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| **Unit Information** | | | |
| **Unit Theme: Unit 2**  **Look At Us** |  | **Grade**  **Level:** | **K** |
| **Integrated Subject/Topic:** | **English Language Arts / Science / Social Studies** | | |
| **Length (in weeks/days): 6 weeks**  **1st 2nd 3rd 4th** |  | | |
| **Developers:** |  | | |

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| **What’s The Big Idea (s)?** | | | | | | |
| **I can tell how plants are alike and different.**  **I can name, write and tell about the plants and animals in my environment and how they survive each season.**  **I can draw a picture and name an animal or plant for each letter of the alphabet and write about one or two plants or animals** | | | | | | |
| **Essential Questions** | | | | | | |
| How are animals and plants unique?  How are the plants and animals in our environment getting what they need to survive?  What animals are in our environment?  What have we observed about the plants /animals in the four seasons?  What are the four seasons?  How are the plants and animals in our environment getting what they need to survive? | | | | | | |
| **Priority Standards** | | | | **Supporting Standards** | | |
| **RL.K.3-With prompting and support, I can identify characters, setting and major events in a story (Webb’s Level 1, Bloom’s: Remembering)**  **RF.K.1d-Recognize and name all upper and lowercase letters of the alphabet (Webb’s Level 1, Bloom’s: Remembering)**  **W.K.3.-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 (Webb’s Level: 4[Extended Thinking], Bloom’s: Creating)**  **K.E.1.1-Infer that change is something that happens to many things in the environment based on observations made using one or more of their senses(Webbs’ Level: 2, Bloom’s: Applying)**  **K.L.1.2-Compare characteristics of living and non-living things in forms of their structure, growth, changes, movement, basic needs (Webb’s Level: 2, Bloom’s: Applying)** | | | | L.K.4.-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content  L.K.1.a-Print many upper and lowercase letters  L.K.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing | | |
| **Possible Minilessons Statements** | | | | | | |
| *\*\*The students will create animal/plant alphabet books, draw/label basic parts of a plant and animal, read alouds: Brown Bear, Brown Bear, What Do You Hear? and Polar Bear, Polar Bear, What Do You Hear? and read other relevant non-fiction plant and animal books and visit plant and animal websites: nationalgeographic.com, zoobooks.com, http://kathimitchell.com/plants.html* | | | | | | |
| **Possible I Can Statements** | | | | | | |
| **\*\*See above** | | | | | | |
| **Problem-Based / Hands-On Learning Activities** | | | | | | |
| **Teachers create an animal Smartboard lesson and allow students to sort living and non-living objects and discuss the rationale for sorting (citing the characteristics of living and non-living things), students cut out animals and plants from science magazines to go in alphabet book [some animals/plants drawn by students , others cut and paste], invite a forest ranger in to the school and practice working through a local environmental problem by visiting the wooded areas outside on the school campus, solicit the aid of other certified staff to help integrate other disciplines with the Core.** | | | | | | |
| **Essential Vocabulary** | | | | | | |
| Living, non-living, animals, plants, label, environment, draw, structure, growth, changes, movement, basic needs |  | |  | | |  |
| **Resources** | | | | | | |
| **Big books, local and county library, World Wide Web (virtual museum tours/trips &plant/animal websites), Smartboard, Scott Foresman Pearson Reading Street Program, McGraw-Hill, MacMillan Science, school librarian** | | | | | | |
| **Achievement Targets- Assessment**  **What are the tasks implied by the verbs in the standards? What will the student be able to do?** | | | | | | |
| **Diagnostic** | | **Informal** | | | **Formal** | |
| **\*K-W-L Chart for student to share prior knowledge** | | **\*Alphabet Books & Journals**  **\*Student drawings**  **(draw, write, dictate and compose)** | | | **\*Teacher-constructed Checklists**  **\*Teacher-constructed rubrics**  **\*Teacher observations** | |