



## Read to Be Ready plans for: Thanksgiving Kindergarten

### Standards:

- K.FL.PC.1 Demonstrate understanding of the organization and basic features of print. (a-e)
- K.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- K.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
- K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
- K.FI.F.5 Read with sufficient accuracy and fluency to support comprehension. (emergent reader texts)
- K.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
- 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.7b With guidance and support from adults, explore word relationships and nuances in word meanings.
- K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts
- K.RL.& RI.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.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text.
- K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story.
- K.RI.KID.3 With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.
- K.RL.CS.4 With prompting and support, ask and answer questions about unknown words in text.
- K.RI.CS.4 With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.
- K.RL.CS.5 Recognize common types of texts. K.RI.CS.5 Know various text features.
- K.RL.CS.6 With prompting and support, define the role of authors and illustrators in the telling of a story.
- K.RI.CS.6 With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.
- K.RL.IKI.7 & K.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story (or text) in which they appear.
- K.RI.IKI.8 With prompting and support, identify the reasons an author provides to support points in a text.
- K.RL.IKI.9 With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.
- K.RI.IKI.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic.
- K.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for Kindergarten.
- K.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for Kindergarten.
- K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.
- K.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- K.SL.PKI.4 Describe familiar people, places, things, and events, and with prompting and support, provide additional detail.
- K.SL.PKI.5 Add drawings or other visual displays of descriptions as desired to provide additional detail.
- K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking.
- K.W.TTP.1 With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.
- K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.
- K.W.TTP.3 With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.
- K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.
- K.W.PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.
- K.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.
- K.W. RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.**

**Social Studies: Culture:** Students will explore different traditions, customs, and cultures within their families, schools, and communities.

K.01 Describe familiar people, places, things, and events, with clarifying detail about a student's home, school and community.

K.02 Compare and contrast family traditions and customs, including: food, clothing, homes, and games.

**Social Studies: History:** Students will understand the chronological organization of history and the importance of holidays.

K.17 Use correct words and phrases related to chronology and time.

K.18 Identify days of the week and months of the year.

K.19 Locate and describe events on a calendar, including: birthdays, holidays, cultural events, and school events.

K.20 Identify and discuss holidays including Thanksgiving.

### Science:

K.ESS2: Earth's Systems- 2) Develop and use models to predict weather and identify patterns in spring, summer, autumn, and winter.

K.LSI-3) Explain how humans use their five sense in making scientific findings.

**Comprehension skill:** classification/visualization

**Phonics:** See Curriculum Map

**Grammar/Writing:** See curriculum map

**Unit Focus:** Season of fall, Thanksgiving holiday

**Culminating Task:** Students will illustrate and label their understanding of what November brings (colder weather, Thanksgiving, etc.)

