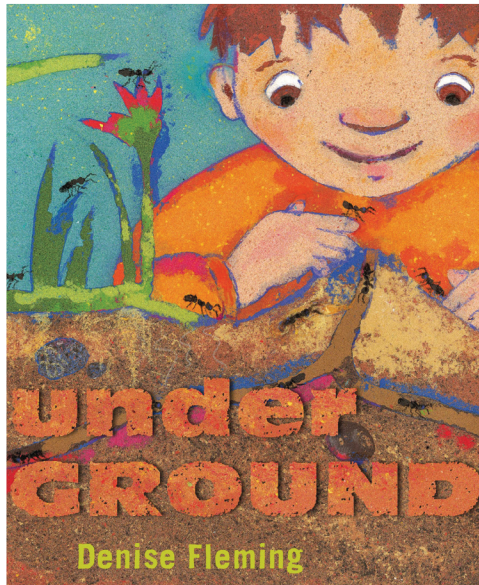
Responding to Children

If children are not yet ready to produce a sentence, you can ask them to name words that begin with the /d/ sound. Together, you can collaborate on creating a sentence together. For example, "What should we have our dog do? Should it dance or dive?"



Keep It Going

- Use children's names to build tongue twisters.
- Encourage children to identify items around the room that begin with the /d/ sound.
- Gather children in a small group. Say four words that begin with the /d/ sound. Invite the children to tell you the first sound. Now say three words that begin with the sound /d/ and one that does not. Have the children tell you which word did not start with /d/ sound.



Make & Prepare

- Review the ASL sign for “I see” on the *Blueprint* website.
- Read the “Creature Identification” notes at the back of the book. This information will help you to correctly identify the different animals pictured in the book. Let children see you referring to the back of the book to model how to use resources found in informational texts.

Additional Materials

- Unit Project: Mural
- Anchor Chart: “Readers Can Say”

Denise Fleming

The author of this book has a website that you can explore, <https://www.denisefleming.com>. It includes book activities, downloads, information on the illustrations, and more.

Connection to Other Units

In Unit 7 children learned how plants grow. Here they are asked to recall other foods that grow underground.

Keep It Going

- Meet with children individually or in a small group. Refer to the “Creature Identification” pages in the book. Use them to help children learn the names of animals and to bring attention to the diversity of animals found living together. This exploration will help build context for discussions around shelter, protection, and the habitats the animals live in. Invite children to talk about what they know about these animals. Ask them how they could learn more.



Before

CONNECT to worms. **REFER** to the mural. **ASK** children to name other animals that live underground.

Worms are one animal that live in the dirt underground. But there are many other animals that live in underground communities. Look at our mural. Can you name another underground animal? Lean and tell a partner!

SHOW the cover. **ASK** children what they notice. **INVITE** them to name what animals they see. **PROMPT** them to use the sign and sentence stem, “I see.”

We are going to look for other underground animals. This book is called *underGROUND*. It is both written and illustrated by Denise Fleming. Look at the picture on the cover. What do you notice?

What underground animals do you see? If you would like to share, sign “I see” [demonstrate]. Say, “I see...”

INVITE children to look for other underground animals. **REMINDE** them to sign, “I see.”

As we read *underGROUND*, look for other underground animals. Remember to sign, “I see.” We also will see some animals who may not live underground all the time, but they use it other ways.

During

PAUSE after “underGROUND.” **ASK** children what animals they see. **REMINDE** them to use the sign and sentence stem, “I see.”

Readers, look carefully at this picture. What do you see? Are they above or below ground? What are they doing? If you would like to share, sign “I see.” You can say, “I see...”

Yes, we see a worm [point] that dug and moved through this tunnel underground.

Does this bird [point] live underground? How is it using the ground? Yes, it is pulling the worm out of the dirt to eat.

Do you see anything you might pull out of the ground to eat? Yes, the carrots [point] are underground. They grew from seeds that were planted in the soil. Can you think of any other foods that grow underground?

These white things look like large seeds, but they are actually grubs [point]. Do you know what grubs are?

Grubs are baby beetles, which are another kind of bug. They’re growing underground.

PAUSE one to three more times to acknowledge children signing “I see.” **INVITE** them to name additional animals in the book. **DISCUSS** what they notice about the animals. **Be sure to point out some less familiar underground animals, such as the shrew, mole, and groundhog.**

After

SHOW the “Creature Identification” pages at the back of the book. **REVIEW** some of the animals. **INVITE** children to turn and talk about the animals they like.

At the back of this book, the author and illustrator, Denise Fleming, names all of the animals that she drew in the book. She gives us more information about how each animal lives in or uses the ground.

Think about which of these animals you are most interested in. Turn and talk to a partner about the animal you like. Tell how that animal lives in or uses the ground.

ENCOURAGE children to add more animals from the book to the mural (e.g. shrew, mole, groundhog).

Build Interest

REFER to the Unit Project: Mural. REVIEW what has been added to the mural so far.

Learners, we began a mural [point]. We are adding things to the mural that can be found underground, on the ground, and in nature. Let's review what we have added to our mural so far!

FOCUS on rocks. SHOW children the rock collection. INVITE them to make observations. REFER to the Anchor Chart: "We Can Describe."

There are so many different things you can see in nature! One thing you can find underground and on the ground are rocks [show]. Do you think rocks are living thing or non-living things? Why?

Here is a rock collection we are going to be exploring. Take a look.

Choose one of the rocks. Look at it closely. What do you notice about your rock? How is it the same as the other rocks? How is it different? You can use the "We Can Describe" chart [point] to help you describe the rocks in the rock collection.

Build Understanding

RESTATE the features that children observed. Then INVOLVE children in choosing one feature to sort rocks by (e.g. sparkly, non-sparkly).

We can sort our rocks, or put them into groups, based on the features you noticed. Let's choose one way to sort these rocks. What should we choose?

Ok! Let's sort the rocks into two groups. One group will be the rocks that are sparkly [show]. The other group will be the rocks that are non-sparkly [show].

CREATE two yarn circles on the table.

I'll make two circles on the table with yarn [show]. Which circle should we put the rocks in that are sparkly? What about the rocks that are non-sparkly? Okay learners, let's work together to sort the rocks!

GIVE children time to carefully sort the rocks. ASK guiding questions. COUNT and LABEL the groups.

- Why did you put that rock in that circle?
- How many rocks are in each sorting circle?
- Are the two groups equal? Which group has more rocks? Which has less?
- How can we label each group to describe the ways we sorted the rocks?

Build Experience

CONTINUE to sort. INVITE children to select a different feature to sort by (you may need more than two circles). USE what you know about each child's language skills to include and extend participation. COUNT and compare the number of rocks in each sorting circle.

We just sorted the rocks into two groups: rocks that are sparkly, and rocks that are non-sparkly. There are many more ways we can sort our rocks! Who has another idea?

Let's try it! Tell us which rocks we should put in each circle. After we sort, we can count and label the groups.

- Gesture: Point to a rock with this [feature]. Point to a rock that does not have this [feature].
- Yes/No: Does this rock have [feature]? Is this rock [feature]? Are these rocks the same? Are they different?
- Either/Or: Does this rock have [feature], or does this rock have [feature]? Are these rocks the same, or are they different?
- Open-ended: How do you want to sort the rocks? Which circle should we put the rock in? How many rocks are in each group? Which group has more rocks? How do you know?

RESTATE that to sort objects, including rocks, you choose a feature or attribute.

There are so many ways to sort the rocks in our collection. When we organize things, like our rocks, into groups, it is called sorting! We chose... [summarize the ways the group sorted the rocks].

Make & Prepare

- Gather rocks for a classroom rock collection.
- Cut two lengths of yarn that are long enough (approximately three feet) to create two circles for sorting the materials.

Additional Material

- Unit Project: Mural
- Anchor Chart: "We Can Describe"



Remember to Save

The rock collection will be used many times throughout the unit. Keep it at the science center when you are not using it, so children can continue to use it.

Building Background Knowledge

Invite children to look closely at one rock together to build their vocabulary around its features.

Stretch Their Thinking

Invite children to sort rocks by two features (for example, spotted and smooth rocks).

Listen/Look For

- What do children notice about the features of the rocks?
- How do children suggest sorting?
- Are children able to explain how they sorted?
- How do children count and compare quantities of rocks sorted?
- What descriptive words did they need support with?



Is a Rock a Living Thing?

No, a rock is not a living thing. It doesn't have cells that grow or respond to external stimuli for example. However, when we ask children to talk about whether or not rocks are living things, the goal is to promote their thinking and reasoning skills, not to arrive at the "right" answer.

Responding to Children

Are children able to sort objects using one attribute? If so, challenge them to sort by less common attributes, or more than one attribute. If not, check for understanding of vocabulary like same and different.



Keep It Going

- Invite children to create their own rock collections.

Greeting Time

Children sing about moles digging underground.

Literacy: Literate Attitudes and Behaviors

SHOW the marked page in the book *underGROUND*. **POINT OUT** other animals.

We saw many creatures, or animals, in this book *underGROUND* [show]. What animals do you notice in this picture?

Are they above or below ground?

INVITE children to pretend to dig like a mole.

Yes, we see a rabbit eating plants and bugs crawling above ground. And we see a mole digging a tunnel through the dirt. Can you pretend to dig like a mole [demonstrate]?

CHANGE the lyrics to “Moles are digging underground.” **INVITE** children to sing along.

Let’s change the words of our song to sing about moles digging underground. Keep digging through your tunnel as we sing!

Moles are digging underground
Underground
Underground.
Moles are digging underground
All day long.

Make & Prepare

- Have the book *underGROUND* ready. Mark the pages that begins “Creatures dig...” with a sticky note.

Additional Material

- *Blueprint Songbook*

Vocabulary Development

Help the children learn new vocabulary by pointing to pictures of objects or animals within the book as you are saying the word that matches them.



Movement Time

Children pretend to dig tunnels and burrows in the ground.

Creative Arts: Creative Movement and Dance

SHOW the marked pages in the book *underGROUND*. **POINT OUT** the mole in its burrow.

We saw moles in the book *underGROUND*. What is the mole doing in this picture [point]?

Yes, the mole has dug a hole in the ground to live in.

POINT OUT the mole sticking its head above ground.

What is the mole doing in this picture [point]?

Yes, the mole has dug a tunnel back up and is sticking his head above the ground.

GUIDE children to pretend to dig like moles. **MODEL** using your hands and gradually stand up and poke your head above ground. Then go back down and curl up as if resting in a burrow.

Let’s pretend to dig tunnels through the dirt like moles! Imagine you are underground. Can you use your hands like a mole uses its front feet to dig your way up, up, up? Come to stand and poke your head above ground.

Now dig your way all the way back down, down, down like this [demonstrate]. Can you make a larger hole to be your home? Curl up in a little ball and rest in your cozy burrow like this [demonstrate]. Take a deep breath in, and let out a long relaxing sigh: ahh.

Make & Prepare

- Have the book *underGROUND* ready. Mark the page that begins “Digging furrows and burrows” and the last page that says “underGROUND” with a sticky note.

Did You Know?

Regular exercise helps children develop strong muscles and bones, maintain a healthy weight, sleep better, and may even help them feel more motivated and focused in school.

Talk Time

Children talk about animal homes.

Science: Life Sciences

SHOW the marked page in *underGROUND*. **TALK** about the rabbits sleeping. **ASK** children what they do in their homes.

We have been talking about moles. They live underground. Here are some rabbits underground. What are they doing in their home?

Yes, they are sleeping. Do you sleep in your home? What else do you do in your home? Why are homes helpful?

Yes, we often eat and sleep in our homes. Our homes can also keep us safe from the cold or the rain.

DISCUSS animal homes. Use some of the suggested questions below.

- Do animals need to eat?
- Do animals need to sleep?
- Do some animals need to keep warm or dry?
- Do animals need homes? Why or why not?
- Where do animals make their homes?
- What do animals make their homes out of?

We are learning that many animals have homes. They may use their homes to eat, sleep, and stay safe.

Make & Prepare

- Have the book *underGROUND* ready. Mark the page that begins “Funneling, tunneling” with a sticky note.

Sensitivity About Homes

Take care to be sensitive to children’s feelings when discussing homes. Sometimes children live in situations that may be stressful. Give them an opportunity to express their feelings, and make time to provide appropriate emotional support.

Supporting Multilingual Learners

Explicitly teach the words “build” and “home” for new English learners. Use gestures, pictures, and/or directly translate it into the children’s home language (using an online translation tool). This will support their comprehension of the thematic content.



Before

FOCUS on animals that live and visit underground.

We've been talking about animals that live underground. Some animals live and move underground. Other animals are above ground and just go underground sometimes. Look at this page from our book *underGROUND*.

SHOW children the marked page from the book *underGROUND*. ASK them what animal makes a home for its babies underground.

What animal builds a home for its eggs underground [point]? How do you know?

Yes! The turtle digs a hole in the ground to lay its eggs. The turtle is covering up the eggs with more dirt to keep them hidden underground.

TELL children they are going to use clues to guess the underground animal.

In the message, I'm going to draw and write clues about another animal that spends time underground. Remember, clues are hints, or pieces of information that help you figure something out. I'll draw some pictures and write a sentence. You can use these clues to guess the animal I'm describing. Ready?

During

DRAW a picture of a few small, connected tunnels. DESCRIBE what you are doing and thinking. INVITE children to contribute.

I'm going to draw clues to my riddle. This animal is a tiny bug. It travels in groups. They build many underground tunnels to travel through. How many tunnels should I draw? This animal keeps food and eggs in the tunnels.

Suggested message: "I run around my tunnels."

PAUSE to focus on concepts of print (spaces between words).

I just finished writing the word "run." Before I write the next word, I want to leave a finger space. We don't want to squish our words together! The space shows your reader where one word ends and the next word begins. Now I can begin writing the word "around."

FINISH WRITING the message. INVITE children to reread the message with you.

After

ASK the children to guess the animal you described in the message.

Who thinks they know what animal I was describing? I drew some picture clues [point to the picture]. I wrote some word clues [sweep your finger under the words].

Take a moment to think. Remember, you're thinking about what animal I just described. Now, whisper in your hand and say the animal you think I was describing.

GIVE children time to share.

Yes, it is an ant. How did you know?

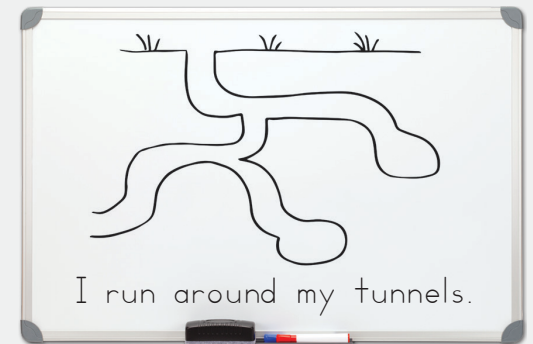
ASK children to think of other animals with underground homes that they know.

What other animals make their home underground that we could draw (snakes, lizards, bugs, etc.)?

REREAD the message one more time.

[Transition] ASK children which underground animal they would like to be.

What underground animal would you like to be?



Make & Prepare

- Have the book *underGROUND* ready. Mark the page that says "Digging furrows and burrows" with a sticky note.

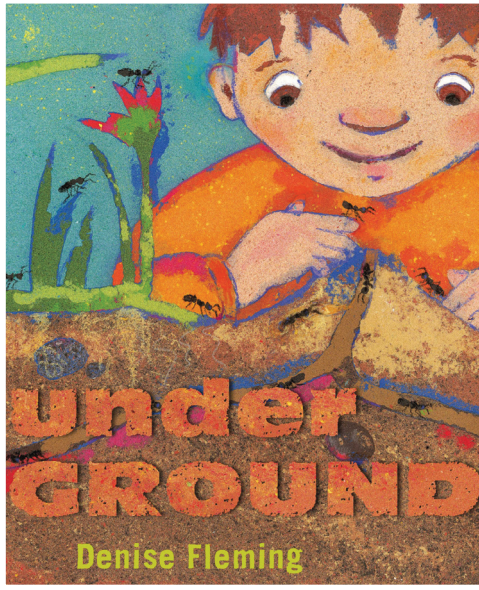
About the "Pause to focus on..."

Message Time Plus gives you an opportunity to focus on a variety of literacy skills during an authentic reading and writing experience. The "Pause to focus on..." generally focuses on four areas of literacy: phonological awareness, concepts of print, vocabulary, and writing structure. These are important foundational areas for emerging readers and writers to be exposed to on a regular basis. We offer a suggested topic for the "Pause to focus on..." for each lesson. Adapt this to meet the needs of your individual learners.



Keep It Going

- Continue the game from the lesson (while children are waiting to wash their hands, for example). Provide them with clues of other animals that live underground. Encourage children to share their answers and how they knew that was the animal.
- Explore the schoolyard, the walk to the local park, and anywhere that the children are outside. Look for signs of holes that may lead underground. An obvious one for most children are ant hills. Spend some time observing, allowing the children to get close, but respecting the ants' space as well.



Make & Prepare

- Bring back the photo of Architect Zaha from Unit 4, or download and print another copy.

Additional Materials

- Anchor Chart: “Readers Can Say”
- Unit Chart: “Words We Are Learning”

Words We Are Learning

burrow: an underground hole that an animal lives in

Connections to Other Units

Here we make a connection to the structures that animals build and the structures architects construct. Bring out artifacts from Unit 4 to remind children about how architects plan and design buildings.

Keep it Going

- Out of all of the animals that make their home underground, decomposers are the easiest to study, most readily available, and inexpensive to maintain. Worm farms allow children to observe the life cycle of worms and the process of decomposing. Pill bugs are another decomposer that can be easy to maintain in a classroom.
- Ask children: What would it look like if you were an animal in nature? What materials would you have around you? How could you use them to design and build a home? This kind of imaginative, creative thinking promotes executive functioning.

Before

ASK children about animal homes.

We are learning about many animals that live underground. What do they do underground?

Yes, they move around. They eat. They help make the soil airy and rich, so plants can grow.

SET THE PURPOSE: To notice different structures animals build.

Animals also build homes and lots of other things like tunnels [refer to the Unit Chart: “Words We Are Learning”], so they can get around underground.

As we reread *underGROUND*, let’s pay attention to the things animals build underground.

During

PAUSE after “and run around.” DISCUSS how some animals build shelters to keep their babies safe.

Look at these ant eggs [point]. Why do you think ants build special places to keep their eggs underground?

Yes, burying their eggs in the ground keeps them safe from getting lost or hurt.

DEFINE “burrow.” ADD the word to the Unit Chart: “Words We Are Learning.” INVITE children to share words they know that mean the same thing (in English or their home language).

Here are some shrew babies [point]. Where are they? Yes, they are in a hole the adult shrews dug called a burrow. Can you say that word “burrow”? Let’s find the syllables or beats in that word: bur-row. A burrow is an underground hole that an animal lives in. Let’s add “burrow” to the list of words we are learning. Do you know any words that mean the same thing?

Why do you think shrews build burrows for their babies? Yes, burying their babies in the ground keeps them safe from getting lost or hurt. I wonder what other animals build underground shelters for their babies?

PAUSE after “Past highways and byways.” DISCUSS how some animals store food underground, and others eat, sleep, and stay safe in burrows.

These aren’t the highways and byways that people drive vehicles on. These are tunnels underground. Animals use tunnels to get around underground. What animals do you see here? What are they doing underground?

Yes, the chipmunks are gathering acorns from above ground and burying them underground. Why do you think they are keeping the acorns down in the dirt? Yes, they are saving them so that they have enough food to eat when they are hungry. Notice if other animals build places in the ground to store food.

POINT OUT additional structures like: tunnels, shelters for babies, storage for food, and burrows.

After

REVIEW the different kinds of structures that animals build underground.

We learned how animals build all sorts of things— like homes to sleep in, tunnels to move around, and shelters to keep their babies safe.

SHOW a photo of Architect Zaha and her building. REVIEW what an architect does.

I am reminded of Architect Zaha [show]. Remember her?

Yes, she is an architect, a person whose job it is to plan how buildings will look.

ASK children to think about how animals are like architects.

How do you think animals are like architects?

Yes, they plan and build all different types of things like homes and tunnels.

Build Interest

FOCUS on the rock collection.

We've been exploring something from nature: rocks! We noticed how the rocks look and their texture, or how they feel. Let's look at our rock collection again.

ASK children how they can figure out which rock is heavier.

Take a look at these two rocks [point]. Which do you think is heavier? I wonder...how can we find out?

Ok! Hold both rocks in your hands. You can feel which one is heavier. Let's try it!

PASS the rocks around and invite children to compare the weight of the rocks in their hand.

When it is your turn, hold one rock in each hand. Which is heavier? Which is lighter? How do you know?

Build Understanding

SHOW children a balance scale. REVIEW children's experiences using a balance scale.

Who remembers this tool [point to the balance scale]? What does it help us do?

Yes, this is a balance scale. It helps us to compare the weight of objects. How do you use a balance scale?

Yes, you put objects on both sides of the scale. Then you observe to see which is heavier and which is lighter. What do you know about the side of the scale that goes down and the side that goes up?

Yes, the object on the side that goes down is heavier and the object on the side that goes up is lighter.

WORK TOGETHER to compare two rocks from the collection. PLACE the rocks on the scale. DISCUSS children's observations.

Let's see what happens when we place a rock on either side of the scale.

- Which rocks from our rock collection should we choose?
- Which one should we put on the scale first? Choose a side.

Now let's place the other rock on the other side. What do you predict will happen? Why?

Build Experience

GIVE children time to compare the weights of the rocks in the rock collection using the balance scale. USE what you know about each child's language skills to include and extend participation.

Let's compare the weights of the rocks in our rock collection with the balance scale.

- Gesture: Pick up the rock that you want to try next. Point to the rock that you think is heavier. Place it on the scale.
- Yes/No: Can you pick up our next rock? Do you think it is heavier than the other one?
- Either/Or: Do you think this rock is heavier or lighter than the other one?
- Open-ended: Which rocks do you want to compare? What is happening now that you put two rocks on the scale? What do you know about the weight of these rocks? Can you put the rocks in order from lightest to heaviest?

SUMMARIZE working with a balance scale.

We used a balance scale and compared the weights of rocks in our rock collection. Let's discuss:

- What did you find out about the weight of the rocks in our rock collection?
- What would you tell someone about using a balance scale?

Materials

- Balance scale
- Rock collection

Build Background Knowledge

Reflect on how children sorted the rock collection. Did they notice how the rocks felt when they held them? Were some rocks heavy? Light?

Stretch their Thinking

Compare rocks to other objects in the classroom using the balance scale. Can children find objects that are heavier, lighter, and the same weight as a rock from the rock collection?

Listen/Look for

- What measurement vocabulary do children use?
- What do children understand about weight and using a balance scale?



Remember to Check

Remember to check on children's seeds and the potato experiment from the Unit 7 Project: Our Garden. Invite them to use their science journal to record changes in the growth of their seeds.



Growing STEM Skills

Preparation is important. Before you read to children, you pre-read the books, select vocabulary, and mark pages where you want to stop and talk about what is happening in the story. Before you engage children in STEM activities, it's helpful to do them yourself first. This will help you judge how the activity flows, assess if there are any problems with the materials you have collected, and prepare questions specifically geared for your children.

UNIT 8 WEEK

2

Be Sure To...

- Talk about the trees in your community and the animals that use them or live in them.
- Play math games with children to strengthen numeral identification and their understanding of different ways to express quantity.
- Focus on the social emotional skill of persistence through discussion and read alouds.

Materials

- Resources such as magazines or brochures that feature animal homes that children can cut out

Books

- *Is That Wise, Pig?*
- *The Busy Tree*
- *underGROUND*
- *Walter's Wonderful Web*
- *Wonderful Worms*
- *Blueprint Yoga*

Charts

- Anchor Chart:
 - "Power of 3"
 - "Readers Can Say"
- Unit Chart:
 - "Words We Are Learning"
 - "Parts of a Tree" (make)
 - "Ways to Say Hello" (Unit 3)
 - "5 Senses" (Unit 2)
 - "How to Design" (Unit 4)
- Unit Project: Mural

Who makes their home in trees?

Lots of animals make their homes in trees. They plan and build their homes just like architects using different materials and shapes.

Children continue their exploration of animal homes by looking at animals that live in trees. Through read alouds, they are introduced to the kinds of animals that can be found in trees. They learn about the parts of a tree and how animals can use them to build and seek shelter. They also discuss how these animal architects demonstrate persistence. Children continue to practice producing rhymes and counting syllables, and in Small Group, they match quantities of objects to their numeric value.

Keep in Mind

- You will need a photograph of a tree showing its various parts such as its trunk and branches. If possible, use a familiar tree from the schoolyard.
- Begin preparing your dramatic play center, "The Nature Center," for Day 6: Talk Time.



Words We Are Learning

scurry
to move quickly

hollow
a hole in a tree trunk where an animal lives

camouflage
to blend in (with your surroundings)

determined
focused on what to do



Multilingual Learner Anchor Words

- tree
- animals (review)



From the Songbook

"The Roots of a Tree"
Copy the lyrics and send home to families.

Encourage choral singing and have children sing the song together.

Invite children to stretch their arms and legs as roots and branches.

Encourage children to flutter their fingers to "shake their leaves."



Working with Families

Let families know how they can work on numeral identification. Post this information:

Help your children identify numerals in their environment. Point out numerals where you see them – on walks, on packaging, around the house.



Trips & Visitors

Visit a local nature center or botanical center or invite members of their organization to visit your class.



Remember | <https://clibblueprint.org/resources-tx>
You can find downloads, videos, and more on the *Blueprint* website.

	Day 6	Day 7	Day 8	Day 9	Day 10
Greeting Time	Children match animal cards. <i>Science: Scientific Inquiry and Practices</i>	Children sort animals by features. <i>Science: Life Sciences</i>	Children sort animals by their homes. <i>Science: Life Sciences</i>	Children listen for a word that rhymes with their animal's name. <i>Literacy: Phonological Awareness</i>	Children count the syllables in their animal's name. <i>Literacy: Phonological Awareness</i>
Movement Time	Children practice tree pose. <i>Creative Arts: Creative Movement and Dance</i>	Children balance in tree pose. <i>Physical Development; Gross Motor Skills</i>	Children practice tree pose and spy animals. <i>Creative Arts: Creative Movement and Dance</i>	Children sway while balancing in tree pose. <i>Physical Development: Gross Motor Skills</i>	Children hold hands and balance in tree pose. <i>Social Emotional: Social Awareness and Relationships</i>
Talk Time	Children launch the nature center dramatic play. <i>Science: Life Sciences</i>	Children discuss the results of a survey. <i>Math: Measurement and Data</i>	Children practice "Wise Owl." <i>Social Emotional: Self-Awareness and Self-Concept</i>	Children discuss trying different solutions to a problem. <i>Approaches to Learning: Persistence and Attentiveness</i>	Children create shapes with a ball of yarn. <i>Math: Geometry and Spatial Relations</i>
Message Time Plus	Children are introduced to parts of a tree. <i>Science: Life Sciences</i>	Children learn the word "hollow." <i>Literacy: Vocabulary</i>	Children discuss how animals blend in with their environment. <i>Science: Life Sciences</i>	Children begin work on a class book. <i>Literacy: Writing</i>	Children recognize and produce words with the /w/ sound. <i>Literacy: Phonological Awareness</i>
Intentional Read Aloud	Children discuss how animals use a tree to live. <i>Science: Life Sciences</i>	Children discuss animal architects in trees. <i>Science: Life Sciences</i>	Children fill in the rhyming word on each page. <i>Literacy: Phonological Awareness</i>	Children discuss how the spider is an animal architect. <i>Science: Life Sciences</i>	Children discuss how Walter keeps trying to solve his problem. <i>Literacy: Comprehension</i>
Small Group	Children match quantities of rocks to numerals. <i>Math: Numbers and Number Sense</i>	Children play the game "Rock Memory." <i>Math: Numbers and Number Sense</i>	Children play the game "Numeral Memory." <i>Math: Numbers and Number Sense</i>	Children play the game "Musical Numbers." <i>Math: Operations and Algebraic Thinking</i>	Children explore number combinations. <i>Math: Operations and Algebraic Thinking</i>
Reflection Time	If you climbed a tall tree, what would you do when you got to the top?	What animal would you like to build a house for? What would the house look like?	We have been playing number games. What is your favorite number? Why?	Can you tell about a problem you tried solving?	Who makes their home in trees?

Centers to Launch

See Pages 14-24

Art Center | Painting with Feathers

Dramatic Play Center | Nature Center

Library Center | *Walter's Wonderful Web*

Technology Center | Photo Scavenger Hunt

Writing Center | Letters and Sticks



Greeting Time

Children match animal cards.

Science: Scientific Inquiry and Practices

REFER to the mural. **ASK** children which underground animals can also be above ground.

We have been exploring animals who live and go underground. Look at our mural. Can you name some animals we might find underground?

Have you seen any of these animals above ground? Which ones?

HAND OUT animal cards. **MODEL** and **GUIDE** children to show their cards and name each animal. **ENCOURAGE** multilingual children to share with a partner who speaks the same home language.

Let's stand up and show our animal cards. Hold your card facing out, so everyone can see it [demonstrate]. As we go around the circle, we will name the animal on each card.

What animal do I have? Yes, my animal is a mole. What animal do you have, [name]?

GUIDE children to meet in the middle of the circle with others who have the same animal card.

If you have a [animal] please walk to the middle of the circle. When you meet in the middle, greet each other. You can say hello [refer to the Unit 3 Chart: "Ways to Say Hello"]. Then walk back to your spots.

Make & Prepare

- Download, print, and cut out (optionally laminate) animal cards (woodpecker, owl, mole, worm, and spider). Have one per child.

Additional Materials

- Unit Project: Mural
- Unit 3 Chart: "Ways to Say Hello"

Supporting Multilingual Learners

Explicitly review the word "animals" for new English learners. Use gestures, pictures, and/or directly translate it into the children's home language (using an online translation tool). This will support their comprehension of the thematic content.

Movement Time

Children practice tree pose.

Creative Arts: Creative Movement and Dance

REREAD the marked page in *underGROUND*. **FOCUS** on the tree's roots.

Let's look at this picture in our book *underGROUND*. What else do you notice underground?

Yes, these are the tree's roots [point] growing underground. I wonder how it would feel to be a tree with roots underground?

SHOW the tree page in the book *Blueprint Yoga*. **ASK** children what they notice.

Here is a picture of a tree yoga pose. What do you notice?

Yes, tree pose is a balancing pose. A tree needs roots to keep it grounded.

MODEL tree pose. Then **GUIDE** children to do the pose. **FOCUS** on the roots grounding the tree.

For tree pose, I start standing with my hands on my hips. I imagine I have roots growing down from my feet underground.

First, I keep one foot rooted in the ground. Then I lift up the other foot and place it on my standing leg. I try my best to balance, tall and strong like a tree.

Now it's your turn to practice tree pose! Feel your roots growing down into the ground...

Make & Prepare

- Familiarize yourself with how to do tree pose on the *Blueprint* website. Be ready to model it, or prepare another adult or child to do so.
- Have the book *underGROUND* ready. Mark the page that begins "round roots and bones" with a sticky note.

Additional Material

- *Blueprint Yoga*

Supporting Multilingual Learners

Explicitly teach the word "tree" for new English learners. Use gestures, pictures, and/or directly translate it into the children's home language (using an online translation tool). This will support their comprehension of the thematic content.

Talk Time

Children launch the nature center dramatic play center.

Science: Life Sciences

ACTIVATE children's knowledge about nature and nature centers.

Where do you find lots of trees and animals living? Yes, they all live in nature.

Nature centers like these [show photos] are places where you can look closely at things found in nature.

INVITE children to brainstorm what they need to set up a nature center in the dramatic play center. **LIST** their ideas.

Why don't we create a nature center in our dramatic play area?

- What should we call it?
- What are some items we might need to create a nature center here in our classroom?
- What other supplies could we use?
- What signs will we need?

SHOW some items. **DISCUSS** what children might do at the new dramatic play center.

- How can you use these items?
- What jobs might you pretend to do at the nature center?
- How might you work with each other?

Make & Prepare

- Make space for the new dramatic play center. Collect some items to launch it, but leave room for children to co-design it. See Centers: "Dramatic Play" (page 15) for suggestions.

Additional Materials

- Nature center photos from Talk Time Day 4

Before

ACTIVATE children's background knowledge around trees.

We practiced tree pose in Movement Time.

What do you know about trees?

Have you ever seen any animals in a tree? Climbing trees?

Do you know the names of any parts of a tree?

SHOW a photograph of a tree from your local community. **DISCUSS** some of its parts.

Look at this photograph of a tree from... [the school yard, the park, etc.].

What is this part called [point to the trunk]? What does it do? The trunk supports the rest of the tree that grows above ground.

What is this part called [point to a branch]? What does it do? Branches grow to make sure leaves get lots of light.

What are these parts called [point]? What do they do? Leaves make food for the tree!

During

ATTACH the picture to chart paper. **LABEL** the parts of the tree.

Suggested labels: "leaves," "branch," "trunk"

PAUSE to focus on writing structure (labeling the parts of the tree).

Let's attach this photo to chart paper. Let's label the parts of the tree. Remember, labels are a few words that name or describe part of something. First I will write "leaves." I can draw a line from the word "leaves" to the leaves on the tree. [continue to think aloud in this way as you label the tree]

FINISH labeling the message. **INVITE** children to reread the labels with you.

After

INVITE volunteers to find different parts of the tree.

I'm going to name a part of the tree. Who would like to volunteer to come up and point to it? Who can find the leaves?

ASK about the roots. **DRAW** them. **INVITE** children to help write the word using interactive writing.

Do you know the name for the part of the tree that grows underground? Yes, roots. What do roots do? They help the tree "drink" water from the soil.

Who wants to draw the roots?

Who wants to come up and write the first letter in the word "roots"?

What sound do you hear in the beginning of the word "roots?" What letter makes that sound?

Where will you write the letter? What does the lowercase *letter r* look like?

ENGAGE the rest of the group by inviting them to write the letter in the palm of their hand. **Then INVITE** children to give the chart a title.

What should we call this chart?

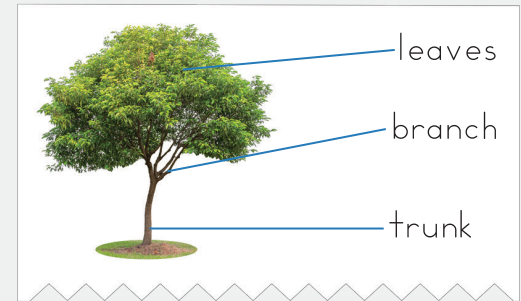
REVIEW that trees have their own unique parts.

We are learning that trees have parts! Some parts of a tree are the roots, trunk, branch, and leaves.

REREAD the message one more time.

[Transition] **INVITE** children to do tree pose.

We learned tree pose in Movement Time. Who can remind us how to do it?



Note: The message should be written on chart paper. It will become the Unit Chart: "Parts of a Tree." It will be referenced frequently.

Make & Prepare

- Photograph of a tree (if possible, a familiar one from the school yard) showing the various parts (trunk, branch, twig, leaves)
- Review the ASL sign for "yes" on the *Blueprint* website.

Additional Materials

- Chart paper to create the Unit Chart: "Parts of a Tree"
- Markers
- *Blueprint Yoga*

Interactive Writing

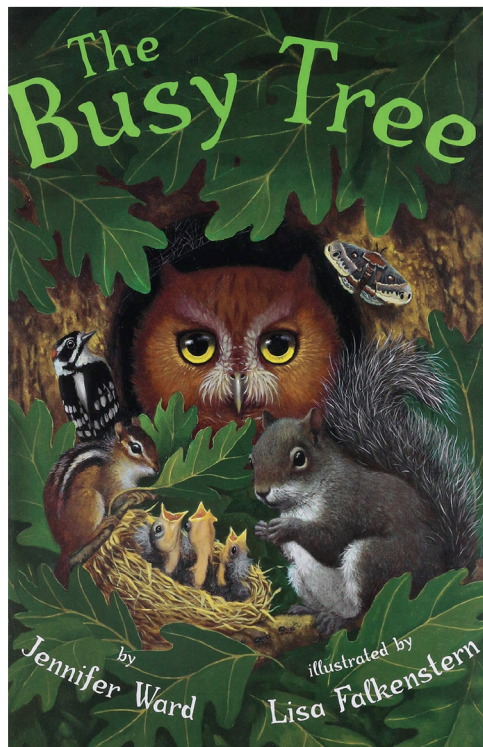
Interactive writing is often referred to as "sharing the pen" because both you and children write some of the letters. Interactive writing can be a tool you use to help reinforce letter formation, letter-sound correspondence, and concepts of print.

Responding to Children

If children transcribe a letter incorrectly (for example, backward), validate their effort. Model how to correctly form the letter in the corner of the paper or on a wipe off board. Give them practice forming it. You can even cover their "practice" letter with a sticky note (call it "boo-boo" tape) and give them the opportunity to try again.

Keep It Going

- While outside, encourage children to observe a tree near the playground. Discuss what they see. Can they find the leaves? The trunk? Invite children to touch the tree and reiterate the parts and jobs of the tree that you discussed.
- Use the chart with a small group of children to reinforce and practice positional words. Draw a bird or other animal that uses or lives in a tree. Position the animal somewhere on or near the tree in the chart. Ask children to describe the location of the bird in a game of "Where is the Bird?" Continue to move the bird around the tree, inviting children to use other positional words to describe its location.



Make & Prepare

- Have markers or crayons ready, so children can add a tree trunk and roots to the mural.

Additional Materials

- Unit Project: Mural
- Anchor Chart: “Readers Can Say”
- Unit Chart: “Words We Are Learning”

Words We Are Learning



- scurry: to move quickly
- hollow: a hole in a tree trunk where an animal lives

Jennifer Ward

The author of this book has a website that you can explore. It includes lesson plans, discussion guides, activities, printables, and more. <https://www.jenniferwardbooks.com>

Keep It Going

- This book portrays a deciduous tree. Deciduous trees have larger and wider leaves compared to coniferous trees. Deciduous trees often drop their leaves in autumn. Some common deciduous trees include maple, birch, and ash trees. Coniferous trees have needle-like leaves. These trees usually remain green throughout the year. They are often referred to as evergreen trees. What trees are common to your local community? Take the time to explore the features of the trees that children can observe. What color is the bark? Does it have leaves? What animals call this tree home?

Before

CONNECT to underground animals. **SHOW** the mural. **FOCUS** on how animals use trees for homes too.

Many animals live underground or go underground for a little while. We added some of these animals to our mural [point].

Now let’s find out about animals that live in trees!

SHOW the cover. **ASK** children what animals they see. **ASK** how they think these animals use the tree.

This book is called *The Busy Tree*. It is written by Jennifer Ward and illustrated by Lisa Falkenstern. Look at the illustration on the cover. What animals do you notice?

Didn’t we see some of these animals underground? Yes, the squirrel and the chipmunk buried food in the dirt. I wonder how these animals also use the tree above ground? What do you think?

There must be a lot going on in this tree! It really is a busy tree! Let’s read to find out more about what these animals are doing in *The Busy Tree*.

During

PAUSE after “Here is my trunk...” **POINT OUT** how ants can be underground and in a tree. **DEFINE** “scurry.” **ADD** it to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

Ants can live underground. But they also travel above ground. Look how they scurry up the tree trunk. Can you say that word “scurry”? When ants scurry, how do they move? “Scurry” means to move quickly. Can you use your hands to pretend to scurry up the tree trunk like this [demonstrate]?

Let’s add “scurry” to the list of words we are learning. Do you know any words that mean the same thing?

PAUSE after “A woodpecker searches...” **DISCUSS** how the woodpecker is looking for food.

What animal do you see? What is the woodpecker doing? Why? Yes, it is tapping its beak on the tree trunk, looking for bugs to eat. Can you pretend to tap your beak on the tree trunk like this [demonstrate]?

PAUSE after “Visit my hollow...” **DEFINE** “hollow.” **ADD** it to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

What animal do you see? How is the owl using the tree? Yes, it sleeps in this hole in the trunk called a hollow [point]. Can you say “hollow”? Let’s find the syllables or beats in that word: hol-low. The hollow is the owl’s home. Can you pretend to sleep in a hollow like an owl [demonstrate]?

Let’s add “hollow” to the list of words we are learning. Do you know any words that mean the same thing?

PAUSE after “One of my branches...” **DISCUSS** how the tree provides a shelter for the baby birds.

How is the tree helping these baby birds? Yes, the adult birds keep their babies safe in the nest. Can you pretend to be a hatchling or a baby bird? Nestle up in your nest like this [demonstrate]. What a safe shelter.

After

RECAP how different animals find food, sleep, and keep their babies safe in trees.

Readers, why do you think the author called this book *The Busy Tree*? Yes! The tree is so busy because there is a lot happening in it. Many different animals are living in the tree.

And what are they doing in the tree? How are they using the tree to live in nature? Yes, different animals find food, sleep, and keep their babies safe in trees.

INVITE children to add a tree trunk and tree roots growing underground.

Let’s add a tree to our mural! How should we make it? Where should we put it? Who can draw the tree’s roots? Where will the roots be?

Build Interest

INVITE children to show a number with their fingers. Have the rest of the group identify the number.

We have talking about animals living in nature. Rocks are part of nature. We are going to play a math game using rocks and number cards [point]. Let's warm up our brains first.

Show us a number with your fingers, and we will say the number.

Build Understanding

SHOW the rest of materials (rock collection and construction paper). **INTRODUCE** the game "Rocks and Numbers."

We are going to play the game "Rocks and Numbers." You are going to pick a numeral card [point] and place it on a piece of construction paper [point]. Then you will count out that same number of rocks. Let's try it together. Who wants to go first?

- Select a card.
- Place it on the construction paper.
- Now, count out that many rocks from our rock collection.
- Did we make a match? How do you know?

Build Experience

CLEAR off the materials. **CONTINUE** playing the game.

Let's put this card to the side. Please put the rocks back in the collection. And let's try again. We are going to keep making sets of rocks for the number card we select.

- Gesture: Point to the numeral. Show us how to make a set to show that number.
- Yes/No: Does this set have [number] rocks? Does it need more?
- Either/Or: Does this set have [number] rocks or [number] rocks? Should we add more or take some away?
- Open-ended: How do you know that you have the correct number of rocks? What if I added one more rock? How many would you have then?

RESTATE that numbers can be represented by objects, such as rocks.

We played "Rocks and Numbers." In this game, we made a set of rocks to match the number we picked. Be on the lookout for numbers around you.

Make & Prepare

- Use index cards to create a set of numeral cards. Be strategic in the numerals you choose to use, so they match children's skills.

Additional Materials

- Rock collection
- Construction paper
- Number line for reference



Remember to Save

- Numeral cards and rock collection for Small Group Days 7 and 8.

Build Background Knowledge

Invite children to trace the numerals on cards with their finger. For an added tactile experience, create numeral cards on sandpaper.



Stretch Their Thinking

Invite children to combine two sets of rocks. Can they figure out how many rocks they have altogether?

Listen/Look For

- What numerals do children identify?
- Do children count accurately?



Supporting Multilingual Learners

We use the strategy of "Layered Questioning" in the "Build Experience" section of the lesson. This strategy involves scaling the discussion to each child's language ability. Children who are still focusing on understanding English will be able to show what they know through actions and gestures. Others who are more proficient will be able to answer increasingly more complex questions, or just chime in with their ideas.

Greeting Time

Children sort animals by features.

Science: Life Sciences

SHOW the mural. **HOLD** on to a mole card. **DISTRIBUTE** the other animal cards. **ASSESS** that all children know the animal on their card.

We have been exploring where animals live in nature. Many of them are pictured on our mural. Some animals can be found underground, some can be found in trees, and some can visit both!

Do you know what animal is on your card? Sign “yes” if you do. Or show it to me or a neighbor for help.

BRAINSTORM the name of body parts animals have.

Look more closely at your animal. What are some body parts you see?

MODEL with the mole card. **POINT OUT** its claws. **INVITE** children whose animals have claws (moles and owls) to walk to the middle of the circle and pretend to dig.

I have a mole on my card. It has claws [point]. See if your animal has claws, too.

If it does, walk to the middle of the circle. Now pretend to dig in the dirt with claws!

NAME additional features, i.e. wings (woodpecker and owl), eight legs (spider), no arms and legs (worm). **INVITE** children with those cards to go to the middle of the circle and pretend to use that body part, i.e. flap arms like wings, scurry like a spider, keep arms by your sides and wiggle like a worm.

Make & Prepare

- Review the ASL sign for “yes” on the *Blueprint* website.

Additional Materials

- Unit Project: Mural
- Animal cards

Movement Time

Children balance in tree pose.

Physical Development: Gross Motor Skills

FOCUS on the parts of a tree. **REFER** to the Unit Chart: “Parts of a Tree.”

Animals have different body parts. Trees have different parts too! Look at our Unit Chart: “Parts of a Tree.” What parts of a tree do you know?

MODEL and **GUIDE** children to balance in tree pose. **FOCUS** on the roots and trunk.

Imagine your body parts are like the parts of a tree. Let’s practice tree pose [show page in the book *Blueprint Yoga*]!

Start standing with your hands on hips. Feel your roots connecting your feet to the earth. Keep one foot rooted and pick a place for the other foot on your standing leg.

Make your belly strong like a tree trunk. Can you lift up taller?

MODEL and **INVITE** children to explore different ways branches could grow.

Now reach your arms out like branches. Do your branches grow to the sides, or up?

Are they straight or bent? Are they the same or different?

SWITCH legs. **REPEAT** the pose on the other side.

Make & Prepare

- Be ready to model tree pose, or prepare another adult or child to do so.

Additional Materials

- *Blueprint Yoga*
- Unit Chart: “Parts of a Tree”

Talk Time

Children discuss the results of a survey.

Math: Measurement and Data

REFER to the survey: Would you like to live in a tree or underground? **DISCUSS** the results.

It’s fun to pose like a tree! I wonder what it would be like to live in a tree?

Earlier we voted on whether we would want to live in a tree or underground. Let’s take a look at the results.

- How many children want to live in a tree? How do you know?
- How many children want to live underground? How do you know?
- Did more children want to live in a tree or underground? How do you know?

INVITE children to share their thinking.

- Who wants to share why they would prefer living in a tree?
- Who wants to share why they would prefer living underground?

There sure are lots of ways to make homes in nature!

Make & Prepare

- Create a chart where children can vote on whether they would like to live in a tree or underground. Make sure children vote before Talk Time.

Taking Surveys

What other questions do children have? Invite them to create their own surveys and poll their classmates.

Before

CONNECT to animal homes in nature. **FOCUS** on the word “hollow.” **POINT** to the word on the Unit Chart: “Words We Are Learning.”

We are learning about the many types of homes that animals have in nature. A tree can be a home to animals! In the book *The Busy Tree* [show] the author uses the word “hollow” to describe the hole in the tree trunk where the owl lives [point to the word on the chart]. Say that with me: hollow. Let’s count the beats: hol-low [touch head, shoulders]. How many beats is that?

SHOW the picture and **READ** the marked page in *The Busy Tree*. **INVITE** children to make the sign for “I hear” when they hear the word “hollow.”

Look at the picture and listen for the word “hollow” as I read from the book. Make the “I hear” sign [demonstrate] when you hear the word “hollow.”

INVITE children to describe the hollow where owl lives.

Look at owl’s hollow. What do you notice? What shape is it?

Let’s keep thinking about the word “hollow!” Listen for it in the message.

During

DRAW an owl in a hollow. **DESCRIBE** what you are thinking and drawing. **INVITE** children to contribute.

I’d like to draw an owl’s home. How should I begin?

Suggested message: “The hollow is my home.”

PAUSE to focus on vocabulary (the word “hollow”).

We’ve been talking about an opening in a tree that can be a home for an animal. What is that called? [encourage children to recall the word “hollow”] Yes, “hollow” describes the hole in the tree trunk where the owl lives.

INVITE children to reread the message with you.

After

INVITE a volunteer to find the word “hollow” in the message. **DRAW** a box around it to emphasize the concept of a word. **ASK** children to define the word.

Who would like to come point to the word “hollow” in the message? How do you know that is the word “hollow?” What does it mean?

DISTRIBUTE pictures of animals in different hollows. **INVITE** partners to observe and discuss what they notice about these animal homes. **ENCOURAGE** multilingual children to share with a partner who speaks the same home language.

Here are some examples of different animal hollows. Observe the pictures with your partner.

- What do you notice about these animal homes?
- How are these the same? Different?
- What other animals live in hollows?

REVIEW the meaning of the word “hollow” again.

We learned the word “hollow.” A hollow is an opening in a tree where an animal might live.

REREAD the message one more time.

[Transition] **INVITE** children to think about how they would “teach” the vocabulary word to someone at home.

When you go home, why don’t you teach someone in your family what the word “hollow” means? Let’s rehearse what you might say and do. Tell your partner what a hollow is.



Make & Prepare

- Download and print images of animals in hollows from the *Blueprint* website
- Have the book *The Busy Tree* ready. Mark the page that begins, “Visit my hollow that is home to an owl…” with a sticky note.
- Review the ASL sign for “I hear” on the *Blueprint* website.

Additional Material

Unit Chart: “Words We Are Learning”



Supporting Multilingual Learners

ALL multilingual learners, whether they are new English language learners or completely fluent in English, will benefit from talking with a partner who speaks the same home language. Thinking and sharing in both of their languages solidifies their learning.

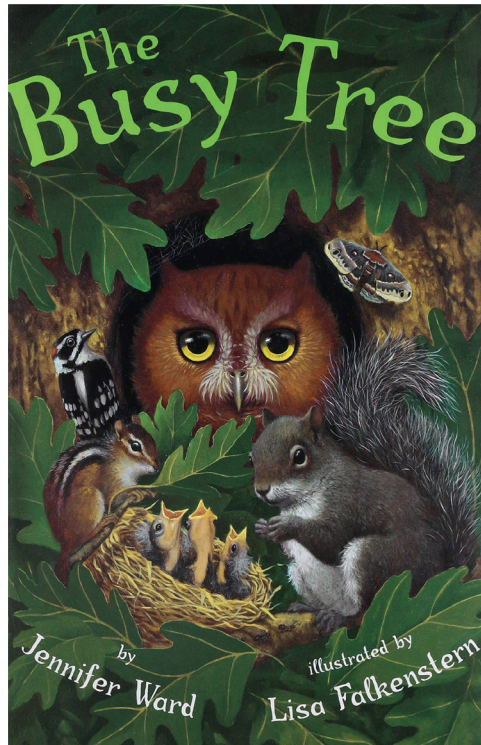
Vocabulary Development

In this lesson, children think about the word “hollow” as a noun meaning a hole in a tree. “Hollow” can also be used as an adjective to describe an empty space. Words that have multiple meanings can cause confusion. Use pictures, objects, and gestures to provide context for children.



Keep It Going

- In a small group have children draw a picture of an animal in a hollow. Remind them how they learned about labels in the previous tree lesson. Ask children to think about what letter starts the word “hollow.” Use the alphabet chart in your room to locate the *letter h* and invite them to try to label their hollow.



Make & Prepare

- Mark pages in the book *underGROUND* that show different structures underground (e.g. homes, tunnels, etc.)

Additional Materials

- Unit Project: Mural
- Anchor Chart: "Readers Can Say"

Responding to Children

In this lesson we focus on how different animals are like animal architects. For example, we talk about how a spider makes a web and how a moth makes a cocoon. Children will have various levels of knowledge about these animals. Ask guiding questions to draw out what they know.

Sensitivity about Homes

While this lesson focuses on animal homes, any discussion of homes can be difficult if children's familial situation is challenging. Take care to be sensitive to children's feelings. Give them an opportunity to express their feelings, and make time to provide appropriate emotional support.

Keep It Going

- Look up World Wildlife Fund for more information about tree habitats and other habitats around the world.
<https://www.worldwildlife.org/>



Before

CONNECT to the book *underGROUND*.

When we read the book *underGROUND* [show], we learned that many animals were like architects. They may not use blueprints, but they do build many different types of buildings and structures. They build homes [point], tunnels [point], and even closets to store food [point].

SET THE PURPOSE: To notice how animals build in trees.

We are going to reread *The Busy Tree*. As we read, let's notice how animals are like architects in trees. What do they build?

During

PAUSE after "This is the spider..." **FOCUS** on the web. **DISCUSS** how the spider is building it to catch food. **USE** some of the guiding questions below.

- What is the spider doing in the tree? Yes, the spider is spinning a web [point].
- Where is the spider's web? In the tree's branches.
- What material is a web made of? Spiders use silk from their bodies.
- Why do spiders create webs? Spiders create webs to catch bugs to eat.

PAUSE after "One of my branches cradles a nest..." **FOCUS** on the nest. **DISCUSS** how the baby birds have a home in the tree. **USE** some of the guiding questions below.

- What are the baby birds doing in the tree? Yes, they are staying safe.
- Where is the nest? In the branches.
- What materials are the nest made of? Twigs and grasses.
- Why do birds create nests? Birds make nests to lay eggs and keep these eggs and baby birds safe.

PAUSE after "Look at this small twig..." **FOCUS** on the cocoon. **DISCUSS** how eggs are in the cocoon. **USE** some of the guiding questions below.

- What is happening in the cocoon? The cocoon protects the moth while it changes from a caterpillar to an adult.
- What material is it made of? Moths make their cocoons out of silk, like spider webs.
- Why do moths build cocoons? The cocoon protects the moth as it changes from a caterpillar.

After

SUMMARIZE the main idea: animals build different structures in trees. **INVITE** children to turn and talk about what they learned. **ENCOURAGE** them to use the sentence stem, "I learned..."

Animals build different things in trees, like webs, nests, and cocoons. They are like architects because they build. Animal architects use different parts of the tree and different materials to help them live in nature.

Let's turn and talk about what we have learned. When it is your turn to talk, you can say, "I learned..."

ENCOURAGE children to create and add animals to the tree on the mural: woodpecker, owl, etc.

Build Interest

SHOW one of the rock cards that will be used in the lesson.

We have been using our rock collection. We are going to use rock cards. Take a look at them [point]. What do you notice?

Build Understanding

REVIEW how to play the game “Memory.”

Have you ever played the game “Memory?” What do you know about it? Tell us how to play “Memory.”

Yes! In the game “Memory,” you turn over two cards at a time. You check to see if you have a “match.” If you do, you keep it. If not, you turn the two cards back over in their same spot. You try to remember where you saw the cards! On your next turn, you can use what you remember from the cards you turned over and your partners have turned over to help you make a match.

EXPLAIN the game “Rock Memory” where children match the numeral to the correct rock card. **OFFER** an example.

In our game “Rock Memory” we are going to try to match one of our rock cards [point] to a numeral card [show]. For example, if I turn over the numeral three, I want to look for a rock card that has three rocks on it.

INVITE children to help you set up the numeral and rock cards to play a game of “Rock Memory.” **BEGIN** with four rock cards and four numeral cards.

Let’s set up the game!

Build Experience

PLAY “Rock Memory” together. **ASK** children to explain what they see when they turn over the cards. **USE** what you know about each child’s language skills to include and extend participation.

Are you ready to play? We can go around the table, and each take a turn. Try to remember where you saw the cards to help you make a match.

- Gesture: Are these two cards a match? [thumbs up/down] Can you remember where the match might be? Where? Turn over a card and see!
- Yes/No: Are these two cards a match? Do you remember seeing a card like that? Should you keep that card? Should you put it back?
- Either/Or: Are these two cards a match or not? Should you keep that card, or should you put it back?
- Open-ended: Can you remember if you saw that card anywhere? What will you do next?

RESTATE that “Rock Memory” is a matching game. **INVITE** children to share their experience.

We played a matching game called “Rock Memory.” Let’s discuss the game:

- What did you do as you played the game?
- How did you know if you made a match?
- What would you tell someone at home about the game “Rock Memory”?



Make & Prepare

- Download, print, and cut out a set of rock cards representing the numbers one through 10.

Additional Materials

- Numeral cards from Small Group Day 6

Build Background Knowledge

Play a quick flash game where you hold up several fingers and ask children to identify how many you are holding up.



Stretch Their Thinking

For children that are ready, include numbers higher than 10.

Listen/Look For

- What do children know about the game, “Memory?”
- Are children able to match numerals and rock cards?

Interacting with Children

Encourage children to positively interact with each other. In this lesson we encourage collaboration by playing a game. It’s important for children to see each other as helpers, instead of simply relying on the teacher. At all times of the day, be sure to encourage children to find out what their peers think.



Growing Mathematicians

Modeling with mathematics is one of the key practices in learning and doing math. By the end of preschool, many children can accurately recognize the abstract symbols that represent quantities, numerals like 1, 2, and 3, up to 10 and beyond. In this activity, children are modeling the meaning of numerals using pictures through a game. In addition, this version of a memory game requires abstract and quantitative reasoning because the “matching” cards do not look identical. Children must assess their first card (decide what quantity the numeral represents or how many images of rocks they see), then hold that number in their minds, then assess their second card (count rocks on a card or figure out what quantity the numeral represents), and determine if the two numbers are the same. This aspect of the activity builds on another math practice, reasoning abstractly and quantitatively.



Keep It Going

- When working with children at the technology center, together look at the numeral keys on a keyboard. Where are they located? What order are they in?

Greeting Time

Children sort animals by their homes.

Science: Life Sciences

SHOW the mural. **HOLD** on to an owl card. **DISTRIBUTE** the other animal cards. **ASSESS** that all children know the animal on their card.

We have been exploring how some animals live in nature. In *The Busy Tree* [show book], we read about animals that build in different parts of trees.

Do you know what animal is on your card? Sign “yes” if you do. Or show it to me or a neighbor for help.

BRAINSTORM the names of animal homes.

Think about where your animal eats, sleeps, or keeps its babies safe. What’s your animal’s home?

MODEL with the owl card. **NAME** its home (hollow). **INVITE** children to walk to the middle of the circle if their animal sleeps in a hollow.

I have an owl on my card. Where do owls live? Yes, they sleep in a hollow [point to the word on the Unit Chart: “Words We Are Learning”], or a hole in the tree trunk.

Does your animal sleep in a hollow? If it does, walk to the middle of the circle, and pretend to sleep.

NAME additional homes, i.e. tunnel (worm), burrow (mole), web (spider), nest (woodpecker). **INVITE** children whose animals live in that home to come to the middle of the circle, and pretend to sleep.

Make & Prepare

- Review the ASL sign for “yes” on the *Blueprint* website.

Additional Materials

- Unit Project: Mural
- Animal Cards
- The book *The Busy Tree*
- Unit Chart: “Words We Are Learning”

Movement Time

Children practice tree pose and spy animals.

Creative Arts: Creative Movement and Dance

CONNECT to *The Busy Tree*.

Many animals can make homes in different parts of the same tree. Imagine we could provide materials and space for some animal architects. Get ready to practice a “busy” tree pose!

MODEL and **GUIDE** children to balance in tree pose.

Start standing with your hands on your hips. Feel your roots connecting your feet to the earth.

Slowly pick up one foot and place it on your standing leg. Imagine your belly is your strong, tall tree trunk. Try to balance for the animals who call you home like the owl.

INVITE children to put on their “I spy” goggles and name animals.

Put on your “I spy” goggles like this [demonstrate].

What animal do you spy living underground near your roots?

What animals do you spy living in your trunk?

Who can you find making their home in your branches?

SWITCH legs. **REPEAT** the pose on the other side. **INVITE** children to “spy” additional animals.

Materials

- *Blueprint Yoga*
- The book *The Busy Tree*

Yoga Pose Cards

In addition to the book *Blueprint Yoga*, you can download and print cards of these poses from the *Blueprint* website. Add them to a basket or ring, and make them accessible throughout the day. Use them to take yoga breaks and invite children to do the same.

Did You Know?

Birds are considered intelligent animals. Owls have good eyesight and hearing, and as a result they are excellent night hunters. They can easily catch prey and avoid danger. This might be why they are often considered wise.

Talk Time

Children practice “Wise Owl.”

Social Emotional: Self-Awareness and Self-Concept

SHOW the book *Is That Wise, Pig?*
REVIEW the definition of the word “wise.”

Remember this book *Is That Wise, Pig?* [show]? In this book, Pig made silly choices when he added ingredients to the soup. Pig’s friends made wise choices. Do you know what the word “wise” means?

Yes, “wise” means making good choices.

SHOW the cover of the book *The Busy Tree*. **DISCUSS** why people say owls are wise.

Sometimes people say owls are wise. Look at the cover of the book *The Busy Tree*. Why do you think people might say owls look wise?

GUIDE children to practice “Wise Owl.”

Did you know that you are wise like an owl? Let’s practice “Wise Owl” [show card]. This Mindful Moment will help us find our inner wisdom.

Sit comfortably and close your eyes. Take a few slow breaths. Imagine you are looking into a hollow in a big tree. See the wise owl looking back at you. Look into the owl’s wide open eyes. Be quiet and still as you gaze...

Slowly open your eyes. How do you feel?

Whenever you need to make a choice, you can always find the wise owl inside you.

ADD the “Wise Owl” card to your Mindful Moment basket.

Make & Prepare

- Download and print the “Wise Owl” card.

Additional Materials

- The book *The Busy Tree*
- Unit 6 book *Is That Wise, Pig?*

Mindful Moment

We remind children that the wisdom of the owl is always inside of them. This strategy encourages children to cultivate trust in themselves and their ability to make good choices. As children learn to trust their own intuition, they come to realize that the answers they seek ultimately come from within.

Before

ATTACH a white piece of paper to your white board. **ASK** children if they can see the paper.

Something is hiding on our board. Look closely! What is it? Yes, a piece of white paper is taped to the white board. Do you think it's hard to see? Why?

BROWSE through the book *The Busy Tree*. **INVITE** children to notice how some animals blend into their environments. **INTRODUCE** the concept of camouflage.

In the book *The Busy Tree*, some of the animals look like they are hiding in nature [show several pages]. When an animal blends in or looks the same as their environment, it is called camouflage. Can you say that with me: camouflage? What do you know about camouflage?

POINT to the squirrel on the marked page. **DISCUSS** why the squirrel looks camouflaged in the branches.

Some animals are the same color, or might have the same pattern on their feathers or fur, as the place that they live. Look at the squirrels [show picture]. They almost blend into the branches of the tree. Why? Yes, they are camouflaged! They almost blend in because they are the same color and their fur has the same pattern as the tree.

ADD “camouflage” to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

Let's add “camouflage” to the list of words we are learning. Do you know any words that mean the same thing?

I'm going to write about camouflage in the message.

During

DRAW a squirrel on a branch. **DESCRIBE** what you are thinking and drawing. **INVITE** children to contribute.

Here is a squirrel on a branch. What else should I draw to show how it blends in?

Suggested message: “Can you see me?”

PAUSE to focus on phonological awareness (/s/ in the word “see”).

See. Say that with me: see. What sound do you hear at the beginning of the word “see”? /s/. What letter makes the /s/ sound? Yes, the *letter s* makes the /s/ sound. When I write the lowercase *letter s*, I curve around and curve around. Now you try writing it with your finger in the air.

INVITE children to reread the message with you.

After

SHOW a plastic bug. **ASK** them what they notice about it (color, shape, size, etc.). **INVITE** them to take turns camouflaging it nearby. **DISCUSS** why it does or does not look camouflaged.

Let's play a game to practice what it means to blend in or camouflage. Here is a bug from our nature center [show].

What do you notice about it? Where do you think we could place it in the classroom so that it blends in with what is around it?

Where did you place the bug? Why?

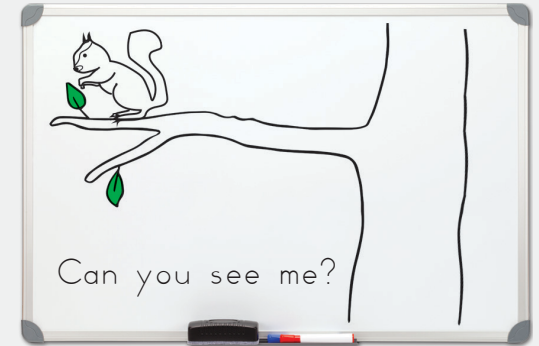
REVIEW the meaning of the word “camouflage” again.

We learned the word “camouflage.” When an animal is camouflaged in nature, its color or pattern blends in.

REREAD the message one more time.

[Transition] **INVITE** children to practice camouflaging some of the animals at the dramatic play nature center.

When you are at our dramatic play nature center, you can practice using some of the animals and camouflaging them.



Make & Prepare

- Before the lesson, attach a white piece of paper to your white wipe-off board with clear tape.
- Have the book *The Busy Tree* ready. Mark the page that begins, “These are my branches, leafy and high,” with a sticky note.

Additional Materials

- Plastic bug (or other animal) from the nature center
- Unit Chart: “Words We Are Learning”



Words We Are Learning

camouflage: to blend in (with your surroundings)

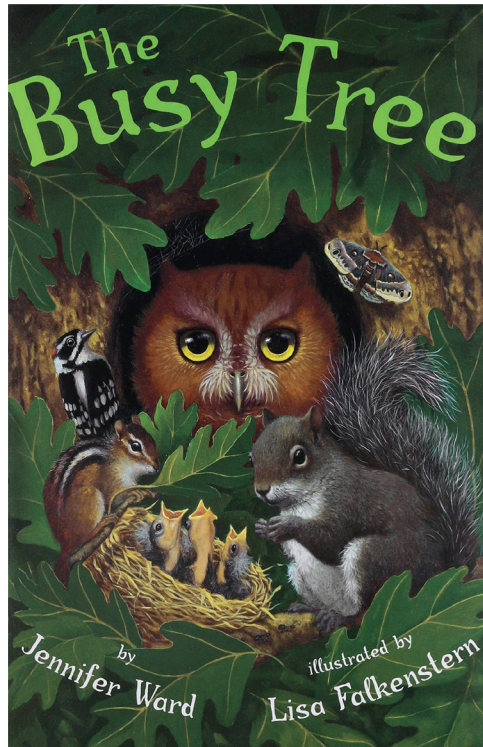
Connecting MTP Lessons

You will write the *letter s* when you write the word “see.” If you highlight a different letter, consult the “Letter and Numeral Formation Guide” on the *Blueprint* website. As you use letters in your message that you have previously taught, take time to invite children to attend to its sound. This quick incidental review reinforces children’s phonological awareness. You can also circle the letter to reinforce letter awareness.



Keep It Going

- While outside, encourage children to observe their surroundings. Discuss what they see. Can they find bugs or other objects in nature that camouflage? Encourage children to use the word “camouflage.”
- Provide children with books in the library center that contain animals who can camouflage with their surroundings. While reading with children, invite them to look closely at the illustrations. Can they find the animals that are camouflaging? Encourage them to use the new vocabulary word, “camouflage.” Mark those spots with a sticky note.



Make & Prepare

- Review the ASL signs for “yes” and “no” on the *Blueprint* website.

Additional Materials

- Unit Project: Mural
- Unit 2 Chart: “5 Senses”

Almost a Rhyme

The majority of rhyming words in *The Busy Tree* are true rhyming words. They sound exactly the same at the end. However, sometimes in rhyming books, there is an approximate rhyme. This means that the words sound very close to rhyming, but they do not quite technically rhyme. Rather, the author chooses a word that almost rhymes, in order to keep the cadence of the text and still carry its meaning. For example, on the page that begins, “Hear my green leaves...” the author uses the word “in” to fill in the rhyme for the word “wind.”

Oral Cloze

In this lesson, you facilitate an oral cloze activity in which you pause at times to allow children to supply the next word. Children use their sense of rhyme and context clues to figure out the word. This is a good prereading activity as it builds children’s phonological awareness while supporting comprehension.

