

Kindergarten Unit #2: Reading - Asking Questions

Content Area: **Reading**
Course(s): **Reading 2, Generic Course**
Time Period: **Marking Period 1**
Length: **6-8 weeeeks**
Status: **Published**

Established Goals/Standards

Please choose the appropriate Goals/Standards from the Standards tab above.

LA.RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
LA.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
LA.RI.K.5	Identify the front cover, back cover, and title page of a book.
LA.RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
LA.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
LA.RI.K.10	Actively engage in group reading activities with purpose and understanding.
LA.RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
LA.RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
LA.RL.K.4	Ask and answer questions about unknown words in a text.
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.

Essential Questions

Please add your Essential Questions by clicking on the Lists tab above.

- How can asking questions about important parts of the story help us understand the books we read?
- How do readers prepare for reading?
- What can readers do to help them understand the story?
- Why is it important for readers to ask questions about details in the story?

Enduring Understanding

Please add your Enduring Understandings by clicking on the Lists tab above.

- Readers can recognize common types of texts.
- Readers use strategies to construct meaning.

- Readers will ask and answer questions about unknown words in a text.
- Readers will be able to ask and answer questions about key details in a story.
- Readers will be able to identify author and illustrator of a story.

Content

Student will be able to ask questions about unknown words.

Student will be able to answer who, what, where, when, and why to obtain information about the story.

Student will be able to identify the key details in a story to obtain the main idea.

Student will be able to identify the beginning, middle and end of story.

Student will be able to sequence the events of a story.

Student will be able to identify the author's purpose for writing the story.

Student will be able to name the author and illustrator.

Student will be able to identify the characters and setting.

Resources

Please add your Resources by clicking on the Lists tab above.

- anecdotal notes
- Brown Bear, Brown Bear What Do You See?
- Christmas Around the World
- Chrysanthemum
- classroom leveled library
- Daily five
- Diary of a Worm
- Duck on a Bike
- F&P assessments
- graphic organizers
- guided reading books
- In The Garden
- It's Super Mouse
- Knuffle Bunny
- mentor texts
- Milk from Cow to Carton (sequencing)
- Not Norman A Goldfish Story
- On The Go
- Read Works: Thanksgiving

- Russ and the Firehouse
- The Bus For Us
- The Family Book
- The Very First Thanksgiving Day
- There Was An Old Lady...
- Who Keeps Us Safe?