Kindergarten: Unit 3

Big Idea: There is so much to see outside.

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|  | **Lesson 11** How are the months of the year the same and different? | **Lesson 12**What clues help me figure out things an author does not tell me? | **Lesson 13**Why do authors write informational texts? | **Lesson 14**What causes events in a story to happen? | **Lesson 15**Why is it important to know what happens first, next, and last in a selection? |
| **Big Book & Genre** | *Jump Into January*Concept Book | *Snow*Fantasy | *What Color is Nature?*Informational Text | *Turtle Splash*Concept Book | *What A Beautiful Sky!*Informational Text |
| **Reading Standards** | Informational 3, 8, and 9 | Literature 1, 3 and 7 | Informational 3, 8, and 9 | Informational 3, 8, and 9 | Informational 3, 8, and 9 |
| **Writing Standards** | *Getting Ideas – Continued (Being a Writer)*Writing 2: Draw, tell and write to inform |
| **Language Standards** | Sentence Parts: Subject Synonyms (\*ECC only)Figurative Language | Sentence Parts: VerbsClassify & Categorize Sensory WordsWord Endings –s, -ed, -ing (\*ECC only) | Complete SentencesClassify & Categorize Color Words | Verbs in Past TenseClassify & Categorize Number Words | StatementsFigurative Language  |
| **Foundational Standards** | PA: Blend Phonemes and Final SoundPhonics: Review Short a and Blending WordsSight Words: come, me | Print Concepts: Letters/Words/ Sentences/StoriesPA: Blend Phonemes and Final SoundPhonics: Letter/Sound n and Blending WordsSight Words: with, my | Print Concepts: Letters/Words/ Sentences/StoriesSpaces to Count WordsPA: Blend Phonemes and Final SoundPhonics: Letter/Sound f and Blending WordsSight Words: you, what | Print Concepts: Letters/Words/ Sentences/StoriesPA: Blend Phonemes and Middle SoundPhonics: Letter/Sound b and Blending WordsSight Words: are, now | Print Concepts: Letters/Words/ Sentences/StoriesSpaces to Count WordsPA: Blend Phonemes and Middle SoundPhonics: Blending ReviewSight Words: come, me, with, my, you, what, are, now |
| **Speaking & Listening** | Speaking and Listening 5: Adding visuals to provide details |
| **Science**  | Weather and Seasons |
| **Health** | Nutrition, Personal & Consumer Health |
| **Reading Literature Standards** **Journeys Lesson 12** | **Reading Informational Standards** **Journeys Lessons 11, 13, 14, 15 and****Extending the CC – Unit 3 (ECC)** |
| Literature 1: With prompting and support, ask and answer questions about key details in a text.* I can tell the difference between asking a question and answering a question.
* I can ask questions about key details in a story.
* I can answer questions about key details in a story and draw a conclusion.
 | Informational 3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.* I can describe how two or more individuals, events, ideas, or pieces of information in a nonfiction text are alike and different.
* I can describe why things happen in a text. (cause/effect)
* I can describe the order of events that happen in a text using the words first and next.
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| **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 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.
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| **Literature 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).*** **I can tell how an illustration matches the words in a story.**
 | Informational 9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).* I can identify the way two texts on a topic are alike and different.
* I can use the illustrations when describing how texts are alike and different.
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| **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* (Continued)****(Being a Writer)** | **Language Standards** **Journeys Lessons 11-15 and****Extending the CC – Unit 3 (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, Nn, Ff and Bb. (Lessons 11-14)
* I can use verbs to tell what people, animals, or things do. (Lessons 12 and 14)
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| 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 Aa, Nn, Ff and Bb. (Lessons 11-14)
* I can locate and use capital letters at the beginning of sentences when reading and writing. (Lessons 13 and 15)
* I can recognize, name and use proper punctuation marks found at the end of sentences when reading and writing. (Lessons 13 and 15)
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| Language 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.* I can recognize when words I know do not have their usual meanings and are used in a different way. (Lesson 11)
* I can use the endings –s, -ed and –ing to help me figure out the meaning of a word. (Lesson 12 and ECC)
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| Language 5: With guidance and support from adults, explore word relationships and nuances in word meanings.* I can recognize action words when I read and act them out to help me better understand what I am reading. (Lesson 11 and ECC)
* I can sort objects and words I know into categories. (Lessons 12, 13 and 14)
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| **Foundational Standard 1****Print Concepts****Journeys Lessons 11-15** | **Foundational Standard 2****Phonemic Awareness****Journeys Lessons 11-15** | **Foundational Standard 3****Phonics****Journeys Lessons 11-15** |
| Foundational 1:* I can recognize and name upper and lowercase letters for Aa, Nn, Ff, and Bb. (Lessons 11 – 15)
* I can recognize that letters make up words, words make up sentences and sentences make up stories. (Lessons 12, 13, 14 and 15)
* I can use spaces between words to help me count words in a sentence. (Lessons 13 and 15)
 | Foundational 2:* I can isolate and pronounce beginning, middle and ending sounds in spoken words. (Lessons 11-15)
* I can blend sounds I hear to form words I know. (Lessons 11-15)
* I can count, pronounce, blend, and segment syllables in a compound word (e.g., sometimes, some/times, sometimes). (Lessons 13 and 15)
 | Foundational 3:* I can recognize and read sight words (come, me, with, my, you, what, are, now). (Lessons 11-15)
* I can recognize and use the short vowel a when reading and writing words. (Lessons 11 and 15)
* I can recognize and produce the proper common sound for the consonants n, f, and b in words. (Lessons 12, 13 and 14)
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| **Speaking & Listening Standards****Journeys Lessons 11-15** |
| Speaking and Listening 5: Add drawings or other visual displays to descriptions as desired to provide additional detail.* I can add drawings or other visuals in order to provide more details.
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