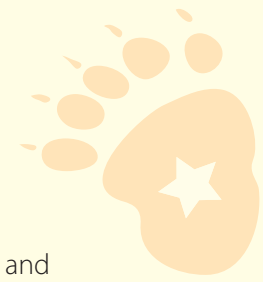


Unit Plan • Unit 8: How Animals Live



Grade: Kindergarten

Subjects: English Language Arts, Social Studies, Science

Time Frame: Four Weeks

Description: Children will learn about their senses and how they help us learn about the world around us. They will discuss the heart and discover how exercise helps keep their hearts and bodies healthy and strong. They will also discuss members of the mammal family and what animals need to live, and learn how to research information on topics of interest.

This unit includes a review week that provides suggested activities as additional review of skills introduced in **Weeks 15-23** for struggling children, and more challenging activities for children who demonstrate mastery of skills and are functioning at or above grade-level.

The phonic focuses for this unit are short-o and digraphs *sh /sh/* and *-ck /k/*.

Essential Questions:

- **(RL.K.1-3)** *How can asking and answering questions about important parts of the story help us understand the books we read?*
- **(RF.K.3d)** *How does knowing one word help us read a word that has many of the same letters?*
- **(SL.K.1a,b,c)** *How can we learn about topics and books by talking to our classmates?*
- **(SL.K.1a,b,c)** *What rules do we follow while talking to classmates?*
- **(SL.K.4,5)** *What are some things we can do to help us add descriptions and details to our writing?*
- **(W.K.2)** *How can we plan and write a nonfiction piece?*
- **(W.K.7)** *How does researching information help us become better writers?*
- **(Science)** *What did the author want us to learn in the story *The Popcorn Book*?*
- **(Science)** *How do our senses help us learn about our world?*
- **(Science)** *Why is exercise important? What might happen if we never did any exercise?*
- **(Social Studies)** *How did Helen Keller make a difference in the world?*
- **(Social Studies)** *How can you make a difference by knowing sign language?*

Common Core + Starfall Standards & Benchmarks

CCSS.ELA-Literacy.RL.K.1	<i>With prompting and support, ask and answer questions about key details in a text.</i>
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.4	<i>Ask and answer questions about unknown words in a text.</i>
CCSS.ELA-Literacy.RL.K.6	<i>With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</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.RL.K.10	<i>Actively engage in group reading activities with purpose and understanding.</i>
CCSS.ELA-Literacy.RI.K.2	<i>With prompting and support, identify the main topic and retell key details of a text.</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.RI.K.6	<i>Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</i>
CCSS.ELA-Literacy.RI.K.9	<i>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>
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.2e	<i>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</i>
CCSS.ELA-Literacy.RF.K.3	<i>Know and apply grade-level phonics and word analysis skills in decoding words.</i>
CCSS.ELA-Literacy.RF.K.3b	<i>Associate the long and short sounds with the common spellings (graphemes) for the (five major) three vowels.</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.3	<i>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>
CCSS.ELA-Literacy.W.K.6	<i>With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</i>
CCSS.ELA-Literacy.W.K.7	<i>Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</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.1	<i>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</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.SL.K.4	<i>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</i>
CCSS.ELA-Literacy.SL.K.6	<i>Speak audibly and express thoughts, feelings, and ideas clearly.</i>
CCSS.ELA-Literacy.L.K.1b	<i>Use frequently occurring nouns and verbs.</i>
CCSS.ELA-Literacy.L.K.1d	<i>Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</i>
CCSS.ELA-Literacy.L.K.2a	<i>Capitalize the first word in a sentence and the pronoun I.</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.4a	<i>Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</i>
CCSS.ELA-Literacy.L.K.4b	<i>Use the most frequently occurring inflections and affixes.</i>
CCSS.ELA-Literacy.L.K.5b	<i>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</i>
Starfall Science	<i>Observe and describe similarities and differences in the appearance and behavior of plants and animals.</i>

Starfall Science	<i>Identify major structures of common plants and animals.</i>
Starfall Science	<i>Know stories sometimes give plants and animals attributes they do not really have.</i>
Starfall Science	<i>Seek information through observation, exploration, and investigations.</i>
Starfall Science	<i>Show an awareness of changes that occur in themselves and their environment.</i>
Starfall Science	<i>Observe common objects by using the five senses.</i>
Starfall Science	<i>Communicate observations orally and through drawings.</i>
Starfall Social Studies	<i>Understand how people lived in earlier times and how their lives would be different today.</i>
Starfall Social Studies	<i>Know the triumphs in American legends and historical accounts.</i>

Assessments

Formative:

- Generate a list of medial short-o words after constructing a short-o puzzle
- Discriminate between short- and long-o words using hand gestures
- Discriminate between /ch/, /sh/, and /th/ picture cards while playing the Starfall Speedway game
- Answer comprehension questions about *The Three Little Pigs*
- Correctly sequence the story *Mox's Shop* using picture cards, sentence strips, and word cards
- Classify picture cards into nouns and verbs
- Locate high-frequency words on a word search
- Categorize picture cards by word families, *-og* and *-ock*
- Contribute to sensory word list on chart paper
- Create a sentence in the *Reading & Writing* workbooks that uses words in a word bank
- Find and circle high-frequency words found in a newspaper

Summative:

- Starfall Progress Monitoring Weeks 21, 22, 23 to assess individually phonological and phonics skill presented
- Evaluation of expository writings about wolves
- Evaluate journal writings related to exercise for capitalization, spaces between words, punctuation, and inventive spelling
- Summarize one of the Unit stories in their own words individually
- Evaluate the use of sensory words in a writing about marshmallows
- Choose activities from the Week 24 Curriculum Review to review skills from Weeks 15-23

Week 24 is a review week of content covered from Week 15 to Week 23. See Starfall Kindergarten Curriculum pages 552-561 for all skills and activities.



