**Big Ideas**

ENDURING UNDERSTANDING:
We are all members of different communities. These communities connect us to one another.

ESSENTIAL QUESTIONS:
- How do our families and school communities make us unique?
- How are families the same and different?
- What tools do you use at school?
- What tools do communities use?
- What do you like to do with your friends?

SUPPLEMENTARY TEXT(S) & MEDIA:

<table>
<thead>
<tr>
<th>Unit 1: Let’s Go to School</th>
<th>Unit 2: We Are a Family</th>
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<tbody>
<tr>
<td><strong>Language Book:</strong> A School by Lada Kratký T19</td>
<td><strong>Language Book:</strong> The Picnic by Esther Kim Choi T63</td>
</tr>
<tr>
<td><strong>Fiction:</strong> Come with Me to School by Olga Romero T5</td>
<td><strong>Fiction:</strong> Feast for 10 by Cathryn Falwell T49</td>
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<td><strong>Nonfiction:</strong> To Be a Kid by Maya Ajmera and John D. Ivanko T29</td>
<td><strong>Nonfiction:</strong> To Be a Kid by Maya Ajmera and John D. Ivanko T73</td>
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**Selected Readings of Complex Texts**

**Unit 1: Let’s Go to School**
- **Complemented Books:**
  - Flowers for Grandma by Karl Jensen NL
  - My School Day by Lee Scott NL
  - What Can I Do Today by Rose Lorenzo NL
  - Making a Hat by Kate McGough DRA2
  - Big, Bigger, Biggest by John & Jenny Barwick DRA3
  - Fall Colors by Santina Bruni DRA2
  - **Language Songs:** CD1 Big Book: T16
- **Kidspiration CD-ROM Picture Libraries:**
  - Vocabulary & Writing
  - **Alphachant Kit**

**Unit 2: We Are a Family**
- **Complemented Books:**
  - Count the Animals by Terry O’Brady NL
  - Fruit Salad by Ming Tan NL
  - Baking a Cake by Lee Scott NL
  - I Help My Dad by Zoe Sharp NL
  - Staying Healthy by Liam Collins NL
  - Time to Eat by Jan Pritchett NL
  - Vegetables by Dini Stamos NL
  - The Food Grows Here by Zoe Sharp NL
  - I Like Apples by Karl Jensen NL
  - My Bed is Soft by Stewart Gardiner DRA2
  - A Bear Eats Fish by David Tunkin DRA2
- **Language Songs:** CD1 Big Book: T60
- **Kidspiration CD-ROM Picture Libraries:**
  - Vocabulary & Writing
  - **Alphachant Kit**

**Standards**

**Target:**
- **Reading:**
  - K.RF.1d
  - K.RF.2
  - K.RF.3a,b
  - K.RF.4
  - K.RF.5
  - K.RF.6
- **Writing:**
  - I-W-1: H-1
  - I-W-1: H-5
  - K.W.1;7;8
- **Listening and Speaking:**
  - I-L-2:HI-4
  - I-L-2:HI-5
  - K.SL.1;2;3;4;5;6

**Complementary:**
- **Reading:**
  - K.RF.1c,d
  - K.RF.2
  - K.RF.3
  - K.RF.4
  - K.RF.5
  - K.RF.6
  - K.RF.7
- **Writing:**
  - I-W-1: H-1
  - I-W-1: H-5
  - K.W.1;7;8
- **Listening and Speaking:**
  - I-L-2:HI-4
  - I-L-2:HI-5
  - K.SL.1;2;3;4;5;6

**Constant throughout the year:**
- **Reading:**
  - K.RF.1a,c
  - K.RF.2
  - K.RF.3
  - K.RF.4
  - K.RF.5
  - K.RF.6
  - K.RF.7
  - K.RF.8
  - K.RF.9
  - K.RF.10
  - K.RF.11
- **Writing:**
  - I-W-1: H-1
  - I-W-1: H-5
  - K.W.1;7;8
- **Listening and Speaking:**
  - I-L-2:HI-4
  - I-L-2:HI-5
  - K.SL.1;2;3;4;5;6
Research component:

- **Unit 1:**
  - **Brainstorm from Text:** After reading *Come with Me to School* by Olga Romero, the class will brainstorm activities students do at school. T6
  - **Create Captions/Labels:** Learn about captions T34/labels T43. Students can create/match labels to items that they collected during Nature Walk T24.

- **Unit 2**
  - **Create a List:** After reading *To Be A Kid* by, class will create a list of things kids like to do in the text. T73
  - Continued practice T78: Class will create a list of ways to say good-bye.
  - **Create Captions/Labels:** The class will label and explore kitchen tools. T68

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- **Chapter 5 The Research Process** T24 Look it Up Big book page 54
- **Chapter 5 The Research Process** T24-27 Find Information Big book page 58. Master 15 T

Narrative Component:

- **Unit 1:**
  - After reading *Come with Me to School* by Olga Romero, Students will write (through text, dictation, labels and/or illustrations) about what school activities they like to do. T6

- **Unit 2**
  - After reading *Feast For 10* by Cathryn Falwell, students will write (through text, dictation, labels and/or illustrations) about what they would bring to the feast. T50

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- Chapter 4 The Writing Process T19-23 Big Book 40-53

Performance Assessment:

**Summative:** Narrative Writing Prompt: *Write about something your family does together.* Teacher assessed based on writing rubric.

**Formative:**

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<tr>
<th>Unit</th>
<th>Progress Check</th>
<th>Vocabulary Assessment</th>
<th>Phonological and Phonemic Awareness Diagnostic &amp; Assessment</th>
<th>Writing Assessment</th>
<th>Concepts of Print Assessment</th>
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<td>- Program Guide &amp; Assessment Handbook T39</td>
<td>- Letter-Sound Assessment T224-226</td>
<td>- Informational Writing Prompt: <em>Write a recipe.</em> Students will (with support) brainstorm foods they like, generate ideas through creating lists, and write to give information by sharing a recipe that they enjoy. Students will draw pictures of the foods, include at least three ingredients, and put pictures in sequential order. T87 Teacher assessed based on writing rubric.</td>
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