Grade K ELA Social Studies
Teamwork: How are we better together?

Unit Developed by Angie Tweit
Juliaetta Elementary School
Kendrick School District No. 283
Kendrick, Idaho

The Core Teacher Program
A program of the Idaho Coaching Network
Idaho Department of Education

Directions: Please type your name and unit title in the header. Then check each box that applies to your unit. Please note that while some categories were intentionally built into your unit via the online course modules (e.g. UDL and Webb’s DOK), others were not explicitly included and may not apply to your unit.
Universal Design for Learning (UDL)

- Multiple Means of Engagement
- Multiple Means of Expression
- Multiple Means of Representation

Differentiated Instruction

- Remediation
- ESOL
- Gifted/Talented
- Acceleration

Webb's Depth of Knowledge - Level 1 (Recall)

- Who, What, When, Where, Why
- Define
- Identify
- Illustrate
- Label
- List
- Match
- Measure
- Recite
- Recognize
- Report
- Use

Webb's Depth of Knowledge - Level 2 (Skill/Concept)

- Categorize
- Classify
- Collect and Display
- Compare
- Construct
- Estimate
- Graph
- Identify Patterns
- Infer
- Interpret
- Observe
- Organize
- Predict
- Summarize
Webb's Depth of Knowledge - Level 3 (Strategic Thinking)

- ✔ Assess
- ✔ Differentiate
- ✔ Hypothesize
- ✔ Construct
- ✔ Draw Conclusions
- ✔ Investigate
- ✔ Critique
- ✔ Explain Phenomena in Terms of Concepts
- ✔ Revise
- ✔ Develop a Logical Argument
- ✔ Formulate
- ✔ Use Concepts to Solve Non-Routine Problems

Webb's Depth of Knowledge - Level 4 (Extended Thinking)

- ✔ Analyze
- ✔ Create
- ✔ Prove
- ✔ Apply Concepts
- ✔ Critique
- ✔ Synthesize
- ✔ Connect
- ✔ Design

Bloom's Taxonomy

- ✔ Remembering
- ✔ Applying
- ✔ Evaluating
- ✔ Understanding
- ✔ Analyzing
- ✔ Creating

Grouping

- ✔ Heterogeneous grouping
- ✔ Individualized instruction
- ✔ Small group instruction
- ✔ Homogeneous grouping
- ✔ Large Group instruction
- ✔ Non-graded instructional grouping

Teaching Methods

- ✔ Cooperative learning
- ✔ Lecture
- ✔ Think Pair Share
Unit Title: Teamwork
Created By: Angie Tweit
Subject: ELA
Grade: Kindergarten
Estimated Length (days or weeks): 2 Weeks

Unit Overview (including context): Teamwork is an important life skill. Many young children are just beginning to explore the concept of teamwork. Five and six year olds tend to be focused on themselves and their immediate needs. When they hear the word “teamwork” they often times relate it to sports. The idea to think of their family or class as a team is a fairly new concept. The purpose of this unit is to help students explore the essential question “How are we better together?” in a context other than sports. The students will listen to nonfiction and fiction stories about teams and teamwork. The students will investigate what a team is and how teams work. They will discover that it often takes people working together to accomplish important goals both in school and at home. This exploration will lead them to discover and appreciate the similarities and differences among their classmates as well as families. Through close reading of text, rich classroom
conversations, and engaging projects students will engage a learning experience that is collaborative, enjoyable, and purposeful.

Key Shift: Students will participate in Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.

<table>
<thead>
<tr>
<th>Focus Standards:</th>
<th>Essential Question(s)/Enduring Understandings:</th>
<th>Measurable Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.K.3</td>
<td>How are we better together?</td>
<td>Students will be able to define teamwork in their own words and identify examples and non-examples of teamwork. (RI.K.3 DOK 1)</td>
</tr>
<tr>
<td>RL.K.2</td>
<td>How are trust and teamwork related?</td>
<td>Students will recall details from stories to determine the moral or lesson of the stories and share with peers their findings citing evidence from the text. (RL.K.2 DOK Level 2)</td>
</tr>
<tr>
<td>S.L.K.1</td>
<td>How do stories help us learn important lessons?</td>
<td>Students will describe how teams are similar and different collaboratively in small groups citing evidence from photographs and informational texts. (SL.K.1 DOK Level 3)</td>
</tr>
<tr>
<td>S.L.K.1</td>
<td>How is our classroom/family like a team?</td>
<td>Students will create a project collaboratively that requires teamwork. (SL.K.6 DOK 4)</td>
</tr>
</tbody>
</table>

Focus Standards:
RI.K.3
With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in the text.

Focus Standards:
RL.K.2
Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Focus Standards:
S.L.K.1
Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.
| 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. | With help from an adult, I can write a sentence that has a capital letter, finger spaces, and punctuation. | Students will use a combination of dictating and writing to compose informative text in which they name what they are writing about and supply some information about the topic. (WK.2 DOK 3)  
Students will capitalize the first word in a sentence and capitalize the pronoun I, recognize and name end punctuation, and spell simple words phonetically (LK2a.b.d DOK 1) |
<table>
<thead>
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<tbody>
<tr>
<td>With help from an adult, I can use a computer keyboard to type a sentence.</td>
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<tr>
<td>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meaning.</td>
<td>I can learn new words from stories and texts.</td>
<td>Students will demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (LK5b DOK 2)</td>
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<td>Summative Assessment:</td>
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<tr>
<td>• Students will complete a pre- and post-assessment identifying examples and non-examples of teamwork. Page 36</td>
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<tr>
<td>• Student teams will self-assess their own level of participation during culminating activity using the Teamwork Rubric during Activity 11.</td>
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<tr>
<td>• With support from teacher, student will compose a complete sentence, as measure by a sentence writing rubric/checklist, and type this sentence into a power point slide during Activity 11.</td>
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<tr>
<td>Culminating Project</td>
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<tr>
<td>• Students will work cooperatively to complete a project and self-assess their demonstration of teamwork using a rubric created by the class. SEE ACTIVITY 11.</td>
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</tbody>
</table>
Instructional Sequence

