



Unit #: 4

**Outdoor Explorers**

**essential skills and content**

|                            |  |   |
|----------------------------|--|---|
| <b>Overview</b>            | Students will learn the science concepts of day and night, the seasons, and the use and reuse of Earth's resources.  |   |
| <b>Essential Questions</b> | <p>Why is it important to make connections during a story?<br/>         How do you distinguish between fact and opinion?<br/>         How do you visualize to better understand a story?<br/>         How can you explain the plot of a story using beginning, middle, and end?<br/>         Why are vocabulary words important?<br/>         What strategies can you use to understand new words?<br/>         How do you blend sounds to read a word?<br/>         What makes a word family?<br/>         How do you write each letter?<br/>         Why do letters have names and sounds?<br/>         Why are the high-frequency words important to learn?</p> |   |
| <b>Learning Targets</b>    |  |   |
| <b>Content/Skills</b>      | <p><b>Target Skills:</b></p> <ul style="list-style-type: none"> <li>• Distinguish fact and opinion (RI.K.1)</li> <li>• Identify details and facts (RL.K.2)</li> </ul> <p><b>Comprehension Strategies:</b></p> <ul style="list-style-type: none"> <li>• Make connections (RL.K.1)</li> <li>• Visualize (RL.K.1)</li> </ul> <p><b>Word Study/ Phonics:</b></p> <ul style="list-style-type: none"> <li>• Blending (RF.K.2.d)</li> <li>• Alphabetic Knowledge A-Z (RF.K.1.d)</li> </ul>  | <p><b>Additional Suggestions</b></p> <ul style="list-style-type: none"> <li>• Journals</li> <li>• Alphabet books</li> </ul> |

|  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"> <li>• High-frequency words (RF.K.3.c)</li> <li>• Phoneme matching (initial sounds) (RF.K.2.d)</li> <li>• Phoneme Isolation (initial sounds) (RF.K.2.d)</li> </ul> <p><b>Vocabulary Strategies:</b></p> <ul style="list-style-type: none"> <li>• Use picture clues (RL.K.4)</li> <li>• Use context clues (RL.K.4)</li> </ul> |  |
|  |  |  |

## balanced assessment

| COMPONENT                       | REQUIRED                       | SUGGESTED   |
|---------------------------------|--------------------------------|---|
| Formative Assessment            |                                | <ul style="list-style-type: none"> <li>• High frequency words introduced</li> </ul> |
| Summative Assessment            | Quarterly Benchmark Assessment |   |
| District-Wide Common Assessment |                                |   |

## learning experiences

| COMPONENT                                    | REQUIRED | SUGGESTED   |
|--|----------|---|
| Suggested Resources/<br>Learning Experiences | LEAD21   | <ul style="list-style-type: none"> <li>• Red Leaf, Yellow Leaf</li> <li>• Leaf Man</li> <li>• Time to Sleep</li> <li>• Autumn Leaves</li> <li>• The Longest Night</li> <li>• I Took a Walk</li> <li>• Maple Syrup Season</li> <li>• The Best Fall of All</li> </ul> |

| COMPONENT                      | REQUIRED               | SUGGESTED  |
|--------------------------------|------------------------|--|
| Content Literacy               |                        |  |
| Technology / Media             | On-line Field Trips    | Differentiated Readers on-line   |
| Differentiation / Intervention | Differentiated Readers | <ul style="list-style-type: none"> <li>SMART resources(t-drive under smart board things and guided reading packets)</li> </ul> |

| content-specific components |                 |  |
|-----------------------------|-----------------|--|
| COMPONENT                   | REQUIRED        | SUGGESTED  |
| Inquiry                     | Inquiry Process | <ul style="list-style-type: none"> <li>Seasons posters/seasonally dress paper dolls/favorite season window panes/recycling projects</li> </ul> |