



KINDERGARTEN **ELA**

Student Materials

Unit 6 *What is Justice?*



Daily Lesson Materials

Name: _____ Date: _____

What makes the students special and unique?

Name: _____ Date: _____

welcome diversity

The author repeats, "All are **welcome** here." What does this help readers understand?

[Large empty rectangular box for writing an answer]

[Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line]

Name: _____ Date: _____

Expand the following sentence to explain a reason *why*. Use the word "because."

- I **welcome** everyone _____

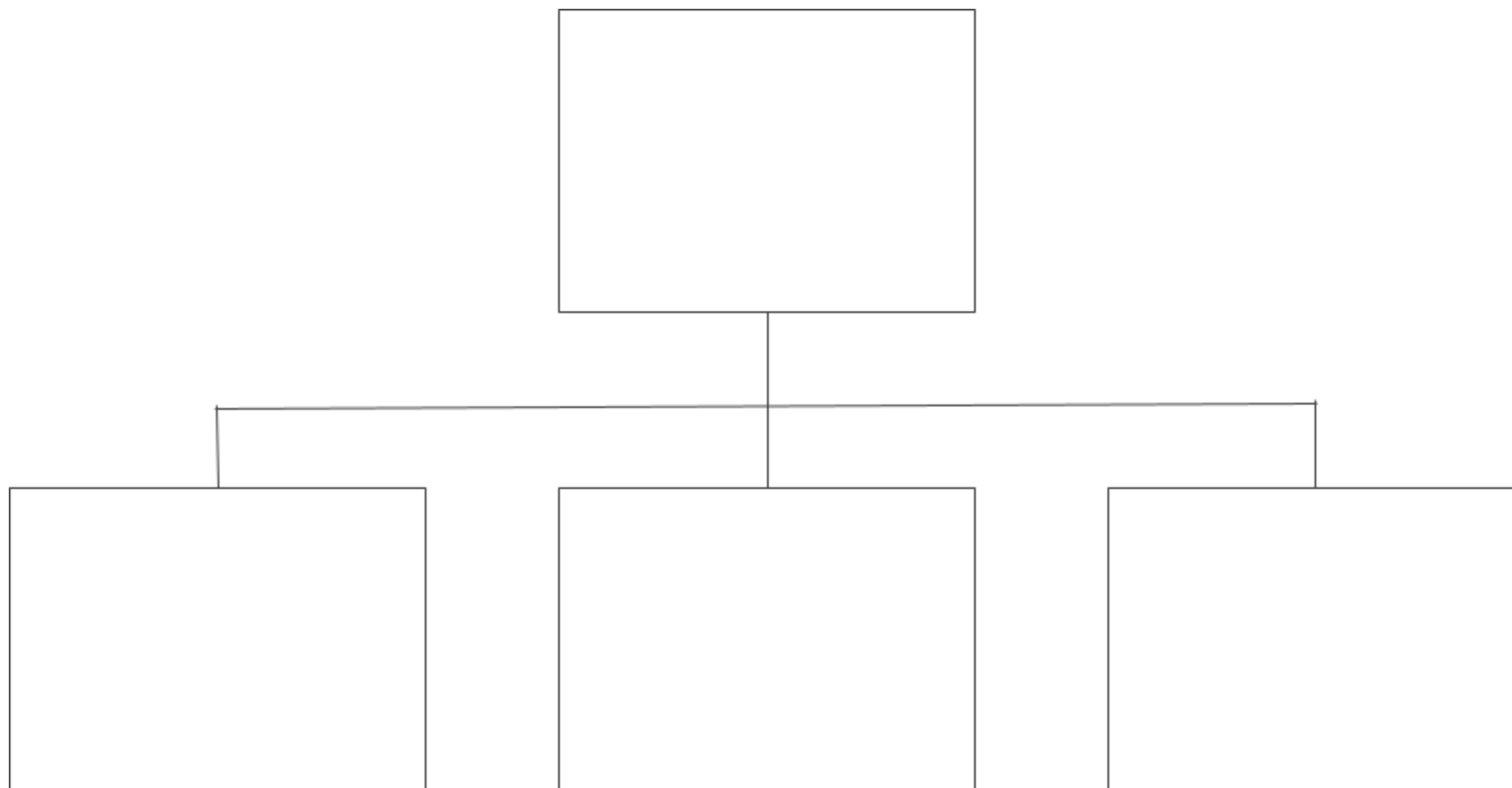
Name: _____ Date: _____

How are people different? How are people the same?

