

READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING Unit 5 Lesson 24			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>KRI1 With prompting & support, ask & answer questions about key details in a text.</p> <p>KRI2 With prompting & support, identify the main topic & retell key details of a text.</p> <p>KSL2 Confirm understanding of a text read aloud or information presented orally or through other media by asking & answering questions about key details & requesting clarification if something is not understood.</p> <p>KSL4 Describe familiar people, places, things, & events &, with prompting & support, provide additional detail.</p>	<p>COMPREHENSION/FLUENCY</p> <p>Skill: Conclusions</p> <p>Strategy: Monitor/Clarify</p> <p>Genre: Informational Text</p> <p>Fluency: Pause for Punctuation</p>	<p>LLG p. 233</p> <p>RA <u>Red Eyes or Blue Feathers</u>, LLG p. 233, TE pp. T296-T309</p> <p>BB <u>Chameleon, Chameleon</u>, LLG p. 232, TE pp. T316-T325</p> <p>BB <u>Amazing Animal Bodies</u>, LLG p. 233, TE pp. T344-T347</p> <p>Fluency: Pause for Punctuation TE pp. T297, T332</p> <p>Intro. maps as <i>graphic features</i> that help bring meaning to text. Describe how graphic features help us understand the words. Share books from classroom & school libraries on maps & geography. Use to reinforce this week's lesson.</p> <p>Central Arkansas Library (Click on Bookflix) http://www.cals.lib.ar.us/ A library card number is needed to access Bookflix. Use the following books to reinforce this week's literacy lesson & to compare informational text & fiction (can also be used with this week's social studies focus on maps).</p> <ul style="list-style-type: none"> • Little Red Riding Hood (Included on Mapping Fairy Tales Lesson) • 3 Little Pigs • Goldilocks and the 3 Bears <p>Mapping Fairy Tales Lesson</p>	

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SOCIAL STUDIES

Unit 5 Lesson 24

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>G.1.K.2 Identify the school attended and the city in which the school is located.</p> <p>G.1.K.5 Identify land on maps and globes.</p> <p>G.1.K.6 Identify water on maps & globes</p> <p>G.1.K.8 Recognize the difference between maps and globes.</p> <p>G.1.K.8 Recognize the United States on a World map or globe.</p> <p>G.1.K.8 Recognize that maps and globes represent models of the Earth.</p> <p>G.1.K.3 Recognize the state of Arkansas on a map of the United States.</p> <p>G.1.K.11 Illustrate a map of a familiar place.</p>	<p>Geography</p> <p>Map Skills</p> <p>Essential Question:</p> <p>Why is it important to study geography?</p> <p>What are the tools of a geographer?</p> <p>Guiding Questions</p> <ol style="list-style-type: none"> 1. What things do we find on a map or globe? 2. How do we identify the difference between water and land on a map and a globe? 3. What is the purpose of a map and how do they help us? 4. What are the features of a map? 	<p>TCM Lesson “Follow That Map!</p> <p>Use the books <u>Hansel and Gretel</u> by James Marshall and <u>We Need Directions</u> by Sarah De Capua at Bookflix (Imagination), Central Arkansas Library Website, to introduce maps.</p> <p>http://www.cals.lib.ar.us/</p> <p><u>Mapping Fairy Tales Lesson</u>—Choose one of the books in the lesson—Little Red Riding Hood or Jolly Postman to complete the lesson.</p> <p>BEFORE READING:</p> <p>Introduce maps and globes as tools of a geographer. Begin a discussion of how satellite images from Google Earth are also tools. Use Google Earth to show the location of Little Rock and school in which students attend.</p> <p>TCM Lesson “Follow That Map” p. 160 Use the Introductory Activity (Share various types of maps) and Prereading Activity (Class discussion about pictures in the book). Introduce directional words and cardinal directions. When sharing maps point out the United States and Arkansas on a map.</p> <p>Use the book “We Need Directions” by Sarah De Capua Bookflix (Imagination)</p> <p>http://www.cals.lib.ar.us/ to introduce maps.</p> <p>DURING READING:</p> <p><u>Mapping Fairy Tales Lesson</u></p> <p>Use the directions in this lesson to create a map of Little Red Riding Hood (On the Way to</p>	<p>Using the information from the books shared this week; make a list of things you would find on a map. Post this list for students to see.</p> <p>Have students respond to the following:</p> <p>What do I think a geographer’s job is? What do I think geography is?</p>

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		<p>Grandma's House) or the Jolly Postman (Oh Where oh Where is the Postman) Class project</p> <p>AFTER READING: In small groups, have students use the information from the book <i>We Need Directions!</i> to help them draw a map from Hansel and Gretel's house to the witch's house. The map should show the following:</p> <ul style="list-style-type: none"> • Hansel and Gretel's house • The witch's house • The route that the children took to get to the witch's house • A compass rose • The places where the children fell asleep and where they crossed the lake on the duck <p>Keep the maps and add a map key to the map after next week's lesson. (Can be done as a class) "We Need Directions" and "Hansel and Gretel" can be found online at the Central Arkansas Library website. Click on Bookflix to access. A library card number will be needed)</p> <p>Additional Resources: Suggested Books on Maps Map Adventures (7 lessons)—Choose from these lessons to teach and/or reinforce the Social Studies focus for the next two weeks. Map Adventures USGS Lesson—Teacher Information Map Adventures PDF Lesson One—A View from the Ground</p>	
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		Lesson Two—A View from a Higher Point Lesson Three—A View from Overhead Lesson Four—Symbols and Legends Lesson Five—Learning Directions on a Map Lesson Six—Map Grids Lesson Seven—Map Scale Poster and Illustrations from Map Adventures Lessons	
WORD STUDY Unit 5 Lesson 24			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
KRF3c Read common high-frequency words by sight. KL5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. KL4 Determine or clarify the meaning of unknown & multiple-meaning words & phrases based on <i>kindergarten reading & content</i> .	HFW: he, no STRATEGY: Classify & Categorize Describing Words ACADEMIC: sort, conclusion SOCIAL STUDIES: map, globe, symbol, cardinal directions, map legend or map key, compass rose (north, south, east and west), bird's eye view, geography, geographer, directional words (up, down, left, right) CATEGORIES: Teacher choice	Introduce Words to Know TE pp. T308-T309 Introduce the Big Book, TE pp. T316-T317 Decodable Text Hog in a Hat TE p. T333 Kid Hid TE p. T342 Vocabulary Strategies: Classify and Categorize TE p. T343, Projectable 244 Unit 5 EXT CC pp. C10-11 Phonological Awareness TE pp. T295, T313, T329, T341, T351 Put social studies vocabulary words on word wall (a picture to accompany each word would help student understanding). Refer to words as you discuss them in reference to the next two weeks' lessons)	

