

# Unit Plan • Unit 9: Reptiles, Fish, and Amphibians

**Grade:** Kindergarten

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

**Time Frame:** Three Weeks

**Description:** Children will continue their study of the Animal Kingdom and learn the unique characteristics of reptiles, fish and amphibians. They will study the life cycle of a frog and realize that all animals have similar needs to live. They will write narratives and persuasive writings. Children will learn about perseverance through several unit stories and make text-to-self connections.

The phonics focuses for this unit are short vowels *Aa, Ee, Ii,* and *Oo*, long-*i*, and the *wh- /hw/* digraph.



## Essential Questions:

- **(L.K.4)** How does knowing homonyms help you?
- **(RI.K.3)** How did the characters in *I Can Do It*, *The Big Hit*, *The Tortoise and the Hare*, and *Swimmy* show perseverance?
- **(RI.K.4)** How can you show perseverance? Why is perseverance important?
- **(RL.K.1-3)** How can asking and answering questions about important parts of a story help you understand the books we read?
- **(RL.K.3)** How does knowing how to identify characters, setting, and main idea of a story help you when you write your own stories?
- **(RL.K.9)** How are the characters and adventures in *I Can Do It*, *The Big Hit*, *The Tortoise and the Hare* alike? How are they different?
- **(W.K.1)** Why are having your own thoughts and opinions important?
- **(W.K.5)** How can sharing your ideas and writings with others help you to make your writing better?
- **(Science)** Why is knowing the different distinguishing characteristics of the Animal Kingdom important?
- **(Science)** Why do animals need different habitats to live?
- **(Science)** How is Australia different from the United States? How is it the same?

## Common Core + Starfall Standards & Benchmarks

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|---------------------------------|--|
| <b>CCSS.ELA-Literacy.RL.K.1</b> | <i>With prompting and support, ask and answer questions about key details in a text.</i>   |
| <b>CCSS.ELA-Literacy.RL.K.3</b> | <i>With prompting and support, identify characters, settings, and major events in a story.</i>   |
| <b>CCSS.ELA-Literacy.RL.K.4</b> | <i>Ask and answer questions about unknown words in a text.</i>   |
| <b>CCSS.ELA-Literacy.RL.K.6</b> | <i>With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</i>  |
| <b>CCSS.ELA-Literacy.RL.K.7</b> | <i>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>                        |
| <b>CCSS.ELA-Literacy.RL.K.9</b> | <i>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</i>  |
| <b>CCSS.ELA-Literacy.RI.K.2</b> | <i>With prompting and support, identify the main topic and retell key details of a text.</i>   |
| <b>CCSS.ELA-Literacy.RI.K.3</b> | <i>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</i>   |
| <b>CCSS.ELA-Literacy.RI.K.4</b> | <i>With prompting and support, ask and answer questions about unknown words in a text.</i>   |
| <b>CCSS.ELA-Literacy.RI.K.7</b> | <i>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> |

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| <b>CCSS.ELA-Literacy.RI.K.9</b>  | <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>  |
| <b>CCSS.ELA-Literacy.RF.K.2c</b> | <i>Blend and segment onsets and rimes of single-syllable spoken words.</i>  |
| <b>CCSS.ELA-Literacy.RF.K.2d</b> | <i>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</i>   |
| <b>CCSS.ELA-Literacy.RF.K.2e</b> | <i>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</i>  |
| <b>CCSS.ELA-Literacy.RF.K.3</b>  | <i>Know and apply grade-level phonics and word analysis skills in decoding words.</i>   |
| <b>CCSS.ELA-Literacy.RF.K.3b</b> | <i>Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</i>   |
| <b>CCSS.ELA-Literacy.RF.K.3c</b> | <i>Read common high-frequency words by sight.</i>   |
| <b>CCSS.ELA-Literacy.W.K.1</b>   | <i>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> |
| <b>CCSS.ELA-Literacy.W.K.2</b>   | <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>  |
| <b>CCSS.ELA-Literacy.W.K.5</b>   | <i>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</i>  |
| <b>CCSS.ELA-Literacy.W.K.8</b>   | <i>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</i>   |
| <b>CCSS.ELA-Literacy.SL.K.1b</b> | <i>Continue a conversation through multiple exchanges.</i>  |
| <b>CCSS.ELA-Literacy.SL.K.5</b>  | <i>Add drawings or other visual displays to descriptions as desired to provide additional detail.</i>   |
| <b>CCSS.ELA-Literacy.SL.K.6</b>  | <i>Speak audibly and express thoughts, feelings, and ideas clearly.</i>   |
| <b>CCSS.ELA-Literacy.L.K.2</b>   | <i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i>   |
| <b>CCSS.ELA-Literacy.L.K.2a</b>  | <i>Capitalize the first word in a sentence and the pronoun I.</i>   |
| <b>CCSS.ELA-Literacy.L.K.2d</b>  | <i>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</i>   |
| <b>CCSS.ELA-Literacy.L.K.4</b>   | <i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</i>  |
| <b>CCSS.ELA-Literacy.L.K.5a</b>  | <i>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</i>  |
| <b>CCSS.ELA-Literacy.L.K.5d</b>  | <i>Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</i>  |
| <b>Starfall Science</b>          | <i>Know how to observe and describe similarities and differences in appearance and behavior of animals.</i>   |
| <b>Starfall Science</b>          | <i>Understand that all animals, including humans, are alike in some ways, and different in others.</i>  |
| <b>Starfall Science</b>          | <i>Know characteristics of landforms (Know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms).</i>  |
| <b>Starfall Social Studies</b>   | <i>Distinguish between land and water on maps and globes.</i>   |
| <b>Starfall Social Studies</b>   | <i>Show the importance of taking responsibility for one's own choices and actions.</i>  |

