

GRADE: K	Thematic Study: All About Me-SS/SC
# weeks/month: 4-5	Quarter: 1
<b>STAGE 1: DESIRED RESULTS</b>	
<b>UNIT QUESTIONS:</b>	
<ol style="list-style-type: none"> <li>1) What makes up a family?</li> <li>2) What makes up the human body?</li> <li>3) What are the functions of different body parts?</li> <li>4) Why is important to care for our bodies?</li> <li>5) What are our 5 senses?</li> <li>6) How do they help us learn?</li> </ol>	
<b>CC READING #:</b> RL1, RL6, RL7, RI1, RI5, RI6, RI7	
<b>WRITING FOCUS:</b>	
<ol style="list-style-type: none"> <li>1) Shared Writing</li> <li>2) Independent Writing (moving students when ready from pictures to letters to letter strings to inventive spelling to conventional spelling)</li> <li>3) Informative piece on family</li> <li>4) Opinion piece: favorite thing for each sense (My favorite thing to smell is...)</li> <li>5) Possible quarterly research project <ul style="list-style-type: none"> <li>· Family research (W8)</li> <li>· Human body project (W7)</li> </ul> </li> </ol>	
<b>CC WRITING #:</b> 1,2 (7, 8)	
<b>LANGUAGE #:</b> 1a, 1f, 2c, 5a, 5c, 6-not assessed	
<b>CC SPEAKING/LISTENING #:</b> 1a, 1b, 3, 4, 6	
<b>CC READING FOUNDATION #:</b> 1a, 1d, 3a	
<b>STAGE 2: ASSESSMENT EVIDENCE</b>	
<b>ONGOING FORMATIVE ASSESSMENTS:</b>	
· Observations of Speaking and Listening Standards: See Kindergarten Assessment Checklist	

· Being a Writer observations  
**SUMMATIVE ASSESSMENTS (GRADED)**  
**MONTHLY/QUARTERLY- Kindergarten Assessment Checklist**

**STAGE 3: LEARNING PLAN**

**TOPICS:**

- Family: Diversity & make up of families, family traditions
- Body: Organs, muscles, bones, teeth
- Health: Hand washing, bathing, exercise, brushing teeth, germ etiquette
- 5 Senses: Sight, smell, touch, hearing, taste

**ACADEMIC VOCABULARY:** text, key details, author, illustrator, illustrations, relationship, opinion, topic, informative, (research, question, sources), uppercase letters, lowercase letters, consonant, vowel, sort, categories, discussion, family, senses, body, organs, muscles, bones, teeth, exercise, germs, healthy, recalling, connecting

**COMPREHENSION STRATEGY #1:** Recalling (not assessed)

**COMPREHENSION STRATEGY #2:** Connecting (not assessed)

**READING RESPONSE FOCUS:** Recalling using a picture or words

**POSSIBLE FICTION TEXTS (50%):** teacher choice

**POSSIBLE NONFICTION TEXTS (50%):** teacher choice

GRADE: K	Thematic Study: Safety-SS
# weeks/month: 1 wk. (fire prevention week)	Quarter: 1
<b>STAGE 1: DESIRED RESULTS</b>	
<b>UNIT QUESTIONS:</b> 1) How can we prevent fires? 2) What do we do if there is a fire?	
<b>CC READING #:</b> RL1, RL6, RL7, RI1, RI5, RI6, RI7	
<b>WRITING FOCUS:</b> 1) Informative piece on what they learned/saw during the week. <b>CC WRITING #:</b> 2	
<b>LANGUAGE #:</b> 1a, 1f, 2c, 5a, 5c, 6	
<b>CC SPEAKING/LISTENING #:</b> 1a, 1b, 3, 4, 6-not assessed	
<b>CC READING FOUNDATION #:</b> 1a, 1d, 3a	
<b>STAGE 2: ASSESSMENT EVIDENCE</b>	
<b>ONGOING FORMATIVE ASSESSMENTS:</b> · Observations of Speaking and Listening Standards: See Kindergarten Assessment Checklist · Being a Writer observations <b>SUMMATIVE ASSESSMENTS (GRADED)</b> <b>MONTHLY/QUARTERLY-</b> Kindergarten Assessment Checklist	
<b>STAGE 3: LEARNING PLAN</b>	
<b>TOPICS:</b> · Safety tips: not playing with matches, lighters & stop, drop & roll, get low & go, smoke alarms · Exit plans (signs in buildings, house plans) · The role of firefighters; not being afraid of them	
<b>ACADEMIC VOCABULARY:</b> text, key details, author, illustrator, illustrations, relationship, opinion, topic, informative, (research, question,	

