Unit 2

Content Area: **Language Arts**
Course(s): **Language Arts K**
Time Period: **Marking Period 2**
Length: **MP 2**
Status: **Published**

Essential Questions

● How does color help you understand your world? (Text Set: Noticing the Way the World Looks: Colors)
● How does an author tell a story using pictures instead of words? (Text Set: Exploring Pictures: Wordless Books)
● Why are numbers important? (Text Set: Numbers at Work: Counting)
● What is kindness? (Text Set: The Importance of Kindness)
● How does an author or illustrator make decisions to interest readers? (Text Set: Eric Carle: Exploring the Natural World)
● What makes the place where you live a home? (Text Set: The Place You Call Home)
● What makes a community? (Text Set: Living and Working Together: Community)

Big Ideas

Core Concepts:
6. Noticing the Way the World Looks: Colors
7. Exploring Pictures: Wordless books
8. Numbers at Work: Counting
9. The Importance of Kindness
10. Author/Illustrator Study -- Eric Carle: Exploring the Natural World
11. What makes the place where you live a home?
12. What makes a community?

Mini Lessons:
● WAR U1: Introducing a Reader's Notebook
● LA U17: Using Pictures in a Book to Tell the Story
● LA U5: Getting Started With Book clubs
● MGT U3: Engaging in Classroom Literacy Work
● LA U3: Studying Authors and Illustrators
● WAR U2: Using a Reader's Notebook
● LA U6: Studying Fiction and Nonfiction

Core Writing:

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

Core Reading/Core Anchor texts:

What Color is Nature?, Cat's Colors, Red is a Dragon, Dog's Colorful Day, Float, The Girl and the Bicycle, The Boy and the Airplane, The Snowman, Tuesday, 1,2,3 to the Zoo, One Duck Stuck, Fish Eyes, One Moose, Twenty Mice, Lost!, Flower Garden, Jamaica's Find, The Teddy Bear, Say Hello, From Head to Toe, Does a Kangaroo Have a Mother, Too?, "Slowly, Slowly, Slowly," Said the Sloth, Have You Seen My Cat?, The Mixed-Up Chameleon, A
House is a House for Me, Houses and Home, Two Homes, The Little House, Fireman Small, Lola at the Library, I Know a Lady, My Steps, Alicia's Happy Day

Career Education

9.2.4a.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4a.2 Identify various life roles and civic and work-related activities in school, home, and community.

9.2.4a.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

Connection: Sort pictures of workers into job groups (home, school, community), count and compare groups.

Objective: Identify the roles of authors and illustrators

Activity: Students will make a pattern book by writing and illustrating pages. Students will share their book with the class.

CSDT Technology Integration

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

Activity:

The teacher will read aloud Dog's Colorful Day. Students will sequence the events of Dog's Day that cause him to become colorful using Google Slides.

Cross-Curricular Integration

Integration Area: Mathematics

K.MD.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count.

Activity:

Students will read 1,2, 3 To the Zoo and count and sort animals with fur and without fur.

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.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.CR.K.1 With prompting and support, ask and answer questions about key details in a text. (e.g. who, what, where, when, why, how).
RL.CI.K.2 With prompting and support, identify the central message and retell familiar stories, including key details. (e.g. who, what, where, when, why, how).
RL.IT.K.3 With prompting and support, identify characters, settings and major events in a story.

RL.TS.K.4(m) Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book.)
RL.PP.K.5(m) With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.MF.K.6 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.CT.K.8 With prompting and support) identify basic similarities in and differences between two literary texts on the same topic (e.g. characters, experiences, illustrations, descriptions, or procedures).

Informational Text

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).

RI.CI.K.2 With prompting and support, identify the main topic of an informational text and retell key details of a text (e.g. who, what, where, when, why, how).

RI.TS.K.4(m) Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals) and identify the features of print (e.g. front cover, back cover and title page of a book.

RI.PP.K.5(m) With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.MF.K.6 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).

Foundational Skills

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

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

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

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

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

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

L.RF.K.2d(m) Orally repeat multi syllable words and pronounce the separate syllables.

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

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

L.RF.K.3c Read high-frequency words and grade level irregular words with automaticity.

L.RF.K.3d Recognize the parts of high frequency words that are regular and the parts that are irregular.

L.RF.K.3e Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (e.g. nap and tap; cat and cot).

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 skills

Writing

W.AW.K.1(m) Use a combination of drawing, dictating and writing to compose opinion pieces on topics or texts (e.g., my favorite book is…).

W.SE.K.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.WP.K.4 (m) With prompts and support from adults, recognize that writing carries a message and should make sense to others.

W.RW.K.7 (m) With prompting and support engage in brief but regular writing and drawing tasks.

Speaking and Listening

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

SL.PE.K.1b(m) Continue a conversation through multiple exchanges.
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.
SL.ES.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.PI.K.4 (m) Describe familiar people, places, things and events and, with prompting and support, provide additional detail.
SL.UM.K.5 (m) Add drawings or other visual displays to descriptions as desired to provide additional detail.

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

Language
L.KL.K.1b(m) Form regular plural nouns orally by adding -s or -es (eg. dog, dogs; wish, wishes).

L.VI.K.3c (m) Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.VI.K.3d (m) Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Foundational Skills: Writing Language

L.WF.K.1.1 Demonstrate command of the conventions of writing.

B. Write upper and lowercase letters, with reference to a model.

C. (m) Write left to right and include a space between words.

D. (m) Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.

E. (m) Write a common grapheme (letter or letter group) for each phoneme.

F. (m) Orally segment the phonemes in any single syllable, spoken word.

L.WF.K.1.3 Demonstrate command of the conventions of sentence composition

A. (m) Repeat a sentence, identifying how many words are in the sentence.

B. (m) Write simple sentences.

C. (m) Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.

D. (m) Use end punctuation.

E. (m) Use manipulatives or digital tools to construct complete sentences.

H. (m) Match periods, question marks, and exclamation points to statements, questions, commands, and

exclamations.

Resources

Fountas and Pinnell Classroom

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