

Designer Name: Kindergarten Teachers 2013-2014
Subject Area: ELA
Unit Title/Focus: Unit 5 Stick to It!
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.
 - b) Recognize that spoken words are represented in written language by specific sequences of letters.

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

Unit Essential Questions:

What is a goal?

“I wonder.....”

- Why is it sometimes hard to stick to something?
- What helps you stick to something?
- How do you feel when you reach your goal?

Selections:

- *Bunny Cakes* (fiction)
- *Grandma Lena’s Big Ol’ Turnip* (fiction)
- *Whistling* (poetry)
- *Tillie and the Wall* (fiction)
- *To Catch a Fish* (poem)
- *People Just Like You and Me* (nonfiction)
- *Wanda’s Roses* (fantasy)

- 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) Add or substitute individual sounds (phonemes in simple, one syllable words to make new words.

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) Associate the long and ***short sounds*** with common spellings (graphemes) for the five major vowels.
- 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.

Phonological Awareness

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

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.

Production and Distribution of Writing

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.7 Participate in shared research and writing projects

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) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Vocabulary Acquisition and Use

L.K.4 (a-b) Determine or clarify the meaning of unknown and multiple-meaning work Capitalize the first word in a sentence and the pronoun I.

- 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

Identify letters and sounds

Generate Questions about unit theme

Identify characters and main idea

Identify thoughts, feelings, and ideas of a character

Identify problem, idea, and solution in a story's plot

Identify and compose examples of perseverance

Identify Problems and Solutions

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
Identify the Name and Shape of Letters
Letter sounds
Create words with the beginning sounds of certain letters
Relate prior knowledge to the unit theme
Listen attentively
Summarize main events of a story
Comprehension
Rhyme
Blend onsets and rimes
Phonemes
Initial phonemes
Medial phonemes
Final phonemes
Phoneme Manipulation
Delete and add know phonemes
Syllable Segmentation
Compound Words
Conclusions
Sequencing
Brainstorm
Build word

Writing

Separate words in print
Writing Letters
Generate and discuss ideas for writing
Exclamatory Sentences
Punctuation
Draw Pictures
Represent a character's ideas through drawing
Make a cover for a book
Revise drawing by adding or changing details
Descriptive Drawings
Write Sentences

Speaking and Listening

Spoken words are represented in written words
Identify long and short spoken words
Ask and answer questions
Multi-Step Directions
Present visual stories to their classmates
Story telling strategies
Describe

Language

Ask and answer questions about the selection
Action words
Describing Words
Complete Sentences
Learn to distinguish between statements and exclamations

Big Idea

Imagine It! Big Idea: What does it take to reach a goal?

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
- High Frequency Words
- Comprehend

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
Identify letters and sounds
Generate Questions about unit theme
Identify characters and main idea
Identify thoughts, feelings, and ideas of a character
Identify problem, idea, and solution in a story's plot
Identify and compose examples of perseverance
Identify Problems and Solutions
Vocabulary (High Frequency Words)
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Medial phonemes
Final phonemes
Phoneme Manipulation
Delete and add know phonemes
Syllable Segmentation
Compound Words
Conclusions
Sequencing
Brainstorm
Build word
Separate words in print
Writing Letters
Generate and discuss ideas for writing
Exclamatory Sentences
Punctuation
Draw Pictures
Represent a character's ideas through drawing
Make a cover for a book
Revise drawing by adding or changing details
Descriptive Drawings
Write Sentences
Spoken words are represented in written words

