Unit 10: Water

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

Brief Summary of Unit

Young children are naturally drawn to water. They want to explore and play with water washing their hands and they enjoy splashing in puddles on the playground. The water unit will assist the students in understanding that water is essential to life and is used everyday and can be found everywhere. Investigating water provides children with an opportunity to learn about how water is used and its role in helping people and the environment. 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 water? What do we want to find out?

What different ways we can use water?

How can water change?

How does water help people and the environment?

Enduring Understandings

Uses of Water

How Does Water Feel?

Where Do You Use Water

When Can You Play in Water

When Do You Drink Water

How Does Water Help Us?

How Can We Change Water?

Students Will Know

What a liquid is

The different uses for water

How to identify something as clear

Ways to use water (rinse/spray)

Where water comes from (source, sink, faucet, hose)

What a sprinkler is used for

How to make suds

How to use a measuring cup

What it means to evaporate

What an experiment is

How water can freeze

How water can melt

What condensation is

What it means to be hydrated/dehydrated

What a watering can is used for

What can be used to absorb water

How to conserve water

Students Will Be Skilled At

Understanding water and its uses

Purposes of water

Knowing the differences between liquids and solids

Compare and Contrast

Environment & Water

Why is water essential

How water can be fun

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 water?

What do we want to find out?

- Complete Exploring the Topic Days 1-5
- Activities
    - Song
    - Discussion and Shared Writing
- Choice time
    - Sand & Water
    - Art
    - Dramatic Play
- Read Alouds
    - Use the pictures to help understand the story
    - Retell
    - Learn new vocabulary words
- Small Group
    - Which Container Holds More?
    - Dance and Remember

- Which has More?
- Sink of Float
- Our Names, Our Things

Investigation 1- What are the different ways we use water?

- Complete Investigation 1 Days 1-5
- Activities
  - Opening Routine
  - Song
  - Discussion and Shared Writing
  - Game
  - Movement
  - Chant
- Choice time
  - Library
  - Sand & Water
  - Cooking (Optional)
  - Outdoors
- Read Alouds
  - Predictions
  - Retell
  - Make personal connections
  - Use the pictures to understand the story
  - Learn new vocabulary words
- Small Group
  - Show Me Five
  - Did You Ever See?
  - The Farmer Builds a Fence

- Our Super Duper Writing Box
- Baggie Ice Cream

Investigation 2- How can water change?

- Complete Investigation 2 Days 1-4
- Activities
    - Discussion and Shared Writing
    - Opening Routine
    - Game
    - Song
    - Poem
- Choice tim
    - Discovery
    - Library
    - Sand & Water
- Read Alouds
    - Predictions
    - Retell
    - Make personal connections
    - Use the pictures to understand the story
    - Learn new vocabulary words
- Small Group
    - Perler Patterns
    - Letters, Letters, Letters
    - Dramatic Story Retelling
    - The Farmer Builds a Fence

Investigation 3 - How does water help the environment?

- Complete Investigation 4 Days 1-4

- Activities
    - Opening Routine
    - Discussion and Shared Writing
    - Game
    - Chant
    - Rhyme
- Choice time
    - Art
    - Discovery
    - Dramatic Play
    - Library
- Read Alouds
    - Descriptive words
    - Personal connections
    - Retell
    - Prediction
- Small Group
    - I Went Shopping
    - Author Study
    - Perler Patterns
    - Oobleck

Celebrating Learning (Optional)

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

Materials

Exploring the Topic

- Mighty Minutes
    - 230, “Syllables On The Move!”
    - 254, “Playful Petals”
    - 299, “Pop, Pop, Pop”
    - 234, “Perfect Pairs”
    - 201, “Welcome Everyone”
    - 292, “Measuring With Feet”
    - 273, “Our Five Senses””
    - 290, “Mimicking Mini Movements”
    - 203, “Listen To Letter Sounds”
    - 210, “Collecting Questions”
- Books
    - Colors, Colores
    - The Water Princess
    - Llama Llama Red Pajama
- Intentional Teaching Cards
    - M19
    - M32
    - M81
    - LL41
    - LL55
    - LL78
- Shallow Container with Water
- Sticky Notes
- Chart Paper
- Markers

- Camera
- Variety of Cups
- Funnels
- Watercolors
- Brushes
- Wash Clothes
- Empty
- Soap Containers
- Spray Bottles
- Bottles
- Sponges
- Photos of Water Sources
- Sand Table
- Ice cube trays
- Egg cartons
- Resealable Bags
- Plastic Floor Covering
- Plates
- Objects that will sink or float
- Name Cards
- Pictures of Student Cubby

