

*The Knowledge strand of the Core Knowledge Language Arts program is designed to help students build the background knowledge and vocabulary critical to listening and reading comprehension. Through introducing, presenting, and discussing read-alouds in each domain, teachers build students' listening and reading comprehension and oral language skills.*

*Each domain Teacher Guide is comprised of daily lessons, pausing points, a domain review, a domain assessment, and culminating activities.*

- **Pausing Points:** *opportunities to review, reinforce, or extend the content taught thus far.*
- **Domain Review:** *an opportunity to review and reinforce the material (e.g., core content and vocabulary) in the domain in order to help students prepare for the domain assessment.*
- **Domain Assessment:** *evaluates students' understanding and retention of academic vocabulary words and the core content targeted in the domain. The results should guide review and remediation the following day(s).*
- **Culminating Activities:** *provide remediation and/or enrichment for individual students, small groups, or the whole class based on the results of the Domain Assessment.*

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## Nursery Rhymes and Fables

12 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (16 Days)

This domain will introduce students to nursery rhymes and fables that have been favorites with children for generations. Students will learn about classic rhymes like “Twinkle, Twinkle, Little Star,” “Jack and Jill,” and “Hickory, Dickory, Dock,” and characters such as Humpty Dumpty and Little Miss Muffet. Students will also listen to some well-known fables, which will help students identify the elements of this genre, learn new vocabulary words, and recognize different types of fiction.

	Text Analysis / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
These objectives are consistently addressed throughout the domain	<p>WPS, ask and answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of a literary read-aloud</p> <p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a literary read-aloud, including answering why questions that require recognizing cause/effect relationships</p> <p>WPS, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a literary read-aloud</p> <p>WPS, ask and answer questions about unknown words in literary read-alouds and discussions</p> <p>Listen to, understand, and recognize a variety of texts</p> <p>Describe characters, setting, things, events, actions, a scene, or facts from a read-aloud</p> <p>Actively engage in literary read-alouds and associated activities</p>	<p>Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)</p> <p>Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner’s comments, with either an adult or another child of the same age</p> <p>Ask and answer questions to clarify information in a literary read-aloud</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly</p> <p>Listen to a variety of texts</p> <p>Answer questions orally in complete sentences</p>	<p>Use frequently occurring nouns and verbs in oral language</p> <p>Produce and expand complete sentences in shared language</p> <p>Identify real-life connections between words and their use</p> <p>Use words and phrases acquired through conversations, being read to, and responding to texts</p>	
<b>Lesson 1A:</b> Roses Are Red	Listen to and demonstrate familiarity with “Roses Are Red”	WPS, identify characteristics of nursery rhymes	Word Work: <i>Sweet</i>	
<b>Lesson 1B:</b> Ring Around the Rosie	Listen to and demonstrate familiarity with “Ring Around the Rosie”  WPS, dramatize the events of the text in proper sequence	Recite “Ring Around the Rosie”	Word Work: <i>Ring</i>	Produce a drawing to compare and contrast the two nursery rhymes

	Text Analysis / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 2A:</b> Rain, Rain, Go Away	Identify features of a main character in a nursery rhyme Discuss personal responses to rain and rainy days in connection to the text	Describe familiar things, such as rain, adding detail WPS	Identify and generate rhyming words	
<b>Lesson 2B:</b> It's Raining, It's Pouring	Identify the main character in a text Distinguish between realistic and make-believe texts	Recall specific details about a text	Recite "Rain, Rain, Go Away" Explain the meaning of the saying, "it's raining cats and dogs" and use in appropriate contexts	Draw the main characters in two nursery rhymes
<b>Lesson 3A:</b> Jack Be Nimble	WPS, dramatize the text's key events in the proper sequence		Word Work: <i>Nimble</i> Identify and generate rhyming words	
<b>Lesson 3B:</b> Little Jack Horner	WPS, dramatize the text's key events in the proper sequence Distinguish between realistic and make-believe texts	Recite nursery rhymes	Identify and generate rhyming words	
<b>Lesson 4A:</b> Jack and Jill	Predict events in the read aloud and review predictions after the read aloud WPS, retell key details about the characters and events from "Jack and Jill"	Use illustrations to make predictions about a text	Word Work: <i>Fetch</i>	
<b>Lesson 4B:</b> Little Miss Muffet	WPS, retell key details about the characters and events from "Little Miss Muffet"	Describe familiar things, such as cottage cheese and spiders, and WPS, provide additional detail	Word Work: <i>Frightened</i>	
<b>Lesson 5A:</b> This Little Pig Went to Market	WPS, identify the main topic and retell key details about the characters and events from "This Little Pig Went to Market" Categorize this text as "make-believe" because pigs cannot talk or go to the market	Describe familiar things, such as pigs, and WPS, provide additional detail Identify animals as typical characters in nursery rhymes	Word Work: <i>Market</i>	
<b>Lesson 5B:</b> One, Two, Buckle My Shoe	WPS, retell key events in the proper sequence WPS, compare and contrast similarities and differences between two nursery rhymes		Identify and generate rhyming words	Draw the events in a nursery rhyme in the correct sequence
<b>Lesson 6A:</b> Star Light, Star Bright	WPS, identify the main topic and retell key details about the characters and events	Describe familiar things, such as stars, and WPS, provide additional detail	Identify and generate rhyming words	

	Text Analysis / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	from “Star Light, Star Bright”			
<b>Lesson 6B:</b> Twinkle, Twinkle, Little Star	WPS, identify the main topic and retell key details about the characters and events from “Twinkle, Twinkle, Little Star”  WPS, compare and contrast similarities and differences between two nursery rhymes	Recite a nursery rhyme	Word Work: <i>Wonder</i>  Identify and generate rhyming words	
	<i>Pausing Point (1 Day)</i>			
<b>Lesson 7A:</b> Hickory, Dickory, Dock	Identify and discuss the main characters and key events in a text  Identify and discuss the use of nonsense words in nursery rhymes	Describe familiar things, such as clocks, and WPS, provide additional detail	Identify repetition in a nursery rhyme	
<b>Lesson 7B:</b> Diddle, Diddle, Dumpling	Identify and discuss the main characters and key events in a text	Describe familiar things, such as bedtime routines, and WPS, provide additional detail	Identify repetition in a nursery rhyme	
<b>Lesson 8A:</b> Little Bo Peep	Identify and discuss the main characters and key events in a text  Compare and contrast two characters in two different nursery rhymes	Describe familiar things, such as sheep, and WPS, provide additional detail  Discuss background knowledge (from previous read alouds) related to the text	Identify and generate rhyming words	
<b>Lesson 8B:</b> Little Boy Blue	Recall and describe actions of characters in a nursery rhyme  WPS, compare and contrast similarities and differences between the characters in nursery rhymes read to date	Recite a nursery rhyme	Identify and generate rhyming words	
<b>Lesson 9A:</b> Baa, Baa, Black Sheep	Identify and discuss the main characters and key events in a text  Discuss the difference between a text that is realistic and one that is make-believe	Prior to listening to “Baa, Baa, Black Sheep,” identify what they know about sheep	Identify and discuss the term dialogue  Recite and dramatize the nursery rhyme	
<b>Lesson 9B:</b> Humpty Dumpty	Identify and discuss the main characters and key events in a text  Categorize this text as “make-believe” because eggs	Use illustrations to make predictions about a text	Identify and generate rhyming words	

	Text Analysis / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 10:</b> The Lion and the Mouse	cannot talk WPS, retell and dramatize the events in the proper sequence Demonstrate understanding of story structure (beginning, middle, end) Identify and discuss the moral of the fable.	Identify and discuss characteristics of a fable Describe familiar things, such as lions and mice, and WPS, provide additional detail	Word Work: <i>Disturbed</i>	Create a drawing of the main characters from the fable
<b>Lesson 11:</b> The Dog and His Reflection	Retell the fable “The Dog and His Reflection” by sequencing three pictures illustrating events of the story in proper order Identify and discuss the moral of the fable. Categorize this text as “make-believe” because dogs cannot talk	Describe familiar things, such as mirrors, and WPS, provide additional detail Demonstrate an understanding of the word <i>reflection</i>	Word Work: <i>Feast</i>	
<b>Lesson 12:</b> The Hare and the Tortoise	Predict events of the read aloud and review predictions after the read aloud Identify and discuss the moral of the fable Explain that “The Hare and the Tortoise” is make-believe because animals cannot talk and do not have races	Describe familiar things, such as hares and tortoises, and, WPS, provide additional detail	Word Work: <i>Boasting</i> Multiple Meaning Word Activity: <i>Break</i> Syntactic Awareness Activity: <i>Race</i>	
	<i>Domain Review (1 Day)</i>			
	<i>Domain Assessment (1 Day)</i>			
	<i>Culminating Activities (1 Day)</i>			

## The Five Senses

8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (12 Days)

*This domain will be one of many that will follow in subsequent grade levels in which students will broaden their knowledge of the human body. An exploration of the senses also requires students to make observations and then use language to describe those observations, both of which are key skills in the scientific process. Later lessons will also address what happens if the senses of sight and hearing do not function properly.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>Ask and answer questions requiring literal recall and understanding</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud</i></p> <p><i>WPS, ask and answer questions about unknown words in informational read-alouds and discussions</i></p> <p><i>Actively engage in informational read-alouds and associated activities</i></p>	<p><i>Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)</i></p> <p><i>Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner’s comments, with either an adult or another child of the same age</i></p> <p><i>Ask and answer questions to clarify information in an informational read-aloud</i></p> <p><i>Speak audibly and express thoughts, feelings, and ideas clearly</i></p> <p><i>Listen to a variety of texts</i></p> <p><i>Answer questions orally in complete sentences</i></p>	<p><i>Use frequently occurring nouns and verbs in oral language</i></p> <p><i>Produce and expand complete sentences in shared language</i></p> <p><i>Identify real-life connections between words and their use (e.g., note places at school that are colorful)</i></p> <p><i>Use words and phrases acquired through conversations, being read to, and responding to texts</i></p>	
<b>Lesson 1:</b> My Senses Are Amazing	Use illustrations to discuss details learned from the text about the five senses	WPS, describe familiar things, such as the five senses, and provide additional details	Word Work: <i>Harm</i> Sort common objects into categories such as sight, hearing, smell, taste, and touch to gain a sense of the concepts the categories represent	Present information about the five senses by using a combination of drawing, dictating, and writing
<b>Lesson 2:</b> The Sense of Sight	WPS, identify the main topic and retell key details about the sense of sight and eyes from “The Sense of Sight”	Prior to listening to “The Sense of Sight,” identify what they know about the five senses  WPS, describe familiar things, such as colors and shapes seen in the classroom, and provide additional detail	Word Work: <i>Protect</i> Sayings and Phrases: “Look Before You Leap”	Present information about the sense of sight by using a combination of drawing and dictating
<b>Lesson 3:</b> The Sense of	WPS, identify the main topic and retell key details about	Prior to listening to “The Sense of Hearing,” identify	Word Work: <i>Invisible</i> Categorize and organize loud	Present information about loud sounds and soft sounds

