Unit 8-MTH Midnight on the Moon

Content Area: **Interdisciplinary**
Course(s): **Kindergarten**
Time Period: **Second Trimester**
Length: **3 Weeks**
Status: **Published**

Unit Overview

Through the use of the Magic Tree House series, students will develop fluency of literacy skills, self-regulation, and emergent writing skills. Students will engage in meaningful dramatic play while taking on the roles and actions of the characters in Midnight on the Moon. Background knowledge about Space will be gained through books, powerpoints and other resources.

STAGE 1- DESIRED RESULTS

Career Readiness, Life Literacies, and Key Skills (Grades K-2): See Supporting Document in OnCourse

Language Arts Standards

LA.RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
LA.RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
LA.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
LA.RL.K.4	Ask and answer questions about unknown words in a text.
LA.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
LA.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
LA.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LA.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
LA.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
LA.RI.K.5	Identify the front cover, back cover, and title page of a book.
LA.RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the

	ideas or information in a text.
LA.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LA.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
LA.RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LA.RI.K.10	Actively engage in group reading activities with purpose and understanding.
LA.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
LA.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
LA.RF.K.1.C	Understand that words are separated by spaces in print.
LA.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
LA.RF.K.2.A	Recognize and produce rhyming words.
LA.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
LA.RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.
LA.RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
LA.RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
LA.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
LA.RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
LA.RF.K.3.C	Read high-frequency and sight words with automaticity.
LA.RF.K.3.D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
LA.RF.K.4.A	Read emergent-readers with purpose and understanding.
LA.RF.K.4.B	Read grade level text for purpose and understanding.
LA.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
LA.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LA.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
LA.W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
LA.W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

LA.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
LA.SL.K.1.B	Continue a conversation through multiple exchanges.
LA.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LA.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LA.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LA.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
LA.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
LA.L.K.1.A	Print many upper- and lowercase letters.
LA.L.K.1.B	Use frequently occurring nouns and verbs.
LA.L.K.1.C	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
LA.L.K.1.D	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
LA.L.K.1.E	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
LA.L.K.1.F	Produce and expand complete sentences in shared language activities.
LA.L.K.2.A	Capitalize the first word in a sentence and the pronoun I.
LA.L.K.2.B	Recognize and name end punctuation.
LA.L.K.2.C	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
LA.L.K.2.D	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
LA.L.K.4.A	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
LA.L.K.4.B	Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
LA.L.K.5.A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
LA.L.K.5.B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
LA.L.K.5.C	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
LA.L.K.5.D	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
LA.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Math Standards

MA.K.CC.A.1	Count to 100 by ones and by tens.
MA.K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
MA.K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
MA.K.CC.B.4a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
MA.K.CC.B.4b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
MA.K.CC.B.4c	Understand that each successive number name refers to a quantity that is one larger.
MA.K.CC.B.5	Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
MA.K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
MA.K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.
MA.K.OA.A.1	Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
MA.K.OA.A.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
MA.K.OA.A.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
MA.K.OA.A.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
MA.K.OA.A.5	Demonstrate fluency for addition and subtraction within 5.
MA.K.NBT.A.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
MA.K.MD.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
MA.K.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.
MA.K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
MA.K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
MA.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.
MA.K.G.A.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
MA.K.G.B.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal

	length).
MA.K.G.B.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
MA.K.G.B.6	Compose simple shapes to form larger shapes.

Science Standards

SCI.K.K-ESS2-1	Use and share observations of local weather conditions to describe patterns over time.
SCI.K.K-ESS3-3	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
SCI.K.K-ESS2-2	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
SCI.K.K-ESS3-1	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
SCI.K.K-ESS3-3	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
SCI.K.K-ESS3-1	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
SCI.K.K-ESS3-2	Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
SCI.K.K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.
SCI.K.K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.
SCI.K.K-PS3-1	Make observations to determine the effect of sunlight on Earth's surface.
SCI.K-2.K-2-ETS1-1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
SCI.K-2.K-2-ETS1-2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
SCI.K-2.K-2-ETS1-3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Social Studies Standards

SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
SOC.6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
SOC.6.1.2.CivicsPR.1	Determine what makes a good rule or law.
SOC.6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
SOC.6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.

