

Kindergarten Reading Curriculum

Content Area: **Language Arts**
Course(s): **Reading, Language Arts**
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Summary of the Unit

Kindergarten Reading

Required

Full Year

A balanced literacy approach will be used to ensure that students are given opportunities to grow as both a reader and a writer. Through the use of a Daily 5 workshop model and curricular materials from Fountas and Pinnell's Classroom (herein referred to as FPC), students will be exposed to various genres, strategies, and activities that will allow them to develop their abilities at their own pace. Minimal time is spent in a whole group setting and students are provided with daily, sustained time to read and write independently, while also having the necessary support from their teacher and peers. In addition, the Writers' Workshop units tie into their fields of study allowing for cross curricular cohesion.

The Daily 5 model contains the following three components:

Mini-Lesson (10-15 minutes)

- FPC Interactive Read Aloud (IRA): Teachers should follow the district Scope & Sequence when developing lesson plans.
- FPC Phonics, Spelling & Word Study lesson (PSW): Each of the concepts/lessons in the Scope & Sequence must be covered during the given trimester. Teachers may choose the order of lessons and the length of times needed for concepts. Classroom teachers will determine the weeks that each sight word is taught.
- Skill or strategy driven lessons taken from Fountas and Pinnell's The Reading Minilessons Book.

Independent or Collaborative work (20-minute intervals) While the teacher is working with a guided reading group, remaining students are working independently or collaboratively at one of five suggested stations.

- Read to Self- Students are reading independently and practicing the skill/strategy that was presented during the mini lesson. All students should have book bags with at least 5 books: 3 books at their independent level and 2 choice books.
- Word Work- Students are independently working on their unit words from FPC phonics and using them in meaningful contexts.
- Work on Writing- Students are developing writing conventions and skills presented in Writer's Workshop lessons.
- Respond to Literature – Writing activities are given that allow students to respond to a previously read text from Guided Reading or the Interactive Read Aloud.
- Listen to Reading- Students are given opportunity to listen to texts specific to their reading level to build fluency and vocabulary as well as demonstrate comprehension
- Read to Someone-Students are working with partners on their reading fluency and comprehension.

Students are practicing the skill/strategy presented during mini lesson. This should be used sparingly as part of Listen to Reading.

Guided Reading Lessons: Teacher led, targeted instruction in small group setting.

- FPC Guided Reading Materials and Lessons. Scholastic bookroom titles may also be used.
- Meet with groups based on students' **instructional BAS or Reading Record (RR)** level, no more than 5 students in a group, for 15 to 20 minutes.

Assessment: The use of various formative assessments is encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.

- Letter assessments are given at the start of the school year (September) and in December for the end of Trimester 1. Additional assessments should be administered for students not meeting the standards in letter recognition and sounds.
- Kindergarten students are assessed twice a year using a universal screener.
- BAS assessments are given in January and at the end of the school year (May/June).
 - Reading records are to be administered on a student to student need basis in between BAS to promote student growth throughout the year.
 - Sight/High Frequency Word Lists consist of “extra” words to assist teachers in identifying students who exceed standards.
 - Sight/High Frequency Words: Mastery/Exceeds Standards is defined on the report card as: Trimester 1: 16-20 words / Trimester 2: 31-50 words / Trimester 3: 75-85 words.
 - BAS On Grade Level Projection is a D for the end of the year.

In order to demonstrate a cohesive and complete implementation plan, the following general suggestions are provided:

- The Writing Minilesson curriculum should be completed in the order of the scope and sequence.
 - Homework, when assigned, should be relevant and reflective of the current teaching taking place in the classroom. Every student should have 20 minutes of reading at night. Logs and/or reading responses should be used.
 - Organizational strategies should be in place that allows the students the ability to take the information gained in the classroom and put into terms that are relevant to them.
 - Instruction should be differentiated to allow students the best opportunity to learn.

Modifications to the curriculum should be included that address students with Response To Intervention (RTI), Individualized Educational Plans (IEP), Multi-Lingual Learners (MLL), and those requiring other modifications (504 plan) as well as those identified as Gifted.

Unit 1: We Are Readers

Content Area: **Language Arts**
Course(s): **Reading, Language Arts**
Time Period:
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

As students begin their school life, they will learn how to be a reader and the skills that go along with it. Throughout this unit, students will learn the foundational skills of reading behaviors and the proper procedures for the classroom literacy block. Students will begin to build a foundation of literacy skills. They will discuss concepts of print and begin to understand how to read and relate to a story. Students will practice retelling a story to their teacher and classmates. They will use text sets related to school, nursery rhymes, and the alphabet to support these skills.

Enduring Understandings

- Books have standard features (front, back, title page, left-to-right progression, words, sentences, etc.) which helps to simplify the task of reading them.
- What I’ve read can be retold to someone else through talking or writing.
- Classrooms have rules and procedures that keep everyone safe and help us learn.
- Nursery rhymes and songs bring us all together and help us relate to one another.
- Letters, sounds, and symbols form the foundation of language systems.

Essential Questions

- • What does a reader do? .
- • What makes a classroom community comfortable for everyone? .
- • Why are traditional rhymes, songs, and stories important to people? .
- • Why do you need letters? .

Whole Group Lessons

These skills are applicable to the books in this text set and focus on the launch of Daily 5 and classroom routines. The books should be utilized as mentor texts. Mini lessons and IRA texts in the boxes do not necessarily have to be taught on the same day. They can be taught through discussion (turn & talk) and student creation of anchor charts. The skills should be reinforced in guided reading lessons. Teachers should strive to teach 3 whole group lessons a day, taken from the Interactive Read Alouds, Mini lessons book, the Phonics, Spelling, and Word Study curriculum, or teacher created Shared Reading lessons.

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Features of Print Assessment, Comprehension Rubric, and Oral Language Assessment.

Resources

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading Teacher's Guide Fountas & Pinnell Prompting Guides

Fountas & Pinnell Guided Reading texts Fountas & Pinnell Reading Minilessons Book

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons FPC Text Sets including:

- Learning and Playing Together: School
- Sharing Stories and Songs: Nursery Rhymes
- Letters at Work: The Alphabet

Digital Tools such as MyReading

Optional Related Read Alouds (can be used in between FPC texts or as mentor texts for mini lessons):

- The Kissing Hand by Audrey Penn
- The Night Before Kindergarten by Natasha Wing
- I Love School! by Philemon Sturges
- Twinkle, Twinkle Little Star
- Chicka Chicka Boom Boom by Bill Martin Jr. and John Archambault
- The Alphabet Tree by Leo Lionni

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives SWBAT	Instructional Activities	Suggested Benchmarks/ Assessments
<u>The Bus for Us</u>	2 lessons	-Utilize and describe meaning of new words related to the theme. -Predict what vehicle will appear next. -Identify characters' feelings and thoughts.	Whole Group Lesson: Introduce thematic vocabulary words from the read alouds. Read Aloud: Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> - <i>Respond to the Text</i> - <i>Shared/Interactive Writing</i> Independent Response to Reading- Fold a sheet of paper in half. Draw Tess and Gus going to school on the bus on one side. Draw themselves going to school on the other side.	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities
<u>Wemberly Worried</u>	2 lessons	-Practice how to monitor appropriate voice level. -Identify what Wemberly and Jewel are feeling.	Mini Lesson: MGT.U1.RML1 - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> Read Aloud: Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <i>Respond to the Text – Shared/Interactive Writing</i> Independent Response to Reading- Draw a picture of how they could have comforted Wemberly when she was feeling sad and worried.	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities

<u>Look Out Kindergarten. Here I Come!</u>	2 lessons	-Demonstrate routines for classroom transitions. -Relate the story to their own experiences of kindergarten. -Identify what Henry is feeling.	Mini Lesson: MGT.U1.RML2 - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <i>Respond to the Text – Shared/Interactive Writing</i> Independent Response to Reading- Fold a sheet of paper in half. Draw Henry's classroom on one side. Draw their own classroom on the other side.	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities
<u>Miss Bindergarten Gets Ready for Kindergarten</u>	2 lessons	-Demonstrate expectations for listening during small or whole group meetings. -Relate the story to their own experiences in kindergarten. -Identify what the characters are feeling.	Mini Lesson: MGT.U1.RML3 - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <i>Respond to the Text – Shared/Interactive Writing</i> Independent Response to Reading- Have children draw a picture of their favorite character and label it with the character's name.	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities

<u>I Love You All Day Long</u>	2 lessons	<p>-List ways to work well in the class.</p> <p>-Relate the story to their own family relationships.</p> <p>-Describe the message that parents always love their children.</p>	<p><u>Mini Lesson:</u> MGT.U1.RML4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Fold a sheet of paper in half. Draw Owen and his mommy on one side. Draw a picture of themselves and a loved one on the other side.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>The Eensy-Weensy Spider</u>	2 lessons	<p>-Utilize and describe meaning of new words related to the theme.</p> <p>-Recognize new information from pictures and text.</p>	<p><u>Whole Group Lesson:</u></p> <p>Introduce thematic vocabulary words from read alouds.</p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p>Independent Response to Reading- Illustrate and label an interesting part of the story by making thumbprint spiders.</p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>Baa Baa Black Sheep</u>	2 lessons	<p>-Demonstrate how to problem solve independently.</p> <p>-Identify the story as fantasy.</p>	<p><u>Mini Lesson:</u> MGT.U1.RML5</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal</p>

		<p>-Recall the simple problem that occurs in everyday life.</p>	<p>- <i>Share</i></p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Draw a picture to say thank you to the sheep for the clothes.</p>	<p>notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<p><u>I'm a Little Teapot</u></p>	2 lessons	<p>-Practice different ways to read a book.</p> <p>-Describe how to take care of and return materials and supplies independently.</p> <p>-Infer the teapot's and children's feelings by using pictures and text.</p>	<p><u>Daily 5 Lesson:</u> 3 Ways to Read a Book (read the pictures)</p> <p><u>Mini Lesson:</u> MGT.U1.RML6</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> <p><i>Discuss the Text</i></p> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Response to Reading- How does the teapot feel after her adventures? Draw a picture of the teapot and write the feeling words around her.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<p><u>It's Raining, It's Pouring</u></p>	3 lessons	<p>-Practice different ways to read a book.</p> <p>-Describe how to take care of books in the classroom library.</p>	<p><u>Daily 5 Lesson:</u> 3 Ways to Read a Book (read the words)</p> <p><u>Mini Lesson:</u> MGT.U2.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p>

		-Infer the feelings of the man and his wife, using text and pictures.	<ul style="list-style-type: none"> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Draw and label three different types of weather from the story.</p>	-Respond to Reading independent and shared writing activities
<u>This is the House that Jack Built</u>	3 lessons	<p>- Practice different ways to read a book</p> <p>-Describe how the classroom library is organized to help make good book choices and use this knowledge to choose a book for independent reading.</p> <p>-Predict what will happen next by looking at the illustrations.</p>	<p><u>Daily 5 Lesson: 3 Ways to Read a Book (retell a story)</u></p> <p><u>Mini Lesson:</u> MGT.U2.RML2/3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Create peekaboo drawings to illustrate a scene from the book.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
Read to Self Introduction	1 lesson	-Practice independent reading by using the 3 ways to read a book.	<p><u>Mini Lesson:</u> Read to Self I-Chart/ MGT.U3.RML1</p> <p>-Place children around the room strategically. Begin building stamina. Practice every day until 10 minutes is reached.</p>	-Observe and record time of independent reading.

<u>Alphabet Under Construction</u>	3 lessons	-Predict what letter Mouse will make next.	<p><u>Whole Group Lesson:</u> Introduce thematic vocabulary words from read alouds.</p> <p><u>Mini Lesson:</u> MGT.U2.RML4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Illustrate Mouse making the first letter of their name.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>ABC I Like Me!</u>	2 lessons	<p>-Practice putting books back in the correct basket.</p> <p>-Predict what letter will appear next by using prior knowledge.</p>	<p><u>Mini Lesson:</u> MGT.U2.RML5</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Fold a sheet of paper in half. Draw an activity that an animal would do.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>

<u>B is for Bulldozer</u>	2 lessons	<p>-Utilize the various ways to read text.</p> <p>-Predict what the construction workers are building by using the pictures.</p>	<p><u>Daily 5 Lesson:</u> Review 3 Ways to Read a Book</p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Draw and label the machine they found to be most interesting.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>On Market Street</u>	2 lessons	<p>-Identify the title on the front cover of a book and use it to think about what the book might be about.</p> <p>-Infer what letter will come next.</p>	<p><u>Mini Lesson:</u> LA.U1.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p><i>Independent Respond to Reading- Draw a picture in the style of the text for the first letter of your name. Label it.</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>A, My Name is Alice</u>	2 lessons	<p>-Define the literary terms author and illustrator and be able to identify who wrote and illustrated the book.</p> <p>-Predict what letter will be featured next.</p>	<p><u>Mini Lesson:</u> LA.U1.RML2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p>

			complete the following steps: <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <i>Respond to the Text – Shared/Interactive Writing</i> Independent Respond to Reading- Use Online Resource Activity: Letter, Name, Word	- Respond to Reading independent and shared writing activities
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Shared Reading				
Shared Reading Book Title	General Objectives (SWBAT)	Instructional Activities	Benchmarks/Assessments	
School Days	<ul style="list-style-type: none"> • Use features of print to track words when reading texts in chorus. • Use repeating patterns to anticipate the texts. 	Utilize the SR folder to complete the following steps: <ul style="list-style-type: none"> ○ Introduce the Text ○ First Reading - Read to the children. ○ Second Reading - Read with the children ○ Discuss the Text ○ Revisit the Text Respond to the Text- <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and interactive writing activities • Think/Pair/Share 	
The Orange Butterfly: A Story in Pictures	<ul style="list-style-type: none"> • Notice and identify letters in a title • Notice and understand a simple plot with a problem and a solution 	Utilize the SR folder to complete the following steps: <ul style="list-style-type: none"> • Introduce the Text • First Reading - Read to the children. • Second Reading - Read with the children • Discuss the Text 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and interactive writing activities • Think/Pair/Share 	

		<ul style="list-style-type: none"> Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> Shared/Interactive Writing Independent Response to Reading Use SR card for alternative activities 	
Spots	<ul style="list-style-type: none"> Notice whether a book tells a story or gives information Locate known high-frequency words in print 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> Introduce the Text First Reading - Read to the children. Second Reading - Read with the children Discuss the Text Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> Shared/Interactive Writing Independent Response to Reading Use SR card for alternative activities 	<ul style="list-style-type: none"> Teacher Observation/Anecdotal Notes Respond to Reading independent and interactive writing activities Think/Pair/Share
Stripes	<ul style="list-style-type: none"> Use line breaks to guide phrasing when reading in chorus Use some academic language to talk about book and print features (ex - front cover, back cover, photographs) 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> Introduce the Text First Reading - Read to the children. Second Reading - Read with the children Discuss the Text Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> Shared/Interactive Writing Independent Response to Reading Use SR card for 	<ul style="list-style-type: none"> Teacher Observation/Anecdotal Notes Respond to Reading independent and interactive writing activities Think/Pair/Share

		alternative activities	
Stars	<ul style="list-style-type: none"> Understand that a word is defined by space on either side Search for and use information from photographs 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> Introduce the Text First Reading - Read to the children. Second Reading - Read with the children Discuss the Text Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> Shared/Interactive Writing Independent Response to Reading Use SR card for alternative activities 	<ul style="list-style-type: none"> Teacher Observation/Anecdotal Notes Respond to Reading independent and interactive writing activities Think/Pair/Share
Hearts	<ul style="list-style-type: none"> Recognize and reflect simple punctuation with the voice (exclamation mark) Begin to notice and connect features and parts of words (ex - phonograms, first letter) 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> Introduce the Text First Reading - Read to the children. Second Reading - Read with the children Discuss the Text Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> Shared/Interactive Writing Independent Response to Reading Use SR card for alternative activities 	<ul style="list-style-type: none"> Teacher Observation/Anecdotal Notes Respond to Reading independent and interactive writing activities Think/Pair/Share
Wiggles: Poems to Make You Wiggle Your Fingers and Toes	<ul style="list-style-type: none"> Read left to right, with return sweep Hear and say rhyming words. Add a phoneme to the beginning of a 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> Introduce the Text First Reading - Read to the children. Second Reading - 	<ul style="list-style-type: none"> Teacher Observation/Anecdotal Notes Respond to Reading independent and interactive writing activities

	word	<p>Read with the children</p> <ul style="list-style-type: none"> • Discuss the Text • Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<ul style="list-style-type: none"> • Think/Pair/Share
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ELA.L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
ELA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
ELA.L.VL.K.2	With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
ELA.RL.CR.K.1	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
ELA.RI.CR.K.1	With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
ELA.RL.CI.K.2	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
ELA.RL.IT.K.3	With prompting and support, identify characters, settings, and major events in a story.
	Plants and animals can change their environment.
ELA.RI.IT.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
ELA.RL.TS.K.4	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
ELA.RI.TS.K.4	Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
ELA.RL.PP.K.5	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

ELA.RI.PP.K.5	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
ELA.RL.MF.K.6	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
ELA.RI.MF.K.6	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
ELA.RL.CT.K.8	With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
ELA.RI.CT.K.8	With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
ELA.W.WP.K.4	With prompts and support from adults, recognize that writing carries a message and should make sense to others.
ELA.W.SE.K.6	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
ELA.SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
ELA.SL.II.K.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.
SCI.K-ESS3-3	Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.
ELA.SL.UM.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
ELA.SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
SCI.K.ESS2-1	Use and share observations of local weather conditions to describe patterns over time.
SOC.6.1.P.A.1	Demonstrate an understanding of rules by following most classroom routines.

Suggested Modifications for IEP/504 Eligible, ML, Academically At Risk, & Gifted Students

*Consistent with individual plans, when appropriate.

Multilingual Learners- Provide picture cards with relevant vocabulary.

Special Education- Break story into pieces, stopping to act out activities that the characters are doing. Create a daily schedule on sentence strips. Have students illustrate each piece of the day and put it in order on a pocket chart. Turn

nursery rhymes into songs before and after reading of the story. Sing the alphabet song before reading alphabet texts. Provide sensory alphabet activities as follow up for the texts.

Gifted Students- Make a two column chart. On one side draw members of the classroom community (students, teachers, principal, lunch aides, nurse, etc.). On the other side, tell why they are important. Create a new version of a nursery rhyme and create an audio recording of it. Create independent letter books in the style of the alphabet texts.

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem- solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason

- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Unit 2: Family and Friendship

Content Area: **Language Arts**
Course(s): **Reading, Language Arts**
Time Period:
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

Students are beginning to learn behaviors and procedures that support the reading process and the literacy block. This unit will build on those behaviors and begin to introduce written responses to reading in a developmentally appropriate way. The unit focuses on building a strong knowledge of story characters, their feelings, and how they relate to the students' lives. They will be asked to make both text-to-self and text-to-text connections in relation to the characters in stories read. As they learn these skills, they will learn how to exhibit kindness, love, and friendship in the classroom through the thematic text sets.

Enduring Understandings

- We write to communicate with one another and to express our ideas.
- What I've read can be retold to someone else through talking or writing.
- Readers can use their life experiences to make inferences about characters' feelings.
- Everyone has rights and feelings and should be treated with kindness and respect.

Essential Questions

- • How can I think and write about stories I have read?
- • How are the characters in stories like me?
- • What is important about being a family?
- • What does it mean to be a good friend?

Whole Group Lessons

These skills are applicable to the books in this text set and focus on the launch of Daily 5 and classroom routines. The books should be utilized as mentor texts. Mini lessons and IRA texts in the boxes do not necessarily have to be taught on the same day. They can be taught through discussion (turn & talk) and student led creation of anchor charts. The skills should be reinforced in guided reading lessons. Teachers should strive to teach 3 whole group lessons a day, taken from the Interactive Read Alouds, Mini lessons book, the Phonics, Spelling, and Word Study curriculum, or teacher created Shared Reading lessons

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Features of Print Assessment, Comprehension Rubric, and Oral Language Assessment

Resources

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading Teacher's Guide

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Guided Reading texts

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

FPC Text Sets including:

- Taking Care of Each Other: Family
- The Importance of Friendship

Optional Related Read Alouds (can be used in between FPC texts or as mentor texts for mini lessons):

- Enemy Pie by Derek Munson
- Can I Play Too? by Mo Willems
- The Name Jar by Yangsook Choi
- Stick and Stone by Beth Ferry
- Owl Babies by Martin Waddell

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives SWBAT	Instructional Activities	Suggested Benchmarks/ Assessments
<u>Do Like Kyla</u>	2 lessons	<p>-Utilize and describe meaning of new words related to the theme.</p> <p>-Infer and talk about Kyla's traits from story events.</p>	<p><u>Whole Group Lesson:</u></p> <p>Introduce thematic vocabulary words from the read alouds.</p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none">- <i>Introduce the Text</i>- <i>Read the Text</i>- <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p><i>Independent Respond to Reading- Draw a picture of an interesting activity Kyla and her sister do. Label or write a</i></p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>

			sentence.	
<u>Don't You Feel Well, Sam?</u>	2 mini lesson	<p>-Express opinions about a text and use personal experience or evidence from the text to support opinions</p> <p>-Use background knowledge to recall the characters, setting, and problem.</p>	<p><u>Mini Lesson:</u> LA.U1.RML3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p><i>Independent Respond to Reading- Draw a way that your family takes care of you when you are sick like Mrs. Bear takes care of Sam</i></p>	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
Write About Reading Introduction	1 lesson	<p>-Practice independent writing by drawing and labeling characters from previously read stories.</p>	<p><u>Daily 5 Lesson:</u> Write About Reading I-Chart</p> <p>-Show students their Reader's Notebook. Model how to use the first page to draw a picture of a character read in a book and label with traits that were discussed. Allow students to practice in their book by drawing and labeling Kyla or Sam.</p> <p>Practice whole group each day, timing and building stamina until students are able to do it independently. Utilize Independent Writing prompts in the Reader's Notebook or graphic organizers.</p>	<p>-Observe and record time of independent writing.</p>
<u>Jonathan and His Mommy</u>	2 mini lesson	<p>-Develop guidelines for the engagement routine of turn and talk.</p> <p>-Infer the feelings of</p>	<p><u>Mini Lesson:</u> LA.U1.RML4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> 	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion /</p>

		Jonathan and his mom.	<p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Draw and label you and Jonathan doing one of the fun activities from the story.</p>	<p>anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>Elizabethi's Doll</u>	2 lessons	<p>-Identify places in a book to talk about with others.</p> <p>-Make connections among families in the text set.</p>	<p><u>Mini Lesson:</u> LA.U1.RML5</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent <i>Respond to Reading- Which of Elizabethi's actions do you think is the most caring? Draw and label a picture of Elizabethi doing those things.</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>Where Are You Going, Little Mouse?</u>	2 lessons	<p>-Understand what it means to reread and why it can help to notice and learn more.</p> <p>-Relate texts to their own lives by thinking</p>	<p><u>Mini Lesson:</u> LA.U1.RML6</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p>

		about if they have ever felt like little mouse.	<p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Draw a picture of how Little Mouse feels. Write a sentence to describe his feelings.</p>	-Respond to Reading independent and shared writing activities
Read to Self/Write About Reading	1 lesson	-Practice behaviors and procedures necessary for Daily 5 and the literacy block.	<p>Daily 5 Lesson: Review I-charts made for Read to Self and Write About Reading.</p> <p>Divide the class in half. Have one half reading to self and the other half writing about reading. Work for 10 minutes and then switch. Monitor for behavior and accurate completion of centers. Do this each day until independent enough to pull short small groups.</p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>A Visitor for Bear</u>	3 lessons	<p>-Utilize and describe meaning of new words related to the theme.</p> <p>-Describe a reader's notebook as a special place to collect thinking about oneself and books.</p> <p>-Recognize and discuss the message of friendship in the story.</p>	<p>Whole Group Lesson: Introduce thematic vocabulary words from the read alouds.</p> <p>Mini Lesson: WAR.U1.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p>Read Aloud:</p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p>	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>

			Independent Respond to Reading- Draw a picture of what Bear and Mouse will do now that they are friends. Label or write a sentence.	
<u>Big Al and Shrimpy</u>	2 lessons	<p>-Draw and write to tell about oneself</p> <p>-Describe the message that size doesn't matter.</p>	<p><u>Mini Lesson:</u> WAR.U1.RML2</p> <ul style="list-style-type: none"> <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply</i> <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> <i>Introduce the Text</i> <i>Read the Text</i> <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Make a list of ways to help a friend.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>I'm the Best</u>	2 lessons- Draw and write about families and friends in a reader's notebook.	<p>-Draw and write about families and friends in a reader's notebook.</p> <p>-Think and discuss what the characters are feeling.</p> <p>-Recognize the message that it's not nice to brag.</p>	<p><u>Mini Lesson:</u> WAR.U1.RML3 & 4</p> <ul style="list-style-type: none"> <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply</i> <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> <i>Introduce the Text</i> <i>Read the Text</i> <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Is Dog a good friend? Why or why not?</p>	<p>Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>

			Illustrate and label the response.	
<u>Jessica</u>	2 mini lesson	<p>-Draw and write about things one likes to do at home and school.</p> <p>-Infer Ruthie's feelings and motivations.</p>	<p><u>Mini Lesson:</u> WAR.U1.RML5 & 6</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Draw and write about an imaginary friend you have had or would like to have like Ruthie. What would you do with your imaginary friend?</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>Yo! Yes?</u>	2 lessons	<p>-Draw and write about places one likes to go.</p> <p>-Recognize and discuss the message about making new friends.</p>	<p><u>Mini Lesson:</u> WAR.U1.RML7</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p><i>Independent Respond to Reading- Draw a picture of the two boys and label their</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>

Shared Reading

Shared Reading Book Title	General Objectives (SWBAT)	Instructional Activities	Benchmarks/Assessments
Scream for Ice Cream	<ul style="list-style-type: none"> • Begin to search print for visual information • Use memory of repeating language patterns to anticipate the text 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> ○ Introduce the Text ○ First Reading - Read to the children. ○ Second Reading - Read with the children ○ Discuss the Text ○ Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and interactive writing activities • Think/Pair/Share
A Rainbow of Fruit	<ul style="list-style-type: none"> • Search for and use information in the body of the text and labels for pictures • Use some academic language to talk about a genre (non-fiction) 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> • Introduce the Text • First Reading - Read to the children. • Second Reading - Read with the children • Discuss the Text • Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and interactive writing activities • Think/Pair/Share
The Dog Park	<ul style="list-style-type: none"> • Demonstrate beginning control of early reading behaviors • Recognize and reflect some punctuation in the voice. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> • Introduce the Text • First Reading - Read to the children. • Second Reading - Read with the children • Discuss the Text • Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and interactive writing activities • Think/Pair/Share
Playing Baseball	<ul style="list-style-type: none"> • Notice features of words: beginning, letters • Recall meanings of basketball 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> • Introduce the Text • First Reading - Read to the children. 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and

	<p>terms, and draw and write about them</p>	<ul style="list-style-type: none"> • Second Reading - Read with the children • Discuss the Text • Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<p>interactive writing activities</p> <ul style="list-style-type: none"> • Think/Pair/Share
Bouncing Balls	<ul style="list-style-type: none"> • Follow the teacher's pointer with the eyes to read enlarged texts of two to six lines • Understand the meaning of words that are in one's own oral vocabulary 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> • Introduce the Text • First Reading - Read to the children. • Second Reading - Read with the children • Discuss the Text • Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and interactive writing activities • Think/Pair/Share
Rolling	<ul style="list-style-type: none"> • Notice and talk about the important information in a text. Notice whether a book tells a story or gives information • Use memory of repeating language patterns to monitor accuracy 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> • Introduce the Text • First Reading - Read to the children. • Second Reading - Read with the children • Discuss the Text • Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and interactive writing activities • Think/Pair/Share
Spin, Spin, Spin	<ul style="list-style-type: none"> • Understand that pictures support the content and use them to search for information • Understand meanings of new words after reading and discussing them (pinwheel, weather vane) 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> • Introduce the Text • First Reading - Read to the children. • Second Reading - Read with the children • Discuss the Text • Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and interactive writing activities • Think/Pair/Share

Slip and Slide	<ul style="list-style-type: none"> • Divide sentences into words • Begin to read in phrased units • Recognize meanings of simple plurals (skates) 	Utilize the SR folder to complete the following steps: <ul style="list-style-type: none"> • Introduce the Text • First Reading - Read to the children. • Second Reading - Read with the children • Discuss the Text • Revisit the Text Respond to the Text- <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and interactive writing activities • Think/Pair/Share
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ELA.L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
ELA.L.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
ELA.L.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
ELA.L.RF.K.1.C	Understand that words are separated by spaces in print.
ELA.L.RF.K.2.A	Recognize and produce rhyming words.
ELA.L.RF.K.2.D	Orally repeat multi-syllable words and pronounce the separate syllables.
ELA.L.RF.K.2.F	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
ELA.L.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
ELA.L.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
ELA.L.RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
ELA.L.RF.K.3.C	Read high-frequency words and grade level irregular words with automaticity.
ELA.L.RF.K.3.D	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
ELA.L.RF.K.3.E	Distinguish between similarly spelled words by identifying the sounds of the letter that differ (e.g., nap and tap; cat and cot).
ELA.L.RF.K.4	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
SOC.6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
ELA.L.WF.K.3.B	Write simple sentences.
ELA.L.WF.K.3.C	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
ELA.L.WF.K.3.D	Use end punctuation.

SCI.K-ESS2-1	Use and share observations of local weather conditions to describe patterns over time.
ELA.L.KL.K.1.E	Produce and expand complete sentences in shared language activities.
ELA.L.VL.K.2	With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
ELA.L.VL.K.2.A	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
ELA.RL.CR.K.1	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
ELA.RI.CR.K.1	With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
ELA.RL.CI.K.2	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
ELA.RL.IT.K.3	With prompting and support, identify characters, settings, and major events in a story.
ELA.RL.TS.K.4	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
ELA.RI.TS.K.4	Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
ELA.RL.PP.K.5	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
ELA.RI.PP.K.5	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
ELA.RL.MF.K.6	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
ELA.RI.MF.K.6	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
ELA.RL.CT.K.8	With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
ELA.RI.CT.K.8	With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
ELA.W.AW.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
ELA.W.IW.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
SOC.6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
SCI.K-PS2-1	Plan and conduct an investigations to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
ELA.W.NW.K.3	Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

ELA.W.RW.K.7	With prompting and support, engage in brief but regular writing and drawing tasks.
ELA.SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
ELA.SL.PE.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
ELA.SL.II.K.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.
ELA.SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
ELA.SL.UM.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
ELA.SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

Suggested Modifications for IEP/504 Eligible, ML, Academically At Risk, & Gifted Students

*Consistent with individual plans, when appropriate.

Multilingual Learners- Provide picture cards with relevant vocabulary.

Special Education- Break story into pieces, stopping to act out activities that the characters are doing. Create a daily schedule on sentence strips. Have students illustrate each piece of the day and put it in order on a pocket chart. Turn nursery rhymes into songs before and after reading of the story. Sing the alphabet song before reading alphabet texts. Provide sensory alphabet activities as follow up for the texts.

Gifted Students- Make a two column chart. On one side draw members of the classroom community (students, teachers, principal, lunch aides, nurse, etc.). On the other side, tell why they are important. Create a new version of a nursery rhyme and create an audio recording of it. Create independent letter books in the style of the alphabet texts.

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem- solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

- 6.1.2.CivicsPI.6: Explain what government is and its function.

Unit 3: Becoming Storytellers

Content Area: **Language Arts**
Course(s): **Reading, Language Arts**
Time Period:
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

Up to this point, students have learned the procedures for and have been practicing being independent readers and writers through Read to Self and Write About Reading. This unit will begin to lay the foundational skills for students to independently work in the Work on Writing center. While learning these procedures, students will begin to discuss genre, and infer and retell stories through pictures. They will continue to retell in various ways. The foundational procedures for using a reader's notebook will continue to be developed.

Enduring Understandings

- Readers employ strategies to help them understand text.
- We are all writers and we all have stories to tell.
- Text is presented in various formats.
- We use colors and numbers to help describe things when we read and write.

Essential Questions

- • What part do the characters in a story play?
- • How does color help you understand your world?
- • How does an author tell a story using pictures instead of words?
- • Why are numbers important?

Whole Group Lessons

These skills are applicable to the books in this text set and focus on the launch of Daily 5 and classroom routines. The books should be utilized as mentor texts. Mini lessons and IRA texts in the boxes do not necessarily have to be taught on the same day. They can be taught through discussion (turn & talk) and student led creation of anchor charts. The skills should be reinforced in guided reading lessons. Teachers should strive to teach 3 whole group lessons a day, taken from the Interactive Read Alouds, Mini lessons book, the Phonics, Spelling, and Word Study curriculum, or teacher created Shared Reading lessons.

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Features of Print Assessment, Comprehension Rubric, and Oral Language Assessment.

Resources

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading Teacher's Guide

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Guided Reading texts

Fountas & Pinnell Reading Minilessons Book

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons FPC Text Sets including:

- Learning and Playing Together: School
- Sharing Stories and Songs: Nursery Rhymes
- Letters at Work: The Alphabet

Optional Related Read Alouds (can be used in between FPC texts or as mentor texts for mini lessons):

- My Many Colored Days by Dr. Seuss
- Brown Bear, Brown Bear, What Do You See? by Eric Carle
- Planting a Rainbow by Lois Ehlert
- Mr. Wuffles by David Wiesner
- Pancakes for Breakfast by Tomie dePaola
- The Lion and the Mouse by Jerry Pinkney
- Ten Black Dots by Donald Crews
- Chicka Chicka 1, 2, 3 by Bill Martin Jr.

