

Marietta City Schools			
District Unit Planner			
Kindergarten			
Module Title	The Continents	Unit Duration (days)	36 days
Enduring Understanding/ Essential Question	What makes the world fascinating?		

GA DoE Standards
<p>FOCUS STANDARDS</p> <p>Reading Literature RL.4 Ask and answer questions about unknown words in a text. RL.5 Recognize common types of texts (e.g., storybooks, poems). RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>Reading Informational RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). RI.8 With prompting and support, identify the reasons an author gives to support points in a text. RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Writing W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Language L.1.f Produce and expand complete sentences in shared language activities.</p>

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L..2.a Capitalize the first word in a sentence and the pronoun I.
 L..2.b Recognize and name end punctuation.
 L..4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 L..4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
 L..5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 L..5.d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Speaking and Listening

SL..2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
 SL..4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CONTINUING STANDARDS

Reading Literature

RL..10 Actively engage in group reading activities with purpose and understanding.

Reading Informational Text

RI..10 Actively engage in group reading activities with purpose and understanding.

Language

L..6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Assessment	Elements that Support Success on EOM Task/Success Criteria
FQT1. Write an opinion statement about which continent, Asia or Europe, has the most interesting things to do.	Use informational texts to gather information to form an opinion. Demonstrate understanding of how to form an opinion statement.
FQT2. Write an opinion paragraph about which continent, Africa or Antarctica, has the most interesting natural features.	Demonstrate an understanding of the opinion paragraph structure. Use information from the text to form and support an opinion. Demonstrate understanding of how adjectives add detail to a sentence.

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<p>FQT3. Part 1: Write a sentence about what moment in the story the illustration on pages 17–18 depicts.</p> <p>Part 2: Write an opinion paragraph about a favorite character in <i>Why Mosquitoes Buzz in People's Ears</i>.</p> <p>Part 3: In small groups, distinguish shades of meaning among the verbs tiptoe, walk, lumber, and scurry by acting them out.</p>	<p>Use textual evidence to support an opinion.</p> <p>Use the illustrations to guide understanding and collect information.</p> <p>Demonstrate understanding of the opinion paragraph structure.</p> <p>Demonstrate understanding of how adjectives provide detail in a sentence.</p>
<p>FQT4. Part 1: Use understanding of the words and pictures in <i>South America</i> to respond to questions about the text.</p> <p>Part 2: Write an opinion paragraph about which continent, South America or Australia, has the most interesting animals.</p>	<p>Use informational texts to gather information and form an opinion about a topic.</p> <p>Support an opinion statement with textual evidence.</p> <p>Add details to writing based on peer feedback.</p>
<p>FQT5. Part 1: Write an opinion paragraph in the form of a letter to convince someone to visit North America.</p> <p>Part 2: Identify the different forms of end punctuation by circling examples from the text.</p>	<p>Use informational texts to gather information and form an opinion about a topic.</p> <p>Support an opinion statement with textual evidence.</p> <p>Demonstrate understanding of the part of a complete sentence, including using a capital letter to signal the start of a sentence.</p> <p>Demonstrate understanding of the opinion paragraph structure by restating an opinion to conclude the paragraph.</p>
<p>NR1. After listening to a read-aloud of “5 Reasons Why Animal Moms Are Awesome,” identify two reasons the author gives to support the point, “African Elephant moms are awesome!”</p>	<p>Demonstrate an understanding of how reasons or information support a point made by the author.</p>
<p>NR2. After listening to a read-aloud of <i>Moon Rope</i>, use knowledge of word relationships and the illustrations to define key vocabulary.</p>	<p>Understand how illustrations can help determine the meaning of unknown words.</p> <p>Develop an understanding of familiar words by relating them to their opposites.</p> <p>Understand that certain words can have multiple meanings.</p>

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NR3. Use the map on pages 38–39 of World Atlas to compare and contrast information that appears on the map of North America with information collected from Introducing North America.	Identify how two sources on the same topic can provide similar and different information. Understand that using multiple sources can enhance understanding of a topic.
<p>EOM:</p> <p>Part 1: Use knowledge of various text types to sort each module text into one of the following categories: informational text or storybook.</p> <p>Part 2: Choosing from one of the following continents—Asia, Africa, Antarctica, Europe, Australia, and South America—create a travel brochure to explain why someone should visit that continent.</p>	<p>Sort the module texts by genre.</p> <p>Use the Opinion Sandwich writing model to structure the opinion paragraph.</p> <p>Support an opinion statement with details from the text as part of a shared research piece.</p> <p>Use drawings to support and add detail to each sentence.</p> <p>Produce and expand complete sentences with information from the text, including capitalizing the first letter of each sentence.</p>

*Additional Assessments including Socratic Seminars and Vocabulary Assessments are available in the Module Overview of the TE.

Learning Experiences					
Focusing Question 1: What interesting things can people do in Europe and Asia?					
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
1	<p>Earth from Space, Stöckli, Reto, et al.</p> <p>“The Seven Continents Song ,” Silly School Songs</p> <p>“Where in the World Is Carmen Sandiego? from Smithsonian Folkways ,” Smithsonian Folkways</p> <p>Asia, Rebecca Hirsch</p> <p>Europe, Rebecca Hirsch</p>	<p>Wonder</p> <p>What do I notice and wonder about Europe and Asia?</p>		<p>Use a variety of question words to ask questions about Asia. (RI.K.1, L.K.1.d)</p> <p>Represent learning through writing and drawing. (W.10*)</p> <p>Identify land and water items by the categories continent and ocean to gain a sense of these vocabulary words. (L.K.5.a)</p>	Slide Deck

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2	<p>"The Seven Continents Song ," Silly School Songs</p> <p>Asia, Rebecca Hirsch</p> <p>"Traditional Chinese Dance— 'Flowers Contend in Beauty'"</p>	<p>Organize</p> <p>What is happening in Asia?</p>	<p>Examine</p> <p>Why is opinion writing important?</p>	<p>Use text features to identify the main topic and key details in sections of Asia. (RI.K.2)</p> <p>Write a sentence to state an opinion. (W.K.1, L.K.1.f)</p> <p>Demonstrate understanding of frequently occurring adjectives by relating them to their opposites. (L.K.5.b)</p>	Slide Deck
3	<p>"The Seven Continents Song ," Silly School Songs</p> <p>Europe, Rebecca Hirsch</p> <p>The Story of Ferdinand, Munro Leaf; Illustrations, Robert Lawson</p>	<p>Organize</p> <p>What is happening in Europe?</p>		<p>Use text features to identify the main topic and key details in a section of Europe. (RI.K.2)</p> <p>Identify unknown words in The Story of Ferdinand. (RL.K.4)</p> <p>Demonstrate understanding of sit, pick, and shout by stating and acting out each word's opposite. (L.K.5.b)</p>	Slide Deck
4	<p>"The Seven Continents Song ," Silly School Songs</p> <p>Asia, Rebecca Hirsch</p>	<p>Reveal</p> <p>What does a deeper exploration of the words and photographs in Asia reveal?</p>	<p>Experiment</p> <p>How do I write an opinion statement?</p> <p>Examine</p> <p>Why is it important to create and expand complete sentences?</p>	<p>Use photographs and details from the text to describe things people can do in Asia. (RI.K.7)</p> <p>Use the pictures and words in the text to form an opinion statement. (RI.K.1, W.K.1, W.K.8, L.K.1.f)</p> <p>Identify the parts of a complete sentence and describe how a given sentence was expanded. (L.K.1.f)</p>	Slide Deck
5	<p>"The Seven Continents Song ," Silly School Songs</p> <p>Europe, Rebecca Hirsch</p> <p>The Story of Ferdinand, Munro Leaf; Illustrations, Robert Lawson</p>	<p>Reveal</p> <p>What does a deeper exploration of the words and photographs in Europe reveal?</p>	<p>Experiment</p> <p>How do I write an opinion statement?</p>	<p>Use photographs and details from the text to describe things people can do in Europe. (RI.K.7)</p> <p>Use the illustrations and details from the text to describe events in The Story of Ferdinand. (RL.K.1, RL.K.7, W.K.8)</p> <p>Identify new meanings for the words stick and horns and apply them accurately. (L.K.4.a)</p>	Slide Deck

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6	<p>“The Seven Continents Song,” Silly School Songs</p> <p>When I Was Young in the Mountains, Cynthia Rylant</p> <p>Asia, Rebecca Hirsch</p> <p>“Explore Views of the Burj Khalifa with Google Maps,” Google Maps</p> <p>The Story of Ferdinand, Munro Leaf; Illustrations, Robert Lawson</p>	<p>Reveal</p> <p>What does a deeper exploration of Asia reveal about a point the author makes?</p>	<p>Experiment</p> <p>How do I write an opinion statement?</p>	<p>Identify reasons the author gives to support a point in Asia. (RI.K.8)</p> <p>Use the photographs and details from the text to state an opinion about the text. (W.K.1, W.K.8)</p> <p>Distinguish shades of meaning between stick, touch, and poke by acting out their meanings. (L.K.5.d)</p>	Slide Deck
7 FQT1	<p>“The Seven Continents Song ,” Silly School Songs</p> <p>Europe, Rebecca Hirsch</p> <p>Asia, Rebecca Hirsch</p>	<p>Reveal</p> <p>What does a deeper exploration of Europe reveal about a point the author makes?</p>	<p>Execute</p> <p>How do I write an opinion statement for my Focusing Question Task?</p>	<p>Identify reasons the author gives to support a point in Europe. (RI.K.8)</p> <p>Reflect upon evidence collected from Asia and Europe to form and write an opinion statement. (RI.K.1, W.K.1, W.K.8)</p> <p>Distinguish shades of meaning between speak, whisper, and yell by acting out their meanings. (L.K.5.d)</p>	Slide Deck
8	<p>“The Seven Continents Song ,” Silly School Songs</p> <p>Earth from Space, Stöckli, Reto, et al.</p> <p>Asia, Rebecca Hirsch</p> <p>Europe, Rebecca Hirsch</p>	<p>Know</p> <p>How do Europe and Asia build my knowledge of the continents?</p>	<p>Experiment</p> <p>How does creating and expanding sentences with prepositions work?</p>	<p>Use the evidence organizer and photographs from the text to reflect upon and share important learning from Asia. (RI.K.2)</p> <p>Identify basic similarities between Europe and World Atlas. (RI.K.9)</p> <p>Create a complete sentence and expand it by adding a preposition. (L.K.1.e, L.K.1.f)</p>	Slide Deck

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	World Atlas, Nick Crane; Illustrations, David Dean “Explore Views of the Burj Khalifa with Google Maps,” Google Maps				
Focusing Question 2: What interesting natural features can people see in Africa and Antarctica?					
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
9	<p>“Antarctic Sights and Sounds,” James Napoli</p> <p>“Where in the World Is Carmen Sandiego? from Smithsonian Folkways,” Smithsonian Folkways</p> <p>Africa, Rebecca Hirsch</p> <p>Antarctica, Rebecca Hirsch</p> <p>“Penguin Song,” Preschool Education</p>	<p>Wonder</p> <p>What do I notice and wonder about Antarctica and Africa?</p>		<p>Represent learning through writing and drawing. (W.10*)</p> <p>Use a variety of question words to ask questions about Africa. (RI.K.1, L.K.1.d)</p> <p>Demonstrate understanding of frequently occurring adjectives, or describing words, by matching them to their opposites. (L.K.5.b)</p>	Slide Deck
10	<p>“Penguin Song,” Preschool Education</p> <p>Africa, Rebecca Hirsch</p> <p>Antarctica, Rebecca Hirsch</p>	<p>Organize</p> <p>What is happening in Africa and Antarctica?</p>	<p>Examine</p> <p>Why is supporting an opinion important?</p> <p>Examine</p> <p>Why is it important to make sure you understand something?</p>	<p>Use text features to identify the main topic and key details in a section of Africa. (RI.K.2)</p> <p>Demonstrate understanding of frequently occurring adjectives, or describing words, by matching them to their opposites. (L.K.5.b)</p>	Slide Deck

