



<p>Big Idea 1, Quarter 1: Students will use their five senses to describe the world around them by applying the appropriate body part(s) and function(s).</p>	<p>Essential Question(s): What are our five senses? How do we use our five senses to explore our world?</p>
<p>Guam Standards: K.1.1 Raise questions about the natural world. K.1.2 Make and discuss observations using the five senses. <i>EXAMPLE(S):</i> Recognize that objects can have different characteristics using the senses. Although apples and tennis balls are similar in size and shape, they smell and feel different.</p>	<p>CCSS ELA Standards: K.RI.1 With prompting and support, ask and answer questions about key details in a text. K.RI.2 With prompting and support, identify the main topic and retell key details of a text. K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. K.RI.4 With prompting and support, ask and answer questions about unknown words in a text. K.RI.5 Identify the front cover, back cover, and title page of a book. K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

Suggested Timeline: 3 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

BOLD information: Standards that should be emphasized

<p>Big Idea 2, Quarter 1: Students will understand that temperature affects how matter will look.</p>	<p>Essential Question(s): Why did the matter change its form? What happens to matter when it gets hotter? Colder?</p>
<p>Guam Standards: <i>K.1.1 Raise questions about the natural world.</i> K.3.2 Describe the changes in matter caused by changes in temperature.</p>	<p>CCSS ELA Standards: K.RI.1 With prompting and support, ask and answer questions about key details in a text. K.RI.2 With prompting and support, identify the main topic and retell key details of a text. K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. K.RI.4 With prompting and support, ask and answer questions about unknown words in a text. K.RI.5 Identify the front cover, back cover, and title page of a book. K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

Suggested Timeline: 3 weeks

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<p>Big Idea 1, Quarter 2: Students will give examples of what happens during the day and night in order to understand natural cycles.</p>	<p>Essential Question: How are the objects seen in the sky during the day the same as the objects seen in the sky at night? How are they different? Does the moon change its shapes? What does it look like when it changes?</p>
<p>Guam Standards: K.1.1 <i>Raise questions about the natural world.</i> K.4.2 Observe and describe objects seen in the sky during the day and during the night. K.4.3 Observe and record natural cycles and give examples using activities from one’s own life. <i>EXAMPLE(S):</i> day/night, wake/sleep, sunrise/sunset, rainy/dry season, weather changes</p>	<p>CCSS ELA Standards: K.RI.1 With prompting and support, ask and answer questions about key details in a text. K.RI.2 With prompting and support, identify the main topic and retell key details of a text. K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. K.RI.4 With prompting and support, ask and answer questions about unknown words in a text. K.RI.5 Identify the front cover, back cover, and title page of a book. K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

Suggested Timeline: 4 weeks

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<p>Big Idea 2, Quarter 2: Students will talk about the importance of water to living things.</p>	<p>Essential Question: Why do living things need water? How do living things get water? What are the different ways we use water?</p>
<p>Guam Standards: K.1.1 <i>Raise questions about the natural world.</i> K.4.1 Discuss the importance of water. <i>EXAMPLE(S):</i> Tell that organisms need water to live and to remain healthy.</p>	<p>CCSS ELA Standards: K.RI.1 With prompting and support, ask and answer questions about key details in a text. K.RI.2 With prompting and support, identify the main topic and retell key details of a text. K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. K.RI.4 With prompting and support, ask and answer questions about unknown words in a text. K.RI.5 Identify the front cover, back cover, and title page of a book. K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

Suggested Timeline: 3 weeks

Italic Information: Recursive standard – repeated in at least one other quarter

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<p>Big Idea 1, Quarter 3: Given examples of different plants and animal life, students will be able to identify how they are alike and how they are different in terms of looks and things they can do.</p>	<p>Essential Question: How are plants and animals the same? How are plants and animals different? How are baby animals similar and different from their parents?</p>
<p>Guam Standards:</p> <p>K.1.1 <i>Raise questions about the natural world.</i></p> <p>K.2.1 Observe and give examples of plants and animals identifying how they are alike and how they are different in how they look and in the things they can do.</p> <p>K.2.2 Describe how babies, or young, are similar to their parents.</p>	<p>CCSS ELA Standards:</p> <p>K.RI.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>K.RI.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>K.RI.5 Identify the front cover, back cover, and title page of a book.</p> <p>K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

Suggested Timeline: 4-5 weeks

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<p>Big Idea 1, Quarter 4: Students will be able to describe and categorize objects in terms of properties, such as shapes, form, and texture.</p>	<p>Essential Question: What things are made of plastic, metal, wood, and cloth? How do these objects feel when you touch them?</p>
<p>Guam Standards: K.1.1 <i>Raise questions about the natural world.</i> K.3.1 Describe objects in terms of the materials that make up the objects. <i>EXAMPLE(S):</i> Describe the materials found in a pencil.</p>	<p>CCSS ELA Standards: K.RI.1 With prompting and support, ask and answer questions about key details in a text. K.RI.2 With prompting and support, identify the main topic and retell key details of a text. K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. K.RI.4 With prompting and support, ask and answer questions about unknown words in a text. K.RI.5 Identify the front cover, back cover, and title page of a book. K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

Suggested Timeline: 2 weeks

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<p>Big Idea 2, Quarter 4: Students will be able to list/illustrate 5 tools found around the house and describe their functions.</p>	<p>Essential Question: Why do tools make our job easier? What tools do you use around the house to make work easier?</p>
<p>Guam Standards: K.1.1 <i>Raise questions about the natural world.</i> K.5.1 Identify tools found around the home and recognize that tools make it easier to do certain jobs. <i>EXAMPLE(S):</i> Construct simple tools, such as paper clocks.</p>	<p>CCSS ELA Standards: K.RI.1 With prompting and support, ask and answer questions about key details in a text. K.RI.2 With prompting and support, identify the main topic and retell key details of a text. K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. K.RI.4 With prompting and support, ask and answer questions about unknown words in a text. K.RI.5 Identify the front cover, back cover, and title page of a book. K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

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<p>Big Idea 3, Quarter 4: Students need to understand that an object must be held by another object in order for it not to fall to the ground.</p>	<p>Essential Question: Why does something have to be held so it does not fall to the ground? What happens to objects when you let go of holding them? Why do you think this happens?</p>
<p>Guam Standards: K.1.1 <i>Raise questions about the natural world.</i> K.3.3 Recognize and demonstrate that things that are close to the ground fall unless something holds them up.</p>	<p>CCSS ELA Standards: K.RI.1 With prompting and support, ask and answer questions about key details in a text. K.RI.2 With prompting and support, identify the main topic and retell key details of a text. K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. K.RI.4 With prompting and support, ask and answer questions about unknown words in a text. K.RI.5 Identify the front cover, back cover, and title page of a book. K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

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