

Marietta City Schools

District Unit Planner

Kindergarten

Module Title	America, Then and Now	Unit Duration (days)	30 days
Enduring Understanding/ Essential Question	How has life in America changed over time?		

GA DoE Standards

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Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

FOCUS STANDARDS:

Foundations:

K.F.CP.3.c Understand that sentences begin with capital letters and end with punctuation to indicate the end of a sentence.

Language:

K.L.GC.2.b. With adult support, use simple sentences to express complete thoughts in written texts.

K.L.GC.2.c. With adult support, use singular and plural subjects with matching verbs.

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.

Texts:

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 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.

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.T.3.a. Explain the difference between opinions and facts about a topic.

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

K.T.RA.1.b. With adult support, collaborate to conduct research on a shared topic of interest by gathering and organizing information from provided sources (including print, digital, and personal communication) using graphic organizers or other support aids

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

K.T.RA.2.b. With adult support, explore various sources of information, including print, digital, and personal communication.

Practices:

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.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.

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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.

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Assessment	Elements that Support Success on EOM Task/Success Criteria
<p>FQT1. Write two sentences to compare Cynthia Rylant’s childhood experiences from <i>When I Was Young in the Mountains</i> with your own experiences.</p>	<p>Demonstrate an understanding that things can change over time. Organize a response by comparing the past with the present. Develop an informative sentence by completing a sentence frame.</p>
<p>FQT2. Write an informative paragraph describing how school in America has changed over time, based on the text <i>School Then and Now</i>.</p>	<p>Demonstrate an understanding of the informative paragraph structure. Demonstrate an understanding of how pieces of information in the text are connected (e.g., how information about the past is related to information about the present). Develop sentences using phonetic spelling.</p>
<p>FQT3. Write an informative paragraph describing changes the Little House character sees in her neighborhood in the text <i>The Little House</i>.</p>	<p>Develop a response based on text evidence. Develop detail sentences to support a topic statement. Develop sentences using phonetic spelling and frequently occurring nouns and verbs.</p>
<p>FQT4. Write an informative letter to George Washington to describe how transportation or communication has changed in America over time.</p>	<p>Organize a response by stating a topic and details to support that topic. Select key details about the topic, connecting information about the past to information about the present.</p>
<p>FQT5. As a group, use information from the text <i>Now & Ben</i> to write a book that describes how Benjamin Franklin’s inventions are used in America today.</p>	<p>Develop a topic statement through collaboration with the class. Create and add drawings to informative writing to provide additional details about the topic.</p>
<p>EOM: Choosing from one of the following topics—changes at home, changes at school, changes in transportation, or changes in communication—create an informative poster to explain how the topic has changed in America over time. Present your poster to the class, using drawings to provide additional detail.</p>	<p>Use the TopIC writing model to structure the informative paragraph. Choose details from the past and present to demonstrate a change in the topic over time. Add drawings to support each sentence. Present your poster to the class, using your drawings to provide additional details. Demonstrate understanding of how to use nouns and verbs and form plural nouns.</p>

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NR1. After listening to a read-aloud of <i>When I Was Young in the Mountains</i> , identify the author and illustrator in the text, and describe their roles in communicating ideas in the story. (no handout)	Demonstrate an understanding of the role authors and illustrators play in creating a text.
NR2. After listening to a read-aloud of <i>Communication Then and Now</i> , identify the main topic and key details in the text.	Demonstrate an ability to identify the main topic and key details in a text. Demonstrate an understanding of how the key details support the main topic. Use text evidence to answer questions.

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

Learning Experiences				
Focusing Question 1: How was Cynthia Rylant’s life different from your life?				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
1	All Module Texts	Wonder What do I notice and wonder about School Then and Now?		Use a variety of question words to ask questions about School Then and Now. (RI.K.1, Represent learning through writing and drawing. Use the meaning of the ending –ed as a clue to figure out the meaning of an unknown word. (L
2 NR1	“Old Hand Water Pump” <i>When I Was Young in the Mountains</i> Washington Crossing the Delaware “Now We Are Six”	Wonder What do I notice and wonder about When I Was Young in the Mountains?		Use a variety of question words to ask questions about <i>When I Was Young in the Mountains</i> . Identify the author and illustrator of <i>When I Was Young in the Mountains</i> , and their roles in presenting information in the text. Demonstrate understanding of the adjectives young, clean, and dark by identifying their opposites.
3	“Now We Are Six” <i>When I Was Young in the Mountains</i>	Organize What is happening in <i>When I Was Young in the Mountains</i> ?	Examine Why do people write about the past?	Use repeated language to identify the main topic and key details in <i>When I Was Young in the Mountains</i> . Demonstrate understanding of the verbs stopped, fill, awoke, and leave by acting out their opposites.

