

Unit Plan • Unit 3: Working Together



Grade: Kindergarten

Subjects: English Language Arts, Social Studies, Science

Time Frame: Four Weeks

Description: Children will learn about different kinds of families and compare communities and community helpers of the present to those of long ago. They will discover how inventors like Thomas Edison and Benjamin Franklin helped make community living easier with their inventions. They will also learn about two well-known American presidents, George Washington and Abraham Lincoln, and why they were so important to our country.

The phonics focuses for this unit are Rr /r/, Ll /l/, Nn /n/, Gg /g/, short-i, and short-u.

Essential Questions:

- **(L.K.1d)** How does asking who, what, where, when, why, and how help us to better understand a story?
- **(RL.K.1-3)** How can asking and answering questions about important parts of the story help us understand the books we read?
- **(RI.K.6)** How do the author and illustrator of a nonfiction book work together to present information?
- **(SL.K.4)** How can we use words to tell how things change and when in time things happened? “long ago” “today”
- **(W.K.2)** How can we plan and write a nonfiction piece?
- **(Social Studies)** How have inventions of long ago changed our lives?
- **(Social Studies)** How can life events bring change?
- **(Social Studies)** How do maps and globes represent the Earth and places on it?
- **(Social Studies)** How do the workers in our community help us?
- **(Social Studies)** How was life different long ago?
- **(Social Studies)** Why is voting important?

Common Core + Starfall Standards & Benchmarks

CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
CCSS.ELA-Literacy.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
CCSS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
CCSS.ELA-Literacy.RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.
CCSS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCSS.ELA-Literacy.RF.K.2a	Recognize and produce rhyming words.
CCSS.ELA-Literacy.RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
CCSS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCSS.ELA-Literacy.RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

CCSS.ELA-Literacy.RF.K.3c	<i>Read common high-frequency words by sight.</i>
CCSS.ELA-Literacy.RF.K.3d	<i>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</i>
CCSS.ELA-Literacy.W.K.1	<i>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 (e.g., My favorite book is...).</i>
CCSS.ELA-Literacy.W.K.2	<i>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.</i>
CCSS.ELA-Literacy.W.K.3	<i>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.</i>
CCSS.ELA-Literacy.W.K.8	<i>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</i>
CCSS.ELA-Literacy.SL.K.1	<i>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</i>
CCSS.ELA-Literacy.SL.K.1b	<i>Continue a conversation through multiple exchanges.</i>
CCSS.ELA-Literacy.SL.K.2	<i>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</i>
CCSS.ELA-Literacy.SL.K.4	<i>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</i>
CCSS.ELA-Literacy.SL.K.5	<i>Add drawings or other visual displays to descriptions as desired to provide additional detail.</i>
CCSS.ELA-Literacy.SL.K.6	<i>Speak audibly and express thoughts, feelings, and ideas clearly.</i>
CCSS.ELA-Literacy.L.K.1d	<i>Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</i>
CCSS.ELA-Literacy.L.K.2	<i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i>
CCSS.ELA-Literacy.L.K.2d	<i>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</i>
CCSS.ELA-Literacy.L.K.4	<i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</i>
CCSS.ELA-Literacy.L.K.5a	<i>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</i>
CCSS.ELA-Literacy.L.K.5c	<i>Identify real-life connections between words and their use (e.g., note places at school that are colorful).</i>
Starfall Science	<i>Know how to observe and describe similarities and differences in appearance and behavior of animals.</i>
Starfall Science	<i>Describe the relative position of objects by using one reference.</i>
Starfall Social Studies	<i>Show the importance of taking responsibility for one's own choices and actions.</i>
Starfall Social Studies	<i>Compare and contrast life in the present with life in the past.</i>
Starfall Social Studies	<i>Compare and contrast the locations of people, places and environments and describe their characteristics.</i>
Starfall Social Studies	<i>Understand that being a good citizen involves acting a certain way.</i>

Starfall Social Studies	<i>Match simple descriptions of work people do and the names of related jobs at the school, in the community, and from historical accounts.</i>
Starfall Social Studies	<i>Distinguish between land and water on maps and globes.</i>
Starfall Social Studies	<i>Understand how people lived in earlier times and how their lives would be different today.</i>
Starfall Social Studies	<i>Understand that history relates to events, people and places of other times.</i>
Starfall Social Studies	<i>Identify the purposes of, and the people and events honored in commemorative holidays, including the human struggles that were the basis for the events.</i>
Starfall Social Studies	<i>Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.</i>
Starfall Social Studies	<i>Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone and Benjamin Franklin.</i>

Assessments

Formative:

- Sequence *Goldilocks and the Three Bears*
- Indicate signal for recognition of target sounds in the initial and final position
- Use presentation voice for sharing a writing
- Match animals and habitat in the story *A House in a Tree*
- Identify story elements in the story *Ira Sleeps Over*
- Reproduce high-frequency words using play dough or magnetic letters
- Match upper and lowercase letter in a pocket chart
- Identify and describe the role of Community Helpers
- Answer questions related to *Mr. Bunny's Carrot Soup*
- Recognizes target and review high-frequency words through activities and games
- Use information related to community helpers in a writing
- Produce homonyms
- Recall and produce rhyming words
- Discriminate between Thomas Edison and Benjamin Franklin in discussion
- Classify shapes of letters: straight, curved, both
- Indicate understanding of a community in a drawing and labeling activity
- Use quotation marks appropriately
- Answer questions related to the story: *George Washington and the General's Dog*
- Identify rhyming word by matching picture cards

Summative:

- Starfall Progress Monitoring
- Evaluate writing for inventive spelling, spaces, and punctuation
- Identify vocabulary while playing "Wheel of Reading"
- Compare and contrast family, home, community, and country
- Completes page in the *Listening & Writing Book*
- Design and label a map of the classroom
- Identifies and explains different types of maps
- Describes the difference between now and long ago
- Matches inventions of long ago with the inventor
- Evaluate expository writings for accuracy
- Identify and describe the different roles of mayor, governor, and president
- Describes the voting process
- Compare and contrast Abraham Lincoln and George Washington



Unit Readings and Vocabulary

Fiction:

Goldilocks and the Three Bears
Ira Sleeps Over
At the House (decodable)
Me On the Map
Caps for Sale
Little Red Hen and Other Folk Tales:
 "Mr. Bunny's Carrot Soup"

The Map (decodable)
Ox-Cart Man
Chicka Chicka Boom Boom
At the Post Office (decodable)
George Washington and the
General's Dog

Nonfiction:

Backpack Bear's ABC Rhyme Book
A House in a Tree
 Get to Know Benjamin Franklin Poster
 Get to Know Thomas Edison Poster
Come Vote with Me (decodable)
 Get to Know George Washington Poster
 Get to Know Abraham Lincoln Poster

Essential Unit Vocabulary

Week 6		Week 7	Week 8	Week 9
caring	rabbit	citizen	classify	brave
conversation	raccoon	community	curved	governor
frightened	red squirrel	community helpers	embroidery	hero
frog	robin	country	envelope	honest
huge	setting	family	expository	law
opossum	skunk	home	letter	market
owl	spider	peddler	mailbox	mayor
porridge	strategy	state	post office	plow
prairie dog	tadpole	trail	shawl	president
presentation	wee	plastic	shear	respect
		recycle	stamp	slave
			straight	vote

Unit Learning Outcomes

As a result of this unit, children will:

- Analyze and sequence "Mr. Bunny's Carrot Soup"
- Analyze story elements of *Goldilocks and the Three Bears*
- Blend onsets and rimes
- Classify letter forms by shape
- Compare and contrast Abraham Lincoln and George Washington
- Compare and contrast family, home, community, country
- Compare and contrast life now and long ago as it relates to their own lives
- Compare and contrast now and long ago using the *Oxcart Man* story
- Define roles of community helpers
- Describe the characteristics of a good citizen
- Describe the connection between stories read
- Describe their family and write about it
- Design a map (diagram)
- Differentiate animal habitats
- Discriminate /r/, /l/, /u/, /n/, /g/, /i/, /d/, and /f/
- Discuss the voting process
- Explain the role Abraham Lincoln played in our country
- Identify and recognize vocabulary words they do not already know
- Identify sounds in the initial and final position
- Label maps
- Name and discuss inventions of long ago related to Thomas Edison and Benjamin Franklin
- Produce rhyming words
- Recall and retell stories
- Recall the accomplishments of George Washington
- Recognize and discuss leaders in our community (mayor, governor, president)
- Recognize and produce homonyms
- Recognize high-frequency words *and, are, big, but, come, go, in, it, like, likes, little, to, up, us, and with*
- Relate maps in the stories to their own life
- Relate the post office to Benjamin Franklin
- Use quotation marks
- Write about experiences
- Write an expository story about inventions

Instructional Skills by Week

Week 6:

- Answer questions about essential elements of a text
- Blend sounds to form words
- Communicate in different voice levels
- Connect /l/ to the spelling *Ll*
- Connect /r/ to the spelling *Rr*
- Connect life experiences to those in stories
- Discriminate /l/ in the initial and final positions
- Discriminate /r/ in the initial and final positions
- Discriminate initial and final phonemes in words
- Identify a character's feelings
- Identify members of their families
- Match consonant sounds to appropriate letters
- Match upper and lowercase letters
- Recognize and name uppercase letters
- Recognize and supply rhyming words
- Recognize high-frequency words *and, are, like, and likes*
- Recognize story elements
- Sequence and count words in sentences
- Sequence story events
- Understand roles of author and illustrator
- Understand that life was different long ago
- Use dictionaries and phonetic spelling to write sentences

