

## UNIT 2

<b>Course:</b> Language Arts/Science/SEL	<b>Grade Level:</b> Kindergarten
<b>Unit Title:</b> Needs and Interactions of Living Things <i>What is the relationship between the needs of different plants and animals and the places they live?</i>	<b>Length of Unit:</b> Until the end of the trimester - Approximately 6 weeks
<b>Unit Summary:</b> Students are expected to develop an understanding of what plants and animals (including humans) need to survive and the relationship between their needs and where they live. The crosscutting concepts of patterns and the relationship between cause and effect are called out as organizing concepts for the disciplinary core ideas in each unit so that students can build their understanding of these in a logical progression over time. Students will actively engage in shared and interactive read alouds, asking and answering questions about a wide range of texts. Students will use their knowledge of narrative writing to create a story with a beginning, middle and end. Students will use a combination of drawing, dictating and writing to share events and their reaction to those events.	
<b>SEL</b> <b>Throughout this unit, students will be asked to <u>monitor their progress and self-assess</u> their ability to use listening skills to identify the feelings and perspectives of others.</b>  <i>This unit points out where certain KIDS measures can be easily assessed; however, all 21 KIDS measures should be assessed three times a year.</i>	
<b>Stage 1- Desired Results</b>	
<b>STANDARDS/KIDS</b>	<b>Transfer</b>
<b>Priority:</b> <b>Science:</b> K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.  <b>KIDS:</b> COG SCI 3: Child develops the capacity to describe and record	<i>Students will be able to independently use their learning to...</i>  <b>TG1: Make observations (firsthand or from media) to describe patterns in the natural world in order to respond to scientific questions and/or problems encountered in everyday life.</b>

<p>observations and investigations about objects (living and nonliving things) and events , and to share ideas and explanations with others.</p> <p>COG SCI 4: Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics.</p> <p><b>Language Arts:</b>  <b>RI.K.1:</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RI.K.10:</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>W.K.3:</b> 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.</p> <p><b>KIDS:</b>  <b>ALT-REG 3:</b> Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult.</p> <p><b>LLD 6:</b> Child develops capacity to understand details and ideas from age-appropriate text presented by adults.</p>	<p><b>TG2: Engage in group reading for a purpose so that, with prompting and support, questions can be asked and answered to demonstrate an understanding about key details in a text.</b></p> <p><b>TG3: Use a combination of drawing, dictating and writing in order to tell a sequenced story about things that they observe, explore and learn about.</b></p>	
	<p style="text-align: center;"><b>Meaning</b></p>	
	<p><b>ENDURING UNDERSTANDINGS</b>  <i>Students will understand that</i></p> <p><b>EU1:</b> Living things are made of parts that allow them to meet their needs in their environment (e.g., water, food, air, sunlight).</p> <p><b>EU2:</b> Patterns in the natural and human designed world can be observed and used as evidence (<i>Events have causes that generate observable patterns.</i>)</p> <p><b>EU3:</b> Observation is more than simply noticing something; <i>it involves perception (becoming aware of something by means of the senses) and the recognition of the subject's importance or significance.</i> People encounter questions about the natural world every day.</p> <p><b>EU4:</b> We write about our explorations and observations in order to share our thinking/understanding.</p> <p><b>EU5:</b> Effective readers always ask and</p>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will continue to consider . . .</i></p> <p><b>EQ1:</b> What do living organisms need to survive? <i>How do living things meet their needs?</i></p> <p><b>EQ2:</b> How can patterns be used to classify and explain events in nature?</p> <p><b>EQ3:</b> Why do we observe?</p> <p><b>EQ4:</b> Why do we write about things that we explore, observe and learn about?</p> <p><b>EQ5:</b> How does asking questions help us to</p>

<p><b>LLD 10: Child shows increasing ability to write using scribbles, marks, letters, characters, or words to represent meaning.</b></p> <p><b>SEL:</b>  <b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b>  <b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b>  <b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <p><b>KIDS:</b>  <b>ALT REG 2: Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics.</b>  <b>ALT REG 4: Child develops the capacity to share the use of space and materials with others.</b></p> <p><b>Supporting:</b>  <b>Science:</b>  <b>K-2-ETS1-1: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved</b></p>	<p>answer questions about a text and recognize that certain words signal a question; we can get factual information from text.</p> <p><b>EU6:</b> We read for a variety of purposes (e.g., to learn, to be entertained, etc.).</p> <p><b>EU7:</b> Effectively communicating with others requires me to actively listen to others' ideas and perspectives.</p>	<p>understand texts? <i>How do we make meaning of what we read?</i></p> <p><b>EQ6:</b> Why do we read?</p> <p><b>EQ7:</b> How do I communicate effectively with others?</p>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <p><b>K1:</b> <a href="#">Academic Vocabulary</a></p> <p><b>Science</b>  <b>K2:</b> All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.  <b>K3:</b> Scientists look for patterns and order when making observations about the world  <b>K4:</b> Types of technologies used in everyday life</p> <p><b>Language Arts</b>  <b>K5:</b> Reading foundational skills  <b>K6:</b> Reading strategies</p>	<p><a href="#">Year-Long English/Spanish "I can" statements</a></p> <p><i>Students will be skilled at...</i></p> <p><b>Science</b>  <b>S1:</b> I can use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.  <b>S2:</b> I can use a model to represent the relationship between the needs of plants and animals.  <b>S3:</b> I can use models to explain things.  <b>S4:</b> I can ask questions based on observations to find more information about the designed world.  <b>S5:</b> I can use and share observations of local weather conditions to describe patterns over</p>

<p>object or tool.</p> <p>K-ESS3-1: Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.</p> <p>Language Arts: RF.K: as dictated by student needs</p> <p>SL.K.1.a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>KIDS: LLD 8: Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language.</p> <p>LLD 9: Child shows increasing awareness of letters in the environment and their relationship to sound, including understanding that letters make up words.</p>	<p><b>K7:</b> The elements of narrative writing</p> <p><b>K8:</b> The writing process</p> <p><b>SEL</b></p> <p><b>K10:</b> Listening skills</p> <p><b>K11:</b> Rules for discussions</p>	<p>time.</p> <p><b>S6:</b> I can read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world.</p> <p><b>S7:</b> I can solve a problem through the development of a new or improved object or tool.</p> <p><b>Language Arts/Digital Literacy</b></p> <p><b>S8:</b> I can draw, dictate or write information that I observe, explore and learn about a topic.</p> <p><b>S9:</b> I can ask and answer questions about a topic when reading/hearing a text.</p> <p><b>S10:</b> I can engage in group reading activities with purpose and understanding.</p> <p><b>S11:</b> I can use a combination of writing, dictating, and writing to narrate a story about one or more events and provide a reaction for this.</p> <ul style="list-style-type: none"> <li>• I can tell the events in the order they happened.</li> </ul> <p><b>S12:</b> I can follow agreed-upon rules for classroom discussions.</p> <p><b>S13:</b> I can identify the author and title of materials. (Info/Dig Lit Goal 1)</p>
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