

Grade, Subject/Course: Kindergarten English Language Arts w/ Integrated Social Studies	
Unit: Knowledge Domain 1 - Nursery Rhymes and Fables	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
Big Idea: An introduction to nursery rhymes and fables, including Mother Goose poems and Aesop’s fables. By listening to nursery rhymes and repeating or reciting them, students learn vocabulary and build phonemic awareness. Well-known fables introduce students to new vocabulary and prompt discussion of character, virtues, and behavior.	
PA Core Content Standards/Anchors (or National Standards):	
<p>CC.1.3.K.C: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.</p> <p>CC.1.3.K.A: With prompting and support, retell familiar stories including key details</p> <p>CC.1.3.K.B: Answer questions about key details in a text.</p> <p>CC.1.3.K.C: With prompting and support, identify characters, settings, and major events in a story.</p> <p>CC.1.3.K.E: Recognize common types of text.</p> <p>CC.1.3.K.F: Ask and answer questions about unknown words in a text.</p> <p>CC.1.3.K.G: Make connections between the illustrations and the text in a story (read or read aloud).</p> <p>CC.1.3.K.H: Compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>CC.1.3.K.K: Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.5.K.A: Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.1.5.K.B: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>CC.1.5.K.C: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>CC.1.5.K.D: Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.</p> <p>CC.1.5.K.E: Speak audibly and express thoughts, feelings, and ideas clearly.</p>	
Pennsylvania Social Studies Standards:	
8.4.K.C: Identify different celebrations of different cultures from around the world.	
Essential Questions:	Understandings:
<ul style="list-style-type: none"> Why read literature? 	<p>Students will understand...</p> <ul style="list-style-type: none"> Nursery rhymes and fables have been favorites with children for generations. Traditional rhymes help students learn vocabulary and build phonemic awareness. Listening to and learning to recite nursery rhymes help students develop language awareness, leading to better readers and writers.

<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> ● Demonstrate understanding of key vocabulary ● Identify literary elements such as character, main events, and moral lessons. ● Compare and contrast characters from different rhymes and fables ● Sequence events in a rhyme or story ● Retell a story by drawing and writing details about the characters and events 	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Identify rhyming words
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● sweet ● market ● wonder ● disturbed ● nimble ● feast ● fetch ● boasting 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: <i>Nursery Rhymes and Fables</i> (Read-Aloud) ● Student Knowledge Workbook ● Trade Book: <i>Hush: A Thai Lullaby</i> by Minfong Ho
<p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> ● CKLA Domain Assessments 	<p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none"> ● Pertinent Scholastic News: Let's Find Out issue(s) <p>Nursery Rhymes</p> <ul style="list-style-type: none"> ● <i>Arroz con leche: Popular Songs and Rhymes from Latin America</i>, selected and illustrated by Lulu Delacre ● <i>De Colores and Other Latin-American Folk Songs for Children</i>, selected, arranged, and translated by José-Luis Orozco ● <i>Diez Deditos: Ten Little Fingers and Other Play Rhymes and Action Songs from Latin America</i>, selected, arranged, and translated by José-Luis Orozco ● <i>Favorite Nursery Rhymes from Mother Goose</i>, illustrated by Scott Gustafson ● <i>Hush: A Thai Lullaby</i>, by Minfong Ho ● <i>Mother Goose: A Collection of Classic Nursery Rhymes</i>, by Michael Hague ● <i>Pocketful of Posies: A Treasury of Nursery Rhymes</i>, by Salley Mavor ● <i>Read-Aloud Rhymes for the Very Young</i>, by Jack Prelutsky and illustrated by Marc Brown ● <i>The Real Mother Goose</i>, illustrated by Blanche Fisher Wright ● <i>Three Little Kittens</i>, by Paul Galdone

Fables

- *Aesop's Fables*, by Beverly Naidoo and illustrated by Piet Grobler
- *Aesop's Fables*, by Jerry Pinkney
- *The Ant and the Grasshopper*, by Rebecca Emberley and illustrated by Ed Emberley
- *How the Leopard Got His Claws*, by Chinua Achebe and illustrated by Mary GrandPré
- *The Lion and the Mouse*, retold and illustrated by Bernadette Watts
- *Little Cloud and Lady Wind*, by Toni Morrison and Slade Morrison and illustrated by Sean Qualls
- *The Tortoise and the Hare*, adapted and illustrated by Janet Stevens
- *Town Mouse, Country Mouse*, by Jan Brett
- *The Wise Fool: Fables from the Islamic World*, by Shahrukh Husain and Micha Archer

Student Resources

- Rhyming Game <http://bit.ly/XkQm8C>

Grade, Subject/Course: Kindergarten English Language Arts w/ Integrated Science & Social Studies	
Unit: Knowledge Domain 2 - The Five Senses	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
Big Idea: Students explore how they learn about the world using their five senses: sight, hearing, smell, taste, and touch. Students also hear inspirational stories about individuals who overcame significant challenges posed by disabilities related to sight and hearing.	
PA Core Content Standards/Anchors (or National Standards):	
<p>CC.1.2.K.A: With prompting and support, identify the main idea and retell key details of text.</p> <p>CC.1.2.K.B: With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.C: With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.K.F: With prompting and support, ask and answer questions about unknown words in a text.</p> <p>CC.1.2.K.G: Answers questions to describe the relationship between illustrations and the text in which they appear.</p> <p>CC.1.2.K.I: With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.</p> <p>CC.1.2.K.K: Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.</p> <p>CC.1.2.K.L: Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.3.K.I: Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content.</p> <p>CC.1.3.K.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> <p>CC.1.4.K.C: With prompting and support, generate ideas and details to convey information that relates to the chosen topic.</p> <p>CC.1.4.K.D: Make logical connections between drawing and dictation/writing.</p> <p>CC.1.4.K.E: With prompting and support, illustrate using details and dictate/write using descriptive words.</p> <p>CC.1.4.K.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize the first word in sentence and pronoun I. Recognize and use end punctuation. Spell simple words phonetically.</p> <p>CC.1.5.K.A: Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.1.5.K.B: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>CC.1.5.K.C: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>CC.1.5.K.D: Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.</p> <p>CC.1.5.K.E: Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>CC.1.5.K.G: Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.</p>	
Pennsylvania Social Studies Standards:	
8.4.K.C: Identify different celebrations of different cultures from around the world.	
Essential Questions:	Understandings:
<ul style="list-style-type: none"> How do we use our five senses to navigate the world? 	<p>Students will understand...</p> <ul style="list-style-type: none"> Everything we know about the world comes through our five senses. Each sense uses a unique body part to take in information. Conducting observations and using language to describe those observations are key skills in the scientific process.

Knowledge:

- Basic understanding of the five senses

Do/Skills:

Students will be able to...

- Demonstrate understanding of key vocabulary
- Use graphic organizers to categorize and sort information about the senses
- Create timelines recording important events in the lives of Helen Keller and Ray Charles
- Write and draw information detailing each of the five senses
- Identify the five senses: sight, hearing, smell, taste, and touch
- Identify the body parts associated with the five senses
- Describe how the five senses help people
- Describe the sense of sight
- Recall facts about the eye and its different parts
- Describe the sense of hearing
- Recall facts about the ear and its different parts
- Describe the sense of smell
- Recall facts about the nose and its different parts
- Describe the sense of taste
- Recall facts about the mouth and its different parts
- Describe the sense of touch
- Recall facts about skin and associated parts of the body
- Describe the experiences and challenges of someone who is blind
- Explain why Ray Charles is important
- Describe the experiences and challenges of someone who is blind and deaf
- Explain why Helen Keller is important

Vocabulary:

- harm
- scents
- remarkable
- protect
- flavorful
- sensations
- invisible
- texture

Core Resources:

- **CKLA Anchor Texts:** *The Five Senses* (Read-Aloud)
- Student Knowledge Workbook
- **Trade Book:** *Rainbow Joe* by Maria Diaz Strom

Common Assessment(s):

- CKLA Domain Assessments

Supplemental Resources:

- Pertinent Scholastic News: Let's Find Out issue(s)
- *Bee-Bim Bop!* by Linda Sue Park
- *Brian's Bird*, by Patricia Anne Davis
- *A Button in Her Ear*, by Ada B. Litchfield
- *Eyes* (Human Body), by Robert James
- *The Five Senses* (It's Science), by Sally Hewitt
- *The Five Senses: Hearing*, by Maria Ruis, J.M. Parramon, and J.J. Puig
- *The Five Senses: Sight*, by Maria Rius, J.M. Parramon, and J.J. Puig
- *The Five Senses: Smell*, by Maria Rius, J.M. Parramon, and J.J. Puig
- *The Five Senses: Taste*, by Maria Rius, J.M. Parramon, and J.J. Puig
- *The Five Senses: Touch*, by Maria Rius, J.M. Parramon, and J.J. Puig
- *Get Up and Go!*, by Nancy Carlson
- *Green Start: The Five Senses*, by Ikids
- *Hanni and Beth: Safe & Sound*, by Beth Finke
- *Hearing*, by Katie Dicker
- *It Looked Like Spilt Milk*, by Charles Shaw
- *Look! A Book About Sight*, by Dana Meachen Rau
- *Look, Listen, Taste, Touch, and Smell: Learning About Your Five Senses*, by Pamela Hill Nettleton
- *Looking Out for Sarah*, by Glenna Lang
- *Mandy Sue Day*, by Roberta Karim
- *Mice Squeak, We Speak*, by Arnold L. Shapiro, illustrated by Tomie dePaola
- *Moses Goes to a Concert*, by Isaac Millman
- *My Five Senses*, by Alike
- *My Senses Help Me*, by Bobbie Kalman
- *No One Saw: Ordinary Things Through the Eyes of an Artist*, by Bob Raczka
- *Polar Bear, Polar Bear, What Do You Hear?*, by Bill Martin Jr.
- *Rainbow Joe and Me*, by Maria Diaz Strom
- *Seeing*, by Katie Dicker
- *Seven Blind Mice*, by Ed Young
- *Shhhh . . . A Book About Hearing*, by Dana Meachen Rau
- *Sign Language*, by Lora Heller
- *You Can't Smell a Flower with Your Ear! All About Your 5 Senses*, by Joanna Cole
- *You Can't Taste a Pickle with Your Ear: A Book About Your 5 Senses*, by

Harriet Ziefert, illustrated by Amanda Haley

Student Resources

- The Brain and Senses
<http://www.childrensuniversity.manchester.ac.uk/interactives/science/brainandsenses>
- Five Senses Game <http://pbskids.org/sid/isense.html>
- Five Senses Jive
http://pbskids.org/mamamirabelle/funstuff_videos_five_senses_jive.html
- Flush the Unhealthy Food Game
<http://www.kscience.co.uk/animations/food.htm>
- Guide Dogs Slideshow
<http://www.slideshare.net/guestb1e4b60/freedom-guide-dogs-for-kids>
- Sign Design <http://pbskids.org/arthur/print/signdesign/index.html>
- Unite for Sight <http://www.uniteforsight.org/kids/about.php>

Grade, Subject/Course: Kindergarten English Language Arts w/ Integrated Science & Social Studies	
Unit: Knowledge Domain 3 - Stories	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
Big Idea: Students are introduced to classic stories as well as trickster tales and fiction from other cultures. Students develop an awareness of language and recurring themes in children’s literature.	
PA Core Content Standards/Anchors (or National Standards):	
<p>CC.1.1.K.B: Demonstrate understanding of the organization and basic features of print. Follow words left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper and lower case letters of the alphabet.</p> <p>CC.1.2.K.A: With prompting and support, identify the main idea and retell key details of text.</p> <p>CC.1.2.K.B: With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.C: With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.K.G: Answers questions to describe the relationship between illustrations and the text in which they appear.</p> <p>CC.1.2.K.H: With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>CC.1.2.K.I: With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.</p> <p>CC.1.2.K.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> <p>CC.1.2.K.L: Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.3.K.A: With prompting and support, retell familiar stories including key details.</p> <p>CC.1.3.K.C: With prompting and support, identify characters, settings, and major events in a story.</p> <p>CC.1.3.K.G: Make connections between the illustrations and the text in a story (read or read aloud).</p> <p>C.C.1.3.K.H: Compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>CC.1.3.K.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> <p>CC.1.4.K.B: Use a combination of drawing, dictating, and writing to focus on one specific topic.</p> <p>CC.1.4.K.P: Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>CC.1.4.K.X: Write routinely over short time frames.</p> <p>CC.1.4.K.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize the first word in sentence and pronoun I. Recognize and use end punctuation. Spell simple words phonetically.</p> <p>CC.1.5.K.A: Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.1.5.K.B: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>CC.1.5.K.C: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>CC.1.5.K.D: Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.</p> <p>CC.1.5.K.E: Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>CC.1.5.K.G: Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.</p>	
Pennsylvania Social Studies Standards:	
8.4.K.C: Identify different celebrations of different cultures from around the world.	
Essential Questions:	Understandings:
<ul style="list-style-type: none"> Why read literature? 	<p>Students will understand...</p> <ul style="list-style-type: none"> Memorable characters in classic stories and trickster tales have delighted children for generations.

	<ul style="list-style-type: none"> ● Students gain an appreciation for fiction from other cultures. ● Students acquire an understanding of the elements of the story including characters, plot, and setting. ● Recurring themes appear in classic and popular children’s literature.
<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> ● Basic knowledge of stories 	<p><u>Do/Skills:</u> Students will be able to...</p> <ul style="list-style-type: none"> ● Demonstrate understanding of key vocabulary ● Sequence the beginning, middle and end of stories ● Compare and contrast characters from different stories ● Orally create and expand sentences ● Describe characters, setting, and plot from different stories ● Write and draw events and details to retell a story
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● sly ● musician ● suddenly ● blazing ● swooped ● foolishness ● longed ● perilous ● terrified ● misused 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: <i>Stories</i> (Read-Aloud) ● Student Knowledge Workbook ● Trade Book: <i>Red Riding Hood</i> by James Marshall
<p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> ● CKLA Domain Assessments 	<p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none"> ● Pertinent Scholastic News: Let’s Find Out issue(s) ● <i>The Amazing Bone</i>, by William Steig ● <i>Brave Wolf and the Thunderbird: Tales of the People</i>, by Joseph Medicine Crow, illustrated by Linda R. Martin ● <i>The Fisherman and His Wife</i>, by Rachel Isadora ● <i>Hansel and Gretel</i>, by Rachel Isadora ● <i>How Chipmunk Got His Stripes</i>, by Joseph Bruchac and James Bruchac, illustrated by José Aruego and Ariane Dewey ● <i>How Many Spots Does a Leopard Have? And Other Tales</i>, by Julius Lester, illustrated by David Shannon ● <i>The Little Red Hen</i>, by Paul Galdone ● <i>Little Red Riding Hood</i>, by Trina Schart Hyman ● <i>Snow White and the Seven Dwarfs: A Tale from the Brothers Grimm</i>, translated

by Randall Jarrell, pictures by Nancy Ekholm Burkert

- *The Three Little Javelinas*, by Susan Lowell, illustrated by Jim Harris
- *Tikki Tikki Tembo*, by Arlene Mosel, illustrated by Blair Lent
- *The Ugly Duckling*, adapted and illustrated by Jerry Pinkney
- *The Velveteen Rabbit* (Dover Children's Classics), by Margery Williams, illustrated by William Nicholson
- *Why Mosquitoes Buzz in People's Ears: A West African Tale*, by Verna Aardema, pictures by Leo and Diane Dillon

Other Versions of Stories in the Domain

- *Henny Penny*, by Paul Galdone
- *The Story of Jumping Mouse: A Native American Legend*, retold and illustrated by John Steptoe
- *The Bremen-Town Musicians*, by Ilse Plume
- *Goldilocks and the Three Bears*, by James Marshall
- *The Three Billy Goats Gruff*, by Paul Galdone

Grade, Subject/Course: Kindergarten English Language Arts w/ Integrated Science & Social Studies	
Unit: Knowledge Domain 4 - Plants	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
Big Idea: Read-Aloud texts introduce students to the parts of plants and how they grow. Students gain a basic knowledge of ecology and the interdependence of all living things.	
PA Core Content Standards/Anchors (or National Standards): CC.1.2.K.G: Answers questions to describe the relationship between illustrations and the text in which they appear. CC.1.2.K.I: With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. CC.1.2.K.K: Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content. CC.1.2.K.L: Actively engage in group reading activities with purpose and understanding. CC.1.3.K.A: With prompting and support, retell familiar stories including key details. CC.1.3.K.B: Answer questions about key details in a text. CC.1.3.K.C: With prompting and support, identify characters, settings, and major events in a story. CC.1.3.K.E: Recognize common types of text. CC.1.4.K.D: Make logical connections between drawing and dictation/writing. CC.1.4.K.E: With prompting and support, illustrate using details and dictate/write using descriptive words. CC.1.4.K.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize the first word in sentence and pronoun I. Recognize and use end punctuation. Spell simple words phonetically. CC.1.4.K.W: With guidance and support, recall information from experiences or gather information from provided sources to answer a question. CC.1.4.K.X: Write routinely over short time frames.	
Pennsylvania Social Studies Standards: 8.4.K.C: Identify different celebrations of different cultures from around the world.	
Essential Questions: <ul style="list-style-type: none"> How do plants contribute to our ecosystem? 	Understandings: Students will understand... <ul style="list-style-type: none"> All living things are interconnected. Plants make up one kingdom in the scientific system that classifies different living things. There are over 350,000 species of plants on earth. Plants need basic things to stay alive and grow. Plants have life cycles, like other living things.

<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> ● Basic understanding of plants 	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Demonstrate understanding of key vocabulary ● Compare and contrast characters plants and plant parts using a graphic organizer ● Orally describe plants, plant parts, and life cycles ● Describe characters, setting, and plot from different stories ● Write and draw information from the text ● Identify plants as living things ● Explain that different kinds of plants grow in different environments ● Identify what plants need to live and grow: food, water, air, and light ● Identify the root, stem, branch, leaf, flower, fruit, and seed of a plant ● Explain basic facts about the root, stem, leaf, and seed of a plant ● Explain the basic life cycle of plants ● Explain that some plants produce fruit to hold seeds ● Compare and contrast the fruits and seeds of different plants ● Identify the parts of specific plants that are eaten by people ● Identify the petals on a flower ● Describe how bees collect nectar and pollen ● Describe how bees make and use honey ● Describe the important role bees play in plant pollination ● Demonstrate familiarity with the tall tale “Johnny Appleseed” ● Identify deciduous trees and recall basic facts about them ● Identify evergreen trees and recall basic facts about them ● Compare and contrast deciduous and evergreen trees ● Identify things that plants provide to people ● Describe the life and scientific achievements of George Washington Carver
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● soil ● pollination ● evergreen (deciduous) ● survival ● produce ● bouquet ● mature ● eventually ● crops ● gigantic ● bare 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: <i>Plants</i> (Read-Aloud) ● Student Knowledge Workbook ● Trade Book: <i>The Tiny Seed</i> by Eric Carle

Common Assessment(s):

- CKLA Domain Assessments

Supplemental Resources:

- Pertinent Scholastic News: Let's Find Out issue(s)
- *The Boy Who Didn't Believe in Spring*, by Lucille Clifton, illustrated by Brinton Turkle
- *The Carrot Seed*, by Ruth Krauss, illustrated by Crockett Johnson
- *City Green*, by DyAnne DiSalvo-Ryan
- *Eating the Alphabet: Fruits & Vegetables from A to Z*, by Lois Ehlert
- *The Empty Pot*, by Demi
- *Eyewitness Plant* (DK Eyewitness Books), by David Burnie
- *Flower Garden*, by Eve Bunting, illustrated by Kathryn Hewitt
- *From Bud to Blossom (Apples)*, by Gail Saunders-Smith
- *From Seed to Plant*, by Gail Gibbons
- *The Great Kapok Tree: A Tale of the Amazon Rainforest*, by Lynne Cherry
- *Growing Vegetable Soup*, by Lois Ehlert
- *The Honey Makers*, by Gail Gibbons
- *How a Seed Grows* (Let's-Read-and-Find-Out Science 1), by Helene J. Jordan, illustrated by Loretta Krupinski
- *Jack's Garden*, by Henry Cole (HarperTrophy, 1997)
- *Johnny Appleseed*, by Reeve Lindbergh, illustrated by Kathy Jakobsen
- *Johnny Appleseed* (Rookie Biographies), by Christin Ditchfield
- *The Life and Times of the Honeybee*, by Charles Micucci
- *The Life and Times of a Peanut*, by Charles Micucci
- *Mama Miti: Wangari Maathai and the Trees of Kenya*, Donna Jo Napoli, illustrated by Kadir Nelson
- *Maple Syrup Season*, by Ann Purmell, illustrated by Jill Weber
- *Oak Tree* (Looking at Life Cycles), by Victoria Huseby
- *Olivia Plants a Garden* (Olivia Ready-to-Read), by Emily Sollinger, illustrated by Jared Osterhold
- *One Bean*, by Anne Rockwell, pictures by Megan Halsey
- *Plant a Little Seed*, by Bonnie Christensen
- *Planting a Rainbow*, by Lois Ehlert
- *The Reason for a Flower* (Ruth Heller's World of Nature), by Ruth Heller
- *The Seasons of Arnold's Apple Tree*, by Gail Gibbons
- *Seed, Soil, Sun*, by Cris Peterson, photographs by David R. Lundquist
- *Soil Basics/Lo Básico de la Tierra*, by Carol Lindeen (Capstone, 2010)
- *The Tiny Seed* (The World of Eric Carle), by Eric Carle
- *Wangari's Trees of Peace: A True Story from Africa*, by Jeanette Winter

- *Why Do Leaves Change Color?* (Let's-Read-and-Find-Out Science, Stage 2), by Betsy Maestro, illustrated by Loretta Krupinski

Student Resources

- Parts of Plant Game http://www.softschools.com/science/plants/plant_parts
- “Groovy Garden” Game
<http://pbskids.org/arthur/games/groovygarden/groovygarden.html>

Grade, Subject/Course: Kindergarten English Language Arts w/ Integrated Science & Social Studies	
Unit: Knowledge Domain 5 - Farms	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
Big Idea: Students learn about the importance of farms as a source of food and other products. They identify several farm animals and crops, and contrast how plants make their own food with how animals get their food by eating plants and other living things.	
PA Core Content Standards/Anchors (or National Standards):	
<p>CC.1.2.K.A: With prompting and support, identify the main idea and retell key details of text.</p> <p>CC.1.2.K.B: With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.C: With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.K.F: With prompting and support, ask and answer questions about unknown words in a text.</p> <p>CC.1.2.K.G: Answers questions to describe the relationship between illustrations and the text in which they appear.</p> <p>CC.1.2.K.K: Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.</p> <p>CC.1.2.K.L: Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.3.K.A: With prompting and support, retell familiar stories including key details.</p> <p>CC.1.3.K.C: With prompting and support, identify characters, settings, and major events in a story.</p> <p>CC.1.3.K.E: Recognize common types of text.</p> <p>CC.1.3.K.F: Ask and answer questions about unknown words in a text.</p> <p>CC.1.3.K.G: Make connections between the illustrations and the text in a story (read or read aloud).</p> <p>CC.1.3.K.H: Compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>CC.1.3.K.K: Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.5.K.A: Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.1.5.K.B: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>CC.1.5.K.C: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>CC.1.5.K.D: Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.</p> <p>CC.1.5.K.E: Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>CC.1.5.K.G: Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.</p>	
Pennsylvania Social Studies Standards:	
8.4.K.C: Identify different celebrations of different cultures from around the world.	
Essential Questions:	Understandings:
<ul style="list-style-type: none"> How are farms important to my community? 	<p>Students will understand...</p> <ul style="list-style-type: none"> Students draw on information gained in the Plants domain to understand what plants and animals need to grow. Farms are an important source of food and other products people use. The classic story “The Little Red Hen” describes the seasonal rhythm of planting, growing, and harvesting

<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> ● Demonstrate understanding of key vocabulary ● Choose the best word to describe what is happening in images ● Orally describe farm animals, farm jobs, farm tools, and how food gets from farms to markets ● Sequence events in an informational and literary text ● Write and draw information from the text about animals, farm jobs, and seasons. 	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Describe the features of a farm ● Explain a farmer’s job ● Identify animals found on farms and the sounds those animals make ● Identify buildings and machines found on farms ● Demonstrate familiarity with the song “Old MacDonald Had a Farm” ● Identify the needs of animals: food, water, and space to live and grow ● Explain why farmers raise animals ● Identify foods and other products that come from farm animals ● Describe crops as plants grown on farms for food ● Identify different kinds of crops ● Explain why farmers grow crops ● Sequence the seasonal rhythm of planting, growing, and harvesting ● Identify the farm jobs that are done during each season ● Become familiar with the classic fable “The Little Red Hen” ● Sequence the process of taking crops from farm to market (planted, harvested, transported, packaged)
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● tools ● valuable ● ripe ● grazing ● responsibilities ● pests ● collects ● produce ● soil 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: <i>Farms</i> (Read-Aloud) ● Student Knowledge Workbook ● Trade Book: <i>The Cazuela that the Farm Maiden Stirred</i> by Samantha R. Vamos
<p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> ● CKLA Domain Assessments 	<p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none"> ● Pertinent Scholastic News: Let’s Find Out issue(s) ● <i>Barnyard Banter</i>, by Denise Fleming ● <i>Bee-bim Bop!</i>, by Linda Sue Park and illustrated by Ho Baek Lee ● <i>The Cazuela that the Farm Maiden Stirred</i>, by Samantha R. Vamos and illustrated by Rafael Lopez ● <i>Chicken Dance</i>, by Tammi Sauer and illustrated by Dan Santat ● <i>Chicken Soup</i>, by Jean Van Leeuwen and illustrated by David Gavrill ● <i>Chickens (Farmyard Friends)</i>, by Camilla de la Bédoyère ● <i>Chicks & Chickens</i>, by Gail Gibbons ● <i>Clarabelle: Making Milk and So Much More</i>, by Cris Peterson ● <i>Click, Clack, Moo: Cows That Type</i>, by Doreen Cronin and illustrated by Betsy

Lewin

- *Cycle of Rice, Cycle of Life: A Story of Sustainable Farming*, by Jan Reynolds
- *Daisy Comes Home*, by Jan Brett
- *A Day in the Life of a Farmer*, by Heather Adamson
- *Farm*, by Elisha Cooper
- *Farming*, by Gail Gibbons
- *The Little Red Hen*, by Paul Galdone
- *A Mango in the Hand: A Story Told Through Proverbs*, by Antonio Sacre and illustrated by Sebastia Serra
- *Market Day*, by Carol Foskett Cordsen and illustrated by Douglas B. Jones
- *The Milk Makers*, by Gail Gibbons
- *One Hen: How One Small Loan Made a Big Difference*, by Katie Smith Milway and illustrated by Eugenie Fernandes
- *On the Farm*, by David Elliott and illustrated by Holly Meade
- *On Ramón's Farm: Five Tales of Mexico*, by Campbell Geeslin and illustrated by Petra Mathers
- *Ox-Cart Man*, by Donald Hall and illustrated by Barbara Cooney
- *A Picture Book of César Chávez*, by David A. Adler and Michael S. Adler, and illustrated by Mary Olofsdotter
- *The Princess and the Pig*, by Jonathan Emmet and illustrated by Poly Bernatene
- *Pigs*, by Gail Gibbons
- *The Rusty, Trusty Tractor*, by Joy Cowley and illustrated by Olivier Dunrea
- *Sip, Slurp, Soup, Soup/Caldo, Caldo, Caldo*, by Diane Gonzales Bertrand and illustrated by Alex Pardo Delange
- *The Year at Maple Hill Farm*, by Alice and Martin Provensen
- *To Market, To Market*, by Nikki McClure
- *Farms around the World (World of Farming)*, by Catherine Veitch
- *Food from Farms*, by Nancy Dickmann (Heinemann-Raintree, 2010) ISBN 978-1432939434
- *From Seed to Pumpkin*, by Wendy Pfeffer
- *Grandpa's Tractor*, by Michael Garland
- *Growing Vegetable Soup*, by Lois Ehlert
- *Harvesters (Farm Machines)*, by Connor Dayton
- *If You Give a Pig a Pancake*, by Laura Numeroff and illustrated by Felicia Bond
- *Jobs on a Farm*, by Nancy Dickmann
- *Life on a Crop Farm*, by Judy Wolfman and David Lorenz Winston

- *Life on a Dairy Farm*, by Judy Wolfman and David Lorenz Winston
- *The Life of Rice: From Seedling to Supper* (Traveling Photographer), by Richard Sobol

