 Burbrella Learning Academy Curriculum Map

**2nd Semester**

**January 2025 - Reading/ ELA**

| **Implementation**  *Use this table to keep track of student learning - 2nd -3rd* | | |
| --- | --- | --- |
| **Theme: Habitats and Ecosystems**  **Nature**: **Environmental Texts**: Select texts that involve nature themes or environmental issues, such as *The Lorax* by Dr. Seuss or articles about local wildlife.  **Play:** **Role-Playing Stories**: Act out scenes from books or create "living books," where students embody characters and settings.  **PBL:** **Theme-Based Inquiry Projects**: Choose a theme related to nature or a community issue, such as "Preserving Local Ecosystems" or "Stories of Our Community." Students read fiction, nonfiction, and poetry related to the theme.  **SEL:** Character Analysis and SEL Skills: Use book discussions to explore characters’ emotions, decision-making, and relationships. For example, discuss how a character shows resilience or empathy. | ***Goals*** | |
| ***Students will be able to use their learning to…***   * Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. * Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. * Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. * Should have built foundational reading skills and be deepening their understanding of comprehension, fluency, and analysis. They should be transitioning from "learning to read" to "reading to learn." | |
| ***Making Meaning*** | |
| **UNDERSTANDINGS**  ***Students will understand that…***   * The main idea and key details of a text, identifying the author's purpose, and making inferences based on the text . * The supporting details of a story. * Make simple predictions and connections (text-to-self, text-to-text, and text-to-world). | **ESSENTIAL QUESTIONS**   * What are the connections you are providing for your students regarding their skill set and the real world. * Can students identify main characters in literary text? * Can students identify main ideas in informational text? |
| ***Acquisition*** | |
| **KNOWLEDGE**  ***Students will know…***   * How specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. * Describe how reasons support specific points the author makes in a text. * Compare and contrast the most important points presented by two texts on the same topic. * How words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. | **SKILLS**  ***Students will be able to…***   * Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. * Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. * Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. * Read grade-level text with accuracy, appropriate pacing, and expression. * Self-correct when reading aloud to improve understanding. |
| ***Vocabulary*** | | |
| Vocabulary:  **Author** – The person who writes a book, story, or article.  **Title** – The name of a book, story, or article.  **Illustrator** – The person who draws the pictures in a book.  **Setting** – The time and place where a story occurs.  **Character** – A person, animal, or creature in a story.  **Plot** – The sequence of events that happen in a story.  **Beginning** – The start of the story, where the characters and setting are introduced.  **Middle** – The part of the story where the conflict or main events happen.  **End** – The conclusion or resolution of the story.  **Conflict** – A problem or struggle in a story that the characters try to solve.  **Resolution** – The way the problem or conflict in the story is solved.  **Genre** – A category of literature, such as fiction, non-fiction, mystery, or fantasy.  **Main Idea** – The most important idea or point in a story or passage.  **Details** – Facts or pieces of information that support the main idea.  **Inference** – A conclusion reached based on evidence and reasoning, not directly stated.  **Context** – The words and sentences around a word that help explain its meaning.  **Vocabulary** – The collection of words known or used by a person.  **Synonym** – A word that has the same or nearly the same meaning as another word.  **Antonym** – A word that has the opposite meaning of another word.  **Root word** – The basic form of a word from which other words are made.  **Prefix** – A set of letters added to the beginning of a word to change its meaning.  **Suffix** – A set of letters added to the end of a word to change its meaning.  **Sentence** – A group of words that express a complete thought.  **Paragraph** – A group of sentences that focus on one main idea.  **Dialogue** – The conversation between characters in a story.  **Point of View** – The perspective from which a story is told (e.g., first person, third person).  **Opinion** – A statement that tells what someone thinks or feels.  **Fact** – A statement that can be proven true or false.  **Theme** – The central message or lesson of a story.  **Summarize** – To briefly tell the main points of a story or text in your own words. | | |

 Burbrella Learning Academy Curriculum Map

**2nd Semester**

**January 2025 - Math**

| **Implementation**  *Use this table to keep track of student learning - 2nd -3rd* | | |
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| **Learning Approaches Implementations:**  **Theme - Habitats and Ecosystems**  **Nature**: Nature-based math connects students with the outdoors, using the natural environment to explore mathematical concepts.   * **Tree Heights**: Estimate and measure the height of trees using rulers, measuring tapes, or creative methods like shadows. * **Measuring Distances**: Measure trails or paths with steps, sticks, or rulers and calculate total distances.   **Play:** Play-based math at this level involves more strategy, problem-solving, and application of math concepts in engaging, game-like contexts   * **Kinesthetic Math:** Skip Counting Hopscotch: Use a hopscotch board where students count by 2s, 5s, 10s, or 3s as they hop. * **Math Obstacle Course**: Create a course where students solve math problems to progress to the next station. * **Storytelling with Math**:Use math storytelling to create engaging scenarios (e.g., “You’re on a treasure hunt. Solve these multiplication problems to find the next clue!”).   **PBL:** Project-based math encourages students to apply their skills to real-world challenges and collaborative problem-solving tasks.  Budgeting Projects:   * **Classroom Store**: Create a classroom store with fake money where students add prices, make change, and practice budgeting. * **Plan a Party**: Give students a set budget and ask them to plan a party, including costs for decorations, food, and entertainment.   **SEL:**   * Encourage collaboration through group projects and games, emphasizing teamwork and communication. * Build resilience by framing mistakes as learning opportunities (e.g., "What can we try next?"). * Promote independence by letting students take the lead in planning and solving problems within their projects. | ***Goals*** | |
| ***Students will be able to use their learning to…***   * **Fluency in Addition, Subtraction, Multiplication, and Division**: Mastering basic operations (addition/subtraction up to two digits, and multiplication/division facts). * **Place Value and Number Comparison**: Understanding place value (up to 1,000), comparing numbers, and recognizing patterns in numbers. * **Measurement and Time**: Solving problems involving measurements (length, money, and time) and understanding elapsed time. * **Basic Geometry and Fractions**: Identifying and classifying shapes, understanding symmetry, and comparing simple fractions (e.g., 1/2, 1/3). | |
| ***Making Meaning*** | |
| **UNDERSTANDINGS**  ***Students will understand that…***   * Extending their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones). * Develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. T | **ESSENTIAL QUESTIONS**   * How are the students practicing in and out of class? * What do the assessments look like? * How are you relating their learning to the real world experiences? |
| ***Acquisition*** | |
| **KNOWLEDGE**  ***Students will know…***   * **Mastery of Basic Operations**: Students should be able to fluently add, subtract, multiply, and divide within their grade level (e.g., 2-digit addition/subtraction, multiplication and division facts). * **Strong Understanding of Place Value**: Students should understand the value of digits in numbers up to 1,000, and be able to compare, order, and round numbers accurately. * **Application of Measurement Concepts**: Students should be able to measure length using both standard and metric units, solve time-related problems, and work with money in practical contexts. * **Introduction to Fractions and Geometry**: Students should recognize simple fractions (like 1/2, 1/3) and be able to classify shapes based on their attributes, including symmetry and basic properties. | **SKILLS**  ***Students will be able to…***   * **Fluency in Multiplication and Division**: Practice and apply multiplication and division facts through 10 and solve simple word problems using these operations. * **Place Value Strategies**: Use place value knowledge to add and subtract within 1,000, including regrouping. * **Fractions as Parts of a Whole**: Begin identifying, comparing, and representing fractions on a number line or through visual models. * **Problem-Solving with Time and Measurement**: Solve real-world problems involving elapsed time, money, and measurement in standard units (e.g., inches, feet, centimeters) |
| ***Vocabulary*** | | |
| Vocabulary:  **Addition** – The process of finding the total or sum by combining two or more numbers.  **Subtraction** – The process of finding the difference by taking one number away from another.  **Multiplication** – The process of adding a number to itself a certain number of times.  **Division** – The process of splitting a number into equal parts or groups.  **Sum** – The result of adding two or more numbers.  **Difference** – The result of subtracting one number from another.  **Product** – The result of multiplying two or more numbers.  **Quotient** – The result of dividing one number by another.  **Even** – A number that is divisible by 2.  **Odd** – A number that is not divisible by 2.  **Greater than** – A number that is larger than another number.  **Less than** – A number that is smaller than another number.  **Equal to** – When two numbers are the same in value.  **Place value** – The value of a digit based on its position in a number.  **Array** – An arrangement of objects, pictures, or numbers in rows and columns.  **Fraction** – A part of a whole, represented as a numerator over a denominator.  **Numerator** – The top number in a fraction, representing how many parts are being considered.  **Denominator** – The bottom number in a fraction, representing how many equal parts the whole is divided into.  **Measurement** – The process of determining the size, length, or amount of something.  **Time** – A concept of measuring the passage of seconds, minutes, and hours.  **Geometry** – The branch of mathematics that deals with shapes, sizes, and the properties of space.  **Length** – A measure of how long something is.  **Width** – A measure of how wide something is.  **Height** – A measure of how tall something is.  **Perimeter** – The distance around a shape.  **Area** – The amount of space inside a shape.  **Symmetry** – When one half of an object or shape is a mirror image of the other half.  **Pattern** – A repeated arrangement of shapes, numbers, or objects.  **Estimate** – A close guess or approximation of a number or value.  **Angle** – The space between two intersecting lines measured in degrees. | | |