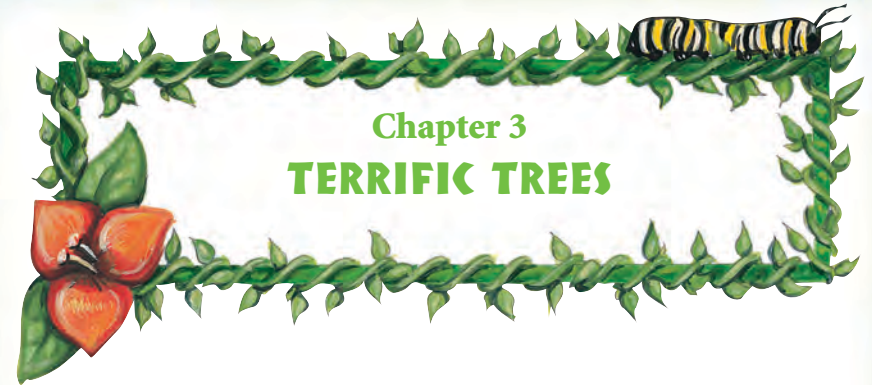


The wind carries them up. These plants wrap their roots around branches of trees for support. Their long leaves form cups. These cups hold water for the plant. Small creatures, such as frogs, insects, and even tiny snakes live in these little plant ponds. The creatures' droppings provide nourishment for the plant.

A flower stalk grows from the center of the cup. Seeds produced in these flowers may grow into new plants. Baby bromeliads may also sprout from the base of the mother plant. Baby bromeliads are called pups.

A bromeliad growing on a tree branch



Trees are the biggest plants in the world. To be called a tree, a plant must have one sturdy stem. This stem is known as a trunk. To be called a tree, a plant must also grow to a height of 20 feet (6 meters) or more. Trees can be divided into two groups called **conifers** and **broadleaf trees**. Both kinds make seeds.

Conifers

Conifers are cone-bearing trees. Pines, firs, and redwoods are all conifers. The cones hold and protect the tree's seeds. Most conifers have leaves shaped like needles. They shed the needles little by little, so the trees stay green all year. Because they stay green year round, conifers are called evergreen trees.

Conifers grow in a cone shape. This shape keeps snow from building up and damaging the tree. Conifers are hardy trees and are very **fragrant**.

Broadleaf Trees


Broadleaf trees don't have needles. Instead, they have flat leaves. Most broadleaf trees shed their leaves at the end of summer. Examples include maple, birch, ash, aspen, and oak. These broadleaf trees are common throughout the United States.

Oaks have been called the lords of the forest. A full-grown oak tree is an acorn factory. It makes 90,000 acorns in one year and can make millions of acorns over its lifetime. Acorns are actually nuts. Each acorn holds a seed along with food that the sprouting seed can use. Acorns are important in the forest food chain. Birds, squirrels, deer, and other plant-eating animals dine on acorns. Then meat-eating animals such as foxes and owls eat the plant-eaters. Many animals often live in one oak tree. Insects munch the oak tree's leaves. Birds and bats feast on the insects that live in the oak. An oak tree may be home to 30 bird species, 200 moth species and 45 other insect species.

Squirrels and oaks are important to each other. Squirrels depend on the trees for food. In turn, squirrels do a job for the trees. Because squirrels can't eat all the acorns they find, they dig holes in the

ground to store the ones they don't eat. Squirrels don't remember where they hide every acorn. The forgotten acorns sprout in warm weather and become oak trees.

If a baby oak tree grows too close to its parent tree, it probably will not get enough water, light, or minerals.



Squirrels eat some acorns and store others to eat in the winter.

Chapter 1
You Must See My Sundews



Almost immediately after the moving van left the Chens' new house, the doorbell rang. Diana answered the door to find an older woman holding a platter of sandwiches.

"Welcome to the neighborhood," the woman said. "I'm Mary Bell, your next-door neighbor on that side." She pointed to her right with her head. "Are you hungry?"

Diana was *starving*. She swallowed and nodded.

Before Diana could introduce herself, Mary Bell handed the platter to her. "Good. I'll be back with more food and some lemonade." As Mary Bell hurried down the porch steps, her long gray braid swayed.

Kelsey, Diana's older sister, walked into the living room, sniffing. "I smell turkey—and I don't mean you." She took a sandwich and wandered upstairs without even asking where they had come from.



"Hey, everybody!" Carrie shouted. "LUNCH!"

