

Course/Subject: ELA Comprehensive Unit Grade Level: Kindergarten

Textbook(s) / Instructional Materials Used: Wilson Foundations, Reading A - Z, Various novels, Various online videos and websites

Month(s): August - September Unit 1

School Community/Rules, Weather

<u>Big Idea</u>	<u>Standard</u>	<u>Essential Questions & Lesson Essential Question</u>	<u>Vocabulary</u>
<p><u>ELA</u></p> <p>Foundational Skills Effective readers use appropriate strategies to construct meaning.</p> <p>Reading Informational Text/Reading Literature Effective readers use appropriate strategies to construct meaning.</p> <p>An expanded vocabulary enhances one’s ability to express ideas and information.</p> <p>Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.</p> <p>Writing Audience and purpose influence of the writer’s choice of organizational pattern,</p>	<p><u>ELA</u></p> <p>Foundational Skills Orient a book properly. (1.1.K.A)</p> <p>Turn pages from left to right, one page at a time. (1.1.K.A)</p> <p>Track print from top to bottom and left to right. (1.1.K.A)</p> <p>Read grade-level high-frequency sight words with automaticity. (1.1.K.D)</p> <p>Reading Literature Retell story in sequential order. (1.3.K.A)</p> <p>Recall key details of a story. (1.3.K.A)</p>	<p><u>ELA</u></p> <p>Foundational Skills and Reading What are some things a good reader will do? (1.1 K.A)</p> <p>What are some words that we see often in text? (1.1.K.D)</p> <p>How do we retell a story? (1.3.K.A, 1.3.K.G)</p> <p>What are key details and how can we pick them out of a text? (1.3.K.A, 1.3.K.B, 1.3.K.C, 1.3.K.G, 1.2.K.L)</p> <p>What are the common elements of a story? (1.3.K.B, 1.3.K.C)</p> <p>What is the role of the author and illustrator? (1.3.K.D)</p> <p>What do we do when we get to an unknown word? (1.3.K.F, 1.3.K.I, 1.3.K.J)</p>	<p><u>ELA</u></p> <p>Author Illustrator Communicator Question Comment/Statement Characters Setting Plot Detail Vocabulary Familiar/Unfamiliar Turn Taking Who/What/When/Where (question words)</p>

<p>language and literacy techniques.</p> <p>Rules of grammar and convention of language support clarity of communications between writers/speakers and readers/listeners.</p> <p>Effective research requires multiple sources of information to gain or expand knowledge.</p> <p>Speaking and Listening Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.</p> <p>Effective speakers prepare and communicate messages to address the audience and purpose.</p>	<p>Use a variety of strategies to retell a story. (e.g., picture cards, dramatic play, illustration) (1.3.K.A)</p> <p>Respond to questions and discuss key details from literary text. (1.3.K.B)</p> <p>Use specific details from story to answer questions. (1.3.K.B)</p> <p>Answer “how” and/or “why” questions using specifics from the story. (1.3.K.B)</p> <p>Answer “who” or “what” the story is about. (1.3.K.B)</p> <p>Identify narrative elements. (e.g., characters, setting, major events) (1.3.K.C)</p> <p>Demonstrate understanding that the “setting” is where the story takes place. (1.3.K.C)</p> <p>Demonstrate understanding that “characters” are people or animals who have a role in the story. (1.3.K.C)</p> <p>Respond to questions and prompts about characters, settings, and events. (1.3.K.C)</p> <p>Understand that an author writes the story. (1.3.K.D)</p>	<p>How do we participate in read alouds? (1.3.K.K, 1.2.K.L)</p> <p>How do we use words to tell about a story? (1.4.K.O)</p> <p>Speaking and Listening How can we be a good communicator? (1.5.K.A, 1.5.K.D, 1.5.K.E)</p> <p>How can we ask and answer questions on topic? (1.5.K.B)</p> <p>What is a question and when do we ask it? (1.5.K.C)</p>	
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	<p>Understand that the illustrator draws the pictures. (1.3.K.D)</p> <p>Ask “What does this word mean?” (1.3.K.F)</p> <p>Connect prior knowledge to unknown words. (1.3.K.F)</p> <p>Participate in discussion about unknown words. (1.3.K.F)</p> <p>Retell a simple sequence in a text using picture support. (1.3.K.G)</p> <p>Describe pictures in a text in detail to answer specific questions in a text. (1.3.K.G)</p> <p>Recognize words or phrases that are unfamiliar to them. (1.3.K.I/1.3.K.J)</p> <p>Connect prior knowledge to unfamiliar words. (1.3.K.I/1.3.K.J)</p> <p>Use strategies to look up unfamiliar words. (1.3.K.I/1.3.K.J)</p> <p>Talk about connections between familiar and unfamiliar words or phrases that mean similar things. (e.g., grass, lawn) (1.3.K.I/1.3.K.J)</p>		
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	<p>Make predictions about word meanings. (1.3.K.I/1.3.K.J)</p> <p>Participate in discussion about unfamiliar words. (1.3.K.I/1.3.K.J)</p> <p>Ask and answer questions about text being read aloud. (1.3.K.K)</p> <p>Share relevant prior knowledge about text being read aloud. (1.3.K.K)</p> <p>Use ideas gained in group reading activities in other daily routines, learning centers, and activities. (1.3.K.K)</p> <p>Respond to and build on comments from other students. (1.3.K.K)</p> <p>Reading Informational Ask and answer questions about text being read aloud. (1.1.K.L)</p> <p>Share relevant prior knowledge about text being read aloud. (1.1.K.L)</p> <p>Respond to and build on comments from other children. (1.2.K.L)</p>		
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Use ideas gained in group reading activities in other daily routines, learning centers, and activities.
(1.1.K.L)

Writing

Provide details (e.g., descriptive words, feelings, and thoughts of the character) to further develop a story.
(1.4.K.0)

Tell adult what she/he has illustrated/written about.
(1.4.K.0)

Speaking and Listening

Communicate using detail related to topic being discussed.
(1.5.K.A)

Pose questions related to topic being discussed.
(1.5.K.A)

Allow wait time before responding.
(1.5.K.A)

Engage in turn-taking.
(1.5.K.A)

Respond to a question with an answer or details related to the topic being discussed.
(1.5.K.B)

Generate “who”, “what”, “when” and “where” questions.
(1.5.K.B)

	<p>Act upon or respond to simple statements and questions showing understanding of intent. (1.5.K.C)</p> <p>Ask "What does that mean?" (1.5.K.C)</p> <p>Ask "can you help me?" (1.5.K.C)</p> <p>Talk about stories, experiences, and interests using detail. (1.5.K.D)</p> <p>Use appropriate volume to be heard by a group (paying attention to inside and outside voice). (1.5.K.D)</p> <p>Use appropriate pacing. (1.5.K.D)</p> <p>Speak clearly. (1.5.K.E)</p> <p>Use appropriate volume to be heard by a group (paying attention to inside and outside voices). (1.5.K.E)</p> <p>Use appropriate pacing. (1.5.K.E)</p> <p>Express thoughts, feelings, and ideas clearly. (1.5.K.E)</p>		
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<p><u>SOCIAL STUDIES</u></p> <p>BIG IDEAS</p> <p>Respectful behavior and responsible participation in a classroom community helps to build a positive learning environment.</p> <p>Rules can help us learn and keep us safe.</p> <p>Tools help us record time and sequence of events.</p>	<p><u>SOCIAL STUDIES</u></p> <p>School/Community</p> <p>Identify a rule. (5.1.K.A)</p> <p>Identify rules are different in different places. (5.1.K.A)</p> <p>Discuss the purpose of rules. (e.g., keep people safe, show respect) (5.1.K.B)</p> <p>Demonstrate respect for rules through positive behavior and acceptance of consequences when necessary. (5.1.K.C)</p> <p>Participate in social stories. (5.1.K.C)</p> <p>Engage in discussion about rules and respect. (5.1.K.C)</p> <p>Demonstrate the right to learn by contributing to a positive learning environment (5.1.K.E)</p> <p>Demonstrate the ability to maintain personal materials in an orderly manner (5.1.K.E)</p> <p>Acknowledge others personal materials. (5.1.K.E)</p>	<p><u>SOCIAL STUDIES</u></p> <p>School/Community</p> <p>What are rules and how do they help us? (5.1.K.A, 5.1.K.B)</p> <p>What are classroom rules and home rules? (5.1.K.A, 5.3.K.F)</p> <p>What does positive and respectful behavior look like in the classroom? (5.3 K.F, 5.1 K.C, 5.2.K.A)</p> <p>Who makes the rules in the school? At home? (8.2.K.A, 5.3.K.B)</p> <p>What tools can help us remember the rules? Why are they important? (8.3.K.B)</p> <p>What are consequences for not following rules? (5.1.K.C)</p> <p>How can being respectful to ourselves, our friends, and our classroom materials help all of us learn? (5.1 K.E, 5.2.K.D)</p> <p>How can we help take care of our classroom and school community? (5.2.K.C, 5.2.K.D)</p> <p>How does following directions in order help us to complete tasks? (8.3.K.C)</p> <p>Calendar</p> <p>What tools do we use to help us remember our days in Kindergarten? (8.1.K.A - calendar, weather)</p> <p>What is a timeline and how can we use it to share about our own lives? (8.3.K.C)</p>	<p><u>SOCIAL STUDIES</u></p> <p>Consequence</p> <p>Rule</p> <p>Respect</p> <p>Positive behavior</p> <p>Timeline</p> <p>Community</p> <p>Routine</p>
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	<p>Identify images, pictures, songs, poems, or items that are symbols of America. (e.g., George Washington, Abraham Lincoln, the Flag, Liberty Bell, Thanksgiving) (5.2.K.A)</p> <p>Participate in leadership opportunities in the classroom and school community (5.2.K.C)</p> <p>Accept job responsibilities. (5.2.K.C)</p> <p>Offer to assist the teacher or peers. (5.2.K.C)</p> <p>Demonstrate acceptance of others leadership roles. (5.2.K.C)</p> <p>Demonstrate responsible behavior for play and learning to contribute to a positive learning environment. (5.2.K.D)</p> <p>Identify people of authority within the school community. (e.g., principal, teachers, guidance counselor) (5.3.K.B)</p> <p>Name authority figures at home. (e.g., grandmother, father, mother) (5.3.K.B)</p> <p>Identify classroom rules and expectations. (e.g., of self and others) (5.3.K.F)</p>		
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	<p>Describe acceptable behavior within the classroom. (e.g., structured and unstructured situations) (5.3.K.F)</p> <p>Use the classroom calendar to demonstrate understanding of yesterday, today, and tomorrow. (8.1.K.A)</p> <p>Sequence a series of events either from personal experience or from literature (8.1.K.A)</p> <p>Practice past, present, and future time. (e.g., daily weather recording) (8.1.K.A)</p> <p>Role-play characters with events occurring over a period of time. (8.1.K.A)</p> <p>Identify authority figures in the school. (8.2.K.A)</p> <p>Identify documents used to guide the procedures of the classroom community. (e.g., rule chart, attendance, calendar) (8.3.K.B)</p> <p>Discuss why these documents are important. (8.3.K.B)</p> <p>Put given events in sequential order. (e.g., first, second, third) (8.3.K.C)</p>		
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	Follow given directions and complete tasks in sequential order. (8.3.K.C)		
<u>SCIENCE</u> BIG IDEAS Seasons bring about changes to people, animals, and the environment.	<u>SCIENCE</u> Weather Explain what people do or wear in different types of seasons. (7.3.K.A) Participate in discussions on how weather may inconvenience people. (e.g., snow— driving; extreme heat— outdoor play) (7.3.K.A) Discuss how temperature change is related to seasonal change. (7.3.K.A) Describe how species adapt to temperature change. (3.2.K.B3) Name ways humans adapt to the seasons. (e.g., clothing) (3.2.K.B3) Identify physical changes relating to temperature. (e.g., perspiration in heat, shiver/ goose bumps in cold) (3.2.K.B3) Discuss weather as it pertains to meaningful events. (e.g., going outside for recess, going on a field trip) (3.3.K.A5) Read a thermometer.	<u>SCIENCE</u> Weather What changes do the seasons bring for people and animals? (7.3.K.A, 3.2.K.B3) What effects does weather have on animals and people? (3.3.K.A5)	<u>SCIENCE</u> Season Weather Change Temperature Thermometer

