

Marietta City Schools			
District Unit Planner			
Kindergarten			
Module Title	Module 1: The Five Senses	Unit Duration (days)	31 days
Enduring Understanding/ Essential Question	How do our senses help us learn?		

GA ELA Standards
<p><b>FOCUS STANDARDS:</b></p> <p><b>Foundational Standards:</b> K.F.CP.3.c Understand that sentences begin with capital letters and end with punctuation to indicate the end of a sentence. (ending punctuation)</p> <p><b>Language:</b> K.L.GC.2.a. Recognize that conventional sentences always include a subject and a predicate. (subject) K.L.GC.2.b. With adult support, use simple sentences to express complete thoughts in written texts. K.L.V.3.a With adult support, determine or clarify the meaning of unknown and multiple-meaning words and phrases. K.L.V.3.b. Identify and sort common words into basic categories based on similarities.</p> <p><b>Texts:</b> K.T.C.2.a. Identify the authors and illustrators of picture books and explain their roles. K.T.SS.1.a. Identify and use text features, including titles, headings, photos, and illustrations, and/or labels to add clarity/coherence to texts. K.T.SS.1.c. With adult support, retell events and actions in sequences. K.T.SS.2.b. With adult support, use interesting and/or descriptive words to craft engaging texts. K.T.T.1.a. Identify techniques used to craft stories, including characters, setting, and major events. K.T.T.1.c. With adult support, demonstrate an understanding of the central message, lesson, or moral of the story based on the words and actions of the main characters. K.T.T.1.e. Use a combination of drawing, labeling, writing, dictating, to create a text with narrative techniques (e.g., characters, setting, events) told in the order in which they occurred. K.T.T.2.a. Identify techniques used to craft expository texts, including the main topic. K.T.T.2.b. With adult support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>

K.T.T.2.c. Use a combination of drawing, labeling, writing, and dictating to create a text with expository techniques that includes a topic and information about the topic.

K.T.RA.1.a. With adult support, ask questions about topics of interest for research.

K.T.RA.2.a. With adult support, refer to parts of texts when supporting an idea, answer, or opinion.

**Practices:**

K-12.P.EICC.1.b Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, models, and genres that resonate most.

K-12.P.EICC.1.e Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.

K-12.P.EICC.3.e Make and track predictions about the events and information likely to come next.

K-12.P.EICC.3.f Make, track, and support inferences about different levels of meaning within the text.

K-12.P.EICC.3.g Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.

K-12.P.EICC.4.f Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.

K-12.P.EICC.4.g Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.

K-12.P.EICC.4.h Edit the text, ensuring it adheres to the conventions of written language.

K-12.P.AC.1.a Identify, apply, and analyze the literary, expository, and opinion (grades K–5) or rhetorical (grades 6–12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.

K-12.P.AC.2.a Integrate literary, expository, and persuasive (grades K–5) or rhetorical (grades 6–12) elements to appeal to target audiences and achieve specific purposes.

K-12.P.AC.3.a Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.

K-12.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.

K-12.P.CP.1.b Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.

K-12.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.

K-12.P.CP.2.a Communicate clearly to present ideas, information, and texts.

K-12.P.CP.2.c Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.

K-12.P.CP.2.d Engage in dialogue with audiences by asking and answering questions.

**Click Link to Access Standards by Lesson.**

**Click Link to Access Full List of Continuing Standards.**

Assessments	Elements that Support Success on EOM Task/Success Criteria
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FQT1. As a group, write a book that identifies the five senses. Match each sense with its corresponding sensory organ and describe a related sensory experience.	Demonstrate an understanding of the connection between the senses and sensory organs. Develop a response by cutting, pasting, and drawing. Organize a response by using a sentence frame.
FQT2. As a group, write a book that identifies how the boy from Alikí's <i>My Five Senses</i> uses his senses in the story.	Demonstrate an understanding of how the boy in the text uses his senses. Develop a response based on text evidence.
FQT3. In pairs, write a book that identifies how a character uses his senses of sight and hearing to learn about the world. Add details from the text to provide more information.	Demonstrate an understanding of how a character in a story uses his senses to learn about the world. Include details from the text in a response and in an illustration.
FQT4. In pairs, write a book that describes how the senses of sight and hearing help readers to learn from the text <i>Chicka Chicka Boom Boom</i> . Label drawings with initial letter sounds.	Identify text evidence in storybooks that can be gathered from the senses of sight and hearing. Use initial letter sounds to label drawings.
FQT5. Individually, write a book that describes how the senses of sight and hearing were used to learn from the text <i>Rap a Tap Tap</i> . Label drawings with initial letter sounds.	Identify text evidence in informational books that can be gathered from the senses of sight and hearing. Develop writing stamina by independently creating a book with multiple pages.
NR1: Identify the front cover, back cover, and title page of a book by placing the correct color of sticky note on each part of the book, as prompted by the teacher.	Demonstrate an understanding of how books are structured.
NR2: Verbally identify the author and illustrator of <i>Last Stop on Market Street</i> . Then point to the part of the book that was created by the author and the part that was created by the illustrator.	Demonstrate understanding of the identities of the author and illustrator of a text. Demonstrate an understanding of the roles of authors and illustrators.

NR3: Ask and answer questions about the key events, details, and words in <i>Rap a Tap Tap</i> .	Demonstrate an understanding of how readers learn from texts.
EOM 1: Write an informative/explanatory book describing how the five senses help both you and a character from a text learn.	Demonstrate an understanding of how characters and people use their senses. Use sentence frames, cutting, pasting, and drawing to organize a response. Include evidence from the text and label with initial letter sounds.

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

Learning Experiences				
Focusing Question 1: What are our five senses?				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
1	My Five Senses, Miller	Wonder: What do I notice and wonder about my five senses?	Examine: Why is organizing your writing important? Experiment: How does organizing a response journal work?	Ask questions about the illustrations in My Five Senses. Represent learning through drawing and dictation. Ask and answer questions about key vocabulary in My Five Senses.
2	My Five Senses, Miller Le Gourmet	Organize: What is happening in My Five Senses?	Experiment: How does organizing a response journal work?	Identify key details and discuss the main topic of My Five Senses. Interpret expressions from My Five Senses and link them to sensory experiences and feelings.
3	My Five Senses, Miller Le Gourmet	Reveal: What does a deeper exploration of words and pictures reveal in My Five Senses?	Examine: Why is responding to the prompt important? Experiment: How does responding to a prompt work?	Identify how words and pictures work together in My Five Senses to communicate key details. Identify whether information responds to a prompt. Experiment with answering a prompt by completing a sentence frame.

4	My Five Senses, Miller Le Gourmet	Distill:What is the essential meaning of My Five Senses?	Execute:How do I respond to the prompt in my Focusing Question Task?	Use the pictures and language in My Five Senses to determine the text's essential meaning. Execute verbally responding to a prompt. Generate and apply sensory adjectives for taste to real-life situations.
5 FQT1	My Five Senses, Miller Le Gourmet	Know:How does My Five Senses build my knowledge of the senses?	Execute:How do I respond to the prompt in my Focusing Question Task?	Verbalize understanding of My Five Senses. Express understanding of the function and purpose of the five senses. Generate and apply sensory adjectives for smell to real-life situations.
<b>Focusing Question 2: How do people use their senses to learn about the world?</b>				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
6	My Five Senses, Alik	Wonder: What do I notice and wonder about My Five Senses?	Examine: Why is it important for just one speaker at a time to speak?	Ask questions about My Five Senses. Explain the importance of taking turns in conversation. Ask and answer questions about key vocabulary in My Five Senses.
7	My Five Senses, Alik	Organize: What is happening in My Five Senses?	Experiment: How does speaking one voice at a time work? Examine: Why is text evidence important? Experiment: How does using text evidence work?	Identify key details and discuss the main topic of My Five Senses. Use text evidence to answer student-generated questions. Experiment with using text evidence to identify which sense the boy is using in My Five Senses.
8	My Five Senses, Alik	Reveal: What does a deeper exploration of words and illustrations reveal in My Five Senses?	Execute: How do I use text evidence in my Focusing Question Task?	Identify how words and illustrations work together to communicate key details in My Five Senses. Use text evidence to verbally complete sentence frames. Generate and apply sensory adjectives for touch to real-life situations.

9 FQT2	My Five Senses, Aliko	Distill: What is the essential meaning of My Five Senses?	Execute: How do I use text evidence in my Focusing Question Task?	Identify the essential meaning in My Five Senses using illustrations and words from the text. Use evidence from the Evidence Organizer Chart to complete sentence frames. Generate and apply sensory adjectives for sight to real-life situations.
10 NR1	My Five Senses, Aliko	Know: How does My Five Senses build our knowledge about the senses?	Execute: How do I use text evidence in my Focusing Question Task?	Provide examples of how the five senses help us learn about the world. Annotate the parts of a book. Generate and apply sensory adjectives for hearing to real-life situations.
<b>Focusing Question 3: How does CJ use his senses to learn about the world in <i>The Last Stop on Market Street</i>?</b>				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
11	Last Stop on Market Street	Wonder: What do I notice and wonder about Last Stop on Market Street?	Examine: Why is it important to use all your senses to listen?	Ask questions about Last Stop on Market Street. Examine the importance of listening with your senses. Ask and answer questions about key vocabulary in Last Stop on Market Street.
12	Last Stop on Market Street	Organize: What's happening in Last Stop on Market Street?	Experiment: How does listening with your senses work? Examine: Why is adding details important?	Identify key events in Last Stop on Market Street. Experiment with listening with your senses. Determine new meanings for familiar words from Last Stop on Market Street and act out their different meanings.
13	Last Stop on Market Street	Reveal: What does a deeper exploration of words and pictures reveal in Last Stop on Market Street?	Experiment: How does adding details work?	Answer questions about the illustrations and words in the text to identify which senses CJ uses to engage with his surroundings.

