

3-Third Marking Period

Content Area: **Language Arts**
Course(s): **Language Arts K**
Time Period: **Marking Period 3**
Length: **MP3**
Status: **Published**

Essential Questions

- What is the writer's reason for writing? (Text Set: Exploring Fiction and Nonfiction)
- How do writers make stories fun to read? (Text Set: Having Fun with Language)
- Why are folktales important to people? (Text Set: Exploring Animal Tales)
- Why are traditional stories important to people? (Text Set: Sharing Stories: Folktales)
- Why are animals important? (Text Set: Sharing the Earth: Animals)
- How does an author or illustrator make decisions to interest readers? (Text Set: Lois Ehlert: Bringing Color and Texture to Life)

Big Ideas

Core Concepts:

13. Genre Study: Exploring Fiction and Nonfiction
14. Having Fun with Language
15. Exploring Animal Tales
16. Sharing Stories: Folktales
17. Sharing the Earth: Animals
18. Author/Illustrator Study -- Lois Ehlert: Bringing Color and Texture to Life

Mini Lessons:

- SAS U1: Searching for and Using Meaning, Language and Visual Information
- WAR U3: Introducing Writing about Reading in a Reader's Notebook
- LAU7: Studying Animal Tales
- SAS U2: Monitoring and Self-Correcting
- LA U4: Giving a Book Talk
- WAR U6: Writing Opinions About Books
- LA U15: Getting to Know Characters in Stories

Core Writing:

Informative Piece

Core Reading/Core Anchor texts:

Caps for Sale, Hats, Hats, Hats, Piggies, All Pigs are Beautiful, Good Morning, Chick, Chickens Aren't the Only Ones, CREAK! Said the Bed, Rattletrap Car, Max Found Two Sticks, Charlie Parker Played Be Bop,

The Little Red Hen, The Three Bears, The Three Little Pigs, The Three Billy Goats Gruff, The Gingerbread Boy, The Elves and the Shoemaker, The Magic Fish, Stone Soup (Heather Forest), Stone Soup (Marcia Brown), Rain, Actual Size, Elephants Swim, Every Autumn Comes the Bear, Snowballs, Feathers for Lunch, Top Cat, Mole's Hill, Market Day

Technology Integration

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

Activity:

The teacher will read aloud The Gingerbread Boy Students will sequence the characters that the Gingerbread Boy runs into on his journey, using Google Slides.

Technology Connection

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

Cross-Curricular Integration

Integration Area: Science

K-ESS3.A 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.

Activity:

Students will read Elephants Swim and draw a picture of an elephant in their natural habitat.

Enduring Understandings

Anchor Standards

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

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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(m) With prompting and support, identify characters, settings and major events in a story.

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

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

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.

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.10 (m) 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.4 With prompting and support, ask and answer questions about unknown words in 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.1d Recognize and name all upper and lowercase letters in the alphabet.

RF.K.2c Blend and segment onsets and rimes of single syllable spoken words.

RF.K.2d 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/.)

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.2(m) 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.

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.7 (m) Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

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

SL.K.1b Continue a conversation through multiple exchanges.

SL.K.2 (m) 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 (m) Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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

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

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

Language

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

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

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

L.K.2b(m) Recognize and name end punctuation.

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

L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4a(m) Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

L.K.5b (m) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

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