Student Resources

- Animal Sounds Video <http://bit.ly/TOeCyZl>

Grade, Subject/Course: Kindergarten English Language Arts w/ Integrated Science & Social Studies		
Unit: Knowledge Domain 6 - Native Americans	<input checked="" type="checkbox"/> Essential	<input type="checkbox"/> Important
<input type="checkbox"/> Compact		
Big Idea: Students are introduced to the broad concept that indigenous peoples lived on the continents of North and South America long before European explorers arrived. Students explore the distinctive cultures of three Native American groups, as well as how conditions in different geographical regions influence their ways of life.		
PA Core Content Standards/Anchors (or National Standards):		
<p>CC.1.1.K.A: Utilize book handling skills.</p> <p>CC.1.1.K.B: Demonstrate understanding of the organization and basic features of print. Follow words left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper and lower case letters of the alphabet.</p> <p>CC.1.1.K.C: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.</p> <p>CC.1.1.K.D: Know and apply grade level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to one letter-sound correspondence. Associate the long and short sounds with common spellings for the five major vowels. Read grade level high-frequency sight words with automaticity. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>CC.1.1.K.E: Read emergent-reader text with purpose and understanding.</p> <p>CC.1.2.K.B: With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.C: With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.K.E: Identify parts of a book (title, author) and parts of a text (beginning, end, details).</p> <p>CC.1.2.K.G: Answers questions to describe the relationship between illustrations and the text in which they appear.</p> <p>CC.1.2.K.H: With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>CC.1.2.K.I: With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.</p> <p>CC.1.2.K.K: Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.</p> <p>CC.1.2.K.L: Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.3.K.A: With prompting and support, retell familiar stories including key details.</p> <p>CC.1.3.K.C: With prompting and support, identify characters, settings, and major events in a story.</p> <p>CC.1.3.K.G: Make connections between the illustrations and the text in a story (read or read aloud).</p> <p>CC.1.3.K.K: Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.5.K.A: Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.1.5.K.B: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>CC.1.5.K.C: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>CC.1.5.K.E: Speak audibly and express thoughts, feelings, and ideas clearly.</p>		
Pennsylvania Social Studies Standards:		
<p>5.3.K.B: Identify the role of adults in authority at home or in school.</p> <p>6.1.K.B: Identify family wants and needs.</p> <p>6.1.K.C: Identify choices to meet needs</p> <p>6.3.K.D: Identify products produced in the region or state.</p> <p>6.4.K.A: Identify the specialized role performed by each member of the family.</p>		

7.1.K.A: Interpret a simple map of a known environment.

7.2.K.A: Describe the characteristics of homes and businesses located in the community to gain an understanding of physical features.

7.2.K.B: Identify land and water forms.

7.3.K.A: Describe how weather affects daily life.

7.4.K.A: Identify local bodies of water and landforms to gain an understanding of their impact on the local community.

8.2.K.A: Identify people in authority.

8.3.K.C: Demonstrate an understanding of time order.

8.4.K.C: Identify different celebrations of different cultures from around the world.

Essential Questions:

- How do indigenous people live?

Understandings:

Students will understand...

- Indigenous people lived on the North and South American continents long before European explorers visited and settled this area.
- There were many different tribes and each had their own way of life.
- Geographical locations influenced lifestyles and individual cultures of different tribes.
- Three tribes are the focus of the unit: Lakota Sioux, Wampanoag, and Lenape

Knowledge:

- Basic understanding of Native American life

Do/Skills:

Students will be able to...

- Recall that Native Americans were the first-known inhabitants of North America
- Explain that there are many tribes of Native Americans
- Explain that although there are many diverse tribes of Native Americans, they all need food, clothing, and shelter to survive
- Explain the importance of the buffalo to the Lakota Sioux
- Describe the food, clothing, and shelter of the Lakota Sioux culture
- Describe the environment in which the Lakota Sioux lived
- Describe the food, clothing, and shelter of the Wampanoag
- Describe the environment in which the Wampanoag lived
- Describe the food, clothing, and shelter of the Lenape
- Describe the environment in which the Lenape lived
- Describe aspects of the Lenape culture
- Explain that Native Americans still live in the United States today
- Explain how some Native Americans today keep alive some of the traditions and practices of their ancestors
- Demonstrate understanding of key vocabulary
- Distinguish the meaning of the words to and from in context.
- Use details from the text to orally describe food, clothing, and shelter of each of the Native American tribes discussed
- Compare and contrast three Native American tribes using a graphic organizer
- Write and draw information from the text describe characteristics of different tribes and items used in Native American life

<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● roamed ● succulent ● moccasins ● agile ● feast ● traditions ● mischief ● cozy 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: <i>Native Americans</i> (Read-Aloud) ● Student Knowledge Workbook ● Trade Book: <i>D is for Drum: A Native American Alphabet</i> by Michael Shoulders
<p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> ● CKLA Domain Assessments 	<p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none"> ● Pertinent Scholastic News: Let’s Find Out issue(s) ● <i>D is for Drum: A Native American Alphabet</i>, by Michael and Debbie Shoulders, illustrated by Irving Toddy ● <i>Many Nations: An Alphabet of Native America</i>, by Joseph Bruchac, illustrated by Robert F. Goetzl ● <i>The Story of Jumping Mouse: A Native American Legend</i>, by John Steptoe <p>Tribes Discussed in the Domain</p> <ul style="list-style-type: none"> ● <i>Clambake: A Wampanoag Tradition</i>, by Russell M. Peters, photographs by John Madama ● <i>If You Lived with the Sioux Indians</i>, by Ann McGovern, illustrated by Jean Drew ● <i>The Legend of the Indian Paintbrush</i>, by Tomie dePaola ● <i>Squanto and the First Thanksgiving</i>, by Joyce Kessel, illustrated by Lisa Donze ● <i>Tapenum’s Day: A Wampanoag Indian Boy in Pilgrim Times</i>, by Kate Waters, photographs by Russ Kendall <p>Tribes <u>Not</u> Discussed in the Domain</p> <ul style="list-style-type: none"> ● <i>Buffalo Bird Girl: A Hidatsa Story</i>, by S. D. Nelson ● <i>Coyote: A Trickster Tale from the American Southwest</i>, retold and illustrated by Gerald McDermott ● <i>How the Stars Fell into the Sky: A Navajo Legend</i>, by Jerrie Oughton, illustrated by Lisa Desimini ● <i>If You Lived with the Hopi</i>, by Anne Kamma, illustrated by Linda Gardner ● <i>If You Lived with the Indians of the Northwest Coast</i>, by Anne Kamma, illustrated by Pamela Johnson ● <i>If You Lived with the Iroquois</i>, by Ellen Levine, illustrated by Shelly

Hehenberger

- *The Legend of the Bluebonnet*, by Tomie dePaola
- *Raven: A Trickster Tale from the Pacific Northwest*, by Gerald McDermott
- *Totem Tale: A Tall Story from Alaska*, by Deb Vanasse, illustrated by Erik Brooks

Native Americans Today

- *Children of Native America Today*, by Yvonne Wakim Dennis and Arlene B. Hirschfelder
- *Jingle Dancer*, by Cynthia Leitich Smith and illustrated by Cornelius Van Wright and Ying-Hwa Hu
- *Meet Lydia: A Native Girl from Southeast Alaska* (My World: Young Native Americans Today), by Miranda Belarde-Lewis, photographs by John Harrington
- *Meet Mindy: A Native Girl from the Southwest* (My World: Young Native Americans Today), by Susan Secakuku, photographs by John Harrington
- *Songs from the Loom: A Navajo Girl Learns to Weave* (We Are Still Here: Native Americans Today), by Monty Roessel

Student Resources

- National Museum of the American Indian <http://nmai.si.edu/>
- Native American Homes <http://www.native-languages.org/houses.htm>

Grade, Subject/Course: Kindergarten English Language Arts w/ Integrated Science & Social Studies			
Unit: Knowledge Domain 7 - Kings and Queens	<input checked="" type="checkbox"/> Essential	<input type="checkbox"/> Important	<input type="checkbox"/> Compact
Big Idea: Students listen to Read-Aloud texts, both fiction and nonfiction, about kings, queens, and royal families. The selections build students' understanding of responsibilities and customs associated with royalty throughout history.			
PA Core Content Standards/Anchors (or National Standards):			
<p>CC.1.1.K.C: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.</p> <p>CC.1.2.K.A: With prompting and support, identify the main idea and retell key details of text.</p> <p>CC.1.2.K.B: With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.C: With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.K.F: With prompting and support, ask and answer questions about unknown words in a text.</p> <p>CC.1.2.K.G: Answers questions to describe the relationship between illustrations and the text in which they appear.</p> <p>CC.1.2.K.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> <p>CC.1.2.K.L: Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.3.K.A: With prompting and support, retell familiar stories including key details.</p> <p>CC.1.3.K.B: Answer questions about key details in a text.</p> <p>CC.1.3.K.C: With prompting and support, identify characters, settings, and major events in a story.</p> <p>CC.1.3.K.D: Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CC.1.3.K.E: Recognize common types of text.</p> <p>CC.1.3.K.G: Make connections between the illustrations and the text in a story (read or read aloud).</p> <p>CC.1.3.K.H: Compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>CC.1.3.K.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> <p>CC.1.3.K.K: Actively engage in group reading activities with purpose and understanding.</p> <p>CC.1.4.K.C: With prompting and support, generate ideas and details to convey information that relates to the chosen topic.</p> <p>CC.1.4.K.R: Demonstrate a grade appropriate command of the conventions of standard English standard English capitalization, punctuation, and spelling. Capitalize the first word in a sentence and the pronoun I. Recognize and use end punctuation. Spell simple words phonetically</p> <p>CC.1.5.K.A: Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.1.5.K.B: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>CC.1.5.K.C: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>CC.1.5.K.D: Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.</p> <p>CC.1.5.K.E: Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>CC.1.5.K.G: Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.</p>			
Pennsylvania Social Studies Standards:			
6.4.K.A: Identify the specialized role performed by each member of the family.			
6.4.K.D: Identify individual wants and needs.			
8.2.K.A: Identify people in authority.			
8.4.K.A: Explain how cultures celebrate.			
8.4.K.C: Identify different celebrations of different cultures from around the world.			

