

Designer Name: Kindergarten Teachers 2013-2014
Subject Area: ELA
Unit Title/Focus: Unit 4 By the Sea
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.
- 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.
- 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 (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:

- Why is life by the sea so interesting?

“I wonder.....”

- How do animals that live in the water breathe?
- What makes the ocean salty?
- Why is it important to take care of our oceans?
- What are some different kinds of seashores?

Selections

- *Where Land Meets the Sea* (nonfiction)
- *The Ocean* (nonfiction)
- *The Sea’s Treasures* (poem)
- *Humphrey the Lost Whale* (nonfiction)
- *The Seahorse* (poetry)
- *Science Lap Book: Water, Water Everywhere!* (nonfiction)
- *Hello Ocean/Hola Mar* (realistic fiction)

- 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) Count, pronounce, blend, and segment syllables in spoken words.
- c) Blend and segment onsets 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) 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) 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 (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) Recognize and name end punctuation.
- c) Write a letter or letters for most consonant and short-vowel sounds (phonemes)
- 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

- Discuss Unit Concept
- Generate Questions about unit theme
- Identify characters and main idea
- Identify thoughts, feelings, and ideas of a character
- Identify Characters of nonfiction
- Vocabulary (High Frequency Words)
- Locate the title and the name of the author/poet
- Connect life experiences to the text
- Learn the parts of a book including Author and Illustrator
- Recognize story/poem
- Read and Respond to a age appropriate literature (decodables)
- Identify print and book features
- Attach sound to letter
- Asking Questions –Predicting-Visualizing - Making Connections-
- Compare and Contrast
- Analyze the characters of a nonfiction story
- Brainstorm
- Collaboration

Read from left to right and top to bottom
 Listen for initial, medial, and final sounds
 Blend initial phonemes to make words
 Recognize and produce rhymes
 Sequencing
 Segment words into syllables
 Blend words to make compound words
 Investigate
 Identify and count phonemes
 Match initial phonemes in groups of words
 Blend final phonemes to make words
 Blend word parts to make words
 Sound-by-sound blending
 Segmenting

Writing

Words are separated by spaces
 Writing Letters
 Detect changes in sentences
 Draw and Dictate pictures
 Reflect on their writing and write new stories
 Write poetry with rhyming words
 Write a poem about unit topic
 Build questions
 Use and create an idea web
 Use sentence frames to build their own interrogative sentences
 Delete unnecessary ideas from an idea web
 Remove unnecessary details from writing

Speaking and Listening

Describe ideas to a partner
 Spoken words are represented in written language
 Collaborate
 Retell Stories
 Generate questions and statements about the unit theme

Language

Question marks are used at the ends of sentences that ask questions
 Collaborate to make a list of rhyming words for class poem
 Organize ideas into proper event sequence
 Sort common objects
 Identify problems and solutions
 Interrogative sentences

Big Idea

- **Imagine It! Big Idea:** Why is life by the sea so interesting?

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

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

Discuss Unit Concept
 Generate Questions about unit theme
 Identify characters and main idea
 Identify thoughts, feelings, and ideas of a character
 Identify Characters of nonfiction
 Vocabulary (High Frequency Words)
 Locate the title and the name of the author/poet
 Connect life experiences to the text
 Learn the parts of a book including Author and Illustrator
 Recognize story/poem
 Read and Respond to a age appropriate literature (decodables)
 Identify print and book features

<ul style="list-style-type: none"> • Rhyming Words • Blending 	<p>Attach sound to letter Asking Questions –Predicting-Visualizing - Making Connections- Compare and Contrast Analyze the characters of a nonfiction story Brainstorm Collaboration Read from left to right and top to bottom Listen for initial, medial, and final sounds Blend initial phonemes to make words Recognize and produce rhymes Sequencing Segment words into syllables Blend words to make compound words Identify and count phonemes Match initial phonemes in groups of words Blend final phonemes to make words Blend word parts to make words Sound-by-sound blending Segmenting Words are separated by spaces Writing Letters Detect changes in sentences Draw and Dictate pictures Reflect on their writing and write new stories Write poetry with rhyming words Write a poem about unit topic Build questions Use and create an idea web Use sentence frames to build their own interrogative sentences Delete unnecessary ideas from an idea web Remove unnecessary details from writing Describe ideas to a partner Spoken words are represented in written language Collaborate Retell Stories Generate questions and statements about the unit theme Question marks are used at the ends of sentences that ask questions Collaborate to make a list of rhyming words for class poem Organize ideas into proper event sequence Sort common objects Identify problems and solutions Interrogative sentences</p>
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Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)

