

**Crawfordsville Community Schools  
Course Description**

**Wonder**

**Kindergarten High Ability**

**MASTER 7/22/2022**

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**NARRATIVE DESCRIPTION**

The kindergarten high ability student in language arts will examine wonder as depicted in the field of literature. Integrated with the theme of Wonder in science and social studies, the student will expand on his/ her perception that the discovery of self leads to a fuller understanding of others. He/she will be given ample opportunities to express him/herself in original writings. He/she will have experiences with various forms of literature to see the world as a place of wonder that stirs curiosity. Combined with hands-on experiences in science, the student will read non-fiction literature and research areas of interest to realize that growth and change are a part of life.

Students will take part in an intensive compacted phonics program, encompassing skills from both kindergarten and first grade levels.

Students will take reading and writing assessments to evaluate mastery of skills and to plan appropriate instruction. Using techniques from the Writer's Workshop, students will be expected to produce writings at the first grade level.

The high-ability elementary students will participate in an individualized, leveled reading program using various genres that will utilize small group instruction to support each student's reading, comprehension, and vocabulary development. The program will help students develop greater control over the reading process through the development of reading strategies which assist decoding and construct meaning.

Students will utilize the Junior Great Books, Sailing Ships series, an interpretive reading, writing, and discussion curriculum based on an anthology of challenging short stories for first graders, to strengthen their developing reading skills.

**Differentiated District-Wide Goals**

The high-ability student will maximize his/her gifted potential by pursuing a challenging, differentiated curriculum which will accelerate his/her learning experiences allowing him/her to become an independent yet interactive learner and leader.

The high-ability student will consistently utilize critical, logical, analytical, and creative thinking skills to seek original solutions to teacher- and self-directed problems that are timely and realistic.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare him/her to become an independent producer of original and successful products that will satisfy individual and societal needs.

### **Differentiated Learner Objectives**

The kindergarten high ability student in language arts will create biographical posters and flip books, participate in a star student activity, and compose lists of likenesses and differences to determine that a discovery of oneself leads to understanding others.

The kindergarten high ability student in language arts will compose riddles, develop a transportation museum, and research a topic of interest to stir his/her curiosity about the wonder of our world.

The kindergarten high ability student in language arts will write an original seasonal poem, participate in presentations, and contribute to a class anthology to conclude that growth and change are a part of life.

### **Course Concepts**

Discovery of self leads to understanding others.

The world is a place of astonishment that stirs curiosity.

Growth and change are a part of life.

<b>UNITS</b>
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<u>THEMES</u>	<u>LENGTH OF TIME</u>
Valuing Uniqueness	9 weeks
Voyaging Beyond	9 weeks
Discovering Others	9 weeks
Pondering the Natural World	9 weeks

### **Evaluation**

The biographical posters and flip books, participation in a star student activity, and lists of likenesses and differences discovering more about oneself will be evaluated by the teacher using professional judgment.

The riddles, the transportation museum, and research project to stir curiosity about our world will be evaluated by fellow students using oral feedback.

The original seasonal poem, presentation, and class anthology concluding that growth and change are a part of life will be evaluated by other professionals in the building using their professional judgment.

## Selected Resources

### Teacher Resources

Diller, Debbie. *Literacy Work Stations Making Centers Work*. Portland, ME: Stenhouse, 2003.

*Junior Great Books Sailing Ships Teacher's Edition*. Volumes 1, 2 and 3. Chicago, IL: The Great Books Foundation, 1990.

An interpretive reading, writing, and discussion curriculum based on an anthology of short stories for first graders.

Kingore, Bertie. *Recognizing Gifted Potential*. Austin, TX: Professional Associates Publishing, 2007.

Middendorf, Cindy. *Differentiating Instruction in Kindergarten*. New York, NY: Scholastic, 2008.

Miller, Debbie. *Reading with Meaning Teaching Comprehension in the Primary Grades*. Portland, ME: Stenhouse, 2002.

Pinnell, Gay Su and Irene C. Fontas. *Guided Reading Good First Teaching for All Children*. Portsmouth, NH: Heinemann, 1996.

Pinnell, Gay Su and Irene C. Fontas. *Phonics Lessons Letters, Words, and How They Work*. Grades K and 1. Portsmouth, NH: Firsthand, 2003

Rasmussen, Greta and Ted. *Just Write! Strategies to Build Writing Skill and Confidence*. Stanwood, WA: Tin Man Press, 1999.

### Student Resources

*Junior Great Books Sailing Ships Read Aloud Program*. Volumes 1,2, and 3. Chicago, IL: The Great Books Foundation, 1990.

## STATE STANDARDS

(Critical Standards are in *Bold and Italics*)

RF.1: LEARNING OUTCOME FOR READING FOUNDATIONS - Develop, build, and apply knowledge of foundational reading skills

- K.RF.1: Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.

RF.2: PRINT CONCEPTS - Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories.

- ***K.RF.2.1: Demonstrate understanding that print moves from left to right across the page and from top to bottom.***
- ***K.RF.2.2: Recognize that written words are made up of sequences of letters.***
- ***K.RF.2.3: Recognize that words are combined to form sentences.***
- ***K.RF.2.4: Identify and name all uppercase (capital) and lowercase letters of the alphabet.***

RF.3: PHONOLOGICAL AWARENESS - Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds

- ***K.RF.3.1: Identify and produce rhyming words.***
- ***K.RF.3.2: Orally pronounce, blend, and segment words into syllables.***
- ***K.RF.3.3: Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.***
- ***K.RF.3.4: Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial), and final sounds.***
- ***K.RF.3.5: Add, delete, or substitute sounds to change one-syllable words.***

RF.4: PHONICS - Decode and read words by applying phonics and word analysis skills

- ***K.RF.4.1: Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).***
- ***K.RF.4.2: Blend consonant-vowel-consonant (CVC) sounds to make words.***
- ***K.RF.4.3: Recognize the long and short sounds for the five major vowels.***
- ***K.RF.4.4: Read common high-frequency words by sight (e.g., a, my).***
- ***K.RF.4.5: Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.***

RF.5: FLUENCY - Demonstrate accuracy and fluency when reading

- K.RF.5: Orally read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.

RL.1: LEARNING OUTCOME FOR READING LITERATURE - Read and comprehend a variety of literature independently and proficiently

- K.RL.1: Actively engage in group reading activities with purpose and understanding.

RL.2: KEY IDEAS AND TEXTUAL SUPPORT - Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes

- K.RL.2.1: With support, ask and answer questions about main topics and key details in a text heard or read.

- K.RL.2.2: With support, retell familiar stories, poems, and nursery rhymes, including key details.
- ***K.RL.2.3: Identify important elements of the text (e.g., characters, settings, or events).***
- K.RL.2.4: Make predictions about what will happen in a story.

### RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION

Build comprehension and appreciation of literature, using knowledge of literary structure and point of view

- K.RL.3.1: Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
- K.RL.3.2: With support, define the role of the author and illustrator of a story in telling the story.

RL.4: CONNECTION OF IDEAS - Build comprehension and appreciation of literary elements and themes and analyze how sensory tools impact meaning

- K.RL.4.1: With support, describe the relationship between illustrations and the story in which they appear.
- K.RL.4.2: With support, compare and contrast the adventures and experiences of characters in familiar stories.

RN.1: LEARNING OUTCOME FOR READING NONFICTION - Read and comprehend a variety of nonfiction independently and proficiently

- K.RN.1: Actively engage in group reading activities with purpose and understanding.

RN.2: KEY IDEAS AND TEXTUAL SUPPORT - Extract and conduct meaning from nonfiction texts using a range of comprehension skills

- K.RN.2.1: With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).
- ***K.RN.2.2: With support, retell the main idea and key details of a text.***
- K.RN.2.3: With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RN.3: FEATURES AND STRUCTURES - Build understanding of nonfiction text, using knowledge of text features, structures, and author's perspective

- K.RN.3.1: Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear.
- K.RN.3.2: Recognize that a nonfiction text can be structured to describe a topic.

K.RN.3.3: Standard begins at second grade.

RN.4: CONNECTION OF IDEAS - Build understanding of nonfiction texts by verifying points and making connections between topics and ideas

- K.RN.4.1: With support, identify the reasons an author gives to support points in a text.
- K.RN.4.2: With support, identify basic similarities in and differences between two texts on the same topic.
- K.RN.4.3: Standard begins at sixth grade

RV.1: LEARNING OUTCOMES FOR READING VOCABULARY - Build and apply vocabulary using various strategies and sources

- K.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- RV.2: VOCABULARY BUILDING - Use strategies to determine and clarify words and understand their relationship
- K.RV.2.1: Standard begins at first grade.
- K.RV.2.2: Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).
- K.RV.2.3: Standard begins at sixth grade.
- K.RV.2.4: Recognize frequently occurring inflections (e.g., look, looks).
- K.RV.2.5: Standard begins at second grade.

RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS - Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meaning of words and their uses

- K.RV.3.1: With support, ask and answer questions about unknown words in stories, poems, or songs.
- K.RV.3.2: With support, ask and answer questions about unknown words in a nonfiction text.
- K.RV.3.3: Standard begins at third grade.

W.1: LEARNING OUTCOME FOR WRITING - Write effectively for a variety of tasks, purposes, and audiences

- K.W.1: Write for specific purposes and audiences.