sources), uppercase letters, lowercase letters, consonant, vowel, sort, categories, discussion, safety, exit plans, smoke alarm, lighter, firefighter, matches

COMPREHENSION STRATEGY #1: Recalling (not assessed)

COMPREHENSION STRATEGY #2: Connecting (not assessed)

READING RESPONSE FOCUS: Recalling using pictures or words

POSSIBLE FICTION TEXTS (50%): teacher choice

POSSIBLE NONFICTION TEXTS (50%): teacher choice

GRADE: K	Thematic Study: Fall-SS/SC
# weeks/month: 4wks	Quarter: 1
<b>STAGE 1: DESIRED RESULTS</b>	
<b>UNIT QUESTIONS:</b> <ul style="list-style-type: none"> <li>· Why do we celebrate Columbus Day?</li> <li>· How is exploring today the same or different than exploring back then?</li> <li>· How do we use a map?</li> <li>· How do plants and animals grow and change in the fall?</li> <li>· What are the signs of fall?</li> </ul>	
<b>CC READING #:</b> RL1, RL6, RL7, RI1, RI5, RI6, RI7	
<b>WRITING FOCUS:</b> <ol style="list-style-type: none"> <li>1) Narrative piece on lifecycles; how a pumpkin grows, etc.</li> <li>2) Opinion piece on favorite part of fall.</li> <li>3) Possible quarterly research topic:             <ul style="list-style-type: none"> <li>· Fall trees research (W7)</li> <li>· Lifecycles research (W8)</li> </ul> </li> </ol> <b>CC WRITING #:</b> 3, 1, (7, 8)	
<b>LANGUAGE #:</b> 1a, 1f, 2c, 4a (not assessed), 5a, 5c, 6	
<b>CC SPEAKING/LISTENING #:</b> 1a, 1b, 3, 4, 6-not assessed	
<b>CC READING FOUNDATION #:</b> 1a, 1d, 3a	
<b>STAGE 2: ASSESSMENT EVIDENCE</b>	
<b>ONGOING FORMATIVE ASSESSMENTS:</b> <ul style="list-style-type: none"> <li>· Observations of Speaking and Listening Standards: See Kindergarten Assessment Checklist</li> <li>· Being a Writer observations</li> </ul> <b>SUMMATIVE ASSESSMENTS (GRADED)</b> <b>MONTHLY/QUARTERLY-</b> Kindergarten Assessment Checklist	
<b>STAGE 3: LEARNING PLAN</b>	
<b>TOPICS:</b>	

Columbus Day: exploring/explorers past vs. present, reading maps  
Lifecycles of fall plants/animals: Pumpkins, apples, squirrels, trees,  
harvesting

**ACADEMIC VOCABULARY:** text, key details, author, illustrator,  
illustrations, relationship, opinion, topic, informative, (research, question,  
sources), uppercase letters, lowercase letters, consonant, vowel, sort,  
categories, discussion, life cycles, autumn, seasons, harvest, explorer,  
exploring, map, blossom

**COMPREHENSION STRATEGY #1:** Recalling

**COMPREHENSION STRATEGY #2:** Connecting

**READING RESPONSE FOCUS:** Recalling using drawings or words

**POSSIBLE FICTION TEXTS (50%):** teacher choice

**POSSIBLE NONFICTION TEXTS (50%):** teacher choice