

**Kindergarten Reading/Language/Science/Social Studies**

1<sup>st</sup> 9 Weeks Curriculum Guide

Developed Summer 2009

\*Please use this document as a guide. You may add anything that you need to in order to pace your teaching.

Key for GLE column: GLE=Language Arts/Reading, ScGLE=Science, SsGLE=Social Studies, Inq= Embedded Inquiry, GLET/E=Technology

Title: <b>Unit 1 All Together Now</b> <b>Unit 2 Animals Live Here</b>			Time Frame: <b>1<sup>st</sup> 9 weeks</b> <b>Unit 1 &amp; Unit 2</b>		
Academic Vocabulary:					
<b><u>Grade Level Expectations</u></b> (GLEs) (look for * that indicate GLE's addressed in ALL UNITS)	<b><u>Essential Questions</u></b> (not correlated to the GLE or CFU specifically) *All the sample questions listed are from the Scott Foresman Reading series. <b>They are not matched to each GLE, but are listed by unit.</b>	<b><u>Resources</u></b>  (to open ANY link in this document, move cursor over the highlighted site, right click and go up to "open hyperlink")	<b><u>Common Experiences</u></b>  *Page numbers in this section refer to the Scott Foresman teacher's edition. Ex. TE179(teacher edition page 179)	<b><u>Checks for Understanding</u></b> (CFU) U1S1 = Scott Foresman Unit 1 Story 1 (look for * that indicates CFU's that are addressed in ALL UNITS) These will ONLY be listed in UNIT 1.	<b><u>Integrations/Connections</u></b>
*GLE 0001.1.1 Demonstrate an emerging understanding of basic English usage, mechanics, spelling, and sentence structure.	In the teacher's edition, there is a unit theme question, a weekly question, and daily questions. Some are listed from each unit.  <b>Unit 1 Theme Question: How do we live, work, and play together?</b>  <b>Unit 1 Week 1 E.Q. How do we get to school?</b>	<b><u>Curriculum Resources for FC teachers</u></b> (Rhonda has resources here that will address all areas)  <a href="http://classroom.ic-schools.net/waltkek/">http://classroom.ic-schools.net/waltkek/</a> (this site had endless activities that go directly with our Scott Foresman Series) <a href="#">Rutherford County GLE activities</a> (this is a list, with links, for EACH GLE)	(to open ANY link in this document, move cursor over the highlighted site, right click and go up to "open hyperlink")	<ul style="list-style-type: none"> <li>✓ *0001.1.3 Use capitalization when writing names. U1S2</li> <li>✓ *0001.1.4 Spell and own first and last name. 1<sup>st</sup> name in U1S2, 1<sup>st</sup> &amp; last name in U1S2,U2S2</li> <li>✓ *0001.1.5 Attempt to spell simple words using pre-to-early phonetic knowledge, sounds of the alphabet, and knowledge of letter names. U2S1-S3,S5,S6</li> </ul>	<b>Science Unit B Animals is addressed in ALL UNITS</b>  <b>1<sup>st</sup> 9 weeks teach:</b> <b>S. Studies Unit 1 "Being A Good Citizen"</b> <b>All 4 lessons:</b> Follow The Rules, Safety Signs, Taking Responsibility, Groups Around The World

<p><b>*GLE 0001.1.2</b> Employ a variety of strategies to decode words and expand vocabulary.</p>	<p><b>Unit 1 Week 3</b> <b>E.Q.</b> <b>How do families cooperate?</b></p> <p><b>Unit 1 Week 5</b> <b>E.Q.</b> <b>How do people and animals work and play together?</b></p>	<p><a href="http://nettrekker.com">nettrekker.com</a> (find curriculum standard links to subject areas)</p> <p><a href="http://discoveryeducation.com">discovery education</a> (open your account and search for any topic needed)</p> <p><a href="http://brainpopjr.com">brainpop jr.</a> (standards based videos can be found for Tn., K, subject)</p> <p><a href="http://discoveryeducation.com/jobs">discovery education (jobs)</a> (type in jobs and use “Going to school is your job”)</p> <p><a href="http://Internet4classrooms.com">Internet4classrooms</a> (address any topic)</p>	<p><a href="http://discoveryeducation.com">discovery education (position words)</a> (use “beginning social studies vocabulary”) U1S1</p> <p>U1S3 TE179 “Family Tree” (extend to meet Ss K1.02, K1.03 and K5.03)</p> <p>U1S5 TE315 “Our Families” (extend to meet Ss K1.01, K1.02, K4.01c,d,e, K5.03b,c)</p> <p>U1S6 TE337 “Properties of Rocks, Soil, Water” (see Sc GLE 7.7.1 and 7.7.2)</p>	<p>✓ *0001.1.6 Read high frequency words (e.g., the, and, can, color words, number words). U1S1,U1S2</p> <p>✓ *0001.1.8 Use context clues to identify vocabulary in text. <b>Not Specifically stated but taught throughout year</b></p> <p>✓ *0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature. U1S1,S2</p>	<p><b>U1S3</b> teach: <b>Science</b> <b>Unit E Lesson 1 (paper &amp; cloth)</b></p> <p><b>“Plant the Seed”</b> <b>U1S5,S6</b> (heavy machine operators)</p> <p><b>U1S6, U2S1,U2S6</b> teach: <b>Earth Science</b> <b>Unit C Lessons 1-6</b></p>
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<p><b>*GLE 0001.1.3</b> Develop and maintain phonological awareness.</p>	<p><b>Unit 2 Theme</b> <b>Question:</b> <b>Where do animals live?</b></p> <p><b>Unit 2 Week 2 E.Q.</b> <b>Who lives in an orange grove?</b></p> <p><b>Unit 2 Week 4 E.Q.</b> <b>Where does a bear hibernate?</b></p> <p><b>Unit 2 Week 6 E.Q.</b> <b>Who lives in the garden?</b></p>		<p><b>U2S1 TE51</b> <b>“Basic Needs of Animals”</b></p> <p><b>U2S3 TE185</b> <b>“Plant and Animal Environments”</b></p> <p><b>U2S5 TE293</b> <b>“What We Do in the Four Seasons”</b></p> <p><b>U2S6 TE346</b> <b>“Growing Plants”</b> (actually grow seed on paper towel, in Ziploc bag)</p> <p><b>U2S6 TE373</b> <b>“Plant &amp; Animal Growth”</b> (Life Cycle)</p>	<p>✓ <b>*0001.1.10</b> Maintain phonemic awareness.</p> <ul style="list-style-type: none"> <li>• Understand that a phoneme is one distinct sound.</li> <li>• Use sound stretching of one syllable words to identify each phoneme.<b>U1S2-S4</b></li> <li>• Use sound blending of each separately spoken phoneme to make meaningful words. <b>U2S1-U4S4</b> <b>U5S1-U6S6</b></li> <li>• Recognize and produce rhyming words. <b>U1S1,S2,S6</b> <b>U3S5 (Literacy Centers)</b></li> <li>• Recognize words that have the same beginning and ending sounds. <b>U1S3,S4</b> <b>U2S3</b> <b>U3S4</b> <b>U4S6</b></li> <li>• Understand words are made up of one or more syllables (e.g., students clap syllables in words.) <b>U1S2</b> <b>U5S3</b></li> </ul>	<p><b>U2S5</b> <b>S. Studies</b> <b>Unit 5</b> <b>Lesson 3</b> Change Over Time(Seasons) <b>U2S6</b> <b>Science</b> <b>Unit A</b></p>
<p><b>*GLE 0001.1.4</b> Begin to explore the alphabetic principle.</p>		<p><a href="#"><u>discovery education (animal alphabet)</u></a> (an animal clip for every ABC)</p>		<p>✓ <b>*0001.1.11</b> Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> <li>• Recognize and name all upper and lowercase letters of the alphabet.</li> </ul>	

				<p><b>U1S1-S4,S6</b> <b>U2S1-S3</b></p> <ul style="list-style-type: none"> <li>• Understand that the sequence of letters in a written word represents the sequence of sounds in a word. <b>U1S6</b> <b>U2S2,S4,S5</b> <b>U3S1,S3,S4</b> <b>U4S1-S6</b> <b>U6S1-S6</b></li> <li>• Understand that as letters of a word change, so do the sounds (alphabetic principle). <b>U1S3</b> <b>U2S4,S6</b> <b>U3S2,S5,S6</b> <b>U4S3,S5</b> <b>U6S1-S4</b></li> <li>• Make new words using common word families (e.g., b-at, p-at, c-at). <b>U1S1,S2,S6</b></li> <li>• Use the first letter of a word paired with a picture as a decoding strategy. <b>U1S6-U2S2</b> <b>(Literacy Centers)</b> <b>U3S1,S5</b></li> </ul>	
* <b>GLE 0001.2.1</b> Develop critical listening skills essential for comprehension, problem solving, and task completion.				<p>✓ *<b>0001.2.1</b> Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions). <b>Asking questions are specifically addressed in Unit 2- Unit 6.</b></p>	

				<ul style="list-style-type: none"> <li>✓ <b>*0001.2.4</b> Summarize what has been heard using the logical sequence of events. <b>U1S1-6; U2S3</b> <b>U3S1</b> <b>U5S2</b></li> </ul>	
<p><b>* GLE 0001.2.2</b> Develop critical speaking skills essential for effective communication.</p>				<ul style="list-style-type: none"> <li>✓ <b>*0001.2.5</b> Use rules for conversation (e.g., raise hands, take turns, and focus attention on speaker) <b>U1S1-S4</b></li> <li>✓ <b>*0001.2.6</b> Speak clearly, properly, and politely <b>U1S1-U3S6</b> <b>U4S1-S3,S6</b> <b>U5S4-U6S2,S4-S6</b>, and recognize the difference between formal and informal language (<b>New part of the CFU and not addressed in this reading series</b>)</li> <li>✓ <b>*0001.2.7</b> Give simple two-step oral directions.<b>U2S2</b></li> <li>✓ <b>*0001.2.8</b> Participate in group discussion. <b>U1S4,S6</b> <b>U2S1,S5</b></li> <li>• Work productively in group discussion for a particular purpose (e.g., respond to literature, solve a problem).</li> </ul>	

				<ul style="list-style-type: none"> <li>• Ask and respond to questions from teacher and other group members. <b>Unit 2- Unit 5</b></li> <li>✓ <b>*0001.2.9</b> Retell a story, describing the plot, characters, and setting. <b>U6S5 ALL YEAR</b></li> <li>✓ <b>0001.2.10</b> Recite poems, stories, and songs. <b>U1S1,S6</b> (only states <b>EXPLORES</b> not <b>RECITES M.G.</b> <b>Rhymes and other rhyming books in current reading series)</b> <b>ALL YEAR</b></li> </ul>	
<b>*GLE 0001.3.1</b> Use basic knowledge of simple capitalization and punctuation rules.				<ul style="list-style-type: none"> <li>✓ <b>*0001.3.4</b> Create legible documents for reading by forming legible upper and lower case letters <b>U2S2</b>, writing from left to right and top to bottom <b>U5S3</b>, and tracing and reproducing letters and words correctly.</li> </ul>	<p><b>capitalization is addressed</b> <b>inU2S2;U3S5,S6; U4S4-S6;U5S1,S2; U6S3,S5 and</b></p> <p><b>punctuation</b> <b>inU3S5,S6;U4S4,S5; U5S1,S2;U6S3,S4</b></p>
<b>*GLE 0001.3.2</b> Employ a variety of strategies to generate story ideas.				<ul style="list-style-type: none"> <li>✓ <b>*0001.3.1</b> Brainstorm ideas with teachers and peers, use graphic organizers (e.g., webs, charts, diagrams) independently and/or in group, draw pictures to</li> </ul>	

