

COMMON CORE CURRICULUM MAPS

ENGLISH LANGUAGE ARTS


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Exploring with Friends In the Neighborhood

In this third six-week unit of Kindergarten, students learn about exploration through fictional characters and informational books about neighborhoods.

ESSENTIAL QUESTION

? How do question stems (who, what, where, when, why, and how) help us to find more information in books?

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OVERVIEW

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Building on basic retelling of a familiar story, this unit focuses on asking questions about unknown words, characters, settings, and events. Students compare and contrast the first adventure of Little Bear with the stories in the following chapters of *Little Bear*. As they read stories of other characters, as in *Frog and Toad Together*, students extend their skills of comparing and contrasting. *Winnie the Pooh* provides the context for students to learn to ask questions when they lose their way in following the story or in understanding Pooh's special language, such as the made-up word "expotition." The informational books offer an opportunity for students to ask "who, what, where, when, and why" questions about the role of community helpers, such as firefighters and policemen.

FOCUS STANDARDS

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These Focus Standards have been selected for the unit from the Common Core State Standards.

- **RL.K.3:** With prompting and support, identify characters, settings, and major events in a story.
- **RL.K.4:** Ask and answer questions about unknown words in a text.
- **RL.K.9:** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- **RI.K.2:** With prompting and support, identify the main topic and retell key details of a text.
- **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.
- **L.K.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.K.1(d):** Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

[Common Core State Standards, ELA](#) (1.5 MB)

SUGGESTED STUDENT OBJECTIVES

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- Use the words "who, what, where, when, and why" to clarify comprehension of the roles of neighborhood community helpers. Ask questions about unknown words in both fictional and informational books.
- Locate basic information in a non-fiction text.
- Identify characters, settings, and key events in a story.
- Compare and contrast the adventures of one character in a collection of *Little Bear* stories.

- Compare and contrast the adventures of different characters in different books through the use of a graphic organizer.
- Understand the difference between real (non-fiction) and imagined (fiction) explorations.
- Use a combination of drawing, dictating, or writing to compose an informative text about a community helper.
- Discuss familiar people and places in their neighborhoods, adding details when prompting.
- Name and identify periods, question marks, and exclamation points.
- Understand and correctly use the prepositions to/from, on/off, and in/out.

SUGGESTED WORKS

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(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

LITERARY TEXTS

Chapter Book (Read Aloud)

- *The Complete Tales of Winnie-the-Pooh* (A.A. Milne) (EA)

Picture Books (Read Aloud)

- *Frog and Toad Together* (Arnold Lobel) (E)
- *Little Bear* (series) Else Holmelund Minarik and Maurice Sendak) (E)
- *The Story About Ping* (Marjorie Flack and Kurt Wiese)
- *Blueberries for Sal* (Robert McCloskey)
- *Make Way for Ducklings* (Robert McCloskey)
- *Curious George* (series) (H.A. and Margaret Rey)
- *Officer Buckle and Gloria* (Peggy Rathmann)
- *Where the Wild Things Are* (Maurice Sendak)
- *Knuffle Bunny: A Cautionary Tale* (Mo Willems)
- *Owl Moon* (Jane Yolen and John Schoenherr)
- *Little Fur Family* (Margaret Wise Brown and Garth Williams)
- *Harold and the Purple Crayon* (Crockett Johnson)
- *The Snowy Day* (Ezra Jack Keets)
- *The Jolly Postman*(Allan and Janet Ahlberg)

Stories (Read Along –Wordless Books)

- *A Dog, a Boy, and a Frog* (Mercer Mayer)
- *Trainstop* (Barbara Lehman)

Poems (Read Aloud)

- "Us Two" in *The Complete Tales & Poems of Winnie-the-Pooh* (A. A. Milne) (EA)
- "The Swing" in *A Child's Garden of Verses* (Robert Louis Stevenson)

Songs (Read Along)

- "Do You Know the Muffin Man?"
- "The People in Your Neighborhood?" (Jeff Moss)
- "What Shall We Do When We All Go Out?"