## Assessments

### Formative:

- Classify picture cards by word families *-in*, *-ig*, *-ip*, and *-ick*
- Discriminate /th/, /sh/, /ch/, and /hw/ digraphs
- Sequence *The Big Hit* using story picture cards, sentence strips, and word cards Answer questions about unit stories
- Answer riddle questions about *The Big Hit*
- Answer questions about Unit stories
- Locate high-frequency words on “Word Search and “Color by Word” worksheets
- Match high-frequency words by playing concentration
- Classify word families using a short-I word wheel
- Classify animal picture cards by animal groups: mammal, birds, reptiles, amphibians, and fish
- Read *The Big Hit*, *I Can Do It*, *Tin Man Sits*, *Fish and Me*, and *Fix the Jet* fluently

### Summative:

- Starfall Progress Monitoring Weeks 25, 26, 27 to assess individually phonological and phonics skill presented
- Classify words according to medial vowel sounds /a/, /e/, /o/, and /i/
- Evaluation of persuasive writings
- Evaluate the room created for their chosen animal for accuracy of habitat
- Read sentences using decodable and high-frequency words
- 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
- Demonstrate understanding of unit stories during the Kindergarten Book Club by presenting information to the class about a chosen book

## Unit Readings and Vocabulary

### Fiction:

*Fix the Jet* (decodable)  
*I Can Do It!*  
*Swimmy*  
*The Big Hit* (decodable)  
*The Salamander Room*  
*The Tortoise and the Hare*  
*Tin Man Sits* (decodable)

### Nonfiction:

Animal Kingdom Poster  
*At The Beach*  
*Backpack Bear's Bird Book*  
*Backpack Bear's Mammal Book*  
*Backpack Bear's Reptiles, Amphibians & Fish Book*  
*Fish and Me* (decodable)  
 Vertebrates (Animals with Backbones) Poster

### Essential Unit Vocabulary

| Week 25      | Week 26   | Week 27       |
|--------------|-----------|---------------|
| perseverance | cartilage | confident     |
| root         | gills     | endangered    |
| scales       | island    | habitat       |
| shame        | schools   | metamorphosis |
| strike       |           | porous        |
|              |           | tadpole       |

+ Vocabulary identified by children (words will vary)



## Unit Learning Outcomes

### As a result of this unit, children will:

- Analyze the story *The Salamander Room* by completing a Venn Diagram
- Ask and answer questions about unit stories
- Classify animals with backbones (Vertebrates)
- Classify words by Word Families
- Compare and contrast fish and humans
- Compare and contrast several stories
- Demonstrate an understanding of vocabulary
- Demonstrate knowledge of phonics by decoding words with blends and digraphs
- Demonstrate knowledge of quotation marks and writing rubrics including editing
- Demonstrate understanding of how to write a letter to someone
- Discriminate between /w/ and /hw/ (wh) sounds
- Discriminate between short- and long-i sound
- Discriminate vowel sounds /a/, /e/, /i/, and /o/
- Identify characters, setting, main idea, order of events, text to text, text to self, text to world in fiction and non-fiction stories
- Identify distinguishing characteristics of reptiles, amphibians, and fish
- Identify medial short-i
- Identify problem/solution in all unit stories
- Make a connection between perseverance in stories others (including self) who have demonstrated perseverance
- Manipulate sounds by deleting and adding phonemes to create new words
- Name three events in a story
- Recognize high-frequency words *about, many, no, one, out, so, too, when, and where*
- Recognize the habitats of different animal groups
- Sequence decodable stories
- Summarize a story in their own words
- Tell what might happen next in a story and predict the ending
- Use capital letters and punctuation appropriately in writings
- Work together to present their favorite book of the week
- Write a narrative story

