

**Kindergarten Curriculum Map: Literacy & Integrated Content**

EXT resources located in the AR Journeys materials. If you do not have hard copies of the resources, you may access the digital copy on Think Central. The Teacher Created Materials Social Studies Primary Source Readers can be used in a variety of ways – read aloud, shared/modeled reading, guided reading, and learning stations, etc. Note: Vocabulary is always found in the Teacher’s Guide for each title. The Interactive-eBook (see DVD in kit) are great for shared/modeled reading, using the annotation tools provided. They are also great for learning stations. Students can record themselves reading for fluency, annotate text, or have the text read to them.

**Hold Ctrl & click on each lesson to be taken directly to that specific week.**

8/13	Establishing Rituals and Routines (WTK)	pp. 1-4
8/20	Establishing Rituals and Routines (WTK)	pp. 1-4
8/27	<a href="#">Lesson 1</a>	pp.5-8
9/4 -off Monday (Labor Day)	<a href="#">Lesson 2</a>	pp. 8-15
9/10	<a href="#">Lesson 3</a>	pp. 15-19
9/17	<a href="#">Lesson 4</a>	pp. 20-22
9/24	<a href="#">Lesson 5</a>	pp. 23-26
10/1	<a href="#">Lesson 6</a>	pp. 27-32
10/8- off Friday (PT Conference)	<a href="#">Lesson 7</a>	pp. 32-37

**READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING**

**Week 1: Welcome back to Kindergarten**

**Unit 1**

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>KRF1</b> Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, &amp; page-by-page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Recognize &amp; name all upper- &amp; lowercase letters of the alphabet.</p> <p><b>KRI5</b> Identify the front cover, back cover, &amp; title page of a book.</p>	<p><b>COMPREHENSION/FLUENCY</b></p> <p><b>Skill:</b> Listen to Rhymes</p> <p><b>Strategy:</b> Listening</p> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>Recognize names</li> <li>Distinguish letters and numbers</li> <li>Book handling</li> <li>Environmental print</li> </ul> <p><u>Daily 5</u></p> <p>Establishing a Gathering Place</p> <p>“Good-Fit” Books</p> <p>Establish Rituals and Routines</p>	<p><b>Listen to Rhymes</b></p> <p><a href="#">Poems Rules and Responsibilities</a></p> <p><a href="#">Back to School Poems</a></p> <p>Use poems to teach/reinforce listen to rhymes skill and to discuss social studies content.</p> <p><a href="#">The Kissing Hand by Audrey Penn</a>—Storyline Online</p> <p>Use the story to discuss and identify feelings students may have about going to school, how to adjust to new situations, ritual and routines associated with both school and home, and how to adjust to new environments.</p> <p><a href="#">Kissing Hand Activity Guide</a> (Discussion Points in the guide provide questions for discussion)</p> <p><b>Unit 1 p. 27, 31-43</b></p> <p><b>TE pp. 31-33 - The Sharing Song</b></p> <p><b>TE p. 45 Safety Sign (Poem)</b></p>	<p>Anecdotal Records and Observations</p> <p><b>TCM Primary Sources</b></p> <p><b>Citizenship &amp; Government</b></p>

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	<p>Anti-bullying lessons 1-6 will be taught during the first 9 weeks of school. Refer to the student resource <i>Bully Proofing Your School Working with Victims and Bullies</i></p>	<p>TE Critical Thinking Skills—Solve a Problem (Little Miss Muffat) Homework and Practice Book—Nursery Rhymes Solve a Problem—Booklet</p> <p><b>TCM</b> - <a href="#">Primary Source Reader: Rules at School Lesson (pp. 99-108)</a> <a href="#">Before, During, and After Reading Activities (pp. 100-102)</a> <a href="#">"In the Picture" (p. 104)</a> Interactive Book (see DVD in kit)</p>	<p><a href="#">"School Rules" Document-Based Assessments (p. 108)</a> <a href="#">Raise Your Hand Image (raise.pdf)</a></p>
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**SOCIAL STUDIES**

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>C.1.K.2 Describe the role of school and its leaders C.2.K.3 Discuss responsibilities of being a good citizen C.3.K.1 Recognize the need for rules and consequences</p>	<p><b>Unit: My School</b> <b>Community:</b> Roles of a Citizen</p> <p><b>Essential Question(s):</b> What would it be like if we didn't have rules? (home, classroom, school, community)</p> <p><b>Supporting Question (s):</b> What are some rules we need to follow each day? Who are people in your family and school who hold positions of authority? What do good citizens do?</p>	<p><b>TCM-Primary Source Reader:</b> <a href="#">Rules at School Lesson (Teachers Guide) pp. 100-108</a></p> <p><b>BEFORE READING:</b> Review vocabulary</p> <p><b>DURING READING:</b> Use trade books to read about good citizens. Create a class chart listing things good citizens do in the books read. <a href="#">Library Lion by Michelle Knudsen—Storyline—Online Video</a> <a href="#">Teacher Guide</a> Harcourt Social Studies Leveled Reader: <a href="#">I Follow the Rules</a></p> <p><b>AFTER READING:</b> Discussion - Review the class list of things good citizens did in the stories read. Discuss words that describe the things they did (i.e., honest, helpful, courteous). Record these words next to the action (what characters did to demonstrate good citizenship) Display chart and continue to add to it as you read.</p> <p><b>People Whom Hold Positions of Authority</b> Prior to the lesson, have students brainstorm a list of the different people in a school and their primary job duties (i.e. Teacher, Principal, Cafeteria Worker, Custodian, music teacher).</p> <p>Use the descriptions below to begin the conversation of people of authority in your building. If possible, take pictures</p>	<p>Think about the ways we can be good citizens in our school. Draw a picture that shows you being a good citizen. Then tell/write what you are doing in the picture that shows you being a good citizen.</p> <p align="center">OR</p> <p>Make mini books with the students. Have them copy one rule per page and illustrate. Students can take books home to share with parents.</p> <p>Identifies authority figures in the school by name and tells what their job is.</p> <p>Identifies 2-3 characteristics of good citizenship that are important.</p>

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		<p>of these people as well as others in your building and make sentence strips with their names to display. Replace the picture of people in your building with the pictures on the links below. Talk about responsibilities they have in their position of authority. <a href="#">Custodian/Teacher/Principal/Secretary</a></p> <p><b>Additional Resource On Authority</b>  <a href="#">"Orb and Effy Learn About Authority" Lesson</a>--Use story and questions to extend understanding of authority.</p> <p><a href="#">TCM - Primary Source Reader: Rules at School Lesson (pp. 99-108)</a>  <a href="#">Write It! Activity (p. 102)</a>  <a href="#">Primary Source Activity (p. 103)</a>  <a href="#">School Days Image</a>  <a href="#">"Safety First" (p. 107)</a></p> <p><a href="#">TCM - Exploring Social Studies: Arkansas Edition Student Handbook "Why We Have Rules" (p. 20)</a>  <b>TCM Primary Sources <i>Citizenship and Government</i></b>  <a href="#">Rules and Laws Lesson (pp. 46-55)</a>  <a href="#">Part A: Staying Safe, Photograph Card</a>  <a href="#">Part B: Class Rules, The Facsimile</a></p>	<p><a href="#">TCM - Primary Source Reader: Rules at School Lesson Your Turn! Activity (p. 103)</a></p> <p>Or  <a href="#">TCM - Primary Source Reader: Rules at School Quiz (p. 108)</a></p>
WORD STUDY			
STANDARDS	VOCABULARY	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>KRF1</b> Demonstrate understanding of the organization &amp; basic features of print.</p> <p>a. Follow words from left to right, top to bottom, &amp; page-by-page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Recognize &amp; name all upper- &amp; lowercase letters of the alphabet.</p> <p><b>KRI5</b> Identify the front cover, back cover, &amp; title page of a book.</p>	<p><b>SOCIAL STUDIES:</b> learn, rules, share, consequences, citizens, authority,</p> <p><b>TARGETED CLUSTERS/CATEGORIES:</b> Physical Actions and Motion</p>	<p>SUW Tool B3-21a Sensory Words                  SUW Tool B3-21b Using the Senses</p>	<p>SUW Tool B3-23a Vocabulary Assessment Reference Sheet</p>

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**Kindergarten Curriculum Map: Literacy & Integrated Content**