				Experiment with adding details to a drawing. Identify sensory adjectives from Last Stop on Market Street and use them in sentences to describe real-life experiences.
14	Last Stop on Market Street	Reveal: What does a deeper exploration of words and pictures reveal in Last Stop on Market Street?	Experiment: How does adding details work?	Analyze descriptive words in the text to gather more details about text evidence in preparation for the Focusing Question Task. Experiment with adding details from the text to a drawing. Identify the parts of a complete sentence.
15 FQT3	Last Stop on Market Street	Distill: What is the essential meaning of Last Stop on Market Street?	Execute: How do I add details in my Focusing Question Task?	Use the illustrations and the words to identify the essential meaning of Last Stop on Market Street. Express understanding of how CJ's senses help him learn about the world. Produce complete sentences about the illustrations in Last Stop on Market Street.
16 SS NR2 VOC (Prac)	Last Stop on Market Street	Know: How does Last Stop on Market Street build our knowledge about the senses?	Execute: How do we use one voice at a time in a Socratic Seminar? Execute: How do I use adding details in my Focusing Question Task?	Practice speaking one voice at a time. Express understanding of how CJ's senses help him learn about the world. Identify the author and illustrator in Last Stop on Market Street and define their role in telling the story. Demonstrate understanding of grade-level vocabulary.
<b>Focusing Question 4: How do our senses help us learn from Chica Chica Boom Boom?</b>				
<b>Lesson</b>	<b>Texts</b>	<b>Content Framing Question</b>	<b>Craft Framing Question</b>	<b>Learning Goals</b>
17	Chicka Chicka Boom Boom	Wonder: What do I notice and wonder about Chicka Chicka Boom Boom?	Examine: Why is labeling with letters important?	Ask questions about the events in Chicka Chicka Boom Boom.

				Participate in shared writing to label details in Flower Day.
18	Chicka Chicka Boom Boom Flower Day	Organize: What is happening in Chicka Chicka Boom Boom?	Experiment: How does labeling with letters work?	Identify key events and details in Chicka Chicka Boom Boom. Label main figures and objects in Flower Day using initial letter sounds. Define descriptive words and phrases from Chicka Chicka Boom Boom and use them to describe real-life experiences.
19	Chicka Chicka Boom Boom Flower Day Le Gourmet	Reveal: What does a deeper exploration of the illustrations and words reveal in Chicka Chicka Boom Boom?	Execute: How do I label with letters in my illustration of Chicka Chicka Boom Boom? Execute: How do I use complete sentences to describe the letters in Chicka Chicka Boom Boom?	Identify how words and illustrations work together to communicate key details in Chicka Chicka Boom Boom. Label details in a drawing about Chicka Chicka Boom Boom using initial sounds. Speak in complete sentences while describing the events in Chicka Chicka Boom Boom.
20	Chicka Chicka Boom Boom Flower Day	Reveal: What does a deep exploration of the words reveal in Chicka Chicka Boom Boom?		Identify and interpret repetitions and emphasis of words in Chicka Chicka Boom Boom. Use illustrations and words from the text to collect evidence for Focusing Question Task 4. Define and use words with the morpheme re-.
21 VOC1 FQT4	Chicka Chicka Boom Boom Flower Day	Distill: What is the essential meaning in Chicka Chicka Boom Boom?	Execute: How do I use labeling with letters in my Focusing Question Task?	Use the words and illustrations to interpret the essential meaning in Chicka Chicka Boom Boom. Express understanding of how the five senses help readers learn from Chicka Chicka Boom Boom. Demonstrate understanding of grade-level vocabulary.



