PRAIRIE-HILLS ELEMENTARY SCHOOL DISTRICT 144 STEAM CURRICULUM GRADE K QUARTER 1

GRADE K STEAM

ADOPTED AUGUST 2022

Project: Vehicle Design

There are many ways people get themselves and goods from place to place. A vehicle can be used to take people where they need to go. A vehicle can be a car, truck or bus. Most vehicles have wheels. Vehicles can be used to transport things we buy and sell and for other important jobs. You have been asked to make a vehicle that can be used for a very special need. You will be showing this vehicle to the head of design and production of an auto manufacturing company. An auto manufacturing company produces vehicles. Produce means to make something, you will be helping this company by showing them the vehicle you made.

Product- Illustration, Categorize, Chart/Pictograph, Collage, Vehicle Design, Presentation, Journal Prompt

Literature Skills K.RL.1: With prompting and support, ask and answer questions about key details in a text. (Introduce & Support) K.RL.2: With prompting and support,	MATH Common Core Standards for Mathematics Count to tell the number of objects.	SCIENCE Next Gen. Science Standards K-2-ETS1-2. Develop a	SOCIAL SCIENCE Illinois Learning Standards Social	Reading	Create Balloon Cars
Literature Skills K.RL.1: With prompting and support, ask and answer questions about key details in a text. (Introduce & Support) K.RL.2: With prompting and support,	for Mathematics Count to tell the number of objects.	Standards	-	Reading	Create Balloon Cars
K.RL.1: With prompting and support, ask and answer questions about key details in a text. (Introduce & Support) K.RL.2: With prompting and support,	Count to tell the number of objects.		Standards Social		
ask and answer questions about key details in a text. (Introduce & Support) K.RL.2: With prompting and support,	of objects.	K-2-ETS1-2. Develop a			1
details in a text. (Introduce & Support) K.RL.2: With prompting and support,			Studies	My On Website	Host Balloon Car Races
K.RL.2: With prompting and support,		simple sketch, drawing,	Processes, Rules, and	(Search - Vehicles)	1
	*Know numbers names	or physical model to	Laws SS.CV.2.K: Explain		Field Trip Ideas:
we had the former than the standard had been been a	and count sequence.	illustrate how the shape	the need for and purposes	Reading A-Z	Museum of Science and
retell familiar stories, including key	K.CC. B.4: Understand the	of an object helps it	of rules in various settings,	Going Places	Industry
detail. (Introduce & Support)	relationship between	function as needed to	inside and outside of the	Go, Go, Go	1
K.RL.3: With prompting and support,	numbers and quantities;	solve a given problem.	school.	Going Places	1
identify characters, settings and major	connect counting to	(Product-Vehicle		Going Away	1
events in a story. (Introduce &	cardinality.	Design)	Civic and Political	My School Bus	1
Support)	K.CC.B.4.a: When counting	K-2-ETS1-3. Analyze	Institutions SS.CV.1.K:	On an Airplane	1
K.RL.4: Ask and answer questions	objects, say the number	data from tests of two	Describe roles and	Building with Blocks	1
	names in the standard order,	objects designed to solve	responsibilities of people in		1
	pairing each object with one	the same problem to	authority.	Savvas	1
K.RL.5: Recognize common types of	and only one number name	compare the strengths		Unit 1	1
	and each number name with	and weaknesses of how		Going Places	
(Introduce & Support)	one and only one object.	each performs.			1
K.RL.6: With prompting and support,	<mark>(Product-Categorize,</mark>	(Product-Vehicle			1
name the author and illustrator of a	Collage)	Design)		Math	
1	K.CC.B.4.b: Understand that				1
telling the story. (Introduce & Support)	the last number name said			i-Ready Math	1
K.RL.7: With prompting and support,	tells the number of objects			Lessons	1
describe the relationship between	counted. The number of			1-12	1
illustrations and the text in which they	objects is the same				1
appear (e.g. what person, place, thing,	regardless of their				1
or idea in the text an illustration	arrangement or the order in				1
depicts). (Introduce & Support)	which they were counted.			Science	1

Informational Text

K.RI.1: With prompting and support, ask and answer questions about unknown words in a text. (Introduce & Support) **K.RI.2:** With prompting and support, identify the main topic the main topic and retell key details in a text. (Introduce & Support) K.RI.3: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text. (Introduce & Support) **K.RI.5**: Identify the front cover, back cover and title page of a book. * (Master) **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. (Introduce & Reinforce) K.RI.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts). (Introduce & Reinforce) K.RI.10: Actively engage in-group

reading activities with purpose and understanding. (Introduce & Support) Foundational Skills

K.RF.1: Demonstrate understanding of the organization and basic features of print. (Master)
a. Follow words from left to right, top to bottom and page-by-page. (Master)
b. Recognize that spoken words are represented in written language by specific sequences of letters. (Master)
c. Understand that words are separated by spaces in print. (Mastery)
d. Recognize and name 50% of all upper and lowercase letters of the alphabet. (Master)
K.RF.2: Demonstrate understanding

K.KF.2: Demonstrate understanding of spoken words, syllables and sounds (phonemes). (Introduce & Support)

(Product-Categorize, Collage)

K.CC.B.4c Understand that each successive number name refers to a quantity that is one larger. (**Product-Categorize, Collage**)

K.CC.A.1 Count to 100 by ones and by tens. (Product-Categorize, Collage) K.CC.A.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1). (Product-**Categorize**, Collage) K.CC.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).(Product-Collage) K.CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. (Product-Categorize, Collage)

Compare numbers.

