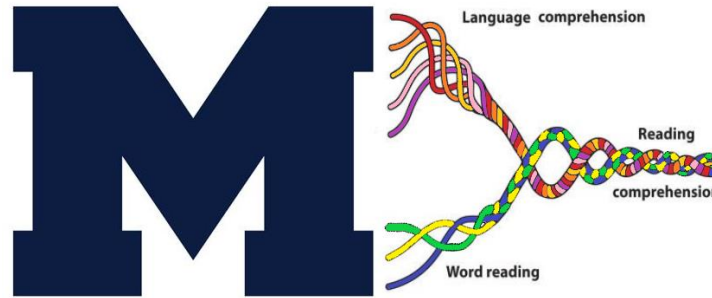




KINDERGARTEN ELA KNOWLEDGE-BASED UNITS



Theme	<i>Unit #5: Farms and Animals</i>	Suggested Duration	<i>3 weeks</i>
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GSE Standards

Priority Standards

ELAGSEKRL5 Recognize common types of texts (e.g., storybooks, poems).

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

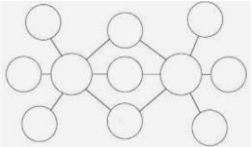
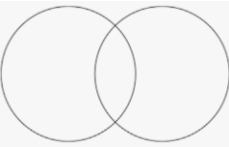
ELAGSEKRI3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

ELAGSEKRI4 With prompting and support, ask and answer questions about unknown words in a text.

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

ELAGSEKW2 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.

Essential Questions

<p>Factual— Which animals have fur, feathers, scales? What are each animal's offspring called?</p>	<p>Inferential— How are adult and young animals alike and different? How are young animals and human children alike and different?</p>	<p>Critical Thinking- Which animals are safe and dangerous for you to be around? Which animals can live together without any problems?</p>
<p>Tier I Words (conversational)</p>	<p>Tier II Words (transdisciplinary)</p>	<p>Tier III Words (content-specific)</p>
<p>animal, body, parent, young, old</p>	<p>features, offspring</p>	<p>fur, feathers, horns, wings, scales</p>
<p>Science of Reading Strategies</p>		
<p>Berger Framework for Comprehension: Template</p>	<p>Phonics Strategy</p> <p>Refer to the Tool 4 handouts to lead students through Building Words (pg. 30) activities using animal names that use known letter sounds--<i>dog, cat, pig, bat, hen</i>.</p>	<p>Fluency Strategy</p> <p>Refer to the Tool 7 handouts to lead students through Spin, Say, Write (pg. 17-19) using an animal name as the basis for reviewing a previously taught skill. For example, Short o: <i>dog, hog, dot, log, lob, rob, hot, got</i></p>
<p>Assessments</p>		
<p><u>Formative Assessment(s):</u></p> <p>Description: Compare Animals</p> <ol style="list-style-type: none"> Provide students with a Double Bubble Map or Venn Diagram and explain its use for comparing similarities and contrasting differences between objects or ideas. <div data-bbox="206 1075 707 1222" style="display: flex; justify-content: space-around; align-items: center;">   </div> <ol style="list-style-type: none"> Differentiate task complexity by assigning students to either compare/contrast animals with clear differences (cow and chicken) or animals with more similarities (chicken and pigeon). 		

Standards:

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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).

Summative Assessment(s):

Description: ReadWorks “Chicken and Egg”

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.
ELAGSEKRI4 With prompting and support, ask and answer questions about unknown words in a text.
ELAGSEKRI7 With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).

Writing Task and Rubric:

Description: Show What You Know

1. Allow each student to choose one animal from this unit to describe with pictures and words..
2. Have students create an illustration and description of the adult and young animal of their choice. The illustration and description should include:
 - a. Names of the adult and young animal
 - b. Features that describe the animals

Standards:

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).
ELAGSEKW2 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.

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III	III	III	III	D

u s t r a t i o n	u s t r a t i o n i n c l u d e s a d d i t i o n a l d e t a i l s s u c h a s h a b i t a t o r f o	u s t r a t i o n c o r r e c t l y d e p i c t s i m i l a r i t e s a n d d i f f e r e n c e s b e t	u s t r a t i o n d e p i c t s a d d u l t a n d y o u n g a n i m a l a s s i d e n t i c a l	o e s n o t d e p i c t a d u l t a n d y o u n g a n i m a l
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	o d s o u r c e	w e e n a d u l t a n d y o u n g a n i m a l		
N a m e s	I n c l u d e s a d d i t i o n a l l a b e l	C o r r e c t l y l a b e l s a n d u l t a n i m a l	C o r r e c t l y l a b e l s a n d u l t a n i m a l	D o e s n o t c o r r e c t l y l a b e l e i

	s f o r s p e c i f i c a n i m a l (t a b b y c a t)	d y o u n g a n i m a l (c a t , k i t t e n)	y o u n g a n i m a l b u t n o t b o t h	th e r a n i m a l
F e a t u r e s	In c l u d e s a d d i t i o n a l d e t	C o r r e c t l a b e l s o n e f e a t	C o r r e c t l a b e l s o f e a t u r e s	D o e s n o t c o r r e c t l y l a b e l

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l	r	e	n
f	s	n	y
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Objective or Content	Learning Experiences	Differentiation Considerations
Building Background Knowledge Through The Berger Framework	Berger Framework: <i>Big Red Barn</i>	

<p>Standards Based Text Activities - tasks should require metacognitive strategies. Process of thinking and building knowledge is visible in learning.</p>	<p><i>Click Clack Moo</i> represents an interesting blend of information and entertainment. Have students collaborate to create a T-Chart of fictional and realistic elements in the book.</p> <table border="1" data-bbox="721 245 1592 405"> <thead> <tr> <th data-bbox="721 245 1182 309">Realistic</th> <th data-bbox="1182 245 1592 309">Fictional</th> </tr> </thead> <tbody> <tr> <td data-bbox="721 309 1182 405">Cows mooing Chickens laying eggs</td> <td data-bbox="1182 309 1592 405">Cows typing Animals holding a meeting</td> </tr> </tbody> </table>	Realistic	Fictional	Cows mooing Chickens laying eggs	Cows typing Animals holding a meeting	
Realistic	Fictional					
Cows mooing Chickens laying eggs	Cows typing Animals holding a meeting					
<p>Performance Task - students should use both written and verbal expression to complete the task.</p>	<p>Throughout this unit, students will encounter many different ways that animals look, move, eat, and communicate.</p> <p>1. Have each student create a personal thesaurus to build an understanding of nuance between word meanings related to those categories. For example:</p> <table border="1" data-bbox="728 598 833 1377"> <tbody> <tr> <td data-bbox="728 598 779 1184">F E A T U R E S fu r, fe at h er s, et c</td> <td data-bbox="779 598 833 1184">M O V E M E N T ru n, fl y, et c</td> </tr> <tr> <td data-bbox="728 1184 779 1377">O F F S P</td> <td data-bbox="779 1184 833 1377">H A BI T A</td> </tr> </tbody> </table>	F E A T U R E S fu r, fe at h er s, et c	M O V E M E N T ru n, fl y, et c	O F F S P	H A BI T A	
F E A T U R E S fu r, fe at h er s, et c	M O V E M E N T ru n, fl y, et c					
O F F S P	H A BI T A					

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N	fa
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- Keep the sentence frame “*I can _____ like a _____.*” posted throughout the unit. Whenever a student learns about an animal they find particularly interesting, allow them to act out on of the new vocabulary words related to that animal. But first they must introduce their action using the sentence frame.

Recommended High Quality Complex Text By Lexile Band

NG: Farm Animals (District provided)
 On the Farm (District provided)
 Big Red Barn - (District provided)
 Barnyard Banter
 Chicken Dance
 Click Clack Moo