

## Unit 1

This version of the CCGPS state framework weekly pacing guide includes the 2013 unit 1 revised unit and the old CCGPS units are located at the following link. This packet will include 5 total units with 2 pacing versions for Unit 1 at the beginning.

<http://georgiaelaccgpsk-5.wikispaces.com/> This version of the CCGPS state framework weekly pacing guide includes the 2013 unit 1 revised unit and the old CCGPS units are located at the following link. This packet will include 5 total units with 2 pacing versions for Unit 1 at the beginning. The tabs and titles indicate week 1 of 2013 (revised units) and week 1 of last years units (2012-2013 units).

<http://georgiaelaccgpsk-5.wikispaces.com/>

## Math Revisions

Each Math Revision will be noted in orange throughout the framework. Some grade levels will notice a change in unit order and some grade levels will only see lesson insertions, deletions, and reorder. Be sure to reference the revised Math frameworks found at this link:

<https://www.georgiastandards.org/Common-Core/Pages/Math-K-5.aspx>

Week 1 KDG (2013 Unit 1)			
ELA	Social Studies	Science	Math
Lesson 1: "Circle of Friends" Reading a poem and name writing: *Poem - circle of friends *Left to right sweep. *Find new words. *Choral Read. *Rhyming words. *Reader's Theatre. *Start Poetry Notebook. *Syllables. *Write names (Specific lesson described in framework).	Reference Framework: Unit 1: pg. 2  All About Me Box: students will use 5-7 things to describe themselves and share		What Shape is This? MCC.K.G.1 Constructing Task Large group/Small group Recognize and name shapes
Lesson 2: "Circle of Friends" poem and chart about friends: *Re-read poem *Review rhyming bullet. *Discuss activities of characters. *Make lists of activities with friends, write and illustrate.	* practice identify objects and beginning sounds * illustrate themselves and write name; add pictures of items from share box		Going on a Shape Hunt MCC.K.G.1-3 Constructing Task Large group/Small group Recognize and name shapes
			Attributes Rule! MCC.K.G.4 MCC.KMD.3 Constructing Task:Whole Group/Small Group/Individual Recognize, name, and compare shapes
Acquisition Skills			
Identify, say, write name; Identify alphabet; Rhyming and Syllabication	Recognize two part directions		Use of scissors, crayons, and pencil Identify numbers
Formative Assessments			
Name writing Holding and use of pencils, crayons, scissors Letter identification Sound Identification	Identify likes and dislikes		Number Identification Verbally count numbers in order formative assessment question in task
Student Portfolio			
Poetry Notebook and Friendship Illustration.	Social Studies: All About Me picture of themselves		Evidence of Framework tasks in math journal
Management			
Unpacking (am) and packing (pm); Lunch Count, Money, Attendance; Use of materials; Hall behavior ; Bathroom routine; Lunch routines and behavior; Discipline procedure			

Week 2 KDG (2013 Unit 1)			
ELA	Social Studies	Science	Math
Lesson 3: That's What A Friend Is by P.K. Hallinan poem and foundational skills: *Write response noting spacing and left to right sweep. *Present book That's What a Friend is* Define Purpose, Author, Illustrator. *Discuss how illustrations relate to words. *Rhyming words. *Choral Reading. *Sentence Stem found in lesson.	Framework Unit 1: pg. 3 Compare the rules at home and at school in a Venn diagram	Matter: Task 1: Describing Items (pg5)	Exploration of Shapes MCC.K.G.1-3 Practice Task Large group/Small group Observe shapes in the environment (flat/solid)
Lesson 4: Will I Have a Friend? text-based questions and retelling: *Text based questions. *Key details. *New Vocab with sentences. *Story retell.	Framework Unit 1: pg. 3 Ticket out the door: describe one thing you do at school, home, park, etc.		Listen and Do! MCC.K.G.1-2 Scaffolding Task Partner Spatial relationships Recognize and name shapes  Copy Cat MCC.K.G.1 Practice Task Individual/Small Group Spatial relationships Recognize and name shapes
Acquisition Skills			
Recognize story elements, compare and contrast, share events of a story with prompting, retell, rhyming	compare and contrast, describing words	describing words	Use of scissors, crayons, and pencil Identify numbers
Formative Assessments			
Name writing Holding and use of pencils, crayons, scissors Letter identification Sound Identification	Venn diagram word web	word web	match alike shapes regardless of size or color
Student Portfolio			
Poetry notebook and Sentence Stems	journal entry: Venn diagram	journal entry: word web with inventive spelling and/or illustration	Evidence of Framework tasks in math journal
Management			
Continue beginning of year procedures; begin small group routines (1 independent group and 1 small group); begin science "lab" routines; model journal entry expectations			

**Week 3 KDG (2013 Unit 1)**

ELA	Social Studies	Science	Math
<p>Lesson 5: Chrysanthemum by Kevin Henkes - vocabulary, retelling, print concepts:                      *Discuss meaning of name. *Discuss title and illustrator. *Discuss character feelings.                      *Story retell. *Sequencing. *Characters.                      *Key Details. *"Hurt feeling activity." found in lesson, cut red construction hearts before lesson or prepare hearts pattern for students to trace and cut.</p>	<p>Framework: Unit 1: pg. 3                      Create a wants and needs book with magazine pics</p>	<p>Matter: Task 2:                      Comparing Attributes (pg5)</p>	<p>Where's Abe? MCC.K.G.1-2                      Practice Task                      Partner/Small Group                      Spatial relationships                      Recognize and name shapes</p>
	<p>Students will make a list of wants and needs of what students need for kdg; make list and talk about words more or less when comparing lists</p>	<p>Matter: Task 3:                      Sorting by a single attribute-color (pg6)</p>	<p>Shape Sort MCC.K.G.1-3 MCC.K.MD.1                      Practice Task                      Whole Group/ Small Group/Partner                      Recognize, name, and compare shapes</p>
	<p>Touch It, Count It, Chart It                      MCC.K.G.1-4                      Constructing Task Small Group                      Recognize, name, and compare shapes</p>		

**Acquisition Skills**

sounds in words, words in sentences, letter formation, letter sounds and recognition, rhyming, characters, retell, sequencing	letter recognition and sounds	shape and color recognition	Use of scissors, crayons, and pencil Identify numbers
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**Formative Assessments**

Name writing Holding and use of pencils, crayons, scissors Letter identification Sound Identification	illustration on a t-chart with one need and one want	oral directions: drawing of shapes with different colors	match alike shapes regardless of size or color
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**Student Portfolio**

Hurt feeling activity.	needs and wants project	journal: lab results from tasks	Evidence of Framework tasks in math journal
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**Management**

Continue beginning of year procedures; begin small group routines (2 independent groups and 1 small group); continue science "lab" routines; model journal entry expectations
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Week 4 KDG (2013 Unit 1)			
ELA	Social Studies	Science	Math
<p>Lesson 6: Frog and Toad Are Friends by Arnold Lobel. Close reading, discussion, writing connections, text-based questions, vocabulary work: *Rubric found in lesson. *begin with summary. *Preview the five stories before reading to class. *Choose 3-5 stories for the week. *Compare and Contrast Frog and Toad with T-chart, Venn Diagram, Bubble Map. *Each story should have writing/journal entry comparing characters, setting, events. *Sentence stem assessment found in unit.</p>	<p>Text to Self connection: List of positive and negative consequences *identify class, school rules *discuss consequences of not following a rule *identify home rules *discuss consequences of not following home rules *compare and contrast school and home</p>	<p>Matter: Task 4 Sorting by a single attribute-shape (pg. 6)</p>	<p>What's in the Bag? (Flat or Solid) MCC.K.G.2-5 MCC.K.MD.1 Practice Task Whole Group/ Small Group/ Partner Recognize, name, and compare shapes Observe shapes in the environment</p>
		<p>Matter: Task 5: Sorting by a single attribute-texture (pg6)</p>	<p>Identify and Sort Shapes MCC.K.G.1-4 <b>FAL</b> Recognize, name and compare shapes Observe shapes in the environment</p>
		<p>Pattern Block Pictures MCC.K.G.2,3,4,6 Constructing Task Small Group/ Partner Name, compare and compose larger shapes from smaller shapes</p>	
<b>Acquisition Skills</b>			
<p>sounds in words, words in sentences, letter formation, letter sounds and recognition, rhyming, characters, retell, sequencing</p>	<p>define vocabulary: negative, positive, consequences, rules</p>	<p>identification of shapes</p>	<p>Use of scissors, crayons, and pencil Identify numbers</p>
<b>Formative Assessments</b>			
<p>Name writing Holding and use of pencils, crayons, scissors Letter identification Sound Identification</p>	<p>illustration to define vocabulary</p>	<p>draw example of smooth item and rough item</p>	<p>match alike shapes regardless of size or color</p>
<b>Student Portfolio</b>			
<p>Journal entries and sentence stem.</p>	<p>journal entry: comparison and identification of consequences</p>	<p>journal entry identifying attributes found in 2 tasks</p>	<p>Evidence of Framework tasks in math journal</p>
<b>Management</b>			
<p>Continue beginning of year procedures; begin small group routines (3 independent groups and 1 small group); continue science "lab" routines; model journal entry expectations</p>			

Week 5 KDG (2013 Unit 1)			
ELA	Social Studies	Science	Math
Lesson 7: Frog and Toad Together by Arnold Lobel. Close reading, discussion, writing connections, text-based questions, vocabulary work: *Rubric found in lesson. *begin with summary. *Preview the five stories before reading to class. *Choose 3-5 stories for the week. *Compare and Contrast Frog and Toad with T-chart, Venn Diagram, Bubble Map. *Each story should have writing/journal entry comparing characters, setting, events. *Sentence stem assessment found in unit.	Framework: Unit 1: pg. 4 Social Studies Task: Compare the community now and then	Matter: Task 6: Sorting by a single attribute-varied (pg. 7)	Geoboard Museum MCC.K.G.4-6 Practice Task Individual/ Small Group Compose and compare shapes
		Matter: Task 7&8: Sorting with Multiple Attributes (pg7)	Build A Marshmallow Shape MCC.K.G.3-6 Constructing Task Large Group/ Small Group Recognize, name, compare and compose shapes
<b>Acquisition Skills</b>			
sounds in words, words in sentences, letter formation, letter sounds and recognition, rhyming, characters, retell, sequencing	compare and contrast	identify differences in color, shapes, and texture	Use of scissors, crayons, and pencil Identify numbers
<b>Formative Assessments</b>			
Name writing Holding and use of pencils, crayons, scissors Letter identification Sound Identification	illustration of community use pictures to sort things from the past and things from now (ex: cell phones)	sort pictures of different items by color, shape, and texture	match alike shapes regardless of size or color
<b>Student Portfolio</b>			
Journal entries and sentence stem.	journal entry: now and them comparison	journal entry: results of completes tasks	Evidence of Framework tasks in math journal
<b>Management</b>			
Continue beginning of year procedures; begin small group routines (4 independent groups and 1 small group); continue science "lab" routines; model journal entry expectations			

**Week 6 KDG (2013 Unit 1)**

ELA	Social Studies	Science	Math
<p>Lesson 8 : Nubs: The True Story of a Mutt, a Marine, &amp; a Miracle by Brian Dennis, Mary Nethery and Kirby Larson - nonfiction, discussion, writing connections, text-based questions, vocabulary work: * Prior to lesson predetermine your stopping points. *Compare fiction and non-fiction. *Discuss illustration and how they match the words. *Vocab definition using illustrations as a connection. *Sentence stem assessment at end of lesson.</p>	<p>Unit 2: Pg. 3: Social Studies Task: discuss why and how we celebrate Labor Day; main idea word web with Labor Day in middle</p>	<p>Matter: Task 9: The Button Box (pg8)</p>	<p>Tangram Challenge MCC.K.G.5-6 Performance Task Whole Group/ Individual Recognize, name, and compare shapes Compose larger shapes from simple shapes</p>
<p>Lesson 9: Nubs: The True Story of a Mutt, a Marine, &amp; a Miracle by Brian Dennis, Mary Nethery and Kirby Larson - Identification of characters and key events in the story: *Intro story map. *Discuss characters. *Discuss setting. *Discuss beginning, middle, end. *Complete story map.</p>		<p>Matter: Task 10: Shape Sort (pg8)</p> <p>Sorting Exemplar: create with any manipulatives available: have students sort at least three ways</p>	<p>Shapes All Around MCC.K.G.1-6 MCC.K.MD.1 Culminating Task Small Group/ Individual Recognize, compose and compare shapes</p>
<b>Acquisition Skills</b>			
<p>sounds in words, words in sentences, letter formation, letter sounds and recognition, rhyming, characters, retell, sequencing</p>	<p>vocabulary: holiday</p>	<p>sorting items by attributes</p>	<p>Use of scissors, crayons, and pencil Identify numbers</p>
<b>Formative Assessments</b>			
<p>Name writing Holding and use of pencils, crayons, scissors Letter identification Sound Identification</p>	<p>Opening questions: What is a holiday? What do you think labor day is?</p>	<p>separate pile of buttons and explain sort</p>	<p>match alike shapes regardless of size or color</p>
<b>Student Portfolio</b>			
<p>Story Map and sentence stem.</p>	<p>journal entry: word web and illustration</p>	<p>journal entry: sorting exemplar</p>	<p>Culminating Task</p>
<b>Management</b>			
<p>Continue beginning of year procedures; continue small group routines (4 independent groups and 1 small group); continue science "lab" routines; model journal entry expectations; peer group routines</p>			

**Week 7 KDG (2013 Unit 1)**

ELA	Social Studies	Science	Math
Lesson 10: My Buddy by Audrey Osofsky (550L) -writing a response to a text: *Predict with cover of book bullet. *Compare fiction and non-fiction. *Define character disability, muscular dystrophy (defined in lesson). *Compare illustrations with words. *Sentence stem assessment.	Social Studies: Unit 2: pg. 3; describe rules/character traits (honesty, patriotism, loyalty, courtesy, respect, etc.)	Motion and Gravity: Which Way? Pg. 4	Got Dots? (0-10) MCC.K.CC.1-4a,b,c Scaffolding Whole/Small/Partner/Individual Subitizing, Counting objects to 10, Sequencing Numbers
	Draw a self-portrait and use new social studies words to label traits of themselves; need to be able to explain why	Motion and Gravity: Can you pull it? Pg. 4	Numerals, Pictures, Words (0-10) MCC.K.CC.2, 4a,b,c: Constructing Task Whole/Small/Partner/Individual Subitizing, Counting objects to 10, Sequencing Numbers, Matching Number Words to Numbers
	Motion and Gravity: Ways we travel Pg. 5		
<b>Acquisition Skills</b>			
sounds in words, words in sentences, letter formation, letter sounds and recognition, rhyming, characters, retell, sequencing	personal traits: list words that describe people	vocabulary: motion	Use of scissors, crayons, and pencil Identify numbers
<b>Formative Assessments</b>			
Name writing Holding and use of pencils, crayons, scissors Letter identification Sound Identification	describe a member of your family and what makes them special	demonstrate different types of movement using verbs that show action	identify number sets; subitizing dot card recognition formative assessment question in task
<b>Student Portfolio</b>			
Fiction and Non-fiction comparison and sentence stems	journal entry: trait description of self	journal entry: task evidence	Evidence of Framework tasks in math journal
<b>Management</b>			
Continue beginning of year procedures; continue small group routines (4 independent groups and 1 small group); continue science "lab" routines; model journal entry expectations; peer group routines			

Week 8 KDG (2013 Unit 1)			
ELA	Social Studies	Science	Math
<p>Lesson 11: Winter's Tail: How One Little Dolphin Learned to Swim Again by Isabella Hatkoff, Craig Hatkoff, and Julianna Hatkoff (930L) - Close reading- nonfiction, discussion, writing connections, text-based questions, vocabulary work: *Preselect stopping points with Winter's Tail. *Compare fiction and non-fiction. *Discuss how illustrations are assisted by words. *Journal entry daily with story elements.</p>	<p>Unit 2: pg. 4: Seeing and Hearing Practice identifying and creating patterns</p>	<p>Motion and Gravity: We All Fall Down Pg. 5</p>	<p>Fill in the Line (0-9) MCC.K.CC.1-4 Constructing Task Whole/partner Numeral recognition, number word recognition, Numeral writing</p>
	<p>Unit 2: pg. 4. Cat/Dog debate ****preview lesson for ELA "forming an opinion and supporting opinion with facts"</p>	<p>Begin GRASPS: pg. 3</p>	<p>What the Heck is Rekenrek? MCC.K.CC.1-4 MCC.K.MD.3 Constructing Task Partner Subitizing, Modeling numbers, Understanding number relationships</p>
	<p>Begin "When I Grow Up project" on pg. 4 of SS framework unit 2</p>		
Acquisition Skills			
<p>sounds in words, words in sentences, letter formation, letter sounds and recognition, rhyming, characters, retell, sequencing, Story elements, Fiction and Non-fiction</p>	<p>forming an opinion identify a pattern</p>	<p>define and demonstrate motion</p>	<p>Use of scissors, crayons, and pencil Identify numbers</p>
Formative Assessments			
<p>Name writing Holding and use of pencils, crayons, scissors Letter identification Sound Identification</p>	<p>describe yourself in the future</p>	<p>identify slow, fast motion through types of verbs in t chart</p>	<p>identify number sets; subitizing dot card recognition formative assessment question in task</p>
Student Portfolio			
<p>Daily Journal Entries</p>	<p>journal entry: pattern task; opinion task</p>	<p>journal entry: task evidence</p>	<p>Evidence of Framework tasks in math journal</p>
Management			
<p>Continue beginning of year procedures; continue small group routines (4 independent groups and 1 small group); continue science "lab" routines; model journal entry expectations; peer group routines</p>			