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Hearing	the sense of hearing and ears from “The Sense of Hearing”	what they know about the sense of sight, and eyes WPS, describe familiar things, such as sounds they hear, and provide additional detail Provide additional detail to descriptions of loud and soft sounds by adding drawings to the descriptions	sounds and soft sounds to gain a sense of the concepts the categories represent	by drawing pictures of common objects that make those sounds With assistance, organize loud sounds and soft sounds as described in the read-aloud
<b>Lesson 4:</b> The Sense of Smell	WPS, identify the main topic and retell key details about the sense of smell and nose from “The Sense of Smell” Compare and contrast the sense of smell and the sense of sight	Prior to listening to “The Sense of Smell,” identify what they know about the senses of sight and hearing, and eyes and ears WPS, describe familiar places and things, such as a scent associated with their favorite place, and provide additional detail	Word Work: <i>Scents</i> Sayings and Phrases: “Better Safe Than Sorry” Sort common objects into the categories “pleasant odors” and “unpleasant odors” Demonstrate understanding of the adjective <i>pleasant</i> by relating it to its opposite <i>unpleasant</i>	With assistance, categorize and organize pleasant and unpleasant odors as described in the read-aloud
<b>Lesson 5:</b> The Sense of Taste	WPS, identify the main topic and retell key details about the sense of taste and mouth from “The Sense of Taste”	Prior to listening to “The Sense of Taste,” identify what they know about the senses of sight, hearing, and smell; and eyes, ears, and nose WPS, describe familiar things, such as a favorite taste, and provide additional detail Provide additional detail about categories of taste by adding drawings to descriptions of four types of taste	Word Work: <i>Flavorful</i> Sort foods into categories to gain a sense of the concepts the categories represent	Present information about the sense of taste by using a combination of drawing, dictating, and writing about four different tastes: sweet, salty, bitter, and sour With assistance, organize foods into categories
<b>Lesson 6:</b> The Sense of Touch	WPS, identify the main topic and retell key details about the sense of touch and skin from “The Sense of Touch”	Prior to listening to “The Sense of Touch,” identify what they know about the senses of sight, hearing, smell, and taste; and eyes, ears, nose, and mouth	Word Work: <i>Texture</i> Multiple Meaning Word Activity: <i>Skin</i>	
<i>Pausing Point (1 Day)</i>				



	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 7:</b> Ray Charles	<p>WPS, identify the main topic and retell key details about the life of Ray Charles and blindness from “Ray Charles”</p> <p>Explain that “Ray Charles” is a realistic text because it is a biography of the life of Ray Charles</p> <p>WPS, sequence four to six pictures about Ray Charles’s life (as presented in the text)</p>	<p>Prior to listening to “Ray Charles,” identify what they know about the five senses</p> <p>Provide additional detail about the life of Ray Charles by adding drawings to a timeline of significant events in his life</p>	<p>Word Work: <i>Remarkable</i></p>	<p>With assistance, organize facts about the life of Ray Charles by creating and interpreting a timeline depicting significant events in his life</p> <p>Present information about significant events in the life of Ray Charles through a combination of drawing, dictating, and writing</p>
<b>Lesson 8:</b> Helen Keller	<p>WPS, identify the main topic and retell key details about the life of Helen Keller and blindness and deafness from “Helen Keller”</p> <p>Explain that “Helen Keller” is a realistic text because it is a biography of the life of Helen Keller</p> <p>WPS, sequence four to six pictures about Helen Keller’s life (as presented in the text)</p>	<p>Prior to listening to “Helen Keller,” identify what they know and have learned about biographies</p> <p>Provide additional detail about the life of Helen Keller by adding drawings to a timeline of significant events in her life</p>	<p>Word Work: <i>Sensations</i></p>	<p>With assistance, organize facts about the life of Helen Keller by creating and interpreting a timeline depicting significant events in her life</p> <p>Present information about significant events in the life of Helen Keller through a combination of drawing, dictating, and writing</p>
<i>Domain Review (1 Day)</i>				
<i>Domain Assessment (1 Day)</i>				
<i>Culminating Activities (1 Day)</i>				

**Stories**

10 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (14 Days)

*This domain will introduce students to classic stories that have been favorites with children for generations. Students will acquire an understanding of the elements of a story including characters, plot, and setting as well as develop an awareness of language to help them become both better writers and readers.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>WPS, ask and answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of a literary read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a literary read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p> <p><i>WPS, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a literary read-aloud</i></p> <p><i>WPS, ask and answer questions about unknown words in literary read-alouds and discussions</i></p> <p><i>Listen to, understand, and recognize a variety of texts</i></p> <p><i>Describe characters, setting, things, events, actions, a scene, or facts from a read-aloud</i></p> <p><i>Actively engage in literary read-alouds and associated activities</i></p>	<p><i>Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)</i></p> <p><i>Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner’s comments, with either an adult or another child of the same age</i></p> <p><i>Ask and answer questions to clarify information in a literary read-aloud</i></p> <p><i>Speak audibly and express thoughts, feelings, and ideas clearly</i></p> <p><i>Listen to a variety of texts</i></p> <p><i>Answer questions orally in complete sentences</i></p>	<p><i>Use frequently occurring nouns and verbs in oral language</i></p> <p><i>Ask questions beginning with who, what, where, when, why, or how</i></p> <p><i>Produce and expand complete sentences in shared language</i></p> <p><i>Identify real-life connections between words and their use (e.g., note places at school that are colorful)</i></p> <p><i>Use words and phrases acquired through conversations, being read to, and responding to texts</i></p>	
<b>Lesson 1:</b> Chicken Little	<p>Use illustrations (such as that of an acorn) to discuss details or key points from the text</p> <p>WPS, identify the main topic and retell key details about the characters and events from “Chicken Little”</p> <p>Explain that “Chicken Little” is fiction because the sky cannot fall and animals</p>		Word Work: Sly	WPS, use a combination of drawing, dictating, and writing to narrate the events of “Chicken Little”

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	cannot talk Retell the story “Chicken Little” by identifying the beginning, middle, and end events of the story in proper sequence			
<b>Lesson 2:</b> The Three Little Pigs	While listening to “The Three Little Pigs,” orally predict what will happen in the read-aloud based on pictures and text heard thus far  WPS, identify the main topic and retell key details about the characters and events from “The Three Little Pigs”  Retell the story “The Three Little Pigs” by sequencing four pictures of story events	Describe familiar things, such as straw, sticks, and bricks, and WPS, provide additional detail	Word Work: <i>Blazing</i>	WPS, use a combination of drawing, dictating, and writing to narrate the events of “The Three Little Pigs”
<b>Lesson 3:</b> The Three Billy Goats Gruff	WPS, retell key details about the characters and events from “The Three Billy Goats Gruff”  Retell the story “The Three Billy Goats Gruff,” including identifying the characters and setting, placing beginning, middle, and end events in the proper sequence	Prior to listening to “The Three Billy Goats Gruff,” identify what they know and have learned about character, setting, and plot	Word Work: <i>Loned</i>	WPS, use a combination of drawing, dictating, and writing to narrate the events of “The Three Billy Goats Gruff”
<b>Lesson 4:</b> The Wolf and the Seven Little Kids	Describe an illustration of the wolf at the door in “The Wolf and the Seven Little Kids,” using the illustration to check and support comprehension of the read-aloud  WPS, retell key details about the events from “The Wolf and the Seven Little Kids”  Explain that “The Wolf and the Seven Little Kids” is fiction because animals cannot talk and do not live in houses  Retell the folktale “The Wolf and the Seven Little Kids” by sequencing four pictures illustrating events of the story in proper sequence  Describe the role of an author and illustrator in a fiction text	Prior to listening to “The Wolf and the Seven Little Kids,” identify what they know and have learned about folktales	Word Work: <i>Terrified</i>	WPS, use a combination of drawing, dictating, and writing to narrate the events of “The Wolf and the Seven Little Kids”

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 5:</b> The Bremen Town Musicians	WPS, retell key details about the events from “The Bremen Town Musicians” Explain that “The Bremen Town Musicians” is fiction because animals cannot talk or play in bands	Prior to listening to “The Bremen Town Musicians,” identify what they know and have learned about folktales, and animal sounds (donkey, cat, dog, and rooster)	Word Work: <i>Musician</i> Identify new meanings for the familiar word <i>play</i> , and apply them accurately	WPS, create a two-columned chart illustrating things animals do in real life and things animals cannot do in real life  With assistance, organize actions as described in the read-aloud into categories
<i>Pausing Point (1 Day)</i>				
<b>Lesson 6:</b> Momotaro, Peach Boy	WPS, retell key details about the events from “Momotaro, Peach Boy” Explain that “Momotaro, Peach Boy” is fiction because monsters are make-believe	Prior to listening to “Momotaro, Peach Boy,” identify what they know and have learned about folktales, heroes, and Japan  Describe familiar people, such as heroes, in detail and WPS, provide additional detail	Word Work: <i>Swooped</i>	Create a drawing to present information about a character and to demonstrate understanding of what a hero is, by identifying the hero and supplying details from the text
<b>Lesson 7:</b> The Story of Jumping Mouse, Part I	WPS, compare and contrast what characters in different read-alouds want While listening to “The Story of Jumping Mouse, Part I,” orally predict what will happen in the read-aloud based on the text heard thus far WPS, retell key details about the events from “The Story of Jumping Mouse, Part I” WPS, compare and contrast the journeys of characters in different read-alouds	Prior to listening to “The Story of Jumping Mouse, Part I,” identify what they know and have learned about folktales	Word Work: <i>Perilous</i>	WPS, create a graphic organizer to analyze the actions of characters
<b>Lesson 8:</b> The Story of Jumping Mouse, Part II	WPS, retell key details about the events from “The Story of Jumping Mouse, Part II”	Prior to listening to “The Story of Jumping Mouse, Part II,” identify what they know and have learned about folktales, character, setting, and plot	Word Work: <i>Misused</i>	Create a drawing to present an opinion on a favorite character from a read-aloud, by identifying the favorite character and including details to support the choice of character
<b>Lesson 9:</b> Goldilocks and the Three Bears	WPS, retell key details about the events from “Goldilocks and the Three Bears” Explain that “Goldilocks and the Three Bears” is fiction because bears do not act like people	Prior to listening to “Goldilocks and the Three Bears,” identify orally what they know and have learned about bears, such as what they eat, where they live, and where they sleep  Describe familiar things, such as bears and their habits, and WPS, provide additional detail	Word Work: <i>Suddenly</i> Sayings and Phrases: “Do Unto Others as You Would Have Them Do Unto You”	Create drawings to present information about the read-aloud, by identifying the character, setting, and plot and supplying detail from the text

