

Leonard's Best Spring Ever (5K Lessons)

Day 1

Standards:

ELA.K.C.3.1 Use a combination of drawing, dictating, and writing to narrate a single event or linked events in a logical order.

ELA.K.C.6.1 Print all uppercase and lowercase letters, focusing on pencil grasp, letter formation, legibility, and pacing appropriate spacing for letters, words, and sentences.

ELA.K.C.8.1 Participate with peers and adults in structured discussions and routines about grade-appropriate topics texts: a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and b. Consider the ideas of others while engaging in conversations.

ELA.K.C.9.1 Ask and answer questions in conversation on a topic.

Vocabulary

-Author- Rhonda Leonard

-Colors

-Details

Teaching Points:

I can create a blank book using techniques from *Leonard's Best Spring Ever story*.

I can use a combination of drawing, dictating, and writing to create a narrative.

I can add different colors and details to my story.

I can print uppercase and lowercase letters.

I can ask and answer questions based on conversations from *Leonard's Best Spring Ever story*.

I can share my writing with a partner.

Lesson Structure

"I do."

In the first four lessons, students will be working to create a blank book using techniques from the story *Leonard's Best Spring Ever*.

*Before beginning the lesson- make blank books for the students. Fold several pieces of blank paper to make a book for students. Place a color dot at the top of the book. (Red, Yellow, Green, and Blue). The dots will be explained in the lesson. Create a noticing chart with the students. Tell students they will focus on a specific author (Rhonda Leonard). We will use her writing techniques to strengthen each student's writing. Give each student a sticky note to write what they notice about the story.

"We" do

Students can create a blank book based on ideas from the story (planting a garden, building a clubhouse, making a cake, or celebrating a birthday).

Have students brainstorm an idea for the title of their book.

The first writing technique to show students will be how to use different colors within the book. As the students write, encourage them to add details using different colors on each page. What colors do you see in the story?

"You do"-

Provide time for the students to work on their blank book. The teacher will confer with the students based on the color dot on their book. If the students have a red dot, the teacher will confer with them today. Talk with the students about the story. Encourage students to add details, words, or sentences (based on their writing ability).

Closure:

Allow time for the students with the red dot to share the beginning of their stories.

What did the students notice about their partners' writing?

Day 2

Standards:

ELA.K.C.3.1 Use a combination of drawing, dictating, and writing to narrate a single event or linked events in a logical order.

ELA.K.C.6.1 Print all uppercase and lowercase letters, focusing on pencil grasp, letter formation, legibility, and pacing; use appropriate spacing for letters, words, and sentences.

ELA.K.C.8.1 Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts: a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and b. Consider the ideas of others while engaging in conversations.

ELA.K.C.9.1 Ask and answer questions in conversation on a topic.

Vocabulary

-Expressions

-Characters

Teaching Points:

I can create a blank book using techniques from *Leonard's Best Spring Ever story*.

I can use a combination of drawing, dictating, and writing to create a narrative.

I can include at least two facial expressions in my story.

I can print uppercase and lowercase letters.

I can ask and answer questions based on conversations from *Leonard's Best Spring Ever story*.

I can share my writing with a partner.

Lesson Structure

"I do."

Begin the lesson by reviewing what the students noticed from the story yesterday. Add new information (if needed).

Have students turn and talk to tell their partner the title of their book.

After the students share, the teacher will introduce the following writing technique from the story.

Do a picture walk with the students to identify the character's facial expressions within the story. How do the characters feel throughout the story?

"We" do

Have a chart with the characters' names- Leonard, Annabelle, Mingo Rose, and Gazzie. On the chart, the teacher will record how the characters feel throughout the story. What facial expressions do they make? Could you use a facial expression in your story to match the characters?

"You do"-

Provide time for the students to work on their blank book. The teacher will confer with the students based on the color dot on their book. If the students have a yellow dot, the teacher will confer with them today. Talk with the students about their story. Encourage students to add details, words, or sentences (based on their writing ability). Talk with the students about their characters and how they feel in their blank book.

Closure:

Allow time for the students with the yellow dot to share their stories.

What did the students notice about their partners' writing?

How do their characters feel in the story?

Day 3

Standards:

ELA.K.C.3.1 Use a combination of drawing, dictating, and writing to narrate a single event or linked events in a logical order.

ELA.K.C.6.1 Print all uppercase and lowercase letters, focusing on pencil grasp, letter formation, legibility, and pacing; use appropriate spacing for letters, words, and sentences.

ELA.K.C.8.1 Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts: a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and b. Consider the ideas of others while engaging in conversations.

