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| About this Resource:  *This text set centers around the topic of a high-quality read aloud anchor text, in order to build students’ knowledge and vocabulary. Anchor texts are a part of Student Achievement Partners’ Read Aloud Project and full lesson plans are hyperlinked. Each Related Text is a suggested lightweight resource that connects to the topic of the read aloud and builds student knowledge and vocabulary. Also included are high-interest, topically related Optional Supporting Resources and Writing/Culminating Tasks in varied genres. Suggested resources are free or almost free (requiring a teacher license or sign on) and can be used as read aloud texts or for small group or independent reading depending on their complexity. All are intended to be optional resources for the classroom and teachers are encouraged to modify, adapt, or supplement these text sets with related resources. Text Sets are intended to support approximately two weeks of instruction. For additional suggestions for use, read this blog post:* [*https://achievethecore.org/aligned/reading-to-learn/*](https://achievethecore.org/aligned/reading-to-learn/)*.* |

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| **Key Content (Synopsis of two weeks)** | |
| Read Aloud:  Dirt  <http://achievethecore.org/page/3041/dirt> | **Synopsis of Text:**  This book provides a lot of facts about soil. It describes how soil is made and the different layers that compose the soil’s structure. The book tells how soil provides homes for animals, minerals to help things grow, and the different uses for soil. The book concludes by explaining how soil contributes to the foods we eat and helps humans survive. There is an experiment described at the end that demonstrates how the soil is a part of an ecosystem. |
| Related Text 1:  Wiggly Worms  <https://www.raz-kids.com/main/BookDetail/id/2700/from/quizroom/languageId/1> | **Synopsis, highlighting related learning:**  This book teaches students all about earthworms, including their physical characteristics, behavior, place in the food chain, and importance to soil. The text extends students’ learning about earthworms from *Dirt.*  *Note: This book is available in several different reading levels.* |
| Related Text 2:  Earthworms Do Good Work  <https://www.readworks.org/article/Earthworms-Do-Good-Work/c75f5220-f77c-47ca-be7a-ab4e0a4ec25d#!articleTab:content/> | **Synopsis, highlighting related learning:**  This article explains more about how earthworms help keep dirt healthy. The article explains that the tunnels that earthworms build bring air and water into the dirt. It also explains that earthworm droppings help create healthy dirt. This specific information builds on the students’ learning from *Dirt* and the previous text. |
| Related Text 3:  Worms  <https://www.dkfindout.com/us/animals-and-nature/invertebrates/worms/> | **Synopsis, highlighting related learning:**  This virtual encyclopedia page includes information about different types of worms. The photograph and captions also provide facts about worms’ bodies including their front segment, segmented body, saddle and tapering tail. |

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| **Optional Supporting Resources** | |
| Learn About Dirt with Sediment Jars  <http://readscience.com/sediment-jars/> | **Description/rationale for inclusion:**  This is a simple way to help students see the different layers of soil that are named in *Dirt.* To extend this activity, consider experimenting with the different layers of clay, topsoil, and sand as described in the blog “Fun in First Grade”: <http://firstgradeglass.blogspot.com/2011/10/natural-resources.html> |
| Worm Composting  <http://sfenvironmentkids.org/teacher/activities/Worm_Ed_Packet.pdf> | **Description/rationale for inclusion:**  This resource provides lots of information and support to help you keep worms as classroom pets. The first two pages give specific guidance for setting up and keeping a worm bin in your classroom. The subsequent pages have lesson plans that could be adapted and used as needed. This is a simple way for students to observe worms turning organic matter into compost (or dirt), a key concept from *Dirt.* |
| **Writing/Culminating Tasks** | |
| Text Type 1: Narrative | **Description of task:**  Pretend you are a worm. Write a diary entry about what you do in a day. Be sure your entry answers these questions:  1. What do you do?  2. Who tries to eat you?  3. How do you feel about your life?  *Note: If this assignment is given in concert with the worm bins described in the optional supporting resources, invite students to observe their worms over a few weeks and then use their observations as a basis for their stories.* |
| Text Type 2: Informative | **Description of task:**  Explain at least two new facts you’ve learned about soil from reading *Dirt* and the other texts. Think about the animals that help improve and keep dirt healthy.  Be sure to:   * Provide a title * Introduce your topic * Provide a conclusion * Include 1-2 images that provide or support information, and captions for each image you provide |
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