

# Kindergarten Unit 5 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.

## The Great Big World

“Why is it important for writers to describe settings carefully?”  
6 weeks

FEBRUARY 2014						
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	

MARCH 2014						
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					

APRIL 2014						
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			

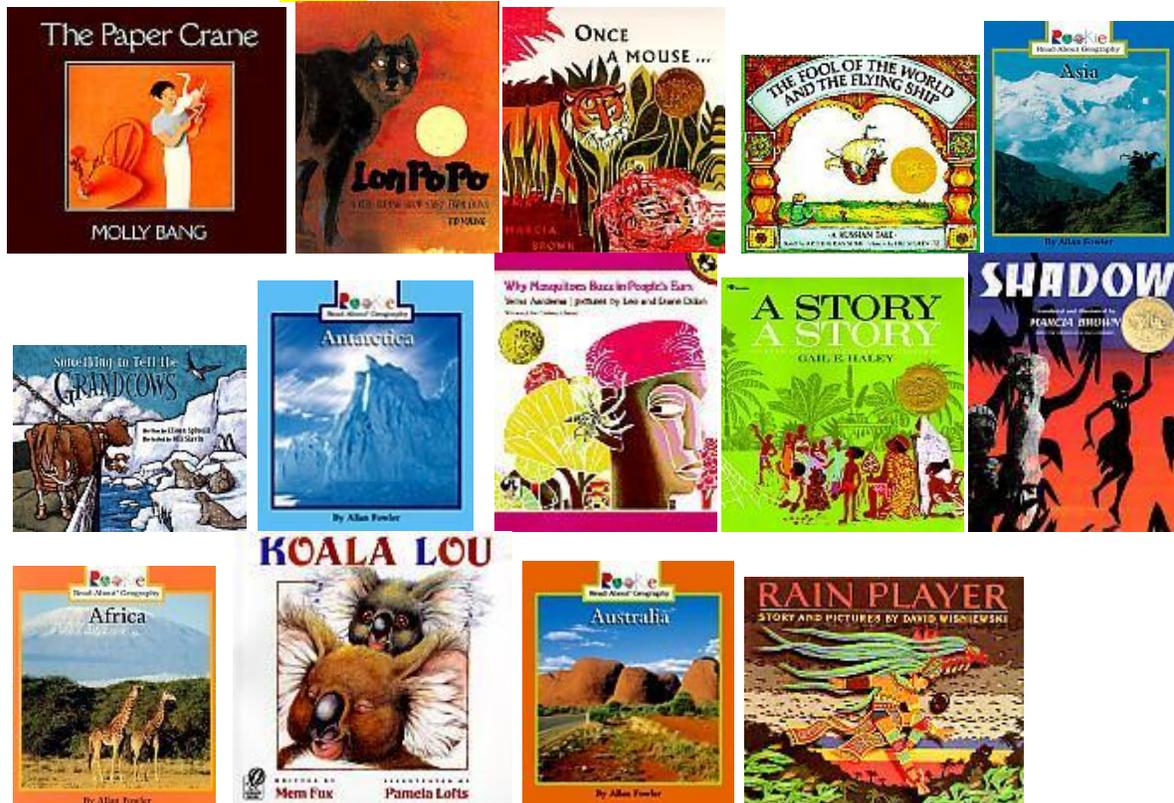
Link to Pacing Guide  
[Unit 5](#)

**Sample Activities and Assessments** (pg. 42-43 Common Core Curriculum Maps)  
The listed standards appear on the 3<sup>rd</sup> and/or 4<sup>th</sup> Quarter Scoring Guides

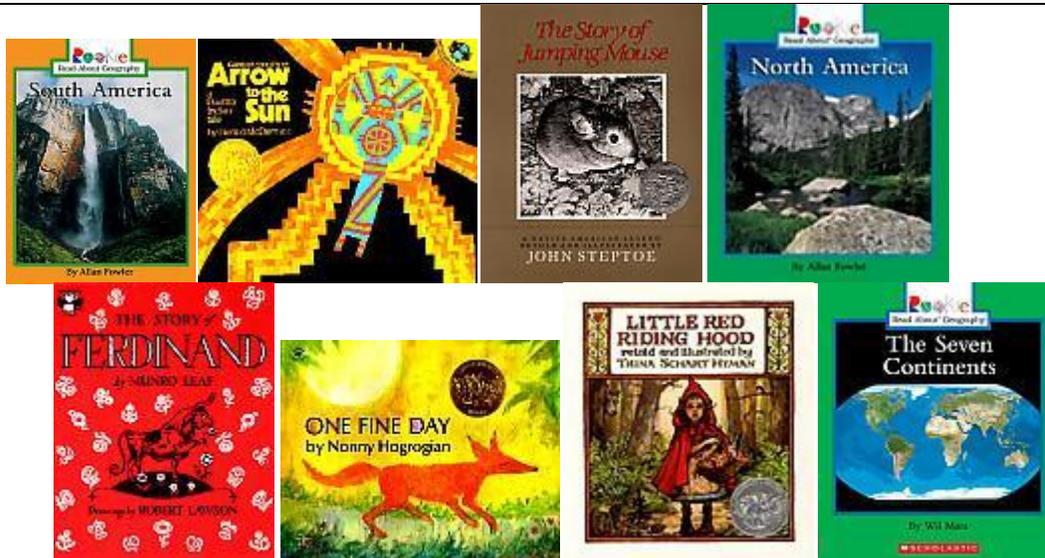
### 1. Making Connections: Literature/Informational Text

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). 4<sup>th</sup>

L.K.5.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). 3<sup>rd</sup> & 4<sup>th</sup>

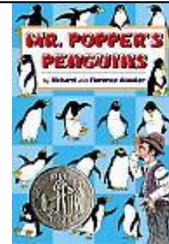


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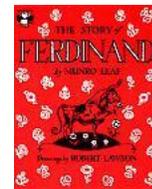
## 2. Informative/Explanatory Writing

- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. 3<sup>rd</sup> & 4<sup>th</sup>
- 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. 3<sup>rd</sup> & 4<sup>th</sup>
- W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 3<sup>rd</sup> & 4<sup>th</sup>
- W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. 4<sup>th</sup>
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 3<sup>rd</sup> & 4<sup>th</sup>
- L.K.2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 3<sup>rd</sup> & 4<sup>th</sup>
- RF.K.3.d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.



## 3. Story Retelling/Writing

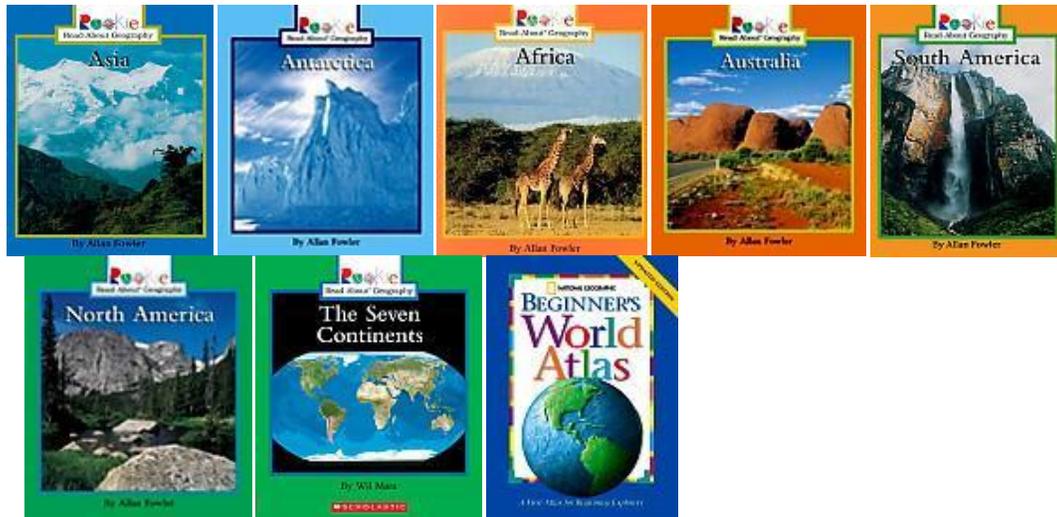
- RL.K.2. With prompting and support, retell familiar stories, including key details. 3<sup>rd</sup> & 4<sup>th</sup>
- W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. 4<sup>th</sup>
- 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). 3<sup>rd</sup> & 4<sup>th</sup>
- L.K.2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 3<sup>rd</sup> & 4<sup>th</sup>



