

**Designer Name:** Kindergarten Teachers 2013-2014  
**Subject Area:** ELA  
**Unit Title/Focus:** Unit 3 Finding Friends  
**Estimated Amount of Instructional Time:** 2-3 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.

Integration of Knowledge and Ideas

- RL.K.7 Describe relationship between illustrations and 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.
- RI.K.8 Identify the reasons the author gives to support points in a text.
- RI.K.9 Identify basic similarities and differences between two texts on the same topic.

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 Demonstrate the organization and basic features of print.
  - a) Follow words from left to right, top to bottom, and page by page.
  - 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.

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

**Unit Essential Questions:**

- How does friendship affect our lives?

**“I wonder.....”**

- What makes a good friend?
- How can you find a new friend?
- What should I say to someone that I want to be friends with?
- What are some things friends do for one another?

**Selections:**

- *Big Al* (fiction)
- *Friendship* (nonfiction)
- *A Friend For Me* (poetry)
- *Ginger* (realistic fiction)
- *Making Friends* (poetry)
- *Social Studies Lap Book: Benjamin Franklin* (nonfiction)
- *Don't Need Friends* (fiction)

- d) Recognize and name all upper and lowercase letters of the alphabet.

#### Phonological Awareness

**RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds.

- a) Recognize and produce rhyming words.
- b) Count, pronounce, blend, and segment syllables in spoken words.
- c) Blend and segment onset and rimes of single-syllable spoken words
- 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) Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

#### 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** 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** 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) N/A
- d) Understand and use questions words (who, what, where, when, why, how)
- e) Use the most frequently occurring prepositions (to, from, in, out, on, off, for, of, by, with)
- f) Produce and expand complete sentences in shared language activities.

**L.K.2** 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) Recognize and name end punctuation.
- c) Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

#### **Vocabulary Acquisition and Use**

**L.K.4** 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

Discuss Unit Concept

Generate Questions and Statements about unit theme

Print and Book Awareness

Listen for sounds and 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

Asking Questions –Predicting-Visualizing-Clarifying- Making

Connections- Compare and Contrast-Observations-Analyze

Summarize and sequence main events of a story

Comprehension

Share thoughts and feelings about a story and the Characters

Identify the setting of a story

Vocabulary

Recognize story/poem

Classify & Categorize objects

Blending and Segmenting syllables  
 Phonemes  
 Attach the sounds to the letters to make words  
 Importance of letter order in words  
 Detect and make word changes

**Writing**

Writing Letters  
 Identify print and book features  
 Locate title of poem and the name of the poet  
 Learn how to brain storm and share ideas  
 Learn how words are put together to make declarative sentences  
 Build word  
 Label their drawings  
 Spacing between letters and words  
 Make a cover and illustration for a book  
 Learn to revise by adding and changing  
 Book Report

**Speaking and Listening**

Express their ideas orally  
 Identify long and short spoken words  
 Identify words in spoken sentences  
 Present visual stories to their classmates

**Language**

Ask and answer questions about the selection  
 Discuss ways people and characters reveal their thoughts and feelings.  
 Retell story  
 Punctuation  
 Vocabulary Words  
 Complete Sentences  
 Listening for first, middle, and last words

**Big Idea**

**Imagine It! Big Idea: What does it mean to be a friend?**

*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
- Setting
- Main Character
- 

*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 and Statements about unit theme  
 Print and Book Awareness  
 Listen for sounds and 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  
 Asking Questions –Predicting-Visualizing-Clarifying- Making  
 Connections- Compare and Contrast-Observations-Analyze  
 Summarize and sequence main events of a story  
 Comprehension  
 Share thoughts and feelings about a story and the Characters  
 Identify the setting of a story  
 Recognize story/poem  
 Classify & Categorize objects  
 Blending and Segmenting syllables  
 Phonemes  
 Attach the sounds to the letters to make words  
 Importance of letter order in words  
 Detect and make word changes

Writing Letters  
 Identify print and book features  
 Locate title of poem and the name of the poet  
 Learn how to brain storm and share ideas  
 Learn how words are put together to make declarative sentences  
 Build word  
 Label their drawings  
 Spacing between letters and words  
 Make a cover and illustration for a book  
 Learn to revise by adding and changing  
 Express their ideas orally  
 Identify long and short spoken words  
 Identify words in spoken sentences  
 Present visual stories to their classmates  
 Ask and answer questions about the selection  
 Discuss ways people and characters reveal their thoughts and feelings.  
 Retell story  
 Punctuation  
 Vocabulary Words  
 Complete Sentences  
 Listening for first, middle, and last words

**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?)*

- Create a class book, to explain what it means to be a friend.
- Considering one or more of the selection experienced in this unit, encourage students to write about their favorite text and explain why it is their favorite.
- Create varied writing experiences which introduce a topic or name of the book they are writing about and state an opinion or preference about the topic or book.
- Create varied writing experiences, focusing on opinions/preferences
- Writing,
- Drawing
- Dictating
- Listening to literature
- Reading
- Book Reports
- Reading Decodables

