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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:  Map  Map Keys  Symbols  North, South, East, West  Landform  Rivers, Lakes, Stream, Valley, Ocean, Mountains, Beach, City, Neighborhood  Streets, cul-d-sac, highway, Lane, Address, Distance, Near/Far, Globe, World, Left/Right, Horizon  Science  Habitat, Life-Cycle, Fur, feathers, scales, reptiles, mammals, amphibians, characteristics, predator/prey, alike/different  Den, burrow, heavy/light,  Large, larger, largest  Small, smaller, smallest  Diet |  | |  | | |  |
| **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.** | |