Week 9 KDG (2013 Unit 1)			
ELA	Social Studies	Science	Math
<p>Lesson 12: Nubs: The True Story of a Mutt, a Marine, &amp; a Miracle by Brian Dennis, Mary Nethery and Kirby Larson; Winter’s Tail: How One Little Dolphin Learned to Swim Again by Isabella Hatkoff, Craig Hatkoff, and Julianna Hatkoff; Frog and Toad Are Friends by Arnold Lobel and Chrysanthemum by Kevin Henkes- Comparing and Contrasting texts: *Compare all books in unit using hula hoop activity described in unit. *Compare all story elements from all books. *Summarize all read aloud from unit.</p>	<p>Complete and share “When I Grow Up project” on pg. 4 of SS framework unit 2</p>	<p>GRASPS: pg. 3</p>	<p>Fill the Chutes MCC.K.CC.2, 4 Practice Task Whole/Small/Partner/Individual One to one correspondence</p>
			<p>Race to 20 MCC.K.CC.1, 2, 4 Practice Task Partner One to one correspondence</p>
<b>Acquisition Skills</b>			
<p>sounds in words, words in sentences, letter formation, letter sounds and recognition, rhyming, characters, retell, sequencing, Story elements, Fiction and Non-fiction</p>	<p>vocabulary</p>	<p>types of motion</p>	<p>Use of scissors, crayons, and pencil Identify numbers</p>
<b>Formative Assessments</b>			
<p>Name writing Holding and use of pencils, crayons, scissors Letter identification Sound Identification</p>			<p>identify number sets; subitizing dot card recognition formative assessment question in task</p>
<b>Student Portfolio</b>			
<p>Comparisons and summaries</p>	<p>project evidence</p>	<p>GRASPS finished product</p>	<p>Evidence of Framework tasks in math journal</p>
<b>Management</b>			
<p>Continue beginning of year procedures; continue small group routines (4 independent groups and 1 small group); continue science "lab" routines; model journal entry expectations; peer group routines</p>			

Week 1 KDG			
ELA	Social Studies	Science	Math
<p>1-2 days: EQ: Why is it important to listen carefully to a story so I can respond to it in writing?</p> <ul style="list-style-type: none"> <li>*word web with feelings</li> <li>*complete sentence stem</li> <li>*model sounding out</li> <li>*illustrate sentences</li> </ul>	<p>Reference Framework: Unit 1: pg. 2</p> <p>All About Me Box: students will use 5-7 things to describe themselves and share</p> <ul style="list-style-type: none"> <li>* practice identify objects and beginning sounds</li> <li>* illustrate themselves and write name; add pictures of items from share box</li> </ul>		<p>What Shape is This?</p> <p>MCC.K.G.1 Constructing Task</p> <p>Large group/Small group</p> <p>Recognize and name shapes</p>
<p>1 day: EQ: How can I identify words that rhyme?</p> <ul style="list-style-type: none"> <li>*poem illustration</li> <li>*model left to right sweep</li> <li>*syllable clap with names</li> <li>*write name on sentence strip</li> </ul>			<p>Going on a Shape Hunt</p> <p>MCC.K.G.1-3</p> <p>Constructing Task</p> <p>Large group/Small group</p> <p>Recognize and name shapes</p>
<p>1 day: EQ: Why is it important to understand the correct order of steps when you follow directions?</p> <ul style="list-style-type: none"> <li>*friendship salad steps (reference website)</li> <li>*record class sentences</li> <li>*identify upper and lowercase letters</li> </ul>			<p>Attributes Rule! MCC.K.G.4 MCC.KMD.3</p> <p>Constructing Task:Whole Group/Small Group/Individual</p> <p>Recognize, name, and compare shapes</p>
<p>5 days: (Days 1-2) EQ: How can making predictions help you become a stronger reader?</p> <ul style="list-style-type: none"> <li>*Read synopsis of story on back of book</li> <li>*premark stopping points for prediction questions</li> <li>*response journal entry for all stories (sentence stem, illustration with labels, response to questions)</li> </ul>			
Acquisition Skills			
<p>Identify, say, write name</p> <p>Identify alphabet</p>	<p>Recognize two part directions</p>		<p>Use of scissors, crayons, and pencil</p> <p>Identify numbers</p>
Formative Assessments			
<p>Name writing</p> <p>Holding and use of pencils, crayons, scissors</p> <p>Letter identification</p> <p>Sound Identification</p>	<p>Identify likes and dislikes</p>		<p>Number Identification</p> <p>Verbally count numbers in order</p> <p>formative assessment question in task</p>
Student Portfolio			
<p>Illustration for feelings sentence; name writing sample; illustration for friendship salad</p>	<p>Social Studies: All About Me picture of themselves</p>		<p>Evidence of Framework tasks in math journal</p>
Management			
<p>Unpacking (am) and packing (pm); Lunch Count, Money, Attendance; Use of materials; Hall behavior ; Bathroom routine; Lunch routines and behavior; Discipline procedure</p>			

<b>Week 2 KDG</b>			
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>
5 days: (Days3-5)EQ: How can making predictions help you become a stronger reader? *Read synopsis of story on back of book *premark stopping points for prediction questions *same activity with five different stories *response journal entry for all stories (sentence stem, illustration with labels, response to questions) *Day 5 journal entry should model completing the sentence stem (Frog and Toad are good friends)	Framework Unit 1: pg. 3 Compare the rules at home and at school in a Venn diagram	Matter: Task 1: Describing Items (pg5)	Exploration of Shapes MCC.K.G.1-3 Practice Task Large group/Small group Observe shapes in the environment (flat/solid)
2 days: EQ: How can you orally present information? *define interview *interview graphic organizer *present information learned during interview *model concepts of print *model inventive spelling	Framework Unit 1: pg. 3 Ticket out the door: describe one thing you do at school, home, park, etc.		Listen and Do! MCC.K.G.1-2 Scaffolding Task Partner Spatial relationships Recognize and name shapes
			Copy Cat MCC.K.G.1 Practice Task Individual/Small Group Spatial relationships Recognize and name shapes
<b>Acquisition Skills</b>			
Recognize story elements, compare and contrast, share events of a story with prompting	compare and contrast, describing words	describing words	Use of scissors, crayons, and pencil Identify numbers
<b>Formative Assessments</b>			
Venn diagram story map 3 column beginning/middle/end	Venn diagram word web	word web	match alike shapes regardless of size or color
<b>Student Portfolio</b>			
*2 different story responses *Character description sentences with illustrations *interview sample	journal entry: Venn diagram	journal entry: word web with inventive spelling and/or illustration	Evidence of Framework tasks in math journal
<b>Management</b>			
Continue beginning of year procedures; begin small group routines (1 independent group and 1 small group); begin science "lab" routines; model journal entry expectations			

<b>Week 3 KDG</b>			
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>
1 day: EQ: How do I write about my friends? *Assessment: student and a new friend doing something in class together with details	Framework: Unit 1: pg. 3 Create a wants and needs book with magazine pics  Students will make a list of wants and needs of what students need for kdg; make list and talk about words more or less when comparing lists	Matter: Task 2: Comparing Attributes (pg5)	Where's Abe? MCC.K.G.1-2 Practice Task Partner/Small Group Spatial relationships Recognize and name shapes
1 day: EQ: How do I add letters and words to pictures that convey meaning? *model concepts of print (spacing, left-to-right) *prediction with repetitive text *emphasize how illustrations match text			
1 day: EQ: How do I develop good writing details? *character feelings *sequencing events *printing name correctly		Touch It, Count It, Chart It MCC.K.G.1-4 Constructing Task Small Group Recognize, name, and compare shapes	
1 day: EQ: How do I identify rhyming words in text? *poetry identification *illustrate poem in poem book *rhyming game			
<b>Acquisition Skills</b>			
sounds in words, words in sentences, letter formation, letter sounds and recognition, rhyming	letter recognition and sounds	shape and color recognition	Use of scissors, crayons, and pencil Identify numbers
<b>Formative Assessments</b>			
picture of event with details write word/sentence that matches a picture write name	illustration on a t-chart with one need and one want	oral directions: drawing of shapes with different colors	match alike shapes regardless of size or color
<b>Student Portfolio</b>			
Writing Assessment name writing sample (2-3) journal entry for sequencing events	needs and wants project	journal: lab results from tasks	Evidence of Framework tasks in math journal
<b>Management</b>			
Continue beginning of year procedures; begin small group routines (2 independent groups and 1 small group); continue science "lab" routines; model journal entry expectations			

<b>Week 4 KDG</b>			
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>
5 days (days 1-5): EQ: How can predicting help me become a stronger reader? *read synopsis of book from back cover *pre determine stopping points for prediction questions *students will respond to story (text connections, sequence events, story element identification, etc.) *repeat lesson with 4 different stories *model print concepts (left-to-right, inventive spelling, matching sentences to pictures) *point out phonic sequence in words to promote inventive spelling *sentence stem: (My good friend and I like to _____ together.)	Text to Self connection: List of positive and negative consequences *identify class, school rules *discuss consequences of not following a rule *identify home rules *discuss consequences of not following home rules *compare and contrast school and home	Matter: Task 4 Sorting by a single attribute-shape (pg. 6)	What's in the Bag? (Flat or Solid) MCC.K.G.2-5 MCC.K.MD.1 Practice Task Whole Group/ Small Group/ Partner Recognize, name, and compare shapes Observe shapes in the environment
		Matter: Task 5: Sorting by a single attribute-texture (pg6)	Identify and Sort Shapes MCC.K.G.1-4 <b>FAL</b> Recognize, name and compare shapes Observe shapes in the environment
			Pattern Block Pictures MCC.K.G.2,3,4,6 Constructing Task Small Group/ Partner Name, compare and compose larger shapes from smaller shapes
<b>Acquisition Skills</b>			
letter recognition and sounds, rhyming words	define vocabulary: negative, positive, consequences, rules	identification of shapes	Use of scissors, crayons, and pencil Identify numbers
<b>Formative Assessments</b>			
illustrate a short poem read aloud spelling with chunking (-at, -an, etc.)	illustration to define vocabulary	draw example of smooth item and rough item	match alike shapes regardless of size or color
<b>Student Portfolio</b>			
poem illustration 1-2 story response entries	journal entry: comparison and identification of consequences	journal entry identifying attributes found in 2 tasks	Evidence of Framework tasks in math journal
<b>Management</b>			
Continue beginning of year procedures; begin small group routines (3 independent groups and 1 small group); continue science "lab" routines; model journal entry expectations			

<b>Week 5 KDG</b>			
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>
<p>1 day: EQ: How do I conduct research?</p> <ul style="list-style-type: none"> <li>*dialogue through speech bubbles</li> <li>*expression with period and exclamation point</li> <li>*examples of friendship chart/illustration</li> </ul>	<p>Framework: Unit 1: pg. 4</p> <p>Social Studies Task: Compare the community now and then</p>	<p>Matter: Task 6: Sorting by a single attribute-varied (pg. 7)</p>	<p>Geoboard Museum MCC.K.G.4-6 Practice Task Individual/ Small Group Compose and compare shapes</p>
<p>1-2 days: EQ: How do I add letters and words to pictures that convey meaning?</p> <ul style="list-style-type: none"> <li>*assessment</li> <li>*prediction with title and cover picture</li> <li>*refer to friendship chart/ shared writing</li> <li>*sentence stem (The important thing about friendship is _____.)</li> <li>*model print concepts</li> </ul>		<p>Matter: Task 7&amp;8: Sorting with Multiple Attributes (pg7)</p>	
<p>5 days (Days 1-3): EQ: How can predicting help me become a stronger reader?</p> <ul style="list-style-type: none"> <li>*non-fiction (chapter book)</li> <li>*text features</li> <li>*reader's response (favorite part, text connections)</li> <li>*set a purpose for students to listen daily and have them respond to the purpose</li> </ul>			
<b>Acquisition Skills</b>			
<p>letter recognition and sound, left to right print concepts; matching illustrations with statements/texts</p>	<p>compare and contrast</p>	<p>identify differences in color, shapes, and texture</p>	<p>Use of scissors, crayons, and pencil Identify numbers</p>
<b>Formative Assessments</b>			
<p>display any picture and have students create a story to match spelling rhyming words with chunks identify beginning sight words in sentences</p>	<p>illustration of community use pictures to sort things from the past and things from now (ex: cell phones)</p>	<p>sort pictures of different items by color, shape, and texture</p>	<p>identify number sets; subitizing dot card recognition formative assessment question in task</p>
<b>Student Portfolio</b>			
<p>sentence stems writing assessment samples of writing words that rhyme samples of writing a sentence that matches an illustration</p>	<p>journal entry: now and them comparison</p>	<p>journal entry: results of completes tasks</p>	<p>match alike shapes regardless of size or color</p>
<b>Management</b>			
<p>Continue beginning of year procedures; begin small group routines (4 independent groups and 1 small group); continue science "lab" routines; model journal entry expectations</p>			

<b>Week 6 KDG</b>			
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>
5 days (Days 4-5): EQ: How can predicting help me become a stronger reader? *non-fiction (chapter book) *text features *reader's response (favorite part, text connections) *set a purpose for students to listen daily and have them respond to the purpose	Unit 2: Pg. 3: Social Studies Task: discuss why and how we celebrate Labor Day; main idea word web with Labor Day in middle	Matter: Task 9: The Button Box (pg8)	Tangram Challenge MCC.K.G.5-6 Performance Task Whole Group/ Individual Recognize, name, and compare shapes Compose larger shapes from simple shapes
3 days: EQ: Why is it important to understand the elements of a story? Day 1: Character focus (technology connection) Day 2: Setting focus; illustrations Day 3: Beginning, Middle, End (technology connection) *create flip book *story retell with partner *present story retells to class		Matter: Task 10: Shape Sort (pg8)	
<b>Acquisition Skills</b>			
inventive spelling, communicating text connections	vocabulary: holiday	sorting items by attributes	Use of scissors, crayons, and pencil Identify numbers
<b>Formative Assessments</b>			
story element identification predict an event that will happen during the school day (art, music, pe, weather, lunch item)	Opening questions: What is a holiday? What do you think labor day is?	separate pile of buttons and explain sort	match alike shapes regardless of size or color
<b>Student Portfolio</b>			
2-3 samples of response writing	journal entry: word web and illustration	journal entry: sorting exemplar	Culminating Task
<b>Management</b>			
Continue beginning of year procedures; continue small group routines (4 independent groups and 1 small group); continue science "lab" routines; model journal entry expectations; peer group routines			

<b>Week 7 KDG</b>			
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>
1 day: EQ: How do I use letters and sounds to create words? assessment about a time you helped a friend" spelling/illustration *writing *"Write *inventive	Social Studies: Unit 2: pg. 3; describe rules/character traits (honesty, patriotism, loyalty, courtesy, respect, etc.)  Draw a self-portrait and use new social studies words to label traits of themselves; need to be able to explain why	Motion and Gravity: Which Way? Pg. 4	Got Dots? (0-10) MCC.K.CC.1-4a,b,c Scaffolding Whole/Small/Partner/Individual Subitizing, Counting objects to 10, Sequencing Numbers
1 day: Poetry Analysis *technology connection *expression *buddy reading *illustrate		Motion and Gravity: Can you pull it? Pg. 4	
1 Day: How can I use sounds and letters to write a response to a story? *sentence stem (Being a good friend means _____.) *text connections		Motion and Gravity: Ways we travel Pg. 5	
2 days: EQ: Why is it important to listen carefully to stories so I can write a response? *share things learned about friendship *t chart *illustrate *summarize			
<b>Acquisition Skills</b>			
letter/sound recognition Identify background knowledge through personal experience	personal traits: list words that describe people	vocabulary: motion	Use of scissors, crayons, and pencil Identify numbers
<b>Formative Assessments</b>			
Write about a favorite time with a friend illustrate and share with friend	describe a member of your family and what makes them special	demonstrate different types of movement using verbs that show action	identify number sets; subitizing dot card recognition formative assessment question in task
<b>Student Portfolio</b>			
sentence stem sample t-chart 1 reader's response	journal entry: trait description of self	journal entry: task evidence	Evidence of Framework tasks in math journal
<b>Management</b>			
Continue beginning of year procedures; continue small group routines (4 independent groups and 1 small group); continue science "lab" routines; model journal entry expectations; peer group routines			

Week 8 KDG			
ELA	Social Studies	Science	Math
<p>5 Days: EQ: How can making predictions and checking them as I read help me become a stronger reader?</p> <p>*technology connection</p> <p>*media connection</p> <p>*non fiction story</p> <p>*predictions</p> <p>*model inventive spelling, descriptive sentences, punctuation, capitalizations</p> <p>*respond to read aloud parts daily</p> <p>*give a listening purpose for students to respond to (favorite part, how the character has a problem, etc.)</p>	<p>Unit 2: pg. 4: Seeing and Hearing Practice identifying and creating patterns</p>	<p>Motion and Gravity: We All Fall Down Pg. 5</p>	<p>Fill in the Line (0-9) MCC.K.CC.1-4 Constructing Task Whole/partner</p> <p>Numeral recognition, number word recognition, Numeral writing</p>
<p><b>Incorporate into 5 day lessons above as a small group or whole</b></p>		<p>Unit 2: pg. 4. Cat/Dog debate</p> <p>****preview lesson for ELA "forming an opinion and supporting opinion with facts"</p>	<p>What the Heck is Rekenrek? MCC.K.CC.1-4 MCC.K.MD.3 Constructing Task Partner</p> <p>Subitizing, Modeling numbers, Understanding number relationships</p>
<p>1 Day: EQ: How do I compare and contrast two books? *compare and contrast</p>	<p>1 Day: EQ: What are the characteristics of fiction and nonfiction? *t chart</p> <p>*list all of the quarters books in the chart</p> <p>*write about friendship</p>	<p>Begin "When I Grow Up project" on pg. 4 of SS framework unit 2</p>	
<b>Acquisition Skills</b>			
<p>predictions, inventive spelling, using own words to respond</p>	<p>forming an opinion</p> <p>identify a pattern</p>	<p>define and demonstrate motion</p>	<p>Use of scissors, crayons, and pencil</p> <p>Identify numbers</p>
<b>Formative Assessments</b>			
<p>writing captions for magazine pictures or calendar pictures</p> <p>sort fiction and nonfiction books</p>	<p>describe yourself in the future</p>	<p>identify slow, fast motion through types of verbs in t chart</p>	<p>identify number sets; subitizing dot card recognition</p> <p>formative assessment question in task</p>
<b>Student Portfolio</b>			
<p>2-3 reader responses</p> <p>Venn diagram</p> <p>t-chart</p>	<p>journal entry: pattern task; opinion task</p>	<p>journal entry: task evidence</p>	<p>Evidence of Framework tasks in math journal</p>
<b>Management</b>			
<p>Continue beginning of year procedures; continue small group routines (4 independent groups and 1 small group); continue science "lab" routines; model journal entry expectations; peer group routines</p>			

