

Unit Title: Transformations Around Me

Extended Evidence Outcomes

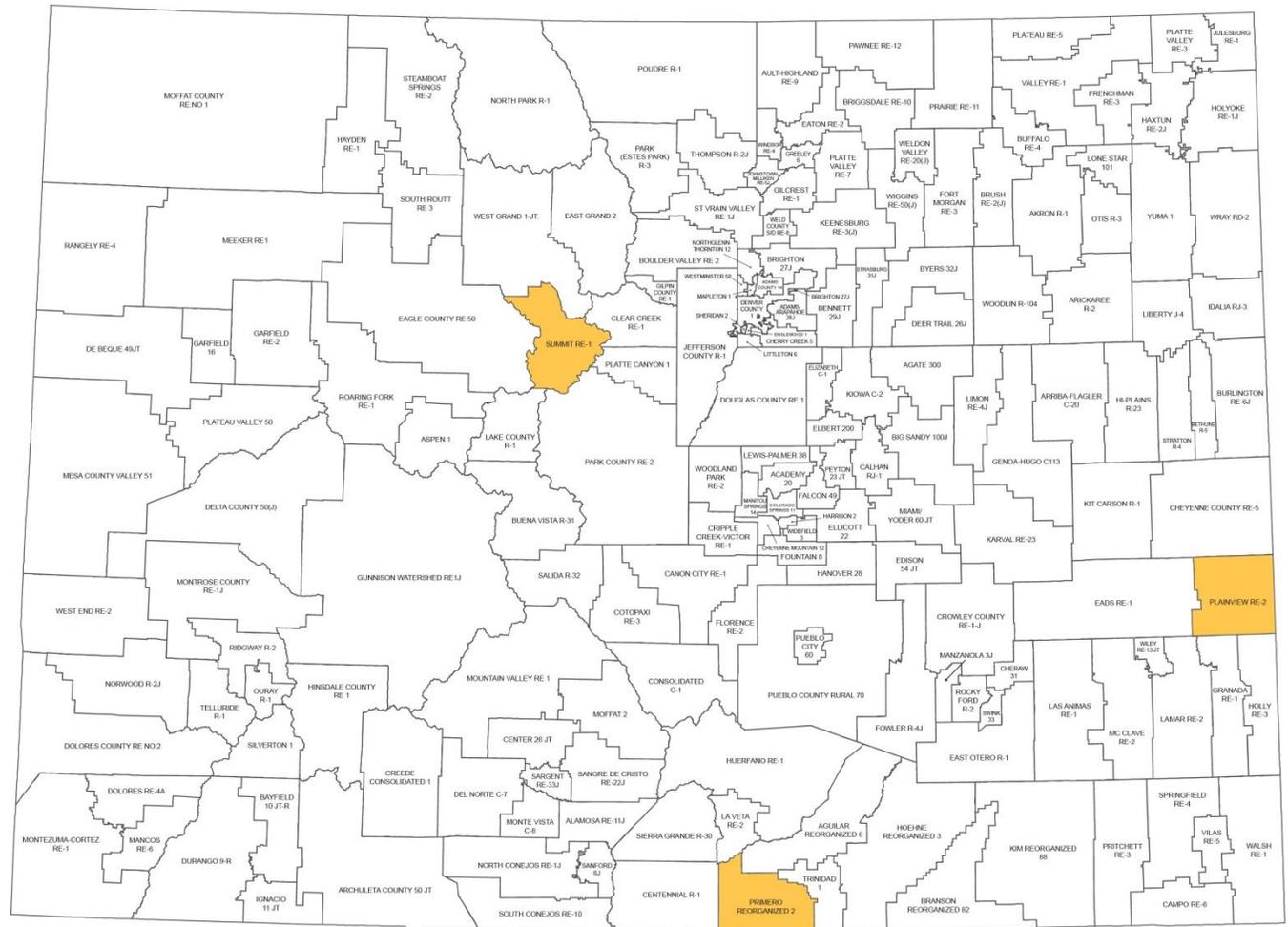
INSTRUCTIONAL UNIT AUTHORS

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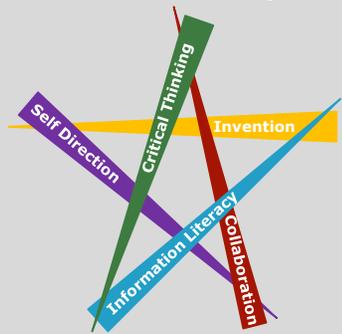
This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Reading, Writing, and Communicating- Extended Evidence Outcomes	Grade Level	1 st Grade
Course Name/Course Code			

Standard	Grade Level Expectations (GLE)	GLE Code
1. Oral Expression and Listening	1. Multiple strategies develop and expand oral vocabulary	RWC10-GR.1-S.1-GLE.1
	2. Verbal and nonverbal language is used to express and receive information	RWC10-GR.1-S.1-GLE.2
	3. Identifying and manipulating phonemes in spoken words allow people to understand the meaning of speech	RWC10-GR.1-S.1-GLE.2
2. Reading for All Purposes	1. Comprehending and fluently reading a variety of literary texts are the beginning traits of readers	RWC10-GR.1-S.2-GLE.1
	2. Comprehending and fluently reading a variety of informational texts are the beginning traits of readers	RWC10-GR.1-S.2-GLE.2
	3. Decoding words require the application of alphabetic principles, letter sounds, and letter combinations	RWC10-GR.1-S.2-GLE.3
	4. Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read	RWC10-GR.1-S.2-GLE.4
3. Writing and Composition	1. Exploring the writing process develops ideas for writing texts that carry meaning	RWC10-GR.1-S.3-GLE.1
	2. Appropriate spelling, conventions, and grammar are applied when writing	RWC10-GR.1-S.3-GLE.2
4. Research and Reasoning	1. A variety of resources leads to locating information and answering questions of interest	RWC10-GR.1-S.4-GLE.1
	2. Purpose, information, and questions about an issue are essential steps in early research	RWC10-GR.1-S.4-GLE.2

Colorado 21st Century Skills



- Critical Thinking and Reasoning:**
Thinking Deeply, Thinking Differently
- Information Literacy:** *Untangling the Web*
- Collaboration:** *Working Together, Learning Together*
- Self-Direction:** *Own Your Learning*
- Invention:** *Creating Solutions*

Common Core Reading Foundational Standards

Print Concepts: [CCSS: RF.1.1](#) Demonstrate understanding of the organization and basic features of print.
[CCSS: RF.1.1a](#) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness: [CCSS: RF.1.2](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
[CCSS: RF.1.2a](#) Distinguish long from short vowel sounds in spoken single-syllable words.
[CCSS: RF.1.2b](#) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
[CCSS: RF.1.2c](#) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
[CCSS: RF.1.2d](#) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition: [CCSS: RF.1.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
[CCSS: RF.1.3a](#) Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
[CCSS: RF.1.3b](#) Decode regularly spelled one-syllable words.
[CCSS: RF.1.3c](#) Know final -e and common vowel team conventions for representing long vowel sounds.
[CCSS: RF.1.3d](#) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
[CCSS: RF.1.3e](#) Decode two-syllable words following basic patterns by breaking the words into syllables.
[CCSS: RF.1.3f](#) Read words with inflectional endings.
[CCSS: RF.1.3g](#) Recognize and read grade-appropriate irregularly spelled words.

Fluency: [CCSS: RF.1.4](#) Read with sufficient accuracy and fluency to support comprehension.
[CCSS: RF.1.4a](#) Read grade-level text with purpose and understanding.
[CCSS: RF.1.4b](#) Read grade-level text orally with accuracy, appropriate rate, and expression.
[CCSS: RF.1.4c](#) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Transformations Around Me- Extended Evidence Outcomes	6-8 weeks	2

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Unit Title	Transformations Around Me- Extended Evidence Outcomes		Length of Unit	6-8 weeks
Focusing Lens(es)	Change	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.1-S.2-GLE.1 RWC10-GR.1-S.2-GLE.1 RWC10-GR.1-S.2-GLE.1 RWC10-GR.1-S.2-GLE.2 RWC10-GR.1-S.3-GLE.1 RWC10-GR.1-S.3-GLE.2	RWC10-GR.1-S.4-GLE.1 RWC10-GR.1-S.4-GLE.2 RWC10-GR.1-S.4-GLE.2 RWC10-GR.1-S.2-GLE.4 RWC10-GR.1-S.2-GLE.3
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What causes change? (RWC10-GR.1-S.2-GLE.2-EO.e.i; ii; iii) and (RWC10-GR.1-S.2-GLE.3-EO.a) and (RWC10-GR.1-S.2-GLE.4-EO.d.ii) • Is change important? (RWC10-GR.1-S.2-GLE.2-EO.a-e) and (RWC10-GR.1-S.2-GLE.3-EO.a.i; viii; ix) • How can you affect change? (RWC10-GR.1-S.3-GLE.1-EO.a) and (RWC10-GR.1-S.3-GLE.2-EO.b.iii) 			
Unit Strands	Oral Expression & listening – Reading for all Purposes – Writing and Composition – Research and reasoning			
Concepts	In content:	In reading:	In writing:	
	change, growth, movement, progress, patterns, adaptation, environment, transformation, metamorphosis, convey SSN: *Look at Extended Evidence Outcomes for content http://www.cde.state.co.us/coextendedeo (Link to all EEO's) Change, same and different, familiar people, places and things, change over time	phonics, phonological awareness, fluency, vocabulary, comprehension SSN: Sound/letter correspondence Symbols (letters, words and pictures)	phonics, phonological awareness, fluency, vocabulary, comprehension, spelling SSN: Combined symbols (words, pictures or objects) Resources Fiction and non-fiction	

