

Unit: One

Listen and Explore

Kinder
Literacy
Units



Unit One Table of Contents

Overview Map.....	pages 4-5
Why Choose KinderLiteracy?.....	page 6
Overview of a Week.....	pages 7-8
Editable Lesson Plans.....	page 9
Best Practices in Close Reading.....	pages 10-12
Living Anchor Charts.....	pages 13-14
Organizing the Units.....	page 15
Week 1: Rainbow Fish.....	pages 25-48
Week 2: Huggapotamus.....	pages 49-83
Week 3: Apples.....	pages 84-118
Week 4: A Tree for all Seasons.....	pages 119-149
Week 5: Transportation.....	pages 150-193
Unit One Writing Templates.....	pages 194-226
Read Aloud Book List.....	page 375
Organization.....	page 376

KinderLiteracy Overview Map

Unit I: Listen and Explore



Book Titles	Theme
Rainbow Fish by Marcus Pfister (Required Text) I am Sharing by Mercer Mayer (Optional Text)	Sharing
Huggapotamus by Steve Metzger (Required Text) Crayon Box That Talked by Shane Derolf (Optional Text)	Friendship
Apples for Everyone by Jill Esbaum (Required Text) Ten Red Apples by Pat Hutchins (Optional Text)	Apples
A Tree for All Seasons by Robin Benard (Required Text) Tap the Magic Tree by Christie Matheson (Optional Text)	Seasons
Transportation in My Neighborhood by Shelly Lyons (Required Text) Trains, Trucks, or Planes by Amy Shields (Optional Text)	Transportation

KinderLiteracy Overview Map

Unit I: Listen and Explore



Literacy Standards

	RF.K.2	RL.K.1	RL.K.2	RL.K.3	RL.K.4	RL.K.5	RL.K.6	RL.K.7	RL.K.8	RL.K.9	RI.K.1	RI.K.2	RI.K.3	RI.K.4	RI.K.5	RI.K.6	RI.K.7	RI.K.8	RI.K.9	RI.K.10
Week 1	X	X	X	X	X			X		X										
Week 2	X	X	X	X	X		X	X		X										
Week 3	X										X	X	X	X	X	X		X		X
Week 4	X										X	X	X	X	X	X	X	X		
Week 5	X										X	X	X	X		X	X	X	X	

Comprehension Strategy/Skill

	Making Connections	Characters	Problem/ Solution	Inferencing	Visualizing
Week 1	X	X			
Week 2	X	X	X		
Week 3	X			X	
Week 4	X			X	
Week 5	X				X

Why KinderLiteracy Units?

KinderLiteracy units are based upon the close read model. Each week you will focus on one text and each day you will look closely at that text. It will be suggested that you bring in another text for comparison each week as well. The units have been completely planned out for you but with the ability for you to have them meet the individual needs of your students.

Each week you will have essential questions, focus standards, comprehension and story element focuses, and linked writing.

These are just a few highlights you'll see using the KinderLiteracy Units:



Kids TALKING
about books



Real-life
connections



Life Skills



Vocabulary

Overview of a Week

Below is a quick overview of how each week will be set up. You'll notice that you might see more than you can squeeze into one day. That is okay and what is best about KinderLiteracy. KinderLiteracy is made with the teacher in mind; pick and choose from the material for what your students need.

Unit: 1 Week 1	Monday	Tuesday	Wednesday	Thursday	Friday	Unit: 1 Week 1
Unit Big Idea: Students will listen and explore books for enjoyment.	Phonemic Awareness: Objective: Recognize rhyming words. I'm going to state two words, and you will tell me if they rhyme. Rip/hip; tag/tag; bed/rin; fish/dish; cat/cat; web/wet; hit/it.	Phonemic Awareness: Objective: Recognize rhyming words. I'm going to state two words, and you will tell me if they rhyme. Dog/hog; star/car; cat/hat; wig/pig.	Phonemic Awareness: Objective: Recognize rhyming words. I'm going to state two words, and you will tell me if they rhyme. Clap/hap; sad/mad; jet/net; bad/rug; fan/big; top/hop; fox/hot.	Phonemic Awareness: Objective: Recognize rhyming words. I'm going to state two words, and you will tell me if they rhyme. Pop/hug; fin/fin; rat/sat; dig/tag; sun/red; hat/mat; sock/rock.	Phonemic Awareness: Objective: Recognize rhyming words. I'm going to state two words, and you will tell me if they rhyme. Hut/nut; gum/bib; poo/lip; get/wet; pan/pad; car/jar; wll/bill.	
Unit 1 Standard Objective: I can ask and answer questions about key details in a text.	Shared Reading: "Jack and Jill." Introduce and chorally read.	Shared Reading: "Jack and Jill." Reread and insert poem into notebook.	Shared Reading: "Jack and Jill." Reread and insert poem into notebook.	Shared Reading: "Jack and Jill." Reread. Make reread poetry pieces and perform.	Shared Reading: "Jack and Jill." Read emergent reader.	
Week Theme: Sharing	Reader's Workshop (Close Read): Day One Objective: Students listen to the read aloud for enjoyment. Build an interest in the topic and expand their prior knowledge. Introduce the week's theme focus by placing it inside the bubble chart. Have students turn and talk to discuss their prior knowledge, adding their responses to the bubble chart. State the week's essential questions for the students to ponder. Read the text "cold" with minimal stopping while reading. Have students turn and talk to their partners and share additional information they learned during the cold read. Add their responses to the bubble chart.	Reader's Workshop (Close Read): Day Two Objective: Read and answer questions, stopping to address vocabulary. Review essential questions and practice the action word. 1. How does the little blue fish feel when Rainbow Fish refuses to give him a special scale? 2. How does Rainbow Fish feel when the other fish will no longer play with him? 3. What happens to Rainbow Fish when he gives away his first special scale? What evidence in the text tells you this? 4. How have you felt when a friend refused to share with you? 5. Have you shared with someone like Rainbow Fish did? Did you feel better about yourself after sharing?	Reader's Workshop (Close Read): Day Three Objective: Reread parts of the text that lend themselves to the text-dependent questions. Students will turn and talk to partners to answer. Review and discuss the vocabulary and essential questions. 1. How does the little blue fish feel when Rainbow Fish refuses to give him a special scale? 2. How does Rainbow Fish feel when the other fish will no longer play with him? 3. What happens to Rainbow Fish when he gives away his first special scale? What evidence in the text tells you this? 4. How have you felt when a friend refused to share with you? 5. Have you shared with someone like Rainbow Fish did? Did you feel better about yourself after sharing?	Reader's Workshop (Close Read): Day Four Objective: Reread this week's vocabulary words with partner turn and talks. 1. What does it mean to admire something? What do you like to admire? 2. Rainbow fish could glide. What else can glide? 3. What does one look like when they are shocked? When have you felt shocked? 4. What does it mean to be wise? Do you know anyone that is wise? 5. Is there something around the room that shimmers? Part Two: Compare and contrast Rainbow Fish to a text of choice (Little Critter, Lamie Sharing or alternate (nonfiction text). What similarities and differences can you see?	Reader's Workshop (Close Read): Day Five Objective: Theme study wrap up with a comprehensive discussion and craft. Review: Review the vocabulary words and essential questions. Discuss: Wrap up the week's theme with a class discussion. What did we learn? What do we do if a friend doesn't want to share with us? Journal prompt: What happened at the end of Rainbow Fish? (A suggested drawing would be rainbow fish and the other fish each with 1 scale.) Theme craft: Have students create their own Rainbow fish following the detailed craft instructions.	
Optional (Non)Fiction Texts: I am Sharing (Lester Kinsler) or (nonfiction selection of choice)						
Literacy Skill Focus Standard: Key Details RL.K.3						
Essential Questions: Who are the characters in our story? What does it mean to share? Week 1 can statements: * I can identify the characters within the book. * I can state what it means to share.						
Comprehension Strategy: Connections						
Story Element: Characters						
Writing Focus: Students will begin their first love for writing with free writes/drawings. Encouraging students to label.	Independent Practice: "Capture THIS and THAT" OR follow-up task of choice	Independent Practice: "Listen and Tell" OR vocabulary choice	Independent Practice: Story Elements Follow Up: Characters - Search and Find Characters independent sheet	Independent Practice: "Connect III" - Comparison of texts follow up activity	Independent Practice: Weekly assessment	
Literacy Standards: RF.K.2, W.K.2, RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7, RL.K.9	Writing Lesson: Students will be first introduced to their jobs at writing and/or using a journal for their writing. Students will draw a portrait of themselves.	Writing Lesson: Students will continue their job as writers. Students will draw a picture of themselves and a friend, labeling when possible.	Writing Lesson: Students will continue their job as writers. Students will draw a picture of a time they felt happy, labeling when possible.	Writing Lesson: Students will continue their job as writers. Students will draw a picture of a time they felt happy, labeling when possible.	Writing Lesson: Students will continue their job as writers. Students will draw a picture of a time they felt happy, labeling when possible.	