Frontloading/Anticipatory Set
Lesson plan or outline: Before the unit begins ask parents to email pictures of their son or daughter engaged in some sort of “teamwork” activity. Create a Powerpoint slideshow presentation. Before watching the slide show tell students we are going to watch a slideshow of some children (don’t tell them they are in the pictures) and their job is to come up with a title for the slide show. (The teacher may need to play the video twice because the students will be so surprised to see they are the “stars” of the slide show. Ask questions to help guide the discussion.

- Who was in the slide show?
- What did you notice?
  - Record student responses on large chart paper
- Did you see any children doing the same thing?
  - Circle similar activities in one color (ex. playing soccer = red, raking leaves = blue, setting table = yellow)
- Did you see any of the children doing something different?
  - Underline the singular activities in black.
- On a separate sheet of large chart paper create a table with categories naming the activities as headings and place student names under each category:  

<table>
<thead>
<tr>
<th>Playing Soccer</th>
<th>Raking Leaves</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kim</td>
<td>Hannah</td>
</tr>
<tr>
<td>Eric</td>
<td></td>
</tr>
</tbody>
</table>

- Point out to students that the activities are very different (playing soccer, raking leaves, etc.) but there is something the same about each of these activities. Go back to the slideshow and guide students to realize there is not just one student in the picture. After they realize there are people working together ask if they know what we call a group working together to get a job done.
- What would be a good title for this slideshow?

*Note: This slideshow will be a part of the summative project where students will write a sentence about their own photograph in the powerpoint and (with an adult’s assistance) add it to their powerpoint slide.
Central Text: **Teamwork, by Ann Morris**
This non-fiction text discusses how people and animals work together to get the job done. The bright colorful photographs depict engaging teamwork activities from around the globe.

**Text Complexity Analysis:**
1) **Quantitative:** 
210 L

**Qualitative:**
Meaning /Purpose – Slightly Complex (The text is explicitly stated, clear, concrete, and focused on the topic of teamwork.)

Text Structure – Moderately Complex (The organization and connection between ideas are explicit and clear. The photographs used supplement the understanding of the text. The bold print words help the reader identify key vocabulary in the text. The index used to further describe the photographs is exceedingly complex; however, the index is not necessarily integral to making meaning of the text but provides an extension for the reader to further develop knowledge on teamwork such as “The United Nations General Assembly meets in New York City. They work to maintain peace and friendly cooperation among the nations of the world.”)

Language Features – Slightly Complex (Mainly simple sentences with familiar conversational language. Explicit and straightforward.)

Knowledge Demands – Slightly Complex (Simple, concrete ideas with no reference to other texts or outside ideas.)
<table>
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<tr>
<th>Activity/Strategy</th>
<th>Texts and Resources</th>
<th>Instructional Notes (Sequencing &amp; Scaffolding)</th>
<th>Formative Assessments</th>
<th>Targeted Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity 1</strong></td>
<td></td>
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<tr>
<td><strong>Students will take a pre-assessment on teamwork</strong></td>
<td>Pre-Assessment Powerpoint Slideshow</td>
<td>Have students independently take the pre-assessment found on page 36. Students will take the same assessment at the end of the unit to identify images of examples and non-examples of teamwork. <em>See above description of activity (Frontloading)</em></td>
<td><em>Kid Watching:</em> Notice students who are contributing to class discussion and those who are not. This will help when forming partner groups for “Think Pair Share” activity next week. It is important to have heterogeneous groups; however, you do not want to have one student overpowering another student.</td>
<td></td>
</tr>
<tr>
<td><strong>Students will view a powerpoint about teamwork.</strong></td>
<td><strong>Academic:</strong> slideshow title <strong>Content:</strong> teamwork</td>
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<tr>
<td><strong>Activity 2</strong></td>
<td><strong>PART I:</strong></td>
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<tr>
<td><strong>Part 1 &amp; 2 (2 Days)</strong></td>
<td><strong>Art Gallery Video Clip</strong></td>
<td>Post 4 color copied photographs from the book, Teamwork, around the classroom. Tell students they will pretend they are at an art museum. Has anyone ever been to a museum before? Allow time to discuss museums. After sharing what they know about museums ask if anyone has heard of the word gallery? Invite students to view a video clip of people walking through an art gallery. • What did they notice? • What was in the gallery? • What were the people doing?</td>
<td></td>
<td><strong>Academic:</strong> Gallery Walk museum gallery <strong>Content:</strong> teamwork few many</td>
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<tr>
<td><strong>Students will participate in “4 corners” activity to initiate discussion about teamwork.</strong></td>
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</table>
Teacher will model writing sentences using the 5 Star Sentence rubric as guide.

Students will cooperatively compose sentences using the “Share the Pen” strategy.

Classical music

- What did it sound like?

