



KINDERGARTEN **ELA**

# Student Materials

## Unit 7 *Exploring Life Cycles*

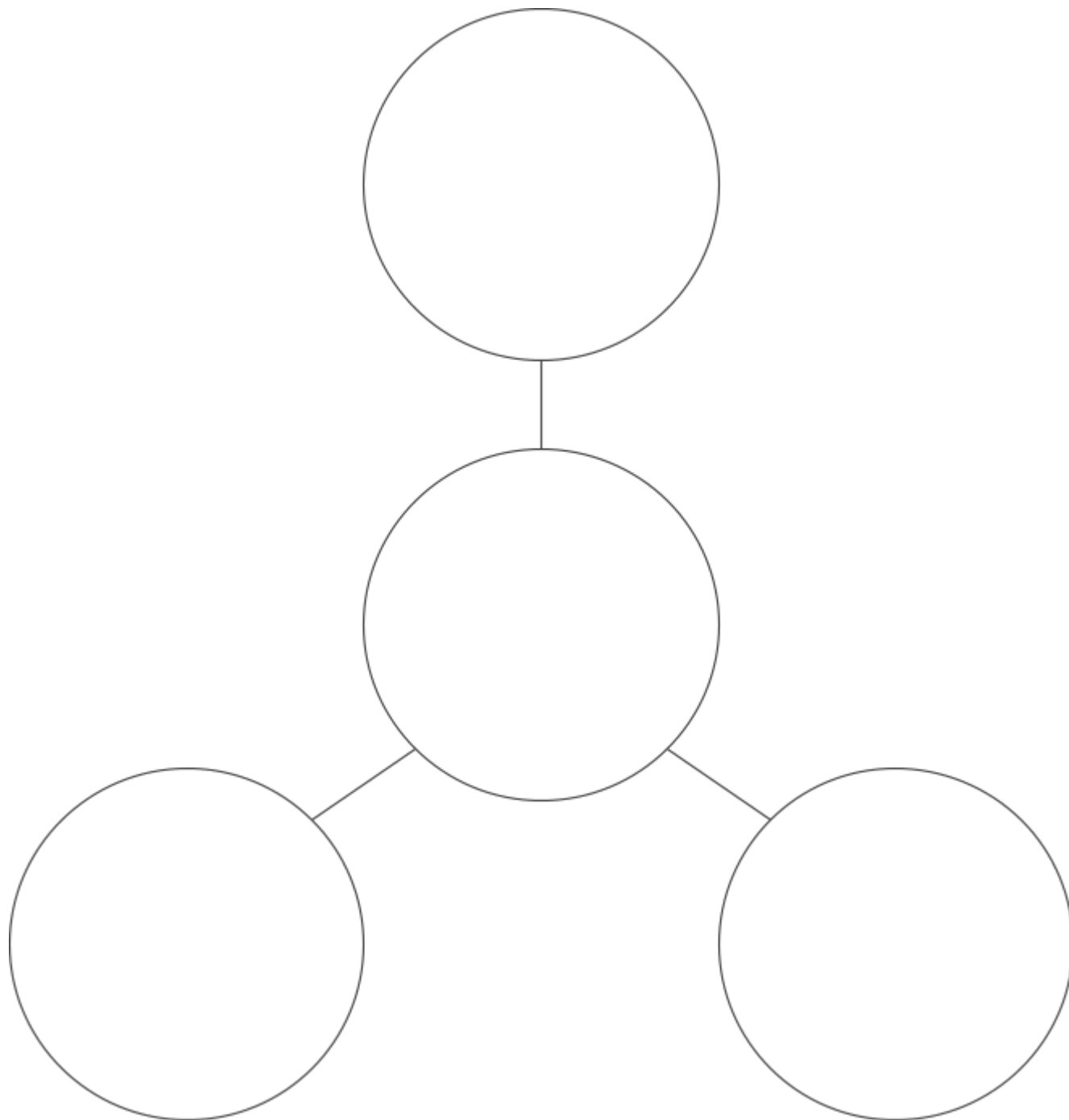


# Daily Lesson Materials

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Description/Concept Map

K-5th Grade English Language Arts



Name: \_\_\_\_\_ Date: \_\_\_\_\_

burst    organism

How does the boy know that it is spring? Give an example from the text.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

How are living things different from nonliving things? Give an example from the text.

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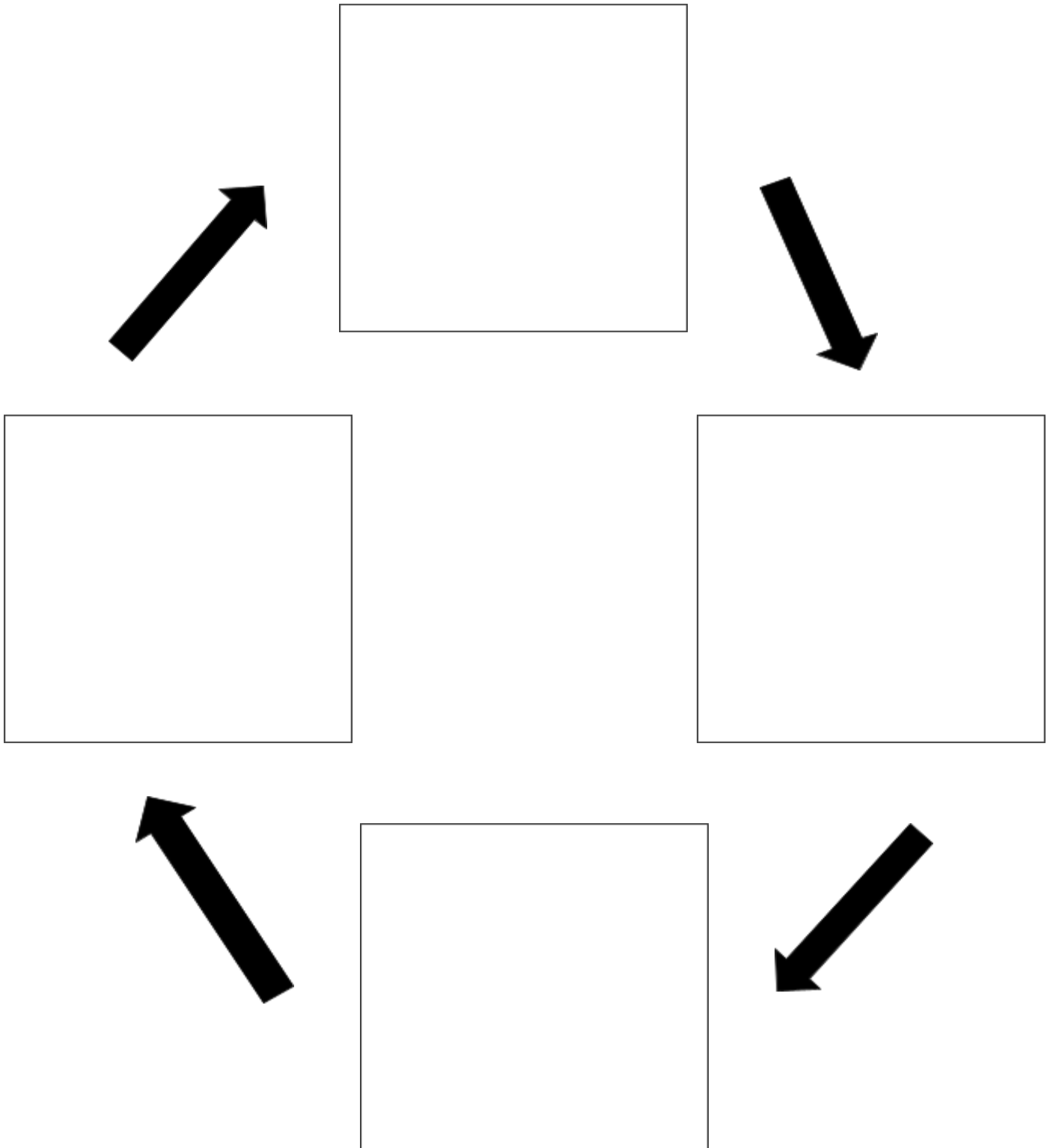
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Name: \_\_\_\_\_

## Life Cycle Graphic Organizer



Name: \_\_\_\_\_ Date: \_\_\_\_\_

roots    shoots

What happens to a plant throughout its life cycle? Retell the stages the bean plant goes through.

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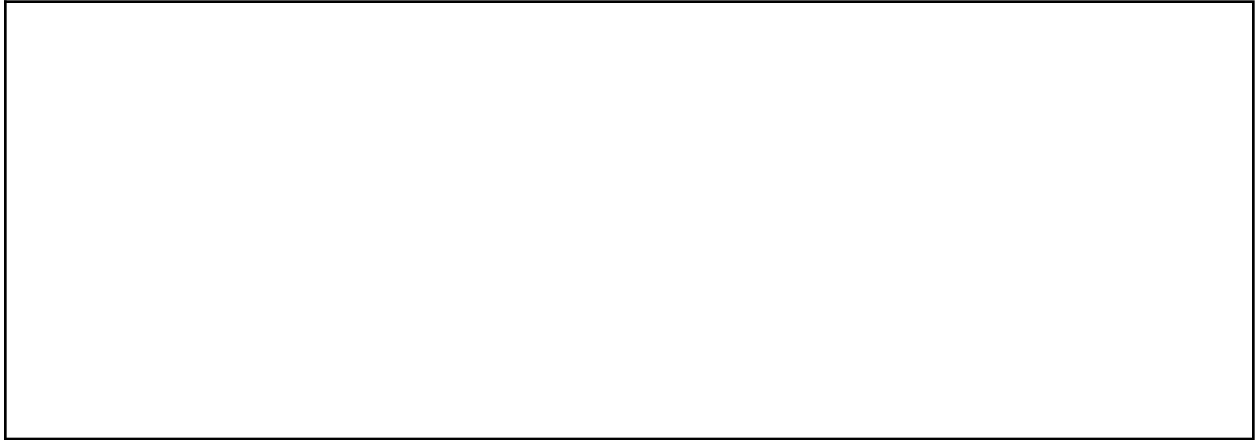
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Name: \_\_\_\_\_

# Preposition Worksheet 1

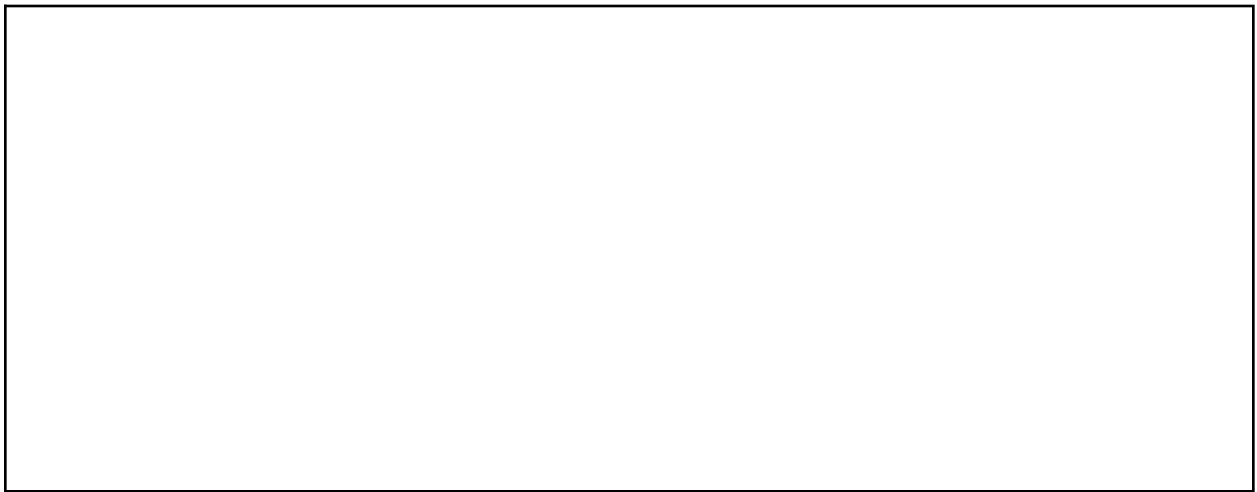
## Language and Grammar Lesson

Complete the sentences using a preposition. Draw a picture to illustrate the sentence.



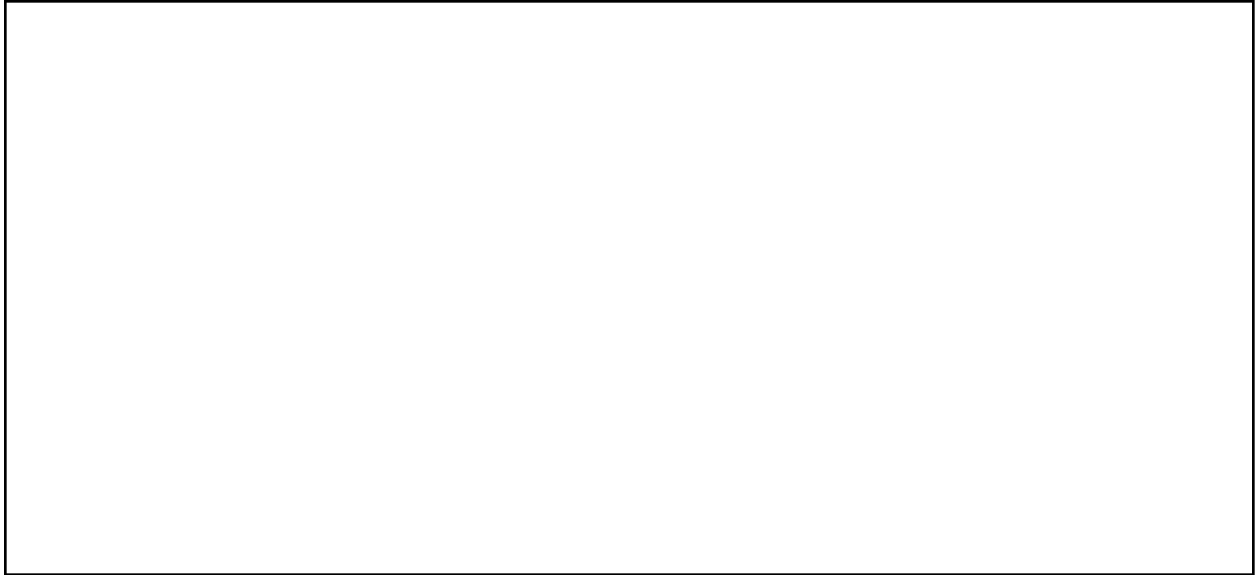
1. Plants bloom \_\_\_\_\_ the spring.

in	on
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2. She waters the plants \_\_\_\_\_ noon.

in	at
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3. The girl waters the plants \_\_\_\_\_ a hose.

with	by
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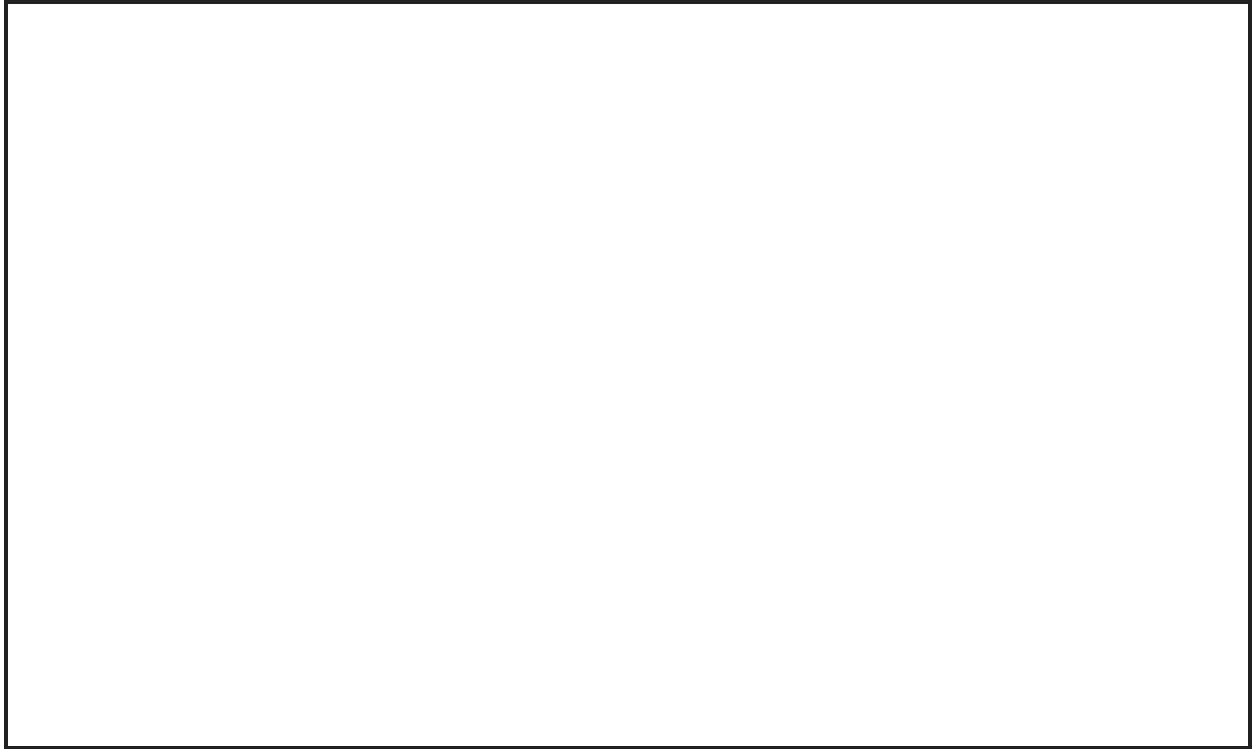


4. The leaves grow \_\_\_\_\_ the shoot.

off	in
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

Complete the sentences from [Preposition Worksheet 1 \(GK, U7, L4\)](#) using a preposition. Draw a picture to illustrate the sentence.



\_\_\_\_\_

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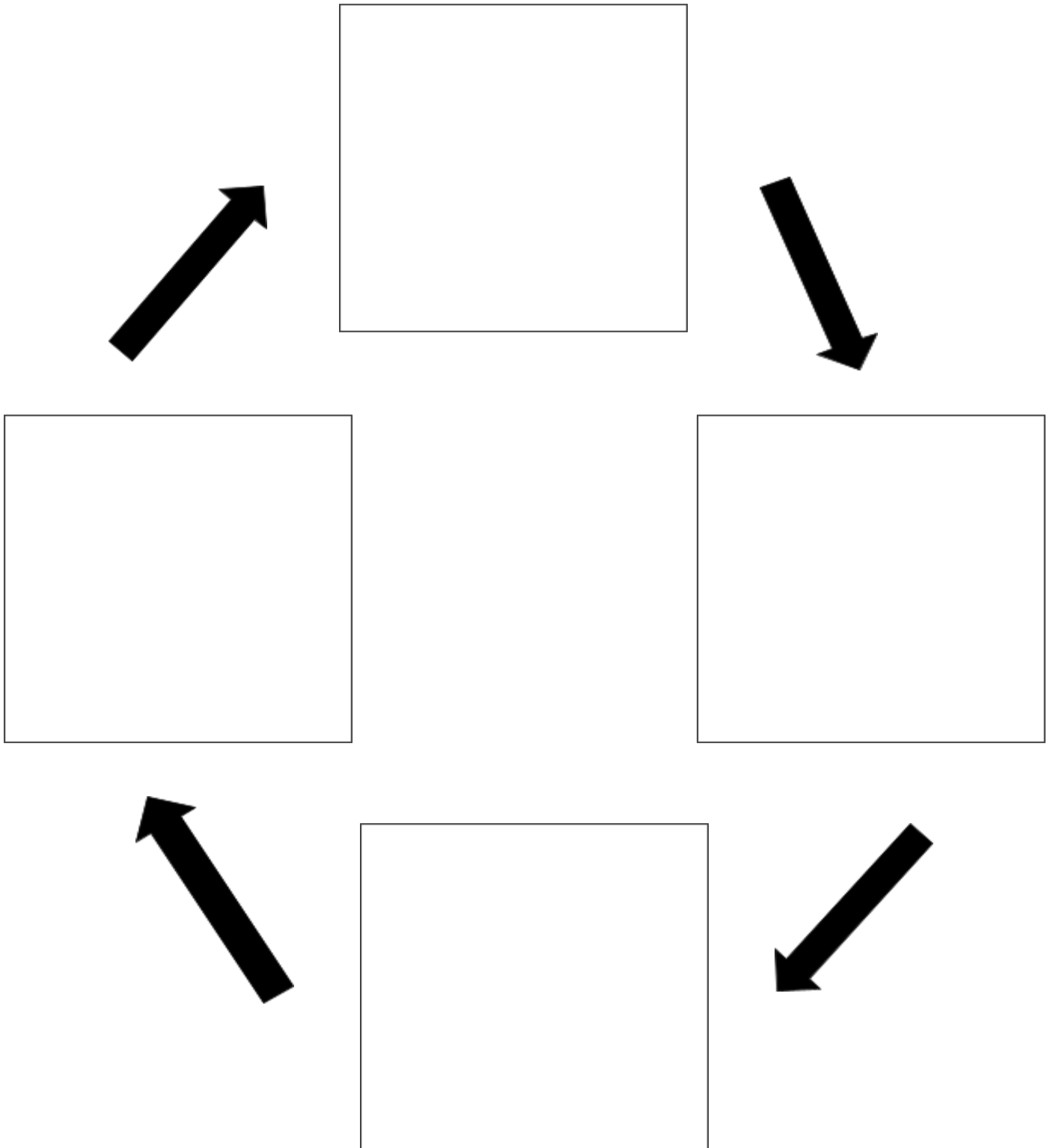
\_\_\_\_\_

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\_\_\_\_\_

Name: \_\_\_\_\_

## Life Cycle Graphic Organizer



Name: \_\_\_\_\_ Date: \_\_\_\_\_

sprout    blooms    nutrients

How do seeds change into sunflowers? Choose one stage and describe what happens.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

How does the tiny seed survive? Give an example from the text.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Sequence Graphic Organizer



Name: \_\_\_\_\_ Date: \_\_\_\_\_

planted

How are animals an important part of a plant's life cycle? Give an example from the text.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

transform

How do Mr. Tony and the community **transform** the garden? Give an example from the text.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Narrative Writing Brainstorm

## K-2nd Grade English Language Arts

**Beginning**

**Middle**

**End**

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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## Mentor Text 1

### Playground Flowers



In fall, a strong wind blows. Flower seeds **burst** from a wilting tulip in the garden. The wind blows the seeds to the playground.

At recess the kids play tag. Oh no! Many of the seeds are stepped on, except one. Maya collects the seed from the ground and **plants** it in some soil.

In spring, the seed develops **roots**. A **shoot sprouts** from the soil. After a week, the seed **transforms** into a tulip!

## Revision Text

In fall, a strong wind blows. Flower seeds fall from a flower in the garden. The wind blows the seeds to the playground.

At recess the kids play tag. Oh no! Many of the seeds are stepped on, except one. Maya collects the seed from the ground and puts it in some soil.

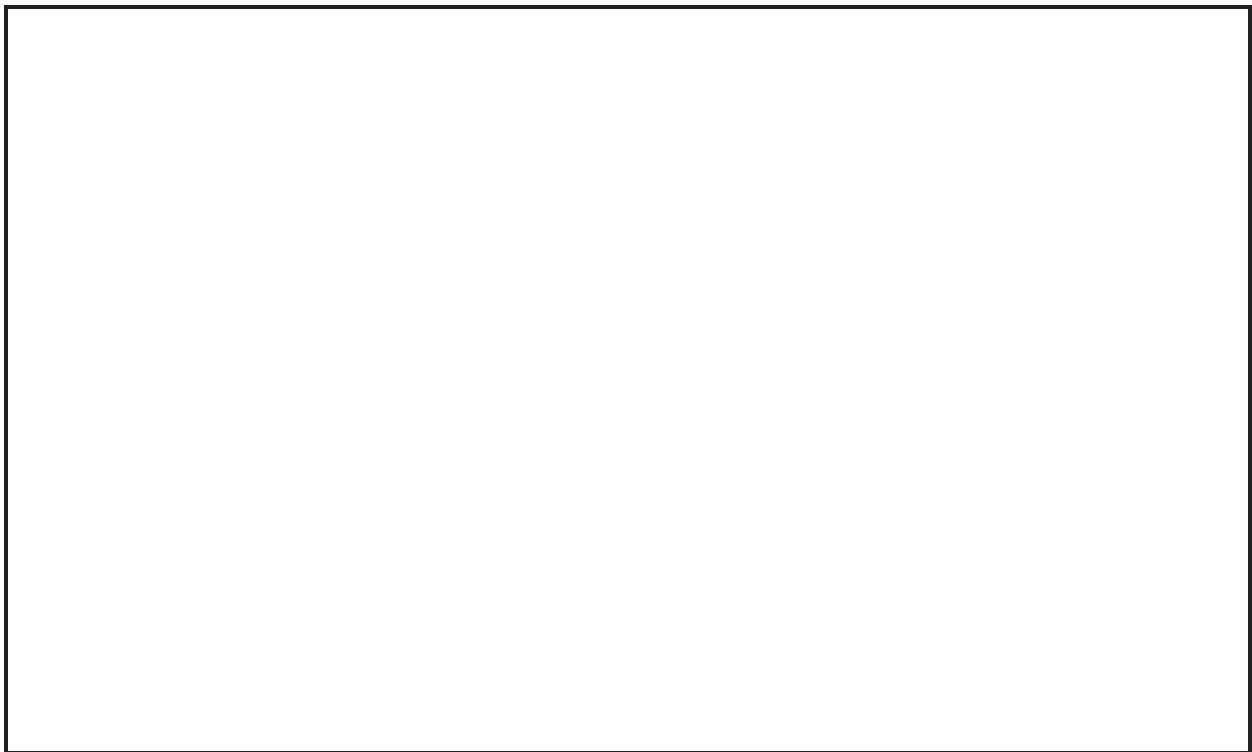
In spring, the seed comes up from the soil. After a week, the seed is a tulip!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

On a walk, you spot a plant growing in some soil. You begin to wonder...what brought the seed there? Who **planted** it? What type of plant will it **transform** into? Use what you know about plants to write a realistic story about a seed that moves from one place to another.

Make sure your story:

- Describes the setting in the beginning, middle, and end
- Introduces a problem and a solution grounded in facts about plants
- Includes at least one vocabulary word



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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Narrative Writing Brainstorm

## K-2nd Grade English Language Arts

**Beginning**

**Middle**

**End**

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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## Mentor Text 1

### Playground Flowers



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At recess the kids play tag. Oh no! Many of the seeds are stepped on, except one. Maya collects the seed from the ground and **plants** it in some soil.

In spring, the seed develops **roots**. A **shoot sprouts** from the soil. After a week, the seed **transforms** into a tulip!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

In fall, seeds often move from one place to another. In your story, where does the seed start and where does it end up? What challenges occur along the way? Brainstorm the beginning, middle, and end of your story about a seed that travels from one place to another.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Narrative Writing Brainstorm

## K-2nd Grade English Language Arts

**Beginning**

**Middle**

**End**

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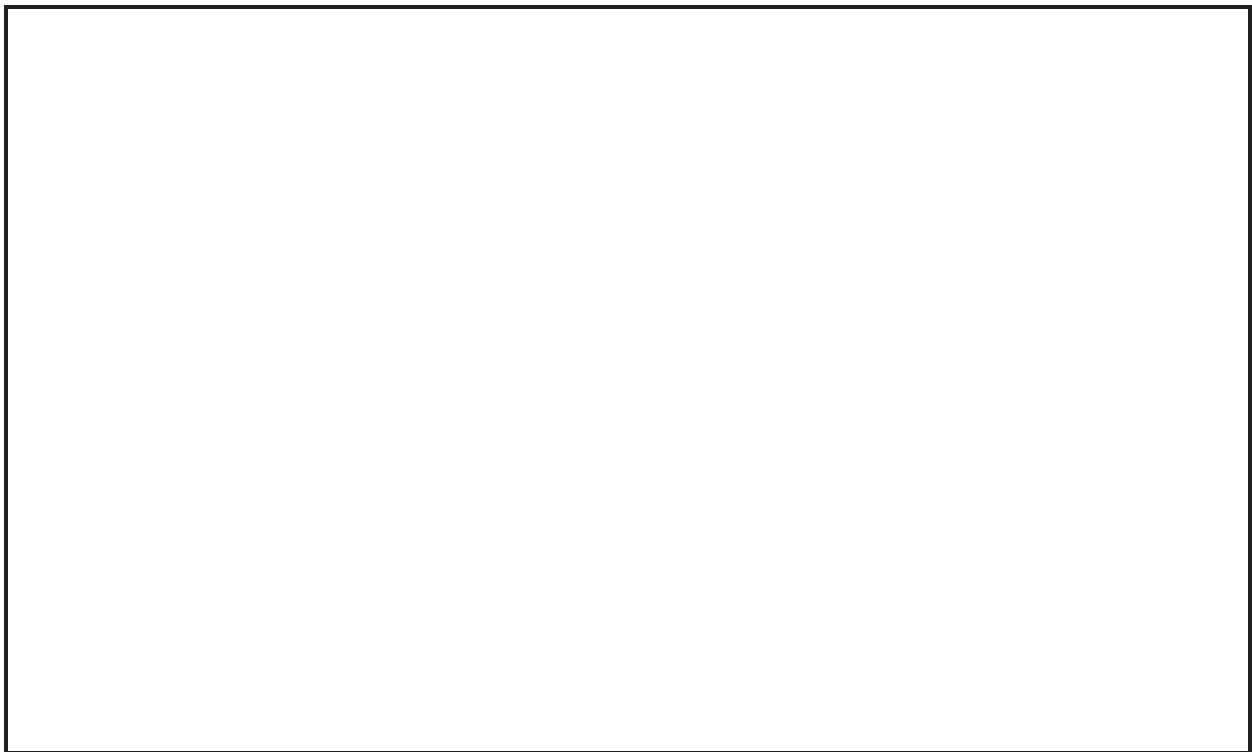
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_____	_____	_____

Name: \_\_\_\_\_ Date: \_\_\_\_\_

On a walk, you spot a plant growing in some soil. You begin to wonder...what brought the seed there? Who **planted** it? What type of plant will it **transform** into? Use what you know about plants to write a story about a seed that moves from one place to another.

