

## Curriculum Map: Kindergarten ELA 2020 - 2021

Course: Lang Arts0 Sub-topic: Uncategorized

Grade(s): Kindergarten

**Course Description:** *Journeys* is a comprehensive K-6 English language arts program. It provides an instructional system for reading both literature and informational texts, for acquiring foundational skills, and for developing mastery of speaking, listening and writing.

**Course Textbooks, Workbooks, Materials Citations:**

- Journeys Teacher Manuals Units 1 - 6 / Houghton Mifflin Harcourt 2017
- Interactive Instruction Flip Charts: Units 1 and 2 / Units 3 and 4 / Units 5 and 6
- Student Hard Cover Reading Books Volumes 1 and 2
- Student Leveled Readers
- Leveled Vocabulary Readers
- Decodable Readers Units 1 - 6
- Student Write in Reader Notebook workbooks
- Vocabulary in Context Cards
- Picture Cards
- Wall Sound Cards
- Words to Know Flash Cards
- High Frequency Word Cards
- Think Central Teacher Resources
- Think Central Student Resources

### Unit: Unit 1- Helping Hands

Timeline: 5 Weeks

**Unit Description:** Students will listen to selections that inform and expand their knowledge on how people use their hands to help. These topics include using helping hands in families, at school, taking care of pets, at jobs, and helping. This unit will focus on identifying letter names from Aa-Zz. Finally, students will engage in lessons to instruct them on different phonemic awareness skills, learning the kindergarten list of high-frequency words, and grammar skills. For specific concepts please go to each lesson link.

**Unit Essential Questions:**

- What makes a family?
- What is the same about families?
- Why do people have to take care of their pets?
- What kind of work do people do?
- How do tools help us do things with our hands?

**Unit Big Ideas:** Helping Hands

- Social Relationships
- Helping

**Unit Materials:** Unit 1 and 2 Flip Chart

- Big Books
- Paired Selections

High-Frequency Words

Letter Cards

Decodable Readers

Listening Comprehension Assessments for Lessons 1-5

Weekly Phonics Assessment Lessons 1-5

Unit 1 Benchmark Assessment

Reader's Notebook

\*For specific big book and paired selection titles please visit each lesson link.

**Unit Assignments:** Reader's Notebook Lessons 1-5

**Unit Key Terminology & Definitions:** Lesson 1  
Vocabulary- celebrate, family, memories, and include  
Oral Vocabulary- cranes, crew, gleaming, mechanic, outlining, and solid  
Vocabulary Strategy- Classify and categorize family words  
Grammar- nouns for people

Lesson 2  
Vocabulary- bullying, tides, fidget, and interrupt  
Oral Vocabulary- busy, company, container, job, scoop, and tortoises  
Domain- Specific Vocabulary- behave, member, respect, and community  
Vocabulary Strategies- Antonyms

Lesson 3  
Vocabulary- fetch, inside, outside, and please  
Oral Vocabulary- cooperate, curious, interesting, slimy, smooth, and vet  
Domain-Specific Vocabulary-responsibility, groom, train, and nurture  
Vocabulary Strategy- Synonyms  
Grammar Skill- Nouns for animals and things

Lesson 4  
Vocabulary- creating, delivering, hobby, and protecting  
Oral Vocabulary- customers, dough, famous, perfect, sprinkled, and stretchy  
Domain-Specific Vocabulary- volunteer, worker, job, good, and services  
Vocabulary Strategy- Classify and Categorize Words for Jobs  
Grammar Skills- Present Tense Action Verbs

Lesson 5  
Vocabulary- appears, future, handy, and stray  
Oral Vocabulary- admired, delicious, delight, doubt, fable, and sigh  
Domain-Specific Vocabulary- invention, utensil, aid, and purpose

Vocabulary Strategy- Synonyms

Grammar Skill- Present Tense Action Verbs

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.1.K.A](#)  
(Advanced)

Utilize book handling skills.

[CC.1.1.K.B](#)  
(Advanced)

Demonstrate understanding of the organization and basic features of print.

? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.

[CC.1.1.K.C](#)  
(Advanced)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

[CC.1.1.K.D](#)  
(Advanced)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

[CC.1.1.K.E](#)  
(Advanced)

Read emergent-reader text with purpose and understanding.

[CC.1.2.K.A](#)  
(Advanced)

With prompting and support, identify the main idea and retell key details of text.

[CC.1.2.K.B](#)  
(Advanced)

With prompting and support, answer questions about key details in a text.

[CC.1.2.K.C](#)  
(Advanced)

With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.

[CC.1.2.K.E](#)  
(Advanced)

Identify parts of a book (title, author) and parts of a text (beginning, end, details).

[CC.1.2.K.F](#)  
(Advanced)

With prompting and support, ask and answer questions about unknown words in a text.

[CC.1.2.K.G](#)  
(Advanced)

Answer questions to describe the relationship between illustrations and the text in which they appear.

[CC.1.2.K.H](#)  
(Advanced)

With prompting and support, identify the reasons an author gives to support points in a text.

[CC.1.2.K.I](#)  
(Advanced)

With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.

[CC.1.2.K.J](#)  
(Advanced)

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

[CC.1.2.K.K](#)  
(Advanced)

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

[CC.1.2.K.L](#)  
(Advanced)

Actively engage in group reading activities with purpose and understanding.

[CC.1.3.K.A](#)  
(Advanced)

With prompting and support, retell familiar stories including key details.

[CC.1.3.K.B](#)  
(Advanced)

Answer questions about key details in a text.

[CC.1.3.K.C](#)  
(Advanced)

With prompting and support, identify characters, settings, and major events in a story.

[CC.1.3.K.D](#)

Name the author and illustrator of a story and define the role

<a href="#">(Advanced)</a>	of each in telling the story.
<a href="#">CC.1.3.K.E</a> <a href="#">(Advanced)</a>	Recognize common types of text.
<a href="#">CC.1.3.K.F</a> <a href="#">(Advanced)</a>	Ask and answer questions about unknown words in a text.
<a href="#">CC.1.3.K.G</a> <a href="#">(Advanced)</a>	Make connections between the illustrations and the text in a story (read or read aloud).
<a href="#">CC.1.3.K.H</a> <a href="#">(Advanced)</a>	Compare and contrast the adventures and experiences of characters in familiar stories.
<a href="#">CC.1.3.K.I</a> <a href="#">(Advanced)</a>	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.3.K.J</a> <a href="#">(Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.3.K.K</a> <a href="#">(Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.4.K.A</a> <a href="#">(Advanced)</a>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
<a href="#">CC.1.4.K.B</a> <a href="#">(Advanced)</a>	Use a combination of drawing, dictating, and writing to focus on one specific topic.
<a href="#">CC.1.4.K.C</a> <a href="#">(Advanced)</a>	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
<a href="#">CC.1.4.K.D</a> <a href="#">(Advanced)</a>	Make logical connections between drawing and dictation/writing.
<a href="#">CC.1.4.K.E</a> <a href="#">(Advanced)</a>	With prompting and support, illustrate using details and dictate/write using descriptive words.
<a href="#">CC.1.4.K.F</a> <a href="#">(Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.X</a> <a href="#">(Advanced)</a>	Write routinely over short time frames.
<a href="#">CC.1.5.K.A</a> <a href="#">(Advanced)</a>	Participate in collaborative conversations with peers and adults in small and larger groups.
<a href="#">CC.1.5.K.B</a> <a href="#">(Advanced)</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">CC.1.5.K.C</a> <a href="#">(Advanced)</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">CC.1.5.K.D</a> <a href="#">(Advanced)</a>	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
<a href="#">CC.1.5.K.E</a> <a href="#">(Advanced)</a>	Speak audibly and express thoughts, feelings, and ideas clearly.
<a href="#">CC.1.5.K.G</a> <a href="#">(Advanced)</a>	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

**Topic: Getting Started**

Minutes for Topic: 600

**Core Lesson Description:** Introduction to Kindergarten routines. Students will complete 10 lessons that follow the same routines of rhyming and letter introduction. During this time students will participate in color days and daily explanations of rules and routines.

**Core Lesson Student Learning Objectives:** Students will be able to identify rhymes that are read aloud.

Students will be able to identify letters Aa-Kk.

**Core Lesson Essential Questions:** What are rules and routines used in your classroom?

**Core Lesson Big Ideas:** What are different rules and routines used in your classroom?

**Core Lesson Materials:** Getting Started Lessons (1-10)  
A Journey in Songs and Rhymes  
A Journey from A-Z

**Core Lesson Key Terminology & Definitions:** Rhymes  
Rules  
Routines

**Topic: Lesson 1 Families**

Minutes for Topic: 600

**Core Lesson Description:** Students will learn about the following detailed information provided below.

Big Book Description- "Families"  
Genre- Informational Text  
Read Aloud- "Building with Dad"  
Genre- Realistic Fiction  
Target Skill- Main Idea  
Target Strategy- Summarizing  
Phonological Awareness- Rhyming Words  
Letter Identification- "Kk", "Ll", "Mm", "Nn", "Oo"  
Concept of Print- Directionality, Left to Right, and Book Parts  
High Frequency Word - "I"  
Fluency- Read with Expression

**Core Lesson Student Learning Objectives:** Students will be able to answer the question what makes a family?  
Students will be able to identify letters Kk, Ll, Mm, Nn, and Oo.  
Students will be able to read the high-frequency word "I".  
Students will be able to understand directionality of left to right and identify book parts.

**Core Lesson Essential Questions:** Big Book- What makes a family?

**Core Lesson Big Ideas:** Helping Hands  
Families  
Social Relationships

**Core Lesson Materials:** Big Book- "What Makes a Family?"  
Read Aloud- "Building with Dad"

Paired Selections- "Frere Jacques", "Everybody Says", "Tortillas for Mommy", "My Little Sister"

Letter Cards- Kk, Ll, Mm, Nn, Oo

High Frequency Word - "Ii"

Decodable Readers- "See What We Can Do" and "We Can Make It"

Reader's Notebook

**Core Lesson Key Terminology & Definitions:**

Vocabulary- celebrate, family, memories, and include

Oral Vocabulary- cranes, crew, gleaming, mechanic, outlining, and solid

Domain-Specific Vocabulary- aren't, sibling, ancestor, and relation

Vocabulary Strategy- Classify and categorize family words

Grammar- nouns for people

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.1.K.A \(Advanced\)](#)

Utilize book handling skills.

[CC.1.1.K.B \(Advanced\)](#)

Demonstrate understanding of the organization and basic features of print.

? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.

[CC.1.1.K.C \(Advanced\)](#)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

[CC.1.1.K.D \(Advanced\)](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

[CC.1.1.K.E \(Advanced\)](#)

Read emergent-reader text with purpose and understanding.

[CC.1.2.K.A \(Advanced\)](#)

With prompting and support, identify the main idea and retell key details of text.

[CC.1.2.K.E \(Advanced\)](#)

Identify parts of a book (title, author) and parts of a text (beginning, end, details).

[CC.1.2.K.G \(Advanced\)](#)

Answer questions to describe the relationship between illustrations and the text in which they appear.

[CC.1.2.K.J \(Advanced\)](#)

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

[CC.1.2.K.L \(Advanced\)](#)

Actively engage in group reading activities with purpose and understanding.

[CC.1.4.K.B \(Advanced\)](#)

Use a combination of drawing, dictating, and writing to focus on one specific topic.

[CC.1.4.K.D \(Advanced\)](#)

Make logical connections between drawing and dictation/writing.

[CC.1.5.K.A \(Advanced\)](#)

Participate in collaborative conversations with peers and adults in small and larger groups.

[CC.1.5.K.B \(Advanced\)](#)

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

[CC.1.5.K.C \(Advanced\)](#)

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

[CC.1.5.K.D \(Advanced\)](#)

Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.

[CC.1.5.K.E \(Advanced\)](#)

Speak audibly and express thoughts, feelings, and ideas clearly.

[CC.1.5.K.G \(Advanced\)](#)

Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

**Topic: Lesson 2 Going to School**

Minutes for Topic: 600

**Core Lesson Description:**

Students will learn about the following detailed information provided below.

Big Book- "How Do Dinosaurs Go to School"

Genre- Fantasy

Read Aloud- "Friends at School"

Genre- Informational Text

Paired Selection- "My School Bus"

Genre- Informational Text

Target Skill- Understanding Characters

Target Strategy- Infer/Predict

Phonemic Awareness- Beginning Sounds

Letter Identification- "Pp", "Qq", "Rr", "Ss", "Tt"

Concept of Print- Directionality, Follow Words Left to Right, Top to Bottom, Book Handling

HFW- "like"

Fluency- Pause for Punctuation

**Core Lesson Student Learning Objectives:**

Students will be able to discuss why we have rules at school.

Students will be able to understand characters.

Students will be able to identify letters Pp, Qq, Rr, Ss, and Tt.

Students will be able to read the high-frequency word "like".

Students will be able to follow words from left to right and top to bottom while practicing proper book handling.

Students will be able to identify nouns for places.

**Core Lesson Essential Questions:**

What is the same about families?

What clues tell me how a character feels?

**Core Lesson Big Ideas:**

Helping Hands

Going To School

Civics

**Core Lesson Materials:**

Big Book- "How Do Dinosaurs Go to School"

Read Aloud- "Friends at School"

Paired Selection- "My School Bus"

Letter Cards- Pp, Qq, Rr Se, and Tt

High Frequency Word - "like"

Decodable Readers- "We Go to School" and "I Like"

Reader's Notebook

Listening Assessment

Weekly Phonics Assessment

**Core Lesson Key Terminology & Definitions:** Vocabulary- bullying, tides, fidget, and interrupt  
 Oral Vocabulary- busy, company, container, job, scoop, and tortoises  
 Domain- Specific Vocabulary- behave, member, respect, and community  
 Vocabulary Strategies- Antonyms

**STANDARDS**

STATE: PA Core Standards (2014)

- [CC.1.1.K.A \(Advanced\)](#) Utilize book handling skills.
- [CC.1.1.K.B \(Advanced\)](#) Demonstrate understanding of the organization and basic features of print.  
 ? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.
- [CC.1.1.K.C \(Advanced\)](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
 ? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.
- [CC.1.1.K.D \(Advanced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.  
 ? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- [CC.1.1.K.E \(Advanced\)](#) Read emergent-reader text with purpose and understanding.
- [CC.1.2.K.C \(Advanced\)](#) With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.
- [CC.1.2.K.E \(Advanced\)](#) Identify parts of a book (title, author) and parts of a text (beginning, end, details).
- [CC.1.2.K.F \(Advanced\)](#) With prompting and support, ask and answer questions about unknown words in a text.
- [CC.1.2.K.G \(Advanced\)](#) Answer questions to describe the relationship between illustrations and the text in which they appear.
- [CC.1.2.K.J \(Advanced\)](#) Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
- [CC.1.2.K.K \(Advanced\)](#) Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
- [CC.1.2.K.L \(Advanced\)](#) Actively engage in group reading activities with purpose and understanding.
- [CC.1.3.K.F \(Advanced\)](#) Ask and answer questions about unknown words in a text.
- [CC.1.3.K.G \(Advanced\)](#) Make connections between the illustrations and the text in a story (read or read aloud).
- [CC.1.3.K.I \(Advanced\)](#) Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.
- [CC.1.3.K.J \(Advanced\)](#) Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
- [CC.1.3.K.K \(Advanced\)](#) Actively engage in group reading activities with purpose and understanding.
- [CC.1.4.K.A \(Advanced\)](#) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
- [CC.1.4.K.B \(Advanced\)](#) Use a combination of drawing, dictating, and writing to focus on one specific topic.
- [CC.1.4.K.D \(Advanced\)](#) Make logical connections between drawing and dictation/writing.
- [CC.1.4.K.J \(Advanced\)](#) Make logical connections between drawing and writing.
- [CC.1.5.K.A \(Advanced\)](#) Participate in collaborative conversations with peers and adults in small and larger groups.
- [CC.1.5.K.B \(Advanced\)](#) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- [CC.1.5.K.C \(Advanced\)](#) Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- [CC.1.5.K.D \(Advanced\)](#) Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
- [CC.1.5.K.E \(Advanced\)](#) Speak audibly and express thoughts, feelings, and ideas clearly.



**Topic: Lesson 3 Pets**

Minutes for Topic: 600

**Core Lesson Description:**

Students will learn about the following detailed information provided below.

Big Book- "Please, Puppy, Please"

Genre- Realistic Fiction

Read Aloud- "I Have a Pet"

Genre- Realistic Fiction

Paired Selection- "Different Kinds of Dogs"

Genre Informational Text

Target Skill- Story Structure

Target Strategy- Monitor/Clarify

Phonemic Awareness- Beginning Sounds and Words in Oral Sentences

Letter Names- "Uu", "Vv", "Ww", "Xx", "Yy", and "Zz"

HFW- "the"

Fluency- Reading Rate

Grammar- Nouns for Animals and Things

**Core Lesson Student Learning Objectives:**

Students will be able to answer why people have to take care of their pets.

Students will be able to identify letters Uu, Vv, Ww, Xx, Yy, and Zz

Students will be able to identify a letter versus a word, identify first and last letters, and distinguish letters from words.

Students will be able to read the high-frequency word "the".

Students will be able to identify nouns for animals and things.

**Core Lesson Essential Questions:**

Why do people have to take care of their pets?

How do the parts of a story work together?

**Core Lesson Big Ideas:**

Helping Hands

Pets

Values

**Core Lesson Materials:**

Big Book- "Please, Puppy, Please"

Read Aloud- "I Have a Pet"

Paired Selection- "Different Kinds of Dogs"

Letter Cards- U, V, W, X, Y, and Z

HFW- "the"

Decodable Readers- "Baby Bear's Family" and "The Party"

Reader's Notebook

Listening Comprehension Assessment

## Weekly Phonics Assessment

<b>Core Lesson Key Terminology &amp; Definitions:</b>	Vocabulary- fetch, inside, outside, and please
	Oral Vocabulary- cooperate, curious, interesting, slimy, smooth, and vet
	Domain-Specific Vocabulary-responsibility, groom, train, and nurture
	Vocabulary Strategy- Synonyms
	Grammar Skill- Nouns for animals and things

### STANDARDS

STATE: PA Core Standards (2014)

<a href="#">CC.1.1.K.A (Advanced)</a>	Utilize book handling skills.
<a href="#">CC.1.1.K.B (Advanced)</a>	Demonstrate understanding of the organization and basic features of print.  ? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.
<a href="#">CC.1.1.K.C (Advanced)</a>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  ? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.
<a href="#">CC.1.1.K.D (Advanced)</a>	Know and apply grade-level phonics and word analysis skills in decoding words.  ? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
<a href="#">CC.1.1.K.E (Advanced)</a>	Read emergent-reader text with purpose and understanding.
<a href="#">CC.1.2.K.E (Advanced)</a>	Identify parts of a book (title, author) and parts of a text (beginning, end, details).
<a href="#">CC.1.2.K.F (Advanced)</a>	With prompting and support, ask and answer questions about unknown words in a text.
<a href="#">CC.1.2.K.G (Advanced)</a>	Answer questions to describe the relationship between illustrations and the text in which they appear.
<a href="#">CC.1.2.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.2.K.K (Advanced)</a>	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.2.K.L (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.3.K.A (Advanced)</a>	With prompting and support, retell familiar stories including key details.
<a href="#">CC.1.3.K.B (Advanced)</a>	Answer questions about key details in a text.
<a href="#">CC.1.3.K.C (Advanced)</a>	With prompting and support, identify characters, settings, and major events in a story.
<a href="#">CC.1.3.K.D (Advanced)</a>	Name the author and illustrator of a story and define the role of each in telling the story.
<a href="#">CC.1.3.K.F (Advanced)</a>	Ask and answer questions about unknown words in a text.
<a href="#">CC.1.3.K.G (Advanced)</a>	Make connections between the illustrations and the text in a story (read or read aloud).
<a href="#">CC.1.3.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.3.K.K (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.4.K.A (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
<a href="#">CC.1.4.K.B (Advanced)</a>	Use a combination of drawing, dictating, and writing to focus on one specific topic.
<a href="#">CC.1.4.K.D (Advanced)</a>	Make logical connections between drawing and dictation/writing.
<a href="#">CC.1.4.K.J (Advanced)</a>	Make logical connections between drawing and writing.
<a href="#">CC.1.4.K.M (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
<a href="#">CC.1.4.K.N (Advanced)</a>	Establish "who" and "what" the narrative will be about.

<a href="#">CC.1.4.K.X (Advanced)</a>	Write routinely over short time frames.
<a href="#">CC.1.5.K.A (Advanced)</a>	Participate in collaborative conversations with peers and adults in small and larger groups.
<a href="#">CC.1.5.K.B (Advanced)</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">CC.1.5.K.C (Advanced)</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">CC.1.5.K.D (Advanced)</a>	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
<a href="#">CC.1.5.K.E (Advanced)</a>	Speak audibly and express thoughts, feelings, and ideas clearly.
<a href="#">CC.1.5.K.G (Advanced)</a>	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

**Topic: Lesson 4 Jobs**

Minutes for Topic: 600

**Core Lesson Description:**

Students will learn about the following detailed information provided below.

Big Book- "Everybody Works"

Genre- Informational Text

Read Aloud- "Pizza at Sally's"

Genre- Realistic Fiction

Paired Selections- "The Elves and the Shoemaker" / "The Lion and the Mouse"

Genre- Fairy Tale and Fable

Target Skill- Text and Graphic Features

Target Strategy- Analyze/ Evaluate

Phonemic Awareness- Beginning Sounds and Words in Oral Sentences

Phonics- "Mm"

Decodable Readers - "Mm" & "I Like Mm"

Concepts of Print- Spaces Between Words and Environmental Print

High Frequency Word - "and"

Fluency- Pause for Punctuation

Speaking and Listening- Talk about Jobs

Grammar Skills- Present Tense Action Verbs

**Core Lesson Student Learning Objectives:**

Students will be able to discuss the kinds of work people do.

Students will be able to identify text and graphic features.

Students will be able to analyze and evaluate.

Students will be able to identify the letter and sound for "Mm".

Students will be able to identify spaces between words and environmental print.

Students will be able to read the high-frequency word "and".

Students will be able to identify present tense action verbs.

**Core Lesson Essential Questions:**

What kinds of work do people do?

How can photographs help me better understand the selection?

**Core Lesson Big** Helping Hands

**Ideas:**

Jobs

Community

**Core Lesson Materials:**

Big Book- "Everybody Works"

Read Aloud- "Pizza at Sally's"

Paired Selections- "The Elves and the Shoemaker" and "The Lion and the Mouse"

Letter Card- Mm

Decodable Readers- "Mm" &amp; "I Like Mm"

High-Frequency Word - "and"

Reader's Notebook

Listening Comprehension Assessment

Weekly Phonics Assessment

**Core Lesson Key Terminology & Definitions:**

Vocabulary- creating, delivering, hobby, and protecting

Oral Vocabulary- customers, dough, famous, perfect, sprinkled, and stretchy

Domain-Specific Vocabulary- volunteer, worker, job, good, and services

Vocabulary Strategy- Classify and Categorize Words for Jobs

Grammar Skills- Present Tense Action Verbs

**STANDARDS**STATE: PA Core Standards (2014)[CC.1.1.K.A \(Advanced\)](#)

Utilize book handling skills.

[CC.1.1.K.B \(Advanced\)](#)

Demonstrate understanding of the organization and basic features of print.

? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.

[CC.1.1.K.C \(Advanced\)](#)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

[CC.1.1.K.D \(Advanced\)](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

[CC.1.1.K.E \(Advanced\)](#)

Read emergent-reader text with purpose and understanding.

[CC.1.2.K.A \(Advanced\)](#)

With prompting and support, identify the main idea and retell key details of text.

[CC.1.2.K.B \(Advanced\)](#)

With prompting and support, answer questions about key details in a text.

[CC.1.2.K.C \(Advanced\)](#)

With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.

[CC.1.2.K.E \(Advanced\)](#)

Identify parts of a book (title, author) and parts of a text (beginning, end, details).

[CC.1.2.K.F \(Advanced\)](#)

With prompting and support, ask and answer questions about unknown words in a text.

[CC.1.2.K.G \(Advanced\)](#)

Answer questions to describe the relationship between illustrations and the text in which they appear.

[CC.1.2.K.H \(Advanced\)](#)

With prompting and support, identify the reasons an author gives to support points in a text.

<a href="#">CC.1.2.K.I (Advanced)</a>	With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
<a href="#">CC.1.2.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.2.K.K (Advanced)</a>	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.2.K.L (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.3.K.A (Advanced)</a>	With prompting and support, retell familiar stories including key details.
<a href="#">CC.1.3.K.B (Advanced)</a>	Answer questions about key details in a text.
<a href="#">CC.1.3.K.C (Advanced)</a>	With prompting and support, identify characters, settings, and major events in a story.
<a href="#">CC.1.3.K.D (Advanced)</a>	Name the author and illustrator of a story and define the role of each in telling the story.
<a href="#">CC.1.3.K.F (Advanced)</a>	Ask and answer questions about unknown words in a text.
<a href="#">CC.1.3.K.G (Advanced)</a>	Make connections between the illustrations and the text in a story (read or read aloud).
<a href="#">CC.1.3.K.I (Advanced)</a>	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.3.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.3.K.K (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.4.K.A (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
<a href="#">CC.1.4.K.B (Advanced)</a>	Use a combination of drawing, dictating, and writing to focus on one specific topic.
<a href="#">CC.1.4.K.C (Advanced)</a>	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
<a href="#">CC.1.4.K.D (Advanced)</a>	Make logical connections between drawing and dictation/writing.
<a href="#">CC.1.4.K.E (Advanced)</a>	With prompting and support, illustrate using details and dictate/write using descriptive words.
<a href="#">CC.1.4.K.F (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.X (Advanced)</a>	Write routinely over short time frames.
<a href="#">CC.1.5.K.A (Advanced)</a>	Participate in collaborative conversations with peers and adults in small and larger groups.
<a href="#">CC.1.5.K.B (Advanced)</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">CC.1.5.K.C (Advanced)</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">CC.1.5.K.D (Advanced)</a>	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
<a href="#">CC.1.5.K.E (Advanced)</a>	Speak audibly and express thoughts, feelings, and ideas clearly.
<a href="#">CC.1.5.K.G (Advanced)</a>	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

**Topic: Lesson 5 Helping**

Minutes for Topic: 600

**Core Lesson Description:**

Students will learn about the following detailed information provided below.

