

Understanding by Design: Mountain Home School District 193

**Designer Name:** Kindergarten Teachers 2013-2014  
**Subject Area:** ELA  
**Unit Title/Focus:** Unit 1 Off to School  
**Estimated Amount of Instructional Time:** 4-5 weeks

**Date:** June 9, 2014  
**Grade Level:** Kindergarten

**Stage 1 – (Desired Results)**

**State Content and Skill Standards:** Common Core State Standards (CCSS)

**CCSS Reading Standards for Literature**  
**CCSS Reading Standards for Informational Text**  
**CCSS Reading Foundational Skills**  
**CCSS Writing**  
**CCSS Speaking and Listening Standards**  
**CCSS Language Standards**

*Enduring Understandings: (what are the big ideas, what are the specific understandings desired)*

**CCSS Reading Standards for Literature**

Key Ideas and Details

**RL.K.1** Ask and answer question about key details in a text.  
**RL.K.2** Retell familiar stories including key details.  
**RL.K.3** Identify characters, settings and major events in a story.

Craft and Structure

**RL.K.4** Ask and answer questions about unknown words in a text.  
**RL.K.5** Recognize common types of text.  
**RL.K.6** Name the author and illustrator of a story and define the role of each in telling the story.

Range of Reading and Level of Text Complexity

**RL.K.10** Actively engage in group reading activities.

**CCSS Reading Standards for Informational Text**

Key Ideas and Details

**RI.K.1** Ask and answer question about key details in a text.  
**RI.K.2** Identify the main topic and retell key details of a text.

Craft and Structure

**RI.K.4** Ask and answer questions about unknown words in a text.  
**RI.K.5** Identify the front and back cover and title of book.  
**RI.K.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Range of Reading and Level of Text Complexity

**RI.K.10** Actively engage in group reading activities.

**CCSS Reading Foundational Skills**

Print Concepts

**RF.K.1 (a-d)** Demonstrate the organization and basic features of print.

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper and lowercase letters of the alphabet.

Phonological Awareness

*Essential Questions: (what questions will foster inquiry, understanding, and transfer of learning)*

**Unit Essential Question:**

What is school all about?

**“I wonder.....”**

- Why might a child feel different at school?
- Why might a child feel nervous about school?
- How do you think people feel about Kindergarten?
- What will I be doing in school?
- How does school help us?
- What is it like to be somewhere new?
- How are we all alike?
- What have you learned about being at school?

**Selections**

- *Amelia’s Show-and-Tell Fiesta* (fiction)
- *Look Out Kindergarten, Here I Come!* (fiction)
- “Kindergarten Rocks” (poetry)
- *Boomer Goes to School* (realistic fiction)
- “The 1<sup>st</sup> Day of School” (poetry)
- *On the Way to School* (non-fiction)
- *Chrysanthemum* (fiction)

**RF.K.2 (a-e)** Demonstrate understanding of spoken words, syllables, and sounds.

- a) Recognize and produce rhyming words.
- b) NA
- c) NA
- d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This doesn't include CVCs ending with /l/,/r/,or /x/)
- e) NA

**Phonics and Word Recognition**

**RF.K.3 (a-d)** Know and apply grade-level phonics and word analysis skills in decoding words.

- a) NA
- b) NA
- c) Read common high-frequency words by sight. (the, of, to, you, she, my, is, are, do, does)
- d) NA

**Fluency**

**RF.K.4** Read emergent-reader texts with purpose and understanding.

**CCSS Writing**

**Text Types and Purposes**

**W.K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (*My favorite book is...*)

**W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**W.K.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**CCSS Speaking and Listening Standards**

**Comprehension and Collaboration**

**SL.K.1 (a-b)** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a) Follow agreed-upon rules for discussion (listening to others and taking turns speaking about the topics and texts under discussion).
- b) Continue a conversation through multiple exchanges.

**SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requested clarification of something is not understood.

**Presentation of Knowledge and Ideas**

**SL.K.6** Speak audibly and express thoughts, feelings, and ideas clearly.

**CCSS Language Standards**

**Conventions of Standard English**

**L.K.1 (a-f)** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a) Print many upper-lowercase letters.
- b) Use frequently occurring nouns and verbs.
- c) NA
- d) NA
- e) NA
- f) NA

**L.K.2 (a-d)** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a) Capitalize the first word in a sentence and the pronoun I.

- b) NA
- c) NA
- d) NA

**Vocabulary Acquisition and Use**

**L.K.4 (a-b)** Determine or clarify the meaning of unknown and multiple-meaning words and phrases on *kindergarten reading and content*.