Before

CONNECT to animals who live in and visit trees. **ASK** children which senses they can use to look for animals and to listen for their sounds.

We are exploring animals who live in and visit trees. When you are trying to spot or find a tree animal, what senses can you use [refer to the Unit 2 Chart: “5 Senses”]?

Yes, we can use our sense of sight. We can use our eyes to look for the animals in the tree. What if we want to listen for the sounds some animals make? Yes, we can use our ears to hear sounds.

REVIEW that rhyming words sound the same at the end. **MODEL** generating a rhyming word and a non-rhyming word for “tree.” **PROMPT** children to sign “yes” or “no.”

Can you listen for rhyming words? How do we know when words rhyme? Yes, they sound the same at the end.

Listen for a word that rhymes with “tree.” Say: Tree, bee. Do those words rhyme? Sign “yes” [demonstrate] or “no” [demonstrate]. Yes, they sound the same at the end. Now say: Tree, dirt. Do those words rhyme? Sign “yes” or “no.” No, they don’t sound the same at the end.

INVITE children to generate more rhyming words for “tree.”

What other words rhyme with “tree”?

I heard you say: free, see, he, she, me... Yes, those words rhyme with “tree.”

PROMPT children to fill in the rhyming word at the end of each page.

Keep on listening closely as we reread *The Busy Tree*. This is a rhyming book. Can you help me fill in the rhyming word at the end of each page?

During

Use your voice to EMPHASIZE the first rhyming word on each page. **PAUSE** before reading the next rhyming word on each page. **GIVE TIME** for children to fill in the rhyming word. **If needed, PROMPT** them by saying the beginning sound(s) of the word. **For example:**

“I’m a tree, a busy TREE... come and...” [wait for children to say “see”; say /s/ if needed].

“These are my roots, winding and LONG; they anchor and feed me and help me grow...” [wait for children to say “strong”; say /s//t//r/ if needed.]

CONTINUE to emphasize the first rhyming word on each page. **GIVE TIME** for children to fill in the next rhyming word. **PROMPT** them with the first sound(s) if needed.

After

INVITE children to sit facing a partner. **STATE** that you will say a rhyming word from the book. **ASK** children to generate rhyming words with their partner. **Draw** from the list of rhyming words in the book. **For example, PRACTICE** with the word “sway.”

There are so many animals in the busy tree! And there are so many rhyming words to hear in this book. Let’s play a game with rhyming words.

Turn to a partner. Listen carefully as I say one of the rhyming words from the book. You and your partner will say more words that rhyme with the word I say.

Let’s practice the game together. What rhymes with “sway”? Tell your partner!

I heard you say: Say, play, lay, day... Yes, all of those words rhyme with “sway” because they sound the same at the end.

CONTINUE with other words, such as: top, sky, and nest.

Build Interest

TAPE a numeral card to each child’s seat. As they come to Small Group, **DISTRIBUTE** another numeral card. **ASK** children to sit in the seat that matches their card.

Learners, we’ve been thinking about numbers and how there are different ways to show the same number. I have a fun number game to get us ready. Look at the number on your card. What number is it? Find the matching seat!

Build Understanding

ASK children what they remember about the game “Rock Memory.”

We played a game called “Rock Memory.” What do you remember? What would you tell someone who has never played “Rock Memory” before?

If necessary, **REVIEW** how to play the game.

Yes! In the game you turn over two cards at a time. You check to see if you have a “match.” If you do, you keep it. If not, you turn the two cards back over in their same spot. You try to remember where you saw the cards! On your next turn, you can use what you remember from the cards you turned over and your partners have turned over to help you make a match.

TELL children they are going to play a variation of the game using only numeral cards. **OFFER** an example.

We are going to match one numeral card [show] to another [show]. For example, if I turn over the numeral three, I want to look for another numeral card that has the numeral three on it.

INVITE children to help you set up the numeral cards. **BEGIN** with four pairs of matching numeral cards.

Let’s set up the game!

Build Experience

PLAY “Numeral Memory” together. **ASK** them to explain what they see when they turn over the cards. **USE** what you know about each child’s language skills to include and extend participation.

Let’s start the game! We can go around the table, and each take a turn. Try to remember where you saw the cards to help you make a match.

- Gesture: Are these two numerals a match? [thumbs up/down.] Can you remember where the match might be?
- Yes/No: Are these two numerals a match? Should you keep that card? Should you put it back?
- Either/Or: Are these two numerals a match or not? Should you keep that card or should you put it back?
- Open-ended: Can you remember if you saw that numeral anywhere? What will you do next?

RESTATE that “Numeral Memory” is a matching game. **INVITE** children to share their experience.

We played the game “Numeral Memory.” In our new version, we worked on identifying and matching numbers. Let’s talk about the game:

- What was it like playing “Numeral Memory”?
- How was it the same as when we played with the rock cards? How was it different?

Make & Prepare

- Use index cards to make another set of numeral cards.
- Make a few extra numeral card matches (enough for each child to have one in hand plus one on each seat). Tape one to each child’s seat and give the others to the children.

Additional Materials

- Numeral cards from Small Group Day 6



Build Background Knowledge

Invite children to match their numeral pairs to the numeral on the class number line.



Stretch Their Thinking

Use larger numbers such as 10 through 20, or include numbers that are similar but not identical, like two and 12.

Listen/Look For

- What numerals are children able to identify?
- How do children respond to the rules of the game?

Greeting Time

Children listen for a word that rhymes with their animal's name.

Literacy: Phonological Awareness

SHOW the mural. **KEEP** a spider card for yourself. **DISTRIBUTE** the other animal cards. **ASSESS** that all children know the animal on their card.

We have been exploring how some animals live in nature. Do you know what animal is on your card? Sign “yes” if you do. Or show it to me or a neighbor for help.

CONNECT to the book *The Busy Tree*. **EXPLAIN** that you will say a word that rhymes with the name of an animal.

I'm going to say a word that rhymes with the name of an animal. It could be a real word or a silly word! If your animal's name rhymes with the word I say, then come to the middle of the circle.

MODEL with “hider” and the spider card. **INVITE** children to scurry to the middle of the circle if their animal's name rhymes.

Let's practice. Listen carefully: hider. What animal's name rhymes with “hider”? I have a spider on my card. Hider, spider. Those words sound the same at the end. If you have a spider, let's scurry, or move quickly, to the middle of the circle.

SAY additional rhyming words (i.e. hole, fowl, germ, etc.). **INVITE** children whose animal's name rhymes to scurry. **ASK** children to suggest rhyming words too.

Make & Prepare

- Review the ASL sign for “yes” on the *Blueprint* website.

Additional Materials

- Unit Project: Mural
- Animal Cards
- The book *The Busy Tree*

Phonological Awareness

Children's ability to identify rhyme is an important component of phonological awareness. Research shows that children benefit from direct instruction on identifying rhymes, paired with fun activities that target this skill.

Movement Time

Children sway while balancing in tree pose.

Physical Development: Gross Motor Skills

INVITE a volunteer to demonstrate tree pose. Then **GUIDE** children to balance in tree pose.

Many of these animals make their homes in trees. Who would like to remind us how to do tree pose?

Let's all practice tree pose!

Start standing with your hands on your hips. Feel your roots connecting your feet to the earth. Slowly pick up one foot and place it on your standing leg. Imagine your belly is your strong trunk. Grow your branches.

MODEL and **INVITE** children to sway to each side and try to balance.

Whoosh! Do you feel the wind blowing? It's making our branches sway to this side [demonstrate]. Try your best to balance.

Whoosh! Now the wind is blowing our branches the other way! Sway to this side [demonstrate].

If you come out of the balance, take a deep breath and try again!

SWITCH legs. **REPEAT** the pose on the other side, and sway each way.

Materials

- *Blueprint Yoga*
- The book *The Busy Tree*

Physical Development

Children's bodies are designed to move! They learn about the world by moving through it and around it. The more they move, the better they feel.

Talk Time

Children discuss trying different solutions to a problem.

Approaches to Learning: Persistence and Attentiveness

USE Sayeh or Elijah, the social emotional puppets, to talk. **CONNECT** to Power of 3.

Balancing in tree pose can be challenging, especially when swaying! When something is challenging, how can we take care of ourselves? Yes, we can keep on trying!

PROVIDE an example of an animal with a problem. **ASK** children for another solution.

Sometimes when we have a problem, we try solving it. But what if our first try doesn't work? How could we take care of ourselves then?

Think of our animal architects. Let's say a spider [show picture in *The Busy Tree*] wants to build a web, but the wind is blowing so hard that it doesn't work. What else could it try?

STATE that one way we take care of ourselves is trying different solutions until we solve a problem.

The spider could keep trying different ways to solve the problem. We can solve problems like this, too! We can take care of ourselves by trying out different solutions until we find one that works. That's another way to keep on trying!

Make & Prepare

- Have the book *The Busy Tree* ready. Mark the page that begins “This is the spider...” with a sticky note.

Additional Materials

- Sayeh and Elijah, the social emotional puppets
- Anchor Chart: “Power of 3”

Executive Function

We ask children to think of an alternate solution to a problem. This technique helps to build children's ability to think flexibly and adapt to new situations.



Before

CONNECT to reading about animals and their homes. **TALK** about bees and beehives. **ASK** children to name animals they know and where they live.

We've been thinking about different places that animals make their home. We read about animals that live underground and animals that make their home in a tree [show books].

Animals have all different kinds of homes. One animal I was thinking about is bees. Do you know where bees live? Yes, bees live in beehives. I want to write about that.

What animal could you write about? Where does it live?

TELL children that they are going to make a class book.

Writers, we are going to create a class book about animals we know and where they live. Everyone will get a page to draw an animal in its home. Watch me show you how to make my page in our class book.

During

PLAN ALOUD and then **DRAW** a picture of a bee hive. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

Here is a picture of a bee hive. How many bees should I draw?

Suggested message: "Bees live in beehives."

PAUSE to focus on concepts of print (concept of a word).

I am going to write, "Bees live in beehives." Help me count how many words I am going to write [count and hold up one finger for each word]. Four words! I am ready to write.

WRITE the message. Then **POINT** to the words and count them again. **INVITE** children to reread the message with you.

After

GIVE children time to brainstorm and plan. **INVITE** children who speak the same home language to share with each other in their home language as a support. **REFER** to images from the read alouds if children need ideas. **SHARE** other resources.

Writers, it is your turn to begin your page of our class book. Remember how I got started. First, I thought about an animal I know and where it lives. What animal would you like to write about?

Then, I planned what I was going to draw. What will you draw?

Last, I wrote about my drawing. What will you write?

DISTRIBUTE clipboards with paper and crayons. **INVITE** children to work on their page. **CIRCULATE** and **ASSIST** as necessary. If children need more time, let them know that they can finish their page at the writing center.

RESTATE that our class book will tell us about different animals and their homes.

This book will be about different animals we know and where they live. I can't wait to read your writing!

REREAD the message one more time.

[Transition] **INVITE** children to continue writing on the topic at the writing center.

You can continue to write about different animals at the writing center.



Make & Prepare

- Download and print images of animal homes.

Additional Materials

- Clipboards (one per child)
- Blank paper for writing
- Writing tools
- Magnetic letters (for reference)
- The books *Wonderful Worms*, *underGROUND*, and *The Busy Tree*
- Resources such as magazines or brochures that feature animal homes that children can cut out

Responding to Children

If children are ready for it, begin pointing out or explaining punctuation in writing. Invite them to think about how you end your writing in Message Time Plus. Ask children if they are telling or asking something and what they might use to show they are done with that thought.

Class Book Animal Homes

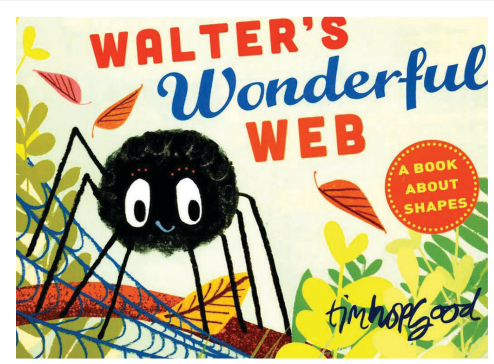
Children can continue to add pages to this book as the unit progresses and they explore this topic. Plan on inviting families to hear the class book on Day 16.

Family Engagement

Download and print "Featured Class Book." Send it home for children to share and brainstorm with their family members. For multilingual learners, talking in their home language about ideas from the English classroom will help solidify and extend their learning. Children can bring this information to the classroom to share with their classmates and use it as they create one or more pages for the class book.

Keep It Going

- While writing with children in the writing center, encourage children to share what they are writing about. Have children do a "treasure hunt" in their writing, finding a letter that is in their name, finding the longest word they wrote, etc.



Make & Prepare

- Have the book *The Busy Tree* ready. Mark the page that begins “This is the spider...” with a sticky note.
- Review the ASL sign for “I predict” on the *Blueprint* website.

Additional Materials

- The book *Wonderful Worms*
- Anchor Chart: “Readers Can Say”
- Unit 4 Chart: “How to Design”
- Photo of Architect Zaha

Building Background Knowledge

Before the read aloud, review the names of the two-dimensional shapes that appear in the book. The shapes are pictured in the back of the book: triangle, square, rectangle, diamond, and circle. You can use the shape collection created in Unit 1, or another set of shape samples that you have created (cut out from construction paper).

Math Terms

A diamond is an informal term—the formal geometric term for this shape is rhombus. A rhombus is a four-sided shape, with all four straight sides the same length, all sides connected at four corners (not necessarily right angles).

Did You Know?

The web that Walter constructs at the end is visually similar to a mandala. Mandala is a word derived from Sanskrit that means “circle.” Mandalas are designs, in the shape of a circle, that have a center point from which other shapes radiate. Mandalas are found in many different cultures and are sometimes used in meditation. There are many videos that show how to draw mandalas such as: <https://youtu.be/5gf6wrqT8sl>



Before

SHOW the marked page in *The Busy Tree*. **FOCUS** on how spiders can spin webs in trees.

Readers, do you remember this page from our book *The Busy Tree*? Let’s reread it...

Some spiders spin webs in tree branches. Just like people who are architects like Architect Zaha [show photo], spiders plan and build their homes.

INTRODUCE the book. **REVIEW** what “wonderful” means. **CONNECT** to *Wonderful Worms*.

We are going to read a book about a special spider. The title is *Walter’s Wonderful Web*. It is both written and illustrated by Tim Hopgood. That word “wonderful” was in the title of another book: *Wonderful Worms* [show]. What does the word “wonderful” mean? Yes, “wonderful” means super or really great.

ASK children why Walter’s web is wonderful. **PROMPT** them to use the sign and sentence stem, “I predict.”

Have a look at the front cover. Think about what you know about spiders. Why do you think Walter’s web is wonderful? If you would like to share your prediction, sign “I predict” [demonstrate]. Say, “I predict...”

Let’s read to find out why this animal architect’s web is wonderful!

During

PAUSE after “And when the wind blows...” **REVIEW** why it is important to build homes that are strong.

What keeps happening to Walter’s webs? Why? Yes, they are wibbly-wobbly, so when the wind blows, the webs fall apart. Does that seem like a good home? Why not? No, it is not strong enough to keep the animal safe.

How do you think Walter can make sure his web doesn’t blow away with the wind?

PAUSE before naming each shape. **GIVE TIME** for children to look at the picture and name the shape.

PAUSE after “Perhaps my webs should be more round, thought Walter.” **CONNECT** to architects. **ASK** children what shapes Walter has tried so far. **INVITE** them to make a prediction. **REMIND** them to use the sign and sentence stem, “I predict.”

Architects like Architect Zaha [show photo] choose shapes when designing buildings. As an animal architect, Walter chooses shapes to build his webs. Like all architects Walter is thinking about how he will build his web. He is planning. What shapes has he tried so far?

But what happened? Yes, the webs all blew away with the wind. His webs weren’t sturdy enough.

What shape do you think he will try next? What do you think will happen to this web? If you would like to share your prediction, sign “I predict.” You can say, “I predict...”

PAUSE after “So he took a deep breath and set to work.” **INVITE** children to turn and talk about their predictions. **ENCOURAGE** them to use the sentence stem, “I predict...”

What do you think Walter will do next? Turn and talk about your predictions. When it is your turn to talk, you can say, “I predict...”

After

CONNECT to the Unit 4 Chart: “How to Design.” **DISCUSS** how Walter follows the design process.

Think about how Walter is like an animal architect. How did he plan and build his wonderful web?

Walter followed the steps for how to design. What did he do first? He planned what shapes he would use for the webs. What did he do next? He built the webs using the shapes he planned. Then what did he do?

Yes, he tried out his design! The wind tested how strong each web was. If the web blew away, then Walter designed another web. At the end, he designed and built a wonderful web!

Build Interest

PLAY some music and invite children to dance.

We are going to play another counting game. In this game we are going to listen to some music. Let's warm up by listening to the music now. You can sway, move, or dance to the music.

GIVE children time to dance, then pause the music.

Build Understanding

EXPLAIN the game “Musical Numbers” during which children walk around the circles while the music plays; when the music stops, they jump inside the closest circle. **COUNT** how many children are in each circle.

This game is called “Musical Numbers.” To play, we will use these two yarn circles on the floor [point]. There is a red circle [point] and a blue circle [point]. We will start by standing outside of the circles. How many of us are all together?

I am going to play some music. While the music is playing, we will walk around these circles. When the music stops, we are going to jump into the circle closest to where we are standing. Let's try it!

PLAY music and walk with children around the yarn circles. **PAUSE** the music and remind children to jump into the circle closest to them. **ASK** how many children are in each circle. **CHART** what they say using numerals and dots.

- How many children are in the red circle [chart]?
- How many children are in the blue circle [chart]?
- How many children are there altogether [chart]?

We had six children walking around the yarn circles. When the music stopped, the red circle had two children [point]. The blue circle had four children [point].

Build Experience

CONTINUE to play the game. **CHART** the outcomes. **FOCUS** on different ways to compose a whole number. **INVITE** children to name the combinations of numbers each time the music stops.

Let's play again. Everyone stand outside of the circles again. Let's play another round of “Musical Numbers.” Walk around the circles while the music plays. When you hear the music stop and then jump inside the closest circle.

SUMMARIZE how there are different ways a number can be broken apart. **REVIEW** the combinations made on the chart.

We played “Musical Numbers.” We listened to music and jumped inside a circle when the music stopped. Some of the group went into one circle, and some went into another. Let's look at all the different ways we were able to separate the six of us into two groups.

Make & Prepare

- Find a space in your classroom where children can move about. Create two large circles on the floor with yarn. Use different colors, so you can refer to each of the circles by a different name (e.g. the red circle and the blue circle).
- Cue up music of your choice.

Additional Materials

- Chart paper
- Markers



Remember to Save

- Keep one of the yarn circles for Small Group Day 10.



Build Background Knowledge

Invite children to show different numbers with their fingers. Compare the ways different children show the number.

Stretch Their Thinking

Give children paper or dry erase boards. Invite them to represent the whole number of the group.

Listen/Look For

- What are children learning about number decomposition?
- Do children identify when new combinations of the whole number are made?



Robust STEM Activities

Small Group Days 9 and 10 address number composition and decomposition. These activities help children work with the structure of numbers. How many make six (composition)? How can you split up six (decomposition)? Is there more than one way (decomposition)? Using concrete objects gives children the opportunity to see a visual representation of the number and how it is decomposed, notice patterns in the number system, and strengthen their number sense.

Greeting Time

Children count the syllables in their animal's name.

Literacy: Phonological Awareness

SHOW the mural. **KEEP** a spider card for yourself. **DISTRIBUTE** the other animal cards. **ASSESS** that all children know the animal on their card.

We have been exploring how some animals live in nature. Do you know what animal is on your card? Sign "yes" if you do. Or show it to me or a neighbor for help.

ASK children to count the syllables in their animals' names. MODEL with spider.

I have a spider [show]. Help me find the syllables or beats in that word: spi-der. How many beats did we find? Yes, two. Hold up two fingers. How many beats are in your animal's name?

INVITE children to scurry to the middle when you call the number of syllables in their animals' names. PRACTICE with two-syllable names (i.e. spider).

Does your animal's name also have two syllables or beats? If it does, scurry to the middle of the circle.

Let's count the syllables in these animals' names together.

REPEAT with one (owl, worm, mole) and three (woodpecker) syllable animals' names.

Make & Prepare

- Review the ASL sign for "yes" on the *Blueprint* website.

Additional Materials

- Unit Project: Mural
- Animal Cards

Movement Time

Children hold hands and balance in tree pose.

Social Emotional: Social Awareness and Relationships

INVITE a volunteer to do tree pose. Then **GUIDE** children to balance in tree pose.

Many of these animals make their homes in trees. Who can remind us how to do tree pose?

Let's all practice tree pose! Start standing with your hands on your hips. Feel your roots connecting your feet to the earth. Place one foot on your standing leg. Imagine your belly is your strong trunk. Now grow your branches.

As you come out of the pose, close your eyes and notice how you feel.

SWITCH legs. GUIDE children to hold hands and balance together.

Now let's pretend to be a whole forest of trees. Hold hands with the two partners next to you. Come into tree pose with the other foot. Keep holding your partners' hands as you slowly lift up your branches.

INVITE children to compare experiences.

As you come out of the pose, release your partners' hands. Close your eyes and notice how you feel.

What did you notice about balancing while holding hands with your partners?

Material

- *Blueprint Yoga*

Family Engagement

Invite children to do yoga at home with their families. Send copies of the yoga poses you practiced home. Directions are located in the back of this unit guide.



Talk Time

Children create shapes with a ball of yarn.

Math: Geometry and Spatial Relations

CONNECT to *Walter's Wonderful Web*. **ASK** children to name some shapes the spider builds.

Let's keep working together to play a game! In *Walter's Wonderful Web* [show], what does this animal architect build? What shapes does the spider use in his webs?

START passing around a ball of yarn to create a shape that is like a circle.

How would you like to create some shapes like Walter? Let's use this ball of yarn as our web. I'm going to hold the end of the yarn and begin passing the ball around our circle. What shape do you think we will create?

ASK children what other shapes we could make. GUIDE them in planning and forming the shapes.

What other shapes could we make together using this yarn?

Let's plan and build this shape together.

- How can we make it?
- Should the lines be straight or curvy?
- How many sides does it have?
- How many corners?
- What else do we need to do to make that shape?

Make & Prepare

- Bring a ball of yarn with enough string to go around to all children in the circle.

Additional Material

- The book *Walter's Wonderful Web*

Differentiated Instruction

Creating shapes out of yarn is an activity designed for kinesthetic and tactile learners. Other ways you can support these types of learners include role-playing, using gross motor activities to reinforce concepts, and providing props for story retelling.

Keep It Going

- Use the pictures of one syllable words from this lesson (e.g. mole and worm) to give children more practice blending and separating onset and rime.

Before

CONNECT to the read aloud *Walter's Wonderful Web*. **FOCUS** on the beginning sound /w/ of the words in the title. **INVITE** children to name the letter that makes the /w/ sound. **Optionally**, review the ASL sign.

We've been reading the book *Walter's Wonderful Web* [show]. Tim Hopgood, the author, sure wrote a lot of words that begin with the same sound in that title. Listen as I say that again: *Walter's Wonderful Web*. What sound do you hear at the beginning each of these words: *Walter's Wonderful Web*? Yes! /w/. What letter makes the /w/ sound? The letter *w*.

Listen carefully as I use the /w/ sound in the beginning of many of words in our message!

During

DRAW a web and a spider. **DESCRIBE** what you are thinking and drawing. **INVITE** children to contribute.

I want to draw Walter in his web. What shape should I make the web?

Suggested message: "Walter's web went whoosh."

PAUSE to focus on phonological awareness (sound and formation of the letter *w*).

I want to write the name Walter. Say that with me: Walter. What sound do you hear at the beginning of Walter? Yes, /w/. What letter am I going to write? Yes, the letter *w*. To write the uppercase letter *W*, I start at the top and slide down, slide up, slide down, and slide up. Now you try writing it with your finger in the air.

INVITE children to reread the message with you.

After

INVITE volunteers to the board to point to the letter *w*. **CIRCLE** and **COUNT** all the letter *w*'s.

I wrote a lot of words that begin with the /w/ sound. What letter makes the /w/ sound? Yes, the letter *w*. Let's count to find out how many letter *w*'s there are.

INVITE children to brainstorm other words that begin with the /w/ sound.

Tim Hopgood, the author of *Walter's Wonderful Web*, used a lot of words that begin with the /w/ sound in his title. What other words do you know that begin with the /w/ sound?

INVITE children to make up a sentence using some words that begin with the /w/ sound.

I wrote the sentence "Walter's web went whoosh." This sentence has lots of words that begin with the /w/ sound. Can you make a sentence using some of the words that begin with the /w/ sound? Turn to a partner and share.

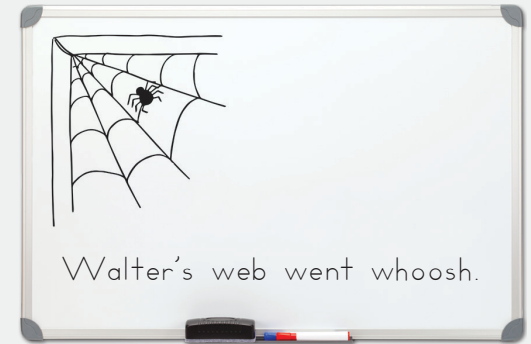
SUMMARIZE recognizing and saying words with the /w/ sound.

We learned that some sentences can have words that begin with the same sound. We focused on the /w/ sound made by the letter *w*.

REREAD the message again.

[Transition] **INVITE** children to pretend to weave a web.

We are becoming experts at hearing and saying words that begin with the /w/ sound. Let's weave a web with our fingers as you say /w/, /w/, /w/.



Make & Prepare

- Review the standard pronunciation of the letter *w* on the *Blueprint* website.
- Review the ASL sign for the letter *w* on the *Blueprint* website.

Additional Material

- The book *Walter's Wonderful Web*

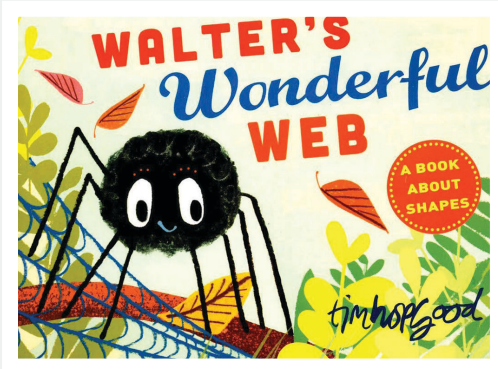
Responding to Children

If children are not yet ready to produce a sentence, you can ask them to name words that begin with the /w/ sound. Together, you can collaborate on creating a sentence. For example, "What should we have Walter do next? Should Walter wag or wiggle?"



Keep It Going

- Encourage children to identify items around the classroom that begin with the /w/ sound, while they are waiting at the water fountain, for example.
- Gather children in a small group. Say four words that begin with the /w/ sound. Invite the children to tell you the first sound. Now say three words that begin with the sound /w/ and one that does not. Have the children tell you which word did not start with /w/ sound.



Make & Prepare

- Review the ASL sign for “I see” on the *Blueprint* website.

Additional Materials

- Anchor Chart: “Power of 3”
- Anchor Chart: “Readers Can Say”
- Unit 4 Chart: “How to Design”
- Unit Chart: “Words We Are Learning”

Words We Are Learning

determined: focused on what to do

Did You Know?

Some spiders use silk differently than those that spin webs to catch food. For example, some tarantulas line their burrows with silk to keep dirt or sand from getting in, and some make a modified burrow completely out of silk. Other spiders lay silk trip wires at the entrance to their burrows as a warning signal if something is trying to get in. Others wrap their egg sacs in silk to protect and carry them.

Keep It Going

- Bring back *The Three Little Pigs* from Unit 4 and make connections between Walter’s efforts to create a strong home and the experiences of the three little pigs.
- Pest World for Kids (<https://pestworldforkids.org/>) is an online website that contains lots of information about spiders and other awesome animals.



Before

REVIEW how Walter is like an animal architect. **REFER** to the Unit 4 Chart: “How to Design.” **ASK** children why it is important to test out a structure.

In *Walter’s Wonderful Web*, how is the spider like an animal architect? Yes, he plans, designs, and builds webs.

Let’s think more about how to design [point to chart]. First we plan, next we build, and then we try it out. Why is it important to try out what we build? Yes, we need to make sure our design worked.

What if we try it out, and find out our design didn’t work? What do we do? Yes, we can try again!

CONNECT to Power of 3. **RESTATE** that sometimes we need to try a few solutions to a problem.

That is one way we can take care of ourselves: keep on trying. Sometimes we need to try something new or different. We may try a few solutions until we find one that solves the problem.

SET THE PURPOSE: To notice how Walter keeps on trying until he solves his problem.

As we reread *Walter’s Wonderful Web*, notice how Walter takes care of himself. Let’s read to find out how Walter keeps on trying until he solves his problem.

During

PAUSE after “But Walter was determined.” **ASK** what the problem is. **DEFINE** “determined.” **ADD** it to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words that mean the same thing (in English or their home language).

What is the problem Walter is having? Yes, his wibbly-wobbly webs keep blowing away with the wind. But does Walter give up? No, he keeps on trying because he is determined. Can you say “determined”? Let’s find the syllables or beats in that word: de-ter-mined. What does it mean to be determined?

When you are determined, you are focused on what to do. Walter is determined to find a solution to his problem. He wants to take care of himself by building a home. So he will keep trying until he solves it. Do you know any words that mean the same thing?

PAUSE after the diamond web blows away. **DISCUSS** how Walter tries different ways to solve the problem.

What was the first shape that Walter used? Why do you think he didn’t use a triangle again for the next web?

What does he use instead? Why do you think he keeps trying out new and different shapes?

Yes, Walter is determined. Do you think he will quit? No, he will take care of himself and keep on trying! He keeps trying out different solutions until he finds one that works!

PAUSE after “So he took a deep breath and set to work.” **DISCUSS** why Walter doesn’t give up.

How does Walter feel after the circle web blows away? Yes, he feels upset. Why doesn’t he give up?

Walter is determined to solve this problem. He tried different shapes, but none of them worked. Even though he thought about giving up, he keeps on trying!

After

SHOW the picture of the final web. **ASK** children what shapes they see in it. **PROMPT** them to use the sign and sentence stem, “I see.”

What shapes do you see in Walter’s web? If you would like to share, sign “I see” [demonstrate]. Say, “I see...”

INVITE children to share why they think this web finally solved the problem.

Why do you think this web finally solved Walter’s problem?

Build Interest

SHOW the rock collection. **INVITE** each child in the group to select a rock.

Here is our rock collection! Will you please select one rock you want to use?

ASK them how many rocks they have altogether.

How many rocks do we have altogether? How can we find out?

Build Understanding

SHOW the red yarn circle. **INVITE** children to try to gently toss their rock into the yarn circles. **LEAVE** the rocks where they land.

We are going to play a tossing game with our rocks. Can you stand behind this line [point] and aim your rock so it lands inside the red yarn circle. You have to toss it gently like this [demonstrate]. Let's try it!

Leave your rock where it lands.

INVITE children to count how many rocks landed in the yarn circle and how many did not. **CHART** the combination.

Who would like to count how many rocks landed in the yarn circle? Let's chart that number using dots and a numeral.

Who would like to count how many rocks did not land in the yarn circle? Let's chart that number using dots and a numeral.

We had [number] rocks. We counted how many rocks landed in the yarn circle and how many did not. One group had [point at number]. The other group had [point at number]. [Number] and [number] combined is [number]!

Build Experience

CONTINUE to play the game. **CHART** the outcomes. **FOCUS** on different ways to compose a whole number. **INVITE** children to name the combinations of numbers each time.

Let's collect our rocks and play again. I wonder if we will have the same number of rocks land in the yarn circle or not?

SUMMARIZE how there are different ways a number can be broken apart. **REVIEW** the combinations made on the chart.

We tossed our rocks and tried to get them inside the yarn circle. Some of the rocks went into the yarn circle, and some did not. Let's look at all the different ways we were able to separate the six rocks into two groups.

Make & Prepare

- Think about the number of children in the group. If the number of children in the group is the same as Day 9: Small Group, join in so children experience creating combinations of a different number.
- Review the ASL sign for the *letter w* on the *Blueprint* website.

Additional Materials

- Rock collection
- One yarn circle
- Chart paper
- Markers

Build Background Knowledge

Keep playing the game "Musical Numbers." Change the number of children participating in the game.



Stretch Their Thinking

Give children paper or dry erase boards to write the numeral or represent the number combinations.

Listen/Look For

- What are children saying about the way numbers combine?
- What are their understandings around how numbers can be broken apart?



Keep It Going

- Give children a collection of up to 10 rocks. Invite them to put the rocks into equal groups. Can they make more than one set of equal groups?

UNIT 8

WEEK 3

Be Sure To...

- Explore the variety of animals that build nests in your local community and around the world.
- Invite children to use a mixture of natural and artificial materials to build nests.

Materials

- Parachute, sheet, or tablecloth
- Towel
- Dried rice or beans
- Cup of apple sauce (with a lid)

Books

- *Building a House*
- *Bird Builds a Nest*
- *The Busy Tree*
- *Walter's Wonderful Web*
- *A Nest Is Noisy*
- *Blueprint Songbook*

Charts

- Anchor Chart:
 - "We Can Describe"
 - "Readers Can Say"
 - "Power of 3"
- Unit Chart:
 - "Words We Are Learning"
 - "Nests" (make)
 - "How to Design" (Unit 4)
- Unit Project: Mural

Who builds nests?

Many animals make or build nests. Nests keep animals' eggs and babies safe, so they can grow.

Children focus their animal architecture investigation on nests. During read alouds, they will learn how robins build nests, including what materials they use and the sequence of steps. They also learn about other animals around the world who build nests. Children use their senses to observe paintings of birds and nests and to listen to bird calls. They practice recognizing and producing words that begin with the /n/ sound. Children take part in a new design challenge, where they will plan, build, test, and rebuild a nest that can hold eggs and balance.

