



# LIFE SCHOOL Unit Planning Guide



## LIFE SCHOOL



### Standards Based Grading Rubric

#### Kindergarten Reading Language Arts

#### Kindergarten Reading Language Arts

Learning Goals	Standards Assessed (TEKS)	Nine Weeks Assessed	Nine Weeks Expected to Meet Standard	Assessment of Mastery		
				Meets Grade Level Standard (3)	Approaching Grade Level Standard (2)	Below Grade Level Standard (1)
<strong>Phonetic Knowledge</strong>						
I can identify uppercase and lowercase letters.	K.2.Bi	1 2 3 4	4	The student identifies (names) <b>26 uppercase</b> letters and <b>26 lowercase</b> letters when shown in random order.	The student identifies (names) <b>21-25 uppercase</b> letters and <b>21-25 lowercase</b> letters when shown in random order.	The student identifies (names) <b>20 or less uppercase</b> letters and <b>20 or less lowercase</b> letters when shown in random order.
I can produce and match letter sounds.	K.2Bi	2 3 4	4	The student can produce and match the <b>31 letter sounds.</b>	The student can produce and match <b>21-30 letter sounds.</b>	The student produces and matches <b>less than 21 letter sounds.</b>
I can demonstrate and apply grade-level phonological	K.2Aii K.2Aiii	1 2 3 4	4	The student orally demonstrates and applies	The student orally demonstrates and applies	The student orally demonstrates and

[Back to Top](#)



# LIFE SCHOOL Unit Planning Guide



awareness.	K.2Aiv K.2Av K.2Avi K.2Avii K.2Aviii K.2Aix K.2Ax					grade-level phonological awareness such as rhyming, alliteration, syllables, blending, segmenting words, manipulating syllables and identifying words in a spoken sentence.	some grade-level phonological awareness skills.	applies little to no grade-level phonological awareness skills.	
I can demonstrate and apply grade-level phonetic knowledge.	K.2Bi K.2Bii K.2Biii K.2Biv	1	2	3	4	4	The student demonstrates and applies phonetic knowledge by decoding and creating words with VC,CVC, CCVC patterns.	The student is beginning to demonstrate and apply phonetic knowledge and shows emerging understanding of letter-sound relationships.	The student does not demonstrate and apply phonetic knowledge or show emerging understanding of letter-sound relationships.
I can demonstrate and apply grade level spelling knowledge.	K.2Ci K.2Cii K.2Ciii		2	3	4	4	The student demonstrates and applies grade level spelling knowledge i.e. single letter-sounds, VC, CvC patterns, CCVC, CVCC patterns CVCe patterns.	The student demonstrates and applies some grade level spelling knowledge i.e. single letter-sounds, VC, CvC patterns, CCVC, CVCC patterns CVCe patterns.	The student does not demonstrate and apply grade level spelling knowledge i.e. single letter-sounds, VC, CvC patterns, CCVC, CVCC patterns CVCe patterns.
I can demonstrate grade-level print awareness.	K.2Di K.2Dii K.2Diii K.2Div K.2Dv	1	2	3	4	4	The student demonstrates grade-level print awareness using concepts of print. ie identifying parts of a book, directionality, and recognizing between a letter and a word.	The student demonstrates some print awareness using concepts of print. ie identifying parts of a book, directionality, and recognizing between a letter and a word.	The student does not demonstrate print awareness using concepts of print. ie identifying parts of a book, directionality, and recognizing between a letter and a word.
I can read high frequency words from a district approved	K.2Bi K.2Bii	1	2	3	4	4	The student reads 25 or more words from the Life	The student reads 11-24 words from the Life School	The student reads less than 10 words from the

[Back to Top](#)