<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● What does this literature reveal about a culture/time period? 	<p><u>Understandings:</u></p> <p>Students will understand...</p> <ul style="list-style-type: none"> ● Throughout history, royalty has played a major role in the governance of countries in the world. ● The responsibilities, lifestyles, and customs associated with royalty provide context for many classic and well-loved stories and rhymes. ● This unit provides background knowledge for later domains and builds knowledge for understanding different forms of government.
<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> ● Basic understanding of Kings and Queens 	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Describe what a king and queen are and what they do ● Identify and describe royal objects associated with a king or queen ● Describe a royal family ● Identify advantages and disadvantages to being part of a royal family ● Describe how specific poems and stories relate to the subject of kings and queens ● Demonstrate familiarity with “King Midas and the Golden Touch” ● Recall key details from the poem “Old King Cole” ● Compare and contrast the experiences of the main characters in “Sing a Song of Sixpence” ● Describe the characters, setting, and plot of “The Princess and the Pea” ● Describe the events of “Cinderella” ● Describe the events of “Snow White and the Seven Dwarfs” ● Demonstrate understanding of key vocabulary ● Distinguish the meaning of the words to and from in context. ● Describe the characters, setting, and plot of a story ● Sequence story events ● Compare and contrast royal families with nonroyal families using a graphic organizer ● Draw and write events from stories
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● royal ● merry ● tattered ● advantages ● dainty ● stomped ● treasures ● graceful 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: <i>Kings and Queens</i> (Read-Aloud) ● Student Knowledge Workbook ● Trade Book: <i>Princess Hyacinth</i> by Florence Parry Heide

Common Assessment(s):

- CKLA Domain Assessments

Supplemental Resources:

- Pertinent Scholastic News: Let's Find Out issue(s)
- *Amazing Grace*, by Mary Hoffman, illustrated by Caroline Binch
- *Cinder Edna*, by Ellen Jackson, illustrated by Kevin O'Malley
- *Cinderella*, by Charles Perrault, illustrated by Loek Koopmans. Translated by Anthea Bell
- *Kate Middleton: Real-Life Princess*, by Sarah Tieck
- *King Bidgood's in the Bathtub*, by Audrey and Don Wood
- *King Midas and the Golden Touch*, by Charlotte Craft, illustrated by K. Y. Craft
- *The King Who Rained*, by Fred Gwynne
- *The Kite Princess*, by Juliet Clare Bell, illustrated by Laura-Kate Chapman
- *Mother Goose Remembers*, by Clare Beaton
- *Prince Cinders*, by Babette Cole
- *Princess Grace*, by Mary Hoffman, illustrated by Cornelius Van Wright and Ying-Hwa Hu
- *The Princess and the Pea*, by Rachel Isadora
- *The Princess and the Pig*, by Jonathan Emmett, illustrated by Poly Bernatene
- *Prince William: Real-Life Prince*, by Sarah Tieck
- *The Queen's Knickers*, by Nicholas Allan
- *Rapunzel*, by Rachel Isadora
- *The Rough-Face Girl*, by Rafe Martin
- *The Royal Treasure Measure*, by Trudy Harris, illustrated by Ivica Stevanovic
- *Snow White and the Seven Dwarfs*, by Jacob and Wilhelm Grimm, illustrated by Nancy Ekholm Burkert. Translated by Randall Jarrell
- *Snow White in New York*, by Fiona French
- *Tea for Ruby*, by Sarah Ferguson, the Duchess of York, illustrated by Robin Preiss Glasser
- *The Twelve Dancing Princesses*, by Rachel Isadora

Grade, Subject/Course: Kindergarten English Language Arts w/ Integrated Science & Social Studies	
Unit: Knowledge Domain 8 - Seasons and Weather	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
Big Idea: An introduction to weather and the seasons. Students learn that regions of Earth experience different characteristic weather patterns throughout the year.	
PA Core Content Standards/Anchors (or National Standards): CC.1.2.K.A: With prompting and support, identify the main idea and retell key details of text. CC.1.2.K.B: With prompting and support, answer questions about key details in a text. CC.1.2.K.C: With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. CC.1.2.K.F: With prompting and support, ask and answer questions about unknown words in a text. CC.1.2.K.G: Answers questions to describe the relationship between illustrations and the text in which they appear. CC.1.2.K.H: With prompting and support, identify the reasons an author gives to support points in a text. CC.1.2.K.I: With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. CC.1.2.K.K: Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content. CC.1.2.K.L: Actively engage in group reading activities with purpose and understanding. CC.1.3.K.A: With prompting and support, retell familiar stories including key details. CC.1.3.K.B: Answer questions about key details in a text. CC.1.3.K.C: With prompting and support, identify characters, settings, and major events in a story. CC.1.3.K.D: Name the author and illustrator of a story and define the role of each in telling the story. CC.1.3.K.E: Recognize common types of text. CC.1.3.K.F: Ask and answer questions about unknown words in a text. CC.1.5.K.A: Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.K.B: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. CC.1.5.K.C: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. CC.1.5.K.D: Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume. CC.1.5.K.E: Speak audibly and express thoughts, feelings, and ideas clearly. CC.1.5.K.G: Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.	
Pennsylvania Social Studies Standards: 8.4.K.C: Identify different celebrations of different cultures from around the world.	
Essential Questions: <ul style="list-style-type: none"> How are seasons and weather patterns related? 	Understandings: Students will understand... <ul style="list-style-type: none"> Different regions of the Earth experience different weather patterns throughout the year. Weather patterns in the year are called seasons: winter, spring, summer, and fall. Knowing about the weather is important to our daily lives and activities.

Knowledge:

- Basic understanding of seasons and weather

Do/Skills:

Students will be able to...

- Demonstrate understanding of the following units of time and their relationship to one another: day, week, month, year
- Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
- Characterize winter as generally the coldest season, summer as generally the warmest season, and spring and autumn as transitional seasons
- Draw pictures that show an understanding of each season
- Characterize the North and South Poles as always cold in temperature, the middle section of the earth as usually warm, and most of the United States as having four seasons
- Describe daily weather conditions of their own locality in terms of temperature (hot, warm, cool, cold), cloud cover (sunny, cloudy), and precipitation (rain, snow, sleet)
- Name at least one month in a specific season while referring to a calendar
- Name at least one holiday in a specific season
- Describe any unique seasonal differences that are characteristic of their own locality (change of color and dropping of leaves in autumn; snow or ice in winter; increased rain, and/or flooding in spring, etc.)
- Identify ways in which weather affects daily routines, such as dress, activities, etc.
- Identify a thermometer as an instrument used to measure temperature and describe how it works
- Explain the lesson the grasshopper learns at the end of the fable, “The Grasshopper and the Ants”
- Identify characteristics of thunderstorms
- Describe safe and unsafe behaviors during thunderstorms
- Explain why weather prediction is important in daily life
- Demonstrate understanding of key vocabulary
- Orally describe details from informational and literary text
- Ask and answer questions using who
- Draw and sequence the seasons of the year
- Use information from the text to draw a picture explaining how to stay safe during a storm
- Record information in a weather diary and present a weather report

<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● characteristics ● distinct ● severe ● frigid ● progresses ● warning ● gradually ● last 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: <i>Seasons and Weather</i> (Read-Aloud) ● Student Knowledge Workbook ● Trade Book: <i>Thunder Cake</i> by Patricia Polacco
<p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> ● CKLA Domain Assessments 	<p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none"> ● Pertinent Scholastic News: Let’s Find Out issue(s) ● <i>Angels Ride Bikes and Other Fall Poems/Los ángeles andan en bicicleta y otros poemas de otoño</i>, by Francisco X. Alarcón, illustrated by Maya Christina Gonzalez ● <i>Animals in Winter</i> (Let’s-Read-and-Find-Out Science 1), by Henrietta Bancroft and Richard G. Van Gelder, illustrated by Helen K. Davie ● <i>The Boy Who Didn’t Believe in Spring</i>, by Lucille Clifton, illustrated by Brinton Turkle ● <i>Brave Irene</i>, by William Steig ● <i>Bring Me Some Apples and I’ll Make You a Pie: A Story About Edna Lewis</i>, by Robbin Gourley ● <i>Can You See the Wind?</i> (Rookie Read-About Science), by Allan Fowler ● <i>The Cloud Book</i>, by Tomie dePaola ● <i>Cloudy with a Chance of Meatballs</i>, by Judi Barrett, drawings by Ron Barrett ● <i>Energy from the Sun</i> (Rookie Read-About Science), by Allan Fowler ● <i>Fall</i> (Thinking About the Seasons), by Clare Collinson ● <i>Frederick</i>, by Leo Lionni ● <i>Frog and Toad All Year</i>, by Arnold Lobel ● <i>From the Bellybutton of the Moon and Other Summer Poems/Del ombligo de la luna y otros poemas de verano</i>, by Francisco X. Alarcón, illustrated by Maya Christina Gonzalez ● <i>Four Seasons Make a Year</i>, by Anne Rockwell, illustrated by Megan Halsey ● <i>If It’s Really Cold. . . and Other Weather Predictions</i>, by Blake A. Hoena ● <i>Laughing Tomatoes and Other Spring Poems/Jitomates risueños y otros poemas de primavera</i>, by Francisco X. Alarcón, illustrated by Maya Christina Gonzalez ● <i>Little Cloud and Lady Wind</i>, by Toni Morrison and Slade Morrison, illustrated by Sean Quails

- *On the Same Day in March: A Tour of the World's Weather*, by Marilyn Singer, illustrated by Frané Lessac
- *The Reasons for Seasons*, by Gail Gibbons
- *The Seasons of Arnold's Apple Tree*, by Gail Gibbons
- *Snow Is Falling* (Let's-Read-and-Find-Out-Science, Stage 1), by Franklyn Branley and illustrated by Holly Keller
- *Snowflake Bentley*, by Jacqueline Briggs Martin, illustrated by Mary Azarian
- *Spring* (Thinking About the Seasons), by Clare Collinson
- *Summer* (Thinking About the Seasons), by Clare Collinson
- *Thunder Cake*, by Patricia Polacco
- *Tornado Alert* (Let's-Read-and-Find-Out Science 2), by Franklyn M. Branley and Giulio Maestro
- *Weather Forecasting*, by Gail Gibbons
- *Weather Words and What They Mean*, by Gail Gibbons
- *Weather: Rain or Shine* (Science Starters), by Jim Pipe
- *What Will the Weather Be?* (Let's-Read-and-Find-Out Science 2), by Lynda DeWitt, illustrated by Carolyn Croll
- *What's the Weather Today?*, by Allan Fowler
- *When a Storm Comes Up* (Rookie Read-About Science), by Allan Fowler
- *When Spring Comes*, by Solomon Gordon
- *Why Do Leaves Change Color?* (Let's-Read-and-Find-Out Science, Stage 2), by Betsy Maestro and illustrated by Loretta Krupinski
- *Winter Is Here*, by Sid Webb

