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| **Unit Information** |
| **Unit Theme: Unit 4****Let’s Go Exploring** |  | **Grade****Level:** | **K** |
| **Integrated Subject/Topic:** | **English Language Arts / Science / Social Studies** |
| **Length (in weeks/days):****1st 2nd 3rd 4th**  | **6 Weeks** |
| **Developers:** | **LMES and YES** |

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| **What’s The Big Idea (s)?** |
| **Social Studies- I can use maps to find or locate things in the classroom at school and at home.****Science- I can tell how the animals are the same and different.****ELA- I can read a story and put the story in order.****Writing- I can draw or write about what happened first, next, and last.** |
| **Essential Questions** |
| Where will our adventure take us?**Social Studies- How can you use a map to find things and places?****Science- How are these animals the same and different?****ELA- How can you retell the story the way it happened?****Writing- How can you show me what happened in the story?**  |
| **Priority Standards** | **Supporting Standards** |
| **Social Studies****K.G.1 Use geographic representations and terms to describe surroundings. (Bloom Level 2; Web Level 1)****Science****K.L.1 Compare characteristics of animals that make them alike and different from other animals and non-living things.** **(Bloom Level 2; Webb Level 2)****ELA****RF.K.4 I can read emergent reader texts with purpose and understanding. (Bloom Level 3; Webb Level 1)****Writing** **W.K.3 I can use combination of drawings, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (Bloom Level 4, Webb Level 3)** | **Social Studies****K.G.1.1 Use maps to locate places in the classroom, school, and home. (Bloom Level 1; Web Level 1)** **K.G.1.2 Uses globes and maps to locate land and water features.****(Bloom Level 1; Web Level 1)****K.G.1.3 Identify physical features (mountains, hills, rivers, lakes, roads, etc.). (Bloom Level 1; Web Level 1)****K.G.1.4 Identify locations in the classroom using positional words (near/far, left/right, above/below, etc.)** **(Bloom Level 3; Web Level 2)****Science** **K.L.1.1 Compare different types of the same animal to determine individual differences within a particular type of animal (different types of dogs, cats, etc.) (Bloom Level 3; Web Level 2)****ELA****RF.K4 Fluency- Read emergent-reader texts with purpose and understanding. (Bloom Level 3; Web Level 2)****Writing****W.K.3 Tell about the events and which they occurred. (Bloom Level 3; Web Level 2)** |
| **Possible Minilessons Statements** |
| *Social Studies**-My Own Adventure Activity p. 49 (Rooster’s Off to See the World)**-Playground Map p. 75 ((Rooster’s Off to See the World)**-The Whole Wide World p. 87 (Rooster’s Off to See the World)**-How Maps Help p. 229 (One Little Mouse)**-Adventure Map p. 347 (Goldilocks and the Three Bears)**-From Here to Antarctica p. 475 (If You Could Go To Antarctica)**-Landforms p. 487 (If You Could Go To Antarctica)**-Our School p. 527 (Abuela)**-Ways to Travel p. 579 (Abuela)**Science**-Real or Make-Believe (animals in story act/talk like people vs. make-believe bears) p. 177 (My Lucky Day)**-Comparing Animals p. 203 (My Lucky Day)**-Compare and Contrast Animals p. 247 (One Little Mouse)**-Animal Characteristics p. 277 (One Little Mouse)**-Animal Movements p. 303 (One Little Mouse)**-Real or Make-Believe (real bears vs. make-believe bears) p.391 (Goldilocks and the Three Bears)* *-Animals All Around p. 431 (If you Could Go To Antarctica)**-Where Animals Live p. 475 (If You Could Go To Antarctica)* |
| **Possible I Can Statements** |
| **Social Studies** **I can use maps to find or locate things in the classroom, at school, and at home.****Science****I can tell how the animals are the same and different.****ELA** **I can read a story and put the story in order.****Writing****I can draw and write about what happened first, next, and last.** |
| **Problem-Based / Hands-On Learning Activities** |
| **Social Studies****-Make a small replica of the country/state.****-Make Volcano (landform)****-Zoo Map****-Treasure Map (X)****Science****-Field Trips (Veterinarians Office)****-Visitors (Bring Animals)****-Blubber(zip-lock bag of Crisco vs. empty bag placed in tub of ice..)** |
| **Essential Vocabulary** |
| Social Studies:MapMap KeysSymbolsNorth, South, East, WestLandformRivers, Lakes, Stream, Valley, Ocean, Mountains, Beach, City, NeighborhoodStreets, cul-d-sac, highway, Lane, Address, Distance, Near/Far, Globe, World, Left/Right, Horizon ScienceHabitat, Life-Cycle, Fur, feathers, scales, reptiles, mammals, amphibians, characteristics, predator/prey, alike/differentDen, burrow, heavy/light,Large, larger, largestSmall, smaller, smallestDiet |   |  |  |
| **Resources** |
| **Pearsons Teacher Manual****Internet****Concept Literacy Leveled Readers (Science/Social Studies)****Discovery Education****Education City****SmartBoard Activities****Kindergarten Kove** |
| **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** |
| **Social Studies-N/A****Science-N/A** | **Social Studies- Use a beanbag to describe positional words. Teacher records on checklist.****Science- Use a SmartBoard activity (sorting animals). Use teacher checklist.** | **Social Studies- Have a blank map and have students glue pictures/draw what goes in each area of the classroom.****Science-Sort pictures by the way animals are alike/different.** |