

Webster Public Schools

ELA Curriculum Map ~ Wonders McGraw-Hill: Kindergarten - Unit 6-Week 1

*RL.K.10, RI.K.10 and W.K.10 are practiced regularly; therefore, they are not listed in the document below.

***For standards with lettered sub-standards, focus on those in bold.**

Unit 6 Big Idea: Weather for All Seasons (3 Weeks) ~ How do weather and seasons affect us?

Week 1

Weekly Concept: The Four Seasons

Essential Question: How are the seasons different?

Focus Standards/Objectives	Resources/ Strategies	Assessments	Special Education and ELL Accommodations How will curriculum instruction and/or assessments be accommodated to meet the needs of each student? Select one unit and provide examples.
<p>Reading Literature</p> <p>RL.K.1 With prompting and support, ask and answer questions about key details in a text. <i>Students will answer comprehension questions posed by the teacher during and after read alouds and readings of leveled readers.</i></p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details. <i>Students will use the illustrations in a familiar leveled reader to retell the book. Teachers will also do a guided retelling of the literature big book using the retelling cards. Students can then practice retelling the story using the retelling cards as a reference.</i></p> <p>RL.K.5 Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems). <i>Students will recognize poems when one is read aloud to them. They will understand that poems often use rhyme (words that have the same ending sounds)</i></p> <p>RL.K.6 With prompting and support, explain that reading the cover or title page is how to find out who created a book; name the author and illustrator of a book and define the role of each in telling the story. <i>Students will know the author is the person who wrote the story, and will know the illustrator is the person who made or drew the pictures for the story. Students will know how to find this information on the cover and title page of a book.</i></p>	<p>Strategy: Visualize</p> <p>Literature Big Book: "Mama, It It Summer Yet?" by Nikki McClure</p> <p>Retelling Cards: "Mama, It It Summer Yet?"</p> <p>Literature Big Book: "Mama, It It Summer Yet?" paired read p.34-40 Poems: "New Snow", "Rain Song", "Covers", "Honey, I Love"</p> <p>Leveled Readers: <u>Approaching level</u> - "It Is Hot!" <u>On Level</u> - "Little Bear" <u>Beyond Level</u> - "Ant and Grasshopper" <u>English Language Learners</u> - "Little Bear"</p>	<p>DIBELS</p>	

<p>Reading Informational Text</p>	<p>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). Students will work together to compare the Literature Big Book and the Interactive Read Aloud to find the ways that both texts show how the seasons are different from one another.</p>	<p>Literature Big Book: “Mama, It It Summer Yet?” by Nikki McClure</p> <p>Interactive Read Aloud Cards: “A Tour of the Seasons”</p>		
<p>Reading Foundations</p>	<p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words. Students will be able to identify the beginning sounds of a single syllable word followed by the rime (or rest of the word). Example: said; /s/ /ed/</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) Students will be able to identify the initial and ending /b/ and /l/ sounds of words that have the letter b or l at the beginning or the end. Teachers will also model segmenting CVC words and guide students to blend the sounds to form words.</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. Students will practice blending, segmenting and writing two and three letter words using the letters <i>a, b, c, d, e, f, h, i, l, m, n, o, p, r, s,</i> and <i>t</i></p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. Students will be able to generate the sounds for the letters <i>a, b, c, d, e, f, h, i, l, m, n, o, p, r, s,</i> and <i>t</i> when the letters are presented both orally and visually.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to,</i></p>	<p>Sound-Spelling Card: Bb, Ll</p> <p>Word-Building Cards: a, b, c, d, e, f, h, i, k, l, m, n, o, p, r, s, t</p> <p>Photo cards: With letters b and l at the beginning and the end (and other various photo cards)</p> <p>Dog Puppet</p> <p>Visual Vocabulary Cards: is, little</p> <p>High-Frequency Word Cards: my, you, to, do, l, like, we, see, the, a, can, and, go, are, with, he, is, little</p> <p>Unit 6 Reading/ Writing Workshop: p. 8-15, “Is It Hot?”</p> <p>Leveled Readers: Approaching level - “It Is Hot!”</p> <p>On Level- “Little Bear”</p> <p>Beyond Level - “Ant and Grasshopper”</p> <p>English Language Learners - “Little Bear”</p>		

