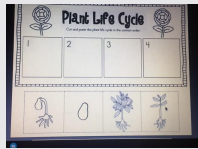

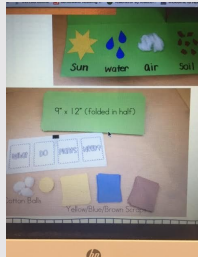


# Diocese of Wheeling-Charleston

## Unit Planner

Name of Teacher: Lisa Dragan		Grade Level: Kindergarten		
Subject Area: Science		Cross Curricular Opportunities: Religion Reading		
Unit Title: Growing a Kinder- "gardener"		Estimated Duration of Unit:		
<b>Overview of Unit:</b> <ul style="list-style-type: none"> <li>Students will learn about seeds and planting.</li> <li>Student will interact in many activities to enhance their learning about plant life and gardening.</li> </ul>				
<b>Forms of Text (non fiction/fiction):</b>  <u>Seeds</u> by Ken Robins		<b>Teaching Strategies:</b> Differentiated instruction		
Catholic Identity Connections: God created everything. Creation stories: On the 5th-6th God created all the plants and animals.				
Assessment (authentic/published - summative/formative): Informal assessments through activities.				
Standard Number	Standards	Description of Activity	Resources	Date of Completion
SC.O.K.1.3	demonstrate curiosity, initiative and creativity by asking questions about the environment noting patterns and variations of natural objects (e.g., trees, leaves, or animal structures).	Lifecycle of Plants  -Brainpop Video: "Plant Lifecycle" -Students complete the plant lifecycle on poster with velcro pieces.	Smartboard 	Day 1
SC.O.K.2.2				

<p>SC.O.K.2.3</p> <p>SC.O.K.3.1</p>	<p>observe and describe the movement, growth and changes in plants and animals.</p> <p>observe and describe models of plants and animals in different environments (e.g., terrariums, aquariums, animals and plants in a forest, pond, or field)</p> <p>recognize that models are representations of real things..</p>	<p>-Sing "I'm a Little Seed" and act out life cycle using body motions. -Students complete cut and paste lifecycle sequencing.</p>	<p>Scissors glue Poster Velcro pieces of a plant</p>	
<p>SC.O.K.1.3</p> <p>SC.O.K.2.2</p> <p>SC.O.K.2.3</p> <p>SC.O.K.3.1</p>	<p>demonstrate curiosity, initiative and creativity by asking questions about the environment noting patterns and variations of natural objects (e.g., trees, leaves, or animal structures).</p> <p>observe and describe the movement, growth and changes in plants and animals.</p> <p>observe and describe models of plants and animals in different environments (e.g., terrariums, aquariums, animals and plants in a forest, pond, or field)</p> <p>recognize that models are representations of real things.</p>	<p>Read Aloud: Seeds by Ken Robins</p> <p>-Students will observe seeds with magnifying glasses, then cut open seeds and observe the insides.</p> <p>-Identify and discuss functions of parts (seed coat, embryo).</p> <p>-Students will complete observational drawings of the seeds and label the parts with teacher guidance.</p>	<p>Seeds- book</p> <p>Variety of seeds in ziplocks</p> <p>Magnifying glass</p> 	<p>Day 2</p>

<p>SC.O.K.1.3</p> <p>SC.O.K.2.2</p> <p>SC.O.K.2.3</p> <p>SC.O.K.3.1</p>	<p>demonstrate curiosity, initiative and creativity by asking questions about the environment noting patterns and variations of natural objects (e.g., trees, leaves, or animal structures).</p> <p>observe and describe the movement, growth and changes in plants and animals.</p> <p>observe and describe models of plants and animals in different environments (e.g., terrariums, aquariums, animals and plants in a forest, pond, or field)</p> <p>recognize that models are representations of real things.</p>	<p>What Do Plants Need?</p> <p>-Discuss the needs of plants and create chart of plant needs.</p> <p>-Teach the class the song "What Do Plants Need?" with hand gestures</p> <p>(What Do Plants Need? (Tune: Frere Jacques) What do plants need? What do plants need? To grow tall? To grow tall? Plants need soil, Water, air, and sun. Watch them grow! Watch them grow!)</p> <p>. -Create plant needs flip book craft.</p>	<p>Previous cut paper</p> <p>Glue</p> <p>crayons</p> 	<p>Day 3</p>
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<p>SC.O.K.1.3</p>	<p>demonstrate curiosity, initiative and creativity by asking questions about the environment noting patterns and variations of natural objects (e.g., trees, leaves, or animal structures).</p>	<p>-Review the needs of plants</p> <p>-Students draw/write predictions about what might happen if a plant doesn't get sunlight/water. -</p>		<p>Day 4</p>
<p>SC.O.K.2.2</p>	<p>observe and describe the movement, growth and changes in plants and animals.</p>	<p>Choose an experiment:  1) Water: Put two plants in windowsill but cover one with a brown bag. Water both.  2)Sun: Place two plants in windowsill and water one daily but not the other.</p>		
<p>SC.O.K.2.3</p>	<p>observe and describe models of plants and animals in different environments (e.g., terrariums, aquariums, animals and plants in a forest, pond, or field)</p>	<p>-Students will draw observations over time.</p>		
<p>SC.O.K.3.1</p>	<p>recognize that models are representations of real things.</p>			

<p>SC.O.K.1.3</p>	<p>demonstrate curiosity, initiative and creativity by asking questions about the environment noting patterns and variations of natural objects (e.g., trees, leaves, or animal structures).</p>	<p>-Tell students that we will now be planting and caring for our own very garden.</p>		<p>Day 5</p>
<p>SC.O.K.2.2</p>	<p>observe and describe the movement, growth and changes in plants and animals.</p>	<p>-Student will gather what a plant needs to grow and plant their very own.</p>		
<p>SC.O.K.2.3</p>	<p>observe and describe models of plants and animals in different environments (e.g., terrariums, aquariums, animals and plants in a forest, pond, or field)</p>	<p>-Students will plant seeds and draw their initial observations in their journals.</p>		
<p>SC.O.K.3.1</p>	<p>recognize that models are representations of real things.</p>	<p>They will take daily entries each day as they see change, but drawing a picture about what is happening.</p>		

<p>SC.O.K.1.3</p> <p>SC.O.K.2.2</p> <p>SC.O.K.2.3</p> <p>SC.O.K.3.1</p>	<p>demonstrate curiosity, initiative and creativity by asking questions about the environment noting patterns and variations of natural objects (e.g., trees, leaves, or animal structures).</p> <p>observe and describe the movement, growth and changes in plants and animals.</p> <p>observe and describe models of plants and animals in different environments (e.g., terrariums, aquariums, animals and plants in a forest, pond, or field)</p> <p>recognize that models are representations of real things.</p>	<p>Plant Parts</p> <ul style="list-style-type: none"> <li>-Brainpop Video: "Parts of a Plant."</li> <li>-Use a real flower to show the parts of a plant.</li> <li>-Teach the "Parts of a Plant Dance"</li> <li>-Students will label plant parts on poster.</li> <li>-Students will create</li> </ul>		<p>Day 6</p>
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SC.O.K.1.3	demonstrate curiosity, initiative and creativity by asking questions about the environment noting patterns and variations of natural objects (e.g., trees, leaves, or animal structures).	The Stem & Roots		Day 7
SC.O.K.2.2	observe and describe the movement, growth and changes in plants and animals.	-Have students predict what the function of the roots and stem might be. -Demonstrate how plants drink water by placing white carnations in colored water. Leave them overnight.		
SC.O.K.2.3	observe and describe models of plants and animals in different environments (e.g., terrariums, aquariums, animals and plants in a forest, pond, or field)	-Students will draw their observations Students will then make inferences.		
SC.O.K.3.1	recognize that models are representations of real things.			

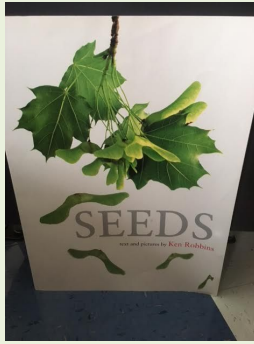
<p>SC.O.K.1.3</p> <p>SC.O.K.2.2</p> <p>SC.O.K.2.3</p> <p>SC.O.K.3.1</p>	<p>demonstrate curiosity, initiative and creativity by asking questions about the environment noting patterns and variations of natural objects (e.g., trees, leaves, or animal structures).</p> <p>observe and describe the movement, growth and changes in plants and animals.</p> <p>observe and describe models of plants and animals in different environments (e.g., terrariums, aquariums, animals and plants in a forest, pond, or field)</p> <p>recognize that models are representations of real things.</p>	<p>Review:</p> <p>Class Discussion: What plants need to survive.</p> <p>Students will review their journals and add to it. They will begin to draw what they see is changing with their plant. With the knowledge they have learned, but can begin to label parts of the plant as it begins to sprout.</p>	<p>Plant Journals</p>	<p>Day 8</p>
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<p>SC.O.K.1.3</p> <p>SC.O.K.2.2</p> <p>SC.O.K.2.3</p> <p>SC.O.K.3.1</p>	<p>demonstrate curiosity, initiative and creativity by asking questions about the environment noting patterns and variations of natural objects (e.g., trees, leaves, or animal structures).</p> <p>observe and describe the movement, growth and changes in plants and animals.</p> <p>observe and describe models of plants and animals in different environments (e.g., terrariums, aquariums, animals and plants in a forest, pond, or field)</p> <p>recognize that models are representations of real things.</p>	<p>Teacher will lead students on a nature walk. They will identify different plants and living thing they see in nature.</p> <p>At our school, we will hike the cross country to see a variety of plant life.</p>	<p>Weather permitting</p> <p>Appropriate clothing and footwear for hiking</p>	<p>Day 9</p>
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<p>SC.O.K.1.3</p> <p>SC.O.K.2.2</p> <p>SC.O.K.2.3</p> <p>SC.O.K.3.1</p>	<p>demonstrate curiosity, initiative and creativity by asking questions about the environment noting patterns and variations of natural objects (e.g., trees, leaves, or animal structures).</p> <p>observe and describe the movement, growth and changes in plants and animals.</p> <p>observe and describe models of plants and animals in different environments (e.g., terrariums, aquariums, animals and plants in a forest, pond, or field)</p> <p>recognize that models are representations of real things.</p>	<p>Students will record in the journals for the final time about what they saw on the nature walk as well as what they learned about plants.</p>	<p>Plant Journal</p> <p>Pencil and pictures for recording data</p>	<p>Day 10</p>
<p>Differentiated Instruction Opportunities/Overview: Students may need more instruction than others. Teacher will help each child as needed. Some students may need to take more time than others.</p>				
<p>Cross Curricular Opportunitieslevel:</p>				

Standard Number	Standards	Description of Activity	Resources	Date
	Religion	<p>We will have a discussion about how God Created the world.</p> <p>We will review the days where he may one thing at a time.</p> <p>Specially, on Day 5, when God created the plants and animals on land.</p>	<p>Students can get out their journals about when it took 7 days for God to create the world.</p> <p>They can reflect and find when God would have created the plants.</p>	

<p>CCSS.ELA-Literacy.RL.K.1</p>	<p>With prompting and support, ask and answer questions about key details in a text.</p>	<p>The teacher will read <i>Seeds</i> to the class. The class will discuss the story and count along with it.</p>	<p>Seeds by Ken Robins</p>	<p>Day 3</p>
<p>CCSS.ELA-Literacy.RL.K.2</p>	<p>With prompting and support, retell familiar stories, including key details.</p>	<p>The students will identify the front cover, back cover, title page, author, and illustrator.</p>		
<p>CCSS.ELA-Literacy.RL.K.</p>	<p>6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>The students will explain the different types of seeds and the importance of it as it reflects back to our science unit.</p>		
<p>CCSS.ELA-Literacy.RL.K.7</p>	<p>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).</p>	<p>The students will connect the words (text) to the pictures. The students will relate the pictures to things in their own lives or experiences they have had with counting.</p>		
<p>CCSS.ELA-Literacy.RL.K.9</p>	<p>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>			
<p>CCSS.ELA-Literacy.RL.K.10</p>	<p>Actively engage in group reading activities with purpose and understanding.</p>			
<p>CCSS.ELA-Literacy.RI.K.1</p>	<p>With prompting and support, ask and answer questions about key details in a text.</p>			
<p>CCSS.ELA-Literacy.RI.K.5</p>	<p>Identify the front cover, back cover, and title page of a book.</p>			
<p>CCSS.ELA-Literacy.RI.K.6</p>	<p>Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>			
<p>CCSS.ELA-Literacy.RL.K.6</p>	<p>With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>The class will be creating a plant journal to record in.</p>		<p>Day 12</p>
<p>CCSS.ELA-Literacy.W.K.1</p>	<p>Use a combination of drawing, dictating, and writing to compose opinion pieces in</p>	<p>The students will draw pictures, count the objects, and color the book.</p>		

<p>CCSS.ELA-Literacy.W.K.2</p> <p>CCSS.ELA-Literacy.W.K.5</p> <p>CCSS.ELA-Literacy.W.K.6</p>	<p>which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>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.</p> <p>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Each student will then be given an opportunity to share their book with their group.</p>		

**Common Core Checklist**

Writing	
	Paragraph
	Essay (narratives, fairy tales, realistic fiction)
X	Summary
X	Research
	Detailed answers (text supported)
	Notes (note taking skills, outlines)

	Complete sentences
Reading	
X	Informational text
X	Lexile
	Complex literature
X	Speaking
X	Listening
X	Varied strategies and instructional methods
X	Critical thinking in whole class discussion
X	Student led activities
X	common core standards (literature circles)
Technology	
X	Smartboard
X	Computers
X	iPads
X	Powerpoint, Elmo etc.
Differentiated Instruction	
X	Used multiple resources
X	Domain Vocabulary
X	Cross-Curricular
X	Collaborative engagement (meaningful feedback)
X	Higher level learning and teaching
Assessment	
	Project based
	Writing prompt
	Portfolio
X	Observation
X	Quiz
X	Technology based

X	Test
	Student created test
X	Presentation
	Journal
X	Think, pair, share
X	Summary
X	Oral questioning
	Analogy
	Powerpoint, or movie maker
Authenticity	
X	Various activities
	Inquiry, research and evidence
X	Evidence of time management and planning
X	Problem solving strategies
Summary of Unit:	