Name: _____ Date: _____

Main Idea and Details Graphic Organizer

K-5th Grade English Language Arts



All About Me!



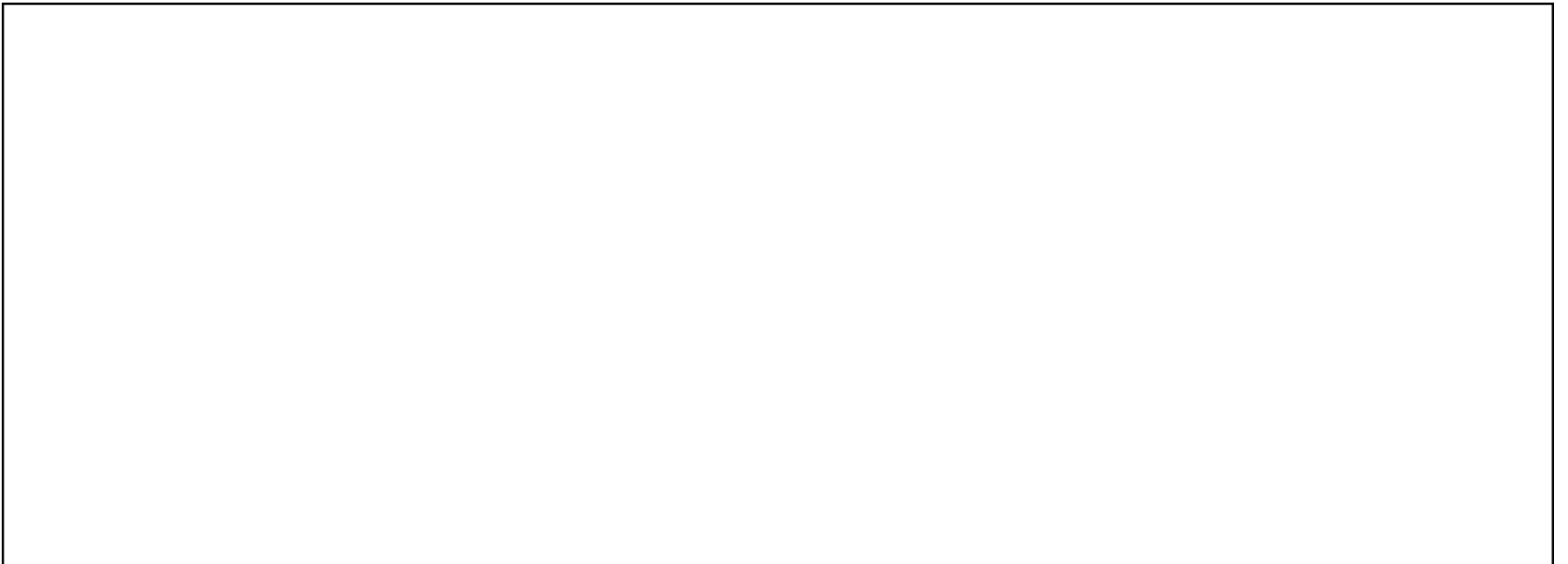
I am Emil.

I like to spend time with my dad.

I have a little sister.

I like to ride my scooter.

Title:



Written and Illustrated by:

Name: _____ Date: _____

What makes you unique? Tell about three different ways you are special and unique.

Name: _____ Date: _____

How does Mike feel about himself? Include one detail from the text.

Name: _____ Date: _____

How does Grace respond to the comments that she cannot play the role of Peter Pan? Include a detail from the text.

Name: _____ Date: _____

inspire

What happens when Grace auditions for the play?

Name: _____ Date: _____

fair

How does the rule about the fence make the girls feel?

Name: _____ Date: _____

How do Clover and Annie respond to the unfair rule about the fence?

Name: _____ Date: _____

How did Rosa Parks respond to the unfair rules on the bus?

Name: _____

Sentence Expansion Worksheet

Expand the following sentences by adding a reason *why*.

The women gathered together



People stopped riding the bus

Name: _____ Date: _____

Sequence Graphic Organizer



Name: _____ Date: _____

equal

How did the community respond to the unfair rules on the bus?

Name: _____ Date: _____

dream freedom

In his speech, Dr. Martin Luther King, Jr. repeated the phrase, "I have a dream." What did Dr. Martin Luther King, Jr. dream of?

