

# Unit Plan • Unit 5: Living and Nonliving

**Grade:** Kindergarten

**Subjects:** English Language Arts, Social Studies, Science

**Time Frame:** Two Weeks

**Description:** Children will learn characteristics of living and nonliving things, and how plants and animals cooperate, or help each other exist, through the oxygen cycle. They will learn the main parts of plants and their functions. They will also plant lima beans and observe their growth. The phonics focuses for this unit are *Qu* /kw/, *Yy* /y/, and *Kk* /k/.

This unit includes a cumulative review week that provides suggested activities as additional review of skills introduced in **Weeks 1-13** for struggling children, and more challenging activities for children who demonstrate mastery of skills and are functioning at or above grade-level.

## Essential Questions:

- **(RF.K.2d)** *What sound does each letter make?*
- **(RI.K.1)** *How can asking and answering questions about nonfiction books help us learn new things?*
- **(W.K.1)** *What are some things we can do to help us add descriptions and details to our writing?*
- **(Science)** *How do you know if something is living or nonliving?*
- **(Science)** *Why is the oxygen cycle important?*
- **(Science)** *How does pollination help the growth of a plant?*



## Common Core + Starfall Standards & Benchmarks

<b>CCSS.ELA-Literacy.RL.K.2</b>	<i>With prompting and support, retell familiar stories, including key details.</i>
<b>CCSS.ELA-Literacy.RL.K.10</b>	<i>Actively engage in group reading activities with purpose and understanding.</i>
<b>CCSS.ELA-Literacy.RI.K.1</b>	<i>With prompting and support, ask and answer questions about key details in a text.</i>
<b>CCSS.ELA-Literacy.RI.K.2</b>	<i>With prompting and support, identify the main topic and retell key details of a text.</i>
<b>CCSS.ELA-Literacy.RI.K.3</b>	<i>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</i>
<b>CCSS.ELA-Literacy.RI.K.8</b>	<i>With prompting and support, identify the reasons an author gives to support points in a text.</i>
<b>CCSS.ELA-Literacy.RF.K.1a</b>	<i>Follow words from left to right, top to bottom, and page by page.</i>
<b>CCSS.ELA-Literacy.RF.K.1b</b>	<i>Recognize that spoken words are represented in written language by specific sequences of letters.</i>
<b>CCSS.ELA-Literacy.RF.K.1d</b>	<i>Recognize and name all upper- and lowercase letters of the alphabet.</i>
<b>CCSS.ELA-Literacy.RF.K.2a</b>	<i>Recognize and produce rhyming words.</i>
<b>CCSS.ELA-Literacy.RF.K.2c</b>	<i>Blend and segment onsets and rimes of single-syllable spoken words.</i>
<b>CCSS.ELA-Literacy.RF.K.2d</b>	<i>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/.)</i>
<b>CCSS.ELA-Literacy.RF.K.3c</b>	<i>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</i>
<b>CCSS.ELA-Literacy.W.K.1</b>	<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>
<b>CCSS.ELA-Literacy.SL.K.5</b>	<i>Add drawings or other visual displays to descriptions as desired to provide additional detail.</i>
<b>CCSS.ELA-Literacy.L.K.1a</b>	<i>Print many upper- and lowercase letters.</i>
<b>CCSS.ELA-Literacy.L.K.4a</b>	<i>Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</i>

<b>CCSS.ELA-Literacy.L.K.5a</b>	<i>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</i>
<b>Science</b>	<i>Observe and describe similarities and differences in the appearance and behavior of plants and animals.</i>
<b>Science</b>	<i>Identify major structures of common plants and animals.</i>
<b>Science</b>	<i>Know stories sometimes give plants and animals attributes they do not really have.</i>

