

<p><b>Mrs. Ramilo</b> <b>Mrs. Cook</b> <b>English Language Arts</b></p> <p><b>September</b> Welcome to Kindergarten <i>Topic:</i> Get Ready to Learn <i>Domain:</i> Social Relationships</p> <p>Lesson 1 <i>Topic:</i> Families <i>Domain:</i> Social Relationships</p>	<p><i>Phonemic Awareness;</i> <i>Phonics/Decoding:</i></p> <ul style="list-style-type: none"> <li>- Letter Names Aa-Oo</li> <li>- Rhyming Words</li> <li>- Blend and Segment Syllables</li> </ul> <p><i>Reading Strategies/Fluency:</i></p> <ul style="list-style-type: none"> <li>- Read with Expression</li> </ul> <p><i>Vocabulary Skills:</i></p> <ul style="list-style-type: none"> <li>- Classify and Categorize Family Words</li> </ul>	<p><i>Comprehension Skills/Strategies:</i></p> <ul style="list-style-type: none"> <li>- Main Idea</li> <li>- Genre</li> <li>- Summarize</li> </ul> <p><i>Writing and Grammar:</i></p> <ul style="list-style-type: none"> <li>- Narrative Writing: Names</li> <li>- Focus Trait: Conventions</li> <li>- Nouns for People</li> </ul>				
<b>Big Ideas</b>	<b>Benchmark Instructional Essential Standards:</b>	<b>Essential Questions</b>	<b>Stories</b>	<b>High Frequency Words</b>	<b>Vocabulary</b>	<b>Writing/ Grammar</b>
<p>(Welcome to Kindergarten)</p> <p>Get ready to learn with key Kindergarten skills.</p> <p>Recognize names, distinguish letters and numbers, environmental print</p>	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p>N/A</p>	<p>Read Aloud Big Book: <i>A Journey in Songs and Rhymes</i></p> <p>Big Book: <i>A Journey from A to Z</i></p>	<p>N/A</p>	<p>N/A</p>	<p>Names</p>
<p>(Lesson 1)</p> <p>Identify the main idea that families are special.</p>	<p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p>	<p>What is the same about all families?</p>	<p>Read Aloud Book: <i>Building with Dad</i></p> <p>Big Book: <i>What Makes a Family?</i></p>	<p>I</p>	<p>cranes crew gleaming mechanic outlining solid</p>	<p>Names  Nouns</p>

**See curriculum for specific number of days for each unit.**

<p><b>Mrs. Ramilo</b> <b>Mrs. Cook</b> <b>English Language Arts</b></p> <p><b>October</b> Lesson 2 <i>Topic:</i> Going to School <i>Domain:</i> Civics</p> <p>Lesson 3 <i>Topic:</i> Pets <i>Domain:</i> Values</p> <p>Lesson 4 <i>Topic:</i> Jobs <i>Domain:</i> Community</p> <p>Lesson 5 <i>Topic:</i> Helping <i>Domain:</i> Social Relationships</p>	<p><i>Phonemic Awareness;</i> <i>Phonics/Decoding:</i></p> <ul style="list-style-type: none"> <li>- Letter Names Pp-Zz</li> <li>- Letter/Sound: m /m/, s /s/</li> <li>- Beginning Sounds</li> <li>- Words in Oral Sentences</li> </ul> <p><i>Reading Strategies/Fluency:</i></p> <ul style="list-style-type: none"> <li>- Pause for Punctuation</li> <li>- Reading Rate</li> </ul> <p><i>Vocabulary Skills:</i></p> <ul style="list-style-type: none"> <li>- Antonyms</li> <li>- Synonyms</li> <li>- Classify and Categorize Words for Jobs</li> </ul>	<p><i>Comprehension Skills/Strategies:</i></p> <ul style="list-style-type: none"> <li>- Understanding Characters</li> <li>- Author's Purpose</li> <li>- Infer/Predict</li> <li>- Story Structure</li> <li>- Conclusions</li> <li>- Monitor/Clarify</li> <li>- Text and Graphic Features</li> <li>- Genre</li> <li>- Analyze/Evaluate</li> <li>- Details</li> <li>- Cause and Effect</li> <li>- Question</li> </ul> <p><i>Writing and Grammar:</i></p> <ul style="list-style-type: none"> <li>- Narrative Writing: Labels</li> <li>- Focus Trait: Elaboration</li> <li>- Narrative Writing: Captions</li> <li>- Focus Trait: Purpose</li> <li>- Narrative Writing: Story Sentences</li> <li>- Narrative Writing: Class Story</li> <li>- Focus Trait: Development</li> <li>- Nouns for Places, Animals, and Things</li> <li>- Action Verbs in the Present Tense</li> </ul>				
<b>Big Ideas</b>	<b>Benchmark Instructional Essential Standards:</b>	<b>Essential Questions</b>	<b>Stories</b>	<b>High Frequency Words</b>	<b>Vocabulary</b>	<b>Writing/ Grammar</b>
(Lesson 2)  Practice relating images to text to get information.	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.	Why do we have rules at school?	Read Aloud: <i>Friends at School</i>  Big Book: <i>How Do Dinosaurs</i>	like	busy company container job scoop tortoises	Labels  Nouns

