

Kindergarten Reading and Writing Packet

Week 1

Remember to do 30 minutes of reading work and 30 minutes of writing every day!

| | |
|-----------|---|
| Monday | <p>Reading</p> <ul style="list-style-type: none">• Independent: The Box• Read Aloud: Sad Simon <p>Writing</p> <ul style="list-style-type: none">• Brainstorming• Capitalization Worksheet |
| Tuesday | <p>Reading</p> <ul style="list-style-type: none">• Independent: Ladybugs• Read Aloud: My No No No Day <p>Writing</p> <ul style="list-style-type: none">• Drafting• Capitalization Worksheet |
| Wednesday | <p>Reading</p> <ul style="list-style-type: none">• Independent: I Want to Be a Cat• Read Aloud: A Bad Case of the Stripes <p>Writing</p> <ul style="list-style-type: none">• Drafting• Capitalization Worksheet |
| Thursday | <p>Reading</p> <ul style="list-style-type: none">• Independent: Busy at School• Read Aloud: The Recess Queen <p>Writing</p> <ul style="list-style-type: none">• Editing/Revising• Capitalization Worksheet |
| Friday | <p>Reading</p> <ul style="list-style-type: none">• Independent: Abby and Zots• Read Aloud: The Rainbow Fish <p>Writing</p> <ul style="list-style-type: none">• Publishing! YAY!• Capitalization Exit Ticket |

Monday
Reading and Writing
Work

Week 1

Guided Reading Lesson

| | |
|--|---|
| | |
| Text Title/Level: The Box (C) | |
| Grade: Kindergarten | |
| | |
| Main idea: | The book is about a kid who uses his imagination to take him places without leaving the comfort of his home. |
| Book Launch | |
| Build Interest | Prediction (title and picture). Based on the title and picture, what do you think this book might be about? This is a fiction book. Have you ever wanted to travel? Where would you go? How would you get there? |
| Essential Vocabulary | Sight words: into, my, want, go, the Words to know: anywhere, backyard, climb, mountains, ocean, special |
| Transferable Strategy | Good readers use pictures (eagle eye) to help them figure out tricky/unknown words. |
| Coaching | |
| Student | Key Coaching Prompts: -Look at pictures-use them for clues -Get your lips ready-say first sounds, read and say again -Stretch it out- put sounds together -Chunk the word- look for chunks/parts you know -Flip it-flip the vowel sound |
| Student Discourse | |
| Question | Exemplary Student Response (include potential misconceptions) |
| Name three places the character goes in the story? | To the park, to the city, across the ocean, up the mountain, etc. |

| | |
|---|---|
| Where does he go after the park? What in the story makes you think that? | He goes to the city (because on page 6...you see cars, buses, buildings) |
| What does the character mean when he says "I can go anywhere in my own backyard?" | Because his imagination can take him anywhere, the sky's the limit. |
| Does the character really go to these places? Explain! | No, he's using his imagination, he's pretending, he's just playing around |
| Why is the box special? | You can be anybody, you can go anywhere, whatever you tell it... that's what it is. |

The Box

A Reading A-Z Level C Leveled Book
Word Count: 55

Connections

Writing

Make a list of all the places the character goes in the story. Then, put the list in ABC order.

Art

If you had a box,
where would you go?
Draw and color a picture.

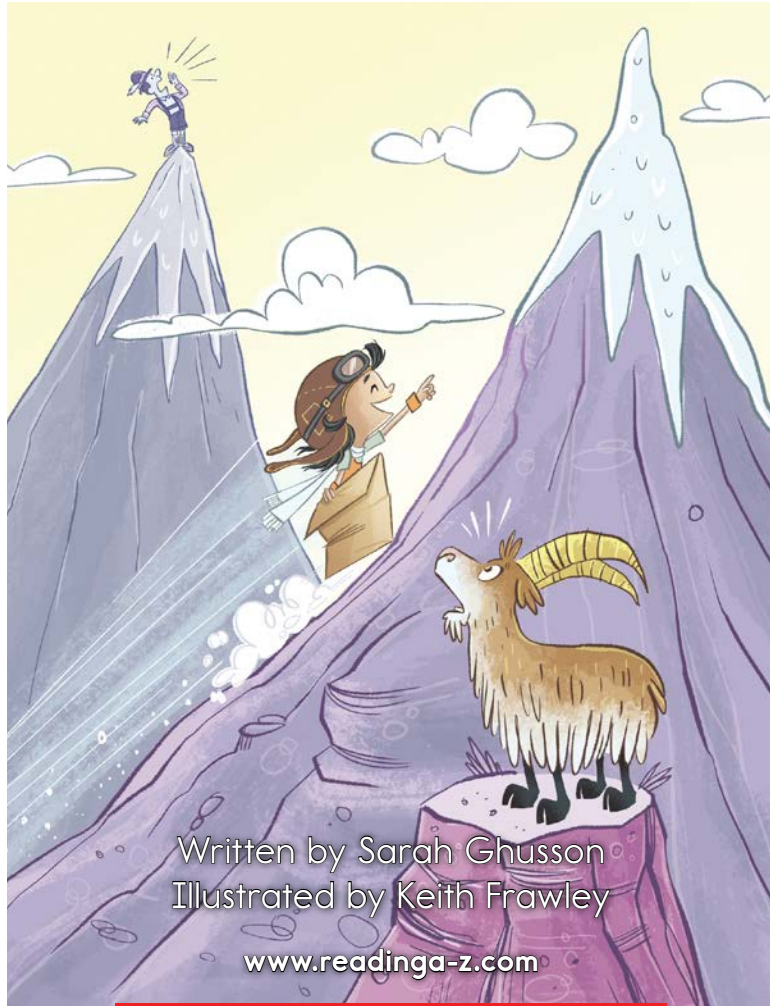
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The Box



Focus Question

Why is the box special?

Words to Know

anywhere

mountains

backyard

ocean

climb

special

The Box
Level C Leveled Book
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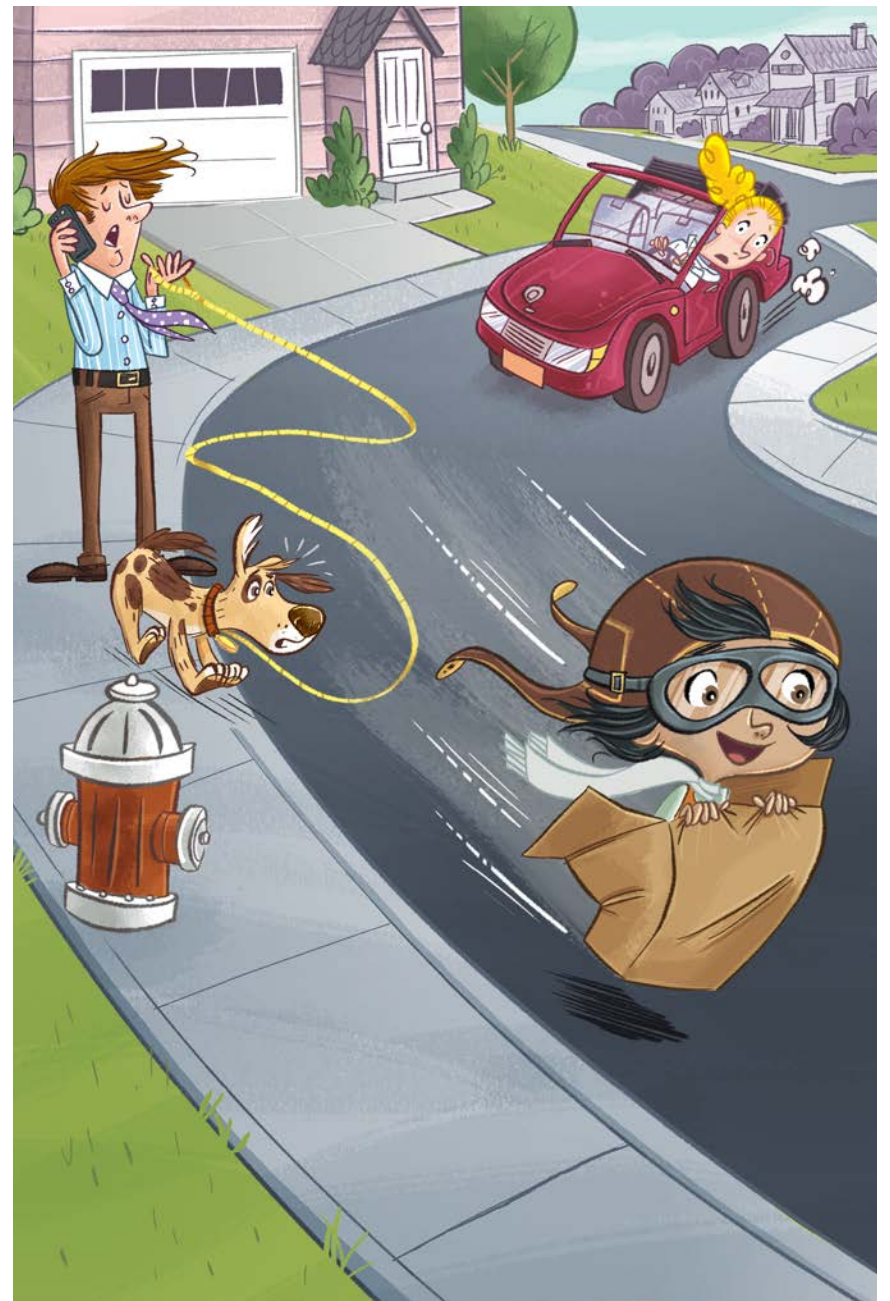
Correlation

LEVEL C

| | |
|-------------------|-----|
| Fountas & Pinnell | C |
| Reading Recovery | 3-4 |
| DRA | 3-4 |



I climb into
my backyard box.
Where do I want
to go today?



