

UNIT: CHRYSANTHEMUM

<p>ANCHOR TEXT</p> <p><i>Chrysanthemum</i>, Kevin Henkes (Literary)</p> <p>RELATED TEXTS</p> <p><u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"> • “My Teacher Calls Me Sweetie Cakes,” Kenn Nesbitt (poem) • “Isn’t My Name Magical?,” James Berry (poem) • “Me I Am!,” Jack Prelutsky (poem) • <i>A Porcupine Named Fluffy</i>, Helen Lester • <i>The Name Jar</i>, Yangsook Choi • <i>Andy (That’s My Name)</i>, Tomie dePaola <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"> • <i>We’re Different, We’re the Same</i>, Bobbi Jane Kates • <i>We Are All Alike, We Are All Different</i>, Cheltenham Elementary School Kindergarteners <p>Note: Additional texts that fit with this set:</p> <ul style="list-style-type: none"> • <i>Ashok by Any Other Name</i>, Sandra Yamate • <i>My Name Is Yoon</i>, Helen Recorvits • <i>My Name Is Elizabeth!</i>, Annika Dunklee 	<p>UNIT FOCUS</p> <p>Young children are naturally interested in their names, and it is usually the first written language they recognize. Thus, using students’ names is a powerful tool for introduction of the alphabet. Students explore their names and the letters in them and consider how their names create an <i>identity</i>. Students will develop an awareness of and appreciation for what makes them <i>unique</i>. They will explore how others are similar and different through read-aloud texts and learn the value in appreciating what makes others unique.</p> <p>Text Use: Reading and writing foundational skills, language development, vocabulary and sentence structure, retelling, and comparing and contrasting ideas across texts</p> <p>Reading: 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, 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.9, RI.K.10</p> <p>Reading Foundational Skills:¹ RF.K.1a-d, RF.K.2a-d, RF.K.3a-d, RF.K.4</p> <p>Writing: W.K.1, W.K.2, W.K.3, W.K.5, W.K.6, W.K.7, W.K.8</p> <p>Speaking and Listening: SL.K.1a-b, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6</p> <p>Language: L.K.1a-f, L.K.2.a- d, L.K.4a-b, L.K.5.a-d, L.K.6</p> <p>CONTENTS</p> <p>Page 35: Text Set and Unit Focus</p> <p>Page 36: <i>Chrysanthemum</i> Unit Overview</p> <p>Pages 37-39: Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p>Page 40: ELA Instructional Framework</p> <p>Pages 41-46: Ongoing Reading Foundational Skills</p> <p>Pages 47-61: Text Sequence and Sample Whole-Class Tasks</p>
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¹ The skills addressed during whole-class instruction are in addition to what is being done during small-group instruction. Teachers must incorporate a full reading foundational skills program during small-group reading and writing time to ensure students gain the skills necessary to learn to read independently. What is taught should be based on individual student needs and should focus on a [progression of skills](#) that are formally assessed at various points throughout the year.

Chrysanthemum Unit Overview

Unit Focus

- **Topic:** Names and what makes them unique
- **Themes:** Appreciating differences
- **Text Use:** Reading and writing foundational skills, language development, vocabulary and sentence structure, retelling, and comparing and contrasting ideas across texts

Summative Unit Assessments

A [culminating writing task](#):

- Evaluate characters
- Compare and contrast traits
- Write complete sentences

A [cold-read task](#):

- Understand complex texts
- Compare and contrast sounds in words

An [extension task](#):

- Engage in shared writing and research
- Read emergent-reader texts with purpose and understanding
- Write name

Daily Tasks

Daily instruction helps students read and understand text and express that understanding.

- [Ongoing](#): Whole-class foundational skills (Possible texts: *From Anne to Zach* and *Here Are My Hands*, other classroom texts) (sample tasks)
- [Lesson 1](#): “My Teacher Calls Me Sweetie Cakes” (sample tasks)
- [Lesson 2](#): *Chrysanthemum* (sample tasks)
- [Lesson 3](#): “Isn’t My Name Magical?” and “Me I Am!” (sample tasks and extension task #1)
- [Lesson 4](#): *Chrysanthemum* (sample tasks)
- [Lesson 5](#): *We’re Different, We’re the Same*
- [Lesson 6](#): *A Porcupine Named Fluffy*
- [Lesson 7](#): *The Name Jar*
- [Lesson 8](#): *A Porcupine Named Fluffy, The Name Jar, Chrysanthemum* (sample tasks)
- [Lesson 9](#): *We Are All Alike, We Are All Different* (extension task #2 and culminating writing task)
- [Lesson 10](#): *Andy (That’s My Name)* (cold-read task)

SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK²

Have students respond to the following prompt: “Select two characters from the texts we read: one who is most like you and one who is most different from you. Draw a picture of each character. On the picture write (label) what is the same and what is different from you.” (RL.K.1, RL.K.3, RL.K.9, SL.K.5)

Then ask students to dictate or write a sentence for each picture: “Underneath each picture, identify the name of each character and the text. Write whether you and the character are alike or different.” (W.K.2, W.K.8)

Teacher Note:

- *Students are asked to name and draw two characters from the unit—one who is similar and one who is different from them. They must also identify and label the traits that make the characters similar or different, and write two complete sentences. The writing should use words from the displays. (L.K.6)*
- *Students should print many upper- and lowercase letters, use frequently occurring nouns and verbs, and spell simple words phonetically. (L.K.1a, b, f; L.K.2c, d) Students should also write complete sentences. Provide [sentence frames](#)³ for students who need help writing complete sentences (e.g., “_____ (character’s name) and I are alike or different.” and have students write the character’s name and circle either alike or different. The sentences should also be capitalized and punctuated correctly. (L.K.2a, b)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability (e.g., correctly forming letters, using correct letters for consonant and vowel sounds, capitalizing the first letter, using end punctuation, or writing a complete sentence). (W.K.5)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topic: Names and what makes them unique • Themes: Appreciating differences • Text Use: Reading and writing foundational skills, language development, vocabulary and sentence structure, retelling, and comparing and contrasting ideas across texts 	This task assesses: <ul style="list-style-type: none"> • Evaluating characters • Comparing and contrasting traits • Writing complete sentences 	Read and understand text: <ul style="list-style-type: none"> • Lesson 4 (sample tasks) • Lesson 5 • Lesson 6 (sample tasks) • Lesson 7 Express understanding of text: <ul style="list-style-type: none"> • Lesson 8 (sample tasks) • Lesson 9 (use this task)

² Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

³ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

COLD-READ TASK⁴

Read aloud⁵ *Andy (That’s My Name)* by Tomie dePaola to individual students. Ask each student to independently answer a combination of orally read multiple-choice and constructed-response questions about the text⁶. For example:

1. Ask the student: “Who are the characters in this text? Why do the other kids not want to play with Andy?” (**RL.K.1, RL.K.3, SL.K.2, SL.K.6, L.K.1d**)
2. Ask the student: “Look at the illustrations in the book. What are the big kids doing with Andy’s name?” (**RL.K.1, RL.K.7, SL.K.2, SL.K.6, L.K.1d**)
3. Ask the student: “Why is Andy important?” (**RL.K.1, SL.K.2, SL.K.6, L.K.1d**)
4. Read aloud *can, fan, man, pan, ran*, and/or *tan* from the text. Ask the student: “Pronounce the three sounds in one or more of the words.” (**Teacher Note:** As needed, select the words for students to segment.) (**RF.K.2d, SL.K.6**)
5. Ask the student: “Read *can, fan, man, pan, ran*, and *tan* from the text. What letters are different in these words? Identify the sound of the letters that are different.” (**Teacher Note:** Point to the words in the text rather than saying them aloud.) (**RF.K.3c, RF.K.3d, SL.K.6**)
6. Ask the student: “Compare *Andy* to *hand* and *handy*. What are the differences in these words?” (**Teacher Note:** Point to the words in the text rather than saying them aloud.) (**RF.K.3d, SL.K.6**)
7. Give the student an envelope with the letters of his or her full name cut out. Ask the student: “Use these letters to create at least two new words.” (**L.K.2d**)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<p>What should students learn from the texts?</p> <ul style="list-style-type: none"> • Topic: Names and what makes them unique • Themes: Appreciating differences • Text Use: Reading and writing foundational skills, language development, vocabulary and sentence structure, retelling, and comparing and contrasting ideas across texts 	<p>What shows students have learned it?</p> <p>This task focuses on:</p> <ul style="list-style-type: none"> • Understanding complex texts • Comparing and contrasting sounds in words 	<p>Which tasks help students learn it?</p> <p>Read and understand text:</p> <ul style="list-style-type: none"> • Ongoing Foundational Skills (sample tasks) • Lesson 1 (sample tasks) • Lesson 2 (sample tasks) • Lesson 3 (sample tasks) <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 4 (sample tasks) • Lesson 10 (use this task)

⁴ **Cold-Read Task:** Students read or listen to a text or texts being read aloud and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

⁵ If students are already reading, allow them to read the text. This should be based on individual student ability.

⁶ Ensure students have access to the printed text while testing.

EXTENSION TASK⁷

Create two class books, *All About Me* (Extension Task #1) and *All About Our Class* (Extension Task #2).

Extension Task #1: Have students draw a self-portrait and a picture of something they like to do. Then, below the pictures, have students write their full name (first, middle, and last) using a combination of dictating and writing. Bind the book and place the book in the classroom library for students to read. **(RF.K.4, W.K.7, W.K.8, L.K.1.a, L.K.2c, L.K.6)**

Extension Task #2: Create various pages with simple sentences, regular three-letter words (CVC words), and pictures representing multisyllabic words (rebuses). For example, one page might say, “I like dogs. I like cats. I eat (picture of pizza). I eat (picture of ice cream). I go to (picture of church). My name has Aa in it.” Underneath or beside each statement, draw an open box. Each page will have slightly different statements. Engage in shared research with the class. **(RI.K.10, W.K.7, W.K.8)** Have students locate someone in the class who matches each sentence and ask that classmate to sign (or print) his/her name in the box underneath the statement. **(RF.K.1a, RF.K.1c, RF.K.3b, RF.K.3c, L.K.2c, L.K.2d, L.K.6)** Once students have their pages completed, gather them and bind them into a book. Place the book in the classroom library for students to read. **(RF.K.4)**

Teacher Note: *If time allows, engage students in digitally publishing one of the class books. (W.K.6)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none">• Topic: Names and what makes them unique• Themes: Appreciating differences• Text Use: Reading and writing foundational skills, language development, vocabulary and sentence structure, retelling, and comparing and contrasting ideas across texts	<p>This task focuses on:</p> <ul style="list-style-type: none">• Engaging in shared writing and research• Reading emergent-reader texts with purpose and understanding• Writing name	<p>Read and understand text:</p> <ul style="list-style-type: none">• Lesson 2 (sample tasks)• Lesson 5 <p>Express understanding of text:</p> <ul style="list-style-type: none">• Lesson 3 (use this task)• Lesson 9 (use this task)

⁷ **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)⁸ to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to complex texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for proficient readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for proficient writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>



ONGOING READING FOUNDATIONAL SKILLS

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. Reading foundations, writing, and language development are essential in grades K-2.

There are four core skills to build at the beginning of the year in kindergarten:

1. Recognizing and producing rhyming sounds and segmenting syllables
2. Understanding concepts of printed text
3. Knowing, recognizing, and writing the upper- and lowercase letters of the alphabet
4. Recognizing, reading, and writing high-frequency words

Below is a set of sample scaffolded tasks to support students in developing these skills. Recommendations are provided for when to teach these skills, but teachers must determine when and what is taught based on their specific students' needs. Use ongoing assessments to determine skill mastery and deficiencies.

Teachers may consult additional sources for support in teaching the skills (e.g., [Tier 1 reading foundational programs](#),⁹ [Florida Center for Reading Research](#),¹⁰ [Building the Foundation from the Center on Instruction](#),¹¹ [Phonemic Awareness in Young Children: A Classroom Curriculum](#),¹² or basal textbooks).

Instructional Note: At the beginning of the year, most kindergarten teachers may choose to teach foundational standards during whole-class instruction, as many students are at similar development levels. As the year progresses and students' reading needs become more diverse, most foundational skills will be taught during small-group reading and small-group writing instruction. Determine when and what is taught based on student needs. See the [ELA Instructional Framework](#)¹³ for additional information.

⁹ <http://www.louisianabelieves.com/academics/2013-2014-math-and-english-language-arts-instructional-materials-review/curricular-resources-annotated-reviews>

¹⁰ <http://www.fcrr.org/studentactivities/kg.htm>

¹¹ <http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf>

¹² <http://www.amazon.com/Phonemic-Awareness-Young-Children-Curriculum/dp/1557663211>

¹³ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

TEXT DESCRIPTION	TEXT USE
<p>Possible texts:</p> <ul style="list-style-type: none"> • <i>From Anne to Zach</i>, Mary Jane Martin • <i>Here Are My Hands</i>, Bill Martin, Jr. • Other classroom texts that connect to the concepts of names and identity <p>Select texts to teach foundational skills that:</p> <ul style="list-style-type: none"> • Contain rhyme, rhythm, and/or repetition • Are visually attractive, with illustrations and/or pictures • Are interactive (e.g., students can finish the rhymes, answer questions asked of them, join in with a repeated “chorus,” etc.) • Provide opportunities for movement or drama/role-playing 	<p><u>SAMPLE TASKS</u></p> <ol style="list-style-type: none"> 1. <u>Directionality</u>: Teach students the various directions of print in a full book, on a page, and in a sentence. (RF.K.1a) <ul style="list-style-type: none"> ○ Read the cover and title page of the selected text. Ask volunteers to identify the front and back covers and the title page. ○ Have volunteers point out the beginning of the story and where the story ends. ○ Then say, “Before we begin the story, who can show us where we begin on a page?” ○ Then say, “Which way do we go...and where do we go when we get to the end of the line?” ○ Integrate movement by having the students move their arms, hips, or head from left to right. ○ Show the students that the words only make sense when read left to right, by rereading them right to left and demonstrating that this makes no sense. 2. <u>Alphabetic Principles</u>: Teach students to recognize and name all upper- and lowercase letters of the alphabet. (RF.K.1d) <ul style="list-style-type: none"> ○ Teach students an alphabet song, cheer, or chant. During the reciting of the song, cheer, or chant, display an alphabet card that includes an upper- and lowercase letter and a picture corresponding to the sound of the letter as students say the letter. ○ Another option is to have students say the letter name, make the sound, and do a movement for each letter. ○ When teaching vowel sounds, be sure to include both the short and long vowel sounds. Focus on teaching the short vowel sounds (phonemes) first before engaging students with matching the sounds to letters. Short vowel sounds are easiest for kindergarten students to master, and they are more commonly used in three-letter words. Long vowel sounds are included in Sample Task 8 (below). ○ Additional tasks for teaching letters and standard RF.K.1d are available here.¹⁴

