

# Kindergarten - Unit 3 Reading - Reading and Writing About Friends

## Unit Focus

Building on the energy and excitement of reading fiction and nonfiction pattern books, students will move on to understanding loveable characters in this unit. They will be introduced to a wide variety of fiction and nonfiction text selections in guided reading. The mini-lessons will focus on the theme of friendship in animal and human character stories. Students will listen to many stories in the Mo Willems Piggie and Elephant series. Students will get to know characters well by studying the way the illustrators draw details in the pictures. Readers will be working with 1:1 correspondence, reading pictures closely and predicting and confirming the first letter sounds of words. As readers move to the next level, they'll start to rely more on their eyes for reading and use their fingers when they initiate problem solving. Students will work in small groups with targeted instruction in guided reading groups, phonics, phonemic awareness and letter knowledge. Students will focus on using strategies that will help them grow skills and strategies for reading running texts. Students will learn to analyze and infer the actions and emotions of characters from the pictures. Readers will take to the stage driven by their close-reading of pictures to act out character gestures and dialog. Students will spend time spent talking to peers about read texts. Students will create and add to a "good friend" chart with their own criteria for what makes a character a good friend.

**Reading Skills:** Summarizing, Making Connections, Inferring, Visualizing

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>Common Core</b> <i>English Language Arts: K</i></p> <ul style="list-style-type: none"> <li>• Reading Literature               <ul style="list-style-type: none"> <li>○ With prompting and support, retell familiar stories, including key details. <i>(CCSS.ELA-LITERATURE.RL.K.2)</i></li> <li>○ With prompting and support, identify characters, settings, and major events in a story. <i>(CCSS.ELA-LITERATURE.RL.K.3)</i></li> <li>○ Ask and answer questions about unknown words in a text. <i>(CCSS.ELA-LITERATURE.RL.K.4)</i></li> <li>○ 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>(CCSS.ELA-LITERATURE.RL.K.7)</i></li> <li>○ With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <i>(CCSS.ELA-LITERATURE.RL.K.9)</i></li> </ul> </li> <li>• Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <i>(CCSS.ELA-LITERACY.RF.K.2)</i> <ul style="list-style-type: none"> <li>○ Count, pronounce, blend, and segment syllables in spoken words. <i>(CCSS.ELA-LITERACY.RF.K.2.B)</i></li> </ul> </li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Comprehend and engage with a variety of texts in order to become independent, critical thinkers. (analyzing, reflection)</p> <p>T2 Talk about read texts using both text evidence and schema to interpret author's message.(analyzing)</p> <p>T3 Use strategies to comprehend increasingly complex texts.(analyzing)</p> <p>T4 Recognizes and uses snap words in reading and writing.</p> <p>T5 Demonstrate understanding of spoken words, syllables and sounds (phonemes).</p> <p>T6 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i></p> <p>U1 Readers think about whether they like a character and then think about why.</p> <p>U2 Readers use many strategies to figure out the author's message.</p> <p>U3 Narrative stories have predictable structures.</p> <p>U4 Theme: Readers learn about real life from the actions and choices of characters.</p> <p>U5 Use letter-sound knowledge to read and</p>	<p><i>Students will keep considering...</i></p> <p>Q1 What makes a good friend? What do good friends do?</p> <p>Q2 What's the same about the people I'm reading about and the people I know? What's different?</p> <p>Q3 Theme: What questions help me tackle stories? Who? Where? What? Why?</p> <p>Q4 How can we use our "word-part power" to help us read and write new words?</p>	

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<ul style="list-style-type: none"> <li>○ Blend and segment onsets and rimes of single-syllable spoken words. <i>(CCSS.ELA-LITERACY.RF.K.2.C)</i></li> <li>○ Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) <i>(CCSS.ELA-LITERACY.RF.K.2.D)</i></li> <li>○ Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <i>(CCSS.ELA-LITERACY.RF.K.2.E)</i></li> </ul>	spell. U6 Identify and use snap words with automaticity.	Q5 How do snap words help us read and write?
<b>Acquisition of Knowledge and Skill</b>		
<b>Knowledge</b>		
<p><b>Student Growth and Development 21st Century Capacities Matrix</b></p> <p><i>Critical Thinking</i></p> <ul style="list-style-type: none"> <li>● Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. <i>MM.1.2</i></li> </ul> <p><i>Self-Direction</i></p> <ul style="list-style-type: none"> <li>● Reflection: Students will be able to analyze their performance to evaluate progress toward learning goals in order to determine next step(s). <i>MM.4.1</i></li> </ul>	<p><i>Students will know...</i></p> <p>K1 Readers make connections to the feelings characters experience.</p> <p>K2 Characters make good and bad choices.</p> <p>K3 Vocabulary- narrator, main character, character, setting, problem, solution, events, actions, most important event, positive feeling, negative feeling, same, different, fiction, first, then, last, retell, opinion, fact, agree, disagree, advice, describe, predict, connect, compare, surprised, excited, joyous, relieved, bored, tired, embarrassed, angry, worried, anxious, nervous, annoyed, character timeline, period, question mark, comma, exclamation point, bold print, thought bubble, dialog balloon, initial sound, final sound, uppercase, lowercase, knowledge, consonant, vowel, word parts, digraphs, word families</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Identifying character feelings.</p> <p>S2 Making Connections to character feelings.</p> <p>S3 Making predictions based text evidence..</p> <p>S4 Identifying the most important event in the story.</p> <p>S5 Summarizing the important events in a story.</p> <p>S6 Acting out scenes in stories based on the words and pictures in a story.</p> <p>S7 Making inferences based on character actions, thoughts and dialogue.</p> <p>S8 Supporting inferences with text evidence and schema.</p> <p>S9 Count, pronounce, blend, and segment syllables in spoken words.</p> <p>S10 Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>S11 Isolate and pronounce the initial and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>S12 Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>S13 Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>S14 Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do,does).</p> <p>S15 Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>