



Read to Be Ready plans for: As the Crow Flies Kindergarten Week 1

ELA Standards:

K.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/. e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

K.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. d) Decode regularly spelled CVC words.

K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. d) Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, l) and CV (be, go) words with long vowels.

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. h) Capitalize the first word in a sentence and the pronoun I.

i) Recognize and name end punctuation.

K.FL.VA.7a Determine or clarify the meaning of unknown and multi-meaning words and phrases based on Kindergarten conversations, reading and content. ii) Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.

K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of 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.RI.IKI.8 With prompting and support, identify the reasons an author provides to support points in a text.

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.PKI.5 Add drawings or other visual displays of descriptions as desired to provide additional detail.

K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.

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.

Science:

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.

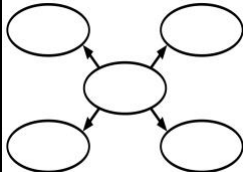

Social Studies:

K.08 use personal directions such as: up, down, near, far, left, right, in front of, and behind.

K.09 Explain what a map and globe represent.

K.10 Recall the student's and/or school's street address, city/town, and state.

Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Resources/Small group instruction ideas
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MONDAY	Read "As the Crow Flies."	<ul style="list-style-type: none"> Map Globe Meadow Soar Shed Gull Factory Skyscraper Harbor 	<p>Where does the eagle soar? What does he see? Why might the eagle land on a tree? How does the rabbit move? Name 3 things on his map. Why do you think he go to the garden? What animal's map is third in the story? What three things are on the crow's map? Do you think he flew a long way or a short way? Why? Who rides the horse? Why? What 3 things does he see as he trots? What does trot mean? Where does the gull fly? Why do gulls fly near the ocean? Why does the moon shine on all the places on the maps? What else might shine on all the places? Why?</p>	<p>Divide class into groups and have each group draw one of the maps in "As the Crow Flies." (Eagle's Map, Rabbit's Map, Crow's Map, Horse's Map, Gull's Map) Put them all together to make the big map on Page 30 and 31.</p> <p>My group drew the _____'s Map.</p>	<p>Discuss the maps and point out the items that should be on each animal's map. Since the story is so short, practice drawing each map on a dry erase in large group before sending students to their groups to draw maps.</p>
TUESDAY	Read "As the Crow Flies" again.	Review Vocabulary	<p>Review questions from yesterday. How do Maps help us? Why do people use maps? Do animals really use maps? What do you think? Do you think the animal maps have their favorite places to go on their map?</p>	<p>Make a bubble map together in large group then send to tables for students to make their own bubble map. What I know about Maps.</p>	
WEDNESDAY	<p>SW #2 Maps and Globes</p> <p>Read the Studies Weekly together and discuss.</p>	Follow Lesson Plans in Studies Weekly	<p>What is a map and how is it used? If we wanted to locate our school on a map would we look on a local map or a state map? What is a compass rose? Which way do you have to go to travel north? What is a globe? What can we see on a globe that we cannot see on other maps? If you could go to any country on the globe, which would you choose and why? Why do we use maps? How do they help us? What type of map is a globe? What shape is it?</p>	<p>Label a globe (Land, Water, North Pole, South Pole, Equator)</p> 	<p>Bring in recycled envelopes or make envelopes for students to practice writing addresses in the writing center.</p>
THURSDAY	Read EPIC Book "Maps Are Flat Globes Are Round" by Meg Greve.		<p>What is a globe? What is a map? How is a map different than a globe? How do we know what is land on a map or globe and what is water? What is the difference between a map and globe? Are maps flat? Why do astronomers use maps? Why do divers use maps? Can you find places with maps?</p>	No writing prompt	<p>Globe game If you have a beach ball type blow up globe you can play a game where the students take turns throwing the ball to each other and tally where each person's index finger lands on the globe. It will probably land mostly on water proving that the Earth is covered with more water than land. Dollar Store has the blow up globes.</p>

F R I D A Y	<p>Get Epic Book</p> <p>"Follow That Map" by Scott Ritchie</p> <p>https://www.getepic.com/app/read/10663</p> <p>Just read page 6 today about Getting Started with a map. Discuss Compass Rose, Landmarks, Map Legends or Map Key, and Symbols.</p>	<p>Extra vocabulary but use book to point the word meanings instead of vocabulary cards.</p> <p>Compass rose Landmark Map Legend Map Key Symbols</p>	<p>What is a compass rose? Did you see it on the map? What is a landmark? How do you find it on a map? What does the map key look like on the map? How does it help you? What are some symbols that might be on a map?</p>	<p>Draw a map key.</p> <p>My Map Key:</p> <p>Road House Bush Tree River Lake</p>
				<p>Show some examples of Map Keys.</p>