Unit 1

This version of the CCGPS state framework weekly pacing guide includes the 2013 unit 1 revised unit and the old CCGPS units are located at the following link. This packet will include 5 total units with 2 pacing versions for Unit 1 at the beginning. http://georgiaelaccgpsk-5.wikispaces.com/ This version of the CCGPS state framework weekly pacing guide includes the 2013 unit 1 revised unit and the old CCGPS units are located at the following link.   This packet will include 5 total units with 2 pacing versions for Unit 1 at the beginning. The tabs and titles indicate week 1 of 2013 (revised units) and week 1 of last years units (2012-2013 units). http://georgiaelaccgpsk-5.wikispaces.com/

Math Revisions

Each Math Revision will be noted in orange throughout the framework. Some grade levels will notice a change in unit order and some grade levels will only see lesson insertions, deletions, and reorder. Be sure to reference the revised Math frameworks found at this link:

https://www.georgiastandards.org/Common-Core/Pages/Math-K-5.aspx

Week 1 1st Grade (2013 Unit 1)

ELA	Social Studies	Science	Math
Pre-Assessment: Illustrate and/or write about a favorite activity you like to do in the summer (Rubric for summative assessment at the beginning of unit. Lesson 1: *Group Conversation routines. *Intro narrative story elements. *Anchor Chart for 5W. *Read *First Day Jitters* .*Identify author, title, illustrations; complete story map. *Story sack (described in lesson). *Formative assessment at end of lesson.	Framework Task reference: Unit 1/pg. 3 Create a class timeline; take a picture on the first day of school and discuss with the students the classroom community; timeline pictures will display a caption	Weather & Seasons: 7 weeks Introduction to Weather and Seasons (pg. 11) Journal: KWL	Making sets of more/less/same Scaffolding Task Individual or Partner Make and Compare sets of More/Less/Same Represent Numbers up to 100 in tens and ones
		Fall: Weather Observations & temperature (12) homework connection: fill zip lock with things from yard that represent Fall	How many are here today? Constructing Task Large Group Collect and represent data with tally marks and charts
		Lesson: Fall: Making Observations and Precipitation Class Recording using rain gauge	

Acquisition Skills

knowledge of story elements; vocabulary (5 W's); respond orally and in writing to text	vocabulary: timeline and purpose	difference in Fall weather in Georgia and Fall weather in Maine	counting and sequencing numbers; recognizing sets of objects; writing and representing numbers; using number amounts to communicate

Formative Assessments

write about favorite book in a story map; check for complete sentences, punctuation, subject verb agreement, details of story elements and/or use writing assessment prompt in red/italics above.	sequence events of the school day on a timeline	draw a picture of Fall and label Fall items	identifying number sets, completing numbers on a number line or 99 chart, formative assessment questions found in task

Student Portfolio

story sack response story map 5 W's literature response	evidence of class timeline	journal entry: evidence of weather tasks	Evidence of framework tasks in math journals

Management

Beginning of year routines and procedures; think-pair-share expectations; response journal procedures; build stamina for independent work; manipulative use procedures

Week 2 1st Grade (2013 Unit 1)

ELA	Social Studies	Science	Math
Lesson 2: *Visualizing anchor chart. *Discuss sequential order/flow chart/temporal words. *Narrative elements.	Reference Framework Activity: Unit 1 pg. 3 Create a Class Quilt Using belief statement discussed during class procedures and rules discussion	Lesson: Fall: "Fall Detective" collections Create word wall using student items • main idea chain on Fall	Group it and Move it Practice Task Large Group, Partners Compose Numbers to 30 with an understanding of place value
			Spin and Represent Performance Task Individual or Partner Compose numbers using ten frames and tally marks with an understanding of more and less
		Lesson: Winter Weather Word Web for Winter Marshmallow Snowman	Creating a Number Line Scaffolding/Constructing Task Large Group, Individual Understand the magnitude of numbers to 50and represent them on a number line

Acquisition Skills

knowledge of story elements; vocabulary (5 W's); respond orally and in writing to text; temporal words; visualizing	vocabulary: rules and the purpose of rules	vocabulary: winter; compare winter in Georgia and Maine	counting and sequencing numbers; recognizing sets of objects; writing and representing numbers; using number amounts to communicate

Formative Assessments

Writing Prompt: How does visualizing help me understand my story?	allow students to suggest rules for the class to follow	illustrate winter and label winter activities	identifying number sets, completing numbers on a number line or 99 chart, formative assessment questions found in task

Student Portfolio

Visualizing, Flow Chart, Temporal words, Narrative Evidence	copy of class rules in journal	journal entry: task evidence	Evidence of framework tasks in math journals

Management

Beginning of year routines and procedures; think-pair-share expectations; response journal procedures; build stamina for independent work; manipulative use procedures; introduce small group procedures (1 small group and 1 independent group)

Week 3 1st Grade (2013 Unit 1)

ELA	Social Studies	Science	Math
Lesson 3: *Asking questions anchor chart/5W. *Re-read *First Day Jitters* . *Poem *Nobody Knows Where Our Bus Driver Goes* . *Sentence features (First word, Capitalization, Ending Punctuation). *Discuss Question purpose in poem. *Statement/Question thumbs up/down activity in lesson.	Graph how students are alike and different and relate to math framework tasks *reference tasks in Social Studies unit 1 pg. 4 Students will construct a family tree based on individual families and label parts (focus on calling label nouns and making connections with writing lesson)	Lesson: Frost and Snow Explorations Lesson: Winter: Exploring clouds Lesson: Winter Venn Diagram for Fall and Winter Journal: reflection on experiments Weather Book	Hop To It Scaffolding Task Large Group, Individual Skip Counting on Number Lines Exploring the 99 Chart Constructing Task Large Group, Partners Exploring the 99 chart and patterns **FAL Performance Assessment** MCC1.NBT.1 MCC1.MD.4 FAL: Place Value

Acquisition Skills

knowledge of story elements; vocabulary (5 W's); respond orally and in writing to text; temporal words; visualizing	identify members of family	compare and contrast information from prior learning	counting and sequencing numbers; recognizing sets of objects; writing and representing numbers; using number amounts to communicate

Formative Assessments

Writing Prompt: Why do some words start with a capital letter in a sentence?	draw members of family and label	draw a tree in fall and a tree in winter	identifying number sets, completing numbers on a number line or 99 chart, formative assessment questions found in task

Student Portfolio

5 W, Statement question evidence.	Family Tree activity	Journal: reflection on experiments Weather Book	Evidence of framework tasks in math journals

Management

Beginning of year routines and procedures; think-pair-share expectations; response journal procedures; build stamina for independent work; manipulative use procedures; introduce small group procedures (1 small group and 2 independent groups)

Week 4 1st Grade (2013 Unit 1)

ELA	Social Studies	Science	Math
Lesson 4: *Intro and read *The Night Before First Grade* . *Sentence features (first word, capitalization, end punctuation). *Ask/Answer questions on main idea/details. *Illustrate Story Cards for sequencing. *Re-telling bracelet activity found in lesson. *Formative assessment found in lesson.	Reference framework: Unit 1 pg. 4 Create and participate in skits that help students realize what actions hurt others	Lesson: Spring Observations Journal: Word Web	Graphing with Classmates Performance Task Large Group, Individual Collect and represent data with tally marks and charts
	Use discussion on good and bad consequences to create class book to support rules	Lesson: Spring: Rain (continue with rain gauge all year) Rain Experiment	Trashcan Basketball Practice Task Partners Collect and represent data with tally marks and charts
		Lesson: Spring: Rainbows Experiment	Bunch of Bananas Performance Task Individual or Partners Compose sets with a deep understanding of numbers

Acquisition Skills

knowledge of story elements; vocabulary (5 W's); respond orally and in writing to text; temporal words; visualizing; Capitalization and Punctuation.	identify good and bad behavior	compare and contrast information from prior learning	counting and sequencing numbers; recognizing sets of objects; writing and representing numbers; using number amounts to communicate

Formative Assessments

Writing Prompt: What special words help me show that my sentences are in order? Students should show an example of temporal words.	T chart: list behavior that is good and bad	Draw a Spring picture	identifying number sets, completing numbers on a number line or 99 chart, formative assessment questions found in task

Student Portfolio

Sequencing story cards, Retelling bracelet, sentence feature evidence.	copy of skit created T Chart of good and bad consequences	Journal: reflection on experiments Weather Book	performance task

Management

Beginning of year routines and procedures; think-pair-share expectations; response journal procedures; build stamina for independent work; manipulative use procedures; introduce small group procedures (1 small group and 3 independent groups)

Week 5 1st Grade (2013 Unit 1)

ELA	Social Studies	Science	Math
Lesson 5: *Intro another story with strong characters. *Discuss main characters and setting. *Venn Diagram with characters to compare and contrast. * Formative Assessment found in lesson.	Reference Framework: Unit 1 pg. 5 Discuss where the students live and have each student create a book cover to illustrate their community	Lesson: Spring: Tornadoes and Thunderstorms Tornado Experiment and thunderstorm recipe Lesson: We Want to Know More! Venn with 3 circles *update weather book Lesson: Summer Word web	Oh No 99 Chart! Practice Task Small Group Counting forward and backward on a 99 chart Favorite Sports Performance Task Individual Collect and represent data with tally marks and charts

Acquisition Skills

knowledge of story elements; vocabulary (5 W's); respond orally and in writing to text; temporal words; visualizing; Capitalization and Punctuation; Compare and Contrast	identify name of city and state where they live	compare and contrast information from prior learning	counting and sequencing numbers; recognizing sets of objects; writing and representing numbers; using number amounts to communicate

Formative Assessments

Writing Prompt: Show how you and a friend are alike and different using a Venn diagram.	Draw a picture of themselves in their city	Draw a picture of a tree in the summer	identifying number sets, completing numbers on a number line or 99 chart, formative assessment questions found in task

Student Portfolio

Venn Diagram and Formative Assessment	Community illustration book	Journal: reflection on experiments Weather Book	performance task

Management

Beginning of year routines and procedures; think-pair-share expectations; response journal procedures; build stamina for independent work; manipulative use procedures; introduce small group procedures (1 small group and 4 independent groups)

Week 6 1st Grade (2013 Unit 1)

ELA	Social Studies	Science	Math
Lesson 6: *Refer to *First Day Jitter*s and *Night Before First Grade*. *Identify Main topic and details. *Reread each text. *Model examining text for clues about characters and character actions. *Character Map. *Venn Diagram to compare characters. *"Story Telling Rope" found in lesson. *Formative Assessment found in lesson.	Reference Framework: Unit 1; pg. 5 Students will create an atlas that gives the readers all the information about where they live * ELA connection	Lesson: Cool color Experiment	Button, Button! Constructing Task Large Group, Individual Count, read and write numerals Organize, represent and interpret data
		Lesson: Summer: Hurricanes KWL * continue weather book	Count it, Graph it! Constructing Task Large Group, Individual Count, read and write numerals Organize, represent and interpret data
		GRASPS: Weather Awareness-clothing sort	One Minute Challenge Constructing Task Large Group, Partners MCC1.NBT.1 MCC1.MD.4 Count, read and write numerals Organize, represent and interpret data

Acquisition Skills

knowledge of story elements; vocabulary (5 W's); respond orally and in writing to text; temporal words; visualizing; Capitalization and Punctuation; Compare and Contrast	identify a map and its purpose	compare and contrast information from prior learning	skip count by tens, sequence numbers, recognize number line and 99 chart, identify more, less, same

Formative Assessments

Writing Prompt: How does a book cover or title help me know the main idea?	Draw a map of the classroom	In a four block, draw what you look like in each season	grouping number sets by more, less, and same; fill in missing numbers on number line or 99 chart; formative assessment questions found within task

Student Portfolio

Formative Assessment; Character Map; Venn Diagram; Story telling Rope		GRASPS: Weather Awareness-clothing sort	Evidence from math framework tasks in journal

Management

By this time small group instruction should be prevalent in all subject areas; think-pair-share expectations; response journal procedures; build stamina for independent work; manipulative use procedures; introduce small group procedures (1 small group and 4 independent groups)

Week 7 1st Grade (2013 Unit 1)

ELA	Social Studies	Science	Math
Lesson 7: *Into informational texts. *Show 2 books *First Day Jitters* and *Watching the Seasons*. *Students will explain which book gives information and why they think that. *Text Features anchor chart. *Read aloud *Watching the Seasons*. *Model using 5W with informational text. *Reread Informational text to let students practice finding information with questions. *Formative assessment at end of unit in the lesson.	Social Studies Framework Unit 2 Task: pg2/3 Venn diagram for differences in globe/map (make globe) Wall poster of landforms	GRASPS: pg. 35 weather observations for particular season	More or Less Revisited Practice Task Individual, Partners Count, read and write numerals
		Grasps: weather tools Grasps: weather events and clothing	Close, Far and In Between Scaffolding Task Large Group, Partners Count, read and write numerals
		Grasps: presentation	Finding Neighbors Constructing Task Large Group, Partners Count, read and write numerals

Acquisition Skills

knowledge of story elements; vocabulary (5 W's); respond orally and in writing to text; temporal words; visualizing; Capitalization and Punctuation; Compare and Contrast; 5Ws	vocabulary: globe, map	compare and contrast information from prior learning	skip count by tens, sequence numbers, recognize number line and 99 chart, identify more, less, same

Formative Assessments

Writing Prompt: What are the 5Ws?	Draw a picture of a map and globe and name one similarity and one difference	draw and label weather tools	grouping number sets by more, less, and same; fill in missing numbers on number line or 99 chart; formative assessment questions found within task

