

This unit was designed for a kindergarten class in a 50/50 dual language program. The student make up in my class is two groups of mostly bilingual students with strength in one language over the other. We have a small percentage of monolinguals on the English and Spanish ends. We spend one week in each language, and literacy is presented in the language of the week. We have separate teachers for each language. We are a small school of two hundred fifty and we include preschool, integrated special education in English only, Kindergarten, and first grade. Students then go one block over for grades two to six either in dual language, in English only or Transitional Bilingual.

**Big Idea/Essential Understanding:** I want my students to understand that... plants grow and change  
**Language of Instruction** English  
**Grade level** K

**Preview Phase:**

**Content Objectives** – Students will: Sort pictures of stages of development in seed germination. Students will sort/match pictures and word cards.  
**Language Objectives:** - Students will: Use sequential language first next then after and correct vocabulary- seed sprout shoot plant flower  
 Students will use descriptive language small little big tall round to describe the stages.

**Strategies:** TPR, Match Mine Students act out the stages of germination using a familiar chant. Place picture cards next to the parts of the chant for a visual. Next students arrange picture cards to show the progress of germination by their partner giving them verbal clues to which picture comes next using a key where necessary.

**Flexible Grouping**  
 Whole group and heterogeneous pairs  
**Instructional Assessment:**  
 teacher observation, student picture arrangements.  
**Differentiation** key for students who need it, 1st language model for 2<sup>nd</sup> language learners

**Focused Learning Phase**

**Content Objectives** – Students will: Read the carrot seed with the teacher. Students will predict which seed will grow first. They will predict how long germination will take. Students will record their observations  
**Language Objectives:** - Students will: Use adjectives to defend their predictions. They will use sentence structure I think... because

**Strategies:** Anticipation guide and compare and contrast, Each child observes three different seeds making a prediction of which will sprout and grow first. Chart these predictions on a class graph. Create a calendar where each student predicts what day they think their seed will sprout. Use another calendar to record the actual plant growth.  
**Differentiation:** Teacher model and peer support, students work on their own but can discuss and ask help of peers at their table:

**Flexible Grouping**  
 Individual, whole group  
**Instructional Assessment:**  
 Teacher observation of student interactions as well as completion of their calendars

**Application Phase**

**Content Objectives** – Students will: Write the stages of germination . Students will summarize the differences in the seeds' development  
**Language Objectives:** - Students will: Use comparative language and descriptive adjectives to explain their observations

**Strategies:** Learning logs Students will keep a log of the germination process of their own plant.  
**Differentiation:** : Teacher will re read the carrot seed and write an sample learning log for that plant. Teacher will also demonstrate daily her own log for her class plant

**Flexible Grouping**  
 Individual, whole group, and small groups  
**Instructional Assessment:**  
 Student final product with the use of a rubric

**Big Idea/ Essential Understanding:** I want my students to understand that... Humans develop and change, become more independent.

**Language of Instruction:** English

**Grade Level:** K

### **Preview Phase**

**Content Objective-** Students will label and sort family pictures. Students will create a family portrait labeling the members of their own family . Students will draw a time line on the bottom of the page and place a baby picture and a current photo of themselves in the proper place on the line. Students will describe themselves then and how they are different now.

**Language Objective-** - students will use descriptive language younger, older, bigger, smaller, taller ,shorter, to compare their photos And discuss their family.

**Strategies:** Continuum scale, Picture sort

**Differentiation** To start the L2 students will model family titles in the picture sort. L2 students will describe their portraits for L1 students and then L1 students will model.

**Grouping:** Whole group, small heterogeneous groups of four or five.

**Instructional Assessment:** Teacher observation and placement of pictures on the time line.

### **Focus Learning Phase**

**Content Objectives:** Students will read I Am Six, and All by Myself Students will list activities to age appropriate, developmentally appropriate categories. Students will pair up and discuss things that they can do now and what they will or want to be able to do in the future when they are bigger. Students will chart their developmental activities together.

**Language Objective:** Students will use present tense and future tense sentence structures I can... I will be able to ... when I am.  
Students will use action verbs.

**Strategies:** Think Pair Share, Sequence chain

**Differentiation:** books from the unit will be available for use for Activity ideas and language support.

**Grouping:** Whole group to start and pairs.

**Instructional assessment:** Teach observation, if charts have both types of activities.

**Application Phase:**

**Content Objective:** Students will create a book of events in a person's life and write a narrative for the illustrations from birth to old age. Students will reflect on what they liked best in their peers presentations

**Language Objectives:** Students will use past tense to express their ideas. Students will use story language and sequence language in their books. Students will use oral presentation skills to share their story in a group setting.

**Strategies:** Rubric to help with self assessment, Sequencing paragraph, Think pair share. Write something

**Differentiation:** L2 students will dictate and L1 students will be the scribes. For groups were L2 students wish to scribe L1 students will be the editors. Group charts will be available from the previous lesson as well as all the books in the class for resources.

**Grouping:** Pairs, small groups and whole group

**Instructional Assessment:** Student product with a beginning , middle and end, reflecting infancy, youth, adulthood and old age. Oral presentation reflection paper of which story you liked the best.

Lesson Summary Forward

**UNIT THEME-** Living things

**UNIT BIG IDEA:** ALL living things grow and change

**BIG IDEAS:**

**Lesson 1-** Plants grow and change changing their appearance.

**Lesson 2-**Plants have needs: This lesson would include discussion of plants specific needs of soil, water, air, and sun in order to stay alive. The lesson would also include discussion of the plant parts and how they work together and grow and change relating back to lesson 1.

**Lesson 3-**Humans develop and change and become more independent.

**Lesson 4-** People have needs to survive.- This lesson would draw out the similarities between plants and ourselves to live. As well introducing the idea that we need to give love and receive love to live complete. To finish up, a fifth lesson could be where students justify other things that are living and then come up with things that are not. This could be a doorway into lessons in non living elements such as rocks and geology leading to buildings and city life for two new units.

## STANDARDS FOR UNIT ON LIVING THINGS

These standards are from the Rhode Island State Standards available at <http://www.ridoe.net/standards/frameworks/default.htm>.

**S2a-**Characteristics of organisms, such as survival and environmental support; the relationship between structure and function; variations in behavior.

**S2b-** Life cycles of organisms and that all plants and animals have a life cycle.

**S6b-** Collects and analyzes data using concepts and techniques data display, graphing and variability.

**S6c-** Acquires information from multiple sources, such as experimentation and print and non print sources.

**S7a-** Represents data and results in multiple ways such as number line, diagram, art work, creative writing.

**S7c-** Communicates in a form suited to the purpose and the audience, such as writing and explaining that others can follow.

**M4a-** Collects and organizes data to answer a question or test a hypothesis by comparing sets of data.

**M4b-** Displays data in line plots, graphs, tables, and charts.

**M4e-** Predicts results, analyzes data, and finds out why some results are more likely, less likely or equally likely.

### **Speaking and Listening Standard**

**K2-Speaking- Kinds of talk** Gives a detailed narrative, solicits or engages the listener's attention before going into account.

Explaining and seeking information-request and provide explanations of their own, seek to provide information by observing asking teacher, or peers.

Speaking Listening standard

**K2- Kinds of talk**-Getting things done- listen to, comprehend, and carry out directions with five to six steps.

Producing and responding to performance- give simple evaluation about a performance and explain their reason.

### **WRITING STANDARDS**

**WritingK 1-** Habits and Procedures- Make an effort to re-read their own work and listen to that of others.

### **NECAP grade level expectations-**

W-K-1: Express an idea using pictures and letters.

W-K-4: In narrative students organize and relate a story line series of events.

W-K-6: In informational writing students report organizing ideas/concepts by naming and labeling.

R-K-2: Students identify the meaning of unfamiliar vocabulary

## **ANNOTATED BIBLIOGRAPHY**

The SEED- ISBN-0-782-0684-3

I AM A SEED – Success For All Reading Program, 10110SS0304

The Vegetable Garden - New Bridge ISBN -1-56784-024-8 A nice book showing real photos of the germination of a vegetable garden. Good to show how the plant changes over time and has a repetitive text good for independent reading.

Plants and Seeds- Write Group- ISBN- 0-7802-0291-0 Again real photos that show how the seed develops into a plant. Show similarities in plants and differences.

Tress- ISBN- 0-8167-0879-7 Nice book for shared reading to show how a seed grow into trees and how it supports life and changes through the year.

Growing Pumpkins- New Bridge- ISBN- 156-78401-8 This is a big book that shows how the seed starts and goes through to a grown plant and gives back the seed to start again.

I am Six- ISBN 0-382-24688-8\_A book of real photos of children six years old and the activities they like to participate in.

We Have a Baby- ISBN 0-395-62038-4 An illustrated text of things that babies can do and how to care for babies.

Grandpa and Me- ISBN 1-55911-197-6 A repetitive text about the fun a young girl has fishing with her grandfather.

Loe The Late Bloomer- ISBN0 -590-62270-6 a Narrative story about a tiger that develops slower than his friends and finally catches up to do all the things like everyone else.

Peter's Chair- ISBN 0- 14-056441-1 A story of a boy who goes through feelings of loss when his baby things are given to his little sister until he realizes that because he is bigger he can do bigger boy things.

Me and My Family Tree ISBN- 0-517-70966-X A book illustrating the members of a family and how they are connected from youngest to eldest.

Just Grandpa and Me ISBN- 0-307-11936-X A laughable Mercer Meyer book about a boy putting all his childish characteristics on to his Grandpa.