

Grade K: Unit 8: On the Move

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

Unit Overview

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

Transfer

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

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

Meaning

Understandings

Students will understand that...

-What specifically do you want students to understand?

-What inferences should they make/grasp/realize?

Essential Questions

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.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.1.4.D.CS4	The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
SOC.6.1.4.D.CS7	Cultures struggle to maintain traditions in a changing society.
SOC.6.1.4.D.CS9	Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
SOC.6.1.4.D.CS10	The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
K-PS3-1.PS3.B.1	Sunlight warms Earth's surface.

Application of Knowledge and Skill

Students will know...

Students will know...

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

Students will be skilled at...

Students will be skilled at...

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

Academic Vocabulary

- Draft
- Folktale

- Hyperlink
- Illustrations
- Informational Text
- Inquiry
- Myth
- Narrative
- Noun
- Opinion
- Plural
- Poetry
- Predict
- Publish
- Purpose
- Report
- Research
- Revise
- Sequence
- Sort
- Speech Bubbles
- Visualize

Learning Goal

Students will identify key ideas and details in text.

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

Students will read emergent reader text with purpose and understanding.

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 distinguish shades of meaning among words describing the same general action.

Students will make predictions about a story.

Target

Students will ask and answer questions in fictional and informational text.

Students will recognize and name all upper and lowercase letters of the alphabet.

Students will read common high-frequency words by sight.

Students will identify and use nouns.

With support students will retell a story.

Students will produce and isolate initial, medial and final sounds in three phoneme words.

Students will confirm and revise predictions.

Students will identify characters, setting and events in stories.

Students will describe the cause and effect relationship of the problem and solution (plot) of a story.

Students will reread text for clarification

Students will identify and use prepositions in sentences.

Comprehension Strategy--(Level of Difficulty 2 Comprehension)

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)

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

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

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)

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).

Grammar (Level of Difficulty 3 Analysis)

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.
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Research and Inquiry (Level of Difficulty 4 Knowledge Utilization)

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
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LA.W.K.8

favorite author and express opinions about them).

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

Summative Assessment

Unit Assessment

Weekly Wrap ups

Assessment packet

21st Century Life and Careers

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

CRP.K-12.CRP5

Consider the environmental, social and economic impacts of decisions.

CRP.K-12.CRP8

Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP8.1

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Formative Assessment and Performance Opportunities

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

Accommodations/Modifications

- **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 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

- Week 1: On the Move
- Week 2: My USA
- Week 3: Look to the Sky

SCI.K-ESS3-1

Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

SOC.6.1.4.D.17

Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

Unit Resources

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