

Unit Topic: \_\_\_\_\_ Treasures \_\_\_\_\_

Content: \_\_\_\_\_ Reading \_\_\_\_\_

Grade: \_\_\_\_\_ 1 \_\_\_\_\_

Date: \_\_\_\_\_

D A Y  I N  U N I T	<p>*Content Strand</p> <p>*Learning Target</p> <p>-I Can</p> <p>*Essential Questions</p> <p>-WHY??</p> <p>-How do you know?</p> <p><a href="#">Curriculum document</a></p> <p><a href="#">Common Core</a></p>	<p>Vocabulary/ Vocab Activity</p> <p><a href="#">Activities</a></p> <p><a href="#">Activities II</a></p>	<p>Thoughtful Ed./ Student Engagement</p> <p><a href="http://www.marshall.kyschools.us/">www.marshall.kyschools.us/</a></p> <p><a href="http://www.muhienberg.kyschools.us/?q=node/61">www.muhienberg.kyschools.us/?q=node/61</a></p> <p><a href="#">Engagement Cube</a></p> <p><a href="#">Cube II (examples)</a></p>	<p>Literacy/Reading in the Content</p> <p><a href="#">Literacy Ideas</a></p>	<p>Formative/ Summative Assessment</p> <p><b>F –Formative</b></p> <p><b>S-Summative</b></p> <p><a href="http://www.act.org/standard/guides/explore/Strategies">www.act.org/standard/guides/explore/Strategies</a></p> <p><a href="#">More Ideas</a></p>	<p>Differentiation</p> <p>T-Task</p> <p>S-Special Needs</p> <p>G-Gifted/Accel.</p> <p><a href="http://serge.ccsso.org/Ideas">http://serge.ccsso.org/Ideas</a></p> <p><a href="#">9 Types</a></p> <p><a href="#">Big Explanation Tool</a></p> <p><a href="#">MAP Site</a></p> <p><a href="#">Reading Differentiation K-5</a></p>	<p>Technology</p> <p><a href="#">50 Ideas</a></p> <p>Resources-</p> <p>Text, sites,...</p>
1	<p>I can tell about the characters, settings, and important things that happen in a story.</p> <p>Using pictures and the words in a story, I can tell about the characters, settings, and important things that happen.</p> <p>What do good readers do?</p> <p>Am I clear about what I just read?</p>	<p>character setting</p> <p>*Etch A Sketch from Thoughtful Ed tool book</p> <p>*Mind’s Eye from Thoughtful Ed tool book</p> <p>*Four Thought organizer from Thoughtful Ed tool book</p>	<p>*Etch A Sketch from Thoughtful Ed tool book</p> <p>*Mind’s Eye from Thoughtful Ed tool book</p> <p>*Four Thought organizer from Thoughtful Ed tool book</p> <p>*The spider from Thoughtful Ed, put character in the middle and describe on each leg.</p>	<p>*Brainstorming</p> <p>*Graphic organizer for story elements</p>	<p>Exit Slips</p> <p>Selection test</p> <p>Scott Foresman practice book</p> <p>Graphic organizers for story elements</p>	<p>*Leveled Readers</p> <p>*High students – Advanced selections in back of the teacher’s manual</p> <p>*Low students – decodable readers and strategic intervention readers</p> <p>*Compare and contrast characters in student’s AR books.</p>	<p>Turning Point</p> <p>Waltke’s Web <a href="http://classroom.jc-schools.net/waltkek/FirstGrade.html">http://classroom.jc-schools.net/waltkek/FirstGrade.html</a></p> <p><a href="http://www.brainpop.com">www.brainpop.com</a></p>
2	<p>I can ask and answer questions about important parts of a fiction story.</p> <p>What do good readers do?</p> <p>Am I clear about what I just read?</p>	<p>fiction</p> <p>*Etch A Sketch from Thoughtful Ed tool book</p> <p>*Mind’s Eye from Thoughtful Ed tool book</p> <p>*Four Thought</p>	<p>*Etch A Sketch from Thoughtful Ed tool book</p> <p>*Mind’s Eye from Thoughtful Ed tool book</p> <p>*Four Thought organizer from Thoughtful Ed tool book</p> <p>*Think, pair and share</p>	<p>*Think, pair and share</p> <p>*Higher order questions</p> <p>*What’s my question? from Thoughtful Ed tool book</p>	<p>*Reflective writing</p> <p>*Exit slips</p> <p>*Writing journal</p> <p>*Response Techniques from Thoughtful Ed tool book</p> <p>*What’s my question? from Thoughtful Ed tool book</p>	<p>*Higher level thinking questions</p> <p>*AR with graphic organizer</p>	<p>*AR test</p> <p><a href="http://www.brainpop.com">www.brainpop.com</a></p>

