

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

Grade: Kindergarten

Subjects: 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 narratives and persuasive writings. Children will learn about perseverance through several unit stories and make text-to-self connections.

The phonics focuses for this unit are short vowels *Aa, Ee, Ii,* and *Oo*, long-*i*, and the *wh- /hw/* digraph.



Essential Questions:

- **(L.K.4)** How does knowing homonyms help you?
- **(RI.K.3)** How did the characters in *I Can Do It*, *The Big Hit*, *The Tortoise and the Hare*, and *Swimmy* show perseverance?
- **(RI.K.4)** How can you show perseverance? Why is perseverance important?
- **(RL.K.1-3)** How can asking and answering questions about important parts of a story help you understand the books we read?
- **(RL.K.3)** How does knowing how to identify characters, setting, and main idea of a story help you when you write your own stories?
- **(RL.K.9)** How are the characters and adventures in *I Can Do It*, *The Big Hit*, *The Tortoise and the Hare* alike? How are they different?
- **(W.K.1)** Why are having your own thoughts and opinions important?
- **(W.K.5)** How can sharing your ideas and writings with others help you to make your writing better?
- **(Science)** Why is knowing the different distinguishing characteristics of the Animal Kingdom important?
- **(Science)** Why do animals need different habitats to live?
- **(Science)** How is Australia different from the United States? How is it the same?

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.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.9	<i>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</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.4	<i>With prompting and support, ask and answer questions about unknown words in a text.</i>
CCSS.ELA-Literacy.RI.K.7	<i>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).</i>

CCSS.ELA-Literacy.RI.K.9	<i>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>
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.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.3b	<i>Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</i>
CCSS.ELA-Literacy.RF.K.3c	<i>Read common high-frequency words by sight.</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.5	<i>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</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.1b	<i>Continue a conversation through multiple exchanges.</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.SL.K.6	<i>Speak audibly and express thoughts, feelings, and ideas clearly.</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.2a	<i>Capitalize the first word in a sentence and the pronoun I.</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.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.5d	<i>Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</i>
Starfall Science	<i>Know how to observe and describe similarities and differences in appearance and behavior of animals.</i>
Starfall Science	<i>Understand that all animals, including humans, are alike in some ways, and different in others.</i>
Starfall Science	<i>Know characteristics of landforms (Know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms).</i>
Starfall Social Studies	<i>Distinguish between land and water on maps and globes.</i>
Starfall Social Studies	<i>Show the importance of taking responsibility for one's own choices and actions.</i>

Assessments

Formative:

- Classify picture cards by word families *-in*, *-ig*, *-ip*, and *-ick*
- Discriminate /th/, /sh/, /ch/, and /hw/ digraphs
- Sequence *The Big Hit* using story picture cards, sentence strips, and word cards Answer questions about unit stories
- Answer riddle questions about *The Big Hit*
- Answer questions about Unit stories
- Locate high-frequency words on “Word Search and “Color by Word” worksheets
- Match high-frequency words by playing concentration
- Classify word families using a short-I word wheel
- Classify animal picture cards by animal groups: mammal, birds, reptiles, amphibians, and fish
- Read *The Big Hit*, *I Can Do It*, *Tin Man Sits*, *Fish and Me*, and *Fix the Jet* fluently

Summative:

- Starfall Progress Monitoring Weeks 25, 26, 27 to assess individually phonological and phonics skill presented
- Classify words according to medial vowel sounds /a/, /e/, /o/, and /i/
- Evaluation of persuasive writings
- Evaluate the room created for their chosen animal for accuracy of habitat
- Read sentences using decodable and high-frequency words
- Evaluate journal writings related to exercise for capitalization, spaces between words, punctuation, and inventive spelling
- Summarize one of the Unit stories in their own words individually
- Demonstrate understanding of unit stories during the Kindergarten Book Club by presenting information to the class about a chosen book

Unit Readings and Vocabulary

Fiction:

Fix the Jet (decodable)
I Can Do It!
Swimmy
The Big Hit (decodable)
The Salamander Room
The Tortoise and the Hare
Tin Man Sits (decodable)

Nonfiction:

Animal Kingdom Poster
At The Beach
Backpack Bear's Bird Book
Backpack Bear's Mammal Book
Backpack Bear's Reptiles, Amphibians & Fish Book
Fish and Me (decodable)
 Vertebrates (Animals with Backbones) Poster

Essential Unit Vocabulary

Week 25	Week 26	Week 27
perseverance	cartilage	confident
root	gills	endangered
scales	island	habitat
shame	schools	metamorphosis
strike		porous
		tadpole

+ Vocabulary identified by children (words will vary)



Unit Learning Outcomes

As a result of this unit, children will:

- Analyze the story *The Salamander Room* by completing a Venn Diagram
- Ask and answer questions about unit stories
- Classify animals with backbones (Vertebrates)
- Classify words by Word Families
- Compare and contrast fish and humans
- Compare and contrast several stories
- Demonstrate an understanding of vocabulary
- Demonstrate knowledge of phonics by decoding words with blends and digraphs
- Demonstrate knowledge of quotation marks and writing rubrics including editing
- Demonstrate understanding of how to write a letter to someone
- Discriminate between /w/ and /hw/ (wh) sounds
- Discriminate between short- and long-i sound
- Discriminate vowel sounds /a/, /e/, /i/, and /o/
- Identify characters, setting, main idea, order of events, text to text, text to self, text to world in fiction and non-fiction stories
- Identify distinguishing characteristics of reptiles, amphibians, and fish
- Identify medial short-i
- Identify problem/solution in all unit stories
- Make a connection between perseverance in stories others (including self) who have demonstrated perseverance
- Manipulate sounds by deleting and adding phonemes to create new words
- Name three events in a story
- Recognize high-frequency words *about, many, no, one, out, so, too, when, and where*
- Recognize the habitats of different animal groups
- Sequence decodable stories
- Summarize a story in their own words
- Tell what might happen next in a story and predict the ending
- Use capital letters and punctuation appropriately in writings
- Work together to present their favorite book of the week
- Write a narrative story

Instructional Skills by Week

Week 25:

- Distinguish animal groups with backbones
- Distinguish short-i and long-i words
- Identify and discriminate short-a, short-e, short-i, and short-o words
- Identify elements of a story
- Realize that fables teach a lesson or moral
- Recognize word families *-in, -ip, -ick, and -ig*,
- Recognize and produce rhyming words
- Recognize distinguishing characteristics of reptiles
- Recognize high-frequency words *many* and *too*
- Recognize how dinosaurs were named
- Sequence the events in a story
- Sort animals into categories
- Substitute phonemes to create new words
- Use strategies to sound out words
- Write a persuasive writing
- Write and illustrate narratives

Week 26:

- Add and substitute phonemes to make new words
- Answer questions about a story
- Blend sounds into words
- Compare and contrast fish and humans
- Compare and contrast stories
- Complete a word graph
- Discuss and summarize a book
- Distinguish digraphs /ch/, /sh/, /th/, and /hw/
- Identify elements of a story
- Locate Australia on a map or globe
- Recognize distinguishing characteristics of fish
- Recognize high-frequency words *no, so, when, where*
- Recognize the word families *-ing* and *-ick*
- Sort words into categories: high-frequency, decodable, vocabulary
- Use rubrics to edit for capitalization and punctuation
- Write a letter



Week 30:

- Add missing words to sentences
- Add phonemes to create words with initial blends
- Ask questions and compliment another child's work
- Change initial, medial, or ending phonemes to form new words
- Contribute to a shared writing
- Delete and add beginning sounds to form new words
- Distinguish fiction and nonfiction
- Distinguish short vowels sounds /a/, /e/, /i/, and /o/
- Edit to include descriptive words (adjectives)
- Identify and discriminate initial and medial short-I words
- Identify the life cycle of a frog
- Illustrate a story to reflect its content
- Make inferences
- Recognize and classify animals with backbones
- Recognize distinguishing characteristics of amphibians
- Recognize high-frequency words: *one*, *out*, and *about*
- Recognize rhyming words
- Recognize that animals need food, water, and shelter to live
- Sound out and spell simple words
- Summarize a story
- Use illustrations to make predictions about story content
- Use quotation marks

Instructional Resources

- Animal Kingdom Word Cards
- Backpack Bear, Plush Zac the Rat, Peg the Hen, Mox the Fox, and Tin Man
- Blank Vocabulary Word Cards
- Chart paper
- Classroom books
- Classroom whiteboard and markers
- "Color by Word" Practice Pages
- Dinosaur Word Cards, books and pictures
- Generated practice pages
- Graph page for each child
- High-Frequency Word Cards
- Individual whiteboards and markers
- Lowercase Letter Cards
- Picture and Word Cards (*-in*, *-ig*, *-ip*, *-ick* word families)
- Picture Cards /ch/, /sh/, and /th/
- Pocket chart
- *Reading and Writing Workbooks* (pages 39 – 50)
- Salamander Habitat Diagram
- Several fish patterns for each child
- Short-a, Short-e, and Short-i Word Cards
- Short-I Picture Cards
- Short-I Puzzles
- Short-I Word Wheel Generator Page
- Sound Spelling Wall Card and Picture Card: *whistle*
- Star Writer Melodies
- Starfall Dictionaries
- *Starfall Sing-Along CD*
- Starfall Speedway Game
- Starfall Writing Journals
- Story Element Cards
- Superhero h puppet
- Technology: Mimio or Smart Board, CD player, computers, tablets
- *The Big Hit* Sequence Cards, Sentence Strips and Word Cards
- Vocabulary Word Cards
- Website: more.Starfall.com
- Word Search Practice Pages
- World map
- Writing paper

Cross-Curricular Link(s)

Science

- Identify animal habitats
- Identify characteristics of the landform: beach
- Identify distinguishing characteristics of the five animal groups with backbones
- Make connections between stories read and information about vertebrates

Social Studies

- Identify Australia on a world map
- Identify problems and provide suggestions for solutions
- Understand the meaning of perseverance and relate it to historical figures they have learned about and themselves
- Understand the meaning of an island and compare it to other landforms

