

KINDERGARTEN MY PLACE IN THE COMMUNITY

Enduring Understanding: Children will understand the role they play within their classroom, school, home and Farmington community

Essential Questions to guide instruction:

- ✓ What is my role in my family?
- ✓ What is my role and responsibility within our classroom/school?
- ✓ What roles to people play within our community?

Approximate Timeline: Five to Six Weeks

KINDERGARTEN ELA GLCES	KEY CONCEPTS	INTEGRATED SUBJECTS	ASSESSMENT		READER'S WORKSHOP	WRITER'S WORKSHOP	WORD STUDY	RESOURCES
			Summative	Formative				
<p>R.WS.00.02 Recognize that words are composed of sounds blended together and carry meaning.</p> <p>R.WS.00.03 Understand the alphabetic principle—that sounds in words are expressed by the letters of the alphabet.</p> <p>R.WS.00.04 Use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context.</p> <p>R.WS.00.05 Students have begun to associate letters and sounds, particularly initial and final consonants.</p> <p>R.WS.00.09 Know the meanings of words encountered frequently in grade level reading and oral language contexts</p> <p>R.WS.00.10 in context, determine the meaning of a few words, familiar and repeated phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including picture clues, prediction, and other people</p> <p>R.NT.00.01 Become familiar with classic, multicultural and contemporary literature recognized for quality and literary merit that represents our common heritage as well as cultures from around the world.</p> <p>R.CM.00.01 begin to make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text</p> <p>R.CM.00.03 Begin to make connections across texts by making meaningful predictions based on illustrations or portions of texts</p> <p>R.AT.00.01 Become enthusiastic about reading and learning how to read.</p> <p>R.AT.00.02 Choose books, book activities, word play, and writing on their own during free time in school and at home.</p> <p>W.GN.00.01 Write a brief personal narrative using, pictures, words, word-like clusters, and/or sentences as support</p> <p>W.PR.00.02 Brainstorm to generate and structure ideas for narrative and informational text.</p> <p>W.SP.00.01 In the context of writing, correctly spell a small number (about 18) of frequently encountered and personally meaningful words.</p> <p>W.HW.00.01 Form upper and lower case manuscript letters.</p> <p>W.AT.00.01 Be enthusiastic about writing and learning to write.</p> <p>S.CN.00.01 Explore and use language to</p>	<p>Students will know:</p> <ol style="list-style-type: none"> 1. People live, work and play in different communities. 2. Communities have many helpers 3. They are a member of many communities. 4. They are member of both a family and a classroom of learners. 5. People in communities agree to live by procedures and rules. 6. Rules have consequences. 7. To be a good citizen in a community, they need to be truthful. 8. Their classroom, school, and neighborhood has many regions. 9. Their classroom and school job is to respect, learn, live, and play along with others. <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify different communities and learn how to get along with others. 2. Identify community helpers and their roles 3. Identify family, class, and school as being different communities. 4. Identify different communities of learners. 5. Identify different rules for different communities and why rules are important. 6. Recognize what happens if rules are not followed (consequences). 	<p>Social Studies - HISTORY</p> <ol style="list-style-type: none"> 1. identify past and present events from their own lives . I.1.EE.3 <p>Social Studies - GEOGRAPHY</p> <ol style="list-style-type: none"> 2. distinguish between natural and human characteristics of places in their home and school environment. II.1.EE.1; II.1.EE.2 3. identify locations of significance in their home and school environments on simple maps. II.3.EE.1 4. described regions as it pertains to the kindergarten classroom. II.4.EE.1 <p>Social Studies - CIVICS AND GOVERNMENT</p> <ol style="list-style-type: none"> 5. identify conflicts at school and some strategies to resolve them in ways that are consistent with core democratic values. III.3.EE.1 6. identify rules in their school why rules are important, and the consequences for breaking them. III.4.EE.1 7. Identify fair ways for groups to make decisions. III.4.EE.2 	<p>Common Assessment:</p> <p>Classroom procedural checklist eg.....</p> <ul style="list-style-type: none"> ✓ Following directions ✓ Coming to the carpet <p>Listening</p>	<p>All Students:</p> <ul style="list-style-type: none"> • Letter/Sound ID • Rhyme Choice/ Rhyme Supply • Oral Language Assessment • Concepts of Print (1 – 10) <p>High Level Students:</p> <ul style="list-style-type: none"> • Running Record • Onset and Rime • Phonemic Blending • Hearing and Recording Sounds in Words • Writing Vocabulary • Sight Words 	<p>Teaching Points:</p> <ul style="list-style-type: none"> • Classroom routines / procedures • Choosing a book with a purpose in mind • Setting a purpose for reading • Book handling skills • Expectations for reading time • Early concepts about print • Using illustrations to help make meaning 	<p>Teaching Points:</p> <ul style="list-style-type: none"> • Classroom routines / procedures • We are all authors • Writer's picture a story in their mind and then transfer them onto paper (story could include pictures, labels, letter strands and/or sentences) 	<p>Teaching Points:</p> <ul style="list-style-type: none"> • Phonemic awareness • Letters and sounds • Reading Words (sight words) • Concepts about Print 	<p>Essential Resources:</p> <p>Professional resources provided by the district:</p> <p><i>Phonics Lessons,</i> Fountas and Pinnell</p> <p><i>Units of Study for Primary Writing,</i> Lucy Calkins and Leah Mermelstein</p> <p>Big Books provided by the district:</p> <p><i>Me On the Map</i> by Joan Sweeney</p> <p><i>A Day With Police Officers</i> by Jan Kottke</p> <p><i>The Night Worker</i> by Kate Banks</p> <p><i>To Be a Kid</i> by Maya Ajmera and John D. Ivanko</p>

