Kindergarten: Unit 2

Big Idea: Books help us learn new things.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|   | **Lesson 6** How are the five senses the same and different? | **Lesson 7**How can I learn about the characters in a story? | **Lesson 8**How can details help me understand a selection? | **Lesson 9**What can I learn from the pictures in a selection? | **Lesson 10**How do the parts of a story work together? |
| **Big Book & Genre** | *My Five Senses*Informational | *Mice Squeak, We Speak*Realistic Fiction | *Move!*Informational Text | *What Do Wheels Do All Day?*Informational Text | *Mouse Shapes*Concept Book |
| **Reading Standards** | Informational 2, 5, 6, 7 & 8 | Literature 3 and 6 | Informational 2, 5, 6, 7 & 8 | Informational 2, 5, 6, 7 & 8 | Literature 3 and 6 |
| **Writing Standards** | *Getting Ideas (Being a Writer)*Writing 2: Draw, tell and write to inform |
| **Language Standards** | Sensory WordsBeginning Capital Letter | Sensory WordsClassify & Categorize Sensory WordsBeginning Capital Letter | Adjectives for ColorClassify & Categorize Action WordsSuffixes (\*ECC only) | Adjectives for Numbers | Adjectives for Size & ShapeClassify & Categorize Shape WordsBeginning Capital Letter |
| **Foundational Standards** | PA: Blend Onset and RimePhonics: Letter/Sound for Short aSight Words: see | PA: Blend and Segment Onset and RimePhonics: Letter/Sound tSight Words: we | PA: Blend and Segment Onset and RimePhonics: Letter/Sound c /k/Sight Words: a | PA: Blend Phonemes and RhymePhonics: Letter/Sound pSight Words: to | PA: Blend PhonemesPhonics: Letter/Sounds for m, s, short a, t, c /k/, pSight Words: see, we, a, to |
| **Speaking & Listening** | *See Overarching Standards for Speaking and Listening 1* |
| **Science** | The 5 Senses |
| **Health** | Physical Activity, Injury Prevention, Anatomy |

|  |  |
| --- | --- |
| **Reading Literature Standards** **Journeys Lessons 7 and 10** | **Reading Informational Standards** **Journeys Lessons 6, 8, 9 and****Extending the CC – Unit 2 (ECC)** |
| Literature 3: With prompting and support, identify major characters, settings, and major events in a story.* I can identify the characters in the story.
* I can identify the settings of the story.
* I can identify the major events of the story.
 | Informational 2: With prompting and support, identify the main topic and retell key details of a text.* I can identify the main topic of a nonfiction text.
* I can identify the key details that support the main topic.
 |
| **Informational 5: Identify the front cover, back cover, and title page of a book.*** **I can identify the front and back cover of a book.**
* **I can find the title page of a book.**
 |
| **Literature 6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.*** **I can name the author and illustrator of a text.**
* **I can explain the author’s role.**
* **I can explain the illustrator’s role.**
 | **Informational 6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.*** **I can name the author and illustrator of a text.**
* **I can explain the author’s role.**
* **I can explain the illustrator’s role.**
 |
| **Informational 7: With prompting and support, describe the relationship between illustrations and the text in which they appear.*** **I can tell how an illustration matches the words in a text.**
 |
| Informational 8: With prompting and support, identify the reasons an author gives to support points in a text.* I can identify the reasons an author gives to support points in a text.
 |
| **Focusing our Instruction** |
|  |  |

**\*\* Standards listed in bold indicate mastery and the final time this standard will be included in a unit study.**
\*\* Underlined words indicate academic vocabulary for instruction.

|  |  |
| --- | --- |
| **Writing Standards*****Getting Ideas*****(Being a Writer)** | **Language Standards** **Journeys Lessons 6-10 and****Extending the CC – Unit 2 (ECC)** |
| Writing 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.* I can use drawing, telling and writing to create a text that informs my readers about a topic.
* I can name my topic and tell my reader information about it.
 | Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.* I can print uppercase and lowercase letters for Aa, Tt, Cc, and Pp. (Lessons 6-9)
* I can use sensory words to describe how something looks, feels, smells, sounds or tastes. (Lessons 6 and 7)
* I can use adjectives to describe something I’m writing or speaking about. (Lessons 8, 9 and 10)
 |
| Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.* I can match the sounds of letters with their written form for the letters Aa, Tt, Cc and Pp. (Lessons 6-9)
* I can locate and use capital letters at the beginning of sentences when reading and writing. (Lessons 6, 7, 8 and 10)
 |
| Language 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.* I can use parts of a word I see often to help me understand the meaning of an unknown word. (Lesson 8 and ECC)
 |
| Language 5: With guidance and support from adults, explore word relationships and nuances in word meanings.* I can sort objects and words I know into categories. (Lessons 7, 8 and 10)
* I can recognize and use color words properly when speaking and writing. (Lesson 8)
* I can recognize and use number words properly when speaking and writing. (Lesson 9)
 |

|  |  |  |
| --- | --- | --- |
| **Foundational Standard 1****Print Concepts****Journeys Lessons 6-10** | **Foundational Standard 2****Phonemic Awareness****Journeys Lessons 6-10** | **Foundational Standard 3****Phonics****Journeys Lessons 6-10** |
| Foundational 1:* Recognize and name upper and lowercase letters for Aa, Tt, Cc and Pp. (Lessons 6-10)
 | Foundational 2:* I can blend and segment the onset and rimes of words I hear. (Lesson 6, 7 and 8)
* I can isolate and pronounce beginning sounds in spoken words. (Lessons 6-10)
* I can identify rhyming words when listening to words read out loud. (Lesson 9)
* I can blend sounds I hear to form words I know. (Lessons 9 and 10)
 | Foundational 3:* I can recognize and use the short vowel sound (a) when reading and writing words. (Lessons 6 and 10)
* I can recognize and produce the proper common sound for the consonants t, c/k, and p found in words. (Lessons 7, 8, and 9)
* I can recognize and read sight words (see, we, a, to). (Lessons 6-10)
 |

|  |
| --- |
| **Speaking & Listening Standards****Journeys Lessons 6-10** |
| *See Overarching Standards for Speaking and Listening 1* |