

BCS Literacy Vision**Unit 0****Week 1:****Essential Question: How is everyone special?****Text Sets:****Literature Big Book (Fiction): Big Book of Rhymes-Jack and Jill, Mary Wore Her Red Dress, Wee Willie Winkle, Little Miss Muffet, Humpty Dumpty****Literature Big Book (Non-fiction): Animals in the Park: An ABC Book****Shared Read: I am Special, Look at Me****Week 2:****Essential Question: Who is in your family?****Text Sets:****Literature Big Book (Fiction): Big Book of Rhymes-Twinkle, Twinkle Little Star, 1, 2, Buckle My Shoe, Mix a Pancake, Chook, Chook, Chook, 1, 2, 3, 4, 5****Literature Big Book (Non-fiction): Animals in the Park: An ABC Book****Shared Read: Family Fun, Fun Together****Week 3:****Essential Question: What can you do?****Text Sets:****Literature Big Book (Fiction): Big Book of Rhymes-Sing a Song of Sixpence, Pat-a-Cake, Hickory, Dickory, Dock, Hey, Diddle, Diddle, As I Was Going to St. Ives****Literature Big Book (Non-fiction): Animals in the Park: An ABC Book****Shared Read: At School, What Can I Do?**

Week 1

Unit 0 Week 1	Comprehension / Genre / Author's Craft	Language Development
Essential Question: How is everyone special?	Explore concepts of print Respond to the text Respond to questions Ask questions using category words: Names Understand the aspects of Fairy Tales Identify the purpose of the story Demonstrate correct book holding Retell story using illustrations Make connections between text and essential question	Oral Vocabulary: Create a word web using words to describe Create a word web of what we like Create a word web of what we can do Category Words: Names
Text(s): Teach and Model Literature Big Book: Animals in the Park: An ABC Park, Big Book of Rhymes: Jack and Jill, Mary Wore Her Red Dress, Wee Willie Winkle, Little Miss Muffet, Humpty Dumpty Interactive Read Aloud: The Ugly Duckling, The Three Sisters Shared Read: I Am Special, Look at Me! Practice and Apply Anchor Text:		Speaking and Listening
	Writing process: Write about the text Analytical writing:	Engage in collaborative discussions
	Foundational Skills	Research and Inquiry
	Phonological/ Phonemic Awareness Sentence segmentation (Word Awareness) Recognize Rhyme Phonics/Handwriting: Letter recognition Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh	
Weekly Standards		
Monday	Day 1	Instructional Plan

Student Learning Targets: K.SL.CC.1, K.FL.PC.1.a, K.FL.PC.1.d, K.FL.PWR.3.c, K.FL.WC.4.d, K.FL.WC.4.f, K.W.RW.10		
Develop a Love of Reading and Writing	Students will: S10-12	○ Learn children can be readers. ○ Learn readers can make choices about what types of books to read. ○ <i>Reading / Writing Companion</i> p. 6-7 Collaborate with a partner about what type of books they like to read. ○ Learn children can be writers. ○ <i>Reading / Writing Companion</i> p. 8-9 Illustrate something they did over the summer.
Introduce the Concept	Students will: S12	○ Discuss the essential question: How is everyone special? ○ <i>Reading / Writing Companion</i> p. 10-11 Illustrate something they like to do.
Listening Comprehension (Literature Big Book) Close Read	Students will: S13	○ Listen to <i>Animals in the Park: An ABC book</i>, discuss how each animal is special. ○ Identify the purpose of the text, why is the duck special.
Word Work Phonological Awareness Phonics High Frequency Words	Students will: S14-15	○ Count the words in a sentence using <i>The Big Book of Rhymes</i> p.4-5. ○ Practice with letter recognition -Aa. ○ Build sentences using HFWs and photo cards.
Shared Writing	Students will: S15	○ Complete the sentence about what happened to Jack.
Tuesday	Day 2	Instructional Plan
Student Learning Target: K.FL.PC.1.d, K.FL.PWR.3.c, K.FL.WC.4.f, K.FL.F.5.a, K.RI.IKI.7, K.W.RBPK.7, K.RL.KID.1		
Build the Concept: Oral Language Phonological Awareness Category Words	Students will: S16-17	○ <i>Reading / Writing Companion</i> p. 10-11 Learn how children are similar and different. ○ Practice the <i>question and answer</i> pattern: What is your name? My name is _____.
Listening Comprehension (Literature Big Book) Close Read	Students will: S18-19	○ Identify the genre Fairy Tale. ○ Listen to <i>Interactive Read Aloud, The Ugly Duckling</i>. ○ <i>Reading / Writing Companion</i> p. 12-13 Illustrate how this duckling is different.
Word Work	Students will: S20-21	

Phonological Awareness Phonics High Frequency Words	- Count the words in a sentence using <i>The Big Book of Rhymes</i> p.6. - Practice with letter recognition -Bb. - Use the Read/Spell/Write routine to review HFWs.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: S22-23 Answer questions about purpose and comprehension, <i>Reading/Writing Companion</i> p. 14-19 <i>I Am Special</i>.
Shared Writing	Students will: S23 Complete the sentence The girl is _____ by adding an action word.

Wednesday	Day 3	Instructional Plan
Student Learning Target: K.SL.CC.1, K.SL.CC.2, K.SL.PKI.4, K.FL.PC.1.d, K.FL.PWR.3.c, K.FL.WC.4.d, K.FL.WC.4.f, K.RL.KID.1, K.RL.KID.2		
Build the Concept Oral Vocabulary Words	Students will: S24 - Look in a mirror and share sentences to describe themselves. - Share words to describe themselves to complete a word web, How We Look.	
Listening Comprehension/Close Reading Interactive Read Aloud	Students will: S25 Answer questions about purpose and comprehension, <i>Interactive Read Aloud, The Ugly Duckling</i>.	
Word Work Phonological Awareness Phonics High-Frequency Words	Students will: S 26-27 - Count the words in a sentence using <i>The Big Book of Rhymes</i> p.8-9. - Practice with letter recognition -Cc, Dd. - Build fluency using HFWs.	
Shared Writing	Students will: S27 Complete the sentence Are the children in their _____.	
Thursday	Day 4	Instructional Plan
Student Learning Target: K.SL.CC.1, K.SL.PKI.4, K.SL.PKI.5, K.SL.PKI.6, K.FL.PC.1.a, K.FL.PC.1.d, K.FL.PA.2.a, K.FL.PWR.3.c, K.FL.WC.4.d, K.FL.WC.4.f, K.FL.F.5.a K.RL.KID.1		
Extend the Concept Phonological Awareness Category Words	Students will: S28-29 - Complete the sentence, I like _____. - Share words to describe what we like to complete a word web, What We Like. - Collaborate and complete the <i>question and answer</i> pattern, What is her/his name? His or her name is _____.	
Listening Comprehension (Literature Big Book) Paired Selection	Students will: S30 Listen to the folktale <i>The Three Sisters</i>.	

	Identify how the story <i>The Three Sisters</i> is a folktale.
Integrate Ideas Weekly Project	Students will S31 Using <i>Reading/ Writing Companion</i> p. 20-21, illustrate themselves, write their name and illustrate something that makes them special.
Word Work Phonological Awareness Phonics High Frequency Words	Students will: S32-33 - Find rhyming words using the <i>Big Book of Rhymes</i> p. 10-11. - Practice with letter recognition Ee and Ff. - Build sentences using HFWs cards and photo cards.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: S34 - Choral Read, <i>Reading/ Writing Companion</i> p. 22-27. - Answer questions about purpose and comprehension.
Shared Writing	Students will: S35 Complete the sentence, I think the boy on p. 27 is _____.
Friday	Day 5
Instructional Plan	
Student Learning Target: K.FL.PC.1.a, K.FL.PC.1.d, K.FL.PA.2.a, K.FL.PWR.3.c, K.FL.WC.4.f, K.RL.IKI.9, K.SL.CC.1	
Word Work Phonological Awareness Phonics High-Frequency Words	Students will: S36-37 - Find rhyming words using the <i>Big Book of Rhymes</i> p. 12-13. - Practice with letter recognition Gg and Hh. - Build fluency using HFWs cards.
Shared Writing	Students will: S37 Complete the sentence, Humpty Dumpty had a _____.
Integrate Ideas Oral Language Text Connections	Students will: S38-39 - Tell something they can do by completing the sentence, I can _____. - Share words to describe what we like to complete a word web, What We Can Do. - Complete, as a class a two column T-Chart using the texts <i>Look At Me</i> and <i>The Ugly Duckling</i>.

Week 2

Unit 0 Week 2	Comprehension / Genre / Author's Craft	Language Development
Essential Question: Who is in your family?	Explore concepts of print Respond to the text Respond to questions Ask questions using category words: Names Understand the aspects of Fables Understand the aspects of fiction Identify the purpose of the story Demonstrate correct book holding Retell story using illustrations Make connections between text and essential question Identify front and back covers of a book	Oral Vocabulary: Create a word web on family activities Create a word web of places we can go Create a word web of ways to help family Category Words: Numbers
Text(s): Teach and Model Literature Big Book: Animals in the Park” An ABC Book, Big Book of Rhymes: Twinkle, Twinkle Little Star, 1, 2 Buckle my Show, Mix a Pancake, Chook, Chook, Chook, 1, 2, 3, 4, 5 Interactive Read Aloud: Mama Mouse and El Gato, Teddy's Week Shared Read: Family Fun, Fun Together	Writing Writing process: Write about the text Analytical writing: Foundational Skills Phonological/ Phonemic Awareness Sentence segmentation (Word Awareness) Recognize Rhyme Phonics/Handwriting: li, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr	Speaking and Listening Engage in collaborative discussions Research and Inquiry

Weekly Standards:		
Monday	Day 1	Instructional Plan
Student Learning Targets: K.SL.CC.1, K.W.RW.10, K.RI.CS.5, K.FL.PC.1.a, K.FL.PC.1.d, K.FL.PWR.3.c, K.FL.WC.4.f		
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: S42 - Discuss the essential question: Who is in your family? <i>Reading/ Writing Companion</i> p 28-29 Illustrate something they do with their family.	
Listening Comprehension (Literature Big Book) Close Read	Students will: S43 - Listen to <i>Animals in the Park: An ABC Book</i>, discuss what animals do with their families. - Identify the purpose of the text, what did the animals do at the park.	
Word Work Phonological Awareness Phonics High Frequency Words	Students will: S44-45 - Count the words in a sentence using <i>The Big Book of Rhymes</i> p. 14-15. - Practice with letter recognition- li and Jj. - Build sentences using HFWs and photo cards.	
Shared Writing	Students will: S45 Complete the sentence, Up above the world so high, Like a diamond in the _____.	
Tuesday	Day 2	Instructional Plan
Student Learning Targets: K.SL.CC.1, K.SL.CC.2, K.FL.PWR.3.c, K.FL.WC.4.f, K.FL.PC.1.d, K.FL.F.5.a, K.RL.KID.1		
Build the Concept: Oral Language Phonological Awareness Category Words	Students will: S46-47 <i>ABC Big Book</i> p. 28-29 Discuss Who might be in the family. - Practice recognizing number words when they hear them in sentences.	
Listening Comprehension (Literature Big Book) Close Read	Students will: S48-49 - Identify the genre Fable. - Listen to <i>Interactive Read Aloud, Mama Mouse and El Gato</i>. <i>Reading/Writing Companion</i> p. 30-31 Illustrate an important part of the story and write using the writing frame, I need _____.	
Word Work Phonological Awareness Phonics	Students will: S50-51 - Count the words and numbers in a sentence using the <i>Big Book of Rhymes</i> p. 16-17. - Practice with letter recognition – Kk and Ll.	

High- Frequency Words	○ Build fluency using HFWs.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: S52 ○ Answer questions about purpose and comprehension, <i>Reading/Writing Companion</i> p. 32-33 <i>Family Fun</i>.
Shared Writing	Students will: S53 ○ Complete the sentence frame, The girl looks _____ as she hugs her grandmother.

Wednesday	Day 3	Instructional Plan
Student Learning Targets: K.SL.PKI.4, K.SL.CC.2, K.FL.PC.1.a, K.FL.PC.1.d, K.FL.PA.2.a, K.FL.PWR.3.c, K.FL.WC.4.f, K.RL.KID.1		
Build the Concept Oral Vocabulary Words	Students will: S54 ○ Tell things they do with their families. ○ Share words about things they do with their families to complete a word web, Family Activities.	
Listening Comprehension/Close Reading Interactive Read Aloud	Students will: S55 ○ Answer and ask questions about purpose and comprehension, <i>Interactive Read Aloud, Mama Mouse and El Gato</i>.	
Word Work Phonological Awareness Phonics High-Frequency Words	Students will: S56-57 ○ Name rhyming words. ○ Practice with letter recognition – Mm and Nn. ○ Build fluency and Word Automaticity using HFWs.	
Shared Writing	Students will: S57 ○ Complete the sentence frame, Fry the pancake, Toss the pancake, _____ it if you can.	
Thursday	Day 4	Instructional Plan
Student Learning Targets: K.SL.CC.1, K.FL.PC.1.a, K.FL.PC.1.d, K.RL.KID.1 , K.RL.IKI.9, K.SL.PKI.5, K.SL.PKI.4, K.SL.PKI.6, K.FL.PA.2.a, K.FL.PWR.3.c, K.FL.WC.4.f, K.FL.F.5.a		
Extend the Concept Phonological Awareness Category Words	Students will: S58-59 ○ Complete the sentence, We can go to _____. ○ Share words to describe places they can go with their families. ○ Orally form sentences that use number words.	
Listening Comprehension (Literature Big Book) Paired Selection	Students will: S60 ○ Listen to the fiction story, <i>Teddy's Week</i>. ○ Identify how the story <i>Teddy's Week</i> is fiction.	

Integrate Ideas Weekly Project	Students will: S61 - Using <i>Reading/ Writing Companion</i> p. 38-39, illustrate a picture of their family and them, label the people, and illustrate a place they go with their family. - Introduce themselves to the class and share their illustrations.	
Word Work Phonological Awareness Phonics	Students will: S62-63 - Name and produce rhyming words using the <i>Big Book of Rhymes</i> p. 20-21. - Practice with letter recognition Oo and Pp. - Build sentences using HFWs cards and photo cards.	
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: S64 Answer questions about purpose and comprehension, <i>Reading/Writing Companion</i> p 44-45, <i>Fun Together</i>.	
Shared Writing	Students will: S65 Complete the sentence The family in <i>Fun Together</i> looks very _____.	
Friday	Day 5	Instructional Plan
Student Learning Targets: K.FL.PA.2.a, K.FL.PC.1.d, K.FL.PWR.3.c, K.FL.WC.4.f, K.SL.CC.1, K.RL.IK.9		
Word Work Phonological Awareness Phonics High-Frequency Words	Students will: S66-67 - Find rhyming words using the <i>Big Book of Rhymes</i> p 22-23. - Practice with letter recognition Qq and Rr. - Build fluency using HFWs.	
Shared Writing	Students will: S67 Complete the sentence, Which finger did it bite? The little finger _____.	
Integrate Ideas Oral Language S68-69Text Connections	Students will: - Tell a way they can help by completing the sentence, I help my family by _____. - Share words to describe ways to help family to complete a word web Ways to Help Family. - Complete, as a class, a two column T-Chart using the texts <i>Fun Together</i> and <i>Chook, Chook, Chook</i>.	

Week 3

Unit 0 Week 3	Comprehension / Genre / Author's Craft	Language Development
Essential Question: What can you do?	Explore concepts of print Respond to the text Respond to questions Ask questions using category words: Days of the Week Understand the aspects of Informational Text (nonfiction) Identify the purpose of the story Demonstrate correct book holding Retell story using illustrations Make connections between text and essential question Identify front and back covers of a book	Oral Vocabulary Acquisition: Create a word web on things we can do at school Create a word web on things we can do at home Create a two-column chart identifying ways we can help at school and at home Category Words: Days of the Week Grammar:
Text(s): Teach and Model Literature Big Book: Animals in the Park: An ABC Book, Big Book of Rhymes-Sing a Song of Sixpence, Pat-a-Cake, Hickory, Dickory Dock, Hey, Diddle, Diddle, As I Was Going to St. Ives. Interactive Read Aloud: Kindergartners Can!, WE Can Help Shared Read: At School, What Can I Do	Writing	Speaking and Listening
	Writing process: Write about the text Analytical writing:	Engage in collaborative discussions
	Foundational Skills	Research and Inquiry
	Phonological/ Phonemic Awareness Recognize syllables Blend syllables Identify space between words Phonics/Handwriting: Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz Recognize Letters A-Z High Frequency Words: I, can,	

Weekly Standards: K.SL.CC.1, K.W.RW.10, K.FL.PA.2.b, K.FL.PC.1.d, K.FL.PWR.3.c, K.FL.WC.4.f, K.RL.IK.1.7		
Monday	Day 1	Instructional Plan
Student Learning Targets:		
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: S72 - Discuss the essential question: What can you do? <i>Reading / Writing Companion</i> p. 46-47 Illustrate something they can do.	
Listening Comprehension (Literature Big Book) Close Read	Students will: S73 - Listen to <i>Animals in the Park: An ABC book</i>, discuss what animals can do that they can do too. - Identify the purpose of the text, Which animals can do something that you can do.	
Word Work Phonological Awareness Phonics High Frequency Words	Students will: S74-75 - Count the syllables in words using <i>The Big Book of Rhymes</i> p. 24-25. - Practice Letter recognition – Ss and Tt. - Build fluency using HFWs.	
Shared Writing	Students will: S75 Complete the question, Wasn't that a dainty _____ to set before the king?	
Tuesday	Day 2	Instructional Plan
Student Learning Targets: K.SL.CC.1, K.SL.CC.2, K.FL.PA.2.b, K.FL.PC.1.a, K.FL.PC.1.d, K.FL.PWR.3.c, K.FL.WC.4.f, K.FL.F.5.a, K.RI.KID.1		
Build the Concept: Oral Language Phonological Awareness Category Words	Students will: S76-77 <i>Reading/ Writing Companion</i> p. 46-47 Share things they can do as a Kindergarteners that they could not before. - Practice recognizing Days of the Week when they hear them in sentences.	
Listening Comprehension (Literature Big Book) Close Read	Students will: S78-79 - Identify the genre Informational text: nonfiction. - Listen to Interactive Read Aloud, <i>Kindergarteners Can!</i> <i>Reading/Writing Companion</i> p. 48-49, Illustrate one thing Kindergarteners can do and what they would like to learn.	
Word Work Phonological Awareness Phonics High-Frequency Words	Students will: S80-81 - Say, clap and count the syllables in words using <i>The Big Book of Rhymes</i> p. 26-27. - Practice with letter recognition - Uu and Vv. - Build Fluency using HFWs.	

Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: S82 Answer questions about purpose and comprehension, <i>Reading/ Writing Companion</i> p. 50-51 <i>At School</i>.
Shared Writing	Students will: S83 Complete the sentence, It looks like the children had _____ at school.

Wednesday	Day 3	Instructional Plan
Student Learning Targets: K.FL.PC.1.a, K.SL.CC.2, K.FL.PA.2.b, K.FL.PC.1.d, K.FL.PWR.3.c, K.FL.WC.4.f, K.RI.KID.1		
Build the Concept Oral Vocabulary Words	Students will: S84 - Share what they can do at school by completing the sentence, At school I can _____. - Share words to suggest things they can do at school to complete a word web, <i>Things We Can Do at School</i>.	
Listening Comprehension/Close Reading Interactive Read Aloud	Students will: S85 Answer questions about purpose and comprehension, <i>Interactive Read Aloud, Kindergarten Can!</i>	
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: S86-87 - Say, clap and count the syllables in words using <i>The Big Book of Rhymes</i> p. 28-29. - Practice with letter recognition- Ww and Xx. - Build fluency and word automaticity by reading and completing the sentence I can hear _____.	
Shared Writing	Students will: S87 Complete the sentence, The clock struck one, The mouse ran down, _____, _____, _____.	
Thursday	Day 4	Instructional Plan
Student Learning Targets: K.SL.CC.2, K.SL.PKI.4, K.SL.PKI.5, K.SL.PKI.6, K.FL.PA.2.b, K.FL.PC.1.a, K.FL.PC.1.d, K.FL.PWR.3.c, K.FL.WC.4.f, K.FL.F.5.a, K.RI.KID.1		
Extend the Concept Phonological Awareness Category Words	Students will: S88-89 - Complete the sentence, At home I can _____. - Share words to suggest things they can do at home to complete a word web, <i>Things We Can Do at Home</i>. - Complete a sentence with a Day of the Week.	
Listening Comprehension (Literature Big Book) Paired Selection	Students will: S90 Listen to the fiction story, <i>We Can Help</i>.	

	Identify how the story, <i>We Can Help</i> is fiction.
Integrate Ideas Weekly Project	- Using <i>Reading/ Writing Companion</i> p. 56-57, illustrate a picture of one thing they can do at school and one thing they can do at home. - Share their illustrations.
Word Work Phonological Awareness Phonics High-Frequency Words	Students will: S92-93 - Blend syllables using <i>The Big Book of Rhymes</i> p. 30-31. - Practice letter recognition Yy and Zz. - Build sentences using HFWs and photo cards.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: S94 Answer questions about purpose and comprehension, <i>Reading/Writing Companion</i> p. 58-59, What Can I Do?
Shared Writing	Students will: S95 Complete the sentences, One girl can _____. Another girl can _____.
Friday	Day 5
Instructional Plan	
Student Learning Targets: K.FL.PA.2.b, K.FL.PC.1.a, K.FL.PC.1.d, K.FL.PWR.3.c, K.FL.WC.4.f, K.RI.IK1.9	
Word Work Phonological Awareness Phonics High-Frequency Words	Students will: S96-97 - Recognize and count syllables using <i>The Big Book of Rhymes</i> p. 32-33. - Practice with Letter Recognition Aa-Zz. - Build fluency using HFWs cards.
Shared Writing	Students will: S97 Complete the sentence, Each wife had seven sacks, Each sack had _____.
Integrate Ideas Oral Language Text Connections	Students will: S98-99 - Tell ways they can be helpful at school and at home. - Complete as a class, a two column T-Chart of Ways We Can Help At School/ At Home.

BCS Literacy Vision**Unit 1****Week 1:****Essential Question: How can we get along with new friends?****Text Sets:**

Literature Big Book (Fiction): What About Bear?

Literature Big Book (Non-fiction): How to Be a Friend

Shared Read: I Can, Can I?

Week 2:**Essential Question: How do baby animals move?****Text Sets:**

Literature Big Book (Fiction): Pouch!

Literature Big Book (Non-fiction): Baby Animals on the Move!

Shared Read: We Can, I Can, We Can

Week 3:**Essential Question: How can your senses help you learn?****Text Sets:**

Literature Big Book (Fiction): I Smell Springtime, Taste of Purple, Rain

Literature Big Book (Non-fiction): Senses at the Seashore

Shared Read: Sam Can See, I Can See

Week 1

Unit 1 Week 1	Comprehension / Genre / Author's Craft	Language Development
Essential Question: How can we get along with new friends?	Cite relevant evidence from text Make inferences to support understanding Ask and answer questions about text Evaluate key details Understand the aspects of fiction Reread Text features	Oral Vocabulary Acquisition: escape friend grasped problem rescue Category Words: Feeling Words Grammar: Use nouns
Text(s): Teach and Model Literature Big Book: What About Bear?, How to Be a Friend Interactive Read Aloud: The Lion and the Mouse Shared Read: I Can, Can I? Practice and Apply Anchor Text: What About Bear? Leveled Readers A: The Tree House O: The Mouse and the Moose ELL: The Mouse and the Moose B: Come and Play!	Writing	Speaking and Listening
	Writing process: Plan and draft writing ideas Analytical writing: Use text evidence to respond to text	Engage in collaborative discussions Present writing and research
	Foundational Skills	Research and Inquiry
	Phonological/ Phonemic Awareness Identify the individual words in a spoken sentence Recognize spoken alliteration in words Identify and blend sounds in words Phonics/Handwriting: Introduce/review and blend with /m/m Write Mm Handwriting Spelling Words: Spell words with /m/m High Frequency Words: the Print Awareness: Hold a book right side up Understand reading moves from left to right Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and Rate	Conduct research about what a good friend does

Weekly Standards

K.FL.F.5.a Read emergent-reader texts with purpose and understanding. **[8 lessons]**

K.FL.PA.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/. **[15 lessons]**

K.FL.PC.1.a Follow words from left to right, top to bottom, and page by page. **[2 lessons]**

K.FL.PC.1.e Distinguish between pictures and words. **[3 lessons]**

K.FL.PWR.3.a Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant. **[18 lessons]**

K.FL.PWR.3.c Read common high-frequency words by sight. **[15 lessons]**

K.FL.SC.6.a With modeling or verbal prompts, orally produce complete sentences. **[2 lessons]**

K.FL.SC.6.b Follow one-to-one correspondence between voice and print when writing a sentence. **[2 lessons]**

K.FL.SC.6.c Use frequently occurring nouns and verbs when speaking and in shared language activities. **[9 lessons]**

K.FL.SC.6.i Recognize and name end punctuation. **[1 lesson]**

K.FL.VA.7b.iii Make real-life connections between words and their use. **[5 lessons]**

K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts. **[2 lessons]**

K.FL.WC.4.a Write uppercase and lowercase manuscript letters from memory. **[1 lesson]**

K.FL.WC.4.b Write a letter/letters for most consonant and short vowel sounds (phonemes). **[2 lessons]**

K.FL.WC.4.d Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, I) and CV (be, go) words with long vowels. **[1 lesson]**

K.FL.WC.4.f Write some common, frequently used words (am, and, like, the). **[3 lessons]**

K.FL.WC.4.g Print many upper and lowercase letters. **[1 lesson]**

K.RI.CS.5 Know various text features. **[1 lesson]**

K.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear. **[2 lessons]**

K.RL.CS.4 With prompting and support, ask and answer questions about unknown words in text. **[2 lessons]**

K.RL.CS.5 Recognize common types of texts. **[2 lessons]**

K.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear. **[6 lessons]**

K.RL.IKI.9 With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories. **[4 lessons]**

K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details. **[3 lessons]**

K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story. **[2 lessons]**

K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics. **[5 lessons]**

K.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. **[1 lesson]**

K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **[2 lessons]**

K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking. **[3 lessons]**

K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **[3 lessons]**

K.W.RBPK.7 Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them. **[1 lesson]**

K.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **[1 lesson]**

K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina. **[1 lesson]**

K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts. **[7 lessons]**

Monday	Day 1	Instructional Plan
Student Learning Targets: K.SL.CC.2, K.FL.PC.1.e, K.FL.PA.2.d, K.FL.PWR.3.a, K.FL.PWR.3.c, K.FL.WC.4.b, K.FL.WC.4.f, K.FL.SC.6.a, K.FL.SC.6.b, K.FL.SC.6.c, K.FL.VA.7b.iii, K.W.TTP.2, K.W.RW.10, K.RL.KID.2		
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T20-21 - Discuss the essential question: How can we get along with new friends? - Use in a sentence, define, give examples of oral vocabulary words. <i>Reading/Writing Companion</i> p. 66-67 -Students will discuss how to get along with friends and draw one thing they can do with a new friend.	
Listening Comprehension (Literature Big Book) Close Read	Students will: T22-27 - Listen to the text <i>What About Bear?</i> - Review what fiction means and tell why this story is fiction. - Listen for purpose to find out what happens to Bear and his friends. - Look for key details p. 12-13 How does Bear feel? p. 16-17 What new game does Fox want to play? p. 20-21 Which two animals are having the same feelings? How can you tell? - Ask and answer questions about the text. <i>Reading/Writing Companion</i> p. 68-69 respond to the text. - Retell the story using retelling cards.	
Word Work Fluency Phonemic Awareness Phonics Handwriting High Frequency Words	Students will: T28-31 - Listen for the words with /m/ sound at the beginning. - Listen to <i>My Map</i>. Place stickie note on beginning /m/ sound words. - Practice writing the letter Mm. - Practice identifying the HFW <i>the</i>.	
Shared Writing	Students will: T32 Analyze, find text evidence and answer the prompt: What do you see in the story?	
Grammar	Students will: T33 - Identify naming words, nouns. - Collaborate and identify words that name a person, place, or thing using Photo cards.	
Tuesday	Day 2	Instructional Plan
Student Learning Target: K.RL.KID.3 , K.RL.CS.5, K.RL.IKI.7, K.FL.PC.1.e, K.FL.PA.2.d, K.FL.PWR.3.a, K.FL.PWR.3.c, K.FL.WC.4.f, K.FL.F.5.a, K.FL.SC.6.b, K.FL.SC.6.c, K.FL.SC.6.a, K.FL.VA.7c, K.FL.VA.7b.iii, K.W.TTP.2		
Build the Concept: Oral Language Phonological Awareness	Students will: T34-35 Continue discussing the essential question: How can we get along with new friends?	

Category Words	○ Practice sentence segmentation. ○ Identify feeling words.
Listening Comprehension (Literature Big Book) Close Read	Students will: T36-39 ○ Listen to <i>What About Bear?</i> Name the main characters and describe what is happening in the story. ○ Explain why this is a fiction story. ○ <i>Reading/Writing Companion</i> p. 70-71 Identify, write about, and illustrate one key detail. ○ <i>Reading/Writing Companion</i> p. 72-73 Write and draw about how Bear's feelings change.
Word Work Phonemic Awareness Phonics	Students will: T40-41 ○ Identify initial phonemes, sounds, in sets of words. ○ Review beginning /m/ sound and identify words that begin with /m/. ○ Recognize HFWs with accuracy.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T42-43 ○ Listen to <i>I Can</i> and choral read the story.
Shared Writing	Students will: T44 ○ Answer the prompt: How does Fox make it hard for Bear to play with him and Goose?
Grammar	Students will: T45 ○ Identify naming words, nouns. ○ Collaborate and identify nouns that name a persons, places, or things.

Wednesday	Day 3	Instructional Plan
Student Learning Target: K.RL.CS.5, K.RL.IK.9, K.FL.PC.1.a, K.FL.PWR.3.a, K.FL.PA.2.d, K.FL.PWR.3.a, K.FL.PWR.3.c, K.FL.WC.4.f, K.FL.F.5.a, K.W.PDW.4, K.FL.SC.6.c, K.FL.VA.7b.iii, K.W.TTP.2		
Build the Concept Oral Vocabulary Words	Students will: T46 ○ Continue discussing the essential question: How can we get along with new friends? ○ Review Oral Vocabulary words by using them in a sentence.	
Listening Comprehension/Close Reading Interactive Read Aloud	Students will: T47 ○ Listen to the fable <i>The Lion and the Mouse</i>. ○ Respond to how they know it is a fable.	
Word Work	Students will: T48-51	

Phonemic Awareness Phonics High-Frequency Words	- Practice phoneme blending, blend sounds together. - Listen for the sound /m/ at the beginning or the end of a word. - Recognize HFWs with accuracy.
Reread the Shared Read (Reading/Writing Companion) Comprehension / Fluency	Students will: T52-53 - Reread the story <i>I Can</i>. Focus on comprehension and fluency: accuracy and rate. - Answer questions by finding evidence in the text in words or pictures.
Independent Writing: Draft	Students will: T54 Write about how the marbles and broom are different in the story, <i>I Can</i>.
Thursday	Day 4
Instructional Plan	
Student Learning Target: K.RI.CS.5, K.RI.IK1.7, K.FL.PC.1.e, K.FL.PWR.3.c, K.FL.PWR.3.a, K.FL.WC.4.d, K.FL.WC.4.f, K.FL.F.5.a, K.FL.SC.6.c, K.FL.VA.7c, K.FL.VA.7b.iii, K.W.TTP.2, K.W.PDW.4, K.W.RBPK.8, K.W.RBPK.7	
Extend the Concept Phonological Awareness Category Words	Students will: T56-57 - Continue discussing the essential question by discussing how to get along with new friends. - Practice sentence segmentation. - Review Oral Vocabulary words by using them in a sentence. - Identify Feeling Words.
Listening Comprehension (Literature Big Book) Paired Selection	Students will: T58-61 - Study the concept of "photographs" as a text feature. (Teaching Poster 12). - Read the text <i>How to Be a Friend</i> and see how the text feature (photographs) is used. - Look at the photographs on p. 36-37 and discuss the information the photographs tell us that the text does not. - Look at the photograph on p. 40 and discuss the details in the photograph that are not in the author's words. - Use photographs to retell key details. <i>Reading/Writing Companion</i> p. 80-81 discuss the photograph and respond to the respond to the questions.
Word Work Phonemic Awareness Phonics	Students will: T62-63 - Practice phoneme blending, blend sounds together. - Listen for the sound /m/ and write the letter m. - Recognize HFWs with accuracy. - Collaborate and create sentences using the word <i>the</i>.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T64-65 - Look for details to help answer the essential question: How can we get along with new friends? - Ask and answer questions about the text, <i>Can I?</i> <i>Reading/Writing Companion</i> p. 82-87 Identify words beginning with /m/ sound, underline the uppercase letters and circle what the girl can see.
Independent Writing: Revise	Students will: T66 Work with a partner to review/revise their writing. Check for clues from photographs, details, and nouns.

	Edit their writing for complete sentences that start with a capital letter and end with a punctuation mark.
Grammar	Students will: T67 Review that a noun is a naming word that names a person, place or thing. Fill in the blank with a noun.
Integrate Ideas Research and Inquiry	Students will: T68-69 <i>Reading/Writing Companion</i> p. 88-89 Complete each step of the research process.
Friday	Day 5
Instructional Plan	
Student Learning Target: K.FL.PA.2.d, K.FL.PWR.3.a, K.FL.PWR.3.c, K.FL.WC.4.f, K.FL.F.5.a, K.FL.PC.1.a, K.FL.SC.6.i, K.FL.SC.6.c, K.SL.PKI.6, K.SL.CC.3, K.SL.PKI.6, K.SL.CC.1, K.SL.PKI.6, K.W.PDW.4	
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T70-71 - Practice phoneme blending, blend sounds together. - Identify pictures beginning with /m/ sound. - Write the letter m when they hear /m/ sound. - Build fluency with HFWs.
Reread the Shared Read (Reading / Writing Companion) Comprehension/Fluency	Students will: T72-73 - Reread <i>Can I?</i> focusing on comprehension questions. - Collaborate with a partner to discuss the different things the girl can see.
Independent Writing	Students will: T74 Review final drafts and make any changes. Share final draft with class.
Grammar	Students will: T75 Review that a noun is a naming word that names a person, place or thing. Circle nouns in sentences.
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T76-77 - In <i>Reading/Writing Companion</i> p. 90, discuss what they see in the illustration. - Complete a sentence telling how all the texts read this week apply to the essential question.

Week 2

Unit 1 Week 2	Comprehension / Genre / Author's Craft	Language Development
Essential Question: How do baby animals move?	Cite relevant evidence from text Make inferences to support understanding Ask and answer questions about text Evaluate key details Understand the aspects of fiction Reread Text features	Oral Vocabulary Acquisition: adventure arrived exciting exhausted movement Category Words: Family Words Grammar: Use nouns
Text(s): Teach and Model Literature Big Book: Pouch!, Baby Animals on the Move Interactive Read Aloud: The Tortoise and the Hare Shared Read: We Can, I Can, We Can Practice and Apply Anchor Text: Pouch Leveled Readers A: Hop! O: We Hop! ELL: We Hop! B: We Can Move!	Writing	Speaking and Listening
	Writing process: Plan and draft writing ideas Analytical writing: Use text evidence to respond to text	Engage in collaborative discussions Present writing and research
	Foundational Skills	Research and Inquiry
	Phonological/ Phonemic Awareness Identify rhyming words Recognize spoken alliteration in groups of words Identify and blend sounds in words Phonics/Handwriting: Introduce/review and blend with /a/ a Write Aa Handwriting Spelling Words: Spell words with /a/a High Frequency Words: we Print Awareness: Hold a book right side up Understand reading moves from left to right Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and Rate	Conduct research about how baby animals move

Weekly Standards:

K.FL.F.5.a Read emergent-reader texts with purpose and understanding. [10 lessons]

K.FL.PA.2.a Recognize and begin to produce rhyming words. [2 lessons]

K.FL.PA.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/. [17 lessons]

K.FL.PC.1.a Follow words from left to right, top to bottom, and page by page. [3 lessons]

K.FL.PC.1.d Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text. [1 lesson]

K.FL.PC.1.e Distinguish between pictures and words. [1 lesson]

K.FL.PWR.3.a Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant. [7 lessons]

K.FL.PWR.3.b Associate the long and short phonemes with common spellings for the five major vowels. [6 lessons]

K.FL.PWR.3.c Read common high-frequency words by sight. [15 lessons]

K.FL.SC.6.a With modeling or verbal prompts, orally produce complete sentences. [2 lessons]

K.FL.SC.6.b Follow one-to-one correspondence between voice and print when writing a sentence. [2 lessons]

K.FL.SC.6.c Use frequently occurring nouns and verbs when speaking and in shared language activities. [10 lessons]

K.FL.VA.7b.iii Make real-life connections between words and their use. [3 lessons]

K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [1 lesson]

K.FL.WC.4.a Write uppercase and lowercase manuscript letters from memory. [1 lesson]

K.FL.WC.4.b Write a letter/letters for most consonant and short vowel sounds (phonemes). [2 lessons]

K.FL.WC.4.c Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope. [4 lessons]

K.FL.WC.4.d Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, I) and CV (be, go) words with long vowels. [3 lessons]

K.FL.WC.4.e Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel. [3 lessons]

K.FL.WC.4.f Write some common, frequently used words (am, and, like, the). [3 lessons]

K.RI.CS.5 Know various text features. [3 lessons]

K.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear. [1 lesson]

K.RI.KID.1 With prompting and support, ask and answer questions about key details in a text. [1 lesson]

K.RI.KID.3 With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text. [1 lesson]

K.RL.CS.5 Recognize common types of texts. [3 lessons]

K.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear. [4 lessons]

K.RL.IKI.9 With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories. [4 lessons]

K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details. [6 lessons]

K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story. [3 lessons]

K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics. [4 lessons]

K.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [1 lesson]

K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. [2 lessons]

K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking. [3 lessons]

K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. [3 lessons]

K.W.PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed. [2 lessons]

K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina. [1 lesson]

K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts. [5 lessons]

Monday	Day 1	Instructional Plan
Student Learning Targets: K.SL.CC.2, K.FL.PC.1.e, K.FL.PC.1.a, K.FL.PA.2.d, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.WC.4.a, K.FL.WC.4.e, K.FL.WC.4.b, K.FL.WC.4.f, K.FL.SC.6.a, K.FL.SC.6.b, K.FL.SC.6.c, K.FL.VA.7b.iii, K.W.TTP.2, K.W.RW.10, K.RL.KID.1		
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T116-117 ○ Discuss the essential question: How do baby animals move? ○ Use in a sentence, define, give examples of oral vocabulary words. ○ <i>Reading/Writing Companion</i> p. 92-93 Students will discuss how animals move. ○ Look at photo, identify how animals move and draw a picture showing how their favorite animal moves.	
Listening Comprehension (Literature Big Book) Close Read	Students will: T118-123 ○ Listen to the text <i>Pouch!</i> Listen to the story to find out what happens to the baby kangaroo when he starts to explore the world. ○ Review what fiction means and tell why this story is fiction. ○ Look for key details-p.10-11 Who is Joey talking to? p. 16-17 How many hops will Joey take? p.22-23 What does Joey ask each new animal he meets? ○ Answer questions about the text. ○ <i>Reading/Writing Companion</i> p. 94-95 respond to the text. ○ Retell the story using retelling cards.	
Word Work Fluency Phonemic Awareness Phonics Handwriting High Frequency Words	Students will: T124-127 ○ Listen for the words with /a/ sound at the beginning. ○ Listen to <i>Adam Has an Apple</i>. Place stickie note on beginning /a/ sound words. ○ Practice writing the letter Aa. ○ Practice identifying the HFW we.	
Shared Writing	Students will: T128 ○ Analyze, find text evidence and answer the prompt: What animals does Joey see in the story?	
Grammar	Students will: T129 ○ Identify naming words, nouns. ○ Collaborate and identify words that name a person, a place , a thing or an animal using Photo cards.	
Tuesday	Day 2	Instructional Plan
Student Learning Targets: K.RL.KID.1, K.RI.KID.1, K.RL.KID.3 , K.RL.CS.5, K.RI.CS.5, K.RL.IKI.7, K.FL.PA.2.d, K.FL.PWR.3.b, K.FL.PWR.3.c., K.FL.WC.4.d, K.FL.WC.4.e, K.FL.WC.4.f, K.FL.F.5.a, K.FL.SC.6.b, K.FL.SC.6.c, K.FL.SC.6.a, K.W.TTP.2		
Build the Concept: Oral Language Phonological Awareness Category Words	Students will: T130-131 ○ Continue discussing the essential question: How do baby animals move? ○ Recognize rhyming words.	

	○ Identify family words.
Listening Comprehension (Literature Big Book) Close Read	Students will: T132-135 ○ Listen to <i>Pouch!</i> Name the characters and events. ○ <i>Reading/Writing Companion</i> p. 96-97 Identify one key detail of the story and illustrate it. ○ <i>Reading/Writing Companion</i> p. 98-99 Reply to the Author's Craft and illustrate it.
Word Work Phonics	Students will: T136-137 ○ Practice phoneme blending, blend sounds together. ○ Review beginning /m/ sound and identify words that begin with /a/. ○ Blend phonemes to make words (short a). ○ Recognize HFWs with accuracy.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T138-139 ○ Listen to <i>We Can</i> and choral read the story.
Shared Writing	Students will: T140 ○ Answer the prompt: Why does Joey hop?
Grammar	Students will: T141 ○ Review that a noun is a naming word that names a person, place or thing. Complete a sentence with a noun we wear.

Wednesday	Day 3	Instructional Plan
Student Learning Targets: K.RL.KID.1, K.RI.KID.1, K.RL.CS.5, K.RI.CS.5, K.RL.IKI.9, K.FL.PC.1.a, K.FL.PA.2.d, K.FL.PWR.3.a, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.WC.4.c, K.FL.WC.4.f, K.FL.F.5.a, K.FL.SC.6.c, K.FL.VA.7b.iii, K.W.TTP.2, K.W.PDW.4		
Build the Concept Oral Vocabulary Words	Students will: T142 ○ Continue discussing the essential question: How do baby animals move? ○ Review Oral Vocabulary words by using them in a sentence.	
Listening Comprehension/Close Reading Interactive Read Aloud	Students will: T143 ○ Listen to the fable, <i>The Tortoise and the Hare</i>. ○ Respond to how they know it is a fable.	
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T144-147 ○ Listen for the sound of /a/ at the beginning or middle of a word. ○ Spell words with the /a/ sound. ○ Sort picture cards under /a/ or /m/.	

	Recognize HFWs with accuracy.
Reread the Shared Read (Reading/Writing Companion) Comprehension / Fluency	Students will: T148-149 - Reread the story <i>We Can</i>. Focus on book handling, concepts of print and comprehension accuracy and rate. - Answer questions by finding evidence in the text to answer the sentence <i>We can</i> _____.
Independent Writing: Draft	Students will: T150 Write about how the tiger and the zebra are the same from <i>We Can</i>.
Thursday	Day 4
Instructional Plan	
Student Learning Targets: K.RI.KID.1, K.RL.KID.2, K.RI.KID.3, K.RI.CS.5, K.RI.IKI.7, K.RL.IKI.9, K.FL.PC.1.d, K.FL.PA.2.a, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.WC.4.e, K.FL.WC.4.d, K.FL.WC.4.f, K.FL.PWR.3.c, K.FL.F.5.a, K.FL.SC.6.c, K.FL.VA.7.c, K.W.PDW.4, K.W.PDW.5, K.W.RBPK.8, K.W.RBPK.7	
Extend the Concept Phonological Awareness Category Words	Students will: T152-153 - Continue discussing the essential question by discussing how do baby animals move. - Recognize Rhyming words. - Review Oral Vocabulary words by using them in a sentence. - Identify family words.
Listening Comprehension (Literature Big Book) Paired Selection	Students will: T154-157 - Study the concept of "Labels" as a text feature (Teaching Poster 17). - Read the text <i>Baby Animals on the Move</i> and see how the text feature, Labels, is used. - Look at the labels p. 38-39 and discuss what information they can learn from labels. <i>Reading/Writing Companion</i> p. 106-107 discuss the photos and what they show about animals moving.
Word Work Phonemic Awareness Phonics	Students will: T158-159 - Blend sounds to form words with short /a/. - Blend words with short /a/ and /m/. - Spell the word <i>am</i>. - Review HFWs in sentences.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T160-161 - Choral read <i>I Can, We Can</i> to find out what the animals can do. <i>Reading/Writing Companion</i> p. 108-113 Identify lowercase letters, underline the HFW <i>we</i>, circle words with short /a/.
Independent Writing: Revise	Students will: T162 - Work with a partner to review/revise their writing. Check for clues from photographs, details, and nouns. - Edit their writing for complete sentences, capitals and punctuation.
Grammar	Students will: T163 Collaborate with a partner and create sentences that have nouns.
Integrate Ideas Research and Inquiry	Students will: T164-165 <i>Reading/Writing Companion</i> p. 114-115 Complete each step of the research process.

Friday	Day 5	Instructional Plan
Student Learning Targets: K.FL.PC.1.a, K.FL.PA.2.d, K.FL.PWR.3.c, K.FL.WC.4.c, K.FL.WC.4.d, K.FL.WC.4.f, K.FL.F.5.a, K.FL.SC.6.c, K.SL.CC.1, K.SL.CC.3, K.SL.PKI.6, K.RL.CS.5, K.W.PDW.4		
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T166-167 ○ Identify pictures beginning with /a/ sound. ○ Practice reading words and sentences using the short /a/ sound and /m/ sound. ○ Spell words using the consonant sound /m/ and short /a/. ○ Build fluency with HFWs.	
Reread the Shared Read (Reading / Writing Companion) Comprehension/Fluency	Students will: T168-169 ○ Reread <i>I Can, We Can</i> focusing on comprehension questions. ○ Collaborate with a partner to discuss the different things the animals can do.	
Independent Writing	Students will: T170 ○ Review final drafts and make any changes. Share final draft with partner.	
Grammar	Students will: T171 ○ Review nouns name a person, place, or thing. ○ Collaborate with a partner to complete the sentence frame using a noun.	
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T172-173 ○ In <i>Reading/Writing Companion</i> p. 116 listen to the poem and discuss how the birds move. Compare how the bird moves and how Joey moves. ○ Complete a sentence telling how all the texts read this week apply to the essential question.	

Week 3

Unit 1 Week 3	Comprehension / Genre / Author's Craft	Language Development
Essential Question: How can your senses help you learn?	Cite relevant evidence from text Make inferences to support understanding Ask and answer questions about text Evaluate key details Understand the aspects of informational text Reread Literary Element	Oral Vocabulary Acquisition: explore senses feast finished kneads Category Words: Sensory Words Grammar: Use nouns
Text(s): Teach and Model Literature Big Book: Senses at the Seashore, I Smell Springtime, Taste of Purple, Rain Interactive Read Aloud: A Feast of the Senses Shared Read: Sam Can See, I Can See Practice and Apply Anchor Text: Senses at the Seashore Leveled Readers A: The Beach O: At School ELL: At School B: See It Grow	Writing	Speaking and Listening
	Writing process: Plan and draft writing ideas Analytical writing: Use text evidence to respond to text	Engage in collaborative discussions Present writing and research
	Foundational Skills	Research and Inquiry
	Phonological/ Phonemic Awareness Blend onset and rime to form words Recognize spoken alliteration in groups of words Identify and blend sounds in words Phonics/Handwriting: Introduce/review and blend with /s/s Write Ss Handwriting Spelling Words: Spell words with /s/s High Frequency Words: see Print Awareness: Identify front and back cover of a book Understand reading moves from left to right Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and rate	Conduct research about how our senses help us learn

Weekly Standards:

- K.FL.F.5.a** Read emergent-reader texts with purpose and understanding. [\[9 lessons\]](#)
- K.FL.PA.2.c** Blend and segment onsets and rimes of single-syllable spoken words. [\[3 lessons\]](#)
- K.FL.PA.2.d** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/. [\[17 lessons\]](#)
- K.FL.PC.1.a** Follow words from left to right, top to bottom, and page by page. [\[2 lessons\]](#)
- K.FL.PC.1.e** Distinguish between pictures and words. [\[1 lesson\]](#)
- K.FL.PWR.3.a** Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant. [\[15 lessons\]](#)
- K.FL.PWR.3.b** Associate the long and short phonemes with common spellings for the five major vowels. [\[1 lesson\]](#)
- K.FL.PWR.3.c** Read common high-frequency words by sight. [\[15 lessons\]](#)
- K.FL.PWR.3.d** Decode regularly spelled CVC words. [\[2 lessons\]](#)
- K.FL.SC.6.a** With modeling or verbal prompts, orally produce complete sentences. [\[2 lessons\]](#)
- K.FL.SC.6.b** Follow one-to-one correspondence between voice and print when writing a sentence. [\[2 lessons\]](#)
- K.FL.SC.6.c** Use frequently occurring nouns and verbs when speaking and in shared language activities. [\[7 lessons\]](#)
- K.FL.SC.6.g** Produce and expand complete sentences in shared language activities. [\[4 lessons\]](#)
- K.FL.VA.7b.i** Sort common objects into categories to gain a sense of the concepts the categories represent. [\[1 lesson\]](#)
- K.FL.VA.7b.iii** Make real-life connections between words and their use. [\[3 lessons\]](#)
- K.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [\[4 lessons\]](#)
- K.FL.WC.4.a** Write uppercase and lowercase manuscript letters from memory. [\[1 lesson\]](#)
- K.FL.WC.4.b** Write a letter/letters for most consonant and short vowel sounds (phonemes). [\[2 lessons\]](#)
- K.FL.WC.4.c** Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope. [\[4 lessons\]](#)
- K.FL.WC.4.d** Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, l) and CV (be, go) words with long vowels. [\[3 lessons\]](#)

- K.FL.WC.4.e** Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel. [\[1 lesson\]](#)
- K.FL.WC.4.f** Write some common, frequently used words (am, and, like, the). [\[3 lessons\]](#)
- K.RI.CS.6** With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text. [\[1 lesson\]](#)
- K.RI.IKI.7** With prompting and support, orally describe the relationship between illustrations and the text in which they appear. [\[7 lessons\]](#)
- K.RI.IKI.9** With prompting and support, orally identify basic similarities and differences between two texts on the same topic. [\[3 lessons\]](#)
- K.RI.KID.2** With prompting and support, orally identify the main topic and retell key details of a text. [\[4 lessons\]](#)
- K.RL.CS.5** Recognize common types of texts. [\[1 lesson\]](#)
- K.RL.IKI.7** With prompting and support, orally describe the relationship between illustrations and the story in which they appear. [\[1 lesson\]](#)
- K.RL.KID.1** With prompting and support, ask and answer questions about key details in a text. [\[1 lesson\]](#)
- K.RL.RRTC.10** With prompting and support, read stories and poems of appropriate complexity for Kindergarten. [\[1 lesson\]](#)
- K.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics. [\[6 lessons\]](#)
- K.SL.CC.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [\[2 lessons\]](#)
- K.SL.PKI.5** Add drawings or other visual displays of descriptions as desired to provide additional detail. [\[3 lessons\]](#)
- K.SL.PKI.6** With guidance and support, express thoughts, feelings, and ideas through speaking. [\[1 lesson\]](#)
- K.W.PDW.4** With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. [\[3 lessons\]](#)
- K.W.PDW.6** With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing. [\[4 lessons\]](#)
- K.W.RBPK.7** Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them. [\[1 lesson\]](#)
- K.W.RBPK.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [\[5 lessons\]](#)
- K.W.RW.10** With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina. [\[1 lesson\]](#)
- K.W.TTP.2** With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts. [\[5 lessons\]](#)

Monday	Day 1	Instructional Plan
Student Learning Targets: K.RI.KID.1 , K.RI.CS.6, K.RL.RRTC.10, K.FL.PA.2.d, K.FL.PWR.3.a, K.FL.PWR.3.c, K.FL.WC.4.b, K.FL.WC.4.a, K.FL.PWR.3.c, K.FL.WC.4.b, K.FL.WC.4.f, K.FL.SC.6.b, K.FL.SC.6.c, K.FL.SC.6.a, K.FL.SC.6.g, K.FL.VA.7b.iii, K.SL.CC.2, K.W.RBPK.8, K.W.TTP.2 K.W.RW.10		
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T212-213 ○ Discuss the essential question: How can your senses help you learn? ○ Use in a sentence, define, give examples of oral vocabulary words. ○ <i>Reading/Writing Companion</i> p. 118-119 look at the photo to discuss and illustrate how we learn through our senses.	
Listening Comprehension (Literature Big Book) Close Read	Students will: T214-219 ○ Listen to text <i>Senses at the Seashore</i> and identify it as a nonfiction text. ○ Discuss why this story is nonfiction and answer questions about the key details. ○ <i>Reading/Writing Companion</i> p. 120-121 Retell the text, illustrate a fact from the text, discuss ways people use their senses and illustrate one way people use their senses.	
Word Work Fluency Phonemic Awareness Phonics Handwriting High Frequency Words	Students will: T220-223 ○ Listen for the words with /s/ sound at the beginning. ○ Listen to <i>See the Sun Rise</i>. Place stickie note on beginning /s/ sound words. ○ Practice writing the letter Ss. ○ Practice identifying the HFW see by building sentences.	
Shared Writing	Students will: T224 ○ Analyze, find text evidence and write a complete sentence about what senses children use at the seashore.	
Grammar	Students will: T225 ○ Review nouns are naming words that name a person, place or thing. ○ Collaborate to identify which noun is a person, place or thing. ○ Collaborate with a partner to create sentences about places they have visited.	
Tuesday	Day 2	Instructional Plan
Student Learning Targets: K.RI.KID.1 , K.RI.IKI.7, K.FL.PA.2.c, K.FL.PA.2.d, K.FL.PWR.3.c, K.FL.PWR.3.a, K.FL.PWR.3.d, K.FL.PWR.3.a, K.FL.WC.4.f, K.FL.F.5.a, K.FL.SC.6.g, K.FL.SC.6.a, K.FL.SC.6.b, K.FL.SC.6.c, K.FL.VA.7b.i, K.FL.VA.7c, K.W.TTP.2, K.W.RBPK.8		
Build the Concept: Oral Language Phonological Awareness Category Words	Students will: T226-227 ○ Continue discussing the essential question: How can your senses help you learn? ○ Practice Onset and Rime Blending, the initial sound is onset and the letters that follow is the rime. ○ Identify Sensory Words.	

Listening Comprehension (Literature Big Book) Close Read	Students will: T228-231 ○ Listen to <i>Senses at the Seashore</i>. Discuss p. 8-9 and explain how the pictures and text provides facts. ○ <i>Reading/Writing Companion</i> p. 122-123. Write and illustrate about one key detail. ○ Discuss with a partner how the author shows us that our senses help us learn. ○ <i>Reading/Writing Companion</i> p. 125. Draw and Write about seaweed.
Word Work Phonics	Students will: T232-233 ○ Practice blending phonemes, blend sounds together to form words. ○ Listen for words beginning with the sound /s/. ○ Blend words with /s/. ○ Listen to sounds, blend sounds and say the word. ○ Review HFW and add see.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T234-235 ○ Listen to <i>Sam Can See</i> and choral read the story.
Shared Writing	Students will: T236 ○ Reread part of <i>Senses at the Seashore</i> and answer the prompt: What senses are the children using?
Grammar	Students will: T237 ○ Work with a partner and generate sentences for nouns with food names.

Wednesday	Day 3	Instructional Plan
Student Learning Targets: K.RI.KID.1 , K.RI.IKI.9, K.SL.CC.2, K.FL.PC.1.a, K.FL.PA.2.d, K.FL.PWR.3.a, K.FL.PWR.3.b, K.FL.PWR.3.c, K.FL.WC.4.c, K.FL.WC.4.f, K.FL.F.5.a, K.FL.SC.6.c, K.FL.VA.7b.iii, K.W.TTP.2, K.W.PDW.4		
Build the Concept Oral Vocabulary Words	Students will: T238 ○ Continue discussing the essential question: How can your senses help you learn? ○ Review Oral Vocabulary words by using them in a sentence.	
Listening Comprehension/Close Reading Interactive Read Aloud	Students will: T239 ○ Listen to <i>A Feast of the Senses</i>. ○ Make connections between <i>A Feast for the Senses</i> and <i>Senses at the Seashore</i>. Discuss the ways these texts tell how people can learn about things through the senses.	
Word Work Phonemic Awareness Phonics	Students will: T240-243 ○ Practice phoneme categorization, identify the word that has a different sound from a group of words. ○ Listen and identify the /s/ sound.	

High-Frequency Words	○ Blend sounds together to write Sam. ○ Picture sort beginning sound /s/, /a/ and /m/ picture cards. ○ Build fluency with HFW see.
Reread the Shared Read (Reading/Writing Companion) Comprehension / Fluency	Students will: T244-245 ○ <i>Reading/Writing Companion</i> p.126-131. Read the story <i>Sam Can See</i> Focus on comprehension p. 126-131. ○ Focus on Fluency: accuracy and rate.
Independent Writing: Draft	Students will: T246 ○ Using text evidence, write a response to the prompt: Describe how Sam is using his other senses.
Thursday	Day 4
Instructional Plan	
Student Learning Targets: K.RI.KID.1 , K.RL.CS.5, K.RL.IK1.7, K.SL.PK1.5, K.SL.CC.1, K.FL.PC.1.e, K.FL.PA.2.c, K.FL.WC.4.d, K.FL.WC.4.e, K.FL.PWR.3.a, K.FL.PWR.3.c, K.FL.WC.4.f, K.FL.F.5.a, K.FL.VA.7c, K.W.PDW.4, K.W.PDW.6, K.W.PDW.6, K.W.RBPK.8, K.W.RBPK.7	
Extend the Concept Phonological Awareness Category Words	Students will: T248-249 ○ Practice onset and rime, the initial sound is onset and the letters that follow is the rime. ○ Review Oral Vocabulary words by using them in a sentence. ○ Identify sensory words.
Listening Comprehension (Literature Big Book) Paired Selection	Students will: T250-253 ○ Listen to poems, <i>I Smell Springtime</i>, <i>Taste of Purple</i>, <i>Rain</i> about sensory words. ○ Ask and answer questions about the sensory words. ○ <i>Reading/Writing Companion</i> p. 132-133 Answer questions and illustrate the poem. ○ Discuss what they have learned about their senses.
Word Work Phonemic Awareness Phonics	Students will: T254-255 ○ Practice phoneme blending, blend sounds together. ○ Blend words with s, m, and short a. ○ Write the letter for the dictated sound, /s/, /a/ and /m/. ○ Build sentences using HFWs.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T256-257 ○ Read the story <i>I Can See</i> and look for details to answer the essential question: How can your senses help you learn? ○ Choral Read, think about the purpose of the story, review phonics, review HFWs, and read with accuracy.
Independent Writing: Revise	Students will: T28 ○ Review/revise their writing. Check for clues from text, illustrations, details, and nouns. ○ Edit their writing for correct use of nouns, correct spelling of /s/ words and HFWs, complete sentences, capitals and punctuation..

Grammar	Students will: T259 ○ Review nouns are naming words that name a person, place or thing. ○ Work with a partner to create sentences about a place and an animal.	
Integrate Ideas Research and Inquiry	Students will: T260-261 ○ <i>Reading/Writing Companion</i> p. 140-141. Complete each step of the research process about Senses.	
Friday	Day 5	Instructional Plan
Student Learning Targets: K.RI.IKI.9, K.FL.PC.1.a, K.FL.PA.2.d, K.FL.PWR.3.a, K.FL.PWR.3.c, K.FL.PWR.3.d, K.FL.WC.4.d, K.FL.WC.4.c, K.FL.WC.4.f, K.FL.F.5.a, K.FL.VA.7c, K.FL.SC.6.c, K.W.PDW.4, K.W.PDW.6, K.FL.SC.6.c, K.FL.VA.7c, K.SL.CC.1, K.SL.PKI.5, K.SL.PKI.6		
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T262-263 ○ Practice phoneme categorization, naming the word that has a different sound. ○ Read words with s, m, and short a. ○ Write letters for the sound dictated. ○ Review HFWs building automaticity.	
Reread the Shared Read (Reading / Writing Companion) Comprehension/Fluency	Students will: T264-265 ○ <i>Reading/Writing Companion</i> p. 134-139. Reread <i>I Can See</i>, focusing on comprehension questions. ○ Read with a partner the text checking for accuracy and rate.	
Independent Writing	Students will: T266 ○ Review final drafts and make any needed changes. Share final draft with class.	
Grammar	Students will: T267 ○ Review a naming word is called a noun. ○ Answer the question: What do you see on the way to school? with the sentence: I see _____ on the way to school.	
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T268-269 ○ In <i>Reading/Writing Companion</i> p. 142 Discuss how they can use their senses to learn about the flowers in the picture. ○ Complete a sentence telling how all the texts read this week apply to the essential question.	

BCS Literacy Vision

Unit 2**Week 1:****Essential Question: How do tools help us to explore?****Text Sets:**

Literature Big Book (Fiction):

Literature Big Book (Non-fiction): The Handiest Things in the World, Discover with Tools

Shared Read: Pam Can Seem, We Can See

Week 2:**Essential Question: What shapes do you see around you?****Text Sets:**

Literature Big Book (Fiction):

Literature Big Book (Non-fiction): Shapes All Around, Find the Shapes

Shared Read: We Like Tam!, I Like Sam

Week 3:**Essential Question: What kind of bugs do you know about?****Text Sets:**

Literature Big Book (Fiction): I Love Bugs!

Literature Big Book (Non-fiction): Bugs All Around

Shared Read: Pat, Tap!, Tap!, Tap!

Week 1

Unit 2 Week 1	Comprehension / Genre / Author's Craft	Language Development
Essential Question: How do tools help us to explore?	Cite relevant evidence from text Make inferences to support understanding Ask and answer questions about text Evaluate key details Understand the aspects of informational text Reread Text features	Oral Vocabulary Acquisition: tools discover defeated fetch rumble Category Words: Colors Grammar: Use verbs
Text(s): Teach and Model Literature Big Book: The Handiest Things in the World, Discover with Tools Interactive Read Aloud: Timimoto Shared Read: Pam Can See, We Can See Practice and Apply Anchor Text: The Handiest Things in the World Leveled Readers A: We Need Tools O: A Trip ELL: A Trip B: What Can You See? Decodable Readers Optional Classroom Library Trade Books	Writing	Speaking and Listening
	Writing process: Plan and draft writing ideas Analytical writing: Use text evidence to respond to text	Engage in collaborative discussions Present writing and research
	Foundational Skills	Research and Inquiry
	Phonological/ Phonemic Awareness Recognize spoken alliteration in groups of words Identify and blend sounds in words Phonics/Handwriting: Introduce/review and blend with /p/p Write Pp Handwriting Spelling Words: Spell words with /p/p High Frequency Words: a Print Awareness: Hold a book right side up and turn pages correctly Understand reading moves from left to right Recognize sentences are comprised of words Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and Rate	Conduct research about told that help scientist explore

Weekly Standards

K.FL.F.5.a Read emergent-reader texts with purpose and understanding. **[8 lessons]**

K.FL.PA.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/. **[16 lessons]**

K.FL.PC.1.a Follow words from left to right, top to bottom, and page by page. **[2 lessons]**

K.FL.PC.1.e Distinguish between pictures and words. **[1 lesson]**

K.FL.PWR.3.a Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant. **[12 lessons]**

K.FL.PWR.3.c Read common high-frequency words by sight. **[17 lessons]**

K.FL.PWR.3.d Decode regularly spelled CVC words. **[1 lesson]**

K.FL.PWR.3.e Distinguish between similarly spelled words by identifying the letters that differ. **[3 lessons]**

K.FL.SC.6.a With modeling or verbal prompts, orally produce complete sentences. **[2 lessons]**

K.FL.SC.6.b Follow one-to-one correspondence between voice and print when writing a sentence. **[2 lessons]**

K.FL.SC.6.c Use frequently occurring nouns and verbs when speaking and in shared language activities. **[9 lessons]**

K.FL.SC.6.g Produce and expand complete sentences in shared language activities. **[5 lessons]**

K.FL.VA.7b.i Sort common objects into categories to gain a sense of the concepts the categories represent. **[1 lesson]**

K.FL.VA.7b.iii Make real-life connections between words and their use. **[3 lessons]**

K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts. **[2 lessons]**

K.FL.WC.4.a Write uppercase and lowercase manuscript letters from memory. **[1 lesson]**

K.FL.WC.4.b Write a letter/letters for most consonant and short vowel sounds (phonemes). **[2 lessons]**

K.FL.WC.4.c Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope. **[3 lessons]**

K.FL.WC.4.d Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, l) and CV (be, go) words with long vowels. **[5 lessons]**

K.FL.WC.4.f Write some common, frequently used words (am, and, like, the). **[3 lessons]**

K.RI.CS.5 Know various text features. **[2 lessons]**

K.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear. **[4 lessons]**

K.RI.IKI.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic. **[3 lessons]**

K.RI.KID.1 With prompting and support, ask and answer questions about key details in a text. **[2 lessons]**

K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text. **[3 lessons]**

K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics. **[5 lessons]**

K.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. **[2 lessons]**

K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **[2 lessons]**

K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **[3 lessons]**

K.W.PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed. **[2 lessons]**

K.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing. **[2 lessons]**

K.W.RBPK.7 Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them. **[1 lesson]**

