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| Hayat Universal Bilingual School Year Plan 2018-2019  Subject:   English Language Arts                                                                                                                                 Grade Level: KG2 | | | | | | | |
| **Unit**  **1**  **Sept 9- November 1** | **BC Big Ideas (Understand)** | **BC Content**  **(Know)** | **BC Curricular Competencies (Do)** | **Instructional Strategies/Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Reading** | Language and story can be a source of creativity and joy.  Stories can and other texts help us learn about ourselves and our families.  Stories and other texts can be shared through pictures and words.  Playing with language helps us discover how language works. | **Story**   * Structure of a story   **Strategies and processes**   * Reading strategies   **Language features, structures and conventions**   * Concepts of print * Letter knowledge * Phonemic and phonological awareness * The relationship between reading, writing, and oral language | **Comprehend and connect:**   * Use sources of information and prior knowledge * Use developmentally appropriate reading strategies to make meaning * Explore foundational concepts of print * Engage actively as listeners, viewers and readers as appropriate to develop understanding of self, identity and community. * Use personal experience and knowledge to connect to stories and other texts to make meaning * Recognize the structure of a story. | **Phonics Instruction following the Jolly Phonics program.**   * Phonemes * Blending sounds * Segmenting words   **Concepts of print:**   * Directionality of print * How to hold a book, turn pages, etc.   **Balanced reading:**   * Shared reading * Guided Reading * Independent Reading * Read Alouds   **Building comprehension:**   * Reading response activities * Picture walks * Questioning * Supported retell   **Structure of a story**   * Beginning, middle and end   **Sight Words**   * Games * Shared reading | **Jolly Phonics Resources:**   * Teacher’s manual * Student work books * Phonics word book * Puppets * Flash cards * Alphabet Frieze * Big Books * Jolly Songs * Word blend wheel   **Raz-Kids**  **PM BenchMark Books**   * levels 1 and 2   **Dolch Sight Words**   * Pre-primer | **Diagnostic Assessment – Due September 13**   * Letter sounds * Lower case letter recognition * Uppercase letter recognition * Rhyming   **Formative Assessment**   * Observation * Anecdotal * Class work * Reading minutes from RAZ-kids * Reading response activities   **Summative:**  **Interim Rubrics – Due Oct 11**   * Name Recognition * Jolly phonics (first 3 sets of letters)   **End of Term – Due Oct 30**   * Sight words * Jolly Phonics (first 3 sets of letters) –cumulative replaces interim assessment * Onset and Rime * Blending CVC words * Any running records for students that might be reading. | **Wk 1:**   * s, a, t, I, p * the, to   **Wk 2:**   * p, n, c/k, e, h * and, a   **Wk 3**   * r, m, d, g, o * I, you   **Wk 4**   * u, l, f, b, ai * it, in   **Wk 5**   * j, oa, ie, ee * said, for   **Wk 6**   * or, z, w, ng, v * up, look   **Wk 7**   * oo/oo, y, x * is, go * blend * read * sound * cover * page * beginning * middle * end * direction * segment |

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| **Writing** | Everyone has a unique story to share. | **Students are expected to do the following:**  *Comprehend and connect:*   * Use play and other creative means to discover fundamental concepts of print, oral and visual texts. * plan and create a variety of communication forms for different purposes and audiences. | **Create and communicate**   * Use language to identify, create and share ideas, feelings, opinions and preferences * Create stories and other texts to deepen awareness of self, family and community. * Plan and create stories and other texts for different purposes. | * Explicit instruction and reinforcement of text directionality * Explicit instruction of pencil grip and placement of paper when writing * Printing names   **Letter formation:**   * Constructing letters * Tracing letters * Independently printing letters * Air writing   **Journal writing and picture stories**   * Describing picture story orally * Labeling pictures using beginning sounds of words | * Sentence strips * Paper * Pencils * Jolly Phonics student books * Handwriting without tears book * Yellow highlighters | Diagnostic: **Diagnostic Assessment** Letter sounds   * Observation * Anecdotal   **Formative Assessment**   * Observation * Anecdotal * Class work * Journals   **Summative:**  **Interim Rubrics – Due Oct 11 (Cumulative)**   * Name * **Pencil Grip**   **End of Term – Due Oct 30**   * Letter formation * Picture story * Name * **Pencil Grip** | * Direction * Write * Grip * Paper * Pencil * Print * Story * Direction   **Wk 1:**   * s, a, t, I, p * the, to   **Wk 2:**   * p, n, c/k, e, h * and, a   **Wk 3**   * r, m, d, g, o * I, you   **Wk 4**   * u, l, f, b, ai * it, in   **Wk 5**   * j, oa, ie, ee * said, for   **Wk 6**   * or, z, w, ng, v * up, look   **Wk 7**   * oo/oo, y, x * is, go   **Wk 8**   * ch, sh, th/th, qu * we, little |

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| **Unit**  **1**  **Sept 9- November 1** | **BC Big Ideas (Understand)** | **BC Content**  **(Know)** | **BC Curricular Competencies (Do)** | **Instructional Strategies/Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Listening** | Through listening and speaking we connect with others and share our world  Listening and speaking builds our understanding and helps us learn. | **Strategies and processes**   * Oral language Strategies   **Language features structures and conventions:**   * Phonemic and phonological awareness * The relationship between reading, writing, and oral language | **Create and communicate**   * Exchange ideas and perspectives to build shared understanding | **Explicit instruction of listening expectations:**   * Eyes watching * Ears listening * Mouth quiet * Sitting criss-cross * listening games * auditory discrimination * sound boxes * blending words * segmenting words * isolating sounds in words (beginning, middle, end) * following directions | Howard B Wigglebottom Learns to Listen (book)  **Sounds:**   * Letters * Environmental * Letters * Animals * Everyday objects | **Diagnostic:**   * Observations * Anecdotal   **Formative:**   * Observations * Anecdotal * Discussions   **Summative**  **Interim – Due Oct 11**   * During read aloud * 1:1   **End of Term - Due Nov 1**   * During read aloud * 1:1 | * Eyes watching * Ears listening * Mouth quiet * Sitting criss-cross * Listen * Look * Watch * Quiet * Sound |

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| **Speaking** | Through listening and speaking we connect with others and share our world  Listening and speaking builds our understanding and helps us learn. | **Students are expected to do the following**:  *Comprehend & Connect:*   * Begin to use language to identify, create and express ideas, feelings, opinions and preferences | **Students are expected to know the following**:  *Strategies & Processes:*   * Oral language strategies   *Language features structures and conventions:*   * Exchange ideas and perspectives to build shared understanding | * Modeled conversations and responses to questions * Story retell * Choral reading during shared reading activities * Vocabulary building activities through games * Naming specific objects in the classroom * Talking about personal experiences * Talking about pictures they have created or pictures that have been provided * Picture walks through books shared during read alouds * Small group activities using wordless picture books to support discussions | * Conversation starter cards * Photographs * Busy pictures | **Diagnostic:**   * Observations * Anecdotal   **Formative:**   * Observations * Anecdotal * Discussions   **Summative**  **Interim – Due Oct 11**   * During read aloud * 1:1   **End of Term - Due Nov 1**   * During read aloud * 1:1 | * Speaker * Voice * Volume * Taking turns |

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| **Unit**  **2**  **November 4-December 20**  **(6 weeks)** | **BC Big Ideas (Understand)** | **BC Content**  **(Know)** | **BC Curricular Competencies (Do)** | **Instructional Strategies/Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Reading** | Language and story can be a source of creativity and joy.  Stories can and other texts help us learn about ourselves and our families.  Stories and other texts can be shared through pictures and words.  Playing with language helps us discover how language works. | **Story**   * Structure of a story   **Strategies and processes**   * Reading strategies   **Language features, structures and conventions**   * Concepts of print * Letter knowledge * Phonemic and phonological awareness * The relationship between reading, writing, and oral language | **Comprehend and connect:**   * Use sources of information and prior knowledge * Use developmentally appropriate reading strategies to make meaning * Explore foundational concepts of print * Engage actively as listeners, viewers and readers as appropriate to develop understanding of self, identity and community. * Use personal experience and knowledge to connect to stories and other texts to make meaning * Recognize the structure of a story. | **Small guided reading groups beginning week of November 18-22:**   * Phonics instruction based on the needs of students in the room reviewing sounds that students are struggling with through small group interventions**:** * Phonemes * Blending sounds to make words * Segmenting words * matching pictures and words (Jolly Phonics teacher’s manual pages 137-148)   **Guided Reading Groups:**   * Reinforcement of concepts of print * Building vocabulary through picture walks * Identification of sight words that have been taught * Decoding words through blending   **Balanced reading:**   * Shared reading * Independent Reading * Read Alouds – books exploring “Voice” (see pages 10-19 of *Using Picture Books to Teach Writing with the Traits*) * Read Aloud books exploring “organization” (see pages 25-34 of *Using Picture Books to Teach Writing with the Traits*)   **Building comprehension:**   * sequencing pictures to show order of events in read alouds * oral retell of stories * identify clear beginning and end   **Sight Words**   * Games * Shared reading * Recognizing rhymes when reading books with rhyming words * Recognizing beginning sounds of words | **Jolly Phonics Resources:**   * Teacher’s manual * Student work books * Phonics word book * Puppets * Flash cards * Alphabet Frieze * Big Books * Jolly Songs * Word blend wheel   **Raz-Kids**  **PM BenchMark Books**   * Level 1   **Dolch Sight Words**   * Pre-primer | **Diagnostic Assessment –**  **Formative Assessment**   * Observation * Anecdotal * Class work * Reading minutes from RAZ-kids * Reading response activities   **Summative:**  **End of Unit –**   * Cumulative Phonics sounds assessment **Week of November 12-15- Due November 18** * Sightwords: Pre-primer words taught up to week 11 (22 marks) due: **Week of December 20** * Running Records Level 1 – **Due week of December 20** | **Wk 9**   * Ou, oi, ue, er * Down, can   **Wk 10**   * ar * see, not   **Wk 11**   * one, my   **Wk 12**   * me, big   **Wk 13**   * come, blue   **Wk 14**   * red, where |

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| **2**  **November 4-December 20**  **(6 weeks)** | **BC Big Ideas (Understand)** | **BC Content**  **(Know)** | **BC Curricular Competencies (Do)** | **Instructional Strategies/Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Writing** | Everyone has a unique story to share. | **Students are expected to do the following:**  *Comprehend and connect:*   * Use play and other creative means to discover fundamental concepts of print, oral and visual texts. * plan and create a variety of communication forms for different purposes and audiences. | **Create and communicate**   * Use language to identify, create and share ideas, feelings, opinions and preferences * Create stories and other texts to deepen awareness of self, family and community. * Plan and create stories and other texts for different purposes. | * Lessons from Teaching Ideas Using My Chair * Drawing pictures with bold lines and lots of colour * Experimenting with letters and words * Captioning pictures they create themselves and gather from sources * Talking about what happened to them or their characters * Asking questions and making lists about things that interest them * Noticing significance in little things and events * Lessons from Teaching Organization using I am an American * sequencing several pictures on the same topic in sequential order * grouping related information * creating a clear beginning and/or ending * use of connecting words such as and, but, or so * use of sequencing words (first, then, last) * showing a sense of time through sequencing events * use of labels, titles and captions, * use of lists | It’s okay to be different, by Todd Parr  Using Picture Books to teach writing with the traits (p. 21, 22)  The Trait Crate:   * Teaching Ideas Using My Chair * My Chair, by Betsy James * Teaching Organization using I am an American * I am an American * handwriting without tears workbook * magnetic letters * flash cards | Diagnostic: **Diagnostic Assessment**  **Formative Assessment**   * Observation * Anecdotal * Class work * Journals   **Summative:**   * Teaching Ideas Using My Chair, Lesson 2 **– Due by November 15** * Teaching Ideas Using, My Chair**, Lesson 3 – Due by November 22** * Teaching Organization Using I am American, Lesson 3 – **Due by December 20** | * Idea * Organization * Write * Stretch * Blend |

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| **Listening** | Through listening and speaking we connect with others and share our world  Listening and speaking builds our understanding and helps us learn. | **Strategies and processes**   * Oral language Strategies   **Language features structures and conventions:**   * Phonemic and phonological awareness * The relationship between reading, writing, and oral language | **Create and communicate**   * Exchange ideas and perspectives to build shared understanding | * Respond appropriately to question about a read aloud by providing details about characters, setting and events * Follow directions by completing 3-4 steps in a sequence without needing instructions to be repeated * Indicates beginning sounds of words that are heard | * Books used for read alouds that are available in the school library * books for read alouds * audio books * environmental sounds * follow directions songs | **Diagnostic:**   * Observations * Anecdotal   **Formative:**   * Observations * Anecdotal * Discussions   **Summative**   * Follow directions – **due November 15** * Respond to questions from read aloud – **due December 6** | * Listen * Focus * Attention |

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| **Speaking** | Through listening and speaking we connect with others and share our world  Listening and speaking builds our understanding and helps us learn. | Students are expected to do the following:  Comprehend & Connect:  Begin to use language to identify, create and express ideas, feelings, opinions and preferences | **Students are expected to know the following**:  *Strategies & Processes:*   * Oral language strategies   *Language features structures and conventions:*   * Exchange ideas and perspectives to build shared understanding | * Modeled conversations and responses to questions * Story retell * Vocabulary building activities through games * Sharing personal experiences or objects through oral presentations * Talking about pictures they have created or pictures that have been provided * Picture walks through books shared during read alouds * Small group activities using wordless picture books to support discussions * Focus on modeling tone, volume and pace * Dramatic presentations of read alouds for the purpose of retell * asks questions to clarify meaning * Uses sentences to communicate | * Conversation starters * photographs * busy pictures * wordless picture books * books that have been read previously as a read a loud | **Diagnostic:**   * Observations * Anecdotal   **Formative:**   * Observations * Anecdotal * Discussions   **Summative**   * Show and tell – **Due by Nov 22** * Busy picture response – **Due by December 20** | * Volume * Pace * Tone * speaker |

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| **Unit**  **3**  **January 6-February 14**  **(6 weeks)** | **BC Big Ideas (Understand)** | **BC Content**  **(Know)** | **BC Curricular Competencies (Do)** | **Instructional Strategies/Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Reading** | Language and story can be a source of creativity and joy.  Stories can and other texts help us learn about ourselves and our families.  Stories and other texts can be shared through pictures and words.  Playing with language helps us discover how language works. | **Story**   * Structure of a story   **Strategies and processes**   * Reading strategies   **Language features, structures and conventions**   * Concepts of print * Letter knowledge * Phonemic and phonological awareness * The relationship between reading, writing, and oral language | **Comprehend and connect:**   * Use sources of information and prior knowledge * Use developmentally appropriate reading strategies to make meaning * Explore foundational concepts of print * Engage actively as listeners, viewers and readers as appropriate to develop understanding of self, identity and community. * Use personal experience and knowledge to connect to stories and other texts to make meaning * Recognize the structure of a story. | **Small guided reading groups**   * Phonics intervention based on needs * Blending sounds to make words * Segmenting words * matching pictures and words (Jolly Phonics teacher’s manual pages 137-148)   **Guided Reading Groups:**   * Reinforcement of concepts of print * Building vocabulary through picture walks * Identification of sight words that have been taught * Decoding words through blending   **Balanced reading:**   * Shared reading * Independent Reading * Read Alouds – books exploring “Voice” (see pages 10-19 of *Using Picture Books to Teach Writing with the Traits*) * Read Aloud books exploring “organization” (see pages 25-34 of *Using Picture Books to Teach Writing with the Traits*)   **Building comprehension:**   * sequencing pictures to show order of events in read alouds * oral retell of stories * identify clear beginning and end   **Sight Words**   * Games * Shared reading * Recognizing and creating rhymes * Recognizing end sounds of words | **Jolly Phonics Resources:**   * Teacher’s manual * Student work books * Phonics word book * Puppets * Flash cards * Alphabet Frieze * Big Books * Jolly Songs * Word blend wheel   **Raz-Kids**  **PM BenchMark Books**   * levels 1-2   **Dolch Sight Words**   * Pre-primer | **Diagnostic Assessment –**  **Formative Assessment**   * Observation * Anecdotal * Class work * Reading minutes from RAZ-kids * Reading response activities   **Summative:**  **End of Term – Due**   * Blending Words – Due January 17 * Running Records – Due January 28 * Cumulative Phonics re-assessment (replaces previous mark) Week of Feb 3-7 - Due Feb 9 * Running Records– **Due Week of Feb 14** | **Wk 16**   * Jump, away   **Wk 17**   * Here, help   **Wk 18**   * Make, yellow   **Wk 19**   * Two, play   **Wk 20**   * Run, find   **Wk 21**   * Three, funny |

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| **Writing** | Everyone has a unique story to share. | **Students are expected to do the following:**  *Comprehend and connect:*   * Use play and other creative means to discover fundamental concepts of print, oral and visual texts. * plan and create a variety of communication forms for different purposes and audiences. | **Create and communicate**   * Use language to identify, create and share ideas, feelings, opinions and preferences * Create stories and other texts to deepen awareness of self, family and community. * Plan and create stories and other texts for different purposes. | Trait Crate – 1 lesson per week   * **Lesson 1-3 from Teaching Voice Using When Sophie Gets Angry – Really, Really Angry** * Create stories/pictures that express an idea * finding new ways to express familiar ideas * capture a range of emotions * demonstrate awareness of an audience * take risks to try new things that are not being done by others to apply original thinking * **Lesson 1-3 from Teaching Word Choice using Mama Zooms** * play with letters to make words * attempt to write words that they hear * try new ways of saying things * explore different parts of speech: nouns, verbs, adjectives * explore sensory words * Journal writing and picture stories | Trait crate resources:   * Teaching voice * When Sophie gets angry * teaching word choice * Mama Zooms * student journals * writing paper * sound boxes * pictures of cvc words * magnetic letters * personal whiteboards * whiteboard markers | Diagnostic: **Diagnostic Assessment**  **Formative Assessment**   * Observation * Anecdotal * Class work * Journals   **Summative:**   * Journal Writing/Picture story **– Due January 17** * Writing beginning sounds of CVC words **– Due January 24** * Letter Formation **– Due January 31** * Journal writing using sentence starters **– Due Feb 14** | * CVC * sound * first sound * last sound * middle sound * write * sentence * uppercase * lowercase * letter formation * period * exclamation mark * question mark * statement * question * idea |

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| **Listening** | Through listening and speaking we connect with others and share our world  Listening and speaking builds our understanding and helps us learn. | **Strategies and processes**   * Oral language Strategies   **Language features structures and conventions:**   * Phonemic and phonological awareness * The relationship between reading, writing, and oral language | **Create and communicate**   * Exchange ideas and perspectives to build shared understanding | * Listen to a partner during Think-Pair-Share and demonstrate active listening * Demonstrate active listening in a variety of settings (small group, large group, etc) | * Books used for read alouds that are available in the school library * books for read alouds * audio books * environmental sounds * follow directions songs | **Diagnostic:**   * Observations * Anecdotal   **Formative:**   * Observations * Anecdotal * Discussions   **Summative**   * Active listening 1:1 – **Due** **January 17** * Demonstration of active listening in small group – **Due January 31** | listen  eyes watching  focus  attention |

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| **Unit**  **4**  **February 18- March 28**  **(6 weeks)** | **BC Big Ideas (Understand)** | **BC Content**  **(Know)** | **BC Curricular Competencies (Do)** | **Instructional Strategies/Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Reading** | Language and story can be a source of creativity and joy.  Stories can and other texts help us learn about ourselves and our families.  Stories and other texts can be shared through pictures and words.  Playing with language helps us discover how language works. | **Story**   * Structure of a story   **Strategies and processes**   * Reading strategies   **Language features, structures and conventions**   * Concepts of print * Letter knowledge * Phonemic and phonological awareness * The relationship between reading, writing, and oral language | **Comprehend and connect:**   * Use sources of information and prior knowledge * Use developmentally appropriate reading strategies to make meaning * Explore foundational concepts of print * Engage actively as listeners, viewers and readers as appropriate to develop understanding of self, identity and community. * Use personal experience and knowledge to connect to stories and other texts to make meaning * Recognize the structure of a story. | **Small guided reading groups**   * Phonics intervention based on needs * Blending sounds to make words * Segmenting words * Sentence sticking (Jolly Phonics TM p 149-153)   **Guided Reading Groups:**   * Reinforcement of concepts of print * Building vocabulary through picture walks * Identification of sight words that have been taught * Decoding words through blending   **Balanced reading:**   * Shared reading * Independent Reading * Read Alouds – books exploring “Voice” (see pages 10-19 of *Using Picture Books to Teach Writing with the Traits*) * Read Aloud books exploring “organization” (see pages 25-34 of *Using Picture Books to Teach Writing with the Traits*)   **Building comprehension:**   * sequencing pictures to show order of events in read alouds * oral retell of stories * identify clear beginning and end   **Sight Words**   * Games * Shared reading * Recognizing and creating rhymes   Recognizing end sounds of words | **Jolly Phonics Resources:**   * Teacher’s manual * Student work books * Phonics word book * Puppets * Flash cards * Alphabet Frieze * Big Books * Jolly Songs * Word blend wheel   **Raz-Kids**  **PM BenchMark Books**   * levels 1-4   **Dolch Sight Words**   * Pre-primer | **Diagnostic Assessment –**  **Formative Assessment**   * Observation * Anecdotal * Class work * Reading minutes from RAZ-kids * Reading response activities   **Summative:**   * Reading sentences using sight words and cvc words – due by **March 14**Running records due **March 28** * Sight words (pre-primer) cumulative – due by **March 28** |  |

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| **Unit**  **4**  **February 18- March 28**  **(6 weeks)** | **BC Big Ideas (Understand)** | **BC Content**  **(Know)** | **BC Curricular Competencies (Do)** | **Instructional Strategies/Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Writing** | Everyone has a unique story to share. | **Students are expected to do the following:**  *Comprehend and connect:*   * Use play and other creative means to discover fundamental concepts of print, oral and visual texts. * plan and create a variety of communication forms for different purposes and audiences. | **Create and communicate**   * Use language to identify, create and share ideas, feelings, opinions and preferences * Create stories and other texts to deepen awareness of self, family and community. * Plan and create stories and other texts for different purposes. | Trait Crate – 1 Lesson per Week   * **Teaching Sentence Fluency Using *Charlie Parker Played Be Bop* Lessons 1-3** * Work with several words in a row with attention to phrasing * experiment with sentences of different lengths * play with sentences and statements * use transitional words to connect two short sentences * repeat sounds, words and phrases to create a pattern * read own writing aloud * **Teaching Conventions using *No, David!* Lessons 1-3** * use uppercase and lowercase letters * use conventional spelling of some words * use phonetic spelling for unknown words * capital letters at the start of sentences and proper nouns * add an s to make plurals * Journal Writing * Guided writing using Jolly Phonics teachers’ manual p 203-206 | * Teaching Sentence Fluency Using *Charlie Parker Played Be Bop* * *Charlie Parker Played Be Bop* * Teaching Conventions using *No, David!* * No, David! * student journals * writing paper * sound boxes * pictures of cvc words * magnetic letters * personal whiteboards * whiteboard markers | Diagnostic: **Diagnostic Assessment**  **Formative Assessment**   * Observation * Anecdotal * Class work * Journals   **Summative:**   * Writing End Sounds of CVC words **- Due** **March 6** * Journal Writing/Picture story **– Due March 14** * Letter Formation **– Due March 21** * Writing Middle sounds of CVC words – due **March 28** | * write * sentence * uppercase * lowercase * letter formation * period * exclamation mark * question mark * statement * question * idea |

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| **Unit**  **4**  **February 18- March 28**  **(6 weeks)** | **BC Big Ideas (Understand)** | **BC Content**  **(Know)** | **BC Curricular Competencies (Do)** | **Instructional Strategies/Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Listening** | Through listening and speaking we connect with others and share our world  Listening and speaking builds our understanding and helps us learn. | **Strategies and processes**   * Oral language Strategies   **Language features structures and conventions:**   * Phonemic and phonological awareness * The relationship between reading, writing, and oral language | **Create and communicate**   * Exchange ideas and perspectives to build shared understanding | * Complete pictures by following directions given by the teacher. * Participate in games and activities that require following directions. * Participate by listening in different situations: large group, small group, 1:1 | * Books used for read alouds that are available in the school library * books for read alouds * audio books * environmental sounds * follow directions songs | **Diagnostic:**   * Observations * Anecdotal   **Formative:**   * Observations * Anecdotal * Discussions   **Summative**   * Under the sea (Jolly Phonics teacher’s manual p. 208) – **due March 14** * Retell details from a story – **Due March 28** | * listen |

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| **Unit**  **4**  **February 18- March 28**  **(6 weeks)** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content**  **(Know)** | **Instructional Strategies/Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Speaking** | Through listening and speaking we connect with others and share our world  Listening and speaking builds our understanding and helps us learn. | **Students are expected to do the following**:  *Comprehend & Connect:*   * Begin to use language to identify, create and express ideas, feelings, opinions and preferences | **Students are expected to know the following**:  *Strategies & Processes:*   * Oral language strategies   *Language features structures and conventions:*   * Exchange ideas and perspectives to build shared understanding | * Modeled conversations and responses to questions * Story retell * Vocabulary building activities through games * Sharing personal experiences or objects through oral presentations * Talking about pictures they have created or pictures that have been provided * Picture walks through books shared during read alouds * Small group activities using wordless picture books to support discussions * Focus on modeling tone, volume and pace * Dramatic presentations of read alouds for the purpose of retell * asks questions to clarify meaning * Uses sentences to communicate | * Conversation starters * photographs * busy pictures * wordless picture books * books that have been read previously as a read a loud | **Diagnostic:**   * Observations * Anecdotal   **Formative:**   * Observations * Anecdotal * Discussions   **Summative**   * Talking about picture prompt – **due Feb 28** * Show and Tell – **due March 28** | tone  volume  pace  eye contact |

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| **Unit**  **5**  **March 31-**  **May 16**  **(6 weeks)** | **BC Big Ideas (Understand)** | **BC Content**  **(Know)** | **BC Curricular Competencies (Do)** | **Instructional Strategies/Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Reading** | Language and story can be a source of creativity and joy.  Stories can and other texts help us learn about ourselves and our families.  Stories and other texts can be shared through pictures and words.  Playing with language helps us discover how language works. | **Story**   * Structure of a story   **Strategies and processes**   * Reading strategies   **Language features, structures and conventions**   * Concepts of print * Letter knowledge * Phonemic and phonological awareness * The relationship between reading, writing, and oral language | **Comprehend and connect:**   * Use sources of information and prior knowledge * Use developmentally appropriate reading strategies to make meaning * Explore foundational concepts of print * Engage actively as listeners, viewers and readers as appropriate to develop understanding of self, identity and community. * Use personal experience and knowledge to connect to stories and other texts to make meaning * Recognize the structure of a story. | **Small guided reading groups**   * Phonics intervention based on needs * Blending sounds to make words * Segmenting words   **Guided Reading Groups:**   * Reinforcement of concepts of print * Building vocabulary through picture walks * Identification of sight words that have been taught * Decoding words through blending   **Balanced reading:**   * Shared reading * Independent Reading   **Building comprehension:**   * sequencing pictures to show order of events in read alouds * oral retell of stories * identify clear beginning and end * identify main idea   **Sight Words**   * Games * Shared reading * Recognizing and creating rhymes * Recognizing end sounds of words | **Jolly Phonics Resources:**   * Teacher’s manual * Student work books * Phonics word book * Puppets * Flash cards * Alphabet Frieze * Big Books * Jolly Songs * Word blend wheel   **Raz-Kids**  **PM BenchMark Books**   * levels 1-4   **Dolch Sight Words**   * Pre-primer | **Diagnostic Assessment –**  **Formative Assessment**   * Observation * Anecdotal * Class work * Reading minutes from RAZ-kids * Reading response activities   **Summative:**   * Dolch sight words – due **May 2** * Decoding CVC, CVCC words **due May 2** * Running Records due **May 9** * Jolly Phonics Assessment – **due May 16** |  |

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| **Unit**  **5**  **March 31-**  **May 16**  **(6 weeks)** | **BC Big Ideas (Understand)** | **BC Content**  **(Know)** | **BC Curricular Competencies (Do)** | **Instructional Strategies/Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Writing** | Everyone has a unique story to share. | **Students are expected to do the following:**  *Comprehend and connect:*   * Use play and other creative means to discover fundamental concepts of print, oral and visual texts. * plan and create a variety of communication forms for different purposes and audiences. | **Create and communicate**   * Use language to identify, create and share ideas, feelings, opinions and preferences * Create stories and other texts to deepen awareness of self, family and community. * Plan and create stories and other texts for different purposes. | * Writing Missing sounds (p. 158-165)   **Small group guided writing groups** to reinforce skills such as:   * combining words to create sentences * play with punctuation * use transitional words to connect two short sentences * repeat sounds, words and phrases to create a pattern * use uppercase and lowercase letters * use conventional spelling of some words * use phonetic spelling for unknown words * capital letters at the start of sentences and proper nouns * add an s to make plurals * letter formation * staying on the lines when writing * carefully drawn pictures that match stories * Journal Writing | * student journals * writing paper * sound boxes * pictures of cvc words * magnetic letters * personal whiteboards * whiteboard markers * picture prompts | Diagnostic: **Diagnostic Assessment**  **Formative Assessment**   * Observation * Anecdotal * Class work * Journals   **Summative:**   * Writing CVC Words by sounding them out – Due **April 18** * Writing simple sentences using sight words – **Due May 2** | * write * sentence * uppercase * lowercase * letter formation * period * exclamation mark * question mark * statement * question * idea |

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| **Unit**  **5**  **March 31-**  **May 16**  **(6 weeks)** | **BC Big Ideas (Understand)** | **BC Content**  **(Know)** | **BC Curricular Competencies (Do)** | **Instructional Strategies/Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Listening** | Through listening and speaking we connect with others and share our world  Listening and speaking builds our understanding and helps us learn. | **Strategies and processes**   * Oral language Strategies   **Language features structures and conventions:**   * Phonemic and phonological awareness * The relationship between reading, writing, and oral language | **Create and communicate**   * Exchange ideas and perspectives to build shared understanding | * Complete pictures by following directions given by the teacher. * Participate in games and activities that require following directions. * Participate by listening in different situations: large group, small group, 1:1 | * Books used for read alouds that are available in the school library * books for read alouds * audio books * environmental sounds * follow directions songs | **Diagnostic:**   * Observations * Anecdotal   **Formative:**   * Observations * Anecdotal * Discussions   **Summative**   * Following directions: due by **May 2** * Small group listening: Due by **May 16** |  |

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| **Unit**  **5**  **March 31-**  **May 16**  **(6 weeks)** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content**  **(Know)** | **Instructional Strategies/Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Speaking** | Through listening and speaking we connect with others and share our world  Listening and speaking builds our understanding and helps us learn. | **Students are expected to do the following**:  *Comprehend & Connect:*   * Begin to use language to identify, create and express ideas, feelings, opinions and preferences | **Students are expected to know the following**:  *Strategies & Processes:*   * Oral language strategies   *Language features structures and conventions:*   * Exchange ideas and perspectives to build shared understanding | * Modeled conversations and responses to questions * Story retell * Vocabulary building activities through games * Sharing personal experiences or objects through oral presentations * Talking about pictures they have created or pictures that have been provided * Picture walks through books shared during read alouds * Small group activities using wordless picture books to support discussions * Focus on modeling tone, volume and pace * Dramatic presentations of read alouds for the purpose of retell * asks questions to clarify meaning * Uses sentences to communicate | * Conversation starters * photographs * busy pictures * wordless picture books * books that have been read previously as a read a loud | **Diagnostic:**   * Observations * Anecdotal   **Formative:**   * Observations * Anecdotal * Discussions   **Summative**   * Show and tell – due by **May 9** * class discussion rubric – due by **May 16** | tone  volume  pace  eye contact |

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| **Unit**  **6**  **May 19-**  **June 19**  **(4 weeks)** | **BC Big Ideas (Understand)** | **BC Content**  **(Know)** | **BC Curricular Competencies (Do)** | **Instructional Strategies/Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Reading** | Language and story can be a source of creativity and joy.  Stories can and other texts help us learn about ourselves and our families.  Stories and other texts can be shared through pictures and words.  Playing with language helps us discover how language works. | **Story**   * Structure of a story   **Strategies and processes**   * Reading strategies   **Language features, structures and conventions**   * Concepts of print * Letter knowledge * Phonemic and phonological awareness * The relationship between reading, writing, and oral language | **Comprehend and connect:**   * Use sources of information and prior knowledge * Use developmentally appropriate reading strategies to make meaning * Explore foundational concepts of print * Engage actively as listeners, viewers and readers as appropriate to develop understanding of self, identity and community. * Use personal experience and knowledge to connect to stories and other texts to make meaning * Recognize the structure of a story. | **Small guided reading groups**   * Phonics intervention based on needs * Blending sounds to make words * Segmenting words   **Guided Reading Groups:**   * Reinforcement of concepts of print * Building vocabulary through picture walks * Identification of sight words that have been taught * Decoding words through blending   **Balanced reading:**   * Shared reading * Independent Reading   **Building comprehension:**   * sequencing pictures to show order of events in read alouds * oral retell of stories * identify clear beginning and end * identify main idea   **Sight Words**   * Games * Shared reading * Recognizing and creating rhymes * Recognizing end sounds of words | **Jolly Phonics Resources:**   * Teacher’s manual * Student work books * Phonics word book * Puppets * Flash cards * Alphabet Frieze * Big Books * Jolly Songs * Word blend wheel   **Raz-Kids**  **PM BenchMark Books**   * levels 1-4   **Dolch Sight Words**   * Pre-primer | **Diagnostic Assessment –**  **Formative Assessment**   * Observation * Anecdotal * Class work * Reading minutes from RAZ-kids * Reading response activities   **Summative: - completed** |  |

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| **Unit**  **6**  **May 19-**  **June 19**  **(4 weeks)** | **BC Big Ideas (Understand)** | **BC Content**  **(Know)** | **BC Curricular Competencies (Do)** | **Instructional Strategies/Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Writing** | Everyone has a unique story to share. | **Students are expected to do the following:**  *Comprehend and connect:*   * Use play and other creative means to discover fundamental concepts of print, oral and visual texts. * plan and create a variety of communication forms for different purposes and audiences. | **Create and communicate**   * Use language to identify, create and share ideas, feelings, opinions and preferences * Create stories and other texts to deepen awareness of self, family and community. * Plan and create stories and other texts for different purposes. | **Small group guided writing groups** to reinforce skills such as:   * combining words to create sentences * play with punctuation * use transitional words to connect two short sentences * repeat sounds, words and phrases to create a pattern * use uppercase and lowercase letters * use conventional spelling of some words * use phonetic spelling for unknown words * capital letters at the start of sentences and proper nouns * add an s to make plurals * letter formation * staying on the lines when writing * carefully drawn pictures that match stories * Journal Writing | * student journals * writing paper * sound boxes * pictures of cvc words * magnetic letters * personal whiteboards * whiteboard markers | Diagnostic: **Diagnostic Assessment**  **Formative Assessment**   * Observation * Anecdotal * Class work * Journals   **Summative: - completed** | * write * sentence * uppercase * lowercase * letter formation * period * exclamation mark * question mark * statement * question * idea |

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| **Unit**  **6**  **May 19-**  **June 19**  **(4 weeks)** | **BC Big Ideas (Understand)** | **BC Content**  **(Know)** | **BC Curricular Competencies (Do)** | **Instructional Strategies/Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Listening** | Through listening and speaking we connect with others and share our world  Listening and speaking builds our understanding and helps us learn. | **Strategies and processes**   * Oral language Strategies   **Language features structures and conventions:**   * Phonemic and phonological awareness * The relationship between reading, writing, and oral language | **Create and communicate**   * Exchange ideas and perspectives to build shared understanding | * Complete pictures by following directions given by the teacher. * Participate in games and activities that require following directions. * Participate by listening in different situations: large group, small group, 1:1 | * Books used for read alouds that are available in the school library * books for read alouds * audio books * environmental sounds * follow directions songs | **Diagnostic:**   * Observations * Anecdotal   **Formative:**   * Observations * Anecdotal * Discussions   **Summative: - completed** | Listen  watch  focus |

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| **Unit**  **6**  **May 19-**  **June 19**  **(4 weeks)** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content**  **(Know)** | **Instructional Strategies/Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Speaking** | Through listening and speaking we connect with others and share our world  Listening and speaking builds our understanding and helps us learn. | **Students are expected to do the following**:  *Comprehend & Connect:*  Begin to use language to identify, create and express ideas, feelings, opinions and preferences | **Students are expected to know the following**:  *Strategies & Processes:*   * Oral language strategies   *Language features structures and conventions:*   * Exchange ideas and perspectives to build shared understanding | * Modeled conversations and responses to questions * Story retell * Vocabulary building activities through games * Sharing personal experiences or objects through oral presentations * Talking about pictures they have created or pictures that have been provided * Picture walks through books shared during read alouds * Small group activities using wordless picture books to support discussions * Focus on modeling tone, volume and pace * Dramatic presentations of read alouds for the purpose of retell * asks questions to clarify meaning * Uses sentences to communicate | * Conversation starters * photographs * busy pictures * wordless picture books * books that have been read previously as a read a loud | **Diagnostic:**   * Observations * Anecdotal   **Formative:**   * Observations * Anecdotal * Discussions   **Summative: - completed** | tone  volume  pace  eye contact |