Interdisciplinary Unit

Kindergarten Unit 4

2015-2016

Concept: CONNECTIONS

Essential Questions:

Is it possible to find connections between things that seem very different?

Deepening Questions:

How are animals alike and different?

What is the connection between people, animals and plants?

How does making connections help us to better understand the book?

How do people get the things they needs and want?

What is the connection between reading and writing?

How does knowing why the author wrote a selection help me?

What is the connection between addition and subtraction?

How can you use real life objects to model and create subtraction problems?

How does making connections help us to better understand the book?

How are addition and subtraction connected?

Suggested Trade Book Resources:

Weaving the Rainbow by George Ella Lyon

Is It Alive? by Kimberlee Graves

Whose House Is This?: A Look at Animal Homes Shells by Elizabeth Gregoire (Lexile: 630)

Even an Octopus Needs a Home by Irene Kelly (Lexile: 940)

Goodnight Baby Bear by Frank Asch (Lexile: 360, GR: J)

Why Do Bears Sleep All Winter by Gilda Berger and Melvin Berger (Lexile: 750, GR: P)

Mammal Moms and Their Young (Readers for Writers: Emergent) by Marcia S Freeman

Sisters and Brothers: Sibling Relationships in the Animal World by Robin Page (Lexile: 1030)

Animal Mouths (Look Once, Look Again Science Series) by David M. Schwartz

I Wish I Had Duck Feet by Dr. Seuss

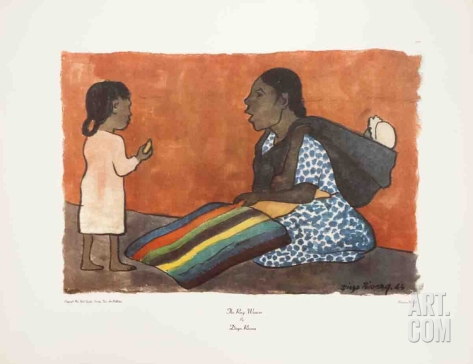
Something Good (Annikins) by Robert Munsch (Lexile: 520, GR: K)

Extra Cheese Please by Cris Peterson (Lexile: 900)

The Hard-Times Jar by Ethel Footman Sother (Lexile: 520, GR: N)

Needs and Wants (Pebble Books) by Gillia M. Olson (Lexile: 280)

Don’t Let the Pigeons Drive the Bus!) by Mo Willems (Lexile: 120, GR: J)

The Very Hungry Caterpillar by Eric Carle (Lexile: 460, GR: J)

Papa, Please Get Me the Moon by Eric Carle

Does a Kangaroo Have a Mother, Too? By Eric Carle

The Mixed Up Chameleon by Eric Carle

From Head to Toe by Eric Carle

Hook: *The Rug Weaver* by Diego Rivera

Areas to explore:

1. Read Weaving the Rainbow by George Ella Lyon
2. How are animals involved in this painting? (wool used to make rugs comes from sheep) Highlight the connection between animals and the products we make use.
3. What would be the next step after the woman finishes the rug? Students can begin to discuss how the woman might travel to a market to sell the rug or might trade/barter for other goods.
4. What is the story Diego Rivera is trying to tell with the painting? Similar to Author’s Purpose, artists try to pass along a message in their work.

Section 1: Animals and Their Homes

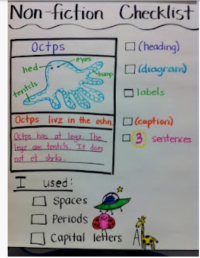
States: All

Animal Habitats is only for Minnesota

Deepening Questions:

How are animals alike and different?

What is the connection between people, animals and plants?

