

Subject

# Language Arts

Unit Topic

## Unit 1: A Colorful Time with Rhythm and Rhyme

### Instructional Tools:

See attached

### Approximate Unit Duration:

6 Weeks

#### Key Learning:

Students will recognize common types of texts (difference between a storybook and a poem)

#### Unit Essential Question:

How does rhythm affect the way that we hear and read poetry?

Standard(s):

**1.3.K.E** – Recognize common types of text.

Standard(s):

**1.3.K.E** – Recognize common types of text.

Standard(s):

**1.3.K.E** – Recognize common types of text.

Lesson Essential Question:

What is a storybook?

Lesson Essential Question:

What is a poem?

Lesson Essential Question:

What are the differences between a storybook and a poem?

Vocabulary:

**Not Applicable**

Vocabulary:

**Poem** - A piece of writing that partakes the nature of both speech and song, and that is usually rhythmical and metaphorical  
**Poet** - A person who writes/composes poetry  
**Author** - A person who writes a novel, poem, and literary work.

Vocabulary:

**Not Applicable**

Subject

# Language Arts

Unit Topic

## Unit 1: A Colorful Time with Rhythm and Rhyme

### Instructional Tools:

See attached

### Approximate Unit Duration:

6 Weeks

### Key Learning:

Students will recognize common types of texts and begin to understand rhyme.

### Unit Essential Question:

How does rhythm affect the way that we hear and read poetry?

Standard(s):

1.3.K.E – Recognize common types of text.

Standard(s):

1.1.K.C – Demonstrate understanding of spoken words, syllables and sounds.

Standard(s):

1.1.K.C – Demonstrate understanding of spoken words, syllables and sounds.

Lesson Essential Question:

Who is the writer (author) of a poem?

Lesson Essential Question:

What is a rhyme?

Lesson Essential Question:

How do poets use rhyme in their poems?

Vocabulary:

Poem  
Poet  
Author

Vocabulary:

Rhyme - Identity in sound of some part, especially the end, of words or lines of a verse.  
Poem

Vocabulary:

Line - A verse of poetry  
Poet  
Poem  
Rhyme

Subject

# Language Arts

Unit Topic

## Unit 1: A Colorful Time with Rhythm and Rhyme

### Instructional Tools:

See attached

### Approximate Unit Duration:

6 Weeks

### Key Learning:

Students will distinguish between a verse and a line in a poem.

### Unit Essential Question:

How does rhythm affect the way that we hear and read poetry?

Standard(s):

**1.1.K.B** - Demonstrate Understanding of organization and basic features of print.

Standard(s):

**1.1.K.B** - Demonstrate Understanding of organization and basic features of print.

Standard(s):

**1.1.K.B** - Demonstrate Understanding of organization and basic features of print.

Lesson Essential Question:

What is a stanza?

Lesson Essential Question:

What is a line?

Lesson Essential Question:

What is the difference between a stanza and a line in a poem?

Vocabulary:

**Stanza** - A group of lines forming the basic recurring metrical unit in a poem; a verse.

**Poem**

**Poet**

Vocabulary:

**Line**

**Stanza**

**Poem**

**Poet**

Vocabulary:

**Line**

**Stanza**

**Poem**

**Poet**

Subject

# Language Arts

Unit Topic

## Unit 1: A Colorful Time with Rhythm and Rhyme

### Instructional Tools:

See attached

### Approximate Unit Duration:

6 Weeks

#### Key Learning:

Students will be able to identify author and illustrator of a storybook and of an informational book.

#### Unit Essential Question:

How does rhythm affect the way that we hear and read poetry?

Standard(s):

**1.2.K.E** - Identify parts of book (title and AUTHOR).

**1.3.K.D** - Name the author and illustrator of a story and define the role of each in telling the story.

Standard(s):

**1.2.K.E** - Identify parts of book (title and AUTHOR).

**1.3.K.D** - Name the author and illustrator of a story and define the role of each in telling the story.

Standard(s):

**Not Applicable**

Lesson Essential Question:

What is an author of a storybook or of an informational book?  
(ONGOING)

Lesson Essential Question:

What is an illustrator of a storybook or of an informational book?  
(ONGOING)

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Not Applicable**

Vocabulary:

**Illustrator**- An artist who makes illustrations (pictures in a literary text).

Vocabulary:

**Not Applicable**

Subject

**Language Arts**

Unit Topic

**Unit 1: A Colorful Time with Rhythm  
and Rhyme**

**Instructional Tools:**

See attached

**Approximate Unit Duration:**

6 Weeks

**Key Learning:**

Students will be able to ask unknown words in a text.

**Unit Essential Question:**

How does rhythm affect the way that we hear and read poetry?

Standard(s):

**1.2.K.F** - With prompting and support, ask and answer questions about unknown words in a text

Standard(s):

**Not Applicable**

Standard(s):

**Not Applicable**

Lesson Essential Question:

Have you ever heard of this word?  
What does this word mean?  
Can you use it in a sentence?

Lesson Essential Question:

**Not Applicable**

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Unknown** - not a known word

Vocabulary:

**Not Applicable**

Vocabulary:

**Not Applicable**

Subject

# Language Arts

Unit Topic

## Unit 1: A Colorful Time with Rhythm and Rhyme

### Instructional Tools:

See attached

### Approximate Unit Duration:

6 Weeks

### Key Learning:

Students will be able to identify the front cover, back cover, and title page of a book; follow the words from left to right, top to bottom, and page by page and that words are seperated by spaces in print.

### Unit Essential Question:

How does rhythm affect the way that we hear and read poetry?

Standard(s):

**1.1.K.A** - Utilize book handling skills.  
**1.2.K.E** - Identify parts of a book (title, author).

Standard(s):

**1.1.K.B** - Demonstrate understanding of the organization and basic features of print

Standard(s):

**1.1.K.B** - Demonstrate understanding of the organization and basic features of print

Lesson Essential Question:

What are the parts of a book?

Lesson Essential Question:

How do our fingers and eyes move as we read a book?

Lesson Essential Question:

What is a word? (ON GOING)

Vocabulary:

**Front cover**  
**Back cover**  
**Title Page**

Vocabulary:

**Question stem** – who, what, where, when, why and how.

Vocabulary:

**Not Applicable**

Subject

# Language Arts

Unit Topic

## Unit 1: A Colorful Time with Rhythm and Rhyme

### Instructional Tools:

See attached

### Approximate Unit Duration:

6 Weeks

#### Key Learning:

Students will be able to use a combination of drawing, dictating, or writing to share an opinion.

#### Unit Essential Question:

How does rhythm affect the way that we hear and read poetry?

Standard(s):

**1.4.K.G** - Use a combination of drawing, dictating and writing to compose opinion pieces on familiar topics.

**1.4.K.H** - Form and opinion by choosing between two given topics.

Standard(s):

**1.4.K.G** - Use a combination of drawing, dictating and writing to compose opinion pieces on familiar topics.

**1.4.K.H** - Form and opinion by choosing between two given topics.

Standard(s):

**Not Applicable**

Lesson Essential Question:

What is an opinion?

Lesson Essential Question:

How can we share our opinion through drawing writing and dictating?

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Opinion**- A personal view or belief.

**Fact** – A truth or something that can be proven

Vocabulary:

**Dictate** – to say or read aloud for another person

**Opinion**

Vocabulary:

**Not Applicable**

Subject

# Language Arts

Unit Topic

## Unit 1: A Colorful Time with Rhythm and Rhyme

### Instructional Tools:

See attached

### Approximate Unit Duration:

6 Weeks

#### Key Learning:

Students will be able to listen to others and take turns speaking while discussing favorite rhymes.

#### Unit Essential Question:

How does rhythm affect the way that we hear and read poetry?

Standard(s):

**1.5.K.A** - Participate in collaborative conversations with peers and adults in small and larger groups.

Standard(s):

**1.5.K.A** - Participate in collaborative conversations with peers and adults in small and larger groups.  
**1.5.K.G** - Demonstrate command of the conventions of standard English when speaking.  
**1.5.K.E** - Speak audibly and express thoughts, feelings, and ideas clearly.

Standard(s):

**Not Applicable**

Lesson Essential Question:

How do you show someone you are listening?

Lesson Essential Question:

How do you have a discussion?

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Discussion** – An organized conversation between two or more people.  
**Whole body listening** – Eyes are looking, ears are listening, mouths are quiet and hands and feet are still.

Vocabulary:

**Discussion**

Vocabulary:

**Not Applicable**



Subject

**Language Arts**

Unit Topic

**Unit 1: A Colorful Time with Rhythm  
and Rhyme**

**Instructional Tools:**

See attached

**Approximate Unit Duration:**

6 Weeks

**Key Learning:**

Students will be able to expand vocabulary by sorting objects (e.g. by color, noticing colorful places in school and describing objects with "color" adjectives)

**Unit Essential Question:**

How does rhythm affect the way that we hear and read poetry?

Standard(s):

**1.2.K.J** - Use words and phrases acquired through conversations, reading and being read to and responding to texts.  
**1.3.K.J** - Use words and phrases acquired through conversations, reading and being read to and responding to texts.

Standard(s):

**Not Applicable**

Standard(s):

**Not Applicable**

Lesson Essential Question:

How can we use adjectives?

Lesson Essential Question:

**Not Applicable**

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Adjective** - a describing word  
**Sorting** - a category of things that have a common feature

Vocabulary:

**Not Applicable**

Vocabulary:

**Not Applicable**

Subject

**Language Arts**

Unit Topic

**Unit 1: Reading Foundations**

**Instructional Tools:**

See attached

**Approximate Unit Duration:**

6 Weeks

**Key Learning:**

Print Concepts

**Standard(s):**

**1.1.K.B** - Demonstrate understanding of the organization and basic features of print  
\*Understand that words are separated by spaces in print.  
\*Recognize and name all upper and lower case letters.

**Lesson Essential Question:**

How do we identify words in sentences?  
How can we identify letters?

**Vocabulary:**

**Not Applicable**

**Key Learning:**

Phonological Awareness

**Standard(s):**

**1.1.K.C** - Demonstrate understanding of spoken words, syllables, and sounds.  
\*Recognize and produce rhyming words

**Lesson Essential Question:**

How do we know when we hear rhyming words?

**Vocabulary:**

Rhyming

**Key Learning:**

Phonics and Word Recognition

**Standard(s):**

**1.1.K.D** - Know and apply grade level phonics and word analysis skills in decoding words.  
\*Demonstrate basic knowledge of one-to one letter-sound correspondence.

