

Kindergarten Integrated Language Arts and Science Thematic Units

September 2 - October 2

Theme-- Beg. of the Year 1	Big Idea	Science	UOS - Drawing	Readers Workshop	Strategies	WIDA Standards
Creating a bi-cultural classroom environment	I want my students to understand that we speak two languages and bring various cultural perspectives to our learning and that we can learn together and support each other in two languages and cultures.	What is science? What do scientists do? (They ask questions, investigate questions, and answer questions based on research.) What do scientists study? (preview of what we look at throughout the year: plants, animals, pushes and pulls, weather) • pushes and pulls recess basics • weather and climate - getting ready for recess • animals and plants - listening/body basics What is an environment?	Launching- Drawing	What does our learning environment look like, sound like, and feel like? How do we promote our own learning within our own environment? Connect this to: What is the environment or setting of our stories? This is how we create our environment: Teach via Read alouds: • Friendship • Problem solving • Accepting others and their differences • Valuing differences RL.K.10 Actively engage in group reading activities with purpose and understanding	What do they infer about the settings that have to do with science?	Developing oracy Observation and classification (Language of science)

October 5 - November 6

Theme--2 Animals	Big Idea	Science - Animals	UOS- Launching the Writing Workshop	Readers Workshop	Strategies	WIDA Standards
Interdependent Relationships in Ecosystems: Animals and their environment-- Part 1:Animals	I want my students to understand that all living things such as animals have needs to survive such as food, water, and space.	K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places where they live	UOS1 Launching the writing workshop Bend 1 - We are all writers Bend 2 - Teaching books Bend 3 - Narrative stories Bend 4 - Editing	1.Primary Focus (science)- RI.K.1 With prompting and support, ask and answer questions about key details in a text RI.K.2 With prompting and support, ask and answer questions about key details in a text RI.K.5 Identify the front cover, back cover, and title page of a book RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text RL.K.1 With prompting and support, ask and answer questions about key details in a text 2. Secondary Focus (UOS)- RL.K.1 With prompting and support, ask and answer questions about key details in a text	Science Strategies: - Analyze and interpret data - Evaluate information - Communicate information - Cause and effect Science connection to literacy: RI.K.1 With prompting and support, ask and answer questions about key details in a text W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book 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 about the topic	Analyze (language of science) Evaluate importance (language of language arts) Ask and answer

					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) SL.K.4 Add drawings or other visual displays to descriptions as desired to provide additional detail <u>Literacy Strategies:</u> • Create and answer a question • Retell • Sequence • Identify key details and main topic	
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November 9 - December 11

Theme--3 Weather and Climate	Big Idea	Science - Weather and Climate	UOS - Teacher Choice	Readers Workshop Informative	Strategies	WIDA Standards
Weather and Climate Part 1:	I want my students to understand that there are patterns in climate such as temperature and types of weather.	K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface K-ESS-2 Use and share observations of local weather conditions to describe patterns over time	Teacher Choice Writing Process Draw, Label, Write Looking Closely: Observing, Labeling, and Listing Like Scientists	<i>Information text study</i> <u>1.Primary Focus (science)-</u> ● RI.K.7 With prompting and support, describe the relationship between illustrations and text in which they appear(What person, place, thing, or idea in the text an illustration depicts) ● 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 ● RI.K.1 With prompting and support, ask and answer about key details in a text ● RI.K.2 With prompting and support, identify the main topic and retell key details	<u>Science Strategies:</u> ● Asking questions ● Investigate ● Analyze and interpret <u>Science connection to literacy:</u> ● RI.K.1 With prompting and support, ask and answer questions about key details in a text ● 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) ● SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood <u>Literacy Strategies:</u>	Ask questions about observations (language of science) Analyze patterns (language of science) Compare (language of science and language of language arts) Evaluate importance (language of language arts)