<p>communicate with a variety of audiences and for different purposes including problem-solving, explaining, looking for solutions, constructing relationships and expressing courtesies.</p> <p>S.CN.00.02 Speak clearly and audibly in complete, coherent sentences and use sound effects or illustrations for dramatic effect in narrative and informational presentations.</p> <p>S.CN.00.03 Present in standard American English if it is their first language. (Students whose first language is not English will present their work in their developing version of standard American English).</p> <p>S.CN.00.04 Understand, providing examples of how language differs from playground and classroom as a function of linguistic and cultural group membership</p> <p>L.CN.00.01 Understand and follow one- and two-step directions.</p> <p>L.CN.00.02 Ask appropriate questions during a presentation or report</p> <p>L.CN.00.03 Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in large and small group settings; listen to each other, interact and respond appropriately.</p>								
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KINDERGARTEN CHANGES

Enduring Understanding: Everything changes over time.

Essential Questions to guide instruction:

- ✓ How do things change over time?
- ✓ How do we make sense of our world?

Approximate timeline: Six Weeks

KINDERGARTEN ELA GLCEs	KEY CONCEPTS	INTEGRATED SUBJECTS	ASSESSMENT		READER'S WORKSHOP	WRITER'S WORKSHOP	WORD STUDY	RESOURCES
			Summative	Formative				
<p>Benchmarks / GLCEs:</p> <p>R.WS.00.01 Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion</p> <p>R.WS.00.06 make progress in automatically recognizing a few of the 220 Dolch basic sight vocabulary</p> <p>R.WS.00.07 Follow familiar written text while pointing to matching words.</p> <p>R.WS.00.08 Narrow possibilities in predicting words using</p> <p>—initial letters/sounds (phonics)</p> <p>—picture clues (semantic)</p> <p>—patterns of language (syntactic)</p> <p>R.FL.00.01 Automatically Apply the following aspects of fluency: naming of letters, association of letters and their sounds, recognition of a few words both when encountered in context and isolation, and demonstrating understanding of concepts of print.</p> <p>R.NT.00.03 Discuss setting, characters and events in narrative text</p> <p>R.IT.00.01 Identify and describe the basic form and purpose of a variety of informational genre including environmental text, concept books, picture books</p> <p>R.IT.00.02 With teacher guidance, discuss informational text patterns including descriptive and sequential</p> <p>R.IT.00.03 Explain how authors/illustrators use text features such as pictures and drawings to enhance the understanding of key ideas presented in descriptive (definitions, enumeration) and sequential (directions, steps, procedures) organizational patterns.</p> <p>R.IT.00.04 Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections.</p> <p>W.GN.00.02 Approximate poetry, using copy change and teacher guidance, based on reading a wide variety of grade-appropriate poetry</p> <p>W.GN.00.03 Write a brief informational piece such as a page for a class book using drawings, words, word-like clusters, and/or sentences.</p> <p>W.SP.00.01 In the context of writing, correctly spell a small number (about 18) of frequently</p>	<p>Students will know:</p> <ol style="list-style-type: none"> Seasons- Students will know the four seasons, changes of plant life and how, people and animals adapt/change in each season. Students will know different weather conditions and appropriate safety precautions during severe weather. Students will know the difference between past, present, and future. Students will know the five senses, where they are located, and how they help us. Students will know different types of matter. <p>Students will be able to:</p> <ol style="list-style-type: none"> Seasons- They will illustrate and label a picture of each of the four seasons including correct environment, people, animal and plant activities. Students will describe with words and writing different weather conditions and appropriate safety precautions during severe weather. Given a set of picture cards, students can sort by past, present, and future. Students will identify the 5 senses. Students will classify and measure different types of matter. 	<p>Social Studies:</p> <p>1.1 EE.3 Distinguish among the past, the present and the future</p> <p>1.1. EE.4 Place events of their lives and the lives of others in chronological order (timeline)</p> <p>1.2. EE.1 Identify people, places, and events from text or other media about the past representing a variety of cultures and societies</p> <p>Science</p> <p>III.2.ES.2 Compare and contrast familiar organisms on the basis of observable physical characteristics.</p> <p>III.4.ES.2 Describe the basic requirements for all living things to maintain their existence.</p> <p>III.5.ES.3 Design systems that encourage growing of particular plants or animals.</p> <p>IV.1.ES.1 Classify common objects and substances according to observable attributes/properties.</p> <p>IV.2.ES.1 Describe common physical changes in matter—size, shape; melting, freezing (K-2)</p> <p>V.3.ES.2 Describe seasonal changes in Michigan's weather.</p> <p>V.3.ES.1 Describe weather conditions.</p> <p>Health</p> <p>Students will identify the five senses, how they are used, and how they help us learn about the world around us.</p> <p>Social Studies - HISTORY</p> <p>identify people, places, and events from text or other media about the past representing a variety of cultures and societies. I.2.EE.1</p>	<p>Possible Assessments Could Include:</p> <ul style="list-style-type: none"> Repeat fall assessments to monitor student growth <p>Common Assessment:</p> <p>1. <i>Through the use of nursery rhymes and/or fairy tales, students will be able to retell the story through drawings, acting and/or oral retelling. The following components should be present:</i></p> <ul style="list-style-type: none"> Setting, Characters sequenced events <p><i>A common checklist will be utilized to assess this.</i></p> <p>2. <i>Students will be able to identify and distinguish between narrative and informational text</i></p>	<p>Possible Assessments Could Include:</p> <ul style="list-style-type: none"> Repeat fall assessments to monitor student growth Observations Anecdotal Notes 	<p>Teaching Points:</p> <ul style="list-style-type: none"> Story Elements Informational text features and structure from a variety of genre Self selecting interest books Continue routines/procedures / habits 	<p>Teaching Points:</p> <ul style="list-style-type: none"> Strategies for continuing story (add detail to picture, stretch out words, label, start another piece ("when you're done, you've just begun")) Helping the reader understand the story 	<p>Teaching Points:</p> <ul style="list-style-type: none"> Using strategies to decode and form words: <ul style="list-style-type: none"> * initial letter sounds * picture clues * patterns of language Continue teaching points from unit one within flexible/fluid groups 	<p>Essential Resources:</p> <p>Professional resources provided by the district:</p> <p><i>Phonics Lessons</i>, Fountas and Pinnell</p> <p><i>Units of Study for Primary Writing</i>, Lucy Calkins and Leah Mermelstein</p> <p>Big Book provided by the district:</p> <p><i>Changes</i>, by Marjorie N. Allen and Shelley Rotner</p> <p>Resource Materials Provided within the science curriculum:</p> <p>Seasons: The four seasons, Newbridge, 1995 Caps, Hats, socks and mittens: a book of the four seasons, Scholastic 1989</p> <p>Weather: Weather, Benchmark Education Co., 1999 Scholastic's The Magic School Bus, Kicks up a Storm: A Book about weather</p> <p>Plants / Animals / People Changes: Where do Animals Live, Newbridge, 1994 Life in a Pond, Newbridge, 1996</p>

