



## Read to Be Ready plans for: Insects & Spiders    Week 1    Kindergarten

### ELA Standards:

- K.FL.PC.1 Demonstrate understanding of the organization and basic features of print. a) Follow words from left to right, top to bottom, and page-by-page. 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). a) Recognize and begin to produce rhyming words.
- K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. f) Write some common, frequently used words (am, and, like, the).
- K.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking .....a) With modeling or verbal prompts, orally produce complete sentences. c) Use frequently occurring nouns and verbs when speaking and in shared language activities.
- K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- K.RL.KID.1 & RI.KID.1 With prompting and support, ask and answer questions about key details in a text.
- K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story.
- K.RI.KID.3 With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information 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.RL.IKI.7 & 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.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.W.TTP.1 With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.
- 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 Standards:

- K.LS1: From Molecules to Organisms: Structures and Processes
  - 3) Explain how humans use their five senses in making scientific findings.
- K.ESS3: Earth and Human Activity
  - 1) Use a model to represent the relationship between the basic needs (shelter, food, water) of different plants and animals (including humans) and the places they live.
  - 3) Communicate solutions that will reduce the impact from humans on land, water, air, and other living things in the environment.

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center ideas
<b>M O N D A Y</b>	1 <sup>st</sup> reading of <a href="#">Bug Safari</a>  Begin by creating a class chart about <b>insects</b> – what do we know; what questions do we have; what did we learn  Today's read aloud session is to focus on enjoying this colorfully illustrated book about bugs. Read without pausing for discussion.	<b>Tier 2 Vocab for explicit instruction:</b> <ul style="list-style-type: none"> <li>• Jungle</li> <li>• safari</li> <li>• insect</li> <li>• Antennae</li> <li>• Human being</li> <li>• Head</li> <li>• Thorax</li> <li>• Abdomen</li> <li>• observe</li> </ul> <b>Keep these words posted throughout the topic.</b>	<i>Who were the main characters in this book?</i> (the black ants and the boy)  <i>Where did the story take place?</i> (the boy's backyard)  <i>What was the boy doing throughout the story?</i> (observing & following the black ants on their safari)  <i>What scientific tool did he use to watch the ants?</i> (magnifying glass)  <i>What senses did the boy use and give examples from the text?</i> (magnifying glass helped him see,	Today we read <a href="#">Bug Safari</a> . The boy used a magnifying glass to help his sense of sight.  <i>Have students draw a large ant inside the outline of the magnifying glass.</i>	See curriculum maps for the phonics instruction for this week.  <a href="https://tinyurl.com/ya3ardy3">https://tinyurl.com/ya3ardy3</a>  Spotlighting verbs and nouns - assist students in identifying the nouns and verbs found within specially selected sentences in all the books for this text set.

	<p>DE Video Clip, <i>Characteristics of an Insect</i> 3:58  <a href="https://tinyurl.com/ycnh8jyi">https://tinyurl.com/ycnh8jyi</a></p>	<p>Vocab for the purposes of understanding this text, but not for explicit instruction:</p> <ul style="list-style-type: none"> <li>wounded</li> <li>took charge</li> <li>outnumbered</li> <li>canteen</li> <li>zapped</li> <li>famished</li> <li>faint sound</li> <li>battled</li> <li>fierce</li> </ul>	<p><i>Where did the author want us to think the story was taking place?</i> (a real jungle, not a backyard)</p> <p><i>Why do you think he did that?</i> (made the story more engaging)</p> <p><i>How were the illustrations drawn to lead the reader to think about jungles instead of a backyard?</i></p> <p><i>Where was the ant safari headed the whole time?</i> (to the picnic lunch)</p> <p><b>Page with toad:</b> <i>What did the author mean by "...a few of them got zapped?" What did you have to use to understand the use of the word "zapped"?</i> (the illustration)</p> <p><i>Could this story have really happened? What did the author tell us about the story on the very first page?</i> (it really happened)</p>	<p>Great opportunity to review the 5 senses studied earlier in the school year</p>	<p>Examples: "I crawled over rocks and through mud."</p> <p>"The black ants stood their ground and battled..."</p>
<p><b>T</b> <b>U</b> <b>E</b> <b>S</b> <b>D</b> <b>A</b> <b>Y</b></p>	<p>2<sup>nd</sup> reading of <u>Bug Safari</u></p> <p>1) Begin today's read aloud with a picture walk review of the story, Bug Safari.</p> <p>2) Then read aloud <u>the first paragraph on the page at the back entitled "Bugs in the Book" AND the final page of the book, with the labeled drawing of an ant.</u></p> <p>Today will be focused on the distinctive characteristics of insects.</p> <p>DE Video clip, <i>Insects Everywhere</i> 1:32  <a href="https://tinyurl.com/y9axdabe">https://tinyurl.com/y9axdabe</a></p> <p>DE Video Clip, <i>What are insects?</i> play only up to 1:45  <a href="https://tinyurl.com/y7nhecqw">https://tinyurl.com/y7nhecqw</a></p>	<p>Tier 2 Vocab for explicit instruction:</p> <ul style="list-style-type: none"> <li>Jungle</li> <li>safari</li> <li>insect</li> <li>Antennae</li> <li>Human being</li> <li>Head</li> <li>Thorax</li> <li>Abdomen</li> <li>observe</li> </ul>	<p><i>Looking at our chart from yesterday, what do we now know about ants &amp; insects?</i> (3 body parts, antennae for communicating; etc.) Add new information to chart.</p> <p><b>*Teach song, sung to the tune of London Bridge is Falling Down as students make motions to their own bodies – head, stomach, hips:</b>  <i>Head and thorax, abdomen....</i>  <i>abdomen....</i>  <i>abdomen....</i>  <i>Head and thorax, abdomen.</i>  <i>These are the parts of an insect</i></p> <p><i>What do you think insects need to live?</i> (air, water, food, shelter)</p> <p><i>Can you find examples of these needs in the book, Bug Safari?</i></p> <p><i>How do ants communicate with one another?</i> (page with ruler)</p> <p><i>Which animals mentioned in the story are insects and how do you know?</i></p> <p><b>Create a class chart with two sorting columns – one for insects and one for non-insects, and list the animals the children name.</b></p>	<p>Students will create a 3-D ant for display using construction paper, pipe cleaners, etc.</p> <p>Marshmallows and toothpicks also provide a creative activity for self-creating insect bodies. Assess whether students include all the characteristics of an insect.</p> <p>**Keep these for next week's culminating activity.</p> <p><b>**Math connection suggestion:</b>  Have students use a ruler, linking cubes, or paper clips to measure the ant they created.</p>	
<p><b>W</b> <b>E</b> <b>D</b> <b>N</b> <b>E</b> <b>S</b> <b>D</b></p>	<p>1<sup>st</sup> reading of <u>Hey, Little Ant</u></p> <p>This first read aloud session is for enjoyment and overall comprehension of the story line.</p> <p>Author and Illustrator's craft will</p>	<p><b>Respect</b></p>	<p><i>Who were the main characters in this story?</i></p> <p><i>Is this story fiction or non-fiction and how do you know?</i></p> <p><i>What writing technique did the author use on each page?</i> (rhyming words)</p> <p><i>What was unusual about some of the pages and how they were laid out?</i></p>	<p>Compare and contrast the boy and the ant in the story, <u>Hey, Little Ant.</u></p>	<p><b>Suggestions:</b></p>

