

GRADE: K	Thematic Study: Winter & Winter Holidays -	SC/SS
# weeks/month: 4	Quarter: 3	
<b>STAGE 1: DESIRED RESULTS</b>		
<b>UNIT QUESTIONS:</b>		
<ol style="list-style-type: none"> <li>1) What are the signs of winter?</li> <li>2) How do plants and animals adapt, react, or change in the winter?</li> <li>3) Why do we celebrate President's Day?</li> <li>4) What is the role of our president?</li> <li>5) How was being a president long ago the same or different from being a president today?</li> <li>6) Who was MLK?</li> <li>7) Why do we celebrate MLK Day?</li> <li>8) Why do we celebrate Valentine's Day?</li> <li>9) How do we show kindness/friendship?</li> </ol>		
<b>CC READING #:</b> RL1, RL3, RL4, RL4, RL9, RL10, RI1, RI4, RI8, RI10		
<b>WRITING FOCUS:</b>		
<ol style="list-style-type: none"> <li>1) Research/Informative piece on animals that hibernate. (Ex. Small groups explore same animal books and present info. to class)</li> <li>2) Narrative piece on what you did over winter break</li> <li>3) Opinion piece on what I would do if I were President</li> <li>4) Explanatory piece on conflict resolution; how to solve problems with friends</li> </ol>		
<b>CC WRITING #:</b> 1, 7		
<b>LANGUAGE #:</b> 1b,1c,1e,2d,4a,5c,6		
<b>CC SPEAKING/LISTENING #:</b> 6		
<b>CC READING FOUNDATION #:</b> 2a,2d,2e,3d,4		
<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:**

- Lifecycles of winter plants and/or animals
  - Hibernation/migration
  - Snow, frost
  - Shorter days
  - Dormant plants
- Presidents Day
  - Lincoln, Washington
  - Basic government (role, voting, White House, Washington D.C.)
  - Past vs. present (clothes, transportation, technology/writing tools, hairstyles, living style)
- MLK
  - Character education: conflict resolution, tolerance
  - Civil rights, past vs. present
- Valentine's Day
  - Character education; kindness, friendship

**ACADEMIC VOCABULARY:** text, key details, characters, setting, major events, unknown words, compare, contrast, experiences, familiar, similarities, differences opinion, topic, nouns, verbs, preposition, rhyming, hibernation, migration, adapt, snow, frost, dormant, president, government, tolerance,

**COMPREHENSION STRATEGY #1:** Recalling

**COMPREHENSION STRATEGY #2:** Visualizing

**COMPREHENSION STRATEGY #3:** Questioning

**READING RESPONSE FOCUS:** Ask questions about what we are learning/reading

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

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

GRADE: K	Thematic Study: Oceans-SC
# weeks/month: 2	Quarter: 3
<b>STAGE 1: DESIRED RESULTS</b>	
<b>UNIT QUESTIONS:</b> <ul style="list-style-type: none"> <li>· What are the names and locations of the 4 oceans?</li> <li>· What lives in the ocean?</li> <li>· Why are oceans important? How can we care for them?</li> </ul>	
<b>CC READING #:</b> RL1, RL3, RL4, RL4, RL9, RL10, RI1, RI4, RI8, RI10	
<b>WRITING FOCUS:</b> 1) Informative piece on ocean animal/life--Ex. Groups research similar sources on ocean animal/life and present to class (books, teacher-directed websites) <b>CC WRITING #:</b> 1	
<b>LANGUAGE #:</b> 1b,1c,1e,2d,4a,5c,6	
<b>CC SPEAKING/LISTENING #:</b> 6	
<b>CC READING FOUNDATION #:</b> 2a,2d,2e,3d,4	
<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> <ul style="list-style-type: none"> <li>· Ocean plants &amp; animals</li> <li>· Ocean travel; transporting goods and people</li> <li>· Food source</li> <li>· Earth surface water vs. land (using a globe to show water vs. land)</li> </ul>	

· Pollution

**ACADEMIC VOCABULARY:** text, key details, characters, setting, major events, unknown words, compare, contrast, experiences, familiar, similarities, differences, opinion, topic, nouns, verbs, preposition, rhyming, oceans, sea, mammals, coral reef, earth, globe, pollution

**COMPREHENSION STRATEGY #1:** Recalling

**COMPREHENSION STRATEGY #2:** Visualizing

**COMPREHENSION STRATEGY #3:** Questioning

**READING RESPONSE FOCUS:** Ask questions about what we are learning/reading

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

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

GRADE: K	Thematic Study: Weather-SC
# weeks/month: 3	Quarter: 3
<b>STAGE 1: DESIRED RESULTS</b>	
<b>UNIT QUESTIONS:</b> <ul style="list-style-type: none"> <li>· What are the different types of weather?</li> <li>· What causes the different types of weather?</li> <li>· How does weather affect people?</li> <li>· What effect does sunlight have on temperature and the seasons?</li> <li>· How do we change the effects of sunlight?</li> </ul>	
<b>CC READING #:</b> RL1, RL3, RL4, RL4, RL9, RL10, RI1, RI4, RI8, RI10	
<b>WRITING FOCUS:</b> 1) Opinion piece on what is your favorite type of weather or which storm is the most dangerous <b>CC WRITING #:</b> 1, 2, 7	
<b>LANGUAGE #:</b> 1b,1c,1e,2d,4a,5c,6	
<b>CC SPEAKING/LISTENING #:</b> 6	
<b>CC READING FOUNDATION #:</b> 2a,2d,2e,3d,4	
<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> <ul style="list-style-type: none"> <li>· Tornadoes, blizzards, hurricanes, thunderstorms, sunlight, seasons, temperature</li> <li>· Types of clouds</li> <li>· Safety</li> </ul>	

· Clothing choices

**ACADEMIC VOCABULARY:** text, key details, characters, setting, major events, unknown words, compare, contrast, experiences, familiar, similarities, differences, opinion, topic, nouns, verbs, preposition, rhyming, weather, tornado, blizzard, hurricane, thunderstorm, cloud, wind, lightning, rain, sleet, hail, sunlight, seasons, temperature

**COMPREHENSION STRATEGY #1:** Recalling

**COMPREHENSION STRATEGY #2:** Visualizing

**COMPREHENSION STRATEGY #3:** Questioning

**READING RESPONSE FOCUS:** Ask questions about what we are learning/reading

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

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