

# Grade K: Unit Ten: Problem Solvers

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 NJSL 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.CS1	Rules and laws are developed to protect people's rights and the security and welfare of society.
SOC.6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
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.CS9	Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
K-ESS3-2	Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
K-ESS2-1	Use and share observations of local weather conditions to describe patterns over time.
K-ESS3-2.8.1	Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world.
K-ESS2-1.ESS2.D.1	Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.
K-ESS3-2.ESS3.B.1	Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events.
K-PS2-1.PS2.A.1	Pushes and pulls can have different strengths and directions.
K-PS2-1.PS2.A.2	Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.

## **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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- Cyber
- Directions
- Draft
- Folktale
- Hyperlink
- Inquire
- Myth
- Narrative
- Observations
- Opinion
- Pattern
- Plural
- Poem
- Poetry
- Predict
- Present
- Publish
- Purpose
- Report
- Research
- Revise
- Sequence
- Sort
- 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 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**

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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, isolate, delete and substitute 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.

Students will sequence events of a story.

Students will identify and produce antonym pairs.

Students will identify and use plural nouns.

## **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.

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### **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**

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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

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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).

## 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.
LA.L.K.1.C	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

## **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

## **21st Century Life and Careers**

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CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## **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.**

- Create alternate projects and/or assignments
- Work with fewer items per page or line and/or materials in a larger print size
- Answer fewer or different test questions
- Complete fewer or different homework assignments than peers
- 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 a project
- 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

## **Interdisciplinary Connections**

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- Week 1: Problem Solvers
- Week 2: Sort it Out
- Week 3: Protect Our Earth

SOC.6.1.4.D.CS3

Personal, family, and community history is a source of information for individuals about the people and places around them.

## **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

