

# Exploring with Friends in the Neighborhood

Kindergarten Unit 3



## **Social Studies Integration Team**

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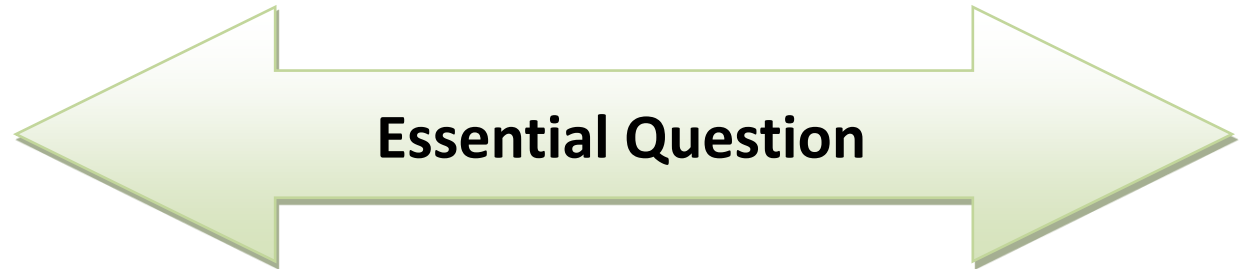
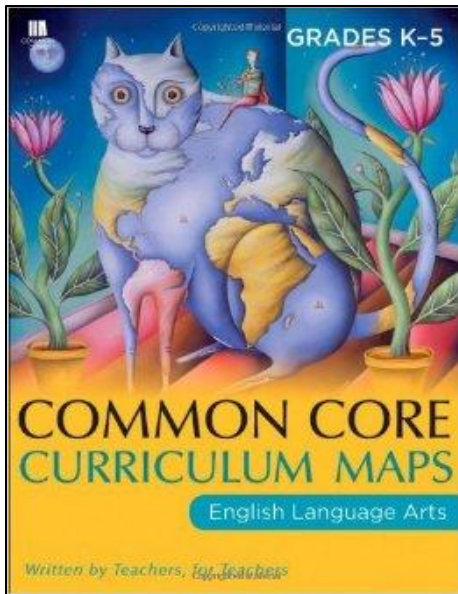
## **Planning Team**

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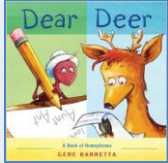
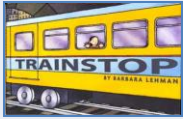
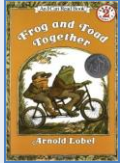


# Exploring with Friends in the Neighborhood



**Essential Question**

How is reading like  
exploring?

Week	Standards	Texts
<b><i>How is reading like exploring?</i></b>		
<p>Ongoing through unit</p>	<p>R.F.K.1, 1b, 1c, 1d  R.F.K.2, 2b, 2c  <b>R.F.K.2d Initial / Final</b>  R.F.K.3, 3a, 3c  R.F.K.4  L.K.1, 1c, 1d, <b>1e</b>  L.K.2, <b>2a, 2c</b>, 2d  L.K.4, 4a,  L.K.5, 5b, 5c  L.K.6</p> <p><b>Social Studies Standards for review</b> <i>(from unit 2)</i>  C.2.K.3 Discuss the responsibilities of being a good citizen  C.3.K.2 Discuss ways people improve communities  E.4.K.1 Recognize that all people have unlimited wants and limited resources (e.g., scarcity)  E.5.K.1 Identify human, natural and capital resources  E.5.K.2 Discuss ways producers use human, natural, and capital resources in the production of goods and services.  E.6.K.1 Recognize consumers use money as a medium of exchange to satisfy economic wants  E.6.K.2 Discuss reasons people save money</p>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>(L.K.4a)</p>  </div> <div style="text-align: center;"> <p>(L.K.1e)</p>  </div> </div> <div style="text-align: center; margin-top: 20px;"> <p>(L.K.5b)</p>  </div> <ul style="list-style-type: none"> <li>•Discuss good citizenship and improving communities in context of various community helpers</li>   <li>•Discuss resources in context of various community helpers</li>   <li>•Discuss use of money and saving money in connection to why people have jobs</li>   <li>•Discuss examples of public goods and services in connection with community helpers</li> </ul>

Week	Standards	Texts
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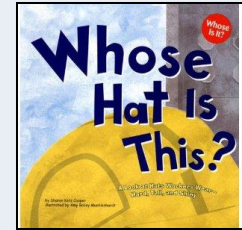
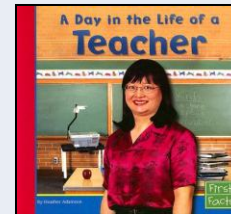
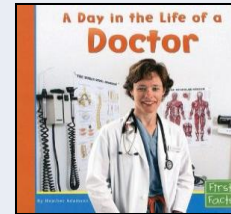
*How is reading like exploring?*

