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| Diocese of Wheeling-Charleston | | | | | |
| Unit Planner | | | | | |
| Name of Teacher: Sue Smith | | | | Grade Level: PK | |
| Subject Area: Science | | | | Cross Curricular Opportunities: Math, Language and Literacy, Art, Fine Motor Development, Music and Movement | |
| Unit Title: Who Lives in the Ocean? | | | | Estimated Duration of Unit: 5 Days | |
| Overview of Unit: Will discover animals that live in the water | | | | | |
| Forms of Text- Fiction | | | | Teaching Strategies: Differential Instruction | |
| Catholic Identity Connections: Creationism | | | | | |
| Assessment (authentic/published - summative/formative): | | | | | |
| Standard Number | Standards | | Description of Activity | Resources | Date of Completion |
| Science  Standard 2  Scientific Knowledge  Math  Standard 2  Patterns and Relationships | Each child will progress in gaining an understanding of the world in which they live  Each child will progress in understanding the concepts of patterns and relationships | | Students will participate in a sorting activity using pictures of animal we’ve already covered (flying animals, farm animals) and also animals that live underground. After reviewing the previously discussed animal groups, we’ll introduce animals that live in the water. As a group we will sort them into groups according to habitat. |  | Day 1 |
| Health and Development  Standard 1 Fine Motor | Each child will progress in performing fine motor tasks with strength and control. | | We will then create a class mural in which each child helps to paint a blue ocean  on a large piece of white paper by painting with blue tempera tinted a lighter blue by adding white. Each student will then color, cut out and glue 2 or 3 animals that would be found in the water such as fish, crab, eel, and jellyfish to the painted ocean. | Saxon Early Learning Week 30 | Day 2 |
| Language and Literacy  Standard 2  Reading  Math Standard 4  Measurement  The Arts  Standard 1  Music and Movement. | Each child will progress in understanding and using conventions of reading  Ordering objects by size from large to small    Each child will progress in understanding the basic concepts of measurement  Each child will progress in a variety of music and movement activities. | | Read the Book “Swimmy” by Leo Lionni  As a group we will discuss the different creatures encountered by Swimmy.  Discussion Questions: What happened to Swimmy’s little red fish friends? What did Swimmy do! How did swimmy help to save his new friends?  Can you think of another way they could have hidden?  Students will each be given a set of 4 fish, each a different size, and be directed to order their fish by size from largest to smallest, then smallest to largest. Each student will then glue their fish on a piece of blue paper and dictate a sentence to complete the prompt: “my fish will………..”  Then students will work in groups of three. Each group will be given a set of 2” fish. They will be directed to go to a specific area of the room and directed to use their fish to measure objects.  Teachers will help them to record their results on a sheet. When each group has had time to measure 2 or 3 objects, the groups will be brought back together to share the results  At gym time students will first be taught the song “God Made The Earth” with motions, then using  Their fish from the art project above, the student s will dance and move to music following directions such as make your fish swim down low, up high, around in a circle, etc. | “Swimmy by  Leo Lionni  Saxon Early Learning | Day 3  Day 4  Day 5 |
| Differentiated Instruction Opportunities/Overview: | | | | | |
| |  |  |  |  | | --- | --- | --- | --- | | Math  Standard 4 Measurement  Health and Development  Standard 1 Fine Motor | Each child will progress in understanding the basic concepts of measurement  Each child will progress in performing fine motor tasks with strength and control | Will order by size fish of different lengths, then use 2” fish to measure objects in the classroom.  Will participate in completing a class mural by coloring in a water background and then adding their own personally colored fish | Day 3 | | Standard 1  Music and Movement | Each child will participate in a variety of music and movement activities | Sing song God made the Earth  Move like fish | Day 4 | | Visual Art  Standard 2 | Each child will explore and become increasingly proficient in using a variety of art media and materials to create artwork and express ideas | Stamping with fish shaped sponges. | Day 5 | |  |  |  |  | |  |  |  |  | | | | | | |
| **Common Core Checklist** | | | | | |
| Writing | | | | | |
|  | Paragraph | | | | |
|  | Essay (narratives, fairy tales, realistic fiction) | | | | |
|  | Summary | | | | |
|  | Research | | | | |
|  | Detailed answers (text supported) | | | | |
|  | Notes (note taking skills, outlines) | | | | |
|  | Complete sentences | | | | |
| Reading | | | | | |
| x | Informational text | | | | |
|  | Lexile | | | | |
|  | Complex literature |  | |  |  |
| X | Speaking | | | | |
| X | Listening | | | | |
| X | Varied strategies and instructional methods | | | | |
|  | Critical thinking in whole class discussion | | | | |
|  | Student led activities | | | | |
|  | common core standards (literature circles) | | | | |
| Technology | | | | | |
|  | Smartboard | | | | |
|  | Computers | | | | |
|  | iPads | | | | |
|  | Powerpoint, Elmo etc. | | | | |
| Differentiated Instruction | | | | | |
| x | Used multiple resources | | | | |
|  | Domain Vocabulary | | | | |
| X | Cross-Curricular | | | | |
|  | Collaborative engagement (meaningful feedback) | | | | |
|  | Higher level learning and teaching | | | | |
| Assessment | | | | | |
|  | Project based | | | | |
|  | Writing prompt | | | | |
|  | Portfolio | | | | |
| X | Observation | | | | |
|  | Quiz | | | | |
|  | Technology based | | | | |
|  | Test | | | | |
|  | Student created test | | | | |
|  | Presentation | | | | |
|  | Journal | | | | |
|  | Think, pair, share | | | | |
|  | Summary | | | | |
| X | Oral questioning | | | | |
|  | Analogy | | | | |
|  | Powerpoint, or movie maker | | | | |
| Authenticity | | | | | |
| X | Various activities | | | | |
|  | Inquiry, research and evidence | | | | |
|  | Evidence of time management and planning | | | | |
|  | Problem solving strategies | | | | |
| Summary of Unit: | | | | | |
| Students will learn about animals that live in the water through a series of activities including hands on art, sorting and measuring, music and movement and listening to a story. The art activity will involve stamping potatoes. Math will involve measuring and sorting of various lengths. Music and movement will involve dancing and moving like fish. The story will be about a fish. Unit will take approximately 5 days. | | | | | |
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