

El Rancho Unified School District

<p>Grade: Kindergarten Selection Reading: The Wood Cutter's Cap Week 1 Day 1</p>	<p>Theme 6: Sunshine and Raindrops Theme Concept: What ever the weather, it affects us every day! 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 key details in a text. RL K.3 With prompting and support identify characters, settings, and major events in a story. RL K. 5 Recognize common types of texts (e.g., storybooks, poems) W.K1 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. (e.g., My favorite book is...)</p>	<p>I can ask questions about important details in a text. (with support) I can describe the characters, setting, and major events of a story using details. I can identify different types of texts. (e.g., storybooks, poems, realism, fantasy) I can share my thoughts and opinions about a book 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>

El Rancho Unified School District

Question Answer Important Detail Text Support Individual Events Ideas Information Connection Cause	Happen Inform Explain Write Details Tell about Compose Topic Name	Cap Fluttered Nest Scrambled Spying Wiggled Flapped Woods Snow Woodcutter Rabbit Skunk	Porcupine Bear Wolf bee
---	---	---	----------------------------------

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
2	Was the woodcutter's cap a good place to keep warm? Why?	T117
2	Why didn't Rabbit tell Skunk that there wasn't enough room?	T117
2	How did the animals feel about Bee's arrival? How do you know?	T117
1-2	Before reading, we thought that this would be a make-believe story. Were we right? What are the details in the story that tells us it is?	T117
3	Compare the similarities and the differences of two characters in the story.	T117
3	As each animal moved in, what happened to the cap?	T117

Performance Tasks (DOK 4)

Using a flow map children will illustrate what animals came in first, next, then, and last.

El Rancho Unified School District

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
With teacher support, students will use action words to write sentences about different activities they can do in each season. T123	Students can illustrate each animal from the story and illustrate where they live.	As a whole group, create a graph to determine which animal children like the most. Rabbit, skunk, porcupine, bear, bee, and wolf.

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

--	--	--

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

Level: Emerging	Level: Expanding	Level: Bridging

El Rancho Unified School District

<p>Grade: Kindergarten Selection: What Will the Weather Be Like Today? Week 1, Day 2 – Day 3</p>	<p>Theme 6: Sunshine and Raindrops Theme Concept: Whatever the weather, it affects us every day! Type of Text: Literary Text Writing: Informative</p>
<p>Common Core Standards</p>	<p>Essential Skills (LOL's)</p>
<p>RL K.5 Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text). RL K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear. RI.K. 5 Identify the front cover, back cover, and title page of a book. RL k.1 With prompting and support, ask and answer questions about key details in a text. W K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory text in which they name what they are writing about and supply some information about the topic.</p>	<p>I can identify different types of texts. (e.g., storybooks, poems). I can make connections between the pictures and words in a text. (with support) I can identify the front cover, back cover and title page of informational text. I can ask questions about important details in a text. I can answer questions about important details in a text. 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>

El Rancho Unified School District

Question	Written by	Duck	storm
Page	Drawings	Fish	rain
Important	Ideas	Sea	sun
Detail	Information	Weather	rainbow
Pictures	Author	Sky	mole
Front	Illustrator	Desert	
Unknown	Title	Pond	
Ask	Identify	Jungle	
Answer	Retell	Mountains	
Role	Topic	town	
	Text	snow	
	Events	frost	

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
2	Is this story real or not real? How do you know?	T28
3	Why doesn't the mole know if it's raining or not?	T29
1	What do all the animals want to know?	T30
3	Why do animals need to know what the weather will be like?	T30
3	Name different ways of determining or predicting the weather.	T32

Performance Tasks (DOK 4)

Using technology, design a picture of today's weather.

El Rancho Unified School District

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
With teacher support, students will write a description drawing picture of a winter scene. Then have them list words that describe their drawing.	With teacher support, students will observe today’s weather: Are there clouds? What do they look like? What is the temperature? Has the weather changed since yesterday? Children can draw or write reports and “broadcast” them from the “weather station.”	As a whole group, graph the weather each day. Help children keep a pictograph, or running record, counting days that are sunny, rainy, snowy, and so on. Children can take turns being the “weather forecaster”.

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

Level: Emerging	Level: Expanding	Level: Bridging

<p>Grade: Kindergarten Selection: Chicken Soup with Rice Week 2 Day 1</p>	<p>Theme 6: Sunshine and Raindrops Theme Concept: Whatever the weather, it affects us every day! Type of Text: Literary Text Writing: Informative</p>
Common Core Standards	Essential Skills (LOL’s)

El Rancho Unified School District

<p>RL K.5 Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text).</p> <p>RL K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.</p> <p>RI.K. 5 Identify the front cover, back cover, and title page of a book.</p> <p>W K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory text in which they name what they are writing about and supply some information about the topic.</p>	<p>I can identify different types of texts. (e.g., storybooks, poems).</p> <p>I can make connections between the pictures and words in a text. (with support)</p> <p>I can identify the front cover, back cover and title page of informational text.</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	Written by	cheap	June
Page	Drawings	laps	July
Important	Ideas	paddle	August
Detail	Information	seasons	September
Pictures	Author	slipping	October
Front	Illustrator	spouting	November
Unknown	Title	January	December
Ask	Identify	February	
Answer	Retell	March	
Role	Topic	April	
	Text	May	
	Events		

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
1	What did the boy in the story do in January?	T11
2	What did each illustration have in common?	T11

El Rancho Unified School District

2	What part of the story could really happen?	T11
3	How do you think the author wants us to feel about eating chicken soup with rice?	T11
3	What kind of person do you think the boy is?	T11
3	Which makes this story more interesting, the illustrations or the words or both? Why?	T11

Performance Tasks (DOK 4)

Create an illustration of the boy doing something with a bowl of soup that could be used in the story.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
With teacher support, students will re-create their favorite scene from the book using an illustration and sentences to describe it.	With teacher support, students will create an illustration for each season. Winter, Spring, Summer, and Fall.	As a whole group, graph the weather each day. Help children keep a pictograph, or running record, counting days that are sunny, rainy, snowy, and so on. Children can take turns being the “weather forecaster”.

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

Level: Emerging	Level: Expanding	Level: Bridging

El Rancho Unified School District

Grade: Kindergarten Selection: All to Build a Snowman Week 2, Day 2 – Day 3	Theme 6: Sunshine and Raindrops Theme Concept: Whatever the weather, it affects us every day! Type of Text: Literary Text Writing: Informational
Common Core Standards	Essential Skills (LOL's)

El Rancho Unified School District

RL K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

I can compare and contrast things that happen to characters in stories that I know (with support).

RL K.3 With prompting and support, identify characters, settings, and major events in a story.

I can describe the characters, setting and major events of a story using details. (with support)

RL K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.

I can make connections between words and pictures in a story.

RL K.1 With prompting and support, ask and answer questions about key details in a text.

I can ask questions about important details in an informational text.
I can answer questions about important details in an informational text.

RL K. 2 With prompting and support, retell familiar stories, including key details.

I can retell a story I know using important details. (with support)

W K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

I can use feedback from peers to make my writing stronger. (with support)

I can revise my writing by adding details. (with support)

El Rancho Unified School District

Academic Vocabulary

Tier 1 (Standard specific vocabulary)		Tier 2 (Content specific vocabulary)	
Question	Written by	Cat	Pushed
Page	Drawings	Dog	Packed
Important	Ideas	Dad	Rolled
Detail	Information	Kitten	Stacked
Pictures	Author	Snowman	
Front	Illustrator	Build	
Unknown	Title	Acorns	
Ask	Identify	Squirrel	
Answer	Retell	Lady	
Role	Topic	Crow	
	Text		
	Events		

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
1	Who are the characters in the story?	T83
1-2	What problem do the characters have? Do you think the lady will get her kitten back?	T83
2	Why was the crow startled? What did this cause the crow to do? (cause and effect)	T83
3	What happened to one of the acorns the squirrel had gathered? (drawing conclusions)	T83
3	How does the lady feel about having her kitten back? How do you know?	T83

Performance Tasks (DOK 4)

El Rancho Unified School District

Re-tell the story from the point of view of the kitten using sentences and illustrations.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
As a whole group, children can write observations about the weather on a chart paper. Students can finish the sentence stem: Today it is ___ and ____. And illustrate a picture to go with it. T99	Using technology, students will draw their favorite season of the year.	Using a white construction paper, students will design a snowman using only geometric shapes.

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

Level: Emerging	Level: Expanding	Level: Bridging

El Rancho Unified School District

Grade: Kindergarten Selection: The Sun and the Wind Week 2, Day 1	Theme 6: Sunshine and Raindrops Theme Concept: Whatever the weather, it affects us every day! Type of Text: Literary Text Writing: Informational
Common Core Standards	Essential Skills (LOL's)

El Rancho Unified School District

RL K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

I can compare and contrast things that happen to characters in stories that I know (with support).

RL K.3 With prompting and support, identify characters, settings, and major events in a story.

I can describe the characters, setting and major events of a story using details. (with support)

RL K.1 With prompting and support, ask and answer questions about key details in a text.

I can ask questions about important details in a text.
I can answer questions about important details in a text.