K.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **[1 lesson]**

K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina. **[1 lesson]**

K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts. **[7 lessons]**

Monday	Day 1	Instructional Plan
Student Learning Targets: K.RI.KID.1 , K.SL.CC.2, K.FL.PC.1.e, K.FL.PA.2.d, K.FL.PWR.3.a, K.FL.PWR.3.c, K.FL.WC.4.a, K.FL.WC.4.b, K.FL.WC.4.f, K.FL.SC.6.g, K.FL.SC.6.b, K.FL.SC.6.c, K.FL.VA.7b.iii, K.W.TTP.2,K.W.RW.10		
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T318-319 ○ Discuss the essential question: How do tools help us to explore? ○ Use in a sentence, define, give examples of oral vocabulary words. ○ <i>Reading/Writing Companion</i> p. 8-9, Look at the photo and discuss how tools help us.	
Listening Comprehension (Literature Big Book) Close Read	Students will: T320-325 ○ Listen to text <i>The Handiest Things in the World</i> and use photo to predict what the handiest tools are in the book. ○ Discuss why this story is nonfiction. ○ Look for key details: p. 8-9-What is the boy using his hands to do? p. 16-17-What things in the picture help stop the sunlight? p. 20-21 What does the girl do to tidy her hair? p. 24-25 What tool is the girl using to make music? ○ Answer questions about the text. ○ <i>Reading/Writing Companion</i> p. 10-11, respond to the text. ○ Retell the story using retelling cards.	
Word Work Phonemic Awareness Phonics Handwriting High Frequency Words	Students will: T326-329 ○ Practice phoneme isolation, identifying the position of a sound in a word. ○ Listen to <i>Polly and Paul Play the Piano</i>. Place stickie note on beginning /p/ sound words. ○ Listen for words beginning with /p/ sound at the beginning. ○ Practice writing the letter Pp. ○ Practice identifying the HFW a. ○ Build sentences using HFWs cards. ○	
Shared Writing	Students will: T330 ○ Write about the prompt: What tools do children use?	
Grammar	Students will: T331 ○ Identify that a verb is an action word. ○ Demonstrate actions. ○ Collaborate with a partner to generate sentences with verbs.	
Tuesday	Day 2	Instructional Plan
Student Learning Target: K.RI.KID.1 ,K.RI.IKI.7,K.FL.PWR.3.a, K.FL.PWR.3.c, K.FL.WC.4.f, K.FL.F.5.a, K.FL.SC.6.b, K.FL.SC.6.a, K.FL.SC.6.g,K.FL.SC.6.c, K.FL.VA.7c,K.FL.VA.7b.i,K.W.TTP.2		

Build the Concept: Oral Language Phonological Awareness Category Words	Students will: T332-333 - Continue discussing the essential question: How do tools help us to explore? - Recognize that alliteration is two or more words that begin with the same sound is called alliteration. - Practice making alliteration phrases. - Identify color words.
Listening Comprehension (Literature Big Book) Close Read	Students will: T334-337 - Listen to the nonfiction text: <i>The Handiest Things in the World</i>. - Think aloud why <i>The Handiest Things in the World</i> is a Nonfiction text. - Understand that key details (words or pictures) help to understand the story better. <i>Reading/Writing Companion</i> p. 12-13-Write about one key detail and illustrate the key detail. - Look at p. 14-15, discuss how photographs give us clues about key details. - Write about differences and how hands are the handiest on p. 14-15.
Word Work Phonics	Students will: T338-339 - Practice Phoneme Blending, blend sounds. - Listen for /p/ sound at the beginning of words. - Create sentences using the HFWs <i>can, I, the, we, see</i>. - Recognize HFWs with accuracy.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T340-341 Listen to <i>Pam Can See</i> and choral read the story.
Shared Writing	Students will: T342 Respond to the prompt: Why does the author call this book <i>The Handiest Things in the World</i>?
Grammar	Students will: 343 - Review action words are called verbs. - Listen and identify the verb in sentences.

Wednesday	Day 3	Instructional Plan
Student Learning Target: K.RL.KID.1 , K.SL.CC.2, K.FL.PC.1.a, K.FL.PA.2.d, K.FL.PWR.3.a, K.FL.PWR.3.c, K.FL.WC.4.d, K.FL.WC.4.f, K.FL.F.5.a, K.FL.SC.6.c, K.FL.SC.6.g, K.FL.VA.7b.iii, K.W.TTP.2, K.W.PDW.4		
Build the Concept Oral Vocabulary Words	Students will: T344 - Continue discussing the essential question: How do tools help us to explore? - Work with a partner to create sentences using oral vocabulary words.	
Listening Comprehension/Close Reading	Students will: T345	

Interactive Read Aloud	○ Listen to the folktale, <i>Timimoto</i>. ○ Think and share that <i>Timimoto</i> is a folktale because it is a story told by people long ago and the character solves a problem.
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T346-349 ○ Listen and practice phoneme Isolation, identifying the position of a sound in a word. ○ Review /p/ sound and blend words with p, m, s, and a. ○ Write the words am, sap, map, and Pam. ○ Sort photo cards by initial and final /p/. ○ Recognize HFWs with accuracy. ○ Build fluency reading sentences.
Reread the Shared Read (Reading/Writing Companion) Comprehension / Fluency	Students will: T350-351 ○ Reread the story <i>Pam Can See</i>. ○ Answer questions by finding evidence in the text in words or pictures.
Independent Writing: Draft	Students will: T352 ○ <i>Reading/Writing Companion</i> p.16 After reading the story, <i>Pam Can See</i>, respond to the prompt: How is the shopping cart a handy tool for Pam and her mother?
Thursday	Day 4 Instructional Plan
Student Learning Target: K.RI.KID.1 , K.RI.CS.5, K.RI.IKI.7, K.FL.PWR.3.c, K.FL.PWR.3.d, K.FL.PWR.3.e, K.FL.WC.4.d, K.FL.WC.4.f, K.FL.F.5.a, K.FL.SC.6.c, K.FL.VA.7c, K.W.PDW.4, K.W.PDW.5, K.W.PDW.6, K.W.RBPK.8, K.W.RBPK.7	
Extend the Concept Phonological Awareness Category Words	Students will: T354-355 ○ Continue discussing the essential question: How do tools help us to explore? ○ Listen for alliteration. ○ Review Oral Vocabulary words by using them in sentences. ○ Review color words.
Listening Comprehension (Literature Big Book) Paired Selection	Students will: T356-359 ○ Study the concept of “headings” as a text feature (Teaching Poster 21). ○ Read the text <i>Discover with Tools</i> to see how the text feature, headings, is used. ○ Discuss the purpose for reading and finding out that different tools can be used to discover the world around us. ○ Retell the key details using the text and photographs and by acting out parts of the story. ○ Reread <i>Discover with Tools</i> and answer questions in <i>Reading/Writing Companion</i> p. 22-23.
Word Work Phonemic Awareness Phonics	Students will: T360-361 ○ Practice phoneme blending, blend sounds. ○ Identify sounds for p, m, a, and s, blend and read the words. ○ Write the letter for the sounds dictated to them.

	○ Build fluency with HFWs
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T362-363 ○ Look for details to help answer the essential question: How do tools help us to explore. ○ Use the Ask and Answer Questions strategy. ○ Read p. 24-29 in <i>Reading/Writing Companion, We Can See</i> and make connections to the essential question: How do tools help us explore?
Independent Writing: Revise	Students will: T364 ○ Work with a partner to review their writing from previous day. Check to see if they included clues from illustrations, Ideas, details and verbs in their writing. ○ Edit their writing and check for correct use of verbs, spelling, HFWs, capital letter at beginning of sentence and a punctuation mark.
Grammar	Students will: T365 ○ Review action words are called verbs. ○ Collaborate with a partner to generate sentences with verbs.
Integrate Ideas Research and Inquiry	Students will: T366-367 ○ <i>Reading/Writing Companion</i> p. 30-31 Complete each step of the research process.
Friday	Day 5 Instructional Plan
Student Learning Target: K.RI.IK.9, K.FL.PC.1.a, K.FL.PA.2.d, K.FL.PWR.3.c, K.FL.WC.4.c, K.FL.WC.4.d, K.FL.WC.4.f, K.FL.F.5.a, K.SL.CC.1, K.SL.CC.3, K.FL.SC.6.c, K.W.TTP.2, K.W.PDW.4	
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T368-369 ○ Practice phoneme categorization, identifying the word with a different sound out of a group of words. ○ Read words with p, m, a, and s. ○ Practice reading HFWs.
Reread the Shared Read (Reading / Writing Companion) Comprehension/Fluency	Students will: T370-371 ○ Reread <i>We Can See!</i> Discuss different things they can see citing text evidence.
Independent Writing	Students will: T372 ○ Review final drafts and make any changes. Share final draft with partner.
Grammar	Students will: T373 ○ Think of verbs that tell how to play a game. Act out some of these verbs.
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T374-375 ○ In <i>Reading/Writing Companion</i> p. 32 talk about the art piece and name the tools used to make it. ○ Compare the two texts, <i>The Handiest Things in the World</i> and <i>Discover with Tools</i>. ○ Complete a sentence telling how all the texts read this week apply to the essential question.

Week 2

Unit 2 Week 2	Comprehension / Genre / Author's Craft	Language Development
Essential Question: What shapes do you see around you?	Cite relevant evident from text Make inferences to support understanding Ask and answer questions about text Evaluate key details Understand the aspects of nonfiction texts Reread Text features	Oral Vocabulary Acquisition: materials nature world decoration games Category Words: Shapes Grammar: Use verbs
Text(s): Teach and Model Literature Big Book: Shapes All Around, Find the Shapes Interactive Read Aloud: Kites in Flight Shared Read: We Like Tami, I Like Sam Practice and Apply Anchor Text: Shapes All Around Leveled Readers A: Shapes! O: Play with Shapes! ELL: Play with Shapes! B: Use a Shape! Decodable Readers Optional Classroom Library Trade Books	Writing	Speaking and Listening
	Writing process: Plan and draft writing ideas Analytical writing: Use text evidence to respond to text	Engage in collaborative discussions Present writing and research
	Foundational Skills	Research and Inquiry
	Phonological/ Phonemic Awareness Blend onset and rime to form words Recognize spoken alliteration in groups of words Identify and blend sounds in words Phonics/Handwriting: Introduce/review and blend with /t/t Write Tt Handwriting Spelling Words: Spell words with /t/t High Frequency Words: like Print Awareness: Understand directionality, turn pages correctly Recognize words in sentences, word boundaries Decodable Text: Apply foundational skills in connected text Fluency: Accuracy and rate	Conduct research about the shapes you see in your classroom.