**Lesson Essential Question:**

How do we know which sounds letters or combinations of letters make?

**Vocabulary:**

**Not Applicable**

**Key Learning:**

Fluency

**Standard(s):**

**Not Applicable**

**Lesson Essential Question:**

**Not Applicable**

**Vocabulary:**

**Not Applicable**

**Key Learning:**

Writing, Handwriting and Spelling

**Standard(s):**

**1.4.K.X** - Write routinely over short time frames.

**Lesson Essential Question:**

How do we properly hold a pencil to trace, copy, and write lines/circles?

**Vocabulary:**

**Not Applicable**

**Unit 1** Resources will include Websites, Nursery Rhymes, Poems, Art, Informational Texts and Picture Books. While this list is exhaustive, all items may or may not be used. There may also be substitutions to allow for enrichment or remediation.

### Nursery Rhymes

"Diddle, Diddle, Dumpling"	"Little Jack Horner"
"Early to Bed"	"Little Miss Muffet"
"Georgie Porgie"	"Old Mother Hubbard"
"Hey Diddle Diddle"	"Pat-a-Cake"
"Humpty Dumpty"	"Ring Around the Rosey"
"Jack and Jill"	"Rock-a-Bye, Baby"
"Jack Be Nimble"	"Roses Are Red"
"Little Bo Peep"	"Simple Simon"
"Little Boy Blue"	"Star Light, Star Bright"

### Poems

"Halfway Down" (A.A. Milne)  
"Mary Had a Little Lamb" (Sarah Josepha Hale)  
"Singing Time" (Rose Fyleman)  
"Time to Rise" (Robert Louis Stevenson)  
"Twinkle, Twinkle, Little Star" (Ann and Jane Taylor)

### Art

Diego Rivera, Flower Day (1925)  
Helen Frankenthaler, Mountains and Sea (1952)  
Henri Matisse, The Dessert: Harmony in Red(1908)  
James Abbott McNeill Whistler, Arrangement in Black and Gray: The Artist's Mother (1871)  
Pablo Picasso, Le Gourmet (1901)  
Paul Gauguin, The Midday Nap (1894)  
Pieter Bruegel, The Hunters in the Snow (1565)

### Websites

[www.youtube.com](http://www.youtube.com)  
[www.starfall.com](http://www.starfall.com)  
[www.learninggamesforkids.com](http://www.learninggamesforkids.com)  
<http://www.abcteach.com/>  
<http://www.abcya.com/>  
<http://www.createdbyteachers.com/>  
<http://www.theschoolbell.com/>  
<http://www.netrover.com/~kingskid/sightword/dolchgames.htm>  
<http://www.internet4classrooms.com/>  
<http://gamequarium.com/>

### INFORMATIONAL TEXTS

Nonfiction Books  
A World of Colors: Seeing Colors in a New Way (Marie Houblon)  
All the Colors of the Rainbow (Rookie Read-About Science Series) (Allan Fowler)  
Colors (Learning with Animals) (Melanie Watt)  
Colors and Shapes: Los colores y las figuras (Gladys Rosa-Mendoza, Carolina Cifuentes, and Michele Noiset)  
I Spy Colors in Art (Lucy Micklethwait)  
Matisse: The King of Color (Laurence Anholt)  
My Five Senses (Aliki) 432111

The Magic School Bus Makes a Rainbow: A Book About Color (Joanna Cole, Carolyn Braken, and Bruce Degan)

### Picture Books

And the Dish Ran Away with the Spoon (Janet Stevens and Susan Stevens Crummel)  
Brown Bear, Brown Bear (Bill Martin Jr. and Eric Carle)  
Chicka Chicka Boom Boom (Bill Martin Jr., John Archambault, and Lois Ehler)  
Clang! Clang! Beep! Beep! Listen to the City (Robert Burleigh and Beppe Giacobbe)  
Colors! Colores! (Jorge Lujan and Piet Grobler)  
Grandmother's Nursery Rhymes: Las nanas de abuelita (Nelly Palacio Jaramillo)  
If Kisses Were Colors (Janet Lawler and Alison Jay)  
Itsy Bitsy Spider (Iza Trapani)  
Mary Wore Her Red Dress (Merle Peek)  
My Many Colored Days (Dr. Seuss) (EA)  
Rap a Tap Tap, Here's Bojangles: Think of That! (Leo and Diane Dillon)  
Red Is for Dragon: A Book of Colors(Roseanne Thong and Grace Lin)  
Red, Green, Blue: A First Book of Colors (Alison Jay)  
The Real Mother Goose (Blanche Fisher Wright)  
The Red Book (Barbara Lehman)

Subject

**Language Arts**

Unit Topic

**Unit 2: Tell A Story, 1-2-3**

**Instructional Tools:**  
 See attached  
**Approximate Unit Duration:**  
 6 Weeks

**Key Learning:**

Students will be able to name the author and illustrator of both the fictional and informational text in this unit.

**Unit Essential Question:**

How are the beginning, middle, and the end of a story different from each other?

Standard(s):

**1.2.K.E** - Identify parts of book (title and AUTHOR).  
**1.3.K.D** - Name the author and illustrator of a story and define the role of each in telling the story.

Standard(s):

**Not Applicable**

Standard(s):

**Not Applicable**

Lesson Essential Question:

Who is the author and illustrator of a literary text?  
(ON GOING)

Lesson Essential Question:

**Not Applicable**

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Informational Text** – texts that convey factual information.  
**Fictional Text** – an invented story.  
**Author**  
**Illustrator**

Vocabulary:

**Not Applicable**

Vocabulary:

**Not Applicable**

Subject

# Language Arts

Unit Topic

## Unit 2: Tell A Story, 1-2-3

### Instructional Tools:

See attached

### Approximate Unit Duration:

6 Weeks

#### Key Learning:

Students will be able to orally retell familiar stories, including details and events at the beginning, middle, and end.

#### Unit Essential Question:

How are the beginning, middle, and the end of a story different from each other?

Standard(s):

**1.1.K.E** - Read emergent-reader text with purpose and understanding.  
**1.2.K.A** - With prompting and support, identify the main idea and retell key details of text.  
**1.3.K.A** - With prompting and support, identify the main idea and retell key details of text.  
**1.5.K.A** - Ask and answer questions about key details in a text or read aloud or information presented orally or through other media.

Standard(s):

**Not Applicable**

Standard(s):

**Not Applicable**

Lesson Essential Question:

What details can you share/retell from the beginning, middle and end of a story? (ON GOING)

Lesson Essential Question:

**Not Applicable**

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Retell** – to restate orally  
**Details** – an individual fact or feature  
**Event** – a “thing” that happens  
**Beginning** – the starting point  
**Middle** – the point between beginning and end  
**End** –the final point  
**Ordinal Numbers** – 1st, 2nd, 3rd...  
**Characters** – a person or thing depicted in a story

Vocabulary:

**Not Applicable**

Vocabulary:

**Not Applicable**

Subject

**Language Arts**

Unit Topic

**Unit 2: Tell A Story, 1-2-3**

**Instructional Tools:**  
 See attached  
**Approximate Unit Duration:**  
 6 Weeks

**Key Learning:**

Students will be able to recite and produce rhyming words from nursery rhymes and rhyming text.

**Unit Essential Question:**

How are the beginning, middle, and the end of a story different from each other?

Standard(s):

**1.1.K.C** – Demonstrate understanding of spoken words, syllables and sounds.

Standard(s):

**1.1.K.C** – Demonstrate understanding of spoken words, syllables and sounds.

Standard(s):

**Not Applicable**

Lesson Essential Question:

What rhyming words do you hear in this nursery rhyme or rhyming text?

Lesson Essential Question:

What rhyming pairs do you know?

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Nursery Rhyme** – a simple traditional song or poem for children.  
**Rhyme**  
**Poem**

Vocabulary:

**Nursery Rhyme**  
**Rhyme**  
**Poem**

Vocabulary:

**Not Applicable**

Subject

**Language Arts**

Unit Topic

**Unit 2: Tell A Story, 1-2-3**

**Instructional Tools:**  
 See attached  
**Approximate Unit Duration:**  
 6 Weeks

**Key Learning:**

Students will be able to use a combination of writing, drawing, and dictating to retell stories with a beginning, middle, and end.

**Unit Essential Question:**

How are the beginning, middle, and the end of a story different from each other?

Standard(s):

**1.3.K.A** – With prompting and support, retell familiar stories including key details.  
**1.4.K.M** - Use a combination or drawing, dictating and writing to compose narratives that describe real or imagined experiences or events.

Standard(s):

**Not Applicable**

Standard(s):

**Not Applicable**

Lesson Essential Question:

What details can you write, draw and dictate from the beginning, middle and end of a story?

Lesson Essential Question:

**Not Applicable**

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Dictate**  
**Beginning**  
**Middle**  
**End**

Vocabulary:

**Not Applicable**

Vocabulary:

**Not Applicable**

Subject

**Language Arts**

Unit Topic

**Unit 2: Tell A Story, 1-2-3**

**Instructional Tools:**  
 See attached  
**Approximate Unit Duration:**  
 6 Weeks

**Key Learning:**

Distinguish shades of meaning among simple adjectives.

**Unit Essential Question:**

How are the beginning, middle, and the end of a story different from each other?

Standard(s):

**1.5.K.A** – Participate in collaborative conversations with peers and adults in small and larger groups.  
**1.5.K.G** - Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.

Standard(s):

**Not Applicable**

Standard(s):

**Not Applicable**

Lesson Essential Question:

How do similar adjectives, such as skinny/scrawny, describe the shades of meaning in text?

Lesson Essential Question:

**Not Applicable**

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Adjectives**  
**Shades of Meaning**  
 (demonstrate with crayons)

Vocabulary:

**Not Applicable**

Vocabulary:

**Not Applicable**



Subject

**Language Arts**

Unit Topic

**Unit 2: Tell A Story, 1-2-3**

**Instructional Tools:**  
 See attached  
**Approximate Unit Duration:**  
 6 Weeks

**Key Learning:**

Recognize the importance of sequence in storytelling, informational and fictional counting books, and nursery rhymes.

**Unit Essential Question:**

How are the beginning, middle, and the end of a story different from each other?

Standard(s):

**1.2.K.C** – With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.  
**1.3.K.C** - With prompting and support, identify characters, settings, and major events in a story.

Standard(s):

**Not Applicable**

Standard(s):

**Not Applicable**

Lesson Essential Question:

Why do we retell a literary text in proper sequence?  
  
