

Essential Question:
Can stories about animals teach us lessons about ourselves?

The Amazing Animal World

In this second six-week unit of first grade, students read informational texts about animals and learn how each animal is unique.

| Reading Standards for Literature | Resources, Materials , Activities & Assessments |
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| <p>Key Ideas and Details RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>Craft and Structure RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. RL.1.6 Identify who is telling the story at various points in a text.</p> | <p>- <i>Are You My Mother?</i> (Philip D. Eastman). Discuss the vocabulary in the story and work on understanding unknown words. Divide into groups, students will retell each other the story using as many details as possible.</p> <p>-T chart—fiction/ nonfiction books -Using Venn Diagrams to compare fiction and nonfiction</p> <ul style="list-style-type: none"> • http://www.readwritethink.org/classroom-resources/student-interactives/venn-diagram-circles-30006.html <p>-<i>Mouse Tales</i> (Arnold Lobel), allow the students to reread parts of the text where the weasel speaks, where the mouse speaks, and where the narrator tells the story. Provide elbow macaroni at each table. Ask students to place the macaroni on the quotation marks in the book, reminding them that it means someone is speaking. Assigning the parts to three readers will show others how dialogue works in literature.</p> |

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| Reading Standards for Informational Text | |
| <p>Key Ideas and Details RI.1.2 Identify the main topic and retell key details of a text.</p> <p>Craft and Structure 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>Range of Reading and Level of Text Complexity RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> | -design a book cover/ table of contents about your favorite animal (perf. Task) |
| Writing Standards | |
| <p>Text Types and Purposes W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>Production and Distribution of Writing 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>Research to Build and Present Knowledge W.1.7 Participate in shared research and writing projects</p> | <p>-informational writing/ revision on favorite animal (perf. Task)</p> <p>-create a class animal book</p> <p>-research habitat—class animal habitat using a box</p> <p>-Groups will be assigned an informational category to research/ document findings (habitats, food source, physical characteristics, enemies/ friends) (perf.Task)</p> |
| Speaking and Listening Standards | |
| <p>Comprehension and Collaboration SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <i>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</i></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.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> | <p>-oral presentation of the step used to make the unique animal from torn paper</p> <p>-explanatory writing of the steps used to make the unique animal</p> |
| Language Standards | |
| L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |

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| <p>a. <i>Print all upper- and lowercase letters.</i></p> <p>b. <i>Use common, proper, and possessive nouns.</i></p> <p>j. <i>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</i></p> <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. <i>Use end punctuation for sentences.</i></p> <p>d. <i>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</i></p> <p>e. <i>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</i></p> <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. <i>Use sentence-level context as a clue to the meaning of a word or phrase.</i></p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. <i>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</i></p> <p>b. <i>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).</i></p> | <p>-use dry erase boards to practice letter formation and say the strokes used</p> <p>-Use these charts from (<i>What Do You Do with a Tail Like This?</i>) to create oral and written sentences about the animals.</p> <p>-Write a letter to the author of the book you completed to ask questions.</p> <p>-Ed.City—punctuation interactive game</p> <p>- represent vocabulary words in a non linguistic way such as acting out, creating a visual, etc.</p> <p><i>Are You My Mother?</i>- read for the purpose of finding all of the animals and things that baby bird thought might be his mother. As students find the words, write them on index cards (e.g., kitten, hen, dog, cow, boat, plane). Sort the words into categories (e.g., animals, modes of transportation). Think of more words for each of the categories</p> |
| <p>Required Independent Reading Texts:</p> | <p>Essential voc.</p> <p>Categories</p> <p>Context clues</p> <p>Main topic</p> <p>Retell</p> <p>Fiction</p> <p>Nonfiction</p> <p>Prewriting</p> <p>Draft</p> <p>Revise</p> <p>Edit</p> <p>Publish</p> |

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| Authentic Assessments: | |
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