INFORMATIONAL TEXTS

- *Fire! Fire!* (Gail Gibbons) (E)
- *The Post Office Book: Mail and How it Moves* (Gail Gibbons) (EA)
- *Check It Out: The Book about Libraries* (Gail Gibbons) (EA)
- *Community Helpers from A-Z* (Bobbie Kalman and Niki Walker)
- *Whose Hat is This?* (Katz Cooper, Sharon Muehlenhardt, and Amy Bailey)
- *Whose Tools Are These?* (Katz Cooper, Sharon Muehlenhardt, and Amy Bailey)
- *Jobs Around My Neighborhood / Oficios en me vecindario* (Gladys Rosa-Mendoza and Ann Iosa)
- *A Day in the Life of a Police Officer (First Facts: Community Helpers at Work)* (Heather Adamson)
- *A Day in the Life of a Doctor (First Facts: Community Helpers at Work)* (Heather Adamson)
- *A Day in the Life of a Teacher (First Facts: Community Helpers at Work)* (Heather Adamson)
- *A Day in the Life of a Firefighter (First Facts: Community Helpers at Work)* (Heather Adamson)

ART, MUSIC, AND MEDIA**Music**

- Henry Mancini, *Baby Elephant Walk* (1961)
- Camille Saint-Saens, *Carnival of the Animals, Fifth Movement* "The Elephant" (1886)

Art

- Romare Bearden, *The Block* (1972)
- Pieter Brueghel, *Netherlandish Proverbs* (1559)

SAMPLE ACTIVITIES AND ASSESSMENTS

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Class Discussion / Informational Text

While reading informational books about community helpers, create a chart with the following headings: who, what, where, when, and why. Encourage children to listen for answers to those questions as you read the book aloud. Remind the students to pay close attention to the illustrations for details. To ensure each child's participation, give them Post-Its or white boards on which to write or draw their ideas. Begin by talking about the author, illustrator, front, back, and title page of the book. Fill in the chart each time you read a new book about community helpers. Use this chart as inspiration to change the lyrics for "Do You Know the Muffin Man?" for community helpers in your neighborhood (e.g., "Do you know the fireman...That works on 12th and Main!") (RI.K.1, RI.K.2, RI.K.5, RI.K.7, L.K.1d, SL.K.1, SL.K.3, SL.K.4)

Music Connection / Literature

As a musical illustration of "comparing" and "contrasting," use the work of Henry Mancini (*Baby Elephant Walk*) and Saint-Saens (*Carnival of the Animals, "The Elephant"*) to compare and contrast two musical compositions that are inspired by elephants. Introduce the activity by telling the students that they are going to hear two different musical pieces that are based on elephants. As they listen to *Baby Elephant Walk* and "The Elephant," ask them to decide which piece reminds them more of an elephant. Extend this activity by having the students move to the music as they listen, deciding whether the music makes them want to dance or "lumber" like an elephant might walk. (L.K.5d, RL.K.9)

Literature

After reading the first story in the *Little Bear* collection of stories, use a chart to organize ideas about each story. Create headings for "character," "setting," and "events." Assign students one of the three categories to think about each time you read, encouraging them to write or draw ideas on Post-Its. Fill in the chart each time you read a new *Little Bear* story. (Extension: Create a similar chart to compare other fictional explorations and adventures by characters such as Frog and Toad, Curious George, and more.) (RL.K.3, RL.K.9)

Literature

Read *Winnie-the-Pooh* aloud to elicit multiple levels of student understanding. To be sure that students are following the story and understanding the words, encourage students to monitor their own comprehension. Tell the children that if they lose their way, or a word is confusing them, they should put a hand on their own shoulder. If you see a student do so, stop reading at a good stopping place, reread the confusing section, and allow other students to participate in clearing up the confusion. (RL.K.4)

Writing / Language

Give students the following prompt: Draw a picture showing an important person in your neighborhood doing her/his job. Write (or dictate) a sentence about that person's job (e.g., a trash collector picks up stinky garbage all over our city and takes it to the dump).(W.K.2, L.K.1a, L.K.2a, L.K.2b, L.K.2c, L.K.5c)

