

# Webster Public Schools

## ELA Curriculum Map ~ Wonders McGraw-Hill: Kindergarten - Unit 9-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 9 Big Idea:** How Things Change (3 Weeks) ~ How do things change?

### Week 1

*Weekly Concept:* Helping Out!

*Essential Question:* How can you help out at home?

	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><b>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</b> Students will answer comprehension questions posed by the teacher during and after read alouds and readings of leveled readers.</p> <p><b>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</b> Students will understand that characters are the people or animals that the story is about. They will be able to name the characters in a familiar story when prompted. Students will understand that the setting is the time and place of the story. They will be able to identify the setting of a familiar story when prompted. Students will understand the the event are what happen in the story. They will be able to list the major events of familiar stories when prompted.</p> <p><b>RL.K.4 Ask and answer questions about unknown words in a text.</b> Students will be able to ask questions about unknown words in texts that are read aloud to them, as well as, in leveled readers that they read themselves. They will also be able to ask other questions that they may have about a text before, during and after reading the text.</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Literature Big Book:</b> "Peter's Chair" by Ezra Jack Keats</p> <p><b>Retelling Cards:</b> "Peter's Chair"</p> <p><b>Interactive Read Aloud Cards:</b> "Helping Out at Home"</p> <p><b>Leveled Readers:</b> <u>Approaching level-</u> "Let Me Help You" <u>On Level-</u> "How Can Jane Help?" <u>Beyond Level-</u> "Going to Gran's House" <u>English Language Learners-</u> "I Used to Help Too"</p>	DIBELS	

	<p><b>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).</b>  Students will be able to identify the text feature of a chart. They will understand that a chart organizes information, and will be able to use the chart to gain a better understanding of the text.</p> <p><b>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.</b>  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><b>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</b>  Students will be able to look at an illustration that goes along with a text read aloud them and identify how the illustration matches the text. Students will also be able to identify what the illustration shows that text does not, and how this helps us to better understand the text.</p>			
<b>Reading Informational Text</b>				
<b>Reading Foundations</b>	<p><b>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b></p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.  Students will be able to clap the syllables/parts of a word. They will be able to count and identify how many syllables a word has. (Example: showing - show / ing, two parts)</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</p>	<p><b>Sound-Spelling Card:</b>  Train (Long a) a_e</p> <p><b>Word-Building Cards:</b> a-z</p> <p><b>Dog Puppet</b></p> <p><b>Visual Vocabulary Card:</b> help, too</p> <p><b>High-Frequency Word Cards:</b> my, you, to, do, I, like, we, see, the, a, can, and, go, are, with, he, is, little, she, was, for, have, of, they, here, me</p> <p><b>Unit 9 Reading/ Writing Workshop:</b>  p. 8-15, "Jake and Dale Help!"</p> <p><b>Leveled Readers:</b></p>		

	<p>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 beginning, medial and ending long /a/ sound of words that have the long vowel a in them. Students will be guided to find words with the spelling , a_e and say the long a sound</i></p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.  <i>Student will be able to eliminate given phonemes from a word and produce the new word. Example: Say <b>bake</b> without /b/ (<b>ache</b>)</i></p> <p><b>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</b>  <i>Students will practice blending, segmenting and writing two and three letter words using all letters of the alphabet. They will also be able to read/decode long vowel words with the a_e spelling pattern.</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.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.  <i>Students will be able to identify the short sound for the letter a, as well as, the long sound for a. They will be able to read CVC words using the short vowel sound for a, and read CVCE words using the long vowel sound for the letter a.</i></p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).  <i>Students will read the high-frequency words “<b>help</b>” and “<b>too</b>”. 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, she, was, for, have, of, they, here, me, this, what, help, too</i>, and word building cards. If appropriate, expose higher level learners to the Build Your Word Bank Words.</i></p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.  <i>Students will be able to compare words, and identify how they are the same and how they are different. Example: <b>bake, lake, make</b> - all have -ake, the first letter of each word is different.</i></p> <p><b>RF.K.4 Read early-emergent-reader texts with purpose and understanding.</b></p>	<p><u>Approaching level-</u>  “Let Me Help You”</p> <p><u>On Level-</u>  “How Can Jane Help?”</p> <p><u>Beyond Level-</u>  “Going to Gran’s House”</p> <p><u>English Language Learners-</u>  “I Used to Help Too”</p>		
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	<p>With assistance from the teacher as necessary, 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>			
<b>Writing</b>	<p><b>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>)</b>  Students will use a combination of introduced high frequency words and phonetic spelling to produce an <b>opinion</b> writing piece describing what they think is the best way to help at home.</p>			
<b>Speaking &amp; Listening</b>	<p><b>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</b>  Students will talk with and carry on a conversation with teachers and different peers in the classroom about current classroom topics. Students should have the opportunity to converse during whole group settings, as well as, in smaller groups. Turn and Talks are a great way for students to practice this skill.</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).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p><b>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.</b>  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 written, 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 <b>Turn and Talk</b> strategy.</p>			
<b>Language</b>	<p><b>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language</b></p>	<p><b>Grammar Lessons:</b> Adjectives  p.T23, T33, T41, T51, T57</p>		