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	Washington Crossing the Delaware			
4	“Now We Are Six” When I Was Young in the Mountains	Reveal What does a deeper exploration of the illustrations reveal about Cynthia Rylant’s past in When I Was Young in the Mountains?	Experiment How do I write about my past? Examine Why is it important to capitalize the word I?	Use key details in When I Was Young in the Mountains to collect evidence for the Focusing Question Task. Describe a special memory from the past. Use full-body movement to act out the capitalization of the word I in a sentence.
5 FQT1	“Now We Are Six” When I Was Young in the Mountains	Distill What is the essential meaning of When I Was Young in the Mountains?	Execute How do I write about the past in my Focusing Question Task? Experiment How does capitalizing the word I work?	Use words and illustrations to determine the essential meaning of When I Was Young in the Mountains. Use text evidence from When I Was Young in the Mountains to compare the way Cynthia Rylant lived to the way you live. Capitalize the word I in a given sentence.
6 FQT1	“Now We Are Six” When I Was Young in the Mountains	Know How does When I Was Young in the Mountains build my knowledge of life in the past?	Execute How do I capitalize the word I in my Focusing Question Task?	Use personal evidence to compare your life to Cynthia Rylant’s in When I Was Young in the Mountains. Use knowledge of the ending -ed as a clue to figure out the meaning of action words from the text.

Focusing Question 2:How has life at home and at school changed in America?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
7	Home Then and Now “You’re a Grand Old Flag”	Wonder What do I notice and wonder about Home Then and Now?	Examine Why is it important to ask questions to learn more about a topic? Experiment	Ask and answer questions about the words and pictures in Home Then and Now. Capitalize the first word of a given sentence.

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			<p>How do I ask questions to learn more about a topic?</p> <p>Examine Why is capitalizing the first word in a sentence important?</p>	
8	<p>“You’re a Grand Old Flag”</p> <p>School Then and Now</p> <p>Home Then and Now</p>	<p>Organize What is happening in School Then and Now?</p>	<p>Examine Why do authors create informative texts?</p>	<p>With prompting and support, identify the main topic and key details for School Then and Now. Sort examples from nonfiction text to demonstrate understanding of the terms home and school.</p>
9	<p>“You’re a Grand Old Flag”</p> <p>“Betsy Ross and the America Flag: Flag Picture Gallery”</p> <p>Home Then and Now</p>	<p>Organize What is happening in Home Then and Now?</p>	<p>Experiment How do I create a piece of informative writing?</p> <p>Experiment How does capitalizing the first word in a sentence work?</p>	<p>With prompting and support, identify the main topic and key details for Home Then and Now. Using the TopIC writing model, create an informative writing piece about how life at home has changed over time. Capitalize the first word of a verbally shared sentence.</p>
10 FQT2	<p>“You’re a Grand Old Flag”</p> <p>Home Then and Now</p> <p>School Then and Now</p>	<p>Reveal What does a deeper exploration of text features reveal in Home Then and Now and School Then and Now?</p>	<p>Execute How do I use informative writing in my Focusing Question Task?</p>	<p>Describe the connection between related photographs in a text. Use informative writing to describe how school has changed in America over time. Identify real-life connections to bold words in an informational text.</p>
11 FQT2	<p>“You’re a Grand Old Flag”</p> <p>Home Then and Now</p> <p>School Then and Now</p>	<p>Know How do School Then and Now and Home Then and Now build my knowledge of change in America?</p>	<p>Execute How do I use informative writing in my Focusing Question Task?</p> <p>Execute How do I capitalize the first word in the sentence?</p>	<p>Express understanding of how School Then and Now and Home Then and Now build knowledge of change in America. Use informative writing to create a paragraph about how school has changed in America. Capitalize the first word of a sentence.</p>

