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| GRADE: K | Thematic Study: Insects/spiders-SC |
| # weeks/month: 2-3 | Quarter: 2 |
| STAGE 1: DESIRED RESULTS | |
| UNIT QUESTIONS: | |
| 1) What are the differences between insects, spiders, and other creatures? 2) How can insects and spiders be helpful? Harmful? | |
| CC READING #: RL1, RL4, RL10, RI1, RI4, RI9, RI10 | |
| WRITING FOCUS: | |
| 1) Informative piece on what we learned | |
| CC WRITING #: 2, 6 | |
| LANGUAGE #: 1d, 2a, 2b, 5b, 5c, 6-not assessed | |
| CC SPEAKING/LISTENING #: 2, 6 | |
| CC READING FOUNDATION #: 1b, 2b, 2c (1c, 2a, 2d, 2e 3d, 4 not assessed) | |
| STAGE 2: ASSESSMENT EVIDENCE | |
| ONGOING FORMATIVE ASSESSMENTS: | |
| · 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: | |
| · Body parts & features | |
| · Habitats | |
| · Life Cycles | |

ACADEMIC VOCABULARY: text, key details, unknown words, similarities, differences, informative, publish, capitalize, punctuation, opposites, syllables, rhyming, insect, spider, antennae, head, thorax, abdomen, egg, pupa, legs, wings, crawl, fly, habitats, hive

COMPREHENSION STRATEGY #1: Recalling, Questioning (both not assessed)

COMPREHENSION STRATEGY #2: Inferring

READING RESPONSE FOCUS: Predicting what will happen next

POSSIBLE FICTION TEXTS (50%): teacher choice

POSSIBLE NONFICTION TEXTS (50%): teacher choice

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|---|------------------------------|
| GRADE: K | Thematic Study: Nutrition-SC |
| # weeks/month: 2-3 | Quarter: 2 |
| STAGE 1: DESIRED RESULTS | |
| UNIT QUESTIONS: | |
| <ul style="list-style-type: none"> 1) What are the food groups? 2) What is healthy eating? 3) Why is healthy eating important? | |
| CC READING #: RL1, RL4, RL10, RI1, RI4, RI9, RI10 | |
| WRITING FOCUS: | |
| <ul style="list-style-type: none"> 1) Opinion piece on favorite food in each food group 2) Informative piece; why it is important to eat healthy (Shared Writing) 3) Possible quarterly research project <ul style="list-style-type: none"> · Food Groups (W7) · Healthy vs. Unhealthy (W8) | |
| CC WRITING #: 2, 6 (7,8) | |
| LANGUAGE #: 1d, 2a, 2b, 5b, 5c, 6-not assessed | |
| CC SPEAKING/LISTENING #: 2, 6 | |
| CC READING FOUNDATION #: 1b, 2b, 2c (1c, 2a,2d, 2e 3d, 4 not assessed) | |
| STAGE 2: ASSESSMENT EVIDENCE | |
| ONGOING FORMATIVE ASSESSMENTS: | |
| <ul style="list-style-type: none"> · 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: | |
| <ul style="list-style-type: none"> · Myplate.gov (food groups, portion size) | |

· Healthy snack & drink choices

ACADEMIC VOCABULARY: text, key details, unknown words, similarities, differences, informative, publish, capitalize, punctuation, opposites, syllables, rhyming, food groups, healthy, unhealthy, meat, fruit, vegetable, dairy, fats, proteins, sugar, grains

COMPREHENSION STRATEGY #1: Recalling, Questioning (both not assessed)

COMPREHENSION STRATEGY #2: Inferring

READING RESPONSE FOCUS: Predicting what will happen next

POSSIBLE FICTION TEXTS (50%): teacher choice *Gregory the Terrible Eater

POSSIBLE NONFICTION TEXTS (50%): teacher choice

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|---|------------------------------------|
| GRADE: K | Thematic Study: Fall/Winter- SC/SS |
| # weeks/month: 4 | Quarter: 2 |
| STAGE 1: DESIRED RESULTS | |
| UNIT QUESTIONS: <ul style="list-style-type: none"> · How is Halloween celebrated? · How can we stay safe and still have fun? · Why do we celebrate Thanksgiving? · How is Thanksgiving today the same and different from Thanksgiving long ago? · What are the various cultural celebrations? · What is the difference between needs vs. wants and giving vs. receiving? | |
| CC READING #: RL1, RL4, RL10, RI1, RI4, RI9, RI10 | |
| WRITING FOCUS: <ol style="list-style-type: none"> 1) Opinion piece on what we are thankful for 2) Informative piece on a family tradition (CCWS2) 3) Narrative piece on what they did over Thanksgiving break 4) Informative writing, letters to Santa or Xmas list CC WRITING #: 2, 6 (7,8) | |
| LANGUAGE #: 1d, 2a, 2b, 5b, 5c, 6-not assessed | |
| CC SPEAKING/LISTENING #: 2, 6 | |
| CC READING FOUNDATION #: 1b, 2b, 2c (1c, 2a,2d, 2e 3d, 4 not assessed) | |
| STAGE 2: ASSESSMENT EVIDENCE | |
| ONGOING FORMATIVE ASSESSMENTS: <ul style="list-style-type: none"> · 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:

- Safety (costume, candy, candles, strangers/trick-or-treating)
- Past vs. present
 - Hunting/growing vs. grocery store
 - Pilgrims/Native Americans vs. family
 - Pilgrim children vs. modern day children
 - Clothes, chores, schooling, etc.
- Traditions
- Character education...being thankful
- Christmas, Hanukah, Kwanzaa, etc.
- Character education...being thankful

ACADEMIC VOCABULARY: text, key details, unknown words, similarities, differences, informative, publish, capitalize, punctuation, opposites, syllables, rhyming, leaves, Autumn, seasons, safety, thankful, tradition, cultures, Thanksgiving

COMPREHENSION STRATEGY #1: Recalling, Questioning (both not assessed)

COMPREHENSION STRATEGY #2: Inferring

READING RESPONSE FOCUS: Predicting what will happen next

POSSIBLE FICTION TEXTS (50%): teacher choice

POSSIBLE NONFICTION TEXTS (50%): teacher choice