<b>Week 9 KDG</b>			
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>
5 Days: EQ: How can I gather information about a topic? Culminating Activity Day 1: technology connection, frayer graphic organizer for animal research on website Day 2-4: repeat research with different animals Day 5: students present favorite animal and support opinion with facts recorded on frayer model *****math connection: graph favorite animal choices *model inventive spelling, punctuation, complete sentences, matching sentences to pictures, forming an opinion	Complete and share "When I Grow Up project" on pg. 4 of SS framework unit 2	GRASPS: pg. 3	Fill the Chutes MCC.K.CC.2, 4 Practice Task Whole/Small/Partner/ Individual One to one correspondence
			Race to 20 MCC.K.CC.1, 2, 4 Practice Task Partner One to one correspondence
<b>Acquisition Skills</b>			
inventive spelling, forming an opinion individually	vocabulary	types of motion	Use of scissors, crayons, and pencil Identify numbers
<b>Formative Assessments</b>			
have students choose favorite friendship book and discuss with a friend why they like that book			identify number sets; subitizing dot card recognition formative assessment question in task
<b>Student Portfolio</b>			
2 frayer model graphic organizers	project evidence	GRASPS finished product	Evidence of Framework tasks in math journal
<b>Management</b>			
Continue beginning of year procedures; continue small group routines (4 independent groups and 1 small group); continue science "lab" routines; model journal entry expectations; peer group routines			

Week 10 KDG			
ELA	Social Studies	Science	Math
<p>1 day: EQ: What do we know about the US flag?</p> <ul style="list-style-type: none"> <li>*technology connection</li> <li>*KQLI chart (see framework pg. 4)</li> <li>*share prior knowledge</li> <li>*label parts of the flag</li> </ul>	<p>Pledge of Allegiance (fw p. 3)</p> <ul style="list-style-type: none"> <li>* Echo recite</li> <li>*Visual illustrations</li> </ul> <p>Patriotic Songs (fw p. 3)</p> <ul style="list-style-type: none"> <li>*Voting</li> <li>*Favorite song illustration</li> </ul> <p>ELA LINK to flag lessons</p>	<p>Day and Night - Lesson 1 (3-4 days); T-Chart; Bulletin Board Chalk and construction paper activity (ELA review in week 18)</p>	<p>Counting Dots (dots of various arrangements) MCC.K.CC.1-4</p> <p><b>FAL</b></p> <p>One to one correspondence, Counting Objects to 10, Numeral recognition, Understanding number relationships</p>
<p>2 days: EQ: How do I use interrogative words to ask questions about the US flag?</p> <ul style="list-style-type: none"> <li>*refer to KQLI chart; discuss and share prior learning</li> <li>*complete the questions section of the KQLI as a whole group; model use of punctuation, capital letters, question words</li> <li>*use 5Ws to guide questions</li> </ul>			<p>The Cardinal Cup (0-10) MCC.K.CC.1, 2, 4</p> <p>Constructing Task Whole/Partner</p> <p>One to one correspondence, Counting objects to 10, Numeral recognition</p>
<p>2 days: EQ: how can we research facts and answer questions about the US flag?</p> <ul style="list-style-type: none"> <li>*prior to lesson collect a variety of resources to research the US flag</li> <li>*display and complete the "L" in the KQLI chart</li> <li>*assessment illustration of where and what you were doing when you noticed the flag</li> <li>*create a model of the US flag</li> </ul>			
Acquisition Skills			
<p>recognition of 5Ws, sentence formation, punctuation, use of letter sounds to form words, evaluate resources for information</p>	<p>ability to say Pledge of Allegiance</p>	<p>ability to respond in writing to information</p>	<p>counting number 1-20 in order; counting out sets of numbers</p>
Formative Assessments			
<p>Writing prompt: What is a flag and why is important?</p>	<p>Writing prompt: Why do we say the pledge to the flag before school?</p>	<p>Draw a picture of morning and night in a t-chart</p>	<p>write/draw sets of numbers</p>
Student Portfolio			
<p>Flag project</p>	<p>Task evidence</p>	<p>Science Lab Evidence</p>	<p>Math Task Evidence</p>
Management: Work Session (All Subject Areas)			
<p>Teacher:</p> <ul style="list-style-type: none"> <li>Guided reading, writing, and math groups</li> <li>Word Study with phonics and content vocabulary</li> <li>Conferencing/ RTI</li> </ul>		<p>Student:</p> <ul style="list-style-type: none"> <li>Independent work on framework tasks</li> <li>Independent work in learning centers or learning tasks</li> <li>Partner work/meet with teacher/small group participation</li> </ul>	

<b>Week 11 KDG</b>			
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>
<p>2 days: EQ: What do we know about the Statue of Liberty as a US Symbol?                      *technology connection                      *create a KQIL chart (see framework pg. 6)                      *complete the "K" section after activating prior knowledge                      *label a picture of the Statue of Liberty with words the students identify that match the picture</p>	<p>Goods and Services (fw p. 4)                      *Parents draw or take pictures at work *Teacher provides pictures of people at work                      *Sort pictures into jobs dealing with goods or services                      * Write captions for pictures                      ELA LINK: What does the Statue of Liberty represent for those working in America?</p>	<p>Lesson 2: All About the Sky; Vocabulary &amp; Word Wall; Movie on United Streaming Lesson 3: Dramatizations of Earth, Moon and Sun (ELA review week 18)</p>	<p>Order the Dice                      MCC.K.CC.1, 2, 4MCC.K.MD.3                      Constructing Task                      Partner                      Sequencing Numerals, numeral recognition</p>
<p>2-3 days: EQ: How can we use interrogative words to ask questions about the Statue of Liberty?                      *technology connection                      *prior to lesson gather research materials for the Statue of Liberty                      *after researching use 5Ws to form questions as a whole group                      *complete "Q" section of KQIL</p>			<p>More or Less MCC.K.CC.1-4b,c                      Constructing Task                      Whole/Partner                      Numeral recognition, Understanding number relationships</p>
<b>Acquisition Skills</b>			
<p>recognition of 5Ws, sentence formation, punctuation, use of letter sounds to form words, evaluate resources for information</p>	<p>ability to sort and compare</p>	<p>ability to respond in writing to information</p>	<p>counting number 1-20 in order; counting out sets of numbers</p>
<b>Formative Assessments</b>			
<p>Writing prompt: What is the Statue of Liberty and why is it important?</p>	<p>Writing prompt: What do people do at work? Draw a picture to match your answer.</p>	<p>Use a trifold paper to illustrate what the Earth, Sun, and Moon look like. Phonics connection: write the vocab words to label each picture.</p>	<p>write/draw sets of numbers</p>
<b>Student Portfolio</b>			
<p>Statue of Liberty 5W questions</p>	<p>Task evidence</p>	<p>Science Lab Evidence</p>	<p>Math Task Evidence</p>
<b>Management: Work Session (All Subject Areas)</b>			
<p>Teacher:                      Guided reading, writing, and math groups                      Word Study with phonics and content vocabulary                      Conferencing/ RTI</p>		<p>Student:                      Independent work on framework tasks                      Independent work in learning centers or learning tasks                      Partner work/meet with teacher/small group participation</p>	

<b>Week 12 KDG</b>			
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>
<p>2-3 days: EQ: How do we conduct research and answer questions about the Statue of Liberty?                      *prior to lesson collect a variety of media and books to use for research of the Statue of Liberty                      *complete the "L" section of the KQIL                      *discuss vocabulary                      *assessment prompt and illustration of the Statue of Liberty</p>	<p>Unit 3: Where in the World are We?                      Lesson: Comparing clothes and homes from around the world.                      *Venn diagram - similar and different clothes; similar and different homes. Specifically Spain (fw p. 5)</p>	<p>Lesson 4: Heat and Light from the Sun Activity</p>	<p>How Many Are in the Bag? MCC.K.CC.1-4 MCC.K.MD.3                      Constructing Task                      Small groups, individual                      Numeral recognition, Understanding number relationships</p>
<p>2 days: EQ: How can we compare our teacher to the Statue of Liberty?                      *using role playing with a Venn Diagram (hula hoops, yarn, butcher paper) students will complete a comparison of their teacher and KQIL                      *students will use index cards and inventive spelling write words to describe their teacher, the Statue of Liberty, and things that are the same with both</p>	<p>ELA LINK: What did the Statue of Liberty represent to those coming from another country for a life in America?</p>		<p>More or Less Make a Guess MCC.K.CC.1, 2, 4b,c                      Practice Task                      Whole/Partner                      Numeral recognition, Sequencing Numerals, Understanding number relationships</p>
<b>Acquisition Skills</b>			
<p>recognition of 5Ws, sentence formation, punctuation, use of letter sounds to form words, evaluate resources for information</p>	<p>ability to sort, compare, contrast</p>	<p>ability to respond in writing to information</p>	<p>counting number 1-20 in order; counting out sets of numbers</p>
<b>Formative Assessments</b>			
<p>Writing prompt: What is the Statue of Liberty and why is it important? (post assessment for week 11 to see growth in knowledge and understanding)</p>	<p>Using a paper folded into two equal sections to draw a picture of your house and your friends house. Write how they are alike and different.</p>	<p>Using a t-chart labeled heat and light, draw a picture of things that give us heat and things that give us light. Phonics connection: label pictures with vocabulary words.</p>	<p>write/draw sets of numbers; create number/counting stories</p>
<b>Student Portfolio</b>			
<p>Statue of Liberty assessment                      Picture of Venn Diagram activity</p>	<p>Task evidence</p>	<p>Science Lab Evidence</p>	<p>Math Task Evidence</p>
<b>Management: Work Session (All Subject Areas)</b>			
<p>Teacher:                      Guided reading, writing, and math groups                      Word Study with phonics and content vocabulary                      Conferencing/ RTI</p>		<p>Student:                      Independent work on framework tasks                      Independent work in learning centers or learning tasks                      Partner work/meet with teacher/small group participation</p>	

<b>Week 13 KDG</b>			
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>
<p>2 days: EQ: What do we know about the bald eagle as a US symbol?</p> <p>*technology connection</p> <p>*create a new KQIL chart for the bald eagle</p> <p>*show pictures and record the "K" portion of the KQIL chart</p> <p>*label a picture of the bald eagle with words the students identify</p> <p>*craft project example framework pg. 9</p>	<p>Order from largest to smallest: street, city, county, state, nation, continent</p> <p>*Label plastic bowls</p> <p>*Sequencing</p> <p>*Vocabulary Web for place that they live (geography terms fw p. 4)</p> <p>*Compare with a map of where Columbus landed</p>	<p>GRASPS p. 3 Students are TV news personalities describing a 24 hour day naming objects in the sky and explaining how the sun heats the earth.</p>	<p>Find the 5th Tower</p> <p>MCC.K.CC.1-4 MCC.K.G.1 MCC.K.MD.3</p> <p>Culminating Task</p> <p>Whole group/Small group</p> <p>One to one correspondence, Understanding number relationships, Numeral writing, Positional words, Ordinal words</p>
<p>3 days: How do we conduct research and answer questions about the bald eagle?</p> <p>* prior to lesson collect various resources for research on the bald eagle *complete</p> <p>"Q" and "L" portions of the KQIL chart with the same procedures as the US flag and the Statue of Liberty</p> <p>*students can help add illustrations</p>	<p>ELA LINK: What does the symbol of a bald eagle mean to those in your city, state, and nation?</p>		<p>Complete any unfinished tasks or testing from Unit 2</p>
<b>Acquisition Skills</b>			
<p>recognition of 5Ws, sentence formation, punctuation, use of letter sounds to form words, evaluate resources for information</p>	<p>identify locations and support with pictures</p>	<p>ability to respond in writing to information</p>	<p>counting number 1-20 in order; counting out sets of numbers</p>
<b>Formative Assessments</b>			
<p>Writing prompt: What is a bald eagle? Draw a picture.</p>	<p>Draw a map of your city.</p>	<p>Complete a KWL on day and night, heat and light</p>	<p>write/draw sets of numbers; create number/counting stories</p>
<b>Student Portfolio</b>			
<p>Bald Eagle craft project</p>	<p>Task evidence</p>	<p>Science Lab Evidence</p>	<p>Math Task Evidence</p>
<b>Management: Work Session (All Subject Areas)</b>			
<p>Teacher:</p> <p>Guided reading, writing, and math groups</p> <p>Word Study with phonics and content vocabulary</p> <p>Conferencing/ RTI</p>		<p>Student:</p> <p>Independent work on framework tasks</p> <p>Independent work in learning centers or learning tasks</p> <p>Partner work/meet with teacher/small group participation</p>	

<b>Week 14 KDG</b>			
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>
<p>2 days: EQ: How can we compare our teacher to the bald eagle?                      *using role playing with a Venn Diagram (hula hoops, yarn, butcher paper) students will complete a comparison of their teacher and KQIL                      *students will use index cards and inventive spelling write words to describe their teacher, the bald eagle, and things that are the same with both                      4.5 week assessment: writing prompt: choose one of the symbols and use KQIL charts to have students illustrate and write about one of the symbols</p>	<p>Concepts of a map (fw p. 2)                      * Frayer model graphic organizer, definition, characteristics, examples and non-examples of a map *Framework link                      *View United Streaming Video "Math Monsters Mapping"                      ELA LINK: Where do elected officials for the state and the country work?</p>	<p>Living and Non-living unit;                      Lesson 1: Introduction T-Chart</p>	<p>Got Dots Revisited (11-20)                      MCC.K.CC.5-7 Scaffolding Task                      Whole/Small Group                      Partner/Individual                      Number relationships,                      Comparing sets, One to one correspondence</p>
<p>2-3 days: EQ: What is an election?                      *pre-assessment: writing prompt: " The important thing about being the President is _____."                      *prior to lesson collect non fiction books about elections                      *point out non fiction text features                      *class discussion on voting and things that can be voted on (math connection to graphing)                      *discuss upcoming mock election and how it will be like a presidential election</p>			<p>Numeral, Picture, Word (11-20)                      MCC.K.CC.1-4 Scaffolding Task                      Whole/Small Group                      Partner/Individual                      Counting, Numeral recognition,                      Number relationships,                      Recognizing number words</p>
			<p>"Teen" Frame Talk About (11-12)                      MCC.K.NBT.1 MCC.K.CC.3,4a,5                      Constructing Task                      Whole Group/Partner                      Number relationships</p>
<b>Acquisition Skills</b>			
<p>recognition of 5Ws, sentence formation, punctuation, use of letter sounds to form words, evaluate resources for information</p>	<p>define/identify a map</p>	<p>ability to respond in writing to information</p>	<p>counting number 1-20 in order; counting out sets of numbers</p>
<b>Formative Assessments</b>			
<p>Writing prompt: Who is our President? Draw a picture to match (pre assessment prompt)</p>	<p>Writing prompt: How do maps help us?</p>	<p>Use a t-chart labeled living and non-living. Draw a picture of an examples of each. Phonics connection with labels for pictures</p>	<p>write/draw sets of numbers; create number/counting stories</p>
<b>Student Portfolio</b>			
<p>Bald Eagle comparison Assessments</p>	<p>Task evidence</p>	<p>Science Lab Evidence</p>	<p>Math Task Evidence</p>
<b>Management: Work Session (All Subject Areas)</b>			
<p>Teacher:                      Guided reading, writing, and math groups                      Word Study with phonics and content vocabulary                      Conferencing/ RTI</p>		<p>Student:                      Independent work on framework tasks                      Independent work in learning centers or learning tasks                      Partner work/meet with teacher/small group participation</p>	

