

Kindergarten Interdisciplinary Unit (K2)

Unit 2: A Place for Everything

Concept: Sequence

Essential Question: How does the order of things help us make sense of our world?

Deepening Questions:

How is time organized?

Why is the order in which things happen in a story important?

Why do we have to follow steps in order?

Hook:

- First Steps (Fine Art): Compare 3 variations of "First Steps" paintings.
 - Jean-Francois Millet, First Steps (1858-1859)
 - Pablo Picasso, Mother and Child (First Steps) (1943)
 - Vincent van Gogh, First Steps, after Millet (1890)
- Sequencing Practice: Look at the different pictures and sequence them in a logical order (for exploration, not assessment.)
<http://www.thewiseowlfactory.com//free-Pre-K-and-K-sequencing.pdf>

SECTION 1: ORGANIZING TIME

Deeping Question: How is time organized?

- Exploring a Calendar (Days, Weeks, Months, Years)
 - **Days of the Week:**
 - Read aloud *Cookie's Week* by Tomie DePaola.
<http://www.makinglearningfun.com/themepages/PetCookiesWeekPrintables.htm>
<http://kinderblossoms.blogspot.com/2013/10/cookies-week-activities-freebies.html>
 - Play online game for assessment where students order days of the week.
<http://www.turtlediary.com/kindergarten-games/math-games/days-of-the-week.html>
 - **Months in a Year**
 - Read *Chicken Soup With Rice* By Maurice Sendak.
 - Create a circular calendar-*Attachment* (leave part with seasons for latter in the unit):
<http://larremoreteachertips.blogspot.com/2012/01/months-of-year-circular-patterns.html>
 - Practice sequencing months of the year with the online game.
<http://www.turtlediary.com/kindergarten-games/math-games/months-of-the-year.html>
 - ❖ Additional Texts:
 - The Very Hungry Caterpillar
 - Spots Busy Year
- Relating Month/Years to Weather/Seasons
 - **Exploring Seasons/Weather** (MMH *A Closer Look Unit D: Weather and Sky* [JS1][JS2])
 - HMH Journeys Lesson 11: *Every Season* and *Jump Into January*
 - Treasures Unit 7, Weeks 1, 2, 3: *A Rainy Day, In the Yard, Bear Snores On*
 - Video on the four seasons/weather (tree changing).
http://web.archive.org/web/20140330235511/http://www.macmillanmh.com/science/2008/student/na/scienceinmotion/Common/SIM.html?Module=../GradeK/UD_L3_TheSeasons/
Using large butcher paper, students work in group to create a class visual for the seasons of a tree. They should include weather events of the season and a person in the picture (dressed for the season.)

- Time Lapse Tree: Show the youtube video of a tree changing during the four seasons. Complete an observation chart where students comment on observations made of the tree over the course of the video. As a class, find a tree located near the classroom or school. This will be an ongoing project throughout the year. Take pictures of the tree during each season that they can post observations.
<https://www.youtube.com/watch?v=NK8WWcXB4j0>
 - Sorting the Seasons: students will sort pictures of different weather events into seasons (note: make multiple copies of each weather event, i.e., it rains in spring, summer, and fall^{[JS3][JS4]})
<http://files.havefunteaching.com/activities/science/four-seasons-activity.pdf>
 - Four Season Spinner (attachment)
 - Venn Diagram to compare/contrast two of the seasons.
 - Finish Circular Calendar (mentioned previously in unit).
- Past/Present/Future (Long ago, yesterday, today, tomorrow)
 - **My Day: Sequence the events of one day**
 - Read *Dog's Noisy Day* by Emily Todd and sequence the events of his day
 - Complete the worksheet shown below where students draw in events from their day.
<http://www.teacherspayteachers.com/Product/Daily-Timeline-215655>
 - **Long ago/Today**
 - Treasures Unit 9, Week 3: *If the Dinosaurs Came Back*
 - *Long Ago and Today* (Reading A-Z level G reader). Read aloud from the story that describes how the boy's life today is different from when his grandma was his age.
 - Whole Group Online Discussion:
<http://activities.macmillanmh.com/OralLanguageActivities/main1.php?selectionID=104>
 - Past and Present Online Activity:
<http://activities.macmillanmh.com/OralLanguageActivities/main1.php?activityID=187>
 - **Yesterday, Today, Tomorrow**
 - Draw and order pictures of class activities references yesterday, today, tomorrow.
 - Personal Journals: Students learn how to write a personal journal entry where they talk about what they did the night before, what they are doing today and what they would like to do in the future.
 - **Past/Present/Future**
 - Explore the painting Eastman Johnson *The Old Stagecoach*. Discuss how students know these are children in the past.
 - Read *Then and Now* by Heather Amery and create a t-chart. (*Then and Now* has pictures that depict two scenes side by side from different times in history. For example, it might show the front of a general store with a dirt road, a stage coach, and wagon pulled by horses, women in long dresses etc. And on the other page it would show the front of a grocery store now with grocery carts, cars, etc.)
 - Sorting Pictures-Students will first sort the pictures by past and present. They will then draw their ideas about what each will look like in the future. Past/Present/Future (Attachment)
 - Other activities:
http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/250/Once%20Upon%20a%20Time%20A%20Unit%20Comparing%20The%20Present%20to%20The%20Past.pdf
- Introducing a Timeline (personal timeline-birth to today)
 - Revisit First Steps presented in Hook; brainstorm a list of biggest moments in the students' lives.
 - Past/present/future of Me Timeline (attachment)

