**EAST MEADOW U.F.S.D.**

**WESTBURY, NEW YORK**

[**Literacy Through The Arts (LTA) Writing Pacing Calendar**](https://www.mylearningplan.com/LearningPlan/ViewStatus.asp?I=38259216&M=P)

**2014-2015**

**CAP Writing Staff:**

Cristina O’Donnell Kindergarten Teacher

Anna Trolio Kindergarten Teacher

Maria Balsamo Kindergarten Teacher

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**ABSTRACT**

**This project gives the Kindergarten students various opportunities to practice the strategies, skills, and activities associated with the McGraw Hill Reading Wonders literacy program within the *Literacy Through the Arts* program.**

**The activities will require student response in the form of reading, writing, listening, speaking and artistic expression.**

**This project will support and enhance the general Reading Wonders program which is being implemented in the Kindergarten classrooms.**

**RATIONALE**

**The purpose of this project was to create activities that support the *Essential Questions* presented in the Reading Wonders curriculum within the *Literacy Through the Arts* program.**

**Many of the strategies and skills will be practiced several times using different books and techniques. This will include consistent, structured instruction to engage students in the writing process. All lessons have been aligned with Common Core Learning Standards.**

**Each page in this curriculum project was designed to provide the Literacy Through the Arts teacher a framework for lessons, including suggested activities and writing prompts, for every week in the Reading Wonders program. These activities may be modified as necessary as per the Literacy Through the Arts teacher.**

**UNIT: 1**

**WEEK: 1**

**ESSENTIAL QUESTION:** How can we get along with new friends?

**LITERATURE BOOK 1:** Amos and Boris by William Steig

**LITERATURE BOOK 2:** Making Friends by Fred Rogers

**LITERATURE BOOK 3:** We Can Be Friends by Denise M. Jordan

**ACTIVITY 1:** Read and discuss how the new friends in the story got along.

**LITERATURE BOOK 4:** The Rainbow Fish by Marcus Pfister

**ACTIVITY 2:** Use watercolor paint to create the Rainbow Fish. Have students trace a template of a fish shape. Cut it out and paint it. Add silver glitter to make the shiny scale.

**WRITING PROMPT 1:** I can \_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_with my new friends.

**WRITING PROMPT 2:** Have the children write about a new friend that they made this year. Be sure that they include how they made this new friend. Then have the children illustrate a picture to go along with their writing.

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| **Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   |  | | --- | |  | | **I can \_\_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_\_\_\_\_with my new friends.** | |

**COMMON CORE STANDARDS:**

**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.

**L.K.1.f** Produce and expand complete sentences in shared language activities

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit: 1 Week: 1**

**ESSENTIAL QUESTION:** How can we get along with new friends?

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**I can \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_ with my new friends.**

**UNIT: 1**

**WEEK: 2**

**ESSENTIAL QUESTION:** How do baby animals move?

**LITERATURE BOOK 1:** Owl Babies by Martin Waddell

**LITERATURE BOOK 2:** Wings by Mary Kennedy

**LITERATURE BOOK 3:** How Do Baby Animals Move? by Bobbie Kalman

**ACTIVITY 1:** Use construction paper to have the children draw pictures of their favorite baby animal using details.

**ACTIVITY 2**: Have the children draw their animal’s habitat. Cut the animal out and place it in their habitat. Discuss the elements of each animal’s habitat as well as how they move through it.

**ACTIVITY 3:** Have them present their animal to the class using descriptive words without showing them the picture. The students will guess the animal based on the description.

**WRITING PROMPT 1:** How do the baby owls in the story move?

**WRITING PROMPT 2:** How do animals change their movements?

**WRITING PROMPT 3:** Have the children write 2-3 sentences about how a baby animal changes its movements as it grows up. Then have the children illustrate their picture.

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| **Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   |  | | --- | |  | | **A baby \_\_\_\_\_\_\_\_\_\_can \_\_\_\_\_\_\_\_\_\_\_\_\_.** | |

**COMMON CORE STANDARDS:**

**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.

**W.K.3.** Speaks audibly and expresses thoughts, feeling and ideas clearly.

**W.K.7** Participate in shared research and writing projects.

**L.K.1.f** Produce and expand complete sentences in shared language activities.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit: 1 Week: 2**

**ESSENTIAL QUESTION:** How do baby animals move?

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**A baby \_\_\_\_\_\_\_\_\_\_ can \_\_\_\_\_\_\_\_\_\_\_\_\_.**

**UNIT: 1**

**WEEK: 3**

**ESSENTIAL QUESTION:** How can your senses help you learn?

**LITERATURE BOOK 1:** 7 Blind Mice by Ed Young

**LITERATURE BOOK 2:** Knots on a Counting Rope by Bill Martin, Jr.

**LETERATURE BOOK 3:** You Can’t Taste a Pickle With Your Ear by Harriet Ziefert

**WRITING PROMPT 1:** I like my sense of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_because\_\_\_\_\_\_\_\_\_\_\_\_.

**WRITING PROMPT 2:** Have the children write 2-3 sentences about their favorite sense. Then have the children illustrate their picture.

