

U N I T 1
T H E M E 1
Houghton Mifflin
All Together Now

ESSENTIAL QUESTION:

Why is it important to retell a story?

Main Stories: **Mac the Cat**

ACTIVITIES: Draw and label a picture of Mac and write a sentence about your picture.

Science Link: Five Senses

A Day at School

ACTIVITIES: Collaborative School Book with a specific theme.

Pigs in a Rig

ACTIVITIES: Pig Lapbook

TECHNICAL VOCABULARY:

- Alphabet books
- Author
- Capitalization
- Illustrator
- Informational
- Key details
- Periods
- Poems
- Question marks
- Questions
- Research question
- Shared research
- Sort
- Stories
- Topic

RESOURCES: Word Wall Words

Scholastic News
Teacher Manual
Pupil Editions

Non Fiction Books:

Vocabulary Readers:

Cats, At School, Sit, Pig!

COMMON CORE STANDARDS:

Reading Literature- Key Ideas and Details-Craft and Structure-integration of knowledge and ideas- range of reading and level of text complexity

RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

- a. Distinguish long form short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words
- d. Segment spoken single-syllable words into their complete sequence of individual sounds.

RL.1.7. Use illustrations and details in a story to describe its characters, setting or events.

RL.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading Foundational Skills- Phonological Awareness-Phonics and Word Recognition-Fluency

RF.1.2b. Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.

RF.1.2c. Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.

RF.1.3b. Decode regularly spelled one-syllable words.

RF.1.4b. Read grade-level text orally with accuracy, appropriate rate, and expression.

Reading Informational Text- Craft and Structure

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Speaking and Listening- Comprehension and Collaboration

SL.1.1a. Follow agreed upon rules for discussion (eg. Listening to other with care, speaking one at a time about the topics and text under discussion.)

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Language - Conventions of Standard English

L.1.1a. Print all upper and lowercase letters.

L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2a. Capitalize dates and names of people.

L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

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).

Presentation of knowledge and ideas

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

High Frequency Words: go on the and here jump not too we a
find have one to who

Phonemic Awareness/Phonics/Decoding

- Review Consonants m, s, c, t, n, f, p, b, r, h, g
- Short a i
- Blending short a and i words

Comprehension Strategy

- Summarize
- Cause and Effect
- Compare/Contrast—details
- Reading Poetry (GENRE: Rhyme in Poetry)
- Reading Social Studies: Visual Literacy, Using Photographs

Spelling

- Review consonants m, s, c, t, n, f, p, b, r, h, g
- Short a and i words

Vocabulary

- Building words
- Rhyming words
- School words
- Shape words
- Feeling words
- Word Wall; Spelling pattern hen, cut, it, dig

Writing

- Writing about a topic
- Write a list
- A class story
- Describe a character
- Capital and lowercase letters
- Begin sentences with a capital letter
- End sentences with a period

QUESTIONS for Mac the Cat

What happened to the rug?

Why doesn't the mother stop Mac from getting the ham?
Why do you think Mac is leaving sticky footprints and drips everywhere he goes?
What happens after Mac sees a bug?
What is the last thing that Mac does in the story?
Why do you think Mac needs to take a nap at the end of the story?
What did Mac get after he got the ham?
Why did the boy say "Shhh"?

STORY VOCABULARY

go on the cat sat

Questions for A Day at School

What does Pam do at the beginning of the story?
What instrument is Pam playing?
What is different about the shapes Pam and Jen cut?
What happens when Pam and Nat add up the counters?
Where do Pam, Jen and Nat play at the playground?
Why does the pet need a nap?
What is the last thing that Pam does in the story?
Do you think Pam likes her new school?

STORY VOCABULARY

add playground read school sing teacher

Questions for Pigs in a Rig

What happens in the beginning of the story?
What happened when the rig hit a bump?
How many pigs are left in the rig now?
Is Fig happy in the bag? Why do you think so?
Compare and contrast how the pigs are different now from the way they were at the beginning of the story.
What happens to the pigs when they go through the pig wash?
Predict what you think the pigs will do next.
Do you think the farmers were worried when the pigs fell out of the rig?
Why did the pigs win ribbons at the fair?

STORY VOCABULARY

bump goodbye mess mud tub

As you read the book *No David*, pause periodically and encourage students to ask questions. By using “I wonder” as the beginning of the question, have students predict what is coming next in the story and clarify understanding. Use sticky notes or whiteboards to keep each child engaged in the questioning. (RL.1.1.)

Informative Writing, Research

Using the ABC books as a model, generate some ideas for writing a class ABC book. Work together as a class to come up with potential research questions. Begin by asking questions such as, “is it possible to create an ABC book with Games to Play as our title?” Allow the class to give some ideas (e.g., names, authors, books, plants, insects). After ideas have been shaped into a research question, allow the children to vote on a theme for the class ABC book. Once the theme is chosen, gather information from a variety of texts and digital resources for each letter of the alphabet. Decide on a design for the book. Assign each student a letter in the book. Each page should include an upper and lower case letter, the key word, an illustration, and a sentence using the key word. Be sure to have them follow rules for spelling and punctuation correctly. (SL.1.1, W.1.7, W.1.2, W.1.8, L.1.1.j, L.1.2.d, L.1.2.3, RF.1.1a)

Language Mechanics, Speaking and Listening

Introduce the writing of declarative and interrogative sentences by focusing on an informational ABC book, such as *Eating the Alphabet: Fruits and Vegetables from A to Z* (Lois Ehlert). On a chart, write a question such as “What is your favorite fruit?” Teach the students to answer the question with a complete declarative response, such as “My favorite fruit is a strawberry.” Discuss the end punctuation. Continue this activity to teach the expansion of sentences to include details, such as “Strawberries are my favorite fruit because they are juicy, sweet, and delicious.” (L.1.1.j, L.1.2.b, W.1.5, SL.1.6)

Informative Writing, Language Mechanics

Give students this prompt: “Children should eat healthy foods, exercise, and take care of their bodies. Name one way to stay healthy. Supply some facts about the topic you chose and provide closure at the end of your writing.” As students write, watch closely that they focus on just one way to stay healthy and that they compose an essay supported by facts. Encourage students to write complete sentences and to use the correct end punctuation. (W.1.2, L.1.1.j, L.1.2.b)

Reading Informational Text, Speaking and Listening

Tell the students that just because books are called “ABC books” does not mean they are always easy to understand. Therefore, to understand them, we have to be willing to ask questions and to think deeply and look for key details. Tell the students that they are going to look at *The Graphic Alphabet*. Using a document camera for viewing this book would be helpful. On each page, there is a letter, but there is something more going on than just that letter. Look at A. Have the students ask questions about the page and try to answer them (e.g., “Why is the letter

A crumbling? Could the letter be a mountain? Is that an avalanche?"). As you go through the book and throughout the unit, introduce the new vocabulary. (RI.1.1, RI.1.7, L.1.1j, SL.1.2)

Reading Literature, Reading Informational Text, Reading Poetry, Speaking and Listening

Throughout this unit, students read from a variety of texts: stories, poems, and informational texts. When you have a ten-minute block, play "I Spy" with the children (e.g., "I spy an informational book," "I spy a nonfiction book"). The students then have to guess which book you are looking at in the display of unit books. (RL.1.5, L.1.1)

Reading Poetry, Reading Fluency, Performance

The theme of the poetry in this unit is the love of books and language. By visually displaying the poems (i.e., an interactive whiteboard, document camera, overhead projector, or chart paper), students will review sight words and see the way the poem is written (i.e., with lines and stanzas). Using a poem such as "Good Books, Good Times!" (Lee Bennett Hopkins) or "How to Eat a Poem" (Eve Merriam), encourage the students to read with you repeatedly and to ask questions until they understand the poem. Poetry is easily transformed into choral reading (reciting) by highlighting lines from one punctuation mark to the next, and then assigning groups to read those highlighted sections. (SL.1.2, RF.1.4)

Art, Speaking and Listening

Look at *Children's Games* by Pieter Bruegel or a website using artwork to display on the smartboard. Ask the students to study it closely for a few minutes and write down any questions they have about what they see. When the time is up, have them ask their questions. As the students begin to ask questions aloud, write all of the questions on a chart (e.g., "What are they doing? Is that like a hula hoop? Was this painted a long time ago? . . ."). Talk about the value of asking questions and how we begin to open our minds to think deeply about something. (The painting was done in the sixteenth century, and the artist was perhaps trying to show all of the games he knew. You may want to note the few toys children had—sticks, hoops, etc.) (SL.1.2)

ASSESSMENT

Theme Test

U N I T 1
T H E M E 2
Houghton Mifflin
HERE WE GO! Surprise!

ESSENTIAL QUESTION:

What is a surprise?

Main Stories: A Party for Bob

ACTIVITIES: Make a sign or banner for Bob's Party. RL.1.2.

Science Link: Pumpkin Lapbook

The Bunnies and the Fox

ACTIVITIES: Draw your favorite part of the story. RL.1.7

Science Link: Mammals

A Surprise for Zig Bug

ACTIVITIES: As a family, build a hut for Zig Bug. SL.1.5

Science Link: Ant Lapbook

TECHNICAL VOCABULARY:

- Alphabet books
- Author
- Capitalization
- Illustrator
- Informational
- Key details
- Periods
- Poems
- Question marks
- Questions
- Research question
- Shared research
- Sort
- Stories
- Topic

RESOURCES: Word Wall Words

Scholastic News

Teacher Manual

Pupil Editions

Non Fiction Books:

How Spiders Got 8 Legs by Catherine Mead
Bugs, Bugs, Bugs by Mary Reid
Flies are Fascinating by Valerie Wilkinson
Insects by Katie Pike
Creepy Crawlies A-Z by Louise Ainsworth

COMMON CORE STANDARDS:

Reading Literature- Key Ideas and Details-Craft and Structure-integration of knowledge and ideas- range of reading and level of text complexity

RL.1.1. Ask and answer questions about key details in a text.

RL.1.7. Use illustrations and details in a story to describe its characters, setting or events.

RL.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading Informational Text- Craft and Structure

RI.1.1. Ask and answer questions about key details in a text.

Reading Foundational Skills- Phonological Awareness-Phonics and Word Recognition-Fluency

RF.1.2a. Distinguish long from short vowel sounds in spoken single-syllable words

RF.1.2b. Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.

RF.1.2c. Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.

RF.1.3b. Decode regularly spelled one-syllable words.

RF.1.3g. Recognize and read grade-appropriate irregularly spelled words.

RF.1.4a. Read grade-level text with purpose and understanding.

RF.1.4b. Read grade-level text orally with accuracy, appropriate rate, and expression.

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Language - Conventions of Standard English

L.1.1a. Print all upper and lowercase letters.

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L.1.2a. Capitalize dates and names of people.

L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

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).

Presentation of knowledge and ideas

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Writing ~ Texts types and purposes

W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions)

High Frequency Words: upon four in once three two what do for I
is me my said you are away does he live pull they where

Comprehension Strategy

- Question
- Noting Details
- Visual Literacy Using Photographs
- Fantasy/Realism
- Building Background
- Story Structure
- Summarize
- Reading a Math Article, Science Article
- Monitor/Clarify

Phonemic Awareness/Phonics/Decoding

- Review consonants **d, w, l, x, y, k, v, qu, j, z**
- Short o, e, u
- Blending short o, short e, short u words

Spelling

- Short o, e, and u words

Vocabulary

- Categories of words

Writing

- Capitalizing names
- Word order in sentences
- Nouns and verbs

QUESTIONS for A Party for Bob

Why are Mom and the girl decorating the box?
 How is Ben's gift different from Tom's gift?
 What kind of gift did Dot bring?
 What will Tim do?
 Who got in the box last?
 Why did it get hot in the box?
 How does Bob seem to feel about the party?
 How old is Bob? How do you know?
 Why is Bob smiling?
 How many kids fit in the box?
 Why did the kids hide?
 What gift would you bring if you went to Bob's party? Why?

STORY VOCABULARY

birthday candles party brother happy surprise cake kids

Questions for The Bunnies and the Fox

How are these bunnies different from real bunnies?
 How are the bunnies different from fox?
 How is Bear different from Fox?
 What plan do you think Kev and Viv might have for fox?
 Why did Kev and Viv want to play next to the den?
 How do you know it is cold?
 Why do you think Fox ran away?
 What kind of story is this—a fantasy or a realistic story? How do you know?
 Do you think Kev and Viv are safe from Fox? Why or Why not?
 What did Kev and Viv do that real bunnies do not do?
 Why did Mom tell Kev and Viv they could not play in the snow?