Name: _____ Date: _____

peace

What did Dr. Martin Luther King Jr. believe in?

Name: _____ Date: _____

Sequence Graphic Organizer



Name: _____ Date: _____

hopeful

How did Dr. Martin Luther King, Jr. **inspire** others?

Name: _____ Date: _____

How do the narrator and Minnie feel at the march?

Name: _____ Date: _____

How can others create more fairness, just like Dr. King did?

I Dream of Peace



I dream of a world where everyone gets along.

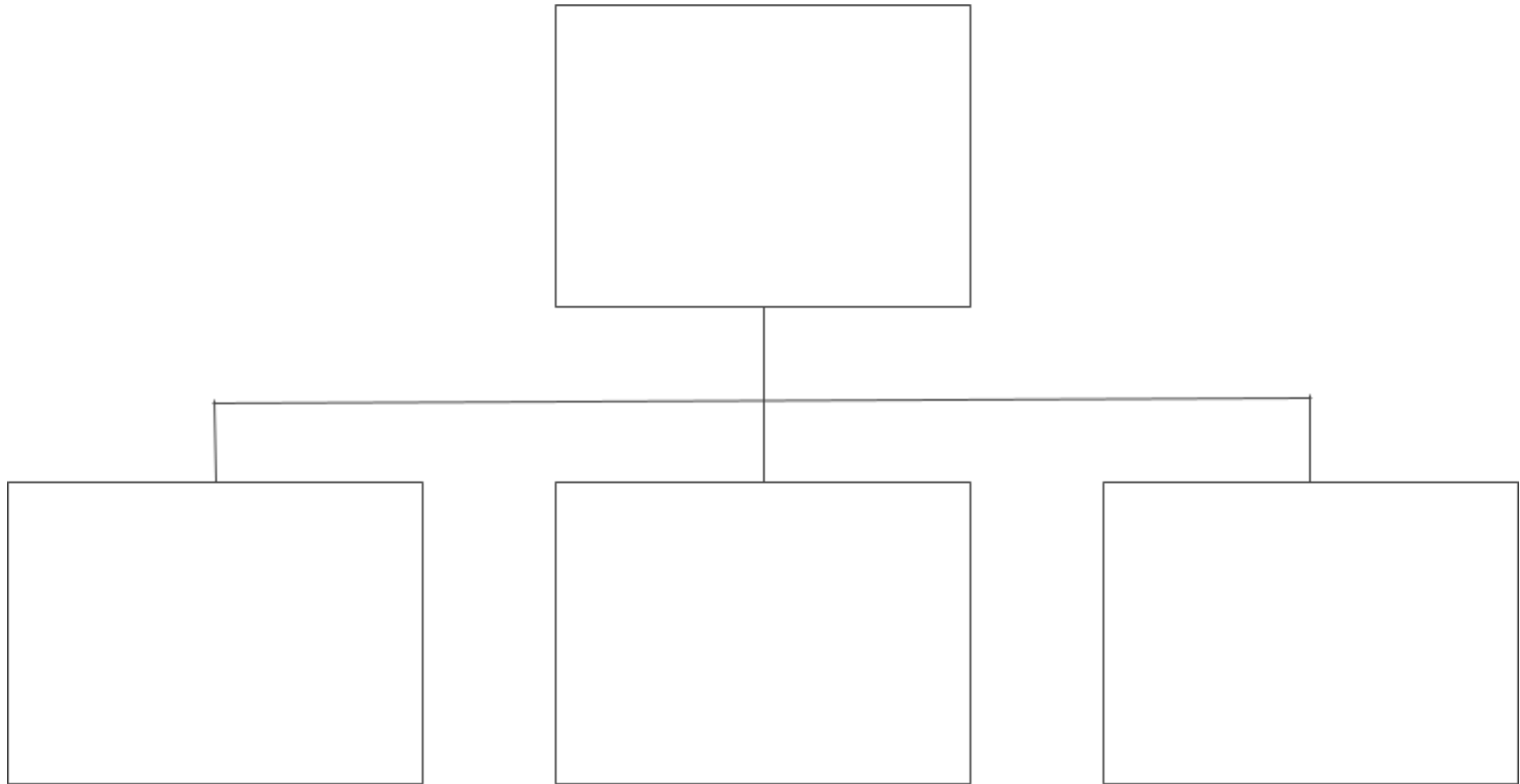
I can be peaceful by using kind words and listening.