Week 7:

- Answer questions about essential elements of a story
- Blend and segment phonemes in one-syllable words
- Connect /n/ to the spelling *Nn*
- Connect /u/ to the spelling *Uu*
- Design maps of the classroom
- Discriminate /n/ in the initial and final positions
- Discriminate /u/ in the initial position
- Follow directions
- Identify and discriminate initial and final sounds in words
- Identify and produce rhyming words
- Make predictions based on illustrations
- Match consonant and short vowel sounds to appropriate letters
- Match upper and lowercase letters
- Recognize a relationship between homes, communities, states, and countries
- Recognize and name upper and lowercase letters
- Recognize high-frequency words *but, us, up, not, on, and down*
- Recognize the purpose of a map
- Sequence story events
- Understand importance of community helpers
- Use critical thinking to answer questions
- Use presentation voices to share
- Write sentences using phonetic spelling and high-frequency words

Week 8:

- Answer questions about essential elements of a text
- Blend onsets and rimes
- Blend phonemes to form words
- Classify letters by their shapes and heights
- Connect /g/ to the spelling *Gg*
- Connect /i/ to the spelling *Ii*
- Contribute to an expository writing
- Discriminate /g/ in the initial and final positions
- Discriminate /i/ in the initial position
- Distinguish initial and final phonemes in words
- Identify homonyms
- Identify initial phonemes in words
- Identify rhyming words
- Identify the purpose of a post office
- Identify ways things were done differently long ago
- Make inferences
- Match consonant and short vowels sounds to appropriate letters
- Recognize Benjamin Franklin and Thomas Edison as inventors and name some of their inventions
- Recognize high-frequency words *big, little, it, in, and go*
- Recognize public buildings in their community (post office, hospital, schools, library)
- Sequence events in a story
- Understand how some community helpers help their communities
- Use phonetic spelling to label illustrations



Week 8:

- Classify pictures by beginning sounds
- Compare and contrast
- Connect /d/ to the spelling *Dd*
- Connect /f/ to the spelling *Ff*
- Discriminate /d/ in the initial and final positions
- Discriminate /f/ in the initial and final positions
- Distinguish initial, medial, and final phonemes in words
- Explain the voting process
- Identify cause and effect
- Identify the leader of the United States is the president
- Match consonant and short vowel sounds to appropriate letters
- Recognize Abraham Lincoln as a famous American president and hero
- Recognize George Washington and Abraham Lincoln on U.S. currency
- Recognize George Washington as the first president
- Recognize high-frequency words *said, with, come, and to*
- Recognize quotation marks
- Recognize rhyming words
- Recognize that adults choose their leaders by voting
- Segment onsets and rimes
- Sequence events in a story

Instructional Resources

- “Alphabet Avenue”
- ASL Poster
- *At the House* Cover Card, Sentence Strips, Word Cards
- Backpack Bear
- Backpack Bear’s paw stamp
- “Blend Practice 2” Generator
- “Color by Word” practice pages
- *Come Vote with Me* Sentence Strips and Cover Card
- Generated Word Cards
- Globe
- *Goldilocks and the Three Bears* Sequence Cards
- High-Frequency Word Cards for Weeks 1-9
- Individual whiteboards and markers
- Letter Cards
- *Listening & Writing* (pages 18 – 36)
- Magnetic letters
- “Now that I’m Five” poem
- Picture Cards
- “Picture Sound” practice pages
- Pocket chart
- *Starfall Sing-Along* CD
- *Star Writer Melodies*
- Starfall Dictionaries
- “Starfall Speedway”
- Starfall Writing Journals
- Story Element Cards
- Technology: Mimio or Smart Board, CD player, computers, tablets
- *The Map* Sentence Strips and Word Cards
- United States map
- Wall Cards
- Website: more.Starfall.com
- “Word Search” practice pages

Cross-Curricular Link(s)

Social Studies

- Compare/contrast life now and long ago
- Connect the story *Goldilocks and the Three Bears* to family
- Identifies community as family, home, neighborhood, and country
- Identifies past presidents (George Washington and Abraham Lincoln) and describes their impact on our country
- Identifies the voting process
- Link inventions with historical figures: Benjamin Franklin and Thomas Edison
- Link the story *At the Post Office* with Benjamin Franklin
- Links the importance of maps to the stories *Me on the Map* and *The Map*
- Recognize community helpers

