

# Kindergarten Social Studies, Trimester 1, Unit 1

## Classroom and School Community

### Overview

**Number of instructional days:** 20 (1 day = 30 minutes)

#### Rationale for placement

This unit is appropriately placed at the beginning of the school year, since students need to learn and understand appropriate rules and routines in order to be successful throughout the year.

#### Concepts to be learned and skills to be used

##### *Grade-Span Expectations for Social Studies*

- IDENTIFY **rules** and **consequences** in different **settings** and EXPLAIN why and who makes rules.
- EXHIBIT **respect** for self, parents, and teachers.
- IDENTIFY **problems**, PLAN and IMPLEMENT **solutions** in the classroom.
- IDENTIFY individual **roles** in a **group** and ACT as a productive **member** of a **group**.
- WORK cooperatively in a **group** and SHARE **responsibilities** or individual **roles** within a **group**.
- IDENTIFY how the **classroom community members** EXCHANGE and CONSUME **resources**.

##### *Common Core State Standards for English Language Arts*

- ANSWER **questions** about **key details** in a text.
- IDENTIFY the **main topic** of a text.
- ANSWER **questions** about **unknown words** in a text.
- IDENTIFY the **front cover**, **back cover**, and **title page** of a book.
- NAME the **author** and **illustrator** of a text and DEFINE the **role** of each.
- ENGAGE in group **reading** activities with purpose and understanding.
- DRAW and DICTATE to NARRATE a single **event**.

#### Essential questions

- Why do we need rules?
- What are three ways we can show respect to one another?
- Why is it important to work together and share responsibilities?

## Written Curriculum

### Grade-Span Expectations for Social Studies

#### **C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.**

- (K-2)–1 Students demonstrate an understanding of origins, forms, and purposes of government by...
- a. identifying rules and consequences for not following them in different settings (e.g., home, bus, classroom, cafeteria, etc.) and explaining why we need rules and who makes the rules

#### **C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.**

- (K-2)–2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...
- c. identifying individual roles in a group and acting as a productive member of a group

#### **C&G 3: In a democratic society, all people have certain rights and responsibilities.**

- (K-2)–1 Students demonstrate an understanding of citizens' rights and responsibilities by...
- a. exhibiting respect (e.g., waiting one's turn, respecting differences, sharing, etc.) for self, parents, teachers, ~~authority figures (police, fire, doctors, community leaders), and others.~~
- (K-2)–2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...
- b. working cooperatively in a group, sharing responsibilities or individual roles within a group

#### **C&G 4: People engage in political processes in a variety of ways.**

- (K-2)–3 Students participate in a civil society by...
- a. identifying problems, planning and implementing solutions in the classroom, school, ~~and community~~ (e.g., problem of litter/solutions - each picks up one piece of trash, recycle, plan a cleanup day, etc.)

#### **E3: Individuals, institutions and governments have roles in economic systems.**

- (K-2)–1 Students demonstrate an understanding of the interdependence created by economic decisions by...
- a. identifying how the classroom community members exchange and consume resources. (e.g. teacher distributes limited school supplies among the students; students take turns using stations).

## Common Core State Standards for English Language Arts

### *Reading Standards for Informational Text*

#### **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.

#### **Craft and Structure**

- RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5 Identify the front cover, back cover, and title page of a book.
- RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

#### **Range of Reading and Level of Text Complexity**

- RI.K.10 Actively engage in group reading activities with purpose and understanding.

### *Writing Standards*

#### **Text Types and Purposes**

- W.K.3 Use a combination of drawing, dictating, and ~~writing~~ to narrate a single event ~~or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.~~

## Clarifying the Standards

### **Key**

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;  
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

### **Prior Learning**

N/A

### **Current Learning**

The instructional level for this unit is developmental.

#### C&G

Students develop their understanding of the importance of rules and routines within a group and how rules and routines contribute to a safe, friendly classroom environment.

#### E

Students share classroom supplies, stations, and limited classroom materials.

RI

Students answer questions about key details and unknown words in a text. They identify the main topic and parts of the book (front cover, back cover, title page). Students name and define the role of the author and illustrator.

W

Students draw and dictate sentences to narrate a single event.