	<p>(3.3.K.A5)</p> <p>Observe, record, and share local weather conditions. (e.g., graphing) (3.3.K.A5)</p> <p>Observe, record, and describe weather changes over time. (3.3.K.A5)</p> <p>Identify patterns in weather. (3.3.K.A5)</p> <p>Describe changes in seasons. (3.3.K.A5)</p> <p>Distinguish between types of precipitation. (3.3.K.A5)</p>		
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<p>Month(s): October</p>	<p>Unit 2</p>
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Community Helpers, Living/Nonliving Things and Seasons

<u>Big Idea</u>	<u>Standard</u>	<u>Essential Questions & Lesson Essential Question</u>	<u>Vocabulary</u>
<p><u>ELA</u></p> <p>Foundational Skills Effective readers use appropriate strategies to construct meaning.</p> <p>Reading Informational Text/Reading Literature Effective readers use appropriate strategies to construct meaning.</p>	<p><u>ELA</u></p> <p>Foundational Skills Follow words left to right, top to bottom, and page by page. (1.1.K.B)</p> <p>Recognize that spoken words are represented in written language by specific sequences of letters. (1.1.K.B)</p>	<p><u>ELA</u></p> <p>Foundational Skills and Reading How do we retell a story? (1.3.K.A, 1.3.K.G, 1.2.K.G)</p> <p>What are key details and how can we pick them out of a text? (1.3.K.A, 1.3.K.B, 1.3.K.C, 1.3.K.G, 1.2.K.L, 1.2.K.E)</p> <p>What are the common elements of a story? (1.3.K.B, 1.3.K.C, 1.2.K.A)</p>	<p><u>ELA</u></p> <p>Onset Rime Rhyme Syllable Uppercase/Lowercase Blend Segment Beginning/Initial How/Why Prompt Topic</p>

<p>An expanded vocabulary enhances one's ability to express ideas and information.</p> <p>Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.</p> <p>Writing Audience and purpose influence the writer's choice of organizational pattern, language and literacy techniques.</p> <p>Rules of grammar and convention of language support clarity of communications between writers/speakers and readers/listeners.</p> <p>Effective research requires multiple sources of information to gain or expand knowledge.</p> <p>Speaking and Listening Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.</p> <p>Effective speakers prepare and communicate messages to address the audience and purpose.</p>	<p>Understand that words are separated by spaces in print. (1.1.K.B)</p> <p>Recognize and name all upper and lower case letters of the alphabet. (1.1.K.B)</p> <p>Recognize and produce rhyming words. (1.1.K.C)</p> <p>Count, pronounce, blend, and segment syllables in spoken words. (1.1.K.C)</p> <p>Blend and segment onsets and rimes of single-syllable spoken words. (1.1.K.C)</p> <p>Isolate and pronounce initial, medial vowel, and final sound (phonemes) in the three phoneme (CVC). (1.1.K.C)</p>	<p>What do we do when we get to an unknown word? (1.3.K.F, 1.3.K.I, 1.3.K.J, 1.2.K.F)</p> <p>How do we participate in read alouds? (1.3.K.K, 1.2.K.L)</p> <p>How do we use words to tell about a story? (1.4.K.O)</p> <p>How are words organized in a text to show meaning? (1.1.K.B)</p> <p>What are the names of the alphabet letters? (1.1.K.B)</p> <p>What are rhyming words? (1.1.K.C)</p> <p>What are syllables? How can we count them in a word? (1.1.K.C)</p> <p>How do we blend and segment onsets and rimes in words? (1.1.K.C)</p> <p>What sound do you hear at the beginning of a word? (1.1.K.C)</p> <p>How can you ask and answer questions about text? (1.3.K.B, 1.2.K.B)</p> <p>What do the illustrations and photographs tell us about the text? (1.3.K.G, 1.2.K.G)</p> <p>What is "main idea" and what are "supporting details"? (1.2.K.A)</p> <p>How do we find and use details to answer questions? (1.2.K.B)</p> <p>How is non-fiction text organized? (1.2.K.E)</p>	<p>Main Idea Detail Sequence Punctuation - period, question mark, exclamation mark Capitalize Fiction/non-fiction</p>
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What is the title and who is the author?
(1.2.K.E)

How can you use new vocabulary?
(1.2.K.J)

Writing

What details can we add to write a better story? (1.4.K.O)

How do I respond to a writing prompt?
(1.4.K.B, 1.4.K.X)

How do I decide what topic to write about? (1.4.K.B, 1.4.K.N)

How can I create a picture to tell a story?
(1.4.K.M)

How can I use sounds and letters to write words? (1.4.K.N, 1.4.K.R)

How can I decide who and what my story will be about? (1.4.K.N)

What words do I capitalize? (1.4.K.R)

What is punctuation and how is it used?
(1.4.K.R)

When can I use writing to share my thoughts and ideas? (1.4.K.X)

What can you do when you revisit your work? (1.4.K.X)

Speaking and Listening

How can we be a good communicator and listener? (1.5.K.A, 1.5.K.D, 1.5.K.E)

		<p>How can we ask and answer questions on topic? (1.5.K.B)</p> <p>What is a question and when do we ask it? (1.5.K.C, 1.5.K.B)</p> <p>How can we use proper language when we speak? (1.5.K.G)</p>	
<p><u>SOCIAL STUDIES</u></p> <p>Big Idea Helpers, authority figures, and volunteers provide services to our community.</p> <p>National holidays help us recognize the impact of notable individuals.</p>	<p><u>SOCIAL STUDIES</u></p> <p>Community Helpers Identify police officers, firefighters, and first responders as people of authority in the community. (5.3.K.C)</p> <p>Model community workers. (e.g., dramatic play, actions, art, or music) (5.3.K.C)</p> <p>Identify what a volunteer is. (e.g., person who provides a good or service and receives no payment/compensation for doing so) (6.5.K.A)</p> <p>Brainstorm ways people can volunteer. (e.g., home, school, community) (6.5.K.A)</p> <p>Volunteer in the classroom and at home. (6.5.K.A)</p> <p>Participate in discussions on the benefits of volunteering. (e.g., to both the volunteer and organization) (6.5.K.A)</p>	<p><u>SOCIAL STUDIES</u></p> <p>Community Helpers Who are the helpers and authority figures in our community? What services do they provide? (5.3.K.C, 8.2.K.A)</p> <p>What is a volunteer? How and where do they help? (6.5.K.A)</p>	<p><u>SOCIAL STUDIES</u></p>

	<p>Identify authority figures in the community. (8.2.K.A)</p> <p>National Holidays Discuss Christopher Columbus on Columbus Day. (8.3.K.A)</p>	<p>National Holidays Who was Christopher Columbus? (8.3.K.A)</p>	
<p><u>SCIENCE</u></p> <p>Big Idea Living and nonliving things have different characteristics.</p> <p>An investigation helps us explore questions, collect data, and make conclusions that are supported by observations and evidence.</p> <p>Seasons bring about changes to people, animals, and the environment.</p>	<p><u>SCIENCE</u></p> <p>Living and Nonliving Things Identify living and nonliving things. (3.1.K.A1)</p> <p>Sort objects by living and nonliving. (3.1.K.A1)</p> <p>Observe and document the growth of a living thing. (e.g., drawing, writing, and/or photos) (3.1.K.A1)</p> <p>Sort animals according to their body coverings. (e.g., fur, feathers, scales) (3.1.K.A1)</p> <p>Sort plants. (e.g., size, type of leaf, flowering or non-flowering) (3.1.K.A1)</p> <p>Identify characteristics that living things have in common. (e.g., air, food, water, reproduce) (3.1.K.A1)</p> <p>Plan and conduct a simple investigation and understand that different questions require different kinds of investigations.</p>	<p><u>SCIENCE</u></p> <p>Living and Nonliving Things What are the characteristics of living and nonliving things? (3.1.K.A1, 4.1.K.A)</p> <p>How do we observe and document the growth of a living thing? (3.1.K.A1, 4.1.K.A)</p> <p>How can we sort animals and plants by their characteristics? (3.1.K.A1, 4.1.K.A)</p> <p>What is an investigation and how do we conduct one? (3.1.K.A9)</p> <p>What questions can we ask during an investigation? (3.1.K.A9)</p>	<p><u>SCIENCE</u></p> <p>Seasons Fact/Opinion Investigation Data Environment Authority Goods and Services Volunteer Characteristics Observe Document Sort Police officer, firefighter, first responder Explorer Ocean Living/nonliving Fall/Autumn</p>

