

Unit Plan • Unit 4: Doing Our Part!

Subjects: Kindergarten English Language Arts, Social Studies, Science

Time Frame: Three weeks

Description: The children will learn about national symbols and landforms, and how to care for the environment. They will meet several Americans who did their parts to help make the United States a better place. They will also learn about the water cycle and conservation, and discover ways they can reduce, reuse, and recycle to protect our natural resources.

Essential Questions: Discuss the Essential Questions Cards with the children as they relate to the lessons. Then display them, to build a bulletin board throughout the unit. Periodically review the Essential Questions. At the end of each unit, remove them to make room for the next unit.

- (L.K.2) *Where do we use capital letters and punctuation when writing?*
- (RF.K1) *How do the letters on a page work together to create meaning when we read?*
- (RF.K.2a) *How can we tell if two words rhyme? How can we make our own rhyming words?*
- (RI.K.7) *How are the pictures and words in a nonfiction book connected?*
- (RL.K.3) *How can asking and answering questions about important parts of the story help us understand the books we read?*
- (W.K.2) *How can we plan and write a nonfiction piece?*
- (W.K.8) *How can gathering and remembering information help us in our writing?*
- (Social Studies) *How do American symbols represent our country?*



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	<i>Recognize that sentences are made up of separate words</i>
Vocabulary Development		Inline Summary Form
VOC.3	The student uses multiple strategies to develop vocabulary. Students will:	<i>Use multiple strategies to develop vocabulary</i>
VOC.3a	Listen to and discuss both familiar and conceptually challenging text	<i>Listen to and discuss familiar and conceptually challenging text</i>
VOC.3b	Describe common objects and events in both general and specific language	<i>Describe objects and events in general and specific language</i>
Fluency		Inline Summary Form
FL.6b	Use appropriate intonation and expression during unison oral reading with the teacher	<i>Use appropriate intonation and expression during oral reading</i>

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>
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>
W.8e	Write by moving from left to right and top to bottom	<i>Write moving from left to right and top to bottom</i>
Listening & Speaking		Inline Summary Form
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>

Starfall Social Studies Standards

American History		Inline Summary Form
Historical Knowledge:		
SS.HK.2b	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>Know triumphs in American legends and historical accounts through stories of famous Americans</i>
SS.HK.2c	Understand how people lived in earlier times and how their lives would be different today	<i>Understand how the lives of people from earlier times would be different today</i>
SS.HK.2d	Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage	<i>Recognize celebrations of national holidays as a way to remember and honor people, events and ethnic heritage</i>
SS.HK.2e	Recognize the importance of national and state symbols	<i>Recognize importance of American symbols</i>
SS.HK.2f	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>Identify the purposes of and the people honored in commemorative holidays</i>
SS.HK.2g	Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American (and world) history from stories and folklore	<i>Learn examples of honesty, courage, determination, responsibility and patriotism from stories and folklore</i>

SS.HK.2i	Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions	<i>Know beliefs and behaviors of story characters from the past and understand consequences of their actions</i>
Chronological Thinking		Inline Summary Form
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>
Geography		Inline Summary Form
The World in Spatial Terms		
SS.ST.4a	Differentiate land and water on maps and globes and locate general areas referenced in historical legends and stories	<i>Differentiate land and water, and locate general areas referenced in legends and stories on maps and globes</i>
SS.ST.4b	Describe the relative location of people, places, and things by using positional words	<i>Use positional words to describe relative location of people, places and things</i>
Economics		Inline Summary Form
Beginning Economics		
SS.E.5b	Match simple descriptions of work people do and the names of the related jobs at the school, in the community and from historical accounts	<i>Match descriptions of work people do to related jobs in school, community and from historical accounts</i>
Civics and Government		Inline Summary Form
Foundations of Government, Law and the American Political System:		
SS.CG.6	The student understands that being a good citizen involves acting in certain ways. Students will:	<i>Understand being a good citizen involves certain behaviors</i>
SS.CG.6d	Know the importance of taking responsibility for one's own choices and actions	<i>Know importance of taking responsibility for choices and actions</i>

