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| GRADE: 1   | UNIT OF STUDY: AIR/WEATHER (science) |                   |
| # WEEKS: 4   | Quarter: 1                           | Specifically: 3-6 |
| STAGE 1: DESIRED RESULTS   |                                      |                   |
| <p>UNIT QUESTIONS</p> <ol style="list-style-type: none"> <li>1 What and where is air?</li> <li>2 What are the different kinds of weather?</li> <li>3 How are storybooks different than fact books?</li> <li>4 Why is it important to use both words and pictures to help us understand what we read?</li> <li>5 How does recalling help us understand what we are reading?</li> <li>6 How does inferring help us understand what we are reading?</li> </ol>  |                                      |                   |
| CC READING #: RL 1, 5, 7 RI 1, 2, 7  |                                      |                   |
| <p>WRITING FOCUS</p> <ol style="list-style-type: none"> <li>1 Foundation building: Being a Writer</li> <li>2 Weather Journal</li> </ol> <p>CC WRITING #: 2a, 2b</p>  |                                      |                   |
| LANGUAGE #: 1a, 1b, 2a, 2e, 5a   |                                      |                   |
| CC SPEAKING/LISTENING #: 1a, 2   |                                      |                   |
| CC READING FOUNDATION #: 1, 2a, b, c, d, 3g (word wall/sight word work)  |                                      |                   |
| STAGE 2: ASSESSMENT EVIDENCE   |                                      |                   |
| <p>Common Assessments:</p> <p>Formative weekly assessment-</p> <ol style="list-style-type: none"> <li>1) multiple choice quick check for storybook vs. fact book (teacher holds up books)</li> <li>2) During GR, students answer who, what, where, and when questions about text (checklist/roster, anecdotal)</li> </ol> <p>Summative Unit-</p> <ol style="list-style-type: none"> <li>1) Sight word test on Kinder list (33 words)</li> <li>2) AimsWeb and Fountas and Pinnell Benchmarking Assessments</li> </ol> |                                      |                   |
| STAGE 3: TEACHING & LEARNING PLAN  |                                      |                   |
| <p>TOPICS:</p> <ol style="list-style-type: none"> <li>1. Instruments that measure weather</li> <li>2. Types of clouds</li> </ol>   |                                      |                   |

3. Types of weather  
4. Air

ACADEMIC VOCABULARY:  
RL1/RI1- questions, key details, text  
RL3- characters, setting, major events, key details  
RL5- differences, information  
RL7/RI7- illustrations  
Strategy-recalling  
Content-weather, wind, temperature

COMPREHENSION STRATEGY #1: Recalling- remembering information about weather/air unit

COMPREHENSION STRATEGY #2: Inferring- predicting & drawing conclusion with weather/air unit

READING RESPONSE FOCUS: Shared, whole class focus on recalling, asking questions while reading

POSSIBLE FICTION TEXTS: Cloudy with a Chance of Meatballs, Clouds (Eric Carle), It's Mine (MM), The Snowy Day (MM), F & P Poetry resource book, Being a Writer poetry-Showers, To Walk in Warm Rain, The March Wind, First Snow, Umbrellas

POSSIBLE NONFICTION TEXTS: Foss text, Scholastic weather books

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|--|---------------------------------------|
| GRADE: 1   | UNIT OF STUDY: HARVEST (science/ss)   |
| # WEEKS: 3   | Quarter: 1 Specifically: last 3 weeks |
| STAGE 1: DESIRED RESULTS   |                                       |
| <p>UNIT QUESTIONS</p> <ol style="list-style-type: none"> <li>1 What is a harvest?</li> <li>2 What do we harvest in our area?</li> <li>3 How does asking questions about what we are reading help us understand?</li> <li>4 How are storybooks different than fact books?</li> <li>5 Why is it important to use both words and pictures to help us understand what we read?</li> <li>6 How does recalling help us understand what we are reading?</li> <li>7 How does inferring help us understand what we are reading?</li> <li>8 How does monitoring help us understand what we are reading?</li> </ol> |                                       |
| CC READING #: RL 1, 5, 7 RI 1, 2, 7  |                                       |
| <p>WRITING FOCUS</p> <ol style="list-style-type: none"> <li>1 Opinion: "I like" piece on a fall topic</li> <li>2 Narrative: A feeling story around a fall topic (ex. I was scared when...)</li> </ol> <p>CC WRITING #: 1, 3</p>  |                                       |
| LANGUAGE #: 1a, 1b, 2a, 2e, 5a, 5d   |                                       |
| CC SPEAKING/LISTENING #: 1a, 1b, 2   |                                       |
| CC READING FOUNDATION #: 1, 2a, b, c, d, 3b, 3g (word wall/sight word work)  |                                       |
| STAGE 2: ASSESSMENT EVIDENCE   |                                       |
| <p>Common Assessments:</p> <p>Formative weekly assessment-</p> <ol style="list-style-type: none"> <li>1) During guided reading, does the student use both text and pictures to describe characters, setting, and storyline in literature or key details in informational text (use checklist/roster)</li> <li>2) During GR, students ask who, what, where, and when questions about text (checklist/roster, anecdotal)</li> </ol> <p>Summative Unit-</p> <ol style="list-style-type: none"> <li>1) Sight word test-Fry #26-40</li> </ol>   |                                       |
| STAGE 3: TEACHING & LEARNING PLAN  |                                       |
| TOPICS: Scarecrows, pumpkins, bats, skeletons, apples, Johnny Appleseed  |                                       |
| ACADEMIC VOCABULARY:   |                                       |

RL1/RI1- questions, key details, text  
RL3- characters, setting, major events, key details  
RL5- differences, information  
RL7/RI7- illustrations  
Strategy-recalling  
Content- orchard, life-cycle, fall, autumn, harvest, crop

COMPREHENSION STRATEGY #1: Recalling- remembering information about fall unit

COMPREHENSION STRATEGY #2: Inferring- predicting & drawing conclusions with fall unit

COMPREHENSION STRATEGY #3: Monitoring- thinking about our thinking within fall stories

READING RESPONSE FOCUS: Recalling-writing/drawing one thing from the text,  
Recalling-writing or drawing who, what, where from texts

POSSIBLE FICTION TEXTS: F & P Poetry resource book, fall poetry, stories, & picture books

POSSIBLE NONFICTION TEXTS: Various titles per teacher choice (50%)