

## Kindergarten ELA (Wit & Wisdom) Overview

Quarter 1- Module 1 (The Five Senses)	
<p><b>Module Length:</b> 31 lessons</p> <p><b>Essential Question:</b> How do our senses help us?</p> <p><b>Core Texts:</b> <i>My Five Senses</i>, Aliko <i>My Five Senses</i>, Margaret Miller <i>Rap a Tap Tap</i>, Leo and Diane Dillon <i>Chicka Chicka Boom Boom</i>, Bill Martin Jr. <i>Last Stop on Market Street</i>, Matt de la Pena</p> <p><b>Paintings:</b> <i>Flower Day</i>, Diego Rivera <i>Le Gourmet</i>, Pablo Picasso</p> <p><b>Focusing Question Tasks:</b></p> <ol style="list-style-type: none"><li>1. As a group, write a book that identifies the five senses. Match each sense with its corresponding sensory organ and describe a related sensory experience.</li><li>2. As a group, write a book that identifies how the boy from Aliko's <i>My Five Senses</i> uses his senses in the story.</li><li>3. In pairs, write a book that identifies how a character uses his senses of sight and hearing to learn about the world. Add details from the text to provide more information.</li><li>4. In pairs, write a book that describes how the senses of sight and hearing help readers to learn from the text <i>Chicka Chicka Boom Boom</i>. Label drawings with initial letter sounds.</li><li>5. Individually, write a book that describes how the senses of sight and hearing were used to learn from the text <i>Rap a Tap Tap</i>. Label drawings with initial letter sounds.</li></ol> <p><b>New-Read Assessments:</b></p> <ol style="list-style-type: none"><li>1. Identify the front cover, back cover, and title page of a book by placing the correct color of sticky note on each part of the book, as prompted by the teacher.</li><li>2. Verbally identify the author and illustrator of <i>Last Stop on Market Street</i>. Then point to the part of the book that was created by the author and the part that was created by the illustrator.</li></ol>	<p><b>Learning Goals:</b></p> <ul style="list-style-type: none"><li>● Answer questions about key details using details from the text's words and illustrations.</li><li>● Ask and answer questions about unknown words in the text.</li><li>● Identify the front cover, back cover, and cover page and the information contained on each.</li><li>● Differentiate between the words and illustrations in a text, including describing the role the author and illustrator play in the development of these text features.</li><li>● Use a combination of drawing, dictating, and writing to respond to a prompt to supply information about a topic.</li><li>● Collect evidence from the texts and use it to support responses to a prompt.</li><li>● Produce and expand sentences using details from the text.</li><li>● Follow agreed-upon rules of discussion, such as one voice speaks at a time and listen attentively to the speaker.</li><li>● Engage in conversations with peers about the text, using text evidence to support a response.</li><li>● Ask questions about key details in texts using the question words <i>who what, where, when, why, and how</i>.</li><li>● Write the letters that represent most phonemes and apply them to their own writing and drawing.</li><li>● Expand their understanding of word meanings through discussion and real-life connections.</li><li>● Use words acquired through reading and apply them to conversations about the text.</li></ul>

3. Ask and answer questions about the key events, details, and words in *Rap a Tap Tap*.

**Socratic Seminars:**

1. Discuss how CJ uses his senses in *Last Stop on Market Street* and reflect on what the text reveals about the senses.
2. Analyze how people and characters in both versions of *My Fives Senses* use their senses to learn about the world.

**End-of-Module Task:**

Write an informative/explanatory book describing how the five senses help both you and a character from a text learn. (Using sentence frames, cutting, pasting, and drawing to organize a response; include evidence from the text and label with initial letter sounds)

**Quarter 2- Module 2 (Once Upon a Farm)**

**Module Length:** 32 Lessons

**Essential Question:** What makes a good story?

**Core Texts:**

- Farm Animals*, Wade Cooper
- The Year at Maple Hill Farm*, Alice and Martin Provensen
- The Little Red Hen*, Jerry Pinkney
- The Three Billy Goats Gruff*, Paul Galdone
- Three Little Pigs*, Raina Moore

**Paintings:**

- American Gothic*, Grant Wood
- The Cornell Farm*, Edward Hicks

**Focusing Question Tasks:**

1. Write a one-page informative fact card about one animal that lives on the farm from *Farm Animals*. Create a podcast detailing the facts about your chosen animal and answering one question about that animal.
2. Write an informative/explanatory sentence about what happens on the farm during one season in *The Year at Maple Hill Farm*.
3. Write two informative/explanatory sentences describing one character from *Three Little Pigs*. Write one sentence describing a character's trait