# LIFE SCHOOL Unit Planning Guide



list.	K.2Biii K.2Biv K.2v					School High-Frequency Words list when shown in isolation or in context.	High-Frequency Words list when shown in isolation or in context.	Life School High-Frequency Words list when shown in isolation or in context.	
<b>Reading</b>									
I can make and confirm predictions using characteristics of text.	K.5C	1	2	3	4	4	The student makes and confirms predictions using characteristics of text with adult assistance.	The student can make some predictions using characteristics of text with adult assistance.	The student does not make predictions using characteristics of text with adult assistance.
I can identify genres and describe characteristics and structures of text	K.5I	1	2	3	4	4	The student identifies genres and describes characteristics and structures of text such as background knowledge, re-reading, using visual cues, and asking questions with adult assistance.	The student identifies some genres and describes some of the characteristics and structures of text with adult assistance.	The student does not identify genres and describe characteristics and structures of text with adult assistance.
I can monitor comprehension and make adjustments using reading strategies when reading grade-level texts.	K.5I K.7A K.7B K.7C K.7D K.8Biii K.8Ciii K.8Diii K.9A	1	2	3	4	4	The student monitors comprehension and makes adjustments using reading strategies when reading grade-level texts by using background knowledge, re-reading, using visual cues, and asking questions.	The student is beginning to monitor comprehension and makes adjustments using reading strategies when reading grade-level texts with adult assistance.	The student does not monitor comprehension and make adjustments using reading strategies when reading grade-level texts with adult assistance.
I can analyze author's purpose through structure and language	K.9B K.9C K.9D K.9E		2	3	4	4	The student consistently analyzes author's purpose through structure and language using point of view, text structures and	The student inconsistently analyzes author's purpose through structure and language using point of view, text structures and	The student does not analyze author's purpose through structure and language using point of view, text



# LIFE SCHOOL Unit Planning Guide



						visualizing meaning.	visualizing meaning.	structures and visualizing meaning.	
I can make inferences about text and provide evidence to support understanding of grade-level texts.	K.5F		2	3	4	4	The student makes inferences about text and provides evidence to support understanding of grade-level texts with adult assistance.	The student is beginning to make inferences about text and provides evidence to support understanding of grade-level texts with adult assistance.	The student does not make inferences about text and provide evidence to support understanding of grade-level texts with adult assistance.
<b>Writing</b>									
I can develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.	K.2E	1	2	3	4	4	The student develops handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.	The student is demonstrating some development in handwriting by forming uppercase and lowercase letters using appropriate directionality	The student does not demonstrate development in handwriting by forming uppercase and lowercase letters using appropriate directionality
I can write in complete sentences using capital letters, and punctuation correctly.	K.10Di K10DVii K10DViii		2	3	4	4	The student writes in complete sentences using capital letters, and punctuation correctly with adult assistance.	The student is beginning to write in complete sentences using capital letters, and punctuation correctly with adult assistance.	The student does not write in complete sentences using capital letters, and punctuation correctly with adult assistance.
I can compose text using the writing process and compose multiple texts that are meaningful.	K.10A K.10B K.10C K.10D K.10E K.11A K.11B	1	2	3	4	4	The student composes text using the writing process and crafts multiple texts that are meaningful with adult assistance.	The student is beginning to compose text using the writing process and craft multiple texts that are meaningful with adult assistance.	The student does not compose text using the writing process and craft multiple texts that are meaningful with adult assistance.



# LIFE SCHOOL Unit Planning Guide



## Oral Language Skills

I can communicate ideas effectively through speaking and discussion.	K.1A K.1B K.1C K.1D K.1E	1 2 3 4 4	The student communicates ideas effectively through speaking and discussion	The student demonstrates some effective communication through speaking and discussion.	The student does not communicate ideas effectively through speaking and discussion.
--	--------------------------------------	-----------------------	--	--	---