Big Book- "The Handiest Things in the World"

Genre- Informational Text

Read Aloud- "The Little Red Hen"

Genre- Folk Tale and Fable

Paired Selection- "Stone Soup"

Genre- Informational Text

Target Skills- Details

Target Strategy- Question

Phonemic Awareness- Beginning Sounds and Words in Oral Sentences

Phonics- Letter "Ss" and Review "Mm" and "Ss"

Decodable Readers - "Ss" & "I Like Ss"

Concepts of Print- Capitalization, First Word in a Sentence and Punctuation

HFW- (I, Like, The, And)

Fluency- Pause for Punctuation

Speaking and Listening- Share Ideas

Grammar Skill- Present Tense Action Verbs

**Core Lesson  
Student Learning  
Objectives:**

Students will be able to discuss how tools help us do things with our hands.

Students will be able to identify details and questions.

Students will be able to identify the letter Ss.

Students will be able to identify the concepts of print for capitalization, first word in a sentences, and punctuation.

Students will be able to read the high-frequency words I, and, the and like.

Students will be able to identify present tense action verbs.

**Core Lesson  
Essential  
Questions:**

How do tools help us do things with our hands?

Why is the order in which things happen in a story important?

**Core Lesson Big  
Ideas:**

Helping Hands

Helping

Social Relationships

**Core Lesson  
Materials:**

Big Book- "The Handiest Things in the World"

Read Aloud- "The Little Red Hen"

Paired Selection- "Stone Soup"

Letter Cards- "Ss" & "Mm"

High Frequency Word Review - (I, like, the, and)

Decodable Readers- "Ss" & "I Like Ss"

Listening Comprehension Assessment

Weekly Phonics Assessment

Unit Benchmark

**Core Lesson Key  
Terminology &  
Definitions:**

Vocabulary- appears, future, handy, and stray

Oral Vocabulary- admired, delicious, delight, doubt, fable, and sigh

Domain-Specific Vocabulary- invention, utensil, aid, and purpose

Vocabulary Strategy- Synonyms

Grammar Skill- Present Tense Action Verbs

**STANDARDS**

STATE: PA Core Standards (2014)

<a href="#">CC.1.1.K.A (Advanced)</a>	Utilize book handling skills.
<a href="#">CC.1.1.K.B (Advanced)</a>	Demonstrate understanding of the organization and basic features of print.
	? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.
<a href="#">CC.1.1.K.C (Advanced)</a>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.
<a href="#">CC.1.1.K.D (Advanced)</a>	Know and apply grade-level phonics and word analysis skills in decoding words.
	? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
<a href="#">CC.1.1.K.E (Advanced)</a>	Read emergent-reader text with purpose and understanding.
<a href="#">CC.1.2.K.A (Advanced)</a>	With prompting and support, identify the main idea and retell key details of text.
<a href="#">CC.1.2.K.B (Advanced)</a>	With prompting and support, answer questions about key details in a text.
<a href="#">CC.1.2.K.C (Advanced)</a>	With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.
<a href="#">CC.1.2.K.E (Advanced)</a>	Identify parts of a book (title, author) and parts of a text (beginning, end, details).
<a href="#">CC.1.2.K.F (Advanced)</a>	With prompting and support, ask and answer questions about unknown words in a text.
<a href="#">CC.1.2.K.G (Advanced)</a>	Answer questions to describe the relationship between illustrations and the text in which they appear.
<a href="#">CC.1.2.K.H (Advanced)</a>	With prompting and support, identify the reasons an author gives to support points in a text.
<a href="#">CC.1.2.K.I (Advanced)</a>	With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
<a href="#">CC.1.2.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.2.K.K (Advanced)</a>	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.2.K.L (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.3.K.A (Advanced)</a>	With prompting and support, retell familiar stories including key details.
<a href="#">CC.1.3.K.B (Advanced)</a>	Answer questions about key details in a text.
<a href="#">CC.1.3.K.C (Advanced)</a>	With prompting and support, identify characters, settings, and major events in a story.
<a href="#">CC.1.3.K.D (Advanced)</a>	Name the author and illustrator of a story and define the role of each in telling the story.
<a href="#">CC.1.3.K.F (Advanced)</a>	Ask and answer questions about unknown words in a text.
<a href="#">CC.1.3.K.G (Advanced)</a>	Make connections between the illustrations and the text in a story (read or read aloud).
<a href="#">CC.1.3.K.H (Advanced)</a>	Compare and contrast the adventures and experiences of characters in familiar stories.
<a href="#">CC.1.3.K.I (Advanced)</a>	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.3.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.3.K.K (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.4.K.A (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
<a href="#">CC.1.4.K.B (Advanced)</a>	Use a combination of drawing, dictating, and writing to focus on one specific topic.
<a href="#">CC.1.4.K.C (Advanced)</a>	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
<a href="#">CC.1.4.K.D (Advanced)</a>	Make logical connections between drawing and dictation/writing.
<a href="#">CC.1.4.K.E (Advanced)</a>	With prompting and support, illustrate using details and dictate/write using descriptive words.
<a href="#">CC.1.4.K.F (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>

<a href="#">CC.1.4.K.W (Advanced)</a>	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
<a href="#">CC.1.4.K.X (Advanced)</a>	Write routinely over short time frames.
<a href="#">CC.1.5.K.A (Advanced)</a>	Participate in collaborative conversations with peers and adults in small and larger groups.
<a href="#">CC.1.5.K.B (Advanced)</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">CC.1.5.K.C (Advanced)</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">CC.1.5.K.D (Advanced)</a>	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
<a href="#">CC.1.5.K.E (Advanced)</a>	Speak audibly and express thoughts, feelings, and ideas clearly.
<a href="#">CC.1.5.K.G (Advanced)</a>	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

**Topic: Benchmark**

Minutes for Topic: 90

**Unit: Unit 2-Imagine It!**

Timeline: 5 Weeks

**Unit Description:** Students will explore a unit that focuses on informative texts that expands their knowledge on different concepts such as using senses, hearing sounds, ways to move, machines, and using shapes. Students will focus on letter names and sounds for letters "Ss", "Mm", and "Aa". Finally, students will engage in lessons to instruct them on different phonemic awareness skills, learning the kindergarten list of high-frequency words, and grammar skills. For specific concepts please go to each lesson link.

**Unit Essential Questions:** How are the five sciences the same and different?

How do animals communicate?

How do people communicate?

Why do different animals move in different ways?

Why do people use wheels?

What can we create with shapes?

**Unit Big Ideas:** Imagine it!

Using our Senses

Life Science

**Unit Materials:** Unit 1 and 2 Flip Chart

Big Books

Paired Selections

High-Frequency Words

Letter Cards

Decodable Readers

Listening Comprehension Assessments for Lessons 6-10

Weekly Phonics Assessment Lessons 6-10

Unit 2 Benchmark Assessment

Reader's Notebook

\*For specific big book and paired selection titles please visit each lesson link.



**Unit Assignments:** Reader's Notebook Lessons 6-10

**Unit Key Terminology & Definitions:** Lesson 6

Vocabulary- aware, senses, sight, and touch

Oral Vocabulary- drift, ripen, scurry, sizzle, whisper, and whistle

Domain-Specific Vocabulary- vision, sound, flavor, texture, and scent

Vocabulary Strategy- Context Clues

Grammar Skills- Sensory Words

Lesson 7

Vocabulary- chatter, coo, snore, and squawk

Oral Vocabulary- foolish, frowns, ruffled, special, treasures, tropical

Domain-Specific Vocabulary- communicate, respond, language, conversation

Vocabulary Strategy- Classify and Categorize and Sensory Words

Grammar Skills- Sensory Words

Lesson 8

Vocabulary- colony, rustling, slithers, and startled

Oral Vocabulary- backward, beat, leap, strange, wiggle, zigzag

Domain- Specific Vocabulary- dive, swim, climb, and fly

Vocabulary Strategy- Classify and Categorize Action Words

Grammar Skill- Adjectives for Color

Lesson 9

Vocabulary- colony, rustling, slithers, and startled

Oral Vocabulary- backward, beat, leap, strange, wiggle, zigzag

Domain- Specific Vocabulary- dive, swim, climb, and fly

Vocabulary Strategy- Classify and Categorize Action Words

Grammar Skill- Adjectives for Color

Lesson 10

Vocabulary- hurry, pounced, sneaky and tricky

Oral Vocabulary- add, fluffy, fresh, grinned, moment and shyly

Domain- Specific Vocabulary- rectangle, triangle, diamond, circle, oval, and square

Vocabulary Strategy- Classify and Categorize Shape Words

Grammar Skill- Adjectives for Size and Shape

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.K.A](#)  
[\(Advanced\)](#)

With prompting and support, identify the main idea and retell key details of text.

<a href="#">CC.1.2.K.B</a> (Advanced)	With prompting and support, answer questions about key details in a text.
<a href="#">CC.1.2.K.C</a> (Advanced)	With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.
<a href="#">CC.1.2.K.E</a> (Advanced)	Identify parts of a book (title, author) and parts of a text (beginning, end, details).
<a href="#">CC.1.2.K.F</a> (Advanced)	With prompting and support, ask and answer questions about unknown words in a text.
<a href="#">CC.1.2.K.G</a> (Advanced)	Answer questions to describe the relationship between illustrations and the text in which they appear.
<a href="#">CC.1.2.K.H</a> (Advanced)	With prompting and support, identify the reasons an author gives to support points in a text.
<a href="#">CC.1.2.K.I</a> (Advanced)	With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
<a href="#">CC.1.2.K.J</a> (Advanced)	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.2.K.K</a> (Advanced)	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.2.K.L</a> (Advanced)	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.3.K.A</a> (Advanced)	With prompting and support, retell familiar stories including key details.
<a href="#">CC.1.3.K.B</a> (Advanced)	Answer questions about key details in a text.
<a href="#">CC.1.3.K.C</a> (Advanced)	With prompting and support, identify characters, settings, and major events in a story.
<a href="#">CC.1.3.K.D</a> (Advanced)	Name the author and illustrator of a story and define the role of each in telling the story.
<a href="#">CC.1.3.K.E</a> (Advanced)	Recognize common types of text.
<a href="#">CC.1.3.K.F</a> (Advanced)	Ask and answer questions about unknown words in a text.
<a href="#">CC.1.3.K.G</a> (Advanced)	Make connections between the illustrations and the text in a story (read or read aloud).
<a href="#">CC.1.3.K.H</a> (Advanced)	Compare and contrast the adventures and experiences of characters in familiar stories.
<a href="#">CC.1.3.K.I</a> (Advanced)	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.3.K.J</a> (Advanced)	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.3.K.K</a> (Advanced)	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.4.K.A</a> (Advanced)	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
<a href="#">CC.1.4.K.B</a> (Advanced)	Use a combination of drawing, dictating, and writing to focus on one specific topic.
<a href="#">CC.1.4.K.C</a> (Advanced)	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
<a href="#">CC.1.4.K.D</a> (Advanced)	Make logical connections between drawing and dictation/writing.
<a href="#">CC.1.4.K.E</a> (Advanced)	With prompting and support, illustrate using details and dictate/write using descriptive words.
<a href="#">CC.1.4.K.F</a> (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.X</a> (Advanced)	Write routinely over short time frames.
<a href="#">CC.1.5.K.A</a> (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
<a href="#">CC.1.5.K.B</a> (Advanced)	Ask and answer questions about key details in a text read aloud or information presented orally or through other

	media.
<a href="#">CC.1.5.K.C (Advanced)</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">CC.1.5.K.D (Advanced)</a>	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
<a href="#">CC.1.5.K.E (Advanced)</a>	Speak audibly and express thoughts, feelings, and ideas clearly.
<a href="#">CC.1.5.K.G (Advanced)</a>	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

**Topic: Lesson 6 Using Our Senses**

Minutes for Topic: 600

**Core Lesson Description:**

Students will learn about the following detailed information provided below.
Big Book- "My Five Senses"
Genre- Informational Text
Read Aloud- "Listen Listen"
Genre- Concept Book
Paired Selections- Poems About Senses: "Picnic Day" / "Here Are My Eyes" / "The Storm" / "Five Wonderful Senses"
Genre- Poetry
Target Skill- Compare and Contrast
Target Strategy- Monitor/ Clarify
Phonological Awareness- Blend Onset and Rime
Phonics- Letter/ Sound Short a
Decodable Readers - "Aa" * "I See"
Concepts of Print- Book Parts and Using A Chart
HFV- "See"
Fluency- Pause for Punctuation
Speaking and Listening- Discuss Daily Activities
Grammar Skill- Sensory Words

**Core Lesson Student Learning Objectives:**

Students will be able to identify the different ways senses help us learn about the world.
Students will be able to compare and contrast.
Students will be able to monitor and clarify as the teacher is reading the selections.
Students will be able to blend onset and rime.
Students will be able to identify the letter and sound for short a.
Students will be able to read the high-frequency word see.
Students will be able to identify sensory words

**Core Lesson Essential Questions:**

How are the five senses the same and different?
How do our senses help us learn about the world?

**Core Lesson Big** Imagine It!

**Ideas:**

Using Our Senses

Life Science

**Core Lesson Materials:**

Big Book- "My Five Senses"

Read Aloud- "Listen, Listen"

Paired Selections- Poems about Senses: "Picnic Day" / "Here Are My Eyes" / "The Storm" / "Five Wonderful Senses"

Letter Cards- Aa

Decodable Readers- "Aa" &amp; "I See"

HFW- "See"

Listening Comprehension Test

Weekly Phonics Tests

Reader's Notebook

**Core Lesson Key Terminology & Definitions:**

Vocabulary- aware, senses, sight, and touch

Oral Vocabulary- drift, ripen, scurry, sizzle, whisper, and whistle

Domain-Specific Vocabulary- vision, sound, flavor, texture, and scent

Vocabulary Strategy- Context Clues

Grammar Skills- Sensory Words

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.1.K.A \(Advanced\)](#)

Utilize book handling skills.

[CC.1.1.K.B \(Advanced\)](#)

Demonstrate understanding of the organization and basic features of print.

? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.

[CC.1.1.K.C \(Advanced\)](#)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

[CC.1.1.K.D \(Advanced\)](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

[CC.1.1.K.E \(Advanced\)](#)

Read emergent-reader text with purpose and understanding.

[CC.1.2.K.A \(Advanced\)](#)

With prompting and support, identify the main idea and retell key details of text.

[CC.1.2.K.B \(Advanced\)](#)

With prompting and support, answer questions about key details in a text.

[CC.1.2.K.C \(Advanced\)](#)

With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.

[CC.1.2.K.E \(Advanced\)](#)

Identify parts of a book (title, author) and parts of a text (beginning, end, details).

[CC.1.2.K.F \(Advanced\)](#)

With prompting and support, ask and answer questions about unknown words in a text.

[CC.1.2.K.G \(Advanced\)](#)

Answer questions to describe the relationship between illustrations and the text in which they appear.

[CC.1.2.K.H \(Advanced\)](#)

With prompting and support, identify the reasons an author gives to support points in a text.

<a href="#">CC.1.2.K.I (Advanced)</a>	With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
<a href="#">CC.1.2.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.2.K.K (Advanced)</a>	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.2.K.L (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.4.K.A (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
<a href="#">CC.1.4.K.B (Advanced)</a>	Use a combination of drawing, dictating, and writing to focus on one specific topic.
<a href="#">CC.1.4.K.C (Advanced)</a>	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
<a href="#">CC.1.4.K.D (Advanced)</a>	Make logical connections between drawing and dictation/writing.
<a href="#">CC.1.4.K.E (Advanced)</a>	With prompting and support, illustrate using details and dictate/write using descriptive words.
<a href="#">CC.1.4.K.F (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.X (Advanced)</a>	Write routinely over short time frames.
<a href="#">CC.1.5.K.A (Advanced)</a>	Participate in collaborative conversations with peers and adults in small and larger groups.
<a href="#">CC.1.5.K.B (Advanced)</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">CC.1.5.K.C (Advanced)</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">CC.1.5.K.D (Advanced)</a>	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
<a href="#">CC.1.5.K.E (Advanced)</a>	Speak audibly and express thoughts, feelings, and ideas clearly.
<a href="#">CC.1.5.K.G (Advanced)</a>	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

**Topic: Lesson 7 Sounds and Language**

Minutes for Topic: 600

<b>Core Lesson Description:</b>	Students will learn about the following detailed information provided below.
	Big Book- "Mice Squeak, We Squeak"
	Genre- Realistic Fiction
	Read Aloud- "Amelia's Show and Tell Fiesta"
	Genre- Realistic Fiction
	Paired Selection- "The Fort and Worth Zoo"
	Genre- Informational Text
	Target Skill- Understanding Characters
	Target Strategy- Analyze/ Evaluate
	Phonological Awareness- Blend Onset and Rime and Segment Onset and Rime
	Phonics- Letter Tt
	Decodable Readers - "It" * "We Like Toys"
	Concepts of Print -Punctuation
	HFW- "we"
	Fluency- Read with Expression
	Speaking and Listening- Have a Conversation
	Grammar Skill- Sensory Words

<b>Core Lesson</b>	Students will be able to discuss how animals and people communicate.
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**Student Learning****Objectives:**

- Students will be able to blend and segment onset and rime
- Students will be able to identify the letter and sound for Tt.
- Students will be able to identify the high-frequency word we.
- Students will be able to identify sensory words.
- Students will be able to identify punctuation in sentences.

**Core Lesson Essential Questions:**

- How do animals communicate? How do people communicate?
- How can I learn about the characters in a story?

**Core Lesson Big Ideas:**

- Imagine It
- Sounds & Language
- Communication

**Core Lesson Materials:**

- Big Book- "Mice Squeak, We Speak"
- Read Aloud- "Amelia's Show and Tell Fiesta"
- Paired Selection- "The Fort and Worth Zoo"
- Letter Cards- "Tt"
- Decodables Readers- "Tt" & "We Like Toys"
- HFW- "we"
- Reader's Notebook
- Listening Comprehension Assessment
- Weekly Phonics Assessment

**Core Lesson Key Terminology & Definitions:**

- Vocabulary- chatter, coo, snore, and squawk
- Oral Vocabulary- foolish, frowns, ruffled, special, treasures, tropical
- Domain-Specific Vocabulary- communicate, respond, language, conversation
- Vocabulary Strategy- Classify and Categorize and Sensory Words
- Grammar Skills- Sensory Words

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.1.K.A \(Advanced\)](#)

Utilize book handling skills.

[CC.1.1.K.B \(Advanced\)](#)

Demonstrate understanding of the organization and basic features of print.

? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.

[CC.1.1.K.C \(Advanced\)](#)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

[CC.1.1.K.D \(Advanced\)](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

	? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
<a href="#">CC.1.1.K.E (Advanced)</a>	Read emergent-reader text with purpose and understanding.
<a href="#">CC.1.2.K.A (Advanced)</a>	With prompting and support, identify the main idea and retell key details of text.
<a href="#">CC.1.2.K.B (Advanced)</a>	With prompting and support, answer questions about key details in a text.
<a href="#">CC.1.2.K.C (Advanced)</a>	With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.
<a href="#">CC.1.2.K.E (Advanced)</a>	Identify parts of a book (title, author) and parts of a text (beginning, end, details).
<a href="#">CC.1.2.K.F (Advanced)</a>	With prompting and support, ask and answer questions about unknown words in a text.
<a href="#">CC.1.2.K.G (Advanced)</a>	Answer questions to describe the relationship between illustrations and the text in which they appear.
<a href="#">CC.1.2.K.H (Advanced)</a>	With prompting and support, identify the reasons an author gives to support points in a text.
<a href="#">CC.1.2.K.I (Advanced)</a>	With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
<a href="#">CC.1.2.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.2.K.K (Advanced)</a>	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.2.K.L (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.3.K.A (Advanced)</a>	With prompting and support, retell familiar stories including key details.
<a href="#">CC.1.3.K.B (Advanced)</a>	Answer questions about key details in a text.
<a href="#">CC.1.3.K.C (Advanced)</a>	With prompting and support, identify characters, settings, and major events in a story.
<a href="#">CC.1.3.K.D (Advanced)</a>	Name the author and illustrator of a story and define the role of each in telling the story.
<a href="#">CC.1.3.K.E (Advanced)</a>	Recognize common types of text.
<a href="#">CC.1.3.K.F (Advanced)</a>	Ask and answer questions about unknown words in a text.
<a href="#">CC.1.3.K.G (Advanced)</a>	Make connections between the illustrations and the text in a story (read or read aloud).
<a href="#">CC.1.3.K.H (Advanced)</a>	Compare and contrast the adventures and experiences of characters in familiar stories.
<a href="#">CC.1.3.K.I (Advanced)</a>	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.3.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.3.K.K (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.4.K.A (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
<a href="#">CC.1.4.K.B (Advanced)</a>	Use a combination of drawing, dictating, and writing to focus on one specific topic.
<a href="#">CC.1.4.K.C (Advanced)</a>	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
<a href="#">CC.1.4.K.D (Advanced)</a>	Make logical connections between drawing and dictation/writing.
<a href="#">CC.1.4.K.E (Advanced)</a>	With prompting and support, illustrate using details and dictate/write using descriptive words.
<a href="#">CC.1.4.K.F (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.X (Advanced)</a>	Write routinely over short time frames.
<a href="#">CC.1.5.K.A (Advanced)</a>	Participate in collaborative conversations with peers and adults in small and larger groups.
<a href="#">CC.1.5.K.B (Advanced)</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">CC.1.5.K.C (Advanced)</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">CC.1.5.K.D (Advanced)</a>	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
<a href="#">CC.1.5.K.E (Advanced)</a>	Speak audibly and express thoughts, feelings, and ideas clearly.
<a href="#">CC.1.5.K.G (Advanced)</a>	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

**Topic: Lesson 8 Ways to Move**

Minutes for Topic: 600

**Core Lesson Description:** Students will learn about the following detailed information provided below.

Big Book- "Move!"

Genre- Informational Text

Read Aloud- "Jonathan and His Mommy"

Genre- Realistic Fiction

Paired Selection- "The Hare and the Tortoise"

Genre- Folk Tale and Fable

Target Skill- Details

Target Strategy-Visualize

Phonological Awareness- Blend and segment onset and rime

Letter Identification- "Cc"

Decodable Readers - "Cc" & "I Can See"

Concept of Print- Spaces Between Words and Directionality

HFW- "a"

Fluency- Read with Expression

Speaking and Listening- Share Information and Ideas

Grammar Skill-Adjectives for Color

**Core Lesson Student Learning Objectives:** Students will be able to blend and segment onset and rime.

Students will be able to identify the letter name and sound for "Cc"

Students will be able to identify the concepts of print for spaces between words and directionality.

Students will be able to read the word "a".

Students will be able to identify adjectives for color.

**Core Lesson Essential Questions:** Why do different animals move in different ways?

How can details help me understand a selection?

**Core Lesson Big Ideas:** Imagine It!

Ways To Move

Life Science

**Core Lesson Materials:** Big Book- "MOVE!"

Read Aloud- "Jonathan and His Mommy"

Paired Selection- "The Hare and the Tortoise"

Letter Card- "Cc"

Decodable Readers - "Cc" & "I Can See"

HFW- "a"



Reader's Notebook

Listening Comprehension Assessment

Weekly Phonics Assessment

**Core Lesson Key Terminology & Definitions:** Vocabulary- colony, rustling, slithers, and startled  
Oral Vocabulary- backward, beat, leap, strange, wiggle, zigzag  
Domain- Specific Vocabulary- dive, swim, climb, and fly  
Vocabulary Strategy- Classify and Categorize Action Words  
Grammar Skill- Adjectives for Color

## STANDARDS

STATE: PA Core Standards (2014)

<a href="#">CC.1.1.K.A (Advanced)</a>	Utilize book handling skills.
<a href="#">CC.1.1.K.B (Advanced)</a>	Demonstrate understanding of the organization and basic features of print.  ? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.
<a href="#">CC.1.1.K.C (Advanced)</a>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  ? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.
<a href="#">CC.1.1.K.D (Advanced)</a>	Know and apply grade-level phonics and word analysis skills in decoding words.  ? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
<a href="#">CC.1.1.K.E (Advanced)</a>	Read emergent-reader text with purpose and understanding.
<a href="#">CC.1.2.K.A (Advanced)</a>	With prompting and support, identify the main idea and retell key details of text.
<a href="#">CC.1.2.K.B (Advanced)</a>	With prompting and support, answer questions about key details in a text.
<a href="#">CC.1.2.K.C (Advanced)</a>	With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.
<a href="#">CC.1.2.K.E (Advanced)</a>	Identify parts of a book (title, author) and parts of a text (beginning, end, details).
<a href="#">CC.1.2.K.F (Advanced)</a>	With prompting and support, ask and answer questions about unknown words in a text.
<a href="#">CC.1.2.K.G (Advanced)</a>	Answer questions to describe the relationship between illustrations and the text in which they appear.
<a href="#">CC.1.2.K.H (Advanced)</a>	With prompting and support, identify the reasons an author gives to support points in a text.
<a href="#">CC.1.2.K.I (Advanced)</a>	With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
<a href="#">CC.1.2.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.2.K.K (Advanced)</a>	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.2.K.L (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.3.K.A (Advanced)</a>	With prompting and support, retell familiar stories including key details.
<a href="#">CC.1.3.K.B (Advanced)</a>	Answer questions about key details in a text.
<a href="#">CC.1.3.K.C (Advanced)</a>	With prompting and support, identify characters, settings, and major events in a story.
<a href="#">CC.1.3.K.D (Advanced)</a>	Name the author and illustrator of a story and define the role of each in telling the story.
<a href="#">CC.1.3.K.E (Advanced)</a>	Recognize common types of text.
<a href="#">CC.1.3.K.F (Advanced)</a>	Ask and answer questions about unknown words in a text.
<a href="#">CC.1.3.K.G (Advanced)</a>	Make connections between the illustrations and the text in a story (read or read aloud).

<a href="#">CC.1.3.K.H (Advanced)</a>	Compare and contrast the adventures and experiences of characters in familiar stories.
<a href="#">CC.1.3.K.I (Advanced)</a>	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.3.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.3.K.K (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.4.K.A (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
<a href="#">CC.1.4.K.B (Advanced)</a>	Use a combination of drawing, dictating, and writing to focus on one specific topic.
<a href="#">CC.1.4.K.C (Advanced)</a>	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
<a href="#">CC.1.4.K.D (Advanced)</a>	Make logical connections between drawing and dictation/writing.
<a href="#">CC.1.4.K.E (Advanced)</a>	With prompting and support, illustrate using details and dictate/write using descriptive words.
<a href="#">CC.1.4.K.F (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.X (Advanced)</a>	Write routinely over short time frames.
<a href="#">CC.1.5.K.A (Advanced)</a>	Participate in collaborative conversations with peers and adults in small and larger groups.
<a href="#">CC.1.5.K.B (Advanced)</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">CC.1.5.K.C (Advanced)</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">CC.1.5.K.D (Advanced)</a>	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
<a href="#">CC.1.5.K.E (Advanced)</a>	Speak audibly and express thoughts, feelings, and ideas clearly.
<a href="#">CC.1.5.K.G (Advanced)</a>	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

**Topic: Lesson 9 Machines and Wheels**

Minutes for Topic: 600

**Core Lesson Description:**

Students will learn about the following detailed information provided below.

