

Grade K: Unit 4 Around the Neighborhood

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

Unit Overview

Unit 4 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 ask and answer questions, use adjectives, 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.

(NEW JERSEY AMISTAD COMMISSION CURRICULUM- SEE UNIT RESOURCES)

(NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION CURRICULUM- SEE UNIT RESOURCES)

Essential Questions

Students will keep considering... What do you know about the people and places in your neighborhood?

- Week 1: What do people use to do their jobs?
- Week 2: Who are your neighbors?
- Week 3: How can people help to make your community better?

(NEW JERSEY AMISTAD COMMISSION CURRICULUM- SEE UNIT RESOURCES)

(NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION CURRICULUM- SEE UNIT RESOURCES)

SOC.6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
SOC.6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
SOC.6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

Application of Knowledge and Skill

Students will know...

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

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:
 - o characters
 - o setting
 - o sequential order
- performs basic processes, such as:
 - o recognize the characters, setting, and events

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

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:

- Consonant, letter, short vowel, sound, word

The student will perform basic processes, such as:

- Recognize or recall sound-letter relationships

Students will be skilled at...

Students will be skilled at...

The student:

- Retells a story identifying the characters and the setting and relates important events in sequential order

The student exhibits no major errors or omissions.

The student will:

- Write a letter or letters for most consonant and short vowel sounds (phonemes) (L.K.2c)
- Spell grade-appropriate words phonetically, drawing on knowledge of sound-letter relationships (L.K.2d)

Academic Vocabulary

cover

letters

descriptive sentence

adjective

category

predict

photograph

labels

revise

draft

research

publish

chart

description

fiction

informational text

environmental print

sequence

blend

characters

plot

text

captions

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 share visualizations about fictional and informational text orally and through written expression.

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 adjectives.

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.

Students will ask and answer questions before, during and after reading.

Students will identify the main topic of a text and make real-life connections.

Students will change one letter in a word to make a new word.

Comprehension Strategy

SWBAT:

Ask and Answer Questions

Week 1: Ask and answer questions in informational text.

Week 2: Ask and answer questions in fiction.

Week 3: Ask and answer questions in informational text.

LA.RI.K.10

Actively engage in group reading activities with purpose and understanding.

LA.RF.K.1.A

Follow words from left to right, top to bottom, and page by page.

Comprehension Skill

SWBAT:

Key Details

Character, Setting, Events

Week 1: Look for key details in an informational text.

Week 2: Identify character, setting, and events in fiction.

Week 3: Look for key details in an informational text.

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.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Phonemic Awareness

Onset and Rime Segmentation, Phoneme Isolation (initial), Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Categorization
Sentence Segmentation, Phoneme Isolation (initial), Phoneme Blending, Phoneme Segmentation
Recognize Rhyme, Phoneme Identity, Phoneme Blending, Phoneme Segmentation

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.L.K.2.C	Write a letter or letters for most consonant and short-vowel sounds (phonemes).

Writing Traits

Shared Writing: Sentence Frames

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.L.K.1.F	Produce and expand complete sentences in shared language activities.
LA.L.K.5.A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Grammar

SWBAT: use adjectives.

Week 1: Write a descriptive sentence using adjectives.

Week 2: Write a menu using adjectives.

Week 3: Write an expository sentence using adjectives.

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.L.K.1.F	Produce and expand complete sentences in shared language activities.
LA.L.K.5.A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Summative Assessment

Unit Assessment: Unit 4

- Comprehension (Key Details, Character, Setting, Events)
- Phonemic Awareness (Phoneme Isolation, Phoneme Blending, Phoneme Categorization, Phoneme Segmentation)
- High-Frequency Words (sight word fluency)
- Phonics (/o/, /d/)
- Category Words (jobs, position)

21st Century Life and Careers

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
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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.**

- Use manipulatives to teach or demonstrate concepts
- 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 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: Time for Work
- Week 2: Meet Your Neighbors
- Week 3: Pitch In

SOC.6.1.4.B.6

Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.

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

New Jersey Amistad Commission Interactive Curriculum - <http://www.njamistadcurriculum.net/>

literary resources- fables and fairy tales <http://www.njamistadcurriculum.net/history/commoncore/literature/navigation/4434>

New Jersey Commission on Holocaust Education Resources - <https://www.nj.gov/education/holocaust/curriculum/>

Resource- 6 Steps to the Genocide/Tolerance concept in early grades- <https://www.nj.gov/education/holocaust/resources/6StepstotheGenocide.pdf>

