

BCPS Field Trip Request ID # 12593

Trip Request By	Tammy Hornak - RES
Trip Name	Roby Kindergarten Farm Trip
Trip Date	04-29-2022
Approx. Pick-up Time	9:30AM
Return Date	04-29-2022
Approx. Return Time	2:00PM
Class/Group	Roby Elementary Kindergarten
Student Count	72
Chaperone Count	25
Number of Vans/Buses	2
Common Carrier	Miller transportation
Cost to Students	16
How will you pay for students who cannot afford the fee?	Kindergarten Field Trip Fund

Place of Departure

Name:	Roby Elementary
Address:	1148 Hwy 44 E
City:	Shepherdsville
State:	KY

Destination

Name:	Slow Poke Farm
Address:	8910 Cedar Grove Road
City:	Shepherdsville
State:	KY

Lesson Plans

Monday: Bullitt Day (NO SCHOOL)

Tuesday

Subject Area: **Reading**

Standard/Learning Targets/Essential Questions:

- **RF.K.3c**
 - Read common high-frequency words by sight
- **RF.K.3d**

- Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.

- **RL.K.3a**

- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

- **RI.K.1**

- With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.

- **RI.K.7**

- With prompting and support, describe the relationship between visuals and the text.

- **RI.K.10**

- With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.

Sight Word (RF.K.3c):

Today's word: next

We Do:

Have students write the word on a whiteboard 3 times, spelling aloud to practice.

You Do:

Students will complete the sight word worksheet.

Making Words (RF.K.2d)

Practice making words by starting with the first word in the sequence and asking students to spell it. Then have students change one letter with each new word (discuss if you should change the beginning, middle, or end). Students can use a white board, magnetic letters, elkonin boxes (sound boxes) or any other method you choose.

tug
rug
rag
tag
tap
map

Fluency (RF.K.4)

Monday: Introduce this week's themed poem by model reading using appropriate fluency and rate. Then allows students to echo read the poem line-by-line with you. Finally, give students a copy and allow them to follow along with you as you choral read the poem.

Tuesday-Wednesday: choral read whole-group once, then allow students to touch and read twice with their individual poems while you choral read.

Thursday: choral read once, allow students to independently touch-read while choral reading once, and then allow students to partner read the poem

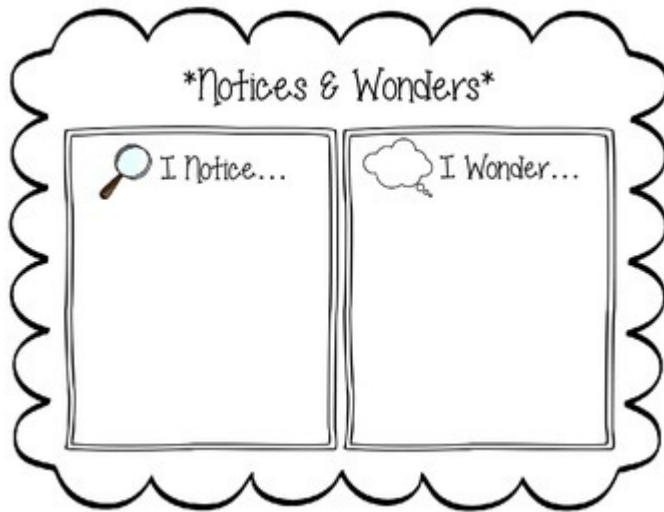
Friday: choral read once and then allow students to independently "perform" the poem for the whole group if they wish.

Essential Question: How can asking additional questions help our understanding? How can we

describe a rabbit?

Hook:

Create a notice and wonder chart with students to introduce this week's theme [Rabbits]



Mini Lesson:

Read Rabbits, by: Derek Zobel

<http://www.youtube.com/watch?v=AUFXZ-ObL6s>

Introduce the following vocabulary words:

- **floppy:** Hanging in a loose way
- **active:** Always doing something; full of energy
- **burrow:** a hole or tunnel dug by certain animals for use as a hiding place or home
- **nibble:** To eat small bites

Active Engagement:

Stop periodically throughout the read aloud and ask:

1. What is one question you have that you would like this text to answer? **(RI.K.1)**
2. What are the illustration telling us that the text is not? How do they help us understand the story? **(RI.K.7)**
3. How are your schemas helping you to understand this text? **(RI.K.10)**
5. What did you feel was the authors purpose of this book? What did he want you to learn? **(RI.K.10)**

Reflection: What is one new thing you learned about rabbits through today's text?

Exit Slip:

Students will complete the provided worksheet to illustrate the differences in a wild rabbit and a tame rabbit.

Guided Reading (RF.K.4a):

Teacher will pull small groups of students to read leveled, emergent, texts and support growth in reading development.

