

Module [3] Change is All Around Us	Grade level: Kindergarten (Strike-outs represent a part of the standard that will be covered in a later module.)
Subject Area: Literacy	Time Frame: 6 Weeks
Designed By: Kindergarten Instructional Team	Beginning Date:
School: Morrilton Primary School	Ending Date:
Stage 1 – Desired Results	
Standards: (Standards shaded represent the focus standards for the module.)	
<p>RLK9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories</p> <p>RFK1b Recognize that spoken words are represented in written language by specific sequences of letters</p> <p>RFK1c Understand that words are separated by spaces in print</p> <p>RFK2c Blend and segment onsets and rimes of single syllable spoken words</p> <p>RFK2d Isolate and pronounce the initial, medial vowel, and final sounds in 3-phoneme (CVC) words</p> <p>RFK3 Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>RFK3a Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant</p> <p>WK1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book</p> <p>WK5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed</p> <p>LK1f Produce and expand complete sentences in shared language activities</p> <p>LK4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content</p> <p>LK4a Identify new meanings for familiar words and apply them accurately</p> <p>LK4b Use the most frequently occurring inflections and affixes (-s) as a clue to the meaning of an unknown word</p> <p>LK5d Distinguish shades of meaning among verbs describing the same general action by acting out the meanings</p> <p>LK6 Use words and phrases acquired through conversations, reading, and being read to, and responding to text</p>	

Goal(s):

Compare and contrast characters
Understand that spoken words can be written down
Spaces are used to separate words
Blend and segment onsets and rimes
Identify the beginning sound in a CVC word
Use phonics to decode words
Identify basic letter sounds
Compose writings that express opinion
Participate in peer evaluations to improve writing
Improve oral language
Identify different meanings for the same word
Use affixes (prefix, suffix) to help understand words
Understand intensities of verbs (example: whisper, speak, shout)
Use "book language" in oral expression

Essential Question(s):

Can you compare/contrast characters from stories?
Do you understand that spoken words can be written down?
Can you use spaces to separate words?
Can you blend/segment these words using onset/rime?
What is the beginning sound of this word?
Can you read this word?
What sound does this letter make?
Can you write an opinion about a given topic?
Can you ask your friends to help you improve your writing?
Can you use amazing words to improve your oral language?
Can you describe a different meaning for this word?
Explain how affixes help you understand the meaning of a word?
Can you give another example (s) for a word that means more/less of the same?
Can you recall or use some words from the story to tell about that?

Students will know...	Students will be able to...
<ul style="list-style-type: none"> • Comparison of characters • Writing (spoken messages) • Word Spacing • Blending Words (onset/rime) • Segmenting Words (onset/rime) • Beginning Sound Identification • Word Decoding • Reading • Letter sounds 	<ul style="list-style-type: none"> • compare/contrast characters in a story • write a spoken message • place spaces between words • blend/segment words in onset/rime • identify beginning sounds • decode words • read words • make letter sounds
Stage 2 – Acceptable Evidence	
Performance Tasks:	Other Evidence:
<ul style="list-style-type: none"> • Use Venn diagrams to compare/contrast characters • Write sentences/words from dictation • Practice placing spaces between words in writing • Blend/segment words independently and whole group • Identify beginning sounds • Practice decode words • Read in readers – guided reading groups • Sound out letters independently and whole group • Interactive Smartboard lessons 	<ul style="list-style-type: none"> • writing journals • formative assessments • running records • DIBELS (monitoring) • centers • teacher observations

Stage 3: Part 1 – Weekly Learning Plan

Week	Activities/Lessons	Assessments	Materials	CCSS
13	<ul style="list-style-type: none"> • Benchmark Phonics Lesson 40-42 <ul style="list-style-type: none"> ○ Phonological Awareness <ul style="list-style-type: none"> ▪ Segmenting Initial Sounds, Segmenting Words into Syllables, Producing Rhyme & Blending Syllables ○ Phonics <ul style="list-style-type: none"> ▪ R r Ss ▪ Multi-Sensory (whiteboards and sentence strips) ○ Decodable Readers • Reading Street Unit 3 Week 1 <ul style="list-style-type: none"> ○ Vocabulary Words ○ Handwriting ○ High Frequency Words ○ Decodable Stories ○ Comprehension Skill ○ Writing/Conventions ○ Listening & Speaking 	Week 13 Formative Assessment	<ul style="list-style-type: none"> • BMP (red) Lessons 40-43 • Picture cards • Magnetic letters • RS Unit 3 Teacher Edition • Whiteboards and Expos • Sentence Strips 	<ul style="list-style-type: none"> • RFK1b • RFK1c • RFK2c • RFK2d • RFK3 • RFK3a • RLK9 • LK1f • LK4b • LK5d • LK6 • WK1 • WK5
14	<ul style="list-style-type: none"> • Benchmark Phonics Lesson 43-45 <ul style="list-style-type: none"> ○ Phonological Awareness <ul style="list-style-type: none"> ▪ Blending Syllables, Segmenting Words into Syllables, Sound Discrimination & Segmenting Initial Sounds ○ Phonics 	Week 14 Formative Assessment	<ul style="list-style-type: none"> • BMP (red) Lessons 43-45 • Picture cards • Magnetic letters • RS Unit 3 Teacher Edition • Sand and/or Salt Trays 	<ul style="list-style-type: none"> • RFK1b • RFK1c • RFK2c • RFK2d • RFK3 • RFK3a • RLK9 • LK1f