* Living and Non-living Things
  + Read Is It Alive? by Kimberlee Graves
    - Living and Non-living things packet (attachment)
    - <http://www.kindergartenkindergarten.com/2012/03/a-science-mini-unit-living-and-non-living.html>
    - Is it living? Powerpoint (attachment)
    - Living or Non-living sort (attachment)
* All Kinds of Animals
  + Animal Groups (mammal, bird, reptile, amphibian, fish, insect)
    - \*\*Cover text and graphic features when reading animal books
    - Characteristics of each group
      * Animal Group cut, sort, paste (attachment)
      * Busy Bees close reading passage (attachment)
    - Animals Alike and Different
      * Animal Group Venn diagram
  + Needs of animals
    - Read Animals at Home (We Give Book: <http://www.wegivebooks.org/books/dk-readers-animals-at-home>)
    - Read Even an Octopus Needs a Home by Irene Kelly
    - Read Octopus Alone (We Give Books: http://www.wegivebooks.org/books/octopus-alone)
    - Food, shelter, space, air
      * Animal Homes matching (attachment)
      * Animals Build Homes close reading passage (attachment)
      * A Busy Bird close reading passage (attachment)
      * Sea Turtles Build Nests close reading passage (attachment)
    - How animals meet their needs (body parts)
      * Read Animal Mouths (Look Once, Look Again Science Series) by David M. Schwartz
      * Read I Wish I Had Duck Feet by Dr. Seuss
        + Label the Pictures animals (attachment)
        + Animals Needs: Who's New at the Zoo?) by Emily Sohn
        + Animal Parts posters (attachment)
        + Animal Movement: Swim, Fly, Walk activity (attachment)
        + Sea Turtle packet (attachment)
    - Animal Survival Skills
      * + Read Goodnight Baby Bear by Frank Asch and
        + Why Do Bears Sleep All Winter
      * Brief explanation and examples
        + Adaptation
        + Migration
        + Camouflage
        + Hibernation
  + PERFORMANCE TASK: Informative-Animal Project-Research and label an animal and its parts. Extension could be to tell how the animal uses that part (a bird uses it’s wings to fly.)
  + What Animals Eat
    - Herbivore, carnivore and omnivore
      * What animals eat? Worksheet (attachment)
  + Animals Grow and Change
    - Parent/offspring
      * Read Mammal Moms and Their Young (Readers for Writers: Emergent) by Marcia S Freeman
      * Read Sisters and Brothers: Sibling Relationships in the Animal World by Robin Page
      * Baby Animals Powerpoint activities (attachment)
      * Mommy and Baby: Ocean Animals (attachment)
      * My Mama (animal narrative story)
      * A Frog’s Life Cycle close reading passage (attachment)
* \*\*\*Minnesota ONLY: Places Animals Live (Habitats)
  + - * What’s My Habitat? Pictures (attachment)
      * Animals Build Homes passage (attachment)
  + Land Habitats
    - * Deserts close reading passage (attachment)
      * Explore the Rain Forest close reading passage (attachment)
  + Water Habitats
    - Types of Habitats (attachment)-sort animals
      * Rocks Help This Animal Eat closer reading passage (attachment)
  + Plants and Animals Live Together
* People and Animals
  + Products we use
    - * Animals and the products (TPT $3): <https://www.teacherspayteachers.com/Product/Animals-and-their-products-1492099>
  + Pets
    - http://www.humanesociety.org/parents\_educators/lesson\_plans\_for\_teachers.html
* My Made-Up Animal (animal creation project-attachment)

Section 2: Economics

States: all

Deepening Question:

How do people get the things they needs and want?

Economics Worksheets (attachment)-goods/services, jobs, needs/wants

* Read The Hard-Times Jar by Ethel Footman Smother
* Needs and Wants of People
  + - Read Needs and Wants (Pebble Books) by Gillia M. Olson
    - Goods/Service and Needs/Wants writing activity (attachment)
  + Satisfying wants and needs
  + Goods and Services
    - What is a marketplace?
      * We provide services interactive reader (attachment)
    - Trade/barter (Michigan only)
  + Scarcity (Missouri only)
  + Making economic choices
    - Read Something Good (Annikins) by Robert Munsch
* Jobs People Do
  + - A Community of People close reading passage (attachment)
  + Work and Income
  + Making Choices
    - Save or Spend?
  + Doing work at home (chores)
    - Read My Rows and Piles of Coins
  + Career Choice (opinion writing)
* PERFORMANCE TASK: Persuasive- The best job in the world. Students will write what job they believe is the best job and write/draw details for why it is the best.
* From Factory to You
  + - Read the book *Extra Cheese Please* by Cris Peterson (
* Resources for People

Section 3: Authoring

States:

Deepening Questions:

What is the connection between reading and writing?How does knowing why the author wrote a selection help me?