W.2: HANDWRITING - Demonstrate the ability to write legibly

- ***K.W.2.1: Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.***
- ***K.W.2.2: Write by moving from left to right and top to bottom.***

W.3: WRITING GENRES - Develop writing skills by writing for different purposes and to specific audiences or people

- K.W.3.1: Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.
- K.W.3.2: Use words and pictures to develop a main idea and provide some information about a topic.
- K.W.3.3: Use words and pictures to narrate a single event or simple story, arranging ideas in order.

W.4: THE WRITING PROCESS - Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others

- K.W.4: Apply the writing process to – With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence). Use available technology to produce and publish writing.

W.5: THE RESEARCH PROCESS - Build knowledge about the research process and the topic under study by conducting short research

- K.W.5: With support, build an understanding of a topic using various sources
- a. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.

W.6: CONVENTIONS OF STANDARD ENGLISH - Demonstrate command of the conventions of standard English

- K.W.6.1: Demonstrate command of English grammar and usage, focusing on:
- K.W.6.1a: Nouns/Pronouns – Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).
- K.W.6.1b: Verbs – Writing sentences that include verbs.
- K.W.6.1c: Adjectives/Adverbs – Standard begins at second grade.
- K.W.6.1d: Prepositions – Standard begins at fourth grade.
- K.W.6.1e: Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something, etc.).
- K.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:
- K.W.6.2a Capitalization – Capitalizing the first word in a sentence and the pronoun I.
- K.W.6.2b: Punctuation – Recognizing and naming end punctuation.
- ***K.W.6.2c: Spelling – Spelling simple words phonetically, drawing on phonemic awareness.***

SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING - Develop and apply effective communication skills through speaking and active listening

- K.SL.1: Listen actively and communicate effectively with a variety of audiences and for different purposes.

SL.2: DISCUSSION AND COLLABORATION - Develop and apply reciprocal communication skills by participating in a range of collaborative discussions

- K.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- K.SL.2.2: Standard begins in third grade.
- K.SL.2.3: Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.
- K.SL.2.4: Ask questions to seek help, get information, or clarify something that is not understood.
- K.SL.2.5: Continue a conversation through multiple exchanges

SL.3: COMPREHENSION - Develop and apply active listening and interpretation skills using various strategies

- K.SL.3.1: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- K.SL.3.2: Ask appropriate questions about what a speaker says.

SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS - Develop and apply the skills to communicate ideas effectively in a variety of situations

- ***K.SL.4.1: Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.***
- K.SL.4.2: Standard begins in first grade.
- K.SL.4.3: Give, restate, and follow simple two-step directions.

ML.1: LEARNING OUTCOME FOR MEDIA LITERACY - Develop an understanding of media and the roles and purposes of media

- K.ML.1: Recognize various types of media.

ML.2: MEDIA LITERACY - Recognize the purpose of media and the ways in which media can have influences

- K.ML.2.1: Recognize common signs and logos and identify commercials or advertisements.



**Crawfordsville Community Schools**  
**Skeletal Unit Plan**  
**July 2022**  
**Language Arts**  
**Unit 1**

**Valuing Uniqueness**  
**High Ability K**

**DIFFERENTIATED DISTRICT-WIDE GOALS**

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum which will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

The high-ability students will participate in an individualized, leveled reading program using various genres that will utilize small group instruction to support each student's reading, comprehension, and vocabulary development. The program will help students develop greater control over the reading process through the development of reading strategies which assist decoding and construct meaning.

**DIFFERENTIATED LEARNER OBJECTIVES**

The kindergarten high-ability student in language arts will investigate the uniqueness of him/herself by creating a biographical poster.

The kindergarten high-ability student will compare and contrast themselves to each other to appreciate likenesses and differences in a community.

The kindergarten high-ability student will perform a play on the life of a bee to demonstrate how all members contribute to a community.

**MAJOR CONCEPTS**

Authors stimulate a child's power of observation, reason, memory, and creativity by using a variety of styles, genres, and forms that can be analyzed structurally and emotionally. They promote emotional and moral development through the key elements of character development, problem-solving, and resolving conflicts.

Students learn to appreciate their own while acknowledging other viewpoints and experiences. These broad range of experiences compel students to reflect on their experiences, generate new viewpoints, and find possible alternatives or solutions to problems through writing and analysis.

Authors write for specific audiences and purposes. Their mentor texts model to students the foundational elements of writing components, core structures, analysis, and communication to foster independent writing.

## CONTENT OUTLINE

- I. Each member of a community has distinct characteristics.
  - A. Preferences help us explain who we are.
  - B. Feelings play a role in our personalities.
  - C. Experiences in our background influence us.
  - D. Curiosity sparks discoveries.
  - E. Drawing and writing help us express ourselves.
- II. Each community member appreciates likenesses and differences.
  - A. It is important to listen and learn from others.
  - B. Opinions shape us.
  - C. We realize feelings vary.
  - D. Differences and similarities are the strength of a community.
- III. All members contribute to a community.
  - A. Responsibilities are an integral part of a community.
  - B. Good citizenship is our responsibility.
  - C. Bees are a concrete example of a community working together.
  - D. A school is its own community.
  - E. Everyone is part of multiple communities.

## DIFFERENTIATED ACTIVITIES

### INTRODUCTORY ACTIVITIES

Students will listen to *Lion at School* (JGB) and predict what the playground is like when the lion is no longer there. Students will share responses orally with a partner. (**K.SL.4.1**; K.RL.2.4; K.W.1; K.W.3.1; K.W.3.1; K.2.3.2; K.W.3.3))

Students will bring five objects from home that tell important things about themselves and share each object. Classmates will ask questions about the objects and discuss what was learned about the Star Student. (**K.SL.4.1**; K.RV.1; K.SL.1; K.SL.2.1; K.SL.2.3; K.SL.2.4; K.SL.2.5; K.SL.3.1; K.SL.3.2)

Students will listen to a variety of chapter books such as *Tales of a Fourth Grade Nothing* and *Fudge* (by Judy Blume) or *Ribsy* and *Socks* (by Beverly Cleary) and discuss how these books relate to them.  
(**K.RL.2.3**; **K.RN.2.2**; **K.SL.4.1**; K.RV.1)

Students will make a poster by drawing and labeling what they love, what they like to do, a favorite food, and a favorite color to share with classmates and others. (**K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1**; K.W.1; K.2.3.2; K.W.3.3; K.SL.4.3)

Students will listen to *First Day Jitters* by Julie Danneberg. They will design an emoji face to show how they felt the first day of school to display and share. As a class, students will discuss how they each felt. (**K.SL.4.1**; K.RV.1; K.W.1; K.2.3.2; K.W.3.3)

Students will listen to *Our Class is a Family* by Shannon Olsen. Students will draw a picture of themselves and brainstorm together how classmates should treat each other in school to display and share with a classmate. (**K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1**; K.RV.1; K.W.1; K.2.3.2; K.W.3.3)

Students will listen to “Flight of the Bumblebee”. Students will write and illustrate how it made them feel to share with the teacher. (**K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1**; K.W.1; K.2.3.2; K.W.3.3; K.W.4; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6.1e; K.W.6.2; K.W.6.2.a; K.W.6.2b)

## DEVELOPMENTAL ACTIVITIES

Students will illustrate and answer the prompt: “Where would you take the lion for a day and why?” from *Lion at School* and share it with the teacher. (**K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1**; K.W.1; K.2.3.2; K.W.3.3; K.W.4; K.W.4; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6.1e; K.W.6.2; K.W.6.2.a; K.W.6.2b)

Students will listen to a picture book about school. Students will record the title, author, and illustrator and judge the book on a leveled scale. (like, ok, don’t like, etc). Students will then draw and write their own favorite part to share with a partner. (**K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.RL.2.3; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1**; K.RL.3.2; K.SL.4.)

Students will listen to *Library Mouse* by Daniel Kirk. Students will draw and write about a favorite picture storybook and why to share with a classmate. (**K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.RL.2.3; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1**; K.RV.1; K.W.1; K.2.3.2; K.W.3.3; K.W.4; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6.1e; K.W.6.2; K.W.6.2.a; K.W.6.2b)

Students will respond to the following prompts individually over a period of time by drawing and labeling a picture to share with a teacher or classmate:

- What Am I Doing?
- Where am I?
- What is happening?
- How Am I Feeling?
- Who Am I?

