

Springfield School District - Integrated Elementary Curriculum

Grade - K Unit - 1 *7-Weeks/34-days* **Essential Question - Who Are We?**

Week	Reading:	Writing:	Content Area: Responsive Classroom
Week 1	<p>Library Book: No library this week</p> <p>Wilson Lessons: N/A</p> <p>Lesson: Lesson 1: Caring and Connections</p> <p>Text:</p> <ul style="list-style-type: none"> • <u>The Kissing Hand</u> by Audrey Penn <p>Instructional Focus: Students will make connections between themselves, characters, and classmates.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Actively engage in group reading activities with purpose and understanding. • Compare and contrast the experiences of characters in familiar stories. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Brainstorm things that are special to them (on the SmartBoard). • Perform a shared read of the book. • Make raccoon from template (optional). • On drawing page with “Things that are special to me,” ink or paint-stamp handprint. • On pre-cut heart, have students draw something they care about. • Glue heart onto the handprint. <p>Lesson: Lesson 2: School Orientation</p> <p>Text: <u>Pete the Cat Rockin’ in My School Shoes</u> by James Dean</p> <p>Instructional Focus: Understand the layout and structure of a kindergarten school.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Identify and explain the posted classroom rules. • Explain the purpose of and need for rules in the classroom community. • Explain what a community is. • Identify important members of the staff at school. 		<p>Text:</p> <ul style="list-style-type: none"> • <u>Manners on the Playground</u> by Carrie Finn <p>Instructional Focus: Students will understand making safe choices when playing on the playground.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Explain the purpose of and need for rules in the classroom community. • Identify individual responsibilities and procedures in the classroom and the school. • Identify and explain respectful and responsible behavior in the classroom and school communities. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Students will participate in a playground orientation and have time for individual and group practice.

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Week	Reading:	Writing:	Content Area: RC, Social Studies, Science
Week 2	<p>Library Book: <u>We're Going on a Book Hunt</u> by: Pat Miller or <u>Pete the Cat Checks out the Library</u> by: James Dean</p> <p>Poetry Book:</p> <ul style="list-style-type: none"> I Am Special <p>Wilson: N/A</p> <p>Lesson: Lesson 3: Star of the Day (Optional done over multiple days)</p> <p>Text:</p> <ul style="list-style-type: none"> <u>A, My Name is...</u> by Alice Lyne <p>Instructional Focus: Students will begin to understand phonemic concepts of letters.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> Understand that letters represent sounds. Differentiate between pictures and words in a book. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> Draw a child's name out of a bag. Cut-up their name or accordion fold the strip of paper. Put the name back together and glue onto the poster. Students draw the "Star" and glue the pictures to their name poster. <p>Lesson: Lesson 4: Classroom Rules</p> <p>Text:</p> <ul style="list-style-type: none"> <u>Manners at School</u> by Carrie Finn or other classroom procedures book. BrainPopJr. "Listening and Speaking" <p>Instructional Focus: Understand a sense of classroom community and procedures.</p>	<p>Lesson: Lesson 2: Using and Caring for Supplies</p> <p>Instructional Focus: Understand shared responsibility of classroom tools and supplies.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> Identify and demonstrate appropriate use of writing tools. Identify the tools and supplies in the classroom. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> Complete Mini Lesson 3: Using and Caring for Supplies; Pencils and Crayons. Demonstrate the correct use of pencils and crayons when writing using Lesson 3 and the guided discovery process. <p>Lesson: Lesson 3: Introducing the Chill Out Chair</p> <p>Text:</p> <ul style="list-style-type: none"> <u>When Sophie Gets Angry--Really, Really Angry</u> by Molly Bang <p>Instructional Focus: Understanding that there are consequences for their actions.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> With guidance and support from adults and peers, respond to questions and suggestions from peers. Identify and explain respectful and responsible behavior in the classroom and the school community. Share and discuss the concept of fairness when working with others--fairness is not equal, it is giving to others what they need to be successful and will not look the same for each person. <p>Activities/Lessons:</p>	<p>Social Studies Alive! Lesson: Lesson 1: I Am Special/Unique</p> <p>Text:</p> <ul style="list-style-type: none"> <u>Social Studies Alive! Big Book</u>, Chapter 1, Page 2-5. <u>The Crayon Box That Talked</u> by: Shane DeRolf <p>Instructional Focus: Students are able to grasp the concept of what makes someone or something special/unique.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> Actively engage in group reading activities with purpose and understanding. Identify similarities and differences between people. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> Read big book selection. Read <u>The Crayon Box That Talked</u> Actively engage in a group discussion about how each person, like the crayons, are unique Draw a self portrait on a crayon template. This will be put together on a large crayon box <p>Vocabulary:</p> <ul style="list-style-type: none"> Special <p>Social Studies Alive! Lesson: Lesson 2: Understanding Feelings</p> <p>Text:</p> <ul style="list-style-type: none"> <u>Social Studies Alive! Big Book</u>, Chapter 1, Page 4 (revisit). <p>Instructional Focus: Students are able to grasp the concept of individuals having a variety of feelings.</p> <p>Student Objectives: students will be able to:</p>

<p>Week 2 (Cont.)</p>	<p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Identify and explain the posted classroom rules. • Explain the purpose of and need for rules in the classroom community. • Explain what a community is. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Brainstorm class rules (Day 1). • Group and categorize the brainstormed rules (Day 2). • Finalize and post classroom rules, including children signing their agreement (Day 3). • Optional: draw illustrations to accompany the posted rules. • Watch the BrainPopJr. Video “Listening and Speaking”. 	<ul style="list-style-type: none"> • Read <u>When Sophie Gets Angry--Really, Really Angry</u> by Molly Bangs. • Brainstorm feelings and discuss the way in which the illustrations and words work together to tell the story. • Introduce the concept of the RC Chill-Out Chair, having students take turns practicing its use. • Discuss logical consequences as a concept. 	<ul style="list-style-type: none"> • Actively engage in group reading activities with purpose and understanding. • Identify similarities and differences between people. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Discuss the vocabulary word “feelings”. • Re-read the big book, page 4. <ul style="list-style-type: none"> ◦ Discuss the feelings the children are displaying. ◦ Invite them to discuss their personal experiences with each feeling. • Children will choose one feeling and draw themselves displaying that feeling. <ul style="list-style-type: none"> ◦ Complete the cloze “I feel...” • Sing “If you’re happy and you know it...” <ul style="list-style-type: none"> ◦ “If you’re mad and you know it...” • Collect the drawings into a class book. <p>Vocabulary:</p> <ul style="list-style-type: none"> • feelings
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Week	Reading:	Writing:	Content Area: RC, Social Studies, Science
Week 3	<p>Library Book:</p> <ul style="list-style-type: none"> • <u>Don't Talk to Strangers</u> by Christine Mehlhoff <p>Poetry Book:</p> <ul style="list-style-type: none"> • Alphabet Rhyme <p>Lesson: Lesson 3: Star of the Day (Optional)</p> <p>Text:</p> <ul style="list-style-type: none"> • <u>A, My Name is...</u> by Alice Lyne <p>Instructional Focus: Students will begin to understand phonemic concepts of letters.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Understand that letters represent sounds. • Differentiate between pictures and words in a book. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Draw a child's name out of a bag. • Cut-up their name or accordion fold the strip of paper. • Put the name back together and glue onto the poster. • Students draw the "Star" and glue the pictures to their name poster. <p>Lesson: Lesson 5: School Safety</p> <p>Text:</p> <ul style="list-style-type: none"> • <u>Alphabet Rescue</u> by Bruce & Audrey Wood • <u>Miss Mingo and the Fire Drill</u> by Jamie Harper <p>Instructional Focus: Understand that procedures and rules keep you safe.</p>	<p>Lesson: Lesson 4: Capital and Lowercase Letters</p> <p>Text:</p> <ul style="list-style-type: none"> • <u>Chicka-Chicka-Boom-Boom</u> by Bill Martin, Jr. • <u>Capitals and Lowercase</u> on BrainPopJr. <p>Instructional Focus: Understand the difference between upper- and lowercase letters.</p> <p>Student Objectives:</p> <ul style="list-style-type: none"> • Differentiate between lowercase and capital letters. • Share and discuss the process of pre-writing. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Watch BrainPopJr.'s video on "Capitals and Lowercase." • Read <u>Chicka-Chicka-Boom-Boom</u> by Bill Martin, Jr. • Complete the discussion questions from Mini-Lesson 17: Identifying What Letters Are, talking about the alphabet and capital/lowercase letters. • Mark uppercase and lowercase letters in the text 	<p>Science Lesson: Lesson 1: Introduction to Myself and Others</p> <p>Text:</p> <ul style="list-style-type: none"> • <u>ABC, I Like Me</u> by Nancy Carlson <p>Instructional Focus: Understand that all people have similarities and differences.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Identify similarities and differences between people. • Draw pictures and draw objects based on observations of themselves and physical characteristics. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Complete the Myself and Others Lesson 1. • As the students are finished their observations, the teacher will encourage students to take their observations to paper by creating self-portraits. • Differentiation: <ul style="list-style-type: none"> ○ <u>Advanced</u> students can write a sentence or thought about their picture. • The students will come together after they have completed their self-portraits and discuss their drawings through a museum walk, where their pictures are displayed around the room. <p>Vocabulary:</p> <ul style="list-style-type: none"> • same • different <p>Science Lesson: Lesson 2: Alike and Different/Making Inferences (Multiple Days)</p> <p>Text:</p> <ul style="list-style-type: none"> • <u>It's Okay to Be Different</u> by Todd Parr • <u>We Are All Alike, We Are All Different</u> by

	<p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Explain the purpose of and need for rules in the classroom community. • Identify individual responsibilities and procedures in the classroom and the school. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Participate in a school-wide fire drill and safety procedures. 		<p>The Cheltenham Elementary School Kindergarteners (optional read-aloud).</p> <p>Instructional Focus: Understand that all people have similarities and differences.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Identify similarities and differences between people. • Draw pictures and draw objects based on observations of themselves and physical characteristics. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Complete Science Lesson 2. • The teacher will read the book <u>It's Ok to be Different</u>. Students discuss their inferences in think-pair-share groupings. • Book in a Bag activity: The teacher will model the activity by pulling three small objects out of a brown lunch bag. • The teacher will invite students to make inferences about the objects and who they may belong to <ul style="list-style-type: none"> ○ Example: "I am noticing a pom pom. I am inferring that this person likes to cheer for a team because I use pom poms when I am cheering at football. • After the students have talked out their inferences the teacher will explain that these objects belong to him/her. She will explain to the students that these objects make her different than everyone else in the room. • The teacher will then hand out brown bags to the students and invite them to create their own bags. • As the students bring their bags in throughout the week, students will take turns making inferences about which the bags belong.
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Week	Reading:	Writing:	Content Area: RC, Social Studies, Science
Week 4	<p>Library Book:</p> <ul style="list-style-type: none"> Fall is Here: <u>Counting 1-10</u> by Pamela Jane <p>Poetry Book:</p> <ul style="list-style-type: none"> “Shout!” By Brod Baggart <p>Wilson: Orientation Week (Scope and Sequence)</p> <p>Lesson: Lesson 6: Capitals and Lowercase Letters</p> <p>Text:</p> <ul style="list-style-type: none"> <u>Mixed Up Alphabet</u> by Steve Metzger <p>Instructional Focus: Understand that letters have a sequence.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> Differentiate between lowercase and capital letters. Share and discuss the process of pre-writing. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> Read <u>Mixed Up Alphabet</u> by Steve Metzger. Complete an alphabet sequencing worksheet or activity, filling in the missing upper or lowercase letters. 	<p>Lesson: Lesson 5: Matching Upper- and Lowercase Letters</p> <p>Text:</p> <ul style="list-style-type: none"> <u>Chicka-Chicka-Boom-Boom</u> by Bill Martin, Jr. <u>Alphabet Adventure or Mystery</u> by Bruce & Audrey Wood <p>Instructional Focus: Understand the difference between upper- and lowercase letters.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> Differentiate between lowercase and capital letters. Share and discuss the process of pre-writing. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> Complete Mini-Lesson 19: Matching Uppercase and Lowercase Letters. Revisit <u>Chicka-Chicka-Boom-Boom</u> and <u>Alphabet Rescue</u> read-alouds. Using the SmartBoard, have the children match capital and lowercase letters. <p>Lesson: Lesson 6: Difference Between Uppercase and Lowercase Letters and when to use them</p> <p>Text:</p> <ul style="list-style-type: none"> <u>Chicka-Chicka-Boom-Boom</u> by Bill Martin, Jr. <u>Alphabet Mystery or Adventure</u> by Bruce & Audrey Wood <p>Instructional Focus: Understand the difference between upper- and lowercase letters.</p> <p>Student Objectives:</p> <ul style="list-style-type: none"> Differentiate between lowercase and capital letters. 	<p>Social Studies Alive! Lesson: Lesson 3: I Can Quilt</p> <p>Text:</p> <ul style="list-style-type: none"> <u>Social Studies Alive! Big Book</u>, Chapter 1, Page 5 (revisit). <u>What I Do Best</u> by Allia Nolan and Miki Sakamoto <p>Instructional Focus: Students are able to identify their own talents and abilities.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> Actively engage in group reading activities with purpose and understanding. Identify similarities and differences between people. Share and discuss the way illustrations and words work together to tell the story. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> Re-visit page 5 in the big book. Brainstorm a list of things the students can do, encouraging think-pair-share. On a small card (index card), students draw a picture of something they can do themselves. Give adult spelling to complete the sentence “I can _____”. Laminate and hang together as a class quilt. <p>Vocabulary:</p> <ul style="list-style-type: none"> feelings special <p>Science Lesson: Lesson 3: What Am I? (Multiple Days)</p> <p>Text:</p> <ul style="list-style-type: none"> <u>What Am I?</u> by Linda Granfield <p>Instructional Focus: Understand that all people have similarities and differences.</p>

- Share and discuss the process of pre-writing.
- Capitalize the first word in a sentence and pronoun “I”.

Activities/Lessons:

- Read Alphabet Mystery as a read-aloud.
- Revisit Chicka-Chicka-Boom-Boom.
- Complete Mini-Lesson 18: Identifying What Difference Between Upper and Lowercase Letters.
- Think-pair-share to share their findings when looking at books to determine upper and lowercase letters.
- Using simple sentences from the two books on the SmartBoard, collaborate to circle capital letters and the pronoun “I”.

Student Objectives: students will be able to:

- Identify similarities and differences between people.
- Draw pictures and draw objects based on observations of themselves and physical characteristics.

Activities/Lessons:

- Complete Science Lesson 3.
- After the book is over, the teacher will encourage the students to find something from home to outline and create a riddle to go along with it.
 - The students will bring back their outlines and the class will try to figure out each other’s objects by looking at the outline and reading the riddle.
- The teacher will take the outline riddles to create a class book to be placed in the class library.

Science Lesson:

Lesson 4: Measuring Height

Text:

- Think Big! by Nancy Carlson.

Instructional Focus: Understand that all people have similarities and differences.

Student Objectives: students will be able to:

- Identify similarities and differences between people.
- Draw pictures and draw objects based on observations of themselves and physical characteristics.

Activities/Lessons:

- Complete Science Lesson 4.
- The teacher will measure each student and record it on a body worksheet. The students will then color in the outlined picture.
- The teacher will read the story Think Big! As the teacher is reading, he/she will encourage students to make connections with the characters in a think-pair-share format.
- The students will complete a making connections page where students will write something that they are tall enough for like the character in the story and not tall enough.
- The teacher will model student examples on the Smartboard for students to get ideas.

