

Kindergarten Unit 2

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

Stage 1: Desired Results

Students will be able to independently use their learning to:

Established Goals

Reading:

- With prompting and support, ask and answer questions about key details in a text
- Identify the front cover, back cover, and title page of a book
- Actively engage in group reading activities with purpose and understanding
- Begin to tell the plot of a story
- Begin to make predictions about a story or characters in a story
- Read sight words
- Story prediction
- Narrative story form: character, setting, main events
- Beginning compositional skills
- Fluency and phrasing with echo and choral reading

Guided Reading:

- Introduce emergent reading skills through authentic literature

Foundational Skills:

- Phonemic awareness skills: blending segmenting, and manipulatives of sounds
- Blending and reading three-sound short vowel words
- Alphabetical order

- Sample words: map, sad rat
- Blending sounds in nonsense CVC words
- Segmenting and spelling three-sound short vowel words
- Distinguish long and short vowel sounds
- Sample words: cat, tap, wet
- Trick words: we, she, he, be, me, I, you, they

Writing:

- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book
- Form uppercase letters correctly
- Identify the names of the lines correctly and use them while writing (sky line, plane line, grass line and worm line)
- Upper-case letter formation

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.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
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.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
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).
TECH.8.2.2.C	The design process is a systematic approach to solving problems.
TECH.8.2.2.E	Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.
LA.K.RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
LA.K.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
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.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LA.K.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
LA.K.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
LA.K.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
LA.K.RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken 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.
	Phonics and Word Recognition
LA.K.RI.K.1	With prompting and support, ask and answer questions about key details in a text.

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.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
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.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LA.K.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
LA.K.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
LA.K.RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LA.K.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LA.K.RI.K.10	Actively engage in group reading activities with purpose and understanding.
LA.K.RL.K.4	Ask and answer questions about unknown words in a text.
LA.K.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).

Central Ideas/Enduring Understandings

Readers identify letters and sounds to make sense of text.

Writers share their ideas with others.

People and animals are similar and different.

Essential/Guiding Questions

How are people and animals alike and different?

What are the ways to tell others about my ideas?

Content - Students will know...

Key Vocabulary Terms: prediction, syllables, letters, rhymes, parts of the book, illustrations, conversation, describe, retell, question and question words, information, text, character

- Upper and lower case letters
- Rhyming words
- Parts of a book
- Setting
- Realism and Fantasy
- Compare and Contrast

Skills - Students will be skilled at...

- Identifying parts of a book
- Naming upper and lower case letters
- Holding a conversation
- Recognizing and producing rhyming words
- Listening to stories and forming an opinion
- Telling the numbers of syllables in a word

Stage 2: Assessment Evidence

Performance Task(s)

After listening to a story, students will draw a picture and/or write a sentence making a prediction about a story read by teacher.

Other Evidence

- F&P assessment
- Teacher created assessment (rhyming words/syllables)
- Foundations assessment

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

- Foundations
- Scholastic News (Informational text)
- Brain Pop
- Have Fun Teaching
- iPads and various apps
- Smartboard lessons
- Smartexchange
- PBS Kids
- Between the Lions
- Story Bots
- Starfall
- Audio library
- Various manipulatives (ex: letter tiles, dry erase boards and markers, play doh, sand, shaving cream, magnets,

bendaroos, salt)

- Library resources

Literature: (Included but not limited to)

- There was an Old Lady Who Swallowed some Snow
- All you Need for a Snowman
- The Missing Mitten Mystery
- Silly Snow Day
- Bear Snores On
- Bear Gets Sick
- Bear See Colors
- Bears New Friend
- Bear Wants More
- Tacky the Penguin
- Three Cheers for Tacky
- The Hat
- Snow Bears
- Berliaz the Bear

Unit Reflections & Teacher Notes
