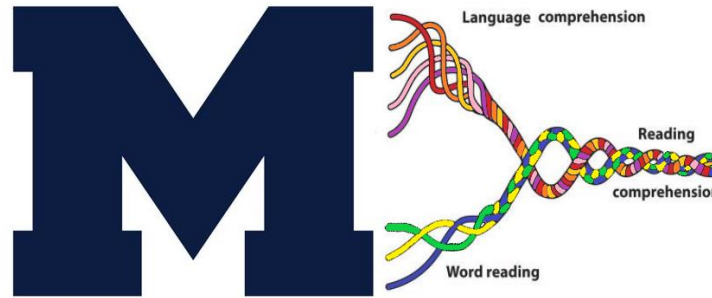




KINDERGARTEN ELA KNOWLEDGE-BASED UNITS



Theme	<i>Unit #3: Feelings and Friendships</i>	Suggested Duration	<i>3 weeks</i>
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GSE Standards

Priority Standards

ELAGSEKRL1 With prompting and support, ask and answer questions about key details in a text.

ELAGSEKRL3 With prompting and support, identify characters, settings, and major events in a story.

ELAGSEKRL4 With prompting and support, ask and answer questions about unknown words in a text.

ELAGSEKRL6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

ELAGSEKRL7 With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text).

ELAGSEKRL9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

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

Literal— Who is the main character in the story? What is the book mostly about?	Inferential— How do the characters make each other feel? How does the illustrator use pictures to support the author’s words?	Evaluative - What did you learn from this book? Why is the topic of the book important for us to learn about?
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Tier I Words (conversational)	Tier II Words (transdisciplinary)	Tier III Words (content-specific)
happy, sad, good, bad, feel, like, love	friendship, relationship, positive, negative, express	Color vocabulary (magenta, palette, hue)

Science of Reading Strategies

Berger Framework for Comprehension: Template	<p>Phonemic Awareness Strategy</p> <p>Elkonin Boxes are a great multisensory activity to improve phoneme segmenting abilities. Provide blocks or tokens. Have students move and say key words from books in this unit as they separate the tokens into little boxes--<i>friend</i> /f/ /r/ /i/ /n/ /d/ or <i>feel</i> /f/ /ē/ /l/. Listening to segment phonemes rather than decode or spell graphemes allows you to use words that involve letter sounds not already taught.</p>	<p>Vocabulary Strategy</p> <p>Concept Sort: Create a set of index cards featuring key vocabulary from this unit along with a picture that represents the word. Collaboratively sort the words into categories that align with big ideas in this unit--positive feelings, negative feelings, people at home, people at school, etc.</p>
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Assessments

<p><u>Formative Assessment(s):</u></p> <p>Description: Comparing Texts</p> <p><i>Niko Draws a Feeling</i> and <i>I Feel Teal</i> both use art as a way to talk about feelings. Use the following directions to have students compare and contrast elements from each book.</p> <ol style="list-style-type: none"> 1. Pair students up and give each partner an index card labeled with either <i>Niko</i> or <i>Teal</i> and a matching picture from each book.

2. Read the following statements aloud and have partners decide which book the statement describes. The partner holding that card should hold it up. If the statement describes both books, then both partners should hold up their cards.
 - A young boy draws what he feels.
 - A young girl experiences different emotions
 - Colorful illustrations help us understand the topic
 - The author uses specific color words for emotions
 - The author names specific objects the character sees
 - We read what the characters say to each other
 - Characters feel happy and sad at different points in the book
3. Share the targeted response with students but also allow for discussion of alternate answers. Point out instances where alternate answers involved a different interpretation by the student rather than a misremembering of the books.

Standards:

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ELAGSEKRL3 With prompting and support, identify characters, settings, and major events in a story.

ELAGSEKRL6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

ELAGSEKRL7 With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text).

ELAGSEKRL9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Summative Assessment(s):

Description: [ReadWorks “The New Kid”](#)

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:

ELAGSEKRL1 With prompting and support, ask and answer questions about key details in a text.

ELAGSEKRL3 With prompting and support, identify characters, settings, and major events in a story.

ELAGSEKRL4 With prompting and support, ask and answer questions about unknown words in a text.

Writing Task and Rubric:

Description: Brainstorm situations that make different students feel excited or nervous. Tell students to think about one emotion and situation that they would like to write about. Have students draw a picture of themselves that shows their chosen emotion and write labels or phrases to describe the situation. Differentiate support by providing all students with *happy*, *scared*, and *when* as a word bank; giving some students with sentence starters *I feel happy when* or *I feel scared when*; and allowing some students to use *excited* or *nervous* instead of the more basic emotions.

	4	3	2	1
Content	Includes specific details	Depicts an event	Describes an event	Does not
	tailors	as so	situation	both
	or	at the		
	ua	do		
	tio	ct		
	n	or)		
	(scar			
	ed			
	ge			
	tting			
	a			
	shot			

	from a doctor)			
C o h e r e n c e	Ph ras es or lab els ali gn wi th an d ad d to th e dr aw ing	Ph ra se or la be ls ali gn wi th e dr a wi ng	Ph ra se or la be ls co nfl ict wi th e dr a wi ng	D o e s n o t p r o v i d e p h r a s e s o r l a b e l s

Standards:

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.

Objective or Content	Learning Experiences	Differentiation Consideration
Building Background Knowledge Through The Berger Framework	Berger Framework: Niko Draws a Feeling	
Standards Based Text Activities - tasks should require metacognitive strategies. Process of thinking and building knowledge is visible in learning.	Display the book Starring Me and You by Genevieve Cote on Epic or a similar hard copy book featuring friends and multiple emotions (<i>Elephant and Piggie</i> series). Divide the class in half and have each half act out the emotions that one of the characters feel. Reinforce the concept of taking turns by having each half serve as an attentive audience while the other is acting out their emotion.	
Performance Task - students should use both written and verbal expression to complete the task.	<ol style="list-style-type: none"> 1. Facilitate a whole group discussion of the emotions and situations depicted in <i>I Feel Teal</i>. Use Accountable Talk moves to encourage productive discussion of alternative views of the same illustrations. 2. Following the discussion, have students choose a color to depict an emotion and create a drawing with the label <i>I'm (chosen color)</i>. 	
Recommended High Quality Complex Text By Lexile Band		
<p>Niko Draws a Feeling (District provided) Michael Makes Friends at School (This book can be found in Media Centers and at https://getepic.com) Frank and Beans (This book can be found in Media Centers and at https://openlibrary.org/) I Feel Teal</p>		

