Unit 3

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

Climate Change

Science: Cross-Curricular

K-ESS3-3: Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.

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

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.

Social Justice

See Social Studies Appendix C for more details.

The Cat In the Hat by Dr. Seuss Read Aloud

Question:

- What happens when the Cat in the Hat shows up to the house? (he entertains the children in their

home, they make a mess)

- What does the Cat in the Hat do in the house? (he made a mess!)
- What does the Cat in the Hat do to clean up? (he calls Things one and two to help clean)

Activity: Color the Cat in the Hat: Cat in the Hat coloring sheet

CSDT Technology Connection

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

CSDT 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.

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.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(m) With prompting and support, identify characters, settings and major events in a story.
RL.TS.K.4 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 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 supportidentify 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.1d Recognize and name all upper and lowercase letters in the alphabet.
L.RF.K.2c Blend and segment onsets and rimes of single syllable spoken words.
L.RF.K.2e Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in in spoken, single syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends.)
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(m) Recognize the parts of high frequency words that are regular and the parts that are irregular.

L.RF.K.3e(m) 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.IW.K.2(m) Use a combination of drawing, dictating and writing to

compose informative/explanatory textsto convey ideas.

A. Introducing a topic.

B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

W.WR.K.5 (m) With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g. event, photograph, video, book).
W.SE.K.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

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

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

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

L.VL.K.2a(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.VI.K.3b (m) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
Foundational Skills: Writing Language

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

A.(m) Match upper and lowercase letters.

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

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

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

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

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

L. WF.K.1.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words with:

B. (m) Write or select a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.

C. (m) Spell VC (at, in) and CVC (pet, mud) words with short vowel sounds.

D. (m) Writing frequently used words accurately.

E. (m) Attempting phonetic spellings of unknown words.

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

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

B. Write simple sentences.

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

D. Use end punctuation.

E. Use manipulatives or digital tools to construct complete sentences.

F. (m) Write sentences with increasing complexity.

G. (m) Supply the “who” “is doing” “what” in a subject-verb-object sentence frame.

H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

I. (m) With support, distinguish between a complete sentence and a sentence fragment.

K. (m) Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.

Resources

Fountas and Pinnell Classroom

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