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<b>Lesson 10:</b> Tug-of-War	WPS, retell key details about the events from “Tug-of-War”	Prior to listening to “Tug-of-War,” identify a trickster tale as a type of fiction and explain how to play the game tug-of-war	Word Work: <i>Foolishness</i> Vocabulary Instructional Activity: <i>Finally</i>	Use a combination of drawing, dictating, and writing to compare and contrast characters in “Tug-of-War,” by using a Venn diagram and creating drawings supported with detail
	<i>Domain Review (1 Day)</i>			
	<i>Domain Assessment (1 Day)</i>			
	<i>Culminating Activities (1 Day)</i>			

## Plants

11 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (17 Days)

*By listening to the read-alouds in this domain, students will acquire a fundamental understanding of the parts of plants and how they grow. They will learn what plants need in order to stay alive and will be introduced to the concepts of the life cycle of plants, pollination, and photosynthesis. This basic knowledge about plants will lay the foundation for a broader understanding of ecology and the interdependence of all living things, topics that will be addressed in other Kindergarten domains (Farms and Taking Care of the Earth), as well as in subsequent grades.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>WPS, ask and answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of an informational read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p> <p><i>WPS, ask and answer questions about unknown words in informational read-alouds and discussions</i></p> <p><i>WPS, identify the main topic and retell key details from the read-aloud</i></p> <p><i>Actively engage in informational and literary read-alouds and associated activities</i></p>	<p><i>Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)</i></p> <p><i>Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner’s comments, with either an adult or another child of the same age</i></p> <p><i>Ask and answer questions to clarify information in an informational read-aloud</i></p> <p><i>Speak audibly and express thoughts, feelings, and ideas clearly</i></p> <p><i>Listen to a variety of texts</i></p> <p><i>Answer questions orally in complete sentences</i></p>	<p><i>Use frequently occurring nouns and verbs in oral language</i></p> <p><i>Produce and expand complete sentences in shared language</i></p> <p><i>Identify real-life connections between words and their use (e.g., note places at school that are colorful)</i></p> <p><i>Use words and phrases acquired through conversations, being read to, and responding to texts</i></p>	
<b>Lesson 1:</b> Introduction to Plants	<p>Describe images of living things in “Introduction to Plants,” using the images to check and support comprehension of the read-aloud</p> <p>Compare and contrast two different types of plants; and animals and plants</p>	<p>Prior to listening to “Introduction to Plants,” identify living things and nonliving things</p>	<p>Sort common objects into living and nonliving categories</p> <p>Word Work: <i>Soil</i></p> <p>Multiple Meaning Word Activity: <i>Plants</i></p>	<p>Create a drawing with sufficient detail of the things that are important to a plant’s survival</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 2:</b> Plant Parts	Use illustrations (such as that of a sunflower) to discuss details or key points from the text	Prior to listening to “Plant Parts,” identify what they know and have learned about living things and what living things need to survive	Sort common objects into living and nonliving categories to gain a sense of the concepts the categories represent <i>Word Work: Survival</i>	Use a combination of drawing, dictating, and writing to identify the parts of a plant
<b>Lesson 3:</b> The Life Cycle of a Plant	Describe the connection between the parts of the plant and the life cycle of a plant Describe illustrations of the phases of a plant’s life cycle, using the illustrations to check and support comprehension of the read-aloud	Prior to listening to “The Life Cycle of a Plant,” identify what they know and have learned about the parts of a plant	<i>Word Work: Mature</i> Vocabulary Instructional Activity: <i>Cycle</i>	Create a drawing with sufficient detail of a plant’s life cycle
<b>Lesson 4:</b> The Gigantic Turnip	Use images (such as that of a turnip plant) to discuss details or key points from the text Explain that “The Gigantic Turnip” is fiction because turnips cannot grow to the size described in the story WPS, sequence four pictures about a turnip’s life cycle (as presented in the text)	Prior to listening to “The Gigantic Turnip,” identify what they know and have learned about gardens	<i>Word Work: Gigantic</i>	WPS, use a combination of drawing, dictating, and writing to sequence the phases of a turnip’s life cycle
<i>Pausing Point (2 Days)</i>				
<b>Lesson 5:</b> Polly the Honeybee’s Flower Tour	Describe the process of pollination, and the connection between plant parts and their functions Describe an image of Polly and a flower to identify the flower’s petals in “Polly the Honeybee’s Flower Tour,” using the image to check and support comprehension of the read-aloud Define and use new words, such as <i>pollination</i> , from the read-aloud and the discussion about “Polly the Honeybee’s Flower Tour”	Prior to listening to “Polly the Honeybee’s Flower Tour,” identify what they know and have learned about the parts of a plant, particularly flowers	<i>Word Work: Pollination</i>	
<b>Lesson 6:</b> The Fruits of Polly’s Labor	Describe images of fruits and their seeds in “The Fruits of Polly’s Labor,” using the images to check and support comprehension of the read-aloud Describe the connection	Prior to listening to “The Fruits of Polly’s Labor,” identify what they know and have learned about the parts of a plant and the process of pollination	<i>Word Work: Produce</i> Multiple Meaning Word Activity: <i>Pit</i>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	between fruits and seeds, and explain why seeds are important Compare and contrast different fruits and their seeds			
<b>Lesson 7:</b> Johnny Appleseed	WPS, identify the main topic and retell key details from “Johnny Appleseed” Sequence and describe seven pictures illustrating events in “Johnny Appleseed” (as presented in the text)	Prior to listening to “Johnny Appleseed,” identify what they know and have learned about seeds, flowers, and fruit	Word Work: <i>Eventually</i> Use temporal language to express story events in sequential order	WPS, use a combination of drawing, dictating, and writing to narrate the events of “Johnny Appleseed”
<b>Lesson 8:</b> Deciduous Trees	WPS, identify the main topic and retell key details from “Deciduous Trees” Define and use new words, such as <i>deciduous</i> , from the read-aloud and the discussion about “Deciduous Trees” Use images (such as that of an apple tree during different seasons) to discuss details or key points from the text	Prior to listening to “Deciduous Trees,” use images to identify deciduous trees and evergreen trees	Word Work: <i>Bare</i> Vocabulary Instructional Activity: <i>Year</i>	Use a combination of drawing, dictating, and writing to explain the seasonal changes of deciduous trees
<b>Lesson 9:</b> Evergreen Trees	WPS, identify the main topic and retell key details from “Evergreen Trees” Define and use new words, such as <i>evergreen</i> , from the read-aloud and the discussion about “Evergreen Trees” Compare and contrast deciduous trees (from the previous read-aloud) and evergreen trees (from this read-aloud)	Prior to listening to “Evergreen Trees,” use images to identify what they know and have learned about deciduous trees	Word Work: <i>Deciduous</i> and <i>Evergreen</i>	Create a drawing with sufficient detail of an evergreen tree
<b>Lesson 10:</b> Plants and People	Describe an image of fruits and vegetables in “Plants and People,” using the image to check and support comprehension of the read-aloud WPS, describe the connection between plants, their parts, and the ways plants are important to people	Prior to listening to “Plants and People,” identify what they know and have learned about fruit and what parts of fruit people eat	Word Work: <i>Bouquet</i>	
<b>Lesson 11:</b> George Washington	Describe an illustration from “Johnny Appleseed” prior to listening to “George	Prior to listening to “George Washington Carver,” identify what they know and have	Word Work: <i>Crops</i> Sayings and Phrases: “Great Oaks from Little Acorns	



	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
Carver	<p>Washington Carver,” using the illustration to check and support comprehension of the read-aloud</p> <p>WPS, identify the main topic and retell key details from “George Washington Carver”</p> <p>Evaluate and select read-alouds or stories on the basis of personal choice for rereading</p>	<p>learned about Johnny Appleseed</p>	<p>Grow”</p>	
<i>Domain Review (1 Day)</i>				
<i>Domain Assessment (1 Day)</i>				
<i>Culminating Activities (2 Days)</i>				

**Farms**

9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (15 Days)

This domain will introduce students to several farm animals as well as to crops that people grow on farms. Students will learn how farmers raise and care for farm animals. You should have already taught the Plants domain, so students will make the connection that animals need food, water, and space to live and grow—just as plants do. Students will understand the importance of farms as a source of food and other products people use. They will also become familiar with the classic story “The Little Red Hen,” which introduces the seasonal rhythm of planting, growing, and harvesting.

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p>WPS, ask and answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of an informational read-aloud</p> <p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships</p> <p>WPS, ask and answer questions about unknown words in informational read-alouds and discussions</p> <p>Actively engage in informational and literary read-alouds and associated activities</p>	<p>Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</p> <p>Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner’s comments, with either an adult or another child of the same age</p> <p>Ask and answer questions to clarify information in an informational read-aloud</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly</p> <p>Listen to a variety of texts</p> <p>Answer questions orally in complete sentences</p>	<p>Use frequently occurring nouns and verbs in oral language</p> <p>Produce and expand complete sentences in shared language</p> <p>Identify real-life connections between words and their use (e.g., note places at school that are colorful)</p> <p>Use words and phrases acquired through conversations, being read to, and responding to texts</p>	
<b>Lesson 1:</b> Old MacDonald Has a Farm	Describe and discuss why farms are important	Describe familiar places, such as farms and, WPS, provide additional detail	Word Work: <i>Tools</i> Recite and sing “Old MacDonald Had a Farm”	
<b>Lesson 2:</b> With a Moo, Moo Here	WPS, identify and describe key details about cows in “With a Moo, Moo Here” Describe and discuss important details about how cattle are raised	Describe familiar things, such as cows and, WPS, provide additional detail WPS, use a KWL Chart to record and categorize information about cows	Word Work: <i>Grazing</i>	Create a drawing with sufficient detail about cows

