

**BERNARDS TOWNSHIP PUBLIC SCHOOLS
BASKING RIDGE, NEW JERSEY**

LANGUAGE ARTS

KINDERGARTEN

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Summer 2008

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Basking Ridge, New Jersey

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*This document has been aligned with the
New Jersey Core Curriculum Content Standards*

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education opportunities regardless of color, creed, religion, gender or handicap.*

2008/2009

KINDERGARTEN- SUGGESTED YEARLY TIMELINE
SEPTEMBER- OVERVIEW

<p>Core Books</p> <p>I Like Me! *Identifying sight words *Demonstrate return sweep *Answering questions relating book to personal experiences</p> <p>Assessment: Self-portrait</p> <p>A Hug is Warm *Identifying sight words *Making predictions *Return Sweep</p> <p>District Assessment: PALS</p>	<p>Supplemental Books</p> <p><u>All About You</u> <u>Miss Bindergarten</u> <u>Gets Ready for Kindergarten</u> <u>School Days</u> <u>This is the Way We Go to School</u> <u>Thank You</u> <u>Johnny Appleseed</u> <u>Goes A Planting</u> <u>Funny Photo</u> <u>Alphabet</u> <u>Chicka Chicka Boom Boom</u> <u>The Kissing Hand</u> <u>A Color of His Own</u></p>	<p>Concepts of Print for supplemental books</p> <p>*Use of three cueing system (Meaning, Structure, and Visual information) *Initial sounds *Sight Words *Rhyming *Capitals *Ending punctuation *Listening skills *Following verbal directions *Making Predictions *Elements of print: (Parts of a book, author, illustrator, publisher, copyright) *Return Sweep *Follow text from left to right *Letter and sound-symbol identification</p>	<p>Writing skills</p> <p>*Pencil grip *Correct posture *Positioning of paper *Beginning with a capital letter *Basic strokes (left to right, up and down, circle) *Introducing temporary spelling</p>
<p>RECURRING THEMES AND ONGOING CONCEPTS</p>			
<p>ALL ABOUT ME</p> <p>Topics: *Welcome to School *School Routines *All About Me *Family *Friends</p>	<p>EXPLORING MY WORLD</p> <p>Topics: *Apples/Johnny Appleseed</p>	<p>LITERACY CONCEPTS</p> <p>Topics: *ABC's *Colors *Shapes *Numbers *Calendar</p>	<p>AROUND THE GLOBE</p>

OCTOBER- OVERVIEW

<p>Core Books</p> <p><u>Goodnight Moon:</u> *Make predictions *Rhyming words *Opposites *Discussing personal experiences *Number words *Color words</p> <p>Assessment: Students choose three things to say goodnight to from their own room. Goodnight _____.</p> <p><u>Cookie’s Week:</u> *Days of the week *Recognize story elements *Capitalization *Story recall</p>	<p>Supplemental Books</p> <p><u>Big Red Fire Engine</u> <u>Young Christopher Columbus</u> <u>In 1492</u> <u>Seasons- (small book set)</u> <u>Apples and Pumpkins</u> <u>An Apple A Day</u> <u>Growing Pumpkins</u> <u>It’s Pumpkin Time</u> <u>Pumpkin, Pumpkin</u> <u>The Apple Pie Tree</u> <u>The Seasons of Arnold’s Apple Tree</u> <u>When Itchy Witchy Sneezes</u> <u>The Haunted House</u> <u>Mouse Paint</u></p>	<p>Concepts of Print for Supplemental Books</p> <ul style="list-style-type: none"> *Use of three cueing system (Meaning, Structure, and Visual information) *Initial sounds *Sight Words *Rhyming *Capitals *Ending punctuation *Listening skills *Following verbal directions *Making Predictions *Elements of print: (Parts of a book: author, illustrator, publisher, copyright) *Return Sweep *Follow text from left to right *Letter and sound-symbol identification *Sequencing *Recall 	<p>Writing Skills</p> <ul style="list-style-type: none"> *Pencil grip *Correct posture *Positioning of paper *Beginning with a capital letter *Basic strokes (left to right, up and down, circle) *Correct letter formation *Introducing temporary spelling *Illustrating *Labeling illustrations <p>*First marking period district writing sample</p>
<p>RECURRING THEMES AND ONGOING CONCEPTS</p>			
<p>ALL ABOUT ME</p>	<p>EXPLORING MY WORLD Topics: *Halloween *Seasons/Fall *Harvest *Apples *Pumpkins *Fire Safety</p>	<p>LITERACY CONCEPTS Topics: *ABC’s *Colors *Shapes *Numbers *Calendar</p>	<p>AROUND THE GLOBE Topics: *Columbus Day *Jewish Holiday</p>

NOVEMBER- OVERVIEW

<p>Core Books</p> <p><u>Ten Black Dots:</u> *Left to right progression *One-to-one correspondence *Rhyming text *Sound-symbol relationships *Number words</p> <p>Assessment: Students will create a class book by making a picture with their given number of black dots. _____ dots make(s) a _____.</p> <p><i>Challenge:</i> Teacher can provide students with various colored dots. Students can change the color word for their dot selection.</p>	<p>Supplemental Books</p> <p><u>Red Leaf, Yellow Leaf</u> <u>Squirrels All Year Long</u> <u>The Four Seasons</u> <u>Thanksgiving is for Giving Thanks</u> <u>Today is Monday</u></p>	<p>Concepts of Print for Supplemental Books</p> <ul style="list-style-type: none"> *Use of three cueing system (Meaning, Structure, and Visual information) *Review initial sounds *Sight Words *Rhyming *Capitals *Ending punctuation *Listening skills *Following verbal directions *Making Predictions *Elements of print: (Parts of a book, author, illustrator, publisher, copyright) *Return Sweep *Follow text from left to right *Letter and sound-identification *Sequencing *Recall *Introduce medial and final sounds 	<p>Writing Skills</p> <ul style="list-style-type: none"> *Pencil grip *Correct posture *Positioning of paper *Beginning with a capital letter *Basic strokes (left to right, up and down, circle) *Correct letter formation *Introducing temporary spelling *Illustrating *Matching illustrations to text *Correct letter placement on primary lined paper
<p>RECURRING THEMES AND ONGOING CONCEPTS</p>			
<p>ALL ABOUT ME</p> <p>Topics: *Family Traditions</p>	<p>EXPLORING MY WORLD</p> <p>Topics: *Fall *Thanksgiving *Animals</p>	<p>LITERACY CONCEPTS</p> <p>Topics: *Calendar Skills *Kindergarten Concepts</p>	<p>AROUND THE GLOBE</p>

DECEMBER- OVERVIEW

<p>Core Books</p> <p><u>Gingerbread Baby:</u> *Retelling *Role-play the story *Sequencing *Character identification</p> <p>Optional Assessment : Writing assignment: Change the ending to the story. My gingerbread baby ran into a _____.</p>	<p>Supplemental Books</p> <p><i>Gingerbread books:</i> <u>The Gingerbread Boy</u> <u>The Gingerbread Man</u> <u>The Gingerbread Girl</u></p> <p><i>Celebrations:</i> <u>My 1st Kwanzaa</u> <u>The Grinch</u> <u>Light the Lights!</u></p> <p><u>Seasons</u> (small book set)</p>	<p>Concepts of Print for Supplemental Books</p> <ul style="list-style-type: none"> *Use of three cueing system (Meaning, Structure, and Visual information) *Sight Words *Rhyming *Ending punctuation *Listening skills *Following verbal directions *Making Predictions *Return Sweep *Follow text from left to right *Letter and sound-symbol identification *Sequencing *Review medial and final sounds. *Compare and contrast various versions of a story *Retelling *Story elements 	<p>Writing Skills</p> <ul style="list-style-type: none"> *Beginning with a capital letter *Correct letter formation *Developing temporary spelling *Matching illustrations to text *Venn Diagram *Using spacing and ending punctuation. *Adding details to illustrations
<p>RECURRING THEMES AND ONGOING CONCEPTS</p>			
<p>ALL ABOUT ME</p> <p>Topics: *Winter Holidays *Family Traditions</p>	<p>EXPLORING MY WORLD</p> <p>Topics: *Winter Holidays</p>	<p>LITERACY CONCEPTS</p> <p>Topics: *Gingerbread</p>	<p>AROUND THE GLOBE</p>

