

Big Ideas:

- Manipulation of sounds in words and understanding patterns in words will help us encode, decode, and read more fluently.
- We will continue to learn and apply syllable knowledge for decoding and encoding.
- Knowing and using complete sentences with correct verb tenses will help us communicate our ideas effectively.
- Reading a variety of genres helps us use the author's craft to refine our own writing skills.
- Using the writing process helps us have well developed writing.
- Creative story writing allows us to use our imagination and senses to engage our readers.
- We can write about our own opinions and provide reasons for these opinions.

Essential Questions:

- How does the organization of events support understanding in informational and fiction texts?
- How will setting a purpose for reading a text help you better understand when we begin reading?

Core Competencies:

Formative:

- Students will develop oral language through listening, speaking and discussion by:
 - demonstrate active listening during read alouds by sitting and keeping a calm body
 - actively participating in structured conversations
 - asking and answering questions in complete sentences
- Students will demonstrate progression of foundational reading skills through:
 - demonstrating their understanding of proper letter formation
 - decoding and encoding closed syllable words
 - blending and segmenting one syllable words
 - demonstrate one-to-one correspondence when reading by pointing to each word as they read
- Students begin to develop metacognitive skills to deepen understanding by:
 - making connections to personal experiences
 - asking and answering questions about a variety of texts read aloud
 - identifying the topic, central idea, and supporting details in a text
 - visualizing a story read aloud

Summative:

- The class will orally create and write a research presentation following the writing process with adult assistance.
- Students will demonstrate progress towards mastery of unit content on end of Module Assessments and Inventories

Culminating Projects:

Watch My Plant Grow SlideShow - Students will work in small groups to document the life cycle of a plant by using their senses and what they know about the life cycle. Their findings will be shared through a slideshow.

Week 7: Students will continue to observe their plant and document their observations.

Key: Priority-P New -N Spiraled-S

P, N, S	Unit 04 Week 07 Unpacked TEKS			
	Student Expectation	Skill	Content	Context
Priority				
P, S	K.1A listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	listen ask answer	actively relevant questions questions	to clarify information using multi-word responses
P, S	K.2A demonstrate phonological awareness by:	demonstrate	phonological awareness	by:
P, S	K.2Ai identifying and producing rhyming words			identifying and producing rhyming words
P, S	K.2Aiii identifying the individual words in a spoken sentence			identifying the individual words in a spoken sentence
P, S	K.2Aiv identifying syllables in spoken words			identifying syllables in spoken words
P, S	K.2Av blending syllables to form multisyllabic words			blending syllables to form multisyllabic words
P, S	K.2Avi segmenting multisyllabic words into syllables			segmenting multisyllabic words into syllables
P, S	K.2Aviii blending spoken phonemes to form one-syllable words			blending spoken phonemes to form one-syllable words
P, S	K.2Ax segmenting spoken one-syllable words into individual phonemes			segmenting spoken one-syllable words into individual phonemes
P, S	K.2B demonstrate and apply phonemic knowledge by	demonstrate apply	phonemic knowledge	by:
P, S	K.2Bi identifying and matching the common sounds that letters represent			identifying and matching the common sounds that letters represent
P, S	K.2Bii using letter sound relationships to decode, including VC, CVC, CCVC, and CVCC words			using letter sound relationships to decode, including VC, CVC, CCVC, and CVCC words
P, S	K.2Biii recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap			recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap
P, S	K.2Biv identifying and reading at least 25 high-frequency words from a researched-based list			identifying and reading at least 25 high-frequency words from a researched-based list

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P, S	K.2E develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality	develop	handwriting	by accurately forming all uppercase and lowercase letters using appropriately directionality
P, S	K.3C identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	identify use	words that name -actions; directions; positions; sequences; categories	such as: colors, colors, textures and locations
P, S	K.8D recognize characteristics and structures of informational text, including:	recognize	characteristics and structures of informational text	including:
P, S	K.9A discuss with adult assistance the author's purpose for writing text	discuss-with adult assistance	the author's purpose	for writing text
P, S	K.10Dvii capitalization of the first letter in a sentence and name			capitalizations of the first letter in a sentence and name
P, S	K.10Dviii punctuation marks at the end of declarative sentences			punctuation marks at the end of declarative sentences
New to Grade Level				
N	K.5H synthesize information to create new understanding with adult assistance	synthesize	information	to create new understanding with adult assistance
N	K.9D discuss with adult assistance how the author uses words that help the reader visualize; and	discuss-with adult assistance	how the author uses words that help the reader visualize	
Spiraled				
S	K.1C share information and ideas by speaking audibly and clearly using the conventions of language	share	information ideas	by speaking -audibly -clearly -using conventions of language
S	K.1D work collaboratively with others by following agreed-upon rules for discussion, including taking turns	work follow	collaboratively with others	-by following agreed-upon rules for discussion -taking turns
S	K.1E develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.	develop	social communication	by introducing self using common greetings expressing needs and wants
S	K.2Ci spelling words with VC, CVC, and CCVC	demonstrate	spelling knowledge	spelling words with VC, CVC, and CCVC
S	K.2Cii spelling words using sound-spelling patterns	apply		spelling words using sound-spelling patterns
S	K.2Ciii spelling high-frequency words from a research-based list			spelling high-frequency words from a research-based list
S	K.2D demonstrate print awareness by	demonstrate	print awareness	by:
S	K.2Diii recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries			recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries

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s	K.3A use a resource such as a picture dictionary or digital resource to find words	use	a resource -picture dictionary -digital resource	to find words
s	K.3B use illustrations and texts the student is able to read or hear to learn or clarify word meanings	use	illustrations text that the student is able to read or hear	to learn or clarify word meanings
s	K.4A self-select text and interact independently with text for increasing periods of time	self-select interact independently	text with text	for increasing periods of time
s	K.5E make connections to personal experiences, ideas in other texts, and society with adult assistance	make	connections	to personal experiences, ideas in other texts, and society with adult assistance
s	K.6B provide an oral, pictorial, or written response to text	provide	response -oral, pictorial or written	to text
s	K.6E interact with sources in meaningful ways such as illustrating or writing	interact	with sources	in meaningful ways such as illustrating or writing
s	K.7B identify and describe the main character(s)	identify describe	main character(s)	
s	K.7C describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance	describe	elements of plot development including: main events, problem, resolution	for texts read aloud with adult assistance
s	K.7D describe the setting	describe	the setting	
s	K.8Di the central idea and supporting evidence with adult assistance			central idea supporting with adult assistance
s	K.8Diii the steps in a sequence with adult assistance			the steps in a sequence with adult assistance
s	K.8F recognize characteristics of multimodal and digital texts	recognize	characteristics	of multimodal and digital texts
s	K.9C discuss with adult assistance the author's use of print and graphic features to achieve specific purposes	discuss-with adult assistance	the author's use of print and graphic features to achieve specific purposes	
s	K.10A plan by generating ideas for writing through class discussions and drawings	plan by generating ideas	for writing	through class discussions and drawings
s	K.10B develop drafts in oral, pictorial, or written form by organizing ideas	develop	drafts in oral, pictorial or written form	by organizing ideas
s	K.10C revise drafts by adding details in pictures or words	revise	drafts	by adding details in pictures or words
s	K.10D edit drafts with adult assistance using standard English conventions including:	edit drafts with adult assistance	using standard English conventions	including:
s	K.10Dii verbs			verbs
s	K.10Dix correct spelling of words with grade-appropriate orthographic patterns			correct spelling of words with

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	and rules and high-frequency words; and			-grade-appropriate orthographic patterns and rules -high frequency words
S	K.10E share writing	share	writing	
S	K.12E use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	use	appropriate mode of delivery (written, oral or multimodal	to present results

Unit 04 Week 07 Primary Resources location: Module 8 (M8)					
	Day 1	Day 2	Day 3	Day 4	Day 5
Foundational Skills Heggerty Week 34 <i>Fundations Review</i> <i>*please continue FUNdations lessons if you have not completed all lessons. For those that have, please spiral review the noted skills to set up for success in Level 1.</i>	Phonemic Awareness				
	Letter Naming- Review of All Letters, Digraphs, and Blends Rhyming- Rhyme Recognition & Rhyme Production Onset Fluency- Review of All Skills Blending- Syllables Final and Medial Sounds- Mixed Skills Segmenting- Syllables Substituting- Vowels Adding- Prefixes & Suffixes Deleting- Prefixes & Suffixes				
	Review Phonics & Word Work Fundations/HMH Correlated Decodables				
	- Letter/Sound - Name all lower and uppercase - Sequence - Fluently produce consonant & short vowel sounds - Write all lower and uppercase - Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs and short vowels - Individual Word - Read and spell approx 200 CVC words - Phonetic spelling skills 75% of first 100 HF words including 25-30 irregular (trick) words - Grammar - Ending punctuation				

