

English Language Arts Kindergarten

Unit 10: Thinking Outside the Box

Board Approval Date: 08/28/2017

Unit of Study	Required Assessments	Big Idea Essential Questions	Suggested Activities	PA Core Standards
<p>Unit 10 Week 1:</p> <p>Problem Solvers</p> <p>Essential Question: <i>What can happen when we work together?</i></p> <p>Strategies: <i>Make, confirm, and revise predictions</i></p> <p>Skills: <i>Sequence</i></p> <p>Vocabulary: <i>decide, grateful, marvel, opinion, ragged; question words</i></p> <p>Word Work: long u, u_e</p> <p>HFW: good, who</p>	n/a	<p style="text-align: center;">Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> ● Confirm understanding of a text read aloud by asking and answering questions about key details. ● Recognize characteristics of fiction ● Develop oral vocabulary. ● Name the author and illustrator of a story and define their roles. ● Actively engage in group reading activities with purpose and understanding. ● Identify the characters, setting, and plot of a story. ● Compare and contrast the adventures and experiences of characters in familiar stories. ● Understand and use question words. ● Describe the relationship between illustrations and the story in which they appear. ● Ask and answer questions about unknown words in a text. <p style="text-align: center;">Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> ● Isolate and pronounce the initial, medial and final sounds in words. ● Associate the long and short sounds with common spellings 	<p style="text-align: center;">Strategies and Skills</p> <ul style="list-style-type: none"> ● Introduce vocabulary word cards ● Shared reading books- big books, interactive read-alouds, literature ● Mini-lesson on characteristics of fictional text during shared reading. ● Phonemic awareness, phonics, and HFW lessons. ● Wonders' songs ● Phonics Puppet ● Practice book pages ● HFW word cards ● Photocopied books to read and circle HFW ● Whiteboards to write words or sounds ● Picture card sorts ● Learning centers ● On-level, Beyond level, and Approaching level leveled readers ● Journal and reading response activities 	<p>CC.1.3.K.A With prompting and support, retell familiar stories including key details.</p> <p>CC.1.3.K.B Answer questions about key details in a text.</p> <p>CC.1.3.K.C Identify characters, settings, and major events in a story.</p> <p>CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CC.1.3.K.E Recognize common types of text.</p> <p>CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to and responding to text.</p> <p>CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p>

		<ul style="list-style-type: none"> for the vowels Write a letter for most consonant and vowel sounds. Spell simple words phonetically using sound-letter knowledge. Read common high frequency words by sight. Blend sounds to read CVC words. Read and understand emergent reader text. Add and substitute individual sounds in one syllable words to make new words. Count, pronounce, blend, and segment syllables in spoken words. Demonstrate understanding of spoken words, syllables, and sounds. Distinguish between similarly spelled words. 		
<p>Unit 10 Week 2:</p> <p>Sort It Out</p> <p>Essential Question: <i>In what ways are things alike? How are they different?</i></p> <p>Strategies: <i>Ask and answer questions</i></p> <p>Skills: <i>Key details</i></p> <p>Vocabulary: <i>endless, experiment, perfect, similar,</i></p>	Unit 9 Week 2- Dictated Sentence	<p>Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> Confirm understanding of a text read aloud by asking and answering questions about key details. Name the author and illustrator of a story and define their roles. Identify real-life connections between words and their use. Identify characters, setting, and major events in a story. Identify the main topic and retell key details of a text. Retell familiar stories. Ask and answer questions about key details in a text. Develop oral vocabulary. Utilize the strategy reread to comprehend the story. Actively engage in group reading activities with purpose and understanding. 	<p>Strategies and Skills</p> <ul style="list-style-type: none"> Teach mini-lessons on identifying key details during Shared Reading. Introduce vocabulary word cards Shared reading books- big books, interactive read-alouds, literature Mini-lesson on characteristics of information text during shared reading. Phonemic awareness, phonics, and HFW lessons. Phonics Puppet Practice book pages HFW word cards Photocopied books to read and circle HFW Whiteboards to write words or sounds Picture card sorts Learning centers On-level, Beyond level, and Approaching level leveled readers Journal and reading response activities 	<p>CC.1.3.K.A With prompting and support, retell familiar stories including key details.</p> <p>CC.1.3.K.B Answer questions about key details in a text.</p> <p>CC.1.3.K.C Identify characters, settings, and major events in a story.</p> <p>CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CC.1.3.K.E Recognize common types of text.</p> <p>CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to and responding to text.</p> <p>CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.1.K.C</p>