Keep in Mind

- To prepare for the design challenge, create a Nest Building Box. Add items such as coffee stirrers, Play-Doh® and/or modeling clay, pieces of fabric, newspaper, tissue paper, pipe cleaners, and twist ties. It will need to be replenished over the course of the design challenge.
- Clear a space in your room where children can store (and later display) the nests they build.
- In Week 4, you have two opportunities to invite families into the classroom to celebrate children's learning. They can come listen to the class book (Day 16) and celebrate the learning across the unit (Day 20). Send out invitations so families can prepare accordingly. Create your own or download and print samples from the *Blueprint* website.
- Remember to have the class book completed, laminated, and bound by Day 16.



Words We Are Learning

weave
to connect long strands in a pattern

fetch
to go get

peculiar
unusual, strange, or interesting



Multilingual Learner Anchor Words

- bird
- egg
- babies



From the Songbook

"Little Birds Are Building"
[Sing to the tune of "Alouette."]

This song will be featured in Greeting Time. Copy the lyrics and send home to families.



Trips & Visitors

Invite any local ornithologists or bird-watching hobbyists to visit your classroom to talk about birds.



Working with Families

Send this idea home to families:

Participate in bird watching. Use tally marks to see how many birds you and your child can see in five minutes from a window at home.



Remember | <https://clibblueprint.org/resources-tx>

You can find downloads, videos, and more on the *Blueprint* website.

	Day 11	Day 12	Day 13	Day 14	Day 15
Greeting Time	Children learn a song about birds building nests. <i>Literacy: Literate Attitudes and Behaviors</i>	Children gently push and pull as they sing. <i>Literacy: Literate Attitudes and Behaviors</i>	Children sing quietly and pretend to hatch. <i>Literacy: Literate Attitudes and Behaviors</i>	Children change the song to be about spiders. <i>Literacy: Literate Attitudes and Behaviors</i>	Children sing the nest song about alligators. <i>Literacy: Literate Attitudes and Behaviors</i>
Movement Time	Children keep plastic eggs from falling out of a parachute. <i>Physical Development: Fine Motor Skills</i>	Children put twigs in the parachute and push and pull. <i>Physical Development: Fine Motor Skills</i>	Children put soft materials in the parachute and spin it around. <i>Creative Arts: Creative Movement and Dance</i>	Children count how many times to lift up the parachute. <i>Math: Numbers and Number Sense</i>	Children try to keep soft “eggs” inside a parachute. <i>Physical Development: Fine Motor Skills</i>
Talk Time	Children discuss what they know and wonder about nests. <i>Science: Life Sciences</i>	Children discuss paintings of birds and nests by different artists. <i>Creative Arts: Visual Arts</i>	Children identify the uppercase <i>letter N</i> printed in various fonts. <i>Literacy: Phonological Awareness</i>	Children role-play with a puppet how to solve a problem. <i>Social Emotional: Self-Regulation and Responsible Behavior</i>	Children discuss the results of a survey. <i>Math: Measurement and Data</i>
Message Time Plus	Children identify the beginning sound in a word. <i>Literacy: Phonological Awareness</i>	Children listen to bird sounds and describe what they hear. <i>Science: Scientific Inquiry</i>	Children learn the word “fetch.” <i>Literacy: Vocabulary</i>	Children recognize and produce words with the /n/ sound. <i>Literacy: Phonological Awareness</i>	Children use clues to solve a riddle about an animal that makes a nest. <i>Literacy: Listening and Speaking</i>
Intentional Read Aloud	Children sequence the steps to build a nest using pictures. <i>Literacy: Comprehension</i>	Children discuss how the bird constructs the nest. <i>Science: Life Sciences</i>	Children discuss how the bird keeps on trying. <i>Approaches to Learning: Persistence and Attentiveness</i>	Children identify other animals that build nests. <i>Science: Life Sciences</i>	Children share what they wonder. <i>Literacy: Comprehension</i>
Small Group	Children observe and discuss birds’ nests. <i>Science: Life Sciences</i>	Children design a blueprint for a nest and label materials. <i>Science: Engineering and Technology</i>	Children build a nest. <i>Science: Engineering and Technology</i>	Children test to find out if nests will hold eggs and stay balanced. <i>Science: Engineering and Technology</i>	Children build or rebuild their nest. <i>Science: Engineering and Technology</i>
Reflection Time	Why do birds build nests?	How are birds like architects? How are they different?	How did you solve a problem?	Were you surprised by an animal that builds nests? Which one?	Who builds nests?

Centers to Launch

See Pages 14-24

Art Center | Painting Eggs

Block Center | Ramps and Plastic Eggs

Block Center | Animal Homes

Math Center | Hole Punch Eggs

Sensory Table | Digging for Worms



Greeting Time

Children learn a song about birds building nests.

Literacy: Literate Attitudes and Behaviors

SHOW the marked page in *The Busy Tree*. **REVIEW** how birds build nests to keep their babies safe.

Look at this picture in our book *The Busy Tree*. Do birds build webs like spiders?

No, they build nests in trees. Why?

Yes, birds plan and build nests to keep their eggs and hatchlings, or baby birds, safe.

MODEL singing and moving to “Little Birds Are Building.” Then **INVITE** children to sing and move along.

Listen as I sing a song about birds building their nests!

Little birds are building
[rock your arms as if holding a baby]

Cozy nests to sit in
[continue rocking],

Weaving twigs together
[twine your fingers together and wiggle them]

To hold their little eggs
[form a bowl with your hands].

Can you sing and move along with me?

Movement Time

Children keep plastic eggs from falling out of a parachute.

Physical Development: Fine Motor Skills

PROMPT children to hold the edges around a parachute.

Let’s keep moving together! Here is our parachute. How can we move this parachute together like a team?

Please hold on with both hands.

GUIDE children to lift it up and down slowly, and then shake it quickly.

Remember how bubbles float in the air? Let’s slowly float the parachute all the way up... and all the way down.

Now let’s do smaller movements. Can you shake it up and down quickly?

ADD one plastic egg to the parachute. **ENCOURAGE** children to keep it inside as they move the parachute.

What if we add this egg to the parachute? Can we keep it in there?

First, lift the parachute slowly up... and down. Now shake it quickly! Try not to let the egg fall out. Keep working together to keep it inside!

ADD more eggs.

What if we add another egg?

Talk Time

Children discuss what they know and wonder about nests.

Science: Life Sciences

INVITE children to share their background knowledge about nests. **SHOW** photos of nests. **ASK** guiding questions such as the suggestions below. **Create a new Unit Chart: “Nests.”**

We know that some birds keep their eggs in nests. What else do you know about birds’ nests?

- How do birds make nests?
- What materials do birds use to build their nests? Where do they get these materials?
- Why do birds keep their eggs in a nest? How does the nest keep the eggs safe?
- What do you wonder about nests?
- What else do you want to learn about nests?

You know about birds’ nests. We are going to learn even more about animal architects that build nests.

Make & Prepare

- Familiarize yourself with the tune of “Little Birds Are Building” [Sing to the tune of “Alouette”] on the *Blueprint* website.
- Have the book *The Busy Tree* ready. Mark the page that begins “One of my branches...” with a sticky note.

Additional Material

- *Blueprint Songbook*

Supporting Multilingual Learners

Explicitly teach the words “bird,” “egg,” and “babies” for new English learners. Use gestures, pictures, and/or directly translate it into the children’s home language (using an online translation tool). This will support their comprehension of the thematic content.

Make & Prepare

- Get a parachute. Or you can use a sheet or tablecloth, possibly cut into a round shape.
- Several plastic eggs or other lightweight objects like ping-pong balls

Keep It Going

- In Movement Time on Days 12 and 13, you will use the parachute to mimic how birds use hard and soft materials to make a nest. Invite children to collect twigs, fallen leaves, and other natural materials for the activities.

Make & Prepare

- Download and print images of birds’ nests.

Additional Materials

- Chart paper and markers to create a new Unit Chart: “Nests.”

Remember to Save

- The nest pictures will be used frequently in this unit.

Did You Know?

A nest is a special home where animals raise their babies. Some animals, like birds, do not keep a nest year-round. Some animals, like turtles, snakes, and rabbits make nests that are only homes for the babies, not homes for the adults.

Before

REFER to the Unit Chart: “Nests.” ASK children to listen for the beginning sound in the word “eggs.” INVITE them to name the letter and then practice writing it in the palm of their hand.

In Talk Time we shared what we knew about nests and asked questions we had. We know some birds build nests, and we know that some birds lay their eggs in their nests to keep them safe. I want to write about that in our message. I want to write the word “eggs” in my sentence.

We’ve been learning something writers do! They can think [point to temple] about the beginning sound in words before they write. They think about which letter makes that sound and what it looks like. Let’s practice!

Say the word with me: eggs. What sound do you hear at the beginning of the word “eggs?” Yes, /e/. What letter makes the sound /e/? Whisper the letter that says /e/ into your hands. What letter did you whisper? Yes, the *letter e*.

Let’s write the lowercase *letter e* in the palm of our hand. Make a bridge, curve around. You just wrote the *letter e*.

Listen for the word “eggs” in the message. We will stop to remember the beginning sound and letter when it’s time to write the word “eggs.”

During

DRAW a nest with eggs in it. DESCRIBE what you are doing and thinking. INVITE children to contribute.

I want to draw a nest with eggs in it! How many eggs should I draw?

Suggested message: “Nests can keep eggs safe.”

PAUSE to focus on phonological awareness (/e/ in the word “eggs”).

I’m ready to write the word “eggs.” Let’s say that word again: eggs. What sound do you hear at the beginning of the word “eggs”? Yes, /e/. What letter makes that /e/ sound? Yes, the *letter e* makes the /e/ sound. When I write the lowercase *letter e*, I make a bridge and curve around. Now you try writing it with your finger in the air.

INVITE children to reread the message with you.

After

RESTATE that writers can think about the beginning sound, the letter that makes that sound, and what the letter looks like as they write. INVITE children to try this with the word “safe.”

We are writers! We listened for the beginning sound of a word, thought about which letter made that sound, and thought about what it looks like. Let’s try it again.

We know nests keep eggs safe. Help me get ready to write the word “safe.”

Think about the beginning sound. What sound does the word “safe” begin with? Yes, /s/.

Let’s write the lowercase *letter s* in the palm of our hand. Start at the top and curve around and curve around again.

SUMMARIZE what writers do when they want to write a word.

How did we get ready to write? Yes, we thought about the first sound in the word we wanted to write. We named the letter that made that sound. We made the letter shape.

REREAD the message one more time.

[Transition] INVITE children to practice the lowercase *letter s*.

Let’s practice writing the lowercase *letter s* in the palm of our hand again.



Make & Prepare

- Review the standard pronunciation of the short e vowel sound on the *Blueprint* website.
- Familiarize yourself with the ASL sign for the *letter e* on the *Blueprint* website.
- Review the standard pronunciation of the *letter s* on the *Blueprint* website.
- Familiarize yourself with the ASL sign for the *letter s* on the *Blueprint* website.

Additional Material

- Unit Chart: “Nests”

Letter Formation

- Lowercase *letter e* — make a bridge, curve around
- Lowercase *letter s*: curve around, curve around

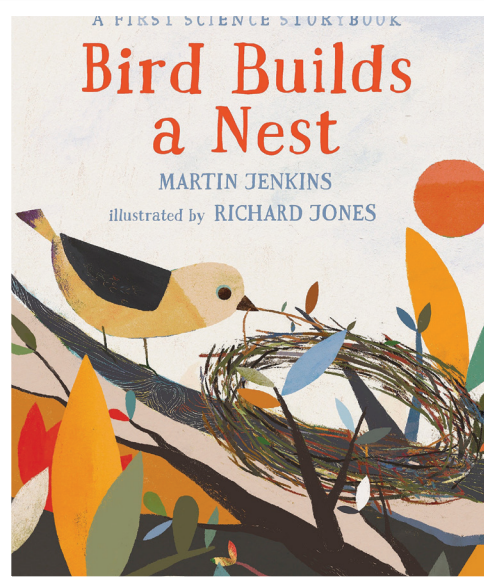
Did You Know?

Some children may have trouble differentiating between short vowel sounds. When they do, help them connect the sound to the shape of their mouth. For example, the mouth is more closed when you say /e/ than when you say /a/. Mirrors are a useful tool for helping them see this.



Keep It Going

- When journal writing during Small Group, invite children to use the writing strategy of listening for the beginning sound in a word, naming the letter that makes that sound, and writing it in your hand before you write the word. Make the connection that scientists think like writers, too!



Make & Prepare

- Bring a cup of apple sauce (with a lid) and a spoon.
- Prewrite headings on sentence strips: First, Next, Then, Last.
- Download and print the four images associated with how a bird builds a nest.
- Bring a flannel board or pocket chart to display the pictures.

Vocabulary Development

Emphasize transitional words and use numbers on the felt board or pocket chart to help children associate the transitional words “first,” “next,” “then,” and “last” with order. Alternatively, say the ordinal numbers “first,” “second,” “third,” and “fourth” to help children make this connection.

Keep It Going

- Leave the flannel board/pocket chart in the library center. Put the pictures in a folder labeled with the cover of the book. Tell children they can use the book and pictures to practice retelling the story.



Before

DRAMATIZE a scenario: try to eat a cup of apple sauce that has its lid on to illustrate how sequence is important.

I can't wait to eat this delicious apple sauce! Oh no, why can't I eat it? Yes! I need to take the lid off first!

What should I do next? What do I do with the spoon? I use the spoon to scoop it out of the cup. Then? I bring the spoon with the applesauce to my mouth. And last? Last, I can eat it! It's important to do the steps in order.

SHOW the four pictures that illustrate how a bird builds a nest. **INVITE** children to put the steps in order using these pictures. **USE** numerals to label the steps.

SET THE FOCUS: To see if we put the steps in the right order.

When an animal architect builds a home, she also does the steps in order. Here are some pictures of a bird building a nest. Take a look and think. Which step do you think she does first? Why?

Which step do you think she will do next? Then? Last?

We are going to read *Bird Builds a Nest*, written by Martin Jenkins and illustrated by Richard Jones. Let's see if we put these building steps in the right order!

During

PAUSE after page 15. **DISCUSS** what Bird does first. **AFFIRM** or **CHANGE** the first picture.

What does Bird do first?

First, Bird gathers materials. She fetches lots of twigs and brings them to the tree. Do we have this step first?

PAUSE after page 17. **DISCUSS** what Bird does next. **AFFIRM** or **CHANGE** the second picture.

After Bird gathers the twigs at the site, what does she do next?

Next, she uses her beak to weave the twigs together to form a round shape. This will make the outside of her nest strong and sturdy. Can you pretend to push and pull the twigs with your beak [demonstrate]?

Let's check: Do we have this step next?

PAUSE after page 21. **DISCUSS** what she does then. **AFFIRM** or **CHANGE** the third picture.

Bird has used the twigs to construct a strong, round shape. What does she do then?

Then she gathers soft, light materials like dried grass and feathers. Check our order. Do we have this step third?

What do you think she will do with these materials?

PAUSE after page 22. **DISCUSS** what Bird does last. **AFFIRM** the fourth picture.

First, Bird gathers the twigs. Next, she pushes and pulls them together. Then she gathers soft, light materials. What step does she do last?

Last, she builds the inside of the nest. She uses her whole body to push in the dried grass and feathers. Now the inside of the nest is soft and cozy for her babies. Do we have this step last?

After

GUIDE children to use the pictures to retell the steps for building a nest. **USE** the headings you made to label the steps.

In *Bird Builds a Nest*, Bird does these steps in order to build the nest. Now we can use these pictures to remind us what these animal architects do first, next, then, and last. Let's retell the steps!

Who can come point to the picture that shows what Bird does first?

Yes, tell us what happens first. First, Bird...

Build Interest

CONNECT to learning about how animals are like architects. **SAY** the following riddle about a bird nest. **ASK** children to name the animal home.

We have been learning how animals are like architects. Some animals build their homes in trees! We are going to be investigating a type of home an animal with wings builds for its babies. It is sometimes located in a tree. It can be made of twigs and leaves. What is it?

Yes, a nest! Let's look at some pictures of birds' nests.

Build Understanding

SHOW images of different birds' nests. **INVITE** the children to look at the pictures and describe what they notice. **USE** what you know about each child's language skills to include and extend participation. **REFER** to the Anchor Chart: "We Can Describe."

A nest is a type of home birds build for their babies. Here are several pictures of birds' nests [point]. Let's look at these pictures again and discuss what we see.

- Gesture: Point to the nest. Thumbs up/down: Are these nests [shape/size]? Are these nests made out of [materials]? Show me which of these nests are the same. Which ones are different?
- Yes/No: Is this a nest? Are these nests [shape/size]? Are these nests made out of [materials]? Are these nests [point] the same? How about these [point]? Are they different?
- Either/Or: Is this a nest, or is this a tree? Are these nests [shape/size], or are they [shape/size]? Are these nests made out of [materials], or are they made from [material]? Are these nests [point] the same, or are they different?
- Open-ended: What do you notice about the shape of these nests? What materials are they made out of? How are the nests the same? Different? Where are they located? Why? How do you think a nest stays balanced and secure in their location?

Build Experience

SUMMARIZE children's observations including descriptive words used for the materials and the materials' features.

We just observed several different birds' nests. You noticed...

ASK children to begin brainstorming about building a nest.

If you were going to create a nest, what would it look like? What materials could you use?

RESTATE that nests are homes birds build for their babies.

We looked at several different types of birds' nests. We know that nests are homes that birds build for the babies.

DISTRIBUTE science journals. **INVITE** children to record their thinking.



Make & Prepare

- Download, print, and add a copy of "Bird Nest Observation" to children's science journals (one per child).

Additional Materials

- Images of birds' nests
- Anchor Chart: "We Can Describe"
- Science journals
- Writing tools

Building Background Knowledge

Spend more time focusing on one of the nest pictures. Invite children to point out the colors, shapes, and function of the nest.



Stretch Their Thinking

Invite children to sort the nests by what they notice: size, shape, material. Invite them to think about why different birds build different types of nests.

Listen/Look For

- What do children notice about shape, size, and materials of nests?
- How do children think nests stay balanced and secure in their location?



Design Challenge

Children will participate in another design challenge: designing and building a nest that can balance and safely hold plastic eggs. Remember to connect to past design challenge experiences. Use photographs and journals to spark discussion about previous work. Invite children to think about what they have learned about designing and building, so they can apply those experiences to this new challenge. Also, remember to be flexible with pacing. Some children may be ready to zoom ahead with planning, creating, testing, redesigning, and retesting faster than others. Be flexible in grouping. Some children might want to work independently while others might benefit from working in a small group of two or three.

Vocabulary Development

Continue to add new vocabulary to the Anchor Chart: "We Can Describe" for children's reference. Add words, for example, that describe color and shape as children observe bird's nests. Encourage multilingual learners to share descriptive words from their home language.

Greeting Time

Children gently push and pull as they sing.

Literacy: Literate Attitudes and Behaviors

DEFINE “weave.” **ADD** it to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words that mean the same thing (in English or their home language).

One step in building a bird nest is weaving the twigs together. When you weave, you connect long strands in a pattern. Let’s add “weave” to the list of words we are learning. Do you know any other words that mean the same thing?

REREAD pages 16 and 17 in *Bird Builds a Nest*.

Let’s reread the part of Bird Build a Nest when Bird is weaving the twigs together...

MODEL pushing and pulling with a partner.

We can act out weaving like Bird! Sit facing your partner and hold hands. Take turns gently pulling and pushing, rocking back and forth.

INVITE children to gently push and pull with a partner as they sing.

Now it’s your turn to gently push and pull with a partner. Let’s sing our nest song!

Little birds are building
Cozy nests to sit in,
Weaving twigs together
To hold their little eggs.

Make & Prepare

- Have the book *Bird Builds a Nest* ready. Mark pages 16 and 17 with a sticky note.

Additional Materials

- *Blueprint Songbook*
- Unit Chart: “Words We Are Learning”

Words We Are Learning

weave: to connect long strands in a pattern

Movement Time

Children put twigs in the parachute and push and pull.

Physical Development: Fine Motor Skills

INVITE children to fetch twigs from a basket and add them to the middle of the parachute.

Imagine the parachute is a bird nest we are building. What is one material we might need to gather?

Yes, twigs. Here is a basket of twigs [show]. Who can fetch some twigs from the basket and add them to the parachute? How many should we add?

GUIDE children to hold the edges. **MODEL** and **GUIDE** them to push it toward the center of the circle and pull it toward them away from the center.

Now that the twigs are in the parachute, pretend we need to weave them together.

Please stand up. Hold onto the parachute with both hands.

First, keep your feet planted on the ground and push the parachute away from you.

What do you notice?

Now pull the parachute toward you.

What do you notice?

Let’s work together to continue the pattern: Push, pull, push, pull, push, pull...

Make & Prepare

- Bring a parachute (or sheet, tablecloth, etc.).
- Collect twigs (or another natural objects such as leaves). Add them to a basket.

Using Real Objects

Increase children’s comprehension and their knowledge about the world by bringing in real objects, such as twigs, to use as props. Pass these items around, letting them explore how the items feel and/or how they work.

Talk Time

Children discuss paintings of birds and nests by different artists.

Creative Arts: Visual Arts

CONNECT to learning about birds and nests. **SHOW** the book *Bird Builds a Nest*.

We are talking about how animals are like architects. Birds weave their nests and make homes for the eggs.

SHOW images of birds and nests paintings. **INVITE** children to discuss what they see. **Select a few of the guiding questions below.**

Now look at these paintings of birds and their nests created by different artists. What do you notice?

- Do the paintings look like real birds and nests?
- How are they the same? How are they different?
- How are the paintings different from one another?
- What shapes do you see? What colors do you see?

There are so many ways to make paintings of birds and nests! Let’s add these pictures to the art center. What kind of animal art would you like to create?

Make & Prepare

- Download and print images of paintings of birds and nests (not to be confused with images of real nests from Day 11).

Responding to Children

Support children as they observe art and talk about what they see. Encourage them to explain their thinking by pointing to specific parts of the paintings. Teach them the sentence stem “I’m noticing...” Reinforce math talk by using words and phrases such as “horizontal lines” and “vertical lines.” You can also introduce art related words such as “background” and “foreground.”

Before

CONNECT to learning about birds and nests. **FOCUS** on the sense of hearing.

We've been learning that birds build nests. We looked at pictures of nests so we can understand what birds use to make them and what shape they are. Our eyes [point] are so powerful, they can help us see and learn about the world around us.

We have another sense that helps us discover things about our world: our sense of hearing. Our ears [point] help us hear and learn about the world, too!

We are going to use our ears to listen carefully to some bird sounds.

INVITE children to close their eyes. **PLAY** the audio clip of a bird call.

If you would like, you can close your eyes. I'm going to play the sound of a robin. Use your sense of hearing to focus on the sound. Then we will name what we describe what we heard.

ASK children to name what they heard.

What did you hear? How would you describe the sound?

Watch as I write about that.

During

DRAW a picture of a robin. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

Here is a robin. Should I draw it in a nest or somewhere else?

Suggested message: "It said cheep cheep."

PAUSE to focus on concepts of print (letters make up words).

It. I want to write the word "it." The word "it" has two letters: *i* and *t*. I write these letters together to make the word "it." Then I leave a space and begin the next word, "said." After I write "said," let's count the letters in that word.

Finish writing the message. **INVITE** children to reread the message with you.

After

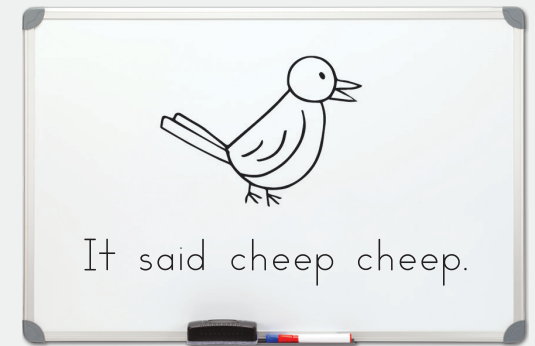
CONTINUE playing bird sounds. **INVITE** children to close their eyes and focus on the sound.

Let's keep using our sense of hearing to listen to bird sounds. Close your eyes and focus on what you hear. We can talk about what we hear and try to describe the sounds.

REREAD the message one more time.

[Transition] **INVITE** children to share what else they want to hear.

What other birds would you like to listen to?



Make & Prepare

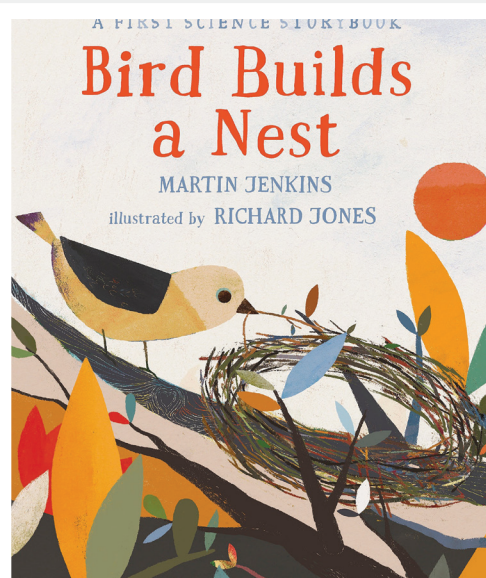
- Cue up audio clips of different bird sounds on the *Blueprint* website.

Read the Class Book

To celebrate children's writing and to encourage children to continue working on the class book, read what's been written so far.

Keep It Going

- While on the playground, encourage children to listen closely for birds. What sounds do they hear?
- Invite children to pretend they are birds and make up their own bird sounds. Work with children to record them and add them to the nature center dramatic play center.



Make & Prepare

- Unit Chart: “Words We Are Learning”
- Unit 4 book *Building a House*
- Unit Chart: “Nests”

Additional Materials

- Dried grass and feathers

Words We Are Learning

fetch: to go get

Remember to Save

- Dried grass and feathers for Day 13

Did You Know?

Some birds use materials that we wouldn't consider natural, like string and twine, or even things like dental floss, cotton balls, and sometimes bits of plastic like bottle caps and grocery bags, because that is what they find in their environment.

Keep It Going

- If you can find a real bird's nest, bring it in. Put it in a clear container (not for touching) for children to observe with their eyes. Explore the nest before the read aloud to help with naming materials and its features.



Before

REVIEW how people construct buildings using tools. Look at the cover of *Building a House*.

Do you remember this book? When people construct buildings, what do they use?

Yes, construction workers use different tools like hammers [point] to build. What else do they use?

SET THE FOCUS: To find out how Bird uses her body parts like tools to build.

When birds and other animal architects build, do they use tools like hammers? Why not?

No! Animal architects do not use tools. But they use parts of their bodies to build structures like nests. As we reread *Bird Builds a Nest*, notice how Bird builds her nest using her body.

During

PAUSE after page 15. **DISCUSS** how Bird carries the materials to the site.

What is Bird using to pick up the twigs and carry them to the tree?

She is grabbing them with her beak [point] and flying to the tree.

PAUSE after page 17. **DISCUSS** how Bird uses her beak like a tool.

How does Bird hold the twigs together?

She weaves [point to the Unit Chart: “Words We Are Learning”] them together by pushing and pulling them with her beak. She uses her beak like a tool!

PAUSE after page 19. **DEFINE** “fetch.” **ADD** the word to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

Bird is using her beak to fetch her building materials from nature where she lives. Can you say that word “fetch”? Let's find the syllables or beats in that word: fetch. What does “fetch” mean?

When you fetch something, you go get it. Bird fetches her materials and then flies back to the site where she is building her nest. Let's add “fetch” to the list of words we are learning. Do you know any other words that mean the same thing?

PAUSE after page 21. **DISCUSS** Bird's new choice of building materials. **PASS** around dried grass and feathers.

How is Bird using her body to help her build? Yes, she is using her beak to grab materials. Her beak is like a tool!

But now she is fetching different kinds of building materials. What are they? Let's pass around some dried grass and feathers. How are these materials different from twigs?

Yes, they are softer and lighter. The twigs that she weaved together made a sturdy structure for the nest. Why do you think she would also want soft, light materials for her nest?

These materials go on the inside of the nest to make it warm and cozy for the eggs inside!

After

DISCUSS how the way Bird builds in nature is different than the way people build.

Bird is an animal architect! She plans and builds a nest in a tree for her babies. But she doesn't use tools like people. Instead she uses her beak and other body parts just like tools.

I wonder what would happen if animal architects did use tools to build? What do you think?

If Bird used tools to help her build the nest, what do you think she would do differently?

RETURN to the Unit Chart: “Nests.” **INVITE** children to add what they are learning and other questions they have.

Build Interest

CONNECT to the book *Bird Builds a Nest*. **SHOW** the marked page. **INVITE** children to think about what Bird wants her nest to do.

Let's talk about the book *Bird Builds a Nest* [show]. Look at the picture on this page [show]. What is Bird doing? Why is building a nest so important to Bird?

Yes, Bird wants to build a nest for her eggs. A nest will keep her eggs and baby birds safe. Bird collects different materials and works to get just the right shape. She also needs to make sure the nest is balanced, so it doesn't fall out of the tree.

Build Understanding

INTRODUCE the design challenge. **SHOW** children the "nest test."

I have a challenge for you! Can you build a nest that will keep eggs safe and balanced in this "nest test" area [show]?

SHOW the Nest Building Box. **INVITE** children to start thinking about and exploring materials. **USE** and reinforce vocabulary to support their exploration such as: strong, sturdy, flexible, firm, etc. **REFER** to the Anchor Chart: "We Can Describe."

You are going to design and build a nest. This is the Nest Building Box [point]. It is filled with different materials. Let's take some time to explore these materials.

What are you discovering about these materials?

Which of these materials seem strong? Flexible? Stiff? Stretchy?

Which of these materials might you use? Why?

How would these make a safe and secure nest?

REVIEW the Unit 4 Chart: "How to Design." **FOCUS** on planning. **REVIEW** the term "blueprint."

Here is our "How to Design" chart. We have used this chart to help us in other design challenges. We know that the first step is planning [point]. While animals don't draw blueprints, we will. We need to plan, so we are going to create a blueprint of our nest. Remember, a blueprint is a drawing of what we want our nest to look like. .

Build Experience

DISTRIBUTE science journals. **GIVE** children time to draw their design for their nest.

Plan the design for the nest you will build using the Nest Building Box materials. Think about what shape you want your nest to be and which materials will support the eggs safely. When you are ready you can label the materials on your blueprint. When it is time to build your nest, you can look back at your drawing or blueprint and gather the materials that you wrote about.

USE what you know about each child's language skills to include and extend participation.

- Gesture: Which materials will you use? Show me. What shape will your nest be? Can you show me on your paper?
- Yes/No: Will you use [materials]? Will your nest be [shape]? Will your nest be able to hold eggs?
- Either/Or: Will you use [materials] or [materials]? Will your nest be [shape] or [shape]? Will your nest be able to hold eggs or not?
- Open-ended: What shape will your nest be? What materials will you use? Will you use different materials? How? Will your nest be able to hold eggs? How?

INVITE children to share their plan with the group.

Look over your nest blueprint and the materials you want to use. Would anyone like to describe their nest? By drawing this plan, you will be better prepared to build your nest.



Make & Prepare

- Have the book *Bird Builds a Nest* ready. Mark the page that begins "Pushing and pulling, she gets all the twigs..." with a sticky note.
- Create a Nest Building Box with materials such as:
 - Sticks: craft sticks, coffee stirrers, pencils, pipe cleaners, toothpicks
 - Mud: clay, kinetic sand, oobleck
 - Rocks: rocks, blocks
 - Leaves: fabric, paper
 - Grass: strips of newspaper, pipe cleaners, tissue paper
 - Joining items: clay, stickers, twist ties, pipe cleaners
- Set up a "nest test" in one of the following ways (or something similar):
 - Make two stacks of books (use two to three thick, hardcover books per stack). Rest a hanger on top of the stacks, so children can place a nest in one of the corners of the triangle to see if it balances.
 - Make three stacks of books (use two to three thick, hardcover books per stack). Tie two sturdy sticks together at one end. Rest that end on one stack and the other ends of the sticks on the remaining two stacks. Children can test a nest by resting it on the sticks.

Additional Materials

- Anchor Chart: "How to Design"
- Anchor Chart: "We Can Describe"
- Science journals
- Writing tools
- Rulers

Building Background Knowledge

Browse through the nest pictures from Small Group Day 11. Recall thinking around size, shape, and materials.

Stretch Their Thinking

Encourage children to add specific details to their sketch, thinking through the materials and/or the order they will build their nest.

Listen/Look For

- What do children say and do as they work on their sketch? What shapes do children use?
- Are they able to name the materials and describe why they have chosen them?



Remember to Save

- Nest Building Box for Small Group Days 13, 14, and 15
- The "nest test" setup for Small Group Days 14 and 15

Greeting Time

Children sing quietly and pretend to hatch.

Literacy: Literate Attitudes and Behaviors

MODEL and **INVITE** children to sing quietly.

In *Bird Builds a Nest* [show page 21], Bird lines her nest with soft materials for her eggs.

Imagine we have a little nest filled with eggs. As we sing our song, let's be very quiet [whisper], so we don't disturb the eggs.

Little birds are building
[rock your arms as if holding a baby]

Cozy nests to sit in
[continue rocking],

Weaving twigs together
[twine your fingers together and wiggle them]

To hold their little eggs
[form a bowl with your hands].

MODEL and **GUIDE** children to act out hatching from one of the eggs.

Oh, guess what? The baby birds are ready to hatch!

Peck your beak to crack the shell. Open your wings to break out. Cheep, cheep, cheep!

Movement Time

Children put soft materials in the parachute and spin it around.

Creative Arts: Creative Movement and Dance

REREAD pages 21 through 22 in *Bird Builds a Nest*. **FOCUS** on how she moves in a circle.

