## Big Ideas

**ENDURING UNDERSTANDING:**
Students will explore weather, transportation and neighborhoods as part of their world.

**ESSENTIAL QUESTION:**
What makes my world special?
- Who are the people in my neighborhood?
- What are places in my neighborhood?
- How do people travel in my neighborhood?
- How does weather impact my world?
- How does weather affect how I dress?
- What is the weather like today?

## Selected Readings of Complex Texts

### Unit 3: Here We Go!
- **Leveled Books and Window on Literacy**
  - *Where Is It Going?* by Lee Scott NL
  - *Getting Home* by Leroy Taylor NL
  - *Fast & Faster* by Jan Pritchett DRA2
  - *Wheels* by Trent Johnson DRA2
- **Language Songs:** CD 1
- **Kidspiration CD-ROM Picture Libraries:**
  - Vocabulary & Writing
  - *Alphachant Kit* (104)

### Unit 4: Just Around the Corner
- **Leveled Books and Window on Literacy**
  - *Plants in the Park* by Dini Stanos NL
  - *A Trip to the Doctor* by Jan Pritchett NL
  - *What’s My Job* by Jacob Fink DRA1
  - *Where Are They Going?* by Jacob Fink DRA1
  - *The Animal Hospital* by George Wong DRA1
- **Language Songs:** CD 1
- **Kidspiration CD-ROM Picture Libraries:**
  - Vocabulary & Writing
  - *Alphachant Kit*

### Unit 5: Hello, Sunshine!
- **Language Book:** *The Ride* by Julie A. Caslon T107
- **Fiction:** *The Bus for Us* by Suzanne Bloom T93
- **Nonfiction:** *Get Around in the City* by Lee Sullivan Hill T117

## Standards

### Target:
- **Reading**
  - K.RF.2
  - K.RI.2
- **Writing**
  - K.W.1,
  - K.W.2,
  - K.W.3,
  - K.W.4,
  - K.W.5,
  - K.W.6,
  - K.W.7,
  - K.W.8,
  - K.W.9
  - K.W.10

### Standards

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## SUPPLEMENTARY TEXT & MEDIA:

### Unit 3: Here We Go!
- *Kidspiration CD-ROM Picture Libraries:*
  - Vocabulary & Writing
  - *Alphachant Kit* (104)

### Unit 4: Just Around the Corner
- *Language Book: The Ride* by Julie A. Caslon T107
- *Fiction: The Bus for Us* by Suzanne Bloom T93
- *Nonfiction: Get Around in the City* by Lee Sullivan Hill T117

### Unit 5: Hello, Sunshine!
- *Language Book: The Ride* by Julie A. Caslon T107
- *Fiction: The Bus for Us* by Suzanne Bloom T93
- *Nonfiction: Get Around in the City* by Lee Sullivan Hill T117

## Constant throughout the year:

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**Unifying Concept:** My Neighborhood / My World
Research component:
• Unit 3:
  - **Write a List:** After exploring Picture Perfect Word Book pg. 50-1, Vocabulary Builder 3 and reading *The Bus For Us* by Suzanne Bloom, the class will create a list of things that will go. T112
  - **Organize Information:** After exploring Picture Perfect Word Book pg. 50-1, Vocabulary Builder 3 and reading *The Bus For Us* by Suzanne Bloom, the class will classify vehicles into categories. T119
  - After reading *The Bus For Us* by Suzanne Bloom, the students will create a list of vehicles TESS and Gus see and then discuss other vehicles that TESS and Gus could see next. T131
• Unit 5
  - **Sequencing Events:** After reading *Changes* by Marjorie Allen, the class will discuss sequence of events (pinecone/tree, egg/birds, seed/plant). TSW predict what happens last. T207

**Informational/Explanatory Writing Component:**
• Unit 3:
  - **Write Directions:** As a whole group, the class will create a set of directions to follow. T122
• Unit 4
  - After reading *See the Firefighter* by Margie Sigman, students will illustrate a firefighter using one of the equipment shown in the book. T151
  - After exploring the *Picture Perfect Word Book* pg. 54-5, students will draw a picture of the job they like best. Use sentence “I think the _____ has the best job.” T155
  - **Captions:** The whole class will write notes for photographs and illustrations. T166
• Unit 5
  - After Reading *In the Yard* by Dana Meachen Rau, students will share (through illustrations, dictation, labels, or text) what kind of weather they like best. T182
  - After reviewing *Picture Perfect Word Book* pg. 52-3, students will keep a daily log of the weather. Teacher will support with text, students will illustrate. T200
  - After reviewing *Picture Perfect Word Book* pg. 44-45, students will write facts about clothing. T219
• **English at Your Command**
  - Chapter 4 The Writing Process T19-23 Big Book 40-53

**Performance Assessment:**

**Summative**
- Informative and Explanatory Writing Prompt: After reading *Changes* by Marjorie Allen, draw a picture of something that changed in the book. Write a sentence about how it changed using a sentence frame for support. For example: The egg changed into a bird. Teacher assessed based on writing rubric.
- Midyear Avenues Progress Test: Program and Assessment Guide T 2-5

**Formative**

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