Tell students they will be going on a “Gallery Walk” around classroom to look at some photographs. Tell them you want them to think about what is happening in each photograph as they walk around the room. Play soft music as students are viewing pictures. Tell students when the music stops they need to freeze. Have class share what they noticed in pictures.

As a class take a 2nd gallery walk. Stop and model asking questions about each picture chosen from the text.

*The big idea/take away is to have students make the connection that each picture depicts people/animals participating in activities together and not alone.*

Dog Sled picture- “What is this I’m looking at? What are they doing? I wonder what would happen if one dog decided to sit down and not pull? Are there just a few dogs or many?”

Soccer picture- “This picture shows kids playing soccer. I notice some are wearing yellow shirts and some are wearing red shirts. I wonder why that is? Are there just a few people or many people?” *It is important to have at least one sports related teamwork photo because this is the “known” for most young children.*

Mountain Climbing picture- “I see two people in this picture. One person is on top of the mountain holding a rope. The other person is climbing up the steep side. The rope is connected to one another. This looks very dangerous! I wonder if a person could climb a mountain like this alone? Are there a few people or many people?”

Family eating dinner picture-“I see people at a table
eating dinner together. Everyone is smiling. I wonder why they are smiling? Do you think they would be smiling if they were alone? Are there a **few** people or **many** people?

Connection: “Yesterday we watched a slideshow of ourselves and our classmates working with others to accomplish the same goal. We decided to title our slideshow, Teamwork. Hmmm….does anyone notice anything about our slideshow from yesterday and today’s gallery walk?”

**Four Corners:** Tell students you now want them to go stand by the picture that they think demonstrates teamwork. Once they are in their corner they will be given a few minutes to talk to others who are in their group. Allow time for share-out.

“These pictures are all very different. I wonder if there is anything that is the same in the pictures?”

Guide students to see the connection of more than one and teamwork.

**(If you teach in a full-day kindergarten program I would recommend breaking this lesson into 2 parts. My plan is to teach Part I in the morning and Part II in the afternoon. If not, you can extend this lesson to 2 days.)**

**Four Corners:** All 4 pictures demonstrate some sort of teamwork. Listen for conversations and student responses to why they chose their photograph. Did any students recognize all pictures representing teamwork? The big idea today is that there can be just a few or many people and/or animals working together on a team.

SL.K.1 Measurable Outcome: e Students will describe how teams are similar and different collaboratively in small
<table>
<thead>
<tr>
<th>Sentence Conventions Rubric*</th>
</tr>
</thead>
<tbody>
<tr>
<td>*(I purchased the 5 Star Writing Rubric on Teachers Pay Teachers. You can create your own rubric or use your current rubric that addresses the conventions of writing a sentence. Sentence strips marker)</td>
</tr>
</tbody>
</table>

**PART II:**

After guiding students through a conversation dependent on the photographs from the book, *Teamwork*, model how to write a sentence about each picture hanging on the wall from the Gallery Walk.

“Now we will write a sentence about each teamwork photograph. What do we know about sentences?”

- What does a sentence look like?
  - Point to text around the room and ask, “Is this a sentence?” as you point to a letter. Continue pointing to singular words, phrases/headings, finally building up to several sentences.

How did you know this was a sentence? Where can we be reminded in our classroom of what a sentence is?

- Refer to the 5 Star Sentence Checklist previously created and explicitly taught.

Model writing a complete sentence describing what is happening in each photograph. The teacher’s role is to think aloud on the first photograph and model explicitly the thinking process:

“Here is the picture of the dog sled team. I see eleven dogs connected to a long rope pulling a sled with a person standing on the sled. It looks like the dogs are pulling the sled forward. When animals work together they are like a team. I want to write one sentence about this photograph and what the photographer wants me to understand in this picture. I think I will write “Animals can work in teams.”

---

**Hands on Top!**

Tell students to put both hands on top of their head when you point to a sentence. If it is not a sentence keep hands in lap.

---

**Groups citing evidence from photographs and informational text.**
Refer to your Sentence Writing Conventions Rubric/Checklist and explicitly model the conventions of writing a sentence:

*Here is a sample of conventions in Kindergarten for sentence writing:*

1. Capitalize 1st word in sentence.
2. Finger spaces between words
3. Ending punctuation
4. Sentence makes sense.
5. Neat printing and letter formation.

Now write a sentence about the next picture by having students generate the words. The teacher does all of the physical writing on sentence #2 but ideas are generated by students.

3rd & 4th sentence: Now the teacher will “share the pen” with students. Through scaffold questioning engage students in a discussion about the last 2 photographs. Once a sentence has been created orally support students in writing the sentence by “sharing the pen.” Each student will write one word in the sentence with support from peers and teacher. When the student has finished writing he or she will hand the pen to a peer to write the next word in the sentence.

Be sure to refer to the sentence rubric/checklist to ensure students are practicing capitalization, finger spacing, punctuation, sight words, and beginning, middle, and ending sounds in words.

