

Webster Public Schools

ELA Curriculum Map ~ Wonders McGraw-Hill: Kindergarten - Unit 1-Week 1

*RL.K.10, RI.K.10 and W.K.10 are practiced regularly; therefore, they are not listed in the document below.

***For standards with lettered sub-standards, focus on those in bold.**

Unit 1 Big Idea: Take a New Step (3 Weeks) ~ What can we learn when we do new things?

Week 1

Weekly Concept: Make New Friends

Essential Question: How can we get along with new friends?

Focus Standards/Objectives	Resources/ Strategies	Assessments	Special Education and ELL Accommodations How will curriculum instruction and/or assessments be accommodated to meet the needs of each student? Select one unit and provide examples.	
Reading Literature	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text. <i>Students will answer comprehension questions posed by the teacher during and after read alouds and readings of leveled readers.</i></p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details. <i>Students will use the illustrations in a familiar leveled reader to retell the book.</i></p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story. <i>As students read a leveled reader, the teacher will guide students to help them identify key details or events in the story.</i></p> <p>RL.K.4 Ask and answer questions about unknown words in a text. <i>As students read a leveled reader, the teacher will model how to ask questions when they come to an unknown word while reading a text.</i></p>	<p>Literature Big Book: "What About Bear?" by Suzanne Bloom</p> <p>Interactive Read Aloud Cards: "The Lion and the Mouse"</p> <p>Leveled Readers: <u>Approaching level</u> - "Soup" <u>On Level</u> - "Mouse and Monkey" <u>Beyond Level</u> - "Come and Play!" <u>English Language Learners-</u> "Mouse and Monkey"</p>	DIBELS	

	<p>RL.K.6 With prompting and support, explain that reading the cover or title page is how to find out who created a book; name the author and illustrator of a book and define the role of each in telling the story. Students will know the author is the person who wrote the story, and will know the illustrator is the person who made or drew the pictures for the story. Students will know how to find this information on the cover and title page of a book.</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. Students will work together to compare texts and find ways that the characters show how friends get along in the different texts</p>			
<p>Reading Informational Text</p>	<p>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). Students will understand that sometimes photographs in a story give information that is not in the author's words.</p> <p>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). Students will work together to compare the Literature Big Book and the Interactive Read Aloud, and find ways that the characters in the different texts show how friends get along.</p>	<p>Literature Big Book: “What About Bear?” paired read p.35-40 “How to Be a Friend”</p>		
<p>Reading Foundations</p>	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page. Students will understand that we read left to right and top to bottom by tracking the words while reading leveled readers and the Reading/Writing Workshop.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters. Students will understand that word is made up of letters that go in a special order. They will learn that some words can be sounded out by saying the letter sounds and that other words cannot be sounded out and, therefore, just need to be memorized.</p>	<p>Sound-Spelling Card: Mm</p> <p>Word-Building Card: m</p> <p>Photo Cards: Beginning with letter m (and other various photo cards)</p> <p>Dog Puppet</p> <p>High-Frequency Word Card: the, can</p> <p>Visual Vocabulary Card: the</p> <p>Unit 1 Reading/ Writing Workshop:</p>		

	<p>c. Understand that words are separated by spaces in print. <i>Students will understand that there is always a space between each written word.</i></p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words. <i>Students will be orally presented with the three sounds in a CVC word and the teacher will model blending the sounds together to form a familiar CVC word.</i></p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>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/.) <i>Students will be able to identify the initial /m/ sound of words that begin with the letter m</i></p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. <i>Students will be able to orally produce the /m/ sound when shown the letter m and asked what sound it makes. Students will be able to write or point to the letter m when asked what letter makes the /m/ sound.</i></p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p>	<p>p.6-7, p.8-13 "I Can", p.14-19 "Can I?"</p> <p>Leveled Readers: <u>Approaching level</u> - "Soup" <u>On Level</u> - "Mouse and Monkey" <u>Beyond Level</u> - "Come and Play!" <u>English Language Learners</u> - "Mouse and Monkey"</p>		
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	<p>Students will read the high-frequency word “the”.</p> <p>Students will begin to form sentences with the high frequency word card and picture cards.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p>With assistance from the teacher, students will decode and discuss a text from the Reading/Writing Workshop Book and Leveled Readers concluding with an understanding of what the story was about.</p>			
Writing	<p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p>Students will use a combination of introduced high frequency words and pictures to produce an informational writing piece about how they can get along with friends.</p>			
Speaking & Listening	<p>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.</p> <p>Students will confirm their understanding of different texts read aloud to them by responding to questions posed during and after the text is read. Responses can be oral or may be a hand signal such a thumbs up, thumbs down or raised hand.</p>			
Language	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.</p> <p>Sentence Structure and Meaning</p> <p>a. Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions.</p> <p>Students will understand that a noun is a naming word that names a person, place, or thing. They will identify nouns and use them orally in sentences.</p> <p>b. Form questions that seek additional information, rather than a simple <i>yes/no</i> answer.</p>	<p>Visual Vocabulary Cards: friend, problem, grasped, escape, rescue</p> <p>High-Frequency Word Card: the</p> <p>Grammar Lessons: Naming words (Nouns) p.T23, T33, T41, T51, T57</p>		

Word Usage

c. Form regular plural nouns orally by adding /s/ or /es/.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Print upper- and lowercase letters.

