

Grade Descriptions

Kindergarten

Children enter kindergarten with a wide range of knowledge: some have already learned to read simple books, while others have not yet learned the alphabet. Over the course of this year, all students begin to read, write, and advance their existing skills. The kindergarten curriculum map consists of a rich array of “read-aloud” stories, nonfiction, and poems, combined with phonics and writing, as well as listening and speaking activities. The units include a section devoted to the CCSS reading foundations. While not a comprehensive reading program, this pacing guide provides guidance for instruction in print concepts, phonological awareness, phonics, word recognition, fluency, and some of the writing and language skills. Students listen to a wide variety of excellent literary and nonfictional texts: poems and informational text about counting; poems and songs with strong rhythm and rhyme; stories about exploring; books about American symbols and celebrations; and books about plants, insects, and frogs. They learn to retell and discuss what they have learned, putting events in order and explaining why they occurred. By the end of the year, students have learned to decode and encode one-syllable regular words and recognize high-frequency sight words. They have been exposed to historical and biographical nonfiction, as well as fiction, poetry, and fables. In the following year, they will continue to learn to read while building knowledge of an array of topics.

Kindergarten Units

- **UNIT 1** A Colorful Time with Rhythm and Rhyme
- **UNIT 2** Tell A Story, 1-2-3
- **UNIT 3** Exploring with Friends In the Neighborhood
- **UNIT 4** America: Symbols and Celebrations
- **UNIT 5** The Great Big World
- **UNIT 6** Wonders of Nature: Plants, Bugs, and Frogs

Grade K Unit 1**A Colorful Time with Rhythm and Rhyme**

In this first six-week unit of Kindergarten, students are introduced to colorful picture books, traditional poetry, and nursery rhymes filled with rhythm and rhyme.

Overview:

Focusing on phonological awareness, students are challenged to listen for rhythm and rhyming words within the literature. Concepts of print are taught as students read poems on wall charts and in informational books. Descriptions of gathered objects and art pieces highlight the secondary focus on color, encouraging rich description, discussion in spoken language, and vocabulary development. In this early stage of writing, students use a combination of drawing, dictation, and writing to give opinions about favorite colors.

Essential Question:

How does rhyme affect the way that we hear and read poetry?

Focus Standards:

These Focus Standards have been selected for the unit from the Common Core State Standards.

- **RI.K.4:** With prompting and support, ask and answer questions about unknown words in a text.
- **RL.K.5:** Recognize common types of texts (e.g., storybooks, poems).
- **RF.K.2:** Demonstrate understanding of spoken words, syllables, and phonemes.
- **RF.K.2(a):** Recognize and produce rhyming words.
- **W.K.1:** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- **SL.K.1:** Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.
- **SL.K.1(a):** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns talking about the topics and texts under discussion).
- **L.K.5:** With guidance and support from adults, explore word relationships and nuances in word meanings.
- **L.K.5(a):** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Student Objectives:

- Recognize the difference between a storybook and a poem.
- Understand that poems (poetry) are written by poets and often rhyme.
- Distinguish between a verse (stanza) and a line in a poem.
- Identify the author and illustrator of a storybook and of an informational book.
- Ask questions about unknown words in a text.
- Understand the organization and basic features of print.
- Identify the front cover, back cover, and title page of a book; follow the words from left to right, top to bottom, and page by page.
- Understand that words are separated by spaces in print.
- Develop phonological awareness by reciting and producing rhyming words.
- Use a combination of drawing, dictating, or writing to share an opinion of a favorite color.
- Listen to others and take turns speaking while discussing favorite rhymes.
- Begin to learn to print letters.
- Expand vocabulary by sorting objects by color, noticing colorful places in school, and describing objects by two adjectives.

Suggested Works: (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars

LITERARY TEXTS

Picture Books (Read Aloud)

- Red, Green, Blue: A First Book of Colors (Alison Jay)
- Colors! Colores! (Jorge Lujan and Piet Grobler)
- Brown Bear, Brown Bear (Bill Martin, Jr. and Eric Carle)
- If Kisses Were Colors (Janet Lawler, Alison Jay)
- My Many Colored Days (Dr. Seuss) (EA)
- Mary Wore Her Red Dress (Merle Peek)
- The Red Book (Barbara Lehman)
- Chicka Chicka Boom Boom (Bill Martin, Jr., John Archambault, and Lois Ehlert)
- Rap a Tap Tap, Here's Bojangles –Think of That! (Leo and Diane Dillon)
- And the Dish Ran Away with the Spoon (Janet Stevens and Susan Stevens Crummel)
- The Real Mother Goose (Blanche Fisher Wright)
- Red is for Dragon: A Book of Colors (Roseanne Thong and Grace Lin)
- Clang! Clang! Beep! Beep!: Listen to the City (Robert Burleigh and Beppe Giacobbe)

Poems (Read Aloud)

- "Halfway Down" (A.A. Milne) (E)
- "Singing Time" (Rose Fyleman) (E)
- "Mary Had a Little Lamb" (Sarah Josepha Hale)
- "Time to Rise" (Robert Louis Stevenson)
- "Twinkle Twinkle Little Star" (Ann and Jane Taylor)

Nursery Rhymes / Songs (Read Along)

- "Diddle, Diddle, Dumpling"
- "Early to Bed"
- "Georgie Porgie "
- "Hey Diddle Diddle"
- "Humpty Dumpty"
- "Jack and Jill"
- "Jack Be Nimble"
- "Little Bo Peep"
- "Little Boy Blue"
- "Little Jack Horner"
- "Little Miss Muffet"
- "Old Mother Hubbard"
- "Pat-a-Cake"
- "Ring Around the Rosey"
- "Rock-a-bye, Baby"
- "Roses Are Red"
- "Simple Simon"
- "Star Light, Star Bright"

INFORMATIONAL TEXTS

Informational Books

- My Five Senses (Aliki) (E)

Informational Books (Read Aloud)

- *All the Colors of the Rainbow* (Rookie Read-About Science Series) (Allan Fowler)
- *The Magic School Bus Makes a Rainbow: A Book About Color* (Joanna Cole, Carolyn Braken, and Bruce Degan)
- *Colors and Shapes / Los colores y las figuras* (Gladys Rosa-Mendoza, Carolina Cifuentes, and Michele Noiset)
- *I Spy Colors in Art* (Lucy Micklethwait)
- *Colors (Learning with Animals)* (Melanie Watt)
- *Matisse the King of Color* (Laurence Anholt)
- *A World of Colors: Seeing Colors in a New Way* (Marie Houblon)

ART, MUSIC, AND MEDIA

- Henri Matisse, The Dessert: Harmony in Red (1908)
- James Abbott McNeill Whistler, Arrangement in Black and Gray: The Artist's Mother (1871)
- Diego Rivera, Flower Day (1925)
- Peter Brueghel, The Hunters in the Snow (1565)
- Helen Frankenthaler, Mountains and Sea (1952)
- Paul Gauguin, The Midday Nap (1894)
- Pablo Picasso, Le Gourmet (1901)

Sample Activities and Assessments:

Poetry/Print Concepts

As students read a rhyme, ask them to focus on listening for rhyming words and hearing the rhythm of the lines. By teaching the children to follow along with you on wall charts, they are able to enjoy rich vocabulary in context and become familiar with sight words and word families. (RF.K.1, RF.K.3c)

Poetry/Phonological Awareness

While reading (reciting) "Humpty Dumpty," snap your fingers on the word at the end of a line (e.g., "wall"). The children will snap when they hear the word that rhymes with it (e.g., "fall"). Continue with various rhymes and poems. (RFK.2a)

Poetry/Print Concepts

As students read a nursery rhyme (or poem) from a chart in the front of the class, choose a student to come up and follow the words from left to right with a pointer. Instruct the students that if there is a word they do not understand in this rhyme, they should raise a hand to ask about it. (RFK.1a, RL.K.4 RL.K.5)