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Grade - K Unit - 1 7-Weeks/34-days **Essential Question - Who Are We?**

Week	Reading:	Writing:	Content Area: RC, Social Studies, Science
Week 5	<p>Library Book:</p> <ul style="list-style-type: none"> Pick a Circle, Gather a Square: A Fall Harvest of Shapes by Felicia Sanzari Chernesky <p>Poetry Book:</p> <ul style="list-style-type: none"> Alphabet Boogie <p>Wilson: Scope and Sequence</p> <p>Lesson: Lesson 7: TDQ Lesson 1 (Cold Read)</p> <p>Text:</p> <ul style="list-style-type: none"> The Day the Crayons Quit by Drew Daywalt <p>Instructional Focus: Listen for and identify unknown words in a read aloud.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> Answer questions about key details in a text and with guidance and support, cite details in the text. Share and discuss the way in which the illustrations and words work together to tell the story. Actively engage in group reading activities with purpose and understanding. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> Perform a cold read of the text <u>The Day the Crayons Quit</u> by Drew Daywalt. Establish and share the Essential Question of the story, which is “How did the crayons and Duncan solve their problems?” After the cold read, have students discuss with a partner one or two of their unknown words. Have them share these unknown words and mark them with a sticky in the book (making sure you cover all five words from TDQ 2’s lesson). 	<p>Lesson: Lesson 1: Writing Journals/Handwriting practice</p> <p>Instructional Focus: Students will increase their labeling and drawing, writing fluency, and reflective expression.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> Students will write and draw in weekly journal activities using illustrations and writing to support their writing. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> Model a lesson on the SmartBoard about illustrations telling a story and how labels help our writing. Have students write or draw in their journals once a week (e.g., Mondays). Reinforce that illustrations are an important part of being an author and help convey their meaning. Encourage labels in their work on an on-going basis. <p>Lesson: Lesson 7: Writing with the Senses</p> <p>Text:</p> <ul style="list-style-type: none"> My Five Senses by Aliko “Writing with the Senses” by BrainPopJr. <p>Instructional Focus: Create a writing piece using the five senses as the focus.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> Share and discuss the process of writing, pre-writing, and drafting activities. Add details to strengthen writing, as needed. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> Read <u>My Five Senses</u> by Aliko, stopping to discuss how each sense is used. 	<p>Science Lesson: Lesson 5: Our Hands</p> <p>Text:</p> <ul style="list-style-type: none"> My Hands by Aliko <p>Instructional Focus: Understand that all people have similarities and differences.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> Identify similarities and differences between people. Draw pictures and draw objects based on observations of themselves and physical characteristics. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> Complete Science Lesson 5. Each child will make a handprint using paint on a piece of 11x18 construction paper. Once the handprints are dry, ask each child to write about what they use their hands for. They can use writing paper and then attach it to the construction paper that has their handprint. Differentiation: <ul style="list-style-type: none"> Advanced: The students can write a complete sentence: My hands are for _____. They can also draw a picture to go with it. Basic/Below Basic: The students will draw a picture describing what they do with their hands and the teacher will do the writing. Once all the students have finished with the writing, they can be put together in a class book entitled: <u>Our Hands</u>. <p>Science Lesson: Lesson 6: Our Eyes</p> <p>Text:</p> <ul style="list-style-type: none"> Look at Your Eyes by Paul Showers.

- Watch “Writing with the Senses” by BrainPopJr.
- Using a leaf template, create a fall, five senses poem.

Instructional Focus: Understand that all people have similarities and differences.

- Student Objectives:** students will be able to:
- Identify similarities and differences between people.
 - Draw pictures and draw objects based on observations of themselves and physical characteristics.

Activities/Lessons:

- Complete Science Lesson 6.
- After the class has had time to observe each other’s eyes and discuss questions, ask each child to draw a picture of their eyes and then their partner eyes.
- **Differentiation:**
 - **Advanced:** Students will draw a picture and then write a sentence to go with their picture that describes their eyes and their partners.
 - **Proficient:** Students will draw a picture and label both their eyes and their partner’s eyes with describing words.
 - **Basic/Below Basic:** Students will just draw pictures of their eyes and their partner’s eyes.
- They will be using the multicultural crayons to complete the drawings. This will ensure that the drawings have a more accurate color tint.

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Week	Reading:	Writing:	Content Area: RC, Social Studies, Science
Week 6	<p>Library Book:</p> <ul style="list-style-type: none"> • <u>Autumn is Here</u> <p>Poetry Book:</p> <ul style="list-style-type: none"> • I Love Colors <p>Wilson: Scope and Sequence</p> <p>Lesson: Lesson 8: TDQ Lesson 2 (Vocabulary)</p> <p>Text:</p> <ul style="list-style-type: none"> • <u>The Day the Crayons Quit</u> by Drew Daywalt <p>Instructional Focus: Successfully identify the meaning of vocabulary words from a story.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Answer questions about key details in a text and with guidance and support, cite details in the text. • Share and discuss the way in which the illustrations and words work together to tell the story. • Actively engage in group reading activities with purpose and understanding. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Display chart of vocabulary words: <ul style="list-style-type: none"> ○ Fabulous ○ Embarrassed ○ Proud ○ Gorgeous ○ empty • Display photographs of each vocabulary word and add in a small movement or gesture for better understanding. • On the SmartBoard, match the photographs to the vocabulary words and their meanings. 	<p>Lesson: Lesson 1: Writing Journals/Handwriting Practice</p> <p>Instructional Focus: Students will increase their labeling and drawing, writing fluency, and reflective expression.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Students will write and draw in weekly journal activities using illustrations and writing to support their writing. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Model a lesson on the SmartBoard about illustrations telling a story and how labels help our writing. • Have students write or draw in their journals once a week (e.g., Mondays). • Reinforce that illustrations are an important part of being an author and help convey their meaning. • Encourage labels in their work on an on-going basis. <p>Lesson: Lesson 8: Web Weavers (optional)</p> <p>Text:</p> <ul style="list-style-type: none"> • <u>Web Weavers</u>, National Geographic Young Explorers, October 2009. • SmartNotebook file of the article. <p>Instructional Focus: Successfully visualize different types of spider webs.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Share and discuss the process of writing, pre-writing, and drafting activities. • Actively engage in group reading activities with purpose and understanding. 	<p>Science Lesson: Lesson 7: Our Hair</p> <p>Text:</p> <ul style="list-style-type: none"> • <u>I Love My Hair</u> by Natasha Tarpley <p>Instructional Focus: Understand that all people have similarities and differences.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Identify similarities and differences between people. • Draw pictures and draw objects based on observations of themselves and physical characteristics. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Complete Science Lesson 7. • Once they have observed each other's hair, they will draw a picture of their own hair and face as well as their partners. • Differentiation: <ul style="list-style-type: none"> ○ Advanced: The students will draw pictures of each other's face and hair and write a sentence that uses 2 describing words to go with their hair drawings. ○ Basic/Below Basic: The students will draw pictures and dictate to the teacher a describing word to go with their hair drawings. <p>Science Lesson: Lesson 8: The Color of Our Skin</p> <p>Text:</p> <ul style="list-style-type: none"> • <u>Your Skin and Mine</u> by Paul Showers. <p>Instructional Focus: Understand that all people have similarities and differences.</p>

Lesson:

Lesson 9: TDQ Lesson 3 (Text-Dependent Questions)

Text:

- The Day the Crayons Quit by Drew Daywalt
- “Plot” by BrainPopJr.

Instructional Focus: Successfully identify the meaning of vocabulary words from a story.

Student Objectives: students will be able to:

- Answer questions about key details in a text and with guidance and support, cite details in the text.
- Share and discuss the way in which the illustrations and words work together to tell the story.
- Actively engage in group reading activities with purpose and understanding.

Activities/Lessons:

- Discuss the Essential Question:
 - What is the problem and solution within our story?
 - What is a problem?
 - What is solution?
- Watch “Plot” on BrainPopJr.
- Lead a class discussion using appropriate TDQs (making sure to mark the book and their origins appropriately).
 - As the story begins, we are introduced to the problem. What was the problem?
 - Why does red crayon write a letter to Duncan?
 - How do the crayons get their point across to the child (and what does he do about it)?
 - Which crayons feel tired and overworked? (Find evidence in the text to support answers.)
 - When the crayons are overworked, what do they do?
 - Revisit the final illustration. Did the crayons persuade him to use them in a different manner?
 - What similarities can be found between this story and “The Crayon Box that Talked”?

Vocabulary:

- Problem, Solution, Plot

Activities/Lessons:

- Pass out the four-grid worksheet identifying different types of spider webs from the article.
- Students will complete sketch-to-stretch drawings of the different webs mentioned in the non-fiction article.
- Compare the sketches with the photographs in the article.

Student Objectives: students will be able to:

- Identify similarities and differences between people.
- Draw pictures and draw objects based on observations of themselves and physical characteristics.

Activities/Lessons:

- Complete Science Lesson 8.
- Working with a partner, ask each child to choose a crayon that best matches their skin color.
- Each student will draw a picture of themselves using the color they chose that matches their skin color.
- **Differentiation:**
 - **Advanced:** Each student will draw a picture using the appropriate skin color crayon and write a sentence to go with it. The sentence will use the describing words they thought of when asked to describe their skin color.
 - **Basic/Below Basic:** Each student will draw a picture using the appropriate skin color crayon. He will dictate to the teacher a describing word for his skin color.
- When finished, these can be put into a class book entitled: The Color of Room ____’s Skin.

Springfield School District - Integrated Elementary Curriculum

Grade - K Unit - 1 *7-Weeks/34-days* **Essential Question - Who Are We?**

Week	Reading:	Writing:	Content Area: RC, Social Studies, Science
Week 7	<p>Library Book:</p> <ul style="list-style-type: none"> • <i>A is for Autumn</i> by Robert Maass <p>Poetry Book:</p> <ul style="list-style-type: none"> • Catch-Up <p>Wilson: Scope and Sequence</p> <p>Lesson: Lesson 10: TDQ Lesson 5 (Cumulative Writing)</p> <p>Text:</p> <ul style="list-style-type: none"> • <i>The Day the Crayons Quit</i> by Drew Daywalt <p>Instructional Focus: Produce a writing piece in response to a prompt.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Answer questions about key details in a text and with guidance and support, cite details in the text. • Share and discuss the way in which the illustrations and words work together to tell the story. • Actively engage in group reading activities with purpose and understanding. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Assess the student's comprehension and understanding of <i>The Day the Crayons Quit</i> by producing a writing sample. • Browse through the book again. • Students will draw an appropriate response to the prompt "Please don't quit, I need you when I want to draw a..." • Compile the writing samples into a classroom book. 	<p>Lesson: Lesson 1: Writing Journal/Handwriting Practice</p> <p>Instructional Focus: Students will increase their labeling and drawing, writing fluency, and reflective expression.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Students will write and draw in weekly journal activities using illustrations and writing to support their writing. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Model a lesson on the SmartBoard about illustrations telling a story and how labels help our writing. • Have students write in their journals once a week (e.g., Mondays). • Reinforce that illustrations are an important part of being an author and help convey their meaning. • Encourage labels in their work on an on-going basis. 	<p>Social Studies Alive! Lesson: Catch-Up</p> <p>Science Lesson: Lesson 9: Body Outlines</p> <p>Text:</p> <ul style="list-style-type: none"> • <i>Hooray for You: A Celebration of You-Ness</i> by Marianne Richmond • (Optional) <i>We Are All Alike, We Are All Different</i> by The Cheltenham Elementary School Kindergarteners. <p>Instructional Focus: Understand that all people have similarities and differences.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Identify similarities and differences between people. • Draw pictures and draw objects based on observations of themselves and physical characteristics. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Complete science body outlines, using information from all eight previous lessons to complete the figures appropriately (skin color, hair color, etc.). • Send body outlines home.

Springfield School District - Integrated Elementary Curriculum

Grade - K Unit - 2 7-Weeks/34-days Essential Question - What is a Community?

Week	Reading:	Writing:	Content Area: Responsive Classroom
Week 1	<p>Library Book: Pumpkin Heads by Wendell Minor</p> <p>Wilson Lessons: Scope and Sequence</p> <p>Poetry Book: none</p> <p>Lesson: Lesson 1: Behaviors</p> <p>Text:</p> <ul style="list-style-type: none"> <u>The Way I Act</u> by Janaan Cain <p>Instructional Focus: Students will continue to understand appropriate behavior towards others.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> Follow the words from left to right moving from the top to the bottom. Answer questions about key details in a text and with guidance and support cite the details in the text. Share and discuss the way in which the illustrations and words work together to tell the story. Actively participate in a collaborative conversation focused on a specific text. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> Read <u>The Way I Act</u>. To follow up from the first six weeks of school and Responsive Classroom initiatives, hold a class discussion about the behaviors identified in this story. Discuss the way in which the illustrations work with the text and behaviors. 	<p>Lesson: Lesson 1: Writing Journals/Handwriting Practice</p> <p>Instructional Focus: Students will increase their labeling and drawing, writing fluency, and reflective expression.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> Students will write and draw in weekly journal activities using illustrations and writing to support their writing. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> Have students write in their journals once a week (e.g., Mondays). Reinforce that illustrations are an important part of being an author and help convey their meaning. Encourage labels in their work on an on-going basis. Begin the writing journal using picture-only pages. <p>Lesson: Lesson 2: Top and Bottom</p> <p>Text:</p> <ul style="list-style-type: none"> <u>Tops and Bottoms</u> by Janet Stevens <u>Step-by-Step: Writing Lessons from K-1</u> by Scholastic <p>Instructional Focus: Understand that writing has directionality from top to bottom.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> Demonstrate understanding of top to bottom directionality when writing. Share and discuss the process of writing/pre-writing activities. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> Complete Mini Lesson 20: Top and Bottom from the Step-by-Step teacher manual. Read <u>Tops and Bottoms</u>, discussing the differences between the top and bottom of a page. Have the students complete the worksheet about using lines top to bottom and moving from the top to the bottom of the page. Reinforce the directionality of writing in weekly journal writing activities. 	<p>Social Studies Lesson: Lesson 1: What is a Family</p> <p>Text:</p> <ul style="list-style-type: none"> <u>Social Studies Alive! Big Book</u>, Chapter 2, Pages 6-9. <p>Instructional Focus: Students are able to identify characteristics of a family and family unit.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> Share and discuss similarities and differences among families. Share and discuss individual family roles, wants, needs, and choices (fairness and diversity). <p>Activities/Lessons:</p> <ul style="list-style-type: none"> Read Chapter 2 in the social studies big book. Discuss similarities and differences between families. Think-pair-share ideas about different families roles and choices. Complete the writing and drawing frame about their own family, drawing pictures and labeling their family members.