I go down the street.



I go across the ocean.



I go up the mountains.



I go into the sky.



My box is special.
I can go anywhere
in my own backyard!

Title of Book: Sick Simon

Link to Video: https://www.youtube.com/watch?v=NvrjmyFg_yM

Objective: Great readers read a story and think about the characters actions in the beginning , middle, and end.

Before Reading (ask these questions before starting the video of the book):

| Question | Example Answer | Student Answer (Add your child's answer in the space below) |
|---|--|---|
| Have you ever been sick and then you got someone else sick? | Yes, I was sick and I got my mom sick. | |

During Reading (pausing at the times below, ask the question before continuing to watch):

| Pause video at: | Question | Example Answer | |
|-----------------|---|---|--|
| :46 seconds | Who is the main character and what do we know about him so far? | Simon is the main character and we know he is sick but he is still going to school. | |

After Reading (after your scholar listens to the whole book, ask the following questions):

| Question | Example Answer | |
|----------|----------------|--|
| | | |

| | | |
|---|---|--|
| What happened to Simon's classmates and why? | They all got sick because Simon got them sick at school. | |
| Name 3 things Simon did that made the germs upset? | Simon sneezed in a tissue, washed his hands, and rested. | |
| How did Simon feel at the end of the story and why? | Simon felt better because he got rid of his cold by staying home, resting, covering his mouth and taking care of himself. | |

| | |
|---------------------|---|
| Monday, March 23 | |
| Today's Goal | This week, your child will be writing his/her opinion on a topic that they can choose from. Your goal for today is to help them pick a topic, and to help them "brainstorm" 3 reasons to support their opinion. |
| Materials | <ul style="list-style-type: none"> - Brainstorming Worksheet (see below) - List of Topics: <ul style="list-style-type: none"> - Which season is the best: summer or winter? - What game would you rather draw a picture or write a letter when you are feeling sad? - Would you rather do math or reading work? - Would you rather go to the beach or pool? - What 'special' is the best (i.e Art, Dance, P.E, etc) - What is the best activity to do after you have calmed down from a strong feeling? |
| Step 1 | Read the list of topics to your child. Have him/her choose which topic they are most interested to write about. |
| Step 2 | <p>Have your child tell you three reasons to defend his/her opinion. For example, he/she might say "I would rather go to the beach than the pool because at the beach you can swim in the ocean, you can make sand castles, and you can dig holes.</p> <p>Note:</p> <ul style="list-style-type: none"> - If your son/daughter is having a hard time thinking of reasons, you can help them by asking questions, for example: what do you like to do at the beach? Or, What is at the beach that isn't at the pool? - If your son/daughter needs more of a challenge, encourage him/her to think of an additional reason |
| Step 3 | Using the brainstorming worksheet, have your daughter/son fill in their opinion and reasons. They may draw a picture of each reason in the boxes provided, and write a word or two that will help them remember their reason. For example, a picture of a sand castle with the words sand castle written on the lines next to it. |

Name _____

Kindergarten Opinion/Reason Graphic Organizer

I think _____

Reason 1

Reason 2

Reason 3

Capitalization: A sentence always begins with a capital letter.

In Kindergarten you learned that sentences start with a capital (big) letter.

This is called capitalization or using a capital (big) letter at the beginning of a word.

Step #1: Read the sentence.

Step #2: Circle the first word in the sentence.

Step #3: Check if the first word has a capital letter at the beginning.

Step #4: Rewrite the sentence if it does not start with a capital letter.

1. the dog is brown.

2. I see a black cat!

3. Will you play with me?

4. i like to go down the slide.

5. let's go play!

Tuesday
Reading and Writing
Work

Week 1

Guided Reading Lesson

| | |
|---|--|
| | |
| Text Title/Level: Ladybugs / Level C | |
| Grade: Kindergarten | |
| | |
| Main idea: | Ladybugs have many differences and similarities |
| Book Launch | |
| Build Interest | Prediction (title and picture). Based on the title and picture, what do you think this book might be about? This is a non-fiction book. |
| Essential Vocabulary | Sight words: all, are, some, have Words to know: colors, insect, ladybugs, plants, stripes |
| Transferable Strategy | Good readers use pictures (eagle eye) to help them figure out tricky/unknown words. |
| Coaching | |
| Student | Key Coaching Prompts: -Look at pictures-use them for clues -Get your lips ready-say first sounds, read and say again -Stretch it out- put sounds together -Chunk the word- look for chunks/parts you know -Flip it-flip the vowel sound |
| Student Discourse | |
| Question <i>After you ask the question and your child gives you their answer, ask them What in the Story makes you think that?</i> | Exemplary Student Response (include potential misconceptions) |
| Name two ways ladybugs are alike. What in the story makes you think that? | All are insects, all have wings (because on page 10, it says "all ladybugs have wings"...because on page 3, it says "all ladybugs are insects) |
| Name 3 ways ladybugs are different. What in the story makes you think that? | Some eat insects, some eat plants, some have spots, some have stripes, some are yellow, some are red, etc. (because on page 9, it says "some ladybugs eat other insects"...because on page 7, I see a ladybug with stripes- and it says, some ladybugs have stripes) |

| | |
|---|--|
| Name 3 parts of a ladybug. | Head, wings, legs |
| What is your favorite ladybug, and why? | The white one with black spots...it reminds me of a seashell |

Ladybugs

A Reading A-Z Level C Leveled Book
Word Count: 50

LEVELED BOOK • C

Ladybugs

Connections

Writing

Choose your favorite ladybug from the book. Write about why it is your favorite.

Science

Draw a picture of a ladybug and label its head, wings, legs, and any other parts you know. Share your drawing with a partner.



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Ladybugs



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Focus Question

How are ladybugs alike and different?

Words to Know

| | |
|----------|---------|
| colors | plants |
| insects | spots |
| ladybugs | stripes |

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Ladybugs
Level C Leveled Book
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Correlation

LEVEL C

| | |
|-------------------|-----|
| Fountas & Pinnell | C |
| Reading Recovery | 3-4 |
| DRA | 3-4 |



All ladybugs are insects.

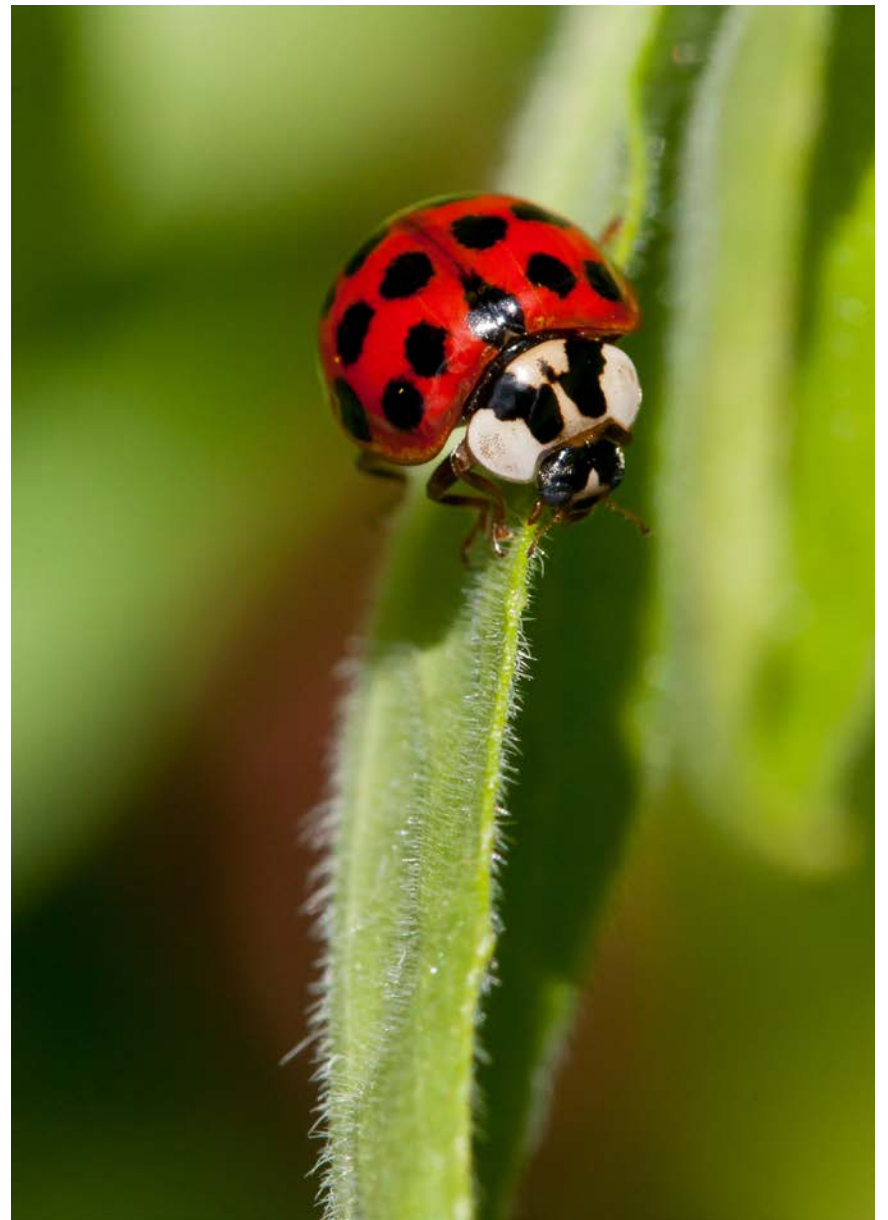


Some ladybugs
are red.

Some ladybugs
are yellow.