	<p><b>skills learned previously.</b>  Students will be exposed to the <b>prefix re-</b> and the <b>suffix -full</b>. They will have a basic understanding that re- and -full can be added to beginning or end of some words and it will change the meaning of the word it is added to.</p> <p><b>Sentence Structure and Meaning</b></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  Students will understand that a <b>adjective</b> is describing word that tells more about a person, place, animal or thing. They will be able to identify adjectives in a sentence and add adjectives to sentences to make them more interesting and descriptive.</p> <p>b. Form questions that seek additional information, rather than a simple yes/no answer.</p> <p><b>Word Usage</b></p> <p>c. Form regular plural nouns orally by adding /s/ or /es/.</p> <p><b>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>  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.  Students will have opportunities to practice printing the words “<b>help</b>” and “<b>too</b>”, and word with the <b>a-consonant-e</b> spelling pattern 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.  Students will be able to name a period, question mark and exclamation mark when they see one at the end of a</p>	<p><b>Vocabulary Strategy:</b> Word Parts:  Prefix p.25,  Word Parts: Suffix p.43</p> <p><b>Visual Vocabulary Cards:</b> chores, contribute, member, organize, accomplish</p>		
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	<p>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>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</p> <p><b>L.K.5 Explore word relationships and nuances in word meanings.</b></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 household furniture. They will be able to identify different attributes of furniture.</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 chores, contribute, member, organize and accomplish following the Define/Example/Ask Routine.</p> <p><b>L.K.6 Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.</b>  Students will use household furniture words 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 9-Week 2**

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

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**Unit 9 Big Idea:** How Things Change (3 Weeks) ~ How do things change?

**Week 2**

*Weekly Concept:* Good Citizens!

*Essential Question:* What do good citizens do?

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><b>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</b> Students will answer comprehension questions posed by the teacher during and after read alouds and readings of leveled readers.</p> <p><b>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</b> As teacher rereads “Hen Hears Gossip” they will help students develop a deeper understanding of the characters and major events of the story, using the scaffolding instruction on T108-109. Students will also read a leveled reader, the teacher will guide students to help them identify key details or events in the story.</p> <p><b>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</b> Students will work together to compare the settings of the texts “<i>Hen Hears Gossip</i>” and “<i>The Little Red Hen</i>” To show things that good citizens do.</p>	Literature Big Book: “Hen Hears Gossip” by: Megan McDonald	DIBELS	
Reading Informational Text	<p><b>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</b> Using think alouds, teachers will model finding and retelling key details from the leveled readers. Students can then take turns retelling the story.</p>			

	<p>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><b>Reading Foundations</b></p>	<p><b>RF.K.1 Demonstrate understanding of the organization and basic features of print.</b>  Students will be able to track and read the text in a leveled reader accurately using their knowledge of text organization and words.</p> <p>a. Follow words from left to right, top to bottom, and page by page.  Students will learn that we read left to right and top to bottom by tracking the words while reading leveled readers and the Reading/Writing Workshop.</p> <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.  Students will understand that there is always a space between each written word.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><b>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b></p> <p>a. Recognize and produce rhyming words.  Students will know that rhyming words have the same end sound. <b>“Why are these rhyming words?” (because they have the same end sound).</b></p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and</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 medial and</p>	<p><b>Literature Big Book:</b>  “Hen Hears Gossip”  by: Megan McDonald</p> <p><b>Retelling Cards:</b>  “Hen Hears Gossip”</p> <p><b>Sound-Spelling Card:</b>  five: /f/, y i_e, igh, ie</p> <p><b>Word-Building Cards:</b> a-z</p> <p><b>Photo cards:</b>  various photo cards such as five, dime, kite, bike, vine, nine, juggle, gate</p> <p><b>Dog Puppet</b></p> <p><b>Visual Vocabulary Cards:</b> play, has</p> <p><b>Visual Vocabulary Cards:</b>  citizen, respect, tidy, necessary, and hauled</p> <p><b>Visual Vocabulary Cards:</b> has, play</p> <p><b>Unit 9 Reading/ Writing Workshop:</b>  p. 22-29, “We Can Play”</p>		



ending long /i/ sound of words that have the letter i in the middle or at the end of words. Students will be guided to find words with the spelling i\_e, y (at the end), igh, ie and say /i/.