A closer look at the lesson plans: The lesson plans for the ENTIRE week are found on a two-page spread. This will greatly ease an overabundance use of paper. You will be able to place the lesson plans in a three-ring binder and lay it open flat to view your entire week. Also, the lesson plans can be read "word-by-word." You will not need to retype your lesson plans.

Along the left hand side will be your "guide" for the week. You'll find all your big ideas, standards, focuses, and texts there.

Overview of a Week

Below is a sample of the different resources that you will find in each weekly lesson of KinderLiteracy.



A closer look at the additional resources: Each week you will receive all necessary materials to teach the content. You will have two sets of vocabulary cards to choose from as well as a mini-set that could be used in journals. Each week there will be the weekly poem, poem retelling pieces, and word strips to build the poem. Any blackline masters for independent practice will be included as well. Each week there will also be an optional skill check and a craft for students.

Editable Lesson Plans

KinderLiteracy units are made for the teacher! If you should need to edit your weekly lesson plans, you will be able to. Included in the units will be two versions of editable plans. You will have the weekly lesson plans where you can edit the plans to fit your needs. Also included will be a completely blank version of lesson plans for you to create your own plans when needed. KinderLiteracy promotes teacher flexibility. You will be able to customize the unit to fit the needs of your students.

Listen and Explore

©2016 West

	Wednesday	Thursday	Friday
<div style="background-color: black; color: white; border-radius: 50%; padding: 5px; display: inline-block;">Unit: One Week 1</div> <h3 style="margin: 0;">Kinder Literacy Units</h3> <p>Unit Big Idea: Your text here</p> <p>Unit 1 Standard Objective: Your text here</p> <p>Week Theme: Your text here</p> <p>Main Close Read Text: Your text here</p> <p>Optional (Non)Fiction Texts: Your text here</p> <p>Literacy Skill Focus Standard: Your text here</p> <p>Essential Questions: Your text here</p> <p>Week "I can statements": Your text here</p> <p>Comprehension Strategy: Your text here</p> <p>Story Element: Your text here</p> <p>Writing Focus: Your text here</p> <p>Literacy Standards: Your text here</p>	<p>Phonemic Awareness: Your text here</p> <p>Shared Reading: Your text here</p> <p>Reader's Workshop (Close Read): Your text here</p> <p>Independent Practice: Your text here</p> <p>Writing Lesson: Your text here</p>	<p>Phonemic Awareness: Your text here</p> <p>Shared Reading: Your text here</p> <p>Reader's Workshop (Close Read): Your text here</p> <p>Independent Practice: Your text here</p> <p>Writing Lesson: Your text here</p>	<div style="background-color: black; color: white; border-radius: 50%; padding: 5px; display: inline-block;">Unit: One Week 1</div> <p>Phonemic Awareness: Your text here</p> <p>Shared Reading: Your text here</p> <p>Reader's Workshop (Close Read): Your text here</p> <p>Independent Practice: Your text here</p> <p>Writing Lesson: Your text here</p>

Best Practices in Close Reading:

What is Close Reading?

“Essentially, close reading means reading to uncover layers of meaning that lead to deep comprehension.” -Nancy Boyles, Educational Leadership.

“The overarching goal of close reading is to cause students to engage in critical thinking with a text.”
-Dr. Douglas Fisher, Close Reading in Elementary Classrooms.

- Close, analytic reading stresses engaging with a complex text directly and examining meaning thoroughly and methodically, encouraging students to read and reread with a purpose.
- By directing students attention to the text itself, we empower students to understand the central ideas and key supporting details.
- This purposeful reading enables students to reflect on the meanings of words and sentences; the order the sentences unfold; and the development of ideas over the course of the text—which ultimately leads to students to understanding the text as a whole.

As close reading practices are implemented over time, students become better equipped to handle more difficult texts, both in the classroom and independently.

Components of KinderLiteracy Close Reading and How it Supports Best Practices:

Determine what the text says: Understanding one’s purpose for reading is a metacognitive process that supports a reader’s comprehension of text. The KinderLiteracy close reading structure requires students to apply their sense of purposeful reading in order to locate information in a text. In addition to KinderLiteracy, teachers can think aloud and model how to read with a purpose by clearly stating the different purposes for them. Before and during reading, students discuss with partners and as a whole group their background knowledge, or schema, about the text topic. KinderLiteracy provides students with opportunities to develop collaborative conversation skills while allowing the integration of text evidence into their discussions. This allows students and teachers to determine their level of knowledge about a topic, which in turn will determine how a reader will read the text. Teachers can help students gain a thorough understanding of the text during the first read by posing low level questions in order to check for understanding and allowing students to turn and talk. After the first reading, students should have an understanding of their level of knowledge on the text topic and have a general understanding of what the text is about. Throughout the week of KinderLiteracy, the text (or parts of the text) will be read more than once, each time with a different purpose for reading.

Best Practices in Close Reading:

Reread the text to focus on unknown words or phrases: The second reading of a KinderLiteracy text during the week usually involves a focus on unknown words or phrases within the text. Students listen tentatively as the teacher reads aloud parts of the text, leading a discussion about any unknown words or phrases. Students can engage with unknown vocabulary in a variety of ways, such as: recording words as they hear them (as opposed to the teacher telling them which words are the vocabulary words), working in partners or small groups to determine the meaning of unknown words based on the text, or using the context clues to determine a “kid friendly” definition of the word/s, as well as pairing an “action” to describe the word.

Deepen understanding through text-dependent questions: “Text-dependent questions are used in reading instruction to promote the habit of rereading the text in order to build schema” (Fisher & Frey, Pearson & Johnson). In KinderLiteracy, these specific questions cause students to dive deeper into the text, and it signals to the reader that the information is complex enough to linger over the details. The text dependent questions move from explicitly stated information (similar to those asked after the first read) to those that require inferential and critical reading. Comprehension deepens at this stage of the lesson, as the basic outline of the text is now understood, allowing students to go back into the text to look for evidence to text dependent questions.

Evaluate the quality and value of the text: The fourth day of KinderLiteracy involves comparing the text in a variety of ways. The purpose for reading on this day provides students with opportunities to develop conversational skills while they integrate evidence from the text into their discussions. The collaboration that takes place on this day allows students to make a claim about the text, provide evidence to support the claim, and offer counter claims, all of which are necessary skills to be college and career ready. Comparisons of the text and author’s purpose can also be done through collaborative projects in which students must work together toward a common goal. Research conducted by John Hattie tells us that activities that involve cooperative learning, goal setting, and problem solving all have high effects on student learning. All of these components take place in this close reading structure.

