

Kindergarten Module 5

I Can Do It!

Essential Question: What does it mean to try hard?

Get Curious Video, Week 1: Training Wheels

Wrap-Up Video, Week 4: Zack's Shack

Overview

In this module, children will meet kids who are doing it- from daring to jump off a diving board to learning to ride a bike. Despite their young age and varied abilities, children see that with a little hard work, some practice, and perseverance, they too can achieve their goals. So let's do it!

Students will learn that *Narrative* is another word for a story. They will learn to identify and record the beginning, middle, and end of a story. They will learn to use signal words, (first, next, last or beginning middle, end) or follow a sequence. Students will work collaboratively to plan, write, and revise a story about a time they were nervous. Independently students will write or draw events for the beginning, middle and end of their stories (they will turn and talk and discuss with a partner what they will write about).

Inquiry Based and Research Project: I Can Make a Difference

Background/Theme: Children choose a cause that will make their school a better place.

Goal: Students will work together to gather facts about their cause, create flyers to promote it, and make and display posters showing how they worked together to make a difference.

Social Studies Connection: How Can I Be a Good Citizen?

Putnam BOCES Unit: 2, Lesson 6- Students will collaborate to make a class quilt composed of photographs of the students.

NYSSK.4 Civics, Citizenship, and Government

Putnam BOCES Unit: 1, Lesson 6- Students will collaborate to make a class quilt composed of photographs of the students.

Module 5 Essential Question: What does it mean to try hard?

Week 1		Vocabulary	
Topic Words: practice, proud, success KL5c, KL6 Academic Vocabulary: <i>Jabari Jumps</i> : important, scared, surprise KL5c, KL6			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
Read Aloud Book: <i>Jabari Jumps</i> <u>KR2, KSL3</u> Big Book: <i>All By Myself</i> <u>KR2, KSL3</u> Anchor Chart: Make and Check Predictions, Character Clues Chart paper, markers, crayons for anchor charts Display and Engage: Knowledge Map 5 Vocabulary Cards: important, scared, surprise Word Cards: and, but, can, go, I, my, on, put, the myBook , p.53, p.54	Make and Check Predictions <u>KR1</u> Story Elements: Characters, Setting, Events <u>KR3</u> Oral Language: Academic Vocabulary <u>KL6</u> Use Pictures and Text Clues <u>KR7</u> Character Feelings <u>KR1, KR2</u> Print Concepts: Return Sweep <u>KRF1a</u> Bold = priority skill *Assessed at end of week or end of module	Anchor Charts: Story Writing 1 Chart paper, markers, crayons for anchor charts and interactive writing Display and Engage: Narrative Writing Model 5.1, Grammar 5.1a & 5.1b Printable: Story Map <i>(Lesson 3)</i> Printable: <i>From Start to Finish</i> , p.61 of weekly bundle <i>(Lesson 4)</i> Printable: <i>Here I Am!</i> , p.62 of weekly bundle <i>(Lesson 5)</i> Printable: <i>You + Me = We</i> . p.63 of weekly bundle	Narrative Writing: <u>KW3</u> Organization: Beginning. Middle, End <u>KW3</u> Grammar: Pronouns <u>KL2f</u> Bold = priority skill *Assessed at end of week or end of module

Foundational Skills		Grammar Skills	
Required Resources: Alphafriend Card/s: <i>Uu</i> <u>KRF1d</u>, <u>KRF3a</u> Know It, Show It Workbook: pp. 120-123 <u>KL1a</u> “Words to Know” Word Cards: <i>but, look, up, want</i> <u>KRF3d</u> Start Right Reader Book 5: <i>Lesson 2- Nuts,Not Rugs, pp.4-11</i> <i>Lesson 4- Big Bugs, pp. 12-19</i> <i>Lesson 5- Review both readers</i> <u>KRF3d, KRF1a, KRF4</u> Lesson Slides: Foundational Skills HMH Website, Lesson 1-5 Display and Engage: <i>Lesson 5- Down by the Bay 5.1</i>	Priority Skills: Blend phonemes into words <u>KL2c</u> Isolate medial vowel sounds <u>KRF3b</u> Produce rhymes <u>KRF2a</u> Phonics: short u <u>KRF3a</u> High-Frequency Words: Words to know <u>KRF3d</u> Read decodable text <u>KRF3d, KRF1a, KRF4</u>	Required Resources: <i>(Lesson 5)</i> Display and Engage: <i>Grammar, Using We, 5.1b</i> Printable: <i>You + Me= We, p. 63 of Weekly Practice Bundle</i> <u>KL2f</u>	Priority Skills: Pronouns <u>KL2f</u>

Vocabulary			
Topic Words <i>REVIEW</i> : practice, proud, success <u>KL5c, KL6</u> Academic Vocabulary: <i>Jabari Jumps</i> : important, scared, surprise <u>KL5c, KL6</u>			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
Read Aloud Book: <i>The Little Red Hen (Makes a Pizza)</i> <u>KR2, KSL3</u> Big Book: <i>The Little Red Hen on Stage</i> <u>KR2, KR3</u> Anchor Chart: Folktales, Make Inferences, Plays Chart paper, markers, crayons for anchor charts Display and Engage: Knowledge Map 5 Vocabulary Cards: lovely, several, spy Word Cards: are, be, for, her, is, look, not, to, us, with myBook , p. 55, p. 56	Genre Characteristics: Folktales <u>KR5, KSL6</u> Story Elements: Characters, Setting, Events <u>KR3</u> Oral Language: Academic Vocabulary <u>KL6</u> Make Inferences <u>KR1</u> Character Traits* <u>KR2, KR5</u> Print Concepts: Reading a Play <u>KR5</u> Bold = priority skill *Assessed at end of week or end of module	Anchor Charts: Writing Process, Story Writing 2, Chart paper, markers, crayons for anchor charts and interactive writing Display and Engage: Narrative Writing Model 5.2, Narrative Editing Model 5.2 Printable: Story Map, Completed Story Map (from Lesson 7) <i>(Lesson 6)</i> Printable: Plan Your Story, p. 64 of <i>weekly bundle</i> <i>(Lesson 7)</i> Printable: Story Map p. 64-65 of <i>weekly bundle</i> <i>(Lesson 9)</i> Printable: Editing Checklist, p.66 of <i>weekly bundle</i>	Writing Process: Narrative <u>KW3</u> Revision Focus: Beginning, Middle, End <u>KW3</u> Edit for Pronouns <u>KL2f</u> Bold = priority skill *Assessed at end of week or end of module

Foundational Skills		Grammar Skills	
Required Resources: Alphafriend Card/s: <i>Vv, Yy</i> <u>KRF1d, KRF3a</u> Know It, Show It Workbook: <i>pp. 125-130</i> <u>KL1a</u> “Words to Know” Word Cards: <i>for, her, him, us</i> <u>KRF3d</u> Start Right Reader Book 5: <i>Lesson 8- Yams, pp. 20-27</i> <i>Lesson 9- Go, Vic!, pp. 28-35</i> <i>Lesson 10- Review both readers</i> <u>KRF3d, KRF1a, KRF4</u> Lesson Slides: Foundational Skills HMH Website, Lesson 6-10 Display and Engage: <i>Lesson 5- Down by the Bay 5.</i>	Priority Skills: Identify final sounds <u>KRF3</u> Isolate initial sounds <u>KRF3</u> Blend phonemes into words <u>KL2c</u> Phonics: Consonants v and y <u>KRF1d, KRF3a</u> High-Frequency Words: Words to Know <u>KRF3d</u> Read decodable text <u>KRF3d, KRF1a, KRF4</u>	Required Resources: <i>(Lesson 9)</i> Display and Engage: <i>Narrative Editing Model, Feeding the Dog, 5.2</i> Printable: <i>Editing Checklist, p.66 of Weekly Practice Bundle</i> <u>KL2f</u>	Priority Skills: Edit for Pronouns <u>KL2f</u>

Week 3		Vocabulary	
Topic Words <i>REVIEW</i> : practice, proud, success <u>KL5c, KL6</u> Academic Vocabulary: <i>Isb</i> : allow, energized, inspire <u>KL5c, KL6</u>			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
Read Aloud Book: <i>Isb</i> <u>KR2, KR3</u> Big Book: <i>Let's Make Music</i> <u>KR2, KR3</u> Anchor Chart: Make and Check Predictions, Make Inferences, Text Features 2 Chart paper, markers, crayons for anchor charts Display and Engage: Knowledge Map 5 Vocabulary Cards: allow, energized, inspire Word Cards: can, do, it, the, to, you myBook, p. 58, p. 60	Make and Check Predictions <u>KR1</u> Story Elements: Characters, Setting, Events <u>KR3</u> Oral Language: Academic Vocabulary <u>KL6</u> Make Inferences <u>KR1</u> Plot: Problem and Solution* <u>KR1, KR2</u> Identify Central Idea and Key Details <u>KR2</u> Print Concepts: Return Sweep <u>KRF1a</u>	Anchor Charts: Start Strong 1, Story Writing 2 Chart paper, markers, crayons for anchor charts and interactive writing Display and Engage: Grammar 5.3a & 5.3b (<i>Lesson 11</i>) Printable: First Things First, p. 67 of <i>weekly bundle</i> (<i>Lesson 12</i>) Printable: One, Two, Three, p. 68 of <i>weekly bundle</i> (<i>Lesson 13</i>) Printable: And Then..., p. 69 of <i>weekly bundle</i> (<i>Lesson 14</i>) Printable: s Wants To Join, p. 70 of <i>weekly bundle</i> (<i>Lesson 15</i>)	Narrative Writing <u>KW3</u> Organization: Order of Events <u>KW3</u> Grammar: Singular and Plural Nouns <u>KL1e</u>

		Bold = priority skill *Assessed at end of week or end of module	Printable: Link Up!, p. 71 of <i>weekly bundle</i>	Bold = priority skill *Assessed at end of week or end of module
		Foundational Skills	Grammar Skills	
	Required Resources: Alphafriend Card/s: <i>Ee</i> <u>KRF1d</u> , <u>KRF3a</u> Know It, Show It Workbook: pp. 131-135 <u>KL1a</u> “Words to Know” Word Cards: <i>help, they, too, yes</i> <u>KRF3d</u> Start Right Reader Book 5: <i>Lesson 12- Yes, Vets Can!, pp. 36-43</i> <i>Lesson 14- Pet Pup, pp. 44-51</i> <i>Lesson 15- Review both readers</i> <u>KRF3d</u>, <u>KRF1a</u>, <u>KRF4</u> Lesson Slides: Foundational Skills HMH Website, Lesson 11-15	Priority Skills: Identify medial vowel sounds <u>KRF3</u> Isolate medial vowel sounds <u>KRF3</u> Blend phonemes into words <u>KL2c</u> Phonics: short e <u>KRF3a</u> High-Frequency Words: Words to know <u>KRF3d</u> Read decodable text <u>KRF3d</u> , <u>KRF1a</u> , <u>KRF4</u>	Required Resources: <i>(Lesson 12)</i> Display and Engage: <i>Grammar, How Many?, 5.3a</i> Printable: <i>One, Two, Three, p.68 of Weekly Practice Bundle</i> <u>KL1e</u>	Priority Skills: Singular and plural nouns <u>KL1e</u>

Week 4	Vocabulary			
	Topic Words <i>REVIEW</i> : practice, proud, success <u>KL5c</u> , <u>KL6</u> Academic Vocabulary: <i>Emmanuel's Dream</i> : disability, hero, respectful <u>KL5c</u> , <u>KL6</u>			
	Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills	
Read Aloud Book: Emmanuel's Dream <u>KR2</u> , <u>KR3</u> Big Book: Everyone Can Learn to Ride a Bicycle <u>KR2</u> , <u>KR3</u> Anchor Chart: Make Inferences Chart paper, markers, crayons for anchor charts Display and Engage: Knowledge Map 5 Vocabulary Cards: disability, hero, respectful Word Cards: a, for, go, the, to, up, we, you myBook , p. 61, p. 62	Genre Characteristics: Biography <u>KR2</u> , <u>KR3</u> Identify People, Places, Events* <u>KR3</u> Oral Language: Academic Vocabulary <u>KL6</u> Make Inferences <u>KR1</u> Theme <u>KR6</u> Story Elements: Characters, Setting, Events <u>KR3</u> Print Concepts: Directionality <u>KRF1a</u> Bold = priority skill *Assessed at end of week or end of module	Anchor Charts: Writing Process, Story Map 2 Chart paper, markers, crayons for anchor charts and interactive writing Display and Engage: Narrative Writing Model 5.4, Narrative Editing Model 5.4 <i>(Lesson 16)</i> Printable: Plan Your Story, p. 72 of <i>weekly bundle</i> <i>(Lesson 17)</i> Printable: Story Map, p. 73 of <i>weekly bundle</i> <i>(Lesson 19)</i> Printable: Editing Checklist, p. 74 of <i>weekly bundle</i> .	Writing Process: Narrative <u>KW3</u> Revision Focus: Order of Events <u>KW3</u> Edit for Singular and Plural Nouns <u>KL1e</u> Bold = priority skill *Assessed at end of week or end of module	

Foundational Skills		Grammar Skills	
Required Resources: Alphafriend Card/s: <i>Qq, Xx</i> <u>KRF1d, KRF3a</u> Know It, Show It Workbook: <i>pp. 136-141</i> <u>KL1a</u> “Words to Know” Word Cards: <i>have, six, some, we</i> <u>KRF3d</u> Start Right Reader Book 5: <i>Lesson 18- Tan Cat, pp. 52-59</i> <i>Lesson 19- Fox Cubs, pp. 60-67</i> <i>Lesson 20- Review both readers</i> <u>KRF3d, KRF1a, KRF4</u> Lesson Slides: Foundational Skills HMH Website, Lesson 16-20 Display and Engage: <i>Song, Rhyme, Poem, Look at My..., 5.4</i>	Priority Skills: Isolate initial and final sounds <u>KRF3</u> Segment words into onset and rime <u>KRF2c</u> Phonics: consonants q (qu) and x /ks/ <u>KRF1d, KRF3a</u> High-Frequency Words: Words to know <u>KRF3d</u> Read decodable text <u>KRF3d, KRF1a, KRF4</u>	Required Resources: <i>(Lesson 12)</i> Display and Engage: <i>Narrative Editing Model, Skating with Rex, 5.4</i> Printable: <i>Editing Checklist, p.74 of Weekly Practice Bundle</i> <u>KL1e</u>	Priority Skills: Edit for singular and plural nouns <u>KL1e</u>