**Smart Start – August**

**Week 1-3**

**Unit 1 – September**

**Week 1**

**Weekly Concept: Make New Friends**

**Essential Question: How can we get along with new friends?**

Common > Language Arts > 2010 > Common Core State Standards

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [1 lesson]

L.K.1.b Use frequently occurring nouns and verbs. [6 lessons]

L.K.1.f Produce and expand complete sentences in shared language activities. [2 lessons]

L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). [1 lesson]

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. [1 lesson]

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [6 lessons]

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [2 lessons]

RF.K.1 Demonstrate understanding of the organization and basic features of print. [1 lesson]

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [16 lessons]

RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. [18 lessons]

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [13 lessons]

RF.K.4 Read emergent-reader texts with purpose and understanding. [6 lessons]

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). [1 lesson]

RL.K.1 With prompting and support, ask and answer questions about key details in a text. [8 lessons]

RL.K.2 With prompting and support, retell familiar stories, including key details. [2 lessons]

RL.K.3 With prompting and support, identify characters, settings, and major events in a story. [2 lessons]

RL.K.4 Ask and answer questions about unknown words in a text. [1 lesson]

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. [1 lesson]

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). [2 lessons]

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. [2 lessons]

RL.K.10 Actively engage in group reading activities with purpose and understanding. [2 lessons]

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [1 lesson]

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [5 lessons]

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. [1 lesson]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [5 lessons]

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. [1 lesson]

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [3 lessons]

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [2 lessons]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [2 lessons]

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [1 lesson]

Missouri > Science > 2008 > Grade and Course Level Expectations

3 Characteristics and Interactions of Living Organisms [6 lessons]

3.1 There is a fundamental unity underlying the diversity of all living organisms [6 lessons]

3.1.B Organisms progress through life cycles unique to different types of organisms [6 lessons]

3.2.F Cellular activities and responses can maintain stability internally while external conditions are changing (homeostasis) [6 lessons]

National > Science > 1996 > NSTA National Science Education Standards

C.1 The characteristics of organisms [6 lessons]

C.2.3 Many characteristics of an organism are inherited from the parents of the organism, but other characteristics result from an individual's interactions with the environment. Inherited characteristics include the color of flowers and the number of limbs of an animal. Other features, such as the ability to ride a bicycle, are learned through interactions with the environment and cannot be passed on to the next generation. [6 lessons]

**Unit 1**

**Week 2 - September**

**Weekly Concept: Get Up and Go!**

**Essential Question: How do baby animals move?**

Common > Language Arts > 2010 > Common Core State Standards

L.K.1.b Use frequently occurring nouns and verbs. [8 lessons]

L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). [1 lesson]

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [1 lesson]

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. [1 lesson]

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [4 lessons]

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [2 lessons]

RF.K.2.a Recognize and produce rhyming words. [4 lessons]

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [19 lessons]

RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. [11 lessons]

RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. [5 lessons]

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [12 lessons]

RF.K.4 Read emergent-reader texts with purpose and understanding. [7 lessons]

RI.K.1 With prompting and support, ask and answer questions about key details in a text. [1 lesson]

RL.K.1 With prompting and support, ask and answer questions about key details in a text. [8 lessons]

RL.K.2 With prompting and support, retell familiar stories, including key details. [5 lessons]

RL.K.3 With prompting and support, identify characters, settings, and major events in a story. [3 lessons]

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. [1 lesson]

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. [2 lessons]

RL.K.10 Actively engage in group reading activities with purpose and understanding. [1 lesson]

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [1 lesson]

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [4 lessons]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [5 lessons]

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). [3 lessons]

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [2 lessons]

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [1 lesson]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [2 lessons]

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [1 lesson]

Missouri > Science > 2008 > Grade and Course Level Expectations

3 Characteristics and Interactions of Living Organisms [5 lessons]

3.1 There is a fundamental unity underlying the diversity of all living organisms [5 lessons]

3.1.A Organisms have basic needs for survival [2 lessons]

3.1.B Organisms progress through life cycles unique to different types of organisms [5 lessons]

3.2.F Cellular activities and responses can maintain stability internally while external conditions are changing (homeostasis) [5 lessons]

National > Science > 1996 > NSTA National Science Education Standards

2.1 Evidence consists of observations and data on which to base scientific explanations. Using evidence to understand interactions allows individuals to predict changes in natural and designed systems. [1 lesson]

2.2 Models are tentative schemes or structures that correspond to real objects, events, or classes of events, and that have explanatory power. Models help scientists and engineers understand how things work. Models take many forms, including physical objects, plans, mental constructs, mathematical equations, and computer simulations. [1 lesson]

2.3 Scientific explanations incorporate existing scientific knowledge and new evidence from observations, experiments, or models into internally consistent, logical statements. Different terms, such as "hypothesis," "model," "law," "principle," "theory," and "paradigm" are used to describe various types of scientific explanations. As students develop and as they understand more science concepts and processes, their explanations should become more sophisticated. That is, their scientific explanations should more frequently include a rich scientific knowledge base, evidence of logic, higher levels of analysis, greater tolerance of criticism and uncertainty, and a clearer demonstration of the relationship between logic, evidence, and current knowledge. [1 lesson]

A.1.1.a This aspect of the standard emphasizes students asking questions that they can answer with scientific knowledge, combined with their own observations. Students should answer their questions by seeking information from reliable sources of scientific information and from their own observations and investigations. [1 lesson]

A.1.2.a In the earliest years, investigations are largely based on systematic observations. As students develop, they may design and conduct simple experiments to answer questions. The idea of a fair test is possible for many students to consider by fourth grade. [1 lesson]

A.1.4 Use data to construct a reasonable explanation. [1 lesson]

A.1.4.a This aspect of the standard emphasizes the students' thinking as they use data to formulate explanations. Even at the earliest grade levels, students should learn what constitutes evidence and judge the merits or strength of the data and information that will be used to make explanations. After students propose an explanation, they will appeal to the knowledge and evidence they obtained to support their explanations. Students should check their explanations against scientific knowledge, experiences, and observations of others. [1 lesson]

A.1.5 Communicate investigations and explanations. [1 lesson]

A.1.5.a Students should begin developing the abilities to communicate, critique, and analyze their work and the work of other students. This communication might be spoken or drawn as well as written. [1 lesson]

A.2.2 Scientists use different kinds of investigations depending on the questions they are trying to answer. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting). [1 lesson]

A.2.3 Simple instruments, such as magnifiers, thermometers, and rulers, provide more information than scientists obtain using only their senses. [1 lesson]

A.2.4 Scientists develop explanations using observations (evidence) and what they already know about the world (scientific knowledge). Good explanations are based on evidence from investigations. [1 lesson]

A.2.5 Scientists make the results of their investigations public; they describe the investigations in ways that enable others to repeat the investigations. [1 lesson]

A.2.6 Scientists review and ask questions about the results of other scientists' work. [1 lesson]

C.1 The characteristics of organisms [5 lessons]

C.1.1 Organisms have basic needs. For example, animals need air, water, and food; plants require air, water, nutrients, and light. Organisms can survive only in environments in which their needs can be met. The world has many different environments, and distinct environments support the life of different types of organisms. [2 lessons]

C.2.3 Many characteristics of an organism are inherited from the parents of the organism, but other characteristics result from an individual's interactions with the environment. Inherited characteristics include the color of flowers and the number of limbs of an animal. Other features, such as the ability to ride a bicycle, are learned through interactions with the environment and cannot be passed on to the next generation. [5 lessons]

F.1.1 Safety and security are basic needs of humans. Safety involves freedom from danger, risk, or injury. Security involves feelings of confidence and lack of anxiety and fear. Student understandings include following safety rules for home and school, preventing abuse and neglect, avoiding injury, knowing whom to ask for help, and when and how to say no. [2 lessons]

**Unit 1 Week 3 – September**

**Weekly Concept: Use Your Senses**

**Essential Question: How can your senses help you learn?**

Common > Language Arts > 2010 > Common Core State Standards

L.K.1.b Use frequently occurring nouns and verbs. [7 lessons]

L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). [1 lesson]

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [1 lesson]

L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. [2 lessons]

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [4 lessons]

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [2 lessons]

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [1 lesson]

RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words. [4 lessons]

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [20 lessons]

RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. [14 lessons]

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [12 lessons]

RF.K.4 Read emergent-reader texts with purpose and understanding. [9 lessons]

RI.K.1 With prompting and support, ask and answer questions about key details in a text. [5 lessons]

RI.K.2 With prompting and support, identify the main topic and retell key details of a text. [4 lessons]

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. [2 lessons]

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. [1 lesson]

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). [2 lessons]

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). [2 lessons]

RI.K.10 Actively engage in group reading activities with purpose and understanding. [1 lesson]

RL.K.1 With prompting and support, ask and answer questions about key details in a text. [3 lessons]

RL.K.5 Recognize common types of texts (e.g., storybooks, poems). [1 lesson]

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [4 lessons]

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. [1 lesson]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [2 lessons]

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. [4 lessons]

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [2 lessons]

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [1 lesson]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [2 lessons]

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [1 lesson]

National > Science > 1996 > NSTA National Science Education Standards

2.1 Evidence consists of observations and data on which to base scientific explanations. Using evidence to understand interactions allows individuals to predict changes in natural and designed systems. [2 lessons]

2.2 Models are tentative schemes or structures that correspond to real objects, events, or classes of events, and that have explanatory power. Models help scientists and engineers understand how things work. Models take many forms, including physical objects, plans, mental constructs, mathematical equations, and computer simulations. [2 lessons]

2.3 Scientific explanations incorporate existing scientific knowledge and new evidence from observations, experiments, or models into internally consistent, logical statements. Different terms, such as "hypothesis," "model," "law," "principle," "theory," and "paradigm" are used to describe various types of scientific explanations. As students develop and as they understand more science concepts and processes, their explanations should become more sophisticated. That is, their scientific explanations should more frequently include a rich scientific knowledge base, evidence of logic, higher levels of analysis, greater tolerance of criticism and uncertainty, and a clearer demonstration of the relationship between logic, evidence, and current knowledge. [2 lessons]

A Science as Inquiry [1 lesson]

A.1 Abilities necessary to do scientific inquiry [1 lesson]

A.1.1.a This aspect of the standard emphasizes students asking questions that they can answer with scientific knowledge, combined with their own observations. Students should answer their questions by seeking information from reliable sources of scientific information and from their own observations and investigations. [2 lessons]

A.1.2.a In the earliest years, investigations are largely based on systematic observations. As students develop, they may design and conduct simple experiments to answer questions. The idea of a fair test is possible for many students to consider by fourth grade. [2 lessons]

A.1.4 Use data to construct a reasonable explanation. [2 lessons]

A.1.4.a This aspect of the standard emphasizes the students' thinking as they use data to formulate explanations. Even at the earliest grade levels, students should learn what constitutes evidence and judge the merits or strength of the data and information that will be used to make explanations. After students propose an explanation, they will appeal to the knowledge and evidence they obtained to support their explanations. Students should check their explanations against scientific knowledge, experiences, and observations of others. [2 lessons]

A.1.5 Communicate investigations and explanations. [2 lessons]

A.1.5.a Students should begin developing the abilities to communicate, critique, and analyze their work and the work of other students. This communication might be spoken or drawn as well as written. [2 lessons]

A.2 Understanding about scientific inquiry [1 lesson]

A.2.2 Scientists use different kinds of investigations depending on the questions they are trying to answer. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting). [2 lessons]

A.2.3 Simple instruments, such as magnifiers, thermometers, and rulers, provide more information than scientists obtain using only their senses. [2 lessons]

A.2.4 Scientists develop explanations using observations (evidence) and what they already know about the world (scientific knowledge). Good explanations are based on evidence from investigations. [2 lessons]

A.2.5 Scientists make the results of their investigations public; they describe the investigations in ways that enable others to repeat the investigations. [2 lessons]

A.2.6 Scientists review and ask questions about the results of other scientists' work. [2 lessons]

**Unit 2 – September**

**Week 1**

**Weekly Concept: Tools We Use**

**Essential Question: How do tools help us to explore?**

Common > Language Arts > 2010 > Common Core State Standards

L.K.1.b Use frequently occurring nouns and verbs. [6 lessons]

L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). [1 lesson]

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [1 lesson]

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. [1 lesson]

L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. [1 lesson]

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [4 lessons]

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [2 lessons]

RF.K.1 Demonstrate understanding of the organization and basic features of print. [1 lesson]

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [4 lessons]

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [18 lessons]

RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. [14 lessons]

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [14 lessons]

RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [2 lessons]

RF.K.4 Read emergent-reader texts with purpose and understanding. [6 lessons]

RI.K.1 With prompting and support, ask and answer questions about key details in a text. [7 lessons]

RI.K.2 With prompting and support, identify the main topic and retell key details of a text. [4 lessons]

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. [1 lesson]

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). [2 lessons]

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). [1 lesson]

RI.K.10 Actively engage in group reading activities with purpose and understanding. [2 lessons]

RL.K.1 With prompting and support, ask and answer questions about key details in a text. [3 lessons]

RL.K.10 Actively engage in group reading activities with purpose and understanding. [1 lesson]

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [1 lesson]

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [4 lessons]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [3 lessons]

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. [3 lessons]

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [2 lessons]

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [1 lesson]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [2 lessons]

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [1 lesson]

National > Science > 1996 > NSTA National Science Education Standards

2.1 Evidence consists of observations and data on which to base scientific explanations. Using evidence to understand interactions allows individuals to predict changes in natural and designed systems. [2 lessons]

2.2 Models are tentative schemes or structures that correspond to real objects, events, or classes of events, and that have explanatory power. Models help scientists and engineers understand how things work. Models take many forms, including physical objects, plans, mental constructs, mathematical equations, and computer simulations. [2 lessons]

2.3 Scientific explanations incorporate existing scientific knowledge and new evidence from observations, experiments, or models into internally consistent, logical statements. Different terms, such as "hypothesis," "model," "law," "principle," "theory," and "paradigm" are used to describe various types of scientific explanations. As students develop and as they understand more science concepts and processes, their explanations should become more sophisticated. That is, their scientific explanations should more frequently include a rich scientific knowledge base, evidence of logic, higher levels of analysis, greater tolerance of criticism and uncertainty, and a clearer demonstration of the relationship between logic, evidence, and current knowledge. [2 lessons]

A.1.1.a This aspect of the standard emphasizes students asking questions that they can answer with scientific knowledge, combined with their own observations. Students should answer their questions by seeking information from reliable sources of scientific information and from their own observations and investigations. [2 lessons]

A.1.2.a In the earliest years, investigations are largely based on systematic observations. As students develop, they may design and conduct simple experiments to answer questions. The idea of a fair test is possible for many students to consider by fourth grade. [2 lessons]

A.1.4 Use data to construct a reasonable explanation. [2 lessons]

A.1.4.a This aspect of the standard emphasizes the students' thinking as they use data to formulate explanations. Even at the earliest grade levels, students should learn what constitutes evidence and judge the merits or strength of the data and information that will be used to make explanations. After students propose an explanation, they will appeal to the knowledge and evidence they obtained to support their explanations. Students should check their explanations against scientific knowledge, experiences, and observations of others. [2 lessons]

A.1.5 Communicate investigations and explanations. [2 lessons]

A.1.5.a Students should begin developing the abilities to communicate, critique, and analyze their work and the work of other students. This communication might be spoken or drawn as well as written. [2 lessons]

A.2.2 Scientists use different kinds of investigations depending on the questions they are trying to answer. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting). [2 lessons]

A.2.3 Simple instruments, such as magnifiers, thermometers, and rulers, provide more information than scientists obtain using only their senses. [2 lessons]

A.2.4 Scientists develop explanations using observations (evidence) and what they already know about the world (scientific knowledge). Good explanations are based on evidence from investigations. [2 lessons]

A.2.5 Scientists make the results of their investigations public; they describe the investigations in ways that enable others to repeat the investigations. [2 lessons]

A.2.6 Scientists review and ask questions about the results of other scientists' work. [2 lessons]

**Unit 2 Week 2 - September**

**Weekly Concept: Shapes All Around**

**Essential Question: What shapes do you see around you?**

Common > Language Arts > 2010 > Common Core State Standards

L.K.1.b Use frequently occurring nouns and verbs. [6 lessons]

L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). [1 lesson]

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [2 lessons]

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. [1 lesson]

L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. [1 lesson]

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [5 lessons]

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [2 lessons]

RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words. [3 lessons]

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [17 lessons]

RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. [15 lessons]

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [13 lessons]

RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [1 lesson]

RF.K.4 Read emergent-reader texts with purpose and understanding. [6 lessons]

RI.K.1 With prompting and support, ask and answer questions about key details in a text. [9 lessons]

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. [1 lesson]

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. [1 lesson]

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). [3 lessons]

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). [3 lessons]

RI.K.10 Actively engage in group reading activities with purpose and understanding. [1 lesson]

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [1 lesson]

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [4 lessons]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [5 lessons]

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. [3 lessons]

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [2 lessons]

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [1 lesson]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [2 lessons]

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [1 lesson]

Missouri > Science > 2008 > Grade and Course Level Expectations

1.1.A Objects, and the materials they are made of, have properties that can be used to describe and classify them [2 lessons]

1.1.A.a Describe physical properties of objects (i.e., size, shape, color, mass) by using the senses, simple tools (e.g., magnifiers, equal arm balances), and/or nonstandard measures (e.g., bigger/smaller; more/less) [2 lessons]

1.1.A.b Identify materials (e.g., cloth, paper, wood, rock, metal) that make up an object and some of the physical properties of the materials (e.g., color, texture, shiny/dull, odor, sound, taste, flexibility) [2 lessons]

1.1.A.c Sort objects based on observable physical properties (e.g., size, material, color, shape, mass) [2 lessons]

1.1.B Properties of mixtures depend upon the concentrations, properties, and interactions of particles [2 lessons]

1.1.C Properties of matter can be explained in terms of moving particles too small to be seen without tremendous magnification [2 lessons]

National > Science > 1996 > NSTA National Science Education Standards

3.1 Although most things are in the process of becoming different--changing--some properties of objects and processes are characterized by constancy, including the speed of light, the charge of an electron, and the total mass plus energy in the universe. Changes might occur, for example, in properties of materials, position of objects, motion, and form and function of systems. Interactions within and among systems result in change. Changes vary in rate, scale, and pattern, including trends and cycles. [2 lessons]

3.4 Different systems of measurement are used for different purposes. Scientists usually use the metric system. An important part of measurement is knowing when to use which system. For example, a meteorologist might use degrees Fahrenheit when reporting the weather to the public, but in writing scientific reports, the meteorologist would use degrees Celsius. [2 lessons]

3.5 Scale includes understanding that different characteristics, properties, or relationships within a system might change as its dimensions are increased or decreased. [2 lessons]

3.6 Rate involves comparing one measured quantity with another measured quantity, for example, 60 meters per second. Rate is also a measure of change for a part relative to the whole, for example, change in birth rate as part of population growth. [2 lessons]

B.1 Properties of objects and materials [2 lessons]

B.1.1 Objects have many observable properties, including size, weight, shape, color, temperature, and the ability to react with other substances. Those properties can be measured using tools, such as rulers, balances, and thermometers. [2 lessons]

B.1.2 Objects are made of one or more materials, such as paper, wood, and metal. Objects can be described by the properties of the materials from which they are made, and those properties can be used to separate or sort a group of objects or materials. [2 lessons]

B.1.3 Materials can exist in different states--solid, liquid, and gas. Some common materials, such as water, can be changed from one state to another by heating or cooling. [2 lessons]

**Unit 2 Week 3 - September**

**Weekly Concept: World of Bugs**

**Essential Question: What kind of bugs do you know about?**

Common > Language Arts > 2010 > Common Core State Standards

L.K.1.b Use frequently occurring nouns and verbs. [7 lessons]

L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). [1 lesson]

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [1 lesson]

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [4 lessons]

L.K.5.d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. [1 lesson]

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [1 lesson]

RF.K.1 Demonstrate understanding of the organization and basic features of print. [1 lesson]

RF.K.1.c Understand that words are separated by spaces in print. [1 lesson]

RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words. [8 lessons]

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [9 lessons]

RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. [21 lessons]

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [13 lessons]

RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [2 lessons]

RF.K.4 Read emergent-reader texts with purpose and understanding. [9 lessons]

RI.K.1 With prompting and support, ask and answer questions about key details in a text. [1 lesson]

RI.K.10 Actively engage in group reading activities with purpose and understanding. [1 lesson]

RL.K.1 With prompting and support, ask and answer questions about key details in a text. [5 lessons]

RL.K.2 With prompting and support, retell familiar stories, including key details. [2 lessons]

RL.K.3 With prompting and support, identify characters, settings, and major events in a story. [3 lessons]

RL.K.5 Recognize common types of texts (e.g., storybooks, poems). [1 lesson]

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. [2 lessons]

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. [1 lesson]

RL.K.10 Actively engage in group reading activities with purpose and understanding. [1 lesson]

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [1 lesson]

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [5 lessons]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [3 lessons]

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [5 lessons]

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [1 lesson]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [2 lessons]

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [1 lesson]

Missouri > Science > 2008 > Grade and Course Level Expectations

3 Characteristics and Interactions of Living Organisms [3 lessons]

3.1 There is a fundamental unity underlying the diversity of all living organisms [3 lessons]

3.1.A Organisms have basic needs for survival [3 lessons]

3.1.B Organisms progress through life cycles unique to different types of organisms [3 lessons]

3.2.F Cellular activities and responses can maintain stability internally while external conditions are changing (homeostasis) [3 lessons]

National > Science > 1996 > NSTA National Science Education Standards

2.1 Evidence consists of observations and data on which to base scientific explanations. Using evidence to understand interactions allows individuals to predict changes in natural and designed systems. [1 lesson]

2.2 Models are tentative schemes or structures that correspond to real objects, events, or classes of events, and that have explanatory power. Models help scientists and engineers understand how things work. Models take many forms, including physical objects, plans, mental constructs, mathematical equations, and computer simulations. [1 lesson]

2.3 Scientific explanations incorporate existing scientific knowledge and new evidence from observations, experiments, or models into internally consistent, logical statements. Different terms, such as "hypothesis," "model," "law," "principle," "theory," and "paradigm" are used to describe various types of scientific explanations. As students develop and as they understand more science concepts and processes, their explanations should become more sophisticated. That is, their scientific explanations should more frequently include a rich scientific knowledge base, evidence of logic, higher levels of analysis, greater tolerance of criticism and uncertainty, and a clearer demonstration of the relationship between logic, evidence, and current knowledge. [1 lesson]

A.1.1.a This aspect of the standard emphasizes students asking questions that they can answer with scientific knowledge, combined with their own observations. Students should answer their questions by seeking information from reliable sources of scientific information and from their own observations and investigations. [1 lesson]

A.1.2.a In the earliest years, investigations are largely based on systematic observations. As students develop, they may design and conduct simple experiments to answer questions. The idea of a fair test is possible for many students to consider by fourth grade. [1 lesson]

A.1.4 Use data to construct a reasonable explanation. [1 lesson]

A.1.4.a This aspect of the standard emphasizes the students' thinking as they use data to formulate explanations. Even at the earliest grade levels, students should learn what constitutes evidence and judge the merits or strength of the data and information that will be used to make explanations. After students propose an explanation, they will appeal to the knowledge and evidence they obtained to support their explanations. Students should check their explanations against scientific knowledge, experiences, and observations of others. [1 lesson]

