

# Oral Language Block with Content Integration

2014-15



CANYONS  
School District



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## Oral Language Block with Content Integration Canyons School District

Content Integration inside the Oral Language Block is an opportunity for students to plan, carry out, and review learning. Reading Street, enVision Math, Science and Social Studies can be a vehicle for materials that support building academic and content specific language during the Oral Language Block. Intentionally planning to add reading, math, science and social studies materials will generate student inquiry and interest. It is the use of purposeful planning that will enable students to build language when teachers; (1) demonstrate how to use the material, (2) use a guiding statement or challenge, *“I wonder . . .”* (3) make the material mysterious, *“There are new materials at the \_\_\_\_\_ area today.”* (4) Build novelty or hype around the material, *“The most amazing \_\_\_\_\_ is in the \_\_\_\_\_ area today.”*

Intentionally building expectations around the Oral Language Block materials can be built throughout the day by “dropping seed statements” during whole group curriculum instruction and planning time. For example: *“Today we are all going to get into our airplanes. We are flying to the Antarctic. I am wondering what you will see when you get there. I know that penguins are there and they eat fish so fish will be there. I know it is cold so there will be a lot of snow. I wonder where we will stay. I wonder what it will look like. You may want to pretend that you are in the Antarctic today...so I put some things out that you may want to use to create things to make our class look like we have landed our plane in the ice and snow.”*

When planning for Content Integration in the Oral Language Block, teachers should refer to the Language Arts, Math, Science and Social Studies core curriculum and consider using the materials provided by the core programs. Materials are adjusted based on student need. Examples of materials for each Oral Language Block Area are provided in the Content Integration Map. A planning template for specificity with materials for customization at the school site is provided inside the map. Grade level teams could utilize this planning template for intentional, purposeful planning for the 6 weeks of core content.

## General Instructions

### Pacing

This curriculum map provides guidance for intertwining the Utah Core Standards for Social Studies and Science with the Reading Street content. Following the map will allow students to access all core standards by the end of the year. To support students' mastery of the standards, a scope and sequence was developed to address content areas. Attending to these standards will allow teachers to focus instruction for the given unit and better assess students' understanding of each standard.

### Units

The scope and sequence was correlated to the Reading Street Unit Theme and Question where applicable. There are six units that are to be covered over the course of the school year. Each unit represents six weeks of instruction. In most cases, there are science and social studies standards that are taught in each unit.

### Content Integration Instruction

During the Science and Social Studies content integration block, students will have the opportunity to learn about and experience science and social studies as directed by the Utah State Core curriculum. "Elementary school students learn science and social studies best when; they are involved in first-hand exploration and investigation and inquiry/process skills are nurtured, instruction builds directly on the student's conceptual framework, and when mathematics and communication skills are an integral part of instruction."

The Content integration time in the ELA Block deals with integration of science and social studies content to understand key concepts, principles, generalizations, and theories through the integration of the English Language Arts Standards. The Utah Core states: "By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success."

Optimally, this portion of the day involves students reading, writing, listening and speaking about the topics they are learning about in science and social studies instruction time. Teachers can use this time to provide background knowledge and learning activities to prepare their students for their Science/Social Studies instruction. Ideas and resources for integration can be found in your Content Integration Map.

### Scheduling Suggestions

Ideally, the Science and Social Studies block will be schedule back-to-back with the Content Integration time in the ELA block for a fluid flow from building background knowledge in the ELA block to the experiential learning in the Science and Social Studies block.

### Suggested Unit Resources

The resources listed in the maps come mainly from the Utah State Office of Education and are created by Utah teachers.