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Grade - K Unit - 2 7-Weeks/34-days **Essential Question - What is a Community?**

Week	Reading:	Writing:	Content Area: RC, Social Studies, Science
Week 2	<p>Library Book: Fall Mixed Up by Bob Raczka or <u>We're Going on a Ghost Hunt</u> by: Marcia Vaughn</p> <p>Poetry Book:</p> <ul style="list-style-type: none"> Stop and Go <p>Wilson: Scope and Sequence</p> <p>Lesson: Lesson 2: Selection of family read-alouds</p> <p>Text:</p> <ul style="list-style-type: none"> <u>We All Have Different Families</u> by Melissa Higgins. <u>The Family Book</u> by Todd Parr <u>Me and My Family Tree</u> by Joan Sweeney <p>Instructional Focus: Students will make connections between their families, classmates, and the characters in the stories.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> Identify the characters and setting of a story and with guidance and support cite the details in the text. Actively participate in a collaborative conversation focused on a specific text. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> Throughout the week, read a selection of books focused on families and family dynamics. Perform a shared read of these books, especially discussing characters and family members.. 	<p>Lesson: Lesson 1: Writing Journal/Handwriting Practice</p> <p>Instructional Focus: Students will increase their labeling and drawing, writing fluency, and reflective expression.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> Students will write and draw in weekly journal activities using illustrations and writing to support their writing. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> Model a lesson on the SmartBoard about illustrations telling a story and how labels help our writing. Have students write in their journals once a week (e.g., Mondays). Reinforce that illustrations are an important part of being an author and help convey their meaning. Encourage labels in their work on an on-going basis. Begin the writing journal using picture-only pages. <p>Lesson: Lesson 3: Left to Right Directionality</p> <p>Text:</p> <ul style="list-style-type: none"> <u>Red Light, Green Light</u> by Anastascia Suen Stop and Go Poem (Poetry Book) <u>Step-by-Step: Writing Lessons from K-1</u> by Scholastic <p>Instructional Focus: Understand that as they right, their hand moves across the page from left to right.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> Demonstrate understanding of left-to-right directionality. Share and discuss the process of writing/pre-writing activities. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> Complete Mini Lesson 21: Left and Right. Read <u>Red Light, Green Light</u> or Re-read the poem "Stop and Go" from the Kindergarten Poetry Book. Have the students complete the worksheet about writing on lines from left to right. Reinforce the directionality of writing in weekly journal writing activities. 	<p>Social Studies Alive! Lesson: Lesson 2: What is a Family? (Continued)</p> <p>Text:</p> <ul style="list-style-type: none"> <u>Families in Many Cultures</u> by Heather Adamson "Divorce" by BrainPopJr. (optional) <p>Instructional Focus: Students are able to identify characteristics of a family and family unit.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> Share and discuss individual family roles, wants, needs, and choices (fairness and diversity). Identify similar physical characteristics within families and cultures. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> Complete a T-Chart about ways families are the same and different. Read <u>Families in Many Cultures</u>. <ul style="list-style-type: none"> Add new information and ideas to the T-Chart. Discuss physical characteristics of families and cultures. Have children share characteristics of their culture in class discussion. Watch "Divorce" by BrainPopJr. <p>Vocabulary:</p> <ul style="list-style-type: none"> culture

Springfield School District - Integrated Elementary Curriculum

Grade - K Unit - 2 7-Weeks/34-days Essential Question - What is a Community?

Week	Reading:	Writing:	Content Area: RC, Social Studies, Science
<p>Week 3 (2 wks)</p>	<p>Library Book:</p> <ul style="list-style-type: none"> • <u>T'was the Night Before Thanksgiving</u> by Dav Pilkey <p>Poetry Book:</p> <ul style="list-style-type: none"> • On the Map <p>Wilson: Scope and Sequence</p>	<p>Lesson: Lesson 1: Writing Journals/Handwriting Practice</p> <p>Instructional Focus: Students will increase their labeling and drawing, writing fluency, and reflective expression.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Students will write and draw in weekly journal activities using illustrations and writing to support their writing. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Model a lesson on the SmartBoard about illustrations telling a story and how labels help our writing. • Have students write in their journals once a week (e.g., Mondays). • Reinforce that illustrations are an important part of being an author and help convey their meaning. • Encourage labels in their work on an on-going basis. • Begin the writing journal using picture-only pages. <p>Lesson: Lesson 3: Helping Others</p> <p>Text:</p> <ul style="list-style-type: none"> • <u>The Little Engine that Could</u> by Watty Piper <p>Instructional Focus: Students will begin to understand ways in which they can help others. Students will participate in interactive writing to demonstrate left to right, top to bottom, directionality and spacial awareness.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of left-to-right, top-to-bottom directionality when writing. • Students will be able to identify capitalization. 	<p>Social Studies Alive! Lesson: Lesson 3: How Do I Get Along With Others?</p> <p>Text:</p> <ul style="list-style-type: none"> • <u>Social Studies Alive! Big Book</u>, Chapter 3, Pages 10-13. • <u>Social Studies Alive! Manual</u> <p>Instructional Focus: Students are able to understand that talking helps us get along with others.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Identify how students can work together and engage as friends. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Complete the SmartNotebook file for Lesson 3 How do I get along with others? <ul style="list-style-type: none"> ○ Recite situations about getting along and not getting along. ○ Have students give a thumbs up or thumbs down about whether the children are getting along or not ○ Use a SmartBoard document with visuals of each situation to support their understanding. • Read Chapter 3 (Pages 10-13). <ul style="list-style-type: none"> ○ Point out the similarities and differences between the children's answers in portion 1 and the situations portrayed in the chapter. • Optional Follow up Activity- Complete the writing worksheet I can be a Good Friend where they draw/write how they can get along with others and be a good friend

**Week 3
(Cont.)**

Activities/Lessons:

- Read The Little Engine that Could.
- Discuss how the text shows how the trains engines are or are not being a good friend
- Have the students perform a think-pair-share about ways they have helped others like the engine in the story.
- Complete an interactive writing activity where students are writing: I can help my friend.

Lesson:

Lesson 4: Sequencing Letters

Text:

- The Alphabet Keeper by: Mary Murphy
- Step-by-Step: Writing Lessons from K-1 by Scholastic

Instructional Focus: To enable students to spell simple words with more than one letter.

Student Objectives: students will be able to:

- Demonstrate understanding of left-to-right, top-to-bottom directionality when writing.
- Students will be able to identify capitalization.

Activities/Lessons:

- Read The Alphabet Keeper
- Complete Mini Lesson 22: Putting Letters Together to Make Words (from the Step-by-Step teacher manual).
- Using small word puzzles, have students build the word, write, and then illustrate the word in a provided template.

Springfield School District - Integrated Elementary Curriculum

Grade - K Unit - 2 7-Weeks/34-days Essential Question - What is a Community?

Week	Reading:	Writing:	Content Area: RC, Social Studies, Science
Week 4	<p>Library Book:</p> <ul style="list-style-type: none"> Let It Fall by Maryann Cocca-Leffler or <u>On the First Night of Hannukah</u> by: Cecily Kaiser (depending on when Thanksgiving is) <p>Poetry Book:</p> <ul style="list-style-type: none"> It's a Small World <p>Wilson: Scope and Sequence</p> <p>Lesson: Lesson 4: Friends at School</p> <p>Text:</p> <ul style="list-style-type: none"> <u>Friends at School</u> by Rochelle Bennett <p>Instructional Focus: To compare and contrast activities and friendships between different situations.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> Demonstrate knowledge of one-to-one correspondence of words (spoken, written, separation). Actively participate in a collaborative conversation focused on a specific text. Compare and contrast the experience of characters in stories. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> Read <u>Friends at School</u> by Rochelle Bennett. Complete a Venn diagram comparing the experiences of the children in the book with those at our school. Children can complete their own worksheet with pictures or words, depending on their ability. 	<p>Lesson: Lesson 1: Writing Journals/Handwriting Practice</p> <p>Instructional Focus: Students will increase their labeling and drawing, writing fluency, and reflective expression.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> Students will write and draw in weekly journal activities using illustrations and writing to support their writing. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> Model a lesson on the SmartBoard about illustrations telling a story and how labels help our writing. Have students write in their journals once a week (e.g., Mondays). Reinforce that illustrations are an important part of being an author and help convey their meaning. Encourage labels in their work on an on-going basis. <p>Lesson: Lesson 5: Labels and What They Look Like</p> <p>Text:</p> <ul style="list-style-type: none"> Growing Vegetable Soup by Lois Ehlert <u>Step-by-Step: Writing Lessons from K-1</u> by Scholastic <p>Instructional Focus: Students will be able to use basic labels when writing or drawing.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> Share and discuss the process of writing/drafting activities: collaborative writing activity. Students will be able to identify, and with guidance and support, recognize and correct the misuse of: capitalization and endmarks. 	<p>Social Studies Lesson: Lesson 4: How do I Make New Friends?</p> <p>Text:</p> <ul style="list-style-type: none"> <u>Social Studies Alive! Big Book</u>, Chapter 4, Pages 14-17. "Friends" Brainpop Jr(embedded in smartboard file) <p>Instructional Focus: Students are able to identify characteristics of a friend.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> Identify how students can work together and engage as friends. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> Complete the SmartNotebook file for Lesson 4: How do I make new friends? Read Chapter 4 in the social studies book (pages 14-17). <ul style="list-style-type: none"> Point out similarities between the children's ideas and the text. Add any ideas if you need to. <p>Vocabulary:</p> <ul style="list-style-type: none"> Friend shy

**Week 4
(Cont.)**

Activities/Lessons:

- Discuss what a label is.
- Have the children label you (the teacher) with post-it notes until your body is covered with words identifying the parts of your body.
- Complete Mini-Lesson 23: What are Labels, and What Do They Look Like? From Step-by-Step Writing Lessons from K-1.
 - Read Eating the Alphabet Lois Ehlert.
- Complete a whole-group writing activity of drawing and labeling a picture (chart paper).
- Complete a “girl” or “boy” labeling worksheet for their writing folder. Labeling packets can then be put in the writing station for literacy stations.

Springfield School District - Integrated Elementary Curriculum

Grade - K Unit - 2 7-Weeks/34-days Essential Question - What is a Community?

Week	Reading:	Writing:	Content Area: RC, Social Studies, Science
Week 5	<p>Library Book:</p> <ul style="list-style-type: none"> • <u>My First Kwanzaa</u> by Karen Katz or <u>On the First Night of Hannukah</u> by: Cecily Kaiser <p>Poetry Book:</p> <ul style="list-style-type: none"> • The Muffin Man <p>Wilson: Scope and Sequence</p> <p>Lesson: Lesson 5: Close Read Lesson 1 (Cold Read)</p> <p>Text:</p> <ul style="list-style-type: none"> • <u>Chester Raccoon and the Big Bad Bully</u> by Audrey Penn. <p>Instructional Focus: Listen for and identify unknown words in a read aloud.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Answer questions about key details in a text and with guidance and support, cite details in the text. • Share and discuss the way in which the illustrations and words work together to tell the story. • Actively engage in group reading activities with purpose and understanding. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Perform a cold read of the text <u>Chester Raccoon and the Big Bad Bully</u> by Drew Daywalt. • Establish and share the Essential Question of the story, which is “What is the Problem and Solution for the story?” • After the cold read, have students discuss with a partner one or two of their unknown words. • Have them share these unknown words and mark them with a sticky in the book (making sure you cover all five words from 	<p>Lesson: Lesson 1: Writing Journals/Handwriting Practice</p> <p>Instructional Focus: Students will increase their labeling and drawing, writing fluency, and reflective expression.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Students will write and draw in weekly journal activities using illustrations and writing to support their writing. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Model a lesson on the SmartBoard about illustrations telling a story and how labels help our writing. • Have students write in their journals once a week (e.g., Mondays). • Reinforce that illustrations are an important part of being an author and help convey their meaning. • Encourage labels in their work on an on-going basis. <p>Lesson: Lesson 6: Labeling the Classroom</p> <p>Text:</p> <ul style="list-style-type: none"> • <u>Step-by-Step: Writing Lessons from K-1</u> by Scholastic <p>Instructional Focus: Create labels for objects in the classroom.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Share and discuss the process of writing/drafting activities: collaborative writing activity. • Students will be able to identify, and with guidance and support, recognize and correct the misuse of: capitalization and endmarks. 	<p>Social Studies Lesson: Lesson 5: How do I Solve Problems with Others?</p> <p>Text:</p> <ul style="list-style-type: none"> • <u>Social Studies Alive! Big Book</u>, Chapter 5, Pages 18-21. • “Bullying” by BrainPopJr. <p>Instructional Focus: Students will discover the importance of learning how to solve problems.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Identify and use a variety of problem solving solutions for handling conflict in the classroom, school, and community (I messages, social stories/scripts, compromise, forget about it...). <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Complete the SmartNotebook file for Lesson 5: How do I solve problems with others? • Read Chapter 5 from Social Studies Alive big book • Watch “Bullying” on Brainpop Jr <p>Vocabulary:</p> <ul style="list-style-type: none"> • Friend • shy

Week 5 (Cont.)	TDQ 2's lesson). <ul style="list-style-type: none">○ Gloomy○ Shuffled○ Gazed○ Trembling○ Confident	Activities/Lessons: <ul style="list-style-type: none">● Complete Mini-Lesson 26: We Can Label Things in Our Classroom, from <u>Step-by-Step Writing Lessons from K-1</u>.● Discuss the importance of using labels for objects.● Have students go on a scavenger hunt to find objects in the room and create a label and picture to hang on the classroom objects (e.g., chair, clock, whiteboard, etc.).● They can write the first letter of the word or the whole word on the label● Hang the environmental print signs around the classroom.	
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Springfield School District - Integrated Elementary Curriculum

Grade - K Unit - 2 7-Weeks/34-days Essential Question - What is a Community?

Week	Reading:	Writing:	Content Area: RC, Social Studies, Science
<p><i>Week 6 (Spread over two weeks due to holidays)</i></p>	<p>Library Book:</p> <ul style="list-style-type: none"> • <u>My First Kwanzaa</u> or • <u>On the First Night of Hanukkah</u> by Cecily Kaiser • <u>How to Catch an Elf</u> by: Adam Wallace and Andy Elkerton <p>Poetry Book:</p> <ul style="list-style-type: none"> • Mary Had a Little Lamb • Hanukkah <p>Wilson: Scope and Sequence</p> <p>Lesson: Lesson 6: Close Reading Lesson 2 (Vocabulary)</p> <p>Text:</p> <ul style="list-style-type: none"> • <u>Chester Raccoon and the Big Bad Bully</u> by Audrey Penn <p>Instructional Focus: Successfully identify the meaning of vocabulary words from a story.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Answer questions about key details in a text and with guidance and support, cite details in the text. • Share and discuss the way in which the illustrations and words work together to tell the story. • Actively engage in group reading activities with purpose and understanding. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Display chart or Smart Board document of vocabulary words: <ul style="list-style-type: none"> ○ Gloomy ○ Shuffled ○ Gazed ○ Trembling ○ Confident • Display photographs of each vocabulary word and add in a small movement or gesture for better understanding, if needed. • On the Smart Board, match the photographs to the vocabulary words and their meanings. • Have the students complete the Vocabulary worksheet, identifying and illustrating the words covered. 	<p>Lesson: Lesson 1: Writing Journals/Handwriting Practice</p> <p>Instructional Focus: Students will increase their labeling and drawing, writing fluency, and reflective expression.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Students will write and draw in weekly journal activities using illustrations and writing to support their writing. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Model a lesson on the SmartBoard about illustrations telling a story and how labels help our writing. • Have students write in their journals once a week (e.g., Mondays). • Reinforce that illustrations are an important part of being an author and help convey their meaning. • Encourage labels in their work on an on-going basis. 	<p>Social Studies Lesson: Lesson 6: Winter Holidays</p> <p>Text:</p> <ul style="list-style-type: none"> • <u>Hooray for the Holidays</u> by Catherine Hapka • “Winter Holidays” by BrainPopJr. <p>Instructional Focus: Understand that many people have different customs and beliefs.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Identify different holidays and explain how different cultures celebrate holidays. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Children will visit different classrooms (rotations) to learn about the three major winter holidays (Kwanzaa, Hanukkah, and Christmas). • Each classroom will have an activity or craft centered around the different holidays. • Watch “Winter Holidays” on BrainPopJr.

