

English Language Arts Kindergarten

Unit 7: The Animal Kingdom

Board Approval Date: 08/28/2017

Unit of Study	Required Assessments	Big Idea Essential Questions	Suggested Activities	PA Core Standards
<p>Unit 7 Week 1:</p> <p>Baby Animals</p> <p>Essential Question: <i>How are some animals alike and how are they different?</i></p> <p>Strategies: <i>Reread</i></p> <p>Skills: <i>Compare and Contrast</i></p> <p>Vocabulary: <i>appearance, behavior, exercise, plenty, wander</i></p> <p>Word Work: Short Uu /u/</p> <p>HFW: for, have</p>	<p style="text-align: center;">n/a</p>	<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. ● 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. ● Recognize poetry and alliteration. <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. ● Blend sounds to read CVC words. 	<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. ● Phonics Puppet ● Practice book pages ● HFW word cards ● Photocopied emergent books to read and circle HFW words or sounds ● Whiteboards to write ● 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.1.1.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.1.3.K.K Actively engage in group reading activities with a purpose and understanding.</p>

		<ul style="list-style-type: none"> Sort words using initial consonants. Read emergent-reader texts with purpose and understanding 		
<p>Unit 7 Week 2:</p> <p>Pet Pals</p> <p>Essential Question: <i>How do you take care of different kinds of pets?</i></p> <p>Strategies: <i>Make, confirm, and revise predictions</i></p> <p>Skills: <i>Plot: Problem and Solutions</i></p> <p>Vocabulary: <i>compared, depend, responsibility, social, train; pet words</i></p> <p>Word Work: <i>Gg /g/ and Ww /w/</i></p> <p>HFV: <i>of, they</i></p>	<p>Unit 7 Week 2- dictated sentence</p> <p>Unit 7 Week 2 <u>The Birthday Pet</u> retell assessment</p> <p>OR</p> <p>Unit 7 Week 3 <u>Bear Snores On</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. Recognize poetry and alliteration. <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 consonants. Read emergent-reader texts 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 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.1.1.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.1.3.K.K Actively engage in group reading activities with a purpose and understanding.</p>

<p>Unit 7 Week 3:</p> <p>Animal Habitats</p> <p>Essential Question: <i>Where do animals live?</i></p> <p>Strategies: <i>Make, confirm, and revise predictions</i></p> <p>Skills: <i>Plot: Cause and Effect</i></p> <p>Vocabulary: <i>complain, habitat, join, stubborn, wild; animal home words</i></p> <p>Word Work: <i>Vv /v/ and Xx /ks/</i></p> <p>HFW: <i>said, want</i></p>	<p>Unit 7, Week 3 progress monitoring assessment</p> <p>Unit 7- 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 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. • Recognize poetry and alliteration. <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 consonants. • Read emergent-reader texts 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 • 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.1.1.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.1.3.K.K Actively engage in group reading activities with a purpose and understanding.</p>
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