## Kindergarten Math

### Kindergarten Math

Learning Goals	Standards Assessed (TEKS)	Nine Weeks Assessed	Nine Weeks Expected to Meet Standard	Assessment of Mastery			
				Meets Grade Level Standard (3)	Approaching Grade Level Standard (2)	Below Grade Level Standard (1)	
<b>Developing an Understanding of Whole Numbers</b>							
I can recite numbers to 100 by ones and tens.	K.5A	1 2 3 4 4	The student can recite numbers to <b>at least 100</b> by ones and tens from <b>any given number</b> .	The student can recite numbers to <b>at least 50</b> by ones and tens beginning <b>at 0</b> .	The student does not recite numbers to <b>at least 50</b> by ones and tens beginning <b>at 0</b> .		
I can count forward and backward to and from 20.	K.2A	1 2 3 4 4	The student can count forward to <b>at least 20</b> and backward from <b>at least 20</b> with and without objects.	The student can count forward to <b>at least 10</b> and backward from <b>at least 10</b> with or without objects.	The student does not count forward to <b>at least 10</b> and backward from <b>at least 10</b> with or without objects.		
I can write and identify numbers to 20.	K.2B	1 2 3 4 4	The student can write and identify all numbers 0 to <b>at least 20</b> with or without objects or pictures when	The student can write and identify all numbers 0 to <b>at least 10</b> with objects or pictures when shown in	The student does not write and identify all numbers 0 to <b>at least 10</b> with objects or pictures when shown in		

[Back to Top](#)



# LIFE SCHOOL Unit Planning Guide



						shown in random order.	order.	order.	
I can represent and count sets of numbers up to 20.	K.2B K.2C	1	2	3	4	4	The student can represent the numbers <b>0-20</b> and accurately count a set of objects to <b>at least 20</b> without teacher support.	The student can represent the numbers <b>0-15</b> and accurately count a set of objects to <b>at least 15</b> with or without teacher support.	The student does not represent the numbers <b>0-10</b> and accurately count a set of objects to <b>at least 10</b> with concrete pictorial models and teacher support.
I can generate a set or number that is one more than, one less than, or equal to a given number up to 20.	K.2E K.2F	1	2	3	4	4	The student can generate a number or a set that is more than, less than, or equal to a given number <b>up to 20</b> using concrete and pictorial models.	The student can generate a number or a set that is more than, less than, or equal to a given number <b>up to 10</b> using concrete and pictorial models or supporting tools such as a number line, hundreds chart, or manipulatives.	The student does not generate a number or a set that is more than, less than, or equal to a given number <b>up to 10</b> using concrete and pictorial models or supporting tools such as a number line, hundreds chart, or manipulatives.
I can compare objects and numbers using comparative language.	K.2G K.2H	1	2	3	4	4	The student can use comparative language to compare sets of objects or two numbers up to <b>at least 20</b> in each set.	The student can use comparative language (greater than, more than, less than, fewer than, equal to, same as) to compare sets of objects or two numbers up to <b>at least 15</b> in each set.	The student does not use comparative language (greater than, more than, less than, fewer than, equal to, same as) to compare sets of objects or two numbers up to <b>at least 15</b> in each set.
I can compose and decompose numbers to at least 10 using objects and pictures.	K.2I	1	2	3	4	4	The student can compose and decompose numbers up to <b>at least 10</b> using objects and pictures.	The student can compose and decompose numbers up to <b>at least 5</b> using objects and pictures.	The student does not compose and decompose numbers up to <b>at least 5</b> using objects and pictures.
<b>Developing an Understanding of Addition and Subtraction</b>									

[Back to Top](#)



# LIFE SCHOOL Unit Planning Guide



I can model addition and solve word problems to find sums and explain my strategies.	K.3A K.3B K.3C	3	4	4	The student can model the act of joining (addition) using objects and pictures for sums <b>up to 10</b> and can explain strategies used to solve the problem, including word problems.	The student can model the act of joining (addition) using objects and pictures for sums <b>up to 5</b> and can explain strategies used to solve the problem with or without teacher support, including word problems.	The student does not model the act of joining (addition) using objects and pictures for sums <b>up to 5</b> .
I can model subtraction and solve word problems to find differences and explain my strategies.	K.3A K.3B K.3C	4	4	4	The student can model the act of separating (subtraction) using objects and pictures for differences <b>up to 10</b> and can explain strategies used to solve the problem, including word problems.	The student can model the act of separating (subtraction) using objects and pictures for differences <b>up to 10</b> and can explain strategies used to solve the problem, including word problems with teacher support, including word problems.	The student does not model the act of separating (subtraction) using objects and pictures for differences <b>up to 10</b> .