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 3:</b> And a Cluck, Cluck There	<p>WPS, identify and describe key details about chickens from “And a Cluck, Cluck There”</p> <p>Describe and discuss important details about how chickens are raised</p> <p>Compare and contrast chickens with other familiar birds</p>	<p>Describe familiar things, such as chickens and, WPS, provide additional detail</p> <p>WPS, use a KWL Chart to record and categorize information about chickens</p>	<p>Explain the meaning of the saying, “the early bird gets the worm” and use in the appropriate contexts</p> <p>Word Work: <i>Collects</i></p> <p>Multiple Meaning Word Activity: <i>Feed</i></p> <p>Sayings and Phrases: “The Early Bird Gets the Worm”</p>	
<b>Lesson 4:</b> Here an Oink, There an Oink	<p>WPS, identify and describe key details about pigs from “Here an Oink, There an Oink”</p> <p>Describe and discuss important details about how pigs are raised</p> <p>WPS, compare and contrast similarities and differences between pigs and cows</p>	<p>Describe familiar things, such as pigs and, WPS, provide additional detail</p> <p>WPS, use a KWL Chart to record and categorize information about pigs</p>	<p>Word Work: <i>Valuable</i></p>	<p>Create a drawing with sufficient detail about pigs</p>
<b>Lesson 5:</b> Everywhere a Baa, Baa	<p>WPS, identify and describe key details about sheep from “Everywhere a Baa, Baa”</p> <p>Describe and discuss important details about how sheep are raised</p> <p>Identify important products, such as wool, that are provided by sheep</p> <p>WPS, compare and contrast similarities and differences between sheep and pigs</p>	<p>Describe familiar things, such as sheep and, WPS, provide additional detail</p> <p>WPS, use a KWL Chart to record and categorize information about sheep</p>	<p>Word Work: <i>Responsibilities</i></p> <p>Multiple Meaning Word Activity: <i>Pen</i></p> <p>Vocabulary Instructional Activity: <i>Male/Female</i></p>	
<i>Pausing Point (2 Days)</i>				
<b>Lesson 6:</b> All Kinds of Crops	<p>Explain the importance of crops</p> <p>Describe where food products come from and distinguish between animal products and crops</p>	<p>Review and discuss where food products come from</p> <p>WPS, use a KWL Chart to record and categorize information about food products</p>	<p>Word Work: <i>Produce</i></p>	<p>Create a drawing that shows one type of food product that comes from an animal and one type of food product that comes from a crop</p>

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<b>Lesson 7:</b> Little Red Hen	<p>WPS, use narrative language to describe characters and events from “The Little Red Hen”</p> <p>While listening to “The Little Red Hen,” orally predict what will happen in the read-aloud based on text and illustrations, and then compare the actual outcome to the prediction</p> <p>Describe and discuss the moral of the fable.</p> <p>WPS, dramatize “The Little Red Hen,” including characters, and beginning, middle, and end events in the proper sequence</p>	<p>Describe familiar things, such as chickens and, WPS, provide additional detail</p> <p>WPS, use a KWL Chart to record and categorize information about hens</p>	Word Work: <i>Ripe</i>	Retell the fable by sequencing six pictures illustrating events in “The Little Red Hen”
<b>Lesson 8:</b> The Seasons of Farming	<p>Identify and describe the events that take place in the different farming seasons (e.g., planting, harvesting, etc)</p> <p>Describe the farming jobs associated with each season</p>	Review and discuss the four seasons	Word Work: <i>Pests</i>	Use a combination of drawing, dictating, and writing to explain the farming jobs associated with each season
<b>Lesson 9:</b> From Farm to Market	Describe how food is grown, processed, and packaged for people to buy in stores	Review and discuss the importance of crops and the steps a farmer takes to produce food	Word Work: <i>Spoil</i>	Sequence four pictures illustrating the steps to get food from farm to market
<i>Domain Review (1 Day)</i>				
<i>Domain Assessment (1 Day)</i>				
<i>Culminating Activities (2 Days)</i>				

## Native Americans

8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (14 Days)

The Native Americans domain introduces students to the broad concept that indigenous people lived on the continents of North and South America long before European explorers visited and settled in this area. Students will learn that there were many different tribes of Native Americans, and that each tribe had its own way of eating, dressing, and living, depending on where it lived. Students will learn about three tribes in depth: the Lakota Sioux of the Great Plains region, and the Wampanoag and the Lenape, both of the Eastern Woodlands region. They will learn how different geographical regions influenced lifestyles, and that each Native American group has its own distinctive culture. The last read-aloud focuses on Native Americans today.

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p>WPS, ask and answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of an informational read-aloud</p> <p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships</p> <p>WPS, ask and answer questions about unknown words in informational read-alouds and discussions</p> <p>WPS, identify the main topic and retell key details from the read-aloud</p> <p>Actively engage in informational and literary read-alouds and associated activities</p>	<p>Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)</p> <p>Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner’s comments, with either an adult or another child of the same age</p> <p>Ask and answer questions to clarify information in an informational read-aloud</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly</p> <p>Listen to a variety of texts</p> <p>Answer questions orally in complete sentences</p>	<p>Use frequently occurring nouns and verbs in oral language</p> <p>Produce and expand complete sentences in shared language</p> <p>Identify real-life connections between words and their use (e.g., note places at school that are colorful)</p> <p>Use words and phrases acquired through conversations, being read to, and responding to texts</p>	

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<b>Lesson 1:</b> Introduction to Native Americans	<p>WPS, describe the connection among the cultures of various Native American tribes</p> <p>WPS, describe an illustration of Native American dress and use pictures accompanying “Introduction to Native Americans” to support understanding of the read-aloud</p> <p>Compare and contrast different types of shelter, clothing, food, and transportation used by various tribes</p>	<p>Prior to listening to “Introduction to Native Americans,” identify orally what they have learned about Native American tribes</p> <p>Discuss how weather in different geographical regions affects types of clothing, food, and shelter</p>	Word Work: <i>Shelter</i>	WPS, use a graphic organizer to categorize information about Native American environment, clothing, food, and shelter
<b>Lesson 2:</b> The Lakota Sioux and the Buffalo	<p>WPS, explain and describe the importance of buffalo to the Lakota Sioux culture</p> <p>WPS, use illustrations to describe important aspects of the Lakota Sioux way of life</p>	<p>Identify and describe the Great Plains region of the United States</p> <p>Describe familiar things, such as buffalo and, WPS, provide additional detail</p>	Word Work: <i>Agile</i>	WPS, use a graphic organizer to categorize information about the clothing, food, and shelter of the Lakota Sioux
<b>Lesson 3:</b> Where’s Winona?	<p>WPS, describe the connection between the buffalo and the nomadic lifestyle of the Lakota Sioux</p> <p>Describe the daily life of a main character from a literary text</p>	Use a graphic organizer to review key details about the Lakota Sioux	Word Work: <i>Mischief</i> Sayings and Phrases: “Practice Makes Perfect”	<p>WPS, use a graphic organizer to categorize information about the clothing, food, and shelter of the Lakota Sioux</p> <p>Use a combination of drawing, dictating, and writing to present information about the Lakota Sioux culture</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 4:</b> Little Bear Goes Hunting	<p>Describe the daily life of a main character from a literary text</p> <p>Describe key details about the buffalo hunt and its importance in Lakota Sioux culture as depicted in the read-aloud</p> <p>WPS, describe the connection between the buffalo and the nomadic lifestyle of the Lakota Sioux</p> <p>WPS, compare and contrast the jobs males and females have in a Lakota Sioux tribe</p>	<p>Prior to listening to “Little Bear Goes Hunting,” review orally what students have learned about Lakota Sioux culture</p>	<p>Word Work: <i>Succulent</i></p> <p>Multiple Meaning Word Activity: <i>Plain</i></p> <p>Syntactic Awareness Activity: <i>Asking Questions</i></p>	
<i>Pausing Point (2 Days)</i>				
<b>Lesson 5:</b> Bear, Gull, and Crow	<p>WPS, describe the characters in “Bear, Gull, and Crow”</p> <p>Identify types of food eaten by the Wampanoag and compare them to the food eaten by the Lakota Sioux</p> <p>WPS, describe the connection between the Wampanoag’s environment and their non-nomadic lifestyle</p> <p>Use illustrations and textual clues to make predictions about the meaning of the word <i>appanaug</i></p> <p>Distinguish “Bear, Gull, and Crow” as a make-believe text rather than a realistic text</p>	<p>Describe familiar things, such as clams and, WPS, provide additional detail</p> <p>Identify and describe the region of New England in the United States</p>	<p>Word Work: <i>Feast</i></p>	<p>WPS, use a graphic organizer to categorize information about the clothing, food, and shelter of the Wampanoag</p>
<b>Lesson 6:</b> The Lenape, The People of the Seasons	<p>WPS, compare and contrast the activities of the Lenape during different seasons</p> <p>WPS, using a graphic organizer, compare and contrast the environment, clothing, food, and shelter of the Native American tribes covered in this domain</p>	<p>WPS, use a graphic organizer to review key information about the Wampanoag</p>	<p>Word Work: <i>Cozy</i></p>	<p>WPS, use a graphic organizer to categorize information about the clothing, food, and shelter of the Lenape</p>

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<b>Lesson 7: A</b> Native American Alphabet	<p>WPS, compare and contrast different types of Native American dwellings</p> <p>WPS, use illustrations in “A Native American Alphabet” to support understanding of the read-aloud</p> <p>Compare and contrast the cultures of different Native American tribes</p>	<p>Prior to listening to “A Native American Alphabet,” identify and describe the geographic location of each tribe, and compare and contrast the various locations</p>	<p>Word Work: <i>Moccasins</i></p>	<p>Draw three items from the read-aloud and orally describe their importance</p>
<b>Lesson 8:</b> Native Americans Today	<p>WPS, describe the connection between the culture of Native American tribes from thousands of years ago and Native Americans in the United States today</p> <p>Compare and contrast characteristics of different Native American tribes</p> <p>Describe how Native Americans keep their culture alive today</p>	<p>Prior to listening to “Native Americans Today,” identify orally what they know and have learned about Native American tribes</p>	<p>Word Work: <i>Traditions</i></p>	<p>Design and create their own totem pole</p>
<i>Domain Review (1 Day)</i>				
<i>Domain Assessment (1 Day)</i>				
<i>Culminating Activities (2 Days)</i>				



## Kings and Queens

8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (14 Days)

*In the Kings and Queens domain, students will listen to read-alouds about kings and queens and royal families. Both the fiction and nonfiction selections will build students' understanding of the responsibilities, lifestyle, and customs associated with royalty throughout history. Many of the fictional rhymes, poems, and stories in this domain are classic, well-loved tales, including King Midas and the Golden Touch, The Princess and the Pea, Cinderella, and Snow White and the Seven Dwarfs.*

