

Unit Plan • Unit 1: Welcome to Kindergarten



Grade: Kindergarten

Subjects: English Language Arts, Social Studies, Science

Time Frame: Two Weeks

Description: Children will spend Week 1 getting oriented to classroom routine, schedules, and most importantly each other! During Week 2 they will learn about various types of rules that keep them safe and happy. In Week 1 they will learn the alphabet and rhyming words. In Week 2 they will discuss how rules keep us safe, be introduced to the Starfall Dictionary, and learn about the computer.

The phonics focuses for this unit are *Bb /b/*, and *Aa /a/*.

Essential Questions:

- **(RF.K.3a)** How does knowing letters and sounds help us to learn to read?
- **(RF.K.3c)** How does knowing high-frequency words help us become better readers?
- **(RL.K.1)** How can asking and answering questions about important parts of the story help us understand the books we read?
- **(RL.K.3)** How do the author and illustrator of a book work together to tell a story?
- **(Social Studies)** How do rules keep us safe and happy?
- **(Social Studies)** What would be the effects of not having rules?

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.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.RF.K.1a	<i>Follow words from left to right, top to bottom, and page by page.</i>
CCSS.ELA-Literacy.RF.K.2a	<i>Recognize and produce rhyming words.</i>
CCSS.ELA-Literacy.RF.K.3a	<i>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>
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.SL.K.1a	<i>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</i>
CCSS.ELA-Literacy.SL.K.1b	<i>Continue a conversation through multiple exchanges.</i>
CCSS.ELA-Literacy.SL.K.3	<i>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</i>
Starfall Social Studies	<i>Demonstrate understanding of spoken words.</i>

Assessments

Formative:

- Demonstrates ability to follow directions by playing the ball/name game
- Says the alphabet in order
- Supplies the missing word in a nursery rhyme
- Discriminates /b/ and /a/
- Asks and answers questions about fiction and nonfiction books
- Discriminates between same/different
- Follows directions in the *Listening & Writing Book*
- Compares and contrast *Backpack Bear Learns the Rules* with classroom rules
- Writes words in the Starfall Dictionary

Summative:

- Starfall Individual Progress Monitoring
- Uses the Starfall Dictionary purposefully
- Identifies the high-frequency words *is*, *for*, and *a*, in texts
- Forms high-frequency words using play dough
- Applies knowledge of *Bb* and *Aa* by pointing them out in classroom print
- Matches picture cards of rhyming words
- Asks and answers questions related to stories read
- Uses new vocabulary words introduced in sentences
- Correctly identifies the parts of a computer
- Helps create rules for the classroom by contributing ideas
- Demonstrates knowledge of *Bb* and *Aa* sign language hand signs
- Correctly writes *Bb* and *Aa* on whiteboards
- Correctly sequences the story *A Computer* using sentence strips and word cards

Unit Readings and Vocabulary

Fiction:

Backpack Bear Learns the Rules
Brown Bear, Brown Bear,
What Do You See?
The Kissing Hand

Nonfiction:

A Computer (Predecodable book)
I Am Your Flag



Essential Unit Vocabulary

Week 1	Week 2	
cozy	Computer	Notice
interested	Courage	Shout
lonely	High-Frequency Word	States
nocturnal	Liberty	Symbol
strange	Mistake	Vocabulary Word
	Nervous	

Unit Learning Outcomes

As a result of this unit, children will:

- Be exposed to rhyming words
- Become familiar with unknown vocabulary words and identify words they do not understand as well as use strategies to understand meaning of unknown words
- Explore how the author and illustrator of a book
- Explore the letter/sound relationship and recognize how letters and sounds lead to the ability to read
- Explore why rules are important and the effects of not following rules
- Learn the various types of rules and their value to them and the community
- Learn why coming to school with others helps them to learn
- Make a connection between themselves and the stories they read
- Recognize the reasons for and importance of learning high-frequency words
- Work together to tell a story

Instructional Skills by Week

Week 1:

- Be introduced to rhyming words
- Be introduced to the Starword Wall
- Compare/contrast nighttime and daytime
- Identify short /b/ and *Bb*
- Identify same/different
- Identify title, author, illustrator
- Identify top and bottom
- Identify vocabulary words and their meaning
- Recite the alphabet
- Recognize High-Frequency Words *see* and *me*
- Recognize names of children in their class
- Recognize that animals are given human characteristics in some stories

Week 2:

- Be introduced to the Starfall Dictionary
- Become familiar with the American flag and American symbols
- Compare/contrast the story *Backpack Bear Learns the Rules* with their own classroom rules
- Discriminate /a/ and /b/
- Identify beginning, middle, and end
- Identify parts of a computer
- Identify rules and signs in their environment
- Identify short /a/ and *Aa*
- Identify vocabulary words and their meaning
- Learn the importance of rules
- Recognize high-frequency words *is, for, A, and a*
- Review rhyming words

Instructional Resources

- *A Computer Cover Card, Sequence Strips, and Word Cards*
- ABC Wall Cards
- Backpack Bear plush character
- *Backpack Bear's ABC Rhyme Book*
- Backpack Bear's daily messages
- Class Name Cards
- Classroom flag
- High-Frequency Word Cards
- Individual Whiteboards/markers
- *Listening & Writing Book*
- Picture Cards
- Predecodable book: *A Computer*
- Starword Wall
- Starfall Dictionary
- Starfall Kindergarten Teacher's Guide, Pages 6-48
- *Starfall Sing Along CD*
- Starfall's Sign Language Poster
- *Star Writer Melodies CD*
- Technology: Mimio or Smartboard, CD Player, Computers, tablets
- Websites: *more.Starfall.com*

Cross-Curricular Link(s)

Science

- Children will recognize the difference between animals that are active in the day and animals that are active at night

Social Studies

- Children will make the connection between the I Am Your Flag to the flag in their classroom
- Children will recognize the importance of rules
- Children will identify signs and symbols in their community