Student Portfolio

5Ws question answer and formative assessment.	globe project landform labels	GRASPS	Evidence from math framework tasks in journal

Management

By this time small group instruction should be prevalent in all subject areas; think-pair-share expectations; response journal procedures; independent work tasks for all subject areas based on areas of need; manipulative use procedures; introduce small group procedures (1 small group and 4 independent groups)

Week 8 1st Grade (2013 Unit 1)

ELA	Social Studies	Science	Math
Social Studies Unit 1 includes a similar lesson. Lesson 8: *Compare and Contrast Narrative and Informational texts with Venn Diagram. *Reference unit theme. *Read *Schools Now and Then* . *Make connections with title. *Identify text genre. *Ask questions about main topic and details. *T-Chart; Compare *Schools Now and Then* (Sorting activity described in lesson). *Reread book to gain information from illustrations. *Venn Diagram to compare and contrast schools.	Reference Framework Task: Unit 2 pg. 3 *have students write comparison sentences for each landform Wall poster and picture dictionary of landforms found in United States; students can also make landforms out of clay for a landform museum. landform	Water - Introduction; Precipitation Video Water - Precipitation exploration; dramatic play *ELA connection	Make it Strait Constructing Task Large Group, Small Group Reading and locating numbers Number Hotel Constructing Task Large Group, Partner Reading and locating numbers **FAL Performance Assessment** MCC1.NBT.1 MCC1.MD.4 FAL: Place Value

Acquisition Skills

knowledge of story elements; vocabulary (5 W's); respond orally and in writing to text; temporal words; visualizing; Capitalization and Punctuation; Compare and Contrast; 5Ws	identify landforms	vocabulary: water and where to find water	skip count by tens, sequence numbers, recognize number line and 99 chart, identify more, less, same

Formative Assessments

Draw a picture of what you think your grandparent's classroom looked like when they were in first grade. Will open up a discussion.	draw a mountain, valley, plateau, plain and label	list what water is used for	grouping number sets by more, less, and same; fill in missing numbers on number line or 99 chart; formative assessment questions found within task

Student Portfolio

T-Chart, Venn Diagram, Illustrations.	landform project	Evidence of tasks *can use ELA tasks	Evidence from math framework tasks in journal

Management

By this time small group instruction should be prevalent in all subject areas; think-pair-share expectations; response journal procedures; independent work tasks for all subject areas based on areas of need; manipulative use procedures; introduce small group procedures (1 small group and 4 independent groups)

Week 9 1st Grade (2013 Unit 1)

ELA	Social Studies	Science	Math
Lesson 9 : *Formative Assessment opportunity see additional assessment options found at beginning and end of framework.	Landform BINGO to review landforms in center *ELA review connection (atlas book) Social Studies Task: pg. 4; pg.12 America the Beautiful noun sort Pg. 15: America Book *science and ELA connection	Science GRASPS (FW p. 5) Water book and poster *ELA connection	Mystery Number Practice Task, Large Group, Partners MCC1.NBT.1 Count, read and write numerals Ten and Some More Constructing Task Partners Count, read and write numerals Represent numbers Dropping Tens Constructing Task Large Group, Individual, Partners Count, read and write numerals Represent numbers

Acquisition Skills

knowledge of story elements; vocabulary (5 W's); respond orally and in writing to text; temporal words; visualizing; Capitalization and Punctuation; Compare and Contrast; 5Ws	identify landforms, continents, oceans	compare and contrast prior learning	skip count by tens, sequence numbers, recognize number line and 99 chart, identify more, less, same

Formative Assessments

Writing Prompt: What have you learned so far about books? (Look for differences between fiction and non-fiction).	illustrate phrase "America the Beautiful"	4 square illustrating water cycle	grouping number sets by more, less, and same; fill in missing numbers on number line or 99 chart; formative assessment questions found within task

Student Portfolio

Formative Assessments	landform project noun sort	Water Book (or ELA writing assessment)	Evidence from math framework tasks in journal

Management

By this time small group instruction should be prevalent in all subject areas; think-pair-share expectations; response journal procedures; independent work tasks for all subject areas based on areas of need; manipulative use procedures; introduce small group procedures (1 small group and 4 independent groups)

Week 1 1st Grade

ELA	Social Studies	Science	Math
1-2 days: EQ: What are important elements of a story/fairy tale? *discuss and define the story elements *read aloud a fairy tale after presenting items that will help students make a connection to fairy tales (wands, fairy dust, etc.) *model creating an anchor chart describing fairy tales *story stack activity	Framework Task reference: Unit 1/pg. 3 Create a class timeline; take a picture on the first day of school and discuss with the students the classroom community; timeline pictures will display a caption	Weather & Seasons: 7 weeks Introduction to Weather and Seasons (pg. 11) Journal: KWL	Making sets of more/less/same Scaffolding Task Individual or Partner Make and Compare sets of More/Less/Same Represent Numbers up to 100 in tens and ones
		Fall: Weather Observations & temperature (12) homework connection: fill zip lock with things from yard that represent Fall	
1-3 days: How do we identify the most important information in a story? *use 5 W's to find information in a story *technology connection with weather and eye witness accounts of plot events　　　　*think pair share with story elements that focus on use of 5 W's			How many are here today? Constructing Task Large Group Collect and represent data with tally marks and charts
		Lesson: Fall: Making Observations and Precipitation Class Recording using rain gauge	

Acquisition Skills

knowledge of story elements; vocabulary (5 W's); respond orally and in writing to text	vocabulary: timeline and purpose	difference in Fall weather in Georgia and Fall weather in Maine	counting and sequencing numbers; recognizing sets of objects; writing and representing numbers; using number amounts to communicate

Formative Assessments

write about favorite book in a story map; check for complete sentences, punctuation, subject verb agreement, details of story elements	sequence events of the school day on a timeline	draw a picture of Fall and label Fall items	identifying number sets, completing numbers on a number line or 99 chart, formative assessment questions found in task

Student Portfolio

story stack response　　　　　　　story map　　　　　　　　　　　5 W's literature response	evidence of class timeline	journal entry: evidence of weather tasks	Evidence of framework tasks in math journals

Management

Beginning of year routines and procedures; think-pair-share expectations; response journal procedures; build stamina for independent work; manipulative use procedures

Week 2 1st Grade

ELA	Social Studies	Science	Math
3-4 days: EQ: What type of words describe who and when? *character map/web for main character and supporting characters *use 5 senses to identify strong character feelings *use ordinal numbers to create a list of characters by order of appearance in the story *incorporate pronouns in relation to character actions (they do, we do, you do etc.) *technology connection for use of transitional words when describing the actions of characters	Reference Framework Activity: Unit 1 pg. 3 Create a Class Quilt Using belief statement discussed during class procedures and rules discussion	Lesson: Fall: "Fall Detective" collections Create word wall using student items • main idea chain on Fall	Group it and Move it Practice Task Large Group, Partners Compose Numbers to 30 with an understanding of place value
			Spin and Represent Performance Task Individual or Partner Compose numbers using ten frames and tally marks with an understanding of more and less
2 days: EQ: What types of words describe where and how? *make a model of the yellow brick road *list verbs that would demonstrate how to characters could move on the yellow brick road (discuss present tense verbs) *introduce setting anchor chart *write a response using verbs and setting description to respond to read aloud		Lesson: Winter Weather Word Web for Winter Marshmallow Snowman	Creating a Number Line Scaffolding/Constructing Task Large Group, Individual Understand the magnitude of numbers to 50and represent them on a number line

Acquisition Skills

setting identification; verb identification; writing complete sentences	vocabulary: rules and the purpose of rules	vocabulary: winter; compare winter in Georgia and Maine	counting and sequencing numbers; recognizing sets of objects; writing and representing numbers; using number amounts to communicate

Formative Assessments

summarize chapters read aloud so far; check for complete sentences and use of story elements in summary	allow students to suggest rules for the class to follow	illustrate winter and label winter activities	identifying number sets, completing numbers on a number line or 99 chart, formative assessment questions found in task

Student Portfolio

story stack assessment on characters strong verb sentences setting identification	copy of class rules in journal	journal entry: task evidence	Evidence of framework tasks in math journals

Management

Beginning of year routines and procedures; think-pair-share expectations; response journal procedures; build stamina for independent work; manipulative use procedures; introduce small group procedures (1 small group and 1 independent group)

Week 3 1st Grade

ELA	Social Studies	Science	Math
1 day: EQ: What types of words describe what and why? *set up a green theme for the day (synonyms for green) *" I think…because…" or "I believe … because…".	Graph how students are alike and different and relate to math framework tasks *reference tasks in Social Studies unit 1 pg. 4	Lesson: Frost and Snow Explorations Lesson: Winter: Exploring clouds	Hop To It Scaffolding Task Large Group, Individual Skip Counting on Number Lines
1 day: EQ: How do authors choose just right words? *technology connection for song *synonyms, position words, rhyming words		Lesson: Winter Venn Diagram for Fall and Winter	Exploring the 99 Chart Constructing Task Large Group, Partners Exploring the 99 chart and patterns
3 days: EQ: How do authors create stories? *story stack (model): provide 5 items: 1 character, 1 setting, 3 additional items *story map to plan narrative *use anchor charts with strong verbs, transitions, and positional words *produce a narrative *model editing for punctuation, capital letters, handwriting, spacing	Students will construct a family tree based on individual families and label parts (focus on calling label nouns and making connections with writing lesson)	Journal: reflection on experiments Weather Book	**FAL Performance Assessment** MCC1.NBT.1 MCC1.MD.4 FAL: Place Value

Acquisition Skills

recognition of plot sequencing, story elements, 5Ws	identify members of family	compare and contrast information from prior learning	counting and sequencing numbers; recognizing sets of objects; writing and representing numbers; using number amounts to communicate

Formative Assessments

Students will write about the events in the read aloud so far	draw members of family and label	draw a tree in fall and a tree in winter	identifying number sets, completing numbers on a number line or 99 chart, formative assessment questions found in task

Student Portfolio

story map story stack cards narrative assessment	Family Tree activity	Journal: reflection on experiments Weather Book	Evidence of framework tasks in math journals

Management

Beginning of year routines and procedures; think-pair-share expectations; response journal procedures; build stamina for independent work; manipulative use procedures; introduce small group procedures (1 small group and 2 independent groups)

Week 4 1st grade

ELA	Social Studies	Science	Math
1 day: EQ: What makes a fairy tale? *beginning, middle, end *beginning and end word clues	Reference framework: Unit 1 pg. 4 Create and participate in skits that help students realize what actions hurt others	Lesson: Spring Observations Journal: Word Web	Graphing with Classmates Performance Task Large Group, Individual Collect and represent data with tally marks and charts
1 day: EQ: How are all fairy tales alike? *list good and evil characters *compare/contrast *5 W's	Use discussion on good and bad consequences to create class book to support rules	Lesson: Spring: Rain (continue with rain gauge all year) Rain Experiment	Trashcan Basketball Practice Task Partners Collect and represent data with tally marks and charts
2-3 days: EQ: How can the same story be told differently? *Venn Diagram *story elements *Reader's Theater		Lesson: Spring: Rainbows Experiment	Bunch of Bananas Performance Task Individual or Partners Compose sets with a deep understanding of numbers

Acquisition Skills

identify 5 w words; identify plot elements, ability to compare/contrast	identify good and bad behavior	compare and contrast information from prior learning	counting and sequencing numbers; recognizing sets of objects; writing and representing numbers; using number amounts to communicate

Formative Assessments

write about favorite fairy tale and identify important events and which characters are good and which are evil	T chart: list behavior that is good and bad	Draw a Spring picture	identifying number sets, completing numbers on a number line or 99 chart, formative assessment questions found in task

Student Portfolio

venn diagram story element graphic organizer	copy of skit created T Chart of good and bad consequences	Journal: reflection on experiments Weather Book	performance task

Management

Beginning of year routines and procedures; think-pair-share expectations; response journal procedures; build stamina for independent work; manipulative use procedures; introduce small group procedures (1 small group and 3 independent groups)

Week 5 1st Grade

ELA	Social Studies	Science	Math
1 day: EQ: How can poems be fairy tales? *add fairy tale poems to poem journal *fairy tale story elements *rhyming words *word chunk *common and proper nouns 1 day: EQ: What elements make up a good fairy tale? *fairy tale element chart *"menu" response chart for writing own fairy tales *editing mini lessons 3-4 days: EQ: What happens between start and finish? *discovery basket with ingredients *story stem to insert nouns from read aloud (people, place, and thing) *sort nouns in 3 columns by type in relation to ingredients *write story using nouns about trip to get ingredients	Reference Framework: Unit 1 pg. 5 Discuss where the students live and have each student create a book cover to illustrate their community	Lesson: Spring: Tornadoes and Thunderstorms Tornado Experiment and thunderstorm recipe Lesson: We Want to Know More! Venn with 3 circles *update weather book Lesson: Summer Word web	Oh No 99 Chart! Practice Task Small Group Counting forward and backward on a 99 chart Favorite Sports Performance Task Individual Collect and represent data with tally marks and charts

Acquisition Skills

identification of rhyming words and word chunks, knowledge of story elements, ability to write sentences	identify name of city and state where they live	compare and contrast information from prior learning	counting and sequencing numbers; recognizing sets of objects; writing and representing numbers; using number amounts to communicate

Formative Assessments

Have students identify things that are special to fairy tales Complete a list of word families using various word chunks	Draw a picture of themselves in their city	Draw a picture of a tree in the summer	identifying number sets, completing numbers on a number line or 99 chart, formative assessment questions found in task

