Southern York County School District

One Warrior at a Time

Course/Subject: ELA Comprehensive Units	Grade Level: 1

Textbook(s) / Instructional Materials Used: Wilson Fundations Level 1, Flashcards, Reading A-Z, Various Books, Articles and Videos

Month(s): August - September	Quarter 1

School Community and Rules, Fall: Organisms – Plants/Seeds

Big Idea	Standard	Eligible Content	Essential Questions & Lesson Essential Question	Vocabulary
ELA	ELA **Foundational Skills** Distinguish long from short vowel sounds in spoken single syllable words. (1.1.1.C) Count, pronounce, blend, and segment syllables in spoken and written words. (1.1.1.C) Orally produce single syllable words, including consonant blends and digraphs. (1.1.1.C) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. (1.1.1.C)	ELA Students will be able to connect story elements in fictional texts to a positive classroom and school community. (ELA) Students will listen to/read non-fiction text to understand facts about a positive classroom and school community. (ELA) Students will be able to understand school and classroom management rules and tools and how they relate to	ELA How can we distinguish between long and short vowel sounds in spoken single syllable words? (1.1.1 C) How do we count, pronounce, blend, and segment syllables in spoken and written words? (1.1.1 C) How can we orally produce single syllable words, including consonant blends and digraphs? (1.1.1 C) How can we isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words? (1.1.1 C) How can we add or substitute individual sounds (phonemes)	ELA fiction non-fiction narrator text illustrations setting characters conventions

	Add or substitute individual sounds (phonemes) in one syllable words to make new words. (1.1.1.C) Read grade appropriate, irregularly spelled words (e.g. was, Wednesday, again, earth.) WILSON TRICK WORDS (1.1.1.D) Read on-level text with purpose and understanding. (1.1.1.E) **Reading Information Text** Read on-level text with purpose and understanding. (1.1.1.E) Use specific details from the text to answer questions. (1.2.1.B) Refer to illustrations and text details. (1.2.1.G) **Reading Literature** Read on-level text with purpose and understanding. (1.1.1.E) Use specific details from story to answer questions. (1.3.1.B) Demonstrate understanding that a narrator tells the story. (1.3.1.D)	behaviors and consequences. (SS) Students will be able to identify characteristics of active participants and classroom leaders and how they effectively identify and solve problems. (SS) Students will utilize proper conventions and good writing habits when responding to prompts. (Writing) Students will engage in activities that enable them to become good speakers and listeners. (S&L)	in one syllable words to make new words? (1.1.1 C) Why is it important to read grade appropriate, irregularly spelled words (e.g. was, Wednesday, again, earth)? WILSON TRICK WORDS (1.1.1 D) **Reading** Why is it important for readers to gain meaning from both fiction and non-fiction text? (1.1.1.E) How can specific details from the text and illustrations help us to answer questions? (1.2.1.B) (1.2.1.G) (1.3.1.B) (1.3.1.G) Who is telling the story? (1.3.1.D) What are the story elements (characters, setting) and what role do they play in the story? (1.3.1.G) How can our prior knowledge and asking good questions help us to understand what we read? (1.3.1.K) How do group reading activities help us to understand other daily objectives? (1.3.1.K)	

	Demonstrate understanding that the setting is where the story takes place. (1.3.1.G) Demonstrate understanding that characters are people or animals who have a role in the story. (1.3.1.G) Connect illustrations to the text. (1.3.1.G) Describe the relationship between the illustrations and the text. (1.3.1.G) Ask and answer questions about text being read aloud. (1.3.1.K) Share relevant prior knowledge about text being read aloud. (1.3.1.K) Use ideas gained in group reading activities in other daily routines, learning centers, and activities. (1.3.1.K) **Writing** Recognize and distinguish features of a sentence (e.g. capitalization, spaces, punctuation, complete thought) (1.1.1.B) Respond to writing prompts on a specific topic.		**Writing** What are the distinguishing features of a sentence (e.g. capitalization, spaces, punctuation, complete thought)? (1.1.1.B) How can you choose and respond to a writing prompts on a specific topic? (1.4.1.B) How does the use of conventions improve my writing? (1.4.1.F) What Wilson skills (patterns, phonemic awareness, conventions) help us to spell unit words? (1.4.1.F) **Speaking & Listening** How do questions and details help us understand the topic being discussed? (1.5.1.A) Why is important to think before responding? (1.5.1.A) How can we engage in turn-taking? (1.5.1.A) How could you enhance oral presentations with a visual display? (e.g., smart board) (1.5.1.F)	

	(1.4.1.B) Choose a specific topic to write about. (1.4.1.B) Capitalize dates and names of people. (1.4.1.F) Use end punctuation; use commas in dates and words in series. (1.4.1.F) Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. (1.4.1.F) **Speaking & Listening** Communicate using detail related to topic being discussed. (1.5.1.A) Pose questions related to topic being discussed. (1.5.1.A) Allow wait time before responding. (1.5.1.A) Engage in turn-taking. (1.5.1.A) Enhance oral presentations with a visual display (e.g., smart board) (1.5.1.F)			
SOCIAL STUDIES	SOCIAL STUDIES **School Community and Rules**	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES rules

Students will understand good citizenship and the importance of their contributions to a positive classroom and school community. (include Bus Safety) "BE Thinking" Question: What problems might occur in our classroom and school if we didn't have rules?"	Demonstrate knowledge of the rules in all areas of the classroom and school community. (5.1.1.A) Accept consequences for non-adherence to the posted rules. (5.1.1.A) Contribute to creating classroom rules and consequences. (5.1.1.B) Demonstrate respect for the rules (e.g., positive behavior). (5.1.1.B) Identify similarities between self and others. (5.1.1.C) Engage in positive interactions with peers. (5.1.1.C) Brainstorm ways to treat everyone equally. (5.1.1.C) Refer to written, posted rules as part of community interactions. (5.1.1.D) Contribute to making the classroom rules. (5.1.1.D) Contribute to a positive learning environment through action.		What rules and consequences are necessary in the classroom and school community? (5.1.1.A) (5.1.1.B) (5.1.1.D) (5.4.1.A) (6.1.1.D) What actions and behaviors contribute to a positive classroom and school community? (5.1.1C) (5.1.1.E) (5.2.1.B) (5.3.1.F) (6.1.1.B) How can we be active participants in contributing to a positive school community? (5.2.1.D) (5.3.1.D) (5.4.1.B) (5.4.1.E) (6.5.1.E) What classroom resources will help us to be successful maintaining a positive classroom environment? (6.5.1.E) (8.4.1.D) What actions do responsible classroom leaders model? (5.2.1.A), (5.2.1.C), (5.3.1.D), (5.3.1.E) How can we identify and practice resolving conflicts? (8.3.1.D)	consequences community respectful equal problem and solution actions responsibility leadership citizenship conflict compassion teamwork

	(5.1.1.E) Demonstrate ability to keep own belongings in order. (5.1.1.E) Complete jobs and responsibilities in the classroom with interdependence. (5.1.1.E) Respect others' personal belongings. (5.1.1.E) Identify classroom and community responsibilities. (5.1.1.E) Identify characteristics of a problem. (5.2.1.B) State a problem. (5.2.1.B) State the cause of a problem. (5.2.1.B) Suggest solutions for a problem. (5.2.1.B) Attempt to solve a problem until there is a solution. (5.2.1.B) Consistently demonstrate actions within the rules of the classroom and school community in creating a positive learning environment. (5.2.1.D)			

	Identify behaviors that are considered to demonstrate responsibility. (e.g., respect peers, contribute to the good of the whole, sets goals and achieves them). (5.2.1.D) Participate in classroom responsibilities. (5.3.1.D) Demonstrate leadership skills in the classroom. (e.g., help a peer) (5.3.1.D) Identify appropriate behavior. (e.g., in and outside of classroom) (5.3.1.F) Identify consequences for inappropriate behavior. (5.3.1.F) Demonstrate the knowledge of how classroom rules and expectations contribute to a positive learning environment. (5.3.1.F) Describe the acceptable behavior of a member of the classroom in structured and unstructured situations. (5.3.1.F) Identify potential problems or conflicts in everyday events. (5.4.1.A)		

Explain how different reactions can affect conflict outcomes. (5.4.1.A) Practice avoiding conflict throughout the day. (5.4.1.A) Engage with other classrooms to complete a project. (5.4.1.B) Work cooperatively with other children to achieve a common goal. (5.4.1.B) Understand individual role in classroom collaboration. (e.g., part of a team) (5.4.1.B) Brainstorm ways that classrooms can collaborate. (5.4.1.B) Practice making compromises with adult support. (5.4.1.E) Participate in classroom experiences that involve compromise. (5.4.1.E) Role-play reaching compromise with peers. (5.4.1.E) Participate in group decision-making and consensus building.			

	(5.4.1.E) Work cooperatively with other children to achieve an outcome. (5.4.1.E) Demonstrate acceptance of final consensus. (5.4.1.E) Distinguish between wants and needs in a classroom setting. (6.1.1.B) Discuss classroom wants and needs. (6.1.1.B) List classroom wants and needs for a specific learning activity. (6.1.1.B) Identify how classroom wants might differ. (e.g., grade, teacher, time of year). (6.1.1.B) Participate in discussions on how student and teacher preferences influence classroom choice. (e.g., type of food students like influences snack, teacher liking a certain author influences what books are read). (6.1.1.D) Make a choice or cast a vote based on preferences. (6.1.1.D)			

	Identify items/tools/materials needed to complete a given task. (6.5.1.E) Identify strengths when completing a task. (6.5.1.E) Identify items needed to complete a given task. (6.5.1.E) Identify character traits that make people likely to be able to complete certain tasks. (6.5.1.E) Identify what conflict in the classroom looks like. (e.g., not working with peers) (8.4.1.D) Identify what cooperation in the classroom looks like. (e.g., talking with each other, working together, accomplishing a task) (8.4.1.D) Brainstorm potential classroom conflicts. (8.4.1.D) Demonstrate appropriate actions that support classroom responsibility. (5.2.1.A) Demonstrate appropriate actions for learning. (5.2.1.A)		

	Demonstrate actions which assist others when needed. (5.2.1.C)			
	Demonstrate acceptance of others' leadership roles. (5.2.1.C)			
	Brainstorm activities that involve leadership and service. (e.g., classroom, school, community) (5.2.1.C)			
	Interact positively with peers. (5.2.1.C)			
	Identify what makes a conflict. (e.g., disagreement) (8.3.1.D)			
	Brainstorm ways to resolve conflict. (e.g., each party is heard, compromise made) (8.3.1.D)			
	Participate in role-playing conflict and cooperation. (8.3.1.D)			
	Describe scenarios when it is important to have a teacher intervene. (e.g., someone gets hurt) (5.3.1.E)			
~~SCIENCE~~ ~~Students will understand how~~	~~SCIENCE~~ **~~Fall: Plants and Seeds~~**	~~SCIENCE~~ ~~Students will be able to connect~~	~~SCIENCE~~	~~SCIENCE~~ ~~organism~~ ~~agriculture~~

living organisms grow, reproduce and respond to their environment. "BE Thinking" Question: What would life be like without plants?"	Sort plants. (e.g., size, type of leaf, flowering or non flowering) (3.1.1.A.1) Sort nonliving things. (e.g., size, texture) (3.1.1.A.1) Describe functions of the parts of plants. (3.1.1.A.5) Draw and label a plant diagram. (3.1.1.A.5) Compare and contrast parts of plants. (3.1.1.A.5) Observe and record the growth of a plant. (e.g., seed to seed) (3.1.1.B.1) Explain and illustrate the similarities and differences between a young and adult plant. (3.1.1.B.1) Describe how living things change with seasons. (e.g., migration, hibernation, availability of sunlight, behavior) (4.1.1.E) Describe people, places, and things throughout the seasons. (e.g., fall apple harvest, leaves falling) (4.1.1.E)	story elements in fictional texts when reading about plants. (ELA) Students will listen to/read non-fiction text to understand facts about the parts and functions of plants and seeds. (ELA) Students will understand the impact of seasons on the environment. (Science) Students will be able to identify products that come from plants and seeds. (Science) Students will utilize proper conventions and good writing habits when responding to prompts. (Writing) Students will engage in activities that enable them to	How do organisms live, grow, respond to their environment, and reproduce? (1-LSI-2) What are the parts and functions of a plant? (3.1.1.A5) What can you observe about the life cycle of a plant? (3.1.1.B.1) How does sunlight help plants to grow? (3.2.1.B.6)	function plant seed product harvest

	~~Explain how seasonal change affects the environment.~~ ~~(4.1.1.E)~~ ~~Observe and compare similarities and differences between living things due to seasonal changes.~~ ~~(4.1.1.E)~~ ~~Define and discuss characteristics of soil.~~ ~~(4.4.1.A)~~ ~~Investigate various types of soil.~~ ~~(4.4.1.A)~~ ~~Participate in experiments using various types of soil.~~ ~~(4.4.1.A)~~ ~~Explain how soil is used in agriculture.~~ ~~(4.4.1.A)~~	~~become good speakers and listeners. (S&L)~~		

~~Month(s):~~ October		Quarter 2		
Community Workers, Air and Weather				
Big Idea	**Standard**	**Eligible Content**	**Essential Questions & Lesson Essential Question**	**Vocabulary**
ELA	ELA **Foundational Skills** Distinguish long from short vowel sounds in spoken single syllable words. (1.1.1.C)	ELA Students will read on-level text to help understand the roles of community workers. (ELA)	ELA How can we distinguish between long and short vowel sounds in spoken single syllable words? (1.1.1 C)	ELA fiction non-fiction story elements characters setting sequence

	Count, pronounce, blend, and segment syllables in spoken and written words. (1.1.1.C) Orally produce single syllable words, including consonant blends and digraphs. (1.1.1.C) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. (1.1.1.C) Add or substitute individual sounds (phonemes) in one syllable words to make new words. (1.1.1.C) Read grade appropriate, irregularly spelled words (e.g. was, Wednesday, again, earth.) WILSON TRICK WORDS (1.1.1.D) Read on-level text with purpose and understanding. (1.1.1.E) **Reading Information Text** Use specific details from the text to answer questions. (1.2.1 B) Refer to specific text details. (1.2. 1 G)	Students will be able to connect story elements in fictional texts to specific community workers and services. (ELA) Students will listen to and read non-fiction text to understand facts about community workers and how they contribute to society. (SS) Students will utilize proper conventions and good writing habits when responding to prompts. (Writing) Students will engage in activities that enable them to become good speakers and listeners. (S&L) Students will have the opportunity to choose a community worker	How do we count, pronounce, blend, and segment syllables in spoken and written words? (1.1.1 C) How can we orally produce single syllable words, including consonant blends and digraphs? (1.1.1 C) How can we Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words? (1.1.1 C) How can we add or substitute individual sounds (phonemes) in one syllable words to make new words? (1.1.1 C) Why is it important to read grade appropriate, irregularly spelled words (e.g. was, Wednesday, again, earth)? WILSON TRICK WORDS (1.1.1 D) **Reading** Why is it important to read on-level text with purpose and understanding? (1.1.1 E) Why is it important to be able to retell a story sequentially? (1.3.1.A)	

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	Reading Literature Retell story in sequential order. (1.3.1.A) Recall key details of a story. (1.3.1.A) Use a variety of strategies to retell a story. (e.g. picture cards, dramatic play, illustration) (1.3.1.A) Use specific details from story to answer questions. (1.3.1.B) Answer "who" or "what" the story is about. (1.3.1.B) Demonstrate understanding that a narrator tells the story. (1.3.1.D) Demonstrate understanding that the setting is where the story takes place. (1.3.1.G) Demonstrate understanding that characters are people or animals who have a role in the story. (1.3.1.G) Connect illustrations to the text. (1.3.1.G) Describe the relationship between the illustrations and the text. (1.3.1.G)	on which to write a narrative. (Writing) Students will use Wilson skills, proper conventions and both transition and temporal words to produce a well organized writing which clearly identifies story elements. (ELA)	How does sequencing events help us understand the story? (1.3.1.A) Why is it important to know key details of a story? (1.3.1.A) What strategies can we use to retell a story? (e.g. picture cards, dramatic play, illustration) (1.3.1.A) How can specific details from the text and illustrations help us to answer questions? (1.3.1.B) (1.3.1.G) "Who" or "what" is the story about? (1.3.1.B) Who is telling the story? (1.3.1.D) What are the story elements (characters, setting) and what role do they play in the story? (1.3.1.G) How can we respond to and build on comments from other students? (1.3.1.K) How can our prior knowledge and asking good questions help us to understand what we read? (1.3.1.K) How do group reading activities help us to understand	

	Ask and answer questions about text being read aloud. (1.3.1.K) Share relevant prior knowledge about text being read aloud. (1.3.1.K) Respond to and build on comments from other students. (1.3.1.K) Use ideas gained in group reading activities in other daily routines, learning centers, and activities. (1.3.1.K) **Writing** Respond to writing prompts on a specific topic. (1.4.1 B) Choose a specific topic to write about. (1.4.1.B) Capitalize dates and names of people. (1.4.1.F) Use end punctuation; use commas in dates and words in series. (1.4.1.F) Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. (1.4.1.F)		other daily objectives? (1.3.1.K) **Writing** What are the distinguishing features of a sentence (e.g. capitalization, spaces, punctuation, complete thought)? (1.1.1.B) How can you choose and respond to a writing prompts on a specific topic? (1.4.1.B) What Wilson skills (patterns, phonemic awareness, conventions) help us to spell unit words? (1.4.1.F) How can we write about a real or imagined experience or event? (1.4.1.M) How can we use common spelling patterns, phonemic awareness, and spelling conventions when writing? (1.4.1.M) What are some ways we can generate ideas for writing? (1.4.1.N) How can we understand that "who" a story will be about refers to the person, animal, or animated object in the story? (1.4.1.N)	

	Write about a real or imagined experience or event. (1.4.1.M) Use common spelling patterns, phonemic awareness, and spelling conventions when writing. (1.4.1.M) Generate ideas for writing. (1.4.1.N) Understand that "who" a story will be about refers to the person, animal, or animated object that the story will be about. (1.4.1.N) Understand that "what" a story will be about refers to the sequenced events that happen to the references "who." (1.4.1.N) Respond when asked "who" or "what" a story is about, and follow through when drawing about or dictating the story. (1.4.1.N) Understand stories can be told about a single event or several loosely linked events. (1.4.1.P) Understand that a single event is made up of a series of smaller events that are in sequence. (e.g., first, next, last, before) (1.4.1.P)		How do we understand that "what" a story will be about refers to the sequence of events that happen to the characters? (1.4.1.N) How do we respond when asked "who" or "what" a story is about, and follow through when drawing about or dictating the story? (1.4.1.N) How do we understand that stories can be told about a single event or several loosely linked events. (1.4.1.P) How do we understand that a single event is made up of a series of smaller events that are in sequence? (e.g., first, next, last, before) (1.4.1.P) How can you sequence two or more events using temporal words? (1.4.1.P) Why is it important to end with a closing sentence? (1.4.1.P) What proper conventions must be used when writing? (Capitalization of dates and names of people,end punctuation, use of commas.in dates, and words in series) (1.4.1.R)	

	Sequence two or more events using temporal words. (1.4.1.P) End with a closing sentence. (1.4.1.P) Capitalize dates and names of people. (1.4.1.R) Use end punctuation; use commas in dates and words in series. (1.4.1.R) Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. (1.4.1.R) **Speaking & Listening** Communicate using detail related to topic being discussed. (1.5.1.A) Pose questions related to topic being discussed. (1.5.1.A) Allow wait time before responding. (1.5.1.A) Engage in turn-talking. (1.5.1.A) Ask for clarification. (e.g., "What do you mean?" "I don't understand.") (1.5.1.C)		What Wilson skills help us to spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions? (1.4.1.R) **Speaking & Listening** How do questions and details help us understand the topic being discussed? (1.5.1.A) Why is important to think before responding? (1.5.1.A) Why is it important to ask for clarification? (e.g., "What do you mean?" "I don't understand.") (1.5.1.C) How can we engage in turn-taking? (1.5.1.A) How could you enhance oral presentations with a visual display? (e.g., smart board) (1.5.1.F)	

	Enhance oral presentations with a visual display (e.g., smart board) (1.5.1.F)			
SOCIAL STUDIES Students will be able to identify community workers, their roles, and how the specialized services they provide make them alike and different. (Including Fire Safety) "BE Thinking" Question: Why is it important to have many different types of community workers? Students will create a narrative writing about a community worker.	SOCIAL STUDIES **Community Workers** Brainstorm activities that involve leadership and service. (e.g., classroom, school, community) (5.2.1.C) Identify and discuss the role of a firefighter. (5.3.1.A) Identify and discuss the role of a police officer. (5.3.1.A) Identify and discuss the role of other government workers. (e.g., librarian, EMT) (5.3.1.A) Identify safety services in local community. (e.g., police, fire station, garbage collection) (5.3.1.B) Identify health services in local community. (e.g., hospitals, doctor's office) (5.3.1.B) Identify work performed by community helpers. (e.g., police officers fight crime, firefighters put out fires) (5.3.1.C)	SOCIAL STUDIES	SOCIAL STUDIES Who are community helpers, what are their roles, and how do they differ? (5.2.1.C) (5.3.1.A) (5.3.1.B) (5.3.1.C) What specialized services (video game store vs. department store) do community workers perform? (6.4.1.A) How are specialized services alike and different? (6.4.1.A) Which groups of people support communities through volunteer services (Rotary & Kiwanis)? (8.2.1.A)	SOCIAL STUDIES community specialized services role goods volunteer

	Role-play work performed by community helpers. (5.3.1.C) Describe how people in the community perform specialized services. (e.g., work done by postal workers is different from bankers) (6.4.1.A) Compare stores that specialize in selling certain goods. (e.g., video game store versus department store) (6.4.1.A) Identify groups of people who contribute to the interactions of daily life in the community. (e.g., Rotary, Kiwanis) (8.2.1.A) Participate in discussions on how these groups affect the community. (e.g., service, volunteer) (8.2.1.A) Identify groups or individuals that support a community over time. (8.2.1.A)			
SCIENCE Students will use scientific fact and opinion to understand weather conditions	SCIENCE **Air and Weather** Read a thermometer to the degree. (3.2.1.B.3)	SCIENCE Students will listen to/read non-fiction text to understand facts about temperature and weather. (ELA)	SCIENCE What is the universe, and what is Earth's place in it? (1-ESS1-2)	SCIENCE thermometer temperature rain gauge water cycle evaporation condensation

~~and how they are measured.~~ ~~"BE Thinking" Questions:~~ ~~How does being able to measure weather conditions make our lives more manageable?~~ ~~Does the water cycle look the same in all four seasons?~~	~~Observe, record, and analyze daily temperature (note how it's related to heating and cooling).~~ ~~(3.2.1.B.3)~~ ~~Compare outside and inside temperatures.~~ ~~(3.2.1.B.3)~~ ~~Compare and contrast temperatures. (e.g., hot, cold, warm)~~ ~~(3.2.1.B.3)~~ ~~Identify temperatures. (e.g., hot, cold, warm)~~ ~~(3.2.1.B.3)~~ ~~Compare temperature to specific types of weather. (e.g., snow)~~ ~~(3.2.1.B.3)~~ ~~Identify purposes of various weather instruments. (e.g., thermometer, rain gauge)~~ ~~(3.3.1.A.5)~~ ~~Collect, describe, and record basic information about weather over time. (e.g., calendar)~~ ~~(3.3.1.A.5)~~ ~~Transfer weather information collected on calendar to a bar graph. (e.g., look for patterns)~~ ~~(3.3.1.A.5)~~ ~~Create and use a rain gauge (e.g., plastic water bottle, stones, inch ruler~~	~~Students will record and analyze data pertaining to daily weather conditions. (Science)~~ ~~Students will be able to define and illustrate the stages of the water cycle. (Science)~~ ~~Students will understand how seasons affect our daily lives. (Social Studies)~~ ~~Students will utilize proper conventions and good writing habits when responding to prompts. (Writing)~~ ~~Students will engage in activities that enable them to become good speakers and listeners. (S&L)~~	~~How can you distinguish between scientific fact and opinion? (3.3.1.B3)~~ ~~What instruments do we use to measure temperature? (3.3.1.A5), (3.3.1.B3)~~ ~~How does the thermometer work to measure the temperature? (3.2.1.B3)~~ ~~How is the weather affected by temperature (cold winter)? (3.2.1.B3)~~ ~~How can we keep a record of daily weather conditions? (3.3.1.A5)~~ ~~What impact do the seasons have on the environment? (4.1.1.E)~~ ~~How can we define and illustrate the stages of the water cycle? (4.2.1.A)~~ ~~SOCIAL STUDIES~~ ~~How do seasons affect our lives?(7.3.1 A)~~ ~~**Reading**~~ ~~Why is it important to read on level text with purpose and understanding? (1.1.1 E)~~	~~precipitation~~

	made from overhead transparency) and discuss findings. (3.3.1.A.5) Distinguish between scientific fact and opinion. (3.3.1.B.3) Ask questions about objects, organisms, and events. (3.3.1.B.3) Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. (3.3.1.B.3) Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. (3.3.1.B.3) 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. (3.3.1.B.3) Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. (3.3.1.B.3)		Why is it important to be able to retell a story sequentially? (1.3.1.A) How does sequencing events help us understand the story? (1.3.1.A) Why is it important to know key details of a story? (1.3.1.A) What strategies can we use to retell a story? (e.g. picture cards, dramatic play, illustration) (1.3.1.A) How can specific details from the text and illustrations help us to answer questions? (1.3.1.B) (1.3.1.G) "Who" or "what" is the story about? (1.3.1.B) Who is telling the story? (1.3.1.D) What are the story elements (characters, setting) and what role do they play in the story? (1.3.1.G) How can we respond to and build on comments from other students? (1.3.1.K) How can our prior knowledge and asking good questions	