Week 14 – Conti.	<ul style="list-style-type: none"> ▪ T t Uu ▪ Multi-Sensory (sand and/or salt) ○ Decodable Readers • Reading Street Unit 3 Week 2 <ul style="list-style-type: none"> ○ Vocabulary Words ○ Handwriting ○ High Frequency Words ○ Decodable Stories ○ Comprehension Skill ○ Writing/Conventions ○ Listening & Speaking 			<ul style="list-style-type: none"> • LK4b • LK5d • LK6 • WK1 • WK5
15	<ul style="list-style-type: none"> • Benchmark Phonics Lesson 46-48 <ul style="list-style-type: none"> ○ Phonological Awareness <ul style="list-style-type: none"> ▪ Producing Rhyme, Segmenting Initial Sounds & Blending Syllables ○ Phonics <ul style="list-style-type: none"> ▪ Vv Ww Xx ▪ Multi-Sensory (sand and/or salt) ○ Decodable Readers • Reading Street Unit 3 Week 3 <ul style="list-style-type: none"> ○ Vocabulary Words ○ Handwriting ○ High Frequency Words ○ Decodable Stories ○ Comprehension Skill ○ Writing/Conventions ○ Listening & Speaking ○ 	Week 15 Formative Assessment	<ul style="list-style-type: none"> • BMP (red) Lessons 46-48 • Picture cards • Magnetic letters • RS Unit 3 Teacher Edition • Sand and/or Salt Trays 	<ul style="list-style-type: none"> • RFK1b • RFK1c • RFK2c • RFK2d • RFK3 • RFK3a • RLK9 • LK1f • LK4b • LK5d • LK6 • WK1 • WK5

16	<ul style="list-style-type: none"> • Benchmark Phonics Lesson 49-50 <ul style="list-style-type: none"> ○ Phonological Awareness <ul style="list-style-type: none"> ▪ Blending Syllables, Segmenting Initial Sounds & Segmenting Words by Syllables ○ Phonics <ul style="list-style-type: none"> ▪ Yy Zz ▪ Multi-Sensory (sand and/or salt) ○ Decodable Readers • Reading Street Unit 3 Week 4 <ul style="list-style-type: none"> ○ Vocabulary Words ○ Handwriting ○ High Frequency Words ○ Decodable Stories ○ Comprehension Skill ○ Writing/Conventions ○ Listening & Speaking 	Week 16 Formative Assessment	<ul style="list-style-type: none"> • BMP (red) Lessons 49-50 • Picture cards • Magnetic letters • RS Unit 3 Teacher Edition • Sand and/or Salt Trays 	<ul style="list-style-type: none"> • RFK1b • RFK1c • RFK2c • RFK2d • RFK3 • RFK3a • RLK9 • LK1f • LK4b • LK5d • LK6 • WK1 • WK5
17	<ul style="list-style-type: none"> ○ BMP Unit 1 (MmAa) • Benchmark Phonics Unit 1 <ul style="list-style-type: none"> ○ Phonological Awareness <ul style="list-style-type: none"> ▪ Listening for Rhyme ○ Phonemic Awareness <ul style="list-style-type: none"> ▪ Initial /m/ ▪ Medial /a/ ▪ Multi-Sensory ▪ Green words (am) Pound/Tap ○ Phonics <ul style="list-style-type: none"> ▪ Mm Aa ▪ Multi Sensory 	<ul style="list-style-type: none"> ○ Week 17 Formative Assessment ○ BMP Unit 1 Assessment 	<ul style="list-style-type: none"> • BMP (purple) Unit 1 • RS Unit 3 Teacher Edition • Orton Gillingham – (Left/right) 	<ul style="list-style-type: none"> • RFK1b • RFK1c • RFK2c • RFK2d • RFK3 • RFK3a • RLK9 • LK1f • LK4b • LK5d • LK6 • WK1 • WK5

17 – Conti.	<ul style="list-style-type: none"> ▪ 3-Part Drill (no board yet) ○ Decodable Readers • Reading Street Unit 3 Week 5 <ul style="list-style-type: none"> ○ Vocabulary Words ○ Handwriting ○ High Frequency Words ○ Decodable Stories ○ Comprehension Skill ○ Writing/Conventions ○ Listening & Speaking 			
18	<ul style="list-style-type: none"> • Benchmark Phonics Unit 1 <ul style="list-style-type: none"> ○ Phonological Awareness <ul style="list-style-type: none"> ▪ Listening for Rhyme ○ Phonemic Awareness <ul style="list-style-type: none"> ▪ Initial /m/ ▪ Medial /a/ ▪ Multi-Sensory ▪ Green Words (am) ○ Phonics <ul style="list-style-type: none"> ▪ Mm Aa ▪ Multi-Sensory (3-Part Drill) ○ Decodable Readers • Reading Street Unit 3 Week 6 <ul style="list-style-type: none"> ○ Vocabulary Words ○ Handwriting ○ High Frequency Words ○ Decodable Stories ○ Comprehension Skill ○ Writing/Conventions ○ Listening & Speaking 	<ul style="list-style-type: none"> • Week 18 Formative Assessment • BMP Unit 1 Assessment 	<ul style="list-style-type: none"> • BMP (purple) Unit 1 • RS Unit 3 Teacher Edition • Orton Gillingham • Hands (left/right) 	<ul style="list-style-type: none"> • RFK1b • RFK1c • RFK2c • RFK2d • RFK3 • RFK3a • RLK9 • LK1f • LK4b • LK5d • LK6 • WK1 • WK5

Stage 3: Part 2 – Pacing Resources& Materials

Vocabulary Definitions:

weight healthy curious measure bamboo explore duckling paddle proud pond plunged brave
celebration barn arch sprinted blacksmith soldier goose caterpillar reflection gosling butterfly
cocoon gears webcam phonograph headphone newspaper handwritten judge nibbling trembling
beast snarled entangled

Web Links

- PebbleGo
- Pearson eText
- YouTube, YT Kids
- Storybots
- BrainPOP Jr