Text Set: A Turkey for Thanksgiving by Eve Bunting

In November by Cynthia Rylant

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center ideas
M O N D A Y	1 <sup>st</sup> reading of <u>In November</u> Read Aloud to students with few interruptions, focusing on the overall story and basic story elements - character, setting, etc.	Tier 2 words for explicit instruction: <ul style="list-style-type: none"> <li>Beneath</li> <li>Spreading</li> <li>Shiver</li> <li>Blessings</li> </ul> Vocab specific to understanding this story: <ul style="list-style-type: none"> <li>Journey</li> <li>Treasures</li> <li>Crackling</li> <li>Sipping</li> </ul>	<p><i>What do we call it when birds fly away to a warmer place for winter?</i> (migration)</p> <p><i>The cats, mice, bees, and dogs are all trying to do what?</i> (stay warm)</p> <p><i>What foods do you enjoy in November?</i></p> <p><i>What is the reason people are gathering together in the story?</i> (Thanksgiving)</p> <p><i>Close your eyes and visualize November as described in the text.</i> What do you see/hear/fell/smell/taste?</p> <p><b>**Make a class chart with responses divided by senses</b></p>	<p>Today we read <u>In November</u> by Cynthia Rylant. What does weather look like and feel like in November? Use pictures and words in your answer.</p> <p>Teachers - Model a Bubble map for students which they will copy into journals, and then either draw a picture or write a sentence about.</p>	<p><b>**Pass cinnamon around for students to smell</b></p> <p><b>**Nutmeg, allspice, and pumpkin spice also reflect the smells of the season.</b></p> <p>Scholastic 3 minute video about Fall: <a href="http://tinyurl.com/yahykpji">http://tinyurl.com/yahykpji</a> 4 minute video about Fall and Thanksgiving: <a href="http://tinyurl.com/y859nne1">http://tinyurl.com/y859nne1</a></p>
T U E S D A Y	2 <sup>nd</sup> reading of <u>In November</u>	Tier 2 words for explicit instruction: <ul style="list-style-type: none"> <li>Beneath</li> <li>Spreading</li> <li>Shiver</li> <li>Blessings</li> </ul> Vocab specific to understanding this story: <ul style="list-style-type: none"> <li>Journey</li> <li>Treasures</li> <li>Crackling</li> <li>Sipping</li> </ul>	<p><b>**Many of the questions lend themselves well to visualization.</b></p> <p><i>Why does the author say the earth is 'making its bed'?</i> (The bed is white and silent &amp; its blankets also refers to snow)</p> <p><i>To whom does the author compare the trees?</i> (Dancers)</p> <p><i>What is meant by "all berries will be treasures"?</i> (Berries will be hard to find in winter)</p> <p><i>Why does the author say food is better in November than any other time of the year?</i> (We have special foods to celebrate Thanksgiving &amp; the harvest)</p>	<p>Draw and label a Thanksgiving celebration in your home.</p> <p>(For students who do not celebrate Thanksgiving ask them to draw and label what the season of Fall looks like to them)</p> <p>Encourage students to use the senses chart from yesterday as they create their responses.</p>	<p>During centers and small groups, focus on the phonics skills for this particular week in the curriculum map.</p> <p>Use as many fall/thanksgiving related words when possible as you discuss phonics patterns.</p>
W E D N E S D A Y	1 <sup>st</sup> reading of <u>A Turkey for Thanksgiving</u> Read aloud with few interruptions, focusing on overall story and basic story elements.	Tier 2 words for explicit instruction: <ul style="list-style-type: none"> <li>Pilgrim</li> <li>Thanksgiving</li> <li>Insist</li> </ul> Tier 3 words for review: <ul style="list-style-type: none"> <li>Quills</li> <li>Bleat</li> <li>Peering</li> <li>Blundered</li> <li>Lumbered</li> <li>Sheen</li> </ul>	<p>p. 8 When Mrs. Moose says, "Everyone has a turkey for Thanksgiving" what did you think she meant at first, without having read the whole story?</p> <p>p. 10 <i>What words did you hear and pictures did you see that told us what season it was/what the weather was like?</i> (bare trees, cold, put on his cap, clothing, snow, etc.)</p> <p>p. 18 Why did Turkey start running? What were his thoughts/emotions at that point?</p>	<p>Why did Mrs. Moose ask for a turkey for Thanksgiving? Draw and label a picture to show your answer.</p>	<p>Explicit teaching of sequencing using today's story:</p> <ol style="list-style-type: none"> <li>Moose</li> <li>Rabbit</li> <li>Goat</li> <li>Sheep</li> <li>Porcupine</li> </ol>

			<p>p. 21 Looking at the picture what do you think Turkey was thinking?</p> <p>p. 31 What does it mean to be AT your table not ON it?</p>		
T H U R S D A Y	2 <sup>nd</sup> reading of <u>A Turkey for Thanksgiving</u>	<p>Tier 2 words for explicit instruction:</p> <ul style="list-style-type: none"> <li>• Pilgrim</li> <li>• Thanksgiving</li> <li>• Insist</li> </ul> <p>Tier 3 words for review:</p> <ul style="list-style-type: none"> <li>• Quills</li> <li>• Bleat</li> <li>• Peering</li> <li>• Blundered</li> <li>• Lumbered</li> <li>• sheen</li> </ul>	<p>p. 8 Why does the author say that the paper turkey has a "great fan of a tail"?</p> <p>p. 16 What does this phrase mean: "Up above them a crow hung black as a puff of wood smoke"? What do you visualize in your mind?</p> <p>p. 16 Why did Sheep think it was funny when Porcupine said, "Pick me up on your way back"? What picture comes in your head?</p> <p>p. 27 Why was Turkey surprised?</p> <p>p. 28 to the end What did Turkey eat? What would you like to eat at Thanksgiving?</p>	<p>What did Turkey eat at the table, and what would YOU eat at the Thanksgiving table?</p> <p>Draw and label two pictures to show your answers.</p>	<p>Show this song video (with words) as a discussion starter about the traditional foods for Thanksgiving:</p> <p>Scroll down to the video link titled Thanksgiving Songs for Children that has a little boy and little girl lifting forks to eat:</p> <p><a href="http://tinyurl.com/ybcgs9ah">http://tinyurl.com/ybcgs9ah</a></p>
F R I D A Y	Do a picture-walk through both texts used this week to review the stories.		<p><i>Review the senses chart created earlier in the week prior to students working on the writing prompt.</i></p> <p>***We are looking for students to combine their knowledge gained from BOTH of this week's texts to be used in this culminating activity. Look for evidence of vocabulary used from both texts.</p>	<p>November makes me think of.....</p> <p>Begin with a new bubble map that refers to both texts. Then have students complete the sentence according to level of ability.</p> <p>Students will use pictures, words, and/or sentences depending on ability levels.</p>	<p>Look for the use of imagery and vocabulary from this week's unit on fall weather and the holiday of Thanksgiving.</p> <p>Related read aloud: <u>The Night Before Thanksgiving</u></p> <p><a href="http://tinyurl.com/ybcgs9ah">http://tinyurl.com/ybcgs9ah</a></p>