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| <b>Grade:</b> Kindergarten<br><b>Subject:</b> Literacy | <b>Unit of Study: Theme 4: Winter and Dinosaurs</b>  |
| <b>Big Idea/Rationale</b>                              | <ul style="list-style-type: none"> <li>• In this theme, children will continue to be exposed to a variety of both fiction and non-fiction texts through shared reading and writing to explore and integrate topics such as: Winter Weather/Clothing, Winter Animals, and Valentine’s Day, Presidents: George Washington, Abraham Lincoln, and Thomas Jefferson.</li> <li>• Students will have opportunities for practice in reading using letter books, leveled texts and the Literacy Centers/Readers Workshop.</li> <li>• Students will continue to develop as writers using the Writing Process model, employing the 6 Traits of Effective Writing. I.e. drawing pictures, and labeling, writing sentences.</li> <li>• Using Fountas and Pinnell Phonics students will better their understanding of letter formation, letter names and sounds, word awareness, and print awareness.</li> <li>• Students will begin making connections to texts: Text to Self, Text to Text, Text to World</li> </ul>   |
| <b>Enduring Understandings</b>                         | <ul style="list-style-type: none"> <li>• Active listening skills are needed for success in school</li> <li>• Good listening and speaking skills help us better understand each other</li> <li>• Reading is a process in which readers make meaning from predictable patterned text, and introduction to non pattern text utilizing reading strategies</li> <li>• Reading is an active process; it is the key to knowledge and to understanding our world and ourselves</li> <li>• Reading is a lifetime skill that enhances learning and enjoyment</li> <li>• Recognize and name most letters/sounds</li> <li>• Know that reading is something possible for them to do</li> <li>• Can locate some known and unknown words</li> <li>• Matches word by word while reading a line of print</li> <li>• Uses the meaning of the story to make predictions</li> <li>• Develop comprehension by pausing on some pages of the story to talk about the story</li> <li>• Sounds can be repeated over and over in rhymes and songs</li> <li>• Some words are like other words in the way they sound</li> <li>• Recognize own name and the names of others in the class</li> <li>• Recognize a few high frequency words</li> <li>• The features of letters are the same every time you see them</li> <li>• Pictures represent meaning that will help you understand the story</li> <li>• When you read, you go from left to right across the page and also top to bottom</li> <li>• A word is represented by a group of letters and there are spaces between them</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Writing is a process, not a result</li> <li>• Recognize that print represents spoken language</li> <li>• Perform the motor action needed to form letters and words and know how to use the tools of writing</li> <li>• Know that writing can be used to communicate meaning to others</li> <li>• Know that writing is something they can do</li> <li>• Realize that to produce a message someone can read you must write letters and words</li> <li>• Know how to write a few high frequency words</li> <li>• Utilize ear spelling to write unknown words</li> <li>• Use print rich environment to locate known words</li> <li>• Recognize and name most letters and most sounds</li> <li>• Begin making connections to literature.</li> <li>• Make predictions about visual information</li> </ul>   |
| <p><b>Essential Questions</b></p>      | <ul style="list-style-type: none"> <li>• How do we show others that we are listening to them?</li> <li>• How do we show others that we understand what is said or asked?</li> <li>• Can I listen and respond to what I hear?</li> <li>• Can I recognize the letters of the alphabet?</li> <li>• What sound does each letter make and can I name something that begins with that sound?</li> <li>• How can we use our sounds and words we know to read books and write words?</li> <li>• Do the words we read and write make sense?</li> <li>• How can I use what I know about words to solve new words?</li> <li>• How can we tell if a story is real or make-believe?</li> <li>• How can I use my writing tool to form letters correctly?</li> <li>• Do my words match my picture?</li> <li>• How can we communicate our ideas through writing?</li> <li>• How can we show a purpose for our writing?</li> <li>• How can we speak in a way that others will solve new words?</li> </ul> |
| <p><b>Content (Subject Matter)</b></p> | <p>Students will:</p> <ul style="list-style-type: none"> <li>• Listen attentively to teachers, guest speakers, and peers.</li> <li>• Use active listening strategies during stories and conversations:</li> <li>• Use eye contact</li> <li>• Be given wait time</li> <li>• Listen without interrupting</li> <li>• Respond appropriately</li> <li>• Take turns when speaking</li> <li>• Contribute regularly to morning message, class letters</li> <li>• Contribute (in shared writing) to a class set of directions</li> <li>• Write first and last name</li> <li>• Know most lower case and upper case letters</li> </ul>  |

- Know the sounds most letters make
- Attempt to write all lower case letters
- Track print
- Know a word is a unit of meaning
- Recognize that words are made up of a series of sounds
- Recognize rhyming patterns and rhyming words
- Match words with same beginning sound
- Match spoken sounds to letters in print
- Be exposed to different literary genres:
- Fiction
- Non-Fiction
- Science
- Social Studies
- Poetry
- Distinguish between fiction and non-fiction
- Learn (enjoy/listen to) a variety of books, poems, chants, songs
- Begin to identify characters and setting
- Identify cover, title, author, illustrator of book
- Compare and Contrast different versions of the same story
- Sequence events
- Make predictions based on prior knowledge and preview of text.
- Describe illustrations in a book
- Recall information
- Participate in an active discussion about a story.
- Begin to recognize fiction vs. non-fiction
- Begin to monitor for meaning when reading by using pictures.
- Use picture letter cues as reading strategies
- Respond to stories orally
- Retell or act out a story using beginning, middle, and end.
- Compare/Contrast versions of the same story.
- Make connections to their lives or other stories.
- Recognize a set of high frequency words
- Match writing to a picture
- Share writing-generating ideas
- Interact with others for shared writing lessons
- Begin to write from Left to Right, Top to Bottom
- Be introduced to concepts of
- ideas, conventions, and organization
- Continue to use spaces between words
- Continue to use consonant sounds for phonetic spellings
- Continue to see a purpose for writing
- Continue to retell an experience orally

