SAMPLE LESSON
Teacher’s Manual

Making Meaning®
THIRD EDITION

CCC Collaborative Literacy

Making Meaning® Sample Lesson, Grade K
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Week 1

OVERVIEW

A Baby Penguin Story
by Martha E. H. Rustad
From egg to ocean, this book tells how baby penguins grow up.

A Baby Duck Story
by Martha E. H. Rustad
From hatching to flying, readers learn about how baby ducks grow up.

Online Resources
Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms
- “Class Assessment Record” sheet (CA1)
- “IDR Conference Notes” record sheet (CN1)

Professional Development Media
- “Responding Neutrally with Interest” (AV22)
Comprehension Focus
• Students use wondering to help them understand nonfiction books.
• Students identify the main topic and key details in a nonfiction book.
• Students explore text features of nonfiction books.
• Students read independently.

Social Development Focus
• Students act in fair and caring ways.
• Students develop the skill of contributing ideas that are different from other people’s ideas during class discussions.

DO AHEAD
✓ Consider previewing this unit’s read-aloud selections with your English Language Learners before you read them to the whole class. While reading, show the students the photographs and stop frequently to check for understanding.

✓ Prior to Day 1, collect a variety of nonfiction books for the students to read during IDR throughout the unit. You might use the same books that you collected for Unit 6 or collect different titles. Alternatively, if your classroom library is organized by genre, you can direct the students to the nonfiction section when selecting books for IDR.

✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit.

✓ Prior to Day 1, make a class set of “IDR Conference Notes” record sheets (CN1); see page 82 of the Assessment Resource Book.

✓ Prior to Day 2, make a copy of the “Class Assessment Record” sheet (CA1); see page 76 of the Assessment Resource Book.

Vocabulary Note
If you are teaching the vocabulary lessons, teach the Week 22 lessons this week.
Day 1

Read-aloud/Strategy Lesson

Materials
- A Baby Penguin Story
- Nonfiction read-aloud books from Unit 6
- Class set of “IDR Conference Notes” record sheets (CN1)
- Assessment Resource Book page 79

In this lesson, the students:
- Begin working with new partners
- Hear and discuss a nonfiction book
- Wonder about and retell key details from the book
- Discuss the connection between two ideas in the book
- Explore text features
- Read independently for up to 15 minutes
- Contribute ideas that are different from other people’s ideas during class discussions

ABOUT BUILDING A BODY OF KNOWLEDGE
In each grade of the Making Meaning program, the students apply the strategy of wondering or questioning to a set of expository nonfiction texts on the topic of animal life. Exploring a topic within and across grades enables the students to systematically build a body of knowledge about the topic. In kindergarten, the focus of each text is on animals’ young. In grade 1, the students learn about the wide variety of animal life in the world and are introduced to the concept of habitat, which is then further explored in grades 2 and 3. In grade 4, the focus shifts to animal senses, and in grade 5, the students learn about big cats and the challenges they face as endangered species. For more information, see “Alignment with the Common Core State Standards” in the Introduction.

1 Get Ready to Work Together
Randomly assign partners and make sure they know each other’s names. Gather the class with partners sitting together, facing you. Explain that they will work with the same partners for the next few weeks.
Remind the students that during class discussions, they have been working on looking at each person who is speaking. Review that looking at the person who is speaking shows that they are listening and that they care about what the person is saying. Explain that in addition to looking at the person who is speaking, you would like the students to share ideas that are different from their classmates’ ideas.
Review Nonfiction

Show the covers of the Unit 6 read-aloud books and remind the students that they heard and talked about these nonfiction books and learned about topics like tools, people in the community, and ways that people and things move from place to place. Remind the students that nonfiction books give true information about real people or things. Ask:

What else do you know about nonfiction books? Turn to your partner.

Have a few volunteers share their thinking. As they respond, remind them to share ideas that are different from their classmates’ ideas.

Students might say:
- “Nonfiction books sometimes have photographs.”
- “Nonfiction books have tables of contents.”
- “You learn about things from reading nonfiction.”

If necessary, page through one of the books and point out some of the features of nonfiction books. Tell the students that in the coming weeks they will hear more nonfiction books and learn about a new topic: baby animals.

Review Wondering and Introduce A Baby Penguin Story

Review that earlier this year the students learned that good readers wonder, or have questions in mind, when they hear or read a story and that wondering helps them understand the story better. Explain that today they will hear a nonfiction book about baby penguins, or penguin chicks, and after hearing the book they will share with the class what they are wondering about.

