Staggered Start: August 12-13 and Week 1: August 13-16, 2024 (Staggered Start Week)/ Routines		
Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:
Unit: Foundational Skills Theme: Foundations and Routines Essential Question: How can I get ready for school? Reading: Week 1 Build awareness of information on cover of a book, identify title, author & illustrator, identify front/back cover of a book, retell a story. Goal: I can identify the parts of a book. I can identify the author and illustrator. Big Book: Katy's First Day of School. (Resiliency Standard Personal Responsibility 2.2,	Social Studies: Citizenship/ Class Rules and Expectations SS.K.C.1.1- Define and give examples of rules and laws, and why they are important. SS.K.C.1.2- Explain the purpose and necessity of rules and laws at home, school and community. SS.K.C.2.1- Demonstrate the characteristics of being a good citizen Science: What is Science? SC.K.N.1.5 Recognize that learning can come from careful observation.	Academic: Author, illustrator, front, back, title, cover, fiction, retell, topic, details, characters, setting Events ELA. K.V.1.1 Story: ELA.K.V.1.2 ELA.K.V.1.3
Additional trade books: Miss Bindergarten Gets Ready for Kindergarten by Joseph Slate, Look Out Kindergarten, Here I Come by Nancy Calsen, Countdown to Kindergarten by ALison McGhee, Froggy Goes to School by Jonathan London ELA.K.R.1: Prose/poetry: characters, setting, events, author, illustrator, rhyme. ELA.K.F.1: Concepts of print. Foundations and Routine Classroom Routines/Procedures - transition, conversations, partner talk, and whole Group and Small Group Listening Habits How to listen to a read aloud Model your thinking during the read a-louds (connecting, visualizing, predicting, inferring, summarizing, asking questions)	Response to Literature/Writing Mini-Lesson/Grammar: Name Writing, Drawing people, Labeling, Staying on Topic, Using Realistic Colors Suggested: Introduce the Circle Map - All about me. Students write their name in the middle circle, and words/pictures of things they like in the bigger circle. K.C.1.4 Using a combination of drawing, dictating, and/or writing, provide factual information about a topic. K.C.1.5 With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing. K.C.2.1 Present information orally using complete sentences.	Saxon: Assess students using the phonics screener on their staggered day.
Small Group:	Readers:	Resiliency Standards
Learning Goals: Set small group expectations - smooth transition, log into the computers , work with partners Name Writing Phonological Awareness Skills for the 1st 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Onet & Rime Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4	Consumables: Leveled Readers: Benchmark Phonics Readers: The ABC Train; A to Z Animals Saxon Phonics Decodable Readers: Printable books for each letter can be found at: https://www.readinga-z.com/books/alphabet-books/	HEK.R.2: Personal Responsibility HE.K.R.2.1 Identify healthy choices that affect personal wellness. HE.K.R.2.2 Demonstrate the ability to follow rules and directions. HE.K.R.2.3 Discuss the value of goal setting. HE.K.R.2.4 Identify and recognize basic feelings. HE.K.R.2.5 Identify personal strengths and actions individuals can do independently. Clarification: Sad, mad, happy, excited, worried.

Week 2 August 19-22, 2024 / Routines		
Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:
Unit: Foundational Skills Theme: Foundations and Routines Essential Question: How can I get ready for school? Reading Week 2	Social Studies: Citizenship/ Class Rules and Expectations SS.K.C.1.1- Define and give examples of rules and laws, and why they are important. SS.K.C.1.2- Explain the purpose and necessity of rules and laws at home, school and community. SS.K.C.2.1- Demonstrate the characteristics of being a good citizen. Science: What is Science?	Academic: Author, illustrator, front, back, title, cover, fiction, retell, topic, details, characters, setting, Events ELA. K.V.1.1
Continue establishing routines. Goal: I can identify the parts of a book. I can identify the author and the illustrator. Book: Review & Routines: Kays First Day of School "Mary Had a Little Lamb"	SC.K.N.1.5 Recognize that learning can come from careful observation.	Story: ELA.K.V.1.2 ELA.K.V.1.3
(Resiliency Standard: Personal Responsibility 2.2, 2.3) Additional trade books: Chrysanthemum by Kevin Henkes, Chicka Chicka Boom Boom	Response to Literature/Writing Mini-Lesson/Grammar:	Saxon:
by Bill Marin, The Kissing Hand by Audrey Penn, If You Take a Mouse to School by Laura Numeroff, Kindergarten Rocks by Katie Davies ELA.K.R. 1: Prose/poetry: characters, setting, events, author, illustrator, rhyme ELA.K.F.1: Concepts in print ELA.K.R.3: Reading Across Genres: figurative language, paraphrasing and summarizing, comparative reading	Suggestion: Use circle map to continue from week 1 "All about me" Teacher will ask student what they drew, and will use a highlighter to write a sentence on the line below for student to trace. Example: John likes blue cars. K.C.1.4 Using a combination of drawing, dictating, and/or writing, provide factual information about a topic. K.C.1.5 With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing. K.C.2.1 Present information orally using complete sentences.	Lessons 1-4 (L) PA: same and different sounds and words Preview (Formerly beef it up): *I,o,g (one letter a day, review previous letters each day) K.F.1.1 K.F.1.2 K.F.1.3 Sight Words: red, three, I (ALL EXPOSURE WORDS) K.F.1.4
Small Group:	Readers:	Resiliency Standards:
Learning Goals: Set small group expectations - smooth transition, log into the computers , work with partners Name Writing Phonological Awareness Skills for the 1st 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Onet & Rime Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4	Consumables: Leveled Readers: Saxon Phonics Decodable Readers: Benchmark Phonics Readers: On the Farm	HEK.R.2: Personal Responsibility HE.K.R.2.1 Identify healthy choices that affect personal wellness. HE.K.R.2.2 Demonstrate the ability to follow rules and directions. HE.K.R.2.3 Discuss the value of goal setting. HE.K.R.2.4 Identify and recognize basic feelings. HE.K.R.2.5 Identify personal strengths and actions individuals can do independently. Clarification: Sad, mad, happy, excited, worried.

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:
Unit: Foundational Skills Theme: Foundations and Routines Essential Question: How can I get ready for school? Reading Week 3 Continue establishing routines. Book: Review & Routines: Big Book: Welcome to our School (Resiliency Standard Personal Responsibility 2.2, 2.3) Goal: I can identify the author and illustrator. I can identify the parts of a book. Additional trade books: The Night Before Kindergarten by Natasha Weng, Franklin Goes to School adapted by Bob Ardiel, The Berenstain Bears Go to School by Stan and	Social Studies: Citizenship/ Class Rules and Expectations SS.K.C.1.1- Define and give examples of rules and laws, and why they are important. SS.K.C.1.2- Explain the purpose and necessity of rules and laws at home, school and community. SS.K.C.2.1- Demonstrate the characteristics of being a good citizen Science: Science Tools & Science Safety SC.K.N.1.5 Recognize that learning can come from careful observation.	Academic: Author, illustrator, front, back, title, cover, fiction, retell, topic, details, characters, setting Events ELA. K.V.1.1 Story: ELA.K.V.1.2 ELA.K.V.1.3
Jan Berenstain, The Very Hungry Caterpillar by Eric Carle, It's Time for School, Stinky Face by Lisa McCourt, Bark, George by Jules Feiffer, Lilly's Purple Plastic Purse by Kevin	Response to Literature/Writing Mini-Lesson/Grammar:	Saxon:
Henkes, Sheila Rae, the Brave by Kevin Henkes, A Splendid Friend, Indeed by Suzanne Bloom, ELA.K.R. 2: Informational Text: titles, headings, illustrations, topic/details, opinions v facts ELA.K.F.1: Concepts in print	Name Writing, Drawing people, Labeling, Staying on Topic, Using Realistic Colors Suggestion: use a circle map to continue from week 2 "All about me" Teacher will ask students what they drew, and will use a highlighter to write a sentence on the line below for the student to trace. Example: This is me with a yellow car. K.C.1.4 Using a combination of drawing, dictating, and/or writing, provide factual information about a topic. K.C.1.5 With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing. K.C.2.1 Present information orally using complete sentences.	Lesson 5-8 (O) PA: rhyming words, count words in a sentence Preview (Formerly beef it up): *h,t,p (one letter a day, review previous lette each day) K.F.1.1, K.F.1.2, K.F.1.3 Sight Words: (WORDS FOR EXPOSURE) blue, four, a K.F.1.4
Small Group:	Readers:	Resiliency Standards:
Learning Goals: Set small group expectations - smooth transition, log into the computers , work with partners Name Writing Phonological Awareness Skills for the 1st 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Onet & Rime Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2 ; ELA.K.F.1.3 ; ELA.F.K.1.4	Consumables: Leveled Readers: Benchmark Phonics Readers:	HEK.R.2: Personal Responsibility HE.K.R.2.1 Identify healthy choices that affect personal wellness. HE.K.R.2.2 Demonstrate the ability to follow rules and directions. HE.K.R.2.3 Discuss the value of goal setting HE.K.R.2.4 Identify and recognize basic feelings. HE.K.R.2.5 Identify personal strengths and actions individuals can do independently. Clarification: Empathy, listening, sharing, adapting, showing courage, leadership. Clarification: Sad, mad, happy, excited, worried.

Week 4: September 3-6, 2024 (Mon.-No School)/ Apples

Whole Group Reading/ Benchmarks Covered:

Unit 1- LIfe Science

Theme: Plants and Animals Have Needs Essential Question: Why do living things have needs?

Reading: Week 1

Comprehension Standards: Identify the topic of and multiple details in a text

Goal: I can name the topic and details.

Foundational Standards: print conveys meaning and pictures support meaning Vocabulary Standards: ask and answer questions about unfamiliar words

Strategies: Make predictions; Identify descriptive words in a text

Mentor Title(s): Lessons From Mama Bear; Grow, Pumpkin, Grow! (Resiliency Standards: personal responsibility 2.5)

Additional trade books: Actual Size by Steve Jenkins, The Carrot Seed by Ruth Krauss, From Seed to Plant by Gail Gibbons, Ice Bears: In the Steps of the Polar Bear by Nicola Davies, Up in the Garden and Down in the DIrt by Kate Messner, What Do You Do With a Tail Like This? By Steve Jenkins & Robin Page, Brown Bear, Brown Bear by Eric Carle, Chicka Chicka Boom Boom by Bill Martin

Standards:

ELA.K.R.2.1 Use titles, headings, & illustrations to predict & confirm the topic of texts. ELA.K.R.3.2b Retell a text orally to enhance comprehension: use topic & details

ELA.K.R.2.2 Identify the topic of multiple details in a text.

3 LLA.K.V.1.2 Ask and answer questions about unfamiliar words in grade level content

Science/Social Studies:

Science: Plants and Animals have Needs

SC.K.L.14.2-Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.

SC.K.L.14.3-Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.

Resources: What Animals Need (Shared Readings and Poetry), Lessons from Mama Bear (Mentor Read Alouds), Grow, Pumpkin Grow (Mentor Read Alouds), Plants and Animals Have Needs (Consumable), Plants Grow (Reader's Theater)

Vocabulary:

Academic

Critical Thinking: Ask questions, create mental images, unfamiliar words, topic and multiple details, predict/confirm, text features: labels and captions, background knowledge

Literary Terms: rhyme, poem, descriptive words ELA. K.V.1.1

Story:

Background knowledge words: Need, grow,

Refer to Vocabulary Development of each unit for tiered vocabulary p. 8 ELA.K.V.1.2: ELA.K.V.1.3

Response to Literature/Writing Mini-Lesson/Grammar:

Draw. Write and Share Messages

Model: Thinking of a topic, Drawing a picture. Suggestion: Use the tree map slide of living things on the promethean board to drag and drop to categorize the pictures.

Guided Practice: After you model, Have students categorize plants and animals by placing pictures under the correct headings (teacher will pre-cut pictures).

Grammar Skill: Introduce, use and identify Nouns TE P.27

ELA.K.C.1.1 Print many upper-and lowercase letters.

ELA.K.C.1.4 Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.

Saxon:

Lessons 9 - 12 (G) PA: compound words, B sounds, blending sounds, rhyming words

Preview (Formerly beef it up):

(one letter a day, review previous letters each

K.F.1.1, K.F.1.2, K.F.1.3

Sight Words: WORDS FOR EXPOSURE vellow. five, six, me K.F.1.4

Resiliency Standards:

Small Group:

Set small group expectations - smooth transition, log into the computers , work with partners Name Writing

Phonological Awareness Skills for the 1st 9 weeks

Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Onet & Rime **Phonics**

Differentiated Reading Instruction Based on Phonics Screener

ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4

Readers:

Consumables: Unit 1 reading and writing magazine: Plants and Animals Have Needs

Big Animals-A Who Is In The Tree-B Frog and the Forest- D

Where Do They Live-A How Dragonflies Change- C Red the Horse-D

Tasty Fruit-B Where Do Plants Grow-C The Parts of a Plant-E

Personal Responsibility

HE.K.R.2.5 Identify personal strengths and actions individuals can do independently. Clarification: Empathy, listening, sharing, adapting, showing courage, leadership.

Benchmark Phonics Readers:

Week 5: Se	ptember	9-13,	2024	/ Apples
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Whole Group Reading/ Benchmarks Covered:

Unit 1- LIfe Science

Theme: Plants and Animals Have Needs Essential Question: Why do living things have needs?

Reading: Week 2

Comprehension Standards: Identify the topic of and multiple details in a text Goal: I can name the topic and details.

Foundational Standards: print conveys meaning and pictures support meaning Vocabulary Standards: ask and answer questions about unfamiliar words

Strategies: Make predictions; Identify descriptive words in a text

Extended Title(s): What Do Plants Need? (Big Book) (Resiliency Standard: Character

Additional trade books: Actual Size by Steve Jenkins, The Carrot Seed by Ruth Krauss, From Seed to Plant by Gail Gibbons, Ice Bears: In the Steps of the Polar Bear by Nicola Davies, Up in the Garden and Down in the DIrt by Kate Messner, What Do You Do With a Tail Like This? By Steve Jenkins & Robin Page, Brown Bear, Brown Bear by Eric Carle, Chicka Chicka Boom Boom by Bill Martin

ELA.K.R.2.1 Use titles, headings, & illustrations to predict & confirm the topic of texts.

ELA.K.R.2.2 Identify the topic of multiple details in a text.

 \sim ELA.K.V.1.2 Ask and answer questions about unfamiliar words in grade level content.

Science/Social Studies:

Science: Plants and Animals have Needs

SC.K.L.14.2-Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.

SC.K.L.14.3-Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.

Resources: What Animals Need (Shared Readings and Poetry), Plants and Animals Have Needs (Consumable), Plants Grow (Reader's Theater), What Do Plants Need? (Big Book)

Vocabulary:

Academic:

Critical Thinking: Ask questions, create mental images, unfamiliar words, topic and multiple details, predict/confirm, text features: labels and captions, background knowledge

Literary Terms: rhyme, poem, descriptive words ELA. K.V.1.1

Story:

Background knowledge words: Need, grow, survive

Refer to Vocabulary Development of each unit for tiered vocabulary p. 8 ELA.K.V.1.2: ELA.K.V.1.3

Response to Literature/Writing Mini-Lesson/Grammar:

Draw, Write, and Share Messages

Model: Draw and Label a flower. Model Drawing Picture/Labeling Picture.

Guided Practice: Use the slide for Unit 1, Week 2 to draw and label parts of a plant. Teacher will write in highlighter for students to trace to scaffold if necessary.

Grammar: Introduce, Identify, and use Action Verb TE P.75

ELA.K.C.1.1 Print many upper-and lowercase letters.

ELA.K.C.1.4 Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.

ELA.K.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, & spelling appropriate to grade level.

Saxon:

Lessons 13 - 16 (H)

PA: compound words, B sounds, rhyming words

Preview:

(one letter a day, review previous letters each

K.F.1.1. K.F.1.2. K.F.1.3

Sight Words: green, seven. See, WORDS FOR **EXPOSURE**

K.F.1.4

Small Group: Resiliency Standards: Readers:

Set small group expectations - smooth transition, log into the computers , work with partners Phonological Awareness Skills for the 1st 9 weeks

Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Onet & Rime

Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4

Consumables: Unit 1 reading and writing magazine: Plants and Animals Have Needs

Leveled Readers:

Big Animals-A Where Do They Live-A Tasty Fruit-B Who Is In The Tree-B How Dragonflies Change- C

Frog and the Forest- D Red the Horse-D

Where Do Plants Grow-C The Parts of a Plant-E

HE.K.R.1.1 Define and give examples of kindness and caring

Benchmark Phonics Readers:

Week 6: September 16-20, 2024 (Wed.-Half day/teacher planning)/ Plants

Whole Group Reading/ Benchmarks Covered:

Unit 1- LIfe Science

Theme: Plants and Animals Have Needs Essential Question: Why do living things have needs?

