**Content Literacy Curriculum Outline 2014-2015**

**Aligned to Next Generation Science Standards and New York State Common Core Social Studies Framework**

*Many of these standards require the collection of data or the observation of patterns over time; thus students will cycle through various concepts throughout the year in one to two week mini-units. Students will be guided to notice patterns in plant animals and human behavior throughout the year.*

*Kindergarten*

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| ***Month*** | ***Unit :Standards*** | ***Big Ideas*** | ***Writing/Speaking Standards*** | ***Assessment*** | ***Trips and Celebrations*** | ***Language Goals*** |
| September  Week 1-4 and October week 1 and 2 | All About Me  SS  Describe Similarities between self and others | * Same and different in ourselves (1 week) * How are trees the same and different? * How are our bears the same and different? | * Drawing with detail * Using oral language to express Ideas | * Draw picture of self with friend, say what’s the same and different | * Trip outside to observe summer trees, what we wear in the summer | * Same and different will be highlighted in centers |
| October Week 3 /4 | My Environment  Social Studies  Describe similarities between home and school.  Summer Weather and Summer Trees | * Using our five senses to observe * Observing inside the school | * Using Oral language to express ideas * Drawing with detail | * Draw a picture to teach someone about a person in the school. How is a school family different from a home family. | Neighborhood walk to see where are bears may have come from | Same and different generalized from self to school and home. Describing words nouns home and school  Parts of a tree  Labeling |
| October/November | Fall Weather and Fall Trees  We can gain information from a variety of non-fiction sources including books, first hand experiences, and videos.  Science  Use and share observations of local weather conditions to describe patterns over time. | * Using our five senses to observe * How is our environment changing? * What do people and animals do during the change? | * Using Oral language to express ideas * Drawing with detail * Labeling and writing with letter strings * We can express our ideas in a variety of ways. | * What do people do in fall? * What do animals do in fall? * What can we teach people about what happens in the fall. | * Trip outside to observe fall trees, what we wear in the fall * Wave Hill Trees Program | * Parts of a tree * Describing processes (what happens when weather gets cold to leaves) |
| November | My Family  We can gain information from a variety of non-fiction sources including books, first hand experiences, and videos.  SS | * What is a classroom family * How is Home family the same and different from our classroom family? * How we work together and help each other * Recounting orally a story from “Me” Book | * Using Oral language to express ideas * Drawing with detail * Labeling and writing with letter strings | * I can describe what a family is orally * I can describe the concept of family orally * I can describe my family with a picture. * I can express orally how my family is different from other families. |  | * Similarities in families   My family is the same as yours but\_\_\_\_\_\_\_  Begin talking about past experiences  What is the past |
| November | Thanksgiving: How do different families celebrate and give thanks.  SS | * Giving thanks * How does my family celebrate (or not) Thanksgiving?   What did I do last year(homework)  What will I do this year? | * Letter writing * Using words to communicate | * Write a letter to someone explaining why we are thankful for them | * Thanksgiving celebration | * Recount experiences from the past and predict what I will do in the future. |
| December/January | Winter Weather and Winter Trees and Animals:  How do people change? How do animals change?, how do seasons change?, Winter celebrations, animals in winter.  We can use patterns from the past to predict future actions. What do we know about the changing seasons and what different people and animals do.  Science  Use observations to describe what plants and animals need to survive.  Use and share observations of local weather conditions to describe patterns over time. | * How is our environment changing? * What do people and animals do during the change? * What holidays do we celebrate in winter? | * Fact books   I can teach someone by using pictures, labels and captions. | * Facts books on how people and animals prepare for winter | * Trip outside to observe winter trees, what we wear in the winter * Botanical Garden Trees Program | * Change * Pattern * Similar * Describing patterns of behavior * Predicting future behavior * Hypothesizing reasons for behavior |
| January/  February | Forces and Motion  Planning and carrying out investigations .  Motion and Stability  Science | * What causes objects to move? * What kinds of forces act on objects? * How can we use forces to move objects where we want them? | * Map * Labeling * Explanatory | * My Forces and Motion book | * Bowling * Lego * Experiment to get a ball from one area to another | * Predictions what will happen in the future based on knowledge of past actions. * Cause and effect |
| March | Families  How are different families customs and traditions different and the same. | * Where do our families come from? * How are our traditions similar? * How are our traditions different? | * Fact book * Letter writing | * Write letter to someone telling them about your family background | * Cultural celebration * Classroom visitors from children’s families | * Discussions of past and present * Patterns in families(traditions) |
| April | **Bread**  How is what I usually eat different from what others usually eat…why?  Show a respect for differences | * What different kinds of bread do our families eat? * How is bread made? | * Recipes * How-to | * Create a store: what breads will you sell and why? | * Walking trips to local stores and bakeries * Baking in class |  |
| May/June | Spring/Plants/  Gardening  Use observations to describe what plants and animals need to survive(2nd exposure)  Represent the relationship between the needs of different plants or animals  Communicate solutions that will reduce the impact of humans on local environment.  Use and share observations of local weather conditions to describe patterns over time.  How Do I change and develop over time?  What could I do in the past present and future. | * How is our environment changing? * What do people and animals do during the change? * How do plants grow? * How can people help plants to grow? | * Explanatory non-fiction | * Writing/drawing the life cycle of a plant * How do plants, animals and people interact? | * Botanical Gardens * Linden Tree garden   Gardening workshop at the community garden |  |