Show the cover of A Baby Penguin Story and read the title and the author’s name aloud. Show the students the glossary on page 22. Explain that a glossary lists words from the book that a reader might not know and tells what each word means. Read a few of the words aloud and explain to the students what each word means.

Read Aloud

Read A Baby Penguin Story aloud slowly and clearly, showing the photographs and stopping as described on the next page. Clarify vocabulary as you read.
Suggested Vocabulary

colony: group of penguins that live together in the same area (p. 8)
preens: cleans and arranges feathers with its beak (p. 12)
krill: small, shrimplike animal (p. 14)
flippers: parts of sea animals like whales and seals that help them swim (p. 16; refer to the photograph on p. 17)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:
go for an icy ride: walk on the slippery ice (p. 10)
learn swift swimming skills: learn how to swim quickly (p. 14)

Read pages 2–6 aloud, showing the photographs as you read. Stop after:
p. 6 “In its icy world, the chick stays warm.”

Ask:

Q What did you learn about how adult penguins take care of their babies, or chicks? Turn to your partner.

Without discussing the question as a class, continue reading and stop after:
p. 12 “With its beak, it preens new waterproof feathers.”

Q What did you learn about how penguin chicks play? Turn to your partner.

Without discussing the question as a class, continue reading to the end of the book. Ask:

Q What did you learn about how penguins move through the water? Turn to your partner.

Have a few volunteers share their thinking with the class. Tell the students that you will reread the part of the book that tells how penguin chicks swim. Ask the students to think as you read about the swimming skills a penguin chick needs to have to catch fish. Read pages 14–18 aloud. Ask:

Q What swimming skills does a penguin chick need to have to catch fish?

Have a few volunteers share their thinking with the class.

Students might say:

“It needs to be able to swim fast.”
“It needs to use its wings like flippers.”
“It needs to be able to dive deep under the water.”
5 Discuss the Book

Ask:

Q What are some things you are wondering after hearing this book about penguin chicks?

Have a few volunteers share their thinking.

Students might say:

“M I wonder if all baby birds hatch from eggs.”
“M I wonder if other dad birds sit on their eggs.”
“M I wonder why their feathers fall out.”
“M I wonder why penguins always go back to the same place to hatch their eggs.”

Remind the students to look at the person who is speaking and to share ideas that are different from their classmates’ ideas. Ask the students to begin their sharing with the prompt “I wonder . . . .”

Explain that tomorrow they will hear and wonder about a book about another baby animal.

6 Reflect on Sharing Different Ideas During Class Discussions

Share your observations about how the students did with sharing ideas during class discussions.

You might say:

“I noticed that many of you turned to look at the person who was speaking. That shows you care about what he or she is saying. I also noticed that everyone shared different ideas. When we share different ideas, we can learn more about the book or about our classmates.”

Then ask:

Q What did you do to act in a caring way toward one another during our class discussions?

INDIVIDUALIZED DAILY READING

7 Read Independently and Share with the Class

Tell the students that they will continue reading nonfiction books during IDR. Ask the students to think as they read about what they are learning from their books, and tell them that later you will ask some of them to share with the class what they learned from the pictures or the words in their books.

Teacher Note

If the students have difficulty generating “I wonder” statements, model several like those in the “Students might say” note. Be ready to continue modeling during the reading until the students seem comfortable generating “I wonder” statements on their own.

Teacher Note

In Units 7 and 8, the students will continue to read nonfiction texts during IDR. You might plan additional time throughout the day for the students to read other types of texts.
Have the students get their book bags and read quietly to themselves for up to 15 minutes. After the students have settled into their reading, confer with individual students.

**IDR CONFERENCE NOTE**

Beginning today, and for the next three weeks, confer individually with the students about the nonfiction books they are reading during IDR.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (Assessment Resource Book page 79) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 82 of the Assessment Resource Book.

Signal to let the students know when it is time to stop reading. Model looking through a book, finding a picture or a part where you learned something, and sharing it with the class.

You might say:

“I read the book *Penguins*! by Anne Schreiber. Something interesting that I learned from this book is that penguins cannot fly. From looking at this map, I also learned that penguins live south of the equator in places like South America, Antarctica, Australia, and Africa.”

Have a volunteer share the title of his book and something that he learned with the class. After the student shares, ask the student questions about his book such as:

Q  *Why did you choose that book?*

Q  *What do you [like/not like] about the book?*

Q  *What do you still wonder about [sharks]?*

Repeat this procedure with a few more volunteers. Have the students put away their book bags and then return to their seats.

