



Read to Be Ready plans for: **As the Crow Flies** **Week 2** **Kindergarten**

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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<p>M O N D A Y</p>	<p>https://www.getepic.com/app/read/10663 Read "Follow that Map" by Scott Ritchie on Epic!</p>	<p>New Vocabulary- point out the examples in book.</p> <p>Compass rose Landmark Map Legend Map Key Symbols</p>	<p>What is a map? What does it help us to do? Why do we need it? What is a compass rose? How are symbols used on a map? Who is missing? Why do the kids go to the park to look for Max and Ollie? Why do the kids go to the zoo? What are some symbols on the City Map? What does the weather map show? Where have you seen a weather map and why is it important? What is a treasure map? Tell me about a topographical map? Where did the kids find Ollie and Max? Do you think the kids left the backyard? Why or Why not?</p>	<p>Divide class into groups and have each group draw one of the maps in "Follow that Map." (Park, City, Treasure Map, Train Ride over Mountains, Amusement Park, or Backyard)</p> <p>My group drew a map of the _____.</p>	<p>Let students look at a variety of maps.</p>
<p>T U E S D A Y</p>	<p>Show students Google maps to reinforce My planet is _____. My country is _____. My state is _____. My city is _____.</p>		<p>What is your planet? What is your country? What is your state? What is your city?</p>	<p>Flow chart-then glue places on cups: My Address is My Town is My State is My Country is My Planet is</p> 	<p>Go on Google Maps to look at different houses. You could look at some students' houses if they know their address.</p>  <p>© cv</p> <p>PhotoScan by Google Photos</p>