Hearing a strange voice, Diana's parents hurried into the living room. As Diana introduced them to Mary Bell and Carrie—and Mary and Carrie to each other—Diana thought, "I think I might like living here."



Soon Diana and Carrie were practicing softball almost every afternoon. When they played in Diana's backyard, Mary Bell was usually in her backyard. Instead of a lawn, Mary's backyard had a garden with tidy rows of vegetables, flowers, and herbs. Attached to the side of her house stood a greenhouse made of frosted glass.

One afternoon Carrie threw a wild pitch, and Diana knocked the ball into Mary's garden. "Mary!" Diana shouted. "Watch out!"

"DUCK!" Carrie yelled.

Instead of ducking, Mary bolted up, shot her arm out, and caught the ball. Then she rapidly fired it back to Carrie.

Carrie was so astonished by Mary's reaction that she stood rooted to the ground with her mouth open. Diana had to pull her out of the way of the softball.

"You're letting go of the ball too soon," Mary told Carrie and bent over to weed her tomato plants again.

"Well, I'm really a catcher, you know," Carrie called out to Mary.



Mary Bell stood back up and walked over to the low stone wall that separated her house from Diana's. "You still have to know how to throw the ball," she stated. "And knowing how to throw it means knowing when to release it. You let go of it too soon. That's why it went over Diana's head."

Carrie frowned and started to march over to the wall. "But I—"

Diana grabbed Carrie's arm. "Shh," she whispered. "How come you know so much about softball?" she asked Mary.

Standing up, Mary straightened her hat. "What you really mean is how come an old woman like me knows so much about softball."

Diana started to apologize, but Mary held up her hand to stop her. "It's all right," she said with a laugh. Then she motioned for Diana and Carrie to go to her front door. "I'll tell you about me and softball over some lemonade and cookies."

As Mary opened the front door of her house, Diana's eyes widened. Plants filled Mary's every room. Trees in huge clay pots filled the corners and the spaces in front of the windows.



Ant heard the rushing stream before he saw it. It was a pleasing sound, for Ant was thirsty. He climbed over several pebbles—a long distance for such a tiny creature—and viewed the rippling stream. It flowed swiftly and could be dangerous for a creature as small as he. Yet Ant wasn't afraid because he did not plan on going into the stream. He just wanted a drink.

Ant moved closer to the stream. Then he carefully perched himself on its muddy edge and took a sip of the cold, clean water. As Ant drank, his front legs slowly started to slip toward the stream. At first Ant did not notice. But when his second set of legs slipped, Ant knew he was in trouble. He was about to fall into the water. Ant frantically tried to dig his third set of legs into the muddy edge, but the small insect's efforts were useless. He fell headfirst into the fast flow of the stream.



Perhaps Ant's brothers and sisters would have been strong enough to save themselves if they fell in. Ant was not. The rushing stream spun him around and around. In seconds it would force him under the water forever.

Next to the stream stood an old oak tree. One of its branches reached out over the water where Ant struggled to stay alive. On the branch sat Dove, who was resting and enjoying the sound of the bubbling stream below her. Dove saw Ant at the very moment he



fell into the water. Her quick mind saw Ant's dangerous problem. Her kind heart found a solution.

Dove tore a leaf from the oak tree and let it fall into the stream below. It landed on the water right in front of Ant. Ant saw the leaf and reached for it but missed. He reached a second time and missed. Ant reached a third time and caught just the edge of the leaf. It was enough. Ant pulled himself onto the leaf and floated safely to the edge of the stream.

When he was on land, Ant scrambled up the muddy bank to dry grass. As he lay in the grass, breathing hard, he looked upward at Dove. Ant realized Dove had saved him and said weakly, "Thank you for your kindness, Dove."

"It was nothing," said Dove and flew away.

Dove was not only kind but beautiful. She was so beautiful that many humans would have kept her in a cage in their home. Although Dove's beauty would have made a human's house more pleasant, Dove did not wish to live in a cage.

One human hiding in the woods that morning did not care about Dove's wish to be free. His name was Bird Catcher.

Bird Catcher caught and sold beautiful birds to other humans. He had often seen Dove in the big oak tree. He knew he could sell her for a high price, so he made a trap of twigs and string. In the center of the trap he placed some seeds that Dove would like. Bird Catcher's plan was simple. When Dove flew down to eat the seeds, he would pull the string and make the trap fall over Dove. All Bird Catcher had to do was hide and wait in the tall grass.