**Kid-Watching:**
As students begin to share the pen notice the following:
- Who is needing heavy support from peers/teacher?
- Who is needing some support from peers/teacher?
- Who is confident and independent in writing?
<table>
<thead>
<tr>
<th>Activity 3</th>
<th>Informative/Narrative Anchor Chart*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Teamwork by Ann Morris</td>
<td>Show the cover of the book. Ask students to identify the genre of the book using the Informative/Narrative Anchor Chart for support.</td>
</tr>
<tr>
<td>“The Genre Song”*</td>
<td>Sing “The Genre Song”.</td>
</tr>
<tr>
<td>Teamwork by Ann Morris</td>
<td>(The anchor chart &amp; “The Genre Song” come from Empowering Writers, Mariconda &amp; Auray.) <em>Copyright agreement is for use within classroom only</em></td>
</tr>
<tr>
<td></td>
<td>Explain to class that you will read the story 2 times. First reading you want them to listen carefully and enjoy the story without pausing and asking questions. (*note: students will recognize photographs from yesterday’s gallery walk and want to make comparisons from the informational sentences they wrote and the author’s text.)</td>
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<tr>
<td></td>
<td>The second time you read the story read it “wrong” replacing target words on the right with their opposite. Ex. “Teamwork is working alone.” Students will reply “NO! Together!”</td>
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<tr>
<td></td>
<td>Demonstrate the following strategies to clarify meaning of text phrases or “tricky” words; however, the focus strategy will be relating the word to its opposite:</td>
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<td></td>
<td>• Reread for understanding.</td>
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<tr>
<td></td>
<td>• Use the picture to help clarify any questions</td>
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<tr>
<td></td>
<td>• Go to the index for further information.</td>
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<tr>
<td></td>
<td>• Relate to other texts previously read</td>
</tr>
<tr>
<td></td>
<td>• Relate word to its opposite</td>
</tr>
<tr>
<td></td>
<td>together…alone</td>
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<tr>
<td></td>
<td>cooperate…fight</td>
</tr>
<tr>
<td></td>
<td>few…many</td>
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<tr>
<td><strong>Thumbs-up</strong></td>
<td>Thumbs up for informative</td>
</tr>
<tr>
<td><strong>Thumbs-down:</strong></td>
<td>Thumbs down for narrative</td>
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<tr>
<td><strong>Exit Interview:</strong></td>
<td>Give each student a quick oral interview asking them to say the opposite of the following words:</td>
</tr>
<tr>
<td></td>
<td>together/alone</td>
</tr>
<tr>
<td></td>
<td>cooperate/fight</td>
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<tr>
<td></td>
<td>few/many</td>
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<tr>
<td></td>
<td>work/rest, play</td>
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<td></td>
<td>proud/ashamed</td>
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<td></td>
<td>easier/harder</td>
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<td></td>
<td>done/begin</td>
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<td></td>
<td>peace/war</td>
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<tr>
<td><strong>Academic:</strong> Graphic organizer</td>
<td></td>
</tr>
<tr>
<td><strong>Content:</strong></td>
<td>together/alone</td>
</tr>
<tr>
<td></td>
<td>cooperate/fight</td>
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<td></td>
<td>done/begin</td>
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<tr>
<td></td>
<td>peace/war</td>
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</table>

L.K.5 Measurable Outcome: Students will demonstrate understanding of
<table>
<thead>
<tr>
<th>work…rest, play proud…ashamed easier…harder done…begin peace…war</th>
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</thead>
<tbody>
<tr>
<td>Display list of tricky words with their opposites in the classroom for future reference.</td>
</tr>
<tr>
<td>frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</td>
</tr>
</tbody>
</table>

**Activity 4**

Collaboratively complete a graphic organizer to define teamwork.

**Teamwork by Ann Morris**

3 large copies of a blank Frayer Model marker apple

Tell students one way we can show what we are thinking is by writing our thoughts in words/pictures on paper. To help organize our thinking we can use a **graphic organizer**.

Show students the blank Frayer Model. Read each heading starting with the center and define for them what each heading means.

Show students an apple. Explain to the class that they are going talk about the apple and fill in the boxes with information about the apple.

**Academic:**
- graphic organizer
- definition
- index

**Content:**
- cooperate
First write the word “apple” in the center of the Frayer Model.

Complete each section of the Frayer Models using the following procedure:

What does the word apple mean? What is an apple? Generate students ideas to compose a definition. You may want to refer to a class dictionary to write the definition from the text.

Next move over to visual/picture section. Generate free responses from students as they use the actual apple as a model. (round, red, fruit, sweet, grow on trees, etc.) Are there different types? Draw a picture from above descriptions.

Next move onto examples/non examples. An apple is….An apple is not…

For examples you may include apple pie, apple sauce.

Non-examples could be fruits that are similar in shape.
Once you have completed the Apple Frayer Model explain to the class that today we will organize our thinking on paper as we re-read the book, Teamwork.

Write the word teamwork in the center of the Frayer Model under “Target Word”.

Say to class: “This poster will help us take a closer look at what teamwork is and what it is not.”

“As we reread the text we will need to first listen for the author’s definition of what teamwork is.”

After reading page 9 pause and ask students if the author tells us what teamwork is? Record the following text from page 9 under the section labeled “Definition”:

**Team members cooperate to get the job done.**

-page 9.

Quickly review the vocabulary word cooperate by relating it to its opposite.

Next move onto “Examples/Models”:

After reading each page pull out a key word and discuss the example provided by the photograph.

pg. 10 “A team can be just a few.
I see a few people in each picture working together to fix or carry something.”
An EXAMPLE provided from text/photograph would be:

**Two men carrying a heavy basket.**

Ask the students, “What would a non-example or opposite of two men carrying a heavy basket look like?”
Possible responses:

**One man carrying a heavy basket.**

“Would this be a good example of teamwork?”
--No!
“Why not?”
--Teamwork is a few or many.
--Teamwork is working together, not alone.

