

GRADE: K	Thematic Study: Transportation/Map Skills-SS
# weeks/month: 2	Quarter: 4
STAGE 1: DESIRED RESULTS	
UNIT QUESTIONS:	
<ol style="list-style-type: none"> 1) What are different ways to travel? 2) What are the different types of transportation? 3) Why is transportation important? 4) What is a map? 5) What is a map key? 6) What are the four basic directions? 7) What is land and water on a map? 	
CC READING #: RL1, RL2, RL10, RI1, RI2, RI3, RI10	
WRITING FOCUS:	
<ol style="list-style-type: none"> 1) Opinion piece on where you would like to go and how you would like to get there 2) Possible Quarterly Research Project <ul style="list-style-type: none"> · Modes of Transportation (7/8) 	
CC WRITING #: 3,5 (7,8)	
LANGUAGE #: 1b,1e,4b,5c,5d,6	
CC SPEAKING/LISTENING #: 5,6	
CC READING FOUNDATION #: 3b,3c,3d, 4	
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:

- Land, water, air
- Car, train, boat, bikes, etc.
- Moving goods and people efficiently, getting from place to place
- Map key

ACADEMIC VOCABULARY: text, key details, retell, familiar story, main topic, individuals, events, ideas, pieces of information, narrative, details, nouns, verb, preposition, prefix, suffix, land, water, air, transportation, travel, map, key, symbol, north, south, east, west, land, water, compass rose

COMPREHENSION STRATEGY #1: Monitoring

COMPREHENSION STRATEGY #2: Analyzing

COMPREHENSION STRATEGY #3: Evaluating

COMPREHENSION STRATEGY #4: Synthesizing

READING RESPONSE FOCUS: Determine the importance of what we are learning/reading

POSSIBLE FICTION TEXTS (50%): teacher choice

POSSIBLE NONFICTION TEXTS (50%): teacher choice

GRADE: K	Thematic Study: Motion and Stability: Forces and Interactions
# weeks/month: 2	Quarter: 4
STAGE 1: DESIRED RESULTS	
UNIT QUESTIONS:	
<ul style="list-style-type: none"> · What is the difference between push and pull? · How do speed and direction affect energy and force? 	
CC READING #: RL1, RL2, RL10, RI1, RI2, RI3, RI10	
WRITING FOCUS: Informative piece on what forces and interactions are	
CC WRITING #: 2	
LANGUAGE #: 1b,1e,4b,5c,5d,6	
CC SPEAKING/LISTENING #: 3, 5,6	
CC READING FOUNDATION #: 3b,3c,3d, 4	
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"> · Solid, Liquid, Gas (definition/affects of temperature on matter) · Naturally occurs, Human-made 	
ACADEMIC VOCABULARY: text, key details, retell, familiar story, main topic, individuals, events, ideas, pieces of information, narrative, details, nouns, verb, preposition, prefix, suffix, informative, observe, push, pull, force, motion, collide, speed, direction	
COMPREHENSION STRATEGY #1: Monitoring	

COMPREHENSION STRATEGY #2: Analyzing

COMPREHENSION STRATEGY #3: Evaluating

COMPREHENSION STRATEGY #4: Synthesizing

READING RESPONSE FOCUS: Determine the importance of what we are learning/reading

POSSIBLE FICTION TEXTS (50%): teacher choice

POSSIBLE NONFICTION TEXTS (50%): teacher choice

GRADE: K	Thematic Study: Farming-SS
# weeks/month: 2	Quarter: 4
STAGE 1: DESIRED RESULTS	
UNIT QUESTIONS:	
<ul style="list-style-type: none"> · What is involved with farming? · Why is farming important? 	
CC READING #: RL1, RL2, RL10, RI1, RI2, RI3, RI10	
WRITING FOCUS:	
1) Informative or explanatory piece on a product that comes from a farm	
CC WRITING #: 3,5	
LANGUAGE #: 1b,1e,4b,5c,5d,6	
CC SPEAKING/LISTENING #: 5,6	
CC READING FOUNDATION #: 3b,3c,3d, 4	
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"> · Farm animals, types of farming, equipment, products, people · Food source, income 	
ACADEMIC VOCABULARY: text, key details, retell, familiar story, main topic, individuals, events, ideas, pieces of information, narrative, details, nouns, verb, preposition, prefix, suffix, harvest, machinery, crops, planting, farm animals, dairy, grain	
COMPREHENSION STRATEGY #1: Monitoring	

COMPREHENSION STRATEGY #2: Analyzing

COMPREHENSION STRATEGY #3: Evaluating

COMPREHENSION STRATEGY #4: Synthesizing

READING RESPONSE FOCUS: Determine the importance of what we are learning/reading

POSSIBLE FICTION TEXTS (50%): teacher choice

POSSIBLE NONFICTION TEXTS (50%): teacher choice

GRADE: K	Thematic Study: Spring-SS/SC
# weeks/month: 2	Quarter: 4
STAGE 1: DESIRED RESULTS	
UNIT QUESTIONS: <ul style="list-style-type: none"> · Why do we recognize Earth Day? · What are the signs of spring? · How do plants/animals grow/change in the spring? 	
CC READING #: RL1, RL2, RL10, RI1, RI2, RI3, RI10	
WRITING FOCUS: 1) Narrative piece in which kids write a story from the perspective of a plant, animal, or insect about its life and how it changes CC WRITING #: 3,5	
LANGUAGE #: 1b,1e,4b,5c,5d,6	
CC SPEAKING/LISTENING #: 5,6	
CC READING FOUNDATION #: 3b,3c,3d, 4	
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"> · Holidays-Earth Day <ul style="list-style-type: none"> ○ Reduce, reuse, recycle ○ Preserving habitats around the world ○ Character education: being responsible · Lifecycles of spring plants/animals <ul style="list-style-type: none"> ○ Oviparous creatures 	

- Butterflies, frogs, chickens, etc.
- Spring, renewal of life
- Plants, seeds, trees, etc.

ACADEMIC VOCABULARY: text, key details, retell, familiar story, main topic, individuals, events, ideas, pieces of information, narrative, details, nouns, verb, preposition, prefix, suffix, Spring, buds, flowers, bloom, reduce, reuse, recycle, habitat, pollution, egg, chrysalis, cocoon, tadpole

COMPREHENSION STRATEGY #1: Monitoring

COMPREHENSION STRATEGY #2: Analyzing

COMPREHENSION STRATEGY #3: Evaluating

COMPREHENSION STRATEGY #4: Synthesizing

READING RESPONSE FOCUS: Determine the importance of what we are learning/reading

POSSIBLE FICTION TEXTS (50%): teacher choice

POSSIBLE NONFICTION TEXTS (50%): teacher choice

*******Summer (1 week)**

Safety

Seasonal observations

Summer activities (continuous learning)

*Year-long themes of kinder. map

1) Character education

2) Past vs. present

3) Life cycles of living things