

Unit Plan • Unit 9: Reptiles, Fish, & Amphibians

Subjects: Kindergarten 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 a shared story, and learn about perseverance through several unit stories, and make text-to-self connections. The phonics focus is short vowels *a, e, i* and *o*, long-i and the *wh /hw/* digraph.

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.

- (ML.9) *What technology resources help us learn?*
- (L.K.2) *Why is it important to use capital letters, correct spelling, and punctuation when we write?*
- (L.K.4) *How can we understand the way a word is used and find its meaning?*
- (RI.K.1) *How does asking and answering questions about informational books help us learn new things?*
- (RL.K.9) *How are characters from different stories and their adventures alike? How are they different?*
- (RF.K.3) *How does knowing letter sounds help me read words?*



Standards & Benchmarks

Starfall English Language Arts Standards

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

LIT.RA.7a	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>
LIT.RA.7b	Use illustrations and context to make predictions about text	<i>Make predictions based on illustrations and context</i>
LIT.RA.7d	Make text to self connections	<i>Make text to self connections</i>
Writing		<i>Inline Summary Form</i>
W.8	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>
W.8a	Create a group draft, scripted by the teacher	<i>Create a group draft scripted by the teacher</i>
W.8b	Produce, illustrate, and share a finished piece of writing	<i>Produce, illustrate and share writing</i>
W.8c	Draw and label	<i>Draw and label</i>
W.8d	Print their names	<i>Print name</i>
Listening & Speaking		<i>Inline Summary Form</i>
LS.9	The student effectively applies listening and speaking strategies. Students will:	<i>Apply listening and speaking skills</i>
LS.9a	Recite short poems, rhymes and songs	<i>Recite short poems, rhymes and songs</i>
LS.9c	Relate an experience in a logical sequence	<i>Relate an experience in sequence</i>
LS.9d	Understand and follow one and two-step directions	<i>Understand and follow one and two-step directions</i>
Media Literacy		<i>Inline Summary Form</i>
ML.10	Use technology resources to support learning	<i>Use technology resources to support learning</i>

Starfall Social Studies Standards

Geography		<i>Inline Summary Form</i>
The World in Spatial Terms		
SS.ST.4a	Differentiate land and water on maps and globes and locate general areas referenced in historical legends and stories	<i>Differentiate land and water, and locate general areas referenced in legends and stories on maps and globes</i>

Starfall Science Standards

Life Sciences		<i>Inline Summary Form</i>
SC.LS.2	The student understands that different types of plants and animals inhabit the earth. Students will:	<i>Understand different types of plants and animals</i>
SC.LS.2a	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>
SC.LS.2b	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>
SC.LS.2c	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>

Earth Sciences		Inline Summary Form
SS.ES.5	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>
SS.ES.5c	Know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved	<i>Identify Earth resources that are used in everyday life and understand conservation</i>
SS.ES.5d	Know characteristics of mountains, rivers, oceans, valleys, deserts, and other landforms	<i>Know characteristics of landforms</i>

Common Core Standards

Reading: Literature		Inline Summary Form
Key Ideas and Details:		
RL.K.1	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>
RL.K.2	With prompting and support, retell familiar stories, including key details.	<i>Retell familiar stories</i>
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	<i>Identify characters, settings and major events</i>
Craft and Structure:		
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	<i>Recognize common types of texts (e.g., storybooks, poems)</i>
Integration of Knowledge and Ideas:		
RL.K.9	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>
Range of Reading and Level of Text Complexity:		
RL.K.10	Actively engage in group reading activities with purpose and understanding.	<i>Engage in group reading activities</i>

Reading: Informational Text		Inline Summary Form
Key Ideas and Details:		
RI.K.1	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>
RI.K.2	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>
Craft and Structure:		
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	<i>Ask and answer questions about unknown words</i>
RI.K.6	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>
Integration of Knowledge and Ideas:		
RI.K.9	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>Identify similarities and differences between texts on the same topic</i>

Reading: Foundational Skills		Inline Summary Form
Print Concepts:		
RF.K.1.C	Understand that words are separated by spaces in print.	<i>Understand that words are separated by spaces</i>
Phonological Awareness:		
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<i>Demonstrate understanding of spoken words, syllables and sounds (phonemes)</i>
RF.K.2.A	Recognize and produce rhyming words.	<i>Recognize and produce rhyming words</i>
RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.	<i>Blend and segment onsets and rimes of single syllable spoken words</i>
RF.K.2.D	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>
RF.K.2.E	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:		
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	<i>Apply phonics/word analysis skills in decoding words</i>
RF.K.3.A	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>
RF.K.3.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>
RF.K.3.C	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>
Fluency:		
RF.K.4	Read emergent-reader texts with purpose and understanding.	<i>Read texts with understanding</i>

Writing		Inline Summary Form
Text Types and Purposes:		
W.K.1	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>
W.K.2	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>
W.K.3	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>
Research to Build and Present Knowledge:		
W.K.8	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:		
SL.K.1	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>
SL.K.1.A	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>
Research to Build and Present Knowledge:		
SL.K.4	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>
SL.K.6	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		
L.K.1.D	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	<i>Understand and use question words</i>
L.K.2	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>
L.K.2.B	Recognize and name end punctuation.	<i>Recognize and name end punctuation</i>
Vocabulary Acquisition and Use:		
L.K.4	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>
L.K.4.A	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>
L.K.5.A	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>
L.K.5.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>
L.K.6	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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