

Designer Name: Kindergarten Teachers 2013-2014

Date: June 9, 2014

Subject Area: ELA

Grade Level: Kindergarten

Unit Title/Focus: Unit 2 Patterns

Estimated Amount of Instructional Time: 2-3 weeks

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.

Integration of Knowledge and Ideas

RL.K.9 Compare and contrast the adventure and experiences of characters in familiar stories.

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.

RI.K.3 Describe the connections between two individuals, events, ideas, and pieces of information in 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.

Integration of Knowledge and Ideas

RI.K.7 Describe the relationship between illustrations and the text in which they appear.

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.

- a) Follow words from left to right, top to bottom, and page by page.

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

Unit Essential Questions:

- What is a pattern?

“I wonder.....”

- Where can we find patterns?
- How can we learn from patterns?
- How do writers use patterns?
- How do patterns help me read?

Selections

- *Lots and Lots of Zebra Strips: Patterns In Nature* (expository)
- *Patterns in the Park* (non-fiction)
- “Dainty Lady” (poem)
- *Old Bear’s Surprise Painting* (fiction)
- “Mrs. Zebra” (poem)
- *Smelly or Soft: Zoologists Study Them All* (non-fiction)
- *Leaf Man* (fantasy)

- b) Recognize that spoken words are represented in written language by specific sequences of letters.
- c) Understand that words are separated by spaces in print.
- d) Recognize and name all upper and lowercase letters of the alphabet.

Phonological Awareness

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) Demonstrate basic knowledge of one-to-one letter-sounds correspondences by producing the primary or many of the most frequent sound for each consonant.
- 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.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4 Describe familiar people, places, things, and events and with prompting and support, provide additional detail

- SL.K.5** Add drawings or other visual display to describe as desired to provide additional detail
- 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) Use the most frequently occurring prepositions (to, from, in, out, on, off, for, of, by, with)
- 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.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) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- 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
Discuss Unit Concept
Generate Questions for Exploration
Learn the parts of a book including Author and Illustrator
Listen for initial, medial, and final sounds
Recognize and produce rhymes
Identify the Name and Shape of Letters
Read and Respond to a age appropriate literature (decodables)
Relate prior knowledge to the unit theme
Listen attentively
Identify print and book features
Asking Questions –Predicting-Visualizing-Clarifying- Making
Connections- Compare and Contrast-Observations
Summarize main events of a story
Share thoughts and feelings about a story
Classify & Categorize objects
Sequencing
Read from left to right and top to bottom
Spacing between letters
Difference between a letter and a word
Retell Stories
Vocabulary (High Frequency Words)
Identify nouns and ideas in illustrations and text

Writing

Writing Letters
 Assign ownership to their work
 Drawing, dictating, and writing
 Display findings
 Proper pencil and paper positions
 Revise drawing by adding or changing details

Speaking and Listening

Express their ideas orally
 Identify spoken sentences
 Identify words in spoken sentences
 Present visual stories to their classmates
 Identify word change in spoken sentences
 Describe an object to a friend
 Share
 Retell Stories

Language

Ask and answer questions about the selection
 Visually represent and enhance a story line
 Opposite Words
 Position Words
 Describing Words
 Action words
 Verbs

Big Idea

Imagine It! Big Idea: What is a pattern?

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
- Phonological and Phonemic Awareness
- Alphabetic Knowledge
- Visualizing
- Compare and Contrast
- Sequencing
- Reality and Fantasy
- Rhyming Words

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
 Discuss Unit Concept
 Generate Questions for Exploration
 Learn the parts of a book including Author and Illustrator
 Listen for initial, medial, and final sounds
 Recognize and produce rhymes
 Identify the Name and Shape of Letters
 Read and Respond to a age appropriate literature (decodables)
 Relate prior knowledge to the unit theme
 Listen attentively
 Identify print and book features
 Asking Questions –Predicting-Visualizing-Clarifying- Making Connections- Compare and Contrast-Observations
 Summarize main events of a story
 Share thoughts and feelings about a story
 Classify & Categorize objects
 Sequencing
 Read from left to right and top to bottom
 Spacing between letters
 Difference between a letter and a word
 Retell Stories
 Vocabulary (High Frequency Words)
 Identify nouns and ideas in illustrations and text
 Writing Letters
 Assign ownership to their work
 Drawing, dictating, and writing
 Display findings
 Proper pencil and paper positions

Revise drawing by adding or changing details
 Express their ideas orally
 Identify spoken sentences
 Identify words in spoken sentences
 Present visual stories to their classmates
 Identify word change in spoken sentences
 Describe an object to a friend
 Share
 Retell Stories
 Ask and answer questions about the selection
 Visually represent and enhance a story line
 Opposite Words
 Position Words
 Describing Words
 Action words
 Verbs

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?)