Big Book- "What Do Wheels Do All Day?"

Genre- Informational Text

Read Aloud- "Good Morning Digger"

Genre- Realistic Fiction

Paired Selection- "Wheels Long Ago and Today"

Genre- Informational Text

Target Skill- Text and Graphic Features

Target Strategy- Question

Phonemic Awareness- Blend Phonemes

Phonics- Letter - "Pp"

Decodable Readers- "Pp" & "I Like Animals"

Concepts of Print- Letters in Words

HFW- "to"

Fluency- Reading Rate

Speaking and Listening- Share Information and Ideas

Grammar Skill- Adjectives for Numbers

**Core Lesson Student Learning Objectives:** Students will be able to blend phonemes.  
Students will be able to identify the letter name and sound for "Pp".  
Students will be able to identify that letters are in words.  
Students will be able to read the word to.  
Students will be able to identify adjectives for numbers.  
Students will be able to identify text and graphic features.

**Core Lesson Essential Questions:** Why do people use wheels?  
What can I learn from the pictures in the selection?

**Core Lesson Big Ideas:** Imagine It!  
Machines and Wheels  
Technology and Innovation

**Core Lesson Materials:** Big Book- "What Do Wheels Do All Day?"  
Read Aloud- "Good Morning, Digger"  
Paired Selection- "Wheels Long Ago and Today"  
Letter Card- "Pp"  
Decodable Readers- "Pp" & "I like Animals"  
HFW- "to"  
Reader's Notebook  
Listening Comprehension Assessment  
Weekly Phonics Assessment

**Core Lesson Key Terminology & Definitions:** Vocabulary- sputter, travelers, twirl and patrol  
Oral Vocabulary- early, weeds, community, cement, vacant, and welding  
Domain- Specific Vocabulary- push, pull, roll, and spin  
Vocabulary Strategy- Synonyms  
Grammar Skill- Adjectives for Numbers

## STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.K.A \(Advanced\)](#) Utilize book handling skills.

[CC.1.1.K.B \(Advanced\)](#) Demonstrate understanding of the organization and basic features of print.

? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.

[CC.1.1.K.C \(Advanced\)](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

[CC.1.1.K.D \(Advanced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.

? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

<a href="#">CC.1.1.K.E (Advanced)</a>	Read emergent-reader text with purpose and understanding.
<a href="#">CC.1.2.K.A (Advanced)</a>	With prompting and support, identify the main idea and retell key details of text.
<a href="#">CC.1.2.K.B (Advanced)</a>	With prompting and support, answer questions about key details in a text.
<a href="#">CC.1.2.K.C (Advanced)</a>	With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.
<a href="#">CC.1.2.K.E (Advanced)</a>	Identify parts of a book (title, author) and parts of a text (beginning, end, details).
<a href="#">CC.1.2.K.F (Advanced)</a>	With prompting and support, ask and answer questions about unknown words in a text.
<a href="#">CC.1.2.K.G (Advanced)</a>	Answer questions to describe the relationship between illustrations and the text in which they appear.
<a href="#">CC.1.2.K.H (Advanced)</a>	With prompting and support, identify the reasons an author gives to support points in a text.
<a href="#">CC.1.2.K.I (Advanced)</a>	With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
<a href="#">CC.1.2.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.2.K.K (Advanced)</a>	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.2.K.L (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.3.K.A (Advanced)</a>	With prompting and support, retell familiar stories including key details.
<a href="#">CC.1.3.K.B (Advanced)</a>	Answer questions about key details in a text.
<a href="#">CC.1.3.K.C (Advanced)</a>	With prompting and support, identify characters, settings, and major events in a story.
<a href="#">CC.1.3.K.D (Advanced)</a>	Name the author and illustrator of a story and define the role of each in telling the story.
<a href="#">CC.1.3.K.E (Advanced)</a>	Recognize common types of text.
<a href="#">CC.1.3.K.F (Advanced)</a>	Ask and answer questions about unknown words in a text.
<a href="#">CC.1.3.K.G (Advanced)</a>	Make connections between the illustrations and the text in a story (read or read aloud).
<a href="#">CC.1.3.K.H (Advanced)</a>	Compare and contrast the adventures and experiences of characters in familiar stories.
<a href="#">CC.1.3.K.I (Advanced)</a>	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.3.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.3.K.K (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.4.K.A (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
<a href="#">CC.1.4.K.B (Advanced)</a>	Use a combination of drawing, dictating, and writing to focus on one specific topic.
<a href="#">CC.1.4.K.C (Advanced)</a>	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
<a href="#">CC.1.4.K.D (Advanced)</a>	Make logical connections between drawing and dictation/writing.
<a href="#">CC.1.4.K.E (Advanced)</a>	With prompting and support, illustrate using details and dictate/write using descriptive words.
<a href="#">CC.1.4.K.X (Advanced)</a>	Write routinely over short time frames.
<a href="#">CC.1.5.K.A (Advanced)</a>	Participate in collaborative conversations with peers and adults in small and larger groups.
<a href="#">CC.1.5.K.B (Advanced)</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">CC.1.5.K.C (Advanced)</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">CC.1.5.K.D (Advanced)</a>	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
<a href="#">CC.1.5.K.E (Advanced)</a>	Speak audibly and express thoughts, feelings, and ideas clearly.
<a href="#">CC.1.5.K.G (Advanced)</a>	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

## Topic: Lesson 10 Using Shapes

Minutes for Topic: 600

### Core Lesson

Students will learn about the following detailed information provided below.

**Description:**

Big Book- "Mouse Shapes"  
Genre- Concept Book  
Read Aloud- "David's Drawings"  
Genre- Realistic Fiction  
Paired Selections- "Signs and Shapes"  
Genre- Informational Text  
Target Skill- Story Structure  
Target Strategy- Summarize  
Phonemic Awareness- Blend Phonemes  
Phonics- Review Letters/Sounds: (Mm, Ss, short Aa, Tt, Cc, and Pp)  
Decodable Readers- "Mmmm, Good!" and "The Playground"  
Concepts of Print- Capitalization: First Letter in a Sentence and Spaces Between Words  
HFW- Review: (see, we, a, to)  
Fluency- Read with Expression  
Speaking and Listening- Talk About Characters  
Grammar Skill- Adjectives for Size and Shape

**Core Lesson  
Student Learning  
Objectives:**

Students will be able to identify and understand story structure.  
Students will be able to blend phonemes.  
Students will be able to review letter identification and sounds for m, s, short a, t, c, and p.  
Students will be able to identify the concepts of print for capitalizing the first letter in a sentence and spaces between words.  
Students will be able to read the high-frequency words see, we, a, and to.  
Students will be able to identify adjectives for size and shape.

**Core Lesson  
Essential  
Questions:**

What can we create with shapes?  
How do the parts of a story work together?

**Core Lesson Big  
Ideas:**

Imagine It!  
Using Shapes  
Math

**Core Lesson  
Materials:**

Big Book- "Mouse Shapes"  
Read Aloud- "David's Drawings"  
Paired Selection- "Signs and Shapes"  
Letter Cards- (Mm, Ss, Aa Tt, Cc, and Pp)  
High Frequency Words - (see, we, a, to)  
Decodable Readers- "Mmmm, Good!" and "The Playground"  
Reader's Notebook  
Listening Comprehension Assessment

Weekly Phonics Assessment

Unit Benchmark Assessment

**Core Lesson Key Terminology & Definitions:** Vocabulary- hurry, pounced, sneaky and tricky  
Oral Vocabulary- add, fluffy, fresh, grinned, moment and shyly  
Domain- Specific Vocabulary- rectangle, triangle, diamond, circle, oval, and square  
Vocabulary Strategy- Classify and Categorize Shape Words  
Grammar Skill- Adjectives for Size and Shape

## STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.1.K.A \(Advanced\)](#) Utilize book handling skills.
- [CC.1.1.K.B \(Advanced\)](#) Demonstrate understanding of the organization and basic features of print.
- [CC.1.1.K.C \(Advanced\)](#) ? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.
- [CC.1.1.K.D \(Advanced\)](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- [CC.1.1.K.E \(Advanced\)](#) ? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.
- [CC.1.3.K.A \(Advanced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- [CC.1.3.K.B \(Advanced\)](#) ? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- [CC.1.3.K.C \(Advanced\)](#) Read emergent-reader text with purpose and understanding.
- [CC.1.3.K.D \(Advanced\)](#) With prompting and support, retell familiar stories including key details.
- [CC.1.3.K.E \(Advanced\)](#) Answer questions about key details in a text.
- [CC.1.3.K.F \(Advanced\)](#) With prompting and support, identify characters, settings, and major events in a story.
- [CC.1.3.K.G \(Advanced\)](#) Name the author and illustrator of a story and define the role of each in telling the story.
- [CC.1.3.K.H \(Advanced\)](#) Recognize common types of text.
- [CC.1.3.K.I \(Advanced\)](#) Ask and answer questions about unknown words in a text.
- [CC.1.3.K.J \(Advanced\)](#) Make connections between the illustrations and the text in a story (read or read aloud).
- [CC.1.3.K.K \(Advanced\)](#) Compare and contrast the adventures and experiences of characters in familiar stories.
- [CC.1.4.K.M \(Advanced\)](#) Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.
- [CC.1.4.K.N \(Advanced\)](#) Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
- [CC.1.4.K.O \(Advanced\)](#) Actively engage in group reading activities with purpose and understanding.
- [CC.1.4.K.P \(Advanced\)](#) Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
- [CC.1.4.K.Q \(Advanced\)](#) Establish "who" and "what" the narrative will be about.
- [CC.1.4.K.R \(Advanced\)](#) Describe experiences and events.
- [CC.1.4.K.S \(Advanced\)](#) Recount 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.
- [CC.1.4.K.T \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- [CC.1.4.K.U \(Advanced\)](#) • Capitalize first word in sentence and the pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.
- [CC.1.4.K.V \(Advanced\)](#) Write routinely over short time frames.

<a href="#">CC.1.5.K.A (Advanced)</a>	Participate in collaborative conversations with peers and adults in small and larger groups.
<a href="#">CC.1.5.K.B (Advanced)</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">CC.1.5.K.C (Advanced)</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">CC.1.5.K.D (Advanced)</a>	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
<a href="#">CC.1.5.K.E (Advanced)</a>	Speak audibly and express thoughts, feelings, and ideas clearly.
<a href="#">CC.1.5.K.G (Advanced)</a>	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

**Topic: Benchmark**

Minutes for Topic: 90

**Unit: Unit 3- Nature's Wonders**

Timeline: 5 Weeks

**Unit Description:** Students will explore a unit that focuses on texts that expands their knowledge on different concepts such as seasons, weather, animal bodies, animal homes, and exploring the sky. Students will focus on letter names and sounds for letters "Bb", "Ff", and "Nn". Finally, students will engage in lessons to instruct them on different phonemic awareness skills, learning the kindergarten list of high-frequency words, and grammar skills. For specific concepts please go to each lesson link.

**Unit Essential Questions:** How does the weather change in different months and seasons?

What do animals do when the weather changes?

How do animals use their different body parts?

Where do different animals make their homes?

What can we see in the sky?

**Unit Big Ideas:** Natures Wonders

Seasons

Earth Science

**Unit Materials:** Unit 3 and 4 Flip Chart

Big Books

Paired Selections

High-Frequency Words

Letter Cards

Decodable Readers

Listening Comprehension Assessments for Lessons 11-15

Weekly Phonics Assessment Lessons 11-15

Unit 3 Benchmark Assessment

Reader's Notebook

\*For specific big book and paired selection titles please visit each lesson link.

**Unit Assignments:** Reader's Notebook Lessons 11-15

**Unit Key** Lesson 11

**Terminology & Definitions:**

Vocabulary- hurry, pounced, sneaky, and tricky

Oral Vocabulary-glistens, jive, local, and orchard

Domain-Specific Vocabulary- bloom, peck, scatter, speckled, store, and tracks

Vocabulary Strategy- Figurative Language

Grammar Skills- Subject

Lesson 12

Vocabulary- drifted, gathering, swirled, and wisely

Oral Vocabulary- guard, huddle, nodded, pasture, silent, and stampede

Domain- Specific Vocabulary- hibernate, adapt, temperature, and melt

Vocabulary Strategy- Classify and Categorize Sensory Words

Grammar Skill- Verbs

Lesson 13

Vocabulary- belongs, capture, nasty, and sensitive

Oral Vocabulary- daily, herd, muscles, pattern, several, usually

Domain-Specific Vocabulary- insect, mammal, fish, reptile, and bird

Vocabulary Strategy- Context Clues

Grammar Skill- Complete Sentences and Capitalization and Punctuation

Lesson 14

Vocabulary- idle, lounging, scampers, timid

Oral Vocabulary- burrow, desert, lodge, patient, shade, and soaring

Domain-Specific Vocabulary- habitat, environment, woodland, grassland, and wetland

Vocabulary Strategy- Classify and Categorize Number Words

Grammar Skill- Past Tense Verbs

Lesson 15

Vocabulary- fireball, thinner, beautiful, misty

Oral Vocabulary- dazzling, distance, gazing, leaned, planet, tunnel

Domain-Specific Vocabulary- star, sun, moon, galaxy

Vocabulary Strategy- Figurative Language: Simile

Grammar Skill- Statements

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.1.K.A](#)  
[\(Advanced\)](#)

Utilize book handling skills.

[CC.1.1.K.B](#)  
[\(Advanced\)](#)

Demonstrate understanding of the organization and basic features of print.

? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ?



	Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.
<a href="#">CC.1.1.K.C</a> <a href="#">(Advanced)</a>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.
<a href="#">CC.1.1.K.D</a> <a href="#">(Advanced)</a>	Know and apply grade-level phonics and word analysis skills in decoding words.
	? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
<a href="#">CC.1.1.K.E</a> <a href="#">(Advanced)</a>	Read emergent-reader text with purpose and understanding.
<a href="#">CC.1.2.K.A</a> <a href="#">(Advanced)</a>	With prompting and support, identify the main idea and retell key details of text.
<a href="#">CC.1.2.K.B</a> <a href="#">(Advanced)</a>	With prompting and support, answer questions about key details in a text.
<a href="#">CC.1.2.K.C</a> <a href="#">(Advanced)</a>	With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.
<a href="#">CC.1.2.K.E</a> <a href="#">(Advanced)</a>	Identify parts of a book (title, author) and parts of a text (beginning, end, details).
<a href="#">CC.1.2.K.F</a> <a href="#">(Advanced)</a>	With prompting and support, ask and answer questions about unknown words in a text.
<a href="#">CC.1.2.K.G</a> <a href="#">(Advanced)</a>	Answer questions to describe the relationship between illustrations and the text in which they appear.
<a href="#">CC.1.2.K.H</a> <a href="#">(Advanced)</a>	With prompting and support, identify the reasons an author gives to support points in a text.
<a href="#">CC.1.2.K.I</a> <a href="#">(Advanced)</a>	With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
<a href="#">CC.1.2.K.J</a> <a href="#">(Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.2.K.K</a> <a href="#">(Advanced)</a>	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.2.K.L</a> <a href="#">(Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.3.K.A</a> <a href="#">(Advanced)</a>	With prompting and support, retell familiar stories including key details.
<a href="#">CC.1.3.K.B</a> <a href="#">(Advanced)</a>	Answer questions about key details in a text.
<a href="#">CC.1.3.K.C</a> <a href="#">(Advanced)</a>	With prompting and support, identify characters, settings, and major events in a story.
<a href="#">CC.1.3.K.D</a> <a href="#">(Advanced)</a>	Name the author and illustrator of a story and define the role of each in telling the story.
<a href="#">CC.1.3.K.E</a> <a href="#">(Advanced)</a>	Recognize common types of text.
<a href="#">CC.1.3.K.F</a> <a href="#">(Advanced)</a>	Ask and answer questions about unknown words in a text.
<a href="#">CC.1.3.K.G</a> <a href="#">(Advanced)</a>	Make connections between the illustrations and the text in a story (read or read aloud).
<a href="#">CC.1.3.K.H</a> <a href="#">(Advanced)</a>	Compare and contrast the adventures and experiences of characters in familiar stories.
<a href="#">CC.1.3.K.I</a> <a href="#">(Advanced)</a>	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.3.K.J</a> <a href="#">(Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.3.K.K</a>	Actively engage in group reading activities with purpose and

<a href="#">(Advanced)</a>	understanding.
<a href="#">CC.1.4.K.M</a> <a href="#">(Advanced)</a>	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
<a href="#">CC.1.4.K.N</a> <a href="#">(Advanced)</a>	Establish "who" and "what" the narrative will be about.
<a href="#">CC.1.4.K.O</a> <a href="#">(Advanced)</a>	Describe experiences and events.
<a href="#">CC.1.4.K.P</a> <a href="#">(Advanced)</a>	Recount 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.
<a href="#">CC.1.4.K.R</a> <a href="#">(Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.X</a> <a href="#">(Advanced)</a>	Write routinely over short time frames.
<a href="#">CC.1.5.K.A</a> <a href="#">(Advanced)</a>	Participate in collaborative conversations with peers and adults in small and larger groups.
<a href="#">CC.1.5.K.B</a> <a href="#">(Advanced)</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">CC.1.5.K.C</a> <a href="#">(Advanced)</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">CC.1.5.K.D</a> <a href="#">(Advanced)</a>	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
<a href="#">CC.1.5.K.E</a> <a href="#">(Advanced)</a>	Speak audibly and express thoughts, feelings, and ideas clearly.
<a href="#">CC.1.5.K.G</a> <a href="#">(Advanced)</a>	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

**Topic: Lesson 11 Seasons**

Minutes for Topic: 600

**Core Lesson Description:**

Students will learn about the following detailed information provided below.

Big Book- "Jump Into January"

Genre- Concept Book

Read Aloud- "Every Season"

Genre- Informational Text

Paired Selection- "Holidays All Year Long"

Genre- Informational Text

Target Skill- Compare and Contrast

Target Strategy- Question

Phonemic Awareness- Blend Phonemes and Final Sound

Phonics- Review Short A ,Blending Words, and Word Building

Decodable Readers- "Come and See Me" & "Pam and Me"

Concepts of Print- Letters in Words and Spaces Between Words

High-Frequency Word- "me" & "come"

Fluency- Pause for Punctuation

Speaking and Listening- Talk About Characters

Grammar Skill- Subjects

**Core Lesson Student Learning Objectives:** Students will be able to use the comprehension strategy compare and contrast.  
Students will be able to blend phonemes and identify final sounds in spoken words.  
Students will be able to identify the letter name and sound for "short a".  
Students will be able to identify the concepts of print for letters in words and spaces between words.  
Students will be able to read the high-frequency words "come" and "me".  
Students will be able to identify subjects in sentences.

**Core Lesson Essential Questions:** How does the weather change in different months and seasons?  
How are the months of the year the same and different?

**Core Lesson Big Ideas:** Natures Wonders  
Seasons  
Earth Science

**Core Lesson Materials:** Big Book- "Jump Into January"  
Read Aloud- "Every Season"  
Letter Card- "Aa"  
Decodable Readers- "Come and See Me" and "Pam and Me"  
HFW- "come" and "me"  
Reader's Notebook  
Listening Comprehension Assessment  
Weekly Phonics Assessment

**Core Lesson Key Terminology & Definitions:** Vocabulary- hurry, pounced, sneaky, and tricky  
Oral Vocabulary-glistens, jive, local, and orchard  
Domain-Specific Vocabulary- bloom, peck, scatter, speckled, store, and tracks  
Vocabulary Strategy- Figurative Language  
Grammar Skills- Subject

## **STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.1.K.A \(Advanced\)](#) Utilize book handling skills.

[CC.1.1.K.B \(Advanced\)](#) Demonstrate understanding of the organization and basic features of print.

? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.

[CC.1.1.K.C \(Advanced\)](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

[CC.1.1.K.D \(Advanced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.

? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

<a href="#">CC.1.1.K.E (Advanced)</a>	Read emergent-reader text with purpose and understanding.
<a href="#">CC.1.2.K.A (Advanced)</a>	With prompting and support, identify the main idea and retell key details of text.
<a href="#">CC.1.2.K.B (Advanced)</a>	With prompting and support, answer questions about key details in a text.
<a href="#">CC.1.2.K.C (Advanced)</a>	With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.
<a href="#">CC.1.2.K.E (Advanced)</a>	Identify parts of a book (title, author) and parts of a text (beginning, end, details).
<a href="#">CC.1.2.K.F (Advanced)</a>	With prompting and support, ask and answer questions about unknown words in a text.
<a href="#">CC.1.2.K.G (Advanced)</a>	Answer questions to describe the relationship between illustrations and the text in which they appear.
<a href="#">CC.1.2.K.H (Advanced)</a>	With prompting and support, identify the reasons an author gives to support points in a text.
<a href="#">CC.1.2.K.I (Advanced)</a>	With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
<a href="#">CC.1.2.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.2.K.K (Advanced)</a>	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.2.K.L (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.3.K.A (Advanced)</a>	With prompting and support, retell familiar stories including key details.
<a href="#">CC.1.3.K.B (Advanced)</a>	Answer questions about key details in a text.
<a href="#">CC.1.3.K.C (Advanced)</a>	With prompting and support, identify characters, settings, and major events in a story.
<a href="#">CC.1.3.K.D (Advanced)</a>	Name the author and illustrator of a story and define the role of each in telling the story.
<a href="#">CC.1.3.K.F (Advanced)</a>	Ask and answer questions about unknown words in a text.
<a href="#">CC.1.3.K.G (Advanced)</a>	Make connections between the illustrations and the text in a story (read or read aloud).
<a href="#">CC.1.3.K.I (Advanced)</a>	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.3.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.3.K.K (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.4.K.M (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
<a href="#">CC.1.4.K.N (Advanced)</a>	Establish "who" and "what" the narrative will be about.
<a href="#">CC.1.4.K.O (Advanced)</a>	Describe experiences and events.
<a href="#">CC.1.4.K.P (Advanced)</a>	Recount 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.
<a href="#">CC.1.4.K.R (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"><li>• Capitalize first word in sentence and the pronoun I.</li><li>• Recognize and use end punctuation.</li><li>• Spell simple words phonetically.</li></ul>
<a href="#">CC.1.4.K.X (Advanced)</a>	Write routinely over short time frames.
<a href="#">CC.1.5.K.A (Advanced)</a>	Participate in collaborative conversations with peers and adults in small and larger groups.
<a href="#">CC.1.5.K.B (Advanced)</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">CC.1.5.K.C (Advanced)</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">CC.1.5.K.D (Advanced)</a>	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
<a href="#">CC.1.5.K.E (Advanced)</a>	Speak audibly and express thoughts, feelings, and ideas clearly.
<a href="#">CC.1.5.K.G (Advanced)</a>	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

**Topic: Lesson 12 Weather**

Minutes for Topic: 600

**Core Lesson**

Students will learn about the following detailed information provided below.

**Description:**

Big Book- "Snow"  
Genre- Fantasy  
Read Aloud- "Storm is Coming"  
Genre- Fantasy  
Paired Selection- "How Water Changes"  
Genre- Informational Text  
Target Skill- Conclusions  
Target Strategy- Monitor and Clarify  
Phonemic Awareness- Blend Phonemes and Final Sound  
Phonics- Letter/Sound: "Nn", Blending Words, and Word Building  
Decodable Readers- "I Can Nap" and "Tap with Me"  
Concepts of Print- Letters and Words and Spaces Between Words  
High-Frequency Word- "with" & "my"  
Fluency- Read with Expression  
Speaking and Listening- Compare Texts  
Grammar Skill- Verbs

**Core Lesson  
Student Learning  
Objectives:**

Students will be able to use the comprehension strategy drawing conclusions.  
Students will be able to blend phonemes and identify final sounds.  
Students will be able to identify the letter name and sound for "Nn".  
Students will be able to identify the concepts of print for letters and words and spaces between words.  
Students will be able to read the high-frequency words "with" and "my".  
Students will be able to identify verbs.

**Core Lesson  
Essential  
Questions:**

What do animals do when the weather changes?  
What clues can help me figure out things the author does not tell me?

**Core Lesson Big  
Ideas:**

Natures Wonders  
Weather  
Earth Science

**Core Lesson  
Materials:**

Big Book- "Snow"  
Read Aloud- "Storm is Coming!"  
Paired Selection- "How Water Changes"  
Letter Cards- "Nn"  
Decodable Readers- "I Can Nap" & "Tap With Me"  
HFW- ("with" & "my")  
Reader's Notebook  
Listening Comprehension Assessment  
Weekly Phonics Assessment

**Core Lesson Key Terminology & Definitions:** Vocabulary- drifted, gathering, swirled, and wisely  
 Oral Vocabulary- guard, huddle, nodded, pasture, silent, and stampede  
 Domain- Specific Vocabulary- hibernate, adapt, temperature, and melt  
 Vocabulary Strategy- Classify and Categorize Sensory Words  
 Grammar Skill- Verbs

**STANDARDS**

STATE: PA Core Standards (2014)

- [CC.1.1.K.A \(Advanced\)](#) Utilize book handling skills.
- [CC.1.1.K.B \(Advanced\)](#) Demonstrate understanding of the organization and basic features of print.  
 ? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.
- [CC.1.1.K.C \(Advanced\)](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
 ? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.
- [CC.1.1.K.D \(Advanced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.  
 ? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- [CC.1.1.K.E \(Advanced\)](#) Read emergent-reader text with purpose and understanding.
- [CC.1.2.K.A \(Advanced\)](#) With prompting and support, identify the main idea and retell key details of text.
- [CC.1.2.K.B \(Advanced\)](#) With prompting and support, answer questions about key details in a text.
- [CC.1.2.K.C \(Advanced\)](#) With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.
- [CC.1.2.K.E \(Advanced\)](#) Identify parts of a book (title, author) and parts of a text (beginning, end, details).
- [CC.1.2.K.F \(Advanced\)](#) With prompting and support, ask and answer questions about unknown words in a text.
- [CC.1.2.K.G \(Advanced\)](#) Answer questions to describe the relationship between illustrations and the text in which they appear.
- [CC.1.2.K.H \(Advanced\)](#) With prompting and support, identify the reasons an author gives to support points in a text.
- [CC.1.2.K.I \(Advanced\)](#) With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
- [CC.1.2.K.J \(Advanced\)](#) Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
- [CC.1.2.K.K \(Advanced\)](#) Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
- [CC.1.2.K.L \(Advanced\)](#) Actively engage in group reading activities with purpose and understanding.
- [CC.1.3.K.A \(Advanced\)](#) With prompting and support, retell familiar stories including key details.
- [CC.1.3.K.B \(Advanced\)](#) Answer questions about key details in a text.
- [CC.1.3.K.C \(Advanced\)](#) With prompting and support, identify characters, settings, and major events in a story.
- [CC.1.3.K.D \(Advanced\)](#) Name the author and illustrator of a story and define the role of each in telling the story.
- [CC.1.3.K.E \(Advanced\)](#) Recognize common types of text.
- [CC.1.3.K.F \(Advanced\)](#) Ask and answer questions about unknown words in a text.
- [CC.1.3.K.G \(Advanced\)](#) Make connections between the illustrations and the text in a story (read or read aloud).
- [CC.1.3.K.H \(Advanced\)](#) Compare and contrast the adventures and experiences of characters in familiar stories.
- [CC.1.3.K.I \(Advanced\)](#) Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.