- a) NA
- b) NA

**L.K.5 (a-d)** With guidance and support from adults, explore word relationships and nuances in word meanings.

- a) Sort common objects into categories (shapes, foods) to gain a sense of the concepts the categories represent.
- b) NA
- c) NA
- d) NA

**L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**STUDENTS WILL ...**

**Reading**

Ask Appropriate Questions  
 Understand that print conveys meaning  
 Generate Questions for Exploration  
 Listen, Recognize, and produces rhymes  
 Identify the Name and Shape of Letters  
 Read and Respond to age appropriate literature (decodables)  
 Relate prior knowledge to the unit theme  
 Listen attentively  
 Identify print and book features  
 Understand how print is organized and read  
 Retell, discuss and comprehend text  
 Asking Questions –Predicting –Visualizing- Clarifying -Making Connections  
 Summarize main events of a story  
 Share thoughts and feelings about a story  
 Listen for first, middle, and last sounds  
 Use a picture to retell a story event  
 Make connections to unit theme  
 Learn the parts of a book including Author and Illustrator  
 Listen to oral language in different forms

**Writing**

Writing Letters  
 Capitalization  
 Assign ownership to their work  
 Name Writing  
 Draw, Organize, and Name Pictures  
 Select a writing topic and generate ideas  
 Organize ideas for writing  
 Sequencing

**Speaking and Listening**

Discuss the Concept of School  
 Use Appropriate Tone and Volume to Ask and Answer Questions  
 Listen  
 Express their ideas orally  
 Use pictures to tell a story  
 Present drawings to the class

**Language**

Learn about naming words (nouns)  
 Use basic and new vocabulary (High Frequency Words)  
 Classify & Categorize objects

Deleted:

Deleted: ¶

**Big Idea**

**Imagine It! Big Idea: What is school all about?**

*What Students will know: (what knowledge will they acquire)*

**Essential Skills, Strategies, and Concepts**

- Asking Questions
- Making Connections
- Inquiry
- Predicting
- Clarifying
- Book and Print Awareness
- Name Writing
- Phonological and Phonemic Awareness
- Alphabetic Knowledge

*What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)*

- Ask Appropriate Questions
- Understand that print conveys meaning
- Generate Questions for Exploration
- Listen, Recognize, and produces rhymes
- Identify the Name and Shape of Letters
- Read and Respond to age appropriate literature (decodables)
- Relate prior knowledge to the unit theme
- Listen attentively
- Identify print and book features
- Understand how print is organized and read
- Retell, discuss and comprehend text
- Asking Questions –Predicting –Visualizing- Clarifying -Making Connections
- Summarize main events of a story
- Share thoughts and feelings about a story
- Listen for first, middle, and last sounds
- Use a picture to retell a story event
- Make connections to unit theme
- Learn the parts of a book including Author and Illustrator
- Listen to oral language in different forms
- Writing Letters
- Capitalization
- Assign ownership to their work
- Name Writing
- Draw, Organize, and Name Pictures
- Select a writing topic and generate ideas
- Organize ideas for writing
- Sequencing
- Discuss the Concept of School
- Use Appropriate Tone and Volume to Ask and Answer Questions
- Listen
- Express their ideas orally
- Use pictures to tell a story
- Present drawings to the class
- Learn about naming words (nouns)
- Use basic and new vocabulary (High Frequency Words)
- Classify & Categorize objects

**Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)**

*Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)*

- Who makes up our school family? Create a class list of questions (on chart paper) to ask various people who work in the school (custodian, principal, music teacher...). Have school personnel come to visit and answer questions. Create a class book, school family tree
- Create an ABC book of school people, things and places.

*Other Evidence: (quizzes, tasks, academic prompts, homework, observations)*

- District and State adopted assessments (STAR, AIMS web)
- Lesson Assessment Book
- Teacher Observation
- Letter and sound identification and recognition
- Penmanship
- Nouns
- Thought Clouds

- Create varied writing experiences, focusing on opinions/preferences such as “My favorite activity in school is ...”
- Class book
- Drawing, Writing
- Tracing and Copying
- Listening to literature

- Retell Story Events
- Rhyming
- Comprehension Log
- Colors
- Vocabulary
- Visualizing
- Categorizing
- Making Connections
- Small letters
- Name Writing
- Sequencing
- Benchmarks
- Capital Letters

**Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:**

*Lesson Activities:*

Dates	Unit 1-Reading	Support Resources	Academic Vocabulary	Suggested Writing Topics For Unit	Grammar, Usage, and Mechanics
<b>Lesson 1-10</b>	Getting Started (GS1 – GS67)  Miss Bindergarten Gets Ready for Kindergarten  Fox Makes Friends	Imagine It! penmanship: Level Appendix, pp.19-22  <b>Social Studies:</b> Unit 1, L1 Why do we follow rules? Unit 4 L5 What happens at school? Include with L6 Getting Started Imagine It Unit 4 L2 Land and Water (—Up above the WORLD so high— introduce globe and concept we live on planet Earth)		Draw/dictate a picture of you following the rules at school.  Draw/dictate “My favorite activity in schools is...”  Create a class ABC book of school people, things, and places. Draw/dictate a page for the book.  Trace/copy first name.	
<b>Lesson 1-5</b>	Amelia’s Show and Tell Fiesta (fiction)  Look Out Kindergarten, Here I Come! (fiction)  Lesson 1 -5 (T2 – T101)	<b>Focus Letters:</b> Aa, Bb, Cc, Dd, Ee  <b>Teach:</b> a and a  <b>Predecodable:</b> #1 L2 The First Day of Kindergarten #2 L4 Apple Pie	supplies practice crafts vertical horizontal	Practice writing capital and lowercase focus letters (one letter each day).  Trace/copy first name.	Draw/Dictate  Opinion: Favorite book  Favorite things
<b>Lesson 6-10</b>	Kindergarten Rocks(Poem)(Big Book T112)  Boomer Goes to School (realistic fiction) (Big Book T124)  The First Day of School (Poem) (Big Book T156)  Lesson 6 -10 (T102 – T 187)	<b>Focus Letters:</b> Ff, Gg, Hh, Ii  <b>Teach:</b> g, g  <b>Review:</b> Aa – Ff  <b>Predecodable:</b> #3 L7 A Farm (a) #4 L9 The Lunch (the)	sharing	Practice writing capital and lowercase focus letters (one letter each day).  Trace/copy first name.	Draw/Dictate  Narrative: A special time with your friend  The first day of school
<b>Lesson 11-15</b>	On the Way to School (SS T190)  Chrysanthemum (fiction)  Lesson 11 – 15 (T188 – T275)	<b>Focus Letters:</b> Jj, Kk, Ll, Mm  <b>Review:</b> Gg - Mm  <b>Predecodable:</b> #5 L12 School (and) #6 L15 Go Play! (go)		Practice writing capital and lowercase focus letters (one letter each day).  Trace/copy first name.	Draw/Dictate  Informative: Rules  How to make friends

<b>Assessment Tasks that Provide Evidence for Claims including DOK</b>	<input type="checkbox"/> <b>Claim #1 (Reading)</b> <b>Depth of Knowledge (DOK) <u>Circle One</u></b> 1 - Recall and Reproduction ( <i>Below Basic</i> ) 2 - Skills and Concepts ( <i>Basic</i> ) 3 - Short Term Strategic Thinking ( <i>Proficient</i> ) 4 - Extended Thinking ( <i>Advanced</i> ) <input type="checkbox"/> <b>Claim #2 (Writing)</b> <b>Depth of Knowledge (DOK) <u>Circle One</u></b> 1 - Recall and Reproduction ( <i>Below Basic</i> ) 2 - Skills and Concepts ( <i>Basic</i> ) 3 - Short Term Strategic Thinking ( <i>Proficient</i> ) 4 - Extended Thinking ( <i>Advanced</i> ) <input type="checkbox"/> <b>Claim #3 (Speaking and Listening)</b> <b>Depth of Knowledge (DOK) <u>Circle One</u></b> 1 - Recall and Reproduction ( <i>Below Basic</i> ) 2 - Skills and Concepts ( <i>Basic</i> ) 3 - Short Term Strategic Thinking ( <i>Proficient</i> ) 4 - Extended Thinking ( <i>Advanced</i> ) <input type="checkbox"/> <b>Claim #4 (Research/Inquiry)</b> <b>Depth of Knowledge (DOK) <u>Circle One</u></b> 1 - Recall and Reproduction ( <i>Below Basic</i> ) 2 - Skills and Concepts ( <i>Basic</i> ) 3 - Short Term Strategic Thinking ( <i>Proficient</i> ) 4 - Extended Thinking ( <i>Advanced</i> )
<b>Achievement Level Descriptors</b>	<b>ALD #1:    ALD #2:    ALD #3:    ALD #4:    (circle one):</b>
<b>Materials/Resources</b> Alphabet Big Book Picked Peppers Big Book Picture Cards Word Cards Pre-Decodables Skills Practice Sheets Transparencies Home Connection Listening Library Unit Big Books Read Aloud Collection Teacher's Resource Book Alphabet Letter Cards Unit Lap Books Rhyme Posters	<b>Additional Resources</b> <ul style="list-style-type: none"> <li>• Guided Reading Texts</li> <li>• Differentiation Instruction Planner in Imagine It</li> <li>• Discovery Education</li> <li>• Intervention Guide</li> <li>• Imagine It! Unit 1 Additional Reading List (see table of contents)</li> <li>• Reteach</li> <li>• ELD Guide</li> </ul>

Deleted: ¶