



Curriculum Alignment Guide (CAG)
Natomas Unified School District

Grade: Kindergarten ELA/Social Science

Unit Plan: Start Smart

Updated: August 4, 2013

Extended Time: 4 Weeks

Adopted ELA Program: McGraw. Hill, Treasures, CA Edition

Teacher Team/Lead : NUSD District Kindergarten Teacher Team

Adopted Science Program: Pearson, Science, CA ©2007, Adopted 2008

Adopted HSS Program: Harcourt, Reflections, ©2007, Adopted 2008

V4, 8.5.13

Key Knowledge and Concepts:	Skills:
<ul style="list-style-type: none"> ● Recognize what families, classrooms, students and learning are and what these look like, including how they can be the same or different. ● Develop a concept of a class as a family learning together including basic rules of behavior, classroom routines, student habits, listening and following simple directions, etc. ● Build oral vocabulary through literature, listening, discussion, and peer collaboration as well as by using Pictionary Dictionary activity to build a personal vocabulary book ● Produce a class alphabet book to reflect introduction to letters and sounds of the standard English alphabet 	<p><u>Reading Foundation Skills:</u></p> <ul style="list-style-type: none"> ● Introduction to letter recognition and sounds of the alphabet ● Introduction to rhyming sounds through nursery rhymes ● Introduction to concepts of print and listening comprehension using multiple and varied literature and informational texts, chants, songs, pictures, and photographs ● Introduction to letter formation, pencil grip, concepts of printing, e.g., left to right ● Introduction to a variety of vocabulary words, including but not limited to high frequency words, Treasures Vocabulary words, but also include Academic Vocabulary words from text, context, or in lessons or readings

Common Core ELA Standards (abbreviated):

READING: Literature (RL) or Informative Text (RI) and/or Foundational Skills (RF)

Key Ideas and Details, Craft and Structure, Integration of Knowledge & Ideas, Range of Reading & Level of Text Complexity

RL.K.1 With prompting and support, ask and answer questions about key details in a text. RL.K.1

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. (See gr. K Language standards 4-6 for additional expectations)

RL.K.5 Recognize common types of texts (e.g., storybooks, poems **fantasy, realistic text**)**CA.**

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 relationship illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

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.

RL.K.10.a Activate prior knowledge related to the information and events in texts. CA

RL.K.10.b Use illustrations and context to make predictions about text. CA

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. (See gr. K Language standards 4-6 for additional expectations).

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 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.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.

RI.K.10.a Activate prior knowledge related to the information and events in texts. CA

RI.K.10.b Use illustrations and context to make predictions about text. CA

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.* (This does not include CVCs ending with //l/, /r/, or /x/.)
- RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.2.f Blend two to three phonemes into recognizable words. CA**
- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA.**
- RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. **(Identify which letters represent the five major vowels (Aa, Ee, Ii, Oo, and Uu) and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) CA**
- 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.
- RF.K.4 Read emergent-reader texts with purpose and understanding.

WRITING: Opinion, Informative/Explanatory, and Narrative Writing; Production/Distribution, Research, Range of Writing

- 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 event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happen
- 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.

SPEAKING & LISTENING: Comprehension and Collaboration and Presentation of Knowledge & Ideas

SL.K.1 Participate in collaborative conversations with diverse partners 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 a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.2.a Understand and follow one- and two- step oral directions. CA

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

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.

LANGUAGE: Conventions of Standard English (1. Grammar and Usage and 2. Capitalization, Punctuation, Spelling), Knowledge of Language, Vocabulary Acquisition and Use

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

L.K.1.a Print many upper- and lowercase letters.

L.K.1.b Use frequently occurring nouns and verbs.

L.K.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).

L.K.1.d Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

L.K.1.e Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

L.K.1.f Produce and expand complete sentences in shared language activities.

L.K.2 Demonstrate command of the conventions of standard English 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.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
 - L.K.4.b Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.
- 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 (antonyms).
 - 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.

