

# English Language Arts Kindergarten

## Unit 8: From Here to There

Board Approval Date: 08/28/2017

Unit of Study	Required Assessments	Big Idea Essential Questions	Suggested Activities	PA Core Standards
<p><b>Unit 8 Week 1:</b></p> <p><b>On the Move</b></p> <p><b>Essential Question:</b> <i>What can help you go from here to there?</i></p> <p><b>Strategies:</b> <i>Make Predictions</i></p> <p><b>Skills:</b> <i>Character, setting, plot</i></p> <p><b>Vocabulary:</b> <i>transportation, vehicle, journey, fierce, wide; vehicle words</i></p> <p><b>Word Work:</b></p> <p>Jj, Qq /j/ /kw/</p> <p><b>HFW:</b> here, me</p>	<p><u>When Daddy's Truck Picks Me Up</u> retell assessment</p>	<p style="text-align: center;"><b>Shared Reading</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>• Confirm understanding of a text read aloud by asking and answering questions about key details.</li> <li>• Recognize characteristics of fiction</li> <li>• Develop oral vocabulary.</li> <li>• Name the author and illustrator of a story and define their roles.</li> <li>• Actively engage in group reading activities with purpose and understanding.</li> <li>• Identify the characters, setting and plot of a story.</li> <li>• Retell familiar stories.</li> <li>• Apply the comprehensions skill make predictions while listening to a story.</li> <li>• Compare and contrast the adventures and experiences of characters in familiar stories.</li> </ul> <p style="text-align: center;"><b>Word Work</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>• Isolate and pronounce the initial, medial and final sounds in words.</li> <li>• Demonstrate basic knowledge of one-to-one letter-sound correspondence</li> <li>• Read common high frequency words by sight.</li> <li>• Blend sounds to read CVC</li> </ul>	<p style="text-align: center;"><b>Strategies and Skills</b></p> <ul style="list-style-type: none"> <li>• Introduce vocabulary word cards</li> <li>• Shared reading books- big books, interactive read-alouds, literature</li> <li>• Mini-lesson on characteristics of fictional text during shared reading.</li> <li>• Phonemic awareness, phonics, and HFW lessons.</li> <li>• Wonders' songs</li> <li>• Phonics Puppet</li> <li>• Practice book pages</li> <li>• HFW word cards</li> <li>• Photocopied books to read and circle HFW</li> <li>• Whiteboards to write words or sounds</li> <li>• Picture card sorts</li> <li>• Learning centers</li> <li>• On-level, Beyond level, and Approaching level leveled readers</li> <li>• Journal and reading response activities</li> </ul>	<p><b>CC.1.3.K.A</b> With prompting and support, retell familiar stories including key details.</p> <p><b>CC.1.3.K.B</b> Answer questions about key details in a text.</p> <p><b>CC.1.3.K.C</b> Identify characters, settings, and major events in a story.</p> <p><b>CC.1.3.K.D</b> Name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>CC.1.3.K.E</b> Recognize common types of text.</p> <p><b>CC.1.3.K.H</b> Compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b>CC.1.3.K.J</b> Use words and phrases acquired through conversations, reading, and being read to and responding to text.</p> <p><b>CC.1.3.K.K</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>CC.1.1.K.C</b> Demonstrate understanding of spoken words, syllables, and sounds.</p> <p><b>CC.1.1.K.D</b> Know and apply grade level phonics and word analysis skills in decoding words.</p> <p><b>CC.1.1.K.E</b> Read emergent reader text with purpose and</p>