A Y	be a focus today.		<p>(have to turn the book to be tall with some of the two-page spreads)</p> <p><i>Why do you think they chose to change the page layout?</i> (emphasizes the size difference between a person and a little insect &amp; the image of the boy as a possible bully, and then it switches the roles of the ant and boy on a later two-page spread.)</p> <p><i>In what ways were the ant and the boy alike in this story?</i></p>		
T H U R S D A Y	<p>2<sup>nd</sup> reading of <u>Hey, Little Ant</u></p> <p>This Youtube video of <u>Hey, Little Ant</u> has an intro and then a summary spoken by a teacher which really helps focus student attention on respect and good manners.</p> <p>The title is <i>Hey, Little Ant Final</i> 4:31 <a href="https://tinyurl.com/z4yajah">https://tinyurl.com/z4yajah</a></p> <p>Today as you read the book or watch the video, illicit discussions surrounding the social conflict going on in the story – bullying thoughts; having empathy and insight into another’s feelings; choosing right from wrong, etc.</p>		<p><i>How do you think the boy felt about the ant through most of the story?</i></p> <p><i>Who was influencing the way the boy felt about the ant in the beginning?</i> (his friends)</p> <p><i>What was different about the ant’s feelings? (point of view discussion)</i></p> <p><i>Has anyone ever treated you unkindly just because you were smaller or different in some way than they were?</i></p> <p><i>In what way did the ant try to convince the boy not to kill him? (he tried to point out how they are the same)</i></p> <p><i>How were the ant and the boy the same?</i></p> <p><i>Do you think the ant was able to change the boy’s mind?</i></p> <p><i>How do you think the story might have ended?</i></p> <p><i>What choice would you have made?</i></p>	<p>What would you do if you were the boy in the story, <u>Hey, Little Ant</u> and why?</p>	
F R I D A Y	<p>Review the information learned about insects using the two texts and the class created chart.</p> <p>SW #6 Keeping a Diary See Lesson Plans in Studies Weekly on Clever</p> <p>DE Video clip, <i>Insects are Helpful</i> 1:35 <a href="https://tinyurl.com/yyp6ogoo">https://tinyurl.com/yyp6ogoo</a></p>		<p><i>In the story <u>Bug Safari</u>, what needs did the ants have?</i></p> <p><i>In <u>Hey, Little Ant</u>, what needs did the ants have? (same but presented in different ways)</i></p> <p><i>How were humans involved with ants in both of our stories? (observed them, gave great thought to their actions, etc.)</i></p> <p><i>What choices do human beings face about the animals in our environment?</i></p> <p><i>Are insects of help to us? (break up the soil, eat other insects, pollinate flowers, etc.)</i></p> <p><i>Can we be of help to insects? (make sure they have safe areas to live, don’t kill them for mean reasons)</i></p> <p>**Review the needs of ants and other insects – food, water, air, shelter</p>	<p>What do insects need to live and how can we protect them?</p> <p>Look for these answers: **food, water, shelter</p> <ul style="list-style-type: none"> <li>• don’t step on them</li> <li>• don’t put chemicals on the ground that might poison them</li> <li>• provide dirt and plants for them to live in/on</li> <li>• observe them like a scientist</li> </ul>	