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	○ Capitalization-first word and people names											
1. See the word 2. Say the word. 3. Spell the word. 4. Write the word. 5. Find the word.	High Frequency Words											
	Foundations: Spiral Review HMH: keep, made, why, would											
Vocabulary Routine 1. Say the word. 2. Explain the meaning. 3. Glve examples.	Word Study											
	Multiple-Meaning Words M8 T147 Review: Sometimes the same word can have more than one meaning and that sometimes one of those meanings makes the word a noun and sometimes it makes the word a verb. Apply: Share examples of multiple-meaning words related to the topic of plants and record them on chart paper. hard bat Multiple-Meaning Words words with more than one meaning ring wave	M8 T158 crop, factory, ingredient		1-to-1 Correspondence M8 T180 ● Read aloud p3 of the book. Tap under each word one time as you read it ● Remind children that even long words, like vegetable, still only get one tap. ● Invite a child to tap the words in the Big Book as you read aloud p3 to match what you say and what you read. Have children identify how many words there are in the sentence.	Academic Vocabulary & Multiple Meaning M8 T191 After reviewing each word, read aloud the sentence frame below and model completing the sentence. <table><tr><th>POWER WORD</th><th>SENTENCE FRAME</th></tr><tr><td>crop</td><td>One crop farmers grow is _____.</td></tr><tr><td>factory</td><td>_____ are made in a factory.</td></tr><tr><td>ingredient</td><td>One ingredient in my favorite food is _____.</td></tr></table> Review Anchor Chart: Multiple-Meaning Words. Remind children that some multiple-meaning words have different parts of speech. Introduce the task on myBook, p96. Explain that each word has different meanings depending on whether it’s used as a noun or as a verb.	POWER WORD	SENTENCE FRAME	crop	One crop farmers grow is _____.	factory	_____ are made in a factory.	ingredient
POWER WORD	SENTENCE FRAME											
crop	One crop farmers grow is _____.											
factory	_____ are made in a factory.											
ingredient	One ingredient in my favorite food is _____.											
Comprehension and Accountability Talk Routine: 1. Question: Listen to a question and think about your	Interactive Read Aloud											
	PB&J Hooray! M8 T148-1499 	PB&J Hooray! M8 T159	Growing Vegetable Soup M8 T170-171	Growing Vegetable Soup M8 T180 Focus on Foundational Skills Display Word Cards in a pocket chart: a, and, cut,	Connect Reading & Writing M8 T190 Have partners TURN AND TALK to share ideas about the things they need to							

