

# Unit Plan • Unit 6: Mammals



**Grade:** Kindergarten

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

**Time Frame:** Three Weeks

**Description:** During this unit children will encounter the Animal Kingdom, and learn the characteristics that set mammals apart from the other animal groups. Children will manipulate short-a words and focus on fluently reading stories featuring the short-a sound.

## Essential Questions:

- **(L.K.1c)** How do we add endings to words to show more than one?
- **(L.K.2a,b)** Where do we use capital letters and punctuation when writing?
- **(RF.K.2b)** How can words be separated into syllables?
- **(RF.K.2e)** How can we change the sounds in words to make new words?
- **(RI.K.1)** How can asking and answering questions about nonfiction books help us learn new things?
- **(RI.K.7)** How are the pictures and words in a nonfiction book connected?
- **(RI.K.9)** How are two books about the same topic the same? How are they different?
- **(Science)** How are living and nonliving things different?
- **(Science)** How are animals similar? How are they different?
- **(Science)** How do objects move? How can we make them move?

## Common Core + Starfall Standards & Benchmarks

<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.9</b>	<i>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</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.RF.K.1c</b>	<i>Understand that words are separated by spaces in print.</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.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.</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.3c</b>	<i>Read common high-frequency words by sight.</i>
<b>CCSS.ELA-Literacy.W.K.2</b>	<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>

<b>CCSS.ELA-Literacy.W.K.8</b>	<i>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</i>
<b>CCSS.ELA-Literacy.SL.K.2</b>	<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>
<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.1c</b>	<i>Form regular plural nouns orally by adding /s/ or /es/.</i>
<b>CCSS.ELA-Literacy.L.K.2</b>	<i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</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.2d</b>	<i>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</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>Starfall Science Standard</b>	<i>Understand that all animals, including humans, are alike in some ways, and different in others.</i>
<b>Starfall Science Standard</b>	<i>Observe and describe similarities and differences in the appearance and behavior of plants and animals.</i>
<b>Starfall Science Standard</b>	<i>Observe that a push or a pull can change the way an object is moving.</i>

## Assessments

### Formative:

- Partner sharing/communication related to stories and information following each lesson
- Use of the *Reading & Writing* book to assess phonics skills
- Evaluation of individual writings in Writing Journals
- Experimentations done in the classroom
- Asking and answering questions using Story Element Cards
- Sequencing stories using Story Sequence Cards
- Make a “text to self” connection between “The Turnip” story and ways they cooperate
- Make a connection between Beethoven and the sign language they are learning
- Individual worksheets
- Contribute to a Venn diagrams

### Summative:

- Starfall Progress Monitoring Weeks 15, 16, 17 to assess individually phonological and phonics skills presented
- Evaluation of expository writings in Writing Journals
- Students will be able to identify verbally the characteristics of a Mammal
- Decode CVC short-a words *real* and *nonsense*
- Students will be able to classify words according to short-a word families using the *Reading & Writing* Books
- Through demonstration students will be able to identify the difference between push and pull
- Successfully read *Zac the Rat*, *Zac and Cat*, *Zac and the Hat* fluently



# Unit Readings and Vocabulary

## Fiction:

*The Giant Jam Sandwich*  
*The Little Mouse, the Red Ripe Strawberry,*  
*and the Big Hungry Bear*  
*The Turnip* (two versions)  
*Zac and Cat* (decodable)  
*Zac and the Hat* (decodable)  
*Zac the Rat* (decodable)

## Nonfiction:

*Animal Kingdom Poster*  
*Backpack Bear's Mammal Book*  
*Beethoven* (on [more.Starfall.com](http://more.Starfall.com))

## Essential Unit Vocabulary

Week 15	Week 16	Week 17
amphibians	composer	cooperation
birds	conductor	enormous
camouflage	deaf	force
characteristics	dough	pull
disguise	interpreter	push
fish	nuisance	
half	orchestra	
limbs	pate	
mammals	spade	
predator	wasp	
reptiles	yeast	
ripe		
survive		
tromp		



## Unit Learning Outcomes

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

- Become familiar with musical vocabulary
- Become familiar with unknown vocabulary words and identify words they do not understand as well as use strategies to understand meaning of unknown words
- Compare and contrast fiction and nonfiction stories used throughout the unit
- Explore the Animal Kingdom: vertebrates and invertebrates
- Explore the concept of force: push and pull
- Identify words that belong to short-a word families
- Learn the characteristics of mammals and be able to classify animals using the characteristics
- Make a connection between *Beethoven* and the story *Zac and Cat*
- Make connections between different stories introduced
- Recognize the reasons and importance of learning high-frequency words
- Sequence stories
- Use and manipulate words using short-a
- Use nonfiction stories to produce expository writings

## Instructional Skills by Week

### Week 15:

- Ask and answer questions related to a story
- Become familiar with the Animal Kingdom
- Categorize word families *-an* and *-at*
- Classify word families *-am* and *-ap*
- Discriminate initial long-a words and initial short-a words
- Identify conflict and resolution
- Identify initial short-a words
- Identify short vowels
- Identify the defining characteristics of mammals
- Identify verbs and inflectional ending *-s*
- Master medial /a/
- Read *Zac the Rat*
- Recognize high-frequency words *into*, *get*, and *gets*
- Sequence *Zac the Rat*
- Share writings
- Substitute initial/final sounds in CVC words with short-a
- Write about our mammal friends

### Week 16:

- Clap and count syllables
- Delete initial sound /t/ to form new words
- Identify Beethoven
- Identify digraph /th/
- Identify rhyming words in a nursery rhyme
- Identify story elements in a story
- Identify writing rubrics
- Read *Zac And Cat*
- Recognize high-frequency words *they*, *there*, and *that*
- Segment short-a words
- Substitute phonemes using short-a words
- Use punctuation
- Write about mammals

### Week 17:

- Clap syllables
- Compare and contrast plants and animals
- Discuss cooperation
- Identify cause and effect
- Identify rhyming words
- Identify short-a rhyming words
- Play "See It! Say It! Spell It!"
- Read *Zac And The Hat*
- Recognize force: push and pull
- Recognize high-frequency words *all* and *some*
- Share writing
- Write a shared story

## Instructional Resources

- Animal Kingdom Poster Set
- Decodable books: *Zac the Rat*, *Zac and Cat*, *Zac and the Hat*
- Individual Whiteboards and Markers
- Picture and Word Cards
- Plush Zac the Rat character
- Pocket chart
- *Reading & Writing* book
- Sequence Cards
- Short-a puzzles
- Starfall Dictionary
- Starfall Kindergarten Curriculum (Pages 350-415)
- *Starfall Sing-Along* Volumes 1 and 2
- Starfall Writing Journals
- Story Element Cards
- Super hero puppet
- Technology: Mimio or Smartboard, CD Player, Computers, tablets
- Upper and lowercase Alphabet Letter Cards
- Website: [more.Starfall.com](http://more.Starfall.com)



## Cross-Curricular Link(s)

### Science

- Introduce the Animal Kingdom: Vertebrates and Invertebrates
- Recognize distinguishing characteristics of mammals
- Compare and contrast plants and animal
- Experiment with force: push and pull
- Understand the animal kingdom

### Social Studies

- Be introduced to Beethoven and draw connections to the *Zac and Cat* story
- Discuss cooperation