Best Practices in Close Reading:

Strive for meaning through a writing prompt or extended discussion with a focus on synthesizing:

The final stage of the close reading model involves a post-reading task to demonstrate understanding of the standards and skills taught throughout the close reading lesson. The main focus of this day is to present students with a task that is not completely based on personal experience, but requires them to have read and deeply understood the text in order to complete the task. Students can demonstrate understanding through a written response, project, or discussion. This final task is a way to finalize the learning from the week. Students can use their annotations from the text, details from the collaborative discussions they have had throughout the week, as well as feedback they have received from the teacher in order to construct a thorough and well-constructed response to demonstrate understanding.

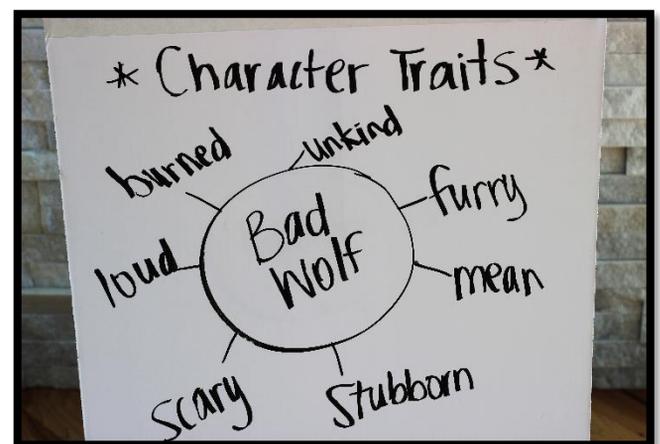
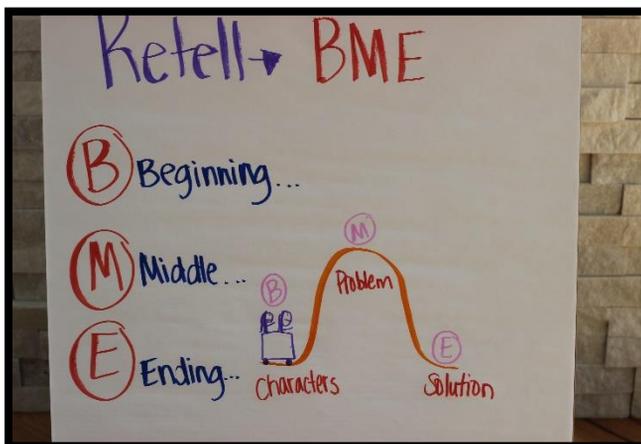
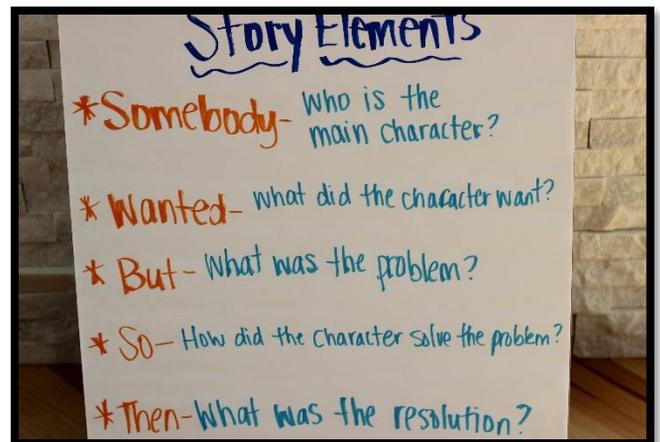
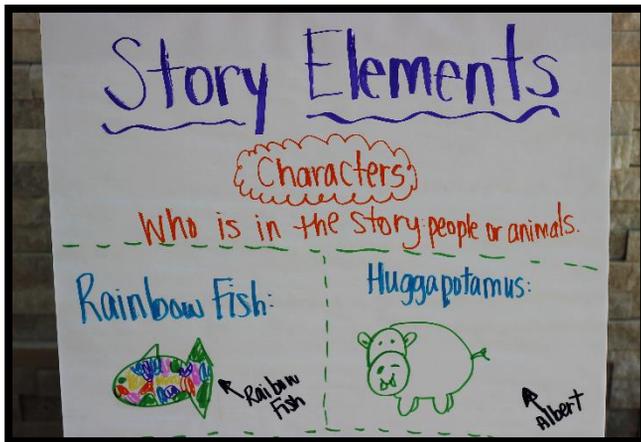
Phonemic Awareness instruction for Kindergarten and First Grade Lessons: Why is that important?

“Phonemic awareness and letter knowledge have been identified in several research studies (Anderson, Hiebert, Scott, & Wilkerson, 1985; Adams, 1990; Snow, Burns, & Griffin, 1998) as the two key indicators of how well children will master beginning reading skills during the first two years in school. Because it plays such a vital role in forming the foundation of reading development, phonemic awareness is the first thread in the tapestry of reading” (Threads of Reading, Karen Tankersley). The addition of daily phonemic awareness instruction in kindergarten and first grade lessons is vital to tying together decoding and comprehension as a young reader.

“Living” Anchor Charts

KinderLiteracy units support the use of “living” anchor charts. Living anchor charts encourage that you and your students are constantly adding learning to your anchor charts. Each week new information is added. You are then able to provide the students with reminders and/or cues to their prior learning. This helps students build upon their previous learning. This also allows students to learn that knowledge is never learned without a purpose. Therefore, we will constantly be referencing back to anchor chart and adding on. With living anchor charts you’ll also be able compare and contrast stories, events, and characters with ease.

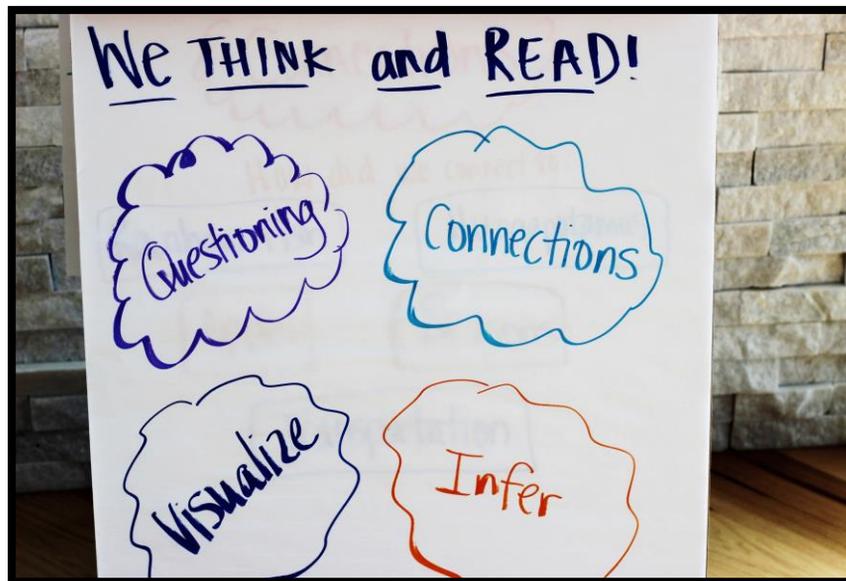
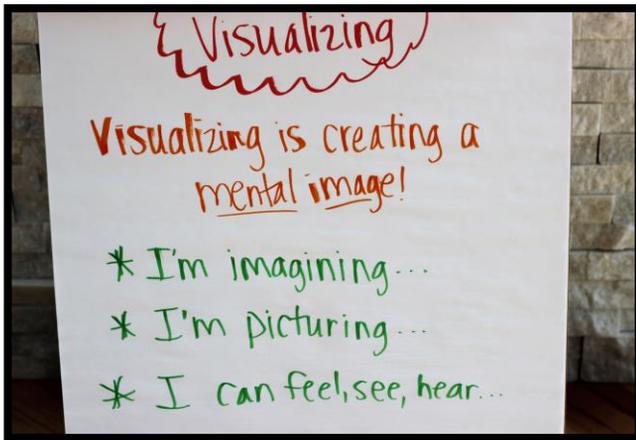
Story Elements Anchor Charts



“Living” Anchor Charts

KinderLiteracy units support the use of “living” anchor charts. Living anchor charts encourage that you and your students are constantly adding learning to your anchor charts. Each week new information is added. You are then able to provide the students with reminders and/or cues to their prior learning. This helps students build upon their previous learning. This also allows students to learn that knowledge is never learned without a purpose. Therefore, we will constantly be referencing back to anchor chart and adding on. With living anchor charts you'll also be able compare and contrast stories, events, and characters with ease.

