**CCS/Balanced Literacy Unit of Study Planner**

**Grade:** Kindergarten/Gates Chili

**Unit Title:** Life Cycle of a Sunflower By Angela Royston **Days in Unit:** 5

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| **Unit Focus**:  In this unit students will participate in interactive read alouds of the literacy nonfiction book  **Life Cycle of a Sunflower by Angela Royston.** With prompting and support students will ask and answer questions about key details in text and they will use the illustrations and details in the text to describe key details. They will also demonstrate knowledge gained by generating a written response that supplies facts about the topic.  **http://cb.pbsstatic.com/l/73/3773/9780431083773.jpg** |
| **Common Core Literacy Standards:**  **Reading Standards for Informational Text at the Kindergarten Grade Level:**  **RIK.1** With Prompting and Support, ask and answer questions about key details  **RIK.4** With Prompting and Support, ask and answer questions about unknown words in the text  **RIK.7** With Prompting and Support describe the relationships between the illustrations and the text in which they appear  **RIK. 10** Actively engage in group reading activities with purpose and understanding  **Writing Standards at the Kindergarten Grade Level:**  **WSK.2** Use a combination of drawing, dictating and writing to compare informative/explanatory text in which they name what they are writing about and supply some information about the topic  **WSK. 8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question |
| **Vocabulary Development:**  **Tier 2:** roots, minerals, bud, bracts, flower-heads, florets, pollen, ovule, wilt, harvest, harvester  **Tier 3:** bracts, ovule  (some are explicitly defined in the text and others will need teacher support to quickly describe/define) |
| **Materials, Resources and Technology:**  **Complex Text**: Life Cycle of a Sunflower by Angela Royston  **Related Texts for Whole Group Instruction:**  Sunflower House by Eve Bunting  The Big Seed by Ellen Howard  The Flower Seeds by Rosie Hankin  Sunflowers Adapted by Kathleen Pohl  Life Cycles Sunflower by David M. Schwartz  National Geographic Young Explorer: “A Sunflower Grows” March 2007  Scholastic Let’s Find Out: “Sunflower How Did You Get So Tall?” April 2011  **Big Book**: I’m a Seed By Jean Marzollo  **Pocket Chart Activities:**  Sunflowers Shared Reading Chart & Emergent Reader Sunflowers Song  **Art Project:** Listening and Following Directions Sunflower activity  **Instructional Technology:**  The teacher will use the **Smartboard** to review and further explore the topic of sunflowers and plants.  **Graphic Organizers for Student Use:**  The teacher will provide a template or templates for the summative assessment that will be used on Day 5.  **General Materials:** Chart Paper, Markers, Pictures of Sunflowers  **Other Follow-Up Literacy Activities & Integration**:  A Sunflower Grows Booklet  Teacher Helper April/May 2002  The Parts of Plants Project: Label the Parts of the Flower  Mailbox April May 2002  Elementary Science Program Plants Unit Lessons  **Related Texts for Small Group Instruction:**  Sunflower Emergent Reader By Frank Schaeffer School Days April/May/June 1983  Sunflower House by Making Learning Fun  Seeds By Hubbardscupboard.org  Emergent Readers created by the Classroom Teacher  **Small Group Instruction:**  **To support students in small groups, teachers may consider:**   * Providing students with instructional-level texts on related topics * Provide other experiences for students to investigate the topic of The Life Cycle of a Sunflower * Providing additional teaching opportunities that support the standards addressed in the units, regardless of the topic of the text |
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| **Day 1 Focus:** Listen for factual information  **Common Core Standards:**  **RIK.1** With Prompting and Support, ask and answer questions about key details  **RIK.4** With Prompting and Support, ask and answer questions about unknown words in the text  **RIK.7** With Prompting and Support describe the relationships between the illustrations and the text in which they appear  **RIK. 10** Actively engage in group reading activities with purpose and understanding  **WSK. 8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question  **Whole Group Lesson:**  Read aloud with discussion:  After reading Life Cycle of a Sunflower by Angela Royston, ask this text dependent question:  **Angela Royston wrote this book to help her readers learn about the life cycle of a sunflower. On this page, what did Ms. Royston teach us about the life cycle of a sunflower? What are the words and pictures that gave me that information?**  Using pages 6 and 7, the teacher will model how to answer the question using text/picture evidence.  The teacher will record the step(s) by drawing and labeling as we collect this information from the text.  The students will utilize the information on the class chart to inform their summative work.  Now we will read the next two pages (8 and 9) to answer the same question using the evidence we find in the words and pictures.  The teacher will record the next step in the lifecycle of a sunflower.  Closure: The teacher will explain that tomorrow we will continue to explore the steps in the lifecycle of a sunflower.  Formative Assessment: teacher observation of student responses to text-based questions |