K.CC.C.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

(Product-Categorize, Collage)

K.CC.C.7: Compare two numbers between 1 and 10

Studies Weekly Grade K Weeks

1-4

Discovery Education Science Techbook Grade K Unit 1:Moving Things

Social Science

Social Studies Weekly Grade K Weeks 1,3,4,14,17

a. Recognize and produce rhyming words (Master) b. Count, pronounce, blend and segment syllables in spoken words. (Introduce & Support c. Blend and segment onsets and rimes of single-syllable spoken words. (Introduce & Support) d. Isolate and pronounce, the initial, medial and final sounds (phonemes) in three-phoneme (consonant-vowelconsonant, or CVC) words. (This does not include CVC's ending with /l/, $/r/_{x/.}$ K.RF.3: Know and apply grade level phonics and word analysis skills in decoding words. (Introduce & Support) a. Demonstrate basic knowledge of letter sound correspondences by producing the primary or most frequent sound for each consonant. (Introduce & Support b. Associate the long and short sounds with the common spelling (graphemes) for the five major vowels. (Introduce & Support) c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (Introduce & Support) d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (Introduce & Support) K.RF.4: Read emergent-reader texts with purpose and understanding. (Introduce & Support) Argumentative : Writing Students will be able to write for personal and academic purposes.

K.W.1: Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic of the name of the book they are writing about and state an opinion or preference about the

presented as written numerals.

Identify and describe shapes.

 K.G.A.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
 K.G.A.2: Correctly name shapes regardless of their orientations or overall size.
 (Product-Collage, Vehicle

<mark>Design)</mark>

K.G.A.3: Identify shapes as two-dimensional (lying in a plane, "flat") or threedimensional ("solid"). K.G.B.4 Analyze and compare two- and threedimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). (Product-**Collage, Vehicle Design**) **K.G.B.6** Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a

rectangle?" (Product-Vehicle Design)

topic or book. (E.g. My favorite			
book) (Master)			
K.W.6: With guidance and support			
from adults, respond to questions and			
suggestions from peers and add			
details to strengthen writing as			
needed. (Introduce & Support)			
K.W.8 With guidance and support			
from adults, recall information from			
experiences or gather information			
from provided sources to answer a			
question. (Product-Illustration,			
Journal Prompt)			
Speaking and Listening			
K.SL.1: Participate in collaborative			
conversations with diverse partners			
about Kindergarten topics and texts			
with peers and adults in small and			
larger groups. (Introduce & Support)			
a. Follow and agreed upon rules for			
discussions (e.g., listening to others			
and taking turns speaking about the			
topics and texts. (Introduce &			
Support)			
b. Continue a conversation through			
multiple exchanges. (Introduce &			
Support)			
K.SL.2: Confirm understanding of a			
text read aloud or information			
presented orally or through other			
media by asking and answering			
questions about key details and			
requesting clarification of something is			
not understood. (Introduce & Support)			
K.SL.4: Describe familiar people,			
places, things, events, and with			
prompting and support, provide			
additional detail. (Introduce &			
Support)			
K.SL.5: Add drawings or other visual			
displays to descriptions as desired to			
provide additional detail. (Introduce &			
Support)			
K.SL.6: Speak audibly and express			
thoughts, feelings, and ideas clearly.			
*(Mastery) (Product-Presentation)			
Language			

K.L.1: Demonstrate the command of			
the conventions of Standard English			
grammar and usage when writing or			
speaking. (Introduce & Support) a.			
Print many upper and lowercase			
letters. (Introduce & Support b. Use			
frequently occurring nouns and verbs.			
(Introduce & Support) f. Produce and			
expand complete sentences in shared			
language activities (Introduce &			
Support).			
K.L.2: Demonstrate command of the			
conventions of Standard English			
capitalization, punctuation, and			
spelling when writing. (Introduce &			
Support)			
 Capitalize the first word in a 			
sentence and the pronoun I.			
(Introduce & Support)			
b. Recognize and name end			
punctuation. (Introduce & Support) c.			
Write a letter or letters for the most			
consonant and short vowel-sounds			
(phonemes). (Introduce & Support)			
d. Spell simple words phonetically,			
drawing on knowledge of wound-letter			
relationships. (Introduce & Support)			
K.L.5: With guidance and support			
from adults, explore word relationships			
and nuances in word meanings.			
(Introduce & Reinforce)			
a. Sort common objects into categories			
(e.g., shapes, foods) to gain a sense			
of the concepts the categories			
represent. (Introduce & Reinforce)			
b. Demonstrate understanding of			
frequently occurring verbs and			
adjectives by relating them to their			
opposites. (Introduce & Reinforce)			
c. Identify real life connections			
between words and their use (e.g.,			
note places at school that are			
colorful). (Introduce & Reinforce			

PRAIRIE-HILLS ELEMENTARY SCHOOL DISTRICT 144 STEAM CURRICULUM MAP GRADE K QUARTER 2

PROJECT: Shapes Around The Neighborhood

When you look around at the buildings in your neighborhood, you will probably see many different shapes. For example, what is the shape of a window or a door? Shapes have different lines and parts that are called characteristics. In this task, you will be inspecting all the different shapes that can be found in your neighborhood.

