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| **KINDERGARTEN - UNIT 5**  **READ ALOUD – Picture Book**  **Possum Magic** – Text Talk  **Tier II**: miserable – very sad  Precious – loved or dear to a person  Visible – can be seen  **Other**: *unexpected* |  | **KINDERGARTEN - UNIT 5**  **READ ALOUD – Picture Book**  **The Story of Jumping Mouse** – Text Talk  **Tier II:** content – happy with something  Perilous – dangerous  Peered – take a long slow look  **Other:** *swayed, dismayed, encounter, admire, despair, exhausted, scornfully, cautiously, compassion, commanded* |
| **KINDERGARTEN - UNIT 5**  **READ ALOUD – Picture Book**  **Lon Po Po: A Red-Riding Hood Story from China** – Text Talk  **Tier II:** brittle – easily broken  Disguised – put on a costume to cover up who you  really are  plucked – pulled out quickly (yanked)  **Other:** *delighted, latch, yawned, fetched, peacefully, embraced*  **Activity/Assessment: RL.K.9, RL.K.10** After reading this  book and Little Red Riding Hood, discuss how the two  stories are the same and how they are different. Generate  ideas from among the children through writing. |  | **KINDERGARTEN - UNIT 5**  **READ ALOUD – Picture Book**  **Little Red Riding Hood**  **Activity/Assessment: RL.K.9, RL.K.10** After reading this  book and Little Red Riding Hood, discuss how the two  stories are the same and how they are different. Generate  ideas from among the children through writing. |
| **KINDERGARTEN - UNIT 5**  **READ ALOUD – Picture Book**  **Something to Tell the Grandcows**  – Text Talk  **Tier II:** assortment – a group of different kinds of things  Fierce – wild and dangerous  Amazed – showing great surprise  **Other:** *swatted, hurling, glared, basking* |  | **KINDERGARTEN - UNIT 5**  **READ ALOUD – Picture Book**  **Lizzie Nonsense** – Text Talk  **Tier II:** nonsense – silly or makes no sense  Mending – fixing  Broad – wide and full of space  **Other:** *prepare, howling, jangling, bouquet* |

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| **KINDERGARTEN - UNIT 5**  **READ ALOUD – Picture Book**  **Rain Player** – Text Talk  **Tier II**: dreadful – terrible; frightening  Perish – to die  Companions – someone who you spend a lot of time  with  **Other**: *trembling, drought, consulted, declared, impatiently, whisked, insulting, sternly, torment* |  | **KINDERGARTEN - UNIT 5**  **READ ALOUD – Literary**  **Mr. Poppers’ Penguins**  **Activity/Assessment – A: SL.K.6, W.K.1, W.K.6, L.K.2d, RF.K.3d**. **B: L.K.6**  **A:** Prompt: “Mr. Popper loved the idea of dreaming big! He daydreamed about faraway places. He wished he could have visited Antarctica to explore all that was there.” Allow students to choose one of the continents studied during this unit that they might like to visit someday. To help the children plan their work, use a program such as Kidspiration to create a graphic organizer on each of the continents chosen by the students. Students can draw pictures of animals, people, and objects one might find on that continent. Write two sentences about the continent using a combination of drawing, dictating, and writing. Share the work with the class.  **B:** This book is filled with alliteration based on the letter ‘p’. Encourage the children to listen for ‘p’ words that they hear as you read. The vocabulary words will be challenging and fun to use in classroom discussions. |
| **KINDERGARTEN - UNIT 5**  **READ ALOUD – Picture Book**  **The Story of Ferdinand**  **Activity/Assessment: RL.K.2**  The literature in this unit is conducive to storytelling. Pair students so that they can practice retelling a favorite story from this unit. To make the activity more challenging, after retelling the story, ask if they can retell a similar story with a completely different setting and character. For example, they may retell The Story of Ferdinand. How would the story be different if it took place in South America? Which animal would be the main character? |  | **KINDERGARTEN - UNIT 5**  **READ ALOUD – Picture Book**  **The Story of Ferdinand**  **Activity/Assessment: RL.K.2**  The literature in this unit is conducive to storytelling. Pair students so that they can practice retelling a favorite story from this unit. To make the activity more challenging, after retelling the story, ask if they can retell a similar story with a completely different setting and character. For example, they may retell The Story of Ferdinand. How would the story be different if it took place in South America? Which animal would be the main character? |
| **KINDERGARTEN - UNIT 5**  **READ ALOUD – Picture Book**  **Rain Player** – Text Talk  **Tier II**: dreadful – terrible; frightening  Perish – to die  Companions – someone who you spend a lot of time  with  **Other**: *trembling, drought, consulted, declared, impatiently, whisked, insulting, sternly, torment* |  | **KINDERGARTEN - UNIT 5**  **READ ALOUD – Literary**  **Mr. Poppers’ Penguins**  **Activity/Assessment – A: SL.K.6, W.K.1, W.K.6, L.K.2d, RF.K.3d**. **B: L.K.6**  **A:** Prompt: “Mr. Popper loved the idea of dreaming big! He daydreamed about faraway places. He wished he could have visited Antarctica to explore all that was there.” Allow students to choose one of the continents studied during this unit that they might like to visit someday. To help the children plan their work, use a program such as Kidspiration to create a graphic organizer on each of the continents chosen by the students. Students can draw pictures of animals, people, and objects one might find on that continent. Write two sentences about the continent using a combination of drawing, dictating, and writing. Share the work with the class.  **B:** This book is filled with alliteration based on the letter ‘p’. Encourage the children to listen for ‘p’ words that they hear as you read. The vocabulary words will be challenging and fun to use in classroom discussions. |
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