

# Kindergarten Unit 4 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.

## America: Symbols and Celebrations

“Why are symbols important?”

**6 weeks**

JANUARY 2014							FEBRUARY 2014						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28	

[Link to Pacing Guide Unit 4](#)

### Sample Activities and Assessments (pg. 33-35 Common Core Curriculum Maps )

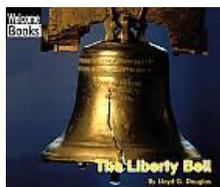
The listed standards appear on the 3rd Quarter Scoring Guide

#### 1. Introductory Discussion/Vocabulary

- RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
- 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.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

#### 2. Informative/Explanatory Writing

- W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.5.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).



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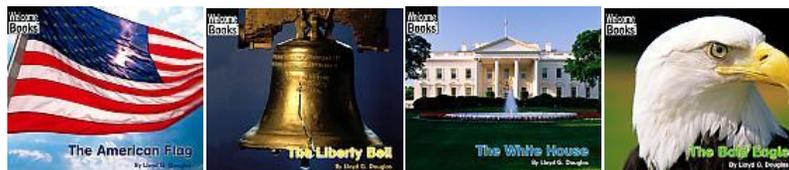
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### 3. Reading (Informational Text) Gathering Information

- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- 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., what person, place, thing, or idea in the text an illustration depicts).
- RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

### 4. Informative/Explanatory Writing

- 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.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- L.K.1.a. Print many upper- and lowercase letters.
- L.K.2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.



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(see above)**

### 5. Class Discussion/Reading/Literature

- 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 an illustration depicts).
- RL.K.10. Actively engage in group reading activities with purpose and understanding.
- 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.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.



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## 6. Writing Activity/Home Connections

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

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

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## 7. Class Discussion/Shared Research/Writing Activity

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

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

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.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.

## 8. Language/Vocabulary

L.K.4.a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

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.

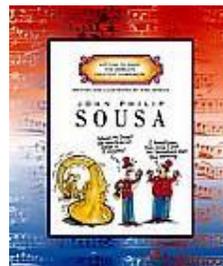
### Music

John Philip Sousa, *The Liberty Bell* (1893)

<http://www.youtube.com/watch?v=l6Dd0EaEbqg>

John Philip Sousa, *Stars and Stripes Forever* (1896)

[http://www.youtube.com/watch?v=SXwu0h\\_ulpw](http://www.youtube.com/watch?v=SXwu0h_ulpw)



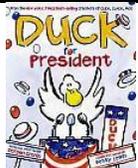
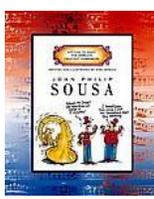
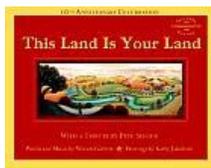
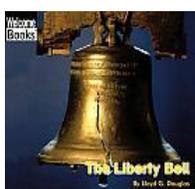
## 9. Language/Vocabulary

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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## Text Talk Texts

[Text Talk Tier II words and kid friendly definitions](#) are available on the district curriculum webpage for these titles.

	<i>Duck for President</i> (Doreen Cronin and Betsy Lewin)	furious	very mad
		announced	tell others something publically
		requirement	something you have to do
	<i>Family Pictures</i> (Carmen Lomez Garza) (E)	scene	the setting and all that is in it
		beyond	outside of an area
		inspired	to make someone want to work hard or create something
	<i>John Philip Sousa: Getting to Know the World's Greatest Composers</i> (Mike Venezia)	composed	to write a song, piece of music, story or a poem
		talent	to be very good at something like sports, singing, drawing, acting...
		rehearsing	practicing something before you have to perform it
	<i>This Land is Your Land</i> (Woody Guthrie and Kathy Jakobsen)	roamed	to walk around without having a place to go
		strolling	a relaxed slow walk
		trespassing	to go into a place or space you are not allowed
	<i>The Liberty Bell</i> (Welcome Books) (Lloyd G. Douglas)	symbol	a picture or object that makes people think of a country, or group of people
		celebrate	to make something special with gifts, parties, or activities
		freedom	having the power to make your own choices
	<i>Independence Day</i> (Rookie Read-About Holiday Series) (David F. Marx)	refused	when you tell someone you will not do something; saying no
		custom	something a group of people do every year like celebrating a holiday; a way of acting that is special to a group of people
		gather	to come together

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### ADDITIONAL RESOURCES

**National Symbols Series: The American Flag (Reader's Theater)**  
Teacher Resource Page