ON GOING.....

Lesson Essential Question:

**Not Applicable**

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Sequence** – a particular order in which related events or things follow each other.  
**Retell**  
**Beginning**  
**Middle**  
**End**

Vocabulary:

**Not Applicable**

Vocabulary:

**Not Applicable**

Subject

**Language Arts**

Unit Topic

**Unit 2: Reading Foundations**

**Instructional Tools:**

See attached

**Approximate Unit Duration:**

**6 Weeks**

**Key Learning:**

Print Concepts

**Standard(s):**

**1.1.K.B -** Demonstrate understanding of the organization and basic features of print  
\*Understand that words are separated by spaces in print.  
\*Recognize and name all upper and lower case letters.  
**1.4.K.F -** Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  
\*Capitalize first word in sentence.  
\*Recognize and use end punctuation.

**Lesson Essential Question:**

How do we identify words in sentences?  
How can we identify letters?  
How do we know when a word is longer?  
Why do we capitalize letters?  
Why do we use periods (.)?

**Vocabulary:**

**Not Applicable**

**Key Learning:**

Phonological Awareness

**Standard(s):**

**1.1.K.C -** Demonstrate and understanding of spoken words, syllables and sounds.  
\*Recognize and produce rhyming words. \*Count, pronounce, blend and segment syllables in spoken words.  
\*Blend and segment onsets and rimes of single-syllable spoken words.  
\*Isolate and pronounce the initial, medial and final sound in three phoneme (CVC) words.

**Lesson Essential Question:**

What do we know about rhyming words?  
How can we count segments in words?  
What are the differences between voiced and unvoiced consonant phonemes?  
What are the differences between open and closed sounds?

**Vocabulary:**

segments  
voiced  
unvoiced  
phonemes  
open sounds  
closed sounds

**Key Learning:**

Phonics and Word Recognition

**Standard(s):**

**1.1.K.D -** Know and apply grade level phonics and word analysis skills in decoding words.  
\*Demonstrate basic knowledge of one-to one letter-sound correspondence.  
\*Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**Lesson Essential Question:**

How do we know which sounds letters or combinations of letters make?  
How do we identify, orally, the letter a words starts with or a word that starts with a specific letter?

**Vocabulary:**

**Not Applicable**

**Key Learning:**

Fluency

**Standard(s):**

**Not Applicable**

**Lesson Essential Question:**

**Not Applicable**

**Vocabulary:**

**Not Applicable**

**Key Learning:**

Writing, Handwriting and Spelling

**Standard(s):**

**1.4.K.X -** Write routinely over short time frames.

**Lesson Essential Question:**

How do we write our first name within lines?

**Vocabulary:**

**Not Applicable**

**Unit 2** Resources will include Websites, Nursery Rhymes, Poems, Art, Informational Texts, Stories and Picture Books. While this list is exhaustive, all items may or may not be used. There may also be substitutions to allow for enrichment or remediation.

### Nursery Rhymes

"A Diller, A Dollar" "Old King Cole"  
"Baa, Baa, Black Sheep" "One, Two, Buckle My Shoe"  
"Hickory, Dickory, Dock" "This Little Pig Went to Market"  
"Hot Cross Buns" "Three Blind Mice"

### Poems

"Mix a Pancake" in The Complete Poems (Christina Rossetti)  
"Three Little Kittens" in The Oxford Illustrated Book of American Children's Poems (Eliza Lee Follen)  
"Zin! Zin! Zin! A Violin" (Lloyd Moss and Marjorie Priceman)

### Art

Jean-Francois Millet, First Steps (1858-1859)  
Pablo Picasso, Mother and Child (First Steps) (1943)  
Vincent van Gogh, First Steps, after Millet (1890)

### Websites

[www.youtube.com](http://www.youtube.com)  
[www.starfall.com](http://www.starfall.com)  
[www.learninggamesforkids.com](http://www.learninggamesforkids.com)  
<http://www.abcteach.com/>  
<http://www.abcya.com/>  
<http://www.createdbyteachers.com/>  
<http://www.theschoolbell.com/>  
<http://www.netover.com/~kingskid/sightword/dolchgames.htm>  
<http://www.internet4classrooms.com/>  
<http://gamequarium.com/>

### Picture Books

Anno's Counting Book (Mitsumasa Anno)  
Chicka Chicka 1, 2, 3 (Bill Martin, Jr., Michael Sampson, and Lois Ehlert)  
Grandfather Counts (Andrea Cheng)  
One Is a Snail, Ten Is a Crab: A Counting by Feet Book (April Pulley Sayre, Jeff Sayre, and Randy Cecil)  
Ten Apples Up on Top! (Dr. Seuss)  
Ten, Nine, Eight (Molly Bang)

### INFORMATIONAL TEXTS

Arlene Alda's 1-2-3: What Do You See? (Arlene Alda)  
Beatrice's Goat (Page McBrier and Lori Lohstoeter)  
Can You Count Ten Toes? Count to Ten in Ten Different Languages (Lezlie Evans and Denis Roche)  
Farm Animals (Young Nature Series) (Felicity Everett)  
Goats (Animals That Live on the Farm) (JoAnn Early Macken)  
Moja Means One: Swahili Counting Book (Muriel and Tom Feelings)  
One Is a Drummer: A Book of Numbers (Roseanne Thong and Grace Lin)  
Our Animal Friends at Maple Hill Farm (Alice and Martin Provensen)  
Pigs (Animals That Live on the Farm) (JoAnn Early Macken)  
Pigs (Gail Gibbons)  
The Year at Maple Hill Farm (Alice and Martin Provensen)

### Stories

Goldilocks and the Three Bears (Jan Brett)  
Horrible Harry Bugs the Three Bears (Suzy Kline and Frank Remkiewicz)  
Pancakes for Breakfast (Tomie DePaola)  
Ten Black Dots (Donald Crews)  
The Three Billy Goats Gruff (Paul Galdone)  
The Three Cabritos (Eric A. Kimmel and Stephen Gilpin)  
The Three Little Javelinas: Los tres pequenos jabalies (bilingual) (Susan Lowell)  
The Three Little Pigs (James Marshall)  
The Three Little Wolves and the Big Bad Pig (Eugene Trivizas and Helen Oxenbury)  
The Three Pigs (David Wiesner)  
The True Story of the Three Little Pigs (Jon Scieszka and Lane Smith)  
The Very Hungry Caterpillar (Eric Carle)  
Three Cool Kids (Rebecca Emberley)

Subject

# Language Arts

Unit Topic

## Unit 3: *Exploring with Friends in the Neighborhood*

### Instructional Tools:

See attached

### Approximate Unit Duration:

6 Weeks

#### Key Learning:

Use the words who, what, where, when and why to explore informational texts.

Locate basic information in a nonfiction text.

#### Unit Essential Question:

How is reading like exploring?

Standard(s):

**1.2.K.A** - With prompting and support, identify the main idea and retell key details of text.

**1.2.K.B** - With prompting and support, answer questions about key details in a text.

**1.2.K.L** - Actively engage in group reading activities with purpose and understanding.

Standard(s):

**1.2.K.A** - With prompting and support, identify the main idea and retell key details of text.

**1.2.K.B** - With prompting and support, answer questions about key details in a text.

**1.2.K.L** - Actively engage in group reading activities with purpose and understanding.

**1.2.K.C** - With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.

**1.2.K.F** - With prompting and support, ask and answer questions about unknown words in a text.

Standard(s):

**Not Applicable**

Lesson Essential Question:

How do we use question words to gather information from informational text?

Lesson Essential Question:

How do we use question stems to gather information in an informational text?

ON GOING>>>>>

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Question words** – who, what, where, when, and why.

Vocabulary:

**Question stem** – who, what, where, when, why and how.

Vocabulary:

**Not Applicable**

Subject

**Language Arts**

Unit Topic

**Unit 3: Exploring with Friends in the Neighborhood**

**Instructional Tools:**

See attached

**Approximate Unit Duration:**

6 Weeks

**Key Learning:**

Ask questions about unknown words in both fictional and informational texts.

**Unit Essential Question:**

How is reading like exploring?

Standard(s):

**1.2.K.F** - With prompting and support, ask and answer questions about unknown words in a text.  
**1.3.K.F** - Ask and answer questions about unknown words in a text.

Standard(s):

**Not Applicable**

Standard(s):

**Not Applicable**

Lesson Essential Question:

What should we do when we hear an unknown word in fictional and informational text?  
(Children place their hand on their shoulder to signal word confusion)

Lesson Essential Question:

**Not Applicable**

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Unknown Word**  
**Fictional Text**  
**Informational Text**

Vocabulary:

**Not Applicable**

Vocabulary:

**Not Applicable**

Subject

**Language Arts**

Unit Topic

**Unit 3: Exploring with Friends in the Neighborhood**

**Instructional Tools:**

See attached

**Approximate Unit Duration:**

6 Weeks

**Key Learning:**

Identify characters, settings, and key events in a story.

**Unit Essential Question:**

How is reading like exploring?

Standard(s):

**1.3.K.C** - With prompting and support, identify characters, settings, and major events in a story.  
**1.3.K.H** - Compare and contrast the adventures and experiences of characters in familiar stories.

Standard(s):

**Not Applicable**

Standard(s):

**Not Applicable**

Lesson Essential Question:

What are the characters, setting and key events in the story?

Lesson Essential Question:

**Not Applicable**

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Setting** – where an event takes place  
**Key events** – important happenings in a text.  
**Characters**

Vocabulary:

**Not Applicable**

Vocabulary:

**Not Applicable**

Subject

# Language Arts

Unit Topic

## Unit 3: Exploring with Friends in the Neighborhood

### Instructional Tools:

See attached

### Approximate Unit Duration:

6 Weeks

#### Key Learning:

Compare and contrast the adventures of one character in a collection of stories and the adventures of different characters in different books (through the use of a graphic organizer).

#### Unit Essential Question:

How is reading like exploring?

Standard(s):

**1.3.K.C** - With prompting and support, identify characters, settings, and major events in a story.  
**1.3.K.H** - Compare and contrast the adventures and experiences of characters in familiar stories.

Standard(s):

**1.3.K.C** - With prompting and support, identify characters, settings, and major events in a story.  
**1.3.K.H** - Compare and contrast the adventures and experiences of characters in familiar stories.

Standard(s):

***Intentionally Left Blank***

Lesson Essential Question:

How is the character the same and/or different in each story written about him/her?

Lesson Essential Question:

How are the adventures of these characters the same and different?