## Additional Cumulative Review Standards

<b>CCSS.ELA-Literacy.RL.K.1</b>	<i>With prompting and support, ask and answer questions about key details in a text.</i>
<b>CCSS.ELA-Literacy.RL.K.3</b>	<i>With prompting and support, identify characters, settings, and major events in a story.</i>
<b>CCSS.ELA-Literacy.RL.K.4</b>	<i>Ask and answer questions about unknown words in a text.</i>
<b>CCSS.ELA-Literacy.RL.K.7</b>	<i>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).</i>
<b>CCSS.ELA-Literacy.RL.K.9</b>	<i>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</i>
<b>CCSS.ELA-Literacy.RI.K.5</b>	<i>Identify the front cover, back cover, and title page of a book.</i>
<b>CCSS.ELA-Literacy.RI.K.6</b>	<i>Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</i>
<b>CCSS.ELA-Literacy.RF.K.2</b>	<i>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</i>
<b>CCSS.ELA-Literacy.RF.K.2b</b>	<i>Count, pronounce, blend, and segment syllables in spoken words.</i>
<b>CCSS.ELA-Literacy.RF.K.2e</b>	<i>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</i>
<b>CCSS.ELA-Literacy.RF.K.3a</b>	<i>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</i>
<b>CCSS.ELA-Literacy.RF.K.4</b>	<i>Read emergent-reader texts with purpose and understanding.</i>
<b>CCSS.ELA-Literacy.W.K.6</b>	<i>With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</i>
<b>CCSS.ELA-Literacy.W.K.7</b>	<i>Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</i>
<b>CCSS.ELA-Literacy.SL.K.1b</b>	<i>Continue a conversation through multiple exchanges.</i>
<b>CCSS.ELA-Literacy.SL.K.4</b>	<i>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</i>
<b>CCSS.ELA-Literacy.SL.K.6</b>	<i>Speak audibly and express thoughts, feelings, and ideas clearly.</i>
<b>CCSS.ELA-Literacy.L.K.1b</b>	<i>Use frequently occurring nouns and verbs.</i>
<b>CCSS.ELA-Literacy.L.K.1c</b>	<i>Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</i>
<b>CCSS.ELA-Literacy.L.K.2a</b>	<i>Capitalize the first word in a sentence and the pronoun I.</i>
<b>CCSS.ELA-Literacy.L.K.2b</b>	<i>Recognize and name end punctuation.</i>
<b>CCSS.ELA-Literacy.L.K.2d</b>	<i>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</i>
<b>CCSS.ELA-Literacy.L.K.4</b>	<i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</i>
<b>CCSS.ELA-Literacy.L.K.5c</b>	<i>Identify real-life connections between words and their use (e.g., note places at school that are colorful).</i>
<b>CCSS.ELA-Literacy.L.K.6</b>	<i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</i>

## Assessments

### Formative:

- Indicate rhyming words with a signal
- Produce CVC words playing "See It! Say It! Spell It!"
- Read *We Can See!* fluently
- Predict the outcome of the seed planting and write about it
- *Listening & Writing* Book pages

### Summative:

- Starfall Progress Monitoring (Exit Assessment)
- Classify picture cards as living or nonliving
- Match all upper and lowercase letters of the alphabet
- Evaluation observation writings of the plant
- Answer questions related to the *Backpack Bear's Plan Book*
- Retell plant facts
- Explain the Oxygen Cycle and the roll of Pollination in seed growth

## Unit Readings and Vocabulary

### Fiction:

### Nonfiction:

*Backpack Bear's ABC Rhyme Book*  
*Backpack Bear's Plant Book*  
*We Can See!* (decodable)

### Essential Unit Vocabulary

Week 13		
absorb	leaves	pollination
cooperate	living	root
deciduous	nonliving	seed
evergreen	oxygen cycle	stem
flower	plant	

## Unit Learning Outcomes

### As a result of this unit, children will:

- Ask and answer questions related to the non-fiction book: *Backpack Bear's Plant Book*
- Classify living and nonliving things by asking four questions: Does it grow? Does it move? Does it breathe? Does it need food and water?
- Explain Pollination
- Explain the Oxygen Cycle
- Identify all upper and lowercase letters of the alphabet and produce the sound
- Identify the parts of a plant
- Make a connection between plants and the story *We Can See!*
- Plant seeds and chart observation of its growth
- Recognize target high-frequency words: says, her, his
- Recognize target letters and sounds: Qq /kw/, Yy /y/, and Kk /k/



## Instructional Skills by Week

### Week 13:

- Blend phonemes in one-syllable words
- Connect /k/ to the spelling Kk
- Connect /kw/ to the spelling Qq
- Connect /y/ to the spelling Yy
- Discriminate /k/ in the initial and final positions
- Discriminate /y/ in the initial position
- Discriminate Qq /k/ in the initial position
- Distinguish between living and nonliving
- Distinguish initial, final and medial phonemes in words
- Distinguish, identify and produce rhyming words
- Gain information from nonfiction text
- Identify the roots, stem, leaves and flowers of a plant
- Locate words in Starfall Dictionaries
- Make and verify predictions
- Match uppercase and lowercase letters
- Name characteristics of living things
- Recognize and name all lowercase letters
- Recognize high-frequency words *says, her, and his*
- Recognize that plants grow from seeds
- Sequence story events
- Use phonetic spelling to write predictions
- Write all upper and lowercase letters in alphabetical order

## Instructional Resources

- Backpack Bear
- Chart paper
- Classroom whiteboard
- "Color by Word" practice pages
- Generated practice pages
- Generated Word Cards
- "Hey Diddle Diddle" blackline
- High-Frequency Word Cards
- Lined handwriting paper
- *Listening & Writing* (pages 53 - 57)
- Lowercase Letter Cards
- Picture Cards
- "Plant Facts" blackline
- Pocket chart
- *Star Writer Melodies*
- *Starfall Sing-Along CD*
- "Starfall Speedway"
- Starfall Dictionaries
- Technology: Mimio or Smart Board, CD player, computers, tablets
- Vocabulary Cards
- Wall Cards
- *We Can See!* Cover Card, Sentence Strips and Word Cards
- Website: [more.Starfall.com](http://more.Starfall.com)
- Whiteboards and markers
- Word Cards
- "Word Search" practice pages

## Cross-Curricular Link(s)

### Science

- Discriminate things as living and nonliving
- Identify parts of a plant and how it grows
- Identify the Oxygen Cycle
- Recognize the role pollination has in plant reproduction