	<p><i>you, she, my, is, are, do, does</i>).</p> <p>Students will read the high-frequency words “is” and “little”.</p> <p>They will begin to form sentences with the high frequency word cards <i>my, you, to, do, I, like, we, see, the, a, can, and, go, are, with, he, is, little</i> and word building cards. If appropriate, expose higher level learners to the Build Your Word Bank Words.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>Students will be able to compare words, and identify how they are the same and how they are different. Example: <i>bet, bit</i> - They both have the letters b and t. One has the letter e and other has the letter i in the middle.</p> <p>RF.K.4 Read early-emergent-reader texts with purpose and understanding.</p> <p>With assistance from the teacher, students will decode and discuss a text from the Reading/Writing Workshop Book and Leveled Readers concluding with an understanding of what the story was about.</p>			
<p>Writing</p>	<p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes.</p> <p>Students will use a combination of introduced high frequency words and phonetic spelling to produce a narrative writing piece telling about an activity they have done in the winter.</p> <p>a. For poems, use rhyming words to create structure.</p>			
<p>Speaking & Listening</p>	<p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>Students will confirm their understanding of different texts read aloud to them by responding to questions posed during and after the text is read. Responses can be oral or may be a hand signal such a thumbs up, thumbs down or raised hand.</p>			
<p>Language</p>	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.</p> <p><i>Sentence Structure and Meaning</i></p> <p>a. Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives,</p>	<p>Grammar Lessons: Nouns (Plural nouns: -s, -es) p.T23, T33, T41, T51, T57</p> <p>Vocabulary Strategy: Context Clues/Sentence Clues p.25, 43</p> <p>Visual Vocabulary Cards: weather, seasons, migrate,</p>		

	<p>verbs, question words, and prepositions; name and use in context numbers 0–100</p> <p>Students will understand that a noun is a word that takes the place of a noun in a sentence. They will identify nouns in sentences.</p> <p>b. Form questions that seek additional information, rather than a simple yes/no answer.</p> <p>Word Usage</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/.</p> <p>Students will know that when there is more than one of a noun you add the letter s to the end of the word to make it plural and show that that there is more than one. Example: weed means 1; weeds means more than 1</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Students will properly capitalize words, attend to punctuation marks, and spell all sight words correctly in their writing.</p> <p>a. Print upper- and lowercase letters.</p> <p>Students will have opportunities to practice printing the words “is” and “little”, and capital- and lowercase letters Bb and Ll on various form of media such as dry erase boards or paper that has a top line, bottom line and middle dotted line.</p> <p>b. Capitalize the first word in a sentence and the pronoun I.</p> <p>c. Recognize and name end punctuation.</p> <p>Students will be able to name a period, question mark and exclamation mark when they see one at the end of a sentence. They will understand that periods come at the end of telling sentences, question marks come at the end of asking sentences, and exclamation marks come at the end of sentences that need a lot of expression when they are read.</p> <p>d. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>Students will write the letter b or l when told the sounds /b/ or /l/ or when told to write the letter that they hear at the beginning or end of a word with the letter b or l at the beginning or end.</p> <p>e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>Students will begin to write simple CVC words composed of the</p>	active, spot		
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	<p>letters of the alphabet that they have been taught. Students will orally segment the sounds in the word and write the letters that make those sounds.</p> <p>f. Write numbers 0–20</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). Students will understand that some words sounds the same, but can have different meanings. They will be able to use context clues in the text to determine the correct meaning of the word as it used in the text. Example: <i>swallow</i> can mean to make food go down your throat or it can be a type of bird. In the text “But the swallows are singing, Soon warmer winds will blow.” the word swallow is referring to a type of bird.</p> <p>L.K.5 Explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Students will be able to identify the four seasons. They will be able to sort words by the seasons that they are associated with.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). Students will learn the new vocabulary words weather, seasons, migrate, active and spot following the Define/Example/Ask Routine.</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>L.K.6 Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts. Students will use season words in discussions with teachers and peers that were acquired through conversations and teacher lead activities.</p>			
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ELA Curriculum Map ~ Wonders McGraw-Hill: Kindergarten - Unit 6-Week 2