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11	<p>“Penguin Song,” Preschool Education</p> <p>Africa, Rebecca Hirsch</p> <p>“Storm-Proofing the World’s Biggest Mud Building,” BBC Earth</p>	<p>Reveal</p> <p>What does a deeper exploration of the words and illustrations reveal in Africa?</p>	<p>Experiment</p> <p>How do I support an opinion with reasons from the text?</p> <p>Experiment</p> <p>How can I show I understand something?</p>	<p>Use photographs and details from the text to describe natural features in Africa. (RI.K.7, L.K.5.c)</p> <p>Use details from the words and illustrations to support an opinion statement. (RI.K.1, W.K.1, W.K.8)</p> <p>Demonstrate understanding of work, grow, and climb by acting out their opposites. (L.K.5.b)</p>	Slide Deck
12	<p>“Penguin Song,” Preschool Education</p> <p>Antarctica, Rebecca Hirsch</p>	<p>Reveal</p> <p>What does a deeper exploration of the words and illustrations reveal in Antarctica?</p>	<p>Experiment</p> <p>How do I support an opinion with reasons from the text?</p>	<p>Use photographs and details from the text to describe natural features in Antarctica. (RI.K.7, L.K.5.c)</p> <p>Use details from the words and illustrations to support an opinion statement. (RI.K.1, W.K.1, W.K.8)</p> <p>Distinguish shades of meaning between blow, swirl, and flow by acting out their meanings. (L.K.5.d)</p>	Slide Deck
13 NR1 FQT2	<p>“Penguin Song,” Preschool Education</p> <p>Africa, Rebecca Hirsch</p> <p>“5 Reasons Why Animal Moms Are Awesome,” April Capochino Myers</p>	<p>Reveal</p> <p>What does a deeper exploration of Africa reveal about a point the author makes?</p>	<p>Execute</p> <p>How do I write an opinion statement for my Focusing Question Task?</p> <p>Experiment</p> <p>How does writing and expanding sentences by adding describing words work?</p>	<p>Identify reasons the author gives to support a point in Africa. (RI.K.8)</p> <p>Identify reasons the author gives to support the point “African elephant moms are awesome!” (RI.K.8)</p> <p>Create a complete sentence and expand it by adding a describing word. (L.K.1.f)</p>	Slide Deck
14 FQT2	<p>“Penguin Song,” Preschool Education</p> <p>Africa, Rebecca Hirsch</p>	<p>Know</p> <p>How does Africa build my knowledge of the continents?</p>	<p>Execute</p> <p>How do I support my opinion statement in my Focusing Question Task?</p>	<p>Use information gathered from Africa and Antarctica to provide supporting reasons for an opinion statement. (RI.K.1, W.K.1, W.K.8)</p> <p>Identify basic similarities in and differences between Africa and World Atlas. (RI.K.9)</p>	Slide Deck

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	World Atlas, Nick Crane; Illustrations, David Dean “5 Reasons Why Animal Moms Are Awesome,” April Capochino Myers			Use the meaning of the word ending -ful as a clue to find the meaning of a new describing word. (L.K.4.b)	
15 SS	“Penguin Song,” Preschool Education Africa, Rebecca Hirsch Antarctica, Rebecca Hirsch	Know How does Antarctica build my knowledge of the continents?	Execute How do I support my opinion statement in my Focusing Question Task? Execute How can I show my understanding in a Socratic Seminar?	Use information gathered from Africa and Antarctica to provide supporting reasons for an opinion statement. (RI.K.1, W.K.1, W.K.8) Confirm understanding of a text read aloud by answering questions during a group discussion. (RI.K.1, SL.K.1, SL.K.2, SL.K.6) Use the meaning of the word ending –less as a clue to figure out the meaning of an unknown describing word. (L.K.4.b)	Slide Deck

Focusing Question 3: How can a story transport you to a different place?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
16	Why Mosquitoes Buzz in People’s Ears: A West African Tale, Verna Aardem; Illustrations Leo and Diane Dillon Carta Marina, Olaus Magnus	Wonder What do I notice and wonder about Why Mosquitoes Buzz in People’s Ears?	Examine Why is it important to share your writing?	Use familiar words in Why Mosquitoes Buzz in People’s Ears to determine the meaning of unknown words. (RL.K.4, L.K.5.d) Use a variety of question words to ask questions about Carta Marina. (RI.K.1, L.K.1.d) Apply both meanings of the words bear and lumber. (L.K.4.a)	Slide Deck
17	“Lions Roar,” CanTeach Why Mosquitoes Buzz in People’s Ears: A West African Tale, Verna Aardema; Illustrations Leo and Diane Dillon	Organize What is happening in Why Mosquitoes Buzz in People’s Ears?	Experiment How can I share my writing with others?	Use illustrations from Why Mosquitoes Buzz in People’s Ears to better understand the events in the story. (RL.K.2, RL.K.7) Follow agreed-upon rules for discussion when sharing writing with a peer. (W.K.5, SL.K.1.a)	Slide Deck

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	Carta Marina, Olaus Magnus “Burkina Faso: Music,” Our Africa			Use the meaning of the prefix re– as a clue to find the meaning of an unknown word. (L.K.4.b)	
18	“Lions Roar,” CanTeach Why Mosquitoes Buzz in People’s Ears: A West African Tale, Verna Aardema; Illustrations Leo and Diane Dillon Carta Marina, Olaus Magnus	Reveal What does a deeper exploration of the words and illustrations reveal about unknown words in Why Mosquitoes Buzz in People’s Ears?	Experiment How do I respond to someone’s writing?	Use context clues from the words and illustrations to define unknown words in Why Mosquitoes Buzz in People’s Ears. (RL.K.4, RL.K.7) Provide feedback to a peer about their writing. (W.K.5) Demonstrate understanding of lumbered, scurried, returned, and left by acting out their opposites. (L.K.5.b)	Slide Deck
19 FQT3	“Lions Roar,” CanTeach Why Mosquitoes Buzz in People’s Ears: A West African Tale, Verna Aardema; Illustrations Leo and Diane Dillon	Reveal What does a deeper exploration of the words and illustrations reveal in Why Mosquitoes Buzz in People’s Ears?	Experiment How do I respond to someone’s writing?	Use the words and illustrations in the text to describe the characters’ actions. (RL.K.4, RL.K.7) Use the illustrations to determine what is happening in one scene of the text. (RL.K.7, W.K.2) Use the meaning of the prefix un– as a clue to find the meaning of an unknown word. (L.K.4.b)	Slide Deck
20 FQT3	“Lions Roar,” CanTeach Why Mosquitoes Buzz in People’s Ears: A West African Tale, Verna Aardema; Illustrations Leo and Diane Dillon Carta Marina, Olaus Magnus	Distill What is the essential meaning of Why Mosquitoes Buzz in People’s Ears?	Execute How do I execute my Focusing Question Task?	Determine essential meanings of Why Mosquitoes Buzz in People’s Ears. (RL.K.1) Express understanding of the characters in Why Mosquitoes Buzz in People’s Ears by writing an opinion piece about a favorite character. (RL.K.1, W.K.1, W.K.8) Describe meanings of the words snap and mind. (L.K.4.a)	Slide Deck