¹⁴ <http://www.fcrr.org/studentactivities/kg.htm>

TEXT DESCRIPTION	TEXT USE
	<p>3. <u>Tracking Print</u>: Teach students to read recognize individual words and follow the words from left to right, top to bottom, and page to page as the text is read aloud. (RF.K.1a)</p> <ul style="list-style-type: none"> ○ Read aloud the selected text. ○ Project the text while reading, and point clearly to the words for students to follow along. ○ Ask students to join in, reading the words when they can. (RF.K.3c) ○ Reread the text a second time and have students take turns using pointers to track the words as the story is being read aloud. (RF.K.1b) ○ Then have students count the words in some of the longest and shortest sentences. (RF.K.1c) ○ Ask why some sentences are longer than others. Point out that the longer sentences “say more” or have more information. <p>4. <u>Segmenting Activities</u>: Teach students to <i>segment sentences into words</i>. (page 18 of Appendix A¹⁵ and RF.K.1c)</p> <ul style="list-style-type: none"> ○ Identify sentences from a text and have students count the number of words in a sentence. Do this through body movements or using manipulatives to move for each word said. For example, students can clap, jump, count on fingers, use plastic frogs to jump, or tap with popsicle sticks. <p>5. <u>High-Frequency Words</u>: Engage students in practice reading and using high-frequency words from the high-frequency word display.</p> <ul style="list-style-type: none"> ○ Using common sight words (pulled from the high-frequency word display), and play games such as “Slap It,” where the teacher calls out the sight word and students must slap the written form of it. (RF.K.3c) ○ Practice high-frequency words using various strategies. Access example strategies here.¹⁶ <p>6. <u>Rhyme Awareness</u>: Teach students to recognize and produce rhyming words. (RF.K.2a)</p> <ul style="list-style-type: none"> ○ Introduce rhyming words as words that sound the same at the end, like <i>cat</i> and <i>bat</i>. ○ When a text contains a rhyming pattern:

¹⁵ http://www.corestandards.org/assets/Appendix_A.pdf

¹⁶ http://www.readinga-z.com/more/highfreq_strat.html

TEXT DESCRIPTION	TEXT USE
	<ul style="list-style-type: none"> ▪ Pause before reading the second word in a rhyming pattern. Then allow the students to say the rhyming word. For example, in <i>Here Are My Hands</i>: “Here is my head/for thinking and knowing./Here is my nose/for smelling and [pause to allow students to respond] blowing.” ▪ Stop after reading a rhyming pair and have students identify the rhyming words. In the example above, it would be <i>knowing</i> and <i>blowing</i>. ▪ Use chants or songs, such as “The Name Game”¹⁷ by Shirley Ellis (also known as “The Banana Song”). ▪ Provide students with picture cards of rhymes to match the words that rhyme. <p>7. <u>Identifying the Parts of a Book</u>: Teach students to understand the role of the author and illustrator. (RL.K.6)</p> <ul style="list-style-type: none"> ○ Before rereading the selected text, ask volunteers to identify the front and back covers and the title page. Then have them (with prompting and support) name the author and the illustrator and define the role of each in telling the story. <p>8. <u>Segmenting Activities</u>: Teach students to <i>segment words into sounds</i>. (RF.K.2b, RF.K.2c)</p> <ul style="list-style-type: none"> ○ Use CVC words (e.g., <i>can</i> or <i>not</i>) from the read-aloud texts and have students segment each of the words into their beginning, middle, and ending sounds. Students can use their arms, blocks, or other manipulatives to isolate each sound. (RF.K.2d) ○ Additional tasks for teaching letters and standards RF.K.2b-d are available here.¹⁸ <p>9. <u>Alphabetic Principles</u>: Teach the long vowel sounds (phonemes) prior to asking students to associate the long and short vowel sounds with text. (RF.K.1d, RF.K.3b)</p> <ul style="list-style-type: none"> ○ Tell the students that the vowel says its name when it is a long vowel. For instance, this is the difference between the vowel sounds in <i>cap</i> and <i>cape</i>. ○ Introduce a movement and picture for the students to associate with the long vowel sounds. ○ Engage students in multiple readings of alphabet books to help build fluency with letters. (RF.K.4) ○ Additional tasks for teaching letters and standards RF.K.1d and RF.K.3b are available here.¹⁹

¹⁷ <http://www.kidsongs.com/lyrics/the-name-game.html>

¹⁸ <http://www.fcrr.org/studentactivities/kg.htm>

¹⁹ <http://www.fcrr.org/studentactivities/kg.htm>

TEXT DESCRIPTION	TEXT USE
	<p>10. <u>Sorting Through the Alphabet</u>: Support students in recognizing, categorizing, and writing the upper- and lowercase letters of the alphabet in different sizes, fonts, and handwriting styles. (RF.K.1d, SL.K.5, L.K.5a)</p> <ul style="list-style-type: none"> ○ Teach each letter’s features (upper- and lowercase) to help students discriminate among all the letter forms. ○ Teach students about lines (e.g., straight lines with a starting and stopping point, including horizontal, vertical, and diagonal; curved lines that are continuous, including circles, half circles, waves, and spirals). Have students produce artwork with only straight lines labeled “Straight” and artwork with only curved lines labeled “Curved.” (SL.K.5) ○ Explain to students that a letter is a picture of a sound and that letters are made with a combination of straight and curved lines. ○ Have the students use a Venn diagram or a column chart to sort the letters by their line features (e.g., <i>c, e, and s</i> contain only curved lines; <i>l, N, and z</i> contain only straight lines; <i>a, D, n, and R</i> contain curved and straight lines). ○ Then discuss the results of their sorts using comparison terms such as <i>more, less, same, alike, different, straight, curved, and both straight and curved</i>. ○ After the class has sorted the alphabet as a whole-group activity, place the charts and various letters in workstations for individual practice. <p>11. <u>Character Voices</u>: Engage students in reading emergent-reader texts with purpose and understanding. (RF.K.4)</p> <ul style="list-style-type: none"> ○ Page through <i>From Anne to Zach</i> for students to identify the characters. (RL.K.3) ○ Reread the book. Have the girls read the pages that focus on the girl characters and the boys read the pages that focus on the boy characters. ○ Support the students in rereading the story by orally reading the more challenging parts of the text with them. <p>12. <u>Student Writing</u>: Create a class alphabet book of student first and last names and pictures. (W.K.6, W.K.7)</p> <ul style="list-style-type: none"> ○ For example, all students with a first or last name that starts with A will be included on the A page with their name and picture. ○ Emphasize A by writing it in a different color or underlining it in each student’s first or last name. ○ Include both upper- and lowercase letters as the heading on each page. (RF.K.1d)

TEXT DESCRIPTION	TEXT USE
	<ul style="list-style-type: none"> ○ Students may dictate or write their names. (RF.K.1b, RF.K.3a, L.K.1a, L.K.2c) ○ Place the book in the classroom library for students to practice reading. (RF.K.4) <p>13. Fluency: After reading a text as a whole class, place the book in the classroom library for children to practice reading. (RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.4)</p>

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

Unit Note: The first four or five weeks of school are used to establish routines and classroom organization. Teachers will likely not begin this unit until those have been established. Read books with students that have content well suited for the beginning of school (e.g., *The Kissing Hand* by Audrey Penn or *Leo the Late Bloomer* by Robert Krauss). **(RL.K.10, RI.K.10)** Conduct [shared writing](#)²⁰ activities, such as writing a [Morning Message](#)²¹ or creating class books, such as *We Can* or *How We Bloomed*. Create various [anchor charts](#).²² Work on whole-class foundational skills. Refer to the ongoing whole-class foundational skills lessons on the previous pages for support in tasks to use throughout the units.