	<p>(3.1.K.A9)</p> <p>Identify living and nonliving things in the immediate and surrounding environment. (4.1.K.A)</p> <p>Sort objects by living and nonliving. (4.1.K.A)</p> <p>Observe and document the growth of a living thing. (e.g., drawing, writing, and/or photos) (4.1.K.A)</p> <p>Compare and contrast characteristics of living and nonliving things. (4.1.K.A)</p> <p>Seasons Distinguish between scientific fact and opinion. (3.3.K.B3)</p> <p>Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. (3.3.K.B3)</p> <p>Describe people, places, and things throughout the seasons. (e.g., fall—apple harvest, leaves falling, warmer clothing; summer—strawberry picking, sweet corn) (4.1.K.E)</p> <p>Explain how environment is affected by season change. (4.1.K.E)</p>	<p>Seasons How does the amount of daylight change with the seasons? (3.3.K.B3)</p> <p>What is the difference between fact and opinion? (3.3.K.B3)</p> <p>What is an investigation and how do we conduct one? (3.3.K.B3, 3.1.K.C4, 3.3.K.A7)</p> <p>What questions can we ask during an investigation? (3.1.K.C4, 3.3.K.A7)</p> <p>How can we collect data and use it to understand more about seasons? (4.1.K.F)</p> <p>How do people, places, and the environment change throughout the seasons? (4.1.K.E, 3.1.K.C2)</p>	
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	<p>Observe and compare similarities and differences in environment due to season change. (4.1.K.E)</p> <p>Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. (4.1.K.F)</p> <p>Identify plant adaptations for the seasons. (e.g., dormant trees, evergreen stays the same) (3.1.K.C2)</p> <p>Name ways humans adapt for the seasons. (e.g., clothing) (3.1.K.C2)</p> <p>Ask questions about objects, organisms, and events. (3.1.K.C4 & 3.3.K.A7)</p> <p>Plan and conduct simple investigation and understand that different questions require different kinds of investigations. (3.1.K.C4 & 3.3.K.A7)</p>		
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Month(s): November	Unit 3
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National Holidays, Woodland Animals

<u>Big Idea</u>	<u>Standard</u>	<u>Essential Questions & Lesson Essential Question</u>	<u>Vocabulary</u>
<u>ELA</u>	<u>ELA</u>	<u>ELA</u>	<u>ELA</u>

<p>Foundational Skills Effective readers use appropriate strategies to construct meaning.</p> <p>Reading Informational Text/Reading Literature Effective readers use appropriate strategies to construct meaning.</p> <p>An expanded vocabulary enhances one’s ability to express ideas and information.</p> <p>Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.</p> <p>Writing Audience and purpose influence the writer’s choice of organizational pattern, language and literacy techniques.</p> <p>Rules of grammar and convention of language support clarity of communications between writers/speakers and readers/listeners.</p> <p>Effective research requires multiple sources of information to gain or expand knowledge.</p> <p>Speaking and Listening Active listeners make meaning from what they hear by</p>	<p>Foundational Skills Blend and segment onsets and rimes of single-syllable spoken words. (1.1.K.C)</p> <p>Reading Literature Ask “What does this word mean?” (1.3.K.F)</p> <p>Connect prior knowledge to unknown words. (1.3.K.F)</p> <p>Recognize words or phrases that are unfamiliar to them. (1.3.K.I/1.3.K.J)</p> <p>Connect prior knowledge to unfamiliar words. (1.3.K.I/1.3.K.J)</p> <p>Use strategies to look up unfamiliar words. (1.3.K.I/1.3.K.J)</p> <p>Talk about connections between familiar and unfamiliar words or phrases that mean similar things. (e.g., grass, lawn) (1.3.K.I/1.3.K.J)</p> <p>Engage with a variety of text. (e.g., fables, folklore, fairy tales, nursery rhymes, tall tales, dramas, poetry, picture books, storybooks, nonfiction text, recipes, web pages, menus, phone books, maps) (1.3.K.E)</p> <p>Understand that different types of text are used for different purposes.</p>	<p>Foundational Skills What are syllables? How can we count them in a word? (1.1.K.C)</p> <p>How do we blend and segment onsets and rimes in words? (1.1.K.C)</p> <p>Reading What do we do when we get to an unknown word while reading literature and/or informational text?</p> <p>How can we use our prior knowledge to understand unfamiliar words?</p> <p>What strategies can we use to look up unfamiliar words? (1.3.K.F, 1.3.K.I, 1.3.K.J, 1.2.K.F)</p> <p>What connections can you make between multiple meaning words in literature and/or in informational text? (1.3.K.I, 1.3.K.J)</p> <p>What are some types of literature? What is the purpose of different types of literature? (For example - fables, folklore, fairy tales, nursery rhymes, tall tales, dramas, poetry, picture books, storybooks, nonfiction text, recipes, web pages, menus, phone books, and maps) (1.3.K.E)</p> <p>How are the characters, setting, actions and illustrations related in a storybook? (1.3.K.E)</p> <p>How is a poem arranged? (1.3.K.E)</p>	<p>Who/What/When/Where Onset Rime Syllable Blend Segment</p>
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<p>questioning, reflecting, responding and evaluating.</p> <p>Effective speakers prepare and communicate messages to address the audience and purpose.</p>	<p>(1.3.K.E)</p> <p>Understand that a storybook has characters, setting, and actions associated with words and, most often, illustrations. (1.3.K.E)</p> <p>Understand that a poem consists of words arranged in patterns of sound. (e.g., rhyming words, alliteration) (1.3.K.E)</p> <p>Reading Information Find similarities and differences between two individuals, events, ideas, or pieces of information in a text. (1.2.K.C)</p> <p>Answer cause-and-effect questions about events, ideas, and information in a text. (1.2.K.C)</p> <p>Relate that text is organized in a predictable format. (1.2.K.E)</p> <p>Identify the beginning, details, and end of a text. (1.2.K.E)</p> <p>Recognize that a word is unknown. (1.2.K.F)</p> <p>Ask “What does this word mean?” (1.2.K.F)</p> <p>Connect prior knowledge to unknown words. (1.2.K.F)</p>	<p>What are similarities and differences between two individuals, events, ideas or pieces of information in a text? (1.2.K.C)</p> <p>How can we answer questions about the cause and effect of events, ideas, and information in a text? (1.2.K.C)</p> <p>How is nonfiction text organized? (1.2.K.E)</p> <p>How can we retell a sequence in a text using picture support? (1.2.K.G)</p> <p>How can we use pictures to answer questions about nonfiction text? (1.2.K.G)</p> <p>What is main idea and how are details used to support it? How can we use details to answer how or why questions? (1.2.K.A, 1.2.K.B)</p> <p>Writing How can we use details to further develop our story? (1.4.K.O)</p> <p>What words do I capitalize? (1.4.K.R)</p> <p>What is punctuation and how is it used? (1.4.K.R)</p> <p>How can I use sounds and letters to write words? (1.4.K.R, 1.4.K.M)</p> <p>Speaking and Listening How can we ask “who”, “what”, “when”, and “where” questions? (1.5.K.B)</p> <p>How can we ask “What does that mean?” when we do not understand? (1.5.K.C)</p>	
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	<p>Participate in discussions about unknown words. (1.2.K.F)</p> <p>Retell a simple sequence in a text using picture support. (1.2.K.G)</p> <p>Describe pictures in a text in detail to answer specific questions in a text. (1.2.K.G)</p> <p>Know the details of a text can be used to support a topic or main idea. (1.2.K.A)</p> <p>Provide relevant details from a text which support the main idea (1.2.K.A)</p> <p>Use specific details from the text to answer questions. (1.2.K.B)</p> <p>Answer “how” and/or “why” questions using specifics from the text. (1.2.K.B)</p> <p>Writing Provide details (e.g., descriptive words, feelings, and thoughts of the character) to further develop a story. (1.4.K.0)</p> <p>Use phonetic spelling when writing. (1.4.K.M)</p> <p>Capitalize the first word in a sentence and pronoun I. (1.4.K.R)</p>	<p>How can we use proper language when we speak? (common verbs and nouns, complex sentences, past and future tense, plurals, pronouns, prepositions) (1.5.K.G)</p>	
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	<p>Recognize and use ending punctuation. (1.4.K.R)</p> <p>Spell simple words phonetically. (1.4.K.R)</p> <p>Speaking and Listening Generate “who”, “what”, “when” and “where” questions. (1.5.K.B)</p> <p>Ask “What does that mean?” (1.5.K.C)</p> <p>Speak using increasingly complex sentences. (1.5.K.G)</p> <p>Use common verbs and nouns. (1.5.K.G)</p> <p>Use past and future tense. (1.5.K.G)</p> <p>Use plurals including those which do not end in “s.” (1.5.K.G)</p> <p>Use pronouns. (1.5.K.G).</p> <p>Use a variety of prepositions. (1.5.K.G)</p>		
<p><u>SOCIAL STUDIES</u></p> <p>Big Ideas</p>	<p><u>SOCIAL STUDIES</u></p> <p>National Holidays (Thanksgiving) Identify images, pictures, songs, poems, or items that are symbols of</p>	<p><u>SOCIAL STUDIES</u></p> <p>National Holidays What does the American Flag represent? (Veterans’ Day) (5.1K.F)</p>	<p><u>SOCIAL STUDIES</u></p> <p>Veteran Flag Symbol</p>

<p>National holidays help us recognize the impact of important events in history.</p>	<p>America. (e.g., George Washington, Abraham Lincoln, the Flag, Liberty Bell, Thanksgiving) (5.1.K.F)</p>	<p>Why do we celebrate Thanksgiving? What are the important events in the history of Thanksgiving? (5.1.K.F)</p>	<p>Pilgrim Native American Mayflower</p>
<p><u>SCIENCE</u></p> <p>Big Ideas</p> <p>Animals have different characteristics that help them adapt and survive in different environments.</p>	<p><u>SCIENCE</u></p> <p>Woodland Animals Describe how features of animals help them to survive. (e.g., wings/fly, talons/grab, quills/protect, eyes/sight) (3.1.K.A5)</p> <p>Create a diagram and label specific features an animal needs to survive. (3.1.K.A5)</p> <p>Model how an animal's feature functions. (e.g., howler monkey's use of loud voice to communicate) (3.1.K.A5)</p> <p>Notice characteristics that are common within a species. (e.g., fur, feathers, scales, skin) (3.1.K.B1)</p> <p>Observe, communicate, and organize data to identify similarities and differences among species. (3.1.K.B1)</p> <p>Use evidence to describe patterns of variation of a trait across individuals of the same kind of organism. (e.g., climate adaptations—blubber, environment) (3.1.K.B1)</p>	<p><u>SCIENCE</u></p> <p>Woodland Animals (Bats, owls, squirrels, chipmunks, raccoons, foxes, bears, skunks, deer, snakes, and turkeys):</p> <p>How does an animal's characteristics help it to survive? How can we label and model an animal's features? (3.1.K.A.5)</p> <p>What evidence can we find that shows how and why animals within a species are alike and different? How can we show the similarities and differences between species? (3.1.K.B.1)</p> <p>What is the difference between a scientific fact and an opinion? (3.1.K.B6)</p> <p>How do animals adapt to seasonal temperature change? How can we observe and record the behavior of a local species as they prepare for winter? (3.1.K.C2)</p> <p>What are animal adaptations that help them survive? (3.1.K.C2)</p> <p>What is hibernation and migration? Why do animals need to hibernate or migrate? (3.1.K.C3)</p> <p>How do animals adapt to changes in temperature? (3.1.K.C3),</p>	<p><u>SCIENCE</u></p> <p>Adapt Features Trait Animal species Hibernation Migration Nocturnal Habitat Label Diagram/model</p>