Lesson Essential Question:

***Intentionally Left Blank***

Vocabulary:

**Compare** –similarities between two or more things.  
**Contrast** – differences among things.  
**Key Events**  
**Setting**  
**Characters**

Vocabulary:

**Adventure** – an unusual and exciting experience or activity.  
**Characters**  
**Key Events**  
**Setting**  
**Contrast**  
**Compare**

Vocabulary:

***Intentionally Left Blank***

Subject

# Language Arts

Unit Topic

## Unit 3: Exploring with Friends in the Neighborhood

### Instructional Tools:

See attached

### Approximate Unit Duration:

6 Weeks

#### Key Learning:

Understand the difference between real(nonfiction) and imagined (fiction) explorations.

#### Unit Essential Question:

How is reading like exploring?

Standard(s):

**1.2.K.A** - With prompting and support, identify the main idea and retell key details of text.  
**1.2.K.B** - With prompting and support, answer questions about key details in a text.

Standard(s):

**1.3.K.A** – With prompting and support, retell familiar stories including key details.  
**1.3.K.B** - Answer questions about key details in a text.  
**1.3.K.C** - With prompting and support, identify characters, settings, and major events in a story.

Standard(s):

**1.2.K.A** - With prompting and support, identify the main idea and retell key details of text.  
**1.2.K.B** - With prompting and support, answer questions about key details in a text.  
**1.3.K.A** – With prompting and support, retell familiar stories including key details.  
**1.3.K.B** - Answer questions about key details in a text.  
**1.3.K.C** - With prompting and support, identify characters, settings, and major events in a story.

Lesson Essential Question:

What are the events of a real exploration?

Lesson Essential Question:

What are the events of an imagined exploration?

Lesson Essential Question:

How are the events of a real and imagined exploration different?

Vocabulary:

**Not Applicable**

Vocabulary:

**Not Applicable**

Vocabulary:

**Not Applicable**



Subject

# Language Arts

Unit Topic

## Unit 3: Exploring with Friends in the Neighborhood

### Instructional Tools:

See attached

### Approximate Unit Duration:

6 Weeks

#### Key Learning:

Understand the difference between real(nonfiction) and imagined (fiction) explorations.

#### Unit Essential Question:

How is reading like exploring?

Standard(s):

**1.2.K.A** - With prompting and support, identify the main idea and retell key details of text.  
**1.2.K.B** - With prompting and support, answer questions about key details in a text.

Standard(s):

**1.3.K.A** – With prompting and support, retell familiar stories including key details.  
**1.3.K.B** - Answer questions about key details in a text.  
**1.3.K.C** - With prompting and support, identify characters, settings, and major events in a story.

Standard(s):

**1.2.K.A** - With prompting and support, identify the main idea and retell key details of text.  
**1.2.K.B** - With prompting and support, answer questions about key details in a text.  
**1.3.K.A** – With prompting and support, retell familiar stories including key details.  
**1.3.K.B** - Answer questions about key details in a text.  
**1.3.K.C** - With prompting and support, identify characters, settings, and major events in a story.

Lesson Essential Question:

What are the events of a real exploration?

Lesson Essential Question:

What are the events of an imagined exploration?

Lesson Essential Question:

How are the events of a real and imagined exploration different?

Vocabulary:

**Exploration** – the action of traveling in or through an unfamiliar area in order to learn about it.

Vocabulary:

**Imagined** – not real or make believe.  
**Exploration**

Vocabulary:

**Real** – fact or actually existing.  
**Imagined**

Subject

**Language Arts**

Unit Topic

**Unit 3: *Exploring with Friends in the Neighborhood***

**Instructional Tools:**

See attached

**Approximate Unit Duration:**

6 Weeks

**Key Learning:**

Use a combination of drawing, dictating, or writing to compose an informative text.

**Unit Essential Question:**

How is reading like exploring?

Standard(s):

**1.4.K.A** - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.  
**1.4.K.B** - Use a combination of drawing, dictating, and writing to focus on one specific topic.

Standard(s):

**Not Applicable**

Standard(s):

**Not Applicable**

Lesson Essential Question:

How can we share information (informative text) through drawing, writing, and dictating?

Lesson Essential Question:

**Not Applicable**

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Compose** – write or create  
**Informative Text**  
**Dictate**

Vocabulary:

**Not Applicable**

Vocabulary:

**Not Applicable**

Subject

# Language Arts

Unit Topic

## Unit 3: Exploring with Friends in the Neighborhood

### Instructional Tools:

See attached

### Approximate Unit Duration:

6 Weeks

#### Key Learning:

Name and identify periods, question marks, and exclamation points.

#### Unit Essential Question:

How is reading like exploring?

#### Standard(s):

**1.4.K.L** - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**1.4.K.R** - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize first word in sentence and pronoun I.

- **Recognize and use end punctuation.**

- Spell simple words phonetically.

#### Standard(s):

**1.4.K.L** - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**1.4.K.R** - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize first word in sentence and pronoun I.

- **Recognize and use end punctuation.**

- Spell simple words phonetically.

#### Standard(s):

**1.4.K.L** - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**1.4.K.R** - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize first word in sentence and pronoun I.

- **Recognize and use end punctuation.**

- Spell simple words phonetically.

#### Lesson Essential Question:

When do you use a period?

#### Lesson Essential Question:

When do you use a question mark?

#### Lesson Essential Question:

When do you use an exclamation point?

#### Vocabulary:

**Period** – (.) a mark at the end of a telling sentence.

#### Vocabulary:

**Question mark** – (?) a mark at the end of an asking or question sentence.

#### Vocabulary:

**Exclamation point** – (!) a mark at the end of a sentence to show emotion/excitement.

Subject

**Language Arts**

Unit Topic

**Unit 3: Exploring with Friends in the Neighborhood**

**Instructional Tools:**

See attached

**Approximate Unit Duration:**

6 Weeks

**Key Learning:**

Understand and correctly use the prepositions to/from, on/off, and in/out.

**Unit Essential Question:**

How is reading like exploring?

Standard(s):

**1.4.K.L** - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Standard(s):

**Not Applicable**

Standard(s):

**Not Applicable**

Lesson Essential Question:

How do prepositions show us direction?

Lesson Essential Question:

**Not Applicable**

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Preposition** – a word proceeding a noun or pronoun in expressing a relation to another word or element clause.

Vocabulary:

**Not Applicable**

Vocabulary:

**Not Applicable**

Subject

**Language Arts**

Unit Topic

**Unit 3: Reading Foundations**

**Instructional Tools:**

See attached

**Approximate Unit Duration:**

6 Weeks

**Key Learning:**

Print Concepts

**Standard(s):**

**1.1.K.A** - Utilize book handling skills.  
**1.1.K.B** - Demonstrate understanding of the organization and basic features of print  
\*Follow words left to right, top to bottom and page by page.  
\*Recognize and name all upper and lower case letters.

**Lesson Essential Question:**

How do we "track" printed words on a page? What are the different parts of the book? How do we match upper and lower case letters?

**Vocabulary:**

track

**Key Learning:**

Phonological Awareness

**Standard(s):**

**1.1.K.C** - Demonstrate and understanding of spoken words, syllables and sounds.  
\*Recognize and produce rhyming words. \*Count, pronounce, blend and segment syllables in spoken words.  
\*Blend and segment onsets and rimes of single-syllable spoken words.  
\*Isolate and pronounce the initial, medial and final sound in three phoneme (CVC) words.

**Lesson Essential Question:**

What happens when we substitute different sounds into words?  
How do you segment syllables?  
How do you know when words have similar beginning sounds?  
How do we know when the same short vowels sound different in different words?

**Vocabulary:**

syllables

**Key Learning:**

Phonics and Word Recognition

**Standard(s):**

**1.1.K.D** - Know and apply grade level phonics and word analysis skills in decoding words.  
\*Demonstrate basic knowledge of one-to one letter-sound correspondence.  
\*Read Grade level high-frequency words with automaticity.  
\*Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**Lesson Essential Question:**

How do you recite the alphabet independently?  
How well can you match your letters and sounds?  
How are the letters /k/ and /c/ similar and different?  
What words do we recognize?

**Vocabulary:**

**Not Applicable**

**Key Learning:**

Fluency

**Standard(s):**

**1.1.K.D** - Know and apply grade level phonics and word analysis skills in decoding words  
\*Read Grade level high-frequency words with automaticity.  
**1.1.K.E**- Read emergent-reader text with purpose and understanding.

**Lesson Essential Question:**

What words do we recognize?

**Vocabulary:**

**Not Applicable**

**Key Learning:**

Writing, Handwriting and Spelling

**Standard(s):**

**1.4.K.X** - Write routinely over short time frames.

**Lesson Essential Question:**

How do we make letters with downward lines?  
How do we know which letters or words to write when given to us orally?  
How can we use phonics to help with spelling?

**Vocabulary:**

**Not Applicable**

**Unit 3** Resources will include Websites, Nursery Rhymes, Poems, Art, Music, Informational Texts, Stories and Picture Books. While this list is exhaustive, all items may or may not be used. There may also be substitutions to allow for enrichment or remediation.

### Nursery Rhymes

"A Diller, A Dollar" "Old King Cole"  
"Baa, Baa, Black Sheep" "One, Two, Buckle My Shoe"  
"Hickory, Dickory, Dock" "This Little Pig Went to Market"  
"Hot Cross Buns" "Three Blind Mice"

### Poems

"The Swing" in A Child's Garden of Verses (Robert Louis Stevenson)  
"Us Two" in The Complete Tales & Poems of Winnie-the-Pooh (A. A. Milne)

### Art

Pieter Bruegel, Netherlandish Proverbs (1559)  
Romare Bearden, The Block (1972)

### Music

"Do You Know the Muffin Man?"  
Jeff Moss, "The People in Your Neighborhood"  
Camille Saint-Saens, Carnival of the Animals, Fifth Movement,  
"The Elephant" (1886)  
Henry Mancini, Baby Elephant Walk (1961)  
"What Shall We Do When We All Go Out?"