	Standari	DS		INSTRUCTIONAL RESOURCES	EXTENSIONS
READING	Матн	SCIENCE	SOCIAL SCIENCE		
Common Core Standards: Literature Skills K.RL.1: With prompting and support, ask and answer questions about key details in a text. (Introduce & Support) K.RL.2: With prompting and support, retell familiar stories, including key details. (Introduce & Support) K.RL.3: With prompting and support, identify characters, settings and major events in a story. (Master) K.RL.4: Ask and answer questions about unknown words in a text. (Introduce & Support) K.RL.5: Recognize common types of text (e.g., storybooks, poems). (Introduce & Support) K.RL.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (Introduce &	-	-	Social Science Illinois Learning Standards - - Social Studies Change, Continuity and Context SS.H.1.K: Compare life in the past with life today. Perspectives SS.H.2.K: Explain the significance of our national holidays and the heroism and achievements of the people associated with them.		Mystery Doug YouTube Neighborhood walk for shapes journal Create a diorama of a city, suburb or rural community displaying landmarks and structures of varied solid and flat shapes. Field Tip Ideas: Neighborhood Walk for Shapes Chicago Children's Museum
Support) K.RL.7 : With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts). (Master) K.RL.9 : With prompting and support, compare and contrast the adventures and experiences of characters in	 Work with numbers 11-19 to gain foundations for place value. K.NBT.A.1 : Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or 			i-Ready Math Lessons 12-15, 26-28 Discovery Ed: Putting Shapes Together Shapes and Space	

familiar stories. (Introduce & Reinforce) **K.RL.10:** Actively engage in-group reading activities with purpose and understanding. (Reinforce)

Informational Text

K.RI.1: With prompting and support, ask and answer questions about unknown words in a text. (Reinforce)

K.RI.2: With prompting and support, identify the main topic the main topic and retell key details in a text. (Reinforce) K.RI.3: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text. (Reinforce) **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. (Mastery) **K.RI.7:** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts). (Master) **K.RI.8** With prompting and support, identify the reasons an author gives to support points in a text. **K.RI.9**: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (Reinforce)

Foundational Skills

K.RF.1: Demonstrate understanding of the organization and basic features of print.
 a. Recognize and name all upper and lowercase letters of the alphabet. (Master)
 K.RF.2: Demonstrate understanding of spoken words, syllables and sounds (phonemes). (Master)

decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four,five, six, seven, eight, or nine ones.

Identify and describe shapes. Analyze, compare, create, and compose shapes. Identify and describe shapes.

K.G.A.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. (Product-Scavenger Hunt, Poster, Picture

Identification)

K.G.A.2: Correctly name shapes regardless of their orientations or overall size.(Product-Illustration, Poster, Picture Identification, Journal Prompt)

 K.G.A.3 Identify shapes as two-dimensional (lying in a plane, "flat") or threedimensional ("solid").
 (Product-Journal Prompt)

Analyze, compare, create, and compose shapes. K.G.B.4 Analyze and compare two- and threedimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides Science