Informational/Literary Text

As the class reads an informational or literary book, introduce the idea of author and illustrator. Describe their roles in the creation of a text. Carefully show the front cover, back cover, and title page of the book. As you read an informational text such as *All the Colors of the Rainbow*, pause to ask the children questions. Encourage them to ask questions about the text and especially about words they do not understand. (RI.K.4, RI.K.5, RI.K.6, RL.K.4)

Class Discussion/Poetry

Arrange small groups of students and place an object (e.g., a block) in the middle of each circle. Discuss which rhyme in this unit is their favorite. Students pick up the block when ready to share and put the block back in the middle when finished. (SL.K.1, SL.K.1a)

Writing/Art Connection

Hand out prepared papers with the following: My favorite color is _____ because _____. Instruct students that when they have written (or dictated) their answer, they should illustrate their thinking with a detailed drawing. (An art-related extension to this activity would be to have students fill in and illustrate: My favorite painting is _____ because _____.) (W.K.1, L.K.1a)

Language/Vocabulary

Prepare a basket of colored objects. Invite students to come to the basket and choose something to tell the class about. This is the rule: Each student must describe the object using at least two "describing words" (i.e., adjectives). Example: a bright red apple, a small green block. Extend this activity by introducing opposites of one of the adjectives. "You showed me a small block. Now find a large block." You could have another vocabulary activity with the same collection by sorting the same objects into color categories such as "red" and "green." (L.K.5a, L.K.5b)

Class Discussion/Vocabulary/Art Connection

Display two of the works of art, which are all examples of masterful use of color. Ask children to describe the colors they see in the paintings. Ask the children about the use of color in each of the paintings. To take the discussion to a higher level, ask how the paintings are the same and how they are different, preparing the way for literature conversations in comparing and contrasting texts. (L.K.5ca)

Reading Foundations:

A Pacing Guide for Reading Instruction

This guide is based on the "reading foundations," writing, and language standards in the CCSS and is customized to the maps. Completed for Kindergarten and first grade (more grades to come), the guide tracks curriculum map units, as indicated in the first row of the document. Concepts of print, phonological

awareness, and text reading fluency are all addressed and woven into a developmental progression that leads to word recognition and text reading. Accomplishment of these milestones can be achieved with daily practice and brief activities, suggestions for which are highlighted in the guide. (Follows this unit)

Terminology:

- artist
- author
- description
- illustration
- illustrator
- informational book
- line
- opinion
- poem
- poet
- poetry
- rhyme
- rhythm
- stanza
- story book
- verse

Making Interdisciplinary Connections:

This unit teaches:

- **Art:** Color in art pieces (e.g., Matisse, Whistler, Rivera, Brueghel, Frankenthaler, Gauguin, Picasso)
- **Science:** Color in nature (e.g., rainbows), the five senses (e.g., seeing color—eyes, hearing rhythm and rhyme—ears)

This unit could be extended to teach:

- **Art:** Color (e.g., the color wheel, warm and cool colors, and primary and secondary colors)
- **Science:** the five senses (e.g., touch—skin, smell—nose, taste—tongue)
- **Math:** Patterns (e.g., rhyming patterns in Mother Goose rhymes)

Grade K Unit 2

Tell A Story, 1-2-3

In this second six-week unit of Kindergarten, students focus on sequence as they enjoy “Counting Books,” both fiction and informational, and stories based on “three.”

Overview:

Building on the wide exposure to text types in the first unit (“A Colorful Time With Rhythm and Rhyme”), students now focus on the sequence of a text: the beginning, middle, and end of a story. They learn to retell rich stories and, by listening to versions of traditional stories, recognize a familiar story embedded in a different setting with different characters. Counting rhymes and reading a number of the counting books will continue the first unit’s focus on phonological awareness and listening for more rhythm and rhyme. Students study three art pieces, which are used for a creative activity in storytelling, and are related to the idea of multiple versions of a familiar story.

Essential Question:

Why do we include a beginning, middle, and end when we tell stories?

Focus Standards:

These Focus Standards have been selected for the unit from the Common Core State Standards.

- **RL.K.2:** With prompting and support, retell familiar stories, including key details.
- **RL.K.9:** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- **RI.K.1:** With prompting and support, ask and answer questions about key details in a text.
- **SL.K.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **SL.K.1(b):** Continue a conversation through multiple exchanges.
- **W.K.3:** Use a combination of drawing, 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.
- **L.K.2:** Demonstrate command of the conventions of standard English capitalization punctuation, and spelling when writing.
- **L.K.2(a):** Capitalize the first word in a sentence and the pronoun "I."

Student Objectives:

- Name the author and illustrator of both the fictional and informational texts in this unit.

- Orally retell familiar stories, including details and events at the beginning, middle, and end.
- Recognize and name additional upper and lower case letters of the alphabet.
- Recite and produce rhyming words from nursery rhymes and rhyming texts.
- Produce the primary (most frequent) sound for each letter they have learned so far.
- Use a combination of writing, drawing, and dictating to retell stories with a beginning, middle, and end.
- Distinguish shades of meaning as they note the adjectives used in *Goldilocks and the Three Bears* and the verbs in *The Three Billy Goats Gruff*.
- Recognize the importance of sequence in storytelling, informational and fictional counting books, and nursery rhymes.
- Appreciate the difference between an original story and other versions of the same story.

Suggested Works: (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars

LITERARY TEXTS

Counting Books (Read Aloud)

- *Ten, Nine, Eight* (Molly Bang) (EA)
- *Chicka Chicka 1, 2, 3* (Bill Martin, Jr., Michael Sampson, and Lois Ehlert)
- *Ten Apples Up on Top* (Dr. Seuss and Roy McKie) (EA)
- *One is a Snail, Ten is a Crab: A Counting by Feet Book* (April Pulley Sayre, Jeff Sayre, and Randy Cecil)
- *Anno's Counting Book* (Mitsumasa Anno)

Traditional Stories & Variations (Read Aloud)

- *Goldilocks and the Three Bears* (Jan Brett)
- *Horrible Harry Bugs the Three Bears* (Suzy Kline and Frank Remkiewicz)
- *The Three Billy Goats Gruff* (Paul Galdone)
- *The Three Cabritos* (Eric A. Kimmel and Stephen Gilpin)
- *Three Cool Kids* (Rebecca Emberley)
- *The Three Little Pigs* (James Marshall)
- *The Three Pigs* (David Wiesner)
- *The True Story of the Three Little Pigs* (Jon Scieszka and Lane Smith)
- *The Three Little Wolves and the Big Bad Pig* (Eugene Trivizas and Helen Oxenbury)
- *The Three Little Javelinas/ Los Tres Pequeños Jabalies: Bilingual* (Susan Lowell)

Stories (Read Along)

- *Pancakes for Breakfast* (Tomie DePaola) (E)
- *Ten Black Dots* (Donald Crews) (EA)
- *The Very Hungry Caterpillar* (Eric Carle)

Poems (Read Aloud)

- "Three Little Kittens" in *The Oxford Illustrated Book of American Children's Poems* (Eliza Lee Follen)
- *Zin! Zin! Zin! A Violin* (Lloyd Moss and Marjorie Priceman) (E)

Poems (Read Along)

- “Mix a Pancake” in *The Complete Poems* (Christina Rossetti) (E)

Nursery Rhymes / Songs (Read Along)

- "Three Blind Mice"
- "One, Two, Buckle My Shoe"
- "A Diller, A Dollar"
- "Hot Cross Buns"
- "Hickory, Dickory, Dock"
- "Old King Cole"
- "Baa, Baa, Black Sheep"
- "This Little Pig Went to Market"

INFORMATIONAL TEXTS

- CanYou Count Ten Toes?: Count to 10 in 10 Different Languages (Lezlie Evans and Denis Roche)
- One Is a Drummer: A Book of Numbers (Roseanne Thong and Grace Lin)
- Arlene Alda’s 1 2 3: What Do You See? (Arlene Alda)
- Moja Means One: Swahili Counting Book (Muriel and Tom Feelings)The Year at Maple Hill Farm (Alice and Marin Provensen) (E)
- Our Animal Friends at Maple Hill Farm (Alice and Martin Provensen) (EA)
- Farm Animals (Young Nature Series) (Felicity Everett)
- Pigs (Gail Gibbons) (EA)
- Beatrice’s Goat (Page McBrier and Lori Lohstoeter)
- Pigs (Animals That Live on the Farm) (JoAnn Early Macken)
- Goats (Animals That Live on the Farm) (JoAnn Early Macken)

