

Big Ideas: Structure	Essential Vocabulary
ELA – Comprehension and interacting with text, Writing: Recall and generate information	ELA: illustrations, poetry, who, what, when, where, fables, folktales, characters, topic, match, publish, produce, collaborate, recall Math: whole, part, add, subtract, more, same, different, count, sort, data, graph Science: observation, effects, change, push, pull, vibration, environment Social Studies: location, school, home, authority
Math – Addition and Subtraction, Represent and interpret data	
Science – Observation through senses	
Social Studies – Locations in class and school	
Learning Targets What do students need to be able to know / do?	Assessment and Data
Students will demonstrate the understanding of structures across the curriculum.	

ELA Common Core	Math Common Core	Science Essential Standards	Social Studies Essential Standards
<u>Relate ideas within and across text:</u> K.1. With prompting and support, match illustrations with parts of familiar text. K.2. 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,	<u>Count to tell “how many”/ Quantity:</u> K.5. Understand the relationship between numbers and quantities (0-10); connect counting to cardinality. a. When counting objects, indicate the number names in the standard order, pairing each	<u>Recognize changes that occur to objects:</u> EX.K.E.1.2 Compare characteristics of objects through observation and action. EX.K.E.1.3 Combine objects to create different effects.	<u>Understanding location:</u> EX.G.1.1 Locate areas of the classroom. EX.G.1.2 Locate familiar objects in the environment. <u>Understanding location:</u> EX.1.G.1.1 Identify one’s own location when transitioning from place to place (e.g., school,

<p>trunk, and branch to a picture of a tree).</p> <p>K.3. 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>Revise and Publish own Writing:</u></p> <p>K.5. With guidance and support from adults, add more information to own written message to strengthen it.</p> <p>K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Engage actively with text:</u></p> <p>1.10. Actively engage in group reading of prose and poetry for a clearly stated purpose (e.g., <i>Listen while I read so you can tell me what the characters did that was the same</i>).</p> <p><u>Recall knowledge and experiences:</u></p> <p>1.7. Participate in shared writing about:</p> <ul style="list-style-type: none"> a. familiar topics. b. topics introduced through books and other classroom 	<p>object with one and only one number name and each number name with one and only one object.</p> <p>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.6. Count to answer “how many?” questions about as many as 10 things arranged in a line or a rectangular array; given a number from 1-10, count out that many objects or indicate the number of objects.</p> <p><u>Sort objects by attribute and count “how many” in set:</u></p> <p>K.5. Identify objects as “same” or “different.”</p> <p>K.6. Recognize similarities and differences between objects (attribute).</p> <p>K.7. Sort objects according to attribute and count “how many” in sets (1-5 objects per</p>	<p><u>Understand characteristics of environments:</u></p> <p>EX.1.L.2.4 Use one of more of the senses to make observations about the environment (e.g. weather conditions).</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>home, outside).</p> <p>EX.1.G.1.2 Locate places within the school environment (verbal or photo representation).</p> <p>EX.1.G.1.3 Use directional words to locate objects (near/far, left/right).</p> <p><u>Understand a picture/symbol can represent a location:</u></p> <p>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).</p> <p><u>Understand role of people in a group:</u></p> <p>EX.2.C&G.2.3 Understand roles of authority figures in the home, school, and community (teacher, principal, parents, etc.)</p>
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<p>activities (e.g., writing as a group about a unit, field trip, or other shared experiences).</p> <p>1.8. With guidance and support from adults, identify information for use in shared writing, objects, or events that relate to own experiences.</p> <p><u>Use details and key ideas in text:</u></p> <p>2.1 Answer such questions as who, what, and where to demonstrate understanding of key details in text.</p> <p>2.2 Listen to stories, including fables and folktales from diverse cultures, and identify one or more ways that the story relates to or connects with self (e.g., <i>Are you more like the tortoise or the hare?</i>).</p> <p>2.3. Identify words that describe the characters in a story</p> <p><u>Engage actively with text:</u></p> <p>2.10. Actively engage in group reading of stories and poetry for a clearly stated purpose (e.g., <i>Listen while I read so you can tell me words that describe the main character</i>).</p> <p><u>Use features of text to increase understanding:</u></p> <p>2.4 Identify words that relate to</p>	<p>set).</p> <p><u>Joining and separating can be used to make two sets have equal quantity:</u></p> <p>1.1 Use informal language (take away, give, add, more, same quantity) to describe the joining situations (putting together) and separating situations (breaking apart).</p> <p><u>Represent and Interpret data:</u></p> <p>1.6. Collect and categorize objects or pictures to answer questions about topics relevant to student.</p> <p>1.7. Use data to answer questions about the total number of data points and whether there are more or less in one category than in another.</p> <p><u>Use addition and subtraction to solve problems:</u></p> <p>2.1. Use objects and representations to add and subtract groups of objects.</p> <p>2.2. Use objects, representations and numerals to add and subtract within real life one-step story problems to at least 30.</p>		
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<p>the topic of a text (e.g., “Which words are about frogs?”).</p> <p>2.5. Locate key facts or information in a familiar text.</p> <p>2.6. Identify the topic of a text.</p> <p><u>Recall information and generate knowledge:</u></p> <p>2.7. Participate in shared writing projects (e.g., contribute ideas to writing that an adult or peers have generated).</p> <p>2.8. Recall information from experiences to answer a question.</p>	<p><u>Adding and subtracting:</u></p> <p>2.8. Use part-part-whole relationships (including 2 or more parts) to compose and decompose numbers.</p> <p>2.9. Compare numbers (0-30) in relationship to benchmark number 10.</p> <p>2.10. Use objects, representations and numbers (0-30) to add and subtract.</p> <p>2.11. Use objects and representations (0-30) to add and subtract groups using real life story problems.</p> <p><u>Represent and Interpret data:</u></p> <p>2.7. Organize and represent data using concrete objects to create picture graphs.</p> <p>2.8. Interpret collected data to determine the answer to the question posed.</p>		

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.