Do you think Fox will come near the bunny den again? Why?

STORY VOCABULARY

Bear bunnies bunny little snow window woods

Questions for A Surprise for Zig Bug

Who is the main character in this story?

What is the setting of the story?

What kind of story is this—a fantasy or a realistic story?

How do Kip and Zag get to the pool?

How do the bugs play?

What is the bugs' problem?

How do the bugs solve their problem?

How do you think Zig Bug feels? Why?

How do the bugs cool off at the end of the story?

How do you think the bugs feel at the end of the story? Why?

What was Zig's problem at the beginning of the story? How did he solve it?

Why did the bugs land in the mud?

What do you think the bugs will do on the next hot day?

STORY VOCABULARY

leaf pool

Reading Literature, Speaking and Listening

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Using the ABC books as a model, generate some ideas for writing a class ABC book. Work together as a class to come up with potential research questions. Begin by asking questions such as, "is it possible to create an ABC book with Games to Play as our title?" Allow the class to give some ideas (e.g., names, authors, books, plants, insects). After ideas have been shaped

into a research question, allow the children to vote on a theme for the class ABC book. Once the theme is chosen, gather information from a variety of texts and digital resources for each letter of the alphabet. Decide on a design for the book. Assign each student a letter in the book. Each page should include an upper and lower case letter, the key word, an illustration, and a sentence using the key word. Be sure to have them follow rules for spelling and punctuation correctly. (SL.1.1, W.1.7, W.1.2, W.1.8, L.1.1.j, L.1.2.d, L.1.2.3, RF.1.1a)

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Informative Writing, Language Mechanics

Give students this prompt: "Children should eat healthy foods, exercise, and take care of their bodies. Name one way to stay healthy. Supply some facts about the topic you chose and provide closure at the end of your writing." As students write, watch closely that they focus on just one way to stay healthy and that they compose an essay supported by facts. Encourage students to write complete sentences and to use the correct end punctuation. (W.1.2, L.1.1.j, L.1.2.b)

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Reading Literature, Reading Informational Text, Reading Poetry, Speaking and Listening

Throughout this unit, students read from a variety of texts: stories, poems, and informational texts. When you have a ten-minute block, play "I Spy" with the children (e.g., "I spy an informational book," "I spy a nonfiction book"). The students then have to guess which book you are looking at in the display of unit books. (RL.1.5, L.1.1)

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The theme of the poetry in this unit is the love of books and language. By visually displaying the poems (i.e., an interactive whiteboard, document camera, overhead projector, or chart paper), students will review sight words and see the way the poem is written (i.e., with lines and stanzas). Using a poem such as “Good Books, Good Times!” (Lee Bennett Hopkins) or “How to Eat a Poem” (Eve Merriam), encourage the students to read with you repeatedly and to ask questions until they understand the poem. Poetry is easily transformed into choral reading (reciting) by highlighting lines from one punctuation mark to the next, and then assigning groups to read those highlighted sections. (SL.1.2, RF.1.4)

Art, Speaking and Listening

Look at *Children's Games* by Pieter Bruegel or a website using artwork to display on the smartboard. Ask the students to study it closely for a few minutes and write down any questions they have about what they see. When the time is up, have them ask their questions. As the students begin to ask questions aloud, write all of the questions on a chart (e.g., “What are they doing? Is that like a hula hoop? Was this painted a long time ago? . . .”). Talk about the value of asking questions and how we begin to open our minds to think deeply about something. (The painting was done in the sixteenth century, and the artist was perhaps trying to show all of the games he knew. You may want to note the few toys children had—sticks, hoops, etc.) (SL.1.2)

ASSESSMENT

Theme Tests

U N I T 2 T H E M E 3 Houghton Mifflin

Let's be Friends! Let's Look Around!

ESSENTIAL QUESTION:

How can stories teach us about the world and people around us?

Main Stories: Seasons

ACTIVITIES: Fashion Show

Science Link: Lapbook

Miss Jill's Ice Cream Shop

ACTIVITIES: Draw your favorite part of the story. RL.1.7

Science Link: Make Ice Cream

At the Aquarium

ACTIVITIES: Ocean Lapbook

TECHNICAL VOCABULARY:

- Categories
- Context Clues
- Informative/explanatory
- Lesson
- Main topic
- Message
- Retell
- Revision

RESOURCES: Word Wall Words

Scholastic News

Teacher Manual

Pupil Editions

Non Fiction Books:

COMMON CORE STANDARDS:

Reading Literature- Key Ideas and Details-Craft and Structure-integration of knowledge and ideas- range of reading and level of text complexity

RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading Foundational Skills- Phonological Awareness-Phonics and Word Recognition-Fluency

RF.1.1a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RF.1.2b. Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.

RF.1.2c. Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.

RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF.1.3b. Decode regularly spelled one-syllable words.

RF.1.3g. Recognize and read grade-appropriate irregularly spelled words.

RF.1.4a. Read grade-level text with purpose and understanding.

RF.1.4b. Read grade-level text orally with accuracy, appropriate rate, and expression.

Reading Informational Text- Craft and Structure

RI.1.1 Ask and answer questions about key details in a text

RI.1.2. Identify the main topic and retell key details of a text

RI.1.3 describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.7 Use illustrations and details in a text to describe its key ideas.

RI.1.8 Identify the reasons an author gives to support points in a text.

RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1

Speaking and Listening- Comprehension and Collaboration

SL.1.1a. Follow agreed upon rules for discussion (eg. Listening to other with care, speaking one at a time about the topics and text under discussion.)

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.6 Produce complete sentences when appropriate to task and situation.

Language - Conventions of Standard English

L.1.1b Use common, proper, and possessive nouns

L.1.1d Use personal, possessive and indefinite pronouns (e.g., *I, me, my, they, them, their, anyone, everything*).

L.1.1i Use frequently occurring prepositions (e.g., *during, beyond, toward*)

L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2a Capitalize dates and names of people.

L.1.2b Use end punctuation for sentences.

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase

L.1.4c I identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*)

L.1.5a Sort 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.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

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*).

High Frequency Words: animal bird cold fall flower full me my said
you are away does he live pull they where

Comprehension Strategy

- Question
- Topic, Main Idea, Details/Summarizing
- Making Predictions
- Categorize and Classify

Phonemic Awareness/Phonics/Decoding

- Double Final Consonants; r clusters
- Blend short a, short i words
- Plurals with s; verb endings -s, -ed, -ing
- Possessives with 's
- Contractions with 's

Spelling

- Short a and i sounds
- Consonant clusters with r

Vocabulary

- Position and size words

Writing

- What is a Sentence?
- Naming Part of a sentence
- Action part of a sentence

QUESTIONS for Seasons

- How do you know whether this selection is about make-believe things or things that happen in real life?
- What are some **key events** about the summer according to this story?
- What animals stay cool at the pond?
- How is the tree different in the fall and in the summer?
- What season will the author write about next?
- How is this selection different from a story with **characters, setting** and a problem that needs to be solved?
- Why do you think the animals take naps during the winter?
- What makes the seasons different from each other?
- What did you learn about winter?
- What happens during the seasons where you live?

STORY VOCABULARY

bear insects leaves rain south spring summer trees winter

Questions for Miss Jill's Ice Cream Shop

- How do you know that this story is a fantasy?
- Who are the **characters** in this story?
- Why do you think Jack orders plum ice cream, too?
- How is this story different from a selection that you read to get information?
- What do you think the other animals in the shop will do after the ice cream falls?
- How does Bill try to help?
- How do you think Jack and Bill feel at the end of the story?
- What will the characters do next?

STORY VOCABULARY

cone dish green ice cream kind napkins shop try wish

Questions for At the Aquarium

- What clues could you use to predict what this story is about?
- What part of a fish helps it breathe?
- What do fish need to swim well?
- What is the last thing the children see at the aquarium?

How are the fish in the story different from each other?
Tell two things you learned about fish in this story.

STORY VOCABULARY

breathe dolphins fish otter sea sea horse tails

Reading Informational Text, Research, Informative Writing

While reading a book such as *What Do You Do with a Tail Like This?* (Steve Jenkins), make a chart to record the name of each animal (main topic) mentioned. Record key details, such as where the animal lives (i.e., its habitat), what the animal eats (i.e., whether it is an herbivore, carnivore, or omnivore), and an interesting fact (e.g., its method of adaptation) on the chart. Ask students to supply at least one piece of information on a sticky note when you are finished reading. Create and add to similar charts about animal facts as you read to the children and as they read independently. Use these charts to create oral and written sentences about the animals. (RI.1.2, L.1.5b, L.1.1j)

Reading Literature, Vocabulary

Read a fictional animal story, such as *Are You My Mother?* (Philip D. Eastman). Discuss the vocabulary in the story and work on understanding unknown words. Ask the students (if, for example, discussing *Are You My Mother?*), "What word was funny in the story because of the way it was used?" (Possible answer: "Snort.") Then ask, "How did you know what it meant?" Divide the students into groups of three and have them tell the story to each other, taking turns as each tells a part. Let them know that if they are stuck on a part of the story, you will allow them to use the book to solve the problem. Encourage the students to try to remember as many details as they can for retelling the story because details are what make the story interesting. When they are finished retelling the story, talk about what lesson might be learned from the story and what new words they learned. (L.1.4a, RL.1.2)

Reading Literature, Reading Comprehension, Speaking and Listening

Choose a fantasy read-aloud, such as *Finn Family Moomintroll* (Tove Jansson). Continuing to focus on the retelling of fiction, give the children the opportunity to retell the previous chapters by allowing them to choose an object to prompt the retelling. For example, provide a number of props (e.g., a black hat made of construction paper), and ask students to find the appropriate object when it appears in the story and put it into a "retelling basket." Before each reading time, have the students retell the story using the gathered objects as prompts for remembering characters and events. By the time the book ends, you will have an object for each chapter or key event in the book—and the students will be efficient storytellers. (RL.1.2)

Reading Literature, Language Usage

Follow up on a book read previously in class, such as *Are You My Mother?* (Philip D. Eastman). Go back and reread the story. As you read it this time, read for the purpose of finding all of the animals and things that baby bird thought might be his mother. As students find the words, write them on index cards (e.g., kitten, hen, dog, cow, boat, plane). Sort the words into categories (e.g., animals, modes of transportation). Think of more words for each of the categories. This activity could also be done with a poem such as “The Pasture” or “I Know All the Sounds the Animals Make.” After reading and rereading (reciting) the poem, gather the nouns in the poem and sort them according to categories (e.g., places, animals, sounds). (L.1.5a, L.1.1b)

Reading Literature, Language Mechanics

As students read independently, remind them that different characters often tell the story at different times in a book. Using a book such as *Mouse Tales* (Arnold Lobel), allow the students to reread parts of the text where the weasel speaks, where the mouse speaks, and where the narrator tells the story. Provide elbow macaroni at each table. Ask students to place the macaroni on the quotation marks in the book, reminding them that it means someone is speaking. Assigning the parts to three readers will show others how dialogue works in literature. (RL.1.6)

Art, Informative Writing

Since the students have now completed an artistic masterpiece of their favorite animal, extend the work into a writing assignment. Give the students this prompt: “Write about your favorite animal. Be sure to include interesting facts about your animal and include a catchy beginning, some facts, and a strong ending.” Allow your students to begin by working in teams to gather information. Using nonfiction texts, remind them to use the index or table of contents to locate more information about the animal. When they have some basic information, have them write the first draft. Ensure that adults are available to help with revision of the writing. Display the published writing with the Matisse-style artwork (see Informative/Explanatory Writing [Art Connection]). (W.1.2, W.1.5, RI.1.5, RI.1.10, RF.1.4)

Art, Informative Writing

Ask the students to draw an animal of their choice. They will then color it using the animal’s real colors, or they could choose to use other colors. Students may also choose to do either a realistic or abstract version of their animal. Ask the students to write an informative/explanatory text based on their drawing, using their choice of realistic or creative coloring. (W.1.2)

Reading Informational Text, Speaking and Listening

Before beginning this lesson, ask students what they are experts at doing (e.g., bike riding, roller skating, or back flips). Allow some time to share. Remind the students that an author is a real person who has worked hard to know the information to fill a book such as *What Do You Do with a Tail Like This?* (Steve Jenkins). Ask the students to think about how authors become experts on a topic, such as the tails of animals. If possible, invite a speaker who has expertise in something. Talk about how they became an expert. Talk about why this makes informational texts better and how having good information can help improve one’s writing. (RI.1.2, SL.1.3)

Art, Speaking and Listening

Select three or four works to view (e.g., the Klee, Chagall, and Dürer). Ask the students the following questions: What animal do you see in this work? Does anyone see a different animal? What color is the animal? Is this the real color of this animal? Why do you think the artist chose the color he or she did? Begin to introduce the concept of abstraction (versus realism) by comparing the Dürer image with either the Klee or the Chagall. Ask questions like: Is this exactly what a rabbit looks like? What about a cat? A picture of a cow? How can we tell the difference? What was the artist trying to do? (SL.1.1.b, SL.1.3, SL.1.4)

Art, Informative Writing

Using a projector and computer, display the Tate's website for Matisse's *The Snail*. Encourage students to comment about the colors and what they see in the artwork. As you read the background information and move through the site, students will see the process Matisse used to create his work. Students will then create a work of their favorite animal from this unit using torn pieces of painted paper. Later, do a shared writing in which the students explain the steps taken to create an art piece in the style of Matisse. This activity could be a model for a piece of informative/explanatory writing later. (W.1.7, SL.1.2)

ASSESSMENT

Theme Tests

UNIT 2 THEME 4

Houghton Mifflin

Let's be Friends! Family and Friends!

ESSENTIAL QUESTION:

How can stories teach us about the world and people around us?

Main Stories: *Go Away, Otto!*

ACTIVITIES: Body Lapbook

Two Best Friends

ACTIVITIES: Body Lapbook

Dog School

ACTIVITIES: Make a pet rock and describe what it is, where it lives, and what it needs to survive.

Science Link: [Pets](#)

TECHNICAL VOCABULARY:

- Categories
- Context Clues

- Informative/explanatory
- Lesson
- Main topic
- Message
- Retell
- Revision

RESOURCES: Word Wall Words

Scholastic News

Teacher Manual

Pupil Editions

Non Fiction Books:

Vocabulary Readers:

Grandpa's Visit, A New School, Dogs Learn Every Day

COMMON CORE STANDARDS:

Reading Literature- Key Ideas and Details-Craft and Structure-integration of knowledge and ideas- range of reading and level of text complexity

RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3. Describe characters, settings, and major events in a story, using key details.

RL.1.7. Use illustrations and details in a story to describe its characters, setting or events.

RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

RL.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading Foundational Skills- Phonological Awareness-Phonics and Word Recognition-Fluency

RF.1.1a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)

RF.1.2b. Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.

RF.1.2c. Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.

RF.1.3b. Decode regularly spelled one-syllable words.

RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF.1.3b. Decode regularly spelled one-syllable words.

RF.1.3g. Recognize and read grade-appropriate irregularly spelled words.

RF.1.4a. Read grade-level text with purpose and understanding.

RF.1.4b. Read grade-level text orally with accuracy, appropriate rate, and expression.

RF.1.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing_ Texts types and purposes

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Reading Informational Text- Craft and Structure

RI.1.1. Ask and answer questions about key details in a text.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.

Speaking and Listening- Comprehension and Collaboration

SL.1.1a. Follow agreed upon rules for discussion (eg. Listening to other with care, speaking one at a time about the topics and text under discussion.)

SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Language - Conventions of Standard English

L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2a. Capitalize dates and names of people.

L.1.2b. Use end punctuation for sentences.

L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.4a. Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.5a. Sort 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).

Presentation of knowledge and ideas

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

High Frequency Words: children come family love father mother
people your picture friend girl know play read she sing today write
car down hear hold hurt learn their walk would

Comprehension Strategy

- Drawing Conclusions
- Compare and Contrast
- Sequence of Events
- Evaluate

Phonemic Awareness/Phonics/Decoding

- Blend short o, e u words
- l- s- clusters
- Triple clusters
- Silent letters: kn, wr, gn

Spelling

- Short o, e, u sounds

Vocabulary

- Sensory words

Writing

- Is it a Sentence?
- Telling Sentences
- Asking Sentences

QUESTIONS for Go Away, Otto!

What is Dad doing to get ready for Gran's visit?

What does Dad want the boys to do first?

Why is Fred upset with Otto?

What characters in this story fit the category *family*?

Why does Otto seem sad?

Where do you think Otto is?

Predict what you think Fred and Otto will do next.

How does Gran feel about seeing Fred and Otto?
What does Fred mean when he says that he and Otto are pals?
How do you think Fred will treat Otto from now on?

STORY VOCABULARY

clean pillows sorry visit

Questions for Two Best Friends

Why will Peg and Jan miss each other?
Why does Peg feel sad?
Compare and contrast how the girls' pets are alike and different.
Do you think the girls will be friends?
How is the way the girls play different from the way the cats play?
What four activities fit in the category "Ways to Play"?
Do you think Jan will write back to Peg?
Do you think Peg is a good friend?
Compare Peg's new home to her old one.

STORY VOCABULARY

books dear new sign smile

Questions for Dog School

What happens at the beginning of the story?
What does Spritz dig up?
Why do you think the people and their dogs are in a class?
How is Spritz different from the other dogs in class?
What happens after Spritz goes to class?
Do you think Spritz will learn to sit and stay? Why?
What caused Spritz to sit?
How do you think the boy feels when Spritz passes the test?

STORY VOCABULARY

chase day face leash school stay street

Reading Informational Text, Research, Informative Writing

While reading a book such as *What Do You Do with a Tail Like This?* (Steve Jenkins), make a chart to record the name of each animal (main topic) mentioned. Record key details, such as where the animal lives (i.e., its habitat), what the animal eats (i.e., whether it is an herbivore, carnivore, or omnivore), and an interesting fact (e.g., its method of adaptation) on the chart. Ask students to supply at least one piece of information on a sticky note when you are finished reading. Create and add to similar charts about animal facts as you read to the children and as they read independently. Use these charts to create oral and written sentences about the animals. (RI.1.2, L.1.5b, L.1.1j)

Reading Literature, Vocabulary

Read a fictional animal story, such as *Are You My Mother?* (Philip D. Eastman). Discuss the vocabulary in the story and work on understanding unknown words. Ask the students (if, for example, discussing *Are You My Mother?*), "What word was funny in the story because of the way it was used?" (Possible answer: "Snort.") Then ask, "How did you know what it meant?" Divide the students into groups of three and have them tell the story to each other, taking turns as each tells a part. Let them know that if they are stuck on a part of the story, you will allow them to use the book to solve the problem. Encourage the students to try to remember as many details as they can for retelling the story because details are what make the story interesting. When they are finished retelling the story, talk about what lesson might be learned from the story and what new words they learned. (L.1.4a, RL.1.2)

Reading Literature, Reading Comprehension, Speaking and Listening

Choose a fantasy read-aloud, such as *Finn Family Moomintroll* (Tove Jansson). Continuing to focus on the retelling of fiction, give the children the opportunity to retell the previous chapters by allowing them to choose an object to prompt the retelling. For example, provide a number of props (e.g., a black hat made of construction paper), and ask students to find the appropriate object when it appears in the story and put it into a "retelling basket." Before each reading time, have the students retell the story using the gathered objects as prompts for

remembering characters and events. By the time the book ends, you will have an object for each chapter or key event in the book—and the students will be efficient storytellers. (RL.1.2)

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Follow up on a book read previously in class, such as *Are You My Mother?* (Philip D. Eastman). Go back and reread the story. As you read it this time, read for the purpose of finding all of the animals and things that baby bird thought might be his mother. As students find the words, write them on index cards (e.g., kitten, hen, dog, cow, boat, plane). Sort the words into categories (e.g., animals, modes of transportation). Think of more words for each of the categories. This activity could also be done with a poem such as “The Pasture” or “I Know All the Sounds the Animals Make.” After reading and rereading (reciting) the poem, gather the nouns in the poem and sort them according to categories (e.g., places, animals, sounds). (L.1.5a, L.1.1b)

Reading Literature, Language Mechanics

As students read independently, remind them that different characters often tell the story at different times in a book. Using a book such as *Mouse Tales* (Arnold Lobel), allow the students to reread parts of the text where the weasel speaks, where the mouse speaks, and where the narrator tells the story. Provide elbow macaroni at each table. Ask students to place the macaroni on the quotation marks in the book, reminding them that it means someone is speaking. Assigning the parts to three readers will show others how dialogue works in literature. (RL.1.6)

Art, Informative Writing

Since the students have now completed an artistic masterpiece of their favorite animal, extend the work into a writing assignment. Give the students this prompt: “Write about your favorite animal. Be sure to include interesting facts about your animal and include a catchy beginning, some facts, and a strong ending.” Allow your students to begin by working in teams to gather information. Using nonfiction texts, remind them to use the index or table of contents to locate more information about the animal. When they have some basic information, have them write the first draft. Ensure that adults are available to help with revision of the writing. Display the published writing with the Matisse-style artwork (see Informative/Explanatory Writing [Art Connection]). (W.1.2, W.1.5, RI.1.5, RI.1.10, RF.1.4)

Art, Informative Writing

Ask the students to draw an animal of their choice. They will then color it using the animal’s real colors, or they could choose to use other colors. Students may also choose to do either a realistic or abstract version of their animal. Ask the students to write an informative/explanatory text based on their drawing, using their choice of realistic or creative coloring. (W.1.2)

Reading Informational Text, Speaking and Listening

Before beginning this lesson, ask students what they are experts at doing (e.g., bike riding, roller skating, or back flips). Allow some time to share. Remind the students that an author is a real person who has worked hard to know the information to fill a book such as *What Do You Do with a Tail Like This?* (Steve Jenkins). Ask the students to think about how authors become experts on a topic, such as the tails of animals. If possible, invite a speaker who has expertise in something. Talk about how they became an expert. Talk about why this makes informational texts better and how having good information can help improve one's writing. (RI.1.2, SL.1.3)

Art, Speaking and Listening

Select three or four works to view (e.g., the Klee, Chagall, and Dürer). Ask the students the following questions: What animal do you see in this work? Does anyone see a different animal? What color is the animal? Is this the real color of this animal? Why do you think the artist chose the color he or she did? Begin to introduce the concept of abstraction (versus realism) by comparing the Dürer image with either the Klee or the Chagall. Ask questions like: Is this exactly what a rabbit looks like? What about a cat? A picture of a cow? How can we tell the difference? What was the artist trying to do? (SL.1.1.b, SL.1.3, SL.1.4)

Art, Informative Writing

Using a projector and computer, display the Tate's website for Matisse's *The Snail*. Encourage students to comment about the colors and what they see in the artwork. As you read the background information and move through the site, students will see the process Matisse used to create his work. Students will then create a work of their favorite animal from this unit using torn pieces of painted paper. Later, do a shared writing in which the students explain the steps taken to create an art piece in the style of Matisse. This activity could be a model for a piece of informative/explanatory writing later. (W.1.7, SL.1.2)

ASSESSMENT

Theme Test

U N I T 3

T H E M E 5

Houghton Mifflin

Home Sweet Home

ESSENTIAL QUESTION: How can stories teach us life lessons?
How does where you live affect your life?

Main Stories: Moving Day

ACTIVITIES: Write a complete sentence telling what the hermit crab learned by the end of the story.

Me on the Map

ACTIVITIES: Draw and label a map of your neighborhood.

The Kite

ACTIVITIES: Make a list of places the kite might be.

Weather Reports

TECHNICAL VOCABULARY:

- Adjectives
- Affixes
- Characters
- Complete sentences
- Declarative
- End punctuation
- Exclamatory
- Fable
- Imperative
- Interrogative
- Key events
- Lesson
- Message
- Moral
- Narratives
- Period
- Revision
- Setting
- Verbs

RESOURCES: Word Wall Words

Scholastic News

Teacher Manual

Pupil Editions

Non Fiction Books:

Vocabulary Readers:

Where Is the Crab?, Where We Live, Perfect Kite Weather

COMMON CORE STANDARDS:

Reading Literature- Key Ideas and Details-Craft and Structure-integration of knowledge and ideas- range of reading and level of text complexity

RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

RL.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading Foundational Skills- Phonological Awareness-Phonics and Word Recognition-Fluency

RF.1.1a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)

RF.1.2a. Distinguish long from short vowel sounds in spoken single-syllable words.

RF.1.2b. Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.

RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF.1.3a. Know the spelling-sound correspondences for common consonant digraphs.

RF.1.3b. Decode regularly spelled one-syllable words.

RF.1.3c. Know final -e and common vowel team conventions for representing long vowel sounds.

RF.1.3f. Read words with inflectional endings.

RF.1.3g. Recognize and read grade-appropriate irregularly spelled words.

RF.1.4a. Read grade-level text with purpose and understanding.

RF.1.4b. Read grade-level text orally with accuracy, appropriate rate, and expression.

RF.1.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing _ Texts types and purposes

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Reading Informational Text- Craft and Structure

RI. 1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, procedures).

RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.

Speaking and Listening- Comprehension and Collaboration

SL.1.1a. Follow agreed upon rules for discussion (eg. Listening to other with care, speaking one at a time about the topics and text under discussion.)

SL.1.1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Language - Conventions of Standard English

L.1.1d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).

L.1.1f. Use frequently occurring adjectives.

L.1.1h. Use determiners (e.g., articles, demonstratives).

L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2b. Use end punctuation for sentences.

L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.4a. Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.4c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

L.1.5a. Sort 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*).

High Frequency Words: 1. grow light long more other right room
small these 2. could house how over own so world give good her
little try was fly our

Phonemic Awareness/Phonics/Decoding

- Digraphs **sh, th, wh, ch, tch**
- Blending long a, long i words (CVCe)
- Final **nd, ng, nk**
- Contractions

Comprehension Strategy

- Compare and Contrast
- Making Generalizations
- Cause and Effect
- Monitor/Clarify

Spelling

- Words spelled with **sh, ch**
- Long a sound; long i sound (**a_e, i_e**)

Vocabulary

- Antonyms
- Size words

Writing

- Writing Complete Sentences
- Write a list
- Exclamations
- Which kind of sentence?
- Using I or Me in Sentences

Questions for Moving Day

What is the crab doing?

Why do you think the crab is carrying the stick with the polka dot bag?

Compare and contrast the two shells.

Why doesn't the crab choose one of the shells it has seen so far?

How is this crab not like a real crab? Why won't the shells "do at all"?

What is the problem that the crab seems to be having?

What are some the things wrong with the shells the crab finds?

What do you think the crab will do next?

STORY VOCABULARY

fancy heavy hide inside plain rough smooth wait

QUESTIONS for Me on the Map

Compare and contrast your bedroom to the girl's in the story.

Why did the girl draw a map of the inside of her house?

The maps the girl show us are in a certain order of size. What is the order?

What can the girl do with all of these maps?
Why is the girl in the story looking at all of these maps?
Since the Earth is round, why do you think we use maps of the world that are flat instead of always using globes?
What things do maps show?

STORY VOCABULARY

ball country/countries Earth giant special street town

Questions for The Kite

What does Mama do when she realize she doesn't know how to make a kite?
How does the good news make the characters feel? The bad news?
What did Mama have to do before she could make the kite?
What happens after each piece of bad news?
How do you know how the children feel after the good news?
What do you think will happen next?
How do the children feel when they find the cat?
What do you think might happen to the cat?
Do you think the children would rather have found the kite or the cat? Why?

STORY VOCABULARY

Anywhere beautiful convinced easy news perfect raining
weather

Informative Writing, Language Usage, Speaking and Listening

One of the life lessons focused on in this unit is manners. With the students, create a list of “lunchroom manners” using a book such as *Manners* (Alike). Students should dictate the sentences while you write them on sentence strips. In this writing lesson, focus on writing complete sentences with subject-verb agreement. To practice handwriting and correct sentence construction, have the students copy some of the sentences. Sentences such as these can be illustrated and compiled in a book titled *Lunchroom Manners*. A follow-up to this lesson would be a humorous list of lunchroom manners inspired by Prelutsky and Silverstein and written in poetic form. (SL.1.6, L.1.1c, L.1.1e, L.1.1j)

Reading Informational Text, Reading Comprehension, Speaking and Listening

Introduce the book *A Weed Is a Flower: The Life of George Washington Carver*. Explain that illustrations and text are both very important in a book. Guide students as they read by asking them first to think about what you can learn from the illustrations. Create a two-column chart with “illustrations” on one side and “text” on the other side. When students learn something from studying the illustration, they will write it on a sticky note and put it in the book. When students learn something from the written words of the text, they will also note it on a sticky note. When the students are finished reading the book, use sticky notes to guide the discussion focusing on learning from illustrations and learning from the text. (RI.1.6)

Reading Literature, Informative Writing, Speaking and Listening

Tell the students that the Indian fable “The Blind Men and the Elephant” is the original telling of a fable more commonly known in the United States as “Seven Blind Mice.” Read the original story first and then read “Seven Blind Mice.” (Read aloud to students, or they may read on their own if they are able.) As the two fables are added to the fable story chart (found elsewhere in this Unit 3 Activities and Assessments Section), ask the students to explain how these two stories are the same and how they are different. Use a digital camera to take photographs of the process of creating the artwork. Use these photographs to guide the writing of the shared explanatory paper. (RL.1.9, RL.1.2)

Reading Literature, Language Mechanics

To introduce the relationship between punctuation and reading expression, use the book *Yo! Yes?* Show the students the cover of the book with its very simple title: *Yo! Yes?* Ask how someone would say those words. As you read the book with the students, have the boys read one page, and the girls the opposite page. As they focus on the illustrations and the way the author ends each sentence, they will know how to read the words, and a story will be created in their minds. Follow this reading with other books so that the children learn how important it is to read with the end punctuation in mind. Extension: Reading (reciting) poetry with punctuated lines such as “Sharing,” would be a way to extend this knowledge of punctuation and dramatic expression into other literary forms. Follow this activity with practice using different kinds of end punctuation. (RL.1.6, RF.1.4b, L.1.2b, RL.1.7)

Narrative Writing, Language Usage

Assign this narrative prompt: “Think of a time when you learned a lesson. Be sure to include at least two sequenced events, use time cue words, provide some details, and include a sense of closure.” Encourage the students to think about the lessons learned in the fables as they write their own story. Be sure the students focus on the beginning, middle, and end (where they tell about the lesson learned). Edit to be sure that nouns (singular and plural) match verbs and that verb tenses are correct and consistent. (W.1.3, W.1.5, RL.1.2, L.1.1c, L.1.1e, L.1.1j)

Informative Writing, Speaking and Listening, Oral Presentation

After reading several books about electricity, create a list of rules for safety (e.g., avoiding electrical outlets with wet hands). Divide the rules evenly among the students and assign the task of creating a safety poster for each one. Each student will write a rule neatly and show additional information (i.e., the application of the rule) in his or her illustration. Create sets of posters and allow students to present their rules to another classroom or grade level. (W.1.2, RI.1.6, SL.1.5, SL.1.6)

Reading Literature, Reading Comprehension

Tell the students that fables are stories that teach us a lesson. The characters in the story are usually animals and have one main characteristic. Read the familiar fable “The Tortoise and the Hare.” Ask students what they can tell you about the tortoise. (He’s slow, but steady.) What can they tell about the hare? (He’s fast, but undependable.) Create a chart with cells for the title, characters (with one characteristic each), setting, key events (i.e., from the beginning, middle, and end), and the lesson learned (i.e., the moral of the story). As you read each fable in this unit, continue to fill in the chart. Give students more and more responsibility for filling in the characters, setting, and key events of a fable. Assess understanding at the end of the unit by reading a fable and then have each child write or dictate the entries on his or her own chart. (RL.1.3, RL.1.2)

Art, Speaking and Listening

Show students images of van Gogh's works in comparison to O'Keeffe's, and discuss the following as a class: Both of these artists painted flowers. What is similar and different about their paintings? Why do you think each painter chose to paint the flowers they did? Was it because of their color or shape? Do the flowers remind you of anything—like faces or groups of people? (SL.1.3)

Art, Informative Writing

Consider showing both O'Keeffe and van Gogh works without titles. Have students write a short description of what they see. Which flower can you see actually growing and changing? Which painter chose to make his or her works more abstract? Who painted flowers realistically? (W.1.7, W.1.8)

ASSESSMENT

Theme Test

UNIT 3 THEME 6 Houghton Mifflin Animal Adventures

ESSENTIAL QUESTION: How can stories teach us life lessons?

Main Stories: The Sleeping Pig

ACTIVITIES: Draw a poster of how you would wake a sleeping pig and write an imperative sentence.

Eek! There's a Mouse in the House

ACTIVITIES: Make a list of key events of the story.

Red-Eyed Tree Frog

ACTIVITIES: Rainforest Lapbook

TECHNICAL VOCABULARY:

- Adjectives
- Affixes
- Characters
- Complete sentences
- Declarative
- End punctuation
- Exclamatory
- Fable

- Imperative
- Interrogative
- Key events
- Lesson
- Message
- Moral
- Narratives
- Period
- Revision
- Setting
- Verbs

RESOURCES: Word Wall Words

Scholastic News

Teacher Manual

Pupil Editions

Non Fiction Books:

Vocabulary Readers:

What Can You See?, In the Barn, Animals of the Rain Forest

COMMON CORE STANDARDS:

Reading Literature- Key Ideas and Details-Craft and Structure-integration of knowledge and ideas- range of reading and level of text complexity

RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3. Describe characters, settings, and major events in a story, using key details.

RL.1.7. Use illustrations and details in a story to describe its characters, setting or events.

RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

RL.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading Foundational Skills- Phonological Awareness-Phonics and Word Recognition-Fluency

RF.1.2a. Distinguish long from short vowel sounds in spoken single-syllable words.

RF.1.2b. Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.

RF.1.2c. Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.

RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF.1.3b. Decode regularly spelled one-syllable words.

RF.1.3c. Know final -e and common vowel team conventions for representing long vowel sounds.

RF.1.3g. Recognize and read grade-appropriate irregularly spelled words.

RF.1.4a. Read grade-level text with purpose and understanding.

RF.1.4b. Read grade-level text orally with accuracy, appropriate rate, and expression.

RF.1.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing _ Texts types and purposes

W.1.1. Write opinion pieces 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.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.1.7. Participate in shared research and writing projects(e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions.)

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Reading Informational Text- Craft and Structure

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5. Know and use various text features (e.g., heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

RI.1.8. Identify the reasons an author gives to support points in a text.

RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.

Speaking and Listening- Comprehension and Collaboration

SL.1.1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Language- Conventions of Standard English

L.1.1b. Use common, proper and possessive nouns.

L.1.1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops.*, *We hop.*)

L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2b. Use end punctuation for sentences.

L.1.2c. Use commas in dates and to separate single words in a series.

- L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.4a. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.1.5a. Sort 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. I 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).

High Frequency Words: 1. morning found shout by out show climb
2. cow table now door there through horse wall
3. been far forest goes hungry soon evening near

Phonemic Awareness/Phonics/Decoding

- Blending long o (CV, CVCe) Long u (CVCe) Lone e (CV, CVCe) Words
- Final Clusters **ft, lk, nt**
- Vowel Digraphs **ee, ea ai, ay**

Comprehension Strategy

- Story Structure
- Noting Details
- Making Predictions
- Summarize

Spelling

- Words with: Long o, Long e (**e, ee, ea**); ay

Vocabulary

- Alphabetical Order
- Rhyming words

Writing

- Answering a Comprehension Question
- Naming Words for People, Animals, Things, Places, One or More

QUESTIONS for The Sleeping Pig

Why can't Celina pick the watermelon?

How does Celina try to wake up Mrs. Pig?

What is the setting?

Why do you think Mrs. Pig doesn't wake up when the coyote howls?

What is the main problem in this story?

Where do pigs usually sleep?

Compare and Contrast the ways snake and mule try to wake up Mrs. Pig.

STORY VOCABULARY

began celebrate coyote cricket howl rabbit tail watermelon

Questions for EEK! There's a Mouse in a House

Do you think it was a good idea to call in the cat and dog too chase the mouse away?

What do you notice about the pictures of the animals on the wall on each page? Why do you think the illustrator did this?

Why do you think the illustrator drew musical notes about the radio and the cow's head?

DO you think the sheep will be able to make the cow stop dancing?

What happens each time a new animal comes into the house?

What size are most elephants? What would happen if an elephant tried to go inside a house?

Why do all the animals go outside?

Why do you think the elephant doesn't make the mouse leave the house?

STORY VOCABULARY

barn dancing elephant laying marched mercy mouse tangled

Questions for Red-Eyed Tree Frog

Which animals on these pages sleep at night? Which one sleeps in the day?

How does the frog feel when it wakes up?

Why do you think frogs don't eat iguanas?

What might happen if the frog ate the poisonous caterpillar?

What do you think frogs usually eat?

What do you think will happen to the frog?

Why do you think the author show all the different creatures the frog sees?

What do you think will happen to the frog after it lands?

Why is the frog no longer hungry?

STORY VOCABULARY

boa caterpillar eyed eyes iguana katydid macaw moves poisonous tongue toucan

Informative Writing, Language Usage, Speaking and Listening

One of the life lessons focused on in this unit is manners. With the students, create a list of “lunchroom manners” using a book such as *Manners* (Ailiki). Students should dictate the sentences while you write them on sentence strips. In this writing lesson, focus on writing complete sentences with subject-verb agreement. To practice handwriting and correct sentence construction, have the students copy some of the sentences. Sentences such as these can be illustrated and compiled in a book titled *Lunchroom Manners*. A follow-up to this lesson would be a humorous list of lunchroom manners inspired by Prelutsky and Silverstein and written in poetic form. (SL.1.6, L.1.1c, L.1.1e, L.1.1j)

Reading Informational Text, Reading Comprehension, Speaking and Listening

Introduce the book *A Weed Is a Flower: The Life of George Washington Carver*. Explain that illustrations and text are both very important in a book. Guide students as they read by asking them first to think about what you can learn from the illustrations. Create a two-column chart with “illustrations” on one side and “text” on the other side. When students learn something from studying the illustration, they will write it on a sticky note and put it in the book. When students learn something from the written words of the text, they will also note it on a sticky note. When the students are finished reading the book, use sticky notes to guide the discussion focusing on learning from illustrations and learning from the text. (RI.1.6)

Reading Literature, Informative Writing, Speaking and Listening

Tell the students that the Indian fable “The Blind Men and the Elephant” is the original telling of a fable more commonly known in the United States as “Seven Blind Mice.” Read the original story first and then read “Seven Blind Mice.” (Read aloud to students, or they may read on their own if they are able.) As the two fables are added to the fable story chart (found elsewhere in this Unit 3 Activities and Assessments Section), ask the students to explain how these two stories are the same and how they are different. Use a digital camera to take photographs of the process of creating the artwork. Use these photographs to guide the writing of the shared explanatory paper. (RL.1.9, RL.1.2)

Reading Literature, Language Mechanics

To introduce the relationship between punctuation and reading expression, use the book *Yo! Yes?* Show the students the cover of the book with its very simple title: *Yo! Yes?* Ask how someone would say those words. As you read the book with the students, have the boys read one page, and the girls the opposite page. As they focus on the illustrations and the way the author ends each sentence, they will know how to read the words, and a story will be created in their minds. Follow this reading with other books so that the children learn how important it is to read with the end punctuation in mind. Extension: Reading (reciting) poetry with punctuated lines such as "Sharing," would be a way to extend this knowledge of punctuation and dramatic expression into other literary forms. Follow this activity with practice using different kinds of end punctuation. (RL.1.6, RF.1.4b, L.1.2b, RL.1.7)

Narrative Writing, Language Usage

Assign this narrative prompt: "Think of a time when you learned a lesson. Be sure to include at least two sequenced events, use time cue words, provide some details, and include a sense of closure." Encourage the students to think about the lessons learned in the fables as they write their own story. Be sure the students focus on the beginning, middle, and end (where they tell about the lesson learned). Edit to be sure that nouns (singular and plural) match verbs and that verb tenses are correct and consistent. (W.1.3, W.1.5, RL.1.2, L.1.1c, L.1.1e, L.1.1j)

Informative Writing, Speaking and Listening, Oral Presentation

After reading several books about electricity, create a list of rules for safety (e.g., avoiding electrical outlets with wet hands). Divide the rules evenly among the students and assign the task of creating a safety poster for each one. Each student will write a rule neatly and show additional information (i.e., the application of the rule) in his or her illustration. Create sets of posters and allow students to present their rules to another classroom or grade level. (W.1.2, RI.1.6, SL.1.5, SL.1.6)

Reading Literature, Reading Comprehension

Tell the students that fables are stories that teach us a lesson. The characters in the story are usually animals and have one main characteristic. Read the familiar fable "The Tortoise and the Hare." Ask students what they can tell you about the tortoise. (He's slow, but steady.) What can they tell about the hare? (He's fast, but undependable.) Create a chart with cells for the title, characters (with one characteristic each), setting, key events (i.e., from the beginning, middle, and end), and the lesson learned (i.e., the moral of the story). As you read each fable in this unit, continue to fill in the chart. Give students more and more responsibility for filling in the characters, setting, and key events of a fable. Assess understanding at the end of the unit by reading a fable and then have each child write or dictate the entries on his or her own chart. (RL.1.3, RL.1.2)

Art, Speaking and Listening

Show students images of van Gogh's works in comparison to O'Keeffe's, and discuss the following as a class: Both of these artists painted flowers. What is similar and different about their paintings? Why do you think each painter chose to paint the flowers they did? Was it because of their color or shape? Do the flowers remind you of anything—like faces or groups of people? (SL.1.3)

Art, Informative Writing

Consider showing both O'Keeffe and van Gogh works without titles. Have students write a short description of what they see. Which flower can you see actually growing and changing? Which painter chose to make his or her works more abstract? Who painted flowers realistically? (W.1.7, W.1.8)

ASSESSMENT

Theme Test

U N I T 4 T H E M E 7 Houghton Mifflin We Can Work It Out

ESSENTIAL QUESTION: How can stories help us work out life problems? How does reading teach us about our earth?

Main Stories: **That Toad Is Mine!**

ACTIVITIES: Reader's Theater

Science Link: Sharing and Manners

Lost!

ACTIVITIES: Compare and contrast where the boy and bear lives

Science Link: Transportation

If You Give a Pig a Pancake

ACTIVITIES: Reader's Theater

TECHNICAL VOCABULARY:

- Cause
- Effect
- Revision
- Verbs

RESOURCES: Word Wall Words

Scholastic News

Teacher Manual

Pupil Editions

Non Fiction Books:

Vocabulary Readers:

Friends Share, A Visit to the City, My Dog

COMMON CORE STANDARDS:

Reading Literature- Key Ideas and Details-Craft and Structure-integration of knowledge and ideas- range of reading and level of text complexity

RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3. Describe characters, settings, and major events in a story, using key details.

RL.1.5. Explain major differences between books that tell stories and books that give informations, drawing on a wide reading of a range of [text types](#).

RL.1.7. Use illustrations and details in a story to describe its characters, setting or events.

RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

RL.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading Foundational Skills- Phonological Awareness-Phonics and Word Recognition-Fluency

RF.1.[2a](#). Distinguish long from short vowel sounds in spoken single-syllable words.

RF.1.2c. Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.

RF.1.3b. Decode regularly spelled one-syllable words.

RF.1.3c. Know final -e and common vowel team conventions for representing long vowel sounds.

RF.1.3d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

RF.1.3e. Decode two-syllable words following basic patterns by breaking the words into syllables.

RF.1.3g. Recognize and read grade-appropriate irregularly spelled words.

RF.1.4a. Read grade-level text with purpose and understanding.

RF.1.4b. Read grade-level text orally with accuracy, appropriate rate, and expression.

RF.1.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing _ Texts types and purposes

W.1.1. Write opinion pieces 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.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Reading Informational Text- Craft and Structure

RI.1.1. Ask and answer questions about key details in a text.

[RI.1.2. Identify the main topic and retell key details of a text.](#)

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

[RI.1.5. Know and use various text features \(e.g., headings, table of contents, glossaries, electronic menus, icons\) to locate key facts or information in a text.](#)

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.

Speaking and Listening- Comprehension and Collaboration

SL.1.1a. Follow agreed upon rules for discussion (eg. Listening to other with care, speaking one at a time about the topics and text under discussion.)

SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c. Ask questions to clear up any confusion about the topic and texts under discussion.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Language - Conventions of Standard English

L.1.1b. Use common, proper, and possessive nouns.

- L.1.1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- L.1.1d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
- L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2a. Capitalize dates and names of people.
- L.1.2b. Use end punctuation for sentences.
- L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.4a. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.1.5a. Sort 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).

Presentation of knowledge and ideas

- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Reading Foundational Skills- Phonological Awareness-Phonics and Word Recognition-Fluency

- RF.1.2b. Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- RF.1.2c. Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.
- RF.1.3b. Decode regularly spelled one-syllable words.
- RF.1.4b. Read grade-level text orally with accuracy, appropriate rate, and expression.

Reading Informational Text- Craft and Structure

- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Speaking and Listening- Comprehension and Collaboration

- SL.1.1a. Follow agreed upon rules for discussion (eg. Listening to other with care, speaking one at a time about the topics and text under discussion.)
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Language - Conventions of Standard English

- L.1.1a. Print all upper and lowercase letters.

L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2a. Capitalize dates and names of people.

L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

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).

Presentation of knowledge and ideas

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

High Frequency Words: 1. again both gone or want turn hard 2. afraid any bear follow most tall water idea 3. old piece shoe start under very war build

Phonemic Awareness/Phonics/Decoding

- Vowel Digraphs **oa, ow, oo, ew, ue, ou, /oo/**
- The /ōō/ sound for oo
- Compound words
- Long I (**ie, igh**)

Comprehension Strategy

- Problem solving
- Sequence of Events
- Reality/Fantasy
- Monitor/Clarify

Spelling

- Long o spellings (**oa, ow**)
- Vowel sound in book, moon

Vocabulary

- Multiple-meaning words
- Syllabication

Writing

- Writing clearly with Naming Words
- Proper Nouns
- Pronouns

QUESTIONS for That Toad is Mine!

- What do the two boys like to do together?
- How do the boys share the drink of lemonade?
- What do the boys do when they only have one candy bar left?
- What do the friends see beside the road?
- How can the boys share the toad they see?
- In what different ways do the boys share a drink, a candy bar and their cars?
- How would you solve the problem of sharing a toad?
- What is the problem in the story?
- How would sharing a toad be different than sharing books or candy?

STORY VOCABULARY

agree book candy bars crayons fault food hoptoad lemonade share toys

Questions for Lost!

- What does the boy find in the truck?
- How does the bear look?
- Why is the bear afraid?
- What happened after the bear climbed into the truck to have a nap?
- What do you think happened while the bear napped?
- Could a story like this take place in real life? Why or why not?
- Why does the boy think they can find the bear's home from the top of the building?
- What does the bear think is his home?
- Compare and contrast the forest and city.

STORY VOCABULARY

buildings city disappears elevator friendly library park scare worry

Questions for If You Give a Pig a Pancake

- What happens when the girl gives the pig a pancake?
- Why will the pig want a bath?
- What does the pig do that a real pig would not do?
- Name three make believe things the pig does.
- Which of the characters act like a real person or animal? Explain.
- What happens at the end of the story?

STORY VOCABULARY

born bubbles closet favorite maple syrup music piano probably remind

Reading Literature, Reading Comprehension

Read *The Wonderful Wizard of Oz* aloud to the class. As students meet each character in the text, guide them to think about the character's feelings and how the author shows us how the character feels. Discuss how the author helps us use our senses to see, smell, feel, hear, and

even taste while we are reading a book. As you read aloud, model the way you are drawn to use your senses. For example, in the second paragraph of Chapter One, the author describes Kansas so that you can “see” the countryside clearly. Then he goes on to describe Aunt Em, Uncle Henry, Toto, and Dorothy, with a focus on their feelings. (RL.1.3, RL.1.4)

Reading Informational Text, Language Usage

As you read books about the topic of wind or tornadoes, place the word “tornado” in the center of a display board. Look for causes of tornadoes (post on the left) and the effects of tornadoes (post on the right), creating a visual graphic organizer for cause and effect. Have students use the graphic organizer to create sentences showing cause and effect (e.g., “The high winds of the tornado tore the roof from the top of the Civic Center.”). Repeat this activity as you read other informational books with a cause-and-effect structure, giving students more of the responsibility for placing sticky notes on the graphic organizer and writing out the sentences. (RL.1.10, RI .1.8)

Narrative Writing, Language Usage

Give students this prompt: “Write a story about a time you felt happy. Be sure to include at least two sequenced events, use time cue words, provide some details, and include a sense of closure.” Combining the focuses of this unit (revision, appealing to the senses with details, and using well-chosen verbs), zero in on details and synonyms while the students revise their stories. Help the students to watch for the proper use of personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) as they are editing. (W.1.3, W.1.5, L.1.1d)

Reading Informational Text, Informative Writing, Poetry Writing

Introduce an informative article such as “Wind Power” (*National Geographic Young Explorers*). First, ask students to think about what wind causes and brainstorm with the children. Then, have the students read the article independently, with partners, or with the teacher to find out what the wind causes.

CauseEffect

Wind “Whips up fun” (study illustration for specifics)

Wind Kites fly

Wind Pushes sailboats

Wind Windmills spin, turning wind energy into electricity

Continue this activity with more nonfiction articles and books, continually giving students more of the responsibility for recording their own ideas. Throughout the unit, continue reading and reciting the poems in the unit to build a love for poetry. Blend the recording of ideas from the nonfiction works into a creative writing activity by creating an illustrated free-form poem using the wind cause-and-effect chart as inspiration. As a class, generate more effects of wind that

students may have witnessed. Begin and end the poem with the word *wind*. (RL.1.10, RI.1.8, W.1.7, W.1.8)

Language Usage

To teach the use of a comma in a series, list the five senses on the whiteboard. Give students a “setting” card (e.g., zoo, farm, or beach) and have them dictate a sentence using one of the senses, naming three things they sense in that setting. Explain that when we use the word *and* we are using a conjunction. For example, “At the zoo, I smell popcorn, elephants, and cotton candy.” Write the dictated sentence and then challenge them to write their own sentences using *and* in the sentences. (L.1.2c, L.1.1g)

Language Usage, Vocabulary

To reinforce the idea of a wide range of alternatives for a word like “see,” write the words “look,” “peek,” “glance,” “stare,” “glare,” and “scowl” on cards. Have the students arrange the cards in order from the most to least cautious (e.g., peek →glance →look →stare →glare →scowl). Use a thesaurus to add other synonyms of “to see” and add them into the range of words. (L.1.5d)

Music, Reading Literature, Speaking and Listening

Throughout the day, play some violin concerto music in the background. Ask the students how the music made them feel. For example, ask them to finish this sentence: “During the music, I felt _____.” Continue to listen to the music at any opportunity. Then, read the book *The Bat Boy and His Violin*, which is the story of a boy who loved to play the violin. After the students listen to the story, go back through the text and have the children talk about how the author used words and phrases to let the reader know how the characters in the book felt. (RL.1.4, L.1.1i)

Art, Speaking and Listening

Take time to have students look at each painting closely. What changes in Diebenkorn's series of *Ocean Park* works? Where? Discuss together the use of one subject in this selection. What aspects of the paintings stay the same? (SL.1.1, SL.1.3, SL.1.4, SL.1.6)

Art, Language Usage, Speaking and Listening

Show students a sampling of Richard Diebenkorn's *Ocean Park* series, which the painter began in 1967 and worked on for the rest of his life. What do you see in these images—the ocean? Clouds? Sand? What techniques has Diebenkorn used to convey the look and feel of these objects? Use adjectives and action verbs to describe what you see. (SL.1.3, L.1.1, L.1.5)

Language Usage

Choose some verbs that are rather bland, such as “to walk.” Ask the students to imagine that they are in the book (*The Wonderful Wizard of Oz*) with Dorothy and that they are walking on the yellow brick road. Have them imagine that they are really happy (e.g., when they see the Emerald City). How would they walk? (Possible answers: *skip, run, dance*.) Allow students to show us how that kind of motion would look. Then, have them imagine that they are feeling scared (e.g., when walking through the forest). How would they walk? (Possible answers: *tiptoe, creep*.) Make a list of all the words that could be used as a better choice than “walk.” This lesson on verbs can be extended to cover tenses, roots, and affixes -ed, -s, -ing. To make the extending lessons more fun, create a word cloud (using a free online program like Wordle) for each verb tense (i.e., present tense verbs for “walk,” past tense verbs for “walk,” . . .) (SL.1.4, L1.1e, L.1.5d, L.1.4b, L.1.4c)

ASSESSMENT

Theme Test

Unit 4 THEME 8 Houghton Mifflin Our Earth

ESSENTIAL QUESTION:

How can stories help us work out life problems?
How does reading teach us about our earth?

Main Stories: The Forest

ACTIVITIES: Earth

Science Link: Recycling

Butterfly

ACTIVITIES: Butterfly Life Cycle on a paper plate

Science Link: Butterfly Lapbook

Johnny Appleseed

ACTIVITIES: Draw an apple life cycle.

Science Link: Apples

TECHNICAL VOCABULARY:

- Cause
- Effect
- Revision

- o Verbs

RESOURCES: Word Wall Words

Scholastic News
Teacher Manual
Pupil Editions

Non Fiction Books:

Vocabulary Readers:

Types of Trees, The Life of a Butterfly, Mom's Stories

COMMON CORE STANDARDS:

Reading Literature- Key Ideas and Details-Craft and Structure-integration of knowledge and ideas- range of reading and level of text complexity.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading Foundational Skills- Phonological Awareness-Phonics and Word Recognition-Fluency

RF.1.2c. Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.

RF.1.3b. Decode regularly spelled one-syllable words.

RF.1.3c. Know final -e and common vowel team conventions for representing long vowel sounds.

RF.1.3d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

RF.1.3e. Decode two-syllable words following basic patterns by breaking the words into syllables.

RF.1.3f. Read words with inflectional endings.

RF.1.3g. Recognize and read grade appropriate irregularly spelled words.

RF.1.4a. Read on-level text with purpose and understanding.

RF.1.4b. Read grade-level text orally with accuracy, appropriate rate, and expression.

RF.1.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing ~ Texts types and purposes .

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.1.7. Participate in shared research and writing projects(e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions.)

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Reading Informational Text- Craft and Structure

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.5. Know and use various text features (e.g., heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

RI.1.8. Identify the reasons an author gives to support points in a text.

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures.)

RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.

Speaking and Listening- Comprehension and Collaboration

SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Language - Conventions of Standard English

L.1.1b. Use common, proper and possessive nouns.

L.1.1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops.*, *We hop.*)

L.1.1e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).

L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2b. Use end punctuation for sentences.

L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling

conventions. L.1.4a. Use sentence-level context as a clue to the meaning of a word or phrase.

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L.1.5a. Sort 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. I 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).

High Frequency Words: 1. about because draw happy teacher part
tiny always eight arms seven warm ready body carry kind put saw
butter were work person

Phonemic Awareness/Phonics/Decoding

- Base words and Endings **-s**, **-ed**, **-ing**
- Vowel digraphs **ou**, **ow** (as in how)

Comprehension Strategy

- Categorize and Classify
- Topic, Main Idea, Details/Summarizing
- Drawing Conclusions
- Evaluate

Spelling

- Adding **-s** to nouns
- Vowel Sound in cow
- Words that end with **-ed**, **-ing**

Vocabulary

- Compound words
- Homophones

Writing

- Writing with Action Words
- Action words, present and past
- Present tense

QUESTIONS for The Forest

What is the class doing?

What will they learn about in the forest?

Into what category could one group paper and homes?

Why are forest fires dangerous?

What are two kinds of animals that live in forests?

What do the children do first to plant a tree?

What is one way to take of forests?

How will the children feel when the trees grow?

STORY VOCABULARY

acorns beautiful branches careful different interesting poisonous types

Questions for Butterfly

What is the caterpillar's mother?

What two things does the caterpillar do to get out of the egg?

What happens when the caterpillar is two weeks old?

How does a butterfly begin life?

What is helpful about the caterpillar's striped suit?

When is the caterpillar fully grown?

What happens after a caterpillar's body changes its shape?

What are the butterfly's wings like when it climbs out of its pouch?

What does the butterfly drink?

STORY VOCABULARY

butterfly caterpillar changing chrysalis danger enemies nectar orange suit

Questions for Johnny Appleseed

What was Johnny Appleseed's real name?

When does this story take place?

Why is Johnny going West?

What do you think Johnny will do with the apple seeds?

Why does Johnny wear his cooking pot on his head?

Who are Johnny's friends?

How is Johnny different from most people?

When do apple trees bloom?

STORY VOCABULARY

apple bread cider clothes river stories years young

Reading Literature, Reading Comprehension

Read *The Wonderful Wizard of Oz* aloud to the class. As students meet each character in the text, guide them to think about the character's feelings and how the author shows us how the character feels. Discuss how the author helps us use our senses to see, smell, feel, hear, and even taste while we are reading a book. As you read aloud, model the way you are drawn to use your senses. For example, in the second paragraph of Chapter One, the author describes Kansas so that you can "see" the countryside clearly. Then he goes on to describe Aunt Em, Uncle Henry, Toto, and Dorothy, with a focus on their feelings. (RL.1.3, RL.1.4)

Reading Informational Text, Language Usage

As you read books about the topic of wind or tornadoes, place the word "tornado" in the center of a display board. Look for causes of tornadoes (post on the left) and the effects of tornadoes (post on the right), creating a visual graphic organizer for cause and effect. Have students use the graphic organizer to create sentences showing cause and effect (e.g., "The high winds of the tornado tore the roof from the top of the Civic Center."). Repeat this activity as you read other informational books with a cause-and-effect structure, giving students more of the responsibility for placing sticky notes on the graphic organizer and writing out the sentences. (RL.1.10, RI .1.8)

Narrative Writing, Language Usage

Give students this prompt: "Write a story about a time you felt happy. Be sure to include at least two sequenced events, use time cue words, provide some details, and include a sense of closure." Combining the focuses of this unit (revision, appealing to the senses with details, and using well-chosen verbs), zero in on details and synonyms while the students revise their stories. Help the students to watch for the proper use of personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) as they are editing. (W.1.3, W.1.5, L.1.1d)

Reading Informational Text, Informative Writing, Poetry Writing

Introduce an informative article such as "Wind Power" (*National Geographic Young Explorers*). First, ask students to think about what wind causes and brainstorm with the children. Then, have the students read the article independently, with partners, or with the teacher to find out what the wind causes.

CauseEffect

Wind "Whips up fun" (study illustration for specifics)
Wind Kites fly
Wind Pushes sailboats
Wind Windmills spin, turning wind energy into electricity

Continue this activity with more nonfiction articles and books, continually giving students more of the responsibility for recording their own ideas. Throughout the unit, continue reading and reciting the poems in the unit to build a love for poetry. Blend the recording of ideas from the nonfiction works into a creative writing activity by creating an illustrated free-form poem using the wind cause-and-effect chart as inspiration. As a class, generate more effects of wind that students may have witnessed. Begin and end the poem with the word *wind*. (RL.1.10, RI.1.8, W.1.7, W.1.8)

Language Usage

To teach the use of a comma in a series, list the five senses on the whiteboard. Give students a "setting" card (e.g., zoo, farm, or beach) and have them dictate a sentence using one of the senses, naming three things they sense in that setting. Explain that when we use the word *and* we are using a conjunction. For example, "At the zoo, I smell popcorn, elephants, and cotton candy." Write the dictated sentence and then challenge them to write their own sentences using *and* in the sentences. (L.1.2c, L.1.1g)

Language Usage, Vocabulary

To reinforce the idea of a wide range of alternatives for a word like "see," write the words "look," "peek," "glance," "stare," "glare," and "scowl" on cards. Have the students arrange the cards in order from the most to least cautious (e.g., peek →glance →look →stare →glare →scowl). Use a thesaurus to add other synonyms of "to see" and add them into the range of words. (L.1.5d)

Music, Reading Literature, Speaking and Listening

Throughout the day, play some violin concerto music in the background. Ask the students how the music made them feel. For example, ask them to finish this sentence: "During the music, I felt _____." Continue to listen to the music at any opportunity. Then, read the book *The Bat Boy and His Violin*, which is the story of a boy who loved to play the violin. After the students listen to the story, go back through the text and have the children talk about how the author used words and phrases to let the reader know how the characters in the book felt. (RL.1.4, L.1.1i)

Art, Speaking and Listening

Take time to have students look at each painting closely. What changes in Diebenkorn's series of *Ocean Park* works? Where? Discuss together the use of one subject in this selection. What aspects of the paintings stay the same? (SL.1.1, SL.1.3, SL.1.4, SL.1.6)

Art, Language Usage, Speaking and Listening

Show students a sampling of Richard Diebenkorn's *Ocean Park* series, which the painter began in 1967 and worked on for the rest of his life. What do you see in these images—the ocean? Clouds? Sand? What techniques has Diebenkorn used to convey the look and feel of these objects? Use adjectives and action verbs to describe what you see. (SL.1.3, L.1.1, L.1.5)

Language Usage

Choose some verbs that are rather bland, such as "to walk." Ask the students to imagine that they are in the book (*The Wonderful Wizard of Oz*) with Dorothy and that they are walking on the yellow brick road. Have them imagine that they are really happy (e.g., when they see the Emerald City). How would they walk? (Possible answers: *skip, run, dance*.) Allow students to show us how that kind of motion would look. Then, have them imagine that they are feeling scared (e.g., when walking through the forest). How would they walk? (Possible answers: *tiptoe, creep*.) Make a list of all the words that could be used as a better choice than "walk." This lesson on verbs can be extended to cover tenses, roots, and affixes -ed, -s, -ing. To make the extending lessons more fun, create a word cloud (using a free online program like Wordle) for each verb tense (i.e., present tense verbs for "walk," past tense verbs for "walk," . . .) (SL.1.4, L.1.1e, L.1.5d, L.1.4b, L.1.4c)

ASSESSMENT

Theme Test

U N I T 5

T H E M E 9

Houghton Mifflin

Special Friends (Folktales)

ESSENTIAL QUESTION:

How can reading show us how to be a good friend?

How can reading encourage us to be better people?

Main Stories: *When I am Old With You*

ACTIVITIES: Class Time Capsule

Science Link: Families

The New Friend

ACTIVITIES: Pen Pals with opposite school

Science Link: Children Around the World

The Surprise Family

ACTIVITIES: The "Eyes Have It" SL.1abc 2 and 3

Science Link: Dinosaurs

TECHNICAL VOCABULARY:

- o Biography
- o Compare
- o Contrast
- o Expression
- o Opinion
- o Reread
- o Support
- o Timeline
- o Word Bank
- o Words in context

RESOURCES: Word Wall Words

Scholastic News

Teacher Manual

Pupil Editions

Non Fiction Books:

Vocabulary Readers:

In the Country, Plan A Party, Chickens on the Farm

COMMON CORE STANDARDS:

Reading Literature- Key Ideas and Details-Craft and Structure-integration of knowledge and ideas- range of reading and level of text complexity

RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3. Describe characters, settings, and major events in a story, using key details.

RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.7. Use illustrations and details in a story to describe its characters, setting or events.

RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

RL.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading Foundational Skills- Phonological Awareness-Phonics and Word Recognition-Fluency.

- RF.1.2c. I solate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.
- RF.1.3b. Decode regularly spelled one-syllable words.
- RF.1.3d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- RF.1.3e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- RF.1.3f. Read words with inflectional endings.
- RF.1.3g. Recognize and read grade appropriate irregularly spelled words.
- RF.1.4a. Read on-level text with purpose and understanding.
- RF.1.4b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- RF.1.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing ~ Texts types and purposes

- W.1.1. Write opinion pieces 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.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions)
- W.1.8. With guidance and support from adults, recall information from experiences or gather information form provided sources to answer a question.

Reading Informational Text- Craft and Structure

- RI .1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI .1.5. Know and use various text features (e.g., heading, tables of contents, glossaries, electronic menus, icons: to locate key facts or information in a text.
- RI .1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI .1.7. Use the illustrations and details in a text to describe its key ideas.
- RI .1.10. With prompting and support, read informational texts appropriately complex for grade 1.

Speaking and Listening- Comprehension and Collaboration

SL.1.1a. Follow agreed upon rules for discussion (eg. Listening to other with care, speaking one at a time about the topics and text under discussion.)

SL.1.1.b. Build on others' talk in conversations by responding the comments of others through multiple exchanges.

SL.1.1c. Ask questions to clear up any confusion about the topic and texts under discussion.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Language - Conventions of Standard English

L.1.1b. Use common, proper and possessive nouns.

L.1.1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops.*, *We hop.*)

L.1.1d. Use personal, possessive, and indefinite pronouns (e.g., *I*, *me*, *my*; *they*, *them*, *their*; *anyone*, *everything*).

L.1.1e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home*; *Today I walk home*; *Tomorrow I will walk home*).

L.1.1f. Use frequently occurring adjectives.

L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2a. Capitalize dates and names of people.

L.1.2b. Use end punctuation for sentences.

L.1.2c. Use commas in dates and to separate single words in a series.

L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4. Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.4b. Use frequently occurring affixes as a clue to the meaning of a word.

L.1.4c. I identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).

L.1.5a. Sort 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. I identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

L.1.5d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

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).

High Frequency Words: 1. around dance else open talk ever through
ocean 2. after before by pretty school done off wash
3. only together watched baby edge enough garden sharp

Phonemic Awareness/Phonics/Decoding

- Sounds for y
- Base Words/Ending **-es, -ies**
- Prefixes: **un-, re-**
- Vowel Diphthongs **oi, oy, aw, au**
- Suffixes: **-ful, -ly, -y**

Comprehension Strategy

- Noting Details
- Story Structure
- Compare and Contrast
- Question

Spelling

- Long i Sound spelled y
- Adding -es to Nouns
- Vowel sound in coin

Vocabulary

- Sensory words and Synonyms
- Possessive Pronouns

Writing

- Complete Sentence
- Is/Are; Was/were
- Describing what we see

QUESTIONS for When I am Old With You

What is the child doing?

Where are two places Granddaddy and his grandchild can fish?

How does the picture compare to what the child is telling Granddaddy they will do when they are old together?

Why do you think the child says they won't mind that they forgot to keep score?

Who are the characters in this story?

What are three things that the characters will do when they grow old together?

What are the characters doing at the beginning and end of the story?

STORY VOCABULARY

canoe cards cedar filed Granddaddy imagine mind remember tired

Questions for The New Friend

Where does this part of the story take place?

What is the work crew doing?

Who are the characters in this story?

Do you think Makoto likes his new friends? Explain.

What kind of people are Martin and the narrator?

Why is everyone glad?

STORY VOCABULARY

birthday city cookies empty party seventh soccer years

Questions for The Surprise Family

What does the chick learn from the boy?

Where does the chick sleep at night?

What problem does the chick have when she grows up and becomes a hen?

How does the boy help solve the hen's problem?

Who do the babies probably think the hen is?

What is different about where the hen hid safe as a baby and where her babies hide safe?

Why do you think the hen cries her danger cry?

What do you think will happen to the babies?
Compare and contrast the babies' beaks, then hen's beak and the boy's mouth.
Compare and contrast the hen's feet from her babies' feet.

STORY VOCABULARY

built chickens danger expected feathers gathered gizzard taught vacuum cleaner

Art, Speaking & Listening

Select several works to view -- for instance, you might choose to compare the Copley with the Stuart. Ask the students to turn to the person next to them and discuss such questions as: "Who is this subject? How did the artist choose to depict/portray this famous American?" Just by looking, search the paintings or photographs for important clues to discover who this person really is. (SL.1.1, SL.1.3, SL.1.4, SL.1.6)

Reading Literature, Reading Informational Text, Speaking and Listening

Create pairings of books that are literary and informational (e.g., *George Washington and the General's Dog* and *The Rookie Biography of George Washington*). Discuss how reading a story about a character/historic person differs from reading a biography of the same person. Talk about how these two books connect to each other. For example, ask questions like, "How were the books the same?" and "How were they different?" In this unit are numerous potential book pairings among the biographies, fictional stories, and even a fictional story written by the historical person himself (Benjamin Franklin). Pairing the readings presents an opportunity to highlight the different characteristics of each genre. (RL.1.5, RL.1.7, RI.1.3)

Opinion Writing

Give students this prompt: "Choose one of the people from this unit that you think is the most interesting. Write about the person. Be sure to name the person and to give two or three reasons why you think he or she is the most interesting." (W1.1)

Music, Vocabulary

Display the lyrics to each of the songs on an overhead projector or interactive whiteboard. After singing the songs together several times, allow the students to choose words that are interesting to them and circle them. Help students look for clues in the text to determine word meanings. Check for the correct definitions in a dictionary. Collect these and other words to add to the word bank from reading throughout the unit. Continue reviewing the songs until the lyrics are well known or memorized. (RF.1.4c)

Reading Literature, Informative Writing, Narrative Writing

Read and discuss *The Hatmaker's Sign* (Candace Fleming and Robert Parker). Talk about how it relates to revision. Instruct students to take a piece of their writing (such as the "most interesting" piece) and carefully work on revising ideas. Students should edit their pieces and publish them. (W1.5, RL.1.2)

Reading Informational Text, Reading Fluency, Speaking and Listening

Have students choose one of the biographies they enjoyed reading. Have them practice reading the book until they can read it well (i.e., with phrasing and expression). As students read their biographies independently, look for opportunities to use context to confirm or self-correct word recognition and understanding, encouraging the children to reread as necessary. Take the books to a kindergarten class and have students read the books aloud to students there. (RF.1.4a, RF.1.4b, RF.1.4c, RI .1.4, RI .1.10)

Reading Informational Text, Speaking and Listening

To help students make visual connections between events and people during early American history, create a simple timeline and record events as you read books on this topic together or as students report back on what they read independently. Students should understand that although these informational texts focus on different people or topics, it all happened at the same time in history. By extending the timeline to include historical figures, students begin to understand chronology and the connections between events in informational texts. (RI .1.3, RI .1.10)

Informative Writing, Language Usage, Vocabulary

Give students this prompt: "Write three sentences about an American person we've read about recently, using at least three new words from our word bank in your work. Illustrate each sentence to demonstrate the meaning of each word." Do a mini-lesson on articles (a, the) and demonstrative pronouns (this, that, these, those) as the students write their sentences. (L.1.1h, L.1.1j, L.1.6, L.1.5c, L.1.2a, L.1.2b, L.1.2d, L.1.2e)

Art, Speaking and Listening

Show students Stuart's portrait of Washington, the Martin Luther King Jr. photograph, and the photograph of Geronimo. Ask students to focus on the setting that surrounds each of the subjects. In the case of Washington, how did the painter place his subject in order to convey his importance? What does the painter add to the scene? How does this differ from the Martin Luther King Jr. photograph, where the photographer had to instantly capture the setting? Can you see a merging of these two qualities in the image of Geronimo? (SL.1.1, SL.1.3, SL.1.4, SL.1.6)

Speaking and Listening, Informative Writing

Invite a person from your community who has made a notable contribution to visit your classroom. After the speaker has shared his or her story, invite the students to ask questions to gather additional information or to clarify understanding. Write thank-you notes to guest speakers, telling the speaker one new thing learned during the presentation. (SL.1.3, W.1.8)

ASSESSMENT

Theme Test

UNIT 5 THEME 10 Houghton Mifflin We Can Do It!

ESSENTIAL QUESTION:

How can reading show us how to be a good friend?
How can reading encourage us to be better people?

Main Stories: Two Greedy Bears

ACTIVITIES: Reader's Theater

Science Link: Bear Hunt

Fireflies for Nathan

ACTIVITIES: Draw a picture of a firefly scene and poke holes in it and use a flashlight to shine.

Science Link: Firefly Lapbook

Days With Frog and Toad

ACTIVITIES: Difference of a frog and toad

Science Link: Frogs/Toad

TECHNICAL VOCABULARY:

- Biography
- Compare
- Contrast
- Expression
- Opinion
- Reread
- Support
- Timeline
- Word bank

- Words in context

RESOURCES: Word Wall Words

Scholastic News

Teacher Manual

Pupil Editions

Non Fiction Books:

Vocabulary Readers:

Polar Bears, Fireflies, At the Zoo

COMMON CORE STANDARDS:

Reading Literature- Key Ideas and Details-Craft and Structure-integration of knowledge and ideas- range of reading and level of text complexity

RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3. Describe characters, settings, and major events in a story, using key details.

RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.7. Use illustrations and details in a story to describe its characters, setting or events.

RL.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading Foundational Skills- Phonological Awareness-Phonics and Word Recognition-Fluency.

RF.1.2c. I solate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.

RF.1.3b. Decode regularly spelled one-syllable words.

RF.1.3e. Decode two-syllable words following basic patterns by breaking the words into syllables.

RF.1.3f. Read words with inflectional endings.

RF.1.3g. Recognize and read grade appropriate irregularly spelled words.

RF.1.4a. Read on-level text with purpose and understanding.

RF.1.4b. Read grade-level text orally with accuracy, appropriate rate, and expression.

RF.1.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing ~ Texts types and purposes

W.1.1. Write opinion pieces 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.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions)

Reading Informational Text- Craft and Structure

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.5. Know and use various text features (e.g., heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.

Speaking and Listening- Comprehension and Collaboration

SL.1.1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Language - Conventions of Standard English

L.1.1.b. Use common, proper and possessive nouns.

L.1.1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops.*, *We hop.*)

L.1.1.e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home.*)

L.1.1.f. Use frequently occurring adjectives.

L.1.1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2.b. Use end punctuation for sentences.

L.1.2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4a. Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.4b. Use frequently occurring affixes as a clue to the meaning of a word.

L.1.4c. I identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

L.1.5a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.1.5c. I identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

L.1.5d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

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).

High Frequency Words: 1. began laugh sure head divide second
break 2. above against already caught begin minute
3. able eye present thoughts

Phonemic Awareness/Phonics/Decoding

- R-Controlled Vowels: **or, ore, er, ir, ur, ar**
- Base words and endings -es, est

Comprehension Strategy

- Making Predictions
- Predict/Infer
- Summarize
- Cause and Effect
- Compare/Contrast- Details
- Reading a Cartoon (Writer's Craft- speech balloons)
- Reading a Poem (Writer's Craft: Using Poetic Language)
- Sequence of Events
- Monitor/Clarify
- Reading a Chart

Spelling

- Spelling Pattern: Vowel +r
Sound in store, car
- Adding -er, -est to Words

Vocabulary

- **Word Wall Spelling Pattern: ore, or, ar, -er, -est**

- Ordinal number words (e.g. first, second)
- Math words
- Clothing words
- Prefixes, suffixes (dis, re, ly)
- Comparing with Figurative Language

Writing

- Writing with describing words
- Describing what we hear, taste, smell, feel
- Comparing (-er, est)

QUESTIONS for Two Greedy Bears

Compare and contrast the bears.

Why do the bears drink so much water?

What happens to the bears when they drink so much water?

Why does the frog laugh at the bears?

What kind of story is this—a fantasy or a realistic story?

Why are the bears afraid to divide the cheese?

What is the problem in the story?

Do you think the fox will really help the bears?

Do you think the bears are good at sharing things?

What do you think will happen to the cheese?

Why are the bears worried about what the fox is doing with the cheese?

How does the fox trick the bears?

STORY VOCABULARY

appetite argued bigger equal hungrier journey larger stomachache thirstier

Questions for Fireflies for Nathan

What is the setting?

What was Nathan's father's favorite thing to do when he was six?

Who are the characters in the story?

Why is the sky streaked with red?

How do think Nathan feels as he sits in the grass?

Why does Nathan pull at Nan's arm?

What will Nathan do when he sees the fireflies?

Why are there holes in the top of the jar?

What does Nathan do after filling the jar with fireflies?

STORY VOCABULARY

appear beacon favorite journey monarch promises warns whispers

Questions for Days with Frog and Toad

What happens at the beginning of the story?

Why is Frog sorry?

Why does Toad wear the hat the way it is?

What do you think Toad will do when he goes to bed?

Why does Toad follow Frog's advice?

What do you think Frog will do with the hat?

Do you think Frog will ever tell Toad what really happened to the hat? Why?

STORY VOCABULARY

beautiful birthday delighted giant pleasant smaller sorry

Art, Speaking & Listening

Select several works to view -- for instance, you might choose to compare the Copley with the Stuart. Ask the students to turn to the person next to them and discuss such questions as: "Who is this subject? How did the artist choose to depict/portray this famous American?" Just by looking, search the paintings or photographs for important clues to discover who this person really is. (SL.1.1, SL.1.3, SL.1.4, SL.1.6)

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Create pairings of books that are literary and informational (e.g., *George Washington and the General's Dog* and *The Rookie Biography of George Washington*). Discuss how reading a story about a character/historic person differs from reading a biography of the same person. Talk about how these two books connect to each other. For example, ask questions like, "How were the books the same?" and "How were they different?" In this unit are numerous potential book pairings among the biographies, fictional stories, and even a fictional story written by the historical person himself (Benjamin Franklin). Pairing the readings presents an opportunity to highlight the different characteristics of each genre. (RL.1.5, RL.1.7, RI.1.3)

Opinion Writing

Give students this prompt: "Choose one of the people from this unit that you think is the most interesting. Write about the person. Be sure to name the person and to give two or three reasons why you think he or she is the most interesting." (W1.1)

Music, Vocabulary

Display the lyrics to each of the songs on an overhead projector or interactive whiteboard. After singing the songs together several times, allow the students to choose words that are interesting to them and circle them. Help students look for clues in the text to determine word meanings. Check for the correct definitions in a dictionary. Collect these and other words to add to the word bank from reading throughout the unit. Continue reviewing the songs until the lyrics are well known or memorized. (RF.1.4c)

Reading Literature, Informative Writing, Narrative Writing

Read and discuss *The Hatmaker's Sign* (Candace Fleming and Robert Parker). Talk about how it relates to revision. Instruct students to take a piece of their writing (such as the "most interesting" piece) and carefully work on revising ideas. Students should edit their pieces and publish them. (W1.5, RL.1.2)

Reading Informational Text, Reading Fluency, Speaking and Listening

Have students choose one of the biographies they enjoyed reading. Have them practice reading the book until they can read it well (i.e., with phrasing and expression). As students read their biographies independently, look for opportunities to use context to confirm or self-correct word recognition and understanding, encouraging the children to reread as necessary. Take the books to a kindergarten class and have students read the books aloud to students there. (RF.1.4a, RF.1.4b, RF.1.4c, RI .1.4, RI .1.10)

Reading Informational Text, Speaking and Listening

To help students make visual connections between events and people during early American history, create a simple timeline and record events as you read books on this topic together or as students report back on what they read independently. Students should understand that although these informational texts focus on different people or topics, it all happened at the same time in history. By extending the timeline to include historical figures, students begin to understand chronology and the connections between events in informational texts. (RI .1.3, RI .1.10)

Informative Writing, Language Usage, Vocabulary

Give students this prompt: "Write three sentences about an American person we've read about recently, using at least three new words from our word bank in your work. Illustrate each sentence to demonstrate the meaning of each word." Do a mini-lesson on articles (a, the) and demonstrative pronouns (this, that, these, those) as the students write their sentences. (L.1.1h, L.1.1j, L.1.6, L.1.5c, L.1.2a, L.1.2b, L.1.2d, L.1.2e)

Art, Speaking and Listening

Show students Stuart's portrait of Washington, the Martin Luther King Jr. photograph, and the photograph of Geronimo. Ask students to focus on the setting that surrounds each of the subjects. In the case of Washington, how did the painter place his subject in order to convey his importance? What does the painter add to the scene? How does this differ from the Martin Luther King Jr. photograph, where the photographer had to instantly capture the setting? Can you see a merging of these two qualities in the image of Geronimo? (SL.1.1, SL.1.3, SL.1.4, SL.1.6)

Speaking and Listening, Informative Writing

Invite a person from your community who has made a notable contribution to visit your classroom. After the speaker has shared his or her story, invite the students to ask questions to gather additional information or to clarify understanding. Write thank-you notes to guest speakers, telling the speaker one new thing learned during the presentation. (SL.1.3, W.1.8)

ASSESSMENT

Theme Test

UNIT 6

L i f e L e s s o n s

The Three Little Pigs

The True Story of the Three Little Pigs

The Three Javelinas

The Wolf's Point of View

COMMON CORE STANDARDS:

Reading Literature- Key Ideas and Details-Craft and Structure-integration of knowledge and ideas- range of reading and level of text complexity.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3. Describe characters, settings, and major events in a story, using key details.

Reading Informational Text- Craft and Structure

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Writing ~ Texts types and purposes .

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Reading Foundational Skills- Phonological Awareness-Phonics and Word Recognition-Fluency

RF.1.4a. Read on-level text with purpose and understanding.

RF.1.4b. Read grade-level text orally with accuracy, appropriate rate, and expression.

Language - Conventions of Standard English

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2b. Use end punctuation for sentences.

Art, Language Usage, Speaking and Listening

Discuss how countries and continents, as depicted in the literature in this unit, are very different. Introduce masks from different continents. As they view each mask, ask the students to think of describing words (i.e., adjectives) you would use to tell someone about the mask. Ask such questions as: "What materials do you think are used? Why do you believe each culture chooses specific colors or textures in their works of art? Can you guess how each object was used?" (L.1.5d, SL.1.4)

Reading Literature, Opinion Writing, Language Usage

Read many different versions of Cinderella. Then, give students this prompt: "Choose your favorite version of the Cinderella story. Tell at least two reasons why you liked this version the most." Students should include the title of the book, at least two reasons why they thought it was their favorite, and a strong ending. Revision should focus on word choice, elaboration, or word order as they rewrite the paragraph. (W.1.1, L.1.1j, L.1.2a, L.1.2b, L.1.2d, L.1.2e, RL.1.9)

Reading Literature, Vocabulary

As you begin the set of Cinderella stories, create a wall chart to organize the similarities and differences among the versions. Use categories that review the literary terms of this school year, such as: *characters, setting, beginning, events (middle), and ending.* (RL.1.1, RL.1.2, RL.1.9)

Reading Literature, Speaking and Listening, Oral Presentation

Ask the students to think about how all of the Cinderella stories are different because of the time and place in which they happen. Challenge the students to draw the “trying on the slipper” scene as if it were happening right now and in the place where they live. Scan the pictures and create a slide for each image. Students present their drawings to the class, explaining their adaptation of the “slipper scene.” (SL.1.5, SL.1.6, RL.1.9)

Reading Informational Text, Speaking and Listening

Choose two books about the same continent such as *Australia* (Pull Ahead Books Continents, Madeleine Donaldson) and *Look What Came from Australia* (Kevin Davis). Discuss how the books are similar (because they are about the same continent). Determine how they are also different (because they are written by different authors and have different purposes). Then, read the books as a class. Make a chart with two columns, one for each book (e.g., *Australia* and *Look What Came from Australia*). Work together to make a list of what is learned in each book and then look for similar information in both books. Challenge the students to do this activity with two books, reading with a partner or reading one independently and having the teacher read the other aloud. (RF.1.4, RI .1.2, RI .1.3, RI .1.9, RI .1.10)

Reading Informational Text, Research, Oral Presentation

Partner students to research the contributions/inventions of a country introduced to them in this unit. Tell them to work together to gather information from several different sources. Building knowledge of the contributions of various countries that is gleaned from informational texts (e.g., the *Look What Came from . . .* series), have students gather actual items that represent the contributions (e.g., for China, writing paper, a compass, and paper money). Ask them to communicate findings by creating a museum of contributions by having the students design information cards to go with each item. Students could stand behind their table to explain the origins of the items as visitors come through the museum. (SL.1.5, RI .1.2, RI .1.5, RI .1.9, RI .1.10, W.1.7, W.1.8, L.1.2)

Reading Informational Text, Reading Literature, Speaking and Listening

Have students read one of the nonfiction books about a continent or country. After the students finish, have them find and review a fairy tale that is set in a similar place or culture. Discuss what students saw in both books (e.g., geography, people, clothing, food, places, and customs). Discuss how the books are different (e.g., one tells a story; the other gives factual information). (RL.1.5, RL.1.7, RI .1.9)