*RL.K.10, RI.K.10 and W.K.10 are practiced regularly; therefore, they are not listed in the document below.

***For standards with lettered sub-standards, focus on those in bold.**

Unit 6 Big Idea: Weather for All Seasons (3 Weeks) ~ How do weather and seasons affect us?

Week 2

Weekly Concept: What's the Weather?

Essential Question: What happens in different kinds of weather?

	Focus Standards/Objectives	Resources/ Strategies	Assessments	Special Education and ELL Accommodations How will curriculum instruction and/or assessments be accommodated to meet the needs of each student? Select one unit and provide examples.
Reading Literature	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text. Students will answer comprehension questions posed by the teacher during and after read alouds and readings of leveled readers.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details. Students will use the illustrations in a familiar leveled reader to retell the book. Teachers will also do a guided retelling of the literature big book using the retelling cards. Students can then practice retelling the story using the retelling cards as a reference.</p> <p>RL.K.6 With prompting and support, explain that reading the cover or title page is how to find out who created a book; name the author and illustrator of a book and define the role of each in telling the story. Students will know the author is the person who wrote the story, and will know the illustrator is the person who made or drew the pictures for the story. Students will know how to find this information on the cover and title page of a book.</p>	<p>Strategy: Visualize</p> <p>Literature Big Book: "Rain" by Manya Stojic</p> <p>Retelling Cards: "Rain"</p> <p>Literature Big Book: "Rain" paired read p.33-36 "RF.KCloud Watch"</p> <p>Leveled Readers: <u>Approaching level</u> - "The Rain"</p> <p><u>On Level</u> - "Weather is Fun"</p> <p><u>Beyond Level</u> - Kate and Tuck"</p> <p><u>English Language Learners-</u> Weather is Fun"</p>	DIBELS	
Reading Informational Text	<p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p>Literature Big Book: "Rain" by Manya Stojic</p> <p>Interactive Read Aloud</p>		

	<p>Students will understand that sometimes photographs in a story give information that is not in the author's words.</p>	<p>Cards: "The Frog and the Locust"</p>		
<p>Reading Foundations</p>	<p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words. Students will know that rhyming words end with the same sounds. They will recognize if two words rhyme with each other or not.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) Students will be able to identify the initial and final /k/ sound of words that begin and end with the letter K or k. Teachers will also model and guide students in blending CVC words with the /k/ Sound.</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. Students will practice blending, segmenting and writing two and three letter words using the letters k, ck, and i, l, o, r</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. Students will be able to generate the sounds for the letters b, e, f, g, k, and l when the letters are presented both orally and visually.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). Students will read the high-frequency word "she" and "was". They will review, begin to form sentences with, and read the high frequency word cards little, is, with, he, are, my, to,</p>	<p>Sound-Spelling Card: Kk</p> <p>Word-Building Cards: a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, r, s, t</p> <p>Photo cards: With letter k at the beginning and the end (and other various photo cards)</p> <p>Dog Puppet</p> <p>Visual Vocabulary Cards: she, was</p> <p>Visual Vocabulary Cards: predict, temperature, drought, clever, storm</p> <p>High-Frequency Word Cards: and, are, do, go, he, is, little, my, she, to, was, with, you</p> <p>Unit 6 Reading/ Writing Workshop: p. 22-29, "Kim and Nan"</p> <p>Leveled Readers: <u>Approaching level-</u> "The Rain" <u>On Level -</u> "Weather is Fun" <u>Beyond Level -</u> Kate and Tuck" <u>English Language Learners-</u> Weather is Fun"</p>		