			<i>Go to School?</i>			
(Lesson 3)  Identify the characters, settings, and events in a story.	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	Why do people have to take care of their pets?	Read Aloud Book: <i>I Have a Pet!</i>  Big Book: <i>Please, Puppy, Please</i>	the	cooperate curious interesting slimy smooth vet	Captions  Nouns
(Lesson 4)  Learn about the work that people do.	RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.	What kinds of work do people do?	Read Aloud Book: <i>Pizza at Sally's</i>  Big Book: <i>Everybody Works</i>	and	customers dough famous perfect sprinkled stretchy	Story Sentences  Action Verbs
(Lesson 5)  Discuss why various tools were invented and how they help us do things.	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	How do tools help us do things with our hands?	Read Aloud Book: <i>The Little Red Hen</i>  Big Book: <i>The Handiest Things in the World</i>	I like the and	admired delicious delight doubt fable sigh	Class Story  Action Verbs

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<p><b>Mrs. Ramilo</b> <b>Mrs. Cook</b> <b>English Language Arts</b></p> <p><b>November</b> Lesson 6 <i>Topic: Using Our Senses</i> <i>Domain: Life Science</i></p> <p>Lesson 7 <i>Topic: Sounds and Language</i> <i>Domain: Communication</i></p> <p>Lesson 8 <i>Topic: Ways to Move</i> <i>Domain: Life Science</i></p>	<p><i>Phonemic Awareness;</i> <i>Phonics/Decoding:</i></p> <ul style="list-style-type: none"> <li>- Short a / Long a</li> <li>- Vowels and Consonants</li> <li>- Letter/Sound: t /t/, c /k/,</li> <li>- Blend Onset and Rhyme</li> <li>- Segment Onset and Rhyme</li> </ul> <p><i>Reading Strategies/Fluency:</i></p> <ul style="list-style-type: none"> <li>- Pause for Punctuation</li> <li>- Read with Expression</li> </ul> <p><i>Vocabulary Skills:</i></p> <ul style="list-style-type: none"> <li>- Context Clues</li> <li>- Classify and Categorize Sensory words</li> <li>- Classify and Categorize Action words</li> </ul>		<p><i>Comprehension Skills/Strategies:</i></p> <ul style="list-style-type: none"> <li>- Compare and Contrast</li> <li>- Text and Graphic Features</li> <li>- Monitor/Clarify</li> <li>- Understanding Characters</li> <li>- Author's Word Choice</li> <li>- Analyze/Evaluate</li> <li>- Details</li> <li>- Visualize</li> </ul> <p><i>Writing and Grammar:</i></p> <ul style="list-style-type: none"> <li>- Informative Writing: Descriptive Sentences</li> <li>- Focus Trait: Purpose</li> <li>- Focus Trait: Conventions</li> <li>- Sensory Words</li> <li>- Adjectives for Color</li> </ul>				
<b>Big Ideas</b>	<b>Benchmark Instructional Essential Standards:</b>	<b>Essential Questions</b>	<b>Stories</b>	<b>High Frequency Words</b>	<b>Vocabulary</b>	<b>Writing/ Grammar</b>	
<p>(Lesson 6)</p> <p>Discover how our senses make us aware of the world around us.</p>	<p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p>	<p>How do our senses help us learn about the world?</p>	<p>Read Aloud Book: <i>Listen, Listen</i> Big Book: <i>My Five Senses</i></p>	<p>see</p>	<p>drift ripen scurry sizzle whisper whistle</p>	<p>Descriptive Sentences</p> <p>Sensory Words</p>	