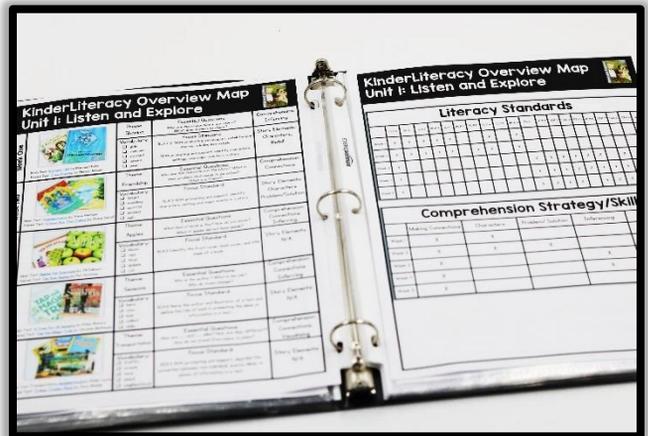
Comprehension Anchor Charts



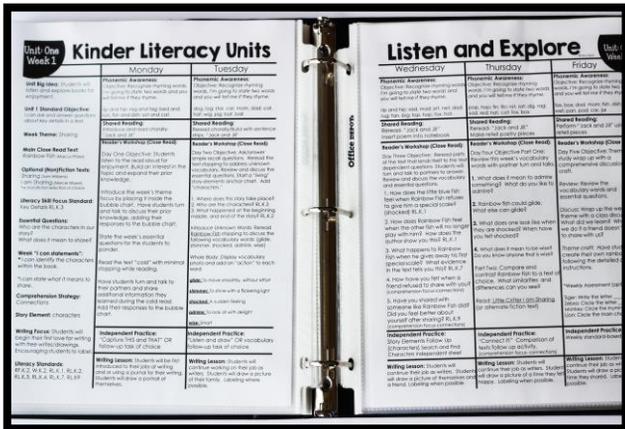
Organizing the Units



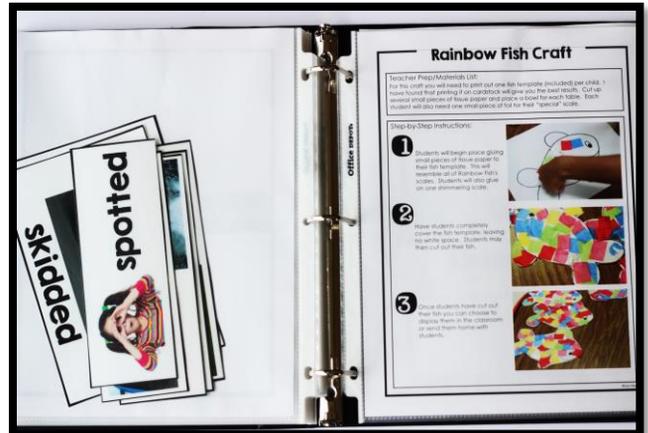
KinderLiteracy Units organized in a 1" binder



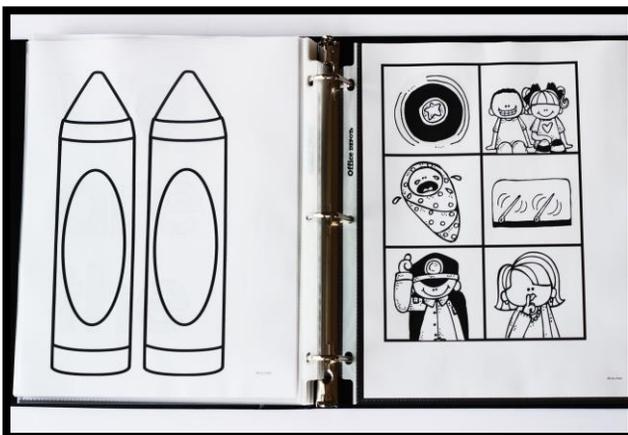
Overview Maps



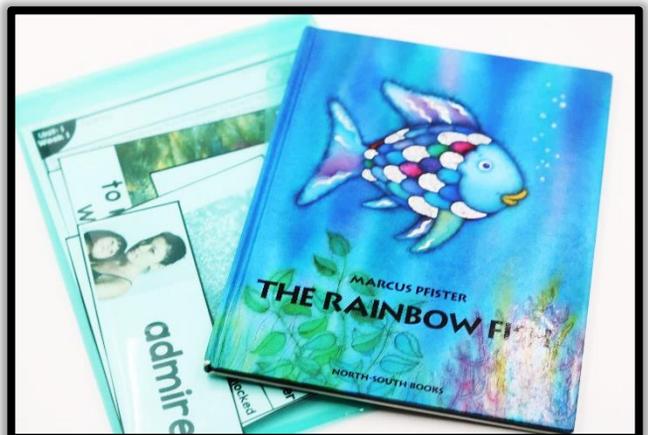
Lesson plans in a two page view



Weekly pieces stored easily in a clear page protector



Blackline masters stored in a page protector for easy copying access



Alternate: Store each week in its own folder

Unit: 1
Week 1

KinderLiteracy Units

	Monday	Tuesday
<p>Unit Big Idea: Students will listen and explore books for enjoyment.</p> <p>Unit 1 Standard Objective: <i>I can ask and answer questions about key details in a text.</i></p> <p>Week Theme: Sharing</p> <p>Main Close Read Text: Rainbow Fish {Marcus Pfister}</p> <p>Optional {Non}Fiction Texts: Sharing {Sam Williams} I am Sharing {Mercer Mayer} *or {non}fiction selection of choice</p> <p>Literacy Skill Focus Standard: Key Details RL.K.3</p> <p>Essential Questions: Who are the characters in our story? What does it mean to share?</p> <p>Week "I can statements": * <i>I can identify the characters within the book.</i> * <i>I can state what it means to share.</i></p> <p>Comprehension Strategy: Connections</p> <p>Story Element: Characters</p>	<p>Phonemic Awareness: Objective: Recognize rhyming words. <i>I'm going to state two words, and you will tell me if they rhyme.</i></p> <p>Rip/hip; rag/tag; bed/run; fish/dish; sat/cat; web/wet; hit/lit.</p>	<p>Phonemic Awareness: Objective: Recognize rhyming words. <i>I'm going to state two words, and you will tell me if they rhyme.</i></p> <p>Dog/log; star/car; mom/dad; cat/hat; wig/pig; bat/ball; beg/leg.</p>
	<p>Shared Reading: "Jack and Jill." Introduce and chorally read.</p>	<p>Shared Reading: "Jack and Jill." Reread chorally and build with sentence strips.</p>
	<p>Reader's Workshop {Close Read}:</p> <p>Day One Objective: Students listen to the read aloud for enjoyment. Build an interest in the topic and expand their prior knowledge.</p> <p>Introduce the week's theme focus by placing it inside the bubble (schema) chart. Have students turn and talk to discuss their prior knowledge, adding their responses to the bubble (schema) chart.</p> <p>State the week's essential questions for the students to ponder.</p> <p>Read the text "cold" with minimal stopping while reading.</p> <p>Have students turn and talk to their partners and share additional information they learned during the cold read. Add their responses to the bubble (schema) chart. Use an alternate marker color to note the new learning.</p>	<p>Reader's Workshop {Close Read}:</p> <p>Day Two Objective: Ask/answer simple recall questions. Reread the text, stopping to address unknown vocabulary. Review and discuss the essential questions. Have students practice the action to remember the word.</p> <p>glide: to move smoothly without effort (Show your hand in a gliding movement through water.)</p> <p>shimmer: to shine with a flickering light (Hold both of your hands straight up and wiggle your fingers.)</p> <p>shocked: a sudden feeling (Put both hands on your cheeks and open your eyes and mouth wide.)</p> <p>admire: to look at with delight (Put your finger to your chin and pretend to "look up" at someone you admire.)</p> <p>wise: smart (Tap both sides of your head showing you thinking.)</p> <p>Start a "Characters We Have Learned" anchor chart. Add on the <u>Rainbow Fish</u> card and included characters cards.</p> <ol style="list-style-type: none"> 1. Where does this story take place? 2. Who are the characters? RL.K.3 3. What happened at the beginning, middle, and end of the story? RL.K.2
	<p>Independent Practice: "Capture THIS and THAT" OR follow-up task of choice</p>	<p>Independent Practice: "Listen and Draw" OR vocabulary follow-up task of choice</p>
	<p>Writing Lesson: Students will be first introduced to their jobs at writing and/or using a journal for their writing. Students will draw a portrait of themselves.</p>	<p>Writing Lesson: Students will continue working on their job as writers. Students will draw a picture of their family, labeling where possible.</p>
<p>Literacy Standards: RF.K.2, W.K.2, RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7, RL.K.9</p>		

