

**Marietta City Schools**

**District Unit Planner**

**Kindergarten**

<b>Module Title</b>	The Continents	<b>Unit Duration (days)</b>	36 days
<b>Enduring Understanding/ Essential Question</b>	What makes the world fascinating?		

**GA DoE Standards**

**FOCUS STANDARDS**

**Foundations:**

K.F.CP.3.c Understand that sentences begin with capital letters and end with punctuation to indicate the end of a sentence.

**Language:**

K.L.GC.2.b. With adult support, use simple sentences to express complete thoughts in written texts.

K.L.V.3.a With adult support, determine or clarify the meaning of unknown and multiple-meaning words and phrases.

K.L.V.3.b. Identify and sort common words into basic categories based on similarities.

K.L.V.3.e. Use knowledge of word relationships and learned vocabulary words and phrases when making word choices in speaking and writing.

**Texts:**

K.T.SS.1.a. Identify and use text features, including titles, headings, photos, and illustrations, and/or labels to add clarity/coherence to texts.

K.T.SS.1.c. With adult support, retell events and actions in sequences.

K.T.SS.2.b. With adult support, use interesting and/or descriptive words to craft engaging texts.

K.T.T.1.a. Identify techniques used to craft stories, including characters, setting, and major events.

K.T.T.1.c. With adult support, demonstrate an understanding of the central message, lesson, or moral of the story based on the words and actions of the main characters.

K.T.T.1.e. Use a combination of drawing, labeling, writing, dictating, to create a text with narrative techniques (e.g., characters, setting, events) told in the order in which they occurred.

K.T.T.2.a. Identify techniques used to craft expository texts, including main topic.

K.T.T.2.b. With adult support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

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K.TT.2.c. Use a combination of drawing, labeling, writing, and dictating to create a text with expository techniques that includes a topic and information about the topic.

K.TT.3.a. Explain the difference between opinions and facts about a topic.

K.T.RA.1.a. With adult support, ask questions about topics of interest for research.

K.T.RA.1.b. With adult support, collaborate to conduct research on a shared topic of interest by gathering and organizing information from provided sources (including print, digital, and personal communication) using graphic organizers or other support aids

K.T.RA.2.a. With adult support, refer to parts of texts when supporting an idea, answer, or opinion.

K.T.RA.2.b. With adult support, explore various sources of information, including print, digital, and personal communication.

**Practices:**

K-12.P.EICC.1.e Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.

K-12.P.EICC.3.g Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.

K-12.P.EICC.4.f Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.

K-12.P.EICC.4.g Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.

K-12.P.EICC.4.h Edit the text, ensuring it adheres to the conventions of written language.

K-12.P.AC.1.a Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.

K-12.P.AC.2.a Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.

K-12.P.AC.3.a Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.

K-12.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.

K-12.P.CP.1.b Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.

K-12.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.

Assessment	Elements that Support Success on EOM Task/Success Criteria
FQT1. Write an opinion statement about which continent, Asia or Europe, has the most interesting things to do.	Use informational texts to gather information to form an opinion. Demonstrate understanding of how to form an opinion statement.

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<p>FQT2. Write an opinion paragraph about which continent, Africa or Antarctica, has the most interesting natural features.</p>	<p>Demonstrate an understanding of the opinion paragraph structure. Use information from the text to form and support an opinion. Demonstrate understanding of how adjectives add detail to a sentence.</p>
<p>FQT3. Part 1: Write a sentence about what moment in the story the illustration on pages 17–18 depicts.</p> <p>Part 2: Write an opinion paragraph about a favorite character in <i>Why Mosquitoes Buzz in People’s Ears</i>.</p> <p>Part 3: In small groups, distinguish shades of meaning among the verbs tiptoe, walk, lumber, and scurry by acting them out.</p>	<p>Use textual evidence to support an opinion. Use the illustrations to guide understanding and collect information. Demonstrate understanding of the opinion paragraph structure. Demonstrate understanding of how adjectives provide detail in a sentence.</p>
<p>FQT4. Part 1: Use understanding of the words and pictures in South America to respond to questions about the text.</p> <p>Part 2: Write an opinion paragraph about which continent, South America or Australia, has the most interesting animals.</p>	<p>Use informational texts to gather information and form an opinion about a topic. Support an opinion statement with textual evidence. Add details to writing based on peer feedback.</p>
<p>FQT5. Part 1: Write an opinion paragraph in the form of a letter to convince someone to visit North America.</p> <p>Part 2: Identify the different forms of end punctuation by circling examples from the text.</p>	<p>Use informational texts to gather information and form an opinion about a topic. Support an opinion statement with textual evidence. Demonstrate understanding of the part of a complete sentence, including using a capital letter to signal the start of a sentence. Demonstrate understanding of the opinion paragraph structure by restating an opinion to conclude the paragraph.</p>
<p>NR1. After listening to a read-aloud of “5 Reasons Why Animal Moms Are Awesome,” identify two reasons the author gives to support the point, “African Elephant moms are awesome!”</p>	<p>Demonstrate an understanding of how reasons or information support a point made by the author.</p>

