

<b>Grade:</b> Kindergarten <b>Subject:</b> Literacy	<b>Unit of Study: Theme 2: Autumn and Autumn Holidays</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• In this theme, children will be exposed to a variety of both fiction and non-fiction texts through shared reading and writing to explore and integrate topics such as apples, pumpkins, seasons, Native Americans, Thanksgiving and Halloween.</li> <li>• Students will have opportunities for practice in reading using letter books, leveled texts and the Literacy Centers model.</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).</li> <li>• Using Foundations and Fountas and Pinnell Phonics students will better their understanding of letter formation, letter names and sounds, word awareness, and print awareness.</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</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> <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> </ul>

	<ul style="list-style-type: none"> <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>• Are moving from scribbling and letter-like forms to conventional letter forms</li> <li>• Recognize and name most letters and some sounds</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 name</li> <li>• Know most lower case and some upper case letters</li> <li>• Know the sounds some letters make</li> <li>• Write most lower case letters</li> <li>• Track print</li> <li>• Know a word is a unit of meaning</li> <li>• Recognize that words are made up of a series of sounds</li> <li>• Recognize rhyming patterns and rhyming words</li> </ul>

	<ul style="list-style-type: none"> <li>• Match words with same beginning sound</li> <li>• Match spoken sounds to letters in print</li> <li>• Be exposed to different literary genres:</li> <li>• Fiction</li> <li>• Non-Fiction</li> <li>• Science</li> <li>• Social Studies</li> <li>• Poetry</li> <li>• Distinguish between fiction and non-fiction</li> <li>• Learn (enjoy/listen to) a variety of books, poems, chants, songs</li> <li>• Begin to identify characters and setting</li> <li>• Identify cover, title, author, illustrator of book</li> <li>• Compare and Contrast different versions of the same story</li> <li>• Sequence events</li> <li>• Make predictions based on prior knowledge and preview of text.</li> <li>• Describe illustrations in a book</li> <li>• Recall information</li> <li>• Participate in an active discussion about a story.</li> <li>• Begin to recognize fiction vs. non-fiction</li> <li>• Begin to monitor for meaning when reading by using pictures.</li> <li>• Use picture letter cues as reading strategies</li> <li>• Respond to stories orally</li> <li>• Retell or act out a story using beginning, middle, and end.</li> <li>• Compare/Contrast versions of the same story.</li> <li>• Make connections to their lives or other stories.</li> <li>• Begin to recognize a set of high frequency words</li> <li>• Match writing to a picture</li> <li>• Share writing-generating ideas</li> <li>• Interact with others for shared writing lessons</li> <li>• Begin to write from Left to Right, Top to Bottom</li> <li>• Be introduced to concepts of</li> <li>• ideas, conventions, and organization</li> <li>• Begin to use spaces between words</li> <li>• Begin to use consonant sounds for phonetic spellings</li> <li>• Begin to see a purpose for writing</li> <li>• Begin to retell an experience orally</li> </ul>
<p><b>Standards</b></p>	<ul style="list-style-type: none"> <li>• RL.K.1: With prompting and support, ask and answer questions about key details in a text.</li> <li>• RL.K.2: With prompting and support, retell familiar stories, including key details.</li> <li>• RL.K.3: With prompting and support, identify characters, settings, and major events in a story.</li> <li>• RL.K.4: Ask and answer questions about unknown words in a text.</li> </ul>

- 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.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.C: Read common high-frequency words by sight. (e.g., *the, of, to, you, she, my, is, are, do, does*).
- SL.K.1: Participate in collaborative conversations about *kindergarten topics and texts* with peers and adults in small and larger groups.
  - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - 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 . . .*).
- 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.2: Observe conventions of capitalization, punctuation, and spelling when writing.
    - L.K.2.A: Capitalize the first word in a sentence and the pronoun *I*.
    - L.K.2.B: Recognize and name end punctuation.
    - L.K.2.C: Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
  - L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.
    - L.K.5.A: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
    - 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).
<b>Materials/Resources</b>	<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-fiction: <i>Pumpkin, Pumpkin; Do Not Open This Book; Itchy Witch; The Story of Johnny Appleseed; Stellanuna</i> ; non-fiction: <i>In 1492; Growing Pumpkins; Apples and Pumpkins; I'm an Apple; How Pumpkins Grow; The Legend of the Indian Paintbrush</i></li> <li>• Themed read alouds such as <i>Ten Apples Up on Top</i>, various holiday books</li> <li>• <i>Phonics Lessons, Letters, Words and How They Work</i> by Fountas and Pinnell</li> <li>• <i>Foundations Teacher's Manual, Levels K-2/Wilson</i>; <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> </ul>