

# Unit Plan • Unit 8: How Animals Live

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

**Time Frame:** Three weeks

**Description:** Children will learn how animals, including humans, use their five senses to explore and learn about the world around them. They will discuss the heart and discover how exercise helps keep their hearts and bodies healthy and strong. The phonics focus is short-o, /sh/ and /ck/ digraphs. The children will also learn about verbs and verb endings and practice using adjectives to describe nouns.

**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.

- (RL.K.7) *How do pictures help us better understand a story?*
- (RF.K.3) *How does knowing letter sounds help me read words?*
- (W.K.5) *How does taking suggestions from others make our writing better?*
- (L.K.5) *How can looking for ways words are related help us understand slight differences in their meanings?*
- (L.K.2) *Why is it important to use capital letters, correct spelling, and punctuation when we write?*
- (Starfall.ELA.VOC.3) *How can we learn new words and what they mean?*



## Standards & Benchmarks

### Starfall English Language Arts Standards

Phonological Awareness		Inline Summary Form
<b>PA.2a</b>	Recognize that compound words are made up of shorter words	<i>Recognize that compound words are made up of shorter words</i>
<b>PA.2b</b>	Distinguish rhyming and non rhyming words	<i>Distinguish rhyming and non rhyming words</i>
Vocabulary Development		Inline Summary Form
<b>VOC.3</b>	The student uses multiple strategies to develop vocabulary. Students will:	<i>Use multiple strategies to develop vocabulary</i>
<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>
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.6b</b>	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
<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.7c</b>	Make inferences based on titles	<i>Make inferences based on titles</i>
<b>LIT.RA.7d</b>	Make text to self connections	<i>Make text to self connections</i>
<b>Writing</b>		<b>Inline Summary Form</b>
<b>W.8</b>	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>
<b>W.8a</b>	Create a group draft, scripted by the teacher	<i>Create a group draft scripted by the teacher</i>
<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>Inline Summary Form</b>
<b>LS.9c</b>	Relate an experience in a logical sequence	<i>Relate an experience in sequence</i>
<b>LS.9d</b>	Understand and follow one and two-step directions	<i>Understand and follow one and two-step directions</i>
<b>Media Literacy</b>		<b>Inline Summary Form</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>Inline Summary Form</b>
<b>Historical Knowledge:</b>		
<b>SS.HK.2b</b>	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>

## Starfall Science Standards

<b>Investigation &amp; Experimentation</b>		<b>Inline Summary Form</b>
<b>SC.IE.1</b>	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>
<b>SC.IE.1f</b>	Make observations of the natural world and know that they are descriptors collected by using the five senses	<i>Use five senses to observe the natural world</i>
<b>Life Sciences</b>		<b>Inline Summary Form</b>
<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	<i>Understand plants and animals have internal and external structures that keep them alive</i>
<b>SC.LS.2d</b>	Understand that all plants and animals, including humans, are alike in some ways and different in others	<i>Understand plants and animals have similarities and differences</i>
<b>SC.LS.2e</b>	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
<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.	<i>Ask and answer questions about key details in a text</i>
<b>RL.K.2</b>	With prompting and support, retell familiar stories, including key details.	<i>Retell familiar stories</i>
<b>RL.K.3</b>	With prompting and support, identify characters, settings, and major events in a story.	<i>Identify characters, settings and major events</i>
<b>Craft and Structure:</b>		
<b>RL.K.4</b>	Ask and answer questions about unknown words in a text.	<i>Ask and answer questions about unknown words</i>
<b>RL.K.5</b>	Recognize common types of texts (e.g., storybooks, poems).	<i>Recognize common types of texts (e.g., storybooks, poems)</i>
<b>RL.K.6</b>	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<i>Name the author and illustrator of a story and identify their roles</i>
<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)	<i>Connect illustrations to story events</i>
<b>RL.K.9</b>	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>
<b>Range of Reading and Level of Text Complexity:</b>		
<b>RL.K.10</b>	Actively engage in group reading activities with purpose and understanding.	<i>Engage in group reading activities</i>

Reading: Informational Text		Inline Summary Form
<b>Key Ideas and Details:</b>		
<b>RI.K.1</b>	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>
<b>RI.K.2</b>	With prompting and support, identify the main topic and retell key details of a text.	<i>Identify the main topic and key details of a text</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>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.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>

<b>Writing</b>		<b>Inline Summary Form</b>
<b>Text Types and Purposes:</b>		
<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>Production and Distribution of Writing:</b>		
<b>W.K.5</b>	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>
<b>Research to Build and Present Knowledge:</b>		
<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>Speaking &amp; Listening</b>		<b>Inline Summary Form</b>
<b>Comprehension and Collaboration:</b>		
<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.A</b>	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>
<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>
<b>Research to Build and Present Knowledge:</b>		
<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.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.B</b>	Recognize and name end punctuation.	<i>Recognize and name end punctuation</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.A</b>	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	<i>Identify new meanings for familiar words and apply them accurately (Ex. duck)</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.B</b>	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	<i>Relate frequently used verbs and adjectives to their opposites</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>



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