Language

Tell the students that they are going to practice giving and following directions. Create directions that focus on using prepositions such as to/from, on/off, and in/out. Pull a child's name out of a basket and then give them a command. For example, "Tian, walk *from* your desk *to* the teacher's desk." "Jaxton, put your hand in the basket and then take it out." Extend this activity by placing the prepositions on cards and having the students make up directions using the words. You could also play the game of "Simon Says" as you give the commands. As students develop confidence, increase the commands by two or three additional steps. (L.K.1e)

Literature / Poetry

Read a poem such as "The Swing." Assign the students the task of drawing an illustration for each stanza of the poem. Do the same activity with other poems, such as "Us Two." Using key words such as "who," "what," "where," "why," "when," and "how," compare and contrast the two poems. (RL.K.9,L.K.1d)

Class Discussion / Informational Text

Using two books that describe different jobs but are in the same series of informational books (such as the "Community Helpers at Work" series), create a graphic organizer to compare and contrast the days of various community helpers. Discuss the ways the jobs are similar and different. Require each student to dictate, draw, write,

or act out something one of the community helper does (e.g., a postman weighs packages). Ask if the other community helper does something similar (e.g., a nurse weighs patients). (RI.K.2, RI.K.9)

Class Discussion/Art Making

View the Bearden collage or the Brueghel painting. Try to get the students to look closely at the work for as long as possible. The following questions will help guide a 15-minute discussion:

- What do you notice in this collage?
- Where do you think this might be?
- What do you see that makes it look like this place?
- Do you notice people?
- What do you think they might be doing?

Writing/Art Connection

Students will be assigned a panel from *The Block* or a section from *Netherlandish Proverbs* to work with. They will be asked to identify a group of people to study. Students will write one sentence describing what the people seem to be doing, or who they think they might be. Sentences will be shared in large group.

Class Discussion/Art Connection

Display the Bearden and Brueghel side-by-side. Note that these works were created more than 400 years apart. Ask the students to find similarities and differences between the two works. This can be documented on a chart for future discussion.

READING FOUNDATIONS

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A PACING GUIDE FOR READING INSTRUCTION

This guide is based on the “reading foundations,” writing, and language standards in the CCSS and is customized to the maps. Completed for Kindergarten and first grade (more grades to come), the guide tracks curriculum map units, as indicated in the first row of the document. Concepts of print, phonological awareness, and text reading fluency are all addressed and woven into a developmental progression that leads to word recognition and text reading. Accomplishment of these milestones can be achieved with daily practice and brief activities, suggestions for which are highlighted in the guide.

[Reading Foundations and Activities \(K: Units 1-3\)](#)

[Reading Foundations and Activities \(K: Units 4-6\)](#)

ADDITIONAL RESOURCES

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- [Imagination or Observation: Frog and Toad are Friends](#) (Indiana Department of Education) (RL.K.5)
- [Exploring Neighborhoods Through Art: Harold and the Purple Crayon](#) (ArtsEdge, The Kennedy Center) (RL.K.7)
- [Reading Illustrations](#) (ArtsEdge, The Kennedy Center) (RL.K.7)

TERMINOLOGY

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- character
- compare
- contrast
- exclamation mark
- fantasy
- fiction
- imaginary
- key events
- non-fiction
- question mark
- questioning
- real
- setting

- who
- what
- where
- when
- why
- how

MAKING INTERDISCIPLINARY CONNECTIONS

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This unit teaches:

- **Music:** *Carnival of the Animals, Fifth Movement* "The Elephant" (Camille Saint-Saens); elements of music (e.g., moving responsively to music)
- **Social Studies:** Community helpers (e.g., wide range of careers)
- **Geography:** Community (i.e., town, city, or community)

This unit could be extended to teach:

- **Music:** *Carnival of the Animals, Movements I-XIV* (Camille Saint-Saens) (e.g., recognizing the instruments within the performance); elements of music (e.g., fast/slow, high/low, and loud/quiet,)
- **Science:** The human body (e.g., focus on the medical field through health of your body: exercise, cleanliness, healthy foods, rest, and dental care)
- **Geography:** Locate continent, country, and state where the community is located.

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