

Unit Plan • Unit 2: Things Change



Grade: Kindergarten

Subjects: English Language Arts, Social Studies, Science

Time Frame: Three Weeks

Description: The children will be introduced to the calendar and the days of the week. They will also learn characteristics of the weather and the four seasons, and discover the connections between them. They will also explore the world of color, and meet inventor Benjamin Franklin and artist Georges Seurat.

Phonics focuses for this unit are *Mm /m/, Cc /k/, Ss /s/, Tt /t/, Pp /p/* and *Oo /o/*.

Essential Questions:

- **(RF.K.1a-d)** *How do the letters on a page work together to create meaning when we read?*
- **(RF.K.2a)** *How can we tell if two words rhyme? How can we make our own rhyming words?*
- **(RF.K.2b)** *How can words be separated into syllables?*
- **(RI.K.3)** *How is George Seurat and the story of Peg the Hen the same?*
- **(W.K.1)** *How can we use drawings, letters, and words to write about ourselves?*
- **Science** *How does a calendar help us?*
- **Science** *How are the seasons the same? How are they different?*
- **Science** *What would happen if there were no colors, only black and white?*
- **Social Studies** *If Benjamin Franklin came to our classroom what questions would you ask him?*

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.RL.K.2	<i>With prompting and support, retell familiar stories, including key details.</i>
CCSS.ELA-Literacy.RL.K.3	<i>With prompting and support, identify characters, settings, and major events in a story.</i>
CCSS.ELA-Literacy.RL.K.4	<i>Ask and answer questions about unknown words in a text.</i>
CCSS.ELA-Literacy.RL.K.6	<i>With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</i>
CCSS.ELA-Literacy.RL.K.7	<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>
CCSS.ELA-Literacy.RL.K.10	<i>Actively engage in group reading activities with purpose and understanding.</i>
CCSS.ELA-Literacy.RI.K.1	<i>With prompting and support, ask and answer questions about key details in a text.</i>
CCSS.ELA-Literacy.RI.K.2	<i>With prompting and support, identify the main topic and retell key details of 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.RI.K.5	<i>Identify the front cover, back cover, and title page of a book.</i>
CCSS.ELA-Literacy.RI.K.6	<i>Name the author and illustrator of a text and define the role of each in presenting the ideas or 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.1b	<i>Recognize that spoken words are represented in written language by specific sequences of letters.</i>
CCSS.ELA-Literacy.RF.K.1c	<i>Understand that words are separated by spaces in print.</i>

CCSS.ELA-Literacy.RF.K.1d	<i>Recognize and name all upper- and lowercase letters of the alphabet.</i>
CCSS.ELA-Literacy.RF.K.2	<i>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</i>
CCSS.ELA-Literacy.RF.K.2a	<i>Recognize and produce rhyming words.</i>
CCSS.ELA-Literacy.RF.K.2b	<i>Count, pronounce, blend, and segment syllables in spoken words.</i>
CCSS.ELA-Literacy.RF.K.2c	<i>Blend and segment onsets and rimes of single-syllable spoken words.</i>
CCSS.ELA-Literacy.RF.K.2d	<i>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) 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.</i>
CCSS.ELA-Literacy.RF.K.3d	<i>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</i>
CCSS.ELA-Literacy.W.K.2	<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>
CCSS.ELA-Literacy.W.K.3	<i>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>
CCSS.ELA-Literacy.W.K.8	<i>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</i>
CCSS.ELA-Literacy.SL.K.1	<i>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</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.2	<i>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>
CCSS.ELA-Literacy.SL.K.6	<i>Speak audibly and express thoughts, feelings, and ideas clearly.</i>
CCSS.ELA-Literacy.L.K.1a	<i>Print many upper and lowercase letters.</i>
CCSS.ELA-Literacy.L.K.2d	<i>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</i>
CCSS.ELA-Literacy.L.K.4	<i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</i>
CCSS.ELA-Literacy.L.K.5c	<i>Identify real-life connections between words and their use (e.g., note places at school that are colorful).</i>
Starfall Science	<i>Know changes in weather occur from day to day and across seasons.</i>
Starfall Science	<i>Describe the relative position of objects by using one reference.</i>
Starfall Science	<i>Identify major structures of common plants and animals.</i>
Starfall Social Studies	<i>Put events in temporal order using a calendar, placing days in proper order.</i>
Starfall Social Studies	<i>Understand how people lived in earlier times and how their lives would be different today.</i>
Starfall Social Studies	<i>Understand that history relates to events, people and places of other times.</i>