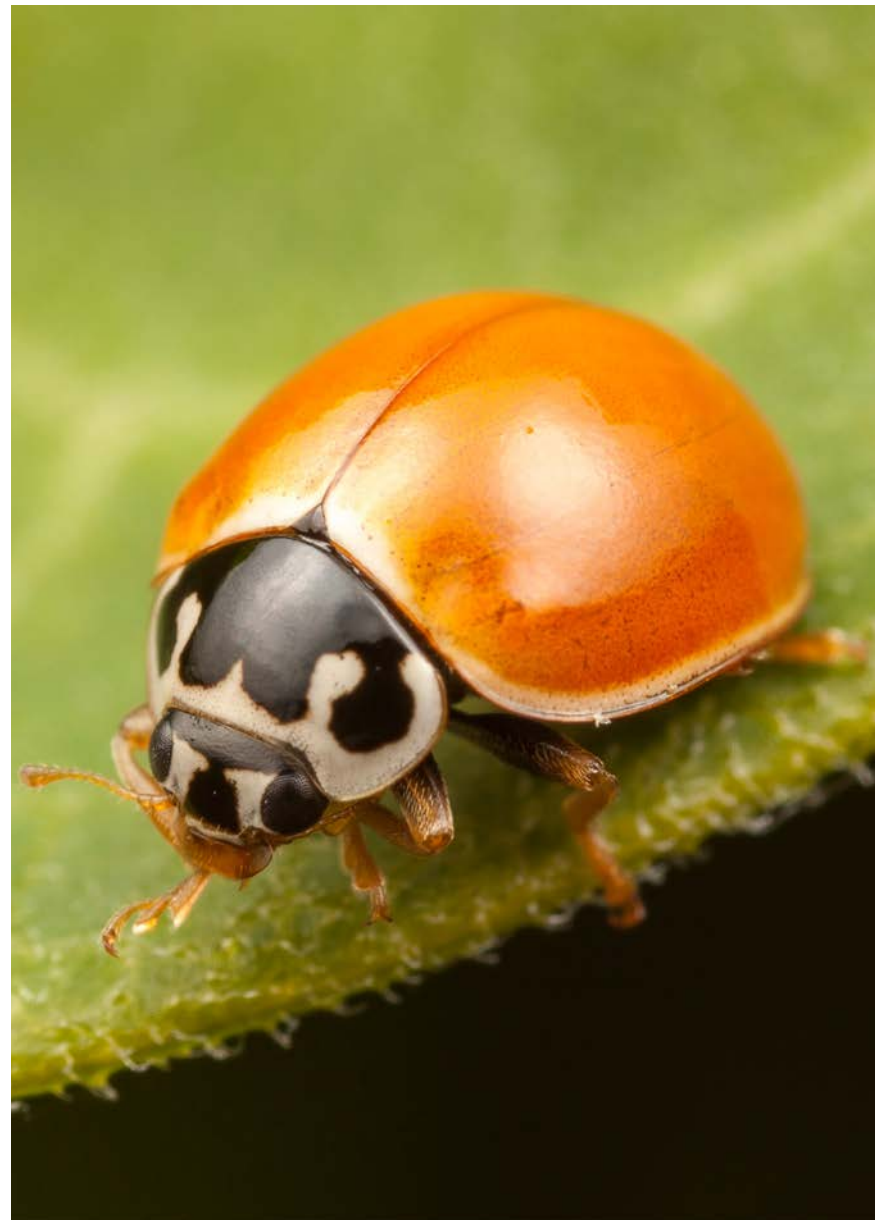
Some ladybugs
are orange.
Some ladybugs
are other colors.



Some ladybugs
have spots.



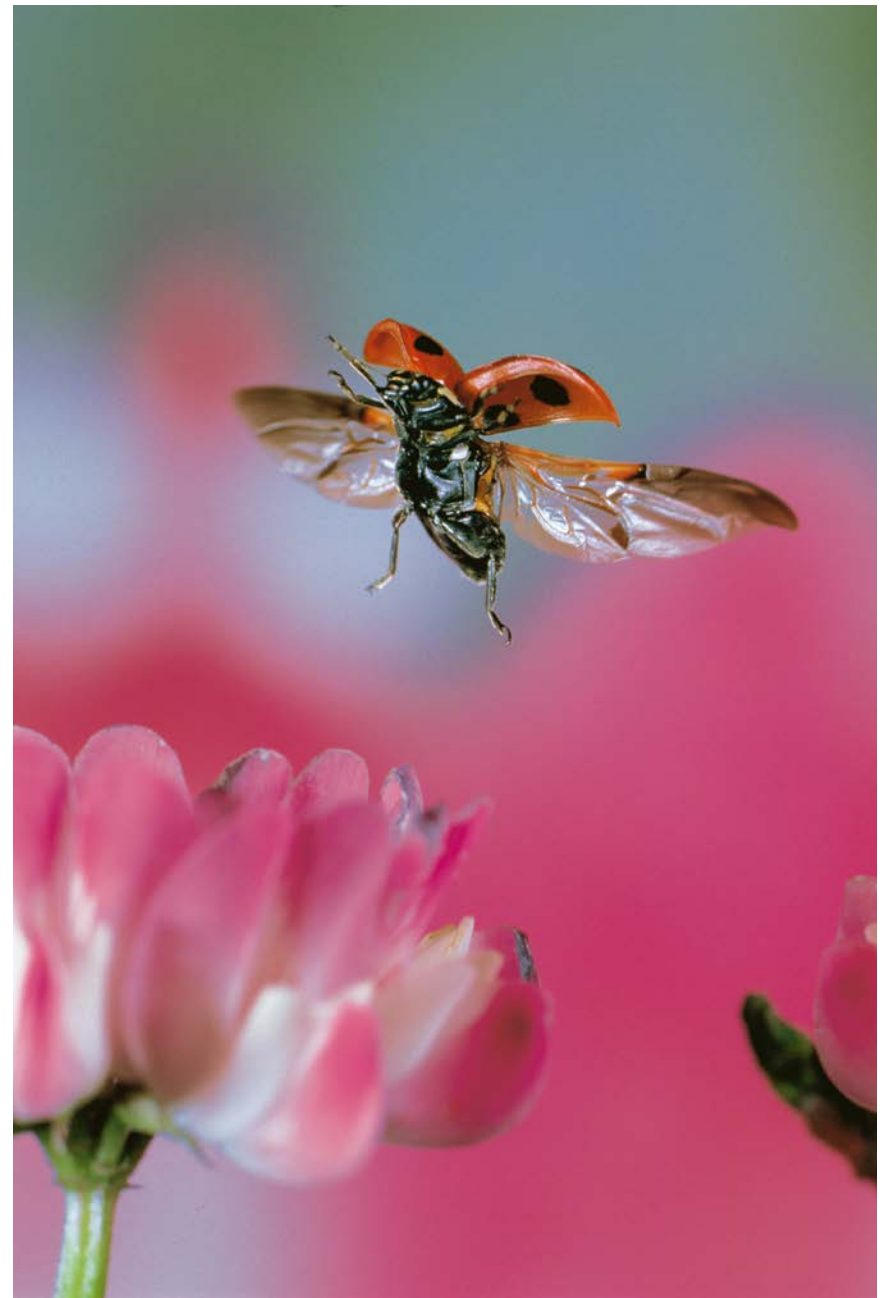
Some ladybugs
have stripes.



Some ladybugs
have just one color.



Some ladybugs
eat other insects.
Some ladybugs
eat plants.



All ladybugs have wings.

Title of Book: My No No No Day by Rebecca Patterson
 Link to Video: <https://www.youtube.com/watch?v=x-Bpoj5fZr0>

Objective: Great readers read a story and think about the characters , how they feel , and why they feel that way.

Before Reading (ask these questions before starting the video of the book):

| Question | Example Answer | |
|--|---|--|
| Have you ever had a bad day? What made it a bad day? | Yes I have. I had a bad day when I got in trouble at school and could not watch tv when I got home. | |

During Reading (pausing at the times below, ask the question before continuing to watch):

| Pause video at: | Question | Example Answer | |
|-----------------|--|--|--|
| 3:00 | How has Bella felt all day ? Name 3 reasons why. | She was angry all day. In the story i saw she was upset because she didnt like her shoes, she didnt want to eat an egg, and because her cookie broke . | |

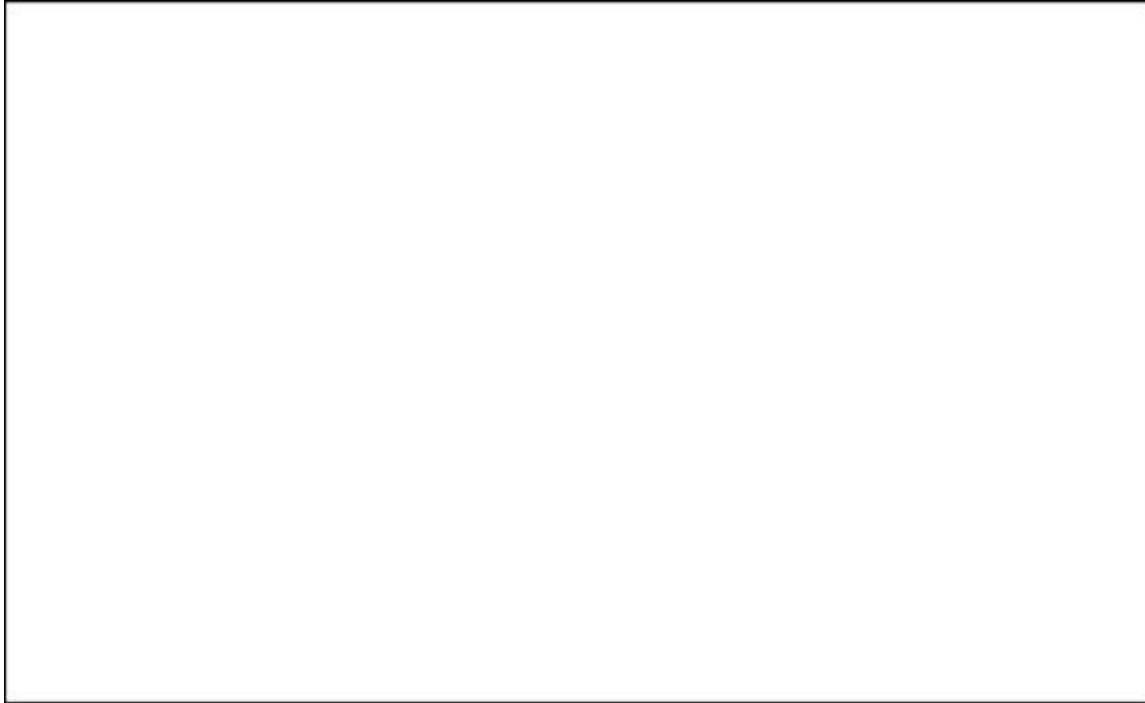
After Reading (after your scholar listens to the whole book, ask the following questions):