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Focusing Question 3: What changes does the Little House see in her neighborhood?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
12	The Little House	Wonder What do I notice and wonder about The Little House?		Use a variety of question words to ask and answer questions about The Little House. Apply vocabulary from the text in context. Demonstrate understanding of the action words built, rise, grow, and cover by acting out their opposites.
13	The Little House	Organize What is happening in The Little House?	Examine Why is a topic statement important? Examine Why is it important to use nouns and verbs?	Identify the setting of The Little House and describe how it changes throughout the story. Use examples of nouns and verbs from the text to make a sentence.
14	The Little House	Organize What is happening in The Little House?	Experiment How do I write a topic statement?	Retell the story of The Little House, including key details. Collaborate to create a topic statement for an informative paragraph. Distinguish shades of meaning among grow, swell, and burst by acting out their meanings.
15	The Little House Washington Crossing the Delaware	Reveal What does a deeper exploration of the illustrations reveal in The Little House?	Experiment How do I support a topic statement? Experiment How do you use nouns and verbs?	Analyze the Little House’s responses to the changes around her using illustrations and details from the text. Identify evidence within the text that supports the topic statement. Create sentences using illustrations of nouns and verbs.

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16 FQT3 VOC1	The Little House Washington Crossing the Delaware	Distill What is the essential meaning of The Little House?	Execute How do I support the topic statement in my Focusing Question Task?	Use the text and illustrations to determine the essential meaning of The Little House. Use informative writing to describe changes the Little House character sees in her neighborhood. Demonstrate understanding of grade-level vocabulary.
17 FQT3 SS	“Then & Now: The Stunning Speed of Urban Development” The Little House Washington Crossing the Delaware	Know How does The Little House build my knowledge of change over time?	Execute How do I support the topic statement in my Focusing Question Task? Execute How do I ask and answer questions in a Socratic Seminar? Execute How do I use nouns and verbs in my writing?	Use informative writing to describe changes the Little House character sees in her neighborhood. Ask and answer questions about The Little House during a group discussion. Create a silly story using frequently occurring nouns and verbs.

Focusing Question 4: How have transportation and communication changed in America?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
18	Transportation Then and Now Communication Then and Now “Engine on the Track”	Wonder What do I notice and wonder about Transportation Then and Now and Communication Then and Now?	Examine Why is listening for order important? Examine Why is using end punctuation important?	Use a variety of question words to ask and answer questions about the words and pictures in Transportation Then and Now. Recognize and name a period, question mark, and exclamation point in isolation.
19 NR2	“Engine on the Track” Transportation Then and Now	Organize What is happening in Transportation Then and Now and in Communication Then and Now?	Experiment How do I listen for order? Examine	Identify the main topic and retell key details in Communication Then and Now. Examine the importance of writing a conclusion sentence in an informative paragraph.

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	Communication Then and Now		Why is it important to write a conclusion sentence?	Sort examples from nonfiction text to demonstrate understanding of the terms transportation and communication.
20	“Engine on the Track” Transportation Then and Now Communication Then and Now	Reveal What does a deeper exploration of the text features reveal in Transportation Then and Now and Communication Then and Now?	Experiment How do I write a conclusion sentence? Experiment How does using end punctuation work?	Describe the connection between related photographs in a text. Using frequently occurring nouns and verbs, verbally produce detail sentences to support a topic sentence. Identify the correct end punctuation to use given oral sentences.
21 FQT4	“Engine on the Track” Transportation Then and Now Communication Then and Now	Know How do Transportation Then and Now and Communication Then and Now build my knowledge of change in America?	Execute How do I use informative writing in my Focusing Question Task?	Express understanding of how Transportation Then and Now and Communication Then and Now build knowledge of change in America. Produce and expand detail sentences to support a topic sentence. Demonstrate new meanings for familiar words by applying the words accurately in a sentence.

Focusing Question 5: How did Benjamin Franklin’s inventions make life in America easier?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
22	Now & Ben: The Modern Inventions of Benjamin Franklin “This Land Is Your Land”	Wonder What do I notice and wonder about Now & Ben?		Ask and answer questions about the words and pictures in Now & Ben. Distinguish shades of meaning among invented, created, and designed by acting out their meanings.
23	“This Land Is Your Land” Now & Ben: The Modern Inventions of Benjamin Franklin “Sounds of a Glass Armonica”	Organize What is happening in Now & Ben?	Examine Why is it important to add drawings to informative writing?	Identify the main topic and key details in Now & Ben. Examine how illustrations add more detail to informative writing. Form plural nouns orally by responding chorally to a given prompt.