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	Earth from Space, Stöckli, Reto, et al. “Burkina Faso: Music,” Our Africa				
21 FQT3	“Lions Roar,” CanTeach Why Mosquitoes Buzz in People’s Ears: A West African Tale, Verna Aardema Carta Marina, Olaus Magnus Earth from Space, Stöckli, Reto, et al. World Atlas, Nick Crane; Illustrated by David Dean	Know How does Why Mosquitoes Buzz in People’s Ears build my knowledge?	Execute How do I execute my Focusing Question Task? Execute How do I respond to my peer’s Focusing Question Task? Experiment How do I create and expand complete sentences?	Express understanding of the characters in Why Mosquitoes Buzz in People’s Ears by writing an opinion piece about a favorite character. (RL.K.1, W.K.1, W.K.8) Distinguish the different shades of meaning between verbs of movement. (L.K.5.d) Write a complete sentence and expand it by adding an adjective and preposition. (L.K.1.f)	Slide Deck
Focusing Question 4: What amazing animals can people see in South America and Australia?					
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
22	“Where in the World Is Carmen Sandiego? from Smithsonian Folkways,” Smithsonian Folkways South America, Rebecca Hirsch Australia, Rebecca Hirsch	Wonder What do I notice and wonder about South America and Australia?	Examine Why do writers add to their writing?	Represent learning through writing and drawing. (W.10*) Use a variety of question words to ask questions about Australia. (RI.K.1, L.K.1.d) Use the meaning of the prefix un– as a clue to figure out the meaning of an unknown word. (L.K.4.b)	Slide Deck

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23 NR2	<p>“Americas—Fact Files,” Go Wild</p> <p>South America, Rebecca Hirsch</p> <p>Moon Rope, Lois Ehlert</p> <p>“Moles,” DK Find Out!</p>	<p>Organize</p> <p>What is happening in South America?</p>		<p>Use text features to identify the main topic and key details in sections of South America. (RI.K.2)</p> <p>Use knowledge of word relationships and the illustrations in Moon Rope to define key vocabulary. (RL.K.4, L.K.4.a, L.K.4.b, L.K.5.b)</p> <p>Distinguish shades of meaning between hitch and hang by acting out their meanings and analyzing how the meaning of the words change the meaning of the story. (L.K.5.d)</p>	Slide Deck
24	<p>Moon Rope, Lois Ehlert</p> <p>Australia, Rebecca Hirsch</p>	<p>Organize</p> <p>What is happening in Australia?</p>	<p>Experiment</p> <p>How do writers add to their writing?</p> <p>Examine</p> <p>Why is it important write a complete sentence that begins with a capital letter?</p>	<p>Use text features to identify the main topic and key details in a section of Australia. (RI.K.2)</p> <p>Add details to strengthen a piece of writing. (W.K.5)</p> <p>Distinguish between a phrase and a complete sentence and identify the letter that should be capitalized in a complete sentence. (L.K.1.f, L.K.2.a)</p>	Slide Deck
25	<p>Moon Rope, Lois Ehlert</p> <p>Earth from Space, Stöckli, Reto, et al.</p> <p>South America, Rebecca Hirsch</p> <p>“Patterns of Chinchero ”</p> <p>Descendants of the Incas</p>	<p>Reveal</p> <p>What does a deeper exploration of the words and illustrations reveal in South America?</p>	<p>Experiment</p> <p>How do I add to my writing?</p> <p>Experiment</p> <p>How does writing a complete sentence that begins with a capital letter work?</p>	<p>Use photographs and details from the text to describe animals in South America. (RI.K.7)</p> <p>Respond to suggestions from a peer to improve writing. (W.K.5)</p> <p>Write a complete sentence caption that begins with a capital letter. (L.K.1.f, L.K.2.a)</p>	Slide Deck
26 VOC1 FQT4	<p>Moon Rope, Lois Ehlert</p> <p>Australia, Rebecca Hirsch</p>	<p>Reveal</p> <p>What does a deeper exploration of the words</p>	<p>Execute</p> <p>How do I execute my Focusing Question Task?</p>	<p>Use photographs and details from the text to respond to questions about South America. (RI.K.7)</p> <p>Use information gathered from South America and Australia to form an opinion about the</p>	Slide Deck

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	South America, Rebecca Hirsch	and illustrations reveal in Australia?		animals on those continents. (RI.K.1, W.K.1, W.K.8) Demonstrate understanding of grade-level vocabulary. (L.K.6)	
27 FQT4	Moon Rope, Lois Ehlert Australia, Rebecca Hirsch South America, Rebecca Hirsch World Atlas, Nick Crane; Illustrations, David Dean	Know How do Australia and South America build my knowledge of the continents?	Execute How do I add to my writing in my Focusing Question Task? Experiment How do I write a complete sentence that begins with a capital letter?	Use information gathered from South America and Australia to support an opinion about the continent. (RI.K.1, W.K.1, W.K.8) Respond to suggestions from a peer to improve writing for the Focusing Question Task. (W.K.5) Identify basic similarities in and differences between South America and World Atlas. (RI.K.9) Write a complete sentence that begins with a capital letter. (L.K.1.f, L.K.2.a)	Slide Deck
Focusing Question 5: Why might people want to visit North America?					
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
28	“Where in the World Is Carmen Sandiego? from Smithsonian Folkways,” Smithsonian Folkways Introducing North America, Chris Oxlade “What is life?” Crowfoot “Grand Canyon Scenic Splendor,” National Park Service	Wonder What do I notice and wonder about Introducing North America?	Examine Why is restating an opinion important? Examine Why is it important to use a punctuation mark at the end of a complete sentence?	Use a variety of question words to ask questions about Introducing North America. (RI.K.1, L.K.1.d) Examine the importance of writing a conclusion sentence in an opinion paragraph. (W.K.1) Identify a complete sentence and describe the end punctuation. (L.K.1.f, L.K.2.b)	Slide Deck
29	“What is life?” Crowfoot	Organize	Experiment	Use text features to identify the main topic and key details in sections of Introducing North America. (RI.K.2)	Slide Deck

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	Introducing North America, Chris Oxlade	What is happening in Introducing North America?	How can I restate my opinion? Experiment How does using a punctuation mark at the end of a complete sentence work?	Restate an opinion to provide a conclusion for an opinion paragraph. (W.K.1) Create a complete sentence and describe the end punctuation. (L.K.1.f, L.K.2.b)	
30 FQT5	“What is life?” Crowfoot <i>Introducing North America</i> , Chris Oxlade	Reveal What does a deeper exploration of the words and illustrations reveal in <i>Introducing North America</i> ?	Execute How do I execute my Focusing Question Task? Experiment How do I end a complete sentence with the correct punctuation mark?	Use photographs and details from the text to describe natural features and animals in Introducing North America. (RI.K.7) Use information gathered from Introducing North America to form an opinion about the continent. (W.K.1, W.K.8, L.K.2.a) Write a complete sentence that ends with the correct punctuation mark. (L.K.1.f, L.K.2.b)	Slide Deck
31 FQT5 NR3	“What is life?” Crowfoot <i>Introducing North America</i> , Chris Oxlade <i>World Atlas</i> , Nick Crane; Illustrations, David Dean	Know How does <i>Introducing North America</i> build my knowledge of the continents?	Execute How do I execute using capital letters in my Focusing Question Task?	Recognize and annotate end punctuation. (L.K.2.b) Use information gathered from Introducing North America to support an opinion about the continent. (RI.K.1, W.K.1, W.K.8, L.K.1.f, L.K.2.a) Identify basic similarities in and differences between Introducing North America and World Atlas. (RI.K.9) Sort photographs from the text into categories based on the type of natural feature it depicts. (L.K.5.a)	Slide Deck
Essential Question: What makes the world fascinating?					

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Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
32 EOM	All Module Texts	Know How do Module 4 texts build my knowledge of the continents?	Examine Why is it important to describe things in detail when I speak? Excel How do I improve at writing a complete sentence?	Recognize common text types and sort module texts into genres. (RL.K.5) Examine the importance of verbal descriptions in providing details. (RI.K.7, SL.K.4) Write and expand a complete sentence that begins with a capital letter and ends with the correct punctuation mark. (L.K.1.f, L.K.2.a, L.K.2.b)	Slide Deck
33 VOC2 EOM	All Module Texts	Know How do Module 4 texts build my knowledge of the continents?	Experiment How do I describe things when I speak? Execute How do I use complete sentences in my EOM Task?	Express understanding of the unique natural features, animals, and things to do on the different continents. (RI.K.1, W.K.1, W.K.8, L.K.1.f, L.K.2.a) Use descriptive words to verbally describe familiar places. (SL.K.4) Demonstrate understanding of grade-level vocabulary. (L.K.6)	Slide Deck
34 EOM	All Module Texts	Know How do Module 4 texts build my knowledge of the continents?	Execute How do I use complete sentences for my EOM Task? Excel How do I improve my opinion writing?	Express understanding of the unique natural features, animals, and things to do on the different continents. (RI.K.1, W.K.1, W.K.8, L.K.1.f, L.K.2.a) With support, evaluate writing and use complete sentences to share reflections. (L.K.1.f)	Slide Deck
35	All Module Texts	Know	Execute	Express understanding of the unique natural features, animals, and things to do on	Slide Deck