	Communicate procedures and explanations giving priority to evidence and understanding that scientists share findings. (3.3.1.B.3) Define and discuss the stages of a water cycle. (e.g. evaporation, condensation, precipitation) (4.2.1.A) Identify sun as the source responsible for the water cycle. (4.2.1.A) Sequence pictures depicting the stages of the water cycle. (4.2.1.A) Illustrate the stages of the water cycle. (e.g., evaporation, condensation, precipitation) (4.2.1.A) Identify activities that occur during each season. (7.3.1.A) Identify what is given up/gained during a season. (e.g., no swimming in winter but sledding) (7.3.1.A) Compare and contrast types of activities occurring in different seasons. (7.3.1.A)		help us to understand what we read? (1.3.1.K) How do group reading activities help us to understand other daily objectives? (1.3.1.K) **Writing** What are the distinguishing features of a sentence (e.g. capitalization, spaces, punctuation, complete thought)? (1.1.1.B) How can you choose and respond to a writing prompts on a specific topic? (1.4.1.B) What Wilson skills (patterns, phonemic awareness, conventions) help us to spell unit words? (1.4.1.F) How can we write about a real or imagined experience or event? (1.4.1.M) How can we use common spelling patterns, phonemic awareness, and spelling conventions when writing? (1.4.1.M) What are some ways we can generate ideas for writing? (1.4.1.N)	

	Explain why certain activities can only take place during a certain season. (7.3.1.A) Explain how the climate/weather in the community impacts their interactions with others. (7.3.1.A)		How can we understand that "who" a story will be about refers to the person, animal, or animated object in the story? (1.4.1.N) How do we understand that "what" a story will be about refers to the sequence of events that happen to the characters? (1.4.1.N) How do we respond when asked "who" or "what" a story is about, and follow through when drawing about or dictating the story? (1.4.1.N) How do we understand that stories can be told about a single event or several loosely linked events. (1.4.1.P) How do we understand that a single event is made up of a series of smaller events that are in sequence? (e.g., first, next, last, before) (1.4.1.P) How can you sequence two or more events using temporal words? (1.4.1.P) Why is it important to end with a closing sentence? (1.4.1.P) What proper conventions must be used when writing? (Capitalization of dates and	

names of people, end
punctuation, use of commas in
dates, and words in series)
(1.4.1.R)

What Wilson skills help us to
spell words drawing on
common spelling patterns,
phonemic awareness, and
spelling
conventions? (1.4.1.R)

Speaking & Listening
How do questions and details
help us understand the topic
being discussed? (1.5.1.A)

Why is important to think
before responding? (1.5.1.A)

Why is it important to ask for
clarification? (e.g., "What do
you mean?" "I don't
understand.") (1.5.1.C)

How can we engage in turn-
taking? (1.5.1.A)

How could you enhance oral
presentations with a visual
display? (e.g., smart board)

Month(s): November - December	Quarter 2

Early American Cultures, Culture and Holidays

Big Idea	Standard	Eligible Content	Essential Questions & Lesson Essential Question	Vocabulary

ELA	ELA	ELA	ELA	ELA
	Foundational Skills Distinguish long from short vowel sounds in spoken single syllable words. (1.1.1.C) Count, pronounce, blend, and segment syllables in spoken and written words. (1.1.1.C) Orally produce single syllable words, including consonant blends and digraphs. (1.1.1.C) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. (1.1.1.C) Add or substitute individual sounds (phonemes) in one syllable words to make new words. (1.1.1.C) Read grade appropriate, irregularly spelled words (e.g. was, Wednesday, again, earth.) WILSON TRICK WORDS (1.1.1.D) Read on-level text with purpose and understanding. (1.1.1.E) **Reading Information Text**		How can we distinguish between long and short vowel sounds in spoken single syllable words? (1.1.1 C) How do we count, pronounce, blend, and segment syllables in spoken and written words? (1.1.1 C) How can we orally produce single syllable words, including consonant blends and digraphs? (1.1.1 C) How can we isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words? (1.1.1 C) How can we add or substitute individual sounds (phonemes) in one syllable words to make new words? (1.1.1 C) Why is it important to read grade appropriate, irregularly spelled words (e.g. was, Wednesday, again, earth)? WILSON TRICK WORDS (1.1.1 D) **Reading** Why is it important for readers to gain meaning from both	prediction prior knowledge events narrator

Use specific details from the text to answer questions. (1.2.1.B) Refer to illustrations and text details. (1.2.1.G) Ask and answer questions about text being read aloud. (1.2.1.L) Share relevant prior knowledge about text being read aloud. (1.2.1.L) Respond to and build on comments from other children. (1.2.1.L) Use ideas gained in group reading activities in other daily routines, learning centers, and activities. (1.2.1.L) **Reading Literature** Retell story in sequential order. (1.3.1.A) Recall key details of a story. (1.3.1.A) Use a variety of strategies to retell a story. (e.g. picture cards, dramatic play, illustration) (1.3.1.A) Use specific details from story to answer questions. (1.3.1.B)		fiction and non-fiction text? (1.1.1.E) How can specific details from the text and illustrations help us to answer questions? (1.2.1.B) (1.2.1.G) (1.3.1.B) (1.3.1.G) How can we connect our prior knowledge to read unfamiliar words? (1.2.1.F) Can you predict what a word means in a discussion with others? (1.2.1.F) How can we ask and answer questions about text being read aloud? (1.2.1.L) How does our prior knowledge help us understand new text? (1.2.1.L) Why is it important to communicate with each other and share ideas? (1.2.1.L) How can we incorporate our learning across the curriculum? (1.2.1.L) Why is it important to be able to retell a story sequentially? (1.3.1.A)	

	Answer "who" or "what" the story is about. (1.3.1.B) Answer "how" and/or "why" questions using specifics from the story. (1.3.1.B) Demonstrate understanding that a narrator tells the story. (1.3.1.D) Understand that who is telling the story can change. (1.3.1.D) Demonstrate understanding that the setting is where the story takes place. (1.3.1.G) Demonstrate understanding that characters are people or animals who have a role in the story. (1.3.1.G) Connect illustrations to the text. (1.3.1.G) Answer "how" and/or "why" questions using specifics from the story. (1.3.1.G) Ask and answer questions about text being read aloud. (1.3.1.K) Share relevant prior knowledge about text being read aloud.		How does sequencing events help us understand the story? (1.3.1.A) Why is it important to know key details of a story ? (1.3.1.A) What strategies can we use to retell a story? (e.g. picture cards, dramatic play, illustration) (1.3.1.A) How can specific details from the text and illustrations help us to answer questions? (1.3.1.B) (1.3.1.G) "Who" or "what" is the story about? (1.3.1.B) Why is it important to ask "how" and/or "why" questions about specifics from the story? (1.3.1.B) Can you identify narrative elements (e.g., characters, setting, major events)? (1.3.1.C) How can I use descriptive vocabulary when responding to questions and prompts? (1.3.1.C) Who is telling the story? (1.3.1.D)	

(1.3.1.K)

Respond to and build on comments from other students.
(1.3.1.K)

Use ideas gained in group reading activities in other daily routines, learning centers, and activities.
(1.3.1.K)

Writing
Respond to writing prompts on a specific topic.
(1.4.1.B)

Choose a specific topic to write about.
(1.4.1.B)

Capitalize dates and names of people.
(1.4.1.F)

Use end punctuation; use commas in dates and words in series.
(1.4.1.F)

Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.
(1.4.1.F)

Write about a real or imagined experience or event.
(1.4.1.M)

Use common spelling patterns, phonemic awareness, and spelling conventions when writing.
(1.4.1.M)

Can more than one person tell a story? (1.3.1.D)

Can you identify the words and phrases in stories or poems that suggest feelings or appeal to the senses? (1.3.1.F)

What are the story elements (characters, setting) and what role do they play in the story? (1.3.1.G)

How can our prior knowledge and asking good questions help us to understand what we read? (1.3.1.K)

How can we respond to and build on comments from other students? (1.3.1.K)

How do group reading activities help us to understand other daily objectives? (1.3.1.K)

Writing
What are the distinguishing features of a sentence (e.g. capitalization, spaces, punctuation, complete thought)? (1.1.1.B)

How can you choose and respond to a writing prompts on a specific topic? (1.4.1.B)

	Generate ideas for writing. (1.4.1.N) Understand that "who" a story will be about refers to the person, animal, or animated object that the story will be about. (1.4.1.N) Understand that "what" a story will be about refers to the sequenced events that happen to the references "who." (1.4.1.N) Respond when asked "who" or "what" a story is about, and follow through when drawing about or dictating the story. (1.4.1.N) Participate in discussions describing experiences and events. (1.4.1.O) Include thoughts and feelings related to experiences and events. (1.4.1.O) Understand stories can be told about a single event or several loosely linked events. (1.4.1.P) Understand that a single event is made up of a series of smaller events that are in sequence. (e.g., first, next, last, before) (1.4.1.P)		How can I respond to a writing prompt on a specific topic? (1.4.1.B) What topics can I write about? (1.4.1.B) How does the use of conventions improve my writing? (1.4.1.F) What Wilson skills (patterns, phonemic awareness, conventions) help us to spell unit words? (1.4.1.F) How can we write about a real or imagined experience or event? (1.4.1.M) How can we use common spelling patterns, phonemic awareness, and spelling conventions when writing? (1.4.1.M) What are some ways we can generate ideas for writing? (1.4.1.N) How can we understand that "who" a story will be about refers to the person, animal, or animated object in the story? (1.4.1.N) How do we understand that "what" a story will be about refers to the sequence of

Sequence two or more events using temporal words.
(1.4.1.P)

End with a closing sentence.
(1.4.1.P)

Use vivid and precise language.
(1.4.1.Q)

Capitalize dates and names of people.
(1.4.1.R)

Use end punctuation; use commas in dates and words in series.
(1.4.1.R)

Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.
(1.4.1.R)

Speaking & Listening
Communicate using detail related to topic being discussed.
(1.5.1.A)

Allow wait time before responding.
(1.5.1.A)

Engage in turn-talking.
(1.5.1.A)

Pose questions related to topic being discussed.
(1.5.1.A)

events that happen to the characters? (1.4.1.N)

How do we respond when asked "who" or "what" a story is about, and follow through when drawing about or dictating the story? (1.4.1.N)

How do discussions and describing events to each other help us to understand the story?. (1.4.1.O)

How are thoughts and feelings related to experiences and events? (1.4.1.O)

How can we share our experiences and events with others? (1.4.1.O)

How do we understand that stories can be told about a single event or several loosely linked events. (1.4.1.P)

How do we understand that a single event is made up of a series of smaller events that are in sequence? (e.g., first, next, last, before) (1.4.1.P)

How can you sequence two or more events using temporal words? (1.4.1.P)

Why is it important to end with a closing sentence? (1.4.1.P)

Ask for clarification. (e.g., "What do you mean?" "I don't understand.")
(1.5.1.C)

Recognize and express own knowledge, thoughts, and ideas in an appropriate manner using complete sentences.
(1.5.1.E)

Understand and produce simple and compound sentences.
(1.5.1.E)

Enhance oral presentations with a visual display (e.g., smart board)
(1.5.1.F

Foundational Skills
Recognize and distinguish features of a sentence (e.g. capitalization, spaces, punctuation, complete thought)
(1.1.1.B)

Distinguish long from short vowel sounds in spoken single syllable words.
(1.1.1.C)

Count, pronounce, blend, and segment syllables in spoken and written words.
(1.1.1.C)

Orally produce single syllable words, including consonant blends and digraphs
(1.1.1.C)

Do you use vivid and precise language when speaking?
(1.4.1.Q)

What proper conventions must be used when writing? (Capitalization of dates and names of people, end punctuation, use of commas.in dates, and words in series)
(1.4.1.R)

What Wilson skills help us to spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions?
(1.4.1.R)

Speaking & Listening
How do questions and details help us understand the topic being discussed? (1.5.1.A)

Why is important to think before responding? (1.5.1.A)

How can we engage in turn-taking? (1.5.1.A)

How could you enhance oral presentations with a visual display? (e.g., smart board)
(1.5.1.F)

Why is it important to use complete sentences to clearly

	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. (1.1.1.C) Add or substitute individual sounds (phonemes) in one syllable words to make new words. (1.1.1.C) Read grade appropriate, irregularly spelled words (e.g. was, Wednesday, again, earth.) WILSON TRICK WORDS (1.1.1.D) Read on-level level text with purpose and understanding. (1.1.1.E) **Reading Informational Text** Use specific details from the text to answer questions. (1.2.1.B) Connect prior knowledge to unfamiliar words. (1.2.1.F) Make predictions about word meanings. (1.2.1.F) Participate in discussions about unfamiliar words. (1.2.1.F) Refer to specific text details.		express our knowledge, thoughts and ideas? (1.5.1.E) How do good speakers understand and produce simple and compound sentences? (1.5.1.E) How do good speakers use the proper command of conventions when communicating?(1.5.1.G)	

	(1.2.1.G) Ask and answer questions about text being read aloud. (1.2.1.L) Share relevant prior knowledge about text being read aloud. (1.2.1.L) Respond to and build on comments from other children. (1.2.1.L) Use ideas gained in group reading activities in other daily routines, learning centers, and activities. (1.2.1.L) **Reading Literature** Retell story in sequential order. (1.3.1.A) Recall key details of a story. (1.3.1.A) Use a variety of strategies to retell a story. (e.g. picture cards, dramatic play, illustration) (1.3.1.A) Use specific details from story to answer questions. (1.3.1.B) Answer "who" or "what" the story is about. (1.3.1.B)		

	Answer "how" and/or "why" questions using specifics from the story. (1.3.1.B) Identify narrative elements (e.g., characters, setting, major events.) (1.3.1.C) Use descriptive vocabulary when responding to questions and prompts. (1.3.1.C) Demonstrate understanding that a narrator tells the story. (1.3.1.D) Understand that who is telling the story can change. (1.3.1.D) Recognize and label basic feeling words and phrases. (1.3.1.F) Recognize and label sensory words and phrases. (1.3.1.F) Discuss personal reactions to words and phrases. (1.3.1.F) Demonstrate understanding that the setting is where the story takes place. (1.3.1.G)			

Demonstrate understanding that characters are people or animals who have a role in the story. (1.3.1.G) Connect illustrations to the text. (1.3.1.G) Answer "how" and/or "why" questions using specifics from the story. (1.3.1.G) Ask and answer questions about text being read aloud. (1.3.1.K) Share relevant prior knowledge about text being read aloud. (1.3.1.K) Respond to and build on comments from other students. (1.3.1.K) Use ideas gained in group reading activities in other daily routines, learning centers, and activities. (1.3.1.K) **Writing** Respond to writing prompts on a specific topic. (1.4.1.B) Choose a specific topic to write about. (1.4.1.B) Capitalize dates and names of people. (1.4.1.F)			

	Use end punctuation; use commas in dates and words in series. (1.4.1.F) Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. (1.4.1.F) Write about a real or imagined experience or event. (1.4.1.M) Use common spelling patterns, phonemic awareness, and spelling conventions when writing. (1.4.1.M) Generate ideas for writing. (1.4.1.N) Understand that "who" a story will be about refers to the person, animal, or animated object that the story will be about. (1.4.1.N) Understand that "what" a story will be about refers to the sequenced events that happen to the references "who." (1.4.1.N) Respond when asked "who" or "what" a story is about, and follow through when drawing about or dictating the story. (1.4.1.N)			

	Participate in discussions describing experiences and events. (1.4.1.O) Include thoughts and feelings related to experiences and events. (1.4.1.O) Understand stories can be told about a single event or several loosely linked events. (1.4.1.P) Understand that a single event is made up of a series of smaller events that are in sequence. (e.g., first, next, last, before) (1.4.1.P) Sequence two or more events using temporal words. (1.4.1.P) End with a closing sentence. (1.4.1.P) Use vivid and precise language. (1.4.1.Q) Capitalize dates and names of people. (1.4.1.R) Use end punctuation; use commas in dates and words in series. (1.4.1.R) Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.		

(1.4.1.R) **Speaking & Listening** Communicate using detail related to topic being discussed. (1.5.1.A) Allow wait time before responding. Engage in turn-talking. (1.5.1.A) Pose questions related to topic being discussed. (1.5.1.A) Ask for clarification. (e.g., "What do you mean?" "I don't understand.") (1.5.1.C) Recognize and express own knowledge, thoughts, and ideas in an appropriate manner using complete sentences. (1.5.1.E) Understand and produce simple and compound sentences. (1.5.1.E) Enhance oral presentations with a visual display (e.g., smart board) (1.5.1.F) Use a variety of sentence structures. (1.5.1.G) Match correct subject-verb agreement. (1.5.1.G)			

	Use most parts of speech correctly. (1.5.1.G) Use common, proper, and possessive nouns. (1.5.1.G) Use past, present and future tense. (1.5.1.G) Use adjectives. (1.5.1.G) Use conjunctions. (1.5.1.G) Use articles. (1.5.1.G) Use demonstratives. (1.5.1.G)			
SOCIAL STUDIES Students will understand similarities and differences between their personal culture and experiences and those of the past. <u>"BE Thinking"</u> <u>Question:</u> How would your life be different if you	SOCIAL STUDIES **Early American Cultures** Use correct phases related to time. (e.g., now, yesterday, tomorrow) (8.1.1.A) Sequence a series of events either from personal experience or from literature. (8.1.1.A) Participate in daily calendar activities and discuss past, present, and future events. (8.1.1.A)	SOCIAL STUDIES Students will be able to ask and answer questions and build on comments from other students in response to read alouds. (ELA) Students will engage prior knowledge when making text connections.	SOCIAL STUDIES How does understanding time help us to keep the events of our lives in order? (8.1.1.A) How are children in the past both alike and different than children today? (8.1.1.A) What are specific ways other cultures celebrate holidays and in which ways are they alike and different? (8.4.1.C)	SOCIAL STUDIES settlers tool Culture Timeline Pilgrim Native American holiday Cultures Traditions Hanukkah Kwanza Christmas Dreidel Menorah

were born long ago? Students will understand customs and traditions of various cultures. <u>"BE Thinking"</u> <u>Question:</u> Why do you think our country's cultures and traditions are different from those of other countries?	Develop a timeline of own life (e.g., photographs, drawings, brief descriptions) (8.1.1.A) Compare children today to those in the past. (e.g. Pilgrim) (8.1.1.A) Use correct phrases related to time. (eg., now, yesterday, tomorrow) (8.1.1.A) Sequence a series of events either from personal experience or from literature. (8.1.1.A) Participate in daily calendar activities and discuss past, present, and future events. (8.1.1.A) Develop a timeline of own life (e.g., photographs, drawings, brief descriptions) (8.1.1.A) Compare children today to those in the past. (e.g. Pilgrim) (8.1.1.A) Identify where to find information about the past. (e.g., book, computer) (8.1.1.C)	(ELA) Students will extend whole group learning into their daily routines and centers. (ELA) Students will appropriately interact with other students as they respond to read alouds by asking and answering questions and sharing relevant prior knowledge. (ELA) Students will participate in discussions and make predictions about unfamiliar words in informational texts to expand their vocabulary base. (ELA) Students will apply new learning across the curriculum. (ELA) Students will understand that who is telling the	Which holidays fall in the spring, summer, fall and winter and how do you think these holidays looked in the past versus today? (8.3.1.C) What types of tools did the early settlers use and how are they alike and different to those tools we use today? (4.4.1.D) Can you make a model of a tool used by the early settlers? (4.4.1.D) Why do people have celebrations? (8.4.1.A) How do you think your family's celebrations are alike and different from your friends' celebrations? (8.4.1.A) What are some events that are celebrated by our community? (8.4.1.A) How do different cultures celebrate events and how are they alike and different? (8.4.1.A, 8.4.1.C) Can you represent your family culture with a drawing, photograph, or writing? How are your family's customs different from your classmates? (8.2.1.C)	kinara

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Use books, computers, and other sources to get information about a topic. (8.1.1.C) Participate in discussions on the historical past of the community. (e.g., industry no longer present) (8.2.1.D) Brainstorm how the historical past affects the community now. (e.g., community is smaller) (8.2.1.D) Research and identify holidays and ceremonies for a particular culture. (8.4.1.C) Compare and contrast holidays and ceremonies for two cultures. (8.4.1.C) Identify things that change. (e.g., seasons, time) (8.3.1.C) Research and identify change. (e.g., local, state) (8.3.1.C) Examine families of the past and compare to families today. (8.3.1.C) Give examples of change over time. (8.3.1.C)	story can change. (ELA) Students will use vivid and precise language when expressing thoughts and feelings related to experience and events. (S & L) Students will be able to understand and produce simple and compound sentences. (S & L) Students will express themselves appropriately using complete sentences. (S&L) **Cultures and Holidays** Students will be able to ask and answer questions and build on comments from other students in response to read alouds. (ELA)	**Reading** Why is it important for readers to gain meaning from both fiction and non-fiction text? (1.1.1.E) How can specific details from the text and illustrations help us to answer questions? (1.2.1.B) (1.2.1.G) (1.3.1.B) (1.3.1.G) How can we connect our prior knowledge to read unfamiliar words? (1.2.1.F) Can you predict what a word means in a discussion with others? (1.2.1.F) How can we ask and answer questions about text being read aloud? (1.2.1.L) How does our prior knowledge help us understand new text? (1.2.1.L) Why is it important to communicate with each other and share ideas? (1.2.1.L) How can we incorporate our learning across the curriculum? (1.2.1.L)	

Research and discuss agricultural tools used by Native Americans and early settlers. (4.4.1.D) Identify similarities and differences of tools used by Native Americans and early settlers. (4.4.1.D) Compare and contrast tools of the past to tools used in agriculture today. (4.4.1.D) Create a model of an early agricultural tool. (e.g., illustration, clay) (4.4.1.D) **Culture & Holidays** Identify reasons to celebrate. (e.g., birthday, good grades) (8.4.1.A) Share how own family celebrates certain events. (8.4.1.A) Compare and contrast own celebrations to those of peers. (8.4.1.A) Celebrate events or successes in a variety of ways. (8.4.1.A) Research and identify holidays and ceremonies for a particular culture. (8.4.1.C)	Students will engage prior knowledge when making text connections. (ELA) Students will extend whole group learning into their daily routines and centers. (ELA) Students will use vivid and precise language when expressing thoughts and feelings related to experience and events. (S & L) Students will be able to appreciate various cultures and identify how they are alike and different. (SS) Students will be able to differentiate between family celebrations and community celebrations. (SS)	Why is it important to be able to retell a story sequentially? (1.3.1.A) How does sequencing events help us understand the story? (1.3.1.A) Why is it important to know key details of a story? (1.3.1.A) What strategies can we use to retell a story? (e.g. picture cards, dramatic play, illustration) (1.3.1.A) How can specific details from the text and illustrations help us to answer questions? (1.3.1.B) (1.3.1.G) "Who" or "what" is the story about? Why is it important to ask "how" and/or "why" questions about specifics from the story? (1.3.1.B) Can you identify narrative elements (e.g., characters, setting, major events)? (1.3.1.C) How can I use descriptive vocabulary when responding to questions and prompts? (1.3.1.C)	

