

Read to Be Ready plans for: **Beginning of the Year/Rules/All About Me** WEEK 2 Kindergarten

Standards:

- K.FL.PC.1 Demonstrate understanding of the organization and basic features of print. e. Distinguish between pictures and words.
 - 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 create a response based on what they have learned from two different texts.

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
M O N D A Y	<p>1st reading of <u>Me First</u> - today read only the first half of the story, stopping after reading the page with illustration of the sand castle.</p> <p>Explore the cover of the book with the students, pointing out the title, illustration, and author's name.</p> <p>**This story teaches a lesson- wanting to be first all the time is not a good thing</p> <p>**AND it creates a great play on the word "care" - using it in two very different ways.</p>	<p>Tier 2 words for explicit instruction this week:</p> <ul style="list-style-type: none"> • pushy • First • Last • Care (meaning 1) • Care (meaning 2) • Leading • wise • Sandwich • Sandwich <p>*Keep these word cards posted for student viewing and use throughout the unit</p> <p>**Today after reading the story, have students act out being <u>first</u> and <u>last</u> in line, as well as the word '<u>leading</u>', having students hold the vocab cards for these words as they stand 1st and last in line.</p> <p>Also act out '<u>pushy</u>'.</p>	<p>The first day of questioning is always very basic:</p> <p><i>Who is the main character in this story?</i> - Pinkerton the pig</p> <p><i>Where does the story take place?</i> - on a beach</p> <p><i>What was Pinkerton like?</i> - He always wanted to be first</p> <p><i>Give some examples of Pinkerton wanting to be first. (show illustrations as students name parts of the story)</i></p> <p><i>Who does Pinkerton meet on the beach?</i> (Sandwich)</p> <p><i>Before Pinkerton saw the Sandwich what did he think he was going to see?</i> (a sandwich to eat)</p> <p><i>Do you think meeting the Sandwich will be a good or bad thing for Pinkerton?</i></p> <p>(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)</p> <p>Then, share those ideas out loud to prepare for the writing prompt activity.</p>	<p>Today we read <u>Me First</u>. Here is my drawing of the main character, Pinkerton the pig and the Sandwich he meets on the beach.</p>	<p>Beginning of year: Lots of modeling of classroom rules and procedures. ☺</p> <p>How do you want students to respond when asked a question during whole group? Raise hands? Point to chin? Etc</p> <p>How can you help your students respect think time? Point to temple on head; etc.</p> <p>How do you want students to be accountable for how they speak to others? Polite conversation; acceptance of others ideas; etc.</p>