Generalizations My students will Understand that...	Guiding Questions		
	Factual		Conceptual

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<p>Decoding words requires the application alphabetic principles, letter sounds, and letter combinations (RWC10-GR.1-S.1-GLE.3-EO.a) and (RWC10-GR.1-S.2-GLE.3-EO.a)*</p> <p>SSN: Letters have names and sounds that make up words.</p>	<p>How many different ways can we break apart the word _____? (RWC10-GR.1-S.1-GLE.3-EO.a) and (RWC10-GR.1-S.2-GLE.3-EO.a.iv; v)</p> <p>SSN: Do letters have sounds that can be different from the letter name? Which letter/blend (or sound) do you hear at the beginning, middle, and end of a word? How can onset and rime be combined to create words? (T) Can the student distinguish between a letter, word and sentence? (T)</p>	<p>Why is learning letter combinations important for becoming an effective reader? (RWC10-GR.1-S.1-GLE.3-IQ.1) (no 1 answer)</p> <p>SSN: What do you notice about the difference between sounds and letter names? What do we have to know about how sounds go together to make words? What do we have to know about letters and how they make words to become a reader?</p>
<p>Reading comprehension requires knowledge of letter names/letter sounds, decoding, the development of automatic word recognition, and reading fluency (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S.2-GLE.2-EO.d,e)*</p> <p>SSN: Knowing how to read requires knowing about letters and sounds and making words.</p>	<p>What are the three parts of reading fluency (rate – accuracy – prosody)? (RWC10-GR.1-S.2-GLE.2-EO.e.ii)</p> <p>SSN: Do punctuation marks change how we read things when we read out loud? How does a reader’s voice change when a sentence uses a specific punctuation mark? How does punctuation indicate a change in speed and/or tell us how our voices should sound when reading? How do feelings show in how our faces look and how our voices sound when we read?</p>	<p>How does automaticity with underlying skills lead to reading comprehension? (RWC10-GR.1-S.2-GLE.1-N.1; 2) and (RWC10-GR.1-S.2-GLE.2-N.1; 2)</p> <p>SSN: How can what we already have experienced or know help us understand what we read? What do you know about (the topic of this book)? What can help us figure out words we don’t know in a new book? How can academic vocabulary best be presented in context to support meaning? (T) What modes of communication can the student use to indicate choices and give responses to questions?(T)</p>

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<p>The ability to comprehend and fluently read various informational and literary texts written at grade level allows students to access and understand a variety of written materials (RWC10-GR.1-S.2-GLE.2)*</p> <p>SSN: Being able to remember words allows readers to read about a lot of different things.</p>	<p>What are the differences between fictional and informational texts? (RWC10-GR.1-S.2-GLE.1-EO.b.ii) and (RWC10-GR.1-S.2-GLE.2-EO.b.ii)</p> <p>SSN: What is different about books that are stories or make believe and books that help us learn about real things? When you look at pictures in a book, what is different about the pictures that look real and pictures of make believe things? What attributes are considered when pictures are categorized as realistic or fictional? (T) What is a fact? What is an opinion? How do authors write to inform (or teach us something) compared something) to writing to entertain (that we read for fun)?</p>	<p>Why must readers understand the structural differences between narrative and informational text?</p> <p>SSN: Why is it important for readers to recognize the difference between realistic and fictional pictures?(T) How can literature be used to model the process for students to put thoughts into words that can be used write narratives about themselves and create from their imagination? (T) How do you know when a book is about something real? How do you know when a book is a story that is imaginary or could be about something that didn't really happen? What is different about books that are stories and books that are about real things?</p>
<p>Change can often create progress. (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S,2-GLE.2-EO.d; e)</p> <p>SSN: (about the kids) Change can bring about good things/results.</p>	<p>How has your reading improved this year? (S.2-GLE.1-EO.d, e; S,2-GLE.2-EO.d, e) What is an event that has made you change? (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S,2-GLE.2-EO.d; e) What is my responsibility to change? (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S,2-GLE.2-EO.d; e)</p> <p>SSN: How has your reading readiness improved this year as shown by visual tracking? (T) What do you know now that makes you a better reader than you were last year? How has your reading readiness improved this year as shown by your ability to indicate choices (use of alternate pencil; switch activation; eye gaze; touch screen)? (T) What do you want to read?</p>	<p>Is progress always good? (S.2-GLE.1-EO.d, e; S,2-GLE.2-EO.d, e; S.3-GLE.1-EO.a) How can I bring about change? (RWC10-GR.1-S.1-GLE.1-EO.a-c) and (RWC10-GR.1-S.3-GLE.1-EO.a) and (RWC10-GR.1-S.3-GLE.1-N.2)</p> <p>SSN: Is changing things always good? How can I reinforce student progress? (T) When you want something to change, what do you need to do? How can I broaden the student's ability to make choices and indicate personal preferences independently? (T) Does reading about different kinds of things change the kinds of things I want to learn about? What types of reading are most motivating for the student? (T) How can I capitalize on student likes to engage the student in reading a variety of text? (T) What would you like to change or get better at?</p>

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<p>Reading and writing purposes change depending on context and communication intent. (RWC10-GR.1-S.1-GLE.2-EO.a) and (RWC10-GR.1-S.2-GLE.1-EO.b.ii; iii) and (RWC10-GR.1-S.2-GLE.2-EO.b) and (RWC10-GR.1-S.3-GLE.1) and (RWC10-GR.1-S.4-GLE.1-EO.c) and (RWC10-GR.1-S.1-GLE.3-RA.3) and (RWC10-GR.1-S.2-GLE.2-IQ.1; 2) and (RWC10-GR.1-S.3-GLE.2-IQ.1-4)</p> <p>SSN: Writing for different people or reasons changes how writers write.</p>	<p>How do you adapt your reading and writing for a variety of purposes? (RWC10-GR.1-S.2-GLE.1-EO.e) and (RWC10-GR.1-S.2-GLE.2-EO.e) and (RWC10-GR.10S.2-GLE.3) and (RWC10-GR.1-S.3-GLE.1)</p> <p>How do you change your speech when talking to different people? (RWC10-GR.1-S.1-GLE.1-EO.a) and (RWC10-GR.1-S.1-GLE.1-N.1)</p> <p>Why do we use conventions? (RWC10-GR.1-S.3-GLE.2) and (RWC10-GR.1-S.2-GLE.2-IQ.1)</p> <p>SSN: What are similarities and differences found in various forms of writing (notes, email, letters, newspapers, magazines, informational and narrative books and stories)? (T)</p> <p>What are some different kinds of things to read or write about?</p> <p>What would be different about reading or writing a card to our moms or reading or writing about how plants grow?</p> <p>Do you change how you write about different things?</p> <p>How do we change how we talk when we talk to different people?</p> <p>How can pre-teaching vocabulary support comprehension? (T)</p>	<p>What can result if you do not or cannot adapt to outside influences? (RWC10-GR.1-S.2-GLE.2-EO.a) and (RWC10-GR.1-S.2-GLE.2-RA.2)</p> <p>Is adaptation important? (RWC10-GR.1-S.2-GLE.2-EO.a and (RWC10-GR.1-S.2-GLE.2-RA.2) and (RWC10-GR.1-S.2-GLE.2-EO.a) and (RWC10-GR.1-S.2-GLE.2-RA.2) and (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S.2-GLE.2-EO.d; e)</p> <p>How do you convey meaning in writing? (RWC10-GR.1-S.2-GLE.4-EO.b.iii; iv) and (RWC10-GR.1-S.3-GLE.2-EO.a)</p> <p>SSN: What can happen if you have a problem and need to change something and don't change it? Is it important to change sometimes? How can you help people understand what you mean when you write something? Does my student have an "alternate pencil" if they are not able to use traditional writing tools to create written work? (T)</p>
<p>People often adapt to changing environments in order to have success in that environment. (RWC10-GR.1-S.1-GLE.2-EO.b; c) and (RWC10-GR.1-S.2-GLE.1-EO.e.i; ii) and (RWC10-GR.1-S.2-GLE.2-EO.e.i; ii)</p> <p>SSN: People sometimes change what they are doing to make things work better.</p>	<p>How do you read different kinds of text? (RWC10-GR.1-S.2-GLE.1) and (RWC10-GR.1-S.2-GLE.2)</p> <p>How is your writing different when you are writing a persuasive piece versus a narrative? (RWC10-GR.1-S.3-GLE.1-EO.a; c)</p> <p>SSN: Which sentence is fact and which is opinion? How does writing to get someone to do something or believe something look different than when you are telling a story?</p>	<p>How do you change depending on your purpose? (RWC10-GR.1-S.3-GLE.1-EO.a; c)</p> <p>SSN: How does the where I am or what I am trying to do change what I need and the help I might need? Do people change how they do things depending on what they want to happen?</p>

