

Big Idea: Sequencing	Essential Vocabulary
ELA – Text Images to Support Understanding, Text Features in Informational Text	ELA: text, illustration, who, what, where, sequence, first, next, topic, match Math: more, less, same, equal, match, count, quantity, break apart, odd, even Science: motion, straight, back and forth, fast and slow, push, pull, vibration Social Studies: needs, wants, job, goods, services, business, cost, amount
Math – Equal Grouping	
Science – Push and Pull	
Social Studies – Understanding Needs and Wants	
Learning Targets What do students need to be able to know / do?	
Students will demonstrate the understanding of sequencing across the curriculum.	

ELA Common Core	Math Common Core	Science Essential Standards	Social Studies Essential Standards
<u>Identify details in text:</u> K.1. With prompting and support, answer questions about key details in a familiar text. K.2. With prompting and support, identify key details in familiar text. K.3. With prompting and support, identify individuals, events or ideas in a familiar text.	<u>Compare numbers to determine more, less or equal:</u> K.7. Identify whether the number of objects in one group is more, less, or equal to the number of objects in another group, e.g., by using matching and counting	<u>Position and motion of objects:</u> EX.K.P.1.1 Locate familiar objects in the environment. EX.K.P.1.2 Indicate the movement of objects in the environment to demonstrate motion (to include falling to the ground when dropped).	<u>Understanding needs and wants:</u> EX.K.E.1.1 Identify the needs of a family. EX.K.E.1.2 Communicate personal needs. <u>Understand basic economic Concepts:</u> EX.1.E.1.1 Identify the job

<p><u>Relate ideas within and across text:</u></p> <p>K.7. With prompting and support, match illustrations with parts of familiar text.</p> <p>K.8. With prompting and support, match key information from the text with the topic of the same text (e.g., in a text about trees, match words and pictures of leaves, trunk, and branch to a picture of a tree).</p> <p>K.9. With prompting and support, match similar parts of two texts on the same topic (e.g., match illustrations that show similar objects or items; match steps in directions).</p> <p><u>Recognize text structure:</u></p> <p>1.4. With prompting and support, ask a reader to clarify the meaning of words in a text.</p> <p>1.5. With prompting and support, locate key facts or information in a text.</p> <p>1.6. Match illustrations or pictures with information provided in a text.</p> <p><u>Use features of text to increase understanding:</u></p> <p>2.4. Identify words that relate to the topic of a text (e.g., “Which</p>	<p>strategies.</p> <p><u>Joining and separating can be used to make two sets have equal quantity:</u></p> <p>1.3. Describe equal sets as same quantity after counting objects (up to ten).</p> <p>1.4. Use objects and representations to make two sets equal.</p> <p><u>Share fairly to create equal Groups:</u></p> <p>2.3. Share fairly collections of up to 20 items between 2-4 people.</p> <p>2.4. Describe set as “same quantity” after breaking apart and reassembling a given quantity (up to ten).</p> <p>2.5. Determine whether two or more groups of objects (up to 20) has an odd or even number of members, e.g., by pairing objects; determine equivalent relationships, using the equal symbol (=).</p>	<p><input type="checkbox"/> Straight</p> <p><input type="checkbox"/> Back and forth</p> <p><input type="checkbox"/> Fast and slow</p> <p>EX.K.P.1.3 Use positional and directional words (e.g., in, on, out, under, off, beside, behind) to locate objects.</p> <p><u>Understand push and pull can cause motion:</u></p> <p>EX.1.P.1.1 Identify what is causing a stationary object to move: a push or pull.</p> <p>EX.1.P.1.2 Observe that objects initially at rest will move in the direction of the push or pull.</p> <p><u>Vibrations are caused by constant pushing and pulling:</u></p> <p>EX.2.P.1.1 Demonstrate how constant pushing and pulling produce vibrations.</p>	<p>responsibilities of people in the community.</p> <p>EX.1.E.1.2 Demonstrate the exchange of money for goods and services to fulfill wants and needs.</p> <p>EX.1.E.1.3 Communicate how families have needs and wants.</p> <p>EX.1.E.1.4 Illustrate the relationship between jobs and meeting needs and wants.</p> <p><u>Understand basic economic Concepts:</u></p> <p>EX.2.E.1.1 Identify the goods and services provided by businesses in the community.</p> <p>EX.2.E.1.2 Analyze what services need to be purchased versus those that can be completed by an individual.</p> <p>EX.2.E.1.3 Understand products cost different amounts (more/less).</p>
--	--	---	---

Revised Curriculum Guide 2013

words are about frogs?”).

2.5. Locate key facts or information in a familiar text.

2.6. Identify the topic of a text.

Use text and images to support understanding:

2.7. Identify images (e.g., pictures and illustrations) that relate to a text.

2.8. Identify specific points an author makes in a text (e.g., *Listen to tell me which of these sentences were in the text.*).

2.9. Identify two texts on the same topic.

Use details and key ideas:

2.1. Answer such questions as who, what, and where to demonstrate understanding of key details in a text.

2.2. Listen to text to identify the topic of a text or a portion of the text (e.g., “Which word best tells what this book is about?”)

2.3. Listen to written procedures or directions to identify what to do first and next.

UDL Suggestions

See google document: UDL Suggestions 2013-2014

Resources & Materials

See google document: Curriculum Resources

Information and Technology Essential Standards (ITES):**Sources of Information:**

K.SI.1 Classify useful sources of information. **1.SI.1** Recall useful sources of information.

Informational Text:

K.IN.1, 1.IN.1 Understand the difference between text read for enjoyment and text read for information.

Technology as a Tool:

K.TT.1, 1.TT.1, 2.TT.1 Use technology tools and skills to reinforce classroom concepts and activities.

Safety and Ethical Issues:

K.SE.1 Remember safety and ethical issues related to the responsible use of information and technology resources.

1.SE.1, 2.SE.1 Understand safety and ethical issues related to the responsible use of information and technology resources.