<b>Week 15 KDG</b>			
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>
<p>2 days: EQ: What is the President's job?</p> <p>*prior to lesson gather books, materials to help answer the EQ</p> <p>*create a new KQIL</p> <p>*using the 5Ws complete the "K" and "Q" section</p> <p>*display a photo of the president and allow students time to label the picture</p>	<p>Performance Task (fw p. 6)</p> <p>Discuss differences between flat world maps and globes</p> <p>*Provide world map link p. 6</p> <p>Follow steps 1-3</p> <p>*Answer discussion questions on p. 6 for Columbus' journey</p>	<p>Lesson 2: United Streaming Video; vocabulary word web</p>	<p>"Teen" Frame Talk About (13-19)</p> <p>MCC.K.NBT.1 MCC.K.CC.3,4a,5,6</p> <p>Constructing Task</p> <p>Whole Group/Partner</p> <p>Number relationships</p>
<p>2-3 days: EQ: How can we compare our teacher to the President?</p> <p>*using role playing with a Venn Diagram (hula hoops, yarn, butcher paper) students will complete a comparison of their teacher and KQIL</p> <p>*students will use index cards and inventive spelling write words to describe their teacher, the president, and things that are the same with both</p>			<p>Counting Cup MCC.K.NBT.1</p> <p>MCC.K.CC.3,4a,5,6,7 MCC.K.MD.3</p> <p>Practice Task</p> <p>Small Group or Partner</p> <p>Estimating and one to one correspondence</p>
			<p>The Cardinal Cup (revisited 11-19)</p> <p>MCC.K.CC.2,4</p> <p>Constructing Task</p> <p>Whole Group/partner</p> <p>Counting and number sequence</p>
<b>Acquisition Skills</b>			
<p>recognition of 5Ws, sentence formation, punctuation, use of letter sounds to form words, evaluate resources for information</p>	<p>define/ identify a map and a globe</p>	<p>ability to respond in writing to information</p>	<p>counting number 1-20 in order; counting out sets of numbers</p>
<b>Formative Assessments</b>			
<p>Writing prompt: How does the president help you and your family?</p>	<p>Complete a T-chart labeled globe and map. Draw an example of each and label (phonics connection)</p>	<p>Begin KWL on living and non-living</p>	<p>write/draw sets of numbers; create number/counting stories</p>
<b>Student Portfolio</b>			
<p>KQIL: illustration of the president</p> <p>Venn Diagram words used in compare and contrast</p>	<p>Task evidence</p>	<p>Science Lab Evidence</p>	<p>Math Task Evidence</p>
<b>Management: Work Session (All Subject Areas)</b>			
<p>Teacher:</p> <p>Guided reading, writing, and math groups</p> <p>Word Study with phonics and content vocabulary</p> <p>Conferencing/ RTI</p>		<p>Student:</p> <p>Independent work on framework tasks</p> <p>Independent work in learning centers or learning tasks</p> <p>Partner work/meet with teacher/small group participation</p>	

Week 16 KDG			
ELA	Social Studies	Science	Math
<p>1 day: EQ: Why do we celebrate Veteran's Day?                      *prior to lesson collect non fiction books about Veteran's Day                      *display a picture of a soldier (maybe a family connection for you, the students, or someone in the school)                      *define Veteran and complete a journal prompt on Veterans (prompt pg. 3)</p>	<p>Yesterday, Today, Long Ago (fw p. 2-3)                      *United Streaming Video                      * Norman Rockwell photo gallery (link fw p. 2)                      *Bring pictures from home                      *Venn Diagram - similarities and differences                      * draw and label pictures for past, present, future                      *Students draw and label pictures of themselves long ago, now and in the future and write describing sentences                      ELA LINK: Rockwell's Thanksgiving picture</p>	<p>Lesson 3: Traits of Living and Non-living                      *Sort collection of objects                      *Make magazine T-Chart</p>	<p>Make Sets of Less/Same/More                      MCC.K.NBT.1 MCC.K.CC.4a,6                      Scaffolding Task                      Small Group/Individual                      Counting, Numeral recognition, Number relationships, Recognizing number words</p>
<p>2 days: EQ: Why do we celebrate Thanksgiving?                      *prior to lesson collect media, books, and pictures on "The First Thanksgiving"                      *complete a journal prompt on pg. 3 of framework</p>			<p>One More/Less Than Dominos                      MCC.K.CC.4a,5,6                      Scaffolding Task                      Small Group/Individual                      Comparing sets, Number relationships</p>
<p>2 days: EQ What are we Thankful for?                      *prior to lesson gather media, books, and pictures depicting things to be thankful for and thanksgiving dinners                      *have students reflect, illustrate and answer writing prompts (pg. 3 of framework)</p>			<p>Riddle Me This                      MCC.K.NBT.1 MCC.K.CC.4a,6                      Constructing Task                      Whole Group/Partner                      Number relationship, Comparing sets</p>
Acquisition Skills			
<p>recognition of 5Ws, sentence formation, punctuation, use of letter sounds to form words, evaluate resources for information</p>	<p>ability to compare and contrast</p>	<p>ability to respond in writing to information</p>	<p>counting number 1-20 in order; counting out sets of numbers</p>
Formative Assessments			
<p>Writing prompt: Draw a picture of Thanksgiving in your house and write a sentence about your favorite thing that you do.</p>		<p>Continue KWL</p>	<p>write/draw sets of numbers; create number/counting stories</p>
Student Portfolio			
<p>Evidence of writing prompts (great time to conference and set goals for writing)</p>	<p>Task evidence</p>	<p>Science Lab Evidence</p>	<p>Math Task Evidence</p>
Management: Work Session (All Subject Areas)			
<p>Teacher:                      Guided reading, writing, and math groups                      Word Study with phonics and content vocabulary                      Conferencing/ RTI</p>	<p>Student:                      Independent work on framework tasks                      Independent work in learning centers or learning tasks                      Partner work/meet with teacher/small group participation</p>		

CCGPS Framework Pacing

Week 17 KDG			
ELA	Social Studies	Science	Math
<p>1 day: EQ: What is gravity?                      *technology connection                      *create a new KQIL chart for gravity; complete "K" section                      *read resource books, pictures, and videos to explore gravity; complete "Q" section of chart                      *let students illustrate their understanding with pictures for the "I" section</p>	<p>Christopher Columbus (fw p. 3)                      *Make Christopher Columbus' ships (link framework); incorporate day and night sky when retelling voyage .                      *Use story prompts (fw p. 3) to write about themselves as Christopher Columbus.                      *During this week journal about the voyage (reference p. 5 United Streaming Video include Christopher Columbus as part of the past), link p. 3                      ELA LINK: How did gravity help Columbus in his journey?</p>	<p>Lesson 4: Living and Non-living songs, lyrics on fw p. 7</p>	<p>Moving a Cup of 10                      MCC.K.NBT.1 MCC.K.CC.3,4b,5                      Constructing Task                      Partner                      Counting, One to one correspondence, Unitizing</p>
<p>2 days: EQ: How does gravity work?                      *review KQIL chart                      *prior to lesson collect research materials and allow students time to answer their questions                      *record responses in "L" section                      *create class book with gravity illustrations</p>			<p>Make a 10 and Carry On                      MCC.K.NBT.1 MCC.K.CC3,4a,5,6,7                      MCC.K.MD.3                      Constructing Task                      Whole Group/Partner                      Counting, Unitizing</p>
<p>2 days: EQ: How does gravity affect our lives?                      *assessment prompt: answer EQ                      *use individual responses to make a class book</p>			
Acquisition Skills			
<p>recognition of 5Ws, sentence formation, punctuation, use of letter sounds to form words, evaluate resources for information</p>	<p>ability to use prior learning to write information</p>	<p>ability to respond in writing to information</p>	<p>counting number 1-20 in order; counting out sets of numbers</p>
Formative Assessments			
<p>Writing prompt: What would happen if we did not have gravity? Illustrate your answer.</p>	<p>Writing prompt: Who is Christopher Columbus?</p>	<p>Continue KWL</p>	<p>write/draw sets of numbers; create number/counting stories</p>
Student Portfolio			
<p>Response writing answers and illustrations</p>	<p>Task evidence</p>	<p>Science Lab Evidence</p>	<p>Math Task Evidence</p>
Management: Work Session (All Subject Areas)			
<p>Teacher:                      Guided reading, writing, and math groups                      Word Study with phonics and content vocabulary                      Conferencing/ RTI</p>		<p>Student:                      Independent work on framework tasks                      Independent work in learning centers or learning tasks                      Partner work/meet with teacher/small group participation</p>	

Week 18 KDG				
ELA	Social Studies	Science	Math	
<p>2 days: EQ: How can we use transition words to explain how to do something?                      *several topics should be covered (suggested topics framework pg. 15)                      *help student discuss/ write/ illustrate the order of how to do tasks                      *highlight transition words</p>	<p>Day and Night Activities (fw p. 4) (link to review science lessons)                      *Activities with T-Chart                      * Describing sentences                      ELA LINK: activities support ELA tasks</p>	<p>GRASPS p. 3 - Students play role of zookeeper and museum director                      *cooperative groups sort object and describing sentences</p>	<p>Race to 100 Pennies(revisited)                      MCC.K.NBT.1 MCC.KCC.1,4b,6                      Constructing Task                      Whole Group/Partner                      Counting, One to one correspondence, Skip counting, Unitizing</p>	
<p>1 day: EQ: How can we describe night and day?                      *technology connection (United Streaming video "When the Wind Stops")                      *create a three column chart or flipbook for students to record there favorite parts of the day in order                      *highlight transition words "First, Next, Last"</p>				<p>10 and Some More MCC.K.NBT.1                      MCC.K.CC.3,4a,5,6,7 MCC.K.MD.3                      Culminating Task                      Small Group/Individual                      Counting, One to one correspondence, Number relationships, Comparing sets</p>
<p>2 days: EQ: How can we use transition words to describe our day?                      *assessment: trifold project labeled morning, afternoon, evening *students will illustrate an activity they due during those times; encourage details in sentences and pictures</p>			<b>Acquisition Skills</b>	
<p>recognition of the importance of ordering sentences to make sense, sentence formation, punctuation, use of letter sounds to form words, evaluate resources for information</p>	<p>access prior knowledge and link learning in writing</p>	<p>ability to respond in writing to information</p>	<p>counting number 1-20 in order; counting out sets of numbers</p>	
<b>Formative Assessments</b>				
<p>Writing prompt: (fold a paper in half) On one side of your paper label "When I wake up" and on the other side label "When I go to bed"; draw and write things you do for each time in order (what you do first, next, last)</p>	<p>Continue KWL</p>		<p>write/draw sets of numbers; create number/counting stories</p>	
<b>Student Portfolio</b>				
<p>Assessment evidence</p>	<p>Task evidence</p>	<p>Science Lab Evidence</p>	<p>Math Task Evidence</p>	
<b>Management: Work Session (All Subject Areas)</b>				
<p>Teacher:                      Guided reading, writing, and math groups                      Word Study with phonics and content vocabulary                      Conferencing/ RTI</p>		<p>Student:                      Independent work on framework tasks                      Independent work in learning centers or learning tasks                      Partner work/meet with teacher/small group participation</p>		

CCGPS Framework Pacing

Week 19 KDG			
ELA	Social Studies	Science	Math
<p><b>SCIENCE AND SOCIAL STUDIES HAVE BOTH TAUGHT LESSONS/UNITS DEALING WITH DAY AND NIGHT SKY; THIS UNIT IS TO MODEL AND BUILD RESEARCH AND WRITING SKILLS AS IT RELATES TO USING AND FINDING INFORMATION; BY USING CONTENT ALREADY FAMILIAR, YOU CAN MONITOR THE ACQUISITION OF KNOWLEDGE AND THE USE OF TEXT RESEARCH AND USE OF READING STRATEGIES TO MAKE CONNECTIONS</b></p> <p>EQ: Why is it important to listen carefully to a non-fiction story so that I can discover facts and respond with an educated writing response?                      *introduce a mentor text for day and night                      *complete think/know anchor chart for day and night</p> <p>EQ: How am I similar to character's in a fiction book?                      *before reading aloud a nighttime book that demonstrates routine, share your nightly routine with your class                      *read aloud a book that shows a nightly routine or a character having to do things to fall asleep (i.e. Bedtime for Francis, At Night, etc.)                      *students will relate their nightly routine to the characters in t-chart, Venn diagram, etc.</p>	<p>Social Studies Framework:                      Unit 4: pg. 2, 3                      *Create a list of needs/wants *use cut out pictures from magazines, etc. and label the pictures as a need or a want *students will make individual collages                      *use discussion questions on pg. 2, 3 to guide discussion of needs and wants using student collages</p>	<p>Animal Framework: Lesson 1: pg. 6                      name animals and write list on the board or on chart paper; Ask students to tell you how some of the animals could be grouped together; Design a web on the board; sort animals (movement, appearance, and habitat.)</p> <p>Lesson 2: pg. 6                      Use animal pictures and describe how animals are alike and different; Give each group of 2 – 4 students a variety of animal pictures; Have each group construct a book that shows the different sizes and colors of the animals.</p> <p>Lesson 3: pg. 6                      Divide students into small groups. Have them look at their animals in their books and complete a graphic organizer to show how animals, (in their group) are alike but different.</p>	<p>Unit 4:                      Measurement and Me! MCC.K.MD.1                      Constructing Task                      Partners Introduction to Measurement</p> <p>Does How I Measure Matter?                      MCC.K.MD.1-2 Constructing Task                      Partners                      Comparing length of 2 objects</p>
<b>Acquisition Skills</b>			
writing with inventive spelling, writing to express understanding of a book, making connections and predictions, relating text to self, world, and text	make a list of experiences and relate to other experiences; summarize real world knowledge	recognize similarities and differences, recognize animal traits	recognize and count groups of numbers 0-10, use manipulatives, express mathematical thinking
<b>Formative Assessments</b>			
Writing Prompt: How can I relate real world events in my life to characters?	Writing Prompt: What is the difference between a need and a want?	Writing Prompt: How are an animal that lives in your house and an animal that lives in the forest the same?	Writing Prompt: How can I compare 2 objects by their size?
<b>Student Portfolio</b>			
ELA Framework task evidence	Social Studies framework task evidence	Science framework task evidence	Math framework task evidence
<b>Management: Work Session (All Subject Areas)</b>			
<p>Teacher:                      Guided reading, writing, and math groups                      Word Study with phonics and content vocabulary                      Conferencing/ RTI</p>		<p>Student:                      Independent work on framework tasks                      Independent work in learning centers or learning tasks                      Partner work/meet with teacher/small group participation</p>	

<b>Week 20 KDG</b>			
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>
<p>EQ: How does matching opposites help me define words?</p> <p>*using a list of model words (antonyms) list pg. 7</p> <p>*students will illustrate and label sets of antonyms</p> <p>*incorporate antonym games for the students to practice working with antonyms</p> <p>***if you use the framework words on pg. 7 you can have the students sort the words into night and day categories; they can also pair up and make their own concentration games</p>	<p>Social Studies Framework: Unit 4: pg. 4</p> <p>*community helpers</p> <p>*Cut pictures from magazines or clipart pictures of various people doing various jobs. Have a student come to the front of the room and give clues to the class about a picture</p>	<p>Lesson 4: pg. 6</p> <p>Read a book about animal habitats; Discuss animals' features and why animals live in certain places; create a web matching animals and their habitats</p>	<p>Ribbon War MCC.K.MD.1-2</p> <p>Practice Task</p> <p>Large Group, Partners</p> <p>Comparing length of 2 objects</p>
		<p>Lesson 5: pg. 7</p> <p>Use attributes discussed in earlier lesson to sort animals; use different attributes for each sort (movement, body covering, habitat, etc.)</p>	<p>Shorter or Longer? MCC.K.MD.1-2</p> <p>Constructing Task</p> <p>Small Group or Partners</p> <p>Comparing height of 2 objects</p>
		<p>Rumplestiltskin Is My Name MCC.K.MD.1-2</p> <p>Practice Task</p> <p>Partners</p> <p>Comparing length of 2 names</p>	
<b>Acquisition Skills</b>			
<p>writing with inventive spelling, writing to express understanding of a book, making connections and predictions, relating text to self, world, and text</p>	<p>recall previously taught information and relate to real world resources</p>	<p>recognize similarities and differences, recognize animal traits</p>	<p>recognize and count groups of numbers 0-10, use manipulatives, express mathematical thinking</p>
<b>Formative Assessments</b>			
<p>Writing Prompt: How can you use movies, books, cartoons, etc. to help you develop your own character?</p>	<p>Writing Prompt: What is a community helper? Why are community helpers important?</p>	<p>Writing Prompt: Why do polar bears have white fur?</p>	<p>Writing Prompt: What does it mean to measure something?</p>
<b>Student Portfolio</b>			
<p>ELA Framework task evidence</p>	<p>Social Studies framework task evidence</p>	<p>Science framework task evidence</p>	<p>Math framework task evidence</p>
<b>Management: Work Session (All Subject Areas)</b>			
<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>		<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>	

<b>Week 21 KDG</b>			
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>
<p>EQ: How can an author use real and fiction to create a story?</p> <p>* prior to lesson, collect any books, comics, etc. that refer to superheroes (suggested text in framework if available)</p> <p>*students will brainstorm a word web on superhero</p> <p>*students will then create a superhero with characteristics for the daytime and characteristics specific to night time.</p> <p>*great lesson to introduce the writing process and connect to publishing through scanning into PowerPoint or typing an eBook for parents</p>	<p>Social Studies Framework: Unit 4: pg. 4</p> <p>*Cut a map apart (town, state, USA), laminate, and put back together.</p> <p>*compare and contrast maps</p> <p>*identify key places or landforms</p> <p>*ELA connection: use landforms as "settings" for superhero stories</p>	<p>Lesson 5: pg. 7</p> <p>Use attributes discussed in earlier lesson to sort animals; use different attributes for each sort (movement, body covering, habitat, etc.)</p>	<p>Which is Longer? MCC.K.MD.1-2</p> <p>Constructing Task</p> <p>Partners or Individuals</p> <p>Comparing length of 2 sets of objects</p>
		<p>Lesson 6: pg. 8</p> <p>review previous animal sorts</p> <p>*give students animal pictures to observe and investigate and sort</p> <p>*students will group pictures and describe the attributes they used to group</p> <p>*complete animal comparison chart</p>	<p>Using a Balance Scale MCC.K.MD.1-2</p> <p>Constructing Task</p> <p>Partners</p> <p>Comparing weight of 2 objects</p>
<p>EQ: How can I create a complete sentence when given a verb?</p> <p>*Read the poem If I Were a Superhero by Jack Novak</p> <p>Retrieved from <a href="http://www.helium.com/items/698004-poetry-poems-for-children">http://www.helium.com/items/698004-poetry-poems-for-children</a></p> <p>*list ways the superhero moves; list of verbs on pg. 9</p> <p>*students will write and illustrate each verb in a sentence about a superhero</p>			<p>Measurement</p> <p>MCC.K.MD.1-2</p> <p><b>FAL</b></p> <p>Comparing length, height, capacity and weight of 2 objects</p>
<b>Acquisition Skills</b>			
<p>writing with inventive spelling, writing to express understanding of a book, making connections and predictions, relating text to self, world, and text</p>	<p>recall previously taught information and relate to real world resources</p>	<p>recognize similarities and differences, recognize animal traits</p>	<p>recognize and count groups of numbers 0-10, use manipulatives, express mathematical thinking</p>
<b>Formative Assessments</b>			
<p>Writing Prompt: How can you use movies, books, cartoons, etc. to help you develop your own character?</p>	<p>Writing Prompt: What is a landform?</p>	<p>Writing Prompt: What is a good way to compare animals?</p>	<p>Writing Prompt: How are things alike/different?</p>
<b>Student Portfolio</b>			
<p>ELA Framework task evidence</p>	<p>Social Studies framework task evidence</p>	<p>Science framework task evidence</p>	<p>Math framework task evidence</p>
<b>Management: Work Session (All Subject Areas)</b>			
<p>Teacher:</p> <p>Guided reading, writing, and math groups</p> <p>Word Study with phonics and content vocabulary</p> <p>Conferencing/ RTI</p>		<p>Student:</p> <p>Independent work on framework tasks</p> <p>Independent work in learning centers or learning tasks</p> <p>Partner work/meet with teacher/small group participation</p>	