**Future Learning**C&G

In Grades 1 and 2, students will review and deepen their understanding of rules and routines within a group and of how the rules and routines contribute to their community and to their classroom and school environment.

Students will continue to be able to identify ways to be respectful to one another and to parents, teachers, authority figures, and others. Students will also continue to identify feelings and situations that lead to conflict and describe ways in which conflict can be resolved.

E

In Grades 1 and 2, students will learn what makes a good leader.

RI

In Grade 1, students will ask and answer questions about details, identify the main topic, and retell key details in a text.

W

In Grade 1, students will write narratives recounting two or more events.

## Resources

**Suggested Texts and Sources**

Shannon, David. *David Goes to School*

Shannon, David. *No, David!*

Binkow, Howard. *Howard B. Wigglebottom Learns to Listen*

Javernick, Ellen. *What If Everybody Did That?*

Dowd, Molly. *Kevin Knows the Rules*

Jones, Christianne. *Lacy Walker, Nonstop Talker*

Cook, Julia. *My Mouth is a Volcano*

Wells, Rosemary. *Hands Off Harry (personal space)*

Cook, Julia. *A Bad Case of Tattle Tongue*

**Suggested Activities**

- Behavior sort: Sort picture cards (possible pocket chart activity) with “good behavior choices” and “poor behavior choices.”
- Rule book: Students act out a variety of rules, and photographs are taken. Assemble a class book or poster for future reference. Students can also illustrate and dictate class rules.

**Suggested Online Resources**

www.engageny.org

www.schools.nyc.gov

[www.ride.ri.gov/InstructionAssessment/CivicsSocialStudies.aspx](http://www.ride.ri.gov/InstructionAssessment/CivicsSocialStudies.aspx)

Read Works (www.readworks.org)

- “Jon Follows School Rules”
- "Who is A Good Citizen at School?"

**Key Information from the Grade-Span Expectations and Common Core State Standards**

- Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects: [www.corestandards.org/the-standards](http://www.corestandards.org/the-standards)

**Vocabulary**

- |                 |                |
|-----------------|----------------|
| • authority     | • schedule     |
| • individual    | • consequences |
| • participation | • appropriate  |
| • cooperative   |                |

**Suggested Assessment Tools**

Writing prompt (narrative): "Draw and tell about a classroom or school rule."

Writing prompt (opinion): "Why are classroom and school rules important?"

**Potential Challenges**

Students entering kindergarten have a variety of prior learning experiences (e.g., daycare, preschool, home care). For many children, kindergarten is their first formal introduction to a large-group setting.



Kindergarten Social Studies, Trimester 1, Unit 2  
**My Country**

**Overview**

**Number of instructional days:** 10 (1 day = 30 minutes)

**Rationale for placement**

This unit is appropriately placed at the beginning of the year as classroom rules and routines are developed. Students learn the Pledge of Allegiance and learn to recognize the flag as a symbol of our country.

**Concepts to be learned and skills to be used**

*Grade-Span Expectations for Social Studies*

- IDENTIFY American **symbols** and national **holidays**.

*Common Core State Standards for English Language Arts*

- DESCRIBE the **relationship** between **illustrations** and the **text** in which they appear.
- DRAW, DICTATE, and WRITE to SUPPLY **information** about the **topic**.

**Essential questions**

- What is the name of our country?
- What are symbols and holidays that represent our country?
- What are other symbols that we see each day?

## Written Curriculum

### Grade-Span Expectations for Social Studies

**C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.**

- (K–2) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...
- a. identifying symbols and national holidays used to depict Americans’ shared democratic values, principles, and beliefs (e.g., American flag, Pledge of Allegiance, Presidents’ Day, Independence Day)

### Common Core State Standards for English Language Arts

#### *Reading Standards for Informational Text*

##### **Integration of Knowledge and Ideas**

- RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

#### *Writing Standards*

##### **Text 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.

## Clarifying the Standards

### **Key**

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

### **Prior Learning**

N/A

### **Current learning**

The instructional level for this unit is developmental.

#### C&G

Students learn the Pledge of Allegiance, recognize the flag as a symbol of our country, and learn the importance of respect for the flag (flag etiquette). Students learn and sing patriotic songs (“The Star-Spangled Banner”), and they learn about national holidays.

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RI

Students begin to describe the relationship between illustrations and text through read alouds.

W

Students begin to draw and dictate information about a topic.

**Future learning**C&G

In Grades 1 and 2, students will continue to identify symbols and national holidays. They will draw on a variety of sources to further understand the shared values, principles, and beliefs behind these symbols and holidays.

They will identify titles and basic roles at different levels of government.

RI

In grade 1, students will use the illustrations and details in a text to describe key ideas.

W

In grade 1, students will write informative texts naming a topic and including facts and closure.

## Resources

**Foundational knowledge**

In order for students to fully understand the content of this unit, they need to be taught that we live in the United States of America.

**Suggested primary and secondary documents**

Herman, John. *The Story of the American Flag*

Kuntz, Lynn. *Celebrate the USA*

Noble, Trinda Kakes. *One For All*

Read Works: [www.readworks.org](http://www.readworks.org)

- “We Are Americans”

**Suggested online resources**

- [www.engageny.org](http://www.engageny.org)
- [www.schools.nyc.gov](http://www.schools.nyc.gov)
- [www.ride.ri.gov/InstructionAssessment/CivicsSocialStudies.aspx](http://www.ride.ri.gov/InstructionAssessment/CivicsSocialStudies.aspx)
- [www.uen.org/Lessonplan/preview.cgi?LPid=25989](http://www.uen.org/Lessonplan/preview.cgi?LPid=25989)

**Websites with common core information, strategies, or lessons**

- Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects: [www.corestandards.org/ELA-Literacy/](http://www.corestandards.org/ELA-Literacy/)

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### **Vocabulary**

- symbol
- pledge
- anthem
- country
- display
- appreciation
- identify
- cooperate

### **Assessment suggestions**

- Use songs and patriotic pictures.
- Observe students during Pledge of Allegiance (standing, facing flag, hand over heart).
- Writing prompt (informative): “Draw and tell me what you know about the American flag.”

### **Potential challenges**

Teachers need to be aware of and sensitive to the fact that students may have diverse religious and cultural beliefs and/or traditions.

### **Common Core resources**

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: [www.corestandards.org/the-standards](http://www.corestandards.org/the-standards)

# Kindergarten Social Studies, Trimester 2, Unit 1

## Basic Needs and Wants

### Overview

**Number of instructional days:** 20 (1 day = 30 minutes)

#### Rationale for placement

During the holiday season, students tend to be focused on their wants rather than their needs, and they should understand the difference between the two.

#### Concepts to be learned and skills to be used

##### *Grade-Span Expectations for Social Studies*

- RECOGNIZE and DISCUSS the differences between basic needs and wants
- IDENTIFY how goods and services are SHARED as a family
- IDENTIFY basic environmental resources NEEDED in daily life

##### *Common Core State Standards for English Language Arts*

- DESCRIBE the **connection** between two individuals, events, ideas, or pieces of information
- IDENTIFY basic **similarities** and **differences** in two texts on the same topic
- DRAW, DICTATE, and WRITE to COMPOSE **informative/explanatory** texts
- PARTICIPATE in shared **research** and **writing** projects
- RECALL **information** from experiences or GATHER **information** to ANSWER a **question**.

#### Essential questions

- What are the differences between wants and needs?
- What is the difference between a good and a service?
- How do we get what we need from our environment?
- How do you acquire things you want or need?

## Written Curriculum

### Grade-Span Expectations for Social Studies

#### **E 1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.**

- (K-2) –2 Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by...
- a. recognizing and discussing the differences between basic wants and needs.
- (K-2) –3 Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...
- a. identifying how goods and services are shared as a family (e.g., taking turns washing dishes, setting the table, sharing clothes, etc.)

#### **G 4: Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth’s surface to limit or promote human activities.**

- (K-2) – 1 Students explain how humans depend on their environment by...
- a. identifying basic environmental resources needed in daily life (e.g., water, air, food).

