Guiding Questions:
· How do we take care of ourselves?
· How do we take care of each other?
· How do we take care of the creatures around us?

Massachusetts Guidelines for Preschool Learning Experiences:

Life Sciences:
· Observe and identify the characteristics and needs of living things: humans, animals, and plants.
· Observe and describe plants, insects, and animals as they go through predictable life cycles.

Living Things & the Environment:
· Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air and light.

Language
· Listen to, recite, sing and dramatize a variety of age-appropriate literature
· Engage actively in read-aloud activities by asking questions, offering ideas, predicting or retelling important parts of a story or informational book

Physical Development:
· Discuss nutritious meals and snacks and the difference between junk food and healthy food
· Practice personal hygiene and safety measures

Social and Emotional Health:
· Talk about how people can be helpful/hurtful to one another

Massachusetts Common Core PreK Standards
· RL.PK.10 Listen actively as an individual and as a member of a group to literature that is read aloud
· RI.PK.1 Ask and answer questions about an informational text read aloud
· RF.PK.1a Handle books respectfully and appropriately holding them right-side-up and turning pages one at a time from front to back
· L.PK.1 Communicate with peers and adults in informal everyday activities
· PK.CC.1 Listen to and say the names of numbers in meaningful contexts

Student Experiences:

Science and Technology/Engineering
Learning how to use a magnifying glass to observe the snails closely; creating a snail habitat in our classroom; Learning how to care for animals in our classroom: snails, turtle, fish, birds (bird feeder) and plants as well; non-fiction books such as Garden Friends; Are You a Snail?; and Animal Homes.

History and Social Science
Learning how to “Take care of each other” being part of a classroom community (through role play, modeling and conversation) student generated list posted and referenced throughout the year; Also teaching others in the community about how to care for snails - parents and whole school – through the books we made. “How to take care of snails” presentation by a few students at Friday Share

**Mathematics**
Using comparing words to describe the snails (big, small); Counting our creatures (1 turtle, 2 fish, 3 snails) and counting and recording number of students at home and at school each day

**English Language Arts**
Learning and using each other’s name. Beginning to recognize names in print. Fiaction book: *There Was a Little Turtle* Reading non-fiction book *Are You a Snail?*, each child dictated and illustrated their own “How to book” (How to care for snails, fish or turtle); creating class books *Apple Picking in Our Back Yard* and *Taking Care of Snails*

**Health Education**
Eating fruits and vegetables - including the apples we picked in the school yard; neighborhood walks to observe butterflies/gardens and get exercise; Nursing student guest – healthy foods sorting activity. Practicing self-care routines: washing hands, toileting, blowing nose, etc.

**Outdoors**
Observations in the South Play Yard of caterpillars and butterflies - connected to the indoor observations of our monarchs; using natural materials in play children were inspired to make “worm houses”, “ant houses”, etc; Picking apples in our schoolyard to eat for snack

**The Arts**
Dramatic reenacting the stages of the butterfly; singing *The More We Get Together* (taking care of each other); 5 Little Fishies and *There Was a Little Turtle* (hand stories) creating cooperative art pieces; drawing snails

**Engaging Families**
Sent home copies of the class books we made so that families could continue to read/share/enjoy the books: *Apple Picking in our Back Yard*, *Taking Care of Snails*. Plus Newsletters

**Sample Newsletter:**
Our fall school-wide theme is life science, and in our classroom, we are learning ways to take care of living things. We feed the birds at our bird feeder. We feed our two goldfish. Yertle, our Japanese box turtle, needs fresh water and food. And our plants need water — but not too much. Those are just some of the ways we’ve been taking care of living things. We fed our Monarch
caterpillars fresh milkweed every day. (Luckily, we found a nice local milkweed patch on our way to the neighborhood playground.) One caterpillar formed a gorgeous green chrysalis and we took care not to bang it around or jostle it as it hung delicately in the tank. Once our butterfly hatched, we did our best to feed it honey water, but our butterfly did not eat. We tried for two days, and then I decided that the best way to take care of our butterfly was to let it free. We were sad to let our butterfly go, but happy to see it fluttering eagerly up towards the sun.

What living things do you have at home that your child can help take care of?

Sample Newsletter:
Taking care of each other and taking care of nature have been two major themes for us this fall. Did you know that we have one turtle, two fish, and three snails in our classroom? We work hard every day to take good care of these creatures and maintain their healthy homes. As we take care of them, we are learning new science-related vocabulary words such as: “habitat”, “observe” and “magnifying glass”. For taking care of each other, we practice every day using kind words and helping hands. This week, we have a new friend to take care of. Dixon Denny is three-years-old and this week he joined our class. Please help us welcome Dixon and his family to the Mission Hill School!

Assessments:
· Final project: Dictated book or panel; How to Take Care of__________ (snails, turtle, fish or plants)
· One-on-one interview: Identifying the classmates by photograph and name in print
· Classroom observations and anecdotes – Work Sampling System
Strategy Implementation Report

Name: Geralyn B McLaughlin Date: 11.15.13 Grade Level: __K0 – 3 year olds_____

Lesson Sequence:
1. Introduce “The Little Turtle” picture book in small groups.
2. Have the students do a “picture walk”. Students tell the story in their own words using the pictures for cues.
3. Read the book to the students. The book is a poem we have learned orally, so children will quickly recognize the spoken words and rhythm of the poem.
4. Have multiple copies of the book available for students to “read” to themselves during work time.

Sheltered Instruction Strategy:
“Picture walk” – using the text feature of images to build student understanding of content and vocabulary.

Content Objective:
Listen to a wide range of literature read aloud – this book is a poem.
Pretend to read by retelling the story in own words and turning the pages independently.

Language Objective: Language Objectives should be directly linked to the language skills students will need to be successful in achieving the content objective.
Student will predict what the story is about.
Student will retell the story in his/her own words.

Language Objective Differentiation for Proficiency Levels:
Non-verbal students will point to objects in the illustrations when prompted by a teacher “turtle”; “box”; “puddle” etc...
Students will use phrases to describe the pictures – with prompting and support from a teacher.
Advanced students will use full sentences to predict during the “picture walk” and to retell the story afterwards.

Content and Concept Language Integration:
How have I integrated all possible domains into my teaching and learning strategies and activities?

How did this strategy help to make the content comprehensible to ELLs in my classroom?
By using the illustrations/images to tell the story in their own words, the ELL students will be primed and ready to hear the book read aloud. The book will be familiar and they will feel successful. This is especially true since it is a poem we have been learning orally and with felt board props. The ELLs are able to both attend to the new genre in a book form – poetry – and pretend to read it on their own.
## Strategy Implementation Report

<table>
<thead>
<tr>
<th>How did this strategy help the ELLs in my classroom to produce academic language and discourse?</th>
</tr>
</thead>
<tbody>
<tr>
<td>By using the “picture walk” technique students can share their ideas in a fun, engaging and non-</td>
</tr>
<tr>
<td>threatening way. Also, since this strategy is done with small groups, students can gain confidence</td>
</tr>
<tr>
<td>producing oral language in a secure and supportive setting.</td>
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<th>To increase my ELLs’ engagement and interaction, the next time I try this strategy, I would …</th>
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<td>Use the multiple copies of book during “book buddy” time – when each of my students is paired</td>
</tr>
<tr>
<td>with an older child. This gives my students another opportunity to practice “reading” this text.</td>
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</tbody>
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Name: Geralyn B McLaughlin Date: 11.15.13 Grade Level: __K0 – 3 year olds______

### Lesson Sequence:

1. Introduce “Apple Picking in our Own Schoolyard” – Non-fiction teacher-made text – in small groups.
2. Ask students if they remember the day we picked apples in our own school yard.
3. Solicit students’ recollections about that day.
4. Read the book to the students.
5. Have multiple copies of the book available for students to “read” to themselves during work time.

### Content Objective:

Engage actively in read-aloud activities by asking questions, offering ideas, predicting or retelling important parts of a story or informational book.

### Language Objective:

Language Objectives should be directly linked to the language skills students will need to be successful in achieving the content objective.

- Student will offer ideas – reflect on our apple picking experience.
- Student will retell their favorite part of the informational book.
- Students will offer an opinion about how the apples tasted.

### Language Objective Differentiation for Proficiency Levels:

- Non-verbal students will point to objects in the illustrations when prompted by a teacher “apple”; “tree”; etc...
- Non-verbal students will offer their opinion with gestures/nods/pointing.
- Students will use phrases to reflect on our apple picking experience, retell their favorite part and offer an opinion – with prompting and support from a teacher.
- Advanced students will use full sentences to reflect, retell and offer their opinion.

### Content and Concept Language Integration:

How have I integrated all possible domains into my teaching and learning strategies and activities?

### How did this strategy help to make the content comprehensible to ELLs in my classroom?

By writing a book on a shared experience, we are able to revisit that experience over and over again. This allows ELLs to connect our shared experience to the book – both the illustrations and the printed words. The book will be familiar and they will feel successful. Also, since this strategy is done with small groups, students can gain confidence producing oral language in a secure and supportive setting.
# Strategy Implementation Report

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<th>How did this strategy help the ELLs in my classroom to produce academic language and discourse?</th>
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<tr>
<td>Three of my ELLs were extremely excited and engaged during the apple picking. They were the leaders. They were internally motivated to talk with the other students about the apples.</td>
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<th>To increase my ELLs’ engagement and interaction, the next time I try this strategy, I would …</th>
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<tr>
<td>I will build on the words “yucky” and “yummy”, which two of my ELLs love to use. I will expand their vocabulary to add “delicious”; “rotten” etc.</td>
</tr>
<tr>
<td>I will also make photocopies of the book so that students can have a copy to read with their families.</td>
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<tr>
<td>I might have my students bring the book to other classes to share with them.</td>
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</table>
How do we take care of the birds?

We feed the birds.
"Observe"... What does that mean?

In our environment, what are you seeing that you've not been able to observe earlier? Our environment, our communities, and our world are all changing, and we need to observe the changes occurring around us. The skills are especially important, as people need to observe and react to their environment. The skills they need are not only for survival but also for maintaining skills of observation.
How do we take care of our plants?

We water our plants. We try to be careful so we don’t water the plants too much.
How we take care of our snails

We put the snails in with dirt, rocks, leaves, bark and plants.
We made a snail habitat.
We give them leaves to eat.
We spray them with water.
We keep the dirt damp.
We touch them gently.
Apple Picking in our Own Schoolyard!

By MHS Room 108

Fall, 2013
We were playing outside. Yediel saw apples high up in the trees. He wanted to get the apples.

We borrowed Kathy’s apple picking tool to reach the apples.
We collected as many apples as we could.
We brought the apples inside and washed them.
When we sliced the apples, some were rotten inside.

Yediel called the rotten apples “yucky”.
Jonathan called the good apples "yummy"!
We shared the yummy apples with the whole class for snack!