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<p>NR2. After listening to a read-aloud of Moon Rope, use knowledge of word relationships and the illustrations to define key vocabulary.</p>	<p>Understand how illustrations can help determine the meaning of unknown words.          Develop an understanding of familiar words by relating them to their opposites.          Understand that certain words can have multiple meanings.</p>
<p>NR3. Use the map on pages 38–39 of World Atlas to compare and contrast information that appears on the map of North America with information collected from Introducing North America.</p>	<p>Identify how two sources on the same topic can provide similar and different information.          Understand that using multiple sources can enhance understanding of a topic.</p>
<p>EOM:          Part 1: Use knowledge of various text types to sort each module text into one of the following categories: informational text or storybook.           Part 2: Choosing from one of the following continents—Asia, Africa, Antarctica, Europe, Australia, and South America—create a travel brochure to explain why someone should visit that continent.</p>	<p>Sort the module texts by genre.          Use the Opinion Sandwich writing model to structure the opinion paragraph.          Support an opinion statement with details from the text as part of a shared research piece.          Use drawings to support and add detail to each sentence.          Produce and expand complete sentences with information from the text, including capitalizing the first letter of each sentence.</p>

\*Additional Assessments including Socratic Seminars and Vocabulary Assessments are available in the Module Overview of the TE.

Learning Experiences				
Focusing Question 1: What interesting things can people do in Europe and Asia?				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
1	<p>Earth from Space, Stöckli, Reto, et al.</p> <p>“The Seven Continents Song,” Silly School Songs</p> <p>“Where in the World Is Carmen Sandiego?” from</p>	<p>Wonder</p> <p>What do I notice and wonder about Europe and Asia?</p>		<p>Use a variety of question words to ask questions about Asia.          Represent learning through writing and drawing.          Identify land and water items by the categories continent and ocean to gain a sense of these vocabulary words.</p>

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	<p>Smithsonian Folkways ,” Smithsonian Folkways</p> <p>Asia, Rebecca Hirsch</p> <p>Europe, Rebecca Hirsch</p>			
2	<p>“The Seven Continents Song ,” Silly School Songs</p> <p>Asia, Rebecca Hirsch</p> <p>“Traditional Chinese Dance— ‘Flowers Contend in Beauty’”</p>	<p>Organize</p> <p>What is happening in Asia?</p>	<p>Examine</p> <p>Why is opinion writing important?</p>	<p>Use text features to identify the main topic and key details in sections of Asia.</p> <p>Write a sentence to state an opinion.</p> <p>Demonstrate understanding of frequently occurring adjectives by relating them to their opposites.</p>
3	<p>“The Seven Continents Song ,” Silly School Songs</p> <p>Europe, Rebecca Hirsch</p> <p>The Story of Ferdinand, Munro Leaf; Illustrations, Robert Lawson</p>	<p>Organize</p> <p>What is happening in Europe?</p>		<p>Use text features to identify the main topic and key details in a section of Europe.</p> <p>Identify unknown words in The Story of Ferdinand.</p> <p>Demonstrate understanding of sit, pick, and shout by stating and acting out each word’s opposite.</p>
4	<p>“The Seven Continents Song ,” Silly School Songs</p> <p>Asia, Rebecca Hirsch</p>	<p>Reveal</p> <p>What does a deeper exploration of the words and photographs in Asia reveal?</p>	<p>Experiment</p> <p>How do I write an opinion statement?</p> <p>Examine</p> <p>Why is it important to create and expand complete sentences?</p>	<p>Use photographs and details from the text to describe things people can do in Asia. (RI.K.7)</p> <p>Use the pictures and words in the text to form an opinion statement.</p> <p>Identify the parts of a complete sentence and describe how a given sentence was expanded.</p>
5	<p>“The Seven Continents Song ,” Silly School Songs</p>	<p>Reveal</p>	<p>Experiment</p>	<p>Use photographs and details from the text to describe things people can do in Europe.</p>

