



Marietta City Schools 2023-2024 District Unit Planner

Kindergarten

Topic Title:

#3 Good Friends Make Good Citizens

Unit Duration

3 weeks

Mastering content and skills through KNOWLEDGE-BUILDING (establishing the purpose of the unit):

What enduring understandings will students gain from this unit? Understanding our own feelings and respecting the feelings of others helps us maintain friendships and be good citizens of our community.

GSE Standards

ELA

ELAGSEKRL1 With prompting and support, ask and answer questions about key details in a text.

ELAGSEKRL3 With prompting and support, identify characters, settings, and major events in a story.

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

ELAGSEKRL6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

ELAGSEKRL7 With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text).

ELAGSEKW2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Social Studies

SSKCG1 Demonstrate an understanding of good citizenship.

- a. Explain how rules are made and why.
- b. Explain why rules should be followed.

SSKCG2 Describe examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, and self-control.

Essential Questions

Factual—

Who is the main character in the story?
What is the book mostly about?

Inferential—

How do the characters make each other feel?
How does the illustrator use pictures to support the author's words?

Critical Thinking-

What did you learn from this book?
Why is the topic of the book important for us to learn about?

Tier II Words- High Frequency Multiple Meaning

friendship, relationship, positive, negative, express

Tier III Words- Subject/ Content Related Words

Color vocabulary (magenta, palette, hue)

Assessments

Transfer of Integrated Skills:

- Comparing Texts *Niko Draws a Feeling* and *I Feel Teal* both use art as a way to talk about feelings. Use the following directions to have students compare and contrast elements from each book.
 1. Pair students up and give each partner an index card labeled with either *Niko* or *Teal* and a matching picture from each book.
 2. Read the following statements aloud and have partners decide which book the statement describes. The partner holding that card should hold it up. If the statement describes both books, then both partners should hold up their cards.

- A young boy draws what he feels.
- A young girl experiences different emotions
- Colorful illustrations help us understand the topic
- The author uses specific color words for emotions
- The author names specific objects the character sees
- We read what the characters say to each other
- Characters feel happy and sad at different points in the book

3. Share the targeted response with students but also allow for discussion of alternate answers. Point out instances where alternate answers involved a different interpretation by the student rather than a misremembering of the books.

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Content-Specific GSE/Skills:

Grade K SS Good Citizenship Anticipation Guide and Assessment Utilize at the beginning of the unit to assess prior knowledge and as the summative assessment to measure knowledge acquisition.

Standard

SSKCG1 Demonstrate an understanding of good citizenship.

SSKCG2 Describe examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, and self-control.

Writing Task and Rubric:

Brainstorm situations that make different students feel excited or nervous. Tell students to think about one emotion and situation that they would like to write about. Have students draw a picture of themselves that shows their chosen emotion and write labels or phrases to describe the situation. Differentiate support by providing all students with *happy*, *scared*, and *when* as a word bank; giving some students with sentence starters *I feel happy when* or *I feel scared when*; and allowing some students to use *excited* or *nervous* instead of the more basic emotions.

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Content	Includes specific details about the emotion and/or situation (scared getting a shot from a doctor)	Depicts an emotion and associated situation (scared at the doctor)	Depicts an emotion or situation but not both	Does not depict an emotion or situation
Coherence	Phrases or labels align with and add to the drawing	Phrases or labels align with the drawing	Phrases or labels conflict with the drawing	Does not provide phrases or labels

ELAGSEKW2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Objective or Content	Learning Experiences	Differentiation Considerations
Daily Lessons for Text Comprehension	<u>15-Day Plan: Good Friends Make Good Citizens</u>	
Connected Structured Literacy Experience	<p>Elkonin Boxes are a great multisensory activity to improve phoneme segmenting abilities. Provide blocks or tokens. Have students move and say key words from books in this unit as they separate the tokens into little boxes--<i>friend</i> /f/ /r/ /ī/ /n/ /d/ or <i>feel</i> /f/ /ē/ /l/. Listening to segment phonemes rather than decode or spell graphemes allows you to use words that involve letter sounds not already taught.</p> <p>Concept Sort: Create a set of index cards featuring key vocabulary from this unit along with a picture that represents the word. Collaboratively sort the words into categories that align with big ideas in this unit--positive feelings, negative feelings, people at home, people at school, etc.</p>	
Connected SS Experiences	<u>How do we Celebrate Labor Day in our Neighborhood?</u> I would change this as Labor Day has passed by the time teachers teach this lesson...	Students will review Labor Day as a National Holiday and share how their family celebrated Labor Day.
	<u>Introducing Character Traits</u> Create a knowledge tree of character traits, real-life and fictional characters who exhibit those traits.	Provide time for additional rehearsal before starting the drawings. Consider a whole-group discussion for sharing what students plan to draw or write.
	<u>Follow the Arrow</u> Review class and school rules/procedures with students, or use this activity to focus on a particular rule or procedure that students need to review	Provide additional examples, read a text with a similar theme in small groups, allow for discussion.
	<u>Tattle Tale Tongue: Being a Good Neighbor at School</u> Review basic classroom rules and procedures and why we need them through a fun read aloud. Students review characteristics of good citizenship by drawing a	You may want to include additional children's literature during the introduction of this

	picture with a caption. An optional challenge supports being better neighbors by following those rules (Note: great way to start the second semester).	system, and during your review of classroom rules/procedures.		
	Tattling vs. Reporting for Being a Good Neighbor at School This lesson, an extension to Tattle Tale Tongue, discusses when telling an adult is NOT tattling. Students will sort picture cards into categories to demonstrate understanding. Teachers may wish to begin the Good Neighbor Challenge	The recorded lesson includes a video of a “guest speaker” discussing the difference between tattling and reporting. Teachers may choose to use this video clip, invite a guest speaker to class, or present the information on their own.		
Connected Writing Activities	Focus Skill: Sentence Creation <ul style="list-style-type: none">Topic Verb Finish (TVF)			
Additional Planning Resources				
MCS K-5 KBU Overview	KBU as a 15-day Plan (Template)	MCS Structured Literacy Repository	Berger Framework for Comprehension (Template)	The Writing Revolution (Templates)
Additional Instructional Resources				
Suggested High Quality Complex Texts				
Suggested Experiential Resources				