

Read to Be Ready plans for: **Beginning of the Year/Rules/All About Me** WEEK 1 Kindergarten

**Standards:**

- K.RL.KID.1 With prompting and support, ask and answer questions about key details in a text.
- K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details.
- K.RL.CS.4 With prompting and support, ask and answer questions about unknown words in text.
- K.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content. i. Identify new meanings for familiar words and apply them accurately.
- K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts

**Culture:**

- K.1 Describe familiar people, places, things, and events, with clarifying detail about a student's home, school and community.
- K.2 Summarize people and places referenced in picture books, stories, and real life situations with supporting detail.

**Comprehension skill:**

**Phonics:** See Curriculum Map

**Grammar/Writing:** See curriculum map

**Unit Focus:** Self-esteem, Positive Character Traits, Kindergarten

**Culminating Task:** Students will illustrate, dictate, and/or write about how to be take care of themselves

**Text Set:** (Week 1) I Like Me! By Nancy Carlson (Week 2) Me First by Helen Lester (Week 3) Kindergarten, Here I Come! By D. J. Steinberg

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center ideas/Resources
<b>M O N D A Y</b>	1 <sup>st</sup> reading of <u>I Like Me!</u>  Read through this first time with few pauses – the purpose for this first read is for the students to enjoy the overall story.	Tier 2 words for explicit instruction this week: <ul style="list-style-type: none"> <li>• Friend</li> <li>• Take care</li> <li>• Keep clean</li> <li>• Good food</li> <li>• Like</li> <li>• Mistakes</li> <li>• Try</li> </ul> <b>*Keep these word cards posted for student viewing and use throughout the unit</b>	The first day of questioning is always very basic:  <i>Who was this story about?</i> (a pig)  <i>What are some of the things you noticed about Pig?</i> (answers will vary from a physical description to character traits of the pig)  (Give think time and then depending on behaviors in group, also allow discussion time between students – this may need to wait for a few weeks)  Then, share those ideas out loud to prepare for the writing prompt activity.	Today we read <u>I Like Me!</u> . Here is my drawing of the pig in today's story.	<b>Beginning of year:</b> Lots of modeling of classroom rules and procedures. ☺  How do you want students to respond when asked a question during whole group? Raise hands? Point to chin? Etc.  How can you help your students respect think time? Point to temple on head; etc.  How do you want students to be accountable for how they speak to others? Polite conversation; acceptance of others ideas; etc.
<b>T U E S D A Y</b>	2 <sup>nd</sup> reading of <u>I Like Me!</u>  During today's reading, stop along the way to discuss the Tier 2 vocabulary words of <i>friend, take care, &amp; like</i> as they appear in the story.  **During discussions use think-pair-share routines for student engagement & thinking.	Tier 2 words for explicit instruction today: <ul style="list-style-type: none"> <li>• Friend</li> <li>• Take care</li> <li>• Like</li> </ul> Show the vocabulary card – have students repeat the word with you – have students define the word – repeat the word again.	<i>What does it mean to be a friend?</i> (great think-pair-share time with a class chart if deemed possible)  <i>What are some of the things that pig did that showed being a friend to herself?</i> (doing fun things, enjoying quiet times like reading, caring about taking care of herself, cheering herself up, loving herself – all things we do for a good friend)	Here is my picture of how pig was being a friend.	<b>**Establish strong routines during these first two weeks for whole group behavior during read aloud such as:</b> <ul style="list-style-type: none"> <li>• hands to self</li> <li>• listen quietly &amp; politely</li> <li>• tap sides of head with finger to indicate you are thinking</li> <li>• tap chin with finger to indicate that you have an answer to share</li> <li>• wait for your turn to talk</li> <li>• accountable talk</li> </ul>

W E D N E S D A Y	3 <sup>rd</sup> reading of <u>I Like Me!</u>  Explore the cover of the book with the students, pointing out the title, illustration, and author's name.	Tier 2 words for explicit instruction today: <ul style="list-style-type: none"> <li>• Mistakes</li> <li>• Try</li> </ul>	<p><i>What does it mean to make a mistake?</i></p> <p><i>What was the mistake that pig made? (show the page with the lopsided cake)</i></p> <p><i>When Pig made a mistake what did she do? Did she give up or keep on trying?</i></p> <p><i>What happened when Pig fell down?</i></p> <p><i>Think of a time that you made a mistake and share that time with a partner.</i></p> <p><i>Is it okay to make mistakes? (yes)</i></p> <p><i>When you make a mistake what should you do? (keep on trying)</i></p> <p><i>How can we help a friend if we see that they have made a mistake? (encourage them to get up and keep on trying -* good time to model and introduce accountable talk – kind voice – kind words)</i></p>	Here is my picture of Pig's mistake and then my picture of how Pig kept on trying.	<p><b>Student's abilities will dictate how they are able to respond to writing prompts. They may-</b></p> <ul style="list-style-type: none"> <li>• Draw an illustration</li> <li>• Draw &amp; label their illustration</li> <li>• Write a sentence about their illustration</li> <li>• Dictate a sentence to a adult about their illustration</li> </ul> <p>Song called "I Like Me"  <a href="https://www.youtube.com/watch?v=BipFZMGluzM">https://www.youtube.com/watch?v=BipFZMGluzM</a></p> <p>Read Aloud:  I Like Myself by Karen Beaumont  (great companion text for this week)  <a href="https://www.youtube.com/watch?v=moXxHI_WtI">https://www.youtube.com/watch?v=moXxHI_WtI</a></p>
T H U R S D A Y	4 <sup>th</sup> reading of <u>I Like Me!</u>	Tier 2 words for explicit instruction today: <ul style="list-style-type: none"> <li>• Keep clean</li> <li>• Good food</li> </ul>	<p><i>What were some ways that Pig took care of herself? (show pages that show pig exercising, brushing teeth, bathing, and eating good foods.</i></p> <p><i>Why should we keep clean and eat good foods?</i></p> <p><i>As a student why is it important to take care of myself? (to come to school ready to learn)</i></p>	Here are ways I can take care of myself.  (Look for pictures of bathing, brushing teeth, exercising, and/or eating good foods)	Youtube video of a male voice reading this week's story, <u>I Like Me!</u> <a href="https://www.youtube.com/watch?v=q_ZzsyLALBO">https://www.youtube.com/watch?v=q_ZzsyLALBO</a>
F R I D A Y	5 <sup>th</sup> reading of <u>I Like Me!</u>  **Review the vocabulary words used this week.	Tier 2 words for explicit instruction & review: <ul style="list-style-type: none"> <li>• Friend</li> <li>• Take care</li> <li>• Keep clean</li> <li>• Good food</li> <li>• Like</li> <li>• Mistakes</li> <li>• Try</li> </ul>	<p><i>The pig says, "That best friend is me!".</i></p> <p><i>How can pig be her own best friend? What does that mean? (she likes herself and takes care of herself)</i></p> <p><i>Did Pig like herself, and if so how do you know? (she enjoyed being with just herself, she took care of herself)</i></p> <p><i>How can you be a friend to yourself just like Pig was a friend to herself?</i></p>	Pig was her own best friend. I can be a friend to myself by doing these things.	