(**K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1**; K.W.1; K.W.3.2; K.W.3.3; K.W.4; K.W.4; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6.1e ; K.W.6.2; K.W.6.2.a; K.W.6.2b;.K.SL.4.3)

Students will listen to *My Many Colored Days* by Dr. Seuss. Students will use color to add feelings in a picture and write about how they are feeling to share with a teacher or classmate. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1;*** K.RV.1; K.W.1; K.2.3.2; K.W.3.3; K.W.4; K.W.4; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6.1e; K.W.6.2; K.W.6.2.a; K.W.6.2b)

Students will listen to *Worms for Lunch* by Leonid Gore. Students will illustrate and write about the best food for lunch to share with a teacher or classmate. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1;*** K.RV.1; K.W.1; K.2.3.2; K.W.3.3; K.W.4; K.W.4; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6.1e; K.W.6.2; K.W.6.2.a; K.W.6.2b)

Students will design the front cover for a book with their favorite thing about school. Students will make it bold and interesting by using colors, font sizes/shapes, etc. and share with a teacher or classmate. (***K.RF.2.1; K.RF.2.2; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1;*** K.RL.4.1; K.W.1)

Students will compare and contrast him or herself with characters from *Chester's Way* by Kevin Henkes. (***K.RL.2.3; K.RN.2.2; K.SL.4.1;*** K.RL.4.2)

Students will draw and write about a time they had to share after listening to *We Share EVERYTHING* by Robert Munsch. Students will share the writing piece with a teacher or classmate. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1;*** K.RV.1; K.W.1; K.2.3.2; K.W.3.3; K.W.4; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6.1e; K.W.6.2; K.W.6.2.a; K.W.6.2b)

Students will write and illustrate, "I'm as busy as a bee when I..." and share with a teacher or classmate. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1;*** K.W.1; K.2.3.2; K.W.3.3; K.W.4; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6.1e; K.W.6.2; K.W.6.2.a; K.W.6.2b)

Students will participate in an intensive phonics program that is a multisensory, systematic, structured, sequential, direct-instruction approach to teach students systematic processes for decoding (reading) and encoding (spelling). (***K.RF.2.4; K.RF.3.1; K.RF.3.2; K.RF.3.3; K.RF.3.4; K.RF.3.5; K.RF.4.1; K.RF.4.2; K.RF.4.3; K.RF.4.4; K.RF.4.5; K.W.6.2c;*** K.RF.1)

Students will participate in a leveled reading program using various genres that will utilize small group instruction to support each student's reading, comprehension, and vocabulary development. (***K.RF.2.1; K.RF.2.2; K.RF.2.3;*** K.RF.1; K.RF.5; K.RL.1; K.RL.2.1; K.RL.3.1; K.RN.2.1; K.RV.2.2; K.RV.3.1; K.RV.3.2; K.RV.2.4)

## **CULMINATING ACTIVITIES**

Students will draw a scene from any story above. Students will sequence the pictures drawn from the beginning to the end and then discuss the order of the events of the story. (***K.RL.2.3; K.SL.4.1;*** K.RL.4.1; K.W.3.2; K.W.3.3)

Students will role-play in a reader's theater the different jobs of the bees and perform for an audience. Students will write an invitation for another class to attend the performance. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1***)

Students will complete riddles about school supplies. As a whole group, students will then create new riddles about a favorite piece of playground equipment to share with a teacher or classmate. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1; K.W.1***)

Students will brainstorm what they know about bees and have learned in informational texts after hearing a selection of informational texts about bees. Students will then compose a class alphabet chart of bee terminology. (i.e. c=colony t=tessellation). (***K.RF.2.1; K.RF.2.2; K.RF.4.1; K.RF.4.2; K.RN.2.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1***)

Students will learn facts about bees to compare his or her life and school community to that of a bee. Students will make a list of as many similarities and differences as possible to share. (***K.RF.2.1; K.RF.2.2; K.RF.4.1; K.RF.4.2; K.RN.2.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1; K.W.1; K.RN.2.3***)

Students will role play and discuss good and bad choices David and they themselves can make after listening to *David Goes to School* David Shannon. (***K.RL.2.3; K.SL.4.1***)

Students will listen to *When I Was Little: A Four-year-old's Memoir of Her Youth* by Jamie Lee Curtis and write about what they did when they were little to share in a class anthology. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.W.1; K.W.3.2; K.W.3.3; K.W.4; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6.1e; K.W.6.2; K.W.6.2.a; K.W.6.2b***)

Students will compare themselves to the main character after listening to *Chrysanthemum* by Kevin Henkes. (***K.RL.2.3; K.SL.4.1***)

Students will read a selection of poem to practice skills such as syllables, phonemic awareness skills, following words from left to right and top to bottom, identifying rhyming words, sight words, sentences in print are made up of separate words, use self-correcting strategies, and differences between letters and words. Students will then put the lines of poetry in order in a journal to illustrate and share. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.3.2; K.RF.3.3; K.RF.3.4; K.RF.3.5; K.RF.4.1; K.RF.4.2; K.RF.4.3; K.RF.4.4; K.RF.4.5; K.RL.2.3; K.SL.4.1; K.RL.2.1; K.RL.2.2***)

## EVALUATION

The biographical poster highlighting the uniqueness of individuals will be evaluated by the teacher using a teacher and student created checklist.

The class anthology from *When I Was Little* by Jamie Lee Curtis will be evaluated by students using a rating scale.

The performance of the life of a bee to emphasize the concept of how members contribute to a society will be evaluated by peers on the basis of accuracy and enjoyment.

## SELECTED RESOURCES

### TEACHER RESOURCES

Crawfordsville District Public Library

Hose School Library

*Junior Great Books Sailing Ships Teacher's Edition*. Volumes 1, 2 and 3. Chicago, IL: The Great Books Foundation, 1990.

Kingore, Bertie. *Recognizing Gifted Potential*. Austin, TX: Professional Associates Publishing, 2007.

Peter, Evelyn I. and Wagner, Laurel E. *Phonicsfirst: Curriculum and Lesson Guide*. , Michigan: Brainspring, 2019. Print.

Pinnell, Gay S, and Irene C. Fountas. *Phonics Lessons: Letters, Words and How They Work*. Portsmouth, NH: FirstHand/Heinemann, 2006. Print.

### STUDENT RESOURCES

Blume, Judy. *Tales of the Fourth Grade Nothing*. New York: Dell, 1972. Print.

Blume, Judy. *Superfudge: [vol. 3]*. New York: Dutton Children's Books, 2002. Print.

Danningberg, Julie, and Judith D. F. Love. *First Day Jitters*. , 2000. Print.

Cleary, Beverly, and Jacqueline Rogers. *Ribsy*. , 2021. Print.

Cleary, Beverly, and Tracy Dockray. *Socks*. New York: HarperCollins, 2008. Print.

Curtis, Jamie Lee, and Laura Cornwell. *When I Was Little: A Four-Year-Old's Memoir of Her Youth*. Paw Prints, 2008. Print.

“Flight of the Bumblebee”...public domain from the Internet.

Gore, Leonid. *Worms for Lunch?*. New York: Scholastic Press, 2011. Print.

The Great Books Foundation. *Junior Great Books Sailing Ships Read Aloud Program. Volume 3*. , 1990. Print.

Henkes, Kevin. *Chester's Way*. Columbus, O.H: Zaner-Bloser, 2013. Print.

Henkes, Kevin. *Chrysanthemum*. New York: HarperCollins Publishers Inc, 2020. Print.

Kirk, Daniel. *Library Mouse*.

Munsch, Robert/ M. M. I. L. T. *We Share Everything!*, 2019. Print.

Olsen, Shannon, and Sandie Sonke. *Our Class Is a Family*. , 2020. Print.

Seuss, . *My Many Colored Days*. , 1996. Print.

Shannon, David. *David Goes to School*. , 2021. Print.

**Crawfordsville Community Schools**  
**Skeletal Unit Plan**  
**7/22/2022**  
**Language Arts**  
**Unit 2**

**Voyaging Beyond**  
**High Ability Kindergarten**

**DIFFERENTIATED DISTRICT-WIDE GOALS**

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum that will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

The high-ability student will maximize his/her gifted potential by pursuing a challenging, differentiated curriculum which will accelerate his/her learning experiences allowing him/her to become an independent yet interactive learner and leader.

The high-ability student, growing awareness of their own uniqueness, will develop ways to effectively share their gifts and talents with others in the school and larger community.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

**DIFFERENTIATED LEARNER OBJECTIVES**

The kindergarten high-ability student in language arts will use an audio clue to act out a form of transportation that symbolizes a new journey.

The kindergarten high-ability student in language arts will create a class book from a round robin story he/she composed relating the concept that adventures take you to new places.

The kindergarten high-ability student in language arts will create an original riddle to help confront the unknown in a fun and concrete manner.

**MAJOR CONCEPTS**



Through the exploration of quality literature students learn:

The oral tradition of folktales encourages a sense of imagination, plot development, and retelling while practicing important communication skills. This genre introduces other cultural traditions and the consequences of decision making while subtly incorporating character traits and exploring important life lessons.

Folktales celebrate diversity and students can discover valuable insights about another culture's values, beliefs, history, practices, and customs. Students develop a greater appreciation of their own family's heritage and can share their thoughts, ideas, and feelings through writing, discussions, and analysis.

The nonfiction genre fosters critical thinking and information-gathering skills while building helps bridge the connection between vocabulary and language development. Students are able to make real-world connections and capitalize on their curiosity in the world around them through writing and analysis.

Authors write for specific audiences and purposes. Their mentor texts model to students the foundational elements of writing components, core structures, analysis, and communication to foster independent writing.

### **Content Outline**

- I. Nonfiction literature helps students develop an understanding of their environment and society while making connections with previous knowledge.
  - A. Informational texts provide opportunities for critical thinking and gathering information.
  - B. Knowledge needs to be critiqued and interpreted.
  - C. Positions and opinions need to be defended through discussions, drawings, and writings.
  
- II. Folktales allow students a window into other cultures and to reflect on their own.
  - A. Fantasy encourages imagination through writing and the arts.
  - B. Drawings, writings, and discussions help us to share our experiences with the world.
  - C. Fears are natural and can be overcome through stories, writings, and discussions.
  
