



Read to Be Ready plans for: The Scarecrow's Hat (Week 2 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	<p>1st Read of The Scarecrow's Hat</p> <p>Try to read the entire book for enjoyment, depending on student attention.</p> <p>**Explain to students that they should be following the sequence of the story as you read – what happens on one page determines what happens on the next page.</p>	<p>These words have been identified for better understanding of the story's plot as well as the story's overall message.</p> <p>Scarecrow Walking stick Badger Ribbon Crow Wool Sheep Glasses Owl Blanket Donkey Feathers Chicken Hat Swapped</p>	<p>This story begins with the chicken and the scarecrow.</p> <p>What did the chicken want from the scarecrow?</p> <p>How does the chicken finally get the thing that she wanted?</p> <p>Do you think chicken needed the hat or just wanted the hat? (needed the hat to build a Nest).</p> <p>*Ask this same question about the other characters.</p> <p>What is the word for giving someone something and getting something back from them? (swapping)</p> <p>Have you ever swapped with someone to something you want?</p> <p>Do you have to have money to swap?</p>	<p>To swap with someone means _____.</p>	<p>**A chart can be created in whole group showing the sequence of swaps (as shown on vocabulary list).</p> <p>**Collect magazines and newspaper ads/flyers for the activity on Thursday.</p>

T U E S D A Y	<p>2nd reading of <u>The Scarecrow's Hat</u>.</p> <p>Tell students to focus on what each character needed and why.</p> <p>Read the book today leaving out what each animal wanted to swap and see if students can remember and fill in the blank as you read.</p>		<p>Have students name the characters in the story.</p> <p>Review the needs and wants of each.</p> <p>Play a matching game to see if students can match the character to the need or want.</p>	<p>My favorite character in the book was _____.</p>	
W E D N E S D A Y	<p>Watch <u>The Scarecrows Hat</u> on Youtube</p> <p>Focus on Cause and Effect</p>		<p>Cause and Effect determines what happens.</p> <p>What happened because Badger wanted a ribbon? – he trades his walking stick for the ribbon.</p> <p>Who was finally able to get their own walking stick at the end of the story because Badger swapped his for the ribbon? (Scarecrow)</p> <p>What did chicken get in the end?</p> <p>Did all the characters have the same needs and wants.</p> <p>Do we (people) all have the same needs and wants?</p> <p>What is the main message of this story? (you can trade with others to get the things you need -Chicken was a really smart swapper- you can get things you need without money if you swap with others)</p>	<p>I would like to swap my _____ for a _____.</p>	<p>A chart can be created showing cause and effect sentences, such as Cause: Badger wanted a ribbon Effect: He gave away his walking stick</p> <p>Cause: Badger gave away his walking stick Effect: Scarecrow got a walking stick</p>
T H U R S D A Y	<p>Review the 3 stories about needs and wants.: <u>Lily Learns about Wants and Needs, Something Good and The Scarecrow's Hat</u></p>		<p>Which is more important, a need or a want?</p> <p>What do all people need? (food, water, clothing, shelter, air)</p> <p>What are some examples of things that people want?</p>	<p>Have students fold paper into fourths and then trace over the fold lines with pencil or Dark crayon.</p> <p>Label 3 of the four sections with the word NEEDS and the fourth section WANTS.</p> <p>Using magazines, newspaper flyers, students will cut out pictures to glue in the correct sections.</p> <p>Those who can should label their cut-out pictures.</p> <p>Teacher will ask students to give reasoning for choices that might seem questionable.</p>	<p>**After teacher modeling allow time for students to share their charts with a partner or small group – Students should ask one another questions about items chosen and students should discuss their reasons for having made the choices they made.</p> <p>**Teacher will establish the number of pictures per section based on Time constraints.</p>

F R I D A Y	SW #28 See Lesson Plans on Studies Weekly on Clever.		See questions on Studies Weekly	The lesson I learned from the story <u>The Scarecrow's Hat</u> was _____.	
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