

Common Core Catholic Identity Initiative ELA Unit Plan Template

ELA UNIT PLAN	
Title/Theme	Helping Others
Grade/Subject	K/ELA, Science, Religion
Length of Unit/Timeframe	6-8 weeks
Description	This unit allows students to make connections on how living things can help other living things in the world around them.
Overview	This unit introduces to the students how insects can help plants grow. They will come to understand that insects cannot always be considered “pests.” They will have the opportunity to learn about earthworms, ladybugs, spiders and praying mantis through informational and literary texts, articles and video clips. The students will also be exposed to the notion of friends taking care of each other and what that entails. Finally, the connection will be made through the stories of Creation and Noah’s Ark of how God takes care of all things.
THE BIG PICTURE	
<p>Essential Question: How do living things help each other?</p> <p>How do various authors use words, illustrations and digital media to tell a story?</p>	
<p>Catholic Identity Elements: Bible: Genesis 1:1-30; 2:1-25 -“The Story of Creation”, Genesis 6:5-22; 7:1-24; 8:1-22 “Noah’s Ark” Youtube clips on the story of Creation: https://www.youtube.com/watch?v=bLHB_hNk42g Or https://www.youtube.com/watch?v=R-H5uJLLwcl Youtube clip on Noah’s Ark: https://www.youtube.com/watch?v=4IokCeM7IOE Christian Stewardship – Our call to being stewards of the earth (article): http://www.catholiceducation.org/articles/environment/en0007.html Catholic Social Scripture Teaching Guide- United States Conference of Catholic Bishops: http://www.usccb.org/campus Bible passages: Genesis 2:15 - Humans are commanded to care for God’s creation; Leviticus 25:1-7 – The land itself must be given a rest and not abused.</p>	
<p>Common Core Standards: RI.K.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RI.K.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text RI.K.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. RI.K.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take W.K.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. SL.K.1 – Participate in collaborative conversations with</p>	<p>Key Objectives Linked to the Standards:</p> <ul style="list-style-type: none"> • The students will complete a picture walk of all texts, allowing them to predict, clarify, question, and summarize their reading. (RI.K.1, RI.K.3, RI.K.7, LS 1.A, LS 1.B, LS1.C) • The students will discuss in detail characters, setting, plot, and cause/effect of written text. (RI.K.1, RI.K.3, RI.K.7, RI.K.9) • The students will analyze effects in regards to setting or plot changes in relation to the text read. (RI.K.1, RI.K.3, RI.K.7, RI.K.9) • The students will describe and analyze through oral discussion the importance of illustrations to the written word. (RI.K.7, RI.K.9, SL.K1) • The students will compare and contrast using the Top Hat organizer two different but similar texts (Manuelo the Playing Mantis & Nature’s Perfect