Student Resources

- Weather Word Search
<http://www.weatherwizkids.com/weather-games-word-search.htm>
- Interactive Seasons
<http://www.sheppardsoftware.com/scienceforkids/seasons/seasons.htm>

Grade, Subject/Course: Kindergarten English Language Arts w/ Integrated Science & Social Studies	
Unit: Knowledge Domain 9 - Columbus and the Pilgrims	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
Big Idea: Students are introduced to key figures, events, and ideas associated with two episodes in the founding of the United States of America—the first voyage of Columbus in 1492 and the arrival of the Pilgrims in 1620.	
PA Core Content Standards/Anchors (or National Standards): CC.1.2.K.A: With prompting and support, identify the main idea and retell key details of text. CC.1.2.K.B: With prompting and support, answer questions about key details in a text. CC.1.2.K.C: With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. CC.1.2.K.K: Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.	
Pennsylvania Social Studies Standards: 5.1.K.F: Identify significant American holidays and their symbols. 6.1.K.A: Identify how scarcity influences choice. 6.1.K.C: Identify choices to meet needs 7.2.K.B: Identify land and water forms. 7.3.K.A: Describe how weather affects daily life. 8.1.K.A: Identify chronological sequence through days, weeks, months, and years (calendar time). 8.3.K.A: Identify American people related to national holidays.	
Pennsylvania Social Studies Standards: 8.4.K.C: Identify different celebrations of different cultures from around the world.	
Essential Questions: <ul style="list-style-type: none"> • Why did Columbus sail west? • What was the reason for the pilgrims to travel to the west? • Who and why were the Americas discovered? 	Understandings: Students will understand... <ul style="list-style-type: none"> • The arrival of Columbus and, more than 100 years later, the Pilgrims in North America, are important events in the history of the United States. • There are similarities and differences between the two voyages of Columbus and the Pilgrims, their motivations, and their interactions with Native Americans.
Knowledge: <ul style="list-style-type: none"> • Basic knowledge of Columbus and the Pilgrims 	Do/Skills: Students will be able to... <ul style="list-style-type: none"> • Identify the continents of Europe, Africa, and Asia on a world map • Explain why Europeans wanted to travel to Asia • Identify King Ferdinand and Queen Isabella of Spain • Identify Christopher Columbus • Identify key facts about Christopher Columbus’s first voyage to America • Identify the Indies as the place where Christopher Columbus thought he landed • Identify the Americas as the place where Christopher Columbus actually landed • Recall details about Christopher Columbus’s first voyage to America

- Describe what happened when Christopher Columbus made subsequent trips westward
- Explain why Americans remember Christopher Columbus on Columbus Day
- Explain why people wanted to leave England for North America
- Identify key facts about Separatists/Pilgrims
- Describe the Pilgrims' voyage on the Mayflower
- Recall key facts about what happened after the Pilgrims reached America
- Describe the Pilgrims' first interactions with the Wampanoag
- Describe the Pilgrims' first year in America
- Describe the first Thanksgiving Day celebration
- Demonstrate understanding of key vocabulary
- Orally describe details from informational text
- Use a graphic organizer to summarize text
- Ask and answer questions using what
- Identify and understand information on a timeline
- Write a travel journal
- Write short phrases and sentences and draw pictures based on details in the text

Vocabulary:

- spices
- courage
- glory
- victorious
- ashamed
- fascinated
- shore
- disappointed
- celebration

Core Resources:

- **CKLA Anchor Texts:** *Columbus and the Pilgrims* (Read-Aloud)
- **Student Knowledge Workbook**
- **Trade Book:** *Pilgrims of Plymouth* by Susan E. Goodman

Common Assessment(s):

- CKLA Domain Assessments

Supplemental Resources:

- **Scholastic News Let's Find Out:** TBD
- *Christopher Columbus*, by Mary Dodson Wade
- *Encounter*, by Jane Yolen and illustrated by David Shannon
- *Follow the Dream: The Story of Christopher Columbus*, by Peter Sis
- *Giving Thanks: A Native American Good Morning Message*, by Chief Jake Swamp and illustrated by Edwin Printup, Jr.
- *The Golden Flower: A Taino Myth from Puerto Rico*, by Nina Jaffe and illustrated by Enrique O. Sanchez
- *If You Sailed on the Mayflower in 1620*, by Ann McGovern and illustrated by Anna DeVito
- *Me on the Map*, by Joan Sweeney and illustrated by Annette Cable

- *People of the Breaking Day*, by Marcia Sewall
- *A Picture Book of Christopher Columbus*, by David A. Adler and illustrated by John and Alexandra Wallner
- *Pilgrims of Plymouth*, by Susan E. Goodman
- *The Pilgrims' First Thanksgiving*, by Ann McGovern and illustrated by Elroy Freem
- *The Pilgrims' Thanksgiving from A to Z*, by Laura Crawford and illustrated by Judith Hierstein
- *Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy*, by Kate Waters and photographed by Russ Kendall
- *The Seven Continents*, by Wil Mara
- *Squanto's Journey: The Story of the First Thanksgiving*, by Joseph Bruchac and illustrated by Greg Shed
- *Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times*, by Kate Waters and photographed by Russ Kendall

Grade, Subject/Course: Kindergarten English Language Arts w/ Integrated Science & Social Studies	
Unit: Knowledge Domain 10 - Colonial Towns and Townspeople	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
Big Idea: Students are introduced to the early history of the United States as they explore what daily life was like for people in colonial times.	
<p>PA Core Content Standards/Anchors (or National Standards):</p> <p>CC.1.2.K.A: With prompting and support, identify the main idea and retell key details of text.</p> <p>CC.1.2.K.B: With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.G: Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.</p> <p>CC.1.4.K.M: Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.</p> <p>CC.1.4.K.N: Establish who and what the narrative will be about.</p> <p>CC.1.4.K.O: Describe experiences and events.</p> <p>CC.1.4.K.P: Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>CC.1.4.K.T: With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>CC.1.5.K.D: Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.</p> <p>CC.1.5.K.G: Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.</p> <p>Pennsylvania Social Studies Standards:</p> <p>6.1.K.C: Identify choices to meet needs.</p> <p>6.1.K.D: Identify a choice based on family interest</p> <p>6.2.K.A: Identify goods and consumers.</p> <p>6.2.K.D: Identify currency and how it is used.</p> <p>6.4.K.A: Identify the specialized role performed by each member of the family.</p> <p>6.5.K.C: Identify goods and services provided by local businesses.</p> <p>7.2.K.A: Describe the characteristics of homes and businesses located in the community to gain an understanding of physical features.</p> <p>8.1.K.A: Identify chronological sequence through days, weeks, months, and years (calendar time).</p> <p>8.3.K.C: Demonstrate an understanding of time order.</p> <p>8.4.K.C: Identify different celebrations of different cultures from around the world.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What were the different roles of the colonial townspeople? • What types of trades were found in colonial times and how did they contribute to the town? 	<p>Understandings:</p> <p>Students will understand...</p> <ul style="list-style-type: none"> • Students draw on knowledge from Columbus and the Pilgrims as they learn more about America’s history during colonial times. • The daily life of people during the colonial era are contrasted with students’ present-day experiences. • The differences between living in a town versus living in the country are explored.

Knowledge:

- Basic knowledge of colonial life

Do/Skills:

Students will be able to...

- Identify the key differences between “towns” and “the country” during the colonial period
- Explain that during the colonial period, families who lived on farms in the country were largely self- sufficient, and that all family members had many daily responsibilities and chores
- List similarities and differences between modern family life and colonial family life
- Identify reasons why people who lived in the country traveled to town
- Describe some features of colonial towns, such as a town square, shops, and adjacent buildings
- Explain that tradespeople had an occupation and expertise in a particular job
- Name the different kinds of tradespeople found in a colonial town
- Explain how the tradespeople in colonial towns saved farming families time and effort
- Identify, and associate with the appropriate trade, the tools used by colonial tradespeople
- Describe the miller and baker in a colonial town
- Identify corn and wheat as the original plant products needed to make flour
- Describe spinners and weavers in a colonial town
- Identify cotton, flax, and wool as the original plant or animal products needed for making cloth
- Describe the process of making cloth from cotton, flax, or wool
- Describe dressmakers, tailors, hatters, and cobblers in a colonial town
- Explain that ready-made clothing was not available for sale in colonial shops; clothing was made to order according to the exact measurements of each person
- Describe the bricklayer, mason, and carpenter in a colonial town
- Describe a blacksmith in a colonial town
- Explain the essential role of the blacksmith in making tools for other tradespeople
- Demonstrate understanding of key vocabulary
- Orally describe details from informational text
- Use a graphic organizer to organize and retell information
- Ask and answer questions using where
- Sequence events based on information in the text
- Write short phrases and sentences and draw pictures based on details in the text

