



Read to Be Ready plans for: Winter - Week 2 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 when speaking and 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:

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

Social Studies - History:

- K.17 Use correct words and phrases related to chronology and time
- K.18 Identify the days of the week and months of the year.

Science:

- K.ESS2: Earth's Systems- 2) Develop and use models to predict weather and identify patterns in spring, summer, autumn, and winter.
- K.ETS1: Engineering Design 1) Ask and answer questions about the scientific world and gather information using the senses 2) Describe objects accurately by drawing and/or labeling pictures.
- K.ESS3: Earth and Human Activity 1) Use a model to represent the relationship between the basic needs (shelter, food, water) of different plants and animals (including humans) and the places they live.

Comprehension skill: sequencing, predicting

Phonics: See curriculum map/pacing guide

Grammar/Writing: Writing to give information; action words (verbs)

Unit Focus: earth's seasonal changes, winter months, animal adaptations

Culminating Task: Students will respond to a prompt asking them to identify winter animals and their winter needs.

Text Set: Book: Animals in Winter by Bancroft Video: The Snowy Day by Jack Ezra Keats
(last week): The Year at Maple Hill Farm by Provensen The Mitten by Jan Brett

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center ideas/Resources
M O N D A Y	<p>1st read of <u>Animals in Winter</u></p> <p>First, review the winter illustrations from <u>The Year at Maple Hill Farm</u> and review the names of the winter months.</p> <p>Today, read <u>Animals in Winter</u> through page 15, ending after the information about the woodchuck.</p> <p>Non-fiction book, <u>Why Do Animals Hibernate?</u> Read by a student http://tinyurl.com/mdo4zzc Hibernation song with read-along words: http://tinyurl.com/ndeiry9</p>	<p>Tier 2 words for explicit instruction:</p> <ul style="list-style-type: none"> • Migrate • Hibernate • Gather • Bury • Store • Tunnel • Spread • Discover <p>Today, explicitly teach <i>migrate</i> and <i>hibernate</i>.</p>	<p><i>What does the title of this book tell us the book is all about?</i></p> <p><i>What signs of winter did you see in today's reading?</i></p> <p><i>What did the birds and butterflies do when it began to get colder?</i></p> <p><i>What did the bats and the woodchucks do?</i></p> <p><i>What are the names of the months of winter? What is the correct order for those months?</i></p>	<p>Draw and label a picture showing the season described in today's story, <u>Animals in Winter</u>.</p> <p>For assessing comprehension of today's read aloud, look for drawings that show not only winter weather but also animals responding to the winter season - migrating or hibernating.</p>	<p>Video of winter words and illustrations http://tinyurl.com/y79jvk6b Chant about winter clothes: http://tinyurl.com/y77czzr5r **Seasons Song video - great introduction to the four seasons: http://tinyurl.com/pqc73xo</p>
T U E S D A Y	<p>2nd reading of <u>Animals in Winter</u>.</p> <p>Today, review the pictures from pages 1-15, then read the remainder of the book.</p> <p>**Be sure to utilize turn-and-talk techniques during read aloud discussions! ☺</p>	<p>Tier 2 words for explicit instruction:</p> <ul style="list-style-type: none"> • Migrate • Hibernate • Gather • Bury • Store • Tunnel • Spread • Discover 	<p>p. 16 <i>A pika looks like what kind of animal? (rabbit)</i> <i>Why do pikas not have to hibernate, or go to sleep for the winter? (reread page 16 and page 18 for text evidence)</i></p> <p>p. 20 <i>What other animal in our book gathers food to eat during the winter months?</i></p> <p>p. 21 <i>How do squirrels help new trees grow?</i></p> <p><i>What do mice, deer, rabbits, and foxes have in common? (they hunt for food throughout winter)</i></p>	<p>Draw and label an animal hibernating in winter.</p> <p>Draw and label an animal that hunts for its food in winter.</p>	<p>Enrichment group: *The word 'store' is a great one to explore as being able to be a noun or a verb. There are other multi-use words the students could be led to identify in this text.</p>
W E D N E S D A Y	<p>3rd reading of <u>Animals in Winter</u></p> <p>Review page 8-9 to discuss migration.</p> <p>Review page 15 to discuss hibernation.</p> <p>Review pages 19-21 to discuss hiding food.</p> <p>Review pages 21-25 to discuss hunting for food.</p>	<p>Tier 2 words for explicit instruction:</p> <ul style="list-style-type: none"> • Migrate • Hibernate • Gather • Bury • Store • Tunnel • Spread • Discover 	<p><i>What are the different ways we have learned that animals adapt, or take care of themselves, during the winter months?</i></p> <p>*Create a class chart listing the four ways of adaptation and listing animal examples under each.</p> <p>p. 30-31 <i>What are some ways the book showed us we could help animals during the winter?</i></p> <p><i>Which animals might we be able to help and which animals don't need our help? Why? (We can help those who hunt for food in winter; we cannot help those who hibernate during winter)</i></p>	<p>If I were an animal in the winter I would be a _____ and I would_____.</p> <p>**Teachers - the adaptation choices are typed below the last response line. Help students identify the word(s) they need, crossing out those they do not, then ask that they write the correct word(s) in the blank.</p> <p>*Students will also illustrate their responses.</p>	

				For assessment purposes, look for student responses to show the name of an animal discussed and the correct type of winter adaptation discussed.	
T H U R S D A Y	<p>Today the discussion will center on how both animals AND people adapt to winter weather.</p> <p>*Show the video of <u>The Snowy Day</u> by Jack Ezra Keats from the author's web site: http://tinyurl.com/yaoruyhg</p> <p>*Real video of a child's day in the snow - great way to provide background knowledge for kids in our region who don't see much snow: http://tinyurl.com/y7el9ouu</p>	<ul style="list-style-type: none"> • Winter • Clothing • Coat • Gloves • Mittens • Hat • Boots • Cold vs. warm 	<p><i>In the video story, <u>The Snowy Day</u>, what evidence did you see of winter weather?</i></p> <p><i>How do people have to adapt to winter weather? (clothing to keep us warm; shelter)</i></p> <p><i>We saw a child having fun in the snow. Do you think animals have fun in the snow?</i></p> <p><i>What experiences have you had in winter weather?</i></p>	<p>During the cold winter months, people need to wear _____.</p> <p>_____.</p> <p>Look for students to draw and label winter clothing including: hat, gloves, coat, boots</p>	<p>**Seesaw recordings of students' journal entries are a great way to meet those speaking and listening standards!</p> <p>Also a great tool for parent conferences and portfolio development. ☺</p>
F R I D A Y	<p>Today we prepare students for the culminating activity.</p> <p>Review signs of winter weather, how animals adapt to winter, and how people adapt to cold weather</p>	<p>**Make sure that vocabulary from this 2 week winter unit is displayed in the classroom. Also encourage students to look back over their journal entries from last week and this week.</p>	<p><i>What are some signs that the season of winter has arrived?</i></p> <p><i>What are the names of the winter months?</i></p> <p><i>Give examples of animals who must make changes during the winter months.</i></p> <p><i>What changes do people make?</i></p>	<p>Draw and label what each of these animals or people must do during cold winter months.</p> <p>For assessment purposes, look for incorporation of background knowledge accumulated through this two week unit both in drawings and labels.</p> <p>For advanced learners, encourage writing complete sentences.</p>	