

ORAA K-2 Scope: Aug-Sept

Theme: Community

Character Focus: Respect & Honesty

| | Kinder: | 1st: | 2nd: |
|---------------------------------|--|---|--|
| Subject: ELA | Class Community /Procedures Narrative Writing Literature Unit: Text Features, Story elements Phonics: Intro to letters/Letters to H | Class Community /Procedures Narrative Writing Literature Unit: Text Features, Story elements Phonics: A-Z | Class Community /Procedures Narrative Writing Literature Unit: Text Features, Story elements Phonics: Short vowels |
| Subject: MATH | Counting &Cardinality- Numbers to 5 | Operations & Algebraic Thinking: adding and subtracting 0 | Base ten: Even and Odd, writing numbers, Counting Patterns |
| Subject: Scienc e | Apples Nocturnal Animals Race Day Project | Race Day Project Animal Sounds | Race Day Project Landscapes (shapes and maps) |
| Subject: S.S. | Johnny Appleseed Respectfulness Honesty | Roles in the Community Respectfulness Honesty | Roles in the Community Respectfulness Honesty |
| Subject: | Julian Apple Orchard FT | Park FT playing kindly | Park FT playing kindly |
| Subject: S.I. | Gallery Opening | All About Me: Poster Presentations | All About You: Peer Interview and presentation |

* Beginning of year Portfolio Masterpieces due September 29th*

ORAA K-2 Arts Integration: Aug-Sept

Theme: Community

Character Focus: Respect & Honesty

| | Kinder: | 1st: | 2nd: |
|---------------------------|--|--|--|
| Subject: ELA | Using the See, Think, Wonder and iNotice3 visual thinking strategies, view a variety of illustrations from books prior to reading the traditional text and discuss what is happening in each illustration. (VAPA VA.K.3.1) | Divide the class in half. One half of the class can each be assigned or choose characters from a story to "become". The other half of the class is the audience who can ask each character questions about themselves or their role in the story.(VAPA.TA.1.1.0) | Watch the Pixar Short: For the Birds, found here: www.youtube.com/watch?v=3dg2dJcZBJA Discuss the main idea of the story of the short movie, and what details helped them determine the plot since there was no text or speaking. What elements of drama did the animators use to help convey these details? (Media Arts) |
| Subject: MATH | Give students a number and ask students to clap that number (they would have 5 or 8 claps). Then, ask students to play instruments in a way that would still have the same amount of beats, but would break apart the kinds of beat (such as 2 claps and 3 stomps = 5 or 4 drum beats and 4 maraca shakes = 8). Record each representation using audio software such As Garageband or Audacity and then playback the student math compositions. (VAPA MA.K.2.3) | Create an if/then interactive drama improvisation using true and false equations. Students pose an "if" question through a dramatic representation. For instance, students could act out "if Charlie had 2 apples and he gave one away...", and their partner or partner group would act out the solution. ie: "then, Charlie would only have 1 apple left". Students must act immediately, not planning their actions. (VAPA VA.1.2.2) | Create a pattern that only uses even numbers (for example: 2, 2, 4, 4, 2, 2, 4, 4) and create a musical representation for those numbers. For instance, for the pattern above, students may create a pat-clap pattern for the number two, and a pat-clap snap-stomp pattern for the number four. They can then perform their entire pattern using their musical representation. (VAPA MA.2.2.4) |
| Subject: Scienc | Race Day Project: Pool Noodle Races | Race Day Project: Paper airplanes | Race Day Project: Motorcycles TPS |

ORAA K-2 Scope: October

Theme: Community
Character Focus: Courage

| | Kinder: | 1st: | 2nd: |
|----------------------------|---|---|---|
| Subject: ELA | Narrative Writing Literature Unit: Text Features, Story elements Phonics: Letters to N | Narrative Writing Literature Unit: Text Features, Story elements Phonics: -an, -at, -ad, families | Narrative Writing Literature Unit: Text Features, Story elements Phonics: long vowels |
| Subject: MATH | Counting & Cardinality- Numbers to 10 | Operations & Algebraic Thinking: Making tens | Base ten: Numbers and Place Value to 1,000, Counting on and back by 100 |
| Subject: Science | 5 Senses The desert | Teddy Bear Air Nocturnal Animals, hibernation, animal sounds | Nocturnal and diurnal animals, hibernation/biodiversity and animal habitats |
| Subject: S.S. | Columbus Fire Safety Community Helpers Courage | Columbus Places in the community Community heroes Courage | Columbus Places in the community Community heroes Courage |
| Subject: L.S. | Fire Station FT Essential Question: What is my job in my school community? | Zoo FT: Group Safety Showing Courage: Narrative Writing Presentations Essential Question: What is my job in my school community? | Zoo FT: Group Safety Showing Courage: Narrative Writing Presentations Essential Question: What is my job in my school community? |
| S.I. | | | |