	Compare and contrast holidays and ceremonies for two cultures. (8.4.1.C) Discuss how the local community celebrates. (e.g., fairs, fireworks) (8.2.1.C) Compare family customs and traditions. (8.2.1.C) Depict and present own family culture. (e.g., drawing, photographs, writing) (8.2.1.C) Celebrate events or successes in a variety of ways. (8.2.1.C)		Who is telling the story? (1.3.1.D) Can more than one person tell a story? (1.3.1.D) Can you identify the words and phrases in stories or poems that suggest feelings or appeal to the senses? (1.3.1.F) What are the story elements (characters, setting) and what role do they play in the story? (1.3.1.G) How can our prior knowledge and asking good questions help us to understand what we read? (1.3.1.K) How can we respond to and build on comments from other students? (1.3.1.K) How do group reading activities help us to understand other daily objectives? (1.3.1.K) **Writing** What are the distinguishing features of a sentence (e.g. capitalization, spaces, punctuation, complete thought)? (1.1.1.B)	

				How can you choose and respond to a writing prompts on a specific topic? (1.4.1.B)	
				How can I respond to a writing prompt on a specific topic? (1.4.1.B)	
				What topics can I write about? (1.4.1.B)	
				How does the use of conventions improve my writing? (1.4.1.F)	
				What Wilson skills (patterns, phonemic awareness, conventions) help us to spell unit words? (1.4.1.F)	
				How can we write about a real or imagined experience or event? (1.4.1.M)	
				How can we use common spelling patterns, phonemic awareness, and spelling conventions when writing? (1.4.1.M)	
				What are some ways we can generate ideas for writing? (1.4.1.N)	
				How can we understand that "who" a story will be about refers to the person, animal, or animated object in the story? (1.4.1.N)	

| | | | | How do we understand that "what" a story will be about refers to the sequence of events that happen to the characters? (1.4.1.N)

How do we respond when asked "who" or "what" a story is about, and follow through when drawing about or dictating the story? (1.4.1.N)

How do discussions and describing events to each other help us to understand the story?. (1.4.1.O)

How are thoughts and feelings related to experiences and events? (1.4.1.O)

How can we share our experiences and events with others? (1.4.1.O)

How do we understand that stories can be told about a single event or several loosely linked events. (1.4.1.P)

How do we understand that a single event is made up of a series of smaller events that are in sequence? (e.g., first, next, last, before) (1.4.1.P) | |
|---|---|---|---|---|---|

				How can you sequence two or more events using temporal words? (1.4.1.P) Why is it important to end with a closing sentence? (1.4.1.P) Do you use vivid and precise language when speaking? (1.4.1.Q) What proper conventions must be used when writing? (Capitalization of dates and names of people, end punctuation, use of commas.in dates, and words in series) (1.4.1.R) What Wilson skills help us to spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions? (1.4.1.R) **Speaking & Listening** How do questions and details help us understand the topic being discussed? (1.5.1.A) Why is important to think before responding? (1.5.1.A) How can we engage in turn-taking? (1.5.1.A) How could you enhance oral presentations with a visual	

| | | | display? (e.g., smart board) (1.5.1.F)

Why is it important to use complete sentences to clearly express our knowledge, thoughts and ideas? (1.5.1.E)

How do good speakers understand and produce simple and compound sentences? (1.5.1.E)

How do good speakers use the proper command of conventions when communicating?(1.5.1.G) | |

Month(s): January	Quarter 3

<table>
<tr><td colspan="5" style="background:red">Historical Americans, Matter</td></tr>
<tr><td><u>Big Idea</u></td><td><u>Standard</u></td><td><u>Eligible Content</u></td><td><u>Essential Questions &
Lesson Essential Question</u></td><td><u>Vocabulary</u></td></tr>
<tr>
<td><u>ELA</u></td>
<td><u>ELA</u>

Foundational Skills
Recognize and distinguish features of a sentence (e.g. capitalization, spaces, punctuation, complete thought)
(1.1.1.B)

Distinguish long from short vowel sounds in spoken single syllable words.</td>
<td><u>ELA</u></td>
<td><u>ELA</u>

How can we distinguish between long and short vowel sounds in spoken single syllable words? (1.1.1 C)

How do we count, pronounce, blend, and segment syllables in spoken and written words? (1.1.1 C)</td>
<td><u>ELA</u>

Prediction
Prior knowledge
Events
Narrator</td>
</tr>
</table>

	(1.1.1.C) Count, pronounce, blend, and segment syllables in spoken and written words. (1.1.1.C) Orally produce single syllable words, including consonant blends and digraphs (1.1.1.C) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. (1.1.1.C) Add or substitute individual sounds (phonemes) in one syllable words to make new words. (1.1.1.C) Read grade appropriate, irregularly spelled words (e.g. was, Wednesday, again, earth.) WILSON TRICK WORDS (1.1.1.D) **Reading Informational Text** Read on-level level text with purpose and understanding. (1.1.1.E) Read on-level text orally with accuracy, appropriate rate and expression in successive readings. (1.1.1.E)		How can we orally produce single syllable words, including consonant blends and digraphs? (1.1.1 C) How can we isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words? (1.1.1 C) How can we add or substitute individual sounds (phonemes) in one syllable words to make new words? (1.1.1 C) Why is it important to read grade appropriate, irregularly spelled words (e.g. was, Wednesday, again, earth)? WILSON TRICK WORDS (1.1.1 D)	

	Use specific details from the text to answer questions. (1.2.1.B) Answer "who" or "what" the text is about. (1.2.1.B) Answer "how" and/or "why" questions using specifics from the text. (1.2.1.B) Connect prior knowledge to unfamiliar words. (1.2.1.F) Make predictions about word meanings. (1.2.1.F) Participate in discussions about unfamiliar words. (1.2.1.F) Refer to specific text details. (1.2.1.G) Ask and answer questions about text being read aloud.(1.2.1.L) Share relevant prior knowledge about text being read aloud. (1.2.1.L) Respond to and build on comments from other children. (1.2.1.L)		

	Use ideas gained in group reading activities in other daily routines, learning centers, and activities. (1.2.1.L) **Reading Literature** Retell story in sequential order. (1.3.1.A) Recall key details of a story. (1.3.1.A) Use a variety of strategies to retell a story. (e.g. picture cards, dramatic play, illustration) (1.3.1.A) Use specific details from story to answer questions. (1.3.1.B) Answer "who" or "what" the story is about. (1.3.1.B) Answer "how" and/or "why" questions using specifics from the story. (1.3.1.B) Identify narrative elements (e.g., characters, setting, major events.) (1.3.1.C) Use descriptive vocabulary when responding to questions and prompts. (1.3.1.C)		

	Demonstrate understanding that a narrator tells the story. (1.3.1.D) Understand that who is telling the story can change. (1.3.1.D) Identify when the narrator changes. (1.3.1.D) Recognize and label basic feeling words and phrases. (1.3.1.F) Recognize and label sensory words and phrases. (1.3.1.F) Discuss personal reactions to words and phrases. (1.3.1.F) Demonstrate understanding that the setting is where the story takes place. (1.3.1.G) Demonstrate understanding that characters are people or animals who have a role in the story. (1.3.1.G) Connect illustrations to the text. (1.3.1.G) Answer "how" and/or "why" questions using specifics from the story. (1.3.1.G)		

Recognize words or phrases that are unfamiliar to them. (1.3.1.I) Talk about pictures and text using new vocabulary words or phrases. (1.3.1.J) Use new vocabulary from a variety of content areas. (1.3.1.J) Ask and answer questions about text being read aloud. (1.3.1.K) Share relevant prior knowledge about text being read aloud. (1.3.1.K) Respond to and build on comments from other students. (1.3.1.K) Use ideas gained in group reading activities in other daily routines, learning centers, and activities. (1.3.1.K) **Writing** Respond to writing prompts on a specific topic. (1.4.1.B) Choose a specific topic to write about. (1.4.1.B) Use graphic organizers to logically organize and group information.			

	(1.4.1.D) Logically organize and group information when writing. (1.4.1.D) Include an ending sentence. (1.4.1.D) Use vivid and precise language. (1.4.1.E) Capitalize dates and names of people. (1.4.1.F) Use end punctuation; use commas in dates and words in series. (1.4.1.F) Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. (1.4.1.F) Write about a real or imagined experience or event. (1.4.1.M) Use common spelling patterns, phonemic awareness, and spelling conventions when writing. (1.4.1.M) Generate ideas for writing. (1.4.1.N) Understand that "who" a story will be about refers to the person, animal, or		

animated object that the story will be about. (1.4.1.N) Understand that "what" a story will be about refers to the sequenced events that happen to the references "who." (1.4.1.N) Respond when asked "who" or "what" a story is about, and follow through when drawing about or dictating the story. (1.4.1.N) Participate in discussions describing experiences and events. (1.4.1.O) Include thoughts and feelings related to experiences and events. (1.4.1.O) Understand stories can be told about a single event or several loosely linked events. (1.4.1.P) Understand that a single event is made up of a series of smaller events that are in sequence. (e.g., first, next, last, before) (1.4.1.P) Sequence two or more events using temporal words. (1.4.1.P) End with a closing sentence.			

(1.4.1.P) Use vivid and precise language. (1.4.1.Q) Capitalize dates and names of people. (1.4.1.R) Use end punctuation; use commas in dates and words in series. (1.4.1.R) Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. (1.4.1.R) Engage in writing opportunities including journaling. (1.4.1.X) Revisit previous work. (1.4.1.X) Respond to writing prompts. (1.4.1.X) Choose to write independently during play. (1.4.1.X) **Speaking & Listening** Communicate using detail related to topic being discussed. (1.5.1.A) Pose questions related to topic being discussed. (1.5.1.A)			

	Allow wait time before responding. Engage in turn-talking. (1.5.1.A)

Respond to a question with an answer or details related to the topic being discussed. (1.5.1.B)

Generate "who," "what," "when," and "where" questions. (1.5.1.B)

Ask "what does that mean?" (1.5.1.B)

Ask for clarification. (e.g., "What do you mean?" "I don't understand.") (1.5.1.C)

Recognize and express own knowledge, thoughts, and ideas in an appropriate manner using complete sentences. (1.5.1.E)

Understand and produce simple and compound sentences. (1.5.1.E)

Enhance oral presentations with a visual display (e.g., smart board) (1.5.1.F)

Use a variety of sentence structures. (1.5.1.G) | | |

	Match correct subject-verb agreement. (1.5.1.G) Use most parts of speech correctly. (1.5.1.G) Use common, proper, and possessive nouns. (1.5.1.G) Use past, present and future tense. (1.5.1.G) Use adjectives. (1.5.1.G) Use conjunctions. (1.5.1.G) Use articles. (1.5.1.G) Use demonstratives. (1.5.1.G)			
SOCIAL STUDIES Students will understand the significant contributions of historical Americans. "BE Thinking" Question: What do you think our country would be	SOCIAL STUDIES **Historical Americans** Participate in discussions on historical Americans. (8.3.1.A) Research and identify historical Americans. (8.3.1.A) Describe what constitutes news. (e.g., current information)	SOCIAL STUDIES Students will read on level text orally with accuracy, appropriate rate and expression. (ELA) Students will ask who or what questions to better understand	SOCIAL STUDIES Who were some famous Americans in history and how can we learn more about them? (8.3.1.A) What is news and what are some different types of news? (5.3.1.H)	SOCIAL STUDIES Martin Luther King Rosa Parks Ruby Bridges Black History Month

like today if we didn't have people who worked for important change? What are some different ways the news helps to bring about that change?	(5.3.1.H) Identify different types of news. (e.g., weather, sports) (5.3.1.H) Identify how news is heard. (e.g., television, radio, computer) (5.3.1.H) Receive information through a variety of means. (e.g., spoken, electronic, paper) (5.4.1.D) State how news is shared. (e.g., television, radio, spoken) (5.4.1.D) Practice identifying a problem or dilemma within the school day. (e.g., not enough chocolate milk at lunch) (8.1.1.B) Discuss the problem or dilemma. (8.1.1.B) Identify how we know there is a dilemma or problem during an event. (8.1.1.B)	informational text and how or why questions using specifics from informational texts. (ELA) Students will understand when the narrator changes. (ELA) Students will begin to recognize unfamiliar words or phrases and use new vocabulary from a variety of content areas. (ELA) Students will use graphic organizers to group information when writing. (ELA) Students will respond to a question with an answer or details related to the topic being discussed. (S&L) Students will be able to identify famous Americans who made a	What are some different ways news gets to us? (5.3.1.H) (5.4.1.D) What type of problem might happen in the school day that would make news? (8.1.1.B) **Reading** Why is it important for readers to gain meaning from both fiction and non-fiction text? (1.1.1.E) Why is it important to read with accuracy, appropriate rate, and expression when reading? (1.1.1.E) How can specific details from the text and illustrations help us to answer questions? (1.2.1.B) (1.2.1.G) (1.3.1.B) (1.3.1.G) How can specific details from the text and illustrations help us to answer questions in an informational text? (1.2.1.B) How can we connect our prior knowledge to read unfamiliar words? (1.2.1.F) Can you predict what a word means in a discussion with others? (1.2.1.F)	

| | | | difference in history.

Students will understand that news travels to people in various ways and be able to apply this concept at a personal level. | How can we ask and answer questions about text being read aloud? (1.2.1.L)

How does our prior knowledge help us understand new text? (1.2.1.L)

Why is it important to communicate with each other and share ideas? (1.2.1.L)

How can we incorporate our learning across the curriculum? (1.2.1.L)

Why is it important to be able to retell a story sequentially? (1.3.1.A)

How does sequencing events help us understand the story? (1.3.1.A)

Why is it important to know key details of a story? (1.3.1.A)

What strategies can we use to retell a story? (e.g. picture cards, dramatic play, illustration) (1.3.1.A)

How can specific details from the text and illustrations help us to answer questions? (1.3.1.B) (1.3.1.G) | |
|---|---|---|---|---|---|

				Can you identify when a narrator changes? (1.3.1.D) "Who" or "what" is the story about? Why is it important to ask "how" and/or "why" questions about specifics from the story? (1.3.1.B) Can you identify narrative elements (e.g., characters, setting, major events)? (1.3.1.C) How can I use descriptive vocabulary when responding to questions and prompts? (1.3.1.C) Who is telling the story? (1.3.1.D) Can more than one person tell a story? (1.3.1.D) Can you identify the words and phrases in stories or poems that suggest feelings or appeal to the senses? (1.3.1.F) What are the story elements (characters, setting) and what role do they play in the story? (1.3.1.G)	

				Can you recognize words or phrases that are unfamiliar to you? (1.3.1.I) Can you use the pictures and text when learning new vocabulary words or phrases? (1.3.1.J) How can you use new vocabulary from a variety of content areas? (1.3.1.J) How can our prior knowledge and asking good questions help us to understand what we read? (1.3.1.K) How can we respond to and build on comments from other students? (1.3.1.K) How do group reading activities help us to understand other daily objectives? (1.3.1.K) **Writing** What are the distinguishing features of a sentence (e.g. capitalization, spaces, punctuation, complete thought)? (1.1.1.B) How can you choose and respond to a writing prompts on a specific topic? (1.4.1.B)	

				How can I respond to a writing prompt on a specific topic? (1.4.1.B)	
				What topics can I write about? (1.4.1.B)	
				How do you use graphic organizers to organize and group information?. (1.4.1.D)	
				How do I include an ending sentence?. (1.4.1.D)	
				Why is it important to use vivid and precise language when writing? (1.4.1.E)	
				How does the use of conventions improve my writing? (1.4.1.F)	
				What Wilson skills (patterns, phonemic awareness, conventions) help us to spell unit words? (1.4.1.F)	
				How can we write about a real or imagined experience or event? (1.4.1.M)	
				How can we use common spelling patterns, phonemic awareness, and spelling conventions when writing? (1.4.1.M)	

				What are some ways we can generate ideas for writing? (1.4.1.N) How can we understand that "who" a story will be about refers to the person, animal, or animated object in the story? (1.4.1.N) How do we understand that "what" a story will be about refers to the sequence of events that happen to the characters? (1.4.1.N) How do we respond when asked "who" or "what" a story is about, and follow through when drawing about or dictating the story? (1.4.1.N) How do discussions and describing events to each other help us to understand the story?. (1.4.1.O) How are thoughts and feelings related to experiences and events? (1.4.1.O) How can we share our experiences and events with others? (1.4.1.O) How do we understand that stories can be told about a single event or several loosely linked events. (1.4.1.P)	

				How do we understand that a single event is made up of a series of smaller events that are in sequence? (e.g., first, next, last, before) (1.4.1.P)	
				How can you sequence two or more events using temporal words? (1.4.1.P)	
				Why is it important to end with a closing sentence? (1.4.1.P)	
				Do you use vivid and precise language when speaking? (1.4.1.Q)	
				What proper conventions must be used when writing? (Capitalization of dates and names of people,end punctuation, use of commas.in dates, and words in series) (1.4.1.R)	
				What Wilson skills help us to spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions? (1.4.1.R)	
				Why is it important to revisit previous work? (1.4.1.X)	
				How do I respond to writing prompts? (1.4.1.X)	

				Speaking & Listening How do questions and details help us understand the topic being discussed? (1.5.1.A) Why is important to think before responding? (1.5.1.A) How can we engage in turn-taking? (1.5.1.A) Can you respond to a question with an answer or details related to the topic being discussed? (1.5.1.B) Can you generate "who," "what," "when," and "where" questions? (1.5.1.B) Why is it important to ask "what does that mean?" (1.5.1.B) How could you enhance oral presentations with a visual display? (e.g., smart board) (1.5.1.F) Why is it important to use complete sentences to clearly express our knowledge, thoughts and ideas? (1.5.1.E) How do good speakers understand and produce simple and compound sentences? (1.5.1.E)	

			How do good speakers use the proper command of conventions when communicating?(1.5.1.G)	
~~SCIENCE~~ ~~Students will understand the physical properties of matter, explore various combinations of substances, and learn to apply the scientific method to an experiment.~~ ~~"BE Thinking" Question: What would happen to the different types of matter if the temperature was always the same?~~	~~SCIENCE~~ **~~Matter~~** ~~Explain, record, and/or illustrate comprehension that all matter has physical properties. (3.2.1.A1)~~ ~~Explore, observe, and/or record various combinations of substances. (e.g., ice in water, oil in water, salt in water) (3.2.1.A1)~~ ~~Observe, describe, and classify (e.g., compare and contrast) matter by properties. (e.g., size, color, shape, weight, solid, liquid, other attributes) (3.2.1.A1)~~ ~~Use simple equipment (e.g., plastic tub, cups, magnifying lens) to observe, describe, and classify matter. (3.2.1.A1)~~ ~~Conduct investigations to explore the physical properties of matter. (e.g., heating, melting, cooling, freezing) (3.2.1.A3)~~ ~~Make a prediction. (e.g., what will happen during the experiment) (3.2.1.A3)~~	~~SCIENCE~~ ~~Students will read on level text orally with accuracy, appropriate rate and expression. (ELA)~~ ~~Students will ask who or what questions to better understand informational text and how or why questions using specifics from informational texts. (ELA)~~ ~~Students will understand when the narrator changes. (ELA)~~ ~~Students will begin to recognize unfamiliar words or phrases and use new vocabulary from a variety of content areas. (ELA)~~	~~SCIENCE~~ ~~What is matter and how can you represent it in a picture or explanation? (3.2.1.A1)~~ ~~What happens to various combinations of substances? (ice in water, oil in water, salt in water) (3.2.1.A1)~~ ~~Can you classify different types of matter (e.g. size, color, shape, weight, solid, liquid, other attributes?) (3.2.1.A1)~~ ~~Can you conduct an investigation to explore the physical properties of matter including making a prediction about what will happen to the matter and then comparing it to the result? (3.2.1.A3)~~ ~~How can you describe the cause and effect relationship process of the investigation? (3.2.1.A3)~~ ~~What is the difference between a reversible and an irreversible change in matter? (3.2.1.A4)~~	~~SCIENCE~~ ~~Matter~~ ~~Solid~~ ~~Liquid~~ ~~Gas~~ ~~Magnifying glass~~ ~~Atom~~ ~~Heat~~

	Compare predictions to the actual result. (3.2.1.A3)	Students will use graphic organizers to group information when writing. (ELA)	Can you conduct an investigation to explore the reversible and irreversible change in matter including making a prediction about what will happen to the matter and then comparing it to the result? (3.2.1.A4) (3.2.1.A5)	
	Identify the cause-and-effect relationship and describe the process. (3.2.1.A3)	Students will demonstrate understanding of physical properties of matter. (Science)	How can you describe the cause and effect relationship process of the investigation? (3.2.1.A4) (3.2.1.A5)	
	Journal results of the investigation. (3.2.1.A3)	Students will conduct investigations to explore various combinations of substances. (Science)	How does the shape of matter change depending on its type? (e.g. solids have shape, liquids take the shape) (3.2.1.A5)	
	Conduct investigations that explore irreversible changes in substances. (e.g., making a cake, freezing ice cream) (3.2.1.A4)	Students will respond to a question with an answer or details related to the topic being discussed. (S&L	Can you categorize materials based on types of matter (e.g. solid, liquid, gas)? (3.2.1.A5)	
	Distinguish between changes that are reversible and irreversible. (3.2.1.A4)		What is the difference between scientific fact and opinion? (3.2.1.A6)	
	Make a prediction. (e.g., what will happen during the experiment) (3.2.1.A4)		How can we apply the scientific method to objects, organisms and events to better understand the facts and prove our hypothesis? (3.2.1.A6)	
	Compare predictions to the actual result. (3.2.1.A4)		**Reading** Why is it important for readers to gain meaning from both	
	Identify the cause-and-effect relationship and describe the process. (3.2.1.A4)			
	Journal results of the investigation. (3.2.1.A4)			
	Identify solid, liquid, and gas when presented with real objects.			

