

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: K/Is That a Fact!: Using Informational Text to Learn More About Butterflies

Course Code: ELA

### COURSE INTRODUCTION:

Children enter kindergarten with varying academic skills. A kindergarten school year will provide many opportunities and experiences with poems, nonfiction and fiction text, songs, and rhymes. They will be immersed in a print rich environment engaging in meaningful reading and writing experiences. By the end of the year, students will be able to cooperate with peers, read and comprehend simple text using various strategies, and compose writing pieces using their knowledge of letters and sounds. They will be able to converse about a topic with their teachers and peers. They will continue to build on the academic and social skills learned in kindergarten.

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<p><b>UNIT DESCRIPTION:</b></p> <p>In this unit of study, students will be learning how informational reading can help them learn more about their world and how to use and share factual information. This unit will explore new vocabulary and books about the life cycles of butterflies. Students will engage in activities that teach them how to organize new information and how to interact and learn from the environment. Students can showcase the information learned through written pieces and graphic organizers. Students can also engage in shared reading and reading in small groups with emergent texts. Reading these emergent texts will help them to develop as readers of informational texts, and to read text features in informational books. This unit will allow students to experience all the wonders and interest of informational text while still developing into individuals who know how to make sense of the all the facts they are learning about their world.</p> <p>Diverse Learners</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf">http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf</a>. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p><a href="#">Provide Feedback</a></p>	<p><b>SUGGESTED UNIT TIMELINE:</b> 4 Weeks</p> <p><b>CLASS PERIOD (min.):</b> Integrated throughout a literacy block.</p>
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<b>ESSENTIAL QUESTIONS:</b>						
1. What can we learn from informational texts and how can we go deeper in our thinking?						
2. How can we organize and share our information?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CROSSWALK TO STANDARDS					
	CA GLE	Performance Goals	CCSS ELA Grade Level	CCSS ELA Anchor	DOK	
1. Students will be able to state through a non-fiction writing piece at least two key life cycle changes that occur as caterpillars change into butterflies.	R.1.H.K.a	1.8	RI.K.1		1	
	R.1.H.K.b	2.1			3	
	R.3.C.K.a	4.6	W.K.2			
	R.3.C.K.b		RI.K.8			
	R.3.C.K.c		L.K.1.a			
	W.3.A.K.a		L.K.1.b			
	L.K.1.c					
	L.K.1.d					
	L.K.1.e					
	L.K.1.f					

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				<b>L.K.2.a</b>		
2. Students will be able to verbally state at least one key detail from an emergent text.		<b>R.3.A.K</b>	<b>2.1</b>	<b>RI.K.7</b>		<b>1</b>
		<b>R.1.A.k.a</b>	<b>1.5</b>	<b>RI.K.10</b>		<b>1</b>
		<b>R.1.C.K.b</b>		<b>RF.K.1.a</b>		<b>1</b>
		<b>R.1.A.K.c</b>		<b>RF.K.1.b</b>		
				<b>RF.K.1.c</b>		
				<b>SL.K.1.b</b>		
				<b>SL.K.1.a</b>		
				<b>SL.K.6</b>		
				<b>L.K.6</b>		
3. Using a Venn diagram, students will be able to identify three basic similarities and differences between two texts by sorting pictures from the texts.		<b>R.1.E.K</b> <b>R.1.I.K.a</b>	<b>1.5</b>	<b>RI.K.3</b>		<b>1</b>
				<b>RI.K.9</b>		
4. Students will be able to verbally state the main idea of a text.		<b>R.3.C.K.a</b>	<b>1.4</b>	<b>RI.K.2</b>		<b>2</b>
		<b>R.3.C.K.b</b>		<b>W.K.8</b>		<b>3</b>
		<b>R.3.C.K.c</b>				

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<p>5. Students will ask and answer at least one question about unknown words in text.</p>		<p><b>R.3.A.K</b> <b>R.1.C.K.b</b> <b>R.1.A.K.a</b> <b>R.1.E.K</b></p>	<p><b>2.3</b> <b>1.5</b></p>	<p><b>RI.K.8</b> <b>RF.K.3.a</b> <b>RI.K.10</b> <b>RF.K.1.a</b> <b>RF.K.1.b</b> <b>RF.K.1.c</b> <b>RF.K.4</b> <b>RI.K.4</b></p>		<p><b>1</b> <b>2</b></p>
<p>6. Students will identify the front, back, and title pages of a book.</p>		<p><b>R.3.A.K</b></p>	<p><b>1.4</b></p>	<p><b>RI.K.5</b> <b>RI.K.6</b></p>		<p><b>1</b></p>
<p><b>ASSESSMENT DESCRIPTIONS*:</b> (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc. )</p> <ol style="list-style-type: none"> <li>Students will be given a prompt and asked to write about at least two or more changes in the caterpillars they observed in the science corner, or learned about through informational texts. The non-fiction writing piece will be scored using a scoring guide.   <p><b>See Summative Assessment_ Informative Writing Piece</b></p> <p><b>See Summative Assessment_Scoring Guide for Informative Writing</b></p> </li> <li>After reading from an emergent text or hearing a read-aloud, students will be asked to state a key detail from the text. The teacher will write each student’s fact on paper for them, and then score their responses using a checklist.</li> </ol>						

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**See Formative Assessment 1\_Key Details**

3. Using a Venn Diagram students will sort at least 5 pictures correctly from two different texts on butterflies or caterpillars. One text will be fictional and one text will be informational. Two of the pictures will be from the Very Hungry Caterpillar by Eric Carle and three of the pictures will be from The Changing Butterfly by Sherry Shahan. This activity may be used with any informational and fictional text.