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<p>The analysis of systems and their inherent relationships help people uncover patterns and make meaning. (S.2-GLE.3-EO.a.i-vi; S.2-GLE.3-EO.a.viii; S.2-GLE.3-EO.a.ix; S.2 GLE.3-IQ.1-3, S.2 GLE.3-RA.1,3)*</p> <p>SSN: Knowing why and how things work the way they do can help us understand many different things</p>	<p>How are fiction and non-fiction text different/similar? (S.2-GLE.1-EO.b.ii)</p> <p>What patterns help us read? (S.1-GLE.3)</p> <p>SSN: What is real and what is not real? (compare using objects/visual supports) (T)</p> <p>Are there words that are the same in stories about things that are imaginary (or make believe) and books that are about real things?</p> <p>What is different in books that are about real things from books that are about imaginary (make believe) stories?</p> <p>How can the repeating of a word or patterns of words help readers read different kinds of books? (T)</p>	<p>How can patterns be applied to learning to read and write? (RWC10-GR.1-S.1-GLE.3) and (RWC10-GR.1-S.2-GLE.3) and (RWC10-GR.1-S.2-GLE.4-EO.a)</p> <p>SSN: How can patterns like the same sentence or rhyming words help us to understand, read and write things?</p> <p>How can patterns be practiced in a variety of contexts?(T)</p>
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<p>Critical Content: My students will Know...</p>	<p>Key Skills: My students will be able to (Do)...</p>
<ul style="list-style-type: none"> • The organization and basic features of print. (RWC10-GR.1-S.2-GLE.4-EO.d) CCSS: RF.1.1 • The distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (RWC10-GR.1-S.1-GLE.2-EO.a.i) CCSS: RF.1.1a • Grade-level phonics and word analysis skills for decoding words. (RWC10-GR.1-S.2-GLE.3-EO.a) CCSS: RF.1.3 • Research can help us find the answer to a question (RWC10-GR.1-S.2-GLE.2-EO.d) and (RWC10-GR.1-S.3-GLE.1-EO. d; f) • Characters can change (RWC10-GR.1-S.2 -GLE.1-EO.a.iii) and (RWC10-GR.1-S.2-GLE.1-EO.c.i) and (RWC10-GR.1-S.2-GLE.2-EO.a.iii) • The difference between fiction and non-fiction writing/books (RWC10-GR.1-S.2-GLE.2-EO.c.iii) and (RWC10-GR.1-S.2-GLE.2-EO.d; e) and (RWC10-GR.1-S.2-GLE.2-EO.d.i) and (RWC10-GR.1-S.2-GLE.1-EO.d) and (RWC10-GR.1-S.2-GLE.2.e.i; ii) and (RWC10-GR.1-S-4-GLE.2) 	<ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (RWC10-GR.1-S.2-GLE.4-EO.d.i) CCSS: RF.1.1a • Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RWC10-GR.1-S.1-GLE.3-EO.a) CCSS: RF.1.2 • Distinguish long from short vowel sounds in spoken single-syllable words. (RWC10-GR.1-S.1-GLE.3-EO.a.i) CCSS: RF.1.2a • Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (RWC10-GR.1-S.1-GLE.3-EO.a.ii) CCSS: RF.1.2b • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (RWC10-GR.1-S.1-GLE.3-EO.a.iii) CCSS: RF.1.2c • Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (RWC10-GR.1-S.1-GLE.3-EO.a.iv) CCSS: RF.1.2d • Know and apply grade-level phonics and word analysis skills in decoding words. (RWC10-GR.1-S.2-GLE.3-EO.a) CCSS: RF.1.3 • Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (RWC10-GR.1-S.2-GLE.3-EO.a.i) CCSS: RF.1.3a • Decode regularly spelled one-syllable words.(RWC10-GR.1-S.2-GLE.3-EO.a.ii) CCSS: RF.1.3b • Know final -e and common vowel team conventions for representing long vowel sounds. (RWC10-GR.1-S.2-GLE.3-EO.a.iii) CCSS: RF.1.3c • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (RWC10-GR.1-S.2-GLE.3-EO.a.iv) CCSS: RF.1.3d • Decode two-syllable words following basic patterns by breaking the words into syllables. (RWC10-GR.1-S.2-GLE.3-EO.a.v) CCSS: RF.1.3e • Read words with inflectional endings. (RWC10-GR.1-S.2-GLE.3-EO.a.vi) CCSS: RF.1.3f • Recognize and read grade-appropriate irregularly spelled words. (RWC10-GR.1-S.2-GLE.3-EO.a.vii) CCSS: RF.1.3g • Read with sufficient accuracy and fluency to support comprehension. (RWC10-GR.1-S.2-GLE.1-EO.e) CCSS: RF.1.4 • Read grade-level text orally with accuracy, appropriate rate, and expression. (RWC10-GR.1-S.2-GLE.1-EO.e.ii) CCSS: RF.1.4b • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RWC10-GR.1-S.2-GLE.1-EO.e.iii) CCSS: RF.1.4c • Describe story elements and major events using key details (RWC10-GR.1-S.2-GLE.1-EO.a.iii) • Make logical predictions and explain why or why not (RWC10-GR.1-S.2-GLE.1-

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	<p>EO.a.iv)</p> <ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension (RWC10-GR.1-S.2-GLE.1-EO.e) and (RWC10-GR.1-S.2-GLE.3-EO.a) CCSS: RF.1.4 • Use key ideas and details craft and structure to comprehend and read a variety of text (RWC10-GR.1-S.2-GLE.2-EO.a; b) • With guidance produce a piece of informative/explanatory text (RWC10-GR.1-S.3 -GLE.1-EO.b, d-f) • Use appropriate spelling, conventions and grammar when writing (RWC10-GR.1-S.3 -GLE.2-EO.a; b) • Use a variety of resources to locate information and answer questions of interest (RWC10-GR.1-S.4-GLE.1-EO.a-c) • Participate in shared research and writing with guidance and support (RWC10-GR.1-S.4-GLE.2-EO.a,b) • Determine the pronunciation and meaning of complex vocabulary (RWC10-GR.1-S.2 -GLE.4-EO.a-d) • Find key ideas and details in illustrations and text to answer questions about key ideas (RWC10-GR.1-S.2-GLE.2-EO.a.i) and (RWC10-GR.1-S.2-GLE.2-EO.c.i) • Identify main idea and retell details (RWC10-GR.1-S.2-GLE.2-EO.2.a.ii)
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<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>“My writing changed by putting an “!” to show that my character was excited.”</i> <i>“I know how to read boat so I can read soap.”</i> <i>“I have progressed in reading because now I can read chapter books.”</i></p>
<p>Academic Vocabulary:</p>	<p>pattern, adaptations, alter, environment, transformation, growth, progress, research, fiction, non-fiction, informative, explain character SSN Change, place, patterns, grow, explain fiction (pretend) & non-fiction (real), explain character (who)</p>
<p>Technical Vocabulary:</p>	<p>Metamorphosis, research process, pronunciation, illustration(s)/illustrator SSN: Change, finding things out, steps to learn things, how you say it, pictures</p>

*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

Colorado Teacher-Authored Sample Instructional Unit

Unit Description:	This unit centers around the attributes of physical communities and the adaptations that people make in order to be successful in particular environments. During the 6-8 weeks of the unit, students will examine their own physical community. They will respond to text and images and construct short written pieces for different purposes/audiences (including letters to pen pals, newspaper “articles,” etc.) documenting changes that occur and adaptations people make across seasons. The learning experiences build to a performance assessment that asks students to write (and create videos) about an adaptation, in the form of a favorite activity, they make in a particular season.
Considerations:	This unit focuses on a rural community; the changes that occur and the adaptations people make in this physical environment. The unit presumes that students have established pen pal relationships with counterparts in urban/suburban environments. These relationships will provide opportunities for students to explore different forms of writing and for communicating the attributes of their community with peers. Though the resources utilized in the unit are rural-specific, the learning experiences and performance assessment are easily adaptable for any physical environment. SSN: Students will need access to adapted texts listed below and the presentations or writing that they create will reflect Extended Evidence Outcomes in the introduction. All EEO’s are preceded by the phrase “With appropriate supports students can...” They may also need an alternate ways to communicate understanding or write. Consult SWAAAC team member, SPED teacher or related services professional for assistance with augmentative alternative communication (AAC) device and have an alternate pencil if needed. A worthwhile source of ideas for adapted equipment and software is: http://www.swaaac.com/Catalog/default.asp Another very useful source of adaptation ideas is : HTTP://WWW.CDE.STATE.CO.US/COEXTENDEDEO (COLORADO INSTRUCTIONAL ACCOMMODATIONS MANUAL)

Unit Generalizations

Key Generalization:	People often adapt to changing environments in order to have success in that environment
Supporting Generalizations:	Change can often create progress
	Reading and writing purposes change depending on context and communication intent

Ongoing

These Generalizations, addressed throughout the Unit (and the entire year), are explained below in the Ongoing Learning Experiences section.

Ongoing Generalizations / Learning Experiences	Decoding words requires the application alphabetic principles, letter sounds, and letter combinations
	Reading comprehension requires knowledge of letter names/letter sounds, decoding, the development of automatic word recognition, and reading fluency
	The ability to comprehend and fluently read various informational and literary texts written at grade level allows students to access and understand a variety of written materials
	The analysis of (phonemic) systems and their inherent relationships help people uncover patterns and make meaning

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	People often adapt to changing environments in order to have success in that environment

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<p>Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)</p>	<p>You are an expert on your local (rural) community and you are going to be a “tour guide” for other 1st graders in Colorado who live in other (urban/suburban) communities! To help these other 1st graders get to know your community a bit, you will choose your favorite season and describe in writing one activity that is unique to your community during that season. You will work in small groups to then create a short video that will show your expert knowledge of how people in your community adapt to their environment during the season you have chosen to discuss.</p>
<p>Product/Evidence: (Expected product from students)</p>	<p>Students will work in small groups according to the season they have chosen (teachers could randomly assign students to seasons or have the students choose). Prior to the video work, students will individually construct responses that describe a unique activity in their community during the (assigned/chosen) season, using informational texts to support their claims about the season. Once these responses are constructed, students will create a short video together that illustrates the season and the corresponding unique activities in their community.</p>
<p>Differentiation: (Multiple modes for student expression)</p>	<p>For the individual work students may:</p> <ul style="list-style-type: none"> • Use partially completed graphic organizers for seasons/activities • Work with partners/teacher to dictate the season and activities <p>For the group work, students may take on single or multiple roles and/or participate in various tasks:</p> <ul style="list-style-type: none"> • Performer • Camera person • Visual arts/graphics person • Director <p>SSN – Students must have access to a way to communicate, read (independently or read aloud to them) and write (possibly an alternate pencil) and understand concepts using visual examples or manipulatives-and a multi-sensory approach.-Provide student with multiple means of response and input.</p> <ul style="list-style-type: none"> • How can students communicate their thoughts and feelings using pictures, words, gestures, signs, or symbols verbally or via assistive augmentative communication (AAC)? *Consult SWAAAC team member, SPED teacher or related services professional for assistance with augmentative alternative communication (AAC) device and have an alternate pencil if needed. • Students must have an “alternate pencil” or adaptive keyboard or use of sequence pictures to produce written response if traditional writing tools don’t work for them. <p>Informational texts available from Tarheel reader http://tarheelreader.org/ (free collection of accessible electronic books with search engine by topic)</p>

<p>Texts for independent reading or for class read aloud to support the content</p>	
<p align="center">Informational/Non-Fiction</p>	<p align="center">Fiction</p>
<p><i>Farm Community</i> by Peggy Pancella (Lexile Level - 620) <i>Farm</i> by Penny Arlon (Lexile Level – 550) <i>Living in Rural Communities</i> by Kristin Sterling (Lexile Level – 360) <i>Living in Suburban Communities</i> by Kristin Sterling (Lexile Level = 420)</p>	<p><i>Squirrel’s Fall Search</i> by Anita Loughrey (Lexile Level = 630) <i>Fall Leaf Project</i> by Margaret McNamara (Lexile Level - 270) <i>Fall Harvest</i> by Gail Saunders-Smith (Lexile Level – 160) <i>Winter According to Humphrey</i> by Betty Birney (Lexile Level – 630)</p>

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<p><i>Suburb</i> by Peggy Pancella (Lexile Level = 300) <i>Living on Farms</i> by Allan Fowler (Lexile Level - 330) <i>Seasons</i> by David Stewart (Lexile Level – 610) <i>Animals in Fall</i> by Scholastic (Lexile Level - 530) <i>Fall Apples</i> by Scholastic (Lexile Level - 590) <i>Fall Leaves</i> by Scholastic (Lexile Level - 490) <i>Fall Pumpkins</i> by Scholastic (Lexile Level - 500) <i>Fall Weather</i> by Scholastic (Lexile Level - 530) <i>I See Winter</i> by Charles Ghigna (Lexile Level - 260) <i>Winter is</i> by Ann Dixon (Lexile Level – 500) <i>Winter</i> by Stephanie Hedlund (Lexile Level – 380) <i>Winter (The Seasons)</i> by Nuria Roca (Lexile Level – 590) <i>It’s Winter (Celebrate the Seasons)</i> by Linda Glaser (Lexile Level - 300) <i>The Seasons (Fall)</i> by Nuria Roca (Lexile Level – 590) <i>The Seasons (Spring)</i> by Nuria Roca (Lexile Level – 590) <i>Spring</i> by Sian Smith (Lexile Level – 380) <i>People in Spring (All About Spring)</i> by Martha Rustad (Lexile Level – 210) <i>Plants in Spring (All About Spring)</i> by Martha Rustad (Lexile Level – 340) <i>What Happens in Spring? (Four Super Seasons)</i> by Alex Appleby</p> <p>SSN Adapt text complexity of grade-level/age appropriate texts (Tarheel Reader, and adapted text versions etc.) http://tarheelreader.org/ (free collection of accessible electronic books with search engine by topic) Over 100 books available using search topic seasons Connect to prior knowledge or provide virtual experiences with videos, pictures etc.</p>	<p><i>Winter Wheat</i> by Brenda Z. Guiberson (Lexile Level – 620)</p>
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Reading, Writing, and Communicating Ongoing Learning Experiences

Assessments: Each of the Ongoing Learning Experiences will use assessments aligned with and identified in the READ Act: DIBELS, PALS, DRA2 to measure foundational reading skills. (Additional commercially available resources may be found on the READ Act Resource Bank of Approved Assessments found [here.](#)) In addition, teachers may use other assessment resources to monitor student progress throughout the unit: CORE Phonics; Aimsweb resources; www.interventioncentral.org (Intervention Central), www.studentprogress.org (Student Progress) as well as the skill-specific assessments found in basal reading programs.

Ongoing Learning Experience #1	Students will think like readers by knowing and applying grade-level phonics and word analysis skills in decoding words.
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Skills:	<p>CCSS: RF.1.3a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). CCSS: RF.1.3b Decode regularly spelled one-syllable words. CCSS: RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds. CCSS: RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. CCSS: RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables. CCSS: RF.1.3f Read words with inflectional endings. CCSS: RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p>
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Teacher	http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp (FCRR resources aligned to Common Core State Standards Reading Foundation Standards)
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Resources:	(Commercially produced materials are available. In addition, materials may be found in particular basal readers which teacher may already access.)
Ongoing Learning Experience #2	Students will think like readers by demonstrating understanding of spoken words, syllables, and sounds (phonemes).
Skills:	CCSS: RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words. CCSS: RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. CCSS: RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. CCSS: RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Teacher Resources:	http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp (FCRR resources aligned to Common Core State Standards Reading Foundation Standards) (Commercially produced materials are available. In addition, materials may be found in particular basal readers which teacher may already access.)
Ongoing Learning Experience #3	Students will think like readers by reading with sufficient accuracy and fluency to support comprehension.
Skills:	CCSS: RF.1.4a Read grade-level text with purpose and understanding. CCSS: RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.
Teacher Resources:	http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp (FCRR resources aligned to Common Core State Standards Reading Foundation Standards)
Ongoing Learning Experience #4	Students will think like readers by demonstrating understanding of spoken words, syllables, and sounds (phonemes).
Skills:	CCSS: RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words. CCSS: RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. CCSS: RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. CCSS: RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Teacher Resources:	http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp (FCRR resources aligned to Common Core State Standards Reading Foundation Standards)

Prior Knowledge and Experiences
<p>The experiences in this unit build on some basic (student) knowledge around the seasons, family occupations, and land features of their community. Teachers may want to revisit some of these concepts (particularly those physical aspects of the community) before the unit to reinforce these concepts.</p> <p>SSN Explore with students what they will be learning about as stated above. If your students have limited experiences and knowledge some resources to build are below. Create student books or read other books created by students at www.tarheelreader.org</p>

