

Bay Head School
Kindergarten English Language Arts (ELA) Curriculum

Content Area: Language Arts

Course Title: English Language Arts

Grade Level: K

Unit 1: All About Me

30 days

Unit 2: Express Yourself

30 days

Unit 3: Leaves, Wings, and Furry Things

30 days

Unit 4: In My Community

30 days

Unit 5: Stories About

30 days

Unit 6: What's The Weather?

30 days

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides (N.J.S.A. 18A:35-28)
- History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43)
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a)
- History of disabled and LGBT persons included in middle and high school curriculum (Section 18A:35-4.35)
- Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global

communities and to act in informed and sustainable ways. Please [click here](#) for specific examples (by subject).

Suggested Texts and Learning Activities

The suggested texts and learning activities listed in this document are a compilation of resources from Ocean County school districts who collaborated in the development of curriculum guides. Appropriate texts can be substituted, based on materials available in each district.

Unit 1: All About Me

Duration: 30 Days

Standards/Learning Targets

Focus Standards (Major Standards)

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.

- D. Orally repeat multi-syllable words and pronounce the separate syllables.
- 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).
- F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

L.WF.K.1 Demonstrate command of the conventions of writing.

- A. Match upper and lowercase letters.
- B. Write upper and lowercase letters, with reference to a model.
- C. Write left to right and include a space between words.
- D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- E. Write a common grapheme (letter or letter group) for each phoneme.
- F. Orally segment the phonemes in any single syllable, spoken word.

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).

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).

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

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).

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.

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).

RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.

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).

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

- A. Repeat a sentence, identifying how many words are in the sentence.
- B. Write simple sentences.
- C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
- D. Use end punctuation.
- E. Use manipulatives or digital tools to construct complete sentences.
- F. Write sentences with increasing complexity.
- G. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.

H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

I. With support, distinguish between a complete sentence and a sentence fragment.

J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.

K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.

L. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

SLPI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SLUM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).

B. Provide limited details of experiences, events, or characters.

C. Provide a reaction to the experiences or events.

W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.

Primary Interdisciplinary Connections

6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g. transportation,

housing, dietary needs).

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

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

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.

SLES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Computer Science and Design Thinking Standards

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.4: Explain why access to devices need to be secured.

8.1.2.AP.4: Break down a task into a sequence of steps.

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Conferencing/Individual or Small group
- Open Ended Questions
- Observations
- Google Slides
- Third party online software such as :

Other Assessments

Formative

- Exit slips (ex. circle the 2 words that rhyme)
- Peer/Self Assessments (ex. draw a line to match the picture to the first letter- check answers on back or with partner)
- Think Pair Share (ex. work with partner to count syllables)

<ul style="list-style-type: none"> ○ Kahoot ○ Flipgrid ○ Starfall ○ Teachyourmonstertoread ● Kindergarten anchor charts 	<ul style="list-style-type: none"> ● 1, 2, 3 Response ● Third party online software such as : <ul style="list-style-type: none"> ○ FLIPGRID ○ KAHOOT ○ ACHIEVETHEScore ○ Unit Assessments <p>Summative</p> <ul style="list-style-type: none"> ● Unit Assessments <p>Benchmark</p> <ul style="list-style-type: none"> ● Beginning, Middle and end of year assessments (non-graded) <p>Alternative</p> <ul style="list-style-type: none"> ● Third party software (not limited to): ● Brain Pop Jr ● Kahoot
Knowledge and Skills	
Content	Skills
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What are things that tell others “all about you” <p>Enduring Understandings</p> <ul style="list-style-type: none"> ● The relationship between letters and sounds help us to make meaning out of print. ● Knowing the similarities and differences in words will help us read and write (word patterns, onset/rime). ● Systematic and early instruction in phonics leads to improved 	<p>Unit Goals</p> <p><i>Students will be able to</i></p> <ul style="list-style-type: none"> ● Identify letters and sounds of Mm, Tt, Aa, Ss, Bb, Ii, Ff, Pp, Cc, Oo, Hh ● Produce a word that rhymes with a given word orally ● Count and pronounce syllables orally ● Segment sentences into number of words ● Isolate, identify, blend, segment, and categorize phonemes

reading and writing including better accuracy, decoding, spelling, and oral/silent reading comprehension.

Instructional Plan

Suggested Activities

Lesson: Ideas

-Read the story “ Worms For Lunch”, and discuss the “Idea” trait and how writers usually choose a topic they know alot about.

-Re-read story and ask students to tell you what the story is about.

- Brain storm what students like to eat and list them on white board or chart paper.

- Model your favorite food and explain why it is better than any other food in the world. For example you might write “try tuna for lunch it is tasty”

- pair students up and have them tell one another their favorite food and why it is the best in the world

-Students will work independently to draw a picture of their favorite food and why. They are trying to convince others why they may want

Resources

Materials for trait lesson:

Worms For Lunch? By Leonid Gore

Crayons and markers

Paper

Resources for **on-grade** students:

- Partners (turn-and-talk, heterogenous, homogenous)
- Graphic organizer with sentence stems

Resources for students **approaching** grade level expectations:

- Highlighters (ex. find all the words that have the /m/ sound)
- Listening option (ex., Epic)
- RTI Progress Monitoring

Resources for students **exceeding** grade level expectations:

- Quiz classmates on letter sounds using flashcards

Useful links / online resources

- Print Material
- White board
- Computer

to try it.

Reading Skill: Phonemic Awareness

Lesson:

Teach /model: Introduce initial /m/. Display word building card for M and m. *Say, this is the uppercase M and this is the lowercase m.* Have children say the letter name. Then display SS7A cards. Name the picture and explain that the letter m stands for the /m/ at the beginning of *moon*. Guide children the letter sound. Use the articulation support.

Apply: Say the following words emphasizing the first sound(mask,mop,top,milk,moth,tap). Have children display and point to the cards when they hear that sound.

They Do: have students find and circle the upper and lowercase Mm.

Reading Skill: Phonological Awareness

Lesson

Teach/model: *I am going to say some words that rhyme. Listen:m-at, h-at.* Explain that the words hat and mat rhyme because they both end with -at.

Say, I will say another word:h-am. The word ham does not rhyme with

- Smart Board
- IPads/Laptops
- ELMO Document Reader
- District Approved and Selected novels
- Picture Books
- NJDOE Rubric for PCRs
- Third party online resources such as/but not limited to:
 - Readworks
 - Teachyourmonstertoread
 - Smekens

m-at or h-at because it does not end with -at.