ART, MUSIC, AND MEDIA

- Jean-Francois Millet, First Steps (1858-59)
- Vincent van Gogh, First Steps, after Millet (1890)
- Pablo Picasso, Mother and Child (First Steps) (1943)

Sample Activities and Assessments:

Note: Continue work on rhythm and rhyme from Unit One as more of the students show readiness to hear and see rhyming words. (RFK.2a)

Class Discussion / Literature

Arrange small groups of students and place an object (e.g., a block) in the middle of the circle. As a class, tell the story of *Goldilocks and the Three Bears*, having students take turns telling the events in the story. Students pick up the block when ready to fill in part of the story and put the block back in the middle when finished. Storytelling is shared with all the members of the group. (RL.K.2,SL.K.1a, SL.K.1b)

Literature / Writing

Using a piece of paper folded into three sections, retell (using a combination of drawing, dictating, and writing) the story of *Goldilocks and the Three Bears* showing the beginning, middle, and end of the story. Encourage students to include all the characters in the illustration and to add as many details as they can remember. (RL.K.1, RL.K.2, L.K.1a, L.K.1b, L.K.1c, L.K.2a, W.K.3, W.K.5)

Literature

Using the book of illustrations *Pancakes for Breakfast* (Tomie DePaola), have students look at the illustrations and note how the pictures tell a story. Point out the importance of looking very closely at the details in the illustrations to tell what happened next. Encourage active thinking by asking what might happen when the page is turned to the next illustration. Because this is a wordless book, it is interesting to point out how the illustrator is telling a story without words. Even picture books with words tell a story through the illustrations. Write the students' dictated story on sentence strips and place in a pocket chart. (Extend this activity by reversing this process: Read aloud the text of a simple book without showing the illustrations. Ask students to illustrate the story, creating their own wordless book. The students' illustrations can then be compared to the book.) (RL.K.6, RL.K.5, RL.K.7)

Art / Literature Connection

To introduce "versions" of a story to your class, use Millet's *First Steps* as the original idea. Allow the class to study the painting, giving plenty of time to notice details and create a possible story surrounding the painting. Then pull out Van Gogh's *First Steps, after Millet* and have the class note how the "original characters are still in the story" but also that it all looks different. (Millet: People are prominent. Van Gogh: People are no longer the focus; everything appears equal in weight—the gate, the wheelbarrow, the tree in the background. The baby doesn't even have a face anymore.) Picasso's *First Steps* will amaze the class with the same idea but in a completely different setting, choice of color, and style. (RL.K.9)

Art / Writing Connection

After looking closely at three art pieces with the same name, "First Steps," choose one of the paintings and imagine it shows the end of a story. Pair students to make up the beginning and middle of the story to share with the class. Prompt: Choose one of the paintings and write (or dictate) a sentence telling why you chose that painting as your favorite. Be sure to begin your sentence with a capital letter and put a period at the end. (W.K.1, W.K.3)

Literature

Read the traditional version of a story first. Then read a different version of the story. For example, read the Galdone version of "The Three Billy Goats Gruff" and discuss the beginning, middle, and end of the story. Then read one of the other versions discussing how the beginning, middle, and end are similar, but the setting and characters make it a different story. (RL.K.9)

Reading Foundations / Writing

Create a counting book using the letters covered so far this year. Each student will choose a favorite letter and then brainstorm words that begin with that letter. Using the numbers 1-5 and five different things that begin with the chosen letter, create a book (e.g., A Counting Book for T: 1 Tadpole, 2 Turkeys, 3 Toads, 4 Tigers, 5 Trout). Title each student's book "A Counting Book for _____." Be sure to write the name of the author and illustrator (student) on the cover of the book. Place the finished books in a basket for other students to enjoy. (RF.K.1a, RF.K.1b, RF.K.1c, RF.K.1d, RF.K.3a)

Informational Text

Today you will have to think, ask questions, and answer questions while we read an informational counting book titled *One Is a Drummer: A Book of Numbers* (Roseanne Thong and Grace Lin). (RI.K.1, RI.K.6)

Informational Text

Because pigs and goats are talking characters who have personalities in these stories, students will enjoy reading about real pigs and goats. Beginning with books and digital resources on pigs or goats, keep a chart of animal needs that are met on the farm. (RI.K.1, RI.K.6)

Poetry / Illustrating

"Mix a Pancake" is a poem written by Christina Rossetti. Have students draw illustrations that match the words to show the steps in making pancakes. When finished, they can share the illustrations with a friend and read the poem together. (RL.K.5, RL.K.7, W.K.2)

Reading Foundations:

A PACING GUIDE FOR READING INSTRUCTION

This guide is based on the "reading foundations," writing, and language standards in the CCSS and is customized to the maps. Completed for Kindergarten and first grade (more grades to come), the guide tracks curriculum map units, as indicated in the first row of the document. Concepts of print, phonological awareness, and text reading fluency are all addressed and woven into a developmental progression that leads to word recognition and text reading. Accomplishment of these milestones can be achieved with daily practice and brief activities, suggestions for which are highlighted in the guide. (Follows this unit)

Terminology:

- author
- beginning
- characters
- end
- illustration
- illustrator
- middle
- number words
- ordinal number words (first, second, third)
- poem
- retelling
- sequence
- storybook
- versions

Making Interdisciplinary Connections:

Grade K Unit 3**Exploring with Friends In the Neighborhood**

In this third six-week unit of Kindergarten, students learn about exploration through fictional characters and informational books about neighborhoods.

Overview:

Building on basic retelling of a familiar story, this unit focuses on asking questions about unknown words, characters, settings, and events. Students compare and contrast the first adventure of Little Bear with the stories in the following chapters of *Little Bear*. As they read stories of other characters, as in *Frog and Toad Together*, students extend their skills of comparing and contrasting. *Winnie the Pooh* provides the context for students to learn to ask questions when they lose their way in following the story or in understanding Pooh’s special language, such as the made-up word “expotition.” The informational books offer an opportunity for students to ask “who, what, where, when, and why” questions about the role of community helpers, such as firefighters and policemen.

Essential Question:

How do question stems (who, what, where, when, why, and how) help us to find more information in books?

Focus Standards:

These Focus Standards have been selected for the unit from the Common Core State Standards.

- **RL.K.3:** With prompting and support, identify characters, settings, and major events in a story.
- **RL.K.4:** Ask and answer questions about unknown words in a text.
- **RL.K.9:** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- **RI.K.2:** With prompting and support, identify the main topic and retell key details of a text.
- **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.
- **L.K.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **L.K.1(d):** Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

Student Objectives:

- Use the words “who, what, where, when, and why” to clarify comprehension of the roles of neighborhood community helpers. Ask questions about unknown words in both fictional and informational books.
- Locate basic information in a non-fiction text.
- Identify characters, settings, and key events in a story.
- Compare and contrast the adventures of one character in a collection of *Little Bear* stories.
- Compare and contrast the adventures of different characters in different books through the use of a graphic organizer.
- Understand the difference between real (non-fiction) and imagined (fiction) explorations.
- Use a combination of drawing, dictating, or writing to compose an informative text about a community helper.
- Discuss familiar people and places in their neighborhoods, adding details when prompting.
- Name and identify periods, question marks, and exclamation points.
- Understand and correctly use the prepositions to/from, on/off, and in/out.

