Kindergarten Marking Period 2

Theme: Water Animals/Descriptive Writing

This 14-week trimester unit will focus on learning about water animals and descriptive writing.

Essential Questions

* What do animals need to live?
* How do animals swim?
* How do water animals meet their physical needs (air, food, water)?

Big Ideas

* Most living things need water, food, and air.
* Each animal has different structures that serve different functions in growth, survival, and reproduction.
* Fish have life cycles that may include egg, fry, adult, spawner
* Mammals have life cycles that may include live birth, young mammals, adults
* There is variation in a group of the same animals; there are also patterns to be found in animals.

Authentic Approach and 21st Century Connections Outside of the Classroom

Students will learn about various water animals. They will record their thoughts in descriptive writing and through photos posted on our classroom website. The entire class will share their answers to the essential questions with other kindergarten classrooms through Epals. <http://www.epals.com/forums/t/45842.aspx>

Videos and Images for Tier 1 Background Knowledge:

National Geographic- <http://kids.nationalgeographic.com/kids/animals/creaturefeature/>

Animal Planet- <http://kids.nationalgeographic.com/kids/animals/creaturefeature/>

Fish is Fish by Leo Lionni- <http://www.youtube.com/watch?v=YbnsHX8e2OY&feature=results_video&playnext=1&list=PL35713AFFFE95A21B>

Swimmy by Leo Lionni-<http://www.youtube.com/watch?v=442ie2qFANQ&feature=related>

Key Vocabulary:

Flipper

Fin

Gills

Field Trip:

Jenkinson’s Aquarium in Pt. Pleasant, NJ ($5 per child and $7 per adult)

# Common Core Standards Explicitly Taught in this Unit:

Reading Literature:

Key Ideas and Details

RL.K.1. With prompting and support, ask and answer questions about key details in a text.

RL.K.2. With prompting and support, retell familiar stories, including key details.

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

RL.K.4. Ask and answer questions about unknown words in a text.

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

RI.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RI.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RI.K.10. Actively engage in group reading activities with purpose and understanding.

Writing

Text Types and Purposes

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and distribution of Writing

W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

* Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
* Continue a conversation through multiple exchanges.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

*Presentation of Knowledge and Ideas*

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

*Language Standards*

*Conventions of Standard English*

LS.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Print many upper- and lowercase letters.

b. Use frequently occurring nouns and verbs.

c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

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

f. Produce and expand complete sentences in shared language activities.

LS.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize the first word in a sentence and the pronoun I.

b. Recognize and name end punctuation.

c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Vocabulary Acquisition and Use

LS.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

LS.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

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

d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

LS.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

# NJCCCS Social Studies/Science Standards Explicitly Taught in this Unit:

**SCI.K-2.5.3.2** - [Standard] - All students will understand that life science principles are powerful conceptual tools for making sense of the complexity, diversity, and interconnectedness of life on Earth. Order in natural systems arises in accordance with rules that govern the physical world, and the order of natural systems can be modeled and predicted through the use of mathematics.

**SCI.K-2.5.3.2.A.a** - [Content Statement] - Living organisms: Exchange nutrients and water with the environment. Reproduce. Grow and develop in a predictable manner.

**SCI.K-2.5.3.2.A.1** - [Cumulative Progress Indicator] - Group living and nonliving things according to the characteristics that they share.

**SCI.K-2.5.3.2.B.a** - [Content Statement] - A source of energy is needed for all organisms to stay alive and grow. Both plants and animals need to take in water, and animals need to take in food. Plants need light.

**SCI.K-2.5.3.2.B.1** - [Cumulative Progress Indicator] - Describe the requirements for the care of plants and animals related to meeting their energy needs.

**SCI.K-2.5.3.2.B.b** - [Content Statement] - Animals have various ways of obtaining food and water. Nearly all animals drink water or eat foods that contain water.

**SCI.K-2.5.3.2.B.2** - [Cumulative Progress Indicator] - Compare how different animals obtain food and water.

**SCI.K-2.5.3.2.C.a** - [Content Statement] - Organisms interact and are interdependent in various ways; for example, they provide food and shelter to one another.

**K-2.5.3.2.C.1** - [Cumulative Progress Indicator] - Describe the ways in which organisms interact with each other and their habitats in order to meet basic needs.

**SCI.K-2.5.3.2.C.b** - [Content Statement] - A habitat supports the growth of many different plants and animals by meeting their basic needs of food, water, and shelter.

**SCI.K-2.5.3.2.C.2** - [Cumulative Progress Indicator] - Identify the characteristics of a habitat that enable the habitat to support the growth of many different plants and animals.

**SCI.K-2.5.3.2.C.c** - [Content Statement] - Humans can change natural habitats in ways that can be helpful or harmful for the plants and animals that live there.

**SCI.K-2.5.3.2.C.3** - [Cumulative Progress Indicator] - Communicate ways that humans protect habitats and/or improve conditions for the growth of the plants and animals that live there, or ways that humans might harm habitats.

**SCI.K-2.5.3.2.D.a** - [Content Statement] - Plants and animals often resemble their parents.

**SCI.K-2.5.3.2.D.1** - [Cumulative Progress Indicator] - Record the observable characteristics of plants and animals to determine the similarities and differences between parents and their offspring.

**SCI.K-2.5.3.2.D.b** - [Content Statement] - Organisms have predictable characteristics at different stages of development.

**SCI.K-2.5.3.2.D.2** - [Cumulative Progress Indicator] - Determine the characteristic changes that occur during the life cycle of plants and animals by examining a variety of species, and distinguish between growth and development.

**SCI.K-2.5.3.2.E.a** - [Content Statement] - Variations exist within a group of the same kind of organism.

**SCI.K-2.5.3.2.E.1** - [Cumulative Progress Indicator] - Describe similarities and differences in observable traits between parents and offspring.

**SCI.K-2.5.3.2.E.b** - [Content Statement] - Plants and animals have features that help them survive in different environments.

**SCI.K-2.5.3.2.E.2** - [Cumulative Progress Indicator] - Describe how similar structures found in different organisms (e.g., eyes, ears, mouths) have similar functions and enable those organisms to survive in different environments.

Reading Materials:

*Books for Science*

National Geographic Readers: Dolphins by Melissa Stewart

Everyone loves the smile on a dolphin’s face. Though smart enough to become theme park tricksters, dolphins are first and foremost wild mammals. Melissa Stewart’s lively text outlines our responsibility to conserve their natural environment. This high-interest book also offers an interactive experience to boost awareness of these adorable creatures.

Books for Descriptive Writing Unit

Fish is Fish by Leo Lionni

Two best friends, a minnow and a tadpole, are practically inseparable until the tadpole grows legs and decides to explore the world beyond the pond. When the tadpole, now a frog, returns to tell his friend of the extraordinary things he’s seen, the minnow, now a fish, tries to follow in his footsteps, but quickly finds that land is not what he expected. Friendship truly saves the day in this imaginative tale of a fish out of water.

Swimmy by Leo Lionni

Deep in the sea there lives a happy school of little fish. Their watery world is full of wonders, but there is also danger, and the little fish are afraid to come out of hiding . . . until Swimmy comes along. Swimmy shows his friends how—with ingenuity and team work—they can overcome any danger.

On My Beach There Are Many Pebbles by Leo Lionni

Take a look. And another. And another. Are those ordinary pebbles you see, lying on an ordinary beach? Or are they hearts and gift-wrapped packages, numbers, letters, and the faces of friends? Take a look. And another.

The Extraordinary Egg by Leo Lionni

A fable about friendship with a touch of mistaken identity. One day Jessica, an adventuresome young frog, rolls home a "beautiful stone" to show her two froggy friends. Marilyn, who knows "everything about everything," states with absolute certainty that it's a chicken egg. So when an alligator hatches, the three frogs are surprised and delighted with how well their "chicken" can swim. When she saves Jessica from drowning in a tangle of weeds, the two become inseparable friends.

The Rainbow Fish by Marcus Pfister

The Rainbow Fish is an international bestseller and a modern classic. Eye-catching foil stamping, glittering on every page, offers instant child-appeal, but it is the universal message at the heart of this simple story about a beautiful fish, who learns to make friends by sharing his most prized possessions, that gives the book its lasting value.

Hello Ocean by Pam Munoz Ryan

Experience the ocean through your five senses.

