



Read to Be Ready plans for: Tops and Bottoms Kindergarten

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/.

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,i) and CV (be, go) words with long vowels.

K.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. a) Read emergent-reader texts with purpose and understanding.

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. i) Recognize and name end punctuation.

K.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content. ii) Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.

K.RL.CS.5 Recognize common types of texts.

K.RI.IK1.8 With prompting and support, identify the reasons an author provides to support points in a text.

K.RI.IK1.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic.

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.PK1.5 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.RBPK.7 Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.


K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.

Science: K.LS1: From Molecules to Organisms: Structures and Processes 1) Use information from observations to identify differences between plants and animals (locomotion, obtainment of food, and take in air/gasses).

K.LS3.1: Heredity: Inheritance and Variation of Traits 1) Make observations to describe that young plants and animals resemble their parents.

K.ETS1: Engineering Design 1) Ask and answer questions about the scientific world and gather information using the senses. 2) Describe objects accurately by drawing and/or labeling pictures.

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center ideas
M O N D A Y	1 st read of Tops & Bottoms -read through for enjoyment with few interruptions. This text is included as an entertaining folktale as well as a study of the edible parts of plants, above and below the ground.	<ul style="list-style-type: none"> • hare • clever • tortoise • field • plant (verb) • harvest • profit • trick • gather 	<p><i>Was this story fiction or non-fiction, and how do you know?</i></p> <p><i>Who are the main characters?</i></p> <p><i>Where do they live?</i></p> <p><i>Describe Bear. (lazy, etc.)</i></p> <p><i>Describe the Hare family (clever; hard working, etc.)</i></p> <p><i>Why was the Hare family without food to eat?</i></p> <p><i>How did the Hare family trick the Bear?</i></p> <p><i>At the end of the story how did Bear solve his problem?</i></p> <p><i>What lesson did Bear learn?</i></p> <p><i>Can you think of another story where the lesson learned was that it is</i></p>	<p>How would you describe the characters in Tops & Bottoms?</p> <p>Bear was _____ (lazy)</p> <p>The Hare family was _____ (hard working)</p>	<p>**Continue observation of science experiment from last week where bean seeds were planted, numbered, and some were dug up.</p> <p>**Add to chart that records the changes observed.</p> <p>Video Board in DE https://tinyurl.com/ydezjku5</p>

			<i>better to work hard than to be lazy?</i> (Tortoise & the Hare)		
T U E S D A Y	<p>2nd read of <i>Tops & Bottoms</i></p> <p>During today's reading, emphasize where the vegetables grow – above or below the ground.</p> <p>Read Aloud of <i>Tops and Bottoms</i>: https://tinyurl.com/jjrhvcq</p>		<p><i>What part of plants do we eat?</i> (bottoms, tops, middle - depending on what the vegetable is)</p> <p>Create a class chart that sorts and lists the vegetables into their categories – tops or bottoms</p> <p>*Great time to introduce a Venn diagram, with corn in the middle for the purposes of this story</p> <p><i>Where does corn fall on the chart?</i> (middle)</p>	<p>Option 1: Copy the Venn diagram or whatever class chart was created into writing journals.</p> <p>Option 2: Illustrate vegetables according to where they grow, above or below the ground. An example using paper plates and a brad is below:</p> 	<p>Students illustrate vegetables that grow below the ground and above the ground while emphasizing the meaning of tops and bottoms.</p> <p>Two paper plates with one plate cut in half</p> <p>Brad</p> <p>Illustration on bottom plate with vegetables above and below the ground.</p>
W E D N E S D A Y	<p>Compare the two books in this topic: <i>Tops and Bottoms</i> and <i>The Tiny Seed</i>, with a quick walk through of each text.</p> <p>DE video of a School Garden – shows vegetables in the garden and talks about parts of plants that we eat:</p> <p>https://tinyurl.com/y9b2rtjm Stop the video at minute 3:10</p>		<p><i>What did the author want us to learn from <i>Tops and Bottoms</i>?</i></p> <p><i>What did the author want us to learn from last week's story, <i>The Tiny Seed</i>?</i></p> <p><i>How are the two books alike?</i> (Both describe what plants need to grow – note that the Hare family repeats the actions of planting, watering, weeding)</p> <p><i>How are the two books different?</i> (Tiny Seed teaches us how seeds travel and what plants need. <i>Tops and Bottoms</i> teaches us where the edible parts of vegetables grow, and teaches a life lesson about working hard.</p> <p><i>Do we also eat seeds?</i> (pumpkin seeds, popcorn, beans, peas, peanuts)</p>	<p>Plants need:</p>	<p>Sample slices of vegetables that grow above and below the ground, and seeds that we eat.</p>
T H U R S D A Y	<p>Carefully observe the seed experiment and prepare to create the class science board tomorrow.</p> <p>Today, allow students the opportunity to act out the two stories, <i>The Tiny Seed</i> and <i>Tops and Bottoms</i>.</p>		<p>*<i>The Tiny Seed</i> – as a whole group students pretend to be a seed as it floats through the air, and becomes planted and watered and finally grows.</p> <p><i>Tops and Bottoms</i> – Students alternate being Bear and the Hare family characters.</p> <p>**Students can be given outlines of vegetables to color in, cut out, and use as props for the play.</p>	<p>No writing prompt today, but students could illustrate today's play performances – perhaps a favorite scene.</p>	

F R I D A Y	<p>Review science experiment with seeds.</p> <p>Examine and discuss the class chart with observations of the seeds.</p> <p>Option: Create a science fair-like display board of the experiment and the results.</p> <p>Studies Weekly #32 Buying Power. See Lesson Plans on Clever, Studies Weekly.</p>	<p>Take time to explicitly teach these words for today's discussion and culminating task:</p> <ul style="list-style-type: none"> • Experiment • Supplies • Purpose • Observations • Conclusion 	<p>What observations have we made about growing bean seeds?</p> <p>Did they all grow?</p> <p>What parts of a seed and a plant have we seen?</p> <p>What did our seeds need in order to grow?</p> <p>What could we have done to help our seeds grow even more?</p>	<p><u>Growing Seeds Experiment</u></p> <p>Supplies: bean seeds, soil, egg carton, egg shells (or whatever you used in your classroom)</p> <p>Purpose: observing how seeds grow</p> <p>Conclusion: Our seeds needed _____ to grow. Our seeds __did __did not grow. Here is what our experiment looked like: (students will draw an illustration)</p> <p>**Please allow time for students to share their written/illustrated project with a partner or a small group</p>	<p>Make sure that the observation chart is available for students to refer to while completing the culminating project today.</p> <p>Differentiation: Higher level students write sentences about the experiment, for instance what were the steps taken to plant the seeds, etc.</p> <p>On level students can draw and label the parts of the experiment using vocab cards with the labels printed on them</p>
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