

# Unit Plan • Unit 2: Things Change

**Subjects:** Kindergarten 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 learn characteristics of weather and the four seasons, and discover connections between them. They will also explore the world of color, and meet inventor Benjamin Franklin and artist Georges Seurat.

**Essential Questions:** Discuss the Essential Questions Cards with the children as they relate to the lessons. Then display them, to build a bulletin board throughout the unit. Periodically review the Essential Questions. At the end of each unit, remove them to make room for the next unit.

- (RF.K.2) *How will understanding rhyming words and how to blend sounds and word parts help me be a better reader and writer?*
- (W.8) *How can we use writing and drawing to communicate so others will understand?*

**Note:** Consider creating your own essential questions for science and social studies.



## Standards & Benchmarks

Starfall Standards		Inline Summary Form
English Language Arts		
<b>PC.1</b>	Distinguish letters from words.	<i>Distinguish letters from words</i>
<b>PC.1a</b>	Recognize that sentences in print are made up of separate words	<i>Recognize that sentences are made up of separate words</i>
<b>PA.2a</b>	Recognize that compound words are made up of shorter words	<i>Recognize that compound words are made up of shorter words</i>
<b>FL.6</b>	The student demonstrates the ability to read orally with accuracy and expression.	<i>Demonstrate ability to read with accuracy and expression</i>
<b>FL.6c</b>	Read previously taught grade-level text with appropriate expression	<i>Read grade-level text with expression</i>
<b>LIT.RA.7a</b>	With prompting and support create and/or present a poem, dramatization, artwork, or personal response to a particular author or theme studied	<i>Create or present poetry, drama, art, or personal response to text or theme</i>
<b>LIT.RA.7b</b>	Use illustrations and context to make predictions about text	<i>Make predictions based on illustrations and context</i>
<b>LIT.RA.7d</b>	Make text to self connections	<i>Make text to self connections</i>
<b>LIT.RA.7f</b>	Identify cause and effect	<i>Identify cause and effect</i>
<b>W.8</b>	Students write and draw to communicate effectively for a variety of purposes and audiences.	<i>Write and draw for a variety of purposes and audiences</i>
<b>W.8a</b>	Create a group draft, scripted by the teacher	<i>Create a group draft scripted by the teacher</i>
<b>W.8c</b>	Draw and label	<i>Draw and label</i>
<b>W.8e</b>	Write by moving from left to right and top to bottom	<i>Write moving from left to right and top to bottom</i>
<b>LS.9a</b>	Recite short poems, rhymes and songs	<i>Recite short poems, rhymes and songs</i>

<b>LS.9c</b>	Relate an experience in a logical sequence	<i>Relate an experience in sequence</i>
<b>LS.9d</b>	Understand and follow one and two-step directions	<i>Understand and follow one and two-step directions</i>
<b>TECH.11</b>	The student develops essential technology skills for using and understanding conventional and current tools, materials, and processes.	<i>Develop technology skills for using and understanding conventional and current tools, materials and processes</i>

## Social Studies

<b>SS.IA.1</b>	The student understands that events occur in a specific order.	<i>Understand events occur in a specific order</i>
<b>SS.IA.1a</b>	Develop an understanding of how to use and create a timeline	<i>Understand how to create and use a timeline</i>
<b>SS.HK.2</b>	The student understands that history relates to events, people and places of other times.	<i>Understand history relates to events, people and places of other times</i>
<b>SS.HK.2h</b>	Recognize the contributions of important historical figures	<i>Recognize importance of important historical figures</i>
<b>SS.CT.3b</b>	Put events in temporal order using a calendar	<i>Put events in temporal order</i>
<b>SS.CT.3c</b>	Explain that calendars represent days of the week and months of the year	<i>Understand that calendars represent days and months</i>
<b>SS.ST.4d</b>	Understand that maps and globes help to locate different places and that globes are a model of the Earth	<i>Understand maps and globes help locate places on Earth</i>

## Science

<b>SC.IE.1</b>	The student develops an understanding of science concepts by formulating questions and performing investigations.	<i>Ask and answer questions to understand science concepts</i>
<b>SC.IE.1c</b>	Seek information through observation, exploration, and investigation	<i>Seek information through observation, exploration, and investigation</i>
<b>SC.IE.1e</b>	Begin to observe and describe simple seasonal and weather changes by using common weather-related vocabulary (i.e. rainy, snowy, sunny, windy, etc.)	<i>Observe and describe weather changes using weather-related vocabulary</i>
<b>SC.IE.1f</b>	Make observations of the natural world and know that they are descriptors collected by using the five senses	<i>Use five senses to observe the natural world</i>
<b>SC.IE.1g</b>	Become familiar with prediction and probability	<i>Understand prediction and probability</i>
<b>SC.IE.1i</b>	Notice changes that occur in one's self and the environment	<i>Notice changes in self and environment</i>
<b>SC.LS.2</b>	The student understands that different types of plants and animals inhabit the earth.	<i>Understand different types of plants and animals</i>
<b>SC.PS.4</b>	The student understands that properties of materials can be observed.	<i>Understand properties of material can be observed</i>
<b>SS.ES.5a</b>	Recognize that changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants	<i>Recognize changes in weather occur daily and seasonally</i>
<b>SS.ES.5g</b>	Recognize that the sun can only be seen in the daytime	<i>Recognize the sun can only be seen in the daytime</i>

