

Week 1

Massachusetts Performance Standards

The students will:

- ELA.PreK-2 8.3 Ask questions about the important characters, settings, and events
- ELA.PreK-2 7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning
- ELA.PreK-2 2.1 Contribute knowledge to class discussion in order to develop topic for a class project
- ELA.PreK-2 5.3 Identify correct capitalization for names and places and correct capitalization and commas in dates

UNIT 1

All Together Now: How do we live, work, and play together

Literature: The Little School Bus

Objectives (Students will...)

1. Identify character of story
2. Name letters A-E
3. Rhyme words

Essential Question

How do we get to school?

Teacher Resources

1. Practice book K.1
2. Talk with me chart 1A
3. Sing with me chart
4. Phonics songs and rhymes chart
5. Leveled readers : Colors Around Me, Go To School, Look at the Clock Max!

Media and Technology Resources

PearsonSuccessNet.com

- Kindergarten Student Readers
- Listen to Me Readers
- Independent Leveled Readers
- Decodable Readers

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Oral Vocabulary: first, second, third, fourth, fifth, sixth

High Frequency Words: I, am

Comments:

Week 2

Massachusetts Performance Standards

The students will:

- ELA.PreK-2 9.1 Identify similarities in plot setting, and character among the works of an author or illustrator
- ELA.PreK-2 22.1 Print upper- and lower-case letters of the alphabet
- ELA.PreK-2 18.1 Rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection
- ELA.PreK-2 5.3 Identify correct capitalization for names and places, and correct capitalization and commas in dates

UNIT 1

All Together Now: How do we live, work, and play together

Literature: Fix-It Duck

Objectives

1. Identify setting
2. Recognize syllables in a word
3. Name letters F-N

Essential Question

How do people help each other?

Teacher Resources

1. Practice book K.1
2. Talk with Me Chart 2A
3. Sing with Me Chart 2B
4. Phonics Songs and Rhymes Chart 2
5. Leveled readers: How Many?, Work Together, Pam

Media Resources

PearsonSuccessNet.com

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Evaluation/Activities

Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Oral Vocabulary: repair, leak, steep, ladder, puddles, shed

High Frequency Words: I, am

Comments:

Week 3

Massachusetts Performance Standards

The students will:

ELA. PreK-2 19.2 Dictate sentences for a story and collaborate to put the sentences in chronological sequence

ELA. PreK-2 7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulate

ELA. PreK-2 14.1 Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry

ELA. PreK-2 4.2 Describe common objects and events in general and specific languages

UNIT 1

All Together Now: How do we live, work, and play together

Literature: Plaidypus Lost

Objectives (Students will...)

1. Identify sequence
2. Discriminate sounds/ segment syllables
3. Name letters O-S

Essential Question

How do families cooperate?

Teacher Resources

1. Practice Book K.1
2. Talk with Me Chart 3A
3. Sing with Me Chart 3B
4. Phonics Songs and Rhymes Chart 3
5. Leveled readers: Look Around!, Play Together, Nick the Fix-It Man

Media and Technology Resources

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Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Oral Vocabulary: platypus, around, lost, found, market, groceries

High Frequency Words: the, little

Comments:

Week 4

Massachusetts Performance Standards

The students will:

- ELA. PreK-2 4.1 Identify and sort common words into various classifications (colors, shapes, textures)
- ELA. PreK-2 7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning
- ELA. PreK-2 4.2 Describe common objects and events in general and specific language
- ELA. PreK-2 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume

UNIT 1

All Together Now: How do we live, work, and play together

Literature: Miss Bindergarten Takes a Field Trip with Kindergarten

Objectives

1. Classify and organize
2. Discriminate sounds/segment syllables
3. Name letters T-Z

Essential Question

How do people in a community cooperate?

Teacher Resources

1. Practice Book K.1
2. Talk with Me Chart 4A
3. Sing with Me Chart 4B
4. Phonics Songs and Rhymes Chart 4
5. Leveled Readers; Where Is It?, Go To Town, Reds and Blues

Media Resources

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Evaluation/Activities

Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Comments:

Oral Vocabulary: bakery, post office, fire station, library, park, chaperone

High Frequency Words: the, little

Week 5

Massachusetts Performance Standards

The students will:

- ELA.PreK-2 9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator
- ELA.PreK-2 22.1 Print upper-and lower-case letters of the alphabet
- ELA.PreK-2 5.1 Use language to express spatial and temporal relationships (up, down, before, after)
- ELA.PreK-2 5.3 Identify correct capitalization for names and places, and correct capitalization and commas in dates

UNIT 1

All Together Now: How do we live, work, and play together

Literature: Julius

Objectives (Students will...)

1. Identify character
2. Sound discrimination/phoneme isolation /m/

Essential Question

How do people and animals work and play together?

Teacher Resources

1. Practice book K.1
2. Talk with me chart 5A
3. Sing with me chart 5B
4. Phonics songs and rhymes chart 5
5. Leveled readers : Mouse and Moose, Munch Together, Tig the Talented Pig

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Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Oral Vocabulary: first, second, third, fourth, fifth, sixth

High Frequency Words: I, am

Comments:

Week 6

Massachusetts Performance Standards

The students will:

- ELA.PreK-2 4.1 Identify and sort common words into various classifications (colors, shapes, colors)
- ELA.PreK-2 7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning
- ELA. PreK-2 18.1 Rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection
- ELA. PreK-2 5.2 Recognize that the names of things can also be the names of actions (fish, dream, run)

UNIT 1

All Together Now: How do we live, work, and play together

Literature: Dig Dig Digging

Objectives

1. Classify and categorize
2. Phoneme isolation /t/
3. Connect /t/ to Tt

Essential Question

How do machines help people work together?

Teacher Resources

1. Practice book K.1
2. Talk with Me Chart 6A
3. Sing with Me Chart 6B
4. Phonics Songs and Rhymes Chart 6
5. Leveled readers: Tony's Taxi, Toy Store, Two and Three

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Evaluation/Activities

Class work: To be done on each topic/concept as needed for understanding.
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Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Oral Vocabulary: scooping, swooshing, squelching, gobbling, spinning, rumbling

High Frequency Words: a, to

Comments:

Week 7

Massachusetts Performance Standards

The students will:

- ELA.PreK-2 9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator
- ELA.PreK-2 7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated
- ELA.PreK-2 19.2 Dictate sentences for a story and collaborate to put the sentences in chronological sequence
- ELA.PreK-2 5.2 Recognize that the names of things can also be the names of actions (fish, ream, run)

UNIT 2

Animals Live Here: Where do animals live?

Literature: Life in an Ocean

Objectives (Students will...)

1. Compare and contrast
2. Connect /a/ to Aa
3. Isolate phoneme /a/

Essential Question

What is an ocean environment?

Teacher Resources

1. Practice book K.2
2. Talk with me chart 7A
3. Sing with me chart 7B
4. Phonics songs and rhymes chart 7
5. Leveled readers : Alligator Ann, Tam is at the Beach, Different Fish

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Oral Vocabulary: ocean, world, crab, sell, fish, seaweed

High Frequency Words: have, is

Comments:

Week 8

Massachusetts Performance Standards

The students will:

- ELA.PreK-2 9.2 Identify different interpretations of plot, setting, and character in the same work by different illustrators (alphabet books, nursery rhymes, counting books)
- ELA.PreK-2 22.1 Print upper- and lower-case letters of the alphabet
- ELA.PreK-2 19.4 Dictate sentences for a story and collaborate to put the sentences in chronological sequence
- ELA.PreK-2 5.3 Identify correct capitalization for names and places, and correct capitalization and commas in dates

UNIT 2

Animals Live Here: Where do animals live?

Literature: Armadillo's Orange

Objectives (Students will...)

1. Determine setting in a story
2. Connect /s/ to Ss
3. Isolate phoneme /s/

Essential Question

Who lives in an orange grove?

Teacher Resources

1. Practice book K.2
2. Talk with me chart 8A
3. Sing with me chart 8B
4. Phonics songs and rhymes chart 8
5. Leveled readers : Soccer Game, Tam and Sam in the Orange Grove?, Walking in the Forest

Media and Technology Resources

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Oral Vocabulary: armadillo, burrow, tortoise, rattlesnake, grubs, insects

High Frequency Words: have, is

Comments:

Week 9

Massachusetts Performance Standards

The students will:

- ELA.PreK-2 13.5 Restate main ideas and important facts from a text hear or read
- ELA.PreK-2 7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated
- ELA.PreK-2 1.1 Follow agreed-upon rules for discussion (raising one's hand, waiting one's turn, speaking one at a time)
- ELA.PreK-2 4.2 Describe common objects and events in general and specific language

UNIT 2

Animals Live Here: Where do animals live?

Literature: Animal Babies in Grasslands

Objectives (Students will...)

1. Determine main idea in a story
2. Connect /p/ to Pp
3. Isolate phoneme /p/

Essential Question

Who lives in grasslands?

Teacher Resources

1. Practice book K.2
2. Talk with me chart 9A
3. Sing with me chart 9B
4. Phonics songs and rhymes chart 9
5. Leveled readers: Pat the Penguin, Tam ad Sam Go to the Zoo, Animals in the Grass

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Oral Vocabulary: calf, grassland, cub, pup, joey, foal

High Frequency Words: we, my

Comments:

Week 10

Massachusetts Performance Standards

The students will:

- ELA.PreK-2 10.1 Identify differences among the common forms of literature: poetry, fiction, nonfiction (informational and expository), and dramatic literature
- ELA.PreK-2 7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning
- ELA.PreK-2 8.3 Ask questions about the important characters, settings, and events
- ELA.PreK-2 4.2 Describe common objects and events in general and specific language

UNIT 2

Animals Live Here: Where do animals live?

Literature: Bear Snores On

Objectives (Students will...)

1. Differentiate between realism and fantasy
2. Connect /k/ to Cc
3. Isolate phoneme /k/

Essential Question

Where does a bear hibernate?

Teacher Resources

1. Practice book K.2
2. Talk with me chart 10A
3. Sing with me chart 10B
4. Phonics songs and rhymes chart 10
5. Leveled readers : Cam the Cow, Winter, Let's Race

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Oral Vocabulary: sleep, winter, cave, woods, storm, blustery

High Frequency Words: we, my

Comments:

Week 11

Massachusetts Performance Standards

The students will:

- ELA.PreK-2 19.4 Dictate sentences for a letter or directions and collaborate to put the sentences in order
- ELA.PreK-2 22.1 Print upper- and lower-case letters of the alphabet
- ELA.PreK-2 4.2 Describe common objects and events in general and specific language

UNIT 2

Animals Live Here: Where do animals live?

Literature: A Bed for the Winter

Objectives (Students will...)

1. Sequence events
2. Connect /i/ to Ii
3. Isolate phoneme /i/
4. Discriminate sounds

Essential Question

What kind of home does a mouse need in winter?

Teacher Resources

1. Practice book K.2
2. Talk with me chart 11A
3. Sing with me chart 11B
4. Phonics songs and rhymes chart 11
5. Leveled readers : Little Iguana, A House for my Fish, A Winter Bed

Media and Technology Resources

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Oral Vocabulary: meadows, nest, stump, tree trunk, hive, den

High Frequency Words: he, for

Comments:

Week 12

Massachusetts Performance Standards

The students will:

- ELA.PreK-2 10.1 Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction (informational and expository), and dramatic literature
- ELA.PreK-2 7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated
- ELA.PreK-2 12.1 Identify the elements of plot, character, and setting in a favorite story
- ELA.PreK-2 4.2 Describe common objects and events in general and specific language

UNIT 2

Animals Live Here: Where do animals live?

Literature: Whose Garden Is It?

Objectives (Students will...)

1. Determine between realism and fantasy
2. Sequence events
3. Connect /i/ to Ii

Essential Question

Who lives in the garden?

Teacher Resources

1. Practice book K.2
2. Talk with me chart 12A
3. Sing with me chart 12B
4. Phonics songs and rhymes chart 12
5. Leveled readers : Me!, Tim's Garden, A Yard for All

Media and Technology Resources

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Oral Vocabulary: garden, gardener, plant, seed, soil, blossoms

High Frequency Words: he, for

Comments:

Week 13

Massachusetts Performance Standards

The students will:

- ELA.PreK-2 9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator
- ELA.PreK-2 7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning
- ELA.PreK-2 13.4 Explain whether predictions about the content of a text were confirmed or disconfirmed and why
- ELA.PreK-2 5.2 Recognize that the names of things can also be the names of actions (fish, dream, run)

UNIT 3

Watch Me Change: How do people, plants, and animals grow and change?

Literature: Little Panda

Objectives (Students will...)

1. Compare and contrast
2. Connect /n/ to Nn, /b/ to Bb
3. Isolate phonemes /n/ and /b/

Essential Question

How does a panda change in its first year of life?

Teacher Resources

1. Practice book K.3
2. Talk with me chart 13A
3. Sing with me chart 13B
4. Phonics songs and rhymes chart 13
5. Leveled readers: Pandas Nap, The Baby Panda, The Fawn

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Oral Vocabulary: weigh, measure, healthy, bamboo, curious, explore

High Frequency Words: me, with, she

Comments:

Week 14

Massachusetts Performance Standards

The students will:

- ELA.PreK-2 9.2 Identify different interpretations of plot, setting, and character in the same work by different illustrators (alphabet books, bursary rhymes, counting books)
- ELA.PreK-2 22.1 Print upper- and lower- case letters of the alphabet
- ELA.PreK-2 23.1 Arrange events in order when writing or dictating
- ELA.PreK-2 5.2 Recognize that the names of tings can also be the names of actions (fish, dream, run)

UNIT 3

Watch Me Change: How do people, plants, and animals grow and change?

Literature: Little Quack

Objectives (Students will...)

1. Determine plot in a story
2. Connect /r/ to Rr
3. Isolate phoneme /r/

Essential Question

What new things can you do as you grow and change?

Teacher Resources

1. Practice book K.3
2. Talk with me chart 14A
3. Sing with me chart 14B
4. Phonics songs and rhymes chart 14
5. Leveled readers : Ric and Rin Run!, Tap! Rap! Bam!, Can We Do It?

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Oral Vocabulary: duckling, pond, paddle, plunged, proud, brave

High Frequency Words: me, with, she

Comments:

Week 15

Massachusetts Performance Standards

The students will:

- ELA.PreK-2 8.3 Ask questions about the important characters, settings, and events
- ELA.PreK-2 7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning
- ELA.PreK-2 18.1 Rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection
- ELA.PreK-2 5.2 Recognize that the names of things can also be the names of actions (fish, dream, run)

UNIT

Watch Me Change: How do people, plants, and animals grow and change?

Literature: See How We Grow

Objectives (Students will...)

1. Determine cause and effect
2. Connect /d/ to Dd, /k/ to Kk
3. Isolate phonemes /d/ an /k/

Essential Question

How do children change as they grow?

Teacher Resources

1. Practice book K.3
2. Talk with me chart 15A
3. Sing with me chart 15B
4. Phonics songs and rhymes chart 15
5. Leveled readers : Dan Did It!, At Bat, I Can Do Lots of Stuff!

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Oral Vocabulary: twins, newborn, crawl, walk, children, babies

High Frequency Words: see, look

Comments:

Week 16

Massachusetts Performance Standards

The students will:

- ELA.PreK-2 9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator
- ELA.PreK-2 7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated
- ELA.PreK-2 3.1 Give oral presentations about personal experiences or interests using clear enunciation and adequate volume
- ELA.PreK-2 5.2 Recognize that the names of things can also be the names of actions (fish, dream, run)

UNIT 3

Watch Me Change: How do people, plants, and animals grow and change?

Literature: Farfallina and Marcel

Objectives (Students will...)

1. Identify plot
2. Connect /f/ to Ff
3. Isolate phoneme /f/

Essential Question

How do friendships change?

Teacher Resources

1. Practice book K.3
2. Talk with me chart 16A
3. Sing with me chart 16B
4. Phonics songs and rhymes chart 16
5. Leveled readers : Dad and Fif Fan, We Can Fan, We See Them Grow

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Oral Vocabulary: goose, gosling, caterpillar, butterfly, reflection, cocoon

High Frequency Words: see, look

Comments:

Week 17

Massachusetts Performance Standards

The students will:

- ELA.PreK-2 8.3 Ask questions about the important characters, settings, and events
- ELA.PreK-2 7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning
- ELA.PreK-2 19.4 Dictate sentences for a letter or directions and collaborate to put the sentences in order
- ELA.PreK-2 19.2 Dictate sentences for a story and collaborate to put the sentences in chronological order

UNIT 3

Watch Me Change: How do people, plants, and animals grow and change?

Literature: Seeds

Objectives (Students will...)

1. Draw conclusions
2. Connect /o/ to Oo
3. Isolate phoneme /o/

Essential Question

What do seeds become?

Teacher Resources

1. Practice book K.3
2. Talk with me chart 17A
3. Sing with me chart 17B
4. Phonics songs and rhymes chart 17
5. Leveled readers : Dots, Dots, Dots; Pop! Pop! Pop!, From Seeds to Plants

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Evaluation/Activities

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Oral Vocabulary: seeds, pd, roots, stem, pit, sprouts

High Frequency Words: they, you, of

Comments:

Week 18

Massachusetts Performance Standards

The students will:

- ELA.PreK-2 13.5 Restate main ideas and important facts from a text heard or read
- ELA.PreK-2 7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated
- ELA.PreK-2 8.3 Ask questions about the important characters, settings, and events
- ELA.PreK-2 19.2 Dictate sentences for a story and collaborate to put the sentences in chronological order

UNIT 3

Watch Me Change: How do people, plants, and animals grow and change?

Literature: Hide, Clyde!

Objectives (Students will...)

1. Identify main idea in a story
2. Connect /o/ to Oo
3. Segment phonemes/ oral blending

Essential Question

How do chameleons change?

Teacher Resources

1. Practice book K.3
2. Talk with me chart 18A
3. Sing with me chart 18B
4. Phonics songs and rhymes chart 18
5. Leveled readers : Hop on Top!, Chameleons, Can Your Spot It?

Media and Technology Resources

PearsonSuccessNet.com

- Kindergarten Student Readers
- Listen to Me Readers
- Independent Leveled Readers
- Decodable Readers

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Oral Vocabulary: chameleon, jungle, pattern, skin, hide, scampered

High Frequency Words: they, you, of

Comments:

Week 19

Massachusetts Performance Standards

The students will:

- ELA.PreK-2 19.2 Dictate sentences for a story and collaborate to put the sentences in chronological sequence
- ELA.PreK-2 7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning
- ELA.PreK-2 19.4 Dictate sentences for a letter or directions and collaborate to put the sentences in order
- ELA.PreK-2 5.2 Recognize that the names of things can also be the names of actions fish, dream, run)

Unit 4

Let's Explore:

Literature: Bunny Day

Objectives (Students will...)

1. Sequence events in a story
2. Connect the sound /h/ to the letter Hh
3. Isolate the sound of /h/

Essential Question

What adventures do you have throughout the day?

Teacher Resources

1. Practice Book K.4
2. Talk with Me Chart 19A
3. Sing with Me Chart 19B
4. Phonics Songs and Rhymes Chart 19
5. Leveled Readers: Hap is Hot, All in a Day, Fish Can Swim

Media and Technology Resources

PearsonSuccessNet.com

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Vocabulary: chores, tidy, bustle, race, story, hungry

High-Frequency Words: are, that, do

Comments:

Week 20

Performance Standards

The students will:

- ELA.PreK-2 8.3 Ask questions about the important characters, settings, and events
ELA.PreK-2 7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated
ELA.PreK-2 9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator
ELA.PreK-2 5.2 Recognize that the names of things can also be the names of actions (fish, dream, run)

Unit 4

Let's Explore

Literature: My Lucky Day

Objectives

1. Identify cause and effect in a story
2. Connect the sound /l/ to the letter Ll
3. Isolate the sound of /l/

Essential Question

What adventures can you have on a lucky day?

Teacher Resources

1. Practice Book K.4
2. Talk with Me Chart 20A
3. Sing with Me Chart 20B
4. Phonics Songs and Rhymes Chart 20
5. Leveled Readers: A Rainy Day, Musical Adventure, A Pig's Life

Media Resources

PearsonSuccessNet.com

- Kindergarten Student Readers
- Listen to Me Readers
- Independent Leveled Readers
- Decodable Readers

Evaluation/Activities

Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Vocabulary: piglet, fox, lucky, filthy, cook, scrubber

High-Frequency Words: are, that, do

Comments:

Week 21

Massachusetts Performance Standards

The students will:

ELA.PreK-2 19.4 Dictate sentences for a letter or direction and collaborate to put the sentences in orders

ELA.PreK-2 22.1 Print upper- and lower-case letters of the alphabet

ELA.PreK-2 8.2 Retell a main event from a story heard or read

Unit 4

Let's Explore

Literature: One Little Mouse

Objectives (Students will...)

1. Sequence events in a story
2. Identify and read consonant blends
3. Isolate the sounds of consonant blends

Essential Question

What adventures can an animal have?

Teacher Resources

1. Practice Book K.4
2. Talk with Me Chart 21A
3. Sing with Me Chart 21B
4. Phonics Songs and Rhymes Chart 21
5. Leveled readers: One, Two, Three, Four, Five; A Home for Flap the Cat, The Path to Frog's New Home

Media and Technology Resources

PearsonSuccessNet.com

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Vocabulary: woodland, nest, vale, hollow, comfortable, shadows

High-Frequency Words: one, two, three, four, five

Comments:

Week 22

Performance Standards

The students will:

- ELA.PreK-2 9.2 Identify different interpretations for plot, setting, and character in the same work by different illustrators (alphabet books, nursery rhymes, counting books)
ELA.PreK-2 7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning
ELA.PreK-2 2.1 Contribute knowledge to class discussion in order to develop a topic for a class project
ELA.PreK-2 19.2 Dictate sentences for a story and collaborate to put the sentences in chronological order

Unit 4

Let's Explore

Literature: Goldilocks and the Three Bears

Objectives

1. Identify characters in a story
2. Connect the sound /g/ to the letter Gg
3. Isolate the sound of /g/

Essential Question

What kind of adventure can a little girl have?

Teacher Resources

1. Practice Book K.4
2. Talk with Me Chart 22A
3. Sing with Me Chart 22B
4. Phonics Songs and Rhymes Chart 22
5. Leveled readers: Gib Got It, Five Stops, Five Bears All in a Den

Media Resources

PearsonSuccessNet.com

- Kindergarten Student Readers
- Listen to Me Readers
- Independent Leveled Readers
- Decodable Readers

Evaluation/Activities

Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Vocabulary: bears, porridge, cottage, big, middle-sized, small

High-Frequency Words: one, two, three, four, five

Comments:

Week 23

Massachusetts Performance Standards

The students will:

- ELA.PreK-2 4.1 Identify and sort common words into various classifications (colors, shapes, textures)
- ELA.PreK-2 22.1 Print upper- and lower-case letters of the alphabet
- ELA.PreK-2 12.1 Identify the elements of plot, character, and setting in a favorite story
- ELA.PreK-2 5.4 Identify appropriate end marks (periods, question marks)

Unit 4

Let's Explore

Literature: If You Could go to Antarctica

Objectives (Students will...)

1. Classify and categorize
2. Connect the sound /e/ to the letter Ee
3. Isolate the sound of /e/

Essential Question

What would it be like to take an adventure to the Antarctica?

Teacher Resources

1. Practice Book K.4
2. Talk with Me Chart 23A
3. Sing with Me Chart 23B
4. Phonics Songs and Rhymes Chart 23
5. Leveled readers: Nan the Red Hen!, Ten Red Sleds, A Walk in Antarctica

Media and Technology Resources

PearsonSuccessNet.com

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- Decodable Readers

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Vocabulary: Antarctica, continent, icebergs, penguins, seals, whales

High-Frequency Words: here, go, from

Comments:

Week 24

Massachusetts Performance Standards

The students will:

- ELA.PreK-2 12.1 Identify the elements of plot, character, and setting in a favorite story
- ELA.PreK-2 7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated
- ELA.PreK-2 14.1 Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry
- ELA.PreK-2 5.3 Identify correct capitalization for names and places, and correct capitalization and commas in dates

Unit 4

Let's Explore

Literature: Abuela

Objectives (Students will...)

1. Identify the setting in a story
2. Connect the sound /e/ to the letter Ee
3. Isolate the sound of /e/
4. Read the high-frequency words here, go, from

Essential Question

What kinds of adventures can you have in the city?

Teacher Resources

1. Practice Book K.4
2. Talk with Me Chart 24A
3. Sing with Me Chart 24B
4. Phonics Songs and Rhymes Chart 24
5. Leveled readers: Get Set for a Pet Hen, Get Set, Go!; Washington D. C.

Media and Technology Resources

PearsonSuccessNet.com

- Kindergarten Student Readers
- Listen to Me Readers
- Independent Leveled Readers
- Decodable Readers

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Vocabulary: abuela, adventure, flock, city, airport, harbor

High-Frequency Words: here, go, from

Comments:

Week 25

Massachusetts Performance Standards

The students will:

- ELA.PreK-2 10.1 Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction (informational and expository), and dramatic literature
- ELA.PreK-2 7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning
- ELA.PreK-2 24.1 Generate questions and gather information from several sources in a classroom, school, or public library
- ELA.PreK-2 8.3 Ask questions about the important characters, settings, and events

UNIT 5

Going Places: How do people get from here to there?

Literature: Max Takes the Train

Objectives (Students will...)

1. Differentiate between realism and fantasy
2. Connect /j/ to Jj, /w/ to Ww
3. Isolate phonemes /j/ /w/

Essential Question

How many forms of transportation can you name?

Teacher Resources

1. Practice book K.5
2. Talk with me chart 25A
3. Sing with me chart 25B
4. Phonics songs and rhymes chart 25
5. Leveled readers : Will on a Jet, Jem and Jan Win!, The Big Bird

Media and Technology Resources

PearsonSuccessNet.com

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- Decodable Readers

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Oral Vocabulary: plane, jetway, subway, tunnel ferryboat, sidecar

High Frequency Words: yellow, blue, green

Comments:

Week 26

Massachusetts Performance Standards

The students will:

ELA.PreK-2 8.3 Ask questions about the important characters, settings, and events

ELA.PreK-2 22.1 Print upper- and lower- case letters of the alphabet

ELA.PreK-2 18.1 Rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection

ELA.PreK-2 5.4 Identify appropriate end marks (periods question marks)

UNIT 5

Going Places: How do people get from here to there?

Literature: Mayday! Mayday!

Objectives (Students will...)

1. Determine cause and effect
2. Connect /ks/ to Xx
3. Isolate phoneme /ks/

Essential Question

What kinds of transportation help us in an emergency?

Teacher Resources

1. Practice book K.5
2. Talk with me chart 26A
3. Sing with me chart 26 B
4. Phonics songs and rhymes chart 26
5. Leveled readers : Rex's Box, On the High Seas, Let's Ride

Media and Technology Resources

PearsonSuccessNet.com

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Oral Vocabulary: rescue, pilot, yacht, sail, mechanic, shimmering

High Frequency Words: yellow, blue, green

Comments:

Week 27

Massachusetts Performance Standards

The students will:

- ELA.PreK-2 9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator
- ELA.PreK-2 7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning
- ELA.PreK-2 2.2 Contribute knowledge to class discussion in order to develop a topic for a class project
- ELA.PreK-2 5.3 Identify correct capitalization for names and places, and correct capitalization and commas in dates

UNIT 5

Going Places: How do people get from here to there?

Literature: Messenger, Messenger

Objectives (Students will...)

1. Compare and contrast
2. Connect /u/ to Uu
3. Isolate phoneme /u/

Essential Question

What kinds of transportation help people do their job?

Teacher Resources

1. Practice book K.5
2. Talk with me chart 27A
3. Sing with me chart 27 B
4. Phonics songs and rhymes chart 27
5. Leveled readers : Bud the Mud Bug, Bud the Pup, Ming the Messenger

Media and Technology Resources

PearsonSuccessNet.com

- Kindergarten Student Readers
- Listen to Me Readers
- Independent Leveled Readers
- Decodable Readers

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Oral Vocabulary: messenger, delivery, radios, pickup, escalator, eyeshades

High Frequency Words: what, said, was

Comments:

Week 28

Massachusetts Performance Standards

The students will:

- ELA.PreK-2 8.3 Ask questions about the important characters, settings, and events
- ELA.PreK-2 7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated
- ELA.PreK-2 23.1 Arrange events in order when writing or dictating
- ELA.PreK-2 5.3 Identify correct capitalization for names and places, and correct capitalization and commas in dates

UNIT 5

Going Places: How do people get from here to there?

Literature: The Little Engine That Could

Objectives (Students will...)

1. Identify plot
2. Connect /u/ to Uu
3. Isolate phoneme /u/

Essential Question

What does a train need to get over the mountain?

Teacher Resources

1. Practice book K.5
2. Talk with me chart 28A
3. Sing with me chart 28B
4. Phonics songs and rhymes chart 28
5. Leveled readers: Six Fat Cubs, Bud in the Mud, Chug, Chug, Chug!

Media and Technology Resources

PearsonSuccessNet.com

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Oral Vocabulary: engine, tracks, passenger, roundhouse, mountain, valley

High Frequency Words: what, said, was

Comments:

Week 29

Massachusetts Performance Standards

The students will:

- ELA.PreK-2 13.5 Restate main ideas and important acts from a text heard or read
- ELA.PreK-2 22.1 Print upper- and lowercase letters of the alphabet
- ELA.PreK-2 3.1 Give oral presentations about personal experiences or interest, using clear enunciation and adequate volume
- ELA.PreK-2 19.4 Dictate sentences for a letter or directions and collaborate to put the sentences in order

UNIT 5

Going Places: How do people get from here to there?

Literature: On the Move!

Objectives (Students will...)

1. Identify main idea
2. Connect /v/ to Vv, /z/ to Zz
3. Isolate phonemes /v/, /z/

Essential Question

How do people in different parts of the world travel?

Teacher Resources

1. Practice book K.5
2. Talk with me chart 29A
3. Sing with me chart 29B
4. Phonics songs and rhymes chart 29
5. Leveled readers : Race Day, The Jazz Band, Catch that Bus!

Media and Technology Resources

PearsonSuccessNet.com

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Evaluation/Activities

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Oral Vocabulary: travel, kayak, llama, dogsled, submarine, double-decker bus

High Frequency Words: where, come

Comments:

Week 30

Massachusetts Performance Standards

The students will:

- ELA.PreK-2 8.3 Ask questions about the important characters, settings, and events
- ELA.PreK-2 7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated
- ELA.PreK-2 9.1 Identify similarities in plot, setting and character among the works of an author or illustrator
- ELA.PreK-2 5.2 Recognize that the names of things can also be the names of actions (fish, dream, run)

UNIT 5

Going Places: How do people get from here to there?

Literature: This Is the Way We Go to School

Objectives (Students will...)

1. Draw conclusions
2. Connect /y/ to Yy, /kw/ to Qq
3. Isolate phonemes /y/, /kw/

Essential Question

How do children around the world get to school?

Teacher Resources

1. Practice book K.5
2. Talk with me chart 30A
3. Sing with me chart 30B
4. Phonics songs and rhymes chart 30
5. Leveled readers : Stop, Quinn, Stop; Do Not Quit Quinn!, Catch That Ball!

Media and Technology Resources

PearsonSuccessNet.com

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Oral Vocabulary: cable car, trolley, horse-and-buggy, skis, Metro line, vaporetto

High Frequency Words: where, come

Comments:

Week 31

Massachusetts Performance Standards

The students will:

ELA.PreK-2 9.1 Identify similarities in plot, setting and character among the works of an author or illustrator

ELA.PreK-2 7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated

ELA.PreK-2 6.1 identify formal and informal language in stories, poems, and plays

ELA.PreK-2 5.2 Recognize that the names of things can also be the names of actions (fish, dream, run)

UNIT 6

Building Our Homes: How do homes help us survive and enjoy life?

Literature: Homes Around the World

Objectives (Students will...)

1. Compare and contrast
2. Connect /a/ to Aa, /i/ to Ii
3. Blend and segment phonemes

Essential Question

What kinds of homes do people around the world build?

Teacher Resources

1. Practice book K.6
2. Talk with me chart 31A
3. Sing with me chart 31B
4. Phonics songs and rhymes chart 31
5. Leveled readers : Do Not Spill!, Jen and Max, All Kinds of Homes

Media and Technology Resources

PearsonSuccessNet.com

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- Listen to Me Readers
- Independent Leveled Readers
- Decodable Readers

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Oral Vocabulary: home, roof, tools, apartment, city, country

High Frequency Words: (Reteach and Review)

Comments:

Week 32

Massachusetts Performance Standards

The students will:

ELA.PreK-2 12.1 Identify the elements of plot, character, and setting in a favorite story

ELA.PreK-2 7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning

ELA.PreK-2 26.1 Identify techniques used in television and use knowledge of these techniques to distinguish between facts and misleading information

ELA.PreK-2 4.2 Describe common objects and events in general and specific language

UNIT 6

Building Our Homes: How do homes help us survive and enjoy life?

Literature: Old MacDonald Had a Workshop

Objectives (Students will...)

1. Identify character
2. Connect /O/ to Oo
3. Blend and segment phonemes

Essential Question

What tools do you need to build things?

Teacher Resources

1. Practice book K.6
2. Talk with me chart 32A
3. Sing with me chart 32B
4. Phonics songs and rhymes chart 32
5. Leveled readers : Hopscotch, Fix It!, Let's Make a Club Hut

Media and Technology Resources

PearsonSuccessNet.com

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- Decodable Readers

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Oral Vocabulary: saw, drill, hammer, screwdriver, file, chisel

High Frequency Words: (Reteach and Review)

Comments:

Week 33

Massachusetts Performance Standards

The students will:

- ELA.PreK-2 13.5 restate main ideas and important facts from a text heard or read
- ELA.PreK-2 7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated
- ELA.PreK-2 9.2 Identify different interpretations of plot, setting, and character in the same work by different illustrators (alphabet books, nursery rhymes, counting books)
- ELA.PreK-2 19.2 Dictate sentences for a story and collaborate to put the sentences in chronological sequence

UNIT 6

Building Our Homes: How do homes help us survive and enjoy life?

Literature: Building Beavers

Objectives (Students will...)

1. Identify main idea
2. Connect /e/ to Ee
3. Blend and segment phonemes

Essential Question

How do beavers build homes?

Teacher Resources

1. Practice book K.6
2. Talk with me chart 33A
3. Sing with me chart 33B
4. Phonics songs and rhymes chart 33
5. Leveled readers : Gus and His Bus, Camping is Fun!, A Small Trip

Media and Technology Resources

PearsonSuccessNet.com

- Kindergarten Student Readers
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- Independent Leveled Readers
- Decodable Readers

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Oral Vocabulary: beaver, lodge, paddle, river, stream, lake

High Frequency Words: (Reteach and Review)

Comments:

Week 34

Massachusetts Performance Standards

The students will:

- ELA.PreK-2 9.2 Identify different interpretations of plot, setting, and character in the same work by different illustrators 9alphabet books, nursery rhymes, counting books)
- ELA.PreK-2 22.1 Print upper- and lower-case letters of the alphabet
- ELA.PreK-2 8.3 Ask questions about the important characters, settings, and events
- ELA.PreK-2 24.1 Generate questions and gather information from several sources in a classroom, school, or public library

UNIT 6

Building Our Homes: How do homes help us survive and enjoy life?

Literature: The Night Worker

Objectives (Students will...)

1. Identify plot
2. Connect /u/ to Uu
3. Blend and segment phonemes

Essential Question

Who works at night?

Teacher Resources

1. Practice book K.6
2. Talk with me chart 34A
3. Sing with me chart 34B
4. Phonics songs and rhymes chart 34
5. Leveled readers : Get Up!, Say Good Night, Where Are All the Bats?

Media and Technology Resources

PearsonSuccessNet.com

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- Decodable Readers

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Oral Vocabulary: engineer, construction, foreman, hard hat, beacons, street sweeper

High Frequency Words: (Reteach and Review)

Comments:

Week 35

Massachusetts Performance Standards

The students will:

- ELA.PreK-2 Ask questions about the important characters, settings, and events
- ELA.PreK-2 7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated
- ELA.PreK-2 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume
- ELA.PreK-2 19.4 Dictate sentences for a letter or directions and collaborate to put the sentences in order

UNIT 6

Building Our Homes: How do homes help us survive and enjoy life?

Literature: The House That Tony Lives In

Objectives (Students will...)

1. Identify setting
2. Decode words
3. Discriminate sounds

Essential Question

Who helps to build a house?

Teacher Resources

1. Practice book K.6
2. Talk with me chart 35A
3. Sing with me chart 35B
4. Phonics songs and rhymes chart 35
5. Leveled readers : The Big Bug, Build a House, Putting Up the Tent

Media and Technology Resources

PearsonSuccessNet.com

- Kindergarten Student Readers
- Listen to Me Readers
- Independent Leveled Readers
- Decodable Readers

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Oral Vocabulary: architect, electricians, plumbers, painters, landscapers, movers

High Frequency Words: (Reteach and Review)

Comments:

Week 36

Massachusetts Performance Standards

The students will:

- ELA.PreK-2 8.3 Ask questions about important characters, settings, and events
- ELA.PreK-2 7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning
- ELA.PreK-2 12.1 Identify the elements of plot, character, and setting in a favorite story
- ELA.PreK-2 19.2 Dictate sentences for a story and collaborate to put the sentences in chronological order

UNIT 6

Building Our Homes: How do homes help us survive and enjoy life?

Literature: Animal Homes

Objectives (Students will...)

1. Draw conclusions
2. Decode words
3. Discriminate sounds

Essential Question

How do animals build their homes?

Teacher Resources

1. Practice book K.6
2. Talk with me chart 36A
3. Sing with me chart 36 B
4. Phonics songs and rhymes chart 36
5. Leveled readers : The Red Bird, Animals at Home, Safe Homes

Media and Technology Resources

PearsonSuccessNet.com

- Kindergarten Student Readers
- Listen to Me Readers
- Independent Leveled Readers
- Decodable Readers

Evaluation/Activities

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Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Oral Vocabulary: predators, prey, shelter, shields, colony, bark

High Frequency Words: (Reteach and Review)

Comments:

