

English Language Arts Kindergarten

Unit 5: Wonders of Nature

Board Approval Date: 08/28/2017

Unit of Study	Required Assessments	Big Idea Essential Questions	Suggested Activities	PA Core Standards
<p>Unit 5 Week 1:</p> <p>How does your garden grow?</p> <p>Essential Question: <i>What do living things need to grow?</i></p> <p>Strategies: <i>Reread</i></p> <p>Skills: <i>Character, Settings, Events</i></p> <p>Vocabulary: <i>crowd, harmful, plant, require, soak, size words</i></p> <p>Word Work: Hh /h/</p> <p>HFW: my</p>	<p>Unit 5 Week 1 - <u>My Garden</u> retell assessment</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. ● Name the author and illustrator of a story and define the role of each. ● Develop oral vocabulary. ● Actively engage in group reading activities with purpose and understanding. ● Recognize characteristics of informational and fictional texts. ● Read emergent texts with purpose and understanding. <p>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. ● Demonstrate basic knowledge of one-to-one letter-sound correspondence ● Read common high frequency words by sight. ● Blend sounds to read CVC words. ● Sort words using initial 	<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 emergent 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.1.2.K.B With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.C With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.K.E Identify parts of a book and parts of a text.</p> <p>CC.1.2.K.K Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.</p> <p>CC.1.2.K.L 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 details in a text.</p> <p>CC.1.3.K.C With prompting and support, 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.G Make connections between the illustrations and the text in a story.</p> <p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds.</p>

		<p>consonants.</p> <ul style="list-style-type: none"> Read emergent-reader texts with purpose and understanding 		<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.1.3.K.K Actively engage in group reading activities with a purpose and understanding.</p>
<p>Unit 5 Week 2:</p> <p>Trees</p> <p>Essential Question: <i>How do living things change as they grow?</i></p> <p>Strategies: <i>Reread</i></p> <p>Skills: <i>Main Topic and Key Details</i></p> <p>Vocabulary: <i>amazing, content, develop, enormous, imagine, tree parts</i></p> <p>Word Work: short Ee /e/</p> <p>HFW: are</p>	<p>Unit 5 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. Identify main topic and retell key details of a text. Identify real-life connections between words and their use. Name the author and illustrator of a story and define the role of each. Develop oral vocabulary. Actively engage in group reading activities with purpose and understanding. Recognize characteristics of informational and fictional texts. Makes connections between texts. Use text feature diagram to understand information <p>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. Demonstrate basic 	<p>Strategies and Skills</p> <ul style="list-style-type: none"> Teach mini-lessons on main idea and key details during Shared Reading. <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. <ul style="list-style-type: none"> Phonemic awareness, phonics, and HFW lessons. Phonics Puppet Practice book pages HFW word cards Photocopied emergent 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.1.2.K.A With prompting and support, identify the main idea and retell key details of a text.</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.C With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.K.E Identify parts of a book and parts of a text.</p> <p>CC.1.2.K.K Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.</p> <p>CC.1.2.K.L 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 details in a text.</p> <p>CC.1.3.K.C With prompting and support, 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>knowledge of one-to-one letter-sound correspondence</p> <ul style="list-style-type: none"> • Read common high frequency words by sight. • Blend sounds to read CVC words. • Read emergent texts with purpose and understanding. 		<p>CC.1.3.K.G Make connections between the illustrations and the text in a story.</p> <p>CC.1.3.K.K Actively engage in group reading activities with a purpose and understanding.</p> <p>CC.1.1.K.A Utilize book handling skills.</p> <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>Unit 5 Week 3:</p> <p>Fresh From The Farm</p> <p>Essential Question: <i>What kinds of things grow on a farm?</i></p> <p>Strategies: <i>Reread</i></p> <p>Skills: <i>Main Topic and Key Details</i></p> <p>Vocabulary:</p>	<p>Unit 5 Week 3 progress monitoring assessment</p> <p>Unit 5 unit assessment- for listening comprehension only</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 main topic and retell key details of a text. • Identify real-life connections between words and their use. • Name the author and illustrator of a story and define the role of each. • Develop oral vocabulary. • 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 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 emergent books to read and circle HFW • Whiteboards to write words or sounds • Picture card sorts 	<p>CC.1.2.K.A With prompting and support, identify the main idea and retell key details of a text.</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.C With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.K.E Identify parts of a book and parts of a text.</p> <p>CC.1.2.K.K Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.</p> <p>CC.1.2.K.L</p>

<p><i>beneath, delicious, fresh, raise, special, food words</i></p> <p>Word Work: Ff /f/ and Rr/r/</p> <p>HFW: with, he</p>		<ul style="list-style-type: none"> Recognize characteristics of informational texts. Makes connections between texts. Use text feature diagram to understand information <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. Recognizes rhyming words. Demonstrate basic knowledge of one-to-one letter-sound correspondence Read common high frequency words by sight. Blend sounds to read CVC words. Sort words using initial consonants Read emergent texts with purpose and understanding. Add or substitute individual sounds in one syllable words to make new words. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	<ul style="list-style-type: none"> Learning centers On-level, Beyond level, and Approaching level leveled readers Journal and reading response activities 	<p>Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.1.K.A Utilize book handling skills.</p> <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>
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