

Reading Grade K Trimester 2

Content Area: **ELA**
Course(s): **ELA Grade 1**
Time Period: **MP1**
Length: **45**
Status: **Published**

NJSLs ELA	
ELA.L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
ELA.L.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
ELA.L.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
ELA.L.RF.K.1.C	Understand that words are separated by spaces in print.
ELA.L.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
ELA.L.RF.K.4	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
ELA.L.KL.K.1.A	Use frequently occurring nouns and verbs.
ELA.L.KL.K.1.B	Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
ELA.L.VL.K.2.A	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
ELA.RL.CR.K.1	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
ELA.RI.CR.K.1	With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
ELA.RL.IT.K.3	With prompting and support, identify characters, settings, and major events in a story.
ELA.RI.IT.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
ELA.SL.II.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.
ELA.SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Rationale and Transfer Goals

Rationale for NJSLs Standards

1. L.RF.K.1.A-D: Phonological Awareness
 - Development of Foundational Skills: These standards focus on phonological awareness, which is crucial for reading development. By recognizing sounds in spoken words, children build the foundation for decoding and spelling.
 - Engagement with Language: Activities aligned with these standards help children play with sounds, enhancing their listening skills and enjoyment of language.

2. L.RF.K.4: Reading Fluency

- **Fluent Reading:** This standard emphasizes the ability to read with sufficient accuracy and fluency to support comprehension. Fluent reading allows students to focus on meaning rather than decoding individual words.
- **Building Confidence:** Achieving fluency fosters a sense of achievement and encourages a love for reading.

3. RL.CR.K.1: Text Comprehension

- **Understanding Stories:** This standard encourages students to ask and answer questions about key details in a text, which is vital for comprehension and critical thinking.
- **Engagement with Literature:** It promotes active engagement with stories, leading to enhanced vocabulary and narrative skills.

4. SL.II.K.2: Collaborative Conversations

- **Effective Communication:** This standard supports the development of listening and speaking skills through structured conversations. It helps students articulate their thoughts and build on the ideas of others.
- **Social Skills Development:** Collaborative discussions encourage teamwork and respect for diverse opinions.

5. RI.CR.K.1: Informational Text Comprehension

- **Understanding Non-Fiction:** This standard focuses on the ability to ask and answer questions about informational texts, fostering curiosity and a desire to learn about the world.
- **Critical Thinking:** Engaging with factual information enhances analytical skills and promotes inquiry-based learning.

6. L.KL.K.1.A-B: Grammar and Conventions

- **Language Structure:** These standards teach students to use basic grammar and conventions, laying the groundwork for effective communication in writing and speaking.
- **Expression of Ideas:** Understanding language structure aids in the clear expression of thoughts and ideas.

7. RL.IT.K.3: Character and Setting Analysis

- **Understanding Literature Elements:** This standard encourages students to describe characters, settings, and major events in stories, which is essential for narrative comprehension.
- **Connection to Self:** Analyzing characters and settings helps students relate personally to texts, enhancing engagement.

8. RI.IT.K.3: Informational Text Analysis

- **Identifying Key Information:** This standard focuses on the ability to identify key details in informational texts, enhancing students' understanding of non-fiction.
- **Real-World Connections:** By relating information to their experiences, students develop a greater appreciation for learning.

9. L.VL.K.2.A: Vocabulary Development

- **Word Knowledge:** This standard emphasizes the importance of acquiring new vocabulary, which is critical for comprehension and expression in both oral and written communication.
- **Language Enrichment:** A rich vocabulary enhances all aspects of literacy and communication.

10. L.KL.K.1.D: Sentence Structure

- **Building Sentences:** This standard focuses on using complete sentences in writing, promoting clarity and consistency in communication.
- **Writing Development:** Understanding sentence structure supports the development of coherent and structured writing skills.

11. SL.ES.K.3: Inquiry and Comprehension

- **Active Listening Skills:** This standard emphasizes the importance of asking and answering questions about orally presented information, enhancing comprehension.
- **Fostering Inquiry:** Encouraging students to ask questions promotes curiosity and critical thinking, essential for lifelong learning.
- **Collaboration and Communication:** Engaging in dialogue improves communication skills and encourages respectful exchanges of ideas

Conclusion

These standards collectively aim to develop foundational literacy and language skills in Kindergarten students, fostering their ability to read, write, speak, and listen effectively. By engaging students in meaningful literacy activities, educators can support their growth as confident and competent communicators.