answer. 2. Signal: Give a signal that you are ready. 3. Stem 4. Share: Turn and Talk 5. Assessment: Randomly choose students to share out.	 Genre: Informational Set a Purpose: Look at the cover and model setting a purpose for reading the text. Read Aloud: As you read, pause and give a brief meaning for unfamiliar words that may impact comprehension. Point out any pictures that support word meaning. <table><tr><th>PAGE</th><th>QUESTION</th><th>POSSIBLE RESPONSES</th></tr><tr><td>8</td><td>What are the truck drivers delivering to the grocery store?</td><td>They are delivering bread, peanut butter, and jelly.</td></tr><tr><td>16</td><td>What pattern do you notice in the text?</td><td>The text repeats the information that tells where PB & J's come from, adding a step every time there's a question.</td></tr><tr><td></td><td>What step do you think we are going to read about next?</td><td>where bakeries and factories get ingredients to make the food</td></tr></table> Central Idea: identify the central idea. (A PB & J is made with ingredients that start as seeds.)	PAGE	QUESTION	POSSIBLE RESPONSES	8	What are the truck drivers delivering to the grocery store?	They are delivering bread, peanut butter, and jelly.	16	What pattern do you notice in the text?	The text repeats the information that tells where PB & J's come from, adding a step every time there's a question.		What step do you think we are going to read about next?	where bakeries and factories get ingredients to make the food	Reset Purpose: rereading to identify details Structured Conversation: <table><tr><th>PAGE</th><th>QUESTION</th><th>POSSIBLE RESPONSES</th></tr><tr><td>6</td><td>Review the boy's question on page 6. If we want to know where food comes from to make a PB & J, which detail on this page is most important? (Q)</td><td>"THE GROCERY STORE." is the most important detail because it tells us where the food comes from.</td></tr><tr><td>11</td><td>Why does the text say: "flour, yeast, eggs"? (W)</td><td>They are ingredients for making bread.</td></tr><tr><td></td><td>Why does the text say: "knead, rise, bake"? (W)</td><td>Those are the steps for making bread—knead the dough, let it rise, and then bake it in the oven.</td></tr><tr><td>12</td><td>Review the boy's question on page 10. If we want to know where delivery trucks get peanut butter, which detail on this page is most important? (Q)</td><td>"Peanut butter is made in a peanut-butter-making factory" is most important because it tells us where peanut butter comes from.</td></tr><tr><td>24</td><td>What does the food in a PB & J start as? (R)</td><td>The food starts as seeds.</td></tr><tr><td>32</td><td>Why does the text say it's finally time to say "PB & J hooray"? (Q)</td><td>It says finally because the food in the PB & J started being made a long time ago.</td></tr></table>	PAGE	QUESTION	POSSIBLE RESPONSES	6	Review the boy's question on page 6. If we want to know where food comes from to make a PB & J, which detail on this page is most important? 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Have partners THINK-PAIR-SHARE to identify what the labels tell them.	home, in, of, put, then, we. Use CHORAL READING to read the words aloud.  Page 7: Words with Long e (ee) - Read the page aloud. Say the word seeds and have children repeat it. Point to the double e and ask: What letters are these? (e) What sound do these two letters make in the word seed? (/e/) - Have children repeat the sound /e/. Have children repeat the whole word. (seeds)  Page 18: Words with Long e (ee) - Read the page aloud. Say the word weed and have children repeat it. Point to the double e and ask: What letters are these? (e) - Have partners TURN AND TALK to tell each other what sound the double e makes in the word weed. (/e/)  Page 24: Search for Words to Know - Call out a Word to Know (and, home, then, we), and have children repeat it. Say and. (and) Again. (and) Say and like a mouse. (and) Now say it like a lion! (and) - Have children use THUMB UP OR DOWN to indicate if they can identify the word on the page. Call on a different child to identify each word.  Page 26: Spot and Spell Words to Know - Say a Word to Know, and have children put their thumbs up when they spot it on the page. (a, and, out, in, of, put) - Have partners TURN AND TALK to spell the word. Then have the group chorally spell the word.	grow vegetable soup that they want to draw and label. Guide children to complete myBook, p95, or write their responses using a digital writing tool. 
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Mini-Lesson																																						
	Set a Purpose M8 T148 Explain: Just like authors have a purpose for writing a text, good readers set a purpose for reading a text. Setting a purpose helps to focus our reading so we know what to pay attention to!	Connect & teach M8 T159 Review how to evaluate details. 	Steps in a Sequence M8 T168-169 Explain: In PB & J Hooray!, the steps are shown in reverse. Read aloud: Stop as you read, noticing the main steps. Stop on p 26 and model recognizing the first step of the sequence.(cont. P28, 29)	Order of Events M8 T180 Explain that when authors tell a story, they often tell the events in the order that they happen —just like steps in a sequence. Guide children to identify the first and last events in the story.	Shared Writing M8 T190																																	