Springfield School District - Integrated Elementary Curriculum

Grade - K Unit - 2 7-Weeks/34-days Essential Question - What is a Community?

Week	Reading:	Writing:	Content Area: RC, Social Studies, Science
Week 7	<p>Library Book:</p> <ul style="list-style-type: none"> • <u>Snowmen at Night</u> by Caralyn and Mark Buehner <p>Poetry Book:</p> <ul style="list-style-type: none"> • Twinkle Twinkle Little Star <p>Wilson: Scope and Sequence</p> <p>Lesson: Lesson 7: Close Reading Lesson 3 (Text-Dependent Questions)</p> <p>Text:</p> <ul style="list-style-type: none"> • <u>Chester Raccoon and the Big Bad Bully</u> by Audrey Penn <p>Instructional Focus: Identify the problem and solution in the story.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Answer questions about key details in a text and with guidance and support, cite details in the text. • Share and discuss the way in which the illustrations and words work together to tell the story. • Actively engage in group reading activities with purpose and understanding. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Discuss the Essential Question: <ul style="list-style-type: none"> ○ What is the problem and solution within our story? <ul style="list-style-type: none"> ■ What is a problem? ■ What is solution? • Lead a class discussion using appropriate TDQs (making sure to mark the book and their origins appropriately)...(see Close Read Lesson Plans). <p>Vocabulary:</p> <ul style="list-style-type: none"> • Problem 	<p>Lesson: Lesson 1: Writing Journals/Handwriting Practice</p> <p>Instructional Focus: Students will increase their labeling and drawing, writing fluency, and reflective expression.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Students will write and draw in weekly journal activities using illustrations and writing to support their writing. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Model a lesson on the SmartBoard about illustrations telling a story and how labels help our writing. • Have students write in their journals once a week (e.g., Mondays). • Reinforce that illustrations are an important part of being an author and help convey their meaning. • Encourage labels in their work on an on-going basis. <p>Lesson: Lesson 8: Making Resolutions</p> <p>Text:</p> <ul style="list-style-type: none"> • <u>Miffy's Happy New Year</u> by Dick Bruna <p>Instructional Focus: Successfully creating and writing about their visualizations and resolutions.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Actively engage in group reading activities with purpose and understanding. • With guidance and support, using drawing, dictating and writing, compose a short narrative that conveys a complete thought. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Read Miffy's Happy New Year by Dick Bruna. 	<p>Social Studies Alive! Lesson: Lesson 7: What is in My Neighborhood?</p> <p>Text:</p> <ul style="list-style-type: none"> • <u>Social Studies Alive! Big Book</u>, Chapter 7, Pages 26-29. • Discovery Education Video "All About Neighborhoods." <p>Instructional Focus: Students will identify three key characteristics of a neighborhood.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Identify and locate, on a map (paper or electronic), the classroom and school community, neighborhood, town, state, country, etc. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Using a web map on the Smart Board, brainstorm the characteristics of a neighborhood, filling in the circles with items found. • Read Chapter 7 in the Social Studies Big Book (pages 26-29). • Watch "All About Neighborhoods" video. • Return to the web map and add any additional items to the brainstorming list.

Week 7 (Cont.)	<ul style="list-style-type: none">● Solution	<ul style="list-style-type: none">○ Mark stopping points to stop and visualize what is happening.○ Using a four-square, have them draw their visualizations at each stopping point.● Brainstorm resolutions that would be appropriate for behavior change.● Create a party hat or balloon to write their resolutions on.● Share their illustrations and writing with the class.	
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Springfield School District - Integrated Elementary Curriculum

Grade - K Unit - 2 7-Weeks/34-days Essential Question - What is a Community?

Week	Reading:	Writing:	Content Area: Responsive Classroom
Week 8	<p>Library Book: <u>Snowmen At Work</u> by Caralyn and Mark Buehner</p> <p>Wilson Lessons: Scope and Sequence</p> <p>Poetry Book:</p> <ul style="list-style-type: none"> The People in Your Neighborhood <p>Lesson: Lesson 8: Close Reading Lesson 4 (Cumulative Writing Activity)</p> <p>Text:</p> <ul style="list-style-type: none"> <u>Chester the Raccoon and the Big Bully</u> by Audrey Penn <p>Instructional Focus: Students will draw or write a story about being kind to a friend.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> Answer questions about key details in a text and with guidance and support, cite details in the text. Share and discuss the way in which the illustrations and words work together to tell the story. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> Browse through the book again. Students will draw or draw/write a story of them being kind to a friend (using one of two writing prompts). 	<p>Lesson: Lesson 1: Writing Journals/Handwriting Practice</p> <p>Instructional Focus: Students will increase their labeling and drawing, writing fluency, and reflective expression.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> Students will write and draw in weekly journal activities using illustrations and writing to support their writing. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> Have students write in their journals once a week (e.g., Mondays). Reinforce that illustrations are an important part of being an author and help convey their meaning. Encourage labels in their work on an on-going basis. Begin the writing journal using picture-only pages. <p>Lesson: Lesson 9: Community Helpers</p> <p>Text:</p> <ul style="list-style-type: none"> <u>Clothesline Clues to Jobs People Do</u> by Kathryn Heling <p>Instructional Focus: Understand the role of community helpers in neighborhoods.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> Share and discuss the process of writing/drafting activities: collaborative writing activity (interactive writing or language experience approach) dictated drafts. With guidance and support, using drawing, dictating, and writing, compose a short narrative about a person in the community that conveys a complete thought and includes a clear subject (who), a single event 	<p>Social Studies Alive! Lesson: Lesson 8: What Does My Neighborhood Look Like?</p> <p>Text:</p> <ul style="list-style-type: none"> <u>Social Studies Alive! Big Book</u>, Chapter 7, Pages 26-29. “Homes” by BrainPopJr. “Neighborhoods, Understanding Where We Live” on Discovery Education. <p>Instructional Focus: Students will create a replica of our community.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> Identify and describe different elements of the neighborhood community (parks, transportation, buildings, businesses, government buildings, community helpers, etc.). <p>Activities/Lessons:</p> <ul style="list-style-type: none"> Revisit Chapter 7 of the Social Studies Big Book (pages 26-29). Watch “Homes” by BrainPopJr. <ul style="list-style-type: none"> Discuss different styles of homes you could find in the Springfield and Morton communities. Throughout the week, create homes, businesses, vehicles, and other community objects to make a replica of our community. Watch “Neighborhoods, Understanding Where We Live” on Discovery Education. Hang the objects together to simulate the city.

<p>Week 8 (Cont.)</p>		<p>(what), and an appropriate sentence.</p> <p><u>Activities/Lessons:</u></p> <ul style="list-style-type: none">● Read Clothesline Clues to Jobs People Do, stopping to discuss the jobs and clothing portrayed in the book.● Complete a short writing piece about what community helper they would like to be when they grow up.<ul style="list-style-type: none">○ Remind them to focus on “who,” “what they would do,” and use an appropriate sentence in their story.● Illustrate their pictures.<ul style="list-style-type: none">○ Print the community helper hats and have them glue the appropriate one on their picture.	
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Springfield School District - Integrated Elementary Curriculum

Grade - K Unit - 2 7-Weeks/34-days Essential Question - What is a Community?

Week	Reading:	Writing:	Content Area: Responsive Classroom
Week 9	<p>Library Book: Martin Luther Jr., book</p> <p>Wilson Lessons: Scope and Sequence</p> <p>Poetry Book:</p> <ul style="list-style-type: none"> On the Map <p>Lesson: Lesson 10: Selection of community helper read-alouds</p> <p>Text:</p> <ul style="list-style-type: none"> <u>Let's Meet a Police Officer</u> by Gina Bellisario <u>People Work in Our Community</u> by Kathryn Scrapper <p>Instructional Focus: Students will make connections between helpers in their community and the characters in the books.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> Identify the characters and setting of a story and with guidance and support cite the details in the text. Actively participate in a collaborative conversation focused on a specific text. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> Throughout the week, read a selection of books focused on community helpers. Perform a shared read of these books, especially discussing characters different professions. 	<p>Lesson: Lesson 1: Writing Journals</p> <p>Instructional Focus: Students will increase their labeling and drawing, writing fluency, and reflective expression.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> Students will write and draw in weekly journal activities using illustrations and writing to support their writing. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> Have students write in their journals once a week (e.g., Mondays). Reinforce that illustrations are an important part of being an author and help convey their meaning. Encourage labels in their work on an ongoing basis. Begin the writing journal using picture-only pages. <p>Lesson 10: The Power of Yet</p> <p>Instructional Focus: Students will write and draw about a task they have mastered and one they have not mastered yet</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> Actively engage in group reading activities with purpose and understanding With guidance and support, using drawing, dictating, and writing, compose a short narrative that conveys a complete thought. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> Listen to <u>Sebastian's Roller Skates</u> on www.storylineonline.net. Discuss how the author used black and white pictures (when Sebastian had not yet mastered a skill) and colorful drawings (when he gained mastery and confidence). 	<p>Social Studies Alive! Lesson: Lesson 9: Where Am I In the World?</p> <p>Text:</p> <ul style="list-style-type: none"> <u>Social Studies Alive! Big Book</u>, Chapter 8, Pages 30-33. <u>Social Studies Alive! Big Book</u>, Chapter 9, Pages 34-37. "Reading Maps" on BrainPopJr. <p>Instructional Focus: Students will learn about where they live in relation to the world.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> Identify and locate, on a map (paper or electronic), the classroom and school community, neighborhood, town, state, country, etc. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> Read Chapters 8 and 9 in the Social Studies Big Book (pages 30-37). Watch "Reading Maps" on BrainPopJr. Model completing the worksheet "Reading a Map" on the Smart Board, showing them the map reading skills and how to mark the page.

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| | | <ul style="list-style-type: none">• Complete a writing piece about something the students can do and something they cannot do, YET, emphasizing the power of the word YET.• Share their illustrations and writing with the class.• Optional follow up: Read and discuss <u>Giraffes Can't Dance</u> by: Giles Andreae, YouTube Sesame Street: Power of Yet | |
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Springfield School District - Integrated Elementary Curriculum

Grade: K Unit 3

Weeks: 9

Essential Question: *How can problems be solved?*

<u>Week/ dates</u>	<u>Reading Focus:</u>	<u>Writing Focus:</u>	<u>Content Area Focus:</u> Science
Week 1	<p><u>Library Book:</u> <i>Snowmen all Year</i> by Caralyn and Mark Buehler</p> <p><u>Wilson Lessons:</u> Scope and Sequence</p> <p><u>Poetry Book:</u></p> <ul style="list-style-type: none"> • The Period 	<p><u>Lesson:</u> Lesson 1: Writing Journals</p> <p><u>Instructional Focus:</u> Students will increase their labeling and drawing, writing fluency, and letter formation.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> • Identify and demonstrate appropriate use of writing tools. • Differentiate between lowercase and uppercase letters. • Share and discuss the process of writing/pre-writing activities. <p><u>Activities/Lessons:</u></p> <ul style="list-style-type: none"> • Using the handwriting journal (in the order the Wilson letters are introduced), begin to practice lowercase letters and writing conventions. <p><u>Lesson:</u> Lesson 2: Explore Sentence Punctuation</p> <p><u>Text:</u></p> <ul style="list-style-type: none"> • The Napping House by Audrey Wood • Step-by-Step: Writing Lessons from K-1 by Scholastic • Video: “The Punctuation People: Don Period” on YouTube. <p><u>Instructional Focus:</u> Students will understand when to use a period at the end of a telling sentence.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> • Students will be able to identify, correctly use, and with guidance and support, recognize and correct the misuse of endmarks. • Independently write a complete (subject and predicate) beginning with a capital letter and ending with an endmark. <p><u>Activities/Lessons:</u></p> <ul style="list-style-type: none"> • Complete Mini Lesson 54: We Use Periods at the End of Telling Sentences from the Step-by-Step teacher manual. • Read The Napping House, highlighting the use of endmarks. 	<p><u>Science Lesson:</u> Lesson 1: Musical Locations</p> <p><u>Text:</u></p> <ul style="list-style-type: none"> • “Preposition Rap” by Flocabulary • Where Is It? Is It Moving? by Delta Education, Pages 2-8. • STC Curriculum Teacher Edition; Lesson 1, Part A, Pages 3-4. • “Scientific Method” by BrainPopJr. <p><u>Instructional Focus:</u> Students will be able to describe their positions compared to each other.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> • Ask and answer questions before, during and after conducting simple investigations. • Using a science journal, draw pictures and label objects based on observations. <p><u>Activities/Lessons:</u></p> <ul style="list-style-type: none"> • Play “Preposition Rap” by Flocabulary. • Read Pages 2-8 in Where Is It? Is It Moving? • Complete Lesson 1, Part A (pages 3-4), in STC Curriculum Teacher Edition (Musical Locations). • Complete Activity Sheet Lesson 1, A-1 in the Science Notebook. • Watch “Scientific Method” by BrainPopJr. • Maintain science vocabulary and science word wall throughout the unit. <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Position • Motion

- Watch “The Punctuation People: Don Period” on YouTube.
- Reinforce the use of endmarks in ongoing journal writing.

Lesson:

Lesson 3: Informational Writing

Text:

- All You Need for a Snowman by Alice Shertle
- Snowballs by Lois Ehlert
- “How To-Essay” by BrainPopJr.

Instructional Focus: Students will successfully write an informational piece about making snowmen using mentor text as inspiration.

Student Objectives: students will be able to:

- Spell simple words phonetically.
- With guidance and support, using drawing, dictating, and writing, compose a short informational piece that conveys a complete thought and includes: a single topic, related details, and appropriate sequencing.

Activities/Lessons:

- Watch “How To-Essay” on BrainPopJr. (stop after first sample).
- Read All You Need for a Snowman by Alice Shertle or Snowballs by Lois Ehlert, discussing the steps needed to build a snowman.
- Create a three-flap book about making a snowman.
 - Fold a single piece of paper in half lengthwise and cut the top into three flaps (pre-cut for students).
 - Model the steps for a snowman with simple illustrations:
 - First: Roll 3 balls
 - Next: Stack the balls
 - Last: Decorate the snowman
 - Have students write words or sentences to accompany their illustrations using scientific unit vocabulary words.

