

GRADE: 1 UNIT OF STUDY: Solar System (science)
WEEKS: 3-4 Quarter: 3 Specifically: start after winter break
STAGE 1: DESIRED RESULTS
<p>UNIT QUESTIONS</p> <ol style="list-style-type: none"> 1 What makes up the solar system? 2 How are the parts of the solar system the same or different? 3 How does questioning help us understand the story? 4 How does recalling help us understand the story? 5 How does synthesizing help us understand a topic? 6 How does evaluating help us understand the topic?
CC READING #: RL2, RL3, RI4, RI5, RI6
<p>WRITING FOCUS</p> <ul style="list-style-type: none"> ● Informative: Solar System research writing ● Individual or partner project ● Research, write, present <p>CC WRITING #: 2</p>
LANGUAGE #: 1b, 1c, 1f 2b, 2c, 2d, 2e
CC SPEAKING/LISTENING #: L1.1e, L1.6
CC READING FOUNDATION #: 2a-d (Haggerty), 3c-g (word wall/sight word work), 4a-c
STAGE 2: ASSESSMENT EVIDENCE
<p>Formative focus:</p> <ol style="list-style-type: none"> 1) Students will create "I wonder" questions prior to reading. (KWL) <p>Summative Unit-</p> <ol style="list-style-type: none"> 1) Fry Sight word test 71-100. 2) Research project (Informative/Presentation Rubric) Choose 1 from 3rd or 4th quarter project. 3) AimsWeb and Fountas and Pinnell Benchmarking Assessments.
STAGE 3: TEACHING & LEARNING PLAN
<p>TOPICS:</p> <ul style="list-style-type: none"> ● Planets ● Sun, moon, stars ● Orbit
ACADEMIC VOCABULARY:

RL2- central message, *retell, key details*

RI6- illustrations, text

RL3- characters, setting, major events, key details

RL4- phrases

RI5- heading, table of contents, glossaries, electronic menus, icon

COMPREHENSION STRATEGY #1: Questioning: creating "I wonder" questions prior to reading (KWL)

COMPREHENSION STRATEGY #2: Recalling: facts about solar system

COMPREHENSION STRATEGY #3: Synthesizing: research project

COMPREHENSION STRATEGY #4: Evaluating: determining importance-research project

READING RESPONSE FOCUS: Recalling-writing/drawing an object from the solar system and write three facts about it

POSSIBLE FICTION TEXTS: Space Jam, Magic School Bus; Lost in Space, How Stars Came to Be

POSSIBLE NONFICTION TEXTS: Scholastic planet titles, The Night Sky, Our Stars

GRADE: 1 UNIT OF STUDY: Historical Studies (social studies)
WEEKS: 1 Quarter: 3 Specifically: in February
STAGE 1: DESIRED RESULTS
<p>UNIT QUESTIONS</p> <ol style="list-style-type: none"> 1. Why are these people or events in history important? 2. How does questioning help us understand the story? 3. How does recalling help us understand the story?
CC READING #: RL2, RL3, RI4, RI5, RI6
<p>WRITING FOCUS:</p> <ol style="list-style-type: none"> 1. Informative- Write three facts about an important person in history. <p>CC WRITING #: 2</p>
LANGUAGE #: 1b, 1c, 1f 2b, 2c, 2d, 2e
CC SPEAKING/LISTENING #: 4, L1.1e
CC READING FOUNDATION #: 2a-d (Haggerty), 3c-g (word wall/sight word work), 4a-c
STAGE 2: ASSESSMENT EVIDENCE
<p>Formative focus:</p> <ol style="list-style-type: none"> 1) Students will be able to create "I wonder" questions prior to reading. (KWL) <p>Summative:</p> <ol style="list-style-type: none"> 1) Fry Sight word test 71-100. 2) Students will write three facts about an important person in history. (Informative Rubric)
STAGE 3: TEACHING & LEARNING PLAN
<p>TOPICS:</p> <ul style="list-style-type: none"> ● MLK ● Presidents ● Black history
<p>ACADEMIC VOCABULARY:</p> <p>RL2- central message, *retell, key details*</p> <p>RI6- illustrations, text</p> <p>*RL3- characters, setting, major events, key details*</p> <p>*RL4- phrases*</p> <p>*RI5- heading, table of contents, glossaries, electronic menus, icon*</p>

COMPREHENSION STRATEGY #1: Questioning: creating "I wonder" questions prior to reading (KWL)

COMPREHENSION STRATEGY #2: Recalling: facts about people/events in history

READING RESPONSE FOCUS: Recalling-complete the KWL

POSSIBLE FICTION TEXTS: George Washington and the General's Dog, Abe Lincoln's Hat

POSSIBLE NONFICTION TEXTS: Rosa Parks, Ruby Bridges, Follow the Drinking Gourd

GRADE: 1 UNIT OF STUDY: Author's Study
WEEKS: 4 Quarter: 3 Specifically: around Dr. Suess Day
STAGE 1: DESIRED RESULTS
<p>UNIT QUESTIONS</p> <p>1 How are author's books alike or different?</p> <p>2 How does the author's message help us learn?</p> <p>3 How do you know who is speaking in a story?</p> <p>4 How does analyzing help us understand the story?</p>
CC READING #: RL2, RL3, RL6
<p>WRITING FOCUS: Opinion: Favorite story from chosen author</p> <p>CC WRITING #: 1</p>
LANGUAGE #: 1b, 1c, 1f 2b, 2c, 2d, 2e
CC SPEAKING/LISTENING #: 2, 3, 4
CC READING FOUNDATION #: 2a-d (Haggerty), 3c-g (word wall/sight word work), 4a-c
STAGE 2: ASSESSMENT EVIDENCE
<p>Formative focus:</p> <p>1) Fry Sight word test 71-100.</p> <p>2) Students will write the author's message.</p> <p>Summative:</p> <p>Students will write an opinion piece from their favorite author.</p>
STAGE 3: TEACHING & LEARNING PLAN
<p>TOPICS:</p> <ul style="list-style-type: none"> ● Dr. Suess ● Authors
<p>ACADEMIC VOCABULARY:</p> <p>*RL2- central message, retell, key details*</p> <p>*RL6- illustrations, text*</p> <p>*RL3- characters, setting, major events, key details*</p>
COMPREHENSION STRATEGY #1: Analyzing: author's craft, purpose, & theme during author's study

READING RESPONSE FOCUS: Analyzing-write the author's message

POSSIBLE FICTION TEXTS: Dr. Suess titles & author study titles

POSSIBLE NONFICTION TEXTS: N/A