	<p>Distinguish between scientific fact and opinion. (3.1.K.B6)</p> <p>Describe how species adapt to seasonal temperature change. (3.1.K.C2)</p> <p>Observe and record the behavior of local species in preparation for seasonal change. (3.1.K.C2)</p> <p>Identify animal adaptations that help them to survive. (e.g., webbed toes of a frog, wings on a bird, giraffe's long neck) (3.1.K.C2)</p> <p>Describe why animals need to hibernate or migrate. (3.1.K.C3)</p> <p>Describe how species adapt to temperature change. (3.1.K.C3)</p>		
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Month(s): December	Unit 4
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Diversity, Wants and Needs

<u>Big Idea</u>	<u>Standard</u>	<u>Essential Questions & Lesson Essential Question</u>	<u>Vocabulary</u>
<u>ELA</u> Foundational Skills Effective readers use appropriate strategies to construct meaning.	<u>ELA</u> Foundational Skills Blend and segment onsets and rimes of single-syllable spoken words. (1.1.K.C)	<u>ELA</u> Foundational Skills How do we blend and segment onsets and rimes of single-syllable words? (1.1.K.C)	<u>ELA</u> Onset Rime Syllable Blend

			Segment
<p>Reading Informational Text/Reading Literature Effective readers use appropriate strategies to construct meaning.</p> <p>An expanded vocabulary enhances one’s ability to express ideas and information.</p> <p>Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.</p> <p>Writing Audience and purpose influence the writer’s choice of organizational pattern, language and literacy techniques.</p> <p>Rules of grammar and convention of language support clarity of communications between writers/speakers and readers/listeners.</p> <p>Effective research requires multiple sources of information to gain or expand knowledge.</p> <p>Speaking and Listening Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.</p>	<p>Reading Information Know the details of a text can be used to support a topic or main idea. (1.2.K.A)</p> <p>Provide relevant details from a text which support the main idea. (1.2.K.A)</p> <p>Use specific details from the text to answer questions. (1.2.K.B)</p> <p>Answer “how” and/or “why” questions using specifics from the text. (1.2.K.B)</p> <p>Writing Understand stories can be told about a single event or several loosely linked events. (1.4.K.P)</p> <p>Understand that a single event is made up of a series of smaller events that are in a sequence. (e.g., before, next, end) (1.4.K.P)</p> <p>Respond with a logical sequence of events when asked “what” the story is about. (1.4.K.P)</p> <p>Write using a logical sequence of events. (1.4.K.P)</p> <p>Include a reaction to what happened. (1.4.K.P)</p>	<p>Reading Information How do details support a topic or main idea? (1.2.K.A)</p> <p>How can we use details to answer questions, such as “how” or “why” questions? (1.2.K.B)</p> <p>Writing How are ideas organized in a story? (single event or several smaller, loosely-linked events in sequence) (1.4.K.P)</p> <p>How can we retell and write using a logical sequence of events? (1.4.K.P)</p> <p>How can we share our reactions to events in a story? (1.4.K.P)</p> <p>Speaking and Listening How do we use “who,” “what,” “when,” and “where” questions? (1.5.K.B)</p> <p>How can we use proper language when we speak? (common verbs and nouns, complex sentences, past and future tense, plurals, pronouns, prepositions) (1.5.K.G)</p>	

<p>Effective speakers prepare and communicate messages to address the audience and purpose.</p>	<p>Speaking and Listening Generate “who”, “what”, “when” and “where” questions. (1.5.K.B)</p> <p>Speak using increasingly complex sentences. (1.5.K.G)</p> <p>Use common verbs and nouns. (1.5.K.G)</p> <p>Use past and future tense. (1.5.K.G)</p> <p>Use plurals including those which do not end in “s.” (1.5.K.G)</p> <p>Use pronouns. (1.5.K.G).</p> <p>Use a variety of prepositions. (1.5.K.G)</p>		
<p><u>SOCIAL STUDIES</u></p> <p>Big Ideas Diversity</p> <p>Families celebrate for different reasons.</p> <p>People have different roles within families, schools and communities.</p>	<p><u>SOCIAL STUDIES</u></p> <p>Diversity Identify and discuss own method of celebrating. (e.g., birthday, holidays) (8.4.K.A)</p> <p>Compare and contrast methods of celebrating with peers. (8.4.K.A)</p> <p>Use digital media to explore ways various cultures celebrate. (e.g., birthday, holidays) (8.4.K.A)</p>	<p><u>SOCIAL STUDIES</u></p> <p>Diversity What do your families celebrate? How are your celebrations the same or different than others? (8.4.K.A)</p> <p>How do people celebrate around the world? (8.4.K.C)</p> <p>Who lives in your home? Who is an authority figure in your home? (5.3.K.B, 6.4.K.A)</p>	<p><u>SOCIAL STUDIES</u></p> <p>Christmas Kwanzaa Las Posadas Hanukkah Customs Resource Holiday Wants Needs Choice Scarce Producer</p>

<p>Big Ideas Wants & Needs</p> <p>People have different wants and needs depending on location, age, and time of year.</p>	<p>Identify common cultural celebrations. (8.4.K.C)</p> <p>Discuss relevant cultural celebrations of peers and why it is a celebration. (8.4.K.C)</p> <p>Compare and contrast celebrations from around the world. (8.4.K.C)</p> <p>Name authority figures at home. (e.g., grandmother, father, mother) (5.3.K.B)</p> <p>Identify family members living at home. (6.4.K.A)</p> <p>Describe family members' roles (e.g., grandmother makes dinner, dad cuts grass) (6.4.K.A)</p> <p>Participate in discussions on family member roles. (e.g., current versus past) (6.4.K.A)</p> <p>Describe tasks performed in the home or school community and who performs each. (6.4.K.A)</p> <p>Wants & Needs Make connections between the needs and wants of buyers and the choices producers make in meeting them. (6.4.K.D)</p>	<p>What are the different roles in your family? How do the roles change over time? (6.4.K.A)</p> <p>What jobs do people in our homes, school, and community perform? (6.4.K.A)</p> <p>How can we track and share our personal timeline? (8.1.K.A)</p> <p>Wants and Needs What is the difference between a want and a need? (6.1.K.B)</p> <p>What are some of your wants and needs? (6.1.K.B)</p>	
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<p>Choices are made dependent on resources and/or preferences.</p> <p>Inventions and services are created by producers to meet needs.</p>	<p>Identify a want or need people have and describe a new invention or service that would help meet the need. (6.4.K.D)</p> <p>Identify where the goods and services would come from to fulfill the personal list of wants and needs. (6.4.K.D)</p> <p>Distinguish between wants and needs. (e.g., own or family) (6.1.K.B)</p> <p>Discuss personal wants and needs. (6.1.K.B)</p> <p>Identify how wants might differ, depending on individual circumstances. (e.g., age, location, time of year) (6.1.K.B)</p> <p>Make a choice to meet a need. (e.g., sharpen pencil, use restroom) (6.1.K.C)</p> <p>Describe times when choices were made. (e.g., own, classroom, family) (6.1.K.C)</p> <p>Identify choices people make to meet needs. (6.1.K.C)</p> <p>Explain why a choice may be necessary. (e.g., wanting two items at the same time but only having enough money to buy one) (6.1.K.D)</p>	<p>How do our wants change? (Based on location, age, and time of year) (6.1.K.B)</p> <p>How do we make choices to meet our needs? (6.1.K.C)</p> <p>When did you make a choice? (6.1.K.C)</p> <p>How do you know what choice to make? (6.1.K.D)</p> <p>How do your preferences influence your choices? (6.1.K.D)</p> <p>Why do we not always get what we want? (6.1.K.A)</p> <p>What is a resource? (time, money, supplies, classroom materials) What resources are scarce? (6.1.K.A)</p> <p>How do limited resources influence your choice? (6.1.K.A)</p> <p>How do producers meet the wants and needs of buyers? How can we describe the process of creating an invention or service that helps meet a need? (6.4.K.D)</p>	
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	<p>Identify how preferences influence choice. (e.g., types of food people like influence what they eat) (6.1.K.D)</p> <p>Understand that wants cannot be met all the time. (6.1.K.A)</p> <p>Identify resources that are scarce. (e.g., time, money, supplies, classroom materials) (6.1.K.A)</p> <p>Participate in discussions on how limited resources influence a personal choice. (e.g., not enough money to buy something) (6.1.K.A)</p> <p>Create a personal timeline. (e.g., birth to present) (8.1.K.A)</p>		
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Month(s): January	Unit 5
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Working Together, Matter, Natural Resources

<u>Big Idea</u>	<u>Standard</u>	<u>Essential Questions & Lesson Essential Question</u>	<u>Vocabulary</u>
<p><u>ELA</u></p> <p>Foundational Skills Effective readers use appropriate strategies to construct meaning.</p> <p>Reading Informational Text/Reading Literature</p>	<p><u>ELA</u></p> <p>Foundational Skills Identify and use high-frequency words to read emergent-reader text. (1.4.K.E)</p> <p>Decode and encode unknown words in a text.</p>	<p><u>ELA</u></p> <p>Foundational Skills How do we identify high-frequency words while reading? (1.4.K.E)</p> <p>How do we read unknown words within a text? (1.4.KE)</p>	<p><u>ELA</u></p> <p>Evidence Venn diagram T-chart</p>

