

Alphabet Books and Children Who Read Them

In this first six-week unit of first grade, students are welcomed to school as readers and begin reviewing the alphabet and concepts of print through books about the library, friendship, and the ABCs.

Essential Question

Why is it important to ask questions while you are reading?

Reading Standards for Literature	Resources, Materials , Activities & Assessments
<p>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI.1.1 Ask and answer questions about key details in a text.</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.1.6 Identify who is telling the story at various points in a text</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p>	<p>During read aloud, shared reading, etc. students will be able to identify what the writing type is and explain why.</p> <p>Explain the major differences between books that tell stories and books that give information, such as <u>and</u></p>
Reading Standards for Informational Text	
<p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</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>
Speaking and Listening Standards	

<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>
Language Standards	
<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1a Print all upper- and lowercase letters.</p> <p>L.1.1b Use common, proper, and possessive nouns.</p> <p>L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.1j Produce and expand complete simple and compound declarative, interrogative, Imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2a Capitalize dates and names of people.</p> <p>L.1.2b Use end punctuation for sentences.</p> <p>L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>L.1.5b: Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</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>