

Ganado Unified School District #20

(Life Skills Gr K - 5)

PACING Guide SY 2017-2018

| Resources | AZ College and Career Readiness Standard | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
|---|--|--|---|---|
| First Quarter | | | | |
| <u>RESOURCES</u> List of names (teacher created); Trade books; Enlarged worksheets; Tracing sheets; Reading for All Learners reading program; sight word flash cards; language games and puzzles; picture cards; calendar; plastic letters; foam dice; counting ears, blocks, poker chips, etc.; multiplication chart; number line; Vocabulary Builder books (Lakeshore); Sight word books (Lakeshore; vocabulary picture book (teacher made); ipads/ computers | <u>STANDARDS</u> K.W.2 I can use pictures and words to tell about a topic. K.L.1.f I can use complete sentences K.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. d. Capitalize the first word in a sentence and the pronoun I. K.CC.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20. | <u>ESSENTIAL QUESTION</u> What is my name? What are books for? What is a word family? What makes a complete sentence? How do I write my name? What are the vowel sounds? What are the consonant sounds? What am I able to do with my hands? What do I know about my environment (classroom, other parts of school, outdoors)? How old am I? How do we show how many? What do numbers tell me? What are colors? How can I compare shapes? | <u>LEARNING GOAL</u> I will be able to identify my own name when I see it written. I will be able to hold a book and turn pages as an adult reads. I will be able to make new words from a word family. I will be able to complete simple sentences using a word bank. I will know the ASL sign for restroom, eat, and more. I will be able to trace my name with HOH assistance. I will be able to identify ___#_ sight words. I will know the consonant sounds. | <u>VOCABULARY</u> Name Books Pages Colors (red, blue, yellow) Shapes (circle, square, rectangle, triangle) Word family Sight word Sentence (period, capital, quotation mark) Word bank Vowel Consonant Calendar Weather Yesterday Today Tomorrow Alphabet Numbers Set/ group |

K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

K.G.2 Correctly name shapes regardless of their orientations or overall size.

How can I share in games/ activities with other students?
What can I do to take care of my personal grooming?

I will be able to use my hands to manipulate objects.
I will make marks on a page (with crayon/ marker) for my own enjoyment.
I can write the numbers 0-20. I can write a number to show how many are in a set of objects.
I can use a number to tell how many.
I can name shapes.
I will participate in group games and activities.
I will brush my own teeth and hair and wash my face.

Days of the week (Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday); share;

Second Quarter

RESOURCES

Trade books; Starfall (computer program); ABC mouse; nesting cups; dominoes; dot-to-dot worksheets; Legos, plastic chain, other colored manipulatives for making patterns; ipads/ computers

STANDARDS

K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional details.
K.RL.4 Give examples of how the weather affects peoples' daily activities.

ESSENTIAL QUESTION

What is my country? State?
How does weather affect how I dress and what I do?
How do you say "please" and "thank you" in ASL?

LEARNING GOAL

I will be able to identify the American flag and the Arizona flag.
I will be able to identify at least 4 parts of my body.
I will know the ASL signs for "please" and "thank you".
I will use nice words and positive actions.

VOCABULARY

Clothing (shirt, pants, shoes, jacket); Letter sounds; Opposites; Sequencing; Cause/ effect; Match (numbers, colors, capital and lower case letters); autumn/ fall; holidays; (Halloween. Thanksgiving,

K.CC.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.

SS.S3.C1.PO1

Recognize national symbols and monuments that represent American democracy and values:
a. American flag

How can you help out at home?

How are patterns created?

What are the steps involved in the toileting routine?

I will be able to identify the title and characters in a story.

I will be able to tell the plot of a story.

I will pick up materials and toys when I am finished with them.

I will be able to choose which group has more or less, or the same, number of objects.

I will be able to organize objects by following a designated pattern.

I will be able to pull my pants/ pullup down, sit on the toilet, pull my pullup/ pants up, flush the toilet, and wash my hands.

Christmas); larger/ smaller; add/ subtract; first/ middle/ last; place value; title; characters; plot; pattern; symbol; toilet; flush

Third Quarter

RESOURCES

“mood meter”; Touch Math; multiplication chart; photo cards; safety signs; ipads/ computers

STANDARDS

K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.

K.RL.3 With prompting and support, identify

ESSENTIAL QUESTION

How can I use objects to add?

How can I use objects to subtract?

Why is it important to know how big/ small things are?

Why do I need to control my feelings?

LEARNING GOAL

I can add and subtract in many ways.

I will be able to sort objects by like characteristics.

I will understand and be able to tell someone how I’m feeling.

I will be able to use manipulatives to complete a pattern.

VOCABULARY

Add; Equals sign (=) ; In all; Join; Plus sign (+) ; Are left ; Minus sign (-) ; Subtract ; Take away; Measure; Multiply; Skip count;

characters, setting, and major events in a story.

K.RL.2 With prompting and support, retell familiar stories, including key details.

1.R1.10.a With prompting and support, read informational texts including history, social studies, science, and technical texts, appropriately complex for grade 1

What do I need to know to be safe in my environment?

In what ways are things the same? Different?
What was your favorite photo or illustration in the informational text?

What do different things feel like when I touch them?

I will be able to recognize important signs in my environment (restroom, exit, skull and crossbones, poison, walk/ don't walk, school, fire, hot/cold).

I will be able to follow simple one-step directions.

I will be able to answer questions about what I've read.

I will be able to touch different objects without fear.

Transportation;
Vehicles (bus, train, airplane, boat, truck, car)
President; history

Fourth Quarter

RESOURCES

Capital/ lower case letter matching cards (teacher made); white boards, Starfall (on computer); ABC Mouse; ipads/ computers

STANDARDS

K.RF.4 Read emergent reader texts with purpose and understanding

K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

ESSENTIAL QUESTION

How do I identify positions?
What criteria do you use to organize objects?

How does an author use particular words and phrases for different purposes?

Where can I find answers to questions that I have?

Where does the minute hand point to at the hour?

Where does the minute hand point to at the half hour?

Why is it important to eat fruits and vegetables?

Why is it important to play and get exercise?

LEARNING GOAL

I can describe where objects are located.

I will understand and be able to use a number line for addition and subtraction.

I will pick up objects that are the same or different.

I can make connections between words and their use.

I can tell time to the hour using the hour and minute hands.

I can tell time to the half hour using the hour and minute hands.

VOCABULARY

above, below, beside, in front of, behind, and next to;
Minutes; Clock;
O'clock ;
Half Hour; Spring; Plants (leaf, root, stem, seed);
muscles; exercise, healthy;
fruits/ vegetables; desert (coyote, cactus, spider, snake, javelina)

K.G.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.

1.MD.B.3
Tell and write time in hours and half-hours using analog and digital clocks.

I can differentiate between the hour hand and the minute hand.
I will be able to make healthy food choices.
I will be enjoy playing and doing exercises.