### Websites

[www.youtube.com](http://www.youtube.com)  
[www.starfall.com](http://www.starfall.com)  
[www.learninggamesforkids.com](http://www.learninggamesforkids.com)  
<http://www.abcteach.com/>  
<http://www.abcya.com/>  
<http://www.createdbyteachers.com/>  
<http://www.theschoolbell.com/>  
<http://www.netover.com/~kingskid/sightword/dolchgames.htm>  
<http://www.internet4classrooms.com/>  
<http://gamequarium.com/>

### Stories

A Dog, a Boy, and a Frog (Mercer Mayer) (Read Along-Wordless Books)  
The Complete Tales of Winnie-the-Pooh (A.A. Milne)  
Trainstop (Barbara Lehman) (Read Along-Wordless Books)

### INFORMATIONAL TEXTS

A Day in the Life of a Doctor (First Facts: Community Helpers at Work) (Heather Adamson)  
A Day in the Life of a Firefighter (First Facts: Community Helpers at Work) (Heather Adamson)  
A Day in the Life of a Police Officer (First Facts: Community Helpers at Work) (Heather Adamson)  
A Day in the Life of a Teacher (First Facts: Community Helpers at Work) (Heather Adamson)  
Check It Out!: The Book about Libraries (Gail Gibbons)  
Community Helpers from A to Z (Bobbie Kalman and Niki Walker)  
Fire! Fire! (Gail Gibbons)  
Jobs Around My Neighborhood / Oficios en mi vecindario (Gladys Rosa-Mendoza and Ann Losa)  
The Post Office Book: Mail and How it Moves (Gail Gibbons)  
Whose Hat is This? (Katz Cooper, Sharon Muehlenhardt, and Amy Bailey)  
Whose Tools Are These? (Katz Cooper, Sharon Muehlenhardt, and Amy Bailey)

### Picture Books

Blueberries for Sal (Robert McCloskey)  
Curious George (series) (H.A. and Margret Rey)  
Frog and Toad Together (Arnold Lobel)  
Harold and the Purple Crayon (Crockett Johnson)  
Knuffle Bunny: A Cautionary Tale (Mo Willems)  
Little Bear (series) (Else Holmelund Minarik and Maurice Sendak)  
Little Fur Family (Margaret Wise Brown and Garth Williams)  
Make Way for Ducklings (Robert McCloskey)  
Margaret and Margarita / Margarita y Margaret (Lynn Reiser)  
Officer Buckle and Gloria (Peggy Rathmann)  
Owl Moon (Jane Yolen and John Schoenherr)  
The Jolly Postman (Allan and Janet Ahlberg)  
The Snowy Day (Ezra Jack Keats)  
The Story About Ping (Marjorie Flack and Kurt Wiese)  
Where the Wild Things Are (Maurice Sendak)

Subject

**Language Arts**

Unit Topic

**Unit 4: Symbols and Celebrations**

**Instructional Tools:**

See attached

**Approximate Unit Duration:**

6 Weeks

**Key Learning:**

Describe the connection between two events or ideas in a text.

**Unit Essential Question:**

Why are symbols important?

Standard(s):

**1.2.K.G** - Answers questions to describe the relationship between illustrations and the text in which they appear.  
**1.3.K.B** - Answer questions about key details in a text.  
**1.3.K.G** - Make connections between the illustrations and the text in a story (read or read aloud).

Standard(s):

**Not Applicable**

Standard(s):

**Not Applicable**

Lesson Essential Question:

How are two ideas or events connected in a text?

ON GOING>>>>>>

Lesson Essential Question:

**Not Applicable**

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Connection** – a relationship in which a person thing or idea is linked or associated with something else.

Vocabulary:

**Not Applicable**

Vocabulary:

**Not Applicable**

Subject

**Language Arts**

Unit Topic

**Unit 4: Symbols and Celebrations**

**Instructional Tools:**

See attached

**Approximate Unit Duration:**

6 Weeks

**Key Learning:**

Recognize cause and effect relationships (e.g., the contributions of Martin Luther King Jr. and the holiday celebrating his life).

**Unit Essential Question:**

Why are symbols important?

Standard(s):

**1.2.K.A** - With prompting and support, identify the main idea and retell key details of text.  
**1.2.K.B** - With prompting and support, answer questions about key details in a text.  
**1.2.K.C** - With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.

Standard(s):

**Not Applicable**

Standard(s):

**Not Applicable**

Lesson Essential Question:

How does one event cause another event to occur?

Lesson Essential Question:

**Not Applicable**

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Cause** – a person or thing that gives rise to an action phenomenon or condition.

Vocabulary:

**Not Applicable**

Vocabulary:

**Not Applicable**



Subject

**Language Arts**

Unit Topic

**Unit 4: Symbols and Celebrations**

**Instructional Tools:**

See attached

**Approximate Unit Duration:**

6 Weeks

**Key Learning:**

Review characters, setting, and key events in fictional stories when retelling them.

**Unit Essential Question:**

Why are symbols important?

Standard(s):

**1.3.K.A** - With prompting and support, retell familiar stories including key details.  
**1.3.K.C** - With prompting and support, identify characters, settings, and major events in a story.

Standard(s):

**Not Applicable**

Standard(s):

**Not Applicable**

Lesson Essential Question:

What are the characters, setting and key events in fictional stories?

Lesson Essential Question:

**Not Applicable**

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Characters**  
**Setting**  
**Key Events**

Vocabulary:

**Not Applicable**

Vocabulary:

**Not Applicable**

Subject

**Language Arts**

Unit Topic

**Unit 4: Symbols and Celebrations**

**Instructional Tools:**

See attached

**Approximate Unit Duration:**

6 Weeks

**Key Learning:**

Answer questions about unknown words, details, and events in both fiction and informational texts.

**Unit Essential Question:**

Why are symbols important?

Standard(s):

**1.3.K.C** - With prompting and support, identify characters, settings, and major events in a story.  
**1.3.K.F** - Ask and answer questions about unknown words in a text.

Standard(s):

**1.2.K.C** - With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.  
**1.2.K.F** - With prompting and support, ask and answer questions about unknown words in a text.

Standard(s):

**Not Applicable**

Lesson Essential Question:

How do we discover the meaning of unknown words, details, and events in ***fictional*** texts?

Lesson Essential Question:

How do we discover the meaning of unknown words, details, and events in ***informational*** texts?

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Unknown Words**  
**Details**  
**Events**  
**Fictional**

Vocabulary:

**Unknown Words**  
**Details**  
**Events**  
**Informational**

Vocabulary:

**Not Applicable**

Subject

**Language Arts**

Unit Topic

**Unit 4: Symbols and Celebrations**

**Instructional Tools:**

See attached

**Approximate Unit Duration:**

6 Weeks

**Key Learning:**

Gather information from text sources and experiences to answer questions about a given topic (e.g., about holidays).

**Unit Essential Question:**

Why are symbols important?

Standard(s):

**1.2.K.A** - With prompting and support, identify the main idea and retell key details of text.  
**1.2.K.B** - With prompting and support, answer questions about key details in a text.  
**1.2.K.C** - With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.

Standard(s):

**1.2.K.H** - With prompting and support, identify the reasons an author gives to support points in a text.  
**1.2.K.L** - Actively engage in group reading activities with purpose and understanding.

Standard(s):

**Not Applicable**

Lesson Essential Question:

How can you gather information, to answer questions, about a given topic from text sources and experiences?

Lesson Essential Question:

How can you gather information, to answer questions, about a given topic from text sources and experiences? (continued)

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Not Applicable**

Vocabulary:

**Not Applicable**

Vocabulary:

**Not Applicable**

Subject

# Language Arts

Unit Topic

## Unit 4: Symbols and Celebrations

### Instructional Tools:

See attached

### Approximate Unit Duration:

6 Weeks

#### Key Learning:

Use a combination of drawings, dictating, and writing to compose an informative text on a given topic (e.g., about holidays).

#### Unit Essential Question:

Why are symbols important?

Standard(s):

**1.4.K.A** - Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.  
**1.4.K.B** - Use a combination of drawing, dictating, and writing to focus on one specific topic.  
**1.4.K.D** - Make logical connections between drawing and dictation/writing.

Standard(s):

**Not Applicable**

Standard(s):

**Not Applicable**

Lesson Essential Question:

How can we use drawings, dictating and writing to compose an informative text?

ON GOING>>>

Lesson Essential Question:

**Not Applicable**

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Compose  
Informative text  
KWL Chart**

Vocabulary:

**Not Applicable**

Vocabulary:

**Not Applicable**

Subject

**Language Arts**

Unit Topic

**Unit 4: Symbols and Celebrations**

**Instructional Tools:**

See attached

**Approximate Unit Duration:**

6 Weeks

**Key Learning:**

Ask questions to get information, to seek help, or to clarify something that is not understood.

**Unit Essential Question:**

Why are symbols important?

Standard(s):

**1.2.K.F** - With prompting and support, ask and answer questions about unknown words in a text.  
**1.3.K.F** - Ask and answer questions about unknown words in a text.  
**1.3.K.I** - Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content.

Standard(s):

**Not Applicable**

Standard(s):

**Not Applicable**

Lesson Essential Question:

What questions can we ask to get information, to seek help or clarify something that is not understood?

Lesson Essential Question:

**Not Applicable**

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Question Stems**  
**KWL chart**

Vocabulary:

**Not Applicable**

Vocabulary:

**Not Applicable**

Subject

# Language Arts

Unit Topic

## Unit 4: Symbols and Celebrations

### Instructional Tools:

See attached

### Approximate Unit Duration:

6 Weeks

#### Key Learning:

Produce and expand complete sentences in shared writing about a given topic (e.g., symbols in America).

#### Unit Essential Question:

Why are symbols important?

Standard(s):

**1.2.K.J** - Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

**1.3.K.J** - Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

Standard(s):

**1.4.K.F, L, R** - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize first word in sentence and pronoun I.
- Recognize and use end punctuation.
- Spell simple words phonetically.

Standard(s):

**Not Applicable**

Lesson Essential Question:

How can you use adjectives and other forms of speech to expand sentences in shared writing about a given topic?

Lesson Essential Question:

How can you use adjectives and other forms of speech to expand sentences in shared writing about a given topic? (continued)

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Parts of speech** - noun, pronoun, verb, adverb etc...  
**Expand** – make or become larger  
**Adjective**

Vocabulary:

**Not Applicable**

Vocabulary:

**Not Applicable**

Subject

**Language Arts**

Unit Topic

**Unit 4: Symbols and Celebrations**

**Instructional Tools:**

See attached

**Approximate Unit Duration:**

6 Weeks

**Key Learning:**

Identify new meanings for familiar words and apply them accurately (e.g., march-verb, March-month, march-musical piece). Homonyms

**Unit Essential Question:**

Why are symbols important?

Standard(s):

**1.2.K.K** - Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade level reading and content.

**1.5.K.G** - Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.

Standard(s):

**Not Applicable**

Standard(s):

**Not Applicable**

Lesson Essential Question:

What is a homonym?

