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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. | | | | | | |
| **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? | | | | | | |
| **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.** | | | | | | |
| **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 map  travel landform  railroad crossing speed limit  citizen stop sign  traffic light  On The Move!  world quest  ramble murky  swamp romp  airboat vanishes  propeller  \*\*In addition the “Amazing Words” from each story | Mayday,Mayday  radar mission  Coast Guard sea  ocean lake  This Is The Way We Go To School  ferry gondola  sail jogging  bundled dripping  country ashore  globe continent | | Trucks Roll  dispatcher conductor  desert forklift  positional words | | | The Little Engine That Could  top (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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