

Wonders of Nature: Plants, Bugs, and Frogs

Kindergarten Unit 6



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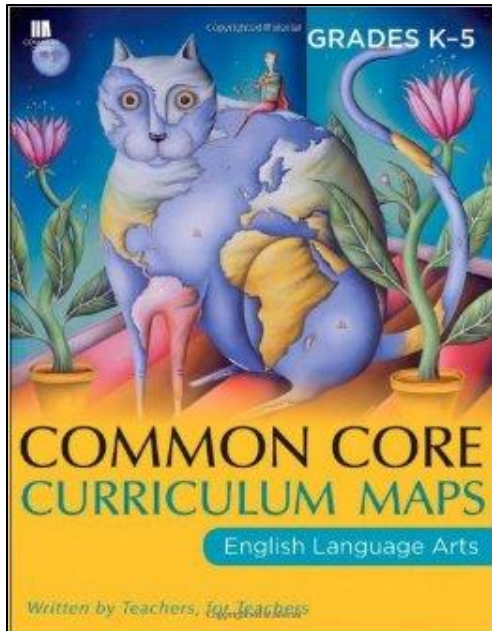
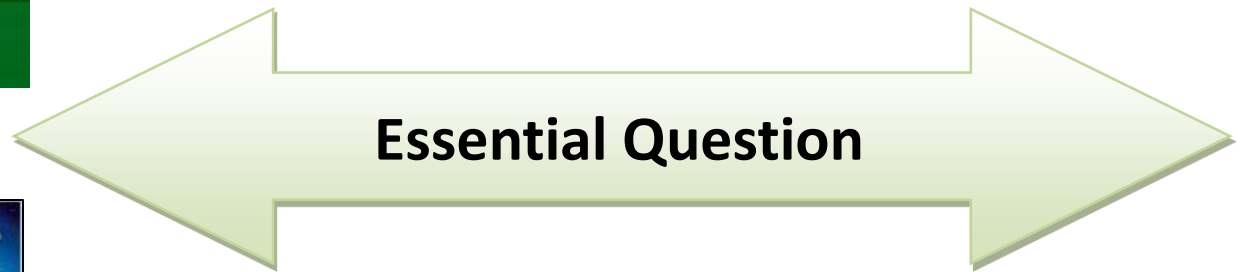
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Wonders of Nature: Plants, Bugs, and Frogs



*How does nature inspire us
as readers, writers, and
researchers?*

How does nature inspire us as readers, writers, and researchers?

1

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., illustrations, descriptions, or procedures).

RI.K.8 Identify the reasons an author gives to support points in a text.

Social Studies

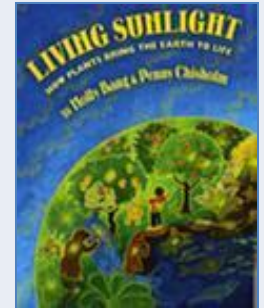
H.12.K.5 Identify the purpose of national holidays and describe the people or events celebrated (Earth Day)

G.9.K.1 Describe ways humans have a positive impact on the environment

E.4.K.2 Explain reasons behind a personal decision

Science

ESS.8.K.4 Reuse and recycle



Earth Day Book, Smart Notebook Lesson, Graphic Organizer & Video- Teacher Created Resources

Taking Care of the Earth's Resources-
<https://www.engageny.org/search-site/Taking%20Care%20of%20the%20Earth?solrsort=score%20desc>

How does nature inspire us as readers, writers, and researchers?

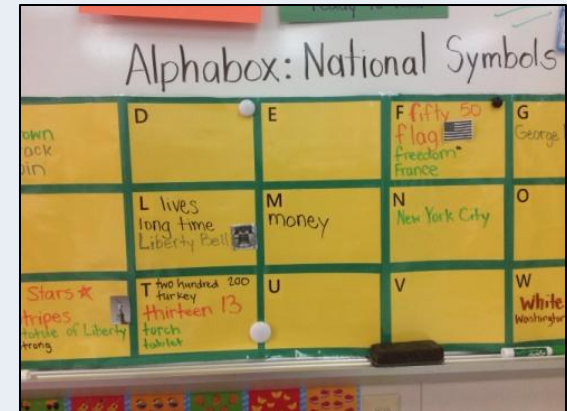
1 cont.

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

W.K.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 on the topic.

Alpha Boxes for Vocabulary-
Teacher Created Resources

Example:



How does nature inspire us as readers, writers, and researchers?

2

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., illustrations, descriptions, or procedures).

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

W.K.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 on the topic.

Social Studies

E.5.K.1 Identify human, **natural** and capital resources

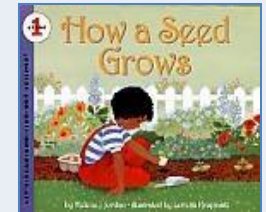
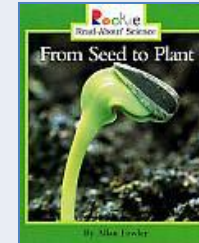
E.5.K.2 Discuss ways producers use human, **natural**, and capital resources in the production of goods and services.

G.10.K.1 Discuss natural resources in the community which can be used to meet daily needs

Science

LS.2.K.4 Basic Needs of Plants

LS.3.K.1 Plant Development and Growth



Smart Notebook Lesson on Seeds- Teacher Created Resources

Compare [How A Seed Grows](#) and [From Seed to Plant](#) (graphic organizer on Teacher Created Resources)

Week	ELA Standards	Resources
<i>How does nature inspire us as readers, writers, and researchers?</i>		
2 cont.	<p>W.K.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use frequently occurring inflections and affixes (e.g., -ed,-s,re-,un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>	<p>LK4- “The Caterpillar” on Teacher Created Resources</p>

How does nature inspire us as readers, writers, and researchers?