	<p>and, go, you, do and various picture cards. If appropriate, expose higher level learners to the Build Your Word Bank Words “now” and “way”.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RF.K.4 Read early-emergent-reader texts with purpose and understanding. With assistance from the teacher, students will decode and discuss a text from the Reading/Writing Workshop Book and Leveled Readers with a focus on comprehension, fluency, and making connections.</p>			
Writing	<p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes. Students will use a combination of introduced high frequency words and phonetic spelling to produce a narrative writing piece sharing what they can do in a particular type of weather.</p> <p>a. For poems, use rhyming words to create structure.</p>			
Speaking & Listening	<p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. Students will confirm their understanding of different texts read aloud to them by responding to questions posed during and after the text is read. Responses can be oral or may be a hand signal such a thumbs up, thumbs down or raised hand. This is also a great opportunity to use the Turn and Talk strategy.</p>			
Language	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.</p> <p>Sentence Structure and Meaning</p> <p>a. Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions; name and use in context numbers 0–100 (see kindergarten mathematics standards for Counting and Cardinality).</p>	<p>Grammar Lessons: Nouns (proper nouns): p.T105, T115, T123, T133, T139</p> <p>Vocabulary Strategy: Shades of Meaning p.107, 125</p> <p>Visual Vocabulary Cards: predict, temperature, drought, clever, storm</p>		

Students will understand that a **noun** is a word that takes the place of a noun in a sentence. They will identify pronouns in sentences and practice changing nouns in sentences to pronouns.

b. Form questions that seek additional information, rather than a simple *yes/no* answer.

Word Usage

c. Form regular plural nouns orally by adding /s/ or /es/.
Students will know that when there is more than one of a noun you add the letter s to the end of the word to make it plural and show that there is more than one. Example: **dog** means 1; **dogs** means more than 1.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Print upper- and lowercase letters.

b. Capitalize the first word in a sentence and the pronoun I.

c. Recognize and name end punctuation.

Students will be able to name a period, question mark and exclamation mark when they see one at the end of a sentence. They will understand that periods come at the end of telling sentences, question marks come at the end of asking sentences, and exclamation marks come at the end of sentences that need a lot of expression when they are read.

d. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

Remind students that the letters ck together stand for /k/. Review initial and ending /k/ and have students write the letters K, k, or ck when they hear the /k/ sound at the beginning or end.

e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

f. Write numbers 0–20

L.K.5 Explore word relationships and nuances in word meanings.

a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

	<p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). Students will learn the new vocabulary words <i>predict, temperature, drought, clever, and storm</i> following the Define/Example/Ask Routine.</p> <p>L.K.6 Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts. Students will use <i>weather words</i> in discussions with teachers and peers that were acquired through conversations and teacher lead activities.</p>			
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Webster Public Schools

ELA Curriculum Map ~ Wonders McGraw-Hill: Kindergarten - Unit 6-Week 3

*RL.K.10, RI.K.10 and W.K.10 are practiced regularly; therefore, they are not listed in the document below.

***For standards with lettered sub-standards, focus on those in bold.**

Unit 6 Big Idea: Weather for All Seasons (3 Weeks) ~ How do weather and seasons affect us?

Week 3

Weekly Concept: Stormy Weather

Essential Question: How can you stay safe in bad weather?