				<p>generate ideas, and use a variety of resources to gather information. <b>U1S5</b></p> <p>✓ <b>*0001.3.2</b> Use temporary/creative spelling to spell independently as needed. <b>U2S5,S6</b> (conventional spelling) <b>U3S1</b></p> <p>✓ <b>*0001.3.3</b> Add descriptive words and details to writing. <b>U1S6</b> <b>U2S3-S6</b> <b>U3S1,S2</b></p>	
<p><b>*GLE 0001.3.3</b> Compose simple stories with teacher assistance.</p>				<p>✓ <b>*0001.3.1</b> Brainstorm ideas with teachers and peers, use graphic organizers (e.g., webs, charts, diagrams) independently and/or in group, draw pictures to generate ideas, and use a variety of resources to gather information. <b>U1S5</b></p> <p>✓ <b>*0001.3.2</b> Use temporary/creative spelling to spell independently as needed. <b>U2S5,S6</b> (conventional spelling) <b>U3S1</b></p>	

				<ul style="list-style-type: none"> <li>✓ <b>*0001.3.3</b> Add descriptive words and details to writing. <b>U1S6</b> <b>U2S3-S6</b> <b>U3S1,S2</b></li> <li>✓ <b>*0001.3.4</b> Create legible documents for reading by forming legible upper and lower case letters <b>U2S2</b>, writing from left to right <b>U5S3</b> and top to bottom, and tracing and reproducing letters and words correctly. <b>(tracing not addressed)</b></li> <li>✓ <b>*0001.3.5</b> Evaluate own and others' writing through small group discussion and shared work. <b>U3S3-U6S6</b></li> <li>✓ <b>*0001.3.6</b> Incorporate suggestions from teachers and peers. <b>Not addressed but taught ALL YEAR</b></li> </ul>	
<p><b>*GLE 0001.3.4</b> Evaluate own and group writing using a simple classroom rubric. <b>(rubrics are used in every story, adapt to create a student form)</b></p>		<p><a href="#">Rhonda's rubric makers list</a></p>		<ul style="list-style-type: none"> <li>✓ <b>*0001.3.4</b> Create legible documents for reading by forming legible upper and lower case letters <b>U2S2</b>, writing from left to right <b>U5S3</b> and top to bottom, and tracing and reproducing letters and words correctly. <b>(tracing not addressed)</b></li> </ul>	

				<p>✓ <b>*0001.3.5</b> Evaluate own and others' writing through small group discussion and shared work. <b>U3S3-U6S6 ALL YEAR</b></p> <p>✓ <b>*0001.3.6</b> Incorporate suggestions from teachers and peers. <b>(not specifically addressed) ALL YEAR</b></p>	
<b>GLE 0001.4.2</b> Select a source necessary to answer a research question.				<p>✓ <b>0001.4.2</b> Use the family and community as sources of information. <b>U1S3 (family trees, teacher manual p. 179), U1S5 (Family Traditions, teacher manual p.297)and</b></p> <p><b>S. Studies</b> <b>Unit 6 Lessons 3 &amp; 4</b> Family History, Making History <b>U6S5 addresses book reports</b></p>	
<b>*GLE 0001.5.1</b> Develop an understanding of sequential events.				<p>✓ <b>*0001.5.1</b> Arrange three items or events in sequential order. <b>U3S2 TE 105</b> <b>U1S1-U6S6 ALL YEAR</b></p>	
<b>*GLE 0001.6.1</b> Comprehend the main idea of informational texts.				<p>✓ <b>*0001.6.1</b> Respond appropriately to teacher's questions regarding the main idea of an informational text. <b>The main idea is specifically addressed in</b></p>	

				<p><b>U2S3</b>  <b>U3S6</b>  <b>U5S5</b>  <b>U6S3</b>  <b>Taught rest of year</b></p> <p>✓ <b>*0001.6.2</b> Explore various forms of informational texts (e.g., charts, magazines, books). <b>U1S1-U6S6</b>  <b>ALL YEAR</b></p>	
<p><b>*GLE 0001.6.2</b>  Recognize that illustrations support information in the texts.</p>				<p>✓ <b>0001.6.3</b> Use illustrations to help comprehend informational texts.  <b>U2S1,S5</b>  <b>U3S1,S5</b>  <b>U4S5</b>  <b>U5S2,S5</b>  <b>U6S1,S3,S6</b></p>	
<p><b>*GLE 0001.7.1</b>  Explore a variety of media.</p>				<p>✓ <b>*0001.7.1</b> Experience and respond to a variety of media (e.g., books, audio tapes, film). <b>U1S3,S5</b>  <b>U2S2,S6</b>  <b>U4S1,S3</b>  <b>U5S2</b></p> <p>✓ <b>*0001.7.2</b> Visit libraries/media centers and regularly check out materials. <b>(not addressed specifically ALL YEAR)</b></p>	

<p><b>* GLE 0001.8.1</b> Explore and experience various literary genres.</p>				<p>✓ <b>*0001.8.1</b> Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics. <b>U1S1,S6</b> <b>ALL YEAR</b></p> <p>✓ <b>0001.8.2</b> Distinguish between fiction and nonfiction. <b>Fiction is addressed in</b> <b>U1S3</b> <b>U4S6</b> <b>U5S6</b> <b>U6S5</b> <b>*Nonfiction is not specifically addressed</b></p>	
<p><b>*GLE 0001.8.2</b> Employ a variety of basic reading comprehension strategies</p>				<p>✓ <b>0001.8.3</b> Make predictions about text.<b>U1S1-U6S6</b> <b>ALL YEAR</b></p> <p>✓ <b>0001.8.4</b> Participate in the creation of graphic organizers (KWL charts, diagrams). (<b>not specifically addressed, but various forms of these organizers are used throughout each story/unit</b>) <b>ALL YEAR</b></p> <p>✓ <b>0001.8.5</b> Derive meaning while reading by employing the following strategies:</p>	

				<ul style="list-style-type: none"> <li>• Asking questions to clarify meaning.</li> <li>• Participating in discussions.</li> <li>• Predicting what will happen next.</li> <li>• Creating mental images.</li> <li>• Using illustrations to gain meaning.</li> <li>• Relating knowledge from personal experience.</li> </ul> <p><b>U1S1-U6S6</b> <b>ALL YEAR</b></p>	
<p><b>*GLE 0001.8.3</b> Develop reading fluency and accuracy.</p>				<p>✓ <b>*0001.8.7</b> Read simple text containing familiar letter-sound correspondence and high frequency words.</p> <p><b>U1S1-U4S6</b> <b>U5S1,S3-S6</b> <b>U6S1-S6</b> <b>ALL YEAR</b></p>	
<p><b>*GLE 0001.8.4</b> Identify basic literary elements.</p>				<p>✓ <b>0001.8.6</b> Identify the characters, setting, and events of a story.</p> <p><b>U1S1-S6</b> <b>U2S2,S4,S5</b> <b>U3S2,S3,S4,S6</b> <b>U4S2,S4,S5</b> <b>U5S1,S2,S4,S5,S6</b> <b>U6S2-S5</b></p>	

<p><b>SCIENCE</b></p> <p><b>GLE's &amp; CFU's for units 1 &amp; 2</b></p>	<p><b>Tennessee Guiding Questions, from the MacMillan Science TE are listed below:</b></p>	<p><b>TE = Reading Teacher Edition Page</b></p> <p>Science Safety Information</p>			
<p><b>*ScGLE 0007.Inq.1</b> Observe the world of familiar objects using the senses and tools.</p>	<p>(these are not matched to the GLE, but are listed by the Sc units just as they are listed in the Sc TE.)</p>	<p><a href="http://ScotchScienceFair.com">ScotchScienceFair.com</a></p> <p><b>FOSS Science Kits (Full Option Science System) address Inquiry</b></p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Trees</li> <li>• Fabric</li> <li>• Animals</li> </ul> <p><b>Two By Two</b></p>		<p><b>0007.Inq.1</b> Use senses and simple tools to make observations. <b>U1S1 TE45,98</b></p> <p><a href="#">Make your own fingerprints</a> <a href="#">Make a Feely bag</a></p>	
<p><b>*ScGLE 0007.Inq.2</b> Ask questions, make logical predictions, plan investigations, and represent data.</p>	<p><b>Science questions match the Unit information that is listed in the Integrations/Connections column</b></p>			<p><b>0007.Inq.2</b> Communicate interest in simple phenomena and plan for simple investigations. <b>U2S1 TE21</b></p>	<p>ELA Communication Logic</p>
<p><b>*ScGLE 0007.Inq.3</b> Explain the data from an investigation</p>	<p><b>Unit A Lesson 1 What are the parts of plants?</b></p>			<p><b>0007.Inq.3</b> Communicate understanding of simple data using age-appropriate vocabulary. <b>U1S3 TE107</b></p>	<p>ELA Language Communication</p>

	<p><b>Lesson 2 What do plants need to live?</b></p> <p><b>Lesson 3 How do plants grow?</b></p>			<p><b>0007.Inq.4</b> Collect, discuss, and communicate findings from a variety of investigations. <b>U1S3 TE107</b></p> <p><b>Science Unit A Lesson 3 (both CFU's)</b></p>	
<p><b>*ScGLE 0007.T/E.K-2.1</b>Recognize that both natural materials and human-made tools have specific characteristics that determine their use.</p>	<p><b>Lesson 4 How are these flowers alike? How are they different?</b></p> <p><b>Lesson 5 What plant parts do we eat?</b></p>	<p><b>FOSS Science Kits (Full Option Science System) address Technology/Engineering</b></p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Trees</li> <li>• Fabric</li> <li>• Animals</li> </ul> <p><b>Two By Two</b></p>		<p><b>*0007.T/E.1</b> Explain how simple tools are used to extend the senses, make life easier, and solve everyday problems. <b>U1S2 TE98 U1S6 TE 350</b></p>	
<p><b>*ScGLE 0007.T/E.2</b> Apply engineering design and creative thinking to solve practical problems.</p>	<p><b>Unit B Lesson 1 Which animals could you see in this park?</b></p> <p><b>Lesson 2 What do animals need to live?</b></p>			<p><b>0007.T/E.2</b> Invent designs for simple products. <b>U1S6 TE359</b></p> <p><a href="#"><u>Build a Better Pencil</u></a> <a href="#"><u>Dynamo Make and Do</u></a></p> <p><b>0007.T/E.3</b> Use tools to measure materials and construct simple products. <b>U1S6 TE367</b></p>	