Suggested Works: (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars

LITERARY TEXTS

Chapter Book (Read Aloud)

- The Complete Tales of Winnie-the-Pooh (A.A. Milne) (EA)

Picture Books (Read Aloud)

- Frog and Toad Together (Arnold Lobel) (E)
- Little Bear (series) Else Holmelund Minarik and Maurice Sendak) (E)
- The Story About Ping (Marjorie Flack and Kurt Wiese)
- Blueberries for Sal (Robert McCloskey)
- Make Way for Ducklings (Robert McCloskey)
- Curious George (series) (H.A. and Margaret Rey)
- Officer Buckle and Gloria (Peggy Rathmann)
- Where the Wild Things Are (Maurice Sendak)
- Knuffle Bunny: A Cautionary Tale (Mo Willems)
- Owl Moon (Jane Yolen and John Schoenherr)
- Little Fur Family (Margaret Wise Brown and Garth Williams)
- Harold and the Purple Crayon (Crockett Johnson)
- The Snowy Day (Ezra Jack Keets)
- The Jolly Postman (Allan and Janet Ahlberg)

Stories (Read Along – Wordless Books)

- A Dog, a Boy, and a Frog (Mercer Mayer) (E)
- Trainstop (Barbara Lehman)

Poems (Read Aloud)

- "Us Two" in *The Complete Tales & Poems of Winnie-the-Pooh* (A. A. Milne) (EA)
- "The Swing" in *A Child's Garden of Verses* (Robert Louis Stevenson)

Songs (Read Along)

- "Do You Know the Muffin Man?"
- "The People in Your Neighborhood?" (Jeff Moss)
- "What Shall We Do When We All Go Out?"

INFORMATIONAL TEXTS

- *Fire! Fire!* (Gail Gibbons) (E)
- *The Post Office Book: Mail and How it Moves* (Gail Gibbons) (EA)
- *Check It Out: The Book about Libraries* (Gail Gibbons) (EA)
- *Community Helpers from A-Z* (Bobbie Kalman and Niki Walker)
- *Whose Hat is This?* (Katz Cooper, Sharon Muehlenhardt, and Amy Bailey)
- *Whose Tools Are These?* (Katz Cooper, Sharon Muehlenhardt, and Amy Bailey)
- *Jobs Around My Neighborhood / Oficios en me vecindario* (Gladys Rosa-Mendoza and Ann Iosa)
- *A Day in the Life of a Police Officer (First Facts: Community Helpers at Work)* (Heather Adamson)
- *A Day in the Life of a Doctor (First Facts: Community Helpers at Work)* (Heather Adamson)
- *A Day in the Life of a Teacher (First Facts: Community Helpers at Work)* (Heather Adamson)
- *A Day in the Life of a Firefighter (First Facts: Community Helpers at Work)* (Heather Adamson)

ART, MUSIC, AND MEDIA**Music**

- Henry Mancini, *Baby Elephant Walk* (1961)
- Camille Saint-Saens, *Carnival of the Animals, Fifth Movement "The Elephant"* (1886)

Art

- Romare Bearden, *The Block* (1972)
- Pieter Brueghel, *Netherlandish Proverbs* (1559)

Sample Activities and Assessments:**Class Discussion / Informational Text**

While reading informational books about community helpers, create a chart with the following headings: who, what, where, when, and why. Encourage children to listen for answers to those questions as you read the book aloud. Remind the students to pay close attention to the illustrations for details. To ensure each child's participation, give them Post-Its or white boards on which to write or draw their ideas. Begin by talking about the author, illustrator, front, back, and title page of the book. Fill in the chart each time you read a new book about community helpers. Use this chart as inspiration to change the lyrics for "Do You Know the Muffin Man?" for community helpers in your neighborhood (e.g., "Do you know the fireman...That works on 12th and Main!") (RI.K.1, RI.K.2, RI.K.5, RI.K.7, L.K.1d, SL.K.1, SL.K.3, SL.K.4)

Music Connection / Literature

As a musical illustration of "comparing" and "contrasting," use the work of Henry Mancini (*Baby Elephant Walk*) and Saint-Saens (*Carnival of the Animals, "The Elephant"*) to compare and contrast two musical compositions that are inspired by elephants. Introduce the activity by telling the students that they are going to hear two different musical pieces that are based on elephants. As they listen to *Baby Elephant Walk* and "The Elephant," ask them to decide which piece reminds them more of an elephant. Extend this activity

by having the students move to the music as they listen, deciding whether the music makes them want to dance or “lumber” like an elephant might walk. (L.K.5d, RL.K.9)

Literature

After reading the first story in the *Little Bear* collection of stories, use a chart to organize ideas about each story. Create headings for “character,” “setting,” and “events.” Assign students one of the three categories to think about each time you read, encouraging them to write or draw ideas on Post-Its. Fill in the chart each time you read a new *Little Bear* story. (Extension: Create a similar chart to compare other fictional explorations and adventures by characters such as Frog and Toad, Curious George, and more.) (RL.K.3, RL.K.9)

Literature

Read *Winnie-the-Pooh* aloud to elicit multiple levels of student understanding. To be sure that students are following the story and understanding the words, encourage students to monitor their own comprehension. Tell the children that if they lose their way, or a word is confusing them, they should put a hand on their own shoulder. If you see a student do so, stop reading at a good stopping place, reread the confusing section, and allow other students to participate in clearing up the confusion. (RL.K.4)

Writing / Language

Give students the following prompt: Draw a picture showing an important person in your neighborhood doing her/his job. Write (or dictate) a sentence about that person’s job (e.g., a trash collector picks up stinky garbage all over our city and takes it to the dump).(W.K.2, L.K.1a, L.K.2a, L.K.2b, L.K.2c, L.K.5c)

Language

Tell the students that they are going to practice giving and following directions. Create directions that focus on using prepositions such as to/from, on/off, and in/out. Pull a child’s name out of a basket and then give them a command. For example, “Tian, walk *from* your desk *to* the teacher’s desk.” “Jaxton, put your hand in the basket and then take it out.” Extend this activity by placing the prepositions on cards and having the students make up directions using the words. You could also play the game of “Simon Says” as you give the commands. As students develop confidence, increase the commands by two or three additional steps. (L.K.1e)

Literature / Poetry

Read a poem such as “The Swing.” Assign the students the task of drawing an illustration for each stanza of the poem. Do the same activity with other poems, such as “Us Two.” Using key words such as “who,” “what,” “where,” “why,” “when,” and “how,” compare and contrast the two poems. (RL.K.9,L.K.1d)

Class Discussion / Informational Text

Using two books that describe different jobs but are in the same series of informational books (such as the “Community Helpers at Work” series), create a graphic organizer to compare and contrast the days of various community helpers. Discuss the ways the jobs are similar and different. Require each student to dictate, draw, write, or act out something one of the community helper does (e.g., a postman weighs packages). Ask if the other community helper does something similar (e.g., a nurse weighs patients). (RI.K.2, RI.K.9)

Class Discussion/Art Making

View the Bearden collage or the Brueghel painting. Try to get the students to look closely at the work for as long as possible. The following questions will help guide a 15-minute discussion:

- What do you notice in this collage?
- Where do you think this might be?
- What do you see that makes it look like this place?

- Do you notice people?
- What do you think they might be doing?

Writing/Art Connection

Students will be assigned a panel from *The Block* or a section from *Netherlandish Proverbs* to work with. They will be asked to identify a group of people to study. Students will write one sentence describing what the people seem to be doing, or who they think they might be. Sentences will be shared in large group.

Class Discussion/Art Connection

Display the Bearden and Brueghel side-by-side. Note that these works were created more than 400 years apart. Ask the students to find similarities and differences between the two works. This can be documented on a chart for future discussion.