Reading: Week 3

 $\textbf{Comprehension Standards:} \ \textbf{Identify the topic of and multiple details in a text}$

Goal: I can name the topic and details.

Foundational Standards: print conveys meaning and pictures support meaning **Vocabulary Standards:** ask and answer questions about unfamiliar words

Strategies: Make predictions; Identify descriptive words in a text

Extended Title(s): What Do Animals Need? (Big Book) (**Resiliency Standard**: critical thinking and problem solving 4.1)

Additional trade books: Actual Size by Steve Jenkins, The Carrot Seed by Ruth Krauss, From Seed to Plant by Gail Gibbons, Ice Bears: In the Steps of the Polar Bear by Nicola Davies, Up in the Garden and Down in the DIrt by Kate Messner, What Do You Do With a Tail Like This? By Steve Jenkins & Robin Page, Brown Bear, Brown Bear by Eric Carle, Chicka Chicka Boom Boom by Bill Martin

ELA.K.R.2.1 Use titles, headings, & illustrations to predict & confirm the topic of texts.

ELA.K.R.2.2 Identify the topic of multiple details in a text.

ELA.K.V.1.2 Ask and answer questions about unfamiliar words in grade level content.

Science/Social Studies:

Science: Plants and Animals have Needs

SC.K.L.14.2-Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.

SC.K.L.14.3-Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.

Resources: What Animals Need (Shared Readings and Poetry), Plants and Animals Have Needs (Consumable), Plants Grow (Reader's Theater), What Do Animals Need? (Big Book), Parent and Baby Animals (Sha

Vocabulary:

Critical Thinking: Ask questions, create mental images, unfamiliar words, topic and multiple details, predict/confirm, text features: labels and captions, background knowledge

Literary Terms: rhyme, poem, descriptive words ELA. K.V.1.1

Story:

Background knowledge words: Need, grow, survive

Refer to Vocabulary Development of each unit for tiered vocabulary p. 8 ELA.K.V.1.2; ELA.K.V.1.3

Response to Literature/Writing Mini-Lesson/Grammar:

Draw, Write and Share Messages

Model: Brainstorming how to draw a picture and sentence. Suggestion: Use a circle map to write "Plants Need" in the middle, and students tell you words to put around (soil, water, sun) Guided Practice: Brainstorming and orally sharing ideas. Draw and write a sentence. Example Plants need water

Grammar: Use Nouns and Action Verbs

ELA.K.C.1.1 Print many upper-and lowercase letters.

ELA.K.C.1.4 Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.

ELA.K.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, & spelling appropriate to grade level.

Saxon:

Lessons 17 - 20 (T)

PA: compound words, B sounds, consonant blends

Preview:

r,k,b

(one letter a day, review previous letters each day) K.F.1.1, K.F.1.2, K.F.1.3

Sight Words: purple, nine, the WORDS FOR EXPOSURE K.F.1.4

Small Group: Readers: Resiliency Standards:

Learning Goals:

Phonological Awareness Skills for the 1st 9 weeks

Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Onet & Rime **Phonics**

Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4

Consumables: Unit 1 reading and writing magazine: Plants and Animals Have Needs

Leveled Reader

Big Animals-A Who Is In The Tree-B Frog and the Forest- D Where Do They Live-A How Dragonflies Change- C

Tasty Fruit-B

Where Do Plants Grow-C

The Parts of a Plant-E

Red the Horse-D

Benchmark Phonics Readers:

Critical Thinking and Problem Solving

HE.K.R.4.1 Identify when help is needed and who to ask for help.

Week 7: September 23 - 27, 2024 / Farm

Whole Group Reading/ Benchmarks Covered:

Unit 2: Character Matters Theme: Every story has characters Essential Question: How are characters different?

Reading: Week 1

Comprehension Standards: Describe Main Characters in a Story; Retell: using main characters, setting, important events; Identify descriptive words in a text **Goal:** I can identify and describe the character, setting, and the important events.

Vocabulary Standards: ask and answer questions about unfamiliar words in text

Strategies: Make inferences; Compare & contrast characters

Mentor Title(s): The Tortoise and the Hare; (Resiliency Standards Character: 1.1, 1.2, 1.3, 1.4) The Little Helper

Additional trade books: Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst, The Hello, Goodbye Window by Norton Juster, Hooway for Wodney Wat by Helen Lester, Lilly's Purple Plastic Purse by Kevin Henkes, The Wednesday Surprise by Eve Bunting, Where the Wild Things Are by Maurice Sen dak, Hop on Pop by Dr. Seuss, Red is Best by Kathy Stenson

ELA.K.R.3.1 Identifying and explaining descriptive words in texts.

ELA.K.R.1.1 Describe the main character(s), setting & important events in a story.

ELA.K.R.3.2a Use main character(s), setting, & important events for a story.

ELA.K.V.1.2 Ask and answer questions about unfamiliar words in grade level content.

Science/Social Studies:

Social Studies: Good Citizenship and Conflict, Positional Words

SS.K.C.2.2 Demonstrates that conflicts among friends can be resolved in ways that are consistent with being a good citizen.

SS.K.C.2.3 Describe fair ways for groups to make decisions.

SS.K.G.1.1 Describe the relative location of people, places, and things by using positional words.

SS.K.A.2.4 Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility. (Johnny Appleseed)

Resources: Tortoise and Hare Run a Race (Reader's Theater), Meet the Three Bears (Reader's Theater)

Science:

SC.K.N.1.3 Keep records as appropriate --suck as pictorial records--of investigations conducted. SC.K.N.1.4 Observe and create a visual representation of an object which includes its major features

SC.K.N.1.5 Recognize that learning can come from careful observation.

Vocabulary:

Academic:

Critical Thinking: distinguish

importance, create mental images, draw inferences/infer, compare/contrast, unfamiliar

Literary Terms: author/illustrator, main character, setting, events, descriptive words, rhyme

ELA. K.V.1.1

Story:

Background knowledge words: perspective, underestimate, appreciate

Refer to Vocabulary Development of each unit for tiered vocabulary p. 166 ELA.K.V.1.2: ELA.K.V.1.3

Response to Literature/Writing Mini-Lesson/Grammar:

Draw & Write Narrative Texts

Model: Use a circle map to write about a character using character traits.

Guided Practice: Students will write about a character using character traits on their own, with the teacher writing the sentence if necessary (using a highlighter). Example: The tortoise is

Grammar: Regular plural nouns (pg. 185) Introduce, Identify, Inform

ELA.K.C.1.1 Print many upper-and lowercase letters.

ELA.K.C.1.4 Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.

ELA.K.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, & spelling appropriate to

ELA.K.C.2.1 Present information orally using complete sentences.

Saxon:

Lessons 21-24 (P)

PA: blending and un blending consonants Preview:

* u,z,c (one letter a day review previous letters each day)

*vowel sounds.

K.F.1.1, K.F.1.2, K.F.1.3

Sight Words: gray, ten, like WORDS FOR **EXPOSURE** K.F.1.4

Small Group:

Learning gggGoals: Phonological Awareness Skills for the 1st 9 weeks

Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Onet & Rime

Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4

Readers:

Consumables: Unit 2 Reading and Writing Magazine- Every Story Has Characters

Leveled Readers:

Dad Can-A My New Dog-A I See-B I Play-B I Can-C Yago Helps a Lot-C Cows of Many Colors-D Flora the Iguana Can Fly- D Who Lives in This Cave-E

Benchmark Phonics Readers: Sam Likes the Farm

Saxon Decodable Reader:

Hot, Hot, Hot (Lesson 27)

Resiliency Standards:

HE.K.R.1. Character

HE.K.R.1.1 Define and give examples of kindness and caring.

HE.K.R.1.2 Demonstrate the ability to take turns and share with others.

HE.K.R.1.3 Describe ways to show respect to

HE.K.R.1.4 Identify the difference between the

truth and a lie.

Week 8: September 30 - October 4, 2024 / Farm

Whole Group Reading/ Benchmarks Covered:

Unit 2: Character Matters Theme: Every story has characters Essential Question: How are characters different?

Reading: Week 2

Comprehension Standards: Describe Main Characters in a Story; Retell: using main characters, setting, important events; Identify descriptive words in a text **Goal:**I can identify and describe the character, setting, and the important events.

Vocabulary Standards: ask and answer questions about unfamiliar words in text

Strategies: Make inferences; Compare & contrast characters

Extended Title(s): Horrible Bear (read aloud book) (Resiliency Standards: character R.2 personal responsibility 2.4)

Additional trade books: The Hello, Goodbye Window by Norton Juster, Hooway for Wodney Wat by Helen Lester, Lilly's Purple Plastic Purse by Kevin Henkes, The Wednesday Surprise by Eve Bunting, Where the Wild Things Are by Maurice Sendak, Hop on Pop by Dr. Seuss, Red is Best by Kathy Stenson

ELA.K.R.1.3 Explain the roles of author & illustrator of a story.

ELA.K.R.1.1 Describe the main character(s), setting & important events in a story.

\$\text{\text{\text{FLA.K.R.3.2a}} Use main character(s), setting, & important events for a story.

ELA.K.V.1.2 Ask and answer questions about unfamiliar words in grade level content.

Science/Social Studies:

Social Studies: Good Citizenship and Conflict, Positional Words

SS.K.C.2.2 Demonstrates that conflicts among friends can be resolved in ways that are consistent with being a good citizen.

SS.K.C.2.3 Describe fair ways for groups to make decisions.

SS.K.G.1.1 Describe the relative location of people, places, and things by using positional words.

Resources: Tortoise and Hare Run a Race (Reader's Theater), Meet the Three Bears (Reader's Theater), Horrible Bear (Big Book)

Science: Five Senses

SC.K.L.14.1 Recognize the five senses and related body parts.

SC.K.N.1.2 Make observations of the natural world and know that they are descriptors collected using the five senses.

SC.K.N.1.3 Keep records as appropriate --suck as pictorial records--of investigations conducted. SC.K.N.1.4 Observe and create a visual representation of an object which includes its major

SC.K.N.1.5 Recognize that learning can come from careful observation.

Resources: Small Group Books: Tools for Seeing, What I Hear

Vocabulary:

Academic:

Critical Thinking: distinguish

importance, create mental images, draw inferences/infer, compare/contrast, unfamiliar

Literary Terms: author/illustrator, main character, setting, events, descriptive words, rhyme

ELA. K.V.1.1

Background knowledge words: perspective, underestimate, appreciate

Refer to Vocabulary Development of each unit for tiered vocabulary p. 166 ELA.K.V.1.2;ELA.K.V.1.3

Response to Literature/Writing Mini-Lesson/Grammar:

Draw & Write

Narrative Texts

Model: Introduce Flow Map. Teacher draws a character during morning, noon and evening. Teacher writes a sentence to go with pictures. Example: Bear wakes up. Bear eats lunch. Bear

Guided Practice: Students draw pictures on their flow map of bear, and copy sentences modeled.

Grammar: Introduce, identify, and use question words pg. 233

ELA.K.C.1.1 Print many upper-and lowercase letters.

ELA.K.C.1.4 Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order. ELA.K.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, & spelling appropriate to grade level.

FLA.K.C.2.1 Present information orally using complete sentences

Saxon:

Lessons 25-28 (A) Assess lesson 28 PA: rhyming, number of sounds in words, compound words, ending sounds Preview:

*E,y, d, v (one letter a day, review previous letters each day) K.F.1.1, K.F.1.2, K.F.1.3

Sight Words: the, *black, a K.F.1.4

Small Group:

Readers:

Resiliency Standard:

Learning Goals:

Phonological Awareness Skills for the 1st 9 weeks

Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Onet & Rime

Differentiated Reading Instruction Based on Phonics Screener

ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4

Consumables: Unit 2 Reading and Writing Magazine- Every Story Has Characters

Leveled Readers:

Dad Can-A My New Dog-A I Play-B I Can-C Yago Helps a Lot-C Cows of Many Colors-D Flora the Iguana Can Fly- D Who Lives in This Cave-E

Benchmark Phonics Readers: Lessons 29- 32 (N)

Reading List 1

PA: sounds in words, syllables in words, rhyming words

Beef it up skills:

*Alphabet Review

*vowel sounds

K.F.1.1, K.F.1.2, K.F.1.3

HE.K.R.1. Character

HE.K.R.1.1 Define and give examples of

kindness and caring.

HE.K.R.1.2 Demonstrate the ability to take turns and share with others.

HE.K.R.1.3 Describe ways to show respect to

HE.K.R.1.4 Identify the difference between the truth and a lie.

HE.K.R.2.4 Identify and recognize basic feelings. Clarification: Sad, mad, happy, excited, worried.

Week 9: October 7-11, 2024 (end of 1st nine weeks) / Nursery Rhymes

Whole Group Reading/ Benchmarks Covered:

Unit 2: Character Matters Theme: Every story has characters Essential Question: How are characters different?

Reading: Week 3

Comprehension Standards: Describe Main Characters in a Story; Retell: using main characters, setting, important events; Identify descriptive words in a text **Goal:** I can identify and describe the character, setting, and identify the important events.

Vocabulary Standards: ask and answer questions about unfamiliar words in text

Strategies: Make inferences; Compare & contrast characters, use context clues to figure out unknown words,

Extended Title(s): Dog Days of School (This is a little read aloud book.) (Resiliency Standard: Personality Responsibility 2.3)

Additional trade books: Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst, The Hello, Goodbye Window by Norton Juster, Hooway for Wodney Wat by Helen Lester, Lilly's Purple Plastic Purse by Kevin Henkes, The Wednesday Surprise by Eve Bunting, Where the Wild Things Are by Maurice Sendak, Hop on Pop by Dr. Seuss, Red is Best by Kathy Stenson

FLA.K.R.1.1 Describe the main character(s), setting & important events in a story.

ELA.K.R.1.3 Explain the roles of author & illustrator of a story.

ELA.K.V.1.2 Ask and answer questions about unfamiliar words in grade level content.

Science/Social Studies:

Social Studies: Good Citizenship and Conflict and Positional Words

SS.K.C.2.2 Demonstrates that conflicts among friends can be resolved in ways that are consistent with being a good citizen.

SS.K.C.2.3 Describe fair ways for groups to make decisions.

SS.K.G.1.1 Describe the relative location of people, places, and things by using positional words. **Resources:** Tortoise and Hare Run a Race (Reader's Theater), Meet the Three Bears (Reader's Theater)

Science:

SC.K.N.1.3 Keep records as appropriate --suck as pictorial records--of investigations conducted. SC.K.N.1.4 Observe and create a visual representation of an object which includes its major features.

SC.K.N.1.5 Recognize that learning can come from careful observation.

Vocabulary:

Academic:

Critical Thinking: distinguish importance, create mental images, draw

inferences/infer, compare/contrast, unfamiliar words

Literary Terms: author/illustrator, main character, setting, events, descriptive

words, rhyme ELA. K.V.1.1

Story:

Background knowledge words: perspective, underestimate, appreciate

Refer to Vocabulary Development of each unit for tiered vocabulary p. 166 ELA.K.V.1.2;ELA.K.V.1.3

Response to Literature/Writing Mini-Lesson/Grammar:

Draw & Write Narrative Texts

Model: Continue modeling flow map. Model coming up with your own narrative text with using self as the character. Example: The bell rings. I walk to class. I do my work.

Guided Practice: Students write their own narrative with three sentences. Teacher may help by writing the sentences with highlighter for students to trace.

Grammar: Use question words. Form and use regular plural nouns. Pg. 281, 289, 299

ELA.K.C.1.1 Print many upper-and lowercase letters.

ELA.K.C.1.4 Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.

ELA.K.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, & spelling appropriate to grade level.

ELA.K.C.2.1 Present information orally using complete sentences

Saxon:

Lessons: 29-32 Letter N

Preview:

*j, x, w, q (one letter a day, review previous letters each day)

K.F.1.1, K.F.1.2, K.F.1.3

Sight Words: *brown, on, go K.F.1.4

Saxon Fluency Reader:

From Lesson 31

An Ant- B

An Ant Nap- O

An Ant Got on Top- A

Small Group:

Readers:

Resiliency Standards:

Learning Goals:

Phonological Awareness Skills for the 1st 9 weeks

Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Onet & Rime **Phonics**

Differentiated Reading Instruction Based on Phonics Screener

ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4

Consumables: Unit 2 Reading and Writing Magazine- Every Story Has Characters

Leveled Readers:

Dad Can-A My New Dog-A I See-B

I Play-B I Can-C Yago Helps a Lot-C
Cows of Many Colors-D Flora the Iguana Can Fly- D Who Lives in This Cave-E

Benchmark Phonics Readers: Who am I, I am Big

Saxon Decodable Reader:

Hop on the Mop (Lesson 35)

Personal Responsibility

HE.K.R.2.3 Discuss the value of goal setting.