W K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

I can use feedback from peers to make my writing stronger. (with support)
I can revise my writing by adding details. (with support)

Academic Vocabulary

Tier 1
(Standard specific vocabulary)

Tier 2
(Content specific vocabulary)

El Rancho Unified School District

Question	Written by	argument	gently
Page	Drawings	contest	blustery
Important	Ideas	strong	breathe
Detail	Information	coat	collar
Pictures	Author	gust	shine
Front	Illustrator	shine	gust
Unknown	Title	warmth	
Ask	Identify	won	
Answer	Retell	cloak	
Role	Topic	stronger	
	Text	cold	
	Events		

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
1	Who are the characters in this story?	T63
1	What problem did Sun and Wind have? What did they do to solve it?	T63
1	Who won the contest? How?	T63
2	Do you think Sun and Wind will have another contest? Why do you think that?	T63
3	Compare and contrast the Sun and the Wind?	T63
3	What would happen if the sun and wind had another contest?	T63

Performance Tasks (DOK 4)

With teacher support, analyze the similarities and differences between the two characters and illustrate them.

El Rancho Unified School District

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
As a whole group, children can brainstorm action words for Wind and Sun. Sun can..... Wind can.... Rain can..... Students can write at least one of the sentences in their journal. T69	Using a sheet of paper, divide it into four sections. Have children label the sections: Winter, Spring, Summer, and Fall. Students can categorize and sort pictures by seasons. T73	Using a sheet of paper, divide it into four sections. Have children label the sections: Winter, Spring, Summer, and Fall. Students can categorize and sort pictures by seasons. T73

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

Level: Emerging	Level: Expanding	Level: Bridging

El Rancho Unified School District

<p>Grade: Kindergarten Selection Reading: Checking the Weather Week 1 - Day 4 Social Studies Link</p>	<p>Theme 6: Sunshine and Raindrops Theme Concept: Whatever the weather, it affects us every day! Type of Text: Informational Writing: Informative</p>
<p align="center">Common Core Standards</p>	<p align="center">Essential Skills (LOL's)</p>
<p>RI K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, thing, or idea in the text an illustration depicts). RI. K.10 Actively engage in group reading activities with purpose and understanding. W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory.</p>	<p>I can make connections between people, events, information and ideas in informational texts (with support). I can make connections between the pictures and words in an informational text. (with support) I can actively participate in group reading activities. 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>

El Rancho Unified School District

Question Answer Important Detail Text Events Ideas Information Connection Cause Counting books Alphabet books	Fiction Story Poem Fable Narrative Purpose Information Text Storybooks Rhyme recognize	Weather Fog Sun Rain Snow Wind Rain gauge Thermometer Wind gauge	
--	--	--	--

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
2	How can you tell that it is a sunny, warm day?	T40
3	What else could the illustrator have drawn on a sunny day?	T40
2	Why is a windy day a good day to fly a kite?	T40
2	Why are these children standing with their mouths open?	T40
2	What else could the illustrator show on a rainy day?	T40
3	Could the things in the story really happen? How do you know?	T40

Performance Tasks (DOK 4)

With teacher support, students will illustrate a drawing of their favorite drawing. They will complete a sentence stem:

On a _____ day, I can _____.

El Rancho Unified School District

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
(Science Link)	(Science Link)	(Science Link)

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

Level: Emerging	Level: Expanding	Level: Bridging

El Rancho Unified School District

<p>Grade: Kindergarten Selection Reading: What Can we Do? Week 2 - Day 4 Social Studies Link</p>	<p>Theme 6: Sunshine and Raindrops Theme Concept: Whatever the weather, it affects us every day! Type of Text: Informational Writing: Informative</p>
---	--

Common Core Standards

Essential Skills (LOL's)

RI K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
 RI K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, thing, or idea in the text an illustration depicts).
 RI. K.10 Actively engage in group reading activities with purpose and understanding.
 W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory.

I can make connections between people, events, information and ideas in informational texts (with support).
 I can make connections between the pictures and words in an informational text. (with support)
 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
 Answer
 Important
 Detail
 Text
 Events
 Ideas
 Information
 Connection
 Cause
 Counting books
 Alphabet books

Fiction
 Story
 Poem
 Fable
 Narrative
 Purpose
 Information
 Text
 Storybooks
 Rhyme
 recognize

Sunny
 Windy
 Snowy
 Rainy
 Sandcastle
 Kite
 Snowman
 Game
 Build
 Fly
 play

El Rancho Unified School District

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
2	Why is a sunny day a good day to build a sandcastle?	T94
3	What else could the illustrator have drawn on a sunny day?	T94
3	What other things could the author have wrote about on a snowy day?	T94
3	What are other examples the illustrator could have shown on a rainy day?	T94
2	What other things can you do on a day like today?	T94
3	Could the things in the story really happen? How do you know?	T94

Performance Tasks (DOK 4)

With teacher support, students will design a book with illustrations of different activities you can do for each type of weather. Ex. Sunny, Cloudy, Rainy, Windy, and Snowy.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
(Science Link)	(Science Link)	(Science Link)

El Rancho Unified School District

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

Level: Emerging	Level: Expanding	Level: Bridging