Let's reread this part of *Bird Builds a Nest*...

How does Bird tuck the soft materials into place in her nest? Yes, she pushes her body around the round shape of the nest.

INVITE children to fetch and add soft materials to the middle of the parachute.

Imagine we are building the soft inside of our bird's nest with the parachute. What are some materials we might need to gather?

Yes, maybe dried grass, maybe feathers. Here is a basket of soft materials [show]. Who can fetch some and add them to the parachute? How many handfuls should we add?

PROMPT children to hold the edges. **MODEL** and **GUIDE** them to turn it around each way.

Now that the soft materials are in the parachute, we need to tuck them into place. Please stand and hold onto the parachute with both hands. Let's work together to turn around this way... Let's turn around the other way... Let's make the inside of the nest smooth and comfortable.

Talk Time

Children identify the uppercase *letter N* printed in various fonts.

Literacy: Phonological Awareness

ASK children to identify the beginning sound /n/ and the *letter n* in the word "nest."

We hatched in our nests and talked about the materials that birds use to make nests.

Listen to the beginning sound of the word "nest." /N/ nest. What sound do you hear? What letter makes the sound /n/?

INVITE a volunteer to point to the *letter n* on the cover of *Bird Builds a Nest*.

Who can point to the uppercase *letter N* on the cover of *Bird Builds a Nest*? How did you know that was the uppercase *letter N*?

PLAY the game: "Is This the *Letter N*?" **SHOW** a card with a letter on it. **PROMPT** children to sign "yes" if it is the *letter N* or "no" if it is not. **INVITE** them to explain their thinking.

Let's play a game called "Is This the *Letter N*?" I'll show you a letter. Ask yourself: Is this the *letter N*? Then, sign "yes" [demonstrate] if it is or "no" [demonstrate] if it is not.

Here's a letter. Is it the *letter N*? Sign "yes" or "no." How do you know?

Ready to play again?

Make & Prepare

- Have the book *Bird Builds a Nest* ready. Mark page 21 with a sticky note.

Additional Material

- *Blueprint Songbook*

Keep It Going

- The National Audubon Society has a terrific website for learning more about birds. <https://www.audubon.org/>



Make & Prepare

- Bring a parachute (or sheet, tablecloth, etc.).
- Have the book *Bird Builds a Nest* ready. Mark page 21 with a sticky note.

Additional Materials

- Dried grass and feathers

Make & Prepare

- Download and print several different versions of the uppercase *letter N* and a few other letters.
- Review the ASL signs for "yes" and "no" on the *Blueprint* website.

Additional Material

- The book *Bird Builds a Nest*



Before

CONNECT to the read aloud *Bird Builds a Nest*. **FOCUS** on the word “fetch.” **POINT** to the word on the Unit Chart: “Words We Are Learning.”

We’ve been thinking about how birds build nests for their babies. In *Bird Builds a Nest* [show], Bird works for a long time, finding and collecting items from nature. The author uses the word “fetch” to tell how Bird went and collected items for the nest [point to the word on the chart]. Say that with me: fetch. Let’s count the beats: fetch [touch head]. How many beats is that?

SHOW the picture and **READ** the marked page in the book. **INVITE** children to make the “I hear” sign when they hear the word “fetch.”

Look at the picture and listen for the word “fetch” as I read from the book. Make the sign “I hear” [demonstrate] when you hear the word “fetch.”

INVITE children to describe what bird would fetch.

You heard the word “fetch.” What does it mean?

Yes, it means to go get. What did bird fetch for her nest? Yes, she had to fetch or go get twigs.

Let’s keep thinking about the word “fetch!” Listen for it in the message.

During

DRAW a bird with a stick. **DESCRIBE** what you are thinking and drawing. **INVITE** children to contribute.

Here is Bird collecting items from nature. What items should I draw her fetching?

Suggested message: “Bird had to fetch sticks and leaves.”

PAUSE to focus on vocabulary (the word “fetch”).

I want to write the word that describes how bird went to get sticks and bring them back to the nest. What word do I want to use? [encourage children to recall the word “fetch”] Yes, “fetch” means to go get something.

INVITE children to reread the message with you.

After

INVITE a volunteer to find the word “fetch” in the message. **DRAW** a box around it to emphasize the concept of a word. **ASK** children to define the word.

Who would like to come point to the word “fetch” in the message? How do you know that is the word “fetch?” What does it mean?

PLACE items from the Nest Building Box around the rug area. **INVITE** children to fetch an item to help Bird build her nest. **ASK** them to use the word “fetch” to describe what they did.

Let’s practice what it means to fetch. I just placed some items from nature around the rug. Let’s pretend we are gathering materials to help Bird build her nest. Who wants to fetch a stick? Once you have it, you can place it in this basket [show] and tell everyone what you fetched. You can tell us what you got by saying, “I went to fetch a stick for bird.”

Now who wants to fetch something? What will you fetch?

REVIEW the meaning of the word “fetch” again.

We learned the word “fetch.” It means to go get something. We practiced what it means to fetch. We collected different items from nature for Bird to help her build her nest.

REREAD the message one more time.

[Transition] **INVITE** children to think about how they would “teach” the vocabulary word to someone at home.

When you go home, why don’t you teach someone in your family what the word “fetch” means? Let’s rehearse what you might say and do. Tell your partner what it means to fetch.



Make & Prepare

- Have the book *Bird Builds a Nest* ready. Mark the page that begins “She works for hours, fetching and carrying” with a sticky note.
- Review the ASL sign for “I hear” on the *Blueprint* website.

Additional Materials

- Unit Chart: “Words We Are Learning”
- Nest Building Box

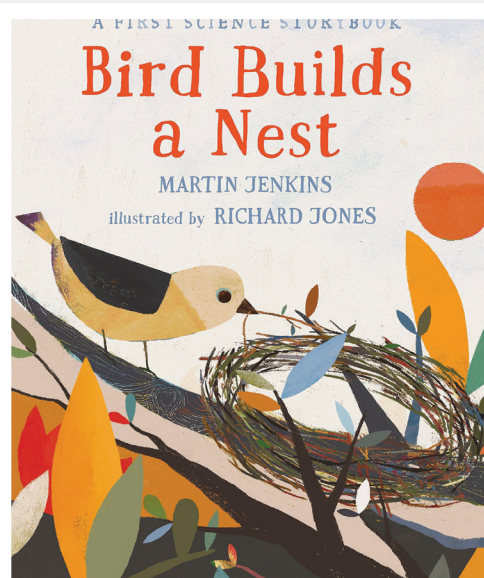
Interacting With the Message

In this lesson, children were asked to find the word “fetch” in the message. Are there any other words children can find in the message? Invite them up to point out the word. Then draw a box around it. Remember to draw the box yourself (children’s writing won’t be as precise as yours) to visually reinforce that boxes indicate words. What do children know about the word they found? Can they show you what it means? Do they know any other words that mean the same thing?



Keep It Going

- Make a game out of using the word “fetch.” Tell children you are going to use the word during snack time. When they hear it, ask them to sign “I hear.” Then switch roles.
- Do any of the children have a dog who plays fetch? While at the art center, suggest children draw a picture about it. Encourage them to share their picture with you.



Materials

- Anchor Chart: “Power of 3”
- The book *Walter’s Wonderful Web*
- Unit Chart: “Words We Are Learning”

Multilingual Learner

We use this term as an umbrella for any child who speaks, reads, writes, and thinks (or is learning to speak, read, write, and think) in more than one language. We use this term rather than “bilingual” because we recognize that many children live their lives in more than two languages (e.g. a child of Guatemalan descent who reads bedtime stories in Spanish with their parents, speaks Ki’che’ with their grandparents, and is learning in English at school). We use the term “new English learners” to refer to multilingual children who are new to learning English. They might speak, read, write and/or think in more than one language at home. But in school, they are beginning to learn English.

Social Emotional Learning

Persistence, or the ability to keep at things and solve problems that come your way, is an important skill and mindset. So how do we create a culture of persistence and a classroom environment that encourages risk taking, confidence, and problem solving? One way is to model how you correct your own mistakes. Show children that sometimes you have to try again to complete a task and demonstrate how you handle the emotions of not getting it right the first time.



Before

CONNECT to *Walter’s Wonderful Web*. **REFER** to the Unit Chart: “Words We Are Learning.” **REVIEW** the word “determined.”

Some animals are like architects because they plan and build. One animal architect is a spider that makes webs. When we read *Walter’s Wonderful Web* [show book], we noticed that Walter was determined.

We have the word “determined” on our “Words We Are Learning” chart [point]. What does it mean to be determined?

Yes, when you are determined, you are very focused on what to do.

ASK children if Bird is determined. **CONNECT** to Power of 3: “Keep on trying.”

Do you think Bird is determined, too? Why? Yes, Bird is focused on building a sturdy nest for her babies.

What if she feels challenged when she is building? Do you think she will give up? Why not?

No, Bird takes care of herself. She keeps on trying. If she has a problem, she tries one way to solve it. If that doesn’t work, she tries another way.

As we reread *Bird Builds a Nest*, notice how Bird takes care of herself and keeps on trying.

During

PAUSE after page 9. **DISCUSS** how Bird tries a different way to solve a problem.

Bird wants to get a worm, but what happens the first time? Yes, the first worm is too strong. So what does Bird do? Yes, she tries pulling another worm and gets it. Sometimes we need to try a different way to solve a problem.

PAUSE after page 13. **DISCUSS** how Bird doesn’t give up looking for building materials.

What does Bird need? Yes, she needs to gather building materials. But what happens with the first twig? It’s too heavy. So what does she do? Yes, she keeps on trying!

What happens with the second twig? Yes, it’s also too heavy. That’s two tries. Should she give up? Why not?

What can she do differently that may help her solve this problem?

PAUSE after page 19. **DISCUSS** how Bird works hard all day long.

Is building the nest quick and easy for Bird? How do you know?

No, building the nest takes a very long time. Bird works for hours, all day long! Look at how the sun changes during the day. Bird is working in the morning, afternoon, and evening. She keeps flying back and forth to fetch materials. She works hard pushing and pulling them into place.

Why is she working so hard all day long? Yes, she is determined to build this nest!

PAUSE after page 20. **DISCUSS** how Bird doesn’t let a little mistake stop her from trying.

As Bird is working hard, what sometimes happens? Why do you think it doesn’t matter to her?

Yes, if she drops a twig, it’s just a little mistake. When something goes wrong, she could get frustrated and give up. But Bird is determined! She won’t let a little mistake stop her!

After

INVITE children to turn and talk about how Bird keeps on trying.

Bird sure is determined! She is very focused on building this nest. Think about all the ways that Bird keeps on trying. Turn and talk with a partner about how Bird takes care of herself...

Bird takes care of herself by trying her best. Bird practices the Power of 3, just like us!

Build Interest

DISTRIBUTE children's science journals. **GIVE** them time to review their nest blueprint and collect their materials.

We are participating in a design challenge. We are trying to build a nest that will keep eggs safe and balanced. Before we start building our nest, let's take a few minutes to look at the blueprints we designed.

REVIEW the Unit 4 Chart: "How to Design."

Let's review the steps on our "How to Design" chart [point and read]. Plan. Build. Try It Out! We already planned our nest [point to blueprints]. Now we are ready to build our nest. Remember our design challenge: can you build a nest that will keep eggs safe and balanced?

Build Understanding

HAVE the Nest Building Box available. **GIVE** children time to gather supplies and use their blueprints to build their nest.

Now it is your turn to use your blueprint to build your nest. Gather your supplies from the Nest Building Box and then start building!

Build Experience

SUPPORT children as they work. **CONNECT** with new English learners by describing what you see them doing.

Do you think the materials you chose will keep your eggs safe?

How will you connect the materials you are using?

How do you know if your nest will hold eggs?

How do you know if it will stay balanced?

SUMMARIZE children's work. **INVITE** children to show their nest. **DISCUSS** their building experience.

We used our blueprints to build our nests. We gathered the materials that we thought would make the best nest and followed the plans we made in our blueprints.

Who would like to share their nest? How would you describe it [refer to the Anchor Chart: "We Can Describe"]?

How did you build it?

What was easy? What was challenging?

Materials

- Nest Building Box (replenish materials as needed)
- Anchor Chart: "We Can Describe"
- Unit 4 Chart: "How to Design"
- Science journals



Remember to Save

- Children's nests for Small Group Days 14 and 15

Building Background Knowledge

Give children time to explore the connecting materials to see how they might use them as they work.



Stretch Their Thinking

Invite children to talk about changes they made from their blueprint as they built their nest. Ask them to share what worked like they had planned, what didn't, and what they did in response.

Listen/Look For

- How do children use their blueprint to build their nest?
- How do children use the materials?
- What changes do children make from their blueprint?

Responding to Children

As you facilitate this step in the design challenge, make sure to check in with each child as they work. Invite them to share what they are doing and how it is going. A few words of encouragement might be all they need to look at a problem in a new way. Invite children to think through any issues they are having and to reflect on materials and design to work toward a solution. Try repeating what you hear, "So it sounds like the construction paper isn't holding your nest together the way you want. What other materials are strong in the Nest Building Box? Would you like to try a different material?"



Family Engagement

The design challenge is a very hands-on project. Would an extra pair of hands be helpful? Send home an email asking for volunteers to come in and support children as they plan, make, test, and retest their nests.

Greeting Time

Children change the song to be about spiders.

Literacy: Literate Attitudes and Behaviors

CONNECT to birds and nests. **ASK** children what other animals lay eggs.

How are birds like animal architects? Yes, they plan and build nests to protect their eggs.

But birds are not the only animals that lay eggs. What other animals do you know that lay eggs? Where do they lay their eggs?

CHANGE the song lyrics to be about spiders. **MODEL** singing the song. Then **INVITE** children to sing along.

Yes, spiders are one animal that lay eggs. They carry their eggs in little sacs like these [show image].

What material do you think spiders use to make their sacs? Hint: it's the same as they use to make their webs. Yes, silk!

Why don't we sing about spiders building sacs?

Little spiders are building
Cozy sacs to carry,
Weaving silk together
To hold their little eggs.

Can you sing along?

Make & Prepare

- Download and print an image of a spider's egg sac from the Blueprint website.



Additional Material

- *Blueprint Songbook*



Vocabulary Development

Receptive vocabulary is used to refer to the children's listening and reading vocabularies. Receptive vocabularies are usually much larger than expressive vocabularies, which refer to the way children "use" vocabulary when they speak and write.

Movement Time

Children count how many times to lift up the parachute.

Math: Numbers and Number Sense

STATE that we will play a number game with the parachute.

How many eggs do you think are in the spider's sac? Do you think we could count the eggs?

PROMPT children to stand and hold the edge. **PRACTICE** lifting the parachute up and down.

Let's play a number game with our parachute! Please stand and hold the parachute with both hands. Let's practice lifting it all the way up... and bring it back down.

GUIDE children to count and lift it up three times.

Can we lift it up three times? Let's count each time we lift it up. That's One...two...three!

EXPLAIN that you will show a numeral. **INVITE** children to count and lift up the parachute that number of times.

Now I am going to show you a numeral. Then we are going to lift up the parachute that number of times. We will count each time we lift the parachute up. Ready?

SHOW a numeral. **GUIDE** children to count as they lift up the parachute. **REPEAT** with several other numerals.

What numeral is this?

Yes, it is 8. So we need to lift up the parachute eight times. Let's count!

Make & Prepare

- Have numerals prewritten on large index cards or paper plates, etc.
- Bring a parachute (or sheet, tablecloth, etc.).

Responding to Children

When telling children to count to a certain number, they might need support in knowing when to actually stop counting. Be sure to let them know that when they get to the last number, they have to stop counting.

Talk Time

Children role-play with a puppet how to solve a problem.

Social Emotional: Self-Regulation and Responsible Behavior

USE Sayeh or Elijah, the social emotional puppet to talk. **PRESENT** a problem, such as the example below.

You worked together to play that counting game. Now can you work together to help me solve a problem?

I'm pretending to be an animal architect. I want to build a cozy home for my babies. I thought this box [show] would make a good home because it's pretty big. But the inside of it is not cozy. I already tried using this towel [show], but it's not big enough, see?

CONNECT to Power of 3. **INVITE** children to suggest ways to keep on trying to solve the problem.

I'm getting frustrated. Should I just give up? How can I take care of myself?

How can I keep on trying? What if I use the towel in a different way?

It's still not working. What else could I try?

Is there another material I could use?

How else could I solve this problem?

Sometimes when we have a problem, we need to keep on trying different ways to solve it. That's the Power of 3!

Make & Prepare

- Bring a small box and a towel.

Additional Materials

- Sayeh and/or Elijah, the social emotional puppets
- Anchor Chart: "Power of 3"

Executive Function

Role-playing with puppets helps children generate more than one outcome and more than one solution.

Before

CONNECT to the read aloud *Bird Builds a Nest*. **FOCUS** on the beginning sound /n/. **INVITE** children to name the letter that makes the /n/ sound. Optionally, review the ASL sign.

We have been learning about how some birds build nests. In *Bird Builds a Nest* [show book], Bird builds a nice new nest for her eggs. Listen as I say those words again: nice new nest. What sound do you hear at the beginning of each of those words: nice new nest? What sound do you hear more than once?

Yes! /n/. What letter makes the /n/ sound? The *letter n*.

Listen carefully as I use the /n/ sound in the beginning of some words in our message.

During

DRAW a nest. **DESCRIBE** what you are thinking and drawing. **INVITE** children to contribute.

I want to draw a nest. What materials can be used for a nest?

Suggested message: “A nest is a nice home.”

PAUSE to focus on phonological awareness (sound and formation of the *letter n*).

The next word I want to write is “nest.” Say that with me: nest. What sound do you hear at the beginning of “nest”? Yes, /n/. What letter am I going to write? Yes, the *letter n*. To write the lowercase *letter n*, I drop down and make a hill. Now you try writing it with your finger in the air.

FINISH writing the message. **INVITE** children to reread the message with you.

After

INVITE volunteers to the board to point to the *letter n*. **CIRCLE** and **COUNT** all the *letter n*'s.

I wrote a lot of words that begin with the /n/ sound. What letter makes the /n/ sound? Yes, the *letter n*. Who can find the *letter n* in the message? How did you know? Let's count to find out how many *letter n*'s there are.

INVITE children to brainstorm other words that begin with the /n/ sound

What other words do you know that begin with the /n/ sound?

INVITE children to make up a sentence using some words that begin with the /n/ sound.

I wrote the sentence, “A nest is a nice home.” This sentence has two words that begin with the /n/ sound.

Can you make a sentence using some words that begin with the /n/ sound? Turn to a partner and share.

SUMMARIZE recognizing and saying words with the /n/ sound.

We learned that some sentences can have words that begin with the same sound. We focused on the /n/ sound made by the *letter n*.

REREAD the message one more time.

[Transition] **INVITE** children to nod their heads.

We are becoming experts at hearing and saying words that begin with the /n/ sound. Let's nod our heads “yes” like this [demonstrate] as we say /n/, /n/, /n/.



Make & Prepare

- Review the standard pronunciation of the *letter n* on the *Blueprint* website.
- Review the ASL sign for the *letter n* on the *Blueprint* website.

Additional Material

- The book *Bird Builds a Nest*

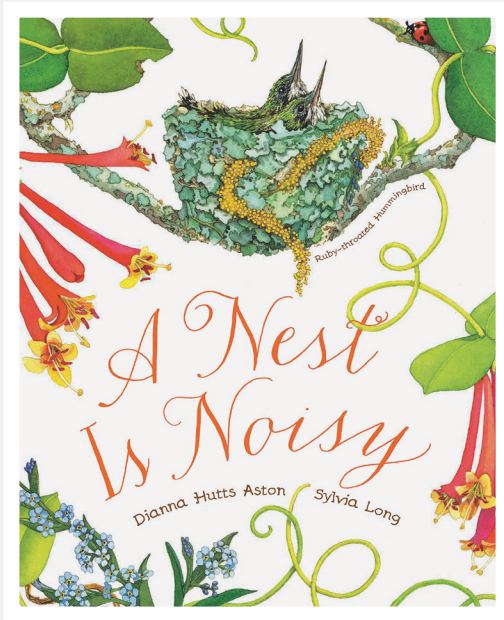
Scaffolding in MTP

We often encourage you to invite children to the board to find a letter or a word in the message. You can extend this opportunity to engage with the message by asking children to find something they know. Keep it open-ended! They can come up to the board and point out what they know and how they know it. If they find a letter, draw a circle around it. Follow up by asking what sound the letter makes or what words begin with that sound. If they find a word, draw a box around it. Ask them to show you what the word means or if they know other words that mean the same thing. Use what you know about the child to help move them from what they know to new learning. Of course, if they do not know the answer to a question you ask, offer them the support they need.



Keep It Going

- Invite children to think about how the *letter n* sounds and how it looks. Can they connect the letter and sound to the first letter of a classmate's name?
- Be playful with alliteration. At mealtimes, invite children to describe their foods using alliteration. Marvelous marshmallows. Jiggly jam.
- Gather children in a small group and invite them to sort objects or picture by the initial sound /n/. Can they place the object or picture by the initial sound? Have children say the name of the object and the beginning sound as they place the object or picture.



Make & Prepare

- Even though you will not read all of the fine print to children during the lesson, take time to preread this information beforehand. You can choose to read certain parts that children are especially interested in. Also, your familiarity with the content can help you to answer children's questions and generally enrich the conversations around the book.
- Review the ASL sign for "I see" on the *Blueprint* website.

Additional Materials

- Anchor Chart: "Readers Can Say"
- Unit Chart: "Words We Are Learning"
- Unit Project: Mural

Did You Know?

Other animals who have "nests" are insects (bugs) who live in colonies. Colonies are made up of individual animals who work together for the good of the group. They help each other raise babies, collect food, and keep their home safe and clean. Insects that live in colonies include termites, ants, honey bees, and some wasps.

Before

REVIEW how birds are animal architects. **ASK** children if they know other animals that build nests.

How are birds like animal architects? Yes, they design and build nests to keep their babies safe. Did you know that birds aren't the only animals that build nests? Do you know any other animals that build nests?

SHOW the front and back covers. **INVITE** children to tell what animals they notice. **PROMPT** them to use the sign and sentence stem, "I see...."

We are going to read a book about all sorts of animals that build nests. The title is *A Nest Is Noisy*. It is written by Diana Hutts Aston and illustrated by Sylvia Long. Look at the illustrations on the front cover. Now look at the illustrations on the back cover. Notice what animals you see.

If you would like to share your observation, sign, "I see" [demonstrate]. You can say, "I see..."

SHOW the different nests on the inside front cover. **ASK** children which animals built them.

Check out the inside front cover. What do you notice? Yes, these are all different kinds of nests!

PROMPT children to sign "I see" when they notice an animal that is not a bird.

As we read *A Nest Is Noisy*, look carefully at the illustrations. Notice what animals build nests. When you observe another animal and its nest, you can sign "I see."

During

READ the main print, not the fine print, aloud. **Also**, read the labels that name each animal.

PAUSE after "bubbling... babies." **ASK** children what animals they see. **REMAND** them to use the sign and sentence stem, "I see." Then **DISCUSS** the different nests.

Take a closer look at these illustrations. Notice what animals you see in these different kinds of nests. If you would like to share what you see, sign "I see." Say, "I see..."

We see many animals in addition to birds that build nests! These nests are keeping safe the baby honeybees, alligators, squirrels, and fish. Have you ever seen any nests like these?

What do you notice about these different kinds of nests? What materials do you see? Do you think any of these nests are in trees like bird nests, or someplace else? Why?

Let's keep observing different animal architects that build nests!

PAUSE after "A nest is hidden." **ASK** children what animals they see. **REMAND** them to sign and say, "I see." Then **DISCUSS** how and where the turtle and platypus build their nests.

What animal architects do you notice? If you would like to share, sign "I see." Say, "I see..."

Look closely at the turtle. Where is she building her nest? Why do you think she builds a nest for her eggs underground in the sand? Yes, it will keep the eggs safe from water and other animals. How is she building it? Does it remind you of any tools people use? Yes, she uses her flippers like shovels to dig!

How about the platypus [point]? Where is this nest? Yes, it is underground, too. Does this remind you of another animal home? Why? Yes it's kind of like a burrow [point to "burrow" on the Unit Chart: "Words We Are Learning"].

After

INVITE children to turn and talk about animals that build nests.

Wow! Birds are not the only animal architects that build nests! Think about some of the other nest building animals we saw in *A Nest Is Noisy*. Turn and talk about a new animal architect you learned about!

ENCOURAGE children to create and add animals from the book to the mural: honeybee, frog, etc.

Build Interest

REVIEW the chart **Unit 4 Chart: “How to Design.”**

Let’s look at our “How to Design” chart [point] to find out what step we are up to. First, we planned. Then we built. Now we try it out! We are going to find out if our nest will hold eggs and stay balanced in our “nest test” area.

GIVE each child the nest they made. **ASK** them to inspect it to make sure it is still secure. **HAVE** the Nest Building Box available.

Before we get started, inspect or take a close look at your nest. This is something animal architects do. They check their work to see if it needs anything. Do you need to add more tape? Are all the pieces together?

Build Understanding

BRAINSTORM with children how they can test their nest to see if it will hold eggs and stay balanced.

Now that our nests are ready, let’s think about how we can test them or try them out. There are two things we want to find out:

- We want to see if our nests will hold eggs. What could we do?
- We want to see if our nests will balance in our “nest test” area and keep those eggs secure. How could we test our nest to find out if it balances?

RESTATE the group’s ideas.

Some of our ideas are... Let’s place these plastic eggs in our nest. They are filled with dried rice so they are a little heavier, like a real bird egg would be. Once we know the nest can hold eggs, we want to place it in our “nest test” area [point].

Build Experience

GIVE children time to predict if their nest will hold eggs and balance in the “nest test” area.

Are you ready to try? How will you feel if your nest falls? What can you do if that happens? Yes, we can always try again.

TEST their nests if they are amenable. **USE** what you know about each child’s language skills to include and extend participation. **WRITE** down children’s responses for reference during **Day 20: Small Group.**

- Gesture: Point to a nest that is balanced. Point to where the eggs are resting.
- Yes/No: Did your nest stay balanced? Did your nest fall down? Is one side of your nest heavier than the other side?
- Either/Or: Did your nest stay balanced, or did it fall down? Do you think you would change how you designed your nest or keep it the same?
- Open-ended: What happened to your nest? Why do you think that happened? What would you do the same if you built another nest? What would you do differently?

SUMMARIZE what happened when children tested their nests.

We tried out our nests to see if they could hold eggs and balance in our “nest test” area. We found out that...

DISTRIBUTE science journals. **INVITE** children to record their thinking.



Make & Prepare

- Download, print, and add a copy of “Trying Out My Nest” to children’s science journals (one per child).
- Make sure your “nest test” area is set up (see Small Group Day 12 for suggestions).
- Fill plastic eggs with dried rice or beans to give them some weight.

Additional Materials

- Children’s nests
- Nest Building Box (replenish materials as needed)
- Anchor Chart: “How to Design”



Remember to Save

- Plastic eggs

Building Background Knowledge

Connect to the book *Bird Builds a Nest*. Focus on the end of the book where you see the nest balanced in the tree, keeping the bird’s eggs safe and secure.



Stretch Their Thinking

Add the element of weather to the “nest test.” Simulate wind by blowing or flapping pieces of cardboard. Does the nest stay balanced?

Listen/Look For

- How do children react to the testing?
- Do children begin to compare nest size, shape, and materials?



Growing Mathematicians

Making sense of problems and persevering in solving them is one of the key practices in learning and doing math. When children think through and make sense of what the problem might be (e.g., nest tips over - one side is too HEAVY), and they persist in finding ways to solve it (e.g., take away some material from one side so it is equal, or balanced), they are working on this practice.

Responding to Children

Children may be disappointed to discover that their nest does not hold eggs and/or does not balance. Listen to their feelings. Remind children that each time they test what they built, they can learn something new about designing and building. They can come up with new solutions and ideas. Help children think about what they would try differently or what the nest needs to make it more stable and remind them that they will have a chance to improve or try again.

Greeting Time

Children sing the nest song about alligators.

Literacy: Literate Attitudes and Behaviors

CONNECT to *A Nest Is Noisy*. **ASK** children to recall other animals who build nests.

When we read *A Nest Is Noisy*, we discovered that birds are not the only animals that build nests. What other animals act like architects and build nests for their babies?

READ the fine print on the marked page. **ASK** what materials alligators use to build nests.

Let's read more information about one of these animal architects: alligators...

What materials does the alligator use to build its nest? Yes, plants and mud.

CHANGE the song lyrics to be about alligators. **MODEL** singing the song. Then **INVITE** children to sing along.

Why don't we sing about alligators building nests?

Alligators are building
Cozy nests to sit in,
Piling plants and mud
To hold their baby eggs.

Can you sing along?

Make & Prepare

- Have the book *A Nest Is Noisy* ready. Mark the page with the fine print that begins "An alligator piles..." with a sticky note.

Additional Material

- *Blueprint Songbook*

Book Awareness

Pointing out different features of information books, such as the fine print, supports children's understanding of this genre and how books work in general.



Movement Time

Children try to keep soft "eggs" inside a parachute.

Physical Development: Fine Motor Skills

CONNECT to learning about different eggs. **REFER** to the book *A Nest Is Noisy*.

Alligators are one kind of animal that lays eggs and build nests. In *A Nest Is Noisy* [show], we learned that eggs come in all shapes and sizes.

Alligator eggs are actually softer on the outside than bird eggs. Imagine these soft balls [show] are eggs. Let's add them to our parachute.

Remember we need to work together to keep them from falling out of the parachute.

ADD one soft ball to the parachute. **GUIDE** children to shake the parachute.

Let's start with one ball. Stand and hold onto the parachute with both hands. Okay, let's shake it!

ADD a few more soft balls, one or more at a time.

What if we add another soft ball?

Make & Prepare

- One to five balls that are softer than plastic eggs (i.e. beach balls, balloons)
- One parachute (or sheet, tablecloth, etc.)

Did You Know?

There are many differences between reptile and bird eggs. Birds lay hard-shelled eggs while reptiles usually lay soft-shelled eggs. Birds incubate their eggs with their own body heat; reptiles do not. Birds eggs come in all different colors; reptile eggs are white.

Talk Time

Children discuss the results of a survey.

Math: Measurement and Data

REFER to the survey. **DISCUSS** the results.

If you saw a real alligator's nest full of eggs, how would you feel?

Earlier we voted on which kind of nest we would like to see in real life: an alligator's nest or a sea turtle's nest.

Let's take a look at the results.

How many children want see a sea turtle's nest? How do you know?

How many children want to see an alligator's nest? How do you know?

Did more children want to see the sea turtle's nest or the alligator's nest? How do you know?

INVITE children to share their thinking.

Who wants to share why they would prefer seeing a sea turtle's nest?

Who wants to share why they would prefer seeing an alligator's nest?

Make & Prepare

- Create a chart where children can vote on whether they would prefer to see a sea turtle's nest or an alligator's nest (adapt the question to match your children's interests). Make sure children vote before Talk Time.

Responding to Children

Are children able to participate in the organization and displaying of information using graphs and charts? If so, encourage them to collect data from their classmates and create more complex graphs (more than two categories). If not, revisit basic counting skills. Focus on simple graphs with two categories and small numbers.

Before

FOCUS on how many animals build nests. **TELL** children they are going to use clues to guess the animal that makes a nest.

We are learning that birds build nests and so do some other animals. In the book *A Nest Is Noisy* [show] we named animals that make nests and described the different types of nests they build. Do you recall any of the animals that make a nest?

Let's play a game. I will give you some clues, and you tell me what animal that makes a nest I am thinking of. Ready?

- This animal makes a nest in trees.
- It leaps from tree branch to tree branch [mimic leaping].
- It has a furry tail.
- What is it?

Yes, a squirrel [show the image of the squirrel from the book *A Nest Is Noisy*!]

TELL children you are going to draw and write clues to another riddle.

In the message, I'm going to draw and write clues about another animal that makes a nest. Remember, clues are pieces of information that help you figure something out. I'll draw some pictures and write a sentence. You will use these clues to guess the animal that I'm describing. Ready?

During

DRAW a picture of eggs in a nest in sand. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

I'm going to draw clues to my riddle. I want to show a nest in the sand near the water. How could I show that?

Suggested message: "I walk slowly and have a shell."

PAUSE to focus on concepts of print (letters make up words).

I want to write the word "walk." The word "walk" has four letters: *w*, *a*, *l*, and *k*. I write these letters together to make the word "walk." Then I leave a space and begin the next word, "slowly." After I write "slowly," let's count the letters in that word.

Finish writing the message. **INVITE** children to reread the message with you.

After

ASK the children to guess the animal you described in your picture. **INVITE** children to share their thinking. **SHOW** the sea turtle page from the book *A Nest Is Noisy*.

Who thinks they know what animal I was describing? I drew some picture clues [point to the picture]. I wrote some word clues [sweep your finger under the words]. Take a moment to think. Remember, you're thinking about what animal I just described. Now, whisper in your hand and guess the animal you think I was describing.

Let's share. Yes, it is a sea turtle [show image from book]. How did you know?

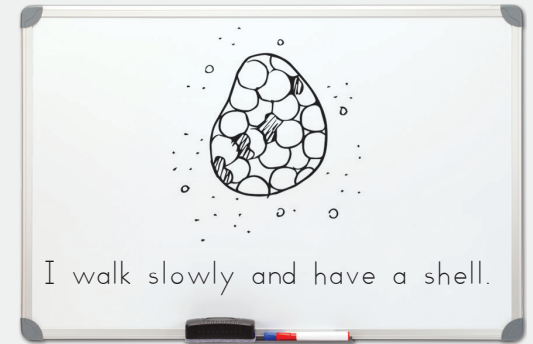
ASK children to think of another animal and clues they could give.

Can you think of another animal that makes a nest you know about? What clues would you say or write that someone could use to solve your riddle?