### Common Core State Standards for English Language Arts

#### *Reading Standards*

##### **Key Ideas and Details**

- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

##### **Integration of Knowledge and Ideas**

- RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

#### *Writing Standards*

##### **Text 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.7 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.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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## Clarifying the Standards

### Key

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;  
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

### Prior learning

Not applicable.

### Current learning

The instructional level for this unit is developmental.

#### E

The student understands the difference between needs and wants and goods and services:

- A **need** is something you must have for survival.
- A **want** is something you would like to have.
- A **good** is something that can be purchased.
- A **service** is something that you do for someone else.

The student understands that goods and services satisfy our needs and wants. Goods and services can be purchased, traded, or donated.

#### G

The student understands that we get what we need from our environment by identifying resources (e.g., trees, water, air, food).

#### RI

Students compare two read-aloud texts on the same topic. They also describe the connection between two people, events, ideas, or pieces of information.

#### W

Students draw, dictate, and write to supply information about a topic. They recall and gather information to answer a question through shared projects.

### Future learning

#### E

In Grade 1, students will continue to learn how goods and services are shared as a family.

#### G

In Grade 1, students will learn the geographic origins of environmental resources.

#### RI

In Grade 1, students will independently compare two read-aloud texts on the same topic. They will also independently describe the connection between two people, events, ideas, or pieces of information.

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W

In grade 1, students will write informative texts in which they name a topic, share some facts about it, and provide closure. First graders will continue to recall and gather information to answer a question through shared projects.

## Resources

### Suggested primary and secondary sources

- Barenstein, Stan. *Get the Gimmies*
- Neitzel, Shirley. *The Bag I'm Taking to Grandma's*
- Numeroff, Laura. *If You Give a Pig a Pancake*
- Keats, Ezra. *A Chair for my Mother*
- Whelan, Gloria. *Jam and Jelly by Holly and Nellie*
- Trappini, Iza. *How Much Is That Doggy in the Window?*
- Ziefert, Harriet. *A New Coat for Anna*
- Nelson, Robin. *From Sheep to Sweater*
- Olson, Gillio. *Needs and Wants* (www.capstonepub.com)
- Ring, Susan. *Needs and Wants* (www.capstonepub.com)
- *Teacher's Helper: Kindergarten Dec/Jan 2013–2014*. Pages 47–51

### Suggested activities

Students use prior knowledge to help develop a graphic organizer about needs and wants (e.g., T-Chart, web, etc.).

Students draw a picture of something they want and present their picture to the class.

### Suggested online resources

- [www.engageny.org](http://www.engageny.org)
- [www.schools.nyc.gov](http://www.schools.nyc.gov)
- <http://www.ride.ri.gov/InstructionAssessment/CivicsSocialStudies.aspx>
- [www.learningtogive.org](http://www.learningtogive.org)

### Vocabulary

needs	purchase
wants	donate
goods	citizen
services	

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### **Assessment suggestions**

Use picture cards to sort needs and wants and goods and services

[www.cisdsocialstudies.wikispaces.com/file/view/Kindergarten+Wants+and+Needs+Unit+Combined+4-10.pdf](http://www.cisdsocialstudies.wikispaces.com/file/view/Kindergarten+Wants+and+Needs+Unit+Combined+4-10.pdf)

Writing Prompt: Draw and write to tell about one thing you need and why you need it.

### **Potential challenges**

Students' demographic and economic status can influence their ideas of needs and wants. Teacher will need to understand students' varying backgrounds.

### **Common Core Resources**

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: [www.corestandards.org/the-standards](http://www.corestandards.org/the-standards)





## Kindergarten Social Studies, Trimester 2, Unit 2

# Today and Long Ago

### Overview

**Number of instructional days:** 10 (1 day = 30 minutes)

#### Rationale for placement

At this time, students have learned appropriate individual and group behaviors. We are half way through the school year, and we want students to recognize this timeline and reflect back on their experiences to begin to understand the concept of history.

#### Concepts to be learned and skills to be used

##### *Grade-Span Expectations for Social Studies*

- ILLUSTRATE a **sequence of events** from **personal** or **classroom life**
- EXPLORE **similarities and differences** in **objects, artifacts, and technologies**

##### *Common Core State Standards for English Language Arts*

- DESCRIBE the **connection between two individuals, events, ideas, or pieces of information**
- IDENTIFY basic **similarities and differences in two texts on the same topic**
- DRAW, DICTATE, and WRITE to NARRATE **events** and TELL about the **events in order**

#### Essential questions

- What is a timeline?
- What is change?
- How do we learn about what happened in the past?

## Written Curriculum

### Grade-Span Expectations for Social Studies

#### **HP 2: History is a chronicle of human activities, diverse people, and the societies they form.**

- (K-2)–2 Students chronicle events and conditions by...
- a. ~~describing, defining, and~~ illustrating a sequence of events from personal, classroom, school, or community life (e.g., timeline or self-made informational text showing key events)
- (K-2) – 3 Students show understanding of change over time by...
- a. exploring ~~and describing~~ similarities and differences in objects, artifacts, and technologies from the past and present (e.g., transportation, communication, school and home life)

### Common Core State Standards for English Language Arts

#### *Reading Standards*

##### **Key Ideas and Details**

- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

##### **Integration of Knowledge and Ideas**

- RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

#### *Writing Standards*

##### **Text Types and Purposes**

- W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

## Clarifying the Standards

### Key

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

### Prior learning

Not applicable

### Current learning

The instructional level for this unit is developmental.

#### HP

Students begin to understand the definition of change and the difference between past, present, and future time periods. They begin to understand that people's lives from the past are similar and different from our lives today, and they begin to understand how to illustrate a sequence of events from personal and classroom life. Students also begin to explore how people learn about the past through photos, artifacts, diaries, stories, videos, etc.

#### RI

Students compare two read-aloud texts on the same topic. They describe the connection between the past and the present.

#### W

Students draw, dictate, and write to narrate change and growth over time in a sequential order.

### Future learning

#### HP

In Grade 1, students will continue to describe events from personal and classroom life. They will also illustrate a sequence of events from school and community life. They will continue to explore and be able to describe similarities and differences between the past and present.

First graders will also begin to understand how change affects their lives.

#### RI

In Grade 1, students will independently compare two read-aloud texts on the same topic. They will also independently describe the connection between the past and the present.

#### W

In Grade 1, students will write informative/explanatory texts in which they name a topic, supply facts, and provide closure. Students will use a variety of digital tools to produce group writing.

## Resources

### Suggested texts and sources

Thermes, Jennifer. *When I was Built*

Kalman & Schimpky. *Old Time Toys* (Historic Communities)

Rylant & Goode. *When I was Young in the Mountains*

Siebert & Wimmer. *Train Song*

Wilder & Graef. *Winter Days in the Big Woods*

### Suggested classroom activities

Make a classroom timeline throughout the year to show learning (ongoing project).

Information and sample lesson plans for the read-alouds listed above can be found at [www.bringinghistoryhome.org/kindergarten](http://www.bringinghistoryhome.org/kindergarten) (Choose Unit 2, Children Long Ago)

### Suggested home–school connection

Make a personal book to show physical growth over time (birth, crawling, walking, preschool, first day of school, loss of first tooth, etc.).

### Suggested online resources

[www.engageny.org](http://www.engageny.org)

[www.schools.nyc.gov](http://www.schools.nyc.gov)

[www.ride.ri.gov/InstructionAssessment/CivicsSocialStudies.aspx](http://www.ride.ri.gov/InstructionAssessment/CivicsSocialStudies.aspx)

[www.bringinghistoryhome.org/kindergarten](http://www.bringinghistoryhome.org/kindergarten)

[www.pattonspatch.blogspot.com](http://www.pattonspatch.blogspot.com)

“Long Ago and Today Social Studies Unit”: Provides picture sorts.

### Vocabulary

artifact

history

timeline

sequence

past

different

present

similar

future

### Assessment suggestions

Writing prompt (narrative): “Draw and write to tell about how you have changed over time.”

**Potential challenges**

Students often have difficulty understanding the concept of time. Teachers may need to use hands-on activities to ensure that students gain an understanding of past, present, and future.

