

Kindergarten Unit 6 Planning Guide

The following texts have been provided by the district for use with the Common Core Curriculum Map units. Art, music and media can be found within the [Teacher-Created Resources](#) link on the district curriculum webpage.

Wonders of Nature: Plants, Bugs and Frogs

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

6 Weeks

APRIL 2014						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

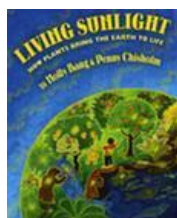
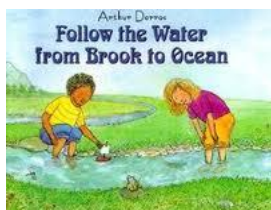
MAY 2014						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Link to Pacing Guide
[Unit 6](#)

Sample Activities and Assessments (pg. 52-53 Common Core Curriculum Maps)
The listed standards appear on the 4th Quarter Scoring Guide

1. Class Discussion/Reading/Informational Text/Writing

- RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- L.K.1.f. Produce and expand complete sentences in shared language activities.



2. Narrative Writing

- W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- L.K.2.a. Capitalize the first word in a sentence and the pronoun I.



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3. Art/Writing/Revision

W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.



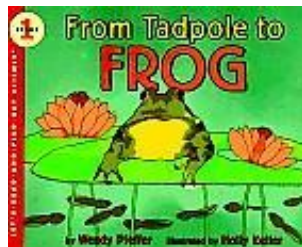
Claude Monet
Water Lilies

4. Informative/Explanatory Writing

RL.K.10. Actively engage in group reading activities with purpose and understanding.

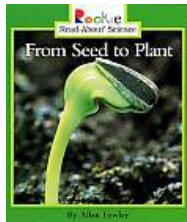
RI.K.10. Actively engage in group reading activities with purpose and understanding.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.



1st Grade HM 1.5
Wonders

"The Hat"
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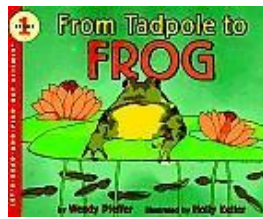
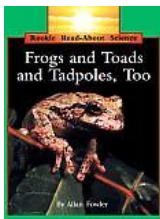


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5. Class Discussion/Reading/Informational Text

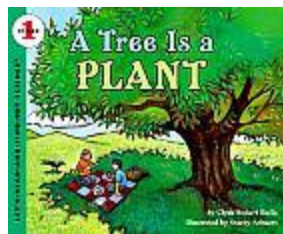
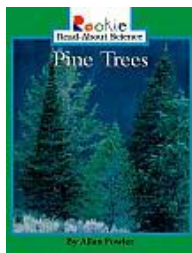
RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.K.10. Actively engage in group reading activities with purpose and understanding.



1st Grade HM 1.3
Surprises

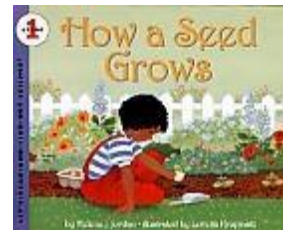
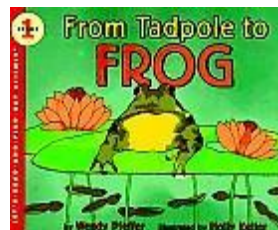
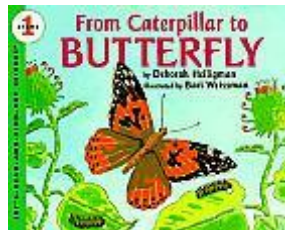
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6. Informative/Explanatory Writing

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

L.K.2.a. Capitalize the first word in a sentence and the pronoun I.



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7. Vocabulary/Drama

L.K.4.b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

L.K.5.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

www.wordle.net/create

8. Reading/Fluency/Informational Text/Poetry

RF.K.4. Read emergent-reader texts with purpose and understanding.

Poems

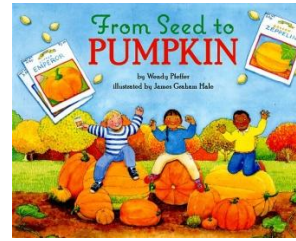
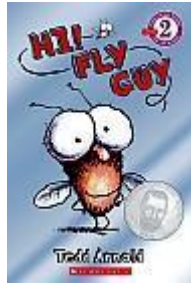
“Wouldn’t You?” (John Ciardi)

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Text Talk Texts <u>Text Talk Tier II words and kid friendly definitions</u> are available on the district curriculum webpage for these titles.			
	<i>One Morning in Maine</i> (Robert McCloskey)	cautioned	warn about danger
		stooping	bending down at the waste to walk or stand with your head and shoulders bent forward
		fastened	to close or do up
	<i>Kate and the Beanstalk</i> (Mary Pope Osborne and Giselle Potter)	astonished	to be surprised
		bellowing	shouting or making noise loudly
		approached	walk closer to someone or something
	<i>Jack and the Beanstalk</i> (Steven Kellogg)	grind	to make into small pieces or powder by rubbing
		nabbed	grab; capture
		roaring	to make a loud scary sound
	<i>Follow the Water from Brook to Ocean</i> (Arthur Dorros) (E)	destroy	to ruin
		released	let go
		journey	a long trip from one place to another
	<i>Spiders Are Not Insects</i> (Rookie Read-About Science) (Allan Fowler)	sense	use tasting, smelling, touching, hearing, or seeing to understand something
		produce	to make something
		trapped	catch something you want to make uncomfortable, harm or kill
	<i>The Reasons for Seasons</i> (Gail Gibbons) (EA)	ancient	very old
		absorbing	soaking up something
		relationship	the connection between things

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Additional Texts



The following standards are paced for this quarter but are not included in unit activities:

RF.K.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels (long vowels).

RF.K.3.c. Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

RF.K.3.d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

ADDITIONAL RESOURCES:

The Little Seed

<http://www.myteacherpages.com/webpages/JGriffin/readers.cfm>

Jack and the Beanstalk

<http://www.proteacher.com/cgi-bin/outside.cgi?id=12793&external=http://www.pbs.org/wgbh/zoom/playhouse/index.txt.html&original=http://www.proteacher.com/070173.shtml&title=ZOOMplayhouse>

Frog or Toad

<http://www.thebestclass.org/files/QuickSiteImages/FrogOrToad.pdf>