JANUARY- OVERVIEW

<p>Core Books <u>The Land of Many Colors:</u> * Make predictions * Identify quotation marks *Reading with inflection *Role-play</p> <p>Assessment: Prediction: Stop reading on the page that says, “Stop!” Students will write predictions about the end of the story before finishing the story.</p> <p><u>The Snowy Day:</u> *Reinforce the who, what, when, where, and how of the story. *Adjectives * Role-play: beginning, middle, and end. *Sight words Assessment: Students illustrate their own experiences on a snowy day and present orally.</p>	<p>Supplemental Books</p> <p><u>A Busy Year</u> <u>Chicken Soup with Rice</u> <u>The Friendly Snowman</u> <u>Caps for Sale</u> <u>Rainbow Fish</u> <u>Wake Me in Spring</u> <u>The Big Bears</u> <u>Corduroy</u> <u>Young Martin Luther King</u> <u>My Brother Martin</u></p>	<p>Concepts of Print for Supplemental Books</p> <ul style="list-style-type: none"> *Use of three cueing system (Meaning, Structure, and Visual information) *Sight Words *Rhyming *Ending punctuation *Listening skills *Following verbal directions *Making Predictions *Return Sweep *Follow text from left to right *Letter and sound-symbol identification *Sequencing *Review medial and final sounds. *Compare and contrast various versions of a story *Retelling *Story elements *Reinforce the who, what, when, where, and how of the story. *Emergence of reader’s voice *Model the use of known anchor words when reading 	<p>Writing Skills</p> <ul style="list-style-type: none"> *Beginning with a capital letter *Correct letter formation *Developing temporary spelling *Venn Diagram *Using spacing and ending punctuation. *Adding details to illustrations *Begin to expand sentences *Use word wall words when writing *Discusses ideas for writing in a group setting. *Initiates writing *Shares writing with an audience <p>*Second marking period district writing sample</p> <p>District Assessment: DRA</p>
<p>RECURRING THEMES AND ONGOING CONCEPTS</p>			
<p>ALL ABOUT ME</p> <p>Topics: *Calendar Concepts</p>	<p>EXPLORING MY WORLD</p> <p>Topics: *Friendship *Animals/Bears *Weather/Seasons/ *Celebrations</p>	<p>LITERACY CONCEPTS</p> <p>Topics: *Months of the Year</p>	<p>AROUND THE GLOBE</p> <p>Topics: *Cultural Diversity</p>

FEBRUARY- OVERVIEW

<p>Core Books</p> <p><u>Tooth Trouble:</u> *Reader’s voice, use of inflection while reading *Quotation marks *Review comma *Story elements</p> <p><u>Miss Bindergarten Celebrates the 100th Day of Kindergarten:</u> *Alphabetical order *Alliteration *Rhyming *Choral Reading *Cloze technique</p> <p><u>You Are What You Eat:</u> *Identify Sight Words *Identify healthy/unhealthy foods.</p>	<p>Supplemental Books</p> <p><u>How Many Teeth?</u> <u>Plenty of Penguins</u> <u>Tacky the Penguin</u> series <u>Penguin Pete</u> Any 100th Day books</p>	<p>Concepts of Print for Supplemental Books</p> <ul style="list-style-type: none"> *Use of three cueing system (Meaning, Structure, and Visual information) *Sight Words *Rhyming *Ending punctuation *Listening skills *Following verbal directions *Making Predictions *Letter and sound-symbol identification *Sequencing *Identify medial and final sounds. *Compare and contrast various versions of a story *Retelling *Story elements *Reinforce the who, what, when, where, and how of the story. *Emergence of reader’s voice *Model the use of known anchor words when reading 	<p>Writing Skills</p> <ul style="list-style-type: none"> *Beginning with a capital letter *Correct letter formation *Developing temporary spelling *Matching illustrations to text *Venn Diagram *Using spacing and ending punctuation. *Begin to expand sentences *Use word wall words when writing **Discusses ideas for writing in a group setting. *Initiates writing *Shares writing with an audience *Writing last name *Begin appropriate use of uppercase and lowercase letters
<p>RECURRING THEMES AND ONGOING CONCEPTS</p>			
<p>ALL ABOUT ME</p> <p>Topics: *Healthy Habits</p>	<p>EXPLORING MY WORLD</p> <p>Topics: *Penguins</p>	<p>LITERACY CONCEPTS</p> <p>Topics: *100th Day of School</p>	<p>AROUND THE GLOBE</p>

MARCH- OVERVIEW

<p>Core Books</p> <p><u>The Wind Blew:</u> *Print concepts *Picture clues *Recall and sequencing events *Choral reading *Use cloze procedure to reread using picture clues.</p> <p><u>What Will the Weather Be Like Today?</u> *Reading chorally *Become familiar with weather words</p>	<p>Supplemental Books</p> <p><u>Spring</u> <u>Windy Day</u> <u>Who Cares About the Weather?</u> <u>Whoosh</u> <u>Kites</u> <u>Seasons</u> (small copies) <u>Dr. Seuss</u> books <u>The Listening Walk</u> <u>My Five Senses</u> <u>See, Hear, Taste, Touch, Smell</u></p>	<p>Concepts of Print for Supplemental Books</p> <p>*Use of three cueing system (Meaning, Structure, and Visual information) *Sight Words *Rhyming *Ending punctuation *Making Predictions *Letter and sound-symbol identification *Sequencing *Identify medial and final sounds. *Retelling *Story elements *Reinforce the who, what, when, where, and how of the story. *Emergence of reader’s voice *Making connections between story elements *Monitor and self-correct using known anchor words *Linking the/a with the next word when reading (fluency)</p>	<p>Writing Skills</p> <p>*Beginning with a capital letter *Correct letter formation *Using spacing and ending punctuation. *Begin to expand sentences *Use word wall words when writing *Discusses ideas for writing in a group setting. *Initiates writing *Shares writing with an audience *Writing last name *Continues appropriate use of uppercase and lowercase letters *Applying conventional and temporary spelling *Using letter groups</p>
<p>RECURRING THEMES AND ONGOING CONCEPTS</p>			
<p>ALL ABOUT ME</p> <p>Topics: *Family Celebrations *Five Senses</p>	<p>EXPLORING MY WORLD</p> <p>Topics: *Weather/Kites *Seasons</p>	<p>LITERACY CONCEPTS</p> <p>Topics: *Dr. Seuss *Word Families</p>	<p>AROUND THE GLOBE</p> <p>Topics: *Holidays</p>

APRIL- OVERVIEW

<p>Core Books</p> <p><u>Little Red Hen:</u> *Sequencing *Character development *Story Elements *Role-play</p> <p><u>Mrs. Wishy-Washy:</u> *Digraphs (sh, th, ch) *Plurals *Sight words</p>	<p>Supplemental Books</p> <p><u>Where Does All the Garbage Go?</u> <u>Big Red Barn</u> <u>Wishy-Washy Day</u> <u>Kids for the Earth</u> <u>Amazing Water</u> <u>In the Tall, Tall Grass</u> <u>In the Small, Small Pond</u> <u>Animals and their Babies</u> <u>Mrs. Muddle Mud Puddle</u></p>	<p>Concepts of Print for Supplemental Books</p> <p>*Use of three cueing system (Meaning, Structure, and Visual information) *Sight Words *Rhyming *Ending punctuation *Making Predictions *Letter and Sound-Symbol Identification *Sequencing *Identify medial and final sounds. *Retelling *Story elements. *Emergence of reader’s voice *Making connections between story elements *Compare and contrast books by the same author *Monitor and self-correct using known anchor words *Linking the/a with the next word when reading (fluency)</p>	<p>Writing Skills</p> <p>*Beginning with a capital letter *Correct letter formation *Using spacing and ending punctuation. *Begin to expand sentences *Use word wall words when writing *Discusses ideas for writing in a group setting. *Initiates writing *Shares writing with an audience *Writing last name *Continues appropriate use of uppercase and lowercase letters *Applying conventional and temporary spelling *Self-Portrait *3rd Marking Period Writing Sample</p>
<p>RECURRING THEMES AND ONGOING CONCEPTS</p>			
<p>ALL ABOUT ME</p> <p>Topics: *Family Traditions</p>	<p>EXPLORING MY WORLD</p> <p>Topics: *Earth Day *Weather/Spring *Farm/Animals</p>	<p>LITERACY CONCEPTS</p> <p>Topics: *Digraphs</p>	<p>AROUND THE GLOBE</p> <p>Topics: *Holidays</p>

MAY-OVERVIEW

<p>Core Books</p> <p><u>The Carrot Seed:</u> *Beginning, middle, end of story *Identifying main character in story</p> <p>Assessment: Create a triptych of the beginning, middle, and end.</p> <p><u>Growing Vegetable Soup:</u> *Vocabulary *Labeling *Review punctuation *Word endings (ing)</p> <p><u>The Very Hungry Caterpillar:</u> *Sequencing *Calendar concepts *Retelling</p> <p>Assessment: Students write and illustrate something that the caterpillar ate. Illustration should match text.</p>	<p>Supplemental Books</p> <p><u>I'm a Seed</u> <u>Seeds Get Around</u> <u>Planting a Rainbow</u> <u>The Tiny Seed</u> <u>A Butterfly is Born</u> <u>I'm a Caterpillar</u> <u>Busy as a Bee</u> <u>The Very Grouchy</u> <u>Lady Bug</u> <u>I Can't Said the Ant</u> <u>The World of Ants</u> <u>Is Your Mama a Llama?</u> Eric Carle Insect Books</p>	<p>Concepts of Print for Supplemental Books</p> <p>*Use of three cueing system (Meaning, Structure, and Visual information) *Sight Words *Ending punctuation *Letter and Sound-Symbol Identification *Sequencing *Identify medial and final sounds. *Retelling *Story elements. *Emergence of reader's voice *Making connections between story elements *Compare and contrast books by the same author *Compare and contrast fiction/nonfiction books *Monitor and self-correct using known anchor words *Linking the/a with the next word when reading (fluency)</p>	<p>Writing Skills</p> <p>*Beginning with a capital letter *Correct letter formation *Using spacing and ending punctuation. *Begin to expand sentences *Use word wall words when writing *Discusses ideas for writing in a group setting. *Initiates writing *Shares writing with an audience *Writing last name *Continues appropriate use of uppercase and lowercase letters *Applying conventional and temporary spelling *Elaborates with details *ABC order *Labeling</p> <p>District Assessments: PALS & DRA</p>
<p>RECURRING THEMES AND ONGOING CONCEPTS</p>			
<p>ALL ABOUT ME</p> <p>Topics: *Family</p>	<p>EXPLORING MY WORLD</p> <p>Topics: *Plants *Insects *Holidays</p>	<p>LITERACY CONCEPTS</p> <p>Topics: *Writing sentences to match a picture</p>	<p>AROUND THE GLOBE</p>

JUNE-OVERVIEW

<p>Core Books</p> <p><u>Life in the Sea:</u> *Identifying different text features of the non-fiction book *Relate prior experiences to text *Draw information from a nonfiction text</p>	<p>Supplemental Books</p> <p><u>Down by the Bay</u> <u>Swimmy</u> <u>Make Mine Ice Cream</u> <u>Seasons</u> (small copies)</p>	<p>Concepts of Print for Supplemental Books</p> <ul style="list-style-type: none"> *Use of three cueing system (Meaning, Structure, and Visual information) *Sight Words *Ending punctuation *Letter and Sound-Symbol Identification *Sequencing *Identify medial and final sounds. *Retelling *Story elements *Emergence of reader’s voice *Making connections between story elements *Compare and contrast books by the same author *Compare and contrast fiction/nonfiction books *Monitor and self-correct using known anchor words *Linking the/a with the next word when reading (fluency) 	<p>Writing Skills</p> <ul style="list-style-type: none"> *Beginning with a capital letter *Correct letter formation *Using spacing and ending punctuation. *Begin to expand sentences *Use word wall words when writing *Discusses ideas for writing in a group setting. *Initiates writing *Shares writing with an audience *Writing last name *Continues appropriate use of uppercase and lowercase letters *Applying conventional and temporary spelling *Elaborates with details *ABC order *Monitoring and fixing miscues when writing *Writing known words fluently
<p>RECURRING THEMES AND ONGOING CONCEPTS</p>			
<p>ALL ABOUT ME</p>	<p>EXPLORING MY WORLD Topics: *Father’s Day *Summer Safety *Beach/Ocean Flag Day</p>	<p>LITERACY CONCEPTS Topics: *Nonfiction texts</p>	<p>AROUND THE GLOBE</p>

Unit: Literacy Concepts

Themes:
Alphabet
Colors
Shapes
Numbers
Calendar

THE STUDENT WILL BE ABLE TO:

I. USE APPROPRIATE READING PROCESS STRATEGIES TO CONSTRUCT MEANING FROM TEXT.

- A. Activate prior knowledge of literacy concepts.
- B. Recall information from texts.
- C. Apply thematic concepts to own world.
- D. Become aware of cueing systems to problem solve text and enhance comprehension. (3.1.E.3)
 - 1. Apply appropriate graphophonic patterns
 - a. Initial/final consonants – Demonstrates understanding that spoken words consist of sequences of phonemes (3.1.B.1).
 - b. Vowels – Demonstrates understanding that spoken words consist of sequences of phonemes (3.1.B.1)
 - c. Rhymes – Demonstrate phonemic awareness by rhyming, clapping syllables and substituting sounds (3.1.B.2).
 - d. Pictures – Use picture clues to aid understanding of story content (3.1.E.3)
 - e. Text structure – Demonstrate understanding of the function of a book and its parts, including front, back, author/illustrator and title page (3.1.A.6).
 - 2. Inventory key vocabulary words and their use in sentences (syntactic.)
 - a. Continue to develop a vocabulary through meaningful, concrete experiences (3.1.F.1).
 - b. Identify and sort words in basic categories (3.1.F.2).
 - c. Demonstrate an awareness of and use environmental print (3.1.F.3).
 - d. Use new vocabulary and grammatical construction in own speech (3.1.F.4).
 - 3. Draw upon all cues to make meaning from text (semantic.)
 - a. Recognize and apply one-to-one match between spoken words and text (3.1.D.2).
 - b. Recognize when a simple text fails to make sense when listening to a story read aloud (3.1.D.2).
- F. Practice appropriate reading strategies (3.1.E.1-5)

1. Identifies start/end of sentence and follows text from left to right and top to bottom
2. Matches words one-to-one using finger pointing
3. Uses known sight words as anchor words when reading
4. Stops voice at end punctuation
5. Uses a return sweep at the end of a line of text
6. Identifies letters, words and corresponding sounds
7. Uses sound/letter/context-pictures cues to understand a story

II. REACT, RESPOND AND APPLY CRITICAL THINKING/PROBLEM SOLVING STRATEGIES TO LANGUAGE ARTS EXPERIENCES THROUGH READING, WRITING, LISTENING, SPEAKING AND VIEWING.

- A. Identify and examine the characteristics of shapes, letters, numbers, and the calendar.
- B. Identify by name and write letters and numerals (3.1.C.1)
- C. Identify color words and days of the week by name
- D. Correlate letter sounds with both capital and lowercase letters (3.1.B.4)
- E. Plan/perform songs and finger plays related to themes. (3.1.G.1)
- F. Inventory students' knowledge of appropriate theme words. (3.1.F.1)
- G. Show knowledge of theme through writing activities. (3.2.D.1)
- H. Uses correct pencil grip and writing posture when writing. (3.2.C.4)
- I. Forms letters from top to bottom and left to right.
- J. Match written words to pictures when writing.
- K. Uses finger spacing between words. (3.2.C.3)
- L. Writes on paper left to right and top to bottom. (3.2.C.3)
- M. Uses capital letter at beginning of sentence, and end punctuation at end of sentence.
- N. Composes text using complete sentence(s). (3.2.A.4)
- O. Hears and records sounds in unknown words accurately. (3.2.C.1)

III. DEVELOP AS LIFELONG LEARNERS WHO DISPLAY A POSITIVE ATTITUDE TOWARD READING, WRITING, LISTENING, SPEAKING AND VIEWING.

- A. Students will appreciate the significance of oral communication and attentive listening through various reading and writing experiences (ex. Listening center, buddy reading, oral sharing of writing, etc...) (3.4.B.1)
- B. Students will select various books of interest to read/listen to orally and/or respond to in writing.

IV. TAKE RISKS AS COMMUNICATORS.

- A. Students will voluntarily share written responses and personal reactions to thematic material. (3.3.A.1)
- B. Students will independently record thoughts onto paper employing temporary spellings. (3.2.A.4)

V. APPLY CURRENT AND EMERGING TECHNOLOGIES TO LANGUAGE ARTS EXPERIENCES.

- A. Students will use various computer applications (computer, Smart Board, United Video Streaming, etc...) to respond to the thematic concepts and materials.

Suggested Activities **Literacy Concepts**

Reading: Using the Cookie's Week big book, have students mask the day of the week words in the text. Write the days of the week on index cards. Have students match to text and/or place in the correct order.

While reading Chicka Chicka Boom Boom, have students predict the next letter to appear in the story and match upper and lowercase letters.

Creative Writing: To extend Cookie's Week, students will brainstorm a list of actions Cookie might do on Sunday. Students will illustrate and write what they think Cookie did on Sunday using temporary spelling. Can be assembled into a class book.

To extend A Hug is Warm, teacher will record student brainstorming of warm items. Students will then complete the sentence "A hug is as warm as _____" using the list as a guide. Illustrate sentences and compile into a class book.

Expository Writing: Create a class alphabet, number and/or color book.

Literacy: Students will use masking technique to find letters, numerals, color words, days of the week and number words.

Oral Presentation: Dramatize a song, poem, or finger play related to topics, such as "There are Seven Days in a Week."

Cooperative Learning: After reading Mouse Paint, students will combine their primary color paint with another student's primary color paint to explore creating secondary colors.

Vocabulary/Spelling: List and examine words relating to the themes.

Movie Star Kisses: To practice sight words, have students put their hands to their mouths and through each letter, send a kiss – spelling out the word.

Volcano Explosion: To practice sight words, have students whisper each letter and progressively get louder until they explode at the end of the word.

Ride 'em Cowboy: To practice sight words, student pretend to straddle a horse, and spin a lasso above their head for each letter of the word. Pretend to rope a calf at the end when you say the word.

CORE BOOKS

Cookie's Week

A Hug is Warm

Goodnight Moon (may also be used in All About Me Unit)

Ten Black Dots

Gingerbread Baby

SUPPLEMENTAL BOOKS

(these books are additional suggested titles that may be found in your local or school library)

Miss Bindergarten Celebrates the 100th Day of School

Funny Photo Alphabet

Chicka Chicka Boom Boom

A Color of His Own

Mouse Paint

Today is Monday

The Gingerbread Man

The Gingerbread Girl

A Busy Year

Chicken Soup with Rice

Caps for Sale

QUESTIONING STRATEGIES

Literacy Concepts

Cookie's Week

Right There:

- What did Cookie do on Monday/Tuesday/Wednesday/ Thursday/Friday/Saturday?
- What does Cookie fall into?

Think and Search:

- Which rooms in the house did Cookie play in?

Author and You:

- Why do you think the author wrote this book?
- Do you think she has a cat at home? Why?

On My Own:

- Would you like to have a cat like Cookie for a pet? Why or why not?
- What would you do if Cookie were your pet?

A Hug is Warm

Right There:

- Name one thing that was warm in the book.

Think and Search:

- Can you help us put the pictures from the book in the correct order? (Teacher should have pictures of each item already made)

Author and You:

- Why do you think the author wrote this book?

On My Own:

- What are some things that make you feel warm inside?

CORE ASSESSMENTS

Literacy Concepts

Ten Black Dots

Time Frame: November

Procedure: Review the concepts of print related to the cover of the book (ex: cover, author, illustrator, title, etc...) Read Ten Black Dots. As you read, reinforce additional concepts about print (ex: left to right progression, punctuation, one-to-one correspondence, sound/symbol relationships, etc...). Brainstorm a list of items the students could create with black dots. You may encourage students to brainstorm rhyming pairs, such as the pairs in the book. Emphasize the sound/symbol correspondence as you write. Demonstrate creating a class book by assembling, illustrating and writing a page with the help of the class. For example, glue four black dots in a row along the bottom of a paper for the wheels of a tractor- trailer truck. Complete the drawing of the truck. Write, "Four dots make the wheels on a tractor trailer truck." Teacher should give students up to 10 dots to create and illustrate their page. Students will use appropriate temporary spelling to write a caption. Illustrations should match text in number and picture.

Assessment focus: public speaking, critical thinking, risk taking in writing, letter-sound knowledge, illustration matches text

In addition to materials provided in this guide, please refer to the Bernard Township Language Arts Program Curriculum Guide for further information on assessment and evaluation.

Unit: All About Me

Themes:

Self

Family

Friends

School

Dental Health/Healthy Habits

Safety

Five Senses

THE STUDENT WILL BE ABLE TO:

I. USE APPROPRIATE READING PROCESS STRATEGIES TO CONSTRUCT MEANING FROM TEXT.

- A. Brainstorm prior knowledge of friends, family, school and self. (3.1.E.4)
- B. Recall and orally share information from texts.
- C. Generate and record questions for further study on themes using KWL chart or another appropriate graphic organizer.
- D. Express predictions for various texts based on examination of cover illustrations, knowledge of author/illustrator and personal experiences. (3.1.G.6)
- E. Critically examine literature to make personal connections to own experiences. (3.1.E.4)
- F. Become aware of cueing systems to problem solve text and enhance comprehension.
 - a. Apply appropriate graphophonic patterns
 - i. Initial/final consonants – Demonstrates understanding that spoken words consist of sequences of phonemes (3.1.B.1).
 - ii. Vowels – Demonstrates understanding that spoken words consist of sequences of phonemes (3.1.B.1)
 - iii. Rhymes – Demonstrate phonemic awareness by rhyming, clapping syllables and substituting sounds (3.1.B.2).
 - iv. Pictures – Use picture clues to aid understanding of story content (3.1.E.3)
 - v. Text structure – Demonstrate understanding of the function of a book and its parts, including front, back, author/illustrator and title page (3.1.A.6).
 - b. Inventory key vocabulary words and their use in sentences (syntactic.)
 - i. Continue to develop a vocabulary through meaningful, concrete experiences (3.1.F.1).
 - ii. Identify and sort words in basic categories (3.1.F.2).
 - iii. Demonstrates an awareness of and uses environmental print (3.1.F.3).
 - iv. Use new vocabulary and grammatical construction in own speech (3.1.F.4).
 - c. Draw upon all cues to make meaning from text (semantic.)

- i. Recognize and apply one-to-one match between spoken words and text (3.1.D.2).
 - ii. Recognize when a simple text fails to make sense when listening to a story read aloud (3.1.D.2).
- G. Practice appropriate reading strategies (3.1.E.1-5)
1. Makes predictions from cover, title, pictures
 2. Identifies start/end of sentence and follows text from left to right and top to bottom
 3. Matches words one-to-one using finger pointing
 4. Uses known sight words as anchor words when reading
 5. Stops voice at end punctuation
 6. Uses a return sweep at the end of a line of text
 7. Identifies letters, words and corresponding sounds
 8. Uses sound/letter/context pictures cues to understand a story
- H. Examine the relationships among family members.
- I. Develop an awareness of basic healthy habits.

II. REACT, RESPOND AND APPLY CRITICAL THINKING/PROBLEM SOLVING STRATEGIES TO LANGUAGE ARTS EXPERIENCES THROUGH READING, WRITING, LISTENING, SPEAKING AND VIEWING.

- A. Identify, compare and discuss personal experiences as they relate to the theme. (3.1.E.4)
- B. Plan/perform songs and finger plays related to themes. (3.1.G.1)
- C. Inventory students' knowledge of appropriate theme words. (3.1.F.1)
- D. Show knowledge of self through writing activities. (3.2.D.1)
- E. Uses correct pencil grip and writing posture when writing. (3.2.C.4)
- F. Forms letters from top to bottom and left to write.
- G. Match written words to pictures when writing.
- H. Uses finger spacing between words. (3.2.C.3)
- I. Writes on paper left to right and top to bottom. (3.2.C.3)
- J. Uses capital letter at beginning of sentence, and end punctuation at end of sentence.
- K. Composes text using complete sentence(s). (3.2.A.4)
- L. Hears and records sounds in unknown words accurately. (3.2.C.1)

III. DEVELOP AS LIFELONG LEARNERS WHO DISPLAY A POSITIVE ATTITUDE TOWARD READING, WRITING, LISTENING, SPEAKING AND VIEWING.

- A. Students will appreciate the significance of oral communication and attentive listening through various reading and writing experiences (ex. Listening center, buddy reading, oral sharing of writing, etc...) (3.4.B.1)
- B. Students will select various books of interest to read/listen to orally and/or in writing.

IV. TAKE RISKS AS COMMUNICATORS.

- A. Students will voluntarily share written responses and personal reactions to thematic material. (3.3.A.1)
- B. Students will independently record thoughts onto paper employing temporary spellings. (3.2.A.4)

V. APPLY CURRENT AND EMERGING TECHNOLOGIES TO LANGUAGE ARTS EXPERIENCES.

- A. Students will use various computer applications (computer, Smart Board, United Video Streaming, etc...) to respond to the thematic concepts and materials.

SUGGESTED ACTIVITIES ALL ABOUT ME

Reading: Spanning a few days, read All About You repeatedly as the class follows the text. Let students provide the rhyming words. Emphasize the sound of the first letter to change the rhyming word. Eventually, have students choral read all the captions under the small illustrations.

Prior to reading A Hug is Warm, use sticky notes to cover selected words in the text. As you come to the covered words, have students use picture and beginning letters sound clues to decode the words.

When reading I Like Me! the teacher will demonstrate one-to-one match, return sweep and top to bottom movement across text. Have students come up and demonstrate these skills as the class reads during subsequent readings. Students can also identify the sight words: “I,” “like” and “me.” Add these words onto the classroom Word Wall.

Creative Writing: After reading the book I Like Me! student will use the sight words “I,” and “like” to create a sentence of their own.

Expository Writing: Create individual All About Me books including pages with student phone number, address, height, weight, etc...

Literacy: Create and complete a web of healthy habits.

Oral Presentation: Play “I Spy” using student characteristics. Have class guess which student is being described using their listening skills. Allow students to take turns being the “I-Spy-er” (ex: “I spy a student with brown hair and blue eyes.”) Add more specific clues until students guess correctly.

Cooperative Learning: With a partner, have students rearrange the letters in their names. Each child gets an envelope with the individual letters in their names. First each child puts his/her own letters in the correct order to spell his/her name. Then each child switches with his/her partner to spell out the partner’s name. They can practice reading the letter names/ make the sounds for the letters.

Vocabulary/Spelling: Glue macaroni/spaghetti onto paper to spell sight words/names.

Use Playdough and/or Wikki Stix to spell out names/sight words and/or form letters.

Rainbow Write: Pick a word from the Word Wall and five crayons. Write the word in one color and whisper the letters. Repeat over the top of the first color in four other colors.

CORE BOOKS

I Like Me!
A Hug is Warm
Goodnight Moon (may be used in Literacy Concept Unit)
Tooth Trouble
You Are What You Eat

SUPPLEMENTAL BOOKS

(These books are additional suggested titles that may be found in your local or school library)

All About You
The Kissing Hand
Miss Bindergarten Gets Ready for Kindergarten
School Days
This is the Way We Go to School
Thank You
An Apple a Day
Thanksgiving is for Giving Thanks (may also be used in Exploring My World Unit)
How Many Teeth?
The Listening Walk
My Five Senses
See, Hear, Taste, Touch, Smell

QUESTIONING STRATEGIES ALL ABOUT ME

I Like Me

Right There:

- What did the pig like to do by herself?
- What did the pig do when she was happy? Sad? Makes mistakes? When she fell down?

Think and Search:

- What physical characteristics did the pig like about herself?

Author and You:

- What was the author's message in the book?

On My Own:

- What are some special things that you like about yourself?
- Have you ever felt bad or sad? Why?

Good Night Moon

Right There:

- What were some of the things in the great green room?
- What things outside did the rabbit say "goodnight" to?

Think and Search:

- Name some of the rhyming words in the story.

Author and You:

- Why do you think the author made some of the pictures in color and some in black and white?

On My Own:

- Whom do you say "goodnight" to?
- What things in your bedroom do you say "goodnight" to?

CORE ASSESSMENTS ALL ABOUT ME

Goodnight Moon

Time Frame: October

Procedure: Review the concepts of print related to the cover of the book (ex: cover, author, illustrator, title, etc...) Have students make prediction about the story from the cover. Read Goodnight Moon. As you read, reinforce additional concepts of print (ex: left to right progression, punctuation, one-to-one correspondence, sound/symbol relationships, rhyming text, etc...). Brainstorm a list of items the students might say goodnight to. You may encourage students to name rhyming pairs. Emphasize the sound/symbol correspondence as you write. Demonstrate creating a class book by writing and illustrating one page with the help of the class. For example, "Goodnight cat." Students will then illustrate and use appropriate temporary spelling to finish writing their own page for the class book, "Goodnight _____." Illustration should match text.

Assessment focus: sound-symbol knowledge, illustration matches text, left to right and top to bottom progression in text, following sentence patterns, acknowledgement of rhyme

You Are What You Eat

Time Frame: February

Procedure: Review the concepts of print related to the cover of the book (ex: cover, author, illustration media, title, etc...) Read You Are What You Eat. As you read, reinforce additional concepts of print (ex: left to right progression, directionality, one-to-one correspondence, sound/symbol relationships, etc...). Brainstorm a chart of activities healthy food provide the energy to do. Emphasize sound/symbol correspondence as you write. Demonstrate creating a page for a class book about what kindergartners can do because they eat healthy. For example, "Mrs. A can ride a bike." Students will then illustrate and write their own page about what they can do. The illustration should match the text.

Assessment Focus: risk taking in writing, letter-sound knowledge, illustration matches text, appropriate temporary spelling, recall factual information

In addition to materials provided in this guide, please refer to the Bernard Township Language Arts Program Curriculum Guided for further information on assessment and evaluation

Unit: Exploring My World

Themes:
Animals
Farm
Beach
Insects
Seasons/Holidays

THE STUDENT WILL BE ABLE TO:

I. USE APPROPRIATE READING PROCESS STRATEGIES TO CONSTRUCT MEANING FROM TEXT.

- A. Brainstorm prior knowledge of animals, farm, beach, seasons and insects. (3.1.E.4)
- B. Generate and record questions for further study of themes using KWL chart or another appropriate graphic organizer. (3.3.B.1-2)
- C. Recall information from text.
- D. Express predictions for various texts based on examination of cover illustrations, knowledge of author/illustrator and personal experiences. (3.1.G.6)
- E. Critically examine literature to make personal connections to own experiences. (3.1.E.4)
- F. Become aware of cueing systems to problem solve text and enhance comprehension.
 - a. Apply appropriate graphophonic patterns
 - i. Initial/final consonants – Demonstrates understanding that spoken words consist of sequences of phonemes (3.1.B.1).
 - ii. Vowels – Demonstrates understanding that spoken words consist of sequences of phonemes (3.1.B.1)
 - iii. Rhymes – Demonstrate phonemic awareness by rhyming, clapping syllables and substituting sounds (3.1.B.2).
 - iv. Pictures – Use picture clues to aid understanding of story content (3.1.E.3)
 - v. Text structure – Demonstrate understanding of the function of a book and its parts, including front, back, author/illustrator and title page (3.1.A.6).
 - b. Inventory key vocabulary words and their use in sentences (syntactic.)
 - i. Continue to develop a vocabulary through meaningful, concrete experiences (3.1.F.1).
 - ii. Identify and sort words in basic categories (3.1.F.2).
 - iii. Demonstrate an awareness and use environmental print (3.1.F.3).
 - iv. Use new vocabulary and grammatical construction in own speech (3.1.F.4).
 - c. Draw upon all cues to make meaning from text (semantic.)
 - i. Recognize and apply one-to-one match between spoken words and text (3.1.D.2).
 - ii. Recognize when a simple text fails to make sense when listening to a story read aloud (3.1.D.2).
- G. Practice appropriate reading strategies (3.1.E.1-5)

- a. Makes predictions from cover, title, pictures
- b. Identifies start/end of sentence and follows text from left to right and top to bottom
- c. Matches words one-to-one using finger pointing
- d. Uses known sight words as anchor words when reading
- e. Stops voice at end punctuation
- f. Uses a return sweep at the end of a line of text
- g. Identifies letters, words and corresponding sounds
- h. Uses sound/letter/context pictures cues to understand a story
- i. Monitors miscues using known anchor words, picture cues, finger pointing and beginning sounds

II. REACT, RESPOND AND APPLY CRITICAL THINKING/PROBLEM SOLVING STRATEGIES TO LANGUAGE ARTS EXPERIENCES THROUGH READING, WRITING, LISTENING, SPEAKING AND VIEWING.

- A. Identify and examine the characteristics of animals, insects, farm, seasons and beach.
- B. Plan/perform songs and finger plays related to themes. (3.1.G.1)
- C. Inventory students' knowledge of appropriate theme words. (3.1.F.1)
- D. Show knowledge of theme through writing activities. (3.2.D.1)
- E. Uses correct pencil grip and writing posture when writing. (3.2.C.4)
- F. Forms letters from top to bottom and left to write.
- G. Match written words to pictures when writing.
- H. Uses finger spacing between words. (3.2.C.3)
- I. Writes on paper left to right and top to bottom. (3.2.C.3)
- J. Uses capital letter at beginning of sentence, and end punctuation at end of sentence.
- K. Composes text using complete sentence(s). (3.2.A.4)
- L. Hears and records sounds in unknown words accurately. (3.2.C.1)
- M. Uses known sight words in writing accurately.

III. DEVELOP AS LIFELONG LEARNERS WHO DISPLAY A POSITIVE ATTITUDE TOWARD READING, WRITING, LISTENING, SPEAKING AND VIEWING.

- A. Students will appreciate the significance of oral communication and attentive listening through various reading and writing experiences (ex. Listening center, buddy reading, oral sharing of writing, etc...) (3.4.B.1)
- B. Students will select various books of interest to read/listen to orally and/or in writing.

IV. TAKE RISKS AS COMMUNICATORS.

- A. Students will voluntarily share written responses and personal reactions to thematic material. (3.3.A.1)
- B. Students will independently record thoughts onto paper employing temporary spellings. (3.2.A.4)

V. APPLY CURRENT AND EMERGING TECHNOLOGIES TO LANGUAGE ARTS EXPERIENCES.

- A. Students will use various computer applications (computer, Smart Board, United Video Streaming, etc...) to respond to the thematic concepts and materials.

Suggested Activities **Exploring My World**

Reading: Spanning a few days, repeatedly read Growing Vegetable Soup to the class. Eventually, encourage the class to read text chorally. Identify use of commas to demonstrate the author's style. Discuss vocabulary.

After reading The Little Red Hen, discuss traits of the various characters and create a characterization diagram focusing on appropriate vocabulary (vain, gossipy, lazy, etc...) Students can sequence the events in the story and role play.

After reading The Snowy Day, the teacher displays sentences written on sentence strips from the story. Students then sequence the sentence strips by beginning, middle and end to retell the story.

When reading The Wind Blew, analyze the illustrations to predict the next event in the story.

Creative Writing: After reading Mrs. Wishy-Washy, have students show animals talking to each other by writing in appropriate animal sounds into speech bubbles..

Expository Writing: Have students bring in an item from the beach and write about it. Afterwards, students will orally present item to the class.

Literacy: Create and complete a KWL chart throughout the unit.

Oral Presentation: Using the book, sing Down by the Bay as students follow the text.

Cooperative Learning: Assign each group a particular theme for which to create a mural and orally present/describe their mural to the class.

Vocabulary/Spelling: Use interactive writing to list and examine words relating to the theme.

CORE BOOKS

The Wind Blew
Mrs. Wishy-Washy
The Snowy Day
The Land of Many Colors
What Will the Weather Be Like Today
Little Red Hen
The Carrot Seed
Growing Vegetable Soup
The Very Hungry Caterpillar
Life in the Sea

SUPPLEMENTAL BOOKS

(These books are additional suggested titles that may be found in your local or school library)

Johnny Appleseed Goes A Plantin'
Seasons (small book set)
Apples and Pumpkins
Growing Pumpkins
It's Pumpkin Time
Pumpkin Pumpkin
The Apple Pie Tree
When Itchy Witchy Sneezes
The Haunted House
Red Leaf, Yellow Leaf
Squirrels All Year Long
The Four Seasons
The Seasons of Arnold's Apple Tree
The Grinch
The Friendly Snowman
The Big Bears
The Rainbow Fish
Swimmy
Corduroy
Spring
Wake Me in Spring
Windy Day
Who Cares About the Weather?
Wooosh!
Kites
Dr. Seuss Books
Where Does All the Garbage Go?
Big Red Barn

Wishy-Washy Day
Kids for the Earth
Amazing Water
In the Tall, Tall Grass
In the Small, Small Pond
Animals and their Babies
I'm a Seed
Seeds Get Around
Planting a Rainbow
The Tiny Seed
A Butterfly is Born
I'm a Caterpillar
Busy as a Bee
The Very Grouchy Ladybug
"I Can't" Said the Ant
The World of Ants
Is Your Mama a Llama?
Eric Carle insect books
Down by the Bay
Make Mine Ice Cream
Plenty of Penguins
Tacky the Penguin (series)
Penguin Pete (series)
Big Red Fire Engine

These titles may also be used in the *All About Me* Unit:

Thanksgiving is for Giving Thanks
My First Kwanzaa
Light the Lights

QUESTIONING STRATEGIES

Exploring My World

Mrs. Wishy Washy

Right There:

- What did the cow do when she saw the mud? The duck? The pig?
- How did Mrs. Wishy Washy feel when she saw what the animals had done?

Think and Search:

- Why was Mrs. Wishy Washy upset with the animals?

Author and You:

- If the author wrote a story about Mrs. Wishy Washy at home, what do you think her house might be like?
- What kinds of things do you think the author might have her doing?

On My Own:

- What do you like to do in the mud?
- Do you enjoy playing in the mud? Why or why not?

The Very Hungry Caterpillar

Right There:

- What did the caterpillar eat on Monday/Tuesday/Wednesday/Thursday/Friday?
- How many things did he eat through on Saturday?
- What did he eat to make himself feel better?

Think and Search:

- How many foods did he eat all together?
- What kinds of foods did the caterpillar eat?
- Where did the caterpillar go?

Author and You:

- Why did Eric Carle put holes through this book?

On My Own:

How have you changed from the beginning of the school year?

- What can you do now that you couldn't do in September?

CORE ASSESSMENTS

Exploring My World

The Snowy Day

Time Frame: January

Procedure: Review the concepts of print related to the cover of the book (ex: cover, author, illustrator, title, etc...). Make predictions about what the story may be about. Read The Snowy Day. As you read, reinforce the who, what, when, where, and how of the story. Display a picture of a snowy day and brainstorm a chart of adjectives that describe it (ex: crunchy, white, wet, cold, etc...) Demonstrate how to describe the picture using the adjectives as well as who, what, when and where information. Students will illustrate a picture of their experience on a snowy day. They will orally present these to the class when complete. (Hint: Supply dark paper and white crayons or paint.) Use a sentence strip to write a description about the picture. Students will be asked to include who, what, when and where details as they retell the events that occurred. Question students as needed to gain information.

Assessment Focus: oral presentation style (intonation, eye contact, clarity, etc...) oral presentation content (details, relevance to topic, responses to questions, amount of prompting needed,) story elements (who, what, when and where) adjectives, letter-sound knowledge, illustration matches text, appropriate temporary spelling, accurate spelling of sight words

The Carrot Seed

Time Frame: May

Procedure: Review the concepts of print related to the cover of the book (ex: cover, author, illustrator, title, etc...). As you read, reinforce additional concepts about print (ex: left to right progression, punctuation, one-to-one correspondence, sound/symbol relationships, etc...). Orally review the characters and the events of the story. Give directions for students to illustrate and/or write the beginning, middle and end of the story. Individually, students will illustrate and/or write a triptych (tri-fold paper into three large boxes) of the beginning, middle and end of the story.

Assessment focus: sequencing events, story structure and elements, left to right progression, sound/symbol relationships, writing mechanics, pictures should match text, accurate sight word spelling, appropriate temporary spelling

The Very Hungry Caterpillar

Time Frame: May

Procedure: Review the concepts of print related to the cover of the book (ex: cover, author, illustration media, title, etc...). Read The Very Hungry Caterpillar. As you read, reinforce additional concepts of print (ex: left-to-right progression, punctuation, one-to-one correspondence, sound/symbol relationships, etc...). Using interactive writing, brainstorm a chart of foods that the caterpillar might eat. Demonstrate creating a page for a class book about what the caterpillar ate by writing and illustrating one page with the help of the class. For example, "He ate three doughnuts." Students will then illustrate and write their own page for the class book that shows the amount of food the caterpillar ate. The illustrations should match the text in food item and number.

Assessment Focus: risk taking in writing, letter-sound knowledge, illustration matches text, appropriate temporary spelling, accurate sight word spelling

In addition to materials provided in this guide, please refer to the Bernard Township Language Arts Program Curriculum Guided for further information on assessment and evaluation.

Unit: Around the Globe

Themes:
Weather
Seasons
Celebrations
Cultures

THE STUDENT WILL BE ABLE TO:

I. USE APPROPRIATE READING PROCESS STRATEGIES TO CONSTRUCT MEANING FROM TEXT.

- A. Activate prior knowledge of weather, seasons, celebrations and cultures by brainstorming. (3.1.E.4)
- B. Recall information from texts.
- C. Apply thematic concepts to own world.
- D. Make and record predictions for various texts based on examination of cover illustrations, knowledge of author/illustrator and personal experiences. (3.1.G.6)
- E. Critically examine literature to determine main ideas/supporting details. (3.1.G.2)
- F. Become aware of cueing systems to problem solve text and enhance comprehension.
 - a. Apply appropriate graphophonic patterns
 - i. Initial/final consonants – Demonstrates understanding that spoken words consist of sequences of phonemes (3.1.B.1).
 - ii. Vowels – Demonstrates understanding that spoken words consist of sequences of phonemes (3.1.B.1)
 - iii. Rhymes – Demonstrate phonemic awareness by rhyming, clapping syllables and substituting sounds (3.1.B.2).
 - iv. Pictures – Use picture clues to aid understanding of story content (3.1.E.3)
 - v. Text structure – Demonstrate understanding of the function of a book and its parts, including front, back, author/illustrator and title page (3.1.A.6).
 - b. Inventory key vocabulary words and their use in sentences (syntactic.)
 - i. Continue to develop a vocabulary through meaningful, concrete experiences (3.1.F.1).
 - ii. Identify and sort words in basic categories (3.1.F.2).
 - iii. Demonstrate an awareness of and use environmental print (3.1.F.3).
 - iv. Use new vocabulary and grammatical construction in own speech (3.1.F.4).
 - c. Draw upon all cues to make meaning from text (semantic.)
 - i. Recognize and apply one-to-one match between spoken words and text (3.1.D.2).
 - ii. Recognize when a simple text fails to make sense when listening to a story read aloud (3.1.D.2).
- G. Practice appropriate reading strategies (3.1.E.1-5)
 - a. Identifies start/end of sentence and follows text from left to right and top to bottom

- b. Makes predictions from cover, title, pictures
- c. Matches words one-to-one using finger pointing
- d. Uses known sight words as anchor words when reading
- e. Stops voice at end punctuation
- f. Uses a return sweep at the end of a line of text
- g. Identifies letters, words and corresponding sounds
- h. Uses sound/letter/context pictures cues to understand a story
- i. Monitors miscues using known anchor words, picture cues, finger pointing and beginning sounds

II. REACT, RESPOND AND APPLY CRITICAL THINKING/PROBLEM SOLVING STRATEGIES TO LANGUAGE ARTS EXPERIENCES THROUGH READING, WRITING, LISTENING, SPEAKING AND VIEWING.

- A. Identify and examine the characteristics of the seasons, weather, celebrations and cultures.
- B. Compare the weather of each season.
- C. Discuss and classify types of celebrations.
- D. Plan/perform songs and finger plays related to themes. (3.1.G.1)
- E. Inventory students' knowledge of appropriate theme words. (3.1.F.1)
- F. Show knowledge of theme through writing activities. (3.2.D.1)
- G. Uses correct pencil grip and writing posture when writing. (3.2.C.4)
- H. Forms letters from top to bottom and left to right.
- I. Match written words to pictures when writing.
- J. Uses finger spacing between words. (3.2.C.3)
- K. Writes on paper left to right and top to bottom. (3.2.C.3)
- L. Uses capital letter at beginning of sentence, and end punctuation at end of sentence.
- M. Composes text using complete sentence(s). (3.2.A.4)
- N. Hears and records sounds in unknown words accurately. (3.2.C.1)
- O. Uses known words as anchors when writing.

III. DEVELOP AS LIFELONG LEARNERS WHO DISPLAY A POSITIVE ATTITUDE TOWARD READING, WRITING, LISTENING, SPEAKING AND VIEWING.

- A. Students will appreciate the significance of oral communication and attentive listening through various reading and writing experiences (ex. Listening center, buddy reading, oral sharing of writing, etc...) (3.4.B.1)
- B. Students will select various books of interest to read/listen to orally and/or in writing.

IV. TAKE RISKS AS COMMUNICATORS.

- A. Students will voluntarily share written responses and personal reactions to thematic material. (3.3.A.1)
- B. Students will independently record thoughts onto paper employing temporary spellings. (3.3.A.4)

V. APPLY CURRENT AND EMERGING TECHNOLOGIES TO LANGUAGE ARTS EXPERIENCES.

- A. Students will use various computer applications (computer, Smart Board, United Video Streaming, etc...) to respond to the thematic concepts and materials.

Suggested Activities Around the Globe

Reading: Over a series of days, repeatedly read What Will the Weather Be Like Today? Discuss weather vocabulary. Brainstorm a list of weather words that were in the book. Teacher charts the words on chart paper/Smart Board. Include appropriate pictures for children to match to weather words. Next, students brainstorm what their favorite weather is and what they like to do in that weather. Students then write and illustrate their thoughts and share with the class.

After reading The Wind Blew, have students use pictures to sequence the story events. See attached activity for this book. This activity can be scanned into the SmartBoard so that cooperative groups of students can manipulate the pictures, placing them in the proper order based upon the text. To differentiate this activity, some groups can label the pictures on the SmartBoard.

Creative Writing: After reading Gingerbread Baby, brainstorm a list of alternate action words that the Gingerbread Baby could also do. Decorate a pre-cut Gingerbread Baby and attach him to a sheet of paper. Each student is given a lined paper speech bubble. The student chooses a new action word and writes about the Gingerbread Baby's new endeavor, using the action word. (ex. "I can swim, swim, swim as fast as I can.") Talk with the students about how pictures match the words and encourage them to add details into their pictures to match their action word. Share with the class.

Expository Writing: Students will choose a season to illustrate and write about events and activities that occur during that season. Students may share their writing and illustrations with the class.

Literacy: Use Cloze Procedure to have students reread The Wind Blew using picture cues.

Oral Presentation: Have students draw pictures of a favorite season and orally describe the season and why they enjoy it.

Cooperative Learning: Assign each group a season and decorate an apple tree trunk and branches with appropriate foliage, etc...

Vocabulary/Spelling: List and examine words relating to the themes.

Students can practice spelling sight words using ping-pong balls with letters written on them. Place the ping-pong balls into empty egg cartons.

Practice ABC order using weather words and holiday words.

CORE BOOKS

The Land of Many Colors

The Wind Blew (may also be used in Exploring my World unit)

What Will the Weather Be Like Today? (may also be used in Exploring my World unit)

SUPPLEMENTAL BOOKS

(These books are additional suggested titles that may be found in your local or school library)

Young Christopher Columbus

In 1492

My First Kwanzaa (may also be used in Exploring my World)

Light the Lights (may also be used in Exploring my World)

Young Martin Luther King

My Brother Martin

QUESTIONING STRATEGIES Around the Globe

The Snowy Day

Right There:

- Identify different types of weather.
- What did Peter do on his snowy day?
- What happened when Peter put the snow in his pocket?

Think and Search:

- What did Peter realize when he joined the big boys for a snowball fight?
- Why did Peter feel sad toward the end of the story?

Author and You:

- By looking at the pictures, can you tell what the author is going to write about?

On My Own:

- How would you spend a snowy day?
- What kinds of clothing should you wear on a snowy day?
- Tell about a time that you have played in the snow.
- What does snow feel like?

The Wind Blew

Right There:

- What will the wind blow away next?

Think and Search:

- What is keeping these objects in the air?
- Find sentence patterns.

Author and You:

- Why did the author have the wind blow these items away?
- Why did the author write the words in the way he did?

On My Own:

- Tell about a time that something blew away from you.
- Tell me about a day you flew a kite.

Inferential:

- Where is the wind going now?

The Land of Many Colors

Right There:

- What kind of food did the green (blue, purple) people like?

Think and Search:

- What are some of the things that they did once the war ended?

Author and You:

- Young children wrote this book. Where do you think they got the idea to write this story?

On My Own:

- What are some things that you can do to become friends with people who are different than you are?

CORE ASSESSMENTS
Around the Globe

Land of Many Colors

Time Frame: January

Procedure: Review the concepts of print related to the cover of the book (ex: cover, author, illustrator, title, etc...). Orally make predictions about what the book may be about. Read The Land of Many Colors, stopping after reading the pages where the dusty boy yells, "STOP!" Discuss what has happened so far in the story using the book as a reference. Orally brainstorm predictions and make notes on chart paper of what might happen next in the story. Individually, students will illustrate and write about what they believe will happen next in the story. When finished, students will orally present their illustrations and writing to the class.

Assessment focus: prediction, public speaking, letter-sound knowledge, illustration matches text, appropriate temporary spelling

In addition to materials provided in this guide, please refer to the Bernard Township Language Arts Program Curriculum Guided for further information on assessment and evaluation.

Kindergarten Thematic Poems

POEMS

Unit: Literacy Concepts

Themes:
Alphabet
Colors
Shapes
Numbers
Calendar

ALPHABET

ABC Chant

A - B - CDE (Teacher)

A - B - CDE (Students)

Kindergarten is where I want to be. (Teacher)

Kindergarten is where I want to be. (Students)

F - G - HIJ

Learning to read and write each day.

K - L - MNO

Many boys and girls we know.

P - Q - RST

Sharing books with you and me.

U - V - WXY

Now it's time to say good-bye.

Z - Z - ZZZ

Kindergarten is where I want to be.

COLORS

Color Rap

Yellow, yellow
Lemon Jell-o.

Red, red
Poppy head.

Black, black
Beetle back.

White, white
Stars at night.

Green, green
Jelly bean.

Blue, blue
Missing you!

Colorful Rainbow

Yellow, red, green, purple, blue
All the colors bend.
Some say that a pot of gold
Is at the very end!

Color My Mood

Colors name the way we feel,
When we're angry or we're sad:

I'm blue when I'm lonely,
I'm red when I'm mad.

I'm green when I'm jealous,
I'm pink when I'm glad.

I'm orange when I'm good,
I'm purple when I'm bad.

And I made up a new name
For when I'm feeling mellow.

I think I'm gonna call it:
Lemon Jell-o yellow!

SHAPES

Circle

Tune: If You're Happy and You Know It

A circle is a shape that goes round.
A circle is a shape that goes round.
A circle is a shape that goes round and round and round.
A circle is a shape that goes round.

Triangle

Tune: Row, Row, Row Your Boat

This is a triangle.
Look and you will see.
It has three corners and three sides.
Count them. One, two, three!

Ode to a Square

Tune: Clementine

I have four sides.
All the same size,
And my shape is called a square.
I can be so very useful,
And I'm seen most everywhere!

It's a Rectangle

Tune: Bingo

There is a shape that has four sides,
But it is not a square...No!
It's a rectangle;
It's a rectangle;
It's a rectangle;
It is not a square... No!

Two sides are long; two sides are short.
They all are not the same...No!
It's a rectangle;
It's a rectangle;
It's a rectangle;
The sides are not the same... No!

I'm an Oval

Tune: I'm a Little Teapot
I'm an oval made with a curved line.
I think my egg shape looks mighty fine.
Eggs, potatoes, spoons, and racetracks too:
All have oval shapes just for you!

One Big Diamond

(If desired, draw a kite on the chalkboard. As you recite the poem, erase the tale of the kite to reveal a diamond.)

One big diamond high in flight.
A diamond's shaped just like a kite.
Take away the tale and what do I see?
A diamond looking back at me.

NUMBERS

One, Two, Three

One, two, three,
Ice cream just for me!

Four, five, six,
I'll take a couple licks!

Seven, eight, nine,
It really tasted divine!

Ten, ten, ten,
Time to count again!

Set It Free

One, two, three, four, five,
Catch a fly alive!
Six, seven, eight, nine, ten,
Set it free again!

One, two, three, four, five,
Catch a frog alive!
Six, seven, eight, nine, ten,
Set it free again!

One, two, three, four, five,
Catch a mouse alive!
Six, seven, eight, nine, ten,
Set it free again!

CALENDAR

MONTHLY POEMS

September

September means school days
The old golden rule days
When an apple for the teacher is the best gift yet
For those who want to be
The teacher's favorite pet!

October

October is the month for trick or treat
With pumpkins and witches
And good things to eat!

November

November brings Thanksgiving
With memories we hold dear
Thanks to our forefathers
For this festive time of year.

December

All things bright and beautiful
All creatures great and small
All things wise and wonderful
Someone made them all.

January

Sing out the old
Ring in the new
From our friends in the chorus
Best wishes to you!

February

Valentines with frilly lace
And other lovely things
Are some of the many sparkling joys
That February brings.

March

St. Patrick tells us March is here
Shamrocks and leprechauns
Mean spring is near.

April

April showers and springtime flowers
And cute little pets so dear
Are nature's way of telling us
Spring is really here.

May

May is the month of sunshine and flowers
With peace and contentment
And happy hours.

June

June is the month when summer starts
And all nature's creatures
Have songs in their hearts.

July

It's the birthday of our country
July is here
Time for all Americans
To salute the flag
We hold so dear.

August

August a month
To relax and have fun
Just do what you want
Until day is done.

POEMS

Unit: All About Me

Themes:

Self

Family

Friends

School

Dental Health/Healthy Habits

Safety

Five Senses

SELF

Growing

I get taller every day
Although I hardly know it
But people say, "My how you've grown!"
So somehow I must show it.

Look What I Drew!

That crayon person's me
That other one is you.
I put them side by side.
I pasted them with glue.

I drew me with a happy face
A grin from ear to ear
'Cause that is how I always feel
When you, my friend, are near!

Smiles Go 'Round

I like to smile.
I like to grin.
I like to be happy-hearted
'Cause smile and grins and happiness
Seem to come back to where they started!

FAMILY

What is a Family?

Tune: Rock-A-Bye-Baby

Families are big,
And families are small.
Families give love,
And care for us all.
People in families
Work and play too.
I live in a family,
Just like you!

Families are different.
None are the same.
Some families have
Special names.

Families have ways,
So special and fine.
I love my family
I'm sure glad they're mine!

FRIENDS

One or Two

I like myself.
I like me fine.
I play alone
A lot of the time.

I like you too.
I like you fine.
We play together
A lot of the time

I play alone.
I play with you.
Fun can be had
By one or two!

SCHOOL

Welcome to our Kindergarten

Tune: Deck the Halls

Welcome to our kindergarten.
We will learn a lot of things today.
Here we are in kindergarten.
We will have a lot of time to play.
We will learn the alphabet and
We will learn how to write numbers, too.
We'll have fun in kindergarten,
'Cause there are so many things to do!

DENTAL HEALTH

Brush Your Teeth

Tune: Jingle Bells

Brush your teeth.
Brush your teeth.
Give your teeth a treat.
Brush up and down and all around
To keep them clean and neat.

Brush them once.
Brush them twice.
Brush three times a day.
Brush up and down and all around,
Keep cavities away!

SAFETY

Bus Safety Song

Tune: Twinkle, Twinkle, Little Star

On the bus I like to ride,
Watch my step, and climb inside.
Find a seat and sit right down.
I don't want to be a clown.
On the bus safety's the rule,
Leaving home or leaving school.

FIVE SENSES

Singing the Senses

Tune: Bingo

We use five senses every day
To help us learn and play.
See, hear, smell, touch, taste.
See, hear, smell, touch, taste.
See, hear, smell, touch, taste.
We do these every day.

POEMS

Unit: Exploring My World

Themes:

Animals

Farm

Beach

Insects

ANIMALS

Animal Voices

A duck says, "quack"
And a cat says, "meow."
What is the sound
You hear from a cow?
A fish goes "blub"
And a snake goes "hiss."
So many animals
Too good to miss!

FARM

Down on the Farm

One red barn way up on the hill;
Two brown hens perched upon the sill.
Three pretty cows spotted black and white;
Four fat sheep, a fluffy wooly white.
Five pink pigs sleeping in the sun;
Six yellow chicks a-peeping on the run!
Seven happy farmers work all the live-long day;
Down on the farm- that's where they want to stay!

INSECTS

Insects

Some of them sing.
Some of them crawl.
Some of them sting.
And that's not all.

Some of them hop.
Some of them fly.
Some of them swim.
As they go by.

They are insects you will see.
A lot to learn for you and me!

BEACH

I Went to the Beach

And what did I see?
A fish in the water (*Using hand and make it like a fish swimming*)
Splashing at me!

I went to the beach
And what did I see?
A shell in the sand (*Make a fist with one hand and have the other finger tap top of fist*)
Sparkling at me

I went to the beach
And what did I see?
A crab in its shell (*Make a crab using all 10 fingers--place hand over other hand and wiggle fingers*)
Waving at me!

I went to the beach
And what did I see?
A bird on the sand (*Using fingers- make thumb and index finger touch each other making a bird's beak*)
Looking at me!

POEMS

Unit: Around the Globe

Themes:
Weather
Seasons
Celebrations
Cultures

WEATHER

What's the Weather?

Today we can go outside
And have a lot of fun,
Because today's weather
Calls for sun. (Arch arms over head)

Today we'll put on hats and coats
To make sure we don't sneeze.
Because today's weather
Calls for a windy breeze. (Gently wave arms and blow)

Today we'll look up in the sky
To see white puffs in clouds,
Because today's weather
Calls for clouds. (Make a circle with hands over head)

Today we'll watch the water
Splash on the windowpane.
Because today's weather
Calls for rain. (Wiggle fingers downward)

Today we'll dress up warmly
To watch the white flakes blow,
Because today's weather calls for snow. (Slowly bring hands down)

SEASONS

Autumn Cheer

I love all the seasons,
But autumn is the best!
Let's put on our sweaters.
Now we are all dressed.
In the leaves, we love to play
And this is what we hear:
Crunch, crunch, crunch, crunch!
That's this season's cheer!

Winter Cheer

I love all the seasons,
But winter is the best!
Let's put on our mittens,
Now we are all dressed.
In the snow, we love to play
And this is what we hear:
Brrr, brrr, brrr, brrr!
That's this season's cheer!

Spring Cheer

I love all the seasons,
But spring is the best!
Let's put on our raincoats,
Now we are all dressed.
In the rain, we love to play
And that is what we hear.
Pitter, patter, pitter, patter
That's this season's cheer!

Summer Cheer

I love all the seasons,
But summer is the best!
Let's put on our swimsuits,
Now we are all dressed.
In the pool, we love to play
And this is what we hear.
Splish, splash, splish, splash
That's this season's cheer!

CELEBRATIONS

Thanks, Johnny! *(To use on Sept. 26)*

Thanks, Johnny, for that apple I see,
Hanging up high in that green apple tree.
Thanks, Johnny, for that apple I'll eat;
Munchin' and a crunchin' on my sweet apple treat!

Pumpkin Nights

Pumpkins on the windowsills
shining out so bright.
Gleaming, glowing jack-o'-lanterns
lighting up the night.
Watching us with winking eyes
as we walk down the street.
Flashing us their zigzag grins
as we call "Trick or Treat!"
Pumpkins on the windowsills
shining out so bright.
Gleaming, glowing jack-o'-lanterns
lighting up the night.

Thanks for...

Thank you for so many things.
For the songs of birds and butterfly wings,
For the sun that warms us with its light,
For star that twinkle in the night,
For eyes that see and ears that hear,
For family and friends so dear,
For grass below and sky above,
For a head to dream and a heart to love.

Candles Glowing Bright

Candles
Glowing bright
Peace
Love
Joy
Hope
Shining welcome
Candles

New Year's Day

This is New Year's Day, they say.
Time to start out fresh, they say.
So this year I'll do my best
to make it better than the rest.
Sharing, helping, learning more
than I ever did before.
New adventures, friends to meet,
songs to sing and books to read.
So much to see and do and know.
The New Year's here! Ready, set, go!

A Valentine, Just for You!

Gluing on the ribbons.
Gluing on the lace.
Shaking on the glitter.
I can't wait to see your face!
Drawing on the X's.
Drawing on the O's.
Writing words, "I love you
from my head down to my toes!"
Going down the hallway.
Heading to your room.
Carrying a valentine
Dear _____,
Just for you!

One Hundred Days

One hundred days of learning,
One hundred days of fun,
One hundred days to work and play,
Aren't I the lucky one?
~Mrs. McNeill

Celebrate the Earth

Celebrate the earth with me,
the oceans, meadows, mountains, trees.
I'll celebrate the earth with you,
the flowers, people, creatures, too.
Let's celebrate the Earth together,
new green grass, exciting weather.
Celebrate the earth with me.
Let's share delight in all we see.

CULTURES

Crayon Poem

Wouldn't it be terrible? Wouldn't it be sad?
If just one single color was the color that we had?
If everything was purple? Or red? Or blue? Or green?
If yellow, pink, or orange was all that could be seen?
Can you just imagine how dull world would be
If just one single color was all we got to see?

Suggested Poetry Activities

- Mask letters, punctuation, an/or word wall words found in poems
- Sequence the lines of the poem in correct order
- Use wikki stix to underline/circle letters, words, punctuation
- Match pictures to words
- Provide 8 ½ x11 copy of poem for each student to illustrate and compile in a poetry folder
- Identify rhyming words, actions words, compound words, digraphs, contractions, plurals in poems
- Act out poems
- Use cloze technique by leaving out the last word in a line and students provide word
- Cut up the words of a poem and have students piece it back together

Poem and Fingerplay Sources:

Books:

The Best of The Mailbox Magazine: Song, Poems, and Fingerplays. 1998.

Simpson, Jodi. Circle-Time Poetry Around the Year. Scholastic Inc., 2005.

Sullivan, Mary. 101 Thematic Poems for Emergent Readers. Scholastic Inc., 1999.

Wagstaff, Janiel. 20 Weekly Word Study Poetry Packets. Scholastic Inc., 2003.

Websites:

<http://www.kinderthemes.com/Songsideasandchecklists.html>

<http://www.canteach.ca/elementary/songspoems36.html>

http://kinderart.com/multic/mlkjr_crayons.shtml

Suggested Activities to use with High Frequency words:

- Mix-it Fix-it: Pick a word wall word card. Make the word with magnetic letters. Mix up the letters. Fix the word by putting letters in order. Write the word in your word wall book. Start over!
- Rainbow Writing: Pick a word wall word and five crayons. Write the word in one color, whisper the letters. Repeat over the top in four other colors.
- Make a Word: Each student receives an envelope with a word wall word cut apart. Students must sequence the letters to form the word.
- Spotlight on Words: Teacher says a word and student finds it on the word wall and shines flashlight on the correct word.
- Create a Word: Students make words with wikki stix and play dough.
- Cheering: Students chant the letters of the word using pom poms.
- Word Rubbings: Students create words with wikki stix. Then, students place a piece of scrap paper over the word and rub using crayons.
- Word Wall Bingo: Students fill in blank bingo boards with word wall words and then play bingo.
- Mystery Word: Teacher gives a “mystery” word from the word wall at the end of the day. When students “sign-in” the following morning, they must write the mystery word.
- Word Search: Laminate environmental print (food boxes, Weekly Readers, Valentines, etc). Students can use dry erase markers to highlight word wall words found within the text.
- Chants and movements
 - Mouse Talk: squeaky voice with hands curled up by face
 - Raise the Roof: push up toward the ceiling, one push for each letter
 - Disco: pretend to be John Travolta, hands start at stomach for each letter, hands up for consonant, hands down for vowels
 - Mexican Hat Dance: alternate feet in front while spelling
 - Yo-Yo: Pretend to have a yo-yo in each hand, each time the yo-yo goes down you say a letter, do a loop-the-loop for when you say the word at the end
 - Blast Off: start crouched on the floor, as you say each letter get a little higher, jump into the air at the end as you say the word
 - Back Tracer: trace the letter on the back of the person in front of you
 - Frisbee: throw each letter out Frisbee style

High Frequency Kindergarten Sight Words

A a about after all am an and are as at	B back be because been big but by	C came can come could	D day did do down	F father first for from
H had has have he her here him his home	I I if in into is it	J just	K know	L like look little
N night no not now	O of off on one only or our out over	P people play	R ran run	S said saw school see she so some soon
U up us	V very	W was water we well went were what when	W cont... where which who will with would	Y you your