## Identifying and Using Attributes of Two-Dimensional Shapes and Three-Dimensional Solids

I can identify, sort, and classify 2-D shapes and 3-D solids.	K.6A K.6B K.6C K.6D K.6E	4	4	4	The student can recognize (point to) or identify (name) basic 2-D shapes (circles, triangle, rectangle, square) and less common shapes (hexagon, trapezoid, rhombus) and basic three-dimensional shapes (cylinder, cone, sphere, cubes) in the real world, including identifying 2-D attributes using informal and formal geometric	The student can recognize (point to) or identify (name) basic 2-D shapes (circles, triangle, rectangle, square) and at least 1 less common shapes (hexagon, trapezoid, rhombus) and basic three-dimensional shapes (cylinder, cone, sphere, cubes) in the real world, including identifying at least one 2-D attribute	The student does not recognize (point to) or identify (name) basic 2-D shapes (circles, triangle, rectangle, square) and at least 1 less common shapes (hexagon, trapezoid, rhombus) and basic three-dimensional shapes (cylinder, cone, sphere, cubes) in the real world, including identifying at least one 2-D attribute
---	--------------------------------------	---	---	---	---	--	---

[Back to Top](#)



# LIFE SCHOOL Unit Planning Guide



						language (size, shape, number of sides).	using informal geometric language (size, shape, number of sides).	using informal geometric language (size, shape, number of sides).
I can compare measurable attributes (length, weight, capacity).	K.7A K.7B		4	4		The student can identify the object in a group of up to 2 objects that has more or less of a common measurable attribute and can describe the difference.	The student can identify the object in a group of up to 2 objects that has more or less of a common measurable attribute but cannot describe the difference.	The student does not identify the object in a group of up to 2 objects that has more or less of a common measurable attribute or cannot order the objects by how many more or less of the specific attribute.

## Data Analysis and Personal Financial Literacy

I can identify coins.	K.4A		3	4	4	The student can correctly identify (name) U.S. coins (penny, nickel, dime, quarter).	The student can correctly identify (name) at least three U.S. coins (penny, nickel, dime, quarter).	The student does not correctly recognize (point to) or identify (name) at least two U.S. coins (penny, nickel, dime, quarter).
I can collect and use data to create graphs.	K.8A K.8B		4	4		The student can collect, sort, and organize data into 2 or 3 categories and use the data to create real-object and picture graphs.	The student can collect, sort, and organize data into 2 or 3 categories.	The student does not collect, sort or organize the data into 2 or 3 categories.

## Kindergarten Science

## Kindergarten Science



# LIFE SCHOOL Unit Planning Guide



Learning Goals	Standards Assessed (TEKS)	Nine Weeks Assessed	Nine Weeks Expected to Meet Standard	Assessment of Mastery		
				Meets Grade Level Standard (3)	Approaching Grade Level Standard (2)	Below Grade Level Standard (1)
<b>Properties of Matter</b>						
I can identify and record observable physical properties of objects, and generate ways to classify objects.	K.6A	1	1	The student identifies and records observable physical properties of objects including shape, color, texture and material. and The student generates ways to classify objects in different ways.	The student identifies and records observable physical properties of objects, and generates ways to classify objects.	The student does not identify and record observable physical properties of objects, and generate ways to classify objects.
<b>Force, Motion, and Forms of Energy</b>						
I can describe and predict how a magnet interacts with various materials and how magnets can be used to push and pull.	K.7A	1	1	The student independently describes and predicts observations about how a magnet interacts with various materials and how magnets can be used to push and pull.	The student collaboratively describes observations about how a magnet interacts with various materials and how magnets can be used to push and pull.	The student does not describe and predict how a magnet interacts with various materials and how magnets can be used to push and pull.
I can communicate and compare the effects of different amounts of light on the appearance of objects and explain that light travels and is blocked by other objects creating shadows.	K.8A K.8B	1	1	The student can independently communicate and compare the effects of different amounts of light on the appearance of objects and explain that light travels and is blocked by other objects creating shadows.	The student can communicate and compare the effects of different amounts of light on the appearance of objects and explain that light travels and is blocked by other objects creating shadows with teacher	The student does not communicate or compare the effects of different amounts of light on the appearance of objects and explain that light travels and is blocked by other objects creating shadow.

