

Focus on the Foundation

Grade
K

Issue #11 February 21, 2021

Early Literacy: www.scsk12.org/earlyliteracy/ Unit 6 Week 3 and Unit 7 Week 1

Week
3

Key Concept: Stormy Weather
Weekly Texts: *Waiting Out the Storm, Be Safe in Bad Weather, Mack and Ben, The Storm that Shook the Signs*

Week
1

Key Concept: Baby Animals
Weekly Texts: *ZooBorns!, Mischievous Goat, Baby Farm Animals, A Pup and a Cub*

WORD Work

Phonological/Phonemic Awareness: recognize spoken alliteration; identify and blend sounds in words; add sounds to make new words

Phonics: Introduce/review I-blends; blend and build with I-blends

HF Words: are, he, is, little, my, she, was, with

Fluency: Accuracy and Rate

Decodable Texts: *Flip, Flop, Flip!*; *Rock Ken*

[Workstation Activity Cards](#)

Additional Resources: [Phoneme Addition Video](#), [What is a blend?](#), I-Blend Sets – [bl](#), [fl](#), [cl](#), [gl](#), [pl](#), [sl](#), [Blends Domino](#), [Flash cards](#), [Singular or Plural Go Fish](#), [Weekly Practice](#)

Phonological/Phonemic Awareness: blend spoken onsets and rimes into words; recognize spoken alliteration in groups of words; identify and blend sounds in words; take away sounds from words to make new words

Phonics: Introduce/review and blend words with /u/ Uu

HF Word: [for](#), [have](#)

Fluency: Accuracy and Rate

Decodable Texts: *Sun Fun*; *Pup and Cub*

[Workstation Activity Cards](#)

Additional Resources: [Can you find my picture?](#), [Phoneme Deletion Script](#), [Letter Uu Activity Packet](#), [Verb Charades Game](#), [Weekly Practice](#)

Handwriting: Write sentences with h, e, f, r, b, l, k, ck

Grammar: [Singular and Plural Nouns](#)

Category Words: Question Words

Writing: Write About the Text

Handwriting: Practice Writing Uu

Grammar: [Verbs](#)

Category Words: Animal Parts

Writing: Use text evidence to respond to text

Comprehension

Essential Question: How can you stay safe in bad weather?

Skill: Plot: Sequence

Strategy: Visualize

Genre: Realistic Fiction

Leveled Readers: **A-** *Bad Weather*; **O/E-** *Getting Ready*;

B- *The Storm*

Oral Vocabulary: safe, prepare, notice, celebration, enough

Essential Question: How are some animals alike and how are they different?

Skill: Text Structure: Compare and Contrast

Strategy: Reread

Genre: Informational Text

Leveled Readers: **A-** *Two Cubs*; **O/E-** *Animal Babies*;

B- *Two Kinds of Bears*

Oral Vocabulary: appearance, behavior, exercise, wander, plenty

Habits of Learning



I use a **variety of strategies** when I read!

- I make predictions.
- I take notes when I read.
- I stay engaged and problem-solve the text.

Classroom Culture



We build **knowledge** by **questioning**...

- What do I already know?
- How does what I already know help me understand the text better?