	Set a Purpose Good readers set a purpose for reading. For Fun To enjoy a story, play, or poem. To Learn To learn information about a topic or how to do something.  Thinking of a purpose helps to focus your reading & pay attention to!		Steps in a Sequence: PB & J Hooray! 5 People make and eat PB & J!  2 Bakeries bake, factories make.  3 Trucks deliver ingredients to the store.  1 Seeds are planted, crops grow.  4 People buy ingredients from the store.  Read aloud each step on myBook, page 94, and have children give a thumbs up when they hear the first step. Have them write a “1” next to the first step, and draw a picture. Repeat for steps 2–5.														
Writer’s Workshop Writing Prompt: What meal should the cafeteria add to its menu? Teacher Rubric Student Friendly Rubric	Writing Lesson - Opinion Writing Writing Prompt: What meal should the cafeteria add to its menu?																
	Organize Opinion Writing M8 T154 Review: You can use opinion writing to tell how they feel or think about something, but they can also use opinion writing to convince readers to take action. Explain: When writers organize an opinion piece, they write the opinion first and then they give reasons. Write a few pairs of sentences with one reason and one opinion. Read the sentences aloud and have children hold up one finger for an opinion and two fingers for a reason.	Grammar: Now & Later M8 T164 Review: A verb is an action word, and review present- and past-tense verbs. Introduce future-tense verbs. Action Words <table><thead><tr><th>HAPPENING NOW OR ALWAYS</th><th>WILL HAPPEN LATER</th></tr></thead><tbody><tr><td>1 I jump.</td><td>I will jump again later.</td></tr><tr><td>2 He talks to her.</td><td>He will talk to her next week.</td></tr><tr><td>3 We play a game.</td><td>Tomorrow, we _____ again.</td></tr><tr><td>4 They swim.</td><td>They _____ after school.</td></tr><tr><td>5 She asks a question.</td><td>She _____ another question later.</td></tr></tbody></table> Recall the topic the class chose. Complete graphic organizer with student input.	HAPPENING NOW OR ALWAYS	WILL HAPPEN LATER	1 I jump.	I will jump again later.	2 He talks to her.	He will talk to her next week.	3 We play a game.	Tomorrow, we _____ again.	4 They swim.	They _____ after school.	5 She asks a question.	She _____ another question later.	Adding Reasons M8 T176 Review: Writers give at least one reason to support their opinion. Adding reasons makes an opinion piece stronger. Display and read aloud the organizer the class completed to plan a response to the prompt: What meal should the cafeteria add to its menu? Guide the class to agree on a sentence to tell the class opinion. Write the sentence, sharing the pen with children to write familiar letters, sound-spellings, or words.	Grammar: Now & Later M8 T186 Revisit how writers use verbs to write about the past. Remember, we add –ed to the end of most action words to tell about something that already Happened. Action Words - We talk. We talked yesterday, too. - She plants a seed. She also planted one last week. - Now I _____ for the seed to grow. (wait/waited) - He _____ the garden yesterday. (water/watered) - They _____ tomatoes last month. (pick/picked) Revise Opinion Piece: Remind children that, after writers draft, they revise and edit to add details and	Strong Endings M8 T196-197 Explain: The purpose of writing a strong ending for an opinion piece. Opinion Writing An opinion tells what you feel or think about something. I think I say My favorite and the reasons why you feel or think the way you do. My favorite color is yellow because I like lemons.  Introduce these ways to end an opinion piece, and give examples for each: repeat the opinion, share a strong feeling, and call on readers to act.
	HAPPENING NOW OR ALWAYS	WILL HAPPEN LATER															
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	 Opinion Writing An opinion tells what you feel or think about something. and the reasons why you feel or think the way you do. The reasons could be a fact or a feeling.	 Opinion and Reasons Opinion: add rice and beans to the menu Reason: easy to make Reason: love to eat it		make changes to make it better. Students can brainstorm more reasons. Decide on a reason to add. Remind children that a sentence begins with an uppercase letter and ends with a period. Share the pen, having children write familiar letters, sound-spellings, or words.	
	Independent Writing				
	Read aloud the directions and sentences on Writer's Notebook, page 107. Have partners TURN AND TALK to decide if the sentences are opinions or reasons. Brainstorm and choose a topic for a class opinion writing piece. Circulate, monitor, and prompt students while they write. Students will share their writing.	Guide the class to vote on two reasons and record them on the organizer. <i>Let's decide the most important reasons why the cafeteria should add this meal to its menu.</i> Circulate, monitor, and prompt students while they write. Students will share their writing.	Remind children that an opinion piece has an opinion and reasons. Have partners TURN AND TALK to discuss each part. Choose children to come up and underline the opinion and write R next to each reason. Point out and circle the word because. <i>Which sentence tells what we think? Show me a sentence that tells a reason why.</i> Circulate, monitor, and prompt students while they write. Students will share their writing.	Reinforce grammar by having children identify present-, past-, and future-tense verbs in the opinion piece. Circulate, monitor, and prompt students while they write. Students will share their writing.	Read aloud the directions on Writer's Notebook, p 111. Have children record their opinion from Module 8, Week 2 about the most important animal in the garden. Publish the class's Opinion Piece. Circulate, monitor, and prompt students while they write. Students will share their writing.
Research Class Project: Watch My Plant Grow SlideShow	Students will work in small groups to document the life cycle of a plant by using their senses and what they know about the lifecycle. Their findings will be shared through a slideshow. Week 5: Students will plant their seeds and brainstorm what the seed needs to grow into a plant. Week 6: Students will continue to document their observations and begin to research changes plants go through. Week 7: Students will gather all of their observations and information they have gathered through the last two weeks and begin to compile into a slideshow.				

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	Week 8: Complete and practice sharing their slideshow to their class. Week 9: Display with the “My Five Senses Poster” or “Watch My Plant Grow Slideshow” in an exhibit for other classes and grade levels to visit and provide feedback				
Literacy Stations	Phonological Awareness	Phonics	Fluency	Self-Selected Reading Choices w/ Accountability	Vocabulary