Common Core Catholic Identity Initiative ELA Unit Plan Template

<p>diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>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.</p> <p>SL.K.4 – Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5 – Add drawings or visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 – Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>RL.K.1 – With prompting and support, ask and answer questions about key details in a text</p> <p>RL.K.3 – With prompting and support, identify characters, setting, and major events in a story</p> <p>RL.K.7 – With prompting and support, describe the relationship between illustrations and the story in which they appear.</p> <p>RL.K.9 – With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>Science Standards- Diocese of Oakland: Life Science: 1. Different types of animals and plants inhabit the Earth</p> <ol style="list-style-type: none"> A. Students know how to observe and describe the appearance and behavior of plants and animals B. Students can group plants and animals by similarities and sort by their differences C. Students know that stories sometimes portray animals with fictionalized attributes. D. Students can identify the major structures of plants, (stems, leaves, and roots) and animals (head, legs, arms, wings, and tail) 	<p><u>Predators</u> (RI.K.9, RL.K.1, RL.K.3, RL.K.7, RL.K.9, LS 1.A, LS 1.B, LS1.C)</p> <ul style="list-style-type: none"> • The students will use either drawings with dictation or inventive writing to express an event, linked events or story. (SL.K.5, RL.K.3, RL.K.7, RL.K.9, LS 1.A, LS 1.B, LS1.C) • The students will actively participate in oral discussions focusing on taking turns, listening attentively with an open mind, offering feedback and adding to the discussion. (SL.K.1, SL.K.2, SL.K.4, SL.K.6) • The students will actively participate in oral discussions by asking questions when clarification is needed. (SL.K.1, SL.K.2, SL.K.4, SL.K.6, RL.K.1, RL.K.3, RL.K.7, RL.K.9) • The students will clearly describe people, places, things and events through oral discussion, Top Hat organizers, illustrations and when possible inventive writing. (SL.K.1, SL.K.2, SL.K.4, SL.K.6, RL.K.1, RL.K.3, RL.K.7, RL.K.9, LS 1.A, LS 1.B, LS1.C) • The students will use detailed illustrations and technology to further enhance their explanations. (SL.K.5, LS 1.A, LS 1.B, LS1.C) • The students when speaking will use a loud and clear voice when expressing their opinions, ideas, and explanations. (SL.K.6) • The students will determine and explain in detail the storyline of a text, identify and describe characters and setting. (SL.K.1, SL.K.2, SL.K.4, SL.K.6, RL.K.1, RL.K.3, RL.K.7, RL.K.9) • The students will analyze how illustrations enhance the written text. (W.K.3, RL.K.7) • The students will compare the traits of characters in familiar texts. (SL.K.4, RL.K.3, RL.K.9)
<p>Summative Assessment(s): Paper (based on EQ). After reading the texts, illustrate and label how living things help each other. Use evidence from the texts to support the illustrations. Catholic Identity. The students sequence the Story of Creation through an illustrated poster. The poster will include detailed drawings and if able, labels using phonetic spelling. In small groups, the students will act out the story of Noah and the Flood, portraying how individuals (God & Noah) in the OT helped other things. Personal/Literary: Students write 1-2 sentences describing how they are able to help others. Upon completion of the writing the students will illustrate guaranteeing their written word matches the illustration.</p>	

Common Core Catholic Identity Initiative ELA Unit Plan Template

UNIT READINGS AND VOCABULARY				
Anchor Text and Author	“Garden Helpers” by National Geographic Young Explorers			
Fiction Text (s)	<ul style="list-style-type: none"> • Friendship Garden by VA Boeholt • The Very Busy Spider by Eric Carle • Manuelo the Playing Mantis by Don Freeman 			
Non-Fiction Text (s)	<ul style="list-style-type: none"> • Are You a Ladybug? By Judy Allen & Tudor Humphries • Earthworms by Claire Llewellyn • Odd Couples by National Geographic Young Explorers • Nature’s Perfect Predators: Praying Mantis (Animal Planet Clip) 			
Essential Unit Vocabulary	Essential:	Catholic Identity:	Earthworms:	Manuelo:
	help	Bible	wiggly	meadow
	living thing	New Testament	bristles	Praying mantis
	non-living thing	Old Testament	brandling	musician
		God	cocoon	
	Literary:	creation	compost	Odd Couples:
	story	prayer	mating	egret
	character	petition	segments	sea anemone
	plot		slime	odd
	setting	Garden Helpers:	tunneling	couple
	author	pests	worm cast	
	Illustrator	sticky web		
	title	soil	Friendship Garden:	Are You A Ladybug:
	prediction	rich	plow	aphids
	clarify	hunter	fertilizer	
	summary		anxiously	Nature’s Perfect Predators:
	sequence	The Very Busy Spider:	discer	predator
		silky	equipment	nature
		thread	furrows	
			cultivate	
		Irrigation system		
		thrive		
			The Very Busy Spider:	
			silky	
			thread	
INSTRUCTIONAL ACTIVITIES				
<input type="checkbox"/> Catholic Identity 9,10, 13,14,15,16,17		<input type="checkbox"/> Language 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15		
<input type="checkbox"/> Reading 1,2,3,4,5,6,7,9,14		<input type="checkbox"/> Vocabulary 1,2,3,4,5,6,7,8,12,13		
<input type="checkbox"/> Writing 1,3,5,6,10,12,17		<input type="checkbox"/> Viewing 8,9,11,14		
<input type="checkbox"/> Speaking/Listening 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17		<input type="checkbox"/> Critical Thinking 1,2,3,5,6,8,9,10, 12,13,14,17		