**Kindergarten Oral Language Block: Content Integration  
Year-at-a-Glance**

<b>RS Big Idea</b>	<b>Unit 1: All Together Now</b>	<b>Unit 2: Look At Us!</b>	<b>Unit 3: Changes All Around Us</b>	<b>Unit 4: Let's Go Exploring</b>	<b>Unit 5: Going Places</b>	<b>Unit 6: Putting It Together</b>
<b>RS Big Question</b>	How do we live, work, and play together	How are animals and plants unique?	How do changes affect us?	Where will our adventures take us?	How do people and things get from here to there?	What are different ways of building?
<b>EnVision 2012 Topic</b>	<b>Topic:</b> One to Five <b>Topic:</b> Comparing and Ordering 0 to 5 <b>Topic:</b> Six to Ten	<b>Topic:</b> Comparing Numbers 0 to 10 <b>Topic:</b> Numbers to 20 <b>Topic:</b> Numbers to 100	<b>Topic:</b> Understanding Addition <b>Topic:</b> Understanding Subtraction	<b>Topic:</b> Composing & Decomposing Numbers to 10 <b>Topic:</b> Composing Numbers 11 to 19	<b>Topic:</b> Measurement <b>Topic:</b> Sorting, Classifying, Counting, and Categorizing Data	<b>Topic:</b> Identifying and Describing Shapes <b>Topic:</b> Position and Location of Shapes <b>Topic:</b> Analyzing, Composing, and Comparing Shapes
<b>Science Core</b>	N/A	<b>Standard 1 The Processes, Communication, and Nature of Science</b> <b>Objective 1:</b> Generating Evidence: Using the processes of scientific investigation <b>Standard 4: Life Science</b> <b>Objective 1:</b> Investigate living things. <b>Objective 2:</b> Describe the parts of living things. <b>Standard 2: Earth &amp; Space</b> <b>Objective 1:</b> Investigate non-living things.	<b>Standard 1 The Processes, Communication, and Nature of Science</b> <b>Objective 1:</b> Generating Evidence: Using the processes of scientific investigation <b>Standard 3: Physical Science</b> <b>Objective 1:</b> Identify how non-living things move. <b>Objective 2:</b> Describe parts of non-living things	N/A	N/A	<b>Standard 1 The Processes, Communication, and Nature of Science</b> <b>Objective 1:</b> Generating Evidence: Using the processes of scientific investigation <b>Standard 2: Earth &amp; Space Science</b> <b>Objective 2:</b> Observe and describe changes in day and night. <b>Objective 3:</b> Compare changes in weather over time.
<b>Social Studies Core</b>	<b>Standard 1: Students will recognize and describe how individuals and families are both similar and different.</b> <b>Objective 2:</b> Recognize and describe how families have both similar and different. <b>Standard 2: Students will recognize their roles and responsibilities of being a good citizen.</b> <b>Objective 1:</b> Demonstrate appropriate ways to behave in different settings.	N/A	<b>Standard 1: Students will recognize and describe how individuals and families are both similar and different.</b> <b>Objective 1:</b> Identify how individuals are similar and different.	<b>Standard 2: Students will recognize their roles and responsibilities of being a good citizen.</b> <b>Objective 3:</b> Investigate and explain how symbols and songs unite families and classmates.	<b>Standard 2: Students will recognize their roles and responsibilities of being a good citizen.</b> <b>Objective 2:</b> Identify and demonstrate safe practices in the home and classroom. <b>Standard 4: Students can explain how humans meet their needs in many ways.</b> <b>Objective 1:</b> Recognize that people have basic needs (food, shelter, and clothing) and wants (toys, games, treats). <b>Objective 2:</b> Explain that people have jobs and earn money to meet their needs.	<b>Standard 3: Students will use geographic terms and tools.</b> <b>Objective 1:</b> Identify geographic terms that describe their surroundings. <b>Objective 2:</b> Describe the purpose of a map or globe.

**Kindergarten Oral Language Block: Content Integration  
Suggested Unit 1**

RS Big Idea	Unit 1: All Together Now	Suggested	
		Scaffolding Child/Child Interactions	Oral Language Block: Intentional Integration of Materials
Big Question	How do we live, work and play together?	Sentence Frame(s): I can _____ my _____ to school. <i>LA Conventions</i>	House Area Materials: House Area materials, pots, pans, dishes, phones, play food, towels, babies, blankets, bottles, etc. Dramatic play: chairs to make a school bus or other modes or transportation to get to school.
EnVision 2012 Topic	Topic: One to Five Topic: Comparing and Ordering 0 to 5	Sentence Frame(s): I have _____ yellow cubes. I have _____ green cubes. <i>K Math Map: Comparing and Ordering 0 to 5</i>	Block Area Materials: Blocks, cars, buses, trains other ways to get to school. Legos or unifix cubes to make other modes of transportation.
Science Core	NA	NA	Book Area Materials: Reading Street big book (Little School Bus), Sing with Me Talk With Me Chart, ELL Poster, expository texts about: transportation, school, counting, clipboards.
Social Studies Core	<b>Standard 1: Students will recognize and describe how individuals and families are both similar and different.</b> <i>Objective 2:</i> Recognize and describe how families have both similar and different. <b>Standard 2: Students will recognize their roles and responsibilities of being a good citizen.</b> <i>Objective 1:</i> Demonstrate appropriate ways to behave in different settings.	Sentence Frame(s): I have _____ people in my family. _____ has _____ people in their family. Word Bank: rules, routine, respect, family, similar, different	Art Area Materials: play dough, paper plates, newspaper, magazines, tape, paper, pencils, glue, popsicle sticks, stamps, markers, string, yarn, scissors, egg cartons, cardboard, glitter, buttons, tape, staplers
Additional Resources	<i>Reading Street Language Arts: Extend Your Day!</i>		

**Kindergarten Oral Language Block: Content Integration  
Unit 1 Planning Template**

RS Big Idea	Unit 1: All Together Now	Suggested		
		Scaffolding Child/Child Interactions	Oral Language Block: Intentional Integration of Materials	
Big Question	How do we live, work and play together?	Sentence Frame(s):	<u>House Area</u> Materials:	<u>Block Area</u> Materials:
EnVision 2012 Topic	Topic: One to Five Topic: Comparing and Ordering 0 to 5	Sentence Frame(s):		
Science Core	N/A	N/A	<u>Book Area</u> Materials:	<u>Math Area</u> Materials:
Social Studies Core	<p><b>Standard 1: Students will recognize and describe how individuals and families are both similar and different.</b> Objective 2: Recognize and describe how families have both similar and different.</p> <p><b>Standard 2: Students will recognize their roles and responsibilities of being a good citizen.</b> Objective 1: Demonstrate appropriate ways to behave in different settings.</p>	Sentence Frame(s):	<u>Art Area</u> Materials:	<u>Writing Area</u> Materials:
Additional Resources	<i>Reading Street Language Arts: Extend Your Day!</i>			

**Kindergarten Oral Language Block: Content Integration  
Suggested Unit 2**

RS Big Idea	Unit 2: Look at Us!	Suggested	
		Scaffolding Child/Child Interactions	Oral Language Block: Intentional Integration of Materials
Big Question	How are animals and plants unique	Sentence Frame(s): Some plants have _____. A _____ lives in a _____. <i>LA Writing</i>	House Area and/or Flower Shop Materials: pots, pans, dishes, phones, play food, towels, babies, blankets, bottles, vases, flowers notepads, register, index cards, clipboards, flower shop sign, dress-up
EnVision 2012 Topic	Topic: Comparing numbers 0-10 Topic: Numbers to 20 Topic: Numbers to 100	Sentence Frame(s): _____ pennies (manipulative) are in my _____. (Pocket, sack) <i>K Math Map: Comparing numbers 0-10</i>	Block Area Materials: recycled boxes, blocks, Legos, boxes, cups, tubes, wiki sticks
Science Core	<b>Standard 1: The Processes, Communication, and Nature of Science</b> Objective 1: Generating Evidence: Using the process of scientific investigation. <b>Standard 4: Life Science</b> Objective 1: Investigate living things. Objective 2: Describe the parts of living things. <b>Standard 2: Earth &amp; Space Science</b> Objective 1: Investigate non-living things	Sentence Frame(s): _____ are my favorite flowers. A _____ is a _____ (non-living) thing.  Word Bank: Living, non-living, change, grow	Book Area Materials: Reading Street big book (Flowers) Sing with Me Talk with Me Chart, ELL Poster, expository texts about animals, school, counting, living/non-living things, clipboards, paper, pencils.
Social Studies Core	N/A	N/A	Math Area Materials: Ten-frame map, unifix cubes, counting bears, beans, cereal, students have access to manipulatives to count from 0-20
Additional Resources	<i>Reading Street Language Arts: Extend Your Day!</i> <a href="http://csdcontentintegration.wikispaces.com/Kindergarten+Teacher+Created+Content+Lessons">http://csdcontentintegration.wikispaces.com/Kindergarten+Teacher+Created+Content+Lessons</a>		

**Kindergarten Oral Language Block: Content Integration  
Unit 2 Planning Template**

RS Big Idea	Unit 2: Look at Us!	Suggested		
		Scaffolding Child/Child Interactions	Oral Language Block: Intentional Integration of Materials	
Big Question	How are animals and plants unique	Sentence Frame(s):	House Area and/or Flower Shop Materials:	Block Area Materials:
EnVision 2012 Topic	Topic: Comparing numbers 0-10 Topic: Numbers to 20 Topic: Numbers to 100	Sentence Frame(s):		
Science Core	<b>Standard 1: The Processes, Communication, and Nature of Science</b> Objective 1: Generating Evidence: Using the process of scientific investigation. <b>Standard 4: Life Science</b> Objective 1: Investigate living things. Objective 2: Describe the parts of living things. <b>Standard 2: Earth &amp; Space Science</b> Objective 1: Investigate non-living things	Sentence Frame(s):	Book Area Materials:	Math Area Materials:
Social Studies Core	N/A	N/A	Art Area Materials:	Writing Area Materials:
Additional Resources	<i>Reading Street Language Arts: Extend Your Day!</i> <a href="http://csdcontentintegration.wikispaces.com/Kindergarten+Teacher+Created+Content+Lessons">http://csdcontentintegration.wikispaces.com/Kindergarten+Teacher+Created+Content+Lessons</a>			

**Kindergarten Oral Language Block: Content Integration  
Suggested Unit 3**

RS Big Idea	Unit 3: Let's Go Exploring!	Suggested		
		Scaffolding Child/Child Interactions	Oral Language Block: Intentional Integration of Materials	
<b>Big Question</b>	<b>How do changes affect us?</b>	Sentence Frame(s): Today I will ____ and tomorrow I will _____.	House Area & or Science Area: Materials: Baby dolls, dress-ups, career dress-ups (policeman, post office, suit, nurse, doctor)	Block Area: Materials: Cars, blocks, train, people, animals, boxes, Legos, foam blocks
<b>EnVision 2012 Topic</b>	<b>Topic: Understanding addition Topic: Understanding Subtraction</b>	Sentence Frame(s): I have ____, you have _____, and we have ____.  There are ____ marbles in the jar. I took out _____. How many marbles are in the jar? <i>K Math Map: Understanding Subtraction</i>	Pots, pans, dishes, phones, play food, towels babies, blankets, bottles	
<b>Science Core</b>	<b>Standard 1 The Processes, Communication, and Nature of Science</b> Objective 1: Generating Evidence: Using the processes of scientific investigation. <b>Standard 3 Physical Science</b> <i>Objective 1:</i> Identify how non-living things move. <i>Objective 2:</i> Describe parts of non-living things.	Sentence Frame(s): This rock is _____. My rock can move if _____. Word Bank: hard, smooth, rough shiny, flat	Book Area: Materials: Big book, Sing with Me Talk with Me, ELL poster, clipboards, expository texts about addition, subtraction, families, animals, rocks	Math Area: Materials: Unifix cubes, egg cartons, working mat, marbles, cereal, counting bears, 5 frame, 10 frame, and number lines, sectioned paper plates for groups
<b>Social Studies Core</b>	<b>Standard 1:</b> Students will recognize and describe how individuals and families are both similar and different. <i>Objective 1:</i> Identify how individuals are similar and different.	Sentence Frame(s): When I was a baby I _____, now that I am older I _____.  When I am older I will be able to _____.	Art Area: Materials: Paper, clipboards, tape, markers, crayons, scissors, yarn, string, egg cartons, cardboard, sticks, tongue depressors, rocks, plastic and real leaves	Writing Area: Materials: golf pencils, paper, clipboards, paper, markers, envelopes, cards, stamps, Word Bank: Names of classmates, older, younger, number words, today, tomorrow, hard, shiny, flat
<b>Additional Resources:</b>	<i>Reading Street Language Arts: Extend Your Day!</i> <a href="http://csdcontentintegration.wikispaces.com/Kindergarten+Teacher+Created+Content+Lessons">http://csdcontentintegration.wikispaces.com/Kindergarten+Teacher+Created+Content+Lessons</a>			

## Kindergarten Oral Language Block: Content Integration

Unit 3 Planning Template				
RS Big Idea	Unit 3: Let's Go Exploring!	Scaffolding Child/Child Interactions	Suggested Oral Language Block: Intentional Integration of Materials	
<b>Big Question</b>	<b>How do changes affect us?</b>	Sentence Frame(s):	<u>House Area:</u> Materials:	<u>Block Area:</u> Materials:
<b>EnVision 2012 Topic</b>	<b>Topic: Understanding addition</b> <b>Topic: Understanding Subtraction</b>	Sentence Frame(s):		
<b>Science Core</b>	<b>Standard 1 The Processes, Communication, and Nature of Science</b> Objective 1: Generating Evidence: Using the processes of scientific investigation. <b>Standard 3 Physical Science</b> <i>Objective 1:</i> Identify how non-living things move. <i>Objective 2:</i> Describe parts of non-living things.	Sentence Frame(s):	<u>Book Area:</u> Materials:	<u>Math Area:</u> Materials:
<b>Social Studies Core</b>	<b>Standard 1:</b> Students will recognize and describe how individuals and families are both similar and different. <i>Objective 1:</i> Identify how individuals are similar and different.	Sentence Frame(s):	<u>Art Area:</u> Materials:	<u>Writing Area:</u> Materials:
<b>Additional Resources:</b>	<b>Reading Street Language Arts: Extend Your Day!</b> <a href="http://csdcontentintegration.wikispaces.com/Kindergarten+Teacher+Created+Content+Lessons">http://csdcontentintegration.wikispaces.com/Kindergarten+Teacher+Created+Content+Lessons</a>			

**Kindergarten Oral Language Block: Content Integration  
Suggested Unit 4**

RS Big Idea	Unit 4: Going Places	Suggested	
		Scaffolding Child/Child Interactions	Oral Language Block: Intentional Integration of Materials
<b>Big Question</b>	<b>Where will our adventures take us?</b>	Sentence Frame(s): On my adventure my _____ ( <i>animal</i> ) meets _____.	<u>House Area:</u> Materials: Stop and Go signs, chairs or materials for dramatic play: a parade, 4 <sup>th</sup> of July Party, or any other adventure that children are interested in. Pots, pans, dishes, phones, play food, towels babies, blankets, baby bottles, empty food boxes
<b>EnVision 2012 Topic</b>	<b>Topic:</b> Composing & Decomposing Numbers to 10 <b>Topic:</b> Composing Numbers 11 to 19	Sentence Frame(s): ____ + ____ = 7 or ____ + ____ = 7 or 7 = ____ + ____ <i>Math Map: Composing and Decomposing Numbers to 10</i>	<u>Block Area:</u> Materials: Stop and Go signs, symbols, blocks, Legos, big boxes for floats or parades, etc. materials for adventures.
<b>Science Core</b>	N/A	N/A	<u>Book Area:</u> Materials: Big book, Sing with Me Talk with Me, ELL poster, clipboards, expository texts about adventures, composing/decomposing numbers, symbols, good citizenship. <u>Math Area:</u> Materials: Mats with sentence frames, ten frames, manipulatives, paper, stamps, stickers, number lines
<b>Social Studies Core</b>	<b>Standard 2:</b> Students will recognize their roles and responsibilities of being a good citizen. <i>Objective 3:</i> Investigate and explain how symbols and songs unite families and classmates.	Sentence Frame(s): _____ is a hero because _____.  Word Bank: family, mascot, symbol, citizen, hero	<u>Art Area:</u> Materials: magazines, large sheets of paper, pencils, crayons, red, white, and blue paints, stars, stickers, glue, tape, popsicle sticks, beautiful junk, stamps, markers, string, yarn, scissors, egg cartons, cardboard, glitter, buttons, tape of all kinds, staplers <u>Writing Area:</u> Materials: golf pencils, paper, clip boards, markers, crayons, paper, stickers, cards, envelopes  Word Bank: number words, adventure, family, hero, parade
<b>Additional Resources:</b>	<i>Reading Street Language Arts: Extend Your Day!</i> <a href="http://csdcontentintegration.wikispaces.com/Kindergarten+Teacher+Created+Content+Lessons">http://csdcontentintegration.wikispaces.com/Kindergarten+Teacher+Created+Content+Lessons</a>		

**Kindergarten Oral Language Block: Content Integration  
Unit 4 Planning Template**

RS Big Idea	Unit 4: Going Places	Suggested		
		Scaffolding Child/Child Interactions	Oral Language Block: Intentional Integration of Materials	
Big Question	Where will our adventures take us?	Sentence Frame(s):	House Area: Materials:	Block Area: Materials:
EnVision 2012 Topic	Topic: Composing & Decomposing Numbers to 10 Topic: Composing Numbers 11 to 19	Sentence Frame(s):		
Science Core	N/A	N/A	Book Area: Materials:	Math Art: Materials:
Social Studies Core	<b>Standard 2:</b> Students will recognize their roles and responsibilities of being a good citizen. <i>Objective 3:</i> Investigate and explain how symbols and songs unite families and classmates.	Sentence Frame(s):	Art Area: Materials:	Writing Area: Materials:
Additional Resources:	<i>Reading Street Language Arts: Extend Your Day!</i> <a href="http://csdcontentintegration.wikispaces.com/Kindergarten+Teacher+Created+Content+Lessons">http://csdcontentintegration.wikispaces.com/Kindergarten+Teacher+Created+Content+Lessons</a>			

**Kindergarten Oral Language Block: Content Integration  
Suggested Unit 5**

RS Big Idea	Unit 5: Changes All Around Us!	Suggested	
		Scaffolding Child/Child Interactions	Oral Language Block: Intentional Integration of Materials
Big Question	How do people and things get from here to there?	Sentence Frame(s): A _____ takes me to (the) _____. <i>LA Writing</i>	<u>House Area &amp;/or Office for Community Workers:</u> Materials: stuffed animals, dress-ups, dramatic play items to support travel theme such as chairs to create transportation vehicles, suitcases, backpacks, ongoing house materials, paper, pencils, for making lists, vet kit, doctor kit, worker dress-ups, cash register & money  <u>Block Area:</u> Materials: attribute blocks, blocks, 2-D and 3-D blocks, boxes of all shapes, cups, tubes, unifix cubes, cars, airplanes, boats, cars, trains, buses, materials to make shelters
EnVision 2012 Topic	<b>Topic:</b> Measurement <b>Topic:</b> Sorting, Classifying, Counting, and Categorizing Data	Sentence Frame(s): There are _____ cubes in this group and _____ in that group. <i>Math Map: Sorting, Classifying, Counting, and Categorizing Data</i>	
Science Core	N/A	N/A	<u>Book Area:</u> Materials: Big book, Sing with Me Talk with Me, ELL poster, clipboards, expository texts about adventures, expository books about transportation, measurement, classification, community workers  <u>Math Area:</u> Materials: scale, tape measures, rulers, yard sticks, sectioned paper plates, three column paper, 2-D, and 3-D shapes, attribute blocks, paper, clipboards pencils, tape
Social Studies Core	<b>Standard 2:</b> Students will recognize their roles and responsibilities of being a good citizen. <i>Objective 2:</i> Identify and demonstrate safe practices in the home and classroom. <b>Standard 4:</b> Students can explain how humans meet their needs in many ways. <i>Objective 1:</i> Recognize that people have basic needs (food, shelter, and clothing) and wants (toys, games, treats). <i>Objective 2:</i> Explain that people have jobs and earn money to meet their needs.	Sentence Frame(s)  A _____ worker does _____ and earns money for their work.  Word Bank: responsibility, friend, family, job, money, earn, shelter	<u>Art Area:</u> Materials: paper, pencils, open-ended materials, glue, tape, popsicle sticks, stamps, markers, string, yarn, scissors, dye cuts: transportation clothing, food, shelter, egg cartons, cardboard, glitter, buttons, tape of all kinds, staplers, pipe cleaners  <u>Writing Area:</u> Materials: golf pencils, paper, clipboards, markers, crayons, paper, stickers, cards, envelopes  Word Bank: car, truck, train, boat, airplane, bike, grandma's, school, library, clothing words, food words, shelter words
Additional Resources:	<i>Reading Street Language Arts: Extend Your Day!</i> <a href="http://csdcontentintegration.wikispaces.com/Kindergarten+Teacher+Created+Content+Lessons">http://csdcontentintegration.wikispaces.com/Kindergarten+Teacher+Created+Content+Lessons</a>		

**Kindergarten Oral Language Block: Content Integration  
Unit 5 Planning Template**

RS Big Idea	Unit 5: Changes All Around Us!	Suggested		
		Scaffolding Child/Child Interactions	Oral Language Block: Intentional Integration of Materials	
Big Question	How do people and things get from here to there?	Sentence Frame(s):	<u>House Area:</u> Materials:	<u>Block Area:</u> Materials:
EnVision 2012 Topic	<b>Topic:</b> Measurement <b>Topic:</b> Sorting, Classifying, Counting, and Categorizing Data	Sentence Frame(s):		
Science Core	NA	NA	<u>Book Area:</u> Materials:	<u>Math Area:</u> Materials:
Social Studies Core	<b>Standard 2:</b> Students will recognize their roles and responsibilities of being a good citizen. <i>Objective 2:</i> Identify and demonstrate safe practices in the home and classroom. <b>Standard 4:</b> Students can explain how humans meet their needs in many ways. <i>Objective 1:</i> Recognize that people have basic needs (food, shelter, and clothing) and wants (toys, games, treats). <i>Objective 2:</i> Explain that people have jobs and earn money to meet their needs.	Sentence Frame(s):	<u>Art Area:</u> Materials:	<u>Writing Area:</u> Materials:
Additional Resources:	<b>Reading Street Language Arts: Extend Your Day!</b> <a href="http://csdcontentintegration.wikispaces.com/kindergarten">http://csdcontentintegration.wikispaces.com/kindergarten</a>			

**Kindergarten Oral Language Block: Content Integration  
Suggested Unit 6**

RS Big Idea	Unit 6: Putting It Together	Suggested		
		Scaffolding Child/Child Interactions	Oral Language Block: Intentional Integration of Materials	
Big Question	What are different ways of building?	Sentence Frame(s): I can build a _____ with _____, _____, and _____.	<u>House Area:</u> Materials: Dramatic play dress-ups: Hard hat, tool belts, tools (these can be made by the students in the Art Area), Pots, pans, dishes, phones, play food, towels babies, blankets, baby bottles, empty food boxes	<u>Block Area:</u> Materials: Attribute blocks, blocks, boxes of all shapes, cups, tubes, unifix cubes, materials to build structures, work trucks
EnVision 2012 Topic	<b>Topic:</b> Identifying and Describing Shapes <b>Topic:</b> Position and Location of Shapes <b>Topic:</b> Analyzing, Composing, and Comparing Shapes	Sentence Frame(s): This is a _____ (shape) and it has _____ sides.  The _____ (shape) has _____ vertices (corners). <i>Math Map: Analyzing, Composing, and Comparing Shapes</i>		
Science Core	<b>Standard 1: The Processes, Communication, and Nature of Science</b> Objective 1: Generating Evidence: Using the processes of scientific investigation <b>Standard 2: Earth &amp; Space Science</b> Objective 2: Observe and describe changes in day and night. Objective 3: Compare changes in weather over time.	Sentence Frame(s): I _____ in the day and _____ in the night.  Yesterday the weather was _____. Today the weather is _____.  Word Bank: weather, fall, summer, winter, spring, change, light, temperature	<u>Book Area:</u> Materials: Big book, Sing with Me Talk with Me, ELL poster, clipboards, expository texts about: building, geography, shapes	<u>Math Area:</u> Materials: 2-D, and 3-D shapes, attribute blocks, clay, play dough, pipe cleaners, wiki sticks, attribute blocks, popsicle sticks
Social Studies Core	<b>Standard 3:</b> Students will use geographic terms and tools. <i>Objective 1:</i> Identify geographic terms that describe their surroundings. <i>Objective 2:</i> Describe the purpose of a map or globe.	Sentence Frame(s): On this map I see _____ and _____.  Word Bank: hill, mountain, ocean, lake, river, road, highway, north, south, east, west	<u>Art Area:</u> Materials: Paper, pencils, open-ended materials, glue, tape, popsicle sticks, stamps, markers, string, yarn, scissors, dye cuts: countries, shapes, egg cartons, cardboard, glitter, buttons, tape of all kinds, staplers, pipe cleaners, wiki sticks	<u>Writing Area:</u> Materials: Weather charts, stickers, paper, pencils clip boards, cards, envelopes,  Word Bank: triangle, square, circle, rectangle, hexagon, cone, cylinder, cube, sphere
Additional Resources:	<i>Reading Street Language Arts: Extend Your Day!</i> <a href="http://csdcontentintegration.wikispaces.com/Kindergarten+Teacher+Created+Content+Lessons">http://csdcontentintegration.wikispaces.com/Kindergarten+Teacher+Created+Content+Lessons</a>			

**Kindergarten Oral Language Block: Content Integration  
Unit 6 Planning Template**

RS Big Idea	Unit 6: Putting It Together	Suggested		
		Scaffolding Child/Child Interactions	Oral Language Block: Intentional Integration of Materials	
Big Question	What are different ways of building?	Sentence Frame(s):	<u>House Area:</u>	<u>Block Area:</u>
EnVision 2012 Topic	<b>Topic:</b> Identifying and Describing Shapes <b>Topic:</b> Position and Location of Shapes <b>Topic:</b> Analyzing, Composing, and Comparing Shapes	Sentence Frame(s):		
Science Core	<b>Standard 1 The Processes, Communication, and Nature of Science</b> Objective 1: Generating Evidence: Using the processes of scientific investigation <b>Standard 2 Earth &amp; Space Science</b> Objective 2: Observe and describe changes in day and night. Objective 3: Compare changes in weather over time.	Sentence Frame(s):	<u>Book Area:</u>	<u>Math Area:</u>
Social Studies Core	<b>Standard 3:</b> Students will use geographic terms and tools. <i>Objective 1:</i> Identify geographic terms that describe their surroundings. <i>Objective 2:</i> Describe the purpose of a map or globe.	Sentence Frame(s):	<u>Art Area:</u>	<u>Writing Area:</u>
Additional Resources:	<b>Reading Street Language Arts: Extend Your Day!</b> <a href="http://csdcontentintegration.wikispaces.com/Kindergarten+Teacher+Created+Content+Lessons">http://csdcontentintegration.wikispaces.com/Kindergarten+Teacher+Created+Content+Lessons</a>			

**Hess' Cognitive Rigor Matrix & Curricular Examples:** Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions – *Math/Science*

<b>Revised Bloom's Taxonomy</b>	<b>Webb's DOK Level 1 Recall &amp; Reproduction</b>	<b>Webb's DOK Level 2 Skills &amp; Concepts</b>	<b>Webb's DOK Level 3 Strategic Thinking/ Reasoning</b>	<b>Webb's DOK Level 4 Extended Thinking</b>
<b>Remember</b> Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> <li>○ Recall, observe, &amp; recognize facts, principles, properties</li> <li>○ Recall/ identify conversions among representations or numbers (e.g., customary and metric measures)</li> </ul>			
<b>Understand</b> Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion (such as from examples given), predict, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> <li>○ Evaluate an expression</li> <li>○ Locate points on a grid or number on number line</li> <li>○ Solve a one-step problem</li> <li>○ Represent math relationships in words, pictures, or symbols</li> <li>○ Read, write, compare decimals in scientific notation</li> </ul>	<ul style="list-style-type: none"> <li>○ Specify and explain relationships (e.g., non-examples/examples; cause-effect)</li> <li>○ Make and record observations</li> <li>○ Explain steps followed</li> <li>○ Summarize results or concepts</li> <li>○ Make basic inferences or logical predictions from data/observations</li> <li>○ Use models /diagrams to represent or explain mathematical concepts</li> <li>○ Make and explain estimates</li> </ul>	<ul style="list-style-type: none"> <li>○ Use concepts to solve <u>non-routine</u> problems</li> <li>○ Explain, generalize, or connect ideas <u>using supporting evidence</u></li> <li>○ Make <u>and justify</u> conjectures</li> <li>○ Explain thinking when more than one response is possible</li> <li>○ Explain phenomena in terms of concepts</li> </ul>	<ul style="list-style-type: none"> <li>○ Relate mathematical or scientific concepts to other content areas, other domains, or other concepts</li> <li>○ Develop generalizations of the results obtained and the strategies used (from investigation or readings) and apply them to new problem situations</li> </ul>
<b>Apply</b> Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> <li>○ Follow simple procedures (recipe-type directions)</li> <li>○ Calculate, measure, apply a rule (e.g., rounding)</li> <li>○ Apply algorithm or formula (e.g., area, perimeter)</li> <li>○ Solve linear equations</li> <li>○ Make conversions among representations or numbers, or within and between customary and metric measures</li> </ul>	<ul style="list-style-type: none"> <li>○ Select a procedure according to criteria and perform it</li> <li>○ Solve routine problem applying multiple concepts or decision points</li> <li>○ Retrieve information from a table, graph, or figure and use it solve a problem requiring multiple steps</li> <li>○ Translate between tables, graphs, words, and symbolic notations (e.g., graph data from a table)</li> <li>○ Construct models given criteria</li> </ul>	<ul style="list-style-type: none"> <li>○ Design investigation for a specific purpose or research question</li> <li>○ Conduct a designed investigation</li> <li>○ Use concepts to solve non-routine problems</li> <li>○ <u>Use &amp; show reasoning, planning, and evidence</u></li> <li>○ Translate between problem &amp; symbolic notation when not a direct translation</li> </ul>	<ul style="list-style-type: none"> <li>○ Select or devise approach among many alternatives to solve a problem</li> <li>○ Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results</li> </ul>
<b>Analyze</b> Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct	<ul style="list-style-type: none"> <li>○ Retrieve information from a table or graph to answer a question</li> <li>○ Identify whether specific information is contained in graphic representations (e.g., table, graph, T-chart, diagram)</li> <li>○ Identify a pattern/trend</li> </ul>	<ul style="list-style-type: none"> <li>○ Categorize, classify materials, data, figures based on characteristics</li> <li>○ Organize or order data</li> <li>○ Compare/ contrast figures or data</li> <li>○ Select appropriate graph and organize &amp; display data</li> <li>○ Interpret data from a simple graph</li> <li>○ Extend a pattern</li> </ul>	<ul style="list-style-type: none"> <li>○ Compare information within or across data sets or texts</li> <li>○ Analyze and <u>draw conclusions from data, citing evidence</u></li> <li>○ Generalize a pattern</li> <li>○ Interpret data from complex graph</li> <li>○ Analyze similarities/differences between procedures or solutions</li> </ul>	<ul style="list-style-type: none"> <li>○ Analyze multiple sources of evidence</li> <li>○ analyze complex/abstract themes</li> <li>○ Gather, analyze, and evaluate information</li> </ul>
<b>Evaluate</b> Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			<ul style="list-style-type: none"> <li>○ <u>Cite evidence and develop a logical argument</u> for concepts or solutions</li> <li>○ Describe, compare, and contrast solution methods</li> <li>○ <u>Verify reasonableness of results</u></li> </ul>	<ul style="list-style-type: none"> <li>○ Gather, analyze, &amp; evaluate information to draw conclusions</li> <li>○ Apply understanding in a novel way, provide argument or justification for the application</li> </ul>
<b>Create</b> Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, construct, produce	<ul style="list-style-type: none"> <li>○ Brainstorm ideas, concepts, or perspectives related to a topic</li> </ul>	<ul style="list-style-type: none"> <li>○ Generate conjectures or hypotheses based on observations or prior knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>○ Synthesize information within one data set, source, or text</li> <li>○ Formulate an original problem given a situation</li> <li>○ Develop a scientific/mathematical model for a complex situation</li> </ul>	<ul style="list-style-type: none"> <li>○ Synthesize information across multiple sources or texts</li> <li>○ Design a mathematical model to inform and solve a practical or abstract situation</li> </ul>