

| UNIT PLAN | |
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| CATHOLIC IDENTITY ELEMENTS: | God created people, plants, and animals. They experience life changes over time. |
| UNIT TITLE/THEME | Watch Me Grow, Unit 3 |
| GRADE and SUBJECT | Kindergarten, Cross Curricular |
| LENGTH OF UNIT/TIMEFRAME | 6 Weeks |
| DESCRIPTION | The Kindergarten students will observe and discuss how God created people, plants, and animals and that they experience life changes over time. |
| OVERVIEW | This unit is introduced in the second trimester when the kindergarten students are now familiar with one another. Through the Bible, literature, informational texts, poems, videos, and other resources, students will identify, observe, draw, list, and write about life changes. They will create their own timeline of photos depicting their own life changes thus far. This unit will help prepare students for the future life cycle projects of plants and caterpillar/butterfly. Skills include sight word readings, new vocabulary, letter/sound association, and writing, compare/contrast, plot, drawing conclusions, verbs, and sentence structure, identifying and counting numerals 1-20, and adding objects to 5. Catholic values such as solidarity, patience and appreciation of likenesses and differences will be explored. |
| THE BIG PICTURE | |
| <p>ESSENTIAL QUESTION(s): How do people, plants, and animals grow and change?</p> <p>THEME QUESTION(s): How does a panda change in its first year of life? What new things can you do as you grow and change? How do children change as they grow? How do friendships change? What do seeds become? How do chameleons change?</p> | |
| <p>STANDARDS: ELA</p> <ol style="list-style-type: none"> 1) <u>RI.2</u>- With prompting and support, identify the main topic and retell key details of a text. 2) <u>RI.3</u>- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 3) <u>RI.4</u>- Ask and answer questions about unknown words in a text. 4) <u>RI.10</u>- Actively engage in group reading activities with purpose and understanding. 5) <u>L.1b</u>- Use frequently occurring nouns and verbs. 6) <u>L.1c</u>- Form regular plural nouns orally by adding “s” or “es.” 7) <u>L.2b</u>- Recognize and name end punctuation. 8) <u>W.1</u>- 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. | <p>KEY OBJECTIVES LINKED TO THE STANDARDS:</p> <ol style="list-style-type: none"> 1) Students will retell stories including key details, and demonstrate understanding of their central message or lesson. 2) Students will describe how individuals and events are connected in texts. 3) Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content 4) Students will take part in fiction reading activities in class. 5) Students will identify and use nouns and verbs. 6) Students will make nouns plural by adding “s” or “es” as appropriate. 7) Students will find and name ending punctuation. 8) Students will draw or write to share thoughts. |

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| <p>9) <u>SL.4</u>- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>10)<u>SL.6</u>- Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>11)<u>RF.3b</u>- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>12)<u>RF.3c</u>- Read common high- frequency words by sight.</p> <p>13)<u>KCC.3</u>- Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>14)<u>KCC.6</u>- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g. by using matching and counting strategies</p> <p>15)<u>KOA.5</u>- Fluently add and subtract within 5.</p> <p>16)<u>KNBT</u>- Compose and decompose numbers from 11 to 19 into ten ones and some further ones, understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> | <p>9) Students will use details when telling about people, places, and things.</p> <p>10)Students will speak and share ideas clearly.</p> <p>11)Students will match long and short vowel sounds with their letter.</p> <p>12)Students will read common sight words.</p> <p>13)Students will write numbers 1-20</p> <p>14)Students will use matching or counting to tell if a group of objects is greater than, less than, or equal to another.</p> <p>15)Students will add numbers within 5</p> <p>16)Students will compose and decompose numbers 11-19 into 10's and 1's in a drawing to an equation.</p> |
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ASSESSMENTS

Summative

At the end of the unit, students will construct a timeline depicting how they have changed from their baby photos to current photos and then brainstorm their appearance at age 80 in a self portrait. Students will complete weekly assessments to check their skill progress. Students will complete benchmark assessments on identifying, counting, writing numbers 0-20 and addition readiness prior to, during, and at the end of the unit.

Formative

KWL charts, partner talk, picture walks, observations, class discussions, story maps and elements, webs, whiteboard games and activities, Daily 5: word work, read to self or partner, writing center, listening center, small group instruction. In addition, manipulative use, math games and centers, interactive games, 10 frames, and rekenrek use.