3

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

RL.K.2 With prompting and support, retell familiar stories, including key details.

RL.K.4 Ask and answer questions about unknown words in a text.

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story the illustration depicts).

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Social Studies

E.5.K.1 Identify human, **natural** and capital resources

E.5.K.2 Discuss ways producers use human, **natural**, and capital resources in the production of goods and services.

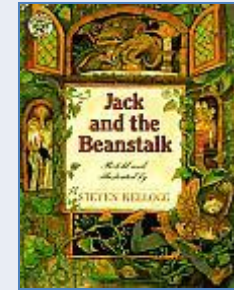
G.10.K.1 Discuss natural resources in the community which can be used to meet daily needs

Science

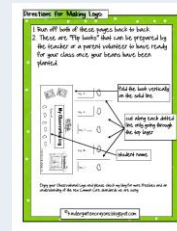
LS.2.K.4 Basic Needs of Plants

LS.3.K.1 Plant Development and Growth

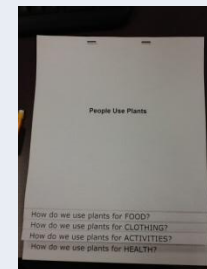
Text talks-



Soak lima beans and investigate inside



How to Make A Flip Book-
<http://www.readwritethink.org/files/resources/interactives/flipbook/>



How does nature inspire us as readers, writers, and researchers?

3 cont.

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Social Studies

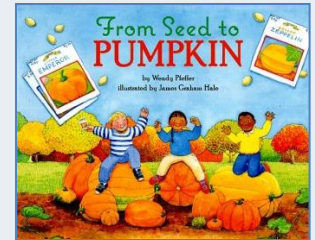
E.5.K.1 Identify human, **natural** and capital resources

E.5.K.2 Discuss ways producers use human, **natural**, and capital resources in the production of goods and services.

G.10.K.1 Discuss natural resources in the community which can be used to meet daily needs

G.9.K.3 Identify ways weather and climate impact daily life

If time permits, you may choose to read *From Seed to Pumpkin*. This is also a great resource for Unit 2 when measuring pumpkins.



Social Studies - discuss ways weather and climate impact growth of pumpkins/apples

How does nature inspire us as readers, writers, and researchers?

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RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5 Identify the front cover, back cover, and title page of a book.

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., illustrations, descriptions, or procedures).

W.K.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 on the topic.



Alpha Boxes with Insect Books on Teacher Created Resources

Brain Pop on Insects

Week	ELA Standards	Resources
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How does nature inspire us as readers, writers, and researchers?

<p>4 cont.</p>	<p>RF.K.4. Read emergent reader text with purpose and understanding.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	
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How does nature inspire us as readers, writers, and researchers?

5

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.K.4 Ask and answer questions about unknown words in a text.

RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

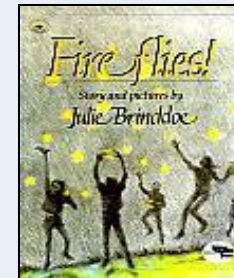
L.K.1.f Produce and expand complete sentences in shared language activities.

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

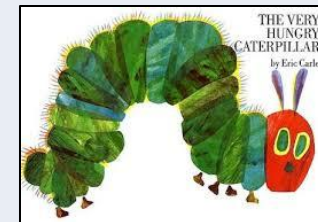
Youtube video on Teacher Created Resources-



RL.K.4- Activity on Teacher Created Resources



The Very Hungry Caterpillar- Lessons on Teacher Created Resources



How does nature inspire us as readers, writers, and researchers?

6

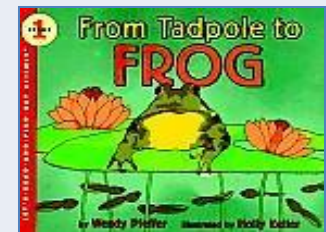
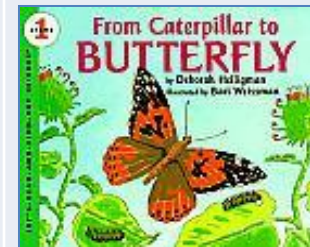
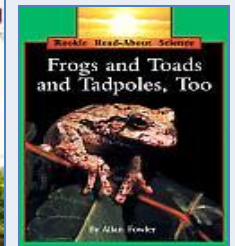
RL.K.2 With prompting and support, retell familiar stories, including key details.

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).



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6

W.K.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 on the topic.

W.K.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

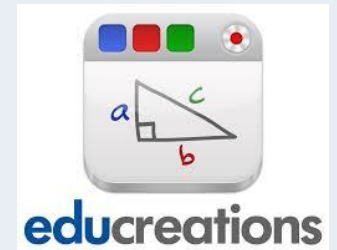
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

LS3.K.2 Illustrate metamorphosis

Life Cycle of a Frog & Life Cycle of a Butterfly-activities on Teacher Created Resources

Learn 360 video- Life Cycle of a Frog and Toad



You can use the Story Kit app or EduCreations app to take notes and dictate from the notes onto a digital journal (the life cycles of a frog and butterfly).

Essential Questions

Identify and
CLARIFY the
STANDARDS

Gather and study
the
RESOURCES

DIVIDE the unit
into weeks and
DISTRIBUTE
the standards

Make or locate
SUMMATIVE
and
PERFORMANCE
ASSESSMENTS

Plan
FORMATIVE
ASSESSMENT(S)
(FEEDBACK)

Plan
DAILY
LESSONS

Incorporate
TECHNOLOGY