



Wonders

South Carolina



Welcome to *South Carolina Wonders*

Expand Their World Through Literacy

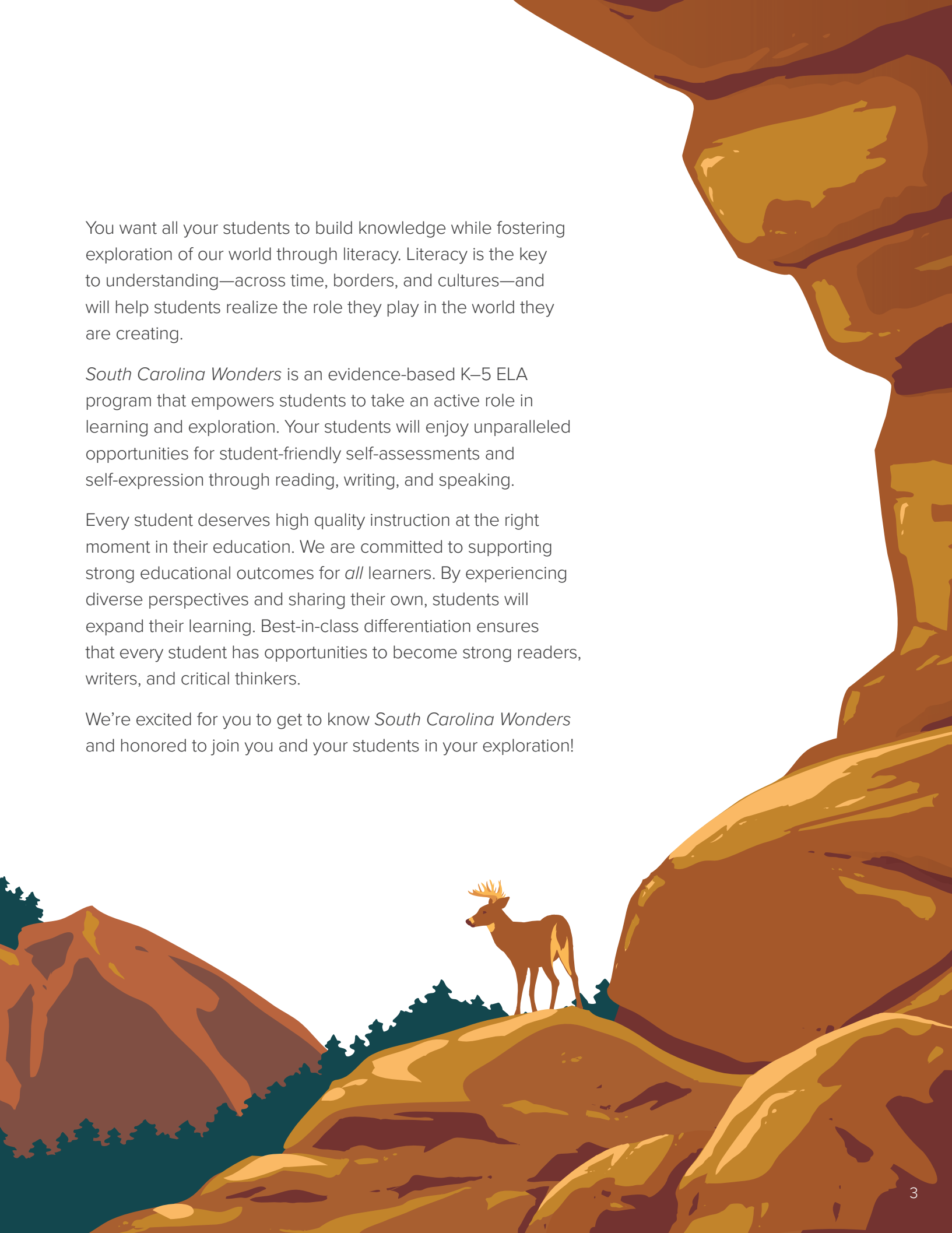


You want all your students to build knowledge while fostering exploration of our world through literacy. Literacy is the key to understanding—across time, borders, and cultures—and will help students realize the role they play in the world they are creating.

South Carolina Wonders is an evidence-based K–5 ELA program that empowers students to take an active role in learning and exploration. Your students will enjoy unparalleled opportunities for student-friendly self-assessments and self-expression through reading, writing, and speaking.

Every student deserves high quality instruction at the right moment in their education. We are committed to supporting strong educational outcomes for *all* learners. By experiencing diverse perspectives and sharing their own, students will expand their learning. Best-in-class differentiation ensures that every student has opportunities to become strong readers, writers, and critical thinkers.

We're excited for you to get to know *South Carolina Wonders* and honored to join you and your students in your exploration!



Prepare for Success from the First Day to Test Day

Achieve Mastery of the South Carolina College- and Career-Ready ELA Standards

South Carolina Wonders ensures teachers have the necessary tools and resources to help students build a strong foundation in literacy and are prepared for South Carolina end-of-year testing.

- Find a dedicated outline called “**Meeting South Carolina Standards**” for every lesson including call-outs for *South Carolina Wonders* areas of assessment.

TEXT SET 1
Meeting South Carolina Standards
✓ Tested in South Carolina Wonders Assessments

FOUNDATIONAL SKILLS
Phonics and Word Analysis

- Decode words with short vowels a, e, i, o, u.
- Use knowledge of word families to decode words.
- Decode words with short vowels e, o, u.
- Use knowledge of inflectional endings to decode.

FLUENCY
Read grade-level prose and poetry orally with accuracy, expression, and automaticity on success.
ELA.3.F.4.2

READING
Reading Informational Text

- Explain how headings and maps contribute to understanding.
- Identify the text structures of chronological, cause-effect in texts.
- Explain the development of an author's informational text.
- Read and comprehend texts in the grade-band proficiently.
- Write in response to text.
- Summarize a text to enhance comprehension.

ELA.3.AOR.4.1, ELA.3.AOR.5.2, ELA.3.AOR.5.3

Compare Texts
Compare and contrast how authors present information on the same topic or theme.
ELA.3.AOR.7.1

COMMUNICATION
Writing
Writing Process

- Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, and a variety of transitional words or phrases.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ELA.3.C.3.1, ELA.3.C.5.1

CONVENTIONS
Grammar

- Identify sentences and fragments.
- Use capitalization and punctuation.
- Use statements and question marks.
- Use commands and exclamation points.

ELA.3.C.4.1

Spelling
Spell words with a focus on background and context.
ELA.3.AOR.7.1a, ELA.3.AOR.8.1

CONTENT AREA LEARNING
Culture and Economy
Investigate the cultural characteristics of places and regions around the world.
3.4.1.PR

FORMATIVE ASSESSMENT
For assessment throughout the text set, use students' self-assessments and your observations. Use the Data Dashboard to filter class, group, or individual student data to guide group placement decisions. It provides recommendations to enhance learning for gifted and talented students and offers extra support for students needing remediation.

TEXT SET 1
Progress Monitoring
Moving Toward South Carolina Standards Mastery

FORMATIVE ASSESSMENT
For ongoing formative assessment, use students' self-assessments at the end of each lesson, along with your observations.

- STUDENT CHECK-IN
- CHECK FOR SUCCESS

Assessing skills along the way . . .

SKILLS	HOW ASSESSED
Comprehension Vocabulary ELA.3.AOR.4.1, ELA.3.AOR.5.2, ELA.3.AOR.7.1a, ELA.3.AOR.8.1	Digital Activities, Rubrics
Text-Based Writing ELA.3.C.3.1	Reading/Writing Companion; Respond to Reading
Grammar	Book, Games, Reports

Oral Reading Fluency (ORF)
Fluency Goal: 73–93 words per minute (WCPM)
Accuracy Rate Goal: 95% or more
ELA.3.F.4.2

At the end of the

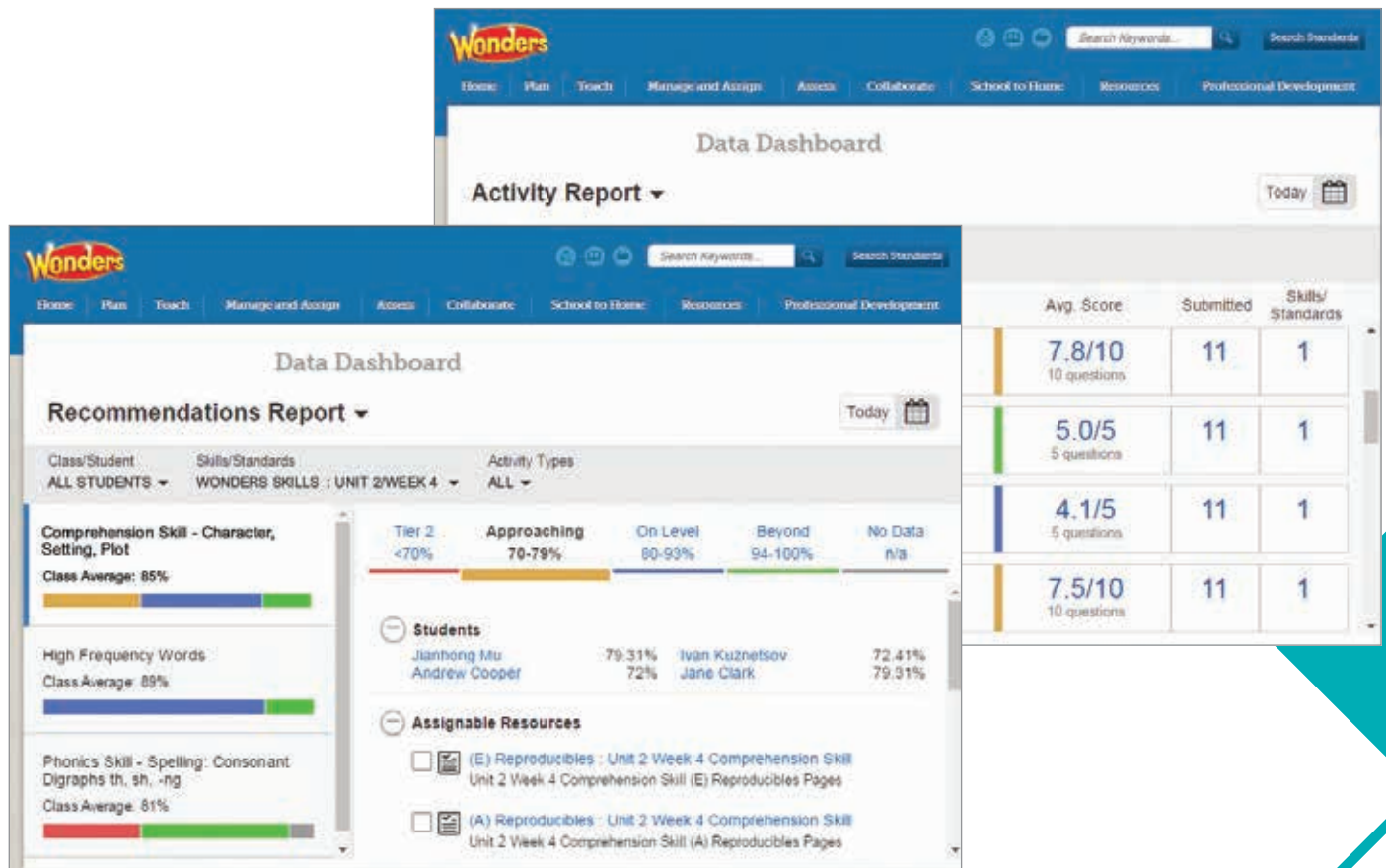
T3K UNIT 1 TEXT SET 1

- South Carolina Wonders* offers frequent and meaningful measurement of student learning progress in both print and digital formats. **Weekly/Text Set interval Progress Monitoring** pages in the Teacher's Edition provide a clear outline of what skills are covered and how they are being measured along the way.

Actionable Data and Informed Decisions

The *South Carolina Wonders* Data Dashboard enables you to use data to inform your instruction. It allows you to develop assessment-capable learners with the help of a robust reporting tool that aggregates performance data from student assessments and activities to:

- Enable **leveled reteaching** and targeted assignments.
- **Group and regroup students** automatically and recommend differentiated lessons.
- Prepare students for success with **South Carolina CCR ELA standards and testing**.
- **Report results** at the individual, class, and district levels.
- Easily **share learning goals** with administrators, families, and students.
- Evaluate and measure student learning against the South Carolina CCR ELA standards with the **South Carolina Standards Report**.



Grounded in the Science of Reading

Put Evidence-Based Practices to Work in Your Classroom

By drawing upon decades of literacy research, and the expertise of preeminent reading researchers, including Dr. Doug Fisher and Dr. Tim Shanahan, *South Carolina Wonders* was built to deliver high-quality literacy instruction, supported by the Science of Reading. Scientific research has led to the identification of key pillars that need to be addressed in literacy programs:

- **Foundational Skills**

South Carolina Wonders presents a sequence of research-aligned learning strategies centered on systematic and explicit instruction across Phonemic Awareness, Phonics/Decoding, and Text Reading Fluency.

- **Vocabulary, Language, and Comprehension**

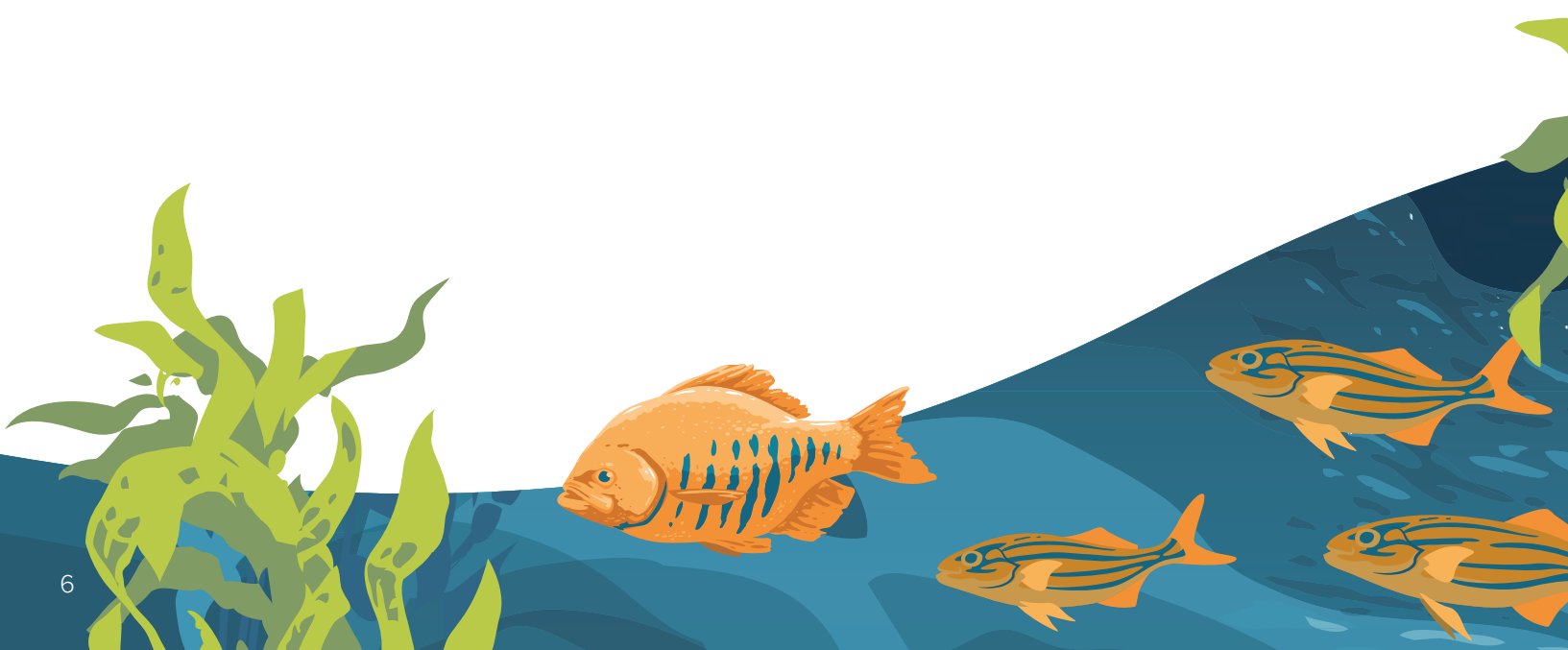
South Carolina Wonders provides explicit, research-based lessons in vocabulary and other language skills, guidance for high-quality discussions, and lessons aimed at building the executive functions that promote reading comprehension, including: Building Knowledge/Using Knowledge, Text Complexity, and Comprehension Strategies.



Dr. Doug Fisher



Dr. Tim Shanahan



Science of Reading Support

Dr. Tim Shanahan identified an additional pillar to support the **Science of Reading**: quality of instruction. Quality of instruction addresses topics that have implications for all learners:

- **English Language Learners** *South Carolina Wonders* employs research-based ELL routines that support comprehension and language development across all four language domains.
- **Writing and Conventions of English** *South Carolina Wonders* honors the reciprocal relationship between reading and writing. Students learn to write in response to what they've read and learned, write and cite text evidence, and follow the writing process.
- **Social and Emotional Learning** *South Carolina Wonders* helps students forge their own learning paths by focusing on student agency and competencies, including self-confidence, problem solving, and pro-social behavior.



Scan here to learn more about how *South Carolina Wonders* addresses the **Science of Reading** from Dr. Tim Shanahan, or visit mheonline.com/WondersSoR



Blend Words with Long a: a_e



1 Model Display the Word-

Building Cards m, a, k, e. Model how to blend the sounds. Say: *This is the letter m. It stands for /m/. These are the letters a and e. Together they stand for /æ/. This is the letter k. It stands for /k/. Listen as I blend these sounds together: /mm/*

ELL ENGLISH LANGUAGE LEARNERS

Phonemic Awareness, Model Focus on articulation. Say /æ/ and note your mouth position. Have children repeat. Repeat for /a/. Have children say the sounds and notice the difference between the long and short vowel sounds. Have children practice blending the sounds with the words *make* and *game*.

2 Guided Practice/Practice Display the Letter Cards. Read each word in the first row for example, say: *Make a cake*. The words in the second row are for you to read. Prompt children to sound out the decodable words.



late	take	lake
lane	gate	cave
tap	tape	rat
whale	skate	shad

Nate and Kate like to wade.
Brave Dave gave the whale a ride.
Can a snake bake you a cake?

Phonics: Practice

For more practice, use these activities.

Word Work

Phonemic Awareness

Lesson 1 Phonics Practice Activity

If children need additional practice, see **Practice Book** page 163 or the online resources.

Corrective Feedback

Sound Error Model the sound that children are having trouble with. Have them repeat the sound. Say: *My turn. Tap under the letter a. Say: /a/. What's the sound?* Return to the beginning of the word. Say: *Let's start over.* Blend the word again.

Daily Handwriting

Throughout the week, teach uppercase and lowercase letters *Dd* using the online Handwriting models. Model writing the letters using the strokes as shown. Children can practice *Dd* using **Practice Book** page 168. For more support, use the models at the back of the **Reading/Writing Companion**.

FORMATIVE ASSESSMENT

STUDENT CHECK-IN

Phonics Have partners read a long a word to each other. Have children reflect using the Check-In Routine.

- Daily reviews build fluency. *South Carolina Wonders* is a recursive, spiraling curriculum, so students have repeated opportunities to spiral back and review skills.
- Student-facing digital activities and technologies gather data, differentiate instruction for key phonics skills, and provide teachers with clear pictures of students' growth.
- *Wonders Decodable Readers*, found in both print and digital format, reinforce phonics instruction through engaging stories.



A Multimodal Approach to Foundational Skills Instruction

Support Learning Goals with Engaging Print and Digital Resources

South Carolina Wonders enables you to provide foundational skills instruction grounded in the Science of Reading and strengthened by interactive learning activities.

- Find daily, explicit, systematic instruction for **Phonological/Phonemic Awareness**.
- Consistent **foundational skills routines** are rooted in research and best practices, including daily reviews, minilessons, and progress checks for monitoring and reteaching.
- The **Instructional Routines Handbook** includes research-based routines for blending, segmentation, and other tasks to support development of foundational skills.

WEEK 4 Focus on Word Work

Build Foundational Skills with Multimodal Learning

Phonemic Awareness

- Segment, isolate, and blend phonemes

Phonics: Long o: o_e; Long u: u_e; Long e: e_e

- Introduce/review sound-spelling relationships
- Blend/build words with sound-spelling

High-Frequency Words

- Read/Spell/Write routine

See Word Work, pages T254–T257, T264–T267, T274–T277, T296–T297, T302–T303.

Apply Skills to Read

- Children apply foundational skills as they read decodable texts.
- Children practice fluency to develop word automaticity.

PHONICS SKILLS TRACE

Initial Consonants → Short Vowels → Consonant Blends and Digraphs → Long Vowels → Vowel Digraphs → Controlled Vowels → Digraphs → Variant Vowels → Silent Letters and 3-Letter Blends

Explicit Systematic Instruction with a Flash: Sound-Blending Routine to Build Fluency

Word Work instruction expands foundational skills.

Daily Instruction

- Set Learning Goal.

Explicit Minilessons and Activities

Use daily instruction in both whole and small groups to practice key foundational skills. Opportunities include:

- Multimodal engagement.
- Corrective feedback.
- Supports for English Language Learners.
- Peer collaboration.

Differentiated Instructional Practice

To strengthen skills, provide targeted review and reteaching lessons and multimodal activities to meet children's diverse needs.

- Approaching Level, ELL**
 - Includes Tier 2
- On Level**
- Beyond Level**
 - Includes Gifted and Talented

Center Activity Cards, Digital Activities, Word-Building Cards online, Decodable Readers, Practice Book

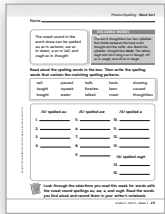
T247C UNIT 3 WEEK 4

FOCUS ON WORD WORK T247D

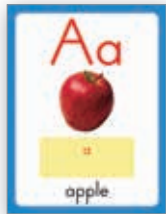
Hands-On Activities Encourage Multisensory Learning



Look for the Multimodal icon throughout the *South Carolina Wonders* Teacher's Edition to incorporate differentiated, multisensory activities into your students' work.



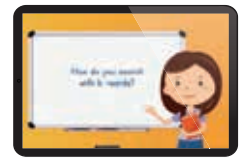
Phonics/Spelling Practice Book Online



Sound-Spelling Cards



Writing Center Cards



Handwriting Videos and Activities

Over 90 High-Frequency Words taught in Kindergarten!



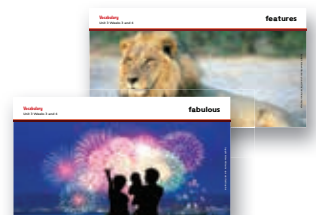
High-Frequency Word Cards



Sound-Spelling Songs*



Photo Cards



Visual Vocabulary Cards



Picture Sorts



Online Games and Activities



Reading/Writing Companion



Word-Building Cards*

*Available online to print

Reach Every Learner

Enrich, Extend, and Support Learning to Get Students Where They Want to Go

The path to success doesn't look the same for every child. *South Carolina Wonders* helps you accommodate learner variability with instructional on-ramps, scaffolded supports and materials, and data-driven differentiation to teach, reteach, or extend, while providing rich content that will broaden students' horizons.

Equity of Access to Knowledge

Leveled readers accelerate learning and build knowledge for all students, whether they are approaching, on, or beyond grade level, or English language learners.

- Nonfiction titles provide access to the same content, are scaffolded at different complexity bands, and are connected to each text set's themes.
- Support students as they "Level Up" to increasingly complex texts, building on their strengths to quickly improve reading proficiency.

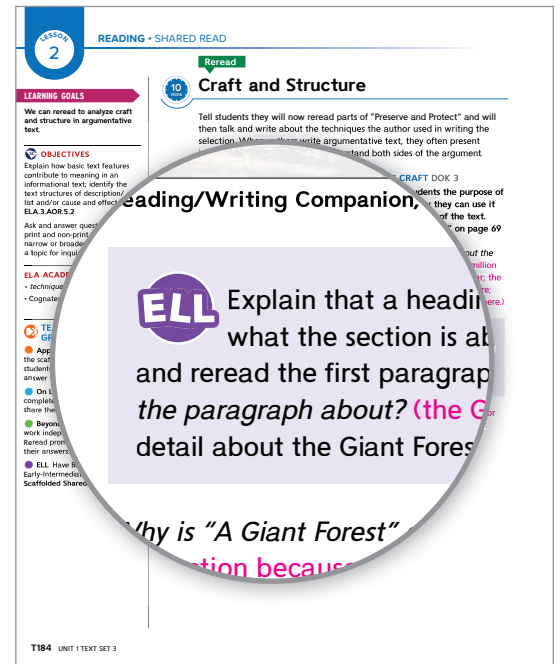
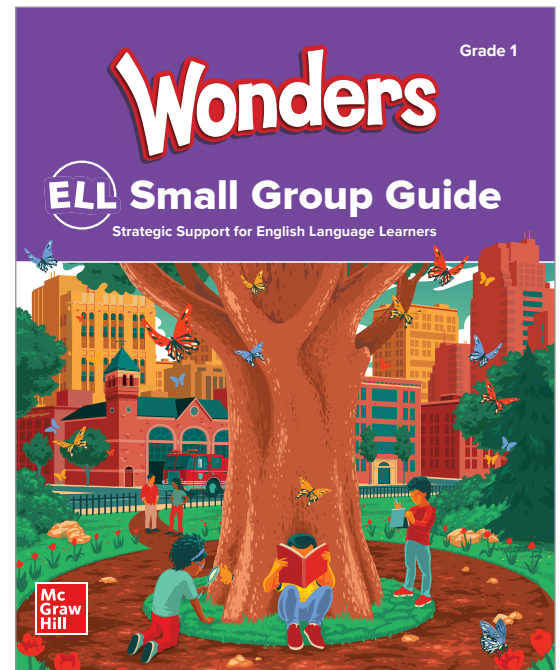


Leveled Readers

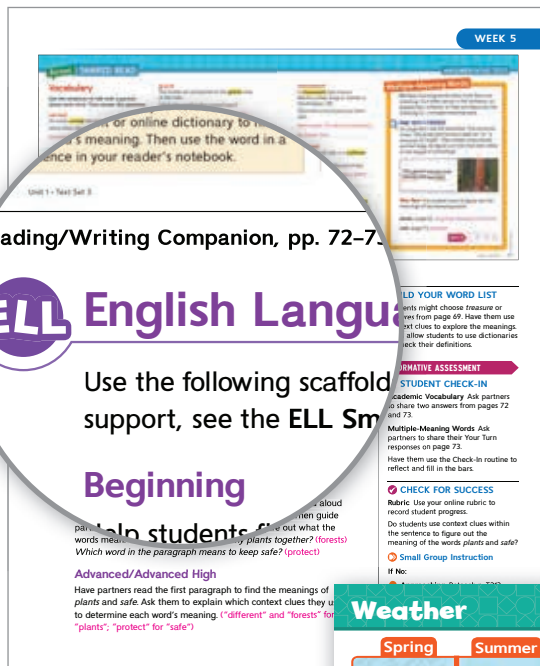
Access for English Language Learners

South Carolina Wonders includes specialized components to meet the needs of English Language Learners

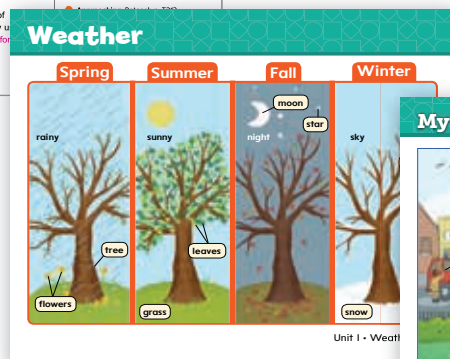
- **Newcomer support resources** build oral-language skills and give students opportunities to communicate with the world around them.
- Robust, embedded scaffolds provide point-of-use whole group support for beginning, intermediate, and advanced English language learners.
- The **ELL Small Group Guide** provides small group support for both push-out and pull-in classroom settings.



ELL Reading Routine



ELL Scaffolds



Newcomer Lesson Cards



Differentiated Learning Opportunities

For students who seek more challenging activities or students who may benefit from Tier 2 support, differentiated learning opportunities and scaffolding are provided in small group lessons, leveled readers, genre passages, comprehension lessons, and center activities.



Differentiated Instruction Weekly Planner

DIFFERENTIATED INSTRUCTION • SMALL GROUP

● Approaching Level

Vocabulary

REVIEW HIGH-FREQUENCY WORDS TIER 2

OBJECTIVES
Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, and automaticity on successive readings.

I Do Use High-Frequency Word Cards 21–40. Display one word at a time, following the routine:
Display the word. Read the word. Then spell the word.

We Do Ask students to state the word and spell the word with you. Model using the word in a sentence and have students repeat after you.

You Do Display the word. Ask students to say the word and then spell it. When completed, quickly flip through the word card set as students choral-read the words. Provide opportunities for students to use the words in speaking and writing. For example, provide sentence starters such as *I do my homework before ____*. Ask students to write each word in their reader's notebook.

REVIEW ACADEMIC VOCABULARY TIER 2

OBJECTIVES
Acquire and use accurately general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

I Do Display each Visual Vocabulary Card and state the word. Explain how the photograph illustrates the word. State the example sentence and repeat the word.

We Do Point to the word on the card and read the word with students. Ask them to repeat the word. Engage students in structured partner-talk about the image as prompted on the back of the vocabulary card.

You Do Display each visual in random order, hiding the word. Have students match the definitions and context sentences of the words to the visuals displayed.

ELL You may wish to review high-frequency words with ELL students using the lesson above.

T58 UNIT 1 TEXT SET 1

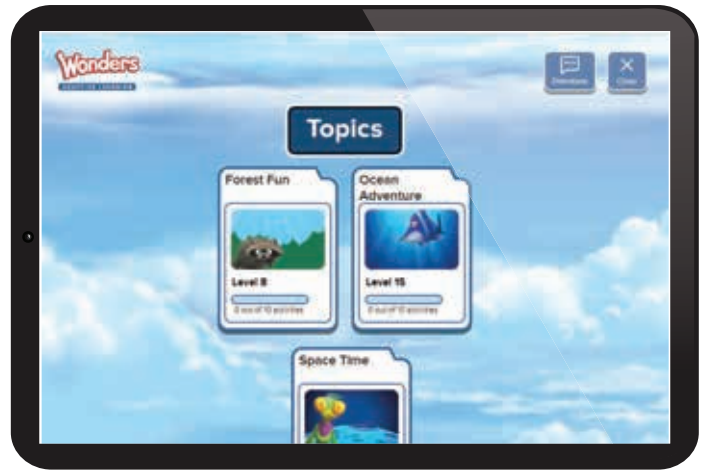
Tier 2 reteaching and scaffolds are embedded into the *South Carolina Wonders* Teacher's Edition.

Within *South Carolina Wonders* teachers have access to separate Tier 2 Intervention Guides including Phonemic Awareness (K–2), Phonics, Vocabulary, Comprehension, Grammar/ Writing, and Fluency which include intervention reteaching minilessons.



Wonders Adaptive Learning

Wonders Adaptive Learning provides an individualized pathway for student foundational skills instruction and practice.



WEEKS 1-2

Pages 12-14 How do people play a role in environmental damage? (They build on wetlands and dunes.) How are others working to restore the wetlands and dunes? (They plant grasses in wetlands or build sand dunes.)

Respond to Reading Revisit the Essential Question and have students complete the Text Evidence questions on page 15 after they have finished reading.

Analytical Writing **Write About Reading** Have students work with a partner to write about the similarities and differences between landslides and hurricanes. Make sure students cite three or four supporting details from the text.

Fluency: Accuracy


Model Reread page 6. Model reading page 6 with accuracy, being sure to pronounce every word clearly and correctly. Next, read the passage aloud and have students read along with you.

Apply Have partners do repeated rereadings of the passage.

Paired Read "Students Save Wetlands"

Analytical Writing **Make Connections: Write About It**

Before reading, ask students to note that the genre of this story is expository text, which means it explains about a topic. Have students discuss the Essential Question. After reading, ask students to use the information from both texts to explain why it is important to keep the wetlands intact.



Leveled Reader

Build Knowledge

Talk About the Text Have partners discuss how people respond to natural disasters.

Write About the Text Have students add their ideas to the Build Knowledge pages of their reader's notebooks.

BEYOND LEVEL T69

Gifted and Talented feature boxes highlight ways to synthesize knowledge and extend learning.



WonderWorks is designed to drive student achievement by connecting the core Wonders program with focused reading intervention strategies. Scan the QR code to learn more or visit mheonline.com/wonderworks2022

If They Read About It, They Write About It

Extend Opportunities for Students to Put Their Ideas Into Writing

Reading and writing go hand-in-hand, reinforcing key literacy skills. *South Carolina Wonders* provides you with a comprehensive writing solution for all Grades K–5, offering daily process and on-demand writing opportunities.

South Carolina Wonders presents students with a seamless integration between what they are reading and how they write about it.

Reading

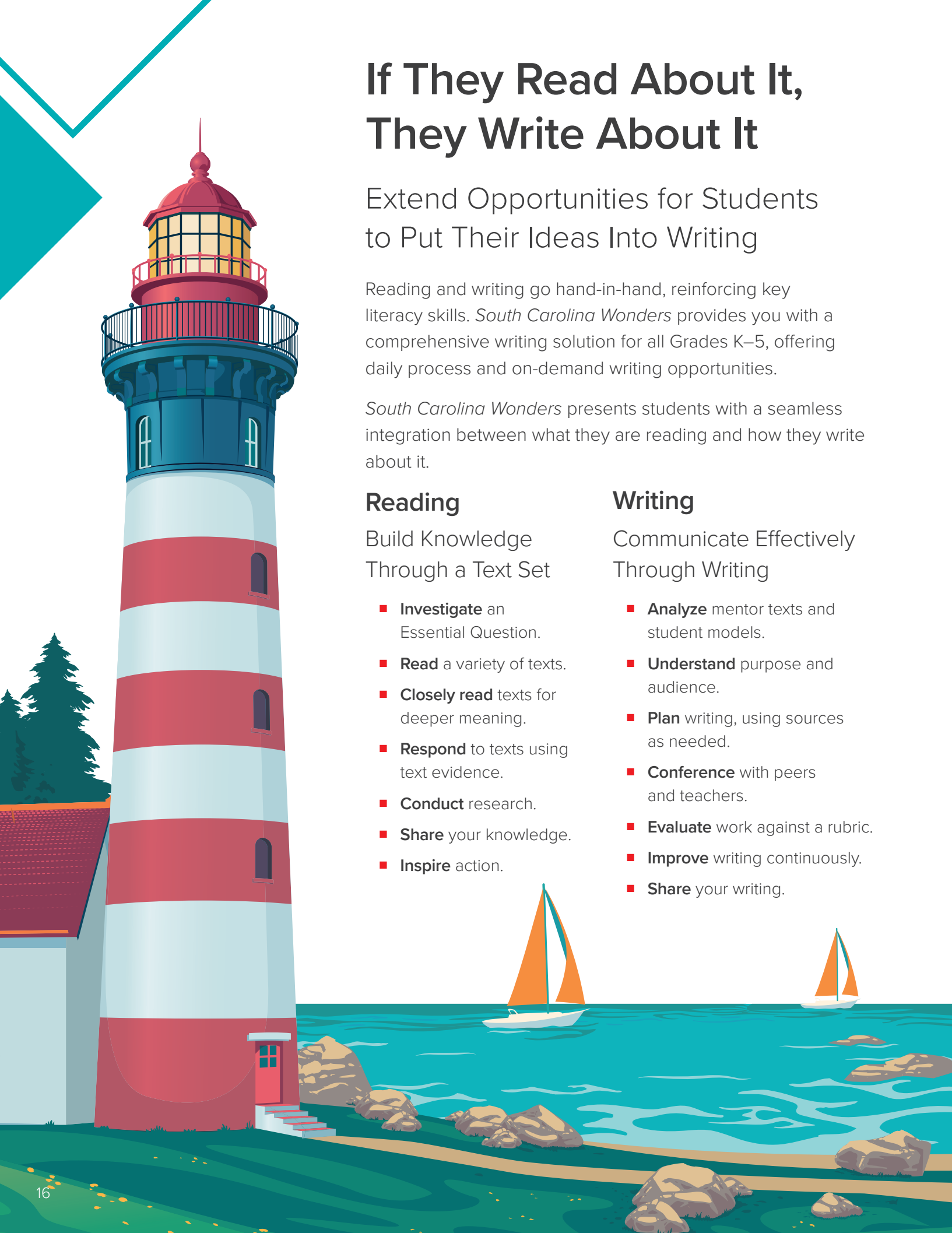
Build Knowledge
Through a Text Set

- **Investigate** an Essential Question.
- **Read** a variety of texts.
- **Closely read** texts for deeper meaning.
- **Respond** to texts using text evidence.
- **Conduct** research.
- **Share** your knowledge.
- **Inspire** action.

Writing

Communicate Effectively
Through Writing

- **Analyze** mentor texts and student models.
- **Understand** purpose and audience.
- **Plan** writing, using sources as needed.
- **Confer** with peers and teachers.
- **Evaluate** work against a rubric.
- **Improve** writing continuously.
- **Share** your writing.



Reread SHARED READ

Respond to Reading

Talk about the prompt below. Use your notes and evidence from the text to support your answer.

How do Mama and Papa help Kiku feel proud of who she is?

My Goal I can use text evidence to respond to narrative nonfiction.

Quick Tip
Use these sentence starters to talk about the prompt.
One thing Mama and Papa do is . . .
Kiku feels proud because . . .

Grammar
As

EXPOSITORY ESSAY

FIND TEXT EVIDENCE

Paragraphs 11–12
Read the highlighted central idea in paragraph 11.

Underline text evidence in paragraph 12 that supports the central idea.

Paragraphs 13–14
Write another way dogs help.

Diagram
Compare parts of the dog and human brain that are colored in red. Explain what this tells us about a dog's sense of smell.

Take Notes Summarize the central idea. Give details that support that idea.

Unit 4 • Expository Writing 211

A Dog's SUPER POWER

11 Dogs are great at smelling things. It's their super power! **Some dogs use their super power to help** . . . They are trained to be detection dogs. Now conservation groups are training dogs to protect the planet.

12 Conservation detection dogs sniff out invasive species. For example, Santa Cruz Island in California had an invasive ant species. The ants were chasing away important native insects. A conservation group removed the invading ants. To make sure the ants were completely gone, they brought in Tobias. Tobias is a Labrador retriever trained to smell these ants. Tobias sniffed the whole island. Finally, every ant was gone.

13 Detection dogs can also find animal species that are endangered. In Oregon, detection dogs are helping western pond turtles. The turtles are hard to find. Dogs are trained to sniff out the nests. Then a conservation group will guard the eggs.

14 Dogs have used their keen noses to help whales, rhinos, and other animals. Their reward? A treat! A small price for protecting planet Earth.

OLFACTORY BULB

The olfactory bulb is where smells are analyzed in the brain.

Ready for Test Day and Beyond

The writing in *South Carolina Wonders* prepares your students for success with performance tasks that are aligned with what students will experience on test day when they are taking the South Carolina state assessments. Multiple extended writing opportunities in Grades 2–5 provide your students with ample practice in writing to multiple sources and mastering the constructed response model they will encounter on high-stakes tests.

Online Writer's Notebook

To prepare students for college and career in the 21st century, students are offered blended learning options for writing instruction and independent practice. They can use digital writing and markup tools to work through each step of the writing process, access point-of-use resources, and receive feedback from their teachers along the way.

WRITER'S NOTEBOOK

Personal Narrative (Unit 1 Genre Study 1)

Plan Draft Revise Edit and Proofread Publish

File Edit View Insert Format Tools Table

Save Undo Redo Bold Italic Text Color Background Color Paragraph

One of my favorite things to do is ride my bike. I'm pretty good at it too. I can zip around my neighborhood. I can even do some tricks. Bike riding is also good exercise. But I wasn't always a great bike rider. I learned last summer, and I had to work hard to become good at it.

Learning to ride wasn't easy. My dad took me to the park and pushed me along the trails. At first, it was hard to keep my balance so he walked with me and held the handles as I pedaled. "You're getting better, kiddo," he said. I wasn't sure I believed him.

The next day it was time for me to try it on my own. The bike wobbled and tipped as I tried to pedal. I fell again and again. I was lucky that I was wearing my helmet and pads. I wanted to quit.

At that moment, I thought about my older siblings riding their bikes together and laughing. I wanted to ride with them and have fun too. How would I ever join them when I quit now? So, I did not give up. From that day on, I practiced every day. I still fell sometimes, but my bike didn't wobble and tip as much. After weeks of practice, I could ride my bike without falling.

"I'm doing it!" I cheered as I pedaled through the park. I was so proud of myself. Now I can ride my bike with my brother and sister. We have lots of fun together. I may not be as fast as them yet but I will keep practicing.

My Planning Notes

Introduction to Draft

When you write a draft, you are taking a first pass at your writing. You don't have to worry about making mistakes when you write a draft. There will be time to fix those mistakes at later stages.

For an example of a personal narrative draft, view the Student Model Personal Narrative.

To review the lesson in the Reading/Writing Connection, go to Unit 1 page 28.

Use your graphic organizer to help you write your draft in the space on the left.

Reading/Writing Connection: Personal Narrative

Resources

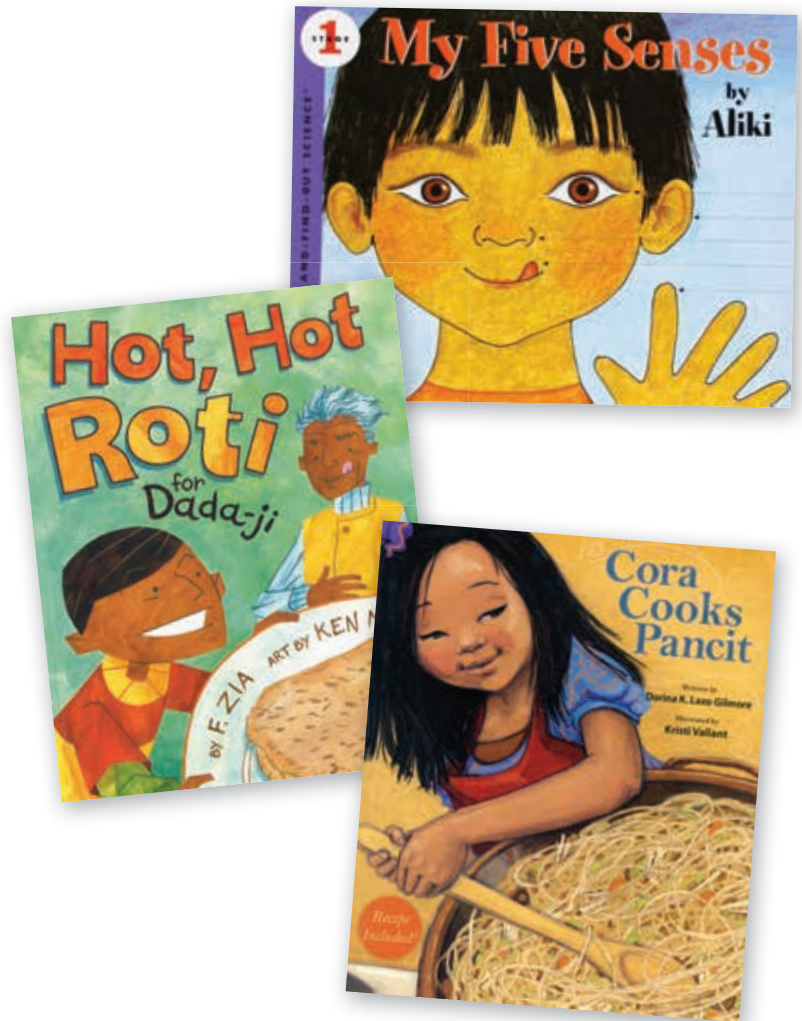
Rubric

Export to PDF Printable Worksheet



South Carolina Wonders:

- Invites students to **explore the world through diverse experiences and perspectives** across cultures, across borders, and across time.
- Provides a **50/50 balance** between literary and informational text to enhance content area learning.
- Helps build knowledge and exposes students to **rich, complex texts** suitable for close reading and features literary and informational selections by a diverse group of award-winning writers.



Spring in the City

My name is Kiku Sato. Last spring, my family and I moved from the country to the big city.

Our new home in Portland had no yard. There wasn't even a tiny plot of land. So Mama made an indoor garden. First she and Papa planted seeds in pots. Then they hung them from hooks. Next they crammed plants onto shelves. Green vines **tumbled** over desks. Soon our house had plants everywhere.

At first, I was **scared** to start school. I was afraid no one would be my friend. But I soon met a **classmate**. Jill Hernandez and I were **practicing** reading aloud one day. She helped me say her last name, and I helped her **pronounce** mine. The next day we were best friends. Jill spent lots of time at my house.



NARRATIVE NONFICTION

FIND TEXT EVIDENCE

Read
Paragraphs 1-2
Ask and Answer Questions
Why do Mama and Papa grow an indoor garden? **Circle** text evidence to answer.

Paragraph 3
Chronology
Underline what happens after Kiku meets Jill. What happens the next day?

Maps
Look at the map. **Draw a box** around where Kiku lives.

Reread
Author's Craft
Reread the first paragraph. How do you know who is telling the story?

- Includes both classic and contemporary works in **various genres** that reflect the full diversity of your classroom.
- *South Carolina Wonders* provides student support to access and process complex text through clear, concise **close reading routines**.



Empower Students by Listening to Voice and Honoring Choice

Help students forge their own learning paths by focusing on student agency and social and emotional learning (SEL), offering choice in reading, writing, and activities, while also enabling students to track their progress toward learning goals.


Social and Emotional Learning

Integrate SEL directly into instruction and resources.

- Collaboration with Sesame Workshop provides an **integrated approach to SEL skills** within the K–1 *South Carolina Wonders* curriculum, with lessons and videos featuring familiar friends.
- **Classroom Culture** features in the Teacher’s Edition highlight opportunities for fostering collaboration, community focus, and a love of reading.
- **Essential Questions** promote key social emotional learning skills in Grades 2–5 with a focus on self-confidence and problem solving.
- The **six habits of learning** were designed to encourage curiosity and critical thinking, teach students how to learn, and build confidence in themselves.

SESAME STREET Social Emotional Learning
WEEK 2

Today’s focus:
Identifying and naming feelings.



Revealing Emotions (1:17) SONG

what a feeling!

family time
You’ll find the “Revealing Emotions” video and supporting activity in this week’s School to Home family newsletter.

engage together

Let’s Move: Copy Cat Feelings.
Lead a movement game to identify, name, and express feelings.

- Hello amazing learners! I feel ecstatic! That means that I feel very happy. How are you feeling today?
- Today we’re going to explore our feelings.
- We’ll start by playing a game called “Copy Cat Feelings.”
- Let’s stand in a circle.
- I’ll name a feeling, an *emotion*, and show it with my face and body.
- Then, you’ll repeat the feeling word and copy my facial expression and action.
- (Begin with basic feeling words: *happy, sad, mad, excited, scared.*)

explore together

Let’s Watch: “Revealing Emotions”
Set a purpose for sharing today’s song video.

- We all feel many different emotions.
- Listen carefully for words that describe feelings and emotions.
- Notice the children’s expressions.

[▶ Play the video](#)

Let’s Share: Big and small feelings.
Talk about how to act and look using more sophisticated feeling words.

- What did you notice in the video?
- What are some feeling words we heard?
- Let’s write them down.
- What might these feelings look like? How might we act?

A-Z FEELING WORDS
angry, brave, calm, disappointed, excited, frustrated, generous, happy, etc.

connect the learning

Let’s Play: Feelings charades.
Invite children to identify more sophisticated emotions.

- Let’s play another game.
- Think of the feeling words we explored today.
- You will act out a feeling *without* saying the word.
- Then the rest of us will name the feeling. Ready?
- Who would like to begin?
- Sharing feelings help us feel better, and we can help others when we know how they feel.
- Let’s all give ourselves a hug!

mindfulness moment
Balloon Breathing

Incorporate calming breaths into your daily routine. *Inhale Deeply:* Place your hands on your belly. Slowly breathe in through your nose. Feel your belly expand like a balloon. *Exhale Fully:* Now, open your mouth and breath out slowly. Feel your “belly balloon” deflate.

FEELINGS & EMOTIONS

T115A UNIT 1
SOCIAL EMOTIONAL LEARNING T115B

Help Students Take Ownership of Their Learning

South Carolina Wonders encourages student agency directly within daily instruction.

- **Center Activity Cards** give students a choice of various multimodal activities designed to achieve the same learning goals and foster self-expression.
- Students set **personal goals**, and **choose the skills and strategies** they want to employ to reach them—thinking about what works best, which helps them choose what’s next.
- **Daily check-ins** encourage self-monitoring towards learning goals.
- **StudySync® Blasts** ask students in Grades 2–5 to respond to thought-provoking questions, enhancing their reading, writing, and research skills through a digital platform.
- The **Wonders Guides**, a team of age-appropriate, diverse, and student-friendly characters, provide students reassurance of their progress towards mastery within lessons.

27 • Reading Workshop • Anchor Chart

Realistic Fiction

Realistic fiction is a made-up story with characters, setting, and events that could happen in real life. It can use dialogue to tell how characters think and feel.



My Goal: I can tell the features of realistic fiction.

Realistic Fiction

Choose a realistic fiction story to read or reread. Then choose an activity.

Activity 1
Make a Chart

- Make a chart. At the top write, *Who could be real?* and *What could really happen?*
- Write a character’s name on the left. Write what the character does that could really happen on the right.
- Add another character.
- Take turns retelling those parts of the story.

Activity 2
Read Dialogue

- Read a story that has dialogue. Choose a character who speaks part of your story.
- Talk about what you learned about characters through the dialogue.
- Tell how the dialogue lets you know this is a realistic fiction story.

Challenge

- Think about a realistic fiction story that can be added to a realistic fiction story you read. Write the new story in your reader’s notebook.

Can you tell the features of realistic fiction? Write the number in your reader’s notebook. **Check In** 1 2 3 4



Think about what you already know. Fill in the bars. This will be a good start.

What I Know Now

I can read and understand expository text.

1 2 3 4

I can use text evidence to respond to expository text.

1 2 3 4

I know how we learn about Earth and its neighbors.

1 2 3 4

STOP You will come back to the next page later.

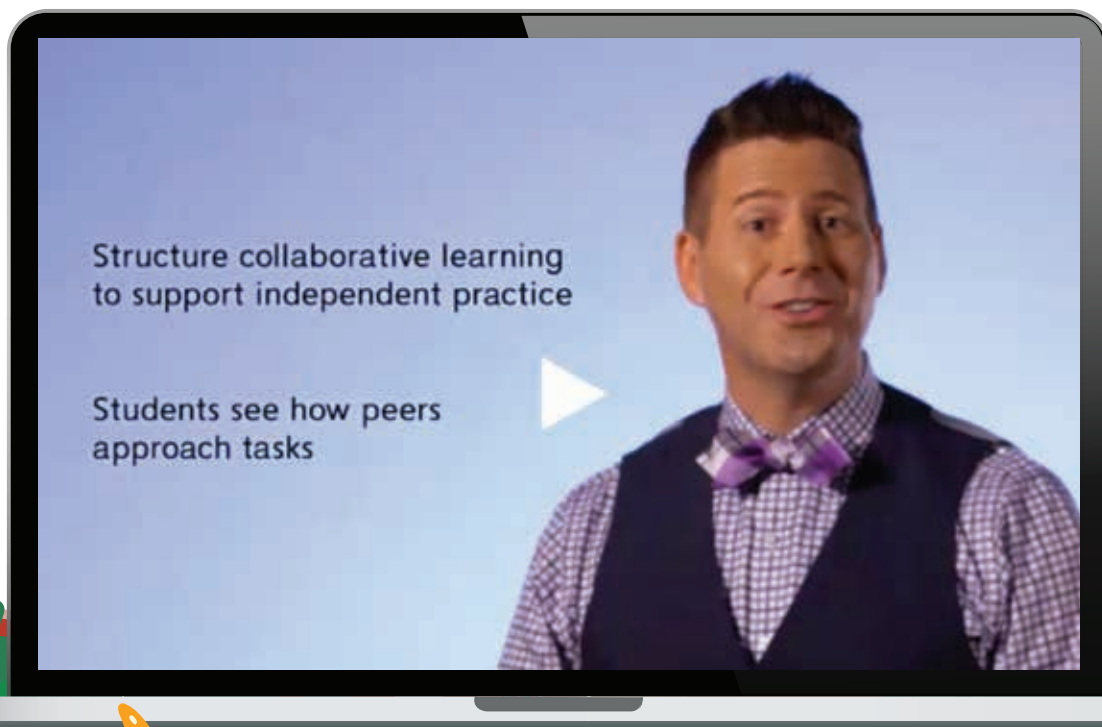
Every Teacher Can Be Ready From Day One

With On-Demand, Point-of-Use Support, Assistance is at Your Fingertips to Get the Most Out of *South Carolina Wonders*

The *Wonders* Basics module provides extensive guidance to help you effectively and easily implement *South Carolina Wonders*. This module includes an introduction to the curriculum, the instructional path, an overview of resources, and guidance for administering placement and diagnostic assessments.

Additional professional learning support is provided via:

- A small-group management support module with **model classroom videos**.
- **Author videos** for ELL and SEL topics.
- **Model classroom videos** on key instructional topics.
- Video-based **ready-to-teach modules**, designed to support district coaches and facilitators as they deliver on-site or remote *South Carolina Wonders* support sessions.



Our Shared Commitment to Student Success

Joining You to Empower Great Teaching and Learning



Wonders is currently used by thousands of satisfied teachers and millions of students across the United States. *Wonders* presents numerous compelling indicators of student academic advancement, including EdReports evaluation in which *Wonders* ©2023 was highly rated across the three gateways: Text Quality and Complexity, Building Knowledge, and Usability.

	Grade K	Grade 1	Grade 2
GATEWAY 1: Text Quality	55/58	55/58	53/58
GATEWAY 2: Building Knowledge	30/32	30/32	30/32
GATEWAY 3: Usability	23/25	23/25	23/25

ELA K–2: MEETS EXPECTATIONS

	Grade 3	Grade 4	Grade 5
GATEWAY 1: Text Quality & Complexity	40/42	38/42	40/42
GATEWAY 2: Building Knowledge	32/32	30/32	30/32
GATEWAY 3: Usability	23/25	23/25	23/25

ELA 3–5: MEETS EXPECTATIONS





Expand Their World Through Literacy

Learning Happens Wherever You Are

Every print resource is also available online as part of your *South Carolina Wonders* subscription. You and your students also have access to multimedia and digital tools that enable effective blended teaching and learning—whether you are in school, at home, or anywhere in between.

For more information or to contact your local South Carolina sales representative, please visit: mheonline.com/southcarolina