Text Selections, Supplementary Resources:

Gather read aloud books about School, the five human senses, and alphabet books; some suggestions:

No David! – David Shannon

If You Take a Mouse to School – Laura Numeroff

Kissing Hand – Audrey Penn

Llama Misses Mama – Anna Dewdney

The Night Before Kindergarten – Natasha Wing

Anna Bell Swift Goes to Kindergarten – Amy Schwartz

Ms. Bindergarten Gets Ready for Kindergarten – Joseph Slate

The 5 Senses Paperback book series - 5 titles – Acorn Press

My Five Senses - Aiki

My Five Senses - Harpercollins, Childrens

Treasures CA Edition, Teacher Resource book:

ABC Sing-Along Flip Chart & CD – Teddy Slater

Animalia by Graeme Base, Harry N. Abrams, Inc., Publishers, NY

ISBN: 0-8109-01968-4

The A-Z Book of Wild Animals: An Alphabet Adventure, Illustrated by Peter David Scott, Silver Dolphin Books, Baker & Taylor Publishers, San Diego

ISBN: 13 978-1-607 10-592-3 and 10 1-607 10-592-6

Additional Technology resources:

Suggestion: Watch Common Core video on teaching kindergarten writing – This video is a very good resource for getting students writing right away.

<http://www.youtube.com/watch?v=iboqoB7Z4F8>

www.mrsjonesroom.com

Songs, poem, letter name, sounds and activities



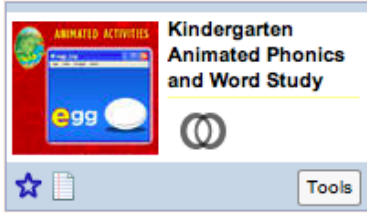
Notes/Needs:

Curriculum Alignment Guide (CAG)

Grade K: ELA

Unit - Title: START SMART

Timeframe: First 4 Weeks
V4, 8.5.13

<i>Timeframe</i>	<i>Text Selection/s Teacher Notes</i>	<i>Instructional Activities</i>	<i>CCSS/Knowledge/ Skills Notes</i>
	<p>Notes:</p> <p>This unit introduces the alphabet quickly. We will stretch the unit an additional week to allow for a slower pace and the introduction of school/classroom routines.</p> <p>Change: Letter Introduction Week 1 – Introduce.... Day 1 – A/a Day 2 – B/b Day 3 – C/c Day 4 – D/d Day 5 – E/e</p>	<p>Notes:</p> <p>Big Questions: <u>Week 1</u> – What is a student? <u>Week 2</u> - How does a student use senses to learn about the world? – How can we use senses in the classroom? <u>Week 3</u> – What do students need to do? <u>Week 4</u> – How do I know I am a student?</p> <p>1. Choose the letter for the day. Use this site for a visual animation on how the letter is made and how it sounds. If projected directly on whiteboard, teacher/students can come up and make the letter right in front of class.</p> <div style="border: 1px solid #ccc; padding: 5px; margin: 10px 0;">  </div> <p style="color: #e67e22;">Kindergarten Animated Phonics and Word Study Lessons A variety of lessons that provide students with engaging, animated instruction and guided practice in the phonics/word study skills developed in the Treasures program.</p> <p style="font-size: small;">Student Resource Core On Grade Level Link</p>	<p>Common Core Stnds.:</p> <p>RL.K.1 RL.K.2</p> <p>RI.K.4 RI.K.10 RI.K.10.a</p> <p>RF.K.1 RF.K.1.a RF.K.1.b RF.K.1.c RF.K.2 RF.K.2.a RF.K.2.c RF.K.3 RF.K.3.a RF.K.3.c RF.K.4</p>