[Back to Top](#)



# LIFE SCHOOL Unit Planning Guide



						support.	
<b>Earth and Space</b>							
I can identify, describe, and predict patterns of the day and night and their observable characteristics.	K.9A	2	2	2	The student can independently identify, describe, and predict patterns of day and night and their characteristics.	The student, with teacher support, can identify, describe, and predict, patterns of day and night and their characteristics.	The student does not identify, describe or predict patterns of day and night and their characteristics.
I can observe, describe, and illustrate the Sun, moon, stars and objects in the sky such as clouds.	K.9B	2	2	2	The student can independently observe, describe, and illustrate the Sun, moon, stars and objects in the sky such as clouds.	The student, with teacher support, can observe, describe, and illustrate the Sun, moon, stars and objects in the sky such as clouds.	The student does not observe, describe or illustrate the Sun, moon, stars and objects in the sky such as clouds.
I can describe and classify rocks based on their observable properties including size, shape, color, and texture.	K.11A	2	2	2	The student can observe and generate examples of practical uses for rocks, soil, and water with teacher assistance.	The student can observe but is unable to generate examples of practical uses for rocks, soil, and water.	The student cannot observe and generate examples of practical uses for rocks, soil, and water.
<b>Organisms and Environments</b>							
I can observe and identify the dependence of plants on air, sunlight, water, nutrients in the soil and space in order to survive.	K.12A	3	3	3	The student can observe and identify the dependence of plants on air, sunlight, water, nutrients in the soil, and space in order to survive.	The student can observe but not identify the dependence of plants on air, sunlight, water, nutrients in the soil, and space in order to survive.	The student cannot observe and identify the dependence of plants on air, sunlight, water, nutrients in the soil, and space in order to survive.
I can identify the structures of plants including roots, stems, leaves, flowers, and fruits.	K.13A	3	3	3	The student can identify the structures of plants including roots, stems, leaves, flowers, and fruits.	The student can identify, with teacher assistance, the structures of plants including roots, stems, leaves, flowers, and	The student cannot identify the structures of plants including roots, stems, leaves, flowers, and fruits.

[Back to Top](#)



# LIFE SCHOOL Unit Planning Guide



I can identify the structures of animals that allow them to interact with their environments such as by seeing, hearing, moving, and grasping objects.	K.13B			4	4	The student can identify the structures of animals that allow them to interact with their environments such as seeing, hearing, moving, and grasping objects.	The student can identify with teacher assistance the structures of animals that allow them to interact with their environments such as seeing, hearing, moving, and grasping objects.
I can identify and record the changes from seed, seedling, plant, flower and fruit in a simple plant life cycle.	K.13C			4	4	The student can identify and record the changes from seed, seedling, plant, flower, and fruit in a simple plant life cycle.	The student does not identify and record the changes from seed, seedling, plant, flower, and fruit in a simple plant life cycle.

## Kindergarten Social Studies

## Kindergarten Social Studies

Kindergarten Social Studies						
Learning Goals	Standards Assessed (TEKS)	Nine Weeks Assessed	Nine Weeks Expected to Meet Standard	Assessment of Mastery		
				Meets Grade Level Standard (3)	Approaching Grade Level Standard (2)	Below Grade Level Standard (1)
<b>Government</b>						
I can identify authority figures in the home, school, and community and explain how these figures enforce rules.	K.8A K.8B	1	1	The student can independently identify authority figures in the home, school, and community and explain how	The student can identify authority figures in the home, school, and community and explain how these figures enforce	The student cannot identify authority figures in the home, school, and community and explain how these figures enforce rules.

