

America: Symbols and Celebrations

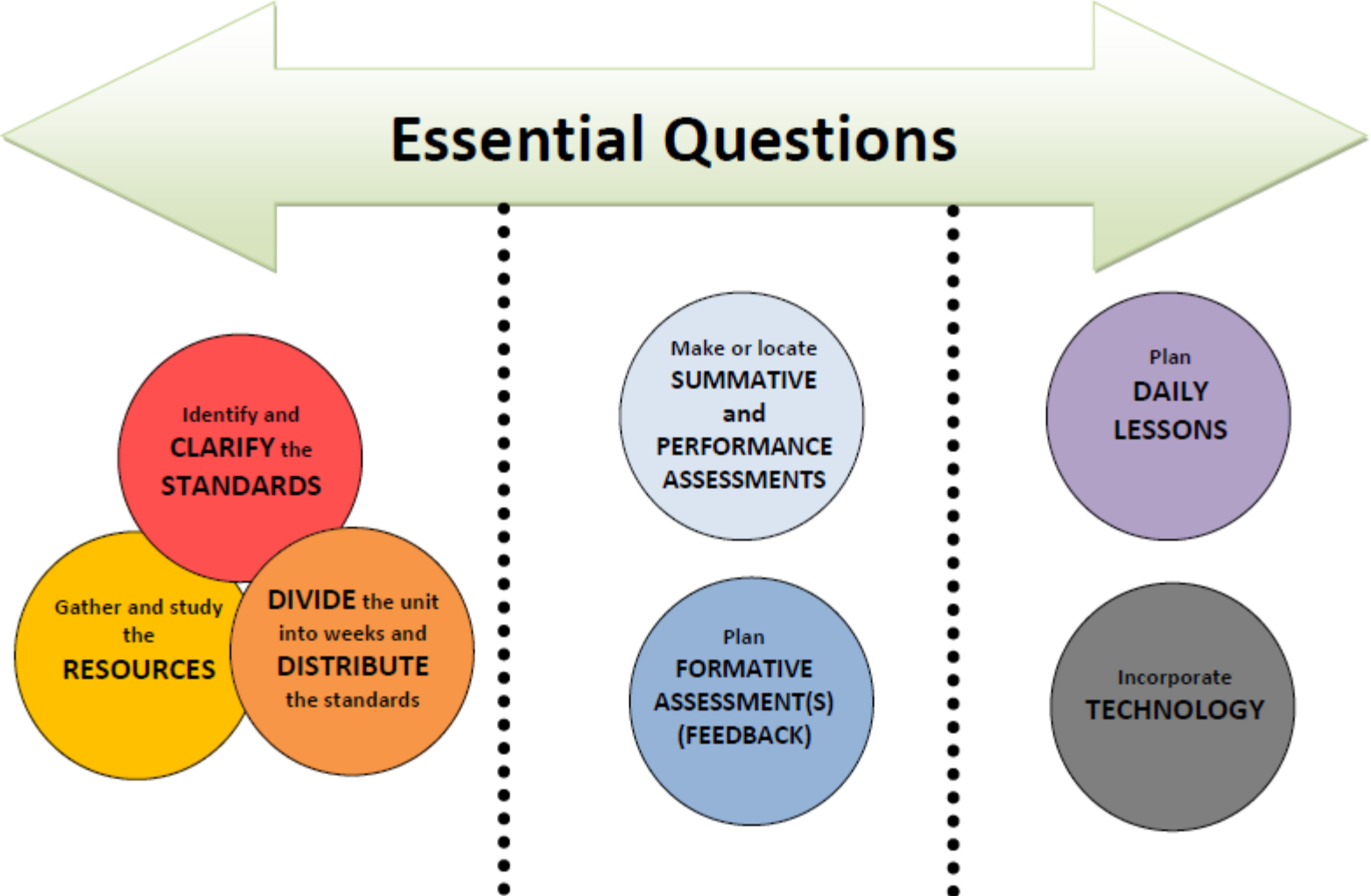
Kindergarten Unit 4



Planning Team

Deborah Goff, Jenny Griffin, Kerri Wells, Jillian King, Krista Roth, and Jessica Falcon