Listen and Explore

©Tara West

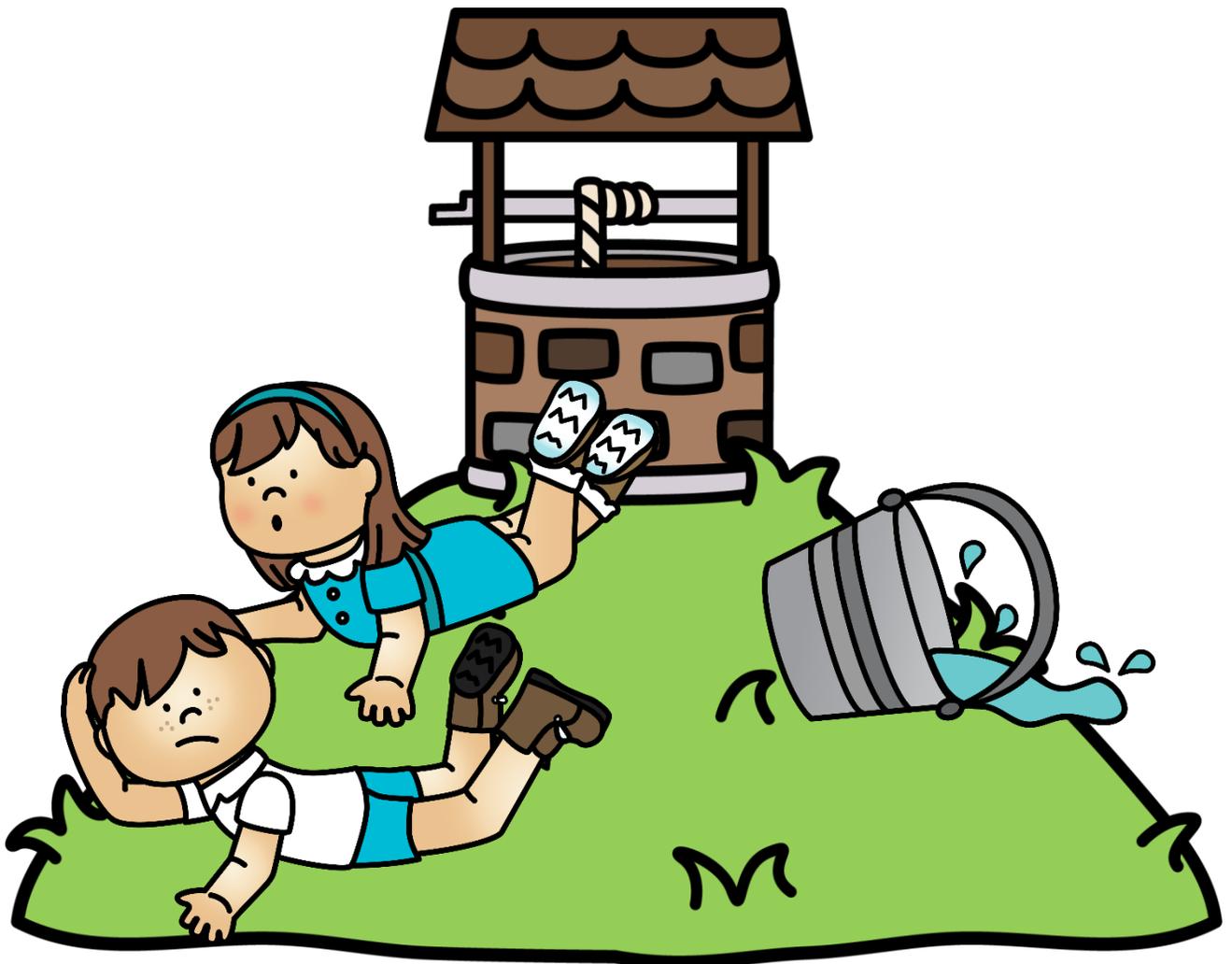
Unit: 1
Week 1

Wednesday	Thursday	Friday
<p>Phonemic Awareness: Objective: Recognize rhyming words. <i>I'm going to state two words, and you will tell me if they rhyme.</i></p> <p>Clap/lap; sad/mad; jet/net; bad/rug; fan/big; top/hop; fox/hot.</p>	<p>Phonemic Awareness: Objective: Recognize rhyming words. <i>I'm going to state two words, and you will tell me if they rhyme.</i></p> <p>Pop/hug; fin/fib; rat/sat; dig/tag; sum/red; hat/mat; sock/rock.</p>	<p>Phonemic Awareness: Objective: Recognize rhyming words. <i>I'm going to state two words, and you will tell me if they rhyme.</i></p> <p>Hut/nut; gum/bib; pop/lip; get/wet; pan/pad; car/jar; will/bill.</p>
<p>Shared Reading: "Jack and Jill." Reread and insert poem into notebook.</p>	<p>Shared Reading: "Jack and Jill." Reread. Make retell poetry pieces and perform.</p>	<p>Shared Reading: "Jack and Jill." Read emergent reader.</p>
<p>Reader's Workshop {Close Read}: Day Three Objective: Reread parts of the text that lend themselves to the text-dependent questions. Students will turn and talk to partners to answer. Review and discuss the vocabulary and essential questions.</p> <ol style="list-style-type: none"> How does the little blue fish feel when Rainbow Fish refuses to give him a special scale? How does Rainbow Fish feel when the other fish will no longer play with him? How does the author show you this? What happens to Rainbow Fish when he gives away his first special scale? What evidence in the text tells you this? How have you felt when a friend refused to share with you? Have you shared with someone like Rainbow Fish did? Did you feel better about yourself after sharing? 	<p>Reader's Workshop {Close Read}: Day Four Objective: Part One: Review this week's vocabulary words with partner turn and talks.</p> <ol style="list-style-type: none"> What does it mean to admire something? What do you like to admire? Rainbow fish could glide. What else can glide? What does one look like when they are shocked? When have you felt shocked? What does it mean to be wise? Do you know anyone that is wise? Is there something around the room that shimmers? <p>Part Two: Compare and contrast <u>Rainbow Fish</u> to a text of choice {<u>Little Critter: I am Sharing</u> or alternate (non)fiction text}. What similarities and differences can you see?</p>	<p>Reader's Workshop {Close Read}: Day Five Objective: Theme study wrap up with a comprehensive discussion and craft.</p> <p><i>Review:</i> Review the vocabulary words and essential questions.</p> <p><i>Discuss:</i> Wrap up the week's theme with a class discussion. What did we learn? What do we do if a friend doesn't want to share with us?</p> <p><i>Journal prompt:</i> What happened at the end of <u>Rainbow Fish</u>? {A suggested drawing would be rainbow fish and the other fish each with 1 scale.}</p> <p><i>Theme craft:</i> Have students create their own rainbow fish following the detailed craft instructions.</p>
<p>Independent Practice: Story Elements Follow Up: Search and Find Characters</p>	<p>Independent Practice: Connect it: Make connections to your life</p>	<p>Independent Practice: Weekly assessment</p>
<p>Writing Lesson: Students will continue their job as writers. Students will draw a picture of themselves and a friend, labeling when possible.</p>	<p>Writing Lesson: Students will continue their job as writers. Students will draw a picture of a time they felt happy, labeling when possible.</p>	<p>Writing Lesson: Students will continue their job as writers. Students will draw a picture of a time they shared with someone, labeling when possible.</p>

Unit I - Week 1 Additional Resources

Jack and Jill

Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down and broke his
crown,
And Jill came tumbling after.



