

Grade K: Unit 5 Wonders of Nature

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

Unit Overview

Unit 5 will give students 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 reread to identify main topic and key details, organize, use pronouns, and read high-frequency words in all environments.

Meaning

Understandings

Students will understand...

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.

Identify real-life connections between words and their use.

Actively engage in group reading activities with purpose and understanding.

Recognize that spoken words are represented in written language by specific sequences of letters.

Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.

Associate the long and short sounds with the common spellings for the five major vowels.

Write a letter or letters for most consonant and short-vowel sounds.

Read common high-frequency words by sight.

Recall information from experiences or gather information from provided sources to answer a question.

Produce and expand complete sentences in shared language activities.

Sort common objects into categories to gain a sense of the concepts the categories represent.

Use words and phrases acquired through conversations reading and being read to, and responding to texts.

Blend and segment onsets and rimes of single-syllable spoken words.

Ask and answer questions about key details in a text.

Describe the relationship between illustrations and the text in which they appear.

Associate the short sounds with common spellings for the five major vowels.

Read emergent-reader texts with purpose and understanding.

Demonstrate the basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the sounds for each consonant.

Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Respond to questions and suggestions from peers and add details to strengthen writing as needed.

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.

Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Speak audibly and express thoughts, feelings, and ideas clearly.

Identify the main topic and retell key details of text.

Essential Questions

Students will keep considering... What kinds of things can you find growing in nature?

- Week 1: What do living things need to grow?
- Week 2: How do living things change as they grow?
- Week 3: What kinds of things grow on a farm?

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| 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-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.ESS2.E.1 | Plants and animals can change their environment. |
| 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. |
| 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...

With prompting and support, students will know how to...

There are no major errors or omissions regarding the simpler details and processes as the student:

- ☐ recognizes or recalls specific terminology such as:
- ☐ fluent, non-fluent
- ☐ recognizes a fluent sentence and a non-fluent sentence that is read aloud

However, the student exhibits major errors or omissions regarding the more complex ideas and processes.

The student will recognize or recall specific vocabulary, such as:

- Capitalize, end punctuation, pronoun, sentence

The student will perform basic processes, such as:

- Demonstrate the use of grade-appropriate conventions in isolation

There are no major errors or omissions regarding the simpler details and processes as the student:

- recognizes or recalls specific terminology such as:
 - o pictures
 - o context

- performs basic processes, such as:
 - o determine how meaning was constructed for a word when modeled
- However, the student exhibits major errors or omissions regarding the more complex ideas and processes.

Students will be skilled at...

Students will be skilled at...

The student will:

- ☐ compose text which
 - o contains simple sentences with basic subject-verb agreement
 - o is easy to read aloud

The student exhibits no major errors or omissions.

The student will demonstrate command of the conventions of standard grade-appropriate English capitalization and punctuation in context when writing (L.K.2):

- Capitalize the first word in a sentence and the pronoun I (L.K.2a)
- Recognize and name end punctuation (L.K.2b)

The student:

- Constructs meaning of unfamiliar words in texts read aloud using pictures and context. (e.g. Where The Wild Things Are)

The student exhibits no major errors or omissions.

Academic Vocabulary

organize

pronoun

poem

plurals

fiction

beginning

blend

predict

informational text

poetry

revise

research

publish

fact

opinion

topic

fairy tale

diagram

sequence

pronoun

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.

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

Target

Students will use pronouns when writing sentences.

Students will read common high-frequency words by sight.

Students will identify character, setting, and events in stories.

Students will reread to identify key details and main topic of a text

Students will isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.

Students will associate the long and short sounds with the common spellings for the five major vowels.

Students will read common high-frequency words by sight.

Students will recall information from experiences or gather information from provided sources to answer a question.

Students will ask and answer questions about key details in a text.

Students will describe the relationship between illustrations and the text in which they appear.

Students will read emergent-reader texts with purpose and understanding.

Students will demonstrate the basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the sounds for each consonant.

Students will identify the main topic and retell key details of text.

Comprehension Strategy

SWBAT:

Reread

Week 1: Reread to make sense of a fictional text.

Week 2 & 3: Reread to make sense of an informational text.

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| 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. |
| LA.RI.K.6 | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. |
| LA.RI.K.10 | Actively engage in group reading activities with purpose and understanding. |

Comprehension Skill

SWBAT:

Key Details

Main Topic

Character, Setting, Events

Week 1: Look character, setting, and events in an fictional text.

Week 2: Identify main topic and key details in an informational text.

Week 3: Identify main topic and key details in an informational text.

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| LA.RL.K.3 | With prompting and support, identify characters, settings, and major events in a story. |
| LA.RL.K.7 | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). |
| LA.RI.K.1 | With prompting and support, ask and answer questions about key details in a text. |
| LA.RI.K.2 | With prompting and support, identify the main topic and retell key details of a text. |
| 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

| Count and Blend Syllables, Phoneme Isolation, Phoneme Blending, Phoneme Categorization |
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| Onset and Rime Blending, Phoneme Isolation (initial), Phoneme Blending (medial), Phoneme Segmentation |
| Phoneme Isolation (initial, both letters), Phoneme Blending, Phoneme Addition, Recognize Rhyme |

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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. |
| LA.RF.K.3.C | Read high-frequency and sight words with automaticity. |
| LA.RF.K.3.D | Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot). |
| LA.L.K.2.C | Write a letter or letters for most consonant and short-vowel sounds (phonemes). |
| LA.L.K.2.D | Spell simple words phonetically, drawing on knowledge of sound-letter relationships. |

Writing Traits

Students will write using pictures and labels (Response to Reading)

Students will write using pictures and labels (Response to Reading)

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| LA.W.K.1 | Use a combination of drawing, dictating, and writing to compose opinion pieces in which |
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| | they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). |
| 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. |
| LA.L.1.1.D | Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). |
| LA.L.K.2.A | Capitalize the first word in a sentence and the pronoun I. |

Grammar

SWBAT: use pronouns.

Week 1: Write a poem using pronouns.

Week 2: Write an opinion book using pronouns.

Week 3: Write story sentences using pronouns.

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| LA.W.K.1 | Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). |
| LA.W.K.5 | With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details). |
| LA.L.1.1.D | Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). |
| LA.L.K.2.A | Capitalize the first word in a sentence and the pronoun I. |

Summative Assessment

Unit Assessment: Unit 5

- Comprehension (Key Details, Character, Setting, Events, Main Topic)
- Phonemic Awareness (Phoneme Isolation, Phoneme Blending, Phoneme Categorization, Phoneme Segmentation, Phoneme Addition)
- High-Frequency Words (sight word fluency)
- Phonics (/h/, /e/, /f/, /r/)
- Category Words (size, foods)

21st Century Life and Careers

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

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
- workstation 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
- Have curriculum material translated into native language
- Learn content from audio books, movies, digital media instead of reading print versions
- Complete fewer or different homework assignments than peers
- Create alternate projects and/or assignments
- Have a word wall, sight-words, and alphabet accessible
- Have extra time to process oral information and directions
- 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: How Does Your Garden Grow?
- Week 2: Trees
- Week 3: Fresh from the Farm

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| SCI.K-ESS2-1 | Use and share observations of local weather conditions to describe patterns over time. |
| SCI.K-ESS2-2 | Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. |
| 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. |
| SCI.K-LS1-1 | Use observations to describe patterns of what plants and animals (including humans) need to survive. |

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