

Exploring with Friends in the Neighborhood

Kindergarten Unit 3



Planning Team

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Essential Questions

Identify and
CLARIFY the
STANDARDS

Gather and study
the
RESOURCES

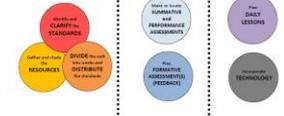
DIVIDE the unit
into weeks and
DISTRIBUTE
the standards

Make or locate
SUMMATIVE
and
PERFORMANCE
ASSESSMENTS

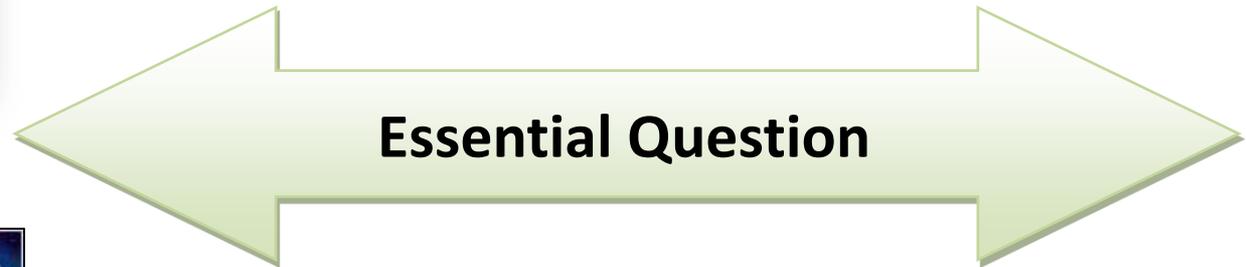
Plan
FORMATIVE
ASSESSMENT(S)
(FEEDBACK)

Plan
DAILY
LESSONS

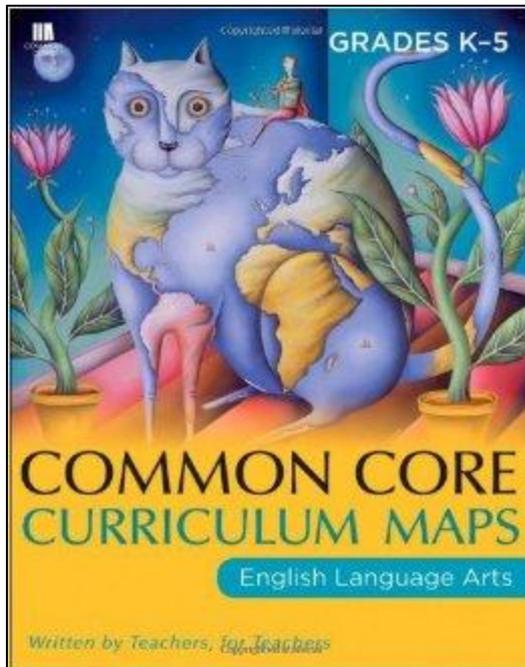
Incorporate
TECHNOLOGY



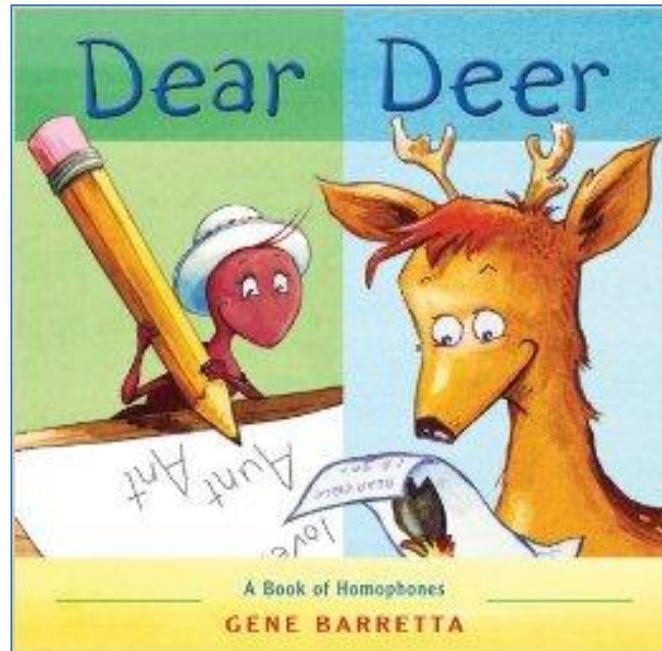
Exploring with Friends in the Neighborhood

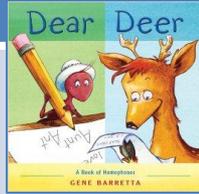
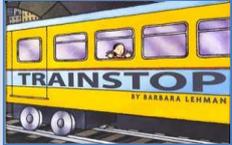
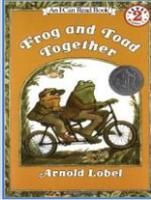
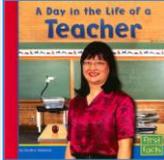
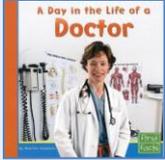
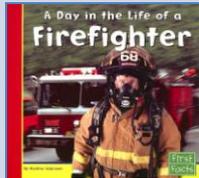
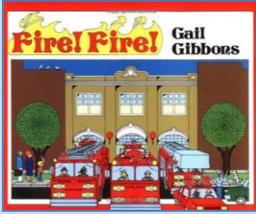


How is reading like
exploring?

