Unit 09: Balls

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 3**
Length: **4 Weeks**
Status: **Published**

Brief Summary of Unit

Most children love playing with balls. They throw them, catch them, kick them, dribble them, and roll them with seemingly endless delight. As they play with balls, children learn how natural forces such as gravity and friction affect how balls move. They also learn how to make balls, marbles, and other rolling objects change speed and direction. Skills in Literacy, Math, Social-Emotional, Science, Social Studies, Technology and the Arts are embedded throughout the unit.

Essential Questions

What do we know about balls? What do we want to find out?

What different types of balls are there? How are they the same and different?

How do balls bounce?

How do balls roll?

How do people use balls?

Essential Understandings

Various types of balls

What are balls made of

Comparing different sizes of balls

What makes balls bounce

Why do balls roll

Different uses of balls

Weight of balls

Students Will Know

Different kinds of balls

Ball are round

Different kinds of collections of balls

Different textures of balls

How to bounce a ball

How to throw a ball

How to kick a ball

How to play with a ball

Different decorations on balls

What circumference means

How to measure

Different materials that balls are made of (rubber,plastic)

What is inside of a ball (hollow,solid)

Different sizes of balls (heights, weight)

What a ball pump is used for

How to roll a ball/What a ball needs to roll

Force used to roll, throw, bounce or kick a ball

Different speeds a ball can travel

How to dribble a ball

Students Will Be Skilled At

Understanding the differences of balls

Why we use different balls for different purposes

The materials used to make balls

Compare and Contrast

Evidence/Performance Tasks

This course is designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges.

- Student Observation
- Monitor student responses

Learning Plan

Exploring the Topic- What do we know about balls?

What do we want to find out?

- Complete Exploring the Topic Days 1-4
- Activities
    - Song
    - Discussion and Shared Writing
- Choice time
    - Ball Collection
- Read Alouds
    - Use the pictures to help understand the story
    - Retell
    - Learn new vocabulary words
- Small Group
    - Knowing our friends
    - making numerals
    - retelling wordless books
    - I'm thinking of shapes

Investigation 1- What different types of balls are there? How are they the same and different?

- Complete Investigation 1 Days 1-4
- Activities
    - Opening Routine
    - Song
    - Discussion and Shared Writing
    - Chant
- Choice time
    - Library
    - Discovery
    - Art
- Read Alouds
    - Predictions
    - Retell
    - Make personal connections
    - Use the pictures to understand the story
    - Learn new vocabulary words
- Small Group
    - Alphabet Cards
    - Pots & Pans Band
    - Sticky Tables
    - Board Games

Investigation 2- How do balls bounce?

- Complete Investigation 2 Days 1-3
- Activities
    - Discussion and Shared Writing
    - Opening Routine

    - Games
    - Chant
    - Movement
- Choice time
    - Outdoors
    - Discovery
- Read Alouds
    - Predictions
    - Retell
    - Make personal connections
    - Use the pictures to understand the story
    - Learn new vocabulary words
- Small Group
    - Silly Names
    - Drop, Pick Up & Count
    - Playing with Environmental Print

Investigation 3- How do balls roll?

- Complete Investigation 3 Days 1-4
- Activities
    - Opening Routine
    - Discussion and Shared Writing
    - Poem
    - Game
    - Song
- Choice time
    - Music & Movement
    - Blocks

- Read Alouds
    - Descriptive words
    - Personal connections
    - Retell
    - Interactions & Participation
    - Sharing
- Small Group
    - Bounce & Count
    - What was for Breakfast?
    - Silly Names
    - Huff & Puff

Investigation 4- How do people use balls?

- Complete Investigation 4 Days 1-3
- Activities
    - Opening Routine
    - Discussion and Shared Writing
    - Movement
    - Song
    - Rhyme
- Choice time
    - Outdoors
    - Music & Movement
- Read Alouds
    - Descriptive words
    - Personal connections
    - Retell
    - Prediction

- Small Group
    - I’m Thinking of a Shape
    - Pots & Pans Band
    - Up & Away

Celebrating Learning (Optional)

- Sharing with Families
- Sharing with the School (Displays & Art)

Materials

Exploring the Topic

- Mighty Minutes
    - 266, “Letter Sounds”
    - 229, “Find It, Stick It”
    - 259, “If You’re Wearing”
    - 230, “Syllables on the Move”
    - 201, “Welcome Everyone”
    - 268, “Who’s at the Door?”
    - 202, “Jumping Jelly Beans”
    - 210, “Collecting Questions”
- Books
    - IThe Three Billy Goats Gruff
    - The Doorbell Rings
    - Just Like Josh Gibson
    - Have a Ball
- Intentional Teaching Cards
    - M20

    - M41
    - LL30
    - LL62
- Small ball
- playground ball
- balls of different shapes, sizes, and materials
- name cards
- Marker
- large paper clip
- hook and loop fastener
- counting book
- Modeling Dough or Clay
- numeral cards
- wordless story books
- balls charts
- geometric solids
- different sizes of empty containers
- Basketball
- ball collection

Investigation 1

- Mighty Minutes
    - 253 , “Describing Shapes”
    - 221, “Roll & Rhyme”
    - 264, “Change the Name Game”
    - 276, “Bobby Robot”
    - 212, “Words That Rhyme”
    - 275, “Moving Around”