<p><b>*ScGLE 0007.1.1</b> Recognize that many things are made of parts.</p> <p><b>Science Unit A Lesson 1,4 (Reading-U2S6,U3S5)</b></p>	<p><b>Lesson 3</b> <b>How are these bugs alike? How are they different?</b></p> <p><b>Lesson 4</b> <b>What do you notice about these reptiles?</b></p> <p><b>Lesson 5</b> <b>What helps these animals move?</b></p>	<p><b>All FOSS Science Kits</b></p>		<p><b>*0007.1.1</b> Use puzzles to determine that there are many parts that make up a whole. <b>U1S6 TE 359</b> <b>ALL YEAR</b></p> <p><b>S. Studies Unit 1 Lesson 1 TE41</b> (uses a puzzle)</p> <p><a href="#"><u>Mount Rushmore Puzzle</u></a></p> <p><b>*0007.1.2</b> Use building block to create a whole from the parts. <b>U1S6 TE359</b> <b>ALL YEAR</b></p>	<p><b>***The Macmillan Science Series has a Floor Puzzle for EVERY Unit!!</b></p>
<p><b>*ScGLE 0007.2.1</b> Recognize that some things are living and some are not.</p>	<p><b>Lesson 8</b> <b>How do animals help us?</b></p>	<p><b>Foss Science Kit</b></p> <ul style="list-style-type: none"> <li>• <b>Animals</b></li> <li>• <b>Trees</b></li> <li>• <b>Paper</b></li> <li>• <b>Fabric</b></li> </ul> <p><b>Two By Two</b></p>		<p><b>0007.2.1</b> Categorize objects or images of objects as living or non-living according to their characteristics. <b>U1S5 TE288 (compare Julius to a real pig)</b> <b>U2S4 TE231</b> <a href="#"><u>Ourselves</u></a></p>	<p><b>Science Unit A Lesson 1(U1S5) Unit B Lesson 1,2 (U1S5)</b></p>
<p><b>*ScGLE 0007.2.2</b> Know that people interact with their environment through their senses.</p>		<p><b>All FOSS Science Kits</b></p> <ul style="list-style-type: none"> <li>• <b>Paper</b></li> <li>• <b>Trees</b></li> <li>• <b>Fabric</b></li> <li>• <b>Animals</b></li> </ul> <p><b>Two By Two</b></p>		<p><b>*0007.2.2</b> Use the senses to investigate and describe an object. <b>U1S2 TE115</b> <b>U1S3 TE189</b> <b>U2S1 TE34</b></p>	<p><b>Science Unit A Lesson 5 TE10-13 “ The 5 Senses” flipbook; TE18 Living and Nonliving</b></p>

					<p><b>(U1S6,U2S6, U3S5)</b>  <b>Unit B Lesson 1,3(ALL UNITS)</b></p> <p><b>Unit C Lesson1 (U1S6,U2S6, U3S5,U4S5)</b></p>
<p><b>ScGLE 0007.3.1</b>  Recognize that living things require water, food, and air.</p>		<p><b>Foss Kits</b></p> <ul style="list-style-type: none"> <li>• <b>Animals Two By Two</b></li> <li>• <b>Trees</b></li> </ul>		<p><b>0007.3.1</b> Observe plants and animals and make records of their similarities and differences.  <b>U2S1 TE43</b>  <b>U2S2 TE113,123</b>  <b>U2S6 TE373</b></p> <p><b>0007.3.2</b> Record information about the care, feeding, and maintenance of a living thing.  <b>U1S3 TE162</b>  <b>U2S2 TE105</b>  <b>U2S4 TE239</b></p>	<p>ELA  Language  Communication  Writing  Research</p> <p><b>Science Unit A Lesson 1,2 TE 16-19 “Living Things” flipchart</b></p> <p><b>Unit B Lessons 1,2,3,5,8 (all units)</b></p>
<p><b>ScGLE 0007.4.1</b>  Observe how plants and animals change as they grow.</p>		<p><b>Foss Kits</b></p> <ul style="list-style-type: none"> <li>• <b>Animals Two By Two</b></li> <li>• <b>Trees</b></li> </ul>		<p><b>0007.4.1</b> Observe a plant to identify how it changes as it grows from a seed to the adult plant and record data using non-standard measurement devices.  <b>U2S6 TE346 (plant)</b>  <b>U1S1 TE36 (animal)</b>  <b>U2S3 TE145 (animal)</b>  <a href="#">Watch it Grow</a>  <a href="#">Growing Plants</a></p>	<p>ELA  Language  Communication  Writing  Research</p> <p><b>Science Unit A Lesson 3</b></p> <p><b>Unit B Lesson 7</b></p>

<p><b>ScGLE 0007.4.2</b> Observe that offspring resemble their parents.</p>		<p><b>Foss Kits</b></p> <ul style="list-style-type: none"> <li>• <b>Animals Two By Two</b></li> </ul>		<p><b>0007.4.2</b> Match pictures of seedlings to adult plants and a juvenile to the adult animal. <b>U2S3 TE145,158 (animal)</b> <a href="#">Animals Two by Two</a> <a href="#">Match the baby animals with their parents</a></p>	<p>ELA Research Informational Text Media</p> <p><b>Science</b> <b>Unit A Lesson 3</b> <b>Unit B Lesson 7</b></p>
<p><b>ScGLE 0007.5.1</b> Compare the basic features of plants and animals.</p>		<p><b>Foss Kits</b></p> <ul style="list-style-type: none"> <li>• <b>Animals 2 By 2</b></li> <li>• <b>Trees</b></li> </ul>	<p><a href="#">discovery education (concepts of nature)</a> (animals that live under and above ground, far above ground, and in water</p>	<p><b>0007.5.1</b> Use a variety of representations to describe similarities and differences among plants and animals. <b>U1S1,S2 TE36;107 (animal)</b> <b>U2S1 TE61 (animal)</b> <b>U2S3 TE185 (animal)</b> <b>U2S5 TE311 (animal)</b> <b>U2S6 TE333 (plant)</b> <b>U3S6 TE346 (plant)</b></p> <p><b>0007.5.2</b> Create a mural of an ecosystem and compare the characteristics of animals and plants within that environment. <b>U2S1 TE43</b> <b>U2S2 TE83,96,105</b> <b>U2S6 TE333</b></p> <p><b>0007.5.3</b> Match pictures of animal and plant characteristics needed for survival to appropriate environments. <b>U2S2 TE83</b> <b>U2S6 TE333</b></p>	<p>ELA Language Communication Writing Research Logic Informational Text Media</p> <p><b>Science</b> <b>Unit A</b> <b>Lessons 3,4,5</b></p> <p><b>Unit B</b> <b>Lessons 3,4,5,6</b></p>

<p><b>ScGLE 0007.7.1</b> Identify non-living materials found on the surface of the earth.</p>	<p><b>Unit C</b> <b>Lesson 1</b> <b>What can you find in soil?</b></p> <p><b>Lesson 5</b> <b>How do we use these resources?</b></p>			<p><b>0007.7.1</b> Identify non-living materials found on the school site and discuss how these materials are similar and different. <b>U1S6 TE337</b></p>	<p><b>Science</b> <b>Unit C</b> <b>Lessons 1,2,4</b> <b>TE 124E-137</b></p>
<p><b>ScGLE 0007.7.2</b> Recognize that some objects are manmade and that some occur naturally.</p>	<p><b>Lesson 6</b> <b>How can we reuse things?</b></p>	<p><b>Foss Kits</b></p> <ul style="list-style-type: none"> <li>• <b>Paper</b></li> <li>• <b>Fabric</b></li> </ul>		<p><b>0007.7.2</b> Investigate and compare a variety of non-living materials using simple tools.</p> <p><b>0007.7.3</b> Observe familiar environments and make lists of natural and manmade objects. <b>U2S2 TE83 (we need to extend this to meet the CFU)</b></p>	<p><b>Science</b> <b>Unit C</b> <b>Lessons 1-6</b></p> <p><b>Unit F</b> <b>Lessons 3,4</b> <b>Unit C Lesson 3 (in the flipbook)</b></p>
<p><b>*ScGLE 0007.8.2</b> Collect daily weather data at different times of the year.</p>	<p><b>Science</b> <b>Unit D</b> <b>Lesson 1</b> <b>What do you know about snow?</b></p> <p><b>Lesson 3</b> <b>What happens in each season?</b></p>			<p><b>*0007.8.1</b> Collect, compare, and record daily weather data during different seasons. <b>ALL YEAR</b> <b>U1S2 TE125</b> <b>U2S3 TE207,222</b> <b>U2S6 TE271,284,293,301</b></p> <p><b>0007.8.2</b> Infer the relationship between temperature and seasonal change by maintaining a paper chain on which dates are recorded and temperature described according to different colors.</p>	<p><b>Science</b> <b>Unit A TE 4-7</b> <b>“Investigate Weather” flipbook</b></p> <p><b>Unit D</b> <b>Lesson 1-3</b></p>

<p><b>ScGLE 0007.9.1</b> Describe an object by its observable properties.</p>	<p><b>Lesson 4</b> <b>What do you see in the night sky?</b> <b>Science Unit E Lesson 1</b> <b>How can we change paper and cloth?</b></p>	<p><b>All FOSS Science Kits</b></p> <ul style="list-style-type: none"> <li>• <b>Paper</b></li> <li>• <b>Trees</b></li> <li>• <b>Fabric</b></li> <li>• <b>Animals</b></li> </ul> <p><b>Two By Two</b></p>		<p><b>0007.9.1</b> Observe, identify, and compare the properties of various objects such as color, shape, and size.</p> <p><b>U2S5 TE311</b> <a href="#">Weave a Pattern</a> <a href="#">Sorting and Using materials</a></p>	<p><b>Science Unit E Lesson 1-4</b></p> <p><b>Unit F Lessons 4,5</b></p>
<p><b>ScGLE 0007.9.2</b> Identify objects and materials as solids or liquids</p>	<p><b>Lesson 2</b> <b>How can we use wood and metal?</b></p> <p><b>Lesson 3</b> <b>What can we do with clay?</b></p>			<p><b>0007.9.2</b> Observe, discuss, and compare characteristics of various solids and liquids.</p> <p><b>U2S1 TE21</b> <a href="#">Solids and Liquids</a></p> <p><a href="#">What Color Absorbs the Sun's Energy Best?</a></p>	<p>ELA Language Communication Writing Research Logic Informational Text Media <b>Science Unit E Lesson 4</b></p>
<p><b>ScGLE 0007.10.1</b> Identify the sun as the source of heat and light.</p> <p><b>ScGLE 0007.10.2</b> Investigate the effect of the sun on a variety of materials.</p>	<p><b>Lesson 4</b> <b>Where is the water?</b></p> <p><b>Does it sink or float? (also Lesson 4)</b></p> <p><b>Science Unit F Lesson 1</b> <b>How do we use wheels?</b></p> <p><b>Lesson 2</b> <b>What makes these toys move?</b></p>			<p><b>0007.10.1</b> Place a thermometer in a sunny window and one in a shady area of the classroom and record the temperatures over time. Compare, discuss, and record any temperature differences.</p> <p><b>U2S4 TE249</b> <a href="#">The Warmth of the Sun</a></p> <p><b>U2S5 TE271</b></p> <p><b>0007.10.2</b> Investigate the temperature differences in various locations around the school. Discuss and record the results.</p>	<p><b>Science Unit A Lessons 2,3</b></p> <p><b>Unit D Lesson 5</b></p> <p><b>Unit E Lesson 4</b></p> <p><b>Unit A Lessons 2,3</b></p> <p><b>Unit D Lesson 5</b> ELA</p>