<p><i>sort; opposites</i></p> <p>Word Work: long e, e_e</p> <p>HFW: come, does</p>		<ul style="list-style-type: none"> • Compare and contrast the adventures and experiences of characters in familiar stories. • Describe the relationship between illustrations and the story in which they appear. <p style="text-align: center;">Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> • Isolate and pronounce the initial, medial and final sounds in words. • Associate the long and short sounds with common spellings. • Write a letter for most consonant and short-vowel sounds. • Demonstrate basic knowledge of one-to-one letter-sound correspondence • Read common high frequency words by sight. • Blend sounds to read CVC words. • Read and understand emergent reader texts. • Recognize and produce rhyming words. • Distinguish between similarly spelled words. • Delete sound from words to make new words. • Add and substitute sounds in one syllable words to make new words. • Spell simple words phonetically. • Blend and segment onsets and rimes. 		<p>Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p>
<p>Unit 10 Week 3:</p> <p>Protect Our Earth</p>	<p>Unit 10, Week 3 Progress Monitoring Assessment</p>	<p style="text-align: center;">Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> • Name the author and illustrator of a story and define the role of each. 	<p style="text-align: center;">Strategies and Skills</p> <ul style="list-style-type: none"> • Teach mini-lessons on main idea, details, and characteristics of informational text during Shared Reading. • Introduce vocabulary word cards • Shared reading books- big books, 	<p>CC.1.3.K.A With prompting and support, retell familiar stories including key details.</p> <p>CC.1.3.K.B Answer questions about key details in a text.</p>

<p>Essential Question: <i>What ideas can you suggest to protect the environment?</i></p> <p>Strategies: <i>Reread</i></p> <p>Skills: Main Topic and Key Details</p> <p>Vocabulary: <i>encourage, environment, protect, recycle, wisely; baby animals</i></p> <p>Word Work: long a, i, o, u, e</p> <p>HFW: review</p>	<p>Unit 10 Unit Assessment- for listening comprehension only</p>	<ul style="list-style-type: none"> ● Confirm understanding of a text read aloud by asking and answering questions about key details. ● Identify main topic and retell key details of a text. ● Identify real-life connections between words and their use. ● Develop oral vocabulary. ● Actively engage in group reading activities with purpose and understanding. ● Recognize characteristics of informational text.. ● Utilize the strategy of rereading to comprehend the story. ● Retell familiar stories including key details. ● Ask and answer questions about key details in a text. ● Identify similarities and differences between two texts on the same topic. ● Describe the relationship between illustrations and the text. <p style="text-align: center;">Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> ● Isolate and pronounce the initial, medial and final sounds in words. ● Associate the long and short sounds with common spellings. ● Spell simple words phonetically. ● Read common high frequency words by sight. ● Blend sounds to read CVC words. ● Read and understand emergent reader texts. ● Add or substitute individual sounds in one syllable words to make new words. 	<p>interactive read-alouds, literature</p> <ul style="list-style-type: none"> ● Mini-lesson on characteristics of information text during shared reading. ● Phonemic awareness, phonics, and HFW lessons. ● Phonics Puppet ● Practice book pages ● HFW word cards ● Photocopied books to read and circle HFW ● Whiteboards to write words or sounds ● Picture card sorts ● Learning centers ● On-level, Beyond level, and Approaching level leveled readers ● Journal and reading response activities 	<p>CC.1.3.K.C Identify characters, settings, and major events in a story.</p> <p>CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CC.1.3.K.E Recognize common types of text.</p> <p>CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to and responding to text.</p> <p>CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>CC.1.1.K.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p>
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		<ul style="list-style-type: none">• Distinguish between similarly spelled words.• Identify and pronounce the initial, medial, and final sounds in words.		
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