encountered and personally meaningful words.
W.HW.00.01 Form upper and lower case letters.

Seeds go Around,
Newbridge, 1993
The Rainforest,
Newbridge 1998
Life in the Sea,
Newbridge 1994
The Vegetable Garden,
Newbridge, 1995
Scholastic School bus,
A book about how
living things grow

Time:
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Five Senses:
Sense Suspense: a
guessing game for the
five senses. Scholastic
1994
The Five Senses
Magic School Bus
Exploring the 5 Senses

Properties:
Properties Delta
Education, 2003;
Investigating Water
Delta Education, 2004

KINDERGARTEN CELEBRATIONS

Enduring Understanding: Students will compare celebrations and traditions from their family, community and around the world.

Essential Questions to guide instruction:

- ✓ What celebrations do people in other countries take part in?
- ✓ How do celebrations in my family compare to those in other families?
- ✓ What belief/tradition is this celebration based on?
- ✓ What activities characterize this celebration? (For ex. language, food, music, games, gifts, rituals)
- ✓ Where are other countries located on the map/globe?
- ✓ Which classroom parents/or families can assist in the development of this unit by presented or sharing?

Approximate timeline: Six Weeks

KINDERGARTEN ELA GLCES	KEY CONCEPTS	INTEGRATED SUBJECTS	ASSESSMENT		READER'S WORKSHOP	WRITER'S WORKSHOP	WORD STUDY	RESOURCES
			Summative	Formative				
<p>R.CM.00.02 Retell up to three events from familiar text using their own words or phrasing.</p> <p>R.MT.00.01 Self-monitor comprehension when reading or listening to familiar text by using simple strategies to increase comprehension including making credible predictions based on illustrations.</p> <p>W.GN.00.04 Contribute to a class research project by adding relevant information to a class book including gathering information from teacher-selected resources and using the writing process to develop the project.</p> <p>W.PR.00.03 Draft focused ideas using semi-phonetic spelling to represent narrative and informational text when writing, incorporating pictures and drawings.</p> <p>W.PR.00.04 Attempt to revise writing based on reading it aloud, requesting suggestions and clarifications that support meaning.</p> <p>W.HW.00.02 Leave space between words and word-like clusters of letters</p> <p>W.HW.00.03 Write from left to right and top to bottom.</p> <p>S.DS.00.01 Engage in substantive conversation, remaining focused on subject matter, with interchanges beginning to build on prior responses in literature discussions, paired conversations, or other interactions</p> <p>S.DS.00.02 Briefly tell or retell about familiar experiences or interests focusing on basic story grammar or main ideas and key details.</p>	<p>Students will know:</p> <ol style="list-style-type: none"> 1. People celebrate a variety of occasions around the world. 2. The way in which people celebrate is based on their beliefs and or traditions. 3. People live in a variety of geographic locations (Introduce vocabulary: city, state, country, equator, continents, oceans, globe, map) 4. People around the world speak different languages. 5. People use different modes of transportation. 6. Peoples live in a variety of dwellings. 7. People eat a variety of foods. <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Compare their own family cultural traditions with those of others. 2. Share a family tradition in a group setting. 3. Recall what kids from other cultures do for specific celebrations. 4. Describe celebrations that take place around the world (2-3). 5. Say "Hello" in different languages. 6. Interpret simple maps and identify a few map features. 	