	<p><b>Lesson 3</b> What will come down?</p> <p><b>Lesson 4</b> What sounds do you hear?</p>			<p><b>U2S5 TE271</b> <a href="#">Using Thermometers</a> <a href="#">Sun Misconceptions</a> <a href="#">Hot and Cold Colors</a></p> <p><b>0007.10.3</b> Place a thermometer under pieces of different colored paper on a sunny window. Compare results and discuss possible causes.</p>	<p>Language Communication Writing Research Logic Informational Text Media</p> <p><b>Unit E Lesson 4</b></p>
<p><b>SOCIAL STUDIES</b></p> <p><b>GLE's &amp; CFU's for units 1 &amp; 2</b></p>	<p>E.Q.'s from Harcourt TE. Use these samples or your own.</p>				
<p><b>SsK.1.01</b> Understand the diversity of human cultures.</p>	<p><b>S.S. Unit 1</b></p> <p><b>Lesson 1</b> What are some rules at your school?</p> <p><b>Lesson 2</b> How do traffic signs help keep us safe?</p>			<p>c. Recognize how individuals learn to do skills and customs from their culture. <b>Social Studies Unit 1, 2, 4</b> <b>U1S5 TE 275</b></p> <p>d. Recognize all cultures have family units where decisions are made. <b>U1S5 TE 275</b> <b>Social Studies Unit 6</b></p>	

<p><b>SsK.1.02</b> Discuss cultures and human patterns of places and regions of the world.</p>	<p><b>Lesson 3</b> <b>How can you show responsibility?</b></p> <p><b>S.S. Unit 2</b></p> <p><b>Lesson 1</b> <b>How do you say the Pledge of Allegiance?</b></p> <p><b>Lesson 2</b> <b>What are some symbols of the United States?</b></p> <p><b>Lesson 3</b> <b>Who is the President?</b></p>	<p><a href="#">discovery education</a> (type in traditions and there will be many to choose from)</p>		<ul style="list-style-type: none"> <li>a. Understand that some differences among people are a result of their culture.</li> <li>b. Identify similarities and differences in food, clothes, homes, games, and families in different cultures.</li> <li>c. Explain how means of transportation may be diversified in different cultures in response to the environment.</li> <li>d. Compare family customs and traditions among cultures.</li> <li>e. Describe customs of the local community.</li> </ul>	<p>ELA Language Communication Writing Research Logic Informational Text Media Literature</p>
<p><b>SsK.2.01</b> Describe potential costs and benefits of personal economic choices in a market economy.</p>	<p><b>S.S. Unit 3</b></p> <p><b>Lesson 1</b> <b>Who works at your school?</b></p> <p><b>Lesson 2</b> <b>What goods and services does your family buy?</b></p>			<ul style="list-style-type: none"> <li>b. Explain how basic human needs of food, clothing, shelter, and transportation are met.</li> </ul> <p><b>U2S1 TE51</b> <b>Social Studies</b> <b>Unit 3,4</b></p>	

<p><b>SsK.2.02</b> Give examples of the interaction of businesses and governments in a market economy.</p>	<p><b>Lesson 3</b> <b>What can you do to help save resources?</b></p> <p><b>S.S Unit 4</b></p>	<p><a href="#"><u>discovery education jobs (school &amp; community)</u></a></p>		<p>b. Identify jobs in the home and school. <b>U1S5 TE 275,305</b></p>	<p><b>Social Studies Unit 3</b></p>
<p><b>SsK.2.03</b> Understand fundamental economic concepts.</p>	<p><b>Lesson 1</b> <b>What are some different kinds of land on Earth?</b></p> <p><b>Lesson 3</b> <b>In what region do you live?</b></p> <p><b>S.S. Unit 5</b> <b>Lesson 1</b> <b>What did you do yesterday? What will you do tomorrow?</b></p>		<p><a href="#"><u>discovery education (needs and wants)</u></a></p>	<p>a. Explain why people have jobs. <b>U1S5 TE275,305</b> <b>U1S6 TE377</b></p> <p>b. Distinguish between needs and wants.</p> <p>c. Recognize that all jobs are significant and realize that some jobs are interdependent. <b>U1S5 TE315</b> <b>U1S6 TE377</b> <b>U2S1 TE51</b> <b>(use Basic Needs of Animals to cover a, b, c CFU's)</b></p>	<p>ELA Language Communication Writing Research Logic Informational Text Media Literature</p> <p><b>Social Studies Unit 3 (use for these)</b></p>
<p><b>SsK.3.01</b> Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.</p>	<p><b>Lesson 2</b> <b>What happens in November?</b></p> <p><b>Lesson 3</b> <b>Which season comes after spring?</b></p>			<p>a. Explain what a globe and map represent. <b>U2S3 TE175</b></p> <p>b. Use personal directions such as up, down, left, right, near and far to describe relative direction. <b>U2S3 TE175</b></p> <p>c. Locate places in community such as the student's home and the classroom on the campus.</p>	<p>ELA Language Communication</p> <p><b>Social Studies Unit 1</b> <b>Unit 2</b> <b>Unit 4</b> <b>(addresses all these CFU's)</b></p>

<p><b>SsK.3.02</b> Recognize the interaction between human and physical systems around the world.</p>	<p><b>S.S. Unit 6</b> <b>Lesson 1</b> <b>What are some American holidays?</b></p>		<p><a href="#">discovery education (4 seasons)</a></p>	<p>a. Identify the human characteristics of places such as types of houses and ways of earning a living. <b>U1S5 TE315</b></p> <p>c. Describe seasons. <b>U2S4TE207</b> <b>U2S5TE284,293,301</b></p>	
<p><b>SsK.3.03</b> Demonstrate how to identify and locate major physical and political features on globes and maps.</p>	<p><b>Lesson 2</b> <b>How did families get food and water in the past?</b></p> <p><b>Lesson 3</b> <b>Who are your ancestors?</b></p>			<p>b. Describe how landforms and bodies of water influence where and how people live. <b>U2S1 TE61</b> <b>U2S3 TE175</b></p>	
<p><b>SsK.4.01</b> Discuss the structure and purposes of governance.</p>	<p><b>Lesson 4</b> <b>Why are current events important?</b></p>			<p>a. Recognize that a person is a citizen of the country in which he/she is born. <b>U1S4 TE211</b></p> <p>c. Know that family structures can change. <b>U1S5 TE315</b></p> <p>d. Identify authority figures in the home, school, and community. <b>U1S5 TE315</b></p>	

<p><b>SsK.4.02</b> Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice.</p>				<p>a. Recognize the need for rules for daily living and fair treatment of others. <b>U1S1 TE53</b></p> <p><b>Social Studies</b> <b>Unit 1</b> <b>Unit 2</b></p>	
<p><b>SsK.4.03</b> Understand the rights, responsibilities, and privileges of citizens living in a democratic republic.</p>				<p>b. Define cooperation. <b>U1S1 TE 53</b></p> <p><b>Social Studies</b> <b>Unit 1</b></p>	
<p><b>SsK.5.03</b> Explain how to use historical information acquired from a variety of sources.</p>				<p>a. Recognize that each family has a family tree. <b>U1S1,S3 TE 147, 179</b></p> <p>b. Recall family stories and celebrations to develop a personal history.</p> <p>c. Illustrate a family history to demonstrate that every family has a heritage. <b>U1S5 TE 315</b></p>	



				<p>necessary when working within large and small groups to complete tasks.  <b>U1S1 TE53</b></p> <p>c. Work independently and cooperatively to accomplish goals.  <b>U1S1 TE53</b></p> <p>d. Describe how groups are made up of people who work, play, or learn together and share common interests.</p>	<p><b>Social Studies Unit 1 (addresses all these CFU's)</b></p>
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*Fentress County*  
*Kindergarten Reading/Language/Science/Social Studies*  
 2<sup>nd</sup> 9 Weeks Curriculum Guide  
 Developed Summer 2009

Title: <b>Unit 3 Watch Me Change</b> <b>Unit 4 Let's Explore</b>				Time Frame: <b>2<sup>nd</sup> 9 weeks</b> <b>Unit 3 &amp; Unit 4</b>	
Academic Vocabulary:					
<u>Grade Level Expectations</u> (GLEs) - look for * that indicate GLE's addressed in ALL UNITS)	<u>Essential Questions</u>	<u>Resources</u>	<u>Common Experiences</u>	<u>Checks for Understanding (CFU)</u>	<u>Integrations/Connections</u>
<b>**Remember to look at all *GLE's from Unit 1 also.</b>	*Samples given. Teachers may use samples or fill in their own.			<b>U1S1 = Unit 1 Story 1 (look for * that indicate CFU's that are addressed in ALL UNITS) These will ONLY be listed in UNIT 1.</b>	
<b>**Remember to look at all *GLE's from Unit 1 also.</b>				<b>**Remember to look at all *CFU's from Unit 1 also.</b>	
<b>*GLE 0001.1.1</b> Demonstrate an emerging understanding of basic English usage, mechanics, spelling, and sentence structure.	<b>Unit 3 Theme Question:</b>  <b>How do people, plants, and animals grow and change?</b>  <b>Unit 3 Week 1 E.Q.</b> <b>How does a panda change in its first year of life?</b>		<b>U3S1 TE34</b> <b>“Compare Babies and Parents”</b>  <b>U3S2 TE113</b> <b>“Fact or Fiction?”</b>  <b>U3S5 TE269</b> <b>“Seed Growth”</b>	<ul style="list-style-type: none"> <li>✓ <b>0001.1.1</b> Recognize end punctuation marks for statements (period)U4S6, questions (question mark)U5S1-S6 U6S1-S6 and emotions (exclamation mark). U6S5,S6</li> <li>✓ <b>0001.1.2</b> Recognize capitalization at the beginning of sentences. U3S6 U4S3-S5</li> </ul>	<b>2<sup>nd</sup> 9 weeks</b> teach: <b>Science</b> <b>Unit A Plants (U3S5 specifically)</b>  Reading U3S3 <b>S. Studies</b> <b>Unit 5 Lesson 1</b> Yesterday, Today, and Tomorrow <b>Unit 5 Lesson 2</b> Months of the Year

	<p><b>Unit 3 Week 3 E.Q. How do children change as they grow?</b></p> <p><b>Unit 3 Week 5 E.Q. What do seeds become?</b></p>		<p><b>U4S1 TE43 “Time”</b></p> <p><b>U4S2 TE98 “Cause and Effect With Growing Things”</b></p> <p><b>U4S4 TE224 “Make A Map”</b></p> <p><b>U4S4 TE241 “Good Citizens Follow Rules”</b></p>	<p>✓ <b>*0001.1.10</b> Maintain phonemic awareness.</p> <ul style="list-style-type: none"> <li>• Use sound blending of each separately spoken phoneme to make meaningful words. <b>U2S1-U4S4; U5S1-U6S6</b></li> <li>• Segment one-syllable words into individual sounds and blend the sounds into whole words. <b>U3S5,S6</b></li> <li>• Recognize and produce rhyming words. <b>U1S1,S2,S6; U3S5 (Literacy Centers)</b></li> <li>• Recognize words that have the same beginning and ending sounds. <b>U1S3,S4; U2S3; U3S4; U4S6</b></li> </ul>	<p><b>Reading U4S6 S. Studies Unit 4 Lesson 4 City and Farm Life</b></p> <p>During the <b>4<sup>th</sup> 9 weeks</b> teach: <b>Science Unit F Lesson 4 Sounds All Around</b></p>
<p><b>*GLE 0001.1.4</b> Begin to explore the alphabetic principle.</p>	<p><b>Unit 4 Theme Question:</b></p> <p><b>Where will our adventures take us?</b></p> <p><b>Unit 4 Week 1 E.Q. What adventures do you have</b></p>			<p>✓ <b>0001.1.11</b> Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> <li>• Understand that the sequence of letters in a written word represents the sequence of sounds in a word. <b>U1S6; U2S2,S4,S5; U3S1,S3,S4; U4S1-S6;</b></li> </ul>	

	<p>throughout the day?</p> <p><b>Unit 4 Week 3</b> <b>E.Q.</b> <b>What adventures can an animal have?</b></p> <p><b>Unit 4 Week 5</b> <b>E.Q.</b> <b>What would it be like to take an adventure to the Antarctic?</b></p>			<p><b>U6S1-S6</b></p> <ul style="list-style-type: none"> <li>Understand that as letters of a word change, so do the sounds (alphabetic principle) <b>U1S3;</b> <b>U2S4,S6;</b> <b>U3S2,S5,S6;</b> <b>U4S3,S5;</b> <b>U6S1-S4</b></li> <li>Use the first letter of a word paired with a picture as a decoding strategy. <b>U1S6-U2S2</b> <b>(Literacy Centers);</b> <b>U3S1,S5</b></li> </ul>	
<p><b>*GLE 0001.2.1</b> Develop critical listening skills essential for comprehension, problem solving, and task completion.</p>				<ul style="list-style-type: none"> <li>✓ <b>*0001.2.1</b> Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions). <b>Asking questions are specifically addressed in Unit 2- Unit 6.</b></li> <li>✓ <b>*0001.2.4</b> Summarize what has been heard using the logical sequence of events. <b>U1S1-6; U2S3;</b> <b>U3S1;</b> <b>U5S2</b></li> </ul>	
<p><b>*GLE 0001.2.2</b> Develop critical speaking skills essential for effective communication.</p>				<ul style="list-style-type: none"> <li>✓ <b>*0001.2.6</b> Speak clearly, properly, and politely <b>U1S1-U3S6;</b> <b>U4S1-S3,S6;</b> <b>U5S4-U6S2,S4-S6, and</b></li> </ul>	

				<p>recognize the difference between formal and informal language (<b>New part of the CFU and not addressed in this reading series.</b>)</p> <ul style="list-style-type: none"> <li>✓ <b>*0001.2.8</b> Participate in group discussion. <b>U1S4,S6;</b> <b>U2S1,S5</b></li> <li>• Work productively in group discussion for a particular purpose (e.g., respond to literature, solve a problem).</li> <li>• Ask and respond to questions from teacher and other group members. <b>Unit 2- Unit 5</b></li> </ul>	
<p><b>*GLE 0001.3.3</b> Compose simple stories with teacher assistance.</p>				<ul style="list-style-type: none"> <li>✓ <b>*0001.3.2</b> Use temporary/creative spelling to spell independently as needed. <b>U2S5,S6 (conventional spelling);</b> <b>U3S1</b></li> <li>✓ <b>*0001.3.3</b> Add descriptive words and details to writing. <b>U1S6;</b> <b>U2S3-S6;</b> <b>U3S1,S2</b></li> <li>✓ <b>*0001.3.5</b> Evaluate own and others' writing through small group discussion and shared work. <b>U3S3-U6S6</b></li> </ul>	

<p><b>*GLE 0001.3.4</b> Evaluate own and group writing using a simple classroom rubric.(<b>rubrics are used in every story, adapt to create student form and use website link that Rhonda set up</b>)</p>				<p>✓ <b>*0001.3.5</b> Evaluate own and others' writing through small group discussion and shared work. <b>U3S3-U6S6 ALL YEAR</b></p> <p>✓ <b>*0001.3.6</b> Incorporate suggestions from teachers and peers. (<b>not specifically addressed</b>) <b>ALL YEAR</b></p>	
<p><b>*GLE 0001.5.2</b> Recognize the relationship of actions and consequences.</p>				<p><b>*0001.5.2</b> Identify the likely consequence of a particular action. <b>U3S3 TE139,148,161,170,178</b> <b>U4S2 TE98,107,115,122</b> <b>U5S2 TE77,86,98,101,110,118</b></p>	
<p><b>*GLE 0001.7.1</b> Explore a variety of media.</p>				<p>✓ <b>*0001.7.1</b> Experience and respond to a variety of media (e.g., books, audio tapes, film). <b>U1S3,S5</b> <b>U2S2,S6</b> <b>U4S1,S3</b> <b>U5S2</b></p>	
<p><b>*GLE 0001.8.1</b> Explore and experience various literary genres.</p>				<p>✓ <b>0001.8.2</b> Distinguish between fiction and nonfiction. <b>Fiction is addressed in U1S3; U4S6; U5S6; U6S5; Nonfiction is not specifically addressed</b></p>	

<p><b>SCIENCE</b></p> <p><b>GLE's &amp; CFU's for units 3&amp;4</b></p>					
<p><b>ScGLE 0007.Inq.1</b> Observe the world of familiar objects using the senses and tools.</p>				<p>✓ <b>0007.Inq.1</b> Use senses and simple tools to make observations. <b>U3S6 TE361</b> <b>U4S2 TE82</b></p>	
<p><b>ScGLE 0007.T/E.K-2.1</b> Recognize that both natural materials and human-made tools have specific characteristics that determine their use.</p>				<p>✓ <b>0007.T/E.1</b> Explain how simple tools are used to extend the senses, make life easier, and solve everyday problems. <b>U4S1 TE34</b></p>	
<p><b>ScGLE 0007.2.1</b> Recognize that some things are living and some are not.</p> <p><b>ScGLE 0007.2.2</b> Know that people interact with their environment through their senses</p>				<p>✓ <b>0007.2.1</b> Categorize objects or images of objects as living or non-living according to their characteristics. <b>U3S2 TE113</b> <b>U3S6 TE371</b> <b>U4S1 TE20</b></p>	
<p><b>ScGLE 0007.3.1</b> Recognize that living things require water, food, and air.</p>				<p>✓ <b>0007.3.1</b> Observe plants and animals and make records of their similarities and differences. <b>U3S5 TE309</b> <b>U4S3 TE147,160,169,177</b></p>	

				<p>✓ <b>0007.3.2</b> Record information about the care, feeding, and maintenance of a living thing.  <b>U3S4 TE237</b>  <b>U4S2 TE98</b></p>	
<p><b>ScGLE 0007.4.1</b>  Observe how plants and animals change as they grow.</p> <p><a href="#">Watch it Grow</a></p> <p><b>ScGLE 0007.4.2</b>  Observe that offspring resemble their parents.</p>				<p>✓ <b>0007.4.1</b> Observe a plant to identify how it changes as it grows from a seed to the adult plant and record data using non-standard measurement devices.</p> <p><b>Plant</b>  <b>U3S5 TE269,309</b>  <b>U3S6 TE371</b></p> <p><b>Animal</b>  <b>U3S1 TE 34,43</b>  <b>U3S3 TE175</b>  <b>U3S4 TE 207,220</b>  <b>U3S5 TE299</b></p> <p><b>S. Studies</b>  <b>Unit 3TE187</b></p> <p>Plant A Seed</p> <p><a href="#">Watch it Grow</a></p> <p><a href="#">Growing Plants</a></p> <p>✓ <b>0007.4.2</b> Match pictures of seedlings to adult plants and a</p>	

				juvenile to the adult animal. <b>U3S1 TE 34</b>  <a href="#">Animals Two by Two</a>  <a href="#">Match the baby animals with their parents</a>  <b>Science</b> <b>Unit A</b> <b>Lessons 1,2,3,4,5</b>	
<b>ScGLE 0007.5.1</b> Compare the basic features of plants and animals.				✓ <b>0007.5.1</b> Use a variety of representations to describe similarities and differences among plants and animals. <b>Animals</b> <b>U3S4 TE229</b> <b>U4S3 TE187</b>  <b>Plants</b> <b>U3S6 TE331,353</b> ✓ <b>0007.5.2</b> Create a mural of an ecosystem and compare the characteristics of animals and plants within that environment.	
<b>ScGLE 0007.8.2</b> Collect daily weather data at different times of the year.				✓ <b>*0007.8.1</b> Collect, compare, and record daily weather data during different seasons. <b>U4S5 TE273</b>  ✓ <b>0007.8.2</b> Infer the relationship between temperature and seasonal change by	

				maintaining a paper chain on which dates are recorded and temperature described according to different colors.	
<b>**ScGLE 0007.9.1</b> Describe an object by its observable properties				✓ <b>*0007.9.1</b> Observe, identify, and compare the properties of various objects such as color, shape, and size. <b>U3S1 TE61</b>	
<b>ScGLE 0007.10.1</b> Identify the sun as the source of heat and light.  <b>ScGLE 0007.10.2</b> Investigate the effect of the sun on a variety of materials.				✓ <b>0007.10.1</b> Place a thermometer in a sunny window and one in a shady area of the classroom and record the temperatures over time. Compare, discuss, and record any temperature differences. <b>U4S5 TE286,312</b>  <a href="#">The Warmth of the Sun</a>  ✓ <b>0007.10.2</b> Investigate the temperature differences in various locations around the school. Discuss and record the results. <b>U4S5 TE295</b> <a href="#">Using Thermometers</a> <a href="#">Sun Misconceptions</a> ✓ <b>0007.10.3</b> Place a thermometer under pieces of different colored paper on a sunny window. Compare results and discuss possible causes.	

