



In this unit, students will:

- Compare and contrast details from text.
- Identify setting, main idea, realism, fantasy, and sequence.
- Recognize and produce initial, medial, and final letter sounds.
- Identify Unit 2 high frequency words and subject specific words.

Grade: Kindergarten		Unit #: 2		Number of Days: 30 days
Words Important for this Unit		Subject Specific Words		
compare	contrast	beaver	lodge	paddle
letter sounds	setting	stream	river	lake
initial (beginning) sounds	medial (middle) sounds	colony	underground	chambers
final (ending) sounds	main idea	silk	twigs	pebbles
sequence	realism	cub	joey	eaglet
fantasy	have	fry	caterpillar	baby
is	we	puppy	tadpole	duckling
my	like	calf	grassland	cub
he	for	pup	joey	foal
		sleep	winter	cave
		woods	storm	blustery
		nest	meadow	stump
		tree trunk	hive	den
		wood	tunneling	burrowed



		jostled	commotion	talons
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In Week 1 of Unit 2, students will:

- Compare and contrast details from text.
- Recognize and produce initial and medial /a/ sounds.
- Identify Unit 2 high frequency words and subject specific words.

Grade: Kindergarten		Unit and Week: Unit 2, Week 1: Building Beavers; Ants and Their Nests			Number of Days: 5
Words Important for this Week		Subject Specific Words			
compare	contrast	beaver	lodge	paddle	
initial sounds	medial sounds	stream	river	lake	
have	is	colony	underground	chambers	
		silk	twigs	pebbles	
Topic & Number of Days	Content Standards	Critical Knowledge and Skills	Possible Resources	Learning Activities	
Compare & Contrast, initial and medial sound /a/ & High Frequency Words 5 days	RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RF.K.2. C. Blend and segment onsets and rimes of single-syllable spoken words.	Objective (I Can...): I can compare and contrast the details in a story. I can identify the beginning and middle sounds of words. I can find and read high frequency words. Essential Question(s): How are two stories the same or different? How does knowledge of letter sounds help me read and spell words? What words are important to memorize as opposed to sounding out? Formative Assessments:	Teacher Manual: 7-SG18. Student Workbook: 81-92 Big Book: Building Beavers; Ants and Their Nests (Unit 6, Weeks 3 & 6) Grade Level Files or Resources: <ul style="list-style-type: none"> • Otip Primer Words • Otip K Words • Reading Street Classwork • Reading Street Homework • Sight Word Readers • Unit 2 Writing • Label a Flower 	Big Book: Building Beavers; Ants and Their Nests (Unit 6, Weeks 3 & 6) Letters: a Sight Words: have, is Comprehension Skill: compare and contrast Convention: Plural Nouns Writing:	



	<p>RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.3.C. Read high-frequency and sight words with automaticity.</p>	<p>Running Records Anecdotal Notes</p> <p>Sorts</p> <p>Product of Center Activities</p> <p>Teacher Observation</p>	<ul style="list-style-type: none"> • Letter /a/ Sound Sort • Flower Sequence Cards <p>Application Tasks/Projects: Build a Beaver's Den - with pretzels and peanut butter or marshmallows Ants Go Marching skip-counting game</p> <p>Interactive Digital Resources:</p> <ul style="list-style-type: none"> • Alphabet Song • Letter d Song • Letter s Song • Beavers Build a Dam video • Video about ants 	<p><u>Focus on Animal Homes in Journal Writing</u></p> <ul style="list-style-type: none"> • Beaver Home • Ant Home <p><u>Foundations:</u> Unit: 1 Week: 6 Letters: d, s</p> <p><u>Day 1</u> -Introduce New Letters -Letter, Keyword, Sound -Sky Write -Student Notebook</p> <p><u>Day 2</u> -Drill Sounds/Warm Up -Sky Write -Student Notebook -Echo/Letter Formation</p> <p><u>Day 3</u> -Drill Sounds/Warm Up -Make It Fun -Echo/Find Letters -Student Notebook</p> <p><u>Day 4</u> -Drill Sounds/Warm Up -Word Play -Sky Write -Echo/Letter Formation</p> <p><u>Day 5</u> -Drill Sounds/Warm Up -Storytime -Echo/Find Letters</p>
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In Week 2 of Unit 2, students will:



- Identify the setting of a text.
- Recognize and produce initial and final /s/ sounds.
- Identify Unit 2 high frequency words and subject specific words.

