

Unit Plan • Unit 10: Invertebrates

Subjects: Kindergarten English Language Arts, Social Studies, Science

Time Frame: Four weeks

Description: Children will complete their study of the Animal Kingdom by learning about animals without backbones, the invertebrates. They meet the arthropods, which include insects and spiders. They discover that honeybees work together in colonies, each with its own job, and they will compare an insect's body with that of a human. Children will also learn about butterflies and their life cycles.

This unit includes a culmination week that provides suggested activities in celebration of the Starfall characters.

Essential Questions:

- (RF.3) How does knowing how to read help us learn about the world?
- (RI.1) How can asking and answering questions about informational books help us learn new things?
- (W.3) How can we use drawings, letters and words to write about something that happened in our lives and how we felt about it?
- (RL.5) What are some types of texts and how are they different from one another?
- (L.4) How can we understand the way a word is used and find its meaning?
- (Voc.3) How can we learn new words and what they mean?
- (LIT.RA.7) How can understanding story elements show that we understand fiction and nonfiction text?



Standards & Benchmarks

Starfall English Language Arts Standards

Print Concepts		Inline Summary Form
PC.1a	Recognize that sentences in print are made up of separate words	Recognize that sentences are made up of separate words
Phonological Awareness		Inline Summary Form
PA.2b	Distinguish rhyming and non rhyming words	Distinguish rhyming and non rhyming words
Vocabulary Development		Inline Summary Form
VOC.3a	Listen to and discuss both familiar and conceptually challenging text	Listen to and discuss familiar and conceptually challenging text
Fluency		Inline Summary Form
FL.6	The student demonstrates the ability to read orally with accuracy and expression. Students will:	Demonstrate ability to read with accuracy and expression
FL.6a	Read alphabet letters in random order with automaticity	Read letters in random order
FL.6b	Use appropriate intonation and expression during unison oral reading with the teacher	Use appropriate intonation and expression during oral reading
FL.6c	Read previously taught grade-level text with appropriate expression	Read grade-level text with expression

Literary Response & Analysis

Inline Summary Form

LIT.RA.7	The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and nonfiction texts to demonstrate an understanding of the information presented. Students will:	<i>Identify, analyze, and apply elements of fiction and nonfiction texts to demonstrate understanding of information</i>
LIT.RA.7a	With prompting and support create and/or present a poem, dramatization, artwork, or personal response to a particular author or theme studied	<i>Create or present poetry, drama, art, or personal response to text or theme</i>
LIT.RA.7c	Make inferences based on titles	<i>Make inferences based on titles</i>

Writing

Inline Summary Form

W.8	Students write and draw to communicate effectively for a variety of purposes and audiences. Students will:	<i>Write and draw for a variety of purposes and audiences</i>
W.8a	Create a group draft, scripted by the teacher	<i>Create a group draft scripted by the teacher</i>
W.8b	Produce, illustrate, and share a finished piece of writing	<i>Produce, illustrate and share writing</i>
W.8c	Draw and label	<i>Draw and label</i>
W.8d	Print their names	<i>Print name</i>

Listening & Speaking

Inline Summary Form

LS.9	The student effectively applies listening and speaking strategies. Students will:	<i>Apply listening and speaking skills</i>
LS.9a	Recite short poems, rhymes and songs	<i>Recite short poems, rhymes and songs</i>
LS.9c	Relate an experience in a logical sequence	<i>Relate an experience in sequence</i>
LS.9d	Understand and follow one and two-step directions	<i>Understand and follow one and two-step directions</i>

Media Literacy

Inline Summary Form

ML.10	Use technology resources to support learning	<i>Use technology resources to support learning</i>
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Starfall Social Studies Standards

Chronological Thinking

Inline Summary Form

SS.CT.3b	Put events in temporal order using a calendar	<i>Put events in temporal order</i>
SS.CT.3c	Explain that calendars represent days of the week and months of the year	<i>Understand that calendars represent days and months</i>



