

# America: Symbols and Celebrations

Kindergarten Unit 4



## Planning Team

Deborah Goff, (OW) Jenny Griffin (FT),  
Kerri Wells (LW), Jillian King (RJ),  
Krista Roth (BG), and Jessica Falcon (LW)

## Social Studies

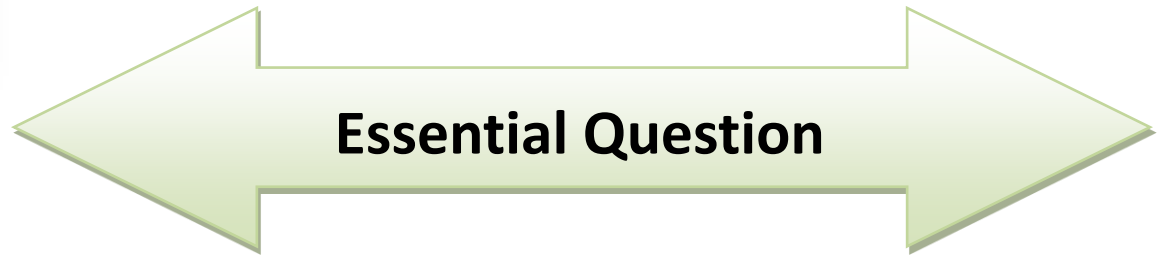
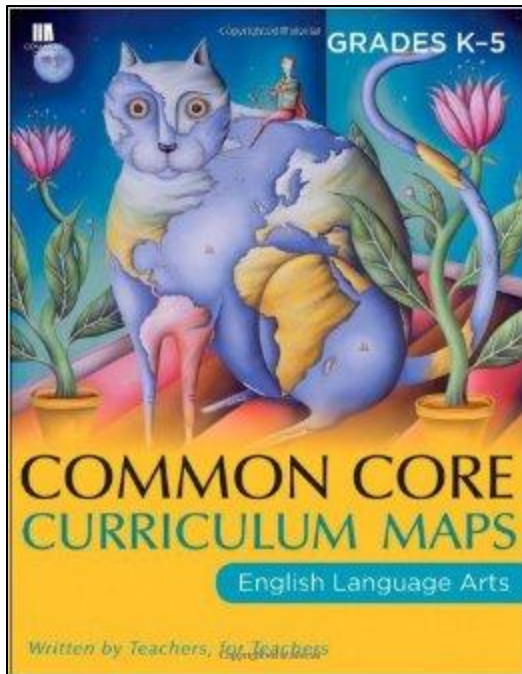
### Integration Team

Gail Fenix (ET), Sara Sampson  
(RJ), Sandy Noble (FT),  
Amy Elmore (JD),  
Jenifer Pastore (BV),  
Karen Maloney (WS)





# America: Symbols and Celebrations



*Why are symbols and celebrations important?*

Week	Standards	Texts
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***Why are symbols and celebrations important?***

Foundational Skills to be taught throughout the unit: RF.K.2d; RF.K.3 a-d; RF.K.4  
 Language Standards to be taught throughout the unit: L.K.1d, f; L.K.2a, c, d

**1**

**RL.K.4** Ask and answer questions about unknown words in a text. RL.K.7 with prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story the illustration depicts).

**RI.K.2** With prompting and support, identify the main topic and retell key details of a text.

**W.K.2** Use a combination of drawing, dictating, and writing to compose informational/explanatory texts in which they name what they are writing about and supply some information about the topic.

**W.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**SL.K.4** Describe familiar people, places, things, and events wand with prompting and support, provide additional detail.

**Social Studies Standards**

**G.9.K.2** Discuss cultural characteristics among families and in the community

**G.11.K.1** Discuss connections to other people in places around the world (e.g. where products are made, celebrations, dance, art, food, toys)

**H.13.K.5** Formulate questions that relate to a family member, family event, or family tradition

Christmas  
 Kwanzaa  
 Chanukah  
 Family Pictures  
 (RL.K.4)

*Use Comparison Matrix*



Social Studies Supplement books  
 The Family Book



## *Why are symbols and celebrations important?*

2

**RI.K.2** With prompting and support, identify the main topic and retell key details of a text.

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

**RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., illustrations, descriptions, or procedures).

**SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**SLK.4** Describe familiar people, places, things, and events and with prompting and support, provide additional detail.

**W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

### **Social Studies Standards**

**G.9.K.2** Discuss cultural characteristics among families and in the community

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**H.12.K.4** Recognize historic figures and other people that have made an impact on history

**H.12.K.5** Identify the purpose of national holidays and describe the people or events celebrated (Martin Luther King Jr. Day)

**H.13.K.5** Formulate questions that relate to a family member, family event, or family tradition

El Dia de los Muertos

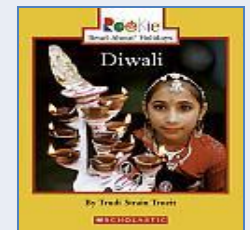
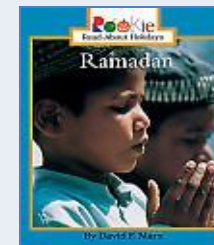
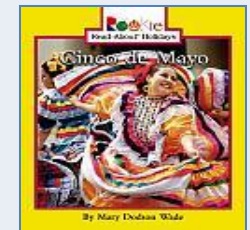
Cinco de Mayo