Student Portfolio

noun sort story about buying ingredients	Community illustration book	Journal: reflection on experiments Weather Book	performance task

Management

Beginning of year routines and procedures; think-pair-share expectations; response journal procedures; build stamina for independent work; manipulative use procedures; introduce small group procedures (1 small group and 4 independent groups)

Week 6 1st Grade

ELA	Social Studies	Science	Math
1 day: EQ: How can different settings/events be related? *create pictures and labels for locations such as city, state, continent, etc. *review nouns *distinguish common and proper nouns *sequence biggest to smallest locations	Reference Framework: Unit 1; pg. 5 Students will create an atlas that gives the readers all the information about where they live * ELA connection	Lesson: Cool color Experiment	Button, Button! Constructing Task Large Group, Individual Count, read and write numerals Organize, represent and interpret data
1 day: EQ: How do authors share the same information in different ways? *compare literary and non fiction texts on anchor charts *use two previously shared books to have students compare and contrast		Lesson: Summer: Hurricanes KWL * continue weather book	Count it, Graph it! Constructing Task Large Group, Individual Count, read and write numerals Organize, represent and interpret data
3-4 days: EQ: What is an atlas? *technology connection *students will create a book with the sentence stem "This is me on a map of_____." *social studies connection		GRASPS: Weather Awareness-clothing sort	One Minute Challenge Constructing Task Large Group, Partners MCC1.NBT.1 MCC1.MD.4 Count, read and write numerals Organize, represent and interpret data

Acquisition Skills

identification of rhyming words and word chunks, knowledge of story elements, ability to write sentences, identify nouns	identify a map and its purpose	compare and contrast information from prior learning	skip count by tens, sequence numbers, recognize number line and 99 chart, identify more, less, same

Formative Assessments

T Chart: identify a fiction book and a non fiction book	Draw a map of the classroom	In a four block, draw what you look like in each season	grouping number sets by more, less, and same; fill in missing numbers on number line or 99 chart; formative assessment questions found within task

Student Portfolio

Atlas book with sentence stems		GRASPS: Weather Awareness-clothing sort	Evidence from math framework tasks in journal

Management

By this time small group instruction should be prevalent in all subject areas; think-pair-share expectations; response journal procedures; build stamina for independent work; manipulative use procedures; introduce small group procedures (1 small group and 4 independent groups)

Week 7 1st Grade

ELA	Social Studies	Science	Math
2-3 days: EQ: How does an author introduce, tell and conclude a good story? *story map and kid friendly rubric for the informational narrative *use a page out of atlas book and use themselves as the main character and add another character *guide students through writing a detailed beginning, middle, and end	Social Studies Framework Unit 2 Task: pg2/3 Venn diagram for differences in globe/map (make globe) Wall poster of landforms	GRASPS: pg. 35 weather observations for particular season	More or Less Revisited Practice Task Individual, Partners Count, read and write numerals
1 days: EQ: How do poets share their ideas? *poem technology connection *identify rhyming words, position words, common and proper nouns *repeated reading *illustrate		Grasps: weather tools Grasps: weather events and clothing	Close, Far and In Between Scaffolding Task Large Group, Partners Count, read and write numerals
2-3 days: EQ: How do sounds influence reading? *have students listen objects that make rain noises *Reading Rainbow video Bringing the Rain to Kapiti Plain, poem technology connection *compare settings *choral reading , intro ontamontapiea *repeated phrases, sounding out words		Grasps: presentation	Finding Neighbors Constructing Task Large Group, Partners Count, read and write numerals

Acquisition Skills

identification of rhyming words and word chunks, knowledge of story elements, ability to write sentences, identify nouns	vocabulary: globe, map	compare and contrast information from prior learning	skip count by tens, sequence numbers, recognize number line and 99 chart, identify more, less, same

Formative Assessments

Write about their favorite school day so far, encourage sequencing of events and look for students to add details, write complete sentences, and give a beginning, middle, and end	Draw a picture of a map and globe and name one similarity and one difference	draw and label weather tools	grouping number sets by more, less, and same; fill in missing numbers on number line or 99 chart; formative assessment questions found within task

Student Portfolio

Writing assessment poem work with rhyming words	globe project landform labels	GRASPS	Evidence from math framework tasks in journal

Management

By this time small group instruction should be prevalent in all subject areas; think-pair-share expectations; response journal procedures; independent work tasks for all subject areas based on areas of need; manipulative use procedures; introduce small group procedures (1 small group and 4 independent groups)

Week 8 1st Grade

ELA	Social Studies	Science	Math
1-4 days: EQ: What types of maps are there? *science connection: flow chart with water cycle *give each student a raindrop to record in journal and record places you find water after reading Water Cycle book *read an ocean book to connect bodies of water and have students complete a flow chart of water cycle	Reference Framework Task: Unit 2 pg. 3 *have students write comparison sentences for each landform Wall poster and picture dictionary of landforms found in United States; students can also make landforms out of clay for a landform museum. landform	Water - Introduction; Precipitation Video	Make it Strait Constructing Task Large Group, Small Group Reading and locating numbers
		Water - Precipitation exploration; dramatic play *ELA connection	Number Hotel Constructing Task Large Group, Partner Reading and locating numbers
1-2 days: EQ: How can I organize connected ideas? *background connections, predictions with water book *use map to connect text boxes found in book *technology connection with worddle (make a word concept map)			**FAL Performance Assessment** MCC1.NBT.1 MCC1.MD.4 FAL: Place Value

Acquisition Skills

identification of rhyming words and word chunks, knowledge of story elements, ability to write sentences, identify nouns	identify landforms	vocabulary: water and where to find water	skip count by tens, sequence numbers, recognize number line and 99 chart, identify more, less, same

Formative Assessments

Design a word web for water Predict what the playground would look like after three days of rain	draw a mountain, valley, plateau, plain and label	list what water is used for	grouping number sets by more, less, and same; fill in missing numbers on number line or 99 chart; formative assessment questions found within task

Student Portfolio

flow chart Water Book	landform project	Evidence of tasks *can use ELA tasks	Evidence from math framework tasks in journal

Management

By this time small group instruction should be prevalent in all subject areas; think-pair-share expectations; response journal procedures; independent work tasks for all subject areas based on areas of need; manipulative use procedures; introduce small group procedures (1 small group and 4 independent groups)

Week 9 1st Grade

ELA	Social Studies	Science	Math
5 days: EQ: How do I write as another character? *give each student water droplet with face or illustration of themselves and let them know that the droplet is the character *personal pronoun anchor chart *flow chart and kid friendly rubric for informational narrative *use flow chart to create the progress of a water droplet according to previous learning *model editing *create final draft	Landform BINGO to review landforms in center *ELA review connection (atlas book) Social Studies Task: pg. 4; pg.12 America the Beautiful noun sort Pg. 15: America Book *science and ela connection	Science GRASPS (fw p. 5) Water book and poster *ELA connection	Mystery Number Practice Task, Large Group, Partners MCC1.NBT.1 Count, read and write numerals Ten and Some More Constructing Task Partners Count, read and write numerals Represent numbers Dropping Tens Constructing Task Large Group, Individual, Partners Count, read and write numerals Represent numbers

Acquisition Skills

identification of rhyming words and word chunks, knowledge of story elements, ability to write sentences, identify nouns	identify landforms, continents, oceans	compare and contrast prior learning	skip count by tens, sequence numbers, recognize number line and 99 chart, identify more, less, same

Formative Assessments

Write a story about water including facts	illustrate phrase "America the Beautiful"	4 square illustrating water cycle	grouping number sets by more, less, and same; fill in missing numbers on number line or 99 chart; formative assessment questions found within task

Student Portfolio

Writing Assessment *also science portfolio item	landform project noun sort	Water Book (or ELA writing assessment)	Evidence from math framework tasks in journal

Management

By this time small group instruction should be prevalent in all subject areas; think-pair-share expectations; response journal procedures; independent work tasks for all subject areas based on areas of need; manipulative use procedures; introduce small group procedures (1 small group and 4 independent groups)

Week 10 1st Grade

ELA	Social Studies	Science	Math
1 day: EQ: In what ways can cover art and the title of a book influence what we think about a book before we read it? *pre select stopping points in a read aloud *prediction/DRTA (see framework pg. 7) 3 days: EQ: How do story parts fit together to tell us an entire story? *review story elements/ small group activity with story elements *use story map to retell story with small group/ each member should have one element to share with the class 1 day: EQ: How do authors help us see, feel, taste, or hear things in the books they write? *graphic organizer for character sensory details *model feeling with dialogue during read aloud *technology connection: media read aloud that show sensory details	Social studies framework pg. 4 My National Heritage - ABC Book * students will use folk heroes, landforms, city, state, country, oceans, and continents	Plants and Animals: Basic Needs of Animals Day 1-5 *word web for animal needs *illustration of favorite animal and what it needs to grow *vote on classroom pet and create graph *four flap book on how to take care of chosen animal (pg. 15) *sorting activity of what an animal needs and does not need	Riddle Me This Practice Task Large Group, Small Group, Partners Count, read and write numerals Represent numbers Drop It, Web It, Graph It! Performance Task Individual Count, read and write numerals Represent numbers Organize, represent and interpret data

Acquisition Skills

locate and use story elements, use sentence structures and correct grammar and punctuation, identify dialogue with characters	identify, define, and use vocabulary	compare and contrast prior learning	skip count by tens, sequence numbers, recognize number line and 99 chart, identify more, less, same

Formative Assessments

Writing prompt: Think about your favorite book, what does the main character see, hear, feel, and think?	Writing Prompt: Summarize what you have learned about your country so far this year.	Writing Prompt: Compare and Contrast plants and animals	Writing Prompt: How can we represent a number with tens and ones? How can we use counting to compare objects in a set?

Student Portfolio

Any reflection writing for tasks task results and products	Evidence of tasks	Science Lab evidence	Math task evidence

Management: Work Session (All Subject Areas)

Teacher:	Student:
Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI	Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation

Week 11 1st Grade

ELA	Social Studies	Science	Math
1 day: EQ: How do adventures of characters make stories interesting? * use Venn Diagram; compare two books *remember to compare the same things: i.e.: number of characters the same in comparison	Social Studies framework Unit 2: pg. 4, 16 Folk Tale Heroes * using trade book, students will listen to and compare folk heroes	Basic Needs of Animals: Lewis and Clark Expedition; Compare and Contrast Animals Days 1-2	Circus Trip Performance Task Individual Problem solving: sorting shapes by their attributes
4-5 days: EQ: How is poetry similar and different from other texts? *prior to lesson collect four poems *technology connection (display poems on interactive board, etc. *have students use titles to make predictions and connections *introduce "voice", find sight words, rhyming words, and parts of speech in each poem *act out poems *cut apart a poem and let them sequence, focus on sentence structure, word parts Writing prompt: students choose one poem as their favorite and write why, write their own poem		* reference websites on pg. 17 for Lewis and Clark * take students on "expedition" to look for plants and animals *students will start a scientific journal and focus on at least one plant and one animal to journal on	What Are Attributes? Constructing Task Large Group, Individual Classify shapes by attributes Create graphs
			Which Doesn't Belong? Practice Task Large Group Classify, compare, contrast, and describe shapes

Acquisition Skills

recognition and use of word parts, rhyming words, parts of speech, punctuation, sight words, knowledge of how to use predictions and connections	ability to use information to create projects	knowledge of animal needs	identify shapes by name, begin to draw shapes and label, ability to sort and explain grouping

Formative Assessments

Writing prompt: Write a poem about your favorite activity to do. Illustrate your poem.	Writing prompt: What is a Folk Tale? Name a title of a Folk Tale you know and illustrate that title	KWL: complete on basic needs of animals	complete activities that show the students knowledge of naming, matching, and drawing shapes

Student Portfolio

Any reflection writing for tasks task results and products	Evidence of tasks	Science Lab evidence	Math task evidence

Management: Work Session (All Subject Areas)

Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI	Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation

Week 12 1st Grade

ELA	Social Studies	Science	Math
5 days: EQ: How can asking questions as I read help me to better understand the story? *pre select a chapter book with five chapters *prior to lesson mark stopping points in each chapter for questions that help the students predict and connect to characters (sensory details); read one chapter daily *during read aloud model sounding out, use of punctuation for inflection, and fluency *using DRTA activity have students record, confirm, and deny predictions made for each chapter *graphic organizers can be used for prediction: t-charts, flip books, foldable, etc.	Social Studies: Unit 2 framework Performance Task (fw p. 7) Rubric p. 8	Compare and Contrast Animals Days 3-7	Build A Shape Constructing/Performance Task Large Group, Individual Constructing shapes Classify, compare, contrast, and describe shapes
Teach Simultaneously: 5 days: EQ: How can I demonstrate understanding by retelling a story? *provide students with a comic strip graphic organizer (one box for each chapter) *after prediction activity, guide students to find main idea of each chapter and illustrate in one box *great time to model use of speech bubbles; transition words, representation of supporting details through illustration	use Social Studies framework references and united streaming videos; also mentor texts	* united streaming video * comparing animal movement * animal riddle/animal model * animal mystery box * compare and contrast ocean and rainforest animals	Partitioning All Around My Shapes Constructing Task Large Group, Partners Classifying shapes and dividing shapes

Acquisition Skills

recognition of rhyming, letter sounds, sight words, using predictions, recognize sensory details, respond to read aloud	ability to use prior learning to complete a task	ability to compare and contrast	identify shapes by name, begin to draw shapes and label, ability to sort and explain grouping