Jack and Jill

Jack and Jill went up the hill
To fetch a pail of water.

Jack fell down and broke his
crown,

And Jill came tumbling after.

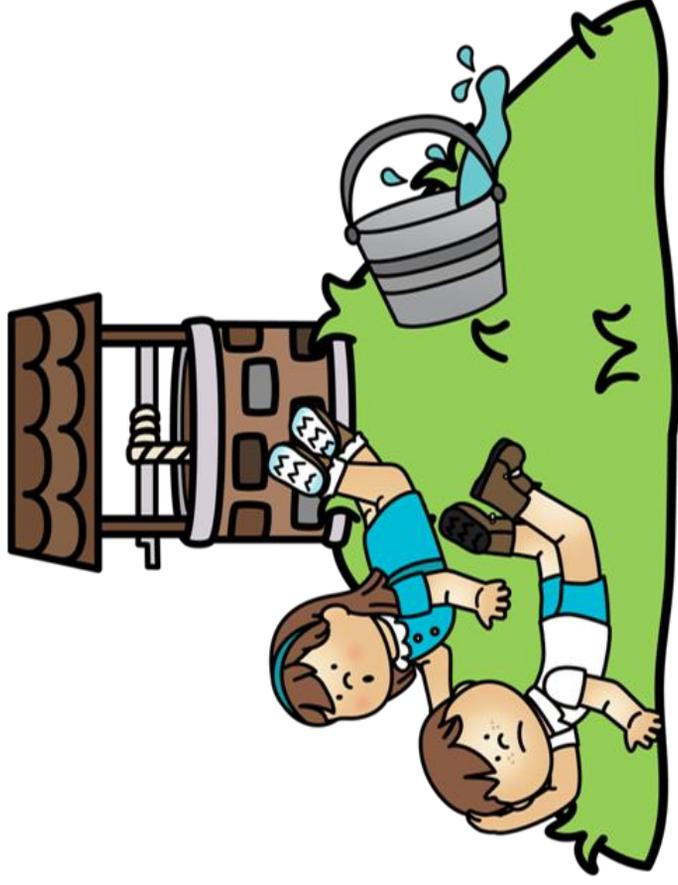


Jack and Jill

Jack and Jill went up the hill
To fetch a pail of water.

Jack fell down and broke his
crown,

And Jill came tumbling after.



Jack and Jill went

Unit: 1/Week 1

up the hill to fetch

Unit: 1/Week 1

a pail of water.

Unit: 1/Week 1

Jack fell down and

Unit: 1 Week 1

broke his crown, and

Unit: 1 Week 1

Jill came tumbling after.

Unit: 1 Week 1

Jack and Jill went up the hill.



Unit: 1 Week 1

To fetch a pail of water.



Unit: 1 Week 1

Jack fell down.



Unit: 1 Week 1

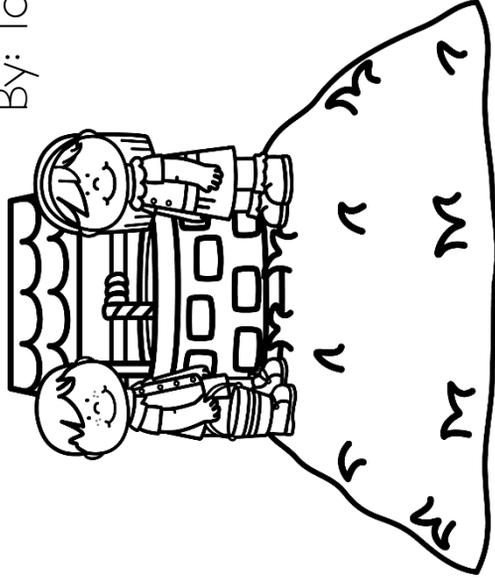
Jill came tumbling after.



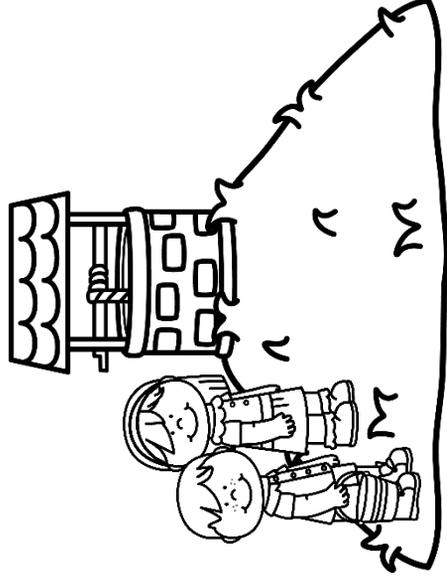
Unit: 1 Week 1

Jack and Jill

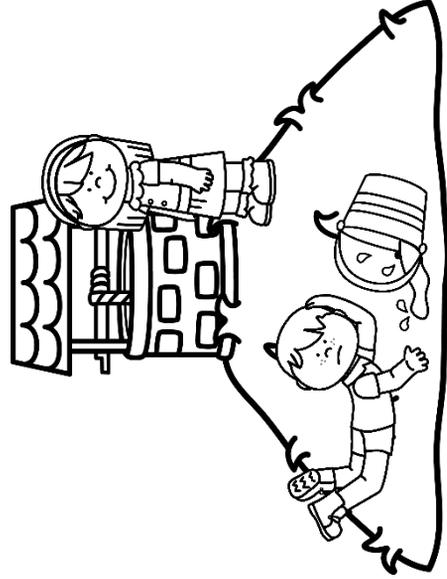
By: Tara West



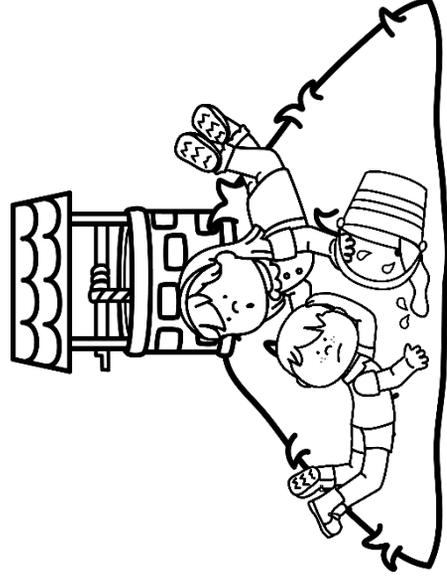
Unit: I Week 1



Jack and Jill went up the hill
to fetch a pail of water.



Jack fell down and broke
his crown,



and Jill came tumbling after.

Essential Questions

Who are the characters in our story?

What does it mean to share?

Text: Rainbow Fish
Theme: Sharing

Unit: I Week 1

“I can” Statements

I can identify the characters within the book.

I can state what it means to share.