Continue reading and adding examples with non-examples.

When finished completing the model complete the following sentences together on chart paper/sentence strips:

“Teamwork is ________________.”
“Teamwork is not ________________.”

Divide students into small groups of 3-4. Give each team a Frayer Model with the word COOPERATE in the middle. Have students use a combination of drawing/writing to complete the Frayer Model.

Reflect: As a whole class reflect on what went well during this team activity? Were there any problems? How did your team solve these problems? On chart paper make a list T Chart labeled Teamwork. On one side draw

**Kidwatching:**
Walk around the classroom and observe specific examples of students working together and non-examples or problems students are having in teams. During reflection share your observations and add to T-chart on examples 😊 or non-examples 😞 side of chart.
a happy face on the other draw a sad face. This will be later developed into a rubric.

**Opportunity for Extension:**
You will want to pause after each page and discuss one of the photographs. Because the photographs are from a variety of countries around the world the content is new and complex. I would recommend giving a quick overview of the index to demonstrate where students can get more information but continue to move through the story without getting “caught up” in each photograph. You may want to go back and deeply explore each photograph using the index as an extension opportunity.

**Extension Example:**
“I see three different pictures. The first picture shows a picture of 2 men doing something with water. I do not understand what is happening in the picture. The back of the book has an index to give the reader more information about the pictures. Let’s go to the back of the book and read about this picture.”

Turn to the index and read the excerpt:

“pg. 10 India: After the monsoon season, the land is dry in this Indian village. These two men must use an irrigation system to bring water to their farms.”

You may wish to deeply explore the complex language provided in the index if time is available. Content vocabulary words such as monsoon and irrigation are complex for kindergartners and would need to be further explored. Consider sprinkling this extension throughout the school day when you have 5-10 minutes to look at
one photograph and read the index description. You may choose to use the Frayer Model to further investigate content vocabulary that is complex.

**Activity 5**

Students will sort examples and non-examples of sentences. Students will write a sentence and add it to Power Point presentation.

**Teamwork by Ann Morris**

Sentence strips with complete sentence examples and non-sentence examples

Sorting mat

Tell students today they will be reviewing what makes a sentence. Practice this orally first. Say a word such as, “dog.” Ask students: “Is this a sentence?” Remind students (taught previously) that a sentence is like a very short story. It tells us something. Does “dog” tell us something? No! It keeps us wondering: What did the dog do? What type of dog is it? Is it big or little? We want more information! Now state a sentence: “The large brown dog chased the boy down the street.” Is this a sentence? Yes!

Mini-lesson on sentence: Is this a sentence? Explain to the class what a sentence is. Focus on 3 characteristics:

1. Capital Letter
2. Ending punctuation
3. Finger spaces

Show students sentence examples and non-examples on sentence strips. Have students give you a thumbs up or thumbs down if it is or is not a sentence.

Have students work in table groups to sort sentence examples and non-examples cooperatively. To prepare this activity have a variety (8-12) examples and non-examples of sentences typed, photocopied, and cut into strips. On a 2 part sorting mat (large construction paper with a bold line down the middle) have students sort sentences.

Re-read Teamwork. Pause occasionally and ask the following questions:

“What kind of letter do we use at the beginning of a
sentence? This sentence begins with a letter ___.” Then ask volunteers to find the beginning of the sentence on the following page. Does it begin with a capital letter? Repeat for punctuation and finger spaces.

Give each student a hard copy of their photograph from the slideshow. Tell students you want them to write a 5 Star sentence about his/her own photograph. This should be done in small groups of 3-4 with a teacher/para-pro for support. Remind students that when we write we make revisions to our writing over time. Today we will write our first draft. Continue to revisit the sentences during your writing center or writer’s workshop time throughout the following week.

During writing time work with students to type their final sentence into the Power Point slideshow.

You may choose to present the slideshow to parents at an Open House night, kindergarten graduation ceremony, etc.

5 Star Sentence:
Use the 5 Star Sentence checklist with the student to conference about his/her sentence. Provide support to make revisions to the sentence.
When student has completed revisions he/she will type sentence into Power Point slide. This will need to be done with 1:1 support from an adult

W.K.2 Measurable Outcome: Students will use a combination of dictating and writing to compose informative text in which they name what they are writing about and supply some information about the topic.

L.K.2a.b.d Measurable Outcome: Students will capitalize the first word in a sentence and capitalize the pronoun I, recognize punctuation, and spell words phonetically.
Week Two

Swimmy, by Leo Lionni
Swimmy is the story of a little black fish who lives with his family of red fish until one day a big tuna fish comes along and eats all the red fish leaving Swimmy alone exploring the beauty and dangers of the ocean. Swimmy meets another school of red fish, and through teamwork, he and the red fish are able to escape from danger.

**Quantitative:** 640L  
**Grade Band:** 2-3  
**Qualitative:**

**Text Structure (Slightly Complex):**  
This narrative story is written as a fable with a lesson to be learned. The story begins immediately with a problem most young children can relate to, being alone and afraid. The sequence of events lead up to another problem (discovering more fish like him who are afraid). Students are easily able to follow the sequence of events with its pattern of the fish swimming and seeing sea creatures along his journey. The climax in the story is when Swimmy discovers the fish who are afraid. Students interest is naturally peaked at this point and the resolution in the story demonstrates how clever the main character is and teaches the lesson that when we work together we can overcome obstacles.