Formative Assessments

Writing prompt: (Display the cover of your read aloud) Looking at the cover of this book, what do you think it will be about?	Complete a KWL on Folk Tales	Prompt students to complete a Venn Diagram comparing an animal to themselves	complete activities that show the students knowledge of naming, matching, and drawing shapes

Student Portfolio

Any reflection writing for tasks task results and products	Evidence of tasks	Science Lab evidence	Math task evidence

Management: Work Session (All Subject Areas)

Teacher:	Student:
Guided reading, writing, and math groups	Independent work on framework tasks
Word Study with phonics and content vocabulary	Independent work in learning centers or learning tasks
Conferencing/ RTI	Partner work/meet with teacher/small group participation

Week 13 1st grade

ELA	Social Studies	Science	Math
1 day: EQ: How can I use the details in text to help me visualize the story? *small group: lift paragraph character description from chapter book; each student will select a written description and draw illustration to match	Unit 3: A Changing Country; Lewis and Clark and Sacagawea pg. 3-4 framework pg. 3,4,5 * introduce trade books for Thomas, Jefferson, Lewis and Clark, Sacagawea * research journey and what they saw * complete newspaper pages in framework on pg. 12-18 leaving Harriet Tubman sections empty	Compare and Contrast Animals Days 8-9; Day 10: Lewis and Clark Animal Discovery	Pattern Block Pictures Practice Task Large Group, Individual Combining shapes to make new shapes
1 day: EQ: How can I identify the speaker in a text? *using chapter book, write a character name on index cards, as the students read aloud or listen hold up the character that is speaking and students will explain how they know that			
1 day: EQ: How can I relate real-world experiences to a text? *prior to lesson choose familiar candy; discuss favorite parts of candy, students will combine favorite parts into new candy *teach students how to use commas in a series		*land vs. water chart * chart paper Venn diagram * use web sites on pg. 22 to research animals related to Lewis and Clark * matching activity	Day at the Museum Performance Task Small Group Study and locate 2D and 3D shapes
1 day: EQ: How can I research a given topic? *review "How to make directions clear" chart*technology connection: show video on how to make chocolate *students will complete a pro/con graphic organizer while watching the film to show their understanding clear directions			Shape Detective Constructing Task Large Group, Individual Compare and contrast shapes
For homework: assign the students to be inventors: they will bring inventions in to present in week 14			

Acquisition Skills

recognize characters, dialogue, commas, understanding of pro/con, use of complete sentences, punctuation	ability to use prior learning to complete a task	ability to compare and contrast	identify shapes by name, begin to draw shapes and label, ability to sort and explain grouping

Formative Assessments

Writing prompt: What are the pros/cons of predicting a story from the cover and title of a book? (great way to see if students can understand vocabulary from context clues)	Fold a paper into 3 sections labeled Lewis and Clark, Sacagawea, and Thomas Jefferson; draw a picture of each and write a sentence telling something you know	on a t-chart draw animals you find in water on one side and animals you find on land on the other	complete activities that show the students knowledge of naming, matching, and drawing shapes

Student Portfolio

Any reflection writing for tasks task results and products	Evidence of tasks	Science Lab evidence	Math task evidence

Management: Work Session (All Subject Areas)

Teacher:	Student:
Guided reading, writing, and math groups	Independent work on framework tasks
Word Study with phonics and content vocabulary	Independent work in learning centers or learning tasks
Conferencing/ RTI	Partner work/meet with teacher/small group participation

Week 14 1st Grade

ELA	Social Studies	Science	Math
In Week 13 assign the students to be inventors: they will bring inventions in to present this week	Social Studies framework pg. 6-7 Thomas Jefferson and Declaration of Independence activity * have snacks ready for example to show students why there was a need for the Declaration of Independence * group lists of how we follow the declaration of independence * watch reference videos in framework	Effects of Seasonal Changes Days 1-5	Fractions Are Easy As Pie! Constructing Task Identifying Fractional Parts
1 day: EQ: How can I present information? *present inventions; students will report, show, and model invention; teacher will model commentary and dialogue on presenting			
1 day: EQ: How can I write clear directions? *discuss and model clear directions adults have used; let students follow various following directions and discuss easy to follow and hard; create anchor chart		* habitat investigation * scientist chart * mural with captions	
3-4 days: EQ: How can I write clear directions? *use various daily step by step directions to act act doing things, making hamburgers, cookies, etc. *graphic organizers for writing step by step directions			I Want Half! Constructing Task Large Group, Individual Share objects between people, Identifying fractional parts

Acquisition Skills

ability to sequence events, explain orally, write using conventions, sentence structure and punctuation	ability to use prior learning to complete a task	ability to compare and contrast	identify parts of shapes, combine shapes to make other shapes

Formative Assessments

Writing Prompt: How do you make a peanut butter and jelly sandwich?	continue to add to Foldable: a paper into 3 sections labeled Lewis and Clark, Sacagawea, and Thomas Jefferson; draw a picture of each and write a sentence telling something you know	Draw how seasons effect habitats for animals and write a description on your picture	activities to see if students can recognize parts of shapes in a whole shape and identify that part as big or little

Student Portfolio

Any reflection writing for tasks task results and products	Evidence of tasks	Science Lab evidence	Math task evidence

Management: Work Session (All Subject Areas)

Teacher:	Student:
Guided reading, writing, and math groups	Independent work on framework tasks
Word Study with phonics and content vocabulary	Independent work in learning centers or learning tasks
Conferencing/ RTI	Partner work/meet with teacher/small group participation

Week 15 1st Grade

ELA	Social Studies	Science	Math
1 day: EQ: How can I write clear directions? *mini lesson on transition words: usage and anchor chart *act out transitions *write directions using transition words	Unit 4: Inventors in the United States pg. 3 *prior to lesson collect George Washington Carver and Benjamin Franklin *Cloze paragraphs pg. 18-24 Concept Map pg. 3 *explore historical figures (George Washington Carver and Benjamin Franklin) *vocab and drawing pg. 16, 17	GRASPS - Create a poster comparing and contrasting animals and plants (fw p. 7)	Half and Not Half Practice Task Large Group, Individual Building rectangles, exploring equal parts of set
1 day: EQ: How can I write clear directions? *mini lesson: fact vs. opinion review *compare directions and step by step process to fact and/or opinion *students will add to their writing from prior day			
1 day: EQ: How do I write a list of materials? *prior to lesson collect examples of materials lists (recipes, etc.) *mini lesson on serial commas and use of graphic organizer; add to writing			Hands On Fractions Performance Task Large Group Explore equal parts, Dividing shapes in to fourths and halves
3 days: EQ: How do I write clear directions? *assessment: response writing to one of the read aloud; students should have opening, list of materials, transition words in step by step instructions, closing statement *three assessment suggestions in framework pg.19-21			Sweets for the Sweet! Performance Task Large Group, individual Problem solving: dividing shapes in to fourths and halves

Acquisition Skills

recognize sequence in events, order sentences to make clear directions, sentence formation, punctuation, inventive spelling, use of graphic organizer	relate prior knowledge in writing to complete the task	ability to use prior learning to complete the task	identify parts of shapes, combine shapes to make other shapes, recognize fair shares

Formative Assessments

Writing prompt: What is the best way to get dressed? (socks first?, shirt first?, etc.)	Writing prompt: Who is Harriet Tubman? Illustrate your answer	KWL on plants KWL on animals	activities to see if students can recognize parts of shapes in a whole shape and identify that part as big or little

Student Portfolio

Any reflection writing for tasks task results and products	Evidence of tasks	Science Lab evidence	Math task evidence

Management: Work Session (All Subject Areas)

Teacher:	Student:
Guided reading, writing, and math groups	Independent work on framework tasks
Word Study with phonics and content vocabulary	Independent work in learning centers or learning tasks
Conferencing/ RTI	Partner work/meet with teacher/small group participation

Week 16 1st Grade

ELA	Social Studies	Science	Math
Pre-Assessment for part 2 (optional to use one of the prompts to introduce unit and skills)1 day: EQ: How are fiction and non-fiction similar and different?*Venn Diagram, *identify text features, *link to prior anchor charts (Quarter 1)	Goods and Services pg. 3 *students will identify goods and services George Washington Carver and Benjamin Franklin influenced *relate to scarcity Grow peanut or sweet potato pg.3 (science link to review plants and plant parts) *check allergies before doing this lesson *George Washington Carver *Math link: growth chart and graph List of products pg. pg. 4 *web link pg. 4 *products with peanuts *classify and graph; main product to limited amount	Water - Introduction; Precipitation Video * united streaming video * KWL * word wall	Geo-board Fractions Constructing Task Large Group, Individual Dividing whole shapes into halves and fourths
1 day: EQ: How do text features help me to locate information? *prior to lesson create a text feature graphic organizer/checklist *students will explore texts for text features			Lily's Birthday Performance Task Large Group, Small Group Share objects between people, Identify, describe, label, create, fractions, understand whole
1 day: EQ: How do I distinguish fact from opinion?*technology connection: fact/fiction web game (link on pg. 23 of framework) *fact/opinion t-chart			
1 day: EQ: How can I write facts and opinions about a given topic? *review prior lesson; display school representatives and have students write statements about them; as a whole group sort statements			Culminating Task: Connecting Shapes and Fractions Performance Task Independent Build shapes and divide into equal parts
1 day: EQ: What resources can help me to answer research questions? *list and model various resources students can use to answer research questions			

Acquisition Skills

recognize sequence in events, order sentences to make clear directions, sentence formation, punctuation, inventive spelling, use of graphic organizer; recognize fist and non fiction texts by sight and features	illustrate understanding of information in poem or song form	define and illustrate vocabulary word water	identify parts of shapes, combine shapes to make other shapes, recognize fair shares

Formative Assessments

Writing Prompt: Where can one locate information about Benjamin Franklin to answer questions?	Writing prompt: How do you use peanuts?	Writing prompt: Where does water come from and how can we use it?	activities to see if students can recognize parts of shapes in a whole shape and identify that part as big or little

Student Portfolio

Any reflection writing for tasks task results and products	Evidence of tasks	Science Lab evidence	Math task evidence

Management: Work Session (All Subject Areas)

Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI	Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation

Week 17 1st Grade

ELA	Social Studies	Science	Math
1 day: EQ: How can I gather facts about my topic? *Social Studies link: prior to lesson collect Ben Franklin resources *model finding main idea and supporting details	Similarities/differences pg. 4 *investigate and compare Benjamin Franklin's inventions	Water - Precipitation exploration; dramatic play	How Long is Your Name? Scaffolding Task Whole and small group Measuring Length; Represent and interpret data
1 day: EQ: How can I gather facts about my topic? *Social Studies link: prior to lesson collect Ben Franklin resources *model finding main idea and supporting data	Acrostic Poem pg. 4 *resource pg. 14 *list of words for Ben Franklin *web link pg. 4		
1 day: EQ: How can I represent facts with visuals? *create "Ben Box" (items that represent Ben Franklin) *using picture books to support items, students will write descriptive sentences about items	Word Web pg. 5 *resource pg. 15 *George Washington Carver *Benjamin Franklin Survey, bar graph pg. 5	* water webs * student portrayal of types of water	Breaking and Making a Ruler Constructing Task Whole Group/Partners MCC.1.MD.1 MCC.1.MD.2 Measuring length
1 day: EQ: How can I write to inform? *model writing "hooks" *write about Ben Franklin and George Washington Carver	*George Washington Carver *choose 5 inventions		FAL Performance Assessment MCC.1.MD.1 MCC.1.MD.2 FAL: Measurement
1 day: EQ: How can I write to inform? *model completing and using the writing process to research (graphic organizer, descriptive sentences using facts)			

Acquisition Skills

recognize sequence in events, order sentences to make clear directions, sentence formation, punctuation, inventive spelling, use of graphic organizer; recognize fist and non fiction texts by sight and features	ability to write using references	use prior knowledge to complete task	recognize that numbers can be used in a line to show the length or height of an object; doesn't have to be ruler

Formative Assessments

Writing Prompt: Why are inventions important? *can review and create a comparison of historical figures	Writing prompt: What is an invention used today that Benjamin Franklin invented?		activities that show students can compare objects by length and height and sort by long, short, tall, short

Student Portfolio

Any reflection writing for tasks task results and products	Evidence of tasks	Science Lab evidence	Math task evidence

Management: Work Session (All Subject Areas)

Teacher:	Student:
Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI	Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation

Week 18 1st Grade

ELA	Social Studies	Science	Math
2 days: EQ: How can I gather facts about my topic? How can I write to inform? *beginning of non-fiction assessment *students research historical figures	Use Social Studies time to reinforce research and work on historical figures book. Use rubric and checklist to help guide progress within task.	Science GRASPS (fw p. 5) Water book and poster	How Big is a Foot? Constructing Task Large group Measuring length
2 days EQ: How can I compare to individuals? *use graphic organizers and facts to compare research facts			
1 feature each day in small group or in mini lesson: EQ: How can I demonstrate understanding of text features? *create a book cover, table of contents, glossary, index, using headings to support main idea and details			
By the end of the week the students should produce a non-fiction book to be used as their assessment. Use this time to allow students to work on presenting information			

Acquisition Skills

recognize sequence in events, order sentences to make clear directions, sentence formation, punctuation, inventive spelling, use of graphic organizer; recognize fist and non fiction texts by sight and features	ability to write using references	use prior knowledge to complete task	recognize that numbers can be used in a line to show the length or height of an object; doesn't have to be ruler

Formative Assessments

Create a list of known facts of historical figures studied up to this point before researching for final project		Complete KWL on water	activities that show students can compare objects by length and height and sort by long, short, tall, short

Student Portfolio

Any reflection writing for tasks task results and products	Evidence of tasks	Science Lab evidence	Math task evidence

Management: Work Session (All Subject Areas)

Teacher:	Student:
Guided reading, writing, and math groups	Independent work on framework tasks
Word Study with phonics and content vocabulary	Independent work in learning centers or learning tasks
Conferencing/ RTI	Partner work/meet with teacher/small group participation

Week 19 1st Grade

ELA	Social Studies	Science	Math
Unit 3 will use the animal knowledge background from quarter 2 science to help students further their knowledge and opinions using animals as the subject EQ: How can I demonstrate understanding of major events and details in a story? *choose a chapter book or several mentor texts; create a response book for each student (it can be a shape book to match book theme)* after reading aloud have students identify main idea and summarize EQ: What does it mean to persuade? *create a persuade vocab web *choose a persuasive mentor text and summarize before reading aloud *after read aloud have students complete a sentence stem (example: Arthur is trying to persuade _____ to _____.) EQ: How can I organize an opinion piece of writing?* review persuasive vocabulary web; use any graphic organizer to model to students how to form an opinion, support, and organize; OREO example is used in the framework pg.6 EQ: How can I support my opinion? *using persuasive mentor text, have students role play persuasive roles of characters; refer thoughts and discoveries back to graphic organizer (OREO-if you are using that method)	Unit 3: Cardinal directions; Harriet Tubman *pg. 5-6 in social studies framework * view video referenced on pg. 5 * compare clothing, communication, and transportation with t charts	Unit 4: Magnets Introduction *KWL chart *united streaming video "What Do Magnets Attract" *reflect	Unit 4: Groundhog's Garden Practice Task Whole Group/Individual Measuring length, ordering and comparing What Shape Are You? Practice Task Whole Group/Partner Measuring length Represent and interpret data

Acquisition Skills

writing complete sentences with subject verb agreement, use of inventive spelling, recognition of nouns, pronouns, verbs, and adjectives, use of comprehension strategies	use of prior knowledge; incorporation of the writing process, writing with information, opinions, and point of view narratives	acquisition of vocabulary, use of prior knowledge, conduct experiments, write technical writing to explain experiments	number sense 0-120, use of place value, ability to compare and reason with math, write understanding of math, demonstrate, and illustrate

Formative Assessments

How does finding the main idea of a book help you understand the book better?	How is Harriet Tubman and why is she important to history?	What is a magnet? Draw an example.	How can we measure the length of an object?

Student Portfolio

Reading and Writing Response Evidence	Social Studies Task Evidence	Science Task Evidence	Math Task Evidence

Management: Work Session (All Subject Areas)

Teacher:	Student:
Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI	Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation

Week 20 1st Grade

ELA	Social Studies	Science	Math
EQ: How can I write to persuade? (How can I write to support an opinion? *retell mentor text from previous lesson; using graphic organizer (OREO if you choose) model stating opinions and giving reasons to support opinion	Unit 3: The Drinking Gourd, the Big Dipper, Harriet Tubman *social studies framework pg. 5-6 * video referenced on pg. 5 * Big Dipper pictures * Illustrations of Follow the Drinking Gourd in the song referenced on framework pg. 6 * complete Harriet Tubman sections of newspaper	Magnets Attract *prior to lesson create a center with various objects that can or cannot be attracted by magnets *T Chart for findings	It's Time – Part I: Using a Number Line Scaffolding Task Whole group Time as linear measurement, AM and PM
EQ: How can I write to persuade (support an opinion)? How can I write a friendly letter?)*introduce letter format and parts of a letter *use persuasive graphic organizer completed previously to guide students through writing letter			
EQ: How can I create compound sentences?*model using simple sentences to describe what students did day before (I went to school. I went to bed. Etc.) show how these sentences are simple with one subject (who) and one predicate (what)*model combining sentences			
EQ: How can I write to persuade (support an opinion)? How can I write a friendly letter?*using a persuasive mentor text read aloud and have students identify opinions and reasons to write a persuasive letter*refer back to letter format anchor chart and persuasive vocabulary			
EQ: How can I write to persuade (support an opinion)? How can I write a friendly letter?*using the same mentor text guide the students into forming an opinion from another character point of view and write another letter			

Acquisition Skills

writing complete sentences with subject verb agreement, use of inventive spelling, recognition of nouns, pronouns, verbs, and adjectives, use of comprehension strategies	use of prior knowledge; incorporation of the writing process, writing with information, opinions, and point of view narratives	acquisition of vocabulary, use of prior knowledge, conduct experiments, write technical writing to explain experiments	number sense 0-120, use of place value, ability to compare and reason with math, write understanding of math, demonstrate, and illustrate

Formative Assessments

Why is it important to form your own oinion with infomration?	How did Harriet Tubman help people?	Why will magnets not work on wood?	When is an estimate good enough? When should I measure instead of using an estimate?

Student Portfolio

Reading and Writing Response Evidence	Social Studies Task Evidence	Science Task Evidence	Math Task Evidence

Management: Work Session (All Subject Areas)

Teacher:	Student:
Guided reading, writing, and math groups	Independent work on framework tasks
Word Study with phonics and content vocabulary	Independent work in learning centers or learning tasks
Conferencing/ RTI	Partner work/meet with teacher/small group participation

Week 21 1st Grade

ELA	Social Studies	Science	Math
EQ: How can I identify a character's feelings?*display character feeling picture chart*students will give words to match pictures*using previously read mentor text have students identify at least three feelings; create flipbook	Unit 4: most of unit 4 was covered in the second quarter: Benjamin Franklin; George Washington Carver; any tasks can be reviewed or extended to help students relate and review the historical figures as inventors	Basic Magnetism	It's Time, Part II Constructing Task Large or small group Movement of clock hands
EQ: How can I retell a story?*using one of the previously read mentor texts, give students a copy that represents each character and they should illustrate feelings and story elements*after illustrating have students write what they illustrate in their own words to retell the part of the story			
EQ: How can I compare the experiences of characters? *using a Venn Diagram compare two characters from two mentor texts you have used*explain the overlapping part of the graphic organizer*model using character feeling and plot elements to support character comparison	Delivering goods pg. 6 *activity link pg. 6 Simple Simon Meets Producer pg. 6 *web link pg. 6 *interactive	*collect magnets and paper clips *explore picking up paper clips with a magnet *investigate transfer of magnetism (make string of paper clips with magnet)	
EQ: How can I write to persuade (support an opinion)? How can I write a friendly letter?* review two mentor texts previously read and model completing a Venn Diagram to compare the stories* have the students write a letter to someone convincing them to read one of the books using the graphic organizer as a reference*review letter parts			
EQ: How can I identify the speaker in a text?*using quotes or pages from mentor text guide students into how to identify who is speaking and how they know; great time to point out speech bubbles, quotations, etc. for dialogue			

Acquisition Skills

writing complete sentences with subject verb agreement, use of inventive spelling, recognition of nouns, pronouns, verbs, and adjectives, use of comprehension strategies	use of prior knowledge; incorporation of the writing process, writing with information, opinions, and point of view narratives	acquisition of vocabulary, use of prior knowledge, conduct experiments, write technical writing to explain experiments	number sense 0-120, use of place value, ability to compare and reason with math, write understanding of math, demonstrate, and illustrate

Formative Assessments

What is a letter? How can you use a letter to tell people things?	What are goods and services? Draw a picture to match your answer.	Can any metal object be a magnet?	Why is telling time important?

Student Portfolio

Reading and Writing Response Evidence	Social Studies Task Evidence	Science Task Evidence	Math Task Evidence

Management: Work Session (All Subject Areas)

Teacher:	Student:
Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI	Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation

Week 22 1st grade

ELA	Social Studies	Science	Math
Assessment: EQ: How can I write to support an opinion?*students will write a persuasive letter using character point of view from previously read mentor text or topic you choose (can link to Theodore Roosevelt and National Parks)	Unit 5: Community Helpers Traveling Teddy Bears pg. 3 *create teddy bears to send *resource pg. 17, 18 *relatives/friends will send bears back	Magnetism Exploration	It's Time, Part III Constructing Task Whole Group Telling time (hour and minute hand)
EQ: How can I use the title and cover art to predict what a story is about?*choose a mentor text that helps students form an opinion about an insect*label an anchor chart with pros/cons* as you read have students form an opinion on whether the insect is good because..... or bad because.....*tally votes for either side and create a graph			
EQ: How can I use research to form an opinion?* explain saying "Information is Power" and refer to previous lesson*use another mentor text for the same insect to list and find more reasons for pros/cons*if you used "ants" you can watch Magic School Bus Ants in Pants for more information*allow students to change opinions and re-tally votes/adjust graph	Concept Map pg. 2 *Theodore Roosevelt *resource pg. 13	*paper clips, magnets, paper cups, cloth, construction paper *explore moving paper clips around objects with a magnet from the opposite side *record reflection	
EQ: How can I use adjectives to describe and illustration?*use same or new mentor text where students can see insect and human perspectives in pictures*read text without showing pictures*read text with pictures and point out the importance of details in a picture and how that links to adjectives*have students list adjectives for insect and human on t-chart	National Park Investigation pg. 2 *website pg. 2 *students locate parks in city, state, country		
EQ: How can I read fluently and with expression?*using any repetitive text or video link on pg. 14 of framework assign students parts and allow them to partner read, practice, and act out for class			

Acquisition Skills

writing complete sentences with subject verb agreement, use of inventive spelling, recognition of nouns, pronouns, verbs, and adjectives, use of comprehension strategies	use of prior knowledge; incorporation of the writing process, writing with information, opinions, and point of view narratives	acquisition of vocabulary, use of prior knowledge, conduct experiments, write technical writing to explain experiments	number sense 0-120, use of place value, ability to compare and reason with math, write understanding of math, demonstrate, and illustrate

Formative Assessments

What does the saying "information is power" mean? Why do you think that?	Who is Theodore Roosevelt?	Can you make a magnet? How?	How do you use time in your daily life? How can we measure time?

Student Portfolio

Reading and Writing Response Evidence	Social Studies Task Evidence	Science Task Evidence	Math Task Evidence

Management: Work Session (All Subject Areas)

Teacher:
Guided reading, writing, and math groups
Word Study with phonics and content vocabulary
Conferencing/ RTI

Student:
Independent work on framework tasks
Independent work in learning centers or learning tasks
Partner work/meet with teacher/small group participation

Week 23 1st Grade

ELA	Social Studies	Science	Math
EQ: How can I read fluently and with expression?*choose rhyming poems previous to lesson*choral read with students the poem pointing out rhyming words and word chunks*allow students to read multiple times in small groups, pairs, and individually*students highlight rhyming words in poem and they read	Unit 5: Compare/contrast pg. 4 *students will compare their lives with Theodore Roosevelt *resource pg. 19 *web links pg. 4	Magnets Attract and Repel	Time for Bed Performance Task Data, graphing, telling time to hour/half hour
EQ: How can I identify the feelings of a character? How can I read fluently and with expression? *explain the purpose of emoticons used in text messages and emails (can show on smart phones with document camera*read aloud a poem and have students write emoticons as you read for how they think the characters are feeling*repeat with new poem or text			
EQ: How can I read fluently and with expression?*allow students to watch ant skit from previous lesson or new reader's theater*allow students to practice in pairs or groups and perform* guide peer evaluations of expression, fluency, and emotion using 2 stars and 1 wish (students will share two things they are excellent at and one thing they wish they could practice more	Bio-Cube pg. 4 *prior to lesson print pic on pg. 20 *use questions in small group. On pg. 4 to investigate picture	*use magnet center created in first lesson *students investigate which objects repel and attract to magnets	
Assessment: EQ: How can I write to support my opinion?*using insect pros and cons resources from previous lessons have students create a poster either for or against keeping the insect around			
Pre-Assessment: EQ: How can I write to support an opinion?*have students use all previous learning for persuasive writing to convince someone why they should or should not have a pet	KWL on making Teddy Bears pg. 5 *factory tour, web link pg. 5 *list consumers *explore goods, services		

Acquisition Skills

writing complete sentences with subject verb agreement, use of inventive spelling, recognition of nouns, pronouns, verbs, and adjectives, use of comprehension strategies	use of prior knowledge; incorporation of the writing process, writing with information, opinions, and point of view narratives	acquisition of vocabulary, use of prior knowledge, conduct experiments, write technical writing to explain experiments	number sense 0-120, use of place value, ability to compare and reason with math, write understanding of math, demonstrate, and illustrate

Formative Assessments

How does knowing chunks of words or rhyming words help you read fluently?	How sis we get Teddy Bears?	What does it mean when a magnet repels?	What does the hour hand on a clock tell us? Why is it important to know the difference between the two hands?

Student Portfolio

Reading and Writing Response Evidence	Social Studies Task Evidence	Science Task Evidence	Math Task Evidence

Management: Work Session (All Subject Areas)

Teacher:
Guided reading, writing, and math groups
Word Study with phonics and content vocabulary
Conferencing/ RTI

Student:
Independent work on framework tasks
Independent work in learning centers or learning tasks
Partner work/meet with teacher/small group participation

Week 24 1st Grade

ELA	Social Studies	Science	Math
EQ: How are fiction and non-fiction similar and different?*use Venn Diagram to compare fiction and non-fiction text*point out text features for both fiction and non-fiction	Unit 5: Bear research and connection activity pg. 7 *review teddy bear activity *choose bear to research (discuss fact/fiction) *resource pg. 15	GRASPS: Scientist *create a stick puppet *write story about magnets in which puppet is main character	Culminating Task: Measurement Olympics Performance Task Individual/Small Group Measuring Length and Time Represent and interpret data
EQ: How can I use the title and cover art to make predictions about a text?*prior to lessons find a variety of books about pets*using a non-fiction text model using the titles, subtitles, and heading to guide reading*on an anchor chart write "I Wonder" statements students have before reading title and sections; confirm after reading			
EQ: How can we use a non-fiction text to gather information?*use a pet book and have students decide if that animal is a good or bad pet during lesson* use headings and titles to model finding information out of order using chapter titles and sections*have students help you complete a t-chart using facts from the books to be for or against the subject*tally and graph results	Create and provide service to school pg. 6 *choice service that you can provide for the school after brainstorm exercise on pg. 6 *document on PowerPoint, etc.		
EQ: How can I identify the main idea and details in a text? How can I research to gather information?*introduce the argument to the class FOR having a pet*use prior learning from quarter 2 about basic animal needs to tie in facts with opinions* can use pet mentor text or video support*repeat process with argument AGAINST having a pet			
EQ: How can I identify the main idea and details in a text? How can I research to gather information?*using arguments "Pets are Fun" and "Pets cost too much"; repeat completing graphic organizers for or against arguments using text support (can use OREO organizer)			

Acquisition Skills

writing complete sentences with subject verb agreement, use of inventive spelling, recognition of nouns, pronouns, verbs, and adjectives, use of comprehension strategies	use of prior knowledge; incorporation of the writing process, writing with information, opinions, and point of view narratives	acquisition of vocabulary, use of prior knowledge, conduct experiments, write technical writing to explain experiments	number sense 0-120, use of place value, ability to compare and reason with math, write understanding of math, demonstrate, and illustrate

Formative Assessments

If you form an opinion for or against something, why would it be important to support your opinion with facts from research?	What is a public service?	How many ways do you use magnets every day?	Why do we need to be able to tell time? How do we show our thinking with pictures and words?

Student Portfolio

Reading and Writing Response Evidence	Social Studies Task Evidence	Science Task Evidence	Math Task Evidence

Management: Work Session (All Subject Areas)

Teacher:	Student:
Guided reading, writing, and math groups	Independent work on framework tasks
Word Study with phonics and content vocabulary	Independent work in learning centers or learning tasks
Conferencing/ RTI	Partner work/meet with teacher/small group participation

Week 25 1st Grade

ELA	Social Studies	Science	Math
EQ: How can I identify the main idea and details in a text? How can I research to gather information?*using arguments "Pets as Medicine" and "Overbreeding"; repeat completing graphic organizers for or against arguments using text support (can use OREO organizer)	Unit 5: Community Helpers Scarcity Big Banks, Piggy Banks pg. 5 *interactive activity *how, why, and where people save money *web link pg. 5	Unit 5: Sound How is sound produced? *vibration *materials list pg.6	Unit 5: Developing Meaning Using Story Problems: Result Unknown Constructing Task Whole Group, Small Group, Individual Problem solving with the result unknown
EQ: How can I compare the similarities and differences between two texts on the same topic? How can I write to support an opinion? *prior to lesson find two books describing the adoption of a pet and a book on why we should have pets*create poster for adopting pets		We can make sounds *list ways to make sound *questions pg. 7 *four corner placemats	Lots of Dots Scaffolding Task Small Group/ Partners/ Individual Composing and decomposing of numbers
EQ: How can I research to gather information?*make an anchor chart of ways to gather information*explain how "people" can be used to get information*students form questions to ask vet or shelter worker about pet adoption	Goods/services pg. 7 *T Chart of magazine pictures of people providing goods and services		
EQ: How can I present an opinion?*students create a public service message using available technology to convince people to adopt a pet		The sounds around us *prior to lesson prepare picture cards with animal, vehicles, etc. *matching game	
Assessment: EQ: How can I write to support an opinion? *independently form opinion about owning pet and write letter or paper with reasons from graphic organizers (can use OREO method)			

Acquisition Skills

writing complete sentences with subject verb agreement, use of inventive spelling, recognition of nouns, pronouns, verbs, and adjectives, use of comprehension strategies	use of prior knowledge; incorporation of the writing process, writing with information, opinions, and point of view narratives	acquisition of vocabulary, use of prior knowledge, conduct experiments, write technical writing to explain experiments	number sense 0-120, use of place value, ability to compare and reason with math, write understanding of math, demonstrate, and illustrate

Formative Assessments

Have you ever seen a commercial on TV to persuade you to help something or someone? Describe.	Name a good and a service that you can provide.	What is a sound? Are all sounds the same?	How can we represent a set of objects using numerals?

Student Portfolio

Reading and Writing Response Evidence	Social Studies Task Evidence	Science Task Evidence	Math Task Evidence

Management: Work Session (All Subject Areas)

Teacher:	Student:
Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI	Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation

Week 26 1st Grade

ELA	Social Studies	Science	Math
EQ: How can I sort animals by characteristics?*prior to lesson collect various animal pictures* using prior learning students will sort pictures into good and not good pets*after sort model classifying the types of animals (access prior learning in quarter 2 science) EQ: How can I identify syllables in a spoken word?*using animal names on chart model clap syllables and describe syllabication as a type of word sort*students will sort animal names into three columns depending on syllables EQ: How can I identify and retell the main idea and details of a text?*read non-fiction text on mammals* using information learned, have students complete first flap on a 3 part flipbook labeled mammals with facts and illustration EQ: How can I compare the similarities and differences of two texts on the same topic? How can I support my opinion?*read reptile book*compare and contrast with mammals*complete flap 2 in flipbook on reptile info. EQ: How can I identify and retell the main idea and key details in a text?*model using media resources to find more information on reptiles and add to flipbook	Unit 5: Timeline with Captions pg. 8 *use Theodore Roosevelt to add to timeline of historical figures and compare and contrast all historical figures covered so far *also add captions with pictures Unit 5: Compare city, state, national parks pg.7 *resource pg. 16 *comparison matrix	Sounds with meaning *emergency sounds *online videos or clips How is sound produced? *vibrations produce sounds *wax paper, simple comb *changing pitch String Telephone *materials pg. 10 *vibrations make sound that enters ear *make string phone	What Numbers Can You Make? Constructing Task Small Group/ Partners/ Individual Composing and Decomposing of numbers Wheel Shop Performance Task Small Group/ Partners/ Individual Problem solving

Acquisition Skills

writing complete sentences with subject verb agreement, use of inventive spelling, recognition of nouns, pronouns, verbs, and adjectives, use of comprehension strategies	use of prior knowledge; incorporation of the writing process, writing with information, opinions, and point of view narratives	acquisition of vocabulary, use of prior knowledge, conduct experiments, write technical writing to explain experiments	number sense 0-120, use of place value, ability to compare and reason with math, write understanding of math, demonstrate, and illustrate

Formative Assessments

How do you use research to form an opinion?	Why are national parks important?	How do we make sounds? How do animals make sounds?	What happens when we join two quantities or take one from another?

Student Portfolio

Reading and Writing Response Evidence	Social Studies Task Evidence	Science Task Evidence	Math Task Evidence

Management: Work Session (All Subject Areas)

Teacher:	Student:
Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI	Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation

Week 27 1st Grade

ELA	Social Studies	Science	Math
EQ:How can I write to inform?*using a reptile mentor text create true/false cards for studnets to sort*model finding facts in the text and confirming or disproving false statements *students will practice independently

EQ: How can I identify and retell the main idea and key details in a text?*read aloud a mentor text about amphibians and model finding information*students will complete final flap on flipbook with information learned

EQ: How can I write to support an opinion? *using flipbooks students will create their own animals; provide craft opportunity for them to make the animal and write a factual description

EQ: How do authors use details in illustrations as well as text to describe key ideas?*define camouflage; display poem or text showing animal coverings and discuss importance *allow students to draw an animal with camouflage in the setting that is appropriate

Assessment: EQ: How can I write to support an opinion? Display an animal for the children to classify, write facts about, and choose if they would be a good pet; create paper and illustration | Unit 5: GRASPS: Design a Park
*research links pg. 8
*decide location, why the location is special and why it has to be conserved
*what will the park do for education, recreation, special events
*items to be included on pg. 9   *construct models
*deciding admission can be a math link
*rubric pg. 10, 11 | High and low pitch
*materials pg. 11
*blow across tubes of different lengths and record findings

Change in Pitch in Soda Bottles
*fill soda bottles with different amounts of water and blow
*record findings | Digging Dinosaurs
Performance Task
Small Group/ Partners/ Individual
Problem solving |

Acquisition Skills

writing complete sentences with subject verb agreement, use of inventive spelling, recognition of nouns, pronouns, verbs, and adjectives, use of comprehension strategies	use of prior knowledge; incorporation of the writing process, writing with information, opinions, and point of view narratives	acquisition of vocabulary, use of prior knowledge, conduct experiments, write technical writing to explain experiments	number sense 0-120, use of place value, ability to compare and reason with math, write understanding of math, demonstrate, and illustrate

Formative Assessments

How do illustrations help you understand details in a story?	Do you have a park near your house? What does it look like and what can you do? Draw a picture to match your answer.	How can we make high and low sounds?	How can we find the total when we join two quantities?

Student Portfolio

Reading and Writing Response Evidence	Social Studies Task Evidence	Science Task Evidence	Math Task Evidence

Management: Work Session (All Subject Areas)

Teacher:	Student:
Guided reading, writing, and math groups
Word Study with phonics and content vocabulary
Conferencing/ RTI	Independent work on framework tasks
Independent work in learning centers or learning tasks
Partner work/meet with teacher/small group participation

Week 28 1st Grade

ELA	Social Studies	Science	Math
EQ: How can making predictions help me become a stronger reader? *discuss experiences of making money *if using the suggested text read synopsis on back of book and explain multiple meaning word "slump" *if using your own read aloud choice, discuss student experiences related to your book choice; prior to lesson choose a multiple meaning word to discuss with whole group *students will individually predict what will happen next in their reader response journal	Unit 6: We are alike, We are different Timeline comparison pg. 3 *use historical figure timeline and personal timeline to let students compare and contrast	Unit 5: Sound Straws and pitch demonstration	Developing Meaning Using Story Problems: Change Unknown Constructing Task Whole Group/ Small Group/ Individual Problem solving with the change unknown
EQ: What is the difference between what you really need to live and what you just want? *display 2 items that students decide are a need or a want * show united streaming video on needs and wants (link on pg. 6) *complete a word web for needs and a word web for wants (example pg. 6)		*prior to lesson collect straws, scissors *let students chew on one end to flatten and then cut a V *cut other end to increase pitch	Shape Pounds Constructing Task Whole Group/ Small Group/ Individual Writing numbers sentences with a shape representing an unknown
EQ: How do I make choices between wants and needs? *review word webs; students will construct a t-chart (needs/wants) with magazine pictures; choose a read aloud that supports needs and wants as a topic area; discuss text features of a non-fiction text (if using suggested text activator and discussion questions for "Would you rather game" on pg. 7) *students will write a "Would you rather" question set, as a summary students can play a game answering each others questions			**FAL Performance Assessment** MCC.1.OA.1 FAL: Caterpillars and Leaves
EQ: How do I compare needs and wants? *discuss anchor charts of needs and wants *display a book of your choice (suggested text A Chair for My Mother) that discusses a character and a need *read aloud to the whole group and stop to discuss vocab and story elements *students will independently complete a story element map			Fact Families to Ten Scaffolding Task Whole Group/ Small Group/ Individual Relating addition to subtraction

Acquisition Skills

use sounds and "chunks" to read unknown words; identify main idea and supporting details; identify genre; investigate and define new vocabulary; relate fiction to non-fiction; identify story elements; identify character feelings; infer events in plot; use writing process to convey ideas and knowledge	relate historical events to a timeline; recall and relate previously taught material; identify vocabulary	use technical writing to convey understanding of information or experiments; relate vocab to real world events or objects	Add and subtract within 10; Decompose numbers that are less than or equal to 10 in more than one way; Make a ten from any given number 1-9 Fluently add and subtract within 5

Formative Assessments

Writing Prompt: How does a word web help you understand new words?	Writing Prompt: What kind of character traits did historical figures have? How did those character traits help those figures meet their goals?	Writing Prompt: What are different sources of sounds in nature?	Writing Prompt: How can we represent a set of objects using numerals?