<p>(Lesson 7)</p> <p>Discuss ways that the characters in the story communicate.</p>	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p>How do animals communicate? How do people communicate?</p>	<p>Read Aloud: <i>Amelia's Show-and-Tell</i> <i>Fiesta</i> Big Book: <i>Mice Squeak, We Speak</i></p>	<p>we</p>	<p>foolish frowns ruffled special treasures tropical</p>	<p>Descriptive Sentences</p> <p>Sensory Words</p>
<p>(Lesson 8)</p> <p>Use details to understand story events.</p>	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p>Why do different animals move in different ways?</p>	<p>Read Aloud Book: <i>Jonathan and His Mommy</i></p> <p>Big Book: <i>Move!</i></p>	<p>a</p>	<p>backward beat leap strange wiggle zigzag</p>	<p>Captions</p> <p>Adjectives</p>

**See curriculum for specific number of days for each unit.**

<p><b>Mrs. Ramilo</b> <b>Mrs. Cook</b> <b>English Language Arts</b></p> <p><b>December</b> Lesson 9 <i>Topic:</i> Machines and Wheels <i>Domain:</i> Technology and Innovation</p> <p>Lesson 10 <i>Topic:</i> Using Shapes <i>Domain:</i> Math</p>	<p><i>Phonemic Awareness;</i> <i>Phonics/Decoding:</i></p> <ul style="list-style-type: none"> <li>- Letter/Sound: p /p/</li> <li>- Review: t /t/, c /k/, p /p/, short a</li> <li>- Blend phonemes</li> </ul> <p><i>Reading Strategies/Fluency:</i></p> <ul style="list-style-type: none"> <li>- Reading Rate</li> <li>- Read with Expression</li> </ul> <p><i>Vocabulary Skills:</i></p> <ul style="list-style-type: none"> <li>- Synonyms</li> <li>- Classify and Categorize Shape Words</li> </ul>		<p><i>Comprehension Skills/Strategies:</i></p> <ul style="list-style-type: none"> <li>- Text and Graphic Features</li> <li>- Conclusions</li> <li>- Question</li> <li>- Story Structure</li> <li>- Understanding Characters</li> <li>- Summarize</li> </ul> <p><i>Writing and Grammar:</i></p> <ul style="list-style-type: none"> <li>- Informative Writing: Description</li> <li>- Focus Trait: Elaboration</li> <li>- Focus Trait: Evidence</li> <li>- Adjectives for Numbers</li> <li>- Adjectives for Size and Shape</li> </ul>			
<b>Big Ideas</b>	<b>Benchmark Instructional Essential Standards:</b>	<b>Essential Questions</b>	<b>Stories</b>	<b>High Frequency Words</b>	<b>Vocabulary</b>	<b>Writing/ Grammar</b>
<p>(Lesson 9)</p> <p>Draw conclusions from details in a text</p>	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p>Why do people use wheels?</p>	<p>Read Aloud Book: <i>Good Morning, Digger</i></p> <p>Big Book: <i>What Do Wheels Do All Day?</i></p>	<p>to</p>	<p>cement community early vacant weeds welding</p>	<p>Description</p> <p>Adjectives</p>
<p>(Lesson 10)</p> <p>Identify and analyze a story's characters, settings, and events.</p>	<p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p>	<p>What can we create with Shapes?</p>	<p>Read Aloud Book: <i>David's Drawings</i></p> <p>Big Book: <i>Mouse Shapes</i></p>	<p>See We a to</p>	<p>Add fluffy fresh grinned moment shyly</p>	<p>Description</p> <p>Adjectives</p>