**Common Core resources**

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: [www.corestandards.org/the-standards](http://www.corestandards.org/the-standards)



# Kindergarten Social Studies, Trimester 3, Unit 1

## Geography of Rhode Island

### Overview

**Number of instructional days:** 20 (1 day = 30 minutes)

#### Rationale for placement

At this time, students need to learn about natural and physical features, particularly those in the state of Rhode Island, in order to understand where they live and how it influences their lives.

#### Concepts to be learned and skills to be used

##### *Grade-Span Expectations for Social Studies*

- IDENTIFY natural and physical **features**
- IDENTIFY human-made **features**
- IDENTIFY how **changes** in the **environment** can CHANGE people's **behavior**
- IDENTIFY how **people** can CHANGE the **space** around them

##### *Common Core State Standards for English Language Arts*

- ASK and ANSWER **questions** about key **details**
- IDENTIFY **main topic** and RETELL key **details**
- ASK and ANSWER **questions** about unknown **words**
- IDENTIFY **reasons** an author GIVES to SUPPORT **points**
- DRAW, DICTATE and WRITE to COMPOSE **opinion** pieces
- RESPOND to **questions** and **suggestions** from peers and ADD **details**
- EXPLORE a variety of **digital tools**
- PARTICIPATE in shared **research** and writing **projects**

#### Essential questions

- How does the weather help us to know what to wear?
- What are examples of natural features of Rhode Island?
- What are examples of human-made features of Rhode Island?

## Written Curriculum

### Grade-Span Expectations for Social Studies

#### **G 2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions.**

- (K-2) –1 Students understand the physical and human characteristics of places by...
- a. identifying ~~and describing~~ natural/physical features (e.g., river, mountains, oceans, weather, climate).
  - b. identifying ~~and describing~~ human-made features (e.g., buildings, streets, bridges).

#### **G 4: Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth’s surface to limit or promote human activities.**

- (K-2) – 2 Students explain how humans react or adapt to an ever-changing physical environment by...
- a. identifying examples of how changes in the environment can change people’s behavior (e.g., we change how we dress depending on the weather or season).
- (K-2) –3 Students explain how human actions modify the physical environment by...
- a. identifying examples of how people can change the space around them (e.g., a field can be made into a playground, a tree can become a place for a tree house, an empty lot can be changed into a garden).

### Common Core State Standards for English Language Arts

#### *Reading Standards*

##### **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.

##### **Craft and Structure**

- RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

##### **Integration of Knowledge and Ideas**

- RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

#### *Writing Standards*

##### **Text Types and Purposes**

- W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).



**Production and Distribution of Writing**

- W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Research to Build and Present Knowledge**

- W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

**Clarifying the Standards****Key**

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;  
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

**Prior Learning**

N/A

**Current Learning**

The instructional level for this unit is developmental.

**G**

Students identify the state they live in (Rhode Island/Ocean State).

Students understand the seasons, how the seasons affect our activities, and how we dress according to the season.

Students begin to understand that geography is the study of the Earth and that it helps us learn about the world around us.

Students explore the differences between natural and human-made features.

Students explain how we can change our physical environment.

**RI**

Students begin to ask and answer questions and retell key details of a text. They begin to ask and answer questions about unknown words.

Students begin to identify the reasons an author gives to support points in a text.

**W**

Students use a combination of drawing, dictating, and writing to compose an opinion piece.

They begin to respond to questions and suggestions from peers and add details to strengthen writing.

Students begin to explore a variety of digital tools to produce group writing.

## Future Learning

### G

In Grade 1, students will continue to identify and describe physical and human characteristics of places. They will begin to understand the purpose of a map and how to use mapping skills.

### RI

Students will ask and answer questions and retell key details of a text. They will ask and answer questions to help determine or clarify the meaning of words and phrases, and they will identify the reasons an author gives to support points in a text.

### W

Students will write opinion pieces, supply a reason, and provide a sense of closure. They will continue to respond to questions and suggestions from peers and add details to their strengthened writing.

Students will continue to explore a variety of digital tools to produce group writing.