Starfall Science Standards

Investigation & Experimentation		Inline Summary Form
SC.IE.1a	Communicate observations orally and through drawings	<i>Communicate observations</i>
SC.IE.1c	Seek information through observation, exploration, and investigation	<i>Seek information through observation, exploration, and investigation</i>
SC.IE.1e	Begin to observe and describe simple seasonal and weather changes by using common weather-related vocabulary (i.e. rainy, snowy, sunny, windy, etc.)	<i>Observe and describe weather changes using weather-related vocabulary</i>
Physical Science		Inline Summary Form
SC.PS.4a	Understand that water can be a liquid or a solid and can be made to change back again from one form to the other	<i>Understand water can be liquid or solid and change back again</i>
SC.PS.4b	Know water left in an open container evaporates	<i>Know water evaporates</i>
SC.PS.4d	Know objects can be described in terms of the materials they are made of and their physical properties	<i>Know objects can be described by physical properties</i>

Earth Sciences

Inline Summary Form

SS.ES.5c Know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved

Identify Earth resources that are used in everyday life and understand conservation

SS.ES.5d Know characteristics of mountains, rivers, oceans, valleys, deserts, and other landforms

Know characteristics of landforms

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.

Ask and answer questions about key details in a text

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

Identify characters, settings and major events

Craft and Structure:

RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

Recognize common types of texts (e.g., storybooks, poems)

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)

Connect illustrations to story events

Range of Reading and Level of Text Complexity:

RL.K.10 Actively engage in group reading activities with purpose and understanding.

Engage in group reading activities

Reading: Informational Text

Inline Summary Form

Key Ideas and Details:

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Describe the connection between individuals, events, ideas or information in a text

Craft and Structure:

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Name the author and illustrator of a text and define their roles

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).

Describe the relationship between illustrations and text

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).

Identify similarities and differences between texts on the same topic

Range of Reading and Level of Text Complexity:

RI.K.10 Actively engage in group reading activities with purpose and understanding.

Actively engage in group reading activities

Reading: Foundational Skills

Inline Summary Form

Print Concepts:

RF.K.1 Demonstrate understanding of the organization and basic features of print.

Understand basic features and organization of print

RF.K.1.A Follow words from left to right, top to bottom, and page by page.

Follow words from left to right, top to bottom, and page by page

RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.	<i>Recognize that spoken words are represented by specific sequences of letters</i>
RF.K.1.C	Understand that words are separated by spaces in print.	<i>Understand that words are separated by spaces</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.B	Count, pronounce, blend, and segment syllables in spoken words.	<i>Count, pronounce, blend, and segment syllables in spoken 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.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.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>

Writing

Inline Summary Form

Text Types and Purposes:

W.K.2	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>Use drawing, dictating and writing to compose informative/explanatory texts that name a topic</i>
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>
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Research to Build and Present Knowledge:

W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<i>Participate in shared research and writing projects</i>
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<i>Recall information from experiences or gather information from provided sources to answer a question</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>
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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>
SL.K.1.B	Continue a conversation through multiple exchanges.	<i>Continue a conversation through multiple exchanges</i>
SL.K.2	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>Ask and answer questions about key details of a text, requesting clarification if necessary</i>
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<i>Ask and answer questions to seek help or information, or to clarify</i>

Research to Build and Present Knowledge:

SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	<i>Add drawing or other visual displays to provide additional detail</i>
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	<i>Speak audibly and express thoughts, feelings, and ideas clearly</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.1.A	Print many upper- and lowercase letters.	<i>Print upper- and lowercase letters</i>
L.K.1.C	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	<i>Form plural nouns orally by adding /s/ or /es/</i>
L.K.1.D	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	<i>Understand and use question words</i>
L.K.1.F	Produce and expand complete sentences in shared language activities.	<i>Produce and expand sentences</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.D	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	<i>Spell simple words phonetically</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>
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	<i>Explore word relationships and nuances in word meanings</i>
L.K.5.A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	<i>Sort common objects into categories</i>
L.K.5.C	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	<i>Identify real-life connections between words and their use</i>
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<i>Use acquired words and phrases</i>

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