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| **KINDERGARTEN - UNIT 6****READ ALOUD – Picture Book****One Morning in Maine** – Text Talk**Tier II**: cautioned – warn about dangerStooping – bending down at the waist; To walk or stand with your head and  shoulders bent forward fastened – to close or do up**Other**: *curious, wondered, solemnly, tenderly, sympathized, waded, suggested, sputtered, dictated* |  | **KINDERGARTEN - UNIT 6****READ ALOUD – Picture Book****Kate and the Beanstalk** – Text Talk**Tier II:** astonished – to be surprisedBellowing – shouting or making noise loudly Approached – walk closer to someone or something**Other:** *humble, despair, extraordinary, horrified, forlorn, haze, noble, grieving* |
| **KINDERGARTEN - UNIT 6****READ ALOUD – Picture Book****Jack and the Beanstalk** – Text Talk**Tier II:** grind – to make into small pieces or powder by rubbing (crush) nabbed – grab; capture roaring – to make a loud, scary sound**Other:** *precious, tremble, tidy, bold, curious, crept* |  | **KINDERGARTEN - UNIT 6****READ ALOUD – Informational****Follow the Water from Brook to Ocean** – Text Talk**Tier II:** destroy – to ruinReleased – let go Journey – a long trip from one place to another  (voyage, expedition)**Other:** *gush, flowing, roars, grind, meander* |
| **KINDERGARTEN - UNIT 6****READ ALOUD – Informational****Spiders are Not Insects**  – Text Talk**Tier II:** sense – use tasting, smelling, touching, hearing, orseeing to understand something produce – to make something trapped – catch something you want to make  uncomfortable, harm, or kill**Other:** *dangerous, cling, inject* |  | **KINDERGARTEN - UNIT 6****READ ALOUD – Informational****The Reasons for Seasons** – Text Talk**Tier II:** ancient – very oldAbsorbing – soaking up something Relationship – the connection between things**Other:** *celebrated, alternating* |

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| **KINDERGARTEN – UNIT 6****READ ALOUD – Literary****Red Eyed Tree Frog****Activity/Assessment: RI.K.9, RI.K.10, SL.K.6** Read a book such as From Tadpole to Frog and then read Red Eyed Tree Frog. These books are both non fiction books, and they talk about “toads”. Ask what the students noticed about how these books were the same and how they were different. |  | **KINDERGARTEN – UNIT 6****READ ALOUD – Literary****Red Eyed Tree Frog****Activity/Assessment: RI.K.9, RI.K.10, SL.K.6** Read a book such as From Tadpole to Frog and then read Red Eyed Tree Frog. These books are both non fiction books, and they talk about “toads”. Ask what the students noticed about how these books were the same and how they were different. |
| **KINDERGARTEN – UNIT 6****READ ALOUD – Literary****Days With Frog and Toad****Activity/Assessment: RL.K.3, RL.K.10, RI.K.10, SL.K.6**After reading a chapter from Days with Frog and Toad, and From Tadpole to Frog, lead the following activity with the students: Work together to make a list of the ways the frog in the fictional book was similar to the frog in the non-fictional book. Make a list of how the two frogs are different. Students may be ready to create this list themselves on their own personal graphic organizer. |  | **KINDERGARTEN – UNIT 6****READ ALOUD – Literary****From Tadpole to Frog****Activity/Assessment: A: RL.K.3, RL.K.10, RI.K.10, SL.K.6****B: RI.K.9, RI.K.10, SL.K.6****A:** After reading a chapter from Days with Frog and Toad, and From Tadpole to Frog, lead the following activity with the students: Work together to make a list of the ways the frog in the fictional book was similar to the frog in the non-fictional book. Make a list of how the two frogs are different. Students may be ready to create this list themselves on their own personal graphic organizer.**B:** Read a book such as From Tadpole to Frog and then read Red Eyed Tree Frog. These books are both non fiction books, and they talk about “toads”. Ask what the students noticed about how these books were the same and how they were different. |  |  |
| **KINDERGARTEN – UNIT 6****READ ALOUD – Informational****Earth Day** **Activity/Assessment: RI.K.8, RI.K.10, SL.K.6**Create a cause and effect table to record your class work. Read this book. As you read, encourage the students to think about why we need “Earth Day” and how celebrating this special day helps the earth. Build in personal accountability by asking students to draw, write, dictate, or act out their ideas before adding them to the chart.

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| **CAUSE** (why we have a problem) | **EVENT** (Earth Day Activities) | **EFFECT** (how we help the earth |
| People are careless and throw trash on the ground.  | Pick up trash around a stream | Fish have a healthier place to live, water iscleaner. |

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