

1-First Marking Period

Content Area: **Language Arts**
Course(s): **Language Arts K**
Time Period: **Marking Period 1**
Length: **MP1**
Status: **Published**

Essential Questions

- Why are traditional rhymes, songs and stories important to people? (Text Set: Sharing Stories and Songs: Nursery Rhymes)
- What makes a classroom community comfortable for everyone? (Text Set: Learning and Playing Together: School)
- Why do you need letters? (Text Set: Letters at Work: The Alphabet)
- What is important about being a family? (Text Set: Taking Care of Each Other: Family)
- What does it mean to be a good friend? (Text Set: The Importance of Friendship)

Big Ideas

Core Concepts:

1. Sharing Stories and Songs: Nursery Rhymes
2. Learning and Playing Together: School
3. Letters at Work: The Alphabet
4. Taking Care of Each Other: Family
5. The Importance of Friendship

Mini Lessons:

- MGT U1: Working Together in the Classroom
- MGT U2: Using the Classroom Library for Independent Reading
- LA U1: Thinking and Talking about Books
- MGT U3: Engaging in Classroom Literacy Work
- LA U14: Understanding Characters in Stories

Core Writing:

Writer's Workshop rituals and routines -- getting ready for writing

Core Reading/Core Anchor texts:

The Eensy-Weensy Spider, Baa Baa Black Sheep, I'm a Little Teapot, It's Raining, It's Pouring, This is the House That Jack Built, The Bus for Us, Wemberly Worried, Look Out Kindergarten, Here I Come!, Miss Bindergarten Gets Ready for Kindergarten, I Love You All Day Long, Alphabet Under Construction, ABC I Like Me!, B is for Bulldozer, On Market Street, A My Name is Alice, Do Like Kyla, Don't You Feel Well, Sam?, Jonathan and His Mommy,

Elizabethi's Doll, Where are You Going, Little Mouse?, A Visitor for Bear, Big Al and Shrimpy, I'm the Best, Jessica, Yo! Yes?

Technology Integration

8.1.2.AP.4: Break down a task into a sequence of steps.

Activity;

The teacher will read aloud The Bus For Us. Students will sequence the vehicles in the story using Google Slides.

Cross-Curricular Integration

Integration Area: Social Studies

6.1.4.A.1 Explain how the rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

Activity:

Students will read Look Out Kindergarten, Here I Come! and draw themselves following one of the classroom rules.

Technology Connection

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

Enduring Understandings

Anchor Standards

NJSLSA.R.1 Read closely to determine what the text says explicitly and to make logical inferences and

relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

Literature

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

RL.K.2 With prompting and support, retell familiar stories, including key details.

RL.K.3 With prompting and support, identify characters, settings and major events in a story.

RL.K.4 Ask and answer questions about unknown words in a text.

RL.K.5(m) Recognize common types of texts (e.g., storybooks, poems).

RL.K.6(m) With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

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.)

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10 Actively engage in group reading activities with purpose and understanding.

Informational Text

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.5(m) Identify the front cover, back cover and title page of a book.

RI.K.6(m) Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

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).

RI.K.10 Actively engage in group reading activities with purpose and understanding.

Foundational Skills

RF.K.1a(m) Follow words from left to right, top to bottom, and page by page

RF.K.1b(m) Recognize that spoken words are represented in written language by specific sequences of letters.

RF.K.1c(m) Understand that words are separated by spaces in print.

RF.K.1d Recognize and name all upper and lowercase letters in the alphabet.

RF.K.2a(m) Recognize and produce rhyming words.

RF.K.2b(m) Count, pronounce, blend, and segment syllables in spoken words.

RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary sound or many of the most frequent sounds for each consonant.

RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

RF.K.3c Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does).

RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

RF.K.4 Read emergent reader texts with purpose and understanding.

Writing

W.K.1(m) 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...).

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

SL.K.1a(m) Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about topics and texts under discussion).

SL.K.1b(m) Continue a conversation through multiple exchanges.

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.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4 (m) Describe familiar people, places, things and events and, with prompting and support, provide additional detail.

SL.K.5 (m) Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 (m) Speak audibly and express thoughts, feelings and ideas clearly.

Language

L.K.1a Print many upper and lowercase letters.

L.K.1b (m) Use frequently occurring nouns and verbs.

L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

L.K.1f (m) Produce and expand complete sentences in shared language activities.

L.K.2a (m) Capitalize the first word in a sentence and the pronoun I.

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

L.K.5c (m) Identify real-life connections between words and their use (e.g., note places at school that are colorful)

L.K.5d (m) Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Resources

Fountas and Pinnell Classroom

- Guided Reading K
- Interactive Read Along K
- Reading Mini-Lessons K

- Word Study K