

Grade K: Unit 2: Let's Explore

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...

- Recognize characteristics of informational and fictional literature
- Use the sounds of words to read fluently
- Construct meaning from text
- Recall and gather information to learn more about a specific topic
- Use words to express ideas in writing

Meaning

Understandings

Students will understand that...

- the author and the illustrator have different roles that work together to provide meaning
- asking questions about key details in a story can provide more meaning
- that sounds of letters work together to form words
- that nouns and verbs are different and play different roles in expressing an idea
- recalling and gathering information from text can help to learn more information about a topic and can be expressed in their writing

Essential Questions

Students will keep considering...

- What can you find out when you explore?
 - Week one: How do tools help us explore?
 - Week two: What shapes do you see around you?
 - Week three: What kinds of bugs do you know about?

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| HPE.2.1.2.D.1 | Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention). |
| 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 | Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. |
| K-ESS2-2 | Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. |
| K-ESS2-2.ESS2.E.1 | Plants and animals can change their environment. |
| K-LS1-1 | Use observations to describe patterns of what plants and animals (including humans) need to survive. |
| K-LS1-1.LS1.C.1 | 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. |

Application of Knowledge and Skill

Students will know...

Students will know...

- the difference between author and illustrator
- that illustrations can help to understand text
- phonemes
- frequently occurring nouns and verbs
- information can be gathered from text to find out more about an object

Students will be skilled at...

Students will be skilled at...

- asking questions about key details with prompting and support both in text and confirm ideas orally
- actively engage in group reading activities
- naming the author and illustrator of a story and their roles with prompting and support
- recognizing connections between illustrations, events or people in a story with prompting and support
- retell familiar stories with prompting and support

- recognize the connections between the illustrations and the text with prompting and support
- demonstrate one to one letter sound correspondance
- isolate and pronounce the initial sound, medial vowel and final sound (phoeneme) in three phoeneme words
- use frequently occurring nouns and verbs
- use a combination of drawing, dictating and writing to describe a single event.
- use a combination of drawing, dictating and writing to compose an informative/explanatory texts in which they name what they are writing about
- recall familiar information and gather information from provided sources with help from adults
- participate in a shared research and writing project

Academic Vocabulary

- cover
- photographs
- title
- information
- sentence
- verb
- facts
- events
- predict
- tale
- fable
- sort
- heading
- revise
- draft
- resource
- research
- present
- words
- observe
- poem
- informational text
- bold print
- characters
- word web
- category
- caption
- bookmark
- publish

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 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.

Targets

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.

Students will identify and use verbs.

With support students will retell a story.

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

Students will use a combination of drawing, dictation and writing to narrate a single event.

Students will identify characters, setting and events in stories.

Comprehension Strategy--(Level of Difficulty 2 Comprehension)

SWBAT:

Ask and answer questions:

Week one and two:

- Recognize characteristics of informational text
- Connect Big book to weekly concepts

Week three:

- Recognize characteristics of fiction
- Connect Big book to weekly concepts

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| LA.RI.K.1 | With prompting and support, ask and answer questions about key details in a text. |
| LA.RI.K.10 | Actively engage in group reading activities with purpose and understanding. |
| 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

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| LA.RI.K.1 | With prompting and support, ask and answer questions about key details in a text. |
| LA.RI.K.3 | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| LA.RI.K.7 | With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). |
| LA.RL.K.2 | With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how). |
| LA.SL.K.2 | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |

Phonemic Awareness

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| Recognize Alliteration, Phoneme Isolation, Phoneme Categorization, Phoneme Blending |
| Onset and Rime Blending, Phoneme Isolation (initial/ final), Phoneme Blending, Phoneme Categorization |
| Count and Pronounce Syllables, Phoneme Segmentation, Phoneme Blending |

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.

Writing Traits

Shared Writing: Illustrations/ Labels

Shared
Writing:
Illustrations
/ Labels

LA.L.K.1.B

Use frequently occurring nouns and verbs.

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.3

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Grammar (Level of Difficulty 3 Analysis)

SWBAT:

Grammar

Week one:

- write and read aloud the words throw, wave and point
- demonstrate these words and say the action
- understand that these action words are called verbs

Week two:

- write and read aloud the words jump, mix and sing
- understand that a verb is an action word that tells what someone or something does
- write sentences for the following action words: jump, mix and sing

Week three:

- write and read aloud the words gather and stack
- demonstrate these words and say the action
- write a sentence given a frame

LA.L.K.1.B

Use frequently occurring nouns and verbs.

Research and Inquiry (Level of Difficulty 4 Knowledge Utilization)

SWBAT...

Conduct research

Week one:

- about a tool and create a class tool belt with a sentence about what people use the tool to do

Week two:

- about a shape and create a class shape chart with a sentence explaining what the shape is

Week three:

- about a bug and create a class bug bulletin board with a sentence that labels the bug

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

Unit Assessment

Weekly Wrap ups

Assessment packet

21st Century Life and Careers

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

- 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.**

- Week 2 Beyond Level: Use a Shape
- Wonderworks Week 1: recognize alliteration
- Answer fewer or different test questions
- Complete fewer or different homework assignments than peers
- Create alternate projects and/or assignment
- 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

- Week 1: Tools We Use
- Week 2: Shapes All Around
- Week 3: World of Bugs

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.

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