<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● country ● measure ● merry ● everyday ● thrilled ● sympathy ● customers ● patiently ● garments ● essential 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: <i>Colonial Towns and Townspeople</i> (Read-Aloud) ● Student Knowledge Workbook ● Trade Book: <i>Ox-Cart Man</i> by Donald Hall
<p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> ● CKLA Domain Assessments 	<p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none"> ● Pertinent Scholastic News: Let’s Find Out issue(s) <p>Fiction</p> <ul style="list-style-type: none"> ● <i>Charlie Needs a Cloak</i>, by Tomie dePaola ● <i>The Elves and the Shoemaker</i>, by Jim LaMarche ● <i>The Emperor’s New Clothes: A Tale Set in China</i>, by Demi ● <i>A Horse’s Tale: A Colonial Williamsburg Adventure</i>, by Susan Lubner and illustrated by Margie Moore ● <i>Ox-Cart Man</i>, by Donald Hall and illustrated by Barbara Cooney ● <i>Stone Soup</i>, by Marcia Brown ● <i>Town Mouse, Country Mouse</i>, by Jan Brett <p>Nonfiction</p> <ul style="list-style-type: none"> ● <i>Clothes in Colonial America</i>, by Mark Thomas ● <i>Colonial Days: Discover the Past with Fun Projects, Games, Activities, and Recipes</i> (American Kids in History Series), by David C. King ● <i>Colonial Farms</i>, by Verna Fisher (Nomad Press, 2011) ● <i>Colonial Kids: An Activity Guide to Life in the New World</i>, by Laurie Carlson ● <i>Colonial Life</i>, by Bobbie Kalman ● <i>Colonial Life (A True Book)</i>, by Brendan January ● <i>Colonial Times from A to Z</i>, by Bobbie Kalman ● <i>Colonial Towns</i>, by Verna Fisher and illustrated by Bryan Stoneman ● <i>Explore Colonial America!: 25 Great Projects, Activities, Experiments</i> (Explore Your World series), by Verna Fisher

- *Food in Colonial America*, by Mark Thomas
- *Fun and Games in Colonial America*, by Mark Thomas
- *If You Lived in Colonial Times*, by Ann McGovern and illustrated by June Otani
- *If You Lived in Williamsburg in Colonial Days*, by Barbara Brenner and illustrated by Jennie Williams
- *Life in a Colonial Town* (Picture the Past), by Sally Senzell Isaacs
- *The New Americans: Colonial Times: 1620-1689* (American Story), by Betsy Maestro and illustrated by Giulio Maestro
- *Work in Colonial America*, by Mark Thomas

Student Resources

- Colonial Williamsburg Kids Zone <http://www.history.org/kids/>
- Water Mill Museum <http://watermillmuseum.org/>

Grade, Subject/Course: Kindergarten English Language Arts w/ Integrated Science & Social Studies	
Unit: Knowledge Domain 11 - Taking Care of the Earth	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
Big Idea: Students are introduced to the importance of environmental awareness and conservation as they become familiar with the earth’s natural resources and how people’s actions affect the environment.	
PA Core Content Standards/Anchors (or National Standards): CC.1.2.K.B: With prompting and support, answer questions about key details in a text. CC.1.2.K.C: With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text CC.1.4.K.A: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts. CC.1.4.K.B: Use a combination of drawing, dictating, and writing to focus on one specific topic. CC.1.4.K.U: With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers. CC.1.4.K.V: Participate in individual or shared research projects on a topic of interest.	
Pennsylvania Social Studies Standards: 8.4.K.C: Identify different celebrations of different cultures from around the world.	
Essential Questions: <ul style="list-style-type: none"> How do people affect the environment? 	Understandings: Students will understand... <ul style="list-style-type: none"> People’s actions affect the environment in which we live. Earth’s natural resources include land, water, and air. The best way to conserve Earth’s resources is to practice the three Rs of conservation—reduce, reuse, and recycle.
Knowledge: <ul style="list-style-type: none"> Basic knowledge of how to care for the Earth 	Do/Skills: Students will be able to... <ul style="list-style-type: none"> Identify Earth and explain why people have a special responsibility to take care of the earth Explain what happens to garbage from its creation to being dumped in the landfill Identify Earth’s natural resources (land, water, and air) and explain their importance Identify and describe the meaning of reduce, reuse, recycle Explain the process of recycling materials Identify common recyclable materials Identify and describe the process of composting Identify different types of pollution and their causes Describe air pollution and why it is harmful Identify basic types of water and describe the water cycle Identify possible solutions for the problems of garbage, litter, pollution, and conserving natural resources Demonstrate understanding of key vocabulary. Orally describe details from informational text

- Use a graphic organizer to organize and retell information
- Sequence events based on information in the text
- Write short phrases and sentences and draw pictures based on details in the text
- Create a class book about solutions to environmental problems

Vocabulary:

- responsibility
- solution
- supply
- hazardous
- compost
- effort
- conserve
- toxic
- reduce
- global

Core Resources:

- **CKLA Anchor Texts:** *Taking Care of the Earth* (Read-Aloud)
- **Student Knowledge Workbook**
- **Trade Book:** *The Wump World* by Bill Peet

Common Assessment(s):

- CKLA Domain Assessments

Supplemental Resources:

- Pertinent Scholastic News: Let's Find Out issue(s)
- *And Still the Turtle Watched*, by Sheila MacGill-Callahan and illustrated by Barry Moser
- *Arthur Turns Green*, by Marc Brown (Little, Brown, 2014)
- *Compost Stew: An A to Z Recipe for the Earth*, by Mary McKenna Siddals and illustrated by Ashley Wolff (
- *EcoArt! Earth-Friendly Art & Craft Experiences for 3- to 9-Year Olds*, by Laurie Carlson
- *Garbage and Recycling* (Young Discoverers: Environmental Facts and Experiments), by Rosie Harlow and Sally Morgan
- *The Green Mother Goose: Saving the World One Rhyme at a Time*, by Jan Peck and David Davis and illustrated by Carin Berger
- *I Am Water* (Hello Reader! Level 1 Science), by Jean Marzollo and illustrated by Judith Moffatt
- *It's Earth Day!* (Little Critter), by Mercer Mayer (HarperFestival, 2008)
- *Just a Dream*, by Chris Van Allsburg
- *The Lorax*, by Dr. Seuss
- *Michael Recycle*, by Ellie Bethel and illustrated by Alexandra Colombo
- *Rachel: The Story of Rachel Carson*, by Amy Ehrlich and illustrated by Wendell Minor
- *Recycle!: A Handbook for Kids*, by Gail Gibbons

- *A River Ran Wild*, by Lynne Cherry
- *The Three Rs: Reduce, Reuse, Recycle* (What Do You Know About?), by Núria Roca and illustrated by Rosa M. Curto
- “Sarah Sylvia Cynthia Stout Would Not Take the Garbage Out,” from *Where the Sidewalk Ends*, by Shel Silverstein
- *Splash! Water*, by Núria Jiménez and Empar Jiménez and illustrated by Rosa M. Curto
- *Stories for a Fragile Planet: Traditional Tales About Caring for the Earth*, by Kenneth Steven and Jane Ray
- *The Wartville Wizard*, by Don Madden
- *Where Do Recyclable Materials Go? Read, Think, Recycle*, by Sabbithry Persad
- *Where Does the Garbage Go?*, by Paul Showers and illustrated by Randy Chewning (HarperCollins, 1994)
- *Why Should I Save Water?* (Why Should I?), by Jen Green and illustrated by Mike Gordon
- *The Wump World*, by Bill Peet
- *Yuck! Waste*, by Núria Jiménez and Empar Jiménez and illustrated by Rosa M. Curto

Student Resources

- Groovy Garden Game <http://to.pbs.org/VyADoG>
- History of the National Parks <http://bit.ly/Ugne4D>
- Connect the Dots <http://bit.ly/SVjwJ8>
- Interview with Sylvia Earle <http://bit.ly/U6J4kR>
- Children of the Earth United <http://childrenoftheearth.org>

Grade, Subject/Course: Kindergarten English Language Arts w/ Integrated Science & Social Studies	
Unit: Knowledge Domain 12 - Presidents and American Symbols	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
Big Idea: As students are introduced to the lives and legacies of five famous presidents, they learn about several national symbols, the branches of government, the role of the president, and elections.	
PA Core Content Standards/Anchors (or National Standards): CC.1.3.K.B: Answer questions about key details in a text. CC.1.3.K.C: With prompting and support, identify characters, settings, and major events in a story. CC.1.4.K.A: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts. CC.1.4.K.B: Use a combination of drawing, dictating, and writing to focus on one specific topic. CC.1.4.K.G: Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics. CC.1.4.K.H: Form an opinion by choosing between two given topics. CC.1.4.K.I: Support the opinion with reasons. CC.1.4.K.J: Make logical connections between drawing and dictation/writing.	
Pennsylvania Social Studies Standards: 5.1.K.C: Principles and Ideals that Shape Government Define respect for self and others. 5.1.K.F: Identify significant American holidays and their symbols. 7.1.K.A: Interpret a simple map of a known environment. 8.2.K.A: Identify people in authority. 8.2.K.D: Demonstrate an understanding of conflict. 8.3.K.A: Identify American people related to national holidays. 8.3.K.C: Demonstrate an understanding of time order. 8.4.K.C: Identify different celebrations of different cultures from around the world.	
Essential Questions: <ul style="list-style-type: none"> How have the United States presidents shaped history? 	Understandings: Students will understand... <ul style="list-style-type: none"> The lives and accomplishments of five famous presidents are highlighted. American symbols are presented and discussed. The branches of government are introduced. Information about America’s early history from previous domains is used to understand how the United States of America came into being
Knowledge: <ul style="list-style-type: none"> Basic knowledge of the Presidents and American symbols 	Do/Skills: Students will be able to... <ul style="list-style-type: none"> Describe the White House and Washington, D.C., as the place where the president lives Identify the American flag Explain the differences between a president and a king Name George Washington as someone admired for his honesty Identify the cherry tree story as a legend

	<ul style="list-style-type: none"> ● Describe how General Washington and Colonel Knox worked together during the American Revolution ● Explain that General Washington led his army to victory even though his army was smaller than the British army ● Identify George Washington as the first president of the United States ● Explain the sacrifices George Washington made for the country ● Identify Thomas Jefferson as the primary author of the Declaration of Independence and as the third president of the United States ● Describe the purpose of the Declaration of Independence as a statement of America’s liberty ● Identify the Statue of Liberty ● Explain why Abraham Lincoln was an important president of the United States ● Explain Abraham Lincoln’s role during the U.S. Civil War ● Explain why Theodore Roosevelt was an important president of the United States ● Explain that Theodore Roosevelt worked for nature conservation ● Identify Barack Obama as the forty-fourth president of the United States ● Identify Barack Obama as the first African-American to be elected president of the United States ● Identify the Mount Rushmore presidents ● Identify Mount Rushmore as a monument ● Explain that Mount Rushmore was carved on sacred Native American land ● Demonstrate understanding of key vocabulary. ● Orally describe details from informational text. ● Use a graphic organizer to organize and retell information, including a timeline. ● Sequence events based on information in the text. ● Write short phrases and sentences and draw pictures based on details in the text.
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<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● liberties ● monarchy ● expert ● respect ● independence ● accomplishment ● clever ● serious ● determined

