

GRADE: 1 UNIT OF STUDY: Citizenship(social studies)
WEEKS: 2 Quarter: 4 Specifically:
STAGE 1: DESIRED RESULTS
<p>UNIT QUESTIONS</p> <ol style="list-style-type: none"> 1. What is a citizen? 2. What are the responsibilities of a good citizen? 3. How do pictures help us understand details to describe key ideas? 4. How does analyzing help us understand the story? 5. How does evaluating help us understand the story? 6. How does synthesizing help us understand the topic?
CC READING #: RL1, RL7, RI1, RI7, RI8, RI9
<p>WRITING FOCUS</p> <p>1 Informative: Research writing (3 options this quarter) Option #2-Community (jobs, neighborhoods, businesses)</p> <p>1 Opinion: The best job in our community and why or What makes a good citizen</p> <p>CC WRITING #: 1, 2, 5, 6, 7, 8</p>
LANGUAGE #: 1b, 1c, 1f 2b, 2c, 2d, 2e
CC SPEAKING/LISTENING #: 3, 4, 5, L1.5b
CC READING FOUNDATION #: 2a-d (Haggerty),3c-g (word wall/sight word work), 4a-c
STAGE 2: ASSESSMENT EVIDENCE
<p>Formative focus: Students will be able to describe a job in our community. (i.e. formal show and tell) Students will be able to list the characteristics of a good citizen.</p> <p>Summative: 1) Research project (Informative/Presentation Rubric) Choose 1 from 3rd or 4th quarter project.</p>
STAGE 3: TEACHING & LEARNING PLAN
<p>TOPICS:</p> <ul style="list-style-type: none"> ● Citizenship ● Jobs
<p>ACADEMIC VOCABULARY:</p> <p>RI8- reasons, text</p> <p>RI9- similarities, differences</p>

RL1/RI1- questions, key details, text
RL7/RI7- illustrations, details

COMPREHENSION STRATEGY #1: Analyzing: Text structure-main idea/details

COMPREHENSION STRATEGY #2:

Evaluating: making judgments-what makes a job necessary to a community?

Evaluating: Determining importance- research project *If doing community research project

COMPREHENSION STRATEGY #3: Synthesizing: research project *If doing community research project

READING RESPONSE FOCUS: story map a fiction story

POSSIBLE FICTION TEXTS: Caps For Sale (MM), Curious George Goes to an Ice-Cream Shop (MM), The Balloon Man (MM), Down the Road (MM)

POSSIBLE NONFICTION TEXTS: Where Do I Live? (MM), A Day in the Life of a Garbage Collector (MM), Community Helpers

GRADE: 1 UNIT OF STUDY: Geography (social studies) & Animals/Habitats (science)
WEEKS: 4 Quarter: 4 Specifically: last 4 weeks of school
STAGE 1: DESIRED RESULTS
<p>UNIT QUESTIONS</p> <ol style="list-style-type: none"> 1. What city, state, country, and continent do we live in? 2. What is a continent 3. What is an ocean? 4. How do details help us find the main idea? 5. How does analyzing help us understand the story? 6. How does evaluating help us understand the story? 7. How does synthesizing help us understand the topic?
CC READING #: RL1, RL7, RI1, RI7, RI8, RI9
<p>WRITING FOCUS</p> <p>1 Informative: Research writing (3 options this quarter) Option #3-What do you like to do in your community? CC WRITING #: 2, 5, 6, 7, 8</p>
LANGUAGE #: 1b, 1c, 1f 2b, 2c, 2d, 2e
CC SPEAKING/LISTENING #: 3, 4, 5, L1.5b
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) Students will be able to compare and contrast their town and a major city.</p> <p>Summative:</p> <p>1) Research project (Informative/Presentation Rubric) Choose 1 from 3rd or 4th quarter project. 2)AimsWeb and Fountas and Pinnell Benchmarking Assessments.</p>
STAGE 3: TEACHING & LEARNING PLAN
<p>TOPICS:</p> <ol style="list-style-type: none"> 1 Geography <ul style="list-style-type: none"> ● Global-continent ● Local-state, city ● Oceans

ACADEMIC VOCABULARY:

RI8- reasons, text*

RI9- similarities, differences*

RL1/RI1- questions, key details, text

RL7/RI7- illustrations, details

COMPREHENSION STRATEGY #1: Analyzing: Compare/contrast cities

COMPREHENSION STRATEGY #2: Evaluating: Determining importance- research project

COMPREHENSION STRATEGY #3: Synthesizing: research

READING RESPONSE FOCUS: Story map

POSSIBLE FICTION TEXTS: Down the Road (MM), Me On the Map

POSSIBLE NONFICTION TEXTS: Where Do I Live? (MM),

GRADE: 1 UNIT OF STUDY: New Plants (science)
WEEKS: 4 Quarter: 4 Specifically:
STAGE 1: DESIRED RESULTS
<p>UNIT QUESTIONS</p> <ol style="list-style-type: none"> 1 What does a plant need to grow? 2 What are the parts of a plant and their jobs? 3 How does analyzing help us understand the story? 4 How does evaluating help us understand the story? 5 How does synthesizing help us understand the topic?
CC READING #: RL1, RL7, RI1, RI7, RI8, RI9
<p>WRITING FOCUS</p> <ol style="list-style-type: none"> 1 Informative: Research writing (3 options this quarter) <p>Option #1-Choose a plant and show/label/write about stages of development CC WRITING #: 2, 5, 6, 7, 8</p>
LANGUAGE #: 1b, 1c, 1f 2b, 2c, 2d, 2e
CC SPEAKING/LISTENING #: 3, 4, 5, L1.5b
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 determine the main idea and list at least three key details of the text. (Graphic Organizer) <p>Summative:</p> <ol style="list-style-type: none"> 1) Research project (Informative/Presentation Rubric) Choose 1 from 3rd or 4th quarter project.
STAGE 3: TEACHING & LEARNING PLAN
TOPICS: See Foss kit
<p>ACADEMIC VOCABULARY:</p> <p>RI8- reasons, text RI9- similarities, differences *RL1/RI1- questions, key details, text* *RL7/RI7- illustrations, details*</p>

COMPREHENSION STRATEGY #1: Analyzing: Text structure-main idea/details, cause/effect

COMPREHENSION STRATEGY #2: Evaluating: Determining importance- research project
*If doing plant research project

COMPREHENSION STRATEGY #3: Synthesizing: research project *If doing plant research project

READING RESPONSE FOCUS: Recalling-sequence the life cycle of a plant

POSSIBLE FICTION TEXTS: Quick as a Cricket (MM), Chrysanthemum (MM), In the Tall, Tall Grass (MM), The Tiny Seed, Growing Vegetable Soup(Lois Ehlert)

POSSIBLE NONFICTION TEXTS: Foss text