

KINDERGARTEN
KINDERGARTEN STAR: UNIT 1
CONCEPTS AND ENDURING UNDERSTANDINGS:

Unit: Kindergarten Star

Time Frame: Five Weeks

Key Concepts: Rules, Procedures, Behaviors

Essential Question: What makes a successful kindergarten student?

Great Idea: A star kindergarten student knows the rules, procedures, and the personal and social behaviors associated with being a learner and a member of a class, makes wise choices and accepts responsibility for demonstrating them.

Guiding Questions:

- 1. What is a school community?**
 - Identify student criteria to define a kindergarten student.
 - Identify class criteria to define a kindergarten class.
 - Locate faculty and staff within the school in order to define their roles and responsibilities.

- 2. What are the rules and why are they important?**
 - Sequence the cafeteria routine to follow cafeteria procedures.
 - Collaborate with peers to create classroom rules.
 - Demonstrate playground rules to be safe.
 - Demonstrate transportation expectations to be safe.

- 3. What are the procedures at our school?**
 - Sequence steps for unpacking and packing supplies to follow classroom routines.
 - Demonstrate how to travel throughout the classroom and sit on the carpet in order to follow classroom routines.
 - Demonstrate bathroom facility procedures to be safe.
 - Demonstrate line procedures to travel as a class.
 - Demonstrate evacuation drill procedures to be safe.

- 4. How do students show responsibility and respect?**
 - Demonstrate good manners to be respectful.
 - Recognize kindergarten school supplies to demonstrate their appropriate use.
 - Identify and apply appropriate use of center materials to cooperatively play.
 - Identify appropriate behaviors to be respectful.

- 5. What are the characteristics of a good listener? Why is listening important?**
 - Demonstrate good listening characteristics to be an active learner. (participates, preservers, asks questions, shows respect, and takes turns)

Lessons can be taught in any order during the unit.

Students will:

1. Sequence steps for unpacking and packing supplies in order to follow classroom routines.
2. Demonstrate how to travel throughout the classroom and sit on the carpet in order to follow classroom routines.
3. Collaborate with peers to create classroom rules.
4. Sequence the cafeteria routine to follow cafeteria procedures.
5. Demonstrate bathroom facility procedures to be safe.
6. Demonstrate line procedures in order to travel as a class.
7. Demonstrate playground rules to be safe.
8. Demonstrate transportation expectations to be safe.
9. Demonstrate evacuation drill procedures to be safe.
10. Recognize kindergarten school supplies to demonstrate their appropriate use.
11. Demonstrate good listening characteristics to be an active learner.
12. Identify student criteria to define a kindergarten student.
13. Identify class criteria to define a kindergarten class.
14. Locate faculty and staff within the school to define their roles and responsibilities.
15. Demonstrate good manners to be respectful.
16. Identify and define respectful behaviors for a kindergarten student.
Identify and demonstrate SSR (book and belly) procedures to increase reading stamina.

CONTENT STANDARDS:

Social Studies https://marylandpublicschools.org/about/Documents/DCAA/SocialStudies/Framework/Kindergarten.pdf
Standard 1.0 Political Science
A.1.a. Identify reasons for classroom and school rules, such as maintaining order and keeping the community safe
A.1.b. Recognize rules help promote fairness, responsible behavior, and privacy
C.1.b. Describe the roles of members of the school, such as principal, crossing guard, bus drivers, and teacher
C.1.c. Identify and describe rights, and responsibilities in the classroom and family
Standard 2.0 Peoples of the Nation and World
C.1.a. Identify, discuss, and demonstrate appropriate social skills, such as listening to the speaker, taking turns, settling disagreements, and reaching compromise at home and school
Standard 3.0 Geography
A.1.c. Identify a location by using terms such as near-far, above-below, and here-there
C.1.b. Explain how transportation is used to move goods and people from place to place

Reading: Literature
https://www.marylandpublicschools.org/programs/Documents/ELA/Standards/Grades_PK_K_MCCR_ELA%20Standards.pdf
Craft and Structure
RL.K.4. Ask and answer questions about unknown words in a text.
RL.K.5. Recognize common types of texts (e.g., storybooks, poems).
Integration of Knowledge and Ideas
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories
Range of Reading and Level of Text Complexity
RL.K.10. Actively engage in group reading activities with purpose and understanding.

•

Reading: Informational Text
https://www.marylandpublicschools.org/programs/Documents/ELA/Standards/Grades_PK_K_MCCR_ELA%20Standards.pdf
Key Ideas and Details
RI.K.1. With prompting and support, ask and answer questions about key details in a text.
RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
Range of Reading and Level of Text Complexity
RI.K.10. Actively engage in group reading activities with purpose and understanding.

Reading: Foundational Skills
https://www.marylandpublicschools.org/programs/Documents/ELA/Standards/Grades_PK_K_MCCR_ELA%20Standards.pdf
Print Concepts
RF.K.1.a. Follow words from left to right, top to bottom, and page by page.
RF.K.1.b. Recognize that spoken words are represented in written language by specific sequence of letters.
RF.K.1.c. Understand that words are separated by spaces in print.
RF.K.1.d. Recognize and name all upper- and lowercase letters of the alphabet.

Writing
https://www.marylandpublicschools.org/programs/Documents/ELA/Standards/Grades_PK_K_MCCR_ELA%20Standards.pdf
Texts Types and Purposes
W.K.2. 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.
Research to Build and Present Knowledge
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

https://www.marylandpublicschools.org/programs/Documents/ELA/Standards/Grades_PK_K_MCCR_ELA%20Standards.pdf

Comprehensions and Collaboration

SL.K.1.a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and text under discussion).

SL.K.1.b. Continue a conversation through multiple exchanges.

Presentations of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional details.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language

https://www.marylandpublicschools.org/programs/Documents/ELA/Standards/Grades_PK_K_MCCR_ELA%20Standards.pdf

Vocabulary Acquisition and Use

L.K.5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

L.K.5.c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

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