Learning Experience # 1	
The teacher may brainstorm with students the unique aspects of their surroundings so that students can begin to identify and define their physical community.	
Generalization Connection(s):	People often adapt to changing environments in order to have success in that environment
Teacher Resources:	https://www.google.com/search?q=rural+community&tbm=isch&tbo=u&source=univ&sa=X&ei=sPrLUp-

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	<p>4E8WXrgGew4HYAg&sqi=2&ved=0CCwQsAQ&biw=1016&bih=539 (Images of rural communities-International)</p> <p>https://www.google.com/search?q=rural+communities+in+the+united+states+images&tbm=isch&tbo=u&source=univ&sa=X&ei=ofvLUt66BMybrQHg44CYAg&ved=0CCwQsAQ&biw=1016&bih=539 (Images of rural communities-US)</p> <p>http://www.ask.com/question/characteristics-of-urban-community (Answers to the question: What is urban?)</p> <p>http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g3_u1/ (Interactive map-physical communities)</p> <p>http://www.nps.gov/nr/publications/bulletins/nrb30/nrb30_5.htm (Definitions of rural environments)</p> <p><i>Farm Community</i> by Peggy Pancella (Lexile Level - 620)</p> <p><i>Farm</i> by Penny Arlon (Lexile Level – 550)</p> <p>SSN: http://tinyurl.com/g7vxqnt Google images for rural communities can be printed out to make picture flash cards of rural settings. www.tarheelreader.org (Numerous titles specific to rural community) http://www.dcmp.org/ (Described and captioned media – free loan video for use with deaf, hard of hearing or blind students)</p>	
Student Resources:	<p><i>Farm Community</i> by Peggy Pancella (Lexile Level – 620)</p> <p><i>Farm</i> by Penny Arlon (Lexile Level – 550)</p> <p><i>Living in Rural Communities</i> by Kristin Sterling (Lexile Level – 360)</p> <p>SSN: http://tarheelreader.org/2011/04/09/on-the-farm-8/ (Tarheelreader.org On the Farm by Nicholas and Mema) http://tarheelreader.org/2012/02/14/all-around-the-country/(Tarheelreader.org All Around the Country by Ms. King:LH) http://secure.dynamiclearningmaps.org/unc/texts/k-1/lobel_frog.html (Story from Dynamic Learning Maps - stories supporting Frog and Toad Together by Arnold Lobel) https://www.pinterest.com/pin/100134791688056748/ (Items you can find or a farm worksheet from pinterest)</p>	
Assessment:	<p>Students will begin the construction of a word wall that will continue throughout the unit, using the “brainstormed” words from this learning experience as the initial list</p> <p>http://www.schoolexpress.com/wordwalls/wordwalls.php (Word wall resource)</p> <p>SSN: Match identical pictures of rural/urban/suburban, sort pictures of rural/urban/suburban, use provided words from the brainstorm and sort into a word wall, use provided words from the brainstorm with letters missing and sort into a word wall</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Selected rural images (See teacher resources) SSN: Use large print materials, Tarheel reader which reads books aloud, peer buddy to read. Use pictures or graphics to provide context clues and /or match a picture to a similar picture in informational or fictional text.	The students may work with partners to locate images that connect with selected words on the word wall SSN: Create a comic using Strip Design with a peer buddy as needed using word wall words Create pictures to accompany words or use word prediction software for written work.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Selected rural images (See teacher resources)	The students may create visual mosaics that capture several of the words and concepts on the word wall

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Critical Content:	N/A
Key Skills:	<ul style="list-style-type: none"> Use a variety of resources to locate information and answer questions of interest
Critical Language:	Environment, surroundings, community

Learning Experience # 2			
The teacher may utilize informational texts and images of rural and urban areas so that students can create a working and shared definition of the physical aspects of a (rural) community. [<i>Understanding text, Responding to text</i>]			
Generalization Connection(s):	People often adapt to changing environments in order to have success in that environment		
Teacher Resources:	<p>https://www.google.com/search?q=rural+community&tbm=isch&tbo=u&source=univ&sa=X&ei=sPrLU-4E8WXrgGew4HYAg&sqi=2&ved=0CCwQsAQ&biw=1016&bih=539 (Images of rural communities-International)</p> <p>https://www.google.com/search?q=rural+communities+in+the+united+states+images&tbm=isch&tbo=u&source=univ&sa=X&ei=ofvLUt66BMybrQHg44CYAg&ved=0CCwQsAQ&biw=1016&bih=539 (Images of rural communities-US)</p> <p>http://www.nps.gov/nr/publications/bulletins/nrb30/nrb30_5.htm (Definitions of rural environments)</p> <p>http://www.brainpopjr.com/socialstudies/communities/ruralsuburbanandurban/preview.weml (Rural, Urban, and Suburban “ video)</p> <p><i>Farm Community</i> by Peggy Pancella (Lexile Level - 620)</p> <p><i>Farm</i> by Penny Arlon (Lexile Level – 550)</p> <p><i>Suburb</i> by Peggy Pancella (Lexile Level = 300)</p> <p>http://www.enchantedlearning.com/graphicorganizers/venn/ (Venn Diagram template)</p> <p><i>Country Kid, City Kid</i> by Julie Cummins (Lexile Level – 1040)</p>		
Student Resources:	<p><i>Farm Community</i> by Peggy Pancella (Lexile Level – 620)</p> <p><i>Farm</i> by Penny Arlon (Lexile Level - 550)</p> <p><i>Living in Rural Communities</i> by Kristin Sterling (Lexile Level – 360)</p> <p><i>Living in Suburban Communities</i> by Kristin Sterling (Lexile Level -420)</p> <p><i>Living in Urban Communities</i> by Kristin Sterling (Lexile Level --300)</p> <p><i>City Neighborhood Walk</i> by Peggy Pancella (Lexile level- 620)</p> <p>SSN: http://tarheelreader.org/2011/04/09/on-the-farm-8/ (Tarheelreader.org On the Farm by Nicholas and Mema) http://tarheelreader.org/2012/02/14/all-around-the-country/ (Tarheelreader.org All Around the Country by Ms. King:LH) http://www.readinga-z.com/books/leveled-books/book/?id=73 (All Kinds of Farms Level E Book) Not free \$99 per classroom but free 14 day trial available http://www.readinga-z.com/books/leveled-books/book/?id=1076 Country Places Level D Book) Not free \$99 per classroom but free 14 day trial available http://www.pinterest.com/pin/127719339404570427/ The town mouse and country mouse (video)</p>		
Assessment:	<p>Students will utilize photographs and the word wall to construct graphic organizers that compare and contrast the (physical) similarities and differences between urban and rural communities.</p> <p>SSN: Modified assessment based upon alternate standards would reflect the content at less complexity and allow multiple means of expression to answer questions, (See differentiation)</p>		
Differentiation:	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Access (Resources and/or Process)</td> <td style="width: 50%;">Expression (Products and/or Performance)</td> </tr> </table>	Access (Resources and/or Process)	Expression (Products and/or Performance)
Access (Resources and/or Process)	Expression (Products and/or Performance)		

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<p>(Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p>The teacher may start or partially complete a Venn Diagram http://www.enchantedlearning.com/graphicorganizers/venn/ (Venn Diagram template) SSN: Complete filled in Venn Diagram using pictures and identify letters and words in diagram as appropriate Contact assistive technology team to facilitate strategies to access assistive technology (such as word prediction software, Pix Writer, Strip Writer App for iPad, etc.)</p>	<p>The students may complete the partially developed Venn Diagram SSN: Complete filled in Venn Diagram using pictures and identify letters and words in diagram as appropriate Write opinion piece with the sentence stem "I would/not live in a rural area because _____."</p>
<p>Extensions for depth and complexity:</p>	<p>Access (Resources and/or Process)</p> <p>The teacher may have students write an "opinion" piece about the best things about living in a (rural) community http://oakdome.com/k5/lesson-plans/word/common-core-opinion-writing-template.php (Graphic organizer for writing an opinion)</p>	<p>Expression (Products and/or Performance)</p> <p>The students may complete the graphic organizer and write it into a paragraph form</p>
<p>Critical Content:</p>	<ul style="list-style-type: none"> • Research can help us find the answer to a question • Characters can change 	
<p>Key Skills:</p>	<ul style="list-style-type: none"> • Make logical predictions and explain why or why not 	
<p>Critical Language:</p>	<p>Environment, transformation, growth, progress, adaptations</p>	
<p>Learning Experience # 3</p>		
<p>The teacher may utilize photographs and informational texts so that students can analyze how communities change physically over time. [<i>Understanding text, Responding to text</i>]</p>		
<p>Generalization Connection(s):</p>	<p>People often adapt to changing environments in order to have success in that environment Change can often create progress</p>	
<p>Teacher Resources:</p>	<p><i>A One-room School (Historic Communities)</i> by Bobbie Kalman (Lexile Level - 860) http://www.campsilos.org/mod4/students/life.shtml (Farming Then and Now) <i>Kiowa County</i> by Eads High School Local History Project, Kiowa County Historical Society (Obtain resources from Kiowa County Museum or Eads Library) (Lexile Level – 1210) http://www.shelleducation.com/free/activities/july2010/Bubble_Map_Graphic_Organizer.pdf (Graphic organizer for comparing past and present) <i>Living on Farms</i> by Allan Fowler (Lexile Level - 330)</p>	
<p>Student Resources:</p>	<p><i>Living on Farms</i> by Allan Fowler (Lexile Level - 330) SSN: https://www.readinga-z.com/books/leveled-books/book/?id=73 (All Kinds of Farms Level E Book) (Not free \$99 per classroom but free 14 day trial available) https://www.readinga-z.com/books/leveled-books/book/?id=1076 (Country Places Level D Book) (Not free \$99 per classroom but</p>	