[Back to Top](#)



# LIFE SCHOOL Unit Planning Guide



						these figures enforce rules.	rules only with teacher support.	
<b>Citizenship</b>								
I can participate in voting as a method for group decision making.	K.9C		2		2	The student independently participates in voting as a method for group decision making.	The student participates in voting as a method for group decision making only with teacher support.	The student does not participate in voting as a method for group decision making.
<b>History</b>								
I can demonstrate a commitment to the United States by identifying patriotic holidays such as Constitution Day and the customs associated with these holidays.	K.1A K.1B		1		1	The student can demonstrate a commitment to the United States by identifying patriotic holidays such as Constitution Day and the customs associated with these holidays.	The student can demonstrate a commitment to the United States by identifying patriotic holidays such as Constitution Day but cannot identify customs associated with these holidays.	The student does not demonstrate a commitment to the United States by identifying patriotic holidays such as Constitution Day and the customs associated with these holidays.
<b>Culture</b>								
I can compare and contrast people's customs and traditions.	K.10A K.11A K.11B		2		2	The student can compare people's customs and traditions.	The student can compare people's customs or traditions.	The student cannot compare people's customs and traditions.
<b>Geography</b>								
I can locate places using tools such as maps and globes and can describe these places using spatial vocabulary.	K.3A K.3B K.3C		3		3	The student can locate places using tools such as maps and globes and can describe these places using spatial vocabulary.	The student can locate places using tools such as maps and globes or can describe these places using spatial vocabulary.	The student cannot locate places using tools such as maps and globes and cannot describe these places using spatial vocabulary.

[Back to Top](#)



# LIFE SCHOOL Unit Planning Guide



I can identify physical characteristics of geographic locations and explain how these characteristics affect people's way of life.	K.4A K.4B		3	3	The student can independently identify physical characteristics of geographic locations and explain how these characteristics affect people's way of life.	The student can identify physical characteristics of geographic locations and explain how these characteristics affect people's way of life only with teacher support.	The student cannot independently identify physical characteristics of geographic locations and explain how these characteristics affect people's way of life.
<b>Social Studies Skills</b>							
I can put historical events in chronological order using vocabulary related to time.	K.14A K.14B		3	3	The student can independently put historical events in chronological order using vocabulary related to time.	The student can put historical events in chronological order and use vocabulary related to time only with teacher support.	The student cannot put historical events in chronological order and cannot use vocabulary related to time.
<b>Economics</b>							
I can explain the difference between wants and needs and can identify types of jobs that help provide for wants and needs.	K.5B K.6A K.6B		4	4	The student can independently explain the difference between wants and needs and can identify types of jobs that help provide for wants and needs.	The student can explain the difference between wants and needs and can identify types of jobs that help provide for wants and needs only with teacher support.	The student cannot explain the difference between wants and needs and cannot identify types of jobs that help provide for wants and needs.

## Useful Documents

[Reading Language Arts](#)[Math](#)[Science](#)[Social Studies](#)



# LIFE SCHOOL Unit Planning Guide

2025-2026 Curriculum Calendar						
Kindergarten RLA SAVVAS Units						
Testing						
Unit 1 Going Places What makes a place special?						
Unit 2 Living Together What do living things need?						
Unit 3 Tell Me a Story Why do we like stories?						
Unit 4 Then and Now What can we learn from the past?						
Unit 5 Outside My Door What can we learn from the weather?						
Students/Staff Holiday Student Holiday/Developmental All Student Early Release/Staff Development Begin/End Grading Cycle Elementary Parent Conference School and Weather Days Intercession Day						
August 2025						
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
September 2025						
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1
2						
October 2025						
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1
2						
November 2025						
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1
2						
December 2025						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3
4						
January 2026						
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1
2						
February 2026						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4
5						
March 2026						
6	7	8	9	10	11	12
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3
4						
April 2026						
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1
2						
May 2026						
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6
7						
Total Date Range						
Sabots	9/12/25-9/18/25					
Dibots	1/3/26-1/2/26					
Dibots	4/13/26-4/20/26					