Week 22 KDG			
ELA	Social Studies	Science	Math
<p><b>ASSESSMENT PROMPT OPINION:</b> use week to mode the writing process: prewrite, draft, edit, final draft, and share; students should include facts learned</p>	<p>Social Studies Framework: Unit 4: pg. 5: Culminating Task Students will understand that they must make choices between the things they want. Given two choices, the student will need to choose which one they would rather have or do. The student will need to explain the consequence(s) for making that choice. *follow steps 1-5 and 7 on pg. 6, 7 *Rubric pg. 8-9</p>	<p>Lesson 7: pg. 9 *in small groups; give each group a set of pictures that contains pairs of baby animals and adult animals *compare and group; explain grouping and explain how they grouped their pictures to the large group *Ask students to explain how the baby animal and the adult animals are different and how they are alike *Tell students that each of them is now going to look at a picture of a baby animal and the adult animal *complete Look Alike papers</p>	<p>How Heavy Is It? MCC.K.MD.1-2 Practice Task Small Groups Comparing weight of 2 objects</p>
<p>Students will create a picture of the night sky using the black construction paper side by using white and yellow crayons. Students will create a picture of the daytime sky using the white construction paper side. Students will finish the sentence starter for each side... "I like day time more than night time because _____" and "I like night time more than day time because _____"</p>			<p>Ordering Containers MCC.K.MD.1-2 Constructing Task Small Group Comparing capacity of 2 objects</p>
			<p>Comparing Containers MCC.K.MD.1-2 Practice Task Partners Comparing capacity of 2 objects</p>
Acquisition Skills			
<p>writing with inventive spelling, writing to express understanding of a book, making connections and predictions, relating text to self, world, and text</p>	<p>recall previously taught information and relate to real world resources</p>	<p>recognize similarities and differences, recognize animal traits</p>	<p>recognize and count groups of numbers 0-10, use manipulatives, express mathematical thinking</p>
Formative Assessments			
<p>Writing Prompt: How does using facts in my writing help my writing convince someone to think the way I do?</p>	<p>Writing Prompt: When you make a choice, are there consequences?</p>	<p>Writing Prompt: How can living things be so alike yet so different?</p>	<p>Writing Prompt: How can I compare 2 objects by their size?</p>
Student Portfolio			
<p>Culminating task</p>	<p>Social Studies framework task evidence</p>	<p>Science framework task evidence</p>	<p>Math framework task evidence</p>
Management: Work Session (All Subject Areas)			
<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>		<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>	

Week 23 KDG			
ELA	Social Studies	Science	Math
<p><b>ASSESSMENT PROMPT NARRATIVE:</b> use week to mode the writing process: prewrite, draft, edit, final draft, and share; students should include facts learned</p>	<p>Social Studies Framework: Unit 4: pg. 5 *Map your school region: Create a map that shows the areas in which students live. *Invite each student to add a pin to the map to indicate the location of his or her home. * What conclusions can students draw from the map? Do more students live in one "region" of the "school region" than in others? Why might that be so? Who lives the closest to our school? Farthest?</p>	<p>Lesson 8: pg. 9, 10 *Around the room place several pictures of baby animals; have the students match adults with babies; ask students what kinds of things they observed about the babies. What kind of things did they observe about the adults? How are the baby animals and adult animals alike? How are they different? *tape an animal picture (adult or baby) on the back of each student's clothing without the student seeing the animal. Students then ask each other yes or no questions to determine what animal they are and who their parent animal is. Students must ask a minimum of 5 questions before guessing their animal. *have them research their animal in a class set of books, draw a picture of their animal and describe attributes discussed throughout unit</p>	<p>Riddle Me! MCC.K.MD.1-2 Practice Task Partners or Individuals Comparing length, weight, height and capacity of 2</p>
<p>Create a list of things that could really be seen at night and a list of ideas a superhero could do at night. Create a title "Student Name, Midnight Superhero" and list at the top of the cape writing paper. Review the list of possible ideas that a superhero could do at night and allow students to choose one that they would do if they were a superhero. Students illustrate their heroic deed and complete the sentence starter. "I am _____, the midnight superhero. I will save the day by _____."</p>			<p>Fun with Sorting MCC.K.MD.3 Practice Task Small Group Classifying objects into categories</p>
			<p>Sorting Money! MCC.K.MD.3 Practice Task Partners Classifying objects into categories</p>
Acquisition Skills			
<p>writing with inventive spelling, writing to express understanding of a book, making connections and predictions, relating text to self, world, and text</p>	<p>recall previously taught information and relate to real world resources</p>	<p>recognize similarities and differences, recognize animal traits</p>	<p>recognize and count groups of numbers 0-10, use manipulatives, express mathematical thinking</p>
Formative Assessments			
<p>Writing Prompt: How does using facts in my writing help make my story more interesting?</p>	<p>Writing Prompt: What is a map and how is a map helpful?</p>	<p>Writing Prompt: How is life continued?</p>	<p>Writing Prompt: How can I measure something? Does how I measure matter?</p>
Student Portfolio			
<p>Culminating task</p>	<p>Social Studies framework task evidence</p>	<p>Science framework task evidence</p>	<p>Math framework task evidence</p>
Management: Work Session (All Subject Areas)			
<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>		<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>	

Week 24 KDG			
ELA	Social Studies	Science	Math
<p>EQ: How do certain characteristics create a leader? *discuss that February is a time to celebrate Presidents Day and the purpose of the holiday *read aloud a book or use website resource to research the holiday *list Washington and Lincoln and have the students brainstorm characteristics typical for a leader*Ask the students to illustrate a picture of themselves and finish the sentence starter, "I am brave when _____."</p>	<p>Social Studies Framework: Unit 4: pg. 2 *display holidays on chart paper or butcher paper with pictures *include pictures and descriptions of traditions *have students categorize similarities in holiday traditions i.e. parades, fireworks, etc. *reference website: holidays.com</p>	<p>GRASPS: pg. 4 *Students will be the owner of a new zoo. The animals have begun to arrive at your zoo but the animals have not been sorted or classified in any way. Students will need to make sure all animals that are alike are placed in the same general location, parents and babies are housed together. Product: Your group will design a model of your zoo and share information with zoo keepers who will take care of the animals once they arrive.</p>	<p>Who Lives at Your House? MCC.K.MD.3 Practice Task Partners Classifying objects into categories</p>
<p>EQ: What makes a leader? *brainstorm and create a word web for the word <i>leader</i> *refer back to discussion of President's Day and why it's a holiday from previous lesson *have students brainstorm leaders in the school and community and how they can be leaders *read a book about leaders or leadership *brainstorm places students can show leadership and have them complete the following sentence prompt and illustrate: "I can be a leader in _____(place)_____ because I can _____."</p>			<p>Guess My Sort MCC.K.MD.1-3 Culminating Task Partners Classifying objects into categories</p>
Acquisition Skills			
<p>writing with inventive spelling, writing to express understanding of a book, making connections and predictions, relating text to self, world, and text</p>	<p>recall previously taught information and relate to real world resources</p>	<p>recognize similarities and differences, recognize animal traits</p>	<p>recognize and count groups of numbers 0-10, use manipulatives, express mathematical thinking</p>
Formative Assessments			
<p>Writing prompt: Why do we have a holiday called President's Day? What do we celebrate on that day?</p>	<p>Writing Prompt: What is a holiday? Why do we celebrate holidays?</p>	<p>Writing Prompt: Why are zoos important?</p>	<p>Writing Prompt: How can I use different combinations of numbers to represent the same quantity?</p>
Student Portfolio			
<p>ELA Framework task evidence</p>	<p>Social Studies framework task evidence</p>	<p>Science framework task evidence</p>	<p>Math framework task evidence</p>
Management: Work Session (All Subject Areas)			
<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>		<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>	

Week 25 KDG			
ELA	Social Studies	Science	Math
<p>EQ: What makes a leader?</p> <p>*label an anchor chart with George Washington</p> <p>*read aloud or use a website resource to research George Washington</p> <p>*have students help you record facts that show Washington was a leader *individually, in groups/partners have students create a class book using the sentence starters George Washington was a leader because _____ ' George Washington showed he was a leader when _____ 'A leader is _____.</p> <p>George Washington showed this trait when _____ ' Students should provide 2/3 reasons to persuade their reader/audience that these character traits are comparable.</p>	<p>Unit 5: Being a Good American</p> <p>Tour the White House: Virtual Tour</p> <p><a href="http://www.whitehouse.gov/history/life/video/kidsvideo.html">http://www.whitehouse.gov/history/life/video/kidsvideo.html</a></p> <p>Write about the importance of the White House to the country and why it is known as an American symbol.</p>	<p>Plant Unit</p> <p>Lesson 1: pg. 6</p> <p>Show students pictures of a tree, a flower, grass, fruit, vegetable</p> <p>*group of 2 – 4 students compile a group book of drawings and/or pictures of plants such as grass, trees, flowers, fruits and vegetables.</p>	<p>Addition/Subtraction Word Problems</p> <p>MCCK.OA.1-5 Constructing Task</p> <p>Individual. Whole, Small Group</p> <p>Addition and subtraction through word problems</p>
<p>EQ: Do leaders share similar characteristics?</p> <p>*label an anchor chart with Abraham Lincoln</p> <p>*read aloud or use a website resource to research Abraham Lincoln (compare to George Washington)</p> <p>*have students help you record facts that show Lincoln was a leader *individually, in groups/partners have students create a class book using the sentence starters Abraham Lincoln was a leader because _____ ' Abraham Lincoln showed he was a leader when _____ 'A leader is _____.</p> <p>Abraham Lincoln showed this trait when _____ ' Students should provide 2/3 reasons to persuade their reader/audience that these character traits are comparable.</p>		<p>Lesson 2: pg. 6, 7</p> <p>*list attributes for plants</p> <p>*compare fruits and vegetables</p> <p>*sensory details</p>	<p>Building Trains MCCK.OA.1,3,4,5</p> <p>Constructing Task</p> <p>Whole or Small Group</p> <p>Number combinations to 5 and 10</p>
Acquisition Skills			
writing with inventive spelling, writing to express understanding of a book, making connections and predictions, relating text to self, world, and text	recall previously taught information and relate to real world resources	recognize similarities and differences, recognize plant traits	recognize and count groups of numbers 0-10, use manipulatives, express mathematical thinking
Formative Assessments			
Writing Prompt: Who are George Washington and Abraham Lincoln? Why are they important people to know about?	Writing Prompt: What is the White House?	Writing Prompt: What are examples of plants? Why are plants important?	Writing Prompt: How can I use different combinations of numbers to represent the same quantity?
Student Portfolio			
ELA Framework task evidence	Social Studies framework task evidence	Science framework task evidence	Math framework task evidence
Management: Work Session (All Subject Areas)			
<p>Teacher:</p> <p>Guided reading, writing, and math groups</p> <p>Word Study with phonics and content vocabulary</p> <p>Conferencing/ RTI</p>		<p>Student:</p> <p>Independent work on framework tasks</p> <p>Independent work in learning centers or learning tasks</p> <p>Partner work/meet with teacher/small group participation</p>	

Week 26 KDG			
ELA	Social Studies	Science	Math
<p>EQ: How can I be a leader in the classroom?</p> <ul style="list-style-type: none"> <li>*review leader characteristics covered over the past several lessons</li> <li>*use a book or media clip to review leadership qualities and what makes a leader</li> <li>*divide the students into small groups and assign a leadership quality or characteristic to act out</li> </ul>	<p>Read trade books (visit websites) about George Washington and Abraham Lincoln. Discuss the differences/similarities. Compare and contrast the lives of Washington and Lincoln. Discuss myths and facts surrounding each president.</p>	<p>Lesson 3: pg. 7</p> <ul style="list-style-type: none"> <li>*provide a variety of plants for the students to conduct a plant sort</li> <li>*sort by size, habitat, and appearance</li> </ul>	<p>Going Bananas MCCK.OA.1-5 Practice Task Whole, Small Group or Individual Number combinations to 5 through problem solving</p>
<p>EQ: How can I use my special talents to be a leader?</p> <ul style="list-style-type: none"> <li>*each student will create a sentence identifying what makes them special: "I am special because I _____" (glue sentence strips to anchor chart)</li> <li>*read aloud can be a book based on any character identifying special things about themselves</li> <li>*remind each student to write their sentence with capital letters, appropriate spacing, inventive spelling, and punctuation</li> <li>*on the second day, talk to students about personal weaknesses and strengths; the students should make a connection to the ability of leaders to recognize what they are good at and what they should work on</li> <li>*students will set personal goals for the school year with the following sentence starters: "I want to _____" "By the end of the year I will _____" "Every day I want to _____" "Once a week I want to _____"</li> <li>*teacher can create class goals or class book labeled "Our Goals"</li> </ul>		<p>Lesson 4: pg. 8</p> <ul style="list-style-type: none"> <li>*provide a variety of flowers for the students to observe</li> <li>*record sensory details and sort</li> <li>*include herbs and focus on the smells</li> </ul>	
Acquisition Skills			
writing with inventive spelling, writing to express understanding of a book, making connections and predictions, relating text to self, world, and text	recall previously taught information and relate to real world resources	recognize similarities and differences, recognize plant traits	recognize and count groups of numbers 0-10, use manipulatives, express mathematical thinking
Formative Assessments			
Writing Prompt: Can you be a leader? How?	Writing Prompt: How are George Washington and Abraham Lincoln alike? How are they different?	Writing Prompt: How can living things be so different yet be so alike?	Writing Prompt: What happens when some objects are taken away from a set of objects?
Student Portfolio			
ELA Framework task evidence	Social Studies framework task evidence	Science framework task evidence	Math framework task evidence
Management: Work Session (All Subject Areas)			
<p>Teacher:</p> <p>Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>		<p>Student:</p> <p>Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>	

Week 27 KDG			
ELA	Social Studies	Science	Math
<p>Culminating Task for the Unit</p> <p>EQ: How are leaders similar to super heroes?</p> <p>*compare leaders and superheroes on a Venn Diagram; use all anchor charts created in unit to remind students of characteristics of superheroes and leaders</p> <p>*students will create a book with the title "(Name): Leader by Day; Super Hero by Night</p> <p>*The first page's sentence starter is "I am a leader by day because I _____." The illustration will include a scene that is appropriate for the day and real scenery that would surround a leader. The second page's sentence starter is "I am a super hero at night because _____." The illustration will include a scene that is appropriate for night time and may include fantasy.</p> <p>*students will identify themselves as the author and illustrator; teacher can conference on sentence structure, organization, and matching ideas with illustrations in small groups or individually</p>	<p>Unit 5: The Real Interactive portraits: Students will visit the website of a portrait of George Washington. Students will click on various items in the portrait. Each item will give a brief description of its significance to Washington during this time period. Reference pgs. 4 and 5</p>	<p>Lesson 5: pg. 9</p> <p>*refer to all plants and make lists of observations</p> <p>*complete a Venn diagram for similarities and differences</p>	<p>Race to 20 Revisited MCCK.OA.1,5</p> <p>Practice Task</p> <p>Partners</p> <p>Number combinations to 5 (+/-)</p>
		<p>Lesson 6: pg. 9, 10</p> <p>*nature walk to observe plants</p> <p>*identify two very different plants (tree/flower) to compare and contrast</p> <p>*plant school walk</p>	<p>Shake and Spill</p> <p>Addition/Subtraction</p> <p>MCCK.OA.1,3,4,5 Constructing Task</p> <p>Whole, Small Group or Individual</p> <p>Number combinations to 10 (+/-)</p>
Acquisition Skills			
<p>writing with inventive spelling, writing to express understanding of a book, making connections and predictions, relating text to self, world, and text</p>	<p>recall previously taught information and relate to real world resources</p>	<p>recognize similarities and differences, recognize animal traits</p>	<p>recognize and count groups of numbers 0-10, use manipulatives, express mathematical thinking</p>
Formative Assessments			
<p>Writing Prompt: Why is it important to relate facts to a story you are writing?</p>	<p>Writing Prompt: Would you be a good president? Why do you think you would or would not be a good president?</p>	<p>Writing Prompt: How are plants similar and different?</p>	<p>Writing Prompt: What happens when I join quantities together?</p>
Student Portfolio			
<p>Culminating task</p>	<p>Social Studies framework task evidence</p>	<p>Science framework task evidence</p>	<p>Math framework task evidence</p>
Management: Work Session (All Subject Areas)			
<p>Teacher:</p> <p>Guided reading, writing, and math groups</p> <p>Word Study with phonics and content vocabulary</p> <p>Conferencing/ RTI</p>		<p>Student:</p> <p>Independent work on framework tasks</p> <p>Independent work in learning centers or learning tasks</p> <p>Partner work/meet with teacher/small group participation</p>	

**Week 28 KDG**

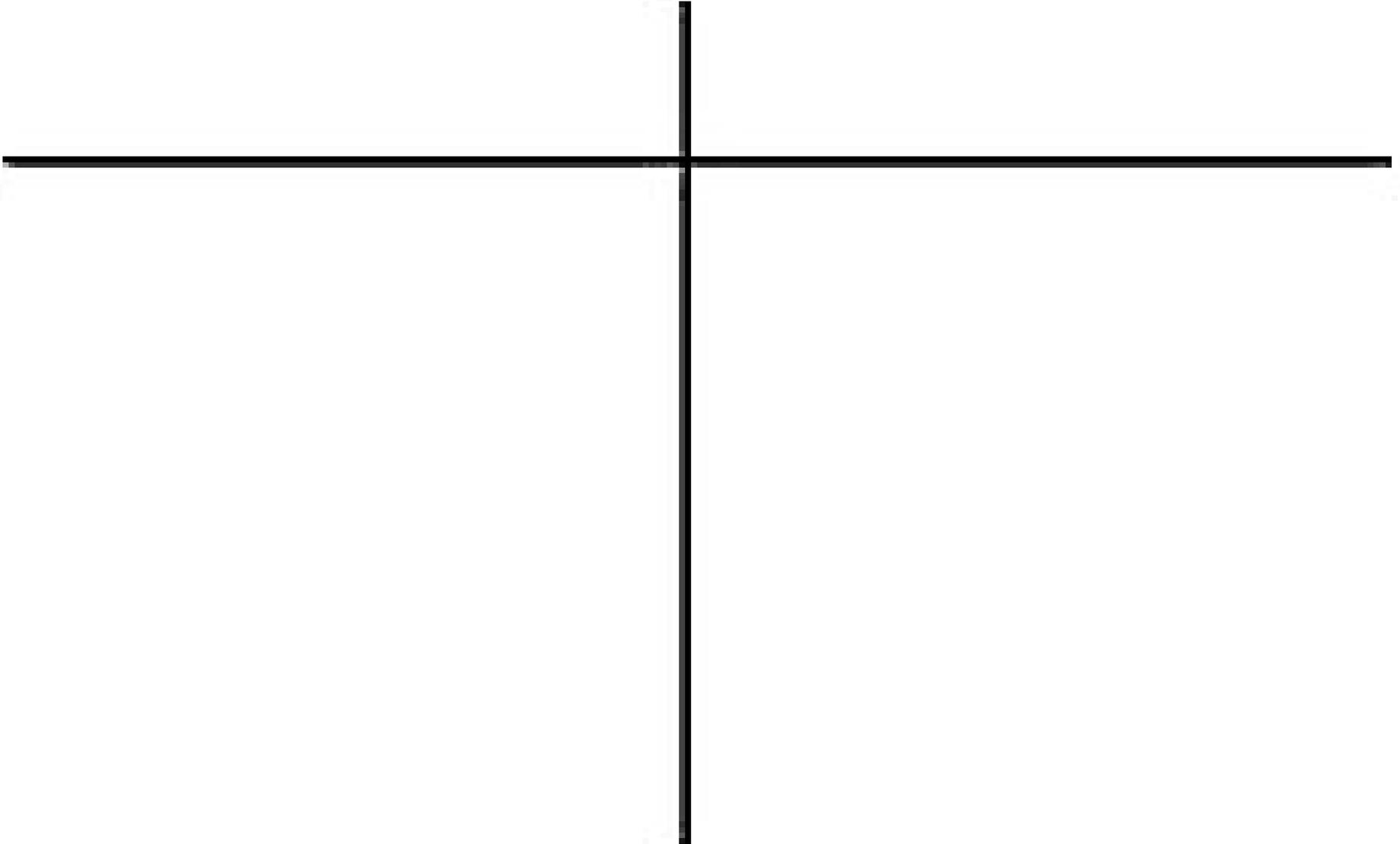
Week 28 KDG				
ELA: Reader's/Writer's Workshop	Social Studies	Science	Math	
<p><b>***Framework pages 6-10</b></p> <p><b>Day 1:</b>*prior to lesson have parents send in baby pics; watch "Everything Grows" on you tube; interactive writing ---can grow ; independent writing <i>When I was little----</i>, <i>now-----</i>.</p> <p><b>Day 2:</b> revisit "Everything Grows"; Intro read aloud and predict from title and pictures and genre; read part of book and define vocab (snug, tidy); model using sticky notes to mark important parts in the story</p> <p><b>Day 3:</b> revisit "Everything Grows"; retell parts of read aloud read in prior lesson from sticky notes; vocab lesson (rearranged); draw a picture to remember favorite part and summary sentence</p> <p><b>Day 4:</b> revisit "Everything Grows"; choral read in groups; revisit read aloud and discuss story elements; model completing a story element chart; students can make puppets and retell the story</p> <p><b>Day 5:</b> revisit "Everything Grows" and read aloud; introduce another read aloud about growing and model making text-self connections; compare and contrast read aloud main characters on a Venn Diagram</p>	<p><b>***Framework pages 14-17</b></p> <p><b>Day 1:</b> review narrative story elements and how to write a narrative; link read aloud to defining a memoir ("When I was little); model creating a web of things that could be part of a memoir; students will create web for their memoir</p> <p><b>Day 2:</b> model planning a story with four square graphic org. (included in this packet); discuss how memories need to be true for memoir; students will draw and write events for their memoir in their four square</p> <p><b>Day 3:</b> share graphic organizers to review previous lesson and model using transition words with pictures; students will add transition words to their four square org.</p> <p><b>Day 4:</b> continue the writing process; begin rough draft using graphic org.; model first; students work independently; in writing groups while teacher conferences</p> <p><b>Day 5:</b> continue rough draft; conference with students</p> <p><b>#####Homework: each student will create a timeline project for themselves and present on week 31</b></p>	<p><b>Culminating Task:</b> Unit 5: pg. 5,6 Each student will cut and paste pictures onto a T chart. Students will decide which pictures represent each president and paste them in the correct column under the correct president. Reference pgs. 10-11 Rubric pg. 7</p>	<p><b>Plants Framework:</b> GRASPS Goal: pg. 5 Your group will construct a graphic organizer to show how the plants are alike and different. You will construct a second graphic organizer to show which of the plants can be eaten and which cannot be eaten. You will present your findings to your classmates.</p> <p><b>GRASPS Goal:</b> Apply knowledge and understanding of plant similarities and differences in a real world scenario. <b>Role:</b> Junior scientist <b>Audience:</b> Peers</p>	<p>Summoning 5's and 10's MCCK.OA.1,3,4,5 Practice Task Partners Using 5 as a benchmark number, number combinations to 10</p> <p>Decomposing Numbers Operations and Algebraic Thinking MCCK.OA.1-5 <b>FAL</b> Using 5 and 10 as benchmarks Addition and subtraction</p>
<b>Acquisition Skills</b>				
use sounds to write words; illustrate understanding of stories; use story map to show understanding of story elements; use writing process, including graphic organizers, rough drafts, and conferencing notes	compare and contrast information; relate prior knowledge and new knowledge to real world context; write about learning	use prior knowledge to evaluate new knowledge; use new vocabulary in context; write about learned material	Classify objects according to like/different attributes; Count the number of objects in a category; Organize the categories; according to how many are in the set; Record information in an organized manner	
<b>Formative Assessments</b>				
Writing Prompt: What is a memoir? How can sequencing events help me write a memoir?	Writing Prompt: Why does our country have a president?	Writing Prompt: How can living things be so different yet be so alike?	Writing prompt: How can I represent problem situations using objects, pictures, and numbers?	
<b>Student Portfolio</b>				
ELA Framework task evidence	Social Studies framework task evidence	Science framework task evidence	Math framework task evidence	
<b>Management: Work Session (All Subject Areas)</b>				
<p><b>Teacher:</b> Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>		<p><b>Student:</b> Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>		

# Four Square Narrative Writing Planner


When I was little I remember.....


Week 29 KDG				
ELA	Social Studies	Science	Math	
<p><b>***Framework pages 10-14</b></p> <p><b>Day 6:</b> Introduce new poem "The Fuzzy Caterpillar" and charal read; discuss background knowledge of caterpillars; read The Very Hungry Caterpillar, picture walk; discuss vocab, comprehension questions; sequence events; students: draw and write story stem On---the very hungry caterpillar ate-----.</p> <p><b>Day 7:</b> reread poem and book; discuss beginning, middle, end; students complete a B/M/E graphic org.</p> <p><b>Day 8:</b> reread poem and book; identify nouns and verbs; create paper bag caterpillar to act out story; life cycle of a butterfly web link pg. 12</p> <p><b>Day 9:</b> reread poem, intro new read aloud with caterpillar (suggested text pg. 13); discuss story elements; create a t-chart comparing characters</p> <p><b>Day 10:</b> link the author connection for The Very Hungry Caterpillar and A House for a Hermit Crab; explore Eric Carle's web site, shared writing "this is what we learned about Eric Carle and his books..."; students will write message to Eric Carle highligted why they like his books (can use message board on website for technology connection)</p>	<p><b>***Framework page 17</b></p> <p><b>Day 6-9:</b> continue with writing process; model completing rough draft, editing, and writing a final draft; students will illustrate/publish final draft and share</p> <p><b>Day 10:</b> choose an assessment prompt form pg. 17 and allow students to complete independently in one writing session</p>	<p>Social Studies Unit 6 pg. 2</p> <p>Create a class book of US symbols / holidays (July 4th, Veteran's Day, Memorial Day, etc.) that we celebrate. Assign each person one symbol to focus on. Ask the student to draw a picture of their symbol/holiday and write one sentence about why this is an important symbol in the United States.</p> <p><a href="http://www.enchantedlearning.com/history/us/symbols/">http://www.enchantedlearning.com/history/us/symbols/</a></p>	<p><b>Plants Framework:</b></p> <p>GRASPS Goal: pg. 5</p> <p>Your group will construct a graphic organizer to show how the plants are alike and different. You will construct a second graphic organizer to show which of the plants can be eaten and which cannot be eaten. You will present your findings to your classmates.</p>	<p>Bo Peep's Domino Dilemma</p> <p>MCCK.OA.1-5 Practice Task</p> <p>Whole, Small Group or Individual</p> <p>Number combinations to 5 and 10</p>
			<p>The Bike Store MCCK.OA.1-5</p> <p>Performance Task</p> <p>Individual</p> <p>Number combinations to 5 through problem solving</p>	
		<p><b>GRASPS Goal:</b> Apply knowledge and understanding of plant similarities and differences in a real world scenario. <b>Role:</b> Junior scientist</p> <p><b>Audience:</b> Peers</p>	<p>Calling Out Reds</p> <p>MCCK.OA.1-5 Constructing Task</p> <p>Whole, Small Group or Individual</p> <p>Mental computation of number combinations to 5 or 10.</p>	
Acquisition Skills				
use sounds to write words; illustrate understanding of stories; use story map to show understanding of story elements; use writing process, including graphic organizers, rough drafts, and conferencing notes	compare and contrast information; relate prior knowledge and new knowledge to real world context; write about learning	use prior knowledge to evaluate new knowledge; use new vocabulary in context; write about learned material	Classify objects according to like/different attributes; Count the number of objects in a category; Organize the categories; according to how many are in the set; Record information in an organized manner	
Formative Assessments				
Writing Prompt: What can you learn from comparing two characters?	Writing Prompt: Why do we celebrate Memorial Day?	Writing Prompt: How are plants similar and different?	Writing Prompt: What counting strategies did you use to separate (or combine) information?	
Student Portfolio				
ELA Framework task evidence	Social Studies framework task evidence	Science framework task evidence	Math framework task evidence	
Management: Work Session (All Subject Areas)				
<p>Teacher:</p> <p>Guided reading, writing, and math groups</p> <p>Word Study with phonics and content vocabulary</p> <p>Conferencing/ RTI</p>		<p>Student:</p> <p>Independent work on framework tasks</p> <p>Independent work in learning centers or learning tasks</p> <p>Partner work/meet with teacher/small group participation</p>		

# T-Chart



# Beginning, Middle, and End/Character Story Map



**Who?**

Beginning

Middle

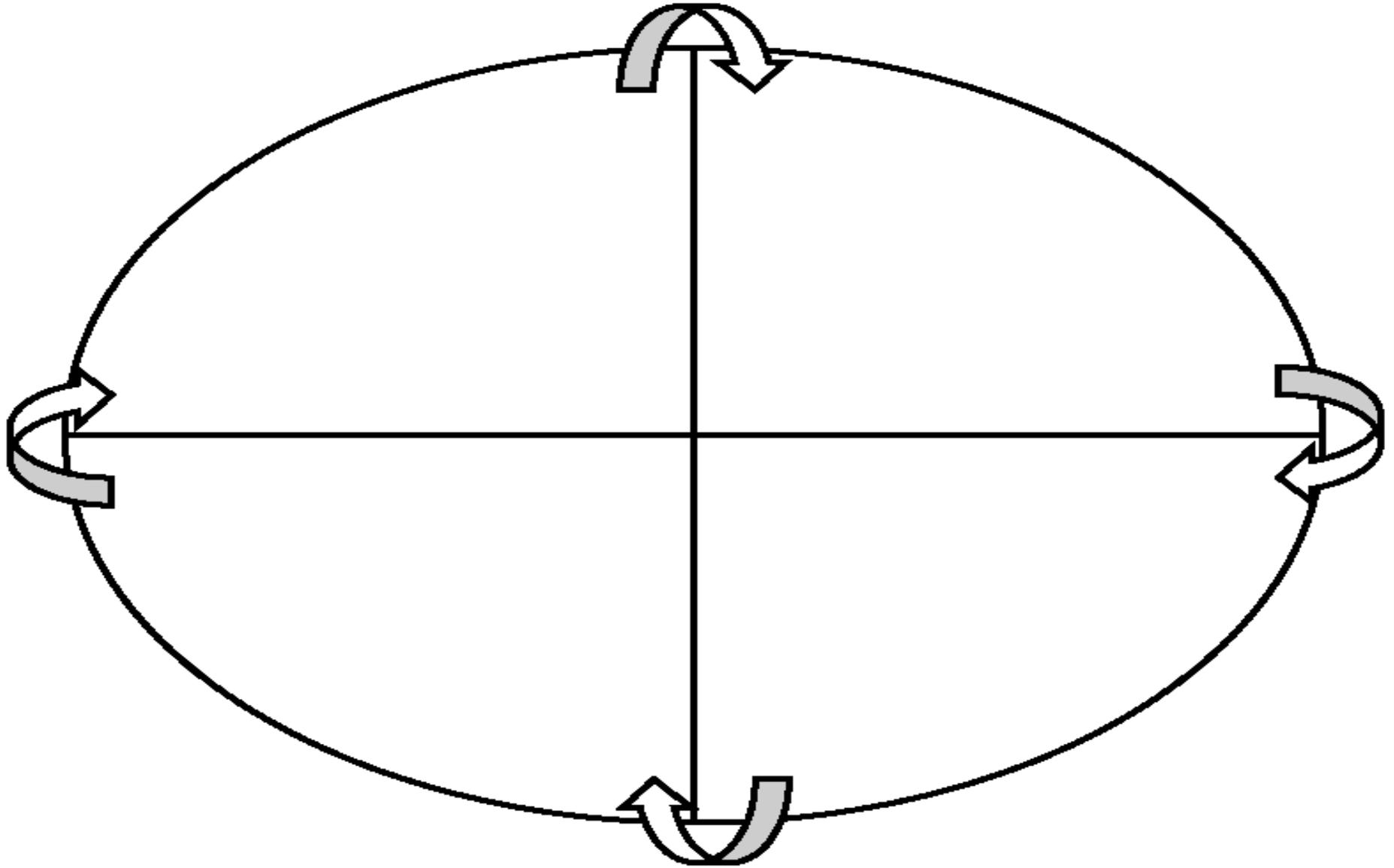
End

CCGPS Framework Pacing

**Week 30 KDG**

Week 30 KDG				
ELA	Social Studies	Science	Math	
<p><b>***Framework pages 18-23</b></p> <p><b>Day 11:</b> intro poem "Little Brown Seeds"; discuss rhyming words and matching word family words; cluster map about seeds and plants; discuss main idea; read The Tiny Seed; model writing predictions from cover and title; explain schema (definition pg. 19)</p> <p><b>Day 12:</b> reread <u>The Tiny Seed</u> use guided reading questions pg. 19 to review story; add to cluster map from new read aloud; using guided reading questions answers, model writing a summary of the read aloud; students will write and illustrate own summary</p> <p><b>Day 13:</b> reread poem and read aloud; discuss key vocab. sort vocab into categories; sequence the events of the story</p> <p><b>Day 14:</b> reread poem; read aloud <u>The Carrot Seed</u> with picture walk; complete a story map; student will complete a comparison showing which read aloud they liked best and why</p> <p><b>Day 15:</b> reread poem; read aloud <u>Zinnia's Flower Garden</u>; relate How To page in book and student How To graphic org.; use a writing template in the form of a four page book (attached in this packet); students will write and illustrate</p>	<p><b>***Framework page 19-23</b></p> <p><b>Day 11:</b> review <u>The Tiny Seed</u>; discuss "How To" writing; show media/books/or plant a seed and do a shared writing with a sequencing graphic organizer for the steps to plant a seed (**access prior learning) (graphic organizers included in this packet)</p> <p><b>Day 12:</b> using graphic organize, students will write a "How To" for planting a seed; model using transition words, writing complete sentences with correct punctuation</p> <p><b>Day 13:</b> rough draft with How To</p> <p><b>Day 14:</b> continue rough Draft; begin final draft</p> <p><b>Day 15:</b> complete final draft and share</p>	<p>Social Studies: Unit 6 : pg. 2, 3</p> <p>This website will show students pictures of the Statue of Liberty and give the background of why this US symbol is important to us. <a href="http://www.statueofliberty.org/Statue_of_Liberty_Picture.html">http://www.statueofliberty.org/Statue_of_Liberty_Picture.html</a></p> <p>After viewing a number of different images, have students draw one image of the statue, and label it with important facts that they remember.</p> <p>For extension, students could also write 2-3 sentences explaining why the statue is a symbol of our country. (**review of prior learning in first semester)</p>	<p>Rocks and Soils: Lesson 1: pg. 5</p> <p>Use pictures of earth materials and discuss how these materials are different from other objects. Talk about attributes and how earth materials are non-living. Discuss similarities and differences in the earth materials.</p> <p>Create two (2) Frayer Models: one of the Word ROCK and one of the word SOIL.</p>	<p>Dropping Pennies MCKK.OA.1-5 Performance Task Individual Number combinations to 5 through problem solving</p> <p>Make 5/10 Go Fish MCKK.OA.1-5 Practice Task Partners Mental computation of number combinations to 5 or 10</p> <p>Farmer McDonald MCKK.OA.1-5 Practice Task Whole, Small Group or Individual Number combinations to 5 through problem solving</p>
<b>Acquisition Skills</b>				
use sounds to write words; illustrate understanding of stories; use story map to show understanding of story elements; use writing process, including graphic organizers, rough drafts, and conferencing notes	compare and contrast information; relate prior knowledge and new knowledge to real world context; write about learning	use prior knowledge to evaluate new knowledge; use new vocabulary in context; write about learned material	Classify objects according to like/different attributes; Count the number of objects in a category; Organize the categories; according to how many are in the set; Record information in an organized manner	
<b>Formative Assessments</b>				
Writing Prompt: Why is it important to be able to explain how to do something?	Writing Prompt: What are some symbols of the United States of America (flag, national anthem, eagle, pledge of allegiance, etc.)?	Writing Prompt: How can we use our senses to sort things from the earth?	Writing Prompt: How can I organize my information?	
<b>Student Portfolio</b>				
ELA Framework task evidence	Social Studies framework task evidence	Science framework task evidence	Math framework task evidence	
<b>Management: Work Session (All Subject Areas)</b>				
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation		