CHAPTER 4

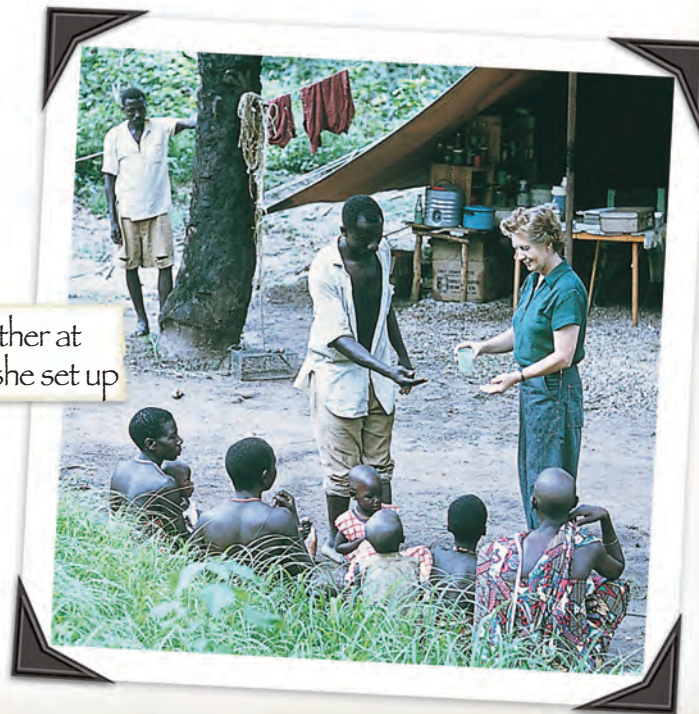
Exciting Discoveries

Each morning, Jane awoke at 5:30 and ate a small breakfast. Then she hiked up the mountain before the sun came up. All day she watched the chimps through her binoculars. Quietly she moved closer to the chimps, hoping they would not run away. At sunset she hiked back to camp for supper. Sometimes she went back up the mountain after supper to sleep near a chimp's nest. Then she was able to watch the chimps wake up in the morning. On other evenings, she stayed in camp to write notes about what she had seen that day. Jane kept careful notes on each chimp's **behavior**. She soon realized that each chimp had its own look and personality. When she could recognize each chimp, she gave each one a name.

Jane's mother set up a clinic for local people who were sick. It turned out that the clinic also helped Jane. It helped the local people realize that the Goodalls were not there to hurt them or the animals. Eventually

Jane's mother returned to England. By then the local people trusted Jane and were helping her in any way that they could.

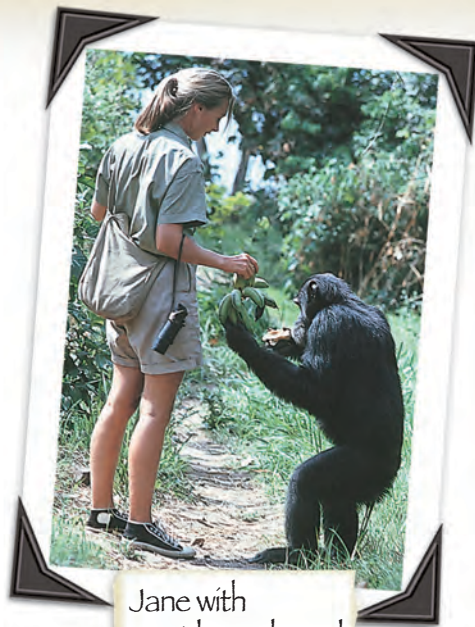
One day Jane watched a chimp that she had named David Graybeard. David hunted and killed a small animal. Jane watched him eat the animal and share his kill with other chimps. Jane had made an important discovery. Before that time scientists did not know that chimps knew how to hunt. They also believed that chimps did not eat meat.



Jane's mother at the clinic she set up

Soon something else surprising happened. David Graybeard visited Jane's camp! First he climbed a palm tree just outside camp. Then he came right into camp and ate a banana that had been left on a table. David Graybeard came back to camp day after day. He soon took a banana right out of Jane's hand. Before long, other chimps were joining David Graybeard on his camp visits. With David Graybeard leading the way, most chimps began to relax around Jane. Her **patience** had finally paid off. She was finally able get as close to the chimps as she wanted.

David Graybeard also provided Jane with her most exciting discovery. One morning, Jane came upon David squatting on a termite mound. She saw him pick up a blade of grass, poke the grass into a hole in the mound, and then pull it out. The grass was covered with termites. David picked the termites off with his lips and ate them.