SOC.6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
SOC.6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
SOC.6.1.2.GeoPP.1	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
SOC.6.1.2.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
SOC.6.1.2.GeoSV.2	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
SOC.6.1.2.GeoSV.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (way finding, thematic).
SOC.6.1.2.GeoSV.4	Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
SOC.6.1.2.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
SOC.6.1.2.GeoGI.2	Use technology to understand the culture and physical characteristics of regions.
SOC.6.1.2.HistoryCC.1	Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
SOC.6.1.2.HistoryCC.2	Use a timeline of important events to make inferences about the "big picture" of history.
SOC.6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
SOC.6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
SOC.6.1.2.HistorySE.2	Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
SOC.6.1.2.HistorySE.3	Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
SOC.6.3.2.GeoGI.1	Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

Essential Questions

Who are the characters in the stories?

Which characters do you identify with?

What is a chapter book?

What is the sequence of events in the story?

How can the ending be different?

Why do we dramatize a story?

What lessons can we learn from the stories?

Why is it important to make connections between stories?

What clues do we use to make predictions?

How do Jack and Annie solve problems?

What was life like in the past and how has the world changed?

What is the role of the team captain?

What is the procedure for writing?

Why is it important to explore, observe, describe and represent the natural word?

What are the reasons for writing?

What role does background knowledge have in gaining an understanding of setting?

How do sounds help us read and write?

What literacy skills are needed to read and write?

How do we gain information from texts?

How does a study buddy help us learn?

What is the purpose of a learning plan?

What are geographic tools and how do we use them?

What is a planet?

What is gravity?

What is the role of an astronaut?

How do planets differ?

What are the phases of the moon?

How does the environment affect clothing, equipment and other adaptations necessary for survival?

Enduring Understanding

- Deliberate recall of story events and characters
- Use of comprehension strategies: Active Listening, Visualization, Character Empathy, Connections, Vocabulary, Predictions, Inferences, Story Grammar and Story Comparisons, Dramatization
- Working and talking with partners helps us to learn
- Letters have symbols and sounds that create words for reading and writing

- Acting out stories with roles helps us to better comprehend a story
- Chapter books build memory of a story over a period of time
- Background knowledge helps in the learning of a theme
- Remembering and attending to specific concepts is accomplished through the use of mediators
- A source of energy is needed for all organisms to stay alive and grow
- Data can be collected and documented based on reasoning
- Observe, understand, become aware of the relationship between form and function
- Practice scientific procedures
- Maps are a useful resource
- People use natural resources to live and to make things
- Creativity and innovations have led to improvements in life
- Cultures around the world have similarities and differences
- The natural world can be explored, observed, described and represented
- What is the purpose of a learning center and how can it enhance learning?
- Plans keep us organized
- The pattern of day and night repeats every 24 hours.
- Adaptations in clothing and equipment are necessary for survival based on environment
- Earth is part of the universe
- Gravity keeps objects grounded on Earth
- An astronaut is a person who travels and explores space

Students will know...

- How to retell stories
- How to expand comprehension skills in response to a text
- Important characters from the stories
- The difference between fiction and nonfiction
- Phonemic and phonological awareness
- Early writing skills
- Emergent word recognition skills
- Strategies for decoding words
- Sounds on a sound map
- Theme related vocabulary
- How to be responsible members of a group
- Rules are necessary
- The procedure of learning plans and learning centers
- How to use instruments to measure
- How to record and analyze data
- The past is different than the present (cultures, earth, living organisms, technology)
- Scientific vocabulary
- Certain habitats are conducive to different life forms
- Maps help us become familiar with our surroundings
- The position of the moon, Earth and sun in relation to the planets
- Gravity is a force that holds objects to Earth
- Astronauts are people who travel to space

Students will be able to...