	Focus Standards/Objectives	Resources/ Strategies	Assessments	Special Education and ELL Accommodations How will curriculum instruction and/or assessments be accommodated to meet the needs of each student? Select one unit and provide examples.
Reading Literature	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text. Students will answer comprehension questions posed by the teacher during and after read alouds and readings of leveled readers.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details. Students will use the illustrations in a familiar leveled reader to retell the book. Teachers will also do a guided retelling of the literature big book using the retelling cards. Students can then practice retelling the story using the retelling cards as a reference.</p> <p>RL.K.4 Ask and answer questions about unknown words in a text. As students read a leveled reader, the teacher will model how to ask questions when they come to an unknown word while reading a text.</p> <p>RL.K.6 With prompting and support, explain that reading the cover or title page is how to find out who created a book; name the author and illustrator of a book and define the role of each in telling the story. Students will know the author is the person who wrote the story, and will know the illustrator is the person who made or drew the pictures for the story. Students will know how to find this information on the cover and title page of a book.</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. Students will work together to compare the texts <i>Waiting Out the Storm</i> and "Rainbow Crow" discuss the examples of bad weather in both selections.</p>	<p>Strategy: Visualize</p> <p>Literature Big Book: "Waiting Out the Storm" by Joann Early Macken</p> <p>Retelling Cards: "Waiting Out the Storm"</p> <p>Interactive Read Aloud Cards: "Rainbow Crow"</p> <p>Leveled Readers: <u>Approaching level</u> - "Bad Weather" <u>On Level</u> - "Getting Ready" <u>Beyond Level</u> - "The Storm"</p> <p><u>English Language Learners-</u> "Getting Ready"</p>	DIBELS	

<p>Reading Informational Text</p>	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text. <i>Students will answer comprehension questions posed by the teacher during and after read alouds and readings of leveled readers. They will understand that a reader can gain information by reading words and examining photographs, and that sometimes photographs include information not found in the text.</i></p>	<p>Literature Big Book: "Waiting Out the Storm" paired read p.28-32 "Be Safe in Bad Weather"</p>		
<p>Reading Foundations</p>	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page. <i>Students will be introduced to tracking from left to right through teacher modeling by pointing and tracking during read alouds.</i></p> <p><i>Once initially introduced, use questions and prompts such as:</i></p> <ul style="list-style-type: none"> -Show me where to begin reading. -Which way to go from here? <p>b. Recognize that spoken words are represented in written language by specific sequences of letters</p> <p>c. Understand that words are separated by spaces in print</p> <p>d. Recognize and name all upper- lowercase letters of the alphabet.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words. <i>Students will listen to sounds given by the teacher and blend those sounds together to form a word. (e.g., Listen to the sounds /m/ /e/ /t/. Blend those sounds together to form the word met.</i></p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) <i>Students will be able to identify the initial, medial, and final</i></p>	<p>Sound-Spelling Card: Hh, Ee, Ff, Rr, Bb, Ll, Kk</p> <p>Word-Building Cards: Hh, Ee, Rr, Bb, Ll, Kk (and other word building cards of letters previously learned)</p> <p>Photo cards: Beginning and ending with letters f and Hh, Ee, Ff, Rr, Bb, Ll, Kk, (and other various photo cards)</p> <p>Dog Puppet</p> <p>High-Frequency Word Cards: are, he, is, little, my, she, was, with</p> <p>Visual Vocabulary Card: are, he, is, little, my, she, was, with</p> <p>Unit 6 Reading/Writing Workshop: p. 36-43 "Mack and Ben"</p> <p>Leveled Readers: <u>Approaching level</u> - "Bad Weather" <u>On Level</u> - "Getting Ready" <u>Beyond Level</u> - "The Storm" <u>English Language Learners</u> - "Getting Ready"</p>		

	<p>sounds of words that contain the letters Hh, Ee, Ff, Rr, Bb, Ll, and Kk. (as well as other consonants and Short i, a, and e vowels) in the beginning, middle, or end. Teachers will also model segmenting CVC words and guide students to blend the sounds to form words.</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. Students will be able to make different words by adding an initial phoneme to an existing word. (eg. What word do you have when you add /f/ to the beginning of <i>an</i>?)</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. Students will be able to orally produce the appropriate sounds when shown the letters and asked what sound they make. Students will be able to write, or point to, the letters when asked what letter makes a certain sound. This should be reviewed for the sounds of the letters b, l, k, f, r, h, e, o, d, c, n, i, t, p, m, a and s.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. Students will identify the short vowel sound for the vowels i, a, o, and e. Students will be able to sort words/picture cards by the medial sounds /i/, /a/, /o/, and /e/.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). Students will read the high-frequency words learned to date. They will begin to form sentences with the high frequency word cards and various picture cards. If appropriate, expose higher level learners to the Build Your Word Bank Cards. This week, review words learned previously.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding. With assistance from the teacher, students will decode and discuss a text from the Reading/Writing Workshop Book and Leveled Readers concluding with an understanding of what the key details of the text.</p>			
<p>Writing</p>	<p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or experience, or several</p>			