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| **Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   |  | | --- | |  | | **I like my sense of \_\_\_\_\_\_\_\_\_\_\_\_because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** | |

**COMMON CORE STANDARDS:**

**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.

**L.K.1.f** Produce and expand complete sentences in shared language activities

**W.K.3.** Speaks audibly and expresses thoughts, feeling and ideas clearly.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**UNIT: 1 WEEK: 3**

**ESSENTIAL QUESTION:** How can your senses help you learn?

**I like to see \_\_\_\_\_\_\_\_\_.**

**I like to taste  \_\_\_\_\_\_\_.**

**I like to hear C:\Users\codonnel.INST.002\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VN5MU61L\MC900238192[1].wmf\_\_\_\_\_\_\_\_.**

**I like to touch \_\_\_\_\_\_.**

**I like to smellC:\Users\codonnel.INST.002\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\R3TVWUB7\MC900211478[1].wmf\_\_\_\_\_\_\_.**

**UNIT: 2**

**WEEK: 1**

**ESSENTIAL QUESTION:** How do tools help us to explore?

**LITERATURE BOOK 1:** Tooling Around: Crafty Creatures and the Tools They Use by Ellen Jackson

**LITERATURE BOOK 2:** Whose Tools? By Tony Buzzeo

**ACTIVITY 1:** Students will participate in developing a chart describing what work their hands can do and the tools to help them complete that job.

**ACTIVITY 2:** Create a class book entitled: Tools We Use from the worksheets.

**WRITING PROMPT 1:** My hands can use a \_\_\_\_\_\_\_\_\_\_\_\_as a tool. It helps me\_\_\_\_\_\_\_\_\_\_. Illustrate the sentence.

**WRITING PROMPT 2:** Have the children write 2-3 sentences about a tool that they once used. Then have the children illustrate their picture.

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| **Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   |  | | --- | |  | | **My hands can use a \_\_\_\_\_\_\_\_\_\_\_ as a tool. It helps me\_\_\_\_\_\_\_\_\_\_\_.** | |

**COMMON CORE STANDARDS:**

**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.

**L.K.1b.** Uses frequently occurring nouns and verbs.

**L.K.1.f** Produce and expand complete sentences in shared language activities

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**UNIT: 2 WEEK: 1**

**ESSENTIAL QUESTION:** How do tools help us to explore?

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**My hands can use a \_\_\_\_\_\_\_\_\_\_\_ as a tool. It helps me\_\_\_\_\_\_\_\_\_\_\_.**

**UNIT: 2**

**WEEK: 2**

**ESSENTIAL QUESTION:** What shapes do you see around you?

**LITERATURE BOOK 1:** Shapes, Shapes, Shapes by Tana Hoban

**LITERATURE BOOK 2:** So Many Circles, So Many Squares by Tana Hoban

**ACTIVITY 1:** Explain to children that shapes can be found all around us. (e.g. The door is a rectangle, the clock is a circle.) Make a chart of the many objects shaped like a circle, square, triangle and rectangle.

**ACTIVITY 2:** Have the children sponge paint or glue a precut shape of their choice on to a piece of construction paper. Then transform the shape into an object. Add a sentence strip with the writing prompt to the bottom of their picture.

**WRITING PROMPT 1:** I used a \_\_\_\_\_\_\_\_\_\_\_\_to make a \_\_\_\_\_\_\_\_\_\_.

**WRITING PROMPT 2:** Have the children write 2-3 sentences about a shape that they see in the classroom. Then have the children illustrate their picture using details.

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| **Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **I used a \_\_\_\_\_\_\_\_\_\_\_\_to make a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** |

**COMMON CORE STANDARDS:**

**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.

**W.K.3.** Speaks audibly and expresses thoughts, feeling and ideas clearly.

**L.K.1.f** Produce and expand complete sentences in shared language activities.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit: 2 Week: 2**

**ESSENTIAL QUESTION:** What shapes do you see around you?

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I used a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to make a \_\_\_\_\_\_\_\_\_\_\_\_\_.

**UNIT: 2**

**WEEK: 3**

**ESSENTIAL QUESTION:** What kinds of bugs do you know about?

**LITERATURE BOOK 1:** Bugs, Beetles and Butterflies by Harriet Ziefert

**LITERATURE BOOK 2:** Bugs! Bugs! Bugs! By Bob Barner

**ACTIVITY 1:** Have the children draw a picture of a bug they know about. After they have completed their picture they can move about the room to find people whose bugs have the same characteristics as their bugs. (e.g. number of legs, the way it moves, etc.)

**ACTIVITY 2:** Make a class book for the classroom library. Create the following worksheet for each child. Every student will contribute a page for the class book entitled, Bugs We Know. As a group they can come up with the common traits of their bugs and orally present them to the class.

**WRITING PROMPT:** Have the children write 2-3 sentences about a bug that they have seen. Then have the children illustrate their picture using details.

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| **Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **My bug is a \_\_\_\_\_\_\_\_. It has \_\_\_\_\_\_\_\_\_\_legs. OR It moves by \_\_\_\_\_\_\_\_\_.** |

**COMMON CORE STANDARDS:**

**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.

**W.K.3.** Speaks audibly and expresses thoughts, feeling and ideas clearly.

**L.K.1.f** Produce and expand complete sentences in shared language activities.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**UNIT: 2 WEEK: 3**

**ESSENTIAL QUESTION:** What kinds of bugs do you know about?

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**My bug is a \_\_\_\_\_\_\_\_\_\_\_.**

**It has \_\_\_\_\_\_\_\_\_\_legs.**

**UNIT: 3**

**WEEK: 1**

**ESSENTIAL QUESTION:** What rules do we follow in different places?

**LITERATURE BOOK 1:**  Rules at School by Katherine Scraper

**LITERATURE BOOK 2:** Remember the Rules by Katherine Scraper

**LITERATURE BOOK 3:** Know and Follow Rules by Cheri Meiners

**ACTIVITY 1:** Discuss with the children the rules that they follow in different places in their community. Place the children in cooperative groups and give out a large piece of poster paper. Give each person in the group a job. One child will cut from the magazine, one child will glue the pictures onto the poster and one child will label the pictures on the poster. Give out magazines that the children can use to cut out pictures of places. Lastly, have the children make a list of rules that they can follow in each place.



