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 and your group members.

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