ELA/ Literacy Unit Map Template

This is a Template. To make a copy that you can edit, please go to the **File Menu** and choose: **Make a Copy.** Please share your unit map with: [ci@sccoe.org](mailto:ci@sccoe.org) and your group members.

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| **Title of Unit** | Food, Food, Food |
| **Grade Level** | Kindergarten |
| **Time** | 6 weeks |
| **Key Components** |  |
| **Summative Performance Assessment/ Authentic Audience** | Represent a food (digitally or hard copy) and explain why it is important  Invent a new food and tell us some facts about it and why it is important |
| **Targeted ELA/ Literacy CCSS** | K. SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.    K.RI.1 Ask and answer questions about key details in a text.  K.W.2 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. |
| **Targeted Standards from Other Content Areas (ex. Science, History/ Social Studies, etc.)** | M.K. CC.4 Understanding the relationship between numbers and quantities.  K.MD.2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.    K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.) |
| **Targeted ELD Standards** | Kindergarten.Part 1  A 1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topic  B.5. Listening actively to spoken English in a range of social and academic contexts (Expanding Level) |
| **Big Ideas** | Characters have unique relationships with food.    Food comes from plants and animals.    People eat different kinds of food for different reasons. |
| **Essential Questions** | Why is food important? |
| **Content** | How our differences compare and relate to others.  -Effective Communication (listening, speaking)  -Sequencing  -Simple sentences-oral. written  -Question Words  -food sources  -The choices we make affect others in quantifiable ways  -Different countries' names.  -effective use of technology |
| **Skills** | •Develop communication skills.  •Identify important parts of a story.  •Learn different ways we get food.  •Ask and answer questions about our food choices. |
| **Vocabulary**  **(Academic and Content)** | content: plants, animal, food categories, country names, map, sources, life cycle, origin, resources  academic: explore, discuss, share, sequence, sentence, question, vocabulary, fiction, non-fiction |
| **Activities** | •Students/Families share about what foods they eat; discuss and explain origin,  •Potluck-bring food from different cultures to share  •Field trip to a farm, restaurant, Safeway (free), farmer's market  •Cooking task- follow a recipe, sequence |
| **Formative Assessments** |  |
| **21st Century Skills Targeted**  **(E- Encouraged; T- Directly taught)** | \_\_\_\_\_ Communication  \_\_\_\_\_ Collaboration  \_\_\_\_\_ Creativity  \_\_\_\_\_ Critical Thinking  \_\_\_\_\_ Research  \_\_\_\_\_ Technology  \_\_\_\_\_ Multimedia |
| **Reflection on Learning** | \_\_\_\_\_ Self-Assessment  \_\_\_\_\_ Peer Assessment |
| **Resources**  **(print and multimedia)** | Me On the Map by Joan Sweeney  Chrysanthemum- Kevin Henkes  [Songs & Finger Plays](http://www.alphabet-soup.net/me/mesong.html) |