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| **Unit Information** |
| **Unit Theme: Unit 6****Putting It Together** |  | **Grade****Level:** | **K** |
| **Integrated Subject/Topic:** | **English Language Arts / Science / Social Studies** |
| **Length (in weeks/days):****1st 2nd 3rd 4th**  | **6 weeks, 2-3 times per week** |
| **Developers:** | **Tori Inscoe, Kimberly Green, Beth Cirillo, Allison Moreschi** |

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| **What’s The Big Idea (s)?** |
| 1. Compare different materials that you use to build things.
2. I can use writing and drawing to show the steps in order to build something.
3. I can add detail to my picture to give more information.
4. I can compare and contrast characters in two different stories.
5. I can tell how two stories are alike and different.
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| **Essential Questions** |
| What are different ways of building?1. How can different things be built with the same materials?
2. What are the steps that you use to build things?
3. What details can I add to my picture to describe and show my ideas?
4. Explain how experiences of characters in two different stories are alike and different.
5. Explain how two stories are alike and different.
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| **Priority Standards** | **Supporting Standards** |
| Science:K.P.2.2 Compare the observable physical properties of different kinds of materials (clay, wood, cloth, paper, etc.) from which objects are made and how they are made. Writing:W.K.3 I can use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred, and provide a reaction to what happened. Listening & Speaking: SL.K.5 I can add drawings or other visual displays to descriptions as desired to provide additional details. ELA Reading Literature:RL.K.9 With prompting and support, I can compare and contrast the adventures and experiences of characters in familiar stories. Reading Informational Text:RI.K.9 With prompting and support, I can identify basic similarities in and differences between two texts on the same topic (eg: in illustrations, descriptions, or procedures).  | Science:K.P.2.1 Classify objects by observable physical properties (including size, color, shape, texture, weight, and flexibility). Writing:L.K.2 I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Listening & Speaking:SL.K.4 I can describe familiar people, places, things, and events with prompting & support , and provide additional detail.ELA Reading Literature:RL.K.2 With prompting and support, I can retell familiar stories, including key details.  |
| **Possible Minilessons Statements** |
| **Week 1: Building With Dad**- How to build a school (Extend your day, page 79). **Week 1: Building With Dad**- Describing objects- (Extend your day, page 91). **Week 2: Old MacDonald Had a Workshop**- Comprehension (Extend your day, page 131) Compare/Contrast Old MacDonald & Building With Dad; write one way the characters are alike and one way they are different. **Week 3: Building Beavers**- Comparing Homes- (Extend your day, page 229). **Week 3: Building Beavers**- How beavers build dams. (same concept as How to build a school- compare/contrast the student story boards for building a school & beavers dam)**Week 3: Building Beavers**- Retell the sequence of how beavers build dams through writing using at least 3 steps. **Week 4: Alistair and Kip’s Great Adventure**- Building boats (Extend your day, page 347) Separate students into groups, create boats from different materials, predict which will float/sink, and then test the boats. After, discuss why some float and others sink. Then write about their findings. **Week 4: Alistair and Kip’s Great Adventure**- What Am I? Provide clues to students such as “ I am in a tree, made of sticks & grass” then the students have to guess what type of home it is and who/what lives there. Create a T-chart with different homes/buildings & which would be the easiest to build. To extend this, the students will have to write why they feel the way they do (The nest would be the easiest because you don’t need any tools).**Week 5: The House That Tony Lives In?**- A Plan Before Building (Extend your day, page 431) **Week** **5: The House That Tony Lives In?**- Comprehension: Setting (Extend your day, page 431) Choose one animal and one person, show pictures of the two in a Venn Diagram. Compare/Contrast materials needed to build the appropriate home. **Week 5: The House That Tony Lives In?**- Building a House (Extend your day, page 449).**Week 5: The House That Tony Lives In?** – Under Construction (Extend your day, page 487). **Week 5:** Create a memory Smartboard activity/game. (Example: bird/nest)**Week 6:** ??  |
| **Possible I Can Statements** |
| I can compare different materials that you use to build things.I can use writing and drawing to show the steps in order to build something.I can add detail to my picture to give more information.I can compare and contrast characters in two different stories.I can tell how two stories are alike and different.  |
| **Problem-Based / Hands-On Learning Activities** |
| See mini-lesson statements.  |
| **Essential Vocabulary** |
| Building With Dad- construction, diesels, ground-breaking, bulldozer, spill, mechanic, pipeline, backhoe, trenches, earthmover, grader, steamroller, foundation, girders, mortar, ply, pipes, wire, gleaming, welding, waterproof.  | Old MacDonald- woodshop, saw, chisel, file, drill, screwdriver, hammer. Building Beavers- lodge, beaver, paddle, river, stream, lake, balance, flat, pond, dam, predators, herbivores, kits, grooming.  | Alistair and Kip’s Great Adventure- distant, measured, cast off, drifting, gathered, voyage, island, aboard, bay, hurled, bellowed, creek. The House That Tony Lives In- architect, electrician, delivered, construction workers, plumbers, landscapers, movers, painters, lumber.  | Ants and Their Nests- soil, sticky, silk, tunnels, underground, chambers, colony, queen ant, worker ants, pebbles, twig.  |
| **Resources** |
| Reading Street Series SmartboardPeople in the communityInternet  |
| **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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