e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. Student will be able to eliminate given phonemes from a word and produce the new word. Example: Say *rise* without /r/ (*eyes*)

**RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.**

Students will practice blending, segmenting and writing words with long i and l, n, f, 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.

b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

Students will identify the long and short vowel sound for the vowel i. Students will be able to sort words/picture cards by the medial sound /i/ and /i/.

c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). Students will read the high-frequency word “**has**” and “**play**”. They will review and read the high frequency word cards **help** and **too**. If appropriate, expose higher level learners to the Build Your Word Bank Words “**find**”, “**over**” and “**were**”.

d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. Students will blend and read words with long i, and l, n, f, p. They will notice which letter sounds are the same and which are different.

**RF.K.4 Read early-emergent-reader texts with purpose and understanding.**

With assistance from the teacher, students will sound out the decodable words and say the sight words. Help children find text evidence to support their answers to the comprehension questions. Have students reread with good expression and

	tone that matches the end marks they see. Make connections from the reading to the essential question.			
<b>Writing</b>	<p><b>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.</b></p> <p>Students will use a combination of introduced high frequency words and phonetic spelling to produce an <b>informative</b> writing piece telling how they could be a good citizen.</p>			
<b>Speaking &amp; Listening</b>	<p><b>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.</b></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>			
<b>Language</b>	<p><b>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.</b></p> <p><b><i>Sentence Structure and Meaning</i></b></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</p> <p>Students will understand that an <b>adjective</b> is a describing word that tells details about a person, place, animal, or thing. They will identify adjectives in sentences and practice using adjectives in sentences to tell about picture cards with a partner.</p> <p>b. Form questions that seek additional information, rather than a simple yes/no answer.</p> <p><b><i>Word Usage</i></b></p> <p>c. Form regular plural nouns orally by adding /s/ or /es/.</p>	<p><b>Grammar Lessons:</b> Adjectives p.T105, T115, T123, T133, T139</p> <p><b>Photo cards:</b> various photo cards such as: nut, ostrich,</p> <p><b>Visual Vocabulary Cards:</b> citizen, respect, tidy, necessary, and hauled</p>		

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

a. Print upper- and lowercase letters.

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.

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 read.

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

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

Students will begin to write simple CVCE 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.

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.

Students will gain an understanding of **farm animals**. Explain that farm animals are different from a pet. Farm animals live outside or in a barn. Discuss the farm animals from each illustration in the Big Book “Hen Hears Gossip”.

	<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>).</p> <p>Students will learn the new vocabulary words <b>citizen, respect, tidy, necessary, and hauled</b> following the Define/Example/Ask Routine.</p> <p><b>L.K.6 Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.</b></p> <p>Explain, and help students understand, that the words <b>who, what, where, when, why</b> and <b>how</b> are <b>question words</b>. Clarify that we use question words when we do not understand something or when we want to find out information.</p>			
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**Webster Public Schools**  
**ELA Curriculum Map ~ Wonders McGraw-Hill: Kindergarten - Unit 9-Week 3**

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<b>Unit 9 Big Idea:</b> How Things Change (3 Weeks) ~ How do things change?
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**Week 3**

*Weekly Concept: Our Natural Resources*

*Essential Question: How can things in nature be used to make new things?*

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		<b>Interactive Read Aloud Cards:</b> "Spider Woman Teaches the Navajo"	DIBELS	
Reading Informational Text	<p><b>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</b> 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.</p> <p><b>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</b> Using think alouds, teachers will model finding and retelling key details from the leveled readers. Students can then take turns retelling the story. 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><b>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</b> Use the photographs and text within the story to have students compare what things in nature different foods are made from.</p> <p><b>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).</b> Students will understand that sometimes photographs in a story give information that is not in the author's words.</p>	<p><b>Strategy:</b> Reread</p> <p><b>Literature Big Book:</b> "Bread Comes to Life: A Garden of Wheat and Loaf to Eat" by: George Levenson</p> <p><b>paired read p.32-36</b> "Nature Artists"</p> <p><b>Retelling Cards:</b> "Bread Comes to Life: A Garden of Wheat and Loaf to Eat"</p> <p><b>Leveled Readers:</b> <u>Approaching level-</u> "Look Where It Is From"</p> <p><u>On Level-</u> "What's For Breakfast?"</p> <p><u>Beyond Level-</u> "Nature at the Craft Fair"</p> <p><u>English Language Learners-</u> "What's For Breakfast?"</p>		
Reading Foundations	<b>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>	<b>Sound-Spelling Card:</b> boat: o, oa, ow, o_e, oe		

Students will break a word into its word parts. Have students listen as you say a word and have them substitute final sounds in the word to make a new word.

a. Recognize and produce rhyming words.

b. Count, pronounce, blend, and segment syllables in spoken words.

