

Unit Plan • Unit 7: Birds

Grade: Kindergarten

Subjects: English Language Arts, Social Studies, Science

Time Frame: Three Weeks

Description: Children will continue their study of the Animal Kingdom and learn the characteristics of birds. Children will make connections using the decodable stories to other domains such as science and social studies topics.

The phonics focus for this unit is short-e.

Essential Questions:

- **(L.K.4b)** How can the way a word is used help us find out what it means?
- **(L.K.6)** Why should we use the new words we have learned?
- **(RF.K.2e)** How can we change the sounds in words to make new words?
- **(RF.K.3d)** How does knowing one word help us read a word that has many of the same letters?
- **(RL.K.1)** How can asking and answering questions about nonfiction books help us learn new things?
- **(RL.K.2)** How can retelling a story help us to better understand it?
- **(RL.K.9)** How are characters and adventures from two different stories alike? How are they different?
- **(W.K.2)** How can we plan and write a nonfiction piece?
- **(W.K.7)** How can we work together to create writing projects?
- **(Science)** How can we group different types of animals?
- **(Science)** Why is knowing the characteristics of an animal important?
- **(Science)** How are animals similar? How are they different?
- **(Social Studies)** How do maps and globes represent the Earth and places on it?
- **(Social Studies)** How can the stories we read help us learn about good character?



Common Core + Starfall Standards & Benchmarks

CCSS.ELA-Literacy.RL.K.2	<i>With prompting and support, retell familiar stories, including key details.</i>
CCSS.ELA-Literacy.RL.K.3	<i>With prompting and support, identify characters, settings, and major events in a story.</i>
CCSS.ELA-Literacy.RL.K.5	<i>Recognize common types of texts (e.g., storybooks, poems).</i>
CCSS.ELA-Literacy.RL.K.9	<i>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</i>
CCSS.ELA-Literacy.RI.K.3	<i>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</i>
CCSS.ELA-Literacy.RI.K.4	<i>With prompting and support, ask and answer questions about unknown words in a text.</i>
CCSS.ELA-Literacy.RF.K.2a	<i>Recognize and produce rhyming words.</i>
CCSS.ELA-Literacy.RF.K.2c	<i>Blend and segment onsets and rimes of single-syllable spoken words.</i>
CCSS.ELA-Literacy.RF.K.2d	<i>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</i>
CCSS.ELA-Literacy.RF.K.2e	<i>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</i>
CCSS.ELA-Literacy.RF.K.3c	<i>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</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.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.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.L.K.1	<i>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i>
CCSS.ELA-Literacy.L.K.1f	<i>Produce and expand complete sentences in shared language activities.</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>
Science	<i>Observe and describe similarities and differences in the appearance and behavior of plants and animals.</i>
Science	<i>Communicate observations orally and through drawings.</i>
Science	<i>Observe and describe similarities and differences in the appearance and behavior of plants and animals (i.e. seed-bearing plants, birds, fish, insects).</i>
Science	<i>Understand that all animals, including humans, are alike in some ways, and different in others.</i>
Social Studies	<i>Explain that maps and globes help to locate different places, and that globes are a model of the Earth.</i>

Assessments

Formative:

- Play “Go Fish” to identify high-frequency words
- Sequence *Peg the Hen* using story sequence cards/pictures
- Match short-e picture and word cards
- Summarize “The Little Red Hen”
- Contribute to a compare/contrast activity of different versions of “The Little Red Hen”
- Produce rhyming words
- Identify high-frequency words by completing a “Color by Word” activity
- Identify position of short-e in CVC words on individual whiteboards
- Supply the missing word in a sentence
- Produce and label a map
- Classify words by word families (-ell, -all)
- Create a “Dream Painting” inspired by Vincent van Gogh
- Complete a storyboard reflecting comprehension of the *Peg Helps Zac* story
- Identify high-frequency words by completing a “Color by Word” activity
- Review summarization
- Correct incorrect sentences using writing rubrics
- Identify high-frequency words while playing the “Starfall Speedway” Game
- Demonstrate comprehension by creating an illustration of a story
- Make a text-to-self connection by writing about a character in “Chicken Little”
- Produce short-e words
- Identify a variety of birds

Summative:

- Individual Assessments using Starfall Progress Monitoring of skills/concepts introduced and reviewed
- Use information about birds to contribute to a nonfiction newspaper story about birds
- Dramatize “A Plane Ride” to demonstrate understanding of nonfiction vocabulary
- Dramatize “Chicken Little”
- Create individual bird posters
- Select and summarize one of the Unit 7 literature stories
- Identify the distinguishing characteristic of mammals and birds



Unit Readings and Vocabulary

Fiction:

Peg the Hen (decodable)
The Little Red Hen (Starfall)
The Little Red Hen (Paul Galdone)
Peg Helps Zac (decodable)
Peg's Egg (decodable)
Hen (decodable)
Chicken Little

