

# Unit Plan • Unit 6: Mammals

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

**Time Frame:** Three weeks

**Description:** Children will be introduced to the Animal Kingdom and Mammals. The focus of this unit is medial short-a.

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:** 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.

- (RI.K.1) *How can asking and answering questions about informational books help us learn new things?*
- (RI.K.7) *What is the connection between the pictures and words in an informational book?*
- (RI.K.9) *How are two books about the same topic alike and how are they different?*
- (RF.K.2e) *How can we change the sounds in words to make new words?*
- (SL.K.2) *Why should we ask questions to better understand or clarify information that is presented to us?*
- (W.K.8) *How can remembering and gathering information from our experiences help us write answers to questions?*



## Standards & Benchmarks

### Starfall English Language Arts Standards

Vocabulary Development		Inline Summary Form
<b>VOC.3a</b>	Listen to and discuss both familiar and conceptually challenging text	<i>Listen to and discuss familiar and conceptually challenging text</i>
<b>VOC.3b</b>	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
<b>FL.6</b>	The student demonstrates the ability to read orally with accuracy and expression. Students will:	<i>Demonstrate ability to read with accuracy and expression</i>
<b>FL.6c</b>	Read previously taught grade-level text with appropriate expression	<i>Read grade-level text with expression</i>
Literary Response & Analysis		Inline Summary Form
<b>LIT.RA.7</b>	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>
<b>LIT.RA.7a</b>	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>

<b>LIT.RA.7b</b>	Use illustrations and context to make predictions about text	<i>Make predictions based on illustrations and context</i>
<b>LIT.RA.7d</b>	Make text to self connections	<i>Make text to self connections</i>
<b>Writing</b>		<b><i>Inline Summary Form</i></b>
<b>W.8b</b>	Produce, illustrate, and share a finished piece of writing	<i>Produce, illustrate and share writing</i>
<b>W.8c</b>	Draw and label	<i>Draw and label</i>
<b>Listening &amp; Speaking</b>		<b><i>Inline Summary Form</i></b>
<b>LS.9a</b>	Recite short poems, rhymes and songs	<i>Recite short poems, rhymes and songs</i>
<b>LS.9c</b>	Relate an experience in a logical sequence	<i>Relate an experience in sequence</i>
<b>Media Literacy</b>		<b><i>Inline Summary Form</i></b>
<b>ML.10</b>	Use technology resources to support learning	<i>Use technology resources to support learning</i>
<b>ML.10a</b>	Recognize that authors, illustrators, and composers create informational sources	<i>Recognize that authors, illustrators, and composers create informational sources</i>

## Starfall Social Studies Standards

<b>American History</b>		<b><i>Inline Summary Form</i></b>
Historical Knowledge:		
<b>SS.HK.2g</b>	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>
<b>Geography</b>		<b><i>Inline Summary Form</i></b>
The World in Spatial Terms		
<b>SS.ST.4d</b>	Understand that maps and globes help to locate different places and that globes are a model of the Earth	<i>Understand maps and globes help locate places on Earth</i>
<b>Economics</b>		<b><i>Inline Summary Form</i></b>
Beginning Economics		
<b>SS.E.5d</b>	Recognize jobs people do at their school and in their community	<i>Recognize jobs people do in their school and community</i>
<b>Civics and Government</b>		<b><i>Inline Summary Form</i></b>
Foundations of Government, Law and the American Political System:		
<b>SS.CG.6c</b>	Understand the characteristics of being a good citizen	<i>Know characteristics of being a good citizen</i>



# Starfall Science Standards

Investigation & Experimentation		Inline Summary Form
<b>SC.IE.1c</b>	Seek information through observation, exploration, and investigation	Seek information through observation, exploration, and investigation
Life Sciences		Inline Summary Form
<b>SC.LS.2</b>	The student understands that different types of plants and animals inhabit the earth. Students will:	Understand different types of plants and animals
<b>SC.LS.2a</b>	Observe and describe similarities and differences in appearance and behavior of plants and animals (e.g. seed bearing plants, birds, fish, insects)	Observe and describe similarities and differences of plants and animals
<b>SC.LS.2b</b>	Identify major structures of common plants and animals (e.g. stems, leaves, roots, arms, wings, legs)	Identify major structures of plants and animals
<b>SC.LS.2c</b>	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	Understand plants and animals have internal and external structures that keep them alive
<b>SC.LS.2e</b>	Recognize that stories sometimes give plants and animals attributes they do not really have	Recognize stories sometimes give plants and animals fictional attributes
Forces & Motion		Inline Summary Form
<b>SC.FM.3</b>	The students understand that the motion of objects can be changed by force. Students will:	Understand motion of objects can be changed by force
<b>SC.FM.3a</b>	Observe that a push or pull can change the way an object moves	Observe that a push or pull can change how an object moves
Physical Science		Inline Summary Form
<b>SC.PS.4c</b>	Compare and sort common objects by physical attributes (e.g. color, shape, texture, size or weight)	Compare and sort objects by physical attributes

