

Designer Name: Kindergarten Teachers 2013-2014

Date: June 9, 2014

Subject Area: ELA

Grade Level: Kindergarten

Unit Title/Focus: Unit 6 My Shadow

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.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.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) NA

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

Unit Essential Questions:

- Why do shadows come and go?

“I wonder.....”

- What makes shadows?
- Why does a shadow disappear?
- Why do shadows change sizes?

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)

- 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) 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.

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.

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) Form regular plural nouns orally by adding /s/ or /es/ (dog, dogs/wish, wishes)
- 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 words and phrases on *kindergarten reading and content*

- a) Identify new meaning for familiar words and apply them accurately (knowing duck is a bird and learning the verb duck).
- b) Use the most frequently occurring inflections and affixes (ed, s, re, un, pre, ful, less) as a clue to the meaning of and unknown word.

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) Identify real-life connections between words and their use (note places at school that are colorful).
- 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 and become familiar with unit theme

Generate Questions and statements about the theme

Rhyming

Blending and Segmenting
 Read and Respond to a age appropriate literature (decodables)
 Identify print and book features
 Experiment with given theme
 Connect their own life experiences to the text
 Use letters in different combinations to form words
 Develop an understanding of vocabulary
 Cause and Effect
 Reality and Fantasy
 Drawing Conclusions
 Asking Questions –Predicting-Visualizing-Clarifying- Making
 Connections-
 Think of words that being with a given sound
 Attach Sound to Letter
 Analyze text and plot structure
 Use ending sounds and other clues to identify words
 Manipulate sounds words
 Identify words in print
 Identify and match initial phonemes in words

Writing

Writing Letters
 Revise
 Add describing words
 Choose a writing topic
 Practice writing sentences with sound patterns

Speaking and Listening

Describe observations orally
 Present to class
 Listen to sentences and edit them
 Collaborate to create and extend

Language

Brainstorm , create then reflect
 Draw and describe details missing from a story
 Sequence ideas
 Use describing words
 Extend sentences
 Change and add to a story's plot
 Identify thoughts and feelings of a character
 Identify problem and a resolution

Big Idea

Imagine It! Big Idea: Why do Shadows come and go?

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

Essential Skills, Strategies, and Concepts

- Asking Questions
- Making Connections
- Inquiry
- Predicting
- Clarifying

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 and become familiar with unit theme
 Generate Questions and statements about the theme
 Rhyming
 Blending and Segmenting
 Read and Respond to a age appropriate literature (decodables)
 Identify print and book features

- Book and Print Awareness
- Phonological and Phonemic Awareness
- Alphabetic Knowledge
- Visualizing
- Compare and Contrast
- Sequencing
- Reality and Fantasy
- Rhyming Words
- High Frequency Words
- Comprehend

Experiment with given theme
 Connect their own life experiences to the text
 Use letters in different combinations to form words
 Develop an understanding of vocabulary
 Cause and Effect
 Reality and Fantasy
 Drawing Conclusions
 Asking Questions –Predicting-Visualizing-Clarifying- Making Connections-
 Think of words that begin with a given sound
 Attach Sound to Letter
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 Writing Letters
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 Choose a writing topic
 Practice writing sentences with sound patterns
 Describe observations orally
 Present to class
 Listen to sentences and edit them
 Collaborate to create and extend
 Brainstorm , create then reflect
 Draw and describe details missing from a story
 Sequence ideas
 Use describing words
 Extend sentences
 Change and add to a story’s plot
 Identify thoughts and feelings of a character
 Identify problem and a resolution

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 on shadows.
- 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.
- Journal writing
- Skills practice
- Writing
- Reading Decodable/grade level books
- Listening to literature

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
- Phoneme Matching
- Sentence Spacing
- Penmanship
- Repeating Subjects
- Vocabulary
- Capital Letters and Punctuation
- Describing Words
- Comprehension Log
- Visualizing
- High Frequency Words
- 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	What Makes a Shadow? (Expository) Shadows (Big Book T46) Lesson 1 – 5 (T2 – T81)	Focus Sounds: /j/, /f/ Decodable: # 8 L5 Jam Pot (for)	shadow cloudy discover	Write “itislunchweeactpizza” on the board. Guide students to rewrite sentence correctly. Daily journal writing	Draw/Write Opinion: Favorite time of the day Favorite night time activities
Lesson 6-10	Shadow/Sombra (poem) (Big Book T92) Bear Shadow (fantasy) (Big Book T102) Hide-and-Seek Shadow (Big Book T130) Lesson 6 – 10 (T82 – T157)	Focus Sounds: /u/, /ks/ (Xx), /z/ Decodable: #9 L10 Bud and Max (but, up)	cloud	Practice revising sentences with students to make them better. “Mom said, don’t forget your coat!” (Mom yelled, don’t forget your brown coat!”) Daily journal writing	Draw/Write Narrative: A time that was scary What do you do to get ready for bed?
Lesson 11-15	Sunny Sky, Starry Sky (Science Big Book T162) Nothing Sticks Like a Shadow (fantasy) Lesson 11- 15 (T158 – T241)	Focus Sounds: /z/, spelled s Decodable: #10 L15 Liz and Tad (all)	heat telescope planets galaxies burrow	Practice adding describing words to sentences. “The dog is ____.” “The ____ dog is ____.” (The big dog is brown.) Daily journal writing	Draw/Write Informative: When do you see your shadow? How are shadows made?

Assessment Tasks that Provide Evidence for Claims including DOK	<input type="checkbox"/> 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) Circle One 1 - Recall and Reproduction (Below Basic) 2 - Skills and Concepts (Basic) 3 - Short Term Strategic Thinking (Proficient) 4 - Extended Thinking (Advanced)

	<p><input type="checkbox"/> Claim #3 (<i>Speaking and Listening</i>) Depth of Knowledge (DOK) <i>Circle One</i> 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) <i>Circle One</i> 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>Achievement Level Descriptors</p>	<p>ALD #1: ALD #2: ALD #3: ALD #4: (circle one):</p>
<p>Materials/Resources Alphabet Big Book Pickled Peppers Big Book Picture Cards Word Cards Decodables Skills Practice Transparencies Home Connection Listening Library Unit Big Books Read Aloud Collection Teacher’s Resource Book Alphabet Letter Cards Unit Lap Books Alphabet Flash Cards Story Time Collection Thinking Crowns</p>	<p>Additional Resources</p> <ul style="list-style-type: none"> • Guided Reading Texts • Differentiation Instruction Planner in Imagine It • Discovery Education • Intervention Guide • Imagine It! Unit 6 Additional Reading List (see table of contents) • Reteach • ELD guide