A.1.5 Communicate investigations and explanations. [1 lesson]

A.1.5.a Students should begin developing the abilities to communicate, critique, and analyze their work and the work of other students. This communication might be spoken or drawn as well as written. [1 lesson]

A.2.2 Scientists use different kinds of investigations depending on the questions they are trying to answer. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting). [1 lesson]

A.2.3 Simple instruments, such as magnifiers, thermometers, and rulers, provide more information than scientists obtain using only their senses. [1 lesson]

A.2.4 Scientists develop explanations using observations (evidence) and what they already know about the world (scientific knowledge). Good explanations are based on evidence from investigations. [1 lesson]

A.2.5 Scientists make the results of their investigations public; they describe the investigations in ways that enable others to repeat the investigations. [1 lesson]

A.2.6 Scientists review and ask questions about the results of other scientists' work. [1 lesson]

C.1 The characteristics of organisms [3 lessons]

C.1.1 Organisms have basic needs. For example, animals need air, water, and food; plants require air, water, nutrients, and light. Organisms can survive only in environments in which their needs can be met. The world has many different environments, and distinct environments support the life of different types of organisms. [3 lessons]

C.2.3 Many characteristics of an organism are inherited from the parents of the organism, but other characteristics result from an individual's interactions with the environment. Inherited characteristics include the color of flowers and the number of limbs of an animal. Other features, such as the ability to ride a bicycle, are learned through interactions with the environment and cannot be passed on to the next generation. [3 lessons]

F.1.1 Safety and security are basic needs of humans. Safety involves freedom from danger, risk, or injury. Security involves feelings of confidence and lack of anxiety and fear. Student understandings include following safety rules for home and school, preventing abuse and neglect, avoiding injury, knowing whom to ask for help, and when and how to say no. [3 lessons]

**Unit 3**

**Week 1 - September**

**Weekly Concept: Rules to Go By**

**Essential Question: What rules do we follow in different places?**

Common > Language Arts > 2010 > Common Core State Standards

L.K.1.a Print many upper- and lowercase letters. [2 lessons]

L.K.2.a Capitalize the first word in a sentence and the pronoun I. [8 lessons]

L.K.2.b Recognize and name end punctuation. [2 lessons]

L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). [1 lesson]

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [1 lesson]

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. [1 lesson]

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [4 lessons]

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [2 lessons]

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [1 lesson]

RF.K.2.a Recognize and produce rhyming words. [4 lessons]

RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words. [3 lessons]

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [10 lessons]

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. [4 lessons]

RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. [8 lessons]

RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. [8 lessons]

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [10 lessons]

RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [1 lesson]

RF.K.4 Read emergent-reader texts with purpose and understanding. [7 lessons]

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text. [1 lesson]

RL.K.1 With prompting and support, ask and answer questions about key details in a text. [12 lessons]

RL.K.2 With prompting and support, retell familiar stories, including key details. [5 lessons]

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. [1 lesson]

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. [1 lesson]

RL.K.10 Actively engage in group reading activities with purpose and understanding. [3 lessons]

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [1 lesson]

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [4 lessons]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [3 lessons]

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. [2 lessons]

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [2 lessons]

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [1 lesson]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [2 lessons]

Missouri > Science > 2008 > Grade and Course Level Expectations

3 Characteristics and Interactions of Living Organisms [3 lessons]

3.1 There is a fundamental unity underlying the diversity of all living organisms [3 lessons]

3.1.B Organisms progress through life cycles unique to different types of organisms [3 lessons]

3.2.F Cellular activities and responses can maintain stability internally while external conditions are changing (homeostasis) [3 lessons]

National > Science > 1996 > NSTA National Science Education Standards

C.1 The characteristics of organisms [3 lessons]

C.2.3 Many characteristics of an organism are inherited from the parents of the organism, but other characteristics result from an individual's interactions with the environment. Inherited characteristics include the color of flowers and the number of limbs of an animal. Other features, such as the ability to ride a bicycle, are learned through interactions with the environment and cannot be passed on to the next generation. [3 lessons]

**Unit 3 Week 2 - September**

**Weekly Concept: Sounds Around Us**

**Essential Question: What are the different sounds we hear?**

Common > Language Arts > 2010 > Common Core State Standards

L.K.1.f Produce and expand complete sentences in shared language activities. [1 lesson]

L.K.2.a Capitalize the first word in a sentence and the pronoun I. [4 lessons]

L.K.2.b Recognize and name end punctuation. [5 lessons]

L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). [1 lesson]

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [1 lesson]

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. [1 lesson]

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [5 lessons]

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [2 lessons]

RF.K.1 Demonstrate understanding of the organization and basic features of print. [2 lessons]

RF.K.1.a Follow words from left to right, top to bottom, and page by page. [1 lesson]

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [1 lesson]

RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words. [1 lesson]

RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words. [4 lessons]

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [14 lessons]

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. [1 lesson]

RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. [13 lessons]

RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. [2 lessons]

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [12 lessons]

RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [2 lessons]

RF.K.4 Read emergent-reader texts with purpose and understanding. [9 lessons]

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). [1 lesson]

RL.K.1 With prompting and support, ask and answer questions about key details in a text. [8 lessons]

RL.K.2 With prompting and support, retell familiar stories, including key details. [5 lessons]

RL.K.3 With prompting and support, identify characters, settings, and major events in a story. [1 lesson]

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. [2 lessons]

RL.K.10 Actively engage in group reading activities with purpose and understanding. [1 lesson]

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [2 lessons]

SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). [1 lesson]

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [4 lessons]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [3 lessons]

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [4 lessons]

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [1 lesson]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [2 lessons]

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [2 lessons]

Missouri > Science > 2008 > Grade and Course Level Expectations

1.2.A.a Identify the sounds and their source of vibrations in everyday life (e.g., alarms, car horns, animals, machines, musical instruments) [2 lessons]

1.2.A.b Compare different sounds (i.e., loudness, pitch, rhythm) [2 lessons]

1.2.A.c Identify the ear as a receiver of vibrations that produce sound [2 lessons]

National > Science > 1996 > NSTA National Science Education Standards

2.1 Evidence consists of observations and data on which to base scientific explanations. Using evidence to understand interactions allows individuals to predict changes in natural and designed systems. [1 lesson]

2.2 Models are tentative schemes or structures that correspond to real objects, events, or classes of events, and that have explanatory power. Models help scientists and engineers understand how things work. Models take many forms, including physical objects, plans, mental constructs, mathematical equations, and computer simulations. [1 lesson]

2.3 Scientific explanations incorporate existing scientific knowledge and new evidence from observations, experiments, or models into internally consistent, logical statements. Different terms, such as "hypothesis," "model," "law," "principle," "theory," and "paradigm" are used to describe various types of scientific explanations. As students develop and as they understand more science concepts and processes, their explanations should become more sophisticated. That is, their scientific explanations should more frequently include a rich scientific knowledge base, evidence of logic, higher levels of analysis, greater tolerance of criticism and uncertainty, and a clearer demonstration of the relationship between logic, evidence, and current knowledge. [1 lesson]

A.1.1.a This aspect of the standard emphasizes students asking questions that they can answer with scientific knowledge, combined with their own observations. Students should answer their questions by seeking information from reliable sources of scientific information and from their own observations and investigations. [1 lesson]

A.1.2.a In the earliest years, investigations are largely based on systematic observations. As students develop, they may design and conduct simple experiments to answer questions. The idea of a fair test is possible for many students to consider by fourth grade. [1 lesson]

A.1.4 Use data to construct a reasonable explanation. [1 lesson]

A.1.4.a This aspect of the standard emphasizes the students' thinking as they use data to formulate explanations. Even at the earliest grade levels, students should learn what constitutes evidence and judge the merits or strength of the data and information that will be used to make explanations. After students propose an explanation, they will appeal to the knowledge and evidence they obtained to support their explanations. Students should check their explanations against scientific knowledge, experiences, and observations of others. [1 lesson]

A.1.5 Communicate investigations and explanations. [1 lesson]

A.1.5.a Students should begin developing the abilities to communicate, critique, and analyze their work and the work of other students. This communication might be spoken or drawn as well as written. [1 lesson]

A.2.2 Scientists use different kinds of investigations depending on the questions they are trying to answer. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting). [1 lesson]

A.2.3 Simple instruments, such as magnifiers, thermometers, and rulers, provide more information than scientists obtain using only their senses. [1 lesson]

A.2.4 Scientists develop explanations using observations (evidence) and what they already know about the world (scientific knowledge). Good explanations are based on evidence from investigations. [1 lesson]

A.2.5 Scientists make the results of their investigations public; they describe the investigations in ways that enable others to repeat the investigations. [1 lesson]

A.2.6 Scientists review and ask questions about the results of other scientists' work. [1 lesson]

B.2.4 Sound is produced by vibrating objects. The pitch of the sound can be varied by changing the rate of vibration. [2 lessons]

**Unit 3 Week 3 – September-October**

**Weekly Concept: The Places We Go**

**Essential Question: What places do you go to during the week?**

Common > Language Arts > 2010 > Common Core State Standards

L.K.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). [4 lessons]

L.K.2.a Capitalize the first word in a sentence and the pronoun I. [1 lesson]

L.K.2.b Recognize and name end punctuation. [5 lessons]

L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). [1 lesson]

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [1 lesson]

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. [1 lesson]

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [5 lessons]

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [2 lessons]

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [4 lessons]

RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words. [3 lessons]

RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words. [2 lessons]

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [10 lessons]

RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [2 lessons]

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. [2 lessons]

RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. [13 lessons]

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [11 lessons]

RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [1 lesson]

RF.K.4 Read emergent-reader texts with purpose and understanding. [9 lessons]

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). [1 lesson]

RL.K.1 With prompting and support, ask and answer questions about key details in a text. [7 lessons]

RL.K.2 With prompting and support, retell familiar stories, including key details. [4 lessons]

RL.K.3 With prompting and support, identify characters, settings, and major events in a story. [4 lessons]

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. [1 lesson]

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). [1 lesson]

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. [1 lesson]

RL.K.10 Actively engage in group reading activities with purpose and understanding. [2 lessons]

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [1 lesson]

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [4 lessons]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [3 lessons]

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). [3 lessons]

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [2 lessons]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [2 lessons]

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [2 lessons]

**Unit 4**

**Week 1 – October**

**Weekly Concept: Time for Work**

**Essential Question: What do people use to do their jobs?**

Common > Language Arts > 2010 > Common Core State Standards

L.K.1.f Produce and expand complete sentences in shared language activities. [5 lessons]

L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). [1 lesson]

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [2 lessons]

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. [1 lesson]

L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. [4 lessons]

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [5 lessons]

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [2 lessons]

RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters. [1 lesson]

RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words. [4 lessons]

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [16 lessons]

RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. [1 lesson]

RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. [14 lessons]

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [12 lessons]

RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [2 lessons]

RF.K.4 Read emergent-reader texts with purpose and understanding. [8 lessons]

RI.K.1 With prompting and support, ask and answer questions about key details in a text. [7 lessons]

RI.K.2 With prompting and support, identify the main topic and retell key details of a text. [3 lessons]

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. [2 lessons]

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). [2 lessons]

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). [1 lesson]

RI.K.10 Actively engage in group reading activities with purpose and understanding. [1 lesson]

RL.K.1 With prompting and support, ask and answer questions about key details in a text. [1 lesson]

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [1 lesson]

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [4 lessons]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [3 lessons]

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. [2 lessons]

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [2 lessons]

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [1 lesson]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [2 lessons]

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [2 lessons]

