

English Language Arts Kindergarten

Unit 6: Going Places

Board Approval Date: 08/28/2017

Unit of Study	Required Assessments	Big Idea Essential Questions	Suggested Activities	PA Core Standards
<p>Unit 6 Week 1:</p> <p>The Four Seasons</p> <p>Essential Question: <i>How are the seasons different?</i></p> <p>Strategies: <i>Visualize</i></p> <p>Skills: <i>Key Details</i></p> <p>Vocabulary: <i>active, migrate, seasons, spot, weather; seasonal words</i></p> <p>Word Work: Bb, Ll /b/ /l/</p> <p>HFV: is, little</p>	<p><u>Mama Is It Summer Yet?</u> or <u>The Snowy Day</u> retell assessment</p>	<p style="text-align: center;">Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> ● Use vocabulary learned through conversations, reading and being read to. ● Confirm understanding of a text read aloud by asking and answering questions about key details. ● Recognize common types of texts. ● Develop oral vocabulary. ● Name the author and illustrator of a story and define their roles. ● Ask and answer questions about key details in a text. ● Actively engage in group reading activities with purpose and understanding. ● Retell familiar stories. ● Apply the comprehensions skill visualize while listening to a story. <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. ● Demonstrate basic knowledge of one-to-one letter-sound correspondence ● Read common high frequency words by sight. 	<p style="text-align: center;">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. ● 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.1.2.K.G Answer questions to describe the relationship between illustrations and the text in which they appear.</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.B Answer questions about key details in a text.</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.1.1.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"> ● Blend sounds to read CVC words. ● Read and understand emergent reader text. ● Distinguish between similarly spelled words by identifying the sounds of the letter that differ. 		
<p>Unit 6, Week 2</p> <p>What’s the Weather</p> <p>Essential Question: <i>What happens in different kinds of weather?</i></p> <p>Strategies: <i>Visualize</i></p> <p>Skills: <i>Key Details</i></p> <p>Vocabulary: <i>clever, drought, predict, storm, temperature</i></p> <p>Word Work: K /k/ and final ck /k/</p> <p>HFV: she, was</p>	<p>Unit 6 Week 2 - dictated sentence</p>	<p>Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> ● Use vocabulary learned through conversations, reading and being read to. ● Confirm understanding of a text read aloud by asking and answering questions about key details. ● Recognize common types of texts. ● Develop oral vocabulary. ● Name the author and illustrator of a story and define their roles. ● Ask and answer questions about key details in a text.(sequence) ● Actively engage in group reading activities with purpose and understanding. ● Retell familiar stories. ● Apply the comprehensions skill visualize while listening to a story. <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 	<p>Strategies and Skills</p> <ul style="list-style-type: none"> ● Teach mini-lessons on sequence and key details during Shared Reading. ● Introduce vocabulary word cards ● Shared reading books- big books, interactive read-alouds, literature ● Mini-lesson on characteristics of fantasy and folktales 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.1.2.K.G Answer questions to describe the relationship between illustrations and the text in which they appear.</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.B Answer questions about key details in a text.</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.1.1.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</p>

		<p>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 and understand emergent reader text. • Distinguish between similarly spelled words by identifying the sounds of the letter that differ. 		<p>analysis skills in decoding words.</p> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p>
<p>Unit 6, Week 3</p> <p>Stormy Weather</p> <p>Essential Question: <i>How can you stay safe in bad weather?</i></p> <p>Strategies: <i>Visualize</i></p> <p>Skills: <i>Key Details</i></p> <p>Vocabulary: <i>celebration, enough, notice, prepare, safe</i></p> <p>Word Work: review: e /e/, h /h/, f /f/</p> <p>HFW: review</p>	<p>Unit 6, Week 3 progress monitoring assessment</p> <p>Unit 6 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. • Recognize characteristics of fiction, myths, and informational texts. • Makes connections between texts. • Use text feature (directions) to understand information <p>Word Work</p> <p>The students will:</p> <ul style="list-style-type: none"> • 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 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.1.1.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>initial, medial and final sounds in words.</p> <ul style="list-style-type: none">● 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.		<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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