<a href="#">CC.1.3.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.3.K.K (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.4.K.M (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
<a href="#">CC.1.4.K.N (Advanced)</a>	Establish "who" and "what" the narrative will be about.
<a href="#">CC.1.4.K.O (Advanced)</a>	Describe experiences and events.
<a href="#">CC.1.4.K.P (Advanced)</a>	Recount 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.
<a href="#">CC.1.4.K.R (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.X (Advanced)</a>	Write routinely over short time frames.
<a href="#">CC.1.5.K.A (Advanced)</a>	Participate in collaborative conversations with peers and adults in small and larger groups.
<a href="#">CC.1.5.K.B (Advanced)</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">CC.1.5.K.C (Advanced)</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">CC.1.5.K.D (Advanced)</a>	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
<a href="#">CC.1.5.K.E (Advanced)</a>	Speak audibly and express thoughts, feelings, and ideas clearly.
<a href="#">CC.1.5.K.G (Advanced)</a>	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

**Topic: Lesson 13 Animal Bodies**

Minutes for Topic: 600

**Core Lesson Description:**

Students will learn about the following detailed information provided below.

Big Book- "What Do You Do With a Tail Like This?"

Genre- Informational Text

Read Aloud- "A Zebra's World"

Genre-Informational Text

Paired Selections- "Wings" / "Dragonfly" / "Tails" / "On Our Way"

Genre- Poetry

Target Skill- Author's Purpose

Target Strategy- Visualize

Phonemic Awareness- Blend Phonemes and Final Sound

Phonics- Letter/Sound: "Ff", Blending Words, and Word Building

Decodable Readers- "What Can You See?" & "Fat Cat"

Concepts of Print- Directionality and High Frequency Word Hunt

High Frequency Words - "you" & "what"

Fluency- Reading Rate

Speaking and Listening- Share Information and Ideas

Grammar- Complete Sentences and Capitalization and Punctuation

**Core Lesson Student Learning Objectives:**

Students will be able to identify the author's purpose.

Students will be able to blend phonemes and identify final sounds.

Students will be able to identify concepts of print for directionality and high-frequency word hunt.

Students will be able to read the high-frequency words "you" and "what".

Students will be able to identify a complete sentence that uses correct capitalization and punctuation.

**Core Lesson Essential Questions:** How do animals use their different body parts?  
Why do authors write informational text?

**Core Lesson Big Ideas:** Natures Wonders  
Animal Bodies  
Life Science

**Core Lesson Materials:** Big Book- "What Do You Do With a Tail Like This?"  
Paired Selections- "Wings" / "Dragonfly" / "Tails" / "On Our Way"  
Letter Card- "Ff"  
Decodable Readers- "What Can You See?" and "Fat Cat"  
HFW- "you" & "what"  
Reader's Notebook  
Listening Comprehension Assessment  
Weekly Phonics Assessment

**Core Lesson Key Terminology & Definitions:** Vocabulary- belongs, capture, nasty, and sensitive  
Oral Vocabulary- daily, herd, muscles, pattern, several, usually  
Domain-Specific Vocabulary- insect, mammal, fish, reptile, and bird  
Vocabulary Strategy- Context Clues  
Grammar Skill- Complete Sentences and Capitalization and Punctuation

## STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.K.A \(Advanced\)](#) Utilize book handling skills.

[CC.1.1.K.B \(Advanced\)](#) Demonstrate understanding of the organization and basic features of print.

? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.

[CC.1.1.K.C \(Advanced\)](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

[CC.1.1.K.D \(Advanced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.

? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

[CC.1.1.K.E \(Advanced\)](#) Read emergent-reader text with purpose and understanding.

[CC.1.2.K.A \(Advanced\)](#) With prompting and support, identify the main idea and retell key details of text.

[CC.1.2.K.B \(Advanced\)](#) With prompting and support, answer questions about key details in a text.

[CC.1.2.K.C \(Advanced\)](#) With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.



<a href="#">CC.1.2.K.E (Advanced)</a>	Identify parts of a book (title, author) and parts of a text (beginning, end, details).
<a href="#">CC.1.2.K.F (Advanced)</a>	With prompting and support, ask and answer questions about unknown words in a text.
<a href="#">CC.1.2.K.G (Advanced)</a>	Answer questions to describe the relationship between illustrations and the text in which they appear.
<a href="#">CC.1.2.K.H (Advanced)</a>	With prompting and support, identify the reasons an author gives to support points in a text.
<a href="#">CC.1.2.K.I (Advanced)</a>	With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
<a href="#">CC.1.2.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.2.K.K (Advanced)</a>	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.2.K.L (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.4.K.M (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
<a href="#">CC.1.4.K.N (Advanced)</a>	Establish "who" and "what" the narrative will be about.
<a href="#">CC.1.4.K.O (Advanced)</a>	Describe experiences and events.
<a href="#">CC.1.4.K.P (Advanced)</a>	Recount 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.
<a href="#">CC.1.4.K.R (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.X (Advanced)</a>	Write routinely over short time frames.
<a href="#">CC.1.5.K.A (Advanced)</a>	Participate in collaborative conversations with peers and adults in small and larger groups.
<a href="#">CC.1.5.K.B (Advanced)</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">CC.1.5.K.C (Advanced)</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">CC.1.5.K.D (Advanced)</a>	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
<a href="#">CC.1.5.K.E (Advanced)</a>	Speak audibly and express thoughts, feelings, and ideas clearly.
<a href="#">CC.1.5.K.G (Advanced)</a>	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

**Topic: Lesson 14 Animal Homes**

Minutes for Topic: 600

**Core Lesson Description:**

Students will learn about the following detailed information provided below.

Big Book- "Turtle Splash!"

Genre- Concept Book

Read Aloud- "Home for a Tiger, Home for a Bear"

Genre-Informational Text

Paired Selections- "Where Animals Live"

Genre- Informational Text

Target Skill-Cause and Effect

Target Strategy- Infer/ Predict

Phonemic Awareness- Blend Phonemes and Middle Sound

Phonics- Letter/Sound: "Bb", Blending Words, and Word Building

Decodable Readers- "What Now?" & "At Bat"

Concepts of Print- High Frequency Word Hunt

High Frequency Words - "are" & "now"

Fluency- Read with Expression

Speaking and Listening- Share Information and Ideas

## Grammar-Past Tense Verbs

**Core Lesson Student Learning Objectives:** Students will be able to use the comprehension strategy cause and effect.  
Students will be able to blend phonemes and identify middle sounds.  
Students will be able to identify the letter name and sound for "Bb".  
Students will be able to read the high-frequency words "are" and "now".  
Students will be able to identify past tense verbs.

**Core Lesson Essential Questions:** Where do different animals make their homes?  
What causes events in a story to happen?

**Core Lesson Big Ideas:** Natures Wonders  
Animal Homes  
Life Science

**Core Lesson Materials:** Big Book- "Turtle Splash!"  
Read Aloud- "Home for a Tiger, Home for a Bear"  
Paired Selections- "Where Animals Live"  
Letter Cards- "Bb"  
Decodable Readers- "What Now?" and "At Bat"  
High Frequency Words - "are" & "now"  
Reader's Notebook  
Listening Comprehension Assessment  
Weekly Phonics Assessment

**Core Lesson Key Terminology & Definitions:** Vocabulary- idle, lounging, scampers, timid  
Oral Vocabulary- burrow, desert, lodge, patient, shade, and soaring  
Domain-Specific Vocabulary- habitat, environment, woodland, grassland, and wetland  
Vocabulary Strategy- Classify and Categorize Number Words  
Grammar Skill- Past Tense Verbs

## STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.K.A \(Advanced\)](#)

Utilize book handling skills.

[CC.1.1.K.B \(Advanced\)](#)

Demonstrate understanding of the organization and basic features of print.

? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.

[CC.1.1.K.C \(Advanced\)](#)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

? 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 vowel, and final sound

	(phonemes) in the three-phoneme (CVC) words.
<a href="#">CC.1.1.K.D (Advanced)</a>	Know and apply grade-level phonics and word analysis skills in decoding words.  ? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
<a href="#">CC.1.1.K.E (Advanced)</a>	Read emergent-reader text with purpose and understanding.
<a href="#">CC.1.2.K.A (Advanced)</a>	With prompting and support, identify the main idea and retell key details of text.
<a href="#">CC.1.2.K.B (Advanced)</a>	With prompting and support, answer questions about key details in a text.
<a href="#">CC.1.2.K.C (Advanced)</a>	With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.
<a href="#">CC.1.2.K.E (Advanced)</a>	Identify parts of a book (title, author) and parts of a text (beginning, end, details).
<a href="#">CC.1.2.K.F (Advanced)</a>	With prompting and support, ask and answer questions about unknown words in a text.
<a href="#">CC.1.2.K.G (Advanced)</a>	Answer questions to describe the relationship between illustrations and the text in which they appear.
<a href="#">CC.1.2.K.H (Advanced)</a>	With prompting and support, identify the reasons an author gives to support points in a text.
<a href="#">CC.1.2.K.I (Advanced)</a>	With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
<a href="#">CC.1.2.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.2.K.K (Advanced)</a>	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.2.K.L (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.4.K.M (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
<a href="#">CC.1.4.K.N (Advanced)</a>	Establish "who" and "what" the narrative will be about.
<a href="#">CC.1.4.K.O (Advanced)</a>	Describe experiences and events.
<a href="#">CC.1.4.K.P (Advanced)</a>	Recount 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.
<a href="#">CC.1.4.K.R (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  • Capitalize first word in sentence and the pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.
<a href="#">CC.1.4.K.X (Advanced)</a>	Write routinely over short time frames.
<a href="#">CC.1.5.K.A (Advanced)</a>	Participate in collaborative conversations with peers and adults in small and larger groups.
<a href="#">CC.1.5.K.B (Advanced)</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">CC.1.5.K.C (Advanced)</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">CC.1.5.K.D (Advanced)</a>	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
<a href="#">CC.1.5.K.E (Advanced)</a>	Speak audibly and express thoughts, feelings, and ideas clearly.
<a href="#">CC.1.5.K.G (Advanced)</a>	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

**Topic: Lesson 15 Up In The Sky**

Minutes for Topic: 600

**Core Lesson Description:**

Students will learn about the following detailed information provided below.

Big Book- "What a Beautiful Sky"

Genre- Informational Text

Read Aloud- "How Many Stars in the Sky?"

Genre- Realistic Fiction

Paired Selections- "What Will the Weather Be Like?"

Genre- Informational Text

Target Skill-Sequence of Events

Target Strategy- Analyze/Evaluate

Phonemic Awareness- Blend Phonemes and Middle Sound

Phonics- Letter/Sound: "Bb" "short Aa", "Nn" and "Ff", Blending Words, and Word Building

Decodable Readers- "Pam Cat" and "Come with Me"

High-Frequency Words - ("come", "me", "with", "my", "you", "what", "are" and "now")

Concepts of Print-Letters, Words, and Sentences

Fluency- Pause for Punctuation

Speaking and Listening-Talk About the Night Sky

Grammar-Statements

**Core Lesson  
Student Learning  
Objectives:**

Students will be able to use the comprehension strategy to Sequence Events.

Students will be able to blend phonemes

Students will be able to identify middle sounds.

Students will be able to identify the letter names: "Bb" / "Nn" / "Ff" & short "Aa".

Students will be able to identify the letter sounds: "Bb" / "Nn" / "Ff" & short "Aa".

Students will be able to read the high-frequency words: (come, me, with, my, you, what, are, now).

Students will be able to Read, Pausing for Punctuation.

**Core Lesson  
Essential  
Questions:**

What Can We See In The Sky?

**Core Lesson Big  
Ideas:**

Natures Wonders

Up In The Sky

Earth Science

**Core Lesson  
Materials:**

Big Book- "What A Beautiful Sky"

Read Aloud- "How Many Stars In The Sky?"

Paired Selections- "What Will The Weather Be Like?"

Letter Cards- "Bb" / "Nn" / "Ff" & Short "Aa"

High Frequency Words: (come, me, with, my, you, what, are, now)

Decodable Readers- "Pam Cat" and "Come With Me"

Reader's Notebook

Listening Comprehension Assessment

Weekly Phonics Assessment

**Core Lesson Key  
Terminology &  
Definitions:**

Vocabulary- fireball, thinner, beautiful, misty

Oral Vocabulary- dazzling, distance, gazing, leaned, planet, tunnel

Domain-Specific Vocabulary- star, sun, moon, galaxy

Vocabulary Strategy- Figurative Language: Simile

Grammar Skill- Statements

## STANDARDS

STATE: PA Core Standards (2014)

<a href="#">CC.1.1.K.A (Advanced)</a>	Utilize book handling skills.
<a href="#">CC.1.1.K.B (Advanced)</a>	Demonstrate understanding of the organization and basic features of print.  ? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.
<a href="#">CC.1.1.K.C (Advanced)</a>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  ? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.
<a href="#">CC.1.1.K.D (Advanced)</a>	Know and apply grade-level phonics and word analysis skills in decoding words.  ? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
<a href="#">CC.1.1.K.E (Advanced)</a>	Read emergent-reader text with purpose and understanding.
<a href="#">CC.1.2.K.A (Advanced)</a>	With prompting and support, identify the main idea and retell key details of text.
<a href="#">CC.1.2.K.B (Advanced)</a>	With prompting and support, answer questions about key details in a text.
<a href="#">CC.1.2.K.C (Advanced)</a>	With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.
<a href="#">CC.1.2.K.E (Advanced)</a>	Identify parts of a book (title, author) and parts of a text (beginning, end, details).
<a href="#">CC.1.2.K.F (Advanced)</a>	With prompting and support, ask and answer questions about unknown words in a text.
<a href="#">CC.1.2.K.G (Advanced)</a>	Answer questions to describe the relationship between illustrations and the text in which they appear.
<a href="#">CC.1.2.K.H (Advanced)</a>	With prompting and support, identify the reasons an author gives to support points in a text.
<a href="#">CC.1.2.K.I (Advanced)</a>	With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
<a href="#">CC.1.2.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.2.K.K (Advanced)</a>	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.2.K.L (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.3.K.A (Advanced)</a>	With prompting and support, retell familiar stories including key details.
<a href="#">CC.1.3.K.B (Advanced)</a>	Answer questions about key details in a text.
<a href="#">CC.1.3.K.C (Advanced)</a>	With prompting and support, identify characters, settings, and major events in a story.
<a href="#">CC.1.3.K.D (Advanced)</a>	Name the author and illustrator of a story and define the role of each in telling the story.
<a href="#">CC.1.3.K.E (Advanced)</a>	Recognize common types of text.
<a href="#">CC.1.3.K.F (Advanced)</a>	Ask and answer questions about unknown words in a text.
<a href="#">CC.1.3.K.G (Advanced)</a>	Make connections between the illustrations and the text in a story (read or read aloud).
<a href="#">CC.1.3.K.H (Advanced)</a>	Compare and contrast the adventures and experiences of characters in familiar stories.
<a href="#">CC.1.3.K.I (Advanced)</a>	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.3.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.3.K.K (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.4.K.M (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
<a href="#">CC.1.4.K.N (Advanced)</a>	Establish "who" and "what" the narrative will be about.
<a href="#">CC.1.4.K.O (Advanced)</a>	Describe experiences and events.
<a href="#">CC.1.4.K.P (Advanced)</a>	Recount 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.
<a href="#">CC.1.4.K.R (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

<a href="#">CC.1.4.K.X (Advanced)</a>	• Capitalize first word in sentence and the pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.
<a href="#">CC.1.5.K.A (Advanced)</a>	Write routinely over short time frames.
<a href="#">CC.1.5.K.B (Advanced)</a>	Participate in collaborative conversations with peers and adults in small and larger groups.
<a href="#">CC.1.5.K.C (Advanced)</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">CC.1.5.K.D (Advanced)</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">CC.1.5.K.E (Advanced)</a>	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
<a href="#">CC.1.5.K.G (Advanced)</a>	Speak audibly and express thoughts, feelings, and ideas clearly.
	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

**Topic: Benchmark**

Minutes for Topic: 90

**Unit: Unit 4- The World to Explore**

Timeline: 5 Weeks

**Unit Description:** Students will explore a unit that focuses on texts that expands their knowledge on different concepts such as testing ideas, nature all around, oceans and waterways, outdoor adventures, and making discoveries. Students will focus on letter names and sounds for "short i", "Gg", "Rr" and "Dd". Finally, students will engage in lessons to instruct them on different phonemic awareness skills, learning the kindergarten list of high-frequency words, and grammar skills. For specific concepts please go to each lesson link.

**Unit Essential Questions:** What kinds of things do scientists study?  
 How do living things change as they grow?  
 In what ways is the Atlantic Ocean special?  
 What kinds of things can happen on a hike?  
 What do scientists do when they discover something new?

**Unit Big Ideas:** The World to Explore  
 Outdoor Adventures  
 Recreation and Travel

**Unit Materials:** Unit 3 and 4 Flip Chart  
 Big Books  
 Paired Selections  
 High-Frequency Words  
 Letter Cards  
 Decodable Readers  
 Listening Comprehension Assessments for Lessons 16-20  
 Weekly Phonics Assessment Lessons 16-20  
 Unit 4 Benchmark Assessment  
 Reader's Notebook  
 \*For specific big book and paired selection titles please visit each lesson link.

**Unit Assignments:** Reader's Notebook Lessons 16-20

**Unit Key Terminology & Definitions:** Lesson 16

Vocabulary- fossils, geodes, geysers, glaciers

Oral Vocabulary- information, perhaps, pleased, pond, spurt, travel

Domain-Specific Vocabulary- experiment, life science, earth science, physical science

Vocabulary Strategy- Classify and Categorize science Words

Grammar Skill- Questions

Lesson 17

Vocabulary- ever, pumps, rush, tiny

Oral Vocabulary- creaks, hare, hinge, howling, path, sways

Domain-Specific Vocabulary- Metamorphosis, Molt, chrysalis, larva

Vocabulary Strategy- Multiple-Meaning Words

Grammar Skill- Proper Nouns for People, Places, Pets

Lesson 18

Vocabulary- conquered, lapping, relatives, scraping

Oral Vocabulary- canoe, dew, glided, paddle, peered, crew

Domain-Specific Vocabulary- inlet, iceberg, gulf, wave, tide

Vocabulary Strategy- Context Clues

Grammar Skill- Future Tense Verbs

Lesson 19

Vocabulary- bicker, compass, hiking, tramp

Oral Vocabulary- blizzards, boring, cliffs, impossible, jungle, meadow

Domain-Specific Vocabulary- trail, gear, supplies, pack

Vocabulary Strategy- Antonyms

Grammar Skill- Past Tense Verbs

Lesson 20

Vocabulary- bicker, compass, hiking, tramp

Oral Vocabulary- blizzards, boring, cliffs, impossible, jungle, meadow

Domain-Specific Vocabulary- trail, gear, supplies, pack

Vocabulary Strategy- Antonyms

Grammar Skill- Past Tense Verbs

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.1.K.A  
\(Advanced\)](#)

Utilize book handling skills.

[CC.1.1.K.B  
\(Advanced\)](#)

Demonstrate understanding of the organization and basic features of print.

? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.

<a href="#">CC.1.1.K.C</a> <a href="#">(Advanced)</a>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  ? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.
<a href="#">CC.1.1.K.D</a> <a href="#">(Advanced)</a>	Know and apply grade-level phonics and word analysis skills in decoding words.  ? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
<a href="#">CC.1.1.K.E</a> <a href="#">(Advanced)</a>	Read emergent-reader text with purpose and understanding.
<a href="#">CC.1.2.K.A</a> <a href="#">(Advanced)</a>	With prompting and support, identify the main idea and retell key details of text.
<a href="#">CC.1.2.K.B</a> <a href="#">(Advanced)</a>	With prompting and support, answer questions about key details in a text.
<a href="#">CC.1.2.K.C</a> <a href="#">(Advanced)</a>	With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.
<a href="#">CC.1.2.K.E</a> <a href="#">(Advanced)</a>	Identify parts of a book (title, author) and parts of a text (beginning, end, details).
<a href="#">CC.1.2.K.F</a> <a href="#">(Advanced)</a>	With prompting and support, ask and answer questions about unknown words in a text.
<a href="#">CC.1.2.K.G</a> <a href="#">(Advanced)</a>	Answer questions to describe the relationship between illustrations and the text in which they appear.
<a href="#">CC.1.2.K.H</a> <a href="#">(Advanced)</a>	With prompting and support, identify the reasons an author gives to support points in a text.
<a href="#">CC.1.2.K.I</a> <a href="#">(Advanced)</a>	With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
<a href="#">CC.1.2.K.J</a> <a href="#">(Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.2.K.K</a> <a href="#">(Advanced)</a>	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.2.K.L</a> <a href="#">(Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.3.K.A</a> <a href="#">(Advanced)</a>	With prompting and support, retell familiar stories including key details.
<a href="#">CC.1.3.K.B</a> <a href="#">(Advanced)</a>	Answer questions about key details in a text.
<a href="#">CC.1.3.K.C</a> <a href="#">(Advanced)</a>	With prompting and support, identify characters, settings, and major events in a story.
<a href="#">CC.1.3.K.D</a> <a href="#">(Advanced)</a>	Name the author and illustrator of a story and define the role of each in telling the story.
<a href="#">CC.1.3.K.E</a> <a href="#">(Advanced)</a>	Recognize common types of text.
<a href="#">CC.1.3.K.F</a> <a href="#">(Advanced)</a>	Ask and answer questions about unknown words in a text.
<a href="#">CC.1.3.K.G</a> <a href="#">(Advanced)</a>	Make connections between the illustrations and the text in a story (read or read aloud).
<a href="#">CC.1.3.K.H</a> <a href="#">(Advanced)</a>	Compare and contrast the adventures and experiences of characters in familiar stories.
<a href="#">CC.1.3.K.I</a> <a href="#">(Advanced)</a>	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.3.K.J</a> <a href="#">(Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.3.K.K</a> <a href="#">(Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.4.K.A</a> <a href="#">(Advanced)</a>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.



<a href="#">CC.1.4.K.B</a> (Advanced)	Use a combination of drawing, dictating, and writing to focus on one specific topic.
<a href="#">CC.1.4.K.C</a> (Advanced)	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
<a href="#">CC.1.4.K.D</a> (Advanced)	Make logical connections between drawing and dictation/writing.
<a href="#">CC.1.4.K.E</a> (Advanced)	With prompting and support, illustrate using details and dictate/write using descriptive words.
<a href="#">CC.1.4.K.F</a> (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.J</a> (Advanced)	Make logical connections between drawing and writing.
<a href="#">CC.1.4.K.L</a> (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.M</a> (Advanced)	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
<a href="#">CC.1.4.K.N</a> (Advanced)	Establish "who" and "what" the narrative will be about.
<a href="#">CC.1.4.K.O</a> (Advanced)	Describe experiences and events.
<a href="#">CC.1.4.K.P</a> (Advanced)	Recount 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.
<a href="#">CC.1.4.K.R</a> (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.W</a> (Advanced)	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
<a href="#">CC.1.4.K.X</a> (Advanced)	Write routinely over short time frames.
<a href="#">CC.1.5.K.A</a> (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
<a href="#">CC.1.5.K.B</a> (Advanced)	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">CC.1.5.K.C</a> (Advanced)	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">CC.1.5.K.D</a> (Advanced)	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
<a href="#">CC.1.5.K.E</a> (Advanced)	Speak audibly and express thoughts, feelings, and ideas clearly.
<a href="#">CC.1.5.K.G</a> (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

**Topic: Lesson 16 Testing Ideas**

Minutes for Topic: 600

**Core Lesson Description:**

Students will learn about the following detailed information provided below.

Big Book- "What is Science?"

Genre- Poetry

Read Aloud- "Dear Mr. Blueberry"

Genre- Fantasy

Paired Selections- "Benjamin Franklin, Inventor"

Genre- Biography

Target Skill- Details

Target Strategy- Summarize

Phonemic Awareness- Blend Phonemes and Middle Sound

Phonics- Letter/Sound: Short "Ii", Blending Words Long "Ii" and Short "Ii"

Decodable Readers- "What Is It?" and "It Is My Cab"

Concepts of Print- High Frequency Word Hunt

High Frequency Words - (is / how / of / so / many / where)

Fluency- Pause for Punctuation

Speaking and Listening- Share Ideas About Science

Grammar- Questions

**Core Lesson  
Student Learning  
Objectives:**

Students will be able to use the comprehension strategy to summarize.

Students will be able to blend phonemes.

Students will be able to identify middle sounds.

Students will be able to identify the letter name "Ii"

Students will be able to identify the sound for Short "Ii".

Students will be able to read the high-frequency words: (is / how / of / so / many / where).

Students will be able to identify the "?" punctuation symbol.

Students will be able to Pause for Punctuation.

**Core Lesson  
Essential  
Questions:**

What is Science?

How does Science help us understand our World?

What are kinds of things that Scientist study?

**Core Lesson Big  
Ideas:**

The World to Explore

Testing Ideas

General Science

**Core Lesson  
Materials:**

Big Book- "What Is Science?"

Read Aloud- "Dear Mr. Blueberry"

Paired Selections- "Benjamin Franklin, Inventor"

Letter Cards- "Ii"

High Frequency Words - (is / how / of / so / many / where).

Decodable Readers- "What Is It?" and "It Is My Cab"

Reader's Notebook

Listening Comprehension Assessment

Weekly Phonics Assessment

**Core Lesson Key Terminology & Definitions:** Vocabulary- fossils, geodes, geysers, glaciers

Oral Vocabulary-information, perhaps, pleased, pond, spurt, travel

Domain-Specific Vocabulary- experiment, life science, earth science, physical science

Vocabulary Strategy- Classify and Categorize science Words

Grammar Skill- Questions

## STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.K.A \(Advanced\)](#) Utilize book handling skills.

[CC.1.1.K.B \(Advanced\)](#) Demonstrate understanding of the organization and basic features of print.

? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.

[CC.1.1.K.C \(Advanced\)](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

[CC.1.1.K.D \(Advanced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.

? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

[CC.1.1.K.E \(Advanced\)](#) Read emergent-reader text with purpose and understanding.

