

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

<b>ELA Common Core</b>	<b>Math Common Core</b>	<b>Science Essential Standards</b>	<b>Social Studies Essential Standards</b>
<u><b>Acquire and use vocabulary:</b></u> <b>K.5.</b> With guidance and support from adults, explore word relationships. <ol style="list-style-type: none"> <li>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>b. Demonstrate understanding of simple opposites (e.g., hot/cold; day/night, big/little).</li> </ol> <b>1.5.</b> With guidance and support from adults, explore word	<u><b>Number names and counting sequence:</b></u> <b>K.2.</b> Understand the concept of “one” and “more”.  <u><b>Compare numbers to determine more, less or equal:</b></u> <b>K.7.</b> 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><b>Identify physical properties of objects:</b></u> <b>EX.K.P.2.1</b> Identify objects by their physical properties as “same” or “different.” <b>EX.K.P.2.2</b> Sort objects by observable physical properties (including size, color, shape and texture). <b>EX.K.E.1.3</b> Combine objects to create different effects.	<u><b>Understand the expectations of group participation:</b></u> <b>EX.K.C&amp;G.1.1</b> Demonstrate joint attention with a peer. <b>EX.1.C&amp;G.1.1</b> Understand how to initiate positive peer interactions. <b>EX.1.C&amp;G.1.2</b> With prompting and support, demonstrate sustained attention by applying knowledge of positive peer interactions.

<p>relationships.</p> <p><b>a.</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p><b>b.</b> Identify attributes of familiar words (e.g., elephant is big; apple is red; dad is tall).</p> <p><b>c.</b> Demonstrate understanding of simple opposites (e.g., hot/cold; day/night, big/little).</p> <p><b>2.5.</b> Demonstrate understanding of word relationships.</p> <p><b>a.</b> Identify words that are opposites (e.g., hot/cold, big/little).</p> <p><b>b.</b> Sort words into meaning based categories (e.g., foods, animals, places).</p> <p><b>c.</b> Identify the function of common nouns (e.g., fork /eat).</p>	<p>matching and counting strategies.</p> <p><b><u>Joining and separating can be used to make two sets have equal quantity:</u></b></p> <p><b>1.1</b> Use informal language (take away, give, add, more, same quantity) to describe the joining situations (putting together) and separating situations (breaking apart).</p> <p><b>1.2.</b> Use joining and separating to solve problems (to at least 10) using objects, representations and numbers using only two sets.</p> <p><b>1.3.</b> Describe equal sets as same quantity after counting objects (up to ten).</p> <p><b>1.4.</b> Use objects and representations to make two sets equal.</p> <p><b><u>Understand place value in base ten:</u></b></p> <p><b>2.6.</b> Compare sets of objects and numbers using appropriate vocabulary (more, less, equal, one more, one less, etc.).</p>	<p><b><u>Understand physical properties of objects:</u></b></p> <p><b>EX.1.P.2.1</b> Classify objects by observable properties (size, shape, color, and texture).</p> <p><b><u>Understand properties of solids and liquids:</u></b></p> <p><b>EX.2.P.2.1</b> Identify objects and Materials as solid or liquid (e.g. dry vs. wet).</p> <p><b>EX.2.P.2.2</b> Compare water in solid and liquid states.</p> <p><b>EX.2.P.2.3</b> Understand that heating and cooling water changes its state.</p>	<p><b><u>Understand basic economic concepts:</u></b></p> <p><b>EX.1.E.1.1</b> Identify the job responsibilities of people in the community.</p> <p><b><u>Understand role of people in a group:</u></b></p> <p><b>EX.2.C&amp; G.2.1</b> Demonstrate sustained attention by applying knowledge of positive peer interactions.</p> <p><b>EX.2.C&amp;G.2.4</b> 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.