

Second Trimester

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 2**
Length: **12 weeks**
Status: **Published**

Unit Overview

This trimester will build upon the skills gained in the first. Students will continue to use the skills in their writing and will now be exposed on how to apply them when reading.

Essential Questions

What are the parts that make a story?

What happens when I change the beginning or ending sounds in words?

What connections can I make with a book?

What do writers do when they are finished a piece of writing?

How can we share our thoughts as a class when discussing and comparing books?

How can I improve my writing?

Content

Shared Reading:

Sight Words

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.

Respond appropriately to questions based on facts in expository text, heard or read.

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

Participate in a group discussion based on a literature selection that identifies the characters, setting, sequence

of events

Participate in a group discussion in response to a given piece of literature that connects text to self, text to world, or text to text.

Foundations:

Word Wall

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

Writing:

Attempt simple sentences.

Participate in writing a variety of functional texts.

Generate ideas through class discussion.

Add additional details to original draft scripted by teacher or written by student with prompting.

Review and edit the draft for errors and conventions with prompting.

Share a finished piece of writing.

Communicate by drawing, telling or writing for a purpose.

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

Generate ideas through class discussion (modeling, brainstorming, webbing, drawing, writer's notebook, group discussion).

Review and edit the draft for errors in conventions with prompting.

Share a finished piece of writing.

Use words, labels or short phrases that clearly go with the picture text.

Create pictures or text with distinctive personal style and originality.

Use labels, captions or picture descriptors to expand meaning.

Participate in writing communications with the teacher as a scribe including thank you notes and friendly letters.

Participate in creating expository texts through drawing and/or writing.

Participate in creating expository texts (e.g., labels, lists, observations, journals, summaries) through drawing and/or writing.

Use pictures with imitative text, letters or recognizable words to convey meaning.

Use spaces between words.

Write left to right and top to bottom.

Show a clear sense of coordination between text and pictures.

Skills

Auditory Skills

Sequencing

Visual Skills

Fine Motor

Sound/symbol relationships

Rhyming

Syllables

Writing How-To books

Assessments

Teacher observation

Student demonstration

Responses to predictable charts

Free writing

Finished writing pieces

Participation

Lessons/Learning Scenarios

Shared Reading:

Students will be able to:

-participate in group discussions

-recognize words

-demonstrate phonemic awareness

-demonstrate effective reading strategies

- Provide missing words in context (rhymes, stories, etc.)
- Repeat patterns that are more complex.
- Match same/different in beginning sounds
- Match letter orientation
- Continue left to right progression
- Continue sight word development

Continue to associate letters with sounds

December:Twas the night before Christmas, The Gingerbread Man/ The Gingerbread Girl, Polar Express, Mrs. Wishy Washy and the Big Wash

January:The Snowman, The Hat/ The Mitten, Freight Train, It looked like Spilt milk

February:Miss Bindergarten Celebrates the 100th day of Kindergarten, The Night Worker, Polar Bear Polar Bear, The Mixed Up Chameleon

March:Dr. Seuss, Traffic

Writing:

Mini Lessons: Using a Vowel chart to identify medial sounds in words, Writing readable stories using the word wall, writing stories with true words, using reading partnerships to support conventional writing, using a partner to hear more sounds in words, make readable writing by putting it all together, improve stories by drawing pictures (mental and physical), celebrate revision, writing story beginnings, work with partners to answer readers questions, select and publish a writing piece, creating an ending, study different kinds of writing, use what you already know, writers becoming readers to understand importance of rereading, answering partners questions, writing many books, reflect and set goals, copy features of informational writing using mentor text, How-to book writing, and how to elaborate How-to books.

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

Participate in writing a variety of functional texts (i.e., classroom rules, letters, experiments, recipes, notes and messages, labels, directions, posters, graphs/tables).

Generate ideas through class discussion.

Review and edit the draft for errors and conventions with prompting.

Share a finished piece of writing.

Distinguish between uppercase and lowercase letters.

Use punctuation in writing, although inconsistent or experimental.

Participate in creating expository texts (e.g., labels, lists, observations, journals, summaries) through drawing and/or writing.

Use pictures with imitative text, letters or recognizable words to convey meaning.

Show a clear sense of coordination between text and pictures.

Morning Message completed with students sharing the pen more often. @ least 2-3 x's a week. Students begin to take on more responsibility and write part of the message; can read back message through "stretching out" words to hear sounds; they can spell words from word wall, words they know, etc.

Editing Skills:

- Continue with concept of last name, positioning, etc.
- More time devoted to editing for word wall words, spacing, period, name spelling.
- Formally introduce the concept of a sentence.
- Review word spacing as an important writing skill; use Spaceman, finger, etc.
- Formally introduce word spacing as an important writing skill; use Spaceman, finger, etc.

Standards

LA.K.CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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.
CCSS.ELA-Literacy.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
CCSS.ELA-Literacy.W.K.2	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.

CCSS.ELA-Literacy.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
CCSS.ELA-Literacy.W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
CCSS.ELA-Literacy.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
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.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).
CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
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).

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

Fundations white boards, magnet boards and Key Word Cards.

Letter Tubs

Journal books

Scholastic Let's Find Out