

YCUSD 2016-17 - Kindergarten Reading Wonders – Units 1, 2, & 3

Week	Dates	Unit/Wk	# days	Reading: Word Work	Reading	Language Arts	Integrate Ideas
	8/11-8/12		2	Teach Routines/Administer Diagnostic Assessments			
1	8/15-8/19	SS/1	5	Start Smart Daily Lessons/ Teach Routines/ Administer Diagnostic Assessments			
2	8/22-8/26	SS/2	5				
3	8/29-9/2	SS/3	5				
4	Sept 5 th : Labor Day 9/6-9/9	Unit 1/ Week 1	4	Phonological Awareness: Phoneme Isolation Phoneme Identity Phoneme Blending Phonics: /m/ spelled m HFW: the Build Your Own Word Bank: out Fluency: Prosody Handwriting: Mm	Reading/Writing Workshop: “I Can!” “Can I?” Literature Big Book: <i>What About Bear?</i> “How to Be a Friend” Pre-Decodable Reader: “I Can” “Can I?” Skill: Key Details Strategy: Ask and Answer Questions	Writing: Informative/Explanatory Grammar: Nouns	Text Connections: “How can we get along with new friends?” Text to Media Research/Inquiry: Make a Poster Speaking and Listening: <i>Throughout week – all components</i>
5	9/12-9/16	Unit 1/ Week 2	5	Phonological Awareness: Phoneme Isolation Phoneme Blending Phoneme Identity Phonics: /a/ spelled a HFW: we Build Your Own Word Bank: down Fluency: Prosody Handwriting: Aa	Reading/Writing Workshop: “We Can” “I Can, We Can” Literature Big Book: <i>Pouch</i> “Baby Animals on the Move” Pre-Decodable Reader: “I Am” “We Can” Skill: Key Details Strategy: Ask and Answer Questions	Writing: Informative/Explanatory Grammar: Nouns	Text Connections: “How do baby animals move?” Text to Poetry Research/Inquiry: Make an Animal Puppet Speaking and Listening: <i>Throughout week – all components</i>

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6	9/19-9/23	Unit 1/ Week 3	5	Phonological Awareness: Phoneme Isolation Phoneme Blending Phoneme Categorization Phonics: /s/ spelled s HFW: see Build Your Own Word Bank: will Fluency: Prosody Handwriting: Ss	Reading/Writing Workshop “Sam Can See” “I Can See” Literature Big Book <i>Senses at the Seashore</i> “I Smell Springtime” Pre-Decodable Reader: “Sam Can See” “Sam” Skill: Key Details Strategy: Ask and Answer Questions	Writing: Informative/Explanatory Grammar: Nouns	Text Connections: “How can your senses help you learn?” Text to Fine Art Research/Inquiry: Make a Display Speaking and Listening: <i>Throughout week – all components</i>
7	9/26-9/30	Unit 2 Week 1	5	Phonological Awareness: Phoneme Isolation Phoneme Blending Phoneme Categorization Phonics: /p/ spelled p HFW: a Build Your Own Word Bank: there Fluency: Prosody Handwriting: Pp	Reading/Writing Workshop: “Pam Can See” “We Can See” Literature Big Book: <i>The Handiest Thing in the World</i> “Discover with Tools” Pre-Decodable Reader: “A Sap Map” “Pam Can See” Skill: Key Details Strategy: Ask and Answer Questions	Writing: Informative/Explanatory Grammar: Verbs	Text Connections: “How do tools help us to explore?” Text to Poetry Research/Inquiry: Make a Tool Belt Speaking and Listening: Collaborative Discussion Retell and Discuss Present Information
8	10/3-10/7	Unit 2/ Week 2	5	Phonological Awareness: Phoneme Isolation Phoneme Blending Phoneme Identity Phonics: /t/ spelled t HFW: like Build Your Own Word Bank: two Fluency: Prosody Handwriting: Tt	Reading/Writing Workshop “We like Tam!” “I like Sam” Literature Big Book <i>Shapes All Around</i> “Find the Shapes” Pre-Decodable Reader: “Tap the Mat” “I Am Pat” Skill: Key Details Strategy: Ask and Answer Questions	Writing: Informative/Explanatory Grammar: Verbs	Text Connections: “What shapes do you see around you?” Text to Fine Art Research/Inquiry: Make a Chart Speaking and Listening: Collaborative Discussions Retell and Discuss Present Information