Enduring Understandings

1. L.RF.K.1.A-D: Phonological Awareness

- Understanding that phonological awareness is essential for developing reading skills, as it enables students to recognize and manipulate sounds in spoken language.

2. L.RF.K.4: Reading Fluency

- Recognizing that reading fluently allows for better comprehension, enabling students to focus on the meaning of texts rather than decoding individual words.

3. RL.CR.K.1: Text Comprehension

- Grasping that asking and answering questions about a text enhances comprehension and promotes deeper engagement with literature.

4. SL.II.K.2: Collaborative Conversations

- Acknowledging that effective communication in conversations fosters social skills, critical

thinking, and the ability to articulate thoughts clearly.

5. RI.CR.K.1: Informational Text Comprehension

- Understanding that engaging with informational texts develops curiosity and a desire to learn about various topics, supporting critical thinking skills.

6. L.KL.K.1.A-B: Grammar and Conventions

- Recognizing that understanding the basic rules of grammar and conventions is crucial for effective communication in both writing and speaking.

7. RL.IT.K.3: Character and Setting Analysis

- Realizing that analyzing characters and settings in stories enhances comprehension and allows for personal connections to the text.

8. RI.IT.K.3: Informational Text Analysis

- Understanding that identifying key details in informational texts is essential for extracting meaning and making real-world connections.

9. L.VL.K.2.A: Vocabulary Development

- Acknowledging that a rich vocabulary is fundamental for effective communication and comprehension across all forms of literacy.

10. L.KL.K.1.D: Sentence Structure

- Recognizing that using complete sentences in writing promotes clarity and coherence, which are essential for effective communication.

11. SL.ES.K.3: Inquiry and Comprehension

- Understanding that asking and answering questions about orally presented information enhances listening skills and fosters an inquisitive mindset.

Conclusion

Essential Questions

1). How can we listen for and identify sounds in words, and why is it important for reading?

2). In what ways does reading aloud with expression help us understand stories better?

- 3). How does asking questions about a story help us understand what is happening in the text?
- 4). Why is it important to share our ideas and listen to others when we talk in groups?
- 5). What new information can we learn from reading informational texts, and how can it make us curious?
- 6). How do the rules of grammar help us express our thoughts clearly when we write or speak?
- 7). How do the characters and setting of a story help us understand its message and connect with it personally?
- 8). What key details in informational texts can help us understand important concepts about the world?
- 9). Why is having a strong vocabulary important for understanding what we read and for sharing our ideas?
- 10). How do complete sentences help us communicate our ideas in a clear and organized way?
- 11). How does asking and answering questions after listening help us become better learners and listeners?

Content, Learning Targets, and Activities

https://drive.google.com/drive/folders/14xBz_HleiGp05CvC55n8iVfFJgOqD3F9

Month	Weeks	Standards (can be multiple standards)	Learning Target (can be multiple standards)	Suggested Student Centered Activity	F&P Resources	Other Resources