# Sequence Picture Wheel



# "How To" Graphic Organizer

1	<hr/> <hr/> <hr/>
2	<hr/> <hr/> <hr/>
3	<hr/> <hr/> <hr/>
4	<hr/> <hr/> <hr/>

CCGPS Framework Pacing

**Week 31 KDG**

<b>Week 31 KDG</b>			
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>
<p>***Framework Pages 23 -27 Day 16: read aloud poem "Sunflowers" (show sunflower seeds as activator); discuss main idea (sunflowers) and complete a circle concept map (attached in packet); read aloud Sunflower House or any other "sunflower" book; model using 5Ws during read aloud to ask and answer questions while reading; as you ask and answer mark answers found in text with a "T" and answers inferred with an "I"; students will practice with partners rolling question cube and asking and answering 5Ws</p> <p>Day 17: reread poem and read aloud; into a non-fiction book about sunflowers; complete a Venn Diagram comparing fiction and non-fiction elements; discuss text features; model using vocab maps (Frayer Model) to figure out unknown words (encourage use of glossary if book has one); provide students with non-fiction book in groups or partners and they will practice defining new words on a Frayer Model (attached in this packet) Day 18: reread poem and review read alouds; model using story telling rings (link in framework) or any other retelling strategy to retell books use in this week's lessons; students will formulate at least one sentence for each part of the story (beginning, middle, end)</p> <p>Day 19: review read alouds and poem; retell key events with a partner; write key facts; students will compete a compare a story web for fiction and non-fiction read alouds</p> <p>Day 20: display all books and discuss theme "Watch Me Grow" students will share timeline projects created at home over past three weeks</p>	<p>Social Studies: Unit 6: pg. 3 Students will discuss the meaning of the Pledge of Allegiance. After the discussion, students will participate in creating a classroom pledge. The pledge could contain values that the students want to promote in the classroom, as well as promises they want to make to each other and the school. (***)review and extension of prior learning in first semester)</p>	<p>Lesson 2: pg. 5 www.unitedstreaming.com keyword search: rocks and soil and earth materials Lesson 3: pg. 6 Nature Walk Give each student five (5) "snack" size plastic bags for rocks and five (5) for soils samples. Also give one (1) small brown lunch sack. Compare 5 samples through attributes</p>	<p>4 Sums in a Row MCKK.OA.1-5 Practice Task Partners Mental computation of number combinations to 5 or 10.</p>
<p>Writing Goal Days 16-21: Framework Page 28 Students will create a "How a Plant Grows Book" *each day the students will complete one vocabulary words page with a fact sentence and illustration (may also use computer)***graphic organizer with vocab words attached in this packet</p>			<p>The Candy Store MCKK.OA.1-5 Culminating Task Individual Number combinations to 5 through problem solving</p>
<b>Acquisition Skills</b>			
<p>use sounds to write words; illustrate understanding of stories; use story map to show understanding of story elements; use writing process, including graphic organizers, rough drafts, and conferencing notes</p>	<p>compare and contrast information; relate prior knowledge and new knowledge to real world context; write about learning</p>	<p>use prior knowledge to evaluate new knowledge; use new vocabulary in context; write about learned material</p>	<p>Classify objects according to like/different attributes; Count the number of objects in a category; Organize the categories; according to how many are in the set; Record information in an organized manner</p>
<b>Formative Assessments</b>			
<p>Writing Prompt: How does comparing fiction and non-fiction help you understand information better?</p>	<p>Writing Prompt: Why do we celebrate Independence Day?</p>	<p>Writing Prompt: How are rocks alike and different?</p>	<p>Writing Prompt: Can patterns be found in numbers?</p>
<b>Student Portfolio</b>			
<p>Culminating task</p>	<p>Social Studies framework task evidence</p>	<p>Science framework task evidence</p>	<p>Math framework task evidence</p>
<b>Management: Work Session (All Subject Areas)</b>			
<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>		<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>	

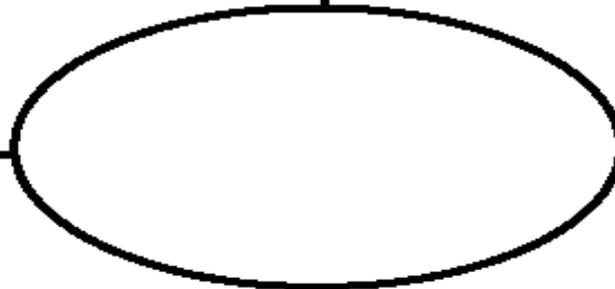
# Fruyer Model

**Definition**

**Facts/Characteristics**

**Examples**

**Non-Examples**



CCGPS Framework Pacing

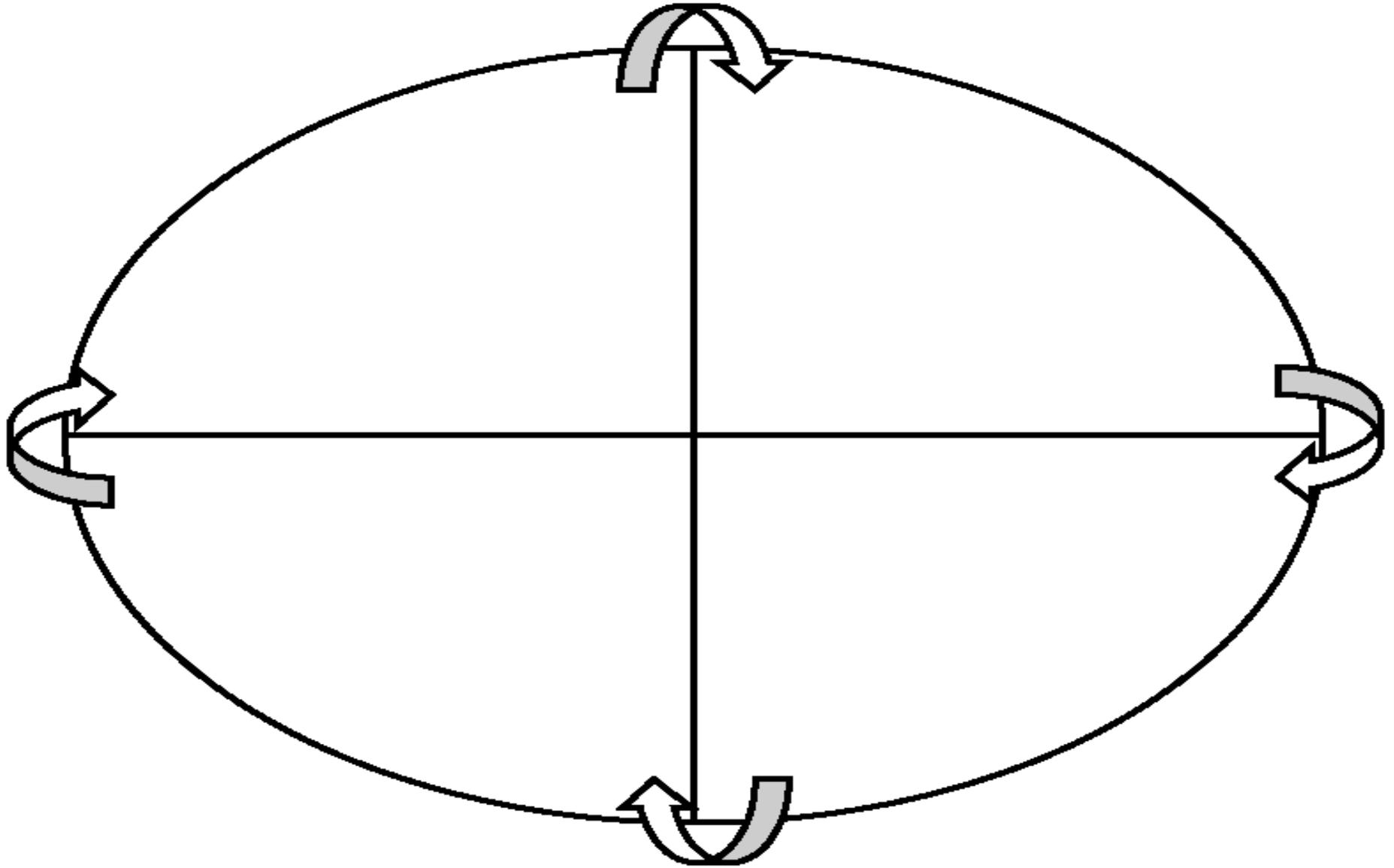
Week 32 KDG			
ELA	Social Studies	Science	Math
<p>administer writing prompt assessment on page 29; there are three options (2 informational; 1 opinion)</p> <p><b>POETRY LESSON PLANS for next four weeks found on page 30 (can be taught in addition to or separate from reading/writing lessons)</b></p> <p><b>Day 1:</b> choose a non-fiction about growth cycles (suggested text listed on pg. 31); first lesson focus will be on the first part of the growth of a butterfly; refer back to <u>Very Hungry Caterpillar</u>; students will write and illustrate facts about butterflies they have learned; share and combine facts on anchor chart</p> <p><b>Day 2:</b> review "What have I learned chart" from previous lesson; read second part of growth of a butterfly; list facts learned including vocabulary; review or create an anchor chart for informational writing (example pg. 32); students will add facts to their fact chart in journals</p> <p><b>Day 3:</b> review informational text anchor chart; have students ask and answer questions about butterflies that have not been in the read aloud (use internet to support); model using facts to complete four square graphic organizer; students will complete four square on what they have learned about butterflies</p> <p><b>Day 4:</b> read aloud a book about where butterflies grow (suggested text on pg. 33); add facts to anchor charts; students add to four square graphic organizer</p> <p><b>Day 5:</b> review read alouds; point out pictures in fiction and non-fiction books; discuss differences between illustrations and photographs; students will draw the life cycle of the butterfly</p>	<p>Social Studies: Unit 6: pg. 3,4</p> <p>Provide students with a blank picture of the Georgia flag.</p> <p>Have students color the flag.</p> <p>Compare and contrast this flag with the United States' flag.</p>	<p>Lesson 4: pg.: 7: Rock-a-lot</p> <p>Have students group rocks according to those attributes.</p> <p>Use butcher paper and rock from previous lessons to sort rocks by attributes</p> <p>Journal responses</p>	<p>Ten Flashing Fireflies</p> <p>MCCK.OA.1-5 Constructing Task</p> <p>Individual, Whole and Small Group</p> <p>Addition and subtraction through word problems</p>
			<p>Got Your Number?</p> <p>MCCK.OA.1-5 Practice Task</p> <p>Individual or small Group</p> <p>Number relationships to 10</p>
			<p>By The Riverside MCCK.OA.1-5</p> <p>Scaffolding Task</p> <p>Individual, Whole or Small Group</p> <p>Modeling number combinations through problem solving</p>
Acquisition Skills			
use sounds to write words; illustrate understanding of stories; use story map to show understanding of story elements; use writing process, including graphic organizers, rough drafts, and conferencing notes	compare and contrast information; relate prior knowledge and new knowledge to real world context; write about learning	use prior knowledge to evaluate new knowledge; use new vocabulary in context; write about learned material	Classify objects according to like/different attributes; Count the number of objects in a category; Organize the categories; according to how many are in the set; Record information in an organized manner
Formative Assessments			
Writing Prompt: How do pictures and illustrations help you understand text?	Writing Prompt: What are some differences between our state's flag and our country's flag?	Writing Prompt: How are soils alike and different?	Writing Prompt: How can I organize my information in a number sentence?
Student Portfolio			
Culminating task	Social Studies framework task evidence	Science framework task evidence	Math framework task evidence
Management: Work Session (All Subject Areas)			
<p>Teacher:</p> <p>Guided reading, writing, and math groups</p> <p>Word Study with phonics and content vocabulary</p> <p>Conferencing/ RTI</p>		<p>Student:</p> <p>Independent work on framework tasks</p> <p>Independent work in learning centers or learning tasks</p> <p>Partner work/meet with teacher/small group participation</p>	

# Four Square Narrative Writing Planner


Butterflies




# Sequence Picture Wheel



Week 33 KDG			
ELA	Social Studies	Science	Math
<p><b>This week has the same course of instruction as last week except the focus is on the life cycle of a frog.</b></p> <p><b>Day 6:</b> choose a non-fiction about growth cycles (suggested text listed on pg. 34); first lesson focus will be on the first part of the growth of a frog; refer to last week's lessons; students will write and illustrate facts about frogs they have learned; share and combine facts on anchor chart</p> <p><b>Day 7:</b> review "What have I learned chart" from previous lesson; read second part of growth of a frog; list facts learned including vocabulary; review or create an anchor chart for informational writing; students will add facts to their fact chart in journals</p> <p><b>Day 8:</b> review informational text anchor chart; have students ask and answer questions about frogs that have not been in the read aloud (use internet to support); model using facts to complete four square graphic organizer; students will complete four square on what they have learned about frogs</p> <p><b>Day 9:</b> read aloud a book about where frogs grow (suggested text on pg. 33); add facts to anchor charts; students add to four square graphic organizer</p> <p><b>Day 10:</b> review read alouds; point out pictures in fiction and non-fiction books; discuss differences between illustrations and photographs; students will draw the life cycle of the frog</p>	<p>Social Studies Unit 6: pg. 7</p> <p>Guide students through a comparison of the three holidays taught in this unit (Memorial Day, Flag Day, &amp; Independence Day). The organizer can be used independently, as part of a guided reading/writing lesson, or on an interactive white board with the whole group. The teacher could also transfer it to chart paper as a large-group review activity. In addition, students could be asked to write a sentence about each holiday, explaining its link to the enduring understanding of culture.</p>	<p>Rocks and Soils: Lesson 5: pg. 8.</p> <p>Playing in the Dirt: use soil samples from nature walk and sort like previous lesson by attributes Lesson 6: pg.: 9</p> <p>Alike and Different; use two hula hoops to create a Venn Diagram and compare/contrast rocks and soils</p>	<p>Capturing Bears (5/10) MCCK.OA.1-5</p> <p>Practice Task</p> <p>Partners</p> <p>Number combinations to 5 and 10 and development of 8 SMPs</p> <p>Fishing Tale</p> <p>MCCK.OA.1-5 Scaffolding Task</p> <p>Individual, Whole or Small Group</p> <p>Number combinations to 5 through problem solving</p> <p>Moving Day</p> <p>MCCK.OA.1-5 Constructing Task</p> <p>Individual, Whole and Small Group</p> <p>Number relationships to 10</p>
Acquisition Skills			
use sounds to write words; illustrate understanding of stories; use story map to show understanding of story elements; use writing process, including graphic organizers, rough drafts, and conferencing notes	compare and contrast information; relate prior knowledge and new knowledge to real world context; write about learning	use prior knowledge to evaluate new knowledge; use new vocabulary in context; write about learned material	Recognize number relationship to benchmark numbers of 5 and 10; Group objects by 5's and 10's; Identify numerical patterns; Understand and model number relationships
Formative Assessments			
Writing Prompt: How does comparing information help you learn more about a main idea?	Writing Prompt: Why do we celebrate Independence Day?	Writing Prompt: How can I describe a rock?	Writing Prompt: Draw or write a pattern you have found in numbers?
Student Portfolio			
ELA Framework task evidence	Social Studies framework task evidence	Science framework task evidence	Math framework task evidence
Management: Work Session (All Subject Areas)			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

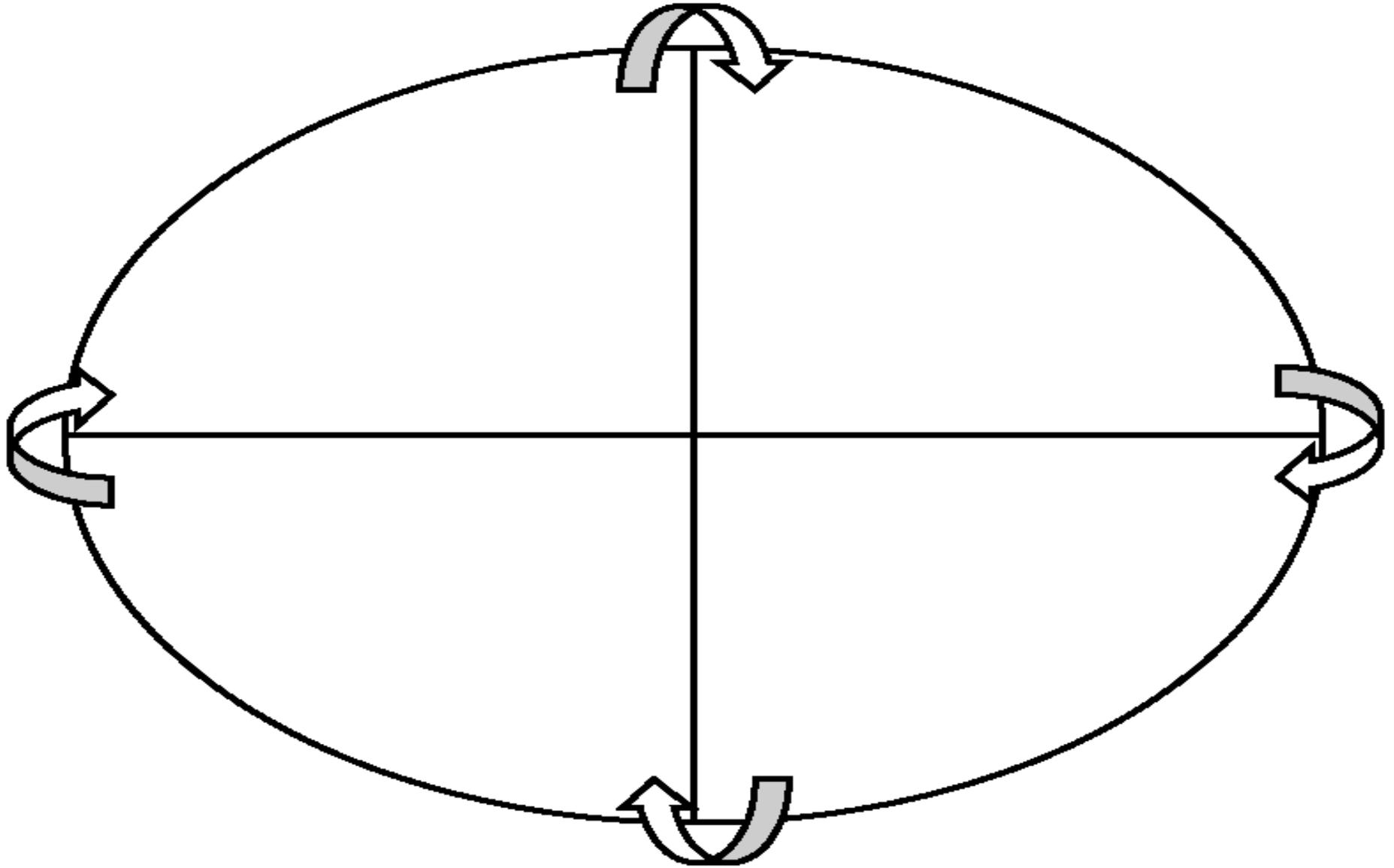
# Four Square Narrative Writing Planner


Frogs



A central box containing the word "Frogs" and a cartoon illustration of a green frog sitting on a small grey shadow.

# Sequence Picture Wheel



CCGPS Framework Pacing

Week 34 KDG			
ELA	Social Studies	Science	Math
<p>administer writing prompt assessment on page 38; there are two options (1 informational; 1 opinion)</p> <p><b>Day 11:</b> choose a non-fiction about an animal growth cycles (suggested text listed on pg. 391); students will write and illustrate facts about butterflies they have learned; share and combine facts on anchor chart; make list of vocab and model using glossary</p> <p><b>Day 12:</b> review "What have I learned chart" from previous lesson; read second part of book; list facts learned including vocabulary; review or create an anchor chart for informational writing (example pg. 32); students will add facts to their four square fact chart in journals</p> <p><b>Day 13:</b> review informational text anchor chart; have students ask and answer questions about animal that have not been in the read aloud (use internet to support); model using facts to complete four square graphic organizer; students will complete four square on what they have learned</p> <p><b>Day 14:</b> read aloud a book about where and how the animal grows; add facts to anchor charts; students add to four square graphic organizer</p> <p><b>Day 15:</b> review read alouds; point out pictures in fiction and non-fiction books; discuss differences between illustrations and photographs; students will draw the life cycle of the animal</p>	<p>Culminating Task : Unit 6: pg. 4</p> <p>We have discussed what it means to be a good American.</p> <p>Brainstorm a list of things that you and your family can do to show honor/pride in our country.</p> <p>Students can use one of these things from this list or tell about another way to show honor/pride in our country.</p> <p>Create a class quilt with the class.</p> <p>Have each student choose one thing from the list to focus on.</p> <p>Resource pgs. 4-7</p>	<p><b>Rocks and Soils: GRASPS pg. 4</b></p> <p><b>Goal:</b> Apply knowledge of earth materials and describe physical attributes of rocks and soil.</p> <p><b>Role:</b> You are a scientist on a nature walk.</p> <p><b>Audience:</b> You will collect samples of earth materials to create a picture.</p> <p><b>Scenario:</b> You will be showing incoming students incoming "new" kindergartners what is around your school. You will be creating a two dimensional picture for them to show them various things they can expect at their new school.</p> <p><b>Product:</b> You must draw a picture and 'glue' samples to show what earth materials are around your school</p> <p><b>Standard:</b> Your picture will have items that are earth materials found locally.</p>	<p>How Many Ways to get to 10? MCCK.OA.1-5 Constructing Task Individual, Whole and Small Group Making generalizations in number relationships to 10</p> <p>A Day at the Beach MCCK.OA.1-5 Practice Task Individual, Whole or Small Group Modeling number combinations to 10 through problem solving</p> <p>Snail in the Well MCCK.OA.1-5 <b>FAL</b> Modeling number combinations to 10 through problem solving</p>
Acquisition Skills			
use sounds to write words; illustrate understanding of stories; use story map to show understanding of story elements; use writing process, including graphic organizers, rough drafts, and conferencing notes	compare and contrast information; relate prior knowledge and new knowledge to real world context; write about learning	use prior knowledge to evaluate new knowledge; use new vocabulary in context; write about learned material	Recognize number relationship to benchmark numbers of 5 and 10; Group objects by 5's and 10's; Identify numerical patterns; Understand and model number relationships
Formative Assessments			
Writing Prompt:	Writing Prompt: Why do we use flags?	Writing Prompt: How can I describe soil?	Writing Prompt: How are the number patterns different?
Student Portfolio			
ELA Framework task evidence	Social Studies framework task evidence	Science framework task evidence	Math framework task evidence
Management: Work Session (All Subject Areas)			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

# Four Square Narrative Writing Planner




Chicken

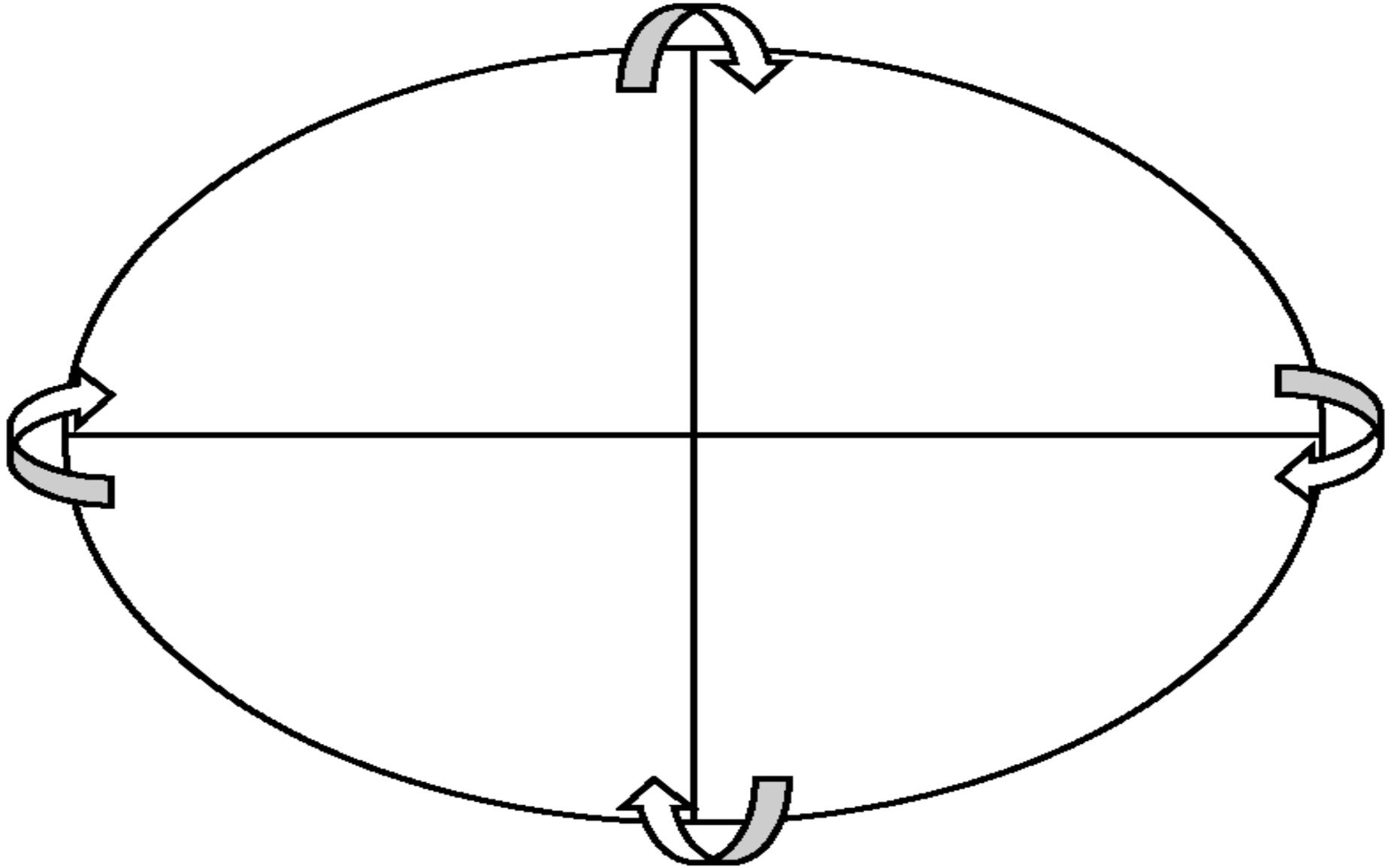
# Four Square Narrative Writing Planner


Animal



The image shows a writing planner template. It features a large outer rectangle with a title at the top. Inside this is a smaller rectangle divided into four quadrants by a vertical and a horizontal line. In the center of this inner rectangle is a smaller box containing the word 'Animal' and two paw prints. The four quadrants are currently empty.

# Sequence Picture Wheel



CCGPS Framework Pacing

Week 35 KDG			
ELA	Social Studies	Science	Math
<p><b>begin KDG memory book</b></p> <p><b>Day 16:</b> review theme "growing and changing"; present poem listed on pg. 42; discuss adjectives and meaning of poem; students will complete first page of book: "This is how I looked in Kindergarten. I've grown a lot this year!"</p> <p><b>Day 17:</b> read aloud poem on pg.43; discuss meaning; find adjectives and verbs; students will complete second page of book: "This is what I've learned in Kindergarten. I'm growing smarter!"</p> <p><b>Day 18:</b>review poem from previous lessons; focus on line "I've learned to read and write." discuss sentences and make list of examples (writing process, story elements, text features); students will complete the third page in their book "I've grown to be a great reader! This was my favorite book..."</p> <p><b>Day 19:</b> compare students to the hermit crab in <u>House for a Hermit Crab</u> ; discuss student growth; look at other pics of kdg students (link pg.44); students will complete the next page in their book "Kindergarten has helped me grow. My favorite thing about kindergarten was..."</p> <p><b>Day 20:</b> discuss future and how students will continue to grow; read a book about growing up (suggested text listed on pg. 45); model writing and drawing a picture of what you thought you would be when you grew up; students will complete the last page of their book "See how I have grown!"; they will predict and draw what they will look like and do when they grow up</p>	<p>Culminating Task : Unit 6: pg. 4</p> <p>We have discussed what it means to be a good American.</p> <p>Brainstorm a list of things that you and your family can do to show honor/pride in our country.</p> <p>Students can use one of these things from this list or tell about another way to show honor/pride in our country.</p> <p>Create a class quilt with the class.</p> <p>Have each student choose one thing from the list to focus on.</p> <p>Resource pgs. 4-7</p>	<p><b>Rocks and Soils: GRASPS pg. 4</b></p> <p><b>Goal:</b> Apply knowledge of earth materials and describe physical attributes of rocks and soil.</p> <p><b>Role:</b> You are a scientist on a nature walk.</p> <p><b>Audience:</b> You will collect samples of earth materials to create a picture.</p> <p><b>Scenario:</b> You will be showing incoming students incoming "new" kindergartners what is around your school. You will be creating a two dimensional picture for them to show them various things they can expect at their new school.</p> <p><b>Product:</b> You must draw a picture and 'glue' samples to show what earth materials are around your school</p> <p><b>Standard:</b> Your picture will have items that are earth materials found locally.</p>	<p>At the Mechanics MCKK.OA.1-5 Constructing Task Individual, Whole and Small Group Development with the understanding of equality and number relationships to 10</p> <p>Field Trip for Fives MCKK.OA.1-5 Practice Task Individual, Whole or Small Group Number combinations to 5 through problem solving</p> <p>The Magic Pot MCKK.OA.1-5 Constructing Task Individual, Whole and Small Group Making generalizations in number relationships to 10</p>
Acquisition Skills			
use sounds to write words; illustrate understanding of stories; use story map to show understanding of story elements; use writing process, including graphic organizers, rough drafts, and conferencing notes	compare and contrast information; relate prior knowledge and new knowledge to real world context; write about learning	use prior knowledge to evaluate new knowledge; use new vocabulary in context; write about learned material	Recognize number relationship to benchmark numbers of 5 and 10; Group objects by 5's and 10's; Identify numerical patterns; Understand and model number relationships
Formative Assessments			
Writing Prompt: How do I use schema in my writing?	Writing Prompt: When do we celebrate Flag Day?	Writing Prompt: Do rocks change? How?	Writing Prompt: How can I find the total when I put two quantities together?
Student Portfolio			
ELA Framework task evidence	Social Studies framework task evidence	Science framework task evidence	Math framework task evidence
Management: Work Session (All Subject Areas)			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

CCGPS Framework Pacing

Week 36 KDG			
ELA	Social Studies	Science	Math
<p><b>Author's Celebration with memory books:) Great End of Year Celebration activity!</b></p> <p>administer assessment 4 pg. 45; choice of informational or opinion</p>	<p><b>Culminating Task : Unit 6:</b> pg. 4</p> <p>We have discussed what it means to be a good American.</p> <p>Brainstorm a list of things that you and your family can do to show honor/pride in our country.</p> <p>Students can use one of these things from this list or tell about another way to show honor/pride in our country.</p> <p>Create a class quilt with the class.</p> <p>Have each student choose one thing from the list to focus on.</p> <p>Resource pgs. 4-7</p>	<p><b>Rocks and Soils: GRASPS pg. 4</b></p> <p><b>Goal:</b> Apply knowledge of earth materials and describe physical attributes of rocks and soil.</p> <p><b>Role:</b> You are a scientist on a nature walk.</p> <p><b>Audience:</b> You will collect samples of earth materials to create a picture.</p> <p><b>Scenario:</b> You will be showing incoming students incoming "new" kindergartners what is around your school. You will be creating a two dimensional picture for them to show them various things they can expect at their new school.</p> <p><b>Product:</b> You must draw a picture and 'glue' samples to show what earth materials are around your school</p> <p><b>Standard:</b> Your picture will have items that are earth materials found locally.</p>	<p>Equally Balancing Numbers</p> <p>MCCK.OA.1-5 Culminating Task</p> <p>Individual, Whole and Small Group</p> <p>Addition and subtraction through word problems</p>
<b>Acquisition Skills</b>			
use sounds to write words; illustrate understanding of stories; use story map to show understanding of story elements; use writing process, including graphic organizers, rough drafts, and conferencing notes	compare and contrast information; relate prior knowledge and new knowledge to real world context; write about learning	use prior knowledge to evaluate new knowledge; use new vocabulary in context; write about learned material	Recognize number relationship to benchmark numbers of 5 and 10; Group objects by 5's and 10's; Identify numerical patterns; Understand and model number relationships
<b>Formative Assessments</b>			
Writing Prompt: How can I continue to grow as a reader and writer?	Writing Prompt: How do we celebrate Flag Day?	Writing Prompt: Are all rocks made of the same thing? Illustrate and explain your answer.	Writing Prompt: How can you model a math problem with objects or pictures?
<b>Student Portfolio</b>			
Culminating task	Social Studies framework task evidence	Science framework task evidence	Math framework task evidence
<b>Management: Work Session (All Subject Areas)</b>			
<p><b>Teacher:</b></p> <p>Guided reading, writing, and math groups</p> <p>Word Study with phonics and content vocabulary</p> <p>Conferencing/ RTI</p>		<p><b>Student:</b></p> <p>Independent work on framework tasks</p> <p>Independent work in learning centers or learning tasks</p> <p>Partner work/meet with teacher/small group participation</p>	