Students will answer questions such as, *how many parts does the word railroad have?* Students will clap out the parts in words. Students will put the parts of words back together to say the whole word.

c. Blend and segment onsets and rimes of single-syllable spoken words.

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 medial and ending long /o/ sound of words that have the letter o in the middle or at the end of words. Students will be guided to find words with the spelling o\_e, o, oa, oe, ow (at the end), and say /o/.

e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Students will be able to change given phonemes from a word and produce a new word. Example: Say *sat*. Change the /s/ to /m/. What new word do you have?

**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 a-z

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 a-z when the letters are presented both orally and visually.

b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

Students will identify the long vowel sound for the vowel o. Students will be able to sort words/picture cards by the long and short vowel sounds for the letter o.

c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

Students will read the high-frequency words “**look**” and “**where**”. They will begin to form sentences with the high

**Word-Building Cards:** a-z

**Photo cards:**

various photo cards such as globe, nose, rope

**Dog Puppet**

**High-Frequency Word Cards:**

where, look

**Visual Vocabulary Card:**

where, look

**Unit 9 Reading/ Writing Workshop:**

p. 36-43, “Look! A Home!”

**Leveled Readers:**

Approaching level-

“Look Where It Is From”

On Level-

“What’s For Breakfast?”

Beyond Level-

“Nature at the Craft Fair”

English Language Learners-

“What’s For Breakfast?”

	<p>frequency word cards and word building cards. If appropriate, expose higher level learners to the Build Your Word Bank Words <b>know, would, and write</b>.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. Students will be able to compare words, and identify how they are the same and how they are different. Example: <i>zip, zap</i>- They both have the letters z and p. One has the letter i and other has the letter a in the middle.</p> <p><b>RF.K.4 Read early-emergent-reader texts with purpose and understanding.</b> 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 foundational skills, comprehension, and fluency.</p>			
Writing	<p><b>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.</b> Students will use a combination of introduced high frequency words and phonetic spelling to produce an <b>informative</b> writing piece by choosing a natural resource and telling how it can be used to create something new.</p>			
Speaking & Listening	<p><b>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.</b> 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 <b>Turn and Talk</b> strategy.</p> <p><b>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</b> Students will add detailed illustrations to match their verbal or written sentences.</p> <p><b>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</b> This standard can be monitored during student presentations.</p>	Unit 9 Reading/Writing Workshop p.32-33, 36-43		
Language	<p><b>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills</b></p>	Grammar Lessons: Adjectives p.T187, T197, T205, T215, T221		

	<p>learned previously.</p> <p><b>Sentence Structure and Meaning</b></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).  <i>Students will understand that a sentence needs to tell a complete thought and has a naming part and a telling part. Review that a sentence can have describing words, known as <b>adjectives</b>, that give our sentences more detail.</i></p> <p>b. Form questions that seek additional information, rather than a simple <i>yes/no</i> answer. <i>Word Usage</i></p> <p>c. Form regular plural nouns orally by adding /s/ or /es/.</p> <p><b>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>  <i>Students will properly capitalize words, attend to punctuation marks, and spell all sight words correctly in their writing.</i></p> <p>a. Print upper- and lowercase letters.</p> <p>b. Capitalize the first word in a sentence and the pronoun I.</p> <p>c. Recognize and name end punctuation.</p> <p>d. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  <i>Students will write the appropriate letters when told the corresponding sounds or when told to write the letter that they hear at the beginning, middle, or end of a word.</i></p> <p>e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  <i>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.</i></p> <p>f. Write numbers 0–20 (see kindergarten mathematics standards for Counting and Cardinality).</p> <p><b>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</b></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>Vocabulary Strategy:</b> Sentence Clues</p> <p><b>Visual Vocabulary Cards:</b> natural resources, create, designs, weave, knowledge</p> <p><b>Unit 9 Reading/Writing Workshop:</b> pgs 44-45</p>		
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	<p>Students will be able to identify <b>different foods</b>. They will be able to compare food items and identify the natural resource used to make these foods.</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 <b>natural resources, create, designs, weave, and knowledge</b> 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><b>L.K.6 Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.</b> Students will talk about <b>natural resources used to make food products</b> in discussions with teachers and peers that were acquired through conversations and teacher lead activities. Teacher lead activities and think alouds will also be used to model the author's use of <b>sentence clues</b>.</p>			
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