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<i>These objectives are consistently addressed throughout the domain</i>	<p>WPS, ask and answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of an informational or literary read-aloud</p> <p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational or literary read-aloud, including answering why questions that require recognizing cause/effect relationships</p> <p>WPS, ask and answer questions about unknown words in informational or literary read-alouds and discussions</p> <p>Actively engage in informational and literary read-alouds and associated activities</p>	<p>Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</p> <p>Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner’s comments, with either an adult or another child of the same age</p> <p>Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly</p> <p>Listen to a variety of texts</p> <p>Answer questions orally in complete sentences</p>	<p>Use frequently occurring nouns and verbs in oral language</p> <p>Produce and expand complete sentences in shared language</p> <p>Identify real-life connections between words and their use (e.g., note places at school that are colorful)</p> <p>Use words and phrases acquired through conversations, being read to, and responding to texts</p>	
<b>Lesson 1:</b> What Are Kings and Queens?	<p>WPS, identify and recall facts and key details from “What Are Kings and Queens?”</p> <p>WPS, describe illustrations in “What are Kings and Queens?,” using the illustrations to check and support comprehension of the read-aloud</p>	<p>Prior to listening to “What Are Kings and Queens?,” identify what they already know about kings and queens</p>	<p>Word Work: <i>Royal</i></p> <p>Multiple Meaning Word Activity: <i>Rules</i></p>	<p>Create a drawing with sufficient detail of a king or queen using information from the read-aloud “What Are Kings and Queens?”</p>
<b>Lesson 2:</b> The Royal Family	<p>WPS, discuss personal responses to family life and connect those to the life of a royal family</p> <p>WPS, define and use new words, such as <i>advantages</i>, from the read-aloud and the</p>	<p>Prior to listening to “The Royal Family,” identify orally what they know and have learned about kings and queens”</p>	<p>Demonstrate understanding of the noun <i>advantage</i> by relating it to its opposite, <i>disadvantage</i></p> <p>Word Work: <i>Advantages</i></p> <p>Vocabulary Instructional</p>	<p>Create a drawing with sufficient detail of a royal family that illustrates the information from “The Royal Family”</p> <p>With assistance, categorize and organize facts and</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	discussion about “The Royal Family” WPS, describe an illustration of a royal wedding in “The Royal Family,” using the illustration to check and support comprehension of the read-aloud WPS, identify the reasons the author gives to support the point that there are advantages and disadvantages to being part of a royal family		Activity: <i>Reign</i>	information about the royal family
<b>Lesson 3:</b> King Midas and the Golden Touch	Identify characters and major events in “King Midas and the Golden Touch” WPS, describe an illustration of King Midas and Marygold in “King Midas and the Golden Touch,” using the illustration to check and support comprehension of the read-aloud Explain that “King Midas and the Golden Touch” has realistic elements and fantasy elements WPS, sequence six pictures illustrating events in the story “King Midas and the Golden Touch”	Prior to listening to “King Midas and the Golden Touch,” identify what they know and have learned about Greece and gold	Word Work: <i>Treasures</i>	WPS, use a combination of drawing, dictating, and writing to narrate the events of “King Midas and the Golden Touch”
<b>Lesson 4:</b> Old King Cole	WPS, identify and describe characters in “Old King Cole” WPS, describe an illustration of Old King Cole in “Old King Cole,” using the illustration to check and support comprehension of the read-aloud	Prior to listening to “Old King Cole,” identify orally what they know and have learned about kings and queens	Word Work: <i>Merry</i>	Use a combination of drawing, dictating, and writing with sufficient detail to identify and provide information about the main character in “Old King Cole”
<b>Lesson 5:</b> Sing a Song of Sixpence	WPS, identify and describe characters and major events in “Sing a Song of Sixpence” WPS, define and use new words, such as <i>dainty</i> , from the read-aloud and the discussion about “Sing a Song of Sixpence”	Prior to listening to “Sing a Song of Sixpence,” identify what they know and have learned about England and rhyming words	Word Work: <i>Dainty</i>	Use a combination of drawing, dictating, and writing with sufficient detail to identify and provide information about the main characters in “Sing a Song of Sixpence”

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	<i>Pausing Point (2 Days)</i>			
<b>Lesson 6:</b> The Princess and the Pea	<p>WPS, describe the role of an author of a book</p> <p>WPS, identify and describe characters and major events in “The Princess and the Pea”</p> <p>Explain that “The Princess and the Pea” has realistic elements and fantasy elements</p> <p>WPS, describe the characters, setting, and plot for “The Princess and the Pea”</p>	<p>Prior to listening to “The Princess and the Pea,” identify what they know and have learned about royal families</p>	<p>Word Work: <i>Graceful</i></p>	<p>Use a combination of drawing, dictating, and writing with sufficient detail to identify the characters, setting, and plot of “The Princess and the Pea”</p>
<b>Lesson 7:</b> Cinderella	<p>WPS, describe the role of an author of a book</p> <p>WPS, describe the characters, setting, and plot of “Cinderella”</p> <p>Discuss personal responses to being treated unfairly and connect those to the way Cinderella was treated</p> <p>Explain that “Cinderella” has realistic elements and fantasy elements</p> <p>WPS, describe illustrations in “Cinderella,” using the illustrations to check and support comprehension of the read-aloud</p> <p>WPS, sequence six pictures illustrating events in the fairy tale “Cinderella”</p>	<p>Prior to listening to “Cinderella,” identify what they already know about the concept of fairness</p>	<p>Word Work: <i>Tattered</i></p> <p>Multiple Meaning Word Activity: <i>Ball</i></p>	<p>WPS, use a combination of drawing, dictating, and writing to narrate the events of “Cinderella”</p>
<b>Lesson 8:</b> Snow White and the Seven Dwarfs	<p>WPS, describe the characters, setting, and plot for “Snow White and the Seven Dwarfs”</p> <p>WPS, describe illustrations in “Snow White and the Seven Dwarfs,” using the illustrations to check and support comprehension of the read-aloud</p> <p>WPS, sequence six pictures illustrating events in the fairy tale “Snow White and the Seven Dwarfs”</p>	<p>Prior to listening to “Snow White and the Seven Dwarfs,” identify what they know and have learned about kings and queens</p>	<p>Word Work: <i>Stomped</i></p>	<p>WPS, use a combination of drawing, dictating, and writing to narrate the events of “Snow White and the Seven Dwarfs”</p>

<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>Domain Review (1 Day)</i>			
<i>Domain Assessment (1 Day)</i>			
<i>Culminating Activities (2 Days)</i>			

## Seasons and Weather

8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (15 Days)

*This domain will introduce students to the concept of weather. Students will learn that different regions of Earth experience different characteristic weather patterns throughout the year. They will also learn that we can think about a year and the related weather patterns in terms of four seasons: winter, spring, summer, and autumn. Students will also learn why knowing about the weather is important, and how weather affects our daily lives and activities.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p>WPS, ask and answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of an informational read-aloud</p> <p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships</p> <p>WPS, ask and answer questions about unknown words in informational read-alouds and discussions</p> <p>WPS, identify the main topic and retell key details from the read-aloud</p> <p>Actively engage in informational and literary read-alouds and associated activities</p>	<p>Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)</p> <p>Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner’s comments, with either an adult or another child of the same age</p> <p>Ask and answer questions to clarify information in an informational read-aloud</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly</p> <p>Listen to a variety of texts</p> <p>Answer questions orally in complete sentences</p>	<p>Use frequently occurring nouns and verbs in oral language</p> <p>Produce and expand complete sentences in shared language</p> <p>Identify real-life connections between words and their use (e.g., note places at school that are colorful)</p> <p>Use words and phrases acquired through conversations, being read to, and responding to texts</p>	
<b>Lesson 1:</b> What’s the Weather Like?	<p>Identify the four seasons and describe the different types of weather that occur in each</p> <p>Use a map to identify different regions of the world and describe the weather characteristics of each</p>	<p>Discuss the purpose of a calendar and how it’s used</p>	<p>Word Work: <i>Characteristics</i></p> <p>Multiple Meaning Word Activity: <i>Seasons</i></p>	<p>WPS, observe the weather daily, and use a combination of drawing, writing, and dictating to create a Weather Diary</p>
<b>Lesson 2:</b> Winter	<p>Identify and describe the characteristics of winter</p> <p>Describe how winter affects clothing, food choices, and daily activities</p> <p>Understand that different geographical regions</p>	<p>Prior to listening to “Winter,” identify orally what students know about the four seasons and what they have learned about winter, including how winter is different from the other seasons</p>	<p>Word Work: <i>Frigid</i></p>	<p>WPS, observe the weather and use a combination of drawing and writing to create an entry in a Weather Diary</p> <p>WPS, use the internet to learn about weather in other countries</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	experience winter differently Identify and describe holidays that take place during winter			
<b>Lesson 3:</b> Spring	Identify and describe the characteristics of spring Describe how spring affects clothing, food choices, and daily activities Understand that different geographical regions experience spring differently Identify and describe holidays that take place during spring Compare and contrast characteristics of winter and spring	Prior to listening to “Spring,” identify orally what students know about the four seasons, what they have learned about spring, including how spring is different from the other seasons	Word Work: <i>Gradually</i> Sayings and Phrases: “April Showers Bring May Flowers”	WPS, observe the weather and use a combination of drawing and writing to create an entry in a Weather Diary WPS, use the internet to learn locate images and information for the Weather Diary WPS, identify any patterns in weather that have occurred recently WPS, orally predict what the weather will be like tomorrow
<b>Lesson 4:</b> Summer	Identify and describe the characteristics of summer Describe how summer affects clothing, food choices, and daily activities Understand that different geographical regions experience spring differently Identify and describe holidays that take place during summer Compare and contrast characteristics of winter, spring, and summer	Compare and contrast the characteristics of winter and spring Identify the calendar months that correspond to each season	Word Work: <i>Distinct</i>	WPS, observe the weather and use a combination of drawing and writing to create an entry in a Weather Diary WPS, use the internet to learn locate images and information for the Weather Diary WPS, identify and discuss any patterns in weather that have occurred in the last three days WPS, orally predict what the weather will be like tomorrow
<b>Lesson 5:</b> Autumn	Identify and describe the characteristics of autumn Describe how autumn affects clothing, food choices, and daily activities Understand that different geographical regions experience autumn differently Identify and describe holidays that take place during autumn Compare and contrast characteristics of winter, spring, summer, and autumn	Compare and contrast the characteristics of winter, spring, and summer Identify the calendar months that correspond to each season	Word Work: <i>Progresses</i> Multiple Meaning Word Activity: <i>Fall</i>	Create a detailed drawing of the four seasons
	<i>Pausing Point (3 Days)</i>			
<b>Lesson 6:</b> The Grasshopper	Identify and describe the	Recall and describe the characteristics of each of the	Word Work: <i>Last</i>	Put four illustrations of the seasons in the correct