<p>Social Studies:</p> <p>II.3.EE.1, II.2.EE.1 Describe ways people everywhere are alike, e.g. they all need food, they all speak a language</p> <p>II.3.EE.1, II.2.EE.1 Describe ways people are different, e.g. they look differently, they dress differently, they eat different kinds of foods, they celebrate different holidays and traditions</p> <p>V.1.EE.1 Locate information using simple maps</p>	<p>Students will match pictures of a celebration with a characteristic.</p> <p>Students will retell events from a story (ie: Gingerbread Man)</p> <p>Common Assessment:</p> <p>Students will contribute to a class research project that could include:</p> <ul style="list-style-type: none"> • A map of the sequence of events to plan classroom celebration • A class book of cultural traditions and celebrations <p>A common checklist will be used to assess whether students are able to:</p> <ul style="list-style-type: none"> • Add relevant information • Use the writing process to develop the project 	<p>Students will do activities that children in other cultures do at this time of the year.</p> <ul style="list-style-type: none"> • Observations • Anecdotal Notes • Conferring with students 	<p>Teaching Points:</p> <ul style="list-style-type: none"> • Text to self connections to make meaning • Finding relevant information from resources • Self selecting relevant books 	<p>Teaching Points:</p> <ul style="list-style-type: none"> • Informa-tional writing has relevant ideas • Creating small moments in writing 	<p>Teaching Points:</p> <ul style="list-style-type: none"> • Continue teaching points from previous units within flexible/fluid groups 	<p>Essential Resources:</p> <p>Professional resources provided by the district::</p> <p><i>Phonics Lessons</i>, Fountas and Pinnell</p> <p><i>Units of Study for Primary Writing</i>, Lucy Calkins and Leah Mermelstein</p> <p>Big Books provided by the district:</p> <p><i>Let's Party</i> by Anna Schlooz</p> <p>Suggested Materials / Resources (books, websites, video, etc.):</p> <ul style="list-style-type: none"> • Videos: American Cultures for Children Series -Heritage Collection • Holidays for Children Video Series – Hanukkah, Kwanzaa, Thanksgiving, Christmas, Chinese New Year

Suggested Books:

- *Children Just Like Me: Celebrations* by DK
- *Atlas of People* Scholastic First Discovery Book
- *Whoever You Are* by Mem Fox
- *Hello World* by Manya Stojic
- *What is your Language?* By Debra Leventhal
- *The World Turns Round and Round* Nicki Weiss
- *What a Wonderful World* by George David Weiss
- *Countries of the World (Bridgestone Books)* by: Michael Dahi
- *Fiesta!* By: Groiler
- *The Scholastic Social Studies Emergent Readers – Celebrations Collection* (Dancing, Celebrations, Hello, Italy, Mexico, Canada, Australia)
- *Let's Celebrate Thanksgiving* by: Peter Roop

Germany:

- *The Gingerbread Baby* by Jan Brett
- *Fiesta!* By: Groiler
- *The Gingerbread Boy*

England:

- *Fiesta!* By: Groiler

Sweden:

- *Fiesta!* By: Groiler

Mexico:

- *Nine Days to Christmas* by: Marie Hall Ets

- *Fiesta!* By: Groiler

Holland:

- *Fiesta!* By: Groiler

Common celebrations:
(Christmas, Hanukkah, Kwanzaa, Diwali, Chinese New Year)

- *Twas the Night Before Christmas*
- *The Tweleve Days of Christmas*
- *The Wild Christmas Reindeer* by Jan Brett
- *Latkes and Applesauce* by Fran Manushkin
- *Sammy Spider's First Hanukkah* by Sylvia A. Rouss
- *Grandma's Latkes* by: Malka Drucker
- *Ernie Wan's Chinese New Year* by Kate Waters
- *My First Kwanzaa Book* by: Deborah M. Newton Chocolate

Materials:

- Globe/Map
- Flags from different countries
- Posters/Pictures of children in traditional dress
- Hap Palmer CD
- Puzzles: People around the world floor puzzle.