Grade: Kindergarten		Unit and Week: Unit 2, Week 2: Whose Baby?			Number of Days: 5
Words Important for this Week		Subject Specific Words			
setting	initial sounds	cub	joey	eaglet	
have	final sounds	fry	caterpillar	baby	
is		puppy	tadpole	duckling	
Topic & Number of Days	Content Standards	Critical Knowledge and Skills	Possible Resources	Learning Activities	
Setting, Initial/Final /s/ & High Frequency Words 5 days	RL.K.3. With prompting and support, identify characters, settings, and major events in a story. RF.K.2. C. Blend and segment onsets and rimes of single-syllable spoken words. RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	Objective (I Can...): I can name the setting of the story. I can identify the beginning and ending sounds of words. I can find and read high frequency words. Essential Question(s): What clues help me identify the setting of a story? How does knowledge of letter sounds help me read and spell words? What words are important to memorize as opposed to sounding out? Formative Assessments: Running Records Anecdotal Notes	Program Manual Recommendations: Teacher Manual: 105-SG36 Student Workbook: 93-104 Big Book: Whose Baby? (Literacy by Design) Grade Level Files or Resources: <ul style="list-style-type: none"> • Qtip Primer Words • Qtip K Words • Reading Street Classwork • Reading Street Homework • Sight Word Readers • Unit 2 Writing • Proper Noun Sort • Letter /s/ sound sort 	Big Book: Whose Baby? (Literacy by Design) Letters: s Sight Words: have, is Comprehension Skill: setting Convention: <u>Make a List</u> Writing: <u>Focus on Baby Animals</u> <ul style="list-style-type: none"> • List of baby animals • My mommy is a ____ and I am 	



	RF.K.3.C. Read high-frequency and sight words with automaticity.	Sorts Product of Center Activities Teacher Observation	<ul style="list-style-type: none"> • Follow Directions <p>Interactive Digital Resources:</p> <ul style="list-style-type: none"> • Alphabet Song 	her ____.
				<u>Foundations:</u> Mid-Unit Check

In Week 3 of Unit 2, students will:

- Identify the main idea of a text.
- Recognize and produce initial and final /p/ sounds.
- Identify Unit 2 high frequency words and subject specific words.

Grade: Kindergarten		Unit and Week: Unit 2, Week 3: Animal Babies in the Grasslands			Number of Days: 5
Words Important for this Week		Subject Specific Words			
main idea	initial sounds	calf	grassland	cub	
we	final sounds	pup	joey	foal	
my	like				
Topic & Number of Days	Content Standards	Critical Knowledge and Skills	Possible Resources	Learning Activities	
Main Idea, Initial and Final /p/, & High Frequency Words	RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	<p>Objective (I Can...):</p> <p>I can tell the main idea of a story.</p> <p>I can identify the beginning and ending sounds of</p>	<p>Program Manual Recommendations:</p> <p>Teacher Manual: 205-SG54</p>	<p>Big Book: Animal Babies in the Grasslands</p> <p>Letters: p</p>	