- Visualize and logically retell a story
- Sustain meaningful dramatic play
- Make connections (text-text, text-self, text-world)
- Draw and write a response to a specific part of a story
- Practice penmanship skills
- Ask and answer questions on a variety of topics
- Draw and write a book summary through the use of a story board
- Recall and record facts from nonfiction text
- Identify and manipulate sounds
- Identify name and some letters
- Build fluency in emergent literacy and decoding skills
- Use new vocabulary
- Practice symbolic substitution through making and using props
- Develop a context for the story through background information
- Apply appropriate rules to different situations
- Work in cooperative groups
- Compare and contrast
- Observe and use observational vocabulary to describe
- Record and interpret data
- Measure using non standard units
- Use a map to locate geographic areas
- Create and use a learning plan
- Set a goal and assess the level of completion
- Identify the Earth, moon, sun, a galaxy and a meteor
- Explain why objects float in space
- Explain the necessity of a space suit

STAGE 2- EVIDENCE OF LEARNING

Formative Assessment During Lesson

- Anecdotal Notes
- Chapter Summaries
- Choral Response
- Learning Conference
- Learning Fact Books

- Learning Plans
- Observation
- Portfolio Check
- Story Boards
- Turn and Talk
- Work Samples

Summative Assessments

- Edmentum
- Interim Reports
- Report Cards
- Student Portfolios

Benchmark Assessments

- DRA

Alternative Assessments

- Fundations Unit Test
- Running Records

STAGE 3- LEARNING PLAN

Instructional Map

Learning Activities:

MTH Comprehension Strategies:

- Vocabulary, What Was Interesting, Connections (Background week)
- Visualization
- Prediction
- Character Empathy
- What did you like
- What was your favorite part
- Inference
- Connections
- Story Grammar

Flow of MTH series:

Week 1: Setting and Prop Making

- Tools of the Mind Background Powerpoint, Nonfiction books and resources
- Children make Role and Action props will be used in centers to dramatize the story

Weeks 2-3: Dramatization Center

- Team Captain deals out role cards
- Children tell their buddy their role and first action or role speech
- Children dramatize the story twice
- Can Dos
- Clean-Up

Weeks 1-3: Learning Centers

- Children find their center on the management chart
- Children fill out their learning plan
- Children complete the Must-Do
- Can-Do
- Clean-Up
- Transition to second center

Investigations:

- Parachute Investigation
- Moon Study: Changes Over Time
- Life In Space: Weightlessness

Modifications/Differentiation of Instruction

Modification/Differentiation Strategies

Differentiation Strategies for Special Education Students

- Remove unnecessary material, words, etc., that can distract from the content
- Use of off-grade level materials
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Time allowed
- Level of independence required
- Tiered centers, assignments, lessons, or products

- Provide appropriate leveled reading materials
- Deliver the content in “chunks”
- Varied texts and supplementary materials
- Use technology, if available and appropriate
- Varied homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language.
- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Ability to work at their own pace
- Present ideas using auditory, visual, kinesthetic, & tactile means
- Provide graphic organizers and/or highlighted materials
- Strategy and flexible groups based on formative assessment
- Differentiated checklists and rubrics, if available and appropriate

Differentiation Strategies for Gifted and Talented Students

- Increase the level of complexity
- Decrease scaffolding
- Variety of finished products
- Allow for greater independence
- Learning stations, interest groups
- Varied texts and supplementary materials
- Use of technology
- Flexibility in assignments
- Varied questioning strategies
- Encourage research
- Strategy and flexible groups based on formative assessment or student choice
- Acceleration within a unit of study
- Exposure to more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace
- After mastery of a unit, provide students with more advanced learning activities, not more of the same activity
- Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas

Differentiated Strategies for ELL Students

- Remove unnecessary materials, words, etc., that can distract from the content
- Provide appropriate scaffolding