T U E S D A Y	<p>2nd reading of <u>Me First</u></p> <p>Using a picture walk, quickly review the first half of book read yesterday.</p> <p>Remind students that they predicted yesterday whether meeting the Sandwich would be good or bad for Pinkerton.</p> <p>Then begin reading on page where Pinkerton and the Sandwich enter the castle and read to the end of the story.</p> <p>**During discussions use think-pair-share routines for student engagement & thinking.</p>	<p>Tier 2 word for explicit instruction today:</p> <ul style="list-style-type: none"> • wise <p>Show the vocabulary card – have students repeat the word with you – have students define the word – repeat the word again.</p>	<p><i>Was it a good or bad thing that Pinkerton met the Sandwich? (good thing because he learned a valuable lesson)</i></p> <p><i>How did the Sandwich teach Pinkerton that being first is not the best?</i></p> <p><i>Do you think Sandwich really wanted someone to take care of her or do you think she was just trying to teach Pinkerton a lesson?</i></p> <p><i>Why?</i></p> <p><i>What does the word 'wise' mean? Who in this story was 'wise'?</i></p> <p><i>If we see a friend always wanting to be first how could we help them?</i></p>	<p>In the story Me First I learned that caring for others can help you feel....</p> <p>(students will circle either the happy face or sad face)</p> <p>I can care for others by....</p> <p>(students will draw a way they can help someone else)</p>	<p>**Establish strong routines during these first two weeks for whole group behavior during read alouds such as:</p> <ul style="list-style-type: none"> • hands to self • listen quietly & politely • tap sides of head with finger to indicate you are thinking • tap chin with finger to indicate that you have an answer to share • wait for your turn to talk <p>talk</p>
W E D N E S D A Y	<p>3rd reading of <u>Me First</u></p> <p>Reread these pages: Begin with page where scouts are in a line on the beach and Pinkerton is rushing off to follow the voice. "After lunch....."</p> <p>Continue reading through the page showing Pinkerton seated on ground and Sandwich in front of him. "Care for me."</p>	<p>Tier 2 words for explicit instruction today:</p> <ul style="list-style-type: none"> • Care (meaning 1) • Care (meaning 2) • Sandwich • sandwich 	<p><i>There are two vocabulary cards for the word 'care'. Why?</i></p> <p><i>*explicitly teach the two meanings and ask for examples/act out</i></p> <p><i>There are two very similar vocabulary cards – sandwich and Sandwich. How are they alike and how are they different?</i></p> <p><i>What are their two very different meanings?</i></p> <p><i>How did the author use these two similar words to create the story of Pinkerton the pig? (Pinkerton at first thought he was being asked if he would care to have a sandwich to eat, but really it was the Sandwich asking to be cared for)</i></p>	<p>Here is a picture of Pinkerton eating a sandwich.</p> <p>Here is a picture of Pinkerton taking care of the Sandwich.</p> <p>**Encourage students to label their drawing, and for those who are ready have them write a phrase or sentence about their drawings.</p>	<p>Student's abilities will dictate how they are able to respond to writing prompts. They may-</p> <ul style="list-style-type: none"> • Draw an illustration • Draw & label their illustration • Write a sentence about their illustration • Dictate a sentence to an adult about their illustration
T H U R S D A Y	<p>4th reading of <u>Me First</u></p> <p>*Consider showing the Youtube read aloud of this story, noted in far right column. ☺</p>	<p>Tier 2 words for explicit instruction today:</p> <ul style="list-style-type: none"> • Pushy • First • Last • Leading • wise 	<p><i>Why don't the other pigs stand up to Pinkerton when he pushes them aside so he can be first?</i></p> <p>Do you know of anyone like Pinkerton who always wants to be first?</p> <p>Can you think of some ways you might try to help that person, like Sandwich helped Pinkerton?</p> <p>**Take time to allow students to act out some of these scenarios, showing the 'me first' behavior and then someone else helping them in a polite way to see how to change their behavior.</p> <p>Let's create a classroom rule that might help us all with any "me first" behavior.</p>	<p>**Students will help create a classroom book called, "The Pinkerton Rule"</p> <p>Give each student a piece of construction paper (1/2 or full sheet) on which they will illustrate how they will take turns, not always stand first in line, sharing,... however they interpret the rule)</p> <p>Combine the pages for a classroom book.</p>	<p>Read Aloud of this week's story, Me First with great sound effects added- https://www.youtube.com/watch?v=VtBAwjyXFFY</p>

			What could that rule be? (take turns; be polite; don't be pushy, etc.)		
F	Picture walk through <u>Me First</u>	Tier 2 words for explicit instruction & review:	**Teachers - use a venn diagram or t-chart to record student responses:	I have learned that I will be happier if I.....	
R	and <u>I Like Me!</u> (last week's primary text). Review the story plot and the meaning provided by each story.	<ul style="list-style-type: none"> • Friend • Take care • Keep clean • Good food • Like • Mistakes • Try 	<p><i>Let's compare the pig from last week's story, <u>I Like Me</u>, and from this week's story, <u>Me First</u>.</i></p> <p><i>What makes these two story characters the same? (both pigs, both are young-probably school-aged, etc.)</i></p> <p><i>How are they different? (oh boy.....LOTS of ways!)</i></p> <p><i>Do you think that the pig in <u>I Like Me</u> could have helped Pinkerton? If so, how?</i></p> <p><i>Do you think the two pigs could have become friends? (Encourage the understanding of yes, they could have been friends even though they were very different)</i></p> <p><i>At the end of the <u>Me First</u> story how had Pinkerton changed?</i></p> <p><i>When do you think he was happier, at the beginning of the story or at the end of the story?</i></p> <p><i>How have these two stories taught us that we can be happy with ourselves?</i></p>	*Teachers, look for illustrated/written responses that make a connection with the two stories - taking care of yourself, never giving up, sharing, caring for others, saying kind things, etc.	
I					
D	**Review the vocabulary words used last week.				
A					
Y					