

# **Kindergarten ELA Plans**

## **Unit 5: Inferring and Using Text Evidence to Understand and Respond (2/28 - 4/14)**

(\*Mastered by End of Unit 5)

### **ELA Focus TEKS for the Unit:**

**2.Ai** - identify and produce rhyming words

**2.Bi** - identify and match the common sounds that letters represent

**\*2.Bii** - decode CVC

**2.Biv** - identify and read at least 25 high frequency words

**2.Cii** - spelling words using sound spelling patterns

**\*3.B** - use illustrations and text the student is able to read or hear to learn or clarify word meaning

**6.B** - provide an oral, pictorial, or written response to text

**\*7.B** - Identify and describe the main characters

**10.B** - Develop drafts in oral, pictorial, or written form by organizing ideas

**10.Di** - edit drafts with adult assistance using standard English conventions

**10.Dvii** - capitalization of the first letter in a sentence and a name

### **Focus ELPS for the week:**

**1.E** - internalize new basic/academic language

**3.G** - Express opinions/ideas/feelings

### **Reading Learning Objectives:**

We will identify and describe the main characters and plot elements.

We will identify upper and lower case letters.

I will identify and describe the main characters and plot elements.

I will identify upper and lower case letters.

### **Reading Language Objectives:**

We will internalize new/basic academic language.

I will internalize new/basic academic language by learning and using new vocabulary.

### **Writing Learning Objectives:**

We will plan by generating ideas for writing.

I will plan and develop drafts by generating ideas for writing by drawing a picture.

### **Writing Language Objectives:**

We will express opinions/ideas/feelings.

I will express opinions/ideas/feelings by planning a draft.

### **Unit Vocabulary:**

Phoneme, blend, read, punctuation, period, sentence, high frequency/sight words, onset, rime, capital letter/uppercase letter, decode, describe, develop, draft, text, edit, sound spell, feelings, characteristics, five senses, context clues

### **Questioning:**

How would you blend \_\_\_\_\_?

What is another way of saying \_\_\_\_\_?

What would happen if \_\_\_\_\_?

Which word is \_\_\_\_\_?

Make a chart of the high frequency words you know.  
 Identify the word.  
 How can I make this sentence better?  
 What would happen if....?  
 How would you read this sentence?  
 How would you edit this sentence?  
 How would you develop \_\_\_\_\_?  
 What does \_\_\_\_\_ mean in this text?  
 How can you describe (main character)\_\_\_\_\_?  
 What helps you understand what \_\_\_\_\_ means?

**Enrichment/Reteaching/ Accommodations:**

Small Groups & Huddle Time  
 Smarty Ants  
 Enrichment/Extension Week during Huddle Time

**Resources/Materials:**

HMH adoption and resources (Modules 5-7)  
 Kindergarten Writing Workshop Bundle (Unit 3)  
 HWT  
 Heggerty

**Small Group:**

Daily 5/Stations-sight words, CVC words, letter-sound recognition, writing, Smarty Ants  
 Guided Reading