	(3.2.1.A5) Recognize matter takes on different shapes depending upon its type. (e.g., solids have shape, liquids take the shape of container, gas lacks shape) (3.2.1.A5) Sort materials based on type of matter. (e.g., solid, liquid, gas) (3.2.1.A5) Distinguish between scientific fact and opinion. (3.2.1.A6) Ask questions about objects, organisms, and events. (3.2.1.A6) Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. (3.2.1.A6) Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. (3.2.1.A6) 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.		fiction and non-fiction text? (1.1.1.E) Why is it important to read with accuracy, appropriate rate, and expression when reading? (1.1.1.E) How can specific details from the text and illustrations help us to answer questions? (1.2.1.B) (1.2.1.G) (1.3.1.B) (1.3.1.G) How can specific details from the text and illustrations help us to answer questions in an informational text? (1.2.1.B) How can we connect our prior knowledge to read unfamiliar words? (1.2.1.F) Can you predict what a word means in a discussion with others? (1.2.1.F) How can we ask and answer questions about text being read aloud? (1.2.1.L) How does our prior knowledge help us understand new text? (1.2.1.L) Why is it important to communicate with each other and share ideas? (1.2.1.L)	

	(3.2.1.A6) Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. (3.2.1.A6) Communicate procedures and explanations giving priority to evidence and understanding that scientists share findings. (3.2.1.A6)		How can we incorporate our learning across the curriculum? (1.2.1.L) Why is it important to be able to retell a story sequentially? (1.3.1.A) How does sequencing events help us understand the story? (1.3.1.A) Why is it important to know key details of a story? (1.3.1.A) What strategies can we use to retell a story? (e.g. picture cards, dramatic play, illustration) (1.3.1.A) How can specific details from the text and illustrations help us to answer questions? (1.3.1.B) (1.3.1.G) Can you identify when a narrator changes? (1.3.1.D) "Who" or "what" is the story about? Why is it important to ask "how" and/or "why" questions about specifics from the story? (1.3.1.B) Can you identify narrative elements (e.g., characters,	

			setting, major events)? (1.3.1.C)	
			How can I use descriptive vocabulary when responding to questions and prompts? (1.3.1.C)	
			Who is telling the story? (1.3.1.D)	
			Can more than one person tell a story? (1.3.1.D)	
			Can you identify the words and phrases in stories or poems that suggest feelings or appeal to the senses? (1.3.1.F)	
			What are the story elements (characters, setting) and what role do they play in the story? (1.3.1.G)	
			Can you recognize words or phrases that are unfamiliar to you? (1.3.1.I)	
			Can you use the pictures and text when learning new vocabulary words or phrases? (1.3.1.J)	
			How can you use new vocabulary from a variety of content areas? (1.3.1.J)	

			How can our prior knowledge and asking good questions help us to understand what we read? (1.3.1.K) How can we respond to and build on comments from other students? (1.3.1.K) How do group reading activities help us to understand other daily objectives? (1.3.1.K) **Writing** What are the distinguishing features of a sentence (e.g. capitalization, spaces, punctuation, complete thought)? (1.1.1.B) How can you choose and respond to a writing prompts on a specific topic? (1.4.1.B) How can I respond to a writing prompt on a specific topic? (1.4.1.B) What topics can I write about? (1.4.1.B) How do you use graphic organizers to organize and group information? (1.4.1.D) How do I include an ending sentence?. (1.4.1.D)	

			Why is it important to use vivid and precise language when writing? (1.4.1.E) How does the use of conventions improve my writing? (1.4.1.F) What Wilson skills (patterns, phonemic awareness, conventions) help us to spell unit words? (1.4.1.F) How can we write about a real or imagined experience or event? (1.4.1.M) How can we use common spelling patterns, phonemic awareness, and spelling conventions when writing? (1.4.1.M) What are some ways we can generate ideas for writing? (1.4.1.N) How can we understand that "who" a story will be about refers to the person, animal, or animated object in the story? (1.4.1.N) How do we understand that "what" a story will be about refers to the sequence of events that happen to the characters? (1.4.1.N)	

				How do we respond when asked "who" or "what" a story is about, and follow through when drawing about or dictating the story? (1.4.1.N)	
				How do discussions and describing events to each other help us to understand the story? (1.4.1.O)	
				How are thoughts and feelings related to experiences and events? (1.4.1.O)	
				How can we share our experiences and events with others? (1.4.1.O)	
				How do we understand that stories can be told about a single event or several loosely linked events. (1.4.1.P)	
				How do we understand that a single event is made up of a series of smaller events that are in sequence? (e.g., first, next, last, before) (1.4.1.P)	
				How can you sequence two or more events using temporal words? (1.4.1.P)	
				Why is it important to end with a closing sentence? (1.4.1.P)	

| | | | | Do you use vivid and precise language when speaking? (1.4.1.Q)

What proper conventions must be used when writing? (Capitalization of dates and names of people, end punctuation, use of commas.in dates, and words in series) (1.4.1.R)

What Wilson skills help us to spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions? (1.4.1.R)

Why is it important to revisit previous work? (1.4.1.X)

How do I respond to writing prompts? (1.4.1.X)

Speaking & Listening
How do questions and details help us understand the topic being discussed? (1.5.1.A)

Why is important to think before responding? (1.5.1.A)

How can we engage in turn-taking? (1.5.1.A)

Can you respond to a question with an answer or | |

			details related to the topic being discussed? (1.5.1.B)	
			Can you generate "who," "what," "when," and "where" questions? (1.5.1.B)	
			Why is it important to ask "what does that mean?" (1.5.1.B)	
			How could you enhance oral presentations with a visual display? (e.g., smart board) (1.5.1.F)	
			Why is it important to use complete sentences to clearly express our knowledge, thoughts and ideas? (1.5.1.E)	
			How do good speakers understand and produce simple and compound sentences? (1.5.1.E)	
			How do good speakers use the proper command of conventions when communicating?(1.5.1.G)	

Month(s): February			**Quarter 3**	
President and National Symbols, Waves: Balance and Motion				
Big Idea	**Standard**	**Eligible Content**	**Essential Questions & Lesson Essential Question**	**Vocabulary**

ELA	ELA	ELA	ELA	ELA
	Foundational Skills Recognize and distinguish features of a sentence (e.g. capitalization, spaces, punctuation, complete thought) (1.1.1.B) Distinguish long from short vowel sounds in spoken single syllable words. (1.1.1.C) Count, pronounce, blend, and segment syllables in spoken and written words. (1.1.1.C) Orally produce single syllable words, including consonant blends and digraphs (1.1.1.C) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. (1.1.1.C) Add or substitute individual sounds (phonemes) in one syllable words to make new words. (1.1.1.C) Read grade appropriate, irregularly spelled words (e.g. was, Wednesday, again, earth.) WILSON TRICK WORDS (1.1.1.D)		How can we distinguish between long and short vowel sounds in spoken single syllable words? (1.1.1 C) How do we count, pronounce, blend, and segment syllables in spoken and written words? (1.1.1 C) How can we orally produce single syllable words, including consonant blends and digraphs? (1.1.1 C) How can we isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words? (1.1.1 C) How can we add or substitute individual sounds (phonemes) in one syllable words to make new words? (1.1.1 C) Why is it important to read grade appropriate, irregularly spelled words (e.g. was, Wednesday, again, earth)? WILSON TRICK WORDS (1.1.1 D)	context clues compare contrast main idea details fact opinion

	Reading Informational Text Read on-level level text with purpose and understanding. (1.1.1.E) Read on-level text orally with accuracy, appropriate rate and expression in successive readings. (1.1.1.E) Identify the main idea. (1.2.1.A) Know the details of a text can be used to support a topic or main idea. (1.2.1.A) Provide relevant details from a text which support the main idea. (1.2.1.A) Use specific details from the text to answer questions. (1.2.1.B) Answer "who" or "what" the text is about. (1.2.1.B) Answer "how" and/or "why" questions using specifics from the text. (1.2.1.B) Connect prior knowledge to unfamiliar words. (1.2.1.F)		

Make predictions about word meanings. (1.2.1.F) Participate in discussions about unfamiliar words. (1.2.1.F) Refer to specific text details. (1.2.1.G) Describe the illustrations in a text in detail to answer specific questions about the text. (1.2.1.G) Talk about pictures and text using new vocabulary words or phrases. (1.2.1.J) Use new vocabulary in the context of dramatic play, daily routines and classroom conversations. (1.2.1.J) Use new vocabulary when asking questions or describing situations or objects. (1.2.1.J) Use new vocabulary from a variety of content areas. (1.2.1.J) Use context clues to understand word and sentence meanings. (1.2.1.J)			

Classify conceptual categories of words (e.g., animals, colors, foods) (1.2.1.J) Ask and answer questions about text being read aloud.(1.2.1.L) Share relevant prior knowledge about text being read aloud. (1.2.1.L) Respond to and build on comments from other children. (1.2.1.L) Use ideas gained in group reading activities in other daily routines, learning centers, and activities. (1.2.1.L) **Reading Literature** Retell story in sequential order. (1.3.1.A) Recall key details of a story. (1.3.1.A) Use a variety of strategies to retell a story. (e.g. picture cards, dramatic play, illustration) (1.3.1.A) Use specific details from story to answer questions. (1.3.1.B) Answer "who" or "what" the story is about.			

	(1.3.1.B) Answer "how" and/or "why" questions using specifics from the story. (1.3.1.B) Identify narrative elements (e.g., characters, setting, major events.) (1.3.1.C) Use descriptive vocabulary when responding to questions and prompts. (1.3.1.C) Demonstrate understanding that a narrator tells the story. (1.3.1.D) Understand that who is telling the story can change. (1.3.1.D) Identify when the narrator changes. (1.3.1.D) Recognize and label basic feeling words and phrases. (1.3.1.F) Recognize and label sensory words and phrases. (1.3.1.F) Discuss personal reactions to words and phrases. (1.3.1.F)		

Demonstrate understanding that the setting is where the story takes place. (1.3.1.G) Demonstrate understanding that characters are people or animals who have a role in the story. (1.3.1.G) Connect illustrations to the text. (1.3.1.G) Answer "how" and/or "why" questions using specifics from the story. (1.3.1.G) Understand that characters within the same story or characters from different stories can be compared and contrasted. (1.3.1.H) Participate in strategies that provide opportunities to compare and contrast the experiences of characters. (e.g. Venn Diagrams, T charts, dramatic role play) (1.3.1.H) Recognize words or phrases that are unfamiliar to them. (1.3.1.I) Talk about pictures and text using new vocabulary words or phrases. (1.3.1.J) Use new vocabulary from a variety of content areas.			

	(1.3.1.J) Ask and answer questions about text being read aloud. (1.3.1.K) Share relevant prior knowledge about text being read aloud. (1.3.1.K) Respond to and build on comments from other students. (1.3.1.K) Use ideas gained in group reading activities in other daily routines, learning centers, and activities. (1.3.1.K) **Writing** Create a picture about a particular non-fiction topic and write about it. (1.4.1.A) Use common spelling patterns, phonemic awareness and spelling conventions when writing. (1.4.1.A) Respond to writing prompts on a specific topic. (1.4.1.B) Choose a specific topic to write about. (1.4.1.B) Brainstorm main ideas on a chosen topic.		

	(1.4.1.C) Choose a main idea to focus writing on topic. (1.4.1.C) Generate relevant details that support the chosen topic. (1.4.1.C) Include two or more facts when writing. (1.4.1.C) Use graphic organizers to logically organize and group information. (1.4.1.D) Logically organize and group information when writing. (1.4.1.D) Include and ending sentence. (1.4.1.D) Use vivid and precise language. (1.4.1.E) Capitalize dates and names of people. (1.4.1.F) Use end punctuation; use commas in dates and words in series. (1.4.1.F) Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. (1.4.1.F)		

Participate in discussions about fact and opinion. (1.4.1.G) Generate an opinion and write about it. (1.4.1.G) Use common spelling patterns, phonemic awareness and spelling conventions when writing. (1.4.1.G) Choose a topic. State an opinion. (1.4.1.H) Participate in discussions supporting opinions. (1.4.1.I) Generate relevant reasons that support the opinion. (1.4.1.I) Use graphic organizers to logically organize and group information. (1.4.1.J) Logically organize and group reasons when writing. (1.4.1.J) Include and ending sentence. (1.4.1.J) Use vivid and precise language. (1.4.1.K)			

Capitalize dates and names of people. (1.4.1.L) Use end punctuation; use commas in dates and words in series. (1.4.1.L) Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. (1.4.1.L) Write about a real or imagined experience or event. (1.4.1.M) Use common spelling patterns, phonemic awareness, and spelling conventions when writing. (1.4.1.M) Generate ideas for writing. (1.4.1.N) Understand that "who" a story will be about refers to the person, animal, or animated object that the story will be about. (1.4.1.N) Understand that "what" a story will be about refers to the sequenced events that happen to the references "who." (1.4.1.N) Respond when asked "who" or "what" a story is about, and follow through			

when drawing about or dictating the story. (1.4.1.N) Participate in discussions describing experiences and events. (1.4.1.O) Include thoughts and feelings related to experiences and events. (1.4.1.O) Understand stories can be told about a single event or several loosely linked events. (1.4.1.P) Understand that a single event is made up of a series of smaller events that are in sequence. (e.g., first, next, last, before) (1.4.1.P) Sequence two or more events using temporal words. (1.4.1.P) End with a closing sentence. (1.4.1.P) Use vivid and precise language. (1.4.1.Q) Capitalize dates and names of people. (1.4.1.R) Use end punctuation; use commas in dates and words in series. (1.4.1.R)			

| | Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. (1.4.1.R)

Engage in writing opportunities including journaling. (1.4.1.X)

Revisit previous work. (1.4.1.X)

Respond to writing prompts. (1.4.1.X)

Choose to write independently during play. (1.4.1.X)

Speaking & Listening
Communicate using detail related to topic being discussed. (1.5.1.A)

Pose questions related to topic being discussed. (1.5.1.A)

Allow wait time before responding. Engage in turn-talking. (1.5.1.A)

Respond to a question with an answer or details related to the topic being discussed. (1.5.1.B) | | | |

Generate "who," "what," "when," and "where" questions. (1.5.1.B) Use an appropriate voice level for the situation. (1.5.1.D) Share experiences and tell stories clearly with relevant detail. (1.5.1.D) Use appropriate pacing and speak clearly enough to be understood. (1.5.1.D) Recognize and express own knowledge, thoughts, and ideas in an appropriate manner using complete sentences. (1.5.1.E) Understand and produce simple and compound sentences. (1.5.1.E) Enhance oral presentations with a visual display (e.g., smart board) (1.5.1.F) Use a variety of sentence structures. (1.5.1.G) Match correct subject-verb agreement. (1.5.1.G) Use most parts of speech correctly. (1.5.1.G)			

	Use common, proper, and possessive nouns. (1.5.1.G) Use past, present and future tense. (1.5.1.G) Use adjectives. (1.5.1.G) Use conjunctions. (1.5.1.G) Use articles. (1.5.1.G) Use demonstratives. (1.5.1.G)			
SOCIAL STUDIES Students will be able to identify patriotic symbols. "BE Thinking" Question: What symbol would YOU create to symbolize our country? Be prepared to share with the class WHY you chose your symbol.	SOCIAL STUDIES **Presidents & National Symbols** Identify images, pictures, songs, poems, or items that are symbols of America. (e.g., George Washington, Abraham Lincoln, the flag, Liberty Bell, Thanksgiving (5.1.1.F) Participate in discussions on elected officials. (e.g., how they get elected, roles, responsibilities to the people) (5.3.1.E) Participate in a voting activity. (5.3.1.E) Participate in compiling voting results.	SOCIAL STUDIES Students will identify the main idea and details in a nonfiction text. (ELA) Students will use context clues and new vocabulary to understand word and sentence meanings. (ELA) Students will compare and contrast characters from	SOCIAL STUDIES Can you identify patriotic symbols of America and their significance? (5.1.1.F) (8.3.1.B) Can you identify the state motto, symbols and slogans that are common in Pennsylvania. (e.g., local, regional)? (8.2.1.B) How do officials get elected? (5.3.1.E) Can you participate in a voting activity to better understand the voting process and	SOCIAL STUDIES symbol Abraham Lincoln George Washington election voting elected official Pennsylvania landmark

Students will understand why we recognize historical American presidents and their contributions to America. "BE Thinking" Question: If YOU were the President, WHAT would you change about our country and WHY? Students will participate in a voting activity to understand how officials get elected. "BE Thinking" Question: What characteristics do you think a person needs to win an election?	(5.3.1.E) Understand a vote as a choice that is counted. (5.3.1.J) Understand voting as a right. (5.3.1.J) Participate in classroom voting experiences. (5.3.1.J) Participate in compiling voting results (5.3.1.J) Participate in discussions on historical Americans. (8.3.1.A) Research and identify historical Americans. (8.3.1.A) Identify monuments/artifacts/ landmarks associated with the group, individual, or event being celebrated/ honored in the classroom and the school community. (8.3.1.B) Understand the United States has patriotic symbols and traditions. (8.3.1.B) Brainstorm why landmarks are important. (8.3.1.B)	different stories. (ELA) Students will choose a main idea, generate relevant details, and include two or more facts. (Writing) Students will complete an opinion writing and support it with relevant reasons. (Writing) Students will identify patriotic symbols of America. (Social Studies) Students will identify symbols, slogans, and mottos of Pennsylvania. (Social Studies) Students will participate in a voting activity. (Social Studies) Students will know the significance of historical	compile voting results?(5.3.1.E) (5.3.1.J) Which historical American Presidents were influential in making significant contributions to America? (8.3.1.A) **Reading** Why is it important for readers to gain meaning from both fiction and non-fiction text? (1.1.1.E) Why is it important to read with accuracy, appropriate rate, and expression when reading? (1.1.1.E) How can specific details from the text and illustrations help us to answer questions? (1.2.1.B) (1.2.1.G) (1.3.1.B) (1.3.1.G) How can we identify the main idea and provide relevant details from the text? (1.2.1.A) How can specific details from the text and illustrations help us to answer questions in an informational text? (1.2.1.B) How can we connect our prior knowledge to read unfamiliar words? (1.2.1.F)	

| | Participate in discussions on American landmarks and their significance. (8.3.1.B)

Research and identify the state motto. (8.2.1.B)

Research and identify symbols and slogans that are common in Pennsylvania. (e.g., local, regional) (8.2.1.B) | presidents. (Social Studies) (Social Studies) | Can you predict what a word means in a discussion with others? (1.2.1.F)

How can we use illustrations in a text to answer specific questions about the text? (1.2.1.G)

Why is it important to learn and use new vocabulary words and phrases in classroom conversation? (1.2.1.J)

How do we use context clues to help understand word and sentence meanings? (1.2.1.J)

How can we classify categories of words (e.g., animals, colors, foods)? (1.2.1.J)

How can we ask and answer questions about text being read aloud? (1.2.1.L)

How does our prior knowledge help us understand new text? (1.2.1.L)

Why is it important to communicate with each other and share ideas? (1.2.1.L)

How can we incorporate our learning across the curriculum? (1.2.1.L) | |

| | | | | Why is it important to be able to retell a story sequentially? (1.3.1.A)

How does sequencing events help us understand the story? (1.3.1.A)

Why is it important to know key details of a story? (1.3.1.A)

What strategies can we use to retell a story? (e.g. picture cards, dramatic play, illustration) (1.3.1.A)

How can specific details from the text and illustrations help us to answer questions? (1.3.1.B) (1.3.1.G)

"Who" or "what" is the story about? (1.3.1.B)

Why is it important to ask "how" and/or "why" questions about specifics from the story? (1.3.1.B)

Can you identify narrative elements (e.g., characters, setting, major events)? (1.3.1.C)

How can I use descriptive vocabulary when responding | |
|---|---|---|---|---|---|

| | | | | to questions and prompts? (1.3.1.C)

Who is telling the story? (1.3.1.D)

Can you identify when a narrator changes? (1.3.1.D)

Can more than one person tell a story? (1.3.1.D)

Can you identify the words and phrases in stories or poems that suggest feelings or appeal to the senses? (1.3.1.F)

What are the story elements (characters, setting) and what role do they play in the story? (1.3.1.G)

How can we compare and contrast characters within the same story or characters from different stories? (1.3.1.H)

Can you recognize words or phrases that are unfamiliar to you? (1.3.1.I)

Can you use the pictures and text when learning new vocabulary words or phrases? (1.3.1.J) | |

				How can you use new vocabulary from a variety of content areas? (1.3.1.J)	
				Can you identify when a narrator changes? (1.3.1.D)	
				How can our prior knowledge and asking good questions help us to understand what we read? (1.3.1.K)	
				How can we respond to and build on comments from other students? (1.3.1.K)	
				How do group reading activities help us to understand other daily objectives? (1.3.1.K)	
				Writing What are the distinguishing features of a sentence (e.g. capitalization, spaces, punctuation, complete thought)? (1.1.1.B)	
				How do I draw a picture about a non-fiction topic and write about it? (1.4.1.A)	
				How do we use common spelling patterns, phonemic awareness and spelling conventions when writing? (1.4.1.A)	

				How can you choose and respond to a writing prompt on a specific topic? (1.4.1.B)	
				What topics can I write about? (1.4.1.B)	
				How can we brainstorm main ideas on a chosen topic and then write about that topic generating relevant details and including at least 2 facts? (1.4.1.C)	
				How do you use graphic organizers to organize and group information? (1.4.1.D)	
				How do I include an ending sentence? (1.4.1.D)	
				Why is it important to use vivid and precise language when writing? (1.4.1.E)	
				How does the use of conventions improve my writing? (1.4.1.F)	
				What Wilson skills (patterns, phonemic awareness, conventions) help us to spell unit words? (1.4.1.F)	
				Do we understand how to participate in discussions about fact and opinion? (1.4.1.G)	

			Can you generate an opinion and write about it using common spelling patterns, phonemic awareness and spelling conventions when writing? (1.4.1.G) Can you choose a topic and state an opinion? (1.4.1.H) Can you participate in discussions about opinions and then generate relevant reasons that support those opinions? (1.4.1.I) How do graphic organizers help us to logically organize and group information and reasons when writing? (1.4.1.J) Do you include an ending sentence, vivid and precise language, and proper capitalization and punctuation when you write?(1.4.1.J) (1.4.1.K) Do you use commas when writing dates and words in series? (1.4.1.L) Can you spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. (1.4.1.L)	

				Use end punctuation; use commas in dates and words in series. (1.4.1.L)	
				Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. (1.4.1.L)	
				How can we write about a real or imagined experience or event? (1.4.1.M)	
				How can we use common spelling patterns, phonemic awareness, and spelling conventions when writing? (1.4.1.M)	
				What are some ways we can generate ideas for writing? (1.4.1.N)	
				How can we understand that "who" a story will be about refers to the person, animal, or animated object in the story? (1.4.1.N)	
				How do we understand that "what" a story will be about refers to the sequence of events that happen to the characters? (1.4.1.N)	
				How do we respond when asked "who" or "what" a story is about, and follow through	

				when drawing about or dictating the story? (1.4.1.N) How do discussions and describing events to each other help us to understand the story?. (1.4.1.O) How are thoughts and feelings related to experiences and events? (1.4.1.O) How can we share our experiences and events with others? (1.4.1.O) How do we understand that stories can be told about a single event or several loosely linked events. (1.4.1.P) How do we understand that a single event is made up of a series of smaller events that are in sequence? (e.g., first, next, last, before) (1.4.1.P) How can you sequence two or more events using temporal words? (1.4.1.P) Why is it important to end with a closing sentence? (1.4.1.P) Do you use vivid and precise language when speaking? (1.4.1.Q)	

				What proper conventions must be used when writing? (Capitalization of dates and names of people, end punctuation, use of commas.in dates, and words in series) (1.4.1.R)	
				What Wilson skills help us to spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions? (1.4.1.R)	
				Speaking & Listening How do questions and details help us understand the topic being discussed? (1.5.1.A)	
				Why is important to think before responding? (1.5.1.A)	
				How can we engage in turn-taking? (1.5.1.A)	
				When you share experiences and tell stories, do you use an appropriate voice level, speak clearly with relevant detail, and use appropriate pacing?. (1.5.1.D)	
				How could you enhance oral presentations with a visual display? (e.g., smart board) (1.5.1.F)	

			Why is it important to use complete sentences to clearly express our knowledge, thoughts and ideas? (1.5.1.E) How do good speakers understand and produce simple and compound sentences? (1.5.1.E) How do good speakers use the proper command of conventions when communicating?(1.5.1.G)	
~~SCIENCE~~ ~~Students will understand how objects move through motion.~~ ~~"BE Thinking" Question: How can you use your body to move an object?~~	~~SCIENCE~~	~~SCIENCE~~ ~~Students will identify the main idea and details in a nonfiction text. (ELA)~~ ~~Students will use context clues and new vocabulary to understand word and sentence meanings. (ELA)~~ ~~Students will compare and contrast characters from different stories. (ELA)~~ ~~Students will choose a main~~	~~SCIENCE~~ **~~Balance and Motion~~** ~~Explore, discuss, demonstrate, and record two types of motion (push/pull). (3.2.1.B.1)~~ ~~Explore, discuss, demonstrate, and record the effects of pushing and pulling on an object. (3.2.1.B.1)~~ ~~Describe how the type of motion changes the speed or direction of an object. (3.2.1.B.1)~~ ~~How do objects move? (3.2.1.B1)~~	~~SCIENCE~~ ~~balance~~ ~~motion~~ ~~push~~ ~~pull~~ ~~energy~~ ~~reflection~~

		idea, generate relevant details, and include two or more facts. (Writing) Students will complete an opinion writing and support it with relevant reasons. (Writing) Students will distinguish between different types of motion. (Science) Students will use the scientific method to draw conclusions. (Science)	How can you distinguish between scientific fact and opinion? (3.2.1.B7) **Reading** Why is it important for readers to gain meaning from both fiction and non-fiction text? (1.1.1.E) How can we identify the main idea and provide relevant details from the text? (1.2.1.A) How can specific details from the text and illustrations help us to answer questions? (1.2.1.B) (1.2.1.G) (1.3.1.B) (1.3.1.G) How can we connect our prior knowledge to read unfamiliar words? (1.2.1.F) Can you predict what a word means in a discussion with others? (1.2.1.F) How can we use illustrations in a text to answer specific questions about the text? (1.2.1.G) Why is it important to learn and use new vocabulary words and phrases in classroom conversation? (1.2.1.J)	

			How do we use context clues to help understand word and sentence meanings? (1.2.1.J) How can we classify categories of words (e.g., animals, colors, foods)? (1.2.1.J) How can we ask and answer questions about text being read aloud? (1.2.1.L) How does our prior knowledge help us understand new text? (1.2.1.L) Why is it important to communicate with each other and share ideas? (1.2.1.L) How can we incorporate our learning across the curriculum? (1.2.1.L) Why is it important to ask "how" and/or "why" questions about specifics from the story? (1.3.1.B) Can you identify narrative elements (e.g., characters, setting, major events)? (1.3.1.C) How can I use descriptive vocabulary when responding to questions and prompts? (1.3.1.C)	