| Question | Example Answer | |
|--|---|--|
| Who is the main character? What do we know about her? | Bella | |
| How did she make her mom feel and why? | Mad at her, because she was giving her mom a hard time. | |
| How did she feel at the end of the book ? Why do you think that? | She felt better. Her mom made her feel better in the bed she told mom she would have a better day tomorrow. | |

| | |
|---------------------|--|
| Tuesday, March 24 | |
| Today's Goal | Your goal for today is for your son/daughter to write their opening reason and first reason |
| Materials | <ul style="list-style-type: none"> - Brainstorming Sheet (filled in from Monday) - Writing Paper (see below) |
| Step 1 | Have your child plan their opening sentence. Practice saying the sentence with him/her. For example, I think the beach is better than the pool. When your child is ready, have them write it down. Make sure that they are spelling sight words correctly. Any other word they may sound out, for example they may write beach as bech or beech - this is ok! |
| Step 2 | Have your child plan to write a sentence for their first reason. Practice saying the sentence with him/her. For example, at the beach you can swim in the ocean. When your child is ready, have them write it down. Make sure they are spelling sight words correctly. Any other word they may sound out, for example they may write ocean as oshean or oshin. |
| Step 3 | Have your child re-read their work back to you. You can ask them - does it look right? Does it sound right? |

Name: _____

Opinion Writing



Reason # __: _____

Capitalization: Days of the week always begins with a capital letter.

Step #1: Read the sentence.

Step #2: Circle the name of a person in the sentence.

Step #3: Check if the first word has a capital letter at the beginning.

Step #4: Rewrite the name if it does not start with a capital letter.

1. mrs. hostetler has a frog.

2. I can't wait to sleep in on Saturday.

3. The frog's name is flower.

4. He met his friend, lily.

5. flower and lily went swimming.

Wednesday
Reading and Writing
Work

Week 1

Guided Reading Lesson

| | |
|--|---|
| | |
| Text Title/Level: <i>I Want to be a Cat</i> (C) | |
| Grade: Kindergarten | |
| | |
| Main idea: | This story is about a girl who think of being a cat, so she acts out all the things cat do |
| Book Launch | |
| Build Interest | Prediction (title and picture). Based on the title and picture, what do you think this book might be about? This is a fiction book. <i>If you could be any animal, what animal would you be? And, why?</i> |
| Essential Vocabulary | Sight words: can, be, will, like, now Words to know: hunt, jump, movies, purr, scratch, stretch |
| Transferable Strategy | Good readers use pictures (eagle eye) to help them figure out tricky/unknown words. |
| Coaching | |
| Student | Key Coaching Prompts: -Look at pictures-use them for clues -Get your lips ready-say first sounds, read and say again -Stretch it out- put sounds together -Chunk the word- look for chunks/parts you know -Flip it-flip the vowel sound |
| Student Discourse | |
| Question | Exemplary Student Response (include potential misconceptions) |
| Name three things she does to act like a cat. What in the story makes you think that? | Jumps, purrs, nap, scratch, stretch, etc. (because on page 4, she naps...because on page 6, she purrs...because on page 8, she stretches) |

| | |
|---|--|
| Why does she want to be a cat? | Being a kid is hard, homework got too tough for her- so she distracted herself, she needed a break, she wanted to have fun |
| How did the cat feel? Why? What in the story makes you think that? | Terrified, scared, annoyed, frustrated, exhausted, tired, confused. She was over the top, he wanted to be left alone, he wanted to sleep, he's quieter than she is. (because on page 7, he ran away from her...because on page 10 he was stretched out on his bed, pooped. |
| Why did she want to be a kid again at the end of the story? | Because she likes the movies, it's something that she wants to do- so she can be herself again |

I Want to Be a Cat

A Reading A-Z Level C Leveled Book
Word Count: 56

Connections

Writing and Art

What animal would you like to be?

Finish this sentence and draw a picture.

I _____ like a _____.

Science

Think of another pet.

List three ways that this pet and a cat are the same and three ways they are different.

LEVELED BOOK • C

I Want to Be a Cat



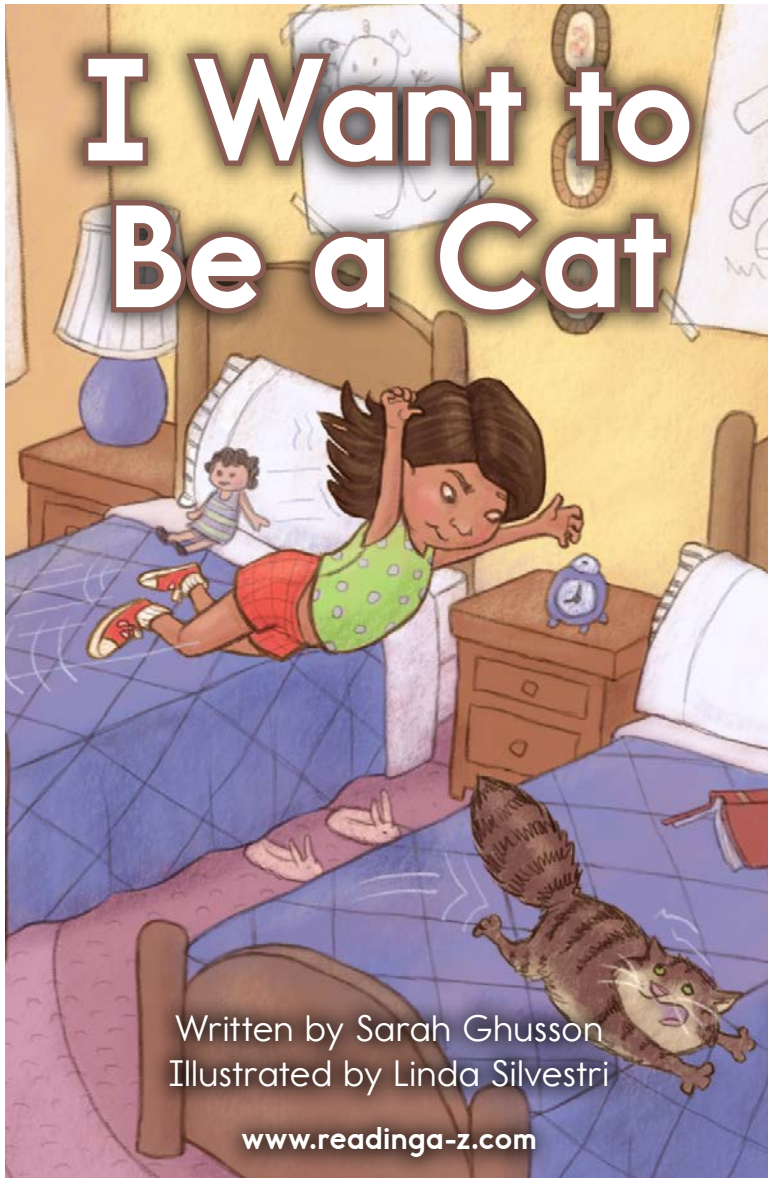
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Illustrated by Linda Silvestri

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I Want to Be a Cat



Written by Sarah Ghusson
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Focus Question

What does the main character do to act like a cat?

Words to Know

hunt
jump
movies

purr
scratch
stretch

I Want to Be a Cat
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Correlation

LEVEL C

| | |
|-------------------|-----|
| Fountas & Pinnell | C |
| Reading Recovery | 3-4 |
| DRA | 3-4 |



Being a kid can be hard.
So, I will be a cat.



I nap like a cat.



I scratch like a cat.



I purr like a cat.