Reading Foundations:

A PACING GUIDE FOR READING INSTRUCTION

This guide is based on the “reading foundations,” writing, and language standards in the CCSS and is customized to the maps. Completed for Kindergarten and first grade (more grades to come), the guide tracks curriculum map units, as indicated in the first row of the document. Concepts of print, phonological awareness, and text reading fluency are all addressed and woven into a developmental progression that leads to word recognition and text reading. Accomplishment of these milestones can be achieved with daily practice and brief activities, suggestions for which are highlighted in the guide. (Follows this unit)

Terminology:

- character
- compare
- contrast
- exclamation mark
- fantasy
- fiction
- imaginary
- key events
- non-fiction
- question mark
- questioning
- real
- setting
- who
- what
- where
- when
- why
- how

Making Interdisciplinary Connections:

This unit teaches:

- **Music:** *Carnival of the Animals, Fifth Movement “The Elephant”* (Camille Saint-Saens); elements of music (e.g., moving responsively to music)
- **Social Studies:** Community helpers (e.g., wide range of careers)
- **Geography:** Community (i.e., town, city, or community)

This unit could be extended to teach:

- **Music:** *Carnival of the Animals, Movements I-XIV* (Camille Saint-Saens) (e.g., recognizing the instruments within the performance); elements of music (e.g., fast/slow, high/low, and loud/quiet,)
- **Science:** The human body (e.g., focus on the medical field through health of your body: exercise, cleanliness, healthy foods, rest, and dental care)
- **Geography:** Locate continent, country, and state where the community is located.

Grade K Unit 4**America: Symbols and Celebrations**

In this fourth six-week unit of Kindergarten, students study America’s symbols and celebrations.

Overview:

Building on asking questions about neighborhoods, students begin this unit by asking questions about a local symbol. They progress to asking questions for more detailed information in non-fiction texts. Students learn to write informative pieces with richer content. Through shared writing, students also learn to expand complete sentences by using more details about American symbols. To be sure the content resonates with the children, celebrations from the student’s own ethnicity or religion will be encouraged as part of the information gathering.

Essential Question:

How will asking questions help us to learn more about celebrations and holidays?

Focus Standards:

These Focus Standards have been selected for the unit from the Common Core State Standards.

- **RI.K.1:** With prompting and support, ask and answer questions about key details in a text.
- **W.K.7:** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- **L.K.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- **L.K.1(f):** Produce and expand complete sentences in shared language activities.
- **L.K.2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- **L.K.2(d):** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- **SL.K.4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Student Objectives:

- Describe the connection between two events or ideas in a text, such as *The American Flag* (Lloyd Douglas) and *Independence Day* (David F. Marx).
- Recognize cause and effect relationships, such as the contributions by Martin Luther King, Jr. and the holiday celebrating his life.

- Review characters, setting, and key events as they retell fictional stories.
- Answer questions about unknown words, details, and events in both fiction and informational texts.
- Demonstrate phonemic awareness by isolating and pronouncing the initial, medial, and final phoneme of CVC words.
- Gather information from text sources and experiences to answer questions about holidays they celebrate.
- Use a combination of drawing, dictating, and writing to compose an informative text about holidays.
- Ask questions to get information, to seek help, or to clarify something that is not understood.
- Produce and expand complete sentences in shared writing about symbols in America.
- Identify new meanings for familiar words and apply them accurately (e.g., march—verb, March—month, march—musical piece).
- Use newly learned words in conversation about unit’s focus on celebrations and symbols.

Suggested Works: (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars

LITERARY TEXTS

Picture Books (Read Aloud)

- *Duck for President* (Doreen Cronin and Betsy Lewin)
- *Clifford Goes to Washington* (Norman Bridwell)
- *This Land is Your Land* (Woody Guthrie and Kathy Jakobsen)
- *My Country, ‘Tis of Thee* (Samuel Francis Smith)
- *America the Beautiful* (Katharine Bates, Wendell Minor)
- *Pledge of Allegiance* (Scholastic, Inc.)
- *I Pledge Allegiance* (Bill Martin, Jr., Michael Sampson, and Chris Raschka)
- *(Tailor to represent the cultures in your classroom)*
- *Apple Pie and the Fourth of July* (Janet S. Wong and Margaret Chodos-Irvine)
- *Family Pictures* (Carmen Lomez Garza) (E)
- **Poems (Read Aloud)**
- “Celebration” in *Song and Dance* (Alonzo Lopez) (E)
- Selections from *I Am America* (Charles R. Smith)
- “Thanksgiving Day” in *Flowers for Children*, Vol. 2 (Lydia Maria Child)

Songs (Read Along)

- "America the Beautiful" (Katharine Lee Bates and Samuel A. Ward)
- "America (My Country, ‘Tis of Thee)" (Samuel Francis Smith)
- "Yankee Doodle" (Traditional)
- "You’re a Grand Old Flag" (George M. Cohan)

INFORMATIONAL TEXTS

- *Our Country* (Emergent Reader) (Susan Canizares and S. Berger)
- *The American Flag* (Welcome Books) (Lloyd G. Douglas)
- *The White House* (Welcome Books) (Lloyd G. Douglas)
- *The Statue of Liberty* (Welcome Books) (Lloyd G. Douglas)

- *The Bald Eagle* (Welcome Books) (Lloyd G. Douglas)
- *The Liberty Bell* (Welcome Books) (Lloyd G. Douglas)
- *Giving Thanks: The 1621 Harvest Feast*(Kate Waters and Russ Kendall)
- *Independence Day* (Rookie Read-About Holiday Series) (David F. Marx)
- *Martin Luther King Jr. Day* (Rookie Read-About Holiday Series) (Trudi Strain Trueitt)
- *Veterans Day* (Rookie Read-About Holiday Series) (Jacqueline S. Cotton)
- *John Philip Sousa: Getting to Know the World's Greatest Composers* (Mike Venezia)

Example of a series of more books on holidays celebrated locally by students in your classroom:

- *El Dia De Los Muertos: The Day of the Dead* (Rookie Read-About Holiday Series) (Mary Dodson Wade)
- *Cinco de Mayo* (Rookie Read-About Holiday Series) (Mary Dodson Wade and Nanci R. Vargus)
- *Chinese New Year* (Rookie Read-About Holiday Series) (David F. Marx)
- *Kwanzaa* (Rookie Read-About Holiday Series) (Trudi Strain Trueitt)
- *Christmas* (Rookie Read-About Holiday Series) (Trudi Strain Trueitt)
- *Diwali* (Rookie Read-About Holiday Series) (Trudi Strain Trueitt)
- *Chanukah* (Rookie Read-About Holiday Series) (David F. Marx)
- *Ramadan* (Rookie Read-About Holiday Series) (David F. Marx)

ART, MUSIC, AND MEDIA

Music

- John Philip Sousa, *Stars and Stripes Forever* (1896)
- John Philip Sousa, *The Liberty Bell* (1893)
- John Philip Sousa, *The Washington Post* (1889)

Sample Activities and Assessments:

Class Discussion/Vocabulary

To introduce the concept of a symbol, choose a symbol well known to the students in your class (e.g., professional sports team logo or school mascot). Discuss why a symbol is important for unifying fans behind a team or school. Go on to discuss the meaning behind the symbol as a source of inspiration. (RI.K.4, SL.K.2, SL.K.3, SL.K.4, L.K.4, L.K.6)

Writing

Use a theme-related short sentence to begin your unit, such as "The flag waves." Challenge the class to think of details to add to the sentence to make it more interesting (e.g., "The red, white, and blue flag waves"; "The red, white, and blue American flag waves in the strong winds of March"). (W.K.5, L.K.1f, L.K.1c, L.K.1b)

Reading/Informational Text

Create a KWL chart for American symbols and holidays to set the stage for asking questions, answering questions, and gathering information under main topics. Teachers may need to model the questioning until the students begin to generate questions on their own. As the class reads an informational book (e.g., *The Liberty Bell*, Lloyd G. Douglas), look for information about the main topic. Remind the students of the importance of also studying the illustrations for information. Add the information to the KWL chart. Look for connections between ideas as you add information to the charts. Use Post-Its or white boards for students to fully participate in adding information to the charts. (RI.K.1, RI.K.2, RI.K.3, RI.K.7, RI.K.8)

Writing/Informative

Choose one of the symbols or holidays on your KWL chart and write a complete sentence or two about it. Be sure to use the information on your chart as you write. Illustrate your ideas before you write or after you are finished. (W.K.2, W.K.8, SL.K.5, L.K.1a, L.K.2d)

Class Discussion/Reading/Literature

Introduce a book showing a diverse viewpoint of an American holiday such as Apple Pie and the Fourth of July (Janet Wong). As you read the book, ask the students to look for ways that the main character sees one of the traditional American holidays. Encourage the students to look closely at the illustrations and to listen closely to the story. When you are finished reading, discuss how people see holidays and celebrations differently depending on their family and ethnic experience. Before turning to whole-group discussion, have students draw a picture or “turn and talk” in preparation for sharing ideas. (RL.K.3, RL.K.7, RL.K.10, SL.K.2)

Writing Activity/Home Connection

Send a note to parents asking them to find a photograph of the child taken during a family celebration. Ask parents to name the celebration and to tell what makes it special as their family celebrates it. Use this information to create a display of your class’s celebrations and to prepare for the shared research project on community celebrations. (SL.K.4, W.K.8)

Class Discussion/Shared Research/Writing Activity

Choose a holiday celebrated in your community. Gather information about the holiday by reading books and asking people in your community to tell you why it is celebrated, when it is celebrated, who celebrates, and how it is celebrated. Create a large cube for the holiday and assign small groups of students to prepare an illustration for each face of the cube. Use the guiding questions above to assign the faces of the cube. Repeat this activity with several holidays celebrated by the members of your classroom. (SL.K.4, L.K.5c, W.K.2, W.K.7, W.K.8)

Language/Vocabulary

Tell the students that there are words that are spelled the same and sound the same, but have very different meanings. Listen to John Philip Sousa’s music and “march” around the room. Explain that in this case, “march” is an action word. The name of this type of song is a “march,” because you want to march to it. And you could even do this “march” in the month of “March.” The lesson: Some words are used differently to mean different things. This activity can be repeated with the word “flag,” using the word as a verb and as a noun. (L.K.4a)

Language/Vocabulary

Create a word bank to collect new words from this unit. These words can be used in discussion and in journal writing to reinforce their proper use. Use the word bank to practice making nouns plural (e.g., statue, statues). (L.K.1c, L.K.6)

Reading Foundations:

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Terminology:

- adding information
- cause
- composer
- effect
- gathering information
- informational text
- KWL chart
- questioning

Making Interdisciplinary Connections:

This unit teaches:

- **Music:**
 - Patriotic Songs (e.g., “America the Beautiful,” “America (My Country, ‘Tis of Thee,” “Yankee Doodle,” “You’re a Grand Old Flag”)
 - Band Music (e.g., marches of John Philip Sousa)
- **Geography:** United States
- **History:**
 - Celebrations of Diversity (e.g., Chinese New Year, Cinco de Mayo, Kwanzaa, Chanukah, and Christmas)

This unit could be extended to teach:

- **Art:** Sculpture
- **History:**
 - Native Americans (e.g., a tribe or nation located near your students compared /contrasted to a tribe or nation farther away)
 - Voyage of Christopher Columbus
 - Presidents, past and present

Grade K Unit 5**The Great Big World**

In this fifth six-week unit of Kindergarten, students compare and contrast fairy tales while focusing on the difference a setting can make in the creation of a story.

Overview:

Building on the diversity of family celebrations, students read about the greater world beyond America. By reading *Mr. Popper's Penguins*, students are lured into dreaming of far-away places. Focusing on the pairing of fiction and informational text, students see how fictional settings can reflect real places. By using an atlas, non-fiction books, video, and interactive on-line media, students also see how different types of texts give us similar and different information. During these activities, students write words using what they know about vowel sounds, beginning and ending sounds, and word families. Viewing landscapes by master painters reinforces the concept of comparing and contrasting settings.

Essential Question:

How do we use literature and informational texts to learn about the world?

Focus Standards:

These Focus Standards have been selected for the unit from the Common Core State Standards.

- **RL.K.9:** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- **RI.K.9:** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- **W.K.6:** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **W.K.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **L.K.2:** Demonstrate command of the conventions of standard English capitalization punctuation, and spelling when writing.
- **L.K.2(d):** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Student Objectives:

- Describe the connection between the settings of fictional works and informational books about the same place.
- Learn about the similarities and differences between multiple texts, both fiction and informational, on the same topic.
- Compare and contrast characters' adventures that are set in different continents.
- Use a combination of drawing, dictating, and writing to offer an opinion about a continent to visit.
- Compose an opinion piece in which they name a continent to visit and share details to support that choice.
- Spell simple words phonetically using knowledge of sound-letter relationships.
- Add or substitute individual phonemes in simple, one-syllable words to make new words.
- Demonstrate understanding of common verbs and adjectives by relating them to their opposites in the context of describing places.

Suggested Works: (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars

LITERARY TEXTS

Chapter Books (Read Aloud)

- *Mr. Popper's Penguins* (Richard and Florence Atwater) (E)

Picture Books (Read Aloud)

North America

- *Arrow to the Sun*, (Gerald McDermott)
- *Song of the Swallows* (Leo Politi)
- *The Story of Jumping Mouse* (John Steptoe)

South America

- *Morpha: A Rain Forest Story* (Michael Tennyson and Jennifer H. Yoswa)
- *Rain Player* (David Wisniewski)

Europe

- Little Red Riding Hood (Trina Schart Hyman)
- One Fine Day (Nonny Hogrogian)
- The Story of Ferdinand (Munro Leaf and Robert Lawson)

Asia

- *The Paper Crane* (Molly Bang) (E)
- *Lon Po Po: A Red-Riding Hood Story from China* (Ed Young) (E)
- *Once a Mouse...* (Marcia Brown)
- *The Fool of the World and the Flying Ship* (Arthur Ransome and Uri Shulevitz)

Africa

- *A Story, A Story* (Gail E. Haley) (E)
- *Why Mosquitoes Buzz in People's Ears* (Verna Aardema and Leo and Diane Dillon)
- *Shadow* (Blaise Cendrars, translated by Marcia Brown)

Australia

- Lizzie Nonsense (Jan Ormerod)
- Possum Magic (Mem Fox and Julie Vivas)
- Koala Lou (Mem Fox and Pamela Lofts)

Antarctica

- *Something to Tell the Grandcows* (Eileen Spinelli and Bill Slavin)
- *Eve of the Emperor Penguin* (Mary Pope Osborne and Sal Murdocca)

Music Lyrics (Read Along)

- "It's a Small World" (Walt Disney)
- "London Bridge Is Falling Down" (Tinkerbelle Records)

INFORMATIONAL TEXTS

Informational Books (Read Aloud)

- *Continents and Maps* (Big Book, Pearson Learning)
- *Me on the Map* (Joan Sweeney and Annette Cable)
- *As the Crow Flies: A First Book of Maps* (Gail Hartman and Harvey Stevenson)
- *Beginner's World Atlas* (National Geographic)

Informational Books (Read Aloud / Independent)

- *The Seven Continents* (Rookie Read-About Geography) (Wil Mara)
- *North America* (Rookie Read-About Geography) (Allan Fowler)
- *South America* (Rookie Read-About Geography) (Allan Fowler)
- *Europe* (Rookie Read-About Geography) (Allan Fowler)
- *Asia* (Rookie Read-About Geography) (Allan Fowler)
- *Africa* (Rookie Read-About Geography) (Allan Fowler)
- *Australia* (Rookie Read-About Geography) (Allan Fowler)
- *Antarctica* (Rookie Read-About Geography) (Allan Fowler)
- Count Your Way Through China...(series) (Jim Haskins)

ART, MUSIC, AND MEDIA

Online Games

- "All About World Geography: World Map with a Continent Matching Puzzle" (Sheppard Software)

Movies

- Luc Jacquet, dir., *March of the Penguins* (2005)
- Jon Stone, dir., *Big Bird Goes to China* (1983)

Music

- Mary F. Higuchi (compiled by), "Geography Songs on the Continents" (2000)