Investigation 1

- Mighty Minutes
    - 276 , “Robby Robot”
    - 238, “Wash Your Hands”
    - 252, “Spinning Tires”
    - 284, “Veggie Stew”

    - 279, “Letter, Letter, Sound”
    - 213, “Looking for a Letter”
    - 229, “Find It, Stick It”
    - 249, “How Many Movements?”
    - 260, “Letter Sound Trouble”
    - 235, “What is Today?”
- Books
    - The Water Princess
    - Llama Llama Red Pajamas
    - Guacamole
    - Water Wonder: Connect the Clues
    - Poetry
- Intentional Teaching Card
    - LL:15
    - LL:50
    - LL:58
    - M:08
    - M:50
- Spray Bottles
- Cooking
- Paint
- rubber duck
- measuring cup
- Water
- Chart
- Markers
- ink pad

- Pictures of Families
- elastic bands or ropes
- band or
- two dimensional shapes
- Sprinkler hoses
- Buckets
- Sponges
- Timer
- Writing Tools
- Measuring Spoons
- Sandwich bag
- Scoop
- Material to Create a Thank You Note

Investigation 2

- Mighty Minutes
    - 221, “Roll & Rhyme”
    - 283, “Clap Along”
    - 237, “Rainbow Song”
    - 287, “Crazy Car”
    - 204, “How’s the Weather?”
    - 212, “Words That Rhyme”
    - 285, “Hot or Cold”
    - 219, “Rhyme Time”
- Books
    - Water Wonders:Connect the Clues
    - Alphabet Book
    - Guacamole

    - Goldilocks and the Three Bears
- Intentional Teaching Card
    - LL06
    - LL07
    - M50
    - M85
- Water
- Paintbrushes
- Sups
- Camera
- Small Ice Cubes
- Paper Towels
- Water Bottles
- Chart Paper
- Markers
- Funnels
- Water Droppers
- Scale
- Measuring Cups
- Ruler
- Elastic Band or Rope
- 2 dimensional shapes
- Pegboards
- Parchment
- Alphabet rubber stamps
- Colored ink pad
- Construction paper

- Magnetic letter and board
- Pictures related to familiar books

Investigation 3

- Mighty Minutes
    - 271, “Benny Bear”
    - 250, “Position Practice”
    - 251 “Favorite Treats”
    - 300, “Letter Clues”
    - 245, “Shapes March”
    - 281, “Up & Down”
    - 291, “Rhyme or Not”
    - 233, “Swimming Sea Creatures”
- Books
    - Those Shoes
    - Goldilocks and the Three Bears
    - Water Wonders: Connect the Clues
- Intentional Teaching Card
    - M66
    - M85
    - L31
    - LL70
- Plant in a Pot
- Water
- Watering Can
- Crayons
- Markers
- Tape

- Chart Paper
- Plastic Cups
- Pet Store Props
- Fishbowl
- Books that feature water conservation
- Large Perler Beads
- Pegboards
- Measuring Cups
- Materials to Create a Thank You note
- Writing Utensils
- Soap
- Two Large Containers

Standards

Social and Emotional Development

- 0.1 - 0.1.1, 0.1.3, 0.1.4
- 0.2 - 0.2.1, 0.2.2, 0.2.3, 0.2.4
- 0.4 - 0.4.5, 0.4.6
- 0.5 - 0.5.1, 0.5.2, 0.5.3, 0.5.4

Visual and Performing Arts

- 1.1 - 1.1.4, 1.1.7
- 1.2 - 1.2.3, 1.2.6
- 1.3 - 1.3.2, 1.3.6
- 1.4 - 1.4.1, 1.4.7

Health, Safety and Physical Education

- 2.1 - 2.1.1, 2.1.2

- 2.2 - 2.2.1, 2.2.2
- 2.4 - 2.4.2

English Language Arts

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

- SL.PK.6
- L.PK.1.a
- L.PK.1.d
- L.PK.1.e
- L.PK.1.f
- L.PK.1.g
- L.PK.4a
- L.PK.5.b
- L.PK.5.c

Mathematics

- 4.1 - 4.1.1, 4.1.2, 4.1.5, 4.1.6
- 4.3 - 4.3.1, 4.3.3
- 4.5 - 4.4.1, 4.4.2, 4.4.4

Science

- 5.4 - 5.4.3, 5.4.4
- 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 - 7.1.1

Approaches to Learning

- 9..2 - 9.2.3
- 9.3 - 9.3.1, 9.1.3

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