Week 10: October 15-18, 2024 (Mon.-Teacher Planning Day)/ Community Helpers

Whole Group Reading/ Benchmarks Covered:

Unit 3: Government and Citizenship

Theme: Rules at Home and School
Essential Question: Why do we have rules?

Reading: Week 1

Comprehension Standards: Retell: use topic and details; Describe: Main characters in a story. Rhymes in a poem.

Goal: I can retell the topic and details in a story. I can describe the main character. I can identify rhymes in a poem..

Foundational Standards: Recognize that text conveys meaning and illustrations support the meaning

Vocabulary Standards: Sort Words into categories

Strategies: make connections, summarize, synthesize (page 40 of teacher edition has a good example), rhyming in poems,

Mentor Title(s): Let's Play by the Rules; A New Pet (Resiliency Standard: Personal Responsibility 1.3)

Additional trade books: Can I Bring Woolly to the Library, Ms. Reeder, Click, Clack, Moo: Cows That Type by Doreen Cronin, Don't Let the Pigeon Drive the Bus! By Mo Willems, Farmer Duck by Martin Waddell, Ragweed's Farm Dog Handbook by Anne Vittur Kennedy, Shooting Stars Soccer Team by YeoengAh, The Bald Eagle by Pearl Norman, A Picture Book Benjamin Franklin by Davis A Adler

ELA.K.R.1.3 Explain the roles of author & illustrator of a story.

ELA.K.R.2.2 Identify the topic and multiple details in a text.

ELA.K.R.3.2a Retell a text orally to enhance comprehension, use main character(s), setting, and important events ELA. K. R. 1.4 Identify rhymes in a poem.

ELA.K.V.1.3 Identify and sort common words into basic categories, relating vocabulary to background knowledge.

ELA.K.R.3.2 B Retell a text orally to enhance comprehension/ Use topic and details for inform

ELA.K.R.1.1 Describe the main character(s), setting, and important events ational text.

Science/Social Studies:

Social Studies: Rules at Home and School

SS.K.C.1.1- Define and give examples of rules and laws, and why they are important.

SS.K.C.1.2- Explain the purpose and necessity of rules and laws at home, school and community.

SS.K.C.2.1- Demonstrate the characteristics of being a good citizen

Resources: Table Manners (Shared Readings and Poetry), Let's Play By the Rules (Mentor Read Aloud), Rules at Home and School (consumable)

Science: Five Senses

SC.K.L.14.1 Recognize the five senses and related body parts.

SC.K.N.1.2 Make observations of the natural world and know that they are descriptors collected using the five senses.

SC.K.N.1.3 Keep records as appropriate --suck as pictorial records--of investigations conducted.

SC.K.N.1.4 Observe and create a visual representation of an object which includes its major features.

SC.K.N.1.5 Recognize that learning can come from careful observation.

Resources: Small Group Books: Tools for Seeing, What I Hear

Vocabulary: Academic:

Critical Thinking: create mental images, draw inferences, infer, make connections, retell topic and multiple details, text features, compare/contrast

Literary Terms: rhyme, characters, setting, poem ELA. K.V.1.1

Story:

Background knowledge words: get along, respect, responsible

Refer to Vocabulary Development of each unit for tiered vocabulary p. 8 ELA.K.V.1.2;ELA.K.V.1.3

Response to Literature/Writing Mini-Lesson/Grammar:

Draw and Write Informational/Expository Texts

Model: Using a circle map, list facts about a topic, identifying the topic. Optional Topics: School rules, safety equipment, rules in sports, ways to be a pet owner, sports gear. **Guided Practice:** Students will copy using their own circle map, selecting a topic that the teacher

modeled. Students will write a sentence with help.

Grammar: Introduce and use complete sentences with capitalization. pg.27

ELAK.C.1.1 Print many upper- and lowercase letters.

ELA.K.C.1.4 Using a combination of drawing, dictating, and/or writing, provide factual information

ELA.K.C.1 Follow rules of standard English grammar, punctuation, capitalization, & spelling

Saxon:

Lessons 33-36 (M), Reading List 2

PA: B sounds, E sounds, un blending sounds, rhyming words

Preview: short vowel review K.F.1.1. K.F.1.2. K.F.1.3

Sight Words: *pink, am, at, K.F.1.4

Small Group:

Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks

Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Flnal Sounds, Medial Sounds, Differentiating Sounds, Onet & Rlme, Phoneme Segmentation, Blending Phonemes

Phonics

Differentiated Reading Instruction Based on Phonics Screener

 $\mathsf{ELA}.\mathsf{K.F.1.1}; \, \mathsf{ELA}.\mathsf{K.F.1.2} \; ; \, \mathsf{ELA}.\mathsf{K.F.1.3} \; ; \, \mathsf{ELA}.\mathsf{F.K.1.4}$

Readers:

Consumables: Unit 3 Reading and Writing Magazine: Rules at Home and School

Leveled Readers:

I Go Downtown-A What Is on the Table-B What Symbols Do You See-D A School Day-A They Like to Help-C At School-D Who Is in My House-B
The Little Dogs and Mom-C

One Scary Bike Ride-E

Benchmark Phonics Readers: Can Do It

gs and Mom-C HE.K.R.1.3 Describe ways to show respect to

others.

Standard 2: HE.K.R.2. Personal

Responsibility

Resiliency Standards:

Florida Park Rules- D Saxon Fluency Readers:

From lesson 39 Lill- B

The Hill- O Lill,Matt, Tim- A

Week 11: October 21-25, 2024 / Community Helpers

Whole Group Reading/ Benchmarks Covered:

Unit 3: Government and Citizenship

Theme: Rules at Home and School Essential Question: Why do we have rules?

Reading: Week 2

Comprehension Standards: Retell: use topic and details: Describe: Main characters in a story. Rhymes in a poem.

Goal: I can retell the topic and details in a story. I can describe the main character. I can identify rhymes in a poem..

Foundational Standards: Recognize that text conveys meaning and illustrations support the meaning

Vocabulary Standards: Sort Words into categories

Strategies: make connections, summarize, synthesize (page 40 of teacher edition has a good example), rhyming in poems

Extended Title(s): What Are Some Rules at School? (Big Book) (Resiliency Standard: Personal Responsibility 2.2)

Additional trade books: Can I Bring Woolly to the Library, Ms. Reeder, Click, Clack, Moo: Cows That Type by Doreen Cronin, Don't Let the Pigeon Drive the Bus! By Mo Willems, Farmer Duck by Martin Waddell, Ragweed's Farm Dog Handbook by Anne Vittur Kennedy, Shooting Stars Soccer Team by YeoengAh, The Bald Eagle by Pearl Norman, A Picture Book Benjamin Franklin by Davis A Adler

ELA.K.R.2.1 Use titles, headings, & illustrations to confirm the topic of texts ELA.K.R.2.2 Identify the topic and multiple details in a text.

ELA. K. R. 1.4 Identify rhymes in a poem.

ELA.K.V.1.3 Identify and sort common words into basic categories, relating vocabulary to background knowledge.

ELA.K.R.3.2 B Retell a text orally to enhance comprehension/ Use topic and details for informational text.

Science/Social Studies:

Social Studies: Rules at Home and School

SS.K.C.1.1- Define and give examples of rules and laws, and why they are important.

SS.K.C.1.2- Explain the purpose and necessity of rules and laws at home, school and community.

SS.K.C.2.1- Demonstrate the characteristics of being a good citizen

Resources: Rules at Home and School (consumable), Rules at Home and School (Shared Readings and Poetry), Table Manners (Shared Readings and Poetry), What Are Some Rules at School (Big

Science:

SC.K.L.14.2-Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.

SC.K.L.14.3-Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.

SC.K.N.1.3 Keep records as appropriate --suck as pictorial records--of investigations conducted. SC.K.N.1.4 Observe and create a visual representation of an object which includes its major

SC.K.N.1.5 Recognize that learning can come from careful observation.

Vocabulary:

Critical Thinking: create mental images, draw inferences, infer, make connections, retell topic and multiple details, text features, compare/contrast, table of contents

Literary Terms: rhyme, characters, setting, poem ELA. K.V.1.1

Story:

Background knowledge words: get

along, respect, responsible

Refer to Vocabulary Development of each unit for tiered vocabulary p. 8 ELA.K.V.1.2:ELA.K.V.1.3

Response to Literature/Writing Mini-Lesson/Grammar:

Draw and Write Informational/Expository Text

Model: Retell topic and details Use a circle map to define facts about a topic (School Rules. How to show respect. How to take care of our school, etc.

Guided Practice: Students will copy what teacher models above with help when needed. Grammar: Introduce, identify and use punctuation. Pg. 75

ELAK.C.1.1 Print many upper- and lowercase letters.

ELA.K.C.1.4 Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.

ELA.K.C.1 Follow rules of standard English grammar, punctuation, capitalization, & spelling

Saxon:

Lessons 37-40 (I), Reading List 3

PA: number of words in a sentence, sounds in words, number of syllables in words

Preview: an, am K.F.1.1, K.F.1.2, K.F.1.3

Sight Words: to, orange*, I K.F.1.4

Small Group:

Readers:

Resiliency Standards:

Phonological Awareness Skills for the 2nd-3rd 9 weeks

Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onet & RIme, Phoneme Segmentation, Blending Phonemes

Phonics

Differentiated Reading Instruction Based on Phonics Screener EL.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4

Consumables: Unit 3 Reading and Writing Magazine: Rules at Home and School

Benchmark Phonics Readers: Tam and Sam See. We Sat. I am Max

Leveled Readers:

Florida Park Rules- D

I Go Downtown-A What Is on the Table-B What Symbols Do You See-D

A School Day-A They Like to Help-C At School-D

Who Is in My House-B The Little Dogs and Mom-C

One Scary Bike Ride-E

Standard 2: HE.K.R.2. Personal Responsibility HE.K.R.2.2 Demonstrate the ability to follow

rules and directions.

Saxon Decodable Reader:

Stan's Pig (Lesson 43)

Week 12: October 28 - November 1, 2024 / Holiday (Halloween)

Whole Group Reading/ Benchmarks Covered:

Science/Social Studies:

Vocabulary:

Unit 3: Government and Citizenship

Theme: Rules at Home and School Essential Question: Why do we have rules?

Reading: Week 3

Comprehension Standards: Retell: use topic and details: Describe: Main characters in a story. Rhymes in a poem. Compare and Contrast character's experience in stories. Goal: I can retell the topic and details in a story. I can describe the main character. I can identify rhymes in a poem. I can compare/contrast a character's experience.

Foundational Standards: Recognize that text conveys meaning and illustrations support the meaning

Vocabulary Standards: Sort Words into categories

Strategies: make connections, summarize, synthesize (page 40 of teacher edition has a good example), rhyming in poems

Extended Title(s): Rules Are Cool (This is a little read aloud book.) (Resiliency Standard: Character 1.4, Personal Responsibility 2.2)

Additional trade books: Can I Bring Woolly to the Library, Ms. Reeder, Click, Clack, Moo: Cows That Type by Doreen Cronin, Don't Let the Piaeon Drive the Bus! By Mo Willems, Farmer Duck by Martin Waddell, Ragweed's Farm Dog Handbook by Anne Vittur Kennedy, Shooting Stars Soccer Team by YeoengAh, The Bald Eagle by Pearl Norman, A Picture Book Benjamin Franklin by Davis A Adler

ELA. K. R. 1.4 Identify rhymes in a poem.

ELA.K.R.3.3 Compare/contrast characters, experiences in stories

ELA.K.R.1.1 Describe the main character(s), setting, and important events.

ELA.K.V.1.3 Identify and sort common words into basic categories, relating vocabulary to background knowledge

Social Studies: Rules at Home and School

SS.K.C.1.1- Define and give examples of rules and laws, and why they are important.

SS.K.C.1.2- Explain the purpose and necessity of rules and laws at home, school and community.

SS.K.C.2.1- Demonstrate the characteristics of being a good citizen

Resources: Rules at Home and School (consumable), Stop, Look, and Listen (Shared Readings and Poetry), Rules are Cool (Big Book)

SC.K.L.14.2-Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.

SC.K.L.14.3-Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.

SC.K.N.1.3 Keep records as appropriate --suck as pictorial records--of investigations conducted. SC.K.N.1.4 Observe and create a visual representation of an object which includes its major

SC.K.N.1.5 Recognize that learning can come from careful observation.

Critical Thinking: create mental images, draw inferences, infer, make connections, retell topic and multiple details, text features, compare/contrast

Literary Terms: rhyme, characters, setting, poem

ELA. K.V.1.1

Story:

Background knowledge words: get along, respect, responsible

Refer to Vocabulary Development of each unit for tiered vocabulary p. 8 ELA.K.V.1.2:ELA.K.V.1.3

Response to Literature/Writing Mini-Lesson/Grammar:

Draw and Write Informational/Expository Text

Model: Retelling important events Guided Practice: Follow 3 step strategy

Grammar: Complete sentences with capitalization and punctuation. Pg. 123

ELAK.C.1.1 Print many upper- and lowercase letters.

ELA.K.C.1.4 Using a combination of drawing, dictating, and/or writing, provide factual information

ELA.K.C.1 Follow rules of standard English grammar, punctuation, capitalization, & spelling

Saxon:

Lessons 41-44 (S), Reading List 4 PA: Final sounds, letter sounds, blends Preview: ox, ig

K.F.1.1, K.F.1.2, K.F.1.3

Sight Words: *white, see, is K.F.1.4

Small Group:

ELA.K.R.3.2 B Retell a text orally to enhance comprehension/ Use topic and details for informational text.

Readers:

Resiliency Standards:

Learning Goals:

Phonological Awareness Skills for the 2nd-3rd 9 weeks

Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onet & RIme, Phoneme Segmentation, Blending Phonemes

Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4

Consumables: Unit 3 Reading and Writing Magazine: Rules at Home and School

Leveled Readers:

I Go Downtown-A What Is on the Table-B What Symbols Do You See-D Florida Park Rules- D

Benchmark Phonics Readers:

Saxon Fluency Reader:

From Lesson 47 Sam's Fast Fan-B Tim's Lost Fan-O A Lot of Fans-A

A School Day-A They Like to Help-C At School-D

Who Is in My House-B The Little Dogs and Mom-C One Scarv Bike Ride-E

Standard 1: HE.K.R.1. Character

HE.K.R.1.4 Identify the difference between the truth and a lie.

Standard 2: HE.K.R.2. Personal Responsibility

HE.K.R.2.2 Demonstrate the ability to follow rules and directions.

Week 13: November 4-8, 2024 / Fall		
Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:
Unit 4: Perspectives in Literature Theme: Writers Tell Many Stories Essential Question: Why do people tell stories? Reading; Week 1 Comprehension Standards: Describe the main characters, setting, and important events Goal: I can describe the main characters, setting, and important events. Foundational Standards: Recognize that text conveys meaning and illustrations support the meaning Vocabulary Standards: Ask and Answer Questions about unfamiliar words. Relate background knowledge to unfamiliar words. Strategies: Activate prior knowledge, ask and answer questions, , create mental images,	Social Studies: Making a timeline (Optional - Timeline of the First Thanksgiving) SS.K.A.1.1-Develop an understanding of how to use and create a timeline. Science: Shape of Materials can be Changed SC.K.P.9.1 Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling. SC.K.N.1.3 Keep records as appropriate-such as pictorial records-of investigations conducted. Resources: The Three Little Pigs and the Wolf (Reader's Theater), Stone Soup (Reader's Theater)	Academic: Critical Thinking: ask questions, create mental images, draw inferences, infer, unfamiliar words, background knowledge, compare/contrast, fact/opinion Literary Terms: rhyme, author, illustrator, character, setting ELA. K.V.1.1 Background knowledge words: family, character, experiences Refer to Vocabulary Development page of each unit for tiered vocabulary ELA.K.V.1.2;ELA.K.V.1.3
Mentor Title(s): Who Did It?; The Spider and the Deer (Resiliency Standard: Critical Thinking and Problem Solving 4.1) Additional trade books: Bats at the Library by Brian Lies, Chester by Melanie Watt, No, David! By David Shannon, Rosie Revere, Engineer by Beaty Andrea, Tigress by Nick Dowson, When Sophie Gets Angry—by Molly Bang, Corduroy by Don Freeman, Rumble in the Jungle by Giles Andreae ELA R.1.1 Describe the main characters, setting & events. ELA.K.V.1.2 Ask and answer questions about unfamiliar words in grade level content. ELA.K.V.1.3 Identify and sort common words into basic categories, relating vocabulary to background knowledge.	Response to Literature/Writing Mini-Lesson/Grammar: Draw & Write Opinion Texts Model: Introduce the Bubble Map Pick a favorite character. Write reasons why you like him/her in the bubbles. Model writing a sentence. Example: I like mouse. He was kind. Guided Practice: Students copy the modeled plan and sentence with help. Grammar: Subject & Verb agreement Pg. 185 K.C.1.3 Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason	Lesson 45-48 (F), Reading List 5 PA: sounds in words, compound words, un blending sounds, letter sounds Preview: *beginning blend K.F.1.1, K.F.1.2, K.F.1.3 Sight Words: of, find, for, K.F.1.4
Small Group:	Readers:	Resiliency Standards:
Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, FInal Sounds, Medial Sounds, Differentiating Sounds, Onet & RIme, Phoneme Segmentation, Blending Phonemes	Consumables; Unit 4 Reading and Writing Magazine: Writers Tell Many Stories Leveled Readers: Who Comes Along-A Who Do You See-A Where Are the Animals-B I Am Haying Fun-B A Good Trip-C May I Go Fly-C	Standard 4: HE.K.R.4. Critical Thinking and Problem Solving

Phonics
Differentiated Reading Instruction Based on Phonics Screener

ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4

I Am Having Fun-B Dog Reads-D

A Good Trip-C Bravo Jim-D

May I Go Fly-C Miso Meows-E

Benchmark Phonics Readers: A Fat Pumpkin, In School

Saxon Decodable Reader: Frog Ran (Lesson 51)

HE.K.R.4.1 Identify when help is needed and who to ask for help.