- III. Nonfiction and folktales help students confront the unknown.
  - A. Riddles are a playful way to think beyond the obvious.
  - B. Vocabulary development can explain difficult concepts and improve all areas of communication through discussions and writing.
  - C. Responses to literature expand our knowledge of the world around us..
  - D. Signs and other environment print bridge the connections between reading and sharing important information.

## DIFFERENTIATED ACTIVITIES

*This pool of activities has been designed to differentiate curriculum for high-ability students. You may choose from this list or add new and original activities.*

### INTRODUCTORY ACTIVITIES

Students will listen to *The Mouse and the Motorcycle* and distinguish between fantasy and reality by charting events in the book. Students will create a lost and found poster for Keith's motorcycle using details from the book that describe the motorcycle. (**K.RL.2.3; K.W.2.1; K.W.2.2; K.W.6.2c**; K.RV.1; K.W.1; K.SL.4.3)

Students will listen to *The Frog Went a Traveling*- A Russian folktale (JGB) and draw their interpretation of what kind of life the frog hopes to find when she leaves her home. Students will share with others. (**K.RL.2.3; K.SL.4.1**; K.RV.1; K.W.1; K.SL.4.3)

Students will listen to *Where's My T-R-U-C-K* by Karen Beaumont and summarize what happened at the beginning, middle, and end of the story. (**K.RF.2.1, K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2, K.RL.2.3; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1**; K.RV.1)

Students will learn and read simple poems and songs about transportation. Students will create hand motions to go with these poems and songs. The class will then memorize these poems, present them to a class, and record them to share with parents. (**K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.4; K.SL.4.1**; K.RN.1; K.RV.3.1; K.SL.1; K.SL.4.3)

Students will listen to *Don't Let the Pigeon Drive the Bus* by Mo Willem. Students will draw and write about what the pigeon could drive instead and share. (**K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1**; K.RL.4.2; K.RV.1; K.W.1; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6.1e; K.W.6.2; K.W.6.2.a; K.W.6.2b. K.SL.4.3)

Students will discuss how something new can make them fearful. As a class, students will brainstorm a list of things some people are afraid of, then write and illustrate what they are afraid of and share. (**K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1**; K.W.1; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6.1e; K.W.6.2; K.W.6.2.a; K.W.6.2b; K.SL.2.1; K.SL.2.3; K.SL.2.4; K.SL.2.5; K.SL.4.3)

### DEVELOPMENTAL ACTIVITIES

Students will brainstorm a list of as many different ways to travel as possible and then pick their favorite. Students will write and illustrate somewhere they would go with that mode and combine responses with other classmates to make a class anthology to share entitled *Oh the Places We'll Go!* (**K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1** K.W.1; K.W.3.3; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6.1e; K.W.6.2; K.W.6.2.a; K.W.6.2b; K.SL.4.3)

Students will draw a real or imaginary place they would like to visit after listening to the Russian folktale above. Students will share their response with others. (**K.RL.2.3; K.SL.4.1**)

Students will listen to *Engine, Engine # 9* by Stephanie Meisel and Paul Calmenson and critique the story (good, ok, or not good). Students will then write and illustrate their favorite part of the book. (**K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.RL.2.3; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1**; K.RV.1; K.RL.4.1; K.W.1; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6.1e; K.W.6.2; K.W.6.2.a; K.W.6.2b; K.SL.4.3)

The class will brainstorm a list of signs they have seen and define the term “sign”. Students will go on a “sign hunt” around the school and immediate neighborhood. Students will read the sign and explain why the sign is there. (**K.RF.2.1; K.RF.2.2; K.RF.4.1**; K.SL.4.3; K.ML.1; K.ML.2.1)

The class will brainstorm what they might see on a school bus ride. Students will draw and write, then combine their responses to make a class anthology entitled *On the School Bus*. (**K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1**; K.RN.1; K.RN.2.1; K.RN.2.2; K.RN.2.3; K.RN.3.1; R.RN.4.1; K.RN.4.2; K.RV.1; K.W.1; K.W.3.2; K.W.3.3; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6.1e; K.W.6.2; K.W.6.2.a; K.W.6.2b; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6.1e; K.W.6.2; K.W.6.2.a; K.W.6.2b; K.SL.4.3)

Students will listen to *The Sun Is Kind Of a Big Deal* by Nick Seluk. Students will refer to the text to verify what they know about the sun and then share what they want to know using the words “how” and “why”. (**K.RN.2.2; K.SL.4.1**; K.RV.1; K.RV.2; K.RV.2.2; K.RV.3.1; K.RV.3.2; K.SL.2.1; K.SL.2.3; K.SL.2.4; K.SL.2.5; K.SL.4.3)

Students will listen to *Coyote Rides the Sun* (JGB), a Native American folktale, as told by Jane Curry. Students will vote and defend their position on whether the coyote should be chief of the animals or not. (**K.RL.2.3; K.SL.4.1**; K.SL.2.1; K.SL.2.3; K.SL.2.4; K.SL.2.5)

Students will make a planet craft. Students will write a sentence about their planet and compare their planet with others. (**K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1** K.W.1; K.W.3.2; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6.1e; K.W.6.2; K.W.6.2.a; K.W.6.2b; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6.1e; K.W.6.2; K.W.6.2.a; K.W.6.2b; K.SL.4.3)

Students will complete a direct draw for a planet, write about the planet, and share. (**K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1**; K.W.1; K.W.3.2; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6.1e; K.W.6.2; K.W.6.2.a; K.W.6.2b; K.SL.4.3)

Students will participate in an intensive phonics program that is a multisensory, systematic, structured, sequential, direct-instruction approach to teach students systematic processes for decoding (reading) and encoding (spelling). (**K.RF.2.4; K.RF.3.1; K.RF.3.2; K.RF.3.3; K.RF.3.4; K.RF.3.5; K.RF.4.1; K.RF.4.2; K.RF.4.3; K.RF.4.4; K.RF.4.5; K.W.6.2c**)

Students will participate in a leveled reading program using various genres that will utilize small group instruction to support each student’s reading, comprehension, and vocabulary

development. (***K.RF.2.1; K.RF.2.2; K.RF.2.3***; K.RF.1; K.RF.5; K.RL.1; K.RL.2.1; K.RL.3.1; K.RN.2.1; K.RV.2.2; K.RV.3.1; K.RV.3.2; K.RV.2.4)

## CULMINATING ACTIVITIES

Students will discuss changes in transportation over the years and draw an example of what transportation was like then and is like now. Students will decide which is better and write why, then defend their opinion. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1***; K.W.3.2; K.SL.4.3)

Students will discuss and brainstorm the sounds different modes of transportation can make (skateboard, car, bus, bike, scooter, truck, etc). As a class, students will write the sounds each can make to display this work in the hall. (Example: A skateboard goes clickety-clack, etc.). (***K.RF.2.1; K.RF.2.2; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c***;) )

Students will complete riddles about transportation and space. As a whole group, students will create new riddles about these topics to share with a teacher or classmate. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1***; K.W.1; K.W.3.2; K.W.4; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6.1e; K.W.6.2; K.W.6.2.a; K.W.6.2b)

As a class, students will brainstorm bike safety rules. Students will make a bike safety poster to display in the hallway for other students to see. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c***; K.W.1; K.W.3.1; K.SL.4.3; K.ML.1 K.ML.2.1)

Students will write their opinion on which they like better, a car or a plane. Students will then explain why and share. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1***; K.W.1; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6.1e; K.W.6.2; K.W.6.2.a; K.W.6.2b; K.SL.4.3)

As a class, students will discuss playground safety. Students will make their own sign to encourage playground safety to display throughout the school. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1***; K.W.1; K.W.3.1; K.W.3.2; K.ML.1; K.ML.2.1)

Students will bring a form of transportation from home. As a class, students will discuss and organize a Transportation Museum by identifying and sorting the vehicles. Students will share why the groups were sorted a particular way and discuss if some groupings could change. (***K.SL.4.1***; K.RV.2.2)

Students will listen to “What Night Would It Be?” By John Ciardi (JGB). Students will deduce what night the poem is about by using examples from the text and create a riddle about a day that is special to them to share. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.RL.2.3; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1***; K.W.1; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6.1e; K.W.6.2; K.W.6.2.a; K.W.6.2b; K.SL.4.3)

Students will listen to *The Frog Went A-Traveling* again. Students will write and illustrate their opinion on whether or not they feel sorry for the frog. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c***; K.W.1; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6.1e; K.W.6.2; K.W.6.2.a; K.W.6.2b; K.SL.4.3)

Students will read a selection of poems about transportation as a whole class. Students will practice skills such as syllables, phonemic awareness skills, following words from left to right and top to bottom, identifying rhyming words, sight words, sentences in print are made up of separate words, use self-correcting strategies, and differences between letters and words. Students will put the lines of poetry in order in a journal to illustrate and share. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.3.2; K.RF.3.3; K.RF.3.4; K.RF.3.5; K.RF.4.1; K.RF.4.2; K.RF.4.3; K.RF.4.4; K.RF.4.5; K.RL.2.3; K.SL.4.1***)

Students will listen to a variety of space and planet books and create an informational text on planets. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.RN.2.2; K.W.2.1; K.W.2.2; K.W.6.2c***; K.RN.1; K.RN.2.1; K.RN.2.3; K.RN.3.1, K.RN.3.2; K.RN.4.1; K.RN.4.2; K.RV.1; K.RV.2; K.RV.3.1; K.RV.3.2; K.W.1. L.W.3.2; K.W.3.3; K.W.5; K.W.5a; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6.1e; K.W.6.2; K.W.6.2.a; K.W.6.2b)

Students will listen to informational texts about space. Students will add space terms and vocabulary to a class alphabet chart. (i.e. s=star, m=Mars, c=comet, etc.). (***K.RF.2.1; K.RF.2.2; K.RF.4.1; K.RF.4.2; K.RN.2.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1***; K.RN.1; K.RN.2.1; K.RN.2.3; K.RN.3.1; K.RN.3.2; K.RN.4.1; K.RN.4.2; K.RV.1; K.RV.2; K.W.1; K.W.3.2; K.W.5; K.W.5a)

Students will listen to *I Know a Bold Lady Who Wanted a Star* by Charise Mericle Harper. Students will pick a vehicle and begin a round robin story with classmates. Students will observe the teacher recording the story and then illustrate it for a class book. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.RL.2.3; K.W.2.1; K.W.2.2; K.W.6.2c***; K.W.1; K.W.3.3)

## EVALUATION

Listening to transportation songs and acting out the mode symbolizing a new journey will be evaluated by the teacher who will consider the quality and quantity of class participation.