Jane with
David Graybeard

David fished for termites again and again. When his piece of grass bent, he dropped it. Then he picked up a little twig, stripped the leaves off, and used that to fish for termites.

David had used the blade of grass as a tool! He had also made a tool from the twig. These were important discoveries. Before that time, scientists thought that only humans knew how to use and make tools. Jane quickly sent word to Dr. Leakey, who was also excited by the discovery.



Gombe chimps using
sticks to fish for termites



OVERVIEW

We Can! Pre-K Curriculum

We Can! Provides Instructional Support for Teachers

We Can! Pre-K Curriculum creates success for teachers and children! This comprehensive curriculum integrates instruction for language and early literacy, math, science, health and safety, personal and social development, social studies, fine arts, physical development, and technology.

What is *We Can!* and how does it help teachers?

We Can! is a scientifically based research curriculum that is aligned with state and national Pre-K standards, and it has been field-tested in public and private preschools. It builds children's background knowledge and thinking skills, preparing them for successful learning. This curriculum works!

We've done the preparation work to support teachers! We've spent the time developing the curriculum and writing the lesson plans so teachers can focus on effective instructional delivery and help children become successful learners.

How does *We Can!* support teachers and help children develop language abilities and increase their knowledge?

The content in *We Can!* materials is integrated to encourage repeated practice with vocabulary words that appear in big books, lesson plans, technology, and fine arts. Children use words over and over so they become tools for communication and creative expression.

What is unique about *We Can!* that creates classroom communities for successful teaching and learning?

1. The **Classroom Management System** incorporates small and whole group activities, learning centers, teacher-directed instruction, and opportunities for exploration.
2. Five **Teacher Editions**—each contains two months of lesson plans and thematic units that explicitly demonstrate how to organize, plan, teach, modify, enrich, and monitor and communicate children's progress. Instructional methodology is “built in” so teachers know how to teach and what to teach.
3. **American Sign Language (ASL)** extends children's natural tendencies to gesture, talk, and act out their words to express their ideas. Teachers use ASL to maintain attention, build word knowledge, introduce letter/sound relationships, and teach children to speak with expression.
4. **Assessments and Data Management**—teachers chart observations and monitor progress. Teachers learn how to use data for planning and grouping children for instruction.
5. The **I Can Draw Pre-Writing Program** uses art experiences to develop listening comprehension, following directions, print awareness, spatial concepts and geometry, and integrates using words, art, and print to express thoughts and feelings.

How do teachers monitor and communicate children's progress and share what they do at school?

We Can! includes a **Pre-K Assessment** that teachers use to measure progress at the beginning, middle, and end of the year. **Monthly Skills Checklists** are used to report progress at the end of each thematic unit. Two newsletters link school and home communications: **PEP Talk**, a parent newsletter that identifies what is happening at school; and **We Can Talk**, a newsletter that children create to summarize learning experiences.



How is *We Can!* organized so teachers use their time efficiently and effectively?

We Can! organizes content into “teachable parts.” The content is presented in **Thematic Units** that are rich in language development and pre-reading skills appropriate for young children. Our tools help teachers know what to do and how to teach successfully.

Unit Focus Teachers quickly see the thematic link.

Target Objectives/Assessment Target Objectives focus instruction and clarify expectations.

Teaching Tips Tips provide instructional support for teachers.

Bulletin Board Suggestions Ideas for displaying children’s work.

Learning Center Suggestions Ideas for creating and using Learning Centers.

Weekly Lesson Plans Lesson plans show summary of all the activities for the week in one easy-to-read spread.

Daily Lesson Plans break the thematic content and target objectives into “teachable parts.” Each day includes the following sections: Plan, Teach, Enrich, and Assess. Each activity describes what to teach and how to provide practice opportunities to make instruction meaningful.

Daily Key Objective The Daily Key Objective focuses instruction.

Plan Steps organize preparation and delivery.

Oral Language The lists suggest categories of words for instruction.

ELL Modifications Suggestions allow teachers to modify instruction and make it meaningful to all children.

Enrich Guided and individual practice opportunities encourage children to develop competence and confidence in their abilities.

Assess These are methods for monitoring children’s needs and progress.

Unit Vocabulary Suggested words for vocabulary development (also translated into Spanish).

Before You Begin Classroom management suggestions help teachers organize instruction.

Books for Thematic Unit Books included are identified and Author Study is described.

Instructional Materials for Thematic Unit Visual references help teachers quickly gather the *We Can!* materials.