I can help others be peaceful by responding to mean words with, "That's not kind!"

Name: _____ Date: _____

Main Idea and Details Graphic Organizer

K-5th Grade English Language Arts



Name: _____ Date: _____

During the Civil Rights Movement, many people worked together for **freedom** and fairness. For example, Dr. Martin Luther King, Jr. **inspired** many with his "I Have a Dream" speech. Use these honorable actions to write an informational text about your own goals for your community.

- What are your hopes and **dreams**?
- What actions can you take to work toward your **dream**?

Name: _____ Date: _____

How have people worked together in the past to create fairness?



Vocabulary

Name: _____

Date: _____

diversity

noun

the presence of differences within a group



dream

noun

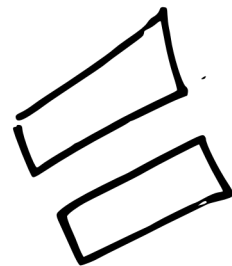
a goal or hope



equal

adjective

the same for everyone



fair

adjective

giving equal treatment



freedom

noun

free to act or move as one wishes



hopeful

adjective

feeling positive about something in the future



inspire

verb

to give someone the desire or courage to do something



peace

noun

a time when there is no fighting



welcome

adjective

warmly accepted; included















Unit Rubrics & Assessments

Name: _____

Editing Checklist

Language and Conventions Focus Area	✓
I write words to tell about <i>who</i> or <i>what</i> .	 
I write words to tell about what they are <i>doing</i> .	 
I begin sentences with an upper-case letter.	 
I end sentences with a punctuation mark.	 
I write words to explain <i>why</i> using the word "because."	 

My writing goal:

Informational Writing Rubric

Kindergarten English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
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Structure	Rubric Score	Notes
Introduction Introduces a clear topic within the illustration, labels, and words	4 3 2 1	

Development	Rubric Score	Notes
Details Includes 2–3 facts and details to develop and support the topic Facts are accurate	4 3 2 1	
Text Features Includes a title, picture, AND labels All text features are accurate and on topic	4 3 2 1	

Language	Rubric Score	Notes
Grammar Includes complete sentences Uses nouns correctly, including regular plural nouns Uses verbs correctly	4 3 2 1	
Conventions Uses correct capitalization and punctuation conventions consistently, including: <ul style="list-style-type: none">● Beginning of a sentence● "I" pronoun● End of a sentence Recognizes and names end punctuation	4 3 2 1	

Name: _____

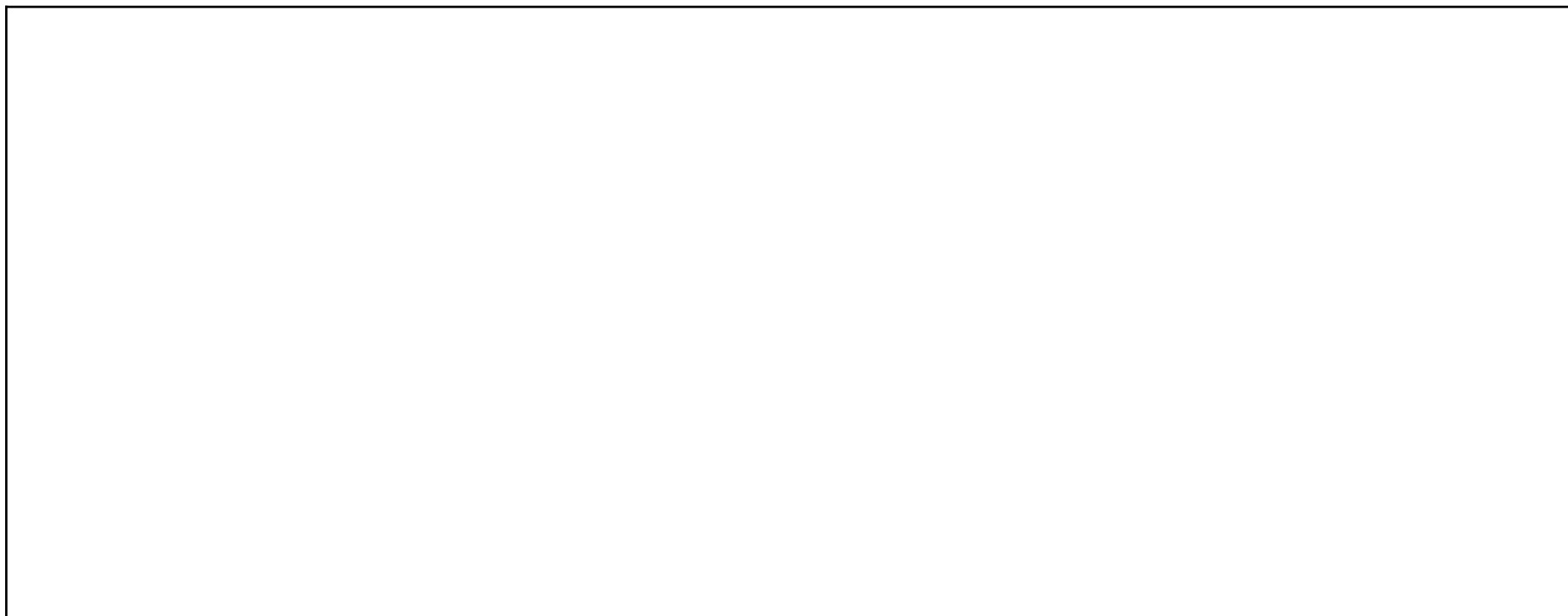
Single Point Informational Writing Rubric