Essential Questions



Identify and
CLARIFY the
STANDARDS

Gather and study
the
RESOURCES

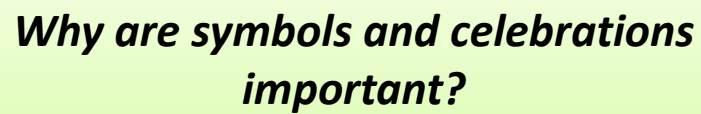
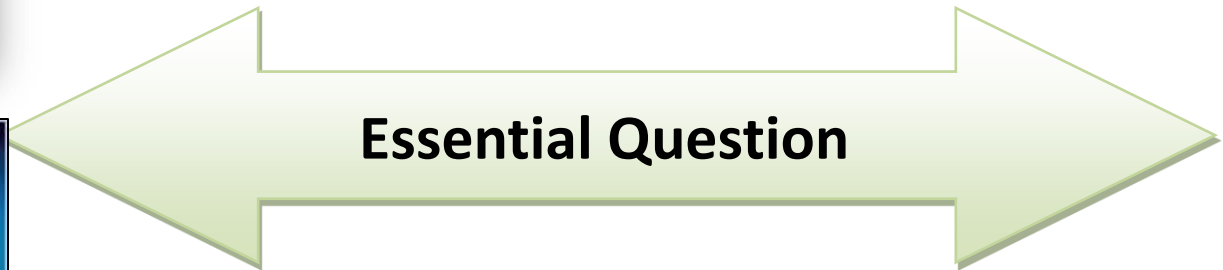
DIVIDE the unit
into weeks and
DISTRIBUTE
the standards

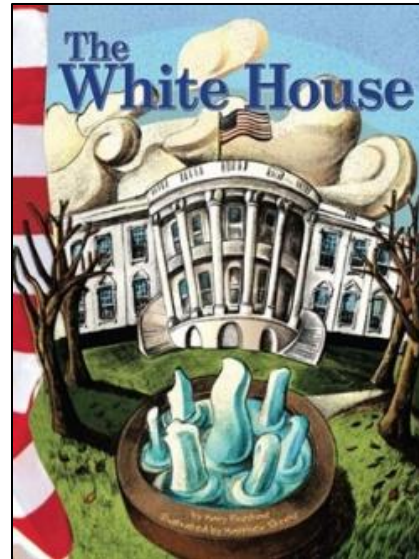
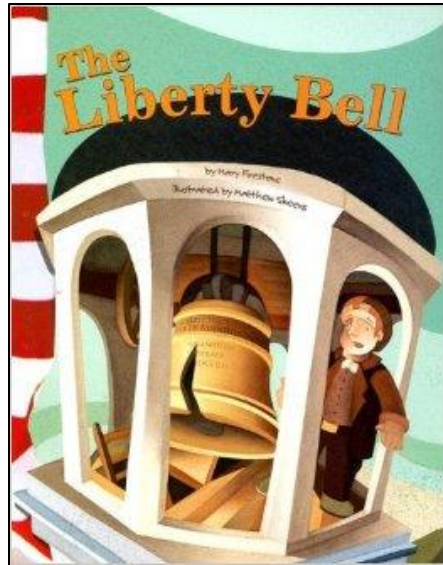
Make or locate
SUMMATIVE
and
PERFORMANCE
ASSESSMENTS

Plan
FORMATIVE
ASSESSMENT(S)
(FEEDBACK)

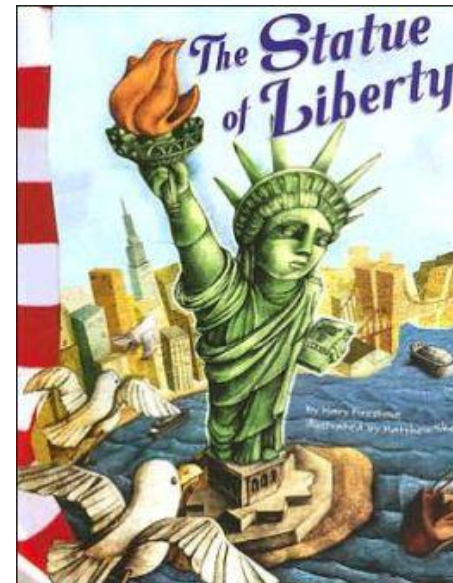
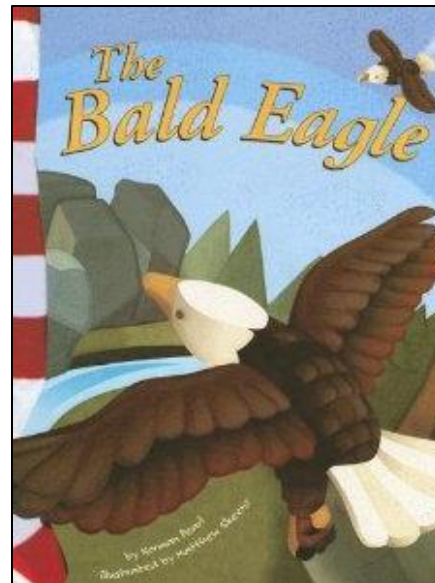
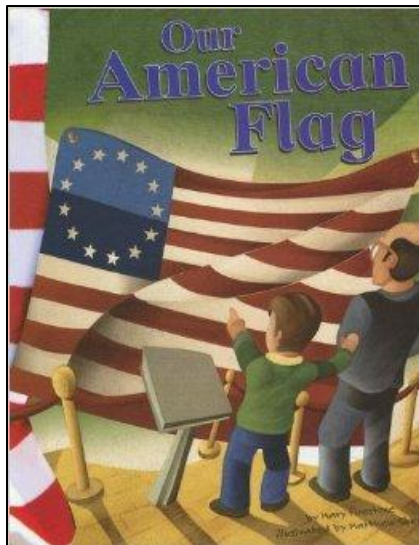
Plan
DAILY
LESSONS


