

	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core	Daily Activities	Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhienberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples)	Literacy/Reading in the Content Literacy Ideas Vocabulary/ Vocab Activity Activities Activities II	Formative/ Summative Assessment F –Formative S-Summative www.act.org/standard/guides/explore/Strategies More Ideas	Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccsso.org/Ideas 9 Types Big Explanation Tool MAP Site Reading Differentiation K-5	Technology 50 Ideas Resources- Text, sites,...
1	I can tell the theme of a story. This means I can retell a story using the important parts to tell the lesson of the story. RL.1.2 <ul style="list-style-type: none"> • What do good readers do? • Am I clear about what I just read 	*Sequence Circle graphic organizer p. 31 (3-6) *leveled readers (3)* Read The First Ride practice p. 24 (3-6) etch A sketch (3-6) Story map with AR book *FCRR - C.010 & C.014	-Think-Pair-Share (theme)	-Think-Pair-Share (theme) -Retell your partner's idea -Theme- Journal Entry -What did you learn from the story?	Unit test Selection Test Journal Entry (3) Fresh reads	Small groups Leveled Readers *AR with story map	-Turning Point -Waltke's Web powerpoint on theme *Tumble books for Etch A Sketch
2	I can tell what is alike and different about characters in a story. RL.1.9 I can compare two characters and events in the same	*Same & different comparing characters *Act out characters	-Personal Response- Top Hat	Top Hat -Characters -Compare and contrast (two characters, or the	Unit test Selection Test Y chart (two characters) Top Hat (two characters) Scott Foresman	Leveled Readers www.fcrr.org	-Turning Point --Waltke's Web powerpoint

	<p>nonfiction story.</p> <p>RI.1.3</p> <ul style="list-style-type: none"> I what ways does creative choice impact an audience? Whose ways does creative choice impact an audience? 			<p>characters/them selves)</p> <p>-Top Hat (two characters, or the characters/them selves)</p>	<p>Assessment Handbook page 180 & 210</p> <p>Scott Foresman Practice book page 4</p>		<p>www.fcrr.org</p>
3	<p>I can ask and answer questions to help me understand the meaning of a word or group of words in a nonfiction story.</p> <p>RI.1.4</p> <ul style="list-style-type: none"> Author's choice: Why does it matter? What makes a story a "great" story? 	<p>(1) *Build oral vocabulary TE p.10m</p> <p>*Sing w/ me book p. 13</p> <p>(demonstrate understanding of adult, healthy, management)</p> <p>(2)* Build oral vocab. TE p.386</p> <p>*Discuss famous, flatter</p> <p>*Read big book <u>Mr. George Baker</u></p> <p>*Discussion questions TE p. 386</p> <p>(3) *Build oral vocab TE p. 68m</p> <p>*Sing w/ me book p.15</p>	<p>-Think, Pair, Share (Narrative Nonfiction)</p> <p>I'm a Caterpillar - How caterpillar changes into a butterfly?</p>	<p>-Non fiction</p> <p>-Think, Pair, Share</p>	<p>Unit test</p> <p>Small group and whole group observation.</p> <p>Observation of Think, Pair , Share</p>	<p>Fcrr.org</p> <p>Higher order thinking questions</p>	<p>www.brainpopjr.com</p>

	<p>(Demonstrate understanding of arrive, depart, location, route)</p> <p>(4) Build oral vocab TE 946. *Discuss dim & shade *read big book <u>What Makes the Seasons?</u> *discussion questions TE p.94b</p> <p>(5) *build oral vocab TE p.118m *Sing w/ me book p.17 (demonstrate understanding of cycle, develop, insect)</p> <p>(6) *build oral vocab TE p.144m *Sing w/ me book p.18 (demonstrate understanding of temperature, season,</p>					
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		hibernate, migrate)					
4	<p>I know and can use different kinds of text features (like headings, table of contents, and glossaries) to find important things in nonfiction books.</p> <p>RI.1.5</p> <ul style="list-style-type: none"> • Author's Choice: Why does it matter? • What makes a story a "great" story? 	<p>(4-5) Use table of contents from student reading book have students find stories.</p> <p>(4-5) Use glossary to find vocabulary words for each story</p>	<p>-Cube-Authenticity Use a newspaper</p>	<p>-Speaking & Listening - ask partner text questions: What page is ____ on? (text features)</p> <p>-Text Features Use a newspaper to find text features</p>	<p>Reading Treasure Hunt (to find text features in a selected story)</p>	<p>Reading Treasure Hunt - use different stories for each group</p>	
5	<p>I can tell how two nonfiction stories about the same topic are alike and different.</p> <p>RI.1.9</p> <ul style="list-style-type: none"> • In what ways does creative choice impact an audience? • Whose story is it, and why does it matter? 	<p>(5) *Compare I'm a Caterpillar to leveled readers.</p>	<p>Use Y chart, Top Hat to compare contrast. An Egg is an Egg - Choose a page from the story and compare how it is alike and different as it changes.</p>	<p>Y Chart Top Hat An Egg is an Egg - Choose a page from the story and compare how it is alike and different as it changes.</p>	<p>Y chart Top Hat Scott Foresman Assessment Handbook page 180 & 210 Scott Foresman Practice book page 4</p>	<p>Leveled Readers</p>	<p>www.fcrr.org</p>
6	<p>I can read nonfiction first-grade stories with help.</p> <p>RI.1.10</p> <ul style="list-style-type: none"> • What do good readers do? • Am I clear about what I 	<p>(1) Rd An Egg is an Egg</p> <p>(5) I'm a Caterpillar</p>	<p>-Knee-to-Knee (explaining what story is about)</p> <p>-Personal Response</p>	<p>Fluency reads</p> <p>Journal entry - Give me an example of how you have been a good reader</p>	<p>Small group observations Fluency Checks</p>	<p>Leveled Readers Accelerated Reader</p>	<p>www.brainpopjr.com</p>