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## 4. Comparing Texts/Informational 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). 4<sup>th</sup>



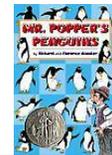
## 5. Comparing Texts/Literature

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. 4<sup>th</sup>



## 6. Word Activity/Language

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. 3<sup>rd</sup> & 4<sup>th</sup>



## 7. Word Activity/Language

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. 3<sup>rd</sup> & 4<sup>th</sup>

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## 8. Art/Vocabulary

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. 3<sup>rd</sup> & 4<sup>th</sup>

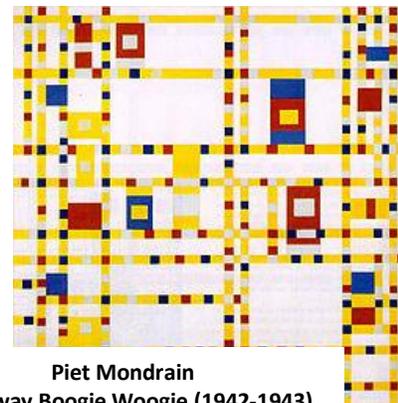
**Guo Xi**  
Early Spring (1072)



**Albert Bierstadt**  
Valley of Yosemite (1864)

## 9. Art/Class Discussion

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 3<sup>rd</sup> & 4<sup>th</sup>  
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 3<sup>rd</sup> & 4<sup>th</sup>



**Piet Mondrain**  
Broadway Boogie Woogie (1942-1943)

**Emily Kam Kngwarreye**  
The Alhakere Suite (1993)

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## 10. Art/Narrative 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. 3<sup>rd</sup> & 4<sup>th</sup>



**Paul Cezanne**

Strabe vor dem Gebirge Sainte-Victoire (1898-1902)



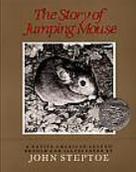
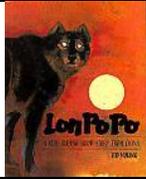
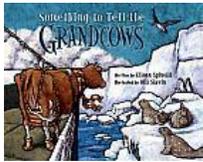
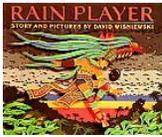
**John Constable**

The Hay Wain  
(1821)

**Ando Hiroshige**  
Panel from  
Famous Views of  
53 stations of the  
Tokaido Road  
(1855)



## Kindergarten Unit 5 Planning Guide

<b>Text Talk Texts</b>			
<a href="#">Text Talk Tier II words and kid friendly definitions</a> are available on the district curriculum webpage for these titles.			
	<i>Possum Magic</i> (Mem Fox and Julie Vivas)	miserable	very sad
		precious	loved or dear to a person
		visible	can be seen
	<i>The Story of Jumping Mouse</i> (John Steptoe)	content	happy with something
		perilous	dangerous
		peered	take a long slow look
	<i>Lon Po Po: A Red-Riding Hood Story from China</i> (Ed Young) (E)	brittle	easily broken
		disguised	put on a costume to cover up who you really are
		plucked	pulled out quickly
	<i>Something to Tell the Grandcows</i> (Eileen Spinelli and Bill Slavin)	assortment	a group of different kinds of things
		fierce	wild and dangerous
		amazed	showing great surprise
	<i>Lizzie Nonsense</i> (Jan Ormerod)	nonsense	silly or makes no sense
		mending	fixing
		broad	wide and full of space
	<i>Rain Player</i> (David Wisniewski)	dreadful	terrible; frightening
		perish	to die
		companions	someone who you spend a lot of time with

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

- RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme consonant-vowel-consonant, or CVC words.
- RF.K.3.b. Associate the *short* sounds with common spellings (graphemes) for the five major vowels.
- RF.K.3.d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- RF.K.4. Read emergent reader text with purpose and understanding.
- LK.1.e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- L.K.4.b. Use frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- L.K.5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- 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.