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<p><b>Mrs. Ramilo</b> <b>Mrs. Cook</b> <b>English Language Arts</b></p> <p><b>January</b> Lesson 11 <i>Topic:</i> Seasons <i>Domain:</i> Earth Science</p> <p>Lesson 12 <i>Topic:</i> Weather <i>Domain:</i> Earth Science</p> <p>Lesson 13 <i>Topic:</i> Animal Bodies <i>Domain:</i> Life Science</p> <p>Lesson 14 <i>Topic:</i> Animal Homes <i>Domain:</i> Life Science</p>	<p><i>Phonemic Awareness;</i> <i>Phonics/Decoding:</i></p> <ul style="list-style-type: none"> <li>- Review short a</li> <li>- Letter/Sound: n /n/, f /f/, b /b/,</li> <li>- Blending Words</li> <li>- Word Building</li> </ul> <p><i>Reading Strategies/Fluency:</i></p> <ul style="list-style-type: none"> <li>- Pause for Punctuation</li> <li>- Read with Expression</li> <li>- Reading Rate</li> </ul> <p><i>Vocabulary Skills:</i></p> <ul style="list-style-type: none"> <li>- Figurative Language</li> <li>- Classify and Categorize Sensory Words</li> <li>- Context Clues</li> <li>- Classify and Categorize Number Words</li> </ul>	<p><i>Comprehension Skills/Strategies:</i></p> <ul style="list-style-type: none"> <li>- Compare and Contrast</li> <li>- Text and Graphic Features</li> <li>- Question</li> <li>- Conclusions</li> <li>- Understanding Characters</li> <li>- Monitor/Clarify</li> <li>- Author's Purpose</li> <li>- Visualize</li> <li>- Cause and Effect</li> <li>- Infer/Predict</li> </ul> <p><i>Writing and Grammar:</i></p> <ul style="list-style-type: none"> <li>- Narrative Writing: Story Sentences</li> <li>- Focus Trait: Elaboration</li> <li>- Focus Trait: Development</li> <li>- Narrative Writing: Story</li> <li>- Focus Trait: Organization</li> <li>- Sentence Parts: Subject</li> <li>- Sentence Parts: Verbs</li> <li>- Complete Sentences</li> <li>- Verbs in the Past Tense</li> </ul>				
<b>Big Ideas</b>	<b>Benchmark Instructional Essential Standards:</b>	<b>Essential Questions</b>	<b>Stories</b>	<b>High Frequency Words</b>	<b>Vocabulary</b>	<b>Writing/ Grammar</b>
<p>(Lesson 11)</p> <p>Use text and photos to get information.</p>	<p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.</p>	<p>How does the weather change in different months and seasons?</p>	<p>Read Aloud Book: <i>Every Season</i></p> <p>Big Book: <i>Jump into January</i></p>	<p>come me</p>	<p>bloom peck scatter, speckled store tracks</p>	<p>Story Sentences</p> <p>Sentence Parts: Subject</p>

<p>(Lesson 12)</p> <p>Draw conclusions from a text.</p>	<p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p>	<p>What do animals do when the weather changes?</p>	<p>Read Aloud Book: <i>Storm is Coming!</i></p> <p>Big Book: <i>Snow</i></p>	<p>with my</p>	<p>guard huddle noddled pasture silent stampede</p>	<p>Story Sentences</p> <p>Sentence Parts: Verb</p>
<p>(Lesson 13)</p> <p>Explore an author's purpose for writing.</p>	<p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>How do animals use their different body parts?</p>	<p>Read Aloud Book: <i>A Zebra's World</i></p> <p>Big Book: <i>What Do You Do With a Tail Like This?</i></p>	<p>you what</p>	<p>daily herd muscles pattern several usually</p>	<p>Story Sentences</p> <p>Complete Sentences</p>
<p>(Lesson 14)</p> <p>Discuss an author's purpose for writing.</p>	<p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>Where do different animals make their homes?</p>	<p>Read Aloud Book: <i>Home for a Tiger, Home for a Bear</i></p> <p>Big Book: <i>Turtle Splash</i></p>	<p>are now</p>	<p>burrow desert lodge patient shade soaring</p>	<p>Story</p> <p>Verbs in the Past Tense</p>

