

El Rancho Unified School District

Grade: Kindergarten Selection Reading: Wheels Around Week 1 Day 1		Theme 7: Wheels Go Around Theme Concept: Wheels help us work and play, sometimes in unexpected ways. Type of Text: Informational Text Writing: Informative	
Common Core Standards		Essential Skills (LOL's)	
RI k.1 With prompting and support, ask and answer questions about key details in a text. RI k.3 With prompting and support describe the connection between two individuals, events, ideas, or pieces of information in a text. W K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.		I can ask questions about important details in a text. (with support) I can answer questions about important details in text. (with support) I can make connections between people, events, information and ideas in informational text. (with support) I can teach my reader about a topic using pictures and words.	
Academic Vocabulary			
Tier 1 (Standard specific vocabulary)		Tier 2 (Content specific vocabulary)	
Question Answer Important Detail Text Support Individual Events Ideas Information Connection Cause	Happen Inform Explain Write Details Tell about Compose Topic Name	deliver garbage haul hospital ladders neighborhoods	
Text-Dependent Questions (DOK 1-3)			
DOK Level	Questions		Page #
1	What are some ways wheels work for us?		T11

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1	What are some ways wheels help us play?	T11
2	Name ways wheels help people get around.	T11
2	Name ways wheels keep us safe.	T11
3	Compare 2 vehicles that keep us safe.	T11
3	Describe the difference between two types of vehicles we play with.	T11

Performance Tasks (DOK 4)

Illustrate and label 4 types of wheels mentioned in the story.

Illustrate and write about a favorite vehicle with wheels. Use details as needed.

Illustrate how wheels help us everyday.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
With teacher support, students will write about a vehicle they liked from the story and why they chose to write about that vehicle.	As a class, create a list of objects with wheels in the classroom, at school, at home and in the community.	As a class, determine which shapes can be used to make vehicles. Independent Activity: Use dye cuts of shapes to create different kinds of vehicles with wheels.

English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging
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<p>Grade: Kindergarten Selection Reading: The Wheels On the Bus Week 1 Day 2 - Day 3</p>	<p>Theme 7: Wheels Around Theme Concept: Wheels help us work and play, sometimes in unexpected ways. Type of Text: Literary Text Writing: Opinion/Explanatory</p>
Common Core Standards	Essential Skills (LOL's)
<p>RL k.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL k.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL K.3 With prompting and support, identify characters, settings and major events in a story.</p> <p>RL K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.</p> <p>K L.5b With guidance and support from adults, explore word relationships and nuances in word meanings: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>W K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p>	<p>I can ask questions about important details in a text. (with support)</p> <p>I can answer questions about important details in text. (with support)</p> <p>I can make connections between illustrations and written text.</p> <p>I can identify the main topic of a text. (with support)</p> <p>I can retell key details of a text. (with support)</p> <p>I can draw a picture that tells a story.</p> <p>I can retell the events in the order in which they happened.</p> <p>I can identify opposites (antonyms).</p>

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Academic Vocabulary

Tier 1 (Standard specific vocabulary)		Tier 2 (Content specific vocabulary)	
Question	Happen	plaid	
Answer	Inform	barrel	
Important	Explain	wipers	
Detail	Write	swish	
Text	Details	clink	
Support	Tell about		
Individual	Compose		
Events	Topic		
Ideas	Name		
Information			
Connection			
Cause			

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
2	How can you tell the people on the bus are enjoying themselves?	T30-T31
2	How do the people on the bus feel when the babies are crying? How do you know?	T31
1	How can you tell Joanna, Jenny and Grandma are having a good time?	T31
1	What were the characters in the story doing before they began singing?	T28
3	Did Jenny and Joanna like the coats they tried on first? How do you know?	T29
3	Why did the people on the bus go up and down?	T30

Performance Tasks (DOK 4)

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Students will illustrate another verse for the bus and what could happen.

Students will illustrate or write an alternate beginning of the story, where the girls could do a different activity with their grandmother first.

Students will illustrate and write what grandma, Jenny and Joanna could sing about in the taxi.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
With support, students will write a sentence describing their favorite part of the book.	As a class, create a list of opposite pairs with simple drawings as a visual aid. T25	As a class, discuss the time of day, possible season and weather occurring when the story is taking place.

English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging

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Grade: Kindergarten
Selection Reading: The Little Engine that Could
Week 2 Day 1

Theme 7: Wheels Go Around
Theme Concept: Wheels help us work and play, sometimes in unexpected ways.
Type of Text: Literary Text
Writing: Informative

Common Core Standards

Essential Skills (LOL's)

RL k.1 With prompting and support, ask and answer questions about key details in a text.
 RL k.2 With prompting and support, retell familiar stories, including key details.
 RL K.3 With prompting and support, identify characters, settings and major events in a story.
 RL K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.
 W K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

I can ask questions about important details in a text. (with support)
 I can answer questions about important details in text. (with support)
 I can identify characters in a story.
 I can identify the setting of a story.
 I can identify the major events of a story.
 I can retell key details in a story.
 I can teach my reader about a topic using pictures and words.

Academic Vocabulary

Tier 1 (Standard specific vocabulary)

Tier 2 (Content specific vocabulary)

Question
 Answer
 Important
 Detail
 Text
 Support
 Individual
 Events
 Ideas
 Information
 Connection
 Cause

Happen
 Inform
 Explain
 Write
 Details
 Tell about
 Compose
 Topic
 Name

bellowed
 cheer
 engine
 load
 puffed
 rumbled

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Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
1	Where was the train going?	T64
1	Who was on the train?	T64
2	Who did the dolls and toys ask for help?	T64
2	Describe the difference between the little blue engine and the other trains.	T64
3	Describe the personality of the little blue engine.	T64
3	Why was the little blue engine able to do such a difficult job?	T64

Performance Tasks (DOK 4)

Illustrate and write what might have happened if the little blue engine had not stopped to help the train.

Illustrate and write about what the boys and girls on the other side of the mountain might have looked like/felt if the little blue engine had not helped the train.

As a class, create sequencing map for the story.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
With teacher support, students will write if they agree or disagree with the engines not helping the little train.	As a class, look at photos (on ipad or laptop and projector) of different types of trains.	As a class, measure and compare different types of trains.

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English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging

<p>Grade: Kindergarten Selection Reading: Vroom, Chugga, Vroom Vroom! Week 2 Day 2 - Day 3</p>	<p>Theme 7: Wheels Around Theme Concept: Wheels help us work and play, sometimes in unexpected ways. Type of Text: Literary Text Writing: Opinion/Explanatory</p>
Common Core Standards	Essential Skills (LOL's)
<p>RL k.1 With prompting and support, ask and answer questions about key details in a text. RL k.2 With prompting and support, retell familiar stories, including key details. RL K.3 With prompting and support, identify characters, settings and major events in a story. RL K.4 Ask and answer questions about unknown words in a text. RL K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear. W K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p>	<p>I can ask questions about important details in a text. (with support) I can answer questions about important details in text. (with support) I can make connections between illustrations and written text. I can identify the main topic of a text. (with support) I can retell key details of a text. (with support) I can draw a picture that tells a story. I can retell the events in the order in which they happened.</p>

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Academic Vocabulary

Tier 1 (Standard specific vocabulary)		Tier 2 (Content specific vocabulary)	
Question	Happen	banners	steering wheel
Answer	Inform	ignition	crew
Important	Explain	brakes	
Detail	Write	suits	
Text	Details	screws	
Support	Tell about	rev	
Individual	Compose	swerve	
Events	Topic	pit	
Ideas	Name	gear	
Information		muffler	
Connection			
Cause			

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
1	Who was racing the cars?	T82
1	How does the picture help show us the meaning of the word “ignition?”	T83
2	What does a “crew” do?	T83
2	What do you think the bird’s job is on page 14?	T84
3	Why are most of the cars in the race having trouble?	T85
3	Why do you think the author used sound effect words in the story?	T84

Performance Tasks (DOK 4)

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Students will illustrate and write about another problem a car could have in the next race.

Students will illustrate their own race track and 2 cars having a problem not shown in the story.

As class, draw and label parts of a car (TE79)

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
With support, students will write a sentence describing their favorite part of the book.	Social Studies Center Activity 20: Flag Painting (TE 57C) Flip-Chart	As a class, count the different, basic components of cars (1 steering wheel, 4 wheels, 3 mirrors, 2 headlights, etc.)

English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging

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Grade: Kindergarten
Selection Reading: Mr. Gumpy's Motor Car
Week 3 Day 1

Theme 7: Wheels Go Around
Theme Concept: Wheels help us work and play, sometimes in unexpected ways.
Type of Text: Literary Text
Writing: Informative

Common Core Standards

Essential Skills (LOL's)

RL k.1 With prompting and support, ask and answer questions about key details in a text.
 RL k.2 With prompting and support, retell familiar stories, including key details.
 RL K.3 With prompting and support, identify characters, settings and major events in a story.
 RL K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.
 W K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

I can ask questions about important details in a text. (with support)
 I can answer questions about important details in text. (with support)
 I can identify characters in a story.
 I can identify the setting of a story.
 I can identify the major events of a story.
 I can retell key details in a story.
 I can teach my reader about a topic using pictures and words.

Academic Vocabulary

Tier 1 (Standard specific vocabulary)

Tier 2 (Content specific vocabulary)

Question
 Answer
 Important
 Detail
 Text
 Support
 Individual
 Events
 Ideas
 Information
 Connection
 Cause

Happen
 Inform
 Explain
 Write
 Details
 Tell about
 Compose
 Topic
 Name

clouds
 enjoying
 lane
 nearly
 stuck
 wheels
 churned

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Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
1	What did Mr. Gumpy decide to do at the beginning of the story?	T119
1	Who went with Mr. Gumpy in his motor car?	T119
2	Why do you think the animals did not want to help Mr. Gumpy?	T119
2	Describe what happened after all of the animals did not get out to help.	T119
3	Compare this story with The Little Engine that Could.	T119
3	How do you know the animals are good friends with Mr. Gumpy?	T119

Performance Tasks (DOK 4)

Illustrate and write what could have happened if the animals chose to stay in the car.

Create an illustration for the part of the story where everyone went swimming.

As a class, create sequencing map for the story.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
With teacher support, students will write if they liked or disliked the story and why.	As a class, examine the illustration for the story and determine if this story is taking place now or long ago.	As a class, re-read the story and listen for position words. Possibly create a class illustration with position words in place.

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Level: Emerging	Level: Expanding	Level: Bridging

Common Core Standards		Essential Skills (LOL's)	
Academic Vocabulary			
Tier 1 (Standard specific vocabulary)		Tier 2 (Content specific vocabulary)	
Text-Dependent Questions (DOK 1-3)			
DOK Level	Questions		Page #
1			T82
1			T83

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2		T83
2		T84
3		T85
3		T84

Performance Tasks (DOK 4)

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Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math

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Level: Emerging	Level: Expanding	Level: Bridging
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Grade: Kindergarten Selection Reading: Look for Wheels Week 1 Day 4	Theme 7: Wheels Go Around Theme Concept: Wheels help us work and play, sometimes in unexpected ways. Type of Text: Informational Text
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Common Core Standards	Essential Skills (LOL's)
RI k.1 With prompting and support, ask and answer questions about key details in a text. RI k.3 With prompting and support describe the connection between two individuals, events, ideas, or pieces of information in a text. RI K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RI K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.	I can ask questions about important details in a text. (with support) I can answer questions about important details in text. (with support) I can make connections between people, events, information and ideas in informational text. (with support)

Academic Vocabulary

Tier 1 (Standard specific vocabulary)		Tier 2 (Content specific vocabulary)
Question Answer Important Detail Text Support Individual Events Ideas Information Connection Cause	Happen Inform Explain Write Details Tell about Compose Topic Name	fair ferris wheel steering wheel

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
2	What does the first sentence on each page tell you to do?	T40
3	On page 34, what makes the wheel turn? How do you know?	T40

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2	On page 36, what makes the wheel turn? How do you know?	T40
3	Compare the ways wheels are being used on each page.	T40
3	On pages 34, 35 and 38, wheels are being used to play. What are other photos of toys or things we play with could have been used for photographs?	T40

Performance Tasks (DOK 4)

1. Create a diagram of something with wheels (example: bike). As a class, label the parts of the bike.
2. Create a diagram of something larger than a bike (example: ice cream truck). As a class, label the parts of the truck.
3. Compare and contrast the diagrams

Writing	Science/ Social Studies	Math
NA	This is the science link for theme 7.	

English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging
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<p>Grade: Kindergarten Selection Reading: Cool Wheels (Science Link) Week 2 Day 4</p>	<p>Theme 7: Wheels Go Around Theme Concept: Wheels help us work and play sometimes in unexpected ways. Type of Text: Informational Text</p>
Common Core Standards	Essential Skills (LOL's)
<p>RI k.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI k.3 With prompting and support describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>RI K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.</p>	<p>I can ask questions about important details in a text. (with support)</p> <p>I can answer questions about important details in text. (with support)</p> <p>I can make connections between people, events, information and ideas in informational text. (with support)</p> <p>I can connect illustrations to text.</p> <p>I can name the author.</p> <p>I can name the illustrator.</p> <p>I can teach my reader about a topic using pictures and words.</p>
Academic Vocabulary	
<p>Tier 1 (Standard specific vocabulary)</p>	<p>Tier 2 (Content specific vocabulary)</p>

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Question	Happen	wheelchair
Answer	Inform	scooter
Important	Explain	
Detail	Write	
Text	Details	
Support	Tell about	
Individual	Compose	
Events	Topic	
Ideas	Name	
Information		
Connection		
Cause		

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
2	How did the author make this text easy for us to read?	T97
2	Compare all of the illustrations in the story.	T97
1	Scooters and wheelchairs move differently. Explain the differences in the way they move.	T97
2	On the last page, the author asks if we “have some cool wheels.” Name other things you have seen that are “cool wheels.”	T97
3	What was the purpose of the author writing about “cool wheels?”	T97

Performance Tasks (DOK 4)

Create an illustration of “cool wheels” not mentioned in the story.

In most of the photographs in Cool Wheels, people are wearing safety gear. Explain/illustrate why it is important to be safe when skateboarding, biking, skating, etc.

As a class, look at photos (on ipad or laptop and projector) of “cool wheels” (examples: motorcycles, hot rods, roller-blades, dirt bikes, unicycles etc) and have students choose one to illustrate and write why that is their favorite.

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Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
NA	na	Na

English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging