

Grade: 1st Grade

Unit: 1

Timeline: Aug. 20 - Sept 24
[Pacing Calendar](#)

ESSENTIAL STANDARDS ADDRESSED IN THIS UNIT

Essential Standards

- [RL 1.1](#) - Ask and answer questions about key details in a text.
- [RL 1.3](#) - Describe characters, settings, and major events in a story, using key details.
- [RI 1.1](#) - Ask and answer questions about key details in a text.
- [RF 1.1A](#) - Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- [RF 1.2B](#) - Orally produce one-syllable words by blending sounds (phonemes) including consonant blends.
- [RF 1.2C](#) - Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.
- [RF 1.2E](#) - Delete a syllable from a word (e.g., say “remember” not say it without the “re”).
- RF 1.3E - Decode regularly spelled one-syllable words that follow syllable types:
 - Closed syllable
 - Open syllable
 - Vowel-consonant-e
 - Vowel teams
 - R-controlled
 - Consonant-le

Supporting Standards

- RL 1.7 - Use illustrations and details in a story to describe its characters, setting, or events.
- [W 1.1](#) - Write opinion in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W 1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W 1.10 - Write routinely over short time frames for a range of discipline-specific tasks, purposes, audiences.
- SL 1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- [L 1.1D](#) - Use personal, possessive, and indefinite pronouns (e.g., I, me, they, them, my, their, anyone, everything).
- [L 1.2A](#) - Capitalize the first word in sentences, the pronoun I, dates, and names of people.
- L.1.5A-Sorts words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- L.1.5B-Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- L 1.5C - Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- L 1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
- [SL 1.1A](#) - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the

topics and texts under discussion).

- [SL 1.2](#) - Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
- [SL 1.6](#) - Produce complete sentences when appropriate to task and situation.

STUDENT-FRIENDLY LEARNING TARGETS

Reading Literature and Informational

- I can identify characters. RL1.1 & RL 1.3
- I can identify the setting. RL1.1 & RL 1.3
- I can identify the problem. RL1.1
- I can identify the solution. RL1.1
- I can identify the plot/major events. RL1.1 & RL 1.3
- I can answer questions about key details. RL1.1
- I can identify question words (who, what, when, where, why, how, etc.) RI 1.1

Writing and Language

- I can identify question words (who, what, when, where, why, how, etc.)
- I can recognize that the first letter in the first word in a sentence is capitalized. RF 1.1.A
- I can recognize the ending punctuation in a sentence. RF1.1A
- I can replace my name with the pronoun I when writing. L 1.2A
- I can use personal pronouns. L.1.1D
- I can sort similar things together in a category. L.1.5B
- I can sort words into categories. L.1.5A
- I can define a word. L.1.5A

Foundational

- I can orally produce one syllable words without consonant blends by blending sounds. RF1.2B
- I can give you the initial (first) sound in a spoken one-syllable word RF1.2C
- I can give you the final (ending) sound in a spoken one-syllable word. RF1.2C
- I can give you the medial sound in a spoken one-syllable word. RF1.2C
- I can give you the first (initial), middle (vowel) and final (ending) sounds in a spoken one-syllable word. RF1.2C
- I can delete a syllable from a word. RF1.2E

Important Info:

[BOOK LIST](#)

- I can recognize that the first letter in the first word in a sentence is capitalized. RF1.1A
- I can recognize the ending punctuation in a sentence. RF1.1A
- I can read and write closed one-syllable CVC words with all five short vowels (a, e, i, o, u). RF 1.3E

Speaking and Listening

I can answer questions about the key details in a text read aloud, oral presentation or other media. SL.1.2

I can speak in complete sentences when appropriate. SL.1.6

I can listen with care. SL1.1A

Unit 1 Lesson Plans/Resources

Character Traits-Bloom's Taxonomy Questions

First Week Activities:

[All About Me Book](#)

August 16 - 20, 2021

[Week 1](#)

Sept 6-10

[Week 4](#)

Aug. 23 - 27, 2021

[Week 2](#)

September 13 - 17

[Week 5](#)

Aug 30- Sept 3

[Week 3](#)

Sept. 20 -24

[Week 6](#)

Assessment Information

Date of Assessment	Assessment Name/Type:	Materials Needed:	Student Materials	Scoring Sheets	Data Protocol Sheet
<p style="text-align: center;">September 10th</p>	Teachers Directions: RL & RI--CFA	Book: The Duck with a Broken Wing by: Beverly Randell	Unit 1 CFA: Student Sheet		
	Reading Foundations: CFA			RF: Scoring Sheet-Unit 1 CFA	
<p style="text-align: center;">September 17th EOU</p>	RF: End of Unit Assessment	Teacher Directions Teacher Spelling & Reading CVC Words Assessment	CVC Student Reading Words Sheet Student Spelling Test Sheet	Scoring Sheet CVC Floss, Open Words Score Sheet Spelling CVC, floss, open Words Score Sheet	
<p style="text-align: center;">September 24th</p>	RL/ RI, SL & Language: End of Unit Assessment	"The Gingerbread Man" Retold by: Annette Smith	T-Chart/Picture cards Unit 1 End of Unit Assessment-Student		Data Protocol

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Extra Assessments/Practice to use as you wish

	RL & RI & Language: Formative#2	Book: Tabby in the Tree by Beverly Randell (Animal picture document)	A 2 Student		
	RF: has Formative #2			Assessment #2--Scoring Sheet	

Unit 1 Week 1:

Learning Targets

DATE : August 16-20

Week 1

Reading Strategy Focus:

- **Questioning**

Learning Targets: (Note: **BOLDED** learning targets are the ones you will be assessing this unit)

<u>Reading Literature: (Read Alouds/Shared Reading)</u>	<u>Speaking & Listening</u>	<u>Writing/Language</u>	<u>Reading Foundational Skills</u>
<p>Focus Learning Targets:</p> <ul style="list-style-type: none"> • I can identify characters. • I can identify the setting. <p>(Other Learning Targets you could discuss as you are teaching your Focus Targets with your Students:)</p> <ul style="list-style-type: none"> • I can identify the problem. • I can identify the solution. • I can identify the plot/major events. • I can answer questions about key details in the text. 	<p>Supporting Standards: SL 1.6 - Produce complete sentences when appropriate to task and situation.</p> <p><u>Supporting Learning Targets:</u></p> <ul style="list-style-type: none"> • I can answer a question about the key details in a text read aloud, oral presentation or other media. • I can speak in complete sentences when appropriate. • I can listen with care. 	<ul style="list-style-type: none"> • I can recognize that the 1st letter in the 1st word in a sentence is capitalized. • (RI) I can recognize the ending punctuation in a sentence. (Shared Reading & Writing) <p>Supporting Standards: L 1.2A - Capitalize the first word in sentences, the pronoun I, dates, and names of people.</p>	<ul style="list-style-type: none"> • I can orally delete a syllable from a word. • I can orally give you the first (initial) sound in a spoken one-syllable word. • I can orally give you the final (ending) sound in a spoken one-syllable word. • I can orally give you the medial sound in a spoken one-syllable word. (needs to be added to Heggerty's) • I can orally produce one syllable words without consonant blends by blending sounds. (needs to be added to Heggerty's) • I can read and write closed one-syllable CVC words with all five short vowels (a, e, i, o, u).

Unit 1: Week 1 Resources

Read Alouds	Shared Reading	Phonics	Writing & Language
<ul style="list-style-type: none"> ● First Day Jitters by Julie Danneberg <ul style="list-style-type: none"> ○ Virtual Read Aloud ○ First Day Jitters writing prompt ● The Night before 1st Grade by Deborah Zemke <ul style="list-style-type: none"> ○ Virtual Read Aloud ● First Day Critter Jitters <ul style="list-style-type: none"> ○ Virtual Read Aloud ○ Read Aloud with Lesson Plan ○ May need 2 days ● First Grade Jitters <ul style="list-style-type: none"> ○ Virtual Read Aloud ● First Grade, Here I Come! <ul style="list-style-type: none"> ○ Virtual Read Aloud <p>Resources:</p> <ul style="list-style-type: none"> ● Story Map 1 (Character, Setting, Problem/Solution) ● Story Map 2 (Character & Setting) <p>**Make sure to use “think alouds” as you are reading to teach your questioning reading strategy.</p>	<p>Short a Dad, Max, and Dan</p> <ul style="list-style-type: none"> ● Do Your Share ● Untitled: Decoding & Word Building Book ● The Swing ● Short A Poem <p>Short e</p> <ul style="list-style-type: none"> ● Life On A Farm: Decoding & Word Building Book ● I’m Going To Say I’m Sorry ● The Swing: Decoding & Word Building Book ● My Red Hen Nell ● Short e Poem <p><u>Primary Phonics Books:</u></p> <ul style="list-style-type: none"> ● Mac and Tab ● The Jet <p>** Use questions throughout your shared reading about capitalization and punctuation.</p> <p><u>SPIRE Books:</u> Short a</p>	<p>Short a /a/ & Short e /e/ Connections Lesson 1-3 (a) & 12 (e) Review Short Vowel Book Phonetic Connections Review Cards 1-3,4, 6,9.</p> <p>** Make sure that when teaching your students to “feel the sentences” you are giving them the why.</p>	<p>Focus for this week: Use correct ending punctuation and capitalization at the beginning of the sentence.</p> <p><u>Ideas:</u> Interactive writing (shared writing)- students tell the teacher what to write and she models writing that sentence for her class.</p> <p>Practice Writing the alphabet</p> <ul style="list-style-type: none"> ● Handwriting Movements <p>Sentence starter ideas:</p> <ul style="list-style-type: none"> ● How did you feel on the first day of school? <ul style="list-style-type: none"> ○ I felt.... ● What did you do this summer? ● Who is your best friend? ● What is your favorite part of first grade so far? ● Tell me about your family.

	<ul style="list-style-type: none">● Snip and Snap● The Pig and the Ant <u>Short e</u> <ul style="list-style-type: none">● Get the Pets!● The Pet Hen		
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Describe Assessment (Form or Summ) and Timeline	Method/Materials	Type of Questions/Tasks	Student Responses
<p>RL & RI: Formative : by Aug 30</p> <p>I can identify characters.</p> <p>I can identify the setting.</p> <p>I can identify the problem.</p> <p>I can identify the solution.</p> <p>I can identify the plot & major events.</p> <p>I can answer questions about key details in the text.</p>	<p>Story: <u>The Duck with a Broken Wing</u> by: Beverly Randell</p> <p>Whole Class (teacher reading story to class)</p> <p>Unit 1 CFA: Student Sheet</p>	<p>Directions: (Whole Group Assessment)</p> <ul style="list-style-type: none"> Teacher will read the story <u>The Duck with a Broken Wing</u> by Beverly Randell one time to the student. Teacher will pass out the test paper. The teacher will read the question and answers to the students twice. Students will then answer the question. Continue the process until assessment is complete. If students say they do not know how to spell a word, the teacher can tell them to fingerspell the best they can, or just try their best (we are not grading on spelling). If you don't know what the student said on their assessment ask them what they wrote and dictate their answers on the page. Note: There is no teacher prompting with this assessment. Teacher will only say aloud the words that are on the assessment. <p>Assessment Questions:</p> <ol style="list-style-type: none"> Name two characters from the story. <ul style="list-style-type: none"> a. Mother Duck, Father Duck, Ducklings, Dog Where does the story take place? <ul style="list-style-type: none"> a. Outside, pond Which of the following was a problem in the story? <ul style="list-style-type: none"> a. Father Duck had a broken wing. b. The eggs cracked. c. The Dog wanted to eat the ducklings. d. The ducks got lost. What was the solution to the story? <ul style="list-style-type: none"> a. Mother duck saved the ducklings. b. Father Duck played a trick on the dog. 	<p>Create a spreadsheet that have Q1-4 and put a Y for correct response and N for incorrect.</p> <p>Put a check mark for the correct question words they circled.</p> <p>Questions 1-4 are yes or no</p> <p>Question 5 3 = 3/3 2 = 2/3 1 = 1/3</p> <p>Questions 6-8 are yes or no</p>