		organizer from Thoughtful Ed tool book					
3	<p>I can tell the difference between a fiction (make-believe) and nonfiction (real) story.</p> <p>Why does it matter?</p> <p>What makes a story a "great" story?</p>	<p>fiction nonfiction</p> <p>*Etch A Sketch from Thoughtful Ed tool book</p> <p>*Mind's Eye from Thoughtful Ed tool book</p> <p>*Four Thought organizer from Thoughtful Ed tool book</p>	<p>*Compare and contrast graphic organizer Top hat Venn diagram Y chart</p>	<p>*Compare and contrast graphic organizer Top hat Venn diagram Y chart</p>	<p>*Compare and contrast graphic organizer Top hat Venn diagram Y chart</p>	Leveled readers	<a href="http://www.brainpop.com">www.brainpop.com</a>
4	<p>I can tell who is talking in different parts of a story.</p> <p>Author's Choice: Why does it matter?</p> <p>What makes a story a "great" story?</p>	<p>character</p> <p>*Etch A Sketch from Thoughtful Ed tool book</p> <p>*Mind's Eye from Thoughtful Ed tool book</p> <p>*Four Thought organizer from Thoughtful Ed tool book</p>	<p>*Task rotation</p> <p>*Readers Theater</p> <p>*Author's Purpose</p> <p>*Parts of a story</p>	<p>*Readers Theater</p> <p>*Author's Purpose</p> <p>*Parts of a story</p>	<p>*Task rotation</p> <p>*Readers Theater</p> <p>*Author's Purpose</p> <p>*Parts of a story</p>	<p>*Leveled Readers</p> <p>*AR books</p>	<p>Waltke's Web <a href="http://classroom.ic-schools.net/waltke/FirstGrade.html">http://classroom.ic-schools.net/waltke/FirstGrade.html</a></p>
D A Y	<p>*Content Strand</p> <p>*Learning Target -I Can</p>	Vocabulary/ Vocab Activity	Thoughtful Ed./ Student Engagement <a href="http://www.marshall.kyschools.us/">www.marshall.kyschools.us/</a>	Literacy/Reading in the Content	Formative/ Summative Assessment	Differentiation T-Task	Technology <a href="#">50 Ideas</a>