Text: Rainbow Fish
Theme: Sharing

Unit: I Week 1



admire

Unit: | Week |



wise

Unit: | Week |



shocked

Unit: | Week |



shimmer

Unit: | Week |



glide

Unit: | Week |

Rainbow Fish

©Tara West



admire

Unit: | Week |



wise

Unit: | Week |

Rainbow Fish

©Tara West



shimmer

Unit: | Week 1



shocked

Unit: | Week 1

Rainbow Fish

©Tara West



glide

Unit: 1 Week 1

Rainbow Fish

©Tara West



admire

Rainbow Fish



wise

Rainbow Fish

shimmer



Rainbow Fish



shocked

Rainbow Fish



glide

Rainbow Fish

admire



to look at with delight

Unit 1 Week 1

Rainbow Fish

wise



smart

Rainbow Fish

shimmer

**to shine with a flickering
light**

Unit 1 Week 1

Rainbow Fish

shocked



a sudden feeling

glide



**to move smoothly
without effort**

Rainbow Fish



glide



shimmer



shocked



admire



wise

Unit: | Week |



glide



shimmer



shocked



admire



wise

Unit: | Week |



glide



shimmer



shocked



admire



wise

Unit: | Week |



glide



shimmer



shocked



admire



wise

Unit: | Week |

Rainbow Fish

Unit: 1 Week 1

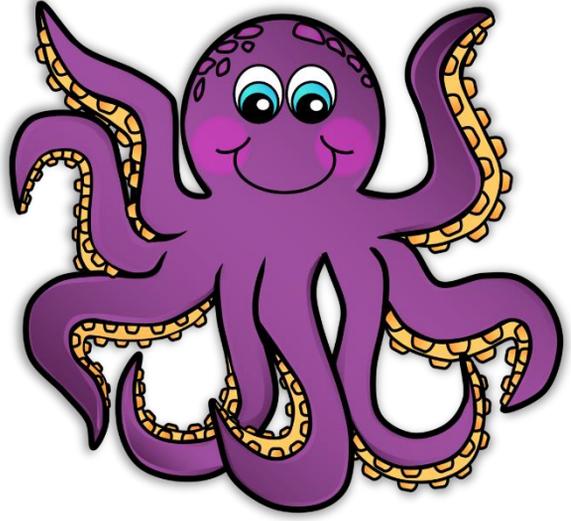
Characters

Unit: 1 Week 1



Rainbow Fish

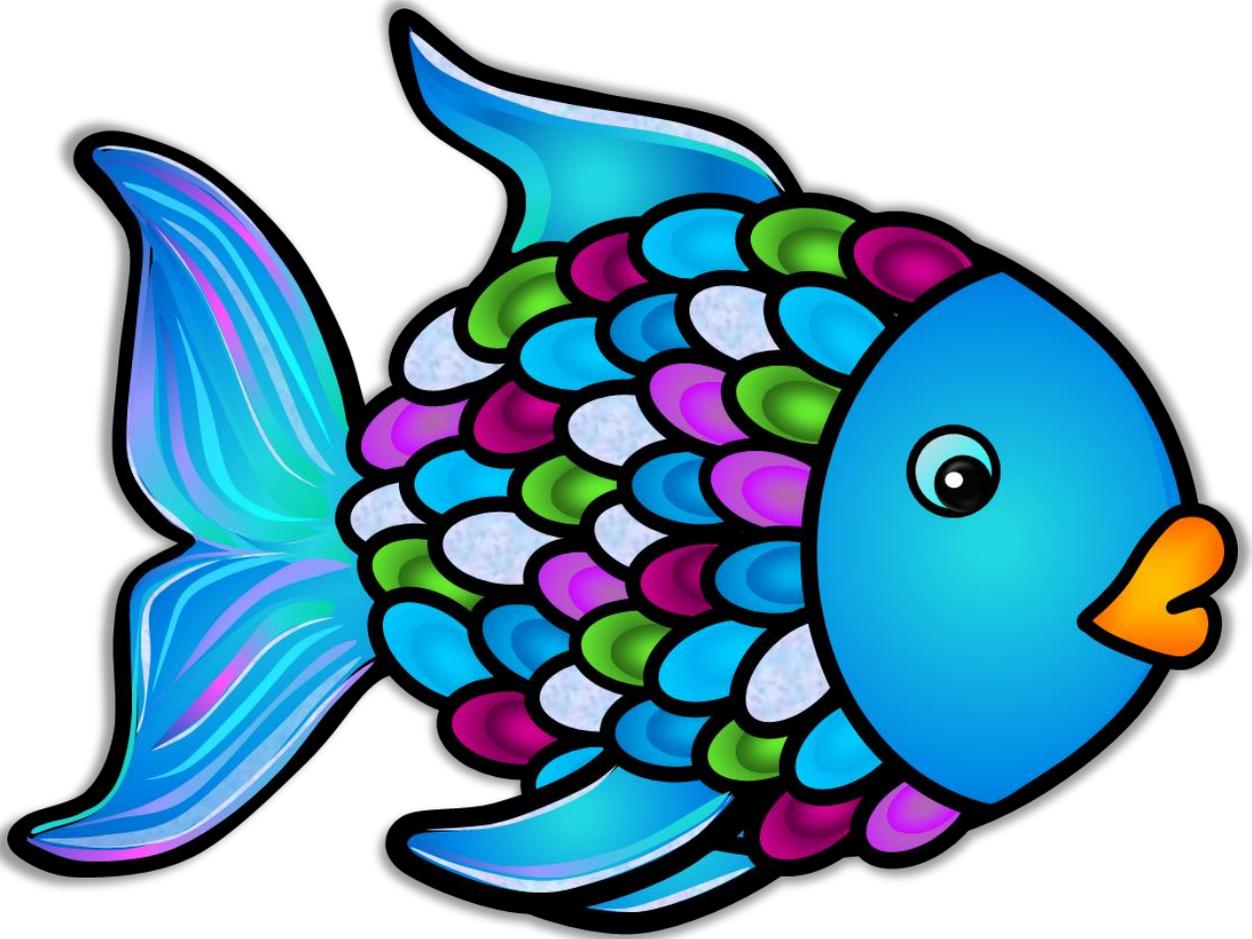
Unit: 1 Week 1



Octopus

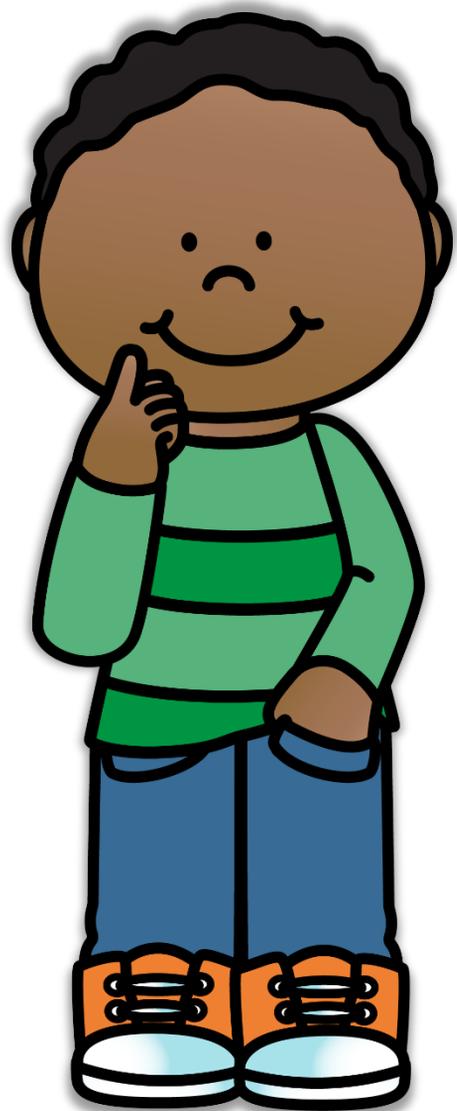
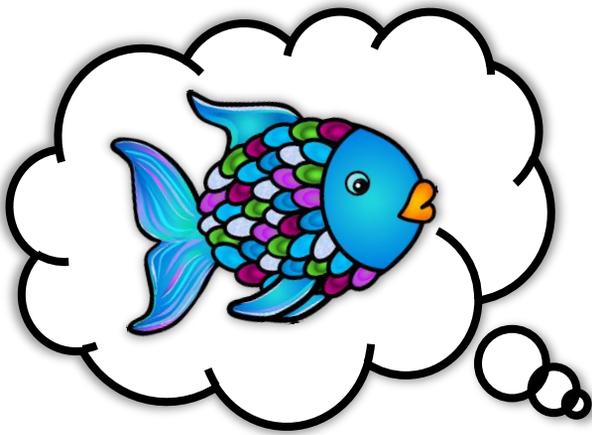
Unit: 1 Week 1

