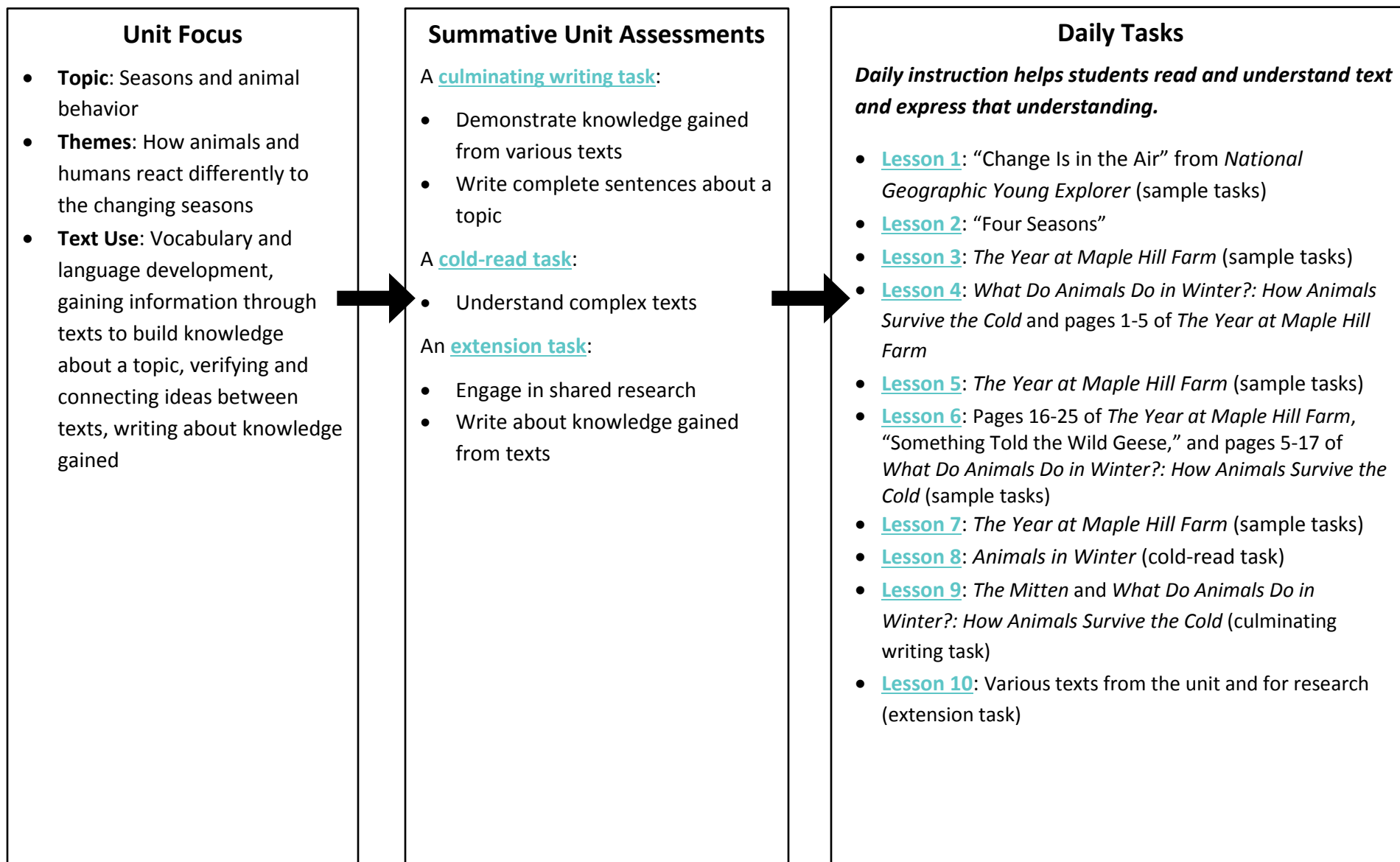


UNIT: THE YEAR AT MAPLE HILL FARM

| | |
|---|--|
| <p>ANCHOR TEXT</p> <p><i>The Year at Maple Hill Farm</i>, Alice and Martin Provensen (Informational)</p> <p>RELATED TEXTS</p> <p><u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"> • “Something Told the Wild Geese,” Rachel Field (Poem) • <i>The Mitten</i>, Jan Brett <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"> • “Change Is in the Air” from <i>National Geographic Young Explorer</i>, March 2012, pages 11-15 • <i>What Do Animals Do in Winter?: How Animals Survive the Cold</i>, Melvin Berger, Gilda Berger, and Susan Harrison • <i>Animals in Winter</i>, Henrietta Bancroft and Richard G. Van Gelder <p><u>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</u></p> <ul style="list-style-type: none"> • “Four Seasons” (Video) | <p>UNIT FOCUS</p> <p>Students learn about change over the course of a year, investigating and exploring the four seasons and what the changing seasons mean for humans and animals. They learn about animal behavior and patterns during the seasons, focusing on winter. After engaging with a variety of sources, including videos, poems, literary, and informational texts, students describe the connection between ideas to explain how humans and animals work and play differently during the seasons. This unit connects to social studies and science.</p> <p>Text Use: Vocabulary and language development, gaining information through texts to build knowledge about a topic, verifying and connecting ideas between texts, writing about knowledge gained</p> <p>Reading: RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.7, RL.K.10, RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.7, RI.K.8, RI.K.9, RI.K.10</p> <p>Reading Foundational Skills:¹ RF.K.1a-c; RF.K.2a, d; RF.K.3a-c; RF.K.4</p> <p>Writing: W.K.1, W.K.2, W.K.3, W.K.5, W.K.6, W.K.7, W.K.8</p> <p>Speaking and Listening: SL.K.1a-b, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6</p> <p>Language: L.K.1a-f, L.K.2a-d, L.K.4a-b, L.K.5a-d, L.K.6</p> <p>CONTENTS</p> <p>Page 87: Text Set and Unit Focus</p> <p>Page 88: <i>The Year at Maple Hill Farm</i> Unit Overview</p> <p>Pages 89-93: Summative Unit Assessments: Culminating Writing Task, Cold-Read Assessment, and Extension Task</p> <p>Page 94: ELA Instructional Framework</p> <p>Pages 95-110: Text Sequence and Use for Whole-Class Instruction</p> |
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¹ The skills addressed during whole-class instruction are in addition to what is being done during small-group instruction. Teachers must incorporate a full reading foundational skills program during small-group reading and writing time to ensure students gain the skills necessary to learn to read independently. What is taught should be based on individual student needs and should focus on a [progression of skills](#) that are formally assessed at various points throughout the year.