<p style="text-align: center;">I N I T</p>	<p>*Essential Questions -WHY?? -How do you know? <a href="#">Curriculum document Common Core</a></p>	<p><a href="#">Activities Activities II</a></p>	<p><a href="http://www.muhlenberg.kyschools.us/?q=node/61">www.muhlenberg.kyschools.us/?q=node/61</a> <a href="#">Engagement Cube Cube II (examples)</a></p>	<p><a href="#">Literacy Ideas</a></p>	<p><b>F –Formative</b> <b>S-Summative</b> <a href="http://www.act.org/standard/guides/explore/Strategies">www.act.org/standard/guides/explore/Strategies</a> <a href="#">More Ideas</a></p>	<p><b>S-Special Needs</b> <b>G-Gifted/Accel.</b> <a href="http://serge.ccsso.org/Ideas">http://serge.ccsso.org/Ideas</a> <a href="#">9 Types</a> <a href="#">Big Explanation Tool</a></p>	
<p>5</p>	<p>I can tell the difference between a short vowel sound and a long vowel sound in one-syllable words with a consonant blend.</p> <p>Why are sound and letters important?</p> <p>How do sound and letters create words?</p>		<p>*Word sort *Phonics Chart sing a long from Scott Foresman</p>	<p>*Phonics Chart sing a long from Scott Foresman *Word work *Building words *word sort</p>	<p>*Reread for fluency *Sentence sets *Practice pages from Scott Foresman *word sort</p>	<p>Word work from Diff. instruction section of Scott Foresman teachers manual *Decodable readers *Reread for fluency *Sentence sets</p>	<p>Waltke’s Web <a href="http://classroom.jc-schools.net/waltke/FirstGrade.html">http://classroom.jc-schools.net/waltke/FirstGrade.html</a></p> <p>Earobics</p>
<p>6</p>	<p>I can read one-syllable words with a consonant blend.</p> <p>I can say the sounds of a one-syllable word in parts.</p> <p>I can decode (break apart) one-syllable words.</p> <p>Why are sound and letters important?</p> <p>How do sound and letters create words?</p> <p>When a word doesn’t make sense, what can I do?</p>		<p>*Word sort *Phonics Chart sing a long from Scott Foresman</p>	<p>Phonics Chart sing a long from Scott Foresman</p>	<p>*Reread for fluency *Sentence sets *Practice pages from Scott Foresman *word sort</p>	<p>Word work from Diff. instruction section of Scott Foresman teachers manual *Decodable readers *Reread for fluency *Sentence sets</p>	<p>Waltke’s Web <a href="http://classroom.jc-schools.net/waltke/FirstGrade.html">http://classroom.jc-schools.net/waltke/FirstGrade.html</a></p> <p>Earobics</p>
<p>7</p>	<p>I can spell and read consonant digraphs (like ch, sh, and th).</p>		<p>*Word sort *Phonics Chart sing a</p>	<p>Phonics Chart sing a long from Scott</p>	<p>*Reread for fluency *Sentence sets</p>	<p>Word work from Diff. instruction section of</p>	<p>Waltke’s Web</p>

	<p>How do sounds and letters create words?</p> <p>When a word doesn't make sense, what can I do?</p>		<p>long from Scott Foresman</p>	<p>Foresman</p>	<p>*Practice pages from Scott Foresman *word sort</p>	<p>Scott Foresman teachers manual *Decodable readers *Reread for fluency *Sentence sets</p>	<p><a href="http://classroom.jc-schools.net/waltkek/FirstGrade.html">http://classroom.jc-schools.net/waltkek/FirstGrade.html</a></p> <p>Earobics</p>
<p>D A Y  I N  U N I T</p>	<p>*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? <a href="#">Curriculum document</a> <a href="#">Common Core</a></p>	<p>Vocabulary/ Vocab Activity <a href="#">Activities</a> <a href="#">Activities II</a></p>	<p>Thoughtful Ed./ Student Engagement <a href="http://www.marshall.kyschools.us/">www.marshall.kyschools.us/</a> <a href="http://www.muhlenberg.kyschools.us/?q=node/61">www.muhlenberg.kyschools.us/?q=node/61</a> <a href="#">Engagement Cube</a> <a href="#">Cube II (examples)</a></p>	<p>Literacy/Reading in the Content <a href="#">Literacy Ideas</a></p>	<p>Formative/ Summative Assessment <b>F –Formative</b> <b>S-Summative</b> <a href="http://www.act.org/standard/guides/explore/Strategies">www.act.org/standard/guides/explore/Strategies</a> <a href="#">More Ideas</a></p>	<p>Differentiation T-Task <b>S-Special Needs</b> <b>G-Gifted/Accel.</b> <a href="http://serge.ccsso.org/Ideas">http://serge.ccsso.org/Ideas</a> <a href="#">9 Types</a> <a href="#">Big Explanation Tool</a></p>	<p>Technology <a href="#">50 Ideas</a></p>
<p>8</p>	<p>I know that final –e and two vowels in a word make a long vowel sound.</p> <p>How do sounds and letters create words?</p> <p>When a word doesn't make sense, what can I do?</p>		<p>*Word sort *Phonics Chart sing a long from Scott Foresman</p>	<p>Phonics Chart sing a long from Scott Foresman</p> <p>Between the Lions song When two vowels go walking</p>	<p>*Reread for fluency *Sentence sets *Practice pages from Scott Foresman *word sort</p>	<p>Word work from Diff. instruction section of Scott Foresman teachers manual *Decodable readers *Reread for fluency *Sentence sets</p>	<p>Waltke's Web <a href="http://classroom.jc-schools.net/waltkek/FirstGrade.html">http://classroom.jc-schools.net/waltkek/FirstGrade.html</a></p> <p>Earobics</p>

