## Big Ideas

### ENDURING UNDERSTANDING:
Authors employ figurative language and techniques of sound, structure and meaning to convey ideas and express emotion.

### ESSENTIAL QUESTION:
How do authors employ figurative language and techniques of sound, structure and meaning to convey ideas and express emotion?

## Selected Readings of Complex Texts

### SUPPLEMENTARY TEXT & MEDIA:

**Unit 5: Wings and Things**
- Leveled Books and Window on Literacy
  - Big Egg by Molly Coxe (B)
  - Daisy and the Beastie by Jane Simmons (I)
  - Two Blue Jays by Anne Rockwell (A)
  - Hello, Duck! by Lada Kratky Dra2
  - Which Egg is Mine? by Sherman Long Dra6
  - The Little Panda by Harley Chan Dra3
  - The Penguin Chick by Marilyn Woolley Dra12
  - People Build Dams by Trent Johnson Dra4
  - Eggs by Wil Spencer Dra5

**Language Songs:**
- Big Book: pages 21-24
- Song CD: 2

**Kidspiration CD-ROM Picture Libraries:**
- Animals and Plants for pictures of butterfly life cycle, frog, and tadpole.

**Selection Readings:**
- CD 2
- Profile Picture Cards: B49-B60

**Unit 6: Hello, World!**
- Poem by Lilian Moore
- Leveled Books and Window on Literacy
  - My Map Book by Sara Fanelli (B)
  - Where Am I by Robin Nelson (I)
  - Mapping Penny’s World by Loreen Leedy (A)
  - Far Away by Salvador Sarmiento Dra2
  - One Afternoon by Yumi Heo Dra8
  - On a Map by Louis Capra Dra6
  - Where Do You Live by Harley Chan Dra7
  - People Work at the Supermarket by Felix James Dra5
  - Zoo Map by David Tunkin Dra10
  - The Park by Marilyn Woolley Dra11
  - In My Bag by Belle Perez Dra8
  - My Walk Home by Trent Johnson Dra8
  - A Good Place to Live by Marvin Buckley Dra9

**Jobs: Making and Helping by Harely Chan Dra9**

**Language Songs:**
- Big Book: pages 25-28
- Song CD: 2

**Kidspiration CD-ROM Picture Libraries:**
- Geography for pictures of landforms, states and U.S. maps.

**Selection Readings:**
- CD 2
- Profile Picture Cards: B61-B72

## Standards

### Targeted

**Reading**
- B-I-R-8-HH-11
  - RL.1:1;3;7;9
- B-I-R-8-HH-12
  - RL.1:1;3;7
- B-I-R-8-HH-14
  - RL.1:2;3;5;7;9

**Language**
- Grammar
  - II-L-I(PREP)-R-HH-1
  - II-L-I(PREP)-R-HH-1
  - II-L-I(PREP)-R-HH-1

**Vocabulary**
- II-L-2:B-HH-3
  - II-L-2:B-HH-5

**Listening and Speaking**
- II-L-S-LB-HH-3
  - II-L-S-LB-HH-5

**Writing**
- II-W-1:B-HH-2
  - AZ.1:W.4
- II-W-1:B-HH-3
  - AZ.1:W.2
- II-W-1:B-HH-4
  - AZ.1:W.4
- II-W-1:B-HH-5
  - AZ.1:W.6
- II-W-1:B-HH-7
  - AZ.1:W.6
- II-W-1:B-HH-12
  - AZ.1:W.2

**Word Study**
- II-1(L1):S-LB-HH-1
  - II-1(L1):S-LB-HH-1
  - II-1(L1):S-LB-HH-1
  - II-1(L1):S-LB-HH-1

**Spelling**
- II-1(S-LB-HH-1)
  - II-1(S-LB-HH-1)
  - II-1(S-LB-HH-1)
  - II-1(S-LB-HH-1)

**Writing**
- II-1(W1):B-HH-3
  - II-1(W1):B-HH-3
  - II-1(W1):B-HH-3
  - II-1(W1):B-HH-3

**Listening and Speaking**
- II-L-S-LB-HH-3
  - II-L-S-LB-HH-5

**Reading and Writing**
- II-W-1:B-HH-2
  - AZ.1:W.4

**Grammar**
- II-1(L1):P(E)-R-HH-1
  - II-1(L1):P(E)-R-HH-1

## Complementary

**Reading**
- B-I-R-2:B-HH-2
  - RP.2c
- B-I-R-2:B-HH-3
  - RP.4b

**Language**
- Grammar
  - II-L-I(PREP)-R-HH-1
  - II-L-I(PREP)-R-HH-1

**Vocabulary**
- II-L-B-HH-3
  - II-L-B-HH-5
Research Component: Level B, Volume 2
- After reading the story *Mama Talks Too Much*: Students will research information about their city to write a newsletter to share with others. T.E. 134-135
- Animal Habitats: Students gather information about animal habitats in order to create a mural. T123a-b
- Research Skills: Students gather information using an alphabetical order and an index. T125a-b
- Write Newsletter: Students gather information about their city and share it in a newsletter. T169c-d
- Research Skills: How to use the Library. T193a-b
- Research Landforms on the Internet: Use the address below to gather information for activity on page T191a-b.
  http://www.enchantedlearning.com/geography/landforms/glossary.shtml

Interdisciplinary Connections: Level B, Volume 2
Science:
- River Life T 112-113
- Aquatic Slide Show http://www.mbgnet.net/fresh/slide/intro.htm
- Draw a Habitat Mural T123a-b
- Create a Poster T128d
- Make a Safety Poster T168b
- Make a Landforms Movie T191a

Social Studies:
- Cultural Perspectives: Games T102-103
- Compare Neighborhoods T128d
- Sort by Neighborhood Place T128e
- Cultural Perspectives: Create a class newsletter about your community. T131d
- Cultural Perspectives: Students talk about the different stores in their neighborhood. T132b
- Make a chart of stores in the neighborhood. T169a-b
- Cultural Perspectives: “Let’s Go” Students tell different ways of saying let’s go in different cultures. T152-153
- Greet Your Neighbor T168a
- Cultural Perspectives: Students will pin their city or country of origin on a world map. T172b
- Cultural Perspectives: Culture and Geography T176-177
- Map Colors T180-181
- Make a Globe T190b Internet Resource: http://www.enchantedlearning.com/crafts/globe/

Narrative Component: Level B, Volume 2
- After reading the story *Eggs* T.E. 68-69 the students will write a narrative of an animal’s life story. The students pretend to be that animal. Life Story T.E. 85c
- Have students write a narrative about one of their family vacations and their experiences. Literature Journal: Students write as they reflect on the animal fantasy and express their ideas and opinions. T118
- Daily Writing: Dialogue: Students write sentences to tell what Daisy and Mama Duck say when they find each other. T120
- Daily Writing: Develop Ideas: Students write a thank you note. T123c
- Literature Journal: Students write as they reflect on the story and express their ideas and opinions. T162
- Literature Journal: Students write as they reflect on the social studies article and express their ideas and opinions. T186
- Write a poem T191c-d
- Writing Project T195c-d
- Have students write a narrative about one of their family vacations and their experiences.

Opinion Component: Level B, Volume 2
- After reading the story *Eggs* T.E. 68-69 the students will write about the most interesting fact they learned.
- After reading the story *What Is a Map?* T.E. 174-175 Students will write about their favorite places in their neighborhood.

Performance Assessment
Summative:
- Avenues Post Test (Includes Writing Assessment)
- Diagnostic Phonics Assessment- Phonics Street

Formative (Vocabulary, Grammar, Comprehension/Critical Thinking, High Frequency Words):
- Unit 5
- Unit 6