Make sure your story:

- Describes the setting in the beginning, middle, and end
- Introduces a problem and a solution grounded in facts about plants
- Includes at least one vocabulary word



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## Revision Text

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At recess the kids play tag. Oh no! Many of the seeds are stepped on, except one. Maya collects the seed from the ground and puts it in some soil.

In spring, the seed comes up from the soil. After a week, the seed is a tulip!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

After drafting, writers revise to make their writing stronger. Adding topic-specific vocabulary helps readers to visualize what is happening. Revise your story by adding one or more topic-specific vocabulary words.

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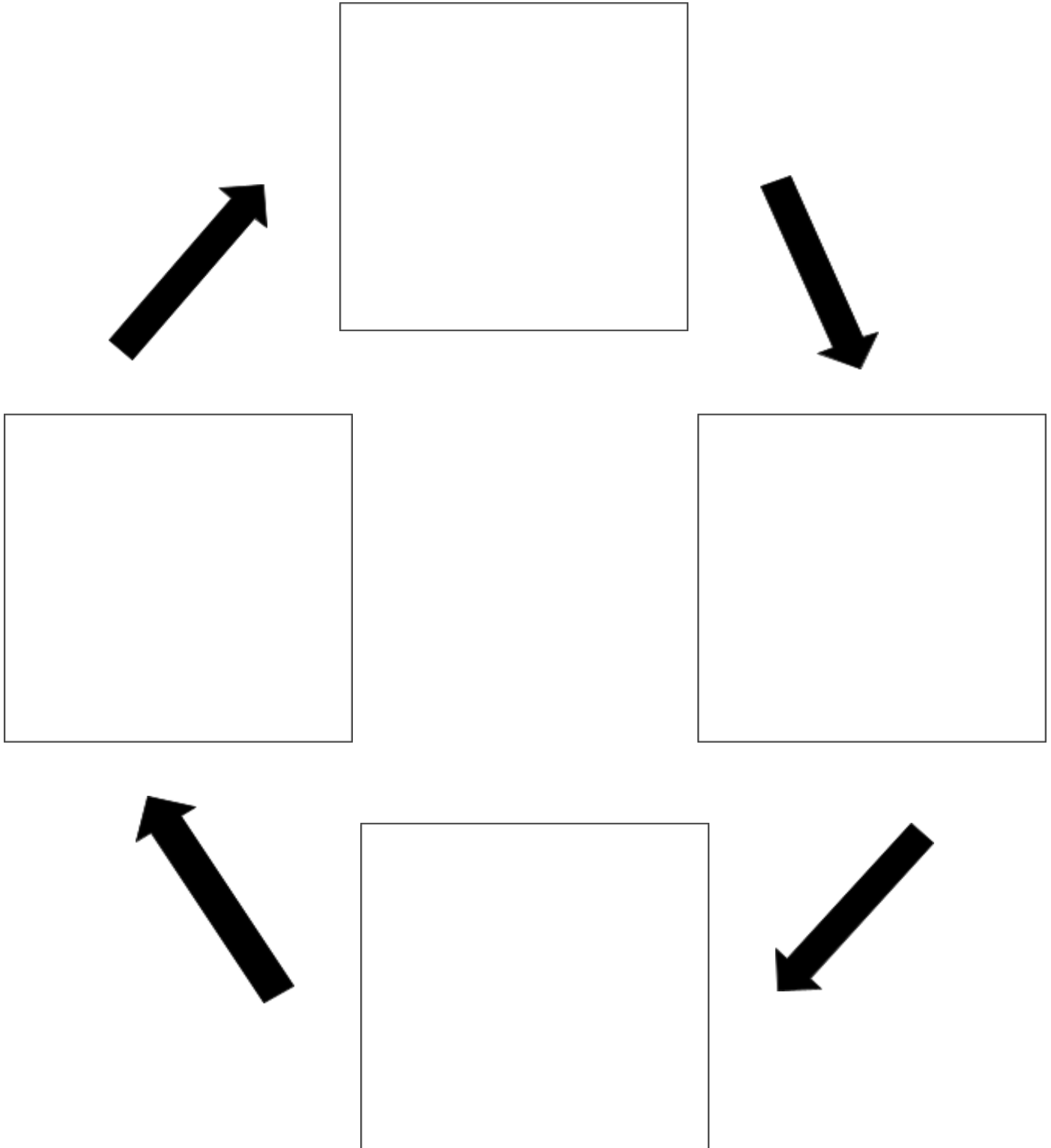
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Name: \_\_\_\_\_

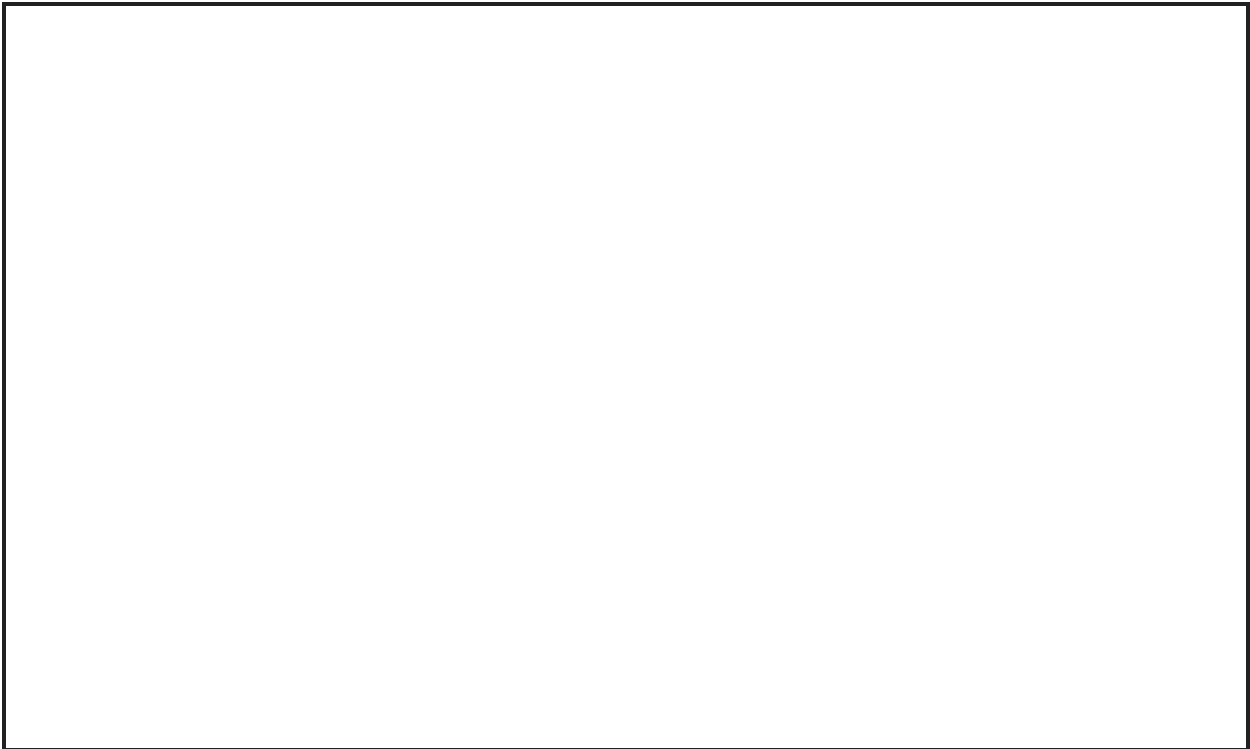
## Life Cycle Graphic Organizer



Name: \_\_\_\_\_ Date: \_\_\_\_\_

hatch

What happens to a frog throughout its life cycle? Use the [Life Cycle Graphic Organizer \(GK, U7\)](#) to capture important information about the stages of a frog's life cycle.



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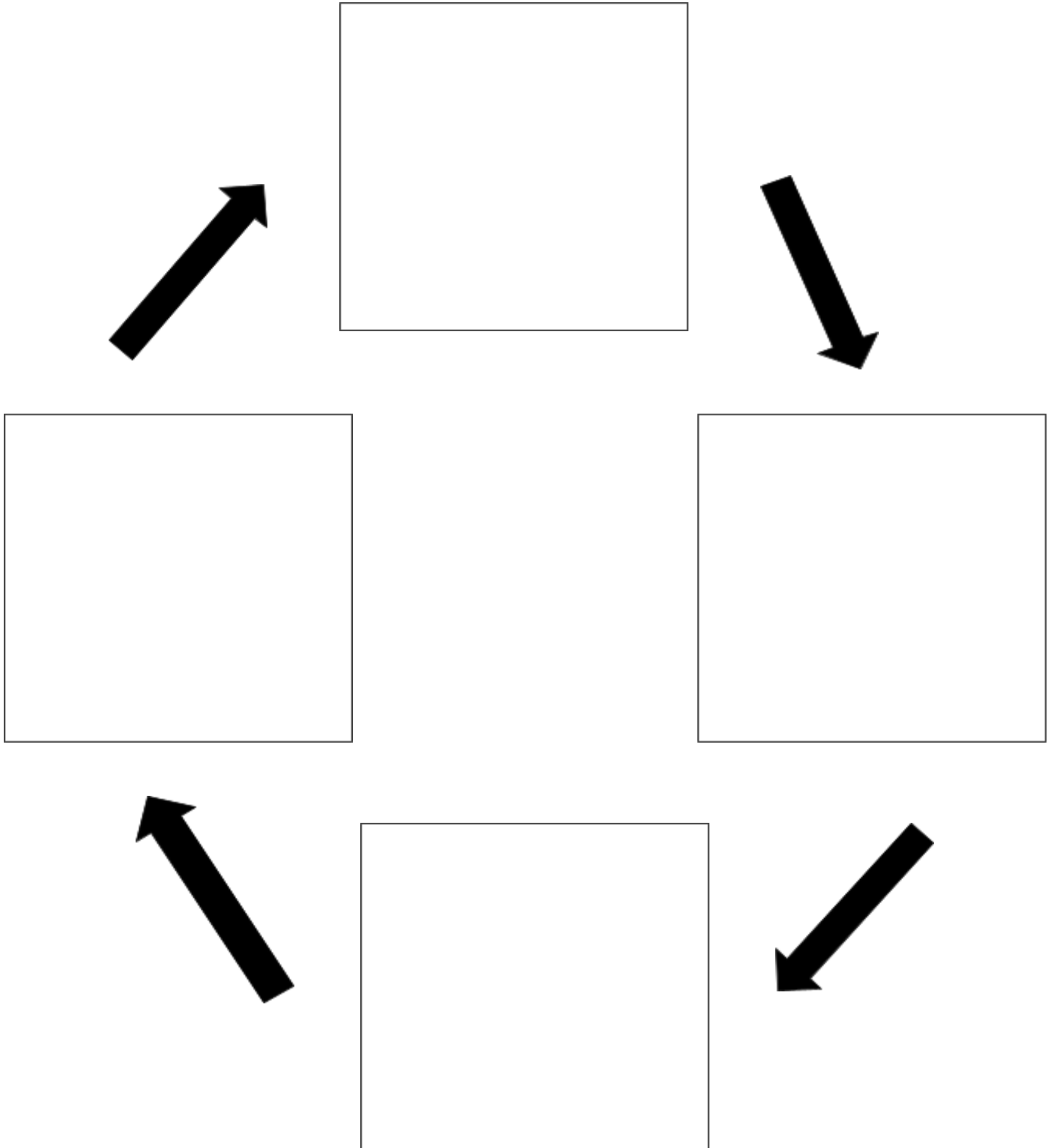
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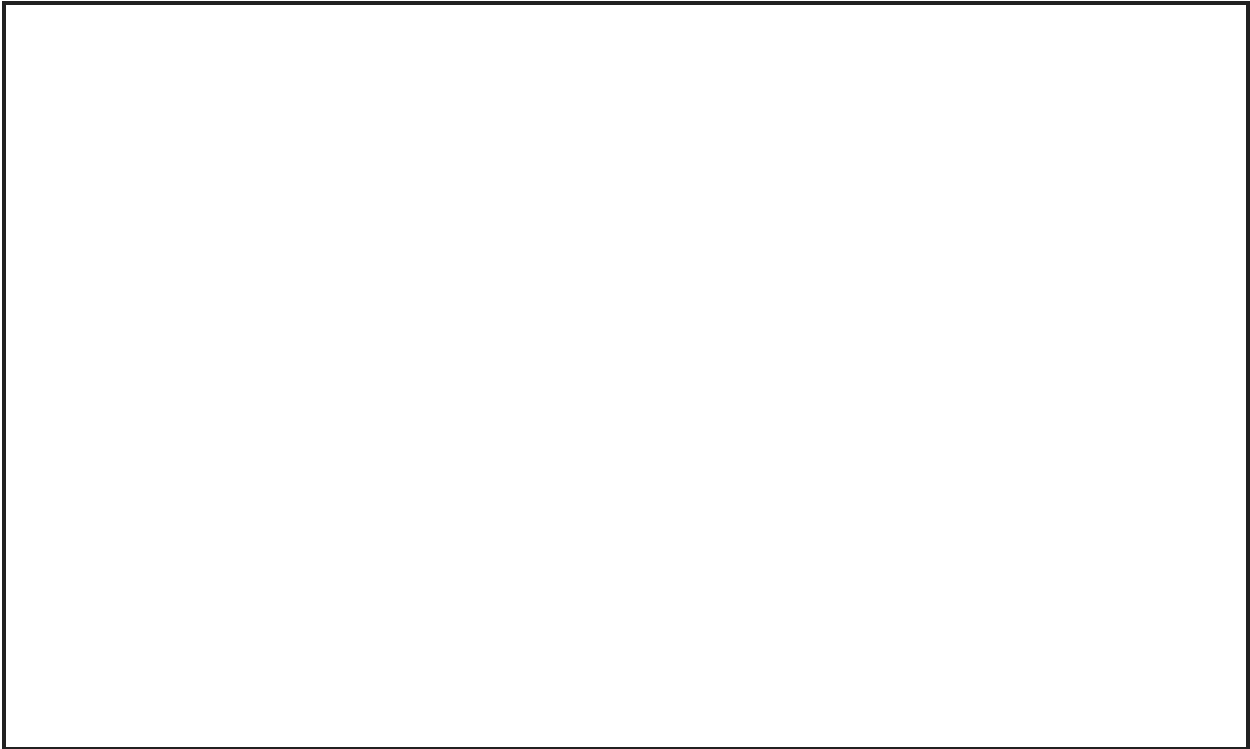
Name: \_\_\_\_\_

## Life Cycle Graphic Organizer



Name: \_\_\_\_\_ Date: \_\_\_\_\_

What additional details does *From Tadpole to Frog* include about a frog's life cycle? Revise the Life Cycle Graphic Organizer by adding more facts about each stage.