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| Science Suggested Activities | Standards Taught: (refer to page) |
| Week 1: What kind of animals live in the water?  Read the Books:  Guided Practice: Teacher will guide students in a discussion and an activity based on sorting water animals into categories of fish, crustaceans, amphibians, and mammals. | **SCI.K-2.5.3.2.A.1** - Group living and nonliving things according to the characteristics that they share. |
| Week 2: Fish  Read the Books:  Guided Practice: Teacher will guide students in a discussion and an activity based on the life cycle of a fish. Students will be asked to compare it to other life cycles already studied. | **SCI.K-2.5.3.2.D.b** - Organisms have predictable characteristics at different stages of development.  **SCI.K-2.5.3.2.E.b** - [Content Statement] - Plants and animals have features that help them survive in different environments. |
| Week 3: Crustaceans  Read the Books:  Guided Practice: Teacher will guide students in a discussion and an activity based on the life cycle of a crustacean. Students will be asked to compare it to other life cycles already studied. | **SCI.K-2.5.3.2.D.b** - Organisms have predictable characteristics at different stages of development.  **SCI.K-2.5.3.2.E.b** - [Content Statement] - Plants and animals have features that help them survive in different environments. |
| Week 4: Water Amphibians  Read the Books:  Guided Practice: Teacher will guide students in a discussion and an activity based on the life cycle of a frog. Students will be asked to compare it to other life cycles already studied. | **SCI.K-2.5.3.2.D.b** - Organisms have predictable characteristics at different stages of development.  **SCI.K-2.5.3.2.E.b** - [Content Statement] - Plants and animals have features that help them survive in different environments. |
| Week 5: Ocean Mammals  Read the Books:  Guided Practice: Teacher will guide students in a discussion and an activity based on the life cycle of a whale or dolphin. Students will be asked to compare it to other life cycles already studied. | **SCI.K-2.5.3.2.D.b** - [Content Statement] - Organisms have predictable characteristics at different stages of development.  **SCI.K-2.5.3.2.E.b** - [Content Statement] - Plants and animals have features that help them survive in different environments. |
| Week 6: Animal Study (based on class interest) (ex. Dolphin)  Read the Books:  Guided Practice: Students will use what they have learned in writing lessons to write about the animal of the week.  Art Center: Students will chose an animal that has been studied and attempt to create an accurate model of the animal using various materials such as clay and paper. Students will also label the animal. | W.K.2. 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.  **SCI.K-2.5.3.2.B.1**- Describe the requirements for the care of plants and animals related to meeting their energy needs.  **SCI.K-2.5.3.2.B.b**- Animals have various ways of obtaining food and water. Nearly all animals drink water or eat foods that contain water.  **SCI.K-2.5.3.2.B.2** - Compare how different animals obtain food and water. |
| Week 7: Animal Study (based on class interest) (ex. Sea Turtles)  Read the Books:  Guided Practice: Students will use what they have learned in writing lessons to write about the animal of the week.  Art Center: Students will chose an animal that has been studied and attempt to create an accurate model of the animal using various materials such as clay and paper. Students will also label the animal. | W.K.2. 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.  **SCI.K-2.5.3.2.B.1**- Describe the requirements for the care of plants and animals related to meeting their energy needs.  **SCI.K-2.5.3.2.B.b**- Animals have various ways of obtaining food and water. Nearly all animals drink water or eat foods that contain water.  **SCI.K-2.5.3.2.B.2** - Compare how different animals obtain food and water. |
| Week 8: Animal Study (based on class interest) (ex. Orca)  Read the Books:  Guided Practice: Students will use what they have learned in writing lessons to write about the animal of the week.  Art Center: Students will chose an animal that has been studied and attempt to create an accurate model of the animal using various materials such as clay and paper. Students will also label the animal. | W.K.2. 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.  **SCI.K-2.5.3.2.B.1**- Describe the requirements for the care of plants and animals related to meeting their energy needs.  **SCI.K-2.5.3.2.B.b**- Animals have various ways of obtaining food and water. Nearly all animals drink water or eat foods that contain water.  **SCI.K-2.5.3.2.B.2** - Compare how different animals obtain food and water. |

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| Descriptive Writing Suggested Activities | Standards Taught: (refer to page) |
| Week 1: Begin by frontloading the descriptive writing genre study. Use the frontloading cycle writing about a small moment and expanding on a small moment. Students will help teacher create a schematic web for topics such as family, school, playing, holiday and home. Students will also help teacher create a descriptive writing themed What Writers Write About chart. | W.K.2. 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. |
| Week 2: Begin by frontloading the descriptive writing genre study. Use the frontloading cycle writing about a small moment and expanding on a small moment. Students will help teacher create a schematic web for topics such as family, school, playing, holiday and home. Students will also help teacher create a descriptive writing themed What Writers Write About chart. | W.K.2. 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. |
| Week 3:Week 3: Begin the study by introducing examples written by the teacher and in picture books to show how an author enhances writing with description. Students will respond to stories in a way that demonstrates their understanding of description. Continue to expand What Writers Write About chart and begin to create What Good Writers Do chart. | RL.K.1. With prompting and support, ask and answer questions about key details in a text. |
| Week 4:Week 4: Students will begin to try on the genre. They will write their own describing pieces and the lessons will focus on adding illustrations and adding words to improve writing. Continue to develop What Good Writers Do chart. | RI.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). |
| Week 5:Week 5: Teacher will focus on adjectives. Class will discuss the use of adjectives in fiction. Class will observe the importance of adjectives in fiction and in shared writing. | RL.K.1. With prompting and support, ask and answer questions about key details in a text. |
| Week 6: Teacher will give students tools for developing their writing such as using sensory words (soft, smooth, sticky, etc) and graphic organizers. | W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| Week 7: Teacher will aid students in selecting, editing, expanding on and publishing a piece of writing from the genre study. The students will revisit What Good Writers Do chart to aid in this process. | W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| Week 8: Teacher will aid students in selecting, editing, expanding on and publishing a piece of writing from the genre study. The students will revisit What Good Writers Do chart to aid in this process. | W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. |

Final Product That Answers One or More Essential Questions:

Animoto, Glogster, Poster, Writings/Blogging to Epals students, Slideshow with captions, or another student choice.

Assessments:

Writing Portfolio (several pieces of descriptive writing that addresses CCS Writing for this unit)

Edited and Published Descriptive Writing

Animal Models (Clay, paper, etc)