<p>Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</p> <ul style="list-style-type: none"> • Create a class book defending the claim “It is important to take care of our oceans” with evidence. • Complete a whole class shared writing experience answering the question “What can we do to take care of the oceans?” • Students create their own questions using sentence frames and sentence extensions. 	<p>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</p> <p>Guided/Shared Writing Activities (Please note that additional standards will be addressed when completing these tasks (Speaking and Listening, Language, and Reading))</p> <ul style="list-style-type: none"> • Lesson Assessment Book • Letter and sound identification and recognition • Grammar • Blending • Word and sentence identification • Short Vowel • Cause and Effect • Visualizing • Sequencing • Vocabulary • Comprehension Strategies • Syllable Segmentation • Benchmarks
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- District and State adopted assessments (STAR, AIMS web)
- Teacher Observations

Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development)
 Use **WHERE TO** 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	Where Land Meets Sea (non-fiction) The Ocean (non-fiction) (Big Book T46) Lesson 1 – 5 (T2 – T87)	Focus Sounds /h/, /t/ Decodable: #2 L5 A Hat! (at, to)	seashore waves form smooth tough deep calmly surface	Create a sentence with a word bank. Daily journal writing.	Draw/Dictate or Write Opinion: Favorite sea animal Favorite beach activity
Lesson 5-10	The Sea’s Treasure (poem) (Big Book T96) Humphrey the Lost Whale (non-fiction) (Big Book T106) The Seahorse (poem) (Big Book T142) Lesson 6 – 10 (T88 – T173)	Focus Sounds: /n/, /l/ Decodable: #3 L10 Nan and Lad (as, have)	shallow narrow	Use sentence frames to help students create their own questions. “Do you like to ____?” “Where is the ____?” “Is ____ your favorite game?” “When do you ____?” “Do you know how to ____?” “Is ____ a fast runner?” Daily journal writing.	Draw/Dictate or Write Narrative: A time at the beach A time when lost
Lesson 11-15	Water, Water, Everywhere! (Science Big Book T174) Hello Ocean, Hola Mar (realistic fiction) Lesson 11- 15 (T174 – T253)	Focus Sound: /i/ Review Sounds: /h/, /t/, /n/, /l/, /i/ Decodable: #4 L15 Tim in Sand (is,it)	temperature evaporates fog experiment shore tide	Continue building questions using sentence frames and sentence extensions. “What color is the ____?” “Does ____ like to play hide-and-seek?” “How do you make a ____?” “Where are the ____?” “Did they put their lunches on the ____?” Write questions on the board and have students offer suggestions to extend the sentences. “Who made these cookies?” “Can you help me?” “Where is the dog?” “Do you want to play?” Daily journal writing.	Draw/Dictate or Write Informative: A living thing Uses for water

Assessment Tasks that Provide Evidence for Claims including DOK

- Claim #1 (Reading)**
Depth of Knowledge (DOK) *Circle One*
1 - Recall and Reproduction (Below Basic)
2 - Skills and Concepts (Basic)
3 - Short Term Strategic Thinking (Proficient)
4 - Extended Thinking (Advanced)
- Claim #2 (Writing)**
Depth of Knowledge (DOK) *Circle One*
1 - Recall and Reproduction (Below Basic)
2 - Skills and Concepts (Basic)

	<p>3 - Short Term Strategic Thinking (<i>Proficient</i>) 4 - Extended Thinking (<i>Advanced</i>)</p> <p><input type="checkbox"/> Claim #3 (<i>Speaking and Listening</i>) Depth of Knowledge (DOK) Circle One 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>)</p> <p><input type="checkbox"/> Claim #4 (<i>Research/Inquiry</i>) Depth of Knowledge (DOK) Circle One 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>)</p>
Achievement Level Descriptors	ALD #1: ALD #2: ALD #3: ALD #4: (circle one):
Materials/Resources	<p>Additional Resources</p> <ul style="list-style-type: none"> • Discovery Education • Guided Reading Texts • Differentiation Instruction Planner in Imagine It! • Intervention Guide/Retech • Imagine It! Unit 4 Additional Reading List • Lesson Assessment Book • ELD Guide