KINDERGARTEN MAKING CHOICES

Brief Summary of Unit: This unit will provide the foundation for helping children to make choices. First, they will learn about historical figures and the impact of their choices, conflict resolution (site-based conflict resolution plan), taking a stand, nutrition, and dental health. Students will have opportunities to make healthy choices, solve conflicts, learn from the past, see cause and effect relationships, recognize people from the past and why they are important, and strategies for making important decisions.

Enduring Understanding: Everyone makes choices and those choices teach us to take a stand on our beliefs. We learn from other people choices as well as our own and the consequences of those choices

Essential Questions to guide instruction:

- How do people solve conflicts? (conflict resolution)
- How do people make important decisions? (taking a stand)
- How do people from the past affect the present? (Historical figures)
- How do the choices we make affect our lives? (Everything)

Approximate Timeline: Six to Eight Weeks

KINDERGARTEN ELA GLCES	KEY CONCEPTS	INTEGRATED SUBJECTS	ASSESSMENT		READER'S WORKSHOP	WRITER'S WORKSHOP	WORD STUDY	RESOURCES
			Summative	Formative				
<p>ELA Benchmarks / GLCEs: R.CS.00.01 Recognize how to assess personal writing and the writing of others with teacher supervision. W.SP.00.02 In the context of writing, correctly spell less frequently encountered words, relying on structural cues (beginning and simpler ending sounds) and environmental sources (word wall, word lists). L.CN.00.04 Begin to evaluate messages they experience, learning to differentiate between sender and receiver.</p> <p>Social Studies - HISTORY identify people, places, and events from text or other media about the past representing a variety of cultures and societies. I.2.EE.1</p> <p>Social Studies - CIVICS AND GOVERNMENT identify conflicts at school and some strategies to resolve them in ways that are consistent with core democratic values. III.3.EE.1 identify fair ways for groups to make decisions. III.4.EE.2</p> <p>Social Studies - INQUIRY AND DECISION MAKING take a stand / position on a classroom question or issue and recognize that others may have different points of view. VI.3.EE.1</p>	<p>Students will know:</p> <p>ELA:</p> <ol style="list-style-type: none"> How to assess personal writing and the writing of others with teacher supervision. How to, in the context of writing, correctly spell less frequently encountered words, relying on structural cues (beginning and simpler ending sounds) and environmental sources (word wall, word lists). How to begin to evaluate messages they experience, learning to differentiate between sender and receiver. <p>Social Studies:</p> <ol style="list-style-type: none"> Why historical figures like Dr. Martin Luther King, Jr. and others are important today because of the decisions they made in the past. Conflict resolution strategies and ways for groups to make decisions. How to make positive nutritional choices Procedures for maintaining healthy dental hygiene. The process of taking a stand. <p>Students will be able to:</p> <p>Social Studies:</p>	<p>Social Studies:</p> <p>State of Michigan (Michigan Model)- Phase V- Safe and Healthy Choices for Me Goal- students will understand that individual choices contribute to overall wellness.</p> <p>State of Michigan (Michigan Model)- Phase VI- Helping One Another Stay Safe and Healthy Goal- Students will recognize their contribution to the physical, emotional, and social health of themselves and others.</p>	<p>District Assessments (refer to assessment target sheet):</p> <ul style="list-style-type: none"> Letter/Sound ID Rhyme Choice/Rhyme supply Concepts of Print Oral Language Assessment Onset and Rime Phonemic Blending Hearing and Recording Sounds in Words Sight Words Running Records Writing Vocabulary <p>Integration with social studies:</p> <ul style="list-style-type: none"> Student will be able to recognize photographs or drawings of historical figures and name one thing they are remembered for. (verbal response, dictation, writing, drawing, role play, observation, checklist, anecdotal notes, class book) 	<p>Possible Assessments Could Include:</p> <ul style="list-style-type: none"> Repeat fall assessments to monitor student growth Observations Conferring Anecdotal Notes 	<ul style="list-style-type: none"> Making plans and setting purposes for reading time Reading just-right books with attention to print Orienting one's self to a text (using prior knowledge, wondering, "What will this be about?") Using letter/sound knowledge to figure out words Recognizing sight words to monitor reading Using appropriate print strategies based on reading level Talking about text before, during and after reading 	<ul style="list-style-type: none"> Working toward standard spelling by clapping out syllables, and listening for sounds in words by stretching out words Revising and editing our writing Sharing and celebrating our writing 	<ul style="list-style-type: none"> Continue teaching points from unit one within flexible/fluid groups 	<p>Professional resources provided by the district::</p> <p><i>Phonics Lessons</i>, Fountas and Pinnell</p> <p><i>Units of Study for Primary Writing</i>, Lucy Calkins and Leah Mermelstein</p> <p>Recommended Books:</p> <ul style="list-style-type: none"> <u>Berenstain Bears Tell the Truth</u> by Jan Berenstain (CDV truth) <u>The Best Me I Can Be</u> (Scholastic Pack) books about: truth, sharing, generosity, cooperation, creativity, responsibility, manners, friendship, leadership, making good choices, respectfulness, acceptance and caring. <u>The Color of Us</u> by Karen Katz (acceptance) <u>The Empty Pot</u> by Demi (CDV truth) <u>Gregory the Terrible Eater</u> by Mitchell Sharmat (nutrition) <u>Good Enough to Eat</u> by Lizzy Rockwell (nutrition) <u>Berenstain and Too Much Junk Food</u> by Jan Berenstain (nutrition) <u>Little Bear Brushed His Teeth</u> by Jutta Langreuter (dental health) <u>What to Expect When you go to the Dentist</u> by Heidi Murkoff (dental health) <u>Happy Birthday Martin Luther King</u> by Jean Marzollo, 1993. (historic person) <u>Young Abraham Lincoln: Log-</u>

