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| **Objectives**  **K**  **A Colorful Time With Rhythm & Rhyme**  Unit 1:  **==** | **Key Vocabulary** | **Additional Required Components**  **Essential Question:**   1. How are the beginning, the middle, and the end of a story different from each other? 2. How does classification help me understand the world around me? | **Required Assessments** | **Resources** |
| 1. Recognize the difference between a storybook and poem. 2. Understand that poetry is written by poets and often rhymes. 3. Identify the author and illustrator of a book. 4. Understand the basic organization and features of print. 5. Use a combination of drawing, dictating, and writing to share an opinion. 6. Listen to others and take turns speaking about literature. 7. Expand vocabulary by sorting objects and using adjectives to describe those objects. | **Artist**  **Author**  **Description**  **Illustration**  **Illustrator**  **Informational Book**  **Line**  **Nursery Rhyme**  **Opinion**  **Poem**  **Poet**  **Poetry**  **Rhyme**  **Rhythm**  **Stanza**  **Storybook**  **Verse** | **Read Aloud Procedure - Literature**  RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10, RF.K.1, SL.K.1, SL.K.1a, SL.K.1b, SL.K.2, SL.K.3, SL.K.4  **Read-Aloud Procedure-**  **Informational Texts**  RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.10, RF.K.1, SL.K.1, SL.K.1a, SL.K.1b, SL.K.2, SL.K.3, SL.K.4  **Poems & Nursery Rhymes**  RL.K.5, RL.K.10, RF.K.2a  **\_\_\_\_’s Senses Mini-Book**  RI.K.10, W.K.2  **Rhythm & Rhyme Time**  RL.K.5, RL.K.10, RF.K.1,  RF.K.2a  **Sorting & Classifying**  L.K.1, L.K.1f, L.K.5a | **Rhythm & Rhyme Time**  (RL.K.5, RL.K.10, RF.K.1, RF.K.2a)  **Kinder, Kinder, What Do You Sense?**  (RL.K.9, L.K.1, L.K.1f, L.K.6)  **Sorting, Classifying, & Describing**  (L.K.1, L.K.1f, L.K.5a)  **MLPP – Phonological Awareness**  Rhyme Choice  Rhyme Supply  (RF.K.2, RF.K.2a)  **MLPP – Letter/Sound Identification**  (RF.K.1d, RF.K.2, RF.K.3a)  **MLPP – Concepts of Print Assessment**  (RF.K.1, RF.K.1a, RF.K.1c)  **Color Identification Assessment** | **Exemplar Texts:**   * *My Five Senses* by: Aliki * *Halfway Down*  by: A.A. Milne * *Singing Time* by: Rose Fyleman   **Other Texts**   * *Red, Green, Blue: A First Book Of Colors* by: Alison Jay * *Brown Bear, Brown Bear* by: Bill Martin Jr. & Eric Carle * *If Kisses Were Colors* by: Janet Lawler & Alison Jay * *My Many Colored Days* by: Dr. Seuss * *Chicka, Chicka, Boom, Boom* by: Bill Martin Jr. & John Archambault |
| **I Can Statements** |
| 1. I can tell the difference between a storybook and poem. 2. I can explain that poems often rhyme. 3. I can point to the author and the illustrator of a story. 4. I can explain what authors and illustrators do. 5. I can show you how I read. 6. I can name and identify every letter. 7. I can tell a story. 8. I can share my opinion. 9. I can listen to others and take turns when speaking about literature. 10. I can sort objects and describe them. |