Lesson Essential Question:

**Not Applicable**

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Homonym** – a word that is spelled or pronounced the same but has different meaning.

Vocabulary:

**Not Applicable**

Vocabulary:

**Not Applicable**

Subject

# Language Arts

Unit Topic

## Unit 4: Symbols and Celebrations

### Instructional Tools:

See attached

### Approximate Unit Duration:

6 Weeks

#### Key Learning:

Use newly learned words in conversation (e.g., new words related to celebrations and symbols).

#### Unit Essential Question:

Why are symbols important?

Standard(s):

**1.5.K.A** - Participate in collaborative conversations with peers and adults in small and larger groups.  
**1.5.K.D** - Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.  
**1.5.K.E** - Speak audibly and express thoughts, feelings, and ideas clearly.

Standard(s):

**Not Applicable**

Standard(s):

**Not Applicable**

Lesson Essential Question:

How can I use new words from the word bank in classroom conversations?

Lesson Essential Question:

**Not Applicable**

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Word bank** – a collection of newly introduced words.  
**Conversation** – an informal talk with someone.

Vocabulary:

**Not Applicable**

Vocabulary:

**Not Applicable**



Subject

**Language Arts**

Unit Topic

**Unit 4: Reading Foundations**

**Instructional Tools:**

See attached

**Approximate Unit Duration:**

6 Weeks

**Key Learning:**

Print Concepts

**Key Learning:**

Phonological Awareness

**Key Learning:**

Phonics and Word Recognition

**Key Learning:**

Fluency

**Key Learning:**

Writing, Handwriting and Spelling

**Standard(s):**

**1.1.K.B** - Demonstrate understanding of the organization and basic features of print.  
\*Recognize and name all upper and lower case letters

**Standard(s):**

**1.1.K.C** - Demonstrate and understanding of spoken words, syllables and sounds.  
\*Isolate and pronounce the initial, medial and final sound in three phoneme (CVC) words.  
**1.1.K.D** - Know and apply grade level phonics and word analysis skills in decoding words.  
\*Associate the long and short sounds with common spellings for five major vowels.

**Standard(s):**

**1.1.K.C** - Demonstrate and understanding of spoken words, syllables and sounds.  
\*Isolate and pronounce the initial, medial and final sound in three phoneme (CVC) words.  
**1.1.K.D** - Know and apply grade level phonics and word analysis skills in decoding words.  
\*Read Grade level high-frequency words with automaticity.

**Standard(s):**

**1.1.K.E** - Read emergent reader text with purpose and understanding.

**Standard(s):**

**1.4.K.X** - Write routinely over short time frames.

**Lesson Essential Question:**

How can we identify letters?

**Lesson Essential Question:**

What happens when we substitute different sounds into words?  
What sounds do long vowels make?

**Lesson Essential Question:**

How do we put letters together to make words?  
What words do we recognize?

**Lesson Essential Question:**

What/Who is this book about?  
Where is the title?  
What might happen?

**Lesson Essential Question:**

How do we make letters with horizontal lines?  
How do we know which letters or words to write when given to us orally?  
How can we use phonics to help with spelling?

**Vocabulary:**

**Not Applicable**

**Vocabulary:**

long vowels

**Vocabulary:**

**Not Applicable**

**Vocabulary:**

**Not Applicable**

**Vocabulary:**

horizontal

**Unit 4** Resources will include Websites, Nursery Rhymes, Poems, Music, Informational Texts, and Picture Books. While this list is exhaustive, all items may or may not be used. There may also be substitutions to allow for enrichment or remediation.

### **Nursery Rhymes**

“A Diller, A Dollar”            “Old King Cole”  
“Baa, Baa, Black Sheep”    “One, Two, Buckle My Shoe”  
“Hickory, Dickory, Dock”    “This Little Pig Went to Market”  
“Hot Cross Buns”            “Three Blind Mice”

### **Poems**

“Celebration” in Song and Dance (Alonzo Lopez)  
“Thanksgiving Day” in Flowers for Children, Vol. 2 (Lydia Maria Child)  
Selections from I Am America (Charles R. Smith)

### **Music**

George M. Cohan, “You’re a Grand Old Flag”  
John Philip Sousa, Stars and Stripes Forever (1893)  
John Philip Sousa, The Liberty Bell (1893)  
John Philip Sousa, The Washington Post (1889)  
Katharine Lee Bates and Samuel A. Ward, “America the Beautiful”  
Samuel Francis Smith, “ America (My Country, ’Tis of Thee)”  
Traditional, “Yankee Doodle”

### **Websites**

[www.youtube.com](http://www.youtube.com)  
[www.starfall.com](http://www.starfall.com)  
[www.learninggamesforkids.com](http://www.learninggamesforkids.com)  
<http://www.abcteach.com/>  
<http://www.abcya.com/>  
<http://www.createdbyteachers.com/>  
<http://www.theschoolbell.com/>  
<http://www.netover.com/~kingskid/sightword/dolchgames.htm>  
<http://www.internet4classrooms.com/>  
<http://gamequarium.com/>

### **INFORMATIONAL TEXTS**

Chanukah (Rookie Read-About Holiday Series) (David F. Marx )  
Chinese New Year (Rookie Read-About Holiday Series) (David F. Marx)  
Christmas (Rookie Read-About Holiday Series) (Trudi Strain Trueit)  
Cinco de Mayo (Rookie Read-About Holiday Series) (Mary Dodson Wade and Nanci R. Vargus)  
Diwali (Rookie Read-About Holiday Series) (Trudi Strain Trueit)  
El Dia De Los Muertos: The Day of the Dead (Rookie Read-About Holiday Series) (Mary Dodson Wade)  
Giving Thanks: The 1621 Harvest Feast (Kate Waters and Russ Kendall)  
In Our Country (Emergent Reader) (Susan Canizares and S. Berger)  
Independence Day (Rookie Read-About Holiday Series) (Trudi Strain Trueit)  
John Philip Sousa: Getting to Know the World’s Greatest Composers (Mike Venezia)  
Kwanzaa (Rookie Read-About Holiday Series) (Trudi Strain Trueit)  
Martin Luther King Jr. Day (Rookie Read-About Holiday Series) (Trudi Strain Trueit)  
Ramadan (Rookie Read-About Holiday Series) (David F. Marx)  
The American Flag (Welcome Books) (Lloyd G. Douglas)  
The Bald Eagle (Welcome Books) (Lloyd G. Douglas)  
The Liberty Bell (Welcome Books) (Lloyd G. Douglas)  
The Statue of Liberty (Welcome Books) (Lloyd G. Douglas)  
The White House (Welcome Books) (Lloyd G. Douglas)  
Veterans Day (Rookie Read-About Holiday Series) (Jacqueline S. Cotton)

### **Picture Books**

America the Beautiful (Katharine Bates, Wendell Minor)  
Apple Pie and the Fourth of July (Janet S. Wong and Margaret Chodos-Irvine)  
Clifford Goes to Washington (Norman Bridwell)  
Duck for President (Doreen Cronin and Betsy Lewin)  
Family Pictures / Cuadros de familia (Carmen Lomez Garza) (Note: Tailor to represent the cultures in your classroom.)  
I Pledge Allegiance (Bill Martin, Jr., Michael Sampson, and Chris Raschka)  
My Country, ’Tis of Thee (Samuel Francis Smith)  
Pledge of Allegiance (Scholastic, Inc.)  
This Land is Your Land (Woody Guthrie and Kathy Jakobsen)

Subject

**Language Arts**

Unit Topic

**Unit 5: The Great Big World**

**Instructional Tools:**

See attached

**Approximate Unit Duration:**

6 Weeks

**Key Learning:**

Describe the connections between the settings of fictional works and informational books about the same place.

**Unit Essential Question:**

Why is it important for writers to describe settings carefully?

Standard(s):

**1.2.K.C** - With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.  
**1.2.K.I** - With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.  
**1.3.K.C** - With prompting and support, identify characters, settings, and major events in a story.

Standard(s):

**Not Applicable**

Standard(s):

**Not Applicable**

Lesson Essential Question:

How can you compare and contrast the same setting in an informational text and fictional works?

Lesson Essential Question:

**Not Applicable**

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Compare**  
**Contrast**  
**Setting**  
**Informational text**  
**Fictional works**

Vocabulary:

**Not Applicable**

Vocabulary:

**Not Applicable**

Subject

**Language Arts**

Unit Topic

**Unit 5: The Great Big World**

**Instructional Tools:**

See attached

**Approximate Unit Duration:**

6 Weeks

**Key Learning:**

Learn about the similarities and differences between fictional and informational texts on the same topic.

**Unit Essential Question:**

Why is it important for writers to describe settings carefully?

**Standard(s):**

**1.2.K.A** - With prompting and support, identify the main idea and retell key details of text.  
**1.2.K.C** - With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.  
**1.2.K.I** - With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.  
**1.3.K.A** - With prompting and support, retell familiar stories including key details.  
**1.3.K.C** - With prompting and support, identify characters, settings, and major events in a story.

**Standard(s):**

**Not Applicable**

**Standard(s):**

**Not Applicable**

**Lesson Essential Question:**

What are the similarities and differences between fictional and informational text on the same topic?

**Lesson Essential Question:**

**Not Applicable**

**Lesson Essential Question:**

**Not Applicable**

**Vocabulary:**

**Similarities** – a similar feature  
**Differences** - a state or condition of being unlike.  
**Fictional**  
**Informational text**

**Vocabulary:**

**Not Applicable**

**Vocabulary:**

**Not Applicable**

Subject

**Language Arts**

Unit Topic

**Unit 5: The Great Big World**

**Instructional Tools:**

See attached

**Approximate Unit Duration:**

6 Weeks

**Key Learning:**

Compare and Contrast characters' adventures that are in different continents.

**Unit Essential Question:**

Why is it important for writers to describe settings carefully?

Standard(s):

**1.3.K.C** - With prompting and support, identify characters, settings, and major events in a story.  
**1.3.K.H** - Compare and contrast the adventures and experiences of characters in familiar stories.

Standard(s):

**Not Applicable**

Standard(s):

**Not Applicable**

Lesson Essential Question:

How can you compare and contrast a characters' adventures in different continents?

Lesson Essential Question:

**Not Applicable**

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Continent** – a very large landmass on earth; there are seven, North America, South America, Africa, Asia, Antarctica, Australia, and Europe.