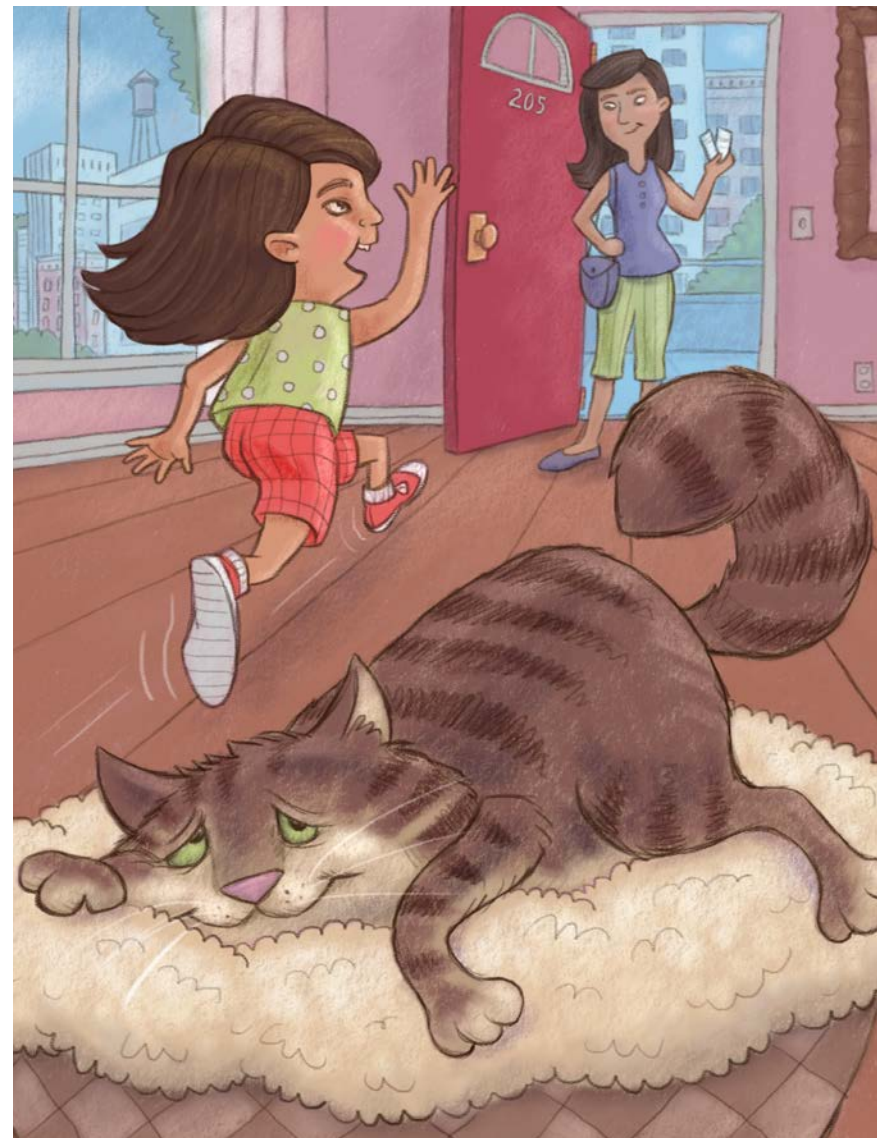
I jump like a cat.



I stretch like a cat.



I hunt like a cat.



Mom is taking me
to the movies.
I can be a kid for now.

Title of Book: "A Bad Case of Stripes" by David Shannon

Link to Video: <https://www.youtube.com/watch?v=cKaQXmRvpww>

Objective: Great readers think about what happened in the story and what a character learned from it.

Before Reading (ask this question before starting the video of the book):

| Question | Example Answer | Student Answer (Add your child's answer in the space below) |
|--|---|--|
| Have you ever pretended not to like something because someone else thought it was silly? How did that make you feel? | One time I said I didn't like _____ (can be a food, tv show, game, etc) because someone else thought it was silly. It made me feel sad because I really do like it. | |

During Reading (pausing at the times below, ask the question before continuing to watch):

| Pause video at: | Question | Example Answer | Student Answer (Add your child's answer in the space below) |
|------------------------|---|--|--|
| 6:51 | What happens to Camilla whenever another character says something to her? What in the story makes you think that? | Whenever a character says something to Camilla, she turns into whatever they've said! The story makes me think that because when her classmates were yelling different patterns, her skin showed those patterns. I also think that because when the doctors gave her | |

| | | | |
|--|--|--|--|
| | | pills, she turned into a pill. When doctors said it might be bacteria or a virus, bacteria and germs popped out of her skin too. | |
|--|--|--|--|

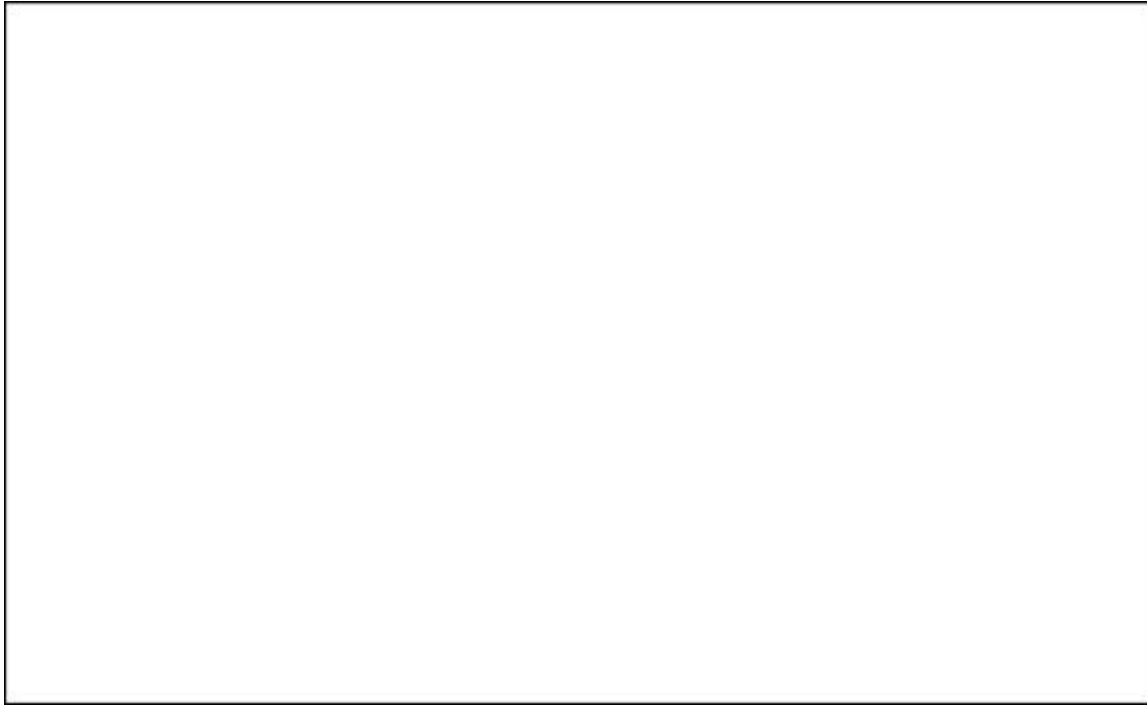
After Reading (after your scholar listens to the whole book, ask the following questions):

| Question | Example Answer | Student Answer (Add your child's answer in the space below) |
|--|---|--|
| Why did Camilla say no when the old lady offered her some lima beans? | Camilla said no to the lima beans because she was still afraid that other people would think she was strange for liking lima beans. | |
| What happened when Camilla finally ate some lima beans? | When Camilla finally ate the lima beans, she turned back into her normal self. | |
| What important lesson did Camilla learn? What in the story makes you think that? | Camilla learned that you should be proud of who you are and what you like, and that you shouldn't change that just because of what other people think. The story makes me think that because at the end, Camilla was eating lima beans even though other people still thought it was strange. | |

| | |
|---------------------|---|
| Wednesday, March 25 | |
| Today's Goal | Your goal for today is for your son/daughter to write the rest of their reasons. |
| Materials | <ul style="list-style-type: none"> - Brainstorming Sheet (filled in from Monday) - Writing Paper: (see below) |
| Step 1 | Have your child plan to write a sentence for their second reason. Practice saying the sentence with him/her. For example, at the beach you can make sand castles. When your child is ready, have them write it down. Make sure they are spelling sight words correctly. Any other word they may sound out, for example they may write castle as casl. |
| Step 2 | Have your child plan to write a sentence for their third reason. Practice saying the sentence with him/her. For example, at the beach you can dig holes. When your child is ready, have them write it down. Make sure they are spelling sight words correctly. Any other word they may sound out. |
| Step 3 | <p>Have your child re-read their work back to you. You can ask them - does it look right? Does it sound right?</p> <p>Note:</p> <ul style="list-style-type: none"> - If your child is having a hard time writing reasons, focus on making sure he/she has two reasons completed - If your child brainstormed an additional reason, have them write that today |

Name: _____

Opinion Writing



Reason #__:

Capitalization: Names of people always begins with a capital letter.

Step #1: Read the sentence.

Step #2: Circle the day of the week in the sentence.

Step #3: Check if the first word has a capital letter at the beginning.

Step #4: Rewrite the day of the week if it does not start with a capital letter.

1. On monday we go to school.

2. I can't wait to sleep in on Saturday.

3. I like friday because we go home early.

4. Maybe we can have P.E. on thursday.

5. Saturday and sunday are weekend days.

Thursday
Reading and Writing
Work

Week 1

Guided Reading Lesson

| | |
|---|--|
| | |
| Text Title/Level: Busy at School / Level C | |
| Grade: Kindergarten | |
| | |
| Main idea: | This story is about all the activities that students do that keep them busy at school. |
| Book Launch | |
| Build Interest | <p>This is a fun story about all the different activities you do while at school. (Share what your favorite activity is) What is your favorite activity in school?</p> <p>This is a nonfiction story. Can you tell me what a nonfiction story is?</p> |
| Essential Vocabulary | <p>Sight Words (<i>With these words, you might want to go over them before you start reading the book</i>): they, what</p> <p>Words to know (<i>With these words, try to have your child figure out what's going on using the picture and the first letter of the word</i>): busy, listen, share</p> |
| Transferable Strategy | Great readers use pictures (eagle eye) to help them figure out tricky/unknown words. |
| Coaching | |
| Student | <p>Key Coaching Prompts (These are strategies you can remind your child to use while they're reading) :</p> <ul style="list-style-type: none"> -Look at pictures-use them for clues -Get your lips ready-say first sounds, read and say again -Stretch it out- put sounds together -Chunk the word- look for chunks/parts you know -Flip it-flip the vowel sound |
| Student Discourse | |
| <p>Question <i>After you ask the question and your child</i></p> | <p>Exemplary Student Response (include potential misconceptions)</p> |

| | |
|--|--|
| <p><i>gives you their answer, ask them What in the Story makes you think that?</i></p> | |
| <p>What is the first activity they do at school?</p> | <p>The first activity they do at school is sing a song. <i>(After they give you the answer, ask What in the story makes you think that?)</i> On page 4 it says, They sing a song.</p> |
| <p>What do they do after they play a game?</p> | <p>After they play a game, they listen to a story. <i>(After they give you the answer, ask What in the story makes you think that?)</i> On page 7 it says, They listen to a story.</p> |
| <p>What are some other things they do at school? (Have them tell you at least 3)</p> | <p>Some other things they do at school are eat snacks, share toys, count numbers, they wrtie the ABCs... <i>(After they give you the answer, ask What in the story makes you think that?)</i> They should give you the pages and sentence that go with each picture.</p> |
| <p>Why are the children so busy at school?</p> | <p>The children are so busy because they do so many different activities during the day. <i>(After they give you the answer, ask What in the story makes you think that?)</i> They can give you any of the activities and the page and sentence that goes with it.</p> |

