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| **Unit Information** | | | |
| **Unit Theme: Unit 3**  **Changes All Around Us** |  | **Grade**  **Level:** | **K** |
| **Integrated Subject/Topic:** | **English Language Arts / Science / Social Studies** | | |
| **Length (in weeks/days):**  **1st 2nd X 3rd 4th** | **Nine Weeks** | | |
| **Developers:** | **Princess Richardson, Dawn Walters, Jackie Kemp, Melissa Mueller** | | |

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| **What’s The Big Idea (s)?** | | | | | | |
| * **I can explain or show what I need to live.** * **I can write about the things I need to survive.** * **I can relate a picture to a story.** * **I can describe familiar people, places, things and events.** | | | | | | |
| **Essential Questions** | | | | | | |
| What kinds of things do we need to survive?  How does the picture relate to the story?  What can I tell about people, places, things and events? | | | | | | |
| **Priority Standards** | | | | **Supporting Standards** | | |
| K.G.2.2 Explain ways people use environmental resources **to meet basic needs and wants** (shelter, food, clothing, etc.) (**Blooms**-Create, **Webb**-Skill/Concept)  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. (**Blooms-**Understanding)  R.I.K.7 With prompting and support, describe the **relationship between illustrations and the text in which they appear** (e.g., what person, place, thing, or idea in the text an illustration depicts). (**Blooms**-Understanding)  SL.K.4 **Describe familiar people, places, things and events** and, with prompting and support, provide additional detail. (**Blooms-**Applying) | | | | K.G.1.1 through K.G.1.4, K.G.2.1  W.K.1, W.K.3 through W.K.8  R.I.K.1 through R.I.K.6, R.I.K.8 through R.I.K.10  S.L.K.1 through S.L.K.3, S.L.K.5 and S.L.K.6 | | |
| **Possible Minilessons Statements** | | | | | | |
| 1. Students will know the difference between wants and needs by viewing pictures.   Students will know the difference between wants and needs by sorting pictures.  Students will describe personal wants and needs by drawing pictures.  Students will view the wants and needs of others by watching a video.   1. Students will create a word web as a class.   Students will choose one item from the web to write about.  Students will write about one need to survive.   1. Students will understand the difference between wants and needs.   Students will be able to connect pictures to text.  Students will identify what they need to survive for a specific event.   1. Students will describe familiar people, places, thing and events.   Students will work in a group and describe situations involving wants and needs.  Students will choose a reporter as the lead person and present their ideas to the class. | | | | | | |
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| **Performance Tasks** | | | | | | |
| 1. **Students will create a collage depicting wants and needs using magazines, drawings or other media.** 2. Teach difference between wants and needs by holding up pictures of food, shelter, clothing and objects and listing on a chart what is a want and what is a need. 3. Students will sort pictures of wants and needs. 4. Students will draw pictures of wants and needs. 5. Students will view a video (example includes: *The Difference Between Wants and Needs,* 16 min’s on[www.discoveryeducation.com](http://www.discoveryeducation.com)) about wants and needs. 6. **Students will write about one need to survive.** 7. Create a word web on chart paper or board that lists what people need to survive. 8. Add or draw pictures next to the word as needed. 9. Students will select one word to write about what people need to survive. 10. The lesson can be differentiated by adding in an activity such as “I need \_\_\_\_\_\_\_\_ to survive.” 11. **Students will understand the difference between wants and needs by viewing a picture and reading the text and illustrating what is needed.** 12. Read the story “What Do We Need?” by Trisha Callella (or a similar type of book). 13. Students will read or look at a page and think about what the character has. 14. **Why** is this a need? Students can either draw, write, dictate or verbally explain how the picture shows wants vs. needs. Share ideas and finished product with the class. 15. **Students will describe familiar people, places, things or events by working in a group to discuss wants and needs.** 16. Students will be sorted into small groups of 3-4 people. 17. Students will be given a particular scenario (ex. day at beach, trip to the mall, day at the lake, etc.) 18. A leader will present to the class what their scenario is and then each student will verbally describe the wants and needs that apply to their situation. | | | | | | |
| **Essential Vocabulary** | | | | | | |
|  | culture, wants, needs, survive, growth, shelter, infant, adult, past, present, future, live, life, water, food | |  | | |  |
| **Resources** | | | | | | |
| **Pearson Reading Street, Unit 3,** [**www.pearsonsuccess.net**](http://www.pearsonsuccess.net)**,** [**www.discoveryeducation.com**](http://www.discoveryeducation.com)**, magazines, picture cards, cultural artifacts (optional), chart paper** | | | | | | |
| **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** | |
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