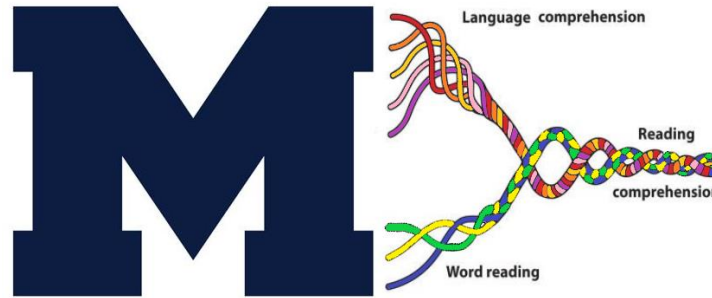




KINDERGARTEN ELA KNOWLEDGE-BASED UNITS



Theme	<i>Unit #4: Forces and Motion</i>	Suggested Duration	<i>3-4 Weeks</i>
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GSE Standards

Priority Standards

ELAGSEKRI2 With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).

ELAGSEKRI3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

ELAGSEKRI7 With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).

ELAGSEKL1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Use frequently occurring nouns and verbs.

e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

ELAGSEKL5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

Essential Questions

<p>Literal— How does pushing affect an object’s motion? How does pulling affect an object’s motion?</p>	<p>Inferential— Why do some objects roll and others slide? Why do some surfaces make a moving object slow down?</p>	<p>Evaluative - Which type of force do you use most during a day? What is the easiest type of motion to cause?</p>
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Tier I Words (conversational)	Tier II Words (transdisciplinary)	Tier III Words (content-specific)
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fast, slow, big, little, heavy, light	force, motion, straight, direction, toss, drop, push, pull	circular, motionless
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Science of Reading Strategies

<p>Berger Framework for Comprehension: Template</p>	<p>Oral Language Strategy</p> <p>Provide students with sentence stems from Tool 2 Oral Language strategies related to the content for partner and whole group discussions. Example include:</p> <p>When I ___ a ___ it ___.</p> <p>A ___ will ___ when it is on ___.</p>	<p>Related Vocabulary Strategy</p> <p>During daily reading activities and discussions, help children distinguish between shades of meaning among verbs and adjectives related to force and motion.</p> <p>For example: Push <i>shove, tap, nudge</i> Pull <i>tug, drag, lift</i></p>
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Assessments

Formative Assessment(s):

Description: Identifying Pushes and Pulls in a Text

1. Display the book [Move Your Body!](#) on Epic and provide students with a simple chart with space for two pushes and two pulls.

PUSH	PULL
PUSH	PULL

2. Have students draw and label two pushes and two pulls that occur as you read the book aloud.

Standards:

ELAGSEKRI2 With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).

ELAGSEKRI3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Summative Assessment(s):

Description: ReadWorks “Will You Push or Pull?”

1. Provide students with a copy of the passage and read the text aloud.
2. In small groups or one-on-one, read the questions to students for them to answer. Differentiate support by having students use approximate spelling or dictation of the constructed response questions.

Standards:

ELAGSEKRI2 With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).

ELAGSEKRI3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

ELAGSEKRI7 With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).

ELAGSEKL1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Use frequently occurring nouns and verbs.

e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

Writing Task and Rubric:

Description: Kid Moves

1. Brainstorm different ways that the class pushes and pulls objects throughout the day.
2. Model using [Divided Writing Paper](#) to draw and write labels or words to describe one thing you push and pull that they do not--push key into ignition, pull food out of oven.
3. Provide students with Divided Writing Paper to draw and write simple sentences for an example of something they push and pull. Display a word bank for *push, pull, my*.

Standards:

ELAGSEKRI7 With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).

ELAGSEKL1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Use frequently occurring nouns and verbs.

e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

ELAGSEKL5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

	4	3	2	1
C	Acc	Acc	A	D
o	ura	urat	c	o
n	tely	ely	c	e
t	dep	dep	u	s
e	icts	icts	r	n
n	a	a	a	o
t	spe	gen	t	t
	cific	eral	e	d
	age	age	l	e
	-	-	y	p
	app	app	d	i
	rop	rop	e	c
	riat	riat	p	t
	e	e	i	a
	pus	pus	c	p
	h	h	t	u
	and	and	s	s
	pull	pull	a	h
	acti	acti	g	o
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	(pu	(pu	n	p
	sh	sh a	e	u

	my car door, pull my shoelaces)	door, pull a string)	realistic priority	lateral activity
Concise	Phrases or labels aligned with the drawing	Phrases or labels aligned with the drawing	Phrases or labels aligned with the drawing	Drawings or labels aligned with the drawing

			o n f l i c t w i t h t h e d r a w i n g	r a s e s c r i b e l s
C o m p l e x i t y	Wri tes in sim ple sen ten ces with pre posi tion s (I pull soc	Wri tes in sim ple sen ten ces (I pull soc ks.)	W r i t e s i n t e n s i v e l i n g	D o c u m e n t a r y i n t e n s i v e l i n g

	ks on my feet)		r d s o r p h r a s e s (p u l i s o c k s)	
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Objective or Content	Learning Experiences	Differentiation Considerations
Building Background Knowledge Through The Berger Framework	Berger Framework: <i>Oscar and the Cricket</i>	
Standards Based Text Activities - tasks should require metacognitive strategies. Process of thinking and building knowledge is visible in learning.	<i>Oscar and the Cricket</i> presents factual information using fictional interactions between animal characters. Lead the students through a collaborative analysis of the text to decide which elements are realistic and which elements are fictional.	

<p>Performance Task - students should use both written and verbal expression to complete the task.</p>	<ol style="list-style-type: none"> 1. Use the prompts at the end of <i>Oscar and the Cricket</i> to guide students' exploration of the classroom or outdoor area. 2. Provide students with a chart labeled Push, Pull, Change, Stop to record different objects and situations that they discover to produce those four effects. 	
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Recommended High Quality Complex Text By Lexile Band

And Everyone Shouted PULL! (District provided with previous transdisciplinary unit)
 MOVE (District provided with previous transdisciplinary unit)
 Newton and Me (District provided with previous transdisciplinary unit)
 Oscar and the Cricket (District provided with previous transdisciplinary unit)