Week 14: November 12 - 15, 2024 (Veteran's Day Monday)/ Turkeys & Thanksgiving

Whole Group Reading/ Benchmarks Covered:

Unit 4: Perspectives in Literature

Theme: Writers Tell Many Stories Essential Question: Why do people tell stories?

Reading; Week 2

Comprehension Standards: Describe the main characters, setting, and important events. Compare and Contrast character's experience in stories.

Goal: I can describe the main characters, setting, and important events. I can compare and contrast character's experiences in stories.

Foundational Standards: Recognize that text conveys meaning and illustrations support the meaning

Vocabulary Standards: Ask and Answer Questions about unfamiliar words. Relate background knowledge to unfamiliar words.

Strategies: Activate prior knowledge, ask and answer questions, , create mental images,

Extended Title(s): Knuffle Bunny (This is a little book read aloud.) (Resiliency: Critical Thinking and Problem Solving 2.4)

Additional trade books: Bats at the Library by Brian Lies, Chester by Melanie Watt, No, David! By David Shannon, Rosie Revere, Engineer by Beaty Andrea, Tigress by Nick Dowson, When Sophie Gets Angry-- by Molly Bang, Corduroy by Don Freeman, Rumble in the Jungle by Giles Andreae

K R 1 3 Explain the roles of author & illustrator

K.R.3.2a Retell a text grally to enhance comprehension; use main character(s), setting, & important events

K.R.3.3 Compare/Contrast characters experiences in stories

K.V.1.2 Ask and answer questions about unfamiliar words in grade level content

K.V.1.3 Identify and sort common words into basic categories, relating vocabulary to background knowledge.

K.R.1.1 Describe the main character(s), setting, & important events

Science/Social Studies:

Social Studies: Making a timeline

SS.K.A.1.1-Develop an understanding of how to use and create a timeline.

Science: Shape of Materials can be Changed

SC.K.P.9.1 Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.

SC.K.N.1.3 Keep records as appropriate-such as pictorial records-of investigations conducted.

Resources: The Three Little Pigs and the Wolf (Reader's Theater), Stone Soup (Reader's Theater)

Vocabulary:

Academic:

Critical Thinking: ask questions, create mental images, draw inferences, infer, unfamiliar words, background knowledge, compare/contrast, fact/opinion

Literary Terms: rhyme, author, illustrator, character, setting ELA. K.V.1.1

Background knowledge words: family, character, experiences

Refer to Vocabulary Development page of each unit for tiered vocabulary ELA.K.V.1.2:ELA.K.V.1.3

Response to Literature/Writing Mini-Lesson/Grammar:

Draw & Write Opinion Texts

Model: Continue the Bubble Map Pick a favorite event. Write reasons why you like it in the bubbles. Model writing a sentence. Example: I liked when Trixie said Knuffle Bunny! She

Guided Practice: Students copy the modeled plan and sentence with help.

Grammar: Use subject/ verb agreement. /use complete sentences with punctuation. Pg. 233

K.C.1.3 Using a combination of drawing, dictating, and/or writing express opinions about a topic or text with at least one supporting reason

Saxon:

Lessons 49 - 52- (R), Reading List 6 PA: compound words, manipulate sounds in words, number of syllables, letter sounds

Preview:

beginning blends K.F.1.1, K.F.1.2, K.F.1.3

Sight Words: it, in K.F.1.4

Small Group: Resiliency Standards: Readers:

Phonological Awareness Skills for the 2nd-3rd 9 weeks

Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onet & RIme, Phoneme Segmentation, Blending Phonemes

Phonics

Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4

Consumables: Unit 4 Reading and Writing Magazine: Writers Tell Many Stories

Leveled Readers:

Who Comes Along-A I Am Having Fun-B Dog Reads-D

Who Do You See-A A Good Trip-C Bravo Jim-D

Where Are the Animals-B May I Go Fly-C Miso Meows-E

Standard 2: HE.K.R.2. Personal Responsibility

HE.K.R.2.4 Identify and recognize basic feelings. Clarification: Sad, mad, happy, excited, worried.

Benchmark Phonics Readers:

Saxon Fluency Readers:

From Lesson 55 Pink Milk-A

Is It Milk?-B The Milk Spills-O

Week 15: November 18-22, 2024/ Turkeys & Thanksgiving			
Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:	
Unit 4: Perspectives in Literature Theme: Writers Tell Many Stories Essential Question: Why do people tell stories? Reading; Week 3 Comprehension Standards: Describe the main characters, setting, and important events Goal: I can describe the main characters, setting, and important events. Foundational Standards: Recognize that text conveys meaning and illustrations support the meaning Vocabulary Standards:Ask and Answer Questions about unfamiliar words. Relate background knowledge to unfamiliar words. Strategies: activate prior knowledge, ask and answer questions, create mental images Extended Title(s): Wolf Cub's Song (This is a little read aloud book.) (Resiliency Standard: Critical Thinking and Problem Solving 4.2) Additional trade books: Bats at the Library by Brian Lies, Chester by Melanie Watt, No, David! By David Shannon, Rosie Revere, Engineer by Beaty Andrea, Tigress by Nick Dowson, When Sophie Gets Angry by Molly Bang, Corduroy by Don Freeman, Rumble in the Jungle by Giles Andreae K.R.3.3 Compare/contrast characters experiences in stories K.R.3.1 Identify/explain descriptive words in a text(s) K.K.1.1 Describe the main character(s), setting, and important events. K.V.1.2 Ask and answer questions about unfamiliar words in grade level content.	Social Studies: Making a timeline SS.K.A.1.1-Develop an understanding of how to use and create a timeline. Science: Shape of Materials can be Changed SC.K.P.9.1 Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling. SC.K.N.1.3 Keep records as appropriate-such as pictorial records-of investigations conducted. Resources: The Three Little Pigs and the Wolf (Reader's Theater), Stone Soup (Reader's Theater) Taw and Write Opinion Texts Model: Draw ap picture of your book. Tell how you feel about a book. Write a reason why you like/dislike it. Model writing a sentence. Example: I liked Wolf Cub's Song because the pictures were colorful. Guided Practice: Students copy the modeled plan and sentence with help. Grammar: Use subject/ verb agreement in simple sentences with punctuation. Pg. 281 K.C.1.3 Using a combination of drawing, dictating, and/or writing express opinions about a topic or text with at least one supporting reason	Academic: Critical Thinking: ask questions, create mental images, draw inferences, infer, unfamiliar words, background knowledge, compare/contrast, fact/opinion Literary Terms: rhyme, author, illustrator, character, setting ELA. K.V.1.1 Story: Background knowledge words: family, character, experiences Refer to Vocabulary Development page of each unit for tiered vocabulary ELA.K.V.1.2;ELA.K.V.1.3 SQXON: Lesson 53-56 (K), Reading List 7 PA: rhyming words, syllables with out final sound, position of sound in words Preview: Ending blends- ft K.F.1.1, K.F.1.2, K.F.1.3 Sight Words: from, make K.F.1.4	
Small Group:	Readers:	Resiliency Standards:	
Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onet & Rime, Phoneme Segmentation, Blending Phonemes Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4	Consumables; Unit 4 Reading and Writing Magazine: Writers Tell Many Stories Leveled Readers: Who Comes Along-A Who Do You See-A Where Are the Animals-B I Am Having Fun-B A Good Trip-C May I Go Fly-C Dog Reads-D Bravo Jim-D Miso Meows-E Benchmark Phonics Readers: Saxon Decodable Reader: The Big Trip(Lesson 59)	Standard 4: HE.K.R.4. Critical Thinking and Problem Solving HE.K.R.4.2 Identify the importance of sharing thoughts and ideas to solve problems.	

Week 16: December 2-6, 2024 / Christmas			
Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:	
Unit 5: Technology and Society Theme: Technology at home and school Essential Question: Why do we use technology? Reading: Week 1 Comprehension Standards: Retell: Use topics and details; Describe: character, setting, important events. Goal: I can retell using topic and details. I can describe characters, setting, and important events. Foundational Standard: Recognize that text conveys meaning and illustrations support the meaning Vocabulary Standard: Ask and Answer Questions about unfamiliar words. Relate background knowledge to unfamiliar words.	Science: Day & Night SC.K.E.5.4-Observe that sometimes the moon can be seen at night and sometimes during the day. SC.K.E.5.5-Observe that things can be big and things can be small as seen from Earth. SC.K.E.5.6-Observe that some objects are far away and some are nearby as seen from Earth. Resources: Looking at the Sky (Readers Theater)	Academic: Critical Thinking: ask questions, draw inferences/infer, retell topic & details, categorize vocabulary, photos & captions, identify topic/multiple details Literary Terms: rhyme, connections, descriptive words, characters, setting, important events ELA. K.V.1.1 Story: Background knowledge words: celebration, holiday, remember, honor	
Strategies: activate prior knowledge, draw inferences, Mentor Title(s): Up, Up, and Away!; 1, 2, 3, Blast Off! Additional Trade Books: Ben Franklin's Big Splash: The Mostly True Story of His First		Refer to Vocabulary Development page of each unit for tiered vocabulary ELA.K.V.1.2;ELA.K.V.1.3	
Invention: Barb Rosenstock,-The Little House: Virginia Lee Burton, Manfish: A Story of Jacques Cousteau:Jennifer Berne, Plane Song: Diane Siebert, Shortcut: Donald Crews, Snowflake Bentley: Jacqueline Briggs Martin, Mission to Space: John Herrington, The Clock-A Mother Goose Poem: Unknown K.R.3.2b Retell a text orally to enhance comprehension: use topic & details. K.R.1.3 Explain the roles of author & illustrator. K.V.1.2 Ask and answer questions about unfamiliar words in grade level content.	Response to Literature/Writing Mini-Lesson/Grammar: Process Writing: Informational/Expository Texts Model: Writing Process Circle Map: Ways people get to school, brainstorm and write in a complete sentence. Brainstorm, revise, edit, publish Guided Practice: Brainstorm and share with a partner. Draft your expository text. Edit. Publish. Grammar: Capitalize the pronoun I pg. 35 K.C.1.4 Using a combination of drawing, dictating and/or writing, provide factual information about a topic.	Lessons 57 - 60 (B) , Reading List 8 PA: Number of words in a sentence, compound word, sound position Preview: Ending blends- sk, lk K.F.1.1, K.F.1.2, K.F.1.3 Sight Words: no, so, all, K.F.1.4	
Small Group:	Readers:	Resiliency Standards:	
Learning Goals: Phonological Awareness Skills Number of Words in a Sentence; Produce Words with Specific Sounds; Compound Words; Position of Sounds in Words (Beginning, middle, end) Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4	Consumables: Unit 5 Reading and Writing Magazine: Technology at Home and School Leveled Readers: Tools for Seeing-A What I Hear-A My Story-B Bess and Jess-B Science Tools-C Teachers Are Important-C All Abouts Maps-D Junk Is My Art-E We Can Move Things-D Benchmark Phonics Readers: **From Lesson 63** Bugs Run-B Bugs on the Run-O A Bug Hunt-A		

Week 17: December 9-13, 2024 / Christmas			
Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:	
Unit 5: Technology and Society Theme: Technology at home and school Essential Question: Why do we use technology? Reading: Week 2 Comprehension Standards: Retell: Use topics and details; Describe: character, setting, important events. Text features (photos and captions) Goal: I can retell using topic and details. I can describe characters, setting, and important events.	Science: Day and Night SC.K.E.S.4-Observe that sometimes the moon can be seen at night and sometimes during the day. SC.K.E.S.5-Observe that things can be big and things can be small as seen from Earth. SC.K.E.S.6-Observe that some objects are far away and some are nearby as seen from Earth. Resources: Looking at the Sky (Readers Theater)	Academic: Critical Thinking: ask questions, draw inferences/infer, retell topic & details, categorize vocabulary, photos & captions, identify topic/multiple details Literary Terms: rhyme, connections, descriptive words, characters, setting, important events ELA. K.V.1.1	
Foundational Standard: Recognize that text conveys meaning and illustrations support the meaning Vocabulary Standard: Ask and Answer Questions about unfamiliar words. Relate background knowledge to unfamiliar words. Strategies: activate prior knowledge, draw inferences, Extended Title(s): Technology at Home & School (Big Book) (Resiliency Standard: Critical Thinking 4.2.4.3)		Story: Background knowledge words: celebration, holiday, remember, honor Refer to Vocabulary Development page of each unit for tiered vocabulary ELA.K.V.1.2;ELA.K.V.1.3	
Critical Thinking 4.2, 4.3) Additional Trade Books: Ben Franklin's Big Splash: The Mostly True Story of His First Invention: Barb Rosenstock,-The Little House: Virginia Lee Burton, Manfish: A Story of Jacques Cousteau: Jennifer Berne, Plane Song: Diane Siebert, Shortcut: Donald Crews, Snowflake Bentley: Jacqueline Briggs Martin, Mission to Space: John Herrington, The Clock-A Mother Goose Poem: Unknown K.R.2.1 Use titles, headings, and illustrations to confirm the topic of texts. K.R.3.2b Retell a text orally to enhance comprehension: use topic & details. K.V.1.2 Ask and answer questions about unfamiliar words in grade level content.	Process Writing: Informational/Expository Texts Model: Using a Tree Map, list technology used at school then and now. Write two sentences: Example. Long ago, kids wrote with chalk. Today, I write with a marker. Guided Practice: Follow steps for writing an expository text. Grammar: Capitalize proper nouns pg. 75 K.C.1.4 Using a combination of drawing, dictating, and/or writing, provide factual information about a topic	Lessons 61-64 (U), Reading List 9 PA: same and different words, sound position number of syllables, E sounds Preview: ug, ut, un Sentence preview K.F.1.1, K.F.1.2, K.F.1.3 Sight Words: but, must, run, four K.F.1.4	
Small Group:	Readers:	Resiliency StandardS:	
Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onet & Rime, Phoneme Segmentation, Blending Phonemes Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4	Consumables: Unit 5 Reading and Writing Magazine: Technology at Home and School Leveled Readers: Tools for Seeing-A What I Hear-A My Story-B Bess and Jess-B Science Tools-C Teachers Are Important-C All Abouts Maps-D Junk Is My Art-E We Can Move Things-D Benchmark Phonics Readers: Saxon Decodable Reader: Zip (Lesson 67)	Critical Thinking and Problem Solving HE.K.R.4.2 Identify the importance of sharing thoughts and ideas to solve problems. HE.K.R.4.3 Discuss ways to work together to solve problems.	