**See Formative Assessment 2\_Venn Diagram with Texts**

**\*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above ( i.e., Grade Level/Course Title/Course Code, Unit #.)**

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
4	<p><b>1. Read Aloud:</b> The teacher will read aloud a non-fiction book to the class about butterflies. Suggested book titles are <i>Monarch Butterfly</i> by Gail Gibbons.</p> <p><b>Peer Share:</b> Ask students to turn to a partner and tell what they think the main topic is from the book. * The teacher will have already practiced by modeling what the main idea is and how to decide what it is before teaching this lesson.</p> <p><b>Shared Writing:</b> After peer sharing write the sentence stem “The main topic is _____.” Several times on chart paper and allow several students to come up and share what they think the main idea was. If students are unable to finish the sentence, the teacher may complete the sentence stem on the writing poster for the students using their words</p>
3	<p><b>2. Read aloud:</b> Read <i>The Hungry Caterpillar</i> by Eric Carle and <i>From Caterpillar to Butterfly</i> by Deborah Helligan.</p> <p><b>Direct teaching:</b> Using pictures from the texts, read the teacher will explain the difference between a fact which can be proven, and imaginary or fictional statements.</p> <p><b>Graphic Organizers:</b> Using a Venn Diagram the teacher will model placing a fact from <i>From Caterpillar to Butterfly</i> under the informational side of the Venn Diagram and a non-fact from <i>The Hungry Caterpillar</i> on the imaginary side of the Venn diagram. The Venn Diagram can be found in <b>Instructional Activity 1_ Butterfly Venn Diagram.</b></p>

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5	<p><b>3. Guided Reading:</b> The teacher will group students according to reading abilities. The teacher will then ask students to read a familiar book from their book box. After reading a familiar book the teacher will provide a guided reading book, such as, <i>The Changing Caterpillar</i> by Sherry Shahan, and point out non-fiction text features. Using the index the teacher will ask students to find the page.... or ask students to define the word..... Any non-fiction text features can be pointed out by the teacher. The teacher will supply some main points of the text and students will be asked to turn in their books to the page they feel supports the teacher’s stated text point.</p>
5	<p><b>4. Shared Reading: The teacher will read aloud some non-fiction books such as, <i>Monarch Butterfly</i>-Gail Gibbons.</b> The teacher will point to a word and ask students to define the word, define new vocabulary words by giving a short phrase, and by pointing to the illustrations.</p> <p><b>Comprehension/Book Circle Jobs:</b> The teacher will read aloud books and allow students to have comprehension roles to help guide the reading. Comprehension role jobs can be found in the document <b>Comprehension Role Jobs</b>. The comprehension role jobs can be found in <b>Instructional Activity 2_ Comprehension Role Jobs</b>.</p>
6	<p><b>5. Direct Teaching:</b> Point out the front cover, back cover, and title pages of a book.</p> <p><b>Peer share:</b> Ask students to choose a favorite book and share it with a friend. Ask them to show their friends the front cover, the back cover, and the title pages of a book.</p>
1	<p><b>6. Model:</b> The teacher will read a model text such as, <i>Waiting for Wings</i>-Lois Ehlert. The teacher will model a writing piece about a butterfly’s life cycle using details gathered from the science area. The teacher will ask students to brainstorm for 10 seconds for a butterfly story. After brainstorming students will pair share their writing ideas. Students will then return to their seats and write their butterfly stories. After writing the stories, students may share their writing pieces with their partners.</p>
1	<p><b>7. Read Aloud:</b> The teacher will read aloud a non-fiction book to the class about butterflies. Suggested book titles are <i>Monarch Butterfly</i> by Gail Gibbons.</p> <p><b>Shared Writing:</b> The teacher will use a graphic organizer to help students organize information from the read aloud. Students will draw and label the butterfly life cycle steps and write a key sentence about each life cycle stage. The life cycle book can be found in the document <b>Instructional Activity 3_A Butterfly Life Cycle</b>.</p>

