



Park Hill School District

Building Successful Futures • Each Student • Every Day

Summer School Kindergarten Reading-English Language Arts Curriculum

Timeframe	Unit	Instructional Topics
24 Days	Kindergarten Reading-English Language Arts	Topic 1: Developing Foundational Reading Skills

Summer School: Kindergarten Reading-English Language Arts

Subject: Reading-English Language Arts

Grade: Kindergarten

Name of Unit: We Are Readers

Length of Unit: 24 Days

Overview of Unit: In this unit, students will participate in varied activities to develop their foundational reading skills. Students will participate in a reading of a shared text to learn and develop skills for beginning reading. Students will take part in read alouds and learn how to talk about books as readers. They will practice retelling stories using the characters, setting, and major events. Students will spend time independently reading and looking at books each day to develop their reading stamina.

Priority Standards for unit:

- K.R.1.A.a With assistance, develop and demonstrate reading skills in response to read-alouds by predicting what might happen next in a text based on the cover, title, and illustrations
- K.R.1.A.b With assistance, develop and demonstrate reading skills in response to read-alouds by asking and responding to questions about texts read aloud
- K.R.2.A.a With assistance, read, infer, and draw conclusions to identify elements of a story, including setting, character, and key events
- K.R.2.A.b With assistance, read, infer, and draw conclusions to retell a main event from a stories read aloud and familiar stories
- K.R.1.A.c With assistance, develop and demonstrate reading skills in response to read-alouds by retelling main ideas or important facts from a read aloud or familiar story
- K.R.1.D.a Read independently for sustained periods of time by engaging with text as developmentally appropriate
- K.RF.4.A Read, with support, appropriate texts with purpose and understanding.
- K.RF.1.A.c Develop print awareness in the reading process by demonstrating books are read left to right, top to bottom
- K.RF.1.A.d Develop print awareness in the reading process by demonstrating that written words are made up of different letters
- K.RF.1.A.e Develop print awareness in the reading process by knowing that a sentence is comprised of a group of words separated by spaces
- K.RF.1.A.f Develop print awareness in the reading process by demonstrating one-to-one correspondence between spoken words and written words

Supporting Standards for unit:

- K.SL.1.A.a Develop and apply effective listening skills and strategies in formal and informal settings by following classroom listening rules

- K.SL.2.A.a Develop and apply effective listening skills and strategies in formal and informal settings by demonstrating active listening, according to classroom expectations
- K.SL.3.A.c Speak clearly using conventions of language when presenting individually or with a group by confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Blooms Taxonomy Levels	Webb's DOK
What might happen next	predict	understand	1
Questions about texts read aloud	ask and respond	understand	2
Elements of a story: setting, characters, key events	identify	understand	1
Main event from a story read aloud	retell	understand	1
For sustained periods of time	read	apply	1
With purpose and understanding	read	apply	1
Left to right, top to bottom	read	apply	1
Written words are made up of different letters	demonstrate	apply	1
Sentence is comprised of a group of words separated by spaces	know	remember	1
One-to-one correspondence between spoken words and written words	demonstrate	apply	1

Essential Questions:

1. How do I use a book?
2. How can I participate in a conversation?
3. Why do I ask questions while listening to a read aloud or an oral presentation?
4. What are the important parts of a story?

Enduring Understanding/Big Ideas:

1. Knowing how a book words helps the reader to understand the story or ideas.
2. In a conversation, listening is as important as speaking.
3. Asking questions helps the listener clarify meaning and understand the key details of an oral presentation.
4. Knowing the important parts of a book (character, setting, events) of a story helps a reader understand the text.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
name identify produce participate follow predict	sentence word character setting event text

Topic 1: Developing Foundational Reading Skills

Engaging Experience 1

Title: Shared Reading

Suggested Length of Time: 24 days, 10 minutes a day

Standards Addressed:

Priority:

- K.RF.1.A.c Develop print awareness in the reading process by demonstrating books are read left to right, top to bottom
- K.RF.1.A.d Develop print awareness in the reading process by demonstrating that written words are made up of different letters
- K.RF.1.A.e Develop print awareness in the reading process by knowing that a sentence is comprised of a group of words separated by spaces
- K.RF.1.A.f Develop print awareness in the reading process by demonstrating one-to-one correspondence between spoken words and written words

Supporting:

- K.SL.1.A.a Develop and apply effective listening skills and strategies in formal and informal settings by following classroom listening rules
- K.SL.2.A.a Develop and apply effective listening skills and strategies in formal and informal settings by demonstrating active listening, according to classroom expectations
- K.SL.3.A.c Speak clearly using conventions of language when presenting individually or with a group by confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media

Detailed Description/Instructions: During this engaging experience, students will take place in daily shared reading activities using different fictional and informational texts (big books and Reading A-Z). Students will work on print concepts, decoding, reading with fluency, vocabulary, and retelling a story. Students will apply these skills to their familiar texts and grade appropriate texts during independent reading time.

