

# Grade K: Unit 9: Growing Up

Content Area: **English Language Arts**  
Course(s): **Generic Course**  
Time Period: **3 weeks**  
Length: **Weeks**  
Status: **Published**

## Unit Overview

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In this unit the students will gain the foundation to understand and achieve NJSLs by the end of the Kindergarten school year.

## Transfer

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Students will be able to independently use their learning to...

-What kinds of long term, independent accomplishments are desired?

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## Meaning

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## Understandings

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Students will understand that...

-What specifically do you want students to understand?

-What inferences should they make/grasp/realize?

## Essential Questions

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Students will keep considering...

- How do weather and seasons affect us?
  - Week one: How are the seasons different?
  - Week two: What happens in different kind of weather?
  - Week three: How can you stay safe in bad weather?

SOC.6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
SOC.6.1.4.A.CS3	American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
SOC.6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
SOC.6.1.4.C.8	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
SOC.6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
K-ESS3-1.ESS3.A.1	Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

What facts and basic concepts should students know and be able to recall?

### **Students will be skilled at...**

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Students will be skilled at...

- identifying key details in Literature
- isolate, blend, and segment Phonemes

## **Academic Vocabulary**

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- Draft
- Folktale
- Hyperlink
- Inquiry
- Myth
- Narrative
- Opinion
- Plural
- Poetry
- Predict
- Publish
- Purpose
- Report
- Research
- Revise
- Sequence
- Speech Bubbles
- Story
- Visualize
- Web Site

## **Learning Goal**

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Students will identify key ideas and details in text.

Students will actively engage in group reading activities with purpose and understanding.

Students will employ various comprehension strategies to assist with understanding.

Students will read emergent reader text with purpose and understanding.

Students will demonstrate understanding of the organization of basic features of print.

Students will demonstrate understanding of spoken words, syllables and sounds.

Students will demonstrate a command of the conventions of standard English grammar and usage when writing or speaking.

Students will convey a message through written expression.

Students will recognize that spoken words are represented in written language by specific sequences of letters

## **Targets**

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The student will ask and answer key details in grade appropriate text and describe the relationship between the illustrations and the text with support.

Students will set a purpose for reading.

Students will identify and support similarities and differences in stories.

Students will reread text to clarify and understand.

Students will identify character, setting, plot.

Students will make connections within text.

The student will blend substitute, delete, isolate and categorize phonemes.

Students will segment syllables.

The student will name a topic and supply information about a topic in a sentence.

Students will recognize and use adjectives.

Students will identify prefixes and suffixes.

Students will write and support their opinion.

Students will write a story.

## **Comprehension Strategy--( Level of Difficulty 2 Comprehension)**

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SWBAT:

Ask and answer questions:

Week One:

- To Visualize
- Connect Big Book to weekly concept

Week Two:

- To Visualize
- Connect Big book to weekly concepts

Week three:

- To Visualize

- Connect Big book to weekly concepts

LA.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.

## **Comprehension Skills--( Level of Difficulty 3 Analysis)**

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SWBAT:

Understand key details

Week one-three:

- Learn information about what is happening in a selection by looking for information in the text and in the photographs
- Details from the text and the photographs can help you when you are looking for answers to your questions

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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.

## **Phonemic Awareness**

Onset and Rime Segmentation, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation
Recognize Rhyme, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation
Recognize Alliteration, Phoneme Identity, Phoneme Blending, Phoneme Addition

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LA.RF.K.2.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/.)
LA.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.
LA.RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

## **Writing Traits**

Students will write a sentence (Response to Reading)

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LA.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LA.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.L.K.1.B	Use frequently occurring nouns and verbs.
LA.L.K.1.C	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

## 21st Century Skills

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

## Grammar (Level of Difficulty 3 Analysis)

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SWBAT:

Grammar

Week one:

- with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- use common, proper and possessive nouns

Week two:

- with guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions
- form regular plural nouns orally by adding /s/ or /es/

Week three:

- use a combination of drawing, dictating and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic.
- form regular plural nouns orally by adding /s/ or /es/

LA.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.L.K.1.B	Use frequently occurring nouns and verbs.

## **Research and Inquiry (Level of Difficulty 4 Knowledge Utilization)**

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SWBAT...

Conduct research

Week one:

- about the four seasons in your area and create a season chart

Week two:

- about a simple windsock in advance and place it so it can be seen from classroom windows, and create a windchart.

Week three:

- to discuss weather that occurs in different seasons such as hurricanes, tornadoes, and blizzards and create a safety book.

LA.W.K.7

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

LA.W.K.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## **Summative Assessment**

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Unit Assessment

Weekly Wrap ups

Assessment packet

## **Formative Assessment and Performance Opportunities**

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- leveled readers
- online activities
- question and answer
- teacher observation
- weekly assessments
- work station cards

## **Accommodations/Modifications**

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- **Presentation, response, setting, timing, scheduling, and organization skills accommodations are listed below.**
- **Assignment and curriculum modifications are listed below.**

- Answer fewer or different test questions
- Complete fewer or different homework assignments than peers
- Create alternate projects and/or assignments
- Have a word wall, sight-words, and alphabet accessible
- Have curriculum material translated into native language
- Have extra time to process oral information and directions
- Learn content from audio books, movies, digital media instead of reading print versions
- Listen to audio recordings while reading text
- Mark texts with highlighter
- Sit where he/she learns best (for example, near teacher and away from other distractions)
- Take a test at a specific time of day
- Take a test in several timed sessions or over several days
- Take a test in small group setting
- Take frequent breaks, such as after completing a task
- Take more time to complete a project
- Take more time to complete tasks or a test
- Take sections of a test in different order
- Use a timer or alarm for time management
- Use alternate texts at lower readability level
- Use manipulatives to teach or demonstrate concepts
- Use noise buffers such as headphones, earphones, or earplugs
- Use sensory tools such as an exercise band that can looped around a chair's leg (so fidgety kids can kick it and quietly get their energy out)
- Use special lighting or acoustics
- Use visual presentations of verbal materials, such as visual organizers
- Work or take tests in a different setting, such a quiet room with less distractions
- Work with fewer items per page or line and/or materials in a larger print size

## **Interdisciplinary Connections**

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- Week 1: Growing Up
- Week 2: Good Citizens
- Week 3: Our Natural Resources

SCI.K-LS1-1

Use observations to describe patterns of what plants and animals (including humans) need to survive.



## **Unit Resources**

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Big Book and Little Book of Reading/ Writing Workshop

Literature Big Books

Interactive Read-Aloud Cards

Teacher Editions

Teaching Posters

Puppet

Leveled Readers

Your Turn Practice Book

Visual Vocabulary Cards

Leveled Workstation Activity Cards

Retelling Cards

Photo Cards

High-Frequency Word Cards

Sound-Spelling Cards

Response Board

Unit Assessment

Benchmark Assessment

