



## Marietta City Schools 2023-2024 District Unit Planner

*Kindergarten*

<b>Topic Title:</b>	<i>Unit #5 Farms, Plants, and Animals</i>	<b>Unit Duration</b>	<i>3 weeks</i>
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**Mastering content and skills through KNOWLEDGE-BUILDING (establishing the purpose of the unit):**

***What enduring understandings will students gain from this unit?*** Many different plants and animals live on a farm. Plants and animals are living things that need air, water, and food to survive. Plants and animals both change during their life cycle.

### GSE Standards

#### ELA

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.

#### Science

**SKL1. Obtain, evaluate, and communicate information about how organisms (alive and not alive) and non-living objects are grouped.**

- a. Construct an explanation based on observations to recognize the differences between organisms and nonliving objects.
- b. Develop a model to represent how a set of organisms and nonliving objects are sorted into groups based on their attributes.

**SKL2. Obtain, evaluate, and communicate information to compare the similarities and differences in groups of organisms.**

- a. Construct an argument supported by evidence for how animals can be grouped according to their features.
- b. Construct an argument supported by evidence for how plants can be grouped according to their features.
- c. Ask questions and make observations to identify the similarities and differences of offspring to their parents and to other members of the same species.

**Essential Questions**

**Factual—**

Which animals have fur, feathers, scales?  
 What are each animal's offspring called?  
 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?

**Inferential—**

How are adult and young animals alike and different?  
 How are young animals and human children alike and different?  
 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?

**Critical Thinking-**

Which animals are safe and dangerous for you to be around?  
 Which animals can live together without any problems?  
 Which part of the plant is most important?  
 Why do we eat some parts of plants and not others?

**Tier II Words-** High Frequency Multiple Meaning

**Tier III Words-** Subject/ Content Related Words

nutrients, survival, mature, features, offspring	flower, leaves, roots, stems, seeds, photosynthesis, fur, feathers, horns, wings, scales
<b>Assessments-</b> 3rd-5th Social Studies and Science assessments are available through AMP. Please see your instructional coach for support if needed.	
<p><b>Transfer of Integrated Skills:</b></p> <p>ReadWorks “Chicken and Egg”</p> <ol style="list-style-type: none"> <li>1. Provide students with a copy of the passage and read the text aloud.</li> <li>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.</li> </ol> <p>Standards:</p> <p>ELAGSEKRI2 With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).</p> <p>ELAGSEKRI3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>ELAGSEKRI4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>ELAGSEKRI7 With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).</p> <p>Fruits and Seeds from District Minis</p> <ol style="list-style-type: none"> <li>1. Provide students with a copy of the passage and read the text aloud.</li> <li>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.</li> </ol> <p>ELAGSEKRI2 With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).</p> <p>ELAGSEKRI3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>ELAGSEKRI4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>ELAGSEKRI7 With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).</p> <p><b>Content-Specific GSE/Skills:</b></p> <ul style="list-style-type: none"> <li>● <i>SKL1-2 Science Summative Assessment</i></li> </ul> <p><b>Writing Task and Rubric:</b></p> <p>Show What You Know</p> <ol style="list-style-type: none"> <li>1. Allow each student to choose one animal from this unit to describe with pictures and words..</li> </ol>	

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

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.

	4	3	2	1
Illustration	Illustration includes additional details such as habitat or food source	Illustration correctly depicts similarities and differences between adult and young animal	Illustration depicts adult and young animal as identical	Does not depict adult and young animal
Names	Includes additional labels for specific animal (tabby cat)	Correctly labels adult and young animal (cat, kitten)	Correctly labels adult or young animal but not both	Does not correctly label either animal
Features	Includes additional details for specific features (soft fur, long tail)	Correctly labels one features specific to the animal of choice (fur, tail)	Correctly labels features generic features (eyes, head)	Does not correctly label any features

#### 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.

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
Differences	Accurately draws and names differences between chosen plant and animal based on parts (root, feet)	Accurately draws and describes differences between chosen plant and animal based on appearance (green, big)	Draws a plant and animal but does not label or labels are inaccurate	Does not draw or label a plant and animal

Similarities	Accurately lists multiple similarities between chosen plant and animal	Accurately names one similarity between chosen plant and animal	Names an inaccurate similarity or only writes about a plant or animal but not both	Does not write about a plant or animal
Complexity	Writes in simple sentences with comparing words like both, and, also	Writes in simple sentences	Writes in single words or phrases	Does not write in words or phrases

Objective or Content	Learning Experiences	Differentiation Considerations																									
Daily Lessons for Text Comprehension	15-Day Plan: Down on the Farm and Supplemental handouts																										
Connected Structured Literacy Activities	<p>Phonics Strategies:</p> <ul style="list-style-type: none"><li>Adapt the <a href="#">Three in One</a> strategy from <a href="#">Florida Center for Reading Research</a> 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:</li></ul> <table><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> <ul style="list-style-type: none"><li>Refer to the <a href="#">Tool 4</a> 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>.</li></ul> <p>Vocabulary Strategies:</p> <ul style="list-style-type: none"><li>Use the <a href="#">Choose and Chat</a> strategy from <a href="#">Florida Center for Reading Research</a> 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.</li></ul>	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	l	a	n	t																							
b	r	e	m	p																							
s	t	i	s	k																							
g	p	o	l	d																							
f	n	u	p	g																							

	<ul style="list-style-type: none"><li>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>.</li></ul> <p><i>Fluency Strategy:</i></p> <ul style="list-style-type: none"><li>Refer to the <a href="#">Tool 7</a> 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></li></ul>			
<b>Connected SS/Sci Experiences</b> <i>(omit this row if KBU does not contain SS or Sci connections)</i>	<a href="#">Farms and Animals Hands-On Learning Experiences</a>			
	<a href="#">Plants Hands-On Learning Experiences</a>			
<b>Connected Tier 1 Unit</b>	<a href="#">CKLA Kindergarten: Farms</a>			
<b>Connected Writing Activities</b>	<i>Sentence Expansion embedded in daily lessons</i>			
<b>Additional Planning Resources</b>				
<a href="#">MCS K-5 KBU Overview</a>	<a href="#">KBU as a 15-day Plan (Template)</a>	<a href="#">MCS Structured Literacy Repository</a>	<a href="#">Berger Framework for Comprehension (Template)</a>	<a href="#">The Writing Revolution (Templates)</a>
<b>Additional Instructional Resources</b>				
<b>Suggested High Quality Complex Texts</b> <i>The Big Red Barn</i> <i>The Magic School Bus Plants Seeds</i> <i>The Gigantic Turnip</i>				

*Farm Animals*  
*Is Your Mama a Llama?*

**Suggested Experiential Resources**