## Standards

- RL.K.1: With prompting and support, ask and answer questions about key details in a text.
- RL.K.2: With prompting and support, retell familiar stories, including key details.
- RL.K.3: With prompting and support, identify characters, settings, and major events in a story.
- RL.K.4: Ask and answer questions about unknown words in a text.
- RL.K.5: Recognize common types of texts (e.g., storybooks, poems, etc.)
- 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.
- RL.K.7: With prompting and support, describe the connection between pictures or other illustrations and the overall story in which they appear.
- RL.K.10: Actively engage in group reading activities with purpose and understanding.
- RI.K.1: With prompting and support, ask and answer questions about key details in a text.
- RI.K.2: With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text
- RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5: Identify the front cover, back cover, and title page of a book.
- RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RI.K.7: With prompting and support, describe the connection between pictures or other illustrations and the overall text in which they appear.
- RI.K.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).
- RI.K.10: Actively engage in group reading activities with purpose and understanding.
- RF.K.1: Demonstrate understanding of the organization and basic features of print.
- RF.K.1.A: Follow words from left to right, top to bottom, and page-by-page.
- RF.K.1.B: Recognize that spoken words are represented in written language by specific sequences of letters.
- RF.K.1.C: Understand that words are separated by spaces in print.
- RF.K.1.D: Recognize and name all upper- and lowercase letters of the alphabet.
- RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- RF.K.2.A: Recognize and produce rhyming words.
- RF.K.2.B.: Count, pronounce, blend, and segment syllables in spoken words.
- RF.K.2.C: Blend and segment onsets and rimes of single-syllable spoken words.
- RF.K.2.D: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
- RF.K.2.E: Add or substitute individual sounds (phonemes in simple one-syllable words to make new words.
- RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.K.3.A: Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
- RF.K.3.B: Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- RF.K.3.C: Read common high-frequency words by sight. (e.g., *the, of, to, you, she, my, is, are, do, does*).
- RF.K.3.D: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- SL.K.1: Participate in collaborative conversations about *kindergarten topics and texts* with peers and adults in small and larger groups.
- SL.K.1.A: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- SL.K.1.B: Continue a conversation through multiple exchanges.
- SL.K.2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details.
- SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.
- W.K.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 . . .*).
- 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.

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|                                   | <ul style="list-style-type: none"> <li>• W.K.3: Use a combination of drawing, dictating, and writing to narrate a single even or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</li> <li>• W.K.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</li> <li>• W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> <li>• L.K.1: Observe conventions of grammar and usage when writing or speaking.</li> <li>• L.K.1.A: Print many upper- and lowercase letters. (Phonemes)</li> <li>• L.K.2: Observe conventions of capitalization, punctuation, and spelling when writing.</li> <li>• L.K.2.A: Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>• L.K.2.B: Recognize and name end punctuation.</li> <li>• L.K.2.C: Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>• L.K.2.D: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> <li>• L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.</li> <li>• L.K.5.A: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>• L.K.5.B: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.</li> <li>• L.K.5.C: Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>• L.K.5.D: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</li> <li>• L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li> </ul> |
| <p><b>Materials/Resources</b></p> | <ul style="list-style-type: none"> <li>• Rigby leveled readers</li> <li>• Fountas and Pinnell leveled readers (fiction and non-fiction)</li> <li>• Supplemental leveled readers</li> <li>• Shared Reading big books- <i>Bear Facts</i>, <i>The Mitten</i>, <i>Dig a Dinosaur</i>, <i>Shopping for Snowflakes</i>, <i>Hamilton Duck</i>, <i>Here Comes Jack Frost</i>, <i>Hairy Bear</i>, <i>Dinosaurs</i>, <i>Dinosaurs</i>, <i>Giant Dinosaurs</i>, <i>Digging for Dinosaurs</i>, <i>The Lost Dinosaur</i>, <i>100<sup>th</sup> Day Celebration</i></li> <li>• Themed read aloud such as: <i>Abraham Lincoln</i>, <i>George Washington</i>, <i>Dr. Seuss</i>, <i>Ground Hogs Day</i></li> <li>• <i>Phonics Lessons</i>, <i>Letters</i>, <i>Words and How They Work</i> by Fountas and Pinnell</li> </ul>  |

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|  | <ul style="list-style-type: none"><li>• <i>Foundations Teacher's Manual, Levels K-2/Wilson</i>;<br/><a href="http://www.foundations.com">www.foundations.com</a></li><li>• <i>The Continuum of Learning</i> by Fountas and Pinnell</li><li>• Six Traits Writing support materials</li><li>• <a href="http://www.readinga-z.com">www.readinga-z.com</a></li><li>• <a href="http://www.jmeacham.com">www.jmeacham.com</a></li><li>• <a href="http://www.abcya.com">www.abcya.com</a></li><li>• <a href="http://www.starfall.com">www.starfall.com</a></li><li>• <a href="http://www.brainpopjr.com">www.brainpopjr.com</a></li><li>• <a href="http://www.abcmouse.com">www.abcmouse.com</a></li></ul> |
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