



## Read to Be Ready plans for: The President Kindergarten - Week 1

### ELA Standards:

K.FL.PC.1 Demonstrate understanding of the organization and basic features of print. d) Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.

K.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) 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. c) Read common high-frequency words by sight. 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. c) Represent phonemes first to last in simple words using letters (graphemes) such as *rop* for *rope*.

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. e) Understand and use question words (interrogatives) when speaking and in shared language activities.

K.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings.

RI.KID.1 With prompting and support, ask and answer questions about key details in a text.

K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a 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.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

K.SL.PKI.4 Describe familiar people, places, things, and events, and with prompting and support, provide additional detail.

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.4 With guidance and support, produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.

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.

K.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### Social Studies:

**Government and Civics:** K.11 Give examples of the following concepts: authority, fairness, responsibility, and rules.

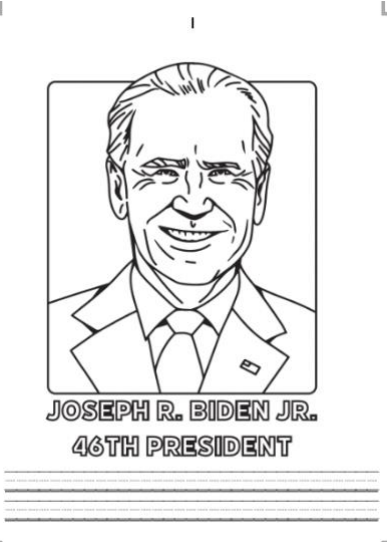
K.13 Recognize and name the current President of the U.S.

K.14 Explain that the President is the leader of the U.S.

**History:** K.20 Identify and discuss the following holidays, and analyze why we celebrate them: Presidents' Day

Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Resources/Small group instruction ideas
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MONDAY	<p>Read aloud of <u>Celebrating President's Day: What is a President?</u> by Jordano &amp; Callella-Jones</p>	<p>*president *leader *problem solver *decision maker *laws *patriot</p>	<p>What is a president? Who is our president right now? A president is a leader, can you name someone who is a leader? How can you be a leader? A president is a helper, how can you be a helper? A president has to solve problems, can you solve problems? How? A president builds communities? How does he do this? Can a president be a teacher? Can you be a teacher? What is a decision maker? Think of a time when you had to make a decision. How did you decide? What are laws? Do we have laws at school? Why do we need laws? What law would you make if you were the president?</p>	<p><b>Informational writing this week.</b></p> <p>List 3 ways to be a helper.</p>	<p><i>Famous President Quotes</i></p> <p><i>"Believe you can, and you're halfway there."</i>—Theodore Roosevelt</p> <p><i>"Never put off until tomorrow what you can do today"</i>—Thomas Jefferson</p> <p><i>"It is better to be alone than in bad company."</i>—George Washington</p> <p><i>"I cannot live without books."</i>—Thomas Jefferson</p> <p><i>"If you can't stand the heat, get out of the kitchen."</i>—Harry Truman</p> <p><i>"The only thing we have to fear is fear itself."</i>—Franklin D. Roosevelt</p> <p><i>"You don't lead by hitting people over the head—that's assault, not leadership."</i>—Dwight D. Eisenhower</p> <p><i>"Ask not what your country can do for you—ask what you can do for your country."</i>—John F. Kennedy</p>
TUESDAY	<p>Reread <u>Celebrating President's Day: What is a President?</u> by Jordano &amp; Callella-Jones</p> <p>During today's reading, stop along the way to discuss vocabulary and the questions more.</p>	<p>Review vocabulary words</p>	<p>If you were president:</p> <p>How would you improve the lives of people in your country? How would you improve the environment? What laws would you pass? What changes would you make to the White House? What activity would you enjoy most as president? What part of being president would be most difficult?</p>	<p>Make a tree map</p> <p><b>President</b></p> <p>is can has</p>	
WEDNESDAY	<p><u>Celebrating President's Day: What is a President?</u> by Jordano &amp; Callella-Jones</p> <p>Pair share the qualities of a good president.</p>	<p>Review vocabulary words</p>	<p>Why do we celebrate presidents? How do we celebrate presidents? What makes a good president? What other ways do we honor former presidents?</p> <p>Review the qualities of a president from the book.</p>	<p>What makes a good president? List 3 ways to be a good president.</p>	

<p>T H U R S D A Y</p>	<p>Social Studies Weekly #15 Follow the Leader (THIS HAS OLD INFORMATION ABOUT OUR PRESIDENT) Do not use!   <a href="https://www.whitehouse.gov/administration/president-biden/">https://www.whitehouse.gov/administration/president-biden/</a>  or  <a href="https://kids.nationalgeographic.com/explore/history/us-presidents/joe-biden/">https://kids.nationalgeographic.com/explore/history/us-presidents/joe-biden/</a></p>	<p>Review vocabulary words.</p>	<p>Share the site about Biden from the whitehouse.gov site or national geographic. Point out facts about him.   Discuss the importance of being president.</p>	<p>Color the attached picture of Joe Biden and write a sentence underneath.</p> 	
<p>F R I D A Y</p>	<p>Epic Book:  <a href="https://www.getepic.com/app/read/74891">https://www.getepic.com/app/read/74891</a>  Obama  <a href="https://www.getepic.com/app/read/12261">https://www.getepic.com/app/read/12261</a>   February is also Black History Month. This would be a good time to tie in a former Black President.</p>		<p>Read Epic Book Joe Biden  As you read the book, point out important facts about Biden   Read Epic Book Barack Obama  As you read the book, point out important facts about Biden.   Ask children did they read any similarities or differences in the two presidents.  Ex: Similar—both went to school, both had families  Difference-born in different places, different color skin</p>	<p>Write a sentence telling how Biden and Obama are alike.</p>	