	<p>Week 2 – Introduce.... Day 1 – F/f and G/g Day 2 – H/h and I/i – Teach sight word “I” during this day Day 3 – J/j Day 4 – K/k Day 5 – L/l</p> <p>Week 3 – Introduce.... Day 1 – M/m Day 2 – N/n Day 3 – O/o, P/p Day 4 – Q/q, R/r Day 5 – S/s</p> <p>Week 4 – Introduce.... Day 1 – T/t, U/u Day 2 – V/v Day 3 – W/w, X/x Day 4 – Y/y Day 5 – Z/z</p>	<p><u>Chants:</u> Is this showing Respect? Yes, Ma’am Is this showing respect? Yes, Ma’am How do you know? The students are sitting on the carpet. How do you know? They are following the rules. Is this showing respect? Yes, Ma’am Is this showing respect? Yes, Ma’am How do you know? Students are listening to the teacher. How do you know? They are being using kind words. Is this showing respect? Yes, Ma’am Yes, Ma’am</p> <p><u>Chant:</u> Create a large version to be used whole class.</p> <p>Google pictures of students in a variety of student/school activities to generate discussion, common vocabulary, and understanding.</p> <p><u>Teacher research:</u> Below is a link to a kindergarten unit activity. It combines a study on senses (taught in week 2 of Smart Start) and domestic/wild animals. There are some possible center ideas in this unit.</p> <p>http://www.slvrefuges.org/Curriculum/Kindergarten%20Migration%20Lessons2.pdf</p> <p><i>“The Sharing Song”</i> – by Raffi p. 32 in Social Science/History book, <u>Reflections</u></p> <p>Suggested Sequence for Lesson Planning Format of Daily Instruction:</p>	
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	<p>Technology: Connect Ed animated phonics and word study lessons - http://connected.mcgraw-hill.com</p>	<ol style="list-style-type: none"> 1. Phonemic Awareness 2. Phonics/Letter Recognition 3. High Frequency 4. Oral Language/Vocabulary 5. Listening Comprehension 6. Fluency 7. Shared Writing <p>Teach Phonemic Awareness first followed by Phonics first allows teachers to make connections of letter sounds within the context of high frequency word and stories used for comprehension and fluency.</p> <p>http://www.starfall.com http://www.fcrr.org/studentactivities/P_009a.pdf</p>	
<p>Week 1 5 Days</p> <p>Dates:</p>	<p>Big Questions: <u>Week 1</u> – What is a student?</p>	<p>Week 1</p> <p>Phonemic Awareness: Sequence of sounds TE S8, S16, S33, S26, S32</p> <p>Phonics/Letter Recognition: TE S8, S16, S22, S26, S32</p> <p>Introduce....</p> <p>Day 1 – Aa Day 2 – Bb Day 3 – Cc Day 4 – Dd Day 5 – Ee</p>	<p>RL.K.10 RI.K.5 RI. K. 7 RI. K. 10</p> <p>RF. K. 1 RF. K.1.a RF. K.1.b RF. K.1.c RF. K.1d RF. K.2</p>

		<p>Show the letter for the day each day. Write that letter on the board. Demonstrate and talk-aloud how to make the letter on a sentence line modeling both uppercase and lowercase letters. Use the white board or large chart paper. Also show students how to make the letter in the air with a finger. Have students do the same with their fingers, then ask them draw the letter on the carpet in front of them while teacher “circulates to support.”</p> <p><u>Suggestions:</u> Create a word web for each letter, how to make it, write it, the sound, things that begin with that sound. This activity can also be used later in the year as sounds are re-introduced and reviewed.</p> <p>Appoint each student a Letter Expert, assigning one letter/student to the alphabet; reserve vowels for capable students if possible. During the first few weeks of school, the expert’s photo will be posted beneath the alphabet letter on the wall. He or she will practice that letter and eventually perfect an upper and lowercase letter on index cards and post beneath the photo. He or she will then select a word beginning with that letter and practice and perfect that word and post beneath his or her photo as well. Students having difficulty with a sound or letter during the year can then have access to a Letter Expert for help.</p> <p>Create an Alphabet Art book adding pages of the book as the letters are introduced during the following 4 weeks:</p>	<p>RF. K.2.f RF. K. 3.d RF. K. 4</p> <p>L.K.1 L.K.1a L.K.1.b L.K.2.c L.K.2.d</p> <p>RL.K.1 RL.K.2</p> <p>RI.K.4 RI.K.10, a</p> <p>RF.K.1, 1.a, 1.b, 1.c RF.K.2, 2.a, 2.c RF.K.3, 3a, 3.c RF.K.4</p>
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- Aa**- apple prints, fingerprint ants
- Bb**- bubble prints, block prints, blue, Band-Aids, beans
- Cc**- cotton prints, car tracks, carrot prints, corn
- Dd**- dot design (Dot Art Painters), diamonds
- Ee**- elbow painting, egg shapes, wiggly eyes
- Ff**- finger painting, draw faces or fish, feathers, flowers
- Gg**- glitter glue
- Hh**- hand prints, hearts, hay
- Ii**- ice cube painting, ink (rubber stamps with a variety of inks)
- Jj**- junk prints, jewels, jazzy J's (decorate with lots of stuff)
- Kk**- kite shapes (draw or precut), keys (rubblings), Kleenex
- Ll**- letter collage (rubber stamps or alphabet punches), ladybugs
- Mm**- marble painting, mosaic, fingerprint mice
- Nn**- nature prints, newspaper numbers, nickel rubblings
- Oo**- O's (toilet paper tubes), orange (the fruit) prints
- Pp**- painted picture, purple potato prints, penny rubblings
- Qq**- quarter rubblings, Q-tip painting, quilt (squares of paper)
- Rr**- rubblings, rainbows, ribbon rectangles, red objects
- Ss**- sponge paint, stamp designs (rubber stamps), sand, stickers
- Tt**- torn paper collage, toothpick triangles, tea
- Uu**- upside-down picture, up arrows

