



Read to Be Ready plans for: **The Scrambled States of America** **Kindergarten**

**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) a) Recognize and begin to produce rhyming words c) Blend and segment onsets and rimes of single-syllable spoken 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.  
 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.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text.  
 K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story.  
 K.RI.CS.6 With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.  
 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.5 Add drawings or other visual displays of descriptions as desired to provide additional detail.  
 K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking.  
 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.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.  
 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:** Geography: K.09 Explain what a map and globe represent. K.10 Recall the student's city/town and state.  
 Government and Civics: K.12 Identify the following state and national symbols: American flag, Tennessee Flag, and the words to the Pledge of Allegiance.

	Read Aloud	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center ideas
<b>M O N D A Y</b>	<p><u>A is for America</u> – read the Letter I page.</p> <p>This time also read the 3 paragraphs on the right hand page.</p> <p>**Teachers, display a large blank outline of the United States to use as a tool all this week when discussing maps, land features, bodies of water, America.</p>	<p>These words will be important for the understanding of the text:</p> <ul style="list-style-type: none"> <li>Individual</li> <li>Insist</li> <li>Immigrants</li> </ul>	<p>Discuss each of the vocabulary words &amp; their meanings.</p> <p><i>What does the Statue of Liberty stand for?</i> (freedom)</p> <p><i>What freedoms do we have in America?</i> (freedom of work, worship, education, etc.)</p> <p>Think/Pair/Share: <i>What can you do because you are free?</i>  <i>What does it mean if you are not free?</i></p>	<p>What can you do in America because you are free?</p> <p>Differentiate this journal writing assignment according to ability – complete sentence; drawing with a label &amp; dictated reason; drawing with dictated label.</p>	<p>**Continue adding words on the anchor chart entitled AMERICA, from last week.</p> <p>Discovery Ed Board made for this unit:  <a href="https://tinyurl.com/yawm89e4">https://tinyurl.com/yawm89e4</a></p>

T U E S D A Y	<p>1st reading of <u>The Scrambled States of America</u></p> <p>Read from the beginning but STOP after reading the white page where the states go home to pack.</p> <p>**Display a map of the United States for reference during these reads.</p>	<ul style="list-style-type: none"> <li>• Bicker</li> <li>• ordinary</li> <li>• Neighbors</li> <li>• Switch</li> <li>• prediction</li> </ul>	<p><i>How many states do we have in our country?</i></p> <p><i>What complaint did Kansas have and why? (they never go anywhere or meet other states; he was bored)</i></p> <p><i>What idea did Kansas come up with as a solution?</i></p> <p><i>How did the other states feel about the idea?</i></p> <p><i>What predictions can you make about what will happen next in this story?</i></p>	<p>Today we began reading <u>The Scrambled States of America</u>. I predict that the next thing that will happen is.....</p>	<p>Read Aloud Video: The Scrambled States of America: <a href="https://tinyurl.com/yamu84l8">https://tinyurl.com/yamu84l8</a></p> <p>This video is found in DE. You will need your log in information for DE. (Make sure you are logged in to Clever first.)</p>
W E D N E S D A Y	<p>2nd reading of <u>The Scrambled States of America</u></p> <p>Begin with a quick picture walk review of yesterday's read.</p>	<ul style="list-style-type: none"> <li>• Scramble</li> <li>• Arrangement</li> <li>• Switch</li> <li>• Lonesome</li> <li>• Problem</li> <li>• solution</li> </ul>	<p><i>What does the word 'scrambled' mean?</i></p> <p><i>Why did the states want to change places?</i></p> <p><i>Was that a good idea? Explain your answer.</i></p> <p><i>What was the rumbling sound that kept Alabama, New York and Indiana awake? (earthquakes)</i></p> <p><i>How did the author use the shapes of the states to create the problems they had when they switched places? (use the page with Alaska, Michigan &amp; Oklahoma as an example)</i></p> <p><i>How did Kansas feel about his move to Hawaii's place? (lonesome, seasick)</i></p> <p><i>Did this solution really solve his problem?</i></p> <p><i>How did the states decide to solve their new problem?</i></p> <p><i>Have you ever taken a trip and felt oh so glad to get back home?</i></p> <p><i>Describe the sequence of this story – beginning, middle, end? (Teachers – lead students in using very brief descriptions for beginning, middle, end)</i></p>	<p>Create a flow map showing the beginning, middle, and end of <u>The Scrambled States of America</u>.</p>	

THURSDAY	<p>Spend today's reading time exploring <u>The Scrambled States of America</u> to find Tennessee and discuss our state's shape and location within the country.</p>	<p>Vocab specific for today:</p> <ul style="list-style-type: none"> <li>• Tennessee</li> <li>• Rectangle</li> <li>• Points</li> </ul>	<p><i>What shape(s) does Tennessee have?</i></p> <p><i>Where is Tennessee on a map of the United States?</i></p> <p><i>Who are our usual neighboring states?</i></p> <p><i>Once the states were all scrambled, where was Tennessee &amp; who became its neighboring state?</i></p> <p><i>What was different about this new location?</i></p> <p><i>Why do you think Tennessee might have been unhappy with this new spot?</i></p>	<p>I live in the state of Tennessee. It is shaped like this.....</p>	
FRIDAY	<p>Review the Anchor Chart entitled AMERICA that the class has added to throughout this unit of study.</p> <p>If time allows, read more pages in the <u>A is for America</u>, or do a picture walk through the book.</p> <p>Review the book, <u>America the Beautiful</u>.</p> <p>SW #20 Need for Speed (See LP on Clever Studies Weekly)</p>	<p><b>**Class created Anchor Chart of AMERICA needed for reference by students</b></p>	<p><i>When you think of America what comes to mind? What words? What pictures?</i></p> <p><i>If you could pick only 4, what 4 would be the most important ones to show that you know what America means to you?</i></p> <p><i>Today you will make a booklet of what America means to you.</i></p>	<p>Provide students with 4 ½ pages of paper stapled or folded into a booklet.</p> <p>The phrase printed on each page should be – <b>America is.....</b></p> <p>Allow students to select the images and labels that they will draw/write on each page.</p>	<p><b>**Assessment:</b> Did students use vocabulary discussed during the week? Do their illustrations reflect an understanding of the major symbols/ideas of our country? Is there an attempt at using phonemic awareness skills when labeling or writing sentences?</p>