

Kindergarten Unit 3 Planning Guide

The following texts have been provided by the district for use with the Common Core Curriculum Map units. Art, music and media can be found within the [Teacher-Created Resources](#) link on the district curriculum webpage.

Exploring with Friends In the Neighborhood

“How is reading like exploring?”

6 weeks

NOVEMBER 2013						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER 2013						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

[Link to Pacing Guide](#)
[Unit 3](#)

Sample Activities and Assessments (pg. 23-25 Common Core Curriculum Map)

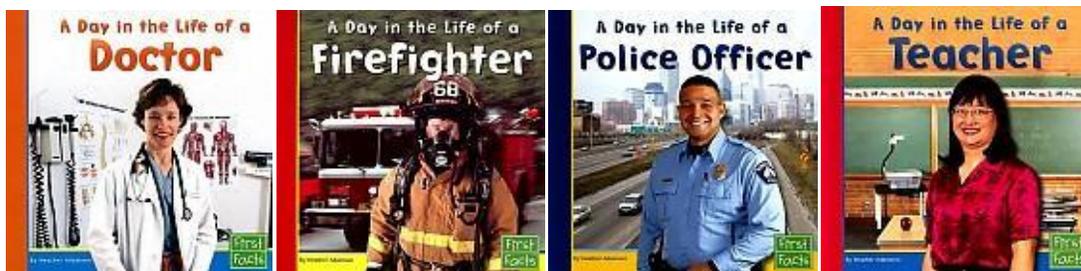
The listed standards appear on the 2nd Quarter Scoring Guide

1. Class Discussion/Informational Text

- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- L.K.1.d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

2. Class Discussion/Informational Text

- RI.K.2. With prompting and support, identify the main topic and retell key details of 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).
- SL.K.1.a. Followed agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- SL.K.1.b. Continue a conversation through multiple exchanges.



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3. Music Connection/Literature

L.K.5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Music

Henry Mancini, *Baby Elephant Walk* (1961)

http://www.youtube.com/watch?v=qei_ccdgTMU

Camille Saint-Saens, *Carnival of the Animals, Fifth Movement, "The Elephant"* (1886)

<http://www.youtube.com/watch?v=f1nVDoCnsNk>

4. Literature

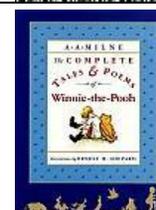
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.



5. Literature

RL.K.4 Ask and answer questions about unknown words in a text.



6. Writing/Language

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.

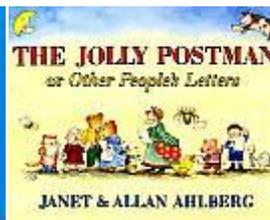
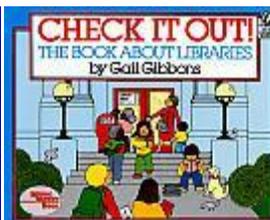
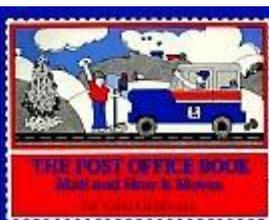
W.K.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

L.K.2.b. Recognize and name end punctuation.

L.K.2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.5.c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).



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7. Language

L.K.1.e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).



8. Literature/Poetry

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

L.K.1.d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

Poem

"The Swing" in a Child's Garden of Verses (Robert Louis Stevenson)

9. Art/Class Discussion

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

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

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, feelings, and ideas clearly.



Romare Bearden
The Block (1972)

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10. Art/Informative/Explanatory Writing

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.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Pieter Breugel
Children's Games (1972)



11. Art/Class Discussion

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

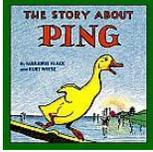
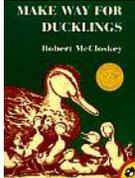
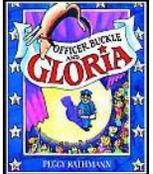
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

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, feelings, and ideas clearly.

(use art from #9 and #10)

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Text Talk Texts			
<u>Text Talk Tier 11 words and kid friendly definitions</u> are available on the district curriculum webpage for these titles.			
	<i>Knuffle Bunny: A Cautionary Tale</i> (Mo Willems)	errand	a short trip made for a reason
		realized	started to believe something is true
		fussy	cranky; difficult to please or make happy
	<i>The Story About Ping</i> (Marjorie Flack and Kurt Wiese)	scurrying	to move quickly, often fearfully
		swooped	move downward really fast especially when attacking something
		swiftly	fast; quick; rapid
	<i>Curious George</i> (series) (H.A. and Margaret Rey)	curious	interested in knowing about something
		fascinated	interested in something; holding someone's attention
		whisked	to brush off to move quickly
	<i>Make Way for Ducklings</i> (Robert McCloskey)	enormous	very large in size
		waddled	to walk with side to side steps
		beckoned	to call or motion to come with your head or hand
	<i>Blueberries for Sal</i> (Robert McCloskey)	hustle	to hurry; work fast and energetically
		tramping	to walk with heavy feet
		tremendous	really big wonderful; fantastic
	<i>Where the Wild Things Are</i> (Maurice Sendak)	mischief	being naughty
		gnashed	to rub your teeth together with noise to show anger, worry or pain
		tamed	to make gentle
	<i>Officer Buckle and Gloria</i> (Peggy Rathmann)	swiveled	to twist back and forth
		grinned	smiled really big
		discovered	to find or see before anyone else

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Additional Unit Texts



The following standards are paced for this quarter but are not included in unit activities:

- RF.K.2.b. Count, pronounce, blend, and segment syllables in spoken words.
- RF.K.2.c. Blend and segment onsets and rimes of single-syllable spoken words.
- RF.K.3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- L.K.5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of concepts the categories represent.

ADDITIONAL RESOURCES

Where the Wild Things Are (Reader's Theater)
Teacher Resource Page