Bloom's Level: Understand, Apply

Webb's DOK: 1, 2

Engaging Experience 2

Title: Read Aloud

Suggested Length of Time: 24 days, 10 minutes a day

Standards Addressed:

Priority:

- K.R.1.A.a With assistance, develop and demonstrate reading skills in response to read-alouds by predicting what might happen next in a text based on the cover, title, and illustrations

- K.R.1.A.b With assistance, develop and demonstrate reading skills in response to read-alouds by asking and responding to questions about texts read aloud
- K.R.2.A.a With assistance, read, infer, and draw conclusions to identify elements of a story, including setting, character, and key events
- K.R.2.A.b With assistance, read, infer, and draw conclusions to retell a main event from a stories read aloud and familiar stories
- K.R.1.A.c With assistance, develop and demonstrate reading skills in response to read-alouds by retelling main ideas or important facts from a read aloud or familiar story

Supporting:

- K.SL.1.A.a Develop and apply effective listening skills and strategies in formal and informal settings by following classroom listening rules
- K.SL.2.A.a Develop and apply effective listening skills and strategies in formal and informal settings by demonstrating active listening, according to classroom expectations
- K.SL.3.A.c Speak clearly using conventions of language when presenting individually or with a group by confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media

Detailed Description/Instructions: During this engaging experience, students will participate in daily teacher read alouds to promotes language development and early literacy skills. Read alouds will be used to motivate students to read on their own, develop background knowledge, improve reading comprehension, boost vocabulary, promote critical thinking skills, develop oral language and listening skills through class discussions and create a sense of community in the classroom

Bloom’s Level: Understand, Apply

Webb’s DOK: 1, 2

Engaging Experience 3

Title: Independent Reading, 10 minutes a day

Suggested Length of Time: 24 days

Standards Addressed:

Priority:

- K.R.1.D.a Read independently for sustained periods of time by engaging with text as developmentally appropriate
- K.RF.4.A Read, with support, appropriate texts with purpose and understanding.

Supporting:

- K.RF.1.A.c Develop print awareness in the reading process by demonstrating books are read left to right, top to bottom

Detailed Description/Instructions: Students will spend time each day enjoying looking at and reading books independently. Students will apply what they learned in read aloud and shared reading to read independently for 10 minutes each day.

Bloom's Level: Understand, Apply

Webb's DOK: 1, 2

Engaging Experience 4

Title: Learning Centers, 30 minutes a day

Suggested Length of Time: 24 days

Standards Addressed:

Priority:

- Learning centers will support the application and practice of all priority standards taught during read aloud, shared reading, independent reading time, letter work, interactive writing, and independent writing.

Supporting:

- Learning centers will support the application and practice of all supporting standards taught during read aloud, shared reading, independent reading time, letter work, interactive writing, and independent writing.

Detailed Description/Instructions: During this engaging experience, students will apply the skills they have acquired through Letter Work, Read Aloud, Shared Reading, and Interactive Writing to their independent work during learning centers. Students will take part in a variety of different centers including: ABC, Computer, Book Bags, Writing, etc. During these centers, students will work on letter names, sounds, independent writing, and independent reading. Other centers include Art, Legos, and Games to promote social skills and cooperative learning.

Bloom's Level: Understand, Apply

Webb's DOK: 1, 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Description: The students will create an EyeJot, with teacher help, to demonstrate what they have learned about beginning reading. The EyeJot can be shared with the Principal and/or parents via email.

Rubric for Engaging Scenario:

Student Participation		
Speaks Clearly		
Correctly Identifies Letter Name and Sound		

All Resources needed for Unit:

- Scissors
- Glue
- Supply box
- Gallon Size Baggies (1 per student)
- Access to Reading A-Z resource to project on the Smart Board
- Classroom Leveled Readers
- Shared Reading texts
 - Big Book - *Miss Bindergarten Gets Ready for Kindergarten* By: Joseph Slate & Ashley Wolfe
 - Big Book - *Brown Bear, Brown Bear* By: Bill Martin Jr. & Eric Carle
 - Big Book - *Chicka Chicka Boom Boom* By: Bill Martin Jr.
 - Big Book - *Goodnight Moon* By: Margaret Wise Brown
 - Big Book - *The Very Hungry Caterpillar* By: Eric Carle
- Companion texts
 - *David Goes to School* By: David Shannon
 - *Caterpillar to Butterfly* By: Laura Marsh
 - *The Moon Book* By: Gail Gibbons
 - *The Mixed Up Alphabet* By: Steve Metzger

- *Growl: A Book About Bears* By: Mel Berger
- Poems (reproducibles)
- Construction Paper
 - Brown (9X12)
 - Black (9X12)
 - White (9X12)
 - Green (9X12)
 - Red (9X12)
 - Blue (9X12)
 - Yellow (9X12)
 - White (12X18)
 - Green (12X18)
- 1 Large Pocket Chart
- 2 package of white sentence strips
- Brown lunch sacks (1 per student)
- 1 small package of popcorn seeds (1 per building)
- 1 package of small shell pasta (1 per building)
- 1 package of rotini pasta (1 per building)
- 1 package of bowtie pasta (1 per building)
- 1 package of foam letters (1 per classroom)
- 1 package of googly eyes (large-100 count)

- Learning Mats Alphabet (1 per classroom--The Supply Closet Item# SC-530192)
- Hot Dot Jr. Alphabet Flash Cards (1 per classroom--The Supply Closet Item# EI-2351)
- Candyland (game)
- Hi - O Cherry- O (game)
- Legos