GR K Module 8 (From Plant to Plate)

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 4**
Length: **4 weeks**
Status: **Published**

Unit Overview

Module Title: From Plant to Plate

Essential Question: How do plants become food?

Standards

Week 1

L.RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.
L.RF.K.2.D	Orally repeat multi-syllable words and pronounce the separate syllables.
L.RF.K.2.E	Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
L.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
L.RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
L.RF.K.3.C	Read high-frequency words and grade level irregular words with automaticity.
L.RF.K.3.D	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.K.4	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
L.WF.K.1.B	Write upper and lowercase letters, with reference to a model.
L.WF.K.1.D	Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
L.WF.K.1.E	Write a common grapheme (letter or letter group) for each phoneme.
L.WF.K.1.F	Orally segment the phonemes in any single syllable, spoken word.
L.WF.K.2.B	Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
L.WF.K.2.C	Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
L.WF.K.2.D	Writing frequently used words accurately.

L.WF.K.2.E	Attempting phonetic spellings of unknown words.
L.WF.K.3.F	Write sentences with increasing complexity.
L.WF.K.3.G	Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
L.WF.K.3.I	With support, distinguish between a complete sentence and a sentence fragment.
L.WF.K.3.K	Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
RI.TS.K.4	Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
W.AW.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).

Week 2

L.RF.K.1.C	Understand that words are separated by spaces in print.
L.RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.
L.RF.K.2.E	Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
L.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
L.RF.K.3.C	Read high-frequency words and grade level irregular words with automaticity.
L.RF.K.3.D	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.K.3.E	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
L.RF.K.4	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
L.WF.K.1.B	Write upper and lowercase letters, with reference to a model.
L.WF.K.1.C	Write left to right and include a space between words.
L.WF.K.1.D	Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
L.WF.K.1.E	Write a common grapheme (letter or letter group) for each phoneme.
L.WF.K.1.F	Orally segment the phonemes in any single syllable, spoken word.
L.WF.K.2.A	Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
L.WF.K.2.B	Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
L.WF.K.2.C	Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
L.WF.K.2.D	Writing frequently used words accurately.
L.WF.K.2.E	Attempting phonetic spellings of unknown words.
L.WF.K.3.A	Repeat a sentence, identifying how many words are in the sentence.
L.WF.K.3.B	Write simple sentences.

L.WF.K.3.C	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
L.WF.K.3.D	Use end punctuation.
L.WF.K.3.I	With support, distinguish between a complete sentence and a sentence fragment.
L.WF.K.3.J	With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
L.WF.K.3.L	Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
L.VL.K.2.A	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
RI.IT.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.CT.K.8	With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
W.AW.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
SL.PE.K.1.B	Continue a conversation through multiple exchanges.
SL.PI.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Week 3

L.RF.K.2.E	Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
L.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
L.RF.K.3.C	Read high-frequency words and grade level irregular words with automaticity.
L.RF.K.3.D	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.K.3.E	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
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SL.PE.K.1.B	Continue a conversation through multiple exchanges.
SL.PI.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Week 4

L.RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.
L.RF.K.2.E	Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
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L.WF.K.3.L	Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

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SL.PE.K.1.B	Continue a conversation through multiple exchanges.

Materials/Activities/Resources

ore materials:

- HMH Into Reading
- Rigby Leveled Texts
- HMH Writing

Supplemental materials

- Multi-Sensory materials and techniques

Web Site Resources:

- Ed Your Friend in Learning
- Lexia

Technology

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

Assessment

Formative Assessment

- Teacher Observation
- Comprehension Quizzes

- Running Records
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide

Summative Assessment

- Module Test
- On Demand Pieces
- District Benchmarks

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher
- Readworks level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Study Guides
- Mixed Ability Grouping

504

- In class/pull out support with special ed teacher
- Readworks level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Study Guides
- Mixed Ability Grouping

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Readworks level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud

- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

At-Risk of Failure

- Additional time during intervention time
- Readworks level reading passages
- Questions read aloud
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

Gifted & Talented

- Independent projects
- PEP/GEM class
- Above-Level Reading Materials

Interdisciplinary Connections

Social Studies Connections:

Science Connections:

K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive. Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.

Social and Emotional Learning Connections

Learning Mindset: Problem Solving

Career Readiness, Life Literacies & Key Skills

Financial Literacy (9.1):

- By the end of Grade 2
    - 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
    - 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Career Awareness, Exploration, and Preparation (9.2):

- By the end of Grade 2
    - 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Life Literacies and Key Skills (9.4):

- By the end of Grade 2
    - 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
    - 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
    - 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
    - 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
    - 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
    - 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
    - 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
    - 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
    - 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.