Writing Criteria	✓
I begin by introducing my topic.	 
I use the word "I" when writing about myself.	 
I write a different fact on each page.	 

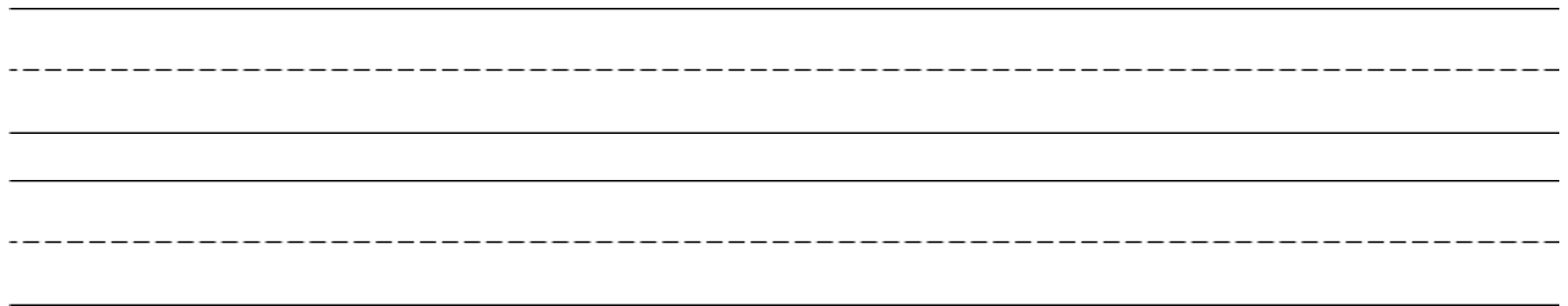
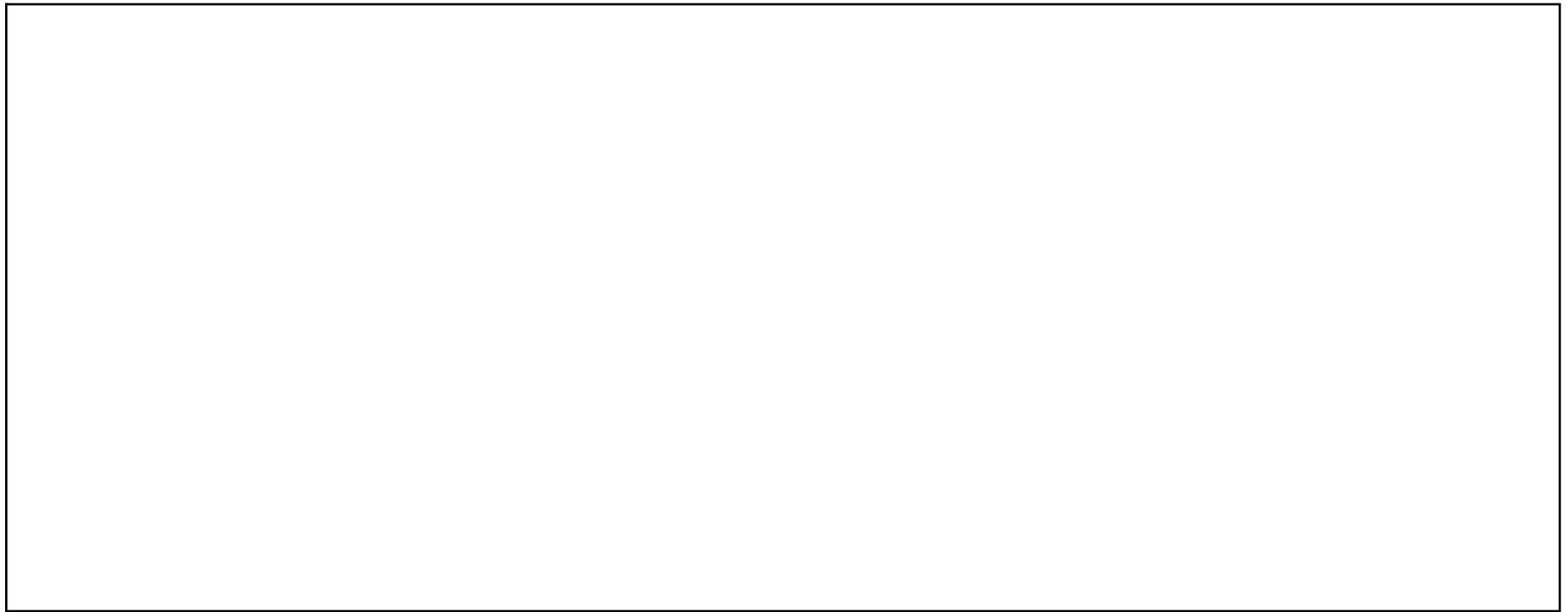
Name: _____