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	<p>Europe, Rebecca Hirsch</p> <p>The Story of Ferdinand, Munro Leaf; Illustrations, Robert Lawson</p>	<p>What does a deeper exploration of the words and photographs in Europe reveal?</p>	<p>How do I write an opinion statement?</p>	<p>Use the illustrations and details from the text to describe events in The Story of Ferdinand.</p> <p>Identify new meanings for the words stick and horns and apply them accurately.</p>
6	<p>“The Seven Continents Song,” Silly School Songs</p> <p>When I Was Young in the Mountains, Cynthia Rylant</p> <p>Asia, Rebecca Hirsch</p> <p>“Explore Views of the Burj Khalifa with Google Maps,” Google Maps</p> <p>The Story of Ferdinand, Munro Leaf; Illustrations, Robert Lawson</p>	<p>Reveal</p> <p>What does a deeper exploration of Asia reveal about a point the author makes?</p>	<p>Experiment</p> <p>How do I write an opinion statement?</p>	<p>Identify reasons the author gives to support a point in Asia.</p> <p>Use the photographs and details from the text to state an opinion about the text.</p> <p>Distinguish shades of meaning between stick, touch, and poke by acting out their meanings.</p>
7 FQT1	<p>“The Seven Continents Song ,” Silly School Songs</p> <p>Europe, Rebecca Hirsch</p> <p>Asia, Rebecca Hirsch</p>	<p>Reveal</p> <p>What does a deeper exploration of Europe reveal about a point the author makes?</p>	<p>Execute</p> <p>How do I write an opinion statement for my Focusing Question Task?</p>	<p>Identify reasons the author gives to support a point in Europe.</p> <p>Reflect upon evidence collected from Asia and Europe to form and write an opinion statement.</p> <p>Distinguish shades of meaning between speak, whisper, and yell by acting out their meanings.</p>
8	<p>“The Seven Continents Song ,” Silly School Songs</p> <p>Earth from Space, Stöckli, Reto, et al.</p>	<p>Know</p> <p>How do Europe and Asia build my knowledge of the continents?</p>	<p>Experiment</p> <p>How does creating and expanding sentences with prepositions work?</p>	<p>Use the evidence organizer and photographs from the text to reflect upon and share important learning from Asia.</p> <p>Identify basic similarities between Europe and World Atlas.</p> <p>Create a complete sentence and expand it by adding a preposition.</p>

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	<p>Asia, Rebecca Hirsch</p> <p>Europe, Rebecca Hirsch</p> <p>World Atlas, Nick Crane; Illustrations, David Dean</p> <p>“Explore Views of the Burj Khalifa with Google Maps,” Google Maps</p>			
<b>Focusing Question 2: What interesting natural features can people see in Africa and Antarctica?</b>				
<b>Lesson</b>	<b>Texts</b>	<b>Content Framing Question</b>	<b>Craft Framing Question</b>	<b>Learning Goals</b>
9	<p>“Antarctic Sights and Sounds,” James Napoli</p> <p>“Where in the World Is Carmen Sandiego? from Smithsonian Folkways,” Smithsonian Folkways</p> <p>Africa, Rebecca Hirsch</p> <p>Antarctica, Rebecca Hirsch</p> <p>“Penguin Song,” Preschool Education</p>	<p>Wonder</p> <p>What do I notice and wonder about Antarctica and Africa?</p>		<p>Represent learning through writing and drawing.</p> <p>Use a variety of question words to ask questions about Africa.</p> <p>Demonstrate understanding of frequently occurring adjectives, or describing words, by matching them to their opposites.</p>
10	<p>“Penguin Song,” Preschool Education</p> <p>Africa, Rebecca Hirsch</p> <p>Antarctica, Rebecca Hirsch</p>	<p>Organize</p> <p>What is happening in Africa and Antarctica?</p>	<p>Examine</p> <p>Why is supporting an opinion important?</p> <p>Examine</p>	<p>Use text features to identify the main topic and key details in a section of Africa.</p> <p>Demonstrate understanding of frequently occurring adjectives, or describing words, by matching them to their opposites.</p>

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			Why is it important to make sure you understand something?	
11	<p>“Penguin Song,” Preschool Education</p> <p>Africa, Rebecca Hirsch</p> <p>“Storm-Proofing the World’s Biggest Mud Building,” BBC Earth</p>	<p>Reveal</p> <p>What does a deeper exploration of the words and illustrations reveal in Africa?</p>	<p>Experiment</p> <p>How do I support an opinion with reasons from the text?</p> <p>Experiment</p> <p>How can I show I understand something?</p>	<p>Use photographs and details from the text to describe natural features in Africa.</p> <p>Use details from the words and illustrations to support an opinion statement.</p> <p>Demonstrate understanding of work, grow, and climb by acting out their opposites.</p>
12	<p>“Penguin Song,” Preschool Education</p> <p>Antarctica, Rebecca Hirsch</p>	<p>Reveal</p> <p>What does a deeper exploration of the words and illustrations reveal in Antarctica?</p>	<p>Experiment</p> <p>How do I support an opinion with reasons from the text?</p>	<p>Use photographs and details from the text to describe natural features in Antarctica.</p> <p>Use details from the words and illustrations to support an opinion statement.</p> <p>Distinguish shades of meaning between blow, swirl, and flow by acting out their meanings.</p>
13 NR1 FQT2	<p>“Penguin Song,” Preschool Education</p> <p>Africa, Rebecca Hirsch</p> <p>“5 Reasons Why Animal Moms Are Awesome,” April Capochino Myers</p>	<p>Reveal</p> <p>What does a deeper exploration of Africa reveal about a point the author makes?</p>	<p>Execute</p> <p>How do I write an opinion statement for my Focusing Question Task?</p> <p>Experiment</p> <p>How does writing and expanding sentences by adding describing words work?</p>	<p>Identify reasons the author gives to support a point in Africa.</p> <p>Identify reasons the author gives to support the point “African elephant moms are awesome!”</p> <p>Create a complete sentence and expand it by adding a describing word.</p>
14 FQT2	<p>“Penguin Song,” Preschool Education</p> <p>Africa, Rebecca Hirsch</p>	<p>Know</p> <p>How does Africa build my knowledge of the continents?</p>	<p>Execute</p> <p>How do I support my opinion statement in my Focusing Question Task?</p>	<p>Use information gathered from Africa and Antarctica to provide supporting reasons for an opinion statement.</p> <p>Identify basic similarities in and differences between Africa and World Atlas.</p>

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	World Atlas, Nick Crane; Illustrations, David Dean  "5 Reasons Why Animal Moms Are Awesome," April Capochino Myers			Use the meaning of the word ending -ful as a clue to find the meaning of a new describing word.
15  SS	"Penguin Song," Preschool Education  Africa, Rebecca Hirsch  Antarctica, Rebecca Hirsch	Know  How does Antarctica build my knowledge of the continents?	Execute  How do I support my opinion statement in my Focusing Question Task?  Execute  How can I show my understanding in a Socratic Seminar?	Use information gathered from Africa and Antarctica to provide supporting reasons for an opinion statement.  Confirm understanding of a text read aloud by answering questions during a group discussion.  Use the meaning of the word ending -less as a clue to figure out the meaning of an unknown describing word.

**Focusing Question 3: How can a story transport you to a different place?**

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
16	Why Mosquitoes Buzz in People's Ears: A West African Tale, Verna Aardem; Illustrations Leo and Diane Dillon  Carta Marina, Olaus Magnus	Wonder  What do I notice and wonder about Why Mosquitoes Buzz in People's Ears?	Examine  Why is it important to share your writing?	Use familiar words in Why Mosquitoes Buzz in People's Ears to determine the meaning of unknown words. Use a variety of question words to ask questions about Carta Marina. Apply both meanings of the words bear and lumber.
17	"Lions Roar," CanTeach  Why Mosquitoes Buzz in People's Ears: A West African Tale, Verna Aardema; Illustrations Leo and Diane Dillon	Organize  What is happening in Why Mosquitoes Buzz in People's Ears?	Experiment  How can I share my writing with others?	Use illustrations from Why Mosquitoes Buzz in People's Ears to better understand the events in the story. Follow agreed-upon rules for discussion when sharing writing with a peer. Use the meaning of the prefix re- as a clue to find the meaning of an unknown word.

