

<b>Grade:</b> Kindergarten <b>Subject:</b> Literacy	<b>Unit of Study: Theme 5: Spring, Space, and Summer</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• In this theme, children will continue to be exposed to a variety of both fiction and non-fiction texts through shared reading and writing to explore and integrate topics such as: Spring Weather/Clothing, Butterfly's, Plants, Space, Rain, Farm, and Wind.</li> <li>• Students will have opportunities for practice in reading using letter books, leveled texts and the Literacy Centers/Readers Workshop.</li> <li>• Students will continue to develop as writers using the Writing Process model, employing the 6 Traits of Effective Writing. I.e. drawing pictures, and labeling, writing sentences.</li> <li>• Using Phonics students will better their understanding of letter formation, letter names and sounds, word awareness, and print awareness.</li> <li>• Students will continue to strengthen their skills at making connections to texts: Text to Self, Text to Text, Text to World</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Active listening skills are needed for success in school</li> <li>• Good listening and speaking skills help us better understand each other</li> <li>• Reading is a process in which readers make meaning from predictable patterned text, and introduction to non pattern text utilizing reading strategies</li> <li>• Reading is an active process; it is the key to knowledge and to understanding our world and ourselves</li> <li>• Reading is a lifetime skill that enhances learning and enjoyment</li> <li>• Recognize and name most letters/sounds</li> <li>• Know that reading is something possible for them to do</li> <li>• Can locate some known and unknown words</li> <li>• Matches word by word while reading a line of print</li> <li>• Uses the meaning of the story to make predictions</li> <li>• Develop comprehension by pausing on some pages of the story to talk about the story</li> <li>• Sounds can be repeated over and over in rhymes and songs</li> <li>• Some words are like other words in the way they sound</li> <li>• Recognize own name and the names of others in the class</li> <li>• Recognize a few high frequency words</li> <li>• The features of letters are the same every time you see them</li> <li>• Pictures represent meaning that will help you understand the story</li> <li>• When you read, you go from left to right across the page and also top to bottom</li> <li>• A word is represented by a group of letters and there are spaces between them</li> <li>• Writing is a process, not a result</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognize that print represents spoken language</li> <li>• Perform the motor action needed to form letters and words and know how to use the tools of writing</li> <li>• Know that writing can be used to communicate meaning to others</li> <li>• Know that writing is something they can do</li> <li>• Realize that to produce a message someone can read you must write letters and words</li> <li>• Know how to write a few high frequency words</li> <li>• Utilize ear spelling to write unknown words</li> <li>• Use print rich environment to locate known words</li> <li>• Recognize and name most letters and most sounds</li> <li>• Begin making connections to literature.</li> <li>• Make predictions about visual information</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>• How do we show others that we are listening to them?</li> <li>• How do we show others that we understand what is said or asked?</li> <li>• Can I listen and respond to what I hear?</li> <li>• Can I recognize the letters of the alphabet?</li> <li>• What sound does each letter make and can I name something that begins with that sound?</li> <li>• How can we use our sounds and words we know to read books and write words?</li> <li>• Do the words we read and write make sense?</li> <li>• How can I use what I know about words to solve new words?</li> <li>• How can we tell if a story is real or make-believe?</li> <li>• How can I use my writing tool to form letters correctly?</li> <li>• Do my words match my picture?</li> <li>• How can we communicate our ideas through writing?</li> <li>• How can we show a purpose for our writing?</li> <li>• How can we speak in a way that others will solve new words?</li> <li>• How does the weather affect every day life?</li> <li>• How does the sun affect the world we live in?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Listen attentively to teachers, guest speakers, and peers.</li> <li>• Use active listening strategies during stories and conversations:</li> <li>• Use eye contact</li> <li>• Be given wait time</li> <li>• Listen without interrupting</li> <li>• Respond appropriately</li> <li>• Take turns when speaking</li> <li>• Contribute regularly to morning message, class letters</li> <li>• Contribute (in shared writing) to a class set of directions</li> <li>• Write first and last name</li> </ul>

- Know most lower case and upper case letters
- Know the sounds most letters make
- Attempt to write all lower case letters
- Track print
- Know a word is a unit of meaning
- Recognize that words are made up of a series of sounds
- Recognize rhyming patterns and rhyming words
- Match words with same beginning sound
- Match spoken sounds to letters in print
- Be exposed to different literary genres:
- Fiction
- Non-Fiction
- Science
- Social Studies
- Poetry
- Distinguish between fiction and non-fiction
- Learn (enjoy/listen to) a variety of books, poems, chants, songs
- Begin to identify characters and setting
- Identify cover, title, author, illustrator of book
- Compare and Contrast different versions of the same story
- Sequence events
- Make predictions based on prior knowledge and preview of text.
- Describe illustrations in a book
- Recall information
- Participate in an active discussion about a story.
- Recognize fiction vs. non-fiction
- Monitor for meaning when reading by using pictures.
- Use picture letter cues as reading strategies
- Respond to stories orally
- Retell or act out a story using beginning, middle, and end.
- Compare/Contrast versions of the same story.
- Make connections to their lives or other stories.
- Recognize a set of high frequency words
- Match writing to a picture
- Share writing-generating ideas
- Interact with others for shared writing lessons
- Continue to write from Left to Right, Top to Bottom
- ideas, conventions, and organization
- Continue to use spaces between words
- Continue to use consonant sounds for phonetic spellings
- Continue to see a purpose for writing
- Continue to retell an experience orally

**Standards.**

- RL.K.1: With prompting and support, ask and answer questions about key details in a text.
- RL.K.2: With prompting and support, retell familiar stories, including key details.
- RL.K.3: With prompting and support, identify characters, settings, and major events in a story.
- RL.K.4: Ask and answer questions about unknown words in a text.
- RL.K.5: Recognize common types of texts (e.g., storybooks, poems, etc.)
- RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RL.K.7: With prompting and support, describe the connection between pictures or other illustrations and the overall story in which they appear.
- RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RL.K.10: Actively engage in group reading activities with purpose and understanding.
- RI.K.1: With prompting and support, ask and answer questions about key details in a text.
- RI.K.2: With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text
- RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5: Identify the front cover, back cover, and title page of a book.
- RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RI.K.7: With prompting and support, describe the connection between pictures or other illustrations and the overall text in which they appear.
- RI.K.8: With prompting and support, identify the reasons an author gives to support points 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).
- RI.K.10: Actively engage in group reading activities with purpose and understanding.
- RF.K.1: Demonstrate understanding of the organization and basic features of print.
- RF.K.1.A: Follow words from left to right, top to bottom, and page-by-page.
- RF.K.1.B: Recognize that spoken words are represented in written language by specific sequences of letters.
- RF.K.1.C: Understand that words are separated by spaces in print.

- RF.K.1.D: Recognize and name all upper- and lowercase letters of the alphabet.
- RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.2.A: Recognize and produce rhyming words.
- RF.K.2.B: Count, pronounce, blend, and segment syllables in spoken words.
- 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.
- RF.K.2.E: Add or substitute individual sounds (phonemes) in simple one-syllable words to make new words.
- RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.K.3.A: Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
- RF.K.3.B: Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- RF.K.3.C: Read common high-frequency words by sight. (e.g., *the, of, to, you, she, my, is, are, do, does*).
- RF.K.3.D: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- SL.K.1: Participate in collaborative conversations about *kindergarten topics and texts* with peers and adults in small and larger groups.
- SL.K.1.A: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- SL.K.1.B: Continue a conversation through multiple exchanges.
- SL.K.2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details.
- SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.
- W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the

topic or book (e.g., *My favorite book is . . .*).

- W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.3: Use a combination of drawing, dictating, and writing to narrate a single even or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- L.K.1: Observe conventions of grammar and usage when writing or speaking.
- L.K.1.A: Print many upper- and lowercase letters. phonemes).
- L.K.2: Observe conventions of capitalization, punctuation, and spelling when writing.
- L.K.2.A: Capitalize the first word in a sentence and the pronoun *I*.
- L.K.2.B: Recognize and name end punctuation.
- L.K.2.C: Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- L.K.2.D: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.K.5.A: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L.K.5.B: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.
- L.K.5.C: Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.K.5.D: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**Materials/Resources**

- Rigby leveled readers
- Fountas and Pinnell leveled readers (fiction and non-fiction)
- Supplemental leveled readers
- Shared Reading big books- *Seeds, Seeds, Seeds, Seeds Get Around, Caterpillar Diary, A Butterfly Grows, The Very Hungry Caterpillar, The Farm Concert, Mrs. Wishy Washy, Wishy Washy Day*
- Themed read aloud such as: *Life Cycle of a Plant, Space, The Very Hungry Caterpillar,*
- *Phonics Lessons, Letters, Words and How They Work* by Fountas and Pinnell
- *Foundations Teacher's Manual, Levels K-2/Wilson;*  
[www.foundations.com](http://www.foundations.com)
- *The Continuum of Learning* by Fountas and Pinnell
- Six Traits Writing support materials
- [www.readinga-z.com](http://www.readinga-z.com)
- [www.jmeacham.com](http://www.jmeacham.com)
- [www.abcya.com](http://www.abcya.com)
- [www.starfall.com](http://www.starfall.com)
- [www.brainpopjr.com](http://www.brainpopjr.com)
- [www.abcmouse.com](http://www.abcmouse.com)