ELA.K.C.9.1 Ask and answer questions in conversation on a topic.

Vocabulary

-Color words

Teaching Points:

I can create a blank book using techniques from *Leonard's Best Spring Ever story*.

I can use a combination of drawing, dictating, and writing to create a narrative.

I can include at least one sentence with a color word.

I can print uppercase and lowercase letters.

I can ask and answer questions based on conversations from Leonard's Best Spring Ever story.

I can share my writing with a partner.

Lesson Structure

"I do."

To begin the lesson, have the students share their favorite part of the story. What techniques do you notice Rhonda Leonard used in her story? Show students the pages where she writes a sentence and uses a color word.

"We" do

Model for the students how to use this technique in their writing. For example, the yellow sun was shining in the sky. The students would write the word yellow with a yellow crayon. Have the students share a sentence using a color word.

"You do"-

Provide time for the students to work on their blank book. The teacher will confer with the students based on the color dot on their book. If the students have a green dot, the teacher will conference with them today. Talk with the students about their story. Encourage students to add details, words, or sentences (based on their writing ability). Have students write at least one sentence using a color word during the writing time. Ensure the sentence follows the details and illustrations in their book.

Closure:

Allow time for the students with the green dot to share their stories.

What did the students notice about their partners' writing?

What color word did the students use in their writing?

Day 4

Standards:

ELA.K.C.3.1 Use a combination of drawing, dictating, and writing to narrate a single event or linked events in a logical order.

ELA.K.C.6.1 Print all uppercase and lowercase letters, focusing on pencil grasp, letter formation, legibility, and pacing; use appropriate spacing for letters, words, and sentences.

ELA.K.C.8.1 Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts: a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and b. Consider the ideas of others while engaging in conversations.

ELA.K.C.9.1 Ask and answer questions in conversation on a topic.

Vocabulary

-Rhyming Words

Teaching Points:

I can create a blank book using techniques from *Leonard's Best Spring Ever story*.

I can use a combination of drawing, dictating, and writing to create a narrative.

I can identify rhyming pairs in the story.

I can print uppercase and lowercase letters.

I can ask and answer questions based on conversations from *Leonard's Best Spring Ever story*.

I can share my writing with a partner.

Lesson Structure

"I do."

Throughout the last few days, what techniques from the mentor text have the students used in their writing? Reread several pages of the story to the students. As you are reading, see if the students notice the rhyming words. For example, "from dirt to batter, Gazzie did splatter. With playful sweets, she made tasty treats". Do the students notice the rhyming words?

"We" do

In the story, share different rhyming pairs and non-rhyming pairs of words. If the words rhyme, the students will hold up their thumbs; if they do not rhyme, have the students put their thumbs down. Examples: (sweets/treats, giant/cake, wheels/squeals, sun/made, row/grow, and day/away).

"You do"-

Provide time for the students to work on their blank book. The teacher will confer with the students based on the color dot on their book. If the students have a blue dot, the teacher will confer with them today. Talk with the students about their story. Encourage students to add details, words, or sentences (based on their writing ability). During writing, the students will write a sentence with a rhyming pair or draw a picture of rhyming words. They can be words from the story or their rhyming pair. Make sure the words relate to what is happening in the story.

Closure:

Allow time for the students with the blue dot to share their stories.

What rhyming pair did the students use in their writing?

Have all the students read their story with a partner. Ensure the students' stories have a beginning, middle, and end.

Day 5

Standards:

ELA.K.R.1.1 To obtain and refine knowledge, ask and answer questions (who, what, when, where, why, and how) about print and non-print sources.

K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

Vocabulary

- Research
- Butterflies
- Bees

Teaching Points:

I can compare and contrast the differences between butterflies and bees.

I can research butterflies and bees.

Lesson Structure

“I do.”

To begin the lesson, have the students share a fact that they know about butterflies and bees. Show the students the picture with the butterfly and bee. Create a list of “wonderings” with the students. What would the students like to learn about bees and butterflies? Explain to the students that we are going to research and identify the similarities and differences of butterflies and bees.

“We” do

After we create the list, model for the students how we will collect information on Pebble Go about butterflies and bees. Provide the students with a recording sheet to write or draw facts that they learn in their research about butterflies and bees.

“You do”-

Provide time for the students to research butterflies and bees on Pebble Go. Students will record their findings. (Students can also use informational books or epic to find information about butterflies and bees- if they do not have access to Pebble Go).

Closure:

Have the students share what they learned in their research. What are the similarities and differences between butterflies and bees?