Common Core Catholic Identity Initiative

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1. **Read and Discuss Garden Helpers.** Use the Fab 4 (Predict, Clarify, Question, Summarize) when introducing the text. Students complete a writing activity that has them state what they read and what they learned. "I read a book about _____. This is what I learned _____."
2. **Read and Discuss Friendship Garden.** Use the Fab 4 (Predict, Clarify, Question, Summarize) when introducing the text. The students determine what a garden needs to grow and then plant their own plant/flower.
3. **Read and Discuss The Very Busy Spider.** Use the Fab 4 (Predict, Clarify, Question, Summarize) when introducing the text. Students will complete a class book with pages reading _____ was very busing _____ in school. The storybook will be titled "The Very Busy Kindergarteners."{
4. **Read and Discuss Manuelo the Playing Mantis.** Use the Fab 4 (Predict, Clarify, Question, Summarize) when introducing the text. Class discussion on real-make believe/fiction-non fiction text. The students will visit the class library and sort through to locate one fiction and one non-fiiction text.
5. **Read and Discuss Are You A Ladybug?** Use the Fab 4 (Predict, Clarify, Question, Summarize) when introducing the text. Students complete a poster that lists the characteristics of a ladybug.
6. **Read and Discuss Earthworms.** Use the Fab 4 (Predict, Clarify, Question, Summarize) when introducing the text. Students create a compost bin in order to observe, analyze, and notate what occurs in relation to the earthworm.
7. **Read and Discuss Odd Couples.** Use the Fab 4 (Predict, Clarify, Question, Summarize) when introducing the text.
8. **Watch and Discuss Nature's Perfect Predators: Praying Mantis.** Compare and Contrast the information learned from Manuelo the Playing Mantis to Nature's Perfect Predators.
9. **Audio/Video Activity.** With hard copies of the poem in front of them, students watch Garden Helpers on the projector. After the visual reading, engage students in a discussion: What version did you like better? Why? Why not? Compare and Contrast the two ways of reading the text.
10. **Compare/Contrast.** Students are led in a discussion of the differences between living and nonliving things. Using the Top Hat diagram, the students will list similarities and differences based upon their readings and background knowledge.
11. **Exploring Insects.** Students complete class worksheet on observing insects. Once completed the students will share what they observed on the nature walk.
12. **Exploring Plants/Fruits/Vegetables.** Students complete Top Hat Organizer to compare and contrast fruits and vegetables. Answering the question how can you tell the two apart?
13. **Bible Study.** Introduction to the parts of the Bible. Discussion and timeline of the two parts of the Bible (OT/NT). Students break into teams to determine where you would find the story.
14. **Creation.** The story of Creation from Genesis, literary texts and the video clips are compared. Students analyze the similarities and differences found in each. Discussion is continued to include why the differences are present in each.
15. **Felt Board Activity.** Student retell the story Noah and the Ark focusing on the reason why the flood occurred, why God chose Noah, and the promise God made to Noah and it's importance to their lives today.
16. **Prayer Service.** In groups, students locate pictures in magazines that depict the gifts that God has given them with the focus on the gifts of Creation. The pictures are used in the prayer service to help the students focus on their thankfulness to God for the many gifts given to them.
17. **Discernment Activity.** Students determine their responsibility to the earth and the gifts God has given them. Students are challenged to notate and track the ways they can and have been stewards of the earth.

Instructional Resources

Catholic: God Made it For You! The Story of Creation by Charles Lehmann; The Creation Story for Children by Helen Haidle.

Science/Health: <http://www.brainpop.com>; The site has age appropriate video clips on insects, plants, seed growth and health.

Reciprocal Teaching at Work: Strategies for Improving Reading Comprehension by Lori Oczkus

Interactive Think-Aloud Lessons by Lori Oczkus

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Cross Curricular Link(s)
<p>Religion: Students prepare thank you cards to parishioners who organize parish outreach (STVdP, Loaves & Fishes, Ministers to the Sick, and Young at Heart).</p> <p>Art: Students create spiders using egg cartons, black paint and pipe cleaners.</p> <p>Drama: Students act out at a school assembly how we can be good stewards of the earth focusing on reusing, recycling, and reducing.</p> <p>Math: Students graph their "Favorite Gifts of Creation."</p> <p>Health: The Food Pyramid is discussed and students track/journal what they have eaten for 3 days to analyze how healthy they are eating.</p>