Apply: Tell children that you will say some words and they will tell you whether or not the words rhyme. Say the word pair lip and sip.

Say, s-ip, l-ip, sip, lip. Do lip and sip rhyme? Yes. What sound do lip and sip end with? -ip/ Then ask if the word pin rhymes with lip and sip. Guide children to recognize that it does not end with -ip.

They Do: Thumbs up/thumbs down activity. Read aloud each of the following word pairs, having children give a thumbs up if they rhyme, or thumbs down if they do not.

(mat,bat)(jam,ram)(fin,pin)(rat,tip)(back,bag)(zip,tip)

Speaking and Listening /Language :

I Do: Read Changes, Changes by Pat Hutchins and discuss the various different styles of blocks

We Do: Create a sculpture using the blocks identifying the specific shape and using placement words such as below, parallel

They Do: Students will create a sculpture with a group of 2 to 3 students using the specific language and taking turns

Suggested Options for Differentiation

English Language Learners:

- Visuals (ex. short vowel picture card)
- Gesturing
- Miming
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson
- Picture Directions

Special Education:

- Follow All IEP Modifications
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Songs
- Small Group Instruction - Guided Reading and Guided Writing
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions

Students with 504 Plans:

- Follow All 504 Modifications
- Provide Picture Instructions
- Small Group Instruction -
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- [Flexible Seating Ideas](#)
- Chunk Assignments

- Positive Reinforcement

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery
- Use Centers And Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. rhyming word center)
- Ask [Higher Order Thinking Questions](#)
- Use Centers And Group Students According To Ability Or Interest (ex. Exceeding Expectations guided reading group)

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Multisensory Instruction (ex. write sight words in sand trays)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction

Strategies May Include:

- Personal Word Walls
- Teacher Modeling
- Pattern Sentences (speaking and/or writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations

Read Aloud books
Interactive Reading cards
Close reading companion
Photo Cards
Sound spelling Cards
Retelling cards
Leveled Reading Activities
Teaching Resource Book

Third party Technology resources :

Kahoot
Flipgrid
Teachyourmonstertoread
Nessy
Brain pop jr

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- Leveled Text according to data
- BrainPop Jr

Supplemental Texts for Students Approaching Grade Level Expectations

- Leveled Text according to data
- BrainPop Jr

Supplemental Texts for Students Exceeding Grade Level Expectations

- Leveled Text according to data
- BrainPop Jr

Unit Reflection

Please use the space below to record any notes / reflections after teaching the unit.

Unit 2: Express Yourself

Duration: 30 Days

Standards/Learning Targets

Focus Standards (Major Standards)

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

B. Count, pronounce, blend, and segment syllables in spoken words

C. Blend and segment onsets and rimes of single-syllable spoken words

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). Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

- C. Read high-frequency words and grade level irregular words with automaticity.
- D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

L.WF.K.1 Demonstrate command of the conventions of writing.

- A. Match upper and lowercase letters.
- B. Write upper and lowercase letters, with reference to a model.

L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.

- A. Use frequently occurring nouns and verbs.
- B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
- C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

E. Produce and expand complete sentences in shared language activities.

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

- A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
- B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
- C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.

D. Writing frequently used words accurately.

E. Attempting phonetic spellings of unknown words.

F. Writing initial and final consonant blends (must, slab, plump).

Supporting and Additional Standards

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).

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).

RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.

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).

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.

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).

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).

L.WF.K.1 Demonstrate command of the conventions of writing.

- A. Match upper and lowercase letters.
- B. Write upper and lowercase letters, with reference to a model.

L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.

- A. Use frequently occurring nouns and verbs.
- B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
- C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- E. Produce and expand complete sentences in shared language activities.

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

- A. Repeat a sentence, identifying how many words are in the sentence.
- B. Write simple sentences.
- C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
- D. Use end punctuation.

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

- A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
- B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.

C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.

D. Writing frequently used words accurately.

E. Attempting phonetic spellings of unknown words.

F. Writing initial and final consonant blends (must, slab, plump).

SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Writing

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).

B. Provide limited details of experiences, events, or characters.

C. Provide a reaction to the experiences or events.

W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Primary Interdisciplinary Connections

6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g. transportation, housing, dietary needs).

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

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

K.CC.B.4 4. Understand the relationship between numbers and quantities; connect counting to cardinality.

K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to

Computer Science and Design Thinking Standards

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.4: Explain why access to devices need to be secured.

8.1.2.AP.4: Break down a task into a sequence of steps.

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Conferencing/Individual or Small group
- Open Ended Questions
- Observations
- Google Slides
- Third party online software such as :
 - Kahoot
 - Flipgrid
 - Teachyourmonstertoread

Other Assessments

Formative

- Exit slips (ex. circle the 2 words that rhyme)
- Peer/Self Assessments (ex. draw a line to match the picture to the first letter- check answers on back or with partner)
- Think Pair Share (ex. work with partner to count syllables)
- 1, 2, 3 Response
- Third party online software such as :

<ul style="list-style-type: none"> Kindergarten anchor charts 	<ul style="list-style-type: none"> FLIPGRID KAHOOT ACHIEVETHEScore <p>Summative</p> <ul style="list-style-type: none"> Unit assessment <p>Benchmark</p> <ul style="list-style-type: none"> Unit assessment <p>Alternative</p> <ul style="list-style-type: none"> Third party software (not limited to): Brain Pop Jr Kahoot Book Adventure Scholastic Let's Find Out
Knowledge and Skills	
Content	Skills
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> What are things that tell others “all about you”? <p>Enduring Understandings</p> <ul style="list-style-type: none"> The relationship between letters and sounds help us to make meaning out of print. Knowing the similarities and differences in words will help us read and write (word patterns, onset/rime). Systematic and early instruction in phonics leads to improved reading and writing including better accuracy, decoding, spelling, and oral/silent reading comprehension. 	<p>Unit Goals</p> <p><i>Students will be able to</i></p> <ul style="list-style-type: none"> Identify letters and sounds of Mm, Tt, Aa, Ss, Bb, Ii, Ff, Pp,Cc,Oo,Hh Produce a word that rhymes with a given word orally Count and pronounce syllables orally Segment sentences into number of words Isolate, identify, blend, segment, and categorize phonemes