<p>Effective readers use appropriate strategies to construct meaning.</p> <p>An expanded vocabulary enhances one's ability to express ideas and information.</p> <p>Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.</p> <p>Writing Audience and purpose influence the writer's choice of organizational pattern, language and literacy techniques.</p> <p>Rules of grammar and convention of language support clarity of communications between writers/speakers and readers/listeners.</p> <p>Effective research requires multiple sources of information to gain or expand knowledge.</p> <p>Speaking and Listening Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.</p> <p>Effective speakers prepare and communicate messages to address the audience and purpose.</p>	<p>(1.4.K.E)</p> <p>Choose text based on identified need and purpose. (1.4.K.E)</p> <p>Reading Information Know the details of a text can be used to support a topic or main idea. (1.2.K.A)</p> <p>Provide relevant details from a text which support the main idea (1.2.K.A)</p> <p>Use specific details from the text to answer questions. (1.2.K.B)</p> <p>Answer "how" and/or "why" questions using specifics from the text. (1.2.K.B)</p> <p>Identify the evidence an author uses. (1.1.K.E)</p> <p>Answer prompts using specific text details. (1.1.K.E)</p> <p>Recognize that texts have similar components that can be compared and contrasted. (e.g., main ideas, details) (1.2.K.I)</p> <p>Participate in strategies that provide opportunities to compare and contrast texts and/or components of texts. (e.g., Venn diagrams, T-charts) (1.2.K.I)</p>	<p>How do we choose an appropriate text? (1.4.K.E)</p> <p>Reading Information How do details support a topic or main idea? (1.2.K.A)</p> <p>How can we use details to answer questions, such as "how" or "why" questions? (1.2.K.B)</p> <p>How does an author use evidence? How can we use evidence to answer prompts? (1.1.K.E)</p> <p>How can we compare and contrast texts? What strategies can we use? (1.2.K.I)</p> <p>Writing How can we retell and write using a logical sequence of events? (1.4.K.P)</p> <p>How can we share our reactions to events in a story? (1.4.K.P)</p> <p>Why do we share work with others? How does our work convey meaning? How can we revisit our work to add details and strengthen our writing based on feedback? (1.4.K.T)</p> <p>Speaking and Listening How can we use proper language when we speak? (common verbs and nouns, complex sentences, past and future tense, plurals, pronouns, prepositions) (1.5.K.G)</p>	
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Writing

Respond with a logical sequence of events when asked “what” the story is about.

(1.4.K.P)

Write using a logical sequence of events.

(1.4.K.P)

Include a reaction to what happened.

(1.4.K.P)

Understand that drawings and dictation convey meaning to an audience.

(1.4.K.T)

Understand writing may have to be changed to make meaning more clear.

(1.4.K.T)

Share work with others.

(1.4.K.T)

Participate in discussions about their work.

(1.4.K.T)

When prompted make changes to work based on feedback.

(1.4.K.T)

Respond to questions and suggestions from peers.

(1.4.K.T)

Add details to strengthen writing as needed.

(1.4.K.T)

	<p>Speaking and Listening Speak using increasingly complex sentences. (1.5.K.G)</p> <p>Use common verbs and nouns. (1.5.K.G)</p> <p>Use past and future tense. (1.5.K.G)</p> <p>Use plurals including those which do not end in "s." (1.5.K.G)</p> <p>Use pronouns. (1.5.K.G).</p> <p>Use a variety of prepositions. (1.5.K.G)</p>		
<p><u>SOCIAL STUDIES</u></p> <p>Big Ideas Working Together</p> <p>Problems can be solved together by identifying their causes and suggesting solutions.</p> <p>National holidays help us recognize the impact of notable individuals.</p>	<p><u>SOCIAL STUDIES</u></p> <p>Working Together</p> <p>State a problem. (5.2.K.B)</p> <p>State the cause of a problem. (5.2.K.B)</p> <p>Suggest solutions for a problem. (5.2.K.B)</p> <p>Attempt to solve a problem (5.2.K.B)</p> <p>State a conflict (5.4.K.A/8.2.K.D)</p> <p>Identify the cause of a conflict.</p>	<p><u>SOCIAL STUDIES</u></p> <p>Working Together</p> <p>How can we state a problem and its cause? How do we suggest solutions and attempt to solve a problem? (5.2.K.B)</p> <p>How can we identify a conflict and its cause? How do we suggest solutions and attempt to solve a conflict? (5.4.K.A, 8.2.K.D, 8.4.K.D)</p> <p>How can we make decisions together? (5.4.K.B)</p> <p>Who was Martin Luther King? (8.3.K.A)</p>	<p><u>SOCIAL STUDIES</u></p>

	<p>(5.4.K.A)</p> <p>State the cause of a conflict. (8.4.K.D)</p> <p>Suggest solutions for a conflict. (5.4.K.A/8.2.K.D)</p> <p>Attempt to solve a conflict. (5.4.K.A/8.2.K.D)</p> <p>Participate in group decision-making and consensus building. (5.4.K.B)</p> <p>Work cooperatively with peers to achieve an outcome. (5.4.K.B)</p> <p>Discuss Martin Luther King on Martin Luther King Day (8.3.K.A)</p>		
<p><u>SCIENCE</u></p> <p>Big Idea Matter</p> <p>Matter can be classified by its properties into solids, liquids, or gases.</p> <p>An investigation helps us explore questions, collect data, and make conclusions that are supported by observations and evidence.</p> <p>Big Idea Natural Resources</p>	<p><u>SCIENCE</u></p> <p>Matter</p> <p>Observe, describe, and classify (e.g., compare and contrast) matter by properties and uses. (e.g., size, color, shape, weight, solid, liquid, gas, other attributes) (3.2.K.A1)</p> <p>Use simple equipment (e.g., ruler, balance, thermometer) to observe, describe, and classify matter. (3.2.K.A1)</p> <p>Prove that matter can change (e.g., chocolate melts) and support with evidence.</p>	<p><u>SCIENCE</u></p> <p>Matter</p> <p>How can we observe, describe, and classify matter by properties and uses? What equipment can we use? (3.2.K.A1)</p> <p>How does matter change? What evidence can we use to support this? (3.2.K.A3)</p> <p>What happens when ingredients are combined? How can we use prior knowledge to make predictions? (3.2.K.A3)</p> <p>What questions can we ask during an investigation? (3.2.K.A3)</p>	<p><u>SCIENCE</u></p> <p>Matter Classify Ruler Balance Solid Liquid Gas Rock Pebbles Soil Wood Clay Sand Natural Resource Stream</p>

<p>Natural Resources are found in different forms and are used in various ways to benefit people.</p>	<p>(3.2.K.A3)</p> <p>Describe what happens when ingredients are combined. (e.g., ocean in a bottle)</p> <ul style="list-style-type: none"> • Make predictions based on prior knowledge and experience (3.2.K.A3) <p>Ask questions during an investigation. (3.2.K.A3)</p> <p>Identify solid, liquid, and gas when presented with real objects or pictures. (3.2.K.A5)</p> <p>Recognize that matter takes on different shapes depending upon its type. (e.g., solids have a shape, liquids take the shape of their container, gas lacks shape) (3.2.K.A5)</p> <p>Distinguish between scientific fact and opinion. (3.2.K.A6)</p> <p>Ask questions about objects, organisms, and events. (3.2.K.A6)</p> <p>Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. (3.2.K.A6)</p> <p>Plan and conduct a simple investigation and understand that different questions require different kinds of investigations.</p>	<p>How can we identify a solid, liquid, or gas? (3.2.K.A5)</p> <p>What different shapes can matter take? (3.2.K.A5)</p> <p>How are facts and opinions different? (3.2.K.A6)</p> <p>What questions do we have about objects, organisms, and events? How can we compare our answers with what we already know? (3.2.K.A6)</p> <p>How do we plan an investigation using appropriate questions? How can we use simple equipment to gather information? (3.2.K.A6)</p> <p>How do we use data and evidence to support our scientific knowledge? Why is this important? (3.2.K.A6)</p> <p>Natural Resources</p> <p>What are different types of earth materials (rock, soil, clay, sand) (3.3.K.A1)</p> <p>What are sources of water and how is it used? (3.3.K.A4, 4.5.K.A)</p> <p>What are different forms that water takes? (3.3.K.A4)</p> <p>What is wood and how is it used? (4.5.K.A)</p> <p>What are forms of energy and how do we use them? (oil, coal, solar, wind energy) (4.5.K.A)</p>	<p>Pond Lake Glacier Icicle Snowflake Shelter Energy Oil Coal Solar Wind Cotton Wool Leather Evidence</p>
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	<p>(3.2.K.A6)</p> <p>Use simple equipment (e.g., tools, other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. (3.2.K.A6)</p> <p>Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. (3.2.K.A6)</p> <p>Communicate procedures and explanations giving priority to evidence and understanding that scientists share findings. (3.2.K.A6)</p> <p>Identify, describe and compare types of earth materials. (e.g., rock, soil, clay, sand) (3.3.K.A1)</p> <p>Natural Resources Identify, describe and compare types of earth materials. (e.g., rock, soil, clay, sand) (3.3.K.A1)</p> <p>Identify sources of water (e.g., stream, pond, lake, ocean) and its use. (3.3.K.A4)</p> <p>Recognize that water is a commonly used natural resource. (e.g., drinking, cooking, bathing). (3.3.K.A4)</p>	<p>What resources are used to make clothing? (4.5.K.A)</p> <p>How are different Earth materials used? (rocks, sand, pebbles, wood) (4.5.K.A)</p>	
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	<p>Identify that water comes in different forms. (e.g., ice cube, icicle, snowflake, glacier). (3.3.K.A4)</p> <p>Identify and discuss the purposes of water. (e.g., drinking, bathing) (4.5.K.A)</p> <p>Identify and discuss the purposes of wood. (e.g., heat, shelter, pencil, paper) (4.5.K.A)</p> <p>Identify and discuss the purposes of energy. (e.g., oil, coal, solar, wind energy) (4.5.K.A)</p> <p>Identify resources used for clothing. (e.g., cotton, wool, leather) (4.5.K.A)</p> <p>Describe uses of Earth materials. (e.g., rock, sand, pebbles, wood) (4.5.K.A)</p>		
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Month(s): February	Unit 6
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National Holidays, Economics, Energy and Motion

<u>Big Idea</u>	<u>Standard</u>	<u>Essential Questions & Lesson Essential Question</u>	<u>Vocabulary</u>
<u>ELA</u> Foundational Skills Effective readers use appropriate strategies to construct meaning.	<u>ELA</u> Reading Information Know the details of a text can be used to support a topic or main idea. (1.2.K.A)	<u>ELA</u> Reading Information How do details support a topic or main idea? (1.2.K.A)	<u>ELA</u> Informative/Explanatory