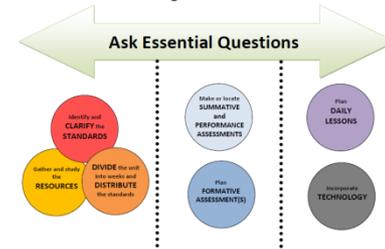


New Text

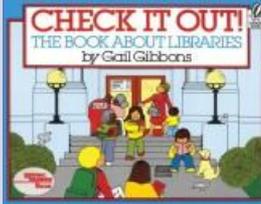
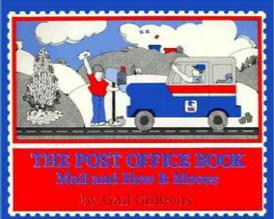
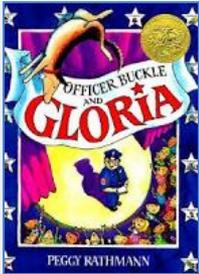
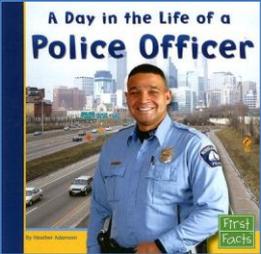


| Week | Standards | Texts |
|----------------------|--|---|
| Ongoing through unit | R.F.K.1, 1b, 1c, 1d R.F.K.2, 2b, 2c R.F.K.2d Initial / Final R.F.K.3, 3a, 3c R.F.K.4 L.K.1, 1c, 1d, 1e L.K.2, 2a, 2c, 2d L.K.4, 4a, L.K.5, 5b, 5c L.K.6 | (L.K.4a)  (L.K.1e)  (L.K.5b)   |
| 1 | SLK.4 Describe familiar 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 |   |
| 2 | 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. RI.K.7 Describe the relationship between illustrations and the text in which they appear RI.K.9 Identify basic similarities and differences between two texts on the same topic W.K.2 Compose informative/explanatory texts |   |

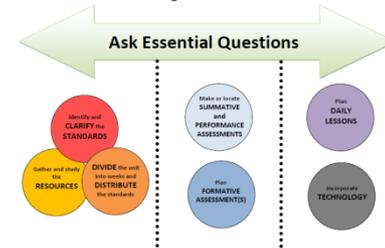
Backward Unit Planning 1.0



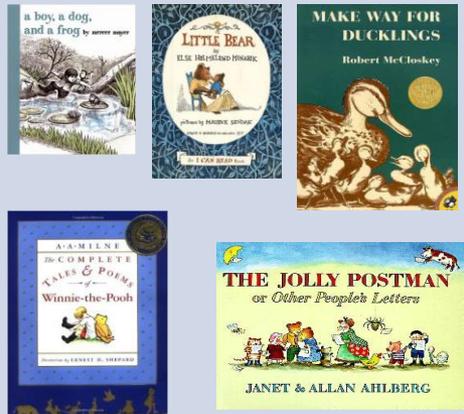
DIVIDE the unit into weeks and **DISTRIBUTE** the standards

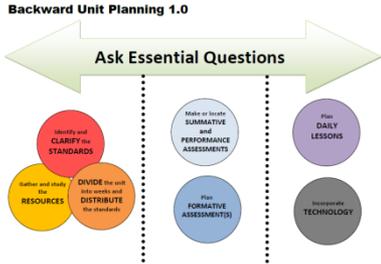
| Week | Standards | Texts |
|------|---|--|
| 3 | <p>SLK.4 Describe familiar people, places, things, and events and provide additional detail.</p> <p>RI.K.2 Identify the main topic and key details</p> <p>RI.K.3 Describe connections between information in a text.</p> <p>RI.K.7 Describe the relationship between illustrations and the text in which they appear</p> <p>RI.K.6 Define the roles of both the author and illustrator.</p> <p>W.K.2 Compose informative/explanatory texts</p> |  <p>Interview your librarian.</p>  |
| 4 | <p>SL.K.2 Confirm understanding by asking and answering (text features)</p> <p>RL.K.7 Describe the relationship between illustrations and the text in which they appear</p> <p>RI.K.6 Define the roles of both the author and illustrator.</p> <p>RI.K.9 Identify basic similarities and differences between two texts on the same topic</p> <p>W.K.7 Participate in shared research and writing projects</p> <p>W.K.8 Gather information from provided sources to answer a question.</p> |   <p>Compare Text Features</p> |

Backward Unit Planning 1.0



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

| Week | Standards | Texts |
|------|---|--|
| 5 | <p>RL.K.3 Identify characters, settings, and major events in a story.</p> <p>RL.K.4 Ask and answer questions about unknown words</p> <p>RL.K.6 Define the roles of both the author and illustrator.</p> <p>RL.K.7 Describe the relationship between illustrations and the story</p> <p>RL.K.9 Compare and contrast the adventures and experiences of characters</p> <p>W.K.5 Focus on a topic, respond to questions and suggestions from peers, and add</p> | <p>Any remaining Text</p>  |
| 6 | <p>RL.K.3 Identify characters, settings, and major events in a story.</p> <p>RL.K.4 Ask and answer questions about unknown words</p> <p>RL.K.6 Define the roles of both the author and illustrator.</p> <p>RL.K.7 Describe the relationship between illustrations and the story</p> <p>RL.K.9 Compare and contrast the adventures and experiences of characters</p> <p>W.K.5 Focus on a topic, respond to questions and suggestions from peers, and add</p> |  |



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

| Week | Standards | Essential Questions |
|------|-----------|--|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | <p><i>How is reading like exploring?</i></p> |