TEXT SEQUENCE	TEXT USE
<p>LESSON 1:²³</p> <p>“My Teacher Calls Me Sweetie Cakes,” Kenn Nesbitt</p>	<p>TEXT DESCRIPTION: This text introduces the unit with humor and focuses on the use of nicknames.</p> <p>TEXT FOCUS: This poem contains several high-frequency words and other vocabulary that can be the focus of specific questions about the main idea of the poem (e.g., “Why are the names <i>embarrassing</i> to the speaker?”). (RL.K.1, RL.K.2, RL.K.4, RF.K.3c, L.K.1d) Students can discuss what makes poetry different from storybooks. (RL.K.5) The poem also supports opportunities for reinforcing rhyme. (RF.K.2a)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students listen to the poem read it aloud once. Then they follow along as the poem is read aloud again. Lastly, they work with a partner to locate and read the high-frequency words in the poem to add to a class vocabulary display.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Connection to Foundational Skills: Prior to reading this first text, ensure students have some basic understanding of the alphabet and print. Refer to Sample Tasks 1-4 of the Ongoing Reading Foundational Skills. • First Reading: Read aloud the poem to students. • Second Reading: Read aloud the poem to students and display or project the text for students. • Word Work: Build a high-frequency vocabulary display²⁴ throughout the unit. <ul style="list-style-type: none"> ○ Ask students, “Who can come frame the word <i>my</i>?” Have a volunteer frame (circle, highlight, use Wikki Stix) <i>my</i>. Divide the class into pairs. Ask pairs to find another instance of <i>my</i> in the poem. (RF.K.1b)

²⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²¹ http://www.hubbardscupboard.org/morning_message.html

²² <https://www.pinterest.com/sweney/writing-anchor-charts/>

²³ **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

²⁴ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Assign each pair another high-frequency word from the poem (e.g., <i>me, to, her, or, is, so, I, at, all, in, not</i>). Ask each pair to locate the instances of their assigned high-frequency word in the poem. ○ Ask the pairs to count how many times their word appears in the poem and share their total number with the whole class. (RF.K.3c, SL.K.6) ○ Have the whole class check the accuracy of the results for each pair by counting how many times the pair’s word appears in the poem. (SL.K.1a, SL.K.3) ○ Place the high-frequency words on the display. ○ When adding words to the vocabulary display, emphasize their placement on the chart by making movements or gestures to represent the words and/or chant or cheer the spelling of the word together. For example, use “movie star kisses” (students put their hands to their mouth and throw each letter a kiss) or “dancing” (move side to side for each letter). Then have students write the word in the air, on a friend’s back, or on paper. (L.K.1a, L.K.2c) ○ Throughout the unit, support students in using the display when they read and write. (L.K.1a, L.K.1e, L.K.2c, L.K.6) ○ Continue to build the display with words from other texts in the unit (e.g., from <i>Chrysanthemum: was, the, said, and, she, it, when, for, on, an, with, but, as, a</i>). ○ Additional practice with high-frequency words is also recommended during foundational skills instruction. See Sample Task 5 of the Ongoing Reading Foundational Skills.
<p>LESSON 2:</p> <p><i>Chrysanthemum</i>, Kevin Henkes</p>	<p><u>TEXT DESCRIPTION:</u> This text is about a mouse named Chrysanthemum who learns, with the help of her teacher, to love her name.</p> <p><u>TEXT FOCUS:</u> Students engage with this text multiple times over the course of the unit. This exposure allows all students to hear and engage with complex vocabulary and sentence structure that they might not be able to read on their own.</p> <p><u>MODEL TASKS</u></p> <p>LESSON OVERVIEW: Students engage in counting and pronouncing syllables of Chrysanthemum and their own names prior to comparing the number of letters. Then students listen to the text read aloud and work with the academic vocabulary. Lastly, students listen to the story read it aloud again, and they retell the events of the story using the illustrations for support.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> ● <u>Pre-Reading:</u> Identify the sounds for consonants and study the letters and syllables in students’ names.

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Read aloud the title and author of the book and say, “The name of the main character of this book is Chrysanthemum.” Work with students to divide the name into its syllables (i.e., clap the syllables). As a class, count the number of syllables in Chrysanthemum. Then have students work with a partner to pronounce each syllable in Chrysanthemum’s name and blend the syllables to pronounce her name. (RF.K.2b) ○ Ask students to work with their partner to do the same using their own first and last names. Have one partner say his/her first name aloud and have the other partner break the name into its syllables. Then repeat the process with the last name. Record the number of syllables. Then repeat the process with the other partner. Count the total number of syllables in both names. As a class, determine which pair has the most and least syllables in both of their names. (SL.K.1a, b; SL.K.3) ○ Graph students’ first names and Chrysanthemum from smallest to largest number of letters. Ask students to say the letters as they are written on the graph. (RF.K.1b) ○ Read and discuss the name graph using vocabulary such as <i>largest/longest, smallest/shortest, more, less, same, and different</i>. (L.K.6) Guide students in asking each other questions about the name graph. (L.K.1d, L.K.5a) At this age, the use of vocabulary terms such as <i>same, similar, like, different, more, less, comparing, and comparison</i> is abstract. Make a special vocabulary display with the terms used for discussion. Include a picture representation of the words and refer to it whenever these terms are used. (RI.K.3, SL.K.1a-b, L.K.6) ○ Have students compare the letters in Chrysanthemum’s name to the letters in their full name using a Venn diagram. (Model the process with the teacher’s name.) (RF.K.1d) ○ Note for Small-Group Reading: As particular students struggle with meeting these reading foundation standards during whole-class instruction, follow up with those students during small-group reading time to work more specifically on them.²⁵ ● First Reading: Read aloud this text in its entirety once. Only interrupt minimally as needed to define any essential vocabulary for basic understanding of the text. Allow students the opportunity to appreciate and fully engage in the text. (RL.K.10) ● Word Work: Continue to work with the language of the text for students to understand the meaning of the academic vocabulary.

²⁵ During small-group reading time, use a full reading foundational curriculum, such as the Core Knowledge Skills Strand (<http://www.coreknowledge.org/ckla-files#!/kindergarten/skills>) and/or locate additional activities for the reading foundational standards through the Florida Center for Reading Research (<http://www.fcrr.org/studentactivities/kg.htm>), *Building the Foundation* from the Center on Instruction (<http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf>), and/or *Phonemic Awareness in Young Children: A Classroom Curriculum* by Marilyn Adams, Barbara Foorman, Ingvar Lundberg, and Terri Beeler.