| **Day 2 Focus:** Provide factual information from the read aloud using text evidence  **Common Core Standards:**  **RIK.1** With Prompting and Support, ask and answer questions about key details  **RIK.4** With Prompting and Support, ask and answer questions about unknown words in the text  **RIK.7** With Prompting and Support describe the relationships between the illustrations and the text in which they appear  **RIK. 10** Actively engage in group reading activities with purpose and understanding  **WSK. 8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question  Whole Group Lesson:  Read aloud with discussion: Life Cycle of a Sunflower by Angela Royston  The teacher will review the previous lesson and inform the students that she will be re-reading a portion of the book. The students will be listening for the next step in the life cycle of a sunflower.  The teacher will reread pages 10-15.  **Text dependent question:**  On this page, what did Ms. Royston teach us about the next step in the life cycle of a sunflower? What are the words and pictures that gave me this information?  The teacher will use this text based question on pages 11, 12-13 and 14-15.  The teacher will continue recording the steps in the life cycle of a sunflower as discovered through text/picture evidence.  Formative Assessment: teacher observation of student responses to text-based questions |
| **Day 3** **Focus:** Provide factual information from the read aloud using text evidence  Common Core Standards:  **RIK.1** With Prompting and Support, ask and answer questions about key details  **RIK.4** With Prompting and Support, ask and answer questions about unknown words in the text  **RIK.7** With Prompting and Support describe the relationships between the illustrations and the text in which they appear  **RIK. 10** Actively engage in group reading activities with purpose and understanding  **WSK. 8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question  Whole Group Lesson:  Read aloud with discussion: Life Cycle of a Sunflower by Angela Royston  The teacher will quickly review the previous lessons and inform the students that she will be re-reading another portion of the book. The students will be listening for the next step in the life cycle of a sunflower.  The teacher will reread pages 16-21  **Text dependent question:**  On this page, what did Ms. Royston teach us about the next step in the life cycle of a sunflower? What are the words and pictures that gave me this information?  The teacher will use this text based question on pages 19, 20-21  The teacher will continue recording the steps in the life cycle of a sunflower as discovered through text/picture evidence on pages 16-21.  Formative Assessment: teacher observation of student responses to text-based questions |
| **Day 4 Focus:** Provide factual information from the read aloud using text evidence  Common Core Standards:  **RIK.1** With Prompting and Support, ask and answer questions about key details  **RIK.4** With Prompting and Support, ask and answer questions about unknown words in the text  **RIK.7** With Prompting and Support describe the relationships between the illustrations and the text in which they appear  **RIK. 10** Actively engage in group reading activities with purpose and understanding  **WSK. 8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question  Whole Group Lesson:  Read aloud with discussion: Life Cycle of a Sunflower by Angela Royston  The teacher will quickly review the previous lessons and inform the students that she will be re-reading another portion of the book. The students will be listening for the next step in the life cycle of a sunflower.  The teacher will reread pages 22-25  **Text dependent question:**  On this page, what did Ms. Royston teach us about the next step in the life cycle of a sunflower? What are the words and pictures that gave me this information?  The teacher will use this text based question on pages 22 and 25  The teacher will continue recording the steps in the life cycle of a sunflower as discovered through text/picture evidence on pages 16-21.  Formative Assessment: teacher observation of student responses to text-based questions |
| **Day 5 Focus:** Students will write about the factual information collected from the read aloud  Common Core Standards:  **RIK.1** With Prompting and Support, ask and answer questions about key details  **WSK.2** Use a combination of drawing, dictating and writing to compare informative/explanatory text in which they name what they are writing about and supply some information about the topic  **WSK. 8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question  **Summative Assessment:**  Use of text evidence in drawing: The kindergarten students will review the evidence collected about the life cycle of the sunflower. Each student will draw pictures and label one or more steps in the life cycle of a sunflower. |