

English Language Arts Kindergarten

Unit 4: Around the Neighborhood

Board Approval Date: 08/28/2017

Unit of Study	Required Assessments	Big Idea Essential Questions	Suggested Activities	PA Core Standards
<p>Unit 4 Week 1: Time for Work</p> <p>Essential Question: <i>What do people use to do their jobs?</i></p> <p>Strategies: <i>Ask and Answer Questions</i></p> <p>Skills:<i>Key Details</i></p> <p>Vocabulary: <i>equipment, uniform, utensils, expect, remain; job words</i></p> <p>Word Work: Oo /o/</p> <p>HFW: you</p>		<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. Identify real-life connections between words and their use. Use words and phrases acquired by conversation, books, and responding to texts. With prompting and support, ask and answer questions about key details in a text. With prompting and support, describe the relationship between illustrations and the text. <p>Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> Blend and segment onsets and rimes of one syllable words. Isolate and pronounce the 	<p>Strategies and Skills</p> <ul style="list-style-type: none"> Teach mini-lessons on main idea and 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.1.1.K.B Demonstrate understanding of the organization and basic features of print.</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> <p>CC.1.2.K.B With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.L/CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.</p> <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 detail in a text.</p> <p>CC.1.3.K.E Recognize common types of text.</p> <p>CC.1.3.K.F Ask and answer question about unknown words in a text.</p> <p>CC.1.3.K.I Determine or clarify the meaning of unknown or</p>

		<p>initial, medial vowel, and final sounds in three-phoneme words.</p> <ul style="list-style-type: none"> • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the sound for each consonant. • Distinguish between similarly spelled words by identifying the sounds of letters that differ. • Read high frequency words by sight. • Read emergent-reader texts with purpose and understanding. 		<p>multiple-meaning words and phrases based upon grade-level reading and content.</p>
<p>Unit 4 Week 2: Meet Your Neighbors</p> <p>Essential Question: <i>Who are your neighbors?</i></p> <p>Strategies: <i>Ask and Answer Questions</i></p> <p>Skills: <i>Character, Setting, Events</i></p> <p>Vocabulary: <i>cultures, appreciate, proud, tradition, prefer; food words</i></p> <p>Word Work: Dd /d/</p> <p>HFW: do</p>	<p>Unit 4 Week 2- Dictated Sentence</p>	<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. • Describe familiar people, places, things, and events and provide additional details with prompting • Engage in group reading activities with purpose and understanding • Follow words from left to right, top to bottom, and page to page • Identify real-life connections between words and their use. • Use words and phrases acquired by conversation, books, and responding to 	<p>Strategies and Skills</p> <ul style="list-style-type: none"> • Teach mini-lessons on main idea and 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.1.1.K.B Demonstrate understanding of the organization and basic features of print.</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> <p>CC.1.2.K.B With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.L/CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.3.K.A With prompting and support, retell familiar stories including key details.</p>

		<p>texts.</p> <ul style="list-style-type: none"> • With prompting and support, ask and answer questions about key details in a text. • With prompting and support, identify characters, settings, and major events in a story. <p>Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> • Blend and segment onsets and rimes of one syllable words. • Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words. • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the sound for each consonant. • Isolate and pronounce the initial sounds in words. • Distinguish between similarly spelled words by identifying the sounds of letters that differ. • Read high frequency words by sight. • Read emergent-reader texts with purpose and understanding. • Spell simple words phonetically. 		<p>CC.1.3.K.B Answer questions about key detail in a text.</p> <p>CC.1.3.K.E Recognize common types of text.</p> <p>CC.1.3.K.F Ask and answer question about unknown words in a text.</p> <p>CC.1.3.K.I Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.</p>
<p>Unit 4 Week 3: Pitch In</p>	<p>Unit 4 Week 3 Progress Monitoring</p>	<p>Shared Reading</p> <p>The students will:</p>	<p>Strategies and Skills</p> <ul style="list-style-type: none"> • Teach mini-lessons on main idea and key details during Shared 	<p>CC.1.1.K.B Demonstrate understanding of the organization and basic features of print.</p>

<p>Essential Question: <i>How can people help to make your community better?</i></p> <p>Strategies: <i>Ask and Answer Questions</i></p> <p>Skills: <i>Key Details</i></p> <p>Vocabulary: <i>community, improve, harvest, quarrel, confused; position words</i></p> <p>Word Work: review</p> <p>HFW: review</p>	<p>Assessment</p> <p>Unit 4 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. • Describe familiar people, places, things, and events and provide additional details with prompting. • Engage in group reading activities with purpose and understanding • Follow words from left to right, top to bottom, and page to page • Identify real-life connections between words and their use. • Use words and phrases acquired by conversation, books, and responding to texts. • With prompting and support, ask and answer questions about key details in a text. • With prompting and support, identify characters, settings, and major events in a story. <p>Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> • Blend and segment onsets and rimes of one syllable words. • Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words. • Demonstrate basic knowledge of one-to-one letter-sound 	<p>Reading.</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 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.1.1.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> <p>CC.1.2.K.B With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.L/CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.</p> <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 detail in a text.</p> <p>CC.1.3.K.E Recognize common types of text.</p> <p>CC.1.3.K.F Ask and answer question about unknown words in a text.</p> <p>CC.1.3.K.I Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>correspondences by producing the sound for each consonant.</p> <ul style="list-style-type: none">● Isolate and pronounce the initial sounds in words.● Distinguish between similarly spelled words by identifying the sounds of letters that differ.● Read high frequency words by sight.● Read emergent-reader texts with purpose and understanding.● Spell simple words phonetically.		
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--