Character

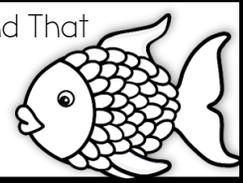


Rainbow Fish

Connections

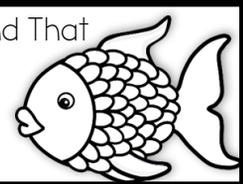


Name: _____



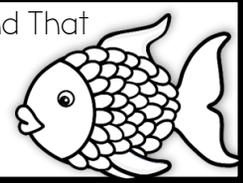
Directions: Illustrate Rainbow Fish with a lot of scales and with only one scale.

Name: _____



Directions: Illustrate Rainbow Fish with a lot of scales and with only one scale.

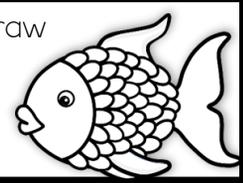
Name: _____



Directions: Illustrate Rainbow Fish with a lot of scales and with only one scale.

Name: _____

Listen and Draw

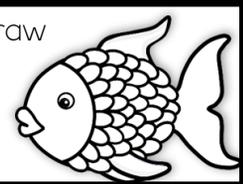


Directions: Illustrate the **wise** octopus and **shimmering** scales.

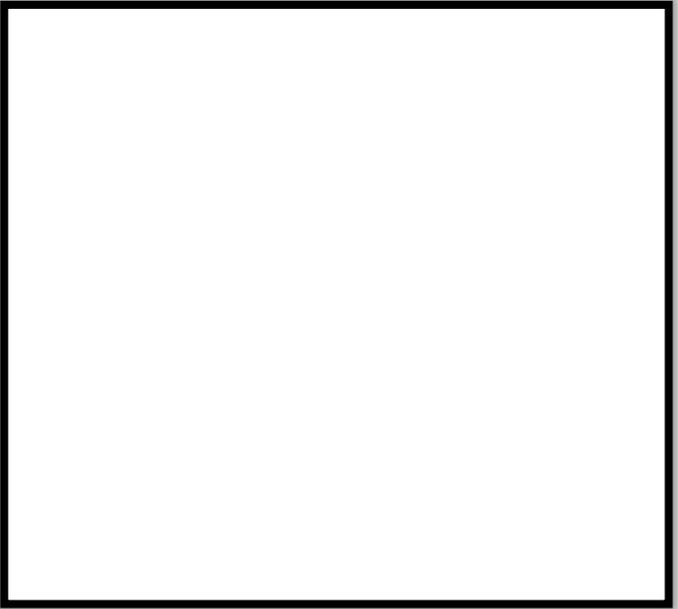


Name: _____

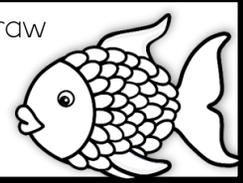
Listen and Draw



Directions: Illustrate the **wise** octopus and **shimmering** scales.



Name: _____



Directions: Illustrate the **wise** octopus and **shimmering** scales.

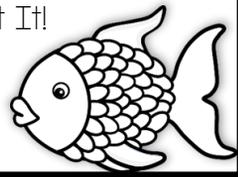


Directions: Illustrate two of the characters from the text.



Characters

A large, empty rectangular box with a thick black border, intended for drawing a character.A large, empty rectangular box with a thick black border, intended for drawing a character.



Directions: Rainbow Fish learns that it is better to share his special scales. Draw a picture of a time you shared with a friend.



Connections

A large, empty rectangular box with a thick black border, intended for the student to draw a picture of a time they shared with a friend.

Directions: Have students cut and paste the journal prompt into their notebook and illustrate.

What happened at the end of Rainbow Fish?

What happened at the end of Rainbow Fish?

What happened at the end of Rainbow Fish?

What happened at the end of Rainbow Fish?

What happened at the end of Rainbow Fish?

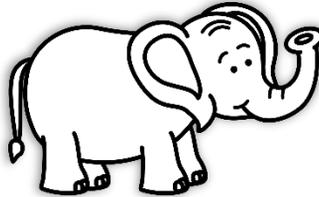
What happened at the end of Rainbow Fish?

What happened at the end of Rainbow Fish?

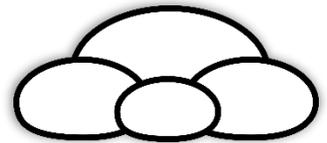
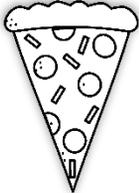
What happened at the end of Rainbow Fish?

What happened at the end of Rainbow Fish?

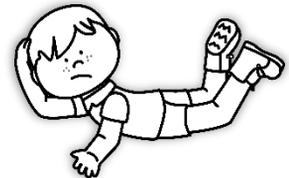
Which picture shows something that could glide?



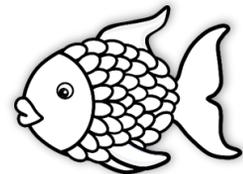
Which picture shows something that might shimmer?



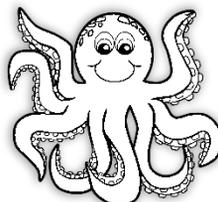
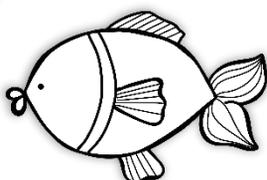
Which picture shows someone that looks shocked?



Which picture shows a character from the story?



Which character in the story was wise?



Rainbow Fish Craft

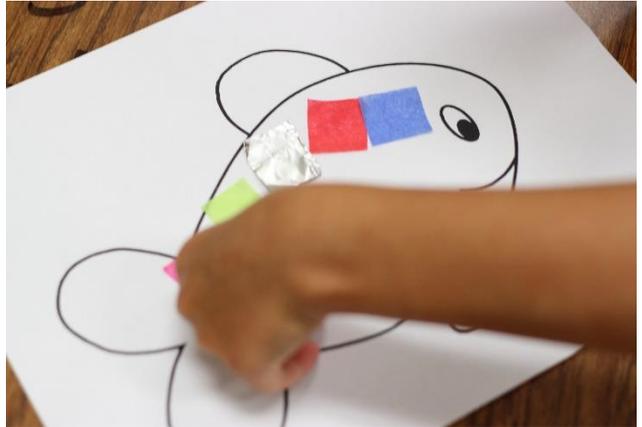
Teacher Prep/Materials List:

For this craft you will need to print out one fish template {included} per child. I have found that printing it on cardstock will give you the best results. Cut up several small pieces of tissue paper and place a bowl for each table. Each student will also need one small piece of foil for their "special" scale.

Step-by-Step Instructions:

1

Students will begin by gluing small pieces of tissue paper to their fish template. This will resemble all of Rainbow Fish's scales. Students will also glue on one shimmering scale.



2

Have students completely cover the fish template, leaving no white space. Students may then cut out their fish.



3

Once students have cut out their fish you can choose to display them in the classroom or send them home with students.



