

Grade K ELA Curriculum

Subject	Language Arts		
Grade/Course	Kindergarten		
Unit of Study	Unit 2: Emergent Reading: Looking Closely at Familiar Texts (Online If/Then) / Looking Closely: Observing, Labeling, and Listing Like Scientists (If/Then p.17) (Titles are linked to If/Then Lessons)		
Pacing	Mid October-November This content unfolds over 20 sessions each, with a suggested timeline of approximately 4 uninterrupted weeks of instruction. In order to ensure that all students master unit/lesson objectives, the actual pacing may vary to include appropriate embedded enrichment/intervention. Teachers should plan for 2-3 days of additional time for schedule interruptions and run-over in order to address all teaching points.		
Unit CT Core Content Standards			
<u>Reading Foundational Skills</u>			
<p>RF.K.1: Demonstrate understanding of the organization and basic features of print</p> <p>RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.K.4: Read emergent-reader texts with purpose and understanding.</p>			
Reading Literature and Information	Writing	Speaking /Listening	Language
<p>RL.K.1: Ask/answer questions about main ideas & key details</p> <p>RL.K.2/RI.K.2: Retell familiar stories, including key details/With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe connections between two individuals, events, ideas, or pieces of</p>	<p>W.K.2: Draw/dictate/write to compose informative texts</p> <p>W.K.3: Draw/dictate/write to tell a story</p> <p>W.K.5: Respond to questions and suggestions from peers and add to writing as needed</p> <p>W.K.8 With guidance and support, recall information from</p>	<p>SL.K.2*: Confirm understanding of oral information by ask, answer questions *Standard addressed through read aloud; see read aloud section below</p> <p>SL.K.4 Describe familiar people, places, things and events</p> <p>SL.K.5 Use drawing, visuals to add information</p> <p>SL.K.6: Audibly express</p>	<p>L.K.1: Conventions of Standard English</p> <p>L.K.2: Capitalize first word, use end punctuation</p> <p>L.K.2c: Write a letter or letters for most consonant and short-vowel sounds (phonemes)</p> <p>L.K.6: Use words/phrases acquired</p>

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information in a text. RI.K.9 Compare two texts on same topic	experiences and gather information to answer a question.	thoughts, feelings, ideas	
Essential Questions		Corresponding Big Ideas	
1. How can I notice more and more in the books I read, and sound more and more like a storyteller?	2. What can I do to understand the books that I read?	3. How can I read and have conversations about familiar books that help me understand them even better?	4. How can I write lots of books about the things that I study?
1. I can use what I know about storytelling with pictures in familiar books in new and different stories. I can read carefully, sounding like a story, using words I know, pointing to them as I read.	2. I can study pictures closely to notice more in my stories and I can label pictures. I can break words apart to hear more sounds in words, use my best spelling to label, and make two word labels.	3. Readers talk about their books with others. They can mark what they want to share with post-it notes. Readers can ask each other questions about their books to say more. They can also act out their books.	4. I can collect things that I study to talk and write about them by drawing, labeling, and writing sentences. I can write pattern books by using more than one related object. (ex. big leaves)
Reading Bends		Writing Bends	

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<p>Bend 1: In this bend, readers reread (these books will be favorites students re-read throughout the school year, over and over) and look closely at books to make their reading sound like a story. Students use what they know about storytelling with pictures in familiar books in new and different stories. They read more closely to sound like a story, using familiar words and phrases, while pointing to words.</p> <p>Bend 2: This bend has readers reread to notice more in the story. Students study pictures closely, label them, segment words to hear more sounds, use developmental spelling, and begin to write two word labels.</p> <p>Bend 3: This bend has readers invent fun things to do with books they know really well and have studied closely. Readers learn to read books, mark them with post-its to share and talk about what they read. They learn questions and prompts that partners can use when they are discussing books. Readers can reenact their books and celebrate their learning by performing their favorite storybooks.</p>	<p>Bend 1: In this bend students observe, draw, label and possibly write sentences. Students describe objects in many ways to stretch their oral language and writing skills. They will write many words and many pages a day.</p> <p>Bend 2: This bend focuses on getting writers to write more by adding details, two or more word labels, and information to their writing through phrases or sentences. Students use what they know about high frequency words and adjectives to do this. They will orally rehearse to say more about objects and then write about them.</p> <p>Bend 3: In this bend writers create pattern books using all they know about writing words to make an easy to read book for others. They look for objects that connect in some way (ex. big leaves) and write books that have sentences about the patterns that they notice. Students will write multiple, short books every day.</p>
Teaching Points	
Reading	Writing
<p>Bend I:</p> <ol style="list-style-type: none"> 1. Reading familiar text to look closer 2. Using pictures to learn about characters 3. Considering character feelings 4. Matching voice to character feelings (with a partner) 5. Sharing strong character feelings with a partner 6. Using pictures to remember how words go 7. Rereading pictures and think about what is happening to remember the story 8. Rereading to retell what's happening 9. Matching storytelling to print on the page 10. Pointing under the words; show what you know 	<p>Bend I:</p> <ol style="list-style-type: none"> 1. Writing like a scientist 2. Looking and notice objects 3. Noticing color, size, length and more 4. Building letter sound knowledge 5. Writing as much as possible 6. Starting another piece right away 7. Looking again at objects and add more 8. Using an alphabet chart to write sounds 9. Rereading what is written 10. Drawing and write representationally <p>Bend II:</p> <ol style="list-style-type: none"> 11. Zooming in to add more 12. Adding adjectives to labels or sentences 13. Using a variety of spelling strategies

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<p>Bend II:</p> <ol style="list-style-type: none"> 11. Making labels to show which words are important 12. Making phrases match pictures and what's happening 13. Labeling more to look closer 14. Rereading to remember who and what 15. Working with a partner, read labels and get more sounds in words 16. Recognizing that readers are writers <p>Bend III:</p> <ol style="list-style-type: none"> 17. Making a plan for partner reading 18. Sharing what you notice with a partner 19. Saying more when sharing with a partner 20. Asking a partner questions to learn more 	<ol style="list-style-type: none"> 14. Talking about your writing plan <p>Bend III:</p> <ol style="list-style-type: none"> 15. Writing using a pattern 16. Sorting objects and then write about them 17. Using sight words in writing 18. Stretching out words and spell as best as possible 19. Writing what is the same and different about objects 20. Celebration
Word Study Topics	
<p><u>Unit 1: (weeks 8 - 11 of 12)*:</u></p> <ul style="list-style-type: none"> ● Letter-Keyword-Sound for consonants ● Letter-Keyword-Sound for short vowels ● Letter Formation for lowercase letters (a-z) ● Sounds recognition: consonants and short vowels ● Print and word awareness ● Rhyming ● Phonemic awareness: initial and final sounds ● Story retelling ● Beginning composition skills ● Fluency/phrasing with echo and choral reading <p>Pre-Primer Dolch Sight Words: come, down, find, funny</p> <p>Foundations Unit Test Scoring Guidelines</p> <p>Discrete foundational reading skills are also practiced during reading and writing instruction. Student assessments will be used to determine foundational skills that need to be taught, re-taught and/or reinforced to individual students from the previous units during conferring and small group instruction workshop time.</p> <p>*Units referenced come from Foundations Program. For additional sample words refer to the unit resource pages at the end of each unit in the Foundations teacher's manual. This provides examples for drill sounds/warm-up, echo sounds, and current unit words.</p>	
Evidence of Learning - Assessment	

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TC High Leverage Reading Assessment		
Teachers College Reading and Writing Project Teacher Resources and Guidebook for Levels A-K Reading Level Assessments		
<i>*See Heinemann Online Resources for copies. District may designate the use of another version of assessment.</i>		
Smarter Balanced Assessment Resources		
The following link will provide rubrics, student checklists and Writing Portfolio Guides with anchor sets to use in the holistic scoring of narrative, opinion, and informational writing: CT Writing Portfolio Resources for Grades K-2		
The Style Guide , which aligns with the expectations of Smarter Balanced Assessments, will support the creation of unit- and standard-aligned items for instructional use.		
Pre/Post Assessment	Interim Assessment	Additional Evidence of Learning
<ul style="list-style-type: none"> ● Foundations Unit Tests ● High-frequency word lists ● Concepts of Print Directions Implications Recording Form ● Letter Identification ● Directions ● Implications ● Recording Form ● Student Copy <p><i>* goal for the end of the unit is that students have acquired most of the CAP (about 11/13) and all of their letter names and most of their sounds</i></p> <p>Pre/post assessment: You might decide to use this scale to assess students individually, while they are at work during reading workshop. At the beginning of the unit, use one very familiar emergent storybook, one that you have read aloud many times, perhaps</p>	<ul style="list-style-type: none"> ● WPM rate benchmark chart ● Running Records (including Checklist of Reading Behaviors)* ● Informational Writing Learning Progression* 	<ul style="list-style-type: none"> ● Foundations Dictation Check-Ups within Unit ● Conferring notes ● F&P Continuum of Literacy Question Stems by GRL ● Stages of emergent storybook reading scale to assess student progress in this unit. You can use this scale, based on the work of Elizabeth Sulzby, as one of many ongoing informal formative assessments regarding your children’s progress. ● Children’s independent writing is also a rich source of formative data. The following are indicators that a child might be able to read level A or B texts with support: 1. Is the child able to use, sometimes, the correct beginning and ending letters when she writes? Is an adult

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<p><i>The Three Billy Goats Gruff</i>, with every student. Then at the end of the unit (the last four days), use another emergent storybook, such as <i>The Three Bears</i>, with each student. This way you can track their development over the course of the unit using the Emergent Storybook Reading scale.</p> <p>Unit 1 Foundations Assessment</p> <p>Writing:</p> <ul style="list-style-type: none"> ● Information Writing On-Demand Performance Assessment Prompt* ● Information Writing Learning Progression, Pre-K-6* ● Information Writing Rubric, Kindergarten* ● Informational Writing Checklist* Grade K Grade K Illustrated Grade K and Grade 1 		<p>(who is not her teacher) able to read swatches of her writing? This child might write the sentence, “I rode my bike to Sam’s house” like this: “I rod mi bik tu SEMS hos.” If your children are not doing this yet, what do they need? More phonics? More writing? Nudges to record more labels during writing? 2. When you nudge the child to do so, can he reread his own writing, pointing under the words as he does, realizing if he forgot a word, and then adding it? 3. Does the child “read” emergent storybooks with very close approximation to the actual texts, with expression, and in a way that conveys meaning? If the child can do any of the above, you could conduct running records to get to know her in more depth. You should conduct more than one running record to develop a set of information, rather than an isolated example, so that you can begin to identify the child’s overall strengths and weaknesses as a reader. For example, if a child reads the level B running record text, but has one too many miscues, try a</p>
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		<p>different level B running record.</p> <ul style="list-style-type: none"> ● Observation of small group work ● Spelling inventory ● Exit tickets <p>child might be able to read level A or B texts with support: •</p> <p>Is the child able to use, sometimes, the correct beginning and ending letters when she writes? Is an adult (who is not her teacher) able to read swatches of her writing? This child might write the sentence, “I rode my bike to Sam’s house” like this: “I rod mi bik tu SEMS hos.” If your children are not doing this yet, what do they need? More phonics? More writing? Nudges to record more labels during writing? • When you nudge the child to do so, can he reread his own writing, pointing under the words as he does, realizing if he forgot a word, and then adding it? • Does the child “read” emergent storybooks with very close approximation to the actual texts, with expression, and in a way that conveys meaning?</p> <p>Writing:</p> <ul style="list-style-type: none"> ● Conferring Chart for Information Writing* ● Conferring Notes ● Student work: One or more student work samples for each writing session* ● Informational Writing
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		Checklist* Grade K Grade K Illustrated Grade K and Grade 1
Learning Plan		
Researched-based Instructional Resources and Methods		
<p>The Reading and writing workshop model is a researched-based instructional model:</p> <p>See <i>A Guide to the Reading Workshop Model: Primary Grades</i>, (2015), Calkins et. al. and <i>A Guide to the Common Core Writing Workshop</i>, 2012, Calkins et. al. included in the series component bundle.</p> <p>The Heinemann Online Resources includes a study guide for the <i>Units of Study for Teaching Reading</i> under “Latest News and General Information.” This resource provides step by step instructions for implementing the workshop model, including guiding questions and detailed explanations of:</p> <ul style="list-style-type: none"> ● The Architecture of the Mini-lesson: connection (teaching point), direct instruction and active engagement, link ● The Architecture of a Conference and small group work: mid-workshop teaching ● Share/whole group processing ● Setting up and Provisioning the Reading Workshop <p>The Heinemann Online Resource also contains a video orientation that guides teachers through “unpacking the unit” and offers specific tips and demonstrations of best practices associated with delivering reading and writing workshop.</p>		
Anchor Charts		
<p><i>Commercially developed Anchor Chart Notes are one of the series components included with the Units of Study bundles for both reading and writing. Teachers may prefer to construct their own or co-construct these charts with students to serve as a reference of summarized, illustrated teaching points.</i></p>		
Reading		Writing
We are Storybook Readers: -We look at the pictures, remember, read! We make the words and pictures match. -We talk like the characters. -We use words to join the pages together. We read more and more exact words. -We find, point to, and read some of the words.	-	Writing like a ‘Scientist’ Comparing and Contrasting (page 30) -“I noticed ___ is the same as___.” -“They both...” -“I noticed ___ is different from ___.” “One has ___but the other has ___.”
Readers Read with a Partner:		

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<ul style="list-style-type: none"> -Sit side by side. -Put one book in the middle. -See-saw read. -Share Wow! pages. -Reread to learn more. -Add a pinch of you. 	
Instructional Moves <small>Taberski, Sharon D.; Burke, James (Jim) R. (Robert). <i>The Common Core Companion: The Standards Decoded, Grades K-2: What They Say, What They Mean, How to Teach Them</i> (Corwin Literacy). SAGE Publications.</small>	
Possible Student Challenges	Teacher Moves
<p>Difficulty hearing phonemes in words</p>	<ol style="list-style-type: none"> 1. Gather a small group and do a word study lesson inside of reading workshop focusing on re-teaching foundations skills. 2. Word building- give students a small set of word cards forming CVC words such as <i>cat</i> and then ask children to read the word, followed by manipulating the initial, medial or ending sound to create a new word. 3. Incorporate the use of Elkonin boxes. 4. Link the skill to their everyday reading and writing. Remind students to slow down and think about what sound is at the beginning and then write it.
<p>Difficulty retelling stories instead of sharing ideas and questions</p>	<ol style="list-style-type: none"> 1. Demonstrate how talking about a book looks different than retelling or telling across pages with another teacher as your partner, or with a student who has been prepared ahead of time. 2. Sentence starters or sentence frames such as “My idea about this book is...” or “One thing I want to talk about it...” 3. When children react to a book ask them to state what their reaction was, and what part of the story made them react that way. Linger on the page will encourage the student to keep talking and get them to say more.
<p>Difficulty generating many words</p>	<ol style="list-style-type: none"> 1. Orally rehearse and have conversations about the science artifacts. Have students look at objects and discuss them with a partner. 2. Have students draw representationally. Give a lot of time for students to capture details with precision in their drawings.

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Difficulty Making Patterns	<ol style="list-style-type: none"> 1. Have students do a lot of sorting and give them different ways to sort (by texture; color; size; type of object). 2. Model using the word wall to choose a word (“the”), then think of one sentence that uses that word and the object (“The lead is small”). 3. Have students choose how to describe an object, write their ideas on the first page, then coach the student to continue with same pattern they chose.
Mentor, Demonstration, Read-aloud, Shared Texts *Included in the Grade K Trade Pack	
Reading	Writing
<p>Demonstration Texts <i>*The Three Billy Goats Gruff</i> <i>The Three Bears</i></p> <p>Leveled texts (A/B level)</p> <p>Read-Aloud and Shared Reading Texts <i>Caps for Sale</i> by Esphyr Slododkina <i>*The Three Billy Goats Gruff</i> by Paul Galdone <i>Big Al</i> by Andrew Clements <i>Will I Have a Friend?</i> by Miriam Cohn <i>Bunny Cakes</i> by Rosemary Wells <i>Peter’s Chair</i> by Ezra Jack Keats <i>Harry the Dirty Dog</i> by Gene Zion <i>Red Riding Hood</i> by James Marshall <i>Corduroy</i> by Don Freeman <i>Leo the Late Bloomer</i> by Robert Kraus <i>*The Carrot Seed</i> by Ruth Krauss <i>Are You My Mother?</i> by P.D. Eastman <i>The Lion and the Little Red Bird</i> by Elisa Kleven <i>The Gingerbread Boy</i> by Paul Galdone <i>Jamaica Tag Along</i> by Juanita Havill <i>The Little Red Hen</i> by Paul Galdone <i>Hansel and Gretel</i> by James Marshall <i>Extraordinary Egg</i> by Leo Lionne <i>Snowy Day</i> by Ezra Jack Keats <i>Where the Wild Things Are</i> by Maurice Sendak <i>Alexander and the Terrible, Horrible, No Good Very Bad Day</i> by Judith Viorst <i>Bedtime Story</i> by Mem Fox <i>Owl Babies</i> by Martin Waddell</p>	<p>Demonstration Texts <i>Cassie’s Word Quilt</i> by Faith Ringgold</p> <p>Suggested Texts and Resources Pattern books (Level A/B/C) <i>Look! Look! Look!</i> by Tana Hoban <i>What is Science?</i> by Rebecca Kai Dotlich <i>Leaf Jumpers</i> by Carole Gerber <i>What is a Scientist?</i> by Barbara Lehn <i>I Use Science Tools</i> by Kelli Hicks <i>National Geographic Picture Series</i> by Jill Esbaum: <i>A Tree for All Seasons</i> <i>Seed</i> <i>Sprout</i> <i>Pumpkin Pie</i> <i>Apples for Everyone</i></p> <p>Suggested Authors of Children’s Books Lois Ehlert</p>

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Cosmo Zooms by Arthur Howard
The Kissing Hand by Audrey Penn
Cookie Store Cat by Cynthia Rylant
Froggy Gets Dressed by Jonathan London
The Enormous Carrot by Vladamir Vagin
Kitten's First Full Moon by Kevin Hemkes
Max's Dragon Shirt by Rosemary Wells
Bunny Mail by Rosemary Wells
Max's Cleans Up by Rosemary Wells
Bunny Party by Rosemary Wells
Carry Me by Rosemary Wells
Hondo and Fabian by Peter McCarty
Hondo Escapes by Peter McCarty
Kiss Good Night by Amy Hest
Don't You Feel Well Sam by Amy Hest
You Can Do it Sam by Amy Hest
Caps for Sale by Esphyr Slobodkina
Mike Mulligan and His Steam Shovel by Virginia Lee Burton
The Three Bears
The Farm Concert
Dan, the Flying Man
Hairy Bear

Suggested Texts and Resources

Foundations:

Many Marvelous Monsters by E. Heck
Four Famished Foxes and Fosdyke by P. Duncan Edwards
Beetle Bop by D. Fleming
Tikki Tikki Tembo by A. Mosel
Soup for Supper by P. Root

Teacher Resources

Making Sense of Phonics: The Hows and Whys
 Isabel Beck and Mark Beck

Read-Aloud & Shared Reading

Read-Aloud goals

Internalize reading behaviors (preview, make predictions, anticipate)
 Monitor for sense and re-reading
 Process the text
 Whole-class book talk

Read-Aloud process:

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Before You Read (introduce book, title, author, wonder about the title)
 As You Read (look at pictures, read with prosody, retell)
 After You Read (whole class book talk)

Shared reading goals

Practice using meaning, structure, visuals (MSV) to solve new words

Shared reading process:

Introduce the book and key concepts
 Cross-checking sources of information
 Word Study
 Fluency

Vocabulary

Tier 2 (Academic Vocabulary)

acorn
 artifacts
 bark
 blossoms
 color
 compare and contrast
 data
 details
 different
 labels
 leaves
 length
 magnifying glass
 natural objects
 partner
 pine cones
 researcher
 rips
 same
 scientist
 sentence
 shape
 size
 space
 stem
 texture
 thick/thin
 tools
 twigs
 veins
 zoom

Tier 3 (Domain Specific Vocabulary)

adjectives
 mental picture
 pattern books
 onomatopoeia
 phrases
 reading plan
 re-reading
 story book
 storytelling
 writing plan

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Suggestions for Differentiation, Scaffolding and Intervention

[CT Dept. of Education Evidence-based Practice Guides](#) – These guides provide links to “evidence-based activities, strategies and interventions (collectively referred to as 'interventions').”

Use individual student performance data to inform intervention in small group and conferring work. Just because specific strategies are listed as "effective intervention strategies" doesn't mean that they should only be used for intervention. These strategies, when used purposely, help support the specific needs of diverse learners.

[Effective Intervention Strategies for Teachers](#)

- Use grouping
- Use feedback, reinforcement and recognition
- Use similarities and differences
- Use advanced organizers such as graphic organizers
- Provide feedback
- Use summary and note taking
- Use hands-on, non-linguistic representations

[Meeting Students’ Needs Through Scaffolding](#)

- Identify, bold, and write in the margins to define words that cannot be understood through the context of the text
- Chunk long readings into short passages (literally distributing sections on index cards, for example), so that students see only the section they need to tackle
- Encourage/enable students to annotate the text, or—if they can't write directly on the text—providing sticky notes or placing texts inside plastic sleeves
- Supply sentence starters so all students can participate in focused discussion
- Place students in heterogeneous groups to discuss the text and answer text-dependent questions
- Provide task cards and anchor charts so that expectations are consistently available
- Highlight key words in task directions

[Supporting Struggling Readers](#)

- Pre-expose students to the selected text with support (audio recording, read-aloud, peer tutor etc.)
- Have students read a simple article, watch a video, or read student-friendly explanations of key information to help build background knowledge that will aid in comprehension
- Reformat the text itself to include visuals or definitions of key vocabulary
- Provide picture cues with text-dependent questions
- Provide oral rehearsal time (with buddies, small group, or a teacher) prior to writing, and/or provide writing/thinking time prior to oral presentations

[Assistive Technology](#)

[Writing:](#)

- Use different paper (Foundations aligned, wide lined, raised lines or darker lines) to increase awareness of lines

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- Use the dry erase board and pens, which requires less force than a pencil (photocopy the results if they need to be turned in)
- Use a copy machine to enlarge worksheets to be completed to provide a larger area to write
- If computers and internet are available: use free text-to-speech software or use spell/grammar check to edit and revise

Reading:

- Increase space between words/lines
- Color code words in text
- Use tools to modify the visual presentation of text
- Use highlighters, color-coding dots, and post-its to identify the main idea, supporting details, and other key words or ideas

English Learners

Colorin Colorado

CT English Learner Proficiency Standards, Linguistic Supports

- Use visual supports: pictures, illustrations, videos, models, gestures, pointing, realia, graphic organizers (before, during, and after reading or viewing), and acting out/role playing
- Provide explicit academic vocabulary (see glossary) instruction: word walls, personal dictionaries, bilingual dictionaries/glossaries, picture/video dictionaries, graphic organizers, word cards with pictures, word sorts, etc.
- Make connections to students' prior experiences
- Build background knowledge

Interdisciplinary Connections

Science: Reading and writing about nonfiction emergent text on weather, climate, forces and interactions: pushes and pull (NGSS Kindergarten science topics) support this unit. non-fiction works about trees, leaves, and tree-related natural objects (acorn, bark, blossoms, twigs, leaves, pine cones, etc.), all-about books

Math: Notice and name color, size, and length when writing about objects

CCSS.MATH.CONTENT.K.MD.A.1

Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object

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