[CC.1.2.K.A \(Advanced\)](#) With prompting and support, identify the main idea and retell key details of text.

[CC.1.2.K.B \(Advanced\)](#) With prompting and support, answer questions about key details in a text.

[CC.1.2.K.C \(Advanced\)](#) With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.

[CC.1.2.K.E \(Advanced\)](#) Identify parts of a book (title, author) and parts of a text (beginning, end, details).

[CC.1.2.K.F \(Advanced\)](#) With prompting and support, ask and answer questions about unknown words in a text.

[CC.1.2.K.G \(Advanced\)](#) Answer questions to describe the relationship between illustrations and the text in which they appear.

[CC.1.2.K.H \(Advanced\)](#) With prompting and support, identify the reasons an author gives to support points in a text.

[CC.1.2.K.I \(Advanced\)](#) With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.

[CC.1.2.K.J \(Advanced\)](#) Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

[CC.1.2.K.K \(Advanced\)](#) Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.

[CC.1.2.K.L \(Advanced\)](#) Actively engage in group reading activities with purpose and understanding.

[CC.1.3.K.A \(Advanced\)](#) With prompting and support, retell familiar stories including key details.

[CC.1.3.K.B \(Advanced\)](#) Answer questions about key details in a text.

[CC.1.3.K.C \(Advanced\)](#) With prompting and support, identify characters, settings, and major events in a story.

[CC.1.3.K.D \(Advanced\)](#) Name the author and illustrator of a story and define the role of each in telling the story.

[CC.1.3.K.E \(Advanced\)](#) Recognize common types of text.

[CC.1.3.K.F \(Advanced\)](#) Ask and answer questions about unknown words in a text.

[CC.1.3.K.G \(Advanced\)](#) Make connections between the illustrations and the text in a story (read or read aloud).

[CC.1.3.K.K \(Advanced\)](#) Actively engage in group reading activities with purpose and understanding.

<a href="#">CC.1.4.K.J (Advanced)</a>	Make logical connections between drawing and writing.
<a href="#">CC.1.4.K.L (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.M (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
<a href="#">CC.1.4.K.R (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.5.K.B (Advanced)</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">CC.1.5.K.C (Advanced)</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">CC.1.5.K.D (Advanced)</a>	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
<a href="#">CC.1.5.K.E (Advanced)</a>	Speak audibly and express thoughts, feelings, and ideas clearly.
<a href="#">CC.1.5.K.G (Advanced)</a>	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

**Topic: Lesson 17 Nature All Around**

Minutes for Topic: 600

**Core Lesson Description:**

Students will learn about the following detailed information provided below.

Big Book- "From Caterpillar to Butterfly"

Genre- Informational Text

Read Aloud- "It is the Wind "

Genre- Realistic Fiction

Paired Selections- "Anansi and Grasshopper"

Genre- Folk Tale

Target Skill- Sequence of Events

Target Strategy- Infer / Predict

Phonemic Awareness- Blend Phonemes & Segment Phonemes

Phonics- Letter/Sound: "Gg" & Blending Words

Decodable Readers- "Can You Find It?" and "Gig Pig"

Concepts of Print- Letters in Words & Spaces Between Words

High Frequency Words - (find / this / from / came / but / on)

Fluency- Read With Expression

Speaking and Listening- Share Information and Ideas

Grammar- Proper Nouns for People, Places and Pets

**Core Lesson Student Learning Objectives:**

Students will be able to use the comprehension strategy of Sequencing Events .

Students will be able to blend phonemes.

Students will be able to Segment Phonemes.

Students will be able to identify & name the letter "Gg"

Students will be able to identify the sound for letter "Gg".

Students will be able to read the high-frequency words: (find / this / from / came / but / on).

Students will be able to Read with Expression.

<b>Core Lesson Essential Questions:</b>	How Do Living Things Change as they Grow?
<b>Core Lesson Big Ideas:</b>	The World to Explore Nature All Around Us General Science
<b>Core Lesson Materials:</b>	Big Book- "From Caterpillar to Butterfly" Read Aloud- "It is the Wind" Paired Selections- "Anansi and Grasshopper" Letter Cards- "Gg" High Frequency Words - (find / this / from / came / but / on). Decodable Readers- "Can You Find It?" and "Gig Pig" Reader's Notebook Listening Comprehension Assessment Weekly Phonics Assessment
<b>Core Lesson Key Terminology &amp; Definitions:</b>	Vocabulary- ever, pumps, rush, tiny Oral Vocabulary- creaks, hare, hinge, howling, path, sways Domain-Specific Vocabulary- Metamorphosis, Molt, chrysalis, larva Vocabulary Strategy- Multiple-Meaning Words Grammar Skill- Proper Nouns for People, Places, Pets

## STANDARDS

STATE: PA Core Standards (2014)

<a href="#">CC.1.1.K.A (Advanced)</a>	Utilize book handling skills.
<a href="#">CC.1.1.K.B (Advanced)</a>	Demonstrate understanding of the organization and basic features of print.  ? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.
<a href="#">CC.1.1.K.C (Advanced)</a>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  ? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.
<a href="#">CC.1.1.K.D (Advanced)</a>	Know and apply grade-level phonics and word analysis skills in decoding words.  ? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
<a href="#">CC.1.1.K.E (Advanced)</a>	Read emergent-reader text with purpose and understanding.
<a href="#">CC.1.2.K.A (Advanced)</a>	With prompting and support, identify the main idea and retell key details of text.
<a href="#">CC.1.2.K.B (Advanced)</a>	With prompting and support, answer questions about key details in a text.
<a href="#">CC.1.2.K.E (Advanced)</a>	Identify parts of a book (title, author) and parts of a text (beginning, end, details).

<a href="#">CC.1.2.K.G (Advanced)</a>	Answer questions to describe the relationship between illustrations and the text in which they appear.
<a href="#">CC.1.2.K.H (Advanced)</a>	With prompting and support, identify the reasons an author gives to support points in a text.
<a href="#">CC.1.2.K.I (Advanced)</a>	With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
<a href="#">CC.1.3.K.A (Advanced)</a>	With prompting and support, retell familiar stories including key details.
<a href="#">CC.1.3.K.B (Advanced)</a>	Answer questions about key details in a text.
<a href="#">CC.1.3.K.C (Advanced)</a>	With prompting and support, identify characters, settings, and major events in a story.
<a href="#">CC.1.3.K.D (Advanced)</a>	Name the author and illustrator of a story and define the role of each in telling the story.
<a href="#">CC.1.3.K.E (Advanced)</a>	Recognize common types of text.
<a href="#">CC.1.3.K.G (Advanced)</a>	Make connections between the illustrations and the text in a story (read or read aloud).
<a href="#">CC.1.3.K.H (Advanced)</a>	Compare and contrast the adventures and experiences of characters in familiar stories.
<a href="#">CC.1.3.K.I (Advanced)</a>	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.3.K.K (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.4.K.A (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
<a href="#">CC.1.4.K.B (Advanced)</a>	Use a combination of drawing, dictating, and writing to focus on one specific topic.
<a href="#">CC.1.4.K.C (Advanced)</a>	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
<a href="#">CC.1.4.K.D (Advanced)</a>	Make logical connections between drawing and dictation/writing.
<a href="#">CC.1.4.K.E (Advanced)</a>	With prompting and support, illustrate using details and dictate/write using descriptive words.
<a href="#">CC.1.4.K.F (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.J (Advanced)</a>	Make logical connections between drawing and writing.
<a href="#">CC.1.4.K.L (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.M (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
<a href="#">CC.1.4.K.O (Advanced)</a>	Describe experiences and events.
<a href="#">CC.1.4.K.P (Advanced)</a>	Recount 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.
<a href="#">CC.1.4.K.R (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.T (Advanced)</a>	With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<a href="#">CC.1.5.K.A (Advanced)</a>	Participate in collaborative conversations with peers and adults in small and larger groups.
<a href="#">CC.1.5.K.B (Advanced)</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">CC.1.5.K.C (Advanced)</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">CC.1.5.K.D (Advanced)</a>	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
<a href="#">CC.1.5.K.E (Advanced)</a>	Speak audibly and express thoughts, feelings, and ideas clearly.
<a href="#">CC.1.5.K.G (Advanced)</a>	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

**Topic: Lesson 18 Oceans and Waterways**

Minutes for Topic: 600

**Core Lesson**

Students will learn about the following detailed information provided below.

**Description:**

Big Book- "Atlantic"

Genre- Informational Text

Read Aloud- "One-Dog Canoe"

Genre- Fiction

Paired Selections- Poems About the Sea: "If You Ever" / "A Sailor Went to Sea, Sea, Sea" / "Ten Little Fishes" / "Undersea"

Genre- Poetry

Target Strategy- Analyze / Evaluate

Phonemic Awareness- Blend Phonemes & Segment Phonemes

Phonics- Letter/Sound: "Rr" & Blending Words

Decodable Readers- "What Will It Be?" and "Rac Is It"

Concepts of Print- Directionality

High Frequency Words - (will / be / into / that / your / who)

Fluency- Read With Expression

Speaking and Listening- Share Information

Grammar- Future Tense Verbs

**Core Lesson Student Learning Objectives:**

Students will be able to use the comprehension strategy to Analyze and or Evaluate.

Students will be able to blend phonemes.

Students will be able to Segment Phonemes.

Students will be able to identify & name the letter "Rr"

Students will be able to identify the sound for letter "Rr".

Students will be able to read the high-frequency words: (will / be / into / that / your / who).

Students will be able to Read with Expression.

**Core Lesson Essential Questions:**

In What Way is the Atlantic Ocean Important?

**Core Lesson Big Ideas:**

The World to Explore

Oceans and Waterways

Earth Science

**Core Lesson Materials:**

Big Book- "Atlantic"

Read Aloud- "One-Dog Canoe"

Paired Selections- "Poems About the Sea": If You Ever / As=Sailor Went to Sea, Sea, Sea / Ten Little Fishes / Undersea

Letter Cards- "Rr"

High Frequency Words - (will / be / into / that / your / who).

Decodable Readers- "What Will It Be?" and "Rac Is It"

Reader's Notebook

Listening Comprehension Assessment

<b>Core Lesson Key Terminology &amp; Definitions:</b>	Vocabulary- conquered, lapping, relatives, scraping
	Oral Vocabulary- canoe, dew, glided, paddle, peered, crew
	Domain-Specific Vocabulary- inlet, iceberg, gulf, wave, tide
	Vocabulary Strategy- Context Clues
	Grammar Skill- Future Tense Verbs

**STANDARDS**

STATE: PA Core Standards (2014)

<a href="#">CC.1.1.K.A (Advanced)</a>	Utilize book handling skills.
<a href="#">CC.1.1.K.B (Advanced)</a>	Demonstrate understanding of the organization and basic features of print.  ? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.
<a href="#">CC.1.1.K.C (Advanced)</a>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  ? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.
<a href="#">CC.1.1.K.D (Advanced)</a>	Know and apply grade-level phonics and word analysis skills in decoding words.  ? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
<a href="#">CC.1.1.K.E (Advanced)</a>	Read emergent-reader text with purpose and understanding.
<a href="#">CC.1.2.K.A (Advanced)</a>	With prompting and support, identify the main idea and retell key details of text.
<a href="#">CC.1.2.K.B (Advanced)</a>	With prompting and support, answer questions about key details in a text.
<a href="#">CC.1.2.K.C (Advanced)</a>	With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.
<a href="#">CC.1.2.K.E (Advanced)</a>	Identify parts of a book (title, author) and parts of a text (beginning, end, details).
<a href="#">CC.1.2.K.F (Advanced)</a>	With prompting and support, ask and answer questions about unknown words in a text.
<a href="#">CC.1.2.K.G (Advanced)</a>	Answer questions to describe the relationship between illustrations and the text in which they appear.
<a href="#">CC.1.2.K.H (Advanced)</a>	With prompting and support, identify the reasons an author gives to support points in a text.
<a href="#">CC.1.2.K.I (Advanced)</a>	With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
<a href="#">CC.1.2.K.L (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.3.K.A (Advanced)</a>	With prompting and support, retell familiar stories including key details.
<a href="#">CC.1.3.K.B (Advanced)</a>	Answer questions about key details in a text.
<a href="#">CC.1.3.K.C (Advanced)</a>	With prompting and support, identify characters, settings, and major events in a story.
<a href="#">CC.1.3.K.D (Advanced)</a>	Name the author and illustrator of a story and define the role of each in telling the story.
<a href="#">CC.1.3.K.E (Advanced)</a>	Recognize common types of text.
<a href="#">CC.1.3.K.F (Advanced)</a>	Ask and answer questions about unknown words in a text.
<a href="#">CC.1.3.K.G (Advanced)</a>	Make connections between the illustrations and the text in a story (read or read aloud).
<a href="#">CC.1.3.K.H (Advanced)</a>	Compare and contrast the adventures and experiences of characters in familiar stories.
<a href="#">CC.1.3.K.I (Advanced)</a>	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.3.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.



<a href="#">CC.1.3.K.K (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.4.K.A (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
<a href="#">CC.1.4.K.B (Advanced)</a>	Use a combination of drawing, dictating, and writing to focus on one specific topic.
<a href="#">CC.1.4.K.D (Advanced)</a>	Make logical connections between drawing and dictation/writing.
<a href="#">CC.1.4.K.E (Advanced)</a>	With prompting and support, illustrate using details and dictate/write using descriptive words.
<a href="#">CC.1.4.K.F (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.J (Advanced)</a>	Make logical connections between drawing and writing.
<a href="#">CC.1.4.K.L (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.M (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
<a href="#">CC.1.4.K.R (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.W (Advanced)</a>	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
<a href="#">CC.1.5.K.A (Advanced)</a>	Participate in collaborative conversations with peers and adults in small and larger groups.
<a href="#">CC.1.5.K.B (Advanced)</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">CC.1.5.K.D (Advanced)</a>	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
<a href="#">CC.1.5.K.E (Advanced)</a>	Speak audibly and express thoughts, feelings, and ideas clearly.

**Topic: Lesson 19 Outdoor Adventures**

Minutes for Topic: 600

**Core Lesson Description:**

Students will learn about the following detailed information provided below.
Big Book- "Sheep Take A Hike"
Genre- Fantasy
Read Aloud- "Nicky and The Rainy Day"
Genre- Fantasy
Paired Selections- "The Three Billy Goats Gruff" / "The Builder and the Oni"
Genre- Fairy Tale
Target Skill-Cause and Effect
Target Strategy - Question
Phonemic Awareness- Blend Phonemes & Segment Phonemes
Phonics- Letter/Sound: "Dd" & Blending Words
Decodable Readers- "Go For It" and "D is for Dad"
Concepts of Print- Punctuation & Directionality
High Frequency Words - (go / for / here / they / soon / up)
Fluency - Pause for Punctuation
Speaking and Listening- Tell and Cumulative Story
Grammar- Past Tense Verbs

<b>Core Lesson Student Learning Objectives:</b>	Students will be able to use the comprehension strategy for Cause and Effect.
	Students will be able to blend phonemes.
	Students will be able to Segment Phonemes.
	Students will be able to identify & name the letter "Dd"
	Students will be able to identify the sound for letter "Dd".
	Students will be able to read the high-frequency words: (go / for / here / they / soon / up).
Students will be able to Pause for Punctuation.	

**Core Lesson Essential Questions:** What Kinds of Things Can Happen on a Hike?

**Core Lesson Big Ideas:** The World to Explore  
Outdoor Adventures  
Recreation and Travel

<b>Core Lesson Materials:</b>	Big Book- "Sheep Take a Hike"
	Read Aloud- "Nicky and The Rainy Day"
	Paired Selections- The Three Billy Goats Gruff
	Letter Cards- "Dd"
	High Frequency Words - (go / for / here / they / soon / up).
	Decodable Readers- "Go For It" and "D is for Dad"
	Reader's Notebook
	Listening Comprehension Assessment
Weekly Phonics Assessment	

<b>Core Lesson Key Terminology &amp; Definitions:</b>	Vocabulary- bicker, compass, hiking, tramp
	Oral Vocabulary- blizzards, boring, cliffs, impossible, jungle, meadow
	Domain-Specific Vocabulary- trail, gear, supplies, pack
	Vocabulary Strategy- Antonyms
	Grammar Skill- Past Tense Verbs

## STANDARDS

STATE: PA Core Standards (2014)

<a href="#">CC.1.1.K.A (Advanced)</a>	Utilize book handling skills.
<a href="#">CC.1.1.K.B (Advanced)</a>	Demonstrate understanding of the organization and basic features of print.  ? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.
<a href="#">CC.1.1.K.C (Advanced)</a>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  ? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

<a href="#">CC.1.1.K.D (Advanced)</a>	Know and apply grade-level phonics and word analysis skills in decoding words.  ? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
<a href="#">CC.1.1.K.E (Advanced)</a>	Read emergent-reader text with purpose and understanding.
<a href="#">CC.1.2.K.A (Advanced)</a>	With prompting and support, identify the main idea and retell key details of text.
<a href="#">CC.1.2.K.B (Advanced)</a>	With prompting and support, answer questions about key details in a text.
<a href="#">CC.1.2.K.C (Advanced)</a>	With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.
<a href="#">CC.1.2.K.E (Advanced)</a>	Identify parts of a book (title, author) and parts of a text (beginning, end, details).
<a href="#">CC.1.2.K.F (Advanced)</a>	With prompting and support, ask and answer questions about unknown words in a text.
<a href="#">CC.1.2.K.G (Advanced)</a>	Answer questions to describe the relationship between illustrations and the text in which they appear.
<a href="#">CC.1.2.K.H (Advanced)</a>	With prompting and support, identify the reasons an author gives to support points in a text.
<a href="#">CC.1.2.K.I (Advanced)</a>	With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
<a href="#">CC.1.2.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.2.K.K (Advanced)</a>	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.2.K.L (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.3.K.A (Advanced)</a>	With prompting and support, retell familiar stories including key details.
<a href="#">CC.1.3.K.B (Advanced)</a>	Answer questions about key details in a text.
<a href="#">CC.1.3.K.C (Advanced)</a>	With prompting and support, identify characters, settings, and major events in a story.
<a href="#">CC.1.3.K.D (Advanced)</a>	Name the author and illustrator of a story and define the role of each in telling the story.
<a href="#">CC.1.3.K.E (Advanced)</a>	Recognize common types of text.
<a href="#">CC.1.3.K.F (Advanced)</a>	Ask and answer questions about unknown words in a text.
<a href="#">CC.1.3.K.G (Advanced)</a>	Make connections between the illustrations and the text in a story (read or read aloud).
<a href="#">CC.1.3.K.H (Advanced)</a>	Compare and contrast the adventures and experiences of characters in familiar stories.
<a href="#">CC.1.3.K.I (Advanced)</a>	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.3.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.3.K.K (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.4.K.B (Advanced)</a>	Use a combination of drawing, dictating, and writing to focus on one specific topic.
<a href="#">CC.1.4.K.C (Advanced)</a>	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
<a href="#">CC.1.4.K.D (Advanced)</a>	Make logical connections between drawing and dictation/writing.
<a href="#">CC.1.4.K.E (Advanced)</a>	With prompting and support, illustrate using details and dictate/write using descriptive words.
<a href="#">CC.1.4.K.F (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  • Capitalize first word in sentence and the pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.
<a href="#">CC.1.4.K.J (Advanced)</a>	Make logical connections between drawing and writing.
<a href="#">CC.1.4.K.L (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  • Capitalize first word in sentence and the pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.
<a href="#">CC.1.4.K.M (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
<a href="#">CC.1.4.K.N (Advanced)</a>	Establish "who" and "what" the narrative will be about.
<a href="#">CC.1.4.K.P (Advanced)</a>	Recount 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.
<a href="#">CC.1.4.K.R (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize first word in sentence and the pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.
- [CC.1.4.K.W \(Advanced\)](#) With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
- [CC.1.5.K.B \(Advanced\)](#) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- [CC.1.5.K.D \(Advanced\)](#) Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
- [CC.1.5.K.E \(Advanced\)](#) Speak audibly and express thoughts, feelings, and ideas clearly.
- [CC.1.5.K.G \(Advanced\)](#) Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

**Topic: Lesson 20 Making Discoveries**

Minutes for Topic: 600

**Core Lesson Description:**

Students will learn about the following detailed information provided below.

Genre- Fantasy

Read Aloud- "Duck and Goose"

Genre- Fantasy

Paired Selections- "Exploring Land and Water"

Genre- Informational Text

Target Skill - Sequence of Events

Target Strategy - Visualize

Phonemic Awareness- Add Phonemes

Phonics- Blending Review & Word Building

Decodable Readers- "The Big Dig" and "We Fit"

Concepts of Print- High Frequency Word Hunt

High Frequency Words - (of / how / here / so / find / they / many / this / will / where / on / be / from / into / go / came / that / for / but / your / soon / is / who / up)

Fluency - Reading Rate

Speaking and Listening- Discuss Curiosity

Grammar- Past / Present / Future Tense Verbs

**Core Lesson Student Learning Objectives:**

Students will be able to use the comprehension strategy to Sequence Events.

Students will be able to Blend Phonemes.

Students will be able to Add Phonemes.

Students will be able to identify & name the letters "Gg" / "Dd" / "Rr" & Short "Ii"

Students will be able to identify the sound for letters "Gg" / "Dd" / "Rr" & Short "Ii"

Students will be able to read the high-frequency words: (of / have / how / so / find / they / many / this / will / where / on / be / from / into / go / came / that / for / but / your / soon / is / who / up).

Students will be able to read with Fluency.

**Core Lesson Essential Questions:**

What Do Scientist Do When They Discover Something New?

**Core Lesson Big Ideas:**

The World to Explore

Making Discoveries

General Science

**Core Lesson Materials:**

- Read Aloud- "Duck and Goose"
- Paired Selections- "Exploring Land and Water"
- Letter Cards- "Dd" / "Gg" / "Rr" / Short "Ii"
- High Frequency Words - (of / have / how / so / find / they / many / this / will / where / on / be / from / into / go / came / that / for / but / your / soon / is / who / up).
- Decodable Readers- "Go For It" and "D is for Dad"
- Reader's Notebook
- Listening Comprehension Assessment
- Weekly Phonics Assessment

**Core Lesson Key Terminology & Definitions:**

- Vocabulary- bicker, compass, hiking, tramp
- Oral Vocabulary- blizzards, boring, cliffs, impossible, jungle, meadow
- Domain-Specific Vocabulary- trail, gear, supplies, pack
- Vocabulary Strategy- Antonyms
- Grammar Skill- Past Tense Verbs

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.1.K.A \(Advanced\)](#)

Utilize book handling skills.

[CC.1.1.K.B \(Advanced\)](#)

Demonstrate understanding of the organization and basic features of print.

? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.

[CC.1.1.K.C \(Advanced\)](#)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

[CC.1.1.K.D \(Advanced\)](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

[CC.1.1.K.E \(Advanced\)](#)

Read emergent-reader text with purpose and understanding.

[CC.1.2.K.A \(Advanced\)](#)

With prompting and support, identify the main idea and retell key details of text.

[CC.1.2.K.B \(Advanced\)](#)

With prompting and support, answer questions about key details in a text.

[CC.1.2.K.C \(Advanced\)](#)

With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.

[CC.1.2.K.E \(Advanced\)](#)

Identify parts of a book (title, author) and parts of a text (beginning, end, details).

[CC.1.2.K.F \(Advanced\)](#)

With prompting and support, ask and answer questions about unknown words in a text.

[CC.1.2.K.G \(Advanced\)](#)

Answer questions to describe the relationship between illustrations and the text in which they appear.

[CC.1.2.K.H \(Advanced\)](#)

With prompting and support, identify the reasons an author gives to support points in a text.

[CC.1.2.K.I \(Advanced\)](#)

With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.

[CC.1.2.K.J \(Advanced\)](#)

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

[CC.1.2.K.K \(Advanced\)](#)

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

<a href="#">CC.1.2.K.L (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.3.K.A (Advanced)</a>	With prompting and support, retell familiar stories including key details.
<a href="#">CC.1.3.K.B (Advanced)</a>	Answer questions about key details in a text.
<a href="#">CC.1.3.K.C (Advanced)</a>	With prompting and support, identify characters, settings, and major events in a story.
<a href="#">CC.1.3.K.D (Advanced)</a>	Name the author and illustrator of a story and define the role of each in telling the story.
<a href="#">CC.1.3.K.E (Advanced)</a>	Recognize common types of text.
<a href="#">CC.1.3.K.F (Advanced)</a>	Ask and answer questions about unknown words in a text.
<a href="#">CC.1.3.K.G (Advanced)</a>	Make connections between the illustrations and the text in a story (read or read aloud).
<a href="#">CC.1.3.K.H (Advanced)</a>	Compare and contrast the adventures and experiences of characters in familiar stories.
<a href="#">CC.1.3.K.I (Advanced)</a>	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.3.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.3.K.K (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.4.K.A (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
<a href="#">CC.1.4.K.B (Advanced)</a>	Use a combination of drawing, dictating, and writing to focus on one specific topic.
<a href="#">CC.1.4.K.C (Advanced)</a>	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
<a href="#">CC.1.4.K.D (Advanced)</a>	Make logical connections between drawing and dictation/writing.
<a href="#">CC.1.4.K.F (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.J (Advanced)</a>	Make logical connections between drawing and writing.
<a href="#">CC.1.4.K.L (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.M (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
<a href="#">CC.1.4.K.P (Advanced)</a>	Recount 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.
<a href="#">CC.1.4.K.R (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.T (Advanced)</a>	With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<a href="#">CC.1.4.K.W (Advanced)</a>	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
<a href="#">CC.1.5.K.A (Advanced)</a>	Participate in collaborative conversations with peers and adults in small and larger groups.
<a href="#">CC.1.5.K.B (Advanced)</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">CC.1.5.K.C (Advanced)</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">CC.1.5.K.D (Advanced)</a>	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
<a href="#">CC.1.5.K.E (Advanced)</a>	Speak audibly and express thoughts, feelings, and ideas clearly.
<a href="#">CC.1.5.K.G (Advanced)</a>	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

**Topic: Benchmark**  
Minutes for Topic: 90

**Unit: Unit 5-As We Grow**  
Timeline: 5 Weeks

**Unit Description:** Students will explore a unit that focuses on texts that expands their knowledge on different concepts such as working together, growing up, how things grow, animal colors, and growing food. Students will focus on letter names and sounds for "short o", "short e", "Xx", "Jj", "Kk" and "Hh". Finally, students will engage in lessons to instruct them on different phonemic awareness skills, learning the kindergarten list of high-frequency words, and grammar skills. For specific concepts please go to each lesson link.

**Unit Essential Questions:** How do musicians work together?  
How do things change when someone is growing up?  
What steps can someone follow to plant and grow flowers?  
How do animals' colors help them survive?  
How do people get food from plants?

