

# Unit Plan • Unit 3: Working Together

**Subjects:** Kindergarten English Language Arts, Social Studies, Science

**Time Frame:** Four weeks

**Description:** The children will be introduced to communities of today and long ago and several well-known community helpers, Thomas Edison, Benjamin Franklin, George Washington and Abraham Lincoln. The phonics focus will be Rr, /r/, Ll, /l/, Nn, /n/, and Gg, /g/.

**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 the Essential Questions to make room for the next unit.

- (RL.1-3) *How can asking and answering questions about important parts of the story help us understand the books we read?*
- (RI.6) *How do the author and illustrator of a nonfiction book work together to present information?*
- (SS.HK.2h) *How have inventions of long ago changed our lives?*
- (SS.HK.2a) *How was life different long ago?*
- (SS.CG.6c) *Why is voting important?*
- (SS.St.4a) *How do maps and globes represent the Earth and places on it?*



## Standards & Benchmarks

### Starfall English Language Arts Standards

Print Concepts		Inline Summary Form
<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>
Vocabulary Development		Inline Summary Form
<b>VOC.3</b>	The student uses multiple strategies to develop vocabulary.	<i>Use multiple strategies to develop vocabulary</i>
<b>VOC.3a</b>	Listen to and discuss both familiar and conceptually challenging text	<i>Listen to and discuss familiar and conceptually challenging text</i>
<b>VOC.3b</b>	Describe common objects and events in both general and specific language	<i>Describe objects and events in general and specific language</i>
Fluency		Inline Summary Form
<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.6b</b>	Use appropriate intonation and expression during unison oral reading with the teacher	<i>Use appropriate intonation and expression during oral reading</i>

<b>Literary Response &amp; Analysis</b>		<b>Inline Summary Form</b>
<b>LIT.RA.7</b>	The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and nonfiction texts to demonstrate an understanding of the information presented.	<i>Identify, analyze, and apply elements of fiction and nonfiction texts to demonstrate understanding of information</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.7e</b>	Make text to text connections	<i>Make text to text connections</i>
<b>Writing</b>		<b>Inline Summary Form</b>
<b>W.8a</b>	Create a group draft, scripted by the teacher	<i>Create a group draft scripted by the teacher</i>
<b>W.8b</b>	Produce, illustrate, and share a finished piece of writing	<i>Produce, illustrate and share writing</i>
<b>W.8c</b>	Draw and label	<i>Draw and label</i>
<b>Listening &amp; Speaking</b>		<b>Inline Summary Form</b>
<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>Media Literacy</b>		<b>Inline Summary Form</b>
<b>ML.10</b>	Use technology resources to support learning	<i>Use technology resources to support learning</i>
<b>ML.10a</b>	Recognize that authors, illustrators, and composers create informational sources	<i>Recognize that authors, illustrators, and composers create informational sources</i>
<b>Technology</b>		<b>Inline Summary Form</b>
<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 processes</i>

## Starfall Social Studies Standards

<b>American History</b>		<b>Inline Summary Form</b>
<b>Historical Inquiry and Analysis:</b>		
<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>Historical Knowledge:</b>		
<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.2a</b>	Compare and contrast life in the present with life in the past	<i>Compare and contrast life in the present and past</i>

<b>SS.HK.2b</b>	Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin	<i>Know triumphs in American legends and historical accounts through stories of famous Americans</i>
<b>SS.HK.2f</b>	Identify the purposes of, and the people and events honored in commemorative holidays, including the human struggles that were the basis for the events	<i>Identify the purposes of and the people honored in commemorative holidays</i>
<b>SS.HK.2g</b>	Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American (and world) history from stories and folklore	<i>Learn examples of honesty, courage, determination, responsibility and patriotism from stories and folklore</i>
<b>SS.HK.2h</b>	Recognize the contributions of important historical figures	<i>Recognize contributions of important historical figures</i>

**Chronological Thinking** *Inline Summary Form*

<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>
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**Geography** *Inline Summary Form*

**The World in Spatial Terms**

<b>SS.ST.4</b>	The student compares and contrasts the locations of people, places and environments and describes their characteristics.	<i>Compare, contrast and describe characteristics of locations of people, places and environments</i>
<b>SS.ST.4a</b>	Differentiate land and water on maps and globes and locate general areas referenced in historical legends and stories	<i>Differentiate land and water, and locate general areas referenced in legends and stories on maps and globes</i>
<b>SS.ST.4b</b>	Describe the relative location of people, places, and things by using positional words	<i>Use positional words to describe relative location of people, places and things</i>

**Economics** *Inline Summary Form*

**Beginning Economics**

<b>SS.E.5a</b>	Identify United States coins and their values	<i>Identify coins and their values</i>
<b>SS.E.5b</b>	Match simple descriptions of work people do and the names of the related jobs at the school, in the community and from historical accounts	<i>Match descriptions of work people do to related jobs in school, community and from historical accounts</i>
<b>SS.E.5d</b>	Recognize jobs people do at their school and in their community	<i>Recognize jobs people do in their school and community</i>

**Civics and Government** *Inline Summary Form*

**Foundations of Government, Law and the American Political System:**

<b>SS.CG.6</b>	The student understands that being a good citizen involves acting in certain ways.	<i>Understand being a good citizen involves certain behaviors</i>
<b>SS.CG.6a</b>	Follow rules, such as sharing and taking turns, and know the consequences of breaking them	<i>Follow rules and know the consequences of breaking them</i>
<b>SS.CG.6b</b>	Explain the purpose and necessity of rules and laws at home, school and community	<i>Know the purpose of rules and laws</i>
<b>SS.CG.6c</b>	Understand the characteristics of being a good citizen	<i>Know characteristics of being a good citizen</i>
<b>SS.CG.6d</b>	Know the importance of taking responsibility for one's own choices and actions	<i>Know importance of taking responsibility for choices and actions</i>
<b>SS.CG.6f</b>	Recognize the benefit of fulfilling responsibilities	<i>Recognize the benefit of fulfilling responsibilities</i>
<b>SS.CG.6g</b>	Describe fair ways for groups to make decisions	<i>Describe fair ways for groups to make decisions</i>

## Starfall Science Standards

Investigation & Experimentation		Inline Summary Form
<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.1g</b>	Become familiar with prediction and probability	<i>Understand prediction and probability</i>
Forces & Motion		Inline Summary Form
<b>SC.FM.3c</b>	Describe the relative position of objects using one reference	<i>Describe relative position of objects</i>

## Common Core Standards

Reading: Literature		Inline Summary Form
<b>Key Ideas and Details:</b>		
<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>Craft and Structure:</b>		
<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.6</b>	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<i>Name the author and illustrator of a story and identify their roles</i>
<b>Integration of Knowledge and Ideas:</b>		
<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>Range of Reading and Level of Text Complexity:</b>		
<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		Inline Summary Form
<b>Key Ideas and Details:</b>		
<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.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>Integration of Knowledge and Ideas:</b>		
<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>
<b>Range of Reading and Level of Text Complexity:</b>		
<b>RI.K.10</b>	Actively engage in group reading activities with purpose and understanding.	<i>Actively engage in group reading activities</i>

Reading: Foundational Skills		Inline Summary Form
<b>Print Concepts:</b>		
<b>RF.K.1</b>	Demonstrate understanding of the organization and basic features of print.	<i>Understand basic features and organization of print</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>Phonological Awareness:</b>		
<b>RF.K.2</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<i>Demonstrate understanding of spoken words, syllables and sounds (phonemes)</i>
<b>RF.K.2.A</b>	Recognize and produce rhyming words.	<i>Recognize and produce rhyming words</i>
<b>RF.K.2.C</b>	Blend and segment onsets and rimes of single-syllable spoken words.	<i>Blend and segment onsets and rimes of single syllable spoken words</i>
<b>RF.K.2.D</b>	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	<i>Isolate and pronounce initial, medial vowel and final sounds (phonemes) in three phoneme 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>Phonics and Word Recognition:</b>		
<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.B</b>	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	<i>Associate long and short vowel sounds with common spellings (graphemes)</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>

<b>Writing</b>		<i>Inline Summary Form</i>
<b>Text Types and Purposes:</b>		
<b>W.K.1</b>	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>Use drawing, dictating and writing to compose opinion pieces that tell the topic or name of the book</i>
<b>W.K.2</b>	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>Use drawing, dictating and writing to compose informative/explanatory texts that name a topic</i>
<b>Production and Distribution of Writing:</b>		
<b>W.K.5</b>	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<i>Respond to questions and suggestions from peers, adding detail to strengthen writing</i>
<b>Research to Build and Present Knowledge:</b>		
<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>

<b>Speaking &amp; Listening</b>		<i>Inline Summary Form</i>
<b>Comprehension and Collaboration:</b>		
<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.1.A</b>	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	<i>Follow agreed-upon rules for discussions</i>
<b>SL.K.1.B</b>	Continue a conversation through multiple exchanges.	<i>Continue a conversation through multiple exchanges</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>Research to Build and Present Knowledge:</b>		
<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		Inline Summary Form
<b>Conventions of Standard English</b>		
<b>L.K.1.A</b>	Print many upper- and lowercase letters.	<i>Print upper- and lowercase letters</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.B</b>	Recognize and name end punctuation.	<i>Recognize and name end punctuation</i>
<b>L.K.2.C</b>	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	<i>Represent most consonants and short vowel sounds (phonemes)</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>Vocabulary Acquisition and Use:</b>		
<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.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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