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KINDERGARTEN Curriculum Map: Literacy & Integrated Content

5

<p>KRF2d Isolate & pronounce the initial, medial vowel, & final sounds in 3-phoneme (CVC) words.*</p> <p>KRF2e Add or substitute individual sounds in simple, 1-syllable words to make new words.</p> <p>KRF3a Demonstrate basic knowledge of 1-to-1 letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p>	<p>PA/PHONICS</p> <p>Phonics: short o</p> <p>log, dot, top, hot, lot, ox</p>	<p>Grade 1, Unit 1 Lesson 3</p> <p>LLG pp. 60-61</p> <p>TE pp. T208-T210, T228, T238-T239, T250</p>	
WRITING WORKSHOP			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>GRAMMAR</p> <p>KL1d Understand & use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>KL2b Recognize & name end punctuation.</p>	<p>SKILL</p> <p>Questions: Capitalization & Punctuation</p>	<p>TE pp. T310, T326, T338, T348, T354</p> <p>Projectable 24.3</p>	
<p>PROCESS WRITING</p> <p>KW1 Use a combination of drawing, dictating, & writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about & state an opinion or preference about the topic or book.</p> <p>KW8 With guidance & support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>WRITING TYPE</p> <p>Opinion</p> <p>Agree/Disagree Responses</p> <p>Two-Column Guided Responses</p> <p>Great Short Answers</p> <p>Two-Column Guided Responses</p>	<p>SUW LESSONS & TOOLS</p> <p>SUW L1-6 p.11</p> <p>SUW L1-9 p.14-15</p> <p>SUW L1-38 p.59-60</p> <p>SUW L1-9 p.14-15</p>	<p>Social Studies Prompt:</p> <p>Maps are important. Give two reasons why they are important.</p> <p>OR</p> <p>The most important tool of a geographer is____? Give two reasons why it is the most important tool.</p>

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READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING

Unit 5 Lesson 25

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>KRL1 With prompting & support, ask & answer questions about key details in a text.</p> <p>KRL3 With prompting & support, identify characters, settings, & major events in a story.</p> <p>KRL7 With prompting & support, describe the relationship between illustrations & the story.</p> <p>KSL4 Describe familiar people, places, things, & events &, with prompting & support, provide additional detail.</p>	<p>COMPREHENSION/FLUENCY</p> <p>Skill: Text & Graphic Features</p> <p>Strategy: Summarize</p> <p>Genres: Realistic Fiction & Informational Text</p> <p>Fluency: Read with Expression</p>	<p>RA <u>Bread Comes to Life</u> LLG, p. 235 TE pp. T390-T403</p> <p>BB <u>Pie in the Sky</u> LLG p. 234 TE pp. T410-T421, T430-T431</p> <p>BB <u>From Apple Tree to Store</u> LLG p. 235TE pp. T440-T443</p> <p>Fluency: Read with Expression TE pp.T391, T428</p> <p>Use pictures and graphic features from Rosie's Walk and classroom library on maps and geography to discuss what important information they provide to help you understand the story and the world around us. They will use the language of location and refer to a map when describing places and action in a story.</p> <p>Journeys Big Books: Exploring Land and Water Me on the Map by Joan Sweeny Where Do I Live? By Neil Chesnow</p> <p>Introduce maps as a <i>Graphic Feature</i> that helps bring meaning to the text. Use the lesson on Rosie's Walk to demonstrate how mapping Rosie's Walk provides information about the topic</p> <p>Rosie's Walk Lesson Rosie's Walk YouTube Book read with brief vocabulary review at the beginning of the book.</p>	

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		_____’s Walk Writing Assignment Template Rosie’s Walk---Bookflix Read Aloud (You will need a library card to access the book at the Central Arkansas Library Website. Students can listen to the book being read aloud at this site. Click on Bookflix---Click on Animals and Nature—Click on Rosie’s Walk. http://www.cals.lib.ar.us/)	
SOCIAL STUDIES Unit 5, Lesson 25			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
G.1.K.2 Identify the school attended and the city in which the school is located. G.1.K.5 Identify land on maps and globes. G.1.K.6 Identify water on maps and globes G.1.K.11 Illustrate a map of a familiar place.	Geography Map Skills Essential Question: Why is it important to study geography? What are the tools of a geographer? Guiding Questions: 1. What is the purpose of a map and how do they help us? 2. In what ways are places important in a story? 3. How do you describe your surroundings? 4. What are the features of a map?	TCM Lesson “Map It!”—Students use the text and the images in the book to determine if images are places or maps. Use this book to reinforce text and graphic features found on maps. Use Rosie’s Walk by Pat Hutchins to learn how to create a map and map key. Mapping Storybook—National Geography Lesson Use directions for the story Rosie’s Walk in this lesson to create a map of the story. Storybook 2) BEFORE READING: Distribute a copy of the map for Rosie’s Walk from Mapping Storybook—National Geography Lesson . Talk about places students are familiar with that are like this place. They may describe the countryside or a farm as quiet and green, with animals in the fields. Read aloud the title of the story and ask students to predict what they think will happen in the story. Ask “How do you think places on the map will be a part of the story? Have students color the features on their map and ask them to identify these features. DURING READING:	_____’s Walk Write your own version of Rosie’s Walk using your name and your own locations. Writing Assignment Template