<p>Reading Informational Text/Reading Literature Effective readers use appropriate strategies to construct meaning.</p> <p>An expanded vocabulary enhances one’s ability to express ideas and information.</p> <p>Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.</p> <p>Writing Audience and purpose influence the writer’s choice of organizational pattern, language and literacy techniques.</p> <p>Rules of grammar and convention of language support clarity of communications between writers/speakers and readers/listeners.</p> <p>Effective research requires multiple sources of information to gain or expand knowledge.</p> <p>Speaking and Listening Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.</p>	<p>Provide relevant details from a text which support the main idea (1.2.K.A)</p> <p>Use specific details from the text to answer questions. (1.2.K.B)</p> <p>Answer “how” and/or “why” questions using specifics from the text. (1.2.K.B)</p> <p>Writing Create a picture about a nonfiction topic and talk about it. (1.4.K.A)</p> <p>Use illustration/dictation to convey meaning about a particular topic. (1.4.K.A)</p> <p>Use phonetic spelling when writing. (1.4.K.A)</p> <p>Understand that words are connected to print. (1.4.K.D)</p> <p>Work with adult to create words or sentences that relate to drawings. (1.4.K.D)</p> <p>Add details to illustrations. (1.4.K.E)</p> <p>Use descriptive words in dictation and writing. (1.4.K.E)</p>	<p>How can we use details to answer questions, such as “how” or “why” questions? (1.2.K.B)</p> <p>Writing (Informative/Explanatory) How do we create a detailed picture about a nonfiction topic and talk about it? How can we use a picture to convey meaning about a topic? (1.4.K.A, 1.4.K.E)</p> <p>How can we use phonetic spelling in our writing? (1.4.K.A)</p> <p>How are our words connected to print? (1.4.K.D)</p> <p>How can adults help us create informative sentences that match our drawings? (1.4.K.D)</p> <p>How can we choose descriptive words to tell about a topic? (1.4.K.E)</p> <p>What are good writing strategies? (Capitalization, punctuation, phonetic spelling) (1.4.K.F)</p> <p>Speaking and Listening How can we use proper language when we speak? (common verbs and nouns, complex sentences, past and future tense, plurals, pronouns, prepositions) (1.5.K.G)</p>	
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<p>Effective speakers prepare and communicate messages to address the audience and purpose.</p>	<p>Capitalize the first word in a sentence and pronoun I. (1.4.K.F)</p> <p>Recognize and use ending punctuation. (1.4.K.F)</p> <p>Spell simple words phonetically. (1.4.K.F)</p> <p>Speaking and Listening Speak using increasingly complex sentences. (1.5.K.G)</p> <p>Use common verbs and nouns. (1.5.K.G)</p> <p>Use past and future tense. (1.5.K.G)</p> <p>Use plurals including those which do not end in "s." (1.5.K.G)</p> <p>Use pronouns. (1.5.K.G).</p> <p>Use a variety of prepositions. (1.5.K.G)</p>		
<p><u>SOCIAL STUDIES</u></p> <p>Big Idea National Holidays</p>	<p><u>SOCIAL STUDIES</u></p> <p>National Holidays Identify images, pictures, songs, poems, or items that are symbols of America. (e.g., George Washington,</p>	<p><u>SOCIAL STUDIES</u></p> <p>National Holidays What are images, pictures, songs, or poems that are symbols of America? (5.1.K.F)</p>	<p><u>SOCIAL STUDIES</u></p> <p>President George Washington Abraham Lincoln Advertisement Purchase</p>

<p>National holidays help us recognize the impact of important events in history.</p> <p>There are symbols that represent the United States of America.</p> <p>Big Idea Economics</p> <p>Consumers use money in exchange for goods and services to meet their wants and needs.</p> <p>Advertisements influence our choices as consumers.</p>	<p>Abraham Lincoln, the Flag, Liberty Bell, Thanksgiving) (5.1.K.F)</p> <p>Identify people associated with federal holidays celebrated in the classroom and the school community. (8.3.K.A)</p> <p>Identify presidents on President's Day. (8.3.K.A)</p> <p>Economics Identify and define goods. (e.g., classroom or at home) (6.2.K.A)</p> <p>Identify and define consumers. (e.g., person who purchases goods and services for personal use) (6.2.K.A)</p> <p>Describe self as a consumer. (6.2.K.A)</p> <p>Identify what goods they consume (6.2.K.A)</p> <p>Define an advertisement. (6.2.K.C)</p> <p>State that advertisements encourage us to purchase goods or services. (6.2.K.C)</p> <p>Distinguish advertisements from programming/stories. (e.g., magazines, TV, in the environment) (6.2.K.C)</p>	<p>Which people are associated with the national holidays we celebrate? (8.3.K.A)</p> <p>Who are some of our nation's past presidents? (8.3.K.A)</p> <p>Economics What is a "good?" What is a "consumer?" (6.2.K.A)</p> <p>Where do goods and services come from to meet wants and needs? (6.4.K.D)</p> <p>How can we be consumers and what goods can we consume? (6.2.K.A)</p> <p>What is an advertisement? How do they influence us to make purchases? (6.2.K.C)</p> <p>How can we tell the difference between an advertisement and a story? (6.2.K.C)</p> <p>What are the forms of money and how is it used to exchange for goods and services? (6.2.K.D)</p>	<p>Consumer Influence Money Penny Nickel Dime Quarter Dollar Bill Exchange Goods Services</p>
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	<p>Give examples of advertising that is designed to influence the purchase of goods or services. (6.2.K.C)</p> <p>Identify some coins and paper currency as forms of money. (6.2.K.D)</p> <p>Discuss how money is exchanged to pay for goods. (6.2.K.D)</p> <p>Use pretend money or tokens to purchase items. (6.2.K.D)</p>		
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<p><u>SCIENCE</u></p> <p>Big Idea Energy and Motion</p> <p>Forces are used to produce motions in daily activities.</p>	<p><u>SCIENCE</u></p> <p>Energy and Motion Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. (3.2.K.B7)</p>	<p><u>SCIENCE</u></p> <p>Energy and Motion How can we participate in an investigation to understand or test predictions about energy and motion? (3.2.K.B7)</p>	<p><u>SCIENCE</u></p>
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Month(s): March	Unit 7
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Our Community, Water Cycle

<u>Big Idea</u>	<u>Standard</u>	<u>Essential Questions & Lesson Essential Question</u>	<u>Vocabulary</u>
<p><u>ELA</u></p> <p>Foundational Skills Effective readers use appropriate strategies to construct meaning.</p>	<p><u>ELA</u></p> <p>Writing (Opinion/Argumentative) Form an opinion by choosing between two given topics. (1.4.K.H)</p>	<p><u>ELA</u></p> <p>Writing (Opinion/Argumentative) What are good writing strategies? (Capitalization, punctuation, phonetic spelling) (1.4.K.I)</p>	<p><u>ELA</u></p> <p>Opinion/Argumentative</p>

<p>Reading Informational Text/Reading Literature Effective readers use appropriate strategies to construct meaning.</p> <p>An expanded vocabulary enhances one’s ability to express ideas and information.</p> <p>Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.</p> <p>Writing Audience and purpose influence the writer’s choice of organizational pattern, language and literacy techniques.</p> <p>Rules of grammar and convention of language support clarity of communications between writers/speakers and readers/listeners.</p> <p>Effective research requires multiple sources of information to gain or expand knowledge.</p>	<p>Support the opinion with reasons. (1.4.K.I)</p> <p>Make logical connections between drawing and writing. (1.4.K.J)</p> <p>Reading Information Know the details of a text can be used to support a topic or main idea. (1.2.K.A)</p> <p>Provide relevant details from a text which support the main idea. (1.2.K.A)</p> <p>Use specific details from the text to answer questions. (1.2.K.B)</p> <p>Answer “how” and/or “why” questions using specifics from the text. (1.2.K.B)</p>	<p>How are our words connected to print? (1.4.K.J)</p> <p>How can adults help us create opinion/argumentative sentences that match our drawings? (1.4.K.J)</p> <p>How can we discuss the difference between a fact and an opinion? (1.4.K.G)</p> <p>How do we state and support our opinions with reasons in a discussion? (1.4.K.G, 1.4.K.I)</p> <p>How do we choose between two topics and write about our opinion using illustration/ dictation, and phonetic spelling? (1.4.K.G, 1.4.K.H)</p>	
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<p><u>Social Studies</u></p> <p>Big Idea Our Community</p> <p>Industries provide goods and services that are unique to our local and state geographical regions.</p> <p>Maps orient us to our location in the community.</p> <p>Pennsylvania can be recognized by its authority figures, major cities, major attractions, and landforms.</p>	<p><u>Social Studies</u></p> <p>Our Community</p> <p>Identify images, pictures, songs, poems, or items that are symbols of America. (e.g., George Washington, Abraham Lincoln, the Flag, Liberty Bell, Thanksgiving) (5.1.K.F)</p> <p>Identify products produced in the community. (6.3.K.D)</p> <p>Identify products produced in Pennsylvania. (6.3.K.D)</p> <p>Identify local businesses within the community. (6.5.K.C)</p> <p>Discuss the types of goods and services provided by the local businesses. (6.5.K.C)</p> <p>Identify a favorite local business and explain why it is a favorite. (6.5.K.C)</p> <p>Identify a map. (7.1.K.A)</p> <p>Identify map as a tool. (e.g., gets us from one place to another) (7.1.K.A)</p> <p>Use simple map to get from one location to another. (7.1.K.A)</p>	<p><u>Social Studies</u></p> <p>Our Community</p> <p>What are images, pictures, songs, or poems that are symbols of America? (Liberty Bell) (5.1.K.F)</p> <p>What are some products that are produced in our community and in Pennsylvania? (6.3.K.D)</p> <p>What are some local businesses within the community? What goods and services do they provide? Which business is your favorite and why? (6.5.K.C)</p> <p>What is a map and how do we use a map to get from one location to another? (7.1.K.A)</p> <p>How can we use maps to represent familiar places? (7.1.K.A)</p> <p>What is your address? How is an address an example of a relative location? (7.1.K.B)</p> <p>What words can we use to describe location? (7.1.K.B)</p> <p>How are community buildings and homes alike and different, based on their physical characteristics? (7.2.K.A)</p> <p>How can we use different types of media to represent places in our community? (7.2.K.A)</p> <p>What is a fact/opinion and how does it relate to real-life events? (8.1.K.B)</p>	<p><u>Social Studies</u></p> <p>Liberty Bell Pennsylvania (Pittsburgh, Philadelphia, Harrisburg, Erie) United States Products Business Map Address Location Major Attractions City Governor</p>
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	<p>Make maps to represent familiar places. (e.g., classroom, school playground, home) (7.1.K.A)</p> <p>State their address. (7.1.K.B)</p> <p>Know that an address is an example of relative location. (7.1.K.B)</p> <p>Describe items in the classroom using appropriate vocabulary. (e.g., the sink is next to the door) (7.1.K.B)</p> <p>Demonstrate understanding of relative location by using appropriate vocabulary (e.g., over, under, near, far, left, right) to orally describe locations of items in the classroom. (7.1.K.B)</p> <p>Locate places around the school and describe their relative location. (7.1.K.B)</p> <p>Identify physical characteristics of places that shape the community. (e.g., church, post office, hospital, police station, fire station, restaurant, school) (7.2.K.A)</p> <p>Identify different types of homes found in the community. (7.2.K.A)</p> <p>Identify physical characteristics of the town. (e.g., photographs)</p>	<p>Who are important authority figures in Pennsylvania? (Governor) (8.2.K.A)</p> <p>What are some major cities in Pennsylvania? (Pittsburgh, Philadelphia, Harrisburg, Erie) (8.2.K.B)</p> <p>What are some major attractions and landforms in Pennsylvania? (Hershey, major cities, Gettysburg, Utz/Snyder's, PA Grand Canyon, Susquehanna River, Indian Echo Caverns) (8.2.K.B)</p> <p>What Pennsylvania artifacts can we collect to share with the class? (8.2.K.B)</p>	
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	<p>(7.2.K.A)</p> <p>Compare and contrast home with other homes found in the United States. (7.2.K.A)</p> <p>Create representations of places using drawing, clay, cardboard. (7.2.K.A)</p> <p>Identify facts and opinions related to given examples or real-life events. (e.g., classroom or school) (8.1.K.B)</p> <p>Give examples of a fact and opinion. (8.1.K.B)</p> <p>Identify authority figures in the state. (8.2.K.A)</p> <p>Identify major cities in Pennsylvania. (8.2.K.B)</p> <p>Identify major attractions in Pennsylvania. (8.2.K.B)</p> <p>Identify landforms in Pennsylvania. (8.2.K.B)</p> <p>Identify and collect artifacts, documents, photographs or items from events to create a memory box/book. (8.2.K.B)</p>		
<p><u>Science</u></p> <p>Big Idea Water Cycle</p>	<p><u>Science</u></p> <p>Water Cycle Identify sun as the source responsible for the water cycle. (4.2.K.A)</p>	<p><u>Science</u></p> <p>Water Cycle How is the sun responsible for the water cycle? (4.2.K.A)</p>	<p><u>Science</u></p> <p>Landforms Sun Water cycle</p>

<p>The water cycle is influenced by the sun and has sequential stages.</p>	<p>Sequence pictures depicting the stages of the water cycle. (4.2.K.A)</p> <p>Describe stages of the water cycle. (e.g., evaporation, condensation, precipitation) (4.2.K.A)</p>	<p>How can we sequence and describe the stages of the water cycle? (4.2.K.A)</p>	<p>Evaporation Condensation Precipitation</p>
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<p>Month(s): April</p>	<p>Unit 8</p>
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Research, Caring for our Earth, Life Cycles of Plants and Animals

<u>Big Idea</u>	<u>Standard</u>	<u>Essential Questions & Lesson Essential Question</u>	<u>Vocabulary</u>
<p><u>ELA</u></p> <p>Foundational Skills Effective readers use appropriate strategies to construct meaning.</p> <p>Reading Informational Text/Reading Literature Effective readers use appropriate strategies to construct meaning.</p> <p>An expanded vocabulary enhances one’s ability to express ideas and information.</p> <p>Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.</p> <p>Writing</p>	<p><u>ELA</u></p> <p>Writing Brainstorm main ideas on a chosen topic. (e.g., topic -bats, ideas - helpful, mammal, scary) (1.4.K.C)</p> <p>Choose a main idea to focus writing on topic. (1.4.K.C)</p> <p>Generate relevant details that support the chosen topic. (1.4.K.C)</p> <p>Use a variety of digital tools to produce and publish writing. (1.4.K.U)</p> <p>Ask adults or peers for explanations or information using why, how, where,</p>	<p><u>ELA</u></p> <p>Writing (Informative) How can we brainstorm main ideas on a chosen topic? How can we choose a main idea as a writing focus and generate relevant, supporting details? (1.4.K.C)</p> <p>What digital tools can we use to publish our writing? (1.4.K.U)</p> <p>How do we ask questions to gain more information about a topic? (1.4.K.V)</p> <p>What resources can we use to gather new information? (adults and peers, books, digital media, maps, recipes, experts) What are “credible sources?” (1.4.K.V, 1.4.K.W)</p> <p>How do we use our prior experiences to relate to our topic? (1.4.K.W)</p>	<p><u>ELA</u></p> <p>Credible Valid Research</p>

<p>Audience and purpose influence the writer's choice of organizational pattern, language and literacy techniques.</p> <p>Rules of grammar and convention of language support clarity of communications between writers/speakers and readers/listeners.</p> <p>Effective research requires multiple sources of information to gain or expand knowledge.</p>	<p>and when. (e.g., "Why do leaves turn color?" "Why does Jamal like pizza?") (1.4.K.V)</p> <p>Use a variety of resources with teacher support (e.g., adults and peers, books, digital media, maps, recipes, experts) to find new information. (1.4.K.V)</p> <p>Respond to prompts which require reference to prior experiences. (1.4.K.W)</p> <p>Relate prior experiences in learning to a current topic. (1.4.K.W)</p> <p>Recall information from experiences. (1.4.K.W)</p> <p>Use a variety of resources with teacher support (e.g., adults and peers, books, digital media, maps, recipes, experts) to find new informatin. (1.4.K.W)</p> <p>Reading Information Know the details of a text can be used to support a topic or main idea. (1.2.K.A)</p> <p>Provide relevant details from a text which support the main idea (1.2.K.A)</p> <p>Use specific details from the text to answer questions. (1.2.K.B)</p>	<p>What is the main idea and how are details used to support it? How can we use details to answer how and why questions? (1.2.K.A, 1.2.K.B)</p>	
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	Answer “how” and/or “why” questions using specifics from the text. (1.2.K.B)		
<u>Social Studies</u> Big Idea Research Research is conducted using books, computers, and other sources.	<u>Social Studies</u> Use books, computers, and other sources to get information about a topic. ELA(8.1.K.C)	<u>Social Studies</u> Research How do we use books, computers, and other sources to get information about a topic? (8.1.K.C)	<u>Social Studies</u>
<u>Science</u> Big Idea Caring For Our Earth There are different land and water forms that affect where we live, work, and play. An investigation helps us explore questions, collect data, and make conclusions that are supported by observations and evidence. Renewable natural resources can be conserved by reducing, reusing, and recycling. Big Idea Life Cycles of Plants and Animals Plants and animals have specific life cycles that can be observed.	<u>Science</u> Caring for our Earth Identify land forms. (e.g., mountain, plain) (7.2.K.B) Identify water forms. (e.g., river, stream, ocean) (7.2.K.B) Sort pictures of land and water forms. (7.2.K.B) Make a collage of land and water forms. (7.2.K.B) Describe how they interact with the physical characteristics of the town or neighborhood. (e.g., park—recreation; stream—fishing; mountains/forests—hiking, trails—biking, walking) (7.4.K.A)	<u>Science</u> Caring for our Earth What are examples of land and water forms? (mountain, plain, river, stream, ocean) (7.2.K.B) How can we use pictures and collage to classify land and water forms? (7.2.K.B) How do we interact with land and water forms in our community? How do land and water forms affect where we live, work, and play? (7.4.K.A) How can we describe features of the Earth? (3.3.K.A1) How can we identify, describe, and compare similarities and differences of land types? (3.3.K.A1) How do we ask questions about organisms, objects, and events? How do we conduct investigations to explore these? (erosion, etc.) What simple	<u>Science</u> Mountain Plain Collage Hills Parks Recreation Earth Pollution Litter Exhaust Pesticides Waste Factory Reduce Reuse Recycle Conserve Compost Carpool Renewable Resources Life cycle Diagram

<p>Living things need specific conditions in which to grow and thrive.</p>	<p>Identify various areas in the community as places where people live, work, and play because of the physical features. (7.4.K.A)</p> <p>Use vocabulary to describe features of Earth. (e.g., flat land, hills, mountains) (3.3.K.A1)</p> <p>Identify, describe, and compare similarities and differences of land types. (3.3.K.A1)</p> <p>Ask questions about objects, organisms, and events. (3.3.K.A7)</p> <p>Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. (3.3.K.A7)</p> <p>Identify renewable resources. (e.g., air, water, plants, solar energy) (4.3.K.A)</p> <p>Identify natural resources. (e.g., air, water, soil, plants, animals, rocks, minerals) (4.3.K.B)</p> <p>Identify ways to conserve natural resources. (e.g., turn lights off, turn faucet off after use) (4.3.K.B)</p> <p>Understand all scientific investigations involve asking and answering</p>	<p>equipment might we use to gather information? (3.3.K.A7, 4.5.K.F)</p> <p>What are renewable resources? (air, water, plants, solar energy) (4.3.K.A)</p> <p>What are natural resources and how can we conserve them? (air, water, soil, plants, animals, rocks, minerals) (4.3.K.B)</p> <p>What is pollution and what are some types (water, air, land) and sources of pollution? (humans - litter, trash; vehicle/factory exhaust, farm - pesticides) (4.5.K.C)</p> <p>What is waste and how can we reduce/reuse/recycle it? (4.5.K.D)</p> <p>Life Cycles of Plants and Animals</p> <p>How do we observe, describe, and document the growth of living things and organisms? (3.1.K.A3)</p> <p>How can we observe the life cycle of an animal? (frog, butterfly, egg to chicken) (3.1.K.A3, 4.4.K.C)</p> <p>How do we create a diagram to demonstrate the life cycle of a living organism? (3.1.K.A3, 4.4.K.C)</p> <p>How do we observe and answer questions about the life cycle of animals and plants? (3.1.K.A3, 4.4.K.C)</p> <p>How is the sun essential for the survival of living things? (largest source of energy) (3.2.K.B6)</p>	
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	<p>questions and comparing the answer with what is already known. (4.3.K.C)</p> <p>Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. (4.5.K.F)</p> <p>Define and discuss pollution. (4.5.K.C)</p> <p>Identify types of pollution. (e.g., water, air, land) (4.5.K.C)</p> <p>Discuss sources of pollution. (e.g., human—litter, trash; vehicle/power plant/factory exhaust; farm; pesticides) (4.5.K.C) (4.5.K.F)</p> <p>Define and discuss the term waste. (e.g., plastic, paper, aluminum can, food, glass, cardboard, water, electricity) (4.5.K.D)</p> <p>Identify ways to reduce, reuse, and recycle waste. (e.g., use of cloth bag, hand-me-downs, compost, carpool) (4.5.K.D)</p> <p>Life Cycles of Plants and Animals Observe, describe, and document the growth of living things. (e.g., drawing, writing, and/or photos) (3.1.K.A3)</p>	<p>What do living things need to grow and thrive? What happens when these needs are not met, and why? (3.2.K.B6, 4.1.K.D)</p>	
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Observe, describe, and document the life cycle of a living organism.
(3.1.K.A3)

