<table>
<thead>
<tr>
<th>Unit 5: Wonders of Nature</th>
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<td>Big Idea: What kind of things can you find growing in nature?</td>
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<td>Week 1: How Does Your Garden Grow?</td>
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<td>Essential Question(s): What do living things need to grow?</td>
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**Common Core ELA Standards:**
- Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words. **RF.K.2d**
- 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, identify characters, settings, and major events in a story. **RL.K.3**
- 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
  - Mary, Mary, Quite Contrary - Poem
  - “Watch it Grow” – Big Book pp. 6-7

**TEACH:**
- Close Read: My Garden - fiction (670L)

**APPLY:**
- Paired Text: “Poetry” – poetry (NPL)
- Shared Reading: “Hop Can Pop!” - fiction (110L)
### Unit 5: Wonders of Nature

**Big Idea:** What kind of things can you find growing in nature?  
15 days to complete unit

**Week 2: Trees**  
5 days for week 2

**Essential Question(s):**  
How do living things change as they grow?

**Vocabulary:**  
Amazing  develop  content  enormous  imagine

**Common Core ELA Standards:**  
- Associate the long and short sounds with common spelling for the five major vowels.  **RF.K.3b**  
- Blend onsets and rimes of single-syllable spoken words.  **RF.K.2c**  
- 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**  
- Write a letter or letters for most consonant and short-vowel sounds (phonemes).  **L.K.2c**
Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.K.2d**
With prompting and support, ask and answer questions about key details in a text. **RI.K.1**
With prompting and support, identify the main topic and retell key details of a text. **RI.K.2**

**INTRODUCE:**

Background Knowledge
My Oak Tree- Poem
“Growing Tall”– Big Book, pp 20-21

**TEACH:**

Close Read: My Grand Ole Tree – informational text (290L)
Mini Lesson: Strategy: Re-read, Skills: Main Topic and Key Details Phonics: /e/ e- initial and medial

**APPLY:**

Shared Reading: “Ed and Ned”- (230L)
Paired Text: “From a Seed to a Tree” – informational text (400L)

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

A: The Tree (BRL)
O: Many Trees (70L)
ELL: Many Trees (BRL)
B: Our Apple Tree (250L)

**INTEGRATE: Whole Group**

Research and Inquiry – Tree Life Cycle Display T134-135 **W.K.6, W.K.7**
Text Connections- Compare Trees T136 **RI.K.9, SL.K.1**
Talk About Reading- Becoming Readers T137 **SL.K.2**

**ASSESS:**

**Week 2 Assessments**

*Phonemic Awareness/Phonics: letter /e/ (initial/medial- practice book pp.135-136, 138*
*High Frequency Words: are- practice book pp.139-140*
*Comprehension: Main topic and key details, practice book pp.137*
# Reading Wonders Curriculum Guide UNIT 5

## Grade K  Content Area: Reading

### Unit 5: Wonders of Nature

**Big Idea:** What kind of things can you find growing in nature?  
**15 days to complete unit**

### Week 3: Fresh From the Farm  
**5 days for week 3**

#### Essential Question(s):
What kinds of things grow on a farm?

#### Vocabulary:
Delicious, fresh, beneath, raise, special

### Common Core ELA Standards:
- **SL.K.2** Recognize rhyming words.  
- **RF.K.2a** Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.
- **RF.K.2d** 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** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- **RF.K.4** Read emergent-reader texts with purpose and understanding.
- **RI.K.9** With prompting and support, identify basic similarities in and differences between two texts on the same topic.

### INTRODUCE:
- **Background Knowledge**
  - Oats, Peas, Beans, and Barley Grow-Poem
  - Farm Fresh, Big Book pp. 34-35

### TEACH:
- **Close Read:** *An Orange in January*- informational text (780L)
- **Mini Lesson:** Strategy: Re-Read/ Skill: Main Topic and Key Details  
  Phonics: /f/ f, /r/ r- initial

### APPLY:
- **Shared Reading:** “Ron with Red”- (170L)
- **Paired Text:** “Farmer’s Market”- Informational Text (340L)

### DIFFERENTIATE: Guided Reading (Each has a paired selection inside)
Mount Holly Schools: Reading Wonders Curriculum Guide UNIT 5

Grade K Content Area: Reading

A: The Farmer (BRL)
O: Let's Make a Salad (BRL)
ELL: Let's Make a Salad (BRL)
B: Farm Fresh Finn (260L)

INTEGRATE: Whole Group

Research and Inquiry – Fruit Basket T216-T217 W.K.7
Text Connections- Compare Crops T218 RI.K.9, SL.K.1
Talk About Reading- Become Readers T219 SL.K.2

ASSESS:

Week 3 Assessments
Phonemic Awareness/Phonics: /f/, /r/ (initial) - practice book pp. 143-144, 145-146, 148
High Frequency Words: he, with - practice book pp. 149-150
Comprehension: Main Topic and Key Details - practice book pp. 147

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