

Big Idea: Look At Us							
<i>Content: ELA</i>		<i>Grade: Kindergarten</i>		<i>Unit 6: Look At Us</i> <i>Unit Time Frame: April 11-May 20</i>			
Essential Questions:	Content:	Skills:	Key Terms:	Assessment:	College and Career Readiness Standards:	CCCS	Text
<p>1. What causes events in a story to happen?</p> <p>2. How can I compare and contrast things from a story?</p> <p>3. How do I know what parts of the story are important?</p> <p>4. How can details help me understand a main idea from a selection?</p>	<p>Phonemic awareness: substitute phonemes</p> <p>Phonics: letter/sound: short u; blend words</p> <p>Words to know: do, down Decodable Reader</p> <p>Target Skill: Cause and effect</p> <p>Target Strategy: visualize</p> <p>Fluency: Pause for punctuation</p>	<p>1. Students will learn to listen for a pause for punctuation in a story</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 /i/</p> <p>5. Students will learn the sound that letter /i/ stands for</p> <p>6. Students will learn to write the letter i</p> <p>7. Students will learn to use high frequency words</p> <p>8. Students will learn capitalization</p>	<p>Do</p> <p>Down</p> <p>Have</p> <p>Help</p> <p>Look</p> <p>Out</p> <p>Off</p> <p>Take</p>	<p>Weekly review</p> <p>Guided Reading</p> <p>Star Reading</p> <p>Star Fall</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>Something Special</p> <p>One of Three</p> <p>You Can Do It Curious George</p> <p>Look at Us</p> <p>Miss Bindergarten Celebrates Last Day Kindergarten</p>

<p>5. What clues tell you what a character is thinking and feeling?</p>	<p>Vocabulary: antonyms Grammar: nouns: singular and plural Writing: sentence frames: expressing an opinion</p> <p>Phonemic awareness: Substitute Phonemes Phonics: Letter/Sound: l,w; blend words Words to know: have, help Target Skill: compare and contrast Target Strategy: Monitor/clarify Fluency: Read with expression Vocabulary: Classify and categorize places</p>	<p>9. Students will learn to dictate a message 10. Students will learn to identify words that begin with the letter li 11. Students will learn how to build background for a various stories 12. Students will learn to develop comprehension</p> <p>1. Students will know when to listen for punctuation and be able to demonstrate 2. Students will know how to answer questions about a story and be able to identify vocab words in the story 3. Students will know how to identify words that begin with the letter /i/ and be able to dictate the sound 4. Students will know how to write high frequency words and be able to point them out in a story or sentence</p>			<p><u>Speaking and Listening</u> Comprehension and Collaboration: 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. Presentation of Knowledge and Ideas: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English</p>	<p>purpose and understanding 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 SL.K.1a Follow agreed-upon rules for discussions 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 SL.K. 3 Ask and answer questions in order to seek help, get information, or clarify something</p>
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	<p>Grammar: Subject-Verb agreement</p> <p>Writing: Sentence frames: giving reasons</p> <p>Phonemic Awareness: Substitute Phonemes</p> <p>Phonics: letter/sound: v, z; Blend Words</p> <p>Words to know: look, out</p> <p>Target Skill: Story Structure</p> <p>Target Strategy: Infer/Predict</p> <p>Fluency: Pause for punctuation</p> <p>Vocabulary: Context Clues</p> <p>Grammar: Subject-Verb Agreement</p> <p>Writing: Sentence frames: giving reasons</p>	<ol style="list-style-type: none"> 5. Students will know how to capitalize and will be able to demonstrate how 6. Students will know how to dictate a message and be able to start writing it 7. Students will know how to develop backgrounds for various stories and be able to demonstrate all areas of reading comprehension 			<p>when indicated or appropriate.</p> <p><u>Language</u> Knowledge of Language:</p> <ol style="list-style-type: none"> 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. 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>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>Phonic Awareness: Track Syllables</p> <p>Phonics: Letter/Sound: y, q; Blend words</p> <p>Words to Know: off, take</p> <p>Target Skill: Main Idea and Details</p> <p>Target Strategy: Question</p> <p>Fluency: Reading Rate</p> <p>Vocabulary: Figurative Language</p> <p>Grammar: prepositions: for, to, with</p> <p>Writing: Poems</p> <p>Phonemic Awareness: Track Syllables</p> <p>Phonics: Review short vowels;</p>					and responding to texts.	
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	blending review: All letters; words with -s, -ing Words to Know: Review Target Skill: Understandin g characters Target Strategy: summarize Fluency: Read with expression Vocabulary: Environmenta l print Grammar: Prepositions: in, on, up, out Writing: Poems						
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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
26	4/15
27	4/22
28	4/29
29	5/6
30	5/13
Unit 6 Test	5/20