



Read to Be Ready plans for: Lily Learns About Needs and Wants -Week 1 of 2 Kindergarten

Standards:

- 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. d) Decode regularly spelled CVC 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, like, and, the). g) Print many upper and lowercase letters.
- 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. d) Form regular plural nouns when speaking and in shared language activities. e) Understand and use question words when speaking and in shared language activities.
- g) Produce and expand complete sentences in shared language activities.
- K.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings. i) Sort common objects into categories to gain a sense of the concepts the categories represent. iii) Make real life connections between words and their use.
- K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text.
- 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.RL.CS.6 With prompting and support, define the role of authors and illustrators in the telling of a story.
- 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.4 Describe familiar people, places, things, and events, and with prompting and support, provide additional detail.
- 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.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 - Economics:

- K.5 Distinguish between wants and needs.
- K.6 Identify and explain how the basic human needs of food, clothing, shelter, and transportation are met.
- K.7 Explain the benefits of saving money
- K.8 Explain why people work and recognize different types of jobs, including work done in the home, school, and community.
- K.9 Give examples of how family members, friends, and/or acquaintances use money directly or indirectly (cash, check or credit card) to make purchases.
- K.10 Use words relating to work including wants, needs, jobs, money, buying and selling, in writing, drawing and conversation.

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Resources/Small group instruction ideas
M O N D A Y	1 st read of <u>Lily Learns about Wants and Needs</u> Read pages 4-13 (Chapters 1 & 2), pausing to ask the questions found in green boxes on some of the pages.	These are Tier 2 words and found in the book's Glossary Choice Need Want Medicine	p. 4-6 What did Lily want but what did Dad tell her she needs? (new bike for exercise) If you did not during the read aloud, ask the questions on pages 6, 9, 13. Have you had some of these shopping experiences with your family? Let's name some special treats we can have or do with our family that does not cost any money.	A special treat I enjoy with my family that does not cost any money is _____.	**Provide opportunities for students to draw and write about needs and wants this week drawing connections with their personal life. **Collect magazines and newspaper ads/flyers for the activities on Wednesday and Thursday of this week and on Thursday next week.
T U E S D A Y	2 nd read of <u>Lily Learns about Wants and Needs</u> Explicit instruction on the location and purpose of the Glossary. Explicitly teach the vocabulary words. Then read pages 14-21 (Chapters 3 & 4) pausing to ask the questions found on pages 15 and 19.		Ask questions on pages 15 and 19 if you have not already. Does your family have to make choices about spending money on needs or wants? Give examples. When is it okay to purchase a want? Why should we save money? How can we save money? How does your family have money for needs and wants? (jobs)	Write about how you could save money for something you really want and describe what it is you want. **Differentiation Some students may need to illustrate and then have an adult label for them.	

W E D N E S D A Y	<p>Today's reading is <u>Something Good</u> by Robert Munsch. It is on Youtube.</p> <p>Robert Munsch reading but no book pictures @ http://robertmunsch.com/book/something-good#</p> <p>or</p> <p>Something Good read with turning pages @ https://www.youtube.com/watch?v=ISLdyRtGwJw&t=68s</p>		<p>Why does the little girl say her Dad does not buy good foods? What did she do about it? Why did Dad say her basket of food was not good? Why didn't the Tyya move? What happened next? What was the best thing Tyya's dad bought at the store? Why?</p>	<p>Make a shopping list of 3 needs.</p> <p>Draw, write or cut pictures from a shopping flyer or magazine.</p>	
T H U R S D A Y	<p>Listen to <u>Something Good</u> again.</p>		<p>List the items that Tyya put in her basket. (Icecream, chocolate bars) Could you stand still like Tyya for that length of time? What happens when the man and the woman tried to pick her up thinking she was a doll?</p>	<p>If you went to the grocery store, what would you buy?</p>	
F R I D A Y	<p>SW#27 See lesson plans on Studies Weekly in Clever.</p>		<p>Make a class list of wants and needs. Ask students to justify if the item is a want or need. (example, if a student says a candy bar is a need, ask why. If the response if that you are on a hike and the only food you have is a candy bar and you are hungry, then you might "need" it.</p>	<p>Choose 5 items from the wants list and 5 items from the needs list and copy them.</p>	