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9	10/10-10/14	Unit 2 Week 3	5	Phonological Awareness: Phoneme Segmentation Phoneme Blending Phonics: Review /m/ m, /a/ a, /s/ s, /p/ p, /t/ t HFW: the, a, see, we, like Build Your Own Word Bank: Review out, down, will, there, two Fluency: Prosody Handwriting: Mm, Aa, Ss, Pp, Tt	Reading/Writing Workshop: “Pat” “Tap!, Tap!, Tap!” Literature Big Book: <i>I Love Bugs!</i> “Bugs All Around” Pre-Decodable Reader: “We See Tam” Skill: Key Details Strategy: Ask and Answer Questions	Writing: Informative/Explanatory Grammar: Verbs	Text Connections: “What kind of bugs do you know about?” Text to Photography Research/Inquiry: Make a Bug Bulletin Board Speaking and Listening: Collaborative Conversations Retell and Discuss Present Information
10	10/17-10/21	Unit 3 Week 1	5	Phonological Awareness: Phoneme Isolation Phoneme Blending Phoneme Categorization Phonics: /i/ spelled i HFW: to Build Your Own Word Bank: her, one Fluency: Prosody Handwriting: Ii	Reading/Writing Workshop: “Can I Pat It?” “Tim Can Tip It” Literature Big Book: <i>How Do Dinosaurs Go to School?</i> “Be Safe” Pre-Decodable Reader: “Tim Can Sit” “We Like It” Skill: Key Details Strategy: Visualize	Writing: Narrative Grammar: Sentences	Text Connections: “What rules do we follow in different places?” Text to Photography Research/Inquiry: Make a Book Speaking and Listening: Collaborative Discussion Retell and Discuss Present Information
11	10/24-10/28	Unit 3 Week 2	5	Phonological Awareness: Phoneme Isolation Phoneme Blending Phoneme Categorization Phonics: /n/ spelled n HFW: and Build Your Own Word Bank: then, new Fluency: Prosody Handwriting: Nn	Reading/Writing Workshop: “Nat and Tip” “Tim and Nan” Literature Big Book: <i>Clang! Clang! Beep! Beep!</i> <i>Listen to the City</i> “Sounds are Everywhere” Pre-Decodable Reader: “Nat and Nan” “Nan and Nat See” Skill: Key Details Strategy: Visualize	Writing: Informative/Explanatory Grammar: Personal Narrative Sentence	Text Connections: “What are the different sounds we hear?” Text to Poetry Research/Inquiry: Make a Sound Chart Speaking and Listening: Collaborative Discussion Retell and Discuss Present Information

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12	10/31-11/4	Unit 3 Week 3	5	Phonological Awareness: Phoneme Isolation Phoneme Blending Phoneme Identity Phoneme Segmentation Phonics: /k/ spelled c HFW: go Build Your Own Word Bank: could, place Fluency: Prosody Handwriting: Cc	Reading/Writing Workshop: “We Go to See Nan” “Can We Go?” Literature Big Book: <i>Please Take Me for a Walk</i> “A Neighborhood” Pre-Decodable Reader: “Cam Cat” “See the Cat” Skill: Character, Setting, Events Strategy: Visualize	Writing: Narrative Grammar: Sentences	Text Connections: “What places do you go to during the week?” Text to Fine Art Research/Inquiry: Make a Class Book Speaking and Listening: Collaborative Discussion Retell and Discuss Present Information