	<p>loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes. Students will use a combination of introduced high frequency words and phonetic spelling to produce an narrative writing piece about a personal experience.</p> <p>a. For poems, use rhyming words to create structure.</p>			
<p>Speaking & Listening</p>	<p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. Students will be given the opportunity to learn about and discuss nouns with their peers and how they are used in a sentence. Students will take turns telling a sentence and distinguishing the noun in that sentence.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Students will engage collaborative conversations with partners about texts read in class.</p> <p>b. Continue a conversation through multiple exchanges.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. Students will confirm their understanding of different texts read aloud to them by responding to questions posed during and after the text is read. Responses can be oral or may be a hand signal such a thumbs up, thumbs down or raised hand. This is also a great opportunity to use the Turn and Talk strategy.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. When they come across information they do not understand, students will be able to seek answers and help from peers and teachers.</p> <p>SL.K.4 Describe familiar people, places, things, and events and provide additional detail. During presentations: Students will explain their ideas clearly</p>	<p>Unit 6 Reading/Writing Workshop p.34-35, 36-43</p>		

	<p>and tell how their drawings include additional detail.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. Students will add detailed illustrations to match their verbal or written sentences.</p>			
<p>Language</p>	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.</p> <p>Sentence Structure and Meaning</p> <p>a. Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions; name and use in context numbers 0–100 (see kindergarten mathematics standards for Counting and Cardinality). Students will understand that a sentence needs to tell a complete thought with a noun and a verb. It tells someone or something doing an action. Students will work to turn phrases into complete sentences.</p> <p>Students will understand that nouns are naming words that tell the names of people, places, animals, and things and will begin to recognize and use them in sentences.</p> <p>Students will also understand and use question words such as <i>who, what, where, when, why, how</i>.</p> <p>b. Form questions that seek additional information, rather than a simple <i>yes/no</i> answer.</p> <p>Word Usage</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/. Following discussions about plural nouns and explicit examples from the teacher, students will work in pairs to determine whether to add -s or -es to the noun in a selection to make it plural.</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Students will properly capitalize words, attend to punctuation marks, and spell all sight words correctly in their writing.</p> <p>a. Print upper- and lowercase letters.</p> <p>b. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p>	<p>Visual Vocabulary Cards: safe, prepare, notice, celebration, enough</p> <p>Grammar Lessons: Nouns p.T187, T197, T205, T215, T221</p> <p>Vocabulary Strategy: Word Categories/Question Words</p>		

	<p>c. Recognize and name end punctuation. Students will be able to name a period and question mark when they see one at the end of a sentence. They will understand that periods come at the end of telling sentences and question marks come at the end of asking sentences.</p> <p>d. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Students will write the letters Hh, Ee, Ff, Rr, Bb, Ll, and Kk when told the sounds or when told to write the letter that they hear at the beginning or end of a word with those letters at the beginning, middle, or end.</p> <p>e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. Students will begin to write simple CVC words composed of the letters of the alphabet that they have been taught. Students will orally segment the sounds in the word and write the letters that make those sounds.</p> <p>f. Write numbers 0–20 (see kindergarten mathematics standards for Counting and Cardinality).</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). Students will learn the new vocabulary words safe, prepare, notice, celebration, and enough following the Define/Example/Ask Routine.</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p> <p>L.K.6 Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts. Students will use question words in discussions with teachers and peers that were acquired through conversations and teacher lead activities.</p>			
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