Vocabulary:

**Not Applicable**

Vocabulary:

**Not Applicable**

Subject

**Language Arts**

Unit Topic

**Unit 5: The Great Big World**

**Instructional Tools:**

See attached

**Approximate Unit Duration:**

6 Weeks

**Key Learning:**

Use a combination of drawings, dictating, and writing to offer an opinion (e.g., about a continent to visit); include details that explain/support the opinion.

**Unit Essential Question:**

Why is it important for writers to describe settings carefully?

Standard(s):

**1.4.K.G** - Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.

Standard(s):

**Not Applicable**

Standard(s):

**Not Applicable**

Lesson Essential Question:

How can you use a combination of drawings, dictation and writing to offer an opinion including details that explain/support the opinion?

Lesson Essential Question:

**Not Applicable**

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Drawing  
Dictation  
Writing  
Opinion**

Vocabulary:

**Not Applicable**

Vocabulary:

**Not Applicable**

Subject

**Language Arts**

Unit Topic

**Unit 5: The Great Big World**

**Instructional Tools:**

See attached

**Approximate Unit Duration:**

6 Weeks

**Key Learning:**

Demonstrate understanding of common verbs and adjectives by relating them to their opposites (e.g., in the context of describing places).

**Unit Essential Question:**

Why is it important for writers to describe settings carefully?

Standard(s):

**1.5.K.G** - Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.

Standard(s):

**Not Applicable**

Standard(s):

**Not Applicable**

Lesson Essential Question:

How can you demonstrate understanding of common verbs and adjectives by relating them to their opposites?

Lesson Essential Question:

**Not Applicable**

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Verbs** – words that describe actions.  
**Opposites** – a reverse of something else.  
**Adjectives**

Vocabulary:

**Not Applicable**

Vocabulary:

**Not Applicable**

Subject

**Language Arts**

Unit Topic

**Unit 5: Reading Foundations**

**Instructional Tools:**

See attached

**Approximate Unit Duration:**

6 Weeks

**Key Learning:**

Print Concepts

**Key Learning:**

Phonological Awareness

**Key Learning:**

Phonics and Word Recognition

**Key Learning:**

Fluency

**Key Learning:**

Writing, Handwriting and Spelling

**Standard(s):**

**1.1.K.B** - Demonstrate understanding of the organization and basic features of print.  
\*Recognize and name all upper and lower case letters

**Standard(s):**

**1.1.K.C** - Demonstrate and understanding of spoken words, syllables and sounds.  
\*Isolate and pronounce the initial, medial and final sound in three phoneme (CVC) words.  
**1.1.K.D** - Know and apply grade level phonics and word analysis skills in decoding words.  
\*Associate the long and short sounds with common spellings for five major vowels.  
\*Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**Standard(s):**

**1.1.K.C** - Demonstrate and understanding of spoken words, syllables and sounds.  
\*Isolate and pronounce the initial, medial and final sound in three phoneme (CVC) words.  
**1.1.K.D** - Know and apply grade level phonics and word analysis skills in decoding words.  
\*Read Grade level high-frequency words with automaticity.

**Standard(s):**

**1.1.K.E** - Read emergent reader text with purpose and understanding.

**Standard(s):**

**1.4.K.F,K,R** - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.  
\*Capitalize first word in sentence and pronoun I.  
\*Recognize and use end punctuation.  
\*Spell simple words phonetically.  
**1.4.K.X** - Write routinely over short time frames.

**Lesson Essential Question:**

How quickly and correctly can we identify letters?

**Lesson Essential Question:**

What happens when we substitute different sounds into words?  
How do we segment and blend words with at least 3 sounds?  
How do we know if a sound is a consonant or vowel?  
How do we know if a syllable is open or closed?  
How can we use the medial vowel in a word to help identify the word?

**Lesson Essential Question:**

How do we put letters together to make words?  
How do we separate words to hear the sounds?  
What happens to the meaning of a word when an -s is added to the end?  
What words do we recognize?

**Lesson Essential Question:**

What/Who is this book about?  
Where is the title?  
What might happen?

**Lesson Essential Question:**

How do we write sentences correctly, while hearing words read to us?  
How can we correctly write sentences on our own?

**Vocabulary:**

**Not Applicable**

**Vocabulary:**

**Not Applicable**

**Vocabulary:**

**Not Applicable**

**Vocabulary:**

**Not Applicable**

**Vocabulary:**

**Not Applicable**



**Unit 5** Resources will include Websites, Art, Music, Film, Informational Texts, and Picture Books. While this list is exhaustive, all items may or may not be used. There may also be substitutions to allow for enrichment or remediation.

### Music

Mary F. Higuchi (compiled by), "Geography Songs on the Continents" (2000)

Tinkerbell Records, "London Bridge is Falling Down"  
Walt Disney, "It's a Small World"

### Art

J.H. Pierneef, Trees in Woodland Landscape (date unknown)  
The Linton Panel (eighteenth or nineteenth century)  
Ando Hiroshige, panel from Famous views of 53 stations of the Tōkaidō Road (1855)  
Guo Xi, Early Spring (1072)  
Emily Kam Kngwarreye, Earth's Creation (1994)  
Emily Kam Kngwarreye, The Alhalkere Suite (1994)  
John Constable, The Hay Wain (1821)  
Paul Cézanne, Straße vor dem Gebirge Sainte-Victoire (1898-1902)  
Albert Bierstadt, Valley of the Yosemite (1864)  
Piet Mondrian, Broadway

### Film

Jon Stone, dir., Big Bird in  
Luc Jacquet, dir., March of the Penguins (2005)

### Websites

[www.youtube.com](http://www.youtube.com)  
[www.starfall.com](http://www.starfall.com)  
[www.learninggamesforkids.com](http://www.learninggamesforkids.com)  
<http://www.abcteach.com/>  
<http://www.abcya.com/>  
<http://www.createdbyteachers.com/>  
<http://www.theschoolbell.com/>  
<http://www.netover.com/~kingskid/sightword/dolchgames.htm>  
<http://www.internet4classrooms.com/>  
<http://gamequarium.com/>

### INFORMATIONAL TEXTS

Africa (Rookie Read-About Geography) (Allan Fowler)  
Antarctica (Rookie Read-About Geography) (Allan Fowler)  
As the Crow Flies: A First Book of Maps (Gail Hartman and Harvey Stevenson)  
Asia (Rookie Read-About Geography) (Allan Fowler)  
Australia (Rookie Read-About Geography) (Allan Fowler)  
Beginner's World Atlas (National Geographic)  
Continents and Maps (Big Book, Pearson Learning)  
Count Your Way Through China... (series) (Jim Haskins)  
Europe (Rookie Read-About Geography) (Allan Fowler)  
Me on the Map (Joan Sweeney and Annette Cable)  
North America (Rookie Read-About Geography) (Allan Fowler)  
South America (Rookie Read-About Geography) (Allan Fowler)  
The Seven Continents (Rookie Read-About Geography) (Wil Mara)

### Picture Books

Mr. Popper's Penguins (Richard Atwater and Florence Atwater)  
A Story, A Story (Gail E. Haley)  
Shadow (Blaise Cendrars, translated by Marcia Brown)  
Why Mosquitoes Buzz in People's Ears (Verna Aardema, Leo Dillon, and Diane Dillon)  
Eve of the Emperor Penguin (Mary Pope Osborne and Sal Murdocca)  
Something to Tell the Grandcows (Eileen Spinelli and Bill Slavin)  
Lon Po Po: A Red-Riding Hood Story from China (Ed Young)  
Once a Mouse... (Marcia Brown)  
The Fool of the World and the Flying Ship (Arthur Ransome and Uri Shulevitz)  
The Paper Crane (Molly Bang)  
Koala Lou (Mem Fox and Pamela Lofts)  
Lizzie Nonsense (Jan Ormerod)  
Possum Magic (Mem Fox and Julie Vivas)  
Little Red Riding Hood (Trina Schart Hyman)  
One Fine Day (Nonny Hogrogian)  
The Story of Ferdinand (Munro Leaf and Robert Lawson)  
Arrow to the Sun (Gerald McDermott)  
Song of the Swallows (Leo Politi)  
The Story of Jumping Mouse (John Steptoe)  
Morpha: A Rain Forest Story (Michael Tennyson and Jennifer H. Yoswa)  
Rain Player (David Wisniewski)

Subject

# Language Arts

Unit Topic

## Unit 6: Wonders of Nature: Plants, Bugs and Frogs

### Instructional Tools:

See attached

### Approximate Unit Duration:

6 Weeks

#### Key Learning:

Articulate cause-and-effect relationships (e.g., as they occur in the natural world).

#### Unit Essential Question:

How does nature inspire us as readers, writers and artists?

Standard(s):

**1.5.K.G** - Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.

Standard(s):

**Not Applicable**

Standard(s):

**Not Applicable**

Lesson Essential Question:

How can we articulate cause and effect relationships as they occur in the natural world?

Lesson Essential Question:

**Not Applicable**

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Articulate** – uttered clearly in distinct syllables.

**Natural world** – nature in the broadest sense.

**Cause**

**Effect**

Vocabulary:

**Not Applicable**

Vocabulary:

**Not Applicable**

Subject

# Language Arts

Unit Topic

## Unit 6: Wonders of Nature: Plants, Bugs and Frogs

### Instructional Tools:

See attached

### Approximate Unit Duration:

6 Weeks

#### Key Learning:

Recognize the basic similarities and differences between two texts on the same topic (e.g., when both are informational or when one is fiction and one is nonfiction).

#### Unit Essential Question:

How does nature inspire us as readers, writers and artists?

Standard(s):

**1.2.K.C** - With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.  
**1.2.K.I** - With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.

Standard(s):

**Not Applicable**

Standard(s):

**Not Applicable**

Lesson Essential Question:

How can you compare the similarities and differences between two texts on the same topic (e.g., when both are informational or when one is fiction and one is nonfiction)?

Lesson Essential Question:

**Not Applicable**

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Compare  
Similarities  
Differences  
Informational  
Fiction  
Nonfiction**

Vocabulary:

**Not Applicable**

Vocabulary:

**Not Applicable**

Subject

**Language Arts**

Unit Topic

**Unit 6: Wonders of Nature: Plants, Bugs and Frogs**

**Instructional Tools:**

See attached

**Approximate Unit Duration:**

6 Weeks

**Key Learning:**

Read emergent-reader texts with purpose and understanding.

**Unit Essential Question:**

How does nature inspire us as readers, writers and artists?

