

Designer Name: Kindergarten Teachers 2013-2014

Date: June 9, 2014

Subject Area: ELA

Grade Level: Kindergarten

Unit Title/Focus: Unit 8 Ready, Set, Grow

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.

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

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

Unit Essential Questions:

What makes living things grow?

“I wonder....”

- What are some things that grow?
- What does a plant need to grow?
- What do animals need to grow?
- What kind of changes might you see in the tadpoles as they grow?
- How can you tell if something is alive?

Selections

- *What’s Alive?* (nonfiction)
- *A Tree is a Plant* (nonfiction)
- *Trees* (poem)
- *Becoming Butterflies* (nonfiction)
- *Something About Me* (poetry)
- *Science Lap Book: All Living Things* (nonfiction)
- *Zinnia’s Flower Garden* (realistic fiction)

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.
- 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.

Research to Build and Present Knowledge

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

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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).

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

Become familiar and experiment with unit theme
 Generate Questions and statements about the theme
 Rhyming
 Identify print and book features
 Letters of alphabet
 Connect their own life experiences to the text
 Develop an understanding of vocabulary
 Identify high-frequency words in print
 Cause and Effect
 Asking Questions –Predicting-Visualizing-Clarifying- Making
 Connections-
 Sequence
 Blend and Segment
 Attach Sound to Letter and identify sounds
 Create words
 Classify and Categorize
 Understand and follow multi-step oral directions
 Produce words with the same initial phoneme
 Analyze text structure and setting
 Identify and count phonemes
 Manipulate medial phonemes
 Identify words order
 Identify and match phonemes

Writing

Writing letters and words
 Draw pictures to illustrate
 Revise text by moving, adding, and deleting
 Record observations
 Discuss author’s purpose
 Revise
 Choose a writing topic

Speaking and Listening

Discuss unit concepts
 Present, Share, and describe to class
 Retell

Language

Brainstorm/Generate ideas
 Proofread
 Create Dialogue
 Future, present, and past tense of action words
 Move text to clarify
 Consider how changing story details can change the plot
 Rework the plot
 Pronouns
 Identify draw and describe details missing from a illustration
 Extend story lines

Big Idea

**Imagine It! Big Idea:
 What Makes Living things Grow?**

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

Essential Skills, Strategies, and Concepts

- Asking Questions

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

Become familiar and experiment with unit theme

<ul style="list-style-type: none"> • 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 • High Frequency Words • Comprehension 	<p>Generate Questions and statements about the theme</p> <p>Rhyming</p> <p>Identify print and book features</p> <p>Letters of alphabet</p> <p>Connect their own life experiences to the text</p> <p>Develop an understanding of vocabulary</p> <p>Identify high-frequency words in print</p> <p>Cause and Effect</p> <p>Asking Questions –Predicting-Visualizing-Clarifying- Making Connections-</p> <p>Sequence</p> <p>Blend and Segment</p> <p>Attach Sound to Letter and identify sounds</p> <p>Create words</p> <p>Classify and Categorize</p> <p>Understand and follow multi-step oral directions</p> <p>Produce words with the same initial phoneme</p> <p>Analyze text structure and setting</p> <p>Identify and count phonemes</p> <p>Manipulate medial phonemes</p> <p>Identify words order</p> <p>Identify and match phonemes</p> <p>Writing letters and words</p> <p>Draw pictures to illustrate</p> <p>Revise text by moving, adding, and deleting</p> <p>Record observations</p> <p>Discuss author’s purpose</p> <p>Revise</p> <p>Choose a writing topic</p> <p>Discuss unit concepts</p> <p>Present, Share, and describe to class</p> <p>Retell</p> <p>Brainstorm/Generate ideas</p> <p>Proofread</p> <p>Create Dialogue</p> <p>Future, present, and past tense of action words</p> <p>Move text to clarify</p> <p>Consider how changing story details can change the plot</p> <p>Rework the plot</p> <p>Pronouns</p> <p>Identify draw and describe details missing from a illustration</p> <p>Extend story lines</p>
--	---

Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)

<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"> • Write an all about book about something that grows. • Complete a whole class shared writing experience answering the question “What can we do make _____ grow?” • Decodables/Guided library • Varied Writing Projects • Skills practice 	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></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 • Lesson Assessment Book • Letter and Sound Identification • Penmanship • Pronouns • Blending • Phoneme matching
---	--

- Vocabulary
- Making connections
- Comprehension Log
- Visualizing
- Past and Present Tenses
- Past and Future Tenses
- Syllable Segmentation
- Action Words
- 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's Alive? (non-fiction) A Tree is a Plant (non-fiction) (Big Book T46) Lesson 1 – 5 (T2 – T89)	Focus Sounds: /a/ (long) Decodable: #14 L5 Jake Plants grapes(said, that)	seedling exploring sorting roots soil branches blossoms trunk bark	Revise sentences to change nouns to pronouns. Add pronouns to complete the sentence. “ ___ is hungry.” “ ___ are hopping.” “ ___ learn about pronouns.” “I gave ___ a crayon.” Daily journal writing	Draw/Write Opinion: Favorite animal Favorite toy
Lesson 6-10	Trees (Poetry) (Big Book T100) Becoming Butterflies (fiction) (Big Book T110) Something about Me (Poetry) (Big Bok T142) Lesson 6 – 10 (T90 – T169)	Focus Sounds: /a/ /i/ (long) Decodable: #15 L10 Mike and Spike (down, they)	hatch underneath fluttered growing	Change action words to past tense. Jump(ed) Like(ed) Play(ed) Daily journal writing	Draw/Write Narrative: Imagine you are a butterfly... Imagine you are a tree...
Lesson 11-15	All Living Things (Science Big Book T174)) Zinnia's Garden (fiction) Lesson 11- 15 (T170 – T249)	Review: /a/ i/ (long) Decodable: #16 L15 A Nut Pile (some, there)	seeds insects sprouts inspects measures buds	Write action verbs in past, present, and future tenses. “I walked. I walk. I will walk.” Daily journal writing	Draw/Write Informative: Life cycle of a butterfly Needs of a plant

Assessment Tasks that Provide

- Claim #1 (Reading)**
Depth of Knowledge (DOK) *Circle One*
1 - Recall and Reproduction (Below Basic)

Evidence for Claims including DOK	2 - Skills and Concepts (<i>Basic</i>) 3 - Short Term Strategic Thinking (<i>Proficient</i>) 4 - Extended Thinking (<i>Advanced</i>)
	<input type="checkbox"/> Claim #2 (<i>Writing</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>)
	<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>)
	<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>)
Achievement Level Descriptors	ALD #1: ALD #2: ALD #3: ALD #4: (circle one):
Materials/Resources Pickled Peppers Big Book High Frequency Flash cards Picture 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	Additional Resources <ul style="list-style-type: none"> • Guided Reading Texts • Differentiation Instruction Planner in Imagine It • Discovery Education • Intervention Guide • Imagine It! Unit 8 Additional Reading List (see table of contents) • Reteach • ELD guide