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**

<table>
<thead>
<tr>
<th>CCSS.ELA-Literacy.RL.K.1</th>
<th>With prompting and support, ask and answer questions about key details in a text.</th>
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</thead>
<tbody>
<tr>
<td>CCSS.ELA-Literacy.RL.K.3</td>
<td>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</td>
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<tr>
<td>CCSS.ELA-Literacy.RF.K.1a</td>
<td>Follow words from left to right, top to bottom, and page by page.</td>
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<tr>
<td>CCSS.ELA-Literacy.RF.K.2a</td>
<td>Recognize and produce rhyming words.</td>
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<tr>
<td>CCSS.ELA-Literacy.RF.K.3a</td>
<td>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.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RF.K.3c</td>
<td>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</td>
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<tr>
<td>CCSS.ELA-Literacy.SL.K.1a</td>
<td>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</td>
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<tr>
<td>CCSS.ELA-Literacy.SL.K.1b</td>
<td>Continue a conversation through multiple exchanges.</td>
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<tr>
<td>CCSS.ELA-Literacy.SL.K.3</td>
<td>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</td>
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<tr>
<td>Starfall Social Studies</td>
<td>Demonstrate understanding of spoken words.</td>
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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

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
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<tbody>
<tr>
<td>cozy</td>
<td>Computer</td>
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<td>interested</td>
<td>Courage</td>
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<tr>
<td>lonely</td>
<td>High-Frequency Word</td>
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<td>nocturnal</td>
<td>Liberty</td>
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<td>strange</td>
<td>Mistake</td>
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<td>Nervous</td>
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<td>Notice</td>
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<td>Shout</td>
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<td>States</td>
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<td>Symbol</td>
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<td>Vocabulary Word</td>
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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 fl  ag 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