

ELA COMMON CORE CURRICULUM UNIT*
North Smithfield Public Schools

TITLE OF UNIT: Families

COURSE OR GRADE: K

LENGTH OF TIME: Approximately 8 weeks

OVERVIEW OF UNIT:

Students will explore the theme of families through reading and writing activities.

FOCUS ELA STANDARDS:

Reading

- Ask and answer questions **RL.K.1**
- Retell with details **RL.K.2**
- Identify characters, setting, events **RL.K.3**
- Ask/ answer questions about unknown words **RLK.4**
- Recognize common types of texts **R.LK.5**
- Name the author and illustrator, define roles **RL.K.6**
- Describe relationship between illustrations and the story **RI.K.7**
- Compare and contrast adventures, characters **RL.K.9**
- Engage with purpose and understanding in group activities **RL K.10**

Speaking and listening

- Participate in discussions **SLK. 1a,b**
- Ask and answer questions about key details **SL.K.2**
- Ask and answer questions to get information **SL.K.3**
- Describe familiar people, places and events **SL.K.4**
- Use drawings to provide detail to verbal descriptions **SL.K.5**
- Speak and express thoughts clearly **SL.K.6**

Writing

- Narrative Writing **WK.3**
- Add detail to writing **WK.5**
- Recall information from experiences or provided sources **WK.8**

Language

- Produce complete sentences **L.K. 1f**
- Spell simple words phonetically **L.K.2d**
- Capitalize first word in a sentence and pronoun I **L.K.2a**

Foundations

- Follow words left to right, top to bottom, and page by page **RF.K.1a**
- Recognize and produce rhyming words **RF.K2a**
- Count, produce, blend, and segment syllables in spoken words **RF.K.2b**
- Read Sight Words **RF.K 3c**
- Read with purpose and understanding **RF.K4**

ENDURING UNDERSTANDING:

Authors convey their message through different forms of writing/genre about how families are different and how families solve their problems.

PRIOR KNOWLEDGE:

Teacher uses a variety of strategies to activate prior knowledge.

- Activate prior knowledge through discussion, questioning, and modeling thinking aloud.

STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

- Students will identify characters, setting, events and key details
- Students will name the author and illustrator and define their roles
- Students will ask/answer questions about key details to get information
- Students will retell with details
- Students will compare and contrast adventures across texts
- Students will write a narrative piece with detail

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- Students will identify rhyming words
- Students will participate in choral reading, echo reading, shared reading and guided reading
- Students will use drawings to provide detail to verbal descriptions
- Students will follow along with text to demonstrate L to R top to bottom and page by page
- Students will identify known words in print
- Students will use upper and lowercase letters, ending punctuation, and pronoun I
- Students will spell simple words phonetically

CORE SELECTIONS:

Treasures

- The Picnic at Apple Park
- Peter's Chair
- Animal Moms and Dads

Extended Text

- The Kissing Hand
- Families are Different (Library Big Book)
- Mama Do You Love Me? (Library Big Book)
- David Shannon Series: No David, David Goes to School
- The Berenstain Bears Series

Other

- Nursery Rhymes: For Example: Three Little Kittens, Hush Little Baby, The Old Lady Who Lived in a Shoe

ACTIVITIES, PRODUCTS, PERFORMANCE,:

- Note Taking:**
 - Students will illustrate key details from the story as the teacher reads. Example: No David by David Shannon
- Class Discussion/literature response:**
 - Students ask and answer questions about key details
 - Name the author and illustrator
 - Describe the relationship between the illustrations and the story
 - Students retell with details using illustrations as a source of reference if necessary
 - Students recognize common types of text (Literary text vs. Poem)
- Narrative writing:**
 - Students will dictate and/or write about their family: who is in their family, what their family does together, what makes their family special
- Graphic Organizers:**
 - Students will use a graphic organizer to identify characters, setting and events in a story. Example: The Kissing Hand
 - Students will use a word web organizer to list word families/rhyming words. Example: Three Little kittens
 - Students will use a venn diagram to compare the adventures of David across texts: No David, David Goes to School
- Non-linguistic Representation:**
 - Students will draw pictures to represent key vocabulary words from text. Students will use drawings to provide details to verbal descriptions. Example: Peter's Chair, The Kissing Hand, Mama Do You Love Me
- Role Playing:**
 - Students role play as the teacher and take turns following the text with a pointer demonstrating left to right, top to bottom, page by page and one to one word correspondence.
 - Students locate known words, sight words, in print

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- Word Study:**
 - Students echo teacher counting and segmenting syllables of key vocabulary words from read alouds.
 - Students identify rhyming words in poems

ADDITIONAL RESOURCES:

- Common Core Curriculum Maps*, Josey-Bass, publisher
- Common Core Standards <http://www.ride.ri.gov/instruction/commoncore.aspx>
- Treasures Additional Resources

LESSON PLAN for UNIT _____

LESSONS

- Lesson # 1 Summary:**

- Lesson #2 Summary:**

- Lesson #3 Summary:**

OBJECTIVES for LESSON # _____

- Materials/Resources:**

- Procedures:**

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- **Lead –in**

- **Step by step**

- **Closure**

□ **Instructional strategies:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)

□ **Assessments:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)

- **Formative**

- **Summative**