The Year at Maple Hill Farm Unit Overview



SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK²

Have students respond to the following prompt: “Choose an animal. Draw what happens before winter, during winter, and after winter for this animal. On each picture write (label) what the animal is, write where the animal is, and use a word to describe the action of the animal.” (RI.K.1, RI.K.3, RI.K.9, SL.K.5)

Then ask students to dictate or write one to two sentences for each picture: “Underneath each picture, explain what the animal is doing in each illustration.” (W.K.2, W.K.8)

Teacher Note:

- *Students will apply knowledge learned about animal behaviors during winter from read-aloud texts and other sources to describe an animal’s behavior. (W.K.8)*
- *Students are asked to demonstrate understanding of terminology (e.g., hibernate, migrate, or hunt) by selecting an animal and describing the activities in which that animal engages. They must name and draw the animal before, during, and after winter to demonstrate understanding of the seasons and include related words and details through labeling. They must also dictate or write at least three complete sentences. The completed writing should use words from the word displays. (L.K.6)*
- *Provide students with a frame for their drawings:*

| Before Winter | During Winter | After Winter |
|---|---|---|
| | | |
| <p>What is the animal doing?</p> <hr/> <hr/> <hr/> | <p>What is the animal doing?</p> <hr/> <hr/> <hr/> | <p>What is the animal doing?</p> <hr/> <hr/> <hr/> |

² Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

- Students should print many upper- and lowercase letters; use frequently occurring nouns, verbs, and prepositions; and spell simple words phonetically. (L.K.1a, b, c, e, f; L.K.2c, d) Students should also write complete sentences. Provide [sentence frames](#)³ for students who need help writing complete sentences (e.g., “The _____ (animal name) _____ (what the animal does) before winter.”). The sentences should also be capitalized and punctuated correctly. (L.K.2a, b)
- Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability (i.e., correctly forming letters, using correct letters for consonant and vowel sounds, capitalizing the first letter, using end punctuation, or writing a complete sentence). (W.K.5)

| UNIT FOCUS | UNIT ASSESSMENT | DAILY TASKS |
|--|---|--|
| What should students learn from the texts? | What shows students have learned it? | Which tasks help students learn it? |
| <ul style="list-style-type: none"> • Topic: Seasons and animal behavior • Themes: How animals and humans react differently to the changing seasons • Text Use: Vocabulary and language development, gaining information through texts to build knowledge about a topic, verifying and connecting ideas between texts, writing about knowledge gained | This task assesses: <ul style="list-style-type: none"> • Demonstrating knowledge gained from various texts • Writing complete sentences about a topic | Read and understand text: <ul style="list-style-type: none"> • Lesson 1 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 4 • Lesson 7 (sample tasks included) Express understanding of text: <ul style="list-style-type: none"> • Lesson 6 (sample tasks included) • Lesson 9 (use this task) |

³ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

COLD-READ TASK⁴

Read aloud⁵ *Animals in Winter* by Henrietta Bancroft and Richard G. Van Gelder to all students. Then ask each student independently to answer a combination of orally read multiple-choice and constructed-response questions about the text.⁶ Support students by rereading portions of the text as needed. Sample questions:

1. Ask the student: “In the beginning of the text, what season is it? How do you know?” (RI.K.1, RI.K.7, SL.K.2, SL.K.6) (Teacher Note: As needed, provide students with the page numbers (pages 4-7) and have them skim through the illustrations.)
2. Ask the student: “Why does the woodchuck eat so much in the fall?” (RI.K.1, RL.K.8, SL.K.2, SL.K.6, L.K.1d)
3. Ask the student: “How is the pika different than the woodchuck?” (RI.K.1, RI.K.2, RI.K.3, SL.K.2, SL.K.6, L.K.1d)
4. Ask the student: “Draw a picture of an animal that goes in each of the following categories.” (RI.K.3, W.K.2, SL.K.2, SL.K.5, SL.K.6, L.K.5a)

| Hibernate | Migrate | Hunt |
|-----------|---------|------|
| | | |

5. Ask the student: “Why is it important to continue feeding birds and wild animals in the winter?” (RI.K.1, RI.K.3, RI.K.8, SL.K.2, SL.K.6, L.K.1d)

| UNIT FOCUS | UNIT ASSESSMENT | DAILY TASKS |
|--|--|---|
| What should students learn from the texts? <ul style="list-style-type: none"> • Topic: Seasons and animal behavior • Themes: How animals and humans react differently to the changing seasons • Text Use: Vocabulary and language development, gaining information through texts to build knowledge about a topic, verifying and connecting ideas between texts, writing about knowledge gained | What shows students have learned it? <p>This task focuses on:</p> <ul style="list-style-type: none"> • Understanding complex texts | Which tasks help students learn it? <p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 1 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 4 <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 7 (sample tasks included) • Lesson 8 (use this task) |

⁴ **Cold-Read Task:** Students read or listen to a text or texts being read aloud and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

⁵ If students are already reading, allow them to read the text. This should be based on individual student ability.

⁶ Ensure students have access to the printed text while testing.

EXTENSION TASK⁷

Create a class chapter book, *The Seasons*.

- Chapter 1: Information about the Seasons

Investigate the seasons through shared research. Gather simple facts learned as a class from the anchor text, related texts, and additional research using the Internet. **(RI.K.10, W.K.7, W.K.8)** Have students select the facts and dictate which facts to include. Ensure students use words from the vocabulary display. **(L.K.6)** A possible text for additional research is “The Seasons of Farming” from Core Knowledge. This text can be accessed through [Domain 5 of Core Knowledge Kindergarten, Listening and Learning Strand Read-Aloud Anthology](#) (pages 82-91).⁸

- Chapter 2: Our Favorite Activities in the Seasons

Survey the class to find out their favorite things to do during each season. **(SL.K.4, SL.K.6)** Record the results and graph the various activities to see which ones are the most popular and least popular in each season. Then have students choose their favorite activity from each season. Have students select a season and write their opinion in a complete sentence. Provide a [sentence frame](#)⁹ as needed (e.g., “In _____ (season), I like to _____ (activity).”) **(W.K.1)** Ask students to draw a picture to support their sentences. **(SL.K.5)** Provide at least one page per season. Include the various sentences and pictures about activities during each season.

- Chapter 3: Seasonal Poetry

Have students each write a poem about their favorite season, using dictation or writing. **(W.K.3)** Ensure they describe the season using their five senses and include language from the vocabulary display.

Then bind the book and place it in the classroom library for students to read. **(RF.K.1a, RF.K.1c, RF.K.3b, RF.K.3c, RF.K.4)**

Teacher Note: *If time allows, engage students in digitally publishing all or part of the class book. (W.K.6)*

- *Students should print many upper- and lowercase letters; use frequently occurring nouns, verbs, and prepositions; and spell simple words phonetically. (L.K.1a, b, c, e, f; L.K.2c, d) Students should also write complete sentences. The sentences should also be capitalized and punctuated correctly. (L.K.2a, b)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability (i.e., correctly forming letters, using correct letters for consonant and vowel sounds, capitalizing the first letter, using end punctuation, or writing a complete sentence). (W.K.5)*

⁷ **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

⁸ To access the text for free, click on the provided link and select Add File and then Your Files. You will need to create a user name and password (which is also free) to download the file for free.

⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

| UNIT FOCUS | UNIT ASSESSMENT | DAILY TASKS |
|--|---|---|
| What should students learn from the texts? | What shows students have learned it? | Which tasks help students learn it? |
| <ul style="list-style-type: none"> • Topic: Seasons and animal behavior • Themes: How animals and humans react differently to the changing seasons • Text Use: Vocabulary and language development, gaining information through texts to build knowledge about a topic, verifying and connecting ideas between texts, writing about knowledge gained | <p>This task focuses on:</p> <ul style="list-style-type: none"> • Engaging in shared research • Writing about knowledge gained from texts | <p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 2 • Lesson 3 (sample tasks included) • Lesson 5 (sample tasks included) • Lesson 7 <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 1 (sample tasks included) • Lesson 6 (sample tasks included) • Lesson 10 (use this task) |

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)¹⁰ to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student’s reading level, exposure to complex texts supports the language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level,
2. instruction for different learners using grade-level texts to support whole-class instruction, and
3. extension for proficient readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs,
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards, and
3. extension for proficient writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

¹⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>



TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

| TEXT SEQUENCE | TEXT USE |
|--|--|
| <p>LESSON 1:¹¹</p> <p>“Change Is in the Air” from <i>National Geographic Young Explorer</i>, March 2012, pages 11-15</p> | <p>TEXT DESCRIPTION: This informational text uses engaging photographs and simple sentences to introduce the seasons and describe how animals and plants react to the changing of the weather.</p> <p>TEXT FOCUS: This text is connected to the unit because it introduces seasons and explains how animals are affected by the changing of the weather. This text contains several engaging photographs with matching text that will provide clear understanding of what each season looks like and how animals and humans interact with the season. This text begins the unit by establishing a clear idea of the four seasons and beginning to establish how animals react to them—which will be covered in more depth by the anchor and other texts in the unit.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students listen to “Change Is in the Air” as it is read aloud once. Students complete a chart that includes how the season feels and what the plants and animals are doing. Students fill in the blanks using words from the text to create a sentence to match each season. Students create picture representations that match the sentences.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • First Reading: Read aloud the text to students. • Second Reading: Project the text and read it aloud. Point to each word as it is read so students can practice tracking print. Depending on student ability, ask for student volunteers to point to the words as they are read. (RF.K.1a, c) • Word Work: Build a high-frequency vocabulary display¹² throughout the unit. <ul style="list-style-type: none"> ○ Ask students, “Who can come frame the word <i>can</i>?” Have a volunteer frame (circle, highlight, use Wikki Stix) <i>can</i>. Then read the rest of the text aloud as students follow along. While reading, ask students to indicate when another instance of <i>can</i> appears in the text. (RF.K.1b, RF.K.3c) ○ Add <i>can</i> and other high-frequency words from the text (e.g., <i>how, we, in, are, the</i>) to the high-frequency word display if they have not already been added from a previous unit. ○ When adding words to the display, work with students to understand how the words function in the sentences of the text. For example, <i>in</i> tells us that something is happening during the season when the text says, “In spring” or “In winter,” etc. (L.K.1b-e) |

¹¹ **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

¹² <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

| TEXT SEQUENCE | TEXT USE |
|---------------|--|
| | <ul style="list-style-type: none"> ○ Divide the class into pairs or groups. Provide each pair with one high-frequency word written on an index card. ○ Ask each pair or group to create an original sentence orally using the word they are assigned. (SL.K.1a, SL.K.3) ○ Then have each pair or group share their sentence with the class, displaying the high-frequency word when it is used. (RF.K.3c, SL.K.1b, SL.K.4, SL.K.6) ○ While pairs share their sentences, write them on the board or on chart paper, or project them using a document camera. Ask the class to direct the writing of the sentence by indicating which letters to capitalize, naming end punctuation, spelling the high-frequency words, etc. (RF.K.1b, RF.K.3a, L.K.1a-f, L.K.2a-d) Depending on student ability, engage students in “sharing the pen” or keyboard, in which students write the parts they know and the teacher fills in the rest. (W.K.6) ○ Continue to build the display with words from other texts in the unit that have not previously been added. ○ Throughout the unit, support students in using the display when they read and write. (L.K.1a, L.K.1b, L.K.1e, L.K.2c, L.K.6) <ul style="list-style-type: none"> ● Note for Small-Group Reading: Provide practice with high-frequency words during foundational skills instruction. ● Third Reading: Project the text and read it aloud. Point to each word as it is read so students can practice tracking print. Depending on student ability, ask for student volunteers to point to the words as they are read. (RF.K.1a, c) ● Class Discussion: Create a class Seasons Chart of the climate and behavior of living things during each season. <ul style="list-style-type: none"> ○ Label four pieces of chart paper with each season (Winter, Spring, Summer, Fall) to create a class chart. Provide students with a piece of legal-sized paper with four columns to create their individual charts. ○ Read each page of the text aloud and record details for each season by asking students, “What season did we just read? What did the text say the animals are doing?” Make sure to record the text title for each detail on the class chart, as students will refer back to these details and texts throughout the unit. ○ Prompt students to record their notes in drawings and/or using words (depending on student ability). Then work with each student to write the season’s name at the top of each corresponding square. ● Word Work: Build a vocabulary display¹³ for nouns (people, places, things, ideas), verbs (action words), and adjectives (descriptive words) that students can rely on in their writing. (L.K.6) |

