Social Studies
- Children, families, and communities exhibit cultural similarities and differences. (SS.K.2)
- People use folktales, legends, oral histories, and music to teach values, ideas, traditions, and important events from the past. (SS.K.8)
- People have economic needs and wants. Goods and services can satisfy people’s wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs. (SS.K.9)
- People perform different jobs as members of a community to meet their basic wants and needs, and to help others in the community. (SS.K.11)

Unit Assessment: Draw & tell where our food comes from and how it gets to our homes – Content Assessment

Reading
Informational:
- With prompting and support, identify the main topic and retell key details of a text. (RI.K.2)
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.K.3)
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (RI.K.6)
- Actively engage in group reading activities with purpose and understanding. (RI.K.10)

Literature:
- With prompting and support, retell familiar stories, including key details. (RL.K.2)
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (RL.K.6)

Speaking & Listening
- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (SL.K.1)
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (SL.K.4)

Math
- K.G.A.1-Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- K.G.A.2-Correctly name shapes regardless of their orientations or overall size.
- K.MD.B.3-Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Science
- Identify the basic needs of organisms to live and thrive (e.g., air, water, food, shelter)
- Living things grow and change.

Unit Assessment: Draw & tell what is on a healthy plate and tell why it is a healthy choice.

Writing
- 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. (W.K.2)
- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (W.K.5)
- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (W.K.7)
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.K.8)

Unit Assessment: Using what you have learned, draw/write/dictate a place in your neighborhood and explain how it helps meet your needs and wants.

Language
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (L.K.4)
- With guidance and support from adults, explore word relationships and nuances in word meanings. (L.K.5)

Technology/Art/Physical Education
Physical Education: Local guest speakers that are involved in the physical health fields (coaches/personal trainers, dieticians)
Art: pastoral art, drawing farm animals, perspective drawings/pictures, fruit and vegetable prints

This unit focuses on how different types of farms provide different types of food. It also focuses on how farms and community members in our neighborhoods help us meet our needs and wants. We will also discuss healthy eating habits.

Reading Informational:
- With prompting and support, identify the main topic and retell key details of a text. (RI.K.2)
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.K.3)
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (RI.K.6)
- Actively engage in group reading activities with purpose and understanding. (RI.K.10)

Math
- K.G.A.1-Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
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Science
- Identify the basic needs of organisms to live and thrive (e.g., air, water, food, shelter)
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Unit Assessment: Draw & tell what is on a healthy plate and tell why it is a healthy choice.

Writing
- 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. (W.K.2)
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- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (W.K.7)
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Unit Assessment: Using what you have learned, draw/write/dictate a place in your neighborhood and explain how it helps meet your needs and wants.

Language
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (L.K.4)
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Math
- K.G.A.1-Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- K.G.A.2-Correctly name shapes regardless of their orientations or overall size.
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Unit Assessment: Draw & tell what is on a healthy plate and tell why it is a healthy choice.

Writing
- 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. (W.K.2)
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Unit Assessment: Using what you have learned, draw/write/dictate a place in your neighborhood and explain how it helps meet your needs and wants.

Language
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (L.K.4)
- With guidance and support from adults, explore word relationships and nuances in word meanings. (L.K.5)
UNIT 5
UNIT TITLE: How Our Neighborhood Meets Our Needs
TIME FRAME: 9 Weeks

UNIT DESCRIPTION:
This unit focuses on how different types of farms provide different types of food. It also focuses on how farms and community members in our neighborhoods help us meet our needs and wants. We will also discuss healthy eating habits.

STANDARDS:
Please see the following attached documents for details of the specific standards addressed by this unit:
- CCLS ELA
- NYS Social Studies Framework and NYS Science Standards

STUDENT UNDERSTANDINGS:
Students will know and/or be able to:

<table>
<thead>
<tr>
<th>ELA</th>
<th>I can retell stories I know including the details. (RL.K.2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I can name the author and illustrator and tell the jobs they do. (RL.K.6)</td>
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<tr>
<td></td>
<td>I can identify the main topic of a book and give details. (RI.K.2)</td>
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<tr>
<td></td>
<td>I can make connections between two people, ideas or events in a book. (RI.K.6)</td>
</tr>
<tr>
<td></td>
<td>I can actively participate in group activities. (RI.K.10)</td>
</tr>
<tr>
<td>Writing</td>
<td>I can write about a topic and give information about the topic. (W.K.2)</td>
</tr>
<tr>
<td></td>
<td>I can use books to research, recall information and write about what I learned. (W.K.7)</td>
</tr>
<tr>
<td></td>
<td>I can add details from peers to improve my writing. (W.K.5)</td>
</tr>
<tr>
<td>Speaking and Listening</td>
<td>I can tell about my picture using details. (SL.K.4)</td>
</tr>
<tr>
<td></td>
<td>I can use turn-taking skills when listening and speaking in a group. (answering/questioning) (SL.K.1a,b,3)</td>
</tr>
<tr>
<td>Language</td>
<td>I can identify and use new word meanings. (L.K.4)</td>
</tr>
<tr>
<td></td>
<td>I can sort objects or words that have the same meaning. (L.K.5)</td>
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<tr>
<td></td>
<td>I can use the endings of words as a clue to the meaning of an unknown word. (L.K.4B)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>I can tell how farms provide us with our food. (K.11c)</td>
</tr>
<tr>
<td></td>
<td>I can tell what transportation helps us get our food. (K.8b)</td>
</tr>
<tr>
<td></td>
<td>I can identify that there are different types of farms. (K.9)</td>
</tr>
<tr>
<td></td>
<td>I can tell what is a need and a want and what are the differences between them. (K.11a)</td>
</tr>
<tr>
<td></td>
<td>I can explain definition of a community. (K.2)</td>
</tr>
<tr>
<td></td>
<td>I can answer the question- “How does our community meet our needs and wants.” (K.11)</td>
</tr>
<tr>
<td></td>
<td>I can describe the people in our community and how they help meet our needs and want. (K.11)</td>
</tr>
<tr>
<td>Science</td>
<td>I can tell how to make healthy food choices.</td>
</tr>
<tr>
<td></td>
<td>I can tell what is on a healthy plate.</td>
</tr>
<tr>
<td>Other</td>
<td>I can describe two dimensional and three dimensional shapes. (K.G.A.1,2)</td>
</tr>
<tr>
<td></td>
<td>I can compare two and three dimensional shapes. (K.G.B.4)</td>
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<tr>
<td></td>
<td>I can sort objects. (L.K.5)</td>
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<tr>
<td></td>
<td>I can put objects in the correct category/group. (K.MD.B.3)</td>
</tr>
</tbody>
</table>
**ESSENTIAL QUESTIONS:**

**Social Studies:**
1. How do we participate and contribute to our community?
2. Where does our food come from?
3. How does our food get to us?
4. What are healthy foods?
5. What is a need? A want?
6. How does the community meet our needs and wants?
7. Who are the people in our community that help meet our needs and wants?
8. Why is it important to use the people and places in our community to meet our needs/wants?

**ELA:**
1. What is research and how do we use books to find information?
2. How do we present information about our writings/pictures?
3. How do we improve our writing/drawing?
4. How do good readers figure out sticky words?

**ACADEMIC VOCABULARY:**

<table>
<thead>
<tr>
<th>ELA</th>
<th>SOCIAL STUDIES</th>
<th>SCIENCE</th>
<th>MATH, TECH’, MIS’</th>
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</thead>
<tbody>
<tr>
<td>Me</td>
<td>Community</td>
<td>Healthy</td>
<td>Shapes</td>
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<tr>
<td>On</td>
<td>Needs</td>
<td>Pollen</td>
<td>Worker bees</td>
</tr>
<tr>
<td>The</td>
<td>Wants</td>
<td>Nectar</td>
<td>Nurse bees</td>
</tr>
<tr>
<td>In</td>
<td>Farm</td>
<td>Bees</td>
<td>Guard bees</td>
</tr>
<tr>
<td>In</td>
<td>Orchard</td>
<td>Hive</td>
<td>Queen bee</td>
</tr>
<tr>
<td>In</td>
<td>Vegetables</td>
<td>Honey</td>
<td></td>
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<tr>
<td>In</td>
<td>Fruits</td>
<td>Directions</td>
<td></td>
</tr>
<tr>
<td>In</td>
<td>Cattle</td>
<td>North</td>
<td></td>
</tr>
<tr>
<td>In</td>
<td>Ranch</td>
<td>South</td>
<td></td>
</tr>
<tr>
<td>In</td>
<td>Plantation</td>
<td>East</td>
<td></td>
</tr>
<tr>
<td>In</td>
<td>Plow</td>
<td>West</td>
<td></td>
</tr>
<tr>
<td>In</td>
<td>Garden</td>
<td>Small farms</td>
<td></td>
</tr>
</tbody>
</table>

**TIER 1 WORDS**

- Poet
- Poetry
- Proteins
- Compass rose
- Neighborhood
- Transportation
- Poultry
- Harvest
- Local
- Plow
- Advertisement
- Farmer’s market
- Peers
- Nutritious
- Community
- Community helpers
- Goods
- Need
- Neighborhood
- Service
- Want
- Drones
- Pheromones
- Balance
- Dairy
- Edible
- Fruit
- Grain
- Healthy Plate
- Nutrition
- Protein
- Vegetable
- Agriculture
- Barn
- Cattle
- Crop
- Dairy Farm
- Farm
- Farmer
- Harvest
- Orchard
- Plantation
- Poultry
- Farm
- Ranch
- Silo

**TIER 3 WORDS**

- Commercial Farm
- Local Farms
- Healthy Plate
- Food Pyramid
- Farm-to-Table
**RESOURCES:**

**Websites:**
- [www.brainpopjr.com](http://www.brainpopjr.com) – Nouns, rights and responsibilities
- [www.discoveryeducation.com](http://www.discoveryeducation.com)
- [www.youtube.com](http://www.youtube.com) - school house rock - nouns

