



Read to Be Ready plans for: The Year at Maple Hill Farm/The Mitten Week 1 Kindergarten

ELA Standards:

- K.FL.PC.1 Demonstrate understanding of the organization and basic features of print. c) Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print.
- K.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) 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. a) Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.
- K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a) Write uppercase and lowercase manuscript letters from memory. b) Write a letter/letters for most consonant and short vowel sounds (phonemes).
- 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. b) Follow one-to-one correspondence between voice and print when writing a sentence. h) Capitalize the first word in a sentence and the pronoun I.
- K.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings. iv) Distinguish shades of meaning among verbs describing the same general action.
- K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details.
- K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story.
- K.RI.IKI.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic.
- K.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for Kindergarten.
- K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.
- 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.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.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 – Culture:

K.O1 Describe familiar people, places, things, and events, with clarifying detail about a student's home, school and community.

Social Studies – History:

K.17 Use correct words and phrases related to chronology and time


K.18 Identify the days of the week and months of the year.

Science:

K.ESS2: Earth's Systems- 2) Develop and use models to predict weather and identify patterns in spring, summer, autumn, and winter.

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/Resources
M O N D A Y	1 st read of <u>The Year at Maple Hill Farm</u> Read "The Year" at front of book. Then turn to back of book and read about December. Begins on the page that reads, "December is the first month of winter" Next turn back to front of book and	<ul style="list-style-type: none"> Seasons Winter months December January February 	<p>We are going to be studying the season of winter. <i>What are the names of the winter months?</i></p> <p><i>What is the correct sequence of the months?</i> (December – January – February)</p> <p><i>What is the weather usually like during these months?</i></p> <p><i>What clues did you find in the illustrations about winter weather?</i></p>	<p>What is the weather like during the winter months?</p> <p>*Students will complete the writing prompt in writing journals according to their abilities. For some that will be in sentence form. For others they will be able to draw an illustration and label it.</p>	<p>Video of winter words and illustrations http://tinyurl.com/y79jvk6b Chant about winter clothes: http://tinyurl.com/y77czt5r</p>

	<p>read the pages on January and February.</p> <p>**Seasons Song video – great introduction to the four seasons: http://tinyurl.com/pgc73xo</p>		<p>Create a class generated list of winter words based on the text. Students will refer to this list while creating their written response today.</p>	<p>For still others, they will draw and then dictate their response to an adult.</p>	
T U E S D A Y	<p>2nd reading of <u>The Year at Maple Hill Farm</u></p> <p>Reread/review the pages on December, January, February, and then add a reading of March</p> <p>**Please use this text, <u>The Year at Maple Hill Farm</u>, throughout the school year as we enter different seasons.</p>	<ul style="list-style-type: none"> Seasons Winter months December January February March 	<p>December: <i>What words were used to describe winter?</i></p> <p>January: <i>What words were used to describe winter?</i></p> <p>January: <i>How are these animals adjusting to winter weather?</i> (cows in the barn; not many eggs laid; horses and sheep outside; heavy winter coats)</p> <p>February: <i>What are the winter descriptions on this page?</i></p> <p>March: March begins as a winter-weather month. What weather words were used in describing March?</p> <p>Why do you think March is not considered to be one of the 3 winter months? What begins to happen in March?</p>	<p>Create a word bubble diagram with “winter” in the middle and words describing winter surrounding it.</p>  <p>Students will draw or draw & label ideas in the bubbles.</p>	
W E D N E S D A Y	<p>1st Reading of <u>The Mitten</u></p> <p>Today, read only the first half of the story, ending on the page with the owl.</p> <p>Using text features to respond to questions and make predictions.</p> <p>**5 copies of this title are available to each classroom to use in small group work with students. Focus upon the winter illustrations and the clues given in the border as to what animal will come next.</p>	<ul style="list-style-type: none"> Mittens Gloves Knitting Crowded Perched Sail Sequence <p>(These words are based on the board book edition – 1996)</p> <p>*There are other new words such as burrowed, drowsy, and muzzle that will need explanation as you read today and tomorrow.</p>	<p><i>Where does this story take place?</i> (outdoors, farm, talk about its origins as a Ukrainian Folktale)</p> <p><i>What season is it and how do you know?</i></p> <p><i>What keeps happening in the story?</i> (animals getting into the mitten)</p> <p><i>Did anyone find a way to predict what animal will appear on the next page?</i> (the illustrations on the borders)</p> <p><i>What do you think will happen throughout the rest of the story as we continue reading tomorrow?</i></p>	<p>In the story <u>The Mitten</u> I think the animals are squeezing inside the mitten because.....</p> <p>Look for students to use winter-related words such as cold, snow, to get warm, etc.)</p>	
T H U R S D A Y	<p>2nd reading of <u>The Mitten</u></p> <p>Begin with a picture review of yesterday’s reading, then complete reading the story.</p>	<ul style="list-style-type: none"> Mittens Gloves Knitting Crowded Perched Sail Sequence 	<p><i>Why do you think the mitten was so hard for the boy to find?</i> (white like the snow)</p> <p><i>In what order did the animals go into the mitten?</i> *Make a class chart showing the sequence (listed in far right column)</p> <p><i>Looking at the sequence, what was unusual about the last animal to enter the mitten?</i> (the rest of the animals went from smallest to largest – but the mouse was tiny)</p>	<p>My mitten would be big enough to fit a_____.</p> <p>Trace each child’s hand in their writing journal underneath the writing prompt. Make sure their thumb is separate from the 4 combined fingers.</p>	<p>Sequence:</p> <ul style="list-style-type: none"> Mole Rabbit Hedgehog Owl Badger Fox Bear

			<p><i>What caused the bear to sneeze?</i></p> <p><i>Why does Baba look puzzled in the last illustration?</i></p> <p><i>What do you think Baba might do next?</i></p>	<p>Students will add an animal drawing inside their outline. They will also complete the sentence starter, as able, with the name of the animal in their drawing.</p>	<ul style="list-style-type: none"> • Mouse <p>**Introduce that these are nouns – the names of animals.</p>
F R I D A Y	<p>Re-read one selected sentence on each page beginning with the snowshoe rabbit, having students identify the character (noun) and the character's action (verb).</p> <p>For instance, A snowshoe rabbit came hopping by.</p> <p>SW# 8 See Lesson Plans on Studies Weekly on Clever</p>	<ul style="list-style-type: none"> • Sentence • Noun • Verb • Character • action 	<p>When we write a sentence we have to make sure there is a character (noun) and an action (verb).</p> <p>Let's write some that we found in our re-read. (for instance the snowshoe rabbit sentence) Model by underlining, highlighting, or circling the noun and verb in the sentences.</p>	<p>Building complete sentences:</p> <p>Use the provided cards, cut apart. Have students pull one character card and one action word card. They then write a complete sentence using their noun and verb, and illustrate the sentence.</p> <p>**Another option is to use blank cubes – one with character names on the 6 sides, and another with verbs on the 6 sides. Students will roll each cube once to get their noun and their verb.</p>	<p><u>Introduce Verbs:</u></p> <p>Drop looked Knitting climbed Fell pushed Crawled sniffed Hopping squeezed Wiggled tickled Move sneezed Flew sail Watched called</p> <p><u>Play charades.</u> Student draws a card with one verb written on it. Classmates try to guess the action word. Make a class display of action words using the cards.</p>