# Common Core Standards

Reading: Literature		Inline Summary Form
<b>Key Ideas and Details:</b>		
<b>RL.K.1</b>	With prompting and support, ask and answer questions about key details in a text.	Ask and answer questions about key details in a text
<b>RL.K.2</b>	With prompting and support, retell familiar stories, including key details.	Retell familiar stories
<b>RL.K.3</b>	With prompting and support, identify characters, settings, and major events in a story.	Identify characters, settings and major events
<b>Craft and Structure:</b>		
<b>RL.K.4</b>	Ask and answer questions about unknown words in a text.	Ask and answer questions about unknown words
<b>RL.K.5</b>	Recognize common types of texts (e.g., storybooks, poems).	Recognize common types of texts (e.g., storybooks, poems)
<b>Integration of Knowledge and Ideas:</b>		
<b>RL.K.7</b>	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
<b>RL.K.9</b>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Compare and contrast experiences of story characters

Reading: Informational Text		Inline Summary Form
<b>Key Ideas and Details:</b>		
<b>RI.K.3</b>	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>
<b>Craft and Structure:</b>		
<b>RI.K.4</b>	With prompting and support, ask and answer questions about unknown words in a text.	<i>Ask and answer questions about unknown words</i>
<b>RI.K.6</b>	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<i>Name the author and illustrator of a text and define their roles</i>
<b>Range of Reading and Level of Text Complexity:</b>		
<b>RI.K.10</b>	Actively engage in group reading activities with purpose and understanding.	<i>Actively engage in group reading activities</i>

Reading: Foundational Skills		Inline Summary Form
<b>Print Concepts:</b>		
<b>RF.K.1</b>	Demonstrate understanding of the organization and basic features of print.	<i>Understand basic features and organization of print</i>
<b>RF.K.1.A</b>	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>
<b>RF.K.1.B</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>
<b>RF.K.1.C</b>	Understand that words are separated by spaces in print.	<i>Understand that words are separated by spaces</i>
<b>RF.K.1.D</b>	Recognize and name all upper- and lowercase letters of the alphabet.	<i>Name all upper- and lowercase letters</i>
<b>Phonological Awareness:</b>		
<b>RF.K.2</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<i>Demonstrate understanding of spoken words, syllables and sounds (phonemes)</i>
<b>RF.K.2.A</b>	Recognize and produce rhyming words.	<i>Recognize and produce rhyming words</i>
<b>RF.K.2.B</b>	Count, pronounce, blend, and segment syllables in spoken words.	<i>Count, pronounce, blend, and segment syllables in spoken words</i>
<b>RF.K.2.C</b>	Blend and segment onsets and rimes of single-syllable spoken words.	<i>Blend and segment onsets and rimes of single syllable spoken words</i>
<b>RF.K.2.D</b>	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>
<b>RF.K.2.E</b>	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>
<b>Phonics and Word Recognition:</b>		
<b>RF.K.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.	<i>Apply phonics/word analysis skills in decoding words</i>
<b>RF.K.3.A</b>	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>

<b>RF.K.3.B</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>
<b>RF.K.3.C</b>	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>
<b>Fluency:</b>		
<b>RF.K.4</b>	Read emergent-reader texts with purpose and understanding.	<i>Read texts with understanding</i>

## Writing

### Inline Summary Form

#### Text Types and Purposes:

<b>W.K.1</b>	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>Use drawing, dictating and writing to compose opinion pieces that tell the topic or name of the book</i>
<b>W.K.2</b>	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>
<b>W.K.3</b>	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:

<b>W.K.6</b>	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<i>Explore digital tools to produce and publish writing</i>
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#### Research to Build and Present Knowledge:

<b>W.K.7</b>	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>
<b>W.K.8</b>	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:

<b>SL.K.1</b>	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>
<b>SL.K.1.B</b>	Continue a conversation through multiple exchanges.	<i>Continue a conversation through multiple exchanges</i>
<b>SL.K.2</b>	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>
<b>SL.K.3</b>	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:

<b>SL.K.5</b>	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>
<b>SL.K.6</b>	Speak audibly and express thoughts, feelings, and ideas clearly.	<i>Speak audibly and express thoughts, feelings, and ideas clearly</i>

Language		Inline Summary Form
<b>Conventions of Standard English</b>		
<b>L.K.1</b>	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>
<b>L.K.1.A</b>	Print many upper- and lowercase letters.	<i>Print upper- and lowercase letters</i>
<b>L.K.1.B</b>	Use frequently occurring nouns and verbs.	<i>Use frequently occurring nouns and verbs</i>
<b>L.K.1.F</b>	Produce and expand complete sentences in shared language activities.	<i>Produce and expand sentences</i>
<b>L.K.2</b>	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>
<b>L.K.2.C</b>	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	<i>Represent most consonants and short vowel sounds (phonemes)</i>
<b>L.K.2.D</b>	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	<i>Spell simple words phonetically</i>
<b>Vocabulary Acquisition and Use:</b>		
<b>L.K.4</b>	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>
<b>L.K.4.B</b>	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	<i>Use inflections and affixes (-ed, -s, re-, un-, pre-, -ful, -less) as clues to meaning of unknown words</i>
<b>L.K.5</b>	With guidance and support from adults, explore word relationships and nuances in word meanings.	<i>Explore word relationships and nuances in word meanings</i>
<b>L.K.5.A</b>	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>
<b>L.K.5.C</b>	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>
<b>L.K.5.D</b>	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	<i>Distinguish shades of meaning among verbs by acting them out</i>
<b>L.K.6</b>	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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