**Grade Level:** Kinder **Subject:** English Language Arts And Reading

**Unit Number and Title:** Unit 05: Understanding What We Read and Write: Reading Between the Lines

**IFD Planning Guide- 12days** (ELAR)

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| **PA# 1A:**  *Teacher Note #1: In this PA, we are including all of the phonological awareness skills that are taught directly in this unit. Some of the skills may have been assessed in previous units. It is not necessary to reassess students if they have already shown mastery. The only new skill being assessed for the first time is identifying rhyming words (which has been taught since Unit 3. Identifying and producing rhyming words will be assessed in Unit 6).*  *These are very difficult skills and will be assessed over the course of many units. So if a student does not show mastery at this time, there will be other opportunities in subsequent units.*  *Teacher Note #2: These activities can be done with manipulatives such as two-sided counters, chips, clapping, tapping, or any other modality that has been utilized when practicing a specific skill. Model how each skill is done prior to assessing.*  Demonstrate phonological awareness by responding to the following teacher prompts:   1. Identify rhyming words  * Listen to me say a pair of words. Tell me if they rhyme: *sat/pat* * Repeat with the following pairs of words: *pin/pot, man/mean, flip/rip, go/no, chair/table, floor/door*  1. Identify syllables in spoken words  * Teacher *Note: Students can be provided with manipulatives such as two-sided counters or chips to complete this activity. Demonstrate how to identify syllables in a spoken word using the manipulatives prior to completing this activity.* * Say the following word and segment it, or break it up into individual syllables: *purple* (*pur-ple*). What is the first syllable? What is the last syllable? * Repeat with the following words: rain-bow (*rainbow*), ta-ble (*table*), wa-ter (*water*), cup-cake (*cupcake*)  1. Manipulate syllables within a multisyllabic word.  * Say the following word: backpack * Segment it into syllables: *back-pack* * Change the last syllable pack to yard (backyard) * Repeat with the words *cowboy* to *cowgirl, rainbow* to *rainy*, *restroom* to *bedroom, pencil* to *tonsil*  1. Blend syllables to form multisyllabic words  * Listen to these parts/syllables of a word: oc-to-pus * Blend the syllables and tell me what word they make (octopus) * Repeat with the following words: *cat-er-pil-lar (caterpillar), lem-on-ade (lemonade), um-brel-la (umbrella), wa-ter-mel-on (watermelon)*  1. Segment multisyllabic words into syllables  * Listen carefully to the following word: hamburger * Say the word (hamburger) * Segment or chunk the word into syllables (ham- bur-ger) * Repeat with the following words: computer (com- pu-ter), escalator (es-ca-la-tor), raspberry (rasp·ber·ry)  1. Segment spoken one-syllable words into individual phonemes  * Say the following words: *pet* * Segment, or break, the word *pet* into its individual sounds: /p/ /ĕ/ /t/, * Repeat with the following words: hot (/h/ /ŏ/ /t/), tag (/t/ /ă/ /g/, run (/r/ /ŭ/ /n/), lip (/l/ /i/ /p/), wheat /wh/ /ē/ /t/ | **PA# 1B:**  *Teacher Note: Assess the letters and letters sounds, and high-frequency words that were explicitly taught in this unit and/or in previous units. For identification and reading purposes, write the high-frequency words on note cards. Select 5-10 VC and CVC words that include the letters and letter sounds that have been learned. Write half of the selected words on a note cards for decoding. Use the rest of the words to assess spelling. If students are not confident in their formation of the letters, magnetic letters (or other types of letter manipulatives) could be used for the spelling assessment. Provide them with a set of letters (not all of them) from which to choose as they attempt to spell the words being read aloud.*   1. Identify the name and sound of the letters provided by your teacher. 2. Listen to your teachers say the name of a letter. Write the letter using correct formation. 3. Using your knowledge of letter sounds, read and spell VC and CVC words provided by your teacher. 