Students will have opportunities to practice printing the word “the” and capital- and lowercase letters Mm on various form of media such as dry erase boards or paper that has a top line, bottom line and middle dotted line.

b. Capitalize the first word in a sentence and the pronoun *I*.

c. Recognize and name end punctuation.

d. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

Students will write the letter m when told the sound /m/ or when told to write the letter that they hear at the beginning or end of a word with the letter m at the beginning or end.

e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

f. Write numbers 0–20

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

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

b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
Students will learn about **feeling words** and will identify how they felt in real-life situations they have

	<p>been in.</p> <p>Students will also learn the new vocabulary words friend, problem, grasped, escape, and rescue following the Define/Example/Ask Routine.</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p> <p>L.K.6 Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.</p> <p>Students will use feeling words in discussions with teachers and peers that were acquired through conversations, teacher lead activities, and listening to the Literature Big Book story "What About Bear".</p>			
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Webster Public Schools
ELA Curriculum Map ~ Wonders McGraw-Hill: Kindergarten - Unit 1-Week 2

*RL.K.10, RI.K.10 and W.K.10 are practiced regularly; therefore, they are not listed in the document below.

***For standards with lettered sub-standards, focus on those in bold.**

Unit 1 Big Idea: Take a New Step (3 Weeks) ~ What can we learn when we do new things?

Week 2

Weekly Concept: Get Up and Go!

Essential Question: How do baby animals move?

Focus Standards/Objectives		Resources/ Strategies	Assessments	Special Education and ELL Accommodations How will curriculum instruction and/or assessments be accommodated to meet the needs of each student? Select one unit and provide examples.
Reading Literature	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text. Students will answer comprehension questions posed by the teacher during and after read alouds and readings of leveled readers.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details. Students will use the illustrations in a familiar leveled reader to retell the book.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story. As students read a leveled reader, the teacher will guide students to help them identify key details/ or events in the story.</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. Students will work together to compare texts and find ways that the characters show how friends get along in the different texts</p>	<p>Literature Big Book: "Pouch!" by David Ezra Stein</p> <p>Retelling Cards: "Pouch!"</p> <p>Interactive Read Aloud Cards: "The Tortoise and the Hare"</p> <p>Leveled Readers: <u>Approaching level</u> - "Hop!" <u>On Level</u> - "We Hop!" <u>Beyond Level</u> - "We Can Move!" <u>English Language Learners</u> - "We Hop!"</p>	DIBELS	
Reading Informational Text	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text. Students will answer comprehension questions posed by the teacher during and after read alouds and readings of leveled readers.</p>	<p>Literature Big Book: "Pouch!" paired read p.35-40 "Baby Animals on the Move."</p>		

<p>Reading Foundations</p>	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page. <i>Students will be introduced to tracking from left to right through teacher modeling by pointing and tracking during read alouds.</i></p> <p>Once initially introduced, use questions and prompts such as: <i>-Show me where to begin reading. -Which way to go from here?</i></p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters</p> <p>c. Understand that words are separated by spaces in print</p> <p>d. Recognize and name all upper- lowercase letters of the alphabet.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words. <i>T106 Orally present students with word pairs and have them raise their hand if the words rhyme.</i></p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>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/.) <i>Students will be able to identify the initial /a/ sound of words that begin with the letter a</i></p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p>	<p>Sound-Spelling Card: Aa</p> <p>Word-Building Cards: a</p> <p>Photo cards: for the letter a and other various photo cards</p> <p>Dog Puppet</p> <p>High-Frequency Word Card: the, can</p> <p>Visual Vocabulary Card: we</p> <p>High-Frequency Word Cards: can, we</p> <p>Visual Vocabulary Cards: adventure, movement, exhausted, exciting, arrived</p> <p>Unit 1 Reading/Writing Workshop: p.24-25, p. 26-31 "We Can", p.32-37 "I Can, We Can"</p>		
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	<p>Students will be able to orally produce the /a/ sound when shown the letter a and asked what sound it makes. Students will be able to write or point to the letter a when asked what letter makes the /a/ sound.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. Students will be able to identify the initial /a/ sound of words that begin with the letter a. Point out to students that the letter a is a vowel. Every word, syllable, or word part in a longer word must have a vowel. The rest of the letters in the alphabet, such as m, are called consonants. Words are made up of vowels and consonants.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). Students will read the high-frequency word “we”. Students will begin to form sentences with the high frequency word card “we”, other high-frequency word cards, picture cards, and punctuation cards. If appropriate, expose higher level learners to the Build Your Word Bank word: down</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding. With assistance from the teacher, students will decode and discuss a text from the Reading/Writing Workshop Book and Leveled Readers concluding with an understanding of what the story was about.</p>			
<p>Writing</p>	<p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic. Students will use a combination of introduced high frequency words and pictures to produce an informational writing piece explaining how people or animals move around. For example, “I can _____.”</p>			
<p>Speaking & Listening</p>	<p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. Students will be given the opportunity to learn about and discuss with their peers how animals move and also compare how the baby and adult animal move in the same way.</p>			