<p><b>SOCIAL STUDIES</b> GLE's &amp; CFU's for units 3 &amp; 4</p>					
<p><b>SsK.1.01</b> Understand the diversity of human cultures.</p>				<p>a. Identify personal attributes, such as physical characteristics, that are common to all people such as physical characteristics. <b>U3S3 TE145, 158, 185</b></p> <p>b. Identify differences among people. <b>U3S3 TE158, 185</b></p>	
<p><b>SsK.2.01</b> Describe potential costs and benefits of personal economic choices in a market economy.</p>				<p>a. Identify basic human needs.</p> <p>b. Explain how basic human needs of food, clothing, shelter, and transportation are met.</p> <p>c. Understand that people create shelter according to both culture and environment. <b>U4S2 TE98 (addresses all 3 CFU's)</b></p>	
<p><b>SsK.3.01</b> Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and</p>				<p>a. Explain what a globe and map represent. <b>U4S4 TE224</b></p> <p>b. Use personal directions such as up, down, left, right, near and far to describe relative</p>	

<p>report information from a spatial perspective.</p>				<p>direction. <b>U4S4 TE224</b></p> <p>c. Locate places in community such as the student's home and the classroom on the campus.</p> <p><b>U4S4 TE224</b></p>	
<p><b>SsK.3.02</b> Recognize the interaction between human and physical systems around the world.</p>				<p>c. Describe seasons.</p> <p><b>Social Studies</b> <b>Unit 4</b> <b>U3S1 TE51</b> <b>Unit 5</b></p>	
<p><b>SsK.3.03</b> Demonstrate how to identify and locate major physical and political features on globes and maps.</p>				<p>a. Identify the concept of physical features as in mountains, plains, hills, oceans, and islands. <b>U4S5 TE303</b> <b>U4S6 TE335</b></p> <p>b. Describe how landforms and bodies of water influence where and how people live.</p> <p>c. Describe personal connections to place, especially place as associated with immediate surroundings. <b>U4S6 TE335</b></p> <p><b>Social Studies</b> <b>Unit 4 (addresses all these)</b></p>	<p>ELA Language Communication Writing Research Logic Informational Text Media Literature</p>

<p><b>SsK.4.01</b> Discuss the structure and purposes of governance.</p>				<p>a. Recognize that a person is a citizen of the country in which he/she is born. <b>U4S4 TE 241</b></p> <p><b>Social Studies</b> <b>Unit 1</b> <b>Unit 2</b> <b>Unit 6</b></p> <p>b. Understand that rules are created to protect an environment. <b>U4S4 TE241</b></p> <p>c. Identify authority figures in the home, school, and community. <b>U4S4 TE209,241</b></p> <p>d. Explain how authority figures make and enforce rules. <b>U4S4 TE209,241</b></p>	
<p><b>SsK.4.02</b> Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice.</p>				<p>a. Recognize the need for rules for daily living and fair treatment of others. <b>U4S4 TE209,251</b></p> <p>b. Identify purposes for having rules. <b>U4S4 TE209,251</b></p> <p>c. Be aware that laws and rules are followed and created by the people, school, community, and country. <b>U4S4 TE209,251</b></p>	

<p><b>SsK.4.03</b> Understand the rights, responsibilities, and privileges of citizens living in a democratic republic.</p>				<p>a. No rules of safety including signs and signals. <b>U4S4 TE209,233</b></p> <p>b. Define cooperation. <b>U4S1 TE61</b></p>	
<p><b>SsK.4.04</b> Recognize the qualities of a contributing citizen in our participatory democracy.</p>				<p>a. Identify the flags of the United States and Tennessee. <b>U4S6 TE377</b></p> <p>b. Recite the Pledge of Allegiance.</p> <p><a href="#">Pledge of Allegiance</a></p> <p>c. Explain the reasons for national patriotic holidays such as President's Day, Martin Luther King, Jr. Day, and Independence Day.</p> <p><a href="#">Mount Rushmore Puzzle</a></p> <p><a href="#">List of all 44 presidents and information</a></p> <p><a href="#">Federal holidays in the United States - Wikipedia</a></p> <p><a href="#">Martin Luther King, Jr. - I Have a Dream</a></p>	<p>ELA Language Communication Research Logic Informational Text Media Literature</p>

				<p><a href="#">Happy Birthday Dr. King!</a></p> <p><b>Social Studies</b></p> <p><b>Unit 2</b> <b>Unit 5</b> <b>Unit 6 (addresses all)</b></p>	
<p><b>SsK.6.01</b> Recognize the impact of individual and group decisions on citizens and communities.</p>				<p>d. Explain that people learn in the context of families, peers, schools, and communities.</p> <p><b>U3S2 TE 83</b></p> <p>d. Give examples of how learning and physical development affect behavior.</p> <p>e. Explain the consequences of an individual's decisions and actions.</p> <p><b>U4S2 TE115</b></p>	
<p><b>SsK.6.02</b> Understand how groups can impact change at the local, state, national, and world levels.</p>				<p>a. Recognize individuals have a space or develop an understanding of space and spatial relationships.</p> <p>b. Understand that cooperation is necessary when working within large and small groups to complete tasks.</p> <p><b>U3S2 TE83</b></p>	

				<p>c. Describe how groups are made up of people who work, play, or learn together and share common interests.</p>	
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*Fentress County*  
*Kindergarten Reading/Language/Science/Social Studies*  
 3<sup>rd</sup> 9 Weeks Curriculum Guide  
 Developed Summer 2009

Title: <b>Unit 5 Going Places</b>		<b>Unit 6 Building Our Homes</b>		Time Frame: <b>3<sup>rd</sup> 9 Weeks Unit 5 &amp; Unit 6</b>	
Academic Vocabulary:					
<u>Grade Level Expectations</u> (GLE's) (look for * that indicates GLE's addressed in ALL UNITS)	<u>Essential Questions</u>	<u>Resources</u>	<u>Common Experiences</u>	<u>Checks for Understanding (CFU)</u> U1S1 = Unit 1 Story 1 (look for * that indicate CFU's that are addressed in ALL UNITS)	<u>Integrations/Connections</u>
*GLE <b>0001.1.1</b> Demonstrate an emerging understanding of basic English usage, mechanics, spelling, and sentence structure.	*Samples given. Teachers may use samples or fill in their own.			✓ <b>0001.1.1</b> Recognize end punctuation marks for statements (period)U4S6, questions (question mark)U5S1-S6 U6S1-S6 and emotions (exclamation mark). U6S5,S6	During <b>Thanksgiving</b> teach: <b>S. Studies</b> <b>Unit 6 Lesson 1</b> American Holidays <b>Unit 6 Lesson 2</b> Colonial Life  During <b>February</b> teach: <b>S. Studies</b> <b>Unit 6 TE340</b> (The Story of <u>George Washington</u> )
*GLE <b>0001.1.2</b> Employ a variety of strategies to	<b>Unit 5 Theme Question:</b>  <b>How do people get from here to</b>		<b>U5S1 TE21</b> "Traffic Symbols & Signs"  <b>U5S2 TE125</b>	✓ <b>0001.1.7</b> Recognize nonlinguistic representations of words (e.g., picture dictionary, room labels, common symbols such as stop signs).	During Reading Unit 5 teach: <b>S. Studies</b> <b>Unit 4</b> <b>Lesson 1</b>

decode words and expand vocabulary.	<p><b>there?</b></p> <p><b>Unit 5 Week 2</b>  <b>E.Q.</b>  <b>What kinds of transportation help us in an emergency?</b></p>		<p><b>“Map Work”</b></p> <p><b>U5S5 TE273</b>  <b>“Movement”</b></p> <p><b>U5S6 TE377</b>  <b>“Where Were You Born?”</b></p>	<p><b>U5S2 (Let’s Ride</b> Independent Reader)</p> <p><b>U6S6 (Safe Homes</b> Independent Reader)</p>	<p>Land and Water On Earth  <b>Lesson 2</b>  Models and Maps  <b>Lesson 3</b>  Regions</p>
<p><b>*GLE 0001.1.3</b>  Develop and maintain phonological awareness.</p>	<p><b>Unit 5 Week 3</b>  <b>E.Q.</b>  <b>What kinds of transportation help people do their jobs?</b></p> <p><b>Unit 5 Week 5</b>  <b>How do people in different parts of the world travel?</b></p> <p><b>Unit 6 Theme Question:</b>  <b>How do homes help us survive and enjoy life?</b></p>		<p><b>U6S2 TE83</b>  <b>“Parts of the Whole”</b></p>	<p>✓ <b>*0001.1.10</b> Maintain phonemic awareness.</p> <ul style="list-style-type: none"> <li>Use sound blending of each separately spoken phoneme to make meaningful words.  <b>U2S1-U4S4; U5S1-U6S6</b></li> <li>Understand words are made up of one or more syllables (e.g., students clap syllables in words.)  <b>U1S2</b>  <b>U5S3</b></li> </ul>	<p><b>U6S1</b>  <b>S. Studies</b>  <b>Unit 2</b>  The Flag That We Wave,  Symbols of the United States,  Our Leaders,  Living With Freedom  <b>AND teach:</b>  <b>Science</b>  <b>Unit E Lesson 3</b></p>
<p><b>*GLE 0001.1.4</b>  Begin to explore the alphabetic principle.</p>	<p><b>Unit 6 Week 1</b>  <b>E.Q.</b>  <b>What kinds of homes do people around the world build?</b>  <b>Unit 6 Week 3</b></p>		<p><b>U6S3 TE167</b>  <b>“Basic Needs”</b>  <b>(Food, Water, Shelter For Animals, People, Plants)</b></p>	<p>✓ <b>0001.1.11</b> Apply phonics generalizations in order to decode words.</p> <ul style="list-style-type: none"> <li>Understand that the sequence of letters in a written word represents the sequence of sounds in a word.  <b>U1S6;</b></li> </ul>	<p><b>U6S2</b>  <b>Science</b>  <b>Unit E Lesson 2</b></p> <p><b>U6S4</b> teach:  <b>S. Studies</b>  <b>Unit D</b></p>

	<p><b>E.Q.</b>  <b>How do beavers build homes?</b>  <b>Unit 6 Week 4</b>  <b>E.Q.</b>  <b>Who works at night?</b></p>		<p><b>U6S4 TE231</b>  <b>“Night Versus Day”</b></p>	<p><b>U2S2,S4,S5;</b>  <b>U3S1,S3,S4;</b>  <b>U4S1-S6;</b>  <b>U6S1-S6</b></p> <ul style="list-style-type: none"> <li>• Use letter-sound matches to decode simple words.  <b>U6S1,S5,S6</b></li> <li>• Understand that as letters of a word change, so do the sounds (alphabetic principle)  <b>U1S3</b>  <b>U2S4,S6</b>  <b>U3S2,S5,S6</b>  <b>U4S3,S5</b>  <b>U6S1-S4</b></li> </ul>	
<p><b>*GLE 0001.2.1</b>  Develop critical listening skills essential for comprehension, problem solving, and task completion.</p>				<ul style="list-style-type: none"> <li>✓ <b>*0001.2.1</b> Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions). <b>Asking questions are specifically addressed in Unit 2- Unit 6.</b></li> <li>✓ <b>0001.2.2</b> Listen attentively to speaker for specific information.  <b>U6S3</b></li> <li>✓ <b>*0001.2.4</b> Summarize what has been heard using the logical sequence of events.  <b>U1S1-6</b>  <b>U2S3</b>  <b>U3S1</b>  <b>U5S2</b></li> </ul>	

<p><b>*GLE 0001.2.2</b> Develop critical speaking skills essential for effective communication.</p>				<p>✓ <b>*0001.2.6</b> Speak clearly, properly, and politely <b>U1S1-U3S6</b> <b>U4S1-S3,S6</b> <b>U5S4-U6S2,S4-S6</b>, and recognize the difference between formal and informal language (<b>New part of the CFU and not addressed in this reading series</b>)</p> <p>✓ <b>*0001.2.8</b> Participate in group discussion. <b>U1S4,S6</b> <b>U2S1,S5</b></p> <ul style="list-style-type: none"> <li>• Work productively in group discussion for a particular purpose (e.g., respond to literature, solve a problem).</li> <li>• Ask and respond to questions from teacher and other group members. <b>Unit 2- Unit 5</b></li> </ul> <p>✓ <b>*0001.2.9</b> Retell a story, describing the plot, characters, and setting. <b>U6S5</b> <b>ALL YEAR</b></p>	
<p><b>*GLE 0001.3.1</b> Use basic knowledge of simple capitalization and punctuation rules. (<b>capitalization is addressed</b>)</p>				<p>✓ <b>*0001.3.4</b> Create legible documents for reading by forming legible upper and lower case letters<b>U2S2</b>, writing from left to right<b>U5S3</b> and top to bottom, and tracing and</p>	

