

Essential Question

What can stories teach us about life?

Life Lessons

In this third six-week unit of first grade, students read literature and informational texts related to life lessons.

Reading Standards for Literature	Resources, Materials , Activities & Assessments
<p>RL.1.2: Retell stories, including key details, and demonstrate understanding of the central message or lesson.</p> <p>RL.1.3: Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>Describe characters, key events, and the setting in a story</p> <p>Assess understanding at the end of the unit by reading a fable and then have each child write or dictate the entries on his or her own chart.</p> <p>Draw a personal history with three pictures, one for “past”, one for “present”, and the final one for “future”.</p> <p>Use the calendar to talk about important events and past, present, and future.</p> <p>Directed Inquiry: Which light helps you see best? http://www.pearsonsuccessnet.com/ebook/products/0-328-10153-2/pdfs/lz_g1_uc_c10_1.pdf</p> <p>Create a poetry notebook. Glue a poem into a notebook and illustrate each stanza with student visualizations. (RL.1.10).</p> <p>Consider using some of these foldable book ideas in the student’s writing, especially as we move more into opinion pieces. (W.1.3)</p>
Reading Standards for Informational Text	

<p>W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>Edit and publish an informative/explanatory writing piece such as: “What would happen if an animal moved to a different habitat?” (S, CL)</p> <p>Write an informative text about an animal, supplying factual information and providing a sense of closure such as body covering, structure and movement.</p> <p>Participate in shared research and writing projects, producing a class report on animal(s).</p>
<p>Speaking and Listening Standards</p>	
<p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p>	<p>Beginning stages of research on a class selected topic.</p> <p>Create a food chain (Food Chain Coloring Sheet) and identify which habitat where that food chain may be found.</p>
<p>Language Standards</p>	
<p>L.1.1(c): Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.1(e): Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2(b): Use end punctuation for sentences.</p> <p>L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p>L.1.1(c): Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.1(e): Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p>	<p>Illustrate a vocabulary word and write a sentence that explains their illustration using at least one attribute. (S, CL)</p> <p>Create a collage of magazine pictures to show animals that live in the ocean, forest, desert, and wetland habitats.</p> <p>Define words by category and by one or more key attributes (e.g., a duck is a bird that swims).</p> <p>Create graphic organizers by grouping animals by their structure and how they move.</p> <p>Define words by category and by one or more key attributes (e.g., a duck is a bird that swims).</p>