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
and the Ants	<p>characteristics of a fable.</p> <p>Retell the sequence of events in the fable</p> <p>Discuss how the seasons correspond to the main events in the fable</p> <p>Discuss the moral of the fable</p> <p>Explain that “The Grasshopper and the Ants” is make-believe because animals cannot really talk, sing, and dance like people</p>	<p>four seasons</p> <p>Describe the role of an author and illustrator in a literary text</p>	<p>Syntactic Awareness Activity: <i>Who</i></p>	<p>sequence and share orally with the class</p>
<b>Lesson 7:</b> Safety in Storms	<p>Describe the characteristics of a thunderstorm</p> <p>Explain how to stay safe in dangerous weather</p>	<p>Review the four seasons and discuss the concept of safety</p>	<p>Word Work: <i>Severe</i></p>	<p>WPS, observe the weather and use a combination of drawing and writing to create an entry in a Weather Diary</p> <p>WPS, identify and discuss any patterns in weather that have occurred in the last three days</p> <p>WPS, orally predict what the weather will be like tomorrow</p> <p>Draw a picture of a thunderstorm and what someone should do during bad weather</p>
<b>Lesson 8:</b> Meteorology	<p>Identify and describe key meteorological terms</p> <p>Describe why weather predictions are important</p>	<p>Discuss the terms meteorology and meteorologist</p>	<p>Word Work: <i>Warning</i></p>	<p>WPS, students use their Weather Diaries to draw a weather prediction and present a weather report to the class</p>
<i>Domain Review (1 Day)</i>				
<i>Domain Assessment (1 Day)</i>				
<i>Culminating Activities (2 Days)</i>				

## Columbus and the Pilgrims

9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (15 Days)

This domain will introduce students to the first voyage of Columbus, and the voyage of the Pilgrims some 128 years later. The read-alouds focus on the similarities and differences between the voyages of Columbus and the Pilgrims and how they both led to interactions between Europeans and Native Americans. This domain also reinforces basic geography concepts, including the locations of the different continents.

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p>WPS, ask and answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of an informational read-aloud</p> <p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships</p> <p>WPS, ask and answer questions about unknown words in informational read-alouds and discussions</p> <p>Actively engage in informational read-alouds and associated activities</p>	<p>Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</p> <p>Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner’s comments, with either an adult or another child of the same age</p> <p>Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly</p> <p>Listen to a variety of texts</p> <p>Answer questions orally in complete sentences</p>	<p>Use frequently occurring nouns and verbs in oral language</p> <p>Produce and expand complete sentences in shared language</p> <p>Identify real-life connections between words and their use (e.g., note places at school that are colorful)</p> <p>Use words and phrases acquired through conversations, being read to, and responding to texts</p>	



	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 1:</b> The Spice Seekers	<p>WPS, describe the connection between the desire of Europeans for spices and their travel to Asia</p> <p>WPS, use images accompanying “The Spice Seekers” to check and support understanding of the read-aloud</p> <p>Distinguish “The Spice Seekers” as a read-aloud that describes events that happened long ago and not one that describes contemporary or current events</p> <p>WPS, identify the reasons the author of the read-aloud titled the read-aloud “The Spice Seekers”</p>	<p>Prior to listening to “The Spice Seekers,” compare and contrast contemporary travel with travel long ago, and identify what they know and have learned about maps</p>	<p>Word Work: <i>Spices</i></p>	<p>WPS, categorize information from “The Spice Seekers” to answer questions about the connection between the desire of Europeans for spices and the search for alternate routes to Asia</p>
<b>Lesson 2:</b> Ferdinand and Isabella	<p>WPS, describe an illustration of Columbus, King Ferdinand, and Queen Isabella and use the pictures accompanying “Ferdinand and Isabella” to check and support understanding of the read-aloud</p> <p>WPS, recall facts about Columbus and identify key details from “Ferdinand and Isabella”</p>	<p>Prior to listening to “Ferdinand and Isabella,” identify what they know and have learned about why Europeans wanted to travel to Asia and why they needed to find a new route</p> <p>Add drawings to descriptions of Columbus to provide additional detail</p>	<p>Word Work: <i>Victorious</i></p>	<p>Use a combination of drawing, dictating, and writing to present information from “Ferdinand and Isabella” about Columbus and provide some detail about the topic</p>
<b>Lesson 3:</b> 1492	<p>WPS, describe the connection between various signs, such as seaweed and birds, and Columbus’s proximity to land</p> <p>WPS, identify the reasons the author of the read-aloud titled the read-aloud “1492”</p>	<p>Prior to listening to “1492,” identify what they know and have learned about why Europeans traveled to Asia and needed to find a new route and why Columbus proposed this new route</p>	<p>Word Work: <i>Shore</i></p>	<p>Use a combination of drawing, dictating, and writing to present information from “1492” about Columbus and his voyage, and provide some detail about the topic</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 4:</b> Not the Indies	<p>WPS, describe an illustration of native people watching Columbus and use pictures accompanying "Not the Indies" to check and support understanding of the read-aloud</p> <p>WPS, identify the place where Columbus landed and differentiate it from the place where he thought he had landed</p> <p>WPS, describe the connection between what Columbus called the native people he found on the island and the land on which he thought he landed</p>	Prior to listening to "Not the Indies," identify what they know and have learned about Columbus and his voyage	<p>Word Work: <i>Courage</i></p> <p>Multiple Meaning Word Activity: <i>Chest</i></p>	Create a drawing with sufficient detail that illustrates the information from "Not the Indies"
<b>Lesson 5:</b> Further Adventures of Christopher Columbus	<p>WPS, recall facts from "Further Adventures of Christopher Columbus"</p> <p>WPS, describe the connection between Columbus and the American holiday Columbus Day</p>	Prior to listening to "Further Adventures of Christopher Columbus," identify what they know and have learned about Columbus and his voyage	Word Work: <i>Ashamed</i>	Use a combination of drawing, dictating, and writing to present information from "Further Adventures of Christopher Columbus" about one of Columbus's voyages and provide some detail about the topic
<i>Pausing Point (2 Days)</i>				
<b>Lesson 6:</b> Colonies in Native American Lands	<p>WPS, describe an illustration of British ships heading to establish the Jamestown settlement and use pictures accompanying "Colonies in Native American Lands" to check and support understanding of the read-aloud</p> <p>WPS, describe the connection between the Separatists' dissatisfaction with King James and their pilgrimage to the New World</p>	Prior to listening to "Colonies in Native American Lands," identify what they know and have learned about Columbus's voyages	Word Work: <i>Disappointed</i>	With assistance, categorize and organize facts about Columbus and the Pilgrims into a timeline to answer questions
<b>Lesson 7:</b> The Voyage of the Mayflower	<p>WPS, describe the connection between the Separatists and the Pilgrims</p> <p>WPS, describe the Pilgrims' journey on the <i>Mayflower</i></p>	Prior to listening to "The Voyage of the <i>Mayflower</i> ," identify what they know and have learned about the Separatists	<p>Word Work: <i>Glory</i></p> <p>Ask questions beginning with the word <i>what</i> about images from the read-alouds</p>	Use a combination of drawing, dictating, or writing to present information learned in "The Voyage of the <i>Mayflower</i> "
<b>Lesson 8:</b> The Wampanoag	WPS, identify the main topic of "The Wampanoag" as the first interaction between the	Prior to listening to "The Wampanoag," recall what they learned about Native	Word Work: <i>Fascinated</i>	With assistance, categorize and organize facts about the Pilgrims into a timeline to

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
	Pilgrims and the Wampanoag WPS, describe the connection between the Pilgrims and the Wampanoag	Americans and identify what they know and have learned about the Pilgrims		answer questions Use a combination of drawing, dictating, or writing to present information learned in “The Wampanoag”
<b>Lesson 9:</b> Thanksgiving	WPS, describe an illustration of the First Thanksgiving and use pictures accompanying “Thanksgiving” to check and support understanding of the read-aloud Recall important facts and information from “Thanksgiving” WPS, describe the connection between the First Thanksgiving and the contemporary American Thanksgiving holiday	Prior to listening to “Thanksgiving,” identify what they know and have learned about the Pilgrims and the Wampanoag that may be related to the specific topic to be read aloud	<i>Word Work: Celebration</i>	Use a combination of drawing, dictating, and writing to present information learned in “Thanksgiving”
	<i>Domain Review (1 Day)</i>			
	<i>Domain Assessment (1 Day)</i>			
	<i>Culminating Activities (2 Days)</i>			

## Colonial Towns and Townspeople

10 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (16 Days)