<p><b>in</b>U2S2;U3S5,S6; U4S4-S6;U5S1,S2; U6S3,S5 and <b>punctuation</b> <b>in</b>U3S5,S6;U4S4,S5; U5S1,S2;U6S3,S4</p>				<p>reproducing letters and words correctly. (<b>tracing not addressed</b>)</p>	
<p><b>*GLE 0001.3.3</b> Compose simple stories with teacher assistance.</p>				<p>✓ <b>*0001.3.4</b> Create legible documents for reading by forming legible upper and lower case lettersU2S2, writing from left to rightU5S3 and top to bottom, and tracing and reproducing letters and words correctly. (<b>tracing not addressed</b>)</p> <p>✓ <b>*0001.3.5</b> Evaluate own and others' writing through small group discussion and shared work. <b>U3S3-U6S6</b></p>	
<p><b>*GLE 0001.3.4</b> Evaluate own and group writing using a simple classroom rubric.(<b>rubrics are used in every story, adapt to create student form and use our website link that Rhonda set up</b>)</p>				<p>✓ <b>*0001.3.5</b> Evaluate own and others' writing through small group discussion and shared work. <b>U3S3-U6S6</b></p>	
<p><b>GLE 0001.4.2</b> Select a source necessary to answer a research question.</p>				<p>✓ <b>0001.4.2</b> Use the family and community as sources of information. <b>U1S3 (family trees, teacher manual p. 179),</b></p>	

				<b>U1S5 (Family Traditions, teacher manual p.297), U6S5 addresses book reports</b>	
<b>*GLE 0001.7.1</b> Explore a variety of media.				✓ <b>*0001.7.1</b> Experience and respond to a variety of media (e.g., books, audio tapes, film). <b>U1S3,S5</b> <b>U2S2,S6</b> <b>U4S1,S3</b> <b>U5S2</b>	
<b>*GLE 0001.8.1</b> Explore and experience various literary genres.				✓ <b>0001.8.2</b> Distinguish between fiction and nonfiction. <b>Fiction is addressed in U1S3; U4S6; U5S6; U6S5; Nonfiction is not specifically addressed</b>	
<b>*GLE 0001.8.3</b> Develop reading fluency and accuracy.				✓ <b>0001.8.7</b> Read simple text containing familiar letter-sound correspondence and high frequency words.  ✓ <b>0001.8.8</b> Recognize that intonation and volume of voice assist with meaning.	
<b>Next are the SCIENCE GLE's &amp; CFu's for units 5 &amp; 6</b>					
<b>ScGLE 0007.Inq.1</b> Observe the world of familiar objects using				<b>0007.Inq.1</b> Use senses and simple tools to make observations. <b>ALL YEAR</b>	During Reading U5S2 teach: <b>Science</b>

<p>the senses and tools.</p> <p><b>ScGLE 0007.Inq.2</b> Ask questions, make logical predictions, plan investigations, and represent data.</p> <p><b>ScGLE 0007.Inq.3</b> Explain the data from an investigation</p>				<p><b>U5S2 TE115</b> <b>(this is sink/float and will address all 3 CFU's)</b></p> <p><b>0007.Inq.2</b> Communicate interest in simple phenomena and plan for simple investigations. <b>ALL YEAR</b> <b>U6S1 TE61</b></p> <p><b>0007.Inq.3</b> Communicate understanding of simple data using age-appropriate vocabulary. <b>All Year</b> <b>U6S3 TE145</b></p> <p><b>0007.Inq.4</b> Collect, discuss, and communicate findings from a variety of investigations. <b>U5S4 TE233</b></p>	<p><b>Unit E TE234</b> Does it sink or float?</p>
<p><b>*ScGLE 0007.1.1</b> Recognize that many things are made of parts.</p>				<p><b>*0007.1.1</b> Use puzzles to determine that there are many parts that make up a whole. <b>U6S2 TE83</b></p> <p><b>*0007.1.2</b> Use building blocks to create a whole from the parts.</p> <p><b>0007.1.3</b> Take apart an object and describe how the parts work together. <b>U6S2 TE83</b></p>	

<p><b>ScGLE 0007.3.1</b> Recognize that living things require water, food, and air.</p>				<p><b>0007.3.1</b> Observe plants and animals and make records of their similarities and differences. <b>U6S3 TE158,167</b></p>	
<p><b>ScGLE 0007.5.1</b> Compare the basic features of plants and animals.</p>				<p><b>0007.5.2</b> Create a mural of an ecosystem and compare the characteristics of animals and plants within that environment. <b>U6S6 TE348,357,374</b></p>	<p>ELA Language Communication Writing Research Logic Informational Text Media Literature</p>
<p><b>ScGLE 0007.6.1</b> Know the different objects that are visible in the day and night sky. <a href="#">Assessment venn diagram</a></p>				<p><b>0007.6.1</b> Create a Venn diagram to compare the objects that can be seen in the day and night sky. <b>U6S4 TE222,231</b> <a href="#">Objects in the sky</a> <a href="#">Daytime Sky</a> student sheet <a href="#">Nighttime Sky</a> student sheet <a href="#">What Objects Do You See in the Sky?</a> assessment sheet</p>	<p><b>Science</b> <b>Unit D Lesson 4</b> <b>Unit F Lesson 3</b></p>
<p><b>ScGLE 0007.7.1</b> Identify non-living materials found on the surface of the earth.</p>				<p><b>0007.7.1</b> Identify non-living materials found on the school site and discuss how these materials are similar and different. <b>U6S3 TE185</b></p> <p><b>0007.7.2</b> Investigate and compare a variety of non-living materials using simple tools.</p>	<p>ELA Language Communication Writing Research Logic Informational Text Media Literature</p>
<p><b>*ScGLE 0007.8.2</b> Collect daily weather data at different times of the year.</p>				<p><b>*0007.8.1</b> Collect, compare, and record daily weather data during different seasons. <b>U5S2 TE82</b></p>	

				<b>*0007.8.2</b> Infer the relationship between temperature and seasonal change by maintaining a paper chain on which dates are recorded and temperature described according to different colors.	
<b>*ScGLE 0007.9.1</b> Describe an object by its observable properties.				<b>0007.9.1</b> Observe, identify, and compare the properties of various objects such as color, shape, and size. <b>ALL YEAR</b> <b>U6S2 TE113</b> <a href="#">Weave a Pattern</a>  <a href="#">Sorting and Using materials</a>	
<b>*GLE 0007.11.1</b> Explore different ways that objects move.		<b>All FOSS Science Kits</b> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Trees</li> <li>• Fabric</li> <li>• Animals</li> </ul> <b>Two By Two</b>		<b>*0007.11.1</b> Use a variety of objects to demonstrate different types of movement. (e.g., straight line/zigzag, backwards/ forward, side to side, in circles, fast/slow). <b>U5S4 TE233</b> <b>U6S1 TE51</b>	<b>Science Unit F (Moving Right Away) Lessons 1,2,3</b>
<b>Next are the SOCIAL STUDIES GLE's &amp; CFU's for Units 5 &amp; 6</b>					
<b>SsK.1.01</b> Understand the diversity of human cultures.		<a href="#">discovery education</a> (type in <i>Children of other lands</i> , this is daily lives of children from Ghana, Russia, Canada (Indian child), and Mexico)		<ul style="list-style-type: none"> <li>a. Identify personal attributes, such as physical characteristics, that are common to all people such as physical characteristics.</li> <li>b. Identify differences among people.</li> <li>c. Recognize how individuals learn to do skills and</li> </ul>	<b>Social Studies Unit 1 Unit 2 Unit 4 Unit 6</b>  <b>*U6S1 addresses all 3 of these CFU's (extend as</b>

		(type in <i>customs or traditions</i> also)		<p>customs from their culture.</p> <p>d. Recognize all cultures have family units where decisions are made.</p>	<b>needed)</b>
<b>SsK.1.02</b> Discuss cultures and human patterns of places and regions of the world.		<a href="#">discovery education (customs)</a>		<p>a. Understand that some differences among people are a result of their culture. <b>U5S6 TE335</b></p> <p>b. Identify similarities and differences in food, clothes, homes, games, and families in different cultures. <b>U5S6 TE335</b></p> <p>c. Explain how means of transportation may be diversified in different cultures in response to the environment. <b>U5S5 TE295</b></p> <p>d. Compare family customs and traditions among cultures.</p> <p>e. Describe customs of the local community.</p>	<p><b>Social Studies Unit 1 Unit 6</b></p> <p><b>*U6S1 addresses all 5 of these CFU’s (extend as needed)</b></p> <p><b>Use U1S3 TE179 To extend to include customs and traditions in order to address d. and e.</b></p>
<b>SsK.1.03</b> Recognize the contributions that individuals and people of various ethnic, racial, religious, and socioeconomic groups have made to the		<a href="#">Myths From Around the World</a>		<p>a. Recognize contributions of different cultures around the world. <b>U5S3 TE169</b></p> <p><a href="#">Kids Connect to the World</a></p>	<p><b>Social Studies Unit 1 Unit 6 U1S3 TE179 and U6S1 can be used to extend in order to address a, b.</b></p>

development of civilizations.				<p><a href="#"><u>Dorothy Telephones From the World</u></a></p> <p><a href="#"><u>Greetings from Grover</u></a></p> <p>b. Explain the value of family traditions and customs.</p>	
<p><b>SsK.2.01</b> Describe potential costs and benefits of personal economic choices in a market economy.</p>		<p><a href="#"><u>discovery education (needs and wants)</u></a> (use “Economy in &amp; between communities” for the “needs and wants” clip 2:37)</p>		<p>a. Identify basic human needs.</p> <p>b. Explain how basic human needs of food, clothing, shelter, and transportation are met. <b>U5S1 TE61</b> <b>U5S3 TE160,187,251</b> <b>U5S5 TE303,313</b> <b>U6S1 TE34,43,51</b></p> <p>c. Understand that people create shelter according to both culture and environment. <b>U5S6 TE34,43,51</b></p>	
<p><b>SsK.2.02</b> Give examples of the interaction of businesses and governments in a market economy.</p>		<p><a href="#"><u>discovery education (jobs, city, suburbs, community)</u></a></p>		<p>a. Recognize how jobs are similar and different from one community to another. <b>U6S4 TE249,293</b> <b>U6S5 TE301</b></p> <p>b. Identify jobs in the home, and school. <b>U5S1 TE51</b> <b>U5S2 TE98</b></p>	<p><b>U6S4,S5</b> <b>“Plant the Seed”</b> (various jobs)</p>

