



Read to Be Ready plans for: Here is the African Savanna 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.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.IKI.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic.

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.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.

| | Read Aloud/Shared Reading | Vocabulary Focus | Discussion Questions | Written Response | Resources/Small group instruction ideas |
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| M O N D A Y | For the teacher-- How are the animals and elements of the savanna interconnected? One key takeaway is it that the animals in the savanna are a part of an ecosystem. The animals are all dependent on the grass, which is dependent upon the rain. | <ul style="list-style-type: none"> • Savanna • Pods • Perch • Ecosystem • Inhabit • Baboon • Impala • Stalk | <p>Ask the students what they think this book is about?</p> <p>How does the author write the book so students can follow it easily.</p> | Write one fact you learned from this book. | <p>National Geographic Kids has several neat things to look at about the African Savanna.</p> <p>https://kids.nationalgeographic.com/search-results/?q=african%20savanna</p> |

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| | Read aloud the entire book with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. | | | | |
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| T U E S D A Y | Give each student a tongue depressor the picture of one of the characters in the story. The name of the character can be written underneath the picture. (elephant, river, hippo, tick bird, impala, pod, tree, baboon, giraffe, lion, zebra, grass, rain) Explain to the students that they will hold up their tongue depressor when their character is mentioned. | | <p>p. 3-4 Guide the students in looking at the animals approaching in the picture. What are the animals, and which one is closer. How can you tell which one is closer? Turn and tell your partner.</p> <p>p. 5-6 Direct the students to look at the illustration and tell what happened to the zebras.</p> <p>p. 7-8 Guide the students in looking at the illustration; the illustrator is helping the reader to understand the order of the animals' appearance. Ask who is closer now; what happened to the zebras; what other animal is in the picture, and why is he there.</p> <p>p. 9-10 Guide the students in looking at the illustration. Which animal left; who is the main character in the picture; who is coming next and why?</p> <p>p. 11-12 Teacher thinks aloud, "The baboons are not next in the story, let's look back at the illustrations and see how the illustrator is helping to tell the story." Go back to pages 1-2, read the lines and ask the students if all characters are in the illustration.</p> <p>Turn to pages 3-4, read the lines and ask what characters are visible.</p> <p>Turn to pages 5-6, read the lines and ask what characters are visible.</p> <p>Turn to pages 7-8, read the lines and ask what characters are visible.</p> <p>Turn to pages 9-10, read the lines and ask what characters are visible.</p> <p>Think aloud, "The baboons are not next in the story; rather, the tree is next because it is the biggest object in the middle of the page. I also see other characters and elements that will be in the text."</p> <p>Reread the lines and ask students to complete the basic line as it is read: "<i>Here is the tree</i> which ____ who ____ who ____ who ____ that ____ which turns green or brown depending on rain: Here is the African savanna."</p> <p>p. 27-28 Teacher thinks aloud, "I noticed that grass had to hold up their paddles at the end of every page. Turn and tell your partner how the animals might use the grass." Why does the color of the grass depend on the rain?"</p> | Which animal would you like to be in the African Savannah and why? | |
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| W E D N E S D A Y | <p>Reread Here is the African Savanna</p> <p>Notice each page adds to the previous page.</p> | | <p>Use your character tongue depressors again to see if the students can put themselves in sequential order in the classroom.</p> <p>Discuss how each is dependent on the other.</p> | <p>Make a sequence flow chart together as a class tht shows the order that the animals appear in the story.</p> <p>Draw four animals from the story and write one sentence about each one.</p> | <p>In the back of your "Here is the African Savanna" book, there is an address to write to the African Wildlife Foundation in order to find out ways to help ensure the survival of the animals in the African Savanna. This may be a fun activity to do as a class.</p> <p>www.awf.org</p> |
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| T H U R S D A Y | <p>https://www.getepic.com/app/read/59636</p> <p>Listen to the story from epic and answer the questions</p> | | <p>Some animals build their homes and some find their homes.</p> <p>Identify animals that build their homes.</p> <p>Identify animals that find their homes.</p> <p>Identify an animal that sleeps in many home. Why does this happen?</p> | <p>Complete the following:</p> <p>A _____ builds its home.</p> <p>A _____ finds its home.</p> <p>A _____ sleeps in many homes.</p> <p>A _____ sleeps in a cave or den.</p> <p>A _____ lives all alone.</p> <p>A _____ lives with other animals.</p> | |
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| F R I D A Y | <p>Listen to the story from epic again and answer the questions.</p> | | <p>Identify an animal that sleeps in a cave or den.</p> <p>Identify an animal that lives alone.</p> <p>Identify an animal that lives together.</p> | <p>Complete the following:</p> <p>A _____ sleeps in a cave or den.</p> <p>A _____ lives all alone.</p> <p>A _____ lives with other animals.</p> | |