REREAD the message one more time.

[Transition] **INVITE** children to walk slowly like the sea turtle.

We know sea turtles walk slowly. Walk like a sea turtle as you leave the carpet.



Make & Prepare

- Have the book *A Nest Is Noisy* ready. Mark the page that begins "A nest is hidden" with a sticky note.

Family Engagement

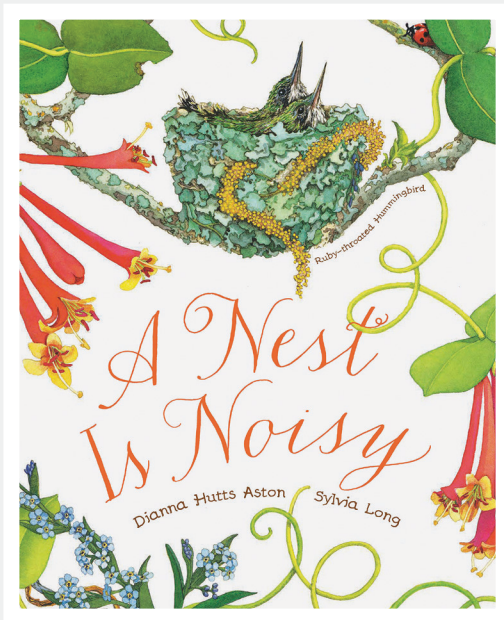
Invite families to create riddles at home. Print the directions from the *Blueprint* website.

Drawing in MTP

Often we suggest you ask children to make suggestions for how to compose the illustration. Remember to entertain a variety of responses. Children will come up with lots of ideas that we would never think of. It's not about a right or wrong answer. They may just envision the illustration differently.

Keep It Going

- Join children in the writing center. Suggest they draw an animal's nest. Where is it located (underground, on the ground, above ground)? What is it made of?



Make & Prepare

- Review the ASL sign for “I wonder” on the *Blueprint* website.

Additional Materials

- Anchor Chart: “Readers Can Say”
- Unit Chart: “Words We Are Learning”
- Unit Chart: “Nests”

Words We Are Learning

peculiar: unusual, strange, or interesting



Selecting Fine Print

You may choose to read select fine print in this lesson. For example, if children are really wondering about how nests are bubbly, it may be worthwhile to dig deeper into this topic. Read some or all of the fine print on this page to help answer children’s questions and to enrich the discussion.

Did You Know?

Some nests are not homes. A mother turtle/mother snake lays her eggs in a nest. She does not guard the nest afterward, so the babies hatch on their own. Rabbits make nests in the grassy ground for their babies, but the mother does not live in the nest. She only visits to feed and groom her babies.

Before

ASK children to name some animals besides birds that build nests. **TAKE** a picture walk.

We read *A Nest Is Noisy*. What did we learn? Yes, birds are not the only animal architects that build nests. There are many other animals that build nests to keep their babies safe. Do you recall any other animal architects we learned about in this book? Let’s take a picture walk to help us remember...

INVITE children to reflect on what questions they have about nests and the animals that build them.

We learned about different animal architects that build nests. But there may be more information you would still like to find out. Think about what questions you have about nests and the animals that build them...

MODEL asking an “I wonder” question. **INVITE** children to share what they wonder. **PROMPT** them to use the sign and sentence stem, “I wonder.”

Hmm, I am thinking more about how different animals use their nests to keep their babies safe. Once the babies are born, I wonder how long they stay in the nest? What do you wonder? If you would like to share your question, sign “I wonder” [demonstrate]. You can start by saying, “I wonder...”

Those are interesting questions! As we reread *A Nest Is Noisy*, think about what else you wonder.

During

PAUSE after “A nest is enormous... or tiny.” **MODEL** asking an “I wonder” question. **INVITE** children to share their thinking. **Optionally, READ** the fine print to answer questions and **enrich** the discussion.

Both of these animal architects are birds. But they are building nests that are opposite sizes. These Dusty Scrubfowls build an enormous nest, but these Bee Hummingbirds build a tiny one. I wonder why their nests are such different sizes? What do you think?

PAUSE after “A nest is hot.” **MODEL** asking “I wonder” questions. **INVITE** children to share their thinking. **Optionally, READ** the fine print. Then **ASK** children to share what they wonder. **REMAND** them to use the sign and sentence stem, “I wonder.”

I wonder why these animals want their nests to be hot? What do you think? And I wonder how they make the nests hot? What else do you wonder? If you would like to share, sign “I wonder.” You can say, “I wonder...”

PAUSE after “A nest is peculiar.” **DEFINE** “peculiar.” **ADD** it to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language). Then **DISCUSS** why the nests are peculiar. **Optionally, READ** the fine print.

Can you say “peculiar”? Let’s find the syllables or beats in that word: pe-cul-iar. What does “peculiar” mean? When something is peculiar, it is unusual, strange, or interesting. Let’s add “peculiar” to the list of words we are learning. Do you know any other words that mean the same thing? I wonder what makes these nests peculiar?

After

SHOW the animal architects on the inside back cover. **EXPLAIN** that they match the nests on the inside front cover. **POINT OUT** the orangutan. **MODEL** asking “I wonder” questions.

Check out these illustrations on the inside of the back cover. All of these animal architects build nests. Do you see some animals we read about? Do you see any other animals?

I see an orangutan [point]! I wonder if an orangutan builds nests? I wonder what kind of nest an orangutan builds? I wonder if their nests are in trees where they live?

INVITE children to turn and talk about their questions. **ENCOURAGE** them to use the sentence stem, “I wonder.”

Is there anything else you are still wondering about nests and the animal architects that build them? Turn and talk to a partner about your questions. When it is your turn to talk, you can say, “I wonder...”

RETURN to the Unit Chart: “Nests.” **INVITE** children to add what they are learning and other questions they have.

Build Interest

DISCUSS what children observed from trying out their nest. **READ** children's responses that you jotted down.

We tested to see if our nests could hold eggs and balance. Some of our nests could not hold eggs, and some could. When we placed them in the "nest test" area, some fell down and some didn't. Listen as I read some things I heard you observe while you we tried our nests out. What else do you remember?

INVITE children to brainstorm ways to make their nest hold eggs and balance without falling.

If your nest fell down, you can work on making it more secure or strong so it will hold eggs and stay balanced. We really don't want our nest to fall out of our "nest test" area! Let's think and plan. What are some things we could do to make our nest more secure to hold the eggs and stay balanced?

Build Understanding

RESTATE children's ideas.

Some ways we might make more secure and balanced nests are...

REFER to the Unit 4 Chart: "How to Design." **OFFER** choices on how to work. If children's nests fell, **EXPLAIN** choices: build a new nest, or improve the nest you already built and try it again. If children's nests were secure, **EXPLAIN** choices: help another child, build a new nest, or test something else.

Let's look at the "How to Design" chart. What happens after "try it out?" Yes, the arrow points us back to planning again. Think about what happened to your nest and choose:

- If your nest fell down or did not hold eggs, you might want to try to fix up your nest. This means you will work to make it better. Or you can build a new nest! Use your science journal to draw your ideas or sketch a new blueprint.
- If your nest was secure and held your eggs, you might choose to help someone who is fixing or building their nest. Ask them if they would like your assistance. Or you can try the design challenge again and build another nest. You can test out a new idea or design.

When you are all done building or rebuilding, we will try it out again! We are determined. We will try different ways to find a solution.

Take a moment to think about what you would like to do [give children time to think]. Let's share how we are going to work! What will you do?

Build Experience

GIVE children time to work. **SUPPORT** and assist them as necessary.

It is your turn to rebuild your nest, build a new one, or help someone. When your nest is ready, you can try it out again by putting the plastic eggs in it and trying it on our nest test. I'll be here to help.

INVITE children to share their results.

We tried our nests again. Let's share what we did and what happened.

- How is this nest different?
- Did your changes help it hold eggs and stay balanced?
- If not, what would you do differently?

Materials

- Children's nests
- Nest Building Box (replenish materials as needed)
- Filled plastic eggs
- Your notes about the children's observations from Small Group Day 14
- Unit 4 Chart: "How to Design"
- Science journals
- Writing tools

Building Background Knowledge

Browse the nest pictures from the beginning of the design challenge. Invite children to look closely at the shape and size of the nests to get new ideas for this step in the design process.



Stretch Their Thinking

Ask children to consider these questions: Do you think your nest could stay balanced on a rainy day? How could you test for that?

Listen/Look For

- What improvements do children make?
- What observations do children make of their new nest?

Inspiration from Literature

Remind children of the animal architects in the read alouds. Children will find encouragement if they recall the character's attitudes. Walter and Bird were determined and kept trying. Walter thought about different shapes to design his nest while Bird used different materials.

Disappointment in Design Challenges

Even after two attempts, children may find themselves with a nest that just won't work. There are many ways to interact with a child who feels frustrated. Offering empathy and offering support are two ways to give a child a bit of encouragement. Gently invite the child to find a way to move forward from the disappointment. Try thinking outside the box. Maybe find a book about another scientist who felt frustration. Your attention to their feelings and emotions might just be the thing to help lay the foundation to dealing with disappointment in other situations.

UNIT 8 WEEK

4

Be Sure To...

- Teach children what a habitat is. Focus on a particular one or expose them to a variety.
- Give children practice closely observing photographs of nature/natural objects.
- Play a math game where children follow plus (+) and minus (-) signs to move forward or backward.

Materials

- Globe

Books

- *Dig In!*
- *Wonderful Worms*
- *underGROUND*
- *The Busy Tree*
- *Walter's Wonderful Web*
- *Bird Builds a Nest*
- *A Nest Is Noisy*
- *Listen to Our World*
- *Thank You, Earth*
- Class Book *Animal Homes*

Charts

- Anchor Chart:
 - "Cheers"
 - "Readers Can Say"
 - "Power of 3"
- Unit Chart:
 - "Words We Are Learning"
 - "Nests"
- Unit Project: Mural

Where on Earth do animals make their homes?

Animals make their homes in different habitats or communities all over the Earth.

Children expand their knowledge of animal homes by looking at different kinds of animal habitats that can be found all over the Earth. Through read alouds, they learn about how our planet provides materials for food and shelter around the world for all kinds of animals. They investigate how these different animals sound, move, and look. They also play a counting board game and practice adding and subtracting quantities.

Keep in Mind

- Remember to have the class book completed, laminated, and bound by Day 16.
- When you wrap up this unit, be sure to revisit the artifacts you created with children (e.g. charts, books). Discuss what children learned, what their favorite things were, and what new ideas they want to keep. Share with others in your community (e.g. other classrooms, families).



Words We Are Learning

oozy
slimy, gooey

habitat
a place where many animals make their homes

towering
taller than everything around it



Multilingual Learner Anchor Words

- planet
- world



From the Songbook

"The Earth Poem"

Copy the poem and send home to families.

Encourage choral singing and have the children recite the poem together.

Invite children to add actions as they recite the poem.

Encourage children to hold hands and sway while reciting the poem.



Trips & Visitors

Visit a zoo or invite a zoo/nature center to bring animals to your classroom.



Working with Families

Share this information with families:

Invite families to participate, as you celebrate this unit's learning. During Gathering Times on Days 16 and 20, if families are present, have them join in Greeting Time and Movement Time! Then they can listen as you share the class book (Day 16) and celebrate the learning across the unit (Day 20). See the *Blueprint* website for examples of invitations.

To support their child's math skills, suggest families practice the basic concepts of adding on and taking away. Have their child count how many objects are in a group, such as a plate of raisins, and then add more raisins or take some away.



Remember | <https://clibblueprint.org/resources-tx>

You can find downloads, videos, and more on the *Blueprint* website.

	Day 16	Day 17	Day 18	Day 19	Day 20
Greeting Time	Children listen to sounds of a rain forest. <i>Science: Scientific Inquiry and Practices</i>	Children listen to sounds of an ocean. <i>Science: Scientific Inquiry and Practices</i>	Children listen to sounds of a desert. <i>Science: Scientific Inquiry and Practices</i>	Children listen to sounds of a polar habitat. <i>Science: Scientific Inquiry and Practices</i>	Children listen to sounds of a marshland. <i>Science: Scientific Inquiry and Practices</i>
Movement Time	Children play “Parrot, Parrot, Fly.” <i>Physical Development: Gross Motor Skills</i>	Children play “Whale, Whale, Swim.” <i>Physical Development: Gross Motor Skills</i>	Children play “Gila Monster, Gila Monster, Crawl.” <i>Physical Development: Gross Motor Skills</i>	Children play “Penguin, Penguin, Waddle.” <i>Physical Development: Gross Motor Skills</i>	Children play “Crocodile, Crocodile, Snap.” <i>Physical Development: Gross Motor Skills</i>
Talk Time	Children listen to the class book. <i>Literacy: Listening and Speaking</i>	Children observe and discuss different habitats. <i>Science: Life Sciences</i>	Children brainstorm solutions to a problem. <i>Social Emotional: Self-Regulation and Responsible Behavior</i>	Children practice “Being Thankful.” <i>Social Emotional: Self-Awareness and Self-Concept</i>	Children discuss what they learned in this unit. <i>Literacy: Listening and Speaking</i>
Message Time Plus	Children sort animals by number of syllables. <i>Literacy: Phonological Awareness</i>	Children recognize and produce words with the /l/ sound. <i>Literacy: Phonological Awareness</i>	Children use clues to solve a riddle about animals around the world. <i>Literacy: Listening and Speaking</i>	Children use the power of observation to find objects in photographs. <i>Science: Scientific Inquiry and Practices</i>	Children discuss shapes and colors they see in the sky. <i>Science: Earth and Space Sciences</i>
Intentional Read Aloud	Children predict and echo the animal sounds. <i>Literacy: Fluency</i>	Children act out animal movements. <i>Science: Life Sciences</i>	Children observe animals living in nature. <i>Science: Life Sciences</i>	Children share what they wonder. <i>Literacy: Comprehension</i>	Children vote for their favorite book from the unit. <i>Literacy: Literate Attitudes and Behaviors</i>
Small Group	Children play the counting game “Kangaroo Hops.” <i>Math: Operations and Algebraic Thinking</i>	Children jump forward and backward in the game “Kangaroo Hops.” <i>Math: Operations and Algebraic Thinking</i>	Children use the zero card in a variation of “Kangaroo Hops.” <i>Math: Operations and Algebraic Thinking</i>	Children compare numerals in a variation of “Kangaroo Hops.” <i>Math: Operations and Algebraic Thinking</i>	Children play the board game “Feed the Kangaroo.” <i>Math: Operations and Algebraic Thinking</i>
Reflection Time	Imagine you are an animal. Can you make a sound? Where do you live?	If you could move like one animal, which one would it be? Why?	What is a problem you had? How did you solve it?	Which habitat would you most like to visit?	Where on Earth do animals make their home?

Centers to Launch

See Pages 14-24

Science Center | Balancing Nature

Writing Center | Thank You Cards



Greeting Time

Children listen to sounds of a rain forest.

Science: Scientific Inquiry and Practices

STATE examples of animal homes around the world.

Where do some animals make their homes?

Yes, just about everywhere: underground and in trees, in hot places and cold places, in the ocean water and in the dry desert. Animals make their homes in different places all over the world!

SHOW rain forest image. **BUILD** children's background knowledge.

Some animals (and plants) make their homes in a rain forest. What do you notice in this picture? What else do you know about rain forests?

PREPARE children to listen to the sounds of a rain forest. **PLAY** the audio recording.

Let's listen to the sounds of a rain forest! You can close your eyes to focus on what you hear.

INVITE children to turn and talk about their observations. **ENCOURAGE** multilingual children to share with a partner who speaks the same home language.

Please open your eyes. Think about what you heard. Did you hear animal sounds? What did you imagine seeing? Turn and talk about it...

Make & Prepare

- Download and print an image of a rain forest.
- Cue up the audio recording of nature sounds in a rain forest.

Remember to Save

- Save rain forest image for Greeting Time Day 17.

Adapt Greeting Time

While we suggest listening to an audio recording of the sounds of the rain forest, you could opt to show video footage instead, and children can discuss what they see as well.

Movement Time

Children play "Parrot, Parrot, Fly."

Physical Development: Gross Motor Skills

SHOW an image of a parrot. **TALK** about how it can fly in a rain forest.

One animal that squawks and lives in a rain forest is a parrot [show]. What do you notice?

Yes, a parrot is a bird. How do you think it moves from one tree to another in the rain forest?

Yes, it can use its wings to fly [mimic flying].

MODEL and **EXPLAIN** how to play "Parrot, Parrot, Fly." **GUIDE** children to play the game.

Let's play a game about flying parrots! It's like "Duck, Duck, Goose," but we are going to make it "Parrot, Parrot, Fly!" Let me remind you how to play.

When it is your turn, you go around the circle. Gently tap a few neighbors on the shoulder and say, "Parrot... parrot..." The neighbors who are "parrots" stay sitting.

Then you tap someone and say, "Fly!" That partner stands up, and you both pretend to fly around the circle [demonstrate].

When you get back to your partner's spot, sit there. And the next partner gets a turn.

Now it is [name's] turn. Gently tap your neighbors. Say, "Parrot...Parrot..."

Make & Prepare

- Download and print the image of a parrot.

Remember to Save

- Parrot Image

"Duck, Duck, Goose"

Traditionally, in "Duck, Duck, Goose" children chase each other around the circle. In this version, we encourage children to move together like the animals we name. In this way, they learn new vocabulary, and they play cooperatively. Also, we suggest children tap each other on the shoulder instead of the head because in some cultures touching someone's head may be considered disrespectful.

Talk Time

Children listen to the class book.

Literacy: Listening and Speaking

CONNECT to animal homes.

It's fun to play games about flying parrots! Real parrots make their homes in the trees of a rain forest. There are so many different kinds of animal homes in the world.

READ the class book. **PAUSE** one to three times. **ASK** children what they like. **ENCOURAGE** them to use the sign and sentence stem, "I like."

Each of you wrote about an animal you know and where it lives. Let's read our class book to find out about animal homes.

Do you see animals and animal homes that you like? Which ones? If you would like to share, sign "I like" [demonstrate]. You can say, "I like..."

What amazing animal homes you drew and wrote about!

CLOSE with a cheer.

Let's celebrate our class learning with a cheer. Who would like to choose one from our Anchor Chart: "Cheers"?

Make & Prepare

- Have the completed class book *Animal Homes*.
- Review the ASL sign for "I like" on the *Blueprint* website.

Additional Materials

- Anchor Chart: "Readers Can Say"
- Anchor Chart: "Cheers"

Keep It Going

- Remind children that this class book will be in the library for them to read and discuss together.

Before

CONNECT to learning about animals. **SAY** that we can find out how many beats are in the animals' names.

Animals make their homes all around the world! We are learning about and saying the names of many different animals. Another thing we can do is think about how many beats are in the animals' names!

SHOW the photograph of the parrot. **INVITE** children to stand and tap out the number of beats in the word "parrot."

Let's try it! Stand up. Say the word "parrot." Now tap one part of your body for each beat in the word: par-rot [touch head, shoulders].

JOIN children as they say and tap the word.

How many body parts did you tap as you said and listened to the beats? Yes, two, your head and shoulders. The word "parrot" has two beats or syllables.

Watch as I write a message using the word "parrot."

During

DRAW a parrot. **DESCRIBE** what you are doing and thinking as you draw. **INVITE** children to contribute.

I want to draw a picture of a parrot. What do you know about what a parrot looks like? Yes, they have big strong beaks that they use like tools for cracking open nuts and fruits.

Suggested message: "Parrots live in the rain forest."

PAUSE to focus on phonological awareness (the number of beats in the word "parrot").

One way that we can hear the beats in words is to tap them out on our body. We tapped our heads and then our shoulders, "par-rot" [demonstrate]. Two taps for the two beats in the word "parrot."

FINISH writing the message. **INVITE** children to reread the message with you.

After

CONTINUE counting the number of syllables in words. **SHOW** images of different animals. **INVITE** them to stand and count the syllables by tapping them out on their body.

Let's keep tapping out the number of beats or syllables in animal names. First, I'll show you a picture of an animal and say it. You repeat it. Then we can tap out the number of beats or syllables on our body. Ready? Let's all stand up.

ASK children to show how many syllables are in the word with their fingers.

Who can show us how many beats or syllables were in that word using their fingers?

INVITE a child to make the corresponding tally marks on the board.

Who can show us how many beats of syllables were in that word by drawing tally marks on the board?

RESTATE that syllables are the number of beats in a word.

We've been practicing counting the syllables in words. Remember, the syllables are the beats that you hear. You can count them by tapping different parts of your body as you say the word slowly.

REREAD the message one more time.

[Transition] **INVITE** children to pick an animal and tap out the beats again.

Pick another animal! Say the animal's name and tap out the beats!



Make & Prepare

- Download and print animal images:
 - eagle
 - monkey
 - panda
 - crocodile
 - kangaroo
 - lion
 - penguin
 - elephant
 - whale

Additional Material

- Parrot photograph (from Movement Time)

Remember to Save

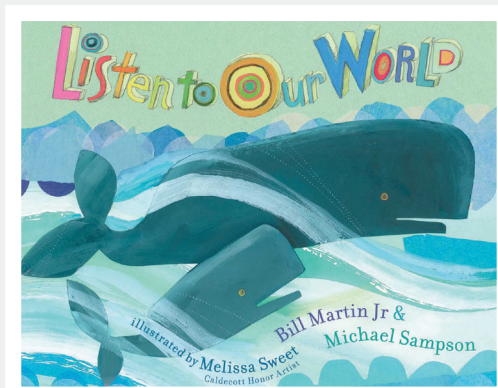
- Animal images

Did You Know?

Children may point out that parrots can talk like people! It's true, but really, parrots are really good at mimicry. In the wild (like in a rain forest) many parrots are very social and use vocalizations to form attachments and to tell one group of parrots from another. When a parrot becomes part of a human family, that impulse doesn't stop. Instead it learns to vocalize like its new family – sometimes "speaking" words and phrases or making noises that sound like the other pets in the house (like dogs, cats, and guinea pigs).

Keep It Going

- During a transition, invite children to stand up. Practice tapping out beats by using the names of the children in the class.
- In a small group, encourage children to sort pictures or objects by the number of syllables. Use number cards as headers. Together discuss the pictures and beats. Can they count the beats? Can they place them in the correct column?



Make & Prepare

- Preread the facts about the animals at the end of the book.

Additional Materials

- Photos of animals used in Day 16: Message Time Plus
- Unit Chart: “Words We Are Learning”

Words We Are Learning

oozy: slimy, gooey

Animal Sounds

Before reading the sound words on each page, we give children a chance to think about what sounds they think each animal makes. Explain that the authors of this book chose certain sound words, but they are not the only sound words we can use for the animals.

Author Study

In addition to *Listen to Our World*, Bill Martin Jr is the author of one of the books in Unit 1, *Kitty Cat, Kitty Cat, Are You Going to School?* as well as many other books. Gather some of his books and focus attention on his work. You can download and print his photograph from the *Blueprint* website, share details about his life, and talk with children about things they notice that are similar in his books. What makes a Bill Martin Jr. book unique?

Did You Know?

Why do whales live in the water? They have lungs like we do, and they breathe air like we do, but the water is where their food is, and the water supports their massive bodies!

Before

SHOW the cover. **DISCUSS** where whales live. **INVITE** children to make whale sounds.

We are going to read a book about animals that live in different places around the world. The title is *Listen to Our World*. It is written by two authors, Bill Martin Jr and Michael Sampson, and illustrated by Melissa Sweet. Look at the illustration on the front cover. What do you notice?

There is a baby whale [point] and an adult whale [point]. Where do you think these animals live? Why? Yes, whales live in the ocean. Do you see them swimming in the water? Imagine we could observe these whales. What sounds do you think they would make [place hand by ear]?

ENCOURAGE children to observe the animals in the book. **INVITE** children to echo the sound words.

As we read, continue to look at the pictures of the animals. Notice all the different places where they make their homes in the world.

Also, think about what sounds these animals might make. The authors of the book included sound words for each animal. Each time you hear them, let’s all echo the sounds together!

During

PAUSE before reading the sound words on each page. **ASK** children what animals they see, and where they live. **INVITE** children to share what sounds they think the animals make. Then **READ** the sound words provided in the book. **PROMPT** children to echo them. For example:

PAUSE after “The rain forest is their world.”

What animals do you see? Parrots! Where do they make their home? Yes, they make their home in the trees of a rain forest. What sound do you think these parrots make?

“Squawk! Squawk! Squawk!” Can you squawk like parrots?

CONTINUE to engage children by asking them to identify each animal in its home, to predict what sound they might make, and then to echo the sound words on each page.

PAUSE after “The marshland is their world.” **DEFINE** “oozy.” **ADD** it to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words that mean the same thing (in English or their home language).

The crocodile is gliding through an oozy swamp. Can you say “oozy?” Let’s find the syllables or beats in that word: oo-zy. What does “oozy” mean?

When something is oozy, it is slimy and gooey. When you squished mud, did it feel oozy? Imagine you are gliding through an oozy swamp. How does it feel on your skin? Let’s add “oozy” to the list of words we are learning. Do you know any other words that mean the same thing?

After

POST a few photos of the animals mentioned in the book. **EXPLAIN** that you will make a sound. **INVITE** children to guess which animal makes that sound. **MODEL** an example.

We observed animals making homes in all different places around the world. Here are some of the animals from the book. I’m going to make sounds like one of them. Think about which animals might make that sound.

“Hiss! Hiss! Hiss!” Can you hiss, too? Can you name an animal that might hiss?

Yes, this Gila monster can hiss! Do you know any other animals that hiss?

INVITE a child to choose another animal sound for the rest of the class to guess.

Who would like to choose another animal sound for us to guess?



Build Interest

CONNECT to the animals in the book *Listen to Our World*. **FOCUS** on the kangaroo. **ASK** children what they know about kangaroos. **INVITE** them to stand up and hop like a kangaroo.

Animals live all over the world. We read about a kangaroo [show page]. What do you know about kangaroos? How do they move?

Yes, when people hop, they stand on one foot. But when kangaroos hop, they keep their two hind feet together [point to the illustration in the book]. Let’s all stand and hop, or jump, like a kangaroo. Keep both feet together. Try hopping up and down. Now, can you hop forward?

Kangaroos cannot hop backward, but can you?

Build Understanding

POINT to the paper stone number lines. **MODEL** how to hop forward from stone to stone. **INVITE** children to hop from stone to stone in order from one to 10.

Take a look at the “stones” on the floor. What do you notice?

Yes, each stone has a numeral on it from 1 to 10. And, just like a number line, these stones are in order. Watch as I use my kangaroo hops to move. I start at the X [point], and I jump to the numeral 1, then 2...

Who would like to stand here, on the X [point], and hop from stone to stone?

EXPLAIN the game “Kangaroo Hops.” **SELECT** a plus card and move forward on the stone number line that many times. **The goal of the game is to land exactly on the numeral 10.**

Let’s play the game “Kangaroo Hops.” For the game, we are going to use these cards [show]. What do you notice?

Yes, they have a plus sign [show] and a numeral. If you pick a card that says “+3,” that means you jump forward three times.

SHOW another card to give children practice reading and understanding them.

What does this card [show] tell you to do?

EXPLAIN the goal. **START** the game.

We will start on the X, and our goal is to land exactly on stone 10. Who wants to start by standing on the X? Who wants to turn over the cards?

BRAINSTORM with children what to do if a card takes you past stone 10. **DECIDE** what to do together (e.g. choose a different card).

What card would get [child] to land on the 10? What should we do if the next card gets [child] past the 10?

CONTINUE playing one game together.

Build Experience

GIVE children time to play the game again. **ENCOURAGE** multilingual children to play with partners who speak the same home language.

With your partner, take turns playing the game “Kangaroo Hops.” One child can hop forward while the other child turns over the plus cards. Remember, when you get close to stone 10, it gets tricky! What are you going to do if you get a card that takes you past 10?

How many more hops will get you or your partner to 10? What combination of cards would get you to stone 10 the fastest?

SUMMARIZE playing the kangaroo number hops game.

We hopped forward along the number line. Let’s share:

- Did you enjoy the game?
- How did you figure out which number to wait for so that you would land on 10?

Make & Prepare

- Have the book *Listen to Our World* ready. Mark the kangaroo page with a sticky note.
- Using brown or gray construction paper, create 10 paper “stones.” Label each one with a numeral from 1 to 10. These should be relatively big enough for a child to stand on. Tape them to the ground in numerical order, so they look like a number line. Leave some space so children can jump between them. For durability, consider laminating them. Create two to three sets to reduce wait time.
- Create a separate starting point stone. Label it with an “X.”
- Create two to four sets of plus cards using index cards. Write +1, +2, +3 on several of them. Shuffle them.



Remember to Save

- Save all materials for Small Group Days 17 through 19.



Build Background Knowledge

Support children as they look along the number line and count to determine how many more jumps they need to get to 10. Encourage them to test out the amount of hops on a plus card to see if it is too many, too few, or just the right number to get them to 10. Encourage children to verbalize what they are doing. (For example, “I was standing on number seven. I hopped forward three and got to 10.”)



Stretch their Thinking

Invite children to represent the number combinations that they hopped on paper.

Listen/Look For

- Do children follow the directions of the game?
- Do children count to find out how many more hops they need until they get to 10?

The Starting Point

We suggest using an “X” as a starting point, but you could also use “0.”

Vary the Activity

If space is limited, do the activity outside. Or design a smaller version of this activity and tape the paper stones on the tabletop. Invite children to use their fingers to hop from stone to stone.

Did You Know?

Kangaroos hop because they cannot move their hind legs independently. This also means that they are unable to walk. But they can jump up to 35 miles per hour!

Greeting Time

Children listen to sounds of an ocean.

Science: Scientific Inquiry and Practices

SHOW the cover of *Listen to Our World* and the picture of an ocean. **BUILD** children’s background knowledge.

Some animals (and plants) make their homes in an ocean like this. What do you notice? What else do you know about oceans?

PREPARE children to listen to the sounds of an ocean. **PLAY** the audio recording.

Many animals make their home in an ocean. Let’s listen to the sounds we might hear under the sea!

Please make space around you to lay down on your back. Imagine you are floating on a raft in the ocean. Feel the waves. You can close your eyes to focus on your sense of hearing.

Listen to the sounds of the ocean...

INVITE children to share their observations. **ENCOURAGE** multilingual children to share with a partner who speaks the same home language.

Please open your eyes and slowly sit up. Think about what you heard. What did you imagine seeing? How did it make you feel? Turn and talk about it with a partner...

If you would like to share what you observed, hold hands with your partner and lift them up together.

Make & Prepare

- Download and print an image of the ocean.
- Cue up audio recording of an ocean habitat.

Additional Material

- The book *Listen to Our World*

Adapt Greeting Time

While we suggest listening to an audio recording of the sounds of the ocean, you could opt to show video footage instead, and children can discuss what they see as well.



Movement Time

Children play “Whale, Whale, Swim.”

Physical Development: Gross Motor Skills

SHOW the picture of a whale. **TALK** about how it can swim in the ocean.

One animal that lives in the ocean is a whale [show]. What do you notice? How do you think whales move through the ocean? Yes, they swim!

REVIEW how to play “Whale, Whale, Swim.” **MODEL** how to “swim” (keep your arms connected to your sides and steer with your upper body). **GUIDE** children to play the game.

Let’s play “Duck, Duck, Goose” but make it “Whale, Whale, Swim!” Who can remind us how to play?

Yes, when it is your turn, you go around the circle. Gently tap a few neighbors on the shoulder and say, “Whale... Whale...” The neighbors who are “whales” stay sitting.

Then you tap someone and say, “Swim!” That neighbor stands, and you both pretend to swim around the circle [demonstrate]. When you get back to your neighbor’s spot, sit there. And the next neighbor gets a turn.

Now it is [name’s] turn. Gently tap your neighbors. Say, “Whale...Whale...”

Material

- Image of a whale (from Day 16)

Keep It Going

- Have children take a deep breath in and out. Explain that whales breathe air like we do. Ask children how whales get air. Talk about how whales come to the surface of the water. Whales breathe through their blowhole, which is on the top of their head! Their blowhole, an adaptation, is on the top of their head, so they can continue to swim as they breathe.



Talk Time

Children observe and discuss different habitats.

Science: Life Sciences

INTRODUCE the word “habitat.” **ADD** it to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

The ocean is one place on Earth where animals make their homes. A place where many different animals make their homes is called a habitat. Can you say “habitat”?

In their habitat animals have what they need to live, like food to eat and a place to sleep. Let’s add “habitat” to the list of words we are learning. Do you know any other words that mean the same thing?

SHOW photos of two habitats (i.e. rain forest and ocean). **GUIDE** children to compare them. Below are suggested questions.

Let’s compare two different habitats: a rain forest and an ocean. What do you notice?

- How do you think it feels in a rain forest? How do you think it feels in the ocean?
- What do you see? What might you hear?
- What animals live there? What plants live there?
- How are these habitats the same? How are they different?

Even though these habitats are different, both are places where animals make their homes.

Make & Prepare

- Photos of the rain forest and the ocean

Additional Material

- Unit Chart: “Words We Are Learning”

Words We Are Learning

habitat: a place where many animals make their homes

Keep It Going

- For photos and more information about this topic, search “habitats” at: <https://kids.nationalgeographic.com/>.



Before

CONNECT to the read aloud *Listen to Our World*. **FOCUS** on the beginning sound /l/ in the word “lion.” **INVITE** children to name the letter that makes the /l/ sound. Optionally, review the ASL sign.

We are reading *Listen to Our World* [show]. Look at this page [show]. What animals do you see?

Yes, lions. Can you pretend to hear them? Are they loud? Do you hear the loud lions roaring? Me too!

Listen as I say that again: Listen to the loud lions. What sound do you hear at the beginning each of these words: Lions are loud?

Yes! /l/. What letter makes the /l/ sound? The *letter l*.

Listen carefully as I use the /l/ sound in the beginning of many of words in our message.

