# Mount Holly Schools: Reading Wonders Curriculum Guide
## UNIT 4
Kindergarten - Content Area: Reading

<table>
<thead>
<tr>
<th>Unit 4: Around the Neighborhood</th>
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<tbody>
<tr>
<td><strong>Big Idea:</strong> What do you know about the people and places in your neighborhood?</td>
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### Week 1: Time for Work
- **5 days for week 1**

<table>
<thead>
<tr>
<th>Essential Question(s):</th>
<th>Vocabulary:</th>
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<tbody>
<tr>
<td>What do people use to do their jobs?</td>
<td>equipment, uniform, expect, remained, utensils</td>
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### READING

**Common Core ELA Standards:**
- Associate the long and short sounds with the common spellings for the five major vowels. **RF.K.3b**
- Read common high-frequency words by sight. **RF.K.3c**
- 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**
- Sort common objects into categories to gain a sense of the concepts the categories represent. **L.K.5a**

### INTRODUCE:
- **Background Knowledge**
- **Firefighters- Poem**
  - “On the Job!” – Big Book pp. 6-7

### TEACH:
- **Close Read:** Whose Shoes? A Shoe for Every Job - Informational Text (70L)
- **Mini Lesson:** Strategy: Ask and Answer Questions  
  Skill: Key Details  
  Phonics: /o/ o- initial and medial

### APPLY:
- **Paired Text:** “Workers and Their Tools” - Informational Text (350L)
- **Shared Reading:** “Tom on Top!” - Informational Text (70L)

### DIFFERENTIATE: Guided Reading (Each has a paired selection inside)
Mount Holly Schools: Reading Wonders Curriculum Guide
UNIT 4
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A: You Cook (BRL)
O: On The Job (BRL)
ELL: On The Job (BRL)
B: The Neighborhood (120L)

INTEGRATE: Whole Group
Research and Inquiry --Jobs Board T52-53 W.K.7, W.K.8
Text Connections- Compare Workers and Equipment T54 RI.K.9, SL.K.1
Talk About Reading- Becoming Readers T55 SL.K.2

ASSESS:

Week 1 Assessments

Phonemic Awareness/Phonics: /o/ initial and medial- practice book pp. 101-102, 104
High Frequency Words: you- practice book pp. 105-106
Comprehension: key details-practice book p. 103

Unit 4 : Around the Neighborhood

Big Idea: What do you know about the people and places in your neighborhood? 15 days to complete unit

Week 2: Meet Your Neighbors 5 days for week 2

Essential Question(s):
Who are your neighbors?

Vocabulary:
appreciate, cultures, prefer, proud, tradition

READING

Common Core ELA Standards:
Read common high-frequency words by sight. RF.K.3c
With prompting and support, identify characters, settings, and major events in a story. RL.K.3
Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant RF.K.3a
Describe familiar people, places, things, and events, with prompting and support, provide additional detail SL.K.4
Sort common objects into categories to gain a sense of the concepts the categories represent L.K.5a
Isolate and pronounce the initial sounds in words. **RF.K.2d**

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<thead>
<tr>
<th>INTRODUCE:</th>
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</table>
| **Background Knowledge**
| La Pinata- Poem
| “Hello, Neighbor!” – Big Book, pp 20-21 |

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<tr>
<th>TEACH:</th>
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| **Close Read:** What Can You Do With a Paleta?- Fiction (890L)
| **Mini Lesson:** Strategy: Ask and Answer Questions  
Skills: Character, Setting, Events  
Phonics: /d/ d - initial and final |

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<th>APPLY:</th>
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| **Shared Reading:** “Sid”- Fiction (340L)
| **Paired Text:** “A World Festival” – Fiction (390L) |

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<tr>
<th>DIFFERENTIATE: Guided Reading (Each has a paired selection inside)</th>
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| A: My Neighbors (BRL)  
O: Neighborhood Party (100L)  
ELL: Neighborhood Party (100L)  
B: Parade Day (100L) |

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<th>INTEGRATE: Whole Group</th>
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| Research and Inquiry –Our Neighbors Display T134-135 **W.K.7, W.K.6**  
Text Connections- Compare Characters’ Experiences T136 **RL.K.9, SL.K.1**  
Talk About Reading- Becoming Readers  T137 **SL.K.2** |

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<th>ASSESS:</th>
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| **Week 2 Assessments**  
Phonemic Awareness/Phonics: /d/ final and initial- pp. 109-110, 112  
**High Frequency Words:** do- practice book pp. 113-114  
**Comprehension:** character, setting, events- practice book p. 111 |
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<td>15 days to complete unit</td>
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| Week 3: Pitch In | 5 days for week 3 |

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<tr>
<th>Essential Question(s):</th>
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<tr>
<td>How can people help to make your community better?</td>
<td>community, improve, confused, harvest, quarrel</td>
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**READING**

**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, ask then answer questions about key details in a text. RL.K.1
- With prompting and support, ask and answer questions about key details in a text RI.K.1
- Isolate and pronounce the initial, medial vowel, and final sound in three phoneme words. RF.K.2d
- Identify real-life connections between words and their use. L.K.5c

**INTRODUCE:**
- Background Knowledge
  - I’ve Been Working on the Railroad- Poem
  - *Let’s Help Out*, Big Book pp. 34-35

**TEACH:**
- Close Read: Roadwork -informational text (40L)
- Mini Lesson: Strategy: Ask and Answer Questions, Skill: Key Details  Phonics: review: /i/ i, /n/ n, /k/ c, /o/ o, /d/ d

**APPLY:**
- Shared Reading: “I Can, You Can!”- Fiction (180L)
- Paired Text: “A Community Garden”- Informational Text (330L)

**DIFFERENTIATE:** Guided Reading (Each has a paired selection inside)
- A: We Clean! (BRL)
- O: Can You Fix It? (60L)
## ELL: Can You Fix It? (BRL)
### B: Helping Mom (290L)

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<tr>
<td>Research and Inquiry – Community Plan T216-T217 <strong>W.K.7, W.K.8</strong></td>
</tr>
<tr>
<td>Text Connections - Compare Processes T218 <strong>RI.K.9, SL.K.1</strong></td>
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<tr>
<td>Talk About Reading - Becoming Readers T219 <strong>SL.K.2</strong></td>
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### ASSESS:

#### Week 3 Assessments

**Phonemic Awareness/Phonics:** Review-match the letters and sounds/letters of i,n,k,c,d,o- practice book pp. 117

**High Frequency Words:** to, and, go, you, do- practice book pp. 121-122

**Comprehension:** key details-practice book p. 118

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