¹³ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

| TEXT SEQUENCE | TEXT USE |
|---------------|--|
| | <ul style="list-style-type: none"> ○ Organize the display with the headings “NOUNS,” “VERBS,” “ADJECTIVES” so students can sort the words according to their categories. (L.K.5a) ○ Ask students to look at their notes, the class notes, and the text to identify all the words used to refer to people, places, things, or ideas. Work as a class to identify the main nouns (e.g., <i>seasons, flowers, animal/animals, babies, plants, insects, leaves</i>) in the text and add them to the vocabulary display. (L.K.1b, c) ○ Then explain to students that verbs are action words that say what something is doing. Work as a class to identify the verbs (e.g., <i>change, bloom, born, feels, grow, get, play, fall</i>) and add them to the vocabulary display. ○ When talking about fall, discuss the difference between the season and the verb. Discuss how sometimes the same words can have different meanings depending on how the word is used in a sentence. ○ Project the following sentences: “In fall, tree leaves can change color” and “In winter, snow can fall.” ○ Ask students to identify which sentence is talking about the season and which is talking about the action of falling. For each, ask students how they know. (L.K.4a) Place the word “fall” under both NOUNS and VERBS. ○ Then explain that some words describe. These words are called <i>adjectives</i>. Identify <i>warmer, bigger, and colder</i>. Ask students to identify when it gets <i>warmer</i> and <i>colder</i> in Louisiana and who is <i>bigger</i> and <i>smaller</i> than them. (L.K.5b, c) Add these words to the display. ○ Continue to build the display with nouns, verbs, and adjectives from other texts in the unit. ○ Throughout the unit, use the display when students read and write. (L.K.1a, L.K.1b, L.K.1c, L.K.1e, L.K.2c, L.K.6) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Shared Writing: Conduct a shared writing¹⁴ task in which the class answers the question, “What happens in each season in Louisiana?” <ul style="list-style-type: none"> ○ Have the class identify the topic and supply some information. (RL.K.1, RL.K.3, W.K.2, W.K.7, W.K.8) Using a “shared pen” technique (or a “shared keyboard” technique by modeling composition on a computer), demonstrate how to write the unknown parts of words. (W.K.6) |

¹⁴ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

| TEXT SEQUENCE | TEXT USE |
|---------------|---|
| | <ul style="list-style-type: none"> ○ Guide the writing process while students write the parts they know. For example, a sentence may be, “It gets colder in winter, but it is not cold enough to snow in Louisiana.” Have students write the sentence, identifying the starting place, using initial capitalization, spelling the words aloud, using words from the vocabulary display (i.e., <i>colder</i>), using fingers to make spaces, and placing a period while saying “Period.” (RF.K.1b, c; RF.K.3a, b; L.K.1a, b, e; L.K.2a, c, d) ○ Read the first line simultaneously with the students, and then have students dictate the next sentence. (SL.K.1a-b) Provide guidance and support to make a complete sentence, add details to expand the sentence, and decide on the appropriate punctuation. (W.K.5, L.K.1f, L.K.2b) Write the second line, modeling the writing process. ○ During the shared writing activity, model the use of the word display. For example, point to the high-frequency word <i>in</i> on the display, and have the students spell it while it is being written. (RF.K.3c, L.K.2c, L.K.6) Point to the words and read the entire message simultaneously with the students. ○ Then study the writing. Ask students to find capital or lowercase letters, count the words, and find and identify punctuation. (SL.K.1a, b) Place the text where the students can practice reading it. (RF.K.4) ○ After studying the writing, break the class into four groups—one for each season. Have the students work together to create an illustration that matches the sentences they wrote for each season. ● Student Writing: Have students write independently or in pairs (depending on the developmental level of the students), using a combination of drawing, dictating, and writing. <ul style="list-style-type: none"> ○ Ask students to respond to the question “Select a season. What do you do during that season?” (W.K.3) ○ Ensure students print many upper- and lowercase letters and use nouns, verbs, adjectives, and high-frequency words (e.g., <i>in</i>) from the word displays. Students should spell simple words phonetically and write complete sentences. (L.K.1a, b, e, f; L.K.2c, d) Provide sentence frames¹⁵ for students who need help writing complete sentences (e.g., “In, _____ (season), I _____ (what you do).”). Make sure students capitalize and punctuate the sentences correctly. (L.K.2a, b) ○ Have students share their sentences with the class. (SL.K.4, SL.K.6) ○ Note for Small-Group Writing: Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability (i.e., correctly forming letters, using correct letters for consonant and vowel sounds, capitalizing the first letter, using end punctuation, or writing a complete sentence). (W.K.5) |