		<p>c. Mother Duck had a broken wing. d. Father Duck found the lost ducklings.</p>	
<p>I can identify question words (who, what, when, where, why, how, etc.)</p>		<p>5. Circle the question words below. a. Help, What, To, Who, She</p>	
<p>I can recognize that the first letter in the first word in a sentence is capitalized.</p> <p>I can recognize the ending punctuation in a sentence.</p>		<p>6-8 I can recognize that the first letter in the first word in a sentence is capitalized. - I can recognize the ending punctuation in a sentence. <i>Sentence: I am ready for lunch.</i></p> <p><i>Directions:</i></p> <ul style="list-style-type: none"> • Teacher passes out the assessment sheet. • Teacher: "Put your finger on the #6. Teacher will read the sentence then ask the student to circle the first word in the sentence." • Teacher: "Put your finger on the #7. Teacher will read the sentence then ask the student to circle the capital letter in the sentence." • Teacher: "Put your finger on the #8. Teacher will read the sentence then ask the student to circle the punctuation mark in the sentence." 	<p>6-8. Correct Responses Student gets 1 point for each correct answer. Sentence: I am ready for lunch. #6. Circle: I #7. Circle: I #8. Circle: the period.</p>

Describe Assessment (Form or Summ) and Timeline	Method/Materials	Type of Questions/Tasks	Student Responses	Analysis and Student Communication
<p>RL & RI: End of Unit Assessment: by (September 30)</p> <ul style="list-style-type: none"> I can identify characters. I can identify setting. I can identify the problem. I can identify the solution. I can identify the plot & major events. I can answer questions about key details in the text. 	<p>1. Materials Needed</p> <ul style="list-style-type: none"> Story: The Gingerbread Man <p><u>Unit 1 End of Unit Assessment- Student</u></p>	<p><i>Directions: (Whole Group Assessment)</i></p> <ul style="list-style-type: none"> Teacher will read the story <u>The Gingerbread Man</u> by one time to the student. Teacher will pass out the test paper. The teacher will read the question and answers to the students twice. Students will then answer the question. Continue the process until assessment is complete. If students say they do not know how to spell a word, the teacher can tell them to fingerspell the best they can. Note: There is no teacher prompting with this assessment. Teacher will only say aloud the words that are on the assessment. <p>Questions:</p> <ol style="list-style-type: none"> Who was the main character in story? <ol style="list-style-type: none"> The Gingerbread Man Where does most of the story take place? <ol style="list-style-type: none"> Outside Which of the following was a problem in the story? <ol style="list-style-type: none"> The gingerbread man ran away What was the solution to the story? <ol style="list-style-type: none"> The fox at the gingerbread man (I can identify question words. - RI 1.1) Circle the question words below: <ol style="list-style-type: none"> What, Where, Why, When, How, Who <p><i>Directions: Students will circle the first word of the sentence, capital letter, and punctuation.</i></p> <ol style="list-style-type: none"> The dog is outside. The dog is outside. The dog is outside. 	<p>Create a spreadsheet that have Q1-4 and put a Y for correct response and N for incorrect.</p> <p>Put a check mark for the correct question words they circled.</p> <p>Need a checklist:</p> <ol style="list-style-type: none"> It is about the story. It is in a complete sentence. 	<p>Proficiency - Questions 1-4 are yes or no</p> <p>Question 5 3 = 5/6 2 = 3-4/6 1 = 2 or less</p> <p>Questions 6-8 are yes or no</p>