

ELA COMMON CORE CURRICULUM UNIT*
North Smithfield Public Schools

TITLE OF UNIT 6: Amazing Creatures

COURSE OR GRADE: K

LENGTH OF TIME: Approximately 8 weeks

OVERVIEW OF UNIT:

Students will explore the growth and change of animals over time based on read alouds from both literary text and informational text.

FOCUS ELA STANDARDS:

Reading

- Ask and answer questions **RL.K.1 and RI.K.1**
- Retell with details and identify topic **RI.K.2**
- Identify characters, setting, events **RLK.3**
- Ask/ answer questions about unknown words **RIK.4**
- Recognize common types of texts **RLK.5**
- Name the author and illustrator, define roles **RL.K.6, RI.K.6**
- Identify the similarities and differences between texts on same topic **RI.K.9**
- Compare and contrast adventures and Characters **RL.K.9**
- Engage with purpose and understanding in group activities **RL K.10, RI K.10**

Writing

- Informational writing **WK.2**
- Add detail to writing **WK.5**

Language

- Produce complete sentences **L.K. 1f**
- Spell simple words phonetically **L.K.2d**
- Capitalize first word in a sentence and pronoun I **L.K.2a**

Speaking and listening

- Participate in discussions **SLK. 1a,b**
- Ask and answer questions to get information **SL.K.3**
- Use drawings to provide detail to verbal descriptions **SL.K.5**
- Speak and express thoughts clearly **SL.K.6**

ENDURING UNDERSTANDING:

How do animals (amazing creatures) change and interact in their world around us?

PRIOR KNOWLEDGE:

Teacher uses a variety of strategies to activate prior knowledge.

- Activate prior knowledge through discussion, questioning, and modeling to develop an understanding of the difference between information in a literary text and informational text.

STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

- Students will identify characters, setting, events and key details
- Students will name the author and illustrator and define their roles
- Students will ask/answer questions about key details to get information
- Students will compare/contrast adventures and characters across texts
- Students will retell with details and identify topic
- Students will write an informational piece
- Students will participate in discussions
- Students will use drawings to provide detail to verbal descriptions
- Students will speak and express thoughts clearly
- Students will use upper and lowercase letters, ending punctuation, and pronoun I
- Students will produce a complete sentence
- Students will spell simple words phonetically

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CORE SELECTIONS:

Treasures

- Big Book of Explorations: Beetles, Fish Faces
- Anthology Read Aloud

Extended Text

- Eric Carle: The Grouchy Ladybug
- Butterflies and Moths: Library Big Book
- Frogs and Toads: Library Big Books
- Lizard in the Sun: Library Big Book

Other

- Magic School Bus Videos: Creepy Crawly Fun, Inside a Beehive

ACTIVITIES, PRODUCTS, PERFORMANCE,:

- Class Discussion/informational text response:** Students will respond to teacher questioning about how the animals within a text are the same or different.
 - Example: Frogs and Toads by Christine Butterworth (Library Big Book)
- Class Discussion/literature response:** Students will ask and answer questions about key details
- Informational writing:** Students will dictate and/or write about a topic
 - Example: What did you learn about butterflies? Butterflies and Moths (Library Big Book)
- Graphic Organizer/Venn Diagram:** Students will use a Venn diagram to show how frogs and toads are alike and different.
- Non-linguistic Representation:** Students will draw pictures to represent key vocabulary words from text. Students will use drawings to provide details to verbal descriptions.
 - Example: Lizard in the Sun by Joanne Ryder (Library Big Book)

ADDITIONAL RESOURCES:

- Common Core Curriculum Maps*, Josey-Bass, publisher
- Common Core Standards <http://www.ride.ri.gov/instruction/commoncore.aspx>
- Treasures Additional Resources

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LESSON PLAN for UNIT _____

LESSONS

- Lesson #1 Summary:

- Lesson #2 Summary:

- Lesson #3 Summary:

OBJECTIVES for LESSON # _____

- Materials/Resources:**

- Procedures:**
 - Lead –in

 - Step by step

 - Closure

- Instructional strategies:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)

- Assessments:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)
 - **Formative**

 - **Summative**

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