Unit Readings and Vocabulary

Fiction:

Mox Jogs (decodable)
Mox's Shop (decodable)
One Fine Day
Pop! Pop! Pop! (decodable)
The Three Little Pigs (Starfall)

Nonfiction:

Get to Know Helen Keller Poster
Hop, Bend, Stomp (decodable)
How I Know About My World: A book about the senses
The Popcorn Book
Wolves

Essential Unit Vocabulary

Week 21	Week 22	Week 23	Week 24
curious	jog	archaeologist	
doubts	lap	blizzard	
exhausted	muscle	boil	
factual	nouns	colonist	
research	verbs	examine	
		hull	
		kernel	
		method	
		senses	

Unit Learning Outcomes

As a result of this unit, children will:

- Categorize
- Change and identify new words by delete and substitute phonemes
- Classify words as nouns, verbs, and adjectives
- Compare and contrast the wolf in *The Three Little Pigs* with wolves in the nonfiction story *Wolves*
- Demonstrate the ability to research information using non-fiction books and a computer search engine
- Discuss how exercise impacts our lives
- Distinguish words through decoding nonsense words
- Give examples of ways the senses are used to learn about our world
- Identify medial short-o
- Make text-to-self connections throughout the unit
- Participate in cooperative learning activities to share knowledge learned from informational text
- Predict the outcome of a story
- Produce a graph using words from a story
- Produce expository stories related to wolves
- Produce expository writings related to exercise
- Recall and discuss information from *Wolves*, *The Popcorn Story*, and *How I Know My World*
- Recognize and identify vocabulary words in stories that they do not know the meaning of
- Recognize the value of exercise
- Retell stories in their own words
- Summarize stories
- Use information learned to write expository stories throughout the unit



Instructional Skills by Week

Week 21:

- Answer questions about *The Three Little Pigs*
- Compare and contrast fictional and factual animals
- Contribute to a class report
- Identify and discriminate /sh/ in the initial and final position
- Identify and discriminate short-a and short-e words
- Identify and discriminate short-o in the medial position
- Identify mammal characteristics
- Identify rhyming words
- Identify story elements (characters, setting)
- Identify the short-o sound
- Locate additional information on a topic with assistance
- Recognize high-frequency words *give, him, and your*
- Recognize that animals may take on human characteristics in stories
- Recognize the *-ot* and *-op* word families
- Sequence *Mox's Shop*
- Use illustrations to retell a story
- Write a non-fiction piece on wolves

Week 22:

- Answer questions about stories
- Blend and segment phonemes
- Blend sounds to form words
- Create sentences using high-frequency words
- Distinguish initial and final phonemes in words
- Distinguish nouns and verbs
- Identify and discriminate initial and final /sh/ words
- Identify story elements (characters, setting, plot)
- Identify the front cover, author, and illustrator of a book
- Introduce digraph *-ck /k/*
- Introduce exercise and the heart
- Produce rhyming words
- Recognize word families *-ox, -og, and -ock*
- Recognize healthy and unhealthy activities
- Recognize high-frequency words: *of, were*
- Substitute individual phonemes to create new words
- Write a story about exercising with Mox

Week 23:

- Answer questions about a story
- Be aware of how senses help us learn about the world
- Blend sounds to write words
- Complete a graph
- Contribute to a shared writing
- Distinguish digraphs /ch/, /sh/, /th/ in the initial and final positions
- Identify and discriminate initial and medial /o/
- Predict what a story is about using illustrations
- Realize American Sign Language is a means of communication
- Recognize Helen Keller and be familiar with her story
- Recognize high-frequency words *this, and than*
- Recognize quotation marks and their purpose
- Recognize that a nonfiction writing includes factual information
- Substitute phonemes to create new words
- Use adjectives to write about marshmallows
- Use illustrations to tell a story
- Use sensory words (adjectives) to describe objects
- Write a letter about facts learned about popcorn



Instructional Resources

- Author’s Chair
- Backpack Bear, Plush Mox, Peg and Zac
- Blank Vocabulary Word Cards
- “Blend Practice 2” Generator
- Classroom books
- Classroom whiteboard
- “Color by Word” practice pages
- Computer
- Flashlight
- Generated practice page
- Graph pages
- High-Frequency Word Cards
- High-Frequency Sentence Strips
- High-Frequency word search
- Individual whiteboards and markers
- Letter Card *sh*
- Medial Short-o Picture and Word Cards
- *Mox’s Shop* Individual Word Cards
- *Mox’s Shop* Sentence Strips
- *Mox’s Shop* Sequence Cards
- Picture Cards /ch/, /sh/, /th/
- Play dough or magnet letters (one set per child)
- Pocket chart
- *Reading and Writing* Workbooks (p. 23 - 34)
- Short-a and short-e CVC Word Cards
- Short-o picture and word cards
- Short-o puzzle word search
- Short-o puzzles
- *Star Writer Melodies*
- Starfall Dictionaries
- *Starfall Sing-Along* CD
- Starfall Speedway Game
- Superhero h puppet
- Technology: Mimio or Smartboard, CD Player, Computers, tablets
- “This Bright-Star Award” for each child
- Vocabulary Word Cards
- Wall Card: *shell* /sh/
- Website: more.Starfall.com
- Words to “Diddle, Diddle, Dumpling”
- Writing paper

Cross-Curricular Link(s)

Science

- Demonstrate an understanding of the five senses
- Learn the characteristics and behaviors of wolves
- Make a connection between their heart and the importance of exercise
- Participate in making popcorn to integrate the knowledge learned from *The Popcorn Book*

Social Studies

- Understand the impact that Helen Keller had in the world

