

This unit provides a fun and engaging experience for students to discuss and relate to well-known classic nursery rhymes and fables.

What's the story?

Students will **listen to** and **recite classic rhymes**, such as “**Twinkle, Twinkle, Little Star**” and “**Jack and Jill**.” They will also be introduced to favorite characters, such as **Humpty Dumpty** and **Little Miss Muffet**.

What will my student learn?

Students will learn **new vocabulary**, develop an **awareness of language**, identify **story elements**, and explore **different types of fiction**. These foundational skills will help them **become better readers and writers**.

Throughout the unit, students will **practice sequencing events** in a story. They will also work to **compare and contrast characters** from the different nursery rhymes and fables they will read.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. I know you have been learning that the word *sweet* can mean more than one thing. Can you tell me one meaning of the word *sweet*? Can you use it in a sentence for me?

Follow up: Can you make a sentence using the other meaning of *sweet*?

2. What are some words that rhyme in “Jack and Jill”? (Jill/hill; down/town)

Follow up: What are some other words that rhyme with those words?

In this unit, students will explore the world around them as they learn about the five senses.

What's the story?

Students will explore how humans gather information about the environment through the **five senses**. They will **hear stories of people** such as Ray Charles and Helen Keller, who **overcame significant challenges** posed by **blindness** and **deafness**.

What will my student learn?

Students will learn how their **bodies gather information** through the use of **sight, hearing, smell, taste, and touch**. As they make observations and use language to describe what they are seeing, they will be **using key skills** in the **scientific process**.

Students will **describe key concepts** in the informational texts they are reading, such as **creating timelines** about the lives of inspiring people.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What are the five ways that your body discovers things around you?
Follow up: Point to different body parts (eyes, ears, nose, mouth, hands). What is this body part? How do we use it?
2. How can your sense of _____ (smell, taste, sight, hearing, touch) help you?
Follow up: How is your sense of smell the same as your sense of sight? (You can compare any of the senses.) How is it different?
3. What do you think is the most amazing sense you have?
Follow up: Why do you think that?

In this unit, students will be introduced to classic stories that have been favorites with children for generations.

What's the story?

Students will be introduced to **classic stories**, such as “The Three Little Pigs” and “Chicken Little,” as well as **memorable characters** like Goldilocks and the Billy Goats Gruff. They will also **listen to stories** that will help them develop an **appreciation** for **fiction** from **other cultures**.

What will my student learn?

Students will gain an understanding of the **elements of a story**, including **characters**, **plot**, and **setting**.

Students will **sequence the events** in stories, as well as **compare characters** from different stories. This will **develop an awareness of language** to help them become better writers and readers.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What are some of the characters you have met in the stories you have been reading?
Follow up: How would you describe the characters you mentioned? Can you draw me a picture of your favorite character so far?
2. What story did you read today?
Follow up: What was the setting of the story? Can you draw a picture of what you imagined the setting to look like?
3. I know you have been reading some folktales at school. What is a folktale?
4. What do you call the person who writes a book? (author) What do you call the person who makes the pictures for a book? (illustrator)
Follow up: Would you rather be an author or an illustrator? Why?
5. You have been reading about some heroes in your stories. What is a hero?
Follow up: Who is someone you think is a hero?

In this unit, students will explore many different aspects of plants.

What's the story?

Students will learn about the **parts of a plant** and how they **grow**. They will also **hear stories** such as "Johnny Appleseed" and "The Gigantic Turnip," and will learn about **scientific achievements** made with **plants**.

What will my student learn?

Students will explore many different **aspects of plants**, including the **parts of a plant**, what plants need to **stay alive**, and **how plants grow**. They will study the basic **life cycle of plants**, how **bees pollinate** them, and what **photosynthesis** is.

Students will communicate their new knowledge about plants through **writing activities**, in which they will **compare** different types of plants and seeds and how they are used by people.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. Where can plants live?
2. What are some things you have learned that plants need to stay alive?
3. Can you draw a picture of a plant for me? Don't forget to include the different parts of a plant that you have been learning about.

