

# Kindergarten Unit 1 Planning Guide

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

## A Colorful Time with Rhythm and Rhyme

*“How does rhyme affect the way that we hear and read poetry?”*

### 6 weeks

AUGUST						
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

SEPTEMBER						
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					

Link to Pacing Guide  
[Unit 1](#)

## Sample Activities and Assessments (pg. 6-7 Common Core Curriculum Maps)

The listed standards appear on the 1<sup>st</sup> Quarter Scoring Guide

### 1. Poetry/Print Concepts

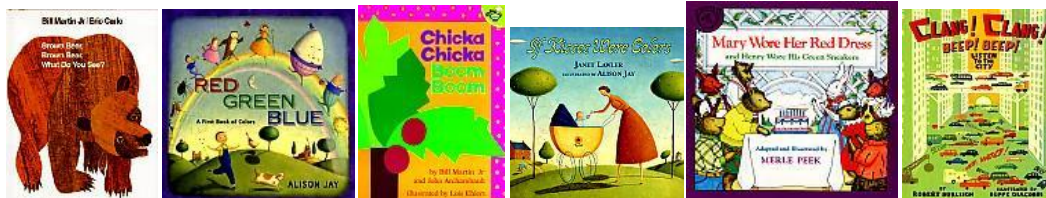
- RF.K.1. Demonstrate understanding of the organization and basic features of print.
  - a. Follow words from left to right, top to bottom, and page by page.
  - c. Understand that words are separated by spaces in print.
  - d. Recognize and name all upper- and lowercase letters of the alphabet.
- RF.K.3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

### 2. Poetry/Phonological Awareness

- RF.K.2.a. Recognize and produce rhyming words.

### 3. Poetry/Print Concepts

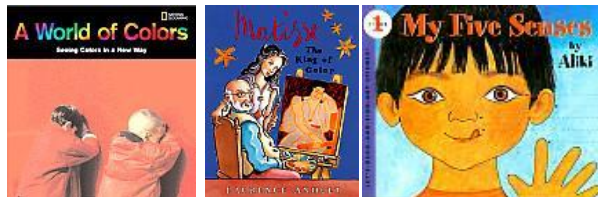
- RF.K.1.a. Follow words from left to right, top to bottom, and page by page.
- RF.K.3.c. Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- RL.K.5. Recognize common types of texts (e.g., storybooks, poems).
- L.K.2.b. Recognize and name end punctuation.
- L.K.4.a. Identify new meanings for familiar words and apply them accurately (e.g., knowing a duck is a bird and learning the verb to duck).



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## 4. Informational Text/Literary Text

- R.L.K.1. With prompting and support, ask and answer questions about key details in a text.  
R.L.K.3. With prompting and support, identify characters, settings, and major events in a story.  
RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.  
RI.K.5. Identify the front cover, back cover, and title page of a book.  
SL.K.4. Describe familiar people, places, things, and events and with prompting and support, provide additional detail.  
L.K.5.c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).  
L.K.5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.  
L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

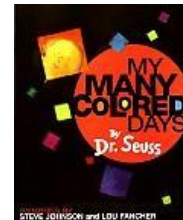


## 5. Class Discussion/Poetry

- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  
SL.K.1.a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

### POEMS

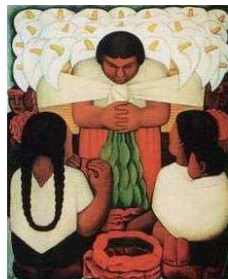
*Halfway Down* (A.A. Milne)  
*Singing Time* (Rose Fyleman)  
*Mary Had a Little Lamb* (Sarah Josepha Hale)  
*Time to Rise* (Robert Louis Stevenson)  
*Twinkle, Twinkle, Little Star* (Ann and Jane Taylor)



## 6. Art/Writing

- L.K.2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**Diego Rivera**  
*Flower Day* (1925)



**James Abbott McNeill Whistler**  
*Arrangement in Black and Gray: The Artist's Mother* (1871)

## 7. Language/Vocabulary

- L.K.5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

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## 8. Art/Class Discussion/Vocabulary Connection

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1.b. Continue a conversation through multiple exchanges.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

**Henri Matisse**

The Dessert:  
Harmony in Red  
(1908)



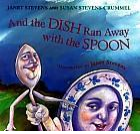

**Pablo Picasso**

Le Gourmet  
(1901)

## Text Talk Texts

	<i>Red, Green, Blue: A First Book of Colors</i> (Alison Jay)	stout	A solid thick body
		fled	Ran away
		fetches	To go after something and bring it back
	<i>If Kisses Were Colors</i> (Janet Lawler, Alison Jay)	flashes	Turn on and off quickly
		sparkling	To reflect light like glitter
		streak	Something moving very fast
	<i>Matisse the King of Color</i> (Laurence Anholt)	teased	Annoy (To bother someone)
		ordinary	Normal
		crept	To move slowly and carefully like you are sneaking up on someone
	<i>Clang! Clang! Beep! Beep!: Listen to the City</i> (Robert Burleigh and Beppe Giacobbe)	strutting	To walk proudly with your chest stuck out
		beaming	When your face shows you are full of happiness
		Drifting	To move slowly and smoothly like you are floating on river

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	<i>And the Dish Ran Away with the Spoon</i> (Janet Stevens and Susan Stevens Crummel)	smirked	To smile but not mean it
		grumbled	Unhappy sounds or words coming out of your mouth (grrrr...)
		bolted	Ran away from quickly
	<i>Rap a Tap Tap, Here's Bojangles – Think of That!</i> (Leo and Diane Dillon)	pleasure	A happy feeling
		seldom	Not often
		fame	Famous; well-known

## Additional Unit Texts



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

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

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

## ADDITIONAL RESOURCES:

My Many Colored Days (Reader's Theater)

Teacher Resource Page

Color Cats

<https://docs.google.com/file/d/0B7-lpQ2RjgIPSGlrRkVvUXJUWVNrdENQc296VXNYZw/edit?pli=1>