Weekly Standards:

K.FL.F.5.a Read emergent-reader texts with purpose and understanding. [\[8 lessons\]](#)

K.FL.PA.2.c Blend and segment onsets and rimes of single-syllable spoken words. [\[3 lessons\]](#)

K.FL.PA.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/. [\[16 lessons\]](#)

K.FL.PC.1.a Follow words from left to right, top to bottom, and page by page. [\[3 lessons\]](#)

K.FL.PC.1.c Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print. [\[1 lesson\]](#)

K.FL.PC.1.d Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text. [\[1 lesson\]](#)

K.FL.PC.1.e Distinguish between pictures and words. [\[1 lesson\]](#)

K.FL.PWR.3.a Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant. [\[12 lessons\]](#)

K.FL.PWR.3.c Read common high-frequency words by sight. [\[17 lessons\]](#)

K.FL.PWR.3.d Decode regularly spelled CVC words. [\[1 lesson\]](#)

K.FL.PWR.3.e Distinguish between similarly spelled words by identifying the letters that differ. [\[3 lessons\]](#)

K.FL.SC.6.a With modeling or verbal prompts, orally produce complete sentences. [\[2 lessons\]](#)

K.FL.SC.6.b Follow one-to-one correspondence between voice and print when writing a sentence. [\[2 lessons\]](#)

K.FL.SC.6.c Use frequently occurring nouns and verbs when speaking and in shared language activities. [\[9 lessons\]](#)

K.FL.SC.6.g Produce and expand complete sentences in shared language activities. [\[3 lessons\]](#)

K.FL.VA.7b.i Sort common objects into categories to gain a sense of the concepts the categories represent. [\[2 lessons\]](#)

K.FL.VA.7b.iii Make real-life connections between words and their use. [\[3 lessons\]](#)

K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [\[3 lessons\]](#)

K.FL.WC.4.a Write uppercase and lowercase manuscript letters from memory. [\[1 lesson\]](#)

K.FL.WC.4.b Write a letter/letters for most consonant and short vowel sounds (phonemes). [\[2 lessons\]](#)

K.FL.WC.4.c Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope. [\[8 lessons\]](#)

K.FL.WC.4.d Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, l) and CV (be, go) words with long vowels. [\[5 lessons\]](#)

K.FL.WC.4.f Write some common, frequently used words (am, and, like, the). [\[3 lessons\]](#)

K.FL.WC.4.g Print many upper and lowercase letters. [\[1 lesson\]](#)

K.RI.CS.4 With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area. [\[1 lesson\]](#)

K.RI.CS.5 Know various text features. [\[1 lesson\]](#)

K.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear. [\[5 lessons\]](#)

K.RI.IKI.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic. [\[1 lesson\]](#)

K.RI.KID.1 With prompting and support, ask and answer questions about key details in a text. [\[1 lesson\]](#)

K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text. [\[3 lessons\]](#)

K.RI.KID.3 With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text. [\[1 lesson\]](#)

K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details. [\[2 lessons\]](#)

K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics. [\[6 lessons\]](#)

K.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [\[1 lesson\]](#)

K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. [\[2 lessons\]](#)

K.SL.PKI.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail. [\[3 lessons\]](#)

K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking. [\[4 lessons\]](#)

K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. [\[3 lessons\]](#)

K.W.PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed. [\[3 lessons\]](#)

K.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing. [\[2 lessons\]](#)

K.W.RBPK.7 Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them. [\[1 lesson\]](#)

K.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [\[1 lesson\]](#)

K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts. [\[8 lessons\]](#)

Monday	Day 1	Instructional Plan
Student Learning Targets: K.RI.KID.1, K.RI.KID.2, K.FL.PA.2.d, K.FL.PWR.3.a, K.FL.PWR.3.c, K.FL.WC.4.a, K.FL.WC.4.b, K.FL.WC.4.f, K.FL.SC.6.a, K.FL.SC.6.b, K.FL.SC.6.c, K.FL.VA.7b.iii, K.SL.CC.2K.W.TTP.2		
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T414-415 ○ Discuss the essential question: What shapes do you see around you? ○ Use in a sentence, define, give examples of oral vocabulary words. ○ <i>Reading/Writing Companion</i> p. 34-35-Students will discuss shapes they see.	
Listening Comprehension (Literature Big Book) Close Read	Students will: T416-421 ○ Listen to the text <i>Shapes All Around</i>! Listen to the city and identify sounds. ○ Review what nonfiction means and tell why this story is nonfiction. ○ Look for key details-p. 6-7 Circles, p. 12-13 Squares, p.14-15 Rectangles, p. 18-19 Triangles. ○ Answer questions about the text. ○ <i>Reading/Writing Companion</i> p. 36-37 respond to the text. ○ Write what they learned about shapes.	
Word Work Fluency Phonemic Awareness Phonics Handwriting High Frequency Words	Students will: T422-425 ○ Practice phoneme isolation, identifying the position of a sound in a word. ○ Listen for the words with /t/ sound at the beginning. ○ Listen to <i>My Two-Ton Turtle</i>. Place stickie note on beginning /t/ sound words. ○ Practice writing the letter Tt. ○ Practice identifying the HFW <i>like</i>.	
Shared Writing	Students will: T426 ○ Analyze, find text evidence and answer the prompt: What shapes does the girl see all around her?	
Grammar	Students will: T427 ○ Review verbs are action words. ○ Collaborate with a partner to generate sentences about things they like to do.	
Tuesday	Day 2	Instructional Plan
Student Learning Targets: K.RI.KID.1, K.RI.KID.2, K.RI.IKI.7, K.FL.PC.1.d, K.FL.PC.1.e, K.FL.PA.2.c, K.FL.PWR.3.a, K.FL.PWR.3.c, K.FL.WC.4.f, K.FL.F.5.a, K.FL.SC.6.a, K.FL.SC.6.b, K.FL.SC.6.c, K.FL.SC.6.g, K.FL.VA.7c, K.FL.VA.7b.i, K.W.TTP.2		
Build the Concept: Oral Language Phonological Awareness	Students will: T428-429 ○ Continue discussing the essential question: What shapes do you see around you?	

Category Words	- Practice onset/rime blending, the initial sound is onset and the letters that follow is the rime. - Identify shape words.
Listening Comprehension (Literature Big Book) Close Read	Students will: T430-433 - Listen to the nonfiction text, <i>Shapes All Around</i> and discuss the details from the book. - Study the concept of captions and how they give us information. <i>Reading/Writing Companion</i> p. 38-39 Identify one key detail of the story. <i>Reading/Writing Companion</i> p. 40/41 Reply to prompt discussing shapes they see.
Word Work Phonemic Awareness Phonics	Students will: T434-435 - Practice phoneme blending, Blending sounds. - Review /t/ sound. - Blend words with /t/. - Recognize HFWs with accuracy.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T436-437 Listen to <i>We Like Tam!</i> and choral read the story.
Shared Writing	Students will: T438 Answer the prompt: How can the shape of something be important and how can the shape of something affect how it works?
Grammar	Students will: T439 - Review that verbs are action words. - Collaborate with a partner to generate sentences using action words, verbs.

Wednesday	Day 3	Instructional Plan
Student Learning Targets: K.RI.KID.1, K.RL.KID.1, K.FL.PA.2.d, K.FL.PWR.3.a, K.FL.PWR.3.c, K.FL.WC.4.d, K.FL.WC.4.c, K.FL.WC.4.f, K.FL.WC.4.g, K.FL.F.5.a, K.FL.PC.1.a, K.FL.SC.6.g, K.FL.VA.7b.iii, K.SL.PKI.6, K.W.PDW.4, K.W.TTP.2		
Build the Concept Oral Vocabulary Words	Students will: T440 - Continue discussing the essential question: What shapes do you see around you? - Review Oral Vocabulary words by using them in a sentence.	
Listening Comprehension/Close Reading Interactive Read Aloud	Students will: T441 - Listen to the nonfiction text, <i>Kites in Flight</i>. - Connect <i>Kites in Flight</i> with <i>Shapes All Around</i>.	

Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T442-445 - Practice phoneme isolation, identifying the position of a sound in a word. - Listen for the sound of /t/ at the beginning or end of a word. - Blend words with t, m, s, a, and p. - Spell words with the sounds they have had. - Sort photo cards by initial and final /t/. - Recognize HFWs with accuracy.
Reread the Shared Read (Reading/Writing Companion) Comprehension / Fluency	Students will: T 446-447 - Reread the story <i>We Like Tam!</i> Focus on comprehension. - Answer questions by finding evidence in the text in words or pictures.
Independent Writing: Draft	Students will: T448 Write to answer the prompt: How does the class take care of Tam?
Thursday	Day 4
Instructional Plan Student Learning Targets: K.RI.KID.1, K.RL.KID.1, K.RL.KID.2, K.RI.KID.2, K.RI.KID.3, K.RI.CS.5, K.FL.PC.1.a, K.FL.PA.2.c, K.FL.PWR.3.d, K.FL.PWR.3.e, K.FL.PWR.3.c, K.FL.WC.4.d, K.FL.WC.4.c, K.FL.WC.4.f, K.FL.F.5.a, K.FL.SC.6.c, K.FL.VA.7c, K.FL.VA.7b.i, K.W.PDW.4, K.W.PDW.6, K.W.RBPK.8, K.W.RBPK.7, K.W.PDW.5, K.SL.CC.1, K.SL.PKI.4	
Extend the Concept Phonological Awareness Category Words	Students will: T450-451 - Continue discussing the essential question: What shapes do you see around you? - Blend onset and rime in words - Review Oral Vocabulary words by using them in a sentence. - Identify shape words.
Listening Comprehension (Literature Big Book) Paired Selection	Students will: T452-455 - Study the concept of "Bold Print" as a text feature. (Teaching Poster 13). - Read the text <i>Find the Shapes</i> and see how the text feature, bold print, is used. - Retell key details from the selection. <i>Reading/Writing Companion</i> p. 48-49 discuss the photo and write about how shapes are different.
Word Work Phonemic Awareness Phonics	Students will: T456-457 - Practice phoneme blending, blending sounds. - Blend words with t, m, a, s and p. - Identify the beginning sound as being different in words mat/sat. - Spell words using /m/, /a/, /s/, /p/, and /t/. - Review HFWs in sentences.
Read the Shared Read (Reading / Writing Companion) Application of Foundational Skills	Students will: T458-459 Look for details to help answer the essential question: What shapes do you see around you?

	○ Read <i>I Like Sam</i> and use the Ask and Answer Questions strategy. ○ <i>Reading/Writing Companion</i> p. 50-55 Underline the word that ends the same, Underline the word with the same sound, Identify and circle the word <i>like</i>.	
Independent Writing: Revise	Students will: T460 ○ Work with a partner to review/revise their writing. Check for clues from illustrations, the texts, ideas, details, and verbs. ○ Edit their writing for correct use of verbs, correct spelling, HFW spelled correctly.	
Grammar	Students will: T461 ○ Review that action words are verbs and act out actions and write sentences with verbs.	
Integrate Ideas Research and Inquiry	Students will: T462-463 ○ <i>Reading/Writing Companion</i> p. 56-57 Complete each step of the research process.	
Friday	Day 5	Instructional Plan
Student Learning Targets: K.RI.IK.1.9, K.FL.PC.1.a, K.FL.PC.1.c, K.FL.PA.2.d, K.FL.PWR.3.c, K.FL.WC.4.d, K.FL.WC.4.c, K.FL.WC.4.f, K.FL.F.5.a, K.FL.SC.6.c, K.W.PDW.4, K.SL.CC.3, K.FL.SC.6.c, K.SL.CC.1, K.SL.CC.3, K.SL.PK.1.6		
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T464-465 ○ Identify pictures beginning with /t/ sound. ○ Practice reading words and sentences using the /t/ sound. ○ Spell words using all learned consonant sounds and short /a/. ○ Build fluency with HFWs.	
Reread the Shared Read (Reading / Writing Companion) Comprehension/Fluency	Students will: T466-467 ○ Reread <i>I Like Sam</i> focusing on comprehension questions. ○ Discuss the different things that Sam can do and finish the sentence frame Sam can _____.	
Independent Writing	Students will: T468 ○ Review final drafts and make any changes. Share final draft with class.	
Grammar	Students will: T469 ○ With a partner complete sentence frames using verbs.	
Integrate Ideas Text Connections Weekly Wrap Up	Students will: T462-463 ○ In <i>Reading/Writing Companion</i> p. 58 look at the art picture. Compare the shapes in the picture to the shapes in Shapes All Around. ○ Complete a sentence telling how all the texts read this week apply to the essential question.	