    - 260, “Letter-Sound Trouble”
    - 204, “How’s The Weather?”
- Books
    - The Three Billy Goats Gruff
    - Just Like Josh Gibson
    - Have a Bal
- Intentional Teaching Card
    - LL:03
    - LL:75
    - M:77
    - M:80
- Tennis ball
- Volleyball
- playground ball
- tennis ball
- chart paper
- writing utensils
- photos of different types of balls
- Yarn
- Markers
- ball collection
- bouncy balls
- letters of the alphabet
- pots, pants, bowls, wooden spoons, plastic spatula
- masking tape
- board games with dice and playing pieces

Investigation 2

- Mighty Minutes
    - 287, “Kooky Car”
    - 286, “Simon the Snake”
    - 243, “I Have Two”
    - 214, “Bubble Pop”
    - 267, “Move Like an Animal”
    - 236, “Imaginary Bag”
- Books
    - Bounce
    - Alphabet Book
    - The Little Red Hen
- Intentional Teaching Card
    - LL19
    - LL23
    - M79
- Bouncy ball
- Basketball
- heavy and light balls
- ball collection
- chart paper
- Markers
- balls that bounce
- Camera
- large basket
- ball pump
- flat balls that need air
- sentence strips

- sticky notes
- Tongs
- small net
- ladle
- water tub table
- product labels
- photos of Road and store signs
- table tennis balls with a number written on them

Investigation 3

- Mighty Minutes
    - 279, “Letter, Letter, Sound”
    - 219, “Rhyme Time”
    - 209 “Hello Around the World”
    - 292, “Measuring with Feet”
    - 238, “Wash Your Hands”
    - 282, “Rolling Compliments”
- Books
    - Poetry Book
    - The Little Red Hen
    - Have a Ball
- Intentional Teaching Card
    - M18
    - L19
    - LL40
- Playground ball
- small ball and ramp
- golf ball

- Collection
- balls that roll
- Tape
- chart paper
- Crayons
- Paper
- Pencil
- sentence strips
- sticky notes

Investigation 4

- Mighty Minutes
    - 250, “Position Practice”
    - 284, “Veggie Stew”
    - 245, “Shape Match”
    - 299, “Pop, Pop, Pop”
    - 205, “Choose the Moves”
    - 240, “Five Little Birds”
- Books
    - The Little Red Hen
    - A Birthday Basket for Tia
- Intentional Teaching Card
    - M20
    - M80
    - P09
- Playground ball
- yoga ball
- chart paper

- Markers
- video of a person using a yoga ball
- Balls that can be used outside
- geometric solids
- empty containers of different sizes
- pots, pans and bowls
- Wooden Spoons and spatulas
- yarn or foam ball
- rope or tape
- Hoops or baskets
- Cray
- Paper
- materials to write a thank you note

Standards

Social and Emotional Development

- 0.1 - 0.1.2, 0.1.3
- 0.2 - 0.2.3
- 0.3 - 0.3.1
- 0.4 - 0.43, 0.4.5, 0.4.6
- 0.5 - 0.5.1, 0.5.2

Visual and Performing Arts

- 1.1 - 1.1.4, 1.1.5, 1.1.7, 1.1.8
- 1.2 - 1.21, 1.23, 1.24, 1.25, 1.26, 1.27, 1.2.8
- 1.3 - 1.3.1, 1.3.2, 1.3.3, 1.3.5
- 1.4 - 1.4.1, 1.4.2, 1.4.3, 1.4.4, 1.4.7

Health, Safety and Physical Education

- 2.4 - 2.4.3

English Language Arts

- RL.PK.1
- RL.PK.2
- RL.PK.3
- RL.PK.4
- RL.PK.6
- RL.PK.7
- RL.PK.9
- RL.PK.10
- RI.PK.1
- RI.PK.2
- RI.PK.3
- RI.PK.4
- RI.PK.5
- RI.PK.6
- RI.PK.10
- RF.PK.1
- RF.PK.1.a
- RF.PK.1.b
- RF.PK.1.c
- RF.PK.1.d
- RF.PK.2
- RF.PK.2.a
- RF.PK.2.b
- RF.PK.2.c

- RF.PK.3
- RF.PK.3.a
- RF.PK.4
- W.PK.1
- W.PK.2
- W.PK.5
- W.PK.6
- W.PK.7
- SL.PK.1
- SL.PK.1.a
- SL.PK.1.b
- SL.PK.2
- SL.PK.3
- SL.PK.4
- SL.PK.5
- SL.PK.6
- L.PK.1
- L.PK.1.b
- L.PK.1.d
- L.PK.1.g
- L.PK.1.g
- L.PK.5.a
- L.PK.5.c
- L.PK.6

Mathematics

- 4.1 - 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.4a, 4.1.4b, 4.1.4c, 4.1.5, 4.1.6
- 4.2 - 4.2.1, 4.2.1a, 4.1.2b

- 4.3 - 4.3.1, 4.3.2, 4.3.3
- 4.4 - 4.4.1, 4.4.2, 4.4.3, 4.4.3a

Science

- 5.1 - 5.1.1, 5.1.2, 5.1.3, 5.1.4
- 5.2 - 5.2.1
- 5.3 - 5.4.1
- 5.5 - 5.5.1

Social Studies, Family and Life Skills

- 6.2 - 6.2.1, 6.2.2, 6.2.3

World Language

- 7.1 - 7.1.4

Approaches to Learning

- 9.2 - 9.2.2, 9.2.3
- 9.3 - 9.3.1, 9.1.2, 9.1.3, 9.1.4

Suggested Strategies for Modifications

This link includes content specific accommodations and modification for all populations:

https://docs.google.com/spreadsheets/d/1fmQ5llgX1HZdIPa7duX33pfmonGDoVFag9eE2DpbLfM/edit?usp=sharing