

Unit Plan • Unit 4: Doing Our Part

Grade: Kindergarten

Subjects: English Language Arts, Social Studies, Science

Time Frame: Three Weeks

Description: Children will learn about national symbols and landforms, and get to know several Americans who did their part to help make the United States a better place (John Muir, Martin Luther King, Jr. Ruby Bridges, Rosa Parks). They will learn about conservation, and discover ways they can use the three Rs (reduce, reuse, recycle) to protect our natural resources.

Children will also learn about the Water Cycle and practice peaceful ways to treat each other and solve problems.

Phonics focuses for this unit are short-e, Ww /w/, Hh /h/, Vv /v/, Xx /x/, Jj /j/ and Zz /z/.

Essential Questions:

- **(L.K.2.c)** How do we use letters and letter sounds to spell words in our writing?
- **(RI.K.1)** How can asking and answering questions about important nonfiction books help us learn new things?
- **(W.K.2)** How can we plan and write a nonfiction piece?
- **(W.K.7)** How can we work together to create writing projects?
- **Science** Why is understanding the Water Cycle important?
- **Science** What if no one recycled?
- **Social Studies** How do American symbols represent our country?
- **Social Studies** How can learning about our environment help us to conserve and protect it?
- **Social Studies** How have famous historical figures worked to make peace for us in our country?
- **Social Studies** If you could spend a day with a famous historical figure, which one would you choose? Why? What would you talk about or do together?



Common Core + Starfall Standards & Benchmarks

CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
CCSS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
CCSS.ELA-Literacy.RL.K.7	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).
CCSS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
CCSS.ELA-Literacy.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
CCSS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
CCSS.ELA-Literacy.RI.K.5	Identify the front cover, back cover, and title page of a book.
CCSS.ELA-Literacy.RI.K.7	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).
CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
CCSS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCSS.ELA-Literacy.RF.K.2a	Recognize and produce rhyming words.

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. (This does not include CVCs ending with /l/, /r/, or /x/.)</i>
CCSS.ELA-Literacy.RF.K.2e	<i>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</i>
CCSS.ELA-Literacy.RF.K.3	<i>Know and apply grade-level phonics and word analysis skills in decoding words.</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.W.K.1	<i>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>
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.7	<i>Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</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.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.4	<i>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</i>
CCSS.ELA-Literacy.SL.K.5	<i>Add drawings or other visual displays to descriptions as desired to provide additional detail.</i>
CCSS.ELA-Literacy.L.K.2	<i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</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.5a	<i>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</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>
CCSS.ELA-Literacy.L.K.6	<i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</i>
Starfall Science	<i>Know characteristics of landforms.</i>
Starfall Science	<i>Know water can be a liquid or a solid and can be made to change back again from one form to the other.</i>
Starfall Science	<i>Compare and sort common objects by one physical attribute.</i>
Starfall Science	<i>Know water left in an open container evaporates.</i>
Starfall Science	<i>Know how to identify resources from Earth that are used in everyday life.</i>
Starfall Science	<i>Understand that many resources can be conserved.</i>
Starfall Science	<i>Seek information through observation, exploration, and investigations.</i>
Starfall Science	<i>Relate new vocabulary to prior knowledge.</i>
Starfall Science	<i>Communicate observations orally and through drawings.</i>

Starfall Social Studies	<i>Recognize national and state symbols and icons, national and state flags, bald eagle, Statue of Liberty.</i>
Starfall Social Studies	<i>Compare and contrast the locations of people, places and environments and describe their characteristics.</i>
Starfall Social Studies	<i>Understand that being a good citizen involves acting a certain way.</i>
Starfall Social Studies	<i>Show the importance of taking responsibility for one's own choices and actions.</i>
Starfall Social Studies	<i>Understand that history relates to events, people and places of other times.</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>Compare and contrast life in the present with life in the past.</i>
Starfall Social Studies	<i>Know beliefs and related behaviors of characters in stories from times past, and understand the consequences of the characters' actions.</i>

Assessments

Formative:

- Identify opposites through motions
- Group work to identify and respond to landforms and American symbols
- Reproduce landforms using shaving cream
- *Listening & Writing* Book worksheets
- Discriminate between sounds by providing appropriate signals
- Blend syllables
- Respond to the Vocabulary Challenge to identify vocabulary introduced
- Identify story elements in the story *Miss Rumphius*
- Demonstrate ability to blend sounds during "See It! Say It! Write It!"
- Demonstrate ability to break words apart by clapping syllables in a word

Summative:

- Starfall Individual Progress Monitoring
- Share Water Cycle experiment writings
- Read *At the Library, The Bottle in the River, and Ruby Goes to School* fluently
- Illustrate outside observations of the environment, detailing environmental pictures
- Create a recycling system in the classroom
- Prepare and give a report on conservation
- Evaluate expository writings
- Identify Vocabulary Riddles
- Describe the connection between themselves and the historical figures introduced
- Produce a writing related to their part in making the world a peaceful place to live
- Participate in the Kindergarten Book Club detailing facts in the books read during this unit



Unit Readings and Vocabulary

Fiction:

At the Library (decodable)
Miss Rumphius
The Bottle in the River (decodable)
Three Little Plays: "Dog and Cat"

Nonfiction:

A Young Hero
America the Beautiful
Backpack Bear's ABC Rhyme Book
 Get to Know Abraham Lincoln Poster
 Get to Know John Muir Poster

Get to Know Martin Luther King, Jr. Poster
 Get to Know Rosa Parks Poster
Precipitation
Ruby Goes to School (decodable)
 Water Cycle Poster