	<p>Identify long and short spoken words Ask and answer questions Multi-Step Directions Present visual stories to their classmates Story telling strategies Describe Ask and answer questions about the selection Action words Describing Words Complete Sentences Learn to distinguish between statements and exclamations</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, to explain what it means to reach a goal. • Considering one or more of the selections 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. • Continue to let student’s journal throughout the year. • Continue writing opinion, narrative, and informative writing pieces. • Decodable • Grade level books • Listen to literature • Skills practice 	<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"> • District and State adopted assessments (STAR, AIMS web) • Teacher Observations • Benchmark • Lesson Assessment Book • Letter and sound identification and recognition • Grammar • Blending • Phoneme Isolation • Vocabulary • Comprehension Strategies • Making Connections • Syllable Segmentation • Story Crafting • Penmanship • Words that name pictures • Benchmarks • High Frequency Words • Writing •
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**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 5	Support Resources	Academic Vocabulary	Writing Activities	Possible Writing Topics	Grammar, Usage, and Mechanics
Lesson 1-5	Bunny Cakes (fantasy) Big Ol' Turnip (fiction) (Big Book T46) Lesson 1 – 5 (T2 – T91)	Focus sounds: /b/, /k/ (spelled Cc) Decodable: #5 L5 Cal Can Bat (can, his)	caterpillar	Model when to use exclamation marks. Do you like bugs? Look at the bug! Practice putting events in order. Mix up sentences and have students copy sentences in correct order. 1. I will put on my shoe. 2. Then I tie my shoe. 3. I am ready to go! Daily journal writing	Draw/Dictate or Write Opinion: Favorite sport Favorite food	People use exclamations to show anger, excitement, and surprise. Exclamatory sentences end with exclamation points. Sentences come in order.
Lesson 6-10	Whistling (poem) (Big Book T100) Tillie and the Wall (fantasy) (Big Book T110) To Catch a Fish (poem) (Big Book T138) Lesson 6 – 10 (T92 – T167)	Focus sounds: /o/, /r/, /g/ Decodable: #6 L10 Ron Hops (him, on)	proper imagining patience concentrate	Complete the exclamatory sentences “Let’s play ___!” “I love ___!” “___ is so fun!” “Don’t ___!” Invite students to extend exclamatory sentences. “Look at the dog!” (“Look at the dog covered in mud!”) “I love pizza!” (“I love pizza with lots of cheese!”) Daily journal writing	Draw/Dictate or Write Narrative: A time when something was difficult Imagine you went fishing	Exclamation points always end exclamatory sentences. Sentences can be extended detail/describing words
Lesson 11-15	People Just Like You and Me (SS Big Book T170) Wanda’s Roses (fiction) Lesson 11- 15 (T168 – T247)	Focus sound: /g/ Review; /r/, /g/, /b/, /k/ (Cc), /o/ Decodable: #7 L15 Glad Pam (did girl)	country leader president speech justice project	Create a list of describing words together. Create sentences using exclamation points. Daily journal writing	Draw/Dictate or Write Informative: How do you keep your goals? Write about what the president does.	Statements are telling sentences and questions are asking sentences. A statement ends with a period and an exclamation ends with an exclamation point. Exclamation are special because they show great emotion or feeling.

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)
	<input type="checkbox"/> Claim #2 (Writing) Depth of Knowledge (DOK) <i>Circle One</i> 1 - Recall and Reproduction (Below Basic) 2 - Skills and Concepts (Basic) 3 - Short Term Strategic Thinking (Proficient) 4 - Extended Thinking (Advanced)
	<input type="checkbox"/> Claim #3 (Speaking and Listening) Depth of Knowledge (DOK) <i>Circle One</i> 1 - Recall and Reproduction (Below Basic) 2 - Skills and Concepts (Basic) 3 - Short Term Strategic Thinking (Proficient) 4 - Extended Thinking (Advanced)
	<input type="checkbox"/> Claim #4 (Research/Inquiry) Depth of Knowledge (DOK) <i>Circle One</i> 1 - Recall and Reproduction (Below Basic) 2 - Skills and Concepts (Basic) 3 - Short Term Strategic Thinking (Proficient) 4 - Extended Thinking (Advanced)
Achievement Level Descriptors	ALD #1: ALD #2: ALD #3: ALD #4: (circle one):
Materials/Resources Materials/Resources Alphabet Big Book Pickled Peppers Big Book Unit Big Book Language Arts 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 Hop along game mats Teacher's Resource Book Alphabet Letter Cards Unit Lap Books Rhyme Posters	Additional Resources <ul style="list-style-type: none"> • Guided Reading Texts • Differentiation Instruction Planner in Imagine It • Discovery Education • Intervention Guide • Imagine It! Unit 5 Additional Reading List (see table of contents) • ELD Guide • District and State Assessments