*This domain will continue students' journey as they learn more about the early history of our country. Students already learned in the Columbus and the Pilgrims domain that the Pilgrims came to America from England to seek religious freedom. The setting for Colonial Towns and Townspeople is more than 150 years later, after the colonies had been firmly established. These read-alouds will acquaint students with what daily life was like for the people who lived during these times, and how very different it was from students' own present-day experiences. This background knowledge will help set the stage for an in-depth understanding in later grades of specific historical events that also took place during colonial times. During these years, America evolved from a small group of dependent British colonies to a growing, independent nation.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p>WPS, ask and answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of an informational read-aloud</p> <p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships</p> <p>WPS, ask and answer questions about unknown words in informational read-alouds and discussions</p> <p>WPS, identify the main topic and retell key details from the read-aloud</p> <p>Actively engage in informational and literary read-alouds and associated activities</p>	<p>Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.)</p> <p>Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age</p> <p>Ask and answer questions to clarify information in an informational read-aloud</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly</p> <p>Listen to a variety of texts</p> <p>Answer questions orally in complete sentences</p>	<p>Use frequently occurring nouns and verbs in oral language</p> <p>Produce and expand complete sentences in shared language</p> <p>Identify real-life connections between words and their use (e.g., note places at school that are colorful)</p> <p>Use words and phrases acquired through conversations, being read to, and responding to texts</p>	
<b>Lesson 1: The Country Family</b>	<p>Identify and describe different types of chores done on a farm in colonial times</p> <p>Compare and contrast life in colonial times to life today</p>	<p>Describe the concept of chores</p> <p>Understand the importance of towns in colonial times</p> <p>Identify key historical events on a timeline</p>	<p>Word Work: <i>Country</i></p>	<p>WPS, use a Venn Diagram to categorize and organize facts and information comparing colonial life to life today</p> <p>Draw an example of an item used in colonial times and an item used today</p>
<b>Lesson 2: A Trip to Town</b>	<p>Identify and describe different types of tradespeople in colonial times</p> <p>Compare and contrast jobs</p>	<p>Describe and discuss the term tradespeople</p> <p>Discuss the importance of</p>	<p>Word Work: <i>Everyday</i></p> <p>Multiple Meaning Word Activity: <i>Trade</i></p>	<p>Use a combination of drawing and writing to show a farmer trading something from his farm for something in town</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	today and jobs in colonial towns Compare and contrast a trip to town during colonial times and a trip to town today	tradespeople in colonial times		
<b>Lesson 3:</b> The Bread Makers: Millers and Bakers	Use key details from the read-aloud to describe the bread-making process Describe and discuss the role of millers and bakers in colonial times While listening to “The Bread Makers: Millers and Bakers,” predict what will happen in the read-aloud based on text heard thus far, and then compare the actual outcome to the prediction	Review the concept of bartering Use a Venn Diagram to compare tradespeople from colonial times to tradespeople today Describe familiar things, such as bread and, WPS, provide additional detail	Word Work: <i>Customers</i>	Sequence pictures illustrating the steps in the bread-making process Use the sequencing activity to retell the steps in the bread-making process and encourage the use of temporal words, such as <i>first</i> , <i>next</i> , and <i>last</i>
<b>Lesson 4:</b> The Cloth Makers: Spinners and Weavers	Describe how cloth was made in colonial times Identify and describe the role of spinners and weavers in colonial times	Describe familiar things, such as clothing and, WPS, provide additional detail Use a KWL Chart to categorize information about cloth and clothing Describe the differences between where people got their clothing in colonial times and where they get their clothing today	Word Work: <i>Garments</i>	WPS, use a Know-Wonder-Learn Chart to categorize and organize information about how clothing was made, what it was made of, and how it was made
<b>Lesson 5:</b> Dressmakers, Tailors, Hatters, and Cobblers	Identify the types of tradespeople associated with making clothing Describe the jobs and tools required to make clothing WPS, discuss the spinners and weavers from the previous read-aloud and connect them to the dressmakers, tailors, hatters, and cobblers	Identify and describe difference between buying clothes in colonial times and buying clothes today	Word Work: <i>Measure</i>	WPS, use a KWL Chart to categorize information about dressmakers, tailors, hatters, and cobblers Use singing and motions to dramatize the read-aloud
<b>Lesson 6:</b> The Elves and the Shoemaker	WPS, use narrative language to describe characters and setting of “The Elves and the	Prior to listening to “The Elves and the Shoemaker,” identify the four tradespeople covered in “Dressmakers,	Word Work: <i>Thrilled</i>	Use a combination of drawing, dictating, and writing to present information about

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	<p>Shoemaker”</p> <p>While listening to “The Elves and the Shoemaker,” predict what will happen in the read-aloud based on text heard thus far, and then compare the actual outcome to the prediction</p> <p>Identify “The Elves and The Shoemaker” as a fictional story about a cobbler in contrast to the informational text in the previous lesson</p>	<p>Tailors, Hatters, and Cobblers” and the garments or accessories they made</p> <p>Compare and contrast people who sell clothes today and those who sold clothing long ago</p>		four different tradespeople
	<i>Pausing Point (2 Days)</i>			
<b>Lesson 7:</b> The House Builders: Bricklayers, Masons, and Carpenters	<p>WPS, describe the connection between the tradespeople in the read-aloud who built houses in colonial times</p> <p>Describe how houses were built in colonial times</p> <p>Compare and contrast the tradespeople in the read-aloud (bricklayers, masons, and carpenters)</p>	<p>Identify the types of material used to build houses and the names of the corresponding tradespeople</p> <p>Compare and contrast houses in colonial times to houses today</p>	<p>Word Work: <i>Patiently</i></p> <p>Sayings and Phrases: “Better Safe Than Sorry”</p>	WPS, dramatize the process of building a house in colonial times
<b>Lesson 8:</b> The Blacksmith	<p>WPS, discuss the materials used to make homes in Colonial America from the previous read-aloud and connect those to the tradesperson in “The Blacksmith”</p> <p>Describe the job of a blacksmith and why it was important</p> <p>Compare and contrast blacksmiths and other colonial tradespeople</p>	<p>Identify and describe the tradespeople who made houses in colonial times</p> <p>Identify the blacksmith as a tradesperson</p>	<p>Word Work: <i>Essential</i></p> <p>Multiple Meaning Word: <i>Iron</i></p> <p>Syntactic Awareness Activity: <i>Where</i></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 9:</b> The Little Gray Pony	<p>WPS, identify the characters, setting, and plot in their retelling of the story “The Little Gray Pony”</p> <p>Using illustrations and textual clues, make predictions about events in the story</p> <p>WPS, retell the story “The Little Gray Pony,” including the characters, setting, and events of the story in proper sequence (using temporal words <i>first</i>, <i>next</i>, <i>later</i>, and <i>finally</i>)</p>	<p>Recall key information about the blacksmith and identify coal as an important fuel</p>	<p>Word Work: <i>Merry</i></p>	<p>Use a combination of drawing, dictating, and writing to present the main events of the story in the correct sequence, using narrative terms like beginning, middle, and end</p> <p>Exchange drawings with a partner and add details based on peer feedback</p>
<b>Lesson 10:</b> Stone Soup	<p>Describe how different tradespeople helped the soldiers in the story</p> <p>WPS, use narrative language to describe the characters, setting, and events from “Stone Soup”</p> <p>Explain that “Stone Soup” is a fictional story about colonial tradespeople in contrast to the informational text in earlier lessons</p>	<p>Discuss the job of a soldier</p> <p>Describe how townspeople helped soldiers in colonial times</p>	<p>Word Work: <i>Sympathy</i></p>	<p>Draw a simple shop sign for six colonial tradespeople</p> <p>With guidance and support, add details to strengthen drawing or writing, as needed</p>
<i>Domain Review (1 Day)</i>				
<i>Domain Assessment (1 Day)</i>				
<i>Culminating Activities (2 Days)</i>				

## Taking Care of the Earth

10 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (16 Days)

This domain will introduce students to the importance of being environmentally aware individuals. Students will learn that the best way to conserve Earth's natural resources is to practice the three Rs of conservation—reduce, reuse, and recycle. By studying conservation, students will become familiar with the earth's natural resources and will begin to recognize how people's actions affect the environment in which we live. Students will learn specifically about land, water, and air pollution as well as the water cycle, the journey of trash from its creation to its burial in a landfill, and the steps in the recycling and composting processes. Practical examples of how students can help take care of the earth are included throughout the domain.

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
These objectives are consistently addressed throughout the domain	<p>WPS, ask and answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of an informational read-aloud</p> <p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships</p> <p>WPS, ask and answer questions about unknown words in informational read-alouds and discussions</p> <p>Actively engage in informational read-alouds and associated activities</p>	<p>Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc).</p> <p>Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age</p> <p>Ask and answer questions to clarify information in a read-aloud</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly</p> <p>Listen to a variety of texts</p> <p>Answer questions orally in complete sentences</p>	<p>Use frequently occurring nouns and verbs in oral language</p> <p>Produce and expand complete sentences in shared language</p> <p>Identify real-life connections between words and their use (e.g., note places at school that are colorful)</p> <p>Use words and phrases acquired through conversations, being read to, and responding to texts</p>	
<b>Lesson 1:</b> Introducing the Earth	<p>WPS, describe an image of Earth and use pictures accompanying “Introducing the Earth” to check and support understanding of the read-aloud</p> <p>WPS, describe the three things that make up the earth</p> <p>Explain that “Introducing the Earth” is realistic text because we really do depend on Earth's land, water, and air to survive, but it is fantasy because the earth doesn't have feelings or talk</p>	<p>Prior to listening to “Introducing the Earth,” identify what they know about Earth and how to take care of the planet</p>	<p>Word Work: <i>Responsibility</i></p> <p>Multiple Meaning Word Activity: <i>Earth</i></p>	<p>With assistance, categorize and organize facts and information about what they know, wonder, and would like to learn about taking care of the earth</p> <p>Use a combination of drawing, dictating, and writing to identify the three things that make up the earth</p>