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	Carta Marina, Olaus Magnus  "Burkina Faso: Music," Our Africa			
18	"Lions Roar," CanTeach  Why Mosquitoes Buzz in People's Ears: A West African Tale, Verna Aardema; Illustrations Leo and Diane Dillon  Carta Marina, Olaus Magnus	Reveal  What does a deeper exploration of the words and illustrations reveal about unknown words in Why Mosquitoes Buzz in People's Ears?	Experiment  How do I respond to someone's writing?	Use context clues from the words and illustrations to define unknown words in Why Mosquitoes Buzz in People's Ears.  Provide feedback to a peer about their writing.  Demonstrate understanding of lumbered, scurried, returned, and left by acting out their opposites.
19  FQT3	"Lions Roar," CanTeach  Why Mosquitoes Buzz in People's Ears: A West African Tale, Verna Aardema; Illustrations Leo and Diane Dillon	Reveal  What does a deeper exploration of the words and illustrations reveal in Why Mosquitoes Buzz in People's Ears?	Experiment  How do I respond to someone's writing?	Use the words and illustrations in the text to describe the characters' actions. Use the illustrations to determine what is happening in one scene of the text. Use the meaning of the prefix un- as a clue to find the meaning of an unknown word.
20  FQT3	"Lions Roar," CanTeach  Why Mosquitoes Buzz in People's Ears: A West African Tale, Verna Aardema; Illustrations Leo and Diane Dillon  Carta Marina, Olaus Magnus  Earth from Space, Stöckli, Reto, et al.	Distill  What is the essential meaning of Why Mosquitoes Buzz in People's Ears?	Execute  How do I execute my Focusing Question Task?	Determine essential meanings of Why Mosquitoes Buzz in People's Ears.  Express understanding of the characters in Why Mosquitoes Buzz in People's Ears by writing an opinion piece about a favorite character.  Describe meanings of the words snap and mind.

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	“Burkina Faso: Music,” Our Africa			
21 FQT3	<p>“Lions Roar,” CanTeach</p> <p>Why Mosquitoes Buzz in People’s Ears: A West African Tale, Verna Aardema</p> <p>Carta Marina, Olaus Magnus</p> <p>Earth from Space, Stöckli, Reto, et al.</p> <p>World Atlas, Nick Crane; Illustrated by David Dean</p>	<p>Know</p> <p>How does Why Mosquitoes Buzz in People’s Ears build my knowledge?</p>	<p>Execute</p> <p>How do I execute my Focusing Question Task?</p> <p>Execute</p> <p>How do I respond to my peer’s Focusing Question Task?</p> <p>Experiment</p> <p>How do I create and expand complete sentences?</p>	<p>Express understanding of the characters in Why Mosquitoes Buzz in People’s Ears by writing an opinion piece about a favorite character.</p> <p>Distinguish the different shades of meaning between verbs of movement.</p> <p>Write a complete sentence and expand it by adding an adjective and preposition.</p>

**Focusing Question 4: What amazing animals can people see in South America and Australia?**

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
22	<p>“Where in the World Is Carmen Sandiego? from Smithsonian Folkways,” Smithsonian Folkways</p> <p>South America, Rebecca Hirsch</p> <p>Australia, Rebecca Hirsch</p>	<p>Wonder</p> <p>What do I notice and wonder about South America and Australia?</p>	<p>Examine</p> <p>Why do writers add to their writing?</p>	<p>Represent learning through writing and drawing.</p> <p>Use a variety of question words to ask questions about Australia.</p> <p>Use the meaning of the prefix un– as a clue to figure out the meaning of an unknown word.</p>
23 NR2	<p>“Americas—Fact Files,” Go Wild</p>	<p>Organize</p> <p>What is happening in South America?</p>		<p>Use text features to identify the main topic and key details in sections of South America.</p> <p>Use knowledge of word relationships and the illustrations in Moon Rope to define key vocabulary.</p>

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	South America, Rebecca Hirsch  Moon Rope, Lois Ehlert  “Moles,” DK Find Out!			Distinguish shades of meaning between hitch and hang by acting out their meanings and analyzing how the meaning of the words change the meaning of the story.
24	Moon Rope, Lois Ehlert  Australia, Rebecca Hirsch	Organize  What is happening in Australia?	Experiment  How do writers add to their writing?  Examine  Why is it important write a complete sentence that begins with a capital letter?	Use text features to identify the main topic and key details in a section of Australia.  Add details to strengthen a piece of writing.  Distinguish between a phrase and a complete sentence and identify the letter that should be capitalized in a complete sentence.
25	Moon Rope, Lois Ehlert  Earth from Space, Stöckli, Reto, et al.  South America, Rebecca Hirsch  “Patterns of Chinchero ” Descendants of the Incas	Reveal  What does a deeper exploration of the words and illustrations reveal in South America?	Experiment  How do I add to my writing?  Experiment  How does writing a complete sentence that begins with a capital letter work?	Use photographs and details from the text to describe animals in South America.  Respond to suggestions from a peer to improve writing.  Write a complete sentence caption that begins with a capital letter.
26 VOC1 FQT4	Moon Rope, Lois Ehlert  Australia, Rebecca Hirsch  South America, Rebecca Hirsch	Reveal  What does a deeper exploration of the words and illustrations reveal in Australia?	Execute  How do I execute my Focusing Question Task?	Use photographs and details from the text to respond to questions about South America.  Use information gathered from South America and Australia to form an opinion about the animals on those continents.  Demonstrate understanding of grade-level vocabulary.

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27	Moon Rope, Lois Ehlert	Know	Execute	Use information gathered from South America and Australia to support an opinion about the continent.
FQT4	Australia, Rebecca Hirsch  South America, Rebecca Hirsch  World Atlas, Nick Crane; Illustrations, David Dean	How do Australia and South America build my knowledge of the continents?	How do I add to my writing in my Focusing Question Task?  Experiment  How do I write a complete sentence that begins with a capital letter?	Respond to suggestions from a peer to improve writing for the Focusing Question Task. Identify basic similarities in and differences between South America and World Atlas.  Write a complete sentence that begins with a capital letter.

**Focusing Question 5: Why might people want to visit North America?**

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
28	“Where in the World Is Carmen Sandiego? from Smithsonian Folkways,” Smithsonian Folkways  Introducing North America, Chris Oxlade  “What is life?” Crowfoot  “Grand Canyon Scenic Splendor,” National Park Service	Wonder  What do I notice and wonder about Introducing North America?	Examine  Why is restating an opinion important?  Examine  Why is it important to use a punctuation mark at the end of a complete sentence?	Use a variety of question words to ask questions about Introducing North America.  Examine the importance of writing a conclusion sentence in an opinion paragraph.  Identify a complete sentence and describe the end punctuation.
29	“What is life?” Crowfoot  Introducing North America, Chris Oxlade	Organize  What is happening in Introducing North America?	Experiment  How can I restate my opinion?  Experiment  How does using a punctuation mark at the	Use text features to identify the main topic and key details in sections of Introducing North America.  Restate an opinion to provide a conclusion for an opinion paragraph.  Create a complete sentence and describe the end punctuation.

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			end of a complete sentence work?	
30 FQT5	“What is life?” Crowfoot  <i>Introducing North America</i> , Chris Oxlade	Reveal  What does a deeper exploration of the words and illustrations reveal in <i>Introducing North America</i> ?	Execute  How do I execute my Focusing Question Task?  Experiment  How do I end a complete sentence with the correct punctuation mark?	Use photographs and details from the text to describe natural features and animals in <i>Introducing North America</i> .  Use information gathered from <i>Introducing North America</i> to form an opinion about the continent.  Write a complete sentence that ends with the correct punctuation mark.
31 FQT5 NR3	“What is life?” Crowfoot  <i>Introducing North America</i> , Chris Oxlade  <i>World Atlas</i> , Nick Crane; Illustrations, David Dean	Know  How does <i>Introducing North America</i> build my knowledge of the continents?	Execute  How do I execute using capital letters in my Focusing Question Task?	Recognize and annotate end punctuation.  Use information gathered from <i>Introducing North America</i> to support an opinion about the continent.  Identify basic similarities in and differences between <i>Introducing North America</i> and <i>World Atlas</i> . Sort photographs from the text into categories based on the type of natural feature it depicts.

**Essential Question: What makes the world fascinating?**

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
32 EOM	All Module Texts	Know  How do Module 4 texts build my knowledge of the continents?	Examine	Recognize common text types and sort module texts into genres.  Examine the importance of verbal descriptions in providing details.