Instructional Plan	
Suggested Activities	Resources
<p>Organization</p> <p>-Read story “<i>Mouse At Night</i>” and discuss how writers put things in order that make sense and that the beginning needs to draw the reader in and make him/her keep reading.</p> <p>-Reread First two pages of <i>Mouse At Night</i>. Ask students to share picture details that make them want to continue reading and have them explain why.</p> <p>-Discuss the unexpected events that happen in the story. Talk about what makes those events unexpected.</p> <p>-Have students pick their favorite unexpected event that happened. Ask students to draw and write about their favorite unexpected event.</p> <p>-Have students share their pictures with the class and give reasons for their choice of favorite unexpected event.</p> <p>Reading Skill: Phonological Awareness</p>	<p>Materials needed for trait lesson: <i>Mouse At Night</i> by Nancy Christensen Hall Crayons/markers Paper</p> <p>Resources for on-grade students:</p> <ul style="list-style-type: none"> • Partners (turn-and-talk, heterogenous, homogenous) • Graphic organizer with sentence stems • Differentiated according to data <p>Resources for students approaching grade level expectations:</p> <ul style="list-style-type: none"> • Differentiated according to data • Highlighters (ex. find all the words that have the /m/ sound) • Listening option (ex. ConnectED, Epic) • RTI Progress Monitoring <p>Resources for students exceeding grade level expectations:</p> <ul style="list-style-type: none"> • S quiz classmates on letter sounds using flashcards • Differentiated according to data • Third party software such as fast forward <p>Useful links / online resources</p>

Lesson: Segment syllables

Teach /model: Segment the syllables in octopus.

Listen to the word: I am going to break a word apart into its syllables. Listen as I say the word: octopus. Listen as I say the syllables: oc-to-pus.

Say the syllables in the word: I will class as I say each syllable in octopus: oc-to-pus. The syllables in octopus are -oc,-to,-pus.

Apply: Have children segment the syllables in otter.

Listen to the word: Your turn! Listen as I say the word: otter.

Say the syllables in the word: Now you say the syllables you hear in otter. Clap as you say each syllable: ot-ter

They Do: have students segment the syllables in the words below:

Object, dinosaur, teacher, magnet, robin, company

Reading Skill: Phonics

Lesson: Initial sounds

- Print Material
- White board
- Computer
- Smart Board
- iPads/Laptops
- ELMO Document Reader
- District Approved and Selected novels
- Read Alouds
- [Achieve the Core](#)
- NJDOE Rubric for PCRs
- Third party online resources such as/but not limited to:
 - Readworks
 - Teachyourmonstertoread
 - Smekens

Teach/model: Listen for the first sound in the word *odd*

Listen for the sound: I am going to listen to the first sound in the word *odd*

Say the sound: Now I will say the first sound I hear in *odd* : /o/.

Apply: Listen for the first sound in the word *on*

Listen for the sound: I am going to listen to the first sound in the word *on*

Say the sound: Now I will say the first sound I hear in *on* : /o/.

They Do: say the sounds off, on, pat. Ask children to shout out the word that does not belong.

Speaking and Listening /Language :

I Do: Read “Three Little Pigs” by Jon Scieszka

We Do: Discuss the different ways each character expressed their thoughts and ideas

They Do: Students will use blocks and other materials to recreate the house that one of the pigs built.

Suggested Options for Differentiation

English Language Learners:

- Visuals
- Gesturing
- Miming
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson
- Picture Directions

Special Education:

- Follow All IEP Modifications
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Songs
- Small Group Instruction -
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions

Students with 504 Plans:

- Follow All 504 Modifications
- Provide Picture Instructions
- Small Group Instruction - Guided Reading and Guided Writing
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- [Flexible Seating Ideas](#)
- Chunk Assignments

- Positive Reinforcement

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery
- Use Centers And Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. rhyming word center)
- Ask [Higher Order Thinking Questions](#)
- Use Centers And Group Students According To Ability Or Interest (ex. Exceeding Expectations guided reading group)

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Multisensory Instruction (ex. write sight words in sand trays)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction

Strategies May Include:

- Personal Word Walls / Word Rings (ex. letter sound word [rings](#))
- Teacher Modeling
- Pattern Sentences (speaking and/or writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations

Read Alouds
Interactive Reading cards
Close reading companion
Photo Cards
Sound spelling Cards
Retelling cards
Leveled workstation activity cards
Reading Writing Workshop Book
Teaching Resource Book

Technology resources:

Kahoot
Flipgrid
Teachyourmonstertoread
Brain pop jr

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- Leveled Text according to data

Supplemental Texts for Students Approaching Grade Level Expectations

- Leveled Text according data

Supplemental Texts for Students Exceeding Grade Level Expectations

- Leveled Text according to data
- Brain Pop Jr

Unit Reflection

Please use the space below to record any notes / reflections after teaching the unit.

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Unit 3: Leaves, Wings, and Furry Things	Duration: 30 days
Standards/Learning Targets	
Focus Standards (Major Standards)	
<p>L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> A. Recognize and produce rhyming words. B. Count, pronounce, blend, and segment syllables in spoken words. C. Blend and segment onsets and rimes of single-syllable spoken words. D. Orally repeat multi-syllable words and pronounce the separate syllables. 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/, /n/, /r/, or /x/ sounds and consonant blends). Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <p>L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. C. Read high-frequency words and grade level irregular words with automaticity. D. Recognize the parts of high-frequency words that are regular and the parts that are irregular. E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot). 	

Supporting and Additional Standards

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

A. Follow words from left to right, top to bottom, and page by page

B. Recognize that spoken words are represented in written language by specific sequences of letters.

C. Understand that words are separated by spaces in print.

D. Recognize and name all upper- and lowercase letters of the alphabet.

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).

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).

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

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).

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.

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).

RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.

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).

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.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.WF.K.1 Demonstrate command of the conventions of writing.

- A. Match upper and lowercase letters.
- B. Write upper and lowercase letters, with reference to a model.
- C. Write left to right and include a space between words.
- D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- E. Write a common grapheme (letter or letter group) for each phoneme.
- F. Orally segment the phonemes in any single syllable, spoken word.

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

- A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
- B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.

C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.