* Author’s Purpose (Why Authors Write)
  + Persuade
  + Inform
  + Entertain
    - Suggested Activities:
    - Select several different books and ask students to sort as to the author’s purpose
    - Ask students to draw book covers that show Persuade, Inform, Entertain. They can make up their own book titles! http://finallyinfirst.blogspot.com/2013/09/authors-purpose-ideas.html
    - Authors and Illustrators: students pick a “reason” authors write and create their own books
    - Mo Willems books are awesome for persuade *(Don’t Let the Pigeons Drive the Bus!)*
    - Book suggestions here: <http://thepicturebookteachersedition.blogspot.com/2012/03/importance-of-authors-purpose.html>
* Author Study: Eric Carle

\*Many of Eric Carle’s books are about animals. This can be tied to section 1 of the unit on animals.

* + - Eric Carle mini-unit (attachment)
  + The Very Hungry Caterpillar
    - The Very Hungry Kindergartener (attachment)
  + Papa, Please Get Me the Moon
    - If I had the Moon writing prompt (attachment)
  + Does a Kangaroo Have a Mother, Too?
  + The Mixed Up Chameleon
  + From Head to Toe

Section 5: Making Connections with Books

States: all

Deepening Questions:

How does making connections help us to better understand the book?

(From Stephanie Harvey’s *Strategies that Work*)

Different Types of Connections students can make to text: (<http://primary123abc.weebly.com/making-connections.html>) or (<http://www.pbslearningmedia.org/resource/psu11la.reading.lpbrrconn/blue-ribbon-readers-making-connections/>)

* Text to Self
* Text to Text
* Text to World

Suggested Activities

1. Teach each connection strategy by selecting a book that particularly matches the strategy Use each graphic organizer to have students practice making their connections.
   1. Text-to-Self:
      1. Read Those Shoes by Maribeth Boelts. Ties into economics earlier on needs and wants.
      2. Read *The Snowy Day* (wegivebooks.org) by Ezra Jack Keats to teach text to self-kids have experience going out on a winter day.
      3. Read Alexanaer and the Horrible No Good very Bad Day by Judith Viorst (read already in Unit 3)
   2. Text-to-Text:
      1. Read See How They Grow: Butterfly (Wegivebooks.org) and The Very Hungry Caterpillar by Eric Carle. Students will see the connection between the caterpillar eating leaves and the transformation into a butterfly.
      2. Read The Relatives Came by Cynthia Rylant and When Lightning Comes in a Jar by Ernest L. Polacco about a family reunion and families having fun.
   3. Text-to-World: Read Free at Last! The Story of Martin Luther King, Jr. (wegivebooks.org). Students can make the connection between what they have learned about black history month and Dr. King’s life. (more suggestions: <https://www.goodreads.com/shelf/show/text-to-world-connections>)
2. Lesson plan from Readwork.org: http://www.readwritethink.org/classroom-resources/lesson-plans/family-ties-making-connections-1070.html

Section 6: Connection between addition and subtraction

States: all

Deepening Question:

How are addition and subtraction connected?

Introduction (review of compose/decompose)

\*Watch examples here: (http://blog.aimsedu.org/2013/03/21/decomposing-numbers-with-kindergarteners/)

* Composing Number: Addition as Putting Together
  + - Cube trains <http://mathcoachscorner.blogspot.com/2013/09/composing-and-decomposing-numbers-cube.html> (attachment)
* Decomposing Numbers: Subtraction as Taking Apart and:
  + Decomposing with unifix: http://kindercraze.com/2012/03/getting-interactive-with-common-core/
* Relating Addition and Subtraction
  + - Online games: <http://nrich.maths.org/8937>
    - Lesson plans: http://nrich.maths.org/8937
* Visual models
* Story problems with addition and subtraction
  + http://mathcoachscorner.blogspot.com/2012/03/solving-addition-and-subtraction.html

Addition (My Math, Chapter 5)

* Addition stories
* Use Objects to Add
  + Beaded Number Rods: <http://commoncoreconnectionusa.blogspot.com/2014/12/beaded-number-rods.html>
* Use the + Symbol
* Use the = Symbol
* How Many in All?
  + Addition subtraction combinations to 5 (attachment)
* Write a Number Sentence: problem solving strategy
* Add to Make 10
  + Rainbow to 10 recording sheet (attachment)

Subtraction (My Math, Chapter 6)

* Subtraction Stories
  + Read Pete the Cat and His Four Groovy Buttons (Unit 1), working on story problems (attachment)
  + Subtraction number stories: http://mrsriccaskindergarten.blogspot.com/2013/05/subtraction-action-freebies.html
* Use Objects to Subtract
* Use the – Symbol
* Use the = Symbol
* How Many Are Left?
* Write a Number Sentence: problem solving strategy
* Subtract to Take Apart 10