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<p><b>Mrs. Ramilo</b> <b>Mrs. Cook</b> <b>English Language Arts</b></p> <p><b>February</b> Lesson 15 <i>Topic:</i> Up in the Sky <i>Domain:</i> Earth Science</p> <p>Lesson 16 <i>Topic:</i> Testing Ideas <i>Domain:</i> General Science</p> <p>Lesson 17 <i>Topic:</i> Nature All Around <i>Domain:</i> General Science</p> <p>Lesson 18 <i>Topic:</i> Oceans and Waterways <i>Domain:</i> Earth Science</p>	<p><i>Phonemic Awareness;</i> <i>Phonics/Decoding:</i></p> <ul style="list-style-type: none"> <li>- Letter/Sounds: short a, b /b/, n /n/, f /f/</li> <li>- Letter/Sounds: short i, g /g/, r /r/</li> <li>- Long i, short i</li> <li>- Blending Review</li> <li>- Blending Words</li> <li>- Word Building</li> <li>- Vowel i</li> </ul> <p><i>Reading Strategies/Fluency:</i></p> <ul style="list-style-type: none"> <li>- Pause for Punctuation</li> <li>- Read with Expression</li> </ul> <p><i>Vocabulary Skills:</i></p> <ul style="list-style-type: none"> <li>- Figurative Language: Simile</li> <li>- Classify and Categorize Science Words</li> <li>- Multiple-Meaning Words</li> <li>- Context Clues</li> </ul>	<p><i>Comprehension Skills/Strategies:</i></p> <ul style="list-style-type: none"> <li>- Sequence of Events</li> <li>- Author's Word Choice</li> <li>- Analyze/Evaluate</li> <li>- Details</li> <li>- Main Ideas</li> <li>- Summarize</li> <li>- Infer/Predict</li> <li>- Author's Purpose</li> <li>- Figurative Language</li> </ul> <p><i>Writing and Grammar:</i></p> <ul style="list-style-type: none"> <li>- Narrative Writing: Story</li> <li>- Opinion Writing: Message</li> <li>- Focus Trait: Organization</li> <li>- Opinion Writing: Thank-you Note</li> <li>- Focus Trait: Evidence</li> <li>- Opinion Writing: Letter</li> <li>- Focus Trait: Conventions</li> </ul>				
<b>Big Ideas</b>	<b>Benchmark Instructional Essential Standards:</b>	<b>Essential Questions</b>	<b>Stories</b>	<b>High Frequency Words</b>	<b>Vocabulary</b>	<b>Writing/ Grammar</b>
<p>(Lesson 15)</p> <p>Discuss an author's word choices.</p>	<p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>What can we see in the sky?</p>	<p>Read Aloud Book: <i>How Many Starts in the Sky?</i>  Big Book: <i>What a Beautiful Sky!</i></p>	<p>come me with my you what are now</p>	<p>dazzling distance gazing leaned planet tunnel</p>	<p>Story  Statements</p>

<p>(Lesson 16)</p> <p>Discuss how details give information about a main idea in a text.</p>	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p>What kinds of things do scientists study?</p>	<p>Read Aloud Book: <i>Dear Mr. Blueberry</i></p> <p>Big Book: <i>What is Science?</i></p>	<p>is of many how so where</p>	<p>information perhaps pleased pond spurt travel</p>	<p>Message</p> <p>Questions</p>
<p>(Lesson 17)</p> <p>Discuss the sequence of events in a story.</p>	<p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p>	<p>How do living things change as they grow?</p>	<p>Read Aloud Book: <i>It Is the Wind</i></p> <p>Big Book: <i>From Caterpillar to Butterfly</i></p>	<p>find from but this came on</p>	<p>creaks hare hinge howling path sways</p>	<p>Thank-You Note</p> <p>Proper Nouns</p>
<p>(Lesson 18)</p> <p>Discuss an author's purpose for writing.</p>	<p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>In what ways is the Atlantic Ocean important?</p>	<p>Read Aloud Book: <i>One-Dog Canoe</i></p> <p>Big Book: <i>Atlantic</i></p>	<p>will into your be that who</p>	<p>canoe dew glided paddle peered crew</p>	<p>Letter</p> <p>Verbs in the Future Tense</p>