The class book from the round robin story taking you to new places in his/her imagination will be evaluated by the school librarian's professional judgment.

The "What Day Would It Be?" riddles revealing the unknown will be evaluated by peers by his/her ability to solve the riddle with the given clues.

## SELECTED RESOURCES

### TEACHER RESOURCES

Clearly, Beverly. *The Mouse and the Motorcycle*. New York, NY: Harper Trophy, 1965.

Horn, Martha and Mary Ellen Giacobbe. *Talking, Drawing, Writing* Lessons for our Youngest Writers. Portland, ME: Stenhouse Publishers, 2007.

*How to Report on Books*. Grades 1-2. Monterey, CA: Evan-Moor Educational Publishers.

## STUDENT RESOURCES

Beaumont, Karen. *Where's My T-R-U-C-K*. New York : Scholastic, 2012.

Calmenson, Stephanie. *Engine, Engine Number Nine*. New York, NY: Scholastic, 1996.

Harper, Charise Mericle. *I Know a Bold Lady Who Wanted a Star*. Boston: Little Brown and Company, 2002.

*Junior Great Books Sailing Ships Read Aloud Program*. Volumes 1 and 3. Chicago, IL: The Great Books Foundation, 1990.

Seluk, Nick. *The Sun Is Kind Of a Big Deal*. London : Scholastic, 2019.

Willems, Mo. *Don't Let the Pigeon Drive the Bus*. Weston Woods Studios, 2009.

**Crawfordsville Community Schools  
Skeletal Unit Plans**

**Discovering Others  
Kindergarten High Ability**

**DIFFERENTIATED DISTRICT-WIDE GOALS**

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum that will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

The high-ability student will maximize his/her gifted potential by pursuing a challenging, differentiated curriculum which will accelerate his/her learning experiences allowing him/her to become an independent yet interactive learner and leader.

The high-ability student, growing awareness of their own uniqueness, will develop ways to effectively share their gifts and talents with others in the school and larger community.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

**DIFFERENTIATED LEARNER OBJECTIVES**

The kindergarten high-ability student in language arts will create a Wampanoag picture dictionary to learn how different cultures communicate.

The kindergarten high-ability student in language arts will make a “Bear Rug” using Native American symbols to appreciate the traditions and customs of other cultures.

The kindergarten high-ability student in language arts will make a book sharing what s/he would do if s/he were the President of the United States to reinforce the concept that leaders are important role models.

**MAJOR CONCEPTS**

Biographies give students a chance to practice connecting background knowledge with new information while giving them a broader vocabulary and encouraging them to engage with important events and people. Historical figures are brought to life and encourage students to ask deeper questions about a person, time period, or event.

Historical fiction encourages students to identify with the characters' points of view and to recognize multiple perspectives. Students gain a better understanding of the time period, acquire factual information, and identify with other voices, views, cultures.

The nonfiction genre fosters critical thinking and information-gathering skills while building vocabulary and language development. Students are able to make real-world connections and capitalize on their curiosity in the world around them through writing and analysis.

## CONTENT OUTLINE

- I. Biographies show how the past contributes to the future.
  - A. People of the past shape who we are today.
  - B. Thanksgiving is a historical example of sharing.
  - C. We have the power to contribute to our communities through discussions, writings, and creative works.
- II. Literature shares the traditions and customs from other cultures.
  - A. Native Americans are an example of a culture rich in traditions, customs, language, and communication.
  - B. People can communicate in different ways using drawings, writings, and verbal exchanges.
  - C. Families have their own unique traditions that can be passed down orally or through writings and pictures.
  - D. Traditions and customs of the past contrast with those of today and can be passed down through literature, oral traditions, writings, and drawings.
- III. Fiction and nonfiction literature demonstrate the qualities of role models and allow us to explore famous people and events.
  - A. Washington and Lincoln are men that shaped our country and connections are made with the past and the future.
  - B. The office of the president deserves our respect.
  - C. The president has many duties and responsibilities.

## DIFFERENTIATED ACTIVITIES

*This pool of activities has been designed to differentiate curriculum for high-ability students. You may choose from this list or add new and original activities.*

## INTRODUCTORY ACTIVITIES

Students will listen to ***Giving Thanks - The 1621 Harvest Feast*** by Kate Waters. Using a picture sort, students will compare the first Thanksgiving to today. (***K.RN.2.2***; K.RN.1; K.RN.2.1; K.RN.2.3; K.RN.3.1; K.RN.3.2; K.RN.4.1; K.RN.4.2; K.RV.1; K.RV.2.2; K.RV.3.1; K.RV.3.2; K.SL.3.1; K.SL.3.1)

Students will listen to ***The Very First Thanksgiving Day*** by Rhonda Gowler Greene and additional informational texts about the voyage of the Mayflower. Students will write and illustrate "What I Would Take On the Mayflower" to share with the teacher.. (***K.RF.2.1***; ***K.RF.2.2***; ***K.RF.2.3***; ***K.RF.4.1***; ***K.RF.4.2***; ***K.RN.2.2***; ***K.W.2.1***; ***K.W.2.2***; ***K.W.6.2c***; ***K.SL.4.1***; K.RN.1; K.RN.2.1; K.RN.2.3; K.RN.3.1; K.RN.3.2; K.RN.4.1; K.RN.4.2; K.RV.1; K.RV.2.2;



K.RV.3.1; K.RV.3.2; K.W.1; K.W.3.2; K.W.3.3; K.W.4; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6.1c; K.W.6.2; K.W.6.2a; K.W.6.2.b; K.SL.3.1; K.SL.3.1)

Students will listen to *Aboard the Mayflower* by Theresa Emminizer. Students will summarize and answer questions about the voyage and will place pictures in a “trunk” to label what the Pilgrims would have packed for the trip to share with classmates. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.RN.2.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1***; K.RN.1; K.RN.2.1; K.RN.2.3; K.RN.3.1; K.RN.3.2; K.RN.4.1; K.RN.4.2; K.RV.1; K.RV.2.2; K.RV.3.1; K.RV.3.2; K.W.1; K.W.3.2; K.W.3.3; K.SL.3.1; K.SL.3.1)

Students will learn about the Mayflower Compact and collaborate to create a class compact to display in the classroom. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.RN.2.2; K.W.2.1; K.W.2.2; K.W.6.2c***)

Students will listen to Dawn Song – Mescalero Apache Song (JGB) and create a mural depicting the different ways the dawn is described in the poem to display in the classroom. Students will support why they included components of the mural. (***K.RL.2.3; K.SL.4.1***; K.SL.1; K.SL.2.3; K.SL.2.4; K.SL.2.5; K.SL.3.1; K.SL.3.2; K.SL.4.3; K.ML.1)

Students will learn about Abraham Lincoln and George Washington with the finger play called “Presidents on Parade”. They will memorize the short play and record it to share with parents. (***K.RN.2.2; K.SL.4.1***; K.RL.2.2; K.SL.1; K.ML.1; K.ML.2.1)

Students will listen to informational texts on Abraham Lincoln and George Washington such as *George Washington* by Lola M. Shaefer, *George Washington* by Barbara Knox, *Abraham Lincoln* by Lola M. Schaefer, and *Abraham Lincoln* by Barbara Knox. Next, students will complete riddles as a whole group about these presidents using the skills sheet “Our Leaders, Our Country”. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.RN.2.2; K.W.2.1; K.W.2.2; K.W.6.2c***; K.RN.1; K.RN.2.1; K.RN.2.3; K.RN.3.1; K.RN.3.2; K.RN.4.1; K.RN.4.2; K.RV.1; K.RV.2.2; K.RV.3.1; K.RV.3.2; K.W.4; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6.1c; K.W.6.2; K.W.6.2a; K.W.6.2.b; K.SL.3.1 K.SL.4.3)

## DEVELOPMENTAL ACTIVITIES

Students will listen to “Lullaby” (JGB) and imagine their own peaceful place on a rocky shore. Students will write about it and share with a classmate. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.RL.2.3; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1***; K.W.1; K.W.3.2; K.W.3.3; K.W.4; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6.1c; K.W.6.2; K.W.6.2a; K.W.6.2.b; K.SL.3.1; K.SL.4.3)

Students will listen to *You Wouldn't Want to Sail On the Mayflower! - A Trip That Took Entirely Too Long* by Peter Cook. Students will draw and write what they learned about the Pilgrims' voyage and teach it to another classmate. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.RN.2.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1***; K.W.1; K.W.3.2; K.W.3.3; K.W.4; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6.1c; K.W.6.2; K.W.6.2a; K.W.6.2.b; K.SL.3.1; K.SL.4.3)

Students will listen to *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl* by Kate Waters. Students will draw and write interesting facts comparing the Wampanoag to the Pilgrim life.

