Kindergarten: Unit 2

Big Idea: Books help us learn new things.

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|  | **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 Words  Beginning Capital Letter | Sensory Words  Classify & Categorize Sensory Words  Beginning Capital Letter | Adjectives for Color  Classify & Categorize Action Words  Suffixes (\*ECC only) | Adjectives for Numbers | Adjectives for Size & Shape  Classify & Categorize Shape Words  Beginning Capital Letter |
| **Foundational Standards** | PA: Blend Onset and Rime  Phonics: Letter/Sound for Short a  Sight Words: see | PA: Blend and Segment Onset and Rime  Phonics: Letter/Sound t  Sight Words: we | PA: Blend and Segment Onset and Rime  Phonics: Letter/Sound c /k/  Sight Words: a | PA: Blend Phonemes and Rhyme  Phonics: Letter/Sound p  Sight Words: to | PA: Blend Phonemes  Phonics: Letter/Sounds for  m, s, short a, t, c /k/, p  Sight 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 | | | | |

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| **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** | |
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**\*\* 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.

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| **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) |

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| **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) |

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