1. Recognize photographs or drawings of historical figures and name one thing they are remembered for.
2. Use conflict resolution and identifying fair ways for groups to make decisions.
3. Identify and sort foods by nutritional value. Healthy from unhealthy.
4. Identify the proper way to take care of their teeth.
5. Demonstrate taking a stand. Give evidence, verbal or written.

ELA:

1. Identify qualities of good writing with the help of the classroom teacher.
2. Spell high frequency words correctly with the support of environmental sources (word wall, word lists).
3. Identify the sender and receiver of messages and begin to identify what helps us to understand messages.

- Use conflict resolution and identifying fair ways for groups to make decisions. (Use school Conflict Resolution Plan/Strategy, teacher observation, decision tree, cooperative learning situations, Circle Time discussions, role play, puppet role play)

- Cabin President by Andrew Woods, 1992. (historic person)
- Abe Lincoln: The boy who loved books by Kay Winters and Nancy Carpenter, 2003. (historic person)
- Young Washington: America's First President by Andrew Woods, 1992. (historic person)

Recommended Materials and Resources:

- Large model of teeth (resembles a denture -- originally supplied by Michigan Model)
- CDV charts and/or posters
- Posters/pictures of important historical figures:
 - Martin Luther King, Jr., Abraham Lincoln, George Washington, Rosa Parks, Betsey Ross, Sally Ride
- Posters/pictures of important current figures:
 - The President of the U.S., Governor of Michigan, Principal of the School,
- Visual of the Conflict Resolution Strategies used by your school. (eg. STAR strategy; DEBUG strategy; LANIGAN WAY strategy; A BUG and a WISH strategy, PEACE PAW strategy, PEACE PALLET strategy; PEACE PIE strategy)
 - Graphic Organizers
 - Three-column chart
 - Concept Map
 - Star Diagrams
 - Venn Diagrams
 - T-Chart
 - Cause and Effect
 - KWL Chart
 - Timeline
 - Sequencing
 - Food Pyramid Poster
 - Open Wide: Tooth School Inside by Laurie Keller (dental health)
 - Dr. De Soto by William Steig (dental health and truth)
 - Abe Lincoln's Hat by Martha Brenner, 1994. (historic person)

KINDERGARTEN LITERATURE STUDY

Enduring Understanding: Through various literature genre and author studies, children will gain information and make connections to their world.

Essential Questions to guide instruction:

- ✓ What does an author do?
- ✓ Where does the story take place?
- ✓ Who are the characters in the story?
- ✓ What is the problem in the story?
- ✓ What is the solution?
- ✓ What is the beginning, middle and end?
- ✓ How can you make a connection to this story?
- ✓ How do illustrations help you understand the story?
- ✓ How are genres different?
- ✓ How are these two stories alike?