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24	“This Land Is Your Land” Now & Ben: The Modern Inventions of Benjamin Franklin	Reveal What does a deeper exploration of the words and illustrations reveal in Now & Ben?	Experiment How do I add drawings to my informative writing?	Use the words and illustrations in Now & Ben to learn more about Benjamin Franklin’s inventions and their use. Use drawings to add more detail to informative writing. Demonstrate meaning of inventor, writer, musician, and traveler by identifying real-life connections.
25 FQT5	“This Land Is Your Land” Now & Ben: The Modern Inventions of Benjamin Franklin	Distill What is the essential meaning of Now & Ben?	Execute How do I use drawings to add details to my Focusing Question Task? Experiment How do we make plural words?	Use the words and illustrations in the text to determine the essential meaning of Now & Ben. Describe how Benjamin Franklin’s inventions are used in America today using informative writing. Form plural nouns orally by adding /s/ or /es/ to a given word.
26 FQT5	“This Land Is Your Land” Now & Ben: The Modern Inventions of Benjamin Franklin	Know How does Now & Ben build my knowledge?	Execute How do I use drawings to add details to my Focusing Question Task? Execute How do I use plural words when I speak?	Express understanding of how Now & Ben builds knowledge of change in America. Use informative writing to describe how Benjamin Franklin’s inventions are used in America today. Form plural nouns correctly in sentences by adding /s/ or /es/.

Essential Question: How has life in America changed over time?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
27 SS	All Module Texts	Know How do Module 3 texts build my knowledge of how America has changed over time?	Execute How do I explain my evidence with drawings in my End-of-Module Task?	Use drawings to support and enhance a group conversation. Use the meaning of the ending –ful as a clue to figure out the meaning of an unknown word.

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<p>28 EOM VOC2</p>	<p>All Module Texts</p>	<p>Know How do Module 3 texts build my knowledge of how America has changed over time?</p>	<p>Execute How do I execute my End-of-Module Task?</p>	<p>Express understanding of how life in America has changed over time. Demonstrate understanding of grade-level vocabulary.</p>
<p>29 EOM</p>	<p>All Module Texts</p>	<p>Know How do Module 3 texts build my knowledge of how America has changed over time?</p>	<p>Execute How do I execute my End-of-Module Task? Excel How do I improve my informative writing?</p>	<p>Express understanding of how life in America has changed over time. With support, evaluate writing and use sentences to share reflections.</p>
<p>30 EOM</p>	<p>All Module Texts</p>	<p>Know How do Module 3 texts build my knowledge of how America has changed over time?</p>	<p>Execute How do I use drawings to help explain my End-of-Module Task? Excel How do I improve my informative writing?</p>	<p>Express understanding of how life in America has changed over time. With support, evaluate writing and use sentences to share reflections.</p>

Content Resources

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CORE TEXTS

Picture Books (Informational)

- *Communication Then and Now*, Robin Nelson
- *Home Then and Now*, Robin Nelson
- *Now & Ben: The Modern Inventions of Benjamin Franklin*, Gene Barretta
- *School Then and Now*, Robin Nelson
- *Transportation Then and Now*, Robin Nelson
- *When I Was Young in the Mountains*, Cynthia Rylant

Picture Books (Literary)

- *The Little House*, Virginia Lee Burton

SUPPLEMENTARY TEXTS

Painting

- *Washington Crossing the Delaware*, Emanuel Leutze

Photographs

- "Betsy Ross and the American Flag: Flag Picture Gallery," Independence Hall Association
- *Old Hand Water Pump*, Judson McCranie
- "Then & Now: The Stunning Speed of Urban Development," S.A. Rogers

Poem

- "Now We Are Six," A.A. Milne

Songs

- "Engine on the Track" (nursery rhyme)
- "This Land Is Your Land," Woody Guthrie
- "You're a Grand Old Flag," George M. Cohan

Video

- "Sounds of a Glass Armonica," *Toronto Star*

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