**Language Features (Very Complex):**  
Leo Lionni uses descriptive adjectives and poetic language to describe the sea life Swimmy encounters such as: “an eel whose tail was almost too far away to remember” and when describing the sea anemone as “pink palm trees swaying in the wind.” This descriptive language paints a picture in the readers (listeners) mind. The illustrations support the rich vocabulary and comparisons to support the reader. Without the illustrations the young listener may have a difficult time comprehending the text.

**Meaning/Purpose (Moderately-Very Complex):**  
This story has two main themes: our differences make us unique and working together gets the job done. Through teacher guided Q & A most students should be able to make the connection between Swimmy and the theme of working together to get the job done. The more implicit meaning is where Swimmy is different from the little black fish. A higher level question would be, “If Swimmy were black like the other fish could he have saved the little black fish and escaped from the tuna fish.” There is no direct right or wrong answer here. Maybe yes, or maybe no. As a teacher I would want students to make the connection of Swimmy being the red eye in the larger fish formation as he had the fish swim together in unison. The moral of the story ties directly to the unit of study: Teamwork.

**Knowledge Demands (Moderately Complex):**  
Many 5 and 6 year olds have been exposed to a similar story in the movie, Nemo. There is a very similar theme where a small fish is lost and must find a way to survive. Along the way Nemo meets friends who help him find his way back home. Many children, however; have never been to the ocean or had exposure to palm trees, medusa, and anemones. Students may wonder what these creatures are and pose many questions. The illustrations provide nice support for the heavy discipline specific knowledge demands of ocean life.

<table>
<thead>
<tr>
<th>Activity 6</th>
<th>Texts and Resources</th>
<th>Sequencing and Scaffolding (building knowledge, guided practice, student grouping, independent practice, 5 Kinds of Composing)</th>
<th>Formative Assessments</th>
<th>Targeted Vocabulary</th>
</tr>
</thead>
</table>
| Teach students how to use the Think Pair Share strategy. | Think-Pair-Share Visual  
100 Dixie cups | Frontloading: Review the Frayer Model created last week and discuss what teamwork is. Remind students that teamwork can be many or just a few. Explain to the class that this week they will be listening to a new story and answering questions with a “thinking-partner”. Is this many or a few? | Academic: Think/Pair/Share thinking partners | Content: |
We will be thinking about our ideas, sharing our ideas with our thinking partner, then sharing with the entire group. This is called “Think, Pair, Share!” Draw a visual like the one below to further illustrate “Think, Pair, Share.”

Let’s give it a try! Show students a bag of 100 dixie cups. Tell students you will want them to think about how they could build a tower that is both tall and strong. Give students a few minutes to think independently. Now have students turn and talk to their “thinking partner”. Call on each student to share his/her thinking partner’s idea (not their own…this encourages good listening skills!) Be sure to tell them beforehand they will need to listen carefully because they need to report on their partner’s idea!

Kidwatching: This is a good way to “try out” the partners you have assigned. Do they complement one another? Are they able to work together? If you have any concerns about partners you can make changes before the actual text dependent Q&A begins.

Activity 7  |  Swimmy by Leo Lionni  |  Show students cover of book. Ask if they think it is informative of narrative. Use anchor chart to support  |  Academic: fable
Students predict genre and listen to story read aloud. Students will use Think-Pair-Share strategy to determine author’s purpose.

<table>
<thead>
<tr>
<th>*big book would work best for class read aloud.</th>
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<tbody>
<tr>
<td><strong>Genre chart</strong></td>
</tr>
<tr>
<td><strong>Writer’s notebook or journal</strong></td>
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</table>

Tell students you have selected this story because it teaches us a lesson about teamwork. Sometimes author’s want to entertain us but also teach us a valuable lesson at the same time. This is called a fable. Tell students you want them to do 2 things while you are reading the story: Enjoy and learn a lesson about teamwork.

Read the story.

After reading tell the students you are going to ask some questions but you want them to practice the Think-Pair-Share strategy from the previous day.

“What lesson does the author want the reader to learn?”

- Think about it by yourself.
- Tell your thinking partner
- Share with whole class

If class cannot connect to bravery and teamwork go to page 5-6 to show Swimmy afraid and alone but then forgetting about his loneliness when he swims away from home and sees other creatures in the sea (bravery).

Page 19 Swimmy discovers the frightened red fish and says “WE must think of something!” (working together), then go to page 24 and re-read, “He taught them to swim close together…” (teamwork).

When the author wants the reader to learn a lesson we call this a fable.

“What are some other fables we have read?”

“What was the lesson to be learned?”

**Writer’s Notebook:**
Have students draw/write the lesson or central ideas from the story, Swimmy. Look at students who are on target with teamwork. Some possible drawings: red fish swimming together (teamwork), Swimmy, the little black fish, swimming alone (bravery).

This is a “quick-write” activity. They will have the opportunity to do this again.

Be sure to provide specific feedback to those students who are not
| Activity 8 | Swimmy by Leo Lionni | Reread Swimmy. This time only read to the page that shows the jellyfish and has the following text (pg. 7):  

“But the sea was full of wonderful creatures, and as he swam from marvel to marvel Swimmy was happy again. He saw a medusa made of rainbow jelly…”  

To deepen understanding ask the following text dependent questions:  
- What is the author trying to tell us about Swimmy?  
- Are there any hard or important words in this text?  
- The author tells us “Swimmy was happy again.” How has Swimmy become happy again?  
- What are the marvels Swimmy is seeing as he swims in the sea? Why do you think the author uses the word marvel to describe the other sea creatures?  
- What have we learned so far about the main character, Swimmy?  
- What is a medusa? How do you know? What words does the author use to describe the medusa?  