December	Week 1: Noticing the Way the World Looks - Colors	<p>L.RF.K.1.A-D</p> <ul style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet. <p>L.RF.K.4</p> <ul style="list-style-type: none"> Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension. 	<p>1. I can recognize the first word in a sentence.</p> <p>2. I can understand that the letters I hear in words are the same</p>	<ul style="list-style-type: none"> Think-Pair-Share Shared Reading/Interactive Read Aloud Conversation Starters Class Discussion Buddy Reading Emergent Reader Texts Decodable Texts 	<ul style="list-style-type: none"> What Color is Nature? (IR A) Cat's Colors (IR A) Red is a Dragon (IR A) Dog's Colorful Day (IR A) 	<ul style="list-style-type: none"> Emergent Reader Texts https://www.teacherspayteachers.com/Product/Color-Word-Emergent-Readers-with-Sight-Words-Bundle-2081534?st=2e4cd30b12015507c58a263f317a24bc The Day the Crayons Quit by Drew Daywalt Brown Bear, Brown Bear, What Do You See? By Bill Martin Jr. Color Zoo by Lois Ehlert
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			<p>m e l e t t e r s I s e e w h e n r e a d i n g.</p> <p>3. I c a n s e e s p a c e s b e t w e e n w o r d s w h e n I r e a d .</p> <p>4. I c a n r e c o g n i z e a n d n a m e</p>	<ul style="list-style-type: none"> • Th e M i x e d U p C h a m e l e o n (I R A) • M a r y W o r e H e r R e d D r e s s (I R A) • A R a i n b o w o f F r u i t (S R) 	
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			<p>all of the upper case and lower case letters in the alphabet.</p> <p>5. I can read emergent - reader texts with accuracy and</p>			
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			<p>d de m on str at e co m pr eh en si on by di sc us si ng ke y de tai ls an d an s w eri ng qu es tio ns ab ou t th e te xt.</p> <p>6. I ca n re ad si m</p>			
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			<p>pl e w or ds an d se nt en ce s ou t lo ud an d un de rst an d w ha t th ey m ea n</p> <p>7. I ca n un de rst an d th at th e let ter s I he ar in w</p>			
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			or ds ar e th e sa m e let ter s I se e w he n re ad in g.			
ASSESSMENT	Exit Ticket: L.RF.K.1.A-D - Find 3 upper and lowercase letters within an emergent reader/decodable text					
Week 2: Eric Carle - Exploring the Natural World	<p>RL.CR.K.1</p> <ul style="list-style-type: none">ask about key details in a literary text (e.g. who, what, when, where, why, how) with prompting and supportanswer questions about key details in a text (e.g. who, what, when, where, why and how) with prompting and support <p>SL.II.K.2</p> <p>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</p>	1. I ca n as k an d an s w er qu es tio ns ab ou t ke y de tai ls in	<ul style="list-style-type: none">Thin k-Pair ShareShared Reading/Interactive Read AloudConversation StartersClasses	<ul style="list-style-type: none">Form Head to Toe (IR A)Does a Kangaroo Have a	<ul style="list-style-type: none">Tree Hole Homes by Melissa StewartRibbit! By Rodrigo Folgueira	

		understood.	a te xt	Disc ussio n	M ot he r, To o? (I R A)
			2. St ud en ts wi ll be ab le to as k an d an s w er qu es tio ns ab ou t ke y de tai ls aft er lis te ni ng to a te xt re ad al ou d or in	• Revi ew anch or chart on quest ion word s	• Sl o wl y, Sl o wl y, Sl o wl y Sa id th e Sl ot h (I R A) • H av e Y ou Se en M y Ca t? (I R A) • Th e M

			fo r m ati on pr es en te d or all y or th ro ug h ot he r m ed ia, de m on str ati ng th eir un de rst an di ng an d en ga ge m en t wi th th e m		ix ed U p C ha m el eo n (I R A) • 1, 2, 3, To Th e Zo o (I R A) • Be ar Sn or es O n (S R)	
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ASSESSMENT	• Exit Ticket: RL.CR.K.1 - Students will write a one word response or draw a picture to answer a who, what. Where, when, or why question about the story.					
Week 3: Holidays Around the World	RI.CR.K.1 • ask about key details in informational text (e.g. who, what, when, where, why, how) with prompting and support ▪ answer questions about key details (e.g. who, what, when, where, why and how) with prompting and support L.KL.K.1.A (With prompting and support) Use frequently occurring nouns and verbs.	1. Students will be able to ask and answer questions about the key details in an informational text to determine	• Think-Pair-Share • Shared Reading/Interactive Read Aloud • Conversation Starters • Class Discussion • Review anchor or chart on question words • Show videos of	• Reading Mini Lesson: RML 1-3 WAR. U5	• The Night Before Christmas • It's Christmas! By Richard Sebra (Get Epic) • Holidays: Christmas By Rebecca Pettiford (Get Epic) • Together For Kwanzaa By Juwanda G. Ford • We Celebrate Kwanzaa in Winter By Rebecca Felix • Holidays Around the World: Celebrate Kwanzaa By Carolyn Otto • The Night Before Hanukkah By Natasha Wing • Holidays Around The World: Celebrate Hanukkah By Deborah Heiligman • Happy Holidays!: Hanukkah By Rebecca Sabelko	

