# Unit 9: How Things Change

## Big Idea: How do things change?
15 days to complete unit

## Week 1: Growing Up
5 days for week 1

### Essential Question(s):
How can you help out at home?

### Vocabulary:
- Chores
- Contribute
- Member
- Accomplish
- Organize

## Common Core ELA Standards:
- 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**
- Associate the long and short sounds with common spelling 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, name the author and illustrator of a story. **RL.K.6**
- Actively engage in group reading activities with purpose and understanding. **RL.K.10**

## INTRODUCE:

**Background Knowledge**
- “Something About Me” - Poem
- “Helping Out!” - Big Book pp. 6-7

## TEACH:

**Close Read:** Peter’s Chair - fiction (430L)

**Mini Lesson:** Strategy: Ask and Answer Questions/ Skill: Plot: Sequence/ Phonics: long a and a_e

## APPLY:

**Paired Text:** “The Clean Up” – fiction (310L)

**Shared Reading:** *Jake and Dale Help!*-fiction (300L)
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## Grade K Content Area: Reading

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

- **A:** Let Me Help You (90L)
- **O:** How Can Jane Help? (140L)
- **ELL:** How Can Jane Help? (180L)
- **B:** Used to Help Too (240L)

### INTEGRATE: Whole Group

- Research and Inquiry – Author Study Bulletin Board T52-53  **W.K.7, W.K.8**
- Text Connections- Compare Ways to Help T54  **RL.K.9, SL.K.1**
- Talk About Reading- Becoming Readers  **T55 SL.K.2**

### ASSESS:

#### Week 1 Assessments

- **Phonemic Awareness/Phonics:** /a/ (a_e)- practice book pp. 245-246, 248
- **High Frequency Words:** help, too- practice book pp.249-250
- **Comprehension:** Character, Setting, Plot: Sequence- p.247

### Unit 9: How Things Change

**Big Idea:** How do things change?  **15 days to complete unit**

**Week 2: Good Citizens**  **5 days for week 2**

- **Essential Question(s):**
  - What do good citizens do?
- **Vocabulary:**
  - Citizen respect tidy necessary hauled

### Common Core ELA Standards:

- **RL.K.3**
  - With prompting and support, identify characters, settings, and major events in a story.
- **RF.K.2a**
  - Recognize rhyming words.
- **RF.K.2d**
  - Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.
- **RF.K.3b**
  - Associate the long and short sounds with common spelling for the five major vowels.
- **RF.K.3c**
  - Read common high-frequency words by sight.
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**Grade K  Content Area: Reading**

<table>
<thead>
<tr>
<th>Write a letter or letters for most consonant and short-vowel sounds (phonemes). L.K.2c</th>
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</thead>
<tbody>
<tr>
<td>With prompting and support, ask then answer questions about key details in a text. RL.K.1</td>
</tr>
<tr>
<td>With prompting and support, identify characters, settings, and major events in a story. RL.K.3</td>
</tr>
</tbody>
</table>

**INTRODUCE:**

Background Knowledge
“The Little Light of Mine”- Poem
“We Care!”– Big Book, pp 20-21

**TEACH:**

Close Read: Hen Hears Gossip – fantasy (460L)
Mini Lesson: Strategy: Re-read/ Skills: Plot: Cause and Effect Phonics: long i and i_e

**APPLY:**

Shared Reading: “We Can Play”- Fiction (220L)
Paired Text: “Team Up to Clean Up” – informational text (460L)

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

A: Mike Helps Out (BRL)
O: Clive and His Friend (60L)
ELL: Clive and His Friend (60L)
B: Farmer White’s Best Friend (460L)

**INTEGRATE: Whole Group**

Research and Inquiry – Citizenship Poster T134-135 W.K.7, W.K.8
Text Connections- Compare Behavior T136 RL.K.9, SL.K.1
Talk About Reading- Becoming Readers T137 SL.K.2

**ASSESS:**

**Week 2 Assessments**

*Phonemic Awareness/Phonics: /i/ (i_e)- practice book pp. 253-254, 256*

*High Frequency Words: play, has- practice book pp. 257-258*

*Comprehension: Character, Setting, Plot: Cause and Effect- practice book p.255*
### Unit 9 : How Things Change

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| 15 days to complete unit |

#### Week 3: Our Natural Resources

| 5 days for week 3 |

**Essential Question(s):**
How can things in nature be used to make new things?

**Vocabulary:**
Natural resources   create   designs   knowledge   weave

### Common Core ELA Standards:

- 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**
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **RF.K.2e**
- Associate the long and short sounds with common spelling for the five major vowels. **RF.K.3b**
- Read common high-frequency words by sight. **RF.K.3c**
- Read emergent-reader texts with purpose and understanding. **RF.K.4**
- With prompting and support, ask then answer questions about key details in a text. **RL.K.1**
- With prompting and support, identify the main topic and retell key details of a text. **RL.K.2**
- With prompting and support, describe the relationship between illustrations and the text in which they appear. **RI.K.7**

### INTRODUCE:

- Background Knowledge
  - A Peanut Sat on a Railroad Track-Poem
  - The Wanders of Nature!- Big Book pp. 32-33

### TEACH:

- **Close Read:** Bread Comes to Life-informational text (380L)
- **Mini Lesson:** Strategy: Re-Read, Skill: Connections Within Text: Sequence   Phonics: long o and o_e
## APPLY:

**Shared Reading:** "Look at Home" - Nonfiction (170L)

**Paired Text:** "Nature Artists" - Informational Text (470L)

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

- **A:** Look Where It Is From (40L)
- **O:** What's for Breakfast? (110L)
- **ELL:** What's for Breakfast? (30L)
- **B:** Nature at the Craft Fair (410L)

## INTEGRATE: Whole Group

- Research and Inquiry – Fabric Wall T216-T217 **W.K.7, W.K.8**
- Text Connections - Compare Natural Resources and Products T218 **RI.K.9, SL.K.5**
- Talk About Reading - Become Readers T219 **SL.K.2**

## ASSESS:

### Week 3 Assessments

Phonemic Awareness/Phonics: /o/ (o_e, o) - practice book pp.261-262, 264

High Frequency Words: where, look - practice book pp.265-266

Comprehension: Connections Within Text: Sequence - practice book p. 263

## Unit Assessments:

- Quarterly Comprehension Assessment
- STAR Early Literacy Assessment