1

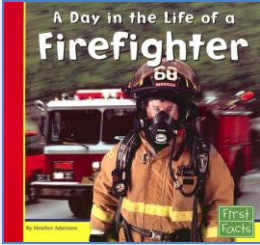
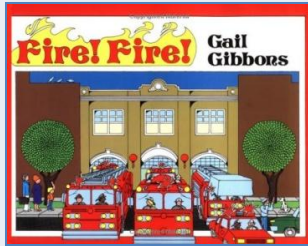
SLK.4 Describe familiar people, places, things, and events and provide additional detail.  
 RI.K.2 Identify the main topic and key details  
**RI.K.3 Describe connections between information in a text.**  
 W.K.2 Compose informative/explanatory texts

**Social Studies Standards**

C.1.K.2 Describe the role of a school and its leaders  
 G.8.K.1 Describe familiar places using words related to location, direction and distance (*school, home, neighborhood*)  
 G.8.K.2 Use **maps**, globes, and **photographs** to identify and describe the physical characteristics of familiar places (*school, home, neighborhood*)  
 E.6.K.3 Discuss examples of public goods and services



- Create maps of classroom, school and/or bedroom
- Social Studies Supplement books: Me on the Map; Beneath the Bridge

Week	Standards	Texts
<b><i>How is reading like exploring?</i></b>		
<b>2</b>	<p>SLK.4 Describe familiar people, places, things, and events and provide additional detail.</p> <p>RI.K.2 Identify the main topic and key details</p> <p>RI.K.3 Describe connections between information in a text.</p> <p><b>RI.K.7 Describe the relationship between illustrations and the text in which they appear</b></p> <p><b>RI.K.9 Identify basic similarities and differences between two texts on the same topic</b></p> <p>W.K.2 Compose informative/explanatory texts</p> <p style="text-align: center;"><b>Social Studies Standards</b></p> <p>G.11.K.2 Discuss the needs of people during natural and human-made disasters</p> <p>H.12.K.1 Discuss changes over time using chronological terms (e.g., first, next, last, before, after, past, present, now, long ago)</p> <p>H.12.K.2 Develop a personal timeline to sequence events of your own life</p> <p>H.12.K.3 Compare a child's life of the present to that of the past using visual representation (e.g., growing food, rules and laws, making clothing, transportation, communication)</p> <p>H.12.K.5 Identify the purpose of national holidays and describe the people or events celebrated (Thanksgiving)</p> <p>H.13.K.1 Discuss a historical topic from different points of view (Natives vs. Colonists)</p>	<p>•Social Studies Resource – Rogers Historical Museum Thanksgiving Presentation (schedule ahead of time) (H.12.K.1,2,3,5)</p> <div style="text-align: center;">  <p>A Day in the Life of a Firefighter</p> </div> <div style="text-align: center;">  <p>Fire! Fire! Gail Gibbons</p> </div>

Week	Standards	Texts
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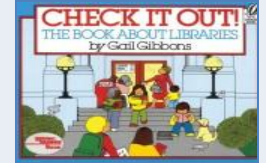
***How is reading like exploring?***

3

SLK.4 Describe familiar people, places, things, and events and provide additional detail.  
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**RI.K.7 Describe the relationship between illustrations and the text in which they appear**  
 RI.K.6 Define the roles of both the author and illustrator.  
 W.K.2 Compose informative/explanatory texts

**Social Studies Standards**

E.5.K.3 Identify markets in the community  
 E.6.K.1 Recognize consumers use money as a medium of exchange to satisfy economic wants



- Interview your librarian.
- Create list of markets in community ie Walmart, Target, flea market, farmers' market
- [Exchange of money in market](#) (video in Chinese)

Week	Standards	Texts
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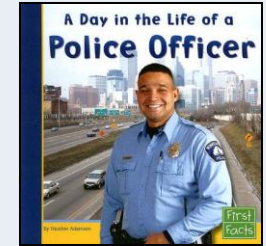
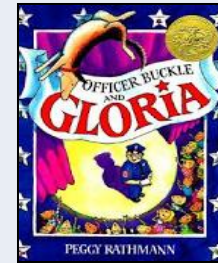
*How is reading like exploring?*

4

- SL.K.2 Confirm understanding by asking and answering (text features)
- RL.K.7 Describe the relationship between illustrations and the text in which they appear**
- RI.K.6 Define the roles of both the author and illustrator.
- RI.K.9 Identify basic similarities and differences between two texts on the same topic**
- W.K.7 Participate in shared research and writing projects**
- W.K.8 Gather information from provided sources to answer a question.**

**Social Studies Standards**

- G.11.K.2 Discuss the needs of people during natural and human-made disasters



Compare Text Features

## How is reading like exploring?

5

RL.K.3 Identify characters, settings, and major events in a story.