			<p>m on str at e th eir un de rst an di ng of th e co nt en t</p> <p>2. St ud en ts wi ll be ab le to us e co m m on no un s an d ve rb s in th eir sp ea ki</p>	<p>each diffe rent holid ay</p> <ul style="list-style-type: none">• Inter activ e anch or chart s on noun s and verb s		
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			ng an d wr iti ng wi th gu id an ce an d su pp or t.			
	ASSE SMEN T	<ul style="list-style-type: none"> Exit Ticket: RI.CR.K.1 - Students will write a one word response or draw a picture to answer a who, what. Where, when, or why question about the story. L.KL.K.1.A - Circle the nouns in a list, circle the picture that shows a verb (someone riding a bike, jumping, etc) 				

Jan uar y	1: Explori ng Fiction and Nonfict ion	<p>RL.CR.K.1</p> <ul style="list-style-type: none"> ask about key details in a literary text (e.g. who, what, when, where, why, how) with prompting and support answer questions about key details in a text (e.g. who, what, when, where, why and how) with prompting and support 	1. I ca n ask an d ans we r qu est ion s ab out ke y det ail s in	<ul style="list-style-type: none"> Shared Reading/Interactive Read Aloud Think-Pair-Share Conversation Starters Class Discussion Review Book parts anchor chart Extension Activities 	<ul style="list-style-type: none"> Caps for Sale (IR A) Piggies (IR A) Good Morning, Chick 	
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		a tex t		(IR A)	
ASSESSMENT	• Exit Ticket: RL.CR.K.1 - Students will write a one word response or draw a picture to answer a who, what. Where, when, or why question about the story.				
2: Exploring Fiction and Nonfiction	RI.CR.K.1 ▪ ask about key details in informational text (e.g. who, what, when, where, why, how) with prompting and support answer questions about key details (e.g. who, what, when, where, why and how) with prompting and support .	1. Students will be able to ask and answer questions about key details in an informational text to demonstrate their understanding	• Shared Reading/Interactive Read Aloud • Think-Pair-Share • Conversation Starters • Class Discussion • Interactive Writing Anchor Chart (ex. What do we do when we are sad, angry, etc) • Emergent reader texts about feelings and emotions • Share the reading pointer	• Hats, Hats, Hats (IR A) • All Pigs Are Beautiful (IR A) • Chickens Aren't the Only Ones (IR A)	

			stand ing of the co nte nt			
ASSESS MEN T	<ul style="list-style-type: none">Exit Ticket: RI.CR.K.1 - Students will write a one word response or draw a picture to answer a who, what. Where, when, or why question about the story.					
3: Martin Luther King Jr.	SL.II.K.2 <ul style="list-style-type: none">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.	1. I ca n ask qu est ion s ab out ke y det ail s in a sto ry, inf or ma tio nal tex t, or so me thi ng I see or he ar to	<ul style="list-style-type: none">Shared Reading/Interactive Read AloudThink-Pair-ShareConversation StartersClassInteractive anchor chart on Dr. KingDr. King activities (worksheets)		<ul style="list-style-type: none">We Dream a World By Yol and a Renee KingBe A King, Dr. Martin Luther King Jr's Dream and You By Carole Boston We	

			<p>make sure I under stand every thing.</p> <ul style="list-style-type: none">• I can ans we r qu est ion s to sh ow my un der sta ndi ng of a tex t rea d alo ud or pre sen ted thr ou gh oth er me dia		<p>athe rfor d</p> <ul style="list-style-type: none">• I Hav e a Dre am By Dr. Mar tin Lut her Kin g Jr.• My Dad dy, Dr. Mar tin Lut her Kin g Jr. By Mar tin Lut her Kin g III
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ASSESSMENT	• Exit ticket: SL.II.K.2 - Draw a picture of your favorite part of the story and give a short explanation of why					
4: Having Fun With Language	L.KL.K.1.B (With prompting and support) • Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes). L.RF.K.4 • Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.	1. Students will be able to form regular plural nouns by adding -s or -es to words when speaking 2. Students will be able to read	• Shared Reading/Interactive Read Aloud • Think-Pair-Share • Conversation Starters • Class Discussion • Interactive anchor chart for adding endings to nouns (rule for which ending to use) • Emergent reader texts https://www.teacherspayteachers.com/Product/Emergent-Readers-Set-for-January-New-Years-2257242?st=8a763292150ad9ff6bfb9d07e72d1dc7 • Worksheets on adding s and es to nouns	• Creak! Said The Bed (IR A) • Rattlet rap Car (IR A) • Max Found Two Sticks (IR A) • Charlie Parker Played Be Bop (IR A)	• Motilda's Bad Mood By Corey Rosen Schwartz • Roadwork By Sally Sutton • Mr. Brown Can Mo-o! Can You? By Dr. Seuss • The Bunnies Are Not In The ir	

