

English Language Arts Kindergarten

Unit 9: How Things Change

Board Approval Date: 08/28/2017

Unit of Study	Required Assessments	Big Idea Essential Questions	Suggested Activities	PA Core Standards
<p>Unit 9 Week 1:</p> <p>Growing Up</p> <p>Essential Question: <i>How Can You Help Out at Home?</i></p> <p>Strategies: <i>Ask and Answer Questions</i></p> <p>Skills: <i>Plot, sequence</i></p> <p>Vocabulary: <i>chores, contribute, member, organize, accomplish; household furniture words</i></p> <p>Word Work: long a, a_e</p> <p>HFW: help, too</p>	<p><u>Peter's Chair</u> retell assessment</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. • Recognize characteristics of fiction • Develop oral vocabulary. • Name the author and illustrator of a story and define their roles. • Actively engage in group reading activities with purpose and understanding. • Identify the characters, setting, and plot of a story. • Retell familiar stories. • Apply the comprehension skill of making predictions while listening to a story. • Compare and contrast the adventures and experiences of characters in familiar stories. <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. • Associate the long and short sounds with common spellings for the vowels • Write a letter for most consonant and vowel sounds. • Spell simple words phonetically 	<p style="text-align: center;">Strategies and Skills</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 fictional 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.1.3.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 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.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.1.3.K.K 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>

		<ul style="list-style-type: none"> using sound-letter knowledge. ● Read common high frequency words by sight. ● Blend sounds to read CVC words. ● Read and understand emergent reader text. ● Delete sounds from words to make new words. ● Add and substitute individual sounds in one syllable words to make new words. 		
<p>Unit 9 Week 2:</p> <p>Good Citizens</p> <p>Essential Question: <i>What do good citizens do?</i></p> <p>Strategies: <i>Reread</i></p> <p>Skills: <i>Plot, Cause and Effect</i></p> <p>Vocabulary: <i>citizen, necessary, respect, hauled, tidy; farm animals</i></p> <p>Word Work: long i, i_e</p> <p>HFW: has, play</p>	<p>Unit 9 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. ● Name the author and illustrator of a story and define their roles. ● Identify real-life connections between words and their use. ● Identify characters, setting, and major events in a story. ● Identify the main topic and retell key details of a text. ● Ask and answer questions about key details in a text. ● Develop oral vocabulary. ● Utilize the strategy reread to comprehend the story. ● Actively engage in group reading activities with purpose and understanding. ● Compare and contrast the adventures and experiences of characters in familiar stories. <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 plot and cause and effect 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.1.2.K.A With prompting and support, identify the main idea and retell key details of 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.I With prompting and support, identify basic similarities and differences between two texts.</p> <p>CC.1.2.K.J Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>CC.1.2.K.K Actively engage in group reading activities with purpose and understanding.</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.1.1.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</p>

		<p>initial, medial and final sounds in words.</p> <ul style="list-style-type: none"> ● Associate the long and short sounds with common spellings. ● Write a letter for most consonant and short-vowel sounds. ● Demonstrate basic knowledge of one-to-one letter-sound correspondence ● Read common high frequency words by sight. ● Blend sounds to read CVC words. ● Read and understand emergent reader texts. ● Recognize and produce rhyming words. ● Distinguish between similarly spelled words. ● Delete sound from words to make new words. ● Add and substitute sounds in one syllable words to make new words. ● Spell simple words phonetically. 		<p>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 9 Week 3:</p> <p>Our Natural Resources</p> <p>Essential Question: <i>How Can Things in Nature Be Used to Make New Things?</i></p> <p>Strategies: <i>Reread</i></p> <p>Skills: <i>Connections within text, Sequence</i></p> <p>Vocabulary:</p>	<p>Unit 9 Week 3 Progress Monitoring Assessment</p> <p>Unit 9 Unit Assessment- for listening comprehension only</p>	<p>Shared Reading</p> <p>The students will:</p> <ul style="list-style-type: none"> ● Name the author and illustrator of a story and define the role of each. ● 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. ● Describe the relationship between illustrations and the text.. ● Identify real-life connections between words and their use. ● 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, details, and characteristics of informational text 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 	<p>CC.1.2.K.L/CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.2.K.B/CC.1.3.K.B Answer questions about key details in a text.</p> <p>CC.1.3.K.A With prompting and support, retell familiar stories including key details.</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.E Recognize common types of text.</p> <p>CC.1.3.K.I</p>

<p><i>natural resources, knowledge, create, weave, designs; Foods made from grains</i></p> <p>Word Work: long o, o_e</p> <p>HFW: where, look</p>		<ul style="list-style-type: none"> Recognize characteristics of informational text.. Utilize the strategy of rereading to comprehend the story. Retell familiar stories including key details. Ask and answer questions about key details in a text. Identify similarities and differences between two texts on the same topic. <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. Associate the long and short sounds with common spellings. Write a letter for most consonant and short-vowel sounds. Demonstrate basic knowledge of one-to-one letter-sound correspondence Read common high frequency words by sight. Blend sounds to read CVC words. Read and understand emergent reader texts. Count, pronounce, blend, and segment syllables in spoken words. Add or substitute individual sounds in one syllable words to make new words. Distinguish between similarly spelled words. Demonstrate understanding of spoken words, syllables, and sounds. 	<ul style="list-style-type: none"> Journal and reading response activities 	<p>Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.</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>
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