

Kindergarten Module 2

There's Only One Me

Essential Question: What makes each of us special?

Get Curious Video, Week 1: You and Me

Wrap-Up Video, Week 4: One of a Kind

Overview

In this module, children will explore what makes each of us one of a kind. Children learn from characters who are experts at self-reflection. They see that when we take time to appreciate who we are- inside and out, our successes and shortcomings- the happier we are to just be ourselves. And the better equipped to celebrate our differences.

Students will learn that *Narrative* is another word for a story. They will learn that stories can be about real people, places, or things that happened. In addition, they will learn that stories can also be about made-up people, places, or things that are not true or couldn't happen in real life. Students will work collaboratively to plan, write, and revise a story about naming a pet.

Inquiry Based and Research Project: Who Am I? Flap Book

Background/Theme: Children will create a book that shares clues about a partner and ask readers to guess who the book is about.

Goal: Students will learn that everyone is special in their own way while reading clues about a partner and guessing who the book is about.

Social Studies Connection: Myself and Others

Putnam BOCES Unit: 1, Lesson 1- Students will complete an "I Can Do It!" book by illustrating four things they can do.

NYSSK.4 Civics, Citizenship, and Government

Module 2 Essential Question: What makes each of us special?

Vocabulary			
Topic Words: celebrate, different, special KL5c , KL6 Academic Vocabulary: <i>I am René, the Boy, Soy René, el Nino</i> : participate, pronounce, research KL5c , KL6			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
Read Aloud Book: <i>I am René, the Boy, Soy René, el Nino</i> <u>KR3</u> Big Book: <i>Being Different Rocks!</i> <u>KR2</u> Anchor Chart: Check for understanding, Plot 2, Persuasive Texts, Make Connections Display and Engage: Knowledge Map 2 Vocabulary Cards: <i>participate, pronounce, research</i> Word Cards: a, I, to myBook, p.17	Story Elements: Characters, Setting, Events <u>KR3</u> Oral Language: Academic Vocabulary <u>KL6</u> Monitor Comprehension <u>KR1</u> Plot: Problem and Solution* <u>KR2, KR3</u> Genre Characteristics: Persuasive Texts <u>KL1</u> Opinion and Reasons Print Concepts: Directionality <u>KRF1a</u> Bold = priority skill *Assessed at end of week or end of module	Anchor Charts: Characters and Setting Chart paper, markers, crayons for anchor charts and interactive writing Printable: Characters and Setting Display and Engage: Narrative Writing Model 2.1, Grammar 2.1a & 2.1b <i>(Lesson 3)</i> Printable: <i>Does It Make Sense?, p. 19 of weekly bundle</i> <i>(Lesson 4)</i> Printable: <i>It's in the Past, p. 20 of weekly bundle</i> <i>(Lesson 5)</i> Printable: <i>I Told You So, p. 21 of weekly bundle</i>	Narrative Writing <u>KW3</u> Organization: Order of Events <u>KW3</u> Grammar: Past-Tense Verbs <u>KL1b</u> Bold = priority skill *Assessed at end of week or end of module

Foundational Skills		Grammar Skills	
Required Resources: Alphafriend Card/s: <i>Tt, Bb</i> <u>KRF1d, KRF3a</u> Know It, Show It Workbook: <i>pp. 47-53</i> <u>KL1a</u> “Words to Know” Word Cards: <i>by, my, to</i> <u>KRF3d</u> Start Right Reader Book 2: <i>Lesson 2- Tt, pp. 4-11</i> <i>Lesson 4- Bb, pp. 12-19</i> <i>Lesson 5- Review both readers</i> <u>KRF3d, KRF1a</u> Lesson Slides: Foundational Skills HMH Website, Lesson 1-5	Priority Skills: Identify syllables <u>KRF2b</u> Identify final sounds <u>KRF3</u> Segment Syllables <u>KRF2b</u> Phonics: Consonants t and b <u>KRF3a</u> High-Frequency Words: Words to know <u>KRF3d</u> Read Pre-decodable text (<i>Start Right Reader</i>) <u>KRF3d, KRF1a</u>	Required Resources: (<i>Lesson 4</i>) Read Aloud: <i>I am René, the Boy, Soy René, el Nino</i> Display and Engage: Grammar 2.1a Printable: <i>It's in the Past p. 20 of Weekly Practice Bundle</i> <u>KL1b</u>	Priority Skills: Identify past-tense verbs Language: Use past-tense verbs correctly <u>KL1b</u>

Week 2	Vocabulary			
	Topic Words <i>REVIEW</i> : celebrate, different, special <u>KL5c</u> , <u>KL6</u> Academic Vocabulary: <i>I Like Myself!</i> : bother, change, same <u>KL5c</u> , <u>KL6</u>			
	Reading		Writing	
	Required Resources	Priority Skills & Instructional Vocabulary	Required Resources	Priority Skills
	Read Aloud Book: <i>I Like Myself!</i> <u>KR2</u> , <u>KR3</u> Big Book: <i>ABC I Like Me!</i> <u>KR2</u> , <u>KR3</u> Anchor Chart: Theme Chart paper, markers, crayons for anchor charts Display and Engage: Knowledge Map 2 Vocabulary Cards: <i>bother, change, same</i> Word Cards: am, at, I, to	Author and Illustrator Roles <u>KR6</u> Story Elements: Characters, Setting, Events <u>KR3</u> Oral Language: Academic Vocabulary <u>KL6</u> Monitor Comprehension <u>KR1</u> Topic & Theme* <u>KR6</u> Topic & Central Idea <u>KR2</u> Print Concepts: Concept of a word <u>KRF1</u> , <u>KRF1b</u> <		

Foundational Skills		Grammar Skills	
Required Resources: Alphafriend Card: <i>Aa</i> <u>KRF1d, KRF3a</u> Know It, Show It Workbook: <i>pp. 54-59</i> <u>KL1a</u> “Words to Know” Word Cards: <i>am, at, go</i> <u>KRF3d</u> Start Right Reader Book 2: <i>Lesson 7- Sam, pp. 20-27</i> <i>Lesson 9- At Bat, pp.28-35</i> <i>Lesson 10- Review both readers</i> <u>KRF3d, KRF1a</u> Display and Engage: <i>Lesson 9- Wee Willie Winkie 2.2</i> Lesson Slides: Foundational Skills HMH Website, Lesson 6-10	Priority Skills: Blend Syllables <u>KRF2b</u> Identify medial vowel sounds <u>KRF3b</u> Blend phonemes into words <u>KL2c</u> Segment syllables <u>KRF2b</u> Phonics: Short a <u>KRF3a</u> High-Frequency Words: Words to Know <u>KRF3d</u> Read Pre-decodable text (<i>Start Right Reader</i>) <u>KRF3d, KRF1a</u>	Required Resources: <i>(Lesson 9)</i> Display and Engage: <i>Narrative Editing Model 2.2</i> Printable: <i>Editing Checklist p.24 of Weekly Practice Bundle</i> <u>KL1b</u>	Priority Skills: Editing writing for past-tense verbs <u>KL1b</u>

Foundational Skills		Grammar Skills	
Required Resources: Alphafriend Card/s: <i>Nn, Dd</i> <u>KRF1d, KRF3a</u> Know It, Show It Workbook: <i>pp. 61-66 <u>KL1a</u></i> “Words to Know” Word Cards <i>is, no, man <u>KRF3d</u></i> Start Right Reader Book 2: <i>Lesson 13- Tad, pp. 36-43</i> <i>Lesson 14- Go, Tad, pp.44-51</i> <i>Lesson 15- Review both readers</i> <u>KRF3d, KRF1a, KRF3b</u> Lesson Slides: Foundational Skills HMH Website, Lesson 11-15 Display and Engage: <i>Lesson 15- Song, Rhyme, Poem 2.3, We Can Rhyme</i>	Priority Skills: Identify rhyme <u>KRF2a</u> Identify initial sounds <u>KRF3a</u> Produce rhymes <u>KRF2a</u> Phonics: Consonants n and d <u>KRF3a</u> High- Frequency Words: Words to know <u>KRF3d</u> Read Pre-decodable text (<i>Start Right Reader</i>) <u>KRF3d, KRF1a, KRF3b</u>	Required Resources: <i>(Lesson 12)</i> Anchor Chart: <i>Adjectives for Color and Size 1</i> Printable: <i>Color It In, p. 26 of weekly bundle</i> <i>(Lesson 14)</i> Anchor Chart: <i>Adjectives for Color and Size 2</i> Printable: <i>So Big, So Small p. 28 of Weekly Practice Bundle</i> <u>KL5c</u>	Priority Skills: Adjectives for color and size <u>KL5c</u>

Week 4		Vocabulary	
Topic Words <i>REVIEW</i>: celebrate, different, special <u>KL5c, KL6</u> Academic Vocabulary: <i>Tiny Rabbit's Big Wish</i>: enormous, height, wish <u>KL5c, KL6</u>			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
Read Aloud Book: <i>Tiny Rabbit's Big Wish</i> <u>KR2, KSL3</u> Big Book: <i>My Friends</i> <u>KR2, KSL3</u> Vocabulary Cards: enormous, height, wish Word Cards: a, I, my, the, to, you Anchor Charts: Fables, Check for Understanding, Theme Chart paper, markers, crayons for anchor charts myBook, p. 25, p.26 Display and Engage: Knowledge Map 2	Genre Characteristics: Fables <u>KR2, KR5</u> Story Elements: Characters, Setting, Events <u>KR3</u> Oral Language: Academic Vocabulary <u>KL6</u> Monitor Comprehension <u>KR1</u> Topic and Theme* <u>KR5</u> Print Concepts: One-to-One Correspondence. <u>KRF1c</u> Bold = priority skill *Assessed at end of week or end of module	Anchor Charts: Writing Process, Characters and Setting Chart paper, markers, crayons for anchor charts Display and Engage: Narrative Writing Model 2.4, Narrative Editing Model 2.4 (Lesson 16) Printable: <i>Plan Your Story</i>, p. 30 of weekly bundle (Lesson 17) Printable: <i>Plan Your Story</i>, p. 31 of weekly bundle (Lesson 19) Printable: <i>Plan Your Story</i>, p. 32 of weekly bundle	Writing Process: Narrative <u>KW3</u> Revision Focus: Characters and Setting <u>KW3</u> Edit for Adjectives for Color and Size <u>KL5c</u> Bold = priority skill *Assessed at end of week or end of module

Foundational Skills		Grammar Skills	
Required Resources: Alphafriend Card/s: <i>Cc, Pp</i> <u>KRF1d, KRF3a</u> Know It, Show It Workbook: <i>pp.67-73</i> <u>KL1a</u> “Words to Know” Word Cards: <i>and, can, you</i> <u>KRF3d</u> Start Right Reader Book 2: <i>Lesson 18- See the Cat Nap, pp. 52-59</i> <i>Lesson 19- Mac the Cat, pp. 60-67</i> <i>Lesson 20- Review both readers</i> <u>KRF3d, KRF1a, KRF3b</u> Lesson Slides: Foundational Skills HMH Website, Lesson 16-20	Priority Skills: Blend Syllables <u>KRF2b</u> Identify initial and final sounds <u>KRF3</u> Blend onset and rime into words <u>KRF2c</u> Phonics: Consonants c and p <u>KRF1d, KRF3a</u> High-Frequency Words: Words to know <u>KRF3d</u> Read Pre-decodable text (<i>Start Right Reader</i>) <u>KRF3d, KRF1a, KRF3b</u>	Required Resources: <i>(Lesson 19)</i> Display and Engage: <i>Narrative Editing Model 2.4</i> Printable: <i>Editing Checklist p.32 of Weekly Practice Bundle</i> <u>KL5c</u>	Priority Skills: Editing writing to add adjectives for color and size <u>KL5c</u>