Day 6

Standards:

K.ATO.6 Describe simple repeating patterns using AB, AAB, ABB, and ABC type patterns.

K.ATO.5 Add and subtract fluently within 5.

K.NS.3 Read numbers from 0 – 20 and represent several objects 0 – 20 with a written numeral.

Vocabulary

-Garden
-Seeds
-Patterns

Teaching Points:

I can add and subtract fluently within 5 (extend to 10).

I can create patterns AB, AAB, ABB, and ABC.

I can design a clubhouse.

Lesson Structure

“I do.”

To begin the lesson, explain to the students that we will use pictures of vegetables and seeds in math to add, subtract, and create patterns. Have the students share what they know about a garden and planting seeds. Show the students the pictures of the garden and Leonard planting the vegetables.

“We” do

Divide the students into groups to complete the activities:

Activity 1- In the first activity, the teacher will need to have pictures of different vegetables from the story (beets, carrots, peas, corn, and tomatoes). Use the pictures of vegetables to create AB, ABB, AAB, and ABC patterns. For example, carrots, peas, carrots, peas. The students can create their own pattern and the teacher can create patterns with the picture cards for the students to extend.

Activity 2- In this activity, the teacher will need to provide seeds for the students to add and subtract. The seeds can be sunflowers or vegetable seeds. The teacher will create problems, and the students will use the seeds. The students can add and subtract fluently within 10 to extend the activity.

(4 + 2) (5-3) (4 + 1) (3-2) (6-4) (7-2) (5 + 3) (8+ 1) (10-6) (10-7) (7 + 2) (8-5) (9-2) (5 + 5)

*Use the seeds to solve the problems.

“You do”-

Have the students draw or use Legos to create their clubhouse during independent work.

Closure:

Have the students share the clubhouses they designed.

What did the students learn from the math activities?

Day 7

Standards:

K.AOR. 6.1 Retell a text orally to enhance comprehension. a) include main character(s), setting, and important events for a story.

K.AOR. 7.1 Determine the meaning of known and unknown words and phrases, choosing from an array of strategies, a) ask and answer questions about words and phrases to determine their meaning.

Vocabulary

-Charades (Vocabulary words)

Teaching Points:

I can ask and answer questions about vocabulary in the story, *Leonard's Best Spring Ever*.

I can use vocabulary words from the story.

Lesson Structure

"I do."

To begin the lesson, explain to the students that we will play reverse charades to identify the vocabulary words within the story. One student will come to the front of the classroom to play reverse charades, and the other students will know the word. They have to act out the word, and the student up front has to guess. Before playing the game, reread the story with the students and highlight some vocabulary words.

"We" do

Model for the students how to play reverse charades. Tell all the students that their word is "paint." Everyone will act out the word, and the student up front will guess.

Play this game several times using the following words: paint, lion, giraffe, gazelle, cheetah, bee, butterfly, swing, clubhouse, elephant, smile, planting, garden, eggs, yummy, birthday cake, huge, balloons, fort, space, dreaming, zoomed, and shred.

*The teacher can review the definitions as the students act out the words.

"You do"-

Divide the students into groups of two. With a partner, the students will act out words from the story. The teacher can have picture cards or the words written on cards. The students will take turns playing charades by acting out and guessing the words.

Closure:

Have the students share what they learned. Call on a few students to use the vocabulary words in a sentence. Review the meaning of the vocabulary words within the story.

Day 8

Standards:

K.AOR. 6.1 Retell a text orally to enhance comprehension. a) include main character(s), setting, and important events for a story.

K.C.3.1. Use a combination of drawing, dictating, and writing to narrate a single event or linked events in a logical order.

Vocabulary

- Beginning, middle, and end
- Setting

Teaching Points:

I can retell and draw/write a story's beginning, middle, and end.

I can identify and draw the setting of a story.

Lesson Structure

“I do.”

To begin the lesson, review the definition of setting with the students. The setting is where the story takes place. Display different pages in the book and have the students identify the setting. For example, in a garden, a bedroom, flying in space, or in a kitchen. Talk with the students about the details and how it helps the reader determine the setting of the story.

“We” do

After discussing the setting, the students will work to draw and retell the beginning, middle, and end of the story. Provide the students with a template to draw or write the beginning, middle, and end.

As a class, retell the story's beginning and work together to draw or write what happened on the student's paper.

“You do”-

Divide the students into groups to draw or write the middle and end of the story. Have the students retell the story with their partners and then discuss how to draw the middle and end.

Assist if the students need help retelling.

