### Unit Three – Influences on Our Decisions

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<th>Subject</th>
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| **Reading** | **Studying Characters and Their Stories**  
(Online Heinemann Resources)  
Learners read fiction chapter books and dig deeper into the stories they read, moving beyond literal descriptions of characters to infer and grow ideas about them and uncover the lessons they learn.  
**Bigger Books Mean Amping Up Reading Power**  
Learners focus on reading with fluency, revisiting what it looks like and sounds like to read with a smooth, expressive voice. They learn strategies for tackling new vocabulary and comprehending figurative language they encounter. Learners also work on keeping track of the storyline in longer books. |
| **Phonics** | **Teacher-Developed Phonics Study**  
First graders practice and deepen their understanding of phonics and the transfer to reading and writing. Teacher uses data to tailor instruction.  
**Word Builders**  
Construction, Demolition, and Vowel Power  
Learners develop a repertoire of strategies for tackling complex, multisyllabic words with confidence, both in their reading and in their writing. |
| **Writing** | **Writing About Reading**  
Learners will state clear opinions and support their ideas with evidence. They will develop ideas about the characters, scenes and illustrations across texts as well as lessons learned.  
**Poetry**  
Big Thoughts Small Packages  
Learners write poetry in powerful, meaningful ways. They study poetry through the lens of both a reader and a writer. |
| **Science** | **Growing Plants**  
Learners expand on their knowledge of how living things depend on both living and nonliving parts of their environment for survival with a focus on plants. They begin with an experiment that investigates how light and water help plants grow from a seed into an adult plant, and then focus on the function of flowers, which produce seeds.  
**Plant and Animal Relationships**  
Learners build on the past unit where they explored how flowers have certain structures that help them attract pollinators to make seeds with a focus on one kind of pollinator – the butterfly. They observe butterflies moving through their life cycle and then create a model butterfly to observe its different parts. Learners apply what they know to design a hand pollinator. |
| **Social Studies** | **Early Local Settlements – Grand Junction, Fruita, Palisade**  
Learners understand why people settled in their local community (Palisade, Fruita, and/or Grand Junction) and how people interacted with the earth in that settlement to understand the impact of human and natural resources on settlement. They study maps and geographic tools that are connected to the specific township, including the local history and economics. They continue to articulate evidence for information provided, and support evidence for stated facts. |
| **Math** | **Fractions**  
Learners develop ideas about equal parts of a whole, focusing specifically on partitioning and describing halves, fourths, and thirds of one whole and recognizing that the same equal part of a whole (e.g. one half of a square) can be different shapes.  
**Addition, Subtraction and the Number System 3**  
Learners make generalizations about what happens when you add even and odd numbers, developing fluency with the remaining addition/subtraction combinations, developing and refining strategies for adding and subtracting 2-digit numbers, and recording such work. Learners work with equal groups as the foundation of multiplication by investigating even and odd numbers and by representing equal groups with arrays and tables. |