**September**

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| ***Month*** | ***Unit*** | ***Big Ideas*** | ***Writing*** | ***Assessment*** | ***Trips and Celebrations*** | ***Language*** |
| **September** | Intro to School  2 days  All About Me  5 days  Introducing Bears 8 days  Summer/Fall Trees 2 days | * Same and different | * Drawing with detail * Writers draw what they see so that others can see it too. | * Draw picture of self with friend, say what’s the same and different   Draw a picture of a summer tree | * Trip outside to observe summer trees, what we wear in the summer | * Same and different will be highlighted in centers |

**Week One: Introduction to School**

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| **Big Idea** | **I can** | **Materials** | **Differentiation** | **Assessment** |
| Day 1 and 2: Knowing the expectations of kindergarten | * walk in the hallway * go to the bathroom * sit on the rug and listen * know where to sit * know what center to go to * clean up after centers * have manners | **Books**  Welcome to kindergarten  B Bear and Lolly  Kissing Hand  Excuse Me  Time to get up (Llama Llama) | Assessment of needs | Observation |

**Week Two: Same and Different:**

**Interviewing each other and Name Study**

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| **Big Idea** | **I can** | **Materials** | **Differentiation** | **Assessment** |
| We are all the same in some ways and different in some ways…we are all kind of the same | * draw my friend * copy his/her name * begin to identify if they are the same or different from themselves | **Chart paper and small paper for students** | Assessment of needs | Observation |

**Week Three: Learning and Trees**

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| **Big Idea** | **I can** | **Materials** | **Differentiation** | **Assessment** |
| **Monday:**  What is Learning?  Watch children Learning Around the school?  What is Learning?  It is\_\_\_\_\_\_\_\_\_ | -explain what learning is | Chart paper | Assessment of needs | Observation |
| **TW Same and different Interviewing Ourselves Continues:** We can describe how our friends look and what they like  **Summer Trees:** Summer trees have features that we can describe. | * draw my friend * copy his/her name * begin to identify if they are the same or different from themselves * draw a summer tree * tell me what a summer tree looks like   What does a tree look like?  It has\_\_\_\_\_\_\_\_\_\_\_\_  Friday: Go out to look at trees and come back and draw what does a summer tree look like (on template)…do content during literacy. | - |  |  |