Busy at School

A Reading A-Z Level C Leveled Book

Word Count: 48



**Reading a-z**

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LEVELED BOOK • C

Busy at School



Written by Brycie Wilson

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Busy at School

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Written by Brycie Wilson

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Busy at School
Level C Leveled Book
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Correlation

| LEVEL C | |
|-------------------|-----|
| Fountas & Pinnell | C |
| Reading Recovery | 3-4 |
| DRA | 3-4 |



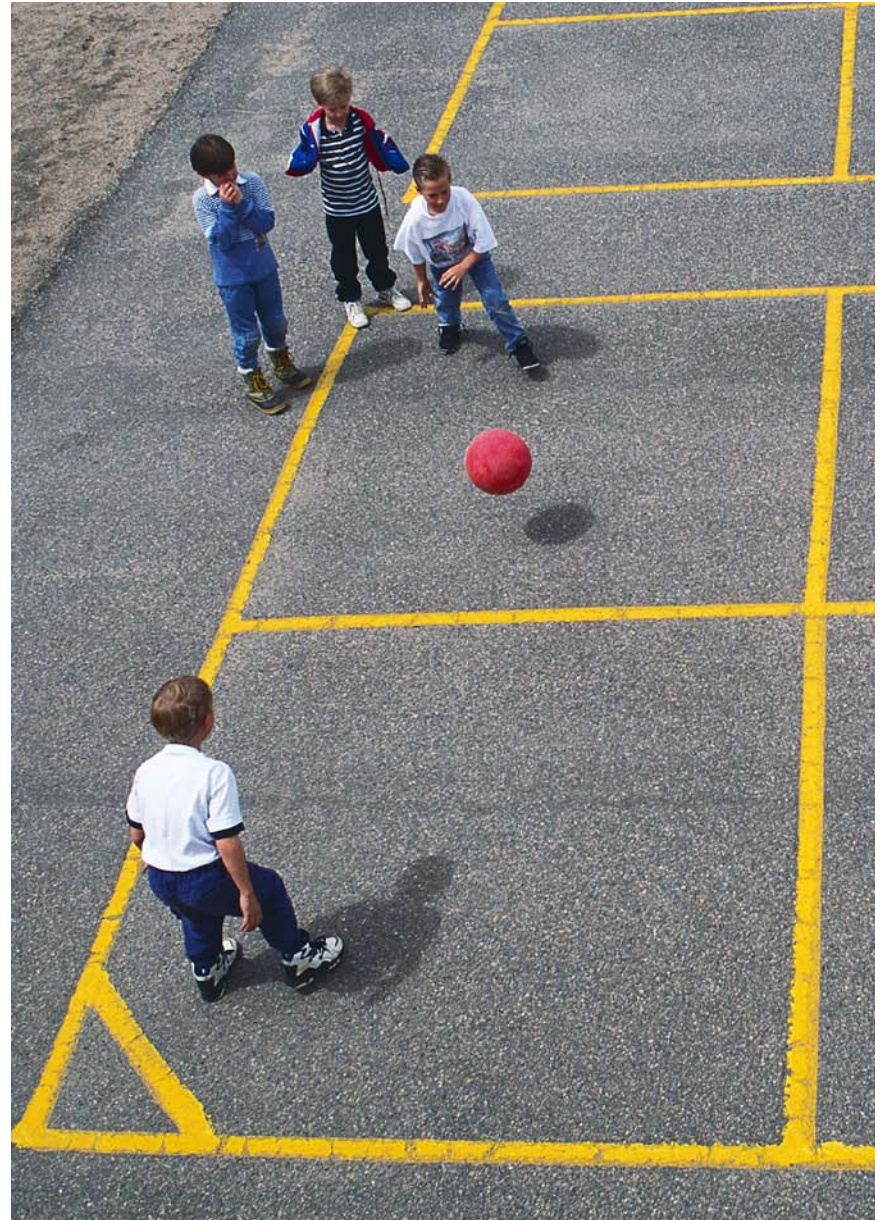
The children are busy
at school.



They sing a song.



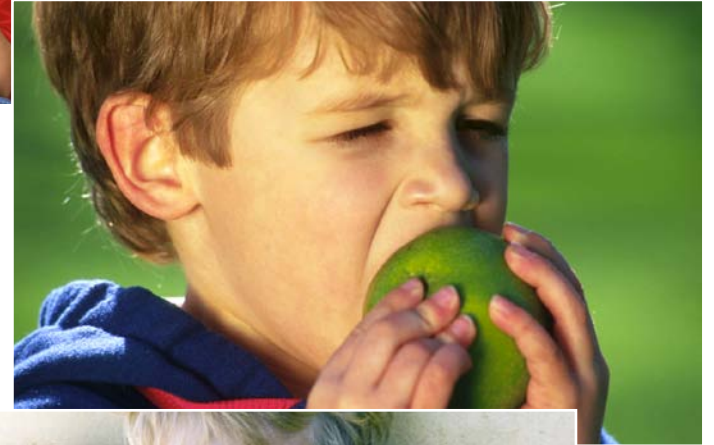
They paint a picture.



They play a game.



They listen to a story.



They eat snacks.



They share toys.



They count numbers.



They write the ABCs.



The children are busy at school.

What other things do they do?

Title of Book: The Recess Queen by Alexa

Link to Video: <https://www.youtube.com/watch?v=Mp3bKxYtnMM&t=99s>

Objective: Great readers read a story and think about the characters, characters emotions, and how their emotions change in the story.

Before Reading (ask these questions before starting the video of the book):

| Question | Example Answer | Student Response |
|---|---|------------------|
| Have you ever been mean or has someone been mean to you? How did you feel? | Someone was mean to me at the park. It made me feel very sad. | |

During Reading (pausing at the times below, ask the question before continuing to watch):

| Pause video at: | Question | Example Answer | |
|-----------------|--|--|--|
| 1:36 | Who is the main character and what do we know about her? | Mean Jean and she is very mean , queen of the park , and she gets her way. | |


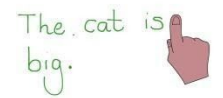
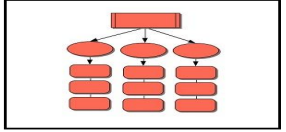
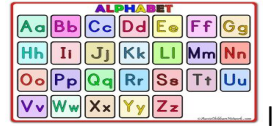


After Reading (after your scholar listens to the whole book, ask the following questions):

| Question | Example Answer | |
|--|---------------------------------------|--|
| Who is another character in the story? | Katie Sue . She did everything before | |

| | | |
|--|---|--|
| What did she do? | Mean Jean. She likes to race people to the gate , and jump and skip and hop and play before everyone. | |
| How did Mean Jean feel about Katie Sue at first , and why? | She felt mad at first because she was jumping and skipping and kicking before her. | |
| How did Mean Jean's feelings change about Katie Sue and why? | At the end , Jean was happy because Katie Sue asked her to play with her. And it made Jean be nice in to other people also. | |

| | |
|---------------------|---|
| Thursday, March 26 | |
| Today's Goal | Your goal for today is for your son/daughter to edit/revise their work. |
| Materials | <ul style="list-style-type: none"> - Writing (from the past 2 days) - Writer's Checklist (see below) - Any "feedback" from teachers |
| Step 1 | Have your child check their first sentence using the writers checklist. For example, they can check that their sentence starts with an uppercase letter, ends with a period, that sight words are spelled correctly, and that they used a "finger space" between each word. If your child received any feedback from his/her teacher, remind them of that feedback. |
| Step 2 | Use the same strategies from step one to continue to check each sentence. |
| Step 3 | Have your child re-read their work back to you. You can ask them - does it look right? Does it sound right? |

Kindergarten Opinion Writing Self-Checklist

| Task | My Checklist | Task | My Checklist |
|--|--------------|---|---------------------|
| <p>Did I name an opinion?</p>  | | <p>Did I add finger spaces?</p>  | |
| <p>Did I give some reasons for my opinion?</p>  | | <p>Are all uppercase and lowercase letters correct?</p>  | |
| <p>Do my sentences make sense?</p>  | | <p>Am I a Writing Rockstar??</p>  | <p>YES YOU ARE!</p> |

Capitalization: Months of the year always begins with a capital letter.

Step #1: Read the sentence.

Step #2: Circle the month of the year in the sentence.

Step #3: Check if it has a capital letter at the beginning.

Step #4: Re-write the month of the year if it does not start with a capital letter.