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	<p>free 14 day trial available) http://tinyurl.com/n9ch98x (Google images - photos of one-room schools) http://tinyurl.com/nvdaobu (Google images - photos of libraries) http://tinyurl.com/oneg32s (Google images - photos of farms) https://www.youtube.com/watch?v=xp4q9K39UXk&list=RDGuF2o7SaRWU (Sesame St. You tube video – Life in the Country and City)</p>	
<p>Assessment:</p>	<p>Students will use the photographs and information from the texts to describe specific aspects of their physical community from the past and today. SSN: Timeline with visual supports using free blank time line graphic organizer http://freeology.com/graphicorgs/blank-timeline/Describe (1 word or sentence –a classroom, library and farm. Pictures from today and pictures from the past. Google images cited above are a good resource for photos</p>	
<p>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p>Access (Resources and/or Process)</p> <p>The teacher may provide a partially completed graphic organizer http://www.shelleducation.com/free/activities/july2010/Bubble_Map_Graphic_Organizer.pdf (Graphic organizer for comparing past and present) SSN: Provide linear graphic organizer http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (cost \$1.50) or http://www.eduplace.com/graphicorganizer/pdf/venn.pdf T-Chart Graphic organizer http://www.do2learn.com/organizationtools/SocialSkillsToolbox/TChart_basic.pdf Provide pictures that the student will put in the T-Chart. Compare and contrast the new and old community pictures.</p>	<p>Expression (Products and/or Performance)</p> <p>The students may work individually or in partners (dictating) to complete the partially filled in organizer SSN: Provide students with the pictures and have them participate with their peers.</p>
<p>Extensions for depth and complexity:</p>	<p>Access (Resources and/or Process)</p> <p>http://www.campsilos.org/mod4/students/life.shtml (Farming Then and Now)</p>	<p>Expression (Products and/or Performance)</p> <p>The students may create a game of flash cards (Draw pictures based on photographic images representing past and present aspects of the physical community) and quiz other students</p>
<p>Critical Content:</p>	<ul style="list-style-type: none"> • Research can help us find the answer to a question 	
<p>Key Skills:</p>	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Use key ideas and details craft and structure to comprehend and read a variety of text • Use a variety of resources to locate information and answer questions of interest • Participate in shared research and writing with guidance and support 	

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Critical Language:	Environment, transformation, growth, progress *SSN Include pertinent language – change, place	
Learning Experience # 4		
The teacher may read a short informational text about seasons (e.g., <i>Changing Seasons</i> by Sian Smith) so that students can identify the changes in their physical community according to different seasons. [<i>Understanding text, Producing text</i>]		
Generalization Connection(s):	People often adapt to changing environments in order to have success in that environment Reading and writing purposes change depending on context and communication intent	
Teacher Resources:	<p><i>Seasons</i> by David Stewart (Lexile Level – 610) <i>Squirrel’s Fall Search</i> by Anita Loughrey (Lexile Level = 630) http://www.exploringnature.org/db/detail.php?dbID=112&detID=2634 (Movie about the changing Seasons) http://www.brainpopjr.com/science/weather/seasons/preview.weml (Movie about the changing seasons) http://oakdome.com/k5/lesson-plans/word/common-core-opinion-writing-template.php (Graphic organizer for writing an opinion) http://www.neok12.com/video/Seasons/zX755b755e04470c5d627f63.htm (Video-four seasons time lapse) SSN: http://tarheelreader.org/2011/03/30/four-seasons-5/ Tar Heel Readers – Four Seasons Seasons craft project https://www.pinterest.com/pin/242842604877202504/ (Fall tree project) https://www.pinterest.com/pin/259590365995151196/ (Four seasons art project) https://www.pinterest.com/pin/139541288425441583/ (Four seasons apple tree) Worksheet Day one: http://www.education.com/worksheet/article/learn-seasons/?cid=50.300&clickid=1286635029&MediaPartnerId=47870 (Some free trial worksheets available) Day two: https://www.pinterest.com/pin/54958057926223856/ (Some free trial worksheets available)</p>	
Student Resources:	<p><i>Changing Seasons</i> by Sian Smith (Lexile level – 440) <i>Watching the Seasons</i> by Edana Eckart (Lexile level – 300) http://www.turtlediary.com/kindergarten-games/science-games/seasons.html (Changing seasons game)</p>	
Assessment:	<p>Students will write a short descriptive (opinion) piece about their favorite season that will include specific references to the informational text read by the teacher. SSN: Label seasons work sheet(s) http://www.education.com/worksheet/article/learn-seasons/?cid=50.300&clickid=1286639418&MediaPartnerId=47870 (Some free worksheets available) https://www.pinterest.com/pin/377950593698882404/ (Some free worksheets available)</p>	
Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)

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(Multiple means for students to access content and multiple modes for student to express understanding.)	The teacher may write the words the students wish to add to the word wall on slips of paper SSN: Students can pick out pictures of words that they could add to the word wall. The name should be added to the bottom of the picture.	The students may add (seasonal) words to the classroom word wall from the teacher read informational text The students may create a diorama or photo mosaic of their favorite season SSN: Students will add the seasonal pictures to the word wall.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may have students write an “opinion” piece about their least favorite season http://oakdome.com/k5/lesson-plans/word/common-core-opinion-writing-template.php (Graphic organizer for writing an opinion)	The students may complete the graphic organizer and transform it into a paragraph
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not 	
Critical Language:	Environment, transformation, growth, progress, alter	

Learning Experience # 5	
The teacher may read both fictional and informational texts about fall and the physical changes that occur in their environment so that students can analyze specific characteristics of the fall season. [<i>Understanding text, Responding to text</i>]	
Generalization Connection(s):	People often adapt to changing environment in order to have success in that environment Reading and writing purposes change depending on context and communication intent
Teacher Resources:	<i>Animals in Fall</i> by Scholastic (Lexile Level - 530) <i>Fall Apples</i> by Scholastic (Lexile Level - 590) <i>Fall Leaves</i> by Scholastic (Lexile Level - 490) <i>Fall Pumpkins</i> by Scholastic (Lexile Level - 500) <i>Fall Weather</i> by Scholastic (Lexile Level - 530)
Student Resources:	<i>Fall Leaf Project</i> by Margaret McNamara (Lexile Level - 270) <i>Fall Harvest</i> by Gail Saunders-Smith (Lexile Level – 160) http://www.primarygames.com/seasons/fall/games.htm (Fall games – 11) http://www.brainpopjr.com/science/weather/fall/preview.weml (Short “movie” about fall and changes and adaptations that occur) SSN: http://www.primarygames.com/seasons/fall/games.html (Free fall games – 11)

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	<p>https://jr.brainpop.com/science/weather/fall/preview.weml (Short “movie” about fall and the changes and adaptations that occur) Not free \$160 yearly</p> <p>https://www.readinga-z.com/books/leveled-books/book/?id=42 (Fall Level C Book) (Not free \$99 per classroom but free 14 day trial available)</p> <p>https://www.readinga-z.com/books/leveled-books/book/?id=934 (It is Fall Level C Book) (Not free, \$99 per classroom but free 14 day trial available)</p> <p>Free fall and beginning sounds worksheets (approx.30) - http://www.allkidsnetwork.com/worksheets/fall/</p> <p>Fall matching worksheet - https://www.pinterest.com/pin/74168725082758251/</p> <p>Tar Heel Reader – Fall things http://tarheelreader.org/2012/11/09/fall-things/</p> <p>Fall Video (Youtube) https://www.youtube.com/watch?v=Fk4K1f03DCc</p>	
Assessment:	<p>Students will choose an image from either an informational or fictional text to respond to by drawing and describing one major change they see in their physical environment during the fall.</p> <p>SSN: Shared writing of description either with a peer or an adult https://www.pinterest.com/pin/234679830554012709/ or http://www.makinglearningfun.com/t_template.asp?t=http://www.makinglearningfun.com/Activities (complete tree cycle to show changes)</p> <p>What do you wear in the fall? - http://www.makinglearningfun.com/t_template.asp?t=http://www.makinglearningfun.com/Activities (limited number free worksheets)</p> <p>Fall things http://tarheelreader.org/2012/11/09/fall-things/</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>The teacher may write a descriptive paragraph leaving out adjectives</p> <p>SSN: Read aloud paragraph, supply adjective pictures Simple noun and verb pictures to create simple sentences.</p>	<p>The students may utilize the word wall and fill-in or dictate the missing adjectives for the paragraph</p> <p>SSN: Create poster of fall adjectives with labeled pictures. Insert adjective (colors) pictures to the noun and verb picture sentences.</p>
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	The students may create a collage of colorful fall leaves and write a descriptive sentence for each leaf
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence • Research can help us find the answer to a question • Characters can change • The difference between fiction and non-fiction writing/books 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not 	

