



## Marietta City Schools 2023-2024 District Unit Planner

### *Kindergarten*

<b>Theme</b>	<i>#4 Symbols of America's Values, Goals, and History</i>	<b>Suggested Duration</b>	<i>3 weeks</i>
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Mastering content and skills through KNOWLEDGE-BUILDING (establishing the purpose of the unit):

**What enduring understandings will students gain from this unit?** American symbols unite people by creating visual, verbal, or iconic representations of the national values, goals, and history.

Knowledge-building Planning Resources				
<a href="#">MCS K-5 KBU Overview</a>	<a href="#">KBU as a 15-day Plan (Template)</a>	<a href="#">MCS Structured Literacy Repository</a>	<a href="#">Berger Framework for Comprehension (Template)</a>	<a href="#">The Writing Revolution (Templates)</a>

Priority GSE Standards
<p><b>ELA</b></p> <p>ELAGSEKRI1 With prompting and support, ask and answer questions about key details in a text.</p> <p>ELAGSEKRI3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>ELAGSEKRI4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>ELAGSEKRI9 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>

ELAGSEKRL4: With prompting and support, ask and answer questions about unknown words in a text.

ELAGSEKRL5 Recognize common types of texts(e.g., storybooks, poems)

### **Social Studies**

SSKH2 Identify the following American symbols:

- a. The national and state flags (United States and Georgia flags)
- b. Pledge of Allegiance
- c. Star Spangled Banner (identify as the national anthem)
- d. The bald eagle
- e. The Statue of Liberty
- f. Lincoln Memorial (identify image and associate with Abraham Lincoln and Presidents Day)
- g. Washington Monument (identify image and associate with George Washington and Presidents Day)
- h. White House (identify image and associate with Presidents Day and the current president)

### **Essential Questions**

#### **Factual—**

What colors are on the US flag?

Who lives in the White House?

What is America's national bird?

#### **Inferential—**

Why does one country have multiple symbols?

What are some things that multiple American symbols have in common?

#### **Critical Thinking-**

Would you change any of the American symbols to something else?

Which American symbol do you think best represents the country?

<b>Tier II Words Transferable</b>	<b>Tier III Words Domain Specific</b>
symbol, flag, stripe, star, pledge, anthem, lyrics, native, statue	colonies, allegiance, monument, obelisk, president

**Assessments**

**Transfer of Integrated Skills**

**Description:** True False Review

1. Have students fold a piece of paper in half three times to create 8 boxes and number the boxes 1-8.

1	2
3	4
5	6
7	8

2. As you read each of the following statements, have students put a check in the box for each statement they think is correct and an x in the box for each statement they think is incorrect.
  - #1 George Washington was the first president of the United States.
  - #2 Abraham Lincoln had a stuffed toy bear named after him.
  - #3 Thomas Jefferson wrote the Star Spangled Banner.
  - #4 The American flag has 50 stars to represent the 50 states.
  - #5 A king and queen live in the White House.
  - #6 The Statue of Liberty is a symbol of freedom.
  - #7 The blue jay is the national bird of America.
  - #8 The Pledge of Allegiance was written to show loyalty to the country.

Standards:

ELAGSEKRI3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Description:** The United States of America and Nick Visits the Lincoln Memorial from ReadWorks

1. Provide students with a copy of the passage and read the text aloud.
2. In small groups or one-on-one, read the questions to students for them to answer. Differentiate support by having students use approximate spelling or dictation of the constructed response questions.

Standards:

ELAGSEKRI1 With prompting and support, ask and answer questions about key details in a text.

ELAGSEKRI3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

ELAGSEKRI4 With prompting and support, ask and answer questions about unknown words in a text.

ELAGSEKRI7 With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).

**Writing Task and Rubric:**

**Description:**

1. Have students decide which American symbol they think best represents the country.
2. Introduce and explain the [Opinion Writing Checklist](#) to guide students' planning and drafting.
3. Score final products using the [Opinion Writing Rubric](#).

Standards:

ELAGSEKRI1 With prompting and support, ask and answer questions about key details in a text.

ELAGSEKRI3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Objective or Content	Learning Experiences	Differentiation Considerations
Daily Lessons for Text Comprehension	<a href="#">14-Day Plan: American Symbols</a>	
<b>Connected Structured Literacy Activity</b>	<p>Phonemic Awareness: Refer to the Word Chaining strategies on the <a href="#">Tool 4</a> padlet and use key one-syllable vocabulary from this unit as the starting word for different chains. Possible starting words include <i>flag, pledge, star, bald</i></p> <p>Vocabulary: <a href="#">Concept Sort</a></p> <ol style="list-style-type: none"> <li>1. Create a set of index cards featuring key vocabulary from this unit.</li> <li>2. Students add a representative picture to each card.</li> <li>3. Collaboratively, the whole class or small groups sort the words into categories that align with big ideas in this unit--people, animals, objects, places.</li> <li>4. Students add new vocabulary to the established categories as they arise in books during this unit.</li> </ol>	
<b>Connected Language Acquisition Experiences</b>		The linked center is for Level 1 ESOL students to help scaffold content.
<b>Connected SS Experiences</b>	<p><a href="#">Kindergarten Social Studies (American Symbols) Priority Lessons</a></p> <p><b>Note:</b> There are 8 symbols listed in the standard- at least one lesson is included for each symbol- several of the lessons should be able to be used as reading learning experiences with little adjustments. Choose specific SS experiences for symbols not discussed in reading lessons when possible.</p>	

<b>Connected Tier 1 Unit</b>					
<b>Connected Writing Activities</b>	Scrambled Sentences embedded in 14-day plan				
<b>Additional Planning Resources</b>					
<a href="#"><u>MCS K-5 KBU Overview</u></a>	<a href="#"><u>KBU as a 15-day Plan (Template)</u></a>	<a href="#"><u>MCS Structured Literacy Repository</u></a>	<a href="#"><u>Berger Framework for Comprehension (Template)</u></a>	<a href="#"><u>The Writing Revolution (Templates)</u></a>	
<b>Additional Instructional Resources</b>					
<p><b>Suggested High Quality Complex Texts</b></p> <p><b>Suggested Experiential Resources</b></p>					