Week 18: December 16-20, 2024 (end of nine weeks) / Gingerbread			
Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:	
Unit 5: Technology and Society Theme: Technology at home and school Essential Question: Why do we use technology? Reading: Week 3 Comprehension Standards: Retell: Use topics and details; Describe: character, setting, important events. Compare and Contrast characters' experiences in a story. Goal: I can retell using topic and details. I can describe characters, setting, and important events. Foundational Standard: Recognize that text conveys meaning and illustrations support the meaning Vocabulary Standard: Ask and Answer Questions about unfamiliar words. Relate background knowledge to unfamiliar words. Sort words into categories Strategies: activate prior knowledge, draw inferences, Extended Title(s): The No-Tech Day of Play (This is a little read aloud book.)	Science: Day and Night SC.K.E.S.4-Observe that sometimes the moon can be seen at night and sometimes during the day. SC.K.E.S.5-Observe that things can be big and things can be small as seen from Earth. SC.K.E.S.6-Observe that some objects are far away and some are nearby as seen from Earth. Resources: Looking at the Sky (Readers Theater)	Academic: Critical Thinking: ask questions, draw inferences/infer, retell topic & details, categorize vocabulary, photos & captions, identify topic/multiple details Literary Terms: rhyme, connections, descriptive words, characters, setting, important events ELA. K.V.1.1 Story: Background knowledge words: celebration holiday, remember, honor Refer to Vocabulary Development page of each unit for tiered vocabulary ELA.K.V.1.2;ELA.K.V.1.3	
(Resiliency Standard: Personal Responsibility 2.5) Additional Trade Books: Ben Franklin's Big Splash: The Mostly True Story of His First Invention: Barb Rosenstock,-The Little House: Virginia Lee Burton, Manfish: A Story of Jacques Cousteau: Jennifer Berne, Plane Song: Diane Siebert, Shortcut: Donald Crews, Snowflake Bentley: Jacqueline Briggs Martin, Mission to Space: John Herrington, The Clock-A Mother Goose Poem: Unknown K.R.1.3 Explain the roles of author and illustrator. K.R.3.3 Compare/Contrast characters & experiences in stories. K.V.1.2 Ask and answer questions about unfamiliar words in grade level content. K.R.1.1 Describe the main character(s), setting, and important events, explain the roles of author & illustrator.	Response to Literature/Writing Mini-Lesson/Grammar: Process Writing: Informational/Expository Texts Model: Circle Map: List out things you would do when you have no technology. (play with toys, ride bikes, etc.) Guided Practice: Follow steps for writing an expository text. Grammar: Capitalize pronoun I and proper nouns pg. 123 K.C.1.5 With guidance & support from adults, improve drawing & writing, as needed, by planning, revising, and editing. K.C.1.4 Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.	No Lessons due to holiday activities. (Cato up week as needed). Preview: Sentence preview K.F.1.1 K.F.1.2 K.F.1.3 Sight Words: into, can K.F.1.4	
Small Group:	Readers:	Resiliency Standards:	
Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onet & Rime, Phoneme Segmentation, Blending Phonemes Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4	Consumables: Unit 5 Reading and Writing Magazine: Technology at Home and School Leveled Readers: Tools for Seeing-A What I Hear-A My Story-B Bess and Jess-B Science Tools-C Teachers Are Important-C All Abouts Maps-D Junk Is My Art-E Benchmark Phonics Readers: It Is Hot Saxon Fluency Readers: **From Lesson 71** Is It a Cat?_B Cat Masks-O Big Cats-A	Personal Responsibility HE.K.R.2.5 Identify personal strengths and actions individuals can do independently. Clarification: Empathy, listening, sharing, adapting, showing courage, leadership.	

Week 19: January 7-10, 2025 (Mon. - Teacher Planning)/ Jan Brett author study

Whole Group Reading/ Benchmarks Covered:

Unit 6: Themes across cultures

Theme: Stories have messages

Essential Question: How do we know what is right?

Reading: Week 1

Comprehension Standards: Describe main characters, setting and important events. Retell: using the main characters, setting and important events. Identify and explain descriptive words in text, compare and Contrast characters' experience in a story.

Goals: I can describe the main character, setting, and retell the important events in a story. I can compare and contrast a character's experience in a story.

Vocabulary Standards: Ask and Answer questions about unfamiliar words **Strategies:** Identify descriptive words in a text, activate prior knowledge, make connections (p. 182 of teacher edition has a good anchor chart), summarize and synthesize

Mentor Title(s): A House for Max; All Together Now! (Resiliency Standards: Critical Thinking and Problem Solving 4.1, 4.2, 4.3)

Additional Trade Books: All Are Welcome: Alexandra Penfold, The Lotus Seed: Sherry Garland, Noisy Nora: Rosemary Wells, The Peace Book: Todd Parr, The Sandwich Swap: Kelly Dipucchio, Spaghetti In A Hot Dog Bun: Having The Courage To Be Who You Are: Maria Dismondy, A Mother for Choco: Keiko Kasza, Swimmy: Leo Lionni

K.R.3.2a Retell a text orally enhancing comprehension use of the main character(s), setting and important events.

K.R. 3.1 identify and explain descriptive words in text

K.V.1.2 Ask and answer questions about unfamiliar words in grade level content.

K.R.1.1 Describe the main character(s), setting, and important events.

Science/Social Studies:

Science: Sorting by Observable Properties, and Vibration

SC.K.P.8.1- Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.

SC.K.P.10.1-Observe those things that make sound vibrate.

Resources: Decodable Reader: "Red Hens". Small group reading: "Arctic Animals.

Vocabulary:

Academic:

Critical Thinking: ask questions, create mental images, make connections, retell using topic/details, support opinions, compare/contrast, message, folktale

Literary Terms: rhyme, character, setting, important events, descriptive words, imagery ELA. K.V.1.1

Story:

Background Knowledge Words: lesson, message, work together, accomplish

Refer to Vocabulary Development of each unit for tiered vocabulary p. 166 ELA.K.V.1.2;ELA.K.V.1.3

Response to Literature/Writing Mini-Lesson/Grammar:

Process Writing: Opinion Texts

Model: Opinion Writing with Bubble Map. Suggested Content: My favorite character is _____ because _____, _____, and _____.

Guided Practice: Students use the bubble map to pick a character and use three words to describe why they like that character. Students will write revise and edit their sentence. **Grammar:** Form and use simple verb tenses pg. 185

K.C.1.3 Using a combination of drawing, and/or writing, express opinions about a topic or text with at least one supporting reason

K.C.1.5 With guidance & support from adults, improve drawing & writing, as needed by planning, revising, and editing

Saxon:

Lessons 65-68 (Z) Reading List 10

PA: identify vowel u, number of words in a sentence Preview:

et, en, ed Sentence preview

K.F.1.1 K.F.1.2

K.F.1.3

Sight Words: up, not K.F.1.4

Small Group:

Readers:

Resiliency Standards:

Learning Goals:

Phonological Awareness Skills for the 2nd-3rd 9 weeks

Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Flnal Sounds, Medial Sounds, Differentiating Sounds, Onet & Rlme, Phoneme Segmentation, Blending Phonemes **Phonics**

Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4

Consumables: Unit 6 Reading and Writing Magazine: Stories Have Messages

Leveled Readers:

Today!-A We Play Ball-A Arctic Animals-B
Things We Like To Do-B It is Hot!-C Jonah Is a Leader-C
Rainy Day Adventure-D Bear's Adventure-D

The Day the Rooster Slept Late-E

Benchmark Phonics Readers:

Saxon Decodable Reader:

Ben Is Ten! (Lesson 74)

Critical Thinking and Problem Solving

HE.K.R.4.1 Identify when help is needed and who to ask for help.

HE.K.R.4.2 Identify the importance of sharing thoughts and ideas to solve problems. HE.K.R.4.3 Discuss ways to work together to solve problems.

Week 20: January 13 - 17, 2025 / Kevin Henkes (author study) Whole Group Reading/ Benchmarks Covered: Science/Social Studies:

Unit 6: Themes across cultures

Theme: Stories have messages

Essential Question: How do we know what is right?

Reading: Week 2

Comprehension Standards: Describe main characters, setting and important events. Retell: using the main characters, setting and important events. Identify and explain descriptive words in text, compare and Contrast characters' experience in a story. Goals: I can describe the main character, setting, and retell the important events in a story. I can compare and contrast a character's experience in a story.

Foundational Standard: Recognize that text conveys meaning and illustrations support the meaning (page 256 in TE has a good anchor chart) **Vocabulary Standards:** Ask and Answer guestions about unfamiliar words **Strategies:** make connections, build knowledge- stories have a message

Extended Title(s): The Legend of the Coqui (This is a little read aloud book) (Resiliency Standards: personal responsibility 2.5)

Additional Trade Books: All Are Welcome: Alexandra Penfold, The Lotus Seed: Sherry Garland, Noisy Nora: Rosemary Wells, The Peace Book: Todd Parr, The Sandwich Swap: Kelly Dipucchio, Spaghetti In A Hot Dog Bun: Having The Courage To Be Who You Are: Maria Dismondy, A Mother for Choco: Keiko Kasza, Swimmy: Leo Lionni

K.R.3.2a Retell a text orally to enhance comprehension: use main character(s), setting, and important events



K.V.1.2 Ask and answer questions about unfamiliar words in grade level content.



K.R.1.1 Describe the main character(s), setting & important events

Science: Sorting by Observable Properties, and Vibration

SC.K.P.8.1- Sort objects by observable properties, such as size, shape, color. temperature (hot or cold), weight (heavy or light) and texture.

SC.K.P.10.1-Observe those things that make sound vibrate.

Resources: Meg likes Bugs (Decodable Reader), The Legend of Coqui (Extended Read

Model: Writing facts about MLK. Use a Flow map to brainstorm facts. Write a paragraph.. Example: I know about Martin Luther King Jr. He worked for equal rights for all. That was all about Martin Luther King Jr.

Guided Practice: Students use a circle map and copy a paragraph written by the teacher.

Vocabulary:

Critical Thinking: ask questions, create mental images, make connections, retell using topic/details, support opinions, compare/contrast, message

Literary Terms: rhyme, character, setting. important events, descriptive words, imagery ELA. K.V.1.1

Story:

Background Knowledge Words: lesson. message, work together, accomplish

Refer to Vocabulary Development of each unit for tiered vocabulary p. 166 ELA.K.V.1.2:ELA.K.V.1.3

Response to Literature/Writing Mini-Lesson/Grammar:

Process Writing: Opinion

Model: Retell the events using a flow map. Think back to the important events to help you write about the message/lesson from the story. (Cogui Book)

Guided Practice: Students use a flow map to plan and write.

Grammar: Use question words pg. 233

K.C.1.3 Using a combination of dictating, and/or writing, express opinions about a topic or text with at least one supporting reason

K.C.1.5 With guidance & support from adults, improve drawing & writing, as needed by planning, revising, and editing.

Saxon:

Lesson 69-72 (C) Reading List 11

PA: Same and different words, alphabetize letter tiles, separate compound words, identify vowel sounds

Preview:

Ing. ill. ink Twin consonants II, zz K.F.1.1, K.F.1.2, K.F.1.3

Sight Words: one, get, me, K.F.1.4

Small Group:

Readers:

Resiliency Standards:

Phonological Awareness Skills for the 2nd-3rd 9 weeks

Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onet & RIme, Phoneme Segmentation, Blending Phonemes

Differentiated Reading Instruction Based on Phonics Screener

Letter Identification and Letter Sounds

CVC Word Reading

Spelling CVC Words

ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4

Consumables: Unit 6 Reading and Writing Magazine: Stories Have Messages

Leveled Readers:

Today!-A We Play Ball-A Arctic Animals-B Things We Like To Do-B It is Hot!-C Jonah Is a Leader-C

Bear's Adventure-D Rainy Day Adventure-D

The Day the Rooster Slept Late-E

Benchmark Phonics Readers: Red Hens, Bob Can Go

Saxon Fluency Readers:

From lesson 79 Yes to Pups!-B

Can You Yip?-O Sit. Yum-Tum!-A

Personal Responsibility

HE.K.R.2.5 Identify personal strengths and actions individuals can do independently. Clarification: Empathy, listening, sharing, adapting, showing courage, leadership

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:
Unit 6: Themes across cultures Theme: Stories have messages Essential Question: How do we know what is right? Reading: Week 3 Comprehension Standards: Describe main characters, setting and important events. Retell: using the main characters, setting and important events. Identify and explain descriptive words in text, compare and Contrast characters' experience in a story. Goals: I can describe the main character, setting, and retell the important events in a story. I can compare and contrast a character's experience in a story.	Science: Sorting by Observable Properties, and Vibration SC.K.P.8.1- Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture. SC.K.P.10.1-Observe that things that make sound vibrate. Resources: Meg likes Bugs (Decodable Reader), The Legend of Coqui (Extended Read 1)	Academic: Critical Thinking: ask questions, create menta images, make connections, retell using topic/details, support opinions, compare/contrast Literary Terms: rhyme, character, setting, important events, descriptive words, imagery ELA. K.V.1.1
Foundational Standard: Recognize that text conveys meaning and illustrations support the meaning (page 256 in TE has a good anchor chart) Vocabulary Standards: Ask and Answer questions about unfamiliar words Strategies: summarize and synthesize Extended Title(s): The Boy Who Fed His People (This is a little read aloud book)		Story: Background Knowledge Words: lesson, message, work together, accomplish Refer to Vocabulary Development of each unit for tiered vocabulary p. 166 ELA.K.V.1.2;ELA.K.V.1.3
Additional Trade Books: All Are Welcome: Alexandra Penfold, The Lotus Seed: Sherry Garland, Noisy Nora: Rosemary Wells, The Peace Book: Todd Parr, The Sandwich Swap: Kelly Dipucchio, Spaghetti In A Hot Dog Bun: Having The Courage To Be Who You Are: Maria Dismondy, A Mother for Choco: Keiko Kasza, Swimmy: Leo Lionni K.R.3.2a Retell a text orally to enhance comprehension: use main character(s), setting, and important events K.R.3.3 Compare/contrast characters & experiences in stories K.N.1.2 Ask and answer questions about unfamiliar words in grade level content. K.R.1.1 Describe the main character(s), setting & important events	Response to Literature/Writing Mini-Lesson/Grammar: Process Writing: Opinion Texts Model: Use a flow map to retell the events from a story. Guided Practice: Students will copy using a flow map, and lined paper to summarize a story from beginning to end, including their favorite part Grammar: Form and use simple verb tenses and question words pg. 281 K.C.1.3 Using a combination of dictating, and/or writing, express opinions about a topic or text with at least one supporting reason K.C.1.5 With guidance & support from adults, improve drawing & writing, as needed by planning, revising, and editing K.C.2.1 Present information orally using complete sentences	Lesson 73-76 (E) , Reading List 12 PA: Unblend words, unblend consonant sounds, # of words, identify /e/ in words Preview: Twin consonants ss, ff K.F.1.1, K.F.1.2,K.F.1.3 Sight Words: you, yes, funny K.F.1.4
	Small Group:	
Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onet & Rime, Phoneme Segmentation, Blending Phonemes Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4	Consumables: Unit 6 Reading and Writing Magazine: Stories Have Messages Leveled Readers: Today!-A We Play Ball-A Arctic Animals-B Things We Like To Do-B It is Hot!-C Jonah Is a Leader-C Rainy Day Adventure-D Bear's Adventure-D The Day the Rooster Slept Late-E Benchmark Phonics Readers: Meg Likes Bugs, I am Max	

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:
Unit 7: History, Culture, and Geography Theme: Holidays and Celebrations Essential Question: Why do people celebrate people and events? Reading: Week 1 Comprehension Standards: Identify the topic of and multiple details in a text, retell using topic and details, describe similarities between two events Goals: I can identify the topic and details in a text. I can retell a story. Foundational Standard: print conveys meaning and pictures support meaning Vocabulary: ask and answer questions about unfamiliar words Strategies: activate prior knowledge, make connections, draw inferences Mentor Title(s): The Mother of Thanksqiving; Let's Celebrate Thomas Edison	Social Studies: Use a Circle Map to brainstorm about a story about a holiday. Use a Flow Map to plan the B,M,E of the story. Write a story from a plan. Revise and edit story. SS.K.A.2.1-Compare children and families of today with those in the past. SS.K.A.2.2-Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage. SS.K.A.2.3-Compare our nation's holidays with holidays of other cultures.(SS. K.A.2.5-US Symbols) SS.K.A.2.4-Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility. Resources: The Mother of Thanksgiving (Mentor Read Aloud), Presidents Day (Small group reading) Social Studies: Primary Source SS.K.A.1.2-Develop an awareness of a primary source.	Academic: Critical Thinking: ask question, create menta images, unfamiliar words, topic and multiple details, make connections, feature of a book fact/opinion Literary Terms: rhyme ELA. K.V.1.1 Story: Background Knowledge Words: celebration, holiday, remember, honor Refer to Vocabulary Development of each un for tiered vocabulary p. 8 ELA.K.V.1.2;ELA.K.V.1.3
(Resiliency Standard: Personal Responsibility 2.3) Additional Trade Books: Apple Pie 4th of July by Janet S. Wong, Bringing in the New Year by Grace Lin, F is for Flag by Wendy Cheyette Lewison, George Washington's Teeth by Deborah Chandra, Martin's Big Words: The Life of Dr. Martin Luther King, Jr. by Doreen Rappaport, Tuesday Tucks Me In: The Loyal Bond Between a Soldier and His Service Dog by Luis Carlos Montalvan. ELA.R.2.1: Use titles, headings, and illustrations to confirm topics of a text. ELA.R.1.4: Identify rhyme in a poem ELA.K.V.1.2: ask and answer questions about unfamiliar words in text. ELA.R.2.2: Identify the topic and multiple details. ELA.R.3.1: Identify and explain descriptive words in texts.	Response to Literature/Writing Mini-Lesson/Grammar: Process Writing: Narrative Story Model: Use a flow map to sketch out your own narrative about something from your past. Publish your writing with lined paper. Guided Practice: Brainstorm, draft, revise, publish Grammar: Introduce and use possessive nouns pg. 27 ELA.K.C.1.2: Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.	Lessons 77-80 (Y) ,Reading List 13 PA: same and different, produce short e words, rhyming, identify /y/ in words Preview: Ick, ock, ack K.F.1.1 K.F.1.2 K.F.1.3 Sight Words: said, did, big, and K.F.1.4
	Small Group:	
Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onet & Rlme, Phoneme Segmentation, Blending Phonemes Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4	Consumables: Unit 7 Reading and Writing Magazine: Holidays and Celebrations Leveled Readers: Dad's Birthday-A The Party-B A Party at the Zoo-B What I Like to Do-B Make a Plan of the Library-C Its Sunday-D A Mariachi Band-C The Best Thanksgiving Ever-D Florida Foods-B President's Day-E A Look at Florida-C Benchmark Phonics Readers: Saxon Fluency Readers: **From Lesson 87** Vans-B Dan's Van-O The Camp	Personal Responsibility HE.K.R.2.3 Discuss the value of goal setting.