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2	<p><b>8. Guided Reading Small Groups:</b> Students are grouped according to reading ability. A student will read a page from the text such as <i>Butterflies</i>, by Melvin Berger.</p> <p><b>Direct Teaching:</b> The teacher will read the first page of the text and do a think aloud about how the picture matches the text read and why some words would make sense in the text.</p> <p><b>Peer Share:</b> Ask students to explain to each other what they see in the picture, and how that relates to the text that was read. Ask students to predict what will happen next in the text- given the illustrations on the next page. Have students read the text and then ask them if their predictions, based on the illustrations, were correct.</p> <p><b>Direct Teaching:</b> Students will finish a poem and then illustrate it, matching their illustrations to their words. An example of the poem can be found at the Enchanted Learning Website.</p>
1	<p><b>9. Direct Teaching:</b> Give students instructions on how to play <b>Quiz, Quiz, Trade</b>. The instructions can be found in the Instructional Activity 4_Quiz, Quiz, Trade Instructions and cards.</p>
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>
4	<p><b>1. Peer Share:</b> Ask students to turn to a partner and tell what they think the main topic is from the book.</p> <p><b>Shared Writing:</b> After peer sharing students finish writing the sentence stem “The main topic is_____.” If students are unable to finish the sentence, the teacher may complete the sentence stem on the writing poster for the students using their words.</p> <p><b>Independent Writing:</b> After reading a non-fiction book the teacher will give students a paper with three choices for a main topic. The students will circle the picture that is the main topic and then write one or more details from the text that supports their answer. If students are unable to finish the sentence, they may illustrate the page it came from in the book and the teacher will write the detail under the illustration.</p>
3	<p><b>2.</b> Students will complete a Venn diagram of factual and imaginary information taken from the two texts read.</p> <p><b>See Instructional Activity 1_ Butterfly Venn Diagram.</b></p>

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5	<p><b>3.</b> Students will participate in guided reading groups to read non-fiction, emergent books with comprehension and purpose. They will work in small groups to complete vocabulary word work using a comprehension guide. The teacher will supply some main points of the text and students will be asked to turn in their books to the page they feel supports the teacher’s stated text point.</p>
5	<p><b>4.</b> Students will point to the illustrations that answers the vocabulary defined by the teacher. After the text is read, students will be allowed to take pictures of, or illustrate the butterflies in the science center to explain vocabulary that was difficult for them to understand. These pictures will be paired with the new vocabulary words and posted in the science center.</p> <p>Students will have comprehension roles during read-alouds. The comprehension roles include a reteller, questioner, predictor, and clarifier. The role of the reteller is to retell the story. The role of the questioner is to ask the group the meaning of unknown words to see if the other students know what the word means. The predictor will predict what happens next in the story, and the clarifier will ask questions about hard to understand sections of text.</p> <p><b>See Instructional Activity 2_ Comprehension Role Jobs.</b></p>
6	<p><b>5.</b> Students will choose their favorite book from the library center and bring it to the group. Students will then be asked to show the front and back cover and the title page of their books. Students will then explain to the group what their favorite illustration in the book is, and what the illustration is showing about the story.</p>
1	<p><b>6.</b> After discussions about the roles of authors and illustrators, students will participate in Writer’s Workshop. They will write and illustrate what they see happening to the butterflies in the science area. During the writing sharing time, the students will be asked to share their work with the class, and name themselves as the author and illustrator.</p>
1	<p><b>7.</b> Students will complete a life cycle book about butterflies with support by the teacher. Students will answer the question, “ How do caterpillars change into butterflies?” by writing in the key details of the life cycle.</p> <p><b>See Instructional Activity 3_ A Butterfly Life Cycle.</b></p>
2	<p><b>8.</b> Students will explain to each other what they see in the picture, and how that relates to the text page that was read. Students will predict what will happen next in the text- given the illustrations on the next page. Have students read the text and then ask them if their predictions, based on the illustrations, were correct. After reading the text students will finish the poem Ex: “It sees _____. It thinks _____.” They will draw an illustration that matches their words.</p>

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1	<p>9.Students will participate in a cooperative learning game. One game, <i>Quiz, Quiz, Trade</i>, could be played with cards on which there are pictures of one of the life cycles of caterpillars from the text. Students commence playing by asking friends to name the life cycle that comes after the picture they are holding.</p> <p><b>See Instructional Activity 4_Quiz, Quiz, Trade Instructions and cards.</b></p>
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### UNIT RESOURCES: (include internet addresses for linking)

#### Book Resources:

Click to see a bibliography of books used in this unit and other great reading resources.

See Bibliography\_Is That a Fact!

[www.enchantedlearning.com](http://www.enchantedlearning.com)- A caterpillar or butterfly poem can be located on this site.

[www.hubbardscupboard.com](http://www.hubbardscupboard.com)- Some emergent texts can be located on this site.

[www.kidsbutterfly.org/life-cycle](http://www.kidsbutterfly.org/life-cycle)- Pictures and coloring pages of the butterfly life cycle.

[www.teacherspayteachers.com](http://www.teacherspayteachers.com)- This website contains life cycle diagrams and books for children.

**Accommodations and Modifications:** This unit allows for differentiation with instruction for all students. Please open this link to see a complete list of accommodations and modifications.