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| **Unit Information** |
| **Unit Theme: Unit 5****Going Places** |  | **Grade****Level:** | **K** |
| **Integrated Subject/Topic:** | **English Language Arts / Science / Social Studies** |
| **Length (in weeks/days):****1st 2nd 3rd 4th**  | **6 weeks – 4th 9 weeks**  |
| **Developers:** | **Long Mill and Royal Elementary Superstars** |

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| **What’s The Big Idea (s)?** |
| * I can tell where water and land are on the map by looking at the colors.
* I can tell about the important parts of the story with my teacher’s help.
* I can write and draw about land and water.
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| **Essential Questions** |
| 1. How can you use a map to help you identify land and/or water?
2. How do you know what the story is about?
3. How can you use drawings/writing to show what you have learned?
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| **Priority Standards** | **Supporting Standards** |
| RL.K.1/RI.K.1 – With prompting and support, **ask** and **answer** questions about key details in a text. (Level 2 – Understanding)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. (Level 3 – Apply)K.G.1 – Use geographic representations and terms to describe surroundings. (Level 2 – Understanding) | RL.K.3 – With prompting and support, identify characters, settings, and major events in a story.RI.K.2 – With prompting and support, identify the main topic and retell key details of a text.L.K.2 – Demonstrate command of the conventions of standard English. K.G.1.2 K.G.1.3 |
| **Possible Minilessons Statements** |
| ***Max Takes the Train*** *– Using transportation symbols and different forms of transportation (subway, airplane, etc…) the students will explore different kinds of maps.* ***Mayday, Mayday*** *– Identify land/ water, geographical directions (north, south, east, west) areas on maps.* ***Trucks Roll*** *– Discuss how transportation brings us supplies we want and need from other regions – local and international.****The Little Engine That Could*** *– Make an alphabet train with cars that carry an item that begins with a letter – ex. A = apples**Draw the train carrying the cargo over different landforms – mountain, field, river.**Use positional words to discuss the train’s travels.****On The Move!*** *– Discuss forces of motion by motor(ex. car), person(bike) or animal(dogsled or horse drawn carriage).****This Is The Way We Go To School*** *– Read the book and draw different characters from around the world going to school.* |
| **Possible I Can Statements** |
| * **I can tell about the important parts of the story with my teacher’s help.**
* **I can write, draw and tell about things I learned from a book.**
* **I can use a map and tell about the places around me.**
* **I can tell how the Earth gives us things we want and need.**
* **I can tell things my family wants and needs.**
* **I can tell ways people are alike and different.**
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| **Problem-Based / Hands-On Learning Activities** |
| **Max Takes The Train – Draw transportation symbols and write about their purpose****Placing various types of transportation on different maps****Read and discuss book - Me On The Map****Mayday, Mayday – Make a landform model map** **Mapskills/Landforms mini unit (**[**www.teacherspayteachers.com**](http://www.teacherspayteachers.com) **seller MrsPayton)****Trucks Roll – wants/needs sorting activity- use different pictures to sort veggies, teddy bear, water, etc…****The Little Engine That Could – looking at USA map and identifying mountain ranges****Have them make a route through the mountains to get to NC****On The Move! – Do paper airplane experiment on pg. 497 in Reading Street teacher’s manual****Have students draw a picture of something in motion. Have them show the picture and tell whether a motor, person, or animal moves it.****This Is The Way We Go To School – Draw pictures of kids around the world getting to school (ex. vaporetto, subway, bus, car, bike, foot, etc…)** |
| **Essential Vocabulary** |
| Max Takes The Train transportation direction compass maptravel landformrailroad crossing speed limitcitizen stop signtraffic light On The Move! world quest ramble murky swamp romp airboat vanishespropeller \*\*In addition the “Amazing Words” from each story | Mayday,Mayday  radar mission Coast Guard sea ocean lakeThis Is The Way We Go To Schoolferry gondolasail joggingbundled drippingcountry ashoreglobe continent  | Trucks Roll dispatcher conductordesert forklift positional words  | The Little Engine That Couldtop (multiple meanings)load rumbled steamed berth freight chugging |
| **Resources** |
| **Reading Street resources** **Google Earth****globe****topographical maps** **Smart Board****Discovery Education videos****trade books** |
| **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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