<p>5 days</p>	<p>RF.K.2. C. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.3.C. Read high-frequency and sight words with automaticity.</p>	<p>words.</p> <p>I can find and read high frequency words.</p> <p>Essential Question(s): How do I find the main idea of a story?</p> <p>How does knowledge of letter sounds help me read and spell words?</p> <p>What words are important to memorize as opposed to sounding out?</p> <p>Formative Assessments: Running Records Anecdotal Notes Sorts Product of Center Activities Teacher Observation</p>	<p>Student Workbook: 105-116</p> <p>Big Book: Animal Babies in the Grasslands</p> <p>Grade Level Files or Resources:</p> <ul style="list-style-type: none"> • Qtip Primer Words • Qtip K Words • Reading Street Classwork • Reading Street Homework • Sight Word Readers • Unit 2 Writing • Adjectives for Colors activity • Initial sound /p/ activity <p>Interactive Digital Resources:</p> <ul style="list-style-type: none"> • Alphabet Song • Letter e Song • Letter r Song • Animal Babies in Grasslands-Read Aloud 	<p>Sight Words: we, my, like</p> <p>Comprehension Skill: main idea</p> <p>Convention: <u>Adjectives</u> Colors and Shapes</p> <p>Writing: <u>Focus on Adjectives for Animals</u></p> <ul style="list-style-type: none"> • Draw a grassland animal and label it with an adjective • Grassland Animal List <p>Fundations: Unit: 1 Week: 7 Letters: e, r</p> <p>Day 1 -Introduce New Letters -Letter, Keyword, Sound -Sky Write -Student Notebook</p> <p>Day 2 -Drill Sounds/Warm Up -Sky Write -Student Notebook -Echo/Letter Formation</p> <p>Day 3</p>
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				-Drill Sounds/Warm Up -Make It Fun -Echo/Find Letters -Student Notebook Day 4 -Drill Sounds/Warm Up -Word Play -Sky Write -Echo/Letter Formation Day 5 -Drill Sounds/Warm Up -Storytime -Echo/Find Letters
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In Week 4 of Unit 2, students will:

- Recognize realism and fantasy texts.
- Recognize and produce initial and final /k/ sounds.
- Identify Unit 2 high frequency words and subject specific words.

Grade: Kindergarten		Unit and Week: Unit 2, Week 4: Bear Snores On			Number of Days: 5
Words Important for this Week		Subject Specific Words			
realism	fantasy	sleep	winter	cave	
initial sounds	final sounds	woods	storm	blustery	
we, my	like				
Topic & Number of Days	Content Standards	Critical Knowledge and Skills	Possible Resources	Learning Activities	



<p>Realism and Fantasy, Initial and Final /k/, & High Frequency Words</p> <p>5 days</p>	<p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.5. Recognize common types of texts (e.g., storybooks, poems).</p> <p>RF.K.2. C. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.3.C. Read high-frequency and sight words with automaticity.</p>	<p>Objective (I Can...):</p> <p>I can tell whether the parts of a story are real or fantasy.</p> <p>I can identify the beginning and ending sounds of words.</p> <p>I can find and read high frequency words.</p> <p>Essential Question(s):</p> <p>How can I tell whether a story is real or fantasy?</p> <p>How does knowledge of letter sounds help me read and spell words?</p> <p>What words are important to memorize as opposed to sounding out?</p> <p>Formative Assessments:</p> <p>Running Records Anecdotal Notes Sorts Product of Center Activities Teacher Observation</p>	<p>Program Manual Recommendations:</p> <p>Teacher Manual: 305-SG72</p> <p>Student Workbook: 117-128</p> <p>Big Book: Bear Snores On</p> <p>Grade Level Files or Resources:</p> <ul style="list-style-type: none"> • Otip Primer Words • Otip K Words • Reading Street Classwork • Reading Street Homework • Sight Word Readers • Unit 2 Writing • Expert Pack <p>Interactive Digital Resources:</p> <ul style="list-style-type: none"> • Alphabet Song • Letter p Song • Letter j Song • Letter l Song • Letter h Song • Letter k Song • Bear Snores On-Read Aloud 	<p>Big Book: Bear Snores On</p> <p>Sight Words: we, my, like</p> <p>Comprehension Skill: Realism and Fantasy</p> <p>Convention: <u>Adjectives</u> Size and Number</p> <p>Writing: <u>Focus on Bears in Winter</u></p> <ul style="list-style-type: none"> • How does a bear get ready for winter? • What does a bear do in winter? • Characters, setting, plot <p>Fundations: Unit: 1 Week: 8 Letters: p, j</p> <p>Day 1 -Introduce New Letters -Letter, Keyword, Sound -Sky Write -Student Notebook</p> <p>Day 2 -Drill Sounds/Warm Up -Sky Write</p>
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				-Student Notebook -Echo/Letter Formation Day 3 -Drill Sounds/Warm Up -Make It Fun -Echo/Find Letters -Student Notebook Day 4 -Drill Sounds/Warm Up -Word Play -Sky Write -Echo/Letter Formation Day 5 -Drill Sounds/Warm Up -Storytime -Echo/Find Letters
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In Week 5 of Unit 2, students will:

- Identify and order the sequence of events in a text.
- Recognize and produce initial and medial /i/ sounds.
- Identify Unit 2 high frequency words and subject specific words.

