

Unit: 5
Week 27

Kinder Literacy Units

	Monday	Tuesday
<p>Unit Big Idea: Students will listen and learn to state text-based facts and ideas.</p> <p>Unit 5 Standard Objective: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Week Theme: Rabbits</p> <p>Main Close Read Text: Rabbits {Anita Ganeri}</p> <p>Optional {Non}Fiction Texts: The Easter Bunny's Assistant {Jan Thomas}</p> <p>Literacy Skill Focus Standard: Key Details RI.K.1</p> <p>Essential Questions: How can asking additional questions help our understanding? How can we describe a rabbit?</p> <p>Week "I can statements": *I can understand that questions I ask can help me learn more about a topic. *I can describe the characteristics of a rabbit.</p> <p>Comprehension Strategy: Questioning</p> <p>Story Elements: N/A</p> <p>Writing Focus: Students will work on multiple writing genres.</p> <p>Literacy Standards: RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.6, RI.K.7 RI.K.8, RI.K.9, W.K.2</p>	<p>Phonemic Awareness: Objective: Segment Sounds- I will say a word and you will state each sound slowly. Cat- /c/ /a/ /t/ Put up on finger for each sound and then bring the fist back to your chest stating the sound. {rabbit, zebra, clover, flash, jump, yell}</p> <p>Shared Reading: Introduce and read chorally- "Little Bunny Foo Foo"</p> <p>Reader's Workshop {Close Read}: Day One Objective: Students listen to the read aloud for enjoyment. Build an interest in the topic and expand their prior knowledge. Introduce the week's theme focus by placing it inside the bubble chart. Have students turn and talk to discuss their prior knowledge, adding their responses to the bubble chart. State the week's essential questions for the students to ponder. Read the text "cold" with minimal stopping while reading. Have students turn and talk to their partners and share additional information they learned during the cold read. Add their responses to the bubble chart.</p>	<p>Phonemic Awareness: Objective: Segment Sounds- I will say a word and you will state each sound slowly. Cat- /c/ /a/ /t/ Put up on finger for each sound and then bring the fist back to your chest stating the sound. {twirl, first, river, green, circle, jump, help}</p> <p>Shared Reading: Reread chorally/Build with sentence strips, "Little Bunny Foo Foo"</p> <p>Reader's Workshop {Close Read}: Day Two Objective: Ask/answer simple recall questions. Reread the text stopping to address unknown vocabulary. Review and discuss the essential questions. 1. Who is the author? What is their job compared to the illustrator? RL.1.6 2. What is one FACT we heard from the book? RL.1.1 <i>Introduce Unknown Words:</i> Reread <u>Rabbits</u> stopping to discuss the following vocabulary words: {pellets, floppy, kit, active, burrow, nibble} <i>Whole Body:</i> Display vocabulary photo and add an "action" to each word pellets: A small rounded mass of food floppy: Hanging in a loose way kit: A baby rabbit active: Always doing something; full of energy burrow: a hole or tunnel dug by certain animals for use as a hiding place or home nibble: To eat small bites</p>
	<p>Independent Practice: "Capture THIS and THAT" OR follow-up task of choice</p> <p>Writing Lesson: Lead the students in a lesson showing them how they can generate their own ideas for writing. Students will make a list of writing topics they are interested in writing about. Students will then select on topic from their list and write a matching narrative story.</p>	<p>Independent Practice: "Listen and draw" OR vocabulary follow-up task of choice</p> <p>Writing Lesson: Students will meet with their writing partners and discuss their previous day's story. Lead the students in a conversation on the editing process and students will go back to edit and re-write their narrative story from the day before.</p>

Listen and Tell More

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Wednesday	Thursday	Friday
<p>Phonemic Awareness: Objective: Segment Sounds- I will say a word and you will state each sound slowly. Cat- /c/ /a/ /t/ Put up on finger for each sound and then bring the fist back to your chest stating the sound. {grass, hammer, cloud, hippo, paper}</p>	<p>Phonemic Awareness: Objective: Segment Sounds- I will say a word and you will state each sound slowly. Cat- /c/ /a/ /t/ Put up on finger for each sound and then bring the fist back to your chest stating the sound. {twig, toast, sleep, speed, climb, spin}</p>	<p>Phonemic Awareness: Objective: Segment Sounds- I will say a word and you will state each sound slowly. Cat- /c/ /a/ /t/ Put up on finger for each sound and then bring the fist back to your chest stating the sound. {robot, stomp, swim, flash, twirl, cherry}</p>
<p>Shared Reading: Reread- "Little Bunny Foo Foo" Insert poem into notebook</p>	<p>Shared Reading: Reread- "Little Bunny Foo Foo" color retell piece</p>	<p>Shared Reading: Reread "Little Bunny Foo Foo" bunny coloring sheet</p>
<p>Reader's Workshop {Close Read}: Day Three Objective: Reread parts of the text that lends itself to the text-dependent questions. Students will turn and talk to partners to answer. Review and discuss the vocabulary and essential question.</p> <ol style="list-style-type: none"> 1. How does the author describe rabbits? {page 4} RI.K.1 2. Compare and contrast kits to other baby animals we have learned about this year. RI.K.3 3. How does the illustration on page 16 help you to understand the word nibble? RI.K.7 4. What are the small green boxes called that are found throughout the book? {labels} How do labels help our understanding of nonfiction books? 5. What does the author imply about having a pet rabbit? {they are a lot of work, but rewarding too} RI.K.8 6. What is the glossary and how does it help out understanding of nonfiction texts? 	<p>Reader's Workshop {Close Read}: Day Four Objective Part One: Review this week's vocabulary words with partner turn and talks.</p> <ol style="list-style-type: none"> 1. What do PET rabbits eat? pellets What do wild rabbits eat? 2. Why might a wild rabbit dig a burrow? 3. A rabbit likes to nibble their food? What food do you like to nibble on? 4. A rabbit is very active what might a rabbit be doing to show us they are active? <p>Part Two {optional}: Read <u>The Easter Bunny's Assistant</u> {or optional fiction horse book}</p>	<p>Reader's Workshop {Close Read}: Day Five Objective: Theme study wrap up with a comprehensive discussion and craft.</p> <p><i>Review:</i> Review the vocabulary words and essential questions.</p> <p><i>Discuss:</i> Wrap up the week's theme with a class discussion. How can we describe a rabbit?</p> <p><i>Students will complete the rabbit directed drawing.</i></p> <p>*Weekly Assessment {optional} Tiger: Sight word of choice Zebra: Write long vowel word: rope Monkey: Circle the word, /t/, /r/, /a/ /sh/ Lion: Circle the picture that shows the main idea of our story</p>
<p>Independent Practice: Label the parts of a rabbit as whole-group "Label it!" follow-up activity sheet</p>	<p>Independent Practice: "Connect it" follow-up sheet</p>	<p>Independent Practice: Weekly standard-based skill check</p>
<p>Writing Lesson: Lead students in a discussion about writing opinion stories. Students will write an opinion piece on if they would like a rabbit as a pet. Encourage students to use the word because when backing up their opinion.</p>	<p>Writing Lesson: Lead students in a conversation about writing persuasive stories. Students will write a persuasive story to skunk stating why the bunny should let him help dye Easter eggs.</p>	<p>Writing Lesson: Students can generate their own story of choice using a narrative, opinion, or persuasive writing approach.</p>