



Read to Be Ready plans for: **I Like Me! (Beginning of the Year/Rules/All About Me)** WEEK 2 Kindergarten

Standards:

- 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.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts
- K.RL.KID.1 With prompting and support, ask and answer questions about key details in a text.
- K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story.
- K.RL.CS.4 With prompting and support, ask and answer questions about unknown words in text.
- 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.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking.

Social Studies - Culture:

- K.1 Describe familiar people, places, things, and events, with clarifying detail about a student's home, school and community.
- K.2 Summarize people and places referenced in picture books, stories, and real life situations with supporting detail.

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center ideas/Resources
M O N D A Y	1 st reading of <u>I Like Me!</u> Read through this first time with few pauses – the purpose for this first read is for the students to enjoy the overall story.	Tier 2 words for explicit instruction this week: <ul style="list-style-type: none"> • Friend • Take care • Keep clean • Good food • Like • Mistakes • Try <p>*Keep these word cards posted for student viewing and use throughout the unit</p>	The first day of questioning is always very basic: <i>Who was this story about? (a pig)</i> <i>What are some of the things you noticed about Pig? (answers will vary from a physical description to character traits of the pig)</i> (Give think time and then depending on behaviors in group, also allow discussion time between students – this may need to wait for a few weeks) Then, share those ideas out loud to prepare for the writing prompt activity.	Today we read <u>I Like Me!</u> Here is my drawing of the pig in today's story.	Beginning of year: Lots of modeling of classroom rules and procedures. 😊 How do you want students to respond when asked a question during whole group? Raise hands? Point to chin? Etc. How can you help your students respect think time? Point to temple on head; etc. How do you want students to be accountable for how they speak to others? Polite conversation; acceptance of others ideas; etc.
T U E S D A Y	2 nd reading of <u>I Like Me!</u> During today's reading, stop along the way to discuss the Tier 2 vocabulary words of <i>friend, take care, & like</i> as they appear in the story. **During discussions use think-pair-share routines for	Tier 2 words for explicit instruction today: <ul style="list-style-type: none"> • Friend • Take care • Like <p>Show the vocabulary card – have students repeat the word with you – have students define the word – repeat the word again.</p>	<i>What does it mean to be a friend?</i> (great think-pair-share time with a class chart if deemed possible) <i>What are some of the things that pig did that showed being a friend to herself? (doing fun things, enjoying quiet times like reading, caring about taking care of herself, cheering herself up, loving herself – all things we do for a good friend)</i>	Here is my picture of how pig was being a friend.	**Establish strong routines during these first two weeks for whole group behavior during read alouds such as: <ul style="list-style-type: none"> • hands to self • listen quietly & politely • tap sides of head with finger to indicate you are thinking • tap chin with finger to indicate that you have an

	student engagement & thinking.				<p>answer to share</p> <ul style="list-style-type: none"> wait for your turn to talk accountable talk
W E D N E S D A Y	<p>3rd reading of I Like Me!</p> <p>Explore the cover of the book with the students, pointing out the title, illustration, and author's name.</p> <p>Studies Weekly #12 See TE on Clever.</p>	<p>Tier 2 words for explicit instruction today:</p> <ul style="list-style-type: none"> Mistakes Try 	<p><i>What does it mean to make a mistake?</i></p> <p><i>What was the mistake that pig made? (show the page with the lopsided cake)</i></p> <p><i>When Pig made a mistake what did she do? Did she give up or keep on trying?</i></p> <p><i>What happened when Pig fell down</i></p> <p><i>Think of a time that you made a mistake and share that time with a partner.</i></p> <p><i>Is it okay to make mistakes? (yes)</i></p> <p><i>When you make a mistake what should you do? (keep on trying)</i></p> <p><i>How can we help a friend if we see that they have made a mistake? (encourage them to get up and keep on trying -* good time to model and introduce accountable talk – kind voice – kind words)</i></p>	<p>Here is my picture of Pig's mistake and then my picture of how Pig kept on trying.</p>	<p>Student's abilities will dictate how they are able to respond to writing prompts. They may-</p> <ul style="list-style-type: none"> Draw an illustration Draw & label their illustration Write a sentence about their illustration Dictate a sentence to an adult about their illustration <p>Song called "I Like Me" http://tinyurl.com/y7nfv2eb</p> <p>Read Aloud: I Like Myself by Karen Beaumont (great companion text for this week) http://tinyurl.com/y7m4wrpz</p>
T H U R S D A Y	<p>4th reading of I Like Me!</p> <p>Studies Weekly #17 See TE on Clever.</p>	<p>Tier 2 words for explicit instruction today:</p> <ul style="list-style-type: none"> Keep clean Good food 	<p><i>What were some ways that Pig took care of herself? (show pages that show pig exercising, brushing teeth, bathing, and eating good foods.</i></p> <p><i>Why should we keep clean and eat good foods?</i></p> <p><i>As a student why is it important to take care of myself? (to come to school ready to learn)</i></p>	<p>Here are ways I can take care of myself.</p> <p>(Look for pictures of bathing, brushing teeth, exercising, and/or eating good foods)</p>	<p>Youtube video of a male voice reading this week's story, I Like Me! http://tinyurl.com/yc7wvvh5</p>
F R I D A Y	<p>5th reading of I Like Me!</p> <p>**Review the vocabulary words used this week.</p>	<p>Tier 2 words for explicit instruction & review:</p> <ul style="list-style-type: none"> Friend Take care Keep clean Good food Like Mistakes Try 	<p>**Teachers-use Venn diagram or t-chart to record student responses:</p> <p><i>Let's compare the pig from last week's story I Like Me, and from this week's story, Me First.</i></p> <p><i>What makes these two story characters the same? (both pigs, both are young-probably school-aged, etc)</i></p> <p><i>How are they different? (oh boy...lots of ways)</i></p> <p><i>Do you think that the pig in I Like Me could have helped Pinkerton? If so, how?</i></p> <p><i>Do you think the two pigs could have become friends? (Encourage the understanding of yes, they could have been friends even though they were</i></p>	<p>Pig was her own best friend. I can be a friend to myself by doing these things.</p>	

			<p><i>very different)</i></p> <p><i>At the end of the <u>Me First</u> story how had Pinkerton changed?</i></p> <p><i>When do you think he was happier, at the beginning of the story or at the end of the story?</i></p> <p><i>How have these two stories taught us that we can be happy with ourselves?</i></p>		
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