|  |  |  |
| --- | --- | --- |
|  | Unit Planner: **We** **are** **Global** **Citizens** 1st Quarter Social Studies & Science  Tuesday, July 21, 2015, 1:10PM |  |

|  |  |
| --- | --- |
| District Wide > 2015-2016 > Kindergarten > Science & Social Studies (Integrated Elementary) > 1st Quarter Social Studies & Science > Week 1 - Week 10 | Last Updated: Sunday, June 28, 2015 by gail cotton |

Brewer, Lisa; cotton, gail

|  |  |  |  |
| --- | --- | --- | --- |
| |  | | --- | | Big Idea / Conceptual Lens |   Perceptions | |  | | --- | | Focus of Study |   Geography  Relationships  Rules  Community (Local & **Global**) |
| |  | | --- | | Standards and Clarifying Objectives |   Choose Standards   |  |  |  | | --- | --- | --- | | NC Essential Standards: Science | | | | **NC: Kindergarten** | | | | Physical Science | | | | **Forces and Motion K.P.1 Understand the positions and motions of objects and organisms observed in the environment.** | | | |  | K.P.1.1 Compare the relative position of various objects observed in the classroom and outside using position words such as: in front of, behind, between, on top of, under, above, below and beside. |  | | NC Essential Standards: Social Studies | | | | **NC: Kindergarten** | | | | Geography and Environmental Literacy | | | | **K.G.1 Use geographic representations and terms to describe surroundings.** | | | |  | K.G.1.4 Identify locations in the classroom using positional words (near/far, left/right, above/beneath, etc.). |  | | Civics and Governance | | | | **K.C&G.1 Understand the roles of a citizen.** | | | |  | K.C&G.1.1 Exemplify positive relationships through fair play and friendship. |  | |  | K.C&G.1.2 Explain why citizens obey rules in the classroom, school, home and neighborhood. |  | | Culture | | | | **K.C.1 Understand how individuals are similar and different.** | | | |  | K.C.1.1 Explain similarities in self and others. |  | | ComCore: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 | | | | **ComCore: Kindergarten** | | | | Reading: Literature | | | | **Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** | | | |  | RL.K.4. Ask and answer questions about unknown words in a text. |  | | Speaking and Listening | | | | **Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.** | | | |  | 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.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). |  | |  | SL.K.1b. Continue a conversation through multiple exchanges. |  | | **2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.** | | | |  | SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |  | | **3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.** | | | |  | SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |  | | **Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.** | | | |  | SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. |  | | **6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.** | | | |  | SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. |  | | |  | | --- | | Enduring Understandings |   [Bloom's Taxonomy](http://community.wvu.edu/~lsm018/Articulate%20Blooms%20Wheel/blooms_wheel.html)  **Global** **citizens** understand that positive relationships often depend on courtesy, honesty and fairness when playing with others and provide a safer world.  Diversity helps **us** see similarities and differences in ourselves and others.  **Global** **citizens** understand the positions and motions of objects and organisms observed in their environment.  Pictures **are** used to show understanding of geographic terms and locate familiar places. |
| |  | | --- | | Essential Concepts and Critical Content |   **Concepts:** honesty, courtesy, feelings, positive relationships, resolving conflict, obeying rules, provide safety, characteristics, diverse culture, similarities, likenesses, differences, positions, motions, organisms, environment, **global** **citizen**  **Content:** **citizen**, citizenship, relationship, courtesy, honesty, fairness, rules, consequences, neighborhood, common, traits, unique, different, similar, culture, diversity, in front of, behind, between, on top of, under, above, below and beside, motion, position, organism, environment | |  | | --- | | Processes, Strategies, and Skills |   compare, identify, collaborative conversations/discussions |
| |  | | --- | | Essential Questions |   **Social Studies:**  What **are** the characteristics of a positive relationship?  How does obeying the rules provide safety in the classroom and school?  How does obeying rules promote fairness and resolve conflict?  What **is** fair play?  Why do **citizens** need to obey rules?  What **is** a rule?  Why do **we** need rules?  What does **being** special mean?  What makes you special?  How do characters' experiences make them special?  Does everyone respond to events with the same feelings?  What does **being** a true friend mean?  What forms can friendship come in?  Can your family **be** your friends?  Why **is** friendship important?  How **are** my family and other families alike/different?  **Science & Social Studies:**  How do I use positional words to describe the location of an object?  Why do **we** use positional words?  Where might **we** find, see or hear positional words **being** used? | |  | | --- | | Resources/Materials |   The Berenstain Bears: Mama's Helpers, Mike Berenstain  The Crayon Box That Talked, Shane Derolf  Frederick, Leo Lionni  The Little Red Hen (Makes a Pizza), Philomen Sturges  The Gingerbread Man, Karen Schmidt  Swimmy, Leo Lionni  It's Mine, Leo Lionni  I Can Cooperate, David Parker  Franklin Plays the Game, Scott Foresman  Seven Blind Mice, Ed Young  Farmer Duck, Martin Waddell  Brown Bear, White Bear, Svetlana Petrovic  The Enormous Potato, Aubrey Davis  I **am** Cooperative, Sarah Schuette  My Friend Rabbit, Eric Rohmann  The Little Red Pen, Susan Stevens Crummel  Kevin Knows the Rules, Molly Dowd  Know and Follow Rules, Cheri J. Meiners  What If Everybody Did That?,Ellen Javernick  Mind Your Manners in School, Arianna Candell  In, Out, All Around, Guido Van Genechten  **We**'re Going On a Bear Hunt, Helen Oxenbury  "Cool Bear Hunt", Dr. Jean  [youtube The Crayon Box That Talked](https://www.youtube.com/watch?v=H5A0AQs3SCI) [youtube Frederick in Spanish](https://www.youtube.com/watch?v=SFCLWytjcUY) [youtube Franklin Plays the Game](https://www.youtube.com/watch?v=D6L4c68dfPI) [youtube Seven Blind Mice](https://www.youtube.com/watch?v=w3vMvfAdW88) [youtube Farmer Duck](https://www.youtube.com/watch?v=LaPsefdmXi0) [youtube The Enormous Potato](https://www.youtube.com/watch?v=7SAqMgGnNIs) [In On Under- Kids English Kindergarten Songs](https://www.youtube.com/watch?v=hx8i-Wq_jtc) [Going on a Bear Hunt](http://buggyandbuddy.com/going-bear-hunt-map-activity/?utm_source=pre-kpages.com&utm_medium=referral&utm_campaign=pubexchange_facebook) |
| |  | | --- | | Formative, Interim, and Summative Assessments |   Add New Assessment   |  |  | | --- | --- | |  | Gingerbread Man Hunt  Formative: Project: Collaborative/Team  Read the book, The Gingerbread Man, aloud to students. Previously post clues for the Gingerbread Man Hunt at certain locations around the school. The first clue starts in the classroom. As a classroom group, continue the touring of the school by following the clues. At each stop, questions will be asked so students will start thinking about positional words. The search continues to the end of the hunt where the gingerbread man is found.    Activity 2: Global Interaction  The Gingerbread Man will visit famous landmark locations in France (Eiffel Tower), England (Big Ben), Italy (Colosseum), Egypt (The Pyramids), China (The Great Wall), Hawaii (Diamond Head), North Carolina (Cape Hatteras), and etc. The teacher will place the gingerbread man so positional words will be used by the students to describe his location for the famous landmarks.    [Gingerbread Man Hunt Clues](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50000&SourceSiteID=3005&) <http://boymamateachermama.com/2013/12/02/book-mama-gingerbread-men-stories-from-around-the-world/>  9 Standards Assessed  Hide Standards   * K.P.1.1 Compare the relative position of various objects observed in the classroom and outside using position words such as: in front of, behind, between, on top of, under, above, below and beside. * K.G.1.4 Identify locations in the classroom using positional words (near/far, left/right, above/beneath, etc.). * 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.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). * SL.K.1b. Continue a conversation through multiple exchanges. * SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. * SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. * SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. * SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. | |  | Listen and Do with Positional Words  Formative: Performance: Skill Demonstration  The teacher shows one or all the positional words' videos to the students. Discuss what positional words are and the meanings of the positional words. Students will be given an object (clover, monkey, cat, etc.) to use while playing a Simon Says Positional Words' Game. Example: Simon says put your clover about your head.  [Where's the Lucky Clover?](https://www.youtube.com/watch?v=3Xl8mNnlsHM) [Fido & Pumpkin Position Words](https://www.youtube.com/watch?v=1XmgjIgJ2rk) [Where am I now? The Position Song](https://www.youtube.com/watch?v=ryb26FjpgUE)  2 Standards Assessed  Hide Standards   * K.P.1.1 Compare the relative position of various objects observed in the classroom and outside using position words such as: in front of, behind, between, on top of, under, above, below and beside. * K.G.1.4 Identify locations in the classroom using positional words (near/far, left/right, above/beneath, etc.). | |  | Create Classroom Rules  Informal: Other: Teacher/Student Interaction  After reading books about friendship and classroom rules, the teacher facilitates a discussion to guide students to create their own classroom rules. During the discussion, the teacher records the students' responses on chart paper. Next, the students gather in small cooperative learning groups to create the group's classroom rule book. Each child in the cooperative learning group will be assigned a rule to illustrate for the book. Each cooperative learning group will share their finished project with the class.  7 Standards Assessed  Hide Standards   * K.C&G.1.1 Exemplify positive relationships through fair play and friendship. * K.C&G.1.2 Explain why citizens obey rules in the classroom, school, home and neighborhood. * 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.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). * SL.K.1b. Continue a conversation through multiple exchanges. * SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. * SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. | |  | Friendship Bracelet  Formative: Performance: Authentic Task  You are a jewelry designer and will design a friendship bracelet. The class will discuss while teacher records words that represent friendship (cooperation, love, being helpful). Students will be given a chenille stick and colored beads to design a friendship bracelet. Students will also be given an index card to record their colors and friendship words. Students can each decide on color and word choices. Students share bracelets with a friend explaining color and word choices.  7 Standards Assessed  Hide Standards   * K.C&G.1.1 Exemplify positive relationships through fair play and friendship. * K.C&G.1.2 Explain why citizens obey rules in the classroom, school, home and neighborhood. * c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). * 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.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). * SL.K.1b. Continue a conversation through multiple exchanges. * SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. | |  | I Am Special Poster  Formative: Performance: Authentic Task  The teacher will read a book about friends. Students will discuss characteristics and traits about one of the characters while the teacher records responses. The teacher creates an "I am Special" poster about the character with the students' responses. Then the students will independently create their own "I Am Special" poster. Students will partner up and share similarities and differences of their posters.    Activity 2: Global Interaction  Using pictures of children from around the world discuss similarities and differences among those children and themselves.  6 Standards Assessed  Hide Standards   * K.C.1.1 Explain similarities in self and others. * 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.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). * SL.K.1b. Continue a conversation through multiple exchanges. * SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. * SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. |   5 record(s) found. | |
| |  | | --- | | Integration Opportunities (Optional) | | |  | | --- | | Additional Integration Opportunities (Optional) | |
| |  | | --- | | Character Qualities (Optional) | | |  | | --- | | Differentiation/Intervention Focus Areas (Optional | |

<< Previous Year

Atlas Version 8.1.1

© [Rubicon International](http://www.rubicon.com/) 2015. All rights reserved