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: [elaunitmaps@gmail.com](mailto:elaunitmaps@gmail.com) and your group members.

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| **Title of Unit** | Plants and Animals |
| **Grade Level** | K |
| **Time** | 4 weeks |
| **Key Components** |  |
| **Summative Performance Assessment/ Authentic Audience** | Draw and label the structure of a common plant: stems, leaves, roots and flower.  Draw and label an animal: arms, legs, body, eyes and nose. |
| **Targeted ELA/ Literacy CCSS** | W.K.2 Use a combination of drawing,dictating and writing to compose informative texts in which they name what they are writing about and supply information about the topic.  W.K. 6 With guidance and support explore a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| **Targeted Standards from Other Content Areas (ex. Science, History/ Social Studies, etc.)** | Life Science (Standard 2): Different types of plants and animals inhabit the earth. (2-A) Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals.  (2-C) Students know how to identify major structures of common plants and animals (e.g., stems, leaves, arms, legs). |
| **Targeted ELD Standards** | Vocabulary development. Background Knowledge. |
| **Big Ideas** | Is It a Plant or Animal? |
| **Essential Questions** | What do all plant structures have in common? What do animal bodies have in common? Is a plant a living thing? |
| **Content** | GLAD Strategies: CCD, Pictorial Input Chart, World Map, Poems/Chants, Expanded Sentence. |
| **Skills** | SWBAT: compare/ contrast; label, draw, list, categorize, write a complete sentence, |
| **Vocabulary**  **(Academic and Content)** | Plant, animal, root, leaves, stem, flower, body, arms, legs, eyes, nose, structure, biologist, earth, observe, similar,different |
| **Activities** | Draw and label the parts of an animal and a plant. Write one to three complete sentences about the topic. Collaborate with peers to complete a animal/plant poster. |
| **Formative Assessments** | Student will demonstrate knowledge of the structure of a plant/animal by drawing and labeling it. |
| **21st Century Skills Targeted**  **(E- Encouraged; T- Directly taught)** | \_ X\_\_ Communication  \_\_X\_\_\_ Collaboration  \_\_X\_\_ Creativity  \_\_X\_\_\_ Critical Thinking  \_\_X\_\_\_ Research (teacher chosen materials)  \_ X\_\_\_\_ Technology (Ipads, Reading A-Z) |
| **Reflection on Learning** | Self-Assessment: Use happy face, straight face, sad face |
| **Resources**  **(print and multimedia)** | Reading A-Z, Raz-Kids, National Geographic book sets, Images of plants and animals. |