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			<p>Why is it important to describe things in detail when I speak?</p> <p>Excel</p> <p>How do I improve at writing a complete sentence?</p>	<p>Write and expand a complete sentence that begins with a capital letter and ends with the correct punctuation mark.</p>
33 VOC2 EOM	All Module Texts	<p>Know</p> <p>How do Module 4 texts build my knowledge of the continents?</p>	<p>Experiment</p> <p>How do I describe things when I speak?</p> <p>Execute</p> <p>How do I use complete sentences in my EOM Task?</p>	<p>Express understanding of the unique natural features, animals, and things to do on the different continents.</p> <p>Use descriptive words to verbally describe familiar places.</p> <p>Demonstrate understanding of grade-level vocabulary.</p>
34 EOM	All Module Texts	<p>Know</p> <p>How do Module 4 texts build my knowledge of the continents?</p>	<p>Execute</p> <p>How do I use complete sentences for my EOM Task?</p> <p>Excel</p> <p>How do I improve my opinion writing?</p>	<p>Express understanding of the unique natural features, animals, and things to do on the different continents.</p> <p>With support, evaluate writing and use complete sentences to share reflections.</p>
35 EOM SS	All Module Texts	<p>Know</p> <p>How do Module 4 texts build my knowledge of the continents?</p>	<p>Execute</p> <p>How do I describe things in a Socratic Seminar?</p>	<p>Express understanding of the unique natural features, animals, and things to do on different continents.</p> <p>Verbally describe how a detail in one supporting reason from the EOM Task compares to a characteristic of North America.</p>

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			Excel  How do I improve my opinion writing?	With support, evaluate writing and use complete sentences to share reflections.
<b>Focusing Question: What is the story of the year?</b>				
36	All Module 1–4 Core Texts  The Cornell Farm, Edward Hicks  Washington Crossing the Delaware, Emanuel Leutze  Carta Marina, Olaus Magnus	Know  How do this year’s texts build my knowledge?		Reflect on learning over the course of the year and verbally describe something from a text that sparked a sense of wonder.  Draw and label one detail from a module text that sparks a sense of wonder.

Content Resources	
<b>CORE TEXTS</b>	
<b>Picture Books (Informational)</b> <ul style="list-style-type: none"> <li>■ <i>Africa</i>, Rebecca Hirsch</li> <li>■ <i>Antarctica</i>, Rebecca Hirsch</li> <li>■ <i>Asia</i>, Rebecca Hirsch</li> <li>■ <i>Australia</i>, Rebecca Hirsch</li> <li>■ <i>Europe</i>, Rebecca Hirsch</li> <li>■ <i>Introducing North America</i>, Chris Oxlade</li> <li>■ <i>South America</i>, Rebecca Hirsch</li> <li>■ <i>World Atlas</i>, Nick Crane; Illustrations, David Dean</li> </ul>	
<b>Picture Books (Literary)</b> <ul style="list-style-type: none"> <li>■ <i>Moon Rope</i>, Lois Ehlert</li> <li>■ <i>The Story of Ferdinand</i>, Munro Leaf; Illustrations, Robert Lawson</li> <li>■ <i>Why Mosquitoes Buzz in People’s Ears: A West African Tale</i>, Verna Aardema; Illustrations, Leo and Diane Dillon</li> </ul>	
<b>SUPPLEMENTARY TEXTS</b>	
<b>Article</b>	

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- "5 Reasons Why Animal Moms Are Awesome," April Capochino Myers

#### Paintings

- *Carta Marina*, Olaus Magnus
- *Cornell Farm*, Edward Hicks
- *Washington Crossing the Delaware*, Emanuel Leutze

#### Photographs

- *Earth from Space*, Stöckli, Reto, et al.
- "Grand Canyon Scenic Splendor," *National Park Service*
- "Patterns of Chinchero," *Descendants of the Incas*

#### Picture Books (Informational)

- *When I Was Young in the Mountains*, Cynthia Rylant; Illustrations, Diane Goode

#### Poem

- "Lions Roar" (Repeated Language Chart)

#### Quotation

- "What is life?" Crowfoot

#### Songs

- "Penguin Song," *Preschool Education*
- "Where in the World is Carmen Sandiego?" from *Smithsonian Folkways*," *Smithsonian Folkways Recordings*

#### Videos

- "Antarctic Sights and Sounds," James Napoli
- "Burkina Faso: Music," *Our Africa*
- "Explore Views of the Burj Khalifa with Google Maps," Google Maps
- "The Seven Continents Song," Silly School Songs
- "Storm-Proofing the World's Biggest Mud Building," BBC Earth
- "Traditional Chinese Dance—'Flowers Contend in Beauty'," by Li Qian, Lin Chen

#### Web Pages

- "Americas—Fact Files," *Go Wild*
- "Moles," *DK Find Out!*

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