

# Unit Plan • Unit 7: Birds

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

**Time Frame:** Three weeks

**Description:** Children will continue their study of the Animal Kingdom and be introduced to birds and their characteristics. The ELA focus of this unit is long-e and short-e. Children will make connections to other domains including science and social studies topics using the decodable stories.



## Essential Questions:

- (FL.6) *How can we read so that everyone will understand?*
- (RF.1) *How can we use drawings, letters and words to share our opinions about stories we have heard or read?*
- (RF.2e) *How can we change the sounds in words to make new words?*
- (RL.1) *How can asking and answering questions about nonfiction books help us learn new things?*
- (RL.9) *How are characters and adventures from two different stories alike? How are they different?*
- (W.8) *How can we use writing and drawing to communicate so others will understand?*

## Starfall English Language Arts Standards

| Phonological Awareness       |   | Inline Summary Form   |
|------------------------------|---|---|
| <b>PA.2</b>                  | Identify a regular beat and similarities of sounds in words when responding to rhythm and rhyme in nursery rhymes and other rhyming selections                                    | Identify regular beat and similarities of sounds when responding to rhythm and rhyme                              |
| <b>PA.2b</b>                 | Distinguish rhyming and non rhyming words   | Distinguish rhyming and non rhyming words   |
| Vocabulary Development       |   | Inline Summary Form   |
| <b>VOC.3</b>                 | The student uses multiple strategies to develop vocabulary  | Use multiple strategies to develop vocabulary   |
| <b>VOC.3a</b>                | Listen to and discuss both familiar and conceptually challenging text   | Listen to and discuss familiar and conceptually challenging text  |
| Fluency                      |   | Inline Summary Form   |
| <b>FL.6</b>                  | The student demonstrates the ability to read orally with accuracy and expression  | Demonstrate ability to read with accuracy and expression  |
| Literary Response & Analysis |   | Inline Summary Form   |
| <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 | Identify, analyze, and apply elements of fiction and nonfiction texts to demonstrate understanding of information |
| <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                                     | Create or present poetry, drama, art, or personal response to text or theme                                       |
| <b>LIT.RA.7b</b>             | Use illustrations and context to make predictions about text  | Make predictions based on illustrations and context   |
| <b>LIT.RA.7d</b>             | Make text to self connections   | Make text to self connections   |

| Writing              |  | Inline Summary Form   |
|----------------------|--|---|
| <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.8d</b>          | Print their names  | <i>Print name</i>   |
| Listening & Speaking |  | Inline Summary Form   |
| <b>LS.9</b>          | The student effectively applies listening and speaking strategies                          | <i>Apply listening and speaking skills</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>      |
| Media Literacy       |  | Inline Summary Form   |
| <b>ML.10</b>         | Use technology resources to support learning   | <i>Use technology resources to support learning</i>           |

## Starfall Social Studies Standards

| Geography                  |   | Inline Summary Form  |
|----------------------------|---|--|
| The World in Spatial Terms |   |  |
| <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>                             |
| <b>SS.ST.4c</b>            | Identify traffic and map symbols  | <i>Identify traffic and map symbols</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>  |

## Starfall Science Standards

| Life Sciences   |   | Inline Summary Form  |
|-----------------|---|--|
| <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.LS.2a</b> | Observe and describe similarities and differences in appearance and behavior of plants and animals (e.g. seed bearing plants, birds, fish, insects) | <i>Observe and describe similarities and differences of plants and animals</i> |
| <b>SC.LS.2b</b> | Identify major structures of common plants and animals (e.g. stems, leaves, roots, arms, wings, legs)   | <i>Identify major structures of plants and animals</i>                         |
| <b>SC.LS.2d</b> | Understand that all plants and animals, including humans, are alike in some ways and different in others  | <i>Understand plants and animals have similarities and differences</i>         |
| Forces & Motion |   | Inline Summary Form  |
| <b>SC.FM.3</b>  | The students understand that the motion of objects can be changed by force  | <i>Understand motion of objects can be changed by force</i>                    |

# Common Core Standards

| Reading: Literature                                   |  | Inline Summary Form  |
|---|--|--|
| <b>Key Ideas and Details:</b>                         |  |  |
| <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.5</b>   | Recognize common types of texts (e.g., storybooks, poems).   | <i>Recognize common types of texts (e.g., storybooks, poems)</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.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>Craft and Structure:</b>                |   |   |
| <b>RI.K.6</b>                              | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | <i>Name the author and illustrator of a text and define their roles</i> |
| <b>Integration of Knowledge and Ideas:</b> |   |   |
| <b>RI.K.8</b>                              | With prompting and support, identify the reasons an author gives to support points in a text.                           | <i>Identify author's supporting evidence</i>                            |

| Reading: Foundational Skills   |   | Inline Summary Form   |
|--------------------------------|---|---|
| <b>Print Concepts:</b>         |   |   |
| <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>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.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.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>Fluency:</b>                      |  |   |
| <b>RF.K.4</b>                        | Read emergent-reader texts with purpose and understanding.   | <i>Read texts with understanding</i>  |

|   |  |   |
|---|--|---|
| <b>Writing</b>                                  |  | <b>Inline Summary Form</b>  |
| <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>W.K.3</b>                                    | 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>Use drawing, dictating and writing to narrate an event or several loosely linked events, telling the sequence and providing their reaction</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>                 |  | <b>Inline Summary Form</b>  |
| <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.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.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.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>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.4.A</b>                         | Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). | <i>Identify new meanings for familiar words and apply them accurately (Ex. duck)</i>           |



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