- Pattern Hunt – Students explore various books, photographs, and/or environments to identify patterns. Create a class chart that compiles students’ findings.
- Create a book of patterns (photos, drawings, magazines)
- Create varied writing experiences, focusing on opinions/preferences
- Pattern research project
- Writing Books
- Skills Practice Books
- Drawing
- Writing

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

**Guided/Shared Writing Activities
 (Please note that additional standards will be addressed when completing these tasks (Speaking and Listening, Language, and Reading))**

- District and State adopted assessments (STAR, AIMS web)
- Teacher Observations
- Benchmark
- Lesson Assessment Book
- Letter and sound identification
- Middle Event of Sequence
- Penmanship
- Vocabulary
- Sequencing
- Describing Words
- Comprehension Log
- Visualizing
- Verb Identification
- Action Words
- Classifying and Categorizing
- Benchmark

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
Lesson 1-5	Lots and Lots of Zebras Stripes (Expository)	Focus Letters: Nn, Oo, Pp, Qq, Rr	patterns curved shapes	Practice writing capital and lowercase focus letters (one letter each day).	Draw/Dictate or write Opinion:

	Patterns in the Park (Expository) (Big Book T52) Lesson 1 – 5 (T2 – T 95)	Predecodables: #7 L2 The Zoo (had) #8 L4 Colors (he)	squares rectangles stripes	Practice writing first name.	Favorite color Favorite playground activity
Lesson 6-10	Dainty Lady (poem) (Big Book T106) Old Bears Surprise Painting (Fiction) (Big Book T118) Mrs. Zebra (poem) (Big Book T150) Lesson 6 – 10 (T96 – T181)	Focus Letters: Ss, Tt, Uu, Vv Teach: t and t Review: Nn - Ss Predecodables: #9 L7 Shapes (I) #10 L9 Animal Tracks (see)	news	Practice writing capital and lowercase focus letters (one letter each day).	Draw/Dictate or write Narrative: A trip to the park A special surprise
Lesson 11-15	Smelly or Soft (Science Link T184) Leaf Man (fantasy) Lesson 11- 15 (T182 – T271)	Focus Letters: Ww, Xx, Yy, Zz Review: Tt - Zz Predecodables: #11 L12 The Tree (has) #12 L14 Flowers (you)	Scientist wild zoologist migrate natural marsh prairie meadows flock Earth	Practice writing capital and lowercase focus letters (one letter each day).	Draw/Dictate or write Informative: 5 senses What does a Zoologist do

Assessment Tasks that Provide Evidence for Claims including DOK	<input type="checkbox"/> Claim #1 (Reading) Depth of Knowledge (DOK) <u>Circle One</u> 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"/> Claim #2 (Writing) Depth of Knowledge (DOK) <u>Circle One</u> 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"/> Claim #3 (Speaking and Listening) Depth of Knowledge (DOK) <u>Circle One</u> 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"/> Claim #4 (Research/Inquiry) Depth of Knowledge (DOK) <u>Circle One</u> 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>)
Achievement Level Descriptors	ALD #1: ALD #2: ALD #3: ALD #4: (circle one):
Materials/Resources Alphabet Big Book Pickled Peppers Big Book Picture Cards Word Cards	Additional Resources <ul style="list-style-type: none"> Guided Reading Texts Differentiation Instruction Planner in Imagine It Discovery Education

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
Alphabet Flash cards
Rhyme Posters
Thinking Crowns
Thought Cloud

- Intervention Guide
- Imagine It! Unit 2 Additional Reading List (see table of contents)
- Reteach
- ELD Guide

DRAFT