## Year-at-a-Glance (YAG)

## Year-at-a-Glance (YAG)

## Year-at-a-Glance (YAG)

## Year-at-a-Glance (YAG)

## Curriculum Planning Guide (CPG)

Page	What will students learn? (mention number/level) and 1 using a number and an anchor chart	Materials Needed
Day 1 M: number	<b>Activity</b> 1 Engage/Explore  <b>SPP: Food and Color Numbers 0</b> Print page 8 on the page with zero in the square. Students find and color the corresponding number each time it appears on the page.	<b>Food and Color Numbers 0</b>
1 Explain	<b>Creating MANCHOR Charts - Chart: Circle Charts</b> Print page 9 on the page with the chart. Place the chart with the number and each piece that represents the number. Students count the number in the chart. Ask a volunteer to come to the pocket chart and find a piece that shows the number. What is the number? (If it doesn't go on the chart, ask the student to place it in the pocket chart.) Then ask the student to find the matching number terms both by the chart, by the chart, by each, more, and most.	Another chart paper with 0 in the middle Pencil Pushpins to hold pieces Chart: Circle Charts 0
1 Elaborate	<b>SPP: Food and Color Numbers</b> Print page 10 on the page. Students find and color each time it appears on the page.	<b>Food and Color Numbers 1</b>
1 Explain	<b>Handwriting 1 - Chart: Circle Charts</b> Print out page 11 on the page for each student. Place the large number in the middle of your pocket chart. Create the chart with the number and each piece that represents the number. Place the pieces to 2 numbers in a pocket chart. (0-2) Students count the number. Ask a volunteer to come to the pocket chart and find a piece that shows the number. What is the number? (If it doesn't go on the chart, ask the student to place it in the pocket chart.) Then ask the student to find the matching number terms both by the chart, by the chart, by each, more, and most.	Another chart paper with 1 in the middle Pencil Pushpins to hold pieces <b>Chart: Circle Charts 1</b>
1 Explain	<b>Handwriting 0 - Chart: Circle Charts</b> Print out page 12 on the page for each student. Use Dr. Seuss's name formation book. <b>Chart and Write 0 - Jean</b> Students will use the chart to find the letters in their name. Students can use dry erase boards, felt tip pens, permanent markers. Students can then practice reading by tracing and writing the name on their own chart.	<b>Handwriting 0 - Jean</b> Handwriting 0 - Jean (also available on the website for download)
1 Elaborate	<b>Number Booklet Student Page</b> Print off and Page with 1 on the page. This page can be used in small groups to provide support and reinforcement. For students who need help identifying numbers and one-to-one correspondence, you can write them in each box. For students who need help identifying numbers and one-to-one correspondence, you can write the numbers on the lines. Students can use pencils, crayons, drawings, etc. to show how many.	Activity 1 - <b>Number Booklet Student Page</b> Number Booklet Student Page (also available on the website for download)
1 Evaluate/Assess	<b>K.W.L</b>  <b>What did you learn in a day? What have you learned from it as high as you can get? Record the number.</b>	Observation recording sheet K.W.L. (also available on the website for download)