Student Portfolio

Reading and Writing Response Evidence	Social Studies Task Evidence	Science Task Evidence	Math Task Evidence

Management: Work Session (All Subject Areas)

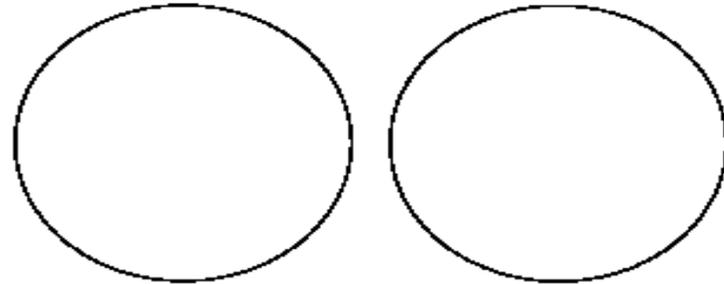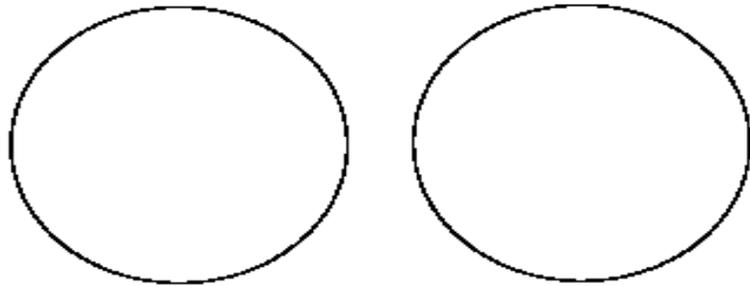| Teacher:	Student:
Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI	Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation

Needs and Wants Word Webs
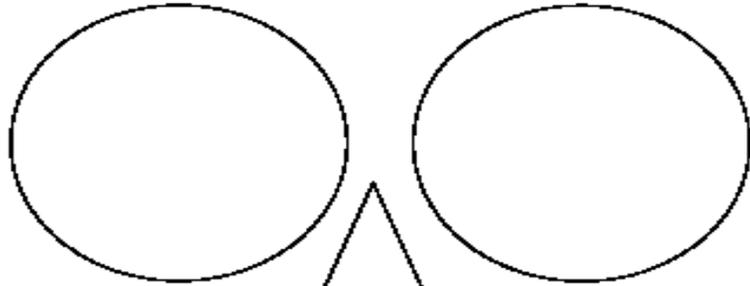
WANTS

Verses

NEEDS

T-Chart

Needs | Wants

Character and Setting Detail Story Map

Name each character from your story under the "Character" column and use at least two describing words(adjectives) that match each character under the "Details" column. Name the setting from your story (Remember to use capital letters for Proper Nouns) under the "Setting" column and use at least three describing words (adjectives) that match the setting under the "Details" column.

Character	Details

Setting	Details

Week 29 1st Grade

ELA	Social Studies	Science	Math
EQ: How do I compare needs and wants? (continued) *begin with a mini-lesson on pronouns (step by step lesson on pg. 8 of framework) *review previous lesson, students will use the graphic organizer to write an opinion piece stating their point of view on what item was a need/want of the character *use writing process and encourage persuasive language	Character word book pg. 3 *brainstorm character traits: fairness, respect, conservation, courage, equality, tolerance, perseverance, commitment *define, use synonym, illustrate *pg. 6: use character traits to review historical figures (ques. pg. 6)	Change in volume *materials pg. 12 *make a drum (directions pg. 12)	Developing Meaning Using Story Problems: Initial Unknown Constructing Task Whole Group/ Small Group/ Individual Problem solving with the initial unknown
EQ: How can a story map help me retell a story? *if using suggested text, use activator on pg. 9 and discussion questions to guided understanding of vocabulary and plot *if using your own read aloud, choose a fiction story that shows a character choice to spend money; discuss the element of saving; relate the fiction book to the non-fiction needs and wants book from previous lesson *students will complete story map on read aloud and use story map to write a summary ***at this point the framework suggests "Economics Day" activity for the end of the year; each student will be assigned a job with expectations, if they complete the job correctly (including classroom behavior) they earn a certain amount, at the end of the year, students will have a "spending day" This activity could be linked to an end of the year party etc. An economics packet, parent letter, calendar, money etc. is available on TpT in The Curriculum Divas' store			Domino Fact Family Practice Task Individual Relating addition to subtraction
EQ: How can I use a word map to help me understand what a word means? *introduce the saying "That money is burning a hole in your pocket." *related to fiction read aloud *discuss the term reckless and remorse as it relates to money *use a vocabulary word organizer (frayer model included on the next page of the packet) to illustrate and define the say (That money is burning a hole in your pocket"			Candy Practice Task Whole Group/ Small Group/ Partners Graphing

Acquisition Skills

use sounds and "chunks" to read unknown words; identify main idea and supporting details; identify genre; investigate and define new vocabulary; relate fiction to non-fiction; identify story elements; identify character feelings; infer events in plot; use writing process to convey ideas and knowledge	relate historical events to a timeline; recall and relate previously taught material; identify vocabulary	use technical writing to convey understanding of information or experiments; relate vocab to real world events or objects	Add and subtract within 10; Decompose numbers that are less than or equal to 10 in more than one way; Make a ten from any given number 1-9 Fluently add and subtract within 5

Formative Assessments

Writing Prompt: How do story maps help you retell or summarize a story?	Writing Prompt: How can we display good character traits every day? How is your character like those of our historical figures?	Writing Prompt: Why do we have emergency sounds?	Writing Prompt: What happens when we change the order of numbers when we add (or subtract)? Why?

Student Portfolio

Reading and Writing Response Evidence	Social Studies Task Evidence	Science Task Evidence	Math Task Evidence

Management: Work Session (All Subject Areas)

Teacher:	Student:
Guided reading, writing, and math groups	Independent work on framework tasks
Word Study with phonics and content vocabulary	Independent work in learning centers or learning tasks
Conferencing/ RTI	Partner work/meet with teacher/small group participation

Frayer Model

Definition	Facts/Characteristics

Examples	Non-Examples
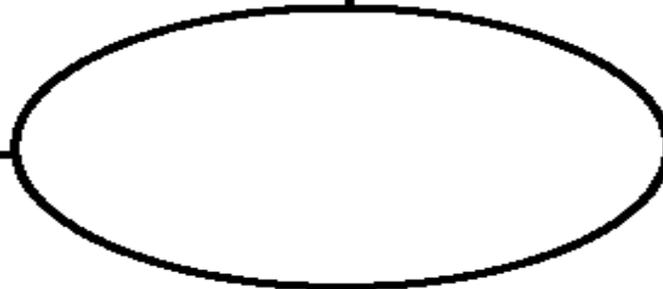
Story Map: Who? and What? With Details

Who?

Beginning	Middle	End

Week 30 1st Grade

ELA	Social Studies	Science	Math
EQ: How can I write to describe an event? Or how can I write to explain my opinion? (depends on your choice of assessment prompt found on page 11) *students will use writing process, rubrics, checklist, graphic organizers, etc. to complete the writing assessment prompt of your choice	Locate home on map pg. 4 *Google earth *locate student homes and discuss	GRASPS: pg. 4 Sound Bingo * create a grid numbered 1-25 *play sounds and have students identify the sounds *materials needs pg. 5	Culminating Task : Atlanta Zoo Performance Task Individual Problem solving, working with unknowns, writing number sentences
EQ: What are goods and services? (students will use their knowledge previously learned with plant and animal needs to build on knowledge of goods and services) explain the differences between businesses that provide goods and businesses that provide services (examples on pg. 12) *make a list of businesses discussed *students will complete a 3.2.1 sheet to summarize (graphic org. provided on next page			
EQ: What are the differences between goods and services? *discuss with the whole class the difference between goods and needs/wants *use United Streaming video on the services/goods a vet provides for pets (link on pg. 13); create a t-chart anchor chart specific to the goods and services a vet provides; students will continue the t-chart on their own; during summary model breaking words into syllables; allow the students time to mark the words on their list for syllabication;	Review continents and oceans pg. 5 *use song *locate on desk map Review landforms *plains, mountains, deserts, valleys, plateaus, coasts *6 box-name landforms and illustrate		Pony Bead Place Value Constructing Task Individual, Partner Place Value, Understanding Tens and Ones
EQ: How can I show what I know about needs, wants, and goods? *review all anchor charts; construct word webs to review needs/wants; under the webs define and talk about the word "goods" (definition pg. 14); make a list of goods under the definition; students will construct a graphic organizer on their own that shows the same information you covered in the mini-lesson; graphic organizer like the one found on pg. 15 is located on the next pg. of this packet			Building Towers of 10 Constructing Task Partner Place Value, Understanding Tens and Ones, Benchmark Numbers

Acquisition Skills

use sounds and "chunks" to read unknown words; identify main idea and supporting details; identify genre; investigate and define new vocabulary; relate fiction to non-fiction; identify story elements; identify character feelings; infer events in plot; use writing process to convey ideas and knowledge	relate historical events to a timeline; recall and relate previously taught material; identify vocabulary	use technical writing to convey understanding of information or experiments; relate vocab to real world events or objects	Add and subtract within 10; Decompose numbers that are less than or equal to 10 in more than one way; Make a ten from any given number 1-9 Fluently add and subtract within 5

Formative Assessments

Writing Prompt: How can a dictionary help you?	Writing Prompt: How is where you live like other cities around the world? How are landforms around the world different?	Writing Prompt: How are soft and loud sounds alike and different?	Writing Prompt: How can we use different combinations of numbers and operations to represent the same quantity?

Student Portfolio

Reading and Writing Response Evidence	Social Studies Task Evidence	Science Task Evidence	Math Task Evidence

Management: Work Session (All Subject Areas)

Teacher:	Student:
Guided reading, writing, and math groups	Independent work on framework tasks
Word Study with phonics and content vocabulary	Independent work in learning centers or learning tasks
Conferencing/ RTI	Partner work/meet with teacher/small group participation

3.2.1

3 GOODS:

1._____

2._____

3._____

2 SERVICES:

1._____

2._____

WRITE **1** SENTENCE EXPLAINING
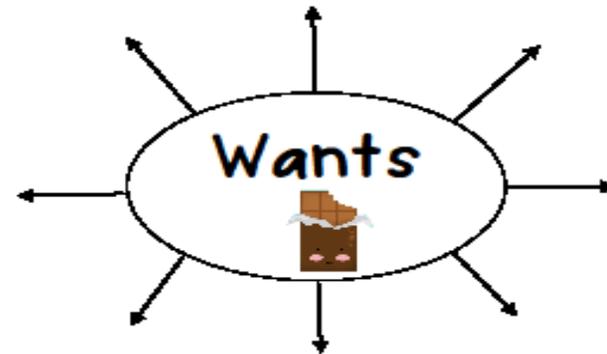
THE DIFFERENCE

BETWEEN GOODS AND SERVICES.

_____
_____
_____
_____

Needs, Wants, Goods

Needs

Wants

Goods are things people make or use to fulfill needs and wants. Make a list of _goods._

1.	5.
2.	6.
3.	7.
4.	8.

Week 31 1st grade

ELA	Social Studies	Science	Math
EQ: What happens if there aren't enough goods and services to meet my needs? *activator: take a poll of type of cookie (math link) *choose a read aloud that shows scarcity (The Doorbell Rang is suggested text) *as you read aloud pause to let students identify problem (text should show characters do not have enough of something) *students will write about a time they did not have enough of something ****if participating in Economics Day project, great link to the amount of money they have earned and making choices	Review landforms *plains, mountains, deserts, valleys, plateaus, coasts *6 box-name landforms and illustrate	Unit 6: Light/Shadows Lights, Lights, Everywhere *four square placemat *write as many light sources of light as students can think of	Candy Shop Performance Task Large Group, Partner Problem Solving
EQ: How can I identify parts of speech in poetry? *using "Smart" by Shel Silverstein (download link on pg. 16) model reading with inflection and rhythm; practice choral reading with different voices for fluency; identify nouns, verbs, and adjectives (define before highlight with colors, wikistix, etc.) *students will respond in their journal on if they thought the boy in the poem got a good deal and why they have that opinion	First Grade Memory Book pg. 7 *reference pgs. 35-40 *some things change *location *goods/services *producers and consumers *historical figures	Sun, Fire, and Light Bulbs *natural vs. artificial light and sources *questions pg. 9 *"light source" book (10 pgs.)	The King's Counting Crew Scaffolding/Constructing Task Large Group, Partners Comparing Multiple Representations of Numbers
EQ: How can I apply what I have learned about money to my own life? *discuss the importance of earning money; brainstorm methods of earning money (can use Alex's Lemonade stand video link to show a child created business-link on pg. 17); using a four square graphic org. students should plan a business (graphic org on next pg. of this packet)			Silly Symbols Constructing Task Large Group, Partners Comparing Numbers with Symbols
EQ: How do I write a persuasive letter? *using "business plan" graphic organizer students will write a letter to a friend persuading them to be a partner; mini-lesson: parts of a friendly letter (format on pg. 18)* provide students with letter writing paper (formatted) and share			

Acquisition Skills

use sounds and "chunks" to read unknown words; identify main idea and supporting details; identify genre; investigate and define new vocabulary; relate fiction to non-fiction; identify story elements; identify character feelings; infer events in plot; use writing process to convey ideas and knowledge	relate historical events to a timeline; recall and relate previously taught material; identify vocabulary	use technical writing to convey understanding of information or experiments; relate vocab to real world events or objects	Record each composition or decomposition by a drawing or equation; Use benchmark numbers in counting, adding and subtracting; Represent addition and subtraction with objects or an equation; Solve addition and subtraction word problems

Formative Assessments

Writing Prompt: How do graphic organizers help you show what you know?	Writing Prompt: Where do I live? (city, county, state, nation, country, and continent) What are the major oceans and continents on Earth?	Writing Prompt: How do we get light?	Writing Prompt: What happens when we have more than 9?

