

Big Idea: Growing and Changing

| Big Idea: Growing and Changing | | | | | | | |
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| Content: ELA | | Grade: Kindergarten | | Unit 5: Growing and Changing Unit Time Frame: Feb 26- April 8 | | | |
| Essential Questions: | Content: | Skills: | Key Terms: | Assessment: | College and Career Readiness Standards: | CCCS | Text |
| <p>1. How do characters change in a story?</p> <p>2. How do parts of a story work together?</p> <p>3. Why is the order of events in a selection important?</p> <p>4. What clues help me figure out things the author does not tell me?</p> <p>5. How do words and</p> | <p>Phonemic awareness: Blend and segment phonemes</p> <p>Phonics: Letter/Sound: Short o; blend words</p> <p>Words to know: make, play</p> <p>Decodable Reader</p> <p>Target Skill: understanding characters</p> <p>Target Strategy: infer/predict</p> <p>Fluency: read with expression</p> | <p>1. 1. Students will learn to listen how a story is read with expression</p> <p>2. Students will learn how to answer questions about a story</p> <p>3. Students will learn new vocab words.</p> <p>4. Students will learn to identify the words that begin with /o/, /j/, /e/, /h/, Kk</p> <p>5. Students will learn the sound that letter /o/, /j/, /e/, /h/ stands for</p> <p>6. Students will learn to write the</p> | <p>Make</p> <p>Play</p> <p>Said</p> <p>Good</p> <p>She</p> <p>All</p> <p>He</p> <p>No</p> | <p>Weekly review</p> <p>Star Reader</p> <p>Star Fall</p> <p>Guided Reading</p> <p>Unit test</p> | <p><u>Reading</u> Integration of Knowledge and Ideas: 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> Production and Distribution of Writing: 6. Use technology, including the Internet to produce and publish writing and to interact and collaborate with others.</p> | <p>RF.K.1a Follow words from left to right, top to bottom and page by page</p> <p>RF.K. 1b Recognize and name all upper and lowercase letters of the alphabet</p> <p>RF.K. 2d Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words</p> <p>RF.K 3c Read common high-frequency words by sight</p> <p>RF.K.4 Read emergent-reader texts with</p> | <p>The Best Friends</p> <p>Leo the I Bloomer</p> <p>Zinnia's Flo Garden</p> <p>Chameleon, Chameleon</p> <p>Pie in the sky</p> |

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| <p>pictures help tell a story?</p> | <p>Vocabulary: multiple-meaning words</p> <p>Grammar: pronouns: he, she, we</p> <p>Writing: lists: structure of numbered list</p> <p>Phonemic awareness: Blend and segment phonemes; substitute phonemes</p> <p>Phonics: Letter/Sound: x, j; blend words</p> <p>Words to know: said, good</p> <p>Target Skill: Story structure</p> <p>Target Strategy: Analyze/Evaluate</p> <p>Fluency: Reading rate</p> <p>Vocabulary: Antonyms</p> <p>Grammar: pronouns: they, it, I</p> | <p>letter Oo, Xx, Ee, Hh</p> <ol style="list-style-type: none"> 7. Students will learn to use high frequency words 8. Students will learn capitalization 9. Students will learn to dictate a message 10. Students will learn to identify words that begin with the letter Oo, Xx, Ee, Hh 11. Students will learn how to build background for a various stories 12. Students will learn to develop comprehension 13. Students will learn how to use the pronouns he, she, we, they, it 14. Students will learn to dictate a numbered list 15. Students will learn to identify words that end with /ks/ and begin with x and j | | | <p><u>Speaking and Listening</u> Comprehension and Collaboration:</p> <ol style="list-style-type: none"> 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. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally. <p>Presentation of Knowledge and Ideas:</p> <ol style="list-style-type: none"> 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English | <p>purpose and understanding</p> <p>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</p> <p>SL.K.1a Follow agreed-upon rules for discussions</p> <p>SL.K.2 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>SL.K. 3 Ask and answer questions in order to seek help, get information, or clarify something</p> |
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| | <p>Writing: Lists: structure of numbered lists</p> <p>Phonemic Awareness: Blend phonemes; Segment Phonemes; Substitute Phonemes</p> <p>Phonics: letter/sound: e; Blend words</p> <p>Words to know: she, all</p> <p>Target Skill: sequence of events</p> <p>Target Strategy: visualize</p> <p>Fluency: pause for punctuation</p> <p>Vocabulary: context clues</p> <p>Grammar: proper nouns for days and months</p> <p>Writing: Invitations</p> <p>Phonic Awareness: Blend</p> | <p>16. Students will learn how to dictate a report</p> <p>17. Students will learn how to generate questions</p> <p>18. Students will know when to listen for punctuation and be able to demonstrate</p> <p>19. Students will know how to answer questions about a story and be able to identify vocab words in the story</p> <p>20. Students will know how to identify words that begin with the letter /o/, /j/, /h/ and be able to dictate the sound</p> <p>21. Students will know how to write high frequency words and be able to point them out in a story or sentence</p> <p>22. Students will know how to</p> | | | <p>when indicated or appropriate.</p> <p><u>Language</u> Knowledge of Language: 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. Vocabulary acquisition and use: 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.</p> | <p>that is not understood</p> <p>SL.K.4 Describe familiar people, place, things, and events with prompting and support, provide additional detail</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly</p> <p>L.K. 1b Use frequently occurring nouns and verbs</p> <p>L.K. 2b Recognize and name end punctuation</p> <p>L.K. 5a Sort common objects into categories to gain a sense of the concepts the categories represent</p> <p>L.K. 5c Identify real-life connections between words and their use</p> <p>L.K. 6 Use words and phrases acquired through conversations, reading and being read to,</p> |
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| | <p>Phonemes; Segment phonemes; Substitute Phonemes Phonics: Letter/Sound:h, k; Blend words Words to Know: he, no Target Skill: conclusions Target Strategy: Monitor/Clarify Fluency: pause for punctuation Vocabulary: classify and categorize describing words Grammar: questions (capitalization and punctuation) Writing: Report: dictate facts</p> <p>Phonemic Awareness: Blend Phonemes; Segment</p> | <p>capitalize and will be able to demonstrate how</p> <p>23. Students will know how to dictate a message and be able to start writing it</p> <p>24. Students will know how to develop backgrounds for various stories and be able to demonstrate all areas of reading comprehension</p> <p>25. Students will know how to dictate a report and be able to ask questions</p> <p>26. Students will know how to identify pronouns and be able to demonstrate usage</p> | | | | <p>and responding to texts.</p> |
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| | Phonemes; Substitute phonemes Phonics: blending review Words to Know: review Target Skill: text and graphic features Target Strategy: summarize Fluency: read with expression Vocabulary: classify and categorize seasons Grammar: exclamations (capitalization and punctuation) Writing: report: dictate facts | | | | | | |
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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 |
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| 21 | 2/26 |
| 22 | 3/4 |
| 23 | 3/11 |
| 24 | 3/18 |
| 25 | 3/24 |
| Unit 5 Test | 4/8 |