RL.K.4 Ask and answer questions about unknown words

RL.K.6 Define the roles of both the author and illustrator.

**RL.K.7 Describe the relationship between illustrations and the story**

RL.K.9 **Compare and contrast the adventures and experiences** of characters

W.K.5 Focus on a topic, respond to questions and suggestions from peers, and add

### Social Studies Standards

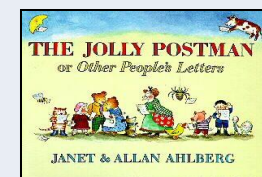
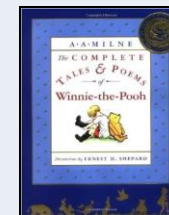
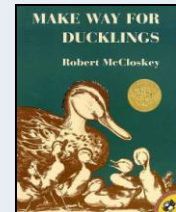
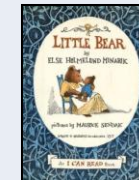
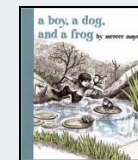
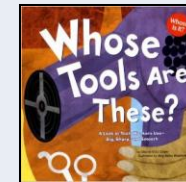
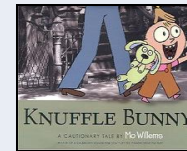
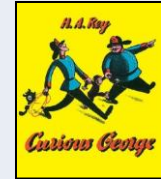
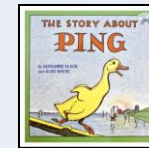
E.4.K.1 Recognize that all people have unlimited wants and limited resources (e.g., scarcity)

H.12.K.1 Discuss changes over time using chronological terms (e.g., first, next, last, before, after, past, present, now, long ago)

H.12.K.3 Compare a child's life of the present to that of the past using visual representation (e.g., growing food, rules and laws, making clothing, transportation, communication)

H.12.K.5 Identify the purpose of national holidays and describe the people or events celebrated (Christmas)

Any remaining Text





Week

Standards

Texts

## How is reading like exploring?

6

RL.K.3 Identify characters, settings, and major events in a story.

RL.K.4 Ask and answer questions about unknown words

RL.K.6 Define the roles of both the author and illustrator.

**RL.K.7 Describe the relationship between illustrations and the story**

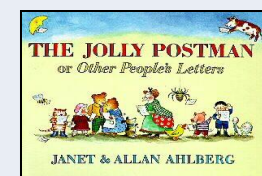
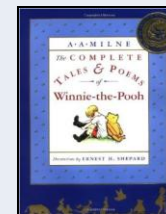
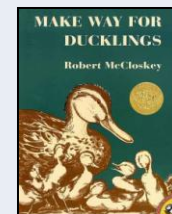
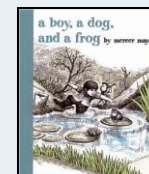
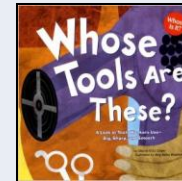
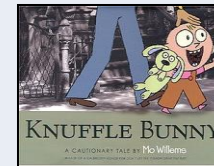
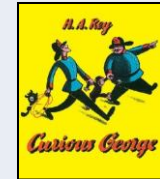
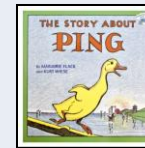
RL.K.9 **Compare and contrast the adventures and experiences** of characters

W.K.5 Focus on a topic, respond to questions and suggestions from peers, and add

### Social Studies Standards

G.10.K.1 Discuss natural resources in the community which can be used to meet daily needs

Any remaining Text



# Essential Questions

Identify and  
**CLARIFY** the  
**STANDARDS**

Gather and study  
the  
**RESOURCES**

**DIVIDE** the unit  
into weeks and  
**DISTRIBUTE**  
the standards

Make or locate  
**SUMMATIVE**  
and  
**PERFORMANCE**  
**ASSESSMENTS**

Plan  
**FORMATIVE**  
**ASSESSMENT(S)**  
**(FEEDBACK)**

Plan  
**DAILY**  
**LESSONS**

Incorporate  
**TECHNOLOGY**