		<p>words.</p> <ul style="list-style-type: none"> <li>• Read and understand emergent reader text.</li> <li>• Distinguish between similarly spelled words by identifying the sounds of the letter that differ.</li> </ul>		understanding.
<p><b>Unit 8 Week 2:</b></p> <p><b>My USA</b></p> <p><b>Essential Question:</b> <i>What do you know about our country?</i></p> <p><b>Strategies:</b> <i>Reread</i></p> <p><b>Skills:</b> <i>Main Topic and Key Details</i></p> <p><b>Vocabulary:</b> <i>country, travel, purpose, careful, connect; ordinal numbers</i></p> <p><b>Word Work:</b> <i>Yy, Zz, /y/ &amp; /z/</i></p> <p><b>HFW:</b> this, what</p>	Unit 8 Week 2- Dictated Sentence	<p><b>Shared Reading</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>• Confirm understanding of a text read aloud by asking and answering questions about key details.</li> <li>• Name the author and illustrator of a story and define their roles.</li> <li>• Identify real-life connections between words and their use.</li> <li>• Identify the main idea and retell key details of a text..</li> <li>• Develop oral vocabulary.</li> <li>• Utilize the strategy reread to comprehend the story.</li> <li>• Actively engage in group reading activities with purpose and understanding.</li> <li>• Identify the features of informational text.</li> <li>• Compare and contrast two stories on the same topic.</li> </ul> <p><b>Word Work</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>• Isolate and pronounce the initial, medial and final sounds in words.</li> <li>• Demonstrate basic knowledge of one-to-one letter-sound correspondence</li> <li>• Read common high frequency words by sight.</li> <li>• Blend sounds to read CVC words.</li> <li>• Read and understand emergent reader texts.</li> </ul>	<p><b>Strategies and Skills</b></p> <ul style="list-style-type: none"> <li>• Teach mini-lessons on main idea and key details during Shared Reading.</li> <li>• Introduce vocabulary word cards</li> <li>• Shared reading books- big books, interactive read-alouds, literature</li> <li>• Mini-lesson on characteristics of information text during shared reading.</li> <li>• Phonemic awareness, phonics, and HFW lessons.</li> <li>• Phonics Puppet</li> <li>• Practice book pages</li> <li>• HFW word cards</li> <li>• Photocopied books to read and circle HFW</li> <li>• Whiteboards to write words or sounds</li> <li>• Picture card sorts</li> <li>• Learning centers</li> <li>• On-level, Beyond level, and Approaching level leveled readers</li> <li>• Journal and reading response activities</li> </ul>	<p><b>CC.1.2.K.A</b> With prompting and support, identify the main idea and retell key details of text.</p> <p><b>CC.1.2.K.B</b> With prompting and support, answer questions about key details in a text.</p> <p><b>CC.1.2.K.I</b> With prompting and support, identify basic similarities and differences between two texts.</p> <p><b>CC.1.2.K.J</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><b>CC.1.2.K.K</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>CC.1.3.K.D</b> Name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>CC.1.3.K.E</b> Recognize common types of text.</p> <p><b>CC.1.1.K.B</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>CC.1.1.K.C</b> Demonstrate understanding of spoken words, syllables, and sounds.</p> <p><b>CC.1.1.K.D</b> Know and apply grade level phonics and word analysis skills in decoding words.</p> <p><b>CC.1.1.K.E</b> Read emergent reader text with purpose and understanding.</p>

<p><b>Unit 8 Week 3:</b></p> <p><b>Look to the Sky</b></p> <p><b>Essential Question:</b> <i>What do you see in the sky?</i></p> <p><b>Strategies:</b> <i>Make predictions</i></p> <p><b>Skills:</b> <i>Plot: problem and solution</i></p> <p><b>Vocabulary:</b> <i>distance, recognize, surface, challenge, space; opposites</i></p> <p><b>Word Work:</b> review</p> <p><b>HFW:</b> review</p>	<p><u>Bringing Down the Moon</u> retell assessment</p> <p>Unit 8 Week 3 Progress Monitoring Assessment</p> <p>Unit 8 Unit Assessment- for listening comprehension only</p>	<p><b>Shared Reading</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>Name the author and illustrator of a story and define the role of each.</li> <li>Confirm understanding of a text read aloud by asking and answering questions about key details.</li> <li>Identify characters, settings and major events in a story.</li> <li>Identify real-life connections between words and their use.</li> <li>Develop oral vocabulary.</li> <li>Actively engage in group reading activities with purpose and understanding.</li> <li>Recognize characteristics of fantasy.</li> <li>Utilize the strategy make predictions to comprehend the story.</li> <li>Retell familiar stories including key details.</li> </ul> <p><b>Word Work</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>Isolate and pronounce the initial, medial and final sounds in words.</li> <li>Demonstrate basic knowledge of one-to-one letter-sound correspondence</li> <li>Read common high frequency words by sight.</li> <li>Blend sounds to read CVC words.</li> <li>Read and understand emergent reader texts.</li> </ul>	<p><b>Strategies and Skills</b></p> <ul style="list-style-type: none"> <li>Teach mini-lessons on main idea and key details during Shared Reading.</li> <li>Introduce vocabulary word cards</li> <li>Shared reading books- big books, interactive read-alouds, literature</li> <li>Mini-lesson on characteristics of information text during shared reading.</li> <li>Phonemic awareness, phonics, and HFW lessons.</li> <li>Phonics Puppet</li> <li>Practice book pages</li> <li>HFW word cards</li> <li>Photocopied books to read and circle HFW</li> <li>Whiteboards to write words or sounds</li> <li>Picture card sorts</li> <li>Learning centers</li> <li>On-level, Beyond level, and Approaching level leveled readers</li> <li>Journal and reading response activities</li> </ul>	<p><b>CC.1.2.K.L/CC.1.3.K.K</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>CC.1.2.K.B/CC.1.3.K.B</b> Answer questions about key details in a text.</p> <p><b>CC.1.3.K.A</b> With prompting and support, retell familiar stories including key details.</p> <p><b>CC.1.3.K.C.</b> With prompting and support, identify characters, settings and major events in a story.</p> <p><b>CC.1.3.K.D</b> Name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>CC.1.3.K.E</b> Recognize common types of text.</p> <p><b>CC.1.3.K.I</b> Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.</p> <p><b>CC.1.3.K.J</b> Use words and phrases acquired through conversations, reading, and being read to and responding to text.</p> <p><b>CC.1.1.K.C</b> Demonstrate understanding of spoken words, syllables, and sounds.</p> <p><b>CC.1.1.K.D</b> Know and apply grade level phonics and word analysis skills in decoding words.</p> <p><b>CC.1.1.K.E</b> Read emergent reader text with purpose and understanding.</p>
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