<p><b>KRF2</b> Demonstrate understanding of spoken words syllables &amp; sounds (phonemes). a. Recognize &amp; produce rhyming words. <b>KRF1d</b> Recognize &amp; name all upper- &amp; lowercase letters of the alphabet.</p>	<p><b>SPELLING/ENCODING*</b> Rhyming Words &amp; Syllables Letter Names &amp; Features (stick letters)</p>	<p>Big Book: <u>A Journey from A-Z</u> pp. 2-6 PA: WTK4, WTK6, WTK8, WTK10, WTK12 Letters A-E: pp. A-WTK5, B-WTK7, C-WTK9, D-WTK11, E-WTK13 <i>*This section will often have resources listed from different lessons than those listed for comprehension &amp; grammar. These changes were made to ensure students meet end-of-year goals as defined by AR Kindergarten Standards.</i> <b>TCM</b> - <a href="#">Primary Source Reader: Rules at School Lesson</a> <a href="#">Before and After Vocabulary Activities (pp. 100, 102)</a></p>	
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**WRITING WORKSHOP**

<b>STANDARDS</b>	<b>FOCUS</b>	<b>TASKS/RESOURCES/MATERIALS</b>	<b>ASSESSMENTS</b>
<p><b>PROCESS WRITING</b> <b>KW3</b> Use a combination of drawing, dictating, &amp; writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, &amp; provide a reaction to what happened. <b>KW7</b> Participate in shared research &amp; writing projects books by a favorite author &amp; express opinions about them)</p>	<p>Sentence Writing &amp; Drawing (Assessment &amp; Establishing Routines)</p>	<p><u>Daily 5</u> Ch. 6 pp. 79 – 90  SUW Lessons: 3-1 Fragments &amp; Sentences p. 102 3-2 3-part sentences p. 103 3-5 “For Kindergarten and Other Beginning Writers” section, p. 112 Tool 3-5b</p>	<p><b>Writing Prompt</b> Social Studies Prompt: <b>TCM</b> - <a href="#">Primary Source Reader: Rules at School Lesson</a> <a href="#">Writing Activity (p. 101)</a> <a href="#">“My Important Rule” (p. 105)</a></p>

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READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING

Week 3 Unit 1 Lesson 1

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>K.RI.2</b> With prompting &amp; support, identify the main topic &amp; retell key details of a text.</p> <p><b>K.RF.2.a</b> Recognize &amp; produce rhyming words.</p> <p><b>K.SL.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking &amp; answering questions about key details &amp; requesting clarification if something is not understood.</p>	<p><b>COMPREHENSION/FLUENCY</b></p> <p><b>Skill:</b> Main Ideas</p> <p><b>Strategy:</b> Summarize</p> <p><b>Genre:</b> Informational Text, Realistic Fiction, Poetry</p>	<p><b>Anchor Lesson:</b> LLG Main Idea p. 186; TE-pp. T36                      “What Makes a Family”                      “Building with Dad” LLG pp. 187                      “Poems About Family” LLG pp. 187</p> <p>Use the SmartBoard to share the following readings from ReadWorks.org.</p> <p>The readings can be used to reinforce this week’s skill and strategy lessons. Use the content to discuss rituals and routines for your classroom.</p> <p><a href="#">Jon Follows School Rules</a>  <a href="#">Who Is a Good Citizen At School</a>  <a href="#">Jose and the Blue Crayons</a></p>	<p><b>TCM</b> - <a href="#">Primary Source Reader: We Work at School Quiz (p. 148)</a></p>

SOCIAL STUDIES

Week 3 Unit 1 Lesson

STANDARDS	FOCUS	TASKS/RESOURCES/PROCEDURES	ASSESSMENTS
<p>C.2.K.2 Identify the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American flags.</p> <p>C.2.K.3 Discuss responsibilities of being a good citizen</p> <p>Discuss changes over time using chronological terms (e.g., first, next, last, before, after, past, present)</p>	<p><b>Unit 1: My School and School Community: Roles of a Citizen</b></p> <p><b>Essential Question:</b>                      Are all rules good rules?</p> <p><b>Supporting Questions:</b></p> <ul style="list-style-type: none"> <li>• Why do we have rules at home in the classroom, in the school and in the community?</li> <li>• Who enforces the rules/laws?</li> </ul>	<p><b>ADDITIONAL CONTENT LESSONS</b></p> <p>This week’s lesson gives students an opportunity to extend their understanding of rules.</p> <p><a href="#">Inquiry: Are All Rules Good Rules?</a></p> <p>This inquiry engages kindergartners in exploring the various ways people interact with and act upon rules and laws in their daily lives. In addressing the compelling question “Are all rules good rules?” students work through a series of guiding questions, formative performance tasks, and featured sources in order to have a discussion in which they agree or disagree with the question and provide evidence from the sources they explored during the lessons.</p> <p>Are there rules at school or other places in their lives they believe are not good rules? Is there a process for changing a rule that is not a good rule? Are there school/classroom rules that need to be changed. What are the reasons it needs to be changed?</p>	<p>Draw a picture of themselves acting responsibly and describe the picture to a partner.</p> <p>Construct a class T-chart showing home based and school-based responsibilities.</p> <p>Construct a two-panel comic describing what would happen in school or at home if we did not carry out our responsibilities.</p>

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**Kindergarten Curriculum Map: Literacy & Integrated Content**

		<p><b>BEFORE READING:</b> Begin by having students brainstorm their thoughts about the question "Are all rules good rules?". Chart their responses and tell them they will revisit them at the end of the inquiry to see if there are any changes in the way they think.</p> <p><b>DURING READING:</b> Students will be interacting with text and images to complete formative task related to each guiding question.</p> <p><b>AFTER READING:</b> Provide students an opportunity to examine their knowledge of rules and how they are established and revised. They will review the class and school rules to determine if there is a need for any to be revised, added, or removed.</p>	
		<p><b>TCM - Primary Source Reader: <i>We Work at School</i> Lesson (pp. 139-148)</b>  <a href="#">Before, During, and After Reading Activities (pp. 140-142)</a>  <a href="#">Primary Source Activity (p. 143)</a>  <a href="#">Picking Up Image</a>  <a href="#">"Helping Out" (p. 147)</a>                      Interactiv-eBook (see DVD in kit)</p>	<p><b>TCM - Primary Source Reader: <i>We Work at School</i> Quiz (p. 148)</b></p> <p><b>TCM - Primary Source Reader: <i>We Work at School</i> Lesson</b>  <a href="#">During Reading Writing Activity (p. 141)</a>  <a href="#">"My Favorite Job" (p. 145)</a></p>
<b>WORD STUDY</b>			
<b>Week 3 Unit 1 Lesson 1</b>			
<b>STANDARDS</b>	<b>FOCUS</b>	<b>TASKS/RESOURCES/MATERIALS</b>	<b>ASSESSMENTS</b>
<p><b>KL4</b> Determine or clarify the meaning of unknown &amp; multiple-meaning words &amp; phrases based on kindergarten reading &amp; content.</p> <p><b>KL5a</b> Sort common objects into categories to gain a sense of the concepts the categories represent.</p> <p><b>KL5c</b> Identify real-life connections between words &amp; their use (e.g., note places at school that are colorful).</p>	<p><b>STRATEGY:</b> Classify &amp; Categorize</p> <p><b>HIGH FREQUENCY WORDS:</b> I, like (L2)</p> <p><b>SOCIAL STUDIES:</b> flag, Pledge of Allegiance, United States, Arkansas, Little Rock, nation, liberty, justice</p> <p><b>SCIENCE:</b> Senses, sight, blind, deaf, taste, science, touch, observe, hear</p> <p><b>CATEGORY:</b> Places and Dwellings</p>	<p>U1L1 TE pp. T18-19, T26, T57                      U1L2 TE pp. T98-T99, p. TE 49</p> <p>LLG pp. 102-103</p>	
<p><b>KRF1d</b> Recognize &amp; name all upper- &amp; lowercase letters of the alphabet.</p>	<p><b>SPELLING/ENCODING</b>                      Letters &amp; sounds: Mm, Ss</p>	<p><b>TWO LESSONS COMBINED:</b></p>	

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<p><b>KRF2b</b> Count, pronounce, blend &amp; segment syllables in spoken words  <b>KRF3a</b> Demonstrate basic knowledge of 1-to-1 letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant</p>	<p>P.A.: Syllables</p>	<p>Letter M: Unit 1 TE T256-T257, T264-T265, T280, T281                  Letter S: Unit 1 TE T336-T337, T344-345, T360-T362, T368                  WTK 6, 10, 12, 16, 20, 22</p>	
<p><b>WRITING WORKSHOP</b>                  Week 3 Unit 1 Lesson 1</p>			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>GRAMMAR</b>  <b>KL1b</b> Use frequently occurring nouns &amp; verbs.  <b>KL5c</b> Identify real-life connections between words &amp; their uses.</p>	<p>Names of people</p>	<p>pp. T20, T36, T44, T52, T58                  SUW Tool B2-21b What is a Noun?</p>	
<p><b>WRITING</b>  <b>KSL4</b> Describe familiar people, places, things, &amp; events &amp;, with prompting and support, provide additional details.  <b>KW5</b> With guidance &amp; support from adults, respond to questions &amp; suggestions from peers &amp; add details to strengthen writing as needed.</p>	<p>Sentence Writing &amp; Drawing</p>	<p><u>SUW 3<sup>rd</sup> Edition</u>                  3-1 Fragments &amp; Sentences p. 102                  3-2 3-part sentences p. 103                  3-5 “For Kindergarten and Other Beginning Writers” section, p. 112  <u>SUW 4<sup>th</sup> edition</u>                  Tool B2-34a Three part sentences</p>	<p>Social Studies Prompt:                  Illustrate and label a two-sided picture showing a rule being followed on one side and a rule not being followed on the opposite side.</p>