			Who is telling the story? (1.3.1.D) Can more than one person tell a story? (1.3.1.D) Can you identify the words and phrases in stories or poems that suggest feelings or appeal to the senses? (1.3.1.F) What are the story elements (characters, setting) and what role do they play in the story? (1.3.1.G) How can we compare and contrast characters within the same story or characters from different stories? (1.3.1.H) How can our prior knowledge and asking good questions help us to understand what we read? (1.3.1.K) How do group reading activities help us to understand other daily objectives? (1.3.1.K) **Writing** What are the distinguishing features of a sentence (e.g. capitalization, spaces, punctuation, complete thought)? (1.1.1.B)	

			How do I draw a picture about a non-fiction topic and write about it? (1.4.1.A) How do we use common spelling patterns, phonemic awareness and spelling conventions when writing? (1.4.1.A) How can you choose and respond to a writing prompt on a specific topic? (1.4.1.B) What topics can I write about? (1.4.1.B) How can we brainstorm main ideas on a chosen topic and then write about that topic generating relevant details and including at least 2 facts? (1.4.1.C) How does the use of conventions improve my writing? (1.4.1.F) What Wilson skills (patterns, phonemic awareness, conventions) help us to spell unit words? (1.4.1.F) Do we understand how to participate in discussions about fact and opinion? (1.4.1.G)	

				Can you generate an opinion and write about it using common spelling patterns, phonemic awareness and spelling conventions when writing? (1.4.1.G)	
				Can you choose a topic and state an opinion? (1.4.1.H)	
				Can you participate in discussions about opinions and then generate relevant reasons that support those opinions? (1.4.1.I)	
				How do graphic organizers help us to logically organize and group information and reasons when writing? (1.4.1.J)	
				Do you include an ending sentence, vivid and precise language, and proper capitalization and punctuation when you write?(1.4.1.J) (1.4.1.K)	
				Do you use commas when writing dates and words in series? (1.4.1.L)	
				Can you spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. (1.4.1.L)	

				How can we write about a real or imagined experience or event? (1.4.1.M) How can we use common spelling patterns, phonemic awareness, and spelling conventions when writing? (1.4.1.M) What are some ways we can generate ideas for writing? (1.4.1.N) How can we understand that "who" a story will be about refers to the person, animal, or animated object in the story? (1.4.1.N) How do we understand that "what" a story will be about refers to the sequence of events that happen to the characters? (1.4.1.N) How do we respond when asked "who" or "what" a story is about, and follow through when drawing about or dictating the story? (1.4.1.N) How do discussions and describing events to each other help us to understand the story?. (1.4.1.O)	

				How are thoughts and feelings related to experiences and events? (1.4.1.O)	
				How can we share our experiences and events with others? (1.4.1.O)	
				How do we understand that stories can be told about a single event or several loosely linked events. (1.4.1.P)	
				How do we understand that a single event is made up of a series of smaller events that are in sequence? (e.g., first, next, last, before) (1.4.1.P)	
				How can you sequence two or more events using temporal words? (1.4.1.P)	
				Why is it important to end with a closing sentence? (1.4.1.P)	
				Do you use vivid and precise language when speaking? (1.4.1.Q)	
				What proper conventions must be used when writing? (Capitalization of dates and names of people, end punctuation, use of commas.in dates, and words in series) (1.4.1.R)	

| | | | What Wilson skills help us to spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions? (1.4.1.R)

Why is it important to revisit previous work? (1.4.1.X)

How do I respond to writing prompts? (1.4.1.X)

Speaking & Listening
How do questions and details help us understand the topic being discussed? (1.5.1.A)

Why is important to think before responding? (1.5.1.A)

How can we engage in turn-taking? (1.5.1.A)

When you share experiences and tell stories, do you use an appropriate voice level, speak clearly with relevant detail, and use appropriate pacing?. (1.5.1.D)

How could you enhance oral presentations with a visual display? (e.g., smart board) (1.5.1.F)

Why is it important to use complete sentences to clearly | |
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Month(s): March	**Quarter 3**

Maps and Landforms

Big Idea	**Standard**	**Eligible Content**	**Essential Questions & Lesson Essential Question**	**Vocabulary**
ELA	ELA **Foundational Skills** Recognize and distinguish features of a sentence (e.g. capitalization, spaces, punctuation, complete thought) (1.1.1.B) Distinguish long from short vowel sounds in spoken single syllable words. (1.1.1.C) Count, pronounce, blend, and segment syllables in spoken and written words. (1.1.1.C)	ELA	ELA	ELA Central message Pronouns Possessive nouns Indefinite pronouns Inflectional endings

Orally produce single syllable words, including consonant blends and digraphs. (1.1.1.C) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. (1.1.1.C) Add or substitute individual sounds (phonemes) in one syllable words to make new words. (1.1.1.C) Read grade appropriate, irregularly spelled words (e.g. was, Wednesday, again, earth.) WILSON TRICK WORDS (1.1.1.D) Identify common consonant digraphs, final e, and common vowel teams. (1.1.1.D) Read grade level words with inflectional endings. (1.1.1.D) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (1.1.1.E) **Reading Informational Text** Read on-level texts with purpose and understanding. (1.1.1.E)			

| | Read on-level texts orally with accuracy, appropriate rate and expression in successive readings. (1.1.1.E)

Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (1.1.1.E)

Identify the main idea. (1.2.1.A)

Know the details of a text can be used to support a topic or main idea. (1.2.1.A)

Provide relevant details from a text which support the main idea. (1.2.1.A)

Use specific details from the text to answer questions. (1.2.1.B)

Answer "who" or "what" the text is about. (1.2.1.B)

Answer "how" and/or "why" questions using specifics from the text. (1.2.1.B)

Generate questions about specific details in the text (1.2.1.B) | | | |

	Connect prior knowledge to unfamiliar words. (1.2.1.F) Make predictions about word meanings. (1.2.1.F) Participate in discussions about unfamiliar words. (1.2.1.F) Use strategies to look up unfamiliar words (1.2.1.F) Refer to specific text details. (1.2.1.G) Describe the illustrations in a text in detail to answer specific questions about the text. (1.2.1.G) Talk about pictures and text using new vocabulary words or phrases. (1.2.1.J) Use new vocabulary in the context of dramatic play, daily routines and classroom conversations. (1.2.1.J) Use new vocabulary when asking questions or describing situations or objects. (1.2.1.J)		

	Use new vocabulary from a variety of content areas. (1.2.1.J) Use context clues to understand word and sentence meanings. (1.2.1.J) Classify conceptual categories of words (e.g., animals, colors, foods). (1.2.1.J) Recognize words or phrases that are unfamiliar to them. (1.2.1.K) Connect prior knowledge to unfamiliar words. (1.2.1.K) Make predictions about word meanings. (1.2.1.K) Use strategies to look up unfamiliar words. (1.2.1.K) Talk about connections between familiar and unfamiliar words or phrases that mean similar things. (e.g. grass, lawn) (1.2.1.K) Participate in discussions about unfamiliar words. (1.2.1.K)		

Ask and answer questions about text being read aloud.(1.2.1.L) Share relevant prior knowledge about text being read aloud. (1.2.1.L) Respond to and build on comments from other children. (1.2.1.L) Use ideas gained in group reading activities in other daily routines, learning centers, and activities. (1.2.1.L) **Reading Literature** Retell story in sequential order. (1.3.1.A) Recall key details of a story. (1.3.1.A) Use a variety of strategies to retell a story. (e.g. picture cards, dramatic play, illustration) (1.3.1.A) Identify the central message or lesson. (1.3.1.A) Use specific details from story to answer questions. (1.3.1.B) Answer "who" or "what" the story is about. (1.3.1.B)			

	Answer "how" and/or "why" questions using specifics from the story. (1.3.1.B) Generate questions about specific details in the story. (1.3.1.B) Identify narrative elements (e.g., characters, setting, major events.) (1.3.1.C) Use descriptive vocabulary when responding to questions and prompts. (1.3.1.C) Demonstrate understanding that a narrator tells the story. (1.3.1.D) Understand that who is telling the story can change. (1.3.1.D) Identify when the narrator changes. (1.3.1.D) 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) (1.3.1.E) Understand that different types of text are used for different purposes. (1.3.1.E)		

	Choose texts on identified need or purpose. (1.3.1.E) Discuss differences between stories and informational texts. (1.3.1.E) Recognize and label basic feeling words and phrases. (1.3.1.F) Recognize and label sensory words and phrases. (1.3.1.F) Discuss personal reactions to words and phrases. (1.3.1.F) Demonstrate understanding that the setting is where the story takes place. (1.3.1.G) Demonstrate understanding that characters are people or animals who have a role in the story. (1.3.1.G) Connect illustrations to the text. (1.3.1.G) Answer "how" and/or "why" questions using specifics from the story. (1.3.1.G) Understand that characters within the same story or characters from			

different stories can be compared and contrasted. (1.3.1.H) Participate in strategies that provide opportunities to compare and contrast the experiences of characters. (e.g. Venn Diagrams, T charts, dramatic role play) (1.3.1.H) Recognize words or phrases that are unfamiliar to them. (1.3.1.I) Connect prior knowledge to unfamiliar words. (1.3.1.I) Make predictions about word meanings. (1.3.1.I) Use strategies to look up unfamiliar words. (1.3.1.I) Talk about connections between familiar and unfamiliar words or phrases that mean similar things. (e.g. grass, lawn) (1.3.1.I) Participate in discussions about unfamiliar words. (1.3.1.I) Talk about pictures and text using new vocabulary words or phrases.			

	(1.3.1.J) Use new vocabulary from a variety of content areas. (1.3.1.J) Ask and answer questions about text being read aloud. (1.3.1.K) Share relevant prior knowledge about text being read aloud. (1.3.1.K) Respond to and build on comments from other students. (1.3.1.K) Use ideas gained in group reading activities in other daily routines, learning centers, and activities. (1.3.1.K) **Writing** Create a picture about a particular non-fiction topic and write about it. (1.4.1.A) Use common spelling patterns, phonemic awareness and spelling conventions when writing. (1.4.1.A) Respond to writing prompts on a specific topic. (1.4.1.B) Choose a specific topic to write about.		

	(1.4.1.B)			
	Brainstorm main ideas on a chosen topic. (1.4.1.C)			
	Choose a main idea to focus writing on topic. (1.4.1.C)			
	Generate relevant details that support the chosen topic. (1.4.1.C)			
	Include two or more facts when writing. (1.4.1.C)			
	Use graphic organizers to logically organize and group information. (1.4.1.D)			
	Logically organize and group information when writing. (1.4.1.D)			
	Include and ending sentence. (1.4.1.D)			
	Use vivid and precise language. (1.4.1.E)			
	Capitalize dates and names of people. (1.4.1.F)			
	Use end punctuation; use commas in dates and words in series. (1.4.1.F)			

Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. (1.4.1.F) Participate in discussions about fact and opinion. (1.4.1.G) Generate an opinion and write about it. (1.4.1.G) Use common spelling patterns, phonemic awareness and spelling conventions when writing. (1.4.1.G) Choose a topic. State an opinion. (1.4.1.H) Participate in discussions supporting opinions. (1.4.1.I) Generate relevant reasons that support the opinion. (1.4.1.I) Use graphic organizers to logically organize and group information. (1.4.1.J) Logically organize and group reasons when writing. (1.4.1.J) Include and ending sentence.			

	(1.4.1.J) Use vivid and precise language. (1.4.1.K) Capitalize dates and names of people. (1.4.1.L) Use end punctuation; use commas in dates and words in series. (1.4.1.L) Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. (1.4.1.L) Write about a real or imagined experience or event. (1.4.1.M) Use common spelling patterns, phonemic awareness, and spelling conventions when writing. (1.4.1.M) Generate ideas for writing. (1.4.1.N) Understand that "who" a story will be about refers to the person, animal, or animated object that the story will be about. (1.4.1.N) Understand that "what" a story will be about refers to the sequenced events that happen to the references "who." (1.4.1.N)		

	Respond when asked "who" or "what" a story is about, and follow through when drawing about or dictating the story. (1.4.1.N) Participate in discussions describing experiences and events. (1.4.1.O) Include thoughts and feelings related to experiences and events. (1.4.1.O) Understand stories can be told about a single event or several loosely linked events. (1.4.1.P) Understand that a single event is made up of a series of smaller events that are in sequence. (e.g., first, next, last, before) (1.4.1.P) Sequence two or more events using temporal words. (1.4.1.P) End with a closing sentence. (1.4.1.P) Use vivid and precise language. (1.4.1.Q) Capitalize dates and names of people. (1.4.1.R)		

Use end punctuation; use commas in dates and words in series. (1.4.1.R) Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. (1.4.1.R) Understand that drawings and dictation convey meaning to an audience. (1.4.1.T) Understand writing may have to be changed to make more clear. (1.4.1.T) Share work with others. (1.4.1.T) Participate in discussions about their work. (1.4.1.T) When prompted make changes to work based on feedback. (1.4.1 T) Respond to questions and suggestions from peers. (1.4.1.T) Add details to strengthen writing as needed. (1.4.1.T) Use a variety of digital tools to produce and publish writing.			

	(1.4.1.U) Engage in writing opportunities including journaling. (1.4.1.X) Revisit previous work. (1.4.1.X) Respond to writing prompts. (1.4.1.X) Choose to write independently during play. (1.4.1.X) **Speaking & Listening** Communicate using detail related to topic being discussed. (1.5.1.A) Pose questions related to topic being discussed. (1.5.1.A) Allow wait time before responding. Engage in turn-talking. (1.5.1.A) Respond to a question with an answer or details related to the topic being discussed. (1.5.1.B) Generate "who," "what," "when," and "where" questions. (1.5.1.B) Ask "what does that mean?"			

	(1.5.1.B)			
	Ask for clarification. (e.g., "What do you mean?" "I don't understand.") (1.5.1.C)			
	Use an appropriate voice level for the situation. (1.5.1.D)			
	Share experiences and tell stories clearly with relevant detail. (1.5.1.D)			
	Use appropriate pacing and speak clearly enough to be understood. (1.5.1.D)			
	Recognize and express own knowledge, thoughts, and ideas in an appropriate manner using complete sentences. (1.5.1.E)			
	Understand and produce simple and compound sentences. (1.5.1.E)			
	Enhance oral presentations with a visual display (e.g., smart board) (1.5.1.F)			
	Use a variety of sentence structures. (1.5.1.G)			
	Match correct subject-verb agreement. (1.5.1.G)			

	Use most parts of speech correctly. (1.5.1.G) Use common, proper, and possessive nouns. (1.5.1.G) Use past, present and future tense. (1.5.1.G) Use adjectives. (1.5.1.G) Use conjunctions. (1.5.1.G) Use articles. (1.5.1.G) Use demonstratives. (1.5.1.G) Use personal, possessive, and indefinite pronouns. (1.5.1.G)			
SOCIAL STUDIES **Maps** Students will learn to use maps and globes and how to identify their individual place in the world. "BE Thinking" Question: Is it	SOCIAL STUDIES **Maps** Identify a map and globe and describe purpose. (7.1.1.A) Identify and interpret the key for map/ globe. (7.1.1.A) Compare and contrast a map and a globe.	SOCIAL STUDIES **Maps** Students will be able to differentiate between a map and a globe and become familiar with the characteristics of each.	SOCIAL STUDIES **Maps** How can we distinguish between long and short vowel sounds in spoken single syllable words? (1.1.1 C) How do we count, pronounce, blend, and segment syllables in spoken and written words? (1.1.1 C)	SOCIAL STUDIES Map Globe Continent Ocean Landform landmark Country State Town Map key Compass rose

possible to make a map into a globe? What would the earth look like if you were in outer space looking in on it? Could you find your place in the world?	(7.1.1.A) Know that landforms and bodies of water are represented differently on geographic tools. (7.1.1.A) Use geographic terms to describe and find places. (7.1.1.A) Identify ways that people use lakes, rivers, and streams. (7.4.1.A) Identify ways that lakes, rivers, and streams affect how people live. (7.4.1.A) Identify various areas in the community as places where people live, work, and play because of the physical features. (7.4.1.A) Draw a picture of a positive and negative effect of rivers, lakes, and streams. (7.4.1.A) Describe the purpose of a compass rose. (7.1.1.B) Identify cardinal directions. (7.1.1.B)	Students will learn and use a map key and a compass rose. Students will be able to explain there are seven continents and four oceans. Students will learn their continent, country, state, town, and address.	How can we orally produce single syllable words, including consonant blends and digraphs? (1.1.1 C) How can we isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words? (1.1.1 C) How can we add or substitute individual sounds (phonemes) in one syllable words to make new words? (1.1.1 C) Why is it important to read grade appropriate, irregularly spelled words (e.g. was, Wednesday, again, earth)? WILSON TRICK WORDS (1.1.1 D) How can we identify common consonant digraphs, final e, and common vowel teams? (1.1.1.D) How do we read words with inflectional endings? (1.1.1.D) Why is it important to use context to confirm or self-correct word recognition when reading? (1.1.1.E) **Social Studies** How are a map and a globe different and alike? (7.1.1.A)	

	Locate Pennsylvania on a map of the United States in relation to its surrounding states. (7.1.1.B) Know there are seven continents and four oceans. (7.1.1.B) Know their continent, country, state, town, and address. (7.1.1.B) Identify and interpret the features of a map. (7.1.1.B) Differentiate between natural and man-made physical characteristics. (e.g., natural—forests, mountains, rivers, oceans; man-made—buildings, roads, bridges) (7.2.1.A) Sort pictures by man-made and natural origin. (7.2.1.A) Explain why various areas of the community are located where they are. (7.2.1.B) Describe how weather affects the local community. (7.2.1.B) Identify what it means to be a landmark.		How can a key help you to interpret information on the map/globe? (7.1.1.A) Can you identify various landforms and bodies of waters on maps/globes? (7.1.1.A) What ways do people use lakes, rivers and streams and how can they positively and negatively affect their lives? (Illustrate) (7.4.1.A) Can you identify the purpose of a compass rose and the four cardinal directions on it? (7.1.1.B) Are you able to find Pennsylvania on a map in relation to its surrounding states? (7.1.1.B) What is your continent, country, state, town, and address? (7.1.1.B) Do you know how many continents and oceans there are in the United States? (7.1.1.B) Do you know the difference between natural landforms and man-made landmarks? (picture sort) (7.2.1.A)

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	(8.4.1.B) Brainstorm why landmarks around the world are important. (8.4.1.B) Research and identify world landmarks. (8.4.1.B)		How is a community affected by weather and other factors based on its location? (7.2.1.B) Why are landmarks around the world important? (research and identify) (8.4.1.B) **Reading** Why is it important for readers to gain meaning from both fiction and non-fiction text? (1.1.1.E) Why is it important to use context to confirm or self-correct word recognition when reading? (1.1.1.E) How can we identify the main idea and provide relevant details from the text? (1.2.1.A) How do we generate questions about specific details in the text? (1.2.1.B) How can specific details from the text and illustrations help us to answer questions? (1.2.1.B) (1.2.1.G) (1.3.1.B) (1.3.1.G) How can we connect our prior knowledge to read unfamiliar words? (1.2.1.F)	

| | | | | Can you predict what a word means in a discussion with others? (1.2.1.F)

What strategies can we use to look up unfamiliar words? (1.2.1.F)

How can we use illustrations in a text to answer specific questions about the text? (1.2.1.G)

Why is it important to learn and use new vocabulary words and phrases in classroom conversation? (1.2.1.J)

How do we use context clues to help understand word and sentence meanings? (1.2.1.J)

How can we classify categories of words (e.g., animals, colors, foods)? (1.2.1.J)

Can you recognize words or phrases that are unfamiliar and connect prior knowledge to them? (1.2.1.K) (1.3.1.I)

Can you participate in discussions about unfamiliar words, make predictions about word meanings, and use strategies to look up unfamiliar words? (1.2.1.K) (1.3.1.I) | |
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| | | | | Can you make connections between familiar and unfamiliar words or phrases that mean similar things? (e.g. grass, lawn) (1.2.1.K) (1.3.1.I)

How can we ask and answer questions about text being read aloud? (1.2.1.L)

How does our prior knowledge help us understand new text? (1.2.1.L)

Why is it important to communicate with each other and share ideas? (1.2.1.L)

How can we incorporate our learning across the curriculum? (1.2.1.L)

Can you identify the central message or lesson in a story? (1.3.1.A)

Why is it important to ask "how" and/or "why" questions about specifics from the story? (1.3.1.B)

Can you generate questions about specific details in the story? (1.3.1.B)

Can you identify narrative elements (e.g., characters, | |
|---|---|---|---|---|---|

| | | | | setting, major events)? (1.3.1.C)

How can I use descriptive vocabulary when responding to questions and prompts? (1.3.1.C)

Who is telling the story? (1.3.1.D)

Can more than one person tell a story? (1.3.1.D)

Do you 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) (1.3.1.E)

Do you understand that different types of text are used for different purposes and that we choose texts based on our needs and purpose? (1.3.1.E)

Can you identify differences between stories and informational texts. (1.3.1.E)

Can you identify the words and phrases in stories or poems that suggest feelings or appeal to the senses? (1.3.1.F) | |

				What are the story elements (characters, setting) and what role do they play in the story? (1.3.1.G) How can we compare and contrast characters within the same story or characters from different stories? (1.3.1.H) How can our prior knowledge and asking good questions help us to understand what we read? (1.3.1.K) How do group reading activities help us to understand other daily objectives? (1.3.1.K) **Writing** What are the distinguishing features of a sentence (e.g. capitalization, spaces, punctuation, complete thought)? (1.1.1.B) How do I draw a picture about a non-fiction topic and write about it? (1.4.1.A) How do we use common spelling patterns, phonemic awareness and spelling conventions when writing? (1.4.1.A)	

			How can you choose and respond to a writing prompt on a specific topic? (1.4.1.B) What topics can I write about? (1.4.1.B) Can you brainstorm main ideas on a chosen topic and then choose a main idea to write about? (1.4.1.C) How can we brainstorm main ideas on a chosen topic and then write about that topic generating relevant details and including at least 2 facts? (1.4.1.C) How does the use of conventions improve my writing? (1.4.1.F) What Wilson skills (patterns, phonemic awareness, conventions) help us to spell unit words? (1.4.1.F) Do we understand how to participate in discussions about fact and opinion? (1.4.1.G) Can you generate an opinion and write about it using common spelling patterns, phonemic awareness and spelling conventions when writing? (1.4.1.G)	

				Can you choose a topic and state an opinion? (1.4.1.H)	
				Can you participate in discussions about opinions and then generate relevant reasons that support those opinions? (1.4.1.I)	
				How do graphic organizers help us to logically organize and group information and reasons when writing? (1.4.1.J)	
				Do you include an ending sentence, vivid and precise language, and proper capitalization and punctuation when you write?(1.4.1.J) (1.4.1.K)	
				Do you use commas when writing dates and words in series? (1.4.1.L)	
				Can you spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. (1.4.1.L)	
				How can we write about a real or imagined experience or event? (1.4.1.M)	
				How can we use common spelling patterns, phonemic awareness, and spelling	

				conventions when writing? (1.4.1.M)	
				What are some ways we can generate ideas for writing? (1.4.1.N)	
				How can we understand that "who" a story will be about refers to the person, animal, or animated object in the story? (1.4.1.N)	
				How do we understand that "what" a story will be about refers to the sequence of events that happen to the characters? (1.4.1.N)	
				How do we respond when asked "who" or "what" a story is about, and follow through when drawing about or dictating the story? (1.4.1.N)	
				How do discussions and describing events to each other help us to understand the story? (1.4.1.O)	
				How are thoughts and feelings related to experiences and events? (1.4.1.O)	
				How can we share our experiences and events with others? (1.4.1.O)	