Van-A

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:
Unit 7: History, Culture, and Geography Theme: Holidays and Celebrations Essential Question: Why do people celebrate people and events? Reading: Week 2 comprehension Standards: Identify the topic of and multiple details in a text, retell using topic and details, describe similarities between two events Goals: I can identify the topic and details in a text. I can retell a story. Foundational Standard: print conveys meaning and pictures support meaning Vocabulary: ask and answer questions about unfamiliar words Strategies: activate prior knowledge, make connections, draw inferences Extended Title(s): People We Celebrate (Big Book)	Social Studies: SS.K.A.2.1-Compare children and families of today with those in the past. SS.K.A.2.2-Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage. SS.K.A.2.3-Compare our nation's holidays with holidays of other cultures. (SS. K.A.2.5-US Symbols) SS.K.A.2.4-Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility. Resources: P-E-A-C-E (Shared Reading), People We Celebrate (Extended Read 1), Presidents' Day (Small Group Reading) Social Studies: Primary Source SS.K.A.1.2-Develop an awareness of a primary source.	Academic: Critical Thinking: ask question,create mental images, unfamiliar words, topic and multiple details, make connections, feature of a book, fact/opinion Literary Terms: rhyme ELA. K.V.1.1 Story: Background Knowledge Words: celebration, holiday, remember, honor Refer to Vocabulary Development of each unit for tiered vocabulary p. 8 ELA.K.V.1.2;ELA.K.V.1.3
tional Trade Books: Apple Pie 4th of July by Janet S. Wong, Bringing in the New by Grace Lin, F is for Flag by Wendy Cheyette Lewison, George Washington's a by Deborah Chandra, Martin's Big Words: The Life of Dr. Martin Luther King, Jr. breen Rappaport, Tuesday Tucks Me In: The Loyal Bond Between a Soldier and ervice Dog by Luis Carlos Montalvan. 1.3: Explain the role of the author and illustrator. 1.4: Identify rhyme in a poem. 3.1: Identify/explain descriptive words in a text. ELA.V.1.2 Ask and answer questions about unfamiliar words in grade-level content. ELA.R.2.2: Identify the topic and multiple details.	Response to Literature/Writing Mini-Lesson/Grammar: Process Writing: Narrative Story Model: Use a Circle Map to brainstorm about a story about a holiday. Use a Flow Map to plan the B,M,E of the story. Write a story from a plan. Revise and edit the story. Guided Practice: Brainstorm, draft, revise, publish Grammar: Capitalize days and months pg. 83 ELA.K.C.1.2: Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.	Lesson 81-84 (D) PA: identify vowel sounds, produce words with /y/ sound, initial medial end sound - un blend and identify Reading List 14 Preview: Ank, amp, and K.F.1.1 K.F.1.2 K.F.1.3 Sight Words: have, help K.F.1.4
	Small Group:	
Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onet & Rime, Phoneme Segmentation, Blending Phonemes Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4	Consumables: Unit 7 Reading and Writing Magazine: Holidays and Celebrations Leveled Readers: Dad's Birthday-A The Party-B A Party at the Zoo-B What I Like to Do-B Make a Plan of the Library-C Its Sunday-D A Mariachi Band-C The Best Thanksgiving Ever-D Florida Foods-B President's Day-E A Look at Florida-C Benchmark Phonics Readers: Jim and Jan Have Fun Saxon Decodable Reader: Pig's Jet (Lesson 90)	

		Week 24: February 10-14, 2024 / Valentine's and ABC parade		
Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:		
Unit 7: History, Culture, and Geography Theme: Holidays and Celebrations Essential Question: Why do people celebrate people and events? Reading: Week 3 comprehension Standards: Identify the topic of and multiple details in a text, retell using topic and details, describe similarities between two events Goals: I can identify the topic and details in a text. I can retell a story.	Social Studies: SS.K.A.2.1-Compare children and families of today with those in the past. SS.K.A.2.2-Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage. SS.K.A.2.3-Compare our nation's holidays with holidays of other cultures. (SS. K.A.2.5-US Symbols) SS.K.A.2.4-Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.	Academic: Critical Thinking: ask question, create ment images, unfamiliar words, topic and multipl details, make connections, feature of a boo fact/opinion Literary Terms: rhyme ELA. K.V.1.1		
Foundational Standard: print conveys meaning and pictures support meaning Vocabulary: ask and answer questions about unfamiliar words Strategies: activate prior knowledge, make connections, draw inferences Extended Title(s): These Are the Best Ways to Celebrate Holidays (Big Book) (Resiliency Standard: Character 1.3)	Resources: Happy Birthday USA (Shared Readings and Poetry), In my OpinionThese are the Best Ways to Celebrate Holidays (Extended Read 2) Social Studies: Primary Source SS.K.A.1.2-Develop an awareness of a primary source.	Story: Background Knowledge Words: celebration holiday, remember, honor Refer to Vocabulary Development of each unfor tiered vocabulary p. 8		
Additional Trade Books: Apple Pie 4th of July by Janet S. Wong, Bringing in the New Year by Grace Lin, F is for Flag by Wendy Cheyette Lewison, George Washington's Teeth by Deborah Chandra, Martin's Big Words: The Life of Dr. Martin Luther King, Jr. by Doreen Rappaport, Tuesday Tucks Me In: The Loyal Bond Between a Soldier and His Service Dog by Luis Carlos Montalvan.	Response to Literature/Writing Mini-Lesson/Grammar:	Saxon:		
ELA.R.1.3: Explain the roles of the author and illustrator. ELA.R.3.1: Identify and explain descriptive words in a text. ELA.R.1.1: Recognize/use academic vocabulary in speaking and writing. ELA.R.1.1: Describe the main character, setting, and important events. ELA.R.2.2: Identify the topic and multiple details. ELA.R.3.2: Retell a text orally to enhance comprehension using character, setting, and important events.	Process Writing: Narrative Story Model: Use a Flow Map to brainstorm about a story about another holiday. Use a Flow Map to plan the B,M,E of the story. Write a story from a plan. Revise and edit the story. Guided Practice: Brainstorm, draft, revise, publish Grammar: Use possessive nouns, capitalization, punctuation, and capitalize proper nouns pg. 123 ELA.K.C.1.2: Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.	Lessons 85-88 (V) PA:number of syllables in a word, produce words that start with d, final sounds in wor Reading List 15 Preview: qu K.F.1.1 K.F.1.2 K.F.1.3		
ELA.R.2.2: Identify the topic and multiple details. ELA.R.3.2: Retell a text orally to enhance comprehension using character, setting, and important events.		Sight Words: do, jump, down K.F.1.4		
	Small Group:			
Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, FInal Sounds, Medial Sounds, Differentiating Sounds, Onet & RIme, Phoneme Segmentation, Blending Phonemes Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4	Consumables: Unit 7 Reading and Writing Magazine: Holidays and Celebrations Leveled Readers: Dad's Birthday-A The Party-B A Party at the Zoo-B What I Like to Do-B Make a Plan of the Library-C Its Sunday-D A Mariachi Band-C The Best Thanksgiving Ever-D Florida Foods-B President's Day-E A Look at Florida-C Benchmark Phonics Readers:	Character HE.K.R.1.3 Describe ways to show respect to others.		

A Box and Six Flags-B Max and Fox Fix a Box-O Can Fox Fix It?-A

Week 25: February 18-21, 2025 (Mon. No School: President's Day)/ Weather Whole Group Reading/ Benchmarks Covered: Unit 8: Earth Science Science: Weather and Seasons

Theme: Weather and Seasons

Essential Question: How do our lives change with the seasons?

Reading: Week 1

Comprehension Standards: Identify the topic of and multiple details in a text; describe main characters, setting, and important events.

Goals: I can identify the main topic and key details from the text. I can describe the story elements.

Vocabulary standards: descriptive words in a text

Strategies:Identify topic and details in a text; Describe main characters, setting, & events in a story; Identify descriptive words in a text

Mentor Title(s): The Coolest Vacation; The Great Blizzard (Resiliency Standard: Personal Responsibility 2.3)

Additional Trade Books: The Cloud Book by Tomie dePaola, The Ghost-Eye Tree by Bill Martin, Oh Say Can You Say What's the Weather Today? By Tish Rabe, Rain Rain Rivers by Uri Shulevitz, The Snowy Day by Ezra Jack Keats, Storm in the Night by Mary Stolz.

ELA.K.R.3.2: Retell a text orally to enhance comprehension.

A.Use main characters, setting, and important events for a story.

B. Use topic and details for informational text.

ELA.R.3.1 Identify and explain descriptive words in a text.

FLA.K.R.1.1: Describe the main characters, setting, and important events in a story.

ELA.K.R.2.1: Use titles, headings, and illustrations to predict and confirm the topic of texts

ELA.K.R.2.2: Identify the topic and multiple details in text.

SC.K.E.5.2-Recognize the repeating pattern of day and night.

SC.K.E.5.3-Recognize that the Sun can only be seen in the daytime.

SC.K.N.1.2-Make observations of the natural world and know that they are descriptors collected using the five senses.

SC.K.N.1.5-Recognize that learning can come from careful observations.

Resources: The Weather Song (Shared Reading), The Great Blizzard (Mentor Reading), What Can I See? (Small Group Reading), My friend the Sun (Small Group Reading), The Sun (Small Group Reading)

Social Studies

SS.K.A.3.2-Explain that calendars represent days of the week and months of the year. SS.K.G.3.3-Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environments..

Vocabulary:

Academic

Critical Thinking: ask question,create mental images, make inferences, infer, topic, multiple details, illustrations to text, retell using topic & details

Literary Terms: rhyme, character(s), setting, important events, descriptive words ELA. K.V.1.1

Story:

Background Knowledge Words: weather, season, temperature, change

Refer to Vocabulary Development page of each unit for tiered vocabulary ELA.K.V.1.2;ELA.K.V.1.3

Response to Literature/Writing Mini-Lesson/Grammar:

Goal: Writing Research Project

Model: Use a circle map to discuss the different types of weather or the different seasons students know.

Guided Practice: Brainstorm with a partner to plan and choose a topic, gather information, organize ideas, draft your report

Grammar: Produce and expand complete sentences pg.185

ELA.K.C.1.4: Using a combination of drawing, dictating, and or writing, provide factual information about a topic.

ELA.K.C.1.5: With guidance and support from adults, improve drawing and writing as needed by planning, revising, and editing.

ELA.K.C.3.1: Follow rules of standard English grammar, punctuation, capitalization, and spelling.

Saxon:

Lessons 89-92 (J)

PA:medial sounds in words, produce words with /v/ sound, accents on syllables, letter sound /j/ Reading List 16

Preview:

Open syllable rule CV-EX go, me, we K.F.1.1

K.F.1.2

K.F.1.3

Sight Words: love, little

K.F.1.4

Small Group:

Learning Goals:

Phonological Awareness Skills for the 2nd-3rd 9 weeks

Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onet & Rime, Phoneme Segmentation, Blending Phonemes **Phonics**

Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4

Consumables: Unit 8 Reading and Writing Magazine: Weather and Seasons

Leveled Readers

What Can I See?-A The Boat Trip-A My Friend the Sun-B
The Sun-B Water-C My Weather Log-C
The Puddle-D Let's Check the Weather-D

A World Without Water-F

Benchmark Phonics Readers: Mr. Max's Job, We Have Fun

Saxon Decoable Reader: Spin to Win (Lesson 99)

Personal Responsibility

HE.K.R.2.3 Discuss the value of goal setting.

Whole Group Reading/ Benchmarks Covered:

Unit 8: Earth Science

Theme: Weather and Seasons

Essential Question: How do our lives change with the seasons?

Reading: Week 2

Comprehension Standards: Identify the topic of and multiple details in a text; describe main characters, setting, and important events.

Goals: I can identify the main topic and key details from the text. I can describe the story elements.

Vocabulary standards: descriptive words in a text

Strategies: Identify topic and details in a text; Describe main characters, setting, & events in a story; Identify descriptive words in a text

Extended Title(s): Weather and the Seasons (Big Book)

Additional Trade Books: The Cloud Book by Tomie dePaola. The Ghost-Eve Tree by Bill Martin, Oh Say Can You Say What's the Weather Today? By Tish Rabe, Rain Rain Rivers by Uri Shulevitz, The Snowy Day by Ezra Jack Keats, Storm in the Night by Mary Stolz.

ELA.K.R.2.2: Identify the topic and multiple details in text.

ELA.K.R.2.1: Use titles, headings, and illustrations to predict and confirm the topic of texts. ELA.K.V.1.1: Recognize/use academic vocabulary in speaking and writing.

ELA.R.3.1 Identify and explain descriptive words in a text. ELA.K.R.3.2: Retell a text orally to enhance comprehension.

A.Use main characters, setting, and important events for a story. B. Use topic and details for informational text.

Science: Weather and Seasons

SC.K.E.5.2-Recognize the repeating pattern of day and night.

SC.K.E.5.3-Recognize that the Sun can only be seen in the daytime.

SC.K.N.1.2-Make observations of the natural world and know that they are descriptors collected using the five senses.

SC.K.N.1.5-Recognize that learning can come from careful observations.

Resources: Fall (Shared Reading), Spring is Coming (Shared Reading), Snow City (Shared Reading) Weather and the Seasons (Extended Read 1), Water (Small Group Reading), My Weather Log(Small Group Reading), Let's Check the Weather (Small Group Reading)

Science/Social Studies:

Social Studies

SS.K.A.3.2-Explain that calendars represent days of the week and months of the year. SS.K.G.3.3-Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environments..

Vocabulary:

Critical Thinking: ask question.create mental images, make inferences, infer, topic, multiple details, illustrations to text, retell using topic & details

Literary Terms: rhyme, character(s), setting, important events, descriptive words ELA. K.V.1.1

Story:

Background Knowledge Words: weather, season, temperature, change

Refer to Vocabulary Development page of each unit for tiered vocabulary ELA.K.V.1.2;ELA.K.V.1.3

Response to Literature/Writing Mini-Lesson/Grammar:

Shared Research Report

Model: Choose one of the types of weather or one of the seasons from week one, and in a bubble map, describe that weather. Also, create a tree map, putting the seasons in order utilizing the benchmark text.

Guided Practice: Continue working with a partner on draft and decide a title and conclusion with your partner, determine a visual for report

Grammar: Days of the week, months of the year, capitalize letter I pg. 233

ELA.K.C.1.4: Using a combination of drawing, dictating, and or writing, provide factual information about a topic.

ELA.K.C.1.5: With guidance and support from adults, improve drawing and writing as needed by planning, revising, and editing.

ELA.K.C.3.1: Follow rules of standard English grammar, punctuation, capitalization, and spelling.