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<p><b>Mrs. Ramilo</b> <b>Mrs. Cook</b> <b>English Language Arts</b></p> <p><b>March</b></p> <p>Lesson 19 <i>Topic:</i> Outdoor Adventures <i>Domain:</i> Recreation and Travel</p> <p>Lesson 20 <i>Topic:</i> Making Discoveries <i>Domain:</i> General Science</p> <p>Lesson 21 <i>Topic:</i> Working Together <i>Domain:</i> Social Relationships</p> <p>Lesson 22 <i>Topic:</i> Growing Up <i>Domain:</i> Life Science</p>	<p><i>Phonemic Awareness;</i> <i>Phonics/Decoding:</i></p> <ul style="list-style-type: none"> <li>- Letter/Sound: d /d/</li> <li>- Review Letter/Sounds: short i, g /g/, d /d/, r /r/</li> <li>- Letter/Sound: short o</li> <li>- Letter/Sounds: x /ks/, j /j/</li> <li>- Blending Words</li> <li>- Word Building</li> <li>- Long o, Short o</li> <li>- Blend and Segment Phonemes</li> <li>- Add Phonemes</li> <li>- Substitute Phonemes</li> </ul> <p><i>Reading Strategies/Fluency:</i></p> <ul style="list-style-type: none"> <li>- Pause for Punctuation</li> <li>- Reading Rate</li> <li>- Read with Expression</li> </ul> <p><i>Vocabulary Skills:</i></p> <ul style="list-style-type: none"> <li>- Antonyms</li> <li>- Synonyms</li> <li>- Multiple-Meaning Words</li> </ul>	<p><i>Comprehension Skills/Strategies:</i></p> <ul style="list-style-type: none"> <li>- Cause and Effect</li> <li>- Sequence of Events</li> <li>- Conclusions</li> <li>- Details</li> <li>- Author's Word Choice</li> <li>- Infer/Predict</li> <li>- Question</li> <li>- Visualize</li> <li>- Story Structure</li> <li>- Analyze/Evaluate</li> </ul> <p><i>Writing and Grammar:</i></p> <ul style="list-style-type: none"> <li>- Opinion Writing: Opinion Sentences</li> <li>- Focus Trait: Elaboration</li> <li>- Focus Trait: Evidence</li> <li>- Informative Writing: List</li> <li>- Focus Trait: Organization</li> <li>- Verbs in the Past Tense</li> <li>- Verbs: Past, Present, Future</li> <li>- Pronouns: he, she, we</li> <li>- Pronouns: they, it, I</li> </ul>
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<b>Big Ideas</b>	<b>Benchmark Instructional Essential Standards:</b>	<b>Essential Questions</b>	<b>Stories</b>	<b>High Frequency Words</b>	<b>Vocabulary</b>	<b>Writing/ Grammar</b>
<p>(Lesson 19)</p> <p>Discuss cause and effect relationships in a text.</p>	<p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p>	<p>What kinds of things could happen on a hike?</p>	<p>Read Aloud Book: <i>Nicky and the Rainy Day</i></p> <p>Big Book: <i>Sheep Take a Hike</i></p>	<p>go here soon for they up</p>	<p>blizzards boring cliffs impossible jungle meadow</p>	<p>Opinion Sentences</p> <p>Verbs in the Past Tense</p>

<p>(Lesson 20)</p> <p>Identify and discuss the sequence of events in a story.</p>	<p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p>	<p>What do scientists do when they discover something new?</p>	<p>Read Aloud Book: <i>Duck &amp; Goose</i></p> <p>Big Book: <i>Curious George's Dinosaur Discovery</i></p>	<p>of, so, many, where, from, came, but, is, how, find, this, on, into, that, your, who, here, they, will, be, go, for, soon, up</p>	<p>apologized attention confusion notice snooze webbed</p>	<p>Opinion Sentences</p> <p>Verbs: Past, Present, Future</p>
<p>(Lesson 21)</p> <p>Look for details in the text and illustrations that show characters' feelings.</p>	<p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.</p>	<p>How do musicians work together to make music?</p>	<p>Read Aloud Book: <i>Simon and Molly plus Hester</i></p> <p>Big Book: <i>Zin! Zin! Zin! a Violin</i></p>	<p>make them give play say new</p>	<p>idea just plain teach together until</p>	<p>List</p> <p>Pronouns: he, she, we</p>
<p>(Lesson 22)</p> <p>Discuss sequence of events in a story.</p>	<p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>How do things change when someone is growing up?</p>	<p>Read Aloud Book: <i>A Tiger Grows Up</i></p> <p>Big Book: <i>Leo the Late Bloomer</i></p>	<p>said was then good ate could</p>	<p>blend cub den pounces prey scraps</p>	<p>Lists</p> <p>Pronouns: they, it, I</p>