RF.K.1.b, 1.c, 1.d
 RF.K.2, 2.b, 2.c, 2.d, 2.f
 RF.K.3.a, 3.b

L.K.1.a
 L.K.2, 2.c, 2.d
 L.K.4
 L.K.5.c

		<p> Vv- vegetable prints, valentines Ww- watercolor, waves, wallpaper Xx- x-ray (Q-tips) Yy- yarn design, yellow yo-yo's Zz- zigzags, zipper rubbing </p> <p> Letter Recognition – Introduce short sound it makes. Read poem or sing song about the letter. Make hand motion to go with the sound that the letter makes. </p> <p> <u>Name Activity:</u> Hold up student name cards using a variation of the name song. Teacher: Where is “Sandra” Student: Here I am. Teacher: Do you have a “letter of day in your name?” Identify if the focus letter is lower or uppercase. Put the name card on the whiteboard or in a pocket chart. </p> <p> High Frequency - Teach “l” during the week 2 when the letter li is introduced. </p> <p> Oral Language/Vocabulary- <i>student, school, names of students in the class</i> TE S6, S10, S18, S20, S24, S30 </p> <p> <u>Teaching Chart – I See a Classroom:</u> Have students use dry erase marker to circle or highlight the letter of the day. Discuss: <i>What do you see in our classroom?</i> Teach the routines you will need for direct instruction and student responses. (<i>raised hands, pulling sticks for student responses, etc.</i>) </p>	<p> RL.K.10.b RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI. K. 7 RI.K.9 RI.K.10 </p> <p> SL.K.1, 1.a, 1.b SL.K.2 SL.K.5 SL.K.6 </p>
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		<p>Create a Large Vocabulary Picture Dictionary with Week 1 vocabulary words. <i>Student:</i> a person studying <i>School:</i> a location for educating</p>		<p>RF.K.1.b,1.c, 1.d RF.K.2, 2.b, 2.c, 2.d , 2.f RF.K.3.a,.3.b</p> <p>L.K.1.a L.K.2, 2.c,.2.d L.K.4 L.K.5.c</p>
		<p>(Sketch of vocabulary word – remember it is just a sketch – student is the only one who needs to know what it is. IT IS NOT great artwork.)</p> <p>_____</p> <p>(Count the number of letters in this word and model sounds to fill in the word “student”)</p>	<p>Week 1: <i>student, school</i></p>	
		<p>Sample Teacher Modeling: <i>T: This word has ___ letters. (Model the ___ letters by drawing one blank line for each letter. Students will draw ___ lines in their first box as well.)</i> Modeling: “Who comes to school each day?” Students make some guesses. <i>T: “Yes, that is correct. A student comes to school each day. What is the first sound you hear in the word student? Do you hear any other sounds?”</i></p>		

Teacher models how to sketch a student and students sketch their own student and write the word just as modeled by teacher.

Listening Comprehension: Read “Animals in the Park” (Big Book)

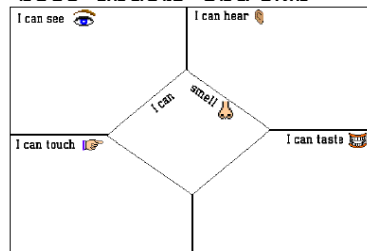
TE S7, S11, S25, S31

Wonders: S21

Read Aloud Anthology: “You Are Beautiful As You Are”, TE S25, anthology p. 9

Five Senses Activity: Create a pictorial by lightly penciling an outline of a student (simple human outline) on a chart paper or chart. Start demonstration for students by tracing over the light pencil outline in bold colors or markers to create the pictorial of a student from waist up. Trace with markers as you directly teach students to identify and label each of the five senses. Ask students, “This student has two eyes. What do we sense with our eyes? How do we use them?”