			co m mo n hig h- fre qu en cy wo rds by sig ht an d de mo nst rat e un der sta ndi ng of bas ic pri nt co nc ept s			Bed s By Mar isab ina Rus so • Tap Tap Boo m Boo m By Eliz abet h Blu mle
	ASSE SMEN T	• Exit ticket: L.KL.K.1.B - Students add -s or -es to the end of words				

Feb ruar y	Week 1: Learni ng How to Be Yourse lf	RL.IT. K.3 With prompti ng and support, identify characte rs,	1. I ca n te ll w h o th e	• Readin g/Intera ctive Read Aloud • Think- Pair- Share	• Th e Pi g In Th e Po nd (I	• Giraffes Can't Dance by Giles Andreae • Not Your Typical Dragon by Dan Bar-el
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		settings, and major events in a story.	story is about (characters), 2. I can tell where the story happens (setting) 3. I can tell	<ul style="list-style-type: none">• Conversation Starters• Class Discussion• Picture Walk	R A) • Three Hens and a Peacock (I R A) • Harold Finds a Voice (I R A) • Ruby the Copycat (I R A) • I Like Me! (I R A) • Emily	
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			ll w h a t b i g t h i n g s h a p p e n (m a j o r e v e n t s) .		ly, the Ca t W h o Th o u gh t Sh e W as a Do g (S R)	
Assess ment	Exit Ticket: RL.IT.K.3 - Draw a picture of the main character in the story, Draw a picture of the setting or write one word for it.					
Week 2: Black History Month	RL.IT.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a	1. St u d e n t s w ill b e a b l e to id e n t if y th e k e	<ul style="list-style-type: none">• Interact ive Read Aloud• Think- Pair- Share• Conver sation Starters• Class Discuss ion• Picture walk		<ul style="list-style-type: none">• I Promise by Lebron James https://www.youtube.com/watch?v=K0IKGohjCnM• I Am Enough by Grace Byers https://www.youtube.com/watch?v=a_l4jeZH84k• Hair Love by Matthew A. Cherry https://www.youtube.com/watch?v=H6Iw3gmX39Y&list=PL0PE1OVfRIs3TGHEqat4XRytGKfuXO-Us&index=2• Ambitious Girl by Meena Harris https://www.youtube.com/watch?v=79qe2pnJzZ0	

		<p>text.</p> <p>SL.ES. K.3</p> <ul style="list-style-type: none">• Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<p>y d et ai ls in a n in fo r m at io n al te xt .</p> <p>2. St u d e nt s w ill b e a bl e to e x pl ai n h o w th e d et ai ls su p p</p>			
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			or t th e m ai n to pi c or id ea . 3. St u d e nt s w ill b e a bl e to re te ll in fo r m at io n fr o m th e te xt in th ei r o			
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			<p>w n w or ds .</p> <p>4. St u d e nt s w ill b e a bl e to c ol la b or at e w it h p ee rs to sh ar e id ea s a n d in fo r m at io n.</p>			
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			5. Students will be able to listen actively to others and respond appropriately.			
	ASSESSMENT	<ul style="list-style-type: none">Exit Ticket: RL.IT.K.3 - Compare and contrast two characters in a story				