Assessments

Formative:

- Discriminates beginning and final sounds of target letter/sounds
- Identify letters of the alphabet while playing "Alphabet Avenue"
- Write letters introduced in the *Listening & Writing* book correctly
- Write words in the appropriate place in the Starfall Dictionary
- Arrange letters in alphabetical order in a pocket chart
- Recognize high-frequency words by completing a "Color by Word" worksheet
- Supply words for the Weather Word Wall
- Ask and answer questions related to *Cloudy With a Chance of Meatballs* and *Caps for Sale*
- Identify the word that does not rhyme in the *Listening & Writing Book*
- Sequence predecodable stories using picture cards, sentence strips and individual word cards
- Match colors to their color word

Summative:

- Starfall Progress Monitoring Weeks 3, 4, and 5 to assess individual phonological and phonics skill presented
- Evaluate journal writing for inventive spelling
- Correctly identify high-frequency words presented
- Read *At School*, *A Rainbow*, and *At the Park* fluently
- Identify and discriminate the four seasons
- Identify the difference between cause and effect
- Identify the inventions of Benjamin Franklin
- Produce a pointillism picture representing George Seurat's technique
- Discriminate between characters and setting of a story
- Use introduced vocabulary words meaningfully in a sentence



Unit Readings and Vocabulary

Fiction:

<i>A Rainbow</i> (predecodable)	<i>Caps for Sale</i>
<i>At School</i> (predecodable)	<i>Chicka Chicka Boom Boom</i>
<i>At the Park</i> (predecodable)	<i>Cloudy With a Chance of Meatballs</i>
<i>Brown Bear, Brown Bear,</i>	<i>Mouse Paint</i>
<i>What Do You See?</i>	<i>Today Is Monday</i>

Nonfiction:

Georges Seurat
Get to Know Benjamin Franklin Poster
Rainbow, Rainbow
Seasons Posters

Essential Unit Vocabulary

Week 3	Week 4		Week 5	
collage	abandon	right	artist	technique
compare	beneath	scientist	cap	wares
contrast	bottom	seasons	gallery	
dictionary	calendar	sizzle	imitate	
different	electricity	survive	mix	
journal	heat	thunderstorm	peddler	
left	inventor	top	pointillism	
pattern	lightning	water	primary	
same	middle	weather	secondary	
tangled	prediction	wind	stir	

Unit Learning Outcomes

As a result of this unit, children will:

- Associate the letters and sounds with words when writing in their Writing Journal
- Become familiar with Georges Seurat
- Become familiar with the signs for the days of the week using American Sign Language
- Break down words into syllables
- Create a word web using weather words
- Discriminate initial and final sounds
- Identify a variety of weather situations
- Identify characters in a story
- Identify the colors in a rainbow
- Learn about *Tt /t/, Pp /p/, Mm /m/, Ss /s/, Oo /o/, Cc /k/*
- Learn how to write in the Writing Journal
- Make a connection between Georges Seurat and the story *Peg the Hen*
- Read: *At School, A Rainbow, and At the Park*
- Recognize alphabetical order
- Recognize and produce rhyming words
- Recognize high-frequency words *the, an, at, I, am, you, can, be, he, she, and we*
- Recognize sounds in the beginning, middle, and end position
- Recognize the accomplishments of Benjamin Franklin
- Recognize the difference between the four seasons
- Retell the story *Caps for Sale*
- Understand how the calendar represents the months and days of the week
- Understand the difference between cause and effect
- Understand the three elements necessary to create weather
- Use inventive spelling
- Write about their favorite cap/hat in their Writing Journal

Instructional Skills by Week

Week 3:

- Answer questions about a text
- Blend sounds to form words
- Connect /t/ to the spelling *Tt*
- Connect /p/ to the spelling *Pp*
- Discriminate /p/ in the initial and final positions
- Discriminate /t/ in the initial and final positions
- Identify initial and final phonemes in CVC words
- Produce ASL signs for the days of the week
- Produce rhyming words
- Recognize and name uppercase and lowercase letters
- Recognize high-frequency words *The, the, an, and at*
- Recognize the days of the week
- Sequence a story
- Write in a journal and illustrate

Week 4:

- Answer questions about essential elements of a text
- Connect /m/ to the spelling *Mm*
- Connect /s/ to the spelling *Ss*
- Count words in a sentence
- Discriminate /m/ in the initial and final positions
- Discriminate /s/ in the initial and final positions
- Discriminate fiction and nonfiction
- Discriminate weather words
- Distinguish rhyming words
- Identify a rainbow
- Identify cause and effect
- Identify initial phonemes in words
- Identify the four seasons and their characteristics
- Make predictions about a story
- Recognize a period at the end of a sentence
- Recognize Benjamin Franklin
- Recognize high-frequency words *I, am, and you*
- Recognize various weather conditions
- Sequence events in a story
- Sequence words and pictures to form sentences
- Use inventive (phonetic) spelling



Week 5:

- Answer questions about essential elements of a text
- Blend sounds into words
- Connect /k/ to the spelling Cc
- Connect /o/ to the spelling Oo
- Demonstrate understanding of print concepts
- Discriminate /o/ in the initial position
- Discriminate and identify /k/ in the initial position
- Distinguish rhyming words
- Identify eight basic colors
- Identify roles of title, author, and illustrator
- Identify story characters
- Locate Europe on a map or globe
- Recognize beginning, middle, and ending sounds
- Recognize Georges Seurat
- Recognize high-frequency words *can, be, he, she, and we*
- Segment, clap and count syllables
- Sequence story events
- Use illustrations to make predictions about a story
- Use inventive (phonetic) spelling to write about an experience

Instructional Resources

- *A Rainbow* Sentence Strips and Word Cards
- “Alphabet Avenue”
- ASL Poster: Days of the Week
- *At School* Cover Card, Sentence Strips and Word Cards
- *At the Park* Sentence Strips and Word Cards
- Backpack Bear
- *Backpack Bear’s ABC Rhyme Book*
- Classroom Alphabet Chart
- Classroom whiteboard
- “Color by Word” practice pages
- Color Picture and Word Cards
- High-Frequency Word Cards
- Individual whiteboards and markers
- *Listening & Writing* (pages 4-17)
- One set of magnetic letters per child
- Picture Sound practice pages
- Pocket chart
- Star Writer Melodies
- Starfall Dictionaries
- *Starfall Sing-Along* CD
- “Starfall Speedway”
- Starfall Writing Journals
- Technology: Mimio or Smart Board, CD player, computers, tablets
- Two Names Cards per child
- Uppercase and Lowercase Letter Cards
- Vocabulary Word Cards
- Weather Cards
- Website: more.Starfall.com
- Word Shape practice pages

Cross-Curricular Link(s)

Creative Arts

- Produce a pointillism drawing representing the technique of George Seurat

Science

- Make a connection between the calendar and seasons
- Recognize the elements that create a rainbow
- Understand how weather affects the seasons
- Understand what makes weather

Social Studies

- Identify the artist, George Seurat
- Learn about the accomplishments of Benjamin Franklin
- Make connections between long ago and now related to inventions

