



## ESSENTIAL QUESTION



**How do we use literature and informational texts to learn about the world?**

*Kindergarten* ▶ *Unit 5*

# The Great Big World

**In this unit of Kindergarten, students compare and contrast fairy tales while focusing on the difference a setting can make in the creation of a story.**

## OVERVIEW

- Building on the diversity of family celebrations, students read about the greater world beyond America. By reading *Mr. Popper's Penguins*, students are lured into dreaming of far-away places. Focusing on the pairing of fiction and informational text, students see how fictional settings can reflect real places. By using an atlas, non-fiction books, video, and interactive on-line media, students also see how different types of texts give us similar and different information. During these activities, students write words using what they know about vowel sounds, beginning and ending sounds, and word families. Viewing landscapes by master painters reinforces the concept of comparing and contrasting settings.

## FOCUS STANDARDS

- These Focus Standards have been selected for the unit from the Common Core State Standards.
  - **RL.K.9:** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
  - **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).
  - **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.
  - **W.K.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
  - **L.K.2:** Demonstrate command of the conventions of standard English capitalization punctuation, and spelling when writing.
  - **L.K.2(d):** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

## SUGGESTED STUDENT OBJECTIVES

- Describe the connection between the settings of fictional works and informational books about the same place.
- Learn about the similarities and differences between multiple texts, both fiction and informational, on the same topic.
- Compare and contrast characters' adventures that are set in different continents.
- Use a combination of drawing, dictating, and writing to offer an opinion about a continent to visit.
- Compose an opinion piece in which they name a continent to visit and share details to support that choice.
- Spell simple words phonetically using knowledge of sound-letter relationships.
- Add or substitute individual phonemes in simple, one-syllable words to make new words.
- Demonstrate understanding of common verbs and adjectives by relating them to their opposites in the context of describing places.

## SUGGESTED WORKS

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

### LITERARY TEXTS

#### Chapter Books (Read Aloud)

- *Mr. Popper's Penguins* (Richard and Florence Atwater) (E)

#### Picture Books (Read Aloud)

##### North America

- *Arrow to the Sun*, (Gerald McDermott)
- *Song of the Swallows* (Leo Politi)
- *The Story of Jumping Mouse* (John Steptoe)

##### South America

- *Morpha: A Rain Forest Story* (Michael Tennyson and Jennifer H. Yoswa)
- *Rain Player* (David Wisniewski)

##### Europe

- *Little Red Riding Hood* (Trina Schart Hyman)
- *One Fine Day* (Nonny Hogrogian)
- *The Story of Ferdinand* (Munro Leaf and Robert Lawson)

##### Asia

- *The Paper Crane* (Molly Bang) (E)
- *Lon Po Po: A Red-Riding Hood Story from China* (Ed Young) (E)
- *Once a Mouse...* (Marcia Brown)
- *The Fool of the World and the Flying Ship* (Arthur Ransome and Uri Shulevitz)

##### Africa

- *A Story, A Story* (Gail E. Haley) (E)
- *Why Mosquitoes Buzz in People's Ears* (Verna Aardema and Leo and Diane Dillon)
- *Shadow* (Blaise Cendrars, translated by Marcia Brown)

##### Australia

- *Lizzie Nonsense* (Jan Ormerod)
- *Possum Magic* (Mem Fox and Julie Vivas)
- *Koala Lou* (Mem Fox and Pamela Lofts)

Antarctica

- *Something to Tell the Grandcows* (Eileen Spinelli and Bill Slavin)
- *Eve of the Emperor Penguin* (Mary Pope Osborne and Sal Murdocca)

### **Music Lyrics (Read Along)**

- "It's a Small World" (Walt Disney)
- "London Bridge Is Falling Down" (Tinkerbell Records)

### **INFORMATIONAL TEXTS**

#### **Informational Books (Read Aloud)**

- *Continents and Maps* (Big Book, Pearson Learning)
- *Me on the Map* (Joan Sweeney and Annette Cable)
- *As the Crow Flies: A First Book of Maps* (Gail Hartman and Harvey Stevenson)
- *Beginner's World Atlas* (National Geographic)

#### **Informational Books (Read Aloud / Independent)**

- *The Seven Continents* (Rookie Read-About Geography) (Wil Mara)
- *North America* (Rookie Read-About Geography) (Allan Fowler)
- *South America* (Rookie Read-About Geography) (Allan Fowler)
- *Europe* (Rookie Read-About Geography) (Allan Fowler)
- *Asia* (Rookie Read-About Geography) (Allan Fowler)
- *Africa* (Rookie Read-About Geography) (Allan Fowler)
- *Australia* (Rookie Read-About Geography) (Allan Fowler)
- *Antarctica* (Rookie Read-About Geography) (Allan Fowler)
- *Count Your Way Through China...*(series) (Jim Haskins)

### **ART, MUSIC, AND MEDIA**

#### **Online Games**

- "[All About World Geography: World Map with a Continent Matching Puzzle](#)" (Sheppard Software)

#### **Movies**

- Luc Jacquet, dir., *March of the Penguins* (2005)
- Jon Stone, dir., *Big Bird Goes to China* (1983)

#### **Music**

- Mary F. Higuchi (compiled by), "[Geography Songs on the Continents](#)" (2000)