Saxon:

Lessons 93-96 (X)

students produce words with the /j/ sound, separate compound words, words with /x/ sound Reading List 17

Open syllable rule CV-EX go, me, we

Sight Words: was, will, went, well

Small Group:

Learning Goals:

Phonological Awareness Skills for the 2nd-3rd 9 weeks

Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Flnal Sounds, Medial Sounds, Differentiating Sounds, Onet & RIme, Phoneme Segmentation, Blending Phonemes

Differentiated Reading Instruction Based on Phonics Screener

ELA.K.F.1.1: ELA.K.F.1.2: ELA.K.F.1.3: ELA.F.K.1.4

Consumables: Unit 8 Reading and Writing Magazine: Weather and Seasons

The Boat Trip-A What Can I See?-A My Friend the Sun-B The Sun-B My Weather Log-C The Puddle-D Let's Check the Weather-D

A World Without Water-E

Benchmark Phonics Readers: We Like to Plant **low level

Saxon Fluency Readers:

From Lesson 103

Sal's Red Quilt-B

The Not Big Quilt-O

What a Soft Quilt-A

PA: identify initial medial and final sounds in words,

Preview:

K.F.1.1

K.F.1.2

K.F.1.3

Week 27: March 3-7, 2025 / Dr. Seuss		
Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:
Unit 8: Earth Science Theme: Weather and Seasons Essential Question: How do our lives change with the seasons? Reading: Week 3 Comprehension Standards: Identify the topic of and multiple details in a text; describe main characters, setting, and important events. Goals: I can identify the main topic and key details from the text. I can describe the story elements.	Science: Weather and Seasons SC.K.E.5.2-Recognize the repeating pattern of day and night. SC.K.E.5.3-Recognize that the Sun can only be seen in the daytime. SC.K.N.1.2-Make observations of the natural world and know that they are descriptors collected using the five senses. SC.K.N.1.5-Recognize that learning can come from careful observations. Resources: Rain, Rain, Stay Away (Shared Reading and Poetry), All Kinds of Weather (Readers Theater) Social Studies	Academic: Critical Thinking: ask question, create mental images, make inferences, infer, topic, multiple details, illustrations to text, retell using topic & details Literary Terms: rhyme, character(s), setting, important events, descriptive words ELA. K.V.1.1
Vocabulary standards: descriptive words in a text Strategies:Identify topic and details in a text; Describe main characters, setting, & events in a story; Identify descriptive words in a text Extended Title(s): Two Wool Gloves (This is a little read aloud book.) (Resiliency Standard: Personal Responsibility 2.4) Additional Trade Books: The Cloud Book by Tomie dePaola, The Ghost-Eye Tree by	SS.K.A.3.2-Explain that calendars represent days of the week and months of the year. SS.K.G.3.3-Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environments	Story: Background Knowledge Words: weather, season, temperature, change Refer to Vocabulary Development page of each unit for tiered vocabulary ELA.K.V.1.2;ELA.K.V.1.3
Bill Martin, Oh Say Can You Say What's the Weather Today? By Tish Rabe, Rain Rain Rivers by Uri Shulevitz, The Snowy Day by Ezra Jack Keats, Storm in the Night by Mary Stolz.	Response to Literature/Writing Mini-Lesson/Grammar:	Saxon:
ELA.K.R.3.3 Compare and contrast characters' experiences in stories. ELA.K.V.1.2. Ask and answer questions about unfamiliar words in grade level content. ELA.R.3.1 Identify and explain descriptive words in a text. ELA.K.R.3.2: Retell a text orally to enhance comprehension. A.Use main characters, setting, and important events for a story. B. Use topic and details for informational text. ELA.K.R.1.1: Describe the main characters, setting, and important events in a story.	Shared Research Report Model: Write two sentences about the type of weather/season you chose, using your thinking map created. Guided Practice: Read aloud report and add linking words, edit research report with partner, create final draft, add details to visual, share report. Grammar: Produce and expand complete sentences. Capitalize days, months, and pronouns I pg. 281. ELA.K.C.1.4: Using a combination of drawing, dictating, and or writing, provide factual information about a topic. ELA.K.C.1.5: With guidance and support from adults, improve drawing and writing as needed by planning, revising, and editing. ELA.K.C.3.1: Follow rules of standard English grammar, punctuation, capitalization, and spelling.	Lesson 97 - 100(W) PA: manipulating sounds in words - adding /w/ to the beginning of words (ax /w/ wax), words with /x/ at the end, syllable accents, how many /w/ sounds in a sentence? Reading List 18 Preview: Ck, sh K.F.1.1 K.F.1.2 K.F.1.3 Sight Words: what, we, where K.F.1.4

Learning Goals:

Phonological Awareness Skills for the 2nd-3rd 9 weeks

Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Flnal Sounds, Medial Sounds, Differentiating Sounds, Onet & Rlme, Phoneme Segmentation, Blending Phonemes **Phonics**

Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4

<u>Consumables:</u> Unit 8 Reading and Writing Magazine: Weather and Seasons

Leveled Readers

What Can I See?-A The Boat Trip-A My Friend the Sun-B
The Sun-B Water-C My Weather Log-C
The Puddle-D Let's Check the Weather-D A World Without Water-E

Benchmark Phonics Readers: Mom and the Cubs

Saxon Decodable Reader: My Pal Bo (Lesson 107)

Benchmark Phonics Readers: Mom and the Cubs

Saxon Decodable Reader: My Pal Bo (Lesson 107)

Personal Responsibility

HE.K.R.2.4 Identify and recognize basic feelings. Clarification: Sad, mad, happy, excited, worried.

Week 28: March 10 - 14, 2025 (End of nine weeks) / Wants and Needs (March 17 - 21 SPRING BREAK)

Whole Group Reading/ Benchmarks Covered:

Science/Social Studies:

Vocabulary:

Unit 9: Economics

Theme: Meeting our needs and wants

Essential Question: Why do we make choices?

Reading: Week 1

Comprehension Standards: Describe main characters, setting, and important events. Identify topic of and multiple details in a text; Retell: Use Topic and Details

Goal: I can identify and describe story elements. I can identify the main topic and details.

Vocabulary standards: Identify and Sort Words into categories

Strategies: Describe main characters, setting & important events; Identify topic and details in a text; Retell using topic & details; Identify & sort words into categories

Extended Title(s): Mentor Title(s): Firefighters at Work; A Gift for Mom (Resiliency **Standard:** Mentorship and Citizenship 3.1)

Additional Trade Books: All for a Dime by Will Hillenbrand, Erandi's Braids by Antonio H. Madrigal, Lemonade in Winter by Emily Jenkins, The Magic Fish by Freya Littledale, Those Shoes by Maribeth Boelts, Yard Sale by Eve Bunting

ELA.K.R.1.3: Explain the roles of the author and illustrator of a story.

ELA.K.V.1.3. Identify and sort common words into basic categories, relating vocabulary to background knowledge.

ELA.K.R.1.1: Describe the main character, setting, and important events in a

Social Studies SS.K.E.1.1-Describe Different kinds of jobs that people do and the tools or equipment used.

SS.K.E.1.2-Recognize that United States currency comes in different forms. SS.K.E.1.3-Recognize that people work to earn money to buy things they need or want.

SS.K.E.1.4-Identify the difference between basic needs and wants.

Resources: My Choices (Shared Readings and Poetry), Firefighters at Work (Mentor Read Aloud 1)

Academic:

Critical Thinking: ask question.create mental images, make inferences, infer. topic & multiple details, retell use topic/details, predict/confirm, illustrations, captions, categorization, compare/contrast

Literary Terms: rhyme, main characters, setting and events ELA. K.V.1.1

Story:

Background Knowledge Words: need, want, money, choice

Refer to Vocabulary Development of each unit for tiered vocabulary p. 8 FLA.K.V.1.2:FLA.K.V.1.3

Response to Literature/Writing Mini-Lesson/Grammar:

Process writing: Opinion texts.

Model: Make a circle map listing things that we need.

Guided Practice: How can you use your circle map to define, list, or brainstorm about the topic? Write 2 complete sentences using your circle map.

Grammar: Produce and expand complete sentences pg. 27

ELA.K.C.1.3: Using a combination of drawing, dictating, and or writing, express opinions about a topic or text with at least one supporting reason.

Saxon:

Lessons 101-104 (Q and combination qu) PA: produce words with /w/ sound, accents on syllables, compound words Reading List 19

Preview:

Th. oo

K.F.1.1 K.F.1.2

Sight Words: my, ran, here K.F.1.4

Small Group:

Learning Goals:

Phonological Awareness Skills for the 2nd-3rd 9 weeks

Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onet & RIme, Phoneme Segmentation, Blending Phonemes, Initial Sound Substitution

Phonics

Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1: ELA.K.F.1.2: ELA.K.F.1.3: ELA.F.K.1.4

Consumables: Unit 9 Reading and Writing Magazine: Meeting Our Needs and Wants

Leveled Readers:

Healthy Habits-A They Eat Well-A Food on the Ranch-B Our Favorite Meal-C What Do You Like to Do-D Clean UniQur Farth Day Project-F

What Can They Do-C A Busy Bear-D

Fun at The Playground-B

Benchmark Phonics Readers: Its Time to Tug

Saxon Fluency Readers:

From Lesson 111 Nick's Black Truck-B Trucks, Trucks, Trucks-O Zack's Big Black Truck-A

Mentorship and Citizenship

HE.K.R.3.1 Identify the roles and responsibilities of trusted adults. Clarification: Trusted adults could be parents, teachers, police officers, school counselors, grandparents.

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:
Unit 9: Economics Theme: Meeting our needs and wants Essential Question: Why do we make choices? Reading: Week 2 Comprehension Standards: Describe main characters, setting, and important events. Identify topic of and multiple details in a text; Retell: Use Topic and Details Goal: I can identify and describe story elements. I can identify the main topic and details. Vocabulary standards: Identify and Sort Words into categories Strategies: Describe main characters, setting & important events; Identify topic and details in a text; Retell using topic & details; Identify & sort words into categories Extended Title(s): Needs and Wants (Big Boo) Additional Trade Books: All for a Dime by Will Hillenbrand, Erandi's Braids by Antonio H. Madrigal, Lemonade in Winter by Emily Jenkins, The Magic Fish by Freya Littledale,	Social Studies SS.K.E.1.1-Describe Different kinds of jobs that people do and the tools or equipment used. SS.K.E.1.2-Recognize that United States currency comes in different forms. SS.K.E.1.3-Recognize that people work to earn money to buy things they need or want. SS.K.E.1.4-Identify the difference between basic needs and wants. Resources: Meeting Needs in Different Ways (Shared Readings and Poetry), At Work (Decodable Reader), Needs and Wants (Extended Read 1)	Academic: Critical Thinking: ask question, create mentinges, make inferences, infer, topic & multiple details, retell use topic/details, predict/confirm, illustrations, captions, categorization, compare/contrast Literary Terms: rhyme, main characters, setting and events ELA. K.V.1.1 Story: Background Knowledge Words: need, want money, choice Refer to Vocabulary Development of each unfor tiered vocabulary p. 8 ELA.K.V.1.2;ELA.K.V.1.3
hose Shoes by Maribeth Boelts, Yard Sale by Eve Bunting ELA.K.R.2.2. Identify the topic of and multiples details.	Response to Literature/Writing Mini-Lesson/Grammar:	Saxon:
ELA.K.R.2.1: Use titles, headings, and illustrations to predict and confirm the topic of texts. ELA.K.R.1.1: Describe the main character, setting, and important events in a story. ELA.K.R.3.1 Identify and explain descriptive words in texts.	Process writing: Opinion texts. Model: Make a circle map listing things that we want, but don't necessarily need. Guided Practice: How can you use your circle map to define, list, or brainstorm about the topic? Write 2 complete sentences using your circle map. Grammar: Use question words pg. 75 ELA.K.C.1.3: Using a combination of drawing, dictating, and or writing, express opinions about a topic or text with at least one supporting reason.	Lesson 105 - 108 Vowel Rule PA: compound words, manipulating sounds words, initial- medial- ending sounds Reading List 20 Preview: Silent e K.F.1.1 K.F.1.2 K.F.1.3 Sight Words: two, now, want K.F.1.4
	Small Group:	
Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onet & Rime, Phoneme Segmentation, Blending Phonemes, Initial Sound Substitution Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4	Consumables: Unit 9 Reading and Writing Magazine: Meeting Our Needs and Wants Leveled Readers: They Eat Well-A Healthy Habits-A Fun at The Playground-B Food on the Ranch-B Our Favorite Meal-C What Can They Do-C What Do You Like to Do-D A Busy Bear-D Clean Up!Our Earth Day Project-E Benchmark Phonics Readers:	

Week 30: March 31 - April 4, 2025 / Spending and shopping (Grocery Store room transformation)		
Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:
Unit 9: Economics Theme: Meeting our needs and wants Essential Question: Why do we make choices? Reading: Week 3 Comprehension Standards: Describe main characters, setting, and important events. Identify topic of and multiple details in a text; Retell: Use Topic and Details Goal: I can identify and describe story elements. I can identify the main topic and details. Vocabulary standards: Identify and Sort Words into categories Strategies: Describe main characters, setting & important events; Identify topic and details in a text; Retell using topic & details; Identify & sort words into categories Extended Title(s): Jaylen's Juice Box (This is a little read aloud book.) Additional Trade Books: All for a Dime by Will Hillenbrand, Erandi's Braids by Antonio H. Madrigal, Lemonade in Winter by Emily Jenkins, The Magic Fish by Freya Littledale, Those Shoes by Maribeth Boelts, Yard Sale by Eve Bunting ELA.K.R.3.3 Compare/contrast characters, experiences in stories ELA.K.V.1.1 Recognizes/use academic vocabulary in speaking and writing. ELA.K.V.1.1 Recognizes/use academic vocabulary in speaking and writing. ELA.K.V.1.1 Describe the main characters, setting, and important events.	Social Studies SS.K.E.1.1-Describe Different kinds of jobs that people do and the tools or equipment used. SS.K.E.1.2-Recognize that United States currency comes in different forms. SS.K.E.1.3-Recognize that people work to earn money to buy things they need or want. SS.K.E.1.4-Identify the difference between basic needs and wants. Resources: What Do I Want? (Shared Reading 1), We have Coins (Readers Theater).	Academic: Critical Thinking: ask question, create menta images, make inferences, infer, topic & multiple details, retell use topic/details, predict/confirm, illustrations, captions, categorization, compare/contrast Literary Terms: rhyme, main characters, setting and events ELA. K.V.1.1 Unit Vocabulary: Background Knowledge Words: need, want, money, choice Refer to Vocabulary Development of each unifor tiered vocabulary p. 8 ELA.K.V.1.2;ELA.K.V.1.3
	Process writing: Opinion texts. Model: Using a circle map, pick one thing that you need, and write a sentence explaining why you need that thing. Guided Practice: Write an opinion and give reasons to support the opinion using a topic sentence, two body sentences and a conclusion. Grammar: Produce and expand complete sentences. Understand and use question words. Pg. 123 ELA.K.C.1.3: Using a combination of drawing, dictating, and or writing, express opinions about a topic or text with at least one supporting reason.	Lessons 109-112 (digraph ck) PA: deleting initial sounds, initial/ medial/ ending sounds (/b/, /e/, /s/, /t/), identify vowel sounds Reading List 21 Preview: Ch, ee K.F.1.1 K.F.1.2 K.F.1.3 Sight Words: she, new, when K.F.1.4
	Small Group:	
Learning Goals; Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onet & Rime, Phoneme Segmentation, Blending Phonemes, Initial Sound Substitution	Consumables: Unit 9 Reading and Writing Magazine: Meeting Our Needs and Wants Leveled Readers: They Eat Well-A Healthy Habits-A Fun at The Playground-B Food on the Ranch-B Our Favorite Meal-C What Do You Like to Do-D A Busy Bear-D	

Phonics
Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4

Clean Up!Our Earth Day Project-E

<u>Benchmark Phonics Readers:</u> Ned Makes a Home

Saxon Fluency Readers:
From Lesson 119 Fun With the Pups - B The Bath - O They Love That Mud! - A

Week 31: April 7-11, 2025 / Space

Whole Group Reading/ Benchmarks Covered:

Unit 10: Physical Science

Theme: Forces and Motions

Essential Question: What makes things move?

Reading: Week 1

Comprehension Standards: Identify the topic and multiple details in a text; Retell: Use topic and multiple details

Goals: I can identify the topic and details in a text. I can retell a story using multiple details.

Vocabulary Standards: Identify and sort words into categories. Relate unfamiliar words to background knowledge.

Strategies: Identify topic and details in a text; Retell using topic and details; Identify and sort words into categories

Extended Title(s): The True Story of Balto; Up in the Air **(Resiliency Standard:** Personal Responsibility 2.3)

Additional Trade Books: Bicycle by Gail Gibbons, Curious George Roller Coaster by H. A. Rey, Good Sports: Poems about Running, Jumping, Throwing and More by Jack Prelutsky, One Duck Stuck: A Mucky Ducky Counting Book by Phyllis Root, The Turnip by Jan Brett, Whistle for Willie Ezra Jack Keats.

ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade level content.

ELA.K.R.1.4. Identify rhyme in a poem

ELA.K.R.2.4 Explain the difference between opinions and facts.

ELA.K.R.2.1 Use titles, headings, and illustrations to confirm the topic of texts.

 \bigcirc^- ELA.K.R.2.2 Identify the topic and multiple details.

ELA.K.V.1.3 Identify and sort common words into basic categories, relating vocabulary to background knowledge.

Science/Social Studies:

Science: Force and Motion

SC.K.P.12.1 Investigate that things move in different ways, such as fast, slow, etc... SC.K.P.13.1 Observe that a push or a pull can change the way an object is moving. SC.K.E.5.1 Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up.

Resources: Forces and Motion (consumable), The Elephant Goes (Shared Readings and Poetry), Stretching Fun (Shared Readings and Poetry), The Swing (Shared Readings and Poetry)It is Time to Tug (Decodable Reader), Up the Air (Mentor Read Aloud)

Vocabulary:

Academic:

Critical Thinking: ask question, infer, unfamiliar words, table of contents, glossaries, retell topic & details, categories

Literary Terms: rhyme, visual imagery, descriptive words, poetry ELA. K.V.1.1

Story:

Background Knowledge Words: force, motion, push, pull

Refer to Vocabulary Development of each unit for tiered vocabulary p. 166 ELA.K.V.1.2;ELA.K.V.1.3

Response to Literature/Writing Mini-Lesson/Grammar:

Poetry Process Writing

Model: Using the tree map, make a list of items that you can push and then list the items that you could pull.

Guided Practice: Use a tree map to sort objects to write about.

Grammar: Capitalization of proper nouns P. 193

ELA.K.C.1.2 Using a combination of drawing, dictating, and or writing, create narratives with the events in chronological order.

ELA.K.C.1.5 With guidance and support from adults, improve drawing and writing, as needed, by planning, revising and editing.

ELA.K.R.3.1: identify/explain descriptive words in text.

Saxon:

Lessons 113-116 (digraph sh)
PA: delete initial sounds, rhyming words,
mainpulate long vowel sounds (/d/ - day, die,
doe, do), sounds in words (/k/ & /sh/)
Reading List 22

Preview:

Ar, or, er K.F.1.1 K.F.1.2 K.F.1.3

Sight Words: they, this, that, with, there K.F.1.4

Small Group:

Learning Goals:

Phonological Awareness Skills for the 2nd-3rd 9 weeks

Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Flnal Sounds, Medial Sounds, Differentiating Sounds, Onet & Rlme, Phoneme Segmentation, Blending Phonemes, Initial Sound Substitution

Phonics

Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4

Consumables: Unit 10 Reading and Writing Magazine: Forces and Motion

Leveled Readers:

Changing Colors-A They Are Big-A Science Outside-B What is Heavier-B Pony's Cart-C Look at This-C I Like Energy-D A Hot Day-D

Push and Pull in the Garden-E

Benchmark Phonics Readers: Mr. and Mrs. Mole

Saxon Decodable Reader: Look Who Can Cook (Lesson 124)

Personal Responsibility

 $\ensuremath{\mathsf{HE.K.R.2.3}}$ Discuss the value of goal setting.

Week 32: April 14-18, 2025 / Space

Whole Group Reading/ Benchmarks Covered:

Unit 10: Physical Science Theme: Forces and Motions

Essential Question: What makes things move?

Reading: Week 2

Comprehension Standards: Retell: Use topic and details

Goals:

Strategies: Identify topic and details in a text; Retell using topic and details

Extended Title(s): Forces (big book)

Additional Trade Books: Bicycle by Gail Gibbons, Curious George Roller Coaster by H. A. Rey, Good Sports: Poems about Running, Jumping, Throwing and More by Jack Prelutsky, One Duck Stuck: A Mucky Ducky Counting Book by Phyllis Root, The Turnip by Jan Brett, Whistle for Willie Ezra Jack Keats.

ELA.K.F.1.1d Identify parts of a book

ELA.K.R.2.1 Use titles, headings, and illustrations to confirm the topic of texts.

ELA.K.R.2.2 Identify the topic and multiple details.

ELA.K.V.1.3 Identify and sort common words into basic categories, relating vocabulary to background knowledge.

Science/Social Studies:

Science: Force and Motion

SC.K.P.12.1 Investigate that things move in different ways, such as fast, slow, etc... SC.K.P.13.1 Observe that a push or a pull can change the way an object is moving. SC.K.E.5.1 Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up.

Resources: Forces and Motion (consumable), Count and Move (Shared Readings and Poetry), Yoga for Kids (Shared Readings and Poetry), The Swing (Shared Readings and Poetry), Forces (Big Book)

Vocabulary:

Critical Thinking: ask question, infer, unfamiliar words, table of contents, glossaries, retell topic & details, categories

Literary Terms: rhyme, visual imagery, descriptive words, poetry ELA. K.V.1.1

Story:

Background Knowledge Words: force, motion, push, pull

Refer to Vocabulary Development of each unit for tiered vocabulary p. 166 ELA.K.V.1.2:ELA.K.V.1.3

Response to Literature/Writing Mini-Lesson/Grammar:

Poetry Process Writing

Model: Using the tree map, list ways that you can make items move. (push or pull) **Guided Practice**: Write two complete sentences using the tree map.

Grammar: Review Possessives P. 233

ELA.K.C.1.2 Using a combination of drawing, dictating, and or writing, creates narratives with the events in chronological order.

ELA.K.C.1.5 With guidance and support from adults, improve drawing and writing, as needed, by planning, revising and editing. ELA.K.R.3.1: Identify/explain descriptive words in text.

Saxon:

Lesson 117-120 Digraph th PA: omit beginning sounds, accents on syllables & words Reading List 23

Preview:

Sight Words: who, look good, soon, too

Small Group:

Learning Goals:

Phonological Awareness Skills for the 2nd-3rd 9 weeks

Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Flnal Sounds, Medial Sounds, Differentiating Sounds, Onet & Rime, Phoneme Segmentation, Blending Phonemes, Initial Sound Substitution

Phonics

Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4

Consumables: Unit 10 Reading and Writing Magazine: Forces and Motion

Leveled Readers:

Changing Colors-A They Are Big-A Science Outside-B What is Heavier-B Pony's Cart-C Look at This-C

I Like Energy-D A Hot Day-D Push and Pull in the Garden-E

Benchmark Phonics Readers: Sam Likes the Town, It can Pop

Saxon Fluency Readers:

From Lesson 128 A Good Time at the Zoo-B Here at the Zoo-O Who Made a Trade?- A

Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:
Unit 10: Physical Science Theme: Forces and Motions Essential Question: What makes things move? Reading: Week 3 Comprehension Standards: Identify the topic and multiple details in a text Retell: Use topic and details Goals: Strategies: Identify topic and details in a text; Retell using topic and details Extended Title(s): Motion (big book) Additional Trade Books: Bicycle by Gail Gibbons, Curious George Roller Coaster by H. A. Rey, Good Sports: Poems about Running, Jumping, Throwing and More by Jack Prelutsky, One Duck Stuck: A Mucky Ducky Counting Book by Phyllis Root, The Turnip by Jan Brett, Whistle for Willie Ezra Jack Keats. ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade level content. ELA.K.F.1.1d Identify parts of a book ELA.K.R.2.1 Use titles, headings, and illustrations to confirm the topic of texts. ELA.K.N.1.3 Identify and sort common words into basic categories, relating vocabulary to background knowledge.	Science: Force and Motion SC.K.P.12.1 Investigate that things move in different ways, such as fast, slow, etc SC.K.P.13.1 Observe that a push or a pull can change the way an object is moving. SC.K.E.5.1 Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up. Resources: Forces and Motion (consumable), The Swing (Shared Readings and Poetry), Motion (Big Book), It Can Go Up (decodable reader), Let it Go! (Readers Theater) Poetry/Narrative Writing/Report Writing Model: Using a circle map, choose an item that you can push or pull and write two sentences that explain how you can make that object move. Guided Practice: Using a word bank, students will write sentences to match their ideas in the circle map. ELA.K.C.1.2 using a combination of drawing, dictating, and or writing, create narratives with the events in chronological order. ELA.K.C.1.5 with guidance and support from adults, improve drawing and writing, as needed, by planning, revising and editing. ELA.K.R.3.1: identify/explain descriptive words in text.	Academic: Critical Thinking: ask question, infer, unfamiliar words, table of contents, glossaries retell topic & details, categories Literary Terms: rhyme, visual imagery, descriptive words, poetry ELA. K.V.1.1 Story: Background Knowledge Words: force, motion, push, pull Refer to Vocabulary Development of each unit for tiered vocabulary p. 166 ELA.K.V.1.2;ELA.K.V.1.3 SQXON: Lesson 121 - 124 Digraph oo PA: initial and final sounds in words (th) Reading List 24 Preview: Sight Words: come, came, ate, like, ride, be, he ,eat, please K.F.1.4
Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onet & Rime, Phoneme Segmentation, Blending Phonemes, Initial Sound Substitution Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4	Consumables: Unit 10 Reading and Writing Magazine: Forces and Motion Leveled Readers: Changing Colors-A They Are Big-A Science Outside-B What is Heavier-B Pony's Cart-C Look at This-C I Like Energy-D A Hot Day-D Push and Pull in the Garden-E Benchmark Phonics Readers: At Work Saxon Fluency Readers: **From Lesson 128** A Good Time at the Zoo-B Here at the Zoo-O Who Made a Trade?- A	

Week 34: April 28 - May 2, 2025 / Dinosaurs		
Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:
Comprehension Standards: Goals: Strategies: Identify topic and details in a text; Retell using topic and details	Science: Ocean Animals Social Studies: Land and Water/ Phone Number and Address SC.K.N.1.1 Collaborate with a partner to collect information. SC.K.L.14.3 observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do. SS.K.G.3.1 Identify basic landforms.	Academic: Critical Thinking: ask question, infer, unfamiliar words, table of contents, glossaries, retell topic & details, categories ELA. K.V.1.1
Extended Title(s): National Geographic Dolphins (EPIC) ELA.K.R.2.2 Identify the topic and multiple details. ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade level content. ELA.K.F.1.1d Identify parts of a book	SS.K.G.3.2 Identify basic bodies of water SS.K.G.2.2 Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.	Story: Background Knowledge: land, water, maps, Florida, city, town, phone number ELA.K.V.1.2;ELA.K.V.1.3
ELA.K.R.2.1 Use titles, headings, and illustrations to confirm the topic of texts.	Response to Literature/Writing Mini-Lesson/Grammar:	Saxon:
	Writing Reports for EOY Theme Model: Brainstorm with a circle map to list ideas after reading a book on your topic. Write using a combination of thinking maps (bubble, flow, circle) as needed. Guided Practice: Students work together to write. Suggestion: Use Google Slides to incorporate technology when writing. ELA.K.C.5.1 Use multimedia elements to enhance oral or written tasks.	Lesson 125-128 (v-e) PA: manipulate sounds in words (sp blend, like crisp and wasp), o consonant e, omit beginning sounds, manipulate sounds in words (stop to step) Reading List 25 Preview: Sight Words: are, our, out K.F.1.4
	Small Group:	L
Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial	Consumables:	
Sounds, Differentiating Sounds, Onet & RIme, Phoneme Segmentation, Blending Phonemes, Initial Sound Substitution Phonics Differentiated Reading Instruction Based on Phonics Screener Letter Identification and Letter Sounds	Leveled Readers: Benchmark Phonics Readers:	
CVC Word Reading Spelling CVC Words ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4	Saxon Decodable Reader Three Rich Sheep (Lesson 131)	

Week 35: May 5-9, 2025 / Dinosaurs		
Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:
Comprehension Standards: Goal: Strategies: Identify topic and details in a text; Retell using topic and details Extended Title(s): Ocean Animals by Emily Dawson (EPIC)	Science: Ocean Animals Social Studies: Land and Water/ Phone Number and Address SC.K.N.1.1 Collaborate with a partner to collect information. SC.K.L.14.3 observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do. SS.K.G.3.1 Identify basic landforms. SS.K.G.3.2 Identify basic bodies of water SS.K.G.2.2 Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.	Academic: Critical Thinking: ask question, infer, unfamiliar words, table of contents, glossaries, retell topic & details, categories ELA. K.V.1.1
ELA.K.R.2.2 Identify the topic and multiple details. ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade level content. ELA.K.F.1.1d Identify parts of a book ELA.K.R.2.1 Use titles, headings, and illustrations to confirm the topic of texts.		Story: Background Knowledge: land, water, maps, Florida, city, town, phone number ELA.K.V.1.2;ELA.K.V.1.3
	Response to Literature/Writing Mini-Lesson/Grammar:	Saxon:
	Creating and Collaborating with Technology EX. Google slide(s), type and print with sentence and image ELA.K.C.5.1 Use multimedia elements to enhance oral or written tasks.	Lesson 129-132 PA: un blend initial consonant words (ex: changing spot to pot), substitute sounds, manipulate compound words Digraph ch ee review Reading List 26 Preview: Sight Words: eight, under, pretty K.F.1.4
	Small Group:	
Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onet & Rime, Phoneme Segmentation, Blending Phonemes, Initial Sound Substitution Phonics Differentiated Reading Instruction Based on Phonics Screener ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4	Consumables: Leveled Readers: Benchmark Phonics Readers: It Can Go Up Saxon Fluency Readers: **Lesson 135** At the Farm-B Farm Pets-O Time for Food-A	

Week 36: May 12 - 16, 2025 / Ocean		
Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Vocabulary:
Comprehension Standards: Goal: Strategies: Identify topic and details in a text; Retell using topic and details	Science: Ocean Animals Social Studies: Land and Water/ Phone Number and Address SC.K.N.1.1 Collaborate with a partner to collect information. SC.K.L.14.3 observe plants and animals, describe how they are alike and how they are different in	Academic: Critical Thinking: topic, details, text features, headings, illustrations ELA. K.V.1.1
ELA.K.R.2.2 Identify the topic and multiple details. ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade level content. ELA.K.F.1.1d Identify parts of a book	the way they look and in the things they do. SS.K.G.3.1 Identify basic landforms. SS.K.G.3.2 Identify basic bodies of water SS.K.G.2.2 Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.	Story: Background Knowledge: land, water, maps, Florida, city, town, phone number ELA.K.V.1.2;ELA.K.V.1.3
ELA.K.R.2.1 Use titles, headings, and illustrations to confirm the topic of texts.	Response to Literature/Writing Mini-Lesson/Grammar:	Saxon:
	Creating and Collaborating with Technology EX. Google slide(s), type and print with sentence and image ELA.K.C.5.1 Use multimedia elements to enhance oral or written tasks.	Lesson 133-136 PA: Manipulate compound words, substitution Combination ar, or, er Review combinations Reading List 27 Preview: Sight Words: saw, say, away, play K.F.1.4
	Small Group:	
Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onet & Rlme, Phoneme Segmentation, Blending Phonemes, Initial Sound Substitution Phonics Differentiated Reading Instruction Based on Phonics Screener Letter Identification and Letter Sounds CVC Word Reading Spelling CVC Words ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4	Consumables: Leveled Readers: Benchmark Phonics Readers: Saxon Decodable Reader: Eight is the Best Number (Lesson 139)	

Week 37: May 19 - 23, 2025 / Ocean		
Whole Group Reading/ Benchmarks Covered:	Science/Social Studies:	Academic Vocabulary:
End of the Year Activities	Social Studies: Sequential order events from school year SS.K.A.3.1 Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in schools.	Academic: Critical Thinking: timeline, sequence of events ELA. K.V.1.1
		Background Knowledge: order, change, events, timeline ELA.K.V.1.2;ELA.K.V.1.3
	Response to Literature/Writing Mini-Lesson/Grammar:	Saxon:
	Creating and Collaborating with Technology EX. Google slide(s), type and print with sentence and image ELA.K.C.5.1 Use multimedia elements to enhance oral or written tasks.	Lesson 137- 140 The rule vc'/cv Review: Preview:
	Small Group:	
Learning Goals: Phonological Awareness Skills for the 2nd-3rd 9 weeks Word Awareness, Identify Rhyme, Syllable Awareness, Initial Sounds, Final Sounds, Medial Sounds, Differentiating Sounds, Onet & Rime, Phoneme Segmentation, Blending Phonemes, Initial Sound Substitution Phonics Differentiated Reading Instruction Based on Phonics Screener Letter Identification and Letter Sounds CVC Word Reading Spelling CVC Words ELA.K.F.1.1; ELA.K.F.1.2; ELA.K.F.1.3; ELA.F.K.1.4	Consumables: Leveled Readers: Benchmark Phonics Readers: Saxon Fluency Readers: **From Lesson 140** Summer Fun-B The Big Fish-O- Summer at the Farm-A What Is My Pet (Lesson 140)	

Social Studies Standards not covered by Benchmark:

SS.K.G.1.2-Explain that maps and globes help to locate different places and that globes are a model of the Earth.

SS.K.G.1.3-Identify Cardinal directions (north, south, east, west)

SS.K.G.1.4-Differentiate land and water features on simple maps and globes.