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		<p>Read Rosie's Walk aloud and have each student participate by moving their cutout of the characters along the map.</p> <p>Read the story a second time & use directions & questions in the lesson for <i>Storybook 2: Rosie's Walk</i> to discuss the story & map features (relative locations of landmarks on map, positional vocab. words).</p> <p>AFTER READING: TCM Lesson: Map It! TE pp. 169-178 Use resources from the lesson.</p> <p>TE p. 172 Your Turn Activity-Read the Your Turn! Activity from page 22 of the Map It! Book. Ask students talk about maps they have seen and where they have seen them.</p> <p>Additional Resources: Rosie's Walk Lesson Rosie's Walk Activity Card http://curry.virginia.edu/go/wil/Rosies_Walk_Activity_Card.pdf</p>	
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WORD STUDY
Unit 5, Lesson 25

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>KRF3c Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>KL5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>KL4 Determine or clarify the meaning of unknown & multiple-meaning words & phrases based on kindergarten reading.</p>	<p>HFW: make, play, said, good, she, all, he, no</p> <p>STRATEGY: Classify & Categorize Seasons</p> <p>ACADEMIC: sort, print</p> <p>SOCIAL STUDIES: map, places, symbol, cardinal directions, map legend or map key, compass rose, geography, geographer, land//water, symbol, directional words (across, around, over, past, through, and under)</p> <p>CATEGORIES: Teacher choice</p>	<p>Review Words to Know: TE pp. T402-T403</p> <p>Introduce the Big Book, TE pp. T410-T411</p> <p>Decodable Reader</p> <p>Six Pigs Hop TE p. T429</p> <p>Play It, Kid TE p. T438</p> <p>Phonological Awareness: TE pp. T389, T407, T425, T437, T447</p> <p>TCM Lesson "Map It!" pp. 169-178</p>	

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KINDERGARTEN Curriculum Map: Literacy & Integrated Content

9

<p>KRF2d Isolate & pronounce the initial, medial vowel, & final sounds in 3-phoneme (CVC) words.*</p> <p>KRF2e Add or substitute individual sounds in simple, 1-syllable words to make new words.</p> <p>KRF3b Associate the long & short sounds with common spellings for the 5 major vowels.</p> <p>KL2c Write a letter or letters for most consonant & short-vowel sounds</p> <p>KL2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>SPELLING/ENCODING</p> <p>Phonics: short o</p> <p>log, dot, top, hot, lot, ox</p>	<p>Grade 1, Unit 1 Lesson 3</p> <p>LLG pp. 60-61</p> <p>TE pp. T208-T210, T228, T238-T239, T250</p> <p>Grade K, Unit 5 EXT CC pp. C4-C5</p>	
<p align="center">WRITING WORKSHOP</p> <p align="center">Unit 5, Lesson 25</p>			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>GRAMMAR</p> <p>KSL6 Speak audibly & express thoughts, feelings, & ideas clearly.</p> <p>KL2b Recognize & name end punctuation.</p>	<p>SKILL</p> <p>Exclamations (Capitalizations & Punctuation)</p>	<p>TE pp. T404, T422, T434, T444, T450</p> <p>Projectable 25.3</p>	
<p>PROCESS WRITING</p> <p>KW1 Use a combination of drawing, dictating, & writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about & state an opinion or preference about the topic or book</p> <p>KW8 With guidance & support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>WRITING TYPE</p> <p>Opinion</p> <p>Agree/Disagree Responses</p> <p>Two-Column Guided Responses</p> <p>Great Short Answers</p> <p>Two-Column Guided Responses</p>	<p>SUW LESSONS & TOOLS</p> <p>SUW L1-6 p.11</p> <p>SUW L1-9 p.14-15</p> <p>SUW L1-38 p.59-60</p> <p>SUW L1-9 p.14-15</p>	

READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING

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Unit 6 Lesson 26

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>KRL1 With prompting & support, ask & answer questions about key details in a text.</p> <p>KRL6 With prompting & support, name the author & illustrator of a story & define the role of each in telling the story.</p> <p>KRL9 With prompting & support, compare & contrast the adventures & experiences of characters in familiar stories.</p>	<p>COMPREHENSION/FLUENCY</p> <p>Skill: Conclusions</p> <p>Strategy: Visualize</p> <p>Genre: Fantasy/Fiction</p> <p>Fluency: Pause for Punctuation</p>	<p>BB <u>Kitten's First Full Moon</u> LLG p. 236 TE pp. T34-T43, T52-T53</p> <p>RA <u>Curious George Makes Pancakes</u> LLG p. 237 TE pp. T14-T23</p> <p>BB <u>Poems About Trying and the Moon</u> LLG p. 237 TE pp. T62-T65</p> <p>Unit 6 EXT CC pp. C2-C3</p> <p>Fluency: TE pp. T15, T51</p> <p>You Tube Readings of Curious George Makes Pancakes Reading One Reading Two Use <i>Curious George Makes Pancakes</i> and <i>Pancakes Pancakes</i> by Eric Carle to teach and reinforce economic terms.</p> <p>Tell them that they will be reading books at school over the next few weeks and learning about wants, needs, goods and services. They will discuss why people can't have everything that they want. They will be learning about jobs of people in the community. Provide books in the classroom library about different careers and jobs of people in the community.</p>	

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SOCIAL STUDIES

Unit 6 Lesson 26

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>E.7.K.1 Recognize that all people have economic wants and needs.</p> <p>E.9.K.1 Identify human resources.</p> <p>E.8.K.5 Discuss capital resources.</p> <p>E.8.K.2 Discuss the roles of producers and consumers.</p> <p>E.9.K.1 Recognize that money is used to purchase items.</p> <p>E.9.K.3 Identify services people do for each other.</p>	<p>Essential Question: What questions are important to ask about wants, goods, and services?</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1.What are some examples of goods and services? 2.What is the difference between a consumer and producer? 3.What natural resources, human resources, and capital resources go into producing a good or service? 4. How are human, natural and capital resources used to produce pancakes in the story Pancakes, Pancakes? 5.What human, natural, and capital resources are used to produce pancakes in the story Pancakes, Pancakes? 	<p>Students will be reading books and completing activities that provide opportunities for students to learn about Human Resources, Capital Resources, and Natural Resources. Vocabulary development will be important in this unit</p> <p>Pancakes and Productive Resources Lesson (Economics Arkansas)</p> <p>BEFORE READING:</p> <p>Ask Students what they ate for breakfast this morning. Ask them if they could have had anything they wanted for breakfast, what would they have chosen. Tell them that today they will meet a young boy named Jack. He woke up wanting to have a big pancake for breakfast. (Page 3 Procedure Session of Lesson Plan)</p> <p>DURING READING:</p> <p>1st Reading of Book</p> <p>Pancakes and Productive Resources Lesson— Pages 3-4 Procedure</p> <p>As you introduce new vocabulary put words on a chart. After reading discuss the terms capital resources, natural resources, human resources. Have students brainstorm examples of each and create a chart with three columns to add examples.</p> <p>2nd Reading of Book</p> <p>Have students listen for examples from the book of capital, natural and human resources and add them to the chart.</p> <p>AFTER READING:</p> <p>Pancakes and Productive Resources Lesson— Page 5 of Lesson—Closure and Show What You Know Activity</p>	

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		<p>Page 6 of Lesson— Activity 1 “Which Resource Am I?” Activity 2 Resource Cards</p> <p>Pancakes Pancakes by Eric Carle (A copy of the book is needed. However, you can use the link below for a Read Aloud of the book.) Pancakes Pancakes youtube</p> <p>Lesson 26 Pancakes Pancakes Lesson</p> <p>There are three additional lessons below to use for this week’s focus. Choose the activities from each that works best for your students.</p> <ul style="list-style-type: none"> • Pancakes Pancakes Economics Lesson From Maryland Council of Economic Education • Pancakes Pancakes Economics Lesson 2 • Human Resources and Capital Resources: It’s a Match! —Council for Economic Education (Includes two songs) econedlink lesson <p>Human Resources—The people who do the mental and physical work to produce goods and services. Natural Resources—Are gifts of nature; they are present without human being involved. Natural resources are used to produce goods and services. Capital Resources—Are goods produced and used to make other goods and services. Basic categories of capital resources include tools, equipment, buildings, and machinery.</p>	
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WORD STUDY
Unit 6, Lesson 26

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>KRF3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>KL5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>KL4 Determine or clarify the meaning of unknown and multiple-meaning words & phrases based on <i>kindergarten reading & content</i>.</p>	<p>HFW: do, down</p> <p>STRATEGY: Antonyms</p> <p>ACADEMIC: antonyms, effect, cause</p> <p>SOCIAL STUDIES: goods, services, consumer, producer, human resources, natural resources, capital resources, capital resources, wants, needs, scarcity</p> <p>CATEGORIES: teacher choice</p>	<p>Introduce Words to Know, TE pp. T26-T27</p> <p>Introduce the Big Book, TE pp. T34-T35</p> <p>Decodable Reader <u>Fun, Fun, Fun</u> TE p. T51 <u>Bug and Cat</u> TE p. T60</p> <p>Vocabulary Strategies, TE p. T61, Projectable 26.4</p> <p>Phonological Awareness TE pp. T13, T31, T47, T59, T69</p>	
<p>KRF2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words</p> <p>KRF2d Isolate & pronounce the initial, medial vowel, & final sounds in three-phoneme (CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>KL2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>PA/PHONICS</p> <p>Phonics review: Words with –at, -it, -ot</p> <p>Substitute phonemes</p>	<p>LLG pp. 102-103</p> <p>Picture & Word Cards Kindergarten Unit 5 Lesson 5</p> <p>Phonemic Awareness TE pp. T13, T31, T47, T59, T69</p>	

WRITING WORKSHOP
Unit 6, Lesson 26

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>GRAMMAR</p> <p>KL1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>KL1b Use frequently occurring nouns & verbs.</p>	<p>SKILL</p> <p>Nouns: singular and plural</p>	<p>TE pp. T28, T44, T56, T66, T72</p> <p>Projectable 26.3</p>	

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<p>PROCESS WRITING KW1 Use a combination of drawing, dictating, & writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). KW8 With guidance & support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>WRITING TYPE Opinion Agree/Disagree Responses Two-Column Guided Responses Great Short Answers Two-Column Guided Responses</p>	<p>SUW L1-6 pp. 11 SUW L1-9 pp.14-15 SUW L1-38 pp. 59-60 SUW L1-9 pp. 14-15</p>	<p>Social Studies Prompt Discuss the term volunteer and fundraiser in the story “Curious George Makes Pancakes”. Use the following statement to write about. Curious George helped make the fundraiser a success. Give 2-3 examples to support this statement.</p>
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READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING
Unit 6 Lesson 27

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>KRL9 With prompting & support, compare & contrast the adventures & experiences of characters in familiar stories.</p> <p>KRI3 With prompting & support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>KSL2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>COMPREHENSION/FLUENCY Skill: Compare & Contrast Strategy: Monitor/Clarify Genre: Realistic Fiction Genre: Informational Text Fluency: Read with expression</p>	<p>BB <u>One of Three</u> LLG p. 238 TE pp. T128-T137, T146-T147</p> <p>RA <u>Someone Bigger</u> LLG p. 239 TE pp. T108-T117</p> <p>BB <u>Cross-Country Trip</u> LLG p. 238 TE pp. T156-T159</p> <p>Fluency TE pp. T109, T132, T144 Tell students that next week they will be reading the book Cleo Edison Oliver: Playground Millionaire at home with their family.</p> <p>Collect both fiction and nonfiction books for classroom library on the environment. Read these books in the next two lessons to discuss some problems and possible solutions to a clean earth. Make a chart and identify natural resources that you read about. Use books to reinforce this week's literacy skill.</p> <p>Environmental Book List –Refer to this book list for some possible books. Environment Book List 2</p>	
SOCIAL STUDIES Unit 6, Lesson 27			

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STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>E.7.K.1 Recognize that all people have economic wants and needs.</p> <p>G.3.K.2 Recognize the importance of protecting the air, water, and land.</p> <p>G.3.K.3 Define physical environment.</p> <p>C.5.K.2 Discuss the rights and responsibilities of being a good citizen.</p> <p>E.7.K.2 Identify the concept of scarcity.</p>	<p>Essential Question: How do we protect the air, water, & land?</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What is something you have wanted but there was not enough so you weren't able to get it? • What natural resources can be found on our Earth? • Why should we protect our environment? • What can you do to protect our Earth? 	<p>Natural Resources PowerPoint</p> <p>Readwritethink Protecting Our Precious Planet: Sharing the Message of Earth Day Lesson PDF Copy of Lesson</p> <p>This is designed to be a whole school project but can be done by individual classrooms. Hopefully, you will be able to obtain the grocery sacks and return them to the store. Below are links from the project for easy access.</p> <p>Introduce the Earth Day Groceries Project</p> <ul style="list-style-type: none"> • Get Started • How To PowerPoint • Earth Day Bag PowerPoint • Brainstorming Ideas for Earth Day Messages • My Earth Day Grocery Bag Plan • Grocery Bags Project Student Assessment Rubrics <p>Earth Day Activity Book</p> <p>Use this book to discuss ways to that people can care for their Earth. Have students complete the Taking Care of the Earth Every Day Activity. They can add other ways to list. They should do this as homework each day.</p> <p>Resources: Social Studies Harcourt Unit 4 Harcourt WB pp 23-29, 39-40 Harcourt Science p. 198 Harcourt AR—Lesson 3 Animal; Lesson 4 Natural Resource AR Connections—Teacher's Guide p. AR 20 Lesson 6—Arkansas Resources Leveled Readers: Wonderful Earth Natural Resources Reuse and Recycle</p>	<p>Earth Day Groceries Project</p> <ul style="list-style-type: none"> • Brainstorming Ideas for Earth Day Messages • My Earth Day Grocery Bag Plan

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		<p><u>We Use It Again</u> <u>The Big Bear's Arkansas ABC & All Around Arkansas</u> Paper Makers Lesson (You can use the first part of lesson to discuss paper without doing the paper recycling activity.)</p> <p>Journeys Lesson 25—Use the following stories from this lesson to reinforce economic concepts. Read Aloud—Bread Comes to Life TE 334-335 Wheat by Susan Canizares and Pamela Chango Lesson Plan Maryland Economics Council</p> <p>From Apple Tree to Story—Big Book pp37-46 (Informational Text)</p> <p>Notes: Classroom Clues Website--You can search for books on specific economic concepts that you are teaching at the following site: http://classroomclues.com/</p> <p>If you use the book <i>Little Red Hen</i> that was referenced in last week's notes, as an additional book to support teaching about human/natural/capital resources, you can pair it with a book on Bookflix (Imagination). The book is Grains and is paired with Strega Nona on the website. http://www.cals.lib.ar.us/ Central Arkansas Library</p>	
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		<p>Review economic terms and reinforce literacy skills using books from http://classroomclues.com/ (A list of books by economic concepts can be found on this link) goods/services; consumers/producers; opportunity cost; needs/wants; natural/human/capital resources</p> <p>Journeys Lesson 25—Use the following stories from this lesson to reinforce economic concepts.</p> <p>Read Aloud—Bread Comes to Life TE T390-T403</p> <p>From Apple Tree to Story—Big Book pp37-46 (Informational Text)</p>	
WORD STUDY Unit 6, Lesson 27			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>VOCABULARY</p> <p>KRF3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>KL4 Determine or clarify the meaning of unknown & multiple-meaning words & phrases based on kindergarten reading & content.</p> <p>KL5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p>HFW: help, have</p> <p>STRATEGY: Classify & Categorize</p> <p>ACADEMIC: sort, different, alike</p> <p>SOCIAL STUDIES: natural resources, air, land, water, reduce, reuse, recycle, conservation, pollution, waste, protect, environment</p> <p>CATEGORIES: Teacher Choice</p>	<p>Introduce Words to Know TE pp. T120-T121</p> <p>Introduce the Bog Book TE pp. T128-T129</p> <p>Decodable Reader <u>Win a Cup</u> TE p. T145 <u>Wes Can Help</u> TE p. T154</p> <p>Vocabulary Strategies TE pp. T155, T184-T185</p> <p>Phonological Awareness TE pp. T107, T125, T141, T153, T163</p>	
<p>KRF3a Demonstrate basic knowledge of 1-to-1 letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant</p>	<p>PA/PHONICS</p> <p>Phonics: short e</p> <p>yet, web, pen, wet, leg, hen</p>	<p>1st Grade Unit 1 Lesson 4 LLG pp. 62-63 TE pp. T304-T306, T324, T334-T336, T346</p>	

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KINDERGARTEN Curriculum Map: Literacy & Integrated Content

