

<b>Big Idea: Show and Tell</b>							
<i>Content: ELA</i>		<i>Grade: Kindergarten</i>		<i>Unit 2: Show and Tell</i> <i>Unit Time Frame: October 19-November 24</i>			
Essential Questions:	Content:	Skills:	Key Terms:	Assessment:	College and Career Readiness Standards:	CCCS	Text
<p>1. How are the five senses the same and different?</p> <p>2. How can I learn about the characters in the story?</p> <p>3. How can details help me understand a selection?</p> <p>4. What can I learn from the pictures in a selection?</p> <p>5. How do the parts of</p>	<p><b>Phonemic awareness:</b> blend onset and rime.</p> <p><b>Phonics:</b> letter/sound: short a</p> <p><b>Words to know:</b> see Decodable Reader</p> <p><b>Target Skill:</b> compare and contrast</p> <p><b>Target Strategy:</b> Monitor/Clarify</p> <p><b>Fluency:</b> Pause for punctuation</p> <p><b>Vocabulary:</b> Context Clues</p> <p><b>Grammar:</b> Sensory Words</p>	<p>1. The students will learn how to pause for punctuation in a story</p> <p>2. The Students will learn how to answer questions about a story</p> <p>3. The students will learn new oral vocabulary</p> <p>4. The students will learn how to identify words that begin with /a/</p> <p>5. The students will learn that the letter Aa stands for /a/</p> <p>6. The students will learn the letter Aa</p>	<p>I</p> <p>We</p> <p>A</p> <p>To</p>	<p>Weekly review</p> <p>Guided Reading</p> <p>Unit test</p> <p>Star Reader</p>	<p><u>Reading</u></p> <p>Integration of Knowledge and Ideas:</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><u>Writing</u></p> <p>Production and Distribution of Writing:</p> <p>6. Use technology, including the Internet to produce and publish writing and to interact and collaborate with others.</p>	<p><b>RL.K.5</b> recognize common types of texts</p> <p><b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>RI.K.1</b> with prompting and support, ask and answer questions about key details in a text</p> <p><b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text</p>	<p>My Five Senses</p> <p>Mice Squeak We Squeak</p> <p>Move!</p> <p>What Wheels Do Day?</p> <p>Mouse Shapes</p>

<p>a story work together?</p>	<p><b>Writing:</b> Sentences-using descriptive words</p> <p><b>Phonemic awareness:</b> Blend onset and Rime; Segment</p> <p><b>Onset and Rime</b></p> <p><b>Phonics:</b> Letter/Sound: t</p> <p><b>Words to know:</b> we</p> <p><b>Target Skill:</b> Understanding Characters</p> <p><b>Target Strategy:</b> Analyze/evaluate</p> <p><b>Fluency:</b> Pause for Punctuation</p> <p><b>Vocabulary:</b> Classify and Categorize: Sensory Words</p> <p><b>Grammar:</b> Sensory Words</p> <p><b>Writing:</b> Sentences-using descriptive words</p> <p><b>Phonemic Awareness:</b></p>	<ol style="list-style-type: none"> <li>7. The students will learn high frequency words</li> <li>8. The students will learn to use sensory words</li> <li>9. The students will learn to write letters</li> <li>10. The Students will learn to use descriptive sentences</li> <li>11. The students will learn how to retell a story by practicing</li> <li>12. The students will learn text to text, text to self, and text to world</li> <li>13. The students will learn to blend and segment onset and rime.</li> </ol> <ol style="list-style-type: none"> <li>1. Students will know when to pause for punctuation in a story and students will be able to answer questions about the story</li> </ol>			<p><u>Speaking and Listening</u> Comprehension and Collaboration:</p> <ol style="list-style-type: none"> <li>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.</li> </ol> <p>Presentation of Knowledge and Ideas:</p> <ol style="list-style-type: none"> <li>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English</li> </ol>	<p><b>R.I.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text</p> <p><b>RF.K.1a</b> Follow words from left to right, top to bottom and page by page</p> <p><b>RF.K. 1b</b> Recognize and name all upper and lowercase letters of the alphabet</p> <p><b>RF.K 2a</b> Recognize and produce rhyming words</p> <p><b>RF.K. 2d</b> Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words</p> <p><b>RF.K 3c</b> Read common high-frequency words by sight</p> <p><b>RF.K.4</b> Read emergent-reader texts with purpose and understanding</p>
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	<p>Blend Onset and Rime; Segment Onset and Rime</p> <p><b>Phonics:</b> Letter/Sound: /k/c</p> <p><b>Words to know:</b> a</p> <p><b>Target Skill:</b> Details</p> <p><b>Target Strategy:</b> Visualize</p> <p><b>Fluency:</b> Read with expression</p> <p><b>Vocabulary:</b> Classify and Categorize: Action Words</p> <p><b>Grammar:</b> Adjectives for Colors</p> <p><b>Writing:</b> Captions: Using descriptive words in sentences</p> <p><b>Phonic Awareness:</b> Blend Phonemes</p> <p><b>Phonics:</b> Letter/Sound:P</p> <p><b>Words to Know:</b> to</p>	<ol style="list-style-type: none"> <li>2. Student will know how to identify words that begin with /a/ and be able to identify that the letter Aa stands for /a/</li> <li>3. Students will know high frequency words and be able to use sensory words</li> <li>4. The students will know how to write letters and be able to use descriptive sentences</li> <li>5. The students will know how to retell a story and will be able to determine the meaning of text to text , text to self and text to world</li> <li>6. The students will know how to blend and segment onset and rime and will be able to give examples.</li> </ol>			<p>when indicated or appropriate.</p> <p><u>Language</u> Knowledge of Language:</p> <ol style="list-style-type: none"> <li>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading and listening.</li> <li>Vocabulary acquisition and use:</li> <li>4. Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</li> </ol>	<p><b>W.K. 2</b> 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</p> <p><b>SL.K.1a</b> Follow agreed-upon rules for discussions</p> <p><b>SL.K.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood</p> <p><b>SL.K. 3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood</p>
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	<p><b>Target Skill:</b> Text and Graphic Features</p> <p><b>Target Strategy:</b> Question</p> <p><b>Fluency:</b> Reading Rate</p> <p><b>Vocabulary:</b> Rhyme</p> <p><b>Grammar:</b> Adjectives for numbers</p> <p><b>Writing:</b> Description-using descriptive words</p> <p><b>Phonemic Awareness:</b> Blend Phonemes</p> <p><b>Phonics:</b> Review sounds: m, s, short a, t, /k/c, p</p> <p><b>Words to Know:</b> Review</p> <p><b>Target Skill:</b> Story Structure</p> <p><b>Target Strategy:</b> Summarize</p> <p><b>Fluency:</b> Read with Expression</p>					<p><b>SL.K.4</b> Describe familiar people, place, things, and events with prompting and support, provide additional detail</p> <p><b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly</p> <p><b>L.K. 1b</b> Use frequently occurring nouns and verbs</p> <p><b>L.K. 2b</b> Recognize and name end punctuation</p> <p><b>L.K. 6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to text.</p>
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	<b>Vocabulary:</b> Classify and Categorize: Shape Words <b>Grammar:</b> Adjectives for size and shape <b>Writing:</b> Description-usin g descriptive words						
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Each unit consists of 5 lessons. At the end of each lesson there is a weekly test to wrap up concepts learned.

TENTATIVE Dates

Weekly quizzes

Lesson	Date
<b>6</b>	10/23
<b>7</b>	10/30
<b>8</b>	11/6
<b>9</b>	11/13
<b>10</b>	11/20
<b>Unit 2 Test</b>	11/24