Studies Weekly Grade K Weeks 5-10,15,21,25

Social Science

Social Studies Weekly Grade K Weeks 5.8

 a. Recognize and produce rhyming works (Master) b. Count, pronounce, blend and segment sylubles in spoken works and rhime of single-inspoken works and rhime of single-inspoken works (Patientian Research) b. Bend and segment syluble spoken works and rhime of single-inspoken works (Castan data and final sounds (phonemes) in three-phoneme (consmant-wowe)-consent, or CVC) works (This does not induce CCS ending with full sides touching to make a spoken words. b. Renormate beams (Castan and the spoken words (Castan data and final sounds (phonemes) in simple, one-spike spoken words. b. Renormate constant-wowel-consent, or CVC) words. (This does not induce to transgle words in the phoneme (constant-wowel-consent, or CVC) words. (This does not induce to transgle words. b. Research (Castan and the spike). c. Promoteces by produces by phonemets by phonemets. b. Associate the long and short sounds with the common spiling (graphenes) for the five major words. (Refricted). c. Research (Castan). b. Associate the long and short sounds by identifying the spine words. c. Refract (Castan). c. Research (Castan). c. Refract (Castan). d. Redricter (Castan)					
 b. Court, pronounce, blend and segment onsets and rimes of single-syllable in spoken words. (Berinforce) c. Blend and segment onsets and rimes of single-syllable spoken words. (Berinforce) d. Isolate and pronounce, the hittla, medial and final sounds (flomes). d. Isolate and pronounce, the hittla, medial and final sounds (flomes). d. Isolate and pronounce, the hittla, medial and final sounds (flomes). d. Bolate and pronounce, the hittla, medial and final sounds (flomes). d. Isolate and pronounce, the hittla, medial and final sounds (flomes). d. Isolate and pronounce, the hittla, medial and final sounds (flomes). e. Acd or substitute individual sounds (flomes). e. Acd or substitute individual sounds (flomes). a. Demonstrate basic knowledge of level phonics and word analysis solicili in apple, consonat. b. Associate the long and short sounds with the common spelling (graphenes) for the remajor words. (Introduce & Reinforce). c. Read 50 commons milayfr agale sound sounds (flowes). d. Demonstrate basic knowledge of level beautifying the sounds of the letters statistic individual sounds (flowes). d. Demonstrate basic knowledge of level beautifying the sounds of the letters statistic individual sounds (flowes). d. Demonstrate basic knowledge of level beautifying the sounds of the letters statistic individual sounds (flowes). d. Distribute as Reinforce). d. Destingtion beautifying the grame of the sounds of the letters statistic individual sounds (flowes). d. Distribute as Reinforce). d. Distribute as Re		of equal length)(<mark>Product-</mark>			
segment syliables in spoken words. (Reinforce) d. Boldar and segment onsets and (Reinforce) d. Loadar and pronounce, the initial, medial and final sounds (phonemes) in three-phone (consonant-the initial, medial and final sounds (phonemes) in three-phone (consonant-the initial, medial and final sounds (phonemes) in three-phone (consonant-the initial, the construction of the initial, medial and final sounds (phonemes) in three-phone (consonant-the initial, the construction of the initial, medial and final sounds (phonemes) in three-phone (consonant-the initial) (phonemes) in simple, one-spikelise vords to make new words. K.RF: 3: Rows and apply grade level phonics and word analysis skills in decoding words. (Reinforce) a. Demonstrate basic, knowledge of letter sound correspondences by producing the primary or most frequent sound sounds (matche the long and short sounds with the common spalling words by identifying the sounds of the letters studie differ, (Introduce & Reinforce) K.RF: 4: Read emergent-reader texts with purpose and understanding. (Introduce & Reinforce) Writing (Explanatory) K.W.B: With guidance and support					
Reinforce) K.G.B.S. Model shapes in the organese of single-syllable spoken works, (Reinforce) d. Isolate and pronounce, the initial, medial and final sounds (phoneme) K.G.B.S. Model shapes in the components (e.g., sticks and organese) in three-phoneme (consonant-vowel- consonant, or CVC) words. (Initiades and not include CVC's anding with N/, N(N/), (Master) Shapes (Product: Poster) e. Add or substitute individual sounds (phonemes) in simple, once syllable words to make new words. Shapes to form larger shapes. words to make new words. rectangle? (Product: Poster) b. Associate the long and short sounds with the common spelling (graphenes) for the five major voweds. (Introduce & Reinforce) rectangle? c. Read 30 common high-frequency (Introduce & Reinforce) respective words by signific (e.g., the (r. to, you, she, my, is, are, do, does). (Naster) writing (Esplanatory) K.W.G.S. With guidance and support supply some information about the topic. (Master) K.W.Y.L. Los common high-frequency (Introduce & Reinforce) supply some information about the topic. (Master)					
 c. Blend and segment onsets and rimes of single-sylable spoken words. (Reinforce) d. Solds and pronounce, the initial, medial and final sounds (phonemes) in three-phoneme (consonant, or CVC) words. (This does not include CVC's ending with NU, the set bor transfee sub form larger shapes. For example, "Can you join (r/j,N/). (Master) e. Add or subtuite individual sound (phonemes) in simple, one-sylable words. K.F.B.3: Know and apply grade level phones and word analysis skills in decoding words. (Reinforce) a. Demonstrate basis (novided) efficience of the first major words. fright (e.g., the first consonant. (Master) b. Associate the long and short be common spelling (graphemes) for the five major words. (Reinforce) c. Read 50 common spelling (graphemes) for the five major words. (Finderce) words by spit (e.g., the, of the five major words. (Reinforce) c. Read 50 common spelling (draphemes) for the five major words. (Reinforce) c. Read 50 common spelling (draphemes) for the five major words. (Finderce) K.W.2. Use a combination of drawing, dictating, and withing to compose and understanding. with purpose and understanding, dictating, and withing to compose and understanding. (Introduce 8. Reinforce) K.W.2. Use a combination of drawing, ductating, and withing to compose and understanding. (Introduce 8. Reinforce) K.W.2. Use a combination of drawing, ductating, and withing to compose and understanding. (Introduce 8. Reinforce) K.W.3. Use a combination of drawing, ductating, and withing to compose and understanding. (Introduce 8. Reinforce) K.W.5. Why guidance and support 	segment syllables in spoken words. (
immes of single-syllable spoken words, (Reinforce) components (e.g., sticks and dy balls) and drawing, shapes. (Product-Poster) d. Isolate and pronounce, the initial, (Ref.3: find as sound, forhis dees not include CVCs ending with I/I, (I/I,/A). (Master) shapes. (Product-Poster) e. Add or substitute individual sounds (phoemes) in simple, one-syllable words to make new words. retangle?" (Product-Poster W.RF3: Know and apply grade level phonics and word analysis stills in decoding words. (Reinforce) retangle?" (Product-Poster b. Associate the long and short sounds with the common spelling (graphemes) for the five, speld words by identifying the sounds of the letters that differ. (Introduce & Reinforce) short (Netters, etc., the, of, to, you, sher, wi, is, er, do, does). (Master) writing (Explanatory) KW.2: Use a combination of drawing, dictating, and writing to compose informative/splanatory texts in which they name what they are writing about and supply some information about the topic. (Master) shert is writing writing (Explanatory) KW.2: Use a combination of drawing, dictating, and writing to compose informative/splanatory texts in which they name what they are writing about and supply some information about the topic. (Master)	,				
(Reinforce) clay balls and frawing d. Solds and pronounce, the initial, medial and final sounds (phonemes) clay balls and frawing in three-phoneme (consonant, or CVC) words. (This does on tinclude CVCs ending with NI, if/,NA) (Master) Class Compose simple e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. For example, "Can you join tiskes touching to make a rectangle?" (Product-Poster) b. Associate the long and short sounds with the common spelling (graphemes) for the five major words. For example, rectangle?" (Product-Poster) b. Associate the long and short sounds with the common spelling (graphemes) for the five major words. For example, rectangle?" (Product-Poster) b. Associate the long and short sounds with the common spelling (graphemes) for the five major words. For example, rectangle?" (Product-Poster) k.W.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (Master) For example, rectangle?" k.W.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (Master) For example, rectangle?"		world by building shapes from			
d. Isolate and pronounce, the initial, medial and final sounds (phonemes) in three-phoneme (consonant-vowel- consonant, or CVC) words. (This does not include CVCs ending with I/I, I/I/I/A) (Master) e. Add or substitute individual sounds (phonemes) in simple, one-sylable words to make new words. K.RF3: Know and apply grade level phonics and word analysis skills in decoding words. (Reinforce) a. Demonstrate basic knowledge of letter sound for each consonant. (Master) b. Associate the long and short sounds with the common spelling (arghemes) for the five spellate words by identifying the sounds of the letters that differ. (Introduce & Reinforce) d. Distinguish between similarly spellat words by identifying the sounds of the letters that differ. (Introduce & Reinforce) K.WS: 20 a combination of drawing, dictating, and writing to compose informative/spellanatoy texts in which they name what they are writing about and supply some information about the topic. (Master)	rimes of single-syllable spoken words.				
medial and final sounds (phonemes) K.G.B.6 Compose simple in three-phoneme (consonant-vowel- consonant, or CVC) words, (This does not include CVCS ending with /l, ////k/) (Master) K.G.B.6 Compose simple shoets of the set to Vriangler shapes. For example, 'Can you join e. Ad or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. rectangle?''(Product-Poster K.F.3: Know and apply grade level phonics and word analysis shills in decoding words. (Reinforce) rectangle?''(Product-Poster a. Demonstrate basic knowledge of letter sound correspondences by producing the primary or most frequent sounds with the common spelling (graphemes) for the five major vowels. (Introduce & Reinforce) sounds with the common spelling (graphemes) for the five major vowels. (Introduce & Reinforce) c. Read 5D common high-frequency words by stept (e.g., the, of (b, you, speld words by identifying the sounds of the letters that differ. (Introduce & Reinforce) sounds with the common spelling (Introduce & Reinforce) K.W.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (Master)					
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K.W.6: With guidance and support					
Trom adults, respond to questions and provide the second					
	from adults, respond to questions and				

	suggestions from peers and add			
	details to strengthen writing as			
r	needed. (Introduce & Reinforce)*			
	W.7: Participate in shared research			
	nd writing projects (e.g. explore a			
	mber of books by a favorite author			
a	nd express opinions about them).			
	(Introduce & Reinforce)*			
	.W.8: With guidance and support			
	om adults, recall information from			
	experiences or gather information			
	rom provided sources to answer a			
	question. (Reinforce) (Product-			
	Illustration, Journal Prompt)			
	Speaking and Listening			
	SL.1: Participate in collaborative			
CC	onversations with diverse partners			
ał	bout Kindergarten topics and texts			
v	vith peers and adults in small and			
larg	ger groups. (Introduce & Reinforce)			
	a. Follow agreed upon rules for			
	scussions (e.g., listening to others			
	nd taking turns speaking about the			
	opics and texts under discussion).			
	(Master)			
b	. Continue a conversation through			
	multiple exchanges. (Introduce &			
	Reinforce)			
ĸ	.SL.2: Confirm understanding of a			
	text read aloud or information			
	presented orally or through other			
	media by asking and answering			
	questions about key details and			
	uesting clarification of something is			
req				
	not understood. (Introduce &			
V.	Reinforce)			
	SL.3: Ask and answer questions in			
ord	ler to seek help, get information, or			
	clarify something that is not			
	understood. (Master) K.SL.4:			
	Describe familiar people, places,			
	nings, events, and with prompting			
and	d support, provide additional detail.			
	(Introduce & Support)			
	SL.5: Add drawings or other visual			
	splays to descriptions as desired to			
F	provide additional detail. (Master)			

K.SL.6: Speak audibly and express				
thoughts, feelings, and ideas clearly.				
(Introduce & Reinforce)				
Language				
K.L.1: Demonstrate the command of				
the conventions of Standard English				
grammar and usage when writing or				
speaking. (Introduce & Reinforce)				
a. Print 50% upper and lowercase				
letters. (Master)				
b. Use frequently occurring nouns and				
verbs. (Introduce & Support e. Use				
the most frequently occurring				
prepositions (e.g., to, from, in, out,				
on, off, for, of by, with). (Introduce &				
Support) f. Produce and expand				
complete sentences in shared				
language activities. (Master)				
K.L.2: Demonstrate command of the				
conventions of Standard English				
capitalization, punctuation, and				
spelling when writing. (Introduce &				
Reinforce)				
a. Capitalize the first word in a				
sentence and the pronoun I. (Master)				
b. Recognize and name end				
punctuation. (Master)				
c. Write a letter or letters for the most				
consonant and short vowel-sounds				
(phonemes). (Master)				
d. Spell simple words phonetically,				
drawing on knowledge of sound-letter				
relationships. (Introduce & Support)				
K.L.5: With guidance and support				
from adults, explore word				
relationships and nuances in word				
meanings. (Reinforce)				
a. Sort common objects into				
categories (e.g., shapes, foods) to				
gain a sense of the concepts the categories represent. (Master)				
b. Demonstrate understanding of				
frequently occurring verbs and				
adjectives by relating them to their				
opposites. (Introduce & Support)				
c. Identify real life connections				
between words and their use (e.g.,				
between words and their use (e.g.,	IJ		1	I

note places at school that are			
colorful). (Introduce & Reinforce)			

PRAIRIE-HILLS ELEMENTARY SCHOOL DISTRICT 144 STEAM CURRICULUM GRADE K QUARTER 3

PROJECT: My Piggy Bank

MANY PEOPLE, NOT JUST CHILDREN, HAVE A PIGGY BANK OR SPECIAL CONTAINER IN THEIR HOMES WHERE THEY COLLECT SMALL AMOUNTS OF MONEY OR CHANGE. SOME PEOPLE MAY HAVE AN ACTUAL CERAMIC PIGGY BANK, A LOCK BOX OR TOY BANK, SOME MAY EVEN JUST USE A SHOE BOX OR SIMILAR CONTAINER TO COLLECT EXTRA MONEY AND COINS. SAVING SMALL AMOUNTS OF MONEY, SUCH AS DOLLARS OR COINS, CAN EVENTUALLY ADD UP TO A LARGER AMOUNT OF MONEY. IT MAY BE SURPRISING TO EMPTY OUT A PIGGY BANK AND COUNT UP THE MONEY THAT HAS BEEN COLLECTED OVER TIME. PIGGY BANKS ARE A GREAT WAY TO SAVE UP FOR SOMETHING SPECIAL THAT YOU MAY NEED OR WANT. COLLECTING MONEY IN A CONTAINER SUCH AS A PIGGY BANK IS A GOOD WAY TO START LEARNING ABOUT THE IMPORTANCE OF MONEY, ESPECIALLY SAVING YOUR MONEY.

YOU ARE A MONEY MANAGER WHO STUDIES HOW TO SAVE MONEY SO YOU CAN BE ABLE TO INVEST OR BUY SOMETHING YOU NEED OR MAYBE EVEN JUST WANT.

Proi	Products – Illustration, My Needs And Wants Chart, Making a dime, counting Pennies and Dimes, Journal Prompt								
	STANDARDS		·	INSTRUCTIONAL RESOURCES	EXTENSIONS				
READING	Матн	SCIENCE	SOCIAL SCIENCE						
READING Common Core Standards: Literature Skills K.RL.1: With prompting and support, ask and answer questions about key details in a text. (Support) K.RL.2: With prompting and support, retell familiar stories, including key details. (Support) K.RL.4: Ask and answer questions about unknown words in a text. (Support) K.RL.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (Master)	MATH Common Core Standards for Mathematics Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings1, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Product- Making a Dime)	SCIENCE Life Science K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. (Product- Needs and Wants Chart)	SOCIAL SCIENCE Illinois Learning Standards Social Studies Human Population: Spatial Patterns and Movements SS.G.2.K: Identify and explain how people and goods move from place to place. Economics and Financial Literacy Economic Decision Making SS.EC.1.K. Explain that	My On Website (Literature on Currency/Money, Banks, Saving Funds, Investing) <i>Save Money</i> <i>by Mary Reina</i> In the Money: A Book About Banking Katy Woo:Piggy Bank Problems by Fran Manushkin Savaas	Choose a specific need or want that requires funds and create a savings plan. Host quarterly class/school fundraisers and save as a class/school for a class/school want or need. Make a Class Piggy Bank				
Informational Text K.RI.1: With prompting and support, ask and answer questions about unknown words in a text. (Support) K.RI.2: With prompting and support, identify the main topic the main topic	 K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. (Product- Making a Dime) 		choices are made because of scarcity (i.e. because we cannot have everything that we want). (Product- Needs and Wants Chart)	Unit 2: Living Together i-Ready Math Review Lessons:	Field Trip Ideas: Local Bank				

and retell key details in a text. (Support) K.RI.4: With prompting and support ask and answer questions about unknown words in a text. (Support) K.RI.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts). (Master) K.RI.8: With prompting and support, identify the reasons on author gives to support points in a text. (Support)

Foundational Skills

K.RF.1: Demonstrate understanding of the organization and basic features of print. * (Master) a. Follow words from left to right, top to bottom and page-by-page. * (Master) b. Recognize that spoken words are represented in written language by specific sequences of letters. * (Master) c. Understand that words are separated by spaces in print. * (Master) d. Recognize and name all upper and lowercase letters of the alphabet. * (Master) K.RF.2: Demonstrate understanding of spoken words, syllables and sounds (phonemes), (Master) a. Recognize and produce rhyming words. (Master) b. Count, produce, blend and segment syllables in spoken words. (Master) c. Blend and segment onsets and rimes of single-syllable spoken words. * (Master) d. Isolate and pronounce, the initial, medial and final sounds (phonemes) in three-phoneme (consonant-vowel-

consonant, or CVC) words. (This does not include CVC's ending with /l/, /r/,/x/.) * (Master)

K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). (Product- Making a Dime) **K.OA.A.4** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. (Product- Making a Dime) **K.OA.A.5** Fluently add and subtract within 5. Number and Operations in Base Ten Work with numbers 11-19 to gain foundations for place value. K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10+ 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.(Product-Making a Dime) **Counting and Cardinality** Know number names and

the count sequence. K.CC.A.1 Count to 100 by ones and by tens. (Product-Counting Pennies and Dimes) 1-11,4 Lessons:16-20, 21-25, 30, 31 Science

> Studies Weekly Grade K Weeks 15-16

Social Science

Studies Weekly Grade K Weeks-2,7, 9, 22, 24

(phonemes) in simple, one-syllable words to make new words. 8 (Masterv) K.RF.3: Know and apply grade level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of letter sound correspondences by producing the primary or most frequent sound for each consonant. * (Mastery) b. Associate the long and short sounds with the common spelling (graphemes) for the five major vowels. (Introduce & Reinforce) c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (Master) d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (Introduce & Reinforce) one and only one object. **K.RF.4:** Read emergent-reader texts with purpose and understanding. (Introduce & Reinforce) Writing (Narrative) 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. (Master) **K.W.6:** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (Introduce & Reinforce)* K.W.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a

e. Add or substitute individual sounds

question. (Master) (Product-**Illustration**)

Speaking and Listening

K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). (Product-**Counting Pennies and Dimes**)

Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality.

K.CC.B.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with

(Product- Counting Pennies and Dimes K.CC.B.4b Understand that

the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

(Product- Counting **Pennies and Dimes**)

K.CC.B.4c Understand that each successive number name refers to a quantity that is one larger. (Product-**Counting Pennies and Dimes**)

K.CC.B.5 Count to answer "how many?" guestions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given

K.S.L. .L.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. * (Master) a. Follow and agreed -upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). * (Masterv)

b. Continue a conversation through multiple exchanges. * (Master)

K.SL.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (Introduce &

Reinforce)

K.SL.4: Describe familiar people, places, things, events, and with prompting and support, provide additional detail. (Introduce & Reinforce)

K.SL.5: Add drawings or other visual displays to descriptions as desired to provide additional detail. * (Mastery)

Language

K.L. 1: Demonstrate the command of the conventions of Standard English grammar and usage when writing or speaking, (Introduce & Reinforce) a. Print many upper and lowercase letters. (Master) b. Use frequently occurring nouns and verbs. c. Understand and use question words (interrogatives) (e.g., who, what, where when, why, how). (Master) d. Use the most frequently occurring

prepositions (e.g., to, from, in, out,

on, off, for, of by, with).(Master) e. Produce and expand complete sentences in shared language activities.(Master)

K.L. 2: Demonstrate command of the conventions of Standard English

a number from 1-20, count out that many objects. Compare numbers. (Product- Counting **Pennies and Dimes**)

K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

(Product- Counting **Pennies and Dimes**)

Measurement and Data Classify objects and count the number of objects in each category. **K.MD.B.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Pennies and Dimes)

(Product- Counting

capitalization, punctuation, and			
spelling when writing. (Introduce &			
Reinforce)			
a. Capitalize the first word in a			
sentence and the pronoun I. (Master)			
 Recognize and name end 			
punctuation.(Master)			
c. Write a letter or letters for the most			
consonant and short vowel-sounds			
(phonemes). (Master)			
d. Spell simple words phonetically,			
drawing on knowledge of sound-letter			
relationships. (Introduce & Reinforce)			
K.L. 4: Determine or clarify the			
meaning of unknown and multiple-			
meaning words and phrases based on			
kindergarten reading and content.			
(Introduce & Reinforce)*			
K.L. 5: With guidance and support			
from adults, explore word relationships			
and nuances in word meanings.			
(Introduce & Reinforce)			
 c. Identify real life connections 			
between words and their use (e.g.,			
note places at school that are			
colorful). (Introduce & Reinforce)			
d. Distinguish shades of meaning			
among verbs describing the same			
general action (e.g., walk, march,			
strut, prance) by acting out the			
meanings. (Master)			
K.L.6: Use words and phrases			
acquired through conversations,			
reading and being read to, and			
responding to texts. (Introduce &			
Reinforce)*			

PRAIRIE-HILLS ELEMENTARY SCHOOL DISTRICT 144 STEAM CURRICULUM MAP GRADE K QUARTER 4

Project: Seasons

Your town is a community. It is important for communities to share celebrations together. There are celebrations for holidays, cultures and seasons. Your town may have picnics, meetings, decorations and musical gatherings to honor certain celebrations. In this task, your town is going to be deciding how to celebrate the four seasons.

Products – Illustration, Plan A Parade, Picture Book, Traditions and Celebrations Poster, Journal Prompt

Pf	oducts – Illustration, Plan A F	Parade, Picture Book, Traditi	ons and Celebrations Poster, Jo	purnal Prompt	
	Standare	DS		INSTRUCTIONAL	EXTENSIONS
				RESOURCES	
READING	Матн	SCIENCE	SOCIAL SCIENCE		
Common Core Standards:	Common Core Standards	Next Gen. Science	Illinois Learning Standards -	Reading	Create & display
Foundational Skills	for Mathematics	Standards	- Social Studies	_	exhibits
K.RF.2: Demonstrate understanding	Understand addition as	Physical Science	Human Population: Spatial	My On Website	representing
of spoken words, syllables and sounds	putting together and	Earth's Systems	Patterns and Movements	(Literature on	different
(phonemes). (Master)	adding to, and understand	K-ESS2-1. Use and share	SS.G.2.K: Identify and explain	Seasonal Holidays)	cultures/ethnic
a. Recognize and produce rhyming	subtraction as taking	observations of local	how people and goods move		customs within our
words (Master)	apart and taking from.	weather conditions to	from place to place.	Celebrations Around	school community.
b. Count, pronounce, blend and	K.OA.A.1 Represent addition	describe patterns over time.		the World by Helen	-
segment syllables in spoken words.	and subtraction with objects,		Human-Environment	Gregory	Invite community
(Master)	fingers, mental images,		Interaction: Place, regions,		members/families
K.RF.3: Know and apply grade level	drawings1, sounds (e.g.,		and Culture SS.G.1.K: Explain	How Long is a	to explore the
phonics and word analysis skills in	claps), acting out situations,		how weather, climate, and	Day/Week/	cultures through
decoding words. (Master)	verbal explanations,		other environmental	Month/Year? Claire	food, music,
a. Associate the long and short sounds	expressions, or equations.		characteristics affect people's	Clark	decoration, etc.
with the common spelling	K.OA.A.2 Solve addition and		lives.		
(graphemes) for the five major	subtraction word problems,	•		People in the	Culture Parade
vowels. (Master)	and add and subtract within		Perspectives	Fall/Winter by Martha	
 Read common high-frequency 	10, e.g., by using objects or		SS.H.2.K: Explain the	E.H. Rustad	Field Trip Ideas:
words by sight (e.g., the, of, to, you,	drawings to represent the		significance of our national		to Museum of Science
she, my, is, are, do, does). (Master)	problem.		holidays and the heroism and	Family Celebrations	& Industry to explore
c. Distinguish between similarly	K.OA.A.3 Decompose		achievements of the people	by Martha E.H. Rustad	Christmas Around the
spelled words by identifying the	numbers less than or equal to		associated with them.	_	World
sounds of the letters that differ.(10 into pairs in more than one		(Product-Traditions and	Savvas	
Master)	way, e.g., by using objects or		Celebrations Poster)	Units 5	
K.RF.4: Read emergent-reader texts	drawings, and record each				
with purpose and understanding. * (decomposition by a drawing				
Master)				Math	

Informational Text

K.RI.1: With prompting and support, ask and answer questions about key details in a text. (Mastered at Grade Level) (Product-Journal Prompt) **K.RI.2:** With prompting and support, identify the main topic the main topic and retell key details in a text.

(Mastered at Grade Level) (Product-Journal Prompt)

K.RI.8: With prompting and support, identify the reasons an author gives to support points in a text. (Mastered at Grade Level) (Product-Journal Prompt)

Literature Skills

K.RL.1: With prompting and support, ask and answer questions about key details in a text. (Mastered at Grade Level) **K.RL.4:** Ask and answer questions

about unknown words in a text. **K.RL.6:** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (Mastered at Grade Level)

Speaking and Listening: **ELA Standard:** Speaking Students

will be able to speak English in both a social and school setting. **ELA Standard:** Listening Students will be able to aurally comprehend spoken English in both a social and school setting. K.SL.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (Mastered at Grade Level) K.SL.4: Describe familiar people,

places, things, events, and, with prompting and support, provide

or equation (e.g., 5 = 2 + 3and 5 = 4 + 1). **K.OA.A.4** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. **K.OA.A.5** Fluently add and subtract within 5.

Describe and compare measurable attributes. Classify objects and count the number of objects in each category. K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (Product-**Picture Book, Traditions** and Celebrations Poster) K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. (Product-Picture Book, Traditions and **Celebrations Poster**) **K.MD.B.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

(Product-Picture Book, Traditions and **Celebrations Poster**)

Know number names and the count sequence.

i-Ready Math Review Lessons: 16-20, 21-25 Lessons 32 Science Studies Weekly Weeks 16,29 **Discovery Education** Science Techbook Grade 1 Unit 4 Seasons of the Year Social Science Studies Weekly Weeks 13,15,16

additional detail. (Mastered at Grade	K.CC.A.1 Count to 100 by		
Level)	ones and by tens.		
2010.9			
Language			
K.L.1: Demonstrate the command of			
the conventions of standard English			
grammar and usage when writing or			
speaking.			
a. Print many upper- and lowercase			
letters. (Mastered at Grade Level)			
b. Use frequently occurring nouns			
and verbs. (Introduce &			
Reinforce)(Introduce & Reinforce)			
(Mastered at Grade Level)			
c. Use the most frequently occurring			
prepositions (e.g., to, from, in, out,			
on, off, for, of by, with). (Mastered at			
Grade Level)			
d. Understand and use question words			
(interrogatives) (e.g., who, what,			
where, when, why, how). (Mastered			
at Grade Level)			
e. Produce and expand complete sentences in shared language			
activities. (Mastered at Grade Level) K.L. 2: Demonstrate command of the			
conventions of standard English			
capitalization, punctuation, and			
spelling when writing.			
a. Capitalize the first word in a			
sentence and the pronoun I (Mastered			
at Grade Level)			
b. Recognize and name end			
punctuation. (Mastered at Grade			
Level)			
c. Write a letter or letters for the most			
consonant and short vowel-sounds			
(phonemes). (Mastered at Grade			
Level)			
d. Spell simple words phonetically,			
drawing on knowledge of sound-letter			
relationships.) (Mastered at Grade			
Level)			
K.L.4: Determine or clarify the			
meaning of unknown and multiple-			
meaning words and phrases based on			
kindergarten reading and content.			
a. Identify new meanings for familiar			
words and apply them accurately			

(e.g., knowing duck is a bird and				
learning the verb to duck). (Introduce				
& Reinforce)				
K.L.5: With guidance and support				
from adults, explore word				
relationships and nuances in word				
meanings.				
a. Identify real life connections				
between words and their use (e.g., note places at school that are colorful)				
,				
b. (Mastered at Grade Level)				
K.L. 6: Use words and phrases				
acquired through conversations,				
reading, and being read to, and				
respond to texts. (Mastered at Grade				
Level)				
Writing (Argumentative,				
Explanatory, Narrative)				
K.W.1: Use a combination of				
drawing, dictating, and writing to				
compose opinions pieces in which				
they tell a reader the topic or the				
name of the book they are writing				
about and state an opinion or				
preference about the topic of book				
(e.g., My favorite book is).				
K.W.2: Use a combination of				
drawing, dictating, and writing to				
compose informative/explanatory				
texts in which they name what they				
are writing about and supply some				
information about the topic.				
(Product-Plan a Parade, Picture				
Book, Journal Prompt)				
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. (Product-Picture				
Book)				
K.W.5: With guidance and support				
from adults, respond to questions and				
suggestions from peers and add				
details to strengthen writing as				
needed. (Product- Journal				
Prompt)				
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K.W.7: Participate in shared research			
and writing projects (e.g., explore a			
number of books by a favorite author			
and express opinions about them).			
(Product-Plan a Parade)			
K.W.8: With guidance and support			
from adults, recall information from			
experiences or gather information			
from provided sources to answer a			
question. (Product- Illustration,			
Plan a Parade, Picture Book,			
Traditions and Celebrations			
Poster, Journal Prompt)			