**See curriculum for specific number of days for each unit.**

<p><b>Mrs. Ramilo</b> <b>Mrs. Cook</b> <b>English Language Arts</b></p> <p><b>April</b> Lesson 23 <i>Topic:</i> How Things Grow Up <i>Domain:</i> Life Science</p> <p>Lesson 24 <i>Topic:</i> Animal Colors <i>Domain:</i> Life Science</p> <p>Lesson 25 <i>Topic:</i> Growing Food <i>Domain:</i> Life Science</p> <p>Lesson 26 <i>Topic:</i> Trying Your Best <i>Domain:</i> Values</p>	<p><i>Phonemic Awareness;</i> <i>Phonics/Decoding:</i></p> <ul style="list-style-type: none"> <li>- Letter/Sound: short e</li> <li>- Long e, Short e</li> <li>- Blending Words</li> <li>- Letter/Sounds: h /h/, k /k/</li> <li>- Word Building</li> <li>- Review Letter/Sounds: Short o, Short e, x /ks/, j /j/, h /h/, k /k/</li> <li>- Letter/Sound: short u</li> <li>- Long u, Short u</li> <li>- Blend and Segment Phonemes</li> <li>- Substitute Phonemes</li> </ul> <p><i>Reading Strategies/Fluency:</i></p> <ul style="list-style-type: none"> <li>- Pause for Punctuation</li> <li>- Read with Expression</li> </ul> <p><i>Vocabulary Skills:</i></p> <ul style="list-style-type: none"> <li>- Context Clues</li> <li>- Classify and Categorize Describing Words</li> <li>- Classify and Categorize Seasons</li> <li>- Antonyms</li> </ul>	<p><i>Comprehension Skills/Strategies:</i></p> <ul style="list-style-type: none"> <li>- Sequence of Events</li> <li>- Text and Graphic Features</li> <li>- Visualize</li> <li>- Conclusions</li> <li>- Author's Purpose</li> <li>- Monitor/Clarify</li> <li>- Summarize</li> <li>- Genre: Fantasy vs. Realistic Fiction</li> </ul> <p><i>Writing and Grammar:</i></p> <ul style="list-style-type: none"> <li>- Informative Writing: Invitation</li> <li>- Focus Trait: Organization</li> <li>- Informative Writing: Report</li> <li>- Focus Trait: Evidence</li> <li>- Opinion Writing: Response to Literature</li> <li>- Focus Trait: Purpose</li> <li>- Proper Nouns for Days and Months</li> <li>- Questions</li> <li>- Exclamations</li> <li>- Nouns: Singular and Plural</li> </ul>				
<b>Big Ideas</b>	<b>Benchmark Instructional Essential Standards:</b>	<b>Essential Questions</b>	<b>Stories</b>	<b>High Frequency Words</b>	<b>Vocabulary</b>	<b>Writing/ Grammar</b>
(Lesson 23)  Discuss how text and graphics give information.	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.	What steps can someone follow to plant and grow flowers?	Read Aloud Book: <i>Oscar and the Frog</i>  Big Book: <i>Zinnia's Flower Garden</i>	she all over when her some	bank gills hatch shrink stared tadpole	Invitation  Proper Nouns for Days and Months

<p>(Lesson 24)</p> <p>Draw conclusions about information in a text.</p>	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p>How do animals' colors help them survive?</p>	<p>Read Aloud Book: <i>Red Eyes or Blue Feathers</i></p> <p>Big Book: <i>Chameleon</i>, <i>Chameleon</i></p>	<p>he away must no by there</p>	<p>communicate mood scent sly survive temperature</p>	<p>Report Questions</p>
<p>(Lesson 25)</p> <p>Discuss the sequence of events in an informational text.</p>	<p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>How do people get food from plants?</p>	<p>Read Aloud Book: <i>Bread Comes to Life</i></p> <p>Big Book: <i>Pie in the Sky</i></p>	<p>over, her, when, some, away, must, by, there, make, play, said, good, them, give, say, new, was, then, ate, could, she, all, he, no</p>	<p>crop golden grind patch sprout sturdy</p>	<p>Report Exclamations</p>
<p>(Lesson 26)</p> <p>Draw conclusions about a text.</p>	<p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p>	<p>Why is it important to try hard?</p>	<p>Read Aloud Book: <i>Curious George Makes Pancakes</i></p> <p>Big Book: <i>Kitten's First Full Moon</i></p>	<p>do went just down little only</p>	<p>assistant enormous generous mayor volunteers</p>	<p>Response to Literature</p> <p>Nouns: Singular and Plural</p>

**See curriculum for specific number of days for each unit.**

<p><b>Mrs. Ramilo</b> <b>Mrs. Cook</b> <b>English Language Arts</b></p> <p><b>May</b> Lesson 27 <i>Topic:</i> Family Outings <i>Domain:</i> Recreation and Travel</p> <p>Lesson 28 <i>Topic:</i> Getting Help <i>Domain:</i> Values</p> <p>Lesson 29 <i>Topic:</i> Learning New Things <i>Domain:</i> Social Relationships</p> <p>Lesson 30 <i>Topic:</i> Good Neighbors <i>Domain:</i> Civics</p>	<p><i>Phonemic Awareness;</i> <i>Phonics/Decoding:</i></p> <ul style="list-style-type: none"> <li>- Letter/Sounds: l /l/, w /w/</li> <li>- Blending Words</li> <li>- Word Building</li> <li>- Letter/Sounds: v /v/, z /z/</li> <li>- Vowel u</li> <li>- Letter/Sounds: y /y/, q (qu) /kw/</li> <li>- Review Short Vowels</li> <li>- Words with Endings: -s, -ing</li> <li>- Substitute Phonemes</li> <li>- Track Syllables</li> </ul> <p><i>Reading Strategies/Fluency:</i></p> <ul style="list-style-type: none"> <li>- Read with Expression</li> <li>- Pause for Punctuation</li> <li>- Reading Rate</li> </ul> <p><i>Vocabulary Skills:</i></p> <ul style="list-style-type: none"> <li>- Classify and Categorize Places</li> <li>- Context Clues</li> <li>- Figurative Language</li> <li>- Synonyms</li> </ul>	<p><i>Comprehension Skills/Strategies:</i></p> <ul style="list-style-type: none"> <li>- Compare and Contrast</li> <li>- Understanding Characters</li> <li>- Monitor/Clarify</li> <li>- Story Structure</li> <li>- Genre: Fantasy</li> <li>- Infer/Predict</li> <li>- Main Idea and Details</li> <li>- Author's Purpose</li> <li>- Question</li> <li>- Summarize</li> </ul> <p><i>Writing and Grammar:</i></p> <ul style="list-style-type: none"> <li>- Opinion Writing: Response to Literature</li> <li>- Focus Trait: Purpose</li> <li>- Opinion Writing: Journal</li> <li>- Focus Trait: Development</li> <li>- Subject-Verb Agreement</li> <li>- Prepositions: for, to, with, from, of</li> <li>- Prepositions: in, on, out, off, by</li> </ul>
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<b>Big Ideas</b>	<b>Benchmark Instructional Essential Standards:</b>	<b>Essential Questions</b>	<b>Stories</b>	<b>High Frequency Words</b>	<b>Vocabulary</b>	<b>Writing/ Grammar</b>
(Lesson 27) Compare and contrast elements of a text.	RL.K.1 With prompting and support, ask and answer questions about key details in a text.	What is it like to be the youngest in a family?	Read Aloud Book: <i>Someone Bigger</i> Big Book: <i>One of Three</i>	have one ask help every walk	creatures firmly kite launched light replied	Response to Literature Subject-Verb Agreement
(Lesson 28) Identify and discuss story elements and story structure.	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	Why is it important to help your friends?	Read Aloud Book: <i>The Little Engine That Could</i>	look very their saw put out	bellowed dingy rumbled valley waiters weary	Response to Literature Subject-Verb Agreement

			Big Book: <i>You Can Do It, Curious George!</i>			
(Lesson 29)  Discuss the main ideas and supporting details in an informational text.	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	What do children learn in Kindergarten?	Read Aloud Book: <i>Baby Brains</i>  Big Book: <i>Look At Us</i>	off our day take too show	certainly embarrassed languages mumbled popular study	Journal  Prepositions: for, to, with, from, of
(Lesson 30)  Discuss story characters and their feelings.	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	What can I do to be a good friend or a good neighbor?	Read Aloud Book: <i>Pet Show!</i>  Big Book: <i>Miss Bindergarten Celebrates the Last Day of Kindergarten</i>	do, down, have, help, went, only, little, just, one, every, ask, walk, look, out, off, take, very, their, saw, put, our, day, to, show	announced entrance expect favorite independent judge	Journal  Prepositions: in, on, out, off, by

**See curriculum for specific number of days for each unit.**