1. We start school in august.

2. Thanksgiving is in November.

3. I like december because we have vacation.

4. Maybe we can have a field trip in january.

5. July is in summer.

FRIYAY!
Reading and Writing
Work

Week 1

Guided Reading Lesson

| | |
|---|---|
| | |
| Text Title/Level: Abby and Zots (C) | |
| Grade: Kindergarten | |
| | |
| Main idea: | This book is about two friends (Abby and Zots) who are alike, and who are different, but yet they remain BFFs. |
| Book Launch | |
| Build Interest | Prediction (title and picture). Based on the title and picture, what do you think this book might be about? This is a fiction book. Do you have a BFF? What makes you BFFs? What are some ways that you can be a good friend? |
| Essential Vocabulary | Sight words: and, are, from, has Words to know: arms, different, eyes, friends, legs, space |
| Transferable Strategy | Good readers use pictures (eagle eye) to help them figure out tricky/unknown words. |
| Coaching | |
| Student | Key Coaching Prompts: -Look at pictures-use them for clues -Get your lips ready-say first sounds, read and say again -Stretch it out- put sounds together -Chunk the word- look for chunks/parts you know -Flip it-flip the vowel sound |
| Student Discourse | |
| Question | Exemplary Student Response (include potential misconceptions) |
| What's the first way Abby and Zots are different? What in the story makes you think that? | Zots is from outer space, Abby is not. (because on page 3, it says that Zots is from outer space) |
| What's the last way | Abby has two legs, and Zots has many. (because on page 8, it |

| | |
|--|--|
| Abby and Zots are different? What in the story makes you think that? | says, Abby has two legs, and on page 7, it says, Zots has many legs). |
| How are they different, but yet the same? | They both have eyes...Abby has two eyes, Zots has many, They both have arms...Abby has two arms, and Zots has many |
| How are they able to be BFFs with all of their differences? | It's not about what you look like, where you are from, but more about who you are, what's inside your heart. |

Abby and Zots

A Reading A-Z Level C Leveled Book
Word Count: 48

Connections

Writing and Art

Draw a picture of one of your friends and write five words to describe him or her.

Social Studies

What are some ways that you can be a good friend?
Share your ideas with your class.

LEVELED BOOK • C

Abby and Zots



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Abby and Zots



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Focus Question

How are Abby and Zots similar?
How are they different?

Words to Know

| | |
|-----------|---------|
| arms | friends |
| different | legs |
| eyes | space |

Abby and Zots
Level C Leveled Book
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Correlation

LEVEL C

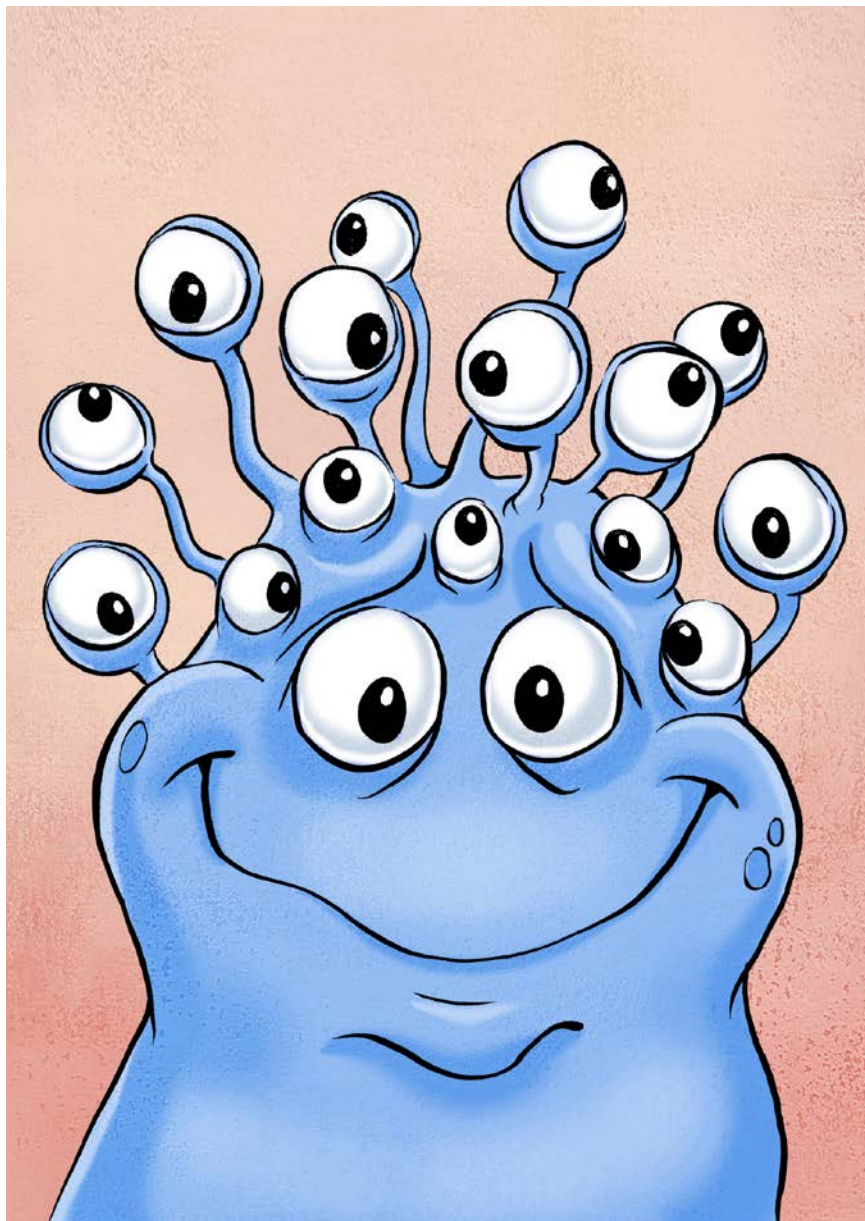
| | |
|-------------------|-----|
| Fountas & Pinnell | C |
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| DRA | 3-4 |



Abby and Zots are
best friends.
Zots is from outer space.



Abby has two eyes.



Zots can have many eyes.



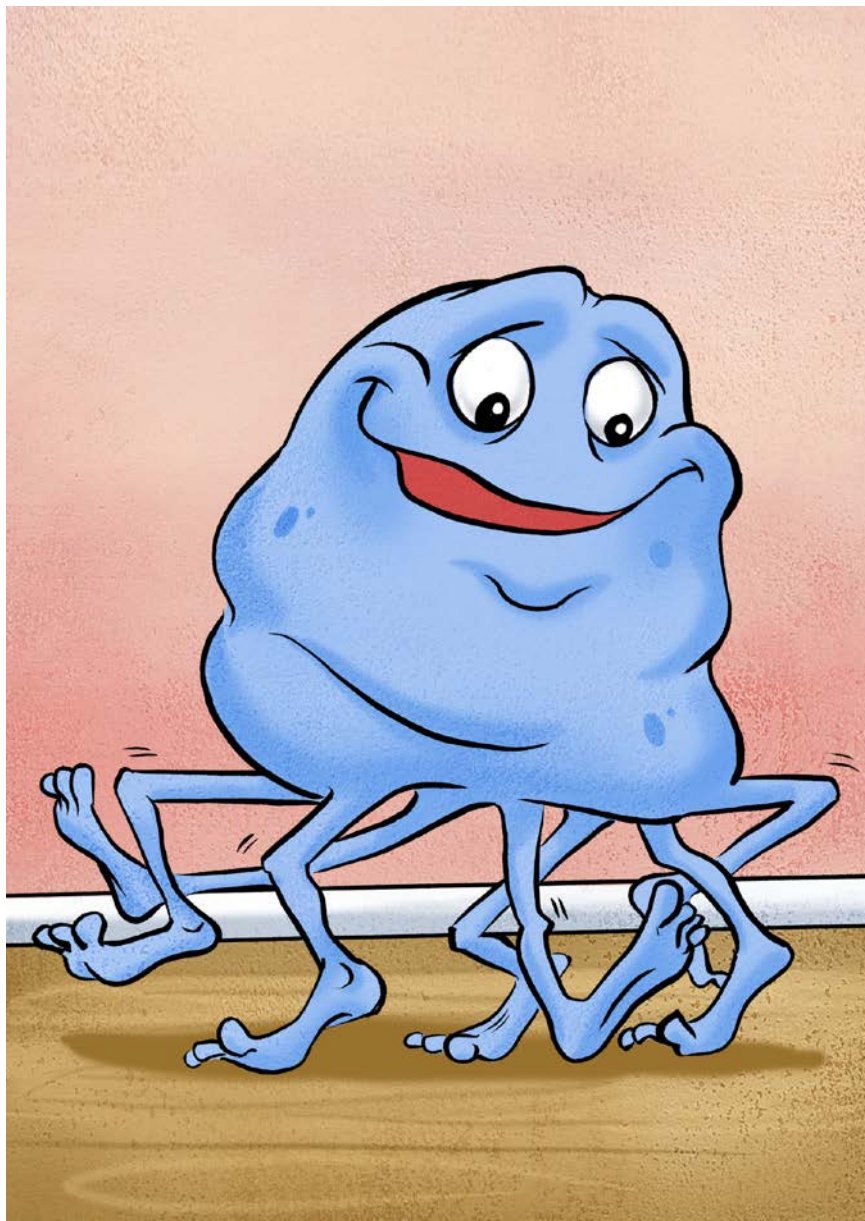
Abby has two arms.



Zots can have many arms.



Abby has two legs.



Zots can have many legs.



Abby and Zots are different. They are still best friends!

Title of Book: "The Rainbow Fish" by Marcus Pfister

Link to Video: <https://www.storylineonline.net/books/the-rainbow-fish/>

Objective: Great readers think about how a character feels and why to help them understand the story.

