



# Read to Be Ready plans for: Kindergarten, Here I Come ( Beginning of the Year/Rules/All About Me)

## WEEK 3 Kindergarten

### ELA 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
<b>M O N D A Y</b>	<p>1<sup>st</sup> reading of <u>Kindergarten, Here I Come!</u></p> <p>*Today read only beginning page through the Missing Tooth page.</p> <p>Explore the cover of the book with the students, pointing out the title, illustration, and author's name.</p> <p>**This book can be pulled back out and used all year long! It covers not only the beginning of Kindergarten but also events like 100<sup>th</sup> day and the end of the year. Great way to reflect on the K year all year long with your students. ☺</p>	<p>Tier 2 words for explicit instruction this week: **These words were chosen as topic words due to their real life connections to K students:</p> <ul style="list-style-type: none"> <li>• Kindergarten</li> <li>• supplies</li> <li>• Teacher</li> <li>• Crisscross</li> <li>• Applesauce</li> <li>• Story time</li> <li>• Lunch box</li> <li>• Missing Tooth</li> <li>• Recess</li> <li>• Counting</li> <li>• Friends</li> <li>• Line Leaders</li> </ul> <p><b>*Keep these word cards posted for student viewing and use throughout the unit</b></p>	<p>The first day of questioning is always very basic:</p> <p><i>What is this story all about?</i> (being in Kindergarten)</p> <p><i>Who do we see on each page?</i> (the little boy with the blue glasses)</p> <p><i>He is called the main character.</i></p> <p><i>How do you think he feels about Kindergarten, and how do you know?</i> (excited, happy, a little scared – refer to illustrations on different pages and point out his expressions)</p> <p><i>How has your time in Kindergarten been like this little boy's? Explain why you think it is the same.</i></p> <p><i>How has your time in Kindergarten been different? Explain how it has been different.</i></p>	<p>Today we began reading <u>Kindergarten, Here I Come!</u> Here is a drawing of me in Kindergarten this year.</p>	<p><b>Reminder:</b> <b>Lots of modeling of classroom rules and procedures.</b> ☺</p> <p><b>How do you want students to respond when asked a question during whole group? Raise hands? Point to chin? Etc.</b></p> <p><b>How can you help your students respect think time? Point to temple on head; etc.</b></p> <p><b>How do you want students to be accountable for how they speak to others? Polite conversation; acceptance of others ideas; etc.</b></p>

T U E S D A Y	<p>2<sup>nd</sup> reading of <u>Kindergarten, Here I Come!</u></p> <p>Review with a picture walk what was read yesterday as well as holding up the vocabulary card for each section of what was read yesterday.</p> <p>*Today begin reading on the Recess page through the Best Friends page, which also includes a page with the boy and girl seated together on the bus.</p> <p>**During discussions use think-pair-share routines for student engagement &amp; thinking.</p>	<p>Tier 2 words:</p> <ul style="list-style-type: none"> <li>• Kindergarten</li> <li>• supplies</li> <li>• Teacher</li> <li>• Crisscross</li> <li>• Applesauce</li> <li>• Story time</li> <li>• Lunch box</li> <li>• Missing Tooth</li> <li>• Recess</li> <li>• Counting</li> <li>• Friends</li> <li>• Line Leaders</li> </ul> <p>Show the vocabulary card – have students repeat the word with you – Point out the illustration to help them connect the word with the picture for meaning.</p>	<p><i>What was the same and what was different than your Kindergarten year so far?</i></p> <p><u>Recess pages</u> - <i>The author says I'm a fireman, I'm a monkey, I'm a climber..... What was he trying to tell us about how the children were playing? (using their imaginations)</i></p> <p><u>Counting Craze pages</u> - <i>How did the author let us really really know that this page was about counting? (lots of numbers in the writing)</i></p> <p><u>No Nap Rap pages</u> - <i>The little boy says he will not go to sleep, but what happened and WHY?</i></p> <p><u>FIELD TRIP pages</u> - <i>How were the students like the animals – according to the text? (early exposure to learning how to sight text evidence)</i></p> <p><u>Best Friends pages</u> - <i>How did the illustrator show the emotions of the little boy and what were the different emotions? (His mouth and eyes)</i></p>	<p>If I were writing a book about Kindergarten I would make sure to write about.....</p>	
W E D N E S D A Y	<p>3<sup>rd</sup> reading of <u>Kindergarten, Here I Come!</u></p> <p>Quick picture walk through the pages already read, plus a review of the vocabulary cards covered by the reading so far.</p> <p>Today begin reading on the George page through the end of the book.</p>	<p>Tier 2 words:</p> <ul style="list-style-type: none"> <li>• Kindergarten</li> <li>• supplies</li> <li>• Teacher</li> <li>• Crisscross</li> <li>• Applesauce</li> <li>• Story time</li> <li>• Lunch box</li> <li>• Missing Tooth</li> <li>• Recess</li> <li>• Counting</li> <li>• Friends</li> <li>• Line Leaders</li> </ul> <p>Show the vocabulary card – have students repeat the word with you – Point out the illustration to help them connect the word with the picture for meaning.</p>	<p><u>George page</u> - <i>Who was his kindergarten friend?</i></p> <p><i>Have you heard of the name George Washington before, and if so who is that? Why was that a good name for a classroom pet?</i></p> <p><u>100<sup>th</sup> Day of School</u> – <i>We will celebrate the 100<sup>th</sup> day of school in January. Let's count and see how many months away that will be. (name months in order and count)</i></p> <p><i>Does that seem like a short or long time from now?</i></p> <p><u>Show-and-Tell</u> – <i>Did he remember his show-and-tell item? Would you consider that a mistake, like we talked about in the <u>I Like Me</u> book?</i></p> <p><i>How did he solve his problem?</i></p> <p><u>Line Leaders</u> – <i>How did he feel about being first in line? What would Pinkerton, from the <u>Me First</u> book, tell him about being first?</i></p> <p><u>Growing pages</u> – <i>What is the same about growing plants and growing children? (they both get bigger, it takes time, etc.)</i></p> <p><i>Last Day – Why did the little boy think that the teacher might cry?</i></p> <p><i>Do you think that your teacher will cry on the last day of Kindergarten?</i></p>	<p>On the last day of Kindergarten I think my teacher will look like this.....</p>	<p><b>Student's abilities will dictate how they are able to respond to writing prompts. They may-</b></p> <ul style="list-style-type: none"> <li>• <b>Draw an illustration</b></li> <li>• <b>Draw &amp; label their illustration</b></li> <li>• <b>Write a sentence about their illustration</b></li> <li>• <b>Dictate a sentence to an adult about their illustration</b></li> </ul>

T H U R S D A Y	4 <sup>th</sup> reading of <u>Kindergarten, Here I Come!</u>  Review the text by carefully reviewing the vocabulary cards	Tier 2 words for explicit instruction today: <ul style="list-style-type: none"> <li>• Kindergarten</li> <li>• supplies</li> <li>• Teacher</li> <li>• Crisscross</li> <li>• Applesauce</li> <li>• Story time</li> <li>• Lunch box</li> <li>• Missing Tooth</li> <li>• Recess</li> <li>• Counting</li> <li>• Friends</li> <li>• Line Leaders</li> </ul>	<p><i>Let's use some of our vocabulary cards to make a list of items that would go with those cards.</i> (Teacher – this will allow grouping of words by use and meaning)</p> <p>Create a classroom chart using these words as the 3 headings:  <b>Supplies Lunch box Recess</b></p> <p>Ask students to come up with words to put under each topic, modeling how the topic and the words under it are related.</p>	This is what I would put in my lunch box.....	Recorded Read Aloud of another similar book, <u>Look Out Kindergarten, Here I Come</u> by Nancy Carlson <a href="http://tinyurl.com/y7ttmle">http://tinyurl.com/y7ttmle</a>
F R I D A Y	Show all 3 texts to the students, <u>I Like Me, Me First, &amp; Kindergarten, Here I Come</u> . Discuss the main idea of each one.	Tier 2 words for explicit instruction & review:	<p><i>What was the main idea of I Like Me?</i> (Liking yourself and taking care of yourself)</p> <p><i>What was the main idea of Me First?</i>  (Being first does not make you happy. Helping others can make you happy)</p> <p><i>What was the main idea of Kindergarten, Here I Come?</i> (What it is like to be in Kindergarten)</p> <p><i>Each book helped us understand how to make this Kindergarten year a really great one. What things can we do to make this year great?</i> (take care of yourself, don't give up – try and try again, share &amp; take turns, have a great attitude – happy, etc)</p>	To make my Kindergarten year a great one I will.....	