**Learning Goals:**

- Identify the differences among the seasons and how they affect life on the farm.
- Describe key details about different farm animals, including how they help humans.
- Retell classic folktales featuring farm animal characters, using various story elements as a guide.
- Understand the elements that make up a narrative and how these elements work together to create a cohesive story.
- Retell familiar stories, describing major events in the order that they occur.
- Describe stories' characters, setting, and major events, including problem, responses to the problem, and resolution.
- Compare and contrast the experiences of characters in familiar stories.
- Use a combination of drawing, dictating, and writing to respond to a prompt and supply information about a topic.
- Use a combination of drawing, dictating, and writing to narrate several linked events in the order in which they occurred.
- Use digital recording to produce and publish writing, including in collaboration with peers.
- Collect evidence from the texts and use it to support responses to a prompt.

and one sentence about how the character demonstrates that trait.

4. Write a sentence about a new problem in *The Little Red Hen*. Describe the new problem, response to the problem, and new resolution.

5. Write two sequential responses to the problem to complete a fictional narrative written by the class.

**New-Read Assessments:**

1. After listening to a read-aloud of *The Little Red Hen*, identify the characters and setting in the story by circling images on a handout.
2. After listening to a read-aloud of *The Three Billy Goats Gruff*, identify the characters, setting, problem, and resolution in the story. Use these elements to retell the story and compare and contrast the actions of the troll in *The Three Billy Goats Gruff* to the wolf in *Three Little Pigs*.

**Socratic Seminars:**

1. Compare and contrast the actions and characters of the Little Red Hen in *The Little Red Hen* to the Smart Pig in *Three Little Pigs*.
2. Analyze the different story elements in *Three Little Pigs*, and *The Three Billy Goats Gruff* to discuss what element in each story makes these texts a good story.

**End-of-Module Task:**

Write an original narrative set on Maple Hill Farm featuring one farm animal you have learned about in this module.

- Speak clearly and audibly with a strong voice.
- Demonstrate active listening by engaging in conversations and reacting to the responses of peers.
- Produce and expand sentences using frequently occurring nouns and verbs as well as prepositions.
- Write the letters that represent most phonemes and apply them to their own writing and drawing.
- Expand understanding of word meanings through discussion, real-life connections, and sorting common objects into categories.

**Quarter 3- Module 3 (America, Then and Now)**

**Module Length:** 30 Lessons

**Essential Question:** How has life in America changed over time?

**Core Texts:**

*Communication Then and Now*, Robin Nelson  
*Home Then and Now*, Robin Nelson  
*Now & Ben: The Modern Inventions of Benjamin Franklin*, Gene Barretta  
*School Then and Now*, Robin Nelson

**Learning Goals:**

- Identify the main topic of the text and retell the key details that support that main topic.
- Understand and describe the connection between two pieces of information in a text.
- Identify the author and illustrator in a text and describe their roles in communicating information in a text.

*Transportation Then and Now*, Robin Nelson  
*When I Was Young in the Mountains*, Cynthia Rylant  
*The Little House*, Virginia Lee Burton

**Paintings:**

“Betsy Ross and the American Flag: Flag Picture Gallery,” Independence Hall Association  
*Old Hand Water Pump*, Judson McCranie  
“Then & Now: The Stunning Speed of Urban Development,” S.A. Rogers

**Focusing Question Tasks:**

1. Write two sentences to compare Cynthia Rylant’s childhood experiences from *When I Was Young in the Mountains* with your own experiences.
2. Write an informative paragraph describing how school in America has changed over time, based on the text *School Then and Now*.
3. Write an informative paragraph describing changes the Little House character sees in her neighborhood in the text *The Little House*.
4. Write an informative letter to George Washington to describe how transportation or communication has changed in America over time.
5. As a group, use information from the text *Ben & Now* to write a book that describes how Benjamin Franklin’s inventions are used in America today.

**New-Read Assessments:**

1. After listening to a read-aloud of *When I Was Young in the Mountains*, identify the author and illustrator in the text, and describe their roles in communicating ideas in the story.
2. After listening to a read-aloud of *Communication Then and Now*, identify the main topic and key details in the text.

**Socratic Seminars:**

1. Describe the changes the Little House character saw happening in her neighborhood in *The Little House* and discuss how she felt about the changes.
2. In preparation for the End-of-Module Task, use drawings to support and enhance a group conversation about module texts.