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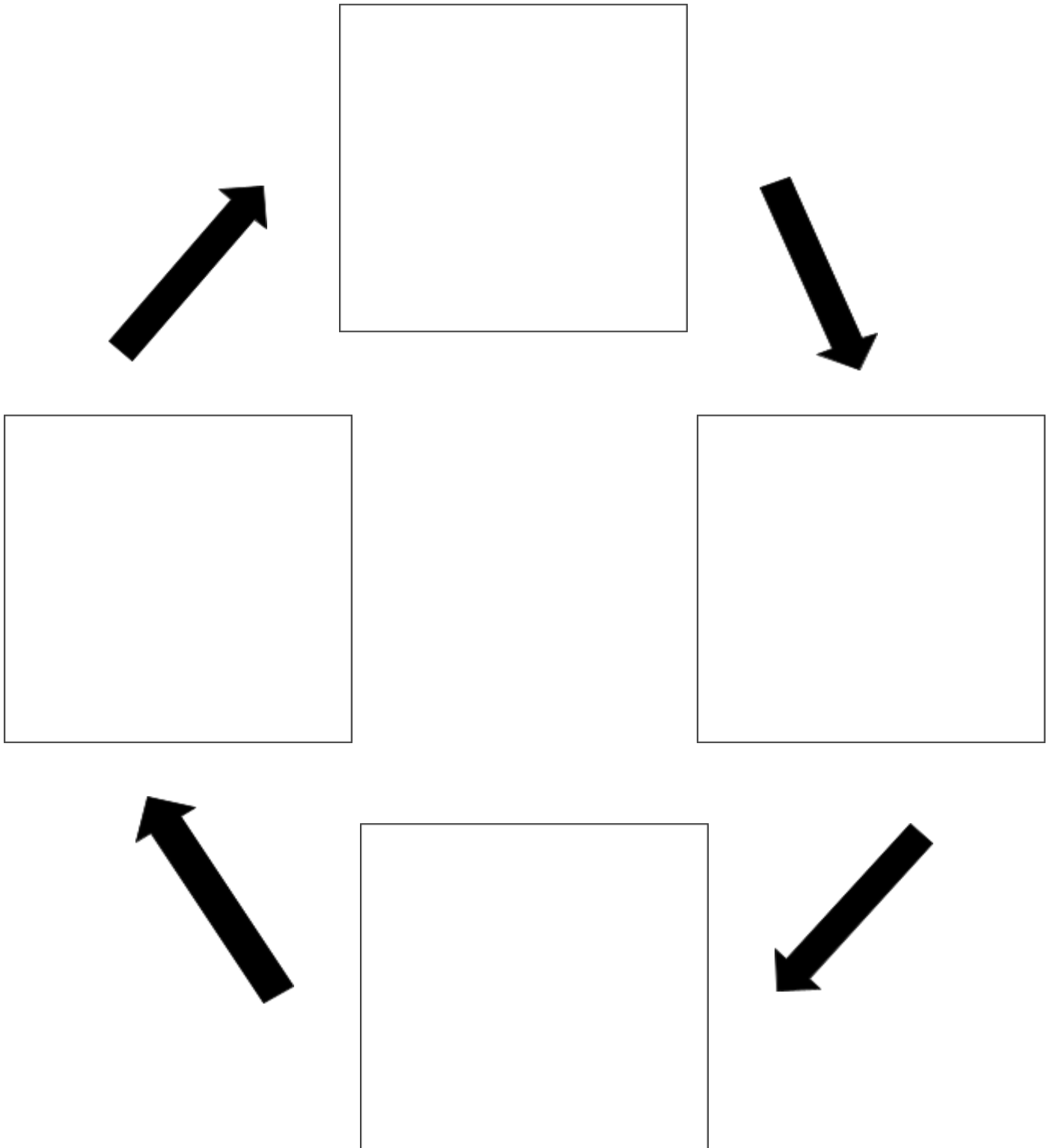
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Name: \_\_\_\_\_

## Life Cycle Graphic Organizer



Name: \_\_\_\_\_ Date: \_\_\_\_\_

The aquarium is opening a special exhibit for frogs. Write a book to teach aquarium visitors about the life cycle of a frog. In your book, be sure to:

- Explain the sequence of events in order
- Include details about each stage of the frog's life cycle
- Use text features such as labels and illustrations

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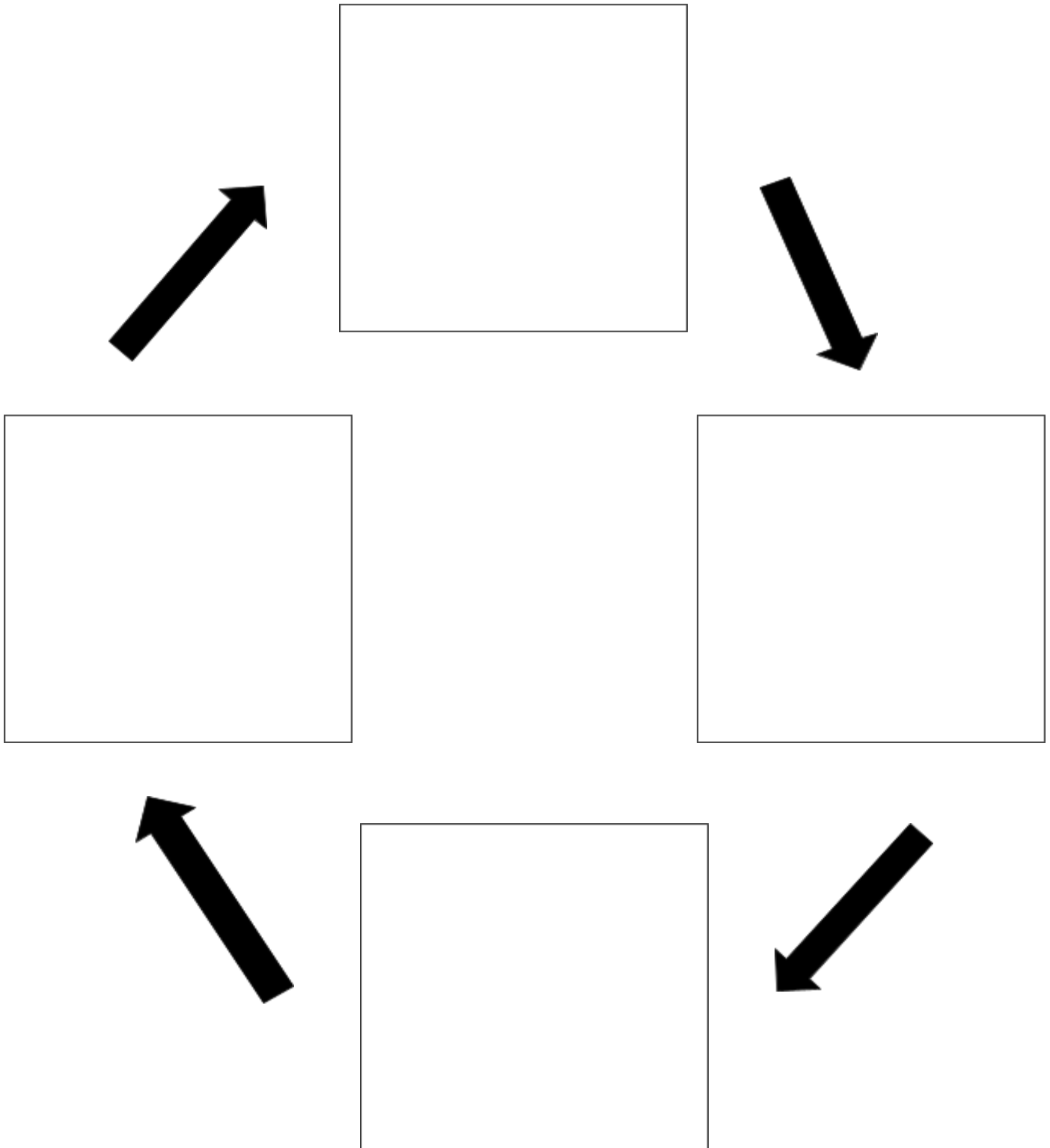
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Name: \_\_\_\_\_

## Life Cycle Graphic Organizer



Name: \_\_\_\_\_ Date: \_\_\_\_\_

clinging

What happens to a butterfly throughout its life cycle? Use the [Life Cycle Graphic Organizer \(GK, U7\)](#) to capture important information about the stages of a butterfly's life cycle.

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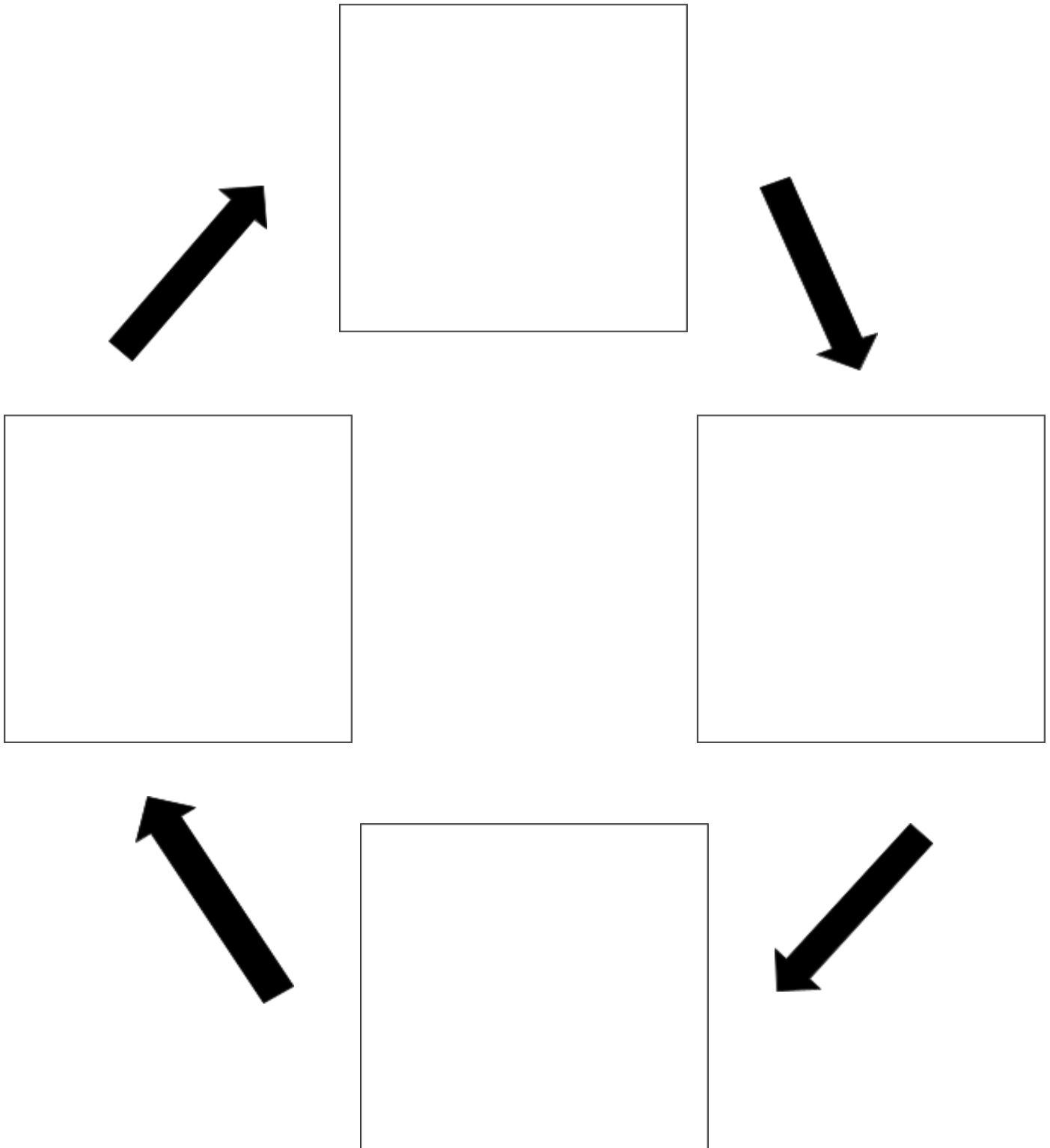
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Name: \_\_\_\_\_

## Life Cycle Graphic Organizer



Name: \_\_\_\_\_ Date: \_\_\_\_\_

molt

What additional details does *From Caterpillar to Butterfly* include about each stage of a butterfly's life cycle? Revise the Life Cycle Graphic Organizer by adding more facts about each stage.

