**Unit 3: Going Places**

**Big Idea:** What can you learn by going to different places?  
**15 days to complete unit**

**Week 1: Rules to Go By**  
**5 days for week 1**

**Essential Question(s):**  
What rules do we follow in different places?  
**Vocabulary:**  
cooperate, rules, guard, prank, responsible

**Common Core ELA Standards:**
- Read common high-frequency words by sight. **RF.K.3c**
- Associate the long and short sounds with the common spellings for the five major vowels. **RF.K.3b**
- 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 story in which they appear. **RL.K.7**
- Identify real-life connections between words and their use. **L.K.5c**

**INTRODUCE:**
- Background Knowledge  
  - Mary Had A Little Lamb Poem
  - Let’s Play Ball! Big Book pp.6-7

**TEACH:**
- **Close Read:** How Do Dinosaurs Go To School? fantasy (500L)
- **Mini Lesson:** Strategy: Visualize Skill: Key Details Phonics: /i/, i- medial

**APPLY:**
- **Paired Text:** “Be Safe!” informational text (260L)
- **Shared Reading:** “Can I Pat It?” Fiction (BRL)  
  - “Tim Can Tip It” Fiction (300)

**DIFFERENTIATE:** Guided Reading (Each has a paired selection inside)
**UNIT 3**

**Kindergarten - Content Area: Reading**

<table>
<thead>
<tr>
<th>A: We Run (BRL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>O: Go, Nat! (BRL)</td>
</tr>
<tr>
<td>ELL: Go, Nat! (BRL)</td>
</tr>
<tr>
<td>B: The Birdhouse (BRL)</td>
</tr>
</tbody>
</table>

**INTEGRATE: Whole Group**

Research and Inquiry -- Students will make a page for a school rule book. **W.K.7**

- Text Connections - Compare Rules, p. T54 **SL.K.1, RL.K.9**
- Talk About Reading - Becoming Readers, p. T55 **SL.K.2**

**ASSESS:**

**Week 1 Assessments**

- **Phonemic Awareness/Phonics:** initial and medial letter i - practice book pp. 77-78, 80
- **High Frequency Words:** to - practice book pp. 81-82
- **Comprehension:** key details - practice book p. 79

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**Unit 3: Going Places**

**Big Idea:** What can you learn by going to different places?

- **15 days to complete unit**

**Week 2: Sounds Around Us**

- **5 days for week 2**

**Essential Question(s):**

- What are the different sounds we hear?

**Vocabulary:**

- listen, volume, chat, exclaimed, familiar

**Common Core ELA Standards:**

- Read common high-frequency words by sight. **RF.K.3c**
- Associate the long and short sounds with common spelling for the five major vowels. **RF.K.3b**
- 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 story in which they appear. **RL.K.7**
- Identify real-life connections between words and their use. **L.K.5c**
- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering...

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questions about key details and requesting clarification if something is not understood. SL.K.2

INTRODUCE:

Background Knowledge
The Bus- Poem
*Keep Your Ears Open*- Big Book- pp. 24-25

TEACH:

Close Read: Clang! Clang! Beep! Beep! Listen to the City – fiction (630L)
Mini Lesson: Strategy: Visualize (T95) Skills: Key Details (T104) Phonics: /n/ - initial and final

APPLY:

Shared Reading: “Nat and Tip”-fiction (250L)
“Tim and Nan”- nonfiction (250L)
Paired Text: “Sounds Are Everywhere” – informational text (290L)

DIFFERENTIATE: Guided Reading (Each has a paired selection inside)
A: City Sounds (BRL)
O: Farm Sounds (280L)
ELL: Farm Sounds (BRL)
B: A Noisy Night (190L)

INTEGRATE: Whole Group
Text Connections- Compare Sounds T136 R.L.K.9, S.L.K.1
Talk About Reading- Becoming Readers T137 S.L.K.2

ASSESS:

Week 2 Assessments
*Phonemic Awareness/Phonics: /n/ initial and final- practice book pp. 85-86, 88
High Frequency Words: and - practice book pp. 89-90
Comprehension: key details- practice book p. 87
## Unit 3: Going Places

**Big Idea:** What can you learn by going to different places?  
15 days to complete unit

**Week 3: The Places We Go**  
5 days for week 3

<table>
<thead>
<tr>
<th>Essential Question(s):</th>
<th>Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What places do you go to during the week?</td>
<td>local, neighborhood, routine, intelligent, volunteer</td>
</tr>
</tbody>
</table>

### Common Core ELA Standards:

- **Read common high-frequency words by sight.** RF.K.3c
- **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
- **With prompting and support, identify characters, settings, and major events in a story.** RL.K.3
- **Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.** RF.K.2d

### INTRODUCE:

- Background Knowledge
  - To Market, To Market- Poem
  - Let's Go- Big Book pp. 42-43

### TEACH:

- **Close Read:** Please Take Me For a Walk – Fantasy (260)
- **Mini Lesson:** Strategy: Visualize   Skill: Character, Setting, Events   Phonics: /k/ c- initial

### APPLY:

- **Shared Reading:** “We Go To See Nan” (140L)  
  “Can We Go?” (60L)
- **Paired Text:** “A Neighborhood”- Informational Text (330L)

### DIFFERENTIATE: Guided Reading (Each has a paired selection inside)
A: We Can Go (BRL)
O: Going By Cab (160L)
ELL: Going By Cab (BRL)
B: Cal’s Busy Week (110L)

INTEGRATE: Whole Group

Research and Inquiry – Page for a Class Book T216-T217  **W.K.7, W.K.8**
Text Connections- Compare Places T218  **R.L.K.9, SL.K.1**
Talk About Reading- Becoming Readers T219  **SL.K.2**

ASSESS:

**Week 3 Assessments**

*Phonemic Awareness/Phonics:* initial /k/- practice book pp. 93-94, 96
*High Frequency Words:* go- practice book pp. 97-98
*Comprehension:* character, setting, events- practice book p. 95

**Unit Assessments:**
- Quarterly Comprehension Assessment
- STAR Early Literacy Assessment