During

DRAW a lion. **DESCRIBE** what you are thinking and drawing. **INVITE** children to contribute.

I’m drawing a lion. Should I draw a mane on the lion?

Suggested message: “Listen to the loud lions.”

PAUSE to focus on phonological awareness (sound and formation of the *letter l*).

I want to write the word “listen.” Say that with me: listen. What sound do you hear at the beginning of “listen”? Yes, /l/. What letter am I going to write? Yes, the *letter l*. To write the uppercase *letter L*, I start at the top and drop down. Then I make a bridge. Now you try writing it with your finger in the air.

INVITE children to reread the message with you.

After

INVITE volunteers to the board to point to the *letter l*. **CIRCLE** and **COUNT** all the *letter l*'s.

I wrote a lot of words that begin with the /l/ sound. What letter makes the /l/ sound? Yes, the *letter l*. Who can find the *letter l* in the message? How did you know? Let’s count to find out how many *letter l*'s there are.

INVITE children to brainstorm other words that begin with the /l/ sound.

What other words do you know that begin with the /l/ sound?

INVITE children to make up a sentence using some words that begin with the /l/ sound.

I wrote the sentence “Listen to the loud lions.” This sentence has lots of words that begin with the /l/ sound. Can you think of a sentence that has lots of words that begin with the /l/ sound? Turn to a partner and share.

SUMMARIZE recognizing and saying words with the /l/ sound.

We learned that some sentences can have words that begin with the same sound. We focused on the /l/ sound made by the *letter l*.

REREAD the message one more time.

[Transition] **INVITE** children try to pretend to be loud lions.

We are becoming experts at hearing and saying words that begin with the /l/ sound. Let’s be loud like lions as we say /l/, /l/, /l/.



Make & Prepare

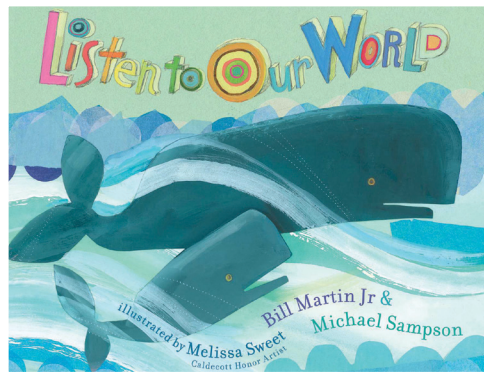
- Review the standard pronunciation of the *letter l* on the *Blueprint* website.
- Review the ASL sign for the *letter l* on the *Blueprint* website.
- Have the book *Listen to Our World* ready. Mark the page that begins “On the rolling plain, lions pounce...” with a sticky note.

Connecting Message Time Plus

You will write the *letter l* when you write the word “lion.” If you highlight a different letter, consult the “Letter and Numeral Formation Guide” on the *Blueprint* website. As you use letters in your message that you have previously taught, take time to invite children to attend to its sound. This quick incidental review reinforces children’s phonological awareness. You can also circle the letter to reinforce letter awareness.

Keep It Going

- Use Interactive Writing to record one or more of the sentences children thought of.
- While children are waiting in line, ask them to listen for words that start with the /l/ sound. Invite children to sign “yes” if they hear a word that begins with /l/ and sign “no” if it does not begin with /l/. Example of words to use – “lion,” “loud,” “long,” “noisy,” “roots,” and “tree.”
- Gather children in a small group. Tell them that they are going to go on a letter hunt around the classroom. Show the children the *letter l*. Discuss how the letter looks. Invite children to search the room looking for *letter l*. Encourage children to explain how they knew that was the correct letter.



Materials

- Anchor Chart: “Readers Can Say”
- Unit Project: Mural

Reinforcing Vocabulary

This book contains several previously taught vocabulary words: “soar,” “sprout,” “glide,” “pounce,” and “hush.” Be sure to further reinforce these words in this book and lesson. Also, try to incorporate some of these words in your language throughout the day. For example, ask children to glide back to their seats, or soar outside at recess.

Facts about the Animals

Use the additional facts about the animals at the end of the book to help answer children’s questions and to enrich their conversations about the animals in the book.

Reading Critically

Raise children’s awareness of how authors and illustrators portray families. For instance, in this book the authors spotlight mommies giving wake-up kisses and good night kisses. The illustrator only shows female caregivers in the corresponding illustrations. However, we know that many family members can wake up their children, put their children to bed, and offer affection. Ask children questions like: What other family members can give children wake-up kisses? What other family members can be caretakers? Why do you think the authors only included mommies? Encouraging children to think through these kinds of questions, and to ask their own questions, helps them become critical readers.



Before

ASK children to observe the animals’ movements. **MODEL** and **INVITE** them to act out swimming like the whales on the cover. **INVITE** them to continue acting out animal movements as you read.

Listen to Our World is about all different animals. We talked about what the animals look and sound like. Let’s observe what the animals are doing in their different homes. Look and listen to how the animals are moving in their habitats.

For example, what animal do you see on the cover? Where do whales make their home? What do you notice them doing in the ocean? How are they moving in their habitat?

Imagine you are a whale living in your ocean habitat. Who can pretend to swim like we did at Movement Time?

As we reread *Listen to Our World*, remember to look and listen to how the different animals move in their habitats. Let’s act out what these animals do in their homes around the world!

During

MODEL and **INVITE** children to act out the animal movements. **REITERATE** vocabulary words from the book. **ENCOURAGE** children to make each animals’ sounds as they move. **For example:**

PAUSE after the parrot page. **MODEL** and **INVITE** children to flap their arms like wings.

Imagine you are a parrot living in the rain forest. Can you freeze with your arms like wings? Now flit and fly. Land on a tree branch. Let’s hear some parrot sounds: Squawk! Squawk! Squawk!

PAUSE after the Gila monster page. **MODEL** and **INVITE** children to get low and pretend to crawl.

Imagine you are a Gila monster living in the desert. Can you get low to the ground and freeze like you are about to crawl like this [demonstrate]? Crawl in place. Pause near the tall cactus. Now let’s hear some Gila monster sounds: Hiss! Hiss! Hiss!

CONTINUE to pause after some or all of the animals. **MODEL** and **INVITE** children to act out their movements. **For example:**

- Eagles [stand and spread out your arms as if soaring above the mountains]
- Monkeys [alternate reaching your arms up as if swinging from vine to vine]
- Pandas [pretend to pick up from the ground and eat bamboo sprouts]
- Crocodiles [use your arms like jaws and swerve from side to side as if gliding through a swamp]
- Kangaroos [stand and count a few hops up and down]
- Lions [move your arms and chest forward as if pouncing]
- Penguins [stand and waddle from side to side in place]
- Elephants [use your arms like a trunk to get water from the ground and pour it on your head]
- Whales [with arms by your sides use your upper body to steer as if swimming]

After

INVITE children to turn and talk about what they learned about animals around the world. **ENCOURAGE** them to use the sentence stem, “I learned...”

Not only did we observe how these animals look and sound in their habitats, but we also acted out their movements! Think about what you learned about these animals around the world.

Turn and talk to a partner about what you learned from this book. When it is your turn to talk, you can start by saying, “I learned...”

ENCOURAGE children to create and add animals from the book to the mural (i.e. an eagle).

Build Interest

PRACTICE kangaroo hops.

Let’s warm up for the game by doing some kangaroo hops. Please stand up. Take care of each other. Make some space around you so you can hop safely.

Can you hop forward [point] once?

Can you hop backward [point] once?

Can you hop to the side [point] once?

Can you hop to the other side [point] once?

Build Understanding

REVIEW the game “Kangaroo Hops.”

We are going to play “Kangaroo Hops” again. Who can remind us how to play?

Yes, we start at the X, select a plus card [show], and jump that many times on the stones. Our goal is to land exactly on stone 10.

EXPLAIN the variation on the game: cards may tell them to go forward or backward. The goal remains the same (to land exactly on the numeral 10). Play one game together.

We are going to play the game again. We will use the same stones [point]. We will use our plus cards [show]. They tell us to jump forward. But we have some new cards [show]. What do you notice?

Yes, they have a minus sign. If you get one of these cards, you have to jump backward that many times.

Let’s play a game together!

Where should [child] start?

What does the first card tell [child] to do? Move forward or backward?

BRAINSTORM with children what to do if they get a minus card when they are standing on the X (or another numeral that doesn’t allow them to jump backward that many times). DECIDE what to do together (e.g. choose a different card). CONTINUE playing one game together.

Build Experience

GIVE children time to play the game again. ENCOURAGE multilingual children to play with partners who speak the same home language.

With your partner, take turns playing the game “Kangaroo Hops.” One child can hop forward while the other child turns over the plus and minus cards. Remember, we have new cards! The plus card tells you to move forward on the number line. But the minus card tells you to move backward.

SUMMARIZE playing the game with plus and minus cards.

We hopped forward and backward along the number line. Let’s share:

- What was it like playing our game?
- Did you get to 10? How?
- What was easy about the game? What was hard?

Make & Prepare

Create two to four sets of minus cards using index cards. Write -1, -2, -3 on several of them. Shuffle them together with the plus cards.

Additional Materials

- Stone number lines
- Plus (+) cards



Build Background Knowledge

Start with just -1 on the cards and then add -2, and -3 slowly as children use the plus (+) and minus (-) cards to play the game.



Stretch their Thinking

Add +4 and +5 to the set of cards.

Listen/Look For

- What do children understand about moving forward and backward along the number line?
- Do children say plus and minus as they read the cards?



Robust STEM Activities

This type of activity is supporting foundations in number operations (addition, subtraction) as well as “counting on.” Counting on from a number is a more challenging way to count (we have two cookies and now we got three more...TWOOOO...three, four, five. Five in all) compared to recounting all the way from one (e.g., one, two, three, four, five).

Greeting Time

Children listen to sounds of a desert.

Science: Scientific Inquiry and Practices

REVIEW what a habitat is. **REFER** to the Unit Chart: “Words We Are Learning” chart.

Animals live in habitats all over the world! What is a habitat [point]?

Yes, a habitat is a place where animals make their home. It provides everything they need to live in nature.

SHOW the picture of a desert. **BUILD** children’s background knowledge.

One kind of habitat is a desert like this one. What do you notice? What else do you know about deserts?

PREPARE children to listen to the sounds of a desert. **PLAY** the audio recording.

Let’s listen to the sounds of a desert. Get comfortable. Imagine you can feel the soft sand under your body. Close your eyes to focus on your sense of hearing.

INVITE children to share their observations. **ENCOURAGE** multilingual children to share with a partner who speaks the same home language.

Please open your eyes. What did you hear? What did you imagine seeing? How did it make you feel? Turn and talk about your observations...

If you would like to share what you observed, hold hands with your partner and lift them up together.

Make & Prepare

- Download and print the image of a desert.
- Cue up audio recording of the desert habitat.

**Vocabulary Development**

Children may find it difficult to visualize the habitat if they lack the background knowledge about it. Make sure to first explore the pictures and related vocabulary to support children’s understanding and participation.

Adapt Greeting Time

While we suggest listening to an audio recording of the sounds of the desert, you could opt to show video footage instead, and children can discuss what they see as well.

Movement Time

Children play “Gila Monster, Gila Monster, Crawl.”

Physical Development: Gross Motor Skills

SHOW an image of a Gila monster. **TALK** about how it can crawl in the desert.

Who heard or pictured an animal in the desert? One animal that lives in the desert is a Gila monster like this one. What do you notice?

How do you think Gila monsters move around their habitat? Yes, they can crawl!

REVIEW how to play “Gila Monster, Gila Monster, Crawl.” **MODEL** how to “crawl” (using hands and feet as if walking on all fours). **GUIDE** children to play the game.

Let’s play a game of “Gila Monster, Gila Monster, Crawl!” Who can remind us how to play?

Yes, when it is your turn, you go around the circle. Gently tap a few neighbors on the shoulder and say, “Gila monster... Gila monster...” The neighbors who are “Gila monsters” stay sitting.

Then you tap someone and say, “Crawl!” That neighbor and you both crawl like Gila monsters around the circle. When you get back to your neighbor’s spot, sit there. And the next neighbor gets a turn.

Now it is [name’s] turn. Gently tap your neighbors. Say, “Gila monster... Gila monster...”

Make & Prepare

- Download and print the image of a Gila monster.

**Use the Calm Corner**

Are children excited after playing “Gila Monster, Gila Monster, Crawl”? Select an activity from the Calm Corner such as a Mindful Moment to help them focus and get ready for the next activity.

Talk Time

Children brainstorm solutions to a problem.

Social Emotional: Self-Regulation and Responsible Behavior

RESTATE how there can be many possible solutions to a problem. **CONNECT** to Power of 3.

It is fun to play games together! But sometimes, we may have a problem. There can be many ways to solve a problem. We may try out a few different solutions until we find one that works. We can take care of ourselves and keep on trying.

PRESENT a problem using Sayeh and Elijah, the social emotional puppets at the dramatic play center.

Let’s join Sayeh and Elijah.

Sayeh: Elijah, I want to make a habitat for Gila monsters! I like the desert!

Elijah: I don’t want to choose the desert. I want to make an ocean habitat for whales.

What’s the problem?

INVITE children to suggest solutions. **GUIDE** them to think through the effects of each option.

How can Sayeh and Elijah solve this problem? Is there just one solution? Let’s brainstorm a few ideas. If they choose this solution, what do you think would happen? Why?

Sayeh: Thank you for helping us think about how to solve our problem. Sometimes we need to keep on trying until we find a solution that works. That’s the Power of 3!

Materials

- Anchor Chart: “Power of 3”
- Sayeh and Elijah, the social emotional puppets

Executive Function

Give children the opportunity to brainstorm when there is a problem to solve. Let them think about what would happen if an option were selected.

Before

FOCUS on how animals live around the world. **TELL** children they are going to use clues to guess the underground animal.

Animals live all around our world! In the book *Listen to Our World*, we learned about lots of animals from around the world. Do you recall any of the animals' names?

Let's play a game. I will give you a clue and you tell me what animal I am thinking of. Ready?

- This animal lives in the desert.
- It crawls [mimic crawling].
- It has a slightly scary name.
- What is it?

Yes, a Gila monster [show the image of the Gila monster from the book *Listen to Our World*]!

In the message, I'm going to draw and write clues about another animal's habitat that we read about. Remember, clues are pieces of information that help you figure something out. I'll draw some pictures and write a sentence. You will use these clues to guess the animal that lives in the habitat I'm describing. Ready?

During

DRAW a picture of an icy, cold landscape. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

I'm going to draw clues to my riddle. I want to show that it is extremely cold where this animal lives. How could I show that?

Suggested message: "I live where it is cold and icy."

PAUSE to focus on concepts of print (spaces between words).

I just finished writing the word "live." Before I write the next word, I want to leave a finger space. We don't want to squish our words together! The space shows your reader where one word ends and the next word begins. Now I can begin writing the word "where."

Finish writing the message. **INVITE** children to reread the message with you.

After

ASK children to guess what animal's habitat you described in your picture. **INVITE** them to share their thinking. **SHOW** the penguin page from the book *Listen to Our World*.

Who thinks they know what animal's habitat I was describing? I drew some picture clues [point to the picture]. I wrote some word clues [sweep your finger under the words]. Take a moment to think. Remember, you're thinking about what animal's habitat I just described. Now, whisper in your hand and guess the animal you think lives in the location I was describing.

GIVE children time to share.

Yes, it is a penguin [show image]. How did you know?

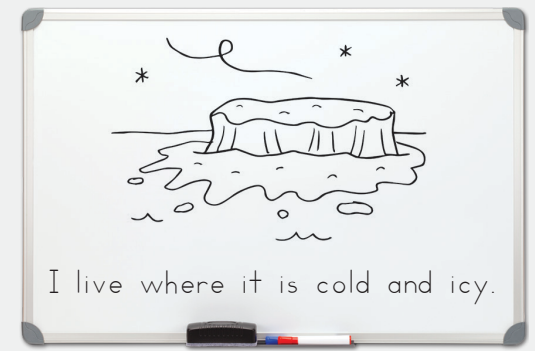
ASK children to think of other animals and clues they could give about those animals' habitats.

Can you think of another animal that you know about? What clues would you say or write that would help someone solve your animal habitat riddle?

REREAD the message one more time.

[Transition] **ASK** children if they would like to visit the polar region where penguins live.

Would you like to visit the polar region where penguins live?



Make & Prepare

- Mark the Gila monster page and the penguin page in the book *Listen to Our World*.

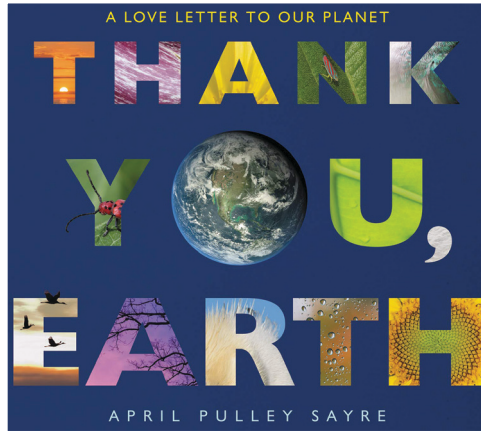
Responding to Children

If children are unable to solve the riddle, use segmentation clues. Say the first syllable of the animal's name; for example, I am a pen... (penguin).



Keep It Going

- Gather children in a small group. Using pictures of animals and their habitats, have the children match the animal to the habitat, such as a whale and the ocean.
- Join children in the writing center. Suggest they draw an animal's habitat. What trees would they see there? What would the weather be like?



Make & Prepare

- Review the ASL sign for “I see” on the *Blueprint* website.

Additional Materials

- Anchor Chart: “Readers Can Say”
- Globe

Supporting Multilingual Learners

Explicitly teach the words “planet” and “world” for new English learners. Use gestures, pictures, and/or directly translate it into the children’s home language (using an online translation tool). This will support their comprehension of the thematic content.

Author Study

April Pulley Sayre is the author of two books in this curriculum: *Squirrels Leap, Squirrels Sleep* (Unit 3) and this book *Thank You, Earth*. She is the author of many other books as well. Gather some of her books together and focus attention on her work. You can download and print her photograph from the *Blueprint* website, share details about her life, and talk with children about things they notice that are similar in her books. What makes an April Pulley Sayre book unique?



Before

CONNECT to habitats around the world. **SHOW** a globe. **NAME** the planet Earth.

Animals make their homes in habitats all over the world [show globe]. Do you know the name of our world or planet?

Yes, we live on planet Earth.

INTRODUCE the book. **SHOW** photos on the first page: “Dear Earth.” **ASK** children what they notice.

We are going to read a book that is written as a love letter to our world. The title is *Thank You, Earth* by April Pulley Sayre. The pictures in this book are real photos. Look at the first few. What do you notice?

FOCUS on animal architects. **PROMPT** children to use the sign and sentence stem, “I see.”

Do you see any signs of animal architects? If you would like to share, sign “I see” [demonstrate]. Say, “I see...”

Yes! We see a web built by a spider. We also see a bird living in its habitat. Do you think this bird builds nests?

INVITE children to notice animals living in nature.

As we read *Thank You, Earth*, keep looking for animals living in their habitats. Let’s see how Earth is home for so many animals living in nature.

During

ALLOW extra time for children to linger on the photos.

PAUSE after “and beach.” **ASK** children what animals they observe. **REMINDE** them to use the sign and sentence stem, “I see.”

Take a moment to look more closely at these photos of nature. What animals do you observe? Do you see any animal homes? In what kind of habitat are they making their homes?

If you would like to share your observations, sign “I see.” You can say, “I see...”

We see whales living in the ocean water. The ocean is their home. And there are many sea lions lying on the sandy beach. Do you think that’s where they sleep? Do you think they swim in the ocean too?

PAUSE after “For struggles.” **INVITE** children to turn and talk about the animals and homes they notice. **ENCOURAGE** them to use the sentence stem, “I see.”

Observe these photos of nature. Notice what animals you see living here. Think about what kind of homes they might build. Where do you think they live?

Turn and talk with a partner about your observations. When it is your turn to talk, you can say, “I see...”

After

ASK children why they think the author chose this title and wrote a love letter to Earth. **PAGE** back through some photos. **INVITE** children to reflect on what they observed. **DISCUSS** what parts of Earth they feel thankful for.

We saw many animals making their homes in nature. The author April Pulley Sayre named this book, *Thank You, Earth*. I wonder why she chose this title? Why do you think she decided to write this love letter to our planet?

Yes, the author feels thankful for our world. Earth is home for so many living things, including animals, plants, and us! The nature photos in this book celebrate how important and special our planet is!

Think about what you observed. What parts of Earth do you feel most thankful for? Why?

Build Interest

PRACTICE kangaroo hops.

Let's warm up for the game by doing some kangaroo hops. Please stand up. Take care of each other. Make some space around you so you can hop safely.

Can you hop forward [point] twice?

Can you hop backward [point] twice?

Can you hop to the side [point] twice?

Can you hop to the other side [point] twice?

Build Understanding

REVIEW the game “Kangaroo Hops.”

We are going to play “Kangaroo Hops” again. Who can remind us how to play?

Yes, we start at the X, select a plus card [show] or a minus card [show], and jump that many times on the stones. Our goal is to land exactly on stone 10.

EXPLAIN the variation on the game: the zero card which tells them not to move at all. The goal remains the same (to land exactly on the numeral 10).

We are going to play the game again. We will use the same stones [point]. We will use our plus cards [show] and our minus cards [show]. But we have a new card: the zero card [show]. If you get that card, you do not move forward or backward.

PLAY one game together. REVIEW the decisions the group made around any problems that occur (not enough space to go backward, etc.)

Let's play a game together!

Where should [child] start?

What does the first card tell [child] to do? Move forward, backward, or not at all?

Build Experience

GIVE children time to play the game again. ENCOURAGE multilingual children to play with partners who speak the same home language.

With your partner, take turns playing the game “Kangaroo Hops.” One child can hop forward while the other child turns over the plus, minus, and zero cards. Remember, we have new cards! The plus card tells you to move forward on the number line. But the minus card tells you to move backward. And the zero card tells you not to move at all!

Once you get to ten, you can play again! Make sure to switch roles so you and your partner both get to turn cards and hop along the number line.

SUMMARIZE playing the game with plus, minus, and zero cards.

We hopped forward and backward along the number line. Let's share:

- What was it like playing our game?
- Did you get to 10? How?
- What did you like about the game? What would you change?

Make & Prepare

- Write the numeral 0 (zero) on two to four index cards. Shuffle with plus and minus cards.

Additional Materials

- Paper stone number lines
- Plus (+) and minus (-) cards.



Build Background Knowledge

Review comparative words you can use when looking at two numbers such as “more” or “less.”



Stretch their Thinking

Invite children to draw different combinations of 10.

Listen/Look For

- How do children feel when they draw the zero card? Can they manage their feelings?
- Are children becoming more confident in figuring out how many more jumps they need to land on 10?

Greeting Time

Children listen to sounds of a polar habitat.

Science: Scientific Inquiry and Practices

REVIEW what a habitat is. **REFER** to the Unit Chart: “Words We Are Learning.” **ASK** children to name habitats.

What is a habitat [point]? Can you name some habitats?

SHOW the picture of a polar habitat. **BUILD** children’s background knowledge.

Some animals (and plants) make their homes in polar habitats like this one. What do you notice? What do you know about polar habitats?

PREPARE children to listen. **PLAY** the audio recording.

Let’s listen to the sounds of a polar habitat. Sit with your knees bent and feet on the ground. Wrap your arms around your legs. Imagine you are nestled under a blanket in a polar habitat. Close your eyes to focus on your sense of hearing.

INVITE children to share their observations. **ENCOURAGE** multilingual children to share with a partner who speaks the same home language.

Please open your eyes and relax your body. What did you hear? What did you imagine seeing? How did it make you feel? Turn and talk about it.

If you would like to share, hold hands with your partner and lift them up together.

Make & Prepare

- Download and print a photograph of a polar habitat.
- Cue up audio recording of a polar habitat.

Additional Material

- Unit Chart: “Words We Are Learning”

Adapt Greeting Time

While we suggest listening to an audio recording of the sounds of a polar habitat, you could opt to show video footage instead, and children can discuss what they see as well.

Movement Time

Children play “Penguin, Penguin, Waddle.”

Physical Development: Gross Motor Skills

SHOW an image of a penguin. **TALK** about how it can waddle in the arctic. **INVITE** a child to waddle.

One animal that lives in a polar region is a penguin like this one. How do penguins move around their habitat? Who can show us how penguins waddle?

Yes, they walk by taking small steps that make them lean from side to side!

REVIEW how to play “Penguin, Penguin, Waddle.” **GUIDE** children to play the game.

Let’s play a game of “Penguin, Penguin, Waddle!” Who can remind us how to play?

Yes, when it is your turn, you go around the circle. Gently tap a few neighbors on the shoulder and say, “Penguin... Penguin...” The neighbors who are “penguins” stay sitting.

Then you tap someone and say, “Waddle!” That neighbor stands, and you both waddle like penguins around the circle [demonstrate]. When you get back to your neighbor’s spot, sit. It’s the next neighbor’s turn.

Now it is [name’s] turn. Gently tap your neighbors. Say, “Penguin... Penguin...”

Material

- Image of a penguin from MTP Day 16

Did You Know?

There are two Polar Regions on Earth: the Arctic in the north, and the Antarctic in the south. Penguins only live in the Antarctic.

Talk Time

Children practice “Being Thankful.”

Social Emotional: Self-Awareness and Self-Concept

CONNECT to *Thank You, Earth*.

I am thankful to be able to play games like that with you. We read a book about being thankful to Earth [show book]. The Earth is home to so many living things. Thank you, Earth!

GUIDE children to practice “Being Thankful.”

Let’s practice “Being Thankful” [show card]. This Mindful Moment will help us feel thankful.

Get comfortable and close your eyes. Take deep breaths in and out.

Think of someone or something you are thankful for. Picture what you are thankful for right in front of you. Bring a small smile to your face.

Take a deep breath into your heart and feel the thankfulness grow. As you breathe out silently say, “Thank you.”

Do this again on your own.

When you are ready, open your eyes. Observe how you feel.

Who would like to share about what you are thankful for?

ADD the “Being Thankful” card to your Mindful Moment basket.

Make & Prepare

- Download and print the “Being Thankful” card.

Additional Material

- The book *Thank You, Earth*

Mindful Moment

The mindfulness of being thankful comes with sitting with the feeling of gratitude. Cultivating an attitude of gratitude often fills our body and mind with a sense of ease and contentment. When we focus on gratitude, we bring more awareness to the good things in our lives.

Before

FOCUS on the scientific skill of observation. **INVITE** children to share what they know about observing.

Scientists are always making observations! If you were going to teach someone what it means to observe, what would you say?

SHOW an image of the Earth. **TELL** children that they will practice their power of observation. **NAME** an object and invite children to find it on the page.

Yes, one way to observe is to look closely at something with your eyes. Let's try it! Look at this page from *Thank You, Earth* [show]. We can practice our power of observation by looking closely at this page for some things I name. Ready?!

Do you see mountains on this page? Who can come up and point to them?

Do you see trees on this page? Who can come up and point to them?

What is something else you see? Use your power of observation to look closely for something else.

You used the power of observation to look closely for different objects in the picture. Great job, scientists!

Watch as I write about the power of observation in the message.

During

DRAW a picture of your face. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

I'm going to draw my face. What part of our body do we use when we look carefully? Yes! Our eyes! What shape should I draw my eyes?

Suggested message: "We use our eyes to observe."

PAUSE to focus on writing structure (speech bubbles tell who is talking).

In the picture in the message I am talking! I want to tell you that we use our eyes to observe. What can I draw around my words to show that I am talking? Yes! A speech bubble. I will draw a round shape around the words I said. Then I will make the drawing come to a point near my mouth. This shows I am talking.

INVITE children to reread the message with you.

After

TELL children they will continue to use the power of observation. **DISTRIBUTE** images of the Earth and nature to partners. **EXPLAIN** that you will name some items. Children will then see if the item appears in their image and point to it.

Let's keep using our power of observation. With a partner, you will look closely at a picture of a place on Earth and the items from nature in the image. I'll name something. Search your picture. If you observe it, point to it [demonstrate].

- Do you see an animal?
- Do you see a rock?
- Do you see a plant?
- Do you see clouds?
- Do you see a circle? A triangle?
- Do you see the color blue? Red? Yellow?
- What else can we look for?

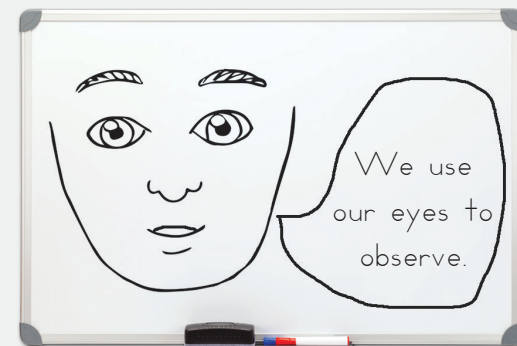
RESTATE the importance of the power of observation.

We used the power of observation to look closely for things in pictures of the Earth. This means we looked closely with our eyes.

REREAD the message one more time.

[Transition] **ASK** children where else they can use their power of observation.

Where else can you use the power of observation and observe things from nature closely?



Make & Prepare

- Download and print images of the Earth and nature from the *Blueprint* website (one for each pair of children).
- Have the book *Thank You, Earth* ready. Mark the page that begins, "Thank you for mountains and minerals" with a sticky note.

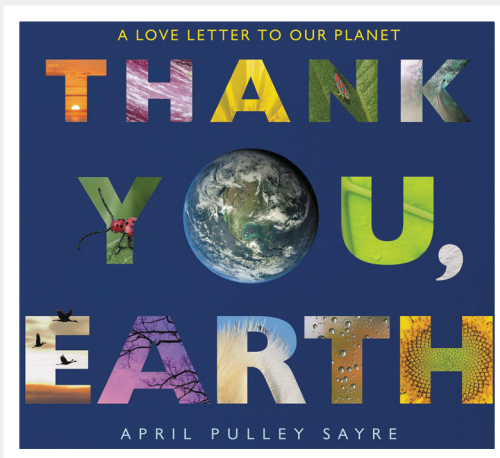
What's That?

Foster a dynamic culture of inquiry by inviting children to respond creatively to the possibilities of materials and objects. Place new, interesting, and/or unfamiliar items in the dramatic play area for children to discover and let them ask, "What's that?" For example, set out natural found objects like interesting seeds, rocks, or bark. Or set out pages of photographs of different kinds of birds or butterflies. Put magnifying glasses, little squares of paper, and colored pencils nearby. Let children find the items without introduction and see where they take it in their play.



Keep It Going

- While on the playground, discuss the word "observation" with the children. Invite them to observe their surroundings. Encourage them to share what they see around them with you or a partner.
- While reading with children at the library center, encourage children to share what is happening in the picture. What do they notice? Can they describe what they see? Reiterate that readers look closely at pictures to get more information.



Make & Prepare

- Review the ASL sign for “I wonder” on the *Blueprint* website.

Additional Materials

- Anchor Chart: “Readers Can Say”
- Unit Chart: “Words We Are Learning”
- Mindful Moment card “Being Thankful”

Words We Are Learning

towering: taller than everything around it

Keep It Going

- Talk with children about the relative size of objects pictured in the book. Make sure to anchor the conversation by using children as the reference point: a little pebble is much tinier than a person, but a mountain is much, much bigger! Which things are tiny? Why do they look bigger in the photo? Which things are enormous? How did they fit in the photo?



Before

RECAP how Earth is home to all living things. **TAKE** a brief picture walk through some of the photos.

We read *Thank You, Earth*. The author April Pulley Sayre wrote this love letter to our planet [point]. She feels thankful for the Earth because it is home to all living things, including us!

For this book she took many photos of different parts of nature. Let’s look back at a few...

MODEL asking “I wonder” questions about the photos. **INVITE** children to share what they wonder. **PROMPT** them to use the sign and sentence stem, “I wonder.”

Wow, nature sure is amazing! I wonder which of these photos is the author’s favorite? I wonder if she visited any other parts of nature? I wonder what else on Earth she would like to photograph?

As you look at these nature photos, what do you wonder? If you would like to share your question, please sign “I wonder” [demonstrate]. You can start by saying, “I wonder...”

What fascinating questions! As we reread *Thank You, Earth*, think about what else you wonder.

During

PAUSE after “and towering.” **DEFINE** “towering.” **ADD** it to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

This tree is towering. Can you say “towering”? Let’s find the syllables or beats in that word: tower-ing. What does “towering” mean? When something is towering, it is taller than everything else around it. Let’s add “towering” to the list of words we are learning. Do you know any other words that mean the same thing?

MODEL asking “I wonder” questions. **INVITE** children to share their thinking. Then **ASK** children to share what they wonder. **REMIND** them to use the sign and sentence stem, “I wonder.”

I wonder what animals make their home in this towering tree? I wonder if there is an owl’s hollow in the trunk? I wonder if there are any bird’s nests or spider’s webs on its branches? What do you think? What else are you wondering? If you would like to share, sign “I wonder.” You can say, “I wonder...”

PAUSE after “For edges that can roam.” **MODEL** asking “I wonder” questions. **INVITE** children to turn and talk about their questions. **ENCOURAGE** them to use the sentence stem, “I wonder...”

I wonder where these birds are flying? I wonder if they are going to their homes? I wonder why the sky looks like this? I wonder if it’s day or night?

When you look at these photos, think about what you wonder. Turn and talk to a partner about your questions. When it is your turn to talk, you can start by saying, “I wonder...”

After

ASK children if they think animals feel thankful for the Earth.

Earth is a wonderful planet! I wonder if animals feel thankful for Earth? What do you think?

GUIDE children to practice “Being Thankful.” **FOCUS** on thanking Earth.

Do you feel thankful for the Earth? Let’s practice “Being Thankful” [show card]. This Mindful Moment will help us feel thankful for the homes our planet provides.