1. What does the family do to prepare to march?

2. Why are the people marching?



3. Why are the people filled with hope?



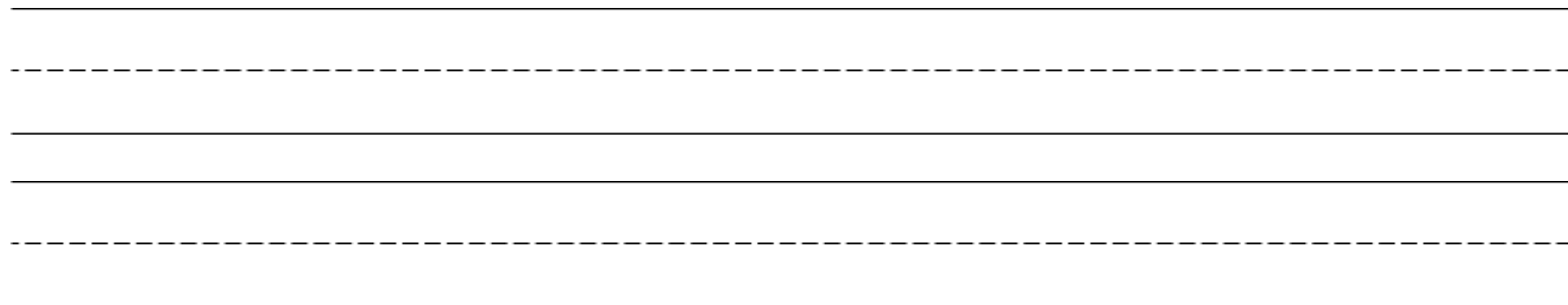
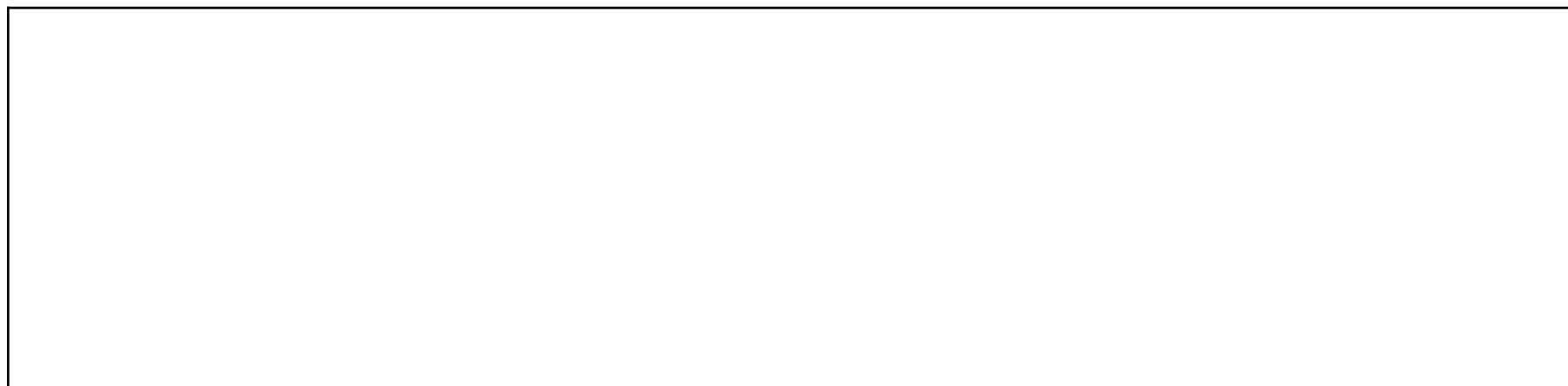
4. How did the marchers feel at the March on Washington?

Name: _____

Part One: Vocabulary

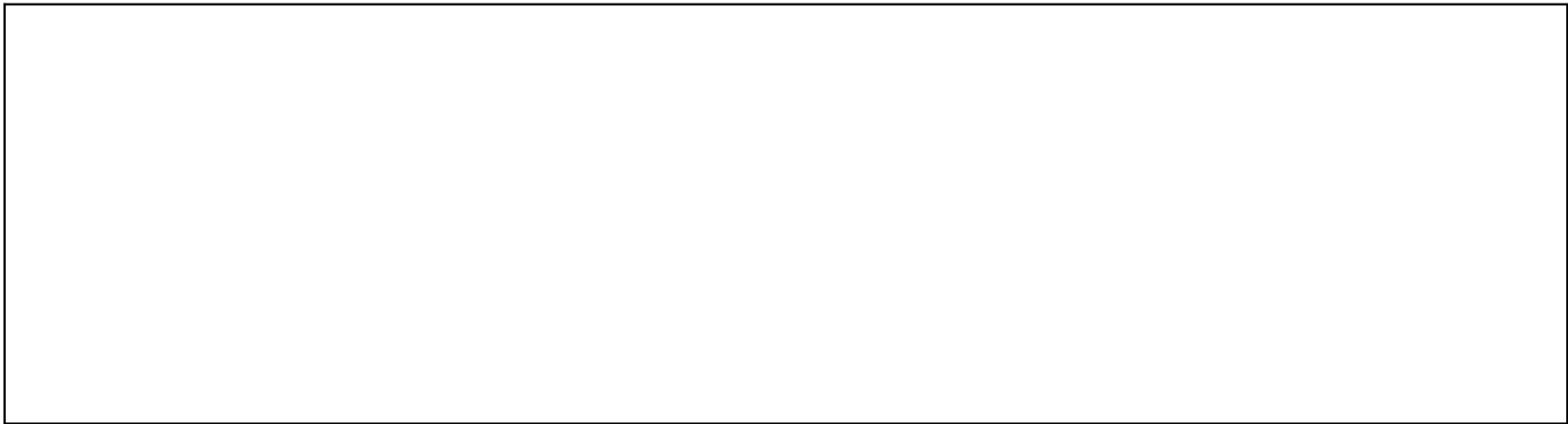
1. Draw a picture that shows what the word "fair" means in the box below.