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**READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING**

**Week 4 Unit 1 Lesson 2**

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>KL1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>KI4</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>KRI3</b> With prompting and support, describe the connection between two individuals, events ideas, or pieces of information.</p> <p><b>KW3</b> Use a combination of drawing, dictating, and writing to compose informative text in which they name what they are writing about and supply information about the topic.</p>	<p><b>COMPREHENSION/FLUENCY</b></p> <p><b>Skill:</b> Understanding Characters  <b>Strategy:</b> Infer/Predict  <b>Fluency:</b> Model Fluency, Pause for Punctuation  <b>Genre:</b> Fantasy, Informational Text</p> <p><i>Anti-bullying lessons 1-6 will be taught during the first 9 weeks of school. Refer to the student resource <a href="#">Bully Proofing Your School Working with Victims and Bullies</a></i></p>	<p><b>Understanding Characters LLG p. 42</b></p> <p><b>Friendship/Citizenship</b>                      Journeys Big Book <a href="#">How Do Dinosaurs Go to School?</a> TE pp. 130                      After each page discuss what would be appropriate behavior in the classroom.  <a href="#">Friends at School</a>: Interactive Read Aloud LLG pp. 188-189  <a href="#">My School Bus</a>—Interactive Read Aloud LLG p. 189                      TCM TE pp. 139-144                      Unit 6: Responsibility “We Work At School”</p> <p>Bookflix—CALS (Library Card # Needed to access)                      “How Do Dinosaurs Go to School?” (Watch the story)                      Paired with “Back to School Safety”</p> <p>Use trade books to read about good citizenship and friendship. Use the books to create a list of words that describe characteristics of good citizenship and friendship (i.e., loyal, honest). Create a class chart and list those characteristics as you discuss them. As a class, define friend. Display definition for students to refer to during the year.</p>	

**SOCIAL STUDIES**

**Week 4 Unit 1 Lesson 2**

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>C.2.K.4 Follow agreed upon rules for listening, consensus-building, and voting procedures in the classroom</p> <p>C.3.K.1 Recognize the need for rules and consequences</p>	<p><b>Unit 1: My School and School Community: Roles of a Citizen</b>  <b>Essential Question:</b> Why do I have to be responsible?</p> <p><b>Guiding Questions:</b>                      What does responsibility look like?                      What are my responsibilities at home and school?</p>	<p><a href="#">Why Do I Have To Be Responsible Inquiry</a></p> <p>BEFORE READING: Introduce the word “responsibility” and engage students in a discussion on its meaning. After establishing its meaning, teachers can help students make a connection between responsibilities and job that people have.</p>	<p>Draw a picture of themselves acting responsibly and describe the picture to a partner.</p> <p>Construct a class T-chart showing home based and school-based responsibilities.</p>

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	<p>What would happen if I weren't responsible?</p> <p><b>School Friends</b> <b>Getting Along</b> <b>Good Citizenship</b></p>	<p><b>DURING READING:</b> Students will work to examine text and images to complete a formative performance task that allows them to gather evidence on what responsibility looks like, to determine their responsibilities at home and school, and to describe what would happen if they weren't responsible.</p> <p><b>AFTER READING:</b> Draw or write about how you can be a better member of your family and class by being responsible. Share with another classmate.</p> <p>Optional: As a class, plan a class community-service project to complete.</p>	<p>Construct a two-panel comic describing what would happen in school or at home if we did not carry out our responsibilities.</p>
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**WORD STUDY**  
**Week 4 Unit 1 Lesson 2**

<b>STANDARDS</b>	<b>FOCUS</b>	<b>TASKS/RESOURCES/MATERIALS</b>	<b>ASSESSMENTS</b>
<p><b>KRF3c</b> Read common high-frequency words by sight</p> <p><b>KL4</b> Determine or clarify the meaning of unknown &amp; multiple-meaning words &amp; phrases based on kindergarten reading &amp; content.</p> <p><b>KL5</b> With guidance &amp; support from adults, explore word relationships &amp; nuances in word meanings.</p>	<p><b>STRATEGY:</b> Antonyms <b>ACADEMIC:</b> Characters <b>SOCIAL STUDIES:</b> responsible, friend, respect, cooperate, student generated words (characteristics of responsible) <b>TARGETED CLUSTERS/CATEGORIES:</b> Tools and Machines</p>	<p><b>Vocabulary Strategies:</b> Antonyms Unit 1 Lesson 2 TE pg. T155, T184-T185 Projectable 2.3</p> <p>SUW 4<sup>th</sup> edition tools: B3-15d Synonyms in Context B3-15d Synonyms in Context answers B3-15a Same-Opposite Game Word Cards B3-15b Same-Opposite Game Board</p> <p><b>Daily Vocabulary Boost</b> Unit 1 Lesson 2 TE pp. T107, T125, T141, T153, T163</p>	
<p><b>KRF2d</b> Isolate &amp; pronounce initial, medial vowel, &amp; final sounds (phonemes) in 3-phoneme words.</p> <p><b>KRF3a</b> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant</p>	<p><b>SPELLING/ENCODING</b> Letters: Aa, Tt</p> <p><b>Phonemic/Phonological Awareness</b> Beginning Sounds (short a) Onset &amp; Rime</p>	<p><b>Daily Phonemic Awareness: Beginning Sounds</b> Unit 1 TE, pp. T107, T118, T125-T126, T141-T142, T152</p> <p><b>Letter "T"</b> TE p. T164, Big Book: <i>A Journey from A to Z</i></p>	

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**Kindergarten Curriculum Map: Literacy & Integrated Content**

<p><b>KRF2c</b> Blend &amp; segment onsets &amp; rimes of single-syllable spoken words.</p>		<p><b>Letter “A”</b> Unit 2 Lesson 6 TE, pp. T24-T25, T32-T33, T48-T49</p> <p><b>Onset/Rime:</b> Unit 2 Lesson 7 TE pp. T107, T125, T141, T153, T163</p>	
		<p><b>TCM</b> - <a href="#">Primary Source Reader: <i>We Work at School</i> Lesson Before and After Vocabulary Activities (pp. 140, 142) “School Vocabulary” (p. 144)</a></p>	
<p><b>WRITING WORKSHOP</b>  <b>Week 4 Unit 1 Lesson 2</b></p>			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>GRAMMAR</b>  <b>KL1b</b> Use frequently occurring nouns &amp; verbs.  <b>KL5c</b> Identify real-life connections between words &amp; their uses.</p>	<p><b>SKILL</b>                      Nouns for Places</p>	<p>Unit 1 Lesson 1 TE, pp. T122, T138, T150, T160, T166                      SUW Tool B2-21b What is a Noun?</p>	<p>SUW Tool B3-23a Vocabulary Assessment Reference Sheet</p>
<p><b>PROCESS WRITING</b>  <b>KW3</b> Use a combination of drawing, dictating, and writing to compose informative text in which they name what they are writing about and supply information about the topic.</p>	<p><b>Writing:</b> Writing About Us; Describe familiar people, places, things, events.</p>	<p><b>SUW LESSONS &amp; TOOLS</b>                      B2-32a Complete Sentences                      B2-34a Three-Part Sentences                      B2-36a Who, What, Where, When, How, Action                      B2-36b Create Sentences about a Picture                      B2-36c Write Three-Part Sentences                      B2-36d Write Four-Part Sentences</p>	<p><b>Writing Prompt</b>                      Social Studies Prompt:                      Describe how you can be a better member of your family or of the class by being responsible.</p>

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READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING

Week 5 Unit 1 Lesson 3

STANDARDS	FOCUS	TASK/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>KL1</b> With prompting &amp; support, ask &amp; answer questions about key details in a text.</p> <p><b>KI4</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>KRI3</b> With prompting &amp; support, describe the connection between two individuals, events ideas, or pieces of information.</p> <p><b>KW3</b> Use a combination of drawing, dictating, and writing to compose informative text in which they name what they are writing about and supply information about the topic.</p>	<p><b>COMPREHENSION/FLUENCY</b>  <b>Skill:</b> Story Structure                      Conclusions  <b>Strategy:</b> Monitoring/Clarifying  <b>Genre:</b> Realistic Fiction, Informational Text  <b>Fluency:</b> Reading Rate</p> <p><i>Anti-bullying lessons 1-6 will be taught during the first 9 weeks of school. Refer to the student resource <a href="#">Bully Proofing Your School Working with Victims and Bullies</a></i></p>	<p><b>Anchor Lesson</b> LLG LESSON  <b>Big Book</b> (Setting): <a href="#">Please, Puppy, Please</a>                      LLG pg. 190 Unit 1 Lesson TE pp. T222-T231, T240-T241  <b>Read Aloud:</b> (Story Structure) <a href="#">I have a Pet</a>                      LLG pg. 191 Unit 1 Lesson 3 TE pp. T202-T211  <b>Connect to Informational Text:</b> TE pp. T250-T253</p> <p>Bookflix Paired Books Lesson: Use to reinforce this week's skill lesson on setting and to introduce map skills. The setting of a story relates to its location, and maps can be used to find where places are located.</p> <p><a href="#">We Need Directions/Hansel and Gretel</a>                      Bookflix Paired Books Lesson  <a href="http://www.cals.lib.ar.us/">http://www.cals.lib.ar.us/</a></p> <p><a href="#">Fairy Tale Maps Lesson Plan</a>: Read or watch a video of the book <a href="#">Jolly Postman</a> by Janet and Allan Ahlberg. <a href="#">Jolly Postman—Youtube Read-Aloud</a>                      Other fairy tales could be used for this lesson.  <b>TCM - Primary Source Reader: <a href="#">Map It!</a></b>  <a href="#">Lesson (pp. 169-178)</a>  <a href="#">Before, During, and After Reading Activities (pp. 170-172)</a>                      Interactiv-eBook (see DVD in kit)</p>	<p>Students and teachers create map of one of the books read.</p>

SOCIAL STUDIES

Week 5 Unit 1 Lesson 3

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>C.2.K.4 Follow agreed upon rules for listening, consensus-building, and voting procedures in the classroom</p> <p>G.8.K.1 Describe familiar places using words related to location, direction, and distance.</p>	<p><b>My School and School Community: Maps and Our Surroundings</b>  <b>Essential Question(s):</b></p> <ol style="list-style-type: none"> <li>1. Where Am I?</li> <li>2. How can maps and other geographic tools be used to locate places in the</li> </ol>	<p><b>Introduce Places and People at School</b>  <b>BEFORE READING:</b> Using a map and <a href="#">Google Earth</a> show students the state, city and neighborhood in which their school is located. Use the satellite and street view. Zoom in on the school. Introduce how maps can be used to locate places and people.</p>	<p>Discuss the name of your school—Harcourt TE Arkansas Connections “Your School” (Back of book). Draw a picture of your school and write its name.</p>

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**Kindergarten Curriculum Map: Literacy & Integrated Content**

<p>G.8.K.2 Use maps, globes, and photographs to identify and describe the physical characteristics of familiar places. G.8.K.3 Explain map symbols, legends, and compass rose</p>	<p>classroom, school and home? <b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• Where do I live and attend school?</li> <li>• What should a map include to help us locate where places and things are?</li> <li>• How can I use positional words to describe my surroundings?</li> </ul>	<p>Read the traditional version of the Gingerbread Man to the class or provide students with a summary of the book. Introduce <a href="#">The Gingerbread Man Loose on the School</a> by Laura Murray and make a list of possible places the Gingerbread Man might go if he was loose in the school.</p> <p><b>DURING READING:</b> Read Aloud or watch a video of the book being read aloud. As you read, stop to discuss the different places he goes. <a href="#">Gingerbread Man Loose in the School Video</a></p> <p><b>AFTER READING:</b> Show students a map of their school and locate your classroom. Make a list of places and people in the school. Use the lesson below and the clues provided to take students on a hunt for the Gingerbread Man throughout the school. Modify the clues and activity as needed. Story Map: The Gingerbread Manhunt (Any version of the story) A map of the school will be needed.</p> <p><a href="#">Gingerbread Man and School Hunt : A Teacher's Guide</a> ( The Gingerbread Man Loose in the School by Laura Murray) <a href="#">Teacher Clues for the Gingerbread School Hunt</a> <a href="#">Teacher Printable Clues for School Hunt</a></p> <p>Ask students questions using positional words such as "What's above the door?", "What is to the left of the reading center?" Or "What is near the bathroom?" <a href="#">Position Word Flash Cards</a></p>	<p>Be able to recognize home address, city, and state in which you live.</p> <p>Draw a picture of the classroom and talk about its parts. Use words related to location to discuss. I.e. up/down, here/there</p>
		<p><b>TCM - <a href="#">Primary Source Reader: Map It!</a> Lesson (pp. 169-178)</b> <a href="#">After Reading Activity</a> (p. 172) <a href="#">"My School"</a> (p. 176) <a href="#">Primary Source Activity</a> (p.173) <a href="#">"Map Fun"</a> (p. 177)</p> <p><b>TCM - <a href="#">Exploring Social Studies: Arkansas Edition Student Handbook "Where Do I Sit"</a> (p. 36)</b></p> <p><b>TCM - <a href="#">Exploring Social Studies: Arkansas Edition Student Handbook "Arkansas Maps"</a> (pp. 7-8)</b></p>	<p><b>TCM - <a href="#">Primary Source Reader: Map It! Quiz</a> (p. 178)</b> <b>TCM - <a href="#">Primary Source Reader: Map It!</a> Lesson</b> <a href="#">During Reading Writing Activity</a> (p. 171) <a href="#">"Using Map Keys"</a> (p. 145)</p>

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WORD STUDY			
Week 5 Unit 1 Lesson 3			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>KRF3c</b> Read common high-frequency words by sight</p> <p><b>KL4</b> Determine or clarify the meaning of unknown &amp; multiple-meaning words &amp; phrases based on kindergarten reading &amp; content.</p> <p><b>KL5</b> With guidance &amp; support from adults, explore word relationships &amp; nuances in word meanings.</p> <p>d. Distinguish shades of meaning among verbs describing the same general action. (e.g., walk, march)</p>	<p><b>STRATEGY:</b> Synonyms</p> <p><b>ACADEMIC:</b> synonyms, settings, events</p> <p><b>SOCIAL STUDIES:</b> map, legend, key, symbol, compass rose, address, Little Rock, Arkansas, North America, United States, directional words (i.e., right, left, up, down, across)</p> <p><b>TARGETED CLUSTERS/CATEGORIES:</b> Motion and Actions, Names for places</p>	<p>Synonyms TE Unit 1 Lesson 3 pg. T249</p> <p>SUW 3rd edition tools</p> <p>B3-15a Same-Opposite Game Word Cards</p> <p>B3-15b Same-Opposite Game Board</p> <p>SUW 4<sup>th</sup> edition tools:</p> <p>B3-15d Synonyms in Context</p> <p>B3-15d Synonyms in Context answers</p> <p>High Frequency Words/Vocabulary Boost TE pp. T201, T219, T235, T247, T257</p>	
<p><b>KRF1d</b> Recognize &amp; name letters</p> <p><b>KRF2d</b> Isolate &amp; pronounce initial, medial vowel &amp; final sounds in 3-phoneme words.</p> <p><b>KRF3a</b> Demonstrate basic knowledge of 1-to-1 letter-sound correspondences by producing the primary or most frequent sound for consonants</p>	<p><b>SPELLING/ENCODING</b></p> <p>Letters: Cc, Pp</p> <p><b>Phonemic/Phonological Awareness</b> Onset &amp; Rime</p>	<p><b>Letter “C”</b> Unit 2 Lesson 8 TE pp. T212-T213, T220, T221, T236-T237</p> <p>Flip Chart p. 57</p> <p><b>Letter “P”</b> Unit 2 Lesson 9 TE pp. T306-T307, T315-T315, T330-T331</p> <p><b>Onset/Rime:</b> Unit 2 Lesson 6 TE pp. T13, T31, T47, T59, T69</p> <p><b>TCM - <a href="#">Primary Source Reader: Map It! Lesson Before and After Vocabulary Activities (pp. 170, 172)</a></b></p>	
WRITING WORKSHOP			
Week 5 Unit 1 Lesson 3			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>KL1b</b> Use frequently occurring nouns &amp; verbs</p>	<p>Nouns for Animals &amp; Things</p>	<p><b>Unit 1 Lesson 3</b> TE pp. T216, T232, T244, T254, T260</p> <p>Projectable 3.2, Big Book <u>Please, Puppy Please</u></p> <p>SUW Tool B2-21b What is a Noun?</p>	<p>SUW Tool B3-23a Vocabulary Assessment Reference Sheet</p>
<p><b>PROCESS WRITING</b></p> <p><b>KSL4</b> Describe familiar people, places, things, events, &amp;, with prompting &amp; support, provide additional details.</p>	<p><b>WRITING TYPE</b></p> <p>Sentences: Labeling and Describing</p>	<p><i>Daily 5</i>, “Work on Writing”, pg. 80</p> <p><b>Journeys TE53 Writing Labels</b></p> <p><b>SUW LESSONS &amp; TOOLS</b></p>	<p><b>Science Prompt</b></p> <p>Make a “How Things Feel” book to describe different textures</p> <p>Generate summary sentences about science tools, <b>TE p. 28</b></p> <p>write an experience story</p>