Closure:

Review the beginning, middle, and end of the story.

To end the activity, choose different students to act out one of the characters (Rico, Leonard, Mingo Rose, Gazzie, and Annabelle) and have the classmates guess. This activity will review the game from the previous day's reverse charades.

Day 9

Standards:

K.ATO.2 Solve real-world/story problems using objects and drawings to find sums up to 10 and differences within 10.

K.NS.3 Read numbers from 0 – 20 and represent several objects 0 – 20 with a written numeral.

Vocabulary

-Word Problems

-Addition and Subtraction

Teaching Points:

I can solve and create real-world story problems using concepts from the story.

I can create and illustrate a story problem with a partner (addition or subtraction).

Lesson Structure

“I do.”

To begin the lesson, explain to the students that we are going to be solving and creating our own story problems using different objects/concepts from the story. In kindergarten, our story problems could be asking us to add or subtract. I will begin with the following story problem- Leonard saw 7 butterflies. Three of the butterflies flew away. How many butterflies does he see now?

Another example- Annabelle planted 4 watermelon seeds and 2 pea seeds. How many seeds did she plant in all? Talk with the students about the word problems and if they will use addition or subtraction to solve the problem.

“We” do

Complete the following word problems with the students as a group. Allow time for the students to practice solving the word problems.

1. Mingo Rose had eight balloons, and then Leonard accidentally popped 3. How many balloons does Mingo Rose have left?
2. Gazzie put four candles on the cake, and Annabelle added four more. How many candles are on the cake?
3. Leonard was planting seeds in the garden. He planted two watermelons, four carrots, and three beet seeds. How many seeds did he plant in all?
4. Annabelle hid nine eggs. Mingo Rose found five eggs. How many eggs does she have left to see?
5. Rico had 3 buckets of paint and Annabelle had 6 buckets of paint. How many buckets of paint do they have in all?
6. Leonard had 10 toys. He gave four toys away to his friend Mingo Rose. How many toys does she have left?
7. Gazzie had seven sunflowers and Rico had two sunflowers. How many sunflowers do they have together?
8. Annabelle brought three balloons, Leonard brought four, and Gazzie brought two to the party. How many balloons do they have altogether?
9. Mingo Rose had nine plants to water. She watered 5 plants in the morning. How many plants does she have left to water?
10. Leonard saw 6 stars in the sky. Rico saw 5 stars in the sky. How many stars did they see all together?

“You do”-

Divide the students into groups of two. Have the students work together to create their own addition or subtraction word problems. The students can use characters or objects from the story. Have the students illustrate the word problems.

Closure:

Have the students share their word problems. Encourage the students to try to solve the problems.

Display the students' word problems around the classroom.

Day 10

Standards:

K.NS.8 Compare two written numerals up to 10 using more than, less than, or equal to.

K.NS.9 Identify first through fifth and last positions in a line of objects.

Vocabulary

- Comparing Numbers
- Positions in a line

Teaching Points:

I can use objects from the story to compare numbers up to 10.

I can identify the first through fifth and last positions in a line.

Lesson Structure

“I do.”

To begin the lesson, explain to the students that we will use characters and objects from the story to compare numbers and identify the position in a line. Talk with the students about things you can count in the story. For example, I can count the number of vegetables, stars, paint buckets, and characters in the story.

“We” do

Divide the students into groups to complete the activities:

Activity 1- Provide picture cards of the characters (or objects to represent each character) in the first activity. The teacher will call out different positions for the characters to go in a line.

For example: Gazzie first, Leonard second, Mingo Rose third, Annabelle fourth, and Rico last. Change up the order of the characters and have the students put the characters in a line. Talk with the students about the positions and the words to use (first, second, third, fourth, and fifth or last).

Activity 2- In this activity, the students will practice comparing numbers using objects from the story. The teacher can use seeds, candles, or pictures of stars.

Call out different amounts for the students to compare. For example, place five seeds in one pile and three seeds in another. Compare the numbers- 5 is more than 3 or 3 is less than 5. Another example, place 10 seeds in a pile and 9 seeds in a pile. Compare the numbers- 10 is more than 9 or 9 is less than 10. The teacher can also compare using equal amounts.

“You do”-

During independent time, the students can work with a partner to create their positional line. The students can draw the characters in a line. Have the students write 1, 2, 3, 4, and 5 above the characters. Share the drawing with a partner and have the partner identify the position of the line for the characters.

Closure:

Have the students share what they learned from the math activity.

Have the students share their favorite part of *Leonard's Best Spring Ever story*.