Essential Unit Vocabulary

Week 10		Week 11		Week 12
beach	mountain	aluminum	reduce	consonants
cloud	nature	conservatory	reuse	equal
condensation	plain	conserve	satisfaction	harm
cycle	precipitation	desert	sowing	integrate
environment	president	environment		judge
evaporation	rain	integrity		overcome
everglades	sea	John Muir		peaceful
grain	Statue of Liberty	lupine		race
honest	sun	moist		racism
Liberty Bell	White House	plastic		refuse
market		recycle		vowels

Unit Learning Outcomes

As a result of this unit, children will:

- Associate John Muir with the environment and conservation
- Blend syllables
- Classify medial vowels
- Compare and contrast land and water
- Complete a shared story
- Conduct experiments related to the Water Cycle
- Describe the Water Cycle
- Explain condensation, precipitation, evaporation
- Give examples of conservation: reduce, reuse, recycle
- Give examples of things in the environment
- Identify and discriminate /h/ /w/ /e/ /v/ /z/ /ks/ /j/
- Identify and discriminate American landforms
- Identify and produce rhyming words
- Identify story elements in the story *Miss Rumphius*
- Identify with *Ruby Bridges* through writing
- Make connections between Abraham Lincoln, Martin Luther King, Jr., Rosa Parks and Ruby Bridges
- Match CVC words and picture cards
- Read: *At the Library*, *The Bottle in the River*, and *Ruby Goes to School*
- Recall vocabulary introduced
- Recognize American symbols
- Recognize high-frequency words *as, has, want, had, have, here, help, helps, away, do, was, and will*
- Write about experiments
- Write and illustrate how they can conserve and protect the environment
- Write what they can do to make the world more peaceful

Instructional Skills by Week

Week 10:

- Compliment classmates
- Connect /h/ to the spelling *Hh*
- Connect /w/ to the spelling *Ww*
- Contribute to the writing of a shared fictional story
- Discriminate /h/ in the initial and final positions
- Discriminate /w/ in the initial position
- Distinguish opposites
- Identify initial and final consonant sounds
- Identify landforms
- Recognize high-frequency words *as, has, and want*
- Recognize several American national symbols
- Share personal writings and illustrations
- Understand the Water Cycle
- Write about and illustrate an experiment

Week 11:

- Answer questions about a story
- Blend syllables to form words
- Connect /e/ to the spelling *Ee*
- Connect /v/ to the spelling *Vv*
- Count syllables in words
- Demonstrate understanding of story elements
- Discriminate /e/ in the initial position
- Discriminate /v/ in the initial and final positions
- Discriminate initial and final phonemes in words
- Identify characteristics of landforms
- Identify sequence of events in a story
- Identify the elements of a fictional story
- Identify ways to conserve: reduce, reuse, recycle
- Locate high-frequency words in text
- Match consonant and short vowel sounds to appropriate letters
- Read dialogue in text
- Recognize and name upper and lowercase letters
- Recognize and produce rhyming words
- Recognize high-frequency words *had, have, here, help, helps*
- Recognize John Muir and his contributions
- Recognize quotation marks
- Sort objects into categories
- Understand that letters must be in a specific order to form words
- Understand the need to conserve

Week 12:

- Answer questions about essential elements of text
- Blend onsets and rimes
- Blend sounds to form words
- Classify CVC words according to short vowel sounds
- Compare and contrast
- Connect /j/ to the spelling *Jj*
- Connect /ks/ to the spelling *Xx*
- Connect /z/ to the spelling *Zz*
- Discriminate /j/ in the initial position
- Discriminate /x/ in the final position
- Discriminate /z/ in the initial position
- Discriminate between consonants and vowels
- Distinguish peaceful ways to behave or solve conflicts
- Form new words by substituting initial phonemes
- Identify sequence of events in a story
- Identify ways to help others feel welcome
- Make inferences
- Match consonant and short vowel sounds to appropriate letters
- Perform a story using face puppets
- Recognize and count characters in a play
- Recognize high-frequency words *away, do, was, and will*
- State examples of fair/unfair treatment
- Summarize stories



Instructional Resources

- *At the Library* Cover Card, Sentence Strips, Word Cards
- Backpack Bear
- Chart paper
- Classroom whiteboard
- “Color by Word” practice pages
- Drawing paper
- Generated practice pages
- Globe or world map
- High-Frequency Cards *as, has, and want*
- High-Frequency Word Sentence Strips
- Individual whiteboards and markers
- “Letter Search” practice page for *n* and *h*
- *Listening & Writing* (pages 37 – 52)
- “Old McDonald Had a Farm” blackline
- Picture Cards
- “Picture-Sound” practice pages for *Hh, Ww, Vv, and Ff*
- Pocket chart
- *Ruby Goes to School* Cover Card, Sentence Strips, and Word Cards
- *Starfall Sing-Along* CD
- Sound-Spelling Instructional Picture Card: *Queen*
- Star Writer Melodies
- Starfall Avenue
- Starfall Dictionaries
- Starfall Speedway
- Starfall Writing Journals
- Story Element Cards
- Technology: Mimio or Smart Board, CD player, computers, tablets
- Two sets of High-Frequency Word Cards from **Weeks 1–9**
- Upper and Lowercase Letter Cards
- “Vocabulary Riddles” blackline
- Vocabulary Word Cards
- Wall Cards
- Website: *more.Starfall.com*
- Word Search

Cross-Curricular Link(s)

Science

- Introduce the environment including landforms
- Introduce the Water Cycle
- Recognize ways to conserve and protect the environment
- Relate *At the Library* to researching information related to America and the environment
- Relate *The Bottle in the River* to conservation

Social Studies

- Identify American symbols and landmarks
- Make connections between historical figures: Abraham Lincoln, Martin Luther King, Jr., Ruby Bridges and Rosa Parks
- Relate *A Young Hero* and *Ruby Goes to School* to the work of peace and justice
- Understand the relationship between John Muir and the environment