Student Portfolio

Reading and Writing Response Evidence	Social Studies Task Evidence	Science Task Evidence	Math Task Evidence

Management: Work Session (All Subject Areas)

Teacher:	Student:
Guided reading, writing, and math groups	Independent work on framework tasks
Word Study with phonics and content vocabulary	Independent work in learning centers or learning tasks
Conferencing/ RTI	Partner work/meet with teacher/small group participation

My Business Plan

My Idea

My Location

My Advertising

My Goal $$$$

Week 32 1st Grade

ELA	Social Studies	Science	Math
EQ: How can I write my opinion? How can I write a narrative story? *administer a writing response prompt that is a narrative or an opinion (if using the suggested texts, prompts on pg. 20) *if writing own prompt, link to prior lessons	First Grade Memory Book pg. 7 *reference pgs. 35-40 *some things change *location *goods/services *producers and consumers *historical figures	My Shadow * KWL chart n how shadows are formed *reference pg. 10 *trace shadows on butcher paper *need lamp without a shade	Hopping Around Constructing Task Large Group Relationship between Addition and Subtraction
EQ: How can making predictions help me become a stronger reader? *if using suggested text, define belonging to "a club", begin read aloud with predicting, visualization for a million dollars, and reaching a goal *if using your own choice read aloud, choose a book that shows characters creating a goal and reaching it; follow the same lesson plan of predicting and defining goal			Fishy Math Performance Task Large group, Individual Problem Solving
EQ: How can I collect information? *introduce a read aloud that discusses earning money *suggested text pg. 22 *give students a questionnaire that will guide an interview for a job *students can help create questionnaire through discussion of jobs and earning money; students will create a visual to match the questionnaire *while creating questions with class, review complete sentences and punctuation*****send a copy of questionnaire home with student to interview parent (project homework) present week 34			**FAL Performance Assessment** MCC1.NBT.1-6 FAL: Caterpillars and Leaves
EQ: How can I write to inform? *make a favorite flavor ice cream class graph *use suggested read aloud or book/video that shows how a good is made from factory to sale *students will write a summary of the steps using temporal words, opening and closing sentence, and detailed body (if using suggested text prompt on pg. 23)			

Acquisition Skills

use sounds and "chunks" to read unknown words; identify main idea and supporting details; identify genre; investigate and define new vocabulary; relate fiction to non-fiction; identify story elements; identify character feelings; infer events in plot; use writing process to convey ideas and knowledge	relate historical events to a timeline; recall and relate previously taught material; identify vocabulary	use technical writing to convey understanding of information or experiments; relate vocab to real world events or objects	Record each composition or decomposition by a drawing or equation; Use benchmark numbers in counting, adding and subtracting; Represent addition and subtraction with objects or an equation; Solve addition and subtraction word problems

Formative Assessments

Writing Prompt: How does visualizing help you understand what you are reading?	Writing Prompt: What goods and services do people around the world have in common?	Writing Prompt: How are shadows made?	Writing Prompt: How does using 10 as a benchmark help us compose numbers?

Student Portfolio

Reading and Writing Response Evidence	Social Studies Task Evidence	Science Task Evidence	Math Task Evidence

Management: Work Session (All Subject Areas)

Teacher:	Student:
Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI	Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation

Week 33 1st Grade

ELA	Social Studies	Science	Math
EQ: Who are producers and consumers? *review previous lesson and steps learned to make "a good"; define producer and consumer on anchor chart; web link for vocab on pg. 24 *students will complete sentence stems (I am a consumer of__. I am a producer of__.), illustrate, and share	Summer Vacation Book pg. 6, 8 *make list of vacation spots and categorize according to different landforms *resource pg. 20 *explain how they will be producers and consumers on their trip *persuasive writing link *math link	The Sun Walk *you will need sunny days for this lesson *find different sized shadows outside *compare different times of day and the same object's shadow	Monkey's At The Zoo Performance Task Individual or Partner Problem Solving
EQ: Why is it important to read and follow directions carefully? *review vocab (producer and consumer); guide a discussion on which the students are (producer/consumer)- questions on pg. 24; choose an item to make; record the steps and summarize how to produce and consume a good (framework example-making ice cream)			
EQ: How can I write using correct grammar? *using a read aloud that discusses what you can do with money (suggested text title on pg. 25); discuss earning, spending, and saving money as it relates to the students; during the mini-lesson model writing student ideas with singular and plural nouns with verbs correctly *students will write sentences showing how they are producers and consumers (focus on singular and plural nouns matching verbs)	Producers and consumers pg. 7 * brainstorm producers and consumers in the school *T chart *example pg. 7 *discuss		What's Around Me Scaffolding Task Large Group, Individual Exploring More and Less on 99 Chart
EQ: How is poetry similar and different from other texts? *using the poem "Simple Simon" (web link on pg. 26) make predictions based on title and picture; choral read; practice fluency; act out poem; students answer comprehension questions (web link pg. 26) *students respond to prompt on pg. 26 with a focus on capitalization, punctuation, and spelling			

Acquisition Skills

use sounds and "chunks" to read unknown words; identify main idea and supporting details; identify genre; investigate and define new vocabulary; relate fiction to non-fiction; identify story elements; identify character feelings; infer events in plot; use writing process to convey ideas and knowledge	relate historical events to a timeline; recall and relate previously taught material; identify vocabulary	use technical writing to convey understanding of information or experiments; relate vocab to real world events or objects	Record each composition or decomposition by a drawing or equation; Use benchmark numbers in counting, adding and subtracting; Represent addition and subtraction with objects or an equation; Solve addition and subtraction word problems

Formative Assessments

Writing Prompt: What is poetry and how is it like a narrative story?	Writing Prompt: How are goods and services around the world different? How does not having enough of something help us make good choices?	Writing Prompt: How does light impact your life?	Writing Prompt: How can words be used to illustrate the comparison of numbers?

Student Portfolio

Reading and Writing Response Evidence	Social Studies Task Evidence	Science Task Evidence	Math Task Evidence

Management: Work Session (All Subject Areas)

Teacher:	Student:
Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI	Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation

Week 34 1st Grade

ELA	Social Studies	Science	Math
EQ: How can using contest clues help me read? *reread "Simple Simon" (web link pg. 26); students should each have a copy or share with a partner to cut apart into strips; students will then piece the poem back together and glue on construction paper; read with partner for fluency practice	Plan end of year party pg. 9 *scarcity as related to a place like "Six Flags" *discuss cost and ways to save *theme and invitations *awards (pgs. 21-34)	How shadows change *collect information on stationary objects in every quarter (all year) *observe daily changes verses yearly changes *if you have not collect data all year predict based on information learned about seasons	Different Paths, Same Destination Scaffolding Task Large Group, Partner Exploring More / Less on 99 Chart and relationship with Addition and Subtraction
EQ: How can I share my ideas in a meaningful way? *present "parent job" that shows how their parent's job provides a good, service, or both			Number Destinations Scaffolding Task Large Group, Individual Exploring More / Less on 99 Chart and Related Number Sentences
EQ: How can I demonstrate understanding of text features? *using a non-fiction book about earning money (suggested text listed on pg. 28), model using a glossary *students will practice using a glossary with a non-fiction book on their level to find definitions *can be a game (small groups compete to find and match words with definitions)			
EQ: How can I make my writing more interesting to read? *use a crayon as the activator (each student will select one crayon from crayon box (crayon facts located on pg. 28) *watch a video or read suggested text on how crayons are made *lead student discussion starting with I didn't know..... and model making a compound sentence *students will write at least two compound sentences on the information they learned *you can use any "good" that you have media or text support and follow the same lesson plan	Historical Figure timeline pg. 9 *prior to lesson collect quotes pg. 17-19 *illustrate quotes and write meaning in own words		What's The Value of Your Name? Performance Task Individual, Large Group and Partner Adding Values with an Understanding of Place Value
EQ: How can I compare information from a text and from a video? *using crayon research from previous lesson compare and contrast information with PBS crayon video (web link pg. 29); model creating sentences with commas in a series to convey information; students will write comparison sentences using serial commas; if you used a different "good" in previous lesson follow the same lesson plan with a compare and contrast lesson			

Acquisition Skills

use sounds and "chunks" to read unknown words; identify main idea and supporting details; identify genre; investigate and define new vocabulary; relate fiction to non-fiction; identify story elements; identify character feelings; infer events in plot; use writing process to convey ideas and knowledge	relate historical events to a timeline; recall and relate previously taught material; identify vocabulary	use technical writing to convey understanding of information or experiments; relate vocab to real world events or objects	Record each composition or decomposition by a drawing or equation; Use benchmark numbers in counting, adding and subtracting; Represent addition and subtraction with objects or an equation; Solve addition and subtraction word problems

Formative Assessments

Writing Prompt: What is a compound sentence?	Writing Prompt: Why did _____{fill in historical figure(s)} provide goods and services to the people in his or her community? How are people producers and consumers?	Writing Prompt: How does the lack of light impact your life?	Writing Prompt: How can different combinations of numbers and operations be used to represent the same quantity?

Student Portfolio

Reading and Writing Response Evidence	Social Studies Task Evidence	Science Task Evidence	Math Task Evidence

Management: Work Session (All Subject Areas)

Teacher:	Student:
Guided reading, writing, and math groups	Independent work on framework tasks
Word Study with phonics and content vocabulary	Independent work in learning centers or learning tasks
Conferencing/ RTI	Partner work/meet with teacher/small group participation

Week 35 1st Grade

ELA	Social Studies	Science	Math
EQ :How do I write to share my opinion? *brainstorm products that come from trees; Into. The Giving Tree; predict from cover; read aloud and discuss (including if they thought the boy was mean or not); students will complete a story map	Living Museum: GRASPS: pg. 10 *Small group teams *assign historical figures to each group *assign jobs in each group: person, location, thing *create poster for group *one person will dress up as historical figures and the others in era clothes *invite parents *Rubric pg. 12, 13 *Resource pgs. 14-16	You are my sunshine! *prior to lesson order UV beads; can be found in most teaching stores and online *explore light from sun and artificial light *compare and contrast	Show What You Know
EQ: How can I read text orally with accuracy and fluency? *reread The Giving Tree; use reader's theater script (web link pg. 30) or write your own script with the students allow groups to practice and present their reader's theater			
EQ: (no ? Indicated as of Feb. 2013): Making a Budget for Market Day:*****if participating in Economics Day, model how to create a budget sheet with your students (by this point you should have goods and services prices and listed for your class and students should be aware of the amount of money they have earned thus far) sample budget sheet included on the next page of this packet			

Acquisition Skills

use sounds and "chunks" to read unknown words; identify main idea and supporting details; identify genre; investigate and define new vocabulary; relate fiction to non-fiction; identify story elements; identify character feelings; infer events in plot; use writing process to convey ideas and knowledge	relate historical events to a timeline; recall and relate previously taught material; identify vocabulary	use technical writing to convey understanding of information or experiments; relate vocab to real world events or objects	Record each composition or decomposition by a drawing or equation; Use benchmark numbers in counting, adding and subtracting; Represent addition and subtraction with objects or an equation; Solve addition and subtraction word problems

Formative Assessments

Writing Prompt: How does Reader's Theater help you be an awesome reader?	Writing Prompt: How did _____ 's {fill in historical figure(s)}surroundings influence the type of home he or she lived in?	Writing Prompt: Why are the Sun, fire, and light bulb sources of light?	Writing Prompt: How can I easily locate 10 more or 10 less on a 99 chart?

Student Portfolio

Reading and Writing Response Evidence	Social Studies Task Evidence	Science Task Evidence	Math Task Evidence

Management: Work Session (All Subject Areas)

Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI	Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation

Sample Budget Sheet

My Budget for Economics Day

Name: _____

I have _____ Economics Day dollars

Write on the line beside the store how much you will spend. Then write the total on the last line. Can you do everything you want?

Jewelry Store

$_____ $10.00 (includes key chain)

$ _____ $15.00 bracelet

Spa

$_____ $10.00

$_____ $5.00 extra for hair color

Theater

$_____ $10.00

$_____ $5.00 extra for popcorn & drink

Disco

$ $10.00 admission

Outside Park

$_____ $10.00 admission

Sculptures

$_____ $10.00 for 1 playdough color

$_____ $1.00 for each extra color

_____

$_____ Total number of Economics dollars you want to spend.

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Week 36 1st Grade

ELA	Social Studies	Science	Math
EQ: How can I spend my money wisely to purchase the goods and services I want and need? *****students use Budget Sheets to participate in Economics Day EQ: How can I write to explain what I have learned?***discuss Economics Day experience; review all anchor charts; students will write a summary of all they have learned over the past nine weeks and illustrate; students will use the writing process EQ: (no ? As of Feb 2013) Response writing for suggested read aloud; prompt on page 33; if you used your own read aloud, let students respond to a prompt about one of the books you used	Living Museum: GRASPS: pg. 10 *Small group teams *assign historical figures to each group *assign jobs in each group: person, location, thing *create poster for group *one person will dress up as historical figures and the others in era clothes *invite parents *Rubric pg. 12, 13 *Resource pgs. 14-16	GRASPS *Engineer, teamwork *map or 3d model of school grounds with direction marker *foam ball tor sun/flashlight to mimic sunlight *map should show shadows from where sun is drawn on map	Show What You Know

Acquisition Skills

use sounds and "chunks" to read unknown words; identify main idea and supporting details; identify genre; investigate and define new vocabulary; relate fiction to non-fiction; identify story elements; identify character feelings; infer events in plot; use writing process to convey ideas and knowledge	relate historical events to a timeline; recall and relate previously taught material; identify vocabulary	use technical writing to convey understanding of information or experiments; relate vocab to real world events or objects	Record each composition or decomposition by a drawing or equation; Use benchmark numbers in counting, adding and subtracting; Represent addition and subtraction with objects or an equation; Solve addition and subtraction word problems

Formative Assessments

Writing Prompt: Why is making real world connection with reading important?	Writing Prompt: Why is my life different from the life of _____ ? {fill in historical figure(s)}	Writing Prompt: How do weather conditions affect shadows?	Writing Prompt: How can we use skip counting to help us solve problems?

Student Portfolio

Reading and Writing Response Evidence	Social Studies Task Evidence	Science Task Evidence	Math Task Evidence

Management: Work Session (All Subject Areas)

Teacher:	Student:
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Word Study with phonics and content vocabulary	Independent work in learning centers or learning tasks
Conferencing/ RTI	Partner work/meet with teacher/small group participation