Unit 4

Content Area: **Language Arts**
Course(s): **Language Arts K**
Time Period: **Marking Period 4**
Length: **MP4**
Status: **Published**

Essential Questions

- What makes every person special? (Text Set: Learning How to Be Yourself)
- Why is it important to understand your feelings? (Text Set: Understand Feelings)
- What is the writer's reason for writing? (Text Set: Exploring Nonfiction)
- What makes these stories fun to read aloud together? (Text Set: Rhythm and Rhyme: Joyful Language)
- How does an author or illustrator make decisions to interest readers? (Text Set: Grace Lin: Exploring Family and Culture)
- Why is it important to celebrate differences? (Text Set: Celebrating Differences)
- What is the same about all of these books? (Text Set: Using Patterns: Cumulative Tales)

Big Ideas

Core Concepts:

19. Learning How to Be Yourself
20. Understand Feelings
21. Exploring Nonfiction
22. Rhythm and Rhyme: Joyful Language
23. Author/Illustrator Study- Grace Lin: Exploring Family and Culture
24. Celebrating Differences
25. Using Patterns: Cumulative Tales

Mini Lessons:

- LA U3: Studying Authors and Illustrators
- LA U12 Thinking About Where Stories Happen
- SAS U3: Maintaining Fluency
- WAR U4: Writing About Fiction Books in a Reader's Notebook
- LA U9: Learning About Nonfiction Boks
- LA U18: Looking Closely at Illustrations
- LA U10: Learning Information from Illustrations/Graphics
- WAR U5: Writing About Nonfiction Books in a Reader's Notebook
- LA U11: Using Text Features to Gain Information
- LA U13: Understanding How Stories Work
- LA U16: Understanding Character Change
- LA U8: Thinking About the Author's Message

Core Writing:

Narrative piece.

Core Reading/Core Anchor Texts:

The Pig in the Pond, Three Hens and a Peacock, Harold Finds a Voice, Ruby the Copycat, I Like Me!, The Feelings Book, Mouse was Mad, When Sophie Gets Angry--Really, Really Angry…, Harriet, You'll Drive Me Wild!, Tough Boris, Shoes, Shoes, Shoes, Building a House, How to Hide a Butterfly & Other Insects, A Fruit Is a Suitcase For Seeds, I Love Our Earth, The Doorbell Rang, Mary Wore Her Red Dress, Over on the Farm, When It Starts to Snow, Sleepy Bears, Bringing in the New Year, Dim Sum for Everyone, Fortune Cookie Fortunes, The Ugly Vegetables, Kite Flying, It's Okay to Be Different, The Story of Ferdinand, Leo the Late Bloomer, The Cow That Went OINK, Big Al, Hattie and the Fox, Henny Penny, Mr. Gumpy's Outing, My Friend Rabbit, The Enormous Potato

Diversity Integration

Disabilities

Objective: Students will be able to develop an understanding that students with different disabilities learn differently.

Activity: Students will observe pictures and write their name as if they are/ are not wearing an eye patch. Students will discuss their observations and how they felt.

CSDT Technology Integration

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

Activity:

The teacher will read aloud Henny Penny. Students will sequence the major events in the story using Google Slides.

Cross-Curricular Integration

Integration Area: Science

K-LS1.C All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.

Activity:

Students will read How to Hide a Butterfly & Other Insects and sequence the lifecycle of the butterfly.

CSDT Technology Connection

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

Enduring Understandings

Anchor Standards

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

NJSLSA.R.8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Literature

RL.CR.K.1(m) With prompting and support, ask and answer questions about key details in a text. (e.g. who, what, when, where, why, how).

RL.CI.K.2(m) With prompting and support, identify the central message and retell familiar stories, including key details (e.g. who, what, when, where, 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(m) 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(m) 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(m) With prompting and support, ask and answer questions about key details in an informational text. (e.g. who, what, when, where, why, how).
RI.CI.K.2(m) 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.IT.K.3(m) With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.

RI.TS.K.4 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 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(m) 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.AA.K.7(m) With prompting and support, identify the reasons an author gives to support points in a text.

RI.CT.K.8(m) With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, in illustrations, descriptions, or procedures).
Foundational Skills
L.RF.K.1d Recognize and name all upper and lowercase letters in the alphabet.
L.RF.K.2c(m) Blend and segment onsets and rimes of single syllable spoken words.
L.RF.K.2d (m) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in spoken, single-syllable words (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends.
L.RF.K.2f(m) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
L.RF.K.3a(m) 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(m) Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
L.RF.K.3c(m) Read high-frequency words and grade level irregular words with automaticity.

L.RF.K.4(m) 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.NW.K.3 (m) Use a combination of drawing, dictating, and writing to narrate and real or imagined experiences or events provide a reaction to what happened.

A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).

B. Provide limited details of experiences, events, or characters.

C. Provide a reaction to the experiences or events.

W.SE.K.6(m) 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 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 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.1d (m) Use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with).

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

L.VL.K.2b(m) Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
L.VI.K.3a(m) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
Foundational Skills: Writing Language

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

A. Match upper and lowercase letters.

B. 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:

A.(m) Represent phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g. the “o” in “rope” may be spelled with a single letter, o.)

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

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

D. Writing frequently used words accurately.

E. Attempting phonetic spellings of unknown words.

F. (m) Writing initial and final consonant blends (must, slab, plump).

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 nouns and include spaces between words.

D. Use end punctuation.

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

F. Write sentences with increasing complexity.

G. 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. With support, distinguish between a complete sentence and a sentence fragment.

J. (m) With support, write statements in response to questions, and questions transformed from statements, using conventional word order.

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

L. (m) Use conjunctions appropriately in sentences (e.g. and, but, so, and because.)

Climate Change

Science: Cross-Curricular

K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.

- Activity: In this unit, Students will read How to Hide a Butterfly and other Insects. Students will be able to sequence the lifecycle of the butterfly.

Resources

Fountas and Pinnell Classroom

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