Nonfiction:

Backpack Bear's Mammal Book
Backpack Bear's Bird Book
Backpack Bear's ABC Rhyme Book
Amazing Airplanes
Vincent van Gogh
Penguin, Penguin
Wright Brothers Historical Poster and Information

Essential Unit Vocabulary

Week 18	Week 19	Week 20
beak	captain	antarctica
birds	control tower	dialogue
birds of prey	copilot	down feathers
feathers	crew	dramatize
ground	fare	moral
hatching	gem	narrator
hoe	hold	outline
migrate	intercom	rubrics
nest	journey	
scamper	locate	
stroll	runway	
tend	self-portrait	
wings	sketch	
	soar	
	terminal	



Unit Learning Outcomes

As a result of this unit, children will:

- Become familiar with maps
- Become familiar with Vincent van Gogh
- Classify animals using characteristics (mammal and bird)
- Identify the distinguishing characteristics of a bird
- Identify the distinguishing characteristics of a mammal
- Identify the Wright brothers
- Make a connection between birds that fly and other objects that fly (planes)
- Make a connection between illustrations in their writing journal and Vincent van Gogh
- Make a connection between the decodable story maps and *Peg Helps Zac*
- Make a connection between dreams and the story *Peg the Hen*
- Recognize and identify the difference between fiction and nonfiction
- Recognize habitats of birds
- Use information about stories to produce and write stories

Instructional Skills by Week

Week 18:

- Add and change sounds (*ell, all, ed, et*)
- Become familiar with unknown vocabulary words and identify words they do not understand
- Compare and contrast two different version of “The Little Red Hen” using a Venn Diagram
- Discriminate long- and short-e words in the initial position
- Identify and use the *-ck* digraph
- Identify initial and final sounds
- Identify rhyming words
- Identify story elements in “The Little Red Hen”
- Master the short-e sound in the initial and medial position
- Recognize high-frequency words *good, could, would, what*
- Recognize short-e word families
- Review and produce a narrative nonfiction shared story
- Sequence the decodable story “Peg the Hen”
- Summarize a story

Week 19:

- Design a map and use labels
- Identify and use *ch* digraph
- Identify sounds in the initial, medial, and final positions
- Identify story elements
- Identify word families using short-a and short-e
- Recognize and identify rhyming words
- Recognize high-frequency words *look, from, and find*
- Recognize new vocabulary words and identify words they do not understand
- Review homonyms
- Review short-a
- Review the *th* digraph
- Write a fictional story about dreams

Week 20:

- Apply writing rubrics to write a story from the perspective of a character in “Chicken Little”
- Be introduced to possessive nouns
- Compare/contrast mammals and birds
- Identify characteristics of birds
- Identify the characteristics of birds and mammals
- Recognize and use writing rubrics
- Recognize high-frequency words *them, then, lay, and play*
- Review dynamics of dramatization and dramatize “Chicken Little”
- Spell and write CVC words
- Substitute initial phonemes
- Use previously learned phonics skills to read the nonfiction story *Penguin, Penguin*

Instructional Resources

- “A Plane Ride” lyrics poster
- “Chicken Little” character picture cards
- Animal Kingdom Poster
- Chart paper
- Classroom whiteboard and projector
- Decodable cut apart mini books *Peg the Hen, Peg Helps Zac, Hen, and Peg’s Egg*
- Get to Know the Wright Brothers Historical Poster
- Hen cut outs
- High-Frequency Word Cards
- High-Frequency Word Search
- Individual whiteboards and markers
- Magnetic letters
- Map/globe
- “Park Map” blackline
- *Peg the Hen* Sequence Cards
- Plush characters Zac the Rat and Peg the Hen
- Pocket chart
- *Reading and Writing* workbooks (p. 11-18)
- Short-e word and picture cards
- Short-e word family chart
- Starfall Dictionaries
- *Starfall Sing Along* CD
- Starfall Speedway Game
- Starfall Writing Journals
- Story Element Cards
- Storyboard blackline for *Peg Helps Zac*
- Super Hero h puppet
- Venn diagram
- Vertebrates and bird posters
- Vocabulary Word Cards
- Website: more.Starfall.com



Cross-Curricular Link(s)

Science

- Characteristics of mammals and birds
- Learn about penguins and Antarctica
- Make a connection between birds and other things that have wings
- Recognize mammal and bird habitats
- Understand the animal kingdom

Social Studies

- Introduce maps and draw connections to *Peg Helps Zac* (a story about using a map)
- Introduce the Wright Brothers

Creative Arts

- Dramatization and role playing
- Introduce Vincent van Gogh who used dreams as an inspiration for his paintings, and draw connections to *Peg the Hen* (a story about a dream)