Before Reading (ask this question before starting the video of the book):

| Question | Example Answer | Student Answer (Add your child's answer in the space below) |
|--|---|--|
| We are going to watch the "The Rainbow Fish," which tells us the story of a beautiful fish and what he decides to do about sharing his scales. Do you think it's important to share? Why or why not? | I think it's important to share because _____. OR I do not think it's important to share because _____. | |

During Reading (pausing at the times below, ask the question before continuing to watch):

| Pause video at: | Question | Example Answer | Student Answer (Add your child's answer in the space below) |
|------------------------|---|--|--|
| 2:24 | What is the problem in the story right now? | The problem in the story is that none of the other fish will talk to Rainbow Fish because he would not share his scales. Now, he is very lonely. | |

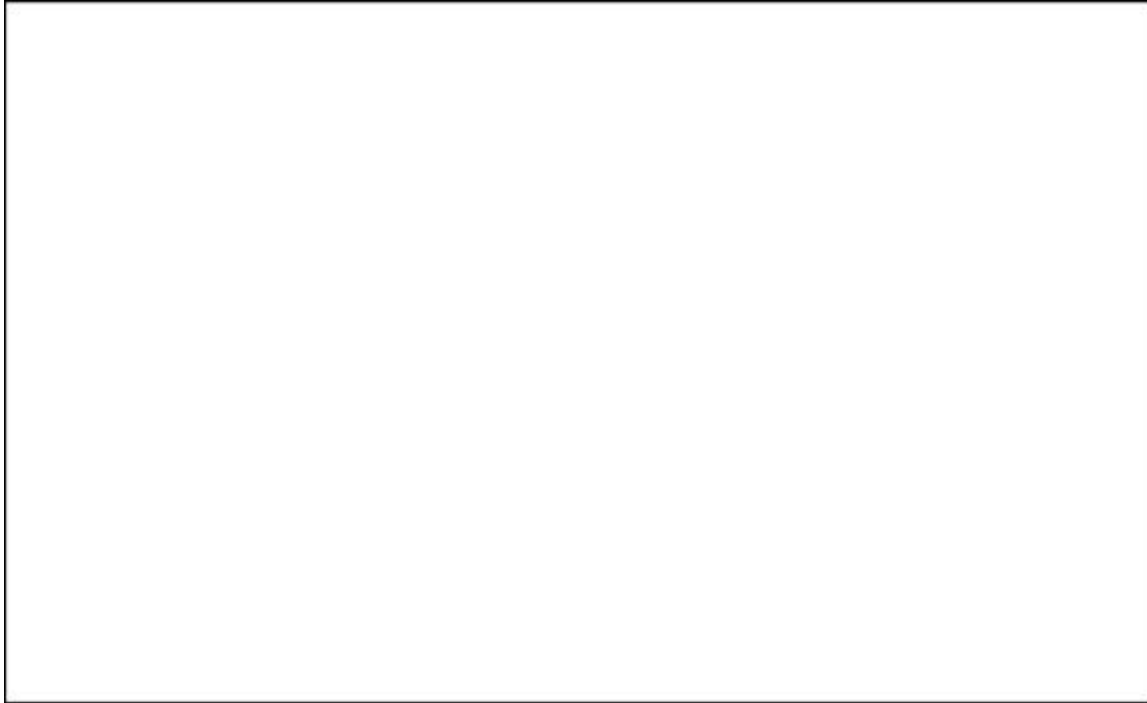
After Reading (after your scholar listens to the whole book, ask the following questions):

| Question | Example Answer | Student Answer (Add your child's answer in the space below) |
|---|--|--|
| How did the Rainbow Fish solve his problem? Who helped him? | Rainbow Fish solved his problem by talking to the Wise Octopus and deciding to share his scales, even though it was hard. | |
| How did the Rainbow Fish feel when he gave away all of his beautiful scales? Why? | Rainbow Fish felt very happy to share his scales with the other fish because he saw how excited the other fish became when they had one beautiful scale. | |
| How was the Rainbow Fish different at the end of the story? | Rainbow Fish learned that sharing with the other fish was more important than being the most beautiful fish in the sea. | |

| | |
|---------------------|--|
| Friday, March 27 | |
| Today's Goal | Your goal for today is for your son/daughter to publish their writing and share it! |
| Materials | <ul style="list-style-type: none"> - New writing paper: (see below) - Revised writing (from yesterday) |
| Step 1 | Getting a new writing paper, have your son/daughter copy and write their story neatly. Remind them that they need to include their new revised work! |
| Step 2 | Time to celebrate! They have been working hard all week and have published their work! Have them share their writing with you. Feel free to film it and share it with teachers, family, etc! |

Name: _____

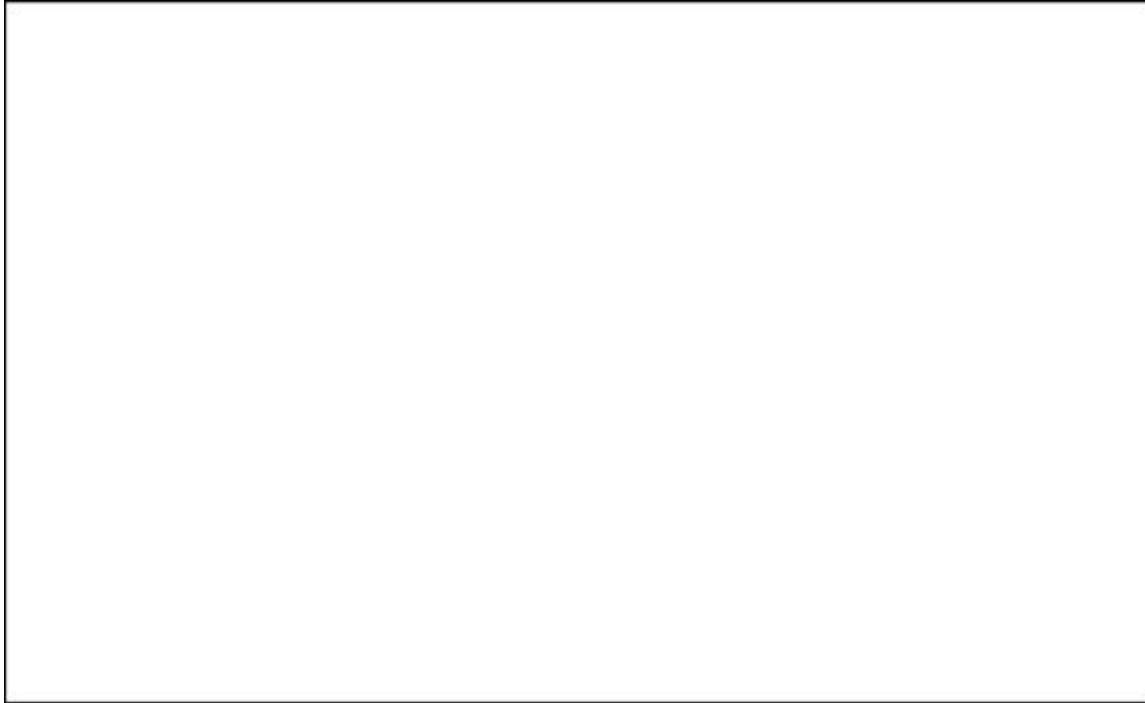
Opinion Writing



Reason # __: _____

Name: _____

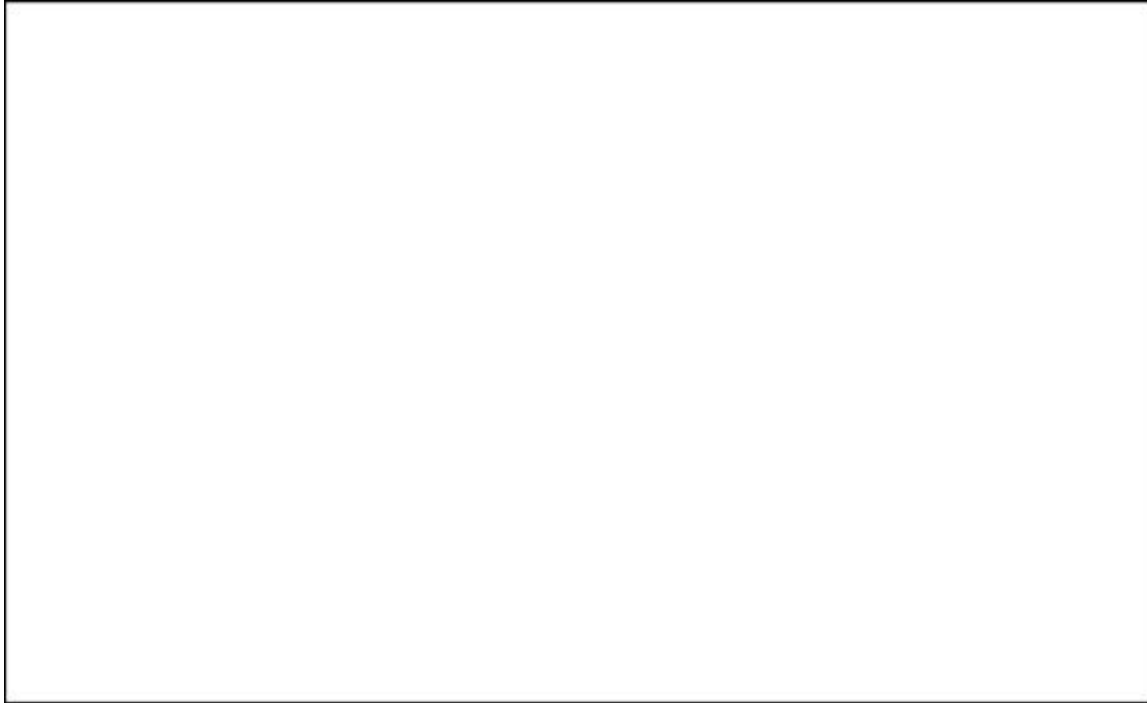
Opinion Writing



Reason #__:

Name: _____

Opinion Writing



Reason # __: _____

Name _____

Capitalization Exit Ticket

Instructions: Rewrite the sentence and capitalize where needed.

1. the dog is fast.

2. Today is tuesday and tomorrow is wednesday.

3. ms. perez is teaching art class.

4. We are going to new york tomorrow.

5. i love eating pizza with john.