D. Writing frequently used words accurately.

E. Attempting phonetic spellings of unknown words.

F. Writing initial and final consonant blends (must, slab, plump).

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

A. Repeat a sentence, identifying how many words are in the sentence.

B. Write simple sentences.

C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.

D. Use end punctuation.

E. Use manipulatives or digital tools to construct complete sentences.

F. Write sentences with increasing complexity.

G. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.

H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

I. With support, distinguish between a complete sentence and a sentence fragment.

J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.

K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.

L. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

A.Introduce a topic.

Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Primary Interdisciplinary Connections

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

6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs in the American identity.

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the

changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

Evidence of Student Learning

Performance Tasks/Use of Technology

- Google Slides
- Student-created Class Dojo posts
- Kindergarten anchor charts
- Suggested third party online software(not limited to):
- Starfall
- Teachyourmonster
- Abcya
- Brainpop JR
- Scholastic

Other Assessments

Formative

- Phonemic Awareness exit slips
- Think Pair Share
- Unit Assessments
- Thumbs up/thumbs down
- Third party vendors and website such as:
 - Flipgrid
 - Kahoot

Summative

- Unit Assessment

Benchmark

- Diagnostic
- Beginning, Middle and end of year

Alternative

- Running Records
- Scholastic News
- BrainPop Jr. (ex. “Short Vowels”)

	<ul style="list-style-type: none"> • Third Party vendors or websites such as: <ul style="list-style-type: none"> ○ Kahoot ○ Learnzillion ○ Book Adventure
Knowledge and Skills	
Content	Skills
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Why is letter-sound correspondence important in reading and writing? <p>Enduring Understandings</p> <ul style="list-style-type: none"> • The relationship between letters and sounds help us to make meaning out of print. • Knowing the similarities and differences in words will help us read and write (word patterns, onset/rime). • Systematic and early instruction in phonics leads to improved reading and writing including better accuracy, decoding, spelling, and oral/silent reading comprehension. • Readers develop a deeper understanding through 	<p>Unit Goals</p> <ul style="list-style-type: none"> • Identify letters and sounds of /k/,/n/,/r/,/d/,/e/,/l/,/g/,/j/,/w/,/u/,/q/,/z/,/w/,/x/,/y/ • Read high frequency words <i>the,a,like,I,and,to,is,make,for, you</i> • Recognize rhyme when given 2 words orally (ex. thumbs up or thumbs down if words rhyme) • Produce a word that rhymes with a given word orally • Count and pronounce syllables orally • Segment sentences into number of words • Isolate, identify, blend, segment, and categorize phonemes • Develop appropriate expression and intonation while reading grade appropriate text (ex. from the Wonders series)
Instructional Plan	
Suggested Activities	Resources
<p>Writing:</p> <ul style="list-style-type: none"> - Read aloud Hiding Phil and discuss the Voice Trait. Explain that voice is what lets the reader know that there is a person behind the writing and can show a range of emotion. 	<p>Materials:</p> <p>Hiding Phil by Eric Barclay</p> <p>Crayons/markers</p> <p>Resources for on-grade students:</p>

- Discuss how facial expression and body language can show emotions. Ask students to show what different motions look like as you name them.
- Reread Hiding Phil while pointing out body language and facial expressions in the illustrations. Let students show what they see in all illustrations.
- Give each student a paper worksheet and have them draw detailed bodies and faces. Capturing the different emotions listed.
- Share students completed pages with the class. Ask which was their favorite voice and why.

Reading Skill: Phonological Awareness

Lesson: Onset and Rime

Teach/model: *Blend the onset and rime in "life"*

Listen to sounds: I am going to blend sounds to say a word. Listen as I say the first sound, and then the rest of the word /l/ /if/.

Blend the sounds together: Now I will blend the parts of the word together: /l/ /if/. The word is life.

Apply/ We Do: *Let's try some together. Have children blend the onset and rime in luck.*

Listen to sounds: Your turn! Listen as I say the first sound and the rest

- Differentiated according to data
- Partners (turn-and-talk, heterogenous, homogenous)
- Graphic organizer with sentence stems

Resources for students approaching grade level expectations:

- Differentiated according to data
- Highlighters (ex. find all the words that have the /m/ sound)
- Listening options (third party software)
- RTI Progress Monitoring

Resources for students exceeding grade level expectations:

- S quiz classmates on letter sounds using flashcards
- Differentiated according to data
- Third party software

Useful links / online resources

- Print Material
- White board
- Computer
- Smart Board
- IPads/Laptops
- ELMO Document Reader
- District Approved and Selected novels
- Picture Books
- [Achieve the Core](#)
- NJDOE Rubric for PCRs
- Third party online resources such as/but not limited to:
 - Readworks
 - Teachyourmonstertoread
 - Smekens

Useful links / online resources

- Print Material

of the word: /l/ /uk/.

Blend the sounds together: Now you blend the sounds together to say the word. /l/ /uk/. What is the word? Luck

They Do: Now use the routine and have children blend onset and rime in the words below. Correct all errors.

/l/ /oud/, loud /l/ /uv/, love /l/ /o/, low

/l/ /ist/, list /r/ /est/, rest /r/ /ed/, red

Reading Skill: Phonics

Lesson: Ll

Teach/I do: Display word building card for L and l. Say, *this is the uppercase L and this is the lowercase l*. Have children say the letter name. Then display SS&A cards. Name the picture and explain that the letter m stands for the /l/ at the beginning of the leaf. Guide children the letter sound. Use the articulation support.

Apply: Say the following words emphasizing the first sound (land, lawn, run, dog, lady, loop). Have children display and point to the cards when they hear that sound.

They Do: have students find and circle the upper and lowercase Ll.

- White board
- Computer
- Smart Board
- IPads/Laptops
- ELMO Document Reader
- District Approved and Selected novels
- Picture Books
- [Achieve the Core](#)
- NJDOE Rubric for PCRs
- Third party online resources such as/but not limited to:
 - Readworks
 - Teachyourmonstertoread
 - Smekens

Speaking and Listening:

Lesson: [Kid Citizen: I am Unique](#) by Marla Conn

I Do: Explain the word “unique”. Remind students that they are each unique and accepted.

We Do: Read the story and discuss examples of how each kid in the story is unique.

They Do: Students will create a project using tangrams with a partner, and verbalize what is “unique” about their project.

Suggested Options for Differentiation

English Language Learners:

- Visuals (ex. *Anchor charts, etc*)
- Gesturing
- Miming
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson
- Picture Directions

Special Education:

- Follow All IEP Modifications
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading (ex. decodables)
- Chants, Songs

- Small Group Instruction-
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions

Students with 504 Plans:

- Follow All 504 Modifications
- Provide Picture Instructions
- Small Group Instruction-
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide [Fidget Tools](#)
- Flexible Seating
- Chunk Assignments (ex. fold worksheet so just 1 + 2 are present, then refold to reveal 3 + 4, etc.)
- Positive Reinforcement

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery
- Use Centers And Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities (ex. student choice of topic for narrative writing piece)
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts
- Ask Higher Order Thinking Questions Using
- Use Centers And Group Students According To Ability Or Interest

Students At Risk Of School Failure:

- Provide Peer Tutoring

- Multisensory Instruction (ex. letter/sound workout)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction (ex. Guided Writing conferencing with “glow and grow” notes)

Strategies May Include:

- Personal Word Walls / Word Rings
- Teacher Modeling
- Pattern Sentences (speaking and/or writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations

Core Instructional and Supplemental Materials

Read aloud books
 Photo Cards
 Sound spelling Cards
 Retelling cards
 Leveled workstation activities
 Teaching Resource Book

Technology resources :

-kahoot
 -flipgrid
 _teachyourmonstertoread
 -Nessy
 -Starfall
 -brainpop jr

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- Leveled Text according to data

Supplemental Texts for Students Approaching Grade Level Expectations

- Leveled Text according data

Supplemental Texts for Students Exceeding Grade Level Expectations

- Leveled Text according to data
- Brain Pop Jr

Unit Reflection

Please use the space below to record any notes / reflections after teaching the unit.

Unit 4: In My Community**Duration: 30 days****Standards/Learning Targets****Focus Standards (Major Standards)**

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

A. Recognize and produce rhyming words.

B. Count, pronounce, blend, and segment syllables in spoken words.

C. Blend and segment onsets and rimes of single-syllable spoken words.

D. Orally repeat multi-syllable words and pronounce the separate syllables.

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). Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

C. Read high-frequency words and grade level irregular words with automaticity.

D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Supporting and Additional Standards

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).

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).

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

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).

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.

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).

RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.

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).

L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.

A. Use frequently occurring nouns and verbs.

B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).

C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

E. Produce and expand complete sentences in shared language activities.

SLPE.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

A. Repeat a sentence, identifying how many words are in the sentence.

B. Write simple sentences.

C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.

D. Use end punctuation.

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

A. Introduce a topic.

Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Primary Interdisciplinary Connections

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

6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs in the American

identity.

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

Evidence of Student Learning

Performance Tasks/Use of Technology

- Google Slides
- Student-created Class Dojo posts
- Kindergarten anchor charts
- Suggested third party online software(not limited to):
- Starfall
- Teachyourmonster
- Abcya
- Brainpop JR
- Scholastic

Other Assessments

Formative

- Weekly Assessments
- Phonemic Awareness exit slips
- Think Pair Share
- Thumbs up/thumbs down
- Third party vendors and website such as:
 - Flipgrid
 - Kahoot

Summative

- Unit Assessment

Benchmark

- Beginning, Middle and end of year (non-graded)

Alternative

	<ul style="list-style-type: none"> ● Running Records ● Scholastic News ● BrainPop Jr. (ex. “Short Vowels”) ● Third Party vendors or websites such as: <ul style="list-style-type: none"> ○ Kahoot ○ Learnzillion ○ Book Adventure
Knowledge and Skills	
Content	Skills
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What do you know about your community? ● What is the importance of short vowels ? <p>Enduring Understandings</p> <ul style="list-style-type: none"> ● The relationship between letters and sounds help us to make meaning out of print. ● Knowing the similarities and differences in words will help us read and write (word patterns, onset/rime). ● Systematic and early instruction in phonics leads to improved reading and writing including better accuracy, decoding, spelling, and oral/silent reading comprehension. ● Readers develop a deeper understanding through 	<p>Unit Goals</p> <ul style="list-style-type: none"> ● Identify letters and sounds of short vowels /a/ /e/ /i/ /o/ /u/ ● Recognize rhyme when given 2 words orally (ex. thumbs up or thumbs down if words rhyme) ● Read high frequency words <i>he, she, some, that, of, they, his, was, her, when</i> ● Produce a word that rhymes with a given word orally ● Count and pronounce syllables orally ● Segment sentences into number of words ● Isolate, identify, blend, segment, and categorize phonemes ● Develop appropriate expression and intonation while reading grade appropriate text (ex. from the Wonders series) ● Fluency-read out loud with accuracy
Instructional Plan	
Suggested Activities	Resources
Lesson: Word Choice	<p>Materials:</p> <p>The Great Gracie Chase by Cynthia Rylant</p>

- Discuss the word choice trait
- Explain that using colorful just right words helps to paint a picture in the reader's mind and relate to weather.
- Have students close their eyes while you read aloud “ The Great Gracie Chase”. DO NOT show illustrations as you read.
- When finished, discuss what students visualized in their minds while you were reading to help them picture the story.
- Students will analyze the author's word choice by sharing a list of words they remember from the story that helped them envision what was happening.
- Have students illustrate their favorite part of the story and retell it in writing.
- Re-Read story and show illustrations as you go discuss how their illustrations are similar to or different from the illustrations on the book

Reading Skill: Phonological Awareness

Lesson: Segment onset and rime

Teach/model: *segment the onset and rime in “mat”*

Listen to word: I am going to break the word mat into two parts: the first sound and the rest of the word

Say the sounds in the word: The first sound in mat is /m/. The rest of the word is /at/. The two part of at ar /m/ /at/.

Resources for **on-grade** students:

- Partners (turn-and-talk, heterogenous, homogenous)
- Alphabet Tales
- Graphic organizer with sentence stems

Resources for students **approaching** grade level expectations:

- Highlighters (ex. find all the words that have the /m/ sound)
- Listening options (third party software)
- RTI Progress Monitoring

Resources for students **exceeding** grade level expectations:

- S quiz classmates on letter sounds using flashcards
- Differentiated data

Useful links / online resources

- Print Material
- White board
- Computer
- Smart Board
- IPads/Laptops
- ELMO Document Reader
- District Approved and Selected novels
- Picture Books
- [Achieve the Core](#)
- NJDOE Rubric for PCRs
- Third party online resources such as/but not limited to:
 - Readworks

Apply/ We Do: *have children segment the onset and rime in ran*

Listen to the word: Your turn! Listen to the word:ran.

Say the sounds in the word: Now you say the first sound you hear in ran. /r/ What is the rest of the word? /an/ What are the two parts of ran? /r/ /an/

Now use the routine and have children segment onset and rime in the words below. Correct all errors.

nap,tap,bat,fan,job,fed

They Do: Now use the routine and have children segment onset and rime in the words below. Correct all errors.

Nap, /n/ /ap/

Fan, /f/ /an/

tap,/t/ /a/p

Job, /j/ /ob/

Bat, /b/ /at/

- Teachyourmonstertoread
- Smekens

Reading Skill: Phonics

Lesson: High Frequency words

Teach/I do: Introduce high frequency words *he* and *she*.

See and say the word: Display the super word card. Read the word and have children repeat it. Read the context sentences on the back of the card.

Spell te word: Have children say the letters in the word. Review the known sound spellings and have children say them with you.

Apply:

Write the word: Have children write the word on a piece of paper and check their spelling.

They Do: have students complete I ready workbook pages 14-15

Suggested Options for Differentiation**English Language Learners:**

- Visuals (ex. *Anchor charts, etc*)
- Gesturing
- Miming
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud

- Introduce Key Vocabulary Before Lesson
- Picture Directions

Special Education:

- Follow All IEP Modifications
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily (ex. Picture Books for teaching skills)
- Choral Reading (ex. *Wonders* decodables)
- Chants, Songs
- Small Group Instruction -
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions

Students with 504 Plans:

- Follow All 504 Modifications
- Provide Picture Instructions
- Small Group Instruction - G
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide [Fidget Tools](#)
- Flexible Seating
- Chunk Assignments (ex. fold worksheet so just 1 + 2 are present, then refold to reveal 3 + 4, etc.)
- Positive Reinforcement

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery
- Use Centers And Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities (ex. student choice of topic for narrative writing piece)
- Use Leveled Texts And Offer An Advanced Reader Reading List

- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts
- Ask Higher Order Thinking Questions Using
- Use Centers And Group Students According To Ability Or Interest

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Multisensory Instruction (ex.letter/sound workout)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction (ex. Guided Writing conferencing with “glow and grow” notes)

Strategies May Include:

- Personal Word Walls / Word Rings
- Teacher Modeling
- Pattern Sentences (speaking and/or writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations

Core Instructional and Supplemental Materials

District chosen read aloud books
 Close reading companion
 Photo Cards
 Sound spelling Cards
 Leveled readers
 Teaching Resource Book
 High frequency word cards
Technology resources :

Third party software such as:

-kahoot
-flipgrid
_teachyourmonstertoread
-Nessy
-Starfall
-brainpop jr

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- Leveled Text based on data

Supplemental Texts for Students Approaching Grade Level Expectations

- Leveled Text based on data

Supplemental Texts for Students Exceeding Grade Level Expectations

- Leveled Text based on data
- Brain Pop Jr

Unit Reflection

Please use the space below to record any notes / reflections after teaching the unit.

Unit 5: Stories About....	Duration: 30 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	
<p>L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> A. Recognize and produce rhyming words. B. Count, pronounce, blend, and segment syllables in spoken words. C. Blend and segment onsets and rimes of single-syllable spoken words. 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).Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. G. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <p>L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. C. Read high-frequency words and grade level irregular words with automaticity. 	

- D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Supporting and Additional Standards

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.

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).

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).

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

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).

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).

RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.

L.WF.K.1 Demonstrate command of the conventions of writing.

A. Match upper and lowercase letters.

B. Write upper and lowercase letters, with reference to a model..

L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.

A. Use frequently occurring nouns and verbs.

B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).

C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

E. Produce and expand complete sentences in shared language activities.

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

A. Repeat a sentence, identifying how many words are in the sentence.

B. Write simple sentences.

C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.

D. Use end punctuation.

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).

B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

A.Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

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...).

W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. .

Primary Interdisciplinary Connections

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

6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs in the American identity.

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of

users.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

Evidence of Student Learning

Performance Tasks/Use of Technology

- Google Slides for smart board
- Student-created Class Dojo posts
- Kindergarten anchor charts
- Suggested third party online software(not limited to):
 - Starfall
 - Teachyourmonster
 - Abcya
 - Brainpop JR
 - Scholastic

Other Assessments

Formative

- Weekly Assessments
- Phonemic Awareness exit slips
- Think Pair Share
- Thumbs up/thumbs down
- Third party vendors and website such as:
 - Flipgrid
 - Kahoot

Summative

- Unit Assessment

Benchmark

- Beginning, middle and end of year assessments

Alternative

- Running Records
- Scholastic News
- BrainPop Jr. (ex. “Short Vowels”)
- Third Party vendors or websites such as:
 - Kahoot
 - Learnzillion

	○ Book Adventure
Knowledge and Skills	
Content	Skills
Unit Essential Questions <ul style="list-style-type: none"> • How do stories help us to understand others? • What can we learn from discussing texts before, during and after reading? Enduring Understandings <ul style="list-style-type: none"> • Readers use appropriate strategies as needed to construct meaning. • Readers engage with fiction and nonfiction by exploring details of the text. • Command of the English language is important when speaking and writing. 	Unit Goals: <i>Students will be able to..</i> <ul style="list-style-type: none"> • Identify digraph -ck, final -ss,-sll,-ff,-zz, and long vowels /a/ /i/ /o/ • Produce one or more words that rhyme with a given word orally • Count and pronounce syllables orally • Segment sentences into number of words • Ask and answer questions, reread & make predictions from nonfiction and fiction text • Develop appropriate expression and intonation while reading grade appropriate text
Instructional Plan	
Suggested Activities	Resources
Sentence Fluency -Read aloud the Deep Blue Sea -Discuss the sentence fluency trait and that writers want to write sentences that sound great-and one way they do this is by beginning their sentences in different ways. -Read the Deep Blue Sea and guide students to notice that the author starts each of the first 7 pages with the phrase “ There's the....” or “	Materials: Book: The Deep Blue Sea: A Book Of Colors by Audrey Wood Book: What Should Danny Do? Book by Adir Levy and Ganit Levy Book: Jabari Jumps by Gaia Cornwall Book: All Kinds of Friends by Shelley Rotner Resources for on-grade students: <ul style="list-style-type: none"> • Differentiated according to teacher implemented data • Anchor Charts

There's a.....” and builds on it.