Students identify the parts of their bodies that they use to sense: *eyes, ears, mouth, nose, fingers, and skin*



use these senses to help us in the classroom?”

Use the completed pictorial to create a graphic organizer on large chart paper that has a symbol representing each sense and fill in with pictures or words that show use of the senses in the classroom.

Shared Writing – Who is in our class? – Name writing and letter formation. Model a self portrait and writing the sentence: I am _____. (TE S29)

Homework suggestions: (Practice handwriting and name writing)

		<p>Tell your parents one new thing you learned in school today. Ask them what they remember learning when they went to school? Draw a picture of this answer.</p>	
<p>Week 2 5 Days</p> <p>Dates:</p>		<p><u>Week 2</u></p> <p>Phonemic Awareness: Recognize Rhyme (TE S36, S44, S60) Syllable Blending (TE S50, S54)</p> <p>Phonics/Letter Recognition: (TE S32, S36, S44) Introduce.... Day 1 – F/f and G/g Day 2 – H/h and I/i – Teach sight word “I” during this day Day 3 – J/j Day 4 – K/k Day 5 – L/l</p> <p><u>Suggestion:</u> Create a word web for each letter, how to make it, write it, the sound, things that begin with that sound-Use the object tubs available in most kindergarten classrooms. This activity can also be used later in the year as sounds are re-introduced and reviewed.</p> <p>Create pages for this week’s letters in an alphabet art book.</p>	<p>Alphabet book - RL.K.7 RL.K.10</p> <p>RI.K.5 RI.K.7 RI.K.10</p> <p>RF.K.1 RF.K.1.a, 1.b, 1.c, 1.d RF.K.2, 2.f RF.K.3.d RF.K.4</p> <p>L.K.1 L.K.1a L.K.1.b L.K.2.c L.K.2.d</p> <p>RI.K.1 RI.K.2 RI.K.3 RI.K.10,10.a</p>



SL.K.5
 SL.K.6

L.K. 2
 L.K.5, 5.c
 L.K.6

Oral Language/Vocabulary- *rules, senses*, names of students in the class
 TE S34, S38, S46, S20, S48, S52

Create a Large Vocabulary Picture dictionary with vocabulary words.

rule: a rule tells us what we should or should not do


senses: ways people and animals use to learn about the world (sight, hearing, smell, taste, touch)

Picture Dictionary (Cognitive Content) to support oral vocabulary:

Week 2: *rule, senses*

Sample Teacher Modeling:

T: This word has ___ letters. (Model the ___ letters by drawing one blank line for each letter. Students will draw ___ lines in their first box as well.)

		<p><i>Modeling: “What word do we use to help us remember how to act and what to do?”</i> Students make some guesses. <i>T: “Yes, that is correct. Rules are guidelines that help us remember how to act and what to do. What is the first sound you hear in the word rule? Do you hear any other sounds?”</i> Teacher models how to sketch a symbol for high and students sketch their own symbol and write the word just as modeled by teacher.</p>		<p>RF.K.1.b,1.c, 1.d RF.K.2, 2.b, 2.c, 2.d , 2.f RF.K.3.a,.3.b</p>
		<p>(Sketch of vocabulary word – remember it is just a sketch – student is the only one who needs to know what it is. IT IS NOT great artwork.)</p> <p style="text-align: center;">— — — — —</p> <p>(Count the number of letters in this word and model sounds to fill in the word “rule”)</p>	<p>Each vocabulary word has its own box or page.</p>	<p>L.K.1.a L.K.2, 2.c,.2.d L.K.4 L.K.5.c</p>
		<p>Listening Comprehension – Read <u>Animals in the Park</u> (Big Book) TE S35, S39, S49, S31 Wonders – S4 Read Aloud Anthology, <u>The Gingerbread Boy</u> – TE S53, anthology p. 12</p>		<p>RL.K.10.b RI.K.1</p>

Copy and cut out icons and glue to popsicle sticks. Pass out one sticks to each student to use to respond to questions.

Activity: “How many senses do I use when I _____?” , e.g., How many senses do I use when I read?. Have a student/teacher act this out: Sit in chair in front of classroom and read.

