| Big Ideas: Form and Function | Essential **Vocabulary** |
|---|---|
| **ELA –** Using Text Structure to Support Understanding in Literature | **ELA:** text, character, illustration, sequence, setting, feelings, beginning, middle, end, events |
| **Math –** Shapes and Attributes | **Math**: congruent, large, small, 2-D shapes, 3-D shapes, same, different, whole, half |
| **Science –** Sorting by physical properties | **Science**: same, different, size, color, shape, solid, liquid, heating, cooling |
| **Social Studies –** Positional and Directional Words, Interpreting maps with picture symbols | **Social Studies**: location, map, key, legend, school, home, authority figures |
| **Learning Targets**<br>**What do students need to be able to know / do?** | **Assessment and Data** |
| Students will demonstrate the understanding of form and function across the curriculum. | |

| ELA<br>Common Core | Math<br>Common Core | Science<br>Essential Standards | Social Studies<br>Essential Standards |
|---|---|---|---|
| **Recognize text structure:**<br>**K.4.** With prompting and support, ask a reader about unknown words in a text.<br>**K.5**. Recognize familiar texts (e.g., storybooks, poems).<br>**K.6.** With prompting and support, identify the print as the part of the page to be read (e.g., Show me where I start reading.). | **Identify shapes and describe Positions:**<br>**K.1**. Describe objects in the environment using names of shapes.<br>**K.2**. Describe the relative position of objects using terms such as in, on, out, under, off to locate objects<br><br>. | **Identify physical properties of objects:**<br>**EX.K.P.2.1** Identify objects by their physical properties as "same" or "different."<br>**EX.K.P.2.2** Sort objects by observable physical properties (including size, color, shape, and texture). | **Understanding Location:**<br>**EX.K.G.1.1** Locate areas of the classroom.<br>**EX.K.G.1.2** Locate familiar objects in the environment.<br><br>**EX.1.G.1.2** Locate places within the school environment (verbal or photo representation).<br>**EX.G.1.3** Use positional and |

**Relate ideas within and across text:**
  **K.7.** With prompting and support, match illustrations with parts of familiar stories.
  **K.8.** (Not applicable to literature)
  **K.9**. With prompting and support, match similar experiences of characters in familiar stories (e.g., both eating, both going to a store).

**Identify characteristics of text:**
  **1.4.** With pre-teaching and support, identify emotion words or phrases that suggest emotions in stories or poems.
  **1.5.** Identify stories and information texts on the same topic (e.g., a story about a bunny and an information book about rabbits).
  **1.6.** Identify which character is telling the story.

**Describe story characters or events:**
  **1.7.** With prompting and support, identify illustrations or details to describe characters or events in a story.
  **1.9.** With prompting and support, identify experiences of characters in familiar stories as same or

**Understand shapes can be different sizes:**
  **K.3**. Compare a variety of two-dimensional shapes, in different sizes to describe differences (big/little, small/medium/large).

**Understanding shapes and their attributes:**
  **1.1.** Describe attributes of the shape.
  **1.2.** Correctly name shapes regardless of their orientations or overall size.
  **1.4**. Identify congruent two-dimensional shapes.

**Measure using nonstandard Units:**
  **2.1.** Use shape names to describe shapes.
  **2.2**. Match same shapes with different orientation.
  **2.3.** Identify shapes larger and smaller than model as same shape.
  **2.4**. Use shapes separately, to make a picture.
  **2.5**. Match 2 halves of a shape to create whole shape.

**Understand physical properties of objects:**
  **EX.1.P.2.1** Classify objects by observable properties (size, shape, color, and texture).
  **EX.1.P.2.2**. Classify objects by the material they are made from (e.g. clay, wood, cloth, paper).
  **EX.1.P.3.1** Recognize objects as same serving the same function even when one property has changed (e.g. size, color).

**Understand properties of solids and liquids:**
  **EX.2.P.2.**1 Identify objects and materials as solid or liquid (e.g. dry vs. wet).
  **EX.2. P.2.2** Compare water in solid and liquid states.
  **EX.2.P.2.3** Understand that heating and cooling water changes its state.

directional words (e.g.,in, on, out, under, off, beside, behind) to locate objects.

**Understanding Location:**
  **EX.1.G.1.3** Use directional words to locate objects (near/far, left/right).

**Understand a picture/symbol can represent a location:**
  **EX.2.G.1** Use geographic representations and terms to describe surroundings.
  **EX.2.G.1.1** Identify locations in the classroom using position and directional words (in, on, out, under, off, beside, behind, near/far, left/right).

different (e.g., characters are shopping, one goes to grocery store and the other goes to a pet store).

**Use the structure of a text to support understanding:**
  **2.4.** Identify words to complete lines of stories, poems, or songs with rhyme, rhythm, and repetition.
  **2.5.** Sequence three parts of a story representing the beginning, middle and end.
  **2.6.** Identify which character is speaking in appropriate parts of familiar stories (e.g., Who is saying, *I'll huff and I'll puff and I'll blow your house down?*).

**Use text and illustrations to support understanding:**
  **2.7.** Identify illustrations or words in a print or digital text that describe or show the characters.
  **2.9**. Identify two or more books by the same author and/or illustrator.

## UDL Suggestions

**See google documents: UDL Suggestions 2013-2014**

## Resources & Materials

**See google documents: 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.