				<u>2. Secondary Focus (UOS)-</u> ● RI.K.1 With prompting and support, ask and answer about key details in a text ● RI.K.7 With prompting and support, describe the relationship between illustrations and text in which they appear(What person, place, thing, or idea in the text an illustration depicts	● Make connection between two pieces of information ● Identify similarities and differences between texts ● Identify main topic and key details	
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Theme--4 Weather and Climate	Big Idea	Science - Weather and Climate	UOS: Narrative - Writing for Readers	Readers Workshop Narrative	Strategies	WIDA Standards
Weather and Climate Part 2	I want my students to understand that every season has a distinct climate that can include different types of weather such as rain, snow, wind, and sun. I want my students to understand that weather and temperature affect the options that people make such as clothing and activities	K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for and respond to severe weather	UOS 2: Writing for Readers Bend 1: Writing Stories that People Can Really Read Bend 2: Tools give writers extra power Bend 3: Partnering for revision: Making stories more fun to read Bend 4: Preparing for Publication	<i>Narrative Text Study</i> <u>1.Primary Focus (science)-</u> ● RL.K.7 With prompting and support, describe the relationship between illustrations and text in which they appear(What person, place, thing, or idea in the text an illustration depicts) ● RL.K.3 With prompting and support, identify characters, settings, and major events in a story ● RL.K.1 With prompting and support, ask and answer 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.6 With prompting and support, name the author and illustrator	<u>Science Strategies:</u> ● Asking questions ● Analyze and interpret <u>Science connection to literacy:</u> ● RI.K.1 With prompting and support, ask and answer questions about key details in a text ● 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) ● SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood <u>Literacy Strategies:</u> ● Describe relationships between texts	Evaluate importance, role (language of language arts) Interpret and Infer (language of language arts) Ask questions about observations (language of science) Analyze patterns and relationships (language of science) Apply and transfer for new contexts (language of science)

				of a story and define the role of each in telling the story • RL.K.10 Actively engage in group reading activities with purpose and understanding • RL.K.5 Recognize common types of texts <u>2. Secondary focus (UOS)-</u> • RL.K.7 With prompting and support, describe the relationship between illustrations and text in which they appear(What person, place, thing, or idea in the text an illustration depicts)	• Retell key details • Ask and answer questions	
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Theme 5 Pushes and Pulls	Big Idea	Science - Pushes and Pulls	UOS - Information / How-To	Readers Workshop Informative	Strategies	WIDA Standards
Forces and Interactions: Pushes and Pulls	I want my students to understand that push and pull have different forces and directions I want my students to understand that pushing or pulling an object can change the velocity and direction of movement and can stop or start movement.	K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull	UOS 3 How-To Books Bend 1: Writing to teach others Bend 2: Using resources to strengthen how-to texts Bend 3: Using what we know to write a how-to text Bend 4: Editing, dedication, and publication	<i>Informational</i> <u>1. Primary focus (science)-</u> ● RI.K.4 With prompting and support, ask and answer question about unknown words in a text ● RI.K.10 Actively engage in group reading activities with purpose and understanding ● RI.K.8 Explain how an author uses reasons and evidence to support particular points in text, identifying which reasons and evidence support which point ● RI.K.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeable ● RI.K.1 With prompting and support, ask and answer questions about key details in a text <u>2. Secondary focus (UOS)-</u> ● RI.K.8 Explain how an author uses reasons and evidence	<u>Science Strategies:</u> ● Investigate ● Compare and contrast ● Analyze <u>Science connection to literacy:</u> ● RI.K.1 With prompting and support, ask and answer questions about key details in a text ● W.K.7 Participate in shared research and writing projects ● SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood <u>Literacy Strategies:</u> ● Ask and answer questions ● identify reasons and evidence in a text	Compare (language of science) Analyze patterns (language of science) Evaluate importance (language of language arts) Compare (language of language arts)

				to support particular points in text, identifying which reasons and evidence support which point ● RI.K.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeable		
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February 29 - April 1