Ramadan

Diwali

Continue Matrix

*ISN pages for celebrations available on district website.*



## *Why are symbols and celebrations important?*

3

**RI.K.2** With prompting and support, identify the main topic and retell key details of a text.

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

**RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., illustrations, descriptions, or procedures).

**W.K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .)

**W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**W.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### Social Studies Standards

**G.9.K.2** Discuss cultural characteristics among families and in the community

**G.11.K.1** Discuss connections to other people in places around the world (e.g. where products are made, celebrations, dance, art, food, toys)

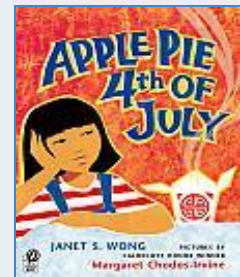
**H.13.K.3** Describe ways people learn about the past (e.g. photos, artifacts, diaries, oral history, stories)

**H.12.K.4** Recognize historic figures and other people that have made an impact on history

**H.12.K.5** Identify the purpose of national holidays and describe the people or events celebrated (Martin Luther King Jr. Day)

**H.13.K.5** Formulate questions that relate to a family member, family event, or family tradition

Apple Pie and the 4<sup>th</sup> of July  
Chinese New Year  
Independence Day



## *Why are symbols and celebrations important?*

4

**RL.K.4** Ask and answer questions about unknown words in a text. **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., illustrations, descriptions, or procedures).

**RI.K.2** With prompting and support, identify the main topic and retell key details of a text.

**RI.K.4** With prompting and support, ask and answer questions about unknown words in a text.

**W.K.2** Use a combination of drawing, dictating, and writing to compose informational/explanatory texts in which they name what they are writing about and supply some information about the topic.

**W.K.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**W.K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

**SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.

**SL.K.6** Speak audibly and express thoughts, feeling, and ideas clearly.

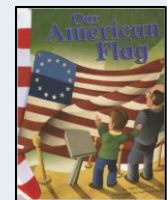
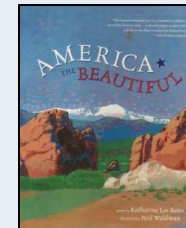
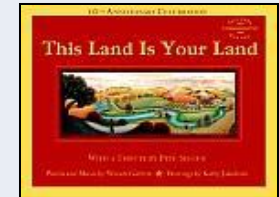
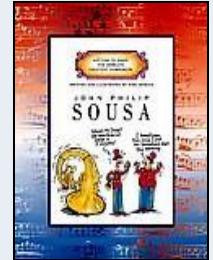
### Social Studies Standards

**C.2.K.1** Recognize state and national symbols and patriotic songs

**C.2.K.2** Identify the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American Flags.

**H.13.K.4** Compare the differences in sources written in the present or the past


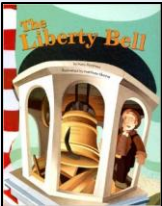
This Land is Your Land  
John Philip Sousa  
The American Flag  
America the Beautiful



Woody [Guthrie-This Land is Your Land](#)

(link works in SLIDE SHOW)

[Sousa](#)

Week	Standards	Texts
	<b><i>Why are symbols and celebrations important?</i></b>	
<b>5</b>	<p><b>RI.K.8</b> Identify the reasons an author gives to support points in a text.</p> <p><b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>W.K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .)</p> <p><b>W.K.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>W.K.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.K.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. <b>W.K.7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p><b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>SL.K.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>SL.K.6</b> Speak audibly and express thoughts, feeling, and ideas clearly.</p> <p style="text-align: center;"><b>Social Studies Standards</b></p> <p><b>C.2.K.1</b> Recognize state and national symbols and patriotic songs</p>	<p>Bald Eagle, Liberty Bell</p> <p>Option: Story Kit: My Favorite Symbol</p> <p>Tutorial: <a href="https://www.youtube.com/watch?v=RSWQkUS4kXk">https://www.youtube.com/watch?v=RSWQkUS4kXk</a></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;">   </div>

## *Why are symbols and celebrations important?*

6

**RI.K.8** Identify the reasons an author gives to support points in a text.

**RI.K.9** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**W.K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .)

**W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **W.K.5**

**W.K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

**W.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.

**SL.K.6** Speak audibly and express thoughts, feeling, and ideas clearly.

### **Social Studies Standards**

**C.2.K.4** Follow agreed upon rules for listening, consensus-building, and **voting procedures** in the classroom

**C.2.K.1** Recognize state and national symbols and patriotic songs

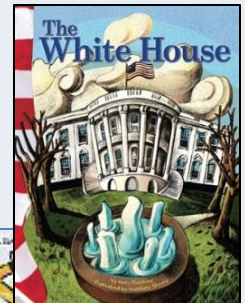
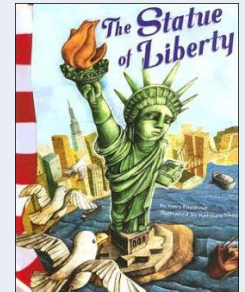
**H.12.K.4** Recognize historic figures and other people that have made an impact on history

**H.12.K.5** Identify the purpose of national holidays and describe the people or events celebrated (President's Day)

**H.13.K.3** Describe ways people learn about the past (e.g. photos, artifacts, diaries, oral history, stories)

**H.13.K.4** Compare the differences in sources written in the present or the past

Statue of Liberty,  
White House,  
Duck for President



• [White House](#)



# 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**