

**CKLA Knowledge Unit Planning Template**

<p><b>Grade: Kindergarten</b>      <b>Domain Title: Farms</b></p>	
<p><b>Domain Overview:</b> Read through the Domain Introduction and respond to the questions below.</p>	
<p>Why is this domain important?</p>	<p>This domain will introduce students to several farm animals as well as to crops that people grow on farms. Students will learn how farmers raise and care for farm animals. Students learn about the importance of farms as a source of food and other products. They identify several farm animals and crops, and contrast how plants make their own food with how animals get their food by eating plants and other living things. They will also become familiar with the classic story “The Little Red Hen,” which introduces the seasonal rhythm of planting, growing, and harvesting.</p>
<p>What are 3-5 key takeaways students should have by the end of this domain?</p>	<p>Demonstrate an understanding of key vocabulary words. (L.K.5, RI.K.4, RL.K.4) - Tools, Valuable, Ripe, Grazing, Responsibilities, Pests, Collects, Produce, Spoil</p> <p>Orally describe farm animals, farm jobs, farm tools, and how food gets from farms to markets (SL.K.1)</p> <p>Identify main idea and key details, as well as sequence events in an informational and literary text (RI.K.1, RL.K.2, W.K.2)</p> <p>Write and draw information from the text about animals, farm jobs, and seasons. (W.K.2)</p>
<p>How does this domain fit into the sequence of learning for the year? How does it reinforce what has been taught in previous grades or prepare students for future grades?</p>	<p>This knowledge connects to previous learning about plants and will continue to lay the foundation for a broader understanding of ecology and the interdependence of all living things, topics that will be addressed in other Kindergarten domains (Taking Care of the Earth), as well as in subsequent grades. Connections can be made when discussing animal needs of food, water, and space to live and grow - just as plants do.</p>

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	<p>In this domain, student writing tasks will focus on using details to describe key concepts in informational texts about farms. They will use drawing to identify important characteristics of farm animals, illustrate the farming jobs associated with different seasons, and sequence events in the process of getting food from farm to market. This domain includes one folktale in Lesson 7. Students will use drawing to retell the main events of the story and to review the farming jobs associated with each season.</p> <p><i>Big Ideas</i></p> <ul style="list-style-type: none"> <li>• Students draw on information gained in the Plants domain to understand what plants and animals need to grow.</li> <li>• Farms are an important source of food and other products people use.</li> <li>• The classic story “The Little Red Hen” describes the seasonal rhythm of planting, growing, and harvesting.</li> </ul>
<p><b>Domain Assessment:</b> Read through the Domain Assessment in the Teacher Guide and respond to the questions below.</p>	
<p>What key content will students need to be successful on the Domain Assessment?</p>	<p>Identify features of a farm including; animals that live on a farm and what they need to live and grow, vehicles used on a farm, and crops that grow.</p> <p>Identify foods that come from crops</p>
<p>What key vocabulary will students need to be successful on the Domain Assessment?</p>	<p>Domain-related Vocabulary Farm, Crops, Grazing, Pen, Produce, Flock, Harvest, Grains, Shelter</p> <p>Academic Vocabulary Tool, Collects, Valuable, Ripe, Spoil</p>
<p>What literacy skills will students need to be successful on the Domain Assessment?</p>	<ul style="list-style-type: none"> <li>• Understanding of domain-related and academic vocabulary from the domain</li> <li>• Recall features of a farm learned about through domain read-alouds and discussions</li> </ul>

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|  | <ul style="list-style-type: none"><li>● Students draw pictures of the animals and tools on a farm using details from the Read-Aloud text.</li><li>● Students continue to contribute words and ideas to complete graphic organizers, such as a K-W-L chart, in shared activities.</li><li>● Students draw in response to questions and prompts about the text.</li><li>● Pausing Points and Culminating Activities provide additional opportunities for student writing.</li></ul> |
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