**Unit Big Ideas:** Changes As We Grow  
Working Together  
Social Relationships

**Unit Materials:** Unit 5 and 6 Flip Chart  
Big Books  
Paired Selections  
High-Frequency Words  
Letter Cards  
Decodable Readers  
Listening Comprehension Assessments for Lessons 21-25  
Weekly Phonics Assessment Lessons 21-25  
Unit 5 Benchmark Assessment  
Reader's Notebook  
\*For specific big book and paired selection titles please visit each lesson link.

**Unit Assignments:** Reader's Notebook Lessons 21-25

**Unit Key Terminology & Definitions:** Lesson 21  
Vocabulary- especially, market, messy, sometimes  
Oral Vocabulary- idea, just, plain, teach, together, until  
Domain-Specific Vocabulary- practice, rehearsal, perform, applause  
Vocabulary Strategy- Multiple-Meaning Words  
Grammar Skill- Pronouns: he / she / we  
Lesson 22  
Vocabulary- bloomer, patience, signs, sloppy  
Oral Vocabulary- blend, cub, den, pounces, prey, scraps  
Domain-Specific Vocabulary- mature, develop, height, ability  
Vocabulary Strategy- Antonyms  
Grammar Skill- Pronouns: (they / it / I)  
Lesson 23

Vocabulary- bicker, compass, hiking, tramp

Oral Vocabulary- blizzards, boring, cliffs, impossible, jungle, meadow

Domain-Specific Vocabulary- trail, gear, supplies, pack

Vocabulary Strategy- Antonyms

Grammar Skill- Past Tense Verbs

Lesson 24

Vocabulary- danger, juicy, peaceful, poisonous

Oral Vocabulary- communicate, mood, scent, sly, survive, temperature

Domain-Specific Vocabulary- adapt, disguise, predator, prey, blend

Vocabulary Strategy- Classify & Categorize Describing Words

Grammar Skill- Questions: Capitalization & Punctuation

Lesson 25

Vocabulary- buds, damp, feast, finally

Oral Vocabulary- crop, golden, patch, sprout, sturdy, grind

Domain-Specific Vocabulary- crop, harvest, fruit grains, vegetables

Vocabulary Strategy- Classify & Categorize Seasons

Grammar Skill- Exclamations: Capitalization & Punctuation

## STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.K.A](#)  
(Advanced)

Utilize book handling skills.

[CC.1.1.K.B](#)  
(Advanced)

Demonstrate understanding of the organization and basic features of print.

? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.

[CC.1.1.K.C](#)  
(Advanced)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

[CC.1.1.K.D](#)  
(Advanced)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

[CC.1.1.K.E](#)  
(Advanced)

Read emergent-reader text with purpose and understanding.

[CC.1.2.K.A](#)  
(Advanced)

With prompting and support, identify the main idea and retell key details of text.

[CC.1.2.K.B](#)  
(Advanced)

With prompting and support, answer questions about key details in a text.

[CC.1.2.K.C](#)  
(Advanced)

With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a



	text.
<a href="#">CC.1.2.K.E</a> (Advanced)	Identify parts of a book (title, author) and parts of a text (beginning, end, details).
<a href="#">CC.1.2.K.F</a> (Advanced)	With prompting and support, ask and answer questions about unknown words in a text.
<a href="#">CC.1.2.K.G</a> (Advanced)	Answer questions to describe the relationship between illustrations and the text in which they appear.
<a href="#">CC.1.2.K.H</a> (Advanced)	With prompting and support, identify the reasons an author gives to support points in a text.
<a href="#">CC.1.2.K.I</a> (Advanced)	With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
<a href="#">CC.1.2.K.J</a> (Advanced)	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.2.K.K</a> (Advanced)	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.2.K.L</a> (Advanced)	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.3.K.A</a> (Advanced)	With prompting and support, retell familiar stories including key details.
<a href="#">CC.1.3.K.B</a> (Advanced)	Answer questions about key details in a text.
<a href="#">CC.1.3.K.C</a> (Advanced)	With prompting and support, identify characters, settings, and major events in a story.
<a href="#">CC.1.3.K.D</a> (Advanced)	Name the author and illustrator of a story and define the role of each in telling the story.
<a href="#">CC.1.3.K.E</a> (Advanced)	Recognize common types of text.
<a href="#">CC.1.3.K.F</a> (Advanced)	Ask and answer questions about unknown words in a text.
<a href="#">CC.1.3.K.G</a> (Advanced)	Make connections between the illustrations and the text in a story (read or read aloud).
<a href="#">CC.1.3.K.H</a> (Advanced)	Compare and contrast the adventures and experiences of characters in familiar stories.
<a href="#">CC.1.3.K.I</a> (Advanced)	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.3.K.J</a> (Advanced)	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.3.K.K</a> (Advanced)	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.4.K.A</a> (Advanced)	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
<a href="#">CC.1.4.K.B</a> (Advanced)	Use a combination of drawing, dictating, and writing to focus on one specific topic.
<a href="#">CC.1.4.K.C</a> (Advanced)	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
<a href="#">CC.1.4.K.D</a> (Advanced)	Make logical connections between drawing and dictation/writing.
<a href="#">CC.1.4.K.E</a> (Advanced)	With prompting and support, illustrate using details and dictate/write using descriptive words.
<a href="#">CC.1.4.K.F</a> (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.J</a> (Advanced)	Make logical connections between drawing and writing.
<a href="#">CC.1.4.K.L</a> (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.M</a>	Use a combination of drawing, dictating, and writing to

<a href="#">(Advanced)</a>	compose narratives that describe real or imagined experiences or events.
<a href="#">CC.1.4.K.N</a> <a href="#">(Advanced)</a>	Establish "who" and "what" the narrative will be about.
<a href="#">CC.1.4.K.O</a> <a href="#">(Advanced)</a>	Describe experiences and events.
<a href="#">CC.1.4.K.P</a> <a href="#">(Advanced)</a>	Recount 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.
<a href="#">CC.1.4.K.R</a> <a href="#">(Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.V</a> <a href="#">(Advanced)</a>	Participate in individual or shared research projects on a topic of interest.
<a href="#">CC.1.4.K.W</a> <a href="#">(Advanced)</a>	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
<a href="#">CC.1.4.K.X</a> <a href="#">(Advanced)</a>	Write routinely over short time frames.
<a href="#">CC.1.5.K.A</a> <a href="#">(Advanced)</a>	Participate in collaborative conversations with peers and adults in small and larger groups.
<a href="#">CC.1.5.K.B</a> <a href="#">(Advanced)</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">CC.1.5.K.C</a> <a href="#">(Advanced)</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">CC.1.5.K.D</a> <a href="#">(Advanced)</a>	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
<a href="#">CC.1.5.K.E</a> <a href="#">(Advanced)</a>	Speak audibly and express thoughts, feelings, and ideas clearly.
<a href="#">CC.1.5.K.G</a> <a href="#">(Advanced)</a>	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

### Topic: Lesson 21 Working Together

Minutes for Topic: 600

#### Core Lesson Description:

Students will learn about the following detailed information provided below.
Big Book- "Zin! Zin! Zin! a Violin"
Genre- Poetry
Read Aloud- "Simon and Molly Plus Hester"
Genre- Realistic Fiction
Paired Selections- "Celebration" / "The Lobsters and the Fiddler Crab" / "More We Get Together" / "Make New Friends"
Genre- Poetry / Songs
Target Skill - Details
Target Strategy - Infer / Predict
Phonemic Awareness- Blend Phonemes & Segment Phonemes
Phonics- Letter "Oo" / Sound: Short "Oo" & Word Building
Decodable Readers- "Make It Pop!" and "My Dog Tom"
Concepts of Print- Directionality
High Frequency Words - (make / play / them / give / say / new)
Fluency - Read With Expression

Speaking and Listening- Share Ideas

Grammar- Pronouns: he / she / we

**Core Lesson  
Student Learning  
Objectives:**

Students will be able to use the comprehension strategy to Infer and or Predict.

Students will be able to Blend Phonemes.

Students will be able to Segment Phonemes.

Students will be able to identify & name the letter Short "Oo"

Students will be able to identify the sound for letters Short "Oo"

Students will be able to read the high-frequency words: (make, play, them, give, say, new)

Students will be able to Read With Expression.

**Core Lesson  
Essential  
Questions:**

How Do Musicians Work Together To Make Music?

Why is Working Together Important?

**Core Lesson Big  
Ideas:**

Changes As We Grow

Working Together

Social Relationships

**Core Lesson  
Materials:**

Big Book- "Zin! Zin! Zin! a Violin"

Read Aloud- "Simon and Molly Plus Hester"

Paired Selections- "Celebration" / "The Lobsters and the Fiddler Crab" / "The More We Get Together" / "Make New Friends"

Letter Cards- Short "Oo"

High Frequency Words - (make, play, them, give, say, new)

Decodable Readers- "Make It Pop!" and "My Dog Tom"

Reader's Notebook

Listening Comprehension Assessment

Weekly Phonics Assessment

**Core Lesson Key  
Terminology &  
Definitions:**

Vocabulary- especially, market, messy, sometimes

Oral Vocabulary- idea, just, plain, teach, together, until

Domain-Specific Vocabulary- practice, rehearsal, perform, applause

Vocabulary Strategy- Multiple-Meaning Words

Grammar Skill- Pronouns: he / she / we

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.1.K.A \(Advanced\)](#)

Utilize book handling skills.

[CC.1.1.K.B \(Advanced\)](#)

Demonstrate understanding of the organization and basic features of print.

? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all

	upper- and lowercase letters of the alphabet.
<a href="#">CC.1.1.K.C (Advanced)</a>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  ? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.
<a href="#">CC.1.1.K.D (Advanced)</a>	Know and apply grade-level phonics and word analysis skills in decoding words.  ? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
<a href="#">CC.1.1.K.E (Advanced)</a>	Read emergent-reader text with purpose and understanding.
<a href="#">CC.1.2.K.A (Advanced)</a>	With prompting and support, identify the main idea and retell key details of text.
<a href="#">CC.1.2.K.B (Advanced)</a>	With prompting and support, answer questions about key details in a text.
<a href="#">CC.1.2.K.C (Advanced)</a>	With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.
<a href="#">CC.1.2.K.E (Advanced)</a>	Identify parts of a book (title, author) and parts of a text (beginning, end, details).
<a href="#">CC.1.2.K.F (Advanced)</a>	With prompting and support, ask and answer questions about unknown words in a text.
<a href="#">CC.1.2.K.G (Advanced)</a>	Answer questions to describe the relationship between illustrations and the text in which they appear.
<a href="#">CC.1.2.K.H (Advanced)</a>	With prompting and support, identify the reasons an author gives to support points in a text.
<a href="#">CC.1.2.K.I (Advanced)</a>	With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
<a href="#">CC.1.2.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.2.K.K (Advanced)</a>	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.2.K.L (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.3.K.A (Advanced)</a>	With prompting and support, retell familiar stories including key details.
<a href="#">CC.1.3.K.B (Advanced)</a>	Answer questions about key details in a text.
<a href="#">CC.1.3.K.C (Advanced)</a>	With prompting and support, identify characters, settings, and major events in a story.
<a href="#">CC.1.3.K.D (Advanced)</a>	Name the author and illustrator of a story and define the role of each in telling the story.
<a href="#">CC.1.3.K.E (Advanced)</a>	Recognize common types of text.
<a href="#">CC.1.3.K.F (Advanced)</a>	Ask and answer questions about unknown words in a text.
<a href="#">CC.1.3.K.G (Advanced)</a>	Make connections between the illustrations and the text in a story (read or read aloud).
<a href="#">CC.1.3.K.H (Advanced)</a>	Compare and contrast the adventures and experiences of characters in familiar stories.
<a href="#">CC.1.3.K.I (Advanced)</a>	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.3.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.3.K.K (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.4.K.A (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
<a href="#">CC.1.4.K.B (Advanced)</a>	Use a combination of drawing, dictating, and writing to focus on one specific topic.
<a href="#">CC.1.4.K.C (Advanced)</a>	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
<a href="#">CC.1.4.K.D (Advanced)</a>	Make logical connections between drawing and dictation/writing.
<a href="#">CC.1.4.K.E (Advanced)</a>	With prompting and support, illustrate using details and dictate/write using descriptive words.
<a href="#">CC.1.4.K.F (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  • Capitalize first word in sentence and the pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.
<a href="#">CC.1.4.K.J (Advanced)</a>	Make logical connections between drawing and writing.
<a href="#">CC.1.4.K.L (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  • Capitalize first word in sentence and the pronoun I. • Recognize and use end

<a href="#">CC.1.4.K.M (Advanced)</a>	punctuation. • Spell simple words phonetically. Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
<a href="#">CC.1.4.K.N (Advanced)</a>	Establish "who" and "what" the narrative will be about.
<a href="#">CC.1.4.K.O (Advanced)</a>	Describe experiences and events.
<a href="#">CC.1.4.K.P (Advanced)</a>	Recount 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.
<a href="#">CC.1.4.K.R (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  • Capitalize first word in sentence and the pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.
<a href="#">CC.1.4.K.T (Advanced)</a>	With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<a href="#">CC.1.4.K.W (Advanced)</a>	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
<a href="#">CC.1.5.K.A (Advanced)</a>	Participate in collaborative conversations with peers and adults in small and larger groups.
<a href="#">CC.1.5.K.B (Advanced)</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">CC.1.5.K.C (Advanced)</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">CC.1.5.K.D (Advanced)</a>	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
<a href="#">CC.1.5.K.E (Advanced)</a>	Speak audibly and express thoughts, feelings, and ideas clearly.
<a href="#">CC.1.5.K.G (Advanced)</a>	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

**Topic: Lesson 22 Growing Up**

Minutes for Topic: 600

**Core Lesson Description:**

Students will learn about the following detailed information provided below.
Big Book- "Leo the Late Bloomer"
Genre- Fantasy
Read Aloud- "A Tiger Grows Up"
Genre- Informational Text
Paired Selections- "What Can a Baby Animal Do?"
Genre- Informational Text
Target Skill - Story Structure
Target Strategy - Analyze / Evaluate
Phonemic Awareness- Blend Phonemes / Segment Phonemes / Substitute Phonemes
Phonics- Letters: "Xx" & "Jj" / Sounds: "Xx" & "Jj"
Decodable Readers- "A Good Job" and "Fix It"
Concepts of Print- Punctuation: Quotation Marks
High Frequency Words - (said, good, was, then, ate, could)
Fluency - Reading Rate
Speaking and Listening- Talk About Fiction and Informational Text
Grammar- Pronouns: (they / it / I)

**Core Lesson Student Learning Objectives:**

Students will be able to use the comprehension strategy to Analyze and or Evaluate.
Students will be able to Blend Phonemes.
Students will be able to Segment Phonemes.
Students will be able to Substitute Phonemes.

Students will be able to identify & name the letters "Xx" / "Jj"

Students will be able to identify the sound for letters "Xx" / "Jj"

Students will be able to read the high-frequency words: (said, good, was, then, ate, could).

**Core Lesson  
Essential  
Questions:**

How Do Things Change When Someone Is Growing Up?

**Core Lesson Big  
Ideas:**

Changes As We Grow

Growing Up

Life Science

**Core Lesson  
Materials:**

Big Book- "Leo The Late Bloomer"

Read Aloud- "A Tiger Grows Up"

Paired Selections- "What Can A Baby Animal Do?"

Letter Cards- "Xx" / "Jj"

High Frequency Words - (said, good, was, then, ate, could).

Decodable Readers- "A Good Job" and "Fix It!"

Reader's Notebook

Listening Comprehension Assessment

Weekly Phonics Assessment

**Core Lesson Key  
Terminology &  
Definitions:**

Vocabulary- bloomer, patience, signs, sloppy

Oral Vocabulary- blend, cub, den, pounces, prey, scraps

Domain-Specific Vocabulary- mature, develop, height, ability

Vocabulary Strategy- Antonyms

Grammar Skill- Pronouns: (they / it / I)

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.1.K.A \(Advanced\)](#)

Utilize book handling skills.

[CC.1.1.K.B \(Advanced\)](#)

Demonstrate understanding of the organization and basic features of print.

? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.

[CC.1.1.K.C \(Advanced\)](#)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

[CC.1.1.K.D \(Advanced\)](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

<a href="#">CC.1.1.K.E (Advanced)</a>	Read emergent-reader text with purpose and understanding.
<a href="#">CC.1.2.K.A (Advanced)</a>	With prompting and support, identify the main idea and retell key details of text.
<a href="#">CC.1.2.K.B (Advanced)</a>	With prompting and support, answer questions about key details in a text.
<a href="#">CC.1.2.K.C (Advanced)</a>	With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.
<a href="#">CC.1.2.K.E (Advanced)</a>	Identify parts of a book (title, author) and parts of a text (beginning, end, details).
<a href="#">CC.1.2.K.F (Advanced)</a>	With prompting and support, ask and answer questions about unknown words in a text.
<a href="#">CC.1.2.K.G (Advanced)</a>	Answer questions to describe the relationship between illustrations and the text in which they appear.
<a href="#">CC.1.2.K.H (Advanced)</a>	With prompting and support, identify the reasons an author gives to support points in a text.
<a href="#">CC.1.2.K.I (Advanced)</a>	With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
<a href="#">CC.1.2.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.2.K.K (Advanced)</a>	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.2.K.L (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.3.K.A (Advanced)</a>	With prompting and support, retell familiar stories including key details.
<a href="#">CC.1.3.K.B (Advanced)</a>	Answer questions about key details in a text.
<a href="#">CC.1.3.K.C (Advanced)</a>	With prompting and support, identify characters, settings, and major events in a story.
<a href="#">CC.1.3.K.D (Advanced)</a>	Name the author and illustrator of a story and define the role of each in telling the story.
<a href="#">CC.1.3.K.E (Advanced)</a>	Recognize common types of text.
<a href="#">CC.1.3.K.F (Advanced)</a>	Ask and answer questions about unknown words in a text.
<a href="#">CC.1.3.K.G (Advanced)</a>	Make connections between the illustrations and the text in a story (read or read aloud).
<a href="#">CC.1.3.K.H (Advanced)</a>	Compare and contrast the adventures and experiences of characters in familiar stories.
<a href="#">CC.1.3.K.I (Advanced)</a>	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.3.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.3.K.K (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.4.K.A (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
<a href="#">CC.1.4.K.B (Advanced)</a>	Use a combination of drawing, dictating, and writing to focus on one specific topic.
<a href="#">CC.1.4.K.C (Advanced)</a>	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
<a href="#">CC.1.4.K.D (Advanced)</a>	Make logical connections between drawing and dictation/writing.
<a href="#">CC.1.4.K.E (Advanced)</a>	With prompting and support, illustrate using details and dictate/write using descriptive words.
<a href="#">CC.1.4.K.F (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.J (Advanced)</a>	Make logical connections between drawing and writing.
<a href="#">CC.1.4.K.L (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.M (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
<a href="#">CC.1.4.K.N (Advanced)</a>	Establish "who" and "what" the narrative will be about.
<a href="#">CC.1.4.K.O (Advanced)</a>	Describe experiences and events.
<a href="#">CC.1.4.K.P (Advanced)</a>	Recount 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.
<a href="#">CC.1.4.K.R (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>

<a href="#">CC.1.4.K.W (Advanced)</a>	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
<a href="#">CC.1.5.K.A (Advanced)</a>	Participate in collaborative conversations with peers and adults in small and larger groups.
<a href="#">CC.1.5.K.B (Advanced)</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">CC.1.5.K.C (Advanced)</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">CC.1.5.K.D (Advanced)</a>	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
<a href="#">CC.1.5.K.E (Advanced)</a>	Speak audibly and express thoughts, feelings, and ideas clearly.
<a href="#">CC.1.5.K.G (Advanced)</a>	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

**Topic: Lesson 23 How Things Grow**

Minutes for Topic: 600

**Core Lesson Description:**

Students will learn about the following detailed information provided below.

Big Book- "Zinna's Flower Garden"

Genre- Informational Text

Read Aloud- "Oscar and The Frog"

Genre- Informational Text

Paired Selections- "Growing Sunflowers"

Genre- Informational Text

Target Skill - Sequence of Events

Target Strategy - Visualize

Phonemic Awareness- Blend Phonemes / Segment Phonemes / Substitute Phonemes

Phonics- Letter: "Ee" / Sound: Short "Ee" / Blending Words

Decodable Readers- "My Pet Dog" and "Ben and Jen"

Concepts of Print- Using Graphics

High Frequency Words - (she, all, over, her, when, some)

Fluency - Pause for Punctuation

Speaking and Listening- Share Information and Ideas

Grammar- Proper Nouns For: Days and Months

**Core Lesson Student Learning Objectives:**

Students will be able to use the comprehension strategy to Sequence Events.

Students will be able to Blend Phonemes.

Students will be able to Segment Phonemes.

Students will be able to Substitute Phonemes.

Students will be able to identify & name the letter "Ee"

Students will be able to identify the sound for letter: Short "Ee"

Students will be able to read the high-frequency words: (she, all, over, her, when, some).

Students will be able to Pause for Punctuation.

**Core Lesson Essential Questions:**

What Steps Can Someone Follow To Plant and Grow Flowers?

What Are the Essential Things Needed For Plants/Flowers to Grow?



**Core Lesson Big Ideas:** Changes As We Grow

How Things Grow

Life Science

**Core Lesson Materials:**

Big Book- "Zinia's Flower Garden"

Read Aloud- "Oscar and The Frog"

Paired Selections- "Growing Sunflowers"

Letter Cards- Short "Ee"

High Frequency Words - (she, all, over, her, when, some).

Decodable Readers- "My Pet Dog" and "Ben and Jen"

Reader's Notebook

Listening Comprehension Assessment

Weekly Phonics Assessment

**Core Lesson Key Terminology & Definitions:**

Vocabulary- bicker, compass, hiking, tramp

Oral Vocabulary- blizzards, boring, cliffs, impossible, jungle, meadow

Domain-Specific Vocabulary- trail, gear, supplies, pack

Vocabulary Strategy- Antonyms

Grammar Skill- Past Tense Verbs

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.1.K.A \(Advanced\)](#) Utilize book handling skills.

[CC.1.1.K.B \(Advanced\)](#) Demonstrate understanding of the organization and basic features of print.

? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.

[CC.1.1.K.C \(Advanced\)](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

[CC.1.1.K.D \(Advanced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.

? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

[CC.1.1.K.E \(Advanced\)](#) Read emergent-reader text with purpose and understanding.

[CC.1.2.K.A \(Advanced\)](#) With prompting and support, identify the main idea and retell key details of text.

[CC.1.2.K.B \(Advanced\)](#) With prompting and support, answer questions about key details in a text.

[CC.1.2.K.C \(Advanced\)](#) With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.

[CC.1.2.K.E \(Advanced\)](#) Identify parts of a book (title, author) and parts of a text (beginning, end, details).

[CC.1.2.K.F \(Advanced\)](#) With prompting and support, ask and answer questions about unknown words in a text.

[CC.1.2.K.G \(Advanced\)](#) Answer questions to describe the relationship between illustrations and the text in which they appear.

<a href="#">CC.1.2.K.H (Advanced)</a>	With prompting and support, identify the reasons an author gives to support points in a text.
<a href="#">CC.1.2.K.I (Advanced)</a>	With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
<a href="#">CC.1.2.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.2.K.K (Advanced)</a>	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.2.K.L (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.3.K.A (Advanced)</a>	With prompting and support, retell familiar stories including key details.
<a href="#">CC.1.3.K.B (Advanced)</a>	Answer questions about key details in a text.
<a href="#">CC.1.3.K.C (Advanced)</a>	With prompting and support, identify characters, settings, and major events in a story.
<a href="#">CC.1.3.K.D (Advanced)</a>	Name the author and illustrator of a story and define the role of each in telling the story.
<a href="#">CC.1.4.K.A (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
<a href="#">CC.1.4.K.B (Advanced)</a>	Use a combination of drawing, dictating, and writing to focus on one specific topic.
<a href="#">CC.1.4.K.C (Advanced)</a>	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
<a href="#">CC.1.4.K.D (Advanced)</a>	Make logical connections between drawing and dictation/writing.
<a href="#">CC.1.4.K.E (Advanced)</a>	With prompting and support, illustrate using details and dictate/write using descriptive words.
<a href="#">CC.1.4.K.F (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.J (Advanced)</a>	Make logical connections between drawing and writing.
<a href="#">CC.1.4.K.L (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.M (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
<a href="#">CC.1.4.K.N (Advanced)</a>	Establish "who" and "what" the narrative will be about.
<a href="#">CC.1.4.K.O (Advanced)</a>	Describe experiences and events.
<a href="#">CC.1.4.K.P (Advanced)</a>	Recount 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.
<a href="#">CC.1.4.K.R (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.T (Advanced)</a>	With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<a href="#">CC.1.4.K.V (Advanced)</a>	Participate in individual or shared research projects on a topic of interest.
<a href="#">CC.1.4.K.W (Advanced)</a>	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
<a href="#">CC.1.5.K.A (Advanced)</a>	Participate in collaborative conversations with peers and adults in small and larger groups.
<a href="#">CC.1.5.K.B (Advanced)</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">CC.1.5.K.C (Advanced)</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">CC.1.5.K.D (Advanced)</a>	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
<a href="#">CC.1.5.K.E (Advanced)</a>	Speak audibly and express thoughts, feelings, and ideas clearly.
<a href="#">CC.1.5.K.G (Advanced)</a>	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

**Topic: Lesson 24 Animals Colors**

Minutes for Topic: 600

**Core Lesson**

Students will learn about the following detailed information provided below.

**Description:**

Big Book- "Chameleon, Chameleon"

Genre- Informational Text

Read Aloud- "Red Eyes or Blue Feathers"

Genre- Informational Text

Paired Selections- "Amazing Animal Bodies"

Genre- Informational Text

Target Skill - Conclusions

Target Strategy - Monitor and or Clarify

Phonemic Awareness- Blend Phonemes / Segment Phonemes/ Substitute Phonemes

Phonics- Blending Words / Letters: "Hh" & "Kk" / Sounds for Letters: "Hh" & "Kk"

Decodable Readers- "Hog In A Hat" and "Kid Hid"

Concepts of Print- Parts of a Book

High Frequency Words - (he, no, away, must, by, there)

Fluency - Pause for Punctuation

Speaking and Listening- Play a Guessing Game

Grammar- Questions: Capitalization & Punctuation

**Core Lesson  
Student Learning  
Objectives:**

Students will be able to use the comprehension strategy to Make Conclusions.

Students will be able to Blend Phonemes.

Students will be able to Segment Phonemes.

Students will be able to Substitute Phonemes.

Students will be able to identify & name the letters "Hh" / "Kk"

Students will be able to identify the sound for letters "Hh" / "Kk"

Students will be able to read the high-frequency words: (he, no, away, must, by, there).