9	<p>I can read words with inflectional endings (like -s, -es, -ed, and -ing).</p> <p>How do sounds and letters create words?</p> <p>When a word doesn't make sense, what can I do?</p>		<p>*Word sort *Phonics Chart sing a long from Scott Foresman</p>	<p>Phonics Chart sing a long from Scott Foresman</p>	<p>*Reread for fluency *Sentence sets *Practice pages from Scott Foresman *word sort</p>	<p>Word work from Diff. instruction section of Scott Foresman teachers manual *Decodable readers *Reread for fluency *Sentence sets</p>	<p>Waltke's Web <a href="http://classroom.jc-schools.net/waltke/FirstGrade.html">http://classroom.jc-schools.net/waltke/FirstGrade.html</a>  Earobics</p>
10	<p>I can read first-grade words that are spelled irregularly (may not follow the rules).</p> <p>How do sounds and letters create words?</p> <p>When a word doesn't make sense, what can I do?</p>	<p>give surprise would enjoy worry about draw colors over drew great sign show once wild found took mouth eight moon above touch laugh stood room thought picture remember told only across because dance opened shoes *Antonetti activity introduce the meaning of the word before the</p>	<p>*Antonetti activity introduce the meaning of the word before the word *Vocabulary Journal *Vocabulary Quilt *Four Thought Organizer *Visualizing and Verbalizing *Vocabulary Word Map</p>	<p>*Antonetti activity introduce the meaning of the word before the word *Vocabulary Journal *Vocabulary Quilt *Four Thought Organizer *Visualizing and Verbalizing *Vocabulary Word Map</p>	<p>Formative Assessment *Scott Foresman practice book pages *Graphic organizers *Cloze activities *Exit Slips *Turning Point *Selection test</p>	<p>*Leveled Readers for each story *Center writing High students write sentences. Lower students illustrate words using pictures. *Vocabulary center words vary depending on the student's readiness level. Example: High-decompose, Medium-rotten, low-stinky</p>	<p>Turning point  Waltke's Web <a href="http://classroom.jc-schools.net/waltke/FirstGrade.html">http://classroom.jc-schools.net/waltke/FirstGrade.html</a>  Carl's Corner <a href="http://www.littlebooklane.com/SF1.htm">http://www.littlebooklane.com/SF1.htm</a>  IPAD apps</p>

		<p>word</p> <ul style="list-style-type: none"> <li>*Vocabulary Journal</li> <li>*Vocabulary Quilt</li> <li>*Four Thought Organizer</li> <li>*Visualizing and Verbalizing</li> <li>*Vocabulary Word Map</li> </ul>					
1 1	<p>I can use adjectives.</p> <p>Why do the rules of language matter?</p> <p>Communicating clearly: What does it take?</p>	<p>adjectives</p> <ul style="list-style-type: none"> <li>*Etch A Sketch from Thoughtful Ed tool book</li> <li>*Mind's Eye from Thoughtful Ed tool book</li> <li>*Four Thought organizer from Thoughtful Ed tool book</li> </ul>	<ul style="list-style-type: none"> <li>*Word Sort – sort adjectives, nouns and verbs</li> <li>*Amazing adjectives drawing activity</li> </ul>	<ul style="list-style-type: none"> <li>*Describe another teacher or Mrs. Pais</li> <li>*Scavenger hunt through AR book looking for adjectives</li> <li>*Scavenger hunt through newspