

Harrison Township School District

"Where Bright Futures Begin"

Grade: K
Course: English Language Arts
Theme: Changes All Around Us

Unit #: 3
Trimester: II
Week(s): 13 through 18

Essential Questions

- How do changes affect us?
 - How does a panda change in its first year of life?
 - What new things can you do as you get older?
 - How is life today different from life hundreds of years ago?
 - What happens when animals change?
 - How are things we use today different from things used long ago?
 - What caused us to change the way we feel?



Enduring Understandings

- ✓ As a panda gets older it changes in size, just like children do; it can do new things and has new experiences.
- ✓ The excitement children feel when they are big enough to try something new; when they are not sure they are ready yet.
- ✓ The importance of history when they learn about George Washington; when they learn about the Revolutionary War.
- ✓ Some animals change as they grow; can do new things as they grow, just as children can.
- ✓ Many things from the past have changed to be more efficient; have changed as technology improves.
- ✓ Their feelings will change as they get older and they learn from new experiences; they find new friends.



Reading Standards

Reading Standards for Literature:

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, retell familiar stories, including key details.
- With prompting and support, identify characters, settings, and major events in a story.
- Ask and answer questions about unknown words in a text.
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Reading Standards for Informational Text:

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Reading Standards – Foundational Skills:

- Demonstrate understanding of the organization and basic features of print.
 - Recognize that spoken words are represented in written language by specific sequences of letters.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - Recognize and produce rhyming words.
 - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
 - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- Know and apply grade-level phonics and word analysis skills in decoding words.
 - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
 - Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do does).

Writing Standards:

- 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...).
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Language Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Use frequently occurring nouns and verbs.
 - Produce and expand complete sentences in shared language activities.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- With guidance and support from adults, explore word relationships and nuances in word meanings.
 - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

Speaking and Listening Standards

- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.
 - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- Confirm understanding of a text read aloud or information presented orally through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.