Follow up: What does the stem do? What do the leaves do? What do roots do?

4. What is an evergreen tree?

Follow up: What are the leaves of an evergreen called? (needles) What important part of a plant is found in an evergreen cone? (seeds)

5. Who was George Washington Carver?

Follow up: Why was he called the "plant doctor"? How did he help farmers? What two plants did he encourage them to plant?

In this unit, students will be introduced to several animals raised on farms and crops grown on farms.

What's the story?

Students will become familiar with stories like "The Little Red Hen," which introduces the **seasonal rhythm of planting, growing, and harvesting**. Read-Alouds are presented through a fictional narrator, Old MacDonald, which provides a fun way for students to learn about **farm animals** and **crops**.

What will my student learn?

Students will explore the **connection between** the similarities of what **plants** and **animals** both **need to thrive**. They will also learn the **importance of farms** as a source of food and other products people use.

In writing, students will focus on using details to **describe the key concepts** they learn in informational texts about farms. They will **use drawing** to identify important characteristics of farm animals and to **retell and sequence** main events in the stories they read.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What kinds of animals live on a farm?
Follow up: What kinds of plants grow on a farm? What kinds of sounds might you hear on a farm? What sorts of things might you see?
2. What are male cattle called? (bulls) What are female cattle called? (cows) What are baby cattle called? (calves)
Follow up: How do cattle get the food they need to grow?
3. How are pigs and cows similar to each other?
Follow up: How are they different?
4. You have been learning about the word *responsibilities*. What does that word mean?
Follow up: What are some responsibilities farmers have? What are some responsibilities shepherds have? What are some of the responsibilities you have?
5. Why do farmers grow crops?
Follow up: What kinds of crops do farmers grow that we eat?

In this unit, students will learn about many different tribes of Native Americans, who each had their own unique traditions and way of living.

What's the story?

Students will learn about different tribes of **Native Americans**, who each had their own **unique** way of **eating, dressing, and living**, depending on where they lived. They will also explore three tribes in depth: the **Lakota Sioux** of the Great Plains, and the **Wampanoag** and the **Lenape**, both of the Eastern Woodlands.

What will my student learn?

Students will learn how different geographical locations **influenced lifestyles** and that each Native American group has its own **distinct culture**. They will read about how Native Americans today **keep alive** some of the **traditions** and practices of their ancestors.

In writing, students will use graphic organizers to **compare and contrast** the three tribes they will learn about. They will also use details to **describe key concepts** and identify characteristics of the different tribes.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What three things do all people need to live? (food, clothing, shelter)
Follow up: How did Native Americans of long ago get their food? What kind of houses did they live in? What did they use to make their clothes?
2. You read about Mapiya and her family, who were a part of the Lakota Sioux tribe. Can you tell me what a day in her life was like?
Follow up: Let's talk about how a day in her life was the same or different from a day in your life.
3. You learned that the Lenape tribe lived their life according to the seasons. What did they do during the springtime?
Follow up: Summer? Fall? Winter? What season do you think you would have liked the best?
4. Tell me (or draw) something you are learning about the Lakota Sioux tribe. What about the Wampanoag tribe? What about the Lenape tribe?
Follow up: What were some of the things that were the same about all three tribes? What were some of the things that were different about them?

5. What does the word *traditions* mean?

Follow up: What are some of the traditions our family has? What are some of the traditions that Native Americans keep alive today?

In this unit, students will listen to Read-Alouds about kings and queens and royal families.

What's the story?

Students will listen to both nonfiction and fiction Read-Alouds about **kings, queens, and royal families**. Many of the fictional rhymes, poems, and stories in this domain are **classic, well-loved tales**, such as "The Princess and the Pea" and "Cinderella."

What will my student learn?

Students will build their understanding of the **responsibilities, lifestyle, and customs** associated with **royalty** throughout history.

In this domain, students will focus on written communication by **sequencing events** from the beginning, middle, and end of stories. They will also have the opportunity to **compare and contrast** their own families with the life of royal families.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What is a king? What is a queen?
Follow up: What do you think are the good things about being a king or queen? What do you think would be the difficult things about being a king or queen?
2. Tell me about the story "King Midas and the Golden Touch."
Follow up: Is that story fiction or could it really happen? How do you know? What lesson did King Midas learn in this story?
3. What was the main idea of the story "The Princess and the Pea"?
Follow up: What parts of the story could really happen? What parts of the story are fantasy? Why didn't the princess sleep well?
4. Where does "Snow White and the Seven Dwarfs" take place (setting)?
Follow up: Who are some of the characters in the story? Who was your favorite character? Why?

In this unit, students will be introduced to the concepts of weather and the seasons, and how they can differ depending on where one lives.

What's the story?

Students will learn about the **weather** and the **four seasons**. They will explore the **weather patterns** related to each season and region, and how weather **affects our daily lives**.

What will my student learn?

Students will learn about the **concepts** related to weather. They will learn to **log** their **observations, recordings, and predictions** about the weather through a Weather Diary.

They will focus on using **details** in their writing to **describe key concepts** from their reading. Students will also **identify important characteristics** of the seasons through **direct observation** and **hands-on activities**, and will put together a **weather report** as a culminating activity to show what they have learned.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What are the four seasons you have been learning about?
Follow up: What season is your favorite? What season is it right now?
2. What does the word *frigid* mean?
Follow up: What season would you be describing if you were talking about frigid weather? What are some things that can happen because of frigid weather?
3. What are some of the changes that happen from winter to spring?
Follow up: Can you name the months of spring? Why is spring an important time for life on a farm?
4. What do thermometers do?
Follow up: When it is hot outside, what does the liquid in a thermometer do? (It gets closer to the top, or the line gets longer.) How is the way you dress in hot weather different from the way you dress in cold weather? How do the things you do change when the weather is hot compared to when the weather is cold?
5. Can you draw a picture of the seasons you learned about?
Follow up: Can you put those pictures in the order in which those seasons occur? Tell me a characteristic of each season as you are placing them in order.

In this unit, students will learn about two important topics in the history of the United States: the first voyage of Columbus and the voyage of the Pilgrims more than one hundred years later.

What's the story?

Students will explore the **voyages** of **Columbus and the Pilgrims**. They will compare and contrast both journeys.

What will my student learn?

Students will learn about **key aspects** of both voyages, such as **how long** the journeys were and how Europeans **interacted** with Native Americans. In addition, the Read-Alouds emphasize the **motives** that prompted both Columbus and the Pilgrims' voyages.

Students will **describe** and **compare and contrast** the voyages, creating **detailed pictures** and writing **short phrases and sentences** to communicate their understanding. They will also create **travel journals**, in which they will document Columbus and the Pilgrims' journeys.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. Who were King Ferdinand and Queen Isabella?
Follow up: How did they help Christopher Columbus?
2. When Christopher Columbus and his crew were sailing, what were some of the things they saw that made them think they were getting close to land?
Follow up: Where did they think they had landed? What were some of the important events that happened once they reached land?
3. What are some of the things you learned about Columbus's voyages?
4. Who were Separatists?
Follow up: What did they decide to do? Were they the same as or different from the Pilgrims? How do you know?
5. Can you describe (or draw) what the Pilgrims' journey on the *Mayflower* was like?
Follow up: How long were they on board the *Mayflower*? What dangers did they face? Was it an enjoyable journey? Why or why not?
6. In what ways did the Pilgrims need the Wampanoag tribe in order to survive?

In this unit, students will continue their journey through the early history of the United States.

What's the story?

Students will learn about life in **colonial times**. It was a time in which America evolved from a small group of **dependent British colonies** to a growing, **independent nation**.

What will my student learn?

Students will explore the **daily lives** of people from **colonial times** and how different they were from students' **present-day life** experiences. The background knowledge students will build in this domain will prepare them to understand specific **historical events** that took place during colonial times.