Students will be able to Pause For Punctuation.

**Core Lesson  
Essential  
Questions:**

How Do Animals' Colors Help Them Survive?

**Core Lesson Big  
Ideas:**

Changes As We Grow

Animal Colors

Life Science

**Core Lesson  
Materials:**

Big Book- "Chameleon, Chameleon"

Read Aloud- "Red Eyes or Blue Feathers"

Paired Selections- "Amazing Animal Bodies"

Letter Cards- "Hh" / "Kk"

High Frequency Words - (he, no, away, must, by, there).

Decodable Readers- "Hog In a Hat" and "Kid Hid"

Reader's Notebook

Listening Comprehension Assessment

**Core Lesson Key Terminology & Definitions:**

Vocabulary- danger, juicy, peaceful, poisonous

Oral Vocabulary- communicate, mood, scent, sly, survive, temperature

Domain-Specific Vocabulary- adapt, disguise, predator, prey, blend

Vocabulary Strategy- Classify & Categorize Describing Words

Grammar Skill- Questions: Capitalization & Punctuation

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.1.K.A \(Advanced\)](#)

Utilize book handling skills.

[CC.1.1.K.B \(Advanced\)](#)

Demonstrate understanding of the organization and basic features of print.

? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.

[CC.1.1.K.C \(Advanced\)](#)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

[CC.1.1.K.D \(Advanced\)](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

[CC.1.1.K.E \(Advanced\)](#)

Read emergent-reader text with purpose and understanding.

[CC.1.2.K.A \(Advanced\)](#)

With prompting and support, identify the main idea and retell key details of text.

[CC.1.2.K.B \(Advanced\)](#)

With prompting and support, answer questions about key details in a text.

[CC.1.2.K.C \(Advanced\)](#)

With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.

[CC.1.2.K.E \(Advanced\)](#)

Identify parts of a book (title, author) and parts of a text (beginning, end, details).

[CC.1.2.K.F \(Advanced\)](#)

With prompting and support, ask and answer questions about unknown words in a text.

[CC.1.2.K.G \(Advanced\)](#)

Answer questions to describe the relationship between illustrations and the text in which they appear.

[CC.1.2.K.H \(Advanced\)](#)

With prompting and support, identify the reasons an author gives to support points in a text.

[CC.1.2.K.I \(Advanced\)](#)

With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.

[CC.1.2.K.J \(Advanced\)](#)

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

[CC.1.2.K.K \(Advanced\)](#)

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

[CC.1.2.K.L \(Advanced\)](#)

Actively engage in group reading activities with purpose and understanding.

[CC.1.3.K.A \(Advanced\)](#)

With prompting and support, retell familiar stories including key details.

[CC.1.3.K.B \(Advanced\)](#)

Answer questions about key details in a text.

[CC.1.3.K.C \(Advanced\)](#)

With prompting and support, identify characters, settings, and major events in a story.

[CC.1.3.K.D \(Advanced\)](#)

Name the author and illustrator of a story and define the role of each in telling the story.

[CC.1.3.K.E \(Advanced\)](#)

Recognize common types of text.

[CC.1.3.K.F \(Advanced\)](#)

Ask and answer questions about unknown words in a text.

[CC.1.3.K.G \(Advanced\)](#)

Make connections between the illustrations and the text in a story (read or read aloud).

[CC.1.3.K.H \(Advanced\)](#)

Compare and contrast the adventures and experiences of characters in familiar stories.

<a href="#">CC.1.3.K.I (Advanced)</a>	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.3.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.3.K.K (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.4.K.A (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
<a href="#">CC.1.4.K.B (Advanced)</a>	Use a combination of drawing, dictating, and writing to focus on one specific topic.
<a href="#">CC.1.4.K.C (Advanced)</a>	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
<a href="#">CC.1.4.K.D (Advanced)</a>	Make logical connections between drawing and dictation/writing.
<a href="#">CC.1.4.K.E (Advanced)</a>	With prompting and support, illustrate using details and dictate/write using descriptive words.
<a href="#">CC.1.4.K.F (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.J (Advanced)</a>	Make logical connections between drawing and writing.
<a href="#">CC.1.4.K.L (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.M (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
<a href="#">CC.1.4.K.N (Advanced)</a>	Establish "who" and "what" the narrative will be about.
<a href="#">CC.1.4.K.O (Advanced)</a>	Describe experiences and events.
<a href="#">CC.1.4.K.P (Advanced)</a>	Recount 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.
<a href="#">CC.1.4.K.R (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.T (Advanced)</a>	With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<a href="#">CC.1.4.K.W (Advanced)</a>	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
<a href="#">CC.1.5.K.A (Advanced)</a>	Participate in collaborative conversations with peers and adults in small and larger groups.
<a href="#">CC.1.5.K.B (Advanced)</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">CC.1.5.K.C (Advanced)</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">CC.1.5.K.D (Advanced)</a>	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
<a href="#">CC.1.5.K.E (Advanced)</a>	Speak audibly and express thoughts, feelings, and ideas clearly.
<a href="#">CC.1.5.K.G (Advanced)</a>	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

**Topic: Lesson 25 Growing Food**

Minutes for Topic: 600

**Core Lesson Description:**

Students will learn about the following detailed information provided below.

Big Book- "Pie In The Sky"

Genre - Realistic Fiction

Read Aloud- "Bread Comes To Life"

Genre- Informational Text

Paired Selections- "From Apple Tree to Store"

Genre- Informational Text

Target Skill - Text & Graphic Features

Target Strategy - Summarize

Phonemic Awareness- Blend Phonemes / Segment Phonemes / Substitute Phonemes

Phonics- Blending Review & Review Letters: "Xx" / "Jj" / "Hh" / "Kk" & Short "Ee" & "Oo"

Decodable Readers- "Six Pigs Hop" and "Play Kid, Play"

Concepts of Print- Types & Functions of Print Materials

High Frequency Words - (over, by, them, ate, her, there, give, could, when, make, say, she, some, play, new, all, away, said, was, he, must, good, then, no)

Fluency - Read With Expression

Speaking and Listening- Share Ideas

Grammar- Exclamations: Capitalization & Punctuation

**Core Lesson  
Student Learning  
Objectives:**

Students will be able to use the comprehension strategy to Summarize.

Students will be able to Blend Phonemes.

Students will be able to Segment Phonemes.

Students will be able to Substitute Phonemes.

Students will be able to identify & name the letters: "Xx" / "Jj" / "Hh" / "Kk" & Short "Oo" & "Ee"

Students will be able to identify the sound for letters: "Xx" / "Jj" / "Hh" / "Kk" & Short "Oo" & "Ee"

Students will be able to read the high-frequency words: (over, by, them, ate, her, there, give, could, when, make, say, she, some, play, new, all, away, said, was, he, must, good, then, no).

Students will be able to Read With Expression.

**Core Lesson  
Essential  
Questions:**

How Do People Get Food From Plants?

**Core Lesson Big  
Ideas:**

Changes As We Grow

Growing Food

Life Science

**Core Lesson  
Materials:**

Big Book- "Pie in The Sky"

Read Aloud- "Bread Comes To Life"

Paired Selections- "From Apple Tree to Store"

Letter Cards- "Xx" / "Jj" / "Hh" / "Kk" & Short "Ee" & "Oo"

High Frequency Words - (over, by, them, ate, her, there, give, could, when, make, say, she, some, play, new, all, away, said, was, he, must, good, then, no).

Decodable Readers- "Six Pigs Hop" & "Play Kid, Play"

Reader's Notebook

Listening Comprehension Assessment

Weekly Phonics Assessment

**Core Lesson Key  
Terminology &  
Definitions:**

Vocabulary- buds, damp, feast, finally

Oral Vocabulary- crop, golden, patch, sprout, sturdy, grind

Domain-Specific Vocabulary- crop, harvest, fruit grains, vegetables

**STANDARDS**

STATE: PA Core Standards (2014)

<a href="#">CC.1.1.K.A (Advanced)</a>	Utilize book handling skills.
<a href="#">CC.1.1.K.B (Advanced)</a>	Demonstrate understanding of the organization and basic features of print.  ? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.
<a href="#">CC.1.1.K.C (Advanced)</a>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  ? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.
<a href="#">CC.1.1.K.D (Advanced)</a>	Know and apply grade-level phonics and word analysis skills in decoding words.  ? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
<a href="#">CC.1.1.K.E (Advanced)</a>	Read emergent-reader text with purpose and understanding.
<a href="#">CC.1.2.K.A (Advanced)</a>	With prompting and support, identify the main idea and retell key details of text.
<a href="#">CC.1.2.K.B (Advanced)</a>	With prompting and support, answer questions about key details in a text.
<a href="#">CC.1.2.K.C (Advanced)</a>	With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.
<a href="#">CC.1.2.K.E (Advanced)</a>	Identify parts of a book (title, author) and parts of a text (beginning, end, details).
<a href="#">CC.1.2.K.F (Advanced)</a>	With prompting and support, ask and answer questions about unknown words in a text.
<a href="#">CC.1.2.K.G (Advanced)</a>	Answer questions to describe the relationship between illustrations and the text in which they appear.
<a href="#">CC.1.2.K.H (Advanced)</a>	With prompting and support, identify the reasons an author gives to support points in a text.
<a href="#">CC.1.2.K.I (Advanced)</a>	With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
<a href="#">CC.1.2.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.2.K.K (Advanced)</a>	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.2.K.L (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.3.K.A (Advanced)</a>	With prompting and support, retell familiar stories including key details.
<a href="#">CC.1.3.K.B (Advanced)</a>	Answer questions about key details in a text.
<a href="#">CC.1.3.K.C (Advanced)</a>	With prompting and support, identify characters, settings, and major events in a story.
<a href="#">CC.1.3.K.D (Advanced)</a>	Name the author and illustrator of a story and define the role of each in telling the story.
<a href="#">CC.1.3.K.E (Advanced)</a>	Recognize common types of text.
<a href="#">CC.1.3.K.F (Advanced)</a>	Ask and answer questions about unknown words in a text.
<a href="#">CC.1.3.K.G (Advanced)</a>	Make connections between the illustrations and the text in a story (read or read aloud).
<a href="#">CC.1.3.K.H (Advanced)</a>	Compare and contrast the adventures and experiences of characters in familiar stories.
<a href="#">CC.1.3.K.I (Advanced)</a>	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.3.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.3.K.K (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.4.K.B (Advanced)</a>	Use a combination of drawing, dictating, and writing to focus on one specific topic.
<a href="#">CC.1.4.K.C (Advanced)</a>	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
<a href="#">CC.1.4.K.D (Advanced)</a>	Make logical connections between drawing and dictation/writing.

<a href="#">CC.1.4.K.E (Advanced)</a>	With prompting and support, illustrate using details and dictate/write using descriptive words.
<a href="#">CC.1.4.K.F (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.J (Advanced)</a>	Make logical connections between drawing and writing.
<a href="#">CC.1.4.K.L (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.M (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
<a href="#">CC.1.4.K.N (Advanced)</a>	Establish "who" and "what" the narrative will be about.
<a href="#">CC.1.4.K.O (Advanced)</a>	Describe experiences and events.
<a href="#">CC.1.4.K.P (Advanced)</a>	Recount 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.
<a href="#">CC.1.4.K.R (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.T (Advanced)</a>	With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<a href="#">CC.1.4.K.W (Advanced)</a>	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
<a href="#">CC.1.5.K.A (Advanced)</a>	Participate in collaborative conversations with peers and adults in small and larger groups.
<a href="#">CC.1.5.K.B (Advanced)</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">CC.1.5.K.C (Advanced)</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">CC.1.5.K.D (Advanced)</a>	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
<a href="#">CC.1.5.K.E (Advanced)</a>	Speak audibly and express thoughts, feelings, and ideas clearly.
<a href="#">CC.1.5.K.G (Advanced)</a>	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

**Topic: Benchmark**

Minutes for Topic: 90

**Unit: Unit 6- Do Your Best**

Timeline: 5 Weeks

**Unit Description:** Students will explore a unit that focuses on texts that expands their knowledge on different concepts such as trying your best, family outings, getting help, learning new things, and good neighbors. Students will focus on letter names and sounds for "short u", "Ll", "Ww", "Vv", "Yy", "Qq", and "Zz". Finally, students will engage in lessons to instruct them on different phonemic awareness skills, learning the kindergarten list of high-frequency words, and grammar skills. For specific concepts please go to each lesson link.

- Unit Essential Questions:**
- Why is it important to try hard?
  - What is it like to be the youngest in a family?
  - Why is it important to help your friends?
  - What do children learn in kindergarten?
  - What can I do to be a good friend or a good neighbor?

- Unit Big Ideas:**
- Do Your Best
  - Trying Your Best
  - Values



**Unit Materials:** Unit 5 and 6 Flip Chart

Big Books

Paired Selections

High-Frequency Words

Letter Cards

Decodable Readers

Listening Comprehension Assessments for Lessons 26-30

Weekly Phonics Assessment Lessons 26-30

Unit 6 Benchmark Assessment

Reader's Notebook

\*For specific big book and paired selection titles please visit each lesson link.

**Unit**

**Assignments:**

Reader's Notebook Lessons 26-30

**Unit Key**

**Terminology &  
Definitions:**

Lesson 26

Vocabulary-seemed, sprang, stretched, tumbled

Oral Vocabulary-assistant, enormous, generous, mayor, shocked, volunteers

Domain-Specific Vocabulary- persistence, effort, attempt, accomplishment

Vocabulary Strategy- Antonyms

Grammar Skill- Singular & Plural Nouns

Lesson 27

Vocabulary - since, invited, remember, triplets

Oral Vocabulary - creatures, firmly, kite, launched, light, replied

Domain-Specific Vocabulary - luggage, tourist, journey, landmark

Vocabulary Strategy - Classify and Categorize Places

Grammar Skill- Subject - Verb Agreement

Lesson 28

Vocabulary- prize, different, chef, slope

Oral Vocabulary- bellowed, dingy, rumbled, valley, waiters, weary

Domain-Specific Vocabulary- considerate, kind, loyal, thoughtful

Vocabulary Strategy- Context Clues

Grammar Skill- Subject - Verb Agreement

Lesson 29

Vocabulary- projects, visitors, scared, proud

Oral Vocabulary- certainly, embarrassed, languages, mumbled, popular, study

Domain-Specific Vocabulary- develop, accomplish, knowledge

Vocabulary Strategy- Figurative Language

Grammar Skill- Prepositions: (for / to / with / from / of)

Lesson 30

Vocabulary- attendance, balance, perfume, success

Oral Vocabulary- announced, entrance, expect, favorite, independent, judge

Domain-Specific Vocabulary- concern, kindness, neighborly, generous

Vocabulary Strategy- Synonyms

Grammar Skill- Exclamations: Prepositions: (in, on, out, off, by)

## STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.K.A](#)  
(Advanced)

Utilize book handling skills.

[CC.1.1.K.B](#)  
(Advanced)

Demonstrate understanding of the organization and basic features of print.

? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.

[CC.1.1.K.C](#)  
(Advanced)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

[CC.1.1.K.D](#)  
(Advanced)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

[CC.1.1.K.E](#)  
(Advanced)

Read emergent-reader text with purpose and understanding.

[CC.1.2.K.A](#)  
(Advanced)

With prompting and support, identify the main idea and retell key details of text.

[CC.1.2.K.B](#)  
(Advanced)

With prompting and support, answer questions about key details in a text.

[CC.1.2.K.C](#)  
(Advanced)

With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.

[CC.1.2.K.E](#)  
(Advanced)

Identify parts of a book (title, author) and parts of a text (beginning, end, details).

[CC.1.2.K.F](#)  
(Advanced)

With prompting and support, ask and answer questions about unknown words in a text.

[CC.1.2.K.G](#)  
(Advanced)

Answer questions to describe the relationship between illustrations and the text in which they appear.

[CC.1.2.K.H](#)  
(Advanced)

With prompting and support, identify the reasons an author gives to support points in a text.

[CC.1.2.K.I](#)  
(Advanced)

With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.

[CC.1.2.K.J](#)  
(Advanced)

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

[CC.1.2.K.K](#)  
(Advanced)

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

[CC.1.2.K.L](#)  
(Advanced)

Actively engage in group reading activities with purpose and understanding.

[CC.1.3.K.A](#)

With prompting and support, retell familiar stories including

<a href="#">(Advanced)</a>	key details.
<a href="#">CC.1.3.K.B</a> <a href="#">(Advanced)</a>	Answer questions about key details in a text.
<a href="#">CC.1.3.K.C</a> <a href="#">(Advanced)</a>	With prompting and support, identify characters, settings, and major events in a story.
<a href="#">CC.1.3.K.D</a> <a href="#">(Advanced)</a>	Name the author and illustrator of a story and define the role of each in telling the story.
<a href="#">CC.1.3.K.E</a> <a href="#">(Advanced)</a>	Recognize common types of text.
<a href="#">CC.1.3.K.F</a> <a href="#">(Advanced)</a>	Ask and answer questions about unknown words in a text.
<a href="#">CC.1.3.K.G</a> <a href="#">(Advanced)</a>	Make connections between the illustrations and the text in a story (read or read aloud).
<a href="#">CC.1.3.K.H</a> <a href="#">(Advanced)</a>	Compare and contrast the adventures and experiences of characters in familiar stories.
<a href="#">CC.1.3.K.I</a> <a href="#">(Advanced)</a>	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.3.K.J</a> <a href="#">(Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.3.K.K</a> <a href="#">(Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.4.K.A</a> <a href="#">(Advanced)</a>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
<a href="#">CC.1.4.K.B</a> <a href="#">(Advanced)</a>	Use a combination of drawing, dictating, and writing to focus on one specific topic.
<a href="#">CC.1.4.K.C</a> <a href="#">(Advanced)</a>	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
<a href="#">CC.1.4.K.D</a> <a href="#">(Advanced)</a>	Make logical connections between drawing and dictation/writing.
<a href="#">CC.1.4.K.E</a> <a href="#">(Advanced)</a>	With prompting and support, illustrate using details and dictate/write using descriptive words.
<a href="#">CC.1.4.K.F</a> <a href="#">(Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I. •</li> <li>Recognize and use end punctuation. • Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.G</a> <a href="#">(Advanced)</a>	Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.
<a href="#">CC.1.4.K.H</a> <a href="#">(Advanced)</a>	Form an opinion by choosing between two given topics.
<a href="#">CC.1.4.K.I</a> <a href="#">(Advanced)</a>	Support the opinion with reasons.
<a href="#">CC.1.4.K.J</a> <a href="#">(Advanced)</a>	Make logical connections between drawing and writing.
<a href="#">CC.1.4.K.L</a> <a href="#">(Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I. •</li> <li>Recognize and use end punctuation. • Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.M</a> <a href="#">(Advanced)</a>	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
<a href="#">CC.1.4.K.N</a> <a href="#">(Advanced)</a>	Establish "who" and "what" the narrative will be about.
<a href="#">CC.1.4.K.O</a> <a href="#">(Advanced)</a>	Describe experiences and events.
<a href="#">CC.1.4.K.P</a> <a href="#">(Advanced)</a>	Recount 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.
<a href="#">CC.1.4.K.R</a> <a href="#">(Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I. •</li> <li>Recognize and use end punctuation. • Spell simple words</li> </ul>

<a href="#">CC.1.4.K.T</a> (Advanced)	ponetically. With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<a href="#">CC.1.4.K.W</a> (Advanced)	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
<a href="#">CC.1.4.K.X</a> (Advanced)	Write routinely over short time frames.
<a href="#">CC.1.5.K.A</a> (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
<a href="#">CC.1.5.K.B</a> (Advanced)	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">CC.1.5.K.C</a> (Advanced)	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">CC.1.5.K.D</a> (Advanced)	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
<a href="#">CC.1.5.K.E</a> (Advanced)	Speak audibly and express thoughts, feelings, and ideas clearly.
<a href="#">CC.1.5.K.G</a> (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

**Topic: Lesson 26 Trying Your Best**

Minutes for Topic: 600

**Core Lesson Description:**

Students will learn about the following detailed information provided below.

Big Book- "Kitten's First Full Moon"

Genre - Fiction

Read Aloud- "Curious George Makes Pancakes "

Genre - Fantasy

Paired Selections- "Drinking Fountain" / "The Puppy Chased the Sunbeam" / "Silvery" / "Moon Boat"

Genre- Poetry

Target Skill - Conclusions

Target Strategy -Visualize

Phonemic Awareness- Substitute Phonemes

Phonics- Blending Words & Letter Short "Ee"

Decodable Readers- "All In" and "Bug and Cat"

Concepts of Print- High Frequency Word Hunt

High Frequency Words - (do, down, went, only, little, just)

Fluency - Pause for Punctuation

Speaking and Listening- Talk About Trying Your Best

Grammar- Singular & Plural Nouns

**Core Lesson**

Students will be able to use the comprehension strategy to make Conclusions.

**Student Learning Objectives:**

Students will be able to Blend Phonemes.

Students will be able to Segment Phonemes.

Students will be able to Substitute Phonemes.

Students will be able to identify & name the letter: Short "Oo"

Students will be able to identify the sound for letter: Short "Oo"

Students will be able to read the high-frequency words: (do, down, went, only little, just).

Students will be able to Read Pausing for Punctuation.

**Core Lesson  
Essential  
Questions:**

Why Is It Important To Try Hard?

**Core Lesson Big  
Ideas:**

Do Your Best

Trying Your Best

Values

**Core Lesson  
Materials:**

Big Book- "Kitten's First Full Moon"

Read Aloud- "Curious George Makes Pancakes"

Paired Selections- "Drinking Fountain" / "The Puppy Chased the Sunbeam" / "Silvery" / Moon Boat"

Letter Cards- Short "Uu"

High Frequency Words - (do, down, went, only, little, just).

Decodable Readers- "All In" & "Bug and Cat"

Reader's Notebook

Listening Comprehension Assessment

Weekly Phonics Assessment

**Core Lesson Key  
Terminology &  
Definitions:**

Vocabulary-seemed, sprang, stretched, tumbled

Oral Vocabulary-assistant, enormous, generous, mayor, shocked, volunteers

Domain-Specific Vocabulary- persistence, effort, attempt, accomplishment

Vocabulary Strategy- Antonyms

Grammar Skill- Singular & Plural Nouns

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.1.K.A \(Advanced\)](#)

Utilize book handling skills.

[CC.1.1.K.B \(Advanced\)](#)

Demonstrate understanding of the organization and basic features of print.

? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.

[CC.1.1.K.C \(Advanced\)](#)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

[CC.1.1.K.D \(Advanced\)](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

<a href="#">CC.1.1.K.E (Advanced)</a>	Read emergent-reader text with purpose and understanding.
<a href="#">CC.1.2.K.A (Advanced)</a>	With prompting and support, identify the main idea and retell key details of text.
<a href="#">CC.1.2.K.B (Advanced)</a>	With prompting and support, answer questions about key details in a text.
<a href="#">CC.1.2.K.C (Advanced)</a>	With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.
<a href="#">CC.1.2.K.E (Advanced)</a>	Identify parts of a book (title, author) and parts of a text (beginning, end, details).
<a href="#">CC.1.2.K.F (Advanced)</a>	With prompting and support, ask and answer questions about unknown words in a text.
<a href="#">CC.1.2.K.G (Advanced)</a>	Answer questions to describe the relationship between illustrations and the text in which they appear.
<a href="#">CC.1.2.K.H (Advanced)</a>	With prompting and support, identify the reasons an author gives to support points in a text.
<a href="#">CC.1.2.K.I (Advanced)</a>	With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
<a href="#">CC.1.2.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.2.K.K (Advanced)</a>	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.2.K.L (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.3.K.A (Advanced)</a>	With prompting and support, retell familiar stories including key details.
<a href="#">CC.1.3.K.B (Advanced)</a>	Answer questions about key details in a text.
<a href="#">CC.1.3.K.C (Advanced)</a>	With prompting and support, identify characters, settings, and major events in a story.
<a href="#">CC.1.3.K.D (Advanced)</a>	Name the author and illustrator of a story and define the role of each in telling the story.
<a href="#">CC.1.3.K.E (Advanced)</a>	Recognize common types of text.
<a href="#">CC.1.3.K.F (Advanced)</a>	Ask and answer questions about unknown words in a text.
<a href="#">CC.1.3.K.G (Advanced)</a>	Make connections between the illustrations and the text in a story (read or read aloud).
<a href="#">CC.1.3.K.H (Advanced)</a>	Compare and contrast the adventures and experiences of characters in familiar stories.
<a href="#">CC.1.3.K.I (Advanced)</a>	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.3.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.3.K.K (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.4.K.A (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
<a href="#">CC.1.4.K.B (Advanced)</a>	Use a combination of drawing, dictating, and writing to focus on one specific topic.
<a href="#">CC.1.4.K.C (Advanced)</a>	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
<a href="#">CC.1.4.K.D (Advanced)</a>	Make logical connections between drawing and dictation/writing.
<a href="#">CC.1.4.K.E (Advanced)</a>	With prompting and support, illustrate using details and dictate/write using descriptive words.
<a href="#">CC.1.4.K.F (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.G (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.
<a href="#">CC.1.4.K.H (Advanced)</a>	Form an opinion by choosing between two given topics.
<a href="#">CC.1.4.K.I (Advanced)</a>	Support the opinion with reasons.
<a href="#">CC.1.4.K.J (Advanced)</a>	Make logical connections between drawing and writing.
<a href="#">CC.1.4.K.L (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.M (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
<a href="#">CC.1.4.K.N (Advanced)</a>	Establish "who" and "what" the narrative will be about.
<a href="#">CC.1.4.K.O (Advanced)</a>	Describe experiences and events.
<a href="#">CC.1.4.K.P (Advanced)</a>	Recount 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.
<a href="#">CC.1.4.K.R (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.T (Advanced)</a>	With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<a href="#">CC.1.4.K.U (Advanced)</a>	With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.
<a href="#">CC.1.4.K.V (Advanced)</a>	Participate in individual or shared research projects on a topic of interest.
<a href="#">CC.1.4.K.W (Advanced)</a>	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
<a href="#">CC.1.4.K.X (Advanced)</a>	Write routinely over short time frames.
<a href="#">CC.1.5.K.A (Advanced)</a>	Participate in collaborative conversations with peers and adults in small and larger groups.
<a href="#">CC.1.5.K.B (Advanced)</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">CC.1.5.K.C (Advanced)</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">CC.1.5.K.D (Advanced)</a>	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
<a href="#">CC.1.5.K.E (Advanced)</a>	Speak audibly and express thoughts, feelings, and ideas clearly.
<a href="#">CC.1.5.K.G (Advanced)</a>	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

**Topic: Lesson 27 Family Outings**

Minutes for Topic: 600

**Core Lesson Description:**

Students will learn about the following detailed information provided below.
Big Book- "One of Three"
Genre - Realistic Fiction
Read Aloud- "Someone Bigger"
Genre- Fiction
Paired Selections- "Cross-Country Trip"
Genre- Informational Text
Target Skill - Compare and Contrast
Target Strategy - Monitor and or Clarify
Phonemic Awareness- Blend Phonemes / Segment Phonemes / Substitute Phonemes
Phonics- Blending Words & Letters: "Ll" / "Ww"
Decodable Readers- "Win a Cup!" and "Wes Can Help"
Concepts of Print- Directionality
High Frequency Words - (have, help, one, every, ask, walk)
Fluency - Read With Expression
Speaking and Listening- Talk About A Trip
Grammar- Subject - Verb Agreement

**Core Lesson Student Learning Objectives:**

Students will be able to use the comprehension strategy to Compare & Contrast.
Students will be able to Blend Phonemes.
Students will be able to Segment Phonemes.
Students will be able to Substitute Phonemes.
Students will be able to identify & name the letters: "Ll" / "Ww"
Students will be able to identify the sound for letters: "Ll" / "Ww"
Students will be able to read the high-frequency words: (have, help, one, every, ask, walk).

Students will be able to Read With Expression.

**Core Lesson  
Essential  
Questions:**

What Is It Like To Be The Youngest In a Family?

**Core Lesson Big  
Ideas:**

Do Your Best  
Family Outings  
Recreation and Travel

**Core Lesson  
Materials:**

Big Book- "One of Three"  
Read Aloud- "Someone Bigger"  
Paired Selections- "Cross-Country Trip"  
Letter Cards- "Ww" / "Ll"  
High Frequency Words - (have, help, one, every, ask, walk).  
Decodable Readers- "Win a Cup!" & "Wes Can Help"  
Reader's Notebook  
Listening Comprehension Assessment  
Weekly Phonics Assessment

**Core Lesson Key  
Terminology &  
Definitions:**

Vocabulary - since, invited, remember, triplets  
Oral Vocabulary - creatures, firmly, kite, launched, light, replied  
Domain-Specific Vocabulary - luggage, tourist, journey, landmark  
Vocabulary Strategy - Classify and Categorize Places  
Grammar Skill- Subject - Verb Agreement

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.1.K.A \(Advanced\)](#)

Utilize book handling skills.

[CC.1.1.K.B \(Advanced\)](#)

Demonstrate understanding of the organization and basic features of print.

? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.

[CC.1.1.K.C \(Advanced\)](#)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

[CC.1.1.K.D \(Advanced\)](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

[CC.1.1.K.E \(Advanced\)](#)

Read emergent-reader text with purpose and understanding.

[CC.1.2.K.A \(Advanced\)](#)

With prompting and support, identify the main idea and retell key details of text.

[CC.1.2.K.B \(Advanced\)](#)

With prompting and support, answer questions about key details in a text.



<a href="#">CC.1.2.K.C (Advanced)</a>	With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.
<a href="#">CC.1.2.K.E (Advanced)</a>	Identify parts of a book (title, author) and parts of a text (beginning, end, details).
<a href="#">CC.1.2.K.F (Advanced)</a>	With prompting and support, ask and answer questions about unknown words in a text.
<a href="#">CC.1.2.K.G (Advanced)</a>	Answer questions to describe the relationship between illustrations and the text in which they appear.
<a href="#">CC.1.2.K.H (Advanced)</a>	With prompting and support, identify the reasons an author gives to support points in a text.
<a href="#">CC.1.2.K.I (Advanced)</a>	With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
<a href="#">CC.1.2.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.2.K.K (Advanced)</a>	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.2.K.L (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.4.K.A (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
<a href="#">CC.1.4.K.B (Advanced)</a>	Use a combination of drawing, dictating, and writing to focus on one specific topic.
<a href="#">CC.1.4.K.C (Advanced)</a>	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
<a href="#">CC.1.4.K.D (Advanced)</a>	Make logical connections between drawing and dictation/writing.
<a href="#">CC.1.4.K.E (Advanced)</a>	With prompting and support, illustrate using details and dictate/write using descriptive words.
<a href="#">CC.1.4.K.F (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.G (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.
<a href="#">CC.1.4.K.H (Advanced)</a>	Form an opinion by choosing between two given topics.
<a href="#">CC.1.4.K.I (Advanced)</a>	Support the opinion with reasons.
<a href="#">CC.1.4.K.J (Advanced)</a>	Make logical connections between drawing and writing.
<a href="#">CC.1.4.K.L (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.M (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
<a href="#">CC.1.4.K.N (Advanced)</a>	Establish "who" and "what" the narrative will be about.
<a href="#">CC.1.4.K.O (Advanced)</a>	Describe experiences and events.
<a href="#">CC.1.4.K.P (Advanced)</a>	Recount 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.
<a href="#">CC.1.4.K.R (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.T (Advanced)</a>	With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<a href="#">CC.1.4.K.U (Advanced)</a>	With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.
<a href="#">CC.1.4.K.V (Advanced)</a>	Participate in individual or shared research projects on a topic of interest.
<a href="#">CC.1.4.K.W (Advanced)</a>	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
<a href="#">CC.1.4.K.X (Advanced)</a>	Write routinely over short time frames.
<a href="#">CC.1.5.K.A (Advanced)</a>	Participate in collaborative conversations with peers and adults in small and larger groups.
<a href="#">CC.1.5.K.B (Advanced)</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">CC.1.5.K.C (Advanced)</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">CC.1.5.K.D (Advanced)</a>	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
<a href="#">CC.1.5.K.E (Advanced)</a>	Speak audibly and express thoughts, feelings, and ideas clearly.

**Topic: Lesson 28 Getting Help**

Minutes for Topic: 600

**Core Lesson Description:**

Students will learn about the following detailed information provided below.

Big Book- "You Can Do It, Curious George!"

Genre - Fantasy

Read Aloud- "The Little Engine That Could"

Genre- Fantasy

Paired Selections- Poems About Things You Can Do: "Whistling" / "Time to Play" / "By Myself"

Genre- Poetry

Target Skill - Story Structure

Target Strategy - Infer and or Predict

Phonemic Awareness- Blend Phonemes / Segment Phonemes / Substitute Phonemes

Phonics- Blending Review & Review Letters: "Vv" / "Zz"

Decodable Readers- "Vet on a Job!" and "Roz the Vet"

Concepts of Print- Environmental Print

High Frequency Words - (look, out, very, their, saw, put)

Fluency - Pause for Punctuation

Speaking and Listening- Share Ideas

Grammar- Subject-Verb Agreement

**Core Lesson Student Learning Objectives:**

Students will be able to use the comprehension strategy to Infer and or Predict.

Students will be able to Blend Phonemes.

Students will be able to Segment Phonemes.

Students will be able to Substitute Phonemes.

Students will be able to identify & name the letters: "Vv" / "Zz"

Students will be able to identify the sound for letters: "Vv" / "Zz"

Students will be able to read the high-frequency words: (look, out, very, their, saw, put).

Students will be able to Read and Pause for Punctuation.

**Core Lesson Essential Questions:**

Why Is It Important To Help Your Friends?"

**Core Lesson Big Ideas:**

Do Your Best  
Getting Help  
Values

**Core Lesson Materials:**

Big Book- "You Can Do It, Curious George!"

Read Aloud- "The Little Engine That Could"

Paired Selections- Poems About Things You Can Do: "Whistling" / "Time to Play" / "By Myself"

Letter Cards- "Vv" / "Zz"

High Frequency Words - (look, out, very, their, saw, put).

Decodable Readers- "Vet on a Job!" & "Rox the Vet"

Reader's Notebook

Listening Comprehension Assessment

Weekly Phonics Assessment

**Core Lesson Key Terminology & Definitions:**

Vocabulary- prize, different, chef, slope

Oral Vocabulary- bellowed, dingy, rumbled, valley, waiters, weary

Domain-Specific Vocabulary- considerate, kind, loyal, thoughtful

Vocabulary Strategy- Context Clues

Grammar Skill- Subject - Verb Agreement

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.1.K.A \(Advanced\)](#)

Utilize book handling skills.

[CC.1.1.K.B \(Advanced\)](#)

Demonstrate understanding of the organization and basic features of print.

? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.

[CC.1.1.K.C \(Advanced\)](#)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

[CC.1.1.K.D \(Advanced\)](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

[CC.1.1.K.E \(Advanced\)](#)

Read emergent-reader text with purpose and understanding.

[CC.1.2.K.A \(Advanced\)](#)

With prompting and support, identify the main idea and retell key details of text.

[CC.1.2.K.B \(Advanced\)](#)

With prompting and support, answer questions about key details in a text.

[CC.1.2.K.C \(Advanced\)](#)

With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.

[CC.1.2.K.E \(Advanced\)](#)

Identify parts of a book (title, author) and parts of a text (beginning, end, details).

[CC.1.2.K.F \(Advanced\)](#)

With prompting and support, ask and answer questions about unknown words in a text.

[CC.1.2.K.G \(Advanced\)](#)

Answer questions to describe the relationship between illustrations and the text in which they appear.

[CC.1.2.K.H \(Advanced\)](#)

With prompting and support, identify the reasons an author gives to support points in a text.

[CC.1.2.K.I \(Advanced\)](#)

With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.

[CC.1.2.K.J \(Advanced\)](#)

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

[CC.1.2.K.K \(Advanced\)](#)

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

[CC.1.2.K.L \(Advanced\)](#)

Actively engage in group reading activities with purpose and understanding.

[CC.1.3.K.A \(Advanced\)](#)

With prompting and support, retell familiar stories including key details.

[CC.1.3.K.B \(Advanced\)](#)

Answer questions about key details in a text.

[CC.1.3.K.C \(Advanced\)](#)

With prompting and support, identify characters, settings, and major events in a story.

<a href="#">CC.1.3.K.D (Advanced)</a>	Name the author and illustrator of a story and define the role of each in telling the story.
<a href="#">CC.1.3.K.E (Advanced)</a>	Recognize common types of text.
<a href="#">CC.1.3.K.F (Advanced)</a>	Ask and answer questions about unknown words in a text.
<a href="#">CC.1.3.K.G (Advanced)</a>	Make connections between the illustrations and the text in a story (read or read aloud).
<a href="#">CC.1.3.K.H (Advanced)</a>	Compare and contrast the adventures and experiences of characters in familiar stories.
<a href="#">CC.1.3.K.I (Advanced)</a>	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.3.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.3.K.K (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.4.K.A (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
<a href="#">CC.1.4.K.B (Advanced)</a>	Use a combination of drawing, dictating, and writing to focus on one specific topic.
<a href="#">CC.1.4.K.C (Advanced)</a>	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
<a href="#">CC.1.4.K.D (Advanced)</a>	Make logical connections between drawing and dictation/writing.
<a href="#">CC.1.4.K.E (Advanced)</a>	With prompting and support, illustrate using details and dictate/write using descriptive words.
<a href="#">CC.1.4.K.F (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.G (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.
<a href="#">CC.1.4.K.H (Advanced)</a>	Form an opinion by choosing between two given topics.
<a href="#">CC.1.4.K.I (Advanced)</a>	Support the opinion with reasons.
<a href="#">CC.1.4.K.J (Advanced)</a>	Make logical connections between drawing and writing.
<a href="#">CC.1.4.K.L (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.M (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
<a href="#">CC.1.4.K.N (Advanced)</a>	Establish "who" and "what" the narrative will be about.
<a href="#">CC.1.4.K.O (Advanced)</a>	Describe experiences and events.
<a href="#">CC.1.4.K.P (Advanced)</a>	Recount 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.
<a href="#">CC.1.4.K.R (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.T (Advanced)</a>	With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<a href="#">CC.1.4.K.U (Advanced)</a>	With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.
<a href="#">CC.1.4.K.V (Advanced)</a>	Participate in individual or shared research projects on a topic of interest.
<a href="#">CC.1.4.K.W (Advanced)</a>	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
<a href="#">CC.1.4.K.X (Advanced)</a>	Write routinely over short time frames.
<a href="#">CC.1.5.K.A (Advanced)</a>	Participate in collaborative conversations with peers and adults in small and larger groups.
<a href="#">CC.1.5.K.B (Advanced)</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">CC.1.5.K.C (Advanced)</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">CC.1.5.K.D (Advanced)</a>	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
<a href="#">CC.1.5.K.E (Advanced)</a>	Speak audibly and express thoughts, feelings, and ideas clearly.
<a href="#">CC.1.5.K.G (Advanced)</a>	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

**Topic: Lesson 29 Learning New Things**

Minutes for Topic: 600

**Core Lesson Description:**

Students will learn about the following detailed information provided below.

Big Book- "Look At Us"

Genre - Informational Text

Read Aloud- "Baby Brains"

Genre- Fiction

Paired Selections- "The Three Little Pigs"

Genre- Fairy Tale

Target Skill - Main Idea & Details

Target Strategy - Question

Phonemic Awareness- Track Syllables

Phonics- Blending Words & Letters: "Yy" / "Qq"

Decodable Readers- "Not Yet" and "Can Not Quit Yet"

Concepts of Print- Types & Functions of Print Materials

High Frequency Words - (off, take, our, day, too, show)

Fluency - Reading Rate

Speaking and Listening- Share Information & Ideas

Grammar- Prepositions: (for / to / with / from / of)

**Core Lesson Student Learning Objectives:**

Students will be able to use the comprehension strategy to state the Main Idea.

Students will be able to Blend Phonemes.

Students will be able to Segment Phonemes.

Students will be able to Substitute Phonemes.

Students will be able to Track Syllables

Students will be able to identify & name the letters: "Yy" / "Qq"

Students will be able to identify the sound for letters: "Yy" / "Qq"

Students will be able to read the high-frequency words: (off, take, our, day, too, show).

Students will be able to Reading Rate

**Core Lesson Essential Questions:**

What Do Children Learn In Kindergarten?

**Core Lesson Big Ideas:**

Do Your Best

Learning New Things

Social Relationships

**Core Lesson Materials:**

Big Book- "Look At Us"

Read Aloud- "Baby Brains"

Paired Selections- "The Three Little Pigs"

Letter Cards- "Yy" / "Qq"

High Frequency Words - (off, take, our, day, too, show).

Decodable Readers- "Not Yet" & "Can Not Quit Yet"

Reader's Notebook

Listening Comprehension Assessment

Weekly Phonics Assessment

**Core Lesson Key Terminology & Definitions:**

Vocabulary- projects, visitors, scared, proud

Oral Vocabulary- certainly, embarrassed, languages, mumbled, popular, study

Domain-Specific Vocabulary- develop, accomplish, knowledge

Vocabulary Strategy- Figurative Language

Grammar Skill- Prepositions: (for / to / with / from / of)

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.1.K.A \(Advanced\)](#) Utilize book handling skills.

[CC.1.1.K.B \(Advanced\)](#) Demonstrate understanding of the organization and basic features of print.

? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.

[CC.1.1.K.C \(Advanced\)](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

[CC.1.1.K.D \(Advanced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.

? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

[CC.1.1.K.E \(Advanced\)](#) Read emergent-reader text with purpose and understanding.

[CC.1.2.K.A \(Advanced\)](#) With prompting and support, identify the main idea and retell key details of text.

[CC.1.2.K.B \(Advanced\)](#) With prompting and support, answer questions about key details in a text.

[CC.1.2.K.C \(Advanced\)](#) With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.

[CC.1.2.K.E \(Advanced\)](#) Identify parts of a book (title, author) and parts of a text (beginning, end, details).

[CC.1.2.K.F \(Advanced\)](#) With prompting and support, ask and answer questions about unknown words in a text.

[CC.1.2.K.G \(Advanced\)](#) Answer questions to describe the relationship between illustrations and the text in which they appear.

[CC.1.2.K.H \(Advanced\)](#) With prompting and support, identify the reasons an author gives to support points in a text.

[CC.1.2.K.I \(Advanced\)](#) With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.

[CC.1.2.K.J \(Advanced\)](#) Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

[CC.1.2.K.K \(Advanced\)](#) Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.

[CC.1.2.K.L \(Advanced\)](#) Actively engage in group reading activities with purpose and understanding.

[CC.1.3.K.A \(Advanced\)](#) With prompting and support, retell familiar stories including key details.

[CC.1.3.K.B \(Advanced\)](#) Answer questions about key details in a text.

[CC.1.3.K.C \(Advanced\)](#) With prompting and support, identify characters, settings, and major events in a story.

[CC.1.3.K.D \(Advanced\)](#) Name the author and illustrator of a story and define the role of each in telling the story.

<a href="#">CC.1.3.K.E (Advanced)</a>	Recognize common types of text.
<a href="#">CC.1.3.K.F (Advanced)</a>	Ask and answer questions about unknown words in a text.
<a href="#">CC.1.3.K.G (Advanced)</a>	Make connections between the illustrations and the text in a story (read or read aloud).
<a href="#">CC.1.3.K.H (Advanced)</a>	Compare and contrast the adventures and experiences of characters in familiar stories.
<a href="#">CC.1.3.K.I (Advanced)</a>	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.3.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.3.K.K (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.4.K.A (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
<a href="#">CC.1.4.K.B (Advanced)</a>	Use a combination of drawing, dictating, and writing to focus on one specific topic.
<a href="#">CC.1.4.K.C (Advanced)</a>	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
<a href="#">CC.1.4.K.D (Advanced)</a>	Make logical connections between drawing and dictation/writing.
<a href="#">CC.1.4.K.E (Advanced)</a>	With prompting and support, illustrate using details and dictate/write using descriptive words.
<a href="#">CC.1.4.K.F (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.G (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.
<a href="#">CC.1.4.K.H (Advanced)</a>	Form an opinion by choosing between two given topics.
<a href="#">CC.1.4.K.I (Advanced)</a>	Support the opinion with reasons.
<a href="#">CC.1.4.K.J (Advanced)</a>	Make logical connections between drawing and writing.
<a href="#">CC.1.4.K.L (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.M (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
<a href="#">CC.1.4.K.N (Advanced)</a>	Establish "who" and "what" the narrative will be about.
<a href="#">CC.1.4.K.O (Advanced)</a>	Describe experiences and events.
<a href="#">CC.1.4.K.P (Advanced)</a>	Recount 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.
<a href="#">CC.1.4.K.R (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.T (Advanced)</a>	With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<a href="#">CC.1.4.K.U (Advanced)</a>	With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.
<a href="#">CC.1.4.K.V (Advanced)</a>	Participate in individual or shared research projects on a topic of interest.
<a href="#">CC.1.4.K.W (Advanced)</a>	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
<a href="#">CC.1.4.K.X (Advanced)</a>	Write routinely over short time frames.
<a href="#">CC.1.5.K.A (Advanced)</a>	Participate in collaborative conversations with peers and adults in small and larger groups.
<a href="#">CC.1.5.K.B (Advanced)</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">CC.1.5.K.C (Advanced)</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">CC.1.5.K.D (Advanced)</a>	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
<a href="#">CC.1.5.K.E (Advanced)</a>	Speak audibly and express thoughts, feelings, and ideas clearly.
<a href="#">CC.1.5.K.G (Advanced)</a>	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

**Topic: Lesson 30 Good Neighbors**

Minutes for Topic: 600

**Core Lesson Description:**

Students will learn about the following detailed information provided below.

Big Book- "Miss Bindergarten Celebrates the Last Day of Kindergarten"

Genre - Fantasy

Read Aloud- "Pet Show!"

Genre- Realistic Fiction

Paired Selections- "Schools Then and Now"

Genre- Informational Text

Target Skill - Understanding Characters

Target Strategy - Summarize

Phonemic Awareness- Track Syllables

Phonics- Review Blending Words With: (-s / -ing) & Review Letters: Short Vowels - "Aa" & "Ee" & "Ii" & "Oo" & "Uu"

Decodable Readers- "Max is Down" and "A Fun Job"

Concepts of Print- Environmental Print

High Frequency Words - (do, little, look, saw, down, just, out, put, have, one, off, our, help, every, take, day, went, ask, very, too, only, walk, their, show)

Fluency - Read With Expression

Speaking and Listening- Good Neighbors and Good Friends

Grammar- Prepositions: (in / on / out / off / by)

**Core Lesson Student Learning Objectives:**

Students will be able to use the comprehension strategy to Summarize.

Students will be able to Blend Phonemes.

Students will be able to Segment Phonemes.

Students will be able to Substitute Phonemes.

Students will be able to Track Syllables.

Students will be able to identify & name the letters: Short Vowels: "Aa" / "Ee" / "Ii" / "Oo" / "Uu"

Students will be able to identify the sound for letters: Short Vowels: "Aa" / "Ee" / "Ii" / "Oo" / "Uu"

Students will be able to read the high-frequency words: (do, little, look, saw, down, just, out, put, have, one, off, our, help, every, take, day, went, ask, very, too, only, walk, their, show).

Students will be able to Read With Expression.

**Core Lesson Essential Questions:**

What Can I Do To Be a Good Friend Or a Good Neighbor?

**Core Lesson Big Ideas:**

Do Your Best

Good Neighbors

Civics

**Core Lesson Materials:**

Big Book- "Miss Bindergarten Celebrates the Last Day of Kindergarten"

Read Aloud- "Pet Show!"

Paired Selections- "Schools Then and Now"

Letter Cards- Short Vowels: ("Aa" / "Ee" / "Ii" / "Oo" / "Uu")



High Frequency Words - (do, little, look, saw, down, just, out, put, have, one, off, our, help, every, take, day, went, ask, very, too, only, walk, their, show).

Decodable Readers- "Max is Down" & "A Fun Job"

Reader's Notebook

Listening Comprehension Assessment

Weekly Phonics Assessment

**Core Lesson Key Terminology & Definitions:**

Vocabulary- attendance, balance, perfume, success

Oral Vocabulary- announced, entrance, expect, favorite, independent, judge

Domain-Specific Vocabulary- concern, kindness, neighborly, generous

Vocabulary Strategy- Synonyms

Grammar Skill- Exclamations: Prepositions: (in, on, out, off, by)

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.1.K.A \(Advanced\)](#)

Utilize book handling skills.

[CC.1.1.K.B \(Advanced\)](#)

Demonstrate understanding of the organization and basic features of print.

? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.

[CC.1.1.K.C \(Advanced\)](#)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

? 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 vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

[CC.1.1.K.D \(Advanced\)](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Demonstrate basic knowledge of one-to one letter-sound correspondence. ? Associate the long and short sounds with common spellings for the five major vowels. ? Read grade level high-frequency sight words with automaticity. ? Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

[CC.1.1.K.E \(Advanced\)](#)

Read emergent-reader text with purpose and understanding.

[CC.1.2.K.A \(Advanced\)](#)

With prompting and support, identify the main idea and retell key details of text.

[CC.1.2.K.B \(Advanced\)](#)

With prompting and support, answer questions about key details in a text.

[CC.1.2.K.C \(Advanced\)](#)

With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.

[CC.1.2.K.E \(Advanced\)](#)

Identify parts of a book (title, author) and parts of a text (beginning, end, details).

[CC.1.2.K.F \(Advanced\)](#)

With prompting and support, ask and answer questions about unknown words in a text.

[CC.1.2.K.G \(Advanced\)](#)

Answer questions to describe the relationship between illustrations and the text in which they appear.

[CC.1.2.K.H \(Advanced\)](#)

With prompting and support, identify the reasons an author gives to support points in a text.

[CC.1.2.K.I \(Advanced\)](#)

With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.

[CC.1.2.K.J \(Advanced\)](#)

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

[CC.1.2.K.K \(Advanced\)](#)

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

[CC.1.2.K.L \(Advanced\)](#)

Actively engage in group reading activities with purpose and understanding.

[CC.1.3.K.A \(Advanced\)](#)

With prompting and support, retell familiar stories including key details.

[CC.1.3.K.B \(Advanced\)](#)

Answer questions about key details in a text.

[CC.1.3.K.C \(Advanced\)](#)

With prompting and support, identify characters, settings, and major events in a story.

<a href="#">CC.1.3.K.D (Advanced)</a>	Name the author and illustrator of a story and define the role of each in telling the story.
<a href="#">CC.1.3.K.E (Advanced)</a>	Recognize common types of text.
<a href="#">CC.1.3.K.F (Advanced)</a>	Ask and answer questions about unknown words in a text.
<a href="#">CC.1.3.K.G (Advanced)</a>	Make connections between the illustrations and the text in a story (read or read aloud).
<a href="#">CC.1.3.K.H (Advanced)</a>	Compare and contrast the adventures and experiences of characters in familiar stories.
<a href="#">CC.1.3.K.I (Advanced)</a>	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.
<a href="#">CC.1.3.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.3.K.K (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.4.K.A (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
<a href="#">CC.1.4.K.B (Advanced)</a>	Use a combination of drawing, dictating, and writing to focus on one specific topic.
<a href="#">CC.1.4.K.C (Advanced)</a>	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
<a href="#">CC.1.4.K.D (Advanced)</a>	Make logical connections between drawing and dictation/writing.
<a href="#">CC.1.4.K.E (Advanced)</a>	With prompting and support, illustrate using details and dictate/write using descriptive words.
<a href="#">CC.1.4.K.F (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.G (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.
<a href="#">CC.1.4.K.H (Advanced)</a>	Form an opinion by choosing between two given topics.
<a href="#">CC.1.4.K.I (Advanced)</a>	Support the opinion with reasons.
<a href="#">CC.1.4.K.J (Advanced)</a>	Make logical connections between drawing and writing.
<a href="#">CC.1.4.K.L (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.M (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
<a href="#">CC.1.4.K.N (Advanced)</a>	Establish "who" and "what" the narrative will be about.
<a href="#">CC.1.4.K.O (Advanced)</a>	Describe experiences and events.
<a href="#">CC.1.4.K.P (Advanced)</a>	Recount 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.
<a href="#">CC.1.4.K.R (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> <li>• Capitalize first word in sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
<a href="#">CC.1.4.K.T (Advanced)</a>	With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<a href="#">CC.1.4.K.U (Advanced)</a>	With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.
<a href="#">CC.1.4.K.V (Advanced)</a>	Participate in individual or shared research projects on a topic of interest.
<a href="#">CC.1.4.K.W (Advanced)</a>	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
<a href="#">CC.1.4.K.X (Advanced)</a>	Write routinely over short time frames.
<a href="#">CC.1.5.K.A (Advanced)</a>	Participate in collaborative conversations with peers and adults in small and larger groups.
<a href="#">CC.1.5.K.B (Advanced)</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">CC.1.5.K.C (Advanced)</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">CC.1.5.K.D (Advanced)</a>	Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
<a href="#">CC.1.5.K.E (Advanced)</a>	Speak audibly and express thoughts, feelings, and ideas clearly.
<a href="#">CC.1.5.K.G (Advanced)</a>	Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

**Topic: Benchmark**

Minutes for Topic: 90