

First Trimester

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 1**
Length: **12 weeks**
Status: **Published**

Unit Overview

In this first trimester students will be exposed to a variety of pre reading and writing skills. They will begin working on letter sound connections, letter formations, rhyming, recalling main ideas, representative drawings, as well as other skills.

Essential Questions

- What are the parts that make a story?
- What are rhyming words?
- What can writers write about?
- What sounds can be identified in words (initial, medial, and final)?

Content

Shared Reading:

Sound/symbol relationships

Formation of Sight Word Vocabulary

Identify elements of a story, including characters, setting, and key events.

Make predictions based on title, cover, illustrations, and text using prior knowledge.

Derive meaning from books that are highly predictable, use repetitive syntax, and have linguistic redundancy.

Retell or reenact a story, placing the events in the correct sequence.

Recognize that spoken words are represented in written language by specific sequences of letters.

Restate facts after listening to expository text.

Foundations/Guided Reading:

Say letter sounds represented by the single-lettered consonants in isolation and the context of words, and vowels in isolation.

Identify the initial and final sounds (not the letter) of a spoken word.

Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?)

Sort familiar words into basic categories (e.g., colors, shapes, foods).

Use knowledge of letter sound relationships to spell simple words.

Identification of other student's in the class

Construction of one's own name.

Identify one's own name by plugging in missing letters

Writer's Workshop:

Draw a picture about ideas generated through class discussion.

Use pictures that convey meaning.

Use labels, captions, or picture descriptors, to expand meaning.

Write the 26 letters of the alphabet in lower case and upper case.

Create narratives by drawing, dictating, and/or emergent writing.

Participate in writing in a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, graphs/tables).

Skills

Auditory Skills

Sequencing

Visual Skills

Fine Motor

Sound/symbol relationships

Formation of Sight Word Vocabulary

Listening

Rhyming

Words and Sentences

Syllables

Assessments

Recognize name from a list

Classify objects into two groups

Perform and repeat songs and finger plays

Identify name

Identify letters of name

Teacher observation

Student demonstration

Students will be able to:

-participate in groups

-recognize words

-demonstrate phonemic awareness

-demonstrate effective reading strategies

-identify sequence of events

-increase awareness of letter/sound relationships

-capitalize proper nouns

Completed narratives

Lessons/Learning Scenarios

Shared Reading:

- Match same and different picture cards
- Recognize name
- Practice writing name
- Classify objects into two groups
- Perform and repeat songs and finger plays
- Identify name
- Identify letters of name
- Recognize same/different (pictures)
- Practices left to right progression (when writing name)

- Sequence 3 event story
- Repeat songs, poems, stories
- Begin to identify sight words
- Begin to recognize letters as symbols for speech sounds
- Recognize name from a list
- Practice left to right progression (large group charts, stories)

Shared Reading:

Sept: *The Night Before Kindergarten, No David, Hickory Dickory Dock, Apple Farmer Annie*

Oct: *Corduroy, Two Greedy Bears, Pumpkins All Around Freight Train*

Nov.: *Click Clack Moo Cows that Type, Mouse Paint, Animals and the Seasons*

- Identify same and different words
- Begin to identify rhyming words
- Identify and sequence everyday sounds
- Listen to and recite rhyming literature
- Detect nonsensical change to familiar story or poem
- Identify rhyming words in rhyming literature
- Recognize and later count individual words in a sentence
- Recall and execute actions in sequence
- Identify and produce rhyming words
- Compare length of words
- Count syllables in words of varied length

Foundations:

Cut pictures from magazines that start with the letter of focus.

Attach initial sounds to items (letter tubs)

Practice formations of letters (sky write and white boards)

Writing:

Morning Message Introduced & completed daily

Predictable Charts (I am _____) name

Introduce the Writing Center: pretend write, drawing, copying, ABC book.

Class Books: one strip for each child...link to predictable charts @ least 2 per month. Possible topics:

- I am...I like...
- I can...
- Color Book

Portfolio Writing: Favorite Animal

“My favorite animal is....” (1 day)

Free Choice Writing (In small group)

Writers Workshop:

- Mini-lessons: adding details, labeling, action marks, brainstorming for interactive writing, selecting just right paper, partner writing, creating books, parts of a story (beginning, middle, and end), adding on/revising a writing piece, answering who, what, when, and why questions in writing, stretching and writing words, adding dialog and speech bubbles, editing, publishing, rereading ones writing, writing true stories, drawing stories, writing sentences, checklists for stories, using a vowel chart to help with medial sounds.

Brainstorm new topics, story read, etc.

Web of good ideas for writing (Anchor Chart)

Students are asked to write or draw “stories” or experiences they have had.

Standards

LA.K.CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LA.K.CCSS.ELA-Literacy.CCRA.R.4	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.
CCSS.ELA-Literacy.RF.K	Foundational Skills
CCSS.ELA-Literacy.RF.K.1.a	Follow words from left to right, top to bottom, and page by page.
CCSS.ELA-Literacy.RF.K.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
CCSS.ELA-Literacy.RF.K.1.c	Understand that words are separated by spaces in print.
CCSS.ELA-Literacy.RF.K.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
CCSS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.

Resources

Model Text Used:

"Creak Said the Bed"

"Freight Trains"

"My First Soccer Game"

Various Anchor Charts- Ideas for writing, When I'm Done It's Just Begun, and What good writers do.

Writing Folders

Just right paper

Pens and colored pencils

Foundations white boards, magnet boards and Key Word Cards.

Letter Tubs

Journal books

Scholastic Let's Find Out