* End of unit Portfolio Masterpieces due November 3rd*

ORAA K-2 Arts Integration: October

Theme: Community
Character Focus: Courage

| | Kinder: | 1st: | 2nd: |
|----------------------------|---|--|---|
| Subject: ELA | Build a book, including all of the narrative text features. Teacher supplies pieces of a book and students put the book together in the appropriate places. They can then use this book to 'write' their first narrative story. (Literary Arts Appreciation) | Teaching the STORY elements using the STORY song. (VAPA MA.1.2.2) | While presenting their narrative writing pieces, students choose a partner to 'act out' their story as they read it aloud to the class. (VAPA TA.2.2.1) |
| Subject: MATH | Make a 'numbers to 8 counting octopus' (i.e. https://www.pinterest.com/pin/286541595021364622/) (VAPA VA.K.2.2) | Make a 'tens rainbow' piece of art (i.e. https://www.pinterest.com/pin/235805730466558357/) (VAPA VA.1.2.2) | Students create an 'adding 100' game (i.e. http://www.teachersnotebook.com/product/pamhagan/adding-and-subtracting-tens-and-hundreds-game-1) and play the games with partners. (VAPA VA.2.2.2) |
| Subject: S.S. | Design a community helper (paper doll style), creating clothes and props for the person. (VAPA VA.K.2.7) | Create something that shows gratitude to our community heroes. A card, a song, a work of art, etc. Discuss the postage process and mail the student creations to the appropriate locations. (VAPA VA.1.5.0) | Have students draw a map of their community, distinguishing important places (i.e. fire station, school, police station, library, grocery store, etc) (VAPA VA.1.5.0) |
| Subject: Science | At the zoo, go on an animal hunt, tracking the nocturnal and hibernating animals, and keeping a field log, including technical drawings of each animal they find. (VAPA VA.K.5.0) | At the zoo, go on an animal hunt, tracking the nocturnal and hibernating animals, and keeping a field log, including technical drawings of each animal they find. (VAPA VA.1.5.0) | At the zoo, go on an animal hunt, tracking the nocturnal and hibernating animals, and keeping a field log, including technical drawings of each animal they find. (VAPA VA.2.5.0) |

ORAA K-2 Scope: November

Theme: Self & Others
Character Focus: Gratitude

| | Kinder: | 1st: | 2nd: |
|---------------------------------|---|---|--|
| Subject: ELA | Informative Writing Literature Unit: Non-fiction texts, nonfiction text features Phonics: Letters to T | Informative Writing Literature Unit: Non-fiction texts, nonfiction text features Phonics: -ot, -et, -in, families | Informative Writing Literature Unit: Non-fiction texts, nonfiction text features Phonics: silent e |
| Subject: MATH | Counting & Cardinality- Model, count, and compare, Number pairs, addition to 10 | Operations & Algebraic Thinking: addition and subtraction strategies, adding three numbers, using addition to check subtraction, math facts to 20 | Operations & Algebraic Thinking: addition and subtraction strategies, equalities, 2 digit addition with and without regrouping |
| Subject: Scienc e | Harvest Farm | Teddy Bear Air Fall trees Shadows and light | Fall: plants and how they change Landscapes (shapes and maps) |
| Subject: S.S. | Times long ago Native Americans Transportation Families Thanksgiving | Kid Town Pilgrims and Native Americans The First Thanksgiving Showing Gratitude | Kid Town Pilgrims leaving England The First Thanksgiving Showing Gratitude |
| Subject: I.C. | Balboa Park FT | Airport FT | Botanical Gardens FT |
| Subject: S.I. | My Thanksgiving Celebration How to show gratitude: What am I thankful for? | Kid Town Groups and Creations How to show gratitude: What am I thankful for? | Kid Town Groups and Creations How to show gratitude: What am I thankful for? |

* End of unit Portfolio Masterpieces due December 14th*

ORAA K-2 Arts Integration: November

Theme: Self & Others
Character Focus: Gratitude

| | Kinder: | 1st: | 2nd: |
|---------------------------------------|---|---|--|
| Subject: ELA | Students turn their classroom into a 'non fiction text' and create add labels (pictorial and vocabulary labels) to various places and objects in the classroom. (Literary Arts Appreciation) | Build a book, including all of the non-fiction text features. Teacher supplies pieces of a book and students put the book together in the appropriate places. They can then use this book to 'write' their first informational story. (Literary Arts Appreciation) | Students conduct informational research report, using digital tools to research and write about a chosen topic. Then, create a visual representation of the report (i.e. diorama, painting, photography, etc) to present. (VAPA VA.2.5.0) |
| Subject: MATH | "Delicious Math" Teacher assigns each group a number. Students look at a visual model of the number, count out a food item (i.e. cheerios), glue them below the written or traced digit on a piece of paper, then compare their number with their neighbors' to see if they are the same, greater, or less than. (Culinary Arts) | "Candy Corn Addition Mosaic sticks" Students create a candy corn mosaic on a stick, using each color as a new number (white, orange, yellow). Students will only paste the number of paper tiles on each section to represent the number for that color. They will then add all 3 colors together and write the equation on the popsicle stick.(VAPA VA.1.2.3) | Students create an antique calculator (TPS) and use it to help understand regrouping. |
| Subject: S.S. | Create a Horn of Plenty, filled with goods from the harvest, each labeled with something the student is thankful for. (VAPA VA.2.5.0) | Create a visual representation (painting, mobile, diorama, etc) of how the Native Americans showed generosity to the Pilgrims, and how the pilgrims showed their gratitude. (VAPA VA.1.5.0) | Create a 'suitcase' representing the things you would take with you on the voyage to the new world and the things/people/pets you would have to leave behind. (VAPA VA.2.5.0) |
| Subject: Scienc e | Create a song about characteristics of the seasons. (VAPA MA.2.5.1) | Create a fall tree flip book, showing a tree as it transitions from summer to fall. Each page is another part of the transformation. (VAPA VA.1.5.0) | Gather leaves and create the following project (http://www.howweelearn.com/science-experiments-for-kids/) (VAPA VA.2.5.0) |

ORAA K-2 Scope: December

Theme: Self & Others

Character Focus: Generosity

| | Kinder: | 1st: | 2nd: |
|----------------------------|--|--|--|
| Subject: ELA | Informative Writing Literature Unit: Non-fiction texts, nonfiction text features Phonics: Letters to Z | Informative Writing Literature Unit: Non-fiction texts, nonfiction text features Phonics: double consonants | Informative Writing Literature Unit: Non-fiction texts, nonfiction text features Phonics: long vowels with 'gh' |
| Subject: MATH | Counting & Cardinality- Model, count, and compare, Number pairs, addition to 10, addition sentences, sum pairs in 10 | Operations & Algebraic Thinking: addition and subtraction strategies, adding three numbers, using addition to check subtraction, math facts to 20, equalities | Operations & Algebraic Thinking: addition and subtraction strategies, equalities, 2 digit addition with and without regrouping, Writing equations, modeling subtraction |
| Subject: Science | Arctic | Winter trees Shadows and light | Winter: plants and how they change Landscape materials (matter) |
| Subject: S.S. | Winter Around the World: Christmas (winter in USA) Hanukkah (winter in Israel) Kwanzaa (African American Winter Celebration) | Kid Town Winter Around the World: Christmas (winter in USA) Heiliger Abend (Winter in Germany) Las Posadas (winter in Mexico) | Kid Town Winter Around the World: Christmas (winter in USA) St. Lucia Day (winter in Sweden) La Befana Day (Winter in Italy) |
| Subject: | Old Globe FT | CYT FT, Food Drive | CYT FT, Food Drive |
| Subject: S.I. | How to be generous: Who can I give to and what can I give? | How to be generous: Who can I give to and what can I give? | How to be generous: Who can I give to and what can I give? |

* End of unit Portfolio Masterpieces due December 14th*

ORAA K-2 Arts Integration: December

Theme: Self & Others

Character Focus: Generosity

| | Kinder: | 1st: | 2nd: |
|---------------------------------|---|---|---|
| Subject: ELA | Collaboratively, the class creates a non fiction text about winter celebrations around the world (Christmas, Hanukkah, Kwanzaa) and each student contributes to illustrations. (VAPA VA.K.3.2) | Collaboratively, the class creates a non fiction text about winter celebrations around the world (Christmas, Heiliger Abend , Las Posadas) and each student contributes to illustrations. (VAPA VA.1.3.4) | Collaboratively, the class creates a non fiction text about winter celebrations around the world (Christmas, St. Lucia Day, La Befana Day)) and each student contributes to illustrations. (VAPA VA.2.3.3) |
| Subject: MATH | Create a 'number sentence hop scotch' game, where each of the first 2 one-foot hops is an addend, the double foot hop is the equals sign, and the last one-foot hop is the sum. and each student contributes to illustrations. (VAPA DA.K.5.0) | Groups create a flip chute to use for practicing memorization of math facts to 20. (VAPA VA.1.5.0) | "Delicious Math" Teacher assigns each student a number. Students use food (i.e. M&Ms) to create a visual representation of a subtraction sentence where the difference equals their assigned number. (Culinary Art) |
| Subject: S.S. | Students create a passport to track each of their "visits" around the world while learning about winter celebrations. They create a Christmas Card in US, A dreidel in Israel, and placemat for Kwanzaa (VAPA VA.K.3.2) | Students create a passport to track each of their "visits" around the world while learning about winter celebrations. They create a Christmas Card in US, A gingerbread house in Germany, and mini pinata in Mexico (VAPA VA.1.3.4) | Students create a passport to track each of their "visits" around the world while learning about winter celebrations. They create a Christmas Card in US, A head wreath in Sweden, and a paper witch in Italy (VAPA VA.2.3.3) |
| Subject: Scienc e | Arctic Penguin Rookery Sculptures (VAPA VA.K.1.2) | Create a winter tree scene using recycled materials (VAPA VA.1.4.3) | Collect sticks and create a classroom 'winter tree' (VAPA VA.2.1.3) |

ORAA K-2 Scope: January

Theme: Diversity

Character Focus: Knowledge

| | Kinder: | 1st: | 2nd: |
|----------------------------|--|---|--|
| Subject: ELA | Writing Poetry Literature Unit: Poetry, fiction and non fiction texts Phonics: Vocabulary and Grammar, Rhyming words | Creative Writing Poetry, fiction Literature Unit: Poetry, fiction and non fiction texts Phonics: Vocabulary and long vowels | Informative Writing Literature Unit: Non-fiction texts, nonfiction text features Phonics: Vocabulary and Grammar (parts of speech) |
| Subject: MATH | Counting & Cardinality- Number pairs, subtraction to 10, subtraction sentences | Numbers in Base 10: Counting by 10s and 1s, Model, Read, Write, and Count Numbers to 120 | Numbers in Base 10: 3 digit subtraction (without regrouping), Writing equations, Multi-step problems |
| Subject: Science | Ocean States of matter Winter | Harvest/Farming Plant shapes | Harvest/Farming Landscape materials (matter) |
| Subject: S.S. | Martin Luther King, JR. Tolerance | Martin Luther King, JR. Tolerance | Martin Luther King, JR. Tolerance |
| Subject: I.S. | Sea World FT Essential Question: What is diversity? Why are differences | Mall FT Essential Question: What is diversity? Why are differences | Mall FT Essential Question: What is diversity? Why are differences |
| Subject: S.I. | Knowledge is Power, what we can do with knowledge Snowmen | Knowledge is Power, what we can do with knowledge | Knowledge is Power, what we can do with knowledge |

* End of unit Portfolio Masterpieces due January 26th*

ORAA K-2 Arts Integration: January

Theme: Diversity

Character Focus: Knowledge

| | Kinder: | 1st: | 2nd: |
|-------------------------|---|---|--|
| Subject: ELA | <p>Write an acrostic poem, using their name and traits about themselves. They then compare these with each other to see the diversity in their classroom, what makes them the same and different and why these differences are important. (Literary Arts Appreciation)</p> | <p>Write a bio poem, using their name and traits about themselves. They then compare these with each other to see the diversity in their classroom, what makes them the same and different and why these differences are important. (Literary Arts Appreciation)</p> | <p>Students write “Why I’m Beautiful” haikus. They then compare these with each other to see the diversity in their classroom, what makes them the same and different and why these differences are important. (Literary Arts Appreciation)</p> |
| Subject: MATH | <p>Students create a number sentence “dance.” Give students a subtraction sentence, and select students to model the sentence (i.e. 5-3, you have 5 students at the front, you lift up a subtraction symbol and three of them twirl away. Now 2 are left.) Represent the equation pictorially and digitally as well. (VAPA DA.K.2.2)</p> | <p>Students create number snowmen. Select a digit to go in the hat of the snowman. Have students count by 10s from the hat, adding a number into each snowball. Have a competition to see who can add the most snowballs and count by tens to the highest number. (VAPA VA.1.5.0)</p> | <p>Have students act out a multi step word problem in front of the class, with the class giving directives on what to do next, collaboratively solving the problem together. (VAPA TA.2.5.0)</p> |
| Subject: S.S. | <p>Need: brown and white egg MLK day egg demonstration. Students draw each step as teacher models. Show a white egg and a brown egg. What are the differences? (different colors outside) Break them both open. What do you notice? (same on the inside) Relate this back to MLK. We may look different on the outside, but we are all the same inside and should treat each other equally.</p> | <p>Need: Red, black, and white crayons and construction paper. Give each student a crayon and piece of paper of the same color (black and black, white and white, red and red). Ask them to draw you a beautiful picture. As they realize their crayon doesn’t show up on the paper, ask what we should do? When they suggest trading colors, relate back to the beauty of diversity.</p> | <p>Need: many colors of paint, paper plates, piece of chart paper with a large heart printed on it in black ink and each student’s name printed below. Students each mix paint colors on paper plate to come up with their own unique color. They use their thumb print in their color to stamp next to their name on the chart paper and to add their color in the heart image. Afterward, you have a mosaic of colors within the heart. Relate to beauty of diversity.</p> |

ORAA K-2 Scope: February

Theme: Diversity

Character Focus: Caring

| | Kinder: | 1st: | 2nd: |
|----------------------------|--|---|--|
| Subject: ELA | Fiction Writing Literature Unit: Poetry, fiction and non fiction texts Phonics: Sequencing (first, next, last) sight words focus | Creative Writing Poetry, fiction Literature Unit: Poetry, fiction and non fiction texts Phonics: Vocabulary and long vowels, Sequencing (First, next, then, last) | Informative Writing Literature Unit: Non-fiction texts, nonfiction text features Phonics: Vocabulary and Grammar, Sequencing /transitional Words |
| Subject: MATH | Counting & Cardinality- Counting numbers to 20 (and beyond), model numbers to 20, Ordering numbers to 20 | Numbers in Base 10: Comparing numbers, 10 less and 10 more, add and subtract within 20 | Numbers in Base 10: 3 digit addition (with and without regrouping), regrouping with zeroes, Estimation |
| Subject: Science | Bears Tooth health | Harvest/Farming Plant Shapes | Harvest/Farming Landscape Materials (matter) |
| Subject: S.S. | President's Day American Symbols Valentine's Day: show you care | President's Day American Symbols Valentine's Day: show you care | President's Day American Symbols Valentine's Day: show you care |
| Subject: L.S. | Dentist Visiting FT Writing focus on public speaking Essential Question: What differences make our class | Farm FT Essential Question: What differences make our class | Farm FT Essential Question: What differences make our class |
| Subject: S.I. | How do you show you care? What can we do for our school community to show we care? * End of unit Portfolio | How do you show you care? What can we do for our school community to show we care? | How do you show you care? What can we do for our school community to show we care? Masterpieces due March 2 nd * |

ORAA K-2 Arts Integration: February

Theme: Diversity

Character Focus: Caring

| | Kinder: | 1st: | 2nd: |
|-------------------------|--|--|--|
| Subject: ELA | Students write a 3 sentence (first, next, last) fictional story about one of the themes for the month (bears, teeth, diversity, presidents). Focus on the writing process, and teach them to make a rough draft, edit it, and make a final draft. Students should present the final drafts orally to the class. (Literary Arts Appreciation) | Students write a fictional story based on one of the themes for the month (harvest, president's day, Valentine's day, diversity, etc) with 4 clearly sequenced parts and a clear beginning, middle, and end. Encourage them to use the STORY elements. Focus on the writing process (Rough draft, edits, final draft, presentation) (Literary Arts Appreciation) | Students write a 3 paragraph fictional story based on one of the themes for the month (harvest, president's day, Valentine's day, diversity, etc) with 4 clearly sequenced parts and a clear beginning, middle, and end. Encourage them to use the STORY elements. Focus on the writing process (Rough draft, edits, final draft, presentation) (Literary Arts Appreciation) |
| Subject: MATH | Students are each given a number 1-20. They put the number on their bellies and the students who are left over (without a number) help arrange the numbers in order, making a human number line. Play again, allowing all students to have a turn being a number, and being an arranger. (VAPA DA.K.5.0) | Students create number flowers. Select a digit to go in the center of the flower. Students create 4 petals around the digit (one above, one below, one left, one right) in these petals they determine ten less than, ten more than, one less, and one more. These flowers directly correlate to a hundreds chart. (VAPA VA.1.5.0) | Teach the "You Carry Over" song when teaching addition with regrouping https://www.youtube.com/watch?v=QAL8XxyGVow (VAPA MA.2.5.0) |
| Subject: S.S. | Read about Abe Lincoln and make Lincoln Log Cabin snacks out of pretzels (logs), crackers (door and roof) and peanut butter or sun butter as adhesive. (Culinary Arts) | Assign different American Symbols to each student, have them research it and create an artistic representation of the symbol, explaining to the class what it stands for and why it is important. (VAPA VA.1.5.0) | Have students choose a president to research. Have them then create costumes using classroom supplies to represent different character elements of the President they researched (symbolizing stories about him, representing his appearance, etc) |

ORAA K-2 Scope: March

Theme: Diversity

Character Focus: Fairness

| | Kinder: | 1st: | 2nd: |
|----------------------------|---|---|---|
| Subject: ELA | Fiction Writing Literature Unit: Poetry, fiction and non fiction texts Phonics: Sequencing (first, next, last) sight words focus Public Speaking | Opinion Writing Literature Unit: Non fiction texts Phonics: Digraphs, sight words | Opinion Writing Literature Unit: Non fiction texts Phonics: Digraphs, sight words |
| Subject: MATH | Counting and Cardinality: Count to 50 by 10s and 1s Count to 100 by 10s and 1s Geometry: 2D Shapes | Measurement and Data: Measuring length, telling time to hour and ½ hour | Measurement and Data: Counting money, telling time to hour and ½ hour, Solving word problems about time and money |
| Subject: Science | Motion, push and pull Healthy Eating Eggs | Habitats Plant Shapes Animals/Animal Sounds | Habitats Biodiversity in landscapes |
| Subject: S.S. | St. Patrick's Day Easter | Our California St. Patrick's Day/Easter | Anansi the Spider (Compare African and Californian habitats) St. Patrick's Day/Easter |
| Subject: S.I. | Lego Land FT Essential Question: What is | Living Coast FT Essential Question: What is the | Living Coast FT Essential Question: What is the |
| Subject: S.I. | Why is it important to be fair to others? | Why is it important to be fair to others? | Why is it important to be fair to others? |

* End of unit Portfolio Masterpieces due April 20th*

ORAA K-2 Arts Integration: March

Theme: Diversity

Character Focus: Fairness

| | Kinder: | 1st: | 2nd: |
|---------------------------------|--|--|---|
| Subject: ELA | Students write a 3 sentence (first, next, last) fictional story about one of the themes for the month (St. Patricks day, Easter, LegoLand, etc). Focus on the writing process, and teach them to make a rough draft, edit it, and make a final draft, including illustrations for each strp. Students should present the final drafts orally to the class. (VAPA VA.K.5.0) | Students research habitats and write an opinion piece about the best habitat there is (use OREO to help formulate an argument). Focus on the writing process, and teach them to make a rough draft, edit it, and make a final draft. Students should present the final drafts orally to the class, enlisting classmates to pantomime (VAPA TA.1.5.2) | Students research habitats in California and Africa and write an opinion piece about the best habitat there is (use OREO to help formulate an argument). Focus on the writing process, and teach them to make a rough draft, edit it, and make a final draft. Students should present the final drafts orally to the class, enlisting classmates to pantomime (VAPA TA.2.5.2) |
| Subject: MATH | Students create shape art. Each group is assigned one 2D shape and creates a masterpiece using cut outs of that one shape in different sizes and colors. (VAPA VA.K.2.1) | Students create their own clocks out of a paper plate, paper arrows, and a brass fastener. They write the numbers on the clock and use it during math rotations as a manipulative to help them tell time. (VAPA VA.1.2.1) | Students create their own wallet out of construction paper, with cut outs for each coin. Teach them the coin song to learn coin values and names, and have them interact with the wallet while singing the song to aid with understanding. (VAPA MA.2.5.0) |
| Subject: Scienc e | Have students build Lego creations that either demonstrate motion, push, or pull. Have them present their engineered masterpieces to the class. (VAPA DA.K.5.0) | To go along with ELA, have students create a diorama of their ideal habitat to serve as a visual aid for their presentation. (VAPA VA.1.5.0) | Have students ponder what life would be like for an animal misplaced in the wrong habitat (i.e. a monkey in the desert). Have them create an artistic representation of what problems that animal might encounter (i.e. painting, act it out, write a song, etc) |

ORAA K-2 Scope: April

Theme: Our World

Character Focus: Responsibility

| | Kinder: | 1st: | 2nd: |
|---------------------------------|---|---|---|
| Subject: ELA | Opinion Writing Literature Unit: Non fiction texts Phonics: Sight words, focus Public Speaking | Opinion Writing Literature Unit: Non fiction texts Phonics: -ir, -er, -ur word endings, sight words | Opinion Writing Literature Unit: Non fiction texts Phonics: Digraphs, special endings, sight words |
| Subject: MATH | Geometry: Describe rectangles, hexagons, and spheres, join shapes | Geometry: Bar graphs and Picture Graphs, Tally Charts, 3D shapes | Measurement and Data: Measuring centimeters, inches, & feet, addition and subtraction with inches & feet |
| Subject: Scienc e | Severe Weather Plants Rainforest | Plants/Plant Shapes Solar System Objects in the sky | Plants/biodiversity Landscape Changes (tides and the moon, wind, water, earthquakes, etc) |
| Subject: S.S. | Dr. Seuss Day Personal Hygeine Earth Day | Dr. Seuss Day Our California Earth Day | Dr. Seuss Day Anansi the Spider (Compare African and Californian habitats) Earth Day |
| Subject: L.S. | Living CoastFT Essential Question: What responsibilities do we have to our school? Community? | Botanical Garden FT Essential Question: What responsibilities do we have to our school? Community? World? | Botanical Garden FT Essential Question: What responsibilities do we have to our school? Community? World? |
| Subject: S.I. | Earth Day Clean Up | Earth Day Clean Up | Earth Day Clean Up |

* End of unit Portfolio Masterpieces due April 20th*

ORAA K-2 Arts Integration: April

Theme: Our World

Character Focus: Responsibility

| | Kinder: | 1st: | 2nd: |
|-------------------------|--|---|---|
| Subject: ELA | Students write a 4 sentence opinion piece, voicing their favorite part of Read Across America Day & why, and their least favorite activity of the day & why. Act it out with a group. (VAPA TA.K.5.1) | Students learn about Earth Day and create an opinions Anchor Chart voicing their concerns about the Earth and their opinions of the best ways to fix the problems. As a group. Act out the problems and solutions (VAPA TA.1.5.2) | Students learn about Earth Day and create an opinions Anchor Chart voicing their concerns about the Earth and their opinions of the best ways to fix the problems. They turn these charts into 3 paragraph essays outlining a problem, opinion of best solution, and conclusion and act them out in groups (VAPA TA.2.5.1) |
| Subject: MATH | Students create shape art. Teacher provides cut outs of 3D shapes in various sizes and colors, and students use them to create an Earth Day mural. (VAPA VA.K.2.1) | Students create their own giant picture graphs on chart paper, creating images for various activities on Dr. Seuss Read Across America Day. They interview peers to see which activities classmates liked most and graph the data. (VAPA VA.1.5.0) | 'Delicious Math' Students use licorice to represent a foot, pretzel sticks to represent an inch, and skittles to represent a centimeter. They then create their own measurement word problems and use the food as manipulatives to solve. (Culinary Arts) |
| Subject: S.S. | Earth Day: Tribute to the Earth Students invite parents to the park for an Earth Day Clean Up. They learn a dance to the song 'Mr. Golden Sun' and sing for the parents after the clean up. | Earth Day: Tribute to the Earth Students invite parents to the park for an Earth Day Clean Up. They create a song about the Earth and sing for the parents after the clean up. | Earth Day: Tribute to the Earth Students invite parents to the park for an Earth Day Clean Up. They create a skit about helping the earth and perform it for the parents. |

ORAA K-2 Scope: May-June

Theme: Our World

Character Focus: Resilience

| | Kinder: | 1st: | 2nd: |
|---|--|--|---|
| Subject: ELA | Informational Writing: Research Report Literature Unit: Non fiction texts Phonics: Sight words, focus Public Speaking | Informational Writing: Research Report Literature Unit: Non fiction texts Phonics: -ow.-oe word endings, sight words | Informational Writing: Research Report Literature Unit: Non fiction texts Phonics: Digraphs, special endings, sight words |
| Subject: MATH | Geometry: Positional Words, Compare Heights, Classify and Sort Data | Geometry: 3D shapes, Breaking shapes into component parts, Halves & fourths | Measurement and Data: Comparing lengths with centimeters, Graphing Geometry: 3D shapes, Equal parts of a whole |
| Subject: Scienc e | Bugs Summer | Solar system Objects in the sky Summer | Solar system Landscape Changes (tides and the moon, wind, water, earthquakes, etc) |
| Subject: S.S. | The world around us Growing up Mother's Day Father's Day | The world around us US Landmarks Growth Mother's Day Father's Day | The world around us Growth Mother's Day Father's Day |
| Subject: L.S. | Zoo FT Essential Question: How do we see people and things | Planetarium FT Essential Question: How do we see people and things showing | Planetarium FT Essential Question: How do we see people and things showing |
| Subject: S.I. | Lesson from a cockroach: being resilient | Lesson from a star: being resilient | Lesson from a rock: being resilient |
| * End of unit Portfolio Masterpieces due June 8 th * | | | |

ORAA K-2 Arts Integration: May-June

Theme: Our World

Character Focus: Reilience

| | Kinder: | 1st: | 2nd: |
|---------------------------------|---|---|--|
| Subject: ELA | Students write a 3-5 sentence informational paragraph about an insect of their choice. They create a visual representation of that insect to create a class 'bug farm' (VAPA VA.K.5.0) | Students research an American symbol or landmark and write 3 paragraphs (3-5 sentences per paragraph) about it, that includes an intro, facts, and a conclusion. They turn this into a news article that includes 'photographs' that they draw and captions. (VAPA VA.1.5.0) | Students research an aspect of the solar system and write a 3 paragraph (5-7 sentences per paragraph) report about it that includes an intro, facts, and conclusion. They create a visual representation of that part of the solar system to create a 'class planetarium' (VAPA VA.2.5.0) |
| Subject: MATH | Students create life size depictions of themselves (have someone trace their body on butcher paper, then decorate to look like themselves). Cut these out, and line them up single file on a wall outside the classroom. Have students measure them to compare height. (VAPA VA.K.2.1) | 'Delicious Math' Have students make 'mini pizzas' Need: 1 english muffin per student, jar tomato sauce, grated cheese. Students create 2 mini pizzas each (one on each side of the english muffin) Give them a plastic knife to cut one side into halves and the other into fourths. Discuss how they are both a whole pizza when the pieces are put back together. (culinary art) | Jiji's Birthday Party: It's Jiji's birthday, and the class is making her a cake! Have each student create a 'cake' out of play doh. Give them a plastic knife and have them cut the cake into slices. Count and compare student's slices to demonstrate different equal parts of a whole. Have them put play doh back together and make a new cake, cutting a different number of slices each time. *read The Doorbell Rang* |
| Subject: Science/S.I. | Lesson from a cockroach: being resilient Cockroaches Never Die myth based on these facts about cockroach resilience: http://www.pestworld.org/news-hub/pest-articles/fascinating-cockroach-facts/ | Lesson from a star: being resilient As a cloud collapses, it refuses to die, and leaves a legacy by becoming a star https://science.nasa.gov/astrophysics/focus-areas/how-do-stars-form-and-evolve | Lesson from a rock: being resilient Severe weather can change a rock, but it's hard to get rid of! https://www.youtube.com/watch?v=R-lak3Wvh9c |