Theme 6 Plants	Big Idea	Science - Interdependent	UOS -Persuasive / Opinion	Readers Workshop Narrative	Strategies	WIDA Standards
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		Relationships and climate				
Interdependent Relationships in Ecosystems and Climate	I want my students to understand that the impacts on our environment can be reduced by humans	K-ESS3-3 Communication solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment K-PS3-2 Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an areas.	UOS 4 Persuasive Writing of All Kinds Bend 1: Writing about problems they see in the classroom and school Bend 2: Persuasive letters about problems in the world Bend 3: Writing in a variety of genres about a global cause	Narrative (Lorax) Magic School Bus <u>1. Primary focus (science)-</u> • RL.K.3 With prompting and support, identify characters, settings, and major events in a story • RL.K.2 With prompting and support, retell familiar stories including key details • RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories <u>2. Secondary focus (UOS)-</u> • RI.K.2 With prompting and support, retell familiar stories including key details	Science Strategies: • Communicate solutions • Design Science connection to literacy: • RI.K.1 With prompting and support, ask and answer questions about key details • SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood • SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail Literacy Strategies: • Retell • Compare and contrast • Identify	Evaluate importance (language of language arts) Compare (language of language arts) Create and communicate (language of language arts) Design experiments (language of science) Apply and transfer to new contexts (language of science)

April 4 - May 6

Theme 7 Ecosystems and Climate	Big Idea	Science -Animals	UOS - Information	Readers Workshop Informative	Strategies	WIDA Standards
Interdependent Relationships in Ecosystems: Plants and their environment-- Part 2:Plants	I want my students to understand that all living things such as animals have needs to survive such as food, water, and space.	K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places where they live	Teacher Choice All-About Books	Informational <u>1. Primary focus (science)-</u> • RI.K.4 With prompting and support, ask and answer questions about key details in a text • RI.K.10 Actively engage in group reading activities with purpose and understanding • RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text • RI.K.8 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). <u>2. Secondary focus (UOS)-</u> • W.K.2 Use a combination of drawing, dictating, and writing to	<u>Science strategies:</u> • Describe patterns • Use observations <u>Science connection to literacy:</u> • RI.K.1 With prompting and support, ask and answer questions about key details in a text • W.K.1 Participate in shared research and writing projects • SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood <u>Literacy Strategies:</u> • Ask and answer questions • Find relationships in a text • Make connections within a text	Ask questions about observations (language of science) Analyze patterns and relationships (language of science) Compare (language of language arts) Apply and transfer to new contexts (language of language arts)

				compose informative texts in which they name what they are writing, about and supply some information about the topic • W.K.7 Participate in shared research and writing projects		
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May 9 - June 2

Theme 8	Big Idea	Science - Plants and animals	UOS - Choice	Readers Workshop Narrative	Strategies	WIDA Standards
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Plants and Animals						
Interdependent Relationships in Ecosystems Part 3 Plants and Animals zoo trip	I want my students to understand that living things obtain their needs such as food and water from their environment	K-ESS3-1 Use a model to represent the relationship between the needs of different animals or plants and the places they live	Writing a story which includes animals and plants Crafting stories using all we know about narrative writing	<i>Narrative</i> <u>1.Primary focus (science):</u> RL.K. 2 With prompting and support retell familiar stories using key details RL.K.3 With prompting and support, identify characters, settings, and major events RL.K.4 Ask and answer questions about unknown words in a text RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories <u>2.Secondary focus (UOS):</u> W.K.4 With guidance and support, explore a variety of digital tools to produce and publish writing including collaboration with peers W.K.3 Use a combination of drawing, dictating, 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.	Science Strategies: • Create a model • represent relationships Science connection to literacy: • RI.K.1 With prompting and support, ask and answer questions about key details in a text • W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book • SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail Literacy Strategies:	Observe aspects of physical world (language of science) Analyze patterns and relationships (language of science) Create and communicate (language of language arts)

					• Craft narrative stories • Ask and answer questions	
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