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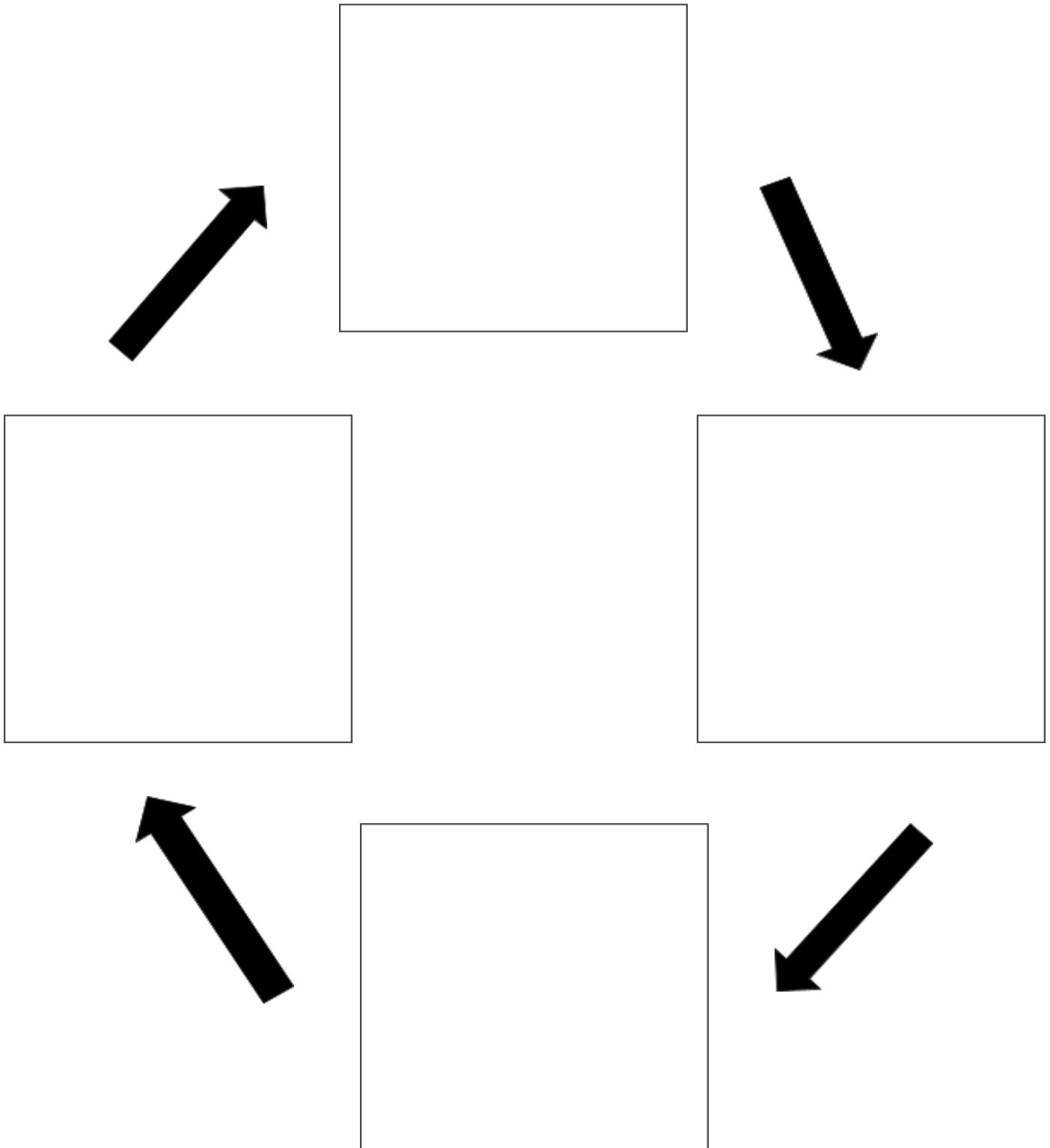
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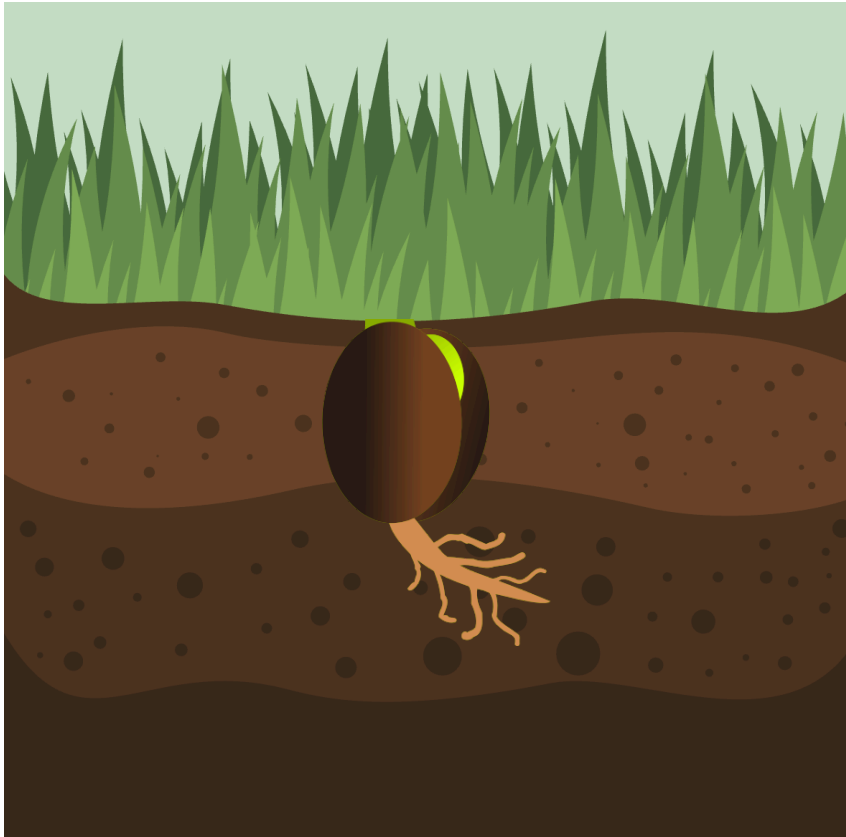
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Name: \_\_\_\_\_

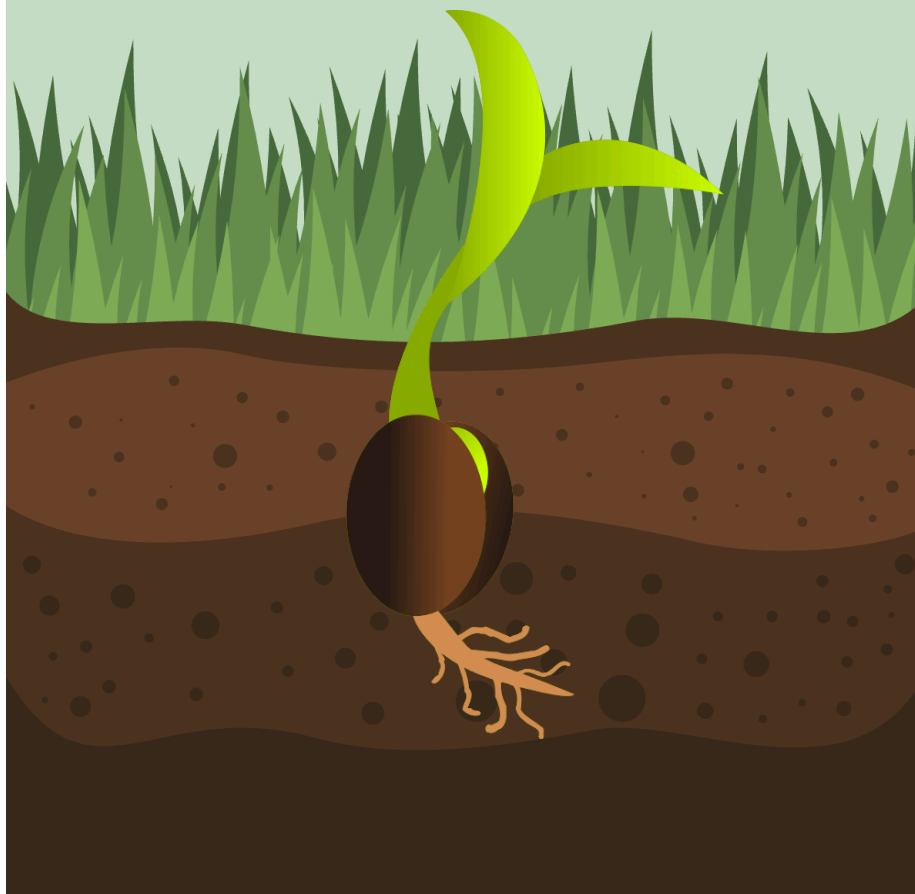
## Life Cycle Graphic Organizer



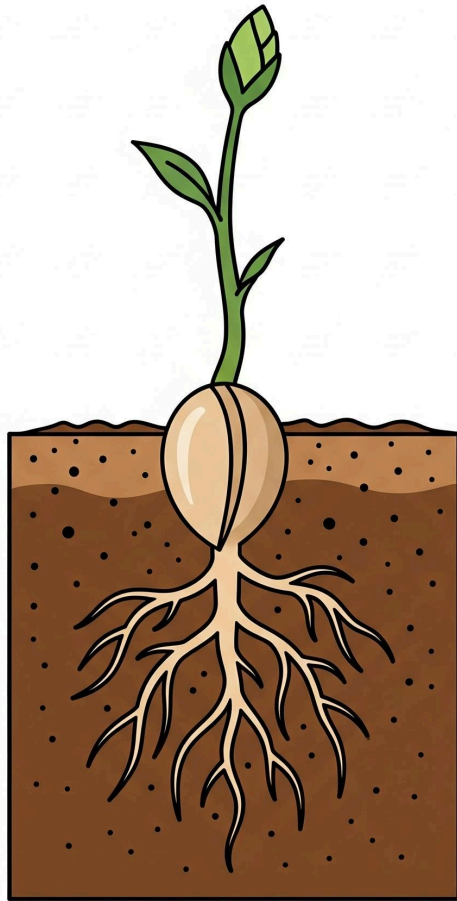
## Mentor Text 2



First, a sunflower seed is planted in moist, fertile soil. The seed uses nutrients from the soil to grow **roots**.



Next, the seed **sprouts**. The **root** and stem grow in the soil. Leaves open.



Then, the stem grows tall, and the **roots** grow deep in the soil. It is a seedling with a bud.



Last, the sunflower **blooms** into a flower with many petals and disk flowers. It produces more sunflower seeds.

**Title:**

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**Written and Illustrated by:**

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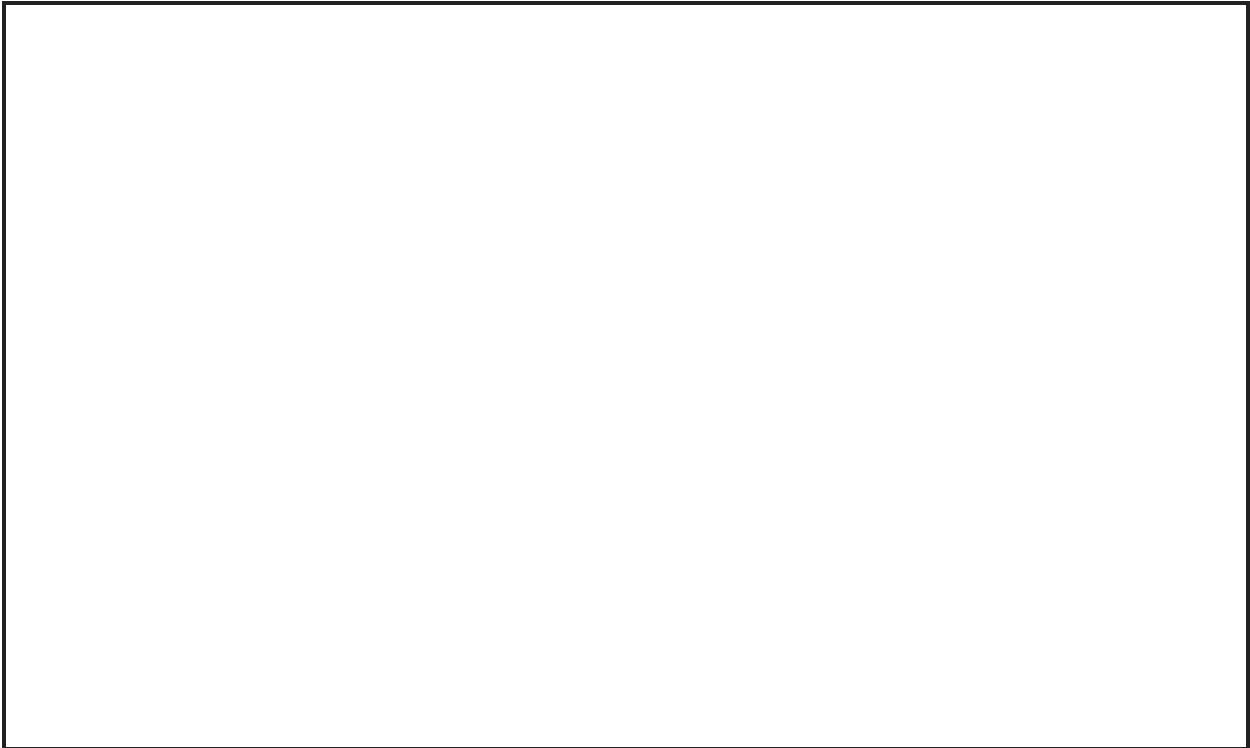
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

At recess, some students saw a butterfly fly past and wondered, "Where do butterflies come from?" Write a book to teach the students about the life cycle of a butterfly. In your book, be sure to:

- Explain the sequence of events in order.
- Include details about each stage of the butterfly's life cycle.
- Use text features such as a title, labels, and illustrations.



Four sets of horizontal lines for writing. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Does the nesting bird sing? Why or why not?

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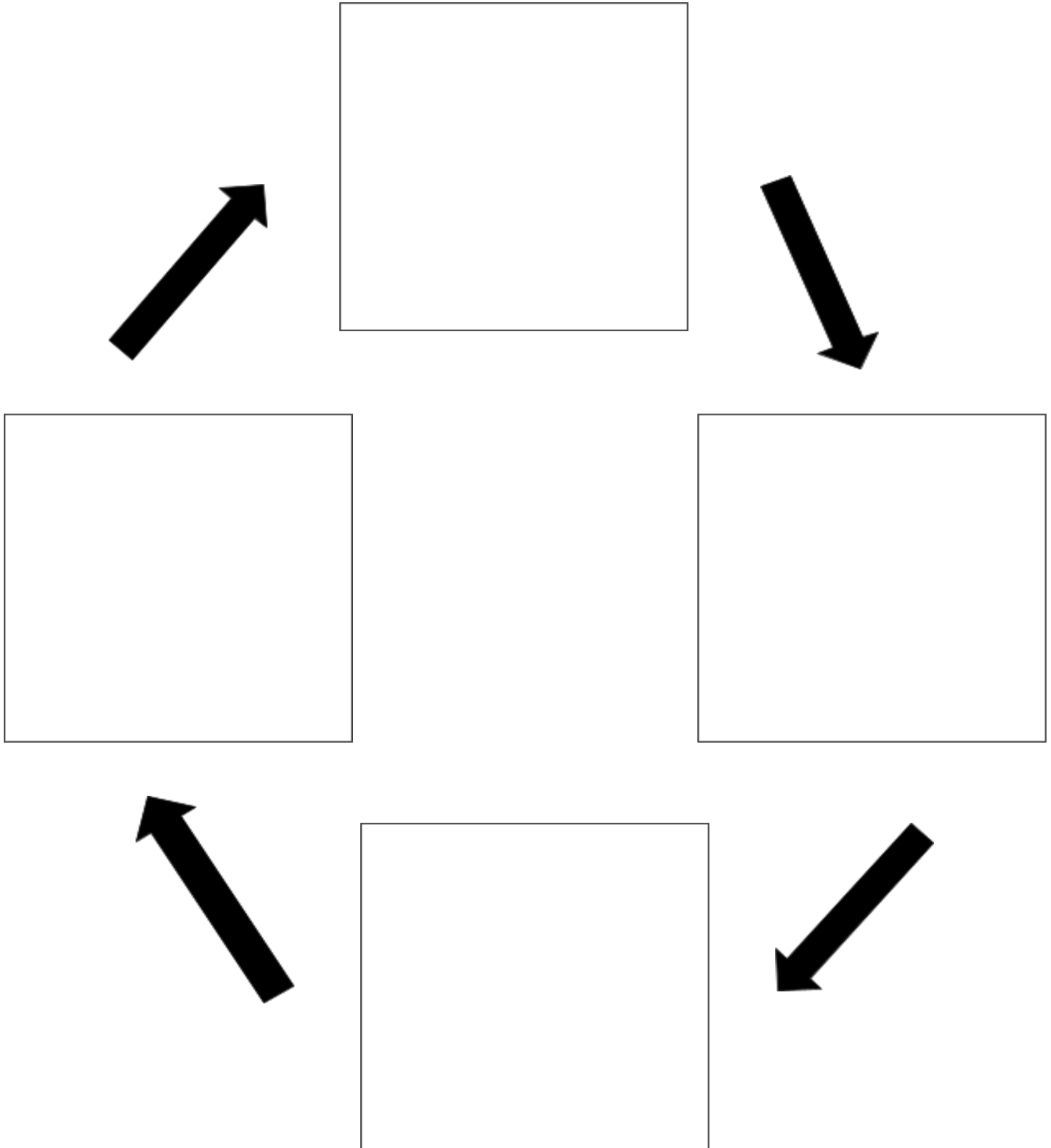
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Name: \_\_\_\_\_