Incorporate
TECHNOLOGY

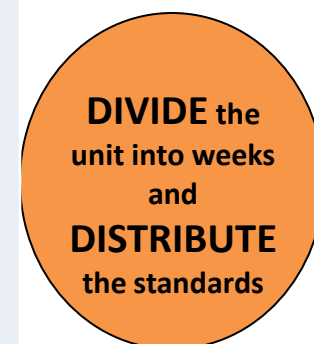
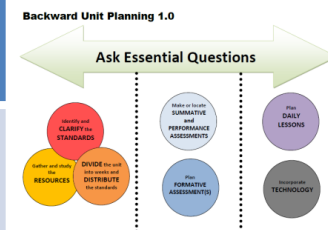


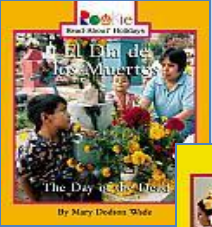
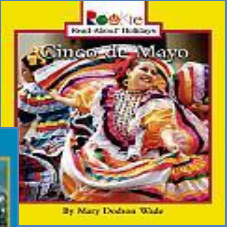
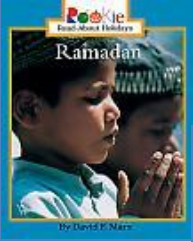
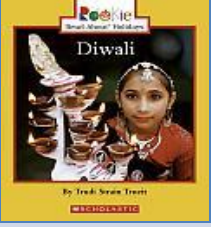


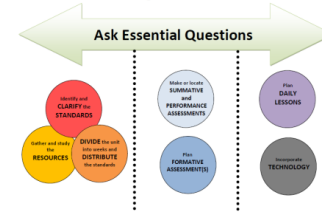
New Texts




Week	Standards	Texts
<p>Foundational Skills to be taught throughout the unit: RF.K.2d; RF.K.3 a-d; RF.K.4</p> <p>Language Standards to be taught throughout the unit: L.K.1d, f; L.K.2a, c, d</p>		
1	<p>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.</p> <p>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.</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>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.</p> <p>SL.K.4 Describe familiar people, places, things, and events wand with prompting and support, provide additional detail.</p>	<p>Christmas Kwanzaa Chanukah Family Pictures (RL.K.4)</p> <p><i>Use Comparison Matrix</i></p> 

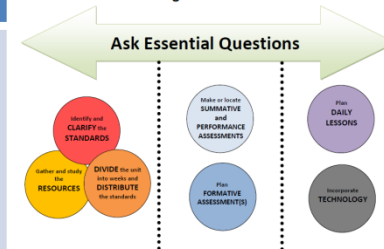


Week	Standards	Texts
2	<p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., illustrations, descriptions, or procedures).</p> <p>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.</p> <p>SLK.4 Describe familiar people, places, things, and events and with prompting and support, provide additional detail.</p> <p>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.</p>	<p>El Dia de los Muertos</p> <p>Cinco de Mayo</p> <p>Ramadan</p> <p>Diwali</p> <p>Continue Matrix</p> <p><i>ISN pages for celebrations available on district website.</i></p> <div>     </div>


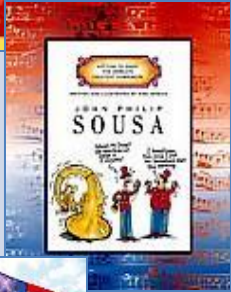

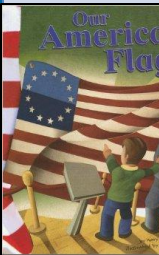
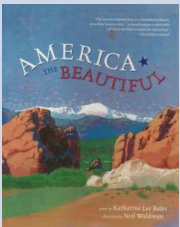


