Kindergarten: Unit 6

Big Idea: We are growing up!

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|  | **Lesson 26** What causes events in a story to happen? | **Lesson 27**How can I compare and contrast things from a story? | **Lesson 28**How do I know what parts of a story are important? | **Lesson 29**How can details help me understand a main idea from a selection? | **Lesson 30**What clues tell you what a character is thinking and feeling? |
| **Big Book****& Genre** | *Something Special*Fantasy | *One of Three*Realistic Fiction | *You Can Do It, Curious George!*Fantasy | *Look at Us*Informational Text | *Miss Bindergarten Celebrates the Last Day of Kindergarten*Fantasy |
| **Reading Standards** | Literature 2 and 9 | Literature 2 and 9 | Literature 2 and 9 | Informational 2 | Literature 2 and 9 |
| **Writing Standards** | Writing 1: Opinion Writing |
| **Language Standards** | Nouns: Singular & Plural (ECC)AntonymsEnding Punctuation | Subject-Verb AgreementClassify & Categorize Places | Subject-Verb AgreementEnding Punctuation | Prepositions: for, to, with (ECC)Figurative Language | Prepositions: in, on, up, out (ECC)Environmental Print |
| **Foundational Standards** | PA: Substitute PhonemesPhonics: Letter/Sound Short u (ECC) and Blending WordsSight Words: do, down | PA: Substitute PhonemesPhonics: Letters/Sounds l, w and Blending WordsSight Words: have, help | PA: Substitute PhonemesPhonics: Letters/Sounds v, z and Blending WordsSight Words: look, out | PA: Track SyllablesPhonics: Letters/Sounds y, q and Blending WordsSight Words: off, take | PA: Track SyllablesPhonics: Review Short Vowels, Blending Review All Letters, and Words with -s, -ingSight Words: do, down, have, help, look, out, off, take |
| **Speaking & Listening** | Speaking and Listening 6: Share thoughts, feelings and ideas |
| **Science** | Plants and Trees |
| **Health**  | Tobacco, Alcohol & Other Drugs |

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| **Reading Literature Standards** **Journeys Lessons 26, 27, 28, 30 and****Extending the Common Core – Unit 6 (ECC)** | **Reading Informational Standards** **Journeys Lesson 29** |
| **Literature 2: With prompting and support, retell familiar stories, including key details.*** **I can tell important events in the order they happened using the words first and next.**
 | **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.**
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| **Literature 9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.*** **I can identify the character’s experiences in a familiar story.**
* **I can find things that are alike and different between characters’ experiences in a story.**
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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****Journeys Lessons 26-30 and** **Extending the CC – Unit 6 (ECC)***(\*\*Continue the writer’s workshop format established during Being a Writer in Units 1-5)* | **Language Standards** **Journeys Lessons 26-30 and****Extending the CC – Unit 6 (ECC)** |
| Writing 1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).* I can use drawing, telling, and writing to share my opinion about a topic.
* I can use common phrases for expressing my opinion (e.g., “I like…”, “I do not like…”, “My favorite…”).
 | Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.* I can print uppercase and lowercase letters when I write. (Lessons 26-30)
* I can recognize and use /s/ or /es/ to form plural nouns when I read and write words. (Lesson 26 and ECC)
* I can recognize and use common prepositions to show a connection between words in a sentence when speaking and writing. (Lessons 29, 30 and ECC)
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| Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.* I can recognize, name, and use proper punctuation marks found at the end of sentences when reading and writing. (Lessons 26 and 28)
* I can match the sounds of letters with their written form. (Lessons 26-30)
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| 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. (Lesson 27)
* I can relate words to their opposites to help me understand their meaning. (Lesson 26)
* I can recognize familiar labels and signs around me. (Lesson 30)
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| **Foundational Standard 1****Print Concepts****Journeys Lessons 26-30** | **Foundational Standard 2****Phonemic Awareness****Journeys Lessons 26-30** | **Foundational Standard 3****Phonics****Journeys Lessons 26-30 and****Extending the CC – Unit 6 (ECC)** |
| Foundational 1:* I can recognize and name all upper- and lowercase letters of the alphabet. (Lessons 26-30)
 | Foundational 2:* I can isolate and pronounce beginning, middle, and ending sounds in spoken words. (Lessons 26-30)
* I can isolate, pronounce, and blend sounds to make words I know. (Lesson 26-30)
* I can change one sound in a word I hear to make a new word. (Lesson 26-30)
* I can count, pronounce, blend, and segment syllables in a compound word. (Lessons 29 and 30)
 | Foundational 3:* I can recognize and read sight words (do, down, have, help, look, out, off, take). (Lessons 26-30)
* I can recognize and use the long and short vowel sounds for u when reading and writing words. (Lesson 26 and ECC)
* I can recognize and produce the proper common sound for consonants found in words. (Lessons 27, 28 and 29)
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| **Speaking & Listening Standards****Journeys Lessons 26-30** |
| Speaking and Listening 6: Speak audibly and express thoughts, feelings, and ideas clearly.* I can speak so my audience can understand me.
* I can clearly express thoughts, feelings and ideas.
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