Engage	Explore/Explain/Elicitate	Evaluate
<p><b>Unit 3 Day 3</b>  <b>ENGAGE Circle Time (Assessing Prior Knowledge)</b></p> <p>In this activity, students will discuss what they think the light bulb will do when the flashlight shines on it (different object).</p> <p>1. Ask students the following question:  <b>What do you think will happen when the flashlight is held up to the light bulb?</b> <i>We are going to find out with our eyes.</i></p> <p>2. Up the guess of the students, the can, and the bulb. Ask them to explain their reasoning. <i>Everyone's Story</i> Tell students they are going to use light blocking glasses to see what EL, Hanan, and Dina can see when the flashlight is shined on each object.</p> <p>3. Ask students what they think they will see when the flashlight is shined on each object.</p> <p>Allow students to discuss while shining the light on each object, and those students who happen to what the will be shined on each object.</p>	<p><b>Unit 3 EXPLORATION/EXPLAIN</b></p> <p><b>Lesson 1: Day 1</b>  <b>I Can't See! Can't See!</b></p> <p>Students will use light blocking glasses. Lead students to understanding with the following questions. Allow time for each student to discuss with a shoulder partner before discussing with the whole class.</p> <p>4. Ask students to explain what they see. <i>Everyone's Story</i> Tell students they are going to use light blocking glasses to see what EL, Hanan, and Dina can see when the flashlight is shined on each object.</p> <p>5. Tell the students they will be wearing light blocking glasses. Ask: Who can tell me why we need to talk about safety when we are using light blocking glasses?</p> <p>3. Students will be provided with light blocking glasses to explore what they see when glasses are on. Place students in pairs. Ask them to discuss what they see when they put light blocking glasses on. <i>Everyone's Story</i> Students will glue a piece of black construction paper over the toy they would not be able to see when wearing light blocking glasses. <i>They took over the world</i> to complete the sentence. <i>"We need to..."</i></p> <p>Today's word: <b>Light</b> (Show the video!)</p> <p><b>Lesson 2: Day 2</b>  <b>Light and Dark</b>  <b>Light/Matter</b></p> <p>Students will use sorting mats to sort items into two groups based on whether or not they are light sources.</p> <p>Show students the <i>Light and Dark</i> activity. <i>Everyone's Story</i> For today, Place students in pairs. Distribute a light sources Sorting Mat and a</p>	<p><b>Unit 3 EVALUATE</b></p> <p><b>Option 1 Light</b></p> <p>Students will use object cards to determine how light travels through some objects and is blocked by others, creating shadows.</p> <p><b>Option 2 Can Evidence</b></p> <p>Students will construct and support an argument that light travels in straight lines through some objects and is blocked by others, creating shadows.</p>

<b>Lesson Plan</b>	<b>Introduction for the Teacher</b>
This convert book provides multiple opportunities to increase children's skills levels in at academic areas. The engaging illustrations are built to share learning activities that are fun and easy to use. The book is designed to be a valuable tool for an instructional level that early and emergent readers will comprehend and can begin to use. Reading is a skill that is used every day. Reading is a vital life skill that will bring knowledge and enjoyment to everyone.	
<b>Before Reading</b>	
Before you begin reading, take the time to preview the title and opening spread on about page 10. Ask the children to notice the title and the author's name. If they need assistance, they must look carefully at the words and focus on what the letters are telling them? Then, ask the children to look at the opening spread and notice the title, the author's name, the first word, and look at the first few words of the book. Remind them that the first right page is the title page. Ask the children to read the title and the author's name. Then, read the first few lines through the print from the title page to the first few lines of the first page.	
1. Introduce the book and ask children to share what they already know about the topic. Ask children how the cover information gives them the title of the book. Ask the children to look at the title page and the title of the book. Ask the children to repeat the title as you point to the words. Children can practice reading the title page and the title of the book. Ask the children to read the title of the book. Review the purpose of a book's title.	
2. Ask the children to look at the first few lines of the book. Ask the children to read the first few lines and then ask them to repeat the lines. Ask the children to read the first few lines again and tell about the author's name.	
3. Ask the children to count the number of words in the title. As children read the title, ask them to point to each word. Ask the children to read the title, then ask the point to each word, then, counting the number of words.	
4. Select individual words from the title and have children count the number of letters in each word. Ask the children to read the title and then ask them how many syllables are in each word.	
5. Ask the children to read the title again and then read the with the class.	
6. Point to the name and front and back covers of the book. Read the title on the front cover. Ask the children to read the title on the back cover of the book.	
7. Ask children to identify the opening page of the book, letting them that this book is a work of non-fiction. Explain that non-fiction books, ask children to turn to the first page of the book.	
8. Ask children to read the title again at their own pace and then read the page.	
9. Encourage children to read the title again at their own pace and then read the page.	

[Back to Top](#)