## Common Core Standards

### Inline Summary Form

### Reading: Literature

<b>RL.K.1</b>	With prompting and support, ask and answer questions about key details in a text.	<i>Ask and answer questions about key details in a text</i>
<b>RL.K.2</b>	With prompting and support, retell familiar stories, including key details.	<i>Retell familiar stories</i>
<b>RL.K.3</b>	With prompting and support, identify characters, settings, and major events in a story.	<i>Identify characters, settings and major events</i>
<b>RL.K.4</b>	Ask and answer questions about unknown words in a text.	<i>Ask and answer questions about unknown words</i>

<b>RL.K.5</b>	Recognize common types of texts (e.g., storybooks, poems).	<i>Recognize common types of texts (e.g., storybooks, poems)</i>
<b>RL.K.7</b>	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>Connect illustrations to story events</i>
<b>RL.K.9</b>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<i>Compare and contrast experiences of story characters</i>
<b>RL.K.10</b>	Actively engage in group reading activities with purpose and understanding.	<i>Engage in group reading activities</i>

### Reading: Informational Text

<b>RI.K.1</b>	With prompting and support, ask and answer questions about key details in a text.	<i>Ask and answer questions about key details in a text</i>
<b>RI.K.2</b>	With prompting and support, identify the main topic and retell key details of a text.	<i>Identify the main topic and key details of a text</i>
<b>RI.K.3</b>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<i>Describe the connection between individuals, events, ideas or information in a text</i>
<b>RI.K.4</b>	With prompting and support, ask and answer questions about unknown words in a text.	<i>Ask and answer questions about unknown words</i>
<b>RI.K.5</b>	Identify the front cover, back cover, and title page of a book.	<i>Identify front/back cover, title and pages of a book</i>
<b>RI.K.7</b>	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>Describe the relationship between illustrations and text</i>
<b>RI.K.9</b>	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>Identify similarities and differences between texts on the same topic</i>

### Reading: Foundational Skills

<b>RF.K.1.A</b>	Follow words from left to right, top to bottom, and page by page.	<i>Follow words from left to right, top to bottom, and page by page</i>
<b>RF.K.1.B</b>	Recognize that spoken words are represented in written language by specific sequences of letters.	<i>Recognize that spoken words are represented by specific sequences of letters</i>
<b>RF.K.1.C</b>	Understand that words are separated by spaces in print.	<i>Understand that words are separated by spaces</i>
<b>RF.K.1.D</b>	Recognize and name all upper- and lowercase letters of the alphabet.	<i>Name all upper- and lowercase letters</i>
<b>RF.K.2.A</b>	Recognize and produce rhyming words.	<i>Recognize and produce rhyming words</i>
<b>RF.K.2.B</b>	Count, pronounce, blend, and segment syllables in spoken words.	<i>Count, pronounce, blend, and segment syllables in spoken words</i>
<b>RF.K.2.E</b>	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<i>Add or substitute individual sounds (phonemes) in one-syllable words to make new words</i>
<b>RF.K.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.	<i>Apply phonics/word analysis skills in decoding words</i>
<b>RF.K.3.A</b>	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>Demonstrate one-to-one letter-sound correspondence</i>
<b>RF.K.3.C</b>	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	<i>Read common high frequency words by sight</i>

## Writing

<b>W.K.7</b>	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<i>Participate in shared research and writing projects</i>
<b>W.K.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<i>Recall information from experiences or gather information from provided sources to answer a question</i>

## Speaking & Listening

<b>SL.K.1</b>	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	<i>Participate in conversations with diverse partners about kindergarten topics and texts</i>
<b>SL.K.2</b>	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>Ask and answer questions about key details of a text, requesting clarification if necessary</i>
<b>SL.K.3</b>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<i>Ask and answer questions to seek help or information, or to clarify</i>
<b>SL.K.4</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<i>Provide detail to describe familiar people, places, things, and events</i>
<b>SL.K.5</b>	Add drawings or other visual displays to descriptions as desired to provide additional detail.	<i>Add drawing or other visual displays to provide additional detail</i>
<b>SL.K.6</b>	Speak audibly and express thoughts, feelings, and ideas clearly.	<i>Speak audibly and express thoughts, feelings, and ideas clearly</i>

## Language

<b>L.K.1.A</b>	Print many upper- and lowercase letters.	<i>Print upper- and lowercase letters</i>
<b>L.K.1.B</b>	Use frequently occurring nouns and verbs.	<i>Use frequently occurring nouns and verbs</i>
<b>L.K.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<i>Demonstrate command of English conventions in capitalization, punctuation, and spelling</i>
<b>L.K.2.A</b>	Capitalize the first word in a sentence and the pronoun <i>I</i>	<i>Capitalize the first word in a sentence and the pronoun <i>I</i></i>
<b>L.K.2.B</b>	Recognize and name end punctuation.	<i>Recognize and name end punctuation</i>
<b>L.K.2.D</b>	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	<i>Spell simple words phonetically</i>
<b>L.K.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	<i>Determine or clarify meaning of unknown and multiple-meaning words and phrases</i>
<b>L.K.5</b>	With guidance and support from adults, explore word relationships and nuances in word meanings.	<i>Explore word relationships and nuances in word meanings</i>
<b>L.K.5.C</b>	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	<i>Identify real-life connections between words and their use</i>
<b>L.K.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<i>Use acquired words and phrases</i>

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