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EOM SS		How do Module 4 texts build my knowledge of the continents?	How do I describe things in a Socratic Seminar? Excel How do I improve my opinion writing?	different continents. (RI.K.1, W.K.1, W.K.8, L.K.1.f, L.K.2.a) Verbally describe how a detail in one supporting reason from the EOM Task compares to a characteristic of North America. (SL.K.4, SL.K.6) With support, evaluate writing and use complete sentences to share reflections. (L.K.1.f)	
Focusing Question: What is the story of the year?					
36	All Module 1–4 Core Texts The Cornell Farm, Edward Hicks Washington Crossing the Delaware, Emanuel Leutze Carta Marina, Olaus Magnus	Know How do this year’s texts build my knowledge?		Reflect on learning over the course of the year and verbally describe something from a text that sparked a sense of wonder. (RI.K.1, RL.K.1, SL.K.2, SL.K.4) Draw and label one detail from a module text that sparks a sense of wonder. (RI.K.1, RL.K.1, W.K.8, L.K.2.c, L.K.2.d)	Slide Deck

Content Resources	
CORE TEXTS Picture Books (Informational) <ul style="list-style-type: none"> ■ <i>Africa</i>, Rebecca Hirsch ■ <i>Antarctica</i>, Rebecca Hirsch ■ <i>Asia</i>, Rebecca Hirsch ■ <i>Australia</i>, Rebecca Hirsch ■ <i>Europe</i>, Rebecca Hirsch ■ <i>Introducing North America</i>, Chris Oxlade ■ <i>South America</i>, Rebecca Hirsch ■ <i>World Atlas</i>, Nick Crane; Illustrations, David Dean Picture Books (Literary) <ul style="list-style-type: none"> ■ <i>Moon Rope</i>, Lois Ehlert 	

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- *The Story of Ferdinand*, Munro Leaf; Illustrations, Robert Lawson
- *Why Mosquitoes Buzz in People's Ears: A West African Tale*, Verna Aardema; Illustrations, Leo and Diane Dillon

SUPPLEMENTARY TEXTS

Article

- "5 Reasons Why Animal Moms Are Awesome," April Capochino Myers

Paintings

- *Carta Marina*, Olaus Magnus
- *Cornell Farm*, Edward Hicks
- *Washington Crossing the Delaware*, Emanuel Leutze

Photographs

- *Earth from Space*, Stöckli, Reto, et al.
- "Grand Canyon Scenic Splendor," *National Park Service*
- "Patterns of Chinchero," *Descendants of the Incas*

Picture Books (Informational)

- *When I Was Young in the Mountains*, Cynthia Rylant; Illustrations, Diane Goode

Poem

- "Lions Roar" (Repeated Language Chart)

Quotation

- "What is life?" Crowfoot

Songs

- "Penguin Song," *Preschool Education*
- "Where in the World is Carmen Sandiego?" from *Smithsonian Folkways*, *Smithsonian Folkways Recordings*

Videos

- "Antarctic Sights and Sounds," James Napoli
- "Burkina Faso: Music," *Our Africa*
- "Explore Views of the Burj Khalifa with Google Maps," Google Maps
- "The Seven Continents Song," Silly School Songs
- "Storm-Proofing the World's Biggest Mud Building," BBC Earth
- "Traditional Chinese Dance—'Flowers Contend in Beauty'," by Li Qian, Lin Chen

Web Pages

- "Americas—Fact Files," *Go Wild*
- "Moles," *DK Find Out!*

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