**Text:**

<table>
<thead>
<tr>
<th>LITERATURE</th>
<th>OPINION/INFORMATIONAL</th>
<th>POETRY</th>
<th>OTHER (MAPS)</th>
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<tbody>
<tr>
<td>This Year’s Garden-Cynthia Rylant</td>
<td>Living on Farms by Allan Fowler</td>
<td>Circle Time</td>
<td>OTHER (MAPS)</td>
</tr>
<tr>
<td>Roxaboxen by Fire House by Mark Teague As The Crow Flies by Gail Hartmann</td>
<td>Find Out About Farming by Helen Gregory The Farm by Smith Apple of Your Eye by Allan Fowler It’s Fruit, Vegetable, Pumpkin by Allan Fowler</td>
<td>Poetry Quiet</td>
<td>(DS) Magic School Bus Inside a Beehive</td>
</tr>
<tr>
<td>There’s A Map on My Lap by Tish Kabe Miss Mingo and the Fire Drill by Jamie Harper Are you a Ladybug? By Judy Allen Busy, Buzzy Bee by K. Wallace Willlie’s Wonderful Pet by mel Cebulash</td>
<td>Busy, Buzzy Bees by Allan Fowler Bees (Nature Books) Vegetable, Vegetable (Rookie Reader) From Seed to Plant by Allan Fowler Big Place Books by Susan Canizares and Pamela Chanko –Aquarium, At the Zoo, At Home, Restaurant, Airport, Museum, Construction Site</td>
<td>Seeds</td>
<td>(DS) Neighborhoods: Understanding Where We Live</td>
</tr>
<tr>
<td>Miss Mingo and the Fire Drill by Tish Kabe Miss Mingo and the Fire Drill by Tish Kabe Are you a Ladybug? By Judy Allen Busy, Buzzy Bee by K. Wallace Willlie’s Wonderful Pet by mel Cebulash</td>
<td>This is My Town by Mercer Mayer A Day with Police Officers by Jan Kottke A Day with Fire Fighters by Jan Kottke Fire fighter by Angela Royston Harbor by Donald Cres Firefighters by Robert Maas Freight Train by Donald Cres This is My Town by Mercer Mayer Honeybees by Jane Lecht Bees by Gallimard Tennesse Bees by D. Hancock and L. Montgomery Grub to Ladybug by Melvin and Gilda Berger Diggers and Dump Trucks by Angela Roysta</td>
<td>(DS) Reading Rainbow-The Milk Makers (DS) Reading Rainbow- Ox-cart Man (DS) Fresh Food: What is Farm to Table (DS) Come to a Farm (DS) From Farm to Table (DS) Rosie’s Walk (DS) When I Grow Up I Want to Be a Farmer (DS) How Plants Grow (DS) Click Clack Moo, Cows that Type (DS) Farm Animals A First Look (DS) Let’s Explore Around the Farm</td>
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<td>Curious George Takes a Job by HA Rey Roxaboxen by Pet Show by Ezra Jack Keats Lego City All Aboard by Sonia Sander Lego City-Build this City by Mr. Gumpy’s Outing by John Burningham I’m a Great Big 18 Wheeler by I Love Trucks by Philemon Sturges Truck by Donald Crews The Tiny Seed by Eric Carle</td>
<td>Fire on the Road by Wade Cooper On the Go (Big Book) by Anna Morris Big Work Machines by Patricia Relf Magic School Bus Inside a Beehive by J. Cole Honeybees-National Geographic by J. Lecht Farm by P. Arlon and Tony Goodon Harris Buzz is a Part of a Bee by</td>
<td>(DS) Reading Rainbow-The Milk Makers (DS) Reading Rainbow- Ox-cart Man (DS) Fresh Food: What is Farm to Table (DS) Come to a Farm (DS) From Farm to Table (DS) Rosie’s Walk (DS) When I Grow Up I Want to Be a Farmer (DS) How Plants Grow (DS) Click Clack Moo, Cows that Type (DS) Farm Animals A First Look (DS) Let’s Explore Around the Farm (BPJ) Community Helpers (BPJ) Goods and Services (BPJ) Reading Maps (BPJ) Transportation (BPJ) Eating Right (BPJ) Food Groups (BPJ) Going to the Dentist (BPJ) Going to the Doctor (BPJ) Going to Exercise Mailbox Teacher Created Materials Smart Board Notebook Lesson N/A</td>
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<td>YOUTUBE Who Are the People In Your Neighborhood-videos from Sesame Street</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

RCSD – CCLS ELA & Integrated Curriculum - mb
CROSS-CURRICULA CONNECTIONS:

Art:
- Pastoral Art
- Drawing farm animals
- Perspective drawings/pictures
- Fruit and Vegetable Prints

Music:
- Local guest speakers that are musicians

Library/Research:
- Farm animal reports
- Song books about animals (Old MacDonald)

Physical Education:
- Local guest speakers that are involved in the physical health fields (coaches/personal trainers, dieticians)