SECTION 2: STORY SEQUENCING

Deepening Question: Why is the order in which things happen in a story important?

- Story Elements: Setting, Characters, Plot, Conclusion
 - **Identify Setting, Characters, Plot, Conclusion**
 - Treasures Unit 5, Week 3 Mole and Baby Bird

- Listen to the song introducing story elements and then read a few books that focus on story elements. Complete the story elements graphic organizer (attachment) after each book.
 - <http://www.watchknowlearn.org/Video.aspx?VideoID=15959&CategoryID=5236>
 - **Plot Roller Coaster (attachment)**
 - Create anchor chart: <http://firstgradefresh.blogspot.com/2011/03/classroom-happenings.html>
 - Students complete student page (draw pictures in boxes.)
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- Beginning Middle End
 - **Order main events in a story according to Beginning-Middle-End**
 - Read the traditional version of a story first. Then read a different version of the story. For example, read the Galdone version of *The Three Billy Goats Gruff* and discuss the beginning, middle, and end of the story. Then read one of the other versions discussing how the beginning, middle, and end are similar, but also how the setting and characters make it a different story. Note how important the varied shades of meaning for action words (verbs) are crucial to each story.
 - Complete a narrative text wheel for both *The Three Billy Goats Gruff* (above.)
 - Other Books on Beginning, Middle, End:
 - Chester's Way
 - Hedgie's Surprise
 - The Princess and the Pizza
 - Thunder Cake
 - Sequencing Events in a Story
 - **Sequence in a Poem:**
 - "Mix a Pancake" is a poem written by Christina Rossetti. Have students draw illustrations that match the words to show the steps in making pancakes. When finished, they can share the illustrations with a friend and read (recite) the poem together.
<http://www.poetryfoundation.org/poem/246758>
 - *Signal Words (First, Next, Then, Last)*
 - *Circle Story:* Read the book *If You Give a Mouse a Cookie* by Laura Numeroff. Print off the sequencing cards (attachment) and give each student a large circle. Students will glue the pictures in sequence according to the story and arrive back at the top of the circle.
 - Retelling a story
 - HMH Journeys Lesson 19 *Sheep Take a Hike* and *The Three Billy Goats Gruff*
 - **Ordering Multiple Events: Oral Retelling**
 - MMH Treasures Unit 3, Week 3 *Duck on a Bike*
 - Read the story *The Snowy Day* by Ezra Jack Keats and use the sequence pictures to show multiple events in a story. Sequence Pictures:
http://curry.virginia.edu/go/wil/Snowy_Day_Activity_Card.pdf
 - Drawing a sequence map: Give each group of students a large piece of bulletin board paper (about 5 ft.) Have them work to draw out the events of the story. See the middle of the post on this page for an example.
<http://mrswilliamsonskinders.blogspot.com/2012/01/snowy-day.html>
 - Each group will take turns orally retelling the story *The Snowy Day*.
 - Assessment: Each group can take pictures of each scene on their map. Upload the pictures and make a digital slideshow where each student can record their voice telling each event in the story.
 - **Writing a Story Sequence:**
 - Using the book of illustrations *Pancakes for Breakfast* (Tomie DePaola), have students look at the illustrations and note how the pictures tell a story. Write the students' dictated stories on sentence strips and place them in a pocket chart. Focus on modeling the capital letter required at the beginning of a sentence and the word I. (Extend this activity by reversing this process: read aloud the text of a simple book without showing the

illustrations. Ask students to illustrate the story, creating their own wordless book. The students' illustrations can then be compared to the book.)

