

Teaching Unit: **1. Nature Walk (sci: Insects)**

## Essential Understandings

Text can be classified as fiction or nonfiction. Fiction is a story that is created from imagination. Nonfiction is a true story about real people and real events.

The use of description in text allows a person to visualize characters and settings.

Sub Topic:

## Knowledge and Skills

### **Phonics/Spelling:**

- \*Short and long vowel words
- \*Consonant blends
- \*High Frequency Words

### **Comprehension:**

- \*Students will work on comparing and contrasting.
- \*Students will work on fact and opinion.

### **Reading:**

- \*Students will use a range of strategies to take words apart and understand what the words mean within the context of the story.
- \*Students will check on their own if their reading sounds right, looks right and makes sense.
- \*Students will summarize important pieces of the text.
- \*Students will make personal, text, and world connections to their reading.
- \*Students will build fluency by reading a variety of books at their independent level.

### **Writing:**

- \*Students will work on writing complete sentences.
- \*Students will work on writing a personal narrative.
- \*Students will work on writing with the writing process.
- \*Students will work on writing a response to a question.

### **Handwriting:**

Students will practice Zaner-Bloser style handwriting.

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Teaching Unit: **2. Around Town (ss: Cultural Traditions - h: Germs)**

Essential Understandings

While there is no right or wrong judgment about a story, it is important for children to support their judgments with facts from the story or from their own experiences.

Exposure to characters and settings from different cultures helps students bring deeper comprehension to text.

Sub Topic:

Knowledge and Skills

**Phonics/Spelling:**

- \*Consonant digraphs
- \*Base words and endings
- \*High Frequency Words

**Comprehension:**

- \*Students will work on topic, main ideas, and details.
- \*Students will work on problem-solving.

**Reading:**

- \*Students will use a range of strategies to take words apart and understand what words mean within the context of the story.
- \* Students will check on their own if their reading sounds right, looks right, and makes sense.
- \*Students will summarize important pieces of the text.
- \*Students will make personal, text, and world connections to their reading.
- \*Students will build fluency by reading a variety of books at their independent level.

**Writing:**

- \*Students will work on writing complete sentences.
- \*Students will work on writing a personal narrative.
- \*Students will work on writing with the writing process.
- \*Students will work on writing a response to a question.
- \*Students will work on writing poems.
- \*Students will work on writing descriptive essays.

**Handwriting:**

- \*Students will practice Zaner-Bloser style handwriting.
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Teaching Unit: **3. Amazing Animals (sci: Balance & Motion)**

Essential Understandings

A research report tells facts about a topic in the writer's own words.

Non-fiction literature shows us that animals look amazing and do amazing things.

Sub Topic:

Knowledge and Skills

**Spelling/Phonics**

- \*High Frequency Words
- \*r-controlled blends
- \*Ending blends
- \*Work with suffixes

**Comprehension:**

- \*Students will work on drawing conclusions.
- \*Students will know how a text is organized.
- \*Students will work on cause and effect.

**Reading:**

- \*Students will use a range of strategies to take words apart and understand what words mean within the context of the story.
- \* Students will check on their own if their reading sounds right, looks right, and makes sense.
- \*Students will summarize important pieces of the text.
- \*Students will make personal, text, and world connections to their reading.
- \*Students will build fluency by reading a variety of books at their independent level.

**Writing-**

- \*Students will work on writing complete sentences.
- \*Students will work on writing with the writing process.
- \*Students will work on writing a response to a question.
- \*Students will be introduced to writing a piece with \*paragraphs.
- \*Students will be introduced to writing a main idea and supporting details.
- \*Students will work on inquiry projects (research).

**Handwriting:**

- \*Students will practice Zaner-Bloser style handwriting.
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Teaching Unit: ***4. Family Time (ss: Landforms - h: Getting Along)***

Essential Understandings

Generalizations can help us make connections from text to text, text to self, and from text to world.

Families are made up of many different combinations of people. Literature helps us understand this diversity.

Sub Topic:

Knowledge and Skills

**Spelling/Phonics**

- \*High frequency words
- \*Work with syllables
- \*Words ending in y
- \*Words with silent consonants
- \*Work with contractions
- \*Work with prefixes and suffixes

**Comprehension:**

- \*Students will work on making generalizations.
- \*Students will work on following directions.
- \*Students will work on making judgments.
- \*Students will work on sequencing events.

**Reading:**

- \*Students will use a range of strategies to take words apart and understand what words mean within the context of the story.
- \* Students will check on their own if their reading sounds right, looks right, and makes sense.
- \*Students will summarize important pieces of the text.
- \*Students will make personal, text, and world connections to their reading.
- \*Students will build fluency by reading a variety of books at their independent level.

**Writing-**

- \*Students will work on writing responses to questions.
- \*Students will work on writing complete sentences.
- \*Students will work on writing a piece with paragraphs.
- \*Students will work on writing a main idea with supporting details.
- \*Students will use the writing process.
- \*Students will understand what opinion is.
- \*Students will be introduced to dialogue and how to use quotation marks.

**Handwriting:**

- \*Students will practice Zaner-Bloser style handwriting.
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Teaching Unit: **5. Talent Show (sci: Sink & Float)**

Essential Understandings

When reading the point of view from which the people, events, and details of the story are viewed is important.

Through literature students learn about different types of performers.

Sub Topic:

Knowledge and Skills

**Spelling/Phonics**

- \*Long vowels
- \*Base words and endings/suffixes -ed, -ing (drop final e)
- \*High Frequency Words:

**Comprehension:**

- \*Students will discuss an author's purpose.
- \*Students will work on finding details in texts.
- \*Students will work on problem-solving.

**Reading:**

- \*Students will use a range of strategies to take words apart and understand what words mean within the context of the story.
- \* Students will check on their own if their reading sounds right, looks right, and makes sense.
- \*Students will summarize important pieces of the text.
- \*Students will make personal, text, and world connections to their reading.
- \*Students will build fluency by reading a variety of books at their independent level.

**Writing**

- \*Students will work on writing responses to questions.
- \*Students will work on writing complete sentences.
- \*Students will work on writing a piece with paragraphs.
- \*Students will use the writing process.
- \*Students will write a memoir.
- \*Students will write a photo essay.
- \*Students will be introduced to dialogue and how to use quotation marks.

**Handwriting:**

- \*Students will practice Zaner-Bloser style handwriting.
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