Grade: Kindergarten		Unit and Week: Unit 2, Week 5: A Bed for Winter			Number of Days: 5
Words Important for this Week		Subject Specific Words			
sequence	initial sounds	nest	meadow	stump	
he, for	medial sounds	tree trunk	hive	den	
Topic & Number of Days	Content Standards	Critical Knowledge and Skills	Possible Resources	Learning Activities	
Sequence, Initial and Medial /i/ &	RL.K.2. With prompting and support, retell familiar	Objective (I Can...): I can sequence important events in a story.	Program Manual Recommendations:	Big Book: A Bed for Winter	



<p>High Frequency Words</p> <p>5 days</p>	<p>stories, including key details (e.g., who, what, where, when, why, how).</p> <p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p> <p>RF.K.2. C. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.3.C. Read high-frequency and sight words with automaticity.</p>	<p>I can identify the beginning and middle sounds of words.</p> <p>I can identify whether two sounds are the same or different.</p> <p>I can find and read high frequency words.</p> <p>Essential Question(s): How does the sequence of story events help me understand a story better?</p> <p>How does knowledge of letter sounds help me read and spell words?</p> <p>What words are important to memorize as opposed to sounding out?</p> <p>Formative Assessments: Running Records Anecdotal Notes Sorts Product of Center Activities Teacher Observation</p>	<p>Teacher Manual: 407-SG90</p> <p>Student Workbook: 129-140</p> <p>Big Book: A Bed for Winter</p> <p>Grade Level Files or Resources:</p> <ul style="list-style-type: none"> • Otip Primer Words • Otip K Words • Reading Street Classwork • Reading Street Homework • Sight Word Readers • Unit 2 Writing • Sequence Cards • Caption Writing • Opposites Sort • Initial Sound /i/ booklet <p>Interactive Digital Resources:</p> <ul style="list-style-type: none"> • Alphabet Song • Letter v Song • Letter w Song • A Bed for Winter-Read Aloud 	<p>Sight Words: he, for</p> <p>Comprehension Skill: Sequence</p> <p>Convention: <u>Adjectives for Opposites</u></p> <p>Writing: <u>Focus on Animal Homes</u></p> <ul style="list-style-type: none"> • A ___ lives in a _____. • Opposite Words <p>Foundations: Unit: 1 Week: 9 Letters: l, h, k</p> <p>Day 1 -Introduce New Letters -Letter, Keyword, Sound -Sky Write -Student Notebook</p> <p>Day 2 -Drill Sounds/Warm Up -Sky Write -Student Notebook -Echo/Letter Formation</p> <p>Day 3 -Drill Sounds/Warm Up -Make It Fun -Echo/Find Letters -Student Notebook</p> <p>Day 4 -Drill Sounds/Warm Up</p>
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				-Word Play -Sky Write -Echo/Letter Formation Day 5 -Drill Sounds/Warm Up -Storytime -Echo/Find Letters
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In Week 6 of Unit 2, students will:

- Recognize realism and fantasy texts.
- Recognize and produce initial, medial, and final letter sounds.
- Identify Unit 2 high frequency words and subject specific words.

Grade: Kindergarten		Unit and Week: Unit 2, Week 6: The Mitten; The Hat			Number of Days: 5
Words Important for this Week		Subject Specific Words			
realism	fantasy	wood	tunneling	burrowed	
initial sounds	medial sounds	jostled	commotion	talons	
final sounds	he, for				
Topic & Number of Days	Content Standards	Critical Knowledge and Skills	Possible Resources	Learning Activities	
Realism and Fantasy, Initial, Medial, and Final Sounds, & High Frequency Words 5 days	RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	Objective (I Can...): I can tell whether the parts of a story are real or fantasy. I can identify the beginning and ending sounds of words. I can find and read high frequency words.	Program Manual Recommendations: Teacher Manual: 507-SG108 Student Workbook: 141-160 Big Book: The Mitten, The Hat	Big Book: The Mitten, The Hat Sight Words: he, for Comprehension Skill: Realism and Fantasy Convention:	