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Critical Language:	Transformation, growth, progress, alter, migration, hibernation, deciduous, evergreen, preparation, harvest	
Learning Experience # 6		
The teacher may bring in guest speakers and artifacts associated with fall (e.g., canning supplies, models of harvesting implements, blaze orange safety vests, bird calls, binoculars) so that students can connect these artifacts with specific adaptations people make in this community. [<i>Producing text</i>]		
Generalization Connection(s):	People often adapt to changing environment in order to have success in that environment Reading and writing purposes change depending on context and communication intent	
Teacher Resources:	<i>Fall Apples</i> by Scholastic (Lexile Level - 590) <i>Fall Leaves</i> by Scholastic (Lexile Level - 490) <i>Fall Pumpkins</i> by Scholastic (Lexile Level - 500) <i>The Seasons (Fall)</i> by Nuria Roca (Lexile Level – 590)	
Student Resources:	<i>Fall Apples</i> by Scholastic (Lexile Level - 590) <i>Fall Leaves</i> by Scholastic (Lexile Level - 490) <i>Fall Pumpkins</i> by Scholastic (Lexile Level - 500) <i>The Seasons (Fall)</i> by Nuria Roca (Lexile Level – 590) SSN: Tar Heel Reader – It’s pumpkin season http://tarheelreader.org/2011/10/13/its-pumpkin-season/ Craft project - https://www.pinterest.com/pin/251497960414778935/ (Apple print)	
Assessment:	Students will describe (in letter form) for their (urban) pen pals some of the adaptations they and their families make during the fall season (clothing, activities, jobs and roles). SSN: Create comic strip to send to pen pal that shows adaptations made during fall. Sort items that would be used for the fall (jacket, apples, pumpkins, yellow leaves, etc.) Have a pile of items (or maybe two at a time depending on your student) on the table and ask the student to find something that belongs in the fall. Have them put that item in a bucket.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide a graphic organizer that provides additional structure for letter writing: http://ww.enchantedlearning.com/graphicorganizers/tree/ (Graphic organizer that divides up the letter) SSN: Use of pictures/graphics to supplement words as needed Use of assistive technology software or communication	The students may develop a graphic organizer and the letter in small groups to send to their pen pals SSN: Draw if able or choose a printed picture or pictures for their pen pal.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)

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	http://www.readwritethink.org/files/resources/lesson_image/s/lesson275/compcon_chart.pdf (Basic compare and contrast graphic organizer)	The students may use text and other materials to compare and contrast fall changes in their community with fall changes that occur in other (urban/suburban environments)
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence • Research can help us find the answer to a question • Characters can change 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not • Use appropriate spelling, conventions and grammar when writing 	
Critical Language:	Environment, transformation, growth, progress, alter, migration, harvest, preparations	

Learning Experience # 7		
The teacher may read both fictional and informational texts about winter and the physical changes that occur in their environment so that students can analyze specific characteristics of the winter season. [<i>Understanding text, Responding to text</i>]		
Generalization Connection(s):	People often adapt to changing environment in order to have success in that environment Reading and writing purposes change depending on context and communication intent	
Teacher Resources:	<i>Winter According to Humphrey</i> by Betty Birney (Lexile Level – 630) <i>Winter is</i> by Ann Dixon (Lexile Level – 500) <i>Winter (The Seasons)</i> by Nuria Roca (Lexile Level – 590) <i>Winter</i> by Stephanie Hedlund (Lexile Level – 380) http://www.pegitboard.com/pin/47d6ccdd726f8b173bfeddf20a6d (Word Search Template)	
Student Resources:	http://www.primarygames.com/seasons/winter/games.htm (Winter games) http://www.brainpopjr.com/science/weather/winter/preview.weml (Short “movie” about winter and the changes and adaptations that occur) <i>I See Winter</i> by Charles Ghigna (Lexile Level - 260) <i>It’s Winter (Celebrate the Seasons)</i> by Linda Glaser (Lexile Level - 300) SSN: https://www.readinga-z.com/books/leveled-books/book/?id=166 (Winter Level aa Book) Not free \$99 per classroom but free 14 day trial available) https://www.readinga-z.com/books/leveled-books/book/?id=1147 (Winter Fun Level B Book) Not free \$99 per classroom but free 14 day trial available) Let’s make snow https://www.pinterest.com/pin/53691420531595003/ Snow activity https://www.pinterest.com/pin/204913851767679082/	
Assessment:	Students will choose an image from a text to respond to and they will draw and describe one major change they see in their physical	

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	environment during the winter. SSN: Shared writing of description either with a peer or an adult Have the student use tile letters to spell the CVC words	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may write a descriptive paragraph about physical changes that occur in the winter leaving out adjectives SSN: Draw and label a descriptive picture about winter. Give visual prompts in order to provide support and ideas.	The students may utilize the word wall and fill-in or dictate the missing adjectives for the paragraph SSN: Simple (noun/verb) sentences to describe the picture that the student drew. The student can use pictures to develop the sentence.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.pegitboard.com/pin/47d6ccdd726f8b173bfeddf20a6d (Word Search Template)	The students may create a word search using words for winter activities in their (rural) community
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence • Research can help us find the answer to a question • Characters can change • The difference between fiction and non-fiction writing/books 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not 	
Critical Language:	Environment, transformation, progress, alter, migration, hibernation, preparation, blizzards, tumbleweeds, Fahrenheit scale, below zero, snow blindness, frostbite SSN: place, change, temperature	

Learning Experience # 8	
The teacher may bring in artifacts associated with winter (e.g., clothing, sleds and things used for sleds, snowshoes, tumbleweeds, models of snow removal equipment) so that students can connect these artifacts with specific adaptations people make in this community. [<i>Producing text</i>]	
Generalization Connection(s):	People often adapt to changing environments in order to have success in that environment Reading and writing purposes change depending on context and communication intent Change can often create progress
Teacher Resources:	<i>World of Reading Mickey & Friends: Goofy's Sledding Contest</i> by Kate Ritchey (Lexile Level – 350) <i>Ready, Freddy! # 16: Ready, Set, Snow!</i> by Abby Klein (Lexile Level – 500)

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	<p><i>A Prairie Boys' Winter</i> by William Kurelek (Lexile Level – 880) Newspaper Articles about local severe winter weather events the community</p>	
Student Resources:	<p>http://www.enchantedlearning.com/newspaper/firstpage/2/ (Basic “newspaper” headline and paragraph template) SSN: Worksheet https://www.teacherspayteachers.com/Product/Winter-Word-Picture-Flashcards-High-Frequency-Word-Cards-and-Activities-881667 (\$4 for 18 pages winter word/flash cards)</p>	
Assessment:	<p>Students will create a newspaper article for a given headline (such as “Winter Comes to Eastern Colorado”) describing the changes in their physical community that occur during the winter months. SSN: Create headline for story given pictures of winter. Worksheet https://www.pinterest.com/pin/162903711493383887/ (Limited free worksheets available)</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>The teacher may partially fill in and provide a graphic organizer to help development of the newspaper article http://www.enchantedlearning.com/newspaper/firstpage/2/ (Basic “newspaper” headline and paragraph template) SSN: Student adds pictures to go with the text http://newspapertemplate.net/ (second option newspaper template)</p>	<p>The students may complete the graphic organizer with a partner by filling in or dictating the story they want to tell SSN: Complete newspaper template with combination of words and pictures (drawn or images) Write sentences and/or words to be filled in to the newspaper template</p>
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>http://www.attentionworksheets.com/graphic-organizer-worksheets-who-whatwhen-where-why-question-mark/ (Graphic organizer outlining newspaper article components- Who, What, When, etc)</p>	<p>The students may use the graphic organizer to tell the story of one of their “winter” experiences (students could then use the newspaper template to write up this story as an article)</p>
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence • Research can help us find the answer to a question • Characters can change 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not • Use appropriate spelling, conventions and grammar when writing 	
Critical Language:	<p>Environment, transformation, progress, alter, migration, hibernation, preparation, blizzards, tumbleweeds, Fahrenheit scale, below zero, snow blindness, frostbite</p>	