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Project the excerpts from <i>Chrysanthemum</i>: “She blushed. She beamed. She bloomed.” and “prized possession.” For each, ask students what consonant and sound is at the beginning of the words. (RF.K.1d, RF.K.3a) ○ Select academic vocabulary in the text (e.g., <i>perfect, appreciate, wilted, dreadful, priceless, pleasant, miserably, jealous, discontented, blushed, beamed, bloomed, prized, and possession</i>). Display the words on individual cards, sentence strips, a white board, or by highlighting or circling the word in the projected text. ○ Ask students questions about the academic vocabulary in the text. For example, “When a plant or flower <i>wilts</i>, it means that the plant or flower loses strength and starts to droop. What does the following sentence mean? ‘Chrysanthemum wilted.’” Ask students to refer to the illustrations and/or personal connections to support their understanding of the words. (RL.K.1, RL.K.4, RL.K.7, SL.K.2, L.K.1d, L.K.5c) ○ Divide the class into pairs. Provide each pair a set of cards with each word written on a single card with an illustration. Have pairs identify which words have similar definitions and sort the words into categories (e.g., similar meaning, same first letter, descriptive words or action words, etc.). (L.K.5a) ○ As a class, identify the antonym for each word. (L.K.5b) ○ Display the words on a chart or bulletin board, and tell the students that a construction paper star or a sticker will be placed by the word when someone uses it during the week. (L.K.6) ● Second Reading: Read aloud <i>Chrysanthemum</i> again and show and point to each studied word as it is being read. (RF.K.1b) Reinforce student understanding of the words during Daily Five™ or literacy stations²⁶ by providing students a card sort match (i.e., match the vocabulary word with a picture of its antonym). (L.K.5b) ● Third Reading: Read aloud <i>Chrysanthemum</i> again. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> ● Student Practice: Create a class story map of the illustrations for retelling. <ul style="list-style-type: none"> ○ Create class posters of each illustration in the text. ○ Ask students to identify the characters, setting, event, and key details each illustration depicts. (RL.K.3, RL.K.7) ○ Underneath each picture, write one or two details as students dictate what to write. (W.K.2) ○ Have individual students hold the illustrations and ask the class to place the illustrations in order.

²⁶ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • <u>Class Discussion:</u> After securing the illustrations in order on the wall, ask students to work in groups to orally retell the story. (RL.K.2, RL.K.10) Have one or two students share their retellings with the whole class, speaking audibly. (SL.K.6) As a class, complete the story map by determining which events and key details go at the beginning, middle, and end of the story. Allow the groups to vote for which events and key details they think belong in which places on the chart. (SL.K.1a-b, SL.K.3)
<p>LESSON 3:</p> <p>“Isn’t My Name Magical?” James Berry</p> <p>“Me I Am!,” Jack Prelutsky</p>	<p>TEXT DESCRIPTION: These texts explore the concept of individuality and uniqueness. The first text focuses on names and how they make people special. The second text explores the concept of “me” and individuality.</p> <p>TEXT FOCUS: Pairing these poems presents opportunities to compare and contrast their forms and understand the differences between poems and storybooks. (RL.K.5) Additionally, “Me I Am!” contains several high-frequency words, which can be captured on the word display for students to use as they read and write throughout the year. (RF.K.3c, L.K.6)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students engage in rhyme and word work with “Me I Am!” Then they compare and contrast the speakers of each poem and <i>Chrysanthemum</i>.</p> <p>READ THE TEXTS:</p> <ul style="list-style-type: none"> • <u>Connection to Foundational Skills:</u> Prior to reading, ensure students have some basic understanding of the high-frequency words, rhymes, and concepts of print. Refer to Sample Tasks 4-9 of the Ongoing Reading Foundational Skills. • <u>First Reading:</u> Read aloud “Me I Am!” • <u>Second Reading:</u> Reinforce rhyme and letter recognition with “Me I Am!” and teach students to recognize letters, words, and spaces in the poem. <ul style="list-style-type: none"> ○ Display rhyming lines from “Me I Am!” and use sticky notes to cover the second word in a rhyming pattern. Read the line and have students guess what rhyming word may be underneath the sticky note. (RF.K.2a) ○ Write their guesses (or have them write or dictate their guesses, depending on student ability) on top of the sticky note. Then read the sentences together, each time changing the last word to one of the guesses. Have students decide which word(s) make sense in the sentence. Finally, reveal the “secret” word to the students. (RF.K.1b, RF.K.3c, L.K.2c, L.K.2d) ○ Use Wikki Stix or highlighters to find words that rhyme (e.g., <i>me, see, be, do, two</i>) or words that have the same beginning or ending sounds. (RF.K.2a, RF.K.2d)

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Display the full text of “Me I Am!” Write each word from a stanza (or several stanzas) of “Me I Am!” on individual sticky notes. Beside the displayed text of “Me I Am!,” place the sticky notes out of order. ○ Divide the class into pairs. Give one sticky note to each pair of students. Reread the poem together. (RL.K.10) ○ Point to the first word of the poem and ask, “Who has the word <i>I</i>?” The pair that thinks they have <i>I</i> on their sticky note should come up and place their word under the word <i>I</i> to see if it matches. If it does, put the word on top of the printed word. If it doesn’t match, ask students what they notice that is different about the two words and what they think the correct match is. Continue until all the words are matched, and then reread the poem together again. ○ Students can also count the words, spaces, or letters in a stanza. (RF.K.1b, RF.K.1c) ○ Note for Small-Group Reading: As particular students struggle with meeting these reading foundation standards during whole-class instruction, follow up with those students during small-group reading time to work more specifically on these standards.²⁷ <ul style="list-style-type: none"> ● <u>Third Reading:</u> Read both poems aloud. <p>UNDERSTAND THE TEXTS:</p> <ul style="list-style-type: none"> ● <u>Class Discussion:</u> Ask students to identify how “Me I Am!” is similar or different in form to “Isn’t My Name Magical?” (RL.K.5) <ul style="list-style-type: none"> ○ For each stanza of the poem, ask students to retell/rephrase what the speaker is saying. (They may rely on the illustrations to support their retelling). (RL.K.2) ○ Record student ideas for the class to see. ○ Ask students to explain the moment or idea represented in each illustration. (RL.K.7) ○ Underline or highlight the phrases from the retelling that are mentioned as students discuss the illustrations. ○ Ask students to work with a partner to identify one trait that makes the speaker “me I am.” What does it mean to be “me”? (RL.K.1, RL.K.4, RL.K.10)

²⁷ During small-group reading time, use a full reading foundational curriculum, such as the Core Knowledge Skills Strand (<http://www.coreknowledge.org/ckla-files#!/kindergarten/skills>) and/or locate additional activities for the reading foundational standards through the Florida Center for Reading Research (<http://www.fcrr.org/studentactivities/kg.htm>), *Building the Foundation* from the Center on Instruction (<http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf>), and/or *Phonemic Awareness in Young Children: A Classroom Curriculum* by Marilyn Adams, Barbara Foorman, Ingvar Lundberg, and Terri Beeler.