Get comfortable and close your eyes. Take some deep breaths in and out.

Think of Earth. Picture the homes it provides. Bring a small smile to your face.

Take a deep breath in and feel the thankfulness grow.

As you breathe out, silently say, “Thank you, Earth.”

Please open your eyes. Now let’s thank our planet out loud by reading the title of this book together [show cover]: *Thank You, Earth!*

Build Interest

REFER to the tabletop number line. **PLACE** your finger on a number. **INVITE** children to place theirs on a higher number.

Let’s warm up for our game “Kangaroo Hops.” Look at this number line [point]. I am going to put my finger on the number four. Who can put their finger on a higher number? A lower number?

CONTINUE this game a few times.

Build Understanding

REVIEW the game “Kangaroo Hops.”

We are going to play “Kangaroo Hops” again. Who can remind us how to play?

Yes, we start at the X, select a plus card [show], a minus card [show], or a zero card [show], and jump that many times on the stones. Our goal is to land exactly on stone 10.

EXPLAIN the variation on the game: compare where children land. The goal remains the same (to land exactly on the numeral 10).

We are going to play the game again. We will use the same stones [point]. We will use our plus cards [show], our minus cards [show], and our zero cards [show]. But we will play in teams and compare where we land.

PLAY one game together. **MAKE** teams of two children (one child selects a card and the other child jumps). **REVIEW** the decisions the group made around any problems that occur (not enough space to go backward, etc.).

Are you ready to play?

Each jumper from each team, stand on your X!

Each card selector, turn over the first card!

Ok, what should each jumper do? Where did they land?

Who is closer to 10? How do you know?

How many more jumps does each jumper need to get to 10?

CONTINUE playing the game, stopping to compare where children land.

Build Experience

GIVE children time to play the game again but have them switch roles. **CONTINUE** to ask questions that invite children to compare numerals.

Let’s play again! Switch with your partner so everyone has a chance to hop and to turn cards.

SUMMARIZE how children compared where they were on the number line.

You played alongside another partner. Let’s share:

- What happened when you played your game next to a partner?
- Who got to 10 first? Why?

Materials

- Tabletop number line
- Paper stone number lines
- Plus (+), minus (-), and zero (0) cards



Build Background Knowledge

Review comparative words that you can use when looking at two numbers.



Stretch their Thinking

Invite children to draw different combinations of 10.

Listen/Look For

- How do children feel when they draw the zero card? Can they manage their feelings?
- Are children becoming more confident in figuring out how many more jumps they need to land on 10?

Support Cooperation

When young children are playing games, they often want to be the first to win! To relax the competitive side of game playing, slow down and focus on the learning. Avoid language like, “she’s ahead” or “will he be the winner?” Instead, direct children’s attention to the numbers and the objective. In these math games, it is not about winning but about how you complete the goal or objective. Make sure to give each child the opportunity to finish the game, even after another child finishes first.

Greeting Time

Children listen to sounds of a marshland.

Science: Scientific Inquiry and Practices

REVIEW what a habitat is. **REFER** to the Unit Chart: “Words We Are Learning.” = **ASK** children to name habitats.

Animals make their homes in habitats all over the world! What is a habitat? What are some habitats on Earth?

SHOW picture of a marshland. **BUILD** children’s background knowledge.

One habitat is a marshland like this one. What do you notice? What do you know about marshlands?

PREPARE children to listen. **PLAY** the audio recording.

Let’s listen to the sounds of a marshland.

Please make space around you to lay on your belly. Stack your hands and rest your head on them. Imagine you are laying near an oozy swamp in the marshland. Close your eyes to focus on your sense of hearing.

INVITE children to share their observations. **ENCOURAGE** multilingual children to share with a partner who speaks the same home language.

Slowly sit up and open your eyes. What did you hear? What did you imagine seeing? How did it make you feel? Turn and talk about it...

If you would like to share, hold hands with your partner and lift them up together.

Make & Prepare

- Download and print an image of a marshland.
- Cue up audio recording of a marshland habitat.

Additional Material

- Unit Chart: “Words We Are Learning”

Adapt Greeting Time

While we suggest listening to an audio recording of the sounds of a marshland, you could opt to show video footage instead, and children can discuss what they see as well.

**Movement Time**

Children play “Crocodile, Crocodile, Snap.”

Physical Development: Gross Motor Skills

SHOW an image of a crocodile. **MODEL** and **INVITE** children to open and close their arms as if snapping a jaw.

Who heard or pictured an animal in the marshland? One animal that lives in the marshland is a crocodile like this one. How do crocodiles move around their habitat?

What do they do with their jaws in the swamp [point to your jaw as you open and close your mouth]? Yes, they snap them shut. Can you use your arms like crocodile jaws?

REVIEW how to play “Crocodile, Crocodile, Snap.” **GUIDE** children to play the game.

Let’s play a game of “Crocodile, Crocodile, Snap!” Who can remind us how to play?

Yes, when it is your turn, you go around the circle. Gently tap a few neighbors on the shoulder and say, “Crocodile... Crocodile...” The neighbors who are “crocodiles” stay sitting.

Then you tap someone and say, “Snap!” That neighbor stands, and you both pretend to snap your crocodile jaws as you glide smoothly around the circle [demonstrate]. When you get back to your neighbor’s spot, sit.

Now it is (name’s) turn. Gently tap your neighbors. Say, “Crocodile... Crocodile...”

Material

- Image of a crocodile from MTP Day 16

Did You Know?

While they look similar at first glance, there are actually a number of physical differences between alligators and crocodiles. For instance, alligators have a u-shaped jaw with a broad snout, whereas crocodiles have a v-shaped jaw with a narrower snout.

Talk Time

Children discuss what they learned in this unit.

Literacy: Listening and Speaking

DISCUSS what children have learned about animal homes. **SHOW** artifacts for each week. **ASK** guiding questions such as the examples below. **CLOSE** with a cheer.

We have learned about many different animals and how they make their homes on Earth.

What animals make their homes underground? How are they like animal architects?

What animals make their homes above ground in trees? How are they like animal architects?

How do birds build their nests? Why do they build nests?

What other animals make nests? How are their nests the same and different?

What is a habitat? What kinds of habitats can we find on Earth?

If you could live in any animal home, which one would you choose? Why? Which habitat would you like to live in? Why?

Earth is home to so many living things! Thank you, Earth! Let’s celebrate by choosing a cheer!

Materials

- Unit Project: Mural
- Animal cards from Week 2, Greeting Time
- Unit Chart: “Parts of a Tree”
- Bird nests children made in Week 3, Small Group
- Animal and habitat images from Week 4
- Any additional charts and artifacts that reflect children’s learning in this unit

Assessment

Use the resources on the *Blueprint* website to gather and analyze information about children’s progress.



Before

CONNECT to the book *Thank You, Earth*.

The book *Thank You, Earth* [show book] is a letter to our planet. The author writes about animals, places, and things in nature. April Pulley Sayre, the author, thinks the Earth gives us so much to be thankful for!

SHOW the pictures and **READ** the marked page (continue through the next two pages, ending with "...all shapes that repeat"). **FOCUS** on shapes you find in nature.

Look at the pictures and listen as I read a few pages from our book. The author talks about how nature is filled with different shapes. Let's notice the shapes and colors in nature on each page.

Take a look at this page [point]. What shapes do you notice in nature here? What colors?

We see colors and shapes outside the window in our classroom, too! Let's create a list of what we see from our window. I will start by writing the title of the list.

During

[Draw and write on chart paper.]

DRAW a window. **DESCRIBE** what you are thinking and drawing. **INVITE** children to contribute.

I want to draw a window that you can look out of to observe nature. What should my window look like?

Suggested title: "What Do You See?"

PAUSE to focus on concepts of print (forming the uppercase *letter W*).

I'm starting a sentence. I always begin the first word in my sentence with an uppercase letter! To write an uppercase *letter W*, I start at the top and slide down. Then I slide up, slide down, and slide up. Now you try writing it with your finger in the air.

INVITE children to reread the title with you.

After

ENGAGE children in Interactive Writing. **COLLABORATE** with children to list the shapes and colors they see in the sky.

We noticed shapes and colors in our book about the Earth. You observe nature, too. When you look out the window, you can see the sky.

What do you see when you look out the window?

What shapes and colors do you notice? Who would like to come to the board and help write our ideas?

CONTINUE to invite children to assist with writing the list. Then **SUMMARIZE** the activity.

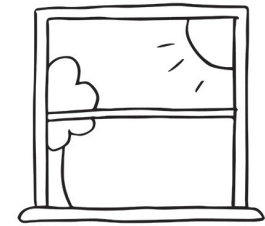
There are so many shapes and colors outside! We notice...

REREAD the list one more time.

[Transition] **INVITE** children to tell their favorite shape or color in nature.

What is your favorite shape or color that you see in nature?

What Do You See?



Note: The message should be written on chart paper.

Make & Prepare

Have the book *Thank You, Earth* ready. Mark the page that begins "Thank you for curves, and prickles..." with a sticky note.

Additional Materials

- Chart paper
- Markers

Connection to Future Themes

In Unit 9: "Look Up!" children will learn more about clouds, the sun, and more of what is in the sky.

Adapt the Lesson

If children are not able to see out a window during the lesson, do the lesson outside or use an image of the sky.

Interactive Writing

Interactive writing is often referred to as "sharing the pen" because both you and children write some of the letters. Interactive writing can be a tool you use to help reinforce letter formation, letter-sound correspondence, and concepts of print. While you are sharing the writing task with children, take care with the selection of children contributing to the transcription of the message. Use what you know about individual children's skills to nudge the forward in their learning. What letters do they already know? What letters are they are the verge of knowing?

Keep It Going

- While on the playground, encourage children to find objects in nature that are different colors and shapes. Invite children to share what each child finds. Are they able to describe what they see?
- In a small group, choose an object children collected outside and together create a sentence about the object. Encourage children to write their own sentence about the object while in the writing center. Assist the children while they are planning their sentence by asking, "What can you tell me about that?" Refer to the Anchor Chart: "We Can Describe."

Make & Prepare

- Have one plastic egg for each child. Or use materials from nature, such as twigs.
- Review the ASL sign for “I like” on the *Blueprint* website.

Additional Materials

- Anchor Chart: “Readers Can Say”
- Anchor Chart: “Cheers”
- All Unit 8 read-aloud books:
 - *Dig In!*
 - *Wonderful Worms*
 - *underGROUND*
 - *The Busy Tree*
 - *Walter’s Wonderful Web*
 - *Bird Builds a Nest*
 - *A Nest Is Noisy*
 - *Listen to Our World*
 - *Thank You, Earth*

Extra Engagement

Feel free to repeat or include an extra engagement piece, depending on which book children choose. For example, if they choose *Listen to Our World*, invite them to act out the animal movements and/or echo the animal sounds.

Favorite Book

Each unit, your class will choose a favorite book. You can keep track of this by drawing a copy of the cover, or inviting a child to do so, and displaying it in the library center. Or you can write the title on your daily calendar.

Responding to Children

Are children able to participate in the organization and displaying of information using graphs and charts? If so, encourage them to collect data from their classmates and create more complex graphs (more than two categories). If not, revisit basic counting skills. Focus on simple graphs with two categories and small numbers.



Before

Briefly **REVISIT** each read-aloud book from Unit 8. **PLACE** each one in a row.

We know so much about animal homes on Earth! Let’s look at all of the books we have read together.

First, we discovered what could be found in the dirt in *Dig In!*; *Wonderful Worms* taught us how wiggly worms are really underground gardeners. And we met all sorts of animal architects in *underGROUND*.

Next, we explored who lives above ground. We found out that many different animals can make their homes in one tree in *The Busy Tree*. In *Walter’s Wonderful Web*, we learned more about how spiders are like animal architects that design and build webs.

Then, we learned more about determined animal architects in *Bird Builds a Nest*. We also realized that birds are not the only animals that build nests to keep their babies safe in *A Nest Is Noisy*.

Last, we looked at different habitats where animals can make their homes in *Listen to Our World*. And we appreciated how our Earth is home for so many living things in *Thank You, Earth*.

GIVE children time to reflect on which book is their favorite. **ASK** how we can find out which is the class’ favorite book. **INVITE** small groups to place one plastic egg to in front of their book.

Take a look at each of these books. Think about which one you enjoyed the most...

How can we find out what our class’ favorite book was? Yes, we can vote! In a moment, each of you will have a turn to place one egg in front of your favorite book.

ASK children how we can find out which book the most readers chose. **GUIDE** them in counting the eggs for each book and determining which one received the most votes. **ACKNOWLEDGE** that some children’s favorite book may not get the most votes. **ASSURE** them their favorite will be available in the library.

I wonder which of these books the most readers chose. How can we find out?

Yes, let’s count the eggs for each book. Then we will reread that book! Please count along...

During

REREAD the book with the most votes.

PAUSE one to three times to **INVITE** children to share what they like about the book. **PROMPT** them to use the sign and sentence stem, “I like...”

Readers, think about what you like in this book. If you would like to share what you like, please make the sign for “I like.” You can start by saying, “I like...”

After

CLOSE by choosing a cheer.

We had fun reading about animal homes on Earth. Let’s celebrate our learning by choosing a cheer!

Build Interest

INVITE children to verbally count as high as they can.

We are going to play another math game. Let’s warm up by counting as high as we can. Ready?

Build Understanding

SHOW the materials (one game board, counter, and sets of plus, minus and zero numeral cards). **EXPLAIN** how to play the board game “Feed the Kangaroo:” start at the X; use the cards to move the counter along the game board; the goal is to land on the numeral 10 where there is grass.

Did you know that kangaroos rest in the shade during the day and then look for food in the afternoon or evening! Our kangaroo has rested and is now ready to eat. Will you help it reach the grass [point to the grass on the board] it likes to munch on? We are going to play “Kangaroo Hops,” but, instead of hopping on the floor, we are going to use these materials.

Here is the game board. What do you notice?

Here are the numeral cards. Which cards tell you to move forward? How do you know? Which cards tell you to move backward? How do you know? Which cards tell you not to move at all? How do you know?

Here is your counter. Where should we start?

We are going to turn over a card and move our counter along the game board. Let’s try to make our counter land on the number 10.

Let’s play one round together. Who wants to turn over the first card?

Build Experience

DISTRIBUTE materials to partners (one game board, one counter, one set of cards). **GIVE** children time to play. **ENCOURAGE** multilingual children to play with partners who speak the same home language.

With your partner, take turns playing the board game “Feed the Kangaroo.” One child can move the counter while the other child turns over the plus, minus, and zero cards. Then you can switch roles!

SUMMARIZE playing the board game.

We played a board game where we hopped with our counter. Let’s share:

- What was it like to play with a game board?
- What do these symbols [+/-] mean? How did you read them?
- What was easy about the game? What was challenging?



Make & Prepare

- Download and print the game board “Feed the Kangaroo!” (one for each partnership in your group).

Additional Materials

- Counters (one for each partnership)
- Number line for reference
- Plus (+), minus (-), and zero (0) cards

Build Background Knowledge

Count the numbers on the number line.

Stretch their Thinking

Add +4 and +5 to the set of cards.

Listen/Look For

- What do children understand about moving forward and backward along the number line?
- Do children use the words plus, minus, and zero as they read the cards?



Growing Mathematicians

As children play these number line games, they are working on the math practice, looking for and making use of structure. The number system has a clear structure, and beginning to see how to use +1 or -1, or counting on, can help children see, understand, and be able to use that number structure to solve problems (e.g., get to the end of the game board!).



Number Lines

Some research on number board game play with young children suggests that number board games with number lines that have numbers in a line from left to right, lead to more math learning than those in other orientations (e.g., circular).



Did You Know?

Kangaroos do not need a lot of water to survive in their dry habitats. They are adapted to sweat less than humans, retain more water, and change their breathing to regulate their body temperature in high, dry heat!



Family Engagement

Print copies of the game board and a set of directions from the *Blueprint* website to send home with children, so they can play the game with their family members.





APPENDIX

118	Continued Conversations
119	Coming Up in Unit 9: “Look Up!”
120	Teaching Point Checklist
126	Family Letter – What’s Happening Now
127	Family Letter – Keep It Going...At Home
128	Family Letter – Songs, Poems and Chants
129	Family Letter – Yoga Poses

Digital Online Resources



<https://clibblueprint.org/resources-tx>

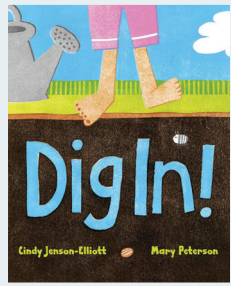
At the web address above, you will find the following resources and downloads.

- ASL Signs (images & videos)
- Family Resources
- Featured Class Books
- Letter and Numeral Formation Guide
- Letter Pronunciations (audio)
- Mindful Moments
- Science Journals
- Songs, Poems, and Chants (audio & print)
- Teaching Point Checklist
- Unit 8 Images
- Weekly Materials List
- Yoga Poses (images & video)



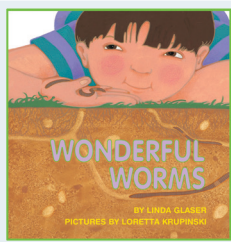
Continued Conversations

The books selected for this curriculum are used to promote certain skills and concepts based around specific thematic goals. However, each book is rich with other ideas and topics worth exploring and discussing. As children re-engage with books used during class read alouds, encourage other ways of thinking about them. Below are examples of ways to continue these conversations.



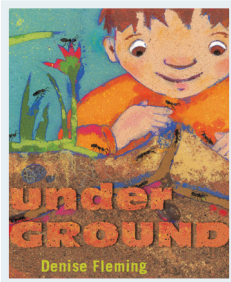
Dig In!

- Do you play in the dirt? How do you clean up afterward?
- What would you like to find if you could find anything while digging in the dirt?
- What tools could you use to dig in the dirt?



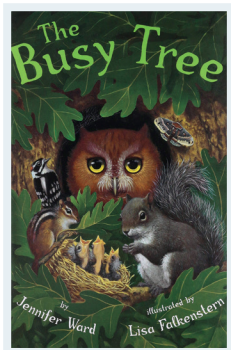
Wonderful Worms

- Do you think a worm would make a good pet? Why or why not? How would you take care of it?
- Worms feel sounds! Have you ever felt a sound? When?
- What other underground animals are you interested in learning more about?



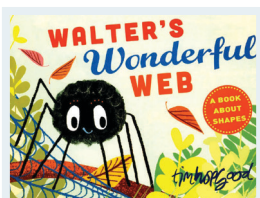
underGROUND

- What objects do you see underground? How do you think they got there?
- Can you count the animals on each page?
- If you could be one of these animals, which one would you be? Why?



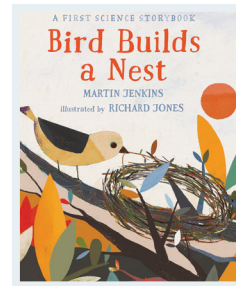
The Busy Tree

- Do you think this tree has been here for a long time? Why?
- These children use this tree to make a swing. What else could you use a tree for?
- Have you seen different animals on a tree? What were they doing?



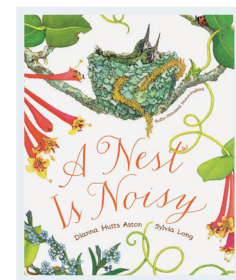
Walter's Wonderful Web

- Can you count how many webs Walter makes?
- Walter is upset after the wind blows all of his webs away. What advice would you give him?
- The author doesn't tell us, but what do you think the weather is like in Walter's community? Why?



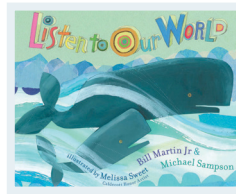
Bird Builds a Nest

- Bird is tugging at worms in the ground. How is this like *The Enormous Potato*? How is this like *The Turnip*?
- Do you think all nests look the same? Why or why not?
- What parts of her body does Bird use like a tool? What tools would you use to build a nest?



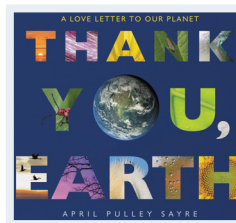
A Nest Is Noisy

- Lots of animals make their homes out of recycled materials. How are they taking care of the environment?
- If you could observe one of these nests up close, which one would you want to observe? Why?
- What other words would you use to describe these or other nests?



Listen to Our World

- How would you describe your habitat?
- Which habitat would you like to travel to? Why?
- What are your favorite sounds?



Thank You, Earth

- What shapes do you see in these photographs?
- Imagine you are taking these photographs. How close to these parts of nature are you? Are you above them? Are you below them?
- Do you recognize anything from your own community?

Coming Up in Unit 9:

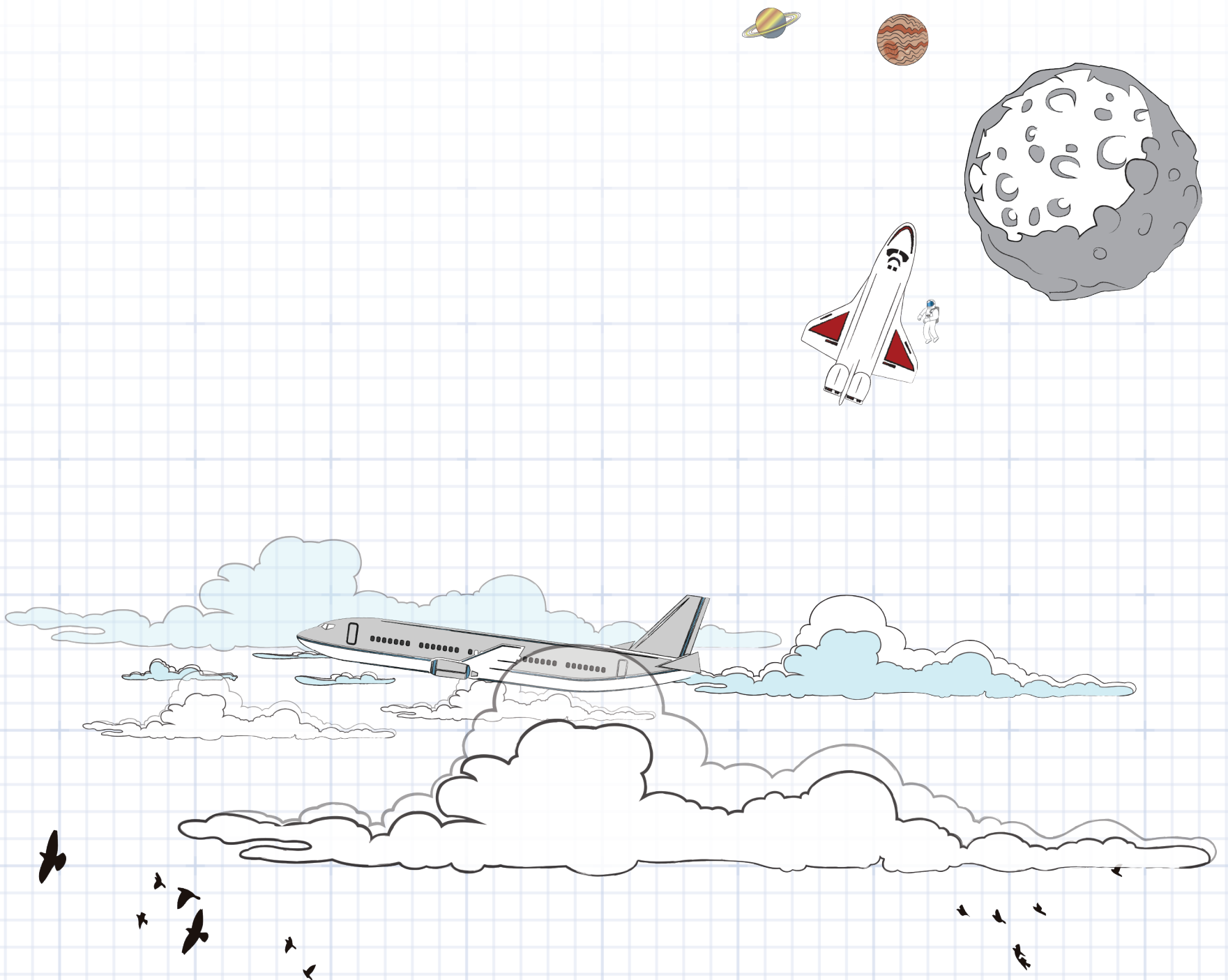
“Look Up!”

The study of animal homes focused children’s attention on what animals live underground and above the ground.

The study of the natural world continues in the next unit. Children learn about what can be found in the sky and outer space, encouraging them to use their imagination and curiosity to explore concepts like gravity, daytime and nighttime, clouds, rain, and space travel.

In preparation for Unit 9:

Collect clean, plastic water or juice bottles



Primary Standard	Teaching Point	Date	Observation Notes
Approaches to Learning: Persistence and Attentiveness	Children discuss how we take care of ourselves when we keep on trying.		
	Children discuss trying different solutions to a problem.		
	Children discuss how the bird keeps on trying.		
Social Emotional: Self-Awareness and Self-Concept	Children practice "Wise Owl."		
	Children practice "Being Thankful."		
Social Emotional: Self-Regulation and Responsible Behavior	Children role-play with a puppet how to solve a problem.		
	Children brainstorm solutions to a problem.		
Social Emotional: Social Awareness and Relationships	Children hold hands and balance in tree pose.		
Literacy: Literate Attitudes and Behaviors	Children sing about different animals underground (bugs, worms, mice, etc.).		
	Children sing about birds building nests with variations (push and pull, sing about spiders, etc.).		
	Children vote for their favorite book from the unit.		
Literacy: Listening and Speaking	Children solve a riddle about underground animals.		
	Children use clues to solve a riddle about an animal that makes a nest.		
	Children use clues to solve a riddle about animals around the world.		
	Children listen to the class book.		
	Children discuss what they learned in this unit.		
Literacy: Phonological Awareness	Children identify the beginning sound in a word.		
	Children distinguish between words that begin with /d/ and /g/.		
	Children combine the onset and rime in words.		
	Children recognize and produce words with the /d/ sound.		
	Children listen for a word that rhymes with their animal's name.		

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Primary Standard	Teaching Point	Date	Observation Notes
Literacy: Phonological Awareness	Children count the syllables in their animal's name.		
	Children recognize and produce words with the /w/ sound.		
	Children fill in the rhyming word on each page.		
	Children identify the uppercase <i>letter N</i> printed in various fonts.		
	Children recognize and produce words with the /n/ sound.		
	Children sort animals by the number of syllables.		
	Children recognize and produce words with the /l/ sound.		
Literacy: Comprehension	Children discuss how Walter keeps trying to solve his problem.		
Literacy: Comprehension	Children share what they wonder.		
	Children sequence the steps to build a nest using pictures.		
Literacy: Fluency	Children predict and echo the animal sounds.		
Literacy: Vocabulary	Children learn the word "tunnel."		
	Children learn the word "hollow."		
	Children learn the word "fetch."		
Literacy: Writing	Children begin work on a class book.		
Math: Measurement and Data	Children use a balance scale to compare weights of rocks.		
	Children discuss the results of a survey.		
Math: Numbers and Number Sense	Children match quantities of rocks to numerals.		
	Children play the game "Rock Memory."		
Math: Numbers and Number Sense	Children play a memory game with numerals.		
	Children count how many times to lift up the parachute..		

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Primary Standard	Teaching Point	Date	Observation Notes
Math: Operations and Algebraic Thinking	Children play the game "Musical Numbers."		
	Children explore number combinations.		
	Children play the counting game "Kangaroo Hops" with variations (forward and backward, with zero card, etc.).		
	Children play the board game "Feed the Kangaroo."		
Math: Patterns and Attributes	Children move like worms in a kinesthetic pattern.		
	Children sort rocks.		
Math: Geometry and Spatial Relations	Children create shapes with a ball of yarn.		
Science: Scientific Inquiry and Practices	Children match animal cards.		
	Children learn about nature centers.		
	Children listen to bird sounds and describe what they hear.		
	Children listen to the sounds of different habitats (rain forest, desert, ocean, etc.).		
	Children use the power of observation to find objects in photographs.		
Science: Physical Sciences	Children make mud pies.		
Science: Life Sciences	Children begin a mural that shows what lives underground.		
	Children talk about animal homes.		
	Children discuss what they learned about worms.		
	Children compare worms and people.		
	Children identify animals living underground.		
Science: Life Sciences	Children observe different structures underground.		
	Children sort animals by their features and their homes.		

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Primary Standard	Teaching Point	Date	Observation Notes
Science: Life Sciences	Children launch the nature center dramatic play center.		
	Children discuss how animals blend in with their environment.		
	Children are introduced to parts of a tree.		
	Children discuss how animals use a tree to live.		
	Children discuss animal architects in trees.		
	Children discuss how the spider is an animal architect.		
	Children discuss what they know and wonder about nests.		
	Children observe and discuss birds' nests.		
	Children discuss how the bird constructs the nest.		
	Children identify other animals that build nests.		
	Children observe and discuss different habitats.		
	Children observe animals living in nature.		
Science: Earth and Space Sciences	Children act out animal movements.		
	Children identify things found underground.		
	Children use their senses to explore dirt.		
	Children explore the effect of water on dirt.		
	Children compare what is big and small in nature.		
Science: Engineering and Technology	Children discuss shapes and colors they see in the sky.		
	Children design a blueprint for a nest and label materials.		
	Children build a nest.		
	Children test to find out if nests will hold eggs and stay balanced.		

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Primary Standard	Teaching Point	Date	Observation Notes
Physical Development: Fine Motor Skills	Children build or rebuild their nest.		
	Children keep eggs from falling out of a parachute.		
	Children put twigs in the parachute and push and pull.		
Physical Development: Gross Motor Skills	Children balance in tree pose.		
	Children sway while balancing in tree pose.		
	Children play "Parrot, Parrot, Fly" with variations ("Whale, Whale, Swim," "Penguin, Penguin, Waddle," etc.).		
Creative Arts: Creative Movement and Dance	Children pretend to crawl like bugs upside down.		
	Children practice worm and tree yoga poses,		
	Children act out tunneling through dirt.		
	Children pretend to dig tunnels and burrows in the ground.		
	Children practice tree pose and spy animals.		
	Children put soft materials in the parachute and spin it around.		
Creative Arts: Visual Arts	Children discuss paintings of birds and nests by different artists.		

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What's Happening Now

Dear Families,

In this unit, we focus on animal homes. Children learn that animals live underground, above ground, in trees, and in oceans—everywhere and all over the world! They learn that animals build homes to sleep in, to store food, and to keep their eggs and babies safe. Children also learn that persistence is important for animals when they build their homes and for children when they are working and playing.

During this unit children also:

- Explore dirt and mud
- Learn the names of different animals and their homes
- Learn about different animal habitats around the world
- Discuss ways to try different solutions to solve the same problem
- Design and build a nest with common classroom and recycled materials



Keep It Going

Share Learning

Talk to your child about their favorite animal. Read books about that animal or use multimedia resources to learn more about it. Create a “Did You Know?” poster and have your children share new information that they are learning.

Share Your Expertise

Looking for anyone who works with or knows about animals!

Share Some Supplies

We are creating a nature center for our dramatic play center and designing birds' nests. To help with these projects, we are in need of:

- cardboard tubes
- boxes
- clean blankets
- pieces of fabric
- newspaper
- tissue paper
- twist ties

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This is a unit letter you can send home to families.

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Keep It Going... At Home

Dear Families,

Here are some things that you can do at home to support what your child is learning in school.

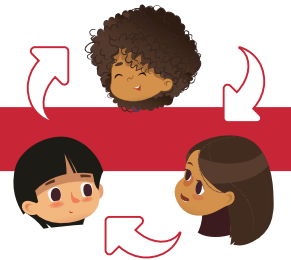
Keep Them Healthy & Active

We are learning about animals that live underground, in trees, in webs, and all over the world. Invite your child to move their bodies to look and act like their favorite animals.



Develop Their Emotional Well-Being

Persistence, or the ability to keep at things and solve problems that come our way, grows over time. Offer gentle guidance and support when your child begins to get frustrated. Invite them to take a break and come back to whatever is frustrating them.



Help Them Communicate

In this unit, we talk to children about the “power of observation” and how they can learn a lot when they look really closely at objects. Together with your child, look closely at a natural object (a rock, a leaf, etc.) or an illustration in a book. Take turns describing the object. What does it look like? What shapes do you see? What colors do you see? What can it do? This will help build their vocabulary as well.



Explore Their World

In this unit, we play sounds from habitats around the world. Sit beside a window with your child, close your eyes, and listen to the sounds in your community. What do you hear? How do the sounds make you feel?



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Songs, Poems and Chants

“Do You Know What’s Underground?”

[Sing to the tune of “Muffin Man (The).”]

Do you know what’s underground

Underground

Underground.

Do you know what’s underground

All day long?

“The Roots of a Tree”

[Sing to the tune of “Baby Bumblebee.”]

The roots of a tree are deep and strong,

Trunk so wide and branches so long.

A tree is grown from a single seed.

Hey you - shake your leaves!

“Little Birds Are Building”

[Sing to the tune of “Alouette.”]

Little birds are building

Cozy nests to sit in,

Weaving twigs together

To hold their little eggs.

“This Earth Poem”

Thank you Earth for all you do.

We promise to be kind to you.

And to take care

Of what we share

Trees, animals, and oceans too.



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Yoga Poses

Worm Pose

1. Start with your knees and arms on the ground and hips up.
2. Slide forward onto your belly. Stretch out long.
3. Bring your hands under your shoulders and pull your knees back in toward your chest.
4. Continue to move in a pattern: stretch out, squeeze in.



Tree Pose

1. Stand with your hands on your hips.
2. Imagine roots growing from your feet into the ground.
3. Gently lift one foot and rest it on your standing leg.
4. Make your belly strong and lift up tall.
5. Extend your arms like branches.
6. Switch sides to balance on the other foot.



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In loving memory of Lidia Lemus. Her dedication to children, equity and kindness live throughout these pages. Thank you for working to make these values come alive with the children in your care.