19

KRF2e Add or substitute individual sounds (phonemes) in simple, 1-syllable words to make new words.			
WRITING WORKSHOP Unit 6, Lesson 27			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
GRAMMAR KL1b Use frequently occurring nouns and verbs	SKILL Subject-verb Agreement (past, present, future)	TE pp. T122, T138, T150, T160, T166 Projectable 27.3	
PROCESS WRITING KW2 Use a combination of drawing, dictating, & writing to compose informative/explanatory texts in which they name what they are writing about & supply some information about the topic. KW6 With guidance & support from adults, explore a variety of digital tools to produce & publish writing, including in collaboration with peers. KW7 Participate in shared research & writing projects (e.g., explore a number of books by a favorite author & express opinions about them)	WRITING TYPE Informational/Expository Framed Responses Elements of Informational Writing Class Created Accordion Paragraph The Thinking Game	SUW LESSONS & TOOLS 1-8 p.13-14, Tool 1-8a 4-6 p.152 4-8 p.160 “Kindergarten & Other Beginning Writers” 2 nd bullet 4-9 p.162	SUW L 1-8 p.13-14, Tool 1-8a SUW 4-6 p.152 SUW 4-8 p.160 “Kindergarten & Other Beginning Writers” 2 nd bullet SUW 4-9 p.162 Social Studies Prompt: Write 3-4 things that you can do to make the Earth a better place to live.

READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING Unit 6 Lesson 28			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS

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<p>KRL3 With prompting & support, identify characters, settings, & major events in a story.</p> <p>KSL5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>KSL6 Speak audibly & express thoughts, feelings, & ideas clearly.</p>	<p>COMPREHENSION/FLUENCY</p> <p>Skill: Story structure</p> <p>Strategy: Infer/predict</p> <p>Genre: Fantasy</p> <p>Genre: Poetry</p> <p>Fluency: Pause for punctuation</p>	<p>BB <u>Margret and H.A. Rey's You Can Do It, Curious George</u> LLG p. 240</p> <p>TE pp. T222-T231, T240-T241, Projectable 28.2</p> <p>RA <u>The Little Engine That Could</u> LLG p. 241</p> <p>TE pp. T202-T211</p> <p>BB <u>Poems About Doing Things</u> LLG p. 241</p> <p>TE pp. T250-T253</p> <p>Fluency</p> <p>TE pp. T203, T225</p> <p>Use one of the books for this unit to complete the Story Structure---Beginning/Middle/End</p> <p><u>Literature Connections</u> (3rd Grade Lessons---Can adapt some of the ideas to Kindergarten)</p>	
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SOCIAL STUDIES
Unit 6 Lesson 28

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>E.7.K.1 Recognize that all people have economic wants and needs.</p> <p>G.3.K.2 Recognize the importance of protecting the air, water, and land.</p> <p>G.3.K.3 Define physical environment.</p> <p>C.5.K.2 Discuss the rights and responsibilities of being a good citizen.</p> <p>E.7.K.2 Identify the concept of scarcity.</p>	<p>Earth Day</p> <p>Protecting the Earth</p> <p>Essential Question: How do we protect the air, water, & land?</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What is something you have wanted but there was not enough so you weren't able to get it? • What natural resources can be found on our Earth? • Why should we protect our environment? • What can you do to protect our Earth? 	<p><u>Our Natural Resources Lesson</u></p> <p><u>Econ Songs</u></p> <p>Suggested Activity: Have students complete a project using recycled items. Below are a few suggestions.</p> <p>Recycle Crafts Ideas</p> <p><u>http://www.planetpals.com/recycle_crafts_kids.html</u></p> <p><u>How to Make Your Own Postcards</u> (Students can actual send their Postcards or give them to their parents)</p> <p><u>Plastic Lids</u></p> <p>Additional Resources:</p>	<p>Complete the Earth Day Bag Project and deliver them to the grocery store to be used during the last part of the week to celebrate Earth Day.</p> <p>Have students draw pictures of five natural resources and label the pictures.</p>

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		<p>Does the Crocodile Hunter Hunt Crocs? Natural Resources Lesson econedlink—Council for Economic Education http://www.econedlink.org/lessons/index.php?lid=362&type=educator</p> <p>Using Natures Gift by Marcia S. Freeman Lesson Plan Maryland's Council of Economic Education Lesson</p> <p>Planet Patrol Lesson Large Recycle Poster Create Your Own Green Sign Earth Day Writing Paper Earth Day Song Earth Day Rap</p>	
WORD STUDY Unit 6 Lesson 28			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>VOCABULARY KRF3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). KL4 Determine or clarify the meaning of unknown & multiple-meaning words & phrases based on kinder. reading & content. KL5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p>HFW: look, out STRATEGY: Context clues ACADEMIC: clues setting, characters SOCIAL STUDIES: natural resources, air, land, water, reduce, reuse, recycle, conservation, pollution, waste, protect, environment CATEGORIES: Teacher Choice</p>	<p>Introduce Words to Know, TE pp. T214-T215</p> <p>Introduce Big Book, TE pp. T222-T223</p> <p>Decodable Reader Vet on a Job TE p. T239 Roz the Vet TE p. T248</p> <p>Vocabulary Strategies, TE p. T249, Projectable 28.4 Phonological Awareness: TE pp. T201, T218, T235, T247, T257</p>	
<p>KRF2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. KRF3a Demonstrate basic knowledge of 1-to-1 letter-sound correspondences by</p>	<p>PA/PHONICS Phonics: short e Blending words Substitute phonemes</p>	<p>1st Grade Unit 1 Lesson 4 LLG pp. 62-63 TE pp. T304-T306, T324, T334-T336, T346</p> <p>Kinder Unit 5 EXT CC pp. C6-C7</p>	

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producing the primary or many of the most frequent sound for each consonant.			
WRITING WORKSHOP Unit 6 Lesson 28			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
GRAMMAR KL1b Use frequently occurring nouns & verbs.	Subject-verb Agreement (past, present, future)	TE pp. T216, T232, T244, T254, T260	
PROCESS WRITING KW2 Use a combination of drawing, dictating, & writing to compose informative/explanatory texts in which they name what they are writing about & supply some information about the topic. KW6 With guidance & support from adults, explore a variety of digital tools to produce & publish writing, including in collaboration with peers. KW7 Participate in shared research & writing projects (e.g., explore a number of books by a favorite author & express opinions about them)	WRITING TYPE Informational/Expository Planning Guides for Organizing an Accordion Paragraph Train of Thought Topic Sentence Train of Thought	SUW LESSONS & TOOLS	Write 3-4 sentences that tell about the Earth Day Bag Project. Ask students to write their prediction of what will happen to our Earth if we do not take care of it.

READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING Unit 6 Lesson 29			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS

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<p>KRI1 With prompting & support, ask & answer questions about key details in a text.</p> <p>KRI2 With prompting & support, identify the main topic & retell key details of a text.</p> <p>KSL3 Ask & answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>COMPREHENSION/FLUENCY</p> <p>Skill: Main Idea and Details</p> <p>Strategy: Question</p> <p>Genre: Informational Text/Fiction</p> <p>Fluency: Reading Rate</p>	<p>BB <u>Look at Us</u> LLG p. 242, TE pp. T316-T325, T334-T335, Projectable 29.2</p> <p>RA <u>Baby Brains</u> LLG p. 243 TE pp. T296-T305</p> <p>BB <u>The Three Little Pigs</u> LLG p. 243 TE pp. T344-T347</p> <p>Fluency: TE pp. T297, T319, T332-T333</p> <p>Journeys Lesson 3 Interactive Read Aloud “Please Puppy, Please”, “I Have a Pet!” By Shari Halpern, and “Different Kings of Dogs” by Linda Ruggieri. Guided Readers Lesson 3 Use “Different Kinds of Dogs” by Linda Ruggieri to teach Lesson 29 Skill Main Idea. LLG MINILESSON 3. Use with the Social Studies Lesson “The Perfect Pet” to discuss the wants and needs of having a dog for a pet.</p>	
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SOCIAL STUDIES (Use with HMH Journeys Comprehension Unit 6, Lesson 29)

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>E.7.K.1 Recognize that all people have economic wants and needs.</p> <p>E.7.K.2 Discuss the concept of making choices related to wants and needs.</p> <p>E.7.K.2 Identify the concept of scarcity.</p> <p>E.9.K.1 Recognize that money is used to purchase items.</p>	<p>Exchanging money for goods and services.</p> <p>Economic Wants/Scarcity/Choice Decision Making</p> <p>Essential Question: How does the availability of resources influence economic decisions?</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What is the difference between a consumer and producer? • What can money be used for? • When you receive money what do you do with it? 	<p>Brainstorm types of pets that people can have.</p> <p>The Perfect Pet Lesson —Council for Economic Education</p> <p>Norman Rockwell’s Curiosity Shop —Council for Economic Education</p> <p>Additional Resources: Trade to the Tailor Lesson (Copy of the book A New Coat for Anna by Harriet Ziefert will be needed.) —Council for Economic Education</p>	<p>If you could buy five things for your new dog, what would you buy? Write your answer in sentences and illustrate each sentence. Use Activity 1 from “The Perfect Choice Lesson” to guide the assessment.</p> <ul style="list-style-type: none"> • Which of your choices are the same as those of your classmates? • Why do you think these choices are the same? • Which of your choices are different?

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	<ul style="list-style-type: none"> • What is the difference between something we want and something we need? • Why do people have different economic wants? 	<p>Econ Song Book Making Money Lesson Scarcity Activity: Play a game of musical chairs. When the music stops the person without a chair must sit on the floor. Ask the students what they didn't want to happen to them. Ask the students what there was not enough of. Point out that when something is scarce it means that one cannot have all the goods and services that one wants. Suggest that the chairs were scarce.</p> <p>Read the book "The Doorbell Rang" by Pat Hutchins (A humorous story about two children starting to eat a dozen cookies when the doorbell rings. Each ring of the bell brings more and more visitors—meaning less and less cookies)</p> <p>Students receive cookies. There are only enough for one half for each person! The teacher breaks each cookie in half. Discuss as a group how the cookies are scarce because we want more but there aren't enough.</p> <p>Bibliography of Economic Concepts Book Notes: Refer to Economic Book List in previous lessons for books that teach this week's economic concepts. Economics Literature Lessons</p>	<ul style="list-style-type: none"> • Why do you think that these choices were different?
<p align="center">WORD STUDY Unit 6, Lesson 29</p>			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS

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KINDERGARTEN Curriculum Map: Literacy & Integrated Content

