

Big Ideas: Form and Function	Essential Vocabulary
<b>ELA</b> – Reading Standards for Literature: Plays and Dramas	<b>ELA:</b> play, drama, poetry, feelings, character, title, setting, author, compare, contrast, problem <b>Math:</b> decompose, equality, part, whole, multiplication, division, sets, patterns <b>Science:</b> liquids, gas, solids, physical change, chemical change, physical properties, temperature, matter, melting, boiling, freezing <b>Social Studies:</b> community, landmarks, town, city, address, state, map
<b>Math</b> – Operations and Algebraic Thinking: Multiplication and Division	
<b>Science</b> – Matter, Properties, and Change: Solids, Liquids and Gas, Rocks and Minerals	
<b>Social Studies</b> – Geography and Environment: Map Skills	
<b>Learning Targets</b> <b>What do students need to be able to know / do?</b>	
Students will demonstrate the understanding of form and function across the curriculum.	

<b>ELA</b> <b>Common Core</b>	<b>Math</b> <b>Common Core</b>	<b>Science</b> <b>Essential Standards</b>	<b>Social Studies</b> <b>Essential Standards</b>
<u>Understanding key events and details:</u> <b>3.3.</b> Identify the feeling of characters in a story.	<u>Represent and solve problems:</u> <b>3.1.</b> Compose and decompose numbers on both sides of the equal sign to show equality. <b>3.2.</b> Solve addition and subtraction problems when result is unknown (i.e. $8 + 2 =$ ,	<u>Understanding the property of matter:</u> <b>EX.3.P.2.1</b> Identify liquids and how they take the shape of their container <b>EX.3.P.2.2</b> Compare properties of water to other objects (e.g. objects that can sink, float or stay	<u>Understanding patterns of geography:</u> <b>EX.3.G.1.1</b> Identify community landmarks (e.g., grocery, stores, restaurants, parks, fire station). <b>EX.3.G.1.2</b> Describe the function of the community landmarks. <b>EX.3.G.1.4</b> Locate places within

<p><b><u>Understand text:</u></b></p> <p><b>3.10.</b> Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for a clearly stated purpose (e.g., <i>Read or listen to identify how the characters are feeling</i>).</p> <p><b>4.10.</b> Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for a clearly stated purpose (e.g., <i>Read or listen to a story to identify the narrator. Read or listen to a story to compare the main characters.</i>).</p> <p><b>5.10.</b> Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for clearly stated purposes (e.g., <i>Read/listen to the text to compare it with the text we read yesterday. Read/listen to the text to identify words that describe the narrator.</i>).</p> <p><b><u>Understand details and big ideas:</u></b></p> <p><b>4.2.</b> Identify appropriate titles of a story, drama or poem.</p> <p><b>4.3.</b> Identify words that describe characters, settings or events in a story or drama.</p>	<p>6 – 3 = ).</p> <p><b><u>Build foundation for multiplication through repeated addition:</u></b></p> <p><b>3.3.</b> Build models that represent repeated addition. (i.e., 2 groups of 4 is the same quantity as 4 + 4)</p> <p><b>3.4.</b> Share equally collections of up to 30 items between 2 to 4 people to solve real life story problems.</p> <p><b><u>Use operations to solve problems:</u></b></p> <p><b>4.1.</b> Solve addition and subtraction problems when change is unknown (i.e. 8 + = 10, 6 – = 3).</p> <p><b>4.2.</b> Use part-part-whole problem, to combine two parts into one whole when whole is unknown.</p> <p><b><u>Use four operations with whole numbers (Numbers and Operations in Base Ten):</u></b></p> <p><b>5.6.</b> Illustrate the concept of multiplication by using equal shares to make 1-5 equal groups.</p> <p><b>5.7.</b> Illustrate the concept of division by making 1-5 equal sized groups and count</p>	<p>suspended in water)</p> <p><b>EX.3.P.2.3</b> Identify processes (e.g. heating, cooling, cutting, smashing) that result in a physical change</p> <p><b>EX.3.P.2.4</b> Compare the effect of temperature change on matter (e.g. melting ice or ice cream, boiling water, or freezing water)</p> <p><b><u>Understand the physical properties of solid materials:</u></b></p> <p><b>EX.4.P.2.1</b> Identify different types of solid materials (wood, rock, plastic, rubber, glass, metal)</p> <p><b>EX.4.P.2.2</b> Compare physical properties of solid materials (weight, texture, hardness, flexibility, and strength)</p> <p><b><u>Understand how chemical changes affect matter:</u></b></p> <p><b>EX.5.P.2.1</b> Identify processes (e.g. burning or cooking) that result in a chemical change in matter</p> <p><b>EX.5.P.2.2</b> Compare physical and chemical changes of matter</p> <p><b>EX.5.P.2.3</b> Classify changes in matter as physical (reversible) or chemical (irreversible)</p>	<p>the school environment (pictorial /symbol representation).</p> <p><b><u>Understand a community is a part of North Carolina:</u></b></p> <p><b>EX.4.G.1.1</b> Understand locations have specific addresses that include name of town/city and state.</p> <p><b>EX.4.G.1.5</b> Use maps to locate places in the classroom.</p> <p><b><u>Understand human activities effect the environment:</u></b></p> <p><b>EX.5.G.1.4</b> Use maps to move to various locations within the school.</p>
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**Use structures and features to support understanding:**

4.4. Identify meaningful words, phrases or features in a text that are similar to those used in another text (e.g., characters in two separate texts are described in the same way; or the rhyme and rhythm of two texts are similar).

4.5. Identify texts as poems, drama, and prose.

**Use details to understand text:**

5.1. Select quotes that explain what the text says explicitly.

5.2. Identify the problem in a story, drama, or poem.

5.3. Compare two or more characters or events in a story or drama, using specific details in the text (e.g., both characters are boys).

**Understand author's use of structure and word choice:**

5.4. Determine the literal meaning of words and phrases as they are used in a text.

5.5. Demonstrate understanding of an author's use of structure by continuing a story or poem using the same structure (e.g., *Then the big bad wolf went to the house that the pig made of steel and*

number of groups.

**Build understanding of multiplication and division:**

4.3. Illustrate multiplication and division by making equal sized groups using models.

4.4. Understand that even numbers are sets that can be shared equally between 2 people and odd sets cannot.

4.5. Use the symbolic representation of multiplication and division to write a number sentence.

**Analyze patterns:**

4.6. Use repeating shape patterns to make predictions and extend simple repeating patterns.

4.7. Understand the concept of counting by 2's.

**Write numerical Expression:**

5.1. Write and solve a number problem based on a real-word situation.

**Analyze patterns and relationships:**

5.2. Use repeating shape and numerical patterns to identify the unit, correct errors, and

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<p><i>said, "I'll huff and I'll puff.")</i></p> <p><b><u>Integrate words, visual elements and ideas:</u></b></p> <p><b>5.7.</b> Identify visual or multimedia elements that contribute to the meaning of a text.</p>	<p>extend the pattern.</p> <p><b>5.3.</b> Understand the concept of counting by 2's and 5's.</p> <p><b>5.4.</b> Understand counting by 10's on and off the decade (0-100).</p>		
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### UDL Suggestions

See Google Docs: UDL Suggestions 2013-2014

### Resources & Materials

**See Google Docs: Curriculum Resources**

### ITES (Information Technology Essential Standard)

**Informational Text:**

**3.IN.1, 4.IN.1, 5.IN.1** Apply strategies that are appropriate when reading for enjoyment and for information.

**Technology as a tool:**

**3.TT.1, 4.TT.1, 5.TT.1** Use technology tools and skills to reinforce classroom concepts and activities

**Safety and Ethical Issues:**

**3.SE.1, 4.SE.1, 5.SE.1** Understand issues related to the safe, ethical, and responsible use of information and technology resources

**Sources of information:**

**3.SI.1** Categorize sources of information for specific purposes.

**4.SI.1, 5.SI.1** Apply criteria to determine appropriate information resources for specific topics and purposes.