

# Writing

Unit	SOL Objectives	I Can Statements
<p><b>Unit 1 and 2 (Narrative Writing)</b></p> <p style="text-align: center;"><b>Writing Goals:</b>  <b>Quarter 1- 3 complete sentences</b>  <b>Quarter 2 – 5 complete sentences</b>  <b>Quarter 3- 7 complete sentences</b>  <b>Quarter 4- 10 complete sentences</b></p>	<p><b>SOL 1.11</b>  <b>The student will print legibly in manuscript</b>            a) Form letters accurately.            b) Space words within sentences.</p> <p><b>SOL 1.12</b>  <b>The student will write in a variety of forms to include narrative, descriptive, and opinion.</b>            a) Identify audience and purpose.            b) Use prewriting activities to generate ideas.            c) Focus on one topic.            d) Organize writing to suit purpose.            g) Use letters to phonetically spell words.            h) Share writing with others.</p> <p><b>SOL 1.13</b>  <b>The student will edit writing for capitalization, punctuation, and spelling.</b>            c) Use correct spelling for commonly used sight words and phonetically regular words.</p>	<p>I can write neatly and use finger spaces within words.</p> <p>I can write a narrative story about myself focusing on one topic and writing at least 3 supporting details.</p> <p>I can write using complete sentences.</p> <p>I can begin each sentence with a capital letter.</p> <p>I can end each sentence with appropriate punctuation ( . ? ! )</p> <p>I can spell sight words I read and see every day in books.</p>
<p><b>Unit 3 (Opinion Writing)</b></p>	<p><b>The student will write in a variety of forms to include narrative, descriptive, and opinion</b></p> <p><b>SOL 1.11</b>  <b>The student will print legibly in manuscript.</b>            a) Form letters accurately.            b) Space words within sentences.</p> <p><b>SOL 1.12</b>  <b>The student will write in a variety of forms to include narrative, descriptive, and opinion.</b>            a) Identify audience and purpose.            b) Use prewriting activities to generate ideas. c) Focus on one topic.            d) Organize writing to suit purpose            f) Write to express an opinion and give a reason.            g) Use letters to phonetically spell words            h) Share writing with others.</p>	<p>I can write neatly and use finger spaces within words.</p> <p>I can write an opinion piece that has an introduction/topic sentence.</p> <p>I can write an opinion piece that has at least three reasons to support my opinion.</p> <p>I can write a closing sentence to end my opinion piece of writing.</p> <p>I can write using complete sentences.</p> <p>I can begin each sentence with a capital letter.</p>

	<p><b>SOL 1.13</b>  <b>The student will edit writing for capitalization, punctuation, and spelling</b>  . a) Use complete sentences.  b) Begin each sentence with a capital letter and use ending punctuation.  c) Use correct spelling for commonly used sight words and phonetically regular words.</p>	<p>I can end each sentence with appropriate punctuation.</p> <p>I can spell sight words I read and see every day in books.</p>
<p><b>Unit 4 (Descriptive/Research Writing)</b></p>	<p><b>SOL 1.14 The student will conduct research to answer questions or solve problems using available resources.</b>  a) Generate topics of interest.  b) Generate questions to gather information.  c) Identify pictures, texts, or people as sources of information.  d) Find information from provided resources.  e) Record information.</p> <p><b><u>Writing topics:</u></b>  Book project- Students write and illustrate a version of a familiar story  Non-fiction book  “Our Field Trip”  “The Three States of Matter”</p> <p><b>1.11 The student will print legibly in manuscript.</b>  a) Form letters accurately  . b) Space words within sentences.</p> <p><b>SOL 1.13 The student will edit writing for capitalization, punctuation, and spelling.</b>  a) Use complete sentences.  b) Begin each sentence with a capital letter and use ending punctuation.  c) Use correct spelling for commonly used sight words and phonetically regular words.</p>	<p>I can select a topic for my research writing.</p> <p>I can find supporting details about my research topic.</p> <p>I can write about my selected topic and include three or more facts about my topic.</p> <p>I can write a closing statement to end my research writing piece.</p> <p>I can write using complete sentences.</p> <p>I can begin each sentence with a capital letter.</p> <p>I can end each sentence with appropriate punctuation.</p> <p>I can spell sight words I read and see every day in books.</p>