Next, they will debate with classmates if the Pilgrim children should attend a school or be taught by their parents at home. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.RN.2.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1***; K.RN.1; K.RN.2.1; K.RN.2.3; K.RN.3.1; K.RN.3.2; K.RN.4.1; K.RN.4.2; K.RV.1; K.RV.2.2; K.RV.3.1; K.RV.3.2; K.W.1; K.W.3.2; K.W.3.3; K.W.4; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6.1c; K.W.6.2; K.W.6.2a; K.W.6.2.b; K.SL.1; K.SL.2.1; K.SL.2.3; K.SL.2.4; K.SL.2.5; K.SL.3.2; K.SL.3.1; K.SL.4.3)

Students will listen to *Thanksgiving* by David F. Marx. Students will write a book about Thanksgiving to describe what they like most about the holiday, where they celebrate, how they can help someone, who they celebrate with, what they do for fun, their favorite food, and what they are thankful for to share with the teacher. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.RN.2.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1***; K.RN.1; K.RN.2.1; K.RN.2.3; K.RN.3.1; K.RN.3.2; K.RN.4.1; K.RN.4.2; K.RV.1; K.RV.2.2; K.RV.3.1; K.RV.3.2; K.W.1; K.W.3.2; K.W.3.3; K.W.4; K.W.4; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6.1c; K.W.6.2; K.W.6.2a; K.W.6.2.b; K.SL.3.1; K.SL.4.3)

Students will listen to *This is the Feast* by Diane Z. Shore and compare the first Thanksgiving meal to the meal we eat today using a Venn diagram. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.RL.2.3; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1***)

Students will listen to *Abe Lincoln's Hat* by Martha Brenner and create an Abraham Lincoln hat craft that lists what they would put in their hats. Students will share their projects with each other.. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.RL.2.3; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1***; K.SL.3.1; K.SL.4.3)

Students will participate in an intensive phonics program that is a multisensory, systematic, structured, sequential, direct-instruction approach to teach students systematic processes for decoding (reading) and encoding (spelling). (***K.RF.2.4; K.RF.3.1; K.RF.3.2; K.RF.3.3; K.RF.3.4; K.RF.3.5; K.RF.4.1; K.RF.4.2; K.RF.4.3; K.RF.4.4; K.RF.4.5; K.W.6.2c***; K.RF.1)

Students will participate in a leveled reading program using various genres that will utilize small group instruction to support each student's reading, comprehension, and vocabulary development. (***K.RF.2.1; K.RF.2.2; K.RF.2.3***; K.RF.1; K.RF.5; K.RL.1; K.RL.2.1; K.RL.3.1; K.RN.2.1; K.RV.2.2; K.RV.3.1; K.RV.3.2; K.RV.2.4)

## **CULMINATING ACTIVITIES**

Students will customize a bear rug template using Native American symbols and write a sentence using the symbols to share with the teacher.. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1***; K.W.4; K.W.4; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6.1c; K.W.6.2; K.W.6.2a; K.W.6.2.b; K.SL.4.3)

Students will design a "Colors of Harvest" book (Red is for \_\_\_\_.; Green is for \_\_\_\_.; etc.) to share with a classmate. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1***; K.W.4; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6.1c; K.W.6.2; K.W.6.2a; K.W.6.2.b; K.SL.4.3)

Students will construct a Wampanoag picture dictionary to share. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1***; K.RV.2.2; K.W.1; K.W.3.2)

Students will brainstorm what they know about Thanksgiving and have learned in informational texts. They will listen to and read a selection of informational texts about the holiday and compose a class alphabet chart of Thanksgiving terminology. (i.e. c=colony t=tessellation). (***K.RF.2.1; K.RF.2.2; K.RF.4.1; K.RF.4.2; K.RN.2.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1***)

Students will listen to non-fiction books about Washington and Lincoln and create a Venn diagram or poster to compare and contrast the two leaders with facts learned from the texts. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.RL.2.3; K.W.2.1; K.W.2.2; K.W.6.2c***; K.RN.1; K.RN.2.1; K.RN.2.3; K.RN.3.1; K.RN.3.2; K.RN.4.1; K.RN.4.2; K.RV.1; K.RV.2.2; K.RV.3.1; K.RV.3.2; K.SL.3.1)

Students will create a book entitled “If I Were the President” to make connections with important role models and their duties to share with classmates. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.RN.2.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1***; K.W.1; K.W.3.2; K.W.3.3; K.W.4; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6.1c; K.W.6.2; K.W.6.2a; K.W.6.2.b; K.W.4; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6.1c; K.W.6.2; K.W.6.2a; K.W.6.2.b; K.SL.4.3)

Students will read a selection of poem to practice skills such as syllables, phonemic awareness skills, following words from left to right and top to bottom, identifying rhyming words, sight words, sentences in print are made up of separate words, use self-correcting strategies, and differences between letters and words. Students will then put the lines of poetry in order in a journal to illustrate and share with classmates. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.3.2; K.RF.3.3; K.RF.3.4; K.RF.3.5; K.RF.4.1; K.RF.4.2; K.RF.4.3; K.RF.4.4; K.RF.4.5; K.RL.2.3; K.SL.4.1***; K.RL.2.1; K.RL.2.2)

## EVALUATION

The Wampanoag picture dictionary will be evaluated by peers using a rating scale for accuracy and presentability.

Bear rugs using Native American symbols to appreciate traditions and customs will be evaluated by the principal on the accuracy of the symbols.

“If I Were the President” to recognize connections and duties of role models will be judged by the teacher's professional judgment focusing on the quality and composition of the book.

## SELECTED RESOURCES

### TEACHER RESOURCES

Crawfordsville District Public Library

Hose School Library

*Junior Great Books Sailing Ships Teacher's Edition*. Volumes 1, 2 and 3. Chicago, IL: The Great Books Foundation, 1990.

Kingore, Bertie. *Recognizing Gifted Potential*. Austin, TX: Professional Associates Publishing, 2007.

Middendorf, Cindy. *Differentiating Instruction in Kindergarten*. New York, NY: Scholastic, 2008

Peter, Evelyn I. and Wagner, Laurel E. *Phonicsfirst: Curriculum and Lesson Guide*. , Michigan: Brainspring, 2019. Print.

Rasmussen, Greta and Ted. **Just Write!** Strategies to Build Writing Skill and Confidence. Stanwood, WA: Tin Man Press, 1999.

## STUDENT RESOURCES

Brener, Martha. *Abe Lincoln's Hat*. New York : Random House, [2003] ©1994.

Cook, Peter. *You Wouldn't Want to Sail On the Mayflower! - A Trip That Took Entirely Too Long*. New York : Scholastic Library Publishing (Grolier), 2014.

Emminizer, Theresa. *Aboard the Mayflower*. New York, New York : Gareth Stevens Publishing, [2020] ©2020.

Greene, Rhonda Gowler. *The Very First Thanksgiving Day*. New York : Atheneum Books for Young Readers, [2002] ©2002.

Knox, Barbara. *Abraham Lincoln*. Mankato, Minn. : Pebble Books, [2004] ©2004.

Knox, Barbara. *George Washington*. Mankato, Minn. : Capstone, ©2004.

Marx, David. *Thanksgiving*. New York: Grolier 2000.

Shaefer, Lola. *Abraham Lincoln*. Mankato, Minn. : Pebble Books/Capstone Press, ©1999.

Shaefer, Lola. *George Washington*. Mankato, MN : Pebble Books/Capstone Press, ©1999.

Shore, Diana A. *This is the Feast*. New York : HarperCollinsPublishers, 2011.

Waters, Kate. *Giving Thanks - The 1621 Harvest Feast*. New York : Scholastic Press, ©2001.

Waters, Kate. *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl*. New York: Scholastic, (2008), ©1989.

## **Crawfordsville Community Schools**

### **Pondering the Natural World Kindergarten-High Ability**

Author: Amy Hensley

#### **DIFFERENTIATED DISTRICT-WIDE GOALS**

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum that will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

The high-ability student will maximize his/her gifted potential by pursuing a challenging, differentiated curriculum which will accelerate his/her learning experiences allowing him/her to become an independent yet interactive learner and leader.

The high-ability student, growing awareness of their own uniqueness, will develop ways to effectively share their gifts and talents with others in the school and larger community.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

#### **DIFFERENTIATED LEARNER OBJECTIVES**

The kindergarten high-ability student in language arts will create an original seasonal poem illustrating how nature affects the world.

The kindergarten high-ability student in language arts will develop a research report on penguins showing how each community has its own niche.

The kindergarten high-ability student in language arts will develop a timeline based on the book *The Grouchy Ladybug* to see how change is necessary and inevitable for growth.

## MAJOR CONCEPTS

Through the exploration of quality literature students learn:

Research projects encourage the active sharing of knowledge gained through inquiry, finding the main ideas and corresponding details, developing higher level questioning skills, and communicating ideas through the written word.

Performances and poems strengthen a student’s reading skills, fluency, exploration of words, language, and expression. This multi-sensory approach supports speaking, listening, and vocabulary development while increasing confidence in reading and writing.

The nonfiction genre fosters critical thinking and information-gathering skills while building the connection between vocabulary and language development. Students are able to make real-world connections and capitalize on their curiosity in the world around them through writing and analysis.

## CONTENT OUTLINE

- I. Research projects solidify the concept that each community has its own niche.
  - A. Animals are a common theme for children to explore, research, and create original writing pieces.
  - B. Insects provide research possibilities.
  
- II. Performances and poems help students understand how nature influences the world.
  - A. Seasons provide a theme for expression through the performing arts and original compositions.
  - B. Precipitation offers opportunities for expression, sensory experiences, and creativity in writings.
  - C. Weather is a familiar topic for various genres.
  
- III. Nonfiction literature helps students increase their understanding of the living world and themselves while deepening their understanding of the reading and writing process.
  - A. Autobiographies are based on students’ own experiences and help students develop personal, social, and cultural connections.
  - B. Various genres help students form opinions and connections are made with the natural world.
  - C. Nature encourages creativity in writing and our knowledge of the world around us.
  - D. Vocabulary development can explain difficult concepts and improve all areas of communication through discussions and writing.

**DIFFERENTIATED ACTIVITIES** *This pool of activities has been designed to differentiate curriculum for high-ability students. You may choose from this list or add new and original activities.*

## **INTRODUCTORY ACTIVITIES**

Students will listen to *Snowy Day* by Ezra Jack Keats. Students will recall the events in the story and visualize what it is like to be out in the snow. Students will then draw and write what they have visualized including things such as what they would wear, see, hear, and touch, and do. Students will share with the teacher. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.RL.2.3; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1***; K.RL.4.1; K.RV.1; K.RV.2; K.W.1. K.W.3.3; K.W.4; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6e; K.W.6.2; K.W.6.2a; K.W.6.2b; K.SL.3.1; K.SL.4.3)

Students will listen to “Picture Books in Winter” by Robert Louis Stevenson (JGB). Students will draw and write about their favorite picture book and ask parents to send in a picture of their child in his/her favorite reading nook at home to share with the class. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1***; K.RL.4.1; K.RV.1; K.RV.2; K.RV.3.1; K.W.1; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6e; K.W.6.2; K.W.6.2a; K.W.6.2b; K.SL.1; K.SL.3.1; K.SL.4.3; K.ML.1)

Students will listen to *Mr. Popper’s Penguins* by Richard and Florence Atwater. Students will recollect events (including the setting and events) from the story and write a unique fiction piece about having a penguin for a pet to share with the teacher. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.RL.2.3; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1***; K.RV.1; K.RV.2; K.W.1; K.W.3.3; K.W.4; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6e; K.W.6.2; K.W.6.2a; K.W.6.2b; K.SL.4.3)

Students will listen to *Tacky the Penguin* by Helen Lester. Students will write about a time they used their manners and a time they forget, then share with classmates. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1***; K.RV.1; K.RV.2; K.W.3.3; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6e; K.W.6.2; K.W.6.2a; K.W.6.2b; K.SL.4.3)

Students will think of colors that remind them of winter. Students will write a sentence to describe how those colors relate to the season and share with the teacher. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1***; K.W.1; K.W.4; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6e; K.W.6.2; K.W.6.2a; K.W.6.2b; K.SL.4.3)

Students will recite weather poems and songs and illustrate what they visualized to share with classmates. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1***; K.R..2.2; K.RL.4.1. K.RV.3.1)

Students will listen to *April Rain Song* by Langston Hughes (JGB), then write and draw why they love the rain. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4; K.RF.4.2; K.W.2.1; K.W.2.2***;

**K.W.6.2c**; K.RL.4.1; K.RV.1; K.RV.2. K.W.1. K.W.3.3 ;K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6e; K.W.6.2; K.W.6.2a; K.W.6.2b; K.SL.3.1; K.SL.4.3)

Students will listen to *It Looked Like Spilt Milk* by Charles G. Shaw. Students will make their own cloud craft and write about their creation to share with classmates. (**K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1**; K.RV.1; K.RV.2; K.W.1. K.W.3.3; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6e; K.W.6.2; K.W.6.2a; K.W.6.2; K.SL.3.1; K.SL.4.3)

Students will listen to *Storm is Coming* by Heather Tekavec. Students will create a rainy day sound effect poem together with their classmates. (**K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4; K.RF.4.2;K.W.2.1; K.W.2.2; K.W.6.2c**; K.RV.1; K.RV.2; K.W.1; K.SL.2.1; K.SL.2.3; K.SL.2.4; K.SL.2.5; K.SL.3.1)

Students will listen to *The Bears and the Great Big Storm* by Paul Bright and *When Sophie Gets Angry - Really, Really Angry* by Molly Bang then write what makes them “stormy”. Students will share and compare with a classmate. (**K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1**; K.RL.4.2; K.RV.1; K.RV.2; K.W.1; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6e; K.W.6.2; K.W.6.2a; K.W.6.2b; K.SL.3.1; K.SL.4.3)

Students will listen to *Quick as a Cricket* by Audrey Wood and compare themselves to the animals in the story. Students will answer the prompt “What kind of animal are you like? and add a detailed illustration to match the answer to the prompt. (**K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.RL.2.3; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1**; K.RL.4.1; K.RL.4.2; K.RV.1; K.RV.2; K.W.1; K.W.3.3; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6e; K.W.6.2; K.W.6.2a; K.W.6.2b; K.SL.3.1; K.SL.4.3)

Students will notice various bugs from the informational text *Bugs A to Z* by Caroline Lawton. then write their opinion if bugs are creepy or awesome. Students will share their opinion with classmates. (**K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.RN.2.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1**; K.RN.1; K.RN.2.1; K.RN.2.3; K.RN.3.1; K.RN.3.2; K.RN.4.1; K.RV.1; K.RV.2. K.RV.3.2; K.W.1; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6e; K.W.6.2; K.W.6.2a; K.W.6.2b; K.SL.3.1; K.SL.4.3)

Students will observe different bugs in the book *Bug Safari* by Bob Barner, then write about the bug they are most afraid of to share with a classmate. (**K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1**; K.RV.1; K.RV.2; K.W.1; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6e; K.W.6.2; K.W.6.2a; K.W.6.2b; K.SL.3.1; K.SL.4.3)

## DEVELOPMENTAL ACTIVITIES

Students will create a winter ABC chart with the class. Students will choose a word from the chart and write a sentence for that word to illustrate to make a class anthology. (**K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1**; K.RL.4.1; K.W.1; K.W.3.2; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6e; K.W.6.2; K.W.6.2a; K.W.6.2b; K.SL.2.1; K.SL.2.3; K.SL.2.4; K.SL.2.5; K.SL.4.3)



Students will recall facts from a selection of non-fiction books about penguins including *Penguins* by Emily Rose Townsend, *Penguins* by Anne Schreiber, *Penguin ABC* by Kevin Schafer, and *A Penguin's Life* by Nancy Dickmann. Students will create a true or false fact and combine it with other students' to create a game, then give the game to another class to play. (**K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.RN.2.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.RN.1; K.RN.2.1; K.RN.2.3; K.RN.3.1; K.RN.3.2; K.RN.4.1; K.RN.4.2; K.RV.1; K.RV.2; K.RV.3.2; K.W.1; K.W.3.2; K.SL.3.1; K.SL.4.3; K.ML.1**)

Students will listen to *Tackilocks and the Three Bears*, by Lester, Helen, and Lynn Munsinger, then create their own "odd" penguin puppet. Students will name the puppet and write about the odd things it does. (**K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.RV.1; K.RV.2; K.W.1; K.W.3.3; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6e; K.W.6.2; K.W.6.2a; K.W.6.2b; K.SL.3.1; K.SL.4.3**)

Students will listen to *A Rainbow Of My Own* by Don Freeman. Students will create a rainbow biography by answering questions such as the color of their eyes, hair, favorite food, etc. and compare it with classmates. (**K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1; K.RV.1; K.RV.2; K.W.1; K.W.3.2; K.SL.3.1; K.SL.4.3**)

Students will listen to *Weather* by Kristin Baird Rattini. Students will illustrate weather words described in the story and choose one illustration to write about to display. (**K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.RN.2.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.RL.4.1; K.RN.1; K.RN.2.1; K.RN.2.3; K.RN.3.1; K.RN.3.2; K.RN.4.1; K.RV.1; K.RV.2; K.RV.3.2; K.W.1; K.W.3.2; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6e; K.W.6.2; K.W.6.2a; K.W.6.2b; K.SL.3.1; K.SL.4.3**)

Students will write their opinion on the best type of weather and share their opinion with classmates. (**K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1; K.W.1; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6e; K.W.6.2; K.W.6.2a; K.W.6.2b; K.SL.4.3**)