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments
<u>What Color is Nature?</u>	2 lessons	<p>-Utilize and describe meaning of new words related to the theme.</p> <p>-Ask questions about color and nature to deepen understanding of text.</p>	<p><u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none">- <i>Introduce the Text</i>- <i>Read the Text</i>- <i>Discuss the Text</i> <p><i>Respond to the Text –</i></p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>

			<p><i>Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- What color is school? Draw and label the color of things that you see in the classroom.</p>	
<u>Cat's Colors</u>	2 lessons	<p>-Identify the important characters in simple fictional narratives.</p> <p>-Notice and read color words within the text.</p>	<p><u>Mini Lesson:</u> LA.U14.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Write a poem about your favorite color, listing things that are that color.</p>	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>Red is a Dragon</u>	3 lessons	<p>-Practice writing through independent writing center activities.</p> <p>-Discuss how animal characters in stories can sometimes act like people.</p>	<p><u>Daily 5 Lesson:</u> Introduce and practice two writing center activities</p> <p><u>Mini Lesson:</u> LA.U14.RML2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p>	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>

		-Identify information about colors and Chinese American culture from both text and illustrations.	<ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Revisit the color poems from the previous day. Continue to write poems for the different colors of the rainbow, drawing on the rhyming pattern of the book for inspiration.</p>	
<u>Dog's Colorful Day</u>	2 lessons	<ul style="list-style-type: none"> - Infer or identify a character's feelings by using the words and pictures. -Infer Dog's intentions, feelings, and motivations. 	<p><u>Mini Lesson:</u> LA.U14.RML3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p>-Infer Dog's intentions, feelings, and motivations.</p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p>	<ul style="list-style-type: none"> -Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes

Work on Writing Introduction	1 lesson	-Practice independent writing by reviewing Writer's Workshop procedures and introducing writing centers activities.	<p><u>Mini Lesson:</u> Work on Writing I-chart</p> <p>-Review the current class Writer's Workshop topic. Model how to take out the writing folder and locate a piece that needs some more work. Work on Writing is a time to work on those pieces that we did not complete. Review proper behaviors for taking out the folder and getting to work. Begin to build writing stamina, separate from Writer's Workshop time. Practice each day, putting it into Daily 5 rotations when students demonstrate readiness.</p>	-Observe and record time of independent writing.
<u>Float</u>	2 lessons	<p>-Utilize and describe meaning of new words related to the theme.</p> <p>-Retell stories in response to pictures.</p>	<p><u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Write a sentence and draw a picture of a place where the boat goes.</p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>The Girl and the Bicycle</u>	2 lessons	-Practice writing through independent writing center activities.	<p><u>Daily 5 Lesson:</u> Introduce and practice a writing center activity</p> <p><u>Mini Lesson:</u> LA.U14.RML4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> 	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and</p>

		<p>-Relate texts to their own lives and use their own experiences to understand a character's feelings.</p> <p>-Generate dialogue in response to pictures.</p>	<p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Use sentence strips to write dialogue for a page in the story.</p>	shared writing activities
<p><u>The Boy and the Airplane</u></p>	2 lessons	<p>-Tell the important events in a story using the pictures.</p> <p>-Refer to important information and details in the illustrations.</p> <p>-Identify the passing of time through the changing seasons, growing tree, and the boy becoming a man.</p>	<p>Mini Lesson: LA.U17.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Make up an adventure for the little girl and the red plane that happens after the story ended.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<p><u>The Snowman</u></p>	2 lessons	<p>-Notice details in illustrations to add more information to the story when retelling it.</p> <p>-Retell a summary of the adventures the boy and the snowman have</p>	<p>Mini Lesson: LA.U17.RML2-</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p>

		during the dream.	<ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p><i>Independent Respond to Reading- What will the boy and the snowman do next time they have an adventure?</i></p>	-Respond to Reading independent and shared writing activities
<u>One Duck Stuck</u>	3 lessons	<p>-Practice writing through independent writing center activities.</p> <p>-Be aware of favorite authors & illustrators and list them in a reader's notebook.</p>	<p><u>Daily 5 Lesson:</u> Introduce and practice a writing center activity</p> <p><u>Mini Lesson:</u> WAR.U2.RML3&4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p>
<u>Fish Eyes</u>	2 lessons	<p>-Be aware of favorite characters in stories and list their names in a reader's notebook.</p> <p>-Relay the importance of counting and rhymes within the telling of the story.</p>	<p><u>Mini Lesson:</u> WAR.U2.RML4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>

			<p>Independent Respond to Reading- Create a counting book with an object of your choice</p> <p>(see folder for example).</p>	
<p><u>One Moose, Twenty Mice</u></p>	2 lessons	<p>-Be aware of favorite topics to read and write about and make a list of them in a reader's notebook.</p> <p>-Make connections across the Counting text set.</p>	<p><u>Mini Lesson:</u> WAR.U2.RML5&6</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Create a counting book with an object of your choice (see folder for example).</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<p>Read to Self/Write About Reading / Work on Writing</p>	2 lessons	<p>-Use the lists in a reader's notebook to select books of interest.</p> <p>-Practice all procedures and behaviors necessary for Daily 5.</p>	<p><u>Mini Lesson:</u> WAR.U2.RML7</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Daily 5 Lesson:</u> Review I-charts made for Read to Self, Write About Reading, and Work on Writing.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation of ability to complete centers independently.</p>

Work on Writing Introduction	1 lesson	-Practice independent writing by reviewing Writer's Workshop procedures and introducing writing centers activities.	<p><u>Mini Lesson:</u> Work on Writing I-chart</p> <p>-Review the current class Writer's Workshop topic. Model how to take out the writing folder and locate a piece that needs some more work. Work on Writing is a time to work on those pieces that we did not complete. Review proper behaviors for taking out the folder and getting to work. Begin to build writing stamina, separate from Writer's Workshop time. Practice each day, putting it into Daily 5 rotations when students demonstrate readiness.</p> <p>Now that all writing center activities have been introduced, allow the students the opportunity to choose to work on a Writer's Workshop piece or a center activity. Split students between three Daily 5 centers, monitoring for appropriate completion. Rotate as necessary through the day.</p>	-Observe and record time of independent writing.
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Shared Reading

Book Title	General Objectives (SWBAT)	Instructional Activities	Benchmarks/Assessments
City ABCs	<ul style="list-style-type: none"> Mimic the teacher's expression when reading enlarged texts in chorus Make connections among other ABC books, noting similarities 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> Introduce the Text First Reading - Read to the children. Second Reading - Read with the children Discuss the Text Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> Shared/Interactive Writing Independent Response to Reading Use SR card for alternative activities 	<ul style="list-style-type: none"> Teacher Observation/Anecdotal Notes Respond to Reading independent and interactive writing activities Think/Pair/Share
Country ABCs	<ul style="list-style-type: none"> Recognize uppercase and lowercase letters Recognize and reflect some punctuation in the voice 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> Introduce the Text First Reading - Read to the children. Second Reading - Read with the children Discuss the Text Revisit the Text 	<ul style="list-style-type: none"> Teacher Observation/Anecdotal Notes Respond to Reading independent and interactive writing activities Think/Pair/Share

		Respond to the Text- <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	
Counting on the Farm	<ul style="list-style-type: none"> • Begin to notice and connect features and parts of words (ex - phonograms, first letter, word endings) • Notice and talk about the important information in a text 	Utilize the SR folder to complete the following steps: <ul style="list-style-type: none"> • Introduce the Text • First Reading - Read to the children. • Second Reading - Read with the children • Discuss the Text • Revisit the Text Respond to the Text- <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and interactive writing activities • Think/Pair/Share
One Summer Day: A Story in Pictures	<ul style="list-style-type: none"> • Notice a book's title on the cover • Predict what will happen next in a story 	Utilize the SR folder to complete the following steps: <ul style="list-style-type: none"> • Introduce the Text • First Reading - Read to the children. • Second Reading - Read with the children • Discuss the Text • Revisit the Text Respond to the Text- <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and interactive writing activities • Think/Pair/Share
The Wheels on the Bike	<ul style="list-style-type: none"> • Use phrasing, pausing, and word stress with intonation when reading in unison • Locate known high frequency words in text 	Utilize the SR folder to complete the following steps: <ul style="list-style-type: none"> • Introduce the Text • First Reading - Read to the children. • Second Reading - Read with the children • Discuss the Text • Revisit the Text Respond to the Text- <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and interactive writing activities • Think/Pair/Share
Miss Mary Mack	<ul style="list-style-type: none"> • Hear and say three phonemes 	Utilize the SR folder to complete the following steps:	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal

	<p>in a word: /m/- /i/-/s/</p> <ul style="list-style-type: none"> • Make connections among similar poems, chants and songs 	<ul style="list-style-type: none"> • Introduce the Text • First Reading - Read to the children. • Second Reading - Read with the children • Discuss the Text • Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<p>I Notes</p> <ul style="list-style-type: none"> • Respond to Reading independent and interactive writing activities • Think/Pair/Share
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MA.K.CC.A	Know number names and the count sequence.
ELA.L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
ELA.L.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
MA.K.CC.B	Count to tell the number of objects.
ELA.L.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
ELA.L.RF.K.1.C	Understand that words are separated by spaces in print.
ELA.L.RF.K.2.A	Recognize and produce rhyming words.
ELA.L.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
ELA.L.RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.
ELA.L.RF.K.2.D	Orally repeat multi-syllable words and pronounce the separate syllables.
ELA.L.RF.K.2.E	Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
ELA.L.RF.K.2.F	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
ELA.L.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
ELA.L.RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
ELA.L.RF.K.3.C	Read high-frequency words and grade level irregular words with automaticity.
ELA.L.RF.K.3.D	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
ELA.L.RF.K.3.E	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
ELA.L.RF.K.4	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
ELA.L.WF.K.1.C	Write left to right and include a space between words.
ELA.L.WF.K.1.D	Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.

ELA.L.WF.K.2.C	Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
ELA.L.WF.K.2.D	Writing frequently used words accurately.
ELA.L.WF.K.2.E	Attempting phonetic spellings of unknown words.
ELA.L.WF.K.3.B	Write simple sentences.
ELA.L.WF.K.3.C	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
ELA.L.WF.K.3.D	Use end punctuation.
ELA.L.WF.K.3.J	With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
ELA.L.VL.K.2	With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
ELA.RL.CR.K.1	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
ELA.RI.CR.K.1	With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
ELA.RL.CI.K.2	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
ELA.RI.CI.K.2	With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
ELA.RL.IT.K.3	With prompting and support, identify characters, settings, and major events in a story.
ELA.RL.TS.K.4	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
ELA.RI.TS.K.4	Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
ELA.RL.PP.K.5	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
ELA.RI.PP.K.5	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
ELA.RL.MF.K.6	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
ELA.RI.MF.K.6	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
ELA.RL.CT.K.8	With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
ELA.RI.CT.K.8	With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
ELA.W.AW.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
ELA.W.IW.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
ELA.W.NW.K.3	Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

ELA.W.WP.K.4	With prompts and support from adults, recognize that writing carries a message and should make sense to others.
ELA.W.RW.K.7	With prompting and support, engage in brief but regular writing and drawing tasks.
ELA.SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
ELA.SL.II.K.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.
ELA.SL.UM.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
ELA.SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
SOC.6.1.P.A.1	Demonstrate an understanding of rules by following most classroom routines.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

Multilingual Learners- Provide picture cards with relevant vocabulary; provide opportunities for partner talk about stories read.

Special Education- Break story into pieces, stopping to act out activities that the characters are doing; role play how to be a friend; draw a family portrait and discuss the roles each person plays.

Gifted Students- Create a family box with a collection of things that mean something to your family; Make a graph of 3-4 acts of kindness that can be shown in the classroom. Each time someone does one of the kind things, color a square on the graph.

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem- solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason

Unit 4: Studying Authors, Illustrators, and Genres

Content Area: **Language Arts**
Course(s): **Reading, Language Arts**
Time Period:
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

Up to this point, students have learned the procedures for and have been practicing being independent readers and writers through Read to Self, Write About Reading, and Work on Writing. This unit will introduce Listen to Reading. When combined with the Word Work introduction, Daily 5 should be totally up and running at the end of this unit. Guided reading is fully incorporated in the daily literacy block. The themes of this unit reinforce the important kindergarten concept of universal kindness. Students will understand that authors write more than one book, and that these books often have a lot in common. They will draw connections between texts in a set about homes to their own home lives while discussing genre. The students will also work on independent decoding skills necessary as text levels progress.

Enduring Understandings

- Books by the same author have similar features in the words and illustrations.
- We can connect characters and settings in fiction and nonfiction books to our lives and situations.
- It is important to show kindness to friends, family, and people in the world.

Essential Questions

- • What is kindness and why is it important?
- • What characteristics can we notice throughout Eric Carle's books?
- • What makes the place where you live a home?

Whole Group Lessons

These skills are applicable to the books in this text set and focus on the launch of Daily 5 and classroom routines. The books should be utilized as mentor texts. Mini lessons and IRA texts in the boxes do not necessarily have to be taught on the same day. They can be taught through discussion (turn & talk) and student led creation of anchor charts. The skills should be reinforced in guided reading lessons. Teachers should strive to teach 3 whole group lessons a day, taken from the Interactive Read Alouds, Mini lessons book, the Phonics, Spelling, and Word Study curriculum, or teacher created Shared Reading lessons.

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Universal Screener, Features of Print Assessment, Comprehension Rubric, and Oral Language Assessment, cold reads, vocabulary assessments, BAS administered in January and May/June

Resources

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading Teacher's Guide Fountas & Pinnell Prompting Guides

Fountas & Pinnell Guided Reading texts Fountas & Pinnell Reading Minilessons Book

FPC Text Sets including:

- *The Importance of Kindness*
- *Eric Carle: Exploring the Natural World*
- *The Place You Call Home*

Optional Related Read Alouds (can be used in between FPC texts or as mentor texts for mini lessons):

- Have You Filled a Bucket Today? by Carol McCloud
- The Invisible Boy by Patrice Barton
- The Giving Tree by Shel Silverstein
- Various Eric Carle texts
- Home by Carson Ellis
- If You Lived Here by Giles Laroche
- Come Over to My House by Theo LeSieg

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments
Listen to Reading Introduction	1 lesson	-Practice independent reading by learning routines for using My Reading Academy or Shared Reading listening center.	Daily 5 Lesson: Listen to Reading I-chart. -Model procedures for using classroom technology as it applies to your classroom. Use the Smart Board to show students how to use My Reading Academy to login and select a book to listen, read, and answer questions. Practice each day, putting it into Daily 5 rotations when students demonstrate readiness.	-Observe and record time of independent listening and reading.
<u>Lost!</u>	2 lessons	- Utilize and describe meaning of new words related to the theme. -Notice, understand, and talk about the	Whole Group Lesson: Introduce thematic vocabulary words from the read alouds. <u>Read Aloud:</u> Utilize the IRA folder to	-Observation through discussion / anecdotal notes

		<p>story's simple problem and solution.</p>	<p>complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Make a kindness poster with the boy and the bear from the story showing an act of kindness. Encourage students to think of one not from the story.</p>	<p>-Respond to Reading independent and shared writing activities</p>
<u>Flower Garden</u>	2 lessons	<p>-Use illustrations (meaning) to solve words while reading a text.</p> <p>-Discuss the theme of kindness and how it is shown throughout the story.</p>	<p><u>Mini Lesson:</u> SAS.U1.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Make a drawing of a flower garden and write how the girl was kind to her mom.</p>	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>Jamaica's Find</u>	2 lessons	<p>-Search for and use information from language structure.</p> <p>-Infer Jamaica's intentions, using text and illustrations.</p>	<p><u>Mini Lesson:</u> SAS.U1.RML2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p>	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p>

			<p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Respond to the prompt- <i>Jamaica turns in the hat and the toy dog at the park's lost and found. What should you do if you find something here and do not know whom it belongs to?</i></p>	<p>-Respond to Reading independent and shared writing activities</p>
<u>The Teddy Bear</u>	2 lessons	<p>-Use visual information (first letter) and meaning to predict a word.</p> <p>-Discuss the simple plot with a problem and solution.</p>	<p><u>Mini Lesson:</u> SAS.U1.RML3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Write about what the teddy bear does with the boy and the man.</p>	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>Say Hello</u>	2 lessons	<p>-Notice known parts of words and use them to help read the word.</p> <p>-Determine the author's purpose and the message behind the story.</p>	<p><u>Mini Lesson:</u> SAS.U1.RML4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p>	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p>

			<p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Draw a picture of themselves saying “Hello” to someone new at school. Write a sentence about how they feel under the picture.</p>	<p>-Respond to Reading independent and shared writing activities</p>
<u>From Head to Toe</u>	3 lessons	<p>- Utilize and describe meaning of new words related to the theme.</p> <p>-Read high frequency words quickly and easily.</p> <p>-Describe the unique style of Eric Carle’s illustrations.</p>	<p><u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Mini Lesson:</u> SAS.U1.RML5</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- In this center for the week, provide white paper and cut tissue paper. Have</p>	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>

			children use the tissue paper to make an illustration in the style of Eric Carle.	
<u>Does a Kangaroo Have a Mother, Too?</u>	2 lessons	<p>- Recognize how books by the same author and illustrator are similar.</p> <p>-Describe the unique style of Eric Carle's illustrations.</p>	<p><u>Mini Lesson:</u> LA.U3.RML1-2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p>(Repeat daily during author study)</p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>"Slowly, Slowly, Slowly," said the Sloth</u>	2 lessons	<p>- Recognize how books by the same author and illustrator are similar.</p>	<p><u>Mini Lesson:</u> LA.U3.RML1-2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p>
		<p>-Describe the unique style of Eric Carle's illustrations.</p>	<p>(Repeat daily during author study)</p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>

<u>Have You Seen My Cat?</u>	2 lessons	<p>- Recognize how books by the same author and illustrator are similar.</p> <p>-Describe the unique style of Eric Carle's illustrations.</p>	<p><u>Mini Lesson:</u> LA.U3.RML1-2</p> <ul style="list-style-type: none"> <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply</i> <i>Share</i> <p>(Repeat daily during author study)</p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> <i>Introduce the Text</i> <i>Read the Text</i> <i>Discuss the Text</i> 	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>The Mixed-Up Chameleon</u>	2 lessons	<p>- Recognize how books by the same author and illustrator are similar.</p> <p>-Describe the unique style of Eric Carle's illustrations.</p>	<p><u>Mini Lesson:</u> LA.U3.RML1-2</p> <ul style="list-style-type: none"> <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply</i> <i>Share</i> <p>(Repeat daily during author study)</p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> <i>Introduce the Text</i> <i>Read the Text</i> <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p>	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>A House is a House for Me</u>	3 lessons	<p>- Utilize and describe meaning of new words related to the theme.</p> <p>-Use the list of books in the reader's notebook to tell about fiction books.</p>	<p><u>Whole Group Lesson:</u></p> <p>Introduce thematic vocabulary words from the read alouds.</p> <p><u>Mini Lesson:</u> WAR.U3.RML1</p> <ul style="list-style-type: none"> <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply</i> 	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p>

		<p>-Describe the unique style of Eric Carle's illustrations.</p>	<p><i>Share</i></p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Draw a make believe house you would like to play in and write a sentence about it.</p>	<p>-Respond to Reading independent and shared writing activities</p>
<p><u>Houses and Homes</u></p>	<p>2 lessons</p>	<p>- Use the list of books in the reader's notebook to write about nonfiction.</p> <p>-Identify the genre of the story and describe the characteristics that make it nonfiction.</p>	<p><u>Mini Lesson:</u> WAR.U3.RML2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Which home from the book would you like to live in? Why? Provide a sentence starter if needed.</p>	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p>
<p><u>Two Homes</u></p>	<p>2 lessons</p>	<p>- Use the reader's notebook to list favorite fiction books.</p> <p>-Make connections about families and homes across read-aloud texts.</p>	<p><u>Mini Lesson:</u> WAR.U3.RML3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> 	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion /</p>

			<p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Draw and write about a place where you feel “at home.” Discuss what this means, and brainstorm ideas of where that could be.</p>	<p>anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>The Little House</u>	2 lessons	<p>-Use a reader’s notebook to list favorite nonfiction books.</p> <p>-Describe the changing of the house and the setting.</p>	<p><u>Mini Lesson:</u> WAR.U3.RML4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Use Online Resource “Two Column Sorting Sheet.” Label the columns <i>country</i> and <i>city</i>. List things that the house sees in the city and in the country.</p> <p>-Administer a kindergarten level appropriate cold read to assess students’ comprehension skills. Assess learned vocabulary by drawing a picture to illustrate a given word.</p>	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Cold read and vocabulary assessment</p>

Shared Reading			
Book Title	General Objectives (SWBAT)	Instructional Activities	Benchmarks/Assessments
The Itsy-Bitsy Spider	<ul style="list-style-type: none"> Adjust the voice to reflect emotional aspects of the text (ex - humor, surprise) Hear and say rhyming words 	Utilize the SR folder to complete the following steps: <ul style="list-style-type: none"> Introduce the Text First Reading - Read to the children. Second Reading - Read with the children Discuss the Text Revisit the Text Respond to the Text- <ul style="list-style-type: none"> Shared/Interactive Writing Independent Response to Reading Use SR card for alternative activities 	<ul style="list-style-type: none"> Teacher Observation/Anecdotal Notes Respond to Reading independent and interactive writing activities Think/Pair/Share
The Little Old Lady Who Swallowed a Fly	<ul style="list-style-type: none"> Notice how aspects like rhyme, rhythm, and repetition make a text fun to read Notice and use words that add action to a text (wiggled, jiggled, jumped, kicked) 	Utilize the SR folder to complete the following steps: <ul style="list-style-type: none"> Introduce the Text First Reading - Read to the children. Second Reading - Read with the children Discuss the Text Revisit the Text Respond to the Text- <ul style="list-style-type: none"> Shared/Interactive Writing Independent Response to Reading Use SR card for alternative activities 	<ul style="list-style-type: none"> Teacher Observation/Anecdotal Notes Respond to Reading independent and interactive writing activities Think/Pair/Share
Morning on the Farm	<ul style="list-style-type: none"> Notice and understand words that are of high interest and novelty (grunt, chump) Use the events of the story to predict what will happen next. 	Utilize the SR folder to complete the following steps: <ul style="list-style-type: none"> Introduce the Text First Reading - Read to the children. Second Reading - Read with the children Discuss the Text Revisit the Text Respond to the Text- <ul style="list-style-type: none"> Shared/Interactive Writing Independent Response to Reading Use SR card for alternative activities 	<ul style="list-style-type: none"> Teacher Observation/Anecdotal Notes Respond to Reading independent and interactive writing activities Think/Pair/Share
My Little Rooster	<ul style="list-style-type: none"> Recognize and use beginning consonant sounds and the letters that 	Utilize the SR folder to complete the following steps: <ul style="list-style-type: none"> Introduce the Text First Reading - Read to the children. 	<ul style="list-style-type: none"> Teacher Observation/Anecdotal Notes Respond to Reading independent and

	<p>represent them</p> <ul style="list-style-type: none"> • Notice how aspects like rhyme, rhythm, and onomatopoeia make a text fun to read 	<ul style="list-style-type: none"> • Second Reading - Read with the children • Discuss the Text • Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<p>interactive writing activities</p> <ul style="list-style-type: none"> • Think/Pair/Share
The Big Race: An Aesop Fable	<ul style="list-style-type: none"> • Recognize a letter and use meaning to self-monitor and self-correct • Adjust the voice to reflect dialogue • Make new words by changing the first letter of known words 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> • Introduce the Text • First Reading - Read to the children. • Second Reading - Read with the children • Discuss the Text • Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and interactive writing activities • Think/Pair/Share
The Log	<ul style="list-style-type: none"> • Notice syllables in words and count them by clapping • Understand and learn new content by reading nonfiction texts 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> • Introduce the Text • First Reading - Read to the children. • Second Reading - Read with the children • Discuss the Text • Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and interactive writing activities • Think/Pair/Share
Mondo	<ul style="list-style-type: none"> • Use phrasing, pausing, and word stress with intonation when reading in unison • Search for information when processing simple sentences during choral reading (ex - short, natural language; repeated clauses) 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> • Introduce the Text • First Reading - Read to the children. • Second Reading - Read with the children • Discuss the Text • Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and interactive writing activities • Think/Pair/Share

		<ul style="list-style-type: none"> • Use SR card for alternative activities 	
Molly's Leash	<ul style="list-style-type: none"> • Infer humor in a text. • Notice what simple dialogue is like and use understandings to decide how dialogue should be read 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> • Introduce the Text • First Reading - Read to the children. • Second Reading - Read with the children • Discuss the Text • Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and interactive writing activities • Think/Pair/Share
By the Light of the Moon	<ul style="list-style-type: none"> • Search for information when processing simple sentences • Begin to notice and connect features and parts of words (ex - phonograms, first letter, word endings) 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> • Introduce the Text • First Reading - Read to the children. • Second Reading - Read with the children • Discuss the Text • Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and interactive writing activities • Think/Pair/Share
Dancing in the Mud	<ul style="list-style-type: none"> • Use memory of repeating language patterns • Make predictions based on the kinds of characters that appear in fiction texts 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> • Introduce the Text • First Reading - Read to the children. • Second Reading - Read with the children • Discuss the Text • Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and interactive writing activities • Think/Pair/Share
The Sleeping Giant	<ul style="list-style-type: none"> • Use memory of repeating language patterns to monitor accuracy • Read left to right with return 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> • Introduce the Text • First Reading - Read to the children. • Second Reading - Read with the children 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and interactive writing activities

	sweep when reading with teacher and group support	<ul style="list-style-type: none"> • Discuss the Text • Revisit the Text Respond to the Text- <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<ul style="list-style-type: none"> • Think/Pair/Share
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ELA.L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
ELA.L.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
ELA.L.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
ELA.L.RF.K.1.C	Understand that words are separated by spaces in print.
ELA.L.RF.K.2.A	Recognize and produce rhyming words.
ELA.L.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
ELA.L.RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.
ELA.L.RF.K.2.D	Orally repeat multi-syllable words and pronounce the separate syllables.
ELA.L.RF.K.2.E	Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
ELA.L.RF.K.2.F	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
ELA.L.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
ELA.L.RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
ELA.L.RF.K.3.C	Read high-frequency words and grade level irregular words with automaticity.
ELA.L.RF.K.3.D	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
ELA.L.RF.K.3.E	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
ELA.L.RF.K.4	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
ELA.L.WF.K.1.C	Write left to right and include a space between words.
ELA.L.WF.K.3.B	Write simple sentences.
ELA.L.WF.K.3.C	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
ELA.L.WF.K.3.D	Use end punctuation.
ELA.L.WF.K.3.J	With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
ELA.L.VL.K.2	With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

ELA.RL.CR.K.1	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
ELA.RI.CR.K.1	With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
ELA.RL.CI.K.2	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
ELA.RI.CI.K.2	With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
ELA.RL.IT.K.3	With prompting and support, identify characters, settings, and major events in a story. Plants and animals can change their environment.
ELA.RL.TS.K.4	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
ELA.RI.TS.K.4	Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
ELA.RL.PP.K.5	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
ELA.RI.PP.K.5	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
ELA.RL.MF.K.6	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
ELA.RI.MF.K.6	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
ELA.RL.CT.K.8	With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
ELA.RI.CT.K.8	With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
ELA.W.AW.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
ELA.W.IW.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
ELA.W.NW.K.3	Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
ELA.W.RW.K.7	With prompting and support, engage in brief but regular writing and drawing tasks.
ELA.SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
ELA.SL.II.K.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.
ELA.SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SCI.K-ESS3-3	Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.
ELA.SL.UM.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.

Suggested Modifications for IEP/504 Eligible, ML, Academically At Risk, & Gifted Students

*Consistent with individual plans, when appropriate.

Multilingual Learners- Provide picture cards with relevant vocabulary; provide opportunities for partner talk about stories read.

Special Education- Play a game of Simon Says having students act out kind things (ex: Simon says open the door for a friend); role play how to give and respond to acts of kindness; Complete a hands on art project to make Eric Carle inspired pictures; Make paper bag houses that look like their home.

Gifted Students- Make a list of acts of kindness seen around the school; Make a list of noticing seen in Eric Carle's texts, including ones not in the text set; Use the internet to search for various pictures of houses around the world; Create a shared text that tells how they feel about their home.

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem- solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

Unit 5: Connecting to Our World

Content Area: **Language Arts**
Course(s): **Reading, Language Arts**
Time Period:
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

This unit will enhance students' abilities to produce text-to-world and text-to-text connections. They will be required to think about their community, their world, and the people in it. Through the second text set, fiction and nonfiction are connected through paired texts. This will allow students to not only draw connections between texts, but begin to learn how to compare and contrast two similar books of different genres. Students will continue to build decoding skills through visual information and meaning.

Enduring Understandings

- Readers employ strategies to help them understand text.
- A community is a place where people help each other and complete various jobs.
- Reading expands understanding of the world, its people and oneself.
- Authors write in different genres for different purposes.

Essential Questions

- • What are some characteristics of fiction and nonfiction?
- • How can we describe similarities and differences of paired texts?
- • What makes a community?

Whole Group Lessons

These skills are applicable to the books in this text set and focus on the launch of Daily 5 and classroom routines. The books should be utilized as mentor texts. Mini lessons and IRA texts in the boxes do not necessarily have to be taught on the same day. They can be taught through discussion (turn & talk) and student led creation of anchor charts. The skills should be reinforced in guided reading lessons. Teachers should strive to teach 3 whole group lessons a day, taken from the Interactive Read Alouds, Mini lessons book, the Phonics, Spelling, and Word Study curriculum, or Shared Reading lessons.

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Features of Print Assessment, Comprehension Rubric, and Oral Language Assessment.

Resources

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading Teacher's Guide

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Guided Reading texts

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Fountas & Pinnell Kindergarten Mini Lessons Book

FPC Text Sets including:

- *Living and Working Together: Community*
- *Exploring Fiction and Nonfiction*

Optional Related Read Alouds (can be used in between FPC texts or as mentor texts for mini lessons):

- Whose Hat Is This? by Sharon Katz Cooper
- Let's Meet a Doctor by Bridget Heos
- Green Green: A Community Gardening Story by Marie Lamba
- Stellaluna by Jannell Cannon
- Bats by Gail Gibbons
- Aunt Harriet's Underground Railroad in the Sky by Faith Ringgold
- A Picture Book of Harriet Tubman by David A. Adler Chart paper & drawing materials

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments
<u>Fireman Small</u>	2 lessons	<p>- Utilize and describe meaning of new words related to the theme.</p> <p>-Predict what will happen next in a story when Fireman Small gets back into bed.</p>	<p><u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <p>- <i>Introduce the Text</i></p> <p>- <i>Read the Text</i></p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>

			<p>- <i>Discuss the Text</i></p> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Write a letter to a firefighter thanking them for the job they do.</p>	
<u>Lola at the Library</u>	2 lessons	<p>-Use meaning to monitor and self-correct.</p> <p>-Retell a summary of what Lola does on Tuesdays.</p>	<p><u>Mini Lesson:</u> SAS.U2.RML1</p> <p>- <i>Mini Lesson</i></p> <p>- <i>Have a Try</i></p> <p>- <i>Summarize and Apply</i></p> <p>- <i>Share</i></p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p>- <i>Introduce the Text</i></p> <p>- <i>Read the Text</i></p> <p>- <i>Discuss the Text</i></p> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Have students use their own name to come up with an alliteration like “Lola at the Library.” Write and illustrate their alliteration.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>I Know a Lady</u>	2 lessons	<p>-Notice when something doesn't sound right and learn to self-correct.</p> <p>-Identify and discuss how the author and illustrator show the different seasons.</p>	<p><u>Mini Lesson:</u> SAS.U2.RML2</p> <p>- <i>Mini Lesson</i></p> <p>- <i>Have a Try</i></p> <p>- <i>Summarize and Apply</i></p> <p>- <i>Share</i></p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>

			<p>steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Draw and write about ways to be kind like the lady in the book.</p>	
<u>My Steps</u>	2 lessons	<p>-Notice when something doesn't look right and learn how to cross-check one kind of information (visual information) with another to self-correct.</p> <p>-Infer and talk about the girl's traits from story events.</p>	<p><u>Mini Lesson:</u> SAS.U2.RML3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p><i>Independent Respond to Reading- Divide paper into four sections. Draw something they do at their house in each season.</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>Alicia's Happy Day</u>	2 lessons	<p>-Notice and understand the characteristics of fiction as a genre.</p> <p>-Make content and theme connections across the Community text set.</p>	<p><u>Mini Lesson:</u> LA.U6.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading</p>

			<p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Draw a picture of themselves saying “Hello” to someone new at school. Write a sentence about how they feel under the picture.</p>	independent and shared writing activities
<u>Caps for Sale</u>	3 lessons	<p>- Utilize and describe meaning of new words related to the theme.</p> <p>-Create a working definition of the fiction genre.</p> <p>-Predict what will happen next in the story.</p>	<p><u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Mini Lesson:</u> LA.U6.RML2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Draw and write pictures to sequence the story, such as a BME organizer.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>

<u>Hats Hats Hats</u>	2 lessons	<p>-Notice and understand the characteristics of nonfiction as a genre.</p> <p>-Identify the book's genre and compare it to <u>Caps for Sale</u>.</p>	<p>Mini Lesson: LA.U6.RML3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- List different types of hats that were seen in the book. Answer the question- <i>Which hat in the book did you think was the most interesting? What do you like about it?</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>Piggies</u>	2 lessons	<p>-Create a working definition of the nonfiction genre.</p> <p>-Describe how the pigs in the story are different from real pigs.</p>	<p>Mini Lesson: LA.U6.RML4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>

			Reading- Write sentences to answer the question- <i>What do the piggies do?</i>	
<u>All Pigs Are Beautiful</u>	3 lessons	<p>-Understand that fiction books are imagined by the author.</p> <p>-Understand that nonfiction authors tell about people, animals, places, and things.</p> <p>-Identify the genre and compare to <u>Piggies</u>.</p>	<p>Mini Lesson: LA.U6.RML5</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p>Mini Lesson: LA.U6.RML6</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Write facts you learned about pigs.</p>	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>Good Morning, Chick</u>	3 lessons	<p>-Understand that writer's tell stories in fiction books.</p> <p>-Understand that nonfiction writers provide facts about a topic.</p> <p>-Name how the</p>	<p>Mini Lesson: LA.U6.RML7</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p>Mini Lesson: LA.U6.RML8</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> 	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and</p>

		chick is feeling.	<ul style="list-style-type: none"> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Respond to the prompt- <i>What does Speckled Hen teach the chick to do in this story? What else might she teach him?</i></p>	shared writing activities
<u>Chickens Aren't the Only Ones</u>	2 lessons	<p>-Notice and understand when a book is fiction or nonfiction.</p> <p>-Gain new information about animals that lay eggs.</p>	<p><u>Mini Lesson:</u> LA.U6.RML9</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p><i>Independent Respond to Reading- Which egg laying animal in this book do you think is the most interesting? Why do you like</i></p>	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Cold read and vocabulary assessment</p>

			<i>it?</i>	
			-Administer a kindergarten level appropriate cold read to assess students' comprehension skills. Assess learned vocabulary by drawing a picture to illustrate a given word and using it in a sentence.	Cold read and vocabulary assessment

Shared Reading				
Book Title	General Objectives (SWBAT)	Instructional Activities	Benchmarks/Assessments	
The House that Jack Built	<ul style="list-style-type: none"> • Notice and use words that add action to a text (raced, surprised, pecked) • Follow and understand a simple plot in large text. • Infer humor in a text. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> ○ Introduce the Text ○ First Reading - Read to the children. ○ Second Reading - Read with the children ○ Discuss the Text ○ Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and interactive writing activities • Think/Pair/Share 	
City Kid, Country Kid	<ul style="list-style-type: none"> • Mimic the teacher's expression when reading enlarged texts in chorus. Recognize and reflect variations in print with the voice. • Understand the meaning of words that represent sounds [<i>vroom, whoosh, ding</i>]. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> • Introduce the Text • First Reading - Read to the children. • Second Reading - Read with the children • Discuss the Text • Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and interactive writing activities • Think/Pair/Share 	
Pitter Patter Pitter Patter	<ul style="list-style-type: none"> • Adjust the voice to reflect dialogue in the body of the text. • Notice and understand words that are of high interest and novelty [<i>pitter patter, ah-choo</i>]. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> • Introduce the Text • First Reading - Read to the children. • Second Reading - Read with the children • Discuss the Text • Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> • Shared/Interactive Writing 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and interactive writing activities • Think/Pair/Share 	

		<ul style="list-style-type: none"> • Independent Response to Reading • Use SR card for alternative activities 	
A Scary Story: A Story for Two Voices	<ul style="list-style-type: none"> • When reading in unison, remember and use repeating phrases with intonation. • Understand the meaning of a few new content words that are supported by the text and pictures [<i>piano, flute, harp</i>, etc.]. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> • Introduce the Text • First Reading - Read to the children. • Second Reading - Read with the children • Discuss the Text • Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and interactive writing activities • Think/Pair/Share
Crunch: A Story for Two Voices	<ul style="list-style-type: none"> • Make connections between the body of the text and illustrations. • Understand the meaning of describing words after reading and talking about them [<i>pointy, long, round</i>, etc.]. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> • Introduce the Text • First Reading - Read to the children. • Second Reading - Read with the children • Discuss the Text • Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and interactive writing activities • Think/Pair/Share
Hand in Hand: Poems About Friends	<ul style="list-style-type: none"> • Hear and connect rhyming words. Hear and say syllables. • Talk and write about personal connections to the content of the poems. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> • Introduce the Text • First Reading - Read to the children. • Second Reading - Read with the children • Discuss the Text • Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and interactive writing activities • Think/Pair/Share
Ten Big Elephants	<ul style="list-style-type: none"> • Hear and connect rhyming words [<i>road/toad, truck/duck, rocks/fox</i>]. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> • Introduce the Text • First Reading - Read to the children. 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and

	<ul style="list-style-type: none"> • Search for information when processing simple sentences during choral reading. 	<ul style="list-style-type: none"> • Second Reading - Read with the children • Discuss the Text • Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<p>interactive writing activities</p> <ul style="list-style-type: none"> • Think/Pair/Share
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ELA.L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
ELA.L.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
ELA.L.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
ELA.L.RF.K.1.C	Understand that words are separated by spaces in print.
ELA.L.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
ELA.L.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
ELA.L.RF.K.2.A	Recognize and produce rhyming words.
ELA.L.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
ELA.L.RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.
ELA.L.RF.K.2.D	Orally repeat multi-syllable words and pronounce the separate syllables.
SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
ELA.L.RF.K.2.E	Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
ELA.L.RF.K.2.F	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
ELA.L.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
ELA.L.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
ELA.L.RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
ELA.L.RF.K.3.C	Read high-frequency words and grade level irregular words with automaticity.
ELA.L.RF.K.3.D	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
ELA.L.RF.K.3.E	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
ELA.L.RF.K.4	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
ELA.L.WF.K.2.B	Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-

	vowel-consonant) word.
ELA.L.WF.K.2.C	Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
ELA.L.WF.K.2.D	Writing frequently used words accurately.
ELA.L.WF.K.2.E	Attempting phonetic spellings of unknown words.
ELA.L.WF.K.3.B	Write simple sentences.
SCI.K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.
ELA.L.WF.K.3.J	With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
ELA.L.KL.K.1.E	Produce and expand complete sentences in shared language activities.
ELA.L.VL.K.2	With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
SCI.K-ESS2-2	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
ELA.RL.CR.K.1	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
ELA.RI.CR.K.1	With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
ELA.RL.CI.K.2	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
ELA.RI.CI.K.2	With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
ELA.RL.IT.K.3	With prompting and support, identify characters, settings, and major events in a story.
ELA.RL.TS.K.4	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
ELA.RI.TS.K.4	Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
ELA.RL.PP.K.5	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
ELA.RI.PP.K.5	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
ELA.RL.MF.K.6	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
ELA.RI.MF.K.6	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
ELA.W.AW.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
ELA.W.IW.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
ELA.W.NW.K.3	Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
ELA.W.SE.K.6	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

ELA.W.RW.K.7	With prompting and support, engage in brief but regular writing and drawing tasks.
ELA.SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
ELA.SL.PE.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
ELA.SL.PE.K.1.B	Continue a conversation through multiple exchanges.
ELA.SL.II.K.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.
ELA.SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
ELA.SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
SCI.K.PS3-1	Make observations to determine the effect of sunlight on the Earth's surface.
SCI.K.LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.

Suggested Modifications for IEP/504 Eligible, ML, Academically At Risk, & Gifted Students

*Consistent with individual plans, when appropriate.

Multilingual Learners- Provide picture cards with relevant vocabulary; provide opportunities for partner talk about stories read.

Special Education- Play an "I'm thinking of someone who..." community helper game; create a big book where students draw a favorite place in town they like to go; visit the library and search for nonfiction texts that follow the characteristics learned about.

Gifted Students- Make a street map of the neighborhood drawing and labeling important places; write letters to community helpers; show students how to complete a Venn diagram to compare texts.

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

Unit 6: Silly Stories

Content Area: **Language Arts**
Course(s): **Reading, Language Arts**
Time Period:
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

This unit begins to get students to delve more deeply into the actual words on the page of a book. Students will study features of the words and how they enhance the engagement of the story. They will also read stories that have a lesson, message or moral. Students will determine what the lesson is and how it can be applied to their own life. This will require them to think more deeply about the books than they have before. Students will study features and characteristics of classic animal tales. They will continue to develop their writing skills by writing about reading.

Enduring Understandings

- Writers use different features of figurative language to make their work more exciting.
- People pass on stories through generations to teach a lesson.
- Readers read to learn new things about life.

Essential Questions

- • Why are traditional stories important to people?
- • How do books teach readers lessons or convey a message?
- • How do writers make stories fun to read?

Whole Group Lessons

These skills are applicable to the books in this text set and focus on the launch of Daily 5 and classroom routines. The books should be utilized as mentor texts. Mini lessons and IRA texts in the boxes do not necessarily have to be taught on the same day. They can be taught through discussion (turn & talk) and student led creation of anchor charts. The skills should be reinforced in guided reading lessons. Teachers should strive to teach 3 whole group lessons a day, taken from the Interactive Read Alouds, Mini lessons book, the Phonics, Spelling, and Word Study curriculum, or teacher created Shared Reading lessons.

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Features of Print Assessment, Comprehension Rubric, and Oral Language Assessment, cold reads, vocabulary assessments, BAS given in January and March.

Resources

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading Teacher's Guide

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Guided Reading texts

Fountas & Pinnell Guided Reading texts

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Fountas & Pinnell Reading Mini Lessons Book

FPC Text Sets including:

- *Having Fun With Language*
- *Exploring Animal Tales*
- *Sharing Stories: Folktales*

Optional Related Read Alouds (can be used in between FPC texts or as mentor texts for mini lessons):

- There's a Wocket in my Pocket by Dr. Seuss
- Llama Llama Red Pajama by Anna Dewdney
- Roller Coaster by Marla Frazee
- Fredrick by Leo Lionni
- Harry the Dirty Dog by Gene Zion
- Lon Po Po by Ed Young
- Strega Nona by Tomie DiPaolo

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments
<u>Creak! Said the Bed</u>	3 lessons	<p>- Utilize and describe meaning of new words related to the theme.</p> <p>-Use the names of authors and titles of books when writing about reading.</p> <p>-Identify the sounds effects and how they enhance the story.</p>	<p>Whole Group Lesson: Introduce thematic vocabulary words from the read alouds.</p> <p>Mini Lesson: WAR.U4.RML1</p> <p>- <i>Mini Lesson</i></p> <p>- <i>Have a Try</i></p> <p>- <i>Summarize and Apply</i></p> <p>- <i>Share</i></p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>

			<ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Write a sound word big in the middle of your paper. Illustrate the word.</p>	
<u>Rattletrap Car</u>	2 lessons	<p>-Notice how a character in a story feels and draw or write about it.</p> <p>-Predict what will happen next to the car in the story.</p>	<p><u>Mini Lesson:</u> WAR.U4.RML2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Complete a sequencing graphic organizer to retell the story.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>Max Found Two Sticks</u>	2 lessons	<p>-Write and draw about the problem in a fiction story and tell how it is solved.</p> <p>-Infer Max's intentions, feelings, and motivations.</p>	<p><u>Mini Lesson:</u> WAR.U4.RML3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>

			<p>- <i>Discuss the Text</i></p> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Respond to the prompt- <i>What makes sounds in Max's world?</i></p>	
<u>Charlie Parker Played Be Bop</u>	2 lessons	<p>-Write and draw about where the story takes place to share thinking about fiction books.</p> <p>-Discuss Chris Raschka's use of rhythm, rhyme, and alliteration.</p>	<p><u>Mini Lesson:</u> WAR.U4.RML4</p> <p>- <i>Mini Lesson</i></p> <p>- <i>Have a Try</i></p> <p>- <i>Summarize and Apply</i></p> <p>- <i>Share</i></p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p>- <i>Introduce the Text</i></p> <p>- <i>Read the Text</i></p> <p>- <i>Discuss the Text</i></p> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- After playing a recording of Charlie Parker's music, answer the question- <i>How does Charlie Parker's music make you feel?</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>The Little Red Hen</u>	3 lessons	<p>-Utilize and describe meaning of new words related to the theme.</p> <p>-Write and draw about what a character in a fiction story is like.</p> <p>-Infer the lesson in the story.</p>	<p><u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Mini Lesson:</u> WAR.U4.RML5</p> <p>- <i>Mini Lesson</i></p> <p>- <i>Have a Try</i></p> <p>- <i>Summarize and Apply</i></p> <p>- <i>Share</i></p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p>- <i>Introduce the Text</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>

			<ul style="list-style-type: none"> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Create a two column chart labeled “Beginning of Story” and “End of Story.” Write what the characters say at the beginning and end of the story to notice how it changes.</p>	
<u>The Three Bears</u>	3 lessons	<p>-Compose innovations on very familiar texts by changing the ending.</p> <p>-Notice and understand the characteristics of animal tales as a genre.</p> <p>-Infer the lesson learned from the story.</p>	<p><u>Mini Lesson:</u> WAR.U4.RML6</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Mini Lesson:</u> LA.U7.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Write another page of the book where Goldilocks gets into other belongings of the bears in the same style as the author and illustrator.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>The Three Little Pigs</u>	3 lessons	-Understand the different things to write about fiction	<u>Mini Lesson:</u> WAR.U4.RML7	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of

		<p>books in a reader's notebook.</p> <p>-Create a working definition of the animal tales genre.</p> <p>-Discuss the message of the story.</p>	<p><i>Mini Lesson</i></p> <p><i>Have a Try</i></p> <p><i>Summarize and Apply</i></p> <p><i>Share</i></p> <p><u>Mini Lesson: LA.U7.RML2</u></p> <p><i>-Mini Lesson</i></p> <p><i>Have a Try</i></p> <p><i>Summarize and Apply</i></p> <p><i>Share</i></p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p><i>- Introduce the Text</i></p> <p><i>- Read the Text</i></p> <p><i>- Discuss the Text</i></p> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Respond to the prompt- <i>What lesson can be learned from the story of the three little pigs?</i></p>	<p>the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<p><u>The Three Billy Goats Gruff</u></p>	3 lessons	<p>-Notice that animal characters that act like people are distinguishing characteristic of animal tales.</p> <p>-Notice and identify good and bad characters as a recurring motif in animal tales.</p> <p>-Discuss how rhyme, onomatopoeia, and repetition enhance the story.</p>	<p><u>Mini Lesson: LA.U7.RML3</u></p> <p><i>Mini Lesson</i></p> <p><i>Have a Try</i></p> <p><i>Summarize and Apply</i></p> <p><i>Share</i></p> <p><u>Mini Lesson: LA.U7.RML3</u></p> <p><i>Mini Lesson</i></p> <p><i>Have a Try</i></p> <p><i>Summarize and Apply</i></p> <p><i>Share</i></p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to</p>	<p>-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>

			<p>complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Divide paper into four sections. In each section, write a sentence to describe each billy goat and the troll.</p>	
<u>The Gingerbread Boy</u>	3 lessons	<p>- Utilize and describe meaning of new words related to the theme.</p> <p>-Understand the story outcomes typical of animal tales.</p> <p>-List the characteristics of a folktale.</p>	<p><u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Mini Lesson:</u> LA.U7.RML5</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Complete Independent Writing in lesson folder.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>The Elves and the Shoemaker</u>	2 lessons	<p>-Understand that the number three is often a recurring motif in animal tales.</p> <p>-Infer the story's lesson.</p>	<p><u>Mini Lesson:</u> LA.U7.RML6</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p>

			<p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p><i>Independent Respond to Reading- Write about a lesson that you learned from the story.</i></p>	<p>-Respond to Reading independent and shared writing activities</p>
<u>The Magic Fish</u>	2 lessons	<p>-Understand that animal tales often have words that are repeated.</p> <p>-Connect lessons about greed to their own lives.</p>	<p><u>Mini Lesson:</u> LA.U7.RML7</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Make a list of “threes” that occur in the folktales read this week.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>Stone Soup</u>	2 lessons	<p>-Understand that a book talk is a way to recommend books to classmates.</p> <p>-Identify when characters are clever or greedy, and when they learn a lesson.</p>	<p><u>Mini Lesson:</u> LA.U4.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>

			<ul style="list-style-type: none"> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p><i>Independent Respond to Reading- Create a shopping list of ingredients needed to make stone soup.</i></p>	
Stone Soup	2 lessons	<p>-Understand the kind of information to tell when giving a book talk.</p> <p>-Make connections about folktales across read-aloud texts.</p>	<p><u>Mini Lesson:</u> LA.U4.RML2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p><i>Introduce the Text</i></p> <ul style="list-style-type: none"> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Write about the lesson learned from the story.</p> <p>-Administer a kindergarten level appropriate cold read to assess students' comprehension skills. Assess learned vocabulary by drawing a picture to illustrate a given word and using it in a sentence.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Cold read and vocabulary assessment.</p>

Shared Reading

Book Title	General Objectives (SWBAT)	Instructional Activities	Benchmarks/Assessments
Ten in the Bed	<ul style="list-style-type: none"> • Notice how aspects like rhythm and humor affect enjoyment. Understand the message and relate it to their own experience. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> ○ Introduce the Text ○ First Reading - Read to the children. ○ Second Reading - Read with the children ○ Discuss the Text ○ Revisit the Text 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and interactive writing activities • Think/Pair/Share

	<ul style="list-style-type: none"> Participate in reading a classic nursery rhyme. Stress words that are in bold print. 	<p>Respond to the Text-</p> <ul style="list-style-type: none"> Shared/Interactive Writing Independent Response to Reading Use SR card for alternative activities 	
Coming Around the Mountain	<ul style="list-style-type: none"> Remember and use new language from reading enlarged texts in unison: e.g., specific words, refrains. Notice and use rhyme and rhythm to anticipate language in a song. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> Introduce the Text First Reading - Read to the children. Second Reading - Read with the children Discuss the Text Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> Shared/Interactive Writing Independent Response to Reading Use SR card for alternative activities 	<ul style="list-style-type: none"> Teacher Observation/Anecdotal Notes Respond to Reading independent and interactive writing activities Think/Pair/Share
Sticky	<ul style="list-style-type: none"> Use language syntax and repeating language patterns to anticipate the text: e.g., next word, next phrase, or sentences. Understand the meaning of new words [<i>sticky</i>, <i>stamp</i>, <i>postcard</i>] after reading and talking about them. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> Introduce the Text First Reading - Read to the children. Second Reading - Read with the children Discuss the Text Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> Shared/Interactive Writing Independent Response to Reading Use SR card for alternative activities 	<ul style="list-style-type: none"> Teacher Observation/Anecdotal Notes Respond to Reading independent and interactive writing activities Think/Pair/Share
A Bear and His Honey	<ul style="list-style-type: none"> Mimic the teacher's expression when reading enlarged texts in chorus. Infer the reasons for a character's feeling and actions in a story. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> Introduce the Text First Reading - Read to the children. Second Reading - Read with the children Discuss the Text Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> Shared/Interactive Writing Independent Response to Reading Use SR card for alternative activities 	<ul style="list-style-type: none"> Teacher Observation/Anecdotal Notes Respond to Reading independent and interactive writing activities Think/Pair/Share
Coco Steps	<ul style="list-style-type: none"> Connect some letters in print to 	<p>Utilize the SR folder to complete the following steps:</p>	<ul style="list-style-type: none"> Teacher Observation/Anecdotal

Out	<p>one's own name or a known word.</p> <ul style="list-style-type: none"> • Begin using features of print in enlarged texts to search for and use visual information: letters, words, "first" and "last" word, period. 	<ul style="list-style-type: none"> • Introduce the Text • First Reading - Read to the children. • Second Reading - Read with the children • Discuss the Text • Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<p>I Notes</p> <ul style="list-style-type: none"> • Respond to Reading independent and interactive writing activities • Think/Pair/Share
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ELA.L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
ELA.L.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
ELA.L.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
ELA.L.RF.K.1.C	Understand that words are separated by spaces in print.
ELA.L.RF.K.2.A	Recognize and produce rhyming words.
ELA.L.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
ELA.L.RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.
ELA.L.RF.K.2.D	Orally repeat multi-syllable words and pronounce the separate syllables.
ELA.L.RF.K.2.E	Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
ELA.L.RF.K.2.F	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
ELA.L.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
ELA.L.RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
ELA.L.RF.K.3.C	Read high-frequency words and grade level irregular words with automaticity.
ELA.L.RF.K.3.D	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
ELA.L.RF.K.3.E	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
ELA.L.RF.K.4	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
ELA.L.WF.K.1.C	Write left to right and include a space between words.
ELA.L.WF.K.2.C	Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
ELA.L.WF.K.2.D	Writing frequently used words accurately.
ELA.L.WF.K.2.E	Attempting phonetic spellings of unknown words.
ELA.L.WF.K.3.A	Repeat a sentence, identifying how many words are in the sentence.

ELA.L.WF.K.3.B	Write simple sentences.
ELA.L.WF.K.3.D	Use end punctuation.
ELA.L.KL.K.1.E	Produce and expand complete sentences in shared language activities.
ELA.L.VL.K.2	With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
ELA.RL.CR.K.1	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
ELA.RI.CR.K.1	With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).
ELA.RL.IT.K.3	With prompting and support, identify characters, settings, and major events in a story. Plants and animals can change their environment.
ELA.RL.TS.K.4	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
ELA.RI.TS.K.4	Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
ELA.RL.PP.K.5	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
ELA.RI.PP.K.5	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
ELA.RL.MF.K.6	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
ELA.RI.MF.K.6	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
ELA.RL.CT.K.8	With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
ELA.RI.CT.K.8	With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
ELA.W.AW.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
ELA.W.IW.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
ELA.W.NW.K.3	Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
ELA.W.RW.K.7	With prompting and support, engage in brief but regular writing and drawing tasks.
ELA.SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
ELA.SL.PE.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
ELA.SL.PE.K.1.B	Continue a conversation through multiple exchanges.
ELA.SL.II.K.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.
ELA.SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
ELA.SL.UM.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
ELA.SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
SOC.6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

Suggested Modifications for IEP/504 Eligible, ML, Academically At Risk, & Gifted Students

*Consistent with individual plans, when appropriate.

Multilingual Learners- Provide picture cards with relevant vocabulary; provide opportunities for partner talk about stories read.

Special Education- Record one of the stories with sound effects, allowing the students to make the sounds and listen to the story when they are done; Act out the animals and the lessons they learned in your favorite animal tale; Perform a Reader's Theater of one of the folktales.

Gifted Students- Write poems using the fun language learned from the books; Make a list of noticings that are the same in each of the animal tales; Perform a Reader's Theater of one of the folktales.

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem- solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

Unit 7: The World Around Us

Content Area: **Language Arts**
Course(s): **Reading, Language Arts**
Time Period:
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

This unit combines a variety of genres as children enter their final trimester of kindergarten. At this stage of the year, all or most students are reading independently. The text sets included help students fine tune various strategies and connections they need to make as readers by providing examples of text to world and text to text connections. They will apply science content knowledge to understand their footprint on the Earth and how we can share the Earth with animals. Students will participate in an author study of Lois Ehlert’s work and model illustrations after what they observed. They will also learn the important lesson of accepting differences in others around them and in themselves.

Enduring Understandings

- Reading expands understanding of the world, its people and oneself.
- As people, we share our Earth with animals and it is important to learn about how they live.
- All children are different and we embrace the qualities that make them unique.
- Talking about books helps us to understand them better.

Essential Questions

- • Why are animals important? .
- • What are some characteristics of Lois Ehlert’s work? .
- • What makes every person special? .
- • How can we appropriately discuss books with each other? .

Whole Group Lessons

These skills are applicable to the books in this text set and focus on the launch of Daily 5 and classroom routines. The books should be utilized as mentor texts. Mini lessons and IRA texts in the boxes do not necessarily have to be taught on the same day. They can be taught through discussion (turn & talk) and student led creation of anchor charts. The skills should be reinforced in guided reading lessons. Teachers should strive to teach 3 whole group lessons a day, taken from the Interactive Read Alouds, Mini lessons book, the Phonics, Spelling, and Word Study curriculum, or Shared Reading lessons.

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Features of Print Assessment, Comprehension Rubric, and Oral Language Assessment, cold reads, vocabulary assessments, BAS given in January, May/ June.

Resources

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading Teacher's Guide

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Guided Reading texts

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Fountas & Pinnell Reading Mini Lessons Book

FPC Text Sets including:

- *Sharing the Earth: Animals*
- *Lois Ehlert: Bringing Color and Texture to Life*
- *Learning How to Be Yourself*

Optional Related Read Alouds (can be used in between FPC texts or as mentor texts for mini lessons):

- Mama Built a Little Nest by Jennifer Ward
- "What If You Had" Animal series
- Planting a Rainbow by Lois Ehlert
- Leaf Man by Lois Ehlert
- Holey Moley by Lois Ehlert
- Giraffes Can't Dance by Giles Andreae
- Chrysanthemum by Kevin Henkes
- Tacky the Penguin by Helen Lester Chart paper & drawing materials

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments
<u>Rain</u>	3 lessons	<p>- Utilize and describe meaning of new words related to the theme.</p> <p>-Share something you learned from a nonfiction book when you give a book talk.</p> <p>-Use background knowledge to describe settings, problems, and characters.</p>	<p><u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Mini Lesson:</u> LA.U4.RML3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Complete a week long research project. Choose an animal from the books in the unit. Use the books and other research tools (library, internet, magazines, etc.) to write nonfiction facts about the animals.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>

<u>Actual Size</u>	2 lessons	<p>-Share an interesting or funny part of a book to engage other readers.</p> <p>-Identify that the book is nonfiction because it has facts and information about animals.</p>	<p><u>Mini Lesson:</u> LA.U4.RML4</p> <ul style="list-style-type: none"> <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply</i> <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> <i>Introduce the Text</i> <i>Read the Text</i> <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Complete a week long research project. Choose an animal from the books in the unit. Use the books and other research tools (library, internet, magazines, etc.) to write nonfiction facts about the animals.</p>	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>Elephants Swim</u>	2 lessons	<p>-Speak with confidence and enthusiasm and use the appropriate rate and volume of speech.</p> <p>-Make connections about animals across texts that are read aloud.</p>	<p><u>Mini Lesson:</u> LA.U4.RML5</p> <ul style="list-style-type: none"> <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply</i> <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> <i>Introduce the Text</i> <i>Read the Text</i> <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to</p>	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>

			Reading- Complete a week long research project. Choose an animal from the books in the unit. Use the books and other research tools (library, internet, magazines, etc.) to write nonfiction facts about the animals.	
<u>Every Autumn Comes the Bear</u>	2 lessons	<p>-Understand how to use the book and body language in a book talk.</p> <p>-Gain and utilize new information about bears and other animals from text and illustrations.</p>	<p><u>Mini Lesson:</u> LA.U4.RML6</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Complete a week long research project. Choose an animal from the books in the unit. Use the books and other research tools (library, internet, magazines, etc.) to write nonfiction facts about the animals.</p>	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>Snowballs</u>	3 lessons	<p>-Utilize and describe meaning of new words related to the theme.</p> <p>-Understand how to prepare for a book talk.</p> <p>-Describe the unique</p>	<p><u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Mini Lesson:</u> LA.U4.RML7</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> 	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p>

		style of Lois Ehlert's illustrations.	<p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Use scraps of paper and craft supplies to create a snowman in the style of Lois Ehlert.</p>	-Respond to Reading independent and shared writing activities
<u>Feathers for Lunch</u>	3 lessons	Recognize how books by the same author & illustrator are similar. -Express opinions about favorite books in writing and drawing and give an example to support opinions. -Make connections with other Lois Ehlert books	<p>Mini Lesson: LA.U3.RML1-2</p> <p>Mini Lesson - Have a Try - Summarize and Apply - Share (Repeat daily during author study)</p> <p>Mini Lesson: WAR.U6.RML1</p> <p>- Mini Lesson - Have a Try - Summarize and Apply - Share</p> <p>Read Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text - Read the Text - Discuss the Text Respond to the Text – Shared/Interactive Writing</p> <p>Independent Respond to Reading- Use scraps of paper and craft supplies to create a bird in the style of Lois Ehlert.</p>	<p>-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>

Top Cat	3 lessons	<p>-Recognize how books by the same author & illustrator are similar.</p> <p>-Express opinions in writing about favorite authors and provide evidence for thinking.</p> <p>-Identify when Top Cat changes and learns a lesson.</p>	<p><u>Mini Lesson:</u> LA.U3.RML1-2</p> <ul style="list-style-type: none"> <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply</i> <i>Share</i> <p>(Repeat daily during author study)</p> <p><u>Mini Lesson:</u> WAR.U6.RML2</p> <ul style="list-style-type: none"> <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply</i> <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> <i>Introduce the Text</i> <i>Read the Text</i> <i>Discuss the Text</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>Mole's Hill: A Woodland Tale</u>	3 lessons	<p>-Recognize how books by the same author & illustrator are similar.</p> <p>-Express opinions in writing about favorite characters and provide evidence for thinking.</p> <p>-Express opinions about Fox and Mole.</p>	<p><u>Mini Lesson:</u> LA.U3.RML1-2</p> <ul style="list-style-type: none"> <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply</i> <i>Share</i> <p>(Repeat daily during author study)</p> <p><u>Mini Lesson:</u> WAR.U6.RML3</p> <ul style="list-style-type: none"> <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply</i> <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>

			<ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Use scraps of paper and craft supplies to create Mole’s hill in the style of Lois Ehlert.</p>	
<u>Market Day</u>	3 lessons	<p>-Recognize how books by the same author & illustrator are similar.</p> <p>-Compose a letter to share opinions about a book they love.</p> <p>-Recreate the unique style of Lois Ehlert’s illustrations.</p>	<p><u>Mini Lesson:</u> LA.U3.RML1-2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p>(Repeat daily during author study)</p> <p><u>Mini Lesson:</u> WAR.U6.RML4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Use scraps of paper and craft supplies to create a scene of their choice from any of the books read in the style of Lois Ehlert.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>The Pig in the Pond</u>	3 lessons	-Utilize and describe meaning of new words related to	<u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds.	-Use <i>Assess Learning</i> to identify behaviors that demonstrate

		<p>the theme.</p> <p>-Infer character traits</p> <p>-Infer the pig's and other characters' feelings.</p>	<p><u>Mini Lesson:</u></p> <p>LA.U15.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Complete a BME graphic organizer.</p>	<p>meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<p><u>Three Hens and a Peacock</u></p>	2 lessons	<p>-Notice characters and their behavior.</p> <p>-Connect lessons learned in the story to their own lives.</p>	<p><u>Mini Lesson:</u> LA.U15.RML2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Complete a Venn diagram to compare and contrast the hens and the peacock.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>

Harold Finds a Voice	2 lessons	<p>-Infer characters' feelings and motivations.</p> <p>-Identify when Harold finds his voice.</p>	<p><u>Mini Lesson: LA.U15.RML3</u></p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Create a character web that describes Harold's character traits.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
Ruby the Copycat	2 lessons	<p>-Think deeply about characters.</p> <p>-Identify the message about individuality.</p>	<p><u>Mini Lesson: LA.U15.RML4</u></p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Answer the prompt: <i>Ruby shows her classmates who she really is by showing them her special hop. What is something special you do that is different from other children?</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>

I Like Me!	2 lessons	<p>-Express whether one would behave like a character in a story.</p> <p>-Infer the pig's feelings and motivations.</p>	<p>Mini Lesson: LA.U15.RML5</p> <ul style="list-style-type: none"> <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply</i> <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> <i>Introduce the Text</i> <i>Read the Text</i> <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Trace students' bodies on butcher paper. Allow them to decorate them with pictures of things that make them unique.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
			<p>-Administer a kindergarten level appropriate cold read to assess students' comprehension skills. Assess learned vocabulary by drawing a picture to illustrate a given word and using it in a sentence.</p>	<p>-Cold read and vocabulary assessment.</p>

Shared Reading

Shared Reading Book Title	General Objectives (SWBAT)	Instructional Activities	Benchmarks/Assessments
A Big Bear in the Little Woods	<ul style="list-style-type: none"> Demonstrate beginning control of left-to-right directionality, return sweep, word-by-word matching, and simple 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> ○ Introduce the Text ○ First Reading - Read to the children. ○ Second Reading - Read with the children 	<ul style="list-style-type: none"> Teacher Observation/Anecdotal Notes Respond to Reading independent and interactive writing activities

	<p>punctuation.</p> <ul style="list-style-type: none"> Understand when language in a story sounds like talking [simple dialogue]. 	<ul style="list-style-type: none"> Discuss the Text Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> Shared/Interactive Writing Independent Response to Reading Use SR card for alternative activities 	<ul style="list-style-type: none"> Think/Pair/Share
Goldy	<ul style="list-style-type: none"> Use the initial letter in a name to make connections to other words. Infer the feelings of characters in stories. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> Introduce the Text First Reading - Read to the children. Second Reading - Read with the children Discuss the Text Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> Shared/Interactive Writing Independent Response to Reading Use SR card for alternative activities 	<ul style="list-style-type: none"> Teacher Observation/Anecdotal Notes Respond to Reading independent and interactive writing activities Think/Pair/Share
Animal Masks	<ul style="list-style-type: none"> Search for and use information in the body of a text as well as in labels for pictures and special features like speech bubbles. Adjust the voice to reflect dialogue in speech bubbles. Use the first 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> Introduce the Text First Reading - Read to the children. Second Reading - Read with the children Discuss the Text Revisit the Text <p>Respond to the Text-</p>	<ul style="list-style-type: none"> Teacher Observation/Anecdotal Notes Respond to Reading independent and interactive writing activities Think/Pair/Share

	letter to predict a word.	<ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	
Look Out!	<ul style="list-style-type: none"> • Mimic the teacher's expression when reading enlarged texts in chorus. • Talk about what is interesting in a photograph or illustration. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> • Introduce the Text • First Reading - Read to the children. • Second Reading - Read with the children • Discuss the Text • Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and interactive writing activities • Think/Pair/Share
Fly Away	<ul style="list-style-type: none"> • Use features of print in texts to search for and use visual information: first and last word in a sentence. • Understand meanings of new words after reading and discussing them [<i>cave, beehive</i>]. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> • Introduce the Text • First Reading - Read to the children. • Second Reading - Read with the children • Discuss the Text • Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and interactive writing activities • Think/Pair/Share

		<ul style="list-style-type: none"> Use SR card for alternative activities 	
On the Go	<ul style="list-style-type: none"> Recognize and reflect some simple punctuation with the voice [e.g., period, question mark, exclamation mark] when reading in chorus or individually. Recognize and reflect variations in print with the voice [e.g., italics, bold type, special treatments, font size] when reading in chorus or individually. Begin to notice and connect features and parts of word: e.g., phonograms, first letter, word endings. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> Introduce the Text First Reading - Read to the children. Second Reading - Read with the children Discuss the Text Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> Shared/Interactive Writing Independent Response to Reading Use SR card for alternative activities 	<ul style="list-style-type: none"> Teacher Observation/Anecdotal Notes Respond to Reading independent and interactive writing activities Think/Pair/Share
Alligator Hide-and-Seek	<ul style="list-style-type: none"> Use memory of repeating language patterns to monitor accuracy. Use some academic language to talk about book and print features: e.g., front cover, back cover, photograph, label. Recognize and 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> Introduce the Text First Reading - Read to the children. Second Reading - Read with the children Discuss the Text Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> Shared/Interactive 	<ul style="list-style-type: none"> Teacher Observation/Anecdotal Notes Respond to Reading independent and interactive writing activities Think/Pair/Share

	understand the meaning of simple plurals.	<p>Writing</p> <ul style="list-style-type: none"> • Independent Response to Reading • Use SR card for alternative activities 	
Fuzzy and Buzzy	<ul style="list-style-type: none"> • Search for and use information in the body of the text as well as in labels for pictures, titles, and headings. • Notice how rhyme, rhythm and repetition make the text fun to read. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> • Introduce the Text • First Reading - Read to the children. • Second Reading - Read with the children • Discuss the Text • Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and interactive writing activities • Think/Pair/Share

ELA.L.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
ELA.L.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
ELA.L.RF.K.1.C	Understand that words are separated by spaces in print.
ELA.L.RF.K.2.A	Recognize and produce rhyming words.
ELA.L.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
ELA.L.RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.
ELA.L.RF.K.2.D	Orally repeat multi-syllable words and pronounce the separate syllables.
SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening

to the ideas of others, and sharing opinions.

ELA.L.RF.K.2.E	Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
SOC.6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
ELA.L.RF.K.2.F	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
ELA.L.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
ELA.L.RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
ELA.L.RF.K.3.C	Read high-frequency words and grade level irregular words with automaticity.
ELA.L.RF.K.3.D	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
ELA.L.RF.K.3.E	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
ELA.L.RF.K.4	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
SOC.6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
ELA.L.WF.K.1.C	Write left to right and include a space between words.
ELA.L.WF.K.1.F	Orally segment the phonemes in any single syllable, spoken word.
ELA.L.WF.K.3.B	Write simple sentences.
ELA.L.WF.K.3.D	Use end punctuation.
SCI.K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.
SCI.K-ESS2-1	Use and share observations of local weather conditions to describe patterns over time.
ELA.L.KL.K.1.E	Produce and expand complete sentences in shared language activities.

ELA.L.VL.K.2	With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
SCI.K.ESS2.D	Weather and Climate
ELA.RL.CR.K.1	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
ELA.RI.CR.K.1	With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
ELA.RL.CI.K.2	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
ELA.RI.CI.K.2	With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
	Plants and animals can change their environment.
ELA.RL.TS.K.4	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
ELA.RI.TS.K.4	Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
ELA.RL.PP.K.5	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
ELA.RI.PP.K.5	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
ELA.RL.MF.K.6	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
SCI.K-ESS3-1	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
ELA.RI.MF.K.6	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
ELA.RL.CT.K.8	With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
ELA.RI.CT.K.8	With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences,

illustrations, descriptions, or procedures).

ELA.W.AW.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
ELA.W.IW.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
ELA.W.NW.K.3	Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
ELA.W.RW.K.7	With prompting and support, engage in brief but regular writing and drawing tasks.
ELA.SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
ELA.SL.PE.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
ELA.SL.PE.K.1.B	Continue a conversation through multiple exchanges.
ELA.SL.II.K.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.
ELA.SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
ELA.SL.UM.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
ELA.SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
K-ESS2-2	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Suggested Modifications for IEP/504 Eligible, ML, Academically At Risk, & Gifted Students

*Consistent with individual plans, when appropriate.

Multilingual Learners- Provide picture cards with relevant vocabulary; provide opportunities for partner talk about stories read

Special Education- Take a nature walk to try to find some animals that live in our community and record observations; use construction paper to create an illustration in the style of Lois Ehlert; role play different scenes from the stories in the text set and discuss how the characters felt.

Gifted Students- Create a big book of facts learned about animals; create a list of noticing of common characteristics across Lois Ehlert's texts; challenge students with problem solving games

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Unit 8: Exploring Nonfiction

Content Area: **Language Arts**
Course(s): **Reading, Language Arts**
Time Period:
Length: **5 Weeks**
Status: **Published**

Summary of the Unit

This unit again mixes various genres to allow approaching first graders to expand their thinking about different types of texts. As students begin to mature, they become more able to identify their feelings and learn how to control them. A nonfiction text set continues to develop students' ability to identify the differences between fiction and nonfiction, and the main idea of informational texts. The students will be able to participate in read alouds by picking up on repetitive text and filling in what they think might be an appropriate rhyming word. This will compile their phonics skills learned in kindergarten. The students will develop their reading fluency through a set of Mini lessons targeted toward making their reading sound like talking. They will also compile knowledge gained from nonfiction texts.

Enduring Understandings

- Learning to identify and control our feelings helps us to feel better.
- Nonfiction books give important information about real people, places, and things.
- Repeating patterns and rhymes are fun to read aloud.

Essential Questions

- • Why is it important to understand your feelings?
- • What is the writer's reason for writing?
- • What makes stories fun to read aloud together?

Whole Group Lessons

These skills are applicable to the books in this text set and focus on the launch of Daily 5 and classroom routines. The books should be utilized as mentor texts. Mini lessons and IRA texts in the boxes do not necessarily have to be taught on the same day. They can be taught through discussion (turn & talk) and student led creation of anchor charts. The skills should be reinforced in guided reading lessons. Teachers should strive to teach 3 whole group lessons a day, taken from the Interactive Read Alouds, Mini lessons book, the Phonics, Spelling, and Word Study curriculum, or teacher created Shared Reading lessons.

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Universal Screener, Features of Print Assessment, Comprehension Rubric, and Oral Language Assessment, cold reads, vocabulary assessments, BAS given in January and May/ June.

Resources

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading Teacher's Guide

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Guided Reading texts

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons Fountas & Pinnell Kindergarten Mini Lessons Book

FPC Text Sets including:

- *Understanding Feelings*
- *Exploring Nonfiction*
- *Rhythm and Rhyme: Joyful Language*

Optional Related Read Alouds (can be used in between FPC texts or as mentor texts for mini lessons):

- Glad Monster Sad Monster by Ed Emberly
- Sometimes I'm Bombaloo by Rachel Vail
- Llama Llama Mad at Mama by Anna Dewdney
- Various nonfiction texts
- Tikki Tikki Tembo by Arlene Mosel
- The Napping House by Audrey Wood

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments
<u>The Feelings Book</u>	2 lessons	<p>- Utilize and describe meaning of new words related to the theme.</p> <p>-Use information from the pictures and words to understand where a story happens.</p> <p>Act out the characters' feelings.</p>	<p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none">- <i>Introduce the Text</i>- <i>Read the Text</i>- <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Complete a feelings book for the week. Each day write about a different feeling and what made you feel that way.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p>

			Illustrate it.	
<u>Mouse Was Mad</u>	2 lessons	<p>-Recognize and understand that stories happen in a variety of places and that a single story can have more than one lesson.</p> <p>-Describe how Mouse learns a lesson.</p>	<p><u>Mini Lesson:</u> LA.U12.RML2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Complete a feelings book for the week. Each day write about a different feeling and what made you feel that way. Illustrate it.</p>	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>When Sophie Gets Angry- Really, Really Angry</u>	2 lessons	-Learn how a reader's voice changes when reading a sentence that ends with a period.	<p><u>Mini Lesson:</u> SAS.U3.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> 	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through</p>

		<p>-Learn how a reader's voice changes when reading a sentence that ends with a question mark.</p> <p>-Make connections to their own experiences with anger.</p>	<p>- <i>Share</i></p> <p><u>Mini Lesson:</u> SAS.U3.RML2</p> <p>- <i>Mini Lesson</i></p> <p>- <i>Have a Try</i></p> <p>- <i>Summarize and Apply</i></p> <p>- <i>Share</i></p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p>- <i>Introduce the Text</i></p> <p>- <i>Read the Text</i></p> <p>- <i>Discuss the Text</i></p> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Complete a feelings book for the week. Each day write about a different feeling and what made you feel that way. Illustrate it.</p>	<p>discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<p><u>Harriet, You'll Drive Me Wild!</u></p>	2 lessons	<p>-Learn how to read sentences with exclamation points to reflect the meaning of the story.</p> <p>-Learn how a reader's voice changes to make words written in bold letters sound important.</p> <p>-Discuss the messages about feelings and family.</p>	<p><u>Mini Lesson:</u> SAS.U3.RML3</p> <p>- <i>Mini Lesson</i></p> <p>- <i>Have a Try</i></p> <p>- <i>Summarize and Apply</i></p> <p>- <i>Share</i></p> <p><u>Mini Lesson:</u> SAS.U3.RML4</p> <p>- <i>Mini Lesson</i></p> <p>- <i>Have a Try</i></p> <p>- <i>Summarize and Apply</i></p> <p>- <i>Share</i></p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p>- <i>Introduce the Text</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>

			<ul style="list-style-type: none"> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Complete a feelings book for the week. Each day write about a different feeling and what made you feel that way. Illustrate it.</p>	
<u>Tough Boris</u>	2 lessons	<p>-Learn how a reader's voice changes to make words written in all capital letters sound important.</p> <p>-Read fluently with phrasing so that the reading sounds like talking.</p> <p>-Infer Boris's and the boy's feelings.</p>	<p><u>Mini Lesson:</u> SAS.U3.RML5</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Mini Lesson:</u> SAS.U3.RML6</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Complete a feelings book for the week. Each day write about a different feeling and what made you feel that way. Illustrate it.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion/anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>Shoes Shoes Shoes</u>	2 lessons	-Utilize and describe meaning of new words related to the theme.	<p><u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p>	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.

		<p>-Discuss different kinds of shoes learned about in the story.</p>	<p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p><i>Independent Respond to Reading- Answer the prompt: What do your shoes look like? What activities are they good for? What do you like about them?</i></p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>Building a House</u>	2 lessons	<p>-Write and draw about the topic of a nonfiction book in a reader's notebook.</p> <p>-Retell the steps involved in building a house.</p>	<p><u>Mini Lesson:</u> WAR.U5.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p><i>Independent Respond to Reading- Answer the prompt: Does your home look like the house in this book? In what ways is it the same? How is it different?</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>

<u>How to Hide a Butterfly</u>	2 lessons	<p>-Notice when you have learned something new from reading and write about it in a reader's notebook.</p> <p>-Discuss how and why animals use camouflage.</p>	<p><u>Mini Lesson:</u> WAR.U5.RML2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Complete Independent Writing activity in the lesson folder.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>A Fruit is a Suitcase for Seeds</u>	2 lessons	<p>-Draw and write about interesting facts from a nonfiction book in a reader's notebook.</p> <p>-Acquire new vocabulary and use it in discussion.</p>	<p><u>Mini Lesson:</u> WAR.U5.RML3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>

			<i>Independent Respond to Reading- Complete Independent Writing activity in the lesson folder.</i>	
<u>I Love Our Earth</u>	2 lessons	<p>-Understand there are different ways to write about nonfiction books.</p> <p>-Identify the author's purpose.</p>	<p><u>Mini Lesson:</u> WAR.U5.RML4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Complete Independent Writing activity in the lesson folder.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<u>The Doorbell Rang</u>	2 lessons	<p>-Utilize and describe meaning of new words related to the theme.</p> <p>-Understand that the facts in a nonfiction book are all related.</p> <p>-Predict who will ring the doorbell and what will happen to the cookies.</p>	<p><u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Mini Lesson:</u> LA.U9.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text –</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>

			<p><i>Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Answer the prompt: <i>When have you shared with someone? How did it make you feel?</i></p>	
<p><u>Mary Wore Her Red Dress</u></p>	2 lessons	<p>-Understand that nonfiction books include information and facts about a topic the author knows and cares about.</p> <p>-Identify the repetitive language in the text and use it to participate in the story.</p>	<p><u>Mini Lesson:</u> LA.U9.RML2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Write a verse in the style of the story using the names of friends in the class.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
<p><u>Over on the Farm</u></p>	2 lessons	<p>-Notice that some nonfiction writers organize information in the order that it happens.</p>	<p><u>Mini Lesson:</u> LA.U9.RML3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p>Independent Respond to Reading- Answer the prompt: <i>What can you do in the snow? Where can you go?</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p>
<p><u>Sleepy Bears</u></p>	3 lessons	<p>-Think about what they know about a topic before reading a nonfiction book.</p> <p>-Think about newly acquired</p>	<p><u>Mini Lesson:</u> LA.U9.RML6</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal</p>

		<p>knowledge after reading nonfiction.</p> <p>- Identify the repetitive language in the text and use it to participate in the story.</p>	<p><u>Mini Lesson:</u> LA.U9.RML7</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Answer the prompt: <i>Which bear's adventure would you most like to have? Why?</i></p> <p>-Administer a kindergarten level appropriate cold read to assess students' comprehension skills. Assess learned vocabulary by drawing a picture to illustrate a given word and using it in a sentence.</p>	<p>notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Cold read and vocabulary assessment.</p>
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Shared Reading			
Book Title	General Objectives (SWBAT)	Instructional Activities	Benchmarks/Assessments
Not Quite Right	<ul style="list-style-type: none"> • Notice features of letters and words. • Understand the meanings of words used in common oral language [<i>not quite right; just right</i>]. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> ○ Introduce the Text ○ First Reading – Read to the children. ○ Second Reading – Read with the children ○ Discuss the Text ○ Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and interactive writing activities • Think/Pair/Share

Kate's Party	<ul style="list-style-type: none"> When reading individually or in unison with others, adjust the voice to reflect emotional aspects of the text. Infer humor in a text. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> Introduce the Text First Reading – Read to the children. Second Reading – Read with the children Discuss the Text Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> Shared/Interactive Writing Independent Response to Reading Use SR card for alternative activities 	<ul style="list-style-type: none"> Teacher Observation/Anecdotal Notes Respond to Reading independent and interactive writing activities Think/Pair/Share
The Sleepover	<ul style="list-style-type: none"> Infer the reasons for characters' actions and feelings in a story. Search for information when processing simple sentences during choral reading. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> Introduce the Text First Reading – Read to the children. Second Reading – Read with the children Discuss the Text Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> Shared/Interactive Writing Independent Response to Reading Use SR card for alternative activities 	<ul style="list-style-type: none"> Teacher Observation/Anecdotal Notes Respond to Reading independent and interactive writing activities Think/Pair/Share
Giggles: Poems to Make You Laugh	<ul style="list-style-type: none"> Respond with enjoyment to the humor of the poems. Notice the rhyme and rhythm of the poems. Hear and say rhyming words. Hear and say the initial sounds of words. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> Introduce the Text First Reading – Read to the children. Second Reading – Read with the children Discuss the Text Revisit the Text <p>Respond to the Text-</p> <ul style="list-style-type: none"> Shared/Interactive Writing Independent Response to Reading Use SR card for alternative activities 	<ul style="list-style-type: none"> Teacher Observation/Anecdotal Notes Respond to Reading independent and interactive writing activities Think/Pair/Share
Smash! Crash!	<ul style="list-style-type: none"> Make connections between the body of the text and photographs. Understand the meaning of a few new content words that are 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> Introduce the Text First Reading – Read to the children. Second Reading – Read with the children Discuss the Text Revisit the Text 	<ul style="list-style-type: none"> Teacher Observation/Anecdotal Notes Respond to Reading independent and interactive writing activities Think/Pair/Share

	supported by the text and pictures [<i>wrecking ball, dynamite, rubble</i>]. Discuss words with opposite meanings [<i>old/new</i>].	Respond to the Text- <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	
Splash! Splash!	<ul style="list-style-type: none"> • Use language syntax and repeating patterns to anticipate the text. • Understand the meaning of action words that are supported by the text and pictures [<i>scurried, slithered, waddled, scampered</i>]. 	Utilize the SR folder to complete the following steps: <ul style="list-style-type: none"> • Introduce the Text • First Reading – Read to the children. • Second Reading – Read with the children • Discuss the Text • Revisit the Text Respond to the Text- <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and interactive writing activities • Think/Pair/Share
Jump and Hop: Poems to Make You Move	<ul style="list-style-type: none"> • Make and talk about personal connections to content, characters, or events. • Follow the teacher's pointer with the eyes, left to right and return sweep, to read short texts. 	Utilize the SR folder to complete the following steps: <ul style="list-style-type: none"> • Introduce the Text • First Reading – Read to the children. • Second Reading – Read with the children • Discuss the Text • Revisit the Text Respond to the Text- <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and interactive writing activities • Think/Pair/Share
Up, Down, And Around	<ul style="list-style-type: none"> • Recognize and reflect some simple punctuation with the voice [e.g., question mark, exclamation mark] when reading in chorus or individually. • Locate a word by predicting the first letter. 	Utilize the SR folder to complete the following steps: <ul style="list-style-type: none"> • Introduce the Text • First Reading – Read to the children. • Second Reading – Read with the children • Discuss the Text • Revisit the Text Respond to the Text- <ul style="list-style-type: none"> • Shared/Interactive Writing • Independent Response to Reading • Use SR card for alternative activities 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Respond to Reading independent and interactive writing activities • Think/Pair/Share

ELA.L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
ELA.L.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
ELA.L.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
ELA.L.RF.K.1.C	Understand that words are separated by spaces in print.
ELA.L.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
ELA.L.RF.K.2.A	Recognize and produce rhyming words.
ELA.L.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
ELA.L.RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.
ELA.L.RF.K.2.D	Orally repeat multi-syllable words and pronounce the separate syllables.
ELA.L.RF.K.2.E	Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
ELA.L.RF.K.2.F	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
ELA.L.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
ELA.L.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
ELA.L.RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
ELA.L.RF.K.3.C	Read high-frequency words and grade level irregular words with automaticity.
ELA.L.RF.K.3.D	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
ELA.L.RF.K.3.E	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
ELA.L.RF.K.4	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
ELA.L.WF.K.1.C	Write left to right and include a space between words.
ELA.L.WF.K.2.D	Writing frequently used words accurately.
ELA.L.WF.K.2.E	Attempting phonetic spellings of unknown words.
ELA.L.WF.K.2.F	Writing initial and final consonant blends (must, slab, plump).
ELA.L.WF.K.3.B	Write simple sentences.
ELA.L.WF.K.3.D	Use end punctuation.
ELA.L.VL.K.2	With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
ELA.RL.CR.K.1	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
ELA.RI.CR.K.1	With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
ELA.RL.CI.K.2	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).

ELA.RI.CI.K.2	With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
ELA.RL.IT.K.3	With prompting and support, identify characters, settings, and major events in a story.
ELA.RL.TS.K.4	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
SCI.K.ESS3.C	Human Impacts on Earth Systems Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.
ELA.RI.TS.K.4	Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
ELA.RL.PP.K.5	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
ELA.RI.PP.K.5	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
ELA.RL.MF.K.6	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
ELA.RI.MF.K.6	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
ELA.RL.CT.K.8	With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
ELA.RI.CT.K.8	With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
SCI.K.ESS3.A	Natural Resources
ELA.W.AW.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
ELA.W.IW.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
ELA.W.NW.K.3	Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
ELA.W.RW.K.7	With prompting and support, engage in brief but regular writing and drawing tasks.
ELA.SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
ELA.SL.PE.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
SOC.6.3.2.GeoGI.1	Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
ELA.SL.PE.K.1.B	Continue a conversation through multiple exchanges.
ELA.SL.II.K.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.
ELA.SL.UM.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
ELA.SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

Climate Change Activity

- RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear. 🌱

Climate Change Example: Using the text, I Love Our Earth, students may look at images of the impact(s) humans have on land, water, air, and/or other living things in the local environment and describe the relationship between the illustrations and the text in which they appear. Using the text, choose a photograph in the book and describe and reflect upon it. As questions, such as, What do you see in the photograph? What are people doing?

Suggested Modifications for IEP/504 Eligible, ML, Academically At Risk, & Gifted Students

*Consistent with individual plans, when appropriate.

Multilingual Learners- Provide picture cards with relevant vocabulary; provide opportunities for partner talk about stories read

Special Education- Sing “If You’re Happy and You Know It” subbing in different feelings and acting them out; create a “What We Learned” bulletin board to display facts from the texts; create a rhyming book.

Gifted Students- Write about a time that they had an exceptionally strong feeling; use the internet to look up more information about one of the topics read about in the text set; create a nursery rhyme following a familiar pattern.

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem- solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason

- K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

- K-ESS3-3 Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.

Unit 9: Moving Up!

Content Area: **Language Arts**
Course(s): **Reading, Language Arts**
Time Period:
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

This unit wraps up the kindergarten reading curriculum. It incorporates one final author study, as it increases the details available for students to notice. It reinforces the common theme of embracing differences and allowing yourself to be unique. It draws on the previous taught skill of using background knowledge and text structure to understand how cumulative tales work. Students will be introduced to skills necessary to succeed in first grade. At the end of this unit, students will have been exposed to all relevant kindergarten genres, structures, skills, and strategies.

Enduring Understandings

- Authors and illustrators have specific styles that are often seen in their stories.
- The world is more interesting when everyone isn't the same.
- Patterns in text can help you make predictions and remember what happened in the story.

Essential Questions

- • What are some things to notice that are similar across an author's body of work?
- • Why is it important to celebrate differences?
- • Why are cumulative tales important to people?

Whole Group Lessons

These skills are applicable to the books in this text set and focus on the launch of Daily 5 and classroom routines. The books should be utilized as mentor texts. Mini lessons and IRA texts in the boxes do not necessarily have to be taught on the same day. They can be taught through discussion (turn & talk) and student led creation of anchor charts. The skills should be reinforced in guided reading lessons. Teachers should strive to teach 3 whole group lessons a day, taken from the Interactive Read Alouds, Mini lessons book, the Phonics, Spelling, and Word Study curriculum, or teacher created Shared Reading lessons.

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Trimester 3 Universal Screener, Features of Print Assessment, Comprehension Rubric, and Oral Language Assessment, cold reads, vocabulary assessments, BAS given in January and May/June.

Resources

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading Teacher's Guide

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Guided Reading texts

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Fountas & Pinnell Reading Mini Lessons Book

FPC Text Sets including:

- *Grace Lin: Exploring Family and Culture*
- *Celebrating Differences*
- *Using Patterns: Cumulative Tales*

Optional Related Read Alouds (can be used in between FPC texts or as mentor texts for mini lessons):

- Thanking the Moon by Grace Lin
- Ling & Ting: Not Exactly the Same! By Grace Lin
- Lissy's Friends by Grace Lin
- Elmer by David McKee
- The Colors of Us by Karen Katz
- Be Who You Are! By Todd Parr
- The Squeaky, Creaky Bed by Pat Thomson
- The Little Old Lady Who Was Not Afraid of Anything by Linda Williams

Unit Plan

Shared Reading			
Book Title	General Objectives (SWBAT)	Instructional Activities	Benchmarks/Assessments
The Stuck Truck	<ul style="list-style-type: none">• Adjust the voice to reflect dialogue in the body of the text and in speech bubbles.• Use features of print to track words when reading texts in chorus	Utilize the SR folder to complete the following steps: <ul style="list-style-type: none">○ Introduce the Text○ First Reading – Read to the children.○ Second Reading – Read with the children○ Discuss the Text○ Revisit the Text Respond to the Text- <ul style="list-style-type: none">• Shared/Interactive Writing• Independent Response to Reading• Use SR card for alternative activities	<ul style="list-style-type: none">• Teacher Observation/Anecdotal Notes• Respond to Reading independent and interactive writing activities• Think/Pair/Share
The Right Tools	<ul style="list-style-type: none">• Use labels on photographs to locate information.• Make connections among ideas in nonfiction texts and children's own life	Utilize the SR folder to complete the following steps: <ul style="list-style-type: none">• Introduce the Text• First Reading – Read to the children.• Second Reading – Read with the children• Discuss the Text• Revisit the Text Respond to the Text-	<ul style="list-style-type: none">• Teacher Observation/Anecdotal Notes• Respond to Reading independent and interactive writing activities• Think/Pair/Share

	experiences.	<ul style="list-style-type: none">• Shared/Interactive Writing• Independent Response to Reading• Use SR card for alternative activities		
Up in the Cloud Forest	<ul style="list-style-type: none">• Understand the meaning of a few new content words that are supported by the text, pictures, the teacher, and choral reading [<i>cloud forest, spiny, hummingbird, lizard, sloth</i>].• Use memory of repeating language patterns to monitor accuracy.	Utilize the SR folder to complete the following steps: <ul style="list-style-type: none">• Introduce the Text• First Reading – Read to the children.• Second Reading – Read with the children• Discuss the Text• Revisit the Text Respond to the Text- <ul style="list-style-type: none">• Shared/Interactive Writing• Independent Response to Reading• Use SR card for alternative activities	<ul style="list-style-type: none">• Teacher Observation/Anecdotal Notes• Respond to Reading independent and interactive writing activities• Think/Pair/Share	
In the Arctic	<ul style="list-style-type: none">• Use phrasing, pausing, and word stress with intonation when reading in unison.• Hear and connect rhyming words.	Utilize the SR folder to complete the following steps: <ul style="list-style-type: none">• Introduce the Text• First Reading – Read to the children.• Second Reading – Read with the children• Discuss the Text• Revisit the Text Respond to the Text- <ul style="list-style-type: none">• Shared/Interactive Writing• Independent Response to Reading• Use SR card for alternative activities	<ul style="list-style-type: none">• Teacher Observation/Anecdotal Notes• Respond to Reading independent and interactive writing activities• Think/Pair/Share	
In the Outback	<ul style="list-style-type: none">• Understand the meaning of a few content words that are supported by the text, pictures, the teacher, and choral reading (Ex – tarantula, kookaburra)• Remember and use repeating phrases with intonation to read fluently	Utilize the SR folder to complete the following steps: <ul style="list-style-type: none">• Introduce the Text• First Reading – Read to the children.• Second Reading – Read with the children• Discuss the Text• Revisit the Text Respond to the Text- <ul style="list-style-type: none">• Shared/Interactive Writing• Independent Response to Reading• Use SR card for alternative activities	<ul style="list-style-type: none">• Teacher Observation/Anecdotal Notes• Respond to Reading independent and interactive writing activities• Think/Pair/Share	
Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments

Bringing in the New Year	3 lessons	<ul style="list-style-type: none"> - Utilize and describe meaning of new words related to the theme. -Gain new information from the illustrations in fiction texts. -Relate the New Year celebration in the story to their own celebrations. 	<p>Mini Lesson: Introduce thematic vocabulary words from the read alouds.</p> <p>Mini Lesson: LA.U18.RML1 <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply</i> <i>Share</i></p> <p>Read Aloud: Utilize the IRA folder to complete the following steps: <i>Introduce the Text</i> <i>Read the Text</i> <i>Discuss the Text</i></p> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Answer the prompt: <i>How does your family celebrate the New Year?</i> <i>How is it the same and different from the family in the story?</i></p>	<ul style="list-style-type: none"> -Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities
Dim Sum for Everyone!	3 lessons	<ul style="list-style-type: none"> -Notice how an illustrator creates the illusion of sound and motion in illustrations. -Notice the details the illustrator puts in the background to communicate meaning. -Identify the setting of the story as a restaurant in Chinatown. 	<p>Mini Lesson: LA.U18.RML2 <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply</i> <i>Share</i></p> <p>Mini Lesson: LA.U18.RML3 <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply</i> <i>Share</i></p> <p>Read Aloud: Utilize the IRA folder to complete the following steps: <i>Introduce the Text</i> <i>Read the Text</i> <i>Discuss the Text</i></p> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Draw your favorite food in the illustration style of Grace Lin.</p>	<ul style="list-style-type: none"> -Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities
Fortune Cookie Fortunes	3 lessons	<ul style="list-style-type: none"> -Notice the consistent way illustrators draw characters so they are recognizable throughout the book. -Notice the consistent way the illustrator 	<p>Mini Lesson: LA.U18.RML4 <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply</i> <i>Share</i></p> <p>Mini Lesson: LA.U18.RML5 <i>Mini Lesson</i></p>	<ul style="list-style-type: none"> -Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation

		<p>draws the background of the story.</p> <p>-Predict whether the fortunes in the book will come true.</p>	<p><i>Have a Try</i> <i>Summarize and Apply</i> <i>Share</i></p> <p>Read Aloud: Utilize the IRA folder to complete the following steps: <i>Introduce the Text</i> <i>Read the Text</i> <i>Discuss the Text</i></p> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Make up your own fortunes and write them on slips of paper. Fold them in half and share with friends.</p>	<p>through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
The Ugly Vegetables	3 lessons	<p>-Understand that nonfiction can have both illustrations and photographs.</p> <p>-Notice and search for information in simple graphics in a nonfiction book.</p> <p>-Notice and retell details about the gardens in the story.</p>	<p>Mini Lesson: LA.U10.RML1 <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply</i> <i>Share</i></p> <p>Mini Lesson: LA.U10.RML2 <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply</i> <i>Share</i></p> <p>Read Aloud: Utilize the IRA folder to complete the following steps: <i>Introduce the Text</i> <i>Read the Text</i> <i>Discuss the Text</i></p> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Complete Independent Writing activity in lesson folder.</p>	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
Kite Flying	2 lessons	<p>-Understand that the labels on illustrations and photographs in nonfiction books offer more information.</p> <p>-Make connections with other Grace Lin stories.</p>	<p>Mini Lesson: LA.U10.RML3 <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply</i> <i>Share</i></p> <p>Read Aloud: Utilize the IRA folder to complete the following steps: <i>Introduce the Text</i> <i>Read the Text</i> <i>Discuss the Text</i></p> <p><i>Respond to the Text –</i></p>	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and</p>

			<p><i>Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Design a kite that looks like an animal. Why did you choose that animal?</p>	shared writing activities
It's Okay to Be Different	3 lessons	<p>-Utilize and describe meaning of new words related to the theme.</p> <p>-Understand what a table of contents is and does.</p> <p>-Retell important information and details.</p>	<p>Whole Group Lesson: Introduce thematic vocabulary words from the read alouds.</p> <p>Mini Lesson: LA.U11.RML1 <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply</i> <i>Share</i></p> <p>Read Aloud: Utilize the IRA folder to complete the following steps: <i>Introduce the Text</i> <i>Read the Text</i> <i>Discuss the Text</i></p> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Write the title of the book and the lesson learned from the story.</p>	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
The Story of Ferdinand	3 lessons	<p>-Notice and use sidebars to gain more information about the topic.</p> <p>-Understand and read all parts of a page in nonfiction to gain information.</p> <p>-Discuss the theme of the story.</p>	<p>Mini Lesson: LA.U11.RML2 <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply</i> <i>Share</i></p> <p>Mini Lesson: LA.U11.RML3 <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply</i> <i>Share</i></p> <p>Read Aloud: Utilize the IRA folder to complete the following steps: <i>Introduce the Text</i> <i>Read the Text</i> <i>Discuss the Text</i></p> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Write the title of the book and the lesson learned from the story.</p>	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
Leo the Late Bloomer	3 lessons	<p>-Notice and understand a simple plot with a problem</p>	<p>Mini Lesson: LA.U13.RML1 <i>Mini Lesson</i> <i>Have a Try</i></p>	<p>-Use Assess <i>Learning</i> to identify behaviors</p>

		<p>and a solution.</p> <p>-Relate texts to one's own life and use background knowledge to understand problems.</p> <p>-Identify a fiction writer's use of time order by noting the season changes.</p>	<p><i>Summarize and Apply Share</i></p> <p>Mini Lesson: LA.U13.RML2 <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply Share</i></p> <p>Read Aloud: Utilize the IRA folder to complete the following steps: <i>Introduce the Text</i> <i>Read the Text</i> <i>Discuss the Text</i></p> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Write the title of the book and the lesson learned from the story.</p>	<p>that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
The Cow That Went Oink	3 lessons	<p>- Understand that the story usually ends soon after the character solves the problem.</p> <p>-Predict story outcomes.</p> <p>-Infer the importance of accepting differences and helping each other out.</p>	<p>Mini Lesson: LA.U13.RML3 <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply Share</i></p> <p>Mini Lesson: LA.U13.RML4 <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply Share</i></p> <p>Read Aloud: Utilize the IRA folder to complete the following steps: <i>Introduce the Text</i> <i>Read the Text</i> <i>Discuss the Text</i></p> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Write the title of the book and the lesson learned from the story.</p>	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
Big Al	2 lessons	<p>-Include the problem and solution when telling what happened in a story.</p> <p>-Infer why the little fish do not want to be friends with Big Al using text and pictures.</p>	<p>Mini Lesson: LA.U13.RML5 <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply Share</i></p> <p>Read Aloud: Utilize the IRA folder to complete the following steps: <i>Introduce the Text</i></p>	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p>

			<p><i>Read the Text</i> <i>Discuss the Text</i></p> <p><i>Respond to the Text –</i> <i>Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Write the title of the book and the lesson learned from the story.</p>	-Respond to Reading independent and shared writing activities
Hattie and the Fox	3 lessons	<p>-Utilize and describe meaning of new words related to the theme.</p> <p>-Notice how and why a character changes from the beginning to the end of a story.</p> <p>-Predict what will happen next in the suspense of the story.</p>	<p>Whole Group Lesson: Introduce thematic vocabulary words from the read alouds.</p> <p>Mini Lesson: LA.U16.RML1 <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply</i> <i>Share</i></p> <p>Read Aloud: Utilize the IRA folder to complete the following steps: <i>Introduce the Text</i> <i>Read the Text</i> <i>Discuss the Text</i></p> <p><i>Respond to the Text –</i> <i>Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Write the title of the book and the lesson learned from the story.</p>	<p>--Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
Henny Penny	3 lessons	<p>-Notice when a character learns a lesson in a story and apply this lesson to one's own life.</p> <p>-Infer simple messages in a work of fiction.</p> <p>-Discuss how story events along the way build on each other.</p>	<p>Mini Lesson: LA.U16.RML2 <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply</i> <i>Share</i></p> <p>Mini Lesson: LA.U8.RML1 <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply</i> <i>Share</i></p> <p>Read Aloud: Utilize the IRA folder to complete the following steps: <i>Introduce the Text</i> <i>Read the Text</i> <i>Discuss the Text</i></p> <p><i>Respond to the Text –</i> <i>Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Answer the prompt: <i>What did you think was the most interesting part of the story?</i> <i>Why?</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>

Mr. Gumpy's Outing	3 lessons	<p>- Infer the author's message in a nonfiction text.</p> <p>-Notice the same message across multiple works of fiction.</p> <p>-Recognize elements of animal fantasies.</p>	<p>Mini Lesson: LA.U8.RML2 <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply</i> <i>Share</i></p> <p>Mini Lesson: LA.U8.RML3 <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply</i> <i>Share</i></p> <p>Read Aloud: Utilize the IRA folder to complete the following steps: <i>Introduce the Text</i> <i>Read the Text</i> <i>Discuss the Text</i></p> <p><i>Respond to the Text –</i> <i>Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Create a comic strip to retell the events of the story.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>
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My Friend Rabbit	3 lessons	<p>- Notice simple text organization.</p> <p>-Identify when a writer tells a story in time order.</p> <p>-Make connections across the Cumulative Tales text set.</p>	<p>Mini Lesson: LA.U2.RML1 <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply</i> <i>Share</i></p> <p>Mini Lesson: LA.U2.RML2 <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply</i> <i>Share</i></p> <p>Read Aloud: Utilize the IRA folder to complete the following steps: <i>Introduce the Text</i> <i>Read the Text</i> <i>Discuss the Text</i></p> <p><i>Respond to the Text –</i> <i>Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Construct a story map of the order of events in the story.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Cold read and vocabulary assessment.</p>
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The Enormous Potato	2 lessons	<p>- Notice simple text organization in cumulative tales.</p> <p>-Retell the important events of the story using illustrations.</p>	<p>Mini Lesson: LA.U2.RML3 <i>Mini Lesson</i> <i>Have a Try</i> <i>Summarize and Apply</i> <i>Share</i></p> <p>Read Aloud: Utilize the IRA folder to complete the following steps: <i>Introduce the Text</i> <i>Read the Text</i> <i>Discuss the Text</i></p> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading-Write a new ending for the book.</p> <p>-Administer a kindergarten level appropriate cold read to assess students' comprehension skills. Assess learned vocabulary by drawing a picture to illustrate a given word and using it in a sentence.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Cold read and vocabulary assessment.</p>
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ELA.L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
ELA.L.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
ELA.L.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
ELA.L.RF.K.1.C	Understand that words are separated by spaces in print.
ELA.L.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
ELA.L.RF.K.2.A	Recognize and produce rhyming words.
ELA.L.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
ELA.L.RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.
ELA.L.RF.K.2.D	Orally repeat multi-syllable words and pronounce the separate syllables.
ELA.L.RF.K.2.E	Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
ELA.L.RF.K.2.F	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

ELA.L.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
ELA.L.RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
ELA.L.RF.K.3.C	Read high-frequency words and grade level irregular words with automaticity.
ELA.L.RF.K.3.D	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
ELA.L.RF.K.3.E	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
ELA.L.RF.K.4	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
ELA.L.VL.K.2	With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
ELA.RL.CR.K.1	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
ELA.RI.CR.K.1	With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
ELA.RL.CI.K.2	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
ELA.RL.IT.K.3	With prompting and support, identify characters, settings, and major events in a story.
ELA.RI.TS.K.4	Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
ELA.RL.PP.K.5	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
ELA.RI.PP.K.5	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
ELA.RL.MF.K.6	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
ELA.RI.MF.K.6	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
ELA.RL.CT.K.8	With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
ELA.RI.CT.K.8	With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
ELA.W.AW.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
ELA.W.NW.K.3	Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
ELA.W.RW.K.7	With prompting and support, engage in brief but regular writing and drawing tasks.
ELA.SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
ELA.SL.PE.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking

	turns speaking about the topics and texts under discussion).
ELA.SL.PE.K.1.B	Continue a conversation through multiple exchanges.
ELA.SL.II.K.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.
ELA.SL.UM.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
ELA.SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
K-ESS2-2	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Suggested Modifications for IEP/504 Eligible, ML, Academically At Risk, & Gifted Students

*Consistent with individual plans, when appropriate.

Multilingual Learners- Provide picture cards with relevant vocabulary; provide opportunities for partner talk about stories read

Special Education- Share different types of favorite music that we like and discuss how they are all different; sing repeating songs such as “Old McDonald Had a Farm” and sequence the events from the song;

Gifted Students- Create thumbprint art with your unique fingerprints; create illustrated sequence cards for cumulative texts.

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem- solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.

6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.