

Designer Name: Kindergarten Teachers 2013-2014  
 Subject Area: ELA  
 Unit Title/Focus: Unit 7 Teamwork  
 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:**

Why do people form teams?

**“I wonder.....”**

- What makes a team?
- Why is teamwork important?

**Selections:**

- *Mr. McGill goes to Town* (fiction)
- *Cooperation* (nonfiction)
- *Cleaning Up the Block* (poem)
- *Swimmy* (fantasy)
- *Cooperation* (poem)
- *Social Studies Lap Book: Everyone Needs a Grocery Store* (nonfiction)
- *The Little Red Hen* (fable)

- 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.

**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) 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) Identify real-life connections between words and their use (note places at school that are colorful).
- d) Distinguish shades of meaning among verbs describing the same general action (walk, march, strut, prance) by acting out the meanings.

**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  
 Blend Initial phonemes to make words  
 Match Initial and Final phonemes  
 Form words through segmentation and matching sounds  
 Identify and count the number of phonemes in words  
 Make rhyming words by changing initial phonemes  
 Complete tasks in order  
 Research  
 Experiment  
 Non-fiction

**Writing**

Writing Letters  
 Generate and discuss ideas for writing  
 Learn structure for a personal letter  
 Punctuation  
 Revise drawing and writing by adding or changing details  
 Create knew story endings  
 Extend a story  
 Build sentences by matching pictures to words

**Speaking and Listening**

Sound by sound blending  
 Work collaboratively on a project  
 Describe observations  
 Present visual stories to their classmates  
 Share

**Language**

Ask and answer questions about the selection  
 Position Words  
 Order Words  
 Pronouns  
 Singular and plural nouns

**Big Idea**

**Imagine It! Big Idea: How does team work?**

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

*What Students will be able to do: (what will they eventually be able*

**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

*to do as a result of their skills learned/knowledge)*

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Extend a story  
Build sentences by matching pictures to words  
Sound by sound blending  
Work collaboratively on a project

	Describe observations Present visual stories to their classmates Share Ask and answer questions about the selection Position Words Order Words Pronouns Singular and plural nouns
<b>Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)</b>	
<p><i>Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</i></p> <ul style="list-style-type: none"> <li>• Create a class book defending the claim “Team work is important.”</li> <li>• Complete a whole class shared writing experience answering the question “What does it take for teamwork to happen?”</li> <li>• 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.</li> <li>• Continue to let student’s journal throughout the year.</li> <li>• Continue writing opinion, narrative, and informative writing pieces.</li> <li>• Have students fix mistakes in sentences.</li> <li>• Grade level books</li> <li>• Listen to literature</li> <li>• Skills practice</li> <li>• Decodable</li> </ul>	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <p><b>Guided/Shared Writing Activities</b>  <b>(Please note that additional standards will be addressed when completing these tasks (Speaking and Listening, Language, and Reading))</b></p> <ul style="list-style-type: none"> <li>• Lesson Assessment Book</li> <li>• Letter and sound identification and recognition</li> <li>• Blending</li> <li>• Phoneme Isolation</li> <li>• Blending Final Phonemes</li> <li>• Vocabulary</li> <li>• Comprehension Strategies</li> <li>• Making Connections</li> <li>• Position Words</li> <li>• Describing words</li> <li>• Sequencing</li> <li>• Pronouns</li> <li>• District and State adopted assessments (STAR, AIMS web)</li> <li>• Teacher Observations</li> <li>• Benchmark</li> </ul>
<b>Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development)</b> Use WHERETO elements to help you:	
<b>Assessment Tasks that Provide Evidence for Claims including DOK</b>	<ul style="list-style-type: none"> <li><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></li> <li><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></li> <li><input type="checkbox"/> <b>Claim #3 (Speaking and Listening)</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></li> <li><input type="checkbox"/> <b>Claim #4 (Research/Inquiry)</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></li> </ul>

	<b>3 - Short Term Strategic Thinking</b> ( <i>Proficient</i> ) <b>4 - Extended Thinking</b> ( <i>Advanced</i> )
<b>Achievement Level Descriptors</b>	<b>ALD #1: ALD #2: ALD #3: ALD #4: (circle one):</b>
<p style="text-align: center;"><b>Materials/Resources</b></p> <p><b>Materials/Resources</b></p> <p>Alphabet Big Book Pickled Peppers Big Book Unit 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 Hop along game mats Teacher’s Resource Book Alphabet Letter Cards Unit Lap Books Rhyme Posters Thinking Crowns</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 7 Additional Reading List (see table of contents)</li> <li>• ELD Guide</li> <li>• District and State Assessments</li> </ul>

Lessons	Unit 7	Support Resources	Academic Vocabulary	Writing Activities	Possible Writing Topics	Grammar, Usage, and Mechanics
<b>Lessons 1-5</b>	Mr. McGill Goes to Town (rhyming fiction)  Cooperation (Big Book T46)  Lesson 1 – 5 (T2 – T91)	<b>Focus sounds:</b> /w/, /k/ (Kk)  <b>Decodable:</b> #11 L5 Kim and Sam (look, with)	cooperation teamwork band instruments	Have students write events in order.  Daily journal writing	Draw/Write  Opinion: Favorite PE activity	Words such as behind, next to, under, and inside are words that describe the position of something.  Words such as first, next, last, and finally are words that tell the order of something.
<b>Lesson 6-10</b>	Cleaning Up the Block (poem) (Big Book T96)  Swimmy (fantasy) (Big Book T106)  Cooperation (poem) (Big Book T138)  Lesson 6 – 10 (T92 – T173)	<b>Focus sounds:</b> /e/, /kw/ (qu), /y/  <b>Decodable:</b> #12 L10 Quin and the Jets (her, what)		Write sentences using naming words then go back and revise sentences changing nouns to pronouns.  Daily journal writing	Draw/Write  Narrative: A time you helped clean up  A time you helped a friend	Adding an s to the end of a naming words shows that the word names more than one of something.  I and you are called pronouns and can take the place of a naming word.
<b>Lessons 11-15</b>	Everyone Needs a Grocery Store (SS Big Book T170)  The Little Red	<b>Focus sounds:</b> /v/  <b>Review:</b> /y/, /v/, /w/, /k/, /e/, /kw/ (q)	produce check ground	Have students fix sentences. “i like to run” “sam and i like to play” “jen likes pizza”	Draw/Write  Informative:  Community	A sentence always begins with a capital letter.

	Hen (fable) Lesson 11- 15 (T174 – T257)	<b>Decodable:</b> #13 L15 Vic Yelps (was, were)		Daily journal writing	Helpers How are grocery stores helpful?	The names of people, and special places and things begin with capital letters.  I is always written as a capital letter.
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