UNIT READINGS AND VOCABULARY

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| <p>Fiction Text (s)</p> | <p><i>Little Quack</i> (Lauren Thompson), <i>Farfallina and Marcel</i> (Holly Keller), <i>Hide, Clyde</i> (Russel Benfanti), <i>The Hat</i> (Jan Brett), <i>The Mitten</i> (Jan Brett), <i>Gingerbread Baby</i> (Jan Brett)</p> |
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| Non-Fiction Text (s) | <i>Little Panda</i> (Joanne Ryder), <i>See How We Grow?</i> (Diaz, Shimada, Shimada and Migdale), <i>Seeds</i> (Ken Robbins), <i>The Children’s Bible</i> |
| Essential Unit Vocabulary | <p>Weigh, measure, healthy, bamboo, curious, explore, explore, duckling, pond, paddle, plunged, proud, brave, twins, newborn, crawl, walk, children, babies, goose, gosling, caterpillar, butterfly, reflection, cocoon, seeds, pods, roots, stem, pit, sprouts, chameleon, jungle, pattern, skin, hide, scampered.</p> <p>Sight words: Me, with, she, see, look. they, you, of</p> <p>Math Vocabulary: numerals through 20, less than, greater than, equal to, before, after, join, in all, plus, equals, part, ten, frame, number, sentences, number bonds, rekenrek</p> |

INSTRUCTIONAL ACTIVITIES

Week 1

The students will:

1. Be introduced to essential question, weekly sight words, practice sentences, and vocabulary.
 Complete KWL, read *Little Panda*
 Write words that begin with “w”, “n”, “o”
 Identify, count, and write numbers 11,12
 Read the *Gingerbread Man* and identify story elements
 Participate in an Advent ceremony

2. Blend words with medial “o”
 Reread *Little Panda*, review sight words, sentences, and vocabulary
 Identify, count and write numbers 13,14
 Locate nouns from around the classroom and list
 Read *Gingerbread Boy* and identify story elements
 Create a Jesse Tree

3. Classify pictures with medial “o” and write words
 Use cubes to show, count numbers 15,16, and write them
 Review vocabulary, sight words, sentences.
 Change singular nouns into plural nouns by adding “s” and “es”

4. Read sentences with “o” words and illustrate
Manipulate cubes to compare numbers 17,18 (greater, less, equal)
Use sequence cards to sequence *Little Panda* story events
Identify and list nouns and add “s”, “es” to make plural
Read *Gingerbread Girl*, locate and list story elements
Design class pictograph: “Which part of the Gingerbread cookie did you eat first?”
Listen to the Christmas story and sing carols
5. Assess sight words, practice sentences, numbers 11-17
Create gingerbread houses
Write “o” in the middle of letters to complete words
Return to essential question and draw a picture of how *Little Panda* changed

Week 2

6. Identify long and short “i”
Revisit essential question
Identify, count, and write 18,19
Introduction to weekly sight words, vocabulary, and sentences
Listen to *Little Quack*, complete KWL chart
Learn the 3-finger play for the Wise Man
Discuss 5 senses: highlighting hearing; identify sounds using hearing
7. Review vocabulary, sight words, sentences
Write “Uu” under words that contain short/long u sound
Reread *Little Quack*, retell incorrect sequence
Listen to story of the Epiphany and the Journey of the Magi
Discuss sense of smell and use to identify unknown scents in a bag
8. Review sight words, vocabulary, sentences
Blend sounds to form “u” words
Assessment on comparing numbers 0-20
Reread *Little Quack* and discuss plot
Identify consonant “L”
Introduce and discuss sense of touch and use hands to feel objects to guess identity
9. Review sight words, vocabulary, sentences
Define and identify verbs
Read sentences with “u” words and illustrate
Assessment ordinals, numerals, comparisons
Discuss sense of sight and play “I Spy”
10. Assessment on sight words, sentences
Review theme questions and discuss how *Little Quack* changed
Use manipulatives to compare groups
Play charades to guess verbs

