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| **Unit Information** | | | |
| **Unit Theme: Unit 1**  **All Together Now** |  | **Grade**  **Level:** | **K** |
| **Integrated Subject/Topic:** | **English Language Arts / Science / Social Studies** | | |
| **Length (in weeks/days):**  **1st 2nd 3rd 4th** | **6 weeks** | | |
| **Developers:** | **BES Kindergarten teachers** | | |

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| **What’s The Big Idea (s)?** | | | | | | |
| **KC&G1 Explain how and why it’s important to be a good person/citizen.** | | | | | | |
| **Essential Questions** | | | | | | |
| How do we live, work and play together? | | | | | | |
| **Priority Standards** | | | | **Supporting Standards** | | |
| KC&G1 Understand the roles of a citizen. **(Bloom’s-Understand, DOK1)**  RFK1 I can demonstrate understanding of the organization and basic features of print. **(Bloom’s-Remembering, DOK1)**  RFK2 I can demonstrate understanding of spoken words, syllables, and sounds. **(Bloom’s –Application, DOK2)**  WK5 With guidance and support from adults, I can respond to questions and suggestions from peers and add details to strengthen writing as needed. **(Bloom’s-Analyzing, DOK3)** | | | | LK2b I can recognize and name end punctuation.  RFK3c I can read common high frequency words by sight.  RLK7 With prompting and support, I can describe the relationship between illustrations and the story in which they appear.  LK6 I can use words and phrases acquired through conversations, reading and being read to, and responding to texts. | | |
| **Possible Minilessons Statements** | | | | | | |
| * *Vocab lessons for words such as citizen, respect, cooperation (character education)* * *Roleplay/puppet show* * *Cut out pictures showing cooperation or draw pictures* * *Read S.S. leveled readers as a class or small group* * *Discovery education videos on cooperation and citizenship* * *Utilize “Extend Your Day” S.S. activities.* * *Creative writing, “I want to be a \_\_\_\_\_\_\_\_\_\_\_\_ when I grow up.”* * *Community helpers as guest speakers or take a field trip to local businesses* | | | | | | |
| **Possible I Can Statements** | | | | | | |
| **I can explain and show how to be a good citizen. I can show you how to read a book. I can make words. I can write with help.** | | | | | | |
| **Problem-Based / Hands-On Learning Activities** | | | | | | |
| * **Cooperative group work** * **SMARTboard sort of individuals showing cooperation and not cooperating** * **Roleplay with puppets to show cooperating vs. not-cooperating** | | | | | | |
| **Essential Vocabulary** | | | | | | |
| Cooperation, respect, citizen, nation, proud, alike, different, community, listener, speaker, Amazing words from each story |  | |  | | |  |
| **Resources** | | | | | | |
| **pearsonsuccessnet.com, discoveryeducation.com, leveled readers, big books, magazines, teacher manuals for Extend Your Day activities, SMARTboard, puppets** | | | | | | |
| **Achievement Targets- Assessment**  **What are the tasks implied by the verbs in the standards? What will the student be able to do?** | | | | | | |
| **Diagnostic** | | **Informal** | | | **Formal** | |
| **-KWL chart to find out prior knowledge about cooperation and being a good citizen.** | | **-classroom observation of children’s actions and words during daily routines** | | | **- Illustrate and dictate cooperation.** | |