## Resources

### Suggested read-alouds

Gambe, Adam, *Good Night Rhode Island*

Munoz Ryan, Pam, *Hello Ocean*

Neitzel, Shirley, *The Jacket I Wear in the Snow*

Marsh, Carole, *My First Book About Rhode Island*

Marsh, Carole, *Rhode Island Jography* (main places and geographic features of RI)

Feeney, Kathy, *Rhode Island Facts and Symbols*

Rabe, Tish, *Oh Say Can You Say What's the Weather Today?*

### Suggested classroom activities

Graphing daily weather/temperature

Natural/Landform Picture Cards - to use for visual aids:

[www.teacherspayteachers.com/Product/Landforms-Around-the-World-Card-Game-583981](http://www.teacherspayteachers.com/Product/Landforms-Around-the-World-Card-Game-583981)

Natural/Landform Picture Book:

[www.teacherspayteachers.com/Product/My-Book-of-Landforms-Mountain-Hill-Valley-Plain-235249](http://www.teacherspayteachers.com/Product/My-Book-of-Landforms-Mountain-Hill-Valley-Plain-235249)

- Read aloud a book with illustrations showing physical characteristics of a place.
  - Examples might include: “The Little Mermaid” (ocean), “The Three Billy Goats Gruff” (river or stream), “Little Red Riding Hood” (mountains/forest).

A Year on Planet Earth - YouTube video: <https://www.youtube.com/watch?v=10Jzw1hjOv4>

Four Seasons in a Year - YouTube video: [https://www.youtube.com/watch?v=\\_0zKV6j1MDg](https://www.youtube.com/watch?v=_0zKV6j1MDg)

Draw the Weather Worksheet: <http://www.allkidsnetwork.com/worksheets/weather/draw-the-weather.pdf>

Burrillville, Lincoln, and Smithfield Public Schools, with process support from the Charles A. Dana Center at the University of Texas at Austin

Dressed for the Weather Worksheet: <http://www.allkidsnetwork.com/worksheets/weather/weather-worksheet.pdf>

Matching seasons with appropriate clothing/activities

- Spring Picture Cards: [http://www.montessoriforeveryone.com/assets/PDF/Spring\\_Matching\\_Cards.pdf](http://www.montessoriforeveryone.com/assets/PDF/Spring_Matching_Cards.pdf)
- Summer Picture Cards: [http://www.montessoriforeveryone.com/assets/PDF/Summer\\_Matching\\_Cards.pdf](http://www.montessoriforeveryone.com/assets/PDF/Summer_Matching_Cards.pdf)
- Winter Picture Cards: [http://www.montessoriforeveryone.com/assets/PDF/Winter\\_Matching\\_Cards.pdf](http://www.montessoriforeveryone.com/assets/PDF/Winter_Matching_Cards.pdf)
- Fall Picture Cards:
- [http://www.montessoriforeveryone.com/assets/PDF/Autumn\\_Matching\\_Cards.pdf](http://www.montessoriforeveryone.com/assets/PDF/Autumn_Matching_Cards.pdf)

### **Suggested home-school connection**

With assistance, students make a collage of places they have been in Rhode Island.

### **Suggested online resources**

[www.engageny.org](http://www.engageny.org)

[www.schools.nyc.gov](http://www.schools.nyc.gov)

[www.ride.ri.gov/InstructionAssessment/CivicsSocialStudies.aspx](http://www.ride.ri.gov/InstructionAssessment/CivicsSocialStudies.aspx)

[www.google.com/earth/](http://www.google.com/earth/)

[www.sos.ri.gov](http://www.sos.ri.gov) (Little Rhody Kid Zone)

[www.readworks.org](http://www.readworks.org)

“Going to the Beach!”

“The Four Seasons”

“Walt’s Class Watches the Weather”

### **Vocabulary**

state	buildings
land	streets
water	bridges
hill	seasons
mountain	weather
ocean	coastline
lake	island
river	

### **Assessment suggestions**

Show students pictures of different places in Rhode Island (beaches, parks, sanctuary, etc.), then give them this writing prompt: “Draw and write to tell which place you would like to visit the most.”

Additional opinion prompt: What is your favorite season? Why?

### **Potential challenges**

Teachers need to be aware that some students may not have had the opportunity to visit places around the state.

### **Common core resources**

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: [www.corestandards.org/the-standards](http://www.corestandards.org/the-standards).