Week 3

11. Introduction to weekly sight words, vocabulary, sentences
Identify long and short vowel "E" objects, words
Join groups of objects
KWL chart, read *See How We Grow*
Listen to biography of Martin Luther King and discuss
Review the Creation story
12. Review sight words, sentences, vocabulary
Identify and write medial "E" under pictures
Join two groups of objects, addition, count
Read *When I Was Little* and sequence events
Read *Young Martin Luther King* and discuss unfair laws
Look in mirror with partner and distinguish how God made us different
13. Practice blending words containing medial "e"
Add 1 cube to a cube tower to show/ count one more
Reread *When I Was Little* to discuss character
Match pictures depicting cause with effect
Create Martin Luther King Living in Harmony project
Review sight words, sentences, vocabulary
14. Review sight words, sentences, vocabulary
Read sentences containing "e" words and illustrate
Use cubes to show adding two or more to a tower
Define and list verbs. Add "s" to verbs
Listen/watch Martin Luther King "I Have a Dream" speech
15. Assessment of sight words, sentences
Write "e" in the middle of words to complete
Practice writing "Ee"
Add 3 and 4 cubes to tower
Pray for peace in classroom and in the world
Revisit essential question and theme questions, and discuss things you can do now but not when you were little

Week 4

16. Be introduced to weekly sight words, vocabulary, sentences
Review long and short vowels
KWL, read *Farfallina and Marcel*
Assessment addition 1-5
Read *The Hat* identify author/ illustrator, setting, characters
Centers: sort hats; draw and write about real animals and what they might be doing in winter, listen to *Animals Should Definitely Not Wear Clothing* and respond, read-to-self emergent readers and write sight words.
17. Review vocabulary
Write two sentences about picture of the sun
Read and add numbers in vertical form
Reread *Farfallina and Marcel*, discuss plot
Listen to *The Hat* on CD, draw beginning, middle, end
Centers as above
18. Assess long and short vowels
Add sums to 10 in vertical form using 10 frame
List verbs that show past or present tense
Review sight words, vocabulary
Practice writing vowels
Dramatize *The Hat*
Centers as above

19. Assess sight words
Write vowels correctly to complete words
Assessment of addition to 10
Partner talk and write in journal what other ways the animals in *The Hat* could keep warm
Centers as above
Draw pictures of Farfallina and Marcel before and after their transformations

Week 5

20. Watch magic “E” video and discuss “a-e” rule
Compose and decompose groups of manipulatives
Be introduced to new sight words, vocabulary, and sentences
Listen to *Seeds*
Review short “o”
Begin *Stone Soup* unit, read 1st version, list characters, plot, ingredients
21. Discuss “i-e” rule and complete words
With partner, use cubes to compose and decompose numbers into 10 and 1’s
Review sight words, vocabulary, and sentences
Read *I Am a Seed* and discuss life cycle of a plant
Predict what type of plants specific seeds will grow into
Use sight words to complete sentences
Read *Stone Soup* version 2: discuss plot, list characters, ingredients
Sort and graph class vegetables
22. Review vowel sounds, sight words, vocabulary, and sentences
Discuss “o-e” rule and use to complete words
Decompose numbers into 10’s and 1’s using 10 frame and write on chart
Read *Stone Soup* version 3: discuss plot, characters, ingredients
Reread *I Am a Seed* draw conclusions from illustrations
Label parts of a plant
23. Review vowels, vocabulary, sentences, sight words
Review “a-e,” “i-e,” “o-e”
Watch magic “E” video
Read numerals and decompose into 10’s and 1’s using 10 frame
Write number sentences and create number bonds
Draw and label life cycle of a plant
Draw conclusions from give scenarios
Compare and contrast 2 versions of *Stone Soup* using a Venn diagram
24. Discuss God’s plan for growing and changing
Cut out and glue life cycle of a plant in correct order
Assessment on sentences, sight words, composing, and decomposing numbers using 10 frame
Use recipe to cook *Stone Soup* and reread
Vote on favorite version of *Stone Soup* and reread
Discuss Groundhog Day, predict early or late spring and create prediction chart

Week 6

25. Review magic “e” rule and long “u” sound
Write words with “u-e” pattern
Use rekenrek to show joining groups of red and white beads
Introduce new sight words, vocabulary and sentences to practice daily
Read *Hide Clyde!*
Review “o,” “a,” “i”
Read *The Mitten*, discuss author, new vocabulary, characters
Centers: snowflake pattern blocks, listen to *The Hat* and respond, read to self: emergent readers and write character names; computer games on Jan Brett’s website, design your own mitten
Review Groundhog prediction chart
Read about St. Blaise

26. Discuss and color St. Blaise. Blessing of the Throats
Discuss and recognize “ee” rule and pattern
Use rekenrek to add numbers to five
Sequence story events and characters of *The Mitten*, write and draw another animal that might go into the mitten
Centers (see above)
Review sight words and write in sentences to complete
Watch *The Mitten* video
27. Discuss Black History Month, read about Sarah Walker
Use rekenrek with a partner to add numbers to five and write
Read *The Mixed Up Chameleon* and discuss how he changes
Identify the main idea
Write practice sentences
Create Venn Diagram comparing *The Hat* to *The Mitten*
28. Listen to the story of Jesus in the Temple and discuss
Given pictures of scenarios, infer what might happen next
Review all long vowels and write to correctly complete words
Use 10 frames and rekenreks to practice fluently add to 5
Reread *The Mixed Up Chameleon* and answer comprehension questions
Write and draw in your journal something you have lost
Centers (see above)
29. Discuss feelings through use of puppets and facial expressions
Write the text to accompany a picture, use long vowel words
Assessment on addition to 5
Assessment on sight words, sentences
Reenact the story of Jesus in the Temple
Summative Assessment: create timeline of student’s lives: baby photos, draw pictures of themselves now and at age 80 years old
Revisit essential question to discuss how various animals, plants, and people throughout the unit have grown and changed

REVIEW of INSTRUCTIONAL ACTIVITIES

Consider your INSTRUCTIONAL ACTIVITIES above. Use the boxes below to "audit" your unit. For example, if INSTRUCTIONAL ACTIVITIES items above # 1, 2, 4, 5, 6, 8, 9, 10 all include Catholic Identity, you will check the box next to Catholic Identity and write the numbers 1,2, 4, 5, 6, 8, 9, 10 after Catholic Identity.

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| <input type="checkbox"/> Catholic Identity:1, 2, 4, 7, 11, 12, 24, 25, 26, 28, 29 | <input type="checkbox"/> Language:1, 2, 3, 4, 6, 7, 8, 11, 16, 20, 22, 23, 25 |
| <input type="checkbox"/> Reading:1, 2, 4, 8, 9, 12, 16, 20, 21, 22, 27 | <input type="checkbox"/> Vocabulary:1, 2, 3, 6, 7, 8, 11, 12, 14, 17, 20, 21, 22, 23 |
| <input type="checkbox"/> Writing:1, 5, 7, 15, 17, 18, 19, 27, 28, 29 | <input type="checkbox"/> Critical Thinking:3, 10, 15, 21, 24, 26, 27 |
| <input type="checkbox"/> Speaking/Listening:4, 6, 11, 13, 14, 19, 24, 26, 27 | |

Instructional Resources

Theme 1:

- <http://www.nationalgeographic.com/>: Giant Panda Video
- <https://jr.brainpop.com/>: Panda Movie, verbs
- <http://www.watchknowlearn.org/>: Verbs video clips
- <http://www.memphiszoo.org/animalcams>
- <http://zoo.sandiegozoo.org/cams/panda-cam>

Theme 2:

- <http://first-school.ws/>: duck puzzle, The Ugly Duckling, cartoon
- <http://www.nationalgeographic.com/>: wood duck
- <http://pbskids.org/>: curious george, goose watching
- <http://www.kids.niehs.nih.gov/>: Five little ducks song (www.youtube.com)

Theme 3:

- <http://www.discoveryeducation.com/>: Reading Rainbow’s “If You Give a Mouse a Cookie”

Theme 4:

- <http://www.discoveryeducation.com/>: In the small, small pond

Theme 6:

- <http://animals.howstuffworks.com/28369-fooled-by-nature-chameleon-colors-video.htm>: fooled by nature: chameleon colors
- <http://www.nationalgeographic.com/>: Petter’s Chameleon
- <https://jr.brainpop.com/>: Camouflage movie Rainforests
- <http://www.discoveryeducation.com/>: Reading Rainbow’s “The Shaman’s Apprentice- A tale of the Amazon Rain Forest”
- The Magic Schoolbus- In the Rainforest
- Reading Rainbow’s “The Salamander Room”