Students hold up the “sense” popsicle stick they are holding if the behavior is using that sense. (Ex. For teacher reading the students holding the following sticks should hold them up: mouth stick, eye stick and, possibly, ear stick.)

Students describe what they see. Re-label the pictorial by writing underneath each sense how it is used in the classroom. Focus on one sense each day. Complete the pictorial by the end of the week.




Additional Suggested activities for centers: Blindfolded Senses

RI.K.2,
 RI.K.3
 RI.K.4
 RI.K.7
 RI.K.9
 RI.K.10

SL.K.1. 1.a, 1.b, SL.K.2
 SL.K.5
 SL.K.6

		<p><u>What Do You Feel?</u> Prepare a pan of sand of rice with objects hidden in it. Students take turns feeling and describing what they feel. Peers give clues on what is found. Modification: <u>What Do You Think You Hear?</u> May also modify this by putting object in a paper bag or large paper grocery bag. Suggested items: crayons, pencil, book, glue bottle, rubber spider, teddy bear counter, linking cube, popsicle stick, tin can, sandpaper, beans, or rice. After shaking the bag, ask, “What do you hear? What do you think it is?”</p> <p><u>What Do You Hear?</u> This activity can be done with classroom objects or with sounds that have been pre-recorded. Have students close their eyes while the teacher makes the sound. Students wait a moment before responding as a group on cue to say what sound they think they heard. The teacher then tells or shows the class what it the sound/item is, e.g., bell, computer, door, whistle. Try to use items readily available in your classroom environment.</p> <p><u>What Do You Smell?</u> Have students smell 3 to 5 different things they can’t see while blindfolded. Ask them each to draw picture of what they think they smelled. Extension: Have students think of something they would bring in for class to smell that has a strong odor (define vocabulary). Ask them to draw a picture of this item and write the letters to label that item.</p> <p>Shared Writing – Who chased the gingerbread boy? Make a list. (TE S57) <u>Suggestion: Text and You</u> Teacher should model, step-by-step. “Fold a piece of paper in half horizontally (“like a hot dog”) and turn the page vertically (portrait orientation or as a 2-column chart).</p>	<p>RL.K.1 RL.K.10.a</p> <p>RI.K.3 RI.K.7 RI. K.10.b</p> <p>W.K.8</p> <p>SL.K.2.a SL.K.3 SL.K.5 SL.K.6</p> <p>L.K.5.a L.K.5.c</p>
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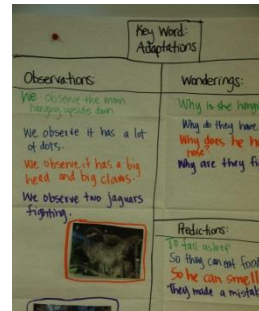
		<p>At the top, label one half of the page “text” and label “you” at the top of the other side. Under “text” using words and pictures, write 2 facts you know about the Gingerbread Boy. On the “you” side using words and pictures, draw/write 2 facts you can share about yourself.</p>	
<p>Week 3 5 Days Dates:</p>	<p>Nursery Rhymes</p>	<p>Week 3 Phonemic Awareness – Recognize Rhyme (TE S36, S44) Use Nursery Rhymes to introduce rhyme concept. Hickory, Dickory, Dock, Humpty Dumpty, Mary Had a Little Lamb, and Simple Simon. Emphasize rhyming patterns, ending sounds, matching sounds. Teach students to use a “thumbs up” whenever they hear a rhyme (can make this part of classroom routine throughout the year).</p> <p>Phonics/Letter recognition (TE S50, S54, S60, S64) Introduce.... Day 1 – M/m Day 2 – N/n Day 3 – O/o and P/p Day 4 – Q/q and R/r Day 5 – S/s</p> <p>Show the letter for the day. Write the letter on the board. Demonstrate how to make the letter on a sentence line both uppercase and lowercase. Use the white board or large chart paper. Demonstrate how to make it in the air with finger. Have students make the letter with their fingers. Then have them draw the letter on the carpet in front of them while teacher “circulates and supports.”</p> <p><u>Suggestions:</u></p> <ul style="list-style-type: none"> • Create pages in the alphabet art book. 	<p>RL.K.1 RL.K.2</p> <p>RI.K.4 RI.K.10, 10.a</p> <p>RF.K. 1, 1.a, 1.b, 1.c, RF.K.2,.2.a, 2.c RF.K.3, 3a, 3.c RF. K. 4</p> <p>Alphabet book : RL.K.10</p> <p>RI.K.5 RI.K.7 RI.K.10</p> <p>RF.K.1, 1.a, 1.b, 1.c, 1.d RF.K.2, 2.f RF.K.3.d RF.K.4</p> <p>L.K.1, 1a, 1.b</p>

