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| **Objectives**  **Wonders of Nature:**  **K**  Unit 6:  **==** | **Key Vocabulary**  **Essential Question:**   1. How does nature inspire us as readers, writers, and artists? 2. How do authors use cause/effect relationships to help us better understand an idea? | **Additional Required Components** | **Required Assessments** | **Resources** |
| 1. Follow the writing process when writing personal narratives. 2. Write a story with a clear beginning, middle, and end. 3. Explain the life-cycle of a butterfly (or frog) using a combination of drawings and written sentences. 4. Articulate cause-and-effect relationships (especially those that occur in nature). 5. Recognize basic similarities between texts on the same topic. 6. Differentiate between fiction and non-fiction. 7. Add suffixes to the end of verbs in order to better describe an action. 8. Distinguish shades of meaning among verbs describing the same general action by acting out their meanings. | **Adverb**  **Cause / Effect**  **Difference**  **Earth Day**  **Explore**  **Life Cycle**  **Nature**  **Problem / Solution**  **React**  **Similarity**  **Suffix**  **Verb**  **Writing Process** | **Read Aloud Procedure - Literature**  RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10, RF.K.1, SL.K.1, SL.K.1a, SL.K.1b, SL.K.2, SL.K.3, SL.K.4  **Read-Aloud Procedure-**  **Informational Texts**  RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.10, RF.K.1, SL.K.1, SL.K.1a, SL.K.1b, SL.K.2, SL.K.3, SL.K.4  **Class Book – Earth Day**  RI.K.8, RI.K.10, W.K.2, W.K.5, W.K.8, SL.K.1, SL.K.5, SL.K.6, L.K.1, L.K.2, & L.K.6  **Comparing Fiction & Non-Fiction**  RL.K.3, RL.K.5, RL.K.10, RI.K.10, & SL.K.6  **Ways Animals Move Chart**  **Adverbs, Verbs, Suffixes**  L.K.1, L.K.1b, L.K.1c, L.K.4, L.K.4b, L.K.5, L.K.5b, L.K.5d, & L.K.6 | **My Nature Story**  **Narrative Writing**  W.K.3, W.K.5, W.K.8, SL.K.4, SL.K.5, L.K.1, L.K.1a, L.K.1b, L.K.1c, L.K.1d, L.K.1e, L.K.2, L.K.2a, L.K.2b, L.K.2c, L.K.2d, & L.K.6  **Life Cycle**  **Informational Writing**  W.K.2, W.K.5, W.K.8, L.K.1, L.K.1a, L.K.1b, L.K.1c, L.K.1d, L.K.1e, L.K.2, L.K.2a, L.K.2b, L.K.2c, L.K.2d, & L.K.6 | **Exemplar Texts:**   * *Hi! Fly Guy!* by: Tedd Arnold * *Two Tree Toads in Orangutan Tongs: Poems to Tangle Your Tongue*  by: John Agee * *Over In The Meadow* by: John Langstaff * *Follow The Water From The Brook To The Ocean* by: Arthur Dorros * *Water, Water Everywhere* by: Mark Rauzon * *Garden Helpers* (in National Geographic Young Explorer! – September 2009 * *A Tree Is A Plant (Let’s-Read-And-Find-Out-About-Science)* by: Clyde Robert Bulla * *From Seed To Pumpkin (Let’s-Read-And-Find-Out-About-Science)* by: Wendy Pfeffer * *From Tadpole To Frog (Let’s-Read-And-Find-Out-About-Science)* by: Wendy Pfeffer   **Other Texts:**   * *Days With Frog and Toad* by: Arnold Lobel * *The Very Hungry Caterpillar* by: Eric Carle * *The Tiny Seed* by: Eric Carle * *The Very Lonely Firefly* by: Eric Carle * *The Grouchy Ladybug* by: Eric Carle * *The Very Quiet Cricket* by: Eric Carle * *The Very Clumsy Click Beetle* by: Eric Carle * *It’s Earth Day* by: Mercer Mayer * *The Carrot Seed* by: Ruth Krauss * *Insectlopedia* by: Douglas Florian * *Red Eyed Tree Frog* by: Joy Cowley (6) * *From Caterpillar To Butterfly (Let’s-Read-And-Find-Out-About-Science)* by: Deborah Heiligman * *How A Seed Grows (Let’s-Read-And-Find-Out-About-Science)* by: Helene J. Jordan * *Earth Day* by: Trudi Strain Trueit |
| **I Can Statements** |
| 1. I can follow the writing process. 2. I can write a story with a clear beginning, middle, and end. 3. I can explain the life-cycle of a butterfly (or frog). 4. I can tell you the cause-and-effect. 5. I can tell about similarities between texts on the same topic. 6. I can tell the difference between fiction and non-fiction. 7. I can add suffixes to the end of verbs in order to better describe an action. 8. I can show what verbs mean. |