	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 2:</b> Garbage	<p>WPS, identify the main topic and retell key details from “Garbage”</p> <p>Prior to listening to “Garbage,” orally predict where garbage goes after it is thrown out, based on text heard thus far, and then compare the actual outcome to the prediction</p> <p>WPS, put image cards of what happens to garbage in the proper sequence to demonstrate understanding of the read-aloud</p>	<p>Prior to listening to “Introducing the Earth,” identify what they know and have learned about Earth and the three things that make up the earth</p> <p>Describe familiar things, such as garbage and, WPS, provide additional detail</p>	Word Work: <i>Hazardous</i>	Dictate what happens to garbage in the proper sequence, using the temporal words <i>first, then, next, later, and finally</i>
<b>Lesson 3:</b> Natural Resources	<p>WPS, identify the main topic and retell key details from “Natural Resources”</p> <p>WPS, describe the connection between natural resources and everyday items that are made from those resources</p>	<p>Prior to listening to “Natural Resources,” identify what they have learned about taking care of the earth</p>	Word Work: <i>Conserve</i>	
<b>Lesson 4:</b> Reduce, Reuse, Recycle	<p>WPS, compare and contrast an image of a green field and blue sky and an image of a landfill</p> <p>WPS, identify the main topic and retell key details from “Reduce, Reuse, Recycle”</p> <p>WPS, describe the connection between natural resources and the importance of reducing, reusing, and recycling</p>	<p>Prior to listening to “Reduce, Reuse, Recycle,” identify what they learned about garbage and natural resources</p> <p>Ask questions to clarify directions for Interactive Illustrations following “Reduce, Reuse, and Recycle”</p> <p>Add drawings to descriptions of how to conserve a natural resource to provide additional detail</p>	<p>Word Work: <i>Reduce</i></p> <p>Vocabulary Instructional Activity: <i>Symbol</i></p>	<p>Create a drawing of a natural resource, naming the topic and providing some details</p> <p>With guidance and support, respond to questions and suggestions from peers and add details to a drawing of a natural resource</p>
<b>Lesson 5:</b> Recycle! Recycle! Recycle!	<p>WPS, identify the main topic and retell key details from “Recycle! Recycle! Recycle!”</p> <p>WPS, describe recycling and what happens at a recycling center in proper sequence</p>	<p>Prior to listening to “Recycle! Recycle! Recycle!,” identify what they learned about conserving natural resources</p>	<p>Word Work: <i>Solution</i></p> <p>Sayings and Phrases: “A Place for Everything, and Everything in Its Place”</p>	<p>Use a combination of drawing, dictating, and writing with sufficient detail to identify and describe one step in the recycling process</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 6:</b> Composting	<p>WPS, identify the main topic and retell key details from “Composting”</p> <p>WPS, describe the steps for composting in the proper sequence</p> <p>Discuss personal responses to whether their family composts and connect that to the family in the read-aloud “Composting”</p> <p>While listening to “Composting,” orally predict where leftover food goes and what happens after a tomato is picked, based on text heard thus far, and then compare the actual outcome to the prediction</p>	<p>Prior to listening to “Composting,” identify what they learned about taking care of the earth and recycling</p>	<p>Word Work: <i>Compost</i></p>	<p>WPS, use a combination of drawing, dictating, and writing to recount the steps for composting in the proper sequence, including what items can and cannot be composted</p>
<i>Pausing Point (2 Days)</i>				
<b>Lesson 7:</b> Pollution	<p>WPS, orally compare and contrast pictures of a clean beach and a dirty beach</p> <p>WPS, identify the main topic and retell key details from “Pollution”</p> <p>WPS, describe the three types of pollution from the read-aloud</p>	<p>Prior to listening to “Pollution,” identify what they learned about taking care of the earth</p>	<p>Word Work: <i>Toxic</i></p> <p>Multiple Meaning Word Activity: <i>Litter</i></p>	<p>With assistance, update facts and information about what they know, wonder, and would like to learn about taking care of the earth</p>
<b>Lesson 8:</b> Air Pollution	<p>Use images to discuss details or key points from the text</p> <p>WPS, identify the main topic and retell key details from “Air Pollution”</p> <p>WPS, describe the connection between pollution and people</p>	<p>Prior to listening to “Pollution,” identify what they learned about pollution</p>	<p>Word Work: <i>Global</i></p>	<p>Create a drawing with sufficient detail about air pollution using information from the read-aloud “Air Pollution”</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 9:</b> Willy the Water Drop	<p>While listening to “Willy the Water Drop,” orally predict what comes out of the wastewater pipe, based on text heard thus far, and then compare the actual outcome to the prediction</p> <p>Use images to discuss details or key points from the text</p> <p>Compare and contrast fresh water, salt water, and wastewater</p>	Prior to listening to “Willy the Water Drop,” identify what they know and have learned about water	Word Work: <i>Supply</i>	Use a combination of drawing, dictating, and writing with sufficient detail to identify and describe one type of water
<b>Lesson 10:</b> Goodbye from Good Old Earth	<p>Use images to discuss details or key points from the text</p> <p>Describe the connection between pollution and everyday things people can do to take care of the earth</p>	Prior to listening to “Goodbye from Good Old Earth,” identify what they know and have learned about taking care of the earth, and air and water pollution	Word Work: <i>Effort</i>	<p>With WPS, update facts and information in a chart about what they learned about taking care of the earth and use it to answer questions</p> <p>Use a combination of drawing, dictating, and writing to present information about one type of pollution and a possible solution</p> <p>With guidance and support from adults, explore a variety of digital tools to produce and publish a class book, “Reduce, Reuse, Recycle”</p> <p>Participate in shared research and writing project to create a class book, “Reduce, Reuse, Recycle”</p>
<i>Domain Review (1 Day)</i>				
<i>Domain Assessment (1 Day)</i>				
<i>Culminating Activities (2 Days)</i>				

## Presidents and American Symbols

9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (16 Days)

This domain explores the lives and legacies of five famous presidents and introduces students to several national symbols, including the American flag, the Statue of Liberty, the White House, and Mount Rushmore. Students begin by hearing about the branches of the government, what a president is, what a president does, and how a person becomes president. Students should have learned about monarchies in the Kings and Queens domain prior to this domain, providing useful background knowledge on forms of government. By the end of this domain, students will be able to make a comparison between a king and a president.

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
These objectives are consistently addressed throughout the domain	<p>WPS, ask and answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of an informational or literary read-aloud</p> <p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational or literary read-aloud, including answering why questions that require recognizing cause/effect relationships</p> <p>WPS, ask and answer questions about unknown words in informational or literary read-alouds and discussions</p> <p>Actively engage in informational or literary read-alouds and associated activities</p>	<p>Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc).</p> <p>Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner’s comments, with either an adult or another child of the same age</p> <p>Ask and answer questions to clarify information in a read-aloud</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly</p> <p>Listen to a variety of texts</p> <p>Answer questions orally in complete sentences</p>	<p>Use frequently occurring nouns and verbs in oral language</p> <p>Produce and expand complete sentences in shared language</p> <p>Identify real-life connections between words and their use (e.g., note places at school that are colorful)</p> <p>Use words and phrases acquired through conversations, being read to, and responding to texts</p>	
<b>Lesson 1:</b> The Home of the President: Washington, D.C.	<p>WPS, identify the main topic and retell key details from “The Home of the President: Washington, D.C.”</p> <p>WPS, describe the connection between the president, Congress, and the Supreme Court</p> <p>WPS, compare and contrast kings and presidents</p>	<p>Prior to listening to “The Home of the President: Washington, D.C.,” identify what they know about kings and queens</p>	<p>Word Work: <i>Liberties</i></p> <p>Sayings and Phrases: “A Dog Is a Man’s Best Friend”</p>	<p>With assistance, categorize and organize facts and information from “The Home of the President: Washington, D.C.” to answer questions about kings and presidents</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 2:</b> A Dishonest Story About an Honest Man	<p>WPS, describe an illustration of George Washington and use pictures accompanying “A Dishonest Story About an Honest Man” to check and support understanding of the read-aloud</p> <p>Distinguish the legend of George Washington and the cherry tree as fantasy and not a true story</p> <p>Retell important facts and information from “A Dishonest Story About an Honest Man”</p>	Prior to listening to “A Dishonest Story About an Honest Man,” identify what they know and have learned about Washington, D.C. and the president	Word Work: <i>Respect</i>	Use a combination of drawing, dictating, and writing to retell the legend of George Washington and the cherry tree
<b>Lesson 3:</b> A Clever General	<p>WPS, describe the connection between George Washington and Henry Knox</p> <p>WPS, use images accompanying “A Clever General” to check and support understanding of the read-aloud</p>	Prior to listening to “A Clever General,” identify what they know and have learned about the Pilgrims and colonies	Word Work: <i>Clever</i>	<p>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed</p> <p>Use a combination of drawing, dictating, and writing to retell the legend of George Washington and the cherry tree</p> <p>With guidance and support from adults, explore a variety of digital tools to produce and publish the retelling of the legend of George Washington and the cherry tree</p>
<b>Lesson 4:</b> George Washington	<p>WPS, describe an illustration of George Washington and use pictures accompanying “George Washington” to check and support understanding of the read-aloud</p> <p>WPS, identify the main topic and retell key details from “George Washington”</p> <p>Describe the connection between George Washington and the presidency</p>	Prior to listening to “George Washington,” identify what they know and have learned about George Washington	Word Work: <i>Monarchy</i>	With assistance, categorize and organize facts and information about George Washington into a timeline depicting significant points in his life
<b>Lesson 5:</b> Thomas Jefferson	<p>WPS, compare and contrast Thomas Jefferson and John Adams</p> <p>WPS, identify the reasons Thomas Jefferson gives to</p>	Prior to listening to “Thomas Jefferson,” identify what they know and have learned about George Washington and the Founding Fathers	<p>Word Work: <i>Independence</i></p> <p>Multiple Meaning Word Activity: <i>Turn</i></p>	Create a drawing with sufficient detail to present information about Thomas Jefferson

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	<p>support his view that the colonists needed to start a new country</p> <p>WPS, describe an image of the Statue of Liberty and use pictures accompanying “Thomas Jefferson” to check and support understanding of the read-aloud</p>			
	<i>Pausing Point (3 Days)</i>			
<b>Lesson 6:</b> Abraham Lincoln	<p>Use images (such as that of a Abraham Lincoln) to discuss details or key points from the text</p> <p>WPS, describe the connection between slavery and the U.S. Civil War</p>	<p>Prior to listening to “Abraham Lincoln,” identify what they know and have learned about George Washington and Thomas Jefferson</p>	<p>Word Work: <i>Serious</i></p>	<p>Create a drawing with sufficient detail to present information about Abraham Lincoln</p> <p>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed</p>
<b>Lesson 7:</b> Teddy Roosevelt	<p>WPS, describe a picture of young Theodore Roosevelt watching President Lincoln’s funeral procession and use illustrations accompanying “Teddy Roosevelt” to check and support comprehension of the read-aloud</p> <p>WPS, describe the connection between Theodore Roosevelt’s love of the outdoors and his accomplishments as president to conserve and protect nature</p>	<p>Prior to listening to “Teddy Roosevelt,” identify what they know and have learned about George Washington, Thomas Jefferson, and Abraham Lincoln</p>	<p>Word Work: <i>Expert</i></p>	<p>WPS, use a combination of drawing, dictating, and writing to retell significant events in the life of Theodore Roosevelt (as presented in the text)</p>
<b>Lesson 8:</b> Barack Obama	<p>WPS, describe an image of Barack Obama on the night of his election and use pictures accompanying “Barack Obama” to check and support understanding of the read-aloud</p> <p>WPS, compare and contrast Barack Obama and other American presidents</p>	<p>Prior to listening to “Barack Obama,” identify what they know and have learned about the accomplishments of George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt</p> <p>Add drawings to descriptions of a favorite president to provide additional detail</p>	<p>Word Work: <i>Accomplishment</i></p> <p>Sayings and Phrases: “Where There’s a Will, There’s a Way”</p>	<p>Use a combination of drawing, dictating, and writing to compose an opinion piece about the president they most admire and why</p> <p>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 9:</b> Carving Mount Rushmore	WPS, describe an image of Mount Rushmore, and use pictures accompanying “Carving Mount Rushmore” to check and support understanding of the read-aloud  WPS, describe the connection between Mount Rushmore and George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt	Prior to listening to “Carving Mount Rushmore,” identify what they know and have learned about George Washington, Thomas Jefferson, Abraham Lincoln, Theodore Roosevelt, and Barack Obama	Word Work: <i>Determined</i>	Use a combination of drawing, dictating, and writing to present information about Mount Rushmore and supply some details about the topic
	<i>Domain Review (1 Day)</i>			
	<i>Domain Assessment (1 Day)</i>			
	<i>Culminating Activities (2 Days)</i>			