**TECHNOLOGY EXTENSION**

Explore a Website About Penguins

Show the cover of *A Baby Penguin Story* and remind the students that they read the book earlier. Ask:

Q  *What are you still wondering about penguins?*

As the students respond, record a few of their questions where everyone can see them. Tell the students that today they will explore a website about penguins and then discuss what they learned.
Display your browser page and go to the website you chose to share with your students. Model navigating the website and read aloud any information that you think the students may find interesting or that answers the questions you recorded.

Afterward, discuss questions such as:

Q  What is something interesting you learned about penguins?
Q  Did you hear information that answers any of our questions? What did you hear?
Q  Which did you like better: learning about penguins from the book or learning about penguins from the website? Why?

Teacher Note
As you navigate the website, you might point out and read aloud a few of the menus on the web page as well as common icons you might click to find additional information (for example, a video icon, page forward or backward arrows, or the audio icon).

In this lesson, the students:
- Hear and discuss a nonfiction book
- Wonder about the book
- Identify the main topic and retell key details from the book
- Compare two books on the same topic
- Explore text features
- Read independently for up to 15 minutes
- Contribute ideas that are different from other people’s ideas during class discussions

1 Review A Baby Penguin Story
Gather the class with partners sitting together, facing you. Show the cover of A Baby Penguin Story and review that they heard this book and talked about what they learned and wondered about baby penguins. Explain that today they will hear a book about a different baby animal.

2 Introduce A Baby Duck Story
Show the cover of A Baby Duck Story and read the title and the author’s name aloud. Point out that the author of this book also wrote A Baby Penguin Story. Show the students the glossary on page 22. Remind the students that the glossary lists words from the book that a reader might not know and tells what each word means. Read a few of the words aloud and explain to the students what each word means.
Show the back cover of the book and explain that sometimes the back cover of a nonfiction book tells what the book is about. Read the summary on the back cover aloud and then ask:

Q  What do you think this book is about? What makes you think that?

If necessary, explain that this is a book about baby ducks, or ducklings, and how they grow. Ask:

Q  What do you wonder about baby ducks, or ducklings?

Ask the students to think about what they learn about ducklings as you read the book aloud.

3  Read Aloud

Read A Baby Duck Story aloud slowly and clearly, showing the photographs and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary
egg tooth: sharp bump on the tip of a duckling’s bill (p. 4)
sleek: smooth and shiny (p. 18)
fledge: grow feathers big enough for flying (p. 20)

ELL Vocabulary
English Language Learners may benefit from hearing additional vocabulary defined, including:
waddles: walks while moving from side to side (p. 6)

Read pages 2–4 and stop after:

p. 4  “But duckling feathers dry and fluff up quickly.”

Ask:

Q  What did you learn about how the mother duck takes care of her ducklings? Turn to your partner.

Without discussing the question as a class, continue reading and stop after:

p. 14  “She keeps us safe.”

Ask:

Q  What do the ducklings learn from their mother? Turn to your partner.

Without discussing the question as a class, continue reading to the end of the book.
4 Discuss the Book

Ask and briefly discuss:

Q What did you learn about ducklings?

Have a few volunteers share their thinking. Remind the students to share ideas that are different from their classmates’ ideas. Then ask:

Q What do you still wonder about ducklings? Turn to your partner.

Circulate and listen as partners discuss the question.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to tell what they learned from the book?
- Are the students able to wonder about the book?

Record your observations on the “Class Assessment Record” sheet (CA1); see page 76 of the Assessment Resource Book. Use the following suggestions to support the students:

- If all or most students are wondering about any part of the book, proceed with the lesson.
- If about half of the students are wondering about any part of the book, reread a few pages of the book and model wondering. Then ask:

  Q What do you wonder about [how the mother takes care of her ducklings]?

- If only a few students are wondering about any part of the book, you might give the class additional instruction by repeating this week’s lessons using an alternative book before continuing on to Week 2. Visit the CCC Learning Hub (ccclearninghub.org) to view the “Kindergarten Alternative Texts” list.

Have a few volunteers share their partners’ thinking.

5 Compare A Baby Duck Story and A Baby Penguin Story

Show the covers of A Baby Duck Story and A Baby Penguin Story. Ask:

Q In what ways are these two books alike?

Have a few volunteers share their thinking.
Students might say:
“They both give true information about baby animals.”
“They both have photographs.”
“They both have glossaries in the back.”
“They both tell about how the baby animals grow up.”

Ask:

Q  *In what ways are these two books different?*

Have a few volunteers share their thinking.

Students might say:
“One book is about ducklings and the other one is about penguin chicks.”
“I think the book about ducks happens in the spring. The grass is green. The book about penguins happens in the winter. I saw snow in the pictures.”
“The baby ducks get their own food right away. The baby penguins are fed by their parents for a while.”