	<p>RL.K.5. Recognize common types of texts (e.g., storybooks, poems).</p> <p>RF.K.2. C. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.3.C. Read high-frequency and sight words with automaticity.</p>	<p>Essential Question(s): How can I tell whether a story is real or fantasy?</p> <p>How does knowledge of letter sounds help me read and spell words?</p> <p>What words are important to memorize as opposed to sounding out?</p> <p>Formative Assessments: Running Records Anecdotal Notes Sorts Product of Center Activities Teacher Observation</p>	<p>Grade Level Files or Resources:</p> <ul style="list-style-type: none"> • Otip Primer Words • Otip K Words • Reading Street Classwork • Reading Street Homework • Sight Word Readers • Unit 2 Writing • Adjective Activity • Beginning, middle, end sounds <p>Interactive Digital Resources:</p> <ul style="list-style-type: none"> • Alphabet Song • Letter y Song • Letter x Song • The Mitten-Read Aloud • The Hat-Read Aloud • Jan Brett Video 	<p><u>Adjectives</u></p> <p>Writing: <u>Focus on Adjectives & The Writing Process</u></p> <ul style="list-style-type: none"> • Journal writing • Adjective sentences <p><u>Foundations:</u> Unit: 1 Week: 10 Letters: v, w</p> <p><u>Day 1</u> -Introduce New Letters -Letter, Keyword, Sound -Sky Write -Student Notebook</p> <p><u>Day 2</u> -Drill Sounds/Warm Up -Sky Write -Student Notebook -Echo/Letter Formation</p> <p><u>Day 3</u> -Drill Sounds/Warm Up -Make It Fun -Echo/Find Letters -Student Notebook</p> <p><u>Day 4</u> -Drill Sounds/Warm Up -Word Play -Sky Write -Echo/Letter Formation</p> <p><u>Day 5</u> -Drill Sounds/Warm Up -Storytime</p>
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				-Echo/Find Letters
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Formative Assessments	Summative Assessment
Running Records Anecdotal Notes Sorts Product of Center Activities Teacher Observation Discussion Questions Annotations Comprehension Check Student written/verbal output	DIBELS Letter/Sound Check Sight Word Check Foundations Unit Assessments



Cross Curricular Connections

Interdisciplinary Connections	Technology Connections
<ul style="list-style-type: none"> 3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. 3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. 	<ul style="list-style-type: none"> Starfall.com, ABCya.com, various iPad apps, pbskids.org, KWTears.com Pearsonrealize.com 8.1.P.A.1 - Use an input device to select an item and navigate the screen 8.1.P.A.2 - Navigate the basic functions of a browser. 8.1.P.A.4 - Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer). 8.1.P.A.5 - Demonstrate the ability to access and use resources on a computing device.

Possible Modifications and Accommodations

Special Education	At-Risk	Gifted	English Language Learners
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> Provide visual aids and anchor charts Tiered lessons and assignments Use of a graphic organizer Opportunities for cooperative partner work Extra time on timed assessments Opportunities for cooperative partner work 	<p><i>The possible list of modifications/accommodations identified for Special Education students can be utilized for AtRisk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of</i></p>	<ul style="list-style-type: none"> Enrichment projects Higher-level cooperative learning activities Provide higher-order questioning and discussion opportunities Tiered centers Tiered assignments 	<ul style="list-style-type: none"> Pictures/Photographs Gestures Bilingual or Picture Dictionary Manipulatives Graphic Organizers Word Bank Choice Questions Partner Work Triads or Small Groups Sentence Frames Sentence Starters Think Aloud Marking the Text



<ul style="list-style-type: none">• Differentiated center-based small group instruction• Provide a copy of class notes and examples for ELA notebooks• Provide reteach pages if necessary	<i>individual students</i>		<ul style="list-style-type: none">• Cartoons• Word Wall• Bold-face/highlighted words• Total Physical Response• Outline (supports according to ELP Level included: completed; semi-completed; completed with partner)• Paraphrasing• Charts/Posters
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