Re-read the excerpt:  
“But the sea was full of wonderful creatures, and as he swam from marvel to marvel Swimmy was happy again.”  

Ask students to think of a place that has wonderful things to look at. It might be the ocean, a park, a zoo, etc. Tell students you would like them to paint a picture of a | demonstrating understanding of the central theme. | Painting:  
Provide students watercolors and paper to paint their own marvels. Have students share their paintings and use the word marvel to describe their wonderful images. Did students paint images that would be considered wonderful things to themselves and can they justify or defend their marvel to demonstrate understanding of the word marvel?  

Academic:  
- marvel  

Content:  
- medusa |
### Activity 9
Today will be the 3\textsuperscript{rd} reading of Swimmy. Describe author’s word choice to students through class discussions, the text and illustrations, and video clips for added support.

<table>
<thead>
<tr>
<th>Video clips of lobster, fish, eel, sea anemones</th>
<th>Swimmy by Leo Lionni</th>
</tr>
</thead>
</table>

Re-read Swimmy.  
Pause at the excerpt: 
\textit{“a lobster, who walked like a water-moving machine”}  
Ask the following questions:  
- How does the author describe the lobster?  
- How do machines move?  
- How does something move in the water?  
- What would it look like to be a machine moving through the water? Have students demonstrate.  
Discuss with students that authors have a tough job of finding words that paint images in the reader’s mind.  
Yesterday we painted an image on paper. When I say, “A lobster who walked like a water-moving machine” can you close your eyes and see what that might look like?  

Let’s watch a video segment of real lobster moving through the water. How does a machine move? How does the lobster move? Have you ever tried to walk or run in deep water? How could that be like a machine in water?  

Discuss with the class if the author word choice of “water-moving machine” was a good one.  
Continue reading and pause at each excerpt:  
\textit{“strange fish, pulled by an invisible thread...”}  
\textit{“a forest of seaweeds growing from sugar candy rocks...”}  
\textit{“an eel whose tail was almost too far away to remember...”}  
\textit{“and sea anemones, who looked like pink palm trees swaying in the wind.”}  

**Academic:**  
- lobster  
- seaweeds  
- eel  
- anemones
Once again ask text dependent questions after reading each segment. Include video clips to help demonstrate the descriptive language.

**Activity 10**

Today will be the 4th reading of Swimmy. The focus the lesson is to recall details from the story to identify the central message or lesson to be learned. The central message is “when we work together we can overcome obstacles” (teamwork) and possibly “our differences make us unique.” There is even the idea of being brave vs. afraid and the idea of leadership. Students will draw a picture to demonstrate their take-away from the 4th close reading of Swimmy.

**Swimmy** by Leo Lionni
- paper
- crayons
- pencil

**Ask the students to recall what the problem in the story is?**

Read the excerpt:

“Let’s go and swim and play and SEE things!” he (Swimmy) said happily. “We can’t!” said the little red fish. “The big fish will eat us all.” “But you can’t just lie there,” said Swimmy. “We must think of something.”

Ask the following text dependent questions:

- What did Swimmy want the fish to do?
- What did the little fish want to do?
- Why were the little fish so afraid?
- Why do you think Swimmy didn’t want to hide like the other little fish?

Continue reading:

“Swimmy thought and thought and thought. Then suddenly he said, “I have it! We are going to swim all together like the biggest fish in the sea!”

- How is this an example of teamwork?

Continue reading:

“And so they swam in the cool morning water and in the midday sun and chased the big fish away.”

- What do the little fish do now that they didn’t do when they first met Swimmy?
- What do the big fish do now that they didn’t do when the little fish swam by themselves?
- What did the fish learn about being part of a team?
- A fable is a story that teaches us a lesson. Do you think Swimmy is an example of a fable? Was the author teaching us a lesson or trying to tell the reader something? Draw a picture to show what

**Draw a Picture:**

Students will draw a picture and write to demonstrate the lesson/central message from the story Swimmy. Invite students to go back to their writer’s notebooks to see how they can elaborate and add more details to their drawing or writing.

**RL.K.2 Measurable Outcome:** Students will recall details from stories to determine the moral or lesson of the
| Activity 11 | **Swimmy by Leo Lionni**
Chart paper
Markers
Dixie cups
Teamwork rubrics
Exit ticket
Post assessment | Review how the story *Swimmy* is about working together as a team to get a job done. The purpose of this culminating lesson is to have students participate in a collaborative activity that requires teamwork and relate that experience to the essential questions: How are we better together and How is our classroom like a team? This experience will be directly related to the experiences Swimmy and the little red fish had in the story. This directly relates to SL.K.1 and RL.K.2.

Tell students we are going to go back to the text to discuss the following questions with our thinking partners.

- What was Swimmy’s problem?
  - He was lonely. page 5
- What was the little red fish’s problem?
  - They were afraid the big fish would eat them. Pg. 19
- How did they use teamwork to solve their problem?
  - Swimmy taught them to swim close together and chase the big fish away. pgs. 24-28

Let’s look even more closely at pages 21-28. This is

**Kidwatching:**
SL.K.1 states, “Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.” This culminating lesson spends time having conversations about teamwork from the Dixie cup experience and information from Swimmy.