Students will **draw** detailed **pictures** and **write short phrases** and **sentences** to communicate what they have learned. They will also complete **sequencing activities** to **share** and **organize** what they have learned about life in colonial times.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What was life like on the farm?
Follow up: What chores did kids have? What did they use for light? And for water? How did they get food?
2. Why did farmers make trips into town?
Follow up: What did a blacksmith do? What did farmers get from cobblers? What did they get at the mill? How did they pay for things in town?
3. What do you need to make bread?
Follow up: Why is yeast important? What does the word *knead* mean? What do you call someone who makes bread? Do you think it is easy or hard to make bread? Why? Can you tell me the sequential steps you need to take to make bread?
4. If you lived in colonial times, what kind of tradesperson do you think you would want to be? (miller, baker, farmer, blacksmith, cobbler, weaver, etc.)
Follow up: Why?

5. What was different about buying clothes during colonial times compared to buying clothes now?

Follow up: What is the same? What is different about our clothing now and that of colonial townspeople? What is the same?

In this unit, students will be introduced to the importance of being environmentally aware individuals.

What's the story?

Students will learn that the best way to conserve Earth's natural resources is through the three Rs of conservation: **reduce**, **reuse**, and **recycle**.

What will my student learn?

Students will become familiar with the earth's **natural resources** and will begin to recognize how people's actions **affect the environment** in which we live. They will also learn about **land**, **water**, **air**, and **pollution**. Students will explore the **water cycle** and the steps of the **recycling and composting** processes.

In this domain, students will work with their classmates to **create a book** that will include ideas for solutions on how to take better care of the earth. They will also share their understanding of the domain by **completing charts**, **drawing detailed pictures**, and **discussing their learning** with their peers.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What are the three things that make up the earth?
Follow up: Where can you find water on Earth? Why are land, water, and air important to people?
2. What happens to garbage when we throw it away?
Follow up: Do you think you would want to live near a landfill? Why? What can we do to create less garbage for the landfills?
3. What are some examples of natural resources that you have been learning about?
Follow up: How do we use some of these natural resources? What natural resources can be used to make energy and fuel? Why are natural resources so important? What will happen if we run out of them?
4. What are the three Rs of conservation?
Follow up: Give me an example of how you could reuse something. What sorts of things can be recycled? How can we reduce the amount of natural resources we use?

5. What is composting?

Follow up: What are some things you can compost? How does that help take care of the earth?

Welcome!

Grade K, Domain 12

Presidents and American Symbols

In this unit, students will learn about several American symbols and will explore the lives and legacies of five presidents.

What's the story?

Students will be introduced to several national symbols, including the **American flag**, the **Statue of Liberty**, the **White House**, and **Mount Rushmore**. They will also begin to learn about the **branches of the government** and the **role of the president**.

What will my student learn?

Students will focus on two of the Founding Fathers of the United States: **George Washington** and **Thomas Jefferson**. They will also continue learning about the lives and impact of other U.S. presidents, including **Abraham Lincoln**, **Theodore Roosevelt**, and **Barack Obama**.

In this domain, students will hear a story about the carving of Mount Rushmore, which commemorates four of the five presidents they will learn about. Students will also focus on **written communication** by **drawing detailed pictures**, exchanging **feedback** with peers, and **writing short phrases and sentences**.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. Why is George Washington considered one of the greatest American heroes?
Follow up: What are some of the sacrifices he made for his country? Tell me about the story of George Washington and the cherry tree. What is named after George Washington?
2. What did you learn about Thomas Jefferson?
Follow up: Why is he considered a Founding Father?
3. Who was the president during the Civil War?
Follow up: Why was he an important president?
4. Tell me about Theodore Roosevelt's early life.
Follow up: How did that affect his role as a president? What did his love of nature lead him to do?

5. Where did Barack Obama grow up?

Follow up: What was one thing he wanted to accomplish as president? How was he similar to the other presidents you learned about? In what ways was he different?