

# THEME 1

## GROWING AND LEARNING

Week 3: Communities

### Essential Question:

*How do people from different cultures contribute to a community?*

### Stories:

Room to Grow  
Gary the Dreamer  
Sharing Polkas and Pitras

# READING & WRITING

## Close Reading of Complex Text:

Cite relevant evidence from text; describe text structure: sequence; ask and answer questions.

**Writing:** Draw evidence from informational texts, write informative texts, conduct short research on community history; Proofread/Edit and Publish a friendly letter

# SPELLING

## LIST

Unit 1.3

Unit 1.3

1. date
2. lake
3. skate
4. plane
5. grade
6. fine
7. life
8. rice
9. wise
10. smile
11. rose
12. globe
13. smoke
14. come
15. used

# VOCABULARY WORDS

## scared

When you are scared, you are afraid of something.



At first I was scared to start school.

## admires

When someone admires something you have done, he or she likes it.



"Jill admires your indoor garden."

## classmate

A classmate is someone who is in your class at school.



But soon I met a classmate.

## community

A community is a place where people live, work, and play together.



"Our community wants to plant a garden."

## contribute

When you contribute something, you give money or help.



Everyone agreed to contribute.

## practicing

When I am practicing, I do something again and again.



Jill Hernandez and I were practicing reading aloud one day.

## pronounce

When you pronounce a word, you say the sounds correctly.



She helped me say her last name, and I helped her pronounce mine.

## tumbled

When I lost my balance, I tumbled and fell.



Green vines tumbled over desks.

# LANGUAGE DEVELOPMENT

**Conventions:** Identify subjects, complete subjects, and compound subjects; demonstrate understanding of compound words

## Phonics/Word Study/Spelling:

Final e, inflectional endings: drop final e

## Fluency: Rate

## Content Knowledge:

Trace the establishment of diverse communities