**Exit Ticket:**
To measure student understanding from these conversations.
when they begin to work together.
- Who says “We are going to swim all together like the biggest fish in the sea!”
  - Swimmy pg. 22
- How did Swimmy get his idea?
  - He thought and thought. Pg. 22
- How did the all the fish learn to swim together?
  - Swimmy taught them. pg. 24

Explain to the class that they are going to be working in teams today to get a job done. Before they can begin they need to think about Swimmy and how he and the little red fish worked together to get the job done. What can we learn about teamwork from the book Swimmy?

- What does Swimmy say to the little red fish when they tell Swimmy they can’t go and swim and play to make them change their minds?

- What did Swimmy do right before he got his idea to have all the fish swim together like the biggest fish in the sea?

- Who is the leader in Swimmy? What did Swimmy say or do to show he was a leader?

- Do you think teams need leaders? Why or why not? Was there a leader in Swimmy?

Establish a few simple rules for working in their team by relating what they learned from the text. Develop a simple class rubric (checklist) for teamwork. These rubrics should be generated with student input. Refer to the following pages to make connections between teamwork and Swimmy.

there will be an exit ticket which requires each student to individually complete the sentence stems: Teamwork is… Teamwork is not… Be sure to support struggling writers by dictating or allowing them to draw.

**Measurable Outcome:**
Students will be able to define teamwork in their own words and identify examples and non-examples of teamwork.

**Post Assessment:**
Students will complete the post assessment identifying examples and non-examples of teamwork. The teacher can compare the pre- and post-assessments to see if students improved their level of understanding.

**RI.K.3 Measurable**
- Think about an idea and share with others (Swimmy page 21-22)
- Everyone gets to help (Swimmy page. 23-24)
- Practice, keep trying, don’t give up! (Swimmy page 25-26)

Sample Teamwork Rubric (may vary…)

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<thead>
<tr>
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<th>😊</th>
<th>😞</th>
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</thead>
<tbody>
<tr>
<td>Everyone shared ideas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice (try) ideas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Everyone helps.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We did it!</td>
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</tbody>
</table>

Show students the packets of 100 Dixie cups. Remind them of the activity on Monday where they thought about ideas (like Swimmy does in the story) and shared their ideas (like Swimmy does in the story) but today they are going to try out their ideas with teams (like Swimmy and the red fish do on page 24!)

Outcome: Students will be able to define teamwork in their own words and identify examples and non-examples of teamwork.

Rubric:
This self-assessment checklist created by the students will be used as a guide for expectations of performance during the Dixie cup exercise. Students will use this rubric as a reflection of their own participation and the participation of others as well.

S.L.K.1 Students will create a project collaboratively that requires teamwork.
Place students in teams and tell them to build a tower that is tall and strong but remember to think like Swimmy and the little red fish by working together to get the job done. Refer to the Frayer Model and review what teamwork is and what it is not!

When students have completed their project have each member of the team complete the Teamwork Rubric.

**Student Debrief:** Have students bring their completed teamwork rubrics to the “carpet area” or other gathering place to share.

Using the Think-Pair-Share strategy pair students into new partners.

Ask the following questions to guide the conversation and make connections to the essential question:

How are we better together? and How is our classroom like a team? Record responses on chart paper.

- Think about our Dixie cup teams. What went well? (think about it….share with partner…group share.)
- Think about our Dixie cup teams. Were there any problems/challenges? If so, what did you do to solve your problems.
- How is our class like the Dixie cup team? How is our class like the fish in Swimmy?
- What are some activities we have done this school year that required teamwork?
- How are we better together?

**Exit Ticket:**

Give each student the Exit Tickets on pg. 35 to complete for a summative assessment. This is an independent activity to demonstrate what the student understands about teamwork.
**Integrated Literacy Mini-Lesson**

When will the mini-lesson occur in the unit?  
**Activity 5**

Mini-lesson focus (academic vocabulary, word study, grammar in context, etc.):  
**Print concepts (sentence structure)**

Mini-lesson outline or lesson plan: **See Activity 5**

Mini-assessment: **See Activity 5**

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**Close Reading Activity**

When will the close reading activity occur in the unit? **Week 2, Swimmy by Leo Lionni**

<table>
<thead>
<tr>
<th>Text Excerpt</th>
<th>Text-Dependent Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>See Activity 8</strong></td>
<td><strong>See Activity 8</strong></td>
</tr>
</tbody>
</table>

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**Scaffolds and Extensions**
| UDL Components: | Support for students who are ELL, have disabilities or read well below grade level text band: The scaffolds are provided through the questions that break down the text into kid-friendly language. Students in kindergarten are emergent readers. Both texts will be read aloud to ensure all students have access to the content. | Extensions for advanced students: Page 16. With the text Teamwork, independent readers will be able to read the text with support. During small group reading instruction the teacher may choose to use this text for reading instruction. To extend the learning you may choose to further explore the photographs by using the index. Using a writer’s notebook or journal have the student write the focused vocabulary word at the top and find the definition in the index. Student writes the correlating page number and copies the definition from the index. |
Exit Ticket

Name:_____________________

Teamwork is ________________________.

Teamwork is not ________________________.

Name:________________________________

Teamwork Pre- and Post-Assessment

Circle all the pictures that show teamwork.

Place an X on the pictures that are not teamwork.
Frayer Model

DEFINITION

VISUAL/PICTURE

EXAMPLES/MODELS

NON-EXAMPLES

Target Word: