

El Rancho Unified School District

Grade: Kindergarten Selection: Runaway Week 1 Day 1		Theme 10: A World of Animals Theme Concept: Interesting animals are everywhere. Type of Text: Literary Writing: Informative/ Explanatory	
Common Core Standards		Essential Skills (LOL's)	
RL K.1 With prompting and support, ask and answer questions about 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.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. W K.2 Use a combination of drawing, dictating, writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		I can ask questions about important details in a text (with support). I can answer questions about important details in a text (with support). I can retell a story I know using important details (with support) I can describe the characters, setting and major events of a story using details (with support). I can teach my reader about a topic using pictures and words. I can describe the author's job in telling the story (with support). I can describe the illustrator's job in telling a story (with support).	
Academic Vocabulary			
Tier 1 (Standard specific vocabulary)		Tier 2 (Content specific vocabulary)	
Question	Happen	Foolish	Path
Answer	Inform	Footsteps	Bush
Important	Explain	Scampering	Runs away
Detail	Write	Snooze	Dashed
Text	Details	Whistling	Disappeared
Support	Tell about	Yawn	Prairie
Individual	Compose	Coyote	Bright
Events	Topic	Hill	Warm
Ideas	Name	Grove	Sweet
Information		Treetops	Prickly
Connection			
Cause			
Text-Dependent Questions (DOK 1-3)			
DOK Level	Questions		Page #

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1	What was Little Rabbit's problem?	T11
1	What three animals followed Little Rabbit in the middle of the story?	T11
2	Why don't the animals in the story worry anymore when they see Little Rabbit running now?	T11
2	Which words did the author use to represent sounds in the story?	T11
3	Compare Runaway to the story of Chicken Little. How are they different?	T11
3		T11

Performance Tasks (DOK 4)

Illustrate each family member with the item Benny bought for them.
Illustrate a new family member with a new item, that were not mentioned in the story.
Make a family tree showing the members of Benny's family.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Compare Runaway to the story of Chicken Little. How are they different?	Compare Runaway to the story of Chicken Little. How are they different?	Order the animals in the story from smallest to largest or vice versa.

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: Splash! Week 1 Day 2 - Day 3</p>	<p>Theme 10: A World of Animals Theme Concept: Interesting animals are everywhere. Type of Text: Literary Text Writing: Opinion/Explanatory</p>
<p align="center">Common Core Standards</p>	<p align="center">Essential Skills (LOL's)</p>
<p>RL K.1 With prompting and support, ask and answer questions about 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.5 Recognize common types of texts (storybooks, poems, fantasy, realistic) RL K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (what moment in a story an illustration depicts). W K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a 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 a text (with support). I can retell a story I know using important details (with support) I can describe the characters, setting and major events of a story using details (with support). I can ask questions about words I don't know in a text I can answer questions about words I don't know in a text I can identify different types of texts (eg; storybooks, poems) I can make connections between pictures and words in a story. I can teach my reader about a topic using pictures and words.</p>
<p align="center">Academic Vocabulary</p>	
<p align="center">Tier 1 (Standard specific vocabulary)</p>	<p align="center">Tier 2 (Content specific vocabulary)</p>

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Question	Happen	Water	Happy
Answer	Inform	Elephant	Hot
Important	Explain	Tiger	Clever
Detail	Write	Rhinoceros	Little
Text	Details	Drink	Lovely
Support	Tell about	Splash	
Individual	Compose	Squirt	
Events	Topic	Whoosh	
Ideas	Name	Splosh	
Information		Cool	
Connection			
Cause			

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
2	Which animal led the animals down to the water?	T29
2	How does the illustrator show the tiger is hot?	T28
1	What words does the author use to help us hear the sounds of the animals playing in the water?	T30-31
1	How does the illustrator show us how the animals feel after they have played in the water?	T31
3	Explain if the illustrator did a good job matching the pictures to the words.	T30
3	The baby elephant in the story was clever. List characters from other stories we have read who are clever.	T30

Performance Tasks (DOK 4)

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Students will write and illustrate a mini-animal report in which they label the body parts and draw the habitat and food their animal eats (with support).

Students (with support) will create a list and illustrations of sound words that can enhance writing.

Students (with support) will research an animal using technology. They will need to find: a photo and a reliable source to find out 3 facts about their animal.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Students will write, with guidance and support, a story about an animal who is hungry and how they find food. For whole group writing, see TE 37	Science Center: TE 33 Read: Baby Animals Play! Science Link	Compare animals from the story by weight, height and length.