**Assessments:**

- Mid Unit Assessment
- Unit Assessment

<b>Unit Calendar</b> 2/28 - 4/14 (30 days)				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>2/28</b> <u>Books:</u> Me...Jane/Jane Goodall and the Chimpanzees <u>HFW:</u> by, words, do <u>Phonics:</u> Blends (Initial- <i>cl, fl</i> and Final- <i>st, nd</i> ) <u>P.A.:</u> Heggerty <u>W.W.:</u> Unit 5	<b>3/1</b> <u>Books:</u> Me...Jane/Jane Goodall and the Chimpanzees <u>HFW:</u> by, words, do <u>Phonics:</u> Blends (Initial- <i>cl, fl</i> and Final- <i>st, nd</i> ) <u>P.A.:</u> Heggerty <u>W.W.:</u> Unit 5	<b>3/2</b> <u>Books:</u> Me...Jane/Jane Goodall and the Chimpanzees <u>HFW:</u> by, words, do <u>Phonics:</u> Blends (Initial- <i>cl, fl</i> and Final- <i>st, nd</i> ) <u>P.A.:</u> Heggerty <u>W.W.:</u> Unit 5	<b>3/3</b> <u>Books:</u> Me...Jane/Jane Goodall and the Chimpanzees <u>HFW:</u> by, words, do <u>Phonics:</u> Blends (Initial- <i>cl, fl</i> and Final- <i>st, nd</i> ) <u>P.A.:</u> Heggerty <u>W.W.:</u> Unit 5	<b>3/4</b> <u>Books:</u> Me...Jane/Jane Goodall and the Chimpanzees <u>HFW:</u> by, words, do <u>Phonics:</u> Blends (Initial- <i>cl, fl</i> and Final- <i>st, nd</i> ) <u>P.A.:</u> Heggerty <u>W.W.:</u> Unit 5
<b>3/7</b> <u>Books:</u> Rainbow Stew/How Does Your	<b>3/8</b> <u>Books:</u> Rainbow Stew/How Does Your	<b>3/9</b> <u>Books:</u> Rainbow Stew/How Does Your	<b>3/10</b> <u>Books:</u> Rainbow Stew/How Does Your	<b>3/11</b> <u>Books:</u> Rainbow Stew/How Does Your

<p>Salad Grow?  <u>HFW</u>: their, if, other  <u>Phonics</u>: Double Final Consonants (-ss, -ff, -ll, -zz) and Final -ck  <u>P.A.</u>: Heggerty  <u>W.W.</u>: Unit 5</p>	<p>Salad Grow?  <u>HFW</u>: their, if, other  <u>Phonics</u>: Double Final Consonants (-ss, -ff, -ll, -zz) and Final -ck  <u>P.A.</u>: Heggerty  <u>W.W.</u>: Unit 5</p>	<p>Salad Grow?  <u>HFW</u>: their, if, other  <u>Phonics</u>: Double Final Consonants (-ss, -ff, -ll, -zz) and Final -ck  <u>P.A.</u>: Heggerty  <u>W.W.</u>: Unit 5</p>	<p>Salad Grow?  <u>HFW</u>: their, if, other  <u>Phonics</u>: Double Final Consonants (-ss, -ff, -ll, -zz) and Final -ck  <u>P.A.</u>: Heggerty  <u>W.W.</u>: Unit 5</p>	<p>Salad Grow?  <u>HFW</u>: their, if, other  <u>Phonics</u>: Double Final Consonants (-ss, -ff, -ll, -zz) and Final -ck  <u>P.A.</u>: Heggerty  <u>W.W.</u>: Unit 5</p>
<b>Spring Break 3/14 -3/18</b>				
<p><b>3/21</b>  <u>Books</u>: Welcome Home Bear/Black Bears  <u>HFW</u>: about, out, many  <u>Phonics</u>: Long a and Long i (VCe)  <u>P.A.</u>: Heggerty  <u>W.W.</u>: Unit 5</p>	<p><b>3/22</b>  <u>Books</u>: Welcome Home Bear/Black Bears  <u>HFW</u>: about, out, many  <u>Phonics</u>: Long a and Long i (VCe)  <u>P.A.</u>: Heggerty  <u>W.W.</u>: Unit 5</p>	<p><u>Books</u>: Welcome Home Bear/Black Bears  <u>HFW</u>: about, out, many  <u>Phonics</u>: Long a and Long i (VCe)  <u>P.A.</u>: Heggerty  <u>W.W.</u>: Unit 5</p>	<p><b>3/24</b>  <u>Books</u>: Welcome Home Bear/Black Bears  <u>HFW</u>: about, out, many  <u>Phonics</u>: Long a and Long i (VCe)  <u>P.A.</u>: Heggerty  <u>W.W.</u>: Unit 5</p>	<p><b>3/25</b>  ★MID UNIT ASSESSMENT★  <u>Books</u>: Welcome Home Bear/Black Bears  <u>HFW</u>: about, out, many  <u>Phonics</u>: Long a and Long i (VCe)  <u>P.A.</u>: Heggerty  <u>W.W.</u>: Unit 5</p>
<p><b>3/28</b>  <u>Books</u>: Red Knit Cap Girl to the Rescue/Polar Animals  <u>HFW</u>: then, them, these  <u>Phonics</u>: Long o and Long u (VCe)  <u>P.A.</u>: Heggerty  <u>W.W.</u>: Unit 5</p>	<p><b>3/29</b>  <u>Books</u>: Red Knit Cap Girl to the Rescue/Polar Animals  <u>HFW</u>: then, them, these  <u>Phonics</u>: Long o and Long u (VCe)  <u>P.A.</u>: Heggerty  <u>W.W.</u>: Unit 5</p>	<p><b>3/30</b>  <u>Books</u>: Red Knit Cap Girl to the Rescue/Polar Animals  <u>HFW</u>: then, them, these  <u>Phonics</u>: Long o and Long u (VCe)  <u>P.A.</u>: Heggerty  <u>W.W.</u>: Unit 5</p>	<p><b>3/31</b>  <u>Books</u>: Red Knit Cap Girl to the Rescue/Polar Animals  <u>HFW</u>: then, them, these  <u>Phonics</u>: Long o and Long u (VCe)  <u>P.A.</u>: Heggerty  <u>W.W.</u>: Unit 5</p>	<p><b>4/1</b>  <u>Books</u>: Red Knit Cap Girl to the Rescue/Polar Animals  <u>HFW</u>: then, them, these  <u>Phonics</u>: Long o and Long u (VCe)  <u>P.A.</u>: Heggerty  <u>W.W.</u>: Unit 5</p>
<p><b>4/4</b>  <u>Books</u>: Teacher Choice  <u>HFW</u>: some, would, could  <u>Phonics</u>: Long e (ee)  <u>P.A.</u>: Heggerty  <u>W.W.</u>: Unit 5</p>	<p><b>4/5</b>  <u>Books</u>: Teacher Choice  <u>HFW</u>: some, would, could  <u>Phonics</u>: Long e (ee)  <u>P.A.</u>: Heggerty  <u>W.W.</u>: Unit 5</p>	<p><b>4/6</b>  <u>Books</u>: Teacher Choice  <u>HFW</u>: some, would, could  <u>Phonics</u>: Long e (ee)  <u>P.A.</u>: Heggerty  <u>W.W.</u>: Unit 5</p>	<p><b>4/7</b>  <u>Books</u>: Teacher Choice  <u>HFW</u>: some, would, could  <u>Phonics</u>: Long e (ee)  <u>P.A.</u>: Heggerty  <u>W.W.</u>: Unit 5</p>	<p><b>4/8</b>  <u>Books</u>: Teacher Choice  <u>HFW</u>: some, would, could  <u>Phonics</u>: Long e (ee)  <u>P.A.</u>: Heggerty  <u>W.W.</u>: Unit 5</p>
<p><b>4/11</b>  <u>Books</u>: Hey Little Ant/Ants  <u>HFW</u>: make, him, into  <u>Phonics</u>: Review Blends and Long Vowels  <u>P.A.</u>: Heggerty  <u>W.W.</u>: Unit 5</p>	<p><b>4/12</b>  <u>Books</u>: Hey Little Ant/Ants  <u>HFW</u>: make, him, into  <u>Phonics</u>: Review Blends and Long Vowels  <u>P.A.</u>: Heggerty  <u>W.W.</u>: Unit 5</p>	<p><b>4/13</b>  <u>Books</u>: Hey Little Ant/Ants  <u>HFW</u>: make, him, into  <u>Phonics</u>: Review Blends and Long Vowels  <u>P.A.</u>: Heggerty  <u>W.W.</u>: Unit 5</p>	<p><b>4/14</b>  ★UNIT ASSESSMENT★  <u>Books</u>: Hey Little Ant/Ants  <u>HFW</u>: make, him, into  <u>Phonics</u>: Review Blends and Long Vowels  <u>P.A.</u>: Heggerty  <u>W.W.</u>: Unit 5</p>	<p><b>4/15</b>  <i>Holiday</i></p>