**WRITING PROMPT 1:** I follow the rules when I go to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**WRITING PROMPT 2:** Write 2-3 sentences about a place that you have been to. Please be sure to include the rules that you follow there.

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| Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  I follow the rules when I go to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

**COMMON CORE STANDARDS:**

**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.

**W.K.3.** Speaks audibly and expresses thoughts, feeling and ideas clearly.

**L.K.1.f** Produce and expand complete sentences in shared language activities.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**UNIT: 3 WEEK: 1**

**ESSENTIAL QUESTION:** What rules do we follow in different places?

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I follow the rules when I go to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**UNIT: 3**

**WEEK: 2**

**ESSENTIAL QUESTION:** What are the different sounds we hear?

**LITERATURE BOOK 1:** The Sounds We Hear by Caroline Hutchinson

**LITERATURE BOOK 2:** Sounds All Around by Wendy Pfeffer

**ACTIVITY 1:** Have the children cut out and categorize soft sounds and loud sounds. Then have them label each picture on their paper.

**ACTIVITY 2:** Give children various percussion instruments. Tap out different beats and have the children imitate them.

**WRITING PROMPT 1:** I like to hear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I do not like to hear\_\_\_\_\_\_\_\_\_\_\_\_.

**WRITING PROMPT 2:** Havethechildren write about their favorite sounds they hear in their houses.

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| Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**COMMON CORE STANDARDS:**

**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.

**L.K.1.f** Produce and expand complete sentences in shared language activities.

**W.K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they state an opinion or preference about the topic or book.

**W.K.3.** Speaks audibly and expresses thoughts, feeling and ideas clearly.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**UNIT: 3 WEEK: 2**

**ESSENTIAL QUESTION:** What are the different sounds we hear?

**loud sounds soft sounds**

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Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**UNIT: 3 WEEK: 2**

**ESSENTIAL QUESTION:** What are the different sounds we hear?

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| I like to hear \_\_\_\_\_\_\_\_. |

|  |
| --- |
| I do not like to hear \_\_\_\_\_\_\_\_. |

**UNIT: 3**

**WEEK: 3**

**ESSENTIAL QUESTION**: What places do you go during the week?

**LITERATURE BOOK 1:** Wheels, Wings, and Other Things (Rigby Big Book)

**LITERATURE BOOK 2**: Bunnies on the Go by Rick Walton

**ACTIVITY 1:** Make a class chart of various vehicles. Separate them by category- things with wheels, things that fly and things that float.

**WRITING PROMPT 1:** My favorite day of the week is \_\_\_\_\_\_\_\_\_ because I go to \_\_\_\_\_\_\_\_\_\_\_.

**WRITING PROMPT 2:** Have the children write a story about the places that they go each day of the week.

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| **Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   |  | | --- | | My favorite day of the week is \_\_\_\_\_\_\_\_\_ I like it because I go to \_\_\_\_\_\_\_\_\_\_\_. | |

**COMMON CORE STANDARDS:**

**W.K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they state an opinion or preference about the topic or book.

**W.K.2.** Use a combination of drawing, dictating and writing to compose informative, explanatory tests in which they name what they are writing about and supply some information about the topic.

**L.K.1.f** Produce and expand complete sentences in shared language activities.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**UNIT: 3 WEEK: 3**

**ESSENTIAL QUESTION:** What places do you go during the week?

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My favorite day of the week is \_\_\_\_\_\_\_. I like it because I go

to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**UNIT: 4**

**WEEK: 1**

**ESSENTIAL QUESTION:** What do people use to do their jobs?

**LITERATURE BOOK 1:** Officer Buckle and Gloria by Peggy Rathmann

**LITERATURE BOOK 2:** A Day in the Life of a Police Officer by Linda Hayward

**LITERATURE BOOK 3:** A Day in the Life of a Firefighter by Linda Hayward

**ACTIVITY 1:** Make a poster listing various occupations and the tools used in performing their job. Each table will be given a large piece of construction paper depicting a specific job. The children will draw and label pictures of the required tools needed to perform the job. Each cooperative group will present their poster and explain why they chose each tool.

**LITERATURE BOOK 2:** Whose Hat is This? By Sharon Katz Cooper

**WRITING PROMPT 1:** The children will choose an occupation and make a list of the tools needed to perform the job.

**WRITING PROMPT 2:** Have the children write 2-3 sentences about why they think the children listenedwhen Gloria went to the school with Officer Buckle.Then have the children illustrate their picture using details.

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| Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  When I grow up, I want to be a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  The tools I will use are:  1.  2.  3. |

**COMMON CORE STANDARDS:**

**W.K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they state an opinion or preference about the topic or book.

**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.

**W.K.3.** Speaks audibly and expresses thoughts, feeling and ideas clearly.

**L.K.1.f** Produce and expand complete sentences in shared language activities.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**UNIT: 4 WEEK: 1**

**ESSENTIAL QUESTION:** What tools do people use to do their jobs?

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| --- |
|  |

When I grow up, I want to be a \_\_\_\_\_\_\_\_\_\_.

The tools I will use are:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**UNIT: 4**

**WEEK: 2**

**ESSENTIAL QUESTION:** Who are your neighbors?

**LITERATURE BOOK 1:** The Big Orange Splot by Daniel Pinkwater

**LITERATURE BOOK 2:** The Berenstain Bears New Neighbors by Stan Berenstain

**ACTIVITY 1:** Draw a map of your street. Label your house and your neighbor’s houses. Include details of each house (i.e. color, landscaping, shape) Each child will share his/her map with their classmates.