## Life Cycle Graphic Organizer



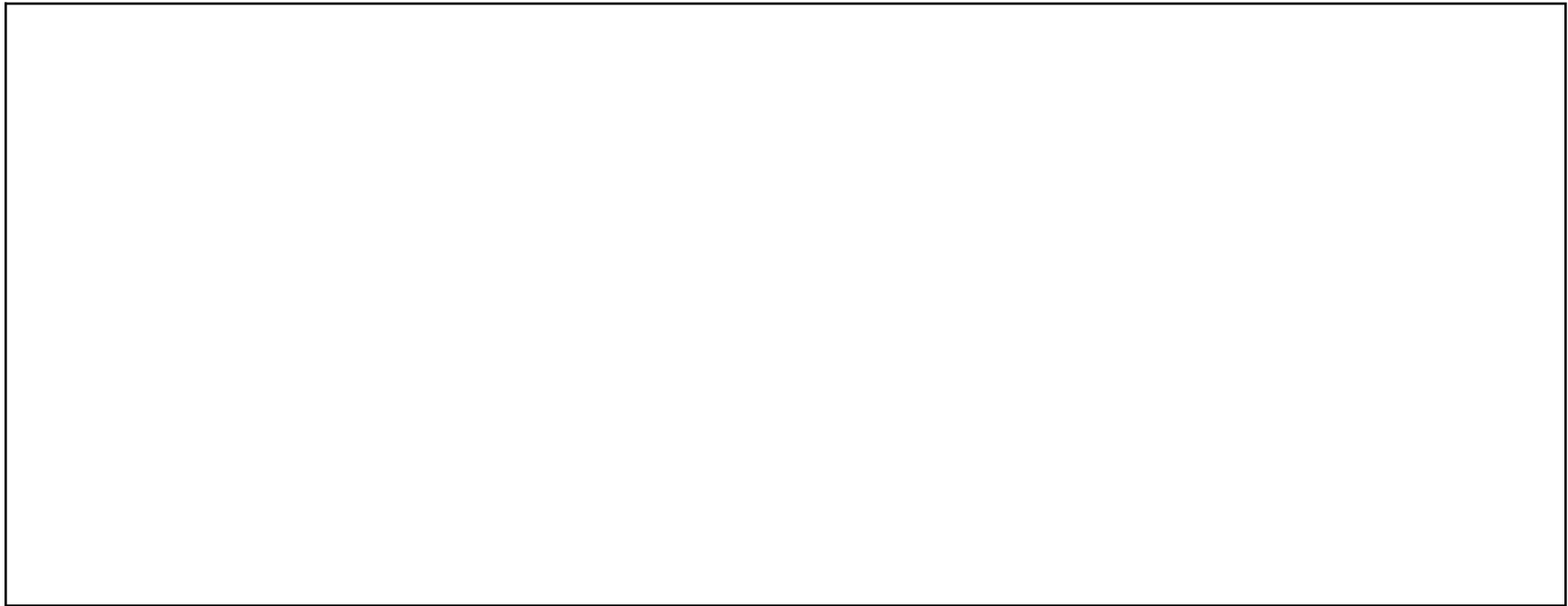
Name: \_\_\_\_\_

## Preposition Worksheet 2

### Language and Grammar Lesson

Complete the sentences using a preposition. Draw a picture to illustrate the sentence.

in	on	with	by
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1. The robin makes a nest \_\_\_\_\_

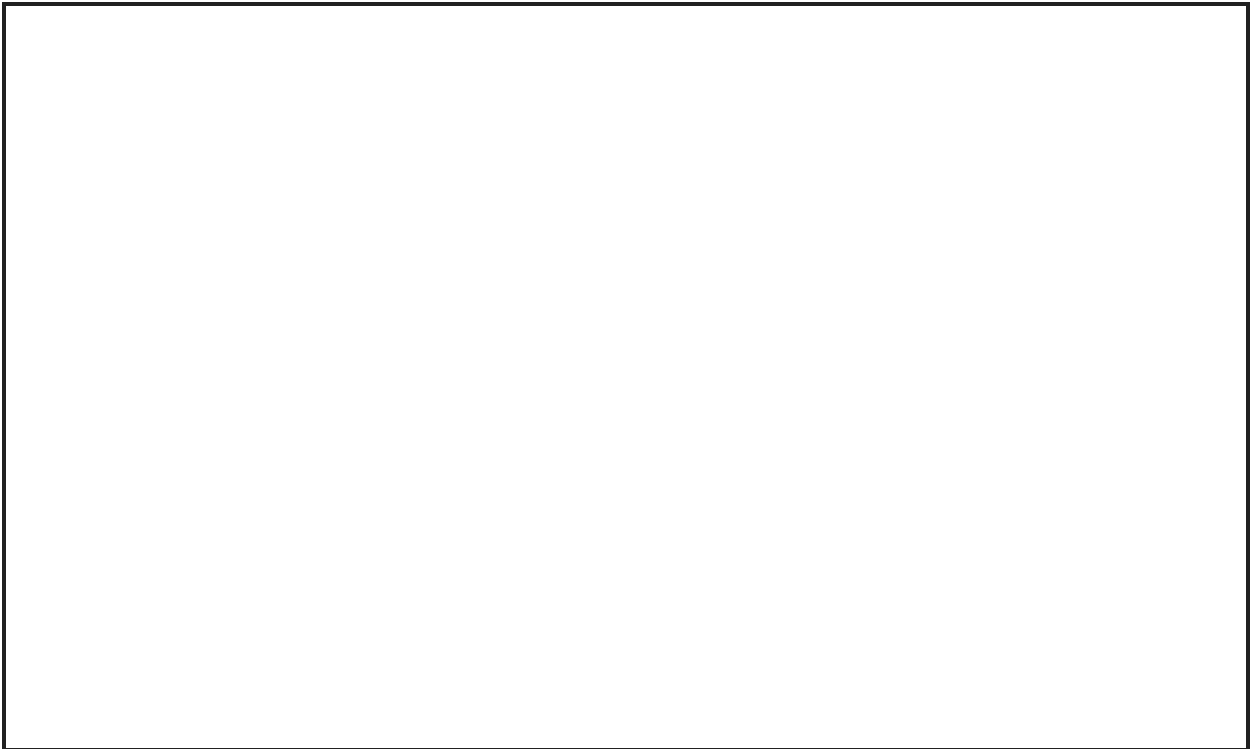
in	on	with	by
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2. The baby robin grows \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

lay

What happens to a bird throughout its life cycle? Use the [Life Cycle Graphic Organizer \(GK, U7\)](#) to capture important information about the stages of a bird's life cycle.



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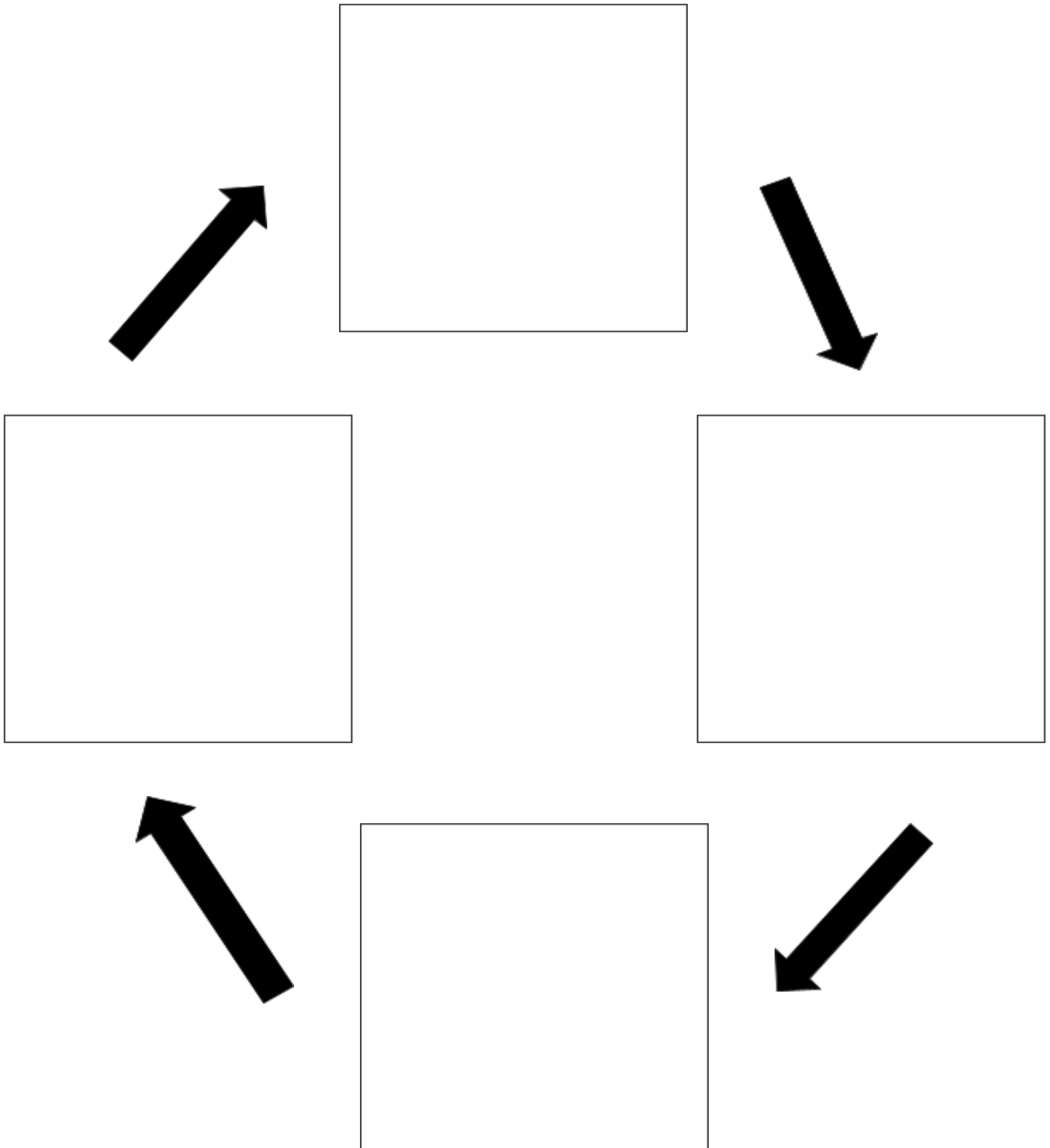
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Name: \_\_\_\_\_

## Life Cycle Graphic Organizer



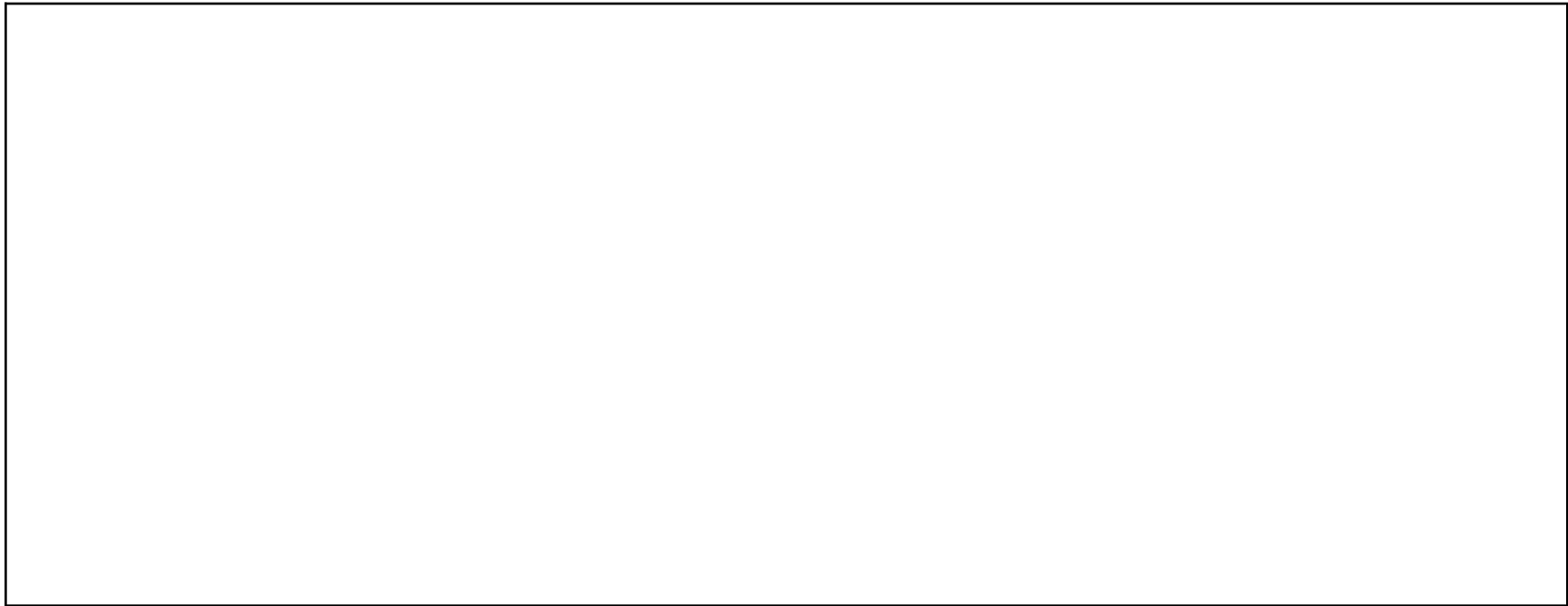
Name: \_\_\_\_\_

## Preposition Worksheet 3

### Language and Grammar Lesson

Complete the sentences using a preposition. Draw a picture to illustrate the sentence.

in	with	from	by
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1. The chick **hatches** \_\_\_\_\_

in	on	with	by
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2. The chicken eats \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

peck

Choose one stage of the chicken's life cycle. What happens during this stage?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Narrative Writing Brainstorm

## K-2nd Grade English Language Arts

**Beginning**

**Middle**

**End**

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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## Mentor Text 3

Cheep! Cheep!