Art

North America

- Albert Bierstadt, *Valley of the Yosemite* (1864)
- Winslow Homer, *The Gulf Stream* (1899)
- Joseph Stella, *Bridge* (1936)
- Piet Mondrian, *Broadway Boogie Woogie* (1942-1943)

Europe

- John Constable, *The Hay Wain* (1821)
- J.M.W. Turner, *Rain, Steam and Speed — The Great Western Railway* (1844)
- Paul Cezanne, *Straße vor dem Gebirge Sainte-Victoire* (1898-1902)

- Louisa Matthiasdottir, *Five Sheep* (no date)

Asia

- Guo Xi, *Early Spring* (1072)
- Ando Hiroshige, *panel from Famous views of 53 stations of the Tōkaidō Road* (1855)

Africa

- J.H. Pierneef, *Trees* (Date Unknown)

Australia

- Emily Kame Kngwarreye, *Earth's Creation* (1994)

Sample Activities and Assessments:

Literature/ Informational Text

Throughout this unit, read fictional stories set in a continent and then read informational text (both from books and digital sources) that describe the continent. Students will develop an appreciation for the setting of the story – the connection between a fictional setting and a real place. Require students to record what they have learned on either Post-It notes or a white board to prepare for sharing with the whole group. Following each reading, they record new information, using these details to compare one continent to another. Note the opposites, such as “cold” and “hot” or “rainy” and “dry”. (RI.K.9, L.K.5b)

Writing

Give the students a prompt: “Mr. Popper loved the idea of dreaming big! He daydreamed about faraway places. He wished he could have visited Antarctica to explore all that was there.” Allow students to choose one of the continents studied during this unit that they might like to visit someday. To help the children plan their work, use a program such as Kidspiration to create a graphic organizer on each of the continents chosen by the students. Students can draw pictures of animals, people, and objects one might find on that continent. Write two sentences about the continent using a combination of drawing, dictation, and writing. Share the work with the class. (SL.K.6, W.K.1, W.K.5, W.K.6, W.K.8, L.K.2d, RF.K.3d)

Class Discussion / Literature

The literature in this unit is conducive to storytelling. Pair students so that they can practice retelling a favorite story from this unit. To make the activity more challenging, after retelling the story, ask if they can retell a similar story with a completely different setting and character. For example, they may retell *Story of Ferdinand*. How would the story be different if it took place in South America? Which animal would be the main character? (RL.K.2)

Class Discussion / Informational Text

Choose two of the books (or maps) of the seven continents. Students will tell how these two books are the same and how they are different. Partner students to share their ideas and to record similarities and differences between the books or maps. Record students’ contributions on a compare-and-contrast graphic organizer. (RI.K.9, RI.K.10)

Class Discussion / Literature

After reading two books, *Little Red Riding Hood* and *Lon Po Po*, discuss how the two stories are the same and how they are different. Generate ideas from among the children through writing, drawing, or acting out parts of each story. (RL.K.9, RL.K.10)

Word Activity / Language

Mr. Popper's Penguins is filled with alliteration based on the letter "p." Encourage the children to listen for "p" words that they hear as you read. The vocabulary words will be challenging and fun to use in classroom discussions. (L.K.6)

Word Activity / Language

Create a word bank of all of the words with r-controlled vowels (ar, er, ir, ur, or) as you find them in this unit. Create active listeners by encouraging the students to listen for the words and act as "sound detectives." Sort the words by their respective spellings, noting how the letter combinations create similar sounds (e.g., "A World of Words"). (L.K.6)

Art / Vocabulary

One of the favored choices for artistic expression is the painting of landscapes. View the landscapes from all over the world painted by the Masters. Encourage the students to describe what they see. This is an opportunity to extend the idea of comparing and contrasting the settings in stories to comparing and contrasting the settings in paintings. (SL.K.2)

Class Discussion/Art Connection

View one work of art with the students.

Have a large group discussion with the students, using the following questions as a guide:

- What do you notice in this work?
- What place do you think this might be?
- What do you see that makes it look like this place?
- Compare this work to another painting, noticing similarities and differences, around the idea of place. Document responses on a chart.

Writing/Art Connection

Select two or three works to study. Ask the students to respond to the works by writing a new title for the work under study. Titles will be shared in small groups and possibly posted next to a reproduction of the work of art for future sharing.

Reading Foundations:

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Terminology:

- antonyms
- compare
- contrast

- different
- multiple texts
- opposites
- settings
- similar

Making Interdisciplinary Connections:

This unit teaches:

- **Art:** Landscapes from around the world
- **Geography:** Working with maps and globes (e.g., locating and naming the seven continents)

This unit could be extended to teach:

- **Art:** Portraits from around the world
- **Science:** Animal habitat preservation (e.g., Jane Goodall's work with chimpanzees in East Africa or attempts to preserve Giant Pandas in China)
- **Geography:** Working with maps and globes (e.g., locating oceans, poles, rivers, lakes, and mountains on globes and maps)

Grade K Unit 6**Wonders of Nature: Plants, Bugs, and Frogs**

In this sixth six-week unit of Kindergarten, students enjoy reading emergent-reader informational texts and listening as picture books by Eric Carle and Robert McCloskey are read aloud.

Overview:

They build on the phonological and phonemic work done all year in Kindergarten by reading with the support of teachers and peers. Focusing on relationships among ideas in texts, students see growth and change through the lens of both fiction and informational texts. Learning about “cause and effect,” students recognize interactions in nature and the note the role that people can play in preserving nature. Students read about Monet, an artist who was inspired by the wonder of nature, as an introduction to revision in the creative process.

Essential Question:

How does nature inspire us as readers, writers, and artists?

Focus Standards:

These Focus Standards have been selected for the unit from the Common Core State Standards.

- **RL.K.10:** Actively engage in group reading activities with purpose and understanding.
- **RI.K.9:** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- **RI.K.8:** With prompting and support, identify the reasons an author gives to support points in a text.
- **RF.K.4:** Read emergent-reader texts with purpose and understanding.
- **W.K.6:** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **L.K.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *[K]indergarten reading and content*. (emphasis original)
- **L.K.4(b):** Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.

Student Objectives:

- Describe cause and effect relationships as they occur in the natural world and in fictional texts.

- Recognize the basic similarities and differences between two texts on the same topic: when both are informational, and when there is a pairing of fiction and non-fiction on the same topic.
- Read emergent-reader texts with purpose and understanding.
- Add or substitute individual phonemes in simple, one-syllable words to make new words.
- Read twenty-five high frequency words by sight.
- Write, draw, or dictate a narrative telling about something that happened in nature and a subsequent reaction.
- Relate the idea of writing revision to Monet’s creative process, in which he was continually improving his artwork.
- Ask questions to learn more about the natural world.
- Use common affixes as clues to the meaning of an unknown word.

Suggested Works: (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars

LITERARY TEXTS

Picture Books (Read Aloud)

- Days with Frog and Toad (Arnold Lobel) (EA)
- The Carrot Seed (Ruth Krauss and Crockett Johnson)
- The Tiny Seed (The World of Eric Carle) (Eric Carle)
- A Tree is Nice (Janice May Udry and Marc Simont)
- Time of Wonder (Robert McCloskey)
- One Morning in Maine (Robert McCloskey)
- Jack and the Beanstalk (Steven Kellogg)
- Kate and the Beanstalk (Mary Pope Osborne and Giselle Potter)
- There was an Old Lady Who Swallowed a Fly (Simms Taback)
- Fireflies (Julie Brinckloe)
- The Very Lonely Firefly (Eric Carle)
- The Grouchy Ladybug (Eric Carle)
- The Very Quiet Cricket (Eric Carle)
- The Very Clumsy Click Beetle (Eric Carle)
- It’s Earth Day (Mercer Mayer)

Picture Books (Read Aloud / Independent)

- *Hi! Fly Guy* (Tedd Arnold) (E)

Poems (Read Aloud)