**Unit 4 Week 2 – October**

**Weekly Concept: Meet Your Neighbors**

**Essential Question: Who are your neighbors?**

Common > Language Arts > 2010 > Common Core State Standards

L.K.1.f Produce and expand complete sentences in shared language activities. [5 lessons]

L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). [1 lesson]

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [2 lessons]

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. [1 lesson]

L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. [1 lesson]

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [4 lessons]

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [2 lessons]

RF.K.1.a Follow words from left to right, top to bottom, and page by page. [1 lesson]

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [3 lessons]

RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words. [1 lesson]

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [21 lessons]

RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. [11 lessons]

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [11 lessons]

RF.K.4 Read emergent-reader texts with purpose and understanding. [10 lessons]

RL.K.1 With prompting and support, ask and answer questions about key details in a text. [8 lessons]

RL.K.2 With prompting and support, retell familiar stories, including key details. [4 lessons]

RL.K.3 With prompting and support, identify characters, settings, and major events in a story. [4 lessons]

RL.K.4 Ask and answer questions about unknown words in a text. [1 lesson]

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. [1 lesson]

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. [1 lesson]

RL.K.10 Actively engage in group reading activities with purpose and understanding. [2 lessons]

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [1 lesson]

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [4 lessons]

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. [1 lesson]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [3 lessons]

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. [2 lessons]

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [1 lesson]

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [2 lessons]

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. [1 lesson]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [2 lessons]

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [1 lesson]

**Unit 4 Week 3 – October**

**Weekly Concept: Pitch In**

**Essential Question: How can people help to make your community better?**

Common > Language Arts > 2010 > Common Core State Standards

L.K.1.f Produce and expand complete sentences in shared language activities. [5 lessons]

L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). [1 lesson]

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [1 lesson]

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [5 lessons]

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [1 lesson]

RF.K.1.a Follow words from left to right, top to bottom, and page by page. [1 lesson]

RF.K.2.a Recognize and produce rhyming words. [4 lessons]

RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words. [1 lesson]

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [19 lessons]

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. [2 lessons]

RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. [12 lessons]

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [11 lessons]

RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [1 lesson]

RF.K.4 Read emergent-reader texts with purpose and understanding. [11 lessons]

RI.K.1 With prompting and support, ask and answer questions about key details in a text. [5 lessons]

RI.K.2 With prompting and support, identify the main topic and retell key details of a text. [1 lesson]

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. [3 lessons]

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). [1 lesson]

RI.K.10 Actively engage in group reading activities with purpose and understanding. [1 lesson]

RL.K.1 With prompting and support, ask and answer questions about key details in a text. [4 lessons]

RL.K.2 With prompting and support, retell familiar stories, including key details. [1 lesson]

RL.K.4 Ask and answer questions about unknown words in a text. [1 lesson]

RL.K.5 Recognize common types of texts (e.g., storybooks, poems). [1 lesson]

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. [1 lesson]

RL.K.10 Actively engage in group reading activities with purpose and understanding. [1 lesson]

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [1 lesson]

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [4 lessons]

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. [1 lesson]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [3 lessons]

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. [2 lessons]

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [1 lesson]

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [2 lessons]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [2 lessons]

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [2 lessons]

**Unit 5**

**Week 1 – October/November**

**Weekly Concept: How Does Your Garden Grow?**

**Essential Question: What do living things need to grow?**

Common > Language Arts > 2010 > Common Core State Standards

L.K.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). [2 lessons]

L.K.1.f Produce and expand complete sentences in shared language activities. [1 lesson]

L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). [1 lesson]

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [1 lesson]

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. [1 lesson]

L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. [1 lesson]

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [4 lessons]

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [2 lessons]

RF.K.1 Demonstrate understanding of the organization and basic features of print. [1 lesson]

RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words. [9 lessons]

RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words. [1 lesson]

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [14 lessons]

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. [3 lessons]

RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. [9 lessons]

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [12 lessons]

RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [1 lesson]

RF.K.4 Read emergent-reader texts with purpose and understanding. [10 lessons]

RI.K.10 Actively engage in group reading activities with purpose and understanding. [1 lesson]

RL.K.1 With prompting and support, ask and answer questions about key details in a text. [6 lessons]

RL.K.2 With prompting and support, retell familiar stories, including key details. [1 lesson]

RL.K.3 With prompting and support, identify characters, settings, and major events in a story. [4 lessons]

RL.K.5 Recognize common types of texts (e.g., storybooks, poems). [2 lessons]

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. [2 lessons]

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). [3 lessons]

RL.K.10 Actively engage in group reading activities with purpose and understanding. [2 lessons]

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [1 lesson]

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [4 lessons]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [2 lessons]

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [4 lessons]

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [1 lesson]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [2 lessons]

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [2 lessons]

**Unit 5 Week 2 - November**

**Weekly Concept: Trees**

**Essential Question: How do living things change as they grow?**

Common > Language Arts > 2010 > Common Core State Standards

L.K.1.b Use frequently occurring nouns and verbs. [1 lesson]

L.K.2.a Capitalize the first word in a sentence and the pronoun I. [5 lessons]

L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). [1 lesson]

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [1 lesson]

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. [1 lesson]

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [4 lessons]

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [2 lessons]

RF.K.1 Demonstrate understanding of the organization and basic features of print. [2 lessons]

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [1 lesson]

RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words. [4 lessons]

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [18 lessons]

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. [3 lessons]

RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. [3 lessons]

RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. [6 lessons]

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [12 lessons]

RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [2 lessons]

RF.K.4 Read emergent-reader texts with purpose and understanding. [11 lessons]

RI.K.1 With prompting and support, ask and answer questions about key details in a text. [4 lessons]

RI.K.2 With prompting and support, identify the main topic and retell key details of a text. [5 lessons]

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. [2 lessons]

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. [1 lesson]

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). [1 lesson]

RI.K.10 Actively engage in group reading activities with purpose and understanding. [3 lessons]

RL.K.1 With prompting and support, ask and answer questions about key details in a text. [3 lessons]

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [1 lesson]

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [4 lessons]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [3 lessons]

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). [3 lessons]

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [1 lesson]

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [2 lessons]

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. [1 lesson]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [2 lessons]

National > Science > 1996 > NSTA National Science Education Standards

2.1 Evidence consists of observations and data on which to base scientific explanations. Using evidence to understand interactions allows individuals to predict changes in natural and designed systems. [3 lessons]

2.2 Models are tentative schemes or structures that correspond to real objects, events, or classes of events, and that have explanatory power. Models help scientists and engineers understand how things work. Models take many forms, including physical objects, plans, mental constructs, mathematical equations, and computer simulations. [3 lessons]

2.3 Scientific explanations incorporate existing scientific knowledge and new evidence from observations, experiments, or models into internally consistent, logical statements. Different terms, such as "hypothesis," "model," "law," "principle," "theory," and "paradigm" are used to describe various types of scientific explanations. As students develop and as they understand more science concepts and processes, their explanations should become more sophisticated. That is, their scientific explanations should more frequently include a rich scientific knowledge base, evidence of logic, higher levels of analysis, greater tolerance of criticism and uncertainty, and a clearer demonstration of the relationship between logic, evidence, and current knowledge. [3 lessons]

A.1.1.a This aspect of the standard emphasizes students asking questions that they can answer with scientific knowledge, combined with their own observations. Students should answer their questions by seeking information from reliable sources of scientific information and from their own observations and investigations. [3 lessons]

A.1.2.a In the earliest years, investigations are largely based on systematic observations. As students develop, they may design and conduct simple experiments to answer questions. The idea of a fair test is possible for many students to consider by fourth grade. [3 lessons]

A.1.4 Use data to construct a reasonable explanation. [3 lessons]

A.1.4.a This aspect of the standard emphasizes the students' thinking as they use data to formulate explanations. Even at the earliest grade levels, students should learn what constitutes evidence and judge the merits or strength of the data and information that will be used to make explanations. After students propose an explanation, they will appeal to the knowledge and evidence they obtained to support their explanations. Students should check their explanations against scientific knowledge, experiences, and observations of others. [3 lessons]

A.1.5 Communicate investigations and explanations. [3 lessons]

A.1.5.a Students should begin developing the abilities to communicate, critique, and analyze their work and the work of other students. This communication might be spoken or drawn as well as written. [3 lessons]

A.2.2 Scientists use different kinds of investigations depending on the questions they are trying to answer. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting). [3 lessons]

A.2.3 Simple instruments, such as magnifiers, thermometers, and rulers, provide more information than scientists obtain using only their senses. [3 lessons]

A.2.4 Scientists develop explanations using observations (evidence) and what they already know about the world (scientific knowledge). Good explanations are based on evidence from investigations. [3 lessons]

A.2.5 Scientists make the results of their investigations public; they describe the investigations in ways that enable others to repeat the investigations. [3 lessons]

A.2.6 Scientists review and ask questions about the results of other scientists' work. [3 lessons]

**Unit 4 Week 3 – November**

**Weekly Concept: Fresh from the Farm**

**Essential Question: What kinds of things grow on a farm?**

Common > Language Arts > 2010 > Common Core State Standards

L.K.1.f Produce and expand complete sentences in shared language activities. [5 lessons]

L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). [1 lesson]

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [1 lesson]

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [5 lessons]

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [1 lesson]

RF.K.1.a Follow words from left to right, top to bottom, and page by page. [1 lesson]

RF.K.2.a Recognize and produce rhyming words. [4 lessons]

RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words. [1 lesson]

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [19 lessons]

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. [2 lessons]

RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. [12 lessons]

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [11 lessons]

RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [1 lesson]

RF.K.4 Read emergent-reader texts with purpose and understanding. [11 lessons]

RI.K.1 With prompting and support, ask and answer questions about key details in a text. [5 lessons]

RI.K.2 With prompting and support, identify the main topic and retell key details of a text. [1 lesson]

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. [3 lessons]

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). [1 lesson]

RI.K.10 Actively engage in group reading activities with purpose and understanding. [1 lesson]

RL.K.1 With prompting and support, ask and answer questions about key details in a text. [4 lessons]

RL.K.2 With prompting and support, retell familiar stories, including key details. [1 lesson]

RL.K.4 Ask and answer questions about unknown words in a text. [1 lesson]

RL.K.5 Recognize common types of texts (e.g., storybooks, poems). [1 lesson]

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. [1 lesson]

RL.K.10 Actively engage in group reading activities with purpose and understanding. [1 lesson]

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [1 lesson]

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [4 lessons]

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. [1 lesson]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [3 lessons]

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. [2 lessons]

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [1 lesson]

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [2 lessons]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [2 lessons]

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [2 lessons]

**Unit 5 Week 1**

**Tara Whitham's Class**

**Weekly Concept: Fresh from the Farm**

**Essential Question: What kinds of things grow on a farm?**

Plan • Organize your Week

Weekly Planner Weekly Standards Calendar

Export

Common > Language Arts > 2010 > Common Core State Standards

L.K.1.f Produce and expand complete sentences in shared language activities. [1 lesson]

L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). [1 lesson]

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [1 lesson]

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. [1 lesson]

L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. [2 lessons]

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [4 lessons]

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [2 lessons]

RF.K.2.a Recognize and produce rhyming words. [4 lessons]

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [14 lessons]

RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [6 lessons]

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. [3 lessons]

RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. [9 lessons]

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [12 lessons]

RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [1 lesson]

RF.K.4 Read emergent-reader texts with purpose and understanding. [11 lessons]

RI.K.1 With prompting and support, ask and answer questions about key details in a text. [2 lessons]

RI.K.2 With prompting and support, identify the main topic and retell key details of a text. [4 lessons]

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. [2 lessons]

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. [3 lessons]

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). [3 lessons]

RI.K.10 Actively engage in group reading activities with purpose and understanding. [1 lesson]

RL.K.1 With prompting and support, ask and answer questions about key details in a text. [4 lessons]

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. [1 lesson]

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). [1 lesson]

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [5 lessons]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [3 lessons]

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. [3 lessons]

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [1 lesson]

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [2 lessons]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [2 lessons]

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [1 lesson]

Missouri > Science > 2008 > Grade and Course Level Expectations

3 Characteristics and Interactions of Living Organisms [2 lessons]

3.1 There is a fundamental unity underlying the diversity of all living organisms [2 lessons]

3.1.A Organisms have basic needs for survival [2 lessons]

3.1.B Organisms progress through life cycles unique to different types of organisms [2 lessons]

3.2.F Cellular activities and responses can maintain stability internally while external conditions are changing (homeostasis) [2 lessons]

National > Science > 1996 > NSTA National Science Education Standards

C.1 The characteristics of organisms [2 lessons]

C.1.1 Organisms have basic needs. For example, animals need air, water, and food; plants require air, water, nutrients, and light. Organisms can survive only in environments in which their needs can be met. The world has many different environments, and distinct environments support the life of different types of organisms. [2 lessons]

C.2.3 Many characteristics of an organism are inherited from the parents of the organism, but other characteristics result from an individual's interactions with the environment. Inherited characteristics include the color of flowers and the number of limbs of an animal. Other features, such as the ability to ride a bicycle, are learned through interactions with the environment and cannot be passed on to the next generation. [2 lessons]

F.1.1 Safety and security are basic needs of humans. Safety involves freedom from danger, risk, or injury. Security involves feelings of confidence and lack of anxiety and fear. Student understandings include following safety rules for home and school, preventing abuse and neglect, avoiding injury, knowing whom to ask for help, and when and how to say no. [2 lessons]

**Unit 5 Week 2**

**Weekly Concept: Trees**

**Essential Question: How do living things change as they grow?**

Common > Language Arts > 2010 > Common Core State Standards

L.K.1.b Use frequently occurring nouns and verbs. [1 lesson]

L.K.2.a Capitalize the first word in a sentence and the pronoun I. [5 lessons]

L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). [1 lesson]

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [1 lesson]

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. [1 lesson]

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [4 lessons]

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [2 lessons]

RF.K.1 Demonstrate understanding of the organization and basic features of print. [2 lessons]

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [1 lesson]

RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words. [4 lessons]

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [18 lessons]

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. [3 lessons]

RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. [3 lessons]

RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. [6 lessons]

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [12 lessons]

RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [2 lessons]

RF.K.4 Read emergent-reader texts with purpose and understanding. [11 lessons]

RI.K.1 With prompting and support, ask and answer questions about key details in a text. [4 lessons]

RI.K.2 With prompting and support, identify the main topic and retell key details of a text. [5 lessons]

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. [2 lessons]

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. [1 lesson]

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). [1 lesson]

RI.K.10 Actively engage in group reading activities with purpose and understanding. [3 lessons]

RL.K.1 With prompting and support, ask and answer questions about key details in a text. [3 lessons]

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [1 lesson]

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [4 lessons]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [3 lessons]

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). [3 lessons]

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [1 lesson]

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [2 lessons]

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. [1 lesson]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [2 lessons]

National > Science > 1996 > NSTA National Science Education Standards

2.1 Evidence consists of observations and data on which to base scientific explanations. Using evidence to understand interactions allows individuals to predict changes in natural and designed systems. [3 lessons]

2.2 Models are tentative schemes or structures that correspond to real objects, events, or classes of events, and that have explanatory power. Models help scientists and engineers understand how things work. Models take many forms, including physical objects, plans, mental constructs, mathematical equations, and computer simulations. [3 lessons]

2.3 Scientific explanations incorporate existing scientific knowledge and new evidence from observations, experiments, or models into internally consistent, logical statements. Different terms, such as "hypothesis," "model," "law," "principle," "theory," and "paradigm" are used to describe various types of scientific explanations. As students develop and as they understand more science concepts and processes, their explanations should become more sophisticated. That is, their scientific explanations should more frequently include a rich scientific knowledge base, evidence of logic, higher levels of analysis, greater tolerance of criticism and uncertainty, and a clearer demonstration of the relationship between logic, evidence, and current knowledge. [3 lessons]

A.1.1.a This aspect of the standard emphasizes students asking questions that they can answer with scientific knowledge, combined with their own observations. Students should answer their questions by seeking information from reliable sources of scientific information and from their own observations and investigations. [3 lessons]

A.1.2.a In the earliest years, investigations are largely based on systematic observations. As students develop, they may design and conduct simple experiments to answer questions. The idea of a fair test is possible for many students to consider by fourth grade. [3 lessons]

A.1.4 Use data to construct a reasonable explanation. [3 lessons]

A.1.4.a This aspect of the standard emphasizes the students' thinking as they use data to formulate explanations. Even at the earliest grade levels, students should learn what constitutes evidence and judge the merits or strength of the data and information that will be used to make explanations. After students propose an explanation, they will appeal to the knowledge and evidence they obtained to support their explanations. Students should check their explanations against scientific knowledge, experiences, and observations of others. [3 lessons]

A.1.5 Communicate investigations and explanations. [3 lessons]

A.1.5.a Students should begin developing the abilities to communicate, critique, and analyze their work and the work of other students. This communication might be spoken or drawn as well as written. [3 lessons]

A.2.2 Scientists use different kinds of investigations depending on the questions they are trying to answer. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting). [3 lessons]

A.2.3 Simple instruments, such as magnifiers, thermometers, and rulers, provide more information than scientists obtain using only their senses. [3 lessons]

A.2.4 Scientists develop explanations using observations (evidence) and what they already know about the world (scientific knowledge). Good explanations are based on evidence from investigations. [3 lessons]

A.2.5 Scientists make the results of their investigations public; they describe the investigations in ways that enable others to repeat the investigations. [3 lessons]

A.2.6 Scientists review and ask questions about the results of other scientists' work. [3 lessons]

**Unit 5 Week 3**

**Weekly Concept: Fresh from the Farm**

**Essential Question: What kinds of things grow on a farm?**

Common > Language Arts > 2010 > Common Core State Standards

L.K.1.f Produce and expand complete sentences in shared language activities. [1 lesson]

L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). [1 lesson]

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [1 lesson]

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. [1 lesson]

L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. [2 lessons]

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [4 lessons]

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [2 lessons]

RF.K.2.a Recognize and produce rhyming words. [4 lessons]

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [14 lessons]

RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [6 lessons]

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. [3 lessons]

RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. [9 lessons]

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [12 lessons]

RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [1 lesson]

RF.K.4 Read emergent-reader texts with purpose and understanding. [11 lessons]

RI.K.1 With prompting and support, ask and answer questions about key details in a text. [2 lessons]

RI.K.2 With prompting and support, identify the main topic and retell key details of a text. [4 lessons]

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. [2 lessons]

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. [3 lessons]

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). [3 lessons]

RI.K.10 Actively engage in group reading activities with purpose and understanding. [1 lesson]

RL.K.1 With prompting and support, ask and answer questions about key details in a text. [4 lessons]

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. [1 lesson]

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). [1 lesson]

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [5 lessons]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [3 lessons]

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. [3 lessons]

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [1 lesson]

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [2 lessons]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [2 lessons]

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [1 lesson]

Missouri > Science > 2008 > Grade and Course Level Expectations

3 Characteristics and Interactions of Living Organisms [2 lessons]

3.1 There is a fundamental unity underlying the diversity of all living organisms [2 lessons]

3.1.A Organisms have basic needs for survival [2 lessons]

3.1.B Organisms progress through life cycles unique to different types of organisms [2 lessons]

3.2.F Cellular activities and responses can maintain stability internally while external conditions are changing (homeostasis) [2 lessons]

National > Science > 1996 > NSTA National Science Education Standards

C.1 The characteristics of organisms [2 lessons]

C.1.1 Organisms have basic needs. For example, animals need air, water, and food; plants require air, water, nutrients, and light. Organisms can survive only in environments in which their needs can be met. The world has many different environments, and distinct environments support the life of different types of organisms. [2 lessons]

C.2.3 Many characteristics of an organism are inherited from the parents of the organism, but other characteristics result from an individual's interactions with the environment. Inherited characteristics include the color of flowers and the number of limbs of an animal. Other features, such as the ability to ride a bicycle, are learned through interactions with the environment and cannot be passed on to the next generation. [2 lessons]

F.1.1 Safety and security are basic needs of humans. Safety involves freedom from danger, risk, or injury. Security involves feelings of confidence and lack of anxiety and fear. Student understandings include following safety rules for home and school, preventing abuse and neglect, avoiding injury, knowing whom to ask for help, and when and how to say no. [2 lessons]

**Unit 6**

**Week 1 – November**

**Weekly Concept: The Four Seasons**

**Essential Question: How are the seasons different?**

Common > Language Arts > 2010 > Common Core State Standards

L.1.1.b Use common, proper, and possessive nouns. [1 lesson]

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [1 lesson]

L.K.1.b Use frequently occurring nouns and verbs. [1 lesson]

L.K.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). [4 lessons]

L.K.2.b Recognize and name end punctuation. [2 lessons]

L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). [1 lesson]

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [2 lessons]

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. [1 lesson]

L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. [1 lesson]

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [3 lessons]

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [1 lesson]

RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words. [5 lessons]

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [18 lessons]

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. [4 lessons]

RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. [8 lessons]

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [12 lessons]

RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [1 lesson]

RF.K.4 Read emergent-reader texts with purpose and understanding. [9 lessons]

RI.K.10 Actively engage in group reading activities with purpose and understanding. [1 lesson]

RL.K.1 With prompting and support, ask and answer questions about key details in a text. [8 lessons]

RL.K.2 With prompting and support, retell familiar stories, including key details. [5 lessons]

RL.K.5 Recognize common types of texts (e.g., storybooks, poems). [3 lessons]

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. [1 lesson]

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). [1 lesson]

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. [1 lesson]

RL.K.10 Actively engage in group reading activities with purpose and understanding. [1 lesson]

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [1 lesson]

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [4 lessons]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [5 lessons]

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). [2 lessons]

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [2 lessons]

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [1 lesson]

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. [1 lesson]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [2 lessons]

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [1 lesson]

Missouri > Science > 2008 > Grade and Course Level Expectations

3 Characteristics and Interactions of Living Organisms [2 lessons]

3.1 There is a fundamental unity underlying the diversity of all living organisms [2 lessons]

3.1.B Organisms progress through life cycles unique to different types of organisms [2 lessons]

3.2.F Cellular activities and responses can maintain stability internally while external conditions are changing (homeostasis) [2 lessons]

National > Science > 1996 > NSTA National Science Education Standards

C.1 The characteristics of organisms [2 lessons]

C.2.3 Many characteristics of an organism are inherited from the parents of the organism, but other characteristics result from an individual's interactions with the environment. Inherited characteristics include the color of flowers and the number of limbs of an animal. Other features, such as the ability to ride a bicycle, are learned through interactions with the environment and cannot be passed on to the next generation. [2 lessons]

**Unit 6 Week 2 – December**

**Weekly Concept: What's the Weather?**

**Essential Question: What happens in different kinds of weather?**

Common > Language Arts > 2010 > Common Core State Standards

L.K.1.b Use frequently occurring nouns and verbs. [1 lesson]

L.K.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). [5 lessons]

L.K.2.b Recognize and name end punctuation. [2 lessons]

L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). [1 lesson]

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [2 lessons]

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. [1 lesson]

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [5 lessons]

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [2 lessons]

RF.K.1 Demonstrate understanding of the organization and basic features of print. [2 lessons]

RF.K.2.a Recognize and produce rhyming words. [4 lessons]

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [17 lessons]

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. [4 lessons]

RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. [9 lessons]

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [13 lessons]

RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [2 lessons]

RF.K.4 Read emergent-reader texts with purpose and understanding. [10 lessons]

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). [1 lesson]

RL.K.1 With prompting and support, ask and answer questions about key details in a text. [7 lessons]

RL.K.2 With prompting and support, retell familiar stories, including key details. [5 lessons]

RL.K.5 Recognize common types of texts (e.g., storybooks, poems). [1 lesson]

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. [1 lesson]

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. [1 lesson]

RL.K.10 Actively engage in group reading activities with purpose and understanding. [2 lessons]

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [2 lessons]

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [4 lessons]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [3 lessons]

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [3 lessons]

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [2 lessons]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [2 lessons]

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [2 lessons]

Missouri > Science > 2008 > Grade and Course Level Expectations

3 Characteristics and Interactions of Living Organisms [2 lessons]

3.1 There is a fundamental unity underlying the diversity of all living organisms [2 lessons]

3.1.B Organisms progress through life cycles unique to different types of organisms [2 lessons]

3.2.F Cellular activities and responses can maintain stability internally while external conditions are changing (homeostasis) [2 lessons]

National > Science > 1996 > NSTA National Science Education Standards

2.1 Evidence consists of observations and data on which to base scientific explanations. Using evidence to understand interactions allows individuals to predict changes in natural and designed systems. [1 lesson]

2.2 Models are tentative schemes or structures that correspond to real objects, events, or classes of events, and that have explanatory power. Models help scientists and engineers understand how things work. Models take many forms, including physical objects, plans, mental constructs, mathematical equations, and computer simulations. [1 lesson]

2.3 Scientific explanations incorporate existing scientific knowledge and new evidence from observations, experiments, or models into internally consistent, logical statements. Different terms, such as "hypothesis," "model," "law," "principle," "theory," and "paradigm" are used to describe various types of scientific explanations. As students develop and as they understand more science concepts and processes, their explanations should become more sophisticated. That is, their scientific explanations should more frequently include a rich scientific knowledge base, evidence of logic, higher levels of analysis, greater tolerance of criticism and uncertainty, and a clearer demonstration of the relationship between logic, evidence, and current knowledge. [1 lesson]

A.1.1.a This aspect of the standard emphasizes students asking questions that they can answer with scientific knowledge, combined with their own observations. Students should answer their questions by seeking information from reliable sources of scientific information and from their own observations and investigations. [1 lesson]

A.1.2.a In the earliest years, investigations are largely based on systematic observations. As students develop, they may design and conduct simple experiments to answer questions. The idea of a fair test is possible for many students to consider by fourth grade. [1 lesson]

A.1.4 Use data to construct a reasonable explanation. [1 lesson]

A.1.4.a This aspect of the standard emphasizes the students' thinking as they use data to formulate explanations. Even at the earliest grade levels, students should learn what constitutes evidence and judge the merits or strength of the data and information that will be used to make explanations. After students propose an explanation, they will appeal to the knowledge and evidence they obtained to support their explanations. Students should check their explanations against scientific knowledge, experiences, and observations of others. [1 lesson]

A.1.5 Communicate investigations and explanations. [1 lesson]

A.1.5.a Students should begin developing the abilities to communicate, critique, and analyze their work and the work of other students. This communication might be spoken or drawn as well as written. [1 lesson]

A.2.2 Scientists use different kinds of investigations depending on the questions they are trying to answer. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting). [1 lesson]

A.2.3 Simple instruments, such as magnifiers, thermometers, and rulers, provide more information than scientists obtain using only their senses. [1 lesson]

A.2.4 Scientists develop explanations using observations (evidence) and what they already know about the world (scientific knowledge). Good explanations are based on evidence from investigations. [1 lesson]

A.2.5 Scientists make the results of their investigations public; they describe the investigations in ways that enable others to repeat the investigations. [1 lesson]

A.2.6 Scientists review and ask questions about the results of other scientists' work. [1 lesson]

C.1 The characteristics of organisms [2 lessons]

C.2.3 Many characteristics of an organism are inherited from the parents of the organism, but other characteristics result from an individual's interactions with the environment. Inherited characteristics include the color of flowers and the number of limbs of an animal. Other features, such as the ability to ride a bicycle, are learned through interactions with the environment and cannot be passed on to the next generation. [2 lessons]

**Unit 6 Week 3 - December**

**Weekly Concept: Stormy Weather**

**Essential Question: How can you stay safe in bad weather?**

Common > Language Arts > 2010 > Common Core State Standards

L.K.1.b Use frequently occurring nouns and verbs. [1 lesson]

L.K.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). [5 lessons]

L.K.2.b Recognize and name end punctuation. [2 lessons]

L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). [1 lesson]

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [1 lesson]

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. [1 lesson]

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [5 lessons]

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [1 lesson]

RF.K.1 Demonstrate understanding of the organization and basic features of print. [2 lessons]

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [4 lessons]

RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words. [1 lesson]

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [13 lessons]

RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [8 lessons]

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. [3 lessons]

RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. [8 lessons]

RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. [2 lessons]

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [11 lessons]

RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [1 lesson]

RF.K.4 Read emergent-reader texts with purpose and understanding. [10 lessons]

RI.K.1 With prompting and support, ask and answer questions about key details in a text. [1 lesson]

RL.K.1 With prompting and support, ask and answer questions about key details in a text. [8 lessons]

RL.K.2 With prompting and support, retell familiar stories, including key details. [4 lessons]

RL.K.4 Ask and answer questions about unknown words in a text. [1 lesson]

RL.K.5 Recognize common types of texts (e.g., storybooks, poems). [1 lesson]

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. [1 lesson]

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. [2 lessons]

RL.K.10 Actively engage in group reading activities with purpose and understanding. [1 lesson]

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [2 lessons]

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [4 lessons]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [3 lessons]

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. [3 lessons]

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [1 lesson]

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [2 lessons]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [2 lessons]

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [1 lesson]

**Unit 7**

**Week 1 – January**

**Weekly Concept: Baby Animals**

**Essential Question: How are some animals alike and how are they different?**

Common > Language Arts > 2010 > Common Core State Standards

L.K.1.b Use frequently occurring nouns and verbs. [7 lessons]

L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). [1 lesson]

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [1 lesson]

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [4 lessons]

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [2 lessons]

RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words. [1 lesson]

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [15 lessons]

RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [2 lessons]

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. [3 lessons]

RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. [5 lessons]

RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. [5 lessons]

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [11 lessons]

RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [1 lesson]

RF.K.4 Read emergent-reader texts with purpose and understanding. [11 lessons]

RI.K.1 With prompting and support, ask and answer questions about key details in a text. [4 lessons]

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. [4 lessons]

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. [1 lesson]

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. [4 lessons]

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). [2 lessons]

RI.K.10 Actively engage in group reading activities with purpose and understanding. [2 lessons]

RL.K.4 Ask and answer questions about unknown words in a text. [1 lesson]

RL.K.5 Recognize common types of texts (e.g., storybooks, poems). [2 lessons]

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. [2 lessons]

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [1 lesson]

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [4 lessons]

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. [1 lesson]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [3 lessons]

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. [3 lessons]

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [2 lessons]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [2 lessons]

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [2 lessons]

Missouri > Science > 2008 > Grade and Course Level Expectations

3 Characteristics and Interactions of Living Organisms [6 lessons]

3.1 There is a fundamental unity underlying the diversity of all living organisms [6 lessons]

3.1.A Organisms have basic needs for survival [5 lessons]

3.1.B Organisms progress through life cycles unique to different types of organisms [6 lessons]

3.2.F Cellular activities and responses can maintain stability internally while external conditions are changing (homeostasis) [6 lessons]

National > Science > 1996 > NSTA National Science Education Standards

C.1 The characteristics of organisms [6 lessons]

C.1.1 Organisms have basic needs. For example, animals need air, water, and food; plants require air, water, nutrients, and light. Organisms can survive only in environments in which their needs can be met. The world has many different environments, and distinct environments support the life of different types of organisms. [5 lessons]

C.2.3 Many characteristics of an organism are inherited from the parents of the organism, but other characteristics result from an individual's interactions with the environment. Inherited characteristics include the color of flowers and the number of limbs of an animal. Other features, such as the ability to ride a bicycle, are learned through interactions with the environment and cannot be passed on to the next generation. [6 lessons]

F.1.1 Safety and security are basic needs of humans. Safety involves freedom from danger, risk, or injury. Security involves feelings of confidence and lack of anxiety and fear. Student understandings include following safety rules for home and school, preventing abuse and neglect, avoiding injury, knowing whom to ask for help, and when and how to say no. [5 lessons]

**Unit 7**

**Week 2 - January**

**Weekly Concept: Pet Pals**

**Essential Question: How do you take care of differnet kinds of pets?**

Common > Language Arts > 2010 > Common Core State Standards

L.K.1.b Use frequently occurring nouns and verbs. [6 lessons]

L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). [1 lesson]

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [1 lesson]

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. [1 lesson]

L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. [1 lesson]

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [4 lessons]

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [2 lessons]

RF.K.1 Demonstrate understanding of the organization and basic features of print. [2 lessons]

RF.K.2.a Recognize and produce rhyming words. [3 lessons]

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [13 lessons]

RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [7 lessons]

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. [3 lessons]

RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. [9 lessons]

RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. [1 lesson]

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [11 lessons]

RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [1 lesson]

RF.K.4 Read emergent-reader texts with purpose and understanding. [9 lessons]

RI.K.10 Actively engage in group reading activities with purpose and understanding. [1 lesson]

RL.K.1 With prompting and support, ask and answer questions about key details in a text. [5 lessons]

RL.K.3 With prompting and support, identify characters, settings, and major events in a story. [4 lessons]

RL.K.5 Recognize common types of texts (e.g., storybooks, poems). [2 lessons]

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. [1 lesson]

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. [1 lesson]

RL.K.10 Actively engage in group reading activities with purpose and understanding. [2 lessons]

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [1 lesson]

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [5 lessons]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [3 lessons]

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. [3 lessons]

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [1 lesson]

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [1 lesson]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [2 lessons]

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [2 lessons]

National > Science > 1996 > NSTA National Science Education Standards

2.1 Evidence consists of observations and data on which to base scientific explanations. Using evidence to understand interactions allows individuals to predict changes in natural and designed systems. [1 lesson]

2.2 Models are tentative schemes or structures that correspond to real objects, events, or classes of events, and that have explanatory power. Models help scientists and engineers understand how things work. Models take many forms, including physical objects, plans, mental constructs, mathematical equations, and computer simulations. [1 lesson]

2.3 Scientific explanations incorporate existing scientific knowledge and new evidence from observations, experiments, or models into internally consistent, logical statements. Different terms, such as "hypothesis," "model," "law," "principle," "theory," and "paradigm" are used to describe various types of scientific explanations. As students develop and as they understand more science concepts and processes, their explanations should become more sophisticated. That is, their scientific explanations should more frequently include a rich scientific knowledge base, evidence of logic, higher levels of analysis, greater tolerance of criticism and uncertainty, and a clearer demonstration of the relationship between logic, evidence, and current knowledge. [1 lesson]

A.1.1.a This aspect of the standard emphasizes students asking questions that they can answer with scientific knowledge, combined with their own observations. Students should answer their questions by seeking information from reliable sources of scientific information and from their own observations and investigations. [1 lesson]

A.1.2.a In the earliest years, investigations are largely based on systematic observations. As students develop, they may design and conduct simple experiments to answer questions. The idea of a fair test is possible for many students to consider by fourth grade. [1 lesson]

A.1.4 Use data to construct a reasonable explanation. [1 lesson]

A.1.4.a This aspect of the standard emphasizes the students' thinking as they use data to formulate explanations. Even at the earliest grade levels, students should learn what constitutes evidence and judge the merits or strength of the data and information that will be used to make explanations. After students propose an explanation, they will appeal to the knowledge and evidence they obtained to support their explanations. Students should check their explanations against scientific knowledge, experiences, and observations of others. [1 lesson]

A.1.5 Communicate investigations and explanations. [1 lesson]

A.1.5.a Students should begin developing the abilities to communicate, critique, and analyze their work and the work of other students. This communication might be spoken or drawn as well as written. [1 lesson]

A.2.2 Scientists use different kinds of investigations depending on the questions they are trying to answer. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting). [1 lesson]

A.2.3 Simple instruments, such as magnifiers, thermometers, and rulers, provide more information than scientists obtain using only their senses. [1 lesson]

A.2.4 Scientists develop explanations using observations (evidence) and what they already know about the world (scientific knowledge). Good explanations are based on evidence from investigations. [1 lesson]

A.2.5 Scientists make the results of their investigations public; they describe the investigations in ways that enable others to repeat the investigations. [1 lesson]

A.2.6 Scientists review and ask questions about the results of other scientists' work. [1 lesson]

**Unit 7**

**Week 3 - January**

**Weekly Concept: Animal Habitats**

**Essential Question: Where do animals live?**

Common > Language Arts > 2010 > Common Core State Standards

L.K.1.b Use frequently occurring nouns and verbs. [6 lessons]

L.K.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). [5 lessons]

L.K.2.b Recognize and name end punctuation. [1 lesson]

L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). [1 lesson]

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [1 lesson]

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. [1 lesson]

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [5 lessons]

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [2 lessons]

RF.K.1 Demonstrate understanding of the organization and basic features of print. [2 lessons]

RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words. [3 lessons]

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [13 lessons]

RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [7 lessons]

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. [4 lessons]

RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. [9 lessons]

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [12 lessons]

RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [1 lesson]

RF.K.4 Read emergent-reader texts with purpose and understanding. [10 lessons]

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. [1 lesson]

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. [1 lesson]

RL.K.1 With prompting and support, ask and answer questions about key details in a text. [5 lessons]

RL.K.2 With prompting and support, retell familiar stories, including key details. [1 lesson]

RL.K.3 With prompting and support, identify characters, settings, and major events in a story. [3 lessons]

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. [1 lesson]

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). [1 lesson]

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. [2 lessons]

RL.K.10 Actively engage in group reading activities with purpose and understanding. [2 lessons]

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [1 lesson]

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [4 lessons]

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. [1 lesson]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [3 lessons]

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [1 lesson]

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [1 lesson]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [2 lessons]

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [4 lessons]

Missouri > Science > 2008 > Grade and Course Level Expectations

3 Characteristics and Interactions of Living Organisms [7 lessons]

3.1 There is a fundamental unity underlying the diversity of all living organisms [7 lessons]

3.1.A Organisms have basic needs for survival [1 lesson]

3.1.B Organisms progress through life cycles unique to different types of organisms [7 lessons]

3.2.F Cellular activities and responses can maintain stability internally while external conditions are changing (homeostasis) [7 lessons]

National > Science > 1996 > NSTA National Science Education Standards

2.1 Evidence consists of observations and data on which to base scientific explanations. Using evidence to understand interactions allows individuals to predict changes in natural and designed systems. [1 lesson]

2.2 Models are tentative schemes or structures that correspond to real objects, events, or classes of events, and that have explanatory power. Models help scientists and engineers understand how things work. Models take many forms, including physical objects, plans, mental constructs, mathematical equations, and computer simulations. [1 lesson]

2.3 Scientific explanations incorporate existing scientific knowledge and new evidence from observations, experiments, or models into internally consistent, logical statements. Different terms, such as "hypothesis," "model," "law," "principle," "theory," and "paradigm" are used to describe various types of scientific explanations. As students develop and as they understand more science concepts and processes, their explanations should become more sophisticated. That is, their scientific explanations should more frequently include a rich scientific knowledge base, evidence of logic, higher levels of analysis, greater tolerance of criticism and uncertainty, and a clearer demonstration of the relationship between logic, evidence, and current knowledge. [1 lesson]

A.1.1.a This aspect of the standard emphasizes students asking questions that they can answer with scientific knowledge, combined with their own observations. Students should answer their questions by seeking information from reliable sources of scientific information and from their own observations and investigations. [1 lesson]

A.1.2.a In the earliest years, investigations are largely based on systematic observations. As students develop, they may design and conduct simple experiments to answer questions. The idea of a fair test is possible for many students to consider by fourth grade. [1 lesson]

A.1.4 Use data to construct a reasonable explanation. [1 lesson]

A.1.4.a This aspect of the standard emphasizes the students' thinking as they use data to formulate explanations. Even at the earliest grade levels, students should learn what constitutes evidence and judge the merits or strength of the data and information that will be used to make explanations. After students propose an explanation, they will appeal to the knowledge and evidence they obtained to support their explanations. Students should check their explanations against scientific knowledge, experiences, and observations of others. [1 lesson]

A.1.5 Communicate investigations and explanations. [1 lesson]

A.1.5.a Students should begin developing the abilities to communicate, critique, and analyze their work and the work of other students. This communication might be spoken or drawn as well as written. [1 lesson]

A.2.2 Scientists use different kinds of investigations depending on the questions they are trying to answer. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting). [1 lesson]

A.2.3 Simple instruments, such as magnifiers, thermometers, and rulers, provide more information than scientists obtain using only their senses. [1 lesson]

A.2.4 Scientists develop explanations using observations (evidence) and what they already know about the world (scientific knowledge). Good explanations are based on evidence from investigations. [1 lesson]

A.2.5 Scientists make the results of their investigations public; they describe the investigations in ways that enable others to repeat the investigations. [1 lesson]

A.2.6 Scientists review and ask questions about the results of other scientists' work. [1 lesson]

C.1 The characteristics of organisms [7 lessons]

C.1.1 Organisms have basic needs. For example, animals need air, water, and food; plants require air, water, nutrients, and light. Organisms can survive only in environments in which their needs can be met. The world has many different environments, and distinct environments support the life of different types of organisms. [1 lesson]

C.2.3 Many characteristics of an organism are inherited from the parents of the organism, but other characteristics result from an individual's interactions with the environment. Inherited characteristics include the color of flowers and the number of limbs of an animal. Other features, such as the ability to ride a bicycle, are learned through interactions with the environment and cannot be passed on to the next generation. [7 lessons]

F.1.1 Safety and security are basic needs of humans. Safety involves freedom from danger, risk, or injury. Security involves feelings of confidence and lack of anxiety and fear. Student understandings include following safety rules for home and school, preventing abuse and neglect, avoiding injury, knowing whom to ask for help, and when and how to say no. [1 lesson]

**Unit 8**

**Week 1 – February**

**Weekly Concept: On the Move**

**Essential Question: What can help you go from here to there?**

Common > Language Arts > 2010 > Common Core State Standards

L.K.1.b Use frequently occurring nouns and verbs. [1 lesson]

L.K.1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). [6 lessons]

L.K.2.a Capitalize the first word in a sentence and the pronoun I. [2 lessons]

L.K.2.b Recognize and name end punctuation. [2 lessons]

L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). [1 lesson]

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. [1 lesson]

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [4 lessons]

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [2 lessons]

RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words. [4 lessons]

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [21 lessons]

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. [4 lessons]

RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. [9 lessons]

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [11 lessons]

RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [1 lesson]

RF.K.4 Read emergent-reader texts with purpose and understanding. [8 lessons]

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. [1 lesson]

RL.K.1 With prompting and support, ask and answer questions about key details in a text. [8 lessons]

RL.K.2 With prompting and support, retell familiar stories, including key details. [4 lessons]

RL.K.3 With prompting and support, identify characters, settings, and major events in a story. [4 lessons]

RL.K.4 Ask and answer questions about unknown words in a text. [2 lessons]

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. [1 lesson]

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. [2 lessons]

RL.K.10 Actively engage in group reading activities with purpose and understanding. [1 lesson]

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [1 lesson]

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [4 lessons]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [3 lessons]

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [5 lessons]

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [1 lesson]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [2 lessons]

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [1 lesson]

**Unit 8**

**Week 2 – February**

**Weekly Concept: My USA**

**Essential Question: What do you know about our country?**

Common > Language Arts > 2010 > Common Core State Standards

L.K.1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). [6 lessons]

L.K.2.a Capitalize the first word in a sentence and the pronoun I. [4 lessons]

L.K.2.b Recognize and name end punctuation. [5 lessons]

L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). [1 lesson]

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [1 lesson]

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. [1 lesson]

L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. [1 lesson]

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [4 lessons]

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [2 lessons]

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [2 lessons]

RF.K.2.a Recognize and produce rhyming words. [2 lessons]

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [14 lessons]

RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [7 lessons]

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. [4 lessons]

RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. [9 lessons]

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [11 lessons]

RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [1 lesson]

RF.K.4 Read emergent-reader texts with purpose and understanding. [12 lessons]

RI.K.1 With prompting and support, ask and answer questions about key details in a text. [5 lessons]

RI.K.2 With prompting and support, identify the main topic and retell key details of a text. [5 lessons]

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. [1 lesson]

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). [1 lesson]

RI.K.10 Actively engage in group reading activities with purpose and understanding. [2 lessons]

RL.K.1 With prompting and support, ask and answer questions about key details in a text. [3 lessons]

RL.K.2 With prompting and support, retell familiar stories, including key details. [1 lesson]

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [1 lesson]

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [4 lessons]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [3 lessons]

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. [3 lessons]

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [1 lesson]

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [2 lessons]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [2 lessons]

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [1 lesson]

**Unit 8**

**Week 3 – February**

**Weekly Concept: Look to the Sky**

**Essential Question: What do you see in the sky?**

Common > Language Arts > 2010 > Common Core State Standards

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [1 lesson]

RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words. [1 lesson]

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [3 lessons]

RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [1 lesson]

RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. [3 lessons]

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. [1 lesson]

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [1 lesson]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [2 lessons]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [1 lesson]

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [1 lesson]

Missouri > Science > 2008 > Grade and Course Level Expectations

6.2.A The apparent position of the Sun and other stars, as seen from Earth, change in observable patterns [2 lessons]

6.2.A.a Describe the Sun as only being seen in the daytime and appears to move across the sky from morning to night [2 lessons]

6.2.B The apparent position of the moon, as seen from Earth, and its actual position relative to Earth change in observable patterns [2 lessons]

6.2.B.a Observe the Moon can be seen sometimes at night and sometimes during the daytime [2 lessons]

6.2.B.b Observe that the Moon appears to change shape over the course of a month [2 lessons]

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D.2.2 The sun provides the light and heat necessary to maintain the temperature of the earth. [2 lessons]

D.3.3 Objects in the sky have patterns of movement. The sun, for example, appears to move across the sky in the same way every day, but its path changes slowly over the seasons. The moon moves across the sky on a daily basis much like the sun. The observable shape of the moon changes from day to day in a cycle that lasts about a month. [2 lessons]

**Unit 9**

**Week 1 – February**

**Weekly Concept: Growing Up**

**Essential Question: How can you help out at home?**

Common > Language Arts > 2010 > Common Core State Standards

L.K.1.f Produce and expand complete sentences in shared language activities. [6 lessons]

L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). [1 lesson]

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [1 lesson]

L.K.4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. [1 lesson]

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. [1 lesson]

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [5 lessons]

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [2 lessons]

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [9 lessons]

RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words. [4 lessons]

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [3 lessons]

RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [1 lesson]

RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. [2 lessons]

RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. [17 lessons]

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [12 lessons]

RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [1 lesson]

RF.K.4 Read emergent-reader texts with purpose and understanding. [11 lessons]

RI.K.10 Actively engage in group reading activities with purpose and understanding. [1 lesson]

RL.K.1 With prompting and support, ask and answer questions about key details in a text. [8 lessons]

RL.K.3 With prompting and support, identify characters, settings, and major events in a story. [5 lessons]

RL.K.4 Ask and answer questions about unknown words in a text. [1 lesson]

RL.K.5 Recognize common types of texts (e.g., storybooks, poems). [1 lesson]

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. [1 lesson]

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). [1 lesson]

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. [1 lesson]

RL.K.10 Actively engage in group reading activities with purpose and understanding. [1 lesson]

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [1 lesson]

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [4 lessons]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [3 lessons]

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). [4 lessons]

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [2 lessons]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [2 lessons]

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [1 lesson]

**Unit 9**

**Week 2 – March**

**Weekly Concept: Good Citizens**

**Essential Question: How can you be a good citizen?**

Common > Language Arts > 2010 > Common Core State Standards

L.K.1.f Produce and expand complete sentences in shared language activities. [6 lessons]

L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). [1 lesson]

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [1 lesson]

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. [1 lesson]

L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. [1 lesson]

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [4 lessons]

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [2 lessons]

RF.K.1 Demonstrate understanding of the organization and basic features of print. [1 lesson]

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [8 lessons]

RF.K.2.a Recognize and produce rhyming words. [3 lessons]

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [4 lessons]

RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [2 lessons]

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. [6 lessons]

RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. [2 lessons]

RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. [15 lessons]

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [12 lessons]

RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [1 lesson]

RF.K.4 Read emergent-reader texts with purpose and understanding. [10 lessons]

RI.K.2 With prompting and support, identify the main topic and retell key details of a text. [1 lesson]

RL.K.1 With prompting and support, ask and answer questions about key details in a text. [4 lessons]

RL.K.3 With prompting and support, identify characters, settings, and major events in a story. [5 lessons]

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. [1 lesson]

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. [2 lessons]

RL.K.10 Actively engage in group reading activities with purpose and understanding. [2 lessons]

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [1 lesson]

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [4 lessons]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [3 lessons]

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [5 lessons]

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [1 lesson]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [2 lessons]

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [1 lesson]

**Unit 9**

**Week 3 – March**

**Weekly Concept: Our Natural Resources**

**Essential Question: How can things in Nature be used to make new things?**

Common > Language Arts > 2010 > Common Core State Standards

L.K.1.f Produce and expand complete sentences in shared language activities. [6 lessons]

L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). [1 lesson]

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. [1 lesson]

L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. [1 lesson]

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [4 lessons]

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [1 lesson]

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [4 lessons]

RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words. [4 lessons]

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [5 lessons]

RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [7 lessons]

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. [4 lessons]

RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. [15 lessons]

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [11 lessons]

RF.K.4 Read emergent-reader texts with purpose and understanding. [11 lessons]

RI.K.1 With prompting and support, ask and answer questions about key details in a text. [8 lessons]

RI.K.2 With prompting and support, identify the main topic and retell key details of a text. [1 lesson]

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. [4 lessons]

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). [1 lesson]

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). [1 lesson]

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. [2 lessons]

RL.K.10 Actively engage in group reading activities with purpose and understanding. [2 lessons]

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [1 lesson]

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [4 lessons]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [3 lessons]

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. [4 lessons]

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [1 lesson]

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [1 lesson]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [2 lessons]

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [1 lesson]

Missouri > Science > 2008 > Grade and Course Level Expectations

1.1.D Physical changes in the state of matter that result from thermal changes can be explained by the Kinetic Theory of Matter [2 lessons]

1.1.G Properties of objects and states of matter can change chemically and/or physically [2 lessons]

1.1.I Mass is conserved during any physical or chemical change [2 lessons]

**Unit 10**

**Week 1 – March**

**Weekly Concept: Problem Solvers**

**Essential Question: What can happen when we work together?**

Common > Language Arts > 2010 > Common Core State Standards

L.K.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). [6 lessons]

L.K.1.f Produce and expand complete sentences in shared language activities. [1 lesson]

L.K.2.a Capitalize the first word in a sentence and the pronoun I. [3 lessons]

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [1 lesson]

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. [1 lesson]

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [4 lessons]

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [2 lessons]

RF.K.1 Demonstrate understanding of the organization and basic features of print. [2 lessons]

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [4 lessons]

RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words. [4 lessons]

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [1 lesson]

RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [7 lessons]

RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. [21 lessons]

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [12 lessons]

RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [1 lesson]

RF.K.4 Read emergent-reader texts with purpose and understanding. [11 lessons]

RL.K.1 With prompting and support, ask and answer questions about key details in a text. [7 lessons]

RL.K.3 With prompting and support, identify characters, settings, and major events in a story. [5 lessons]

RL.K.4 Ask and answer questions about unknown words in a text. [1 lesson]

RL.K.5 Recognize common types of texts (e.g., storybooks, poems). [1 lesson]

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. [2 lessons]

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). [1 lesson]

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. [2 lessons]

RL.K.10 Actively engage in group reading activities with purpose and understanding. [1 lesson]

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [1 lesson]

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [4 lessons]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [2 lessons]

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [5 lessons]

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [1 lesson]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [2 lessons]

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [1 lesson]

Missouri > Science > 2008 > Grade and Course Level Expectations

3 Characteristics and Interactions of Living Organisms [4 lessons]

3.1 There is a fundamental unity underlying the diversity of all living organisms [4 lessons]

3.1.B Organisms progress through life cycles unique to different types of organisms [4 lessons]

3.2.F Cellular activities and responses can maintain stability internally while external conditions are changing (homeostasis) [4 lessons]

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C.1 The characteristics of organisms [4 lessons]

C.2.3 Many characteristics of an organism are inherited from the parents of the organism, but other characteristics result from an individual's interactions with the environment. Inherited characteristics include the color of flowers and the number of limbs of an animal. Other features, such as the ability to ride a bicycle, are learned through interactions with the environment and cannot be passed on to the next generation. [4 lessons]

**Unit 10**

**Week 2 – April**

**Weekly Concept: Sort it Out**

**Essential Question: In what ways are things alike? How are they different?**

Common > Language Arts > 2010 > Common Core State Standards

L.K.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). [5 lessons]

L.K.1.f Produce and expand complete sentences in shared language activities. [1 lesson]

L.K.2.a Capitalize the first word in a sentence and the pronoun I. [6 lessons]

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [1 lesson]

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. [1 lesson]

L.K.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). [1 lesson]

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [4 lessons]

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [2 lessons]

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [3 lessons]

RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words. [4 lessons]

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [2 lessons]

RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [7 lessons]

RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. [22 lessons]

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [11 lessons]

RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [1 lesson]

RF.K.4 Read emergent-reader texts with purpose and understanding. [8 lessons]

RI.K.1 With prompting and support, ask and answer questions about key details in a text. [1 lesson]

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). [1 lesson]

RL.K.1 With prompting and support, ask and answer questions about key details in a text. [7 lessons]

RL.K.2 With prompting and support, retell familiar stories, including key details. [5 lessons]

RL.K.5 Recognize common types of texts (e.g., storybooks, poems). [4 lessons]

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. [1 lesson]

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). [1 lesson]

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. [1 lesson]

RL.K.10 Actively engage in group reading activities with purpose and understanding. [2 lessons]

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [1 lesson]

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [4 lessons]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [3 lessons]

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [3 lessons]

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [2 lessons]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [2 lessons]

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [2 lessons]

Missouri > Science > 2008 > Grade and Course Level Expectations

1.1.A Objects, and the materials they are made of, have properties that can be used to describe and classify them [3 lessons]

1.1.A.a Describe physical properties of objects (i.e., size, shape, color, mass) by using the senses, simple tools (e.g., magnifiers, equal arm balances), and/or nonstandard measures (e.g., bigger/smaller; more/less) [3 lessons]

1.1.A.b Identify materials (e.g., cloth, paper, wood, rock, metal) that make up an object and some of the physical properties of the materials (e.g., color, texture, shiny/dull, odor, sound, taste, flexibility) [3 lessons]

1.1.A.c Sort objects based on observable physical properties (e.g., size, material, color, shape, mass) [3 lessons]

1.1.B Properties of mixtures depend upon the concentrations, properties, and interactions of particles [3 lessons]

1.1.C Properties of matter can be explained in terms of moving particles too small to be seen without tremendous magnification [3 lessons]

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3.1 Although most things are in the process of becoming different--changing--some properties of objects and processes are characterized by constancy, including the speed of light, the charge of an electron, and the total mass plus energy in the universe. Changes might occur, for example, in properties of materials, position of objects, motion, and form and function of systems. Interactions within and among systems result in change. Changes vary in rate, scale, and pattern, including trends and cycles. [3 lessons]

3.4 Different systems of measurement are used for different purposes. Scientists usually use the metric system. An important part of measurement is knowing when to use which system. For example, a meteorologist might use degrees Fahrenheit when reporting the weather to the public, but in writing scientific reports, the meteorologist would use degrees Celsius. [3 lessons]

3.5 Scale includes understanding that different characteristics, properties, or relationships within a system might change as its dimensions are increased or decreased. [3 lessons]

3.6 Rate involves comparing one measured quantity with another measured quantity, for example, 60 meters per second. Rate is also a measure of change for a part relative to the whole, for example, change in birth rate as part of population growth. [3 lessons]

A Science as Inquiry [1 lesson]

A.1 Abilities necessary to do scientific inquiry [1 lesson]

A.2 Understanding about scientific inquiry [1 lesson]

B.1 Properties of objects and materials [3 lessons]

B.1.1 Objects have many observable properties, including size, weight, shape, color, temperature, and the ability to react with other substances. Those properties can be measured using tools, such as rulers, balances, and thermometers. [3 lessons]

B.1.2 Objects are made of one or more materials, such as paper, wood, and metal. Objects can be described by the properties of the materials from which they are made, and those properties can be used to separate or sort a group of objects or materials. [3 lessons]

B.1.3 Materials can exist in different states--solid, liquid, and gas. Some common materials, such as water, can be changed from one state to another by heating or cooling. [3 lessons]

**Unit 10**

**Week 3 – April**

**Weekly Concept: Protect Our Earth**

**Essential Question: What ideas can you suggest to protect the environment?**

Common > Language Arts > 2010 > Common Core State Standards

L.K.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). [5 lessons]

L.K.1.f Produce and expand complete sentences in shared language activities. [1 lesson]

L.K.2.a Capitalize the first word in a sentence and the pronoun I. [3 lessons]

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [1 lesson]

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. [1 lesson]

L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. [1 lesson]

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). [4 lessons]

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [2 lessons]

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [5 lessons]

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) [2 lessons]

RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [7 lessons]

RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. [21 lessons]

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [11 lessons]

RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [1 lesson]

RF.K.4 Read emergent-reader texts with purpose and understanding. [8 lessons]

RI.K.1 With prompting and support, ask and answer questions about key details in a text. [5 lessons]

RI.K.2 With prompting and support, identify the main topic and retell key details of a text. [5 lessons]

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. [3 lessons]

RI.K.5 Identify the front cover, back cover, and title page of a book. [1 lesson]

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. [1 lesson]

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). [1 lesson]

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text. [1 lesson]

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). [2 lessons]

RL.K.1 With prompting and support, ask and answer questions about key details in a text. [2 lessons]

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [1 lesson]

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [4 lessons]

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. [3 lessons]

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). [5 lessons]

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [1 lesson]

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [1 lesson]

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [2 lessons]

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [1 lesson]

**Communication Arts**

**Pacing Guide**

**Kindergarten 2015**

**Wonders**

* Included in this pacing guide are all standards for Communication Arts, Science and Social Studies.
* Assessments in kindergarten are mainly accomplished through teacher observation, with comprehensive formal assessments done approximately every four weeks for mid-quarter reports and report cards.