Learning Experience # 9

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The teacher may read both fictional and informational texts about spring and the physical changes that occur in their environment so that students can analyze specific characteristics of the spring season. [*Understanding text, Responding to text*]

Generalization Connection(s):	People often adapt to changing environment in order to have success in that environment Reading and writing purposes change depending on context and communication intent Change can often create progress	
Teacher Resources:	<i>The Seasons (Spring)</i> by Nuria Roca (Lexile Level – 590) <i>Spring</i> by Sian Smith (Lexile Level – 380) <i>People in Spring (All About Spring)</i> by Martha Rustad (Lexile Level – 210) <i>Plants in Spring (All About Spring)</i> by Martha Rustad (Lexile Level – 340) <i>What Happens in Spring? (Four Super Seasons)</i> by Alex Appleby	
Student Resources:	http://www.primarygames.com/seasons/spring/games.htm (Spring Games) http://www.brainpopjr.com/science/weather/spring/preview.weml (Short “movie” about spring and the changes and adaptations that occur) SSN: Spring craft - https://www.pinterest.com/pin/132082201545082963/ Video about spring - http://www.youtube.com/watch?v=DobrRgD5aOU	
Assessment:	Students will choose an image from a text to respond to and they will draw and describe one major change they see in their physical environment during the spring. SSN: Shared writing of description either with a peer or an adult Worksheet - http://prek-8.com/holiday/spring/springWriting6.html	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may write a descriptive paragraph leaving out adjectives SSN: Use assistive technology software to create simple noun and verb picture sentences about spring to create to read.	The students may utilize the word wall and fill-in or dictate the missing adjectives for the paragraph SSN: Create poster of spring adjectives with labeled pictures. Write sentences with adjectives used during shared writing/fill in the blank.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	https://www.google.com/#q=pictures+of+different+stages+growth+in+flower (Pictures of flower plant growth in spring)	The students may order a series of pictures of a growing plant and write about each stage
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence • Research can help us find the answer to a question • Characters can change 	

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	<ul style="list-style-type: none"> The difference between fiction and non-fiction writing/books
Key Skills:	<ul style="list-style-type: none"> With guidance produce a piece of informative/explanatory text Make logical predictions and explain why or why not
Critical Language:	Environment, transformation, progress, alter, migration, hibernation, preparation, bloom, sprout, till, plow, plant, seedlings, rebirth SSN: plant, seed, bloom grow

Learning Experience # 10

The teacher may bring in artifacts associated with spring (e.g., clothing, seeds, garden tools, models of planting, cultivating, and spraying equipment) so that students can connect these artifacts with specific adaptations people make in this community.
[Producing text]

Generalization Connection(s):	People often adapt to changing environments in order to have success in that environment. Reading and writing purposes change depending on context and communication intent. Change can often create progress.	
Teacher Resources:	<i>What's Inside</i> by Mary Jane Martin (Lexile Level - BR) <i>Wonderful Worms</i> by Linda Glaser (Lexile Level - 390) <i>Counting in the Garden</i> by Kim Parkerin (Lexile Level - BR) <i>Barnyard Banter</i> by Denise Fleming (Lexile Level - BR)	
Student Resources:	http://www.myamericanfarm.org (On-Line games and activities for spring farming) http://www.deere.com (On-Line games and activities for spring farming) SSN: Spring Video https://www.youtube.com/watch?v=XnpAVyU7SII	
Assessment:	Students will describe (in letter form), for their (urban) pen pals, some of the adaptations they and their families make during the spring season (clothing, activities, jobs and roles). SSN: Create comic strip to send to pen pal that shows adaptations made during spring. Have the student sort pictures. Pick five – ten pictures and have the student pick which ones belong in the spring. Include non- spring pix.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide a graphic organizer that provides additional structure for letter writing: http://www.enchantedlearning.com/graphicorganizers/tree/ (Graphic organizer that divides up the letter) SSN: Use of pictures in place of words as needed Use of assistive technology software or communication.	The students may develop a graphic organizer and the letter in small groups to send to their pen pals SSN: Draw a picture for their pen pal.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)

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	http://www.readwritethink.org/files/resources/lesson_image/s/lesson275/compcon_chart.pdf (Basic compare and contrast graphic organizer)	The students may use text and other materials to compare and contrast spring changes in their community with spring changes that occur in other (urban/suburban environments)
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence • Research can help us find the answer to a question • Characters can change 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not • Use appropriate spelling, conventions and grammar when writing 	
Critical Language:	Environment, transformation, progress, alter, migration, hibernation, preparation, cultivate, sprouts, bloom, seedlings, weed control	

Learning Experience # 11		
The teacher may read both fictional and informational texts about summer and the physical changes that occur in their environment so that students can analyze specific characteristics of the summer season. [<i>Understanding text, Responding to text</i>]		
Generalization Connection(s):	People often adapt to changing environment in order to have success in that environment Reading and writing purposes change depending on context and communication intent Change can often create progress	
Teacher Resources:	<i>Summer Days and Nights</i> by Wong Herbert Yee (Lexile level 420) <i>Summer</i> (Four Seasons Series) by Nuria Roca (Lexile 590) <i>The Relatives Came</i> by Cynthia Rylant (Lexile level 940)	
Student Resources:	<i>Summer</i> by Alice Low (Lexile beginning reader) <i>Summer, An Alphabet Acrostic</i> by Steven Schnur <i>Summer</i> by Stan Smith SSN: Worksheet/Differences http://prek-8.com/holiday/summer/belong2.html Summer video - https://www.youtube.com/watch?v=GQPm0nnrlxw	
Assessment:	Students will choose an image from a text to respond to and they will draw and describe one major change they see in their physical environment during the summer. SSN: Shared writing of description either with a peer or an adult http://prek-8.com/preschool/summerCollage.html (Signs of summer sheet)	
Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)

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(Multiple means for students to access content and multiple modes for student to express understanding.)	The teacher may write a descriptive paragraph about physical changes that occur in the summer leaving out adjectives SSN: Explore model poster of summer adjectives with labeled pictures. Read aloud simple noun and verb pictures about summer to create simple sentences.	The students may utilize the word wall and fill-in or dictate the missing adjectives for the paragraph SSN: Create poster of summer adjectives with labeled pictures. Write sentences with adjectives used during shared writing/fill in the blank as needed.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.enchantedlearning.com/graphicorganizers/venn/ (Venn Diagram template)	The students may complete a Venn Diagram that compares the similarities and differences between summer in an urban environment and summer in a rural environment
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence • Research can help us find the answer to a question • Characters can change • The difference between fiction and non-fiction writing/books 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not 	
Critical Language:	Transformation, progress, alter, harvest, weed control, planting, preparation of soil, tornados, hail	

Learning Experience # 12		
The teacher may bring in artifacts associated with summer (e.g., clothing, seeds, garden tools, models of planting, cultivating, spraying, and harvesting equipment) so that students can connect these artifacts with specific adaptations people make in this community. [<i>Producing text</i>]		
Generalization Connection(s):	People often adapt to changing environments in order to have success in that environment Reading and writing purposes change depending on context and communication intent Change can often create progress	
Teacher Resources:	www.Deere.com (Online game about farming) www.myamericanfarm.org (Online game about the American farm)	
Student Resources:	http://www.enchantedlearning.com/newspaper/firstpage/2/ (Basic “newspaper” headline and paragraph template) www.myamericanfarm.org (Online game about the American farm) SSN: http://prek-8.com/holiday/summer/belong3.html (What doesn’t belong worksheet)	

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Assessment:	Students will create a newspaper article for a given headline (such as “Harvest in Full Swing” or “Heat Wave Hits the High Plains”) describing the changes in their physical community that occur in the summer. SSN: http://prek-8.com/holiday/summer/belong2.html	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may partially fill in and provide a graphic organizer to help development of the newspaper article http://www.enchantedlearning.com/newspaper/firstpage/2/ (Basic “newspaper” headline and paragraph template) SSN: Student adds pictures to go with the text Use of assistive technology software (word prediction software, Pix Writer, etc.) http://newspapertemplate.net/a-microsoft-word-newspaper-template/ (second option) Newsletter Wizard on Microsoft Word	The students may complete the graphic organizer with a partner by filling in or dictating the story they want to tell SSN: Complete newspaper template with combination of words and pictures (drawn or images) Write sentences and/or words to be filled in to the newspaper template
Extensions for depth and complexity:	Access (Resources and/or Process) http://www.attentionworksheets.com/graphic-organizer-worksheets-who-whatwhen-where-why-question-mark/ (Graphic organizer outlining newspaper article components- Who, What, When, etc.)	Expression (Products and/or Performance) The students may use the graphic organizer to tell the story of one of their “summer” experiences (students could then use the newspaper template to write up this story as an article)
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence • Research can help us find the answer to a question • Characters can change 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not • Use appropriate spelling, conventions and grammar when writing 	
Critical Language:	Alter, preparation, cultivate, bloom, seeds, weed control, drought	