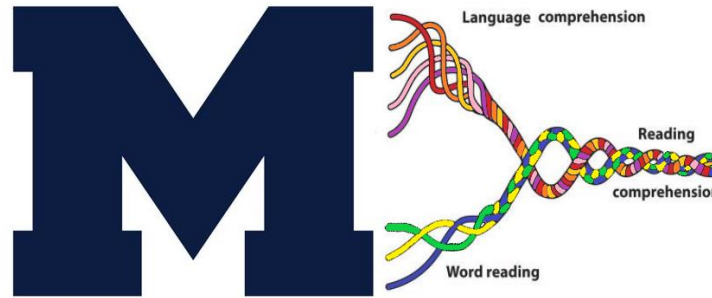




KINDERGARTEN ELA KNOWLEDGE-BASED UNITS



Theme	<i>Unit #6: Plants</i>	Suggested Duration	<i>3 weeks</i>
--------------	------------------------	---------------------------	----------------

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).

ELAGSEKRI10 Actively engage in group reading of informational text with purpose and understanding.

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>Literal— What part of the plant holds it in the ground? What part of the plant holds it upright? What part of the plant makes its food?</p>	<p>Inferential— What would happen if plants didn't have roots? What would happen if plants didn't have stems? What would happen if plants didn't have leaves?</p>	<p>Evaluative - Which part of the plant is most important? Why do we eat some parts of plants and not others?</p>																									
<p>Tier I Words (conversational)</p>	<p>Tier II Words (transdisciplinary)</p>	<p>Tier III Words (content-specific)</p>																									
<p>grow, needs, care</p>	<p>nutrients, survival, mature</p>	<p>flower, leaves, roots, stems, seeds, photosynthesis</p>																									
<p>Science of Reading Strategies</p>																											
<p>Berger Framework for Comprehension: Template</p>	<p>Phonics Strategy</p> <p>Adapt the Three in One strategy from Florida Center for Reading Research to use <i>plant</i> as a starting point to create words that begin and end with blends as well as single consonants. Create 5 stacks as follows:</p> <table border="1" data-bbox="808 826 1469 1078"> <tr> <td>p</td> <td>l</td> <td>a</td> <td>n</td> <td>t</td> </tr> <tr> <td>b</td> <td>r</td> <td>e</td> <td>m</td> <td>p</td> </tr> <tr> <td>s</td> <td>t</td> <td>i</td> <td>s</td> <td>k</td> </tr> <tr> <td>g</td> <td>p</td> <td>o</td> <td>l</td> <td>d</td> </tr> <tr> <td>f</td> <td>n</td> <td>u</td> <td>p</td> <td>g</td> </tr> </table>	p	l	a	n	t	b	r	e	m	p	s	t	i	s	k	g	p	o	l	d	f	n	u	p	g	<p>Vocabulary Strategy</p> <p>Use the Choose and Chat strategy from Florida Center for Reading Research to emphasize descriptive words in addition to the many labeling words that come up in this unit. If possible, allow students to gather various plant parts to use as the objects--leaves, sticks, flowers, roots, stems, berries, bark, etc.</p>
p	l	a	n	t																							
b	r	e	m	p																							
s	t	i	s	k																							
g	p	o	l	d																							
f	n	u	p	g																							
<p>Assessments</p>																											

Formative Assessment(s):

Description: Provide a picture of a plant or have students draw a plant of their choice.

1. Have students trace the upward path of water from the ground to the roots, through the stem, and finally to the leaves.
2. Students should add labels to previously taught plant parts using known spelling patterns or a word bank.
3. Have students turn and talk with a partner to describe the process using the sentence stems *First the water _____. Then it _____. Finally the water _____.*

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).

Summative Assessment(s):

Description: K Plan Planner Summative

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: Plants and Animals

1. Brainstorm different ways that plants and animals are similar and different.
2. Provide students with [Divided Writing Paper](#) and model using the drawing and writing space for separate purposes:
 - a. Drawing space should show different objects with labels that show the difference (bike-wheels, seat, handlebars; elevator-doors, buttons, floor)
 - b. Writing space should include ways they are similar (Bikes and elevators move people. They are both metal.)
3. Have students choose a specific plant or animal to compare and contrast.

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

	4	3	2	1
D	Acc	Acc	D	D
if	ura	urat	r	o
f	tely	ely	a	e
e	dra	dra	w	s
r	ws	ws	s	n
e	and	and	a	o
n	na	des	p	t
c	me	crib	l	d
e	s	es	a	r
s	diff	diff	n	a
	ere	ere	t	w
	nce	nce	a	o
	s	s	n	r
	bet	bet	d	l
	we	wee	a	a
	en	n	n	b
	cho	cho	i	e
	sen	sen	m	l
	pla	pla	a	a
	nt	nt	l	p
	and	and	b	l
	ani	ani	u	a
	mal	mal	t	n
	bas	bas	d	t
	ed	ed	o	a
	on	on	e	n
	par	app	s	d
	ts	ear	n	a
	(ro	anc	o	n
	ot,	e	t	i
	feet	(gre	l	m
)	en,	a	a

		big)	b e l o r l a b e l s a r e i n a c c u r a t e	l
Si m il a ri ti e s	Acc ura tely lists mul tipl e simi larit ies bet we	Acc urat ely na mes one simi larit y bet wee n	N a m e s a n t i w n r a c t c	D o e s n o t w r i t e

	en cho sen pla nt and ani mal	cho sen pla nt and ani mal	u r a t e s i m i l a r i t y o r o n l y w r i t e s a b o u t a p l a n	a b o u t a p l a n t o r a n i m a l
--	--	--	---	---

			t o r a n i m a l b u t n o t b o t h
C o m p l e x i t y	Wri tes in sim ple sen ten ces with com parin g words like	Wri tes in sim ple sen ten ces	W r i t e s i n w r i t e n g l e n g t h w o r d s

	bot h, and , also		d s o r p h r a s e s	d s o r p h r a s e s
--	-------------------------------	--	---	---

Objective or Content	Learning Experiences	Differentiation Considerations
Building Background Knowledge Through The Berger Framework	Berger Framework: <i>The Magic School Bus Plants Seeds</i>	
Standards Based Text Activities - tasks should require metacognitive strategies. Process of thinking and building knowledge is visible in learning.	<i>Magic School Bus</i> books are an interesting combination of information and entertainment. Facilitate an analysis of <i>The Magic School Bus Plants Seeds</i> to identify and differentiate between realistic and imaginary elements in the book.	
Performance Task - students should use both written and verbal expression to complete the task.	The word <i>plants</i> can be both a noun and a verb associated with that noun. Explore other key terms in this unit to create a running list of words that can be used to name an object and talk about an action related to that object-- <i>water, light, blossom, sprout, branch.</i>	Extend this concept for accelerated learners by having them consider words that can be both nouns and verbs but do not have an obvious connection-- <i>leaves, sheds, stems, produce.</i>
Recommended High Quality Complex Text By Lexile Band		

Hungry Plants (District provided)

The Magic School Bus Plants Seeds: A Book About How Living Things Grow (District provided)

A is for Salad

The Empty Pot

Growing Vegetable Soup

How a Seed Grows