- Point out that starting on page 8, the author begins each sentence with a different phrase. Ask students how that technique affects the book's rhythm and flow.

-Provide examples of sentences

Reading Skill: Phonics

Teach/model: Introduce weekly high frequency words:are, have, one, with.

Apply/We do: See and say the word: display the Sight Word Card. Read the word and have children repeat it. Read the context sentences on the back of the card.

Independent practice: Write the word: Have children write the word on a piece of paper and check their spelling.

Reading Skill: Phonics/Phonological Awareness

Resources for students **approaching** grade level expectations:

- Differentiated according to teacher implemented data
- Highlighters (ex.highlight the rime in a word)
- Vowel stick drills (ex. popsicle sticks with each short vowel- T says a word, S holds up vowel stick for the sound they hear)
- Listening option (third party softwares)
- Progress Monitoring

Resources for students **exceeding** grade level expectations:

- Differentiated according to teacher implemented data
- Read leveled reader with fluency and accuracy
- Practice riming cards with peer partners where one student acts as the teacher

Useful links / online resources

- Print Material
- White board
- Computer
- Smart Board
- IPads/Laptops
- Document Reader/Projector
- District Approved and Selected novels
- Picture Books
 - Picture Books for teaching skills
- Achieve the Core
- NJDOE Rubric for Narrative Writing
- NJDOE Rubric for PCRs
- Third party online software:
 - Starfall
 - Abcya
 - Classdojo
 - flipgrid

Lesson: Riming fluency and sorting

I Do: Display short vowel cards and remind students every word has a vowel sound and some of those vowels are short.

We Do: Cycle through riming cards

They Do: Independent practice at guided reading centers- S will sort words that have the same RIME (for example the picture of the cat would go under the -at rime)

Writing Skill: Research

Lesson: *Scholastic News* or a similar website (teacher's choice)

I Do: Introduce students to a *Scholastic News* magazine on the Smartboard. Tell S they will use the magazine for research and get to digitally publish what they learn.

We Do: Read the magazine for the whole group. Model thinking aloud to gather information that can be used as research. Have students take notes in words or drawings on draft paper as they listen, picking out information that is new to them.

They Do: Students respond to the prompt- *What is something new you learned about _____?* using words or pictures on draft paper. S publish their research by making a video on Flipgrid or Class Dojo. Students use their draft to help them make the video during Guided

Reading centers throughout the week.

Reading: Problem/Solution

Lesson: Read Aloud; What Should Danny Do?

I Do: Tell students that you will now read a story about making choices. What do you think you will learn about? Remind students that characters are the people or animals in a story. The setting is the time and place of events. The plot is how the characters figure out—or solve—a problem. Say: As I read, listen for evidence that describes the problem and the events that lead to the solution of the problem.

We Do: Read or listen to a story. Pause at pages and question; *What is Danny's big problem in this story? Let's add this to our problem and solution chart.*

They Do: In an exit ticket format, have S draw or write the solution from the story.

Reading: Ask and Answer Questions

Lesson: Jabari Jumps by Gaia Cornwall

I Do: Tell students you will read a story about Jabari and his day at the pool with his family. Display question words: *who, what, where, when, why, how*. Remind students that asking questions while you read can

help understand the story.

We Do: Read the story. Pause at the page where Jabari is climbing the ladder. Have students turn-and-talk and ask a question about the picture using *what*. Pause at the page where Jabari's toes are on the ladder. Have students turn-and-talk and ask a question about the picture using one of the other question words. Pause at the last page. Have students turn-and-talk and ask a question about what could happen next.

Reading: Main Topic and Key Details

Lesson: All Kinds of Friends by Shelley Rotner

I Do: Remind students about the main topic and key details using a flower anchor chart.

We Do: Read the story. Make a flower chart on the board and fill in with the students' ideas about the main topic (ex. all kinds of friends) and key details (ex. friends who like sports, friends who walk differently).

Suggested Options for Differentiation

English Language Learners:

- Visuals (Using Photos with ELL Students)
- Gesturing

- Miming
- Roleplay (ex. act out common CVC words)
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex. question words *who*, *when*, *where*)
- Picture Directions

Special Education:

- Follow All IEP Modifications
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Songs (ex. Jack Hartmann Letter Sounds Song)
- Small Group Instruction-
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions

Students with 504 Plans:

- Follow All 504 Modifications
- Provide Picture Instructions
- Small Group Instruction-
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)

- Use Centers And Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts
- Ask Higher Order Thinking Questions
- Use Centers And Group Students According To Ability Or Interest

Students At Risk Of School Failure:

- Provide Peer Tutoring (ex. Buddy Read)
- Multisensory Instruction (ex. sight word spelling chants)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction

Strategies May Include:

- Personal Word Walls / Word Rings
- Teacher Modeling
- Pattern Sentences (speaking and/or writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations

Core Instructional and Supplemental Materials

Guided reading lesson cards and books
 Read Aloud books
 Photo Cards
 Sound spelling Cards

Retelling cards
Leveled workstation activity cards
Teaching Resource Book
online software components

Third party software suggestions:

-kahoot
-flipgrid
-teachyourmonstertoread
-nessy
-scholastic
-brainpop jr

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- Leveled Text according to teacher implemented data
- Third party software suggestion: teachyourmonstertoread

Supplemental Texts for Students Approaching Grade Level Expectations

- Leveled Text according to teacher implemented data

Supplemental Texts for Students Exceeding Grade Level Expectations

- Leveled Text according to teacher implemented data
- Third party online software such as Brain pop jr

Unit Reflection

Please use the space below to record any notes / reflections after teaching the unit.

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Unit 6: What's The Weather?	Duration: 30 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	
<p>L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> A. Recognize and produce rhyming words. B. Count, pronounce, blend, and segment syllables in spoken words. C. Blend and segment onsets and rimes of single-syllable spoken words. D. Orally repeat multi-syllable words and pronounce the separate syllables. E. Isolate and pronounce the initial, medial sounds, 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. F. Add or substitute individual sounds (phonemes in simple, one syllable words to make new words. <p>L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. C. Read high-frequency and grade level irregular words with automaticity. D. Recognize the parts of high-frequency words that are regular and the parts that are irregular. E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot). <p>RI.CR.K.1 With prompting and support, ask and answer questions about key details in an information text (e.g., who, what, where, when, why, how).</p>	

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).

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

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).

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).

RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.

W.IW.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas

A. Introducing a topic.

Develop the topic with at least two facts or other information and examples related to the topic, including pictures

Supporting and Additional Standards

L.WF.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Match upper and lowercase letters.

B. Write upper and lowercase letters with reference to a model.

L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.

A. Use frequently occurring nouns and verbs.

B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).

C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

E. Produce and expand complete sentences in shared language activities.

Speaking and Listening

SLPI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SLUM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SLAS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Writing

W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to other.

W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Primary Interdisciplinary Connections

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

6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs in the American identity.

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

Evidence of Student Learning

Performance Tasks/Use of Technology

- Google Slides
- Student-created Class Dojo posts
- Kindergarten anchor charts
- Suggested third party online software(not limited to):
 - Teachyourmonstertoread
 - Abcya
 - Brainpop JR

Other Assessments

Formative

- Unit assessment
- Phonemic Awareness exit slips (teacher created)
- Think Pair Share
- Thumbs up/thumbs down
- Third party vendors and website such as:
 - Flipgrid
 - Kahoot

Summative

- Unit Assessment

Benchmark

- Unit Assessment

Alternative

- Running Records
- Scholastic News
- BrainPop Jr. (ex. “Short Vowels”)
- Third Party vendors or websites such as:
 - Kahoot

Knowledge and Skills

Content

Skills

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> How do we know what strategy to use when reading? <p>Enduring Understandings</p> <ul style="list-style-type: none"> Readers use appropriate strategies as needed to construct meaning. 	<p>Unit Goals: <i>Students will be able to..</i></p> <ul style="list-style-type: none"> Isolate and pronounce the initial, medial vowel, and final sounds in CVC words with accuracy Recognize rhyme when given 2 or more words orally Produce one or more words that rhyme with a given word orally Count and pronounce syllables orally Segment sentences into number of words Isolate, identify, blend, segment, and categorize phonemes with accuracy Print all upper and lower case letters. Develop appropriate expression and intonation while reading grade appropriate text
<p align="center">Instructional Plan</p>	
<p>Suggested Activities</p>	<p>Resources</p>
<p>Read Aloud</p> <p>-Read aloud Monday is One Day written by Arthur A. Levine</p> <p>-During the story, compare and contrast how the families that were in the story. (How were they the same? How were they different)</p> <p>-Talk about conventions and discuss how it is important for writers to clean up their writing before they share it, in order to make it easier to read.</p> <p>-Explain that using capital letters in the right places, makes writing</p>	<p>Resources for on-grade students:</p> <ul style="list-style-type: none"> Long/short vowel word sorts Anchor Charts <p>Resources for students approaching grade level expectations:</p> <ul style="list-style-type: none"> Highlighters (ex.highlight the rime in a word) Vowel stick drills (ex. popsicle sticks with each short vowel- T says a word, S holds up vowel stick for the sound they hear) Listening option (third party softwares) RTI Progress Monitoring <p>Resources for students exceeding grade level expectations:</p> <ul style="list-style-type: none"> Differentiated according to assessment data Leveled reader with fluency and accuracy

easier to read

-reread story and point out that great care was taken by the author to make sure capitalization was used correctly.

-Ask students to tell you what they know between upper and lowercase letters.

-Look at the cover of a book and have students point out which letters are uppercase and which letters are lowercase. Ask students if they know when they should use capital letters. Prompt/guide students as needed.

Reading Skill: Phonemic awareness

Teach/model: Identify the common sound in the words pad,man,and sat.I am going to listen for the same sound in three words. Listen as I say the words: pad,man, and sat

Apply/We do: Listen for the same sound: Now I will say the sound that is the same in all three words. /a/. The middle sound in pas, man, and sat is /a/.

Independent practice: Name the sound: Your turn! Put on your listening ears as I say three words. What is the same in bake, name, and fade?

- Display short vowel cards with peer partners where one student acts as the teacher

Useful links / online resources

- Print Material
- White board
- Computer
- Smart Board
- iPads/Laptops
- ELMO Document Reader
- District Approved and Selected novels
- Picture Books
- NJDOE Rubric for Narrative Writing
- NJDOE Rubric for PCRs
- Third party online software:
 - Kahoot
 - Abcya
 - Classdojo
 - Flipgrid
- Unit Assessments

Reading Skill: Phonics/Phonological Awareness**Lesson: Rhyming**

I Do: Display short vowel cards and remind students every word has a vowel sound and some of those vowels are short.

We Do: using short vowel cards decide if two words rhyme.

They Do: Independent practice at guided reading centers- S will highlight rimes in word list.

Suggested Options for Differentiation**English Language Learners:**

- Visuals (Using Photos with ELL Students)
- Gesturing
- Miming
- Roleplay (ex. act out common CVC words)
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex. question words *who*, *when*, *where*)
- Picture Directions

Special Education:

- Follow All IEP Modifications
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Songs (ex. Jack Hartmann Letter Sounds Song)

- Small Group Instruction
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions

Students with 504 Plans:

- Follow All 504 Modifications
- Provide Picture Instructions
- Small Group Instruction-
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Use Centers And Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts
- Ask Higher Order Thinking Questions
- Use Centers And Group Students According To Ability Or Interest

Students At Risk Of School Failure:

- Provide Peer Tutoring

- Multisensory Instruction (ex. sight word spelling chants)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction

Strategies May Include:

- Personal Word Walls
- Teacher Modeling
- Pattern Sentences (speaking and/or writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations

Core Instructional and Supplemental Materials

Read Alouds
Photo Cards
Student workbooks

Technology resources:

-Third party online software (optional, not limited):

kahoot

flipgrid

teachyourmonstertoread

brain pop jr

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- Leveled Text according to student data/assessments

- Third party online software:
 - Teachyourmonstertoread

Supplemental Texts for Students Approaching Grade Level Expectations

- Leveled Text according to student data/assessments

Supplemental Texts for Students Exceeding Grade Level Expectations

- Leveled Text according to student data/assessments
- Third party online software: Brain pop jr

Unit Reflection

Please use the space below to record any notes / reflections after teaching the unit.