Starfall Science Standards

Investigation & Experimentation		Inline Summary Form
SC.IE.1	The student develops an understanding of science concepts by formulating questions and performing investigations. Students will:	<i>Ask and answer questions to understand science concepts</i>
SC.IE.1h	Predict and explain information or events based on observation or previous experience	<i>Predict or explain information or events based on observation or previous experience</i>
Life Sciences		Inline Summary Form
SC.LS.2	The student understands that different types of plants and animals inhabit the earth. Students will:	<i>Understand different types of plants and animals</i>
SC.LS.2a	Observe and describe similarities and differences in appearance and behavior of plants and animals (e.g. seed bearing plants, birds, fish, insects)	<i>Observe and describe similarities and differences of plants and animals</i>
SC.LS.2b	Identify major structures of common plants and animals (e.g. stems, leaves, roots, arms, wings, legs)	<i>Identify major structures of plants and animals</i>
SC.LS.2c	Understand all plants and animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce	<i>Understand plants and animals have internal and external structures that keep them alive</i>
SC.LS.2e	Recognize that stories sometimes give plants and animals attributes they do not really have	<i>Recognize stories sometimes give plants and animals fictional attributes</i>

Common Core Standards

Reading: Literature		Inline Summary Form
Key Ideas and Details:		
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	<i>Ask and answer questions about key details in a text</i>
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	<i>Identify characters, settings and major events</i>
Craft and Structure:		
RL.K.4	Ask and answer questions about unknown words in a text.	<i>Ask and answer questions about unknown words</i>
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	<i>Recognize common types of texts (e.g., storybooks, poems)</i>
Integration of Knowledge and Ideas:		
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)	<i>Connect illustrations to story events</i>
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<i>Compare and contrast experiences of story characters</i>

Reading: Informational Text

Inline Summary Form

Key Ideas and Details:

RI.K.1	With prompting and support, ask and answer questions about key details in a text.	<i>Ask and answer questions about key details in a text</i>
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<i>Describe the connection between individuals, events, ideas or information in a text</i>

Integration of Knowledge and Ideas:

RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<i>Describe the relationship between illustrations and text</i>
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<i>Identify similarities and differences between texts on the same topic</i>

Reading: Foundational Skills

Inline Summary Form

Print Concepts:

RF.K.1	Demonstrate understanding of the organization and basic features of print.	<i>Understand basic features and organization of print</i>
RF.K.1.A	Follow words from left to right, top to bottom, and page by page.	<i>Follow words from left to right, top to bottom, and page by page</i>

Phonological Awareness:

RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<i>Demonstrate understanding of spoken words, syllables and sounds (phonemes)</i>
RF.K.2.A	Recognize and produce rhyming words.	<i>Recognize and produce rhyming words</i>
RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.	<i>Blend and segment onsets and rimes of single syllable spoken words</i>
RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	<i>Isolate and pronounce initial, medial vowel and final sounds (phonemes) in three phoneme words</i>
RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<i>Add or substitute individual sounds (phonemes) in one-syllable words to make new words</i>

Phonics and Word Recognition:

RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	<i>Apply phonics/word analysis skills in decoding words</i>
RF.K.3.A	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>Demonstrate one-to-one letter-sound correspondence</i>
RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	<i>Associate long and short vowel sounds with common spellings (graphemes)</i>
RF.K.3.C	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	<i>Read common high frequency words by sight</i>
RF.K.3.D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<i>Identify differences between similarly spelled words</i>

Fluency:

RF.K.4	Read emergent-reader texts with purpose and understanding.	<i>Read texts with understanding</i>
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Writing		Inline Summary Form
Text Types and Purposes:		
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.	<i>Use drawing, dictating and writing to narrate an event or several loosely linked events, telling the sequence and providing their reaction</i>
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.	<i>Respond to questions and suggestions from peers, adding detail to strengthen writing</i>

Speaking & Listening		Inline Summary Form
Comprehension and Collaboration:		
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	<i>Participate in conversations with diverse partners about kindergarten topics and texts</i>
SL.K.1.A	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	<i>Follow agreed-upon rules for discussions</i>

Language		Inline Summary Form
Conventions of Standard English		
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<i>Demonstrate command of English grammar when writing or speaking</i>
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<i>Demonstrate command of English conventions in capitalization, punctuation, and spelling</i>
L.K.2.A	Capitalize the first word in a sentence and the pronoun <i>I</i>	<i>Capitalize the first word in a sentence and the pronoun I</i>
L.K.2.B	Recognize and name end punctuation.	<i>Recognize and name end punctuation</i>
Vocabulary Acquisition and Use:		
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	<i>Determine or clarify meaning of unknown and multiple-meaning words and phrases</i>



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