	<p>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. Students will confirm their understanding of different texts read aloud to them by responding to questions posed during and after the text is read. Responses can be oral or may be a hand signal such a thumbs up, thumbs down or raised hand.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. Presentation of the prompt: "What is the benefit of each animal's movement?" Students in the audience can raise a hant to ask a question if something is not clear.</p> <p>SL.K.4 Describe familiar people, places, things, and events and provide additional detail. During presentations: Students will explain their ideas clearly and tell how their drawings include additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. This standard can be monitored during student presentations.</p>			
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<p>Language</p>	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.</p> <p><i>Sentence Structure and Meaning</i></p> <p>a. Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions. <i>Students will understand that a noun is a naming word that names a person, place, or thing. They will identify nouns and use them orally in sentences.</i></p> <p>b. Form questions that seek additional information, rather than a simple <i>yes/no</i> answer.</p> <p><i>Word Usage</i></p> <p>c. Form regular plural nouns orally by adding /s/ or /es/.</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Print upper- and lowercase letters.</p> <p>b. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>c. Recognize and name end punctuation.</p> <p>d. Write a letter or letters for most consonant and short-vowel sounds (phonemes). <i>Students will write the letter a when told the sound /a/ or when told to write the letter that makes the /a/ sound.</i></p> <p>e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships</p> <p>f. Write numbers 0–20.</p> <p>L.K.5 Explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p>Grammar Lessons: Nouns p.T105, T115, T123, T133, T139</p> <p>Visual Vocabulary Cards: adventure, movement, exhausted, exciting, arrived</p>		
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c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
Students will learn about **movement** words and will identify and discuss some ways baby animals move.

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, activities in the kindergarten curriculum, reading and being read to, and responding to texts.

Students will use **family** words in discussions with teachers and peers that were acquired through conversations, teacher lead activities, and listening to the Literature Big Book story "Pouch!".

Webster Public Schools
ELA Curriculum Map ~ Wonders McGraw-Hill: Kindergarten - Unit 1-Week 3

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***For standards with lettered sub-standards, focus on those in bold.**

Unit 1 Big Idea: Take a New Step (3 Weeks) ~ What can we learn when we do new things?

Week 3

Weekly Concept: Use Your Senses!

Essential Question: How can your senses help you learn?

Focus Standards/Objectives	Resources/ Strategies	Assessments	Special Education and ELL Accommodations
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			How will curriculum instruction and/or assessments be accommodated to meet the needs of each student? Select one unit and provide examples.
Reading Literature	<p>RL.K.5 Recognize common types of texts and characteristics of their structure (e.g. story elements in storybooks; rhyme, rhythm, and repetition in poems). Students will understand the characteristics of poetry and discuss the use of sensory words as a common literary element in the three poems, "I Smell Springtime," "Taste of Purple," and "Rain."</p>	<p>Literature Big Book: "Senses at the Seashore" paired read p.36-40 "I Smell Springtime," "Taste of Purple," "Rain"</p>	DIBELS
Reading Informational Text	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text. Students will answer comprehension questions posed by the teacher during and after read alouds and readings of leveled readers.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text. Students will use the illustrations in a familiar leveled reader to retell the book.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text As students read a leveled reader, the teacher will model how to ask questions when they come to an unknown word while reading a text.</p> <p>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. Students will know the author is the person who wrote the story, and will know the illustrator is the person who made or drew the pictures for the story. Students will understand that they can learn many things in informational texts by reading the words the author wrote and by looking at the illustrations or photographs for additional detail.</p> <p>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). Students will understand that sometimes photographs in a story give information that is not in the author's words.</p>	<p>Strategy: Ask and Answer Questions</p> <p>Literature Big Book: "Senses at the Seashore" by Shelley Rotner</p> <p>Retelling Cards for "Senses at the Seashore"</p> <p>Interactive Read Aloud Cards: "A Feast of the Senses"</p> <p>Leveled Readers: <u>Approaching level</u> - "The Beach" <u>On Level</u> - "At School" <u>Beyond Level</u> - "See It Grow!" <u>English Language Learners</u> - "At School"</p>	

