

# Unit Plan • Unit 5: Living and Nonliving

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

**Time Frame:** Three weeks

**Description:** The children will learn characteristics of living things, and how plants and animals cooperate, or help each other exist, through the oxygen cycle. They will learn the main parts of plants and their functions.

The children will also be introduced to our solar system, specifically the earth, sun, moon, and constellations. They will learn about Earth's orbit and rotation and how they cause night and day and the four seasons.

**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.

- (RF.K.1) *Why is it important to understand the organization and basic features of print?*
- (W.K.3) *How can we use drawings, letters, and words to write about something that happened in our lives and how we felt about it?*
- (W.K.8) *How can remembering and gathering information from our experiences help us write answers to questions?*
- (W.K.7) *How can we work together to create shared research and writing projects?*



## Standards & Benchmarks

### Starfall English Language Arts Standards

Print Concepts		Inline Summary Form
<b>PC.1a</b>	Recognize that sentences in print are made up of separate words	<i>Recognize that sentences are made up of separate words</i>
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>
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.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.6a</b>	Read alphabet letters in random order with automaticity	<i>Read letters in random order</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.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.7d</b>	Make text to self connections	<i>Make text to self connections</i>
<b>LIT.RA.7f</b>	Identify cause and effect	<i>Identify cause and effect</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.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.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>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>

## Starfall Social Studies Standards

<b>Geography</b>		<b>Inline Summary Form</b>
The World in Spatial Terms		
<b>SS.ST.4b</b>	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>
<b>Economics</b>		<b>Inline Summary Form</b>
Beginning Economics		
<b>SS.E.5b</b>	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>

## Starfall Science Standards

<b>Investigation &amp; Experimentation</b>		<b>Inline Summary Form</b>
<b>SC.IE.1b</b>	Conduct observations repeatedly over time and compare results	<i>Conduct observations over time and compare results</i>
<b>SC.IE.1c</b>	Seek information through observation, exploration, and investigation	<i>Seek information through observation, exploration, and investigation</i>
<b>SC.IE.1h</b>	Predict and explain information or events based on observation or previous experience	<i>Predict and explain information or events based on observation or previous experience</i>

Life Sciences		Inline Summary Form
<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)	<i>Observe and describe similarities and differences of plants and animals</i>
<b>SC.LS.2b</b>	Identify major structures of common plants and animals (e.g. stems, leaves, roots, arms, wings, legs)	<i>Identify major structures of plants and animals</i>
<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>
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:	<i>Understand motion of objects can be changed by force</i>
<b>SC.FM.3a</b>	Observe that a push or pull can change the way an object moves	<i>Observe that a push or pull can change how an object moves</i>
<b>SC.FM.3b</b>	Investigate that things move in different ways, such as fast, slow, etc.	<i>Investigate how things move (fast, slow, etc.)</i>
<b>SC.FM.3c</b>	Describe the relative position of objects using one reference	<i>Describe relative position of objects</i>
<b>SC.FM.3d</b>	Recognize that forms of energy have a source, a means of transfer (work and heat) and a receiver. <b>Note:</b> related to sound/vibration/pitch	<i>Recognize forms of energy have a source, a means of transfer and a receiver</i>
Physical Science		Inline Summary Form
<b>SC.PS.4e</b>	Know that the earth, sun, and moon are part of a larger system that includes other planets and smaller celestial bodies	<i>Know the earth, sun, and moon are part of a larger system that includes other planets and smaller celestial bodies</i>
<b>SC.PS.4f</b>	Recognize the apparent position of the moon, as seen from Earth, and its actual position relative to Earth changes in observable patterns	<i>Recognize the position of the moon as seen from Earth, and its actual position relative to Earth changes in observable patterns</i>
Earth Sciences		Inline Summary Form
<b>SS.ES.5</b>	The student understands that Earth is composed of land, air, and water. Students will:	<i>Understand Earth is composed of land, air and water</i>
<b>SS.ES.5a</b>	Recognize that changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants	<i>Recognize changes in weather occur daily and seasonally</i>
<b>SS.ES.5b</b>	Know sunlight can be blocked to create shadows	<i>Know blocked sunlight creates shadows</i>
<b>SS.ES.5e</b>	Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up.	<i>Explore and investigate the Law of Gravity</i>
<b>SS.ES.5f</b>	Recognize the repeating pattern of day and night	<i>Recognize the repeating pattern of day and night</i>
<b>SS.ES.5g</b>	Recognize that the sun can only be seen in the daytime	<i>Recognize the sun can only be seen in the daytime</i>
<b>SS.ES.5h</b>	Observe that sometimes the moon can be seen at night and sometimes it can be seen during the day.	<i>Observe the moon may be seen during the day or at night</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.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.5</b>	Recognize common types of texts (e.g., storybooks, poems).	<i>Recognize common types of texts (e.g., storybooks, poems)</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>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.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>Integration of Knowledge and Ideas:</b>		
<b>RI.K.7</b>	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>Describe the relationship between illustrations and text</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.D</b>	Recognize and name all upper- and lowercase letters of the alphabet.	<i>Name all upper- and lowercase letters</i>

## Phonological Awareness:

<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>

## Phonics and Word Recognition:

<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.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>

## 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.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>
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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</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>

## Research to Build and Present Knowledge:

<b>SL.K.4</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<i>Provide detail to describe familiar people, places, things, and events</i>
<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

### Conventions of Standard English

<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.E</b>	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	<i>Use the most frequently used prepositions</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>

### Vocabulary Acquisition and Use:

<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.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.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.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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