<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: <i>Presidents and American Symbols</i> (Read-Aloud) ● Student Knowledge Workbook ● Trade Book: <i>If I Were President</i> by Catherine Stier

Common Assessment(s):

- CKLA Domain Assessments

Supplemental Resources:

- Pertinent Scholastic News: Let's Find Out issue(s)
- *A. Lincoln and Me*, by Louise Borden and illustrated by Ted Lewin
- *Abe Lincoln's Dream*, by Lane Smith
- *Abe Lincoln's Hat* (Step into Reading, Step 2), by Martha Brenner
- *Abraham Lincoln* (Real People), by Pamela Walker
- *Abraham Lincoln: The Boy Who Loved Books*, by Kay Winters and illustrated by Nancy Carpenter
- *Barack Obama, Son of Promise, Child of Hope*, by Nikki Grimes and illustrated by Bryan Collier
- *A Big Cheese for the White House: The True Tale of a Tremendous Cheddar*, by Candace Fleming and illustrated by S. D. Schindler
- *George Washington*, by Ingri and Edgar Parin d'Aulaire
- *George Washington* (Welcome Books), by Philip Abraham
- *George Washington's Teeth*, by Deborah Chandra, Madeleine Comora, and Brock Cole
- *Grace for President*, by Kelly S. DiPucchio and illustrated by LeUyen Pham
- *I Am George Washington*, by Grace Norwich
- *I Pledge Allegiance*, by Bill Martin, Jr. and Michael Sampson
- *If I Ran For President*, by Catherine Stier
- *If I Were President*, by Catherine Stier and illustrated by DyAnne DiSalvo-Ryan
- *The Legend of the Teddy Bear*, by Frank Murphy
- *The Liberty Bell: An American Symbol* (All about American Symbols), by Alison Eldridge and Stephen Eldridge
- *Mr. Lincoln's Whiskers*, by Karen B. Winnick
- *My Teacher for President*, by Kay Winters
- *A Picture Book of Thomas Jefferson* (Picture Book Biography), by David A. Adler
- *President Amanda's Whistle-Stop Trip*, by Sue Pyatt
- *The Star-Spangled Banner*, illustrated by Peter Spier
- *The Statue of Liberty: An American Symbol* (All about American Symbols), by Alison and Stephen Eldridge
- *What To Do About Alice?*, by Barbara Kerley
- *Who Was Theodore Roosevelt?*, by Michael Burgan and illustrated by Jerry Hoare and Nancy Harrison

Student Resources

- Connect the dots <http://bensguide.gpo.gov/k-2/games/interactive.html>
- George Washington Word Search
http://www.learninggamesforkids.com/social_studies_games/us-presidents/president-georgewashingtons-wordsearch.html
- Photo Gallery of Statue of Liberty
<http://www.libertyellisfoundation.org/photo-gallery>
- Statue of Liberty Tour <http://www.nps.gov/stli/index.htm>
- Thomas Jefferson Word Search
http://www.learninggamesforkids.com/social_studies_games/us-presidents/president-thomasjefferson-wordsearch.html
- Online White House Tour
<http://www.whitehouse.gov/about/inside-white-house/interactive-tour>

Grade, Subject/Course: Kindergarten English Language Arts w/ Integrated Science & Social Studies	
Unit: Junior Achievement - Ourselves	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
Big Ideas: Junior Achievement - Ourselves uses storybook characters in read-aloud and hands-on activities to introduce the role people play in an economy. Through engaging, volunteer-led activities, young students learn about individual choices, money, the importance of saving and giving, and the value of work.	
PA Core Content Standards/Anchors (or National Standards): CC.1.2.K.B: With prompting and support, answer questions about key details in a text. CC.1.2.K.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. CC.1.5.K.B: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	
Pennsylvania Social Studies Standards: 5.2.K.A: Identify responsibilities at school. 5.2.K.B: Identify a problem and discuss possible solutions. 5.2.K.C: Identify classroom projects/activities that support leadership and service. 5.2.K.D: Explain responsible classroom behavior. 5.3.K.C: Identify roles of firefighters, police officers, and emergency workers. 6.1.K.A: Identify how scarcity influences choice. 6.1.K.B: Identify family wants and needs. 6.1.K.C: Identify choices to meet needs. 6.1.K.D: Identify a choice based on family interest. 6.2.K.A: Identify goods and consumers. 6.2.K.C: Identify advertisements that encourage us to buy things. 6.2.K.D: Identify currency and how it is used. 6.4.K.A: Identify the specialized role performed by each member of the family. 6.4.K.B: Trade materials based on wants and needs 6.4.K.D: Identify individual wants and needs. 6.5.K.A: Identify individuals who volunteer in the community. 7.1.K.B: Describe the location of places in the home, school, and community to gain an understanding of relative location. 8.1.K.B: With guidance and support, differentiate facts from opinions as related to an event. 8.1.K.C: Explain how to locate information in a source. 8.2.K.B: Examine photographs of documents, artifacts, and places unique to Pennsylvania.	
Pennsylvania STEELS (Science, Technology, & Engineering, and Environmental literacy & Sustainability) Standards: 3.5.K-2.U: Explain that design is a response to wants and needs.	
Essential Questions: <ul style="list-style-type: none"> ● How do I make personal choices? ● What are needs and wants? ● How do needs and wants impact money? 	Understandings: Students will understand... <ul style="list-style-type: none"> ● how to make personal choices and based on personal interests. ● the difference between needs and wants and how it impacts one’s money.

<ul style="list-style-type: none"> • How can people earn money? • Why should I save money? 	<ul style="list-style-type: none"> • how people can earn money and how money is used in society. • the purpose of saving money.
<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Session One: This or That? Make a Choice <ul style="list-style-type: none"> ○ Students practice economics by making personal choices. • Session Two: Do I Need What I Want? <ul style="list-style-type: none"> ○ Students recognize that people have basic needs and wants and that money-smart people know the difference between them. • Session Three: A Penny Earned <ul style="list-style-type: none"> ○ Students are introduced to storybook characters and examine ways they can earn money. • Session Four: A Penny Saved <ul style="list-style-type: none"> ○ Students are introduced to the concept of saving money. • Session Five: A Penny Shared <ul style="list-style-type: none"> ○ Students are introduced to storybook characters and their plans to earn money for a worthy cause. 	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <p>Session 1: This or that? Make a Choice</p> <ul style="list-style-type: none"> • Identify personal interests • Consider the factors that determine their choices • Define money <p>Session 2: Do I Need What I Want?</p> <ul style="list-style-type: none"> • Explain the differences between needs and wants <p>Session 3: A Penny Earned</p> <ul style="list-style-type: none"> • Describe the role of money in society • Identify jobs they can do to earn money <p>Session 4: A Penny Saved</p> <ul style="list-style-type: none"> • Explain the importance of saving money • Identify a savings goal • Identify a place where people save money <p>Session 5: A Penny Shared</p> <ul style="list-style-type: none"> • Explain the importance of giving • Organize a chronological sequence of events
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • community • emergency workers • responsible • roles • scarcity • needs/wants • advertisements • choice 	<p><u>Core Resources:</u></p> <ul style="list-style-type: none"> • https://resources.finalsite.net/images/v1714400942/etownschoolsorg/rzg3al98bqivnldthqpl/JuniorAchievementCorrelationtoPAStandards.pdf • Student workbook provided by Junior Achievement • Read aloud texts provided by Junior Achievement
<p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> • N/A 	<p><u>Supplemental Resources:</u></p>

Grade, Subject/Course: Kindergarten Leader In Me	
Unit: Citizenship	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
Big Idea: Students will learn and develop problem solving skills to help them become citizens of their class, school, and neighborhood community.	
<p><u>Pennsylvania Social Studies Standards:</u></p> <p>5.1.K.A: Explain the purpose of rules. 5.1.K.B: Explain the need for rules. 5.1.K.C: Define respect for self and others. 5.1.K.E: Demonstrate responsibilities in the classroom. 5.2.K.A: Identify responsibilities at school. 5.2.K.B: Identify a problem and discuss possible solutions. 5.2.K.C: Identify classroom projects/activities that support leadership and service. 5.2.K.D: Explain responsible classroom behavior. 5.3.K.B: Identify the role of adults in authority at home or in school. 5.3.K.F: Identify and explain behaviors for responsible classroom citizens. 5.4.K.A: Identify conflict in the classroom. 5.4.K.B: Identify how students can work together. 5.3.K.D: Identify the classroom teacher and other administrators as holding positions of authority. 8.3.K.B: Identify documents and artifacts important to the classroom community. 8.4.K.D: Demonstrate an understanding of conflict and cooperation.</p>	
<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What are the rules of my school/classroom community? • What is conflict and how can I solve conflicts? 	<p><u>Understandings:</u></p> <p>Students will understand...</p> <ul style="list-style-type: none"> • Why communities, schools, and homes have rules. • How to be responsible in their lives. • The importance of conflict resolution. • How to solve a conflict with a peer.
<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Basic knowledge of the classroom, school, home, and community. 	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> • Solve a conflict with a peer. • Help create rules for the classroom. • Describe the importance of rules. • Participate in classroom leadership roles.

Vocabulary:

- conflict
- resolution
- leader
- community
- rules
- respect

Core Resources:

- Leader In Me

Common Assessment(s):

- N/A

Supplemental Resources:

- School and Classroom artifacts