



Read to Be Ready plans for: Apples & Pumpkins/Columbus Day – Kindergarten – Week 1

ELA Standards:

- K.FL.PC.1 Demonstrate understanding of the organization and basic features of print. b) Recognize that spoken words are represented in written language by specific sequences of letters.
- K.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) b) Count, pronounce, blend, and segment syllables in spoken words.
- K.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. b) Associate the long and short phonemes with common spellings for the five major vowels.
- K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- RI.KID.1 With prompting and support, ask and answer questions about key details in 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.7 With prompting and support, orally describe the relationship between illustrations and the story (or text) in which they appear.
- 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.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.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.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.

Science:

- 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 2) Describe objects accurately by drawing and /or labeling pictures.

Social Studies:

- History K.17 Use correct words and phrases related chronology and time, including: *now, long ago, before, after, last, next, month*
- K.19 Locate and describe events on a calendar, including: birthdays, holidays, cultural events, and school events.

Comprehension skill: sequencing; compare and contrast **Phonics:** Seeing Pacing guide
Grammar/Writing: See Pacing Guide **Unit Focus:** Life Cycle of plants; Fall; Columbus Day
Culminating Task:

These are suggested titles as no titles have been purchased by R2BR :

Social Studies Weekly #6 – History and Christopher Columbus (for Columbus Day holiday)
 (**found on Epic! for Educators – online resource) [Apples](#) by Gail Gibbons, [Fall Apples: Crisp and Juicy](#) by Martha E. H. Rustad,
[Apples for Everyone!](#) By Jill Esbaum

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Resources/Small group instruction ideas
M O N D A Y	<p>**The Social Studies Weekly #6 is about Columbus Day</p> <p>Columbus Day by Meredith Dash https://www.getepic.com/app/read/12224</p> <p>**See SS Weekly Teacher's Resource booklet for Quarter 1 – pages 28-30.</p>	<ul style="list-style-type: none"> Christopher Columbus History Past Present Future Explorer 	<p>**See SS Weekly Teacher's Resource booklet for Quarter 1 – pages 28-30. <i>Columbus was an explorer who traveled with 3 ships full of people from Spain to America. If you were going on a long trip across the ocean for many months to a new land, what items would you bring with you?</i></p>	<p>Draw & label 3 items you would take on a long trip across the ocean.</p>	<p>DE Video Segment - Columbus Day https://tinyurl.com/ya64dk6o</p>
T U E S D A Y	<p>Before Reading Text</p> <p>Think/Pair/Share something you already know about how apples grow. Complete 1st part of Journal writing.</p> <p>First read of Apples by Gail Gibbons</p> <p>If you don't have a copy of the text, you can find it here: https://www.getepic.com/app/read/41314</p>	<ul style="list-style-type: none"> Seedling Orchard Blossom Pollen Ripe Fall 	<p><i>Share with the group, something you already know about how apples grow.</i></p> <p>**Prior to reading create a class K-W-L chart about how apples grow.</p>	<p>Students will glue 2 writing prompts into journal.</p> <p>On the left-hand page of your journal, draw or write about what you already know about how apples grow.</p>	<p>DE Video Segment - Life Cycle of an Apple Tree https://tinyurl.com/y6vebbus</p> <p>Harry Kdg Plants a Tree https://www.youtube.com/watch?v=4eJiAghjYQ8&t=1s</p>

W E D N E S D A Y	<p>Second read of <u>Apples</u> by Gail Gibbons</p>	<ul style="list-style-type: none"> • Seedling • Orchard • Blossom • Pollen • Ripe • Fall 	<p><i>Authors write for different reasons – some to entertain, some to inform or teach. Why do you think the author wrote this book?</i></p> <p><i>Looking at our K-W-L chart, let's check off the things under KNOW that appeared in the book.</i></p> <p><i>Now let's see if any of our WANT TO KNOW questions were answered.</i></p> <p><i>Are there new questions you have?</i></p> <p><i>Now let's add to the LEARNED column.</i></p> <p><i>Think/Pair/Share something NEW you learned about how apples grow.</i></p>	<p>After reading the story & sharing what they've learned, have students draw or write about something new they learned about how apples grow on the right-hand page of their journal.</p>	<p>Harry Kdg Update after one year https://www.youtube.com/watch?v=G54v7IPYpuM&t=62s</p> <p>Harry Kdg Update after three years https://www.youtube.com/watch?v=075kREUI8ec&t=174s</p> <p>Extra Free Resources from Teachers Pay Teachers: https://tinyurl.com/yccoc9gu https://tinyurl.com/yb8ajwx3</p>
T H U R S D A Y	<p>Read <u>Fall Apples: Crisp and Juicy</u> by Martha E. H. Rustad</p> <p>If you don't have a copy of the text, you can find it here: https://www.getepic.com/app/read/48418</p>	<ul style="list-style-type: none"> • Orchard • Blossom • Nectar • Pollen • Ripe • Harvest 	<p><i>What are the stages of the life cycle of an apple tree?</i></p> <ul style="list-style-type: none"> • Seed • Seedling • Tree with flowers • Apple 	<p>Draw and label the Life Cycle of an Apple Tree</p> <p>**Differentiation – some students will illustrate only, some can illustrate and label, some can write about the life cycle in sentences.</p>	<p>**Have each student bring one peeled & diced apple in a baggie tomorrow to make applesauce.</p> <p>Bring a crockpot for making applesauce. Optional – add sugar &/or cinnamon.</p>
F R I D A Y	<p>Read <u>Apples for Everyone!</u> By Jill Esbaum</p> <p>If you don't have a copy of the text, you can find it here: https://www.getepic.com/app/read/43289</p>	<ul style="list-style-type: none"> • Orchard • Blossom 	<p><i>Think/Pair/Share your favorite way to enjoy an apple: cider, juice, applesauce, pie, caramel apple, baked apples.</i></p>	<p><i>*You could have a few samples of apple foods/drinks for students to taste.</i></p> <p>Draw and label your favorite way to enjoy an apple.</p>	<p>DE Video segment - Sid the Science Kid – Heat changes things – Making Applesauce https://tinyurl.com/yd88dkz3</p> <p>**Make applesauce</p>