	Week 3: Living and Working Together: Community	L.VL.K.2.A (With prompting and support) <ul style="list-style-type: none"> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck) 	1. Student will be able to demonstrate understanding of basic vocabulary words and their	<ul style="list-style-type: none"> Shared Reading/Interactive Read Aloud Think-Pair-Share Conversation Starters Class Discussion Vocabulary picture match Vocabulary word art 	<ul style="list-style-type: none"> Firm and Small (IR A) Lola At The Library (IR A) I Know a Lady (IR A) My Steps (IR A) Alicia's Happy Day (IR A) 	<ul style="list-style-type: none"> SS Magazine: Community Helpers Picture Game: https://www.teacherspayteachers.com/Product/Free-ESL-Games-HomographsHomonyms-Literacy-Game-Find-Your-Match-1706252?st=bc56920b3fc5a56cb15557516151f64e Worksheet: https://www.teacherspayteachers.com/Product/Homonym-Time-1806923?st=bc56920b3fc5a56cb15557516151f64e
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			r m ea ni n gs b y ut ili zi n g th e m in si m pl e se nt e n ce s.		<p>A)</p> <ul style="list-style-type: none"> • The Little House (I R A) • Market Day (I R A) 	
Assessment	Exit ticket: L.VL.K.2.A - Draw a picture of one of the vocabulary words from the lesson. Draw a picture of both meanings (ex. Pull up the cover and cover your head)					
Week 4: Sharing The Earth: Animals	L.KL.K.1.D (With prompting and support)	1. Students will be able to	<ul style="list-style-type: none"> • Shared Reading/Interactive Read Aloud • Think-Pair-Share • Conversation Starters • Class Discussion • Emergent and 	<ul style="list-style-type: none"> • Reading (I R A) • Actual Size (I R A) • Elephant S 	<ul style="list-style-type: none"> • Preposition worksheet: https://www.teacherspayteachers.com/Product/PREPOSITIONS-OF-PLACE-WORKSHEET-6578959?st=d3f7ce7631876c59d6e36b8554af26fa • Interactive Visual Book 1: https://www.teacherspayteachers.com/Product/Farm-Preposition-Interactive-Visual-Book-4533343?st=0d311c228cda86fe40e7e3a354ee99c2 • Interactive Visual Book 2: https://www.teacherspayteachers.com/Product/Who-Is-Under-The-Umbrella-A-preposition-interactive-book-633240?st=0d311c228cda86fe40e7e3a354ee99c2 	<ul style="list-style-type: none"> • Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of,

	by, with).	e nt if y a n d us e pr e p os iti o ns in sp o k e n se nt e n ce s w it h su p p or t.	decoda ble readers • Locate preposi tions in decoda ble readers	m (I R A) • Ev er y Au tu m n Co me s the Be ar (I R A) • Lo ok Ou t! (S R) • Al lig ato r Hi de an d Se ek (S R) • Up in the Cl ou d Fo res t (S	<ul style="list-style-type: none"> • Writing Prepositions (Bugs): https://www.teacherspayteachers.com/Product/Bug-Prepositions-623531?st=0d311c228cda86fe40e7e3a354ee99c2 • Winter Preposition: https://www.teacherspayteachers.com/Product/Winter-Prepositions-Spatial-Concepts-NO-PREP-Speech-therapy-printable-7667763?st=0d311c228cda86fe40e7e3a354ee99c2
	L.RF.K.4 Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.	2. Students will be able to ac			

			<p>ti v el y p ar ti ci p at e in ac ti vi ti es th at re in fo rc e th e us e of pr e p os iti o ns in v ar io us c o nt e xt s.</p> <p>3. St u d e</p>		<p>R)</p> <ul style="list-style-type: none">• In the Ar cti c (S R)	
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			nt s w ill b e a bl e to re a d a n d c o m pr e h e n d gr a d e- le v el te xt w it h a p pr o pr ia te ac c ur ac y a n			
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			d fl u e n c y, d e m o n s t r a t i n g u n d er st a n di n g of th e te xt .			
	Assessment	Exit Ticket: L.KL.K.1.D - complete a sentence by filling in the blank with a correct preposition (include a picture for reference). Ex: The cat is _____ the box.				

ideas.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Identify and manipulate individual sounds in spoken words (phonemes).	phonics lessons,	decodable readers
Read grade-level text with appropriate speed, accuracy, and expression.	previous practice with reading decodables	decodable readers
Ask and answer questions about key details in a story	who, what, where, when, why activities	drawing pictures
Participate in group discussions by sharing ideas and listening to others.	Class discussions	class discussions
Identify the main topic and key details in an informational text.		drawing pictures
Describe characters and their actions in a story.		class discussions, drawing pictures
Identify the setting of a story		Drawing pictures, worksheets
Use context to determine the meaning of unknown words.		vocabulary picture match, word art

Career Awareness, Exploration, Preparation, and Training

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.

Life Literacies & Key Skills

TECH.9.4.2.CI	Creativity and Innovation
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

Interdisciplinary Connections

Ask questions based on observations to find more information about the designed world.

ELA.W.WR.K.5

With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).

ELA.W.SE.K.6

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

Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.