Springfield School District - Integrated Elementary Curriculum

Grade: K Unit 3

Weeks: 9

Essential Question: *How can problems be solved?*

<u>Week/ dates</u>	<u>Reading Focus:</u>	<u>Writing Focus:</u>	<u>Content Area Focus:</u>
Week 2	<p>Library Book: <u>Groundhog's Day Off</u> by Robb Pearlman or <u>My First Chinese New Year</u> by: Karen Katz</p> <p>Poetry Book:</p> <ul style="list-style-type: none"> • Three Blind Mice <p>Wilson: Scope and Sequence</p>	<p>Lesson: Lesson 1: Writing Journals</p> <p>Instructional Focus: Students will increase their labeling and drawing, writing fluency, and reflective Expression.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Students will write and draw in weekly journal activities using illustrations and writing to support their writing. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Have students write in their journals once a week. • Reinforce that illustrations are an important part of being an author and help convey their meaning. • Encourage labels in their work on an on-going basis. <p>Lesson: Lesson 4: Explore Sentence Punctuation</p> <p>Text:</p> <ul style="list-style-type: none"> • <u>Is Your Mama a Llama?</u> by Deborah Guarino • Step-by-Step: Writing Lessons from K-1 by Scholastic • "The Punctuation People: Question Markowitz" on YouTube. <p>Instructional Focus: Students will understand when to use a question mark at the end of an asking Sentence.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Students will be able to identify, correctly use, and with guidance and support, recognize and correct the misuse of endmarks. • Independently write a complete (subject and predicate) beginning with a capital 	<p>Science Lesson: Lesson 2: Motion Walk</p> <p>Text:</p> <ul style="list-style-type: none"> • <u>Motion</u> by Darlene Stille • "Making Observations" by BrainPopJr. • "Gravity" video by Flocabulary. • <u>STC Curriculum Teacher Edition</u>; Lesson 1, Part B, Pages 6-7. <p>Instructional Focus: Observe and record different kinds of motion.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Share and discuss the terms direction and speed. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Watch "Making Observations" by BrainPopJr. • Complete Lesson 1, Part B (pages 6-7), in <u>STC Curriculum Teacher Edition</u> (Motion Walk). • Read <u>Motion</u>. <ul style="list-style-type: none"> ○ Return to the chart and add new information from the story, if applicable. • Complete Activity Sheet Lesson 1, B1 in the student notebook. • Maintain science vocabulary and science word wall throughout the unit. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Direction • Speed <p>Science Lesson: Lesson 3: Comparing Balls</p> <p>Text:</p> <ul style="list-style-type: none"> • "Gravity" by BrainPopJr. • <u>Forces at Play</u> by Lisa Benjamin <p>Instructional Focus: Students are able to compare and contrast different characteristics of balls and their size/weight/motion.</p>

letter and ending with an endmark.

Activities/Lessons:

- Complete Mini Lesson 55: We Use Question Marks at the End of Questioning Sentences.
- Read Is Your Mama a Llama?, focusing on the question marks at the end of sentences.
- Watch “The Punctuation People: Question Markowitz” on YouTube.
- Reinforce the use of question marks in ongoing journal writing.
- (Optional) SmartBoard document to slide the correct punctuation to a sentence.

Student Objectives: students will be able to:

- Sort balls based on properties and features and explain their reasoning.
- Using a science journal, draw pictures and label objects based on observations.
- Share and discuss the cause and effect of gravity.

Activities/Lessons:

- Read Forces at Play .
- Using a sample of balls of differences sizes and weights, conduct a simple experiment comparing:
 - Size
 - Weight
 - Bounciness
 - Ability to roll
- Students will record their findings into the student notebook, page “Comparing Balls.”
- Discuss the findings and surprises from the experiments.
- Maintain science vocabulary and science word wall throughout the unit.

Vocabulary:

- Gravity
- Ball
- Roundness
- Bounce
- Weight
- Experiment
- Work
- Force

Springfield School District - Integrated Elementary Curriculum

Grade: K Unit 3

Weeks: 9

Essential Question: *How can problems be solved?*

Week/ dates	<u>Reading Focus:</u>	<u>Writing Focus:</u>	<u>Content Area Focus:</u>
Week 3	<p><u>Library Book:</u></p> <ul style="list-style-type: none"> • 100th Day Worries by Margery Cuyler <p><u>Poetry Book:</u></p> <ul style="list-style-type: none"> • Catch-up <p><u>Wilson:</u> Scope and Sequence</p>	<p><u>Lesson:</u> Lesson 1: Writing Journals</p> <p><u>Instructional Focus:</u> Students will increase their labeling and drawing, writing fluency, and reflective expression.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> • Students will write and draw in weekly journal activities using illustrations and writing to support their writing. <p><u>Activities/Lessons:</u></p> <ul style="list-style-type: none"> • Have students write in their journals once a week. • Reinforce that illustrations are an important part of being an author and help convey their meaning. • Encourage labels in their work on a on-going basis. <p><u>Lesson:</u> Lesson 5: Exclamation Marks</p> <p><u>Text:</u></p> <ul style="list-style-type: none"> • No, David! by David Shannon • I Like Me by Nancy Carlson • Step-by-Step: Writing Lessons from K-1 by Scholastic • “The Punctuation People: Ms. Exclamation,” on YouTube. <p><u>Instructional Focus:</u> Students will understand when to use an exclamation mark at the end of a command sentence or to show excitement.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of left-to-right, top-to-bottom directionality when writing. • Students will be able to identify capitalization. <p><u>Activities/Lessons:</u></p>	<p><u>Science Lesson:</u> Lesson 4: Moving Along</p> <p><u>Text:</u></p> <ul style="list-style-type: none"> • Move It! by Adrienne Mason (pages 6-7). • Where Is It? Is It Moving? • Delta Education, Chapter 2 (Pages 9-11). • STC Curriculum Teacher Edition; Lesson 2, Part A, Pages 23-24. <p><u>Instructional Focus:</u> Students are able to understand that different types of movement including rolling, bouncing, spinning and sliding.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> • Using a science journal, draw pictures and label objects based on observations of movement. <p><u>Activities/Lessons:</u></p> <ul style="list-style-type: none"> • Read pages 6-7 of Move It!, introducing the concept of movement. • Complete Lesson 2, Part A procedures 1 and 2 (page 23), in STC Curriculum Teacher Edition (Moving Along). • Read Chapter 2 of Where Is It? Is It Moving?, introducing them to further motion words such as fast, slowly, roll, slide, etc. • Complete Lesson 2, Part A (page 24) in STC Curriculum Teacher Edition. • Complete Activity Sheet Lesson 2, A1 in the student notebook (Objects in Motion) • Maintain science vocabulary and science word wall throughout the unit. <p><u>Science Lesson:</u> <u>Lesson 5:</u> Moving with Charades</p> <p><u>Text:</u></p> <ul style="list-style-type: none"> • STC Curriculum Teacher Edition; Lesson 2, Part B, Pages 25-26. <p><u>Instructional Focus:</u> Students are able to understand that different types of movement</p>

		<ul style="list-style-type: none">• Complete Mini Lesson 56: We Use Exclamation Points to Show Excitement (from the Step-by-Step teacher manual).• Read No, David! or I Like Me focusing on the exclamation marks at the end of sentences.• Watch “The Punctuation People: Ms Exclamation” on YouTube.• Reinforce the use of exclamation marks in ongoing journal writing.• (Optional) SmartBoard document to slide the correct punctuation to a sentence.	<p>including rolling, bouncing, spinning and sliding.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none">• Using a science journal, draw pictures and label objects based on observations of Movement. <p><u>Activities/Lessons:</u></p> <ul style="list-style-type: none">• Refer to motion chart completed in Lesson 2, discussing words that were used in that lesson.• Complete Lesson 2, Part B in STC Curriculum Teacher Edition (Moving With Charades), pages 25-26.• Complete Activity Sheet Lesson 2, B1 in the student notebook (My Favorite Motion).
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Springfield School District - Integrated Elementary Curriculum

Grade: K Unit 3

Weeks: 9

Essential Question: *How can problems be solved?*

Week/ dates	<u>Reading Focus:</u>	<u>Writing Focus:</u>	<u>Content Area Focus:</u>
Week 4	<p><u>Library Book:</u></p> <ul style="list-style-type: none"> Valentine Bears by Eve Bunting <p><u>Poetry Book:</u></p> <ul style="list-style-type: none"> I Love You <p><u>Wilson:</u> Scope and Sequence</p>	<p><u>Lesson:</u> Lesson 1: Writing Journals</p> <p><u>Instructional Focus:</u> Students will increase their labeling and drawing, writing fluency, and reflective Expression.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> Students will write and draw in weekly journal activities using illustrations and writing to support their writing. <p><u>Activities/Lessons:</u></p> <ul style="list-style-type: none"> Have students write in their journals once a week. Reinforce that illustrations are an important part of being an author and help convey their meaning. Encourage labels in their work on an on-going basis. 	<p><u>Science Lesson:</u> Lesson 6: Walking Along</p> <p><u>Text:</u></p> <ul style="list-style-type: none"> <u>STC Curriculum Teacher Edition</u>: Lesson 3, Part A, Pages 43-44. <p><u>Instructional Focus:</u> Students are able to understand that objects can speed up and slow down.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> Make observations about movement, velocity and speed. <p><u>Activities/Lessons:</u></p> <ul style="list-style-type: none"> Complete Lesson 3, Part A (pages 43-44), in <u>STC Curriculum Teacher Edition</u> (Walking Along). Make a t-chart labeled “fast” and “slow.” <ul style="list-style-type: none"> Record the times from the activity above. Discuss how they are walking the same distance though their speed is different. What was the longest time on each side of the chart. How did the time change when you moved faster (got shorter). Introduce the word “velocity” and revisit the vocabulary word “speed.” Maintain science vocabulary and science word wall throughout the unit. <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> Velocity <p><u>Science Lesson:</u> Lesson 7: Speed Outside</p> <p><u>Text:</u></p> <ul style="list-style-type: none"> <u>STC Curriculum Teacher Edition</u>; Lesson 3,

			<p>Part B, Pages 45-46.</p> <p><u>Instructional Focus:</u> Students are able to understand that objects can speed up and slow down.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> ● Make observations about movement, velocity and speed. <p><u>Activities/Lessons:</u></p> <ul style="list-style-type: none"> ● Complete Lesson 3, Part B (pages 45-46), in <u>STC Curriculum Teacher Edition</u> (Speed Outside). ● Discuss how objects move fast and slow at different times. <ul style="list-style-type: none"> ○ Work for understanding about how certain objects typically move (e.g., turtles move slowly, airplanes move quickly). ● During the lesson outside, have them fill out Activity Sheet Lesson 3, B1 (Speeds of Things Around Me), drawing a picture of something outside that they notice (something fast, something slow). ● Discuss their completed charts, and group things by fast/slow. ● Go through the motion photo cards and add them to the chart

Springfield School District - Integrated Elementary Curriculum

Grade: K Unit 3

Weeks: 9

Essential Question: *How can problems be solved?*

Week/ dates	Reading Focus:	Writing Focus:	Content Area Focus:
Week 5	<p><u>Library Book:</u></p> <ul style="list-style-type: none"> • Duck for President by Doreen Cronin <p><u>Poetry Book:</u></p> <ul style="list-style-type: none"> • The Money Song <p><u>Wilson:</u> Scope and Sequence</p>	<p><u>Lesson:</u> Lesson 1: Writing Journals</p> <p><u>Instructional Focus:</u> Students will increase their labeling and drawing, writing fluency, and reflective expression.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> • Students will write and draw in weekly journal activities using illustrations and writing to support their writing. <p><u>Activities/Lessons:</u></p> <ul style="list-style-type: none"> • Have students write in their journals once a week. • Reinforce that illustrations are an important part of being an author and help convey their meaning. • Encourage labels in their work on an on-going basis. 	<p><u>Science Lesson:</u> Lesson 8: Push It!</p> <p><u>Text:</u></p> <ul style="list-style-type: none"> • “Pushes and Pulls” by BrainPopJr. • Move It! by Adrienne Mason (pages 4-5, 8-9, 10-11). • Where Is It? Is It Moving? by Delta Education, Chapter 3 (Pages 12-19). <p><u>Instructional Focus:</u> Students are able to understand the impact of force (push/pull) on objects.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> • Share and discuss the cause and effect of force (push/pull). <p><u>Activities/Lessons:</u></p> <ul style="list-style-type: none"> • Watch “Push and Pull” by BrainPopJr. • Read Where Is It? Is It Moving? by Delta Education, Chapter 3. • Read Pages 4-5 of Move It! • Conduct the “Push It!” experiment on page 8-9 in the book Move It! <ul style="list-style-type: none"> ○ Discuss the results of the experiment, having children share what they noticed with their rug partners. • Read pages 10-11 of Move It! having the children identify the movements in the picture. • Complete the worksheet or Word Sort “Push or Pull.” <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Push • Pull <p><u>Science Lesson:</u> Lesson 9: Looking for Forces</p>

			<p><u>Text:</u></p> <ul style="list-style-type: none">• STC Curriculum Teacher Edition; Lesson 4, Part B, Pages 61-62. <p><u>Instructional Focus:</u> Students are able to classify force's effect as pushes or pulls.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none">• Share and discuss the cause and effect of force (push/pull). <p><u>Activities/Lessons:</u></p> <ul style="list-style-type: none">• Review the vocabulary: forces, push, and pull.• Complete Lesson 4, Part B (pages 61-62), in STC Curriculum Teacher Edition (Looking for Forces).<ul style="list-style-type: none">○ Choose a student, have them demonstrate push or pull without saying which they are acting out.○ Other children classify it as a push or pull (highlight that some things can be both pushing and pulling).○ Complete the Venn Diagram about pushes and pulls, adding their motions to the diagram as they are acted out and discussed.○ Use your motion cards to add more examples to the Venn Diagram.
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Springfield School District - Integrated Elementary Curriculum

Grade: K Unit 3

Weeks: 9

Essential Question: *How can problems be solved?*

Week/ dates	Reading Focus:	Writing Focus:	Content Area Focus:
Week 6	<p>Library Book:</p> <ul style="list-style-type: none"> • <u>I Can Read with My Eyes Shut</u> by Dr. Seuss <p>Poetry Book:</p> <ul style="list-style-type: none"> • Reader's Oath by Dr. Seuss <p>Wilson: Scope and Sequence</p> <p>Lesson: Lesson 1: Selection of Dr. Seuss read-alouds and activities for Read Across America Week</p> <p>Text:</p> <ul style="list-style-type: none"> • <u>Fox in Sox</u> by Dr. Seuss • <u>Green Eggs and Ham</u> by Dr. Seuss • <u>Wacky Wednesday</u> by Dr. Seuss • <u>The Lorax</u> by Dr. Seuss • <u>The Cat in the Hat</u> by Dr. Seuss • <u>Bartholomew and the Oobleck</u> by Dr. Seuss • Other books, as available <p>Instructional Focus: Students will explore stories from a single author to understand rhyming and text Similarities.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Identify and verbally extend rhyming patterns. • Identify and circle rhyming words in a poem or nursery rhyme. • Independently identify the first forty sight words in context. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Throughout the week, read a selection of books by Dr. Seuss, focusing on similarities in text and illustrations. • Complete reading, writing, word work, and listening activities utilizing the author's works. • Perform an extended shared read of a single text over a period of multiple days. • Visit and experience a live action play based on a Dr. Seuss text. • Fun Friday (optional): Make and explore Oobleck, a Non-Newtonian substance. 	<p>Lesson: Lesson 1: Writing Journals</p> <p>Instructional Focus: Students will increase their labeling and drawing, writing fluency, and reflective expression.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Students will write and draw in weekly journal activities using illustrations and writing to support their writing. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Have students write in their journals once a week. • Reinforce that illustrations are an important part of being an author and help convey their meaning. • Encourage labels in their work on an on-going basis. 	<p>Science Lesson: Lesson 10: Characteristics of Forces</p> <p>Text:</p> <ul style="list-style-type: none"> • <u>STC Curriculum Teacher Edition</u>; Lesson 4, Part C, Pages 63-64 <p>Instructional Focus: Students are able to identify and describe the strength and direction of forces.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Share and discuss the cause and effect of force (push/pull). <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Revisit the vocabulary word: direction. • Complete Lesson 4, Part C (pages 64-65), in <u>STC Curriculum Teacher Edition</u> (Characteristics of Forces). • Have them fill out Activity Sheet Lesson 4, C1 (Strength and Direction of Forces) in their journals, recording the force and direction on their balls of clay.

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Grade: K Unit 3

Weeks: 9

Essential Question: *How can problems be solved?*

<u>Week/ dates</u>	<u>Reading Focus:</u>	<u>Writing Focus:</u>	<u>Content Area Focus:</u>
<p>Week 7</p>	<p><u>Library Book:</u> <ul style="list-style-type: none"> ● Be Kind by: Pat Zietlow Miller </p> <p><u>Poetry Book:</u> <ul style="list-style-type: none"> ● Hickory Dickory Dock </p> <p><u>Wilson:</u> Scope and Sequence</p>	<p><u>Lesson:</u> Lesson 1: Writing Journals</p> <p><u>Instructional Focus:</u> Students will increase their labeling and drawing, writing fluency, and reflective expression.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> ● Students will write and draw in weekly journal activities using illustrations and writing to support their writing. <p><u>Activities/Lessons:</u></p> <ul style="list-style-type: none"> ● Have students write in their journals once a week (e.g., Mondays). ● Reinforce that illustrations are an important part of being an author and help convey their meaning. ● Encourage labels in their work on an on-going basis. 	<p><u>Science Lesson:</u> Lesson 11: Fast and Far</p> <p><u>Text:</u></p> <ul style="list-style-type: none"> ● <u>STC Curriculum Teacher Edition</u>; Lesson 5, Part A, Pages 73-74 ● <u>Roll, Slope and Slide</u> by Michael Dahl ● “Ramps, a Super-Simple Machine” Video on YouTube (Sci Show Kids). <p><u>Instructional Focus:</u> Students will relate changes in force to changes in speed.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> ● Using a science journal, draw pictures and label objects based on observations of movement (rolling & sliding). ● Share and discuss the cause and effect of incline (slope). <p><u>Activities/Lessons:</u></p> <ul style="list-style-type: none"> ● <u>Read Roll, Slope, and Slide</u> by Michael Dahl. <ul style="list-style-type: none"> ○ Read Pages 4-9 & 12-13 if pressed for time (or whole book, if possible). ○ Discuss concepts, as needed. ● Watch the video “Ramps, a Super-Simple Machine” on YouTube (Sci Show Kids). ● Complete Lesson 5, Part A (pages 73-74), in <u>STC Curriculum Teacher Edition</u> (Fast and Far). <ul style="list-style-type: none"> ○ Demonstrate how to set up a ramp. ○ Distribute a car to each group (about 4 kids per group). ○ Predict where the car will stop and mark where it actually stopped with a sticker. ○ Give them an additional book to stack their ramp higher. ○ Have them re-run the experiment with the higher ramp. ○ Discuss what happened when the ramp was at a higher incline. ● Complete Activity Sheet Lesson 5, A1 (Down the Ramp).

Vocabulary:

- Ramp
- Incline
- Steepness
- Height
- Variables
- Experiment
- Surface

Science Lesson:

Lesson 12: Make it Stop

Text:

- STC Curriculum Teacher Edition; Lesson 5, Part B, Pages 75-76
- Move It! by Adrienne Mason, pages 18-19, 28-29

Instructional Focus: Students will recognize that a force is required to stop a moving object.

Student Objectives: students will be able to:

- Using a science journal, draw pictures and label objects based on observations of movement & velocity.

Activities/Lessons:

- Read pages 18-19 & 28-29 in the book Move It! by Adrienne Mason.
- Complete Lesson 5, Part B (pages 75-76), in STC Curriculum Teacher Edition (Make it Stop).
- Remind them of the experiment in Part A, making the cars move down the ramp.
 - In groups, they will recreate their ramp, using an object from the room to make the car stop.
 - Draw their plan on Activity Sheet Lesson 5, B1 (Stopping a Car).
 - Test different objects and record what happened on the activity sheet.
 - Discuss results as a class, making sure to talk about force recoiling and pushing things over.
 - Are you using a push or a pull to stop your object?

Vocabulary (Review from Lesson 5, Part A)

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Grade: K Unit 3

Weeks: 9

Essential Question: *How can problems be solved?*

Week/ dates	<u>Reading Focus:</u>	<u>Writing Focus:</u>	<u>Content Area Focus:</u>
Week 8	<p>Library Book: <u>Leprechaun on the Loose</u> by Marcia Thornton Jones</p> <p>Poetry Book:</p> <ul style="list-style-type: none"> • Hot Cross Buns <p>Wilson Lessons: Scope and Sequence</p>	<p>Lesson: Lesson 1: Writing Journals</p> <p>Instructional Focus: Students will increase their labeling and drawing, writing fluency, and reflective expression.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Students will write and draw in weekly journal activities using illustrations and writing to support their writing. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Have students write in their journals once a week (e.g., Mondays). • Reinforce that illustrations are an important part of being an author and help convey their meaning. • Encourage labels in their work on an on-going basis. 	<p>Science Lesson: Lesson 13: Spinning in Circles</p> <p>Text:</p> <ul style="list-style-type: none"> • <u>STC Curriculum Teacher Edition</u>; Lesson 5, Part C, Pages 77-78 <p>Instructional Focus: Students will show that force can change the speed of an object already in motion.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Ask and answer questions before, during, and after conducting simple investigations. • Using a science journal, draw pictures and label objects based on observations of movement (spinning). <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Complete Lesson 5, Part C (pages 77-78), in <u>STC Curriculum Teacher Edition</u> (Spinning in Circles). <ul style="list-style-type: none"> ○ Introduce the pinwheel, discussing what they know about it and how to get it to move. ○ Demonstrate blowing on it to begin the movement. ○ Discuss the air as a force and push/pull. ○ Go outside with the pinwheels, reminding them to blow gently, normally, and with force. ○ Come back and complete Activity Sheet C1, Lesson 5 (Making a Pinwheel Move) ○ Record and discuss their findings. <p>Science Lesson: Lesson 14: Crash!</p> <p>Text:</p> <ul style="list-style-type: none"> • <u>STC Curriculum Teacher Edition</u>; Lesson 6, Part B, Pages 93-94 <p>Instructional Focus: Students will observe changes in direction of motion as a result of forces.</p>

			<p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none">● Ask and answer questions before, during, and after conducting simple investigations.● Share and discuss the cause and effect of force (push/pull) and incline (slope). <p><u>Activities/Lessons:</u></p> <ul style="list-style-type: none">● Complete Lesson 6, Part B (pages 93-94), in <u>STC Curriculum Teacher Edition (Crash!)</u>.<ul style="list-style-type: none">○ Complete the lesson in full. ○ Come back and complete Activity Sheet B, Lesson 6 (Knocked Off Track).○ Record and discuss their findings.○ <p><u>Vocabulary:</u></p> <ul style="list-style-type: none">● Model(s)● Measure● Force (review)● Direction (review)
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Springfield School District - Integrated Elementary Curriculum

Grade: K Unit 3

Weeks: 9

Essential Question: *How can problems be solved?*

Week/ dates	<u>Reading Focus:</u>	<u>Writing Focus:</u>	<u>Content Area Focus:</u>
Week 9	<p><u>Library Book:</u> <i>When Spring Comes</i> by: Kevin Henkes</p> <p><u>Poetry Book:</u></p> <ul style="list-style-type: none"> • Baa Baa Black Sheep <p><u>Wilson Lessons:</u> Scope and Sequence</p> <p><u>Lesson:</u> Lesson 2: Movement Mad-Libs</p> <p><u>Text:</u></p> <ul style="list-style-type: none"> • <u>STC Curriculum Teacher Edition</u>; Lesson 7, Part A, Pages 107 (Procedures 1-3). <p><u>Instructional Focus:</u> Students will use vocabulary from the science unit to complete a Mad-Lib style story.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> • Explain the difference between a fiction text and a nonfiction text. <p><u>Activities/Lessons:</u></p> <ul style="list-style-type: none"> • Complete Lesson 7, Part A (pages 116-118), in <u>STC Curriculum Teacher Edition</u> (A Wild Story), Procedures 1-3. • Without showing the story, ask the children for movement words that fit each category. Display the Mad-Lib story on the SmartBoard and read aloud to the class. 	<p><u>Lesson:</u> Lesson 1: Writing Journals</p> <p><u>Instructional Focus:</u> Students will increase their labeling and drawing, writing fluency, and reflective expression.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> • Students will write and draw in weekly journal activities using illustrations and writing to support their writing. <p><u>Activities/Lessons:</u></p> <ul style="list-style-type: none"> • Have students write in their journals once a week (e.g., Mondays). • Reinforce that illustrations are an important part of being an author and help convey their meaning. • Encourage labels and complete sentences in their work on an ongoing basis. 	<p><u>Science Lesson:</u></p> <ul style="list-style-type: none"> • Catch-Up Week

Springfield School District - Integrated Elementary Curriculum

Grade: K Unit 4 Weeks: 11 Essential Question: *How do Models Help us Understand Nature?*

Week/ dates	Reading Focus:	Writing Focus:	Content Area Focus: Science
Week 1	<p>Library Book:</p> <ul style="list-style-type: none"> • <u>Miss Smith Under the Ocean</u> by Michael Garland <p>Wilson Lessons: Scope and Sequence</p> <p>Poetry: April Showers</p> <p>Lesson: Lesson 1: Nonfiction text features</p> <p>Text:</p> <ul style="list-style-type: none"> • <u>Our Earth</u> by Anne Rockwell • “Earth” by BrainPopJr. <p>Instructional Focus: Students will learn how illustrations and text work together in a nonfiction text.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Share and discuss the way in which the text features support the information in the text • Identify nonfiction text features (labels, map, diagram) • Share and discuss the way in which the illustrations and words work together to provide information <p>Activities:</p> <ul style="list-style-type: none"> • Watch BrainPopJr.’s “Earth.” • Read <u>Our Earth</u> by Anne Rockwell, stopping to point out text features such as the maps, diagrams, globe, and labels. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Labels • Map • Globe • Diagram 	<p>Lesson: Lesson 1: Writing Journals</p> <p>Instructional Focus: Students will increase their writing fluency and reflective expression.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Students will write in weekly journal activities using illustrations to support their writing along with 1-2 sentences. <p>Activities:</p> <ul style="list-style-type: none"> • At least once a week, provide time for journal writing. • Encourage students to self-generate topics for writing while referring to and expanding upon the classroom chart of writing topics. • Make sure to continually add seasonal topics and holidays (e.g., Earth Day) as they occur. • Emphasize previous mini lessons on punctuation and writing mechanics. • Differentiation: More advanced writers can begin pulling out writing pieces to turn into mini-books as introduced in earlier units. 	<p>Science Lesson 1: Lesson 1: The Water Planet</p> <p>Text:</p> <ul style="list-style-type: none"> • <u>Investigating Water</u>, (pgs. 2-3). <p>Instructional Focus: Students learn that most of the Earth’s surface is covered with water and that, without water, there would be no life on Earth.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • examine a globe and conclude that much of the Earth is covered with water; • infer that, without water, there would be no life on Earth; • learn that some bodies of water are salty and others are fresh; • conclude that some plants and animals live in saltwater and others in fresh water <p>Activities:</p> <ul style="list-style-type: none"> • Read <u>Investigating Water</u>, pgs 2-3. • Complete the SmartNotebook file for Science Lesson 1. • Sample salt and fresh water, as indicated in the lesson. • Complete Science Notebook page 1 <p>Vocabulary: Maintain science vocabulary and science word wall throughout the unit:</p> <ul style="list-style-type: none"> • Aquarium • Ecosystem • Habitat • Water (fresh, salt, tap, spring) <p>Science Lesson 2: Lesson 2: Setting Up an Aquarium</p> <p>Text:</p> <ul style="list-style-type: none"> • <u>Observing an Aquarium</u> (pgs. 2-3). <p>Instructional Focus: Students prepare their</p>

Lesson:

Lesson 2: Living and Nonliving

Text:

- “Living and Nonliving” Song

Instructional Focus: Students will learn to classify living and nonliving things.

Student Objectives: students will be able to:

- Share and discuss the use of context to clarify the meaning of an unfamiliar word (unknown or multi-meaning)
- Actively participate in a collaborative conversation focused on a specific text or text features

Activities:

- Sing/read the “Living and Nonliving” song set to Twinkle, Twinkle Little Star.
- Have a conversation about living and nonliving objects, clarifying the differences and characteristics of both.
- Complete the picture sort, classifying living and nonliving items.

Vocabulary:

- Living
- Nonliving

freshwater aquariums for the addition of living organisms.

Student Objectives: Students will be able to:

- brainstorm a list of living and nonliving things that may be found in a freshwater lake or pond;
- learn how an aquarium is like a miniature lake or pond ecosystem;
- discuss what plants and animals need to survive in an aquarium;
- discover the differences between tap water and spring water;
- add sand and spring water to their aquariums.

Activities:

- Complete the SmartNotebook File 2.
- Complete Step 4 through 7 in the Observing an Aquarium Manual (pgs. 26-29).
- Complete Science Notebook page 2.

Vocabulary:

- Living
- Nonliving

Springfield School District - Integrated Elementary Curriculum

Grade: K Unit 4 Weeks: 11 Essential Question: *How do Models Help us Understand Nature?*

Week/ dates	<u>Reading Focus:</u>	<u>Writing Focus:</u>	<u>Content Area Focus:</u>
Week 2	<p><u>Library:</u></p> <ul style="list-style-type: none"> • <u>Why Should I Recycle?</u> By: Jen Green <p><u>Wilson Lessons:</u> Scope and Sequence</p> <p><u>Poetry:</u> In Each Season</p> <p><u>Lesson:</u> Lesson 3: Selection of Earth Day and recycling read-alouds and activities for Earth Day holiday.</p> <p><u>Text:</u></p> <ul style="list-style-type: none"> • <u>Biscuit's Earth Day Celebration</u> by Alyssa Satin Capucilli • <u>Why Should I Recycle?</u> By Jen Green • <u>Miss Fox Goes Green</u> by Eileen Spinelli • Other books, as available <p><u>Instructional Focus:</u> Students will explore stories on a common topic to understand the concept of environmental issues.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> • Identify the main idea of an informational text. • Answer questions about key details in a text and with guidance and support cite the details in the text <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Throughout the week, read a selection of books about the holiday of Earth Day, focusing on similarities in concept and details. • Complete reading, writing, word work, and listening activities, if desired, using the read-aloud themes. <p><u>Lesson:</u> Lesson 4: Earth Day</p> <p><u>Text:</u></p> <ul style="list-style-type: none"> • <u>The Earth Book</u> By Todd Parr 	<p><u>Lesson:</u> Lesson 1: Writing Journals</p> <p><u>Instructional Focus:</u> Students will increase their writing fluency and reflective expression.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> • Students will write in weekly journal activities using illustrations to support their writing along with 1-2 sentences. <p><u>Activities:</u></p> <ul style="list-style-type: none"> • At least once a week, provide time for journal writing. • Encourage students to self-generate topics for writing while referring to and expanding upon the classroom chart of writing topics. • Make sure to continually add seasonal topics and holidays (e.g., Earth Day) as they occur. • Emphasize previous mini lessons on punctuation and writing mechanics. • Differentiation: More advanced writers can begin pulling out writing pieces to turn into mini-books as introduced in earlier units. <p><u>Lesson:</u> Lesson 2: Recycling</p> <p><u>Text:</u></p> <ul style="list-style-type: none"> • <u>Michael Recycle</u> by Ellie Bethel <p><u>Instructional Focus:</u> Students use writing, drawing, and labeling to describe a character.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> • With help and support, compose a short narrative piece that describes a character. • Spell simple words phonetically. • Independently engage in pre-writing and drafting activities. • Students will be able to identify, correctly 	<p><u>Lesson:</u> Lesson 3: Water Plants Lesson 4: Water Animals: Fish Lesson 5: Water Animals: Snails Lesson 6: The Tiniest Plants and Animals</p> <p><u>Text:</u></p> <ul style="list-style-type: none"> • <u>Observing an Aquarium Big Book</u>, pgs. 13-15 <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Follow the instructions in Observing an Aquarium Manual for loading the tanks in Lessons 3-6. • Subsequent weeks, go back and complete the entire lessons (3-6), including vocabulary, activity sheets, and SmartNotebook activities.

Instructional Focus: Students will learn how illustrations and text work together in a nonfiction text.

Student Objectives: students will be able to:

- Share and discuss the way in which the text features support the information in the text
- Identify nonfiction text features (photographs, captions, headings, diagrams)
- Actively participate in a collaborative conversation focused on a specific text feature.
- Share and discuss the use of context to clarify the meaning of an unfamiliar word (unknown or multi-meaning)

Activities:

- Read The Earth Book by Todd Parr.
- Using washable markers in blue and green, color coffee filters to resemble the planet Earth.
- Spray the coffee filters, letting the marker run and fill the space.
- Complete the writing cloze “I can help the Earth by _____.”

use, and with guidance and support, recognize and correct the misuse of:

- Capitalization of
- The first word of a sentence
- The pronoun I
- endmarks.

Activities/Lessons:

- Read the story, [Michael Recycle](#) by Ellie Bethel.
- Watch the BrainPopJr. video, “Reduce, Reuse, Recycle.”
- Discuss the importance of recycling on our environment, including oceans and water habitats.
- Create their own recycling superhero, naming and designing the superhero and writing about their super power.

Springfield School District - Integrated Elementary Curriculum

Grade: K Unit 4 Weeks: 11 Essential Question: *How do Models Help us Understand Nature?*

Week/ dates	<u>Reading Focus:</u>	<u>Writing Focus:</u>	<u>Content Area Focus:</u>
Week 3	<p><u>Library:</u></p> <ul style="list-style-type: none"> • <u>Tiny Seed</u> by Eric Carle <p><u>Wilson Lessons:</u> Scope and Sequence</p> <p><u>Poetry:</u> Five Little Easter Eggs</p> <p><u>Lesson:</u> Lesson 5: Water Plants</p> <p><u>Text:</u></p> <ul style="list-style-type: none"> • <u>Do Plants Grow Under Water?</u> By Christina Riska <p><u>Instructional Focus:</u> Students will learn how illustrations and text work together in a nonfiction text.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> • Share and discuss the way in which the text features support the information in the text • Identify nonfiction text features (photographs, captions, headings, diagrams) • Actively participate in a collaborative conversation focused on a specific text feature. • Share and discuss the use of context to clarify the meaning of an unfamiliar word (unknown or multi-meaning) <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Read <u>Do Plants Grow Under Water?</u> By Christina Riska, stopping to identify text features such as photographs, captions, headings, diagrams). • Discuss the scientific concepts in the book and features of a nonfiction text. • Students will make plants for the grade's aquarium display, using the information they have learned from the unit to make accurate depictions. 	<p><u>Lessons:</u> Lesson 1: Writing Journals</p> <p><u>Instructional Focus:</u> Students will increase their writing fluency and reflective expression.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> • Students will write in weekly journal activities using illustrations to support their writing along with 1-2 sentences. <p><u>Activities:</u></p> <ul style="list-style-type: none"> • At least once a week, provide time for journal writing. • Encourage students to self-generate topics for writing while referring to and expanding upon the classroom chart of writing topics. • Make sure to continually add seasonal topics and holidays (e.g., Earth Day) as they occur. • Emphasize previous mini lessons on punctuation and writing mechanics. • Differentiation: More advanced writers can begin pulling out writing pieces to turn into mini-books as introduced in earlier units. <p><u>Lessons:</u></p> <ul style="list-style-type: none"> • Lesson 3: Home Fish Journal <p><u>Instructional Focus:</u> Students will write a story and speak about a shared experience.</p> <p><u>Student Objectives:</u></p> <ul style="list-style-type: none"> • Students will write in weekly journal activities using illustrations to support their writing along with 1-2 sentences. <p><u>Activities/Lessons:</u></p> <ul style="list-style-type: none"> • Choose a student each day to take home a stuffed animal fish. • When the fish is at home, the student will write a short paragraph and illustrate their experiences that evening in a shared 	<p><u>Lesson:</u> Lesson 3: Water Plants</p> <p><u>Text:</u></p> <ul style="list-style-type: none"> • <u>Do Plants Grow Under Water?</u> By Christina Riska (revisit) • "Parts of a Plant" by BrainPopJr. <p><u>Instructional Focus:</u> Students add two types of water plants to their aquariums and learn the importance of plants to an underwater ecosystem.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> • name the parts of a plant • examine the anacharis and duckweed with a magnifier and discuss their features • compare and contrast water plants with land plants • discuss the role of water plants in an underwater ecosystem • Share and discuss the idea that the light from the sun is an important source of energy <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Watch "Parts of a Plant" by BrainPopJr. • Complete the SmartNotebook Lesson 3 document. • Revisit <u>Do Plants Grow Underwater?</u> If necessary. • Complete the Science Notebook page 3 <p><u>Vocabulary:</u> (add to word wall)</p> <ul style="list-style-type: none"> • Anacharis • Carbon dioxide • Duckweed • Leaf • Magnifier • Oxygen • Plant • Root • Stem

Vocabulary:

- Float
- Lake
- Ocean
- Plants
- River
- Roots

journal.

- When they return to school the next day, they share their writing and illustrations with the class and take questions from their peers.

Lesson:

Lesson 4: Drawing and Labeling

Texts:

- From Seed to Plant by Allan Fowler
- The Tiny Seed by Eric Carle
- “Plant Life Cycle” by BrainPopJr.

Instructional Focus: Students will create a diagram to demonstrate an understanding a text and text features.

Student Objectives: students will be able to:

- Spell simple words phonetically.
- Independently engage in pre-writing and drafting activities.
- Create through the stages of the writing process, an informative, explanatory piece that includes text features.

Activities/Lessons:

- Read From Seed to Plant (non-fiction) and The Tiny Seed (fiction).
- Discuss the differences between the two books (one non-fiction, one fiction) and how the two different types of stories treat the same topic (seeds).
- Complete a plant-part diagram to support the non-fiction plant curriculum and support the idea that non-fiction writing is made up of facts, labels and illustrations.
 - [Plant labels.](#)
 - [Plant header.](#)

Springfield School District - Integrated Elementary Curriculum

Grade: K Unit 4 Weeks: 11 Essential Question: *How do Models Help us Understand Nature?*

<u>Week/ dates</u>	<u>Reading Focus:</u>	<u>Writing Focus:</u>	<u>Content Area Focus:</u>
Week 4	<p><u>Library:</u></p> <ul style="list-style-type: none"> • <u>Fish Out of Water</u> by Helen Palmer <p><u>Wilson Lessons:</u> Scope and Sequence</p> <p><u>Poetry:</u> The Birthday Poem</p> <p><u>Lesson:</u> Lesson 6: Fish</p> <p><u>Text:</u></p> <ul style="list-style-type: none"> • <u>About Fish</u> by Cathryn Sill <p><u>Instructional Focus:</u> Students will learn how illustrations and text work together in a nonfiction text.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> • Answer questions about key details in a text and with guidance and support cite the details in the text. • Share and discuss the use of context to clarify the meaning of an unfamiliar word (unknown or multi-meaning) • With guidance and support, identify the words, phrases, and pictures that support the author’s points in a text. <p><u>Activity:</u></p> <ul style="list-style-type: none"> • Read <u>About Fish</u> by Cathryn Sill, discussing nonfiction text points and illustrations. • Students will make fish for the grade’s aquarium display, using the information they have learned from the unit to make accurate depictions. <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Tropical • Fins • Gills • Scales • Surroundings • Camouflage 	<p><u>Lessons:</u> Lesson 1: Writing Journals</p> <p><u>Instructional Focus:</u> Students will increase their writing fluency and reflective expression.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> • Students will write in weekly journal activities using illustrations to support their writing along with 1-2 sentences. <p><u>Activities:</u></p> <ul style="list-style-type: none"> • At least once a week, provide time for journal writing. • Encourage students to self-generate topics for writing while referring to and expanding upon the classroom chart of writing topics. • Make sure to continually add seasonal topics and holidays (e.g., Earth Day) as they occur. • Emphasize previous mini lessons on punctuation and writing mechanics. • Differentiation: More advanced writers can begin pulling out writing pieces to turn into mini-books as introduced in earlier units. <p><u>Lessons:</u></p> <ul style="list-style-type: none"> • Lesson 5: KWL Chart (Part 1) <p><u>Text:</u></p> <ul style="list-style-type: none"> • <u>Observing an Aquarium Manual</u>; Lesson 4: Water Animals, Fish <p><u>Instructional Focus:</u></p> <ul style="list-style-type: none"> • Students will interactively participate in shared research about fish. <p><u>Student Objectives:</u> The students will be able to:</p> <ul style="list-style-type: none"> • With help and support, successfully create a list of what they want to learn from the science 	<p><u>Lesson:</u> Lesson 4: Water Animals: Fish</p> <p><u>Text:</u></p> <ul style="list-style-type: none"> • <u>Observing an Aquarium Big Book</u>, pgs. 4-7 • “Fish” by BrainPopJr. <p><u>Instructional Focus:</u></p> <ul style="list-style-type: none"> • Students learn about the features that make fish well adapted to life underwater. <p><u>Student Objectives:</u> The students will be able to:</p> <ul style="list-style-type: none"> • name the parts of a fish • examine the platys with a magnifier <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Watch “Fish” by BrainPopJr. • Read <u>Observing an Aquarium Big Book</u>, pgs 4-7. • Complete the SmartNotebook file for Lesson 4, Fish. • Complete Science Notebook page 5. <p><u>Vocabulary:</u> (add to word wall)</p> <ul style="list-style-type: none"> • Fins • Fish • Gills • Platy • Scales

	<ul style="list-style-type: none">• Schools	<p>curriculum.</p> <ul style="list-style-type: none">• Spell simple words phonetically.• Independently engage in pre-writing and drafting activities.• Students will be able to identify, correctly use, and with guidance and support, recognize and correct the misuse of:<ul style="list-style-type: none">■ Capitalization of;■ The first word of a sentence;■ The pronoun I;■ Endmarks. <p><u>Activities/Lessons:</u></p> <ul style="list-style-type: none">• As a class, brainstorm and complete the K (Knowledge) and W (Want to Learn) portion of the KWL chart about fish, recording what they already know and want to learn about fish.	
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Springfield School District - Integrated Elementary Curriculum

Grade: K Unit 4 Weeks: 11 Essential Question: *How do Models Help us Understand Nature?*

Week/ dates	Reading Focus:	Writing Focus:	Content Area Focus:
Week 5	<p>Library:</p> <ul style="list-style-type: none"> • <u>In the Pond</u> by Ana Milbourne <p>Poetry: The Birthday Poem</p> <p>Wilson: Scope and Sequence</p> <p>Lesson: Lesson 7: Sequencing</p> <p>Text:</p> <ul style="list-style-type: none"> • <u>A House for Hermit Crab</u> by Eric Carle <p>Instructional Focus: Students will learn to how the sequence of events affect a fiction story.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Identify the characters, setting and important events of a story and with guidance and support cite the details in the text. • Retell a story including key details from the beginning, middle, and end of the story, and with guidance and support cite the details in the text. • Share and discuss the use of context to clarify the meaning of an unfamiliar word (unknown or multi-meaning). <p>Activities/Lessons:</p> <ul style="list-style-type: none"> • Students will decorate their own hermit crab shell in the style of the Eric Carle text, making decisions about what they would put on their own version. • Students will put the items the hermit crab uses in sequential order. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Shell • Corals • Plain • Gingerly • Happily 	<p>Lessons: Lesson 1: Writing Journals</p> <p>Instructional Focus: Students will increase their writing fluency and reflective expression.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • Students will write in weekly journal activities using illustrations to support their writing along with 1-2 sentences. <p>Activities:</p> <ul style="list-style-type: none"> • At least once a week, provide time for journal writing. • Encourage students to self-generate topics for writing while referring to and expanding upon the classroom chart of writing topics. • Make sure to continually add seasonal topics and holidays (e.g., Earth Day) as they occur. • Emphasize previous mini lessons on punctuation and writing mechanics. • Differentiation: More advanced writers can begin pulling out writing pieces to turn into mini-books as introduced in earlier units. 	<p>Lesson: Lesson 5: Water Animals: Snails</p> <p>Instructional Focus: Students add pond snails to their aquariums and discuss the role of these animals in an underwater ecosystem.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • name the parts of a snail • examine the pond snails with a magnifier and discuss their features <p>Activities:</p> <ul style="list-style-type: none"> • Complete the Smart Notebook document for Lesson 5. • Complete the Science Notebook page 4. • Students will make shellfish/snails for the grade's aquarium display, using the information they have learned from the unit to make accurate depictions. <p>Vocabulary: (add to word wall)</p> <ul style="list-style-type: none"> • Foot • Pond snail • Shell • Tentacles <p>Lesson: Lesson 6: The Tiniest Plants and Animals</p> <p>Text:</p> <ul style="list-style-type: none"> • <u>Colorful Coral Reefs</u> by Katherine Scrapper <p>Instructional Focus: Students add algae and daphnia to their aquariums and discuss the role of these tiny organisms in an underwater ecosystem.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> • examine samples of algae and daphnia with a Pocketscope and discuss their physical characteristics • compare and contrast algae with other types of plants • compare and contrast daphnia with other types of

crustaceans

Activities:

- Read the book Colorful Coral Reefs, by Katerine Scrapper.
- Complete the SmartNotebook document for Lesson 6, The Tiniest Plants and Animals.
- Complete science Notebook pages 6 and 7

Vocabulary: (add to word wall)

- Algae
- Daphnia
- Plankton

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<u>Week/ dates</u>	<u>Reading Focus:</u>	<u>Writing Focus:</u>	<u>Content Area Focus:</u>
Week 6	<p><u>Library:</u></p> <ul style="list-style-type: none"> • <u>All Eyes on the Pond</u> by Michael J. Rosen <p><u>Poetry:</u> None</p> <p><u>Wilson:</u> Scope and Sequence</p> <p><u>Lesson:</u> Lesson 8: Nonfiction Text</p> <p><u>Text:</u></p> <ul style="list-style-type: none"> • <u>Food in the Ocean</u> by Edward Dixon <p><u>Instructional Focus:</u> Students will learn how illustrations and text work together in a nonfiction text.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> • Share and discuss the way in which the text features support the information in the text • Identify nonfiction text features (photographs, captions, headings, diagrams) • Actively participate in a collaborative conversation focused on a specific text feature. • Share and discuss the use of context to clarify the meaning of an unfamiliar word (unknown or multi-meaning) <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Read the story <u>Food in the Ocean</u>, identifying text features including table of contents. • Discuss how those text features help understanding in a non-fiction text. <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Krill • shellfish <p><u>Lesson:</u> Lesson 9: Close Read Cold Read/Vocabulary</p>	<p><u>Lessons:</u> Lesson 1: Writing Journals</p> <p><u>Instructional Focus:</u> Students will increase their writing fluency and reflective expression.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> • Students will write in weekly journal activities using illustrations to support their writing along with 1-2 sentences. <p><u>Activities:</u></p> <ul style="list-style-type: none"> • At least once a week, provide time for journal writing. • Encourage students to self-generate topics for writing while referring to and expanding upon the classroom chart of writing topics. • Make sure to continually add seasonal topics and holidays (e.g., Mother’s Day) as they occur. • Emphasize previous mini lessons on punctuation and writing mechanics. • Differentiation: More advanced writers can begin pulling out writing pieces to turn into mini-books as introduced in earlier units. 	<p><u>Lesson:</u> Lesson 7: Food Chains</p> <p><u>Text:</u></p> <ul style="list-style-type: none"> • <u>Observing an Aquarium Big Book</u>, pg.12 • “Food Chains” by BrainPopJr. <p><u>Instructional Focus:</u> Students learn how living organisms in an ecosystem depend on each other for food.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> • observe the eating habits of the organisms in the aquariums • define these feeding relationships as a food chain • brainstorm a list of organisms that live in and around a lake or pond and discuss what they eat • assemble a food “chain” <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Complete the Smart Notebook document for Lesson 7. • Complete the food chain worksheet • Complete the Science Notebook page 9 <p><u>Vocabulary:</u> (add to word wall)</p> <ul style="list-style-type: none"> • Food Chain

Text:

- [Rainbow Fish](#) by Marcus Pfister

Instructional Focus: Students will learn about how essential questions guide the author's word choice.

Student Objectives: students will be able to:

- Share and discuss the use of context to clarify the meaning of an unfamiliar word (unknown or multi-meaning)
- With guidance and support, identify the words, phrases, and pictures that support the author's points in a text.
- Actively participate in a collaborative conversation focused on a specific text feature.

Activities:

- Read [The Rainbow Fish](#) by Marcus Pfister.
- Complete the [Close Read Lesson 2](#) identifying vocabulary in the lesson.
- Complete the SmartBoard activity matching the words to the pictures.
- Complete the worksheet defining two to three of the words.

Vocabulary:

- Glide
- Shimmer
- Shocked
- Admire
- Wise

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Week/ dates	<u>Reading Focus:</u>	<u>Writing Focus:</u>	<u>Content Area Focus:</u>
Week 7	<p><u>Library:</u></p> <ul style="list-style-type: none"> ● <u>Commotion in the Ocean</u> by Ana Milbourne ● Act out verbs in the story to reinforce the notion that they are movement words. ● Watch “Verbs” by BrainPopJr. <p><u>Poetry:</u> Catch-Up</p> <p><u>Wilson:</u> Scope and Sequence</p> <p><u>Lesson:</u> Lesson 10: Aquarium Visit</p> <p><u>Texts:</u></p> <ul style="list-style-type: none"> ● <u>My Visit to the Aquarium</u> by Alik ● <u>Curious George Visits the Aquarium</u> by Margaret & H.A. Rey <p><u>Instructional Focus:</u> Students will use text and illustrations to compare features and information between two texts on the same topic.</p> <p><u>Student Objectives:</u> Students will be able to:</p> <ul style="list-style-type: none"> ● Identify the main idea of an informational text. ● Answer questions about key details in a text and with guidance and support cite the details in the text. ● With guidance and support compare and contrast two texts on the same topic. <p><u>Activities/Lessons:</u></p> <ul style="list-style-type: none"> ● Camden Aquarium visit to instruct students on aquarium habitats. ● Compare and contrast the two texts, identifying similarities and differences. <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● Exhibit ● Aquarium 	<p><u>Lesson:</u> Lesson 6: Thank You Notes</p> <p><u>Text:</u></p> <ul style="list-style-type: none"> ● <u>Step-by-Step for Writing Lessons K-1</u> by Scholastic ● <u>Click, Clack, Moo: Cows that Type</u> by Doreen Cronin ● “Sending a Letter” by BrainPopJr. <p><u>Instructional Focus:</u> Students will successfully write a thank you note to the aquarium presenters.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> ● With guidance and support, using drawing, dictating and writing, compose a short piece that conveys a complete thought and includes: <ul style="list-style-type: none"> ○ -a clearly stated choice ○ -reasons supporting the choice ○ -appropriate sequence <p><u>Activities:</u></p> <ul style="list-style-type: none"> ● Read <u>Click, Clack, Moo: Cows that Type</u> by Doreen Cronin. ● Watch “Sending a Letter” by BrainPopJr. ● Using the simple letter template, have each child write a thank you note for the aquarium presenters. ● Use inventive spelling, then follow up with adult spelling. ● Make sure they use capital and lowercase letters correctly and sign their notes. ● Differentiation: <ul style="list-style-type: none"> ○ More advanced writers can use blank writing paper and create the letter format themselves. ○ Struggling writers can use a pre-set letter writing format. <p><u>Lesson:</u> Lesson 7: Venn Diagram</p> <p><u>Texts:</u></p>	<p><u>Lesson:</u> Lesson 8: Behavior of Fish</p> <p><u>Instructional Focus:</u> Students observe the behavior of the platys as well as changes in their behavior caused by various stimuli.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> ● observe and describe the behavior of the platys undisturbed in their aquariums ● observe and describe the platys’ response to smells, food, noise, movement, and other fish ● infer the importance of maintaining a stress-free environment for the platys ● learn to recognize some of the behaviors exhibited by sick fish. <p><u>Activities:</u></p> <ul style="list-style-type: none"> ● Complete the Smart Notebook document for Lesson 8: Behavior of Fish. ● Complete the worksheet, Activity Sheet 8, Part A: Behavior of Fish. ● Complete the worksheet, Activity Sheet 8, Part B: Food Chains.

- Curious
- Survive
- Tide pools
- Environment

- Big Al by Andrew Clements
- Rainbow Fish by Marcus Pfeiffer

Instructional Focus: Students will write in response to texts accurately, citing details from the text.

Student Objectives: Students will be able to:

- Write in response to text accurately using words from the text.
- Independently engage in pre-writing and drafting activities.

Activities/Lessons:

- After reading both books, display an empty Venn diagram on the SmartBoard or on chart paper, and remind them of the use of the Venn diagram as a tool to compare two writing pieces.
- Using the children's ideas, complete the Venn diagram comparing and contrasting these two books about the way friends look.
- Students complete their own copies of the Venn diagram along with you (optional).

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<i>Week/ dates</i>	<u>Reading Focus:</u>	<u>Writing Focus:</u>	<u>Content Area Focus:</u>
Week 8	<p><u>Library:</u></p> <ul style="list-style-type: none"> • <u>Curious George at the Aquarium</u> by Margret & H.A. Rey <p><u>Poetry:</u> Catch-Up</p> <p><u>Wilson:</u> Scope and Sequence</p>	<p><u>Lessons:</u> Lesson 1: Writing Journals</p> <p><u>Instructional Focus:</u> Students will increase their writing fluency and reflective expression.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> • Students will write in weekly journal activities using illustrations to support their writing along with 1-2 sentences. <p><u>Activities:</u></p> <ul style="list-style-type: none"> • At least once a week, provide time for journal writing. • Encourage students to self-generate topics for writing while referring to and expanding upon the classroom chart of writing topics. • Make sure to continually add seasonal topics and holidays (e.g., Mother's Day) as they occur. • Emphasize previous mini lessons on punctuation and writing mechanics. • Differentiation: More advanced writers can begin pulling out writing pieces to turn into mini-books as introduced in earlier units. <p><u>Lesson:</u> Lesson 8: Close Writing</p> <p><u>Text:</u></p> <ul style="list-style-type: none"> • Rainbow Fish by Marcus Pfister <p><u>Instructional Focus:</u> Students will understand how to clearly state an opinion.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> • Students will be able to identify, correctly use, and with guidance and support, recognize and correct the misuse of: <ul style="list-style-type: none"> ○ Capitalization of ○ The first word of a sentence 	<p><u>Lesson:</u> Lesson 9: Behavior of Pond Snails</p> <p><u>Instructional Focus:</u> Students observe the behavior of snails as well as changes in their behavior caused by various stimuli.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> • observe and describe the behavior of the snails undisturbed in their aquariums • observe and describe a snail's response to motion, touch, and sound • learn how certain snails behaviors are an indication of unhealthy aquarium conditions <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Complete the Smart Notebook document for Lesson 9: Behavior of Pond Snails. • Complete the worksheet, Activity 9: Behavior of Pond Snails.

- The pronoun I
- Endmarks
- Independently engage in pre-writing and drafting activities.
- With guidance and support, using drawing, dictating and writing, compose a short opinion piece that conveys a complete thought and includes:
 - A clearly stated choice
 - Reasons supporting the choice
 - Appropriate sequence

Activities:

- Revisit [Rainbow Fish](#) by Marcus Pfister.
- Discuss how the Rainbow Fish changed throughout the story (going from selfish to giving and happy).
- (Optional): Using a large fish cut-out, have each child write a word they feel describes the Rainbow Fish at the end of the story onto a post-it note.
 - Put the post-it notes on the large fish, discussing the descriptions they wrote.
- Complete Close Read Writing Lesson 5 ([Close Read Lesson 5](#)), having each child write about whether they would give their scales away like Rainbow Fish.
- Give adult spelling for their writing piece, working on editing and correct conventions.

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Grade: K Unit 4 Weeks: 11 Essential Question: *How do Models Help us Understand Nature?*

Week/ dates	<u>Reading Focus:</u>	<u>Writing Focus:</u>	<u>Content Area Focus:</u>
Week 9	<p><u>Library:</u> <u>Mister Seahorse</u> by Eric Carle</p> <p><u>Poetry:</u> I Can't Wait</p> <p><u>Wilson:</u> Scope and Sequence</p> <p><u>Lesson:</u> Lesson 11: Life Cycles</p> <p><u>Text:</u></p> <ul style="list-style-type: none"> • <u>Life Cycles: Ocean</u> by Scholastic <p><u>Instructional Focus:</u> Students will learn how illustrations and text work together in a nonfiction text.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> • Answer questions about key details in a text and with guidance and support cite the details in the text. • Share and discuss the use of context to clarify the meaning of an unfamiliar word (unknown or multi-meaning) • With guidance and support, identify the words, phrases, and pictures that support the author's points in a text. <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Read <u>Life Cycles: Ocean</u> by Scholastic., discussing non-fiction text features such as illustrations, diagrams, and vocabulary. • Complete the life cycle diagram together, choosing an animal from the text. • Have the children draw and label each stage of the life cycle. <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Living • Nonliving • Food chain • Life cycle • Predators • Prey 	<p><u>Lessons:</u> Lesson 1: Writing Journals</p> <p><u>Instructional Focus:</u> Students will increase their writing fluency and reflective expression.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> • Students will write in weekly journal activities using illustrations to support their writing along with 1-2 sentences. <p><u>Activities:</u></p> <ul style="list-style-type: none"> • At least once a week, provide time for journal writing. • Encourage students to self-generate topics for writing while referring to and expanding upon the classroom chart of writing topics. • Make sure to continually add seasonal topics and holidays (e.g., Mother's Day) as they occur. • Emphasize previous mini lessons on punctuation and writing mechanics. • Differentiation: More advanced writers can begin pulling out writing pieces to turn into mini-books as introduced in earlier units. <p><u>Lesson:</u> Lesson 9: KWL Chart (Part 3)</p> <p><u>Text:</u></p> <ul style="list-style-type: none"> • Observing an Aquarium Manual, Lesson 4: Water Animals, Fish <p><u>Instructional Focus:</u> Students will interactively participate in shared research about fish.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> • With help and support, successfully create a list of what they have learned from the science curriculum. • Spell simple words phonetically. 	<p><u>Lesson:</u> Lesson 10: Birth and Growth (Session I)</p> <p><u>Text:</u></p> <ul style="list-style-type: none"> • <u>Observing an Aquarium (Big Book)</u>, Pages 10-11. • <u>Ocean Animals</u> by Margie Burton & Kathy French • "Ocean Habitats" by BrainPopJr. <p><u>Instructional Focus:</u> Students observe and describe the birth and growth of snails and platys.</p> <p><u>Student Objectives:</u> students will be able to:</p> <ul style="list-style-type: none"> • locate and examine a cluster of snail eggs • learn that some fish lay eggs while others give birth to fully developed young. <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Complete the Smart Notebook document for Lesson 10: Birth and Growth. • Watch "Ocean Habitats" by BrainPopJr. • Complete the worksheet, Activity 10, Part A: Birth and Growth.

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- Independently engage in pre-writing and drafting activities.
- Students will be able to identify, correctly use, and with guidance and support, recognize and correct the misuse of:
 - Capitalization of
 - The first word of a sentence
 - The pronoun I
 - Endmarks.

Activities:

- As a class, brainstorm and complete the L (Learned) portion of the KWL chart about fish, recording what they learned from this science lesson.
- After the KWL chart is complete, each student will fill out a “[Fishy Facts](#)” worksheet, stating five facts they have learned about fish in the science unit.

Lesson:

Lesson 10: Memory Book

Text:

- Personal memory book/journal of the teacher’s choice.

Instructional Focus: Students use writing, drawing, and labeling to reflect on their year in kindergarten.

Student Objectives: students will be able to:

- Independently engage in pre-writing and drafting activities.
- Spell simple words phonetically.
- With help and support, compose a short narrative piece that reflects their experiences.

Activities/Lessons:

- The last two weeks of school, children will work on their own version of a class memory book.
- Use illustrations and written input to write about their kindergarten year.

Springfield School District - Integrated Elementary Curriculum

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Week/ dates	Reading Focus:	Writing Focus:	Content Area Focus:
Week 10	<p>Library: None</p> <p>Poetry: Catch-Up</p> <p>Wilson Lessons: Catch-Up</p>	<p>Lesson: Lesson 10: Memory Book (Continue)</p> <p>Text:</p> <ul style="list-style-type: none"> Personal memory book/journal of the teacher's choice. <p>Instructional Focus: Students use writing, drawing, and labeling to reflect on their year in kindergarten.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> Independently engage in pre-writing and drafting activities. Spell simple words phonetically. With help and support, compose a short narrative piece that reflects their experiences. <p>Activities/Lessons:</p> <ul style="list-style-type: none"> The last two weeks of school, children will work on their own version of a class memory book. Use illustrations and written input to write about their kindergarten year. 	<p>Lesson: Lesson 11: Water Pollution</p> <p>Text:</p> <ul style="list-style-type: none"> “Water Pollution for Kids” on YouTube. <p>Instructional Focus: Students observe and describe the birth and growth of snails and platys and observe the effects of pollution on an underwater ecosystem.</p> <p>Student Objectives: students will be able to:</p> <ul style="list-style-type: none"> observe the appearance and behavior of platy fry compare their own birth and growth with that of snails and platys observe a healthy underwater ecosystem- a clean aquarium isolate some water plants, algae, and daphnia in containers of spring water add pollutants commonly found in oceans, lakes, and rivers <p>Activities:</p> <ul style="list-style-type: none"> Watch “Water Pollution for Kids” on YouTube. Complete the Smart Notebook Lesson 11. Complete the Activity Sheet 11 in the Science Notebook. <p>Vocabulary:</p> <ul style="list-style-type: none"> Pollution