**ACTIVITY 2:** Give the children a template of a house. Have them color the house using details so that their house reflects their interest just like the houses in the story (i.e. a ship, a jungle).

**WRITING PROMPT 1:** My house looks like a \_\_\_\_\_because\_\_\_\_\_\_\_.

**WRITING PROMPT 2:** List 3 things good neighbors can do.

**WRITING PROMPT 3:** Have the children write 2-3 sentences about a neighbor that they know.Then have the children illustrate their picture using details.

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| --- |
| Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  A good neighbor can:  1.  2.  3. |

**COMMON CORE STANDARDS:**

**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.

**W.K.3.** Speaks audibly and expresses thoughts, feeling and ideas clearly.

**L.K.1.f** Produce and expand complete sentences in shared language activities.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**UNIT: 4 WEEK: 2**

**ESSENTIAL QUESTION:** Who are your neighbors?

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| --- |
| 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**UNIT: 4 WEEK: 2**

**ESSENTIAL QUESTION:** Who are your neighbors?

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**My house looks like a \_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**UNIT: 4**

**WEEK: 3**

**ESSENTIAL QUESTION:** How can people help to make your community better?

**LITERATURE BOOK 1:** Community Helpers; Then and Now by Bobbie Kalman

**LITERATURE BOOK 2:** Ten Ways I Can Help My Community by Sara Antill

**ACTIVITY 1:** Make a graphic organizer listing ways that the children can make the community better.

**ACTIVITY 2:**Give the children a template of a house. In the story, The Orange Splot, the people on the street design their houses to reflect their interests. Have the students design their house using details so that their house reflects THEIR interest just like the houses in the story (i.e. a house that looks like a ship, a house that looks like a jungle).

**WRITING PROMPT 1:** The children will complete and illustrate the following cloze sentence:

Ican make my community better by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**WRITING PROMPT 2:** Have the children write 2-3 sentences about a person in their community that they know like the grocer, the ice cream man, etc.Then have the children illustrate their picture using details.

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| --- | --- | --- |
| **Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   |  | | --- | |  | | **I can make my community better by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** | |

**COMMON CORE STANDARDS:**

**W.K.2.** Use a combination of drawing, dictating and writing to compose informative, explanatory tests in which they name what they are writing about and supply some information about the topic.

**L.K.1.f** Produce and expand complete sentences in shared language activities.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**UNIT: 4 WEEK: 3**

**ESSENTIAL QUESTION:** How can people help to make your community better?

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|  |

**I can make my community better by\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**UNIT: 5**

**WEEK: 1**

**ESSENTIAL QUESTION:** What do living things need to grow?

**LITERATURE BOOK 1:** How a Seed Grows by Helene J. Jordan

**LITERATURE BOOK 2:** Tadpoles by Betsy James

**LITERATURE BOOK 3:** Living Things Need Water by Bobbie Kalmar

**ACTIVITY 1:** Use a paper plate divided into 4 equal sections to illustrate the stages of plant growth. One section will show just a seed, the next section will show the seed planted in soil, the next section will show roots growing and the final section will show a plant growing above the soil.

**ACTIVITY 2:** Have the children make the same paper plate using the life cycle of a tadpole.

**WRITING PROMPT 1:** The children will complete and illustrate the following cloze sentence: A plant needs \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_to grow.

**WRITING PROMPT 2:** Have the children write 2-3 sentences about how a seed grows. Then have the children illustrate their picture using details.

**COMMON CORE STANDARDS:**

**W.K. 2.** Use a combination of drawing, dictating and writing to compose informative, explanatory tests in which they name what they are writing about and supply some information about the topic.

**L.K.1.f** Produce and expand complete sentences in shared language activities.

**W.K.8.** With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**UNIT: 5** **WEEK: 1**

**ESSENTIAL QUESTION:** What do living things need to grow?

Directions: Draw 3 things a plant needs to grow. Complete the sentence at the bottom of the page.

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A plant needs \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_

to grow.

**UNIT: 5**

**WEEK: 2**

**ESSENTIAL QUESTION:** How do living things change as they grow?

**LITERATURE BOOK 1:** Caterpillars and Butterflies by Stephanie Turnbull

**LITERATURE BOOK 2:**  The Hungry Caterpillar by Eric Carle

**LITERATURE BOOK 3:** Animals Grow and Change by Bobbie Kalman

**ACTIVITY 1:** Use a paper plate divided into 4 equal sections to illustrate the stages of metamorphosis. One section will show just an egg, the next section will show the caterpillar, the next section will show the chrysalis, and the final section will show a colorful butterfly.

**ACTIVITY 2**: Use coffee filters and watercolor markers to create butterflies. Have children draw on the filters. Use a spray bottle to wet the filters. Let them dry. Use pipe cleaners to pinch the center of the filters to create a butterfly.

**WRITING PROMPT 1:** The children will complete and illustrate the following cloze sentences:

My butterfly is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. It has \_\_\_\_\_\_\_and \_\_\_\_\_.

**WRITING PROMPT 2:** Have the children write 2-3 sentences about what they learned about growing and changing.

**COMMON CORE STANDARDS:**

**W.K.2.** Use a combination of drawing, dictating and writing to compose informative, explanatory tests in which they name what they are writing about and supply some information about the topic.

**L.K.1.f** Produce and expand complete sentences in shared language activities.

Name: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**UNIT: 5** **WEEK: 2**

**ESSENTIAL QUESTION:** How do living things change as they grow?

Draw a picture of your butterfly. Complete the sentence below.

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|  |

My butterfly is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. It has \_\_\_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_.

**UNIT: 5**

**WEEK: 3**

**ESSENTIAL QUESTION:** What kinds of things grow on a farm?

**LITERATURE BOOK 1:** Farm by Penny Arlon

**LITERATURE BOOK 2:** Farm by Elisha Cooper

**LITERATURE BOOK 3:** Peter Rabbit by Beatrix Potter

**ACTIVITY 1:** Draw a farm and what you would grow in your garden. Include animals and farm equipment. Label the food, animals and equipment in the picture.

**ACTIVITY 2**: Farmer MacGregor grew healthy food in his garden. Draw pictures of healthy food you would grow in your garden. Label the food.

**WRITING PROMPT 1:** I can see a \_\_\_\_\_\_\_ on a farm.

**WRITING PROMPT 2:** Have the children write 2-3 sentences about what they learned about farms. Have the children illustrate their picture using details.

**COMMON CORE STANDARDS:**

**W.K.2.** Use a combination of drawing, dictating and writing to compose informative, explanatory tests in which they name what they are writing about and supply some information about the topic.

**L.K.1.f** Produce and expand complete sentences in shared language activities.

Name: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**UNIT: 5** **WEEK: 3**

**ESSENTIAL QUESTION:** What kinds of things grow on a farm?

Draw a picture of a farm. Complete the sentence below.

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I can see a \_\_\_\_\_\_\_ and a \_\_\_\_\_\_on a farm.

**UNIT: 6**

**WEEK: 1**

**ESSENTIAL QUESTION:** How are seasons different?

**LITERATURE BOOK 1:** The Seasons of Arnold’s Apple Tree by Gail Gibbons

**LITERATURE BOOK 2:** All Around The Seasons by Barney Salsberg

**ACTIVITY 1:** Create a graphic organizer. In the center write: Things I do…around the center write the names of the 4 seasons. Have the children brainstorm activities they do in each season. Add their ideas to the chart.

**ACTIVITY 2:** Give the children a large piece of drawing paper with 4 boxes with a bare tree in each one. Have them use a variety of media to depict the 4 seasons. (I.e. Q-tip painting, crumpled tissue paper, watercolor paint etc.)

**WRITING PROMPT 1:** My favorite season is \_\_\_\_\_\_\_ because\_\_\_\_\_\_\_\_.

**WRITING PROMPT 2:** Have the children write 2-3 sentences about their favorite season. Be sure that they include the reason why it is their favorite. Then have the children illustrate their picture using details.

**COMMON CORE STANDARDS:**

**W.K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they state an opinion or preference about the topic or book.

**W.K.2.** Use a combination of drawing, dictating and writing to compose informative, explanatory tests in which they name what they are writing about and supply some information about the topic.

**L.K.1.f** Produce and expand complete sentences in shared language activities.

**W.K.8.** With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**UNIT: 6** **WEEK: 1**

**ESSENTIAL QUESTION:** How are seasons different?

Illustrate the 4 seasons on the trees below. Complete the sentence at the bottom of the page.

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| C:\Users\atrolio.INST.003\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\4Z45SYRT\MC900036434[1].wmf | C:\Users\atrolio.INST.003\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\4Z45SYRT\MC900036434[1].wmf |
| C:\Users\atrolio.INST.003\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\4Z45SYRT\MC900036434[1].wmf | C:\Users\atrolio.INST.003\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\4Z45SYRT\MC900036434[1].wmf |
| **My favorite season is \_\_\_\_\_\_\_\_\_\_\_ because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** | |

**UNIT: 6**

**WEEK: 2**

**ESSENTIAL QUESTION:** What happens in different kinds of weather?

**LITERATURE BOOK 1:** Cloudy with a Chance of Meatballs by Judi Barrett

**LITERATURE BOOK 2:** Weatherby Seymour Simon

**ACTIVITY 1:** Use weather category words (sun, rain, wind, snow, etc.) to create the following sentence frames on chart paper.

1. When it rains, we say it is \_\_\_\_\_\_\_\_\_. (rainy)
2. When the sun shines we say it is \_\_\_\_\_. (sunny)
3. When the sky is full of clouds, we say it is \_\_\_\_\_. (cloudy)
4. When the wind blows we say it is \_\_\_\_. (windy)

**WRITING PROMPT 1:** Have the children write a fantasy story about something silly that can fall out of the sky.

**WRITING PROMPT 2:** I like to \_\_\_\_\_\_in the \_\_\_\_\_\_\_weather.

**WRITING PROMPT 3:** Have the children write 2-3 sentences about a rainy day that they can remember. Then have the children illustrate their picture using details.

**COMMON CORE STANDARDS:**

**W.K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they state an opinion or preference about the topic or book.

**W.K.2.** Use a combination of drawing, dictating and writing to compose informative, explanatory tests in which they name what they are writing about and supply some information about the topic.

**L.K.1.f** Produce and expand complete sentences in shared language activities.

**W.K.8.** With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**UNIT: 6** **WEEK: 2**

**ESSENTIAL QUESTION:** What happens in different kinds of weather?

**Directions: Complete the sentence at the bottom of the page. Illustrate your ideas.**

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|  |

I like to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_weather.

**UNIT: 6**

**WEEK: 3**

**ESSENTIAL QUESTION:** How can you stay safe in bad weather?

**LITERATURE BOOK 1:** Weather ABC by B.A.Hoena

**LITERATURE BOOK 2:** Hurricane by David Wiesner

**LITERATURE BOOK 2:** Storms by Miriam Goin

**ACTIVITY 1:** Use vocabulary words such as safe and prepare and emergency to create the following sentence frames on chart paper. Have the children provide the words to complete the sentences.