	<p>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). <i>Students will discuss the ways both "A Feast of the Senses" and Senses at the Seashore tell how people can learn about things through their senses.</i></p>			
<p>Reading Foundations</p>	<p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words. <i>Students will be orally presented with the onset and rime of a single-syllable word and will blend the sounds together to form a familiar word.</i></p> <p>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/.) <i>Students will be able to identify the initial /s/ sound of words that begin with the letter s</i></p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. <i>Students will be able to orally produce the /s/ sound when shown the letter s and asked what sound it makes. Students will be able to write or point to the letter s when asked what letter makes the /s/ sound.</i></p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). <i>Students will read the high-frequency word "see". Students will begin to form sentences with the high</i></p>	<p>Sound-Spelling Card: letter S</p> <p>Word-Building Card: letter S (and other various Word-Building Cards)</p> <p>Photo Cards: for letter S (and other various photo cards)</p> <p>Dog Puppet</p> <p>High-Frequency Word Card: see</p> <p>Visual Vocabulary Card: see</p> <p>Unit 1 Reading/Writing Workshop: p. 42-43, p. 44-49 "Sam Can See", p.50-55 "I Can See"</p>		

	<p>frequency word card “see”, other high-frequency word cards, picture cards, and punctuation cards. If appropriate, expose higher level learners to the Build Your Word Bank Cards. This week, introduce “will”.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding. With assistance from the teacher, students will decode and discuss a text from the Reading/Writing Workshop Book and Leveled Readers concluding with an understanding of what the story was about.</p>			
<p>Writing</p>	<p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic. Students will use a combination of introduced high frequency words and pictures to produce an informative writing piece about the five senses.</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>a. (Begins in grade 3)</p> <p>b. Demonstrate the ability to use vocabulary appropriate for kindergarten. Students will be able to use vocabulary related to the five senses to produce an informational writing piece.</p> <p>Students can be provided with a sentence frame such as “I (senses word) a _____.”</p>			
<p>Speaking & Listening</p>	<p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. Students will be given the opportunity to learn about and discuss with their peers sensory words and how they use their senses to help them learn.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	<p>Unit 1 Reading/Writing Workshop p. 44-49 “Sam Can See”</p>		

	<p>b. Continue a conversation through multiple exchanges.</p> <p>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. <i>Students will confirm their understanding of different texts read aloud to them by responding to questions posed during and after the text is read. Responses can be oral or may be a hand signal such a thumbs up, thumbs down or raised hand.</i></p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. <i>This standard can be monitored during student presentations.</i></p>			
<p>Language</p>	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.</p> <p><i>Sentence Structure and Meaning</i></p> <p>a. Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions; name and use in context numbers 0–100 (see kindergarten mathematics standards for Counting and Cardinality). <i>Students will understand that a noun is a naming word that names a person, place, or thing. They will identify nouns and use them orally in sentences.</i></p> <p>b. Form questions that seek additional information, rather than a simple <i>yes/no</i> answer.</p> <p><i>Word Usage</i></p> <p>c. Form regular plural nouns orally by adding /s/ or /es/.</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Oral Vocabulary Cards: senses, explore, feast, kneads, finished</p> <p>Unit 1 Reading Writing Workshop Big Book p. 42-43</p> <p>High-Frequency Word Card: See (and other various high-frequency word cards, photo cards, and punctuation cards)</p> <p>Grammar Lessons: Naming words (Nouns) p.T187, T197, T205, T215, T221</p>		

- a. Print upper- and lowercase letters.
Students will have opportunities to practice printing the word “see” and capital- and lowercase letters Ss on various form of media such as dry erase boards or paper that has a top line, bottom line and middle dotted line.
- b. Capitalize the first word in a sentence and the pronoun I.
- c. Recognize and name end punctuation.
- d. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
Students will write the letter s when told the sound /s/ or when told to write the letter that they hear at the beginning or end of a word with the letter s at the beginning or end.
- e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
Students will write corresponding letters for the sounds they hear in a word as they are dictated by the teacher.
- f. Write numbers 0–20

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
Students will sort classroom objects (e.g. crayons, books, snacks, etc.) to demonstrate sense words. (*I can feel that this crayon is smooth. My sense of touch tells me this.*)
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
Students will learn about **sensory words** and will identify times they have used their senses to learn in real life situations.
Students will also learn the new vocabulary words

	<p>senses, explore, feast, kneads, and finished following the Define/Example/Ask Routine.</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p> <p>L.K.6 Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.</p> <p>Students will use sensory words in discussions with teachers and peers that were acquired through conversations, teacher lead activities, and listening to the Literature Big Book story "Senses at the Seashore".</p>			
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