**Week Four: Who’s been visiting our class?**

**Making a Hypothesis and gathering evidence.**

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| **Big Idea** | **I can** | **Materials** | **Differentiation** | **Assessment** |
| **Bears: Children will observe footprints in the class and begin to make guesses as to who could have left them.**  **Monday:**  What is Learning?  Watch children Learning Around the school?  What is Learning?  It is\_\_\_\_\_\_\_\_\_ | -explain what learning is  Make a hypopthesis that is connected to the situation | Chart paper  Chart: Learning It is…  Chart : Who left the footprints | Assessment of needs | Observations |
| **T: Children will see teddy grahams and hypothesize who left the footprints and teddy grahams.**  **W: Children will see a metrocard and hypothesize.**  **TW Same and different Interviewing Ourselves Continues:** We can describe how our friends look and what they like | Make a hypothesis based on a logical connection and justify thinking   * draw my friend * copy his/her name * begin to identify if they are the same or different from themselves | - Chart paper: Who left the footprints, Teddy Grahams, and metrocards. | For some children focus on **complete sentences**  For some children focus on **making a logical connection** and for some **justification**. |  |

**Week Five: Who’s been visiting our class Part 2?**

**Exploring Individual Differences**

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| **Big Idea** | **I can** | **Materials** | **Differentiation** | **Assessment** |
| **Bears:**  **M: Clues Metrocard**  **T: Transit Map**  **W: Talk and write about what why we think we have visitors**  **R: How can we get them to come out?**  **F: The bears come out…why did they come? orally** | -explain what learning is  Make a hypopthesis that is connected to the situation. | Chart paper  Chart: Why did the visitors come?  Chart : How can we get the bears to come out? | Assessment of needs | Observations |
| **TW Same and different Interviewing Ourselves Continues:** We can describe how our friends look and what they like | Make a hypothesis based on a logical connection and justify thinking   * draw my friend * copy his/her name * begin to identify if they are the same or different from themselves | - Chart paper: Who left the footprints, Teddy Grahams, and metrocards. | For some children focus on **complete sentences**  For some children focus on **making a logical connection** and for some **justification**. |  |

**October Week One: The Bear’s Come To Visit?**

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| **Big Idea** | **I can** | **Materials** | **Differentiation** | **Assessment** |
| Monday: My bear has a name  Tuesday: My bear is an individual and looks different from the other bears.  Wednesday: My bear lives in a home…what makes a home safe?  Thursday: What does my bear look like?  Friday: What does my bear like? | …decide a name for my bear  …make clothes for my bear to make him an individual  …collaborate with class to create a group home for our bears.  …draw my bear  …describe his favorite food, if he has brothers and sisters or pets. | Fabric, boxes, craft materials |  | Drawing with bear and unique likes and information. |
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**October Week Two: Individuality and Our School Family**

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| **Big Idea** | **I can** | **Materials** | **Differentiation** | **Assessment** |
| Tuesday: Individuality Song ….What does individuality mean  Wednesday: Interviewing Teacher to discover how they are individuals as well | .describe how I am an individual and different from others but that we are a family who respects each others differences.  Next week…what can we do if we do not agree with something someone is doing.  understand that teachers are individuals and members of our classroom family | Individuality By Kath Bee  Song and Video |  |  |
| Thursday: We can help people in need…preparing for the breast cancer walk  Friday: Breast Cancer Walk |  |  |  |  |

We are Different and we are different from other …individuality…read a book how are we different from each other…how am I different from my partner

How are you different from me?

Our School family...learn about teacher and then draw a page about her

Interview two teachers on Thursday and Friday and make pages about them Ms. Shea, Ms. Debonis, Ms. Alberto

**October Week Three: Individuality and Our School Family**

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| **Big Idea** | **I can** | **Materials** | **Differentiation** | **Assessment** |
| Centers during content to complete math assessment. | Describe a member of our school families and how they are individuals.  Describe how I am an individual because I wear different clothes.  Describe how I am an individual because I like different things. | Mary Wore Her Red Dress  Chart \_\_\_\_\_\_ wore  Individuality Song | Center… cut up sentences or writing labeling to meet literacy goal  Center cut up sentences or writing labeling to meet literacy goal | Drawing of student wearing different clothes in share will describe how different clothes make you an individual |
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**October Week Four: Individuality, Fall, and Halloween**

**All investigations will have students do research first hand, by watching videos, and by reading books…students will culminate research by teaching others what they learned…this will be whole group at first and as the year progresses this will slowly be released to the students.**

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| **Big Idea** | **I can** | **Materials** | **Differentiation** | **Assessment** |
| Individuality: It’s Okay to…  Fall: **Investigate First hand**…Go Outside and Look at Fall  Trees…what did we learn?  Fall: **Investigate by Watching a** Brain Pop **Movie**…What did we learn?  Fall:**Investigate by Reading a book**…What did we learn?  Fall: How can we teach others what we learned | I can describe how I am different than my friends in words and pictures.  I can describe what I learned about a fall tree by looking at it first hand. I can draw a picture.  I can describe what I learned about a fall tree by watching a movie and explaining orally what I learned.  I can Describe what I learned by reading a book and describing orally what I learned.  I can collaborate with the class to teach others about fall trees. | It’s Okay to be… By Todd Parr  Field Trip to Adopted Tree  Class Chart A Fall Tree has…  Brain Pop Movie  Class Chart A Fall Tree has…  Fall Trees Non Fiction  Class Chart A Fall Tree has… |  | Class Book Page  Information Sheet  Class Discussion  Center Activity, Oral Discussion,  Class Discussion |
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**November Week 1: Nurturing and Family**

**All investigations will have students do research first hand, by watching videos, and by reading books…students will culminate research by teaching others what they learned…this will be whole group at first and as the year progresses this will slowly be released to the students.**

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| **Big Idea** | **I can** | **Materials** | **Differentiation** | **Assessment** |
| Nurturing means taking care of one another…friends and families take care of one another  Families take care of one another  Read family book and introduce family words.  Watch a family video | I can describe how Corduroy know that Lisa was a friend and I can describe how I take care of someone.  I can describe how my family takes care of each other and I can name who is in my family  Describe how families are different   * What is a classroom family * How is Home family the same and different from our classroom family? * How we work together and help each other * Recounting orally a story from “Me” Book * How is my family different from other families. | Corduroy  Me Books  Family video | Center activities will be differentiated to meet students needs and open ended to allow for a variety of learners  Blocks: make a home for a family and describe the family  Dramatic Play: use the people top play house  Graph: Who is in my family  Art/Painting Create a representation of your family and write a sign for it | I take care of \_\_\_\_\_ by \_\_\_\_\_\_  A family has \_\_\_\_\_\_\_\_\_\_\_  Predictable chart |
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**November Week 3: Nurturing and Family**

**All investigations will have students do research first hand, by watching videos, and by reading books…students will culminate research by teaching others what they learned…this will be whole group at first and as the year progresses this will slowly be released to the students.**

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| **Big Idea** | **I can** | **Materials** | **Differentiation** | **Assessment** |
| **Monday**: Nurturing means taking care of one another…friends and families take care of one another  How Did Mama Llama Take Care of Baby Llama  **Wednesday:** Getting Information From A Non Fiction Book What Did the Author Teach Us About Non Fiction  **Thursday:** We can Get information From Our Own Lives…What do often you do with your family…What do you do with your family everyday?  We Can Teach People About Families by Putting our ideas on Paper. What do you want to teach someone about family?  If \_\_\_\_\_ doesn’t know what a family is what will you tell him. | I Can describe how Mama Llama takes care of Baby Llama.  I can tell what an author taught us from a non fiction book.  I can think about my own family and state one thing I often do with them.  Teach our Special Guest What a Family is | Llama Llama Red Pajama  NF Family Book  Chart Paper and Me Books for Ideas  Special Guest and Charts books and Ideas | Students will enegage in centers where they will represent their ideas in a variety of modalities including blocks, paint, lego, sand, crayons, markers.  Center activities will be differentiated to meet students needs and open ended to allow for a variety of learners  Blocks: make a home for a family and describe the family  Dramatic Play: use the people top play house  Graph: Who is in my family  Art/Painting Create a representation of your family and write a sign for it | Response Sheet  I learned\_\_\_\_\_\_\_  Family |
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**November Week 4: Nurturing and Family**

**All investigations will have students do research first hand, by watching videos, and by reading books…students will culminate research by teaching others what they learned…this will be whole group at first and as the year progresses this will slowly be released to the students.**

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| **Big Idea** | **I can** | **Materials** | **Differentiation** | **Assessment** |
| **Monday**: Nurturing means taking care of one another…friends and families take care of one another  How did Mama duck take care of her baby  **Tuesday:** Making Our Family Book For the Pre-Kers… Choosing the Facts  **Wednesday:** Making Our Family Book For the Pre-Kers… Drawing the Pics…Making sure the pictures match the words  **Thursday:** Figuring out what books to send to the pre-ks…book reviews  **Friday:** Preparing to present to the Pre-ks…writing a letter. | I Can describe how Mama duck takes care of her baby  Describe what a fact is.  Make sure my picture matches my words  Describe what a dedication page is  Describe what a cover and a title page is | Come along daisy  Non fiction book ideas | Students will engage in centers where they will represent their ideas in a variety of modalities including blocks, paint, lego, sand, crayons, markers.  Center activities will be differentiated to meet students needs and open ended to allow for a variety of learners  Blocks: make a home for a family and describe the family  Dramatic Play: use the people top play house  Graph: Who is in my family  Art/Painting Create a representation of your family and write a sign for it | Response Sheet  How did mama dick take care of her baby.  Family |
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**November Week 5: Nurturing and Thanksgiving**

**All investigations will have students do research first hand, by watching videos, and by reading books…students will culminate research by teaching others what they learned…this will be whole group at first and as the year progresses this will slowly be released to the students.**

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| **Big Idea** | **I can** | **Materials** | **Differentiation** | **Assessment** |
| **Monday**: Nurturing means taking care of one another…friends and families take care of one another  How does Abby Nurture Jack  **Tuesday:** Thanks-a lot Poem  What are you Thankful for?  Making a Thanksgiving Book  **Wednesday:** What is Thanksgiving?  Collect Ideas about Thanksgiving | I Can describe how Abby nurtures Jack  I can say one thing I am Thankful For  I can describe with a Picture what Thanksgiving is |  | Students will engage in centers where they will represent their ideas in a variety of modalities including blocks, paint, lego, sand, crayons, markers.  Center activities will be differentiated to meet students needs and open ended to allow for a variety of learners  Blocks: make a home for a family and describe the family  Dramatic Play: use the people top play house  Graph: Who is in my family  Art/Painting Create a representation of your family and write a sign for it | Response sheet |
| **December 1**  **Determination and Babies**  **How do people Change?** |  |  |  |  |

**December Week 1: Determination, Thanksgiving, and When I was a Baby**

**All investigations will have students do research first hand, by watching videos, and by reading books…students will culminate research by teaching others what they learned…this will be whole group at first and as the year progresses this will slowly be released to the students.**

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| **Big Idea** | **I can** | **Materials** | **Differentiation** | **Assessment** |
| **Monday**: What is Thanksgiving?  **Tuesday:** Determination…Read The Little Engine that Could.  **Wednesday:** When I was a Baby…Looking at our baby Pics  Words that describe me as a baby  **Thursday:** When I was a baby I could not\_\_\_\_\_ now I can  **Friday:** Baby Animals…Read Baby animals book…How do animals change?…match the baby animal. | I can describe what we do on thanksgiving?  I can describe how the little engine that could is determined  I can describe me as a baby  When I was a baby I could not \_\_\_\_ now I can \_\_\_\_\_\_\_.  Baby Animals Book  What did we learn about baby animals… |  | Students will engage in centers where they will represent their ideas in a variety of modalities including blocks, paint, lego, sand, crayons, markers.  Center activities will be differentiated to meet students needs and open ended to allow for a variety of learners  Blocks: make a home for a family and describe the family  Dramatic Play: use the people top play house  Graph: Who is in my family  Art/Painting Create a representation of your family and write a sign for it | Response sheet |
| **How do people change? How do animals change?, how do seasons change?, Winter celebrations, animals in winter.** |  |  |  |  |

**December Week 2: Determination, Seasons**

**All investigations will have students do research first hand, by watching videos, and by reading books…students will culminate research by teaching others what they learned…this will be whole group at first and as the year progresses this will slowly be released to the students.**

**Ayah, Javien, Yair, Ayaan**

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| **Big Idea** | **I can** | **Materials** | **Differentiation** | **Assessment** |
| **Monday**: Determination  **Tuesday:** Seasons,  **Wednesday:** People and Seasons  **Thursday:** Trees and Weather  **Friday:** Bear in winter | I can describe what determination is and explain how Max was determined in the book Bunnycakes.  I can describe the changes that happen in the various seasons  I can describe the changes that happen in the various seasons  I can describe the changes that are happening with our tree  I can think about what bear is doing in relation to the weather | Bunnycakes, paper  Seasons book  People in winter  Field trip to our tree  Bear in Winter Book | Students will engage in centers where they will represent their ideas in a variety of modalities including blocks, paint, lego, sand, crayons, markers.  Center activities will be differentiated to meet students needs and open ended to allow for a variety of learners  Blocks: make a home for a family and describe the family  Dramatic Play: use the people top play house  Graph: Who is in my family  Art/Painting Create a representation of your family and write a sign for it | Response sheet…Students will describe how Max displayed determination |
| **How do people change? How do animals change?, how do seasons change?, Winter celebrations, animals in winter.** |  |  |  |  |

**December Week 3: Determination, Celebrations**

**All investigations will have students do research first hand, by watching videos, and by reading books…students will culminate research by teaching others what they learned…this will be whole group at first and as the year progresses this will slowly be released to the students.**

**Ayah, Javien, Yair, Ayaan**

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| **Big Idea** | **I can** | **Materials** | **Differentiation** | **Assessment** |
| **Monday**: Determination  **Tuesday:** Hannakkah  **Wednesday:** Hannakkah  **Thursday:** Christmas  **Friday:** Christmas | I can describe what determination is and explain how Pete was determined in the book Pete the Cat saves Christmas.  I can begin to understand that hannakah is a celebration.  I can describe the traditions that people celebrate inhannakah.  I can begin to understand that Christmas is a celebration.  I can describe the traditions that people celebrate in Christmas. | Book: Pete the Cat Saves Christmas, paper  Hanakkah videop people in winter book  Peclay, driedel song, ms. debonis  Christmas Book  Chart how people celebrate christmas | Students will engage in centers where they will represent their ideas in a variety of modalities including blocks, paint, lego, sand, crayons, markers.  Center activities will be differentiated to meet students needs and open ended to allow for a variety of learners  Thinking about Winter and Celebrations | Response sheet…Students will describe how Max displayed determination |
| **How do people change? How do animals change?, how do seasons change?, Winter celebrations, animals in winter.** |  |  |  |  |

**December Week 3: Determination, Celebrations**

**All investigations will have students do research first hand, by watching videos, and by reading books…students will culminate research by teaching others what they learned…this will be whole group at first and as the year progresses this will slowly be released to the students.**

**Ayah, Javien, Yair, Ayaan**

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| **Big Idea** | **I can** | **Materials** | **Differentiation** | **Assessment** |
| **Monday**:  **Tuesday:** Hannakkah | I can describe what kwanza is and describe what people do during kwanza.  I can describe how different people celebrate the winter holidays and prepare for our Holiday song by naming various symbols for different holidays. | Kwanza Book  Props for winter holiday song | Students will engage in centers where they will represent their ideas in a variety of modalities including blocks, paint, lego, sand, crayons, markers.  Center activities will be differentiated to meet students needs and open ended to allow for a variety of learners  thinking about Winter and Celebrations | Can students:  Participate in discussions and or describe in writing and or describe with drawing what people do during kwanza. |

**January Week 4: Equality, Celebrations**

**All investigations will have students do research first hand, by watching videos, and by reading books…students will culminate research by teaching others what they learned…this will be whole group at first and as the year progresses this will slowly be released to the students.**

**Ayah, Javien, Yair, Ayaan**

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| **Big Idea** | **I can** | **Materials** | **Differentiation** | **Assessment** |
| **Monday:** How did I celebrate the winter holidays?    **Tuesday:** Describing how I celebrated the holidays with a beginning middle and end.  **Wednesday: Make a book…some people\_\_\_\_\_ together**  **Thursday: Empathy**  **Winter Trees** | I can describe what I did over the vacation…I can tell a friend what I did over vacation.  Make a list of things in four boxes  I can describe one thing I did over the vacation with a beginning middle and end  I can teach about a topic like holidays by describing what people do through books and first hand knowledge.  I can describe how Alexander feels in Alexander and the terrible horrible no good very bad day.  I can describe how trees look in the winter |  | Students will engage in centers where they will represent their ideas in a variety of modalities including blocks, paint, lego, sand, crayons, markers.  Center activities will be differentiated to meet students needs and open ended to allow for a variety of learners  thinking about Winter and Celebrations | Can students:  Participate in discussions and or describe in writing and or describe with drawing what people do during kwanza. |

**January Week 2: Equality, Winter**

**All investigations will have students do research first hand, by watching videos, and by reading books…students will culminate research by teaching others what they learned…this will be whole group at first and as the year progresses this will slowly be released to the students.**

**Ayah, Javien, Yair, Ayaan**

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| **Big Idea** | **I can** | **Materials** | **Differentiation** | **Assessment** |
| **Monday:** How did Peter feel in the middle of the story? Why?  **Tuesday:** How do you know it is winter?  **Wednesday:** What do trees do in winter?  **Thursday:** What do animals do in winter?  **Friday:** What do animals do in winter? | Describe how peter felt in the story Peters chair and relate fairness to this story.  Use senses to describe winter  Describe a winter tree  Think about how animals behave differently in winter.  Write about how animals behave differently in winter. |  | Students will engage in centers where they will represent their ideas in a variety of modalities including blocks, paint, lego, sand, crayons, markers.  Center activities will be differentiated to meet students needs and open ended to allow for a variety of learners  thinking about Winter and Celebrations | Can students:  Participate in discussions and or describe in writing and or describe with drawing what people do during kwanza. |

**January Week 3: Equality, Winter**

**All investigations will have students do research first hand, by watching videos, and by reading books…students will culminate research by teaching others what they learned…this will be whole group at first and as the year progresses this will slowly be released to the students.**

**Ayah, Javien, Yair, Ayaan**

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| **Big Idea** | **I can** | **Materials** | **Differentiation** | **Assessment** |
| **Tuesday:** How did Peter feel in the middle of the story? Why?  **Wednesday:**  How do you know it is winter?  **Thursday:** What do people do in winter?  **Friday:** | Describe how peter felt in the story Peters chair and relate fairness to this story.  Use senses to describe winter  Describe a winter tree  Think about how animals behave differently in winter.  Write about how animals behave differently in winter. |  | Students will engage in centers where they will represent their ideas in a variety of modalities including blocks, paint, lego, sand, crayons, markers.  Center activities will be differentiated to meet students needs and open ended to allow for a variety of learners  thinking about Winter and Celebrations | Can students:  Participate in discussions and or describe in writing and or describe with drawing what people do during kwanza. |

**January Week 3/4: Equality, Winter**

**All investigations will have students do research first hand, by watching videos, and by reading books…students will culminate research by teaching others what they learned…this will be whole group at first and as the year progresses this will slowly be released to the students.**

**Ayah, Javien, Yair, Ayaan**

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| **Big Idea** | **I can** | **Materials** | **Differentiation** | **Assessment** |
| **Monday:** Do you think Alexander’s Family was being fair to him? How do you think that impacted his day?  **Tuesday:** How do you know it is winter?  **Wednesday:** What do trees do in winter?  **Thursday:** What do animals do in winter?  **Friday:** What do animals do in winter? | Retell the story of Alexander and the No Good very bad day and make connections between fairness and the characters feelings.  Describe what trees do in winter.  Describe a winter tree  Think about how animals behave differently in winter.  Write about how animals behave differently in winter. |  | Students will engage in centers where they will represent their ideas in a variety of modalities including blocks, paint, lego, sand, crayons, markers.  Center activities will be differentiated to meet students needs and open ended to allow for a variety of learners  thinking about Winter and Celebrations | Can students:  Participate in discussions and or describe in writing and or describe with drawing what people do during kwanza. |

**February Week 1: Nobility, Winter**

**All investigations will have students do research first hand, by watching videos, and by reading books…students will culminate research by teaching others what they learned…this will be whole group at first and as the year progresses this will slowly be released to the students.**

**Ayah, Javien, Yair, Ayaan**

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| **Big Idea** | **I can** | **Materials** | **Differentiation** | **Assessment** |
| **Monday: Migration**  **Tuesday: Adaptation**  **Wednesday: doing my own research**  **Thursday: writing my own research book**  **Friday: Teaching others what we have learned** | I can learn about what butterflies do in winter from a book.  I can learn about what squirrels do in winter  I can read a book and learn about what my animal does in winter.  I can write about what I learned  I can teach my parents about what I learned | Page about butterflies from book  Page about squirrels from book  Little books about butterflies  Squirrels and bears | Work on expressing ideas aloud:  Shirley  Samanda  Anthony  Drawing detailed pictures: Carmelo  Gabriel  Writing so others can read it  Shirley  Samanda  Javien | Students will write in their Winter Journals Monday and tuesday before and after a learning experience to understand that you can add to your text by reading books.  Wednesday: students will get their own animal to research and will write about what their animal does before during and after winter (drawing pictures and saying out loud.)  Thursday: Students will write words to go with their pictures for their animal. |

**February Week 2: Nobility, Forces and Motion**

**All investigations will have students do research first hand, by watching videos, and by reading books…students will culminate research by teaching others what they learned…this will be whole group at first and as the year progresses this will slowly be released to the students.**

**Ayah, Javien, Yair, Ayaan**

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| **Big Idea** | **I can** | **Materials** | **Differentiation** | **Assessment** |
| **Monday: Introduce Forces and Motion**  **Tuesday: Motion**  **Wednesday:**  **Thursday: 100th Day of School!!**  **Friday: Friendship Valentines Day** | I can describe what things move  Describe how I will get something from here to there  Begin to understand that you need more force to move heavy objects than light objects.  100 day snack mix  Making valentines for our friends and family | journal  journal  journal  food, baggies, recipe  craft materials | Work on expressing ideas aloud:  Shirley  Samanda  Anthony  Drawing detailed pictures: Carmelo  Gabriel  Writing so others can read it  Shirley  Samanda  Javien | journals |

**February Week 4: Nobility, Forces and Motion**

**All investigations will have students do research first hand, by watching videos, and by reading books…students will culminate research by teaching others what they learned…this will be whole group at first and as the year progresses this will slowly be released to the students.**

**Ayah, Javien, Yair, Ayaan**

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| **Big Idea** | **I can** | **Materials** | **Differentiation** | **Assessment** |
| **Monday: Welcoming our new friend**  **Tuesday: Forces and Motion: how can I get a ball from the front of the room to the back, ?**  **1 group with me rest in centers exploring force and motion** | Explore force and motion and describe what happens when a ball goes from the front of the room to the back. | Blocks balls chart paper and journals | Work on expressing ideas aloud:  Shirley  Samanda  Anthony  Drawing detailed pictures: Carmelo  Gabriel  Writing so others can read it  Shirley  Samanda  Javien | journals |