**WRITING PROMPT 1:** When it is\_\_\_\_\_\_\_\_\_I can\_\_\_\_\_\_\_\_\_\_because\_\_\_\_\_. Illustrate the sentence.

**WRITING PROMPT 2:** I can stay safe by \_\_\_\_\_\_\_in the \_\_\_\_\_\_ weather.

**WRITING PROMPT 3:** Have the children write 2-3 sentences about how they can stay safe in bad weather. Then have the children illustrate their picture using details.

**COMMON CORE STANDARDS:**

**W.K.2.** Use a combination of drawing, dictating and writing to compose informative, explanatory tests in which they name what they are writing about and supply some information about the topic.

**L.K.1.f** Produce and expand complete sentences in shared language activities.

**W.K.8.** With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**UNIT: 6 WEEK: 3**

**ESSENTIAL QUESTION:** How can you stay safe in bad weather?

**Directions: Complete the sentence. Illustrate your ideas.**

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**When it is \_\_\_\_\_\_\_\_\_\_I can \_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**UNIT: 7**

**WEEK: 1**

**ESSENTIAL QUESTION:** How are some animals alike and how are they different?

**LITERATURE BOOK 1:** Whose Baby by Jason Amber

**LITERATURE BOOK 2:** How To Clean a Hippopotamus by Robin Paige and Steve Jenkins

**ACTIVITY 1:** Use paper plates to create various animals. Have children choose their favorite animals. Mount each animal on a large piece of construction paper. Add the writing prompt to the bottom of the paper.

**ACTIVITY 2:** After each project is complete, invite another class in and have the children present their projects to their peers. Create a bulletin board display with the various animals. Have the children sort their animals into categories: wings, fur, feathers etc.

**WRITING PROMPT 1:** My favorite animal is \_\_\_\_\_\_\_\_\_\_\_because\_\_\_\_\_\_\_\_\_\_\_.

**WRITING PROMPT 2:** Have the children write 2-3 sentences about their favorite animal. Be sure to have them include why it is their favorite. Then have the children illustrate their picture using details.

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| **Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **My favorite animal is\_\_\_\_\_\_\_\_\_\_because\_\_\_\_\_\_\_\_\_\_\_.** |

**COMMON CORE STANDARDS:**

**W.K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they state an opinion or preference about the topic or book.

**W.K 2.** Use a combination of drawing, dictating and writing to compose informative, explanatory tests in which they name what they are writing about and supply some information about the topic.

**L.K.1.f** Produce and expand complete sentences in shared language activities.

**W.K.8.** With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**UNIT: 7** **WEEK: 1**

**ESSENTIAL QUESTION:** How are some animals alike and how are they different?

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**My favorite animal is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**I like it because \_\_\_\_\_\_\_\_\_\_\_.**

**UNIT: 7**

**WEEK: 2**

**ESSENTIAL QUESTION:** How do you take care of different kinds of pets?

**LITERATURE BOOK 1:** The Perfect Pet by Margie Pellitini

**LITERATURE BOOK 2:** Let’s Take Care of Our New Dog by Nuria Roca and Rosa Marie Curt

**ACTIVITY 1:** Form cooperative groups of children with similar pets. Have them list the things needed to care for them. The teacher will create a Venn-Diagram of things each pet needs and things they need in common.

**WRITING PROMPT 1:** I take care of my pet by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Illustrate the sentence.

**WRITING PROMPT 2:** Have the children write 2-3 sentences about a pet that you have or would like to have someday. Then have the children illustrate their picture using details.

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| **Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **I take care of my pet by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_.** |

**COMMON CORE STANDARDS:**

**W.K.2.** Use a combination of drawing, dictating and writing to compose informative, explanatory tests in which they name what they are writing about and supply some information about the topic.

**L.K.1.f** Produce and expand complete sentences in shared language activities.

**W.K.8.** With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**UNIT: 7** **WEEK: 2**

**ESSENTIAL QUESTION:** How do you take care of different kinds of pets?

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**I take care of my pet by \_\_\_\_\_\_\_\_\_\_\_\_\_,\_\_\_\_\_\_\_\_\_\_\_\_**

**and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**UNIT: 7**

**WEEK: 3**

**ESSENTIAL QUESTION:** Where do animals live?

**LITERATURE BOOK 1:** The Great Kapok Tree by Lynn Cherry

**LITERATURE BOOK 2:** How Do Baby Animals Live?by Faith Hickman Brynie

**ACTIVITY 1:** Introduce vocabulary: habitat, rainforest, jungle etc. Encourage the children to draw a detailed picture of the habitat of an animal you read about. Add photographic pictures of the animals to their pictures. Place the writing prompt at the bottom of their picture.

**WRITING PROMPT 1:** A \_\_\_\_\_\_\_\_\_\_\_lives in the \_\_\_\_\_\_\_\_\_\_\_\_\_.

**WRITING PROMPT 2:** Have the children write 2-3 sentences about an animal that they learned about including the habitat that it lives in. Then have them illustrate their picture using details.

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| **Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **A \_\_\_\_\_\_\_\_\_\_\_\_lives in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** |

**COMMON CORE STANDARDS:**

**W.K.2.** Use a combination of drawing, dictating and writing to compose informative, explanatory tests in which they name what they are writing about and supply some information about the topic.

**L.K.1.f** Produce and expand complete sentences in shared language activities.

**W.K.8.** With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**UNIT: 7** **WEEK: 3**

**ESSENTIAL QUESTION:** Where do animals live?

Directions: Write two complete sentences about an animal. Please be sure to include its habitat!