¹⁵ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

| TEXT SEQUENCE | TEXT USE |
|---|---|
| <p>LESSON 2:</p> <p>“Four Seasons” (Video)</p> | <p>TEXT DESCRIPTION: This humorous and silly video uses different animal puppets and background scenery to show three adjectives that can be used to describe each season.</p> <p>TEXT FOCUS: This video provides the opportunity to build the understanding of seasons. Students will watch and then be able to add information to both charts created in the previous lesson. Using the Seasons Chart from the previous lesson, add information gained from the video (teacher adds words, and students record notes in additional drawings or words on their chart). Ask students to explain why each season feels the way the video says—what is happening to make _____ (season) feel _____ (adjective)? Add the adjectives from the video to the vocabulary display. Read the shared writing again and ask students if they want to make any revisions based on the video. Add or change details as necessary.</p> |
| <p>LESSON 3:</p> <p><i>The Year at Maple Hill Farm</i>, Alice and Martin Provensen</p> | <p>TEXT DESCRIPTION: Using engaging illustrations and texts, this informational text captures one year at Maple Hill Farm, including how the animals sense the changing seasons and respond to the changes.</p> <p>TEXT FOCUS: The anchor provides plenty of opportunities for students to use their knowledge of seasons to discuss how animals are behaving during each season. This text will be revisited in future lessons.</p> <p>MODEL TASKS¹⁶</p> <p>LESSON OVERVIEW: Students listen to the text read aloud twice and then they engage in a series of tasks to demonstrate understanding of the text. Students then work with the vocabulary and write original sentences. The lesson concludes with a class discussion in which students review their notes while reading the text.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • First Reading: Read aloud the text to students. Project the text so students can enjoy the illustrations. Read aloud the entire book without interruption. The goal here is for students to experience and enjoy the book, words, and pictures as a whole. Don’t be concerned if students understand very little from the first read. The idea is to give students some context and a sense of the characters and information before delving more deeply into parts of the book. • Second Reading: Work with students to understand the text through various tasks. (RI.K.10) <ul style="list-style-type: none"> ○ Reread the first page, “The Year.” <ul style="list-style-type: none"> ▪ Ask students, “How are a year, season, month, week, day, and minute related? Which is the biggest? Which is the smallest? (RI.K.3) What does it mean that a ‘year is divided into 12 months?’” (RI.K.1, RI.K.4, L.K.5a) Create a class illustration of their relationship. For example: |

¹⁶ The lessons for *The Year at Maple Hill Farm* are adapted from a lesson produced for the Read-Aloud Project.

| TEXT SEQUENCE | TEXT USE |
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| | <div data-bbox="961 240 1516 808" data-label="Diagram"> </div> <ul style="list-style-type: none"> ○ Reread pages 2 and 3. Ask students the following questions: <ul style="list-style-type: none"> ▪ “What is the first month discussed in the story? (RI.K.1, RI.K.2, SL.K.2) What season or time of the year is January? (L.K.5c) Let’s find winter on our Seasons Chart and include the first month, January.” ▪ “What words from the story and details from the illustrations tell us it is winter? (RI.K.1, RI.K.2, SL.K.2) Let’s add some notes in our chart for the season of winter.” (Teacher Note: Prompt students to update their charts as well, adding pictures and/or words.) ▪ “Why do the animals stay close to the barn in the winter?” (RI.K.1, RI.K.8, SL.K.2) ▪ Project the following sentences and read them aloud: “It is a cold, grey time of year and night falls early” and “the days are too short and dark.” What does it mean that “night falls early”? Turn to your shoulder partner and discuss this question. Raise your hand when you are ready to answer. (RI.K.1, RI.K.4, SL.K.1a, L.K.1d) ▪ Then ask students, “What word in the phrase ‘night falls early’ appears on our vocabulary display? What is the meaning of the word in this phrase? Is it the same as <i>fall</i> (the season/noun) or <i>fall</i> (the verb)? (L.K.4a, b) Can night fall down like snow? What might this phrase be describing about the sky? (L.K.5c) What does it mean that it ‘falls early’?” |

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| | <ul style="list-style-type: none"> ○ If not already on the chart, add “less daylight and sunshine” to the Seasons Chart begun in Lesson 1. ○ Reread pages 4 and 5. Ask students the following questions: <ul style="list-style-type: none"> ▪ “What is the next month in the story? Listen to this sentence from the story: ‘February <i>follows</i> January.’ What does that mean?” (RI.K.1, RI.K.4, SL.K.2) ▪ “What season is happening in the month of February? How do you know? What details can we get from the words in the story and by looking at the illustration to tell it is winter?” (Teacher Note: Add details to the Seasons Chart under winter.) (RI.K.1, RI.K.7, RI.K.8, SL.K.2) ▪ “Some animals go to sleep during the winter when it’s very cold and do not wake up until the weather warms in the spring. What does it mean that the ‘water rat is napping. He won’t wake up until spring’?” (Teacher Note: Provide students with the terms <i>hibernate</i> and/or <i>hibernation</i> as needed.) Then say, “Let’s add ‘hibernating animals’ under winter.” (RI.K.1, RI.K.4) ● Word Work: Build a vocabulary display¹⁷ of nouns, verbs (action words), and adjectives (descriptive words) that students can rely on in their writing. (L.K.6) <ul style="list-style-type: none"> ○ Reread pages 1-5 and work with students to name the nouns used to identify people, places, things, or ideas in each season (e.g., <i>season, cold, overcoats, shade, shelter, cows, chickens, horses, deer, barn, children, pond, geese, spring water</i>); verbs used to describe what the weather, people, and animals are doing (e.g., <i>grow, follows, feeds, toast, freeze, toss, tumble, napping</i>); and the adjectives used to describe the weather, people, and animals (e.g., <i>heavy, frozen, short, cold, bare, noisy</i>). (L.K.1b, c) ○ Work with students to identify the meaning of the word in the text. For words with multiple meanings, discuss the different meanings and how the meaning changes based on how the word is used (e.g., <i>cold</i> and <i>toast</i>). (L.K.4a) ○ Organize the display into parts of speech, so students can gain an understanding of similarities between forms of words in each category. (L.K.5a) For words with multiple functions in a sentence, place them in both categories. (SL.K.3) ○ Reinforce understanding by asking student pairs to create a sentence orally using at least one of the words from the vocabulary display. (SL.K.1b, SL.K.6, L.K.1f, L.K.6) Challenge them to try to use the same word in different ways to signal a different meaning. Then ask students to share their sentences with the class. (SL.K.4) |

¹⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

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| | <ul style="list-style-type: none"> ○ While they are sharing, use a process similar to Lesson 1 for the high-frequency word display. Display the sentences for students to see how the various words can be used in a sentence. ● <u>Third Reading</u>: Read aloud up to page 5 in <i>The Year at Maple Hill Farm</i> without stopping. Project or display the illustrations for students to follow along as the text is read. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● <u>Class Discussion</u>: Lead the students in a review of the class Seasons Chart and their personal Seasons Chart. Ask students to share with a shoulder partner what they have learned about winter from the text so far. (RI.K.2, SL.K.1a-b) Ask them to focus on what people do in the winter and what animals do in the winter. Prompt them to use words from any of the word displays during their discussion. (L.K.6) |
| <p>LESSON 4:</p> <p><i>What Do Animals Do in Winter?: How Animals Survive the Cold</i>, Melvin Berger, Gilda Berger, and Susan Harrison</p> <p>Pages 1-5 of <i>The Year at Maple Hill Farm</i>, Alice and Martin Provensen</p> | <p>TEXT DESCRIPTION: This text explains what wild animals do in the winter: migrate, hibernate, hide, and change color.</p> <p>TEXT FOCUS: This text connects to the unit focus by providing more knowledge regarding what animals do in the winter. The text allows students to be introduced to patterns of behavior that happen alongside the changing of the seasons. By connecting with information previously learned, students will see how different animals have different ways of behaving in the winter, and this greatly differs from the behaviors of the animals on Maple Hill Farm. Create a class chart and, using text evidence, record the ways animals in nature behave in the winter (migrate, hibernate, hide, and change color). For each column on the chart, include definitions, examples, and types of animals that behave each way. Then ask students to select an animal from Maple Hill Farm and a different animal from <i>What Do Animals Do in Winter</i> to compare their behaviors in winter. (RI.K.9) Finally, using words and details from the texts and the class charts, have students collaborate in groups to draw (and write, if appropriate) about animals who migrate, hibernate, hide, and change color. After each group presents, the class will add a sentence that explains what behavior the animal is showing (migrate, hibernate, hide, or change color). Access a lesson about hibernation at http://vermontwritingcollaborative.org/images/Kindergarten/Gr%20K%20Hibernation.docx.</p> |
| <p>LESSON 5:</p> <p><i>The Year at Maple Hill Farm</i>, Alice and Martin Provensen</p> | <p>TEXT DESCRIPTION: Using engaging illustrations and texts, this informational text captures one year at Maple Hill Farm, including how the animals sense the changing seasons and respond to the changes.</p> <p>TEXT FOCUS: The anchor provides plenty of opportunities for students to use knowledge of seasons to discuss how animals are behaving during each season. This text will be revisited in future lessons.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students listen to the text read aloud and then study the vocabulary. They listen to the text read aloud again and then engage in tasks to demonstrate understanding of the text. The lesson ends with students writing two sentences with a partner about the text.</p> |

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| | <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Fourth Reading: Explain that the class will continue to read and explore <i>The Year at Maple Hill Farm</i>. Read aloud pages 1-11 in <i>The Year at Maple Hill Farm</i> without stopping. Project or display the illustrations for students to follow along as the text is read. • Word Work: Continue to build a vocabulary display¹⁸ of nouns, verbs (action words), and adjectives (descriptive words) that students can rely on in their writing. (L.K.6) <ul style="list-style-type: none"> ○ Reread pages 6-11 and work with students to name the nouns used to identify people, places, things, or ideas in each season (e.g., names of animals and their babies, <i>outside, signs, patches of snow, coats</i>); verbs used to describe what the weather, people, and animals are doing (e.g., <i>coming, building, hurrying, melted, hatching, laying, feeding, steal</i>); and the adjectives used to describe the weather, people, and animals (e.g., <i>windy, proud, protective, rainy, busy, wild, cranky, pale, pretty, fluffy, uncomfortable, cool, comfortable</i>). (L.K.1b, c) ○ Work with students to identify the meaning of the words in the text. ○ Organize the display into parts of speech, so students can gain an understanding of similarities between forms of words in each category. (L.K.5a) For words with multiple functions in a sentence, place them in both categories. ○ Reinforce understanding by asking student pairs to create a sentence orally using at least one of the words from the vocabulary display. (SL.K.1b, SL.K.6, L.K.1f, L.K.6) Challenge them to try to use the same word in different ways to signal a different meaning. Then ask students to share their sentences with the class. ○ While they are sharing, use a process similar to Lesson 1 for the high-frequency word display. Display the sentences for students to see how the various words can be used in a sentence. • Fifth Reading: Work with students to understand the text through various tasks. (RI.K.10) <ul style="list-style-type: none"> ○ Reread pages 6 and 7. Ask students the following questions: <ul style="list-style-type: none"> ▪ “Which month <i>follows</i> February? What is the next season? Let’s locate spring on our Seasons Chart and add March.” |

¹⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

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| | <ul style="list-style-type: none"> ▪ “Look at our Seasons Chart. What did we write for spring? Look at the pictures on page 6. What is happening? Does this match what we learned from ‘A Change Is in the Air’?” (RI.K.1, RI.K.7, RI.K.9, SL.K.2) ▪ “What are the names for the mothers and their baby animals?” (Teacher Note: Reread the section and write the matching names on the board. Reinforce understanding in a literacy center by asking students to sort the mother names from the baby names after the terms have been shuffled.) (L.K.5a) ▪ “Listen as I read these sentences from the story: ‘The horses have found a little grass under the last patches of snow. They lie down in the pale sunshine. You don’t see that often when the ground is frozen.’ What is happening to the ground in spring? Why wouldn’t horses lie on the ground when the ground is <i>frozen</i>?” ▪ “There are signs or things happening that tell us that spring is coming. What things are happening that give us signs that spring is coming? What can we add to our Seasons Chart for spring?” (Teacher Note: As necessary, reread the first two sentences on page 6 and then ask, “What words describe the weather in March? How can you tell from the illustrations that it is cold outside? Let’s add <i>windy</i>, <i>rainy</i>, and <i>cold</i> to our chart for spring.”) Write words on the class chart and prompt students to include words and pictures on their individual charts. <ul style="list-style-type: none"> ○ Reread pages 8-11. Record the next two months on the Seasons Chart and prompt students to add details from these months on their Seasons Chart. Prompt them as needed: “What changes happen in spring? What is happening to all the animals? What details can we add to our Seasons Chart?” • <u>Sixth Reading</u>: Read aloud pages 12-19 in <i>The Year at Maple Hill Farm</i> without stopping. Project or display the illustrations for students to follow along as the text is read. Then work with students to understand the text through various tasks. <ul style="list-style-type: none"> ○ Ask students, “What season did we just read about? What are the three months of summer?” (RI.K.1, RI.K.2, SL.K.2) ○ Record <i>June</i>, <i>July</i>, and <i>August</i> on the class Seasons Chart. Then ask students the following questions: <ul style="list-style-type: none"> ▪ “Look at the illustration on pages 12 and 13 and think about the words in the story. Why is the pasture so green?” (RI.K.7) ▪ “What animals eat grass in the summer?” (RI.K.2) ▪ “Why is the bird safe from the cat? Why do the squirrels need to ‘watch out’?” (RI.K.7) |

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| | <ul style="list-style-type: none"> ▪ “What is there a lot of in June?” (RI.K.2) ▪ “What happens in summer? How is the weather? How do the animals respond?” (RI.K.3, RI.K.8) ○ Prompt students to add details to the Seasons Chart and include words from the various word displays. (L.K.6) • Word Work: Continue to build a vocabulary display¹⁹ of nouns, verbs (action words), and adjectives (descriptive words) that students can rely on in their writing. (L.K.6) <ul style="list-style-type: none"> ○ Reread pages 12-19 and work with students to identify the nouns used to name people, places, things, or ideas in each season (e.g., <i>pasture, reason, squirrels, clank, laughter, strangers, puddle, vegetables</i>); verbs used to describe what the weather, people, and animals are doing (e.g., <i>enjoy, chasing, hunt, hopping, sleep, croak, chirp, chatting, lows, carrying, hissing, warning, shines, doze, graze, growing, nesting, tipped</i>); and the adjectives used to describe the weather, people, and animals (e.g., <i>shining, low, quiet, silent, drowsy, hot, lazy, cool</i>). (L.K.1b, c) ○ Work with students to identify the meaning of the words in the text. ○ Organize the display into parts of speech, so students can gain an understanding of similarities between forms of words in each category. (L.K.5a) For words with multiple functions in a sentence, place them in both categories. ○ Reinforce understanding by asking student pairs to create a sentence orally using at least one of the words from the vocabulary display. (SL.K.1b, SL.K.6, L.K.1f, L.K.6) Challenge them to try to use the same word in different ways to signal a different meaning. Then ask students to share their sentences with the class. ○ While they are sharing, use a process similar to Lesson 1 for the high-frequency word display. Display the sentences for students to see how the various words can be used in a sentence. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Student Writing: Divide the class into pairs. Ask pairs to write a sentence that describes the weather in the summer. Then have the pairs select an animal and write a second sentence that explains what that animal does in summer. <ul style="list-style-type: none"> ○ Ensure students use at least one word from the vocabulary display and print many upper- and lowercase letters; use frequently occurring nouns, verbs, and prepositions; and spell simple words phonetically. (L.K.1a, b, c, e, f; L.K.2c, d) The sentences should also be capitalized and punctuated correctly. (L.K.2a, b) |

¹⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

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| | <ul style="list-style-type: none"> ○ Provide sentence frames²⁰ for pairs who need help writing complete sentences (e.g., “It is _____ in the summer. The _____ (animal name) _____ (what the animal does) during summer.”). ○ Then ask pairs to draw an illustration to accompany their sentences and share them with the class. (SL.K.4, SL.K.5, SL.K.6) ○ Model for students how to expand the sentences using additional adjectives from the vocabulary display and/or combine the two sentences using a conjunction. |
| <p>LESSON 6:</p> <p>Pages 16-25 of <i>The Year at Maple Hill Farm</i>, Alice and Martin Provensen</p> <p>“Something Told the Wild Geese,” Rachel Field</p> <p>Pages 5-17 of <i>What Do Animals Do in Winter?: How Animals Survive the Cold</i>, Melvin Berger, Gilda Berger, and Susan Harrison</p> | <p>TEXT DESCRIPTION: This section of the anchor describes the fall season and includes details about how people and animals act during the season. This poem describes the change in season that tells the geese it is time to migrate. The second text defines and gives details regarding migration.</p> <p>TEXT FOCUS: By pairing these texts together, the concept of migration will be explored through literary and informational texts. Using knowledge gained from the read-aloud exercise, students will come to the conclusion that the poem is about how geese know when to migrate.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students listen to the section of <i>The Year at Maple Hill Farm</i> read aloud. Then they engage in a class discussion. Students then listen to the poem read aloud and answer questions about the words to determine meaning from the poem. Then students verify their conclusions by listening to an informational text read aloud. The lesson ends with students engaging in shared writing and then writing their own response independently or in pairs.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Seventh Reading: Read aloud pages 16-25 of <i>The Year at Maple Hill Farm</i> without stopping. Project or display the illustrations for students to follow along as the text is read. • Class Discussion: Lead the students in a review of the class Seasons Chart and their personal Seasons Chart. <ul style="list-style-type: none"> ○ Ask students to share with a shoulder partner what they have learned about the seasons so far. ○ Ask them to focus on the differences between the seasons based on the weather and how people and animals behave in each season. (RI.K.9) ○ Prompt them to use words from any of the word displays during their discussion. (L.K.6) |

²⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

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| | <ul style="list-style-type: none"> ○ Ask students to identify the next three months and the next season and how they know. (If students need prompting, reread first sentence “August is the last summer month” and “in November, before winter comes” and “in November, before the winter settles in.”) ○ Add details to the Seasons Chart, including defining <i>autumn</i>, <i>frost</i>, and <i>migrant</i>. ○ Prompt students to consider what changes occur in fall and how the people and animals respond. (RI.K.1, RI.K.2, SL.K.2) For example, how are the clothes the people are wearing different in September than in August? (RI.K.7, RI.K.8) What “did away” with all the insects? What kind of weather do insects like? Why are the geese <i>restless</i>? (RI.K.4) Where are the wild geese going in the illustration on page 25? (RI.K.7) ● First Reading: Read aloud “Something Told the Wild Geese.” ● Second Reading: Prompt students to listen for details about the season the poem is describing. Then reread the poem. Ask students what details they heard and what month they think the poem is describing. (RL.K.10) If needed, prompt students with any of the following questions: <ul style="list-style-type: none"> ○ “What color is the field? What color are the leaves?” (SL.K.2) ○ “What does it mean that leaves are ‘stirring’? (RL.K.1, RL.K.4) Demonstrate what you do when you stir something. (L.K.5c) What might the leaves be about to do?” (RL.K.3) ○ “Caution is a warning. When someone cautions you, they are telling you to watch out for something that might happen. What does it mean that ‘something cautioned, “frost”’? Think about what you learned about the seasons in <i>The Year at Maple Hill Farm</i>. In what season does frost happen?” ○ Ask students to demonstrate the difference between <i>whispering</i> and <i>yelling</i>. (L.K.5d) “If someone whispers something, are you going to respond immediately? Why would something be whispering ‘snow’ rather than yelling ‘snow’?” (RL.K.4, L.K.5c) ○ “What are the geese doing? Where are they going?” (RL.K.2) ● Note for Small-Group Reading: Reinforce rhyme and letter recognition using “Something Told the Wild Geese.” For example: <ul style="list-style-type: none"> ○ Display rhyming lines from “Something Told the Wild Geese.” Use sticky notes to cover the second word in a rhyming pattern. Read the line and have students guess what rhyming word may be underneath the sticky note. (RF.K.2a) |

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| | <ul style="list-style-type: none"> ○ Write their guesses (or have them write or dictate their guesses, depending on student ability) on top of the sticky note. Then read the sentences together, each time changing the last word to one of the guesses. Have students decide which word(s) make sense in the sentence. Finally, reveal the “secret” word to the students. (RF.K.1b, RF.K.3c, L.K.2c, L.K.2d) ○ Use Wikki Stix or highlighters to find words that rhyme (e.g., <i>go/snow, glossed/frost, spice/ice, fly/cry</i>) or words that have the same beginning or ending sounds. (RF.K.2a, RF.K.2d) ○ Students can also count the words, spaces, or letters in a stanza. (RF.K.1b, RF.K.1c) ● Fourth Reading: (The first three readings occur in Lesson 4.) Verify the conclusions students drew from the poem by rereading aloud pages 5-17 of <i>What Do Animals Do in Winter?</i> After reading, ask students, “Why do the birds migrate? How is the behavior of birds and animals in <i>What Do Animals Do in Winter?</i> the same or different than the way geese act in “Something Told the Wild Geese”? (RI.K.9) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Shared Writing: Conduct a shared writing²¹ task in which the class answers the question, “Why do animals migrate?” Use a process similar to the one used in Lesson 1. ● Student Writing: Have students write independently or in pairs (depending on the developmental level of the students) using a combination of drawing, dictating, and writing. <ul style="list-style-type: none"> ○ Ask students to compose a response to the question: “What do animals do in winter? What do people do in winter?” (W.K.2) ○ Ensure students use at least one word from the vocabulary display and print many upper- and lowercase letters; use frequently occurring nouns, verbs, and prepositions; and spell simple words phonetically. (L.K.1a, b, c, e, f; L.K.2c, d) The sentences should also be capitalized and punctuated correctly. (L.K.2a, b) ○ Provide sentence frames²² for pairs who need help writing complete sentences (e.g., “Animals _____ in the winter. People _____ in the winter.”). |

²¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²² <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

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| | <ul style="list-style-type: none"> ○ Then ask students to draw an illustration to accompany their sentences and share them with the class. (SL.K.4, SL.K.5, SL.K.6) ● Note for Small-Group Writing: If a selected group of students needs additional targeted writing or grammar support, provide this support during small-group writing. |
| <p>LESSON 7:</p> <p><i>The Year at Maple Hill Farm,</i> Alice and Martin Provensen</p> | <p>TEXT DESCRIPTION: Using engaging illustrations and text, this informational text captures one year at Maple Hill Farm, including how the animals sense the changing seasons and respond to the changes.</p> <p>TEXT FOCUS: The anchor provides plenty of opportunities for students to use knowledge of seasons to discuss how animals are behaving during each season. This text will be revisited in future lessons.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW:</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> ● <u>Eighth Reading:</u> Reread the entire text of <i>The Year at Maple Hill Farm</i> without stopping. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> ● <u>Class Discussion:</u> Discuss with students how animals and people respond to the weather around them. <ul style="list-style-type: none"> ○ Take notes about how the behavior and actions of horses change during each season. (W.K.8) ○ Write the following sentences on the board: “In winter, horses _____. In spring, horses _____. In summer, horses _____. In fall, horses _____.” Then prompt students to review the Seasons Chart and <i>The Year at Maple Hill Farm</i> to fill in the blanks. Ensure students use words from the vocabulary display. (RI.K.1, RI.K.2, L.K.6) ○ Discuss why the horses’ actions change during each season. (RI.K.3, RI.K.8, SL.K.2) ○ Work with the class to read the shared writing created in Lesson 1. (RF.K.4) ● <u>Student Practice:</u> Divide the class into pairs. Have each pair compare and contrast the weather, activities, and environment of where students live with Maple Hill Farm. Provide them with a graphic organizer, such as an H-chart or Venn diagram. (RI.K.9) Then discuss as a class, “Could we live near Maple Hill Farm? Why or why not?” (SL.K.1b) |

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| | <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Divide the class into small groups and provide them with a practice cold-read task,²³ available from ReadWorks. As needed, read the text aloud as groups follow along. Then allow them to work together to answer the questions. (RI.K.10, SL.K.3, L.K.1d) |
| <p>LESSON 8:</p> <p><i>Animals in Winter</i>, Henrietta Bancroft and Richard G. Van Gelder</p> | <p>TEXT DESCRIPTION: This text, similar to <i>What Do Animals Do in Winter?</i>, describes the behavior of animals in winter, including hibernating, migrating, and hunting.</p> <p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Cold-Read Task</p> |
| <p>LESSON 9:</p> <p><i>The Mitten</i>, Jan Brett</p> <p><i>What Do Animals Do in Winter?: How Animals Survive the Cold</i>, Melvin Berger, Gilda Berger, and Susan Harrison</p> | <p>TEXT DESCRIPTION: The story and the informational text feature animals who interact with winter.</p> <p>TEXT FOCUS: By pairing these two texts together, there is the opportunity to discuss what is real and what is imaginary, and back up opinions using evidence from the informational text. After students read and retell the story, they can compare the behaviors of the animals in <i>The Mitten</i> to their behavior in <i>What Do Animals Do in Winter?</i> to determine if the behaviors of the animals in the story are based on fact or are imaginary. (RL.K.1, RL.K.5, RL.K.7, RL.K.10)</p> <p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Culminating Writing Task</p> |
| <p>LESSON 10:</p> <p>Various texts from the unit and for research</p> | <p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Extension Task</p> |

²³ <http://www.readworks.org/passages/four-seasons>