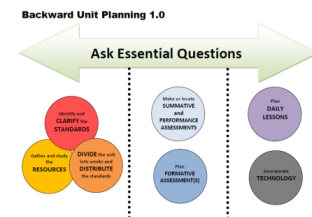
DIVIDE the unit
into weeks and
DISTRIBUTE
the standards

Week	Standards	Texts
3	<p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>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).</p> <p>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 . . .)</p> <p>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.</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Apple Pie and the 4th of July</p> <p>Chinese New Year</p> <p>Independence Day</p> 


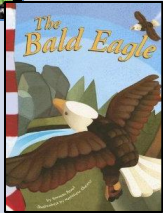
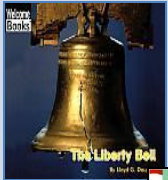
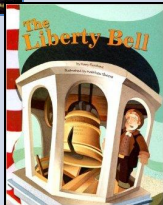


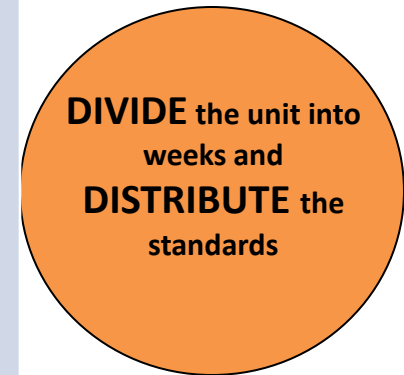
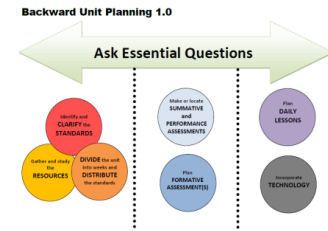
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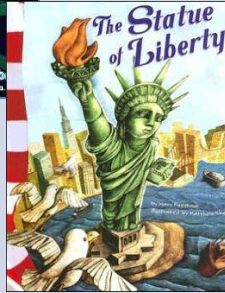


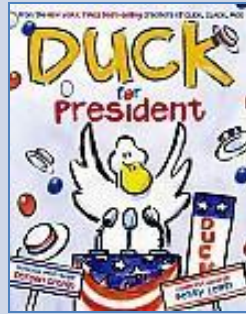
Week	Standards	Texts
4	<p>RL.K.4 Ask and answer questions about unknown words in a text. RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., illustrations, descriptions, or procedures). RI.K.2 With prompting and support, identify 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</p> <p>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.</p> <p>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).</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feeling, and ideas clearly.</p>	<p>This Land is Your Land John Philip Sousa The American Flag America the Beautiful</p>     

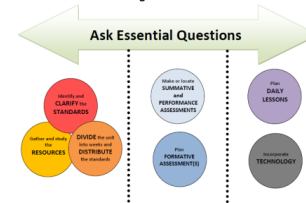


DIVIDE the unit into weeks and **DISTRIBUTE** the standards

Week	Standards	Texts
5	<p>RI.K.8 Identify the reasons an author gives to support points in a text.</p> <p>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).</p> <p>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 . . .)</p> <p>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.</p> <p>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.</p> <p>W.K.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>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).</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feeling, and ideas clearly</p>	<p>Bald Eagle, Liberty Bell</p> <p>Option: Story Kit: My Favorite Symbol</p> <p>Tutorial: https://www.youtube.com/watch?v=R5WQkUS4kXk</p>    



Week	Standards	Texts
6	<p>RI.K.8 Identify the reasons an author gives to support points in a text.</p> <p>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</p> <p>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</p> <p>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).</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feeling, and ideas clearly.</p>	<p>Statue of Liberty, White House, Duck for President</p>     



DIVIDE the unit
into weeks and
DISTRIBUTE the
standards

Week	Standards		Essential Questions
1	RL.K.4 RI.K.2 SL.K.2	W.K.2 W.K.8 SL.K.4	
2	RI.K.2 RI.K.3 RI.K.7	SL.K.2 SL.K.4 W.K.2	
3	RL.K.7 RI.K.2 RI.K.3 RI.K.7	W.K.1 W.K.2 W.K.8	<i>Why are symbols and celebrations important?</i>
4	RL.K.4 RL.K.7 RI.K.2 RI.K.4 W.K.2	W.K.5 W.K.7 SL.K.5 SL.K.6	
5	RI.K.8 RI.K.9 W.K.1 W.K.2 W.K.5	W.K.6 W.K.7 W.K.8 SL.K.5 SL.K.6	
6	RI.K.8 RI.K.9 W.K.1 W.K.2 W.K.5	W.K.7 W.K.8 SL.K.5 SL.K.6	<i>Why are symbols and celebrations important?</i>