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**Unit: 8**

**Week: 1**

**ESSENTIAL QUESTION**: What can help you go from here to there?

**LITERATURE BOOK 1**: Cars and Trucks and Things That Go by Richard Scarry.

**LITERATURE BOOK 2:** Wheels, Wings, and Other Things (Rigby Big Book)

**LITERATURE BOOK 3:** Transportation by Margaret C. Hall

**ACTIVITY 1:** Ask students to identify and draw the vehicles in the story.

Have students write about a favorite place they have been, how they got there, and who they went with. Encourage them to use prepositions in their story including to, from, with, and by. Lastly, prompt the students to include a sentence about how they felt visiting that place.

**WRITING PROMPT 1:** **I went to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** I went to Chuck E Cheese by car with my mommy. I had so much fun playing the games.

**WRITING PROMPT 2:** Have students write about a favorite place they have been, how they got there, and who they went with. Encourage them to use prepositions in their story including to, from, with, and by. Lastly, prompt the students to include a sentence about how they felt visiting that place.

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| Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **I went to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** |

**COMMON CORE STANDARDS:**

**L.K.5.c** Identify real-life connections between words and their use.

**L.K.1.e** Use the most frequently occurring prepositions (to, from, in, out, on, off, for, of by, with).

**L.K.6** Use words and phrases acquires through conversations

**W.K.3** Use a combination of drawing, dictating, and writing to narrate a single event. Tell about the events in the order they occurred, and provide a reaction.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unit: 8 Week: 1

ESSENTIAL QUESTION: What can help you go from here to there?

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I went to \_\_\_\_\_\_\_\_\_\_\_ by\_\_\_\_\_\_\_\_

with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Unit: 8**

**Week: 2**

**ESSENTIAL QUESTION**: What do you know about our country?

**LITERATURE BOOK 1:** America the Beautiful by Katharine Bates.

**LITERATURE BOOK 2**: Eggbert the Slightly Cracked Egg by Tom Ross

**LITERATURE BOOK 3**: What Do You Know About Our Country? By Lynne Cheney

**ACTIVITY 1:** After reading, create a web of the U.S.A. listing the places to find the historical landmarks depicted in the books. Invite students to also include places they may know or have visited not listed in the story. Then, next to each place, have students brainstorm key details about that place/reasons you would want to go there. Next, give each student a large index card to create a post card. On the unlined side, the students will draw and label a picture of a place they would like to visit in the United States. On the back, have students list two reasons/ key details why they would like to visit that place. Lastly, have students turn and talk with a partner about their post card. Encourage the “listeners” to ask questions about the place their partner wants to visit after the “speaker” shares his/her postcard.

**WRITING PROMPT 1:** Florida

I want to visit Cinderella’s castle.

I like to pick oranges from trees.

**WRITING PROMPT 2:** Have the children write 2-3 sentences about a place that they have been to in our country. Then have them illustrate their picture using details.

**COMMON CORE STANDARDS:**

**RI.K.1** With prompting and support, ask and answer questions about key details in a text.

**RI.K.2** With prompting and support, identify the main topic and retell key details of a text.

**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.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unit: 8 Week: 2

ESSENTIAL QUESTION: What do you know about our country?

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| GREETINGS FROM\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (SIDE 1) |

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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is a great place to visit because it has\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

**Unit: 8**

**Week: 3**

**ESSENTIAL QUESTION**: What do you see in the sky?

**LITERATURE BOOK 1**: It Looked Like Spilt Milk by Charles Green Shaw

**LITERATURE BOOK 2:** There’s No Place Like Space by Tish Rabe

**ACTIVITY**: Create class counting books. Have children work in small groups by table to discuss what they see in the sky. Then ask each student to choose a different number (1 to 4; depending on how many students are in the group) and continue to discuss what you can see one of in the sky vs. four of in the sky. Distribute the writing prompt and have students complete writing, illustrate the writing, and share their papers with the group. Encourage participants to offer specific compliments to their friends’ work and check it for accuracy. Compile the writing prompts in consecutive number order for each group and and have students work cooperatively to design a cover for it. Lastly, have the students participate in a shared reading activity each group’s counting books and compare them for similarities and differences.

**WRITING PROMPT 1**: I see \_\_\_\_ \_\_\_\_\_\_\_\_ in the sky.

**WRITING PROMPT 2:** Have the children write 2-3 sentences about something that they have seen in the sky. Then have the children illustrate their picture using details.

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| Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Directions: Complete the sentence and illustrate your ideas. |
| **I see \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in the sky.** |

**COMMON CORE STANDARDS:**

**L.K.1f** Produce and expand complete sentences in shared language activities.

**W.K.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**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.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Unit: 8 Week: 3

ESSENTIAL QUESTION: What do you see in the sky?

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I see \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in the sky.

**UNIT: 9**

**WEEK: 1**

**ESSENTIAL QUESTION:** How can you help out at home?

**LITERATURE BOOK 1:** Piggybook by Anthony Brown

**LITERATURE BOOK 2:** How Do Dinosaurs Clean Their Rooms? By Jane Yolen and Mark Teague

**ACTIVITY1:** Have the children draw a picture of their room clean on one side of the page and dirty on the other.

**WRITING PROMPT 1:** I help out at home by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

**WRITING PROMPT 2**: Have the children write 2-3 sentences about how they help out at home. Then have them illustrate their picture using details.

