

Topic

Entry Points: Role play-space.
Zoom, zoom we are going to the moon
Dress up day as astronauts. Making phases of the moon with oreos.
Whatever next, story. -talk4writing?

Outcomes: Students will leave the unit understanding of space/ different planets, moon knowledge (phrases), about stars and what an astronaut's is and how they get to space. Talk about UAE and the relationship with space and sending their first satellite into space.

Experiences: Build a spaceship for the role play area
- pretending to be an astronaut by touching rocks from space etc
- Watching space movies
-'camping' outside under the stars.
-adding in space to the camping/jungle area
Pupil Voice: Students will led the learning in what they want to research
Role play, students can work together to pretend to work as an astronaut

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Math

K.OA.A.1 I can use what makes sense to me to show that I know how to add.
K.OA.A.1 I can use what makes sense to me to show that I know how to subtract.
K.OA.A.2 I can use objects or drawings to show that I can solve addition word problems up to 10
K.OA.A.2 I can use objects or drawings to show that I can solve subtraction word problems up to 10.
K.OA.A.3 I can take apart any number from 1 to 10 to show that I understand that number. (5 = 2 + 3)
K.OA.A.4 I can take any number from 1 to 9 and show what I need to add to it to make 10.
K.OA.A.5 I can add numbers within 5.
K.OA.A.5 I can subtract numbers within 5.
K.NBT.A.1 I can make and take apart numbers from 11 to 19 by telling how many tens and ones are in the number.

K.NBT.A.1 I can show how many tens and ones in number from 11 to 19 by drawing a picture or writing a number sentence.

K.MD.A.1 I can show and tell about the parts of a thing that I can measure.
K.MD.A.2 I can compare two things that are measured using the same tool by using words like longer and shorter.

K.G.A.1 I can tell where I see shapes by using words like: above, below, beside, in front of, behind and next to

ELA

Reading Standards

RL.K.5 - With prompting and support recognize common types of texts. (e.g. storybooks, poems)
RL.K.9 - With prompting and support compare experiences of characters in familiar stories.
RI.K.1 - With prompting and support, ask and answer questions about key details in a text.
RI.K.2 - With prompting and support, identify the main topic and retell key details in a text.
RI.K.4 - With prompting and support, ask and answer questions about unknown words in a text.
RI.K.6 - Name the author and illustrator of a text & define the role of each in presenting the ideas or information in a text.
RI.K.7 - With prompting and support, describe relationship between illustrations and the story in which they appear.
RI.K.8 - With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.10 - Actively engage in group reading activity with purpose and understanding.

Language Standards

L.K.1b - Use frequently occurring nouns and verbs.
L.K.1c - Form regular plural nouns by adding /s/ or /es/
L.K.1d - Understand and use questions words (interrogatives). (e.g. What, where, who, when, why, how)
L.K.1f - Produce and expand complete sentences in shared language activities.
L.K.5b - Demonstrate, understanding of frequently occurring, verbs & adjectives by relating them to their opposites.
L.K.5d - Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.

Writing Standards

W.K.2 Compose informative/explanatory texts which name what they are writing about & supply some information.
W.K.5 Respond to questions & suggestions from peers & add details to strengthen writing.
W.K.6 explore a variety of digital tools to produce and publish writing, including collaboration with peers

Speaking and Listening Standards

S&L.K.4 Describe familiar people, places, things, and events with prompting and support, provide additional detail.

Key Vocabulary

ELA- storybooks, poems, character, setting, problem, solution, nonfiction, fiction, questions, similarities and differences, publishing, question mark, connections, events, main events, ideas, detail, nouns, verbs (opposites) and plural nouns, digraph, blend, who, where, what, when, why and how

Math addition, subtraction, take apart, take away, one more, one less, number sentence, word problems, solve, counters, equals, plus, minus, place value, longer, shorter, measurement

Social Studies-maps, key, globe, atlas, city, emirate, country, ocean, neighborhood, community, legend, compass rose, land, water, traffic symbol, road, map symbols, structures, airports, banks

Science land, water, planets, stars, space, milky way, astronauts, NASA, galaxy, spaceship .

Space

What planet do we live on?

KG 2, Term 2 Unit 2 (5weeks)

Science

Physical properties
Color, size, shape, weight, texture, flexibility, floating, sinking.
Know water can be a solid or liquid and can be described in terms of the materials they are made of (e.g. clay , cloth , paper).
Conduct science experiments using physical properties gases, solids and liquids.

Covering the planets.
Students are able to observe, describe, and predict some patterns of the movement of objects in the sky. (day and night)
Students are able to name 4 basic phases of the moon.
Students are able to identify that the sun is a star while (Mars, Moon and others are called planets).

Visual & Performing Arts

Learning what primary and secondary colors are.

Mixing primary colors to make secondary colors.

Make Sculptures of planets with paper mâché
Stars/ moon paintings with tin foil
Astronaut drawings and paintings

Music/dance

Identify the various uses of music in daily experiences.

ICT

-ipad activities during literacy/math centers

-Monitor behavior on class dojo

-create a book on the ipads.

National Identity

I know that I live in a country. I know that it is coastal. I know that UAE sent a satellite to space

Social Studies

Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.

PE

1.10 Travel in straight, curved, and zigzag pathways.
1.11 Jump over a stationary rope several times in succession, using forward-and-back and side-to-side movement patterns.
2.1 Explain the difference between under and over, behind and in front of, next to and through, up and down, forward and backward, and sideways
2.5 Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.
2.7 Identify the point of contact for kicking a ball in a straight line.