- Limit the number of steps required for completion
- Gradually increase the level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in “chunks”
- Varied texts and supplementary materials, including visuals
- Use technology, if available and appropriate
- Differentiate homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language.
- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Allow students to work at their own pace
- Presenting ideas through auditory, visual, kinesthetic, & tactile means
- Role play
- Provide graphic organizers, highlighted materials
- Strategy and flexible groups based on formative assessment

Differentiation Strategies for At Risk Students

- Remove unnecessary materials, words, etc., that can distract from the content
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Gradually increase the level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in “chunks”
- Varied texts and supplementary materials
- Use technology, if available and appropriate
- Differentiate homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language
- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Presenting ideas through auditory, visual, kinesthetic, & tactile means
- Provide graphic organizers and/or highlighted materials
- Strategy and flexible groups based on formative assessment

504 Plans

Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:

- walk, breathe, eat, or sleep
- communicate, see, hear, or speak
- read, concentrate, think, or learn
- stand, bend, lift, or work

Examples of accommodations in 504 plans include:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

- Buddy Checks
- Mediators
- Modeling
- Picture Cues
- Prompting
- Provide Sensory Level Play
- Redirection
- Role and Action Cards
- Scaffolded Writing
- Tools of the Mind Additional Scaffolds Manual
- Tools of the Mind Increase the Challenge Activites

Horizontal Integration- Interdisciplinary Connections

The Magic Tree House Series encompasses learning in all areas of the curriculum. Literacy is addressed through Story Labs, Dramatization, and Scaffolded Writing. Science and Math standards are met through the various investigations within the Science Observation Station. Social Studies concepts are woven throughout the curriculum by means of background PowerPoints and

nonfiction, theme related texts.

Science:

Parachute Investigation

- Read aloud and information gathering- background PowerPoint, nonfiction books
- Provide materials to construct a parachute
- Students discuss with partner which materials to use and why-construct the parachute
- Trials and data recording
- Record and share observations

Moon Study: Changes Over Time

- Provide Moon Journals
- Read nonfiction texts
- Know, Think, Wonder Chart
- Record data and discuss

Life In Space Simulation: Being Weighty and Weightless

- Read aloud/media sharing
- Simulation introductions and predictions
- Simulate and record observations

Computer Science and Design Thinking:

Utilize websites, smartboards, iPads to explore Space.

CS.K-2.8.1.2.AP.4	Break down a task into a sequence of steps.
CS.K-2.8.1.2.IC.1	Compare how individuals live and work before and after the implementation of new computing technology.
CS.K-2.8.2.2.ITH.1	Identify products that are designed to meet human wants or needs.
SCI.K.K-ESS2	Earth's Systems
SCI.K.K-ESS2-1	Use and share observations of local weather conditions to describe patterns over time.
SCI.K.K-ESS2-1.1.1	Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.
SCI.K.K-ESS2-1.4.1	Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.
SCI.K.K-ESS3-3.ETS1.B	Developing Possible Solutions
SCI.K.K-ESS3-3.ETS1.B.1	Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people.
SCI.K.K-PS2-1.PS2.A	Forces and Motion
SCI.K.K-PS2-1.PS3.C	Relationship Between Energy and Forces
SCI.K.K-PS2-2.ETS1.A	Defining Engineering Problems

Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools).

Computers follow precise sequences of steps that automate tasks.

A computing system is composed of software and hardware.

Computers store data that can be retrieved later. Data can be copied, stored in multiple locations, and retrieved.

Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions.

Vertical Integration- Discipline Mapping

Previous Literacy and Dramatization skills were developed in Pre-K. Kindergarten continues the use of the Comprehension Strategies learned in Pre-K and deepens the level of Dramatization for understanding. Scaffolded Writing levels progress toward traditional writing used in the Primary Grades. Science observational skills which began in Pre-K as Science Eyes continue to develop in Kindergarten through experiments in the Science Observation Station. Students will begin to develop an awareness of other cultures and time, past and present.

Additional Materials

Guided Reading

- Reading A-Z leveled texts

Websites:

- www.readinga-z.com
- www.literactive.com
- www.starfall.com

- Heggerty