- “Two Tree Toads” in *Orangutan Tongues: Poems to Tangle Your Tongue* (Jon Agee) (E)
- Selections from *Insectlopedia* (Douglas Florian)
- “Little Black Bug” (Margaret Wise Brown)
- “The Caterpillar” in *Rossetti: Poems* (Christina Rossetti) (EA)
- “Trees” (Sarah Coleridge)
- *Over in the Meadow* (John Langstaff and Feodor Rojankovsky) (E)

Poems (Read Along)

- “Wouldn’t You?” in *You Read to Me, I’ll Read to You* (John Ciardi) (E)

Nursery Rhymes (Read Along)

- “Mary, Mary Quite Contrary”

- “Ladybug, Ladybug”

Songs (Sing Along)

- “The Ants Go Marching One by One”
- “Itsy Bitsy Spider”

INFORMATIONAL TEXTS

Informational Text (Read Aloud)

- Follow the Water from Brook to Ocean (Arthur Dorros) (E)
- “Our Good Earth” in National Geographic Young Explorer! (April 2009) (E)
- The Reasons for Seasons (Gail Gibbons) (EA)
- The Seasons of Arnold’s Apple Tree (Gail Gibbons) (EA)
- Red-Eyed Tree Frog (Joy Cowley and Nic Bishop)

Informational Text (Read Aloud / Independent)

- Living Sunlight: How Plants Bring the Earth to Life (Molly Bang and Penny Chisholm) (E)
- A Tree is a Plant (Let’s-Read-and-Find-Out Science) (Clyde Robert Bulla and Stacey Schuett) (E)
- From Seed to Pumpkin (Let’s-Read-and-Find-Out Science) (Wendy Pfeffer and James Graham Hale) (E)
- From Tadpole to Frog (Let’s-Read-and-Find-Out Science) (Wendy Pfeffer and Holly Keller) (E Series)
- From Caterpillar to Butterfly (Let’s-Read-and-Find-Out Science) (Deborah Heiligman and Bari Weissman) (E Series)
- How a Seed Grows (Let’s-Read-and-Find-Out Science) (Helene J. Jordan and Loretta Krupinski)
- Frogs and Toads and Tadpoles, Too! (Rookie Read-About Science) (Allan Fowler)
- From Seed to Plant (Rookie Read-About Science) (Allan Fowler)
- Taking Root (Rookie Read-About Science) (Allan Fowler)
- Inside an Ant Colony (Rookie Read-About Science) (Allan Fowler)
- Maple Trees (Rookie Read-About Science) (Allan Fowler)
- Pine Trees (Rookie Read-About Science) (Allan Fowler)
- Cactuses (Rookie Read-About Science) (Allan Fowler)
- It Could Still Be a Flower (Rookie Read-About Science) (Allan Fowler)
- Plants That Eat Animals (Rookie Read-About Science) (Allan Fowler)
- It’s a Good Thing There are Insects (Rookie Read-About Science) (Allan Fowler)
- Spiders Are Not Insects (Rookie Read-About Science) (Allan Fowler)
- Earth Day (Rookie Read-About Holidays) (Trudi Strain Trueit)

ART, MUSIC, AND MEDIA

Art

- Claude Monet, *Water Lilies (The Clouds)* (1903)
- Claude Monet, *Water Lilies* (1906)
- Claude Monet, *Water Lilies* (1916-1923)

Books (art-related)

- The Magical Garden of Claude Monet (Laurence Anholt)
- A Blue Butterfly (Bijou LeTord)

Media

- Linnea in Monet’s Garden (1999)

Sample Activities and Assessments:

Class Discussion / Reading / Informational Text

Create a cause-and-effect table (see below) to record your class work. Read a book such as *Earth Day* (Trudi Strain Trueit). As you read, encourage the students to think about why we need “Earth Day” and how celebrating this special day helps the earth. Build in personal accountability by asking students to draw, write, dictate, or act out their ideas before adding them to the chart. (RI.K.8, RI.K.10, SL.K.6)

Cause (Why we have a problem) “Earth Day Activities” (Event) Effect (How we help the earth)

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> • People are careless and throw trash on the ground. | <ul style="list-style-type: none"> • Pick up trash around a stream. | <ul style="list-style-type: none"> • Fish have a healthier place to live. • Water is cleaner. |
|--|--|---|

Writing / Narrative

Give students this prompt: Write (draw, dictate) a story about something amazing you have seen in nature. Be sure to include the name of what you saw (e.g., a firefly), the setting (e.g., a dark night in June, in my yard), and two events that happened (e.g., I chased it and caught it). Tell about how you reacted to the events (e.g., I screamed because I had a bug in my hand and didn’t know what to do with it!) (W.K.3, SL.K.4, L.K.2d)

Writing / Revision

Claude Monet painted water lilies over and over again. Tell the students to look at his paintings to see how they changed with the shifting light in his garden. Display the three paintings in chronological order, but spend time on the first one before showing the next one. Ask the students if they think he was doing the same painting over and over again or if he was painting it differently each time. Ask them what changed. Relate this idea to the revision process when writing stories. Hand back the nature stories (see Writing / Narrative) and ask the students to try writing them again, but to make them a little different this time by adding new details. Publish the writing in a digital format by scanning the student work and inserting it into a Power Point presentation. Students will present the work to parents as a culminating writing activity for the year. (W.K.5, W.K.6)

Writing / Literary / Informational

After reading a chapter from *Days with Frog and Toad* (Arnold Lobel) and *From Tadpole to Frog* (Let’s-Read-and-Find-Out-Science) (Wendy Pfeffer and Holly Keller), lead the following activity with the students: Work together to make a list of the ways the frog in the fictional book (Lobel) was similar to the frog in the non-fictional book (Pfeffer and Keller). Make a list of how the two frogs are different. Students may be ready to create this list themselves on their own personal graphic organizer. (RL.K.3, RL.K.10, RI.K.10,SL.K.6)

Class Discussion / Reading / Informational

Read a book such as *From Tadpole to Frog* (Let’s-Read-and-Find-Out-Science) (Wendy Pfeffer and Holly Keller) and then read *Red-Eyed Tree Frog* (Joy Cowley and Nic Bishop). (These books are both non-fictional books and they both talk about “toads.”) Ask what the students noticed about how these books were the same and how they were different. (RI.K.9, RI.K.10, SL.K.6)

Writing / Explanatory

After reading an informational text detailing a process, such as the life cycle of a butterfly or frog, have the students create a four page booklet showing the stages of growth in illustrations. Have them do so in complete sentences, as they are able. (W.K.2)

Vocabulary / Drama

Create a word bank for “Ways Animals Move” (e.g., dart, fly, hop, and swim). Use these verbs to teach the -ed, -s, and -ing suffixes. Act out the words, adding adverbs to make the actions opposite in speed like “hopping slowly” or “hopping fast.” (L.K.4b, L.K.5b)

Reading / Fluency / Informational

Since students are reading, introduce them to the easy science texts in this unit. Spend time having the students read the books aloud with partners or alone. (RF.K.4)

Reading Foundations:

A PACING GUIDE FOR READING INSTRUCTION

This guide is based on the “reading foundations,” writing, and language standards in the CCSS and is customized to the maps. Completed for Kindergarten and first grade (more grades to come), the guide tracks curriculum map units, as indicated in the first row of the document. Concepts of print, phonological awareness, and text reading fluency are all addressed and woven into a developmental progression that leads to word recognition and text reading. Accomplishment of these milestones can be achieved with daily practice and brief activities, suggestions for which are highlighted in the guide. (Follows this unit)

Terminology:

- cause
- creative process
- different
- effect
- explanatory writing
- revision
- similar

Making Interdisciplinary Connections:

This unit teaches:

- **Art:** Monet (e.g., an artist, “Water Lilies”)
- **Science:**
 - Plants (e.g., what plants need to grow, and seeds, flowers, and the parts of a plant)
 - Earth Day (e.g., pollution, recycling, conservation)
 - Seasons
 - Bugs and frogs (e.g., habitats and life cycles)

This unit could be extended to teach:

- **Art:** More famous art pieces inspired by nature
- **Science:** Weather (e.g., local weather patterns and daily weather changes)