

EXPLORING ECOSYSTEMS! TEACHER'S MANUAL

The *Exploring Ecosystems!* Teacher's Manual has been developed to assist in the presentation of Common Core State Standards in an engaging and meaningful way to help children use, apply, and master the skills to be successful.

On page 2, the *Exploring Ecosystems!* Teacher's Manual provides a correlation of the Common Core State Standards skills that are introduced, practiced, and reviewed in the manual activities.

On page 3 of the manual, the lessons present activities that can be used with each and every page of the book. The Learning Activities begin with Reading exercises to introduce the page, practice the skills, and review the concepts presented. Following the Reading exercises are Speaking/Listening skills and Language skills that present ways to help children practice these key items. After each activity, the Common Core State Standards are listed to identify the skill focus for that section.

On page 4 of the manual, Vocabulary and Writing Activities are presented. After each activity, the Common Core State Standards are listed to assist the teacher in the skill focus for each section. The Vocabulary section integrates academic and domain-specific words that are presented in the activities. The Writing sections engage children in the three key styles of writing found in the Common Core State Standards: Narrative, Informative/Explanatory, and Opinion.



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EXPLORING ECOSYSTEMS! TEACHER'S MANUAL LESSONS

CCSS

Common Core State Standards

<p>Reading Literature or Informational Text</p>	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p>
<p>Foundational Skills</p>	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>
<p>Writing</p>	<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>
<p>Speaking and Listening</p>	<p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p>Language</p>	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

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Summary

The book uses pictures and text to introduce the concept of ecosystems to children.

Learning Activities	<p>Introduce the Book</p> <ul style="list-style-type: none"> Ask children to identify the picture on the front cover of the book. Point to the title and read it aloud. Then page through the book. Have children describe what they see in the illustrations and what they think they will learn in this book. Encourage children to use complete sentences and to express themselves clearly. (RI.K.5, SL.K.1, SL.K.6) Read the Note at the beginning of the book as children follow along. List the names of the five ecosystems. Review that each ecosystem provides a habitat, or place for creatures to live. (RI.K.1, SL.K.4, L.K.6) Direct children to page 1 and point to the turtle. Say: <i>This is Mr. Turtle. He presents the facts we will read in this book.</i> Ask children to describe Mr. Turtle's role as a tour guide. (RI.K.1, SL.K.2)
	<p>Present a Reading Routine</p> <ul style="list-style-type: none"> Read the selection and have children track the print from left to right and page by page. Also ask children to echo read some sentences with you. (RF.K.1, RF.K.4) Explain to children that the main idea is what a text is mostly about. Details give extra information about the main idea. Read the text aloud as children follow along. After each page, have the class identify the main idea and any supporting details. Guide children as necessary. (RI.K.2, RI.K.10, SL.K.1.a, SL.K.2)
	<p>Provide Activities for Reading</p> <ul style="list-style-type: none"> Draw a five-column chart on the board with the labels Woodland, Marine, Wetland, Desert, Grassland. After reading the text about each ecosystem together with children, have them identify two animals that live there. Write children's responses in the appropriate column. Then explain to children that this chart helps them better understand each ecosystem by identifying the animals. (RI.K.1, L.K.5.a) Display the picture on page 12 and read the text with children. Ask volunteers to describe how Mr. Turtle is different from the mother sea turtle. Challenge children to think beyond obvious differences. Help them understand that Mr. Turtle acts like a human being while the sea turtle does not. Encourage children to speak in complete sentences as they share their ideas. (RI.K.3, RI.K.7, L.K.1.f)
	<p>Focus on Language Arts</p> <ul style="list-style-type: none"> Speaking/Listening: Have children solve an ecosystem riddle. Say: <i>I am dry. I am home to burrowing owls. What am I?</i> (desert) Assign small groups an ecosystem and have them think of and orally present a similar riddle for the class to solve. (SL.K.1, L.K.1.d) Language Skills: Read page 10 aloud with children. Explain that <i>seal</i> and <i>meal</i> are rhyming words. Point out that the words have final parts that sound alike. Have children produce silly rhyming sentences about animals in the book, such as <i>I found two fish in a dish.</i> (RF.K.2.a, L.K.6)

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Vocabulary	
Summary Have children use the following strategy to identify the meanings of unknown words in a reading selection.	
Vocabulary Activities	Context Clues Explain to children that context clues are hints about the meaning of an unknown word. These clues are found in the sentence near the unknown word. Read page 26 aloud with children and write the word <i>prey</i> on the board. Explain to children that an example of a bobcat's prey, a jackrabbit, is given in the text. Tell the class that this example can help them determine that <i>prey</i> means "an animal hunted for food by another animal." Confirm children's understanding by asking them to repeat the definition and to identify the seal's prey on page 10. (RI.K.3, RI.K.4, SL.K.2, L.K.4)
Writing	
Summary Have children develop their writing skills by completing the following activities.	
Writing Activities	Narrative Writing Direct children to page 3. Read aloud the text with children. Have them identify what the squirrel is doing in the picture. Then explain to children that a story tells what happens first, next, and last. Write: <i>The squirrel bit a seed. It ate the rest of the seed. Then it looked for more seeds.</i> Read the story aloud to children. Ask them to identify what happens first, next, and last. Then pair individuals and prompt them to write or dictate a story about another woodland animal. Have children draw pictures about their story. (RI.K.7, W.K.3, SL.K.1, SL.K.2)
	Informative/Explanatory Writing Read pages 13 through 18 aloud as children follow along. Tell the group you will work with them to write a class report on wetlands. Have volunteers refer to the text and illustrations as they share what this ecosystem is like and typical plants and animals that live there. Use children's responses to write a brief report on the board. Have them copy the report and remember to write and spell the words correctly. Suggest that children draw pictures to illustrate their report. (RI.K.1, W.K.2, L.K.2)
	Opinion Writing Read pages 7 to 12 and pages 19 to 24 with the class. Assign children to small groups and have them discuss whether living in a marine ecosystem or a desert ecosystem would be more difficult. Have children write or dictate a sentence expressing their opinion. Emphasize that they should explain why they chose that ecosystem. Assist children in writing a detail to support their opinion as necessary. Finally, have them draw a picture showing what everyday life in that ecosystem might be like. (W.K.1, W.K.5)

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