- **Steps in Plant Growth**
 - HMH Journeys Lesson 23: *Oscar and the Frog* and *Zinnia's Flower Garden*
- **Writing a Recipe**
 - HMH Journeys Lesson 25: *Curious George Makes a Pancake*
 - MMH Treasures Unit 4, Week 3: *Our Sweet Potato Pie*
 - Making applesauce: Show students several examples of (simple) recipes. Make applesauce with the class (using a slowcooker). Post the anchor chart (shown in first picture) ahead of time. After making the applesauce, ask students about the steps and record them on the anchor chart. Students will "write" their own recipes for applesauce following the same steps (students make draw the steps.)
- **Growing Up (how do things change as a person grows up)**
 - HMH Journeys Lesson 22 *Leo the Late Bloomer* and *Tiger Grows Up*
 - MMH Treasures Unit 1, Week 3 *Peter's Chair*
- **Sequencing a Historical Narrative**
 - Pick any historical narrative to read with students. Brainstorm with the class the key events in each person's life. Invite students to draw (on a timeline provided) these events in order.
 - Abe Lincoln's Timeline: <http://www.teacherspayteachers.com/Product/Washington-and-Lincoln-Timelines-for-Kindergarten-and-First-Grade-1102679> (\$1.75)
 - Additional Texts:
 - Abe Lincoln (The Boy Who Loved Books) by Kay Winters, Nancy Carpenter
 - A Picture Book of George Washington by David A. Adler
 - A Picture Book of Abraham Lincoln by David A. Adler
 - A Picture Book of Rosa Parks by David A. Adler
 - A Picture Book of Martin Luther King, Jr. by David A. Adler
 - Martin's Big Words: The Life of Martin Luther King, Jr. by Doreen Rappaport
 - The Story of Ruby Bridges by Robert Coles
 - Ruby Bridges Goes to School: My True Story by Ruby Bridges

Section 3: Simple Investigations: Objects Can Move

Deepening Questions Why do we have to follow steps in order?

- Review the recipe the students followed earlier in the unit. Ask them what would happen if the steps were taken out of order (possibly do this and have students observe the outcome.)
- Background Knowledge: Forces of Motion (A force moves an object.)
 - **Push/pull**
 - Push/Pull sorting cards: <http://www.teacherspayteachers.com/Product/Force-Motion-Push-Pull-Sorting-Cards-421544>
 - **Magnetism** (A Closer Look Unit F, Lesson 5)
 - Exploring magnetic vs. non-magnetic objects (attachment)
 - **Gravity** (A Closer Look Unit F, Lesson 3)
 - Demonstration: (attachment) Show the effects of gravity on a ball on a table.
 - **Vibration** (sound)
 - Go on a "Sound Walk" where students stop at various places (library, gym, playground) and record pictures of what they heard. An additional book on this topic is *The Listening Walk*.
 - Watch the video on sound and vibration (<https://www.youtube.com/watch?v=VOnwW6TTTT4>). Make a rubber band/tissue box instrument for students to explore sound with. Include several sizes of rubber bands and then ask students to make observations.
- Steps in an Investigation (effect of force on an object)
 - **Scientific Method** (introduce the steps)
 - Introduce the steps to the scientific method.
<http://www.teacherspayteachers.com/Product/Scientific-Method-for-Young-Learners-233004>
 - **Simple Experiment:** How can you make an object move?

- Conduct a simple investigation as a class (such as which travels down the slide faster-book or ball) and fill out the scientific method worksheet (in the TPT download above.)
- Create investigation centers for each force listed above and have students use the scientific method worksheet.

Resources:

(TPT Unit-\$7) <http://www.teacherspayteachers.com/Product/I-Can-Be-A-Scientist-Exploring-Force-And-Motion-399725>

Section 4: Number Order

Deepening Question: Why does number order matter?

- Review of numbers 1-5
 - Build sets up to 5.
 - Create anchor charts for numbers up to 5. Each chart should show the number in different ways. Students can draw pictures of sets that show the number or they can take a digital photo.
 - Practice matching the set to the number. Then practice writing the corresponding numeral.
- Ordering sets and numerals
 - Allow students to build numbers (using unifix cubes) and order the sets from least to greatest (small to big.) Students will then place the corresponding number by the set. Explain the students that counting is adding one more to the number before. Numbers go in order because sets go in order.
 - Create a visual number line with sets. (see attachment for example)

Possible Extension: Section 5: Life Cycle Sequence

A Closer Look (Unit A, Lesson 3: How Plants Grow) (Unit B, Lesson 7: *Animals Grow and Change*)

HMH Journeys Lesson 17: *from Caterpillar to Butterfly*