Students will listen to *Cloudy with a Chance of Meatballs* by Judi, and Ron Barrett, then write and illustrate what other objects might fall from the clouds to share in a class anthology. (**K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.RL.4.1; K.RV.1; K.RV.2; K.W.1; K.W.3.3; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6e; K.W.6.2; K.W.6.2a; K.W.6.2b; K.SL.3.1; K.SL.4.3**)

Students will review the front covers of *In the Tall, Tall Grass* and *In the Small, Small Pond*. Students will write a prediction about what will be in the grass and the pond, then listen to the two stories and compare what the main character really finds to share with a partner. Next, students will compare and contrast these two stories written by Denise Flemming. (**K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.RL.2.3; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1; K.RL.2.4; K.RL.4.2; K.RV.1; K.RV.2; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6e; K.W.6.2; K.W.6.2a; K.W.6.2b; K.SL.2.1; K.SL.2.3; K.SL.2.4; K.SL.2.5; K.SL.3.1; K.SL.4.3**)

Students will create an insect tongue twister to share with parents in a recording. (**K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1; K.W.1; K.ML.1**)

Students will listen to *The Grouchy Ladybug* by Eric Carle and make a timeline of the events in the story. Students will then write what makes them grouchy. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.RN.2.2; K.W.2.1; K.W.2.2; K.W.6.2c***; K.RV.1; K.RV.2; K.W.1; K.W.3.3; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6e; K.W.6.2; K.W.6.2a; K.W.6.2b; K.SL.3.1; K.SL.4.3)

## CULMINATING ACTIVITIES

Students will listen to *Animal Tracks* by Arthur Dorros. Students will recall what they learned and play a matching game with animals and their tracks. Using a picture prompt of animal tracks, students will then write a story about what they think the animal was doing and what happened in the picture to share with a friend. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.RN.2.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1***; K.RN.1; K.RN.2.1; K.RN.2.3; K.RN.3.1; K.RN.3.2; K.RV.1; K.RV.2; K.RV.3.2; K.W.1; K.W.3.2; K.W.3.3; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6e; K.W.6.2; K.W.6.2a; K.W.6.2b; K.SL.3.1; K.SL.4.3)

Students will research a penguin to create a report in which they find what the penguin likes to eat, where it lives, an interesting fact, and an illustration of the penguin. Students will share and display the research project. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.RN.2.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1***; K.RL.4.1; K.RN.1; K.RN.2.1; K.RN.2.3; K.RN.3.1; K.RN.3.2; K.W.1K. K.W.3.2; K.W.3.3; K.W.5; K.W.5a; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6e; K.W.6.2; K.W.6.2a; K.W.6.2b; K.SL.4.3)

Students will listen to *Knoxville, Tennessee* by Nikki Giovanni (JGB) and write an original seasonal poem. Students will then create a prop that depicts their favorite season and present their original works to others. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1***; K.RV.1; K.RV.2; K.RV.2.1; K.W.1; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6e; K.W.6.2; K.W.6.2a; K.W.6.2b; K.SL.2.1; K.SL.2.3; K.SL.2.4; K.SL.2.5; K.SL.3.1; K.SL.4.3)

Students will research an insect and make insect trading cards by drawing a picture of the insect and writing one interesting fact on the trading card. Students will share and trade the cards with classmates. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.4.1; K.RF.4.2; K.RN.2.2; K.W.2.1; K.W.2.2; K.W.6.2c; K.SL.4.1***; K.RL.4.1; K.RN.1; K.RN.2.1; K.RN.2.3; K.RN.3.1; K.RN.3.2; K.RV.1; K.RV.2; K.W.1; K.W.3.2. K.W.3.3;K.W.5; K.W.5A; K.W.6.1; K.W.6.1a; K.W.6.1b; K.W.6e; K.W.6.2; K.W.6.2a; K.W.6.2b; K.SL.4.3)

Students will recollect informational texts, songs, and poems about insects. Students will play an ABC insect board game where they name an insect that starts with that letter of the alphabet or answer an insect trivia question to advance on the board. (***K.RF.3.4; K.RF.4.1; K.RN.2.2***; K.RL.2.2; K.RV.3.1 ;K.SL.4.3; K.ML.1)

Students will listen to *The Grouchy Ladybug* by Eric Carle. Next, students will make scenery and props and perform the story for an audience. Students will also recite ladybug poems and songs during the performance. (***K.RL.2.3; K.SL.4.1***; K.RL.2.2; K.RV.1; K.RV.2; K.W.3.3; K.SL.2.1; K.SL.2.3; K.SL.2.4; K.SL.2.5; K.SL.4.3)

Students will participate in an intensive phonics program that is a multisensory, systematic, structured, sequential, direct-instruction approach to teach students systematic processes for decoding (reading) and encoding (spelling). (***K.RF.2.4; K.RF.3.1; K.RF.3.2; K.RF.3.3; K.RF.3.4; K.RF.3.5; K.RF.4.1; K.RF.4.2; K.RF.4.3; K.RF.4.4; K.RF.4.5; K.W.6.2c***)

Students will participate in a leveled reading program using various genres that will utilize small group instruction to support each student's reading, comprehension, and vocabulary development. (***K.RF.2.1; K.RF.2.2; K.RF.2.3; K.RF.1; K.RF.5; K.RL.1; K.RL.2.1; K.RL.3.1; K.RN.2.1; K.RV.2.2; K.RV.3.1; K.RV.3.2; K.RV.2.4***)

## EVALUATION

The original seasonal poem and prop to demonstrate how nature influences the world will be evaluated by peers using a teacher created scale.

A research report on penguins to validate that each community has a niche will be evaluated by the teacher on the completeness and accuracy of the report.

A timeline depicting the events in *The Grouchy Ladybug* to prove change is necessary for growth will be evaluated by the school librarian on the legitimacy of the chronological order of events.

## SELECTED RESOURCES

### TEACHER RESOURCES

Crawfordsville District Public Library

Hose School Library

*Junior Great Books Sailing Ships Teacher's Edition*. Volumes 1, 2 and 3. Chicago, IL: The Great Books Foundation, 1990.

Kingore, Bertie. *Recognizing Gifted Potential*. Austin, TX: Professional Associates Publishing, 2007.

McCarrier, Andrea Gay Su Pinnell & Irene C, Fontas. *Interactive Writing* How Language and Literacy Come Together, K-2. Portsmouth, NH: Heinemann, 2000.

Middendorf, Cindy. *Differentiating Instruction in Kindergarten*. New York, NY: Scholastic, 2008

Peter, Evelyn I. and Wagner, Laurel E. *Phonicsfirst: Curriculum and Lesson Guide.* , Michigan: Brainspring, 2019. Print.

Rasmussen, Greta and Ted. **Just Write!** Strategies to Build Writing Skill and Confidence. Stanwood, WA: Tin Man Press, 1999.

Ray, Katie Wood with Lisa B. Cleaveland. *About the Authors* Writing Workshop with Our Youngest Writers. Portsmouth, NH: Heinemann, 2004.

## STUDENT RESOURCES

Atwater, Richard, , Atwater, Florence, and Madsen, Jim. *Mr. Popper's Penguins.* New York: Little, Brown and Company, 2018. Print.

Bang, Molly. *When Sophie Gets Angry - Really, Really Angry.* New York: Blue Sky Press, 1997. Print.

Barner, Bob. *Bug Safari.* Place of publication not identified: Holiday House, 2006. Print.

Barrett, Judi, and Ron Barrett. *Cloudy with a Chance of Meatballs.* , 2018. Print.

Bright, Paul, and Jane Chapman. *The Bears in the Bed and the Great Big Storm.* , 2020. Print.

Carle, Eric. *The Grouchy Ladybug.* Washington D.C: Teaching Strategies, 2010. Print.

Dickmann, Nancy. *A Penguin's Life.* London: Raintree, 2012. Print.

Dorros, Arthur. *Animal Tracks by Arthur Dorros.* New York, NY: Scholastic Teaching Resources, 2003. Print.

Fleming, Denise. *In the Small, Small Pond.* , 2013. Print.

Fleming, Denise. *In the Tall, Tall Grass.* New York: Henry Holt & Company, 1991. Print.

Freeman, Don. *Rainbow of My Own.* Paw Prints, 2009. Print.

**Junior Great Books Sailing Ships Read Aloud Program.** Volumes 1 and 3. Chicago, IL: The Great Books Foundation, 1990.

Keats, Ezra J, and Jane Harvey. *The Snowy Day*. , 2020. Print.

Lawton, Caroline. *Bugs a to Z*. , 2011. Print.

Lester, Helen, and Lynn Munsinger. *Tacky the Penguin*. Boston: Sandpiper, 2010. Print.

Lester, Helen, and Lynn Munsinger. *Tackylocks and the Three Bears*. Paw Prints, 2010. Print.

Rattini, Kristin B. *National Geographic Kids: Weather*. National Geographic Society, 2013. Print.

Schafer, Kevin. *Penguins Abc*. NorthWord Press, 2004. Print.

Shaw, Charles G. *It Looked Like Spilt Milk*. , 2015. Print.

Schreiber, Anne. *Penguins!*, 2013. Print.

Tekavec, Heather, and Margaret Spengler. *Storm Is Coming!*Carmel, Calif.?: National Geographic School Publishing, 2011. Print.

Townsend, Emily R. *Penguins*. Mankato, Minn: Pebble Books, 2004. Print.

Wood, Audrey. *Quick As a Cricket*. Place of publication not identified: Child's Play, 2008. Print.