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| **Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   |  | | --- | |  | | **I help out at home by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** | |

**COMMON CORE STANDARDS:**

**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.

**L.K.1.f** Produce and expand complete sentences in shared language activities

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**UNIT: 9 WEEK: 1**

**ESSENTIAL QUESTION:** How can you help out at home?

**Directions**: Write two complete sentences about the things you can do to help out at home.

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**UNIT: 9**

**WEEK: 2**

**ESSENTIAL QUESTION:** What do good citizens do?

**LITERATURE BOOK 1:** We Are Citizens by Laine Falk

**LITERATURE BOOK 2:** We Live Here Too by Nancy Loewen

**ACTIVITY 1:** Turn and talk to your friends about what makes a good citizen in the classroom. Then talk about why we need to be good citizens in school. Create a chart with a list of rules for the class.

**WRITING PROMPT 1:** Write a story about a good citizen in your class. Be sure to list three things that they do that help them to be a good citizen.

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**COMMON CORE STANDARDS:**

**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.

**L.K.1.f** Produce and expand complete sentences in shared language activities

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**UNIT: 9 WEEK: 2**

**ESSENTIAL QUESTION:** What do good citizens do?

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**UNIT 9**

**Week 3**

**ESSENTIAL QUESTION:** How can things in nature be used to make new things?

**LITERATURE BOOK 1:**  The Little Red Hen by Jerry Pinkney

**LITERATURE BOOK 2:** Recycle: A Handbook by Gail Gibbons

**ACTIVITY 1:** Sequence the story: First, Next, Last

**WRITING PROMPT 1:** Write a story sequencing the events in the story that led The Little Red Hen to make her bread. Label the pictures.

**WRITING PROMPT 2:** Illustrate the sentence: I can make a \_\_out of\_\_\_.

**WRITING PROMPT 3:** Have the children write out a recipe.

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| **Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   |  |  |  | | --- | --- | --- | |  |  |  | | **First Next Last** | | | |

**COMMON CORE STANDARDS:**

**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.

**L.K.1.f** Produce and expand complete sentences in shared language activities

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**UNIT 9 Week 3**

**ESSENTIAL QUESTION:** How can things in nature be used to make new things?

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| **First \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** |
| **Next \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** |
| **Last \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** |

**UNIT: 10**

**WEEK: 1**

**ESSENTIAL QUESTION:** What can happen when we work together?

**LITERATURE BOOK 1:** Swimmy by Leo Leonni

**LITERATURE BOOK 2**: Problem Solvers by Betsy Ross

**ACTIVITY 1:** After reading the story, children will create small red fish using tissue paper and glue. The children will assemble the fish into the shape of a much larger fish as illustrated in the story. The fish will be glued on to a large piece of paper and the black “eye” fish will be put into place.

**WRITING PROMPT 1:**  The children will answer the Essential Question: What can happen when we work together?

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| **Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **When we work together we can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**COMMON CORE STANDARDS:**

**W.K 2.** Use a combination of drawing, dictating and writing to compose informative, explanatory tests in which they name what they are writing about and supply some information about the topic.

**L.K.1.f** Produce and expand complete sentences in shared language activities.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**UNIT: 10** **WEEK: 1**

**ESSENTIAL QUESTION:** What can happen when we work together?

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**When we work together we can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**UNIT: 10**

**WEEK: 2**

**ESSENTIAL QUESTION:** In what ways are things alike? How are they different?

**LITERATURE BOOK 1:** What's the Difference? 10 Animal Look-Alikes by Judy Diehl

**LITERATURE BOOK 2:** Sort It Outby Barbara Maricone

**ACTIVITY 1:** After reading the book, create a class chart. Pick several physical traits and compare them from animal to animal. How are they alike/different?

**ACTIVITY 2:** Create a Venn Diagram comparing 2 animals.

**WRITING PROMPT 1:**  These animals are alike because \_\_\_\_\_\_\_.

**WRITING PROMPT 2:** These animals are different because\_\_\_\_\_\_. Have the children draw an animal then walk around the room to find an animal that is alike or different from theirs. Have them write which were alike and which were different.

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| **Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **These animals are alike/different because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
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**COMMON CORE STANDARDS:**

**W.K.2.** Use a combination of drawing, dictating and writing to compose informative, explanatory tests in which they name what they are writing about and supply some information about the topic.

**W.K.7** Participate in shared research and writing projects.

**L.K.1.f** Produce and expand complete sentences in shared language activities.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**UNIT: 10** **WEEK: 2**

**ESSENTIAL QUESTION:** In what ways are things alike? How are they different?

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**These animals are alike/different because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**UNIT: 10**

**WEEK: 3**

**ESSENTIAL QUESTION:** What ideas can you suggest to protect the environment?

**LITERATURE BOOK 1:** The Berenstain Bears Don’t Pollute (Anymore) by Stan Berenstain

**LITERATURE BOOK 2:** The Wartville Wizard byDon Madden

**LITERATURE BOOK 3:**  Why Should I Protect Nature? by Jen Green

**ACTIVITY 1:** After reading the book, the children will create a graphic organizer of things they can do to protect the environment.

**WRITING PROMPT 1:**  I can protect the environment by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

They will illustrate their answer.

**WRITING PROMPT 2:** Have the children write 2-3 sentences about things that they can do to protect the environment. Have them illustrate their picture using details.

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| **Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **I can protect the environment by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
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**COMMON CORE STANDARDS:**

**W.K.2.** Use a combination of drawing, dictating and writing to compose informative, explanatory tests in which they name what they are writing about and supply some information about the topic.

**L.K.1.f** Produce and expand complete sentences in shared language activities.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**UNIT: 10** **WEEK: 3**

**ESSENTIAL QUESTION:** What ideas can you suggest to protect the environment?

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I can protect the environment by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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