			How do we understand that stories can be told about a single event or several loosely linked events. (1.4.1.P) How do we understand that a single event is made up of a series of smaller events that are in sequence? (e.g., first, next, last, before) (1.4.1.P) How can you sequence two or more events using temporal words? (1.4.1.P) Why is it important to end with a closing sentence? (1.4.1.P) Do you use vivid and precise language when speaking? (1.4.1.Q) What proper conventions must be used when writing? (Capitalization of dates and names of people, end punctuation, use of commas.in dates, and words in series) (1.4.1.R) What Wilson skills help us to spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions? (1.4.1.R) Do you understand that writing becomes more clear when we	

				make changes and add details? (1.4.1.T)	
				Are you clear when sharing your work with others? (1.4.1.T)	
				Do you incorporate changes to your work based on feedback after participating in discussions? (1.4.1.T)	
				Are you able to respond to questions and suggestions from peers? (1.4.1.T)	
				Can you use a variety of digital tools to produce and publish writing? (1.4.1.U)	
				How do you ask adults or peers for explanations or information using why, how, where, and when? (e.g., "Why do leaves turn color?" "Why does Jamal like pizza?") (1.4.1.V)	
				How do you use a variety of resources with teacher support (e.g., adults and peers, books, digital media, maps, recipes, experts) to find new information? (1.4.1.V)	
				How can you respond to prompts which require	

| | | | reference to prior experiences? (1.4.1.W)

How can you relate prior experiences and learning to a current topic? (1.4.1.W)

How can you recall information from experiences? (1.4.1.W)

How can you use a variety of resources with teacher support (e.g., adults and peers, books, digital media, maps, recipes, experts) to find new information? (1.4.1.W)

Speaking & Listening
How do questions and details help us understand the topic being discussed? (1.5.1.A)

Why is important to think before responding? (1.5.1.A)

How can we engage in turn-taking? (1.5.1.A)

How can you use an appropriate voice level for the situation? (1.5.1.D)

How can you share experiences and tell stories | |

			clearly with relevant detail? (1.5.1.D) Can you use appropriate pacing and speak clearly enough to be understood? (1.5.1.D) How could you enhance oral presentations with a visual display? (e.g., smart board) (1.5.1.F) Why is it important to use complete sentences to clearly express our knowledge, thoughts and ideas? (1.5.1.E) How do good speakers understand and produce simple and compound sentences? (1.5.1.E) How do good speakers use the proper command of conventions when communicating?(1.5.1.G) Do you use personal, possessive, and indefinite pronouns? (1.5.1.G)	
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Month(s): March		Quarter 4	

Maps - Landforms

Big Idea	Standard	Eligible Content	Essential Questions & Lesson Essential Question	Vocabulary
ELA	ELA **Foundational Skills** Recognize and distinguish features of a sentence (e.g. capitalization, spaces, punctuation, complete thought) (1.1.1.B) Distinguish long from short vowel sounds in spoken single syllable words. (1.1.1.C) Count, pronounce, blend, and segment syllables in spoken and written words. (1.1.1.C) Orally produce single syllable words, including consonant blends and digraphs. (1.1.1.C) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. (1.1.1.C) Add or substitute individual sounds (phonemes) in one syllable words to make new words. (1.1.1.C)	ELA	ELA	ELA Conventions Pronouns

	Read grade appropriate, irregularly spelled words (e.g. was, Wednesday, again, earth.) WILSON TRICK WORDS (1.1.1.D) Identify common consonant digraphs, final e, and common vowel teams. (1.1.1.D) Read grade level words with inflectional endings. (1.1.1.D) Decode one and two syllable words with common patterns. (1.1.1.D) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (1.1.1.E) **Reading Informational Text** Read on-level texts with purpose and understanding. (1.1.1.E) Read on-level texts orally with accuracy, appropriate rate and expression in successive readings. (1.1.1.E) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (1.1.1.E)			

	Identify the main idea. (1.2.1.A) Know the details of a text can be used to support a topic or main idea. (1.2.1.A) Provide relevant details from a text which support the main idea. (1.2.1.A) Use specific details from the text to answer questions. (1.2.1.B) Answer "who" or "what" the text is about. (1.2.1.B) Answer "how" and/or "why" questions using specifics from the text. (1.2.1.B) Generate questions about specific details in the text (1.2.1.B) Find similarities and differences between two individuals, events, ideas, or pieces of information in a text. (1.2.1.C) Answer cause and effect questions about events, ideas and information in a text. (1.2.1.C)			

Use table of contents to locate information. (1.2.1.E) Use index or digital-text search feature to locate key facts or information. (1.2.1.E) Use headings and captions to locate key facts or information. (1.2.1.E) Connect prior knowledge to unfamiliar words. (1.2.1.F) Make predictions about word meanings. (1.2.1.F) Participate in discussions about unfamiliar words. (1.2.1.F) Use strategies to look up unfamiliar words (1.2.1.F) Refer to specific text details. (1.2.1.G) Describe the illustrations in a text in detail to answer specific questions about the text. (1.2.1.G) Identify the evidence an author uses. (1.2.1H)			

	Refer to specific text details. (1.2.1H) Recognize that texts have similar components that can be compared and contrasted. (e.g., main ideas, details) (1.2.1.I) Participate in strategies that provide opportunities to compare and contrast texts and/or components of texts. (e.g., Venn diagrams, T- charts) (1.2.1. I) Talk about pictures and text using new vocabulary words or phrases. (1.2.1.J) Use new vocabulary in the context of dramatic play, daily routines and classroom conversations. (1.2.1.J) Use new vocabulary when asking questions or describing situations or objects. (1.2.1.J) Use new vocabulary from a variety of content areas. (1.2.1.J) Use context clues to understand word and sentence meanings. (1.2.1.J)		

	Classify conceptual categories of words (e.g., animals, colors, foods). (1.2.1.J) Recognize words or phrases that are unfamiliar to them. (1.2.1.K) Connect prior knowledge to unfamiliar words. (1.2.1.K) Make predictions about word meanings. (1.2.1.K) Use strategies to look up unfamiliar words. (1.2.1.K) Talk about connections between familiar and unfamiliar words or phrases that mean similar things. (e.g. grass, lawn) (1.2.1.K) Participate in discussions about unfamiliar words. (1.2.1.K) Ask and answer questions about text being read aloud.(1.2.1.L) Share relevant prior knowledge about text being read aloud. (1.2.1.L) Respond to and build on comments from other children.		

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	(1.2.1.L) Use ideas gained in group reading activities in other daily routines, learning centers, and activities. (1.2.1.L) **Reading Literature** Retell story in sequential order. (1.3.1.A) Recall key details of a story. (1.3.1.A) Use a variety of strategies to retell a story. (e.g. picture cards, dramatic play, illustration) (1.3.1.A) Identify the central message or lesson. (1.3.1.A) Use specific details from story to answer questions. (1.3.1.B) Answer "who" or "what" the story is about. (1.3.1.B) Answer "how" and/or "why" questions using specifics from the story. (1.3.1.B) Generate questions about specific details in the story. (1.3.1.B)			

	Identify narrative elements (e.g., characters, setting, major events.) (1.3.1.C) Use descriptive vocabulary when responding to questions and prompts. (1.3.1.C) Demonstrate understanding that a narrator tells the story. (1.3.1.D) Understand that who is telling the story can change. (1.3.1.D) Identify when the narrator changes. (1.3.1.D) 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) (1.3.1.E) Understand that different types of text are used for different purposes. (1.3.1.E) Choose texts on identified need or purpose. (1.3.1.E) Discuss differences between stories and informational texts. (1.3.1.E)		

	Recognize and label basic feeling words and phrases. (1.3.1.F) Recognize and label sensory words and phrases. (1.3.1.F) Discuss personal reactions to words and phrases. (1.3.1.F) Demonstrate understanding that the setting is where the story takes place. (1.3.1.G) Demonstrate understanding that characters are people or animals who have a role in the story. (1.3.1.G) Connect illustrations to the text. (1.3.1.G) Answer "how" and/or "why" questions using specifics from the story. (1.3.1.G) Understand that characters within the same story or characters from different stories can be compared and contrasted. (1.3.1.H) Participate in strategies that provide opportunities to compare and contrast the experiences of characters. (e.g. Venn Diagrams, T charts, dramatic role play)		

	(1.3.1.H) Recognize words or phrases that are unfamiliar to them. (1.3.1.I) Connect prior knowledge to unfamiliar words. (1.3.1.I) Make predictions about word meanings. (1.3.1.I) Use strategies to look up unfamiliar words. (1.3.1.I) Talk about connections between familiar and unfamiliar words or phrases that mean similar things. (e.g. grass, lawn) (1.3.1.I) Participate in discussions about unfamiliar words. (1.3.1.I) Talk about pictures and text using new vocabulary words or phrases. (1.3.1.J) Use new vocabulary from a variety of content areas. (1.3.1.J) Use new vocabulary in the context of dramatic play, daily routines, and classroom conversations.		

	(1.3.1.J)			
	Use new vocabulary when asking questions or describing situations or objects. (1.3.1.J)			
	Use context clues to understand word and sentence meanings. (1.3.1.J)			
	Classify conceptual categories of words. (1.3.1.J)			
	Ask and answer questions about text being read aloud. (1.3.1.K)			
	Share relevant prior knowledge about text being read aloud. (1.3.1.K)			
	Respond to and build on comments from other students. (1.3.1.K)			
	Use ideas gained in group reading activities in other daily routines, learning centers, and activities. (1.3.1.K)			
	Writing Create a picture about a particular non-fiction topic and write about it. (1.4.1.A)			

	Use common spelling patterns, phonemic awareness and spelling conventions when writing. (1.4.1.A) Respond to writing prompts on a specific topic. (1.4.1.B) Choose a specific topic to write about. (1.4.1.B) Brainstorm main ideas on a chosen topic. (1.4.1.C) Choose a main idea to focus writing on topic. (1.4.1.C) Generate relevant details that support the chosen topic. (1.4.1.C) Include two or more facts when writing. (1.4.1.C) Use graphic organizers to logically organize and group information. (1.4.1.D) Logically organize and group information when writing. (1.4.1.D) Include and ending sentence. (1.4.1.D)		

	Use vivid and precise language. (1.4.1.E) Capitalize dates and names of people. (1.4.1.F) Use end punctuation; use commas in dates and words in series. (1.4.1.F) Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. (1.4.1.F) Participate in discussions about fact and opinion. (1.4.1.G) Generate an opinion and write about it. (1.4.1.G) Use common spelling patterns, phonemic awareness and spelling conventions when writing. (1.4.1.G) Choose a topic. State an opinion. (1.4.1.H) Participate in discussions supporting opinions. (1.4.1.I) Generate relevant reasons that support the opinion. (1.4.1.I)		

	Use graphic organizers to logically organize and group information. (1.4.1.J) Logically organize and group reasons when writing. (1.4.1.J) Include and ending sentence. (1.4.1.J) Use vivid and precise language. (1.4.1.K) Capitalize dates and names of people. (1.4.1.L) Use end punctuation; use commas in dates and words in series. (1.4.1.L) Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. (1.4.1.L) Write about a real or imagined experience or event. (1.4.1.M) Use common spelling patterns, phonemic awareness, and spelling conventions when writing. (1.4.1.M) Generate ideas for writing. (1.4.1.N)		

	Understand that "who" a story will be about refers to the person, animal, or animated object that the story will be about. (1.4.1.N)

Understand that "what" a story will be about refers to the sequenced events that happen to the references "who." (1.4.1.N)

Respond when asked "who" or "what" a story is about, and follow through when drawing about or dictating the story. (1.4.1.N)

Participate in discussions describing experiences and events. (1.4.1.O)

Include thoughts and feelings related to experiences and events. (1.4.1.O)

Understand stories can be told about a single event or several loosely linked events. (1.4.1.P)

Understand that a single event is made up of a series of smaller events that are in sequence. (e.g., first, next, last, before) (1.4.1.P)

Sequence two or more events using temporal words. (1.4.1.P) | | |

	End with a closing sentence. (1.4.1.P) Use vivid and precise language. (1.4.1.Q) Capitalize dates and names of people. (1.4.1.R) Use end punctuation; use commas in dates and words in series. (1.4.1.R) Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. (1.4.1.R) Understand that drawings and dictation convey meaning to an audience. (1.4.1.T) Understand writing may have to be changed to make more clear. (1.4.1.T) Share work with others. (1.4.1.T) Participate in discussions about their work. (1.4.1.T) When prompted make changes to work based on feedback. (1.4.1 T)		

Respond to questions and suggestions from peers. (1.4.1.T) Add details to strengthen writing as needed. (1.4.1.T) Use a variety of digital tools to produce and publish writing. (1.4.1.U) Ask adults or peers for explanations or information using why, how, where, and when. (e.g., "Why do leaves turn color?" "Why does Jamal like pizza?") (1.4.1.V) Use a variety of resources with teacher support (e.g., adults and peers, books, digital media, maps, recipes, experts) to find new information. (1.4.1.V) Respond to prompts which require reference to prior experiences. (1.4.1.W) Relate prior experiences and learning to a current topic. (1.4.1.W) Recall information from experiences. (1.4.1.W) Use a variety of resources with teacher support (e.g., adults and peers, books, digital media, maps,			

recipes, experts) to find new information. (1.4.1.W) Engage in writing opportunities including journaling. (1.4.1.X) Revisit previous work. (1.4.1.X) Respond to writing prompts. (1.4.1.X) Choose to write independently during play. (1.4.1.X) **Speaking & Listening** Communicate using detail related to topic being discussed. (1.5.1.A) Pose questions related to topic being discussed. (1.5.1.A) Allow wait time before responding. Engage in turn-talking. (1.5.1.A) Respond to a question with an answer or details related to the topic being discussed. (1.5.1.B) Generate "who," "what," "when," and "where" questions. (1.5.1.B)			

	Ask "what does that mean?" (1.5.1.B) Ask for clarification. (e.g., "What do you mean?" "I don't understand.") (1.5.1.C) Use an appropriate voice level for the situation. (1.5.1.D) Share experiences and tell stories clearly with relevant detail. (1.5.1.D) Use appropriate pacing and speak clearly enough to be understood. (1.5.1.D) Recognize and express own knowledge, thoughts, and ideas in an appropriate manner using complete sentences. (1.5.1.E) Understand and produce simple and compound sentences. (1.5.1.E) Enhance oral presentations with a visual display (e.g., smart board) (1.5.1.F) Use a variety of sentence structures. (1.5.1.G) Match correct subject-verb agreement.		

	(1.5.1.G) Use most parts of speech correctly. (1.5.1.G) Use common, proper, and possessive nouns. (1.5.1.G) Use past, present and future tense. (1.5.1.G) Use adjectives. (1.5.1.G) Use conjunctions. (1.5.1.G) Use articles. (1.5.1.G) Use demonstratives. (1.5.1.G) Use personal, possessive, and indefinite pronouns. (1.5.1.G)			
<u>SOCIAL STUDIES</u>	<u>SOCIAL STUDIES</u>	<u>SOCIAL STUDIES</u>	<u>SOCIAL STUDIES</u>	<u>SOCIAL STUDIES</u>
~~SCIENCE~~ **~~Maps –~~** **~~Landforms~~** ~~Students will understand the various features of the Earth and that~~	~~SCIENCE~~ **~~Maps – Landforms~~** ~~Use vocabulary (e.g., flat land, hills, mountains, volcano) to describe features of the Earth.~~ ~~(3.3.1.A.1)~~	~~SCIENCE~~ **~~Maps –~~** **~~Landforms~~** ~~Students will be able to describe and differentiate between features~~	~~SCIENCE~~ **~~Maps – Landforms~~** ~~Can you use appropriate vocabulary to describe and compare differences between features of the Earth? (forest, beach, swamp; oceans, rivers,~~	~~SCIENCE~~ ~~Landform~~ ~~Salt water bodies~~ ~~Fresh water bodies~~ ~~Forest~~ ~~Beach~~ ~~Swamp~~

~~it is continually changing.~~ ~~"BE Thinking" Questions: What are the similarities and differences between landforms?~~ ~~What if you were asked to create your own landform?~~ ~~What would it look like and why?~~	~~Identify, describe, and compare similarities and differences of land types. (e.g., forest, beach, swamp) (3.3.1.A.1)~~ ~~Identify, describe, and compare types of Earth materials. (e.g., sandy, silty, clay, peaty, saline) (3.3.1.A.1)~~ ~~Identify and describe types of fresh and salt-water bodies. (e.g., oceans, rivers, lakes, ponds) (3.3.1.A.4)~~ ~~Compare and contrast similarities and differences of fresh and salt-water bodies. (3.3.1.A.4)~~ ~~Distinguish between scientific fact and opinion. (3.3.1.A.7)~~ ~~Ask questions about objects, organisms, and events. (3.3.1.A.7)~~ ~~Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. (3.3.1.A.7)~~ ~~Plan and conduct a simple investigation and understand that different questions require different kinds of investigations.~~	~~of the Earth. (Science)~~ ~~Students will be able to describe and compare earth materials. (Science)~~ ~~Students will conduct an investigation to better understand the earth's objects, organisms and events. (Science)~~	~~lakes, ponds; fresh and salt-water bodies) (3.3.1.A1) (3.3.1.A4)~~ ~~What similarities and differences can be found in fresh water and salt water bodies? (3.3.1.A.1)~~ ~~Can you describe and compare similarities and differences of land types? (forest, beach, swamp) (3.3.1.A.1)~~ ~~How can types of earth materials be described and compared (sandy, silty, clay, peaty?) (3.3.1.A.1)~~ ~~How can the scientific method be applied to better help us understand the objects, organisms and events that are part of our earth and universe? (conduct an investigation) (3.3.1.A7) (3.1.1.A9) (3.1.1.B6) (3.1.1.C4)~~ ~~What senses can we use to observe the characteristics of soil? (4.4.1.A)~~ **~~Reading~~** ~~Why is it important for readers to gain meaning from both~~	~~Materials~~ ~~Sandy~~ ~~Silty~~ ~~Peaty~~ ~~Clay~~ ~~Oceans~~ ~~Rivers~~ ~~Lakes~~ ~~Ponds~~ ~~migration~~ ~~adaptation~~ ~~Habitat~~ ~~Feathers~~ ~~Scales~~ ~~Appendages~~ ~~Pollution~~ ~~Waste~~ ~~Dispose~~ ~~Recycling~~ ~~Reuse~~ ~~Reduce~~ ~~Needs~~ ~~Goods~~ ~~Services~~ ~~Taxes~~ ~~Wage~~ ~~Earning~~ ~~Spending~~ ~~Buying~~ ~~Selling~~

~~(3.3.1.A.7)~~

~~Use simple equipment (e.g., 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.~~
~~(3.3.1.A.7)~~

~~Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge.~~
~~(3.3.1.A.7)~~

~~Communicate procedures and explanations giving priority to evidence and understanding that scientists share findings.~~
~~(3.3.1.A.7)~~

~~fiction and non-fiction text?~~
~~(1.1.1.E)~~

~~Why is it important to use context to confirm or self-correct word recognition when reading? (1.1.1.E)~~

~~How can we identify the main idea and provide relevant details from the text? (1.2.1.A)~~

~~How do we generate questions about specific details in the text? (1.2.1.B)~~

~~How can specific details from the text and illustrations help us to answer questions? (1.2.1.B) (1.2.1.G) (1.3.1.B) (1.3.1.G)~~

~~How can we connect our prior knowledge to read unfamiliar words? (1.2.1.F)~~

~~Can you predict what a word means in a discussion with others? (1.2.1.F)~~

~~What strategies can we use to look up unfamiliar words? (1.2.1.F)~~

~~How can we use illustrations in a text to answer specific questions about the text? (1.2.1.G)~~

			Why is it important to learn and use new vocabulary words and phrases in classroom conversation? (1.2.1.J) How do we use context clues to help understand word and sentence meanings? (1.2.1.J) How can we classify categories of words (e.g., animals, colors, foods)? (1.2.1.J) Can you recognize words or phrases that are unfamiliar and connect prior knowledge to them? (1.2.1.K) (1.3.1.I) Can you participate in discussions about unfamiliar words, make predictions about word meanings, and use strategies to look up unfamiliar words? (1.2.1.K) (1.3.1.I) Can you make connections between familiar and unfamiliar words or phrases that mean similar things? (e.g. grass, lawn) (1.2.1.K) (1.3.1.I) How can we ask and answer questions about text being read aloud? (1.2.1.L)	

			How does our prior knowledge help us understand new text? (1.2.1.L) Why is it important to communicate with each other and share ideas? (1.2.1.L) How can we incorporate our learning across the curriculum? (1.2.1.L) Can you identify the central message or lesson in a story? (1.3.1.A) Why is it important to ask "how" and/or "why" questions about specifics from the story? (1.3.1.B) Can you generate questions about specific details in the story? (1.3.1.B) Can you identify narrative elements (e.g., characters, setting, major events)? (1.3.1.C) How can I use descriptive vocabulary when responding to questions and prompts? (1.3.1.C) Who is telling the story? (1.3.1.D)	

			Can more than one person tell a story? (1.3.1.D) Do you engage with a variety of text. (e.g., fables, folklore, fairy tales, nursery rhymes, tall tales, dramas, poetry, picture books, story books, nonfiction text, recipes, web pages, menus, phone books, maps) (1.3.1.E) Do you understand that different types of text are used for different purposes and that we choose texts based on our needs and purpose? (1.3.1.E) Can you identify differences between stories and informational texts. (1.3.1.E) Can you identify the words and phrases in stories or poems that suggest feelings or appeal to the senses? (1.3.1.F) What are the story elements (characters, setting) and what role do they play in the story? (1.3.1.G) How can we compare and contrast characters within the same story or characters from different stories? (1.3.1.H)	

			How can our prior knowledge and asking good questions help us to understand what we read? (1.3.1.K) How do group reading activities help us to understand other daily objectives? (1.3.1.K) **Writing** What are the distinguishing features of a sentence (e.g. capitalization, spaces, punctuation, complete thought)? (1.1.1.B) How do I respond to writing prompts? (1.4.1.X) How do I draw a picture about a non-fiction topic and write about it? (1.4.1.A) How do we use common spelling patterns, phonemic awareness and spelling conventions when writing? (1.4.1.A) How can you choose and respond to a writing prompt on a specific topic? (1.4.1.B) What topics can I write about? (1.4.1.B) Can you brainstorm main ideas on a chosen topic and	

| | | | | then choose a main idea to write about? (1.4.1.C)

How can we brainstorm main ideas on a chosen topic and then write about that topic generating relevant details and including at least 2 facts? (1.4.1.C)

How does the use of conventions improve my writing? (1.4.1.F)

What Wilson skills (patterns, phonemic awareness, conventions) help us to spell unit words? (1.4.1.F)

Do we understand how to participate in discussions about fact and opinion? (1.4.1.G)

Can you generate an opinion and write about it using common spelling patterns, phonemic awareness and spelling conventions when writing? (1.4.1.G)

Can you choose a topic and state an opinion? (1.4.1.H)

Can you participate in discussions about opinions and then generate relevant reasons that support those opinions? (1.4.1.I) | |
|---|---|---|---|---|---|

			How do graphic organizers help us to logically organize and group information and reasons when writing? (1.4.1.J) Do you include an ending sentence, vivid and precise language, and proper capitalization and punctuation when you write?(1.4.1.J) (1.4.1.K) Do you use commas when writing dates and words in series? (1.4.1.L) Can you spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. (1.4.1.L) How can we write about a real or imagined experience or event? (1.4.1.M) How can we use common spelling patterns, phonemic awareness, and spelling conventions when writing? (1.4.1.M) What are some ways we can generate ideas for writing? (1.4.1.N) How can we understand that "who" a story will be about	

			refers to the person, animal, or animated object in the story? (1.4.1.N)	
			How do we understand that "what" a story will be about refers to the sequence of events that happen to the characters? (1.4.1.N)	
			How do we respond when asked "who" or "what" a story is about, and follow through when drawing about or dictating the story? (1.4.1.N)	
			How do discussions and describing events to each other help us to understand the story? (1.4.1.O)	
			How are thoughts and feelings related to experiences and events? (1.4.1.O)	
			How can we share our experiences and events with others? (1.4.1.O)	
			How do we understand that stories can be told about a single event or several loosely linked events. (1.4.1.P)	
			How do we understand that a single event is made up of a series of smaller events that are in sequence? (e.g., first, next, last, before) (1.4.1.P)	