	<p>just read/ <ul style="list-style-type: none"> How do I know? </p>						
7	<p>I can read first-grade stories and understand what I read.</p> <p>RF.1.4a</p> <p>I can read and reread first-grade stories correctly, at a good speed, and with expression.</p> <p>RF.1.4b</p> <ul style="list-style-type: none"> What do good readers do? Why does fluency matter? 	<p>*weekly story and selection test to check for understanding</p> <p>*time reading activities using different voices</p> <p>*use high frequency word sentences from each story</p>	-Vocabulary Quilt	<p>Fluency reads</p> <p>-Class Vocabulary Quilt - Students choose a work from their AR book to add to the quilt</p>	Accelerated Reader Fluency Checks	<p>Accelerated Reader</p> <p>Fluency Checks</p> <p>Fresh Reads</p> <p>Decodable Readers</p>	<p>Ipad (videos)</p>
8	<p>I can read a word and understand its meaning by using the words around it.</p> <p>RF.1.4c</p> <ul style="list-style-type: none"> What do good readers do? Why does fluency matter? 		<p>Nonlinguistic Representation</p> <p>-Word sort/-er, -est</p> <p>Vocabulary quilt</p> <p>Vocabulary notebook</p>	<p>Word sort</p> <p>-Context clues</p>	Unit test Selection Test	<p>Leveled Readers</p> <p>Vocabulary Sheets</p> <p>Vocabulary Quilt</p> <p>Vocabulary Center</p> <p>Decodable Readers</p>	-Turning Point
9	<p>I can listen to others with care and speak one at a time when talking about a story.</p> <p>SL.1.1a</p> <ul style="list-style-type: none"> What makes 			<p>-Students can retell a student's answer/idea about a book.</p>	Observation Checklist	<p>Literature circles, readers' theater</p>	<p>www.brainpopjr.com</p>

	<p>collaboration meaningful?</p> <ul style="list-style-type: none"> Making meaning from a variety of sources: What will help? 						
10	<p>I can ask and answer questions about text that I hear.</p> <p>SL.1.2</p> <ul style="list-style-type: none"> What makes collaboration meaningful? Making meaning from a variety of sources: What will help? 		<p>Cues, Questions, and Advance Organizers</p> <p>Question It!</p> <p>-Listens to the story of the week on CD. Answer questions from Selection Test.</p>		<p>Selection Test</p>	<p>Teacher led small group</p> <p>Leveled readers</p>	<p>www.brainpopjr.com</p>
11	<p>I can ask and answer questions about things I hear to learn more or help me understand.</p> <p>SL.1.3</p> <ul style="list-style-type: none"> What makes collaboration meaningful? Making meaning from a variety of sources: What will help? 		<p>Cues, Questions, and Advance Organizers</p> <p>Brainstorming Web</p> <p>-Listens to the story of the week on CD. Answer questions from Selection Test.</p>		<p>Selection Test</p>	<p>Small group</p> <p>Leveled Readers</p>	<p>www.brainpopjr.com</p>
12	<p>I can match a verb to a singular or plural noun in a sentence.</p> <p>L.1.1c</p> <p>I can use verbs to show past, present, and future.</p> <p>L.1.1e</p>		<p>-Etch-A-Sketch</p> <p>Draw 3 different pictures to show verb tense</p>	<p>Grammar page 54 and 58</p>	<p>Unit test</p> <p>Scott Foresman Daily practice book pages 35 & 48</p> <p>Scott Foresman Grammar and Writing book page 53, 57, 61 & 65</p> <p>Make a t-chart with</p>	<p>www.superteacherworksheets.com</p> <p>(leveled verb tense sheets)</p>	<p>-Waltke's Web powerpoint</p> <p>www.brainpopjr.com</p>

	<ul style="list-style-type: none"> Why do the rules of language matter? Communicating clearly: What does it take? 				subjects		
1 3	<p>I can tell how verbs and adjectives are similar to other words of similar meaning.</p> <p>L.1.5d</p> <ul style="list-style-type: none"> When a word doesn't make sense, what can I do? How do I use what I know to figure out what I don't know? 		<p>-T chart</p> <p>List synonyms for words given by the teacher.</p>	<p>T chart</p> <p>-Nouns</p> <p>-Verbs</p> <p>-T chart</p> <p>List nouns and verbs</p>	<p>Unit test</p> <p>Exit Slip - Write a synonym for an adjective/verb given by the teacher.</p>	<p>Small groups, centers</p>	<p>-Waltke's Web powerpoint</p> <p>www.brainpopjr.com - antonyms and synonym video</p>
1 4	<p>I can decode (break apart) two-syllable words.</p> <p>RF.1.3e</p> <ul style="list-style-type: none"> How do sounds and letters create words? When a word doesn't make sense, what can I do? 	<p>*FCRR games</p> <p>*Syllable Sort</p> <p>(4)*Phonemic activities day 1 and 4</p>		<p>Whole group</p> <p>Building words</p> <p>Small group time</p>	<p>Exit Slip</p> <p>*Syllable sort</p>	<p>Small groups, decodable readers</p>	<p>www.Internet4classrooms.com</p>