#### **Art**

North America

- Albert Bierstadt, *Valley of the Yosemite* (1864)
- Winslow Homer, *The Gulf Stream* (1899)
- Joseph Stella, *Bridge* (1936)
- Piet Mondrian, *Broadway Boogie Woogie* (1942-1943)

Europe

- John Constable, *The Hay Wain* (1821)

- J.M.W. Turner, *Rain, Steam and Speed —The Great Western Railway* (1844)
  - Paul Cezanne, *Straße vor dem Gebirge Sainte-Victoire* (1898-1902)
  - Louisa Matthiasdottir, *Five Sheep* (no date)
- Asia
- Guo Xi, *Early Spring* (1072)
  - Ando Hiroshige, *panel from Famous views of 53 stations of the Tōkaidō Road* (1855)
- Africa
- J.H. Pierneef, *Trees* (Date Unknown)
- Australia
- Emily Kame Kngwarreye, *Earth's Creation* (1994)

## SAMPLE ACTIVITIES AND ASSESSMENTS

### ○ Literature/ Informational Text

Throughout this unit, read fictional stories set in a continent and then read informational text (both from books and digital sources) that describe the continent. Students will develop an appreciation for the setting of the story – the connection between a fictional setting and a real place. Require students to record what they have learned on either Post-It notes or a white board to prepare for sharing with the whole group. Following each reading, they record new information, using these details to compare one continent to another. Note the opposites, such as “cold” and “hot” or “rainy” and “dry”. (RI.K.9, L.K.5b)

### Writing

Give the students a prompt: “Mr. Popper loved the idea of dreaming big! He daydreamed about faraway places. He wished he could have visited Antarctica to explore all that was there.” Allow students to choose one of the continents studied during this unit that they might like to visit someday. To help the children plan their work, use a program such as Kidspiration to create a graphic organizer on each of the continents chosen by the students. Students can draw pictures of animals, people, and objects one might find on that continent. Write two sentences about the continent using a combination of drawing, dictation, and writing. Share the work with the class. (SL.K.6, W.K.1, W.K.5, W.K.6, W.K.8, L.K.2d, RF.K.3d)

### Class Discussion / Literature

The literature in this unit is conducive to storytelling. Pair students so that they can practice retelling a favorite story from this unit. To make the activity more challenging, after retelling the story, ask if they can retell a similar story with a completely different setting and character. For example, they may retell *Story of Ferdinand*. How would the story be different if it took place in South America? Which animal would be the main character? (RL.K.2)

### Class Discussion / Informational Text

Choose two of the books (or maps) of the seven continents. Students will tell how these two books are the same and how they are different. Partner students to share their ideas and to record similarities and differences between the books or maps. Record students’ contributions on a compare-and-contrast graphic organizer. (RI.K.9, RI.K.10)

### Class Discussion / Literature

After reading two books, *Little Red Riding Hood* and *Lon Po Po*, discuss how the two stories are the same and how they are different. Generate ideas from among the children through writing, drawing, or acting out parts of each story. (RL.K.9, RL.K.10)

### Word Activity / Language

*Mr. Popper's Penguins* is filled with alliteration based on the letter "p." Encourage the children to listen for "p" words that they hear as you read. The vocabulary words will be challenging and fun to use in classroom discussions. (L.K.6)

### **Word Activity / Language**

Create a word bank of all of the words with r-controlled vowels (ar, er, ir, ur, or) as you find them in this unit. Create active listeners by encouraging the students to listen for the words and act as "sound detectives." Sort the words by their respective spellings, noting how the letter combinations create similar sounds (e.g., "A World of Words"). (L.K.6)

### **Art / Vocabulary**

One of the favored choices for artistic expression is the painting of landscapes. View the landscapes from all over the world painted by the Masters. Encourage the students to describe what they see. This is an opportunity to extend the idea of comparing and contrasting the settings in stories to comparing and contrasting the settings in paintings. (SL.K.2)

### **Class Discussion/Art Connection**

View one work of art with the students.

Have a large group discussion with the students, using the following questions as a guide:

- What do you notice in this work?
- What place do you think this might be?
- What do you see that makes it look like this place?
- Compare this work to another painting, noticing similarities and differences, around the idea of place. Document responses on a chart.

### **Writing/Art Connection**

Select two or three works to study. Ask the students to respond to the works by writing a new title for the work under study. Titles will be shared in small groups and possibly posted next to a reproduction of the work of art for future sharing.

## **READING FOUNDATIONS**

### **○ 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.

## **ADDITIONAL RESOURCES**

- [Lon Po Po: A Chinese Fairytale Lesson Plan](#) (Elizabeth Mazzurco, Scholastic, Inc.) (RL.K.9)
- [Lon Po Po—A Red Riding Hood Story from China Lesson Plan](#) (Chinese Childbook) (RL.K.9)

## **TERMINOLOGY**

- antonyms

- compare
- contrast
- different
- multiple texts
- opposites
- settings
- similar

## MAKING INTERDISCIPLINARY CONNECTIONS

○ **This unit teaches:**

- **Art:** Landscapes from around the world
- **Geography:** Working with maps and globes (e.g., locating and naming the seven continents)

**This unit could be extended to teach:**

- **Art:** Portraits from around the world
- **Science:** Animal habitat preservation (e.g., Jane Goodall's work with chimpanzees in East Africa or attempts to preserve Giant Pandas in China)
- **Geography:** Working with maps and globes (e.g., locating oceans, poles, rivers, lakes, and mountains on globes and maps)