

Kindergarten Unit 1

Content Area: **Language Arts**
Course(s):
Time Period: **Generic Time Period**
Length: **September-November**
Status: **Published**

Stage 1: Desired Results

Students will be able to independently use their learning to:

Established Goals

Reading:

- Identify the front cover, back cover, and title page of a book
- Actively engage in group reading activities with purpose and understanding
- Identify the characters in a story
- Identify the setting of a story
- Identify the sequence of events in a story
- Identify sight words taught

Guided Reading Groups:

- introduce emergent reading skills thru authentic skills thru literature

Foundational Skills:

- Identify all lower case letter
- Identify letter-keyword-sound for consonants
- Identify letter-keyword-sounds for short vowels
- Become familiar with initial and final consonant sounds
- Become familiar with rhyming words
- Become familiar with sentence frames
- Become familiar with identifying the number of syllables in a word

- Begin Story retelling
- Begin fluency phrasing with echo and choral reading
- Begin compositional skills

Writing:

- Print lower case letters (a-z)
- Begin composition skills (periods, upper case letter for the first word of a sentence, etc)
- Name the writing lines correctly (sky line, plane line, grass line, worm line)

Speaking and Listening:

- Follow agreed-upon rules for discussions
- Continue a conversation through multiple exchanges
- Describe familiar people, places, things, and events and with prompting and support, provide additional details

Interdisciplinary Connections:

- Create an agreed upon set of rules and routines developed by student and teacher

LA.K.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
LA.K.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
LA.K.RF.K.1	Demonstrate understanding of the organization and basic features of print.
LA.K.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
LA.K.RF.K.3.C	Read high-frequency and sight words with automaticity.
LA.K.RL.K.10	Actively engage in group reading activities with purpose and understanding.
LA.K.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
LA.K.RF.K.3.D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

LA.K.RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
LA.K.RF.K.4.A	Read emergent-readers with purpose and understanding.
LA.K.RF.K.4.B	Read grade level text for purpose and understanding.
LA.K.RF.K.1.C	Understand that words are separated by spaces in print.
LA.K.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
LA.K.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LA.K.RF.K.2.A	Recognize and produce rhyming words.
LA.K.RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
LA.K.RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
LA.K.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.K.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.K.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
LA.K.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.K.L.K.1.F	Produce and expand complete sentences in shared language activities.
LA.K.RI.K.5	Identify the front cover, back cover, and title page of a book.
LA.K.RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
LA.K.RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
LA.K.RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
LA.K.L.K.2.C	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
LA.K.L.K.2.D	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
LA.K.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
LA.K.RI.K.10	Actively engage in group reading activities with purpose and understanding.

Central Ideas/Enduring Understandings

Readers identify letters and sounds to make sense of text.

Reading teaches us about the world.

Writers share their ideas with others.

Essential/Guiding Questions

How does knowing what sounds the letters make begin the adventure of learning how to read?

What are the ways to tell others about my ideas?

Content - Students will know...

Key Vocabulary Terms: syllables, letters, rhymes, parts of the book, illustrations, describe, retell, information, text, echo, consonant, and vowel

- Recognize lower case letters
- Tell the sound consonants make
- Tell the sound vowels make
- Tell whether or not two words rhyme
- Parts of a book
- Conversational rules

Skills - Students will be skilled at...

- Identifying parts of a book
- Naming lower case letters
- Telling what sounds vowels make
- Telling what sounds consonants make
- Holding a conversation
- Listening to stories and forming an opinion

Stage 2: Assessment Evidence

Performance Task(s)

Demonstrate understanding about parts of a book.

Other Evidence

- Choose a story and share an opinion about the book (oral and/or written)
- Foundations Assessment
- Letter/Sound Inventory assessment
- F&P testing

Stage 3: Learning Plan

Learning Opportunities/Strategies

- Think-Pair-Share
- Interactive Word Walls
- Partner/small group activities
- Songs/rhymes/poems
- Interactive Smartboard lessons (teacher created and Lakeshore CDs)
- Mini Lessons

- Technology centers
- Guided reading
- Graphic Organizers (KWL Chart)
- Teacher chosen read alouds
- Letter hunts
- Book bins
- Guest readers
- Role playing
- Reader's Theater

Modifications/Differentiation:

- Visual, Auditory, Kinesthetic and Tactile strategies (shaving cream, salt on colored plates, play-doh, lakeshore learning games, and computer activities)
- Direct Instruction based on assessment results
- Extended time

Resources

- Scholastic News (Informational text)
- Brain Pop
- Have Fun Teaching
- iPads and various apps
- Smartboard lessons
- Smartexchange
- PBS Kids
- Starfall
- Audio library

- Various manipulatives (ex: letter tiles, foundation boards and markers, play doh, sand, shaving cream, magnets, salt)
- Library resources
- Leveled libraries (readers)
- Foundations Unit 1

Literature Read: (Included but not limited to)

- Kissing Hand Series
- Chicka Chicka Boom Boom
- Miss Bindergarten Gets Ready for Kindergarten
- First Day Jitters
- Spookely the Square Pumpkin
- Non-fiction books about apple & pumpkin life cycles
- Stella Luna
- Room on a Broom
- Skeleton Hiccups
- There was an Old Lady Who Wasn't Afraid of Anything
- There was an Old Lady Who Swallowed a Bat

Unit Reflections & Teacher Notes