In spring, a baby robin **pecks** its egg. It is time to **hatch!** The baby robin stretches its soft down feathers.

Suddenly, a fox is below the nest. It sees the baby bird. The baby bird calls out to its mother and father.

The father bird scares the fox away. The baby robin is safe!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

A baby bird **hatches** from its egg. Oh no, *something* goes wrong! How will the problem be solved? Use what you know about the life cycle of a bird to write a realistic story about a bird that **hatches** from its egg.

Make sure your story:

- Features a bird as the main character
- Introduces a problem and a solution grounded in facts about birds
- Includes at least one vocabulary word



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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Narrative Writing Brainstorm

## K-2nd Grade English Language Arts

**Beginning**

**Middle**

**End**

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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: \_\_\_\_\_ Date: \_\_\_\_\_

In spring, a baby bird **hatches** from its egg. What happens next? Use your knowledge of birds to plan what happens to the baby bird in your story. Be sure to consider:

- What type of bird will be the main character?
- What realistic problem will occur?
- How will the problem be solved?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Narrative Writing Brainstorm

## K-2nd Grade English Language Arts

**Beginning**

**Middle**

**End**

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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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Make sure your story:

- Features a bird as the main character
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Suddenly, a fox is below the nest. It sees the baby bird. The baby bird calls out to its mother and father.

The father bird scares the fox away. The baby robin is safe!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

After drafting, writers revise their writing to add details about the character's feelings. Add details to tell how the baby bird feels when the problem occurs.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

puzzled

How do the other animals treat the duckling? How does it make him feel?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

What lesson does the duckling learn?

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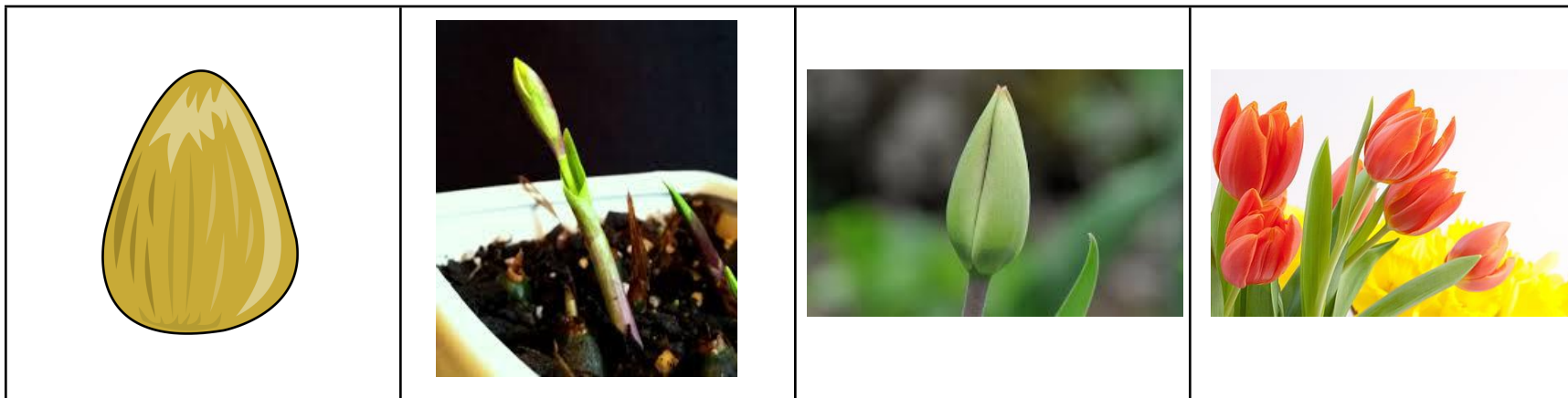
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## Life Cycle Picture Cards

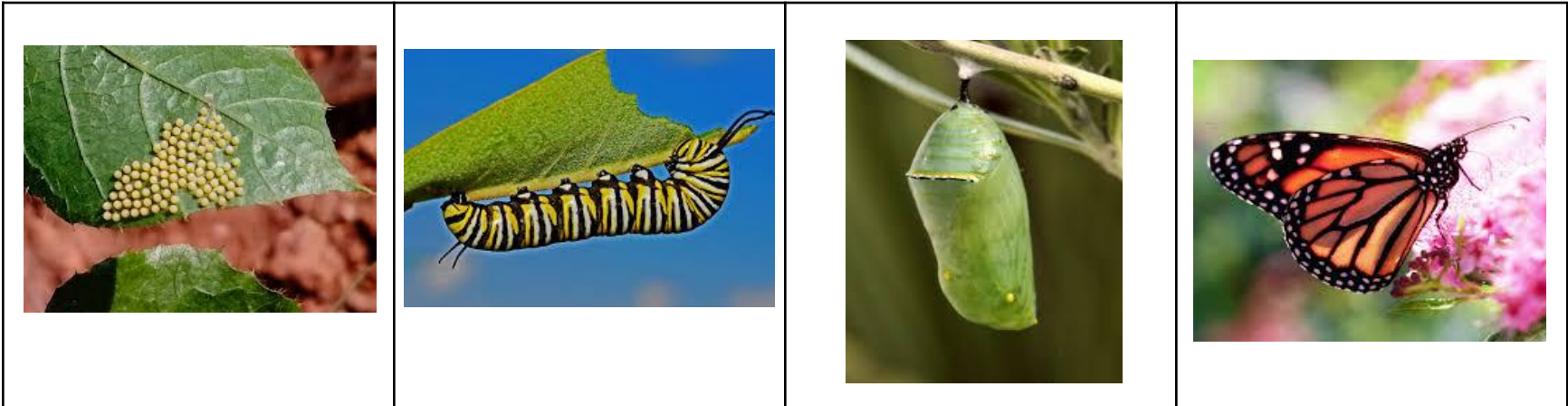
### Plant



### Frog



## Butterfly

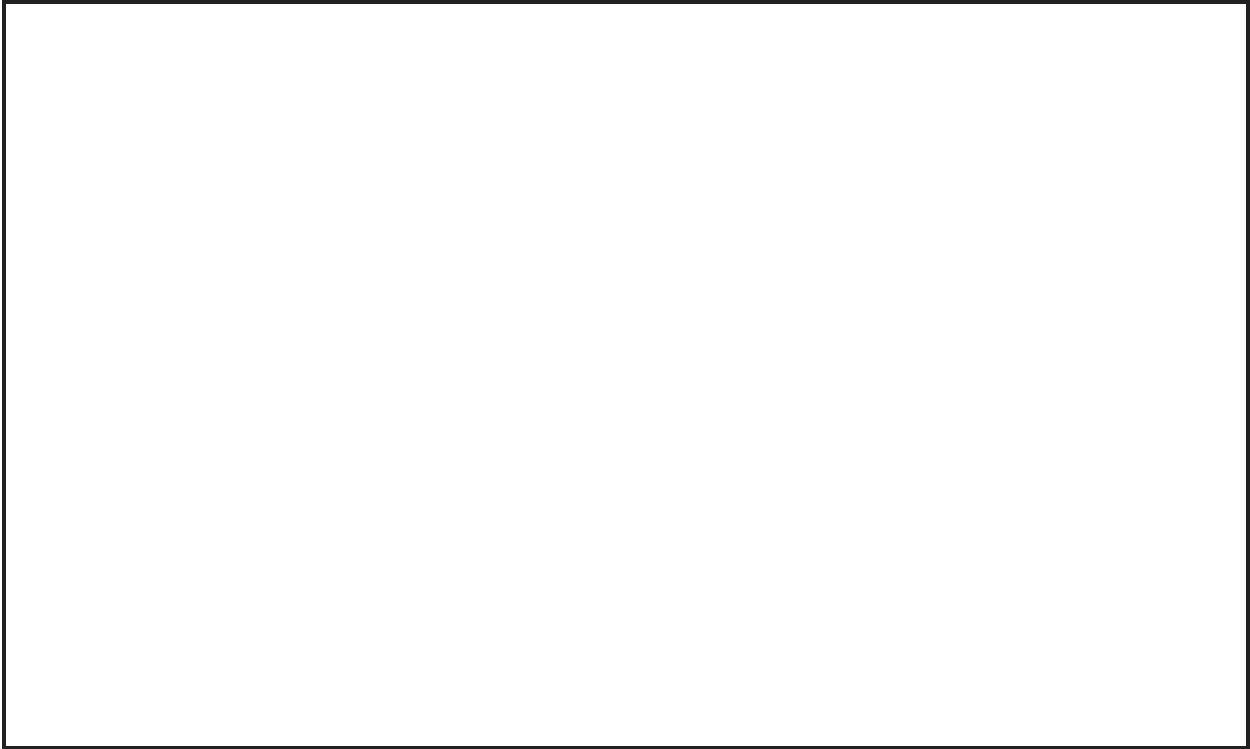


## Bird



Name: \_\_\_\_\_ Date: \_\_\_\_\_

The Audubon Society is expecting a visit from a group of students who want to learn about various **organisms**. Create a poster comparing the life cycles of various plants and animals. How are they similar? How are they different?



Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



# Vocabulary

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# blooms

verb

opens up into a flower



# burst

verb

to explode outward



# clinging

verb

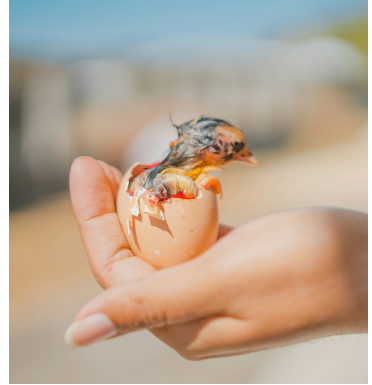
holding on tightly right now



# hatch

verb

to come out of its egg and be born



# lay

verb

to produce an egg from inside the body



# molt

verb

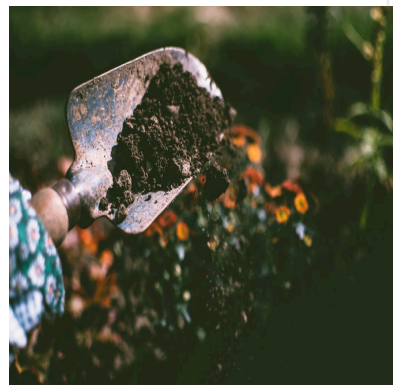
to shed old skin



# nutrients

noun

substances that plants need to stay healthy



# organism

noun

an individual living thing, such as a plant or animal



# peck

verb

to strike something with its beak



# planted

verb

placed a seed in the ground so that it will grow



# puzzled

adjective

made unsure or confused because of missing information



# roots

noun

the part of the plant that grows under the ground



# shoots

noun

the beginning of a green plant



# sprout

verb

to start to grow



# transform

verb

to change the form, look, or shape of













# Unit Rubrics & Assessments

Name: \_\_\_\_\_











## Editing Checklist

Language and Conventions Focus Area	✓
I use connecting words to tell <i>where</i> , <i>when</i> , or <i>how</i> the action occurs.	 
I begin sentences with an upper-case letter.	 
I use spaces to show where each word begins and ends.	 
I end sentences with a punctuation mark.	 

**My writing goal:**

Name: \_\_\_\_\_

## Single Point Narrative Writing Rubric 1

Writing Criteria	✓	
I tell where and when the story takes place.		
I write a beginning that tells who the character is.		
I write a middle that includes a problem.		
I write an ending that tells how the problem is fixed.		
I use topic-specific vocabulary.		

# Narrative Writing Rubric

## Kindergarten English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
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Structure	Rubric Score	Notes
<b>Event Sequence</b> Includes a beginning, middle, and end; event sequence is coherent	4 3 2 1	
<b>Point of View</b> Point of view is clear and consistent throughout the story; Pronouns match the narrator in the story; Clear understanding of the task's audience and purpose	4 3 2 1	
<b>Setting</b> Introduces a clear setting within the illustration, labels, and words	4 3 2 1	

Development	Rubric Score	Notes
<b>Characters</b> Includes a character across the beginning, middle, and end; Develops character with multiple details and descriptions; Names and describes character feelings	4 3 2 1	
<b>Plot</b> Includes a beginning that shows the characters and where the story takes place; Includes a clear problem; Includes an end that shows how the problem is solved	4 3 2 1	
<b>Precise Words and Phrases</b> Uses the words "first," "next," and "last" to show what is happening in a story	4 3 2 1	

Language	Rubric Score	Notes
<b>Grammar</b> Includes complete sentences; Uses nouns correctly, including regular plural nouns; Uses verbs correctly	4 3 2 1	
<b>Conventions</b> Uses correct capitalization conventions consistently, including: <ul style="list-style-type: none"> <li>● Beginning of a sentence</li> <li>● "I" pronoun</li> <li>● End of a sentence</li> </ul> Recognizes and names end punctuation	4 3 2 1	

Name: \_\_\_\_\_

## Single Point Informational Writing Rubric

Writing Criteria	✓	
I begin by introducing my topic.		
I introduce the stages in order.		
I use the words "first," "next," "then," and "last" to introduce each stage.		
I write facts about what actions occur during each stage.		
I add illustrations, labels, and a title.		
		

# Informational Writing Rubric

## Kindergarten English Language Arts

<b>Rubric Scoring Key</b>	<b>Fully meets (4)</b> All criteria present in the writing	<b>Mostly meets (3)</b> Most criteria present, with some misunderstandings	<b>Partially meets (2)</b> Criteria attempted, but major misunderstandings	<b>Does not meet yet (1)</b> Criteria are not attempted or not enough evidence to rate
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<b>Structure</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Introduction</b> Introduces a clear topic within the illustration, labels, and words	4 3 2 1	

<b>Development</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Details</b> Includes 2–3 facts and details to develop and support the topic  Facts are accurate	4 3 2 1	
<b>Text Features</b> Includes a title, picture, AND labels  All text features are accurate and on topic	4 3 2 1	

<b>Language</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Grammar</b> Includes complete sentences  Uses nouns correctly, including regular plural nouns  Uses verbs correctly	4 3 2 1	
<b>Conventions</b> Uses correct capitalization and punctuation conventions consistently, including: <ul style="list-style-type: none"><li>● Beginning of a sentence</li><li>● "I" pronoun</li><li>● End of a sentence</li></ul> Recognizes and names end punctuation	4 3 2 1	

Name: \_\_\_\_\_

## Single Point Narrative Writing Rubric 2

Writing Criteria	✓
I tell where and when the story takes place.	 
I write a beginning that tells who the character is.	 
I write a middle that includes a problem.	 
I write an ending that tells how the problem is fixed.	 
I add details about how the character feels.	 