# Reading

Unit	SOL Objectives	I Can Statements
<p><b>Unit 1</b></p>	<p style="text-align: center;"><b>SOL 1.3</b></p> <p><b>The student will orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness.</b></p> <p>a) Create rhyming words.</p> <p><b>SOL 1.4</b></p> <p><b>The student will apply knowledge of how print is organized and read.</b></p> <p>c) Identify letters, words, sentences, and ending punctuation.</p> <p><b>SOL 1.5</b></p> <p><b>The student will apply phonetic principles to read and spell.</b></p> <p>c) Use consonant digraphs to decode and spell one-syllable words.</p> <p>d) Use short vowel sounds to decode and spell single-syllable words</p> <p>h) Read and spell commonly used sight words.</p> <p><b>SOL 1.6</b></p> <p><b>The student will use semantic clues and syntax to for support when reading.</b></p> <p>d) Use knowledge of sentence structure.</p> <p><b>SOL 1.9</b></p> <p><b>The student will read and demonstrate comprehension of a variety of fictional texts.</b></p> <p>f) Identify characters, setting, and important events.</p>	<p>I can identify and read rhyming words that are in the same word family. (Ex: cat, hat, bat)</p> <p>I can add, take away, or change sounds in a word to make a new or rhyming word.</p> <p>I can tell the difference between letters, words, and sentences.</p> <p>I can read starting from left to right and from top to bottom.</p> <p>I can sound out the beginning and ending sounds of a word to read and spell.</p> <p>I can name the characters, setting, and important parts of a story.</p>
<p><b>Unit 2</b></p>	<p style="text-align: center;"><b>SOL 1.5</b></p> <p><b>The student will apply phonetic principles to read and spell.</b></p> <p>b) Use two-letter consonant blends to decode and spell one-syllable words (S blends-sm, sp, st, sn, sc, sk, sw); (R blends- br, cr, dr, fr, gr, pr, tr)</p> <p>c) Use consonant digraphs to decode and spell single-syllable words. ( sh, th, wh, ch)</p> <p>e) Blend initial, medial, and final sounds to recognize and read words</p> <p>f) Use word patterns to decode unfamiliar words. (Silent E)</p>	<p>I can blend sounds to make words.</p> <p>I can hear and say the beginning sound of a word.</p> <p>I can hear and say the middle sound of a word.</p> <p>I can say and hear the end sound of a word.</p>

	<p><b>SOL 1.7</b>  <b>The student will expand vocabulary and use of word meanings.</b>  e) Use vocabulary from other content areas.</p> <p><b>SOL 1.9</b>  <b>The student will read and demonstrate comprehension of a variety of fictional texts</b>  d) Make and confirm predictions.  f) Identify characters, setting, and important events.  g) Retell stories and events, using beginning, middle, and end in a sequential order.</p>	<p>I can recognize the long vowel sounds in words with a final-e.</p> <p>I can use vocabulary words from math, science, and social studies.</p> <p>I can make a prediction while I am reading and give a reason for my prediction.</p> <p>I can name the characters, setting, and important parts of a story</p> <p>I can retell a story in sequential order- (beginning, middle, and end).</p>
<p><b>Unit 3</b></p>	<p><b>SOL 1.3</b>  <b>The student will orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness.</b>  e) Add or delete phonemes to make new words.</p> <p><b>SOL 1.5</b>  <b>The student will apply phonetic principles to read and spell.</b>  b) Use two-letter consonant blends to decode and spell one-syllable words  e) Blend initial, medial and final sounds to recognize and read words. (R-controlled-ar, or, ore, oar, ir, er, ur)  f) Use word patterns to decode unfamiliar words.  h) Read and spell commonly used sight words.</p> <p><b>SOL 1.7</b>  <b>The student will expand vocabulary and use of word meanings.</b>  a) Discuss meanings of words in context.</p> <p><b>SOL 1.10</b>  <b>The student will read and comprehend a variety of nonfiction texts.</b>  b) Use prior and background knowledge as context for new learning.  d) Identify text features such as pictures, headings, charts, and captions.</p>	<p>I can add, take away, or change sounds in a word to make a new word.</p> <p>I can hear and say the beginning sound of a word.</p> <p>I can hear and say the middle sound of a word.</p> <p>I can say and hear the end sound of a word.</p> <p>I can blend sounds to make words.</p> <p>I can break words into parts.</p> <p>I can add to a growing list of sight words.</p> <p>I can recognize and read sight words.</p> <p>I can ask questions to identify meaning of words and phrases in a text.</p>