## Instructional Skills by Week

### Week 25:

- Distinguish animal groups with backbones
- Distinguish short-i and long-i words
- Identify and discriminate short-a, short-e, short-i, and short-o words
- Identify elements of a story
- Realize that fables teach a lesson or moral
- Recognize word families *-in, -ip, -ick, and -ig*,
- Recognize and produce rhyming words
- Recognize distinguishing characteristics of reptiles
- Recognize high-frequency words *many* and *too*
- Recognize how dinosaurs were named
- Sequence the events in a story
- Sort animals into categories
- Substitute phonemes to create new words
- Use strategies to sound out words
- Write a persuasive writing
- Write and illustrate narratives

### Week 26:

- Add and substitute phonemes to make new words
- Answer questions about a story
- Blend sounds into words
- Compare and contrast fish and humans
- Compare and contrast stories
- Complete a word graph
- Discuss and summarize a book
- Distinguish digraphs /ch/, /sh/, /th/, and /hw/
- Identify elements of a story
- Locate Australia on a map or globe
- Recognize distinguishing characteristics of fish
- Recognize high-frequency words *no, so, when, where*
- Recognize the word families *-ing* and *-ick*
- Sort words into categories: high-frequency, decodable, vocabulary
- Use rubrics to edit for capitalization and punctuation
- Write a letter



## Week 30:

- Add missing words to sentences
- Add phonemes to create words with initial blends
- Ask questions and compliment another child's work
- Change initial, medial, or ending phonemes to form new words
- Contribute to a shared writing
- Delete and add beginning sounds to form new words
- Distinguish fiction and nonfiction
- Distinguish short vowels sounds /a/, /e/, /i/, and /o/
- Edit to include descriptive words (adjectives)
- Identify and discriminate initial and medial short-I words
- Identify the life cycle of a frog
- Illustrate a story to reflect its content
- Make inferences
- Recognize and classify animals with backbones
- Recognize distinguishing characteristics of amphibians
- Recognize high-frequency words: *one, out, and about*
- Recognize rhyming words
- Recognize that animals need food, water, and shelter to live
- Sound out and spell simple words
- Summarize a story
- Use illustrations to make predictions about story content
- Use quotation marks

## Instructional Resources

- Animal Kingdom Word Cards
- Backpack Bear, Plush Zac the Rat, Peg the Hen, Mox the Fox, and Tin Man
- Blank Vocabulary Word Cards
- Chart paper
- Classroom books
- Classroom whiteboard and markers
- "Color by Word" Practice Pages
- Dinosaur Word Cards, books and pictures
- Generated practice pages
- Graph page for each child
- High-Frequency Word Cards
- Individual whiteboards and markers
- Lowercase Letter Cards
- Picture and Word Cards (*-in, -ig, -ip, -ick* word families)
- Picture Cards /ch/, /sh/, and /th/
- Pocket chart
- *Reading and Writing* Workbooks (pages 39 – 50)
- Salamander Habitat Diagram
- Several fish patterns for each child
- Short-a, Short-e, and Short-i Word Cards
- Short-I Picture Cards
- Short-I Puzzles
- Short-I Word Wheel Generator Page
- Sound Spelling Wall Card and Picture Card: *whistle*
- Star Writer Melodies
- Starfall Dictionaries
- *Starfall Sing-Along* CD
- Starfall Speedway Game
- Starfall Writing Journals
- Story Element Cards
- Superhero h puppet
- Technology: Mimio or Smart Board, CD player, computers, tablets
- *The Big Hit* Sequence Cards, Sentence Strips and Word Cards
- Vocabulary Word Cards
- Website: [more.Starfall.com](http://more.Starfall.com)
- Word Search Practice Pages
- World map
- Writing paper

## Cross-Curricular Link(s)

### Science

- Identify animal habitats
- Identify characteristics of the landform: beach
- Identify distinguishing characteristics of the five animal groups with backbones
- Make connections between stories read and information about vertebrates

### Social Studies

- Identify Australia on a world map
- Identify problems and provide suggestions for solutions
- Understand the meaning of perseverance and relate it to historical figures they have learned about and themselves
- Understand the meaning of an island and compare it to other landforms