25

<p>KRF3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>KL4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>KL5c Identify real-life connections between words & their use (e.g., note places at school that are <i>colorful</i>).</p>	<p>HFV: off, take</p> <p>STRATEGY: Figurative Language</p> <p>ACADEMIC: meaning details, main idea</p> <p>SOCIAL STUDIES: goods, services, consumer, producer, wants, needs, scarce, exchange, money, opportunity cost, decision maker, division of labor, interdependence</p> <p>TARGETED CATEGORIES: Teacher Choice</p>	<p>Words to Know TE pp. T308-T309</p> <p>Introduce the Big Book TE pp. T316-T317</p> <p>Vocabulary Strategies TE p. T343, Projectable 29.4</p> <p>Phonological Awareness TE pp. T295, T313, T328, T341, T351</p>	
<p>KRF2b Count pronounces, blend, & segment syllables in spoken words.</p> <p>KRF3a Demonstrate basic knowledge of 1-to-1 letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p>	<p>PA/PHONICS</p> <p>Phonics: short u</p> <ul style="list-style-type: none"> • blending words • track syllables <p>up, bug, mud, nut, hug, tub</p>	<p>1st Grade Unit 1 Lesson 5 LLG pp. 64-65 TE pp. T400-T401, T420, T430-T431, T442</p> <p>Kinder Unit 6 EXT CC pp. C4-C5</p>	
<p>WRITING WORKSHOP Unit 6, Lesson 29</p>			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>GRAMMAR</p> <p>KL1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>	<p>SKILL</p> <p>Prepositions: for, to, with, from, of</p>	<p>TE pp. T310, T326, T338, T348, T354</p> <p>Unit 6 EXT CC p. C10-11</p>	
<p>PROCESS WRITING</p> <p>KW2 Use a combination of drawing, dictating, & writing to compose informative/explanatory texts in which they name what they are writing about & supply some information about the topic.</p> <p>KW6 With guidance & support from adults, explore a variety of digital tools to produce & publish writing, including in collaboration with peers.</p>	<p>WRITING TYPE</p> <p>Informational/Expository</p> <p>Accordion Essays & Reports</p> <p>Step by Step Report Writing</p>	<p>SUW LESSONS & TOOLS</p> <p>L5-1 p. 207 “Kindergarten & Other Beginning Writers”</p> <p>L5-2 p. 211 “Kindergarten & Other Beginning Writers”</p>	<p>Write about what you think would be the perfect pet.</p> <p>Tell about what you would buy for your pet.</p>

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KW7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author & express opinions about them)			
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READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING
Unit 6 Lesson 30

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KINDERGARTEN Curriculum Map: Literacy & Integrated Content

27

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
KRL3 With prompting and support, identify characters, settings, and major events in a story. KSL4 Describe familiar people, places, things, & events &, with prompting & support, provide additional detail. KRL1 With prompting & support, ask & answer questions about key details in a text.	COMPREHENSION/FLUENCY Skill: Understanding Characters Strategy: Summarize Genre: Realistic Fiction Genre: Informational Text Fluency: Read with expression	BB <u>Miss Kindergarten Celebrates the Last Day of Kindergarten</u> LLG p. 244 TE pp.T410-T421, T430-T431 RA <u>Pet Show!</u> LLG p. 245 TE pp.T390-T399 BB <u>Schools Then & Now</u> LLG p. 245 TE pp. T440-T443 Fluency: TE pp. T391, T413, T429	

SOCIAL STUDIES
Unit 6 Lesson 30

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
E.7.K.1 Recognize that all people have economic wants and needs. E.7.K.2 Discuss the concept of making choices related to wants and needs. E.7.K.2 Identify the concept of scarcity. E.9.K.1 Recognize that money is used to purchase items.	Choices/Opportunity Cost Specialization Essential Question: How does the availability of resources influence economic decisions? Guiding Questions: 1. What are some consequences that occur from the everyday choices that we make? 2. What is opportunity cost? 3. How do we depend on each other in the production of goods and services?	<u>Everyday Opportunities Lesson</u> Council for Economic Education <u>Lean on Me We Depend On Each Other!</u> Council for Economic Education <u>Econ Song Book</u> Notes: Refer to Economic Book List in previous lessons for books that teach this week's economic concepts. <u>Economics Literature Lessons</u>	

WORD STUDY
Unit 6 Lesson 30

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
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D5=The Daily 5 HMH= Houghton Mifflin Harcourt LLG=HMH Comprehensive Language & Literacy Guide/Word Study Guide VR= Vocabulary Reader
SUW=Step Up to Writing EXT=Teacher Support Booklet: Extending the CCSS TE=Teacher's Edition SB=Student Book

KINDERGARTEN Curriculum Map: Literacy & Integrated Content

28

<p>KRF3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>KL5c Identify real-life connections between words & their use (e.g., note places at school that are <i>colorful</i>).</p> <p>KL5d Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<p>HFV: do, look, down, out, help, have, off, take</p> <p>STRATEGY: Environmental print</p> <p>ACADEMIC: sign, characters</p> <p>SOCIAL STUDIES: goods, services, consumer, producer, wants, needs, scarce, exchange, money, opportunity cost, decision maker, division of labor, interdependence</p>	<p>Words to Know TE pp. T402-T403</p> <p>Introduce the Big Book TE pp. T410-T411</p> <p>Vocabulary Strategies TE p. T439, Projectable 30.4</p> <p>Decodable Readers: <u>Max Is Up</u> TE p. T429 <u>A Fun Job</u> TE p. T438</p> <p>Phonological Awareness TE pp. T389, T407, T425, T437, T447</p>	
<p>KRF2d Isolate & pronounce the initial, medial vowel, & final sounds (phonemes) in 3-phoneme (CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>KRF3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>KRF3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	<p>PA/PHONICS</p> <p>Phonics: short u</p> <p>up, bug, mud, nut, hug, tub</p>	<p>1st Grade Unit 1 Lesson 5</p> <p>LLG pp. 64-65</p> <p>TE pp. T400-T401, T420, T430-T431, T442</p> <p>Kinder Unit 6 EXT CC pp. C4-C5</p>	

WRITING WORKSHOP

Unit 6 Lesson 30

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
GRAMMAR	SKILL	TE pp. T404, T422, T434, T444, T450	

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KL1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Preposition: in, on, out, off, by		
PROCESS WRITING KL4 Determine or clarify the meaning of unknown & multiple-meaning words & phrases based on <i>kindergarten reading & content</i> . KW5 With guidance & support from adults, respond to questions & suggestions from peers & add details to strengthen writing as needed	WRITING TYPE Sentence Writing Four Part Sentences: Who, Action, Where, When Quick sketch & write	SUW LESSONS & TOOLS L2-11 p.93 "Kindergarten and Other Beginning Writers" L2-11 p. 92, Tools 2-11a, 2-11b L3-2 p.104, Tool 3-2d L3-2 p.104, Tool 302d	Choose one of the sequencing activities from the <i>Lean on Me We Depend on Each Other Lesson</i> . Have them write a sentence to describe each picture that was sequenced.

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