

UNIT 3 KINDERGARTEN

Exploring with Friends in the Neighborhood

In this third six-week unit of Kindergarten, students learn about exploration through fictional characters and informational books about neighborhoods.

How do questions stems (who, what, where, when, why, and how) information in books?

Reading Standards for Literature	Resources, Materials , Activities & Assessments
<p>Key Ideas and Details RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>Craft and Structure RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>Integration of Knowledge and Ideas RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>Read aloud Tchart Venn Diagram two curious George Books Answer questions about unknown words in text</p> <p><i>Chart paper, markers, purple crayons</i></p>
Reading Standards for Informational Text	
<p>Key Ideas and Details RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>Craft and Structure RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>Integration of Knowledge and Ideas RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>Organize ideas about each of the three stories. Story Map Tchart Venn Diagram two curious George Books Answer questions about unknown words in text</p> <p><i>Chart paper, markers, purple crayons</i></p>

Writing Standards	
<p>Text Types and Purposes</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>Write about a community helper in your neighborhood. Write a thank you letter to favorite community helper. Identify landmarks in community.</p>
Speaking and Listening Standards	
<p>Comprehension and Collaboration</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>Presentation of Knowledge and Ideas</p> <p>SLK.4 Describe familiar people, places, things, and events and with prompting and support, provide additional detail.</p>	<p>View Bearden's collage. Compare that to the size of a wall in the classroom. Try to get the students to look at the collage for as long as possible. The following questions will help guide a fifteen-minute discussion: What do you notice first in this collage and why? Where do you think this might be? What do you see that makes it look like this place? How did Bearden make the buildings look different (e.g., color and texture)? Do you notice any people? Use key words such as <i>who, what, where, why, when, and how</i>, compare and contrast the two poems.</p>
Language Standards	
<p>Conventions of Standard English</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>a. Print many upper- and lowercase letters.</i></p> <p><i>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</i></p> <p><i>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</i></p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>a. Capitalize the first word in a sentence and the pronoun I.</i></p> <p><i>b. Recognize and name end punctuation.</i></p> <p><i>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</i></p> <p><i>d. Spell simple words phonetically, drawing on, drawing on knowledge of letter-sound relationships.</i></p> <p>Vocabulary Acquisition and Use</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p><i>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</i></p>	<p>Tell the students that they are going to practice giving and following directions. Create directions that focus on using prepositions such as to/from, on/off, and in/out. Pull a child's name out of a basket and then give them a command. For example, "Tian, walk from your desk to the teacher's desk." "Jaxton, put your hand in the basket and then take it out." Extend this activity by placing the prepositions on cards and having the students make up directions using the words. You could also play the game of Simon Says as you give the commands. As students develop confidence, increase the commands by two or three additional steps.</p> <p>Write about a community helper in your neighborhood. Write a thank you letter to favorite community helper. Identify landmarks in community.</p>

<p><i>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</i></p> <p>Essential Question</p>	
<p>Required Independent Reading Texts:</p>	
<p>Authentic Assessments:</p>	