Approximate Timeline: Six to Eight Weeks

KINDERGARTEN ELA GLCES	KEY CONCEPTS	INTEGRATED SUBJECTS	ASSESSMENT		READER'S WORKSHOP	WRITER'S WORKSHOP	WORD STUDY	RESOURCES
			Summative	Formative				
<p>R.NT.00.02 Identify the basic form and purpose of a variety of narrative genre including, stories, nursery rhymes, poetry, and songs</p> <p>R.NT.00.04 Identify how authors / illustrators use literary devices including pictures and illustrations to support the understanding of settings and characters</p> <p>R.NT.00.05 Respond to individual and multiple texts read by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections</p> <p>R.MT.00.02 Construct and convey meaning using strategies including story grammar to identify the author's perspective (e.g., first, second, and third person) and sorting and ordering information.</p> <p>W.PS.00.01 Develop originality in oral, written, and visual messages in both narrative (e.g., natural language, expressed sentiment, original ideas) and informational writing (e.g., listing, naming, describing).</p> <p>S.DS.00.03 Respond to multiple text types by reflecting, making meaning, and making connections.</p> <p>L.RP.00.01 Listen to or view knowledgeably and discuss a variety of genres.</p> <p>L.RP.00.02 Listen to, view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>L.RP.00.03 Respond to multiple text types listened to or viewed knowledgeably, by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections.</p>	<p>Students will know:</p> <ol style="list-style-type: none"> 1. that text and pictures tell the story 2. that authors/illustrators are real people who write 3. books have characters, setting, beginning/middle/end 4. differences among genres 5. how to make connections (text to text and text to self) <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. draw a picture and write related text 2. recognize different authors/illustrators 3. retell the basic elements of a story 4. identify the genre of a given text 5. respond and/or make connections to different types of text and can compare and contrast two different texts 	<p>Social Studies:</p> <p>II.3.EE.1, II.2.EE.1 Describe ways people everywhere are alike, e.g. they all need food, they all speak a language</p> <p>II.3.EE.1, II.2.EE.1 Describe ways people are different, e.g. they look differently, they dress differently, they eat different kinds of foods, they celebrate different holidays and traditions</p> <p>V.1.EE.1 Locate information using simple maps</p>	<p>District Assessments (see assessment target sheet):</p> <ul style="list-style-type: none"> • Rhyme Choice/ Rhyme Supply • Letter/Sound ID • Concepts of Print • Oral Language Assessment • Onset and Rime • Phonemic Blending • Sight Words • Running Records • Writing Vocabulary <p>Common Unit Assessment:</p> <p>Students identify genre and the purpose (inform, entertain, teach a lesson) of stories read and are able to retell the sequence of events within the genre</p>	<p>Possible Assessments Could Include:</p> <ul style="list-style-type: none"> • Observations • Conferring with students • Anecdotal Notes 	<ul style="list-style-type: none"> • making comparisons within and across texts • making personal connections with text and determining important parts of the text • talking about texts before during and after reading • components and characteristics of genre • becoming an expert about a particular author (looking at style, illustrations, etc.) 	<ul style="list-style-type: none"> • using strategies and resources to spell words correctly (stretching, word wall, familiar text) • making connections between how author's write and the students' writing 	<ul style="list-style-type: none"> • Continue teaching points from unit one within flexible/fluid groups 	<p>Essential Resources:</p> <p>Professional resources provided by the district:</p> <p><i>Phonics Lessons, Fountas and Pinnell</i></p> <p><i>Units of Study for Primary Writing, Lucy Calkins and Leah Mermelstein</i></p> <p>Suggested Resources:</p> <p>A variety of books by a particular author to do an author study (i.e., Eric Carle, Ezra Jack Keats, etc...)</p>

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KINDERGARTEN EXPLORING OUR WORLD

Enduring Understanding: Students will learn about their environment, so they are able to care for it.

Essential Questions to guide instruction:

- ✓ How does our Earth's surface look?
- ✓ What are the different environments on earth?
- ✓ Where do plants and animals live and what do they need to survive?
- ✓ What are the natural and man-made elements of the environment?
- ✓ How do we take care of and conserve the natural resources on earth?
- ✓ How can we distinguish between wants and needs?
- ✓ How do we acquire goods and services that we need or want?