Name: \_\_\_\_\_

1. What is the first step in the bullfrog's life cycle?

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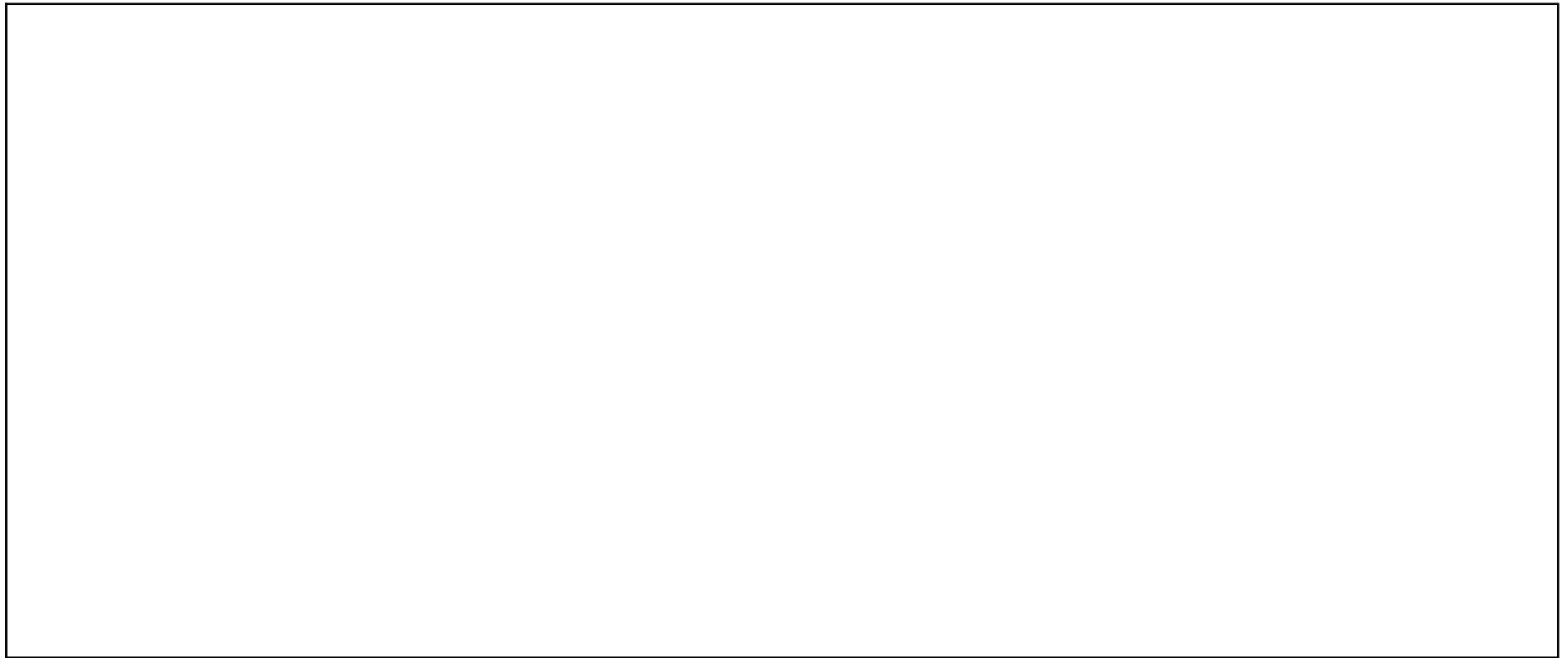
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2. How do the tadpoles change into bullfrogs?



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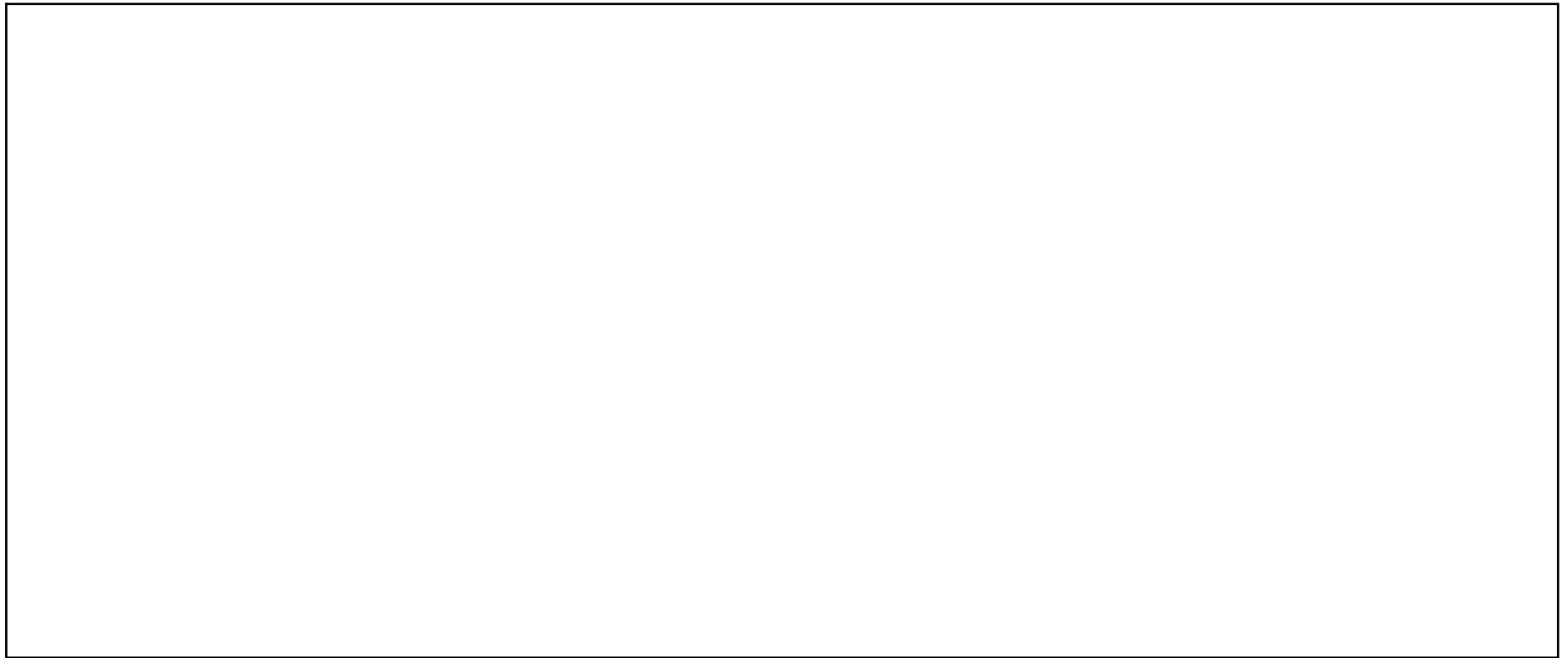
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3. How does the bullfrog get its food? Give an example from the text.



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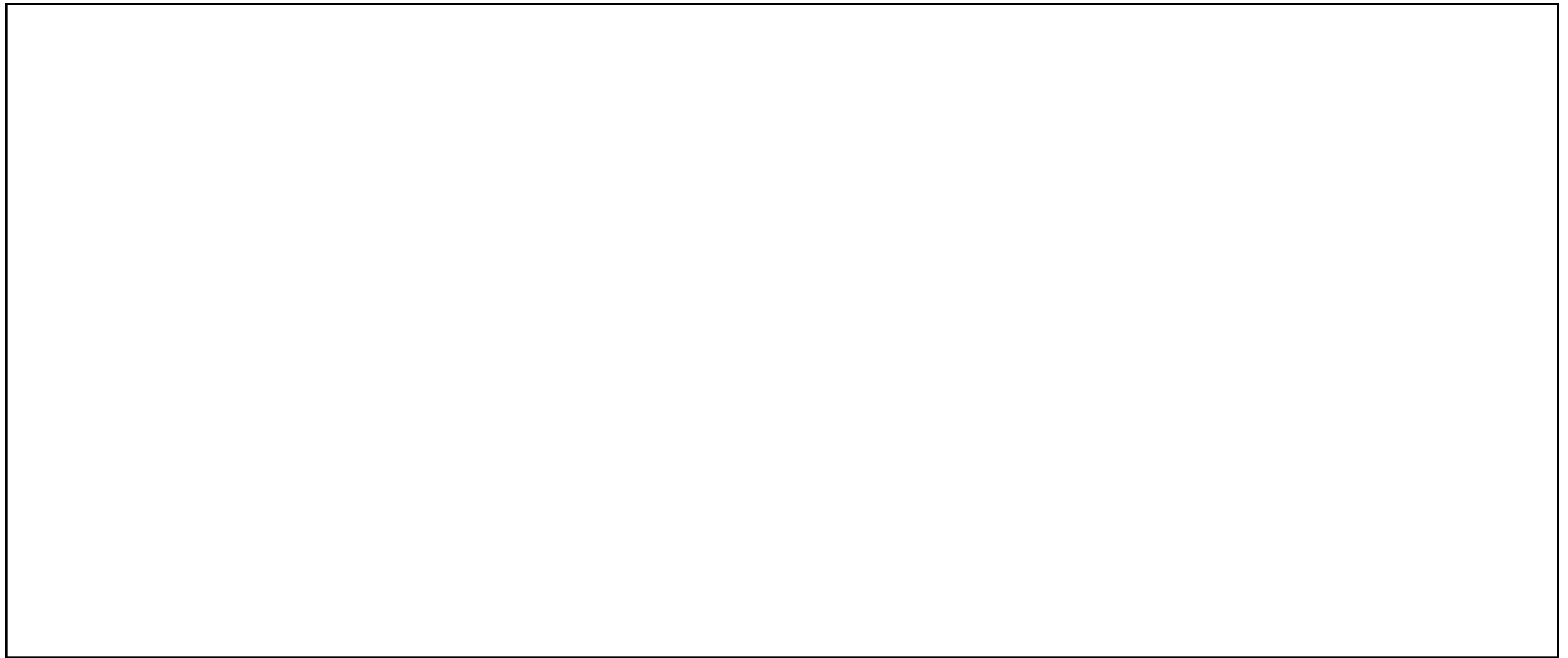
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4. What happens to the bullfrog when winter comes? Why?



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5. How are the texts *From Tadpole to Frog* and *And the Bullfrogs Sing: A Life Cycle Begins* similar?

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6. How are the texts *From Tadpole to Frog* and *And the Bullfrogs Sing: A Life Cycle Begins* different?

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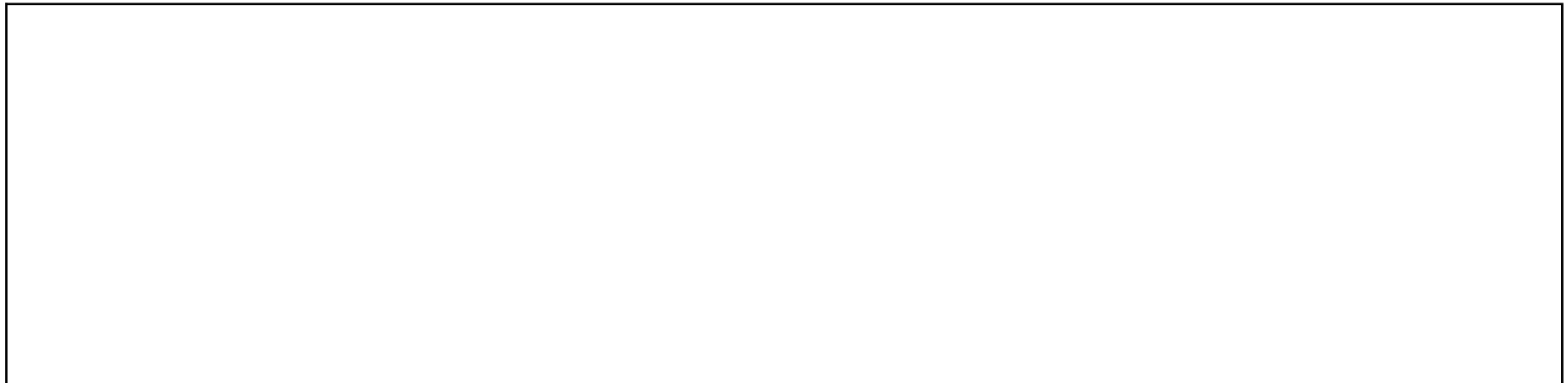
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Name: \_\_\_\_\_

**Part One: Vocabulary**

1. Draw a picture that shows what the word "hatch" means in the box below.

hatch



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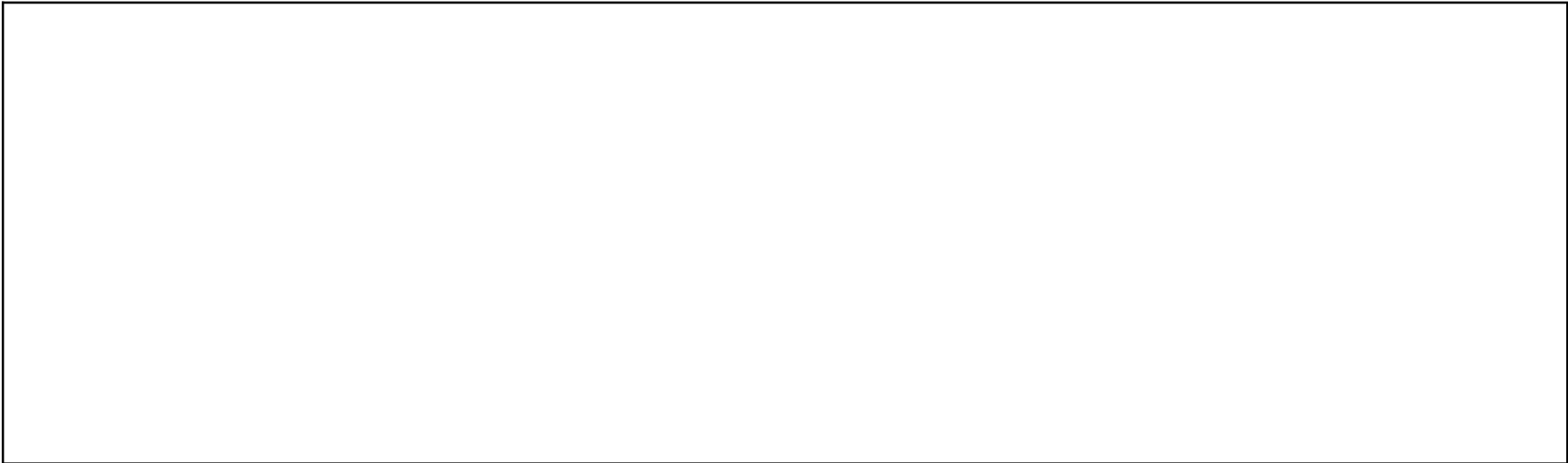
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2. Draw a picture that shows what the word "peck" means in the box below.

peck



Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

## Part Two: Writing about Reading

3. What is one thing that all living things need to survive? Give an example using one of the **organisms** you studied in the unit.

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# Texts & Supporting Readings



In addition to the materials in this document, students will engage with third party, copyrighted materials as part of this unit. To see a list of those texts and their authors please visit:

<https://www.fishtanklearning.org/curriculum/ela/kindergarten/materials/>