			How can you sequence two or more events using temporal words? (1.4.1.P) Why is it important to end with a closing sentence? (1.4.1.P) Do you use vivid and precise language when speaking? (1.4.1.Q) What proper conventions must be used when writing? (Capitalization of dates and names of people, end punctuation, use of commas in dates, and words in series) (1.4.1.R) What Wilson skills help us to spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions? (1.4.1.R) Do you understand that writing becomes more clear when we make changes and add details? (1.4.1.T) Are you clear when sharing your work with others? (1.4.1.T) Do you incorporate changes to your work based on	

			feedback after participating in discussions? (1.4.1.T) Are you able to respond to questions and suggestions from peers? (1.4.1.T) Can you use a variety of digital tools to produce and publish writing? (1.4.1.U) **Speaking & Listening** How do questions and details help us understand the topic being discussed? (1.5.1.A) Why is important to think before responding? (1.5.1.A) How can we engage in turn-taking? (1.5.1.A) Can you respond to a question with an answer or details related to the topic being discussed? (1.5.1.B) Can you generate "who," "what," "when," and "where" questions? (1.5.1.B) Why is it important to ask "what does that mean?" (1.5.1.B) (1.5.1.C) How can you use an appropriate voice level for the situation? (1.5.1.D)	

			How can you share experiences and tell stories clearly with relevant detail? (1.5.1.D)	
			Can you use appropriate pacing and speak clearly enough to be understood? (1.5.1.D)	
			How could you enhance oral presentations with a visual display? (e.g., smart board) (1.5.1.F)	
			Why is it important to use complete sentences to clearly express our knowledge, thoughts and ideas? (1.5.1.E)	
			How do good speakers understand and produce simple and compound sentences? (1.5.1.E)	
			How do good speakers use the proper command of conventions when communicating?(1.5.1.G)	
			Do you use personal, possessive, and indefinite pronouns? (1.5.1.G)	
			Foundational Skills	
			How can we distinguish between long and short vowel	

			sounds in spoken single syllable words? (1.1.1 C) How do we count, pronounce, blend, and segment syllables in spoken and written words? (1.1.1 C) How can we orally produce single syllable words, including consonant blends and digraphs? (1.1.1 C) How can we isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words? (1.1.1 C) How can we add or substitute individual sounds (phonemes) in one syllable words to make new words? (1.1.1 C) Why is it important to read grade appropriate, irregularly spelled words (e.g. was, Wednesday, again, earth)? WILSON TRICK WORDS (1.1.1 D) How can we identify common consonant digraphs, final e, and common vowel teams? (1.1.1.D) How do we read words with inflectional endings? (1.1.1.D)	

Why is it important to use context to confirm or self-correct word recognition when reading? (1.1.1.E)

Why is it important to use context to confirm or self-correct word recognition when reading? (1.1.1.E)

How do we decode one and two syllable words with common patterns? (1.1.1.D)

Reading
Why is it important for readers to gain meaning from both fiction and non-fiction text? (1.1.1.E)

Why is it important to use context to confirm or self-correct word recognition when reading? (1.1.1.E)

How can we identify the main idea and provide relevant details from the text? (1.2.1.A)

How do we generate questions about specific details in the text? (1.2.1.B)

How can specific details from the text and illustrations help us to answer questions? (1.2.1.B) (1.2.1.G) (1.3.1.B) (1.3.1.G)

			How can we find similarities and differences between two individuals, events, ideas, or pieces of information in a text? (1.2.1.C) How can you use table of contents to locate information? (1.2.1.E) How can you use index or digital-text search feature to locate key facts or information? (1.2.1.E) How can you use headings and captions to locate key facts or information? (1.2.1.E) How can we connect our prior knowledge to read unfamiliar words? (1.2.1.F) Can you predict what a word means in a discussion with others? (1.2.1.F) What strategies can we use to look up unfamiliar words? (1.2.1.F) How can we use illustrations in a text to answer specific questions about the text? (1.2.1.G)	

				~~Can you identify the evidence an author uses?~~ ~~(1.2.1H)~~ ~~How can you refer to specific text details?~~ ~~(1.2.1H)~~ ~~How can you recognize that texts have similar components that can be compared and contrasted? (e.g., main ideas, details)~~ ~~(1.2.1.I)~~ ~~How can you participate in strategies that provide opportunities to compare and contrast texts and/or components of texts? (e.g., Venn diagrams, T- charts)~~ ~~(1.2.1. I)~~ ~~Why is it important to learn and use new vocabulary words and phrases in classroom conversation?~~ ~~(1.2.1.J)~~ ~~How do we use context clues to help understand word and sentence meanings? (1.2.1.J)~~ ~~How can we classify categories of words (e.g., animals, colors, foods)?~~ ~~(1.2.1.J)~~	

| | | | | Can you recognize words or phrases that are unfamiliar and connect prior knowledge to them? (1.2.1.K) (1.3.1.I)

Can you participate in discussions about unfamiliar words, make predictions about word meanings, and use strategies to look up unfamiliar words? (1.2.1.K) (1.3.1.I)

Can you make connections between familiar and unfamiliar words or phrases that mean similar things? (e.g. grass, lawn) (1.2.1.K) (1.3.1.I)

How can we ask and answer questions about text being read aloud? (1.2.1.L)

How does our prior knowledge help us understand new text? (1.2.1.L)

Why is it important to communicate with each other and share ideas? (1.2.1.L)

How can we incorporate our learning across the curriculum? (1.2.1.L)

Can you identify the central message or lesson in a story? (1.3.1.A) | |

			Why is it important to ask "how" and/or "why" questions about specifics from the story? (1.3.1.B) Can you generate questions about specific details in the story? (1.3.1.B) Can you identify narrative elements (e.g., characters, setting, major events)? (1.3.1.C) How can I use descriptive vocabulary when responding to questions and prompts? (1.3.1.C) Who is telling the story? (1.3.1.D) Can more than one person tell a story? (1.3.1.D) Do you 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) (1.3.1.E) Do you understand that different types of text are used for different purposes and that we choose texts based on our needs and purpose? (1.3.1.E)	

			Can you identify differences between stories and informational texts? (1.3.1.E) Can you identify the words and phrases in stories or poems that suggest feelings or appeal to the senses? (1.3.1.F) What are the story elements (characters, setting) and what role do they play in the story? (1.3.1.G) How can we compare and contrast characters within the same story or characters from different stories? (1.3.1.H) Can you use new vocabulary in the context of dramatic play, daily routines, and classroom conversations? (1.3.1.J) How can you use new vocabulary when asking questions or describing situations or objects? (1.3.1.J) Can you use context clues to understand word and sentence meanings? (1.3.1.J)	

			How can you classify ~~conceptual categories of words?~~ ~~(1.3.1.J)~~ ~~How can our prior knowledge and asking good questions help us to understand what we read? (1.3.1.K)~~ ~~How do group reading activities help us to understand other daily objectives? (1.3.1.K)~~ **~~Writing~~** ~~What are the distinguishing features of a sentence (e.g. capitalization, spaces, punctuation, complete thought)? (1.1.1.B)~~ ~~How do I draw a picture about a non-fiction topic and write about it? (1.4.1.A)~~ ~~How do we use common spelling patterns, phonemic awareness and spelling conventions when writing? (1.4.1.A)~~ ~~How can you choose and respond to a writing prompt on a specific topic? (1.4.1.B)~~ ~~What topics can I write about? (1.4.1.B)~~	

				Can you brainstorm main ideas on a chosen topic and then choose a main idea to write about? (1.4.1.C)	
				How can we brainstorm main ideas on a chosen topic and then write about that topic generating relevant details and including at least 2 facts? (1.4.1.C)	
				How does the use of conventions improve my writing? (1.4.1.F)	
				What Wilson skills (patterns, phonemic awareness, conventions) help us to spell unit words? (1.4.1.F)	
				Do we understand how to participate in discussions about fact and opinion? (1.4.1.G)	
				Can you generate an opinion and write about it using common spelling patterns, phonemic awareness and spelling conventions when writing? (1.4.1.G)	
				Can you choose a topic and state an opinion? (1.4.1.H)	
				Can you participate in discussions about opinions and then generate relevant	

			reasons that support those opinions? (1.4.1.I) How do graphic organizers help us to logically organize and group information and reasons when writing? (1.4.1.J) Do you include an ending sentence, vivid and precise language, and proper capitalization and punctuation when you write?(1.4.1.J) (1.4.1.K) Do you use commas when writing dates and words in series? (1.4.1.L) Can you spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. (1.4.1.L) How do discussions and describing events to each other help us to understand the story? (1.4.1.O) How are thoughts and feelings related to experiences and events? (1.4.1.O) How can we share our experiences and events with others? (1.4.1.O)	

			Do you use vivid and precise language when speaking? (1.4.1.Q) Do you understand that writing becomes more clear when we make changes and add details? (1.4.1.T) Are you clear when sharing your work with others? (1.4.1.T) Do you incorporate changes to your work based on feedback after participating in discussions? (1.4.1.T) Are you able to respond to questions and suggestions from peers? (1.4.1.T) Can you use a variety of digital tools to produce and publish writing? (1.4.1.U) **Speaking & Listening** How do questions and details help us understand the topic being discussed? (1.5.1.A) Why is important to think before responding? (1.5.1.A) How can we engage in turn-taking? (1.5.1.A)	

			How can you use an appropriate voice level for the situation? (1.5.1.D) How can you share experiences and tell stories clearly with relevant detail? (1.5.1.D) Can you use appropriate pacing and speak clearly enough to be understood? (1.5.1.D) How could you enhance oral presentations with a visual display? (e.g., smart board) (1.5.1.F) Why is it important to use complete sentences to clearly express our knowledge, thoughts and ideas? (1.5.1.E) How do good speakers understand and produce simple and compound sentences? (1.5.1.E) How do good speakers use the proper command of conventions when communicating?(1.5.1.G) Do you use personal, possessive, and indefinite pronouns? (1.5.1.G)	

			Reading ~~Why is it important for readers to gain meaning from both fiction and non-fiction text? (1.1.1.E)~~ ~~Why is it important to use context to confirm or self-correct word recognition when reading? (1.1.1.E)~~ ~~How can we identify the main idea and provide relevant details from the text? (1.2.1.A)~~ ~~How do we generate questions about specific details in the text? (1.2.1.B)~~ ~~How can specific details from the text and illustrations help us to answer questions? (1.2.1.B) (1.2.1.G) (1.3.1.B) (1.3.1.G)~~ ~~How can we find similarities and differences between two individuals, events, ideas, or pieces of information in a text? (1.2.1.C)~~ ~~How can you use table of contents to locate information? (1.2.1.E)~~ ~~How can you use index or digital text search feature to~~	

			locate key facts or information? (1.2.1.E) How can you use headings and captions to locate key facts or information? (1.2.1.E) How can we connect our prior knowledge to read unfamiliar words? (1.2.1.F) Can you predict what a word means in a discussion with others? (1.2.1.F) What strategies can we use to look up unfamiliar words? (1.2.1.F) How can we use illustrations in a text to answer specific questions about the text? (1.2.1.G) Why is it important to learn and use new vocabulary words and phrases in classroom conversation? (1.2.1.J) How do we use context clues to help understand word and sentence meanings? (1.2.1.J) How can we classify categories of words (e.g.,	

			~~animals, colors, foods)?~~ ~~(1.2.1.J)~~	
			~~Can you recognize words or phrases that are unfamiliar and connect prior knowledge to them? (1.2.1.K) (1.3.1.I)~~	
			~~Can you participate in discussions about unfamiliar words, make predictions about word meanings, and use strategies to look up unfamiliar words? (1.2.1.K) (1.3.1.I)~~	
			~~Can you make connections between familiar and unfamiliar words or phrases that mean similar things? (e.g. grass, lawn) (1.2.1.K) (1.3.1.I)~~	
			~~How can we ask and answer questions about text being read aloud? (1.2.1.L)~~	
			~~How does our prior knowledge help us understand new text? (1.2.1.L)~~	
			~~Why is it important to communicate with each other and share ideas? (1.2.1.L)~~	
			~~How can we incorporate our learning across the curriculum? (1.2.1.L)~~	

			Can you identify the central message or lesson in a story? (1.3.1.A) Why is it important to ask "how" and/or "why" questions about specifics from the story? (1.3.1.B) Can you generate questions about specific details in the story? (1.3.1.B) Can you identify narrative elements (e.g., characters, setting, major events)? (1.3.1.C) How can I use descriptive vocabulary when responding to questions and prompts? (1.3.1.C) Who is telling the story? (1.3.1.D) Can more than one person tell a story? (1.3.1.D) Do you 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) (1.3.1.E)	

				Do you understand that different types of text are used for different purposes and that we choose texts based on our needs and purpose? (1.3.1.E)	
				Can you identify differences between stories and informational texts? (1.3.1.E)	
				Can you identify the words and phrases in stories or poems that suggest feelings or appeal to the senses? (1.3.1.F)	
				What are the story elements (characters, setting) and what role do they play in the story? (1.3.1.G)	
				How can we compare and contrast characters within the same story or characters from different stories? (1.3.1.H)	
				Can you use new vocabulary in the context of dramatic play, daily routines, and classroom conversations? (1.3.1.J)	
				How can you use new vocabulary when asking questions or describing situations or objects? (1.3.1.J)	

			~~Can you use context clues to understand word and sentence meanings? (1.3.1.J)~~ ~~How can you classify conceptual categories of words? (1.3.1.J)~~ ~~How can our prior knowledge and asking good questions help us to understand what we read? (1.3.1.K)~~ ~~How do group reading activities help us to understand other daily objectives? (1.3.1.K)~~ **~~Writing~~** ~~What are the distinguishing features of a sentence (e.g. capitalization, spaces, punctuation, complete thought)? (1.1.1.B)~~ ~~How do I draw a picture about a non-fiction topic and write about it? (1.4.1.A)~~ ~~How do we use common spelling patterns, phonemic awareness and spelling conventions when writing? (1.4.1.A)~~	

			~~How can you choose and respond to a writing prompt on a specific topic? (1.4.1.B)~~ ~~What topics can I write about? (1.4.1.B)~~ ~~Can you brainstorm main ideas on a chosen topic and then choose a main idea to write about? (1.4.1.C)~~ ~~How can we brainstorm main ideas on a chosen topic and then write about that topic generating relevant details and including at least 2 facts? (1.4.1.C)~~ ~~How does the use of conventions improve my writing? (1.4.1.F)~~ ~~What Wilson skills (patterns, phonemic awareness, conventions) help us to spell unit words? (1.4.1.F)~~ ~~Do we understand how to participate in discussions about fact and opinion? (1.4.1.G)~~ ~~Can you generate an opinion and write about it using common spelling patterns, phonemic awareness and spelling conventions when writing? (1.4.1.G)~~	

			~~Can you choose a topic and state an opinion? (1.4.1.H)~~ ~~Can you participate in discussions about opinions and then generate relevant reasons that support those opinions? (1.4.1.I)~~ ~~How do graphic organizers help us to logically organize and group information and reasons when writing? (1.4.1.J)~~ ~~Do you include an ending sentence, vivid and precise language, and proper capitalization and punctuation when you write?(1.4.1.J) (1.4.1.K)~~ ~~Do you use commas when writing dates and words in series? (1.4.1.L)~~ ~~Can you spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. (1.4.1.L)~~ ~~How do discussions and describing events to each other help us to understand the story? (1.4.1.O)~~	

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			How are thoughts and feelings related to experiences and events? (1.4.1.O) How can we share our experiences and events with others? (1.4.1.O) Do you use vivid and precise language when speaking? (1.4.1.Q) Do you understand that writing becomes more clear when we make changes and add details? (1.4.1.T) Are you clear when sharing your work with others? (1.4.1.T) Do you incorporate changes to your work based on feedback after participating in discussions? (1.4.1.T) Are you able to respond to questions and suggestions from peers? (1.4.1.T) Can you use a variety of digital tools to produce and publish writing? (1.4.1.U) How do you ask adults or peers for explanations or information using why, how, where, and when? (e.g., "Why	

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| | | | | do leaves turn color?" "Why does Jamal like pizza?") (1.4.1.V)

How do you use a variety of resources with teacher support (e.g., adults and peers, books, digital media, maps, recipes, experts) to find new information? (1.4.1.V)

Can you respond to prompts which require reference to prior experiences? (1.4.1.W)

How can you relate prior experiences and learning to a current topic? (1.4.1.W)

How can you recall information from experiences? (1.4.1.W)

How can you use a variety of resources with teacher support (e.g., adults and peers, books, digital media, maps, recipes, experts) to find new information? (1.4.1.W)

Speaking & Listening How do questions and details help us understand the topic being discussed? (1.5.1.A) | |
| --- | --- | --- | --- | --- |

				Why is important to think before responding? (1.5.1.A)	
				How can we engage in turn-taking? (1.5.1.A)	
				How can you use an appropriate voice level for the situation? (1.5.1.D)	
				How can you share experiences and tell stories clearly with relevant detail? (1.5.1.D)	
				Can you use appropriate pacing and speak clearly enough to be understood? (1.5.1.D)	
				How could you enhance oral presentations with a visual display? (e.g., smart board) (1.5.1.F)	
				Why is it important to use complete sentences to clearly express our knowledge, thoughts and ideas? (1.5.1.E)	
				How do good speakers understand and produce simple and compound sentences? (1.5.1.E)	
				How do good speakers use the proper command of	

		conventions when ~~communicating?(1.5.1.G)~~	

Month(s): April	**Quarter 4**

Community Wants and Needs, Junior Achievement, ~~Earth and Energy~~

Big Idea	Standard	Eligible Content	Essential Questions & Lesson Essential Question	Vocabulary
Community Wants & Needs Students will gain a basic understanding of taxes and money and the role they play in regard to producing and obtaining goods and services within a community. "BE Thinking" Question: How do jobs and money help us to afford wants and needs?	**Community Wants and Needs & Junior Achievement** Participate in discussions on taxation. (5.3.1.I) Identify services provided by local government and if the services are paid or volunteer services. (5.3.1.I) Explain how taxes pay for the services provided. (5.3.1.I) Understand that wants cannot be met all the time. (6.1.1.A) Identify resources that are scarce within the family. (e.g., time, money, supplies) (6.1.1.A)	**Community Wants and Needs** Students will be able to differentiate between wants and needs and how those wants and needs are satisfied through goods and services. (SS) Students will understand how the purchasing power of money affects supply and demand. (SS) Students will be able to understand the effect of a new business on a	**Community Wants and Needs** What is a tax and how does government use tax money to provide services to people in need? (5.3.1.I) What is the difference between a want and need and what has to be given up when people choose between them? (6.1.1.C) How do people use money they earn to make choices? (save, spend, share) (6.1.1.C) What are goods and what are people who purchase goods and services for personal use called? (consumers) (6.2.1.A) Can you identify coins and paper currency and pretend to	

	Participate in discussions on how limited resources influence a family choice. (e.g., not having enough money to buy something) (6.1.1.A)

Make a choice to meet a need. (e.g., sharpen pencil, use restroom) (6.1.1.C)

Identify choices people make based on need. (6.1.1.C)

Describe how people make choices with the money they earn. (e.g., save, spend, or share) (6.1.1.C)

Identify what is given up when making a choice. (6.1.1.C)

Identify and define goods. (e.g., classroom or at home) (6.2.1.A)

Identify and define consumers. (e.g., person who purchases goods and services for personal use) (6.2.1.A)

Describe self as a consumer, and identify what goods they consume. (6.2.1.A)

Define an advertisement; state that advertisements encourage us to purchase goods or services; | community and identify businesses in the local community as well as the goods and/or services they provide. (SS)

Students will be able to identify several products manufactured in the US as well as those from other countries and explain why the US sells products from other countries.(SS) | use them to pay for goods? (6.2.1.D)

Are there are new businesses in your community and how do they affect it? (new jobs, available goods and services?)(6.2.1.E)

What are some local businesses and how does supply and demand affect their products/services? (6.2.1.G)

Can you name some products that are made in the United States and in other countries? (6.3.1.D)

Why are products made in other countries found in the United States? (6.3.1.D)

Can you think of a new invention that would meet either a need or want of buyers? (6.4.1.D)

Why do people work and how do they earn wages and overtime wages for producing goods and services? (6.5.1.A)

Can you categorize some local jobs according to the goods and services they provide, and explain how they | |

recognize advertisements. (e.g., magazines, TV, in the environment) (6.2.1.C) Identify some coins and paper currency as forms of money. (6.2.1.D) Discuss how money is exchanged to pay for goods. (6.2.1.D) Use pretend money or tokens to purchase items. (6.2.1.D) Research and discuss new businesses within the local community. (6.2.1.E) Brainstorm effects of the new business on the community. (e.g., job creation, availability of goods or services) (6.2.1.E) Identify how quantities of goods vary depending on demand and consumption. (6.2.1.G) Participate in discussions on economic systems. (6.2.1.G) Participate in discussions on the benefits of an economic system. (6.2.1.G)		contribute to the community? (6.5.1.B) Can you categorize some local jobs according to the goods and services they provide, and explain how they contribute to the community? (6.5.1.C) What are some ways you could earn a wage for producing goods and services and how can you save your money at home? (6.5.1.D) Do you understand the difference between earning, saving and spending money? (6.5.1.G) Can you identify the characteristics of buying and selling? (6.5.1.F) What is something you could purchase through saving money? (6.5.1.G)	

Describe goods and services consumed. (e.g., self or family) (6.3.1.A) Identify a local business and the good or service they provide. (6.3.1.A) Participate in discussions about products that are made in the United States. (6.3.1.D) Participate in discussions of products that are made in other countries. (6.3.1.D) Brainstorm why products made in other countries are found in the United States. (6.3.1.D) Make connections between the needs and wants of buyers and the choices producers make in meeting those needs. (6.4.1.D) Identify a want or need people have and brainstorm a new invention or service to help meet the need. (6.4.1.D) Make the connection between earning and spending money. (6.5.1.A) List reasons people work.			

	(6.5.1.A) Understand that money cannot be spent until it is earned. (6.5.1.A) Describe ways individuals use money that is earned. (e.g., buy wants, needs) (6.5.1.A) Brainstorm who earns money. (6.5.1.A) Identify people who are paid wages over time for producing goods and services. (6.5.1.A) Determine that wages are payment for work done in providing a good or service (a job). (6.5.1.A) Identify different jobs found locally (e.g. grocery store, gas station, hospital) (6.5.1.B) Identify the goods or services produced in the jobs found locally (6.5.1.B) Participate in discussions on the roles each of these jobs play in contributing to the community (6.5.1.B) Identify interest in a local job.		

