

Pre4 Unit 3 The Natural World Scope and Sequence 2016/2017

Time frame	Unit Name	Enduring Understandings	Knowledge	Skills
12 weeks	<p>Unit 3: The Natural World Theme 1: Weather Theme 2: Plants Theme 3: Animals</p> <p>Main Idea: There is an amazing natural world around us, filled with many wonders.</p> <p>Unit Question: Why is nature important? How does the natural world affect my life?</p> <p>Learner Profile: Communicators Reflective</p> <p>Performance Based Assessment Task:</p>	<p>THEME:</p> <p>1. There are many different types of weather that can be observed.</p> <p>2. Plants are living objects, and there are many different types of plants.</p> <p>3. There are many different types of animals and each one has special, unique features.</p> <p>ORAL:</p> <p>4. Understanding is gained through listening and observing and ideas need to be clearly expressed.</p>	<p>K1.1 Weather is rain, sunshine, snow, clouds, wind, etc. K1.2 A day can be made up of different types of weather and the type of weather depends on the season of the year. K1.3 We wear different clothes for different types of weather.</p> <p>K2.1 Different types of plants have similarities and differences. K2.2 Plants need sun, water, air and soil to survive.</p> <p>K3.1 Animals can be put into different categories depending on the criteria used. K3.2 Animals can be classified by where they live, what they eat, what they look like, how they move, etc</p> <p>K4.1 Listening and responding are important oral skills. K4.2 It is important to stay focused for specified times. K4.3 Listening to others is as important as speaking. K4.4 Vocabulary develops with age. K4.5 One shouldn't get distracted and stray off topic.</p>	<p>S1.1 Names and identifies different types of weather. S1.2 Identifies the weather of a day, and explains which season is connected to which types of weather, S1.3 Matches appropriate clothing for different weather.</p> <p>S2.1 Name and sort different plants according to given criteria. S2.2 Identify what plants need to grow.</p> <p>S3.1 Sorts animals into different categories depending on given criteria. S3.2 Names, identifies, describes and classifies animals according to different aspects.</p> <p>S4.1 Listen and respond respectfully. S4.2 Attend to a listening activity for a specified period of time. S4.3 Take turns speaking in a group and avoid interrupting. S4.4 Use age-appropriate vocabulary. S4.5 Stay on topic.</p>

		<p><i>Listening Comprehension</i> 8. Asking and answering questions, as well as making predictions, are important tools to use when trying to understand stories</p> <p><i>Literary Response and Analysis</i> 9. Reading has a variety of purposes</p> <p>WRITING: 10. Written material conveys information.</p>	<p>K7.6 Words are made up of different sounds and you can use the sounds to identify words.</p> <p>K7.8 Plural forms of words means there is more than one.</p> <p>K8.1 Questions are statements that require an answer. K8.2 Predictions are when you guess about what may happen next in a story.</p> <p>K9.1 Information and enjoyment are purposes for reading. K9.2 Real-life experiences can be connected to books. K9.3 Computers can be used to enhance learning opportunities. K9.4 There are basic strategies that can be used to decode unknown words.</p> <p>K10.1 Marks on the page have meaning. K10.2 Each person has a name, which starts with a capital letter. K10.3 English writing goes from left to right and top to bottom. K10.4 Each letter has it's own shape and form. S10.5 Words are separated by spaces.</p>	<p>S7.6 Recognize that words are made up of different sounds and use beginning and ending consonents, as well as vowels, to identify words. S7.7 Recognize the singular and plural of frequently used words.</p> <p>S8.1 Participates in asking and answering questions during reading activities. S8.2 Attempts to make predictions when prompted.</p> <p>S9.1 Participate in reading activites and gain information from texts; independently experience books for enjoyment. S9.2Connects experiences from books to real-life. S9.3 Uses computer software to support early reading development. S9.4 Monitor own reading by applying basic strategies.</p> <p>S10.1 Create a drawing, picture sign or other graphic to represent a word or concept. S10.2 Write own name correctly.</p> <p>S10.3 Follow left-to-right and top-to-bottom direction when writing. S10.4 Begin to write some recognizable letters. S10.5 Begin to use spacing between letters and words when writing on a line.</p>
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