4. Identify, read, and spell the high-frequency words you have learned. | **PA# 1C:**  *Teacher Note: At this point in the year, students may not be actually reading, but it is important to begin to establish routines for independent reading. Students may be rereading/retelling a book that has previously been read to them or just looking at the pictures. The amount of time you ask your students to focus on independent reading will vary depending on the students but should be increasing with each unit.*   1. Self-select a book that interests you. 2. Independently“ read” the book for the amount of time your teacher tells you. | **PA# 2:**  *Teacher Note #1: Select a text to read aloud to students. Plan for intentional places to pause the reading so students can make predictions or other inferences.*  *Choose one of the places to pause and provide time for students to illustrate their prediction or other inference (the other times they will just be sharing their inference orally with a partner or the whole group).*  *Teacher Note #2: Also select a word that may be unfamiliar to students. Be sure the illustrations and/or context is ample enough for students to be able to infer the meaning of the word(s).*   1. Listen to you teacher read a text aloud. 2. When your teacher pauses, think about what is happening in the text.  * What is being said directly in the text? * What are you predicting or inferring? What text evidence helps you make the inference(s)? How does your background knowledge help you make the inference(s)? * What words are unfamiliar? What clues from the illustrations or the text help you to know what the word(s) mean?  1. Discuss your predictions or inferences with a partner and the whole class. *Note: Sentence stems such as “I am thinking/predicting/inferring because*  *” may be appropriate for students that need extra support and/or for modeling purposes.* 2. When your teacher asks you to do so, illustrate your prediction/inference 3. Share your prediction/inference with your teacher and explain your response with text evidence. 4. When your teacher pauses to discuss an unfamiliar word, discuss with a partner what you think the word means and talk about what clues from the illustrations and text help you to understand the word. | **PA# 3:**  *Teacher Note: In this Writing PA, students will be encouraged to add words and/or sentences to their writing. Students will most likely be in very different places as far as readiness is concerned. Reward their efforts and provide necessary support.*   1. With a partner, discuss one of your “favorites”. This could be a favorite thing (e.g., food, toy, pet, etc.), a favorite thing to do (e.g., soccer, shopping, reading, etc.), or a favorite experience (e.g., a favorite birthday, a trip to the pool, a time you went somewhere with a grandparent, etc.) 2. Listen to your partner describe one of their “favorites”. Ask questions to get more details about their “favorite.” 3. Based on the discussion with your partner, draw a picture of your “favorite”. Add the details you talked about. 4. Try adding words to your picture by labeling and/or writing a sentence(s). Use your knowledge of letter sounds and high frequency words to help you spell. If you write a sentence, be sure to use a capital letter at the beginning and a period at the end. 5. If applicable, read your writing to your teacher or another adult. OR With assistance from your teacher or another adult, dictate a complete sentence or two about your drawing. Observe how your teacher puts what you say into a written sentence using letters and words, including beginning with a capital letter and ending with a period. 6. Circle or highlight the capital letter at the beginning of your sentence(s). 7. Circle or highlight the period at the end of your sentence. 8. Point to and identify a letter in your sentence. Point to and identify a word in your sentence. 9. With a partner, discuss your picture and read your sentence. Identify the nouns, verbs, and adjectives in your sentence(s). |
| **TEKS (KS/SE):**  **K.2A**, **K.2A.i**, **K.2A.iv**, **K.2A.v**, **K.2A.vi**, **K.2A.ix**, **K.2A.x** | **TEKS (KS/SE):**  **K.2B**, **K.2B.i**, **K.2B.iv**, **K.2D.v**, **K.2E** | **TEKS (KS/SE):**  **K.2D**, **K.4** | **TEKS (KS/SE):**  **K.1A**, **K.1C**, **K.3B**, **K.5C**, **K.5F**, **K.5I**, **K.6B**, **K.6C**, **K.6E** | **TEKS (KS/SE):**  **K.2C**, **K.2C.i**, **K.2C.ii**, **K.2C.iii**, **K.10A**, **K.10B**, **K.10D**, **K.10D.i**, **K.10D.ii**, **K.10D.iii**, **K.10D.iv**, **K.10D.vii**, **K.10D.viii**, **K.10E** |
| **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** |

**Unit Number and Title:** Unit 6: Understanding What We Read and Write: Determining Importance and Synthesizing

**IFD Planning Guide- 12 days** (ELAR)

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| **PA# 1A:**  Phonological Awareness  *Teacher Note #1: In this PA, we are including all of the phonological awareness skills that are taught directly in this unit. With the exception of producing rhyming words, all of these skills have been assessed in previous units. It is not necessary to reassess students if they have already shown mastery.*  *Teacher Note #2: These activities can be done with manipulatives such as two-sided counters, chips, clapping, tapping, or any other modality that has been utilized when practicing a specific skill. Model how each skill is done prior to assessing.*  Demonstrate phonological awareness by responding to the following teacher prompts:   1. Identify rhyming words    * Listen to me say a pair of words. Tell me if they rhyme:   *door/floor*   * + Repeat with the following pairs of words: *house/mouse, flower/table, fish/dish, chair/cheese*  1. **Produce rhyming words (NEW)**    * I am going to say a word. Repeat the word after me: *bite*    * Tell me a word that rhymes with *bite*. (Accept both real and nonsense words that rhyme)    * Repeat with the following words: *pen, coat, for, play* 2. Manipulate syllables within a multisyllabic word.    * Say the following word: *litter*    * Segment it into syllables: *lit-ter*    * Change the first syllable *lit* to *let* (*letter*)    * Repeat with the words *nation* to *lotion, action* to *actor, washer* to *player, player* to *playing* 3. Blend syllables to form multisyllabic words.    * Listen to these parts/syllables of a word: /kū/ /kŭm/ /ber/    * Blend the syllables and tell me what word they make (*cucumber*)    * Repeat with the following words: /for/ /ěst/ (*forest)*, /pō/ /tā/   /tō/ (*potato*), /bī/ /sĭ/ /kŭl/ (*bicycle*), /dī/ /nō/ /sor/ (*dinosaur*)   1. Segment multisyllabic words into syllables    * Listen carefully to the following word: *alligator*  * Say the word (*alligator*) * Segment or chunk the word into syllables (*al-li-ga-tor*) * Repeat with the following words: electric (e-lec-tric), asparagus (as-pa-ra-gus), avocado (av-o-ca-do), television (tel-e-vi-sion)  1. Segment spoken one-syllable words into individual phonemes.    * Say the following words: *sun*    * Segment, or break, the word *sun* into its individual sounds:   /s/ /ŭ/ /n/,   * + Repeat with the following words: *bag* (/b/ /ă/ /g/), *rug* (/r/ /ŭ/   /g/), *lock* (/l/ /ŏ/ /k/), *fine* (/f/ /ī/ /n/), *show* (/sh/ /ō/) | **PA# 1B & 1C:**  **1B**   1. Identify the name and sound of the letters provided by your teacher. 2. Listen to your teacher say the name of a letter. Write the letter using correct formation. 3. Watch your teacher make a word with the letter manipulatives Read the word your teacher made using your knowledge of letter sounds. What new word is made when your teacher adds or removes a beginning letter? (e.g., *at* becomes *hat*, *pit* becomes *it)* 4. Using your knowledge of letter sounds, read and spell VC and CVC words provided by your teacher. 5. Identify, read, and spell the high-frequency words you have learned.   *Teacher Note:*   * *Assess the letters and letters sounds, and high-frequency words that were explicitly taught in this unit and/or in previous units. For identification and reading purposes, write the high- frequency words on note cards.* * *For step #3, prepare a set of letter manipulatives that include 8-10 different letters. Choose some words that can be made by adding and removing a beginning letter to create a new word.*   *Select 5-10 VC and CVC words that include the letters and letter sounds that have been learned so far. Write half of the selected words on a note cards for decoding. Use the rest of the words to assess spelling. If students are not confident in their formation of the letters, magnetic letters (or other types of letter manipulatives) could be used for the spelling assessment. Provide them with a set of letters (not all of them) from which to choose as they attempt to spell the words being read aloud.*  **1C**   1. Self-select a book that interests you. 2. Independently read the book for the amount of time your teacher tells you.   *Teacher Note #1: At this point in the year, some students may not be actually reading, but it is important to continue to emphasize routines for independent reading. Students may be rereading/retelling a book that has previously been read to them or just looking at the pictures. The amount of time you ask your students to focus on independent reading will vary depending on the students, but should be increasing with each unit.*   * *Teacher Note #2: This is the last time these SEs will be assessed in this manner. Continue to monitor student progress as needed throughout the rest of the year.* | **PA# 2:**  *Teacher Note: Select a text to read to students. Determine if this PA will be completed in small groups or as a whole group. As the text is being read aloud, stop periodically to have students identify important details. Prompt students to justify their reasoning by explaining why the detail is important. When assessing synthesis, consider using a sentence stem such as “At first I was thinking \_ \_ , but now I am thinking ” OR “Because of (detail/text evidence/ background knowledge) and (detail/text evidence/ background knowledge), I am now thinking*  *.*   1. Follow along as your teacher reads the text. 2. Think about the details the author gives and decide which ones are most important. When asked to do so, identify important details and tell why you think the detail is important. 3. Review all the important details in the text and do the following:    * Retell the text while maintaining the meaning. Use the important details to help you in your retell.    * Synthesize the important details with your background knowledge. Illustrate and share a new understanding that you now have. | **PA# 3:**  *Teacher Note: Select an activity in which students can work together in small groups to solve a problem or accomplish a task. Examples include putting a puzzle together, conducting a science experiment, completing a team building activity, etc.*  *Decide if you will allow students to put themselves into small groups or be assigned a small group.*   1. Join your small group. Using respectful and polite language, welcome each other by name and offer an appropriate greeting. 2. As a group, discuss how you would like the group to work together. Take turns sharing your ideas. Be to speak clearly using appropriate conventions, or rules, of language. 3. Listen to your teacher give directions for the activity. As a group, restate the directions that were given to you. Ask questions to clarify any directions that you do not understand. 4. Work collaboratively with your group to complete the activity. Be sure to listen actively and share ideas that are related to what you are doing. 5. Once the activity is completed, share with the rest of the class what your group did well and what you might do differently next time. | **PA# 4:**   1. Think about a topic that you have been wanting to write about but haven’t so far. 2. With a partner, discuss your topic. Ask questions about your partner’s topic. 3. Based on the discussion with your partner, draw a picture of your topic. Add the details you talked about. 4. Try adding words to your picture by labeling and/or writing a sentence(s). Use your knowledge of letter sounds and high frequency words to help you spell. If you write a sentence, be sure to use a capital letter at the beginning and a period at the end. 5. If applicable, read your writing to your teacher or another adult. OR With assistance from your teacher or another adult, dictate a complete sentence or two about your drawing. Observe how your teacher puts what you say into a written sentence using letters and words, including beginning with a capital letter and ending with a period. 6. Circle or highlight the capital letter at the beginning of your sentence(s). 7. Circle or highlight the period at the end of your sentence. 8. Point to and identify a letter in your sentence. Point to and identify a word in your sentence. 9. With a partner, discuss your picture and read your sentence(s). Identify the nouns, verbs, and adjectives in your sentence(s). |
| **TEKS (KS/SE):**  K.2A, K.2Ai, K.2Av, K.2Avi, K.2Aix, K.2Ax | **TEKS (KS/SE):**  K.2B, K.2Bi, K.2Bii, K.2Biii, K.2Biv, K.2C, K.2Ci, K.2Cii, K.2Ciii, K.2Dv, K.2E | **TEKS (KS/SE):**  K.2D, K.4A | **TEKS (KS/SE):**  K.5G, K.5H, K.5I, K.6B, K.6C, K.6D, K.6E | **TEKS (KS/SE):**  K.2C, K.2Ci, K.2Cii, K.2Ciii, K.10A, K.10B, K.10D, K.10Di K.10Dii, K.10Diii, K.10Div, K.10Dvii, K.10Dviii, K.10E |
| **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** |

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| **Day 1**  **Word Study:**  **Reading:**  **Writing:** | **Day 2**  **Word Study:**  **Reading:**  **Writing:** | **Day 3**  **Word Study:**  **Reading:**  **Writing:** | **Day 4**  **Word Study:**  **Reading:**  **Writing:** | **Day 5**  **Word Study:**  **Reading:**  **Writing:** |
| **Day 6**  **Word Study:**  **Reading:**  **Writing:** | **Day 7**  **Word Study:**  **Reading:**  **Writing:** | **Day 8**  **Word Study:**  **Reading:**  **Writing:** | **Day 9**  **Word Study:**  **Reading:**  **Writing:** | **Day 10**  **Word Study:**  **Reading:**  **Writing:** |
| **Day 11**  **Word Study:**  **Reading:**  **Writing:** | **Day 12**  **Word Study:**  **Reading:**  **Writing:** | **Day 13**  **Word Study:**  **Reading:**  **Writing:** | **Day 14**  **Word Study:**  **Reading:**  **Writing:** | **Day 15**  **Word Study:**  **Reading:**  **Writing:** |
| **Day 16**  **Word Study:**  **Reading:**  **Writing:** | **Day 17**  **Word Study:**  **Reading:**  **Writing:** | **Day 18**  **Word Study:**  **Reading:**  **Writing:** | **Day 19**  **Word Study:**  **Reading:**  **Writing:** | **Day 20**  **Word Study:**  **Reading:**  **Writing:** |
| **Day 21**  **Word Study:**  **Reading:**  **Writing:** | **Day 22**  **Word Study:**  **Reading:**  **Writing:** | **Day 23**  **Word Study:**  **Reading:**  **Writing:** | **Day 24**  **Word Study:**  **Reading:**  **Writing:** | **Day 25**  **Word Study:**  **Reading:**  **Writing:** |