Standard(s):

**1.1.K.E** - Read emergentreader text with purpose and understanding.

Standard(s):

**Not Applicable**

Standard(s):

**Not Applicable**

Lesson Essential Question:

How can you demonstrate the purpose and understanding of an emergent-reader text?  
(Can be Addressed during Guided Reading)

Lesson Essential Question:

**Not Applicable**

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Demonstrate** – clearly show  
**Purpose** – reason for which something is done.  
**Emergent-reader** – coming into being a reader

Vocabulary:

**Not Applicable**

Vocabulary:

**Not Applicable**

Subject

**Language Arts**

Unit Topic

**Unit 6: Wonders of Nature: Plants,  
Bugs and Frogs**

**Instructional Tools:**

See attached

**Approximate Unit Duration:**

6 Weeks

**Key Learning:**

Write, draw or dictate a narrative (e.g., describing something that happened in nature and a subsequent reaction).

**Unit Essential Question:**

How does nature inspire us as readers, writers and artists?

Standard(s):

**1.4.K.A** - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.  
**1.4.K.M** - Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.

Standard(s):

**Not Applicable**

Standard(s):

**Not Applicable**

Lesson Essential Question:

What information would you include when you write, draw or dictate a narrative?  
(Describing something that happened in nature.)

Lesson Essential Question:

**Not Applicable**

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Narrative** – a story or account of events.

Vocabulary:

**Not Applicable**

Vocabulary:

**Not Applicable**

Subject

**Language Arts**

Unit Topic

**Unit 6: Wonders of Nature: Plants,  
Bugs and Frogs**

**Instructional Tools:**

See attached

**Approximate Unit Duration:**

6 Weeks

**Key Learning:**

Relate the idea of writing revision to a visual artist's creative process (i.e., continuously improving the work).

**Unit Essential Question:**

How does nature inspire us as readers, writers and artists?

Standard(s):

**1.4.K.T** - With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  
**1.4.K.W** - With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

Standard(s):

**Not Applicable**

Standard(s):

**Not Applicable**

Lesson Essential Question:

How does an artist use the creative process to create a new work of art?

Lesson Essential Question:

**Not Applicable**

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Creative Process** - a series of changes using imagination and creativity.  
**Art** - woks produced by such skill, creativity and imagination

Vocabulary:

**Not Applicable**

Vocabulary:

**Not Applicable**

Subject

**Language Arts**

Unit Topic

**Unit 6: Wonders of Nature: Plants,  
Bugs and Frogs**

**Instructional Tools:**

See attached

**Approximate Unit Duration:**

6 Weeks

**Key Learning:**

Use common affixes as clues to the meaning of an unknown word.

**Unit Essential Question:**

How does nature inspire us as readers, writers and artists?

Standard(s):

**1.1.K.D** - Know and apply grade level phonics and word analysis skills in decoding words.  
• Distinguish between similarly spelled words by identifying the sounds of the letters that differ.  
**1.2.K.F** - With prompting and support, ask and answer questions about unknown words in a text.  
**1.3.K.F** - Ask and answer questions about unknown words in a text.

Standard(s):

**Not Applicable**

Standard(s):

**Not Applicable**

Lesson Essential Question:

How do we use affixes as clues to discover the meanings of unknown words?

Lesson Essential Question:

**Not Applicable**

Lesson Essential Question:

**Not Applicable**

Vocabulary:

**Affixes** – an element that is placed at the beginning or end of a root, stem or word to modify its meaning.

Vocabulary:

**Not Applicable**

Vocabulary:

**Not Applicable**

Subject

**Language Arts**

Unit Topic

**Unit 6: Reading Foundations**

**Instructional Tools:**

See attached

**Approximate Unit Duration:**

6 Weeks

**Key Learning:**

Print Concepts

**Key Learning:**

Phonological Awareness

**Key Learning:**

Phonics and Word Recognition

**Key Learning:**

Fluency

**Key Learning:**

Writing, Handwriting and Spelling

**Standard(s):**

**Not Applicable**

**Standard(s):**

**1.1.K.C** - Demonstrate and understanding of spoken words, syllables and sounds.  
\*Isolate and pronounce the initial, medial and final sound in three phoneme (CVC) words.

**Standard(s):**

**1.1.K.C** - Demonstrate and understanding of spoken words, syllables and sounds.  
\*Isolate and pronounce the initial, medial and final sound in three phoneme (CVC) words.  
**1.1.K.D** - Know and apply grade level phonics and word analysis skills in decoding words.  
\*Read Grade level high-frequency words with automaticity.

**Standard(s):**

**1.1.K.E** - Read emergent reader text with purpose and understanding.

**Standard(s):**

**1.4.K.F,K,R** - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.  
\*Capitalize first word in sentence and pronoun I.  
\*Recognize and use end punctuation.  
\*Spell simple words phonetically.  
**1.4.K.M** - Use a combination of drawing, dictating and writing to compose narratives that describe real or imagined experiences or events.  
**1.4.K.X** - Write routinely over short time

**Lesson Essential Question:**

**Not Applicable**

**Lesson Essential Question:**

How do we segment and blend words with at least three sounds?

**Lesson Essential Question:**

How do we put letters together to make words?  
How do we separate words to hear the sounds?  
What words do we recognize?

**Lesson Essential Question:**

What/Who is this book about?  
Where is the title?  
What might happen?

**Lesson Essential Question:**

How do we write sentences correctly, while hearing words read to us?  
How can we correctly write sentences on our own?  
How can we describe something that we experienced by writing a sentence?

**Vocabulary:**

**Not Applicable**

**Vocabulary:**

**Not Applicable**

**Vocabulary:**

**Not Applicable**

**Vocabulary:**

**Not Applicable**

**Vocabulary:**

**Not Applicable**



**Unit 6** Resources will include Websites, Nursery Rhymes, Poems, Art, Music, Media, Informational Texts, and Picture Books. While this list is exhaustive, all items may or may not be used. There may also be substitutions to allow for enrichment or remediation.

### Nursery Rhymes

"Ladybug, Ladybug"

"Mary, Mary Quite Contrary"

### Music

"Itsy Bitsy Spider" (Sing)

"The Ants Go Marching One

### Art

Claude Monet, Water Lilies (1906) 543211

Claude Monet, Water Lilies (1916-1923)

Claude Monet, Water Lilies (The Clouds) (1903)

### Media

Linnea in Monet's

### Poems

"Little Black Bug" (Margaret Wise Brown)

"The Caterpillar" in Rossetti: Poems (Christina Rossetti)

"Trees" (Sarah Coleridge)

"Two Tree Toads" in Orangutan Tongs: Poems to Tangle Your Tongue (Jon Agee)

"Wouldn't You?" in You Read to Me, I'll Read to You (John Ciardi)

Over in the Meadow (John Langstaff and Feodor Rojankovsky)

Selections from Insectlopedia (Douglas Florian)

### Websites

[www.youtube.com](http://www.youtube.com)

[www.starfall.com](http://www.starfall.com)

[www.learninggamesforkids.com](http://www.learninggamesforkids.com)

<http://www.abcteach.com/>

<http://www.abcya.com/>

<http://www.createdbyteachers.com/>

<http://www.theschoolbell.com/>

<http://www.netover.com/~kingskid/sightword/dolchgames.htm>

<http://www.internet4classrooms.com/>

<http://gamequarium.com/>

A Tree is Nice (Janice May Udry and Marc Simont)

Days with Frog and Toad (Arnold Lobel)

Fireflies (Julie Brinckloe)

Hi! Fly Guy (Tedd Arnold)

It's Earth Day! (Mercer Mayer)

Jack and the Beanstalk (Steven Kellogg)

Time of Wonder (Robert McCloskey)

One Morning in Maine (Robert McCloskey)

The Carrot Seed (Ruth Krauss and Crockett Johnson)

### INFORMATIONAL TEXTS

"Garden Helpers" in National Geographic Young

Explorers (September 2009)

"Our Good Earth" in National Geographic Young Explorers (April 2009)

A Blue Butterfly (Bijou Le Tord)

A Tree is a Plant (Let's-Read-and-Find-Out Science) (Clyde Robert Bulla and Stacey Schuett)

Cactuses (Rookie Read-About Science) (Allan Fowler)

Earth Day (Rookie Read-About Holidays) (Trudi Strain Trueit)

Follow the Water from Brook to Ocean (Arthur Dorros)

Frogs and Toads and Tadpoles, Too! (Rookie Read-About Science) (Allan Fowler)

From Caterpillar to Butterfly (Let's-Read-and-Find-Out Science) (Deborah Heiligman and Bari Weissman) (E Series)

From Seed to Plant (Rookie Read-About Science) (Allan Fowler)

From Seed to Pumpkin (Let's-Read-and-Find-Out Science) (Wendy Pfeffer and James Graham Hale)

From Seed to Pumpkin (Wendy Pfeffer)

From Tadpole to Frog (Let's-Read-and-Find-Out Science) (Wendy Pfeffer and Holly Keller) (E Series)

How a Seed Grows (Let's-Read-and-Find-Out Science) (Helene J.

Jordan and Loretta Krupinski) (E Series)

Inside an Ant Colony (Rookie Read-About Science) (Allan Fowler)

It Could Still Be a Flower (Rookie Read-About Science) (Allan Fowler)

It's a Good Thing There are Insects (Rookie Read-About Science) (Allan Fowler)

Living Sunlight: How Plants Bring the Earth to Life (Molly Bang and Penny Chisholm)

Maple Trees (Rookie Read-About Science) (Allan Fowler)

Pine Trees (Rookie Read-About Science) (Allan Fowler)

Plants That Eat Animals (Rookie Read-About Science) (Allan Fowler)

Red-Eyed Tree Frog (Joy Cowley and Nic Bishop)

Spiders Are Not Insects (Rookie Read-About Science) (Allan Fowler)

Taking Root (Rookie Read-About Science) (Allan Fowler)

The Reasons for Seasons (Gail Gibbons)

The Seasons of Arnold's Apple Tree (Gail Gibbons)

Water, Water Everywhere (Mark Rauzon and Cynthia Overbeck Bix)

### Picture Books

The Grouchy Ladybug (Eric Carle)

The Magical Garden of Claude Monet (Laurence Anholt)

The Tiny Seed (The World of Eric Carle) (Eric Carle)

The Very Clumsy Click Beetle (Eric Carle)

The Very Lonely Firefly (Eric Carle)

The Very Quiet Cricket (Eric Carle)

There was an Old Lady Who Swallowed a Fly (Simms Taback)

Kate and the Beanstalk (Mary Pope Osborne and Giselle Potter)