	<p>Letter Bingo Game, cards</p>	 <ul style="list-style-type: none"> ● Create a word web for each letter, how to make it, write it, the sound, things that begin with that sound, etc. This web or activity can be used later in the year as sounds are re-introduced and reviewed. ● Play Letter Bingo <p>High Frequency - review <i>I, can</i> (TE S65, S73, S79, S83) Oral Language/Vocabulary: Position words - <i>on, over, under, by</i> (TE S74, S84, S86)</p> <p>Create a Large Vocabulary Picture Dictionary with vocabulary words: <i>on, over, under, by</i></p> <p>Picture Dictionary (Cognitive Content) to support oral vocabulary: <i>on, over, under, by</i></p>		<p>L.K.2.c L.K.2.d</p>
	<p><u><i>The Kissing Hand</i></u>, trade book</p> <p>Academic Vocabulary: <i>photograph</i></p>	<p>(Sketch of vocabulary word. Remember it is just a sketch; the student is the only one who needs to know what it is. IT IS NOT great artwork.)</p> <p>_____</p> <p>(Count the number of letters in this word and model sounds to fill in the word “on”)</p>	<p>Each vocabulary word has its own box on page.</p>	<p>RF.K.1.b,1.c, 1.d RF.K.2, 2.b, 2.c, 2.d , 2.f RF.K.3.a,.3.b</p>
		<p>Listening Comprehension: Read <u><i>The Kissing Hand</i></u> ,Trade Book (TE S63, 67) Wonders (S77) Read Aloud Anthology, <u><i>The Clever Turtle</i></u> (TE S81, Read Aloud Anthology, p. 17)</p>	<p>L.K.1.a L.K.2, 2.c,.2.d L.K.4 L.K.5.c</p>	

Shared Writing – What do students need to do? – Copy and use the pictures below to generate writing. (Or teacher/s could have taken pictures in class of their own students and use these photos instead.) Show the photographs of students learning in a variety of learning environments. Discuss: *What do these students need to do to learn? Are they all learning the same thing? How do we know?*



Create an Exploration Report: Key word: Learning



Have students work together in pairs or groups to discuss one of the pictures showing students learning. How do they know the students are learning? What do you suppose they are learning about? Each group will discuss and share how their picture demonstrates the key word: *learning*. Each group will share an observation, a wonder, and a prediction and share it with the class. The teacher records

RI.K.1
 RI.K.2
 RI.K.3
 RI.K.4

RF.K.1

W.K.1
 W.K.2
 W.K.3
 W.K.5
 W.K.7
 W.K.8

SL.K.1. 1.a, 1.b
 SL.K.2
 SL.K.3
 SL.K.4
 SL.K.5

		<p>these responses on a class chart (3-columns). Pictures should be attached to the exploration report.</p>	<p>SL.K.6</p> <p>L.K.5, 5. a, 5.c</p> <p>L.K.6</p>
<p>Week 4 5 Days</p> <p>Dates:</p>	<p>Variety of Nursery Rhymes</p> <p>Letter Bingo Game, cards</p>	<p>Week 4</p> <p>Phonemic Awareness – Recognize Rhymes (TE S36, S44) Continue activities used in Week 3 to introduce rhyme concepts through Nursery Rhymes. Use same or new nursery rhymes this week.</p> <p>Phonics/Letter Recognition (TE S50, S54, S60, S64) Introduce.... Day 1 – T/t and U/u Day 2 – V/v Day 3 – W/w and X/x Day 4 – Y/y Day 5 – Z/z</p> <p>Show the letter for the day. Write the letter on the board. Demonstrate how to make the letter on a sentence line both uppercase and lowercase. Use the white board or large chart paper. Demonstrate how to make it in the air with finger. Have students make the letter in the area with the same finger. Then ask them draw the letter on the carpet in front of them while teacher “circulates and supports.”</p> <p><u>Suggestions:</u></p> <ul style="list-style-type: none"> ● Create a word web for each letter, how to make it, write it, the sound, things that begin with that sound. This activity can also be used later in the year as sounds are re-introduced and reviewed. ● Play Letter Bingo 	<p>Alphabet book :</p> <p>RL.K.10</p> <p>RI.K.5</p>

- Create pages in an alphabet art book.