**End-of-Module Task:**

Choosing from one of the following topics- changes at home, changes at school, changes in transportation, or changes in communication- create an informative poster to explain how the

- Use a combination of drawing, dictating, and writing to respond to a prompt and supply information about a topic.
- Engage in shared research and writing projects by exploring multiple texts on the same topic.
- Collect evidence from the texts and use it to support responses to a prompt.
- Ask and answer questions in order to clarify information.
- Use drawings to provide additional detail when speaking.
- Produce and expand sentences using frequently occurring nouns and verbs, including regular plural nouns.
- Capitalize the word *I* in a sentence.
- Spell words phonetically, drawing on sound-letter relationships.

topic has changed in America over time. Present your poster to the class, using drawings to provide additional detail.

## Quarter 4- Module 4 (The Continents)

**Module Length:** 36 lessons

**Essential Question:** What makes the world fascinating?

**Texts:**

*Africa*, Rebecca Hirsch  
*Antarctica*, Rebecca Hirsch  
*Asia*, Rebecca Hirsch  
*Australia*, Rebecca Hirsch  
*Europe*, Rebecca Hirsch  
*Introducing North America*, Chris Oxlade  
*South America*, Rebecca Hirsch  
*World Atlas*, Nick Crane  
*Moon Rope*, Lois Ehlert  
*The Story of Ferdinand*, Munro Leaf  
*Why Mosquitos Buzz in People's Ears: A West African Tale*, Verna Aardema

**Painting:**

*Carta Marina*, Olaus Magnus

**Photographs:**

*Earth from Space*, Stockli  
"Grand Canyon Scenic Splendor," *National Park Service*  
"Patterns of Chinchero," *Descendants of the Incas*

**Focusing Question Tasks:**

1. Write an opinion statement about which continent, Asia or Europe, has the most interesting things to do.
2. Write an opinion paragraph about which continent, Africa or Antarctica, has the most interesting natural features.
3. Part 1: Write a sentence about what moment in the story the illustration on pages 17-18 depicts.  
Part 2: Write an opinion paragraph about a favorite character in *Why Mosquitoes Buzz in People's Ears*.

**Learning Goals:**

- Ask and answer questions about unknown words in a text.
- Recognize and sort common types of text.
- Describe the relationship between the words and illustrations in a text.
- Identify the reasons an author gives to support a point in the text.
- Identify similarities and differences between two texts on the same topic.
- Use a combination of drawing, dictating, and writing to name a topic and state an opinion about the topic.
- Respond to questions and suggestions from a peer and add detail based on feedback.
- Collect evidence from the texts and use it to support responses to a prompt.
- Confirm understanding of a text read aloud or information presented orally by giving an example of something heard or understood.
- Describe familiar people, places, things, and events to provide additional detail.
- Produce and expand complete sentences beginning each sentence with a capital letter.
- Recognize and name end punctuation.
- Identify new meanings of familiar words and use them accurately.
- Use the most frequently occurring inflections and affixes to determine the meaning of an unknown word.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.
- Distinguish between shades of meaning of verbs describing the same general action by acting out their meanings.

Part 3: In small groups, distinguish shades of meaning among the verbs *tiptoe*, *walk*, *lumber*, and *scurry* by acting them out.

4. Part 1: Use understanding of the words and pictures in *South America* to respond to questions about the text.

Part 2: Write an opinion paragraph about which continent, South America or Australia, has the most interesting animals.

5. Part 1: Write an opinion paragraph in the form of a letter to convince someone to visit North America.

Part 2: Identify the different forms of end punctuation by circling examples from the text.

**New-Read Assessments:**

1. After listening to a read-aloud of “5 Reasons Why Animal Moms Are Awesome,” identify two reasons the author gives to support the point, “African Elephant moms are awesome!”

2. After listening to a read-aloud of *Moon Rope*, use knowledge of word relationships and the illustrations to define key vocabulary.

3. Use the map on pages 38-39 of *World Atlas* to compare and contrast information that appears on the map of North America with information collected from *Introducing North America*.

**Socratic Seminars:**

1. Describe which natural feature in Antarctica you would most like to explore and give an example from the text to support your opinion.

2. After sharing the EOM Task, describe how the continent you chose is similar to and different from North America.

**End-of-Module Task:**

Part 1: Use knowledge of various text types to sort each module text into one of the following categories: informational text or storybook.

Part 2: Choosing from one of the following continents- Asia, Africa, Antarctica, Europe, Australia, and South America- create a travel brochure to explain why someone should visit that continent.