Approximate Timeline: Six to Eight Weeks

KINDERGARTEN ELA GLCES	KEY CONCEPTS	INTEGRATED SUBJECTS	ASSESSMENT		READER'S WORKSHOP	WRITER'S WORKSHOP	WORD STUDY	RESOURCES
			Summative	Formative				
<p>English, Language Arts –Reading, Writing, Speaking R.CM.00.04 Apply significant knowledge from what has been read to them from grade level appropriate science, social studies, and mathematics texts. W.PR.00.01 With teacher assistance, consider the audience's reaction as they plan narrative and informational writing. S.DS.00.04 Plan and deliver presentations using a descriptive informational organizational pattern providing several facts and details to make their point clearly and audibly</p>	<p>Students will know:</p> <p>ELA</p> <ol style="list-style-type: none"> How to find important information from informational text with teacher support How to plan an informational piece of writing with teacher support How to share information they have learned with the rest of the class <p>Social Studies</p> <ol style="list-style-type: none"> The names of the land and water forms, plain, hill, mountain, volcano, valley and island, ponds, lakes, rivers, streams, and oceans. land and water forms on a map or globe. or be able to distinguish between man-made and natural features on earth. Water can be found on earth in three states, as a liquid, frozen and as a gas. The basic earth materials: rock, water, soil, mineral, and air or be able to compare and contrast familiar plants and animals by observable characteristics and or needs. What plants and animals need to maintain their existence. 	<p>Social Studies - GEOGRAPHY</p> <ol style="list-style-type: none"> distinguish between natural and human characteristics of places in their home and school environment. II.1.EE.1; II.1.EE.2 identify how people use the environment to meet human needs and wants. II.2.EE.1 <p>Social Studies - ECONOMICS</p> <ol style="list-style-type: none"> distinguish between goods and services they use. IV.1.EE.1 recognize when they participate in trade. IV.5.EE.1 <p>Science – Plants, Animals, and Their Environment Constructing and Reflecting Benchmarks</p> <ol style="list-style-type: none"> Generate questions about the world based on observation. I.1.ES.1 Develop solutions to problems through reasoning, observation, and investigations. I.1.ES.2 Manipulate simple devices that aid observation and data collection. I.1.ES.3 Use simple measurement devices to make measurements in scientific investigations. I.1.ES.4 Develop strategies and skills for 	<p>District Assessments (Refer to Assessment Target chart):</p> <ul style="list-style-type: none"> Rhyme Choice/ Rhyme Supply Letter/Sound ID Concepts of Print Oral Language Assessment Onset and Rime Phonemic Blending Hearing and Recording Sounds in Words Sight Words Running Records Writing Vocabulary 	<p>Possible Assessments Could Include:</p> <ul style="list-style-type: none"> Observations Conferring with students Anecdotal Notes 	<ul style="list-style-type: none"> Choosing just-right books Using punctuation to make meaning Setting purposes for reading Reading with fluency, phrasing and intonation Making plans about when, what and how to read in the summer 	<ul style="list-style-type: none"> Considering audience when writing a piece Sharing and celebrating our writing 	<ul style="list-style-type: none"> Continue teaching points from previous units within flexible/fluid groups 	<p>Essential Resources:</p> <p>Professional resources provided by the district:</p> <p><i>Phonics Lessons</i>, Fountas and Pinnell</p> <p><i>Units of Study for Primary Writing</i>, Lucy Calkins and Leah Mermelstein</p> <p>Big Books provided by the district:</p> <p><i>The Earth</i> by Trent Johnson</p> <p><i>Me On the Map</i> by Joan Sweeney</p> <p>Essential Resources: Big Books (received with science curriculum):</p> <ul style="list-style-type: none"> <i>Rocks and Soil</i> <i>Amazing Water</i> <i>Wetlands</i> <i>Where do Animals live?</i> <i>Life in a Pond</i> <i>Seeds Go Around</i> <i>The Rainforest</i>

6. how people use the environment to meet human needs and wants.
7. the earth's resources are limited.
8. the difference between goods and services.
9. how to participate in trade.

Students will be able to:

1. illustrate and label land and water forms.
2. locate land and water forms on a map or globe.
3. find man-made or natural features on a map such as a road, building, bridge, river...
4. participate in science activities demonstrating the function of water in its three states.
Students will be able to draw or write their response to the science activities.
5. differentiate between the basic earth materials with pictures and writing.
6. sort animals and plants by characteristics such as body parts, habitats, and needs.
7. draw and label what plants and animals need to survive.
8. identify the difference between needs and wants.
9. tell ways to reduce reuse and recycle the earth's resources.
10. assume the role of buyer or seller

- information gathering and problem solving. I.1.ES.5
6. Construct charts and graphs and prepare summaries of observations. I.1.ES.6
 7. Develop an awareness of the need for evidence in making decisions scientifically. II.1.ES.1
 8. Show how science concepts can be illustrated through creative expression such as language arts and fine arts. II.1.ES.2
 9. Describe ways in which technology is used in everyday life. II.1.ES.3
 10. Develop an awareness of and sensitivity to the natural world. II.1.ES.4
 11. Develop an awareness of contributions made to science by people of diverse backgrounds and cultures. II.1.ES.5

Using (Life, Physical, Earth) Benchmarks

1. Compare and contrast (K-2) or classify (3-5) familiar organisms on the basis of observable physical characteristics. III.2.ES.2
2. Compare and contrast food, energy, and environmental needs of selected organisms. III.2.ES.4
3. Explain functions of selected seed plant parts. III.2.ES.5
4. Describe the basic requirements for all living things to maintain their existence. III.4.ES.2
5. Design systems that encourage growing of particular plants or animals. III.4.ES.3
6. Describe positive and negative effects of humans on the environment. III.5.ES.4

Using (Life, Physical, Earth) Benchmarks

1. Describe major features of the earth's surface. V.1.ES.1
2. Recognize and describe different types of Earth materials. V.1.ES.2
3. Describe how water exists on earth in three states. V.2.ES.1

Integration of ELA and Science Assessments:

Land and Water

Students will create and present landform models that express their knowledge of the various landforms. (They may use clay, sand, paint, markers....)

Plants, Animals, and Environment

Students will contribute in the construction and presentation of a classroom mural, books, dioramas and related activities.

Conservation /

Students will participate in activities that involve the concept of trade, such as mock restaurant, garage sale, bake sale, Jr. Achievement.

- *Life in the Sea*
- *The Vegetable Garden*