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: Baby Animals Play Week 1 Day 4 Science Link		Theme 10: A World of Animals Theme Concept: Interesting animals are everywhere. 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.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.10 Actively engage in group reading activities with purpose and understanding. W K.2 Use a combination of drawing, dictating, writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		I can ask questions about important details in an informational text. (with support) I can answer questions about important details in an informational text. (with support) I can describe the author's role in creating an informational text. I can describe the illustrator's role in creating an informational text. I can actively participate in group reading activities. 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	Happen	Zebra	Chew
Answer	Inform	Tiger	Wrestle
Important	Explain	Elephant	Splash
Detail	Write	Kitten	Climb
Text	Details	Puppy	Run
Support	Tell about	Colt	
Individual	Compose	Calf	
Events	Topic	Cub	
Ideas	Name	Piglet	
Information		Ducklings	
Connection		Kid	
Cause			
Text-Dependent Questions (DOK 1-3)			
DOK Level	Questions		Page #
2	How can the photographs in the story help us figure out what the author is trying to say?		T41

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2	How do the photos help us understand what animals like to do?	T41
2	Compare the baby animals in the photos.	T41
2	What will the baby animals at the end of the story grow up to be?	T41
3	Where do these animals live?	T41
3	Name other baby animals.	T41

Performance Tasks (DOK 4)

Illustrate 4 baby animals and the matching adult animal.
Create an illustration of a baby animal in its habitat.
Illustrate the similarities between human babies and animal babies.

Writing	Science/ Social Studies	Math
NA	This is a science link for theme 10.	NA

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: The Three Little Pigs Week 2 Day 1</p>	<p>Theme 10: A World of Animals Theme Concept: Interesting animals are everywhere. Type of Text: Literary Text Writing: Opinion</p>
<p align="center">Common Core Standards</p>	<p align="center">Essential Skills (LOL's)</p>
<p>RL K.1 With prompting and support, ask and answer questions about details in a text RL K. 2 With prompting and support, retell familiar stories, including key details. RL K.4 Ask and answer questions about unknown words in a text. RL K.5 Recognize common types of texts (storybooks, poems, fantasy, realistic) W K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a 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 a text (with support) I can retell a story I know using important details (with support) I can ask questions about words I don't know in a text. I can answer questions about words I don't know in a text. I can identify different types of texts (eg, storybooks, poems). I can teach my reader about a topic using pictures and words.</p>
<p align="center">Academic Vocabulary</p>	
<p align="center">Tier 1 (Standard specific vocabulary)</p>	<p align="center">Tier 2 (Content specific vocabulary)</p>

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Question	Happen	Woods	Porch
Answer	Inform	Hay	Sack
Important	Explain	Sticks	Fortunes
Detail	Write	Bricks	Patiently
Text	Details	Chops	Licking
Support	Tell about	Huff	Furious
Individual	Compose	Puff	Burlap
Events	Topic	Blow	Bundle
Ideas	Name	Chin	Meal
Information		Escaped	Three
Connection		Knocked	First
Cause		strong	Second
			Third

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
1	Why did the houses of the first two pigs get destroyed by the wolf?	T63
1	What should the first two pigs have done differently when building their houses?	T63
2	Describe the personality of the third little pig.	T63
2	Compare and contrast the third little pig with his brothers.	T63
3	Sequence the events of the story.	T63
3	What lesson did the author want us to learn from this story?	T64

Performance Tasks (DOK 4)

- Create illustrations for each house in the story.**
Create a wanted poster for the Big Bad Wolf.
Create an alternate ending for the story where the Wolf outsmarted the pigs.

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Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Students will write, with guidance and support, why planning and preparing is better than rushing and hurrying.	As a class, look at photos (on ipad or laptop and projector) of houses and discuss the different materials that could be used to make houses.	Students will create a house using manipulatives (craft sticks, cubes, clay 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: Feather's for Lunch Week 2 Day 2 - Day 3		Theme 10: A World of Animals Theme Concept: Interesting animals are everywhere. Type of Text: Literary Text Writing: Informative/Explanatory	
Common Core Standards		Essential Skills (LOL's)	
RL K.1 With prompting and support, ask and answer questions about details in a text RL K. 2With prompting and support, retell familiar stories, including key details. RL K.4 Ask and answer questions about unknown words in a text. RL K.5 Recognize common types of texts (storybooks, poems, fantasy, realistic) W K.2 Use a combination of drawing, dictating, writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		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. 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	Happen	Feathers	Sneaking
Answer	Inform	Fly	Prowling
Important	Explain	Lunch	Munch
Detail	Write	Treat escaped	Tame
Text	Details	Tame	Mild
Support	Tell about	Bell	Wild
Individual	Compose	Warning	Spicy
Events	Topic	Wings	Soar
Ideas	Name	Jingle	Warning
Information		Menu	
Connection		Snooping	
Cause			
Text-Dependent Questions (DOK 1-3)			
DOK Level	Questions		Page #

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1	Why do the birds in the story keep flying away?	T84
1	What sound do the birds keep hearing? How did the author show us that?	T84
2	How did the cat get outside?	T82-85
2	How did the author show us the birds are “calling out a warning?”	T82-85
3	Who does the illustrator show catching the cat at the end of the story?	T82-85
3	How is this story similar to <u>The Three Billy Goats Gruff</u> , <u>The Three Little Pigs</u> and <u>The Gingerbread Man</u> ?	T84

Performance Tasks (DOK 4)

As a class, or in small groups, re-tell the story from the point of view of the cat.
As a class, or in small groups, re-tell the story from the point of view of the birds.
Create an illustration of the owner of the cat and the house it came out of.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Students will write, with guidance and support, about why a pet owner would put a bell on their pet.	As a class, or in small groups, read the end of <u>Feathers for Lunch</u> , focusing on the end “The lunch that got away.” Create a poster for a bird and list the facts to display in the class. Science Link: Which Pet?	Re-read <u>Feathers for Lunch</u> and count the different kinds of birds found in the story.

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

Level: Emerging	Level: Expanding	Level: Bridging

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Grade: Kindergarten Selection: Henny Penny Week 3 Day 1	Theme: A World of Animals Theme Concept: Interesting animals are everywhere. Type of Text: Literary Text Writing: Informative/Explanatory
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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.2 Use a combination of drawing, dictating, writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	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	Happen	Hen	Flapping
Answer	Inform	King	Squawking
Important	Explain	Friends	Windy
Detail	Write	Twigs	Feathered
Text	Details	Rooster	Henny Penny
Support	Tell about	Duck	Cocky Locky
Individual	Compose	Goose	Ducky Lucky
Events	Topic	Turkey	Goosey Loosey
Ideas	Name	Fox	Turkey Lurkey
Information		Den	Foxy Loxy
Connection		Trap	
Cause		Frightened	

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
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1	Who were the characters in the story?	T117
1	Why did Henny Penny think the sky was falling?	T119
2	How did the problem in the story change from the beginning to the end?	T119
2	Compare Henny Penny to Runaway.	T119
3	Describe Henny Penny's personality.	T119
3	Describe Foxy Loxy's personality.	T119

Performance Tasks (DOK 4)

Create a poster Henny Penny could have made to show all the animals the sky was falling.
Create a sequence of events poster showing the order in which Henny Penny met the animals.
Illustrate and write what would have happened if Henny Penny had been able to drive a car to see the king.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Students will write, with guidance and support, why Henny Penny should have checked to see exactly what fell on her head.	As a class, or in small groups, create a map of the route Henny Penny took as she ran to tell the king, making sure to illustrate when she ran into each animal and the "shortcut" Foxy Loxy told them to take.	Math Center (TE115) Use shapes to create animal puppets.

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: Which Pet? Week 2 Day 4 Science Link</p>	<p>Theme: A World of Animals Theme Concept: Interesting animals are everywhere. Type of Text: Informational Text Writing: Informative</p>
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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.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RL. K7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RI K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>W K.2 Use a combination of drawing, dictating, writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>I can ask questions about important details in an informational text. (with support)</p> <p>I can answer questions about important details in an informational text. (with support)</p> <p>I can make connections between the picture and words in an informational text. (with support)</p> <p>I can make connections between pictures and words in a story. (with support)</p> <p>I can actively participate in group reading activities.</p> <p>I can teach my reader about a topic using pictures and words.</p>

Academic Vocabulary

Tier 1 (Standard specific vocabulary)		Tier 2 (Content specific vocabulary)	
Question	Happen	Pet	
Answer	Inform	Veggies	
Important	Explain	Bones	
Detail	Write	Cheese	
Text	Details	Bugs	
Support	Tell about	Guinea pig	
Individual	Compose	Lizard	
Events	Topic	Birdseed	
Ideas	Name		
Information	Connection		
	Cause		

Text-Dependent Questions (DOK 1-3)

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DOK Level	Questions	Page #
2	How did the illustrator match the pictures to the words?	T97
2	How did the author make this book easy for us to read?	T97
2	How did the illustrator make it easier for us to figure out which pet eats each food?	T97
2	Name other animals that may like some of the food in this story.	T97
3	Besides food, what are other things pets need?	T97
3	How are pets different from animals in the wild?	T97

Performance Tasks (DOK 4)

Create, as a class or in small groups, a list of we would need if we were going to keep a puppy for a pet.
 Compare and contrast the needs of puppies and birds as pets.
 Write and illustrate which animal you want as a pet and why.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
NA	This is the science link for theme 10.	NA

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

Level: Emerging	Level: Expanding	Level: Bridging

El Rancho Unified School District