TEXT SEQUENCE	TEXT USE
	<p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • <u>Shared Writing</u>: Ask students to compare and contrast the speakers in each poem and make connections to the anchor text. (RL.K.1, RL.K.9, RL.K.10, SL.K.2, SL.K.6, L.K.1d) <ul style="list-style-type: none"> ○ Record student responses to questions: <ul style="list-style-type: none"> ▪ What makes each speaker unique or special? How is each speaker an individual? ▪ What is one way that the speaker’s name in ‘Isn’t My Name Magical?’ makes him “me I am”? ▪ How is Chrysanthemum’s name magical? ▪ What makes Chrysanthemum an individual? ▪ How is each of us unique? • <u>Student Writing</u>: Send home a “How did I get my name?” activity for extension and narrative writing. Inform parents or guardians of the class discussion about names and ask them to share the story of choosing their child’s name with their child. <ul style="list-style-type: none"> ○ Ask parents/guardians and child to work together using a combination of drawing, dictating, or writing two or three of the main details of the story and the child’s reaction. (W.K.3; W.K.5; W.K.6; L.K.1a, b, c, e, f; L.K.2a, c, d; L.K.6) ○ Have students share the stories with the class. (RI.K.10, RF.K.4, SL.K.4, SL.K.6) <p>SAMPLE SUMMATIVE TASK: Extension Task #1</p>
<p>LESSON 4:</p> <p><i>Chrysanthemum</i>, Kevin Henkes</p>	<p><u>TEXT DESCRIPTION:</u> This is a subsequent reading of the anchor text.</p> <p><u>TEXT FOCUS:</u> Continue building the high-frequency display and include student names. Show students the text so they can analyze the language and sentence structure to determine meaning based on word placement in the sentence. Students should also begin analyzing the text more completely to build understanding and express their understanding in writing.</p> <p><u>MODEL TASKS</u></p> <p>LESSON OVERVIEW: Student engage in further word work with <i>Chrysanthemum</i> and then answer questions about the text and record their responses on a graphic organizer. The lesson concludes with a shared writing exercise about what makes Chrysanthemum’s name special or unique.</p>

TEXT SEQUENCE	TEXT USE
	<p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Fourth Reading: Read aloud the pages containing the sentences below. Ask students to tell what happens before and after those pages in the text. As needed, show the illustrations to support their retelling. (RL.K.2, RL.K.7) • Word Work: Engage students in determining the meaning of words based on their placement in the sentence and in reading each other’s names. <ul style="list-style-type: none"> ○ Display the following sentences: <ol style="list-style-type: none"> 1. “Chrysanthemum loved her name.” 2. “She loved the way it sounded when her mother woke her up.” 3. “She loved the way it sounded when her father called her for dinner.” 4. “And she loved the way it sounded when she whispered it to herself in the bathroom mirror.” ○ Ask students to analyze each sentence to determine the meaning of <i>she</i>, <i>it</i>, and <i>when</i>. (RL.K.1, RL.K.4, RF.K.3c, L.K.6) Discuss the meaning. As a class, identify how each sentence is expanded from the original sentence. (L.K.1f) Repeat the process with the sentences on the next page to determine the meaning of <i>she</i>, <i>it</i>, <i>with</i>, and <i>on</i>. How are these sentences similar? How are they different? Why? (RL.K.10; RF.K.1a, b, c) ○ Reinforce letter recognition with <i>Chrysanthemum</i> by asking students to select their written name (on an index card with a picture on the opposite side) from all the other class names. Form a circle and have each student place the card name up in a circle on the floor. Have students move around the circle. When they stop, have one student pick up the name card from the floor and read it to the class. Assist students as needed in reading the names (using pictures as necessary). Continue until every student has had a chance to read a name. (RF.K.3a-b) ○ Then, using the same photo/name cards for each student, ask students to select a name (or use their own) and identify on a T-chart the letters in the name. Record all letters on the chart. (RF.K.1b, d; RF.K.3a, b; L.K.1a; L.K.2c; L.K.5a) Other possible sorting activities could focus on sorting boy names and girl names, graphing the number of letters in a name, or organizing name cards alphabetically by first letter in the name.

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Note for Small-Group Reading: As particular students struggle with meeting reading foundation standards, follow up with those students during small-group reading time to work more specifically on these standards.²⁸ ● Fifth Reading: Create a graphic organizer/discussion guide with questions, such as: Does Chrysanthemum love her name? Is Chrysanthemum’s name perfect? Do Chrysanthemum’s classmates like her name? Read aloud the entire text. While reading, ask students to write “yes” (or draw a smile) or “no” (or draw a frown) and the page number on the graphic organizer every time the question is answered. Ask students to compare their chart with a partner's chart and guide students to ask each other questions about the differences on their charts. (RL.K.3, SL.K.3, L.K.1d) ● Class Discussion: Conduct a whole-class discussion about the following questions. Support students in using their charts and the details from the text. (RL.K.1, RL.K.2, RL.K.4, RL.K.7, RL.K.10, W.K.7, SL.K.2, SL.K.3, SL.K.6) <ul style="list-style-type: none"> ○ In the beginning of the story, why did Chrysanthemum love her name? ○ Then why did Chrysanthemum think her name was <i>dreadful</i>? ○ How do Chrysanthemum’s classmates feel about her name at the beginning of school? ○ What reasons do they give for their opinion? ○ How does Mrs. Twinkle help Chrysanthemum? ○ How do Jo, Rita, and Victoria demonstrate at the end of the text they like Chrysanthemum’s name? <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Connection to Foundational Skills: Prior to the shared writing, ensure students have a basic understanding of how to write the letters using proper handwriting. Refer to Sample Task 10 of the Ongoing Reading Foundational Skills. ● Shared Writing: Conduct a shared writing²⁹ task in which the class answers the question, “Why is Chrysanthemum’s name special or unique?” <ul style="list-style-type: none"> ○ Have the class identify the topic and supply some information. (RL.K.1, RL.K.3, W.K.2, W.K.7, W.K.8) Using a “shared pen” technique (or a “shared keyboard” technique by modeling composition on a computer), demonstrate how to write the unknown parts of words. (W.K.6)

²⁸ During small-group reading time, use a full reading foundational curriculum, such as the Core Knowledge Skills Strand (<http://www.coreknowledge.org/ckla-files#!/kindergarten/skills>) and/or locate additional activities for the reading foundational standards through the Florida Center for Reading Research (<http://www.fcrr.org/studentactivities/kg.htm>), *Building the Foundation* from the Center on Instruction (<http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf>), and/or *Phonemic Awareness in Young Children: A Classroom Curriculum* by Marilyn Adams, Barbara Foorman, Ingvar Lundberg, and Terri Beeler.

²⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Guide the writing process while students write the parts they know. (As students learn letters and their sounds, they can take a more active role in writing the response.) For example, the first sentence may be: “Chrysanthemum’s name is special because it is long.” Have students dictate the sentence, identifying the starting place, using initial capitalization, spelling the words aloud, using fingers to make spaces, and placing a period while saying “Period.” (RF.K.1b, c; RF.K.3a, b; L.K.1a, b; L.K.2a, c, d) ○ Read the first sentence simultaneously with the students, and then have students dictate the next sentence. (SL.K.1a-b) Provide guidance and support to make a complete sentence, add details to expand the sentence, and decide on the appropriate punctuation. (W.K.5; L.K.1f; L.K.2b) Write the second sentence, modeling the writing process. ○ During the shared writing activity, model the use of the word display. For example, point to the high-frequency word <i>or</i> on the display, and have the students spell it while it is being written. (RF.K.3c; L.K.2c; L.K.6) Point to the words and read the entire response simultaneously with the students. ○ Study the response. Ask students to find capital or lowercase letters, identify the letters that relate to the students’ names, count the words, and find and identify punctuation. (SL.K.1a, b) Place the text where the students can practice reading it. (RF.K.4) ○ Note for Small-Group Writing: If students need additional writing or grammar support, provide during small-group time. For example, as students struggle with punctuation, provide sentences missing punctuation marks. Read each sentence, have students identify and write the correct punctuation that goes at the end. (L.K.2.b)
<p>LESSON 5:</p> <p><i>We’re Different, We’re the Same</i>, Bobbie Jane Kates</p>	<p>TEXT DESCRIPTION: This text highlights what is similar and different among people.</p> <p>TEXT FOCUS: Read this text aloud. Use the text to discuss the difference between texts that tell a story and texts that provide information, focusing on the fact that this text has illustrations, not photographs, but still provides information. (RI.K.5) This text also expands student thinking about the unit focus—despite our differences in names and physical characteristics, we all have similarities as well. Students can identify the main topic of the text, retell key details, describe how individuals are connected in the text, and identify the reasons the author gives for each point she makes, including describing how the illustrations reinforce the points she is making. (RI.K.1, RI.K.2, RI.K.3, RI.K.7, RI.K.8)</p>
<p>LESSON 6:</p> <p><i>A Porcupine Named Fluffy</i>, Helen Lester</p>	<p>TEXT DESCRIPTION: Fluffy is anything but fluffy, but in the process of trying to become something he isn’t, he meets a new friend who helps him appreciate his unique qualities and name.</p> <p>TEXT FOCUS: Similar to the other texts in this unit, this text provides additional opportunities for students to explore their names and what makes them unique. Engage students in asking and answering questions about the vocabulary, details, characters, and events of the text, including retelling the events of the story based on the illustrations and discussing how Fluffy</p>

TEXT SEQUENCE	TEXT USE
	<p>learns to like his name. (RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students listen to the text being read aloud, and then engage in defining vocabulary. Students then work as a class to understand the text and conclude the lesson by producing a written opinion about it.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Connection to Foundational Skills: Prior to reading these texts, ensure students have practiced reading emergent-reader texts (e.g., alphabet books, such as <i>From Anne to Zach</i>) with purpose and understanding. Refer to Sample Tasks 11-13 of the Ongoing Reading Foundational Skills. • First Reading: Read aloud this text in its entirety once. Only interrupt minimally as needed to define any essential vocabulary for basic understanding of the text. Allow students the opportunity to appreciate and fully engage in the text. (RL.K.10) • Word Work: <ul style="list-style-type: none"> ○ Divide the class into pairs. Have each pair consider the following words: <i>giggled, jiggled, roared, howled, laughed, and gasped</i>. Select a word and illustrate its meaning by acting out the definition. As needed, reread portions of the text for students to determine the definitions. (RL.K.1, RL.K.4, SL.K.2) ○ As a class, determine the differences between the words by describing and then discussing each pair’s performance. (SL.K.1a-b, SL.K.4, SL.K.6, L.K.5d) ○ Reinforce understanding in a literacy station activity by asking students to match the present-tense verb with the past-tense verb (e.g., <i>giggle</i> with <i>giggled</i>). Have them identify what makes the two words different in look and meaning. (RL.K.4, L.K.4b) ○ Reread pages 30-31 to the students: “A porcupine named Fluffy. A rhinoceros named Hippo. It was almost more than they could <u>bear</u>. Hippo and Fluffy rolled on the ground giggling and laughing until tears came to their eyes. At last they lay exhausted on the ground. From that time on they were the best of friends.” ○ Ask students to identify new meanings for familiar words. (L.K.4a) On a T-chart, write <i>bear</i> (animal) on the left and <i>bear</i> (verb) on the right. Have students draw a picture to represent the definition of each word. (SL.K.5) ○ Ask students, “What is almost more than Fluffy and Hippo can bear? What happens in the story that shows you they almost can’t <i>bear</i> the information? In the end, though, are they able to <i>bear</i> the information? What happens in the story that shows whether they are able to <i>bear</i> the information? Think of a time when you had to <i>bear</i> something. Share your example in a complete sentence with the class.” (RL.K.1, RL.K.4, SL.K.2, SL.K.4,

TEXT SEQUENCE	TEXT USE
	<p>SL.K.6, L.K.5c, L.K.1f)</p> <ul style="list-style-type: none"> ○ Display the various words on a chart or bulletin board, and tell the students that a construction paper star or a sticker will be placed by each word when someone uses it during the week. (L.K.6) ● Second Reading: Read aloud the text again. ● Class Discussion: Work as a class to understand the meaning of the text. <ul style="list-style-type: none"> ○ Complete a class chart in which students identify the characters, the settings, and major events in the story. For each section of the chart, display the text so students can locate a key detail (either in words or illustrations) to add as support for the chart. (RL.K.1, RL.K.2, RL.K.3, RL.K.7) ○ Guide students to ask and answer questions about the text, following agreed-upon rules for discussion and continuing the conversation through multiple exchanges. (SL.K.1a-b, SL.K.2, SL.K.6, L.K.1d) <ul style="list-style-type: none"> ▪ Why was Fluffy <i>embarrassed</i>? (RL.K.1, RL.K.4, L.K.6) ▪ Why did Fluffy’s parents choose to name him Fluffy? Create a list of the other name options and a reason for why they did not choose each name. (RL.K.1, RL.K.2) ▪ What does it mean that Fluffy began to <i>doubt</i> that he was fluffy? (RL.K.4) ▪ What are some other ways to say he is <i>doubtful</i>? (RL.K.1, RL.K.4, L.K.4b, L.K.6) ▪ What words best describe Fluffy? (Have students choose among a few selected words from the text.) ▪ How are Fluffy and Hippo <i>similar</i> and <i>different</i>? (Use a graphic organizer as needed.) (L.K.6) ▪ How are Fluffy’s experiences similar to or different than Chrysanthemum’s experiences? What experiences do they have in common? What experiences do they have that are different? (Use a graphic organizer as needed.) (RL.K.9) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Shared Writing: Conduct a shared writing³⁰ task. (W.K.7) <ul style="list-style-type: none"> ○ During the shared writing task, answer the following question: Do you agree with Fluffy’s parents? Is Fluffy the best name for him? What name is the best name for Fluffy? Why?

³⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Ask students to name the text, state an opinion, and give a reason. (RL.K.1, RL.K.3, W.K.1, W.K.8) ○ Using a “shared pen” technique (or a “shared keyboard” technique by modeling composition on a computer), follow a process similar to the shared writing in Lesson 6. (W.K.5, W.K.6, SL.K.1a-b) ● Student Writing: Have students write independently or in pairs (depending on the developmental level of the students), using a combination of drawing, dictating, and writing. <ul style="list-style-type: none"> ○ Ask students to compose a response to the question “What is the best name for Fluffy? Why?” Students may rely on the model or write their own response. ○ Note for Small-Group Writing: If a selected group of students needs additional targeted writing or grammar support, provide this support during small-group writing.
<p>LESSON 7:</p> <p><i>The Name Jar</i>, Yangsook Choi</p>	<p>TEXT DESCRIPTION: Unhei is attending a new school and is embarrassed by her name until her family and a new friend help her understand that her name makes her special and unique.</p> <p>TEXT FOCUS: This read-aloud text provides additional opportunities for students to explore their names and what makes them unique, while also building community and an appreciation for their differences. Engage students in asking and answering questions about the vocabulary, details, characters, and events of the text, including retelling the events of the story based on the illustrations and discussing how the characters interact and help Unhei appreciate her name. (RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7)</p>
<p>LESSON 8:</p> <p><i>A Porcupine Named Fluffy</i>, Helen Lester</p> <p><i>The Name Jar</i>, Yangsook Choi</p> <p><i>Chrysanthemum</i>, Kevin Henkes</p>	<p>TEXT DESCRIPTION: These texts focus on characters who come to appreciate their unique names and how their names set them apart from everyone else.</p> <p>TEXT FOCUS: These texts share similar ideas and themes even though the main characters are quite different. Students can continue to study the vocabulary, and then compare and contrast the texts. (RL.K.4, RL.K.9)</p> <p>MODEL TASKS</p> <p>READ THE TEXTS:</p> <ul style="list-style-type: none"> ● Word Work: <ul style="list-style-type: none"> ○ Divide the class into pairs. Ask each pair to illustrate the meaning of a word from the text by acting out the definitions (have students consider the following words from the three texts: <i>inquired, suggested, called, whispered, said/told, explained, replied/answered, asked, chanted, complained, argued, or shouted</i>). As needed, reread portions of the texts for students to determine the definitions in context. (RL.K.1, RL.K.4, SL.K.2) ○ As a class, determine the differences by discussing each pair’s performance. (SL.K.1a-b, SL.K.4, SL.K.6, L.K.5d)

TEXT SEQUENCE	TEXT USE										
	<ul style="list-style-type: none"> ○ Reinforce understanding during Daily Five™ or literacy stations³¹ by asking students to identify real-life connections between the words and their use by labeling places at school where people <i>whisper, shout, ask, reply, chant, and call</i>. (L.K.5c) ○ Display the words on a chart or bulletin board, and tell the students that a construction paper star or a sticker will be placed by each word when someone uses it during the week. (L.K.6) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> ● Review the events of each text by reviewing story charts and retelling the main details. (RL.K.10) As a class, create a summary³² of each text. A useful strategy for this is Somebody-Wanted-But-So.³³ <table border="1" data-bbox="583 574 1896 743"> <thead> <tr> <th data-bbox="583 574 844 626">Somebody</th> <th data-bbox="844 574 1106 626">Wanted</th> <th data-bbox="1106 574 1369 626">But</th> <th data-bbox="1369 574 1631 626">So</th> <th data-bbox="1631 574 1896 626">Then (optional)</th> </tr> </thead> <tbody> <tr> <td data-bbox="583 626 844 743">Fluffy</td> <td data-bbox="844 626 1106 743">To be fluffy</td> <td data-bbox="1106 626 1369 743">He was not fluffy</td> <td data-bbox="1369 626 1631 743">He tried to get fluffy</td> <td data-bbox="1631 626 1896 743">He met Hippo and realized his name was perfect</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ● Model for students how to use a Venn diagram or other comparison graphic organizer to compare and contrast the experiences of Fluffy in <i>A Porcupine Named Fluffy</i>, Unhei in <i>The Name Jar</i>, and Chrysanthemum in <i>Chrysanthemum</i>. Use words from the word display during the discussion. (RL.K.2, RL.K.9, RL.K.10, SL.K.1b) What happens with each character that is <i>similar</i>? What happens with each character that is <i>different</i>? (RL.K.1, L.K.6) ● <u>Fluency</u>: After reading these three texts as a whole class, place them in a classroom library for children to practice reading with understanding. (RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.4) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● <u>Shared Writing</u>: Conduct a shared writing³⁴ task. (W.K.7) <ul style="list-style-type: none"> ○ Select a character from the text as a favorite character (try to select a character students are not likely to select on their own). (W.K.1, W.K.8) ○ Using a “shared pen” or “shared keyboard” technique, name the text and character, state an opinion, and give a reason. Follow a process similar to the shared writing exercise in Lesson 6. (W.K.5, W.K.6, SL.K.1a-b) 	Somebody	Wanted	But	So	Then (optional)	Fluffy	To be fluffy	He was not fluffy	He tried to get fluffy	He met Hippo and realized his name was perfect
Somebody	Wanted	But	So	Then (optional)							
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³¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/small-group-reading>

³² <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

³³ <https://wvde.state.wv.us/strategybank/Somebody-Wanted-But-So.html>

³⁴ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

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	<ul style="list-style-type: none"> • Student Writing: Have students write independently or in pairs (depending on the developmental level of the students) in preparation for the Culminating Writing Task. <ul style="list-style-type: none"> ○ Ask students to select their favorite character from one of the three texts. ○ Have them draw a picture of the character, and write or dictate the name of the text, the name of the character, and one reason why they selected that character under the drawing (e.g., “<u>The Name Jar</u>. I like Joey. He is nice.” or “<u>Chrysanthemum</u>. My favorite character is Mrs. Twinkle. She likes music.” or “<u>A Porcupine Named Fluffy</u>. Fluffy is funny. He is my favorite.”) (RL.K.1, RL.K.3, W.K.1) ○ Guide and support students in writing using upper- and lowercase letters and frequently occurring nouns and verbs, and producing, properly punctuating, and expanding complete sentences with correctly spelled words. (W.K.5; L.K.1a, b, f; L.K.2a, b, c) ○ The writings can then be shared with the class. Encourage students to use the word displays to assist them when they are writing, and support them in spelling simple words phonetically by drawing on knowledge of sound-letter relationships. (L.K.2d, L.K.6) • Note for Small-Group Writing: If a selected group of students needs additional targeted writing or grammar support, provide this support during small-group writing.
<p>LESSON 9:</p> <p><i>We Are All Alike, We Are All Different</i>, Cheltenham Elementary School Kindergarteners</p>	<p>TEXT DESCRIPTION: This text, written by kindergarteners, highlights what is similar and different among people.</p> <p>TEXT FOCUS: This text reinforces the ideas explored in the unit. Continue to explore the vocabulary (e.g., <i>alike</i> and <i>different</i>), focusing on opposites, and build a high-frequency word display for students to use when they write. (RI.K.4, RF.K.3c) This text, being informational, also presents opportunities for discussing the roles of the author and illustrator and drawing comparisons between this text and <i>We’re Different, We’re the Same</i>. (RI.K.6, RI.K.9, RI.K.10) Students can identify the main topic and create class charts for recording and then discussing the similarities and differences between themselves and classmates in preparation for the summative tasks. (RI.K.1, RI.K.2, RI.K.4, L.K.6)</p> <p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Extension Task #2 and Culminating Writing Task</p>
<p>LESSON 10:</p> <p><i>Andy (That’s My Name)</i>, Tomie dePaola</p>	<p>TEXT DESCRIPTION: This text focuses both on names and on foundational skills, as the characters form different words with the letters in Andy’s name. The content is suitable for assessing kindergarten students at this point in the year.</p> <p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Cold-Read Task</p>