

<p>Grade: Kindergarten Subject: Literacy</p>	<p>Unit of Study: Theme 1: Nursery Rhymes, Fairy Tales, Predictable Stories</p>
<p>Big Idea/Rationale</p>	<ul style="list-style-type: none"> • In this theme, children will listen to rhymes, familiar and predictable stories to develop a better understanding of spoken words, syllables and sounds. • Establish class procedures and routines; sitting, moving, getting a turn to speak, joining in for singing, chanting, listening to a story. • Students will have opportunities for practice in reading using letter books, leveled texts and the Literacy Centers model. • Students will be introduced to writing using the Writing Process model, employing the 6 Traits of Effective Writing. • Students will be introduced to classroom procedures for Guided Reading, Literacy Centers, Writing Workshop and Foundations lessons.
<p>Enduring Understandings</p>	<ul style="list-style-type: none"> • Active listening skills are needed for success in school • Good listening and speaking skills help us better understand each other • Reading is a process in which readers make meaning from predictable patterned text • Reading is an active process; it is the key to knowledge and to understanding our world and ourselves • Reading is a lifetime skill that enhances learning and enjoyment • Notices letters and words • Recognize and name many letters and some sounds • Develop comprehension by pausing on some pages of the story to talk about the story • Sounds can be repeated over and over in rhymes and songs • Some words are like other words in the way they sound • Names are words that are always the same wherever they appear • Letters in names are the same letters that appear in other words • Recognize own name and the names of others in the class • Recognize some easy high frequency words • The features of letters are the same every time you see them • Pictures represent meaning that will help you understand the story • When you read you hold the book a certain way and turn pages from front to back • When you read, you go from left to right across the page and also top to bottom • A word is represented by a group of letters and there are spaces between them • Writing is a process, not a result • Recognize that print represents spoken language • Perform the motor action needed to form letters and words and know how to use the tools of writing

	<ul style="list-style-type: none"> • Know that writing can be used to communicate meaning to others • Know that writing is something they can do • Realize that to produce a message someone can read you must write letters and words
<p>Essential Questions</p>	<ul style="list-style-type: none"> • How do we show others that we are listening to them? • How do we show others that we understand what is said or asked? • Can I listen and respond to what I hear? • Can I recognize the letters of the alphabet? • How do I hold a book correctly? • How do I follow the print on the page? • How do I write the letters in my name? • Can I find my own name and some of my classmates? • What is the difference between a letter and a word? • How can we tell if a story is real or make-believe? • How can I use my writing tool to form letters correctly? • Do my words match my picture? • How can we communicate our ideas through writing? • How can we show a purpose for our writing? • How can we speak in a way that others will understand?
<p>Content (Subject Matter)</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Listen attentively to teachers, guest speakers, and peers. • Use active listening strategies during stories and conversations: • Use eye contact • Be given wait time • Listen without interrupting • Respond appropriately • Take turns when speaking • Contribute regularly to morning message, class letters • Contribute (in shared writing) to a class set of directions • Write first name • Know most upper case and lower case letters • Write most lower case letters • Track print • Know a word is a unit of meaning • Recognize rhyming patterns and rhyming words • Match spoken sounds to letters in print • Be exposed to different literary genres: <ul style="list-style-type: none"> • fantasy • nursery rhymes • folktales • fables • poetry

	<ul style="list-style-type: none"> • Expose to fiction and non-fiction texts • Learn (enjoy/listen to) a variety of books, poems, chants, songs • Introduce concepts of print such as: cover, title, author, illustrator of book • 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. • Respond to stories orally • Retell or act out a story using beginning, middle, and end. • 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 • Write from Left to Right, Top to Bottom • Be introduced to concepts of ideas, conventions, and organization • Use spaces between words • Use consonant sounds for phonetic spellings • See a purpose for writing • Retell an experience orally
<p>Standards</p>	<ul style="list-style-type: none"> • 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.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.5: Identify the front cover, back cover, and title page of a book. • 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.3: Know and apply grade-level phonics and word analysis skills in decoding words. • RF.K.3.A: Demonstrate basic knowledge of letter-sound

	<p>correspondences by producing the primary or most frequent sound for each consonant.</p> <ul style="list-style-type: none"> ● RF.K.3.B: Read common high-frequency words by sight. (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). ● SL.K.1: Participate in collaborative conversations about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. ● SL.K.1.A: Follow 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.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. ● L.K.1: Observe conventions of grammar and usage when writing or speaking. ● L.K.1.A: Print many upper- and lowercase letters. (Phonemes) ● L.K.1.B: Use frequently occurring nouns and verbs. ● L.K.1.C: Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). ● L.K.1.D: Understand and use question words (interrogatives) ● L.K.1.E: Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, for, with). ● L.K.1.F: Produce and expand complete sentences in shared language activities. ● L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings. ● L.K.5.B: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. ● L.K.5.C: Identify real-life connections between words and their use (e.g., note places at school that are colorful).
<p>Materials/Resources</p>	<ul style="list-style-type: none"> ● Rigby leveled readers ● Fountas and Pinnell leveled readers (fiction and non-fiction) ● Supplemental leveled readers ● Shared Reading: big books and rhymes ● <i>-Chicka, Chicka Boom, Boom; Down By The Bay; Alphabet Rescue; Dan the Flying Man; Mother Goose Nursery Rhymes, Alphabet books, Fairy Tales (Little Red Riding Hood, etc.)</i> ● Themed read-aloud books such as <i>The Kissing Hand; Mrs Bindergarten Gets Ready for Kindergarten; Look out Kindergarten Here I Come; We Share Everything</i>

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| | <ul style="list-style-type: none">• <i>Phonics Lessons, Letters, Words and How They Work</i> by Fountas and Pinnell• <i>Foundations Teacher's Manual, Levels K-2/Wilson</i>;
www.foundations.com• <i>The Continuum of Learning</i> by Fountas and Pinnell• Six Traits Writing support materials• www.readinga-z.com• www.jmeacham.com• www.abcya.com• www.starfall.com• www.brainpopjr.com |
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