*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 and recognition
- Grammar
- Blending
- Vocabulary
- Comprehension Strategies
- Making Connections
- Syllable Segmentation
- Story Crafting
- Penmanship
- Words that name pictures
- Benchmarks

**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 3	Support Resources	Academic Vocabulary	Writing Activities	Possible Writing Topics	Grammar, Usage, and Mechanics
<b>Lessons 1-5</b>	Big Al ( Fantasy) Friendship (Big Book T46) Lesson 1 – 5 (T2 – T89)	<b>Focus Sounds</b> /s/, /m/  <b>Predecodable:</b> #13L5WeGo(we)	school	Copy and illustrate sentences (emphasize spacing between words) “I like dogs.” “I can run.” “We eat lunch.” “They are friends.”  Review formation of all letters.	Draw/Dictate or write  Opinion: Favorite friend  Favorite activity to do with friends	Declarative sentences tell us something  Words in a sentence have spaces between them  Events happen in sequences
<b>Lessons 6-10</b>	A Friend For Me (Poetry) (Big Book T96) Ginger ( Realistic Fiction) (Big Book T106) Making Friends (Poetry) (Big Book T134) Lesson 6 – 10 (T 90 – T165)	<b>Focus Sounds</b> /d/, /p/  <b>Predecodable:</b> #14 L.10 We Carry (of)		Copy, complete sentence, and illustrate (emphasize spacing between words) (may use a word bank) “I like to ____ with my friend.” “My new friend and I ____” “ ____ is my friend.” “The lion is a ____ animal.”  Review formation of all letters	Draw/Dictate or write  Narrative: A special time with your friend	Period signals the end of a statement  Capital letters begin each sentence  Telling sentences are sentences that are statements and tell about something
<b>Lessons 11-15</b>	Benjamin Franklin (SS Big Book T166) Don’t Need Friends (Fantasy) Lesson 11- 15 (T166 – T 247)	<b>Focus Sound:</b> /a/ <b>Review:</b> /s/, /m/, /d/, /p/ <b>Predecodable:</b> #15 L.13 In the Park (in) <b>Decodable:</b> #1 L.15 Sam and Pam (am)	inventor protect decision	Copy, complete sentence, and illustrate (emphasize spacing between words) (may use a word bank) “We learn about ____ at school.” “We eat ____ for dinner.” “I know how to ____”  Review formation of all letters.	Draw/Dictate or write  Informative: How do you make a friend?  What makes a good friend?	Capital letters begin sentences  Periods end sentences

Assessment Tasks that Provide Evidence for Claims including DOK	<input type="checkbox"/> <b>Claim #1 (Reading)</b> <b>Depth of Knowledge (DOK) <span style="background-color: yellow;">Circle One</span></b> <b>1 - Recall and Reproduction (Below Basic)</b> <b>2 - Skills and Concepts (Basic)</b> <b>3 - Short Term Strategic Thinking (Proficient)</b> <b>4 - Extended Thinking (Advanced)</b>
	<input type="checkbox"/> <b>Claim #2 (Writing)</b> <b>Depth of Knowledge (DOK) <span style="background-color: yellow;">Circle One</span></b> <b>1 - Recall and Reproduction (Below Basic)</b> <b>2 - Skills and Concepts (Basic)</b> <b>3 - Short Term Strategic Thinking (Proficient)</b> <b>4 - Extended Thinking (Advanced)</b>
	<input type="checkbox"/> <b>Claim #3 (Speaking and Listening)</b>

	<p><b>Depth of Knowledge (DOK) <u>Circle One</u></b>  <b>1 - Recall and Reproduction</b> (<i>Below Basic</i>)  <b>2 - Skills and Concepts</b> (<i>Basic</i>)  <b>3 - Short Term Strategic Thinking</b> (<i>Proficient</i>)  <b>4 - Extended Thinking</b> (<i>Advanced</i>)</p>
	<p><input type="checkbox"/> <b>Claim #4</b> (<i>Research/Inquiry</i>)  <b>Depth of Knowledge (DOK) <u>Circle One</u></b>  <b>1 - Recall and Reproduction</b> (<i>Below Basic</i>)  <b>2 - Skills and Concepts</b> (<i>Basic</i>)  <b>3 - Short Term Strategic Thinking</b> (<i>Proficient</i>)  <b>4 - Extended Thinking</b> (<i>Advanced</i>)</p>
<p><b>Achievement Level Descriptors</b></p>	<p><b>ALD #1: ALD #2: ALD #3: ALD #4: (circle one):</b></p>
<p><b>Materials/Resources</b>  <b>Materials/Resources</b>  Alphabet Big Book  Pickled Peppers Big Book  Finding Friends Big Book  Language Arts Big Book  Social Studies Big Book  Willy the Wisher  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</p>	<p><b>Additional Resources</b></p> <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 3 Additional Reading List (see table of contents)</li> <li>• ELD Guide</li> <li>• District and State Assessments</li> </ul>