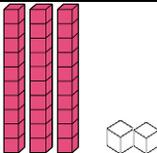
	<p>e) Make and confirm predictions  f) Ask and answer who, what, where, when, why, and how questions about what is read.</p>	<p>I can compare new information to what I already know.</p> <p>I can use the title page, headings, photos, and captions to understand the information in a non-fiction text.</p> <p>I can talk about the charts, graphs, and maps that I see in a non-fiction text.</p> <p>I can make a prediction while I am reading and give a reason for my prediction.</p> <p>I can ask who, why, where, what, when, and how questions when reading a non-fiction story.</p>
<p><b>Unit 4</b></p>	<p><b>SOL 1.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness.</b>  e) Add or delete phonemes to make new words.  f) Blend and segment multisyllabic words at the syllable level  <b>SOL1.5</b>  <b>The student will apply phonetic principles to read and spell.</b></p> <p><b>e)</b> Blend initial, medial, and final sounds to recognize and read words</p> <p>f) Use word patterns to decode unfamiliar words. Introduce long vowels in the following order:  Long a: ai, ay (e.g. mail, play)  Long e: ee, ea (e.g. tree, eat)  Long o: oa, ow (e.g. soap, tow)  Long i: y, igh (e.g. fly, light)  Long u: u, ew, ue, oo (e.g. flu, grew, blue, zoo)  f) Introduce reading r-controlled words in the following sequence: ar, or, ore, oar, ir, er, ur  <b>SOL 1.7 The student will expand vocabulary and use of word meanings.</b></p>	<p>I can add, take away, or change sounds in a word to make a new word.</p> <p>I can hear and say the beginning sound of a word.</p> <p>I can hear and say the middle sound of a word.</p> <p>I can say and hear the end sound of a word.</p> <p>I can blend sounds to make words.</p> <p>I can break words into parts.</p> <p>I can use vowels to sound out words.</p> <p>I can hear and say long vowels.</p>

	<p>d) Use text clues such as words or pictures to discern meanings of unknown words. <b>SOL 1.10 The student will read and comprehend a variety of nonfiction texts.</b></p> <p>f) Ask and answer who, what, where, when, why, and how questions about what is read.</p>	
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# Math

Unit	SOL Objectives	I Can Statements
<p><b>1 (Number Sense/Ordinal Numbers/Identify coins)</b></p>	<p style="text-align: center;"><b>SOL 1.1</b></p> <p>a) count forward orally by ones to 110, starting at any number between 0 and 110;</p> <p>b) write the numerals 0 to 110 in sequence and out-of-sequence;</p> <p>c) count backward orally by ones when given any number between 1 and 30; and</p> <p>d) count forward orally by ones, twos, fives, and tens to determine the total number of objects to 110.</p> <p><b>SOL 1.3</b> The student, given an ordered set of ten objects and/or pictures, will indicate the ordinal position of each object, first through tenth.</p> <p><b>SOL 1.2</b></p> <p>a) group a collection into tens and ones and write the corresponding numeral;</p> <p>c) order three or fewer sets from least to greatest and greatest to least.</p> <p><b>SOL 1.8</b> The student will determine the value of a collection of like coins (pennies, nickels, or dimes) whose total value is 100 cents or less</p>	<p>I can count forward by ones to 110.</p> <p>I can write my numerals from 0 to 110.</p> <p>I can count backwards by ones given any number between 1 and 30.</p> <p>I can identify the ordinal position of each object from first through tenth.</p> <p>I can identify the name of each coin and its value.</p>
<p><b>2 (Telling time by the hour/Counting coins)</b></p>	<p><b>SOL 1.9</b> The student will investigate the passage of time and</p> <p>a) tell time to <b>the hour</b> and half-hour, using analog and digital clocks; and</p> <p><b>SOL 1.8</b> The student will determine the value of a collection of like coins (pennies, nickels, or dimes) whose total value is 100 cents or less.</p> <p><b>SOL 1.6</b> The student will create and solve single-step story and picture problems using addition and subtraction within 20.</p> <p><b>Join problems</b></p>	<p>I can tell time to the hour using analog and digital clocks.</p> <p>I can count like coins (pennies, nickels, or dimes) whose value is 100 cents or less.</p> <p>I can solve single-step word problems using addition and subtraction within 20.</p> <p><b>Ex:</b> Marvel has 1 red marker and Kaitlyn has 3 blue markers. How many markers do they have in all?            _____ markers</p> <p>Bishop has 5 pencils. He lost 2 pencils. How many pencils does he have now?            _____pencils</p>

<p><b>3 (Comparing numbers/Measuring length)</b></p>	<p><b>SOL 1.1</b> The student will  <b>a)</b> count forward orally by ones to 110, starting at any number between 0 and 110;  <b>c)</b> count backward orally by ones when given any number between 1 and 30; and</p> <p><b>SOL 1.2</b>  <b>b)</b> compare two numbers between 0 and 110 represented pictorially or with concrete objects, using the words greater than, less than or equal to; and  <b>c)</b> order three or fewer sets from least to greatest and greatest to least</p> <p><b>SOL 1.10</b> The student will use nonstandard units to measure and compare length, weight, and volume.</p>	<p>I can count forwards and backwards from any given number between 0 and 110.</p> <p>I can compare two numbers between 0 and 110 using words like greater than, less than or equal to</p> <p>I can order three or less sets of objects from least to greatest and greatest to least.</p> <p>I can measure and compare length of things using objects such as paper clips and blocks.</p>
<p><b>4 (Shapes)</b></p>	<p><b>SOL 1.11</b> The student will <b>a)</b> Identify, trace, describe, and sort plane figures (triangles, squares, rectangles, and circles) according to number of sides, vertices, and angles; and  <b>SOL 1.11 b)</b> identify and describe representations of circles, squares, rectangles, and triangles in different environments, regardless of orientation, and explain reasoning.  <b>SOL 1.13</b> The student will sort and classify concrete objects according to one or two attributes.</p>	<p>I can name, trace, sort and tell you about plane figures (triangles, squares, rectangles, and circles) based on the number of sides, vertices, and angles.</p> <p>I can find and tell you about all the different shapes I see around me.</p> <p>I can sort and group objects based on one or two attributes (number of sides, vertices, or angles).</p>
<p><b>5 (Place Value)</b></p>	<p><b>SOL 1.7</b> The student will  <b>a)</b> recognize and describe with fluency part-whole relationships for numbers up to 10; and  <b>b)</b> demonstrate fluency with addition and subtraction within 10.</p> <p><b>SOL 1.2</b> The student, given up to 110 objects, will  <b>a)</b> group a collection into tens and ones and write the corresponding numeral;</p>	<p>I can solve basic math facts with addition and subtraction within 10.</p> <p>I can group a collection of objects into tens and ones and write the number.</p>

		 <p>Ex: 3 tens and 2 ones is 32.</p>
<b>6 (Fractions and Missing Addends)</b>	<p><b>SOL 1.4</b> The student will</p> <p>a) represent and solve practical problems involving equal sharing with two or four sharers; and</p> <p>b) represent and name fractions for halves and fourths, using models.</p> <p><b>SOL 1.7</b> The student will</p> <p>a) recognize and describe with fluency part-whole relationships for numbers up to 10;</p>	<p>I can identify and explain what equal sharing with two sharers and 4 four sharers look like.</p> <p>I can name the fraction of halves and fourths and show you what that looks like.</p> <p>I can solve the math sentence by finding the missing addend (number from addition problem)</p> <p>Ex: <math>2 + \underline{\quad} = 5</math></p>
<b>7 (Time to half hour)</b>	<p><b>SOL 1.9</b> The student will investigate the passage of time and</p> <p>a) tell time to the hour and <b>half-hour</b>, using analog and digital clocks; and</p> <p>b) read and interpret a calendar.</p>	<p>I can read and tell time by the hour or half hour using an analog and digital clock.</p> <p>I can tell you the days of the week. I can read and tell you about the calendar.</p>
<b>8 (Data/Graphs)</b>	<p><b>SOL 1.12</b> The student will</p> <p>a) collect, organize, and represent various forms of data using tables, picture graphs, and object graphs; and</p> <p>b) read and interpret data displayed in tables, picture graphs, and object graphs, using the vocabulary more, less, fewer, greater than, less than, and equal to.</p>	<p>I can collect, organize, and show data using tables, tally charts, picture graphs, bar graphs.</p> <p>I can read and tell you about the data by looking at a graph.</p>

		<p>I can use words like more, less, fewer, greater than, less than or equal to, to tell you about the data.</p> <p>Ex: I know that there are more kids who voted for chocolate ice cream.</p>
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## Social Studies

Unit	SOL Objectives	I Can Statements
<b>Good Citizenship</b>	<p style="text-align: center;">Citizenship</p> <p>SOL 1.10 The student will apply the traits of a good citizen by:</p> <p><b>a)</b> focusing on fair play, exhibiting good sportsmanship, helping others, and treating each other with respect.  <b>b)</b> recognizing the purpose of rules and practicing self- control  <b>c)</b> working hard in school  <b>d)</b> taking responsibility for one's actions  <b>e)</b> valuing honesty and truthfulness in oneself and others</p>	<p>I can tell you 5 ways to show good citizenship.</p> <p>I can show the Star Qualities in my daily life, such as Respect, Perseverance, Responsibility, Courtesy and Honesty.</p> <p>I can explain why rules are important.</p> <p><b><u>Academic Vocabulary:</u></b> Star Quality, Perseverance, Respect, Responsibility, Courtesy, Patience, Cooperation, Sense of Humor, rules, sportsmanship, self-control</p>
<b>Patriotic Symbols</b>	<p style="text-align: center;">Patriotic Symbols</p> <p><b>SOL 1.11</b> The student will recognize the symbols and traditional practices that honor and foster patriotism in the U.S. by demonstrating respect for the American flag by learning the Pledge of Allegiance.</p> <p><b>SOL 1.12</b> The student will recognize the symbols and traditional practice that honor the Commonwealth of Virginia by</p> <p><b>a)</b> identify the Virginia flag, state capitol building, state bird and state flower  <b>b)</b> describe why people have traditions and symbols.</p>	<p>I can draw American symbols such as the U.S. flag, and recite the Pledge of Allegiance.</p> <p>I can identify, discuss and draw the VA flag, a cardinal, and dogwood flower.</p> <p>I can talk about the capital city of VA, Richmond and identify it on a map.</p> <p>I can name 3 traditions my family has and discuss why traditions are important.</p> <p><b><u>Academic Vocabulary:</u></b></p>

		Symbol, tradition, Richmond, Dogwood Flower, Cardinal
<b>VA Government</b>	<p><b>VA Government and People</b></p> <p><b>SOL 1.13</b> The student will understand people of Virginia</p> <p><b>a)</b> have state and local government that elected by the people <b>b)</b> make contributions to their communities <b>c)</b> include people who have ethnic origins, customs, and traditions and are united as Americans by common principles.</p>	<p>I can talk about why voting is important, and who can vote.</p> <p>I can discuss and draw community helpers who make <b>contributions</b> to our town.</p> <p>I can discuss diversity and explain what makes me unique and special.</p> <p><b><u>Academic Vocabulary:</u></b> contribution, diversity, governor</p>
<b>Economics</b>	<p><b>Economics</b></p> <p><b>SOL 1.7</b> The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.</p> <p><b>SOL 1.8</b> The student will explain that people make choices because they cannot have everything they want.</p> <p><b>SOL 1.9</b> The student will recognize that people save money for the future to purchase goods and services.</p>	<p>I can explain what a want and a need are. I have basic needs and wants are things I would like.</p> <p>I can draw and identify goods and services, and producers and consumers while grocery shopping!</p> <p>I can explain why people make choices and cannot have everything that they want.</p> <p>I can discuss why saving money is important and what I am saving my money for.</p> <p><b><u>Academic Vocabulary:</u></b></p>

		wants, needs, producer, consumer, goods, services, economic choice, savings
<b>Geography</b>	<b>Geography</b>	
<b>SOL 1.1 demonstrate skills for historical thinking</b> <b>**ongoing throughout year**</b>	<b>SOL 1.5</b> The student will develop map skills by a) recognizing basic map symbols, including references to land, water, cities, and roads; b) using cardinal directions on maps; c) identifying the shapes of the United States and Virginia on maps and globes; d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map; and e) constructing simple maps, including a title, map legend, and compass rose. <b>SOL 1.6</b> The student will develop a geographic understanding that a) the location of Virginia determines its climate and results in four distinct seasons; and b) the landforms of Virginia affect the places people live.	I can draw a map of my bedroom with a title, a key with symbols, and a compass rose.  I can locate VA and the USA on maps and globes.  I can locate Richmond and Washington D.C on a map of the U.S.  I can discuss what landforms are and think of examples. (a mountain, a hill, a valley)  <u><b>Academic Vocabulary:</b></u> Cardinal directions, map, globe, title, compass rose, map legend, landforms

# Science

Unit	SOL Objectives	I Can Statements
<p style="text-align: center;"><b>Earth-Sun relationships</b></p>	<p style="text-align: center;"><b>SOL 1.6</b></p> <p style="text-align: center;"><b>The student will investigate and understand the basic relationships between the sun and the Earth</b></p> <p><b>a)</b> the sun is the source of energy and light that warms the land, air, and water; and  <b>b)</b> the sun’s relative position in the morning is east and in the late afternoon is west.</p>	<p>I can tell you at least 3 facts about the sun and its importance.</p> <p>I can tell you where the sun rises and sets.</p> <p><b><u>Academic Vocabulary:</u></b>  Sun, cardinal directions, day &amp; night</p>
<p style="text-align: center;"><b>Seasonal Change</b></p>	<p style="text-align: center;"><b>SOL 1.7</b></p> <p style="text-align: center;"><b>The student will investigate and understand weather and seasonal changes.</b></p> <p><b>b)</b> there are relationships between daily and seasonal changes; and  <b>c)</b> changes in temperature, light, and precipitation can be observed and recorded over time.</p>	<p>I can identify and explain the 4 seasons.</p> <p>I can discuss and draw how there are changes in light, temperature and plants in the 4 seasons.</p> <p><b><u>Academic Vocabulary:</u></b>  Seasons, temperature</p>
<p style="text-align: center;"><b>Plant Life Cycle</b></p>	<p style="text-align: center;"><b>Plants</b></p> <p style="text-align: center;"><b>SOL 1.4</b></p> <p style="text-align: center;"><b>The student will investigate and understand that plants have a basic life needs and functional parts and can be classified according to certain characteristics</b></p> <p><b>a)</b> plants need nutrients, air, water, light, and a place to grow;  <b>b)</b> basic parts of plants; and  <b>c)</b> plants can be classified based on a variety of characteristics.</p>	<p>I can explain that plants need nutrients, air, water, light and place to grow.  (pumpkins, apples, flowers)</p> <p><b><u>Academic Vocabulary:</u></b>  Plant life cycles, basic plant needs (water, sun, space, light, nutrients)</p>
<p style="text-align: center;"><b>Animal Life Needs</b></p>	<p style="text-align: center;"><b>SOL 1.5 Nocturnal Adaptations</b></p>	<p>I can discuss what a nocturnal animal is and give examples.</p>

	<p><b>The student will investigate and understand that animals, including humans, have basic needs and certain distinguishing characteristics</b></p> <p><b>a)</b> basic needs include adequate air, food, water, shelter, and space (habitat); <b>b)</b> animals, including humans, have many different physical characteristics; and <b>c)</b> animals can be classified according to a variety of characteristics.</p> <p style="text-align: center;"><b>Animal Life Needs</b></p> <p><b>SOL 1.5</b> Migration/Hibernation <b>Arctic Animals</b></p> <p><b>a)</b> basic needs include adequate air, food, water, shelter, and space (habitat); <b>b)</b> animals, including humans, have many different physical characteristics; and <b>c)</b> animals can be classified according to a variety of characteristics.</p>	<p>I can explain that animals have adaptations that help them live, such as migration, hibernation</p> <p>I can identify animals that live in Arctic habitats and their unique adaptations. (Penguins, Polar bears, Arctic Animals)</p> <p><b><u>Academic Vocabulary:</u></b> Nocturnal, hibernation, migration, adaptation, Arctic, Antarctica</p>
<b>Natural Resources</b>	<p style="text-align: center;"><b>1.8 Natural Resources</b></p> <p><b>The student will investigate and understand that natural resources are limited.</b></p> <p><b>a)</b> identification of natural resources. <b>b)</b> factors that affect air and water quality; and <b>c)</b> recycling, reusing, and reducing consumption of natural resources</p>	<p>I can explain are what natural resources. I can identify pollution in the air and water. I can show examples of recycling, reusing and reducing.</p> <p><b><u>Academic Vocabulary:</u></b> Natural resource, pollution, reduce, recycle, reuse</p>
<b>Matter</b>	<p style="text-align: center;"><b>Matter</b> <b>SOL 1.3</b></p> <p><b>The students will investigate and understand how different common materials interact with water.</b></p> <p><b>1.3</b></p> <p><b>a)</b> some liquids will separate when mixed with water, but others will not; <b>b)</b> some solids will dissolve in water, but others will not; and <b>c)</b> some substances will dissolve more readily in hot water than in cold water.</p>	<p>I can identify the three states of matter around me.</p> <p>I can discuss what dissolve means. Ex) Salt <b>dissolves</b> or disappears when mixed with water!</p> <p><b><u>Academic Vocabulary:</u></b> Solid, liquid, gas, dissolve, matter</p>

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