fair



2. Draw a picture that shows what the word "diversity" means in the box below.

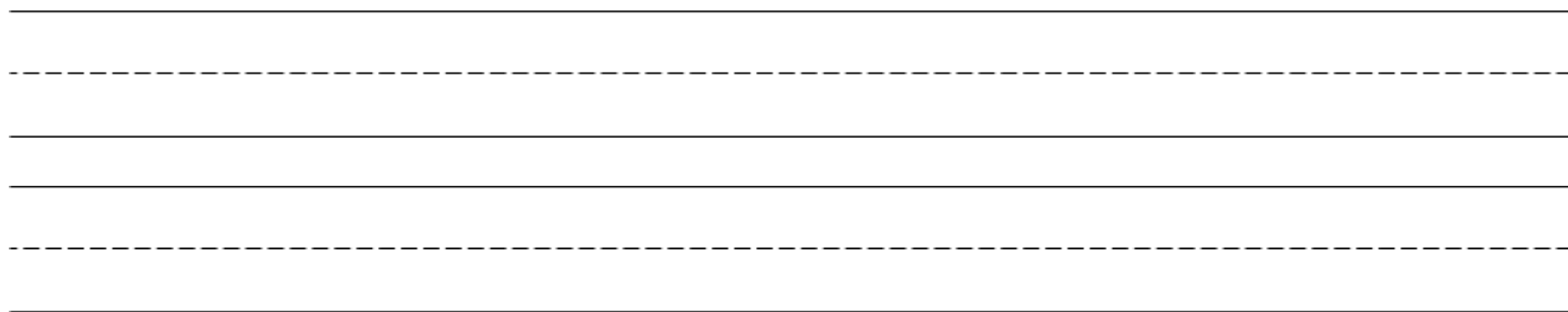
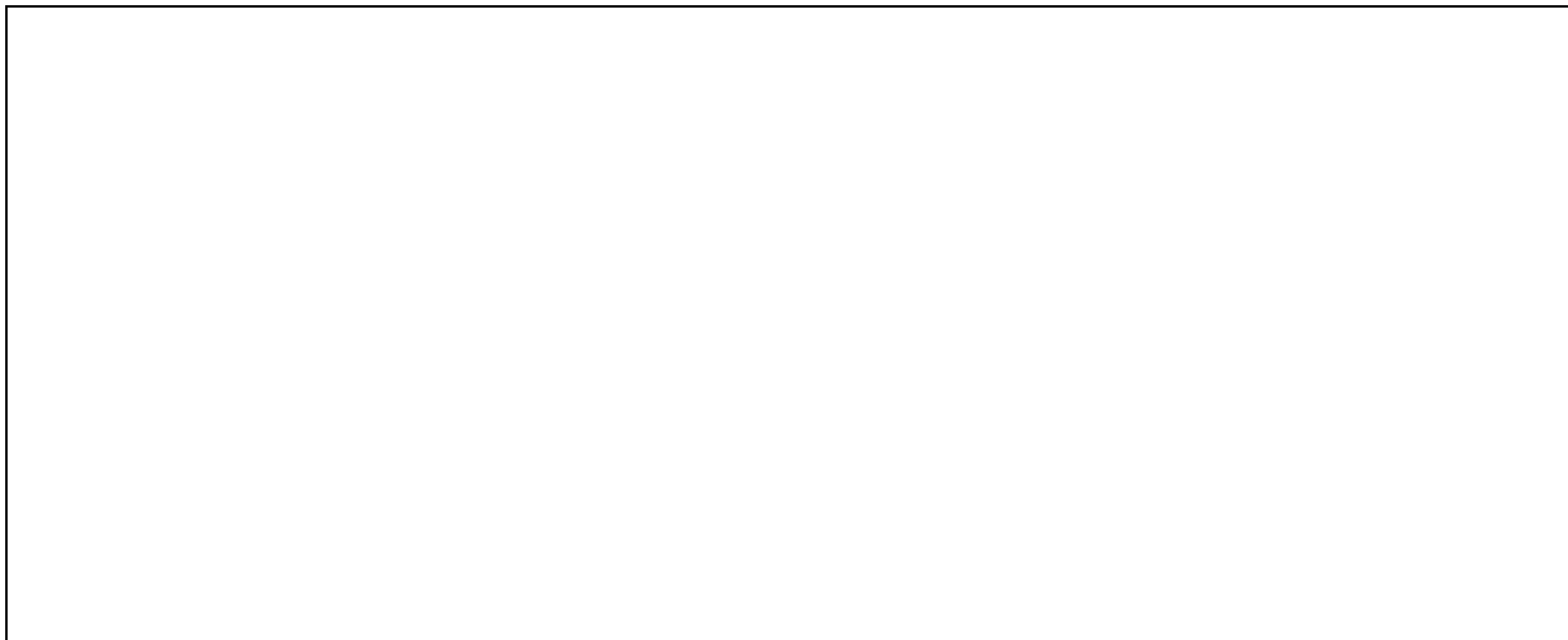
diversity



Two sets of handwriting lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing space for the student to write their response.

Part Two: Writing about Reading

3. Explain why Dr. Martin Luther King, Jr. or Rosa Parks was important.





Texts & Supporting Readings



In addition to the materials in this document, students will engage with third party, copyrighted materials as part of this unit. To see a list of those texts and their authors please visit:

<https://www.fishtanklearning.org/curriculum/ela/kindergarten/materials/>