<p><b>SsK.2.03</b> Understand fundamental economic concepts.</p>				<p>c. Recognize that all jobs are significant and realize that some jobs are interdependent.  <b>U5S3 TE147,169</b>  <b>U6S4 TE249,293</b>  <b>U6S5 TE301</b>  <b>U6S6 TE311</b></p>	
<p><b>SsK.3.01</b> Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.</p>				<p>a. Explain what a globe and map represent.  <b>U5S2 TE107,125</b>  <b>U5S5 TE273</b></p> <p>b. Use personal directions such as up, down, left, right, near and far to describe relative direction.  <b>U5S2 TE107,125</b></p>	
<p><b>SsK.3.02</b> Recognize the interaction between human and physical systems around the world.</p>				<p>b. Describe how weather impacts every daily life. <b>U5S2 TE83,107</b></p>	
<p><b>SsK.3.03</b> Demonstrate how to identify and locate major physical and political features on globes and maps.</p>				<p>b. Describe how landforms and bodies of water influence where and how people live.  <b>U5S4 TE241 U5S5 TE286</b></p> <p>c. Describe personal connections to place, especially place as associated with immediate surroundings.  <b>U5S5 TE273</b>  <b>U5S6 TE377</b></p>	

<p><b>SsK.4.01</b> Discuss the structure and purposes of governance.</p>				<p>f. Explain the use of voting as a method for group decision-making. <b>U6S4 TE239</b></p>	
<p><b>SsK.4.03</b> Understand the rights, responsibilities, and privileges of citizens living in a democratic republic.</p>				<p>a. Know rules of safety including signs and signals. <b>U5S1 TE239</b></p>	
<p><b>Ss.5.01</b> Identify major events, people, and patterns Tennessee, United States, and world history.</p>				<p>a. Define history as the story of our past. b. Recall events in the past and present in order to recognize that individuals have a personal history. <a href="#">brainpop (U.S. presidents)</a>  (U.S. symbols also)  <a href="#">Happy Birthday Dr. King!</a></p>	<p><b>Social Studies Unit 6</b></p>
<p><b>SsK.5.02</b> Understand the place of historical events in the context of past, present, and future.</p>				<p>a. Recognize that change occurs over time. b. Observe how sites in neighborhoods and communities change over time.</p>	<p><b>Social Studies Unit 5 Unit 6</b></p>
<p><b>SsK.5.03</b> Explain how to use historical information acquired from a variety of sources.</p>				<p>a. Recog. that each family has a family tree. b. Recall family stories and celebrations to develop a personal history. c. Illust. a family history to demonstrate that every</p>	<p><b>Social Studies Unit 6</b></p>

				family has a heritage.	
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*Kindergarten Reading/Language/Science/Social Studies*  
 4<sup>th</sup> 9 Weeks Curriculum Guide  
 Developed Summer 2009

Title: <b>Review/Reteach/Look at 1<sup>st</sup> Grade Curriculum</b>				Time Frame: <b>4<sup>th</sup> 9 weeks</b>	
Academic Vocabulary:					
Grade Level Expectations (GLEs)- <b>(look for * that indicate GLE's addressed in ALL UNITS) These will ONLY be listed in UNIT 1.</b>	Essential Questions	Resources	Common Experiences	Checks for Understanding (CFU) <b>U1S1 = Unit 1 Story 1</b> <b>(look for * that indicate CFU's that are addressed in ALL UNITS) Theses will ONLY be listed in UNIT 1.</b>	Integrations/Connections
<p><b>This is set up for the teaching of skills to be covered by the end of the 3<sup>rd</sup> 9 weeks if possible. The first 3-4 weeks, of the 4<sup>th</sup> 9 weeks, can be used to cover material that we missed (because of snow days, etc.) then we will be able to focus on grade card testing, Brigance testing, and any other end of the year testing during the last 5 weeks.</b></p>	<p><b>**Teach any material not covered so far and go into the beginning of the year for 1<sup>st</sup> grade.</b></p>	<p><a href="#">brainpopjr (any subject)</a></p> <p><a href="#">discovery education (blends or digraphs)</a> a song is available, as well as, other clips</p> <p>Macmillian Science</p> <p>Harcourt Social Studies</p> <p>Scott Foresman Reading Street</p>	<p><a href="#">discovery education (long vowels)</a> (long and short vowel activities can be found)</p>		
*GLE				✓ 0001.1.1	

<p><b>0001.1.1</b> Demonstrate an emerging understanding of basic English usage, mechanics, spelling, and sentence structure.</p>				<p>Recognize end punctuation marks for statements (period)<b>U4S6</b>, questions (question mark)<b>U5S1-S6</b> <b>U6S1-S6</b> and emotions (exclamation mark). <b>U6S5,S6</b></p>	
<p><b>*GLE</b> <b>0001.1.2</b> Employ a variety of strategies to decode words and expand vocabulary.</p>				<p>✓ <b>0001.1.7</b> Recognize nonlinguistic representations of words (e.g., picture dictionary, room labels, common symbols such as stop signs). <b>U5S2 (<u>Let's Ride</u></b> Independent Reader) <b>U6S6 (<u>Safe Homes</u></b> Independent Reader)</p>	
<p><b>*GLE</b> <b>0001.1.3</b> Develop and maintain phonological awareness.</p>				<p>✓ <b>*0001.1.10</b> Maintain phonemic awareness.</p> <ul style="list-style-type: none"> <li>• Use sound</li> </ul>	

				blending of each separately spoken phoneme to make meaningful words. <b>U2S1-U4S4;</b> <b>U5S1-U6S6</b> <ul style="list-style-type: none"> <li>Understand words are made up of one or more syllables (e.g., students clap syllables in words.)  <b>U1S2</b>  <b>U5S3</b></li> </ul>	
<b>*GLE</b> <b>0001.1.4</b> Begin to explore the alphabetic principle.				<ul style="list-style-type: none"> <li>✓ <b>0001.1.11</b> Apply phonics generalizations in order to decode words.           <ul style="list-style-type: none"> <li>Understand that the sequence of letters in a written word represents the sequence of sounds in a word.  <b>U1S6</b>  <b>U2S2,S4,S5</b>  <b>U3S1,S3,S4</b>  <b>U4S1-S6</b>  <b>U6S1-S6</b></li> <li>Use letter-sound matches to decode simple words.  <b>U6S1,S5,S6</b></li> </ul> </li> </ul>	

				<ul style="list-style-type: none"> <li>• Understand that as letters of a word change, so do the sounds (alphabetic principle)  <b>U1S3</b>  <b>U2S4,S6</b>  <b>U3S2,S5,S6</b>  <b>U4S3,S5</b>  <b>U6S1-S4</b></li> </ul>	
<p><b>*GLE 0001.2.1</b>  Develop critical listening skills essential for comprehension, problem solving, and task completion.</p>				<ul style="list-style-type: none"> <li>✓ <b>*0001.2.1</b> Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).  <b>Asking questions are specifically addressed in Unit 2- Unit 6.</b></li> <li>✓ <b>0001.2.2</b> Listen attentively to speaker for specific information.  <b>U6S3</b></li> <li>✓ <b>*0001.2.4</b>  Summarize what has been heard using the logical</li> </ul>	

				sequence of events. <b>U1S1-6</b> <b>U2S3</b> <b>U3S1</b> <b>U5S2</b>	
<p><b>*GLE 0001.2.2</b>  Develop critical speaking skills essential for effective communication.</p>				<p>✓ <b>*0001.2.6</b> Speak clearly, properly, and politely  <b>U1S1-U3S6</b>  <b>U4S1-S3,S6</b>  <b>U5S4-U6S2</b>  <b>U6S4-S6,</b>  and recognize the difference between formal and informal language</p> <p>✓ <b>*0001.2.8</b>  Participate in group discussion.  <b>U1S4,S6</b>  <b>U2S1,S5</b></p> <ul style="list-style-type: none"> <li>• Work productively in group discussion for a particular purpose (e.g., respond to literature, solve a problem).</li> <li>• Ask and respond to questions from teacher and other group members.</li> </ul>	

				<p><b>Unit 2- Unit 5</b></p> <p>✓ <b>*0001.2.9</b> Retell a story, describing the plot, characters, and setting.  <b>U6S5</b>  <b>ALL YEAR</b></p>	
<p><b>*GLE 0001.3.1</b> Use basic knowledge of simple capitalization and punctuation rules. <b>(capitalization is addressed in U2S2; U3S5,S6; U4S4-S6; U5S1,S2; U6S3,S5 and punctuation in U3S5,S6; U4S4,S5; U5S1,S2; U6S3,S4</b></p>				<p>✓ <b>*0001.3.4</b> Create legible documents for reading by forming legible upper and lower case letters <b>U2S2</b>, writing from left to right <b>U5S3</b> and top to bottom, and tracing and reproducing letters and words correctly. <b>(tracing not addressed)</b></p>	
<p><b>*GLE 0001.3.3</b>  Compose simple stories with teacher assistance.</p>				<p>✓ <b>*0001.3.4</b> Create legible documents for reading by forming legible upper and lower case letters <b>U2S2</b>, writing from left to right <b>U5S3</b> and top to bottom, and tracing and</p>	

				<p>reproducing letters and words correctly. (<b>tracing not addressed</b>)</p> <p>✓ <b>*0001.3.5</b> Evaluate own and others' writing through small group discussion and shared work. <b>U3S3-U6S6</b></p>	
<p><b>*GLE 0001.3.4</b> Evaluate own and group writing using a simple classroom rubric. (<b>rubrics are used in every story, adapt to create student form</b>)</p>		<p><a href="#">Rhonda's rubric makers list</a></p>		<p>✓ <b>*0001.3.5</b> Evaluate own and others' writing through small group discussion and shared work. <b>U3S3-U6S6</b></p>	
<p><b>GLE 0001.4.1</b> Define and narrow a research question appropriate to grade level and ability.</p>				<p>✓ <b>000.1.4.1</b> Narrow a research question so that the research process is manageable. <b>U6S5</b> (*Tie this to the book reports and teach the actual research of a topic)</p>	
<p><b>GLE 0001.4.2</b> Select a source necessary to answer a research question.</p>		<p><a href="#">nettrekker (research topics)</a></p>		<p>✓ <b>0001.4.2</b> Use the family and community as sources of</p>	

				information. <b>U1S3 (family trees, teacher manual p. 179), U1S5 (Family Traditions, teacher manual p.297), U6S5 addresses book reports</b>	
<b>GLE 0001.4.3</b> Deliver an oral report on a research question.				✓ <b>0001.4.3</b> Present the answers to a research question orally to the class. <b>U6S5</b> (*Tie this to the book reports and teach the actual research of a topic)	
<b>*GLE 0001.7.1</b> Explore a variety of media.				✓ <b>*0001.7.1</b> Experience and respond to a variety of media (e.g., books, audio tapes, film). <b>U1S3,S5</b> <b>U2S2,S6</b> <b>U4S1,S3</b> <b>U5S2</b>	
<b>*GLE 0001.8.1</b> Explore and experience various				✓ <b>0001.8.2</b> Distinguish	

literary genres.				between fiction and nonfiction. <b>Fiction is addressed in</b> <b>U1S3;</b> <b>U4S6;</b> <b>U5S6;</b> <b>U6S5;</b> <b>Nonfiction is not specifically addressed</b>	
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