Create and label a diagram to demonstrate the life cycle of a living organism.
(3.1.K.A3)

Observe the life cycle of an animal.
(e.g., frog, butterfly)
(3.1.K.A3)

Observe the life cycle of a plant. (e.g., vegetable, flower)
(3.1.K.A3)

Answer questions to compare life cycles.
(3.1.K.A3)

Observe, describe, and document the growth of living things. (e.g., drawing, writing, and/or photos)
(4.4.K.C)

Observe, describe, and document a life cycle of a living organism.
(4.4.K.C)

Create and label a diagram to demonstrate the life cycle of a living organism.
(4.4.K.C)

Observe the life cycle of an animal.
(e.g., egg to chicken or duck)
(4.4.K.C)

	<p>Observe the life cycle of a plant. (e.g., vegetable, fruit) (4.4.K.C)</p> <p>Identify plants need sunlight to grow. (3.2.K.B6)</p> <p>Understand the sun is the largest source of energy. (3.2.K.B6)</p> <p>Recognize the sun is essential for survival. (3.2.K.B6)</p> <p>Identify what living things need to grow and thrive. (e.g., water, sunlight, air, food, shelter) (4.1.K.D)</p> <p>Predict outcome when needs are not met. (e.g., take away water) (4.1.K.D)</p> <p>Describe outcome when needs are not met. (e.g., plant dies) (4.1.K.D)</p> <p>Identify “why” an outcome occurred. (e.g., no water available) (4.1.K.D)</p>		
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Month(s): May - June	Unit 9
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Ecosystems, Agriculture

<u>Big Idea</u>	<u>Standard</u>	<u>Essential Questions & Lesson Essential Question</u>	<u>Vocabulary</u>
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<p><u>ELA</u></p> <p>Foundational Skills Effective readers use appropriate strategies to construct meaning.</p> <p>Reading Informational Text/Reading Literature Effective readers use appropriate strategies to construct meaning.</p> <p>An expanded vocabulary enhances one’s ability to express ideas and information.</p> <p>Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.</p> <p>Writing Audience and purpose influence of the writer’s choice of organizational pattern, language and literacy techniques.</p> <p>Rules of grammar and convention of language support clarity of communications between writers/speakers and readers/listeners.</p>	<p><u>ELA</u></p> <p>Reading Literature Ask “What does this word mean?” (1.3.K.F)</p> <p>Connect prior knowledge to unknown words. (1.3.K.F)</p> <p>Recognize words or phrases that are unfamiliar to them. (1.3.K.I/1.3.K.J)</p> <p>Connect prior knowledge to unfamiliar words. (1.3.K.I/1.3.K.J)</p> <p>Use strategies to look up unfamiliar words. (1.3.K.I/1.3.K.J)</p> <p>Talk about connections between familiar and unfamiliar words or phrases that mean similar things. (e.g., grass, lawn) (1.3.K.I, 1.3.K.J)</p> <p>Engage with a variety of text. (e.g., fables, folklore, fairy tales, nursery rhymes, tall tales, dramas, poetry, picture books, storybooks, nonfiction text, recipes, web pages, menus, phone books, maps) (1.3.K.E)</p> <p>Understand that different types of text are used for different purposes. (1.3.K.E)</p> <p>Understand that a storybook has characters, setting, and actions</p>	<p><u>ELA</u></p>	<p><u>ELA</u></p>
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associated with words and, most often, illustrations.
(1.3.K.E)

Understand that a poem consists of words arranged in patterns of sound. (e.g., rhyming words, alliteration)
(1.3.K.E)

Reading Information

Find similarities and differences between two individuals, events, ideas, or pieces of information in a text.
(1.2.K.C)

Answer cause-and-effect questions about events, ideas, and information in a text.
(1.2.K.C)

Relate that text is organized in a predictable format.
(1.2.K.E)

Identify the beginning, details, and end of a text.
(1.2.K.E)

Recognize that a word is unknown.
(1.2.K.F)

Ask "What does this word mean?"
(1.2.K.F)

Connect prior knowledge to unknown words.
(1.2.K.F)

Participate in discussions about unknown words.
(1.2.K.F)

	<p>Retell a simple sequence in a text using picture support. (1.2.K.G)</p> <p>Describe pictures in a text in detail to answer specific questions in a text. (1.2.K.G)</p> <p>Know the details of a text can be used to support a topic or main idea. (1.2.K.A)</p> <p>Provide relevant details from a text which support the main idea (1.2.K.A)</p> <p>Use specific details from the text to answer questions. (1.2.K.B)</p> <p>Answer “how” and/or “why” questions using specifics from the text. (1.2.K.B)</p>		
<p><u>SCIENCE</u></p> <p>Big Idea Ecosystems</p> <p>An ecosystem is a community of living and nonliving things.</p> <p>An investigation helps us explore questions, collect data, and make conclusions that are supported by observations and evidence.</p> <p>Big Idea Agriculture</p>	<p><u>SCIENCE</u></p> <p>Ecosystems</p> <p>Identify animal adaptations that help them to survive. (e.g., webbed toes of a frog, wings on a bird, giraffe’s long neck) (3.1.K.C2)</p> <p>Describe how features of animals help them to survive. (e.g., wings/fly, talons/grab, quills/protect, eyes/sight) (3.1.K.A5)</p> <p>Create a diagram and label specific</p>	<p><u>SCIENCE</u></p> <p>Ecosystems</p> <p>How do animals adapt to survive? (webbed toes of frog, wings on bird) How do these adaptations and features help them survive? How can we create a diagram about these specific features and model their functions? (3.1.K.C2, 3.1.K.A5)</p> <p>What is a terrestrial habitat? What is an aquatic habitat? (Forest, pond, river) (4.2.K.B)</p>	<p><u>SCIENCE</u></p> <p>Adaptations Terrestrial Aquatic Farm Animals (see above) Common PA agricultural plants (see above) Ecosystem Wetland Features Farm Tools (see above) Farm Machinery (see above) Pests (see above)</p>

<p>Pennsylvania has common agricultural products and animals.</p> <p>Tools and machinery are used in agricultural systems to make work easier.</p>	<p>features an animal needs to survive. (3.1.K.A5)</p> <p>Model how an animal's feature functions. (e.g., howler monkey's use of loud voice to communicate) (3.1.K.A5)</p> <p>Identify a terrestrial habitat. (e.g., forest) (4.2.K.B)</p> <p>Identify an aquatic habitat. (e.g., pond, river) (4.2.K.B)</p> <p>Understand an ecosystem as a community of living things and everything surrounding. (4.2.K.B)</p> <p>Understand a wetland as an ecosystem in which living things depend on large amounts of water for survival. (e.g., frog, newt) (4.2.K.B)</p> <p>Participate in classroom activities about wetlands. (4.2.K.B)</p> <p>Identify living components in an aquatic habitat. (e.g., algae, fish, crayfish, dragonfly nymphs) (4.2.K.C)</p> <p>Identify nonliving components in an aquatic habitat. (e.g., rock, soil, trash, water) (4.2.K.C)</p>	<p>How can we understand that an ecosystem is a community of living things and everything surrounding? (4.2.K.B)</p> <p>How can we understand and discuss that a wetland is an ecosystem in which living things depend on large amounts of water for survival? (4.2.K.B)</p> <p>What are some living components of an aquatic habitat? (algae, fish, crayfish, dragonfly nymphs)? What are nonliving components (rock, soil, trash, water)? (4.2.K.C)</p> <p>How can we compare and contrast living and nonliving components of an aquatic habitat? (4.2.K.C)</p> <p>How can we conduct an investigation, asking questions about objects, organisms, and events? (4.2.K.D)</p> <p>Agriculture</p> <p>What are some common plants found in PA agricultural systems? (marigolds, corn, apple, mushroom, carrot, pepper, tomato, wheat, fruit) (4.4.K.A/4.4.K.B)</p> <p>What are some common animals found in PA agricultural systems? (chicken, cow, pig, goat, sheep) (4.4.K.A/4.4.K.B)</p> <p>What tools are used in agriculture and what are their purposes? (spade, pitchfork, hoe, rake, wheelbarrow, ax, watering tools, shears) (4.4.K.D)</p> <p>What types of machinery are used in agriculture, and for what</p>	<p>Herbicide</p>
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	<p>Compare and contrast living and nonliving components of an aquatic habitat. (4.2.K.C)</p> <p>Ask questions about objects, organisms, and events. (4.2.K.D)</p> <p>Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. (4.2.K.D)</p> <p>Agriculture Identify common plants found in Pennsylvania agricultural systems. (e.g., marigolds, corn, apple, mushroom, carrot, pepper, tomato, wheat, fruit) (4.4.K.A/4.4.K.B)</p> <p>Identify common animals found in Pennsylvania agricultural systems. (e.g., chicken, cow, pig, goat, sheep) (4.4.K.A/4.4.K.B)</p> <p>Identify the purpose of tools. (4.4.K.D)</p> <p>Identify and discuss tools used in agriculture. (e.g., spade, pitchfork, hoe, rake, wheelbarrow, ax, watering tools, shears) (4.4.K.D)</p> <p>Identify the purpose of machinery. (4.4.K.D)</p>	<p>purpose? (backhoe, combine, tractor, rototiller, plow, milking system) (4.4.K.D)</p> <p>What are pests and how can we control them? (stink bug, roach, mice, mosquito, gnat, tick, ant, flea, and weeds) (4.5.K.B)</p>	
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	<p>Identify and discuss machinery used in agriculture. (e.g., backhoe, combine, tractor, rototiller, plow, milking system) (4.4.K.D)</p> <p>Ask questions about objects, organisms, and events. (4.4.K.E)</p> <p>Define and discuss pests. (4.5.K.B)</p> <p>Identify pests found in the environment. (e.g., stink bug, roach, mice, mosquito, gnat, tick, ant, flea, weeds) (4.5.K.B)</p> <p>Brainstorm ways to control pests. (e.g., ladybug eats aphid, pesticide, herbicide, traps, screens) (4.5.K.B)</p>		
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