	(6.5.1.B) Categorize local businesses by their industry. (e.g., retail, travel, health services) (6.5.1.C) Identify goods and services provided by local businesses. (6.5.1.C) Brainstorm a new business for the local community. (6.5.1.C) Identify how money is saved at home. (6.5.1.D) Provide ideas for ways they can earn a wage by producing a good or service. (6.5.1.D) Practice saving. (e.g., token system within the classroom). (6.5.1.D) Describe factors that influence whether or not people save money and how much. (6.5.1.D) Participate in buying and selling. (e.g., token system, trade) (6.5.1.F) Identify characteristics of buying. (6.5.1.F)		

	Identify characteristics of selling (6.5.1.F) Explain the connection between earning, saving, and spending money. (6.5.1.G) Identify something purchased through saving money. (e.g., game, toy) (6.5.1.G)			
~~Earth Day~~ ~~Students will understand how pollution affects our planet.~~ ~~Students will understand how waste is disposed.~~ ~~"BE Thinking" Question: What would happen to our Earth if we didn't take care of it?~~ ~~What renewable resources can we use to care~~	~~Earth Day~~ ~~Recognize the sun as a source of light.~~ ~~(3.2.1.B.5)~~ ~~Investigate the behavior of light with different objects (e.g., prisms, mirrors, different surfaces, and colored glass).~~ ~~(3.2.1.B.5)~~ ~~Discuss the characteristics of light.~~ ~~(3.2.1.B.5)~~ ~~Name the sun as the largest source of energy.~~ ~~(3.2.1.B.6)~~ ~~Recognize the sun is essential for survival.~~ ~~(3.2.1.B.6)~~ ~~Observe and illustrate own shadow outside at various times of the day. (e.g., illustrate shadows outside three times during the day, record time, and measure)~~ ~~(3.3.1.B.1)~~	~~Earth Day~~ ~~Students will understand the impact pollution has on the Earth. (Science)~~ ~~Students will understand how waste is disposed. (Science)~~ ~~Students will understand renewable and nonrenewable resources.~~ ~~Energy~~ ~~Students will understand the significance of the sun in our world. (Science)~~ ~~Students will use the scientific~~	~~Earth Day~~ ~~Can you identify pollution and explain its possible effect on habitats? (4.5.1.C)~~ ~~What is waste (plastic, paper, aluminum can, food, glass, cardboard, water, electricity)? (4.5.1.D)~~ ~~Do you know where different types of waste are disposed? (4.5.1.D)~~ ~~How can we identify, define, and classify renewable (air, water, plants, solar energy) and non-renewable resources? (oil, natural gas, and coal.) (4.3.1.A 4.3.1.B)~~ ~~Why is it necessary to conserve resources? (4.3.1.B)~~ ~~What are some ways that we use the renewable~~ resource wood? (4.3.1.A)	

	~~Discuss various aspects of shadows. (e.g., length, cause, position) (3.3.1.B.1)~~ ~~Distinguish between scientific fact and opinion. (3.2.1.B.7)~~ ~~Ask questions about objects, organisms, and events. (3.2.1.B.7)~~ ~~Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. (3.2.1.B.7)~~ ~~Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. (3.2.1.B.7)~~ ~~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. (3.2.1.B.7)~~ ~~Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge.~~	~~method to draw conclusions. (Science)~~	~~What renewable resources can we use for clothing? (cotton, wool leather) (4.5.1.A)~~ ~~**Energy**~~ ~~How are waves used to transfer energy and information? (PS4.B PS4.C)~~ ~~How can we compare and contrast how light travels through different materials? (3.2.1.B5)~~ ~~What is the largest source of light and energy and essential for survival? (sun) (3.2.1.B5) (3.2.1.B6)~~ ~~How can we apply the scientific method to help us better understand why the sun is essential for survival? (3.2.1.B7)~~ ~~What is the significance of the sun? (3.2.1.B5) (3.2.1.B6)~~	

| | (3.2.1.B.7)

~~Communicate procedures and explanations giving priority to evidence and understanding that scientists share findings.~~
~~(3.2.1.B.7)~~

~~Identify local renewable resources.~~
~~(e.g., air, water, plants, solar energy)~~
~~(4.3.1.A)~~

~~Identify how renewable resources are used to make energy.~~
~~(4.3.1.A)~~

~~Define renewable and nonrenewable resources.~~
~~(4.3.1.B)~~

~~Compare and contrast renewable and non-renewable resources.~~
~~(4.3.1.B)~~

~~How can we identify, define, and classify renewable (air, water, plants, solar energy) and non-renewable resources (oil, natural gas, and coal)~~
~~(4.3.1.A, 4.3.1.B)~~

~~Classify renewable and non-renewable resources.~~
~~(4.3.1.B)~~

~~Describe why it's necessary to conserve resources.~~
~~(4.3.1.B)~~ | | | |

	Why is it necessary to conserve resources? (4.3.1.D) Identify and discuss purposes of water. (e .g ., drinking, bathing) (4.5.1.A) Identify and discuss purposes of wood. (e .g ., heat, shelter, pencil, paper) (4.5.1.A) Identify and discuss purposes of energy. (e .g ., oil, coal, solar, wind energy) (4.5.1.A) Identify resources used for clothing. (e .g ., cotton, wool, leather) (4.5.1.A) What renewable resources can we use for clothing? (cotton, wool leather) (4.5.1.A) Describe uses of Earth materials. (e.g., rock, sand, pebbles, wood) (4.5.1.A) Define and discuss the term "pests." (4.5.1.B) Identify pests found in the environment. (e .g ., stink bug, roach, mice, mosquito, gnat, tick, ant, flea, weeds) (4.5.1.B)		

	Brainstorm ways to control pests. (e.g., ladybug eats aphid, pesticide, herbicide, trap, screen) (4.5.1.B) Investigate and discuss why some insects/plants are considered pests to some things and not to others. (4.5.1.B) Define, identify, and/or illustrate pollution. (4.5.1.C) Discuss and/or illustrate the impact of pollution on living things. (4.5.1.C) Discuss sources of pollution. (e.g., human—litter, trash; vehicle/power plant/factory exhaust) (4.5.1.C) Brainstorm possible effects of pollution on a habitat. (4.5.1.C) Define and discuss the term "waste." (e .g ., plastic, paper, aluminum can, food, glass, cardboard, water, electricity) (4.5.1.D) Identify and/or illustrate different systems for disposal. (4.5.1.D)			

Identify and discuss where different
types of waste are disposed.
(4.5.1.D)

Energy
Students will be able to identify the
sun as the source of energy and light
and how it is essential to survival.

"BE Thinking" Question: What would
the earth be like without the sun?

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

Investigate the behavior of light
with different objects. (e.g., prisms,
mirrors, different surfaces, and
colored glass). (3.2.1.B.5)

Discuss the characteristics of light.
(3.2.1.B.5)

Month(s): May			Quarter 4		
Insects and Animals					
Big Idea	**Standard**		**Eligible Content**	**Essential Questions & Lesson Essential Question**	**Vocabulary**

Insects & Animals	Insects & Animals	Insects & Animals	Insects and Animals	Pacing
Students will understand how organisms and animals adapt to seasonal change in their habitat and how habitats are affected by natural and manmade causes. "BE Thinking" Question: What would happen if animals didn't have habitats?	Identify adaptations based on seasonal change. (e.g., camouflage—arctic fox, falling leaves) (3.1.1.C.3) Explain how animals and plants prepare for seasonal change within the habitat. (3.1.1.C.3) Describe changes that occur in a habitat due to natural or manmade causes. (e.g., oil spill, beaver dam, building a development, flood/erosion, drought) (3.1.1.C.3) Identify elements within a habitat necessary for organisms to live. (4.1.1.A) Explain and illustrate how each element contributes to the basic need of an organism. (4.1.1.A) Create an example of terrestrial habitat. (e.g., model, illustration) (4.1.1.A) Identify and compare different terrestrial habitats. (e.g., desert, prairie, rainforest, farm) (4.1.1.A) Identify the initial source of any food web.	Students will understand how organisms and animals adapt to seasonal change in their habitat. (Science) Students will understand how habitats are affected by natural and manmade causes. (Science)	What are living and nonliving things and how are they different from each other? (3.1.1.A1) How do animals and organisms adapt to seasonal changes in their environments? (3.1.1.C3) What elements within a habitat are necessary for organisms to live? (4.1.1.A) Can you identify the initial source of a food web? (4.1.1.C) What natural and man-made causes affect habitats? (3.1.1.C3) (4.1.1.D) (4.2.1.D) What are pests, where are they found, and what positive and negative effects do they have in our environment? (4.5.1.B) How do human shadows (yours) and animal shadows (groundhog) change throughout the day in length, cause and position? (3.3.1.B1) Can you sort animals according to their body coverings? (fur, feathers,	Pacing

(4.1.1.C) Explore, discuss, illustrate different food webs. (4.1.1.C) Design a model of a food chain. (4.1.1.C) Role play a food web. (e.g., use hula hoops to visualize the chain) (4.1.1.C) Use and define vocabulary. (e.g., threatened, endangered, extinct) (4.1.1.D) Discuss the differences between threatened, endangered, and extinct. (4.1.1.D) Identify potential sources that lead to extinction. (4.1.1.D) Distinguish between scientific fact and opinion (4.2.1.D) Identify living and nonliving things. (3.1.1.A.1) Define what makes an object living versus nonliving. (e .g ., grow, reproduce) (3.1.1.A.1)		scales, appendages) (3.1.1.A1) What do plants and animals need to survive in their habitats?(3.1.1.A2) How are the basic needs of a plant different than that of an animal? (3.1.1.A2) What are the distinguishing features of a sentence (e.g. capitalization, spaces, punctuation, complete thought)? (1.1.1.B) How can we distinguish between long and short vowel sounds in spoken single syllable words? (1.1.1 C) How do we count, pronounce, blend, and segment syllables in spoken and written words? (1.1.1 C) How can we orally produce single syllable words, including consonant blends and digraphs? (1.1.1 C) How can we isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words? (1.1.1 C) How can we add or substitute individual sounds (phonemes)

Sort animals according to their body coverings. (e .g ., fur, feathers, scales, number of appendages) (3.1.1.A.1) Identify what plants and animals need to survive in a suitable habitat. (e .g ., food, air, water, shelter, space, sunlight) (3.1.1.A.2) Identify how a plant or animal acquires basic needs in its habitat. (3.1.1.A.2) Compare and contrast ways plants and animals acquire basic needs. (3.1.1.A.2) Distinguish between scientific fact and opinion (3.1.1.A.9) Ask questions about objects, organisms, and events. (3.1.1.A.9) Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. (3.1.1.A.9) Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. (3.1.1.A.9)		in one syllable words to make new words? (1.1.1 C) Why is it important to read grade appropriate, irregularly spelled words (e.g. was, Wednesday, again, earth)? WILSON TRICK WORDS (1.1.1 D) How can we identify common consonant digraphs, final e, and common vowel teams? (1.1.1.D) How do we read words with inflectional endings? (1.1.1.D) Why is it important to use context to confirm or self-correct word recognition when reading? (1.1.1.E) How do we decode one and two syllable words with common patterns? (1.1.1.D)	

	Use simple equipment (e.g. 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. (3.1.1.A.9) Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. (3.1.1.A.9) Communicate procedures and explanations giving priority to evidence and understanding that scientists share findings. (3.1.1.A.9) Distinguish between scientific fact and opinion (3.1.1.B.6) Ask questions about objects, organisms, and events. (3.1.1.B.6) Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. (3.1.1.B.6) Plan and conduct a simple investigation and understand that		

different questions require different kinds of investigations. (3.1.1.B.6) Use simple equipment (e.g. 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. (3.1.1.B.6) Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. (3.1.1.B.6) Communicate procedures and explanations giving priority to evidence and understanding that scientists share findings. (3.1.1.B.6) Distinguish between scientific fact and opinion (3.1.1.C.4) Ask questions about objects, organisms, and events. (3.1.1.C.4) Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. (3.1.1.C.4)			

	Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. (3.1.1.C.4) Use simple equipment (e.g. 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. (3.1.1.C.4) Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. (3.1.1.C.4) Communicate procedures and explanations giving priority to evidence and understanding that scientists share findings. (3.1.1.C.4) Observe, describe, and document a life cycle of a living organism in a terrestrial habitat. (4.4.1.C) Create and label a diagram to demonstrate the life cycle of a living organism in a terrestrial habitat. (4.4.1.C)		

SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES
			Reading Why is it important for readers to gain meaning from both fiction and non-fiction text? (1.1.1.E) Why is it important to use context to confirm or self-correct word recognition when reading? (1.1.1.E) How can we identify the main idea and provide relevant details from the text? (1.2.1.A) How do we generate questions about specific details in the text? (1.2.1.B) How can specific details from the text and illustrations help us to answer questions? (1.2.1.B) (1.2.1.G) (1.3.1.B) (1.3.1.G) How can we find similarities and differences between two individuals, events, ideas, or pieces of information in a text? (1.2.1.C) How can you use table of contents to locate information? (1.2.1.E)	

				How can you use index or digital-text search feature to locate key facts or information? (1.2.1.E)	
				How can you use headings and captions to locate key facts or information? (1.2.1.E)	
				How can we connect our prior knowledge to read unfamiliar words? (1.2.1.F)	
				Can you predict what a word means in a discussion with others? (1.2.1.F)	
				What strategies can we use to look up unfamiliar words? (1.2.1.F)	
				How can we use illustrations in a text to answer specific questions about the text? (1.2.1.G)	
				Can you identify the evidence an author uses? (1.2.1H)	
				How can you refer to specific text details? (1.2.1H)	
				How can you recognize that texts have similar components that can be compared and	

				contrasted? (e.g., main ideas, details) (1.2.1.I) How can you participate in strategies that provide opportunities to compare and contrast texts and/or components of texts? (e.g., Venn diagrams, T- charts) (1.2.1. I) Why is it important to learn and use new vocabulary words and phrases in classroom conversation? (1.2.1.J) How do we use context clues to help understand word and sentence meanings? (1.2.1.J) How can we classify categories of words (e.g., animals, colors, foods)? (1.2.1.J) Can you recognize words or phrases that are unfamiliar and connect prior knowledge to them? (1.2.1.K) (1.3.1.I) Can you participate in discussions about unfamiliar words, make predictions about word meanings, and use strategies to look up unfamiliar words? (1.2.1.K) (1.3.1.I)	

| | | | | Can you make connections between familiar and unfamiliar words or phrases that mean similar things? (e.g. grass, lawn) (1.2.1.K) (1.3.1.I)

How can we ask and answer questions about text being read aloud? (1.2.1.L)

How does our prior knowledge help us understand new text? (1.2.1.L)

Why is it important to communicate with each other and share ideas? (1.2.1.L)

How can we incorporate our learning across the curriculum? (1.2.1.L)

Can you identify the central message or lesson in a story? (1.3.1.A)

Why is it important to ask "how" and/or "why" questions about specifics from the story? (1.3.1.B)

Can you generate questions about specific details in the story? (1.3.1.B)

Can you identify narrative elements (e.g., characters, setting, major events)? (1.3.1.C) | |

| | | | | How can I use descriptive vocabulary when responding to questions and prompts? (1.3.1.C)

Who is telling the story? (1.3.1.D)

Can more than one person tell a story? (1.3.1.D)

Do you 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) (1.3.1.E)

Do you understand that different types of text are used for different purposes and that we choose texts based on our needs and purpose? (1.3.1.E)

Can you identify differences between stories and informational texts? (1.3.1.E)

Can you identify the words and phrases in stories or poems that suggest feelings or appeal to the senses? (1.3.1.F)

What are the story elements (characters, setting) and what | |

				role do they play in the story? (1.3.1.G) How can we compare and contrast characters within the same story or characters from different stories? (1.3.1.H) Can you use new vocabulary in the context of dramatic play, daily routines, and classroom conversations? (1.3.1.J) How can you use new vocabulary when asking questions or describing situations or objects? (1.3.1.J) Can you use context clues to understand word and sentence meanings? (1.3.1.J) How can you classify conceptual categories of words? (1.3.1.J) How can our prior knowledge and asking good questions help us to understand what we read? (1.3.1.K) How do group reading activities help us to understand other daily objectives? (1.3.1.K)	

				Writing What are the distinguishing features of a sentence (e.g. capitalization, spaces, punctuation, complete thought)? (1.1.1.B) How do I draw a picture about a non-fiction topic and write about it? (1.4.1.A) How do we use common spelling patterns, phonemic awareness and spelling conventions when writing? (1.4.1.A) How can you choose and respond to a writing prompt on a specific topic? (1.4.1.B) What topics can I write about? (1.4.1.B) Can you brainstorm main ideas on a chosen topic and then choose a main idea to write about? (1.4.1.C) How can we brainstorm main ideas on a chosen topic and then write about that topic generating relevant details and including at least 2 facts? (1.4.1.C) How do you use graphic organizers to organize and group information? (1.4.1.D)	

| | | | | How do I include an ending sentence? (1.4.1.D)

Why is it important to use vivid and precise language when writing? (1.4.1.E)

How does the use of conventions improve my writing? (1.4.1.F)

What Wilson skills (patterns, phonemic awareness, conventions) help us to spell unit words? (1.4.1.F)

Do we understand how to participate in discussions about fact and opinion? (1.4.1.G)

Can you generate an opinion and write about it using common spelling patterns, phonemic awareness and spelling conventions when writing? (1.4.1.G)

Can you choose a topic and state an opinion? (1.4.1.H)

Can you participate in discussions about opinions and then generate relevant reasons that support those opinions? (1.4.1.I) | |
| | | | | | |

| | | | | How do graphic organizers help us to logically organize and group information and reasons when writing? (1.4.1.J)

Do you include an ending sentence, vivid and precise language, and proper capitalization and punctuation when you write?(1.4.1.J) (1.4.1.K)

Do you use commas when writing dates and words in series? (1.4.1.L)

Can you spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. (1.4.1.L)

How do discussions and describing events to each other help us to understand the story? (1.4.1.O)

How are thoughts and feelings related to experiences and events? (1.4.1.O)

How can we share our experiences and events with others? (1.4.1.O)

Do you use vivid and precise language when speaking? (1.4.1.Q) | |

				Do you understand that writing becomes more clear when we make changes and add details? (1.4.1.T) Are you clear when sharing your work with others? (1.4.1.T) Do you incorporate changes to your work based on feedback after participating in discussions? (1.4.1.T) Are you able to respond to questions and suggestions from peers? (1.4.1.T) Can you use a variety of digital tools to produce and publish writing? (1.4.1.U) How do you ask adults or peers for explanations or information using why, how, where, and when? (e.g., "Why do leaves turn color?" "Why does Jamal like pizza?") (1.4.1.V) How do you use a variety of resources with teacher support (e.g., adults and peers, books, digital media, maps, recipes, experts) to find new information? (1.4.1.V)	

				Can you respond to prompts which require reference to prior experiences? (1.4.1.W)	
				How can you relate prior experiences and learning to a current topic? (1.4.1.W)	
				How can you recall information from experiences? (1.4.1.W)	
				How can you use a variety of resources with teacher support (e.g., adults and peers, books, digital media, maps, recipes, experts) to find new information? (1.4.1.W)	
				Speaking & Listening How do questions and details help us understand the topic being discussed? (1.5.1.A)	
				Why is important to think before responding? (1.5.1.A)	
				How can we engage in turn-taking? (1.5.1.A)	
				How can you use an appropriate voice level for the situation? (1.5.1.D)	

			How can you share experiences and tell stories clearly with relevant detail? (1.5.1.D) Can you use appropriate pacing and speak clearly enough to be understood? (1.5.1.D) How could you enhance oral presentations with a visual display? (e.g., smart board) (1.5.1.F) Why is it important to use complete sentences to clearly express our knowledge, thoughts and ideas? (1.5.1.E) How do good speakers understand and produce simple and compound sentences? (1.5.1.E) How do good speakers use the proper command of conventions when communicating?(1.5.1.G) Do you use personal, possessive, and indefinite pronouns? (1.5.1.G)	
~~SCIENCE~~	~~SCIENCE~~	~~SCIENCE~~	~~SCIENCE~~ ~~How can we distinguish between long and short vowel~~	~~SCIENCE~~ ~~energy~~ ~~Reflection~~ ~~shadows~~

				sounds in spoken single syllable words? (1.1.1 C)	
				How do we count, pronounce, blend, and segment syllables in spoken and written words? (1.1.1 C)	
				How can we orally produce single syllable words, including consonant blends and digraphs? (1.1.1 C)	
				How can we isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words? (1.1.1 C)	
				How can we add or substitute individual sounds (phonemes) in one syllable words to make new words? (1.1.1 C)	
				Why is it important to read grade appropriate, irregularly spelled words (e.g. was, Wednesday, again, earth)? WILSON TRICK WORDS (1.1.1 D)	
				How can we identify common consonant digraphs, final e, and common vowel teams? (1.1.1.D)	
				How do we read words with inflectional endings? (1.1.1.D)	

Why is it important to use context to confirm or self-correct word recognition when reading? (1.1.1.E)

How do we decode one and two syllable words with common patterns? (1.1.1.D)

Reading
Why is it important for readers to gain meaning from both fiction and non-fiction text? (1.1.1.E)

Why is it important to use context to confirm or self-correct word recognition when reading? (1.1.1.E)

How can we identify the main idea and provide relevant details from the text? (1.2.1.A)

How do we generate questions about specific details in the text? (1.2.1.B)

How can specific details from the text and illustrations help us to answer questions? (1.2.1.B) (1.2.1.G) (1.3.1.B) (1.3.1.G)

How can we find similarities and differences between two individuals, events, ideas, or pieces of information in a text?

			(1.2.1.C)	
			How can you use table of contents to locate information? (1.2.1.E)	
			How can you use index or digital text search feature to locate key facts or information? (1.2.1.E)	
			How can you use headings and captions to locate key facts or information? (1.2.1.E)	
			How can we connect our prior knowledge to read unfamiliar words? (1.2.1.F)	
			Can you predict what a word means in a discussion with others? (1.2.1.F)	
			What strategies can we use to look up unfamiliar words? (1.2.1.F)	
			How can we use illustrations in a text to answer specific questions about the text? (1.2.1.G)	
			Can you identify the evidence an author uses? (1.2.1H)	

| | | | | How can you refer to specific text details? (1.2.1H)

How can you recognize that texts have similar components that can be compared and contrasted? (e.g., main ideas, details) (1.2.1.I)

How can you participate in strategies that provide opportunities to compare and contrast texts and/or components of texts? (e.g., Venn diagrams, T- charts) (1.2.1. I)

Why is it important to learn and use new vocabulary words and phrases in classroom conversation? (1.2.1.J)

How do we use context clues to help understand word and sentence meanings? (1.2.1.J)

How can we classify categories of words (e.g., animals, colors, foods)? (1.2.1.J)

Can you recognize words or phrases that are unfamiliar and connect prior knowledge to them? (1.2.1.K) (1.3.1.I) | |

				~~Can you participate in discussions about unfamiliar words, make predictions about word meanings, and use strategies to look up unfamiliar words? (1.2.1.K) (1.3.1.I)~~ ~~Can you make connections between familiar and unfamiliar words or phrases that mean similar things? (e.g. grass, lawn) (1.2.1.K) (1.3.1.I)~~ ~~How can we ask and answer questions about text being read aloud? (1.2.1.L)~~ ~~How does our prior knowledge help us understand new text? (1.2.1.L)~~ ~~Why is it important to communicate with each other and share ideas? (1.2.1.L)~~ ~~How can we incorporate our learning across the curriculum? (1.2.1.L)~~ ~~Can you identify the central message or lesson in a story? (1.3.1.A)~~ ~~Why is it important to ask "how" and/or "why" questions about specifics from the story? (1.3.1.B)~~	

| | | | | Can you generate questions about specific details in the story? (1.3.1.B)

Can you identify narrative elements (e.g., characters, setting, major events)? (1.3.1.C)

How can I use descriptive vocabulary when responding to questions and prompts? (1.3.1.C)

Who is telling the story? (1.3.1.D)

Can more than one person tell a story? (1.3.1.D)

Do you 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) (1.3.1.E)

Do you understand that different types of text are used for different purposes and that we choose texts based on our needs and purpose? (1.3.1.E)

Can you identify differences between stories and informational texts? (1.3.1.E) | |
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| | | | | Can you identify the words and phrases in stories or poems that suggest feelings or appeal to the senses? (1.3.1.F)

What are the story elements (characters, setting) and what role do they play in the story? (1.3.1.G)

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Can you use context clues to understand word and sentence meanings? (1.3.1.J)

How can you classify conceptual categories of words? (1.3.1.J) | |
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			How can our prior knowledge and asking good questions help us to understand what we read? (1.3.1.K) How do group reading activities help us to understand other daily objectives? (1.3.1.K) **Writing** What are the distinguishing features of a sentence (e.g. capitalization, spaces, punctuation, complete thought)? (1.1.1.B) How do I draw a picture about a non-fiction topic and write about it? (1.4.1.A) How do we use common spelling patterns, phonemic awareness and spelling conventions when writing? (1.4.1.A) How can you choose and respond to a writing prompt on a specific topic? (1.4.1.B) What topics can I write about? (1.4.1.B) Can you brainstorm main ideas on a chosen topic and then choose a main idea to write about? (1.4.1.C)	

			How can we brainstorm main ideas on a chosen topic and then write about that topic generating relevant details and including at least 2 facts? (1.4.1.C) How does the use of conventions improve my writing? (1.4.1.F) What Wilson skills (patterns, phonemic awareness, conventions) help us to spell unit words? (1.4.1.F) Do we understand how to participate in discussions about fact and opinion? (1.4.1.G) Can you generate an opinion and write about it using common spelling patterns, phonemic awareness and spelling conventions when writing? (1.4.1.G) Can you choose a topic and state an opinion? (1.4.1.H) Can you participate in discussions about opinions and then generate relevant reasons that support those opinions? (1.4.1.I) How do graphic organizers help us to logically organize	

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				~~Are you clear when sharing your work with others? (1.4.1.T)~~	
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				~~How do you use a variety of resources with teacher support (e.g., adults and peers, books, digital media, maps, recipes, experts) to find new information? (1.4.1.V)~~	
				~~Can you respond to prompts which require reference to prior experiences?~~	

			(1.4.1.W) How can you relate prior experiences and learning to a current topic? (1.4.1.W) How can you recall information from experiences? (1.4.1.W) How can you use a variety of resources with teacher support (e.g., adults and peers, books, digital media, maps, recipes, experts) to find new information? (1.4.1.W) **Speaking & Listening** How do questions and details help us understand the topic being discussed? (1.5.1.A) Why is important to think before responding? (1.5.1.A) How can we engage in turn-taking? (1.5.1.A) How can you use an appropriate voice level for the situation? (1.5.1.D) How can you share experiences and tell stories clearly with relevant detail? (1.5.1.D)	

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