# Unit 2: Let's Explore

## Big Idea: What Can You Find Out When You Explore?

15 days to complete unit

## Week 1: Tools We Use

5 days for week 1

**Essential Question(s):**
- How do tools help us to explore?

**Vocabulary:**
- Tool
- discover
- defeated
- fetch
- rumble

## Common Core ELA Standards:

- **Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the sounds for each constant.** RF.K.3a
- **Read common high-frequency words by sight.** RF.K.3c
- **Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.** RF.K.2d
- **With prompting and support, ask and answer questions about key details in a text.** RI.K.1
- **With prompting and support, describe the relationship between illustrations and the story in which they appear.** RL.K.7

## INTRODUCE:

- **Background Knowledge**
  - The Carpenter - Poem
  - “Come and Explore” – Big Book pp. 6-7

## TEACH:

- **Close Read:** The Handiest Things in the World – informational text (390L)
- **Mini Lesson:** Strategy: Ask and Answer Questions/ Skill: Key Details Phonics: /p/ p-initial and final

## APPLY:

- **Paired Text:** “Discover with Tools” – informational text (430L)
- **Shared Reading:** “Pam Can See” – Fiction (BRL)
**Mount Holly Schools: Reading Wonders Curriculum Guide UNIT 2**

**Grade K Content Area: Reading**

“We Can See!” - Nonfiction (BRL)

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<th>DIFFERENTIATE: Guided Reading (Each has a paired selection inside)</th>
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<td>A: We Need Tools (BRL)</td>
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<td>O: A Trip (BRL)</td>
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<td>ELL: A Trip (BRL)</td>
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<td>B: What Can You See? (90L)</td>
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<td>Text Connections- Compare Tools T54 RI.K.9, SL.K.1</td>
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<td>Talk About Reading- Becoming Readers T55 SL.K.2</td>
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**ASSESS:**

**Week 1 Assessments**

*Phonemic Awareness/Phonics: Letter /p/ (initial/final)* - practice book pp. 51-52, 54

*High Frequency Words: a* - practice book pp. 55-56

*Comprehension: Key Details* - practice book p.53

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**Unit 2: Let’s Explore**

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<th>Week 2: Shapes All Around Us</th>
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<th>Essential Question(s):</th>
<th>Vocabulary:</th>
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<tr>
<td>What shapes do you see around you?</td>
<td>Materials nature decoration games world</td>
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**READING**
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Grade K Content Area: Reading

**Common Core ELA Standards:**

- Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the sounds for each constant. **RF.K.3a**
- Read common high-frequency words by sight. **RF.K.3c**
- Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words. **RF.K.2d**
- With prompting and support, describe the relationship between illustrations and the story in which they appear. **RL.K.7**
- Identify real-life connections between words and their use. **L.K.5c**
- With prompting and support, ask and answer questions about key details in a text. **RI.K.1**
- With prompting and support, describe the relationship between illustrations and the text in which they appear. **RI.K.7**

**INTRODUCE:**

- **Background Knowledge**
  - The Big Round Sun - Poem
  - "Name that Shape" – Big Book, pp 24-25

**TEACH:**

- **Close Read:** Shapes All Around – Informational Text (340L)
- **Mini Lesson:** Strategy: Ask and Answer Questions, Skills: Key Details Phonics: /t/ t- initial and final

**APPLY:**

- **Shared Reading:** "We Like Tam!"-Fiction (BRL)
  - "I Like Sam"- Nonfiction (BRL)
- **Paired Text:** “Finding Shapes” – informational text (70L)

**DIFFERENTIATE:** Guided Reading (Each has a paired selection inside)

- **A:** Shapes! (BRL)
- **O:** Play with Shapes! (BRL)
- **ELL:** Play with Shapes! (BRL)
- **B:** Use a Shape! (140L)

**INTEGRATE:** Whole Group

- Research and Inquiry – Shape Chart T134-135 **W.K.7, W.K.8**
- Text Connections- Compare Shapes T136 **RI.K.9, SL.K.1**
- Talk About Reading- Becoming Readers T137 **SL.K.2**

**ASSESS:**

- **Week 2 Assessments**
  - Phonemic Awareness/Phonics: Letter /t/ (initial/final)- practice book pp. 59-60, 62
  - High Frequency Words: like- practice book pp.63-64
# Unit 2: Let’s Explore

**Big Idea:** What Can You Find Out When You Explore?  
15 days to complete unit

**Week 3: World of Bugs**  
5 days for week 3

**Essential Question(s):**  
What kind of bugs do you know about?

**Vocabulary:**  
Curious, observe, attaches, process, slender

## Reading

**Common Core ELA Standards:**

- Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the sounds for each constant. **RF.K.3a**
- Read common high-frequency words by sight. **RF.K.3c**
- With prompting and support, ask then answer questions about key details in a text. **RL.K.1**
- With prompting and support, describe the relationship between illustrations and the text in which they appear. **RI.K.7**
- Identify real-life connections between words and their use. **L.K.5c**
- Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words. **RF.K.2d**

**Introduce:**

- Background Knowledge
- Eency, Weency Spider-Poem
- Bugs, Bugs, Bugs, Big Book pp. 42-43
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**Grade K Content Area: Reading**

### TEACH:

**Close Read:** I Love Bugs – fiction (460L)

**Mini Lesson:** Strategy: Ask and Answer Questions, Skill: Key Details  
Phonics: review: /m/ m, /a/ a, /s/ s, /p/ p, /t/ t

### APPLY:

**Shared Reading:** “Pat” – Fiction (BRL)

“Tap!Tap!Tap!” - Informational Text (BRL)

**Paired Text:** “Bugs All Around” - Informational Text (310)

### DIFFERENTIATE: Guided Reading (Each has a paired selection inside)

- A: We Like Bugs (BRL)
- O: The Bugs Run (BRL)
- ELL: The Bugs Run (BRL)
- B: I See a Bug! (BRL)

### INTEGRATE: Whole Group

- Research and Inquiry – Bug Bulletin Board  T216-T217  **W.K.7, W.K.8**
- Text Connections- Compare Bugs  T218  **RI.K.9, SL.K.1**
- Talk About Reading- Using Key Details  T219  **SL.K.2**

### ASSESS:

**Week 3 Assessments**

- Phonemic Awareness/Phonics: letter /s/ and review- practice p. 67
- **High Frequency Words:** see, the, a, we, like- practice book pp. 71-72
- **Comprehension:** Key Details- practice book p. 68

### Unit Assessments:

- Quarterly Comprehension Assessment
- STAR Early Literacy Assessment