22	Chicka Chicka Boom Boom Flower Day	Know: How does Chicka Chicka Boom Boom build my knowledge of the five senses?	Execute: How do I label with letters in my Focusing Question Task? Excel: How do I excel at labeling with letters in my Focusing Question Task?	Express understanding of how the five senses help readers learn from Chicka Chicka Boom Boom. Use phonetic spelling to label a drawing to add detail to the Focusing Question Task.
<b>Focusing Question 5: How do our senses help us learn in Rap a Tap Tap?</b>				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
23 NR3	Rap a Tap Tap	Wonder: What do I notice and wonder about Rap a Tap Tap?	Examine: Why is labeling with letters important?	Ask questions about the key events, details, and words in Rap a Tap Tap. Using labeling with letters, label a drawing from the text as a class. Ask and answer questions about key vocabulary in Rap a Tap Tap.
24	Rap a Tap Tap	Organize: What is happening in Rap a Tap Tap?	Experiment: How does labeling with letters work? Examine: Why are prepositions important?	Identify key details in Rap a Tap Tap. Using labeling with letters, label a drawing from the text. With support, identify and explain the purpose of prepositions.
25	Rap a Tap Tap	Reveal: What does a deeper exploration of the illustrations reveal in Rap a Tap Tap?	Examine: Why are conversations important? Experiment: How does labeling with letters work?	Identify how illustrations reveal deeper meaning in Rap a Tap Tap. Examine the importance of collaborative conversations. Draw and label one thing you learned from the illustrations.
26 FQT5	Rap a Tap Tap	Reveal: What does a deeper exploration of the words reveal in Rap a Tap Tap?	Execute: How do I use labeling with letters in my Focusing Question Task? Experiment: How do prepositions work?	Describe words and sounds in Rap a Tap Tap, including how they reveal deeper meaning in the text. Using the Evidence Organizer Chart, construct sentences to begin Focusing Question Task 5. With support, use prepositions to complete a sentence frame.

27	Rap a Tap Tap	Distill: What is the essential meaning of Rap a Tap Tap?	Experiment: How do conversations work? Execute: How do I use labeling with letters in my Focusing Question Task? Experiment: How do prepositions work?	Use illustrations and words to identify the essential meaning of Rap a Tap Tap. Experiment with having collaborative conversations. Use labeling with letters to add detail to the Focusing Question Task. With support, verbally create a sentence with a preposition.
28	Rap a Tap Tap	Know: How does Rap a Tap Tap build my knowledge of the senses?	Execute: How do I use labeling with letters in my Focusing Question Task? Execute: How do I use prepositions to describe Bojangles?	Express understanding of how the senses help readers learn from Rap a Tap Tap. With support, verbally create a sentence with a preposition.
<b>Essential Question: How do our senses help us learn?</b>				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
29 SS VOC2	My Five Senses, Miller My Five Senses, Alik	Know: How do both versions of My Five Senses build our knowledge of how our senses help us learn?	Execute: How do I have conversations in a Socratic Seminar?	Engage in a collaborative conversation to synthesize information from Module 1 texts. Demonstrate understanding of grade-level vocabulary.
30 EOM	My Five Senses, Miller My Five Senses, Alik Last Stop on Market Street Chicka Chicka Boom Boom Rap a Tap Tap	Know: How do the Module 1 texts build my knowledge of the senses?	Execute: How do I execute my End-of-Module Task? Excel: How do I improve my ability to respond to a prompt?	Express understanding of how the senses help us learn. With support, evaluate writing and use complete sentences to share reflections.
31 EOM	My Five Senses, Miller My Five Senses, Alik Last Stop on Market Street	Know: How do the Module 1 texts build my knowledge of the senses?	Execute: How do I execute my End-of-Module Task? Excel: How do I improve my ability to respond to a prompt?	Express understanding of how the senses help us learn. With support, evaluate writing, and use complete sentences to share reflections.

	Chicka Chicka Boom Boom			
	Rap a Tap Tap			

Content Resources
<p><b>CORE TEXTS</b></p> <p><b>Picture Books (Informational)</b></p> <ul style="list-style-type: none"> <li>■ <i>My Five Senses</i>, Alikì</li> <li>■ <i>My Five Senses</i>, Margaret Miller</li> <li>■ <i>Rap a Tap Tap</i>, Leo Dillon and Diane Dillon</li> </ul> <p><b>Picture Books (Literary)</b></p> <ul style="list-style-type: none"> <li>■ <i>Chicka Chicka Boom Boom</i>, Bill Martin Jr. and John Archambault; Illustrations, Lois Ehlert</li> <li>■ <i>Last Stop on Market Street</i>, Matt de la Peña; Illustrations, Christian Robinson</li> </ul> <p><b>SUPPLEMENTARY TEXTS</b></p> <p><b>Articles</b></p> <ul style="list-style-type: none"> <li>■ “Great Depression,” <i>Britannica Kids</i></li> <li>■ “The Harlem Renaissance,” <i>Britannica Kids</i></li> </ul> <p><b>Paintings</b></p> <ul style="list-style-type: none"> <li>■ <i>Flower Day</i>, Diego Rivera</li> <li>■ <i>Le Gourmet</i>, Pablo Picasso</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>■ “Bojangles Step Dance”</li> <li>■ “Eight-Year-Old Tap Prodigy Little Luke”</li> </ul>