Remind the students that one way to learn more about something is by reading two—or even three or four—books about it. Point out that the students learned more about baby animals by reading *A Baby Duck Story* and *A Baby Penguin Story*. Tell the students that in the coming weeks they will read more nonfiction books and learn more about baby animals.

6 Reflect on Sharing Different Ideas During Class Discussions

Briefly discuss:

Q  *How did we do with sharing different ideas when we talked about the book?*

INDIVIDUALIZED DAILY READING

7 Read Independently and Share with the Class

Remind the students that they are reading nonfiction books during IDR. Ask the students to think as they read about what they are learning from their books and explain that later you will ask some of them to share with the class something they learned from the pictures or the words in their books.

Have the students get their book bags and read quietly to themselves for up to 15 minutes. After the students have settled into their reading, confer with individual students.
Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (Assessment Resource Book page 79) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 82 of the Assessment Resource Book.

Signal to let the students know when it is time to stop reading. Have a student volunteer share the title of her book and something she learned from her book with the class. After the student shares, ask her questions about her book such as:

Q Why did you choose that book?
Q What do you [like/not like] about the book?
Q What do you still wonder about [trains]?

Repeat this procedure with a few more volunteers. Have the students put away their book bags and then return to their seats.

**Writing About Reading**

**Write About Text-to-text Connections in *A Baby Duck Story* and *A Baby Penguin Story***

Show the covers of *A Baby Duck Story* and *A Baby Penguin Story* and remind the students that both of these books give true information about baby animals. Briefly review the book *A Baby Penguin Story* by paging through the book and showing the photographs. Ask:

Q What did you learn about penguin chicks in this book?

**Students might say:**

“I learned that penguin chicks hatch from eggs.”
“I learned that dad penguins help take care of the chicks.”
“I learned that penguin chicks don’t catch their own food right away.”
“I learned that when penguins grow, they lose their fluffy feathers and grow waterproof feathers.”

Follow the same procedure to review *A Baby Duck Story*. Ask:

Q What did you learn about ducklings in this book?

**Teacher Note**

If the student struggles to talk about something she learned from her book, model looking through a book, finding something that you learned from the book, and then sharing it with the class.

**Vocabulary Note**

Next week you will revisit *A Baby Penguin Story* to teach the Week 23 vocabulary lessons.

**Materials**

- *A Baby Duck Story*
- *A Baby Penguin Story*
Students might say:
“I learned that ducklings hatch from eggs.”
“I learned that only the mom ducks take care of the ducklings.”
“I learned that ducklings feed themselves right away.”
“I learned that when ducks grow, they lose their fluffy feathers and grow sleek feathers.”

Point out that even though these books are about different animals, they have something in common—they both give true information about how baby animals grow up. Ask the students to watch as you model drawing and writing about the information you learned about how baby animals grow up.

You might say:
“I learned that some baby animals hatch from eggs. I’ll write: Some baby animals hatch from eggs. I learned that baby animals learn things from their parents. I’ll write: Baby animals learn how to do things like eat and swim from their parents. I also learned that when baby animals grow up, they leave their homes. I’ll write: When baby animals grow up, they leave their homes. I’ll end my piece by writing: Learning about baby animals is fun! I’ll draw a picture of a mother duck swimming with her ducklings.”

Have each student write a few sentences about what he learned about baby animals from the books *A Baby Penguin Story* and *A Baby Duck Story* and draw a picture. If time permits, ask a few volunteers to share their writing and drawings with the class.

EXTENSION

Start a “Things We Learned About Baby Animals” Chart

Show the covers of *A Baby Duck Story* and *A Baby Penguin Story* and remind the students that both of these books tell about how baby animals grow up. Ask:

Q  What have you learned about baby animals from these books?

Students might say:
“I learned that baby animals learn to do things from their parents.”
“I learned that after a while, baby animals leave their parents.”
“I learned that penguin chicks and ducklings hatch from eggs.”
“I learned that both penguins and ducks grow new feathers when they get bigger.”
Write the title “Things We Learned About Baby Animals” on a sheet of chart paper. As the students share, record their ideas on the chart. If the students struggle to answer the question, support their thinking by asking questions such as:

Q  How are penguin chicks and ducklings alike? How are they different?
Q  How do baby animals learn to [eat/swim]?
Q  What happens to baby animals as they grow?

**Teacher Note**
You might post the “Things We Learned About Baby Animals” chart where everyone can see it and add facts the students learn about baby animals to it throughout the unit.