High Frequency - review *I, can* (TE S65, S73, S79, S83)

Oral Language/Vocabulary- Antonyms (Common Core uses this academic term/ vocabulary word, not the word Opposites); (TE S46, S56)

Create a Large Vocabulary Picture Dictionary with vocabulary words.

high, low, fast, slow

Sample Teacher Modeling:

T: This word has ___ letters. (Model the ___ letters by drawing one blank line for each letter. Students will draw ___ lines in their first box as well.)

Modeling: "What word do we use to describe something we cannot reach?"

Students make some guesses.

RI.K.7
 RI.K.10

RF.K.1, 1.a, 1.b, 1.c, 1.d
 RF.K.2, 2.f
 RF.K.3.d
 RF.K.4

L.K.1, 1a, 1.b
 L.K.2.c
 L.K.2.d

		<p><i>T: “Yes, that is correct. We cannot reach something that is too high. What is the first sound you hear in the word high? Do you hear any other sounds?”</i></p> <p>Teacher models how to sketch a symbol for high and students sketch their own symbol and write the word just as modeled by teacher.</p> <p>Picture Dictionary (Cognitive Content) to support oral vocabulary:</p> <p>Week 4: high, low, fast, slow</p>		<p>RF.K.1.b,1.c, 1.d RF.K.2, 2.b, 2.c, 2.d , 2.f RF.K.3.a,.3.b</p> <p>L.K.1.a L.K.2, 2.c,.2.d L.K.4 L.K.5.c</p>
		<p>(sketch of vocabulary word – remember it is just a sketch – student is the only one who needs to know what it is. IT IS NOT great artwork.</p> <p>— — — —</p> <p>(Count the number of letters in this word and model sounds to fill in the word “high”)</p>	<p>Each vocabulary word has its own box on page.</p>	<p>RL. K.1 RL.K.10.a</p> <p>RI.K.3 RI.K.7 RI.K.10.b</p>
		<p>Listening Comprehension –Read <u>Rainbow Fish</u>, Trade Book or Story online http://www.storylineonline.net</p> <p>Shared Writing – Discussion and Literature Response:</p> <ol style="list-style-type: none"> 1. Was Rainbow Fish a student? 2. How do you know he was a student? 3. How do you know you are a student? <p>Have students draw and write a word or an idea they learned from this story (text-based response). Provide an example and ask students to generate their own</p>		<p>W.K.1 W.K.2 W.K.5 W.K.6 W.K.7 W.K.8</p> <p>SL.K.1, 1.a, 1.b SL.K.2, 2.a SL.K.3 SL.K.4</p>

		<p>ideas from <u>Rainbow Fish</u>. <i>I learned _____ or I know I am a student because I can _____.</i></p> <p>Students should celebrate how they have become Kindergartners and are Starting School Smart! Share with them their work-to-date (alphabet books, letter webs, Letter Experts, Names, etc.)</p> <p>Have them share their Alphabet book with another class, the librarian, or the principal.</p>	<p>SL.K.5 SL.K.6 L.K.5.a, 5.c</p>
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Notes/Needs:

Common Core Academic Vocabulary – Tier II

PLAN AHEAD	These words require LESS TIME to teach and learn. (They are concrete or describe an object, event, process or characteristic that is familiar to students.)	These words require MORE TIME to teach and learn. (They are abstract, have multiple meanings, are a part of a word family, or are likely to appear again in future texts.)
Mean ing can be learn ed from conte xt		
Mean ing must be taugh t or provi ded		

**Span
ish
Cogn
ates**

Culminating Writing Task:

Writing Prompt:

Teacher Instructions:

Writing Rubric:

Relevant Graphic Organizer:

Students translate prompt to writing task:

Students develop a rough draft:

Sample Student Writing Response:

Culminating Performance Project:

Rubric:

Additional Tasks and/or Writing Prompts:

Additional Resources:

