

Big Ideas: Change	Essential Vocabulary
ELA – Simple Opposites, Sort Words into Meaning Based Categories	ELA: sort, opposites Math: more, less, same, take away, add, equal Science: water, solid, liquid, heating, cooling Social Studies: helpers, leaders, job, community
Math – Compare numbers to determine more than, less than, or equal to	
Science – Understanding Properties of Liquids and Solids	
Social Studies – Understanding the role of people in a group	
Learning Targets What do students need to be able to know / do?	Assessment and Data
Students will demonstrate the understanding of change across the curriculum.	

ELA Common Core	Math Common Core	Science Essential Standards	Social Studies Essential Standards
<u>Acquire and use vocabulary:</u> K.5. With guidance and support from adults, explore word relationships. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of simple opposites (e.g., hot/cold; day/night, big/little). 1.5. With guidance and support from adults, explore word	<u>Number names and counting sequence:</u> K.2. Understand the concept of “one” and “more”. <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	<u>Identify physical properties of objects:</u> EX.K.P.2.1 Identify objects by their physical properties as “same” or “different.” EX.K.P.2.2 Sort objects by observable physical properties (including size, color, shape and texture). EX.K.E.1.3 Combine objects to create different effects.	<u>Understand the expectations of group participation:</u> EX.K.C&G.1.1 Demonstrate joint attention with a peer. EX.1.C&G.1.1 Understand how to initiate positive peer interactions. EX.1.C&G.1.2 With prompting and support, demonstrate sustained attention by applying knowledge of positive peer interactions.

<p>relationships.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Identify attributes of familiar words (e.g., elephant is big; apple is red; dad is tall).</p> <p>c. Demonstrate understanding of simple opposites (e.g., hot/cold; day/night, big/little).</p> <p>2.5. Demonstrate understanding of word relationships.</p> <p>a. Identify words that are opposites (e.g., hot/cold, big/little).</p> <p>b. Sort words into meaning based categories (e.g., foods, animals, places).</p> <p>c. Identify the function of common nouns (e.g., fork /eat).</p>	<p>matching and counting strategies.</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>1.2. Use joining and separating to solve problems (to at least 10) using objects, representations and numbers using only two sets.</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>Understand place value in base ten:</u></p> <p>2.6. Compare sets of objects and numbers using appropriate vocabulary (more, less, equal, one more, one less, etc.).</p>	<p><u>Understand physical properties of objects:</u></p> <p>EX.1.P.2.1 Classify objects by observable properties (size, shape, color, and texture).</p> <p><u>Understand properties of solids and liquids:</u></p> <p>EX.2.P.2.1 Identify objects and Materials as solid or liquid (e.g. dry vs. wet).</p> <p>EX.2.P.2.2 Compare water in solid and liquid states.</p> <p>EX.2.P.2.3 Understand that heating and cooling water changes its state.</p>	<p><u>Understand basic economic concepts:</u></p> <p>EX.1.E.1.1 Identify the job responsibilities of people in the community.</p> <p><u>Understand role of people in a group:</u></p> <p>EX.2.C& G.2.1 Demonstrate sustained attention by applying knowledge of positive peer interactions.</p> <p>EX.2.C&G.2.4 Understand simple community expectations (e.g., communicate in a quiet way in the store, throw trash in a trash can, stay in your seat when riding a bus and/or car).</p>
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UDL Suggestions

See google document: UDL Suggestions 2013-2014

Resources & Materials

See google document: Curriculum Resources

Informational and Technology 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.