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			<p>(whole group)  <b>Social Studies Prompt:</b>                  Draw a picture of the classroom and label the drawing.                  Draw a picture of the school and identify the location of your classroom. Use directional words to explain the drawing.</p>
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READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING Week 6 Unit 1 Lesson 4			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>KL1</b> With prompting and support, ask &amp; answer questions about key details in a text.</p> <p><b>KL4</b> With prompting &amp; support, ask &amp; answer questions about unknown words in a text.</p> <p><b>KRI3</b> With prompting and support, describe the connection between two individuals, events ideas, or pieces of information.</p>	<p><b>COMPREHENSION/FLUENCY</b>  <b>Skill:</b> Text and Graphic Features  <b>Strategy:</b> Analyze/Evaluating  <b>Genre:</b> Informational Text, Realistic Fiction, Fairy Tale/Fable  <b>Fluency:</b> Pause for Punctuation</p> <p><i>Anti-bullying lessons 1-6 will be taught during the first 9 weeks of school. Refer to the student resource <a href="#">Bully Proofing Your School Working with Victims and Bullies</a></i></p>	<p><b>Anchor Lessons:</b>  <b>Big Book:</b> <a href="#">Everybody Works</a> LLG pg. 192                      TE Unit 1 Lesson 4 pp. T316-T325, T335  <b>Read Aloud:</b> <a href="#">Pizza At Sally's</a> LLG pg. 193                      TE Unit 1 Lesson 4 pp. T296-T305  <b>Extend the Topic:</b> TE Unit 1 Lesson 4 pp. T352-T353                      Text-to-Text TE p. T347  <b>Fluency</b> TE pp. T297, T319</p> <p>Bookflix Lessons (Use Smartboard to show books for lesson):  <a href="#">Central Arkansas Library Bookflix</a>                      (Library Card # Needed)  <a href="#">Otto Runs for President/Let's Vote On It Lesson Plan</a></p> <p><a href="#">Duck for President/Election Day Lesson Plan</a>                      Use the text and graphic features to learn about voting and duties of the president.</p>	
SOCIAL STUDIES Week 6 Unit 1 Lesson 4			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>STANDARDS</b>                      C.2.K.2 Discuss the responsibilities of being a good citizen.                      C.2.K.4 Follow agreed upon rules for listening, consensus-building, and voting procedures in the classroom                      C.3.K.3 Discuss the importance of problem solving related to classroom issues</p>	<p><b>Unit: My School and School Community: Celebrating Constitution Day</b></p> <p><b>Essential Question:</b>                      How is voting both a right and responsibility for a good citizen?  <b>Guiding Question (s):</b>                      Why do we celebrate Constitution Day?                      What is the difference between a right and a responsibility?</p>	<p><a href="#">Rights and Responsibilities Lesson</a>—</p> <p><b>BEFORE READING: TCM Primary Sources</b>  <b><i>Citizenship and Government</i></b>  <a href="#">Civic Values Lesson (pp. 56-65)</a>  <a href="#">Part A: Being a Good Citizen, Photograph Card</a>  <a href="#">Part B: National Union Ticket, The Facsimile</a></p> <p>Paraphrase in student friendly words background information on Constitution Day.                      In 1956 President Truman renamed "Citizenship</p>	<p>Have students share with a partner then with the class "How is voting both a right and responsibility for a good citizen.</p> <p>Choose a class decision to vote on, like the class did in "Let's Vote On It". Re-create the process they used in the book. Review the steps of the process with the class before starting.                      Make a sequence chart together</p>

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**Kindergarten Curriculum Map: Literacy & Integrated Content**

	<p>How is voting both a right and a responsibility for a good citizen?</p>	<p>Day” and proclaimed the week beginning September 17 and ending September 23 each year as “Constitution Week.” In 2005 Congress changed the name of the September 17 holiday to “Constitution Day and Citizenship Day.” The law is the set of rules that we live by. The Constitution is the highest law. It belongs to the United States. It belongs to all Americans.</p> <p>The Constitution says how the government works. It creates the Presidency. It creates the Congress. This week's lesson relates to the importance of voting.</p> <p>Tell students they will be reading "Let's Vote" or "Election Day" (Bookflix) to find out the reasons people vote and the methods they use to vote. <a href="#">Central Arkansas Library Bookflix</a></p> <p><b>DURING READING:</b> Stop as you read the book "Let's Vote" or "Election Day" to identify reasons people vote and the methods they use to vote.</p> <p><b>AFTER READING:</b> Use the following lesson to provide students with an opportunity to participate in the voting process and teach them about the rights and responsibilities you have as a citizen of the classroom.</p>	<p>that shows what students will be doing at each step. i.e Class vote on which book they will read next.</p>
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**WORD STUDY**

**Week 6 Unit 1 Lesson 4**

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>VOCABULARY</b>  <b>KRF3c</b> Read common high-frequency words by sight (e.g., the, of, to, etc.)  <b>KL4</b> Determine or clarify the meaning of unknown &amp; multiple-meaning words &amp; phrases based on kindergarten reading &amp; content.</p>	<p><b>STRATEGY:</b> Environmental Print  <b>HFW:</b> and  <b>ACADEMIC:</b> label, text  <b>SOCIAL STUDIES:</b> citizen, right, vote, responsibility, government  <b>TARGETED CLUSTERS/CATEGORIES:</b>                      Names for people &amp; Groups of People</p>	<p>TE pp. T316 – T317 differentiate environmental print</p> <p><b>Daily High-Frequency Words</b>                      Unit 1 Lesson 4 TE pp. T295, T313, T329, T341, T351</p> <p><b>Introduce Words to Know</b>                      Unit 1 Lesson 4 TE pp. T308-T309 T258 (and)                      Instructional Routine 10</p>	

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**Kindergarten Curriculum Map: Literacy & Integrated Content**

<p>c. Identify real-life connections between words &amp; their use (e.g., note places at school that are colorful).</p>	<p>(may add “customers” from Big Book in addition to “citizen” &amp; “government”) <b>HFW:</b> and</p>	<p><b>Vocabulary Strategies</b> TE p. T343, Projectable 4.3 LLG, Word Sort, p. 123</p>	
<p><b>KRF1d</b> Recognize &amp; name all upper- &amp; lowercase letters of the alphabet. <b>KRF2d</b> Isolate &amp; pronounce the initial, medial vowel, &amp; final sounds (phonemes) in three-phoneme words. <b>KRF3a</b> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. <b>KFR1c</b> Understand that words are separated by spaces in print</p>	<p><b>SPELLING/ENCODING</b> Letters Nn, Ff <b>Phonemic/Phonological Awareness:</b> Words in oral sentences Spaces between words Blending Phonemes- Initial Sound</p>	<p><b>Daily Phonological Awareness:</b> Words in Oral Sentences Unit 1 Lesson 3 TE pp. T201, T219, T235-T236, T247, T257  <b>Daily Phonemic Awareness:</b> Initial/Beginning Sounds: Unit 1 Lesson 4 TE pp. T295, T313, T329, T341, T351  EXT CC p. C14  <b>Letter “N”:</b> Unit 1 Lesson 1 TE pg. T60 Unit 3 Lesson 12 TE pp. T118-T119, T126-T127, T142-T143, <b>Letter “F”:</b> Unit 3 Lesson 13 TE pp. T212-T213, T220-T221, T236-T237, T248</p>	
<p><b>WRITING WORKSHOP</b> <b>Week 6 Unit 1 Lesson 4</b></p>			
<b>STANDARDS</b>	<b>FOCUS</b>	<b>TASKS/RESOURCES/MATERIALS</b>	<b>ASSESSMENTS</b>
<p><b>KL1b</b> Use frequently occurring nouns and verbs. <b>KL5c</b> Identify real-life connections between words and their uses.</p>	<p><b>GRAMMAR</b> Action verbs: Present Tense</p>	<p>Unit 1 Lesson 4 TE pp. T310, T326, T338, T348, T354 Projectable 4.2 Read Aloud: <u>Pizza at Sally’s</u></p>	

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READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING  
Week 7 Unit 1 Lesson 5

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>KRL2</b> With prompting &amp; support, retell familiar stories, including key details.</p> <p><b>KRL3</b> With prompting &amp; support, identify characters, settings, &amp; major events in a story.</p> <p><b>KSL2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking &amp; answering questions about key details &amp; requesting clarification if something is not understood.</p> <p><b>KSL K3</b> Ask &amp; answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p><b>COMPREHENSION/FLUENCY</b></p> <p><b>Skill:</b> Details and Cause and Effect</p> <p><b>Strategy:</b> Questioning</p> <p><b>Genre:</b> Folktale and Fable, Informational Text</p> <p><b>Fluency:</b> Pause for Punctuation</p> <p><i>Anti-bullying lessons 1-6 will be taught during the first 9 weeks of school. Refer to the student resource <a href="#">Bully Proofing Your School Working with Victims and Bullies</a></i></p>	<p><b>Anchor Lessons:</b></p> <p><b>Big Book:</b> <a href="#">The Handiest Things in the World</a> LLG pp. 194</p> <p>TE Unit 1 Lesson 5 pp. T410-421, T430-431</p> <p>Strategy Projectable S8</p> <p><b>Read Aloud:</b> <a href="#">Little Red Hen</a> LLG pp. 195</p> <p>TE pp. T390-399</p> <p><b>Connect to the Topic:</b> Folktale- TE pp. T440-T443</p> <p>Text-to-Self TE p. T443</p> <p>Introduce books from the classroom library about events and people of the past. Use to discuss how we learn about the past and to explain the difference between the past and present. Share pictures from the books to examine and look for clues that tell us why this may have happened in the past. Introduce history as a sequence of events that tell about something that happened in the past. It is a story. Introduce timelines as a tool that historians use to sequence events that take place when studying about the past.</p> <p>Daily 5 Ch. 7 p. 91</p>	<p><a href="#">Let's use the We Go to School Primary Source Reader to introduce Then and Now</a></p>
		<p><b>TCM</b> - <a href="#">Primary Source Reader: We Go to School Lesson (pp. 149-158)</a></p> <p><a href="#">Before, During, and After Reading Activities (pp. 150-152)</a></p> <p>Interactiv-eBook (see DVD in kit)</p>	
<b>SOCIAL STUDIES</b>			

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Week 7 Unit 1 Lesson 5

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>H.12.K.1 Discuss changes over time using chronological terms (e.g., first, last, before, after, past, present, now, long ago)</p> <p>H.12.K.2 Develop a personal timeline to sequence events in your own life.</p> <p>12.K.3 Compare a child’s life of the present to that of the past using visual representations.</p> <p>H.12.K.4 Recognize historic figures and other people that have made an impact on history.</p> <p>H.13.K.3 Describe ways people learn about the past (e.g., photos, artifacts, diaries, oral history, stories)</p>	<p><b>Unit:</b> Now and Long Ago</p> <p><b>Essential Question:</b> How do we learn about the past?</p> <p><b>Supporting Question (s):</b>                      How do I explain the difference between past and present?                      How do I learn about my history?                      How have I changed since I was a baby till now?                      How are schools today alike and different from schools of the past?</p> <p><b>Personal History Timeline</b></p>	<p><b>This lesson will continue into next week.</b>                      Use lessons from <a href="#">Bringing History Home: A History of Me</a> to guide student understanding of history and the concepts of change and continuity.</p> <p><b>BEFORE READING:</b> Introduce the words <b>history</b> and <b>historian</b>. Tell students history is the story of people and events that happened in the past; a historian is a person who studies the past. These stories can be created using information from a variety of sources. Tell students they can create their own stories using pictures, maps, toys and other articles from their lives to begin understanding how things change over time. These tools are artifacts that tell us about the past. The teacher should share artifacts that tell about their life and discuss what they tell.</p> <p><b>DURING READING:</b> Share books from classroom and school libraries that tell stories about events that happened in the past. As you read, identify words that indicate the story happened in the past and examine the pictures and photographs to find clues that tell it is from the past. Record this information on a chart.</p> <p><b>AFTER READING:</b> Provide students with opportunities to explore their own past through artifacts. The lessons below can be modified for your student population or choose other lessons you have available. Use terminology Past and Present throughout activities. Refer to Activity 10 and create a class timeline with students.</p> <p><u>“History of Me” Unit PDF</u>                      • Activity 1: What is History</p>	<p>Have students share artifacts that help us learn about the past. Record these on a chart. What can we learn about the past from the items they shared?</p> <p>Class Timeline</p>

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		<ul style="list-style-type: none"> <li>• Activity 2: Photo Documents</li> <li>• Activity 5: Toys</li> <li>• Activity 6: Food</li> <li>• Activity 7: Transportation</li> <li>• Activity 10: Timeline (Create a class timeline “A Day in Our Life at School”. Students create a timeline of their lives. Real objects can be used for their timelines or they can draw pictures.)</li> </ul>	
		<p><b>TCM</b> - <a href="#">Primary Source Reader: <i>We Go to School</i> Lesson (pp. 149-158)</a>  <a href="#">“School Then and Now” (p. 54)</a>  <a href="#">Primary Source Activity (p. 53)</a>  <a href="#">“School Long Ago” (p. 57)</a></p> <p><b>TCM</b> - <a href="#">Exploring Social Studies: Arkansas Edition Student Handbook “My Time Line” (p. 48)</a></p> <p><b>TCM</b> - <a href="#">Exploring Social Studies: Arkansas Edition Student Handbook “How Is Your Life Different?” (p. 50)</a></p>	<p><b>TCM</b> - <a href="#">Primary Source Reader: <i>We Go to School</i> Quiz (p. 158)</a></p> <p><b>TCM</b> - <a href="#">Primary Source Reader: <i>We Go to School</i> Lesson Activities from the Book, Write It! Activity (p. 52)</a></p> <p><b>TCM</b> - <a href="#">Exploring Social Studies: Arkansas Edition Student Handbook “From Long Ago” (p. 49)</a></p>

**WORD STUDY**  
**Week 7 Unit 1 Lesson 5**

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>KRF3c</b> Read common high-frequency words by sight (e.g., <i>the, of, to</i>, etc.)</p> <p><b>KL4</b> Determine or clarify the meaning of unknown &amp; multiple-meaning words &amp; phrases based on kindergarten reading &amp; content.</p> <p><b>KL5</b> With guidance &amp; support from adults, explore word relationships &amp; nuances in word meanings.</p> <p><b>KL5a</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p><b>STRATEGY:</b> synonyms</p> <p><b>HFW:</b> I, the, like, and</p> <p><b>ACADEMIC:</b> synonyms, first, next</p> <p><b>SOCIAL STUDIES:</b> past, present, artifacts, timeline, yesterday, today, history</p> <p><b>TARGETED CATEGORIES:</b></p> <ul style="list-style-type: none"> <li>• Physical Attributes or Characteristics</li> <li>• Words that describe Time</li> <li>• Words that describe people, places &amp; things</li> </ul>	<p><b>Synonyms</b> Unit 1 Lesson 5 TE p. T439, T468-T469</p> <p><b>Words to Know</b> Unit 1 Lesson 5 TE pp. T402-T403</p> <p><b>Daily High Frequency Words</b> Unit 1 Lesson 5 TE T389, T407, T425, T437, T44710                      Instructional Routine</p> <p><b>Vocabulary</b> Unit 1 Lesson 5 pp. T389, T407, T425, T437, T447</p> <p><b>Vocabulary Reader</b>                      Make a Kite, pp. T458-T459</p>	<p>SUW 4<sup>th</sup> edition tool:                      Vocabulary Assessment Reference Sheet, B3-23a</p>

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**KINDERGARTEN Curriculum Map: Literacy & Integrated Content**

<p><b>KL5b</b> Identify real-life connections between words &amp; their use (e.g., note places at school that are colorful).</p>		<p>SUW 4<sup>th</sup> edition tools:</p> <ul style="list-style-type: none"> <li>• Synonyms in Context, B3-15d</li> <li>• Words Connection Game, B3-20a</li> </ul>	
<p><b>KRF2d</b> Isolate &amp; pronounce the initial, medial, &amp; final sounds in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p><b>KRF3a</b> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p>	<p><b>SPELLING/ENCODING</b> Letters Review m, s, a, t, c, p, n, f</p> <p><b>Phonemic/Phonological Awareness</b> Blending Phonemes and Final Sound</p>	<p><b>Letters</b> <b>Review Letters “Aa” and “Tt”</b> Unit 2 Lesson 10 TE pp. T400-T401 <b>Review Letters “Cc” and “Pp”</b> Unit 2 Lesson 10 TE pp. T408-T409 Unit 2 Lesson 10 TE pp. T424-T425, T454 T460 <b>Review Letter “N”</b> Unit 3 Lesson 12 TE T119-T119, T126-T127, T142-T143</p> <p><b>Blend Phonemes</b> Unit 2 Lesson 10 TE pp. T389, T407, T423, T435, T445</p> <p><b>Bend Phonemes/Final Sound</b> Unit 3 Lesson 10 TE pp. T107, T125, T141, T153, T163 Unit 3 Lesson 13 TE pp. T201, T219, T235, T247, T257</p>	
		<p><b>TCM</b> - <a href="#">Primary Source Reader: We Go to School Lesson Before and After Vocabulary Activities (pp. 150, 152)</a></p>	
<p><b>WRITING WORKSHOP</b> <b>Week 7 Unit 1 Lesson 5</b></p>			
<b>STANDARDS</b>	<b>FOCUS</b>	<b>TASKS/RESOURCES/MATERIALS</b>	<b>ASSESSMENTS</b>
<p><b>KL1b</b> Use frequently occurring nouns &amp; verbs.</p> <p><b>KL5c</b> Identify real-life connections between words and their uses.</p>	<p><b>GRAMMAR</b> Action verbs in present tense</p>	<p>Unit 1 Lesson 5 TE pp. T404, T422, T434, T444, T450 Projectable 5.2 Flip Chart p. 34</p>	<p><b>Social Studies</b></p>

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READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING Week 8 Unit 2 Lesson 6			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>KRI1</b> With prompting &amp; support, ask &amp; answer questions about key details in a text.</p> <p><b>KSL1a</b> Follow agreed-upon rules for discussions</p> <p><b>KSL2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking &amp; answering questions about key details and requesting clarification if something is not understood.</p>	<p><b>COMPREHENSION/FLUENCY</b></p> <p><b>Skill:</b> Compare/Contrast Text and Graphic Features</p> <p><b>Strategy:</b> Monitor/Clarify</p> <p><b>Genre:</b> Informational Text, Poetry</p> <p><b>Fluency:</b> Pause for Punctuation</p> <p><i>Anti-bullying lessons 1-6 will be taught during the first 9 weeks of school. Refer to the student resource <a href="#">Bully Proofing Your School Working with Victims and Bullies</a></i></p>	<p><b>Anchor Lessons:</b></p> <p><b>Big Book:</b> <a href="#">My Five Senses</a>, LLG pg. 196 TE Unit 1 Lesson 6 pp. T34-T43 Strategy Projectable 5.3</p> <p><b>Read Aloud:</b> <a href="#">Listen, Listen</a> TE pp. T14-T23, LLG pp. 196-197</p> <p><b>Poems About Senses</b> TE pp. T62-T64 Text-to-World TE p. T65</p> <p>Continue reading books about events in the past. Compare and contrast life today and in the past using clues from the story &amp; pictures.</p>	
		<p><b>TCM</b> - <a href="#">Primary Source Reader: Life at Home Lesson (pp. 39-48)</a> <a href="#">Before, During, and After Reading Activities (pp. 40-42)</a> "Am I at Home?" (p. 46) Interactiv-eBook (see DVD in kit)</p>	
SOCIAL STUDIES Week 8 Unit 2 Lesson 6			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>H.12.K.1 Discuss changes over time using chronological terms (e.g., first, last, before, after, past, present, now, long ago)</p> <p>H.12.K.2 Develop a personal timeline to sequence events in your own life.</p> <p>H.13.K.3 Describe ways people learn about the past (e.g., photos, artifacts, diaries, oral history, stories)</p> <p>H.13.K.4 Compare the differences in sources written in the present or the past</p>	<p><b>Unit:</b> Now and Long Ago</p> <p><b>Essential Question:</b> How do we learn about the past?</p> <p><b>Supporting Question (s):</b> How do I explain the difference between past and present? How do I learn about my history? How have I changed since I was a baby till now?</p> <p><b>Personal History Timeline</b></p>	<p><b>TCM</b> - <a href="#">Primary Source Reader: Life at Home Lesson (pp. 39-48)</a> <a href="#">Activities From the Book, Draw It! Activity (p. 42)</a></p> <p><b>TCM</b> - <a href="#">Primary Source Reader: Life at Home Lesson (pp. 39-48)</a> <a href="#">Primary Source Activity (p. 43)</a></p>	<p><b>TCM</b> - <a href="#">Primary Source Reader: Life at Home Quiz (p. 48)</a></p>

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**WORD STUDY**  
**Week 8 Unit 2 Lesson 6**

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>KRF3c</b> Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p><b>KL5a</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p><b>STRATEGY:</b> Classify &amp; categorize sensory words  <b>HFW:</b> we  <b>ACADEMIC:</b> clues, alike, different  <b>SOCIAL STUDIES:</b> past, present, today artifacts, timeline, yesterday  <b>TARGETED CLUSTERS/CATEGORIES:</b> Physical Attributes</p>	<p><b>Words to Know:</b> Unit 2 Lesson 7 TE pp. T120-T121</p> <p><b>High Frequency Words:</b> Unit 2 Lesson TE pp. T107, T125, T141, T153, T163</p> <p><b>Vocabulary Strategy:</b> Unit 2 Lesson 7 TE pp. T155, T184-T185</p> <p><b>Oral Language Development:</b> LLG pp. 128-129</p> <p>SUW 4<sup>th</sup> edition: Sensory Words, Tool B3-21a</p>	
<p><b>KRF3b</b> Associate the long &amp; short sounds with common spellings (graphemes) for the five major vowels.</p> <p><b>KRF2d</b> Isolate &amp; pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/).</p>	<p><b>Phonemic/Phonological Awareness</b>  short /a/ review  Blend phonemes in CVC words</p>	<p>LLG pp. 66-67</p> <p><b>Short /a/ Review:</b> Unit 3 Lesson 11 TE pp. T-24-T25, T32-T33, T48-T49, T84-T85, T92-T93</p> <p><b>Blend Phonemes:</b> Unit 3 Lesson 11 TE pp. T13, T31, T47, T59, T69</p>	
		<p><b>TCM - Primary Source Reader:</b> <a href="#">Life at Home Lesson (pp. 39-48)</a>  <a href="#">Before and After Vocabulary Activities (pp. 40, 42)</a>  <a href="#">"Write and Draw" (p. 44)</a></p>	

**WRITING WORKSHOP**  
**Week 8 Unit 2 Lesson 6**

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>GRAMMAR</b>  <b>KSL4</b> Describe familiar people, places, things, &amp; events &amp;, with prompting &amp; support, provide additional detail.</p>	<p><b>SKILL</b>  Sensory words</p>	<p>SUW 4<sup>th</sup> edition: Sensory Words, Tool B3-21a  Unit 2 Lesson 6 TE pp. T28, T44, T56, T66, T72</p>	

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**Kindergarten Curriculum Map: Literacy & Integrated Content**

<p><b>PROCESS WRITING</b>  <b>KW5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p><b>WRITING TYPE</b>                  Informative/Descriptive</p>	<p><b>SUW LESSONS: 3<sup>rd</sup> edition</b>                  1-9, For K &amp; Other Beginning Writers, p.15                  Draw/write about something you like to hear.                  Draw/write about something you like to see.                  Draw/write about something you like to touch.                  Draw/write about something you like to smell.                  Draw/write about something you like to taste.                  Orally rehearse, Sketch, Add details, Write/dictate</p>	
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READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING Week 9 Unit 2 Lesson 7			
STANDARDS	FOCUS	TASK/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>KRI1</b> With prompting &amp; support, ask &amp; answer questions about key details in a text.</p> <p><b>KSL1a</b> Follow agreed-upon rules for discussions (e.g., listening to others &amp; taking turns speaking about the topics &amp; texts under discussion).</p> <p><b>KSL2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking &amp; answering questions about key details &amp; requesting clarification if something is not understood.</p>	<p><b>COMPREHENSION/FLUENCY</b></p> <p><b>Skill:</b> Understanding Characters &amp; Author’s Word Choice</p> <p><b>Strategy:</b> Analyze/Evaluate</p> <p><b>Genre:</b> Realistic Fiction/ Informational Text</p> <p><b>Fluency:</b> Read with Expression</p> <p><i>Anti-bullying lessons 1-6 will be taught during the first 9 weeks of school. Refer to the student resource <a href="#">Bully Proofing Your School Working with Victims and Bullies</a></i></p>	<p>BB <a href="#">The Fort Worth Zoo</a> LLG p. 149 TE pp. 32-38</p> <p>BB <a href="#">Mice Squeak, We Speak</a> LLG pp.198</p> <p><b>Anchor Lessons</b></p> <p><b>Big Book:</b> <a href="#">Mice Squeak, We Speak</a> LLG pg. 198</p> <p>TE Unit 2 Lesson 7 pp. T128-T137</p> <p>Strategy Projectable S7, Language Support Card 7</p> <p><b>Read Aloud:</b> <a href="#">Amelia’s Show-and-Tell Fiesta</a>-LLG pp.199, TE-pp. T108-T117</p> <p>Instructional Routine 7</p> <p><b>Connect to the Topic: Informational Text</b></p> <p>TE pp. T156-T159</p> <p>Text-to-Text: Compare Characters</p> <p>In Social Studies this week students will be learning that people have both unique and similar characteristics. They will be looking for clues to examine how they are both similar to others as well as unique. Use the skill lesson this week to read stories and look for clues that tell you about what the character(s) are like. Ask questions that will give students an opportunity to explore if they have similar characteristics. (i.e. Use the CLLG Lesson to explore what Amelia was like and what similarities different students in the classroom have to Amelia. For example, would you have felt the same way Amelia did when she was asked to put something in the show-and-tell basket?)</p>	<p><b>For students reading leveled texts:</b> Administer &amp; analyze one running record per child for 10 children each week</p>

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**SOCIAL STUDIES**  
**Week 9 Unit 2 Lesson 7**

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>G.9.K.2 Discuss <i>cultural characteristics</i> among families and in the community                      H.13.K.5 Formulate questions that relate to a family member, family event, or family tradition</p>	<p><b>Unit:</b> <i>Now and Long Ago?????</i></p> <p><b>Lesson:</b></p> <p><b>Essential Question:</b> Is everyone unique?</p> <p><b>Supporting Question (s):</b>                      Am I unique?                      Am I the same as other people?                      How can I be unique and the same?</p>	<p><b>Inquiry</b> <a href="#">“Is Everyone Unique”</a></p> <p>In this inquiry students recognize the uniqueness and similarities among their classmates and other individuals. The study of similarities and differences among individuals provides a foundation for students to demonstrate understanding of and respect for others. This foundation will help students as we study about daily life in the past and families and their traditions during this semester.</p> <p><b>BEFORE READING:</b> Engage the class in a discussion of the question “Who am I?” Brainstorm a list of roles they play in order to understand they are many people—brother, friend, daughter, grandson, or softball player. As you build this list, help students to see that they play similar and different roles at different times.</p> <p><b>DURING READING:</b> Throughout the week read stories that provide opportunities for students to discuss what the characters in the story or like and how they are similar to characters in the story to the characters or how they are unique. Use the MINILESSON: Understanding Characters to help guide this discussion.</p> <p><b>AFTER READING:</b> <a href="#">Inquiry: Is Everyone Unique-</a> Modify the inquiry to address instructional needs of students. Use the inquiry to explore ways in which students in the classroom are both similar and unique. Display images as you present each of the guiding questions.</p>	

Kindergarten Curriculum Map: Literacy & Integrated Content

		<p><i>Am I Unique?</i> Draw a self-portrait and respond to sentence starters. i.e. I Can_____ I am really good at _____ My favorite thing to do is _____</p> <p>Am I the same as other people? During a gallery wall, place sticker dots on student portraits to note similarities &amp; differences. Discuss how they are similar to other classmates as well as unique. How can I be unique and the same? Work with individual students to construct a T-chart that list unique characteristics on one side and similar characteristics on the other.</p>	
		<p><b>TCM</b> - <a href="#">Exploring Social Studies: Arkansas Edition Student Handbook "A Family Member" (p. 56)</a> <b>TCM</b> - <a href="#">Exploring Social Studies: Arkansas Edition Student Handbook "A Family Culture" (p. 40)</a></p>	

**WORD STUDY**  
**Week 9 Unit 2 Lesson 7**

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>KRF3c</b> Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p><b>KL5a</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p><b>STRATEGY:</b> Classify &amp; categorize sensory words <b>HFW:</b> we <b>ACADEMIC:</b> Sort, Characters <b>SOCIAL STUDIES:</b> roles, unique <b>TARGETED CATEGORY:</b> Physical attributes</p>	<p><b>Oral Vocabulary Development</b> LLG pp. 128-129</p> <p><b>Words to Know</b> Unit 2 Lesson 7 TE pp. T120-T121, T129, T154,</p> <p><b>Daily High Frequency Words</b> Unit 2 Lesson 7 pp. T107, T125, T141, T153, T163</p> <p><b>Vocabulary Strategies</b> T155, T372-T373</p>	

**WORD STUDY**  
**Week 9 Unit 2 Lesson 7**

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>KRF3a.</b> Demonstrate basic knowledge of 1-to-1 letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p><b>KRF2d</b> Isolate &amp; pronounce the initial, medial vowel, &amp; final sounds (phonemes) in 3-phoneme (CVC) words. (This doesn't include CVCs ending with /l/, /r/, or /x/.)</p>	<p><b>Phonemic/Phonological Awareness</b>                      Phonics: Bb /i/ li                      Blend/Segment Phonemes</p>	<p><b>Letter "B"</b> Unit 3 Lesson 14 TE pp. T306-T307, T314-T315, T330-T331, T360-T361, T374-T375</p> <p><b>Decodable Reader: What is Now?:</b>                      Unit 3 Lesson 14 TE pg. T333</p> <p><b>Letter "I"</b> Unit 4 Lesson 16 TE pp. T24-T25, T32-T33, T50, T78-T79, T84-T85                      Decodable Reader "What Is It?" TE pg. T51</p> <p><b>Daily Phonemic Awareness:</b> Unit 3 Lesson 12                      TE pp. T107, T125, T141, T153, T163</p>	

**WRITING WORKSHOP**

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>KSL4</b> Describe familiar people, places, things, &amp; events &amp;, with prompting &amp; support, provide additional detail.</p> <p><b>KL5d</b> Distinguish shades of meaning among verbs.</p>	<p><b>GRAMMAR</b>                      Sensory Words</p>	<p>Unit 2 Lesson 7 TE pp. T122, T138, T150, T160, T166                      Projectable 7.2, Flip Chart p. 53</p>	
<p><b>PROCESS WRITING</b>  <b>KW2</b> Use a combination of drawing, dictating, &amp; writing to compose informative/explanatory texts in which they name what they are writing about &amp; supply some information about the topic.</p>	<p><b>WRITING TYPE</b>                      Informative/Descriptive</p>	<p><b>SUW TOOLS – 4<sup>th</sup> Edition</b>                      B2-32a Complete Sentences                      B4-5b Informal Outline (Emergent)                      B4-9a What I learned                      B4-9b Fun Games                      B4-9c Great Pets                      B4-9d My Family                      B4-9e Things I Do with My Friends</p>	<p>B4-34a I/E Quick Check - Emergent</p>

SOCIAL STUDIES			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>C.1.K.2 Describe the role of school and its leaders</p> <p>C.2.K.3 Discuss responsibilities of being a good citizen</p> <p>C.3.K.1 Recognize the need for rules and consequences</p>	<p><b>Unit: My School and School Community</b></p> <p><b>Lesson:</b></p> <p><b>Essential Question(s):</b> What would it be like if we didn't have rules? (home, classroom, school, community)</p> <p><b>Supporting Question (s):</b>                      What are some rules we need to follow each day?                      Who are people in your family and school who hold positions of authority?                      What do good citizens do?</p>	<p><b>Do Unto Otters</b>  <a href="#">Do Unto Otters YouTube</a></p> <p><b>Do Unto Otters</b> is a great book to use at the beginning of the year to introduce classroom management expectations. It presents the Golden Rule in a funny way that kids enjoy, and still learn through – and is great for ANY age! Mr. Rabbit's new neighbors are the Otters, and he doesn't know anything about otters. He wonders how they will be friends. Talk to the students through the reading of this book about how we are all different from each other, but treating each other the way we would want to be treated will make for a successful year and friendships.</p> <p>You can expand upon manners and the Golden Rule with the free activity I am including in this post, as well as showing students how to return to the text to find specific evidence.</p> <p>You will probably agree that students “think” they can remember what was written in a text, The activity in asks students to provide evidence from the text to show how otters can be friendly, polite, honest, considerate, and kind. Use this as a mini-lesson after reading the book aloud to them by returning to those pages to list the specific evidence given in the book.</p> <p><b>BEFORE READING:</b> Review vocabulary</p>	<p><a href="#">Do Unto Otters Assessment</a></p>

D5=The Daily 5 HMH= Houghton Mifflin Harcourt LLG=HMH Language & Literacy Guide VR= Vocabulary Reader SUW=Step Up to Writing EXT=Teacher Support Booklet: Extending the CCSS TE=Teacher’s Edition SB=Student Book TCM=Teacher Created Materials HFW= High Frequency Words

		<p><b>DURING READING:</b> Use trade books to read about good citizens. Create a class chart listing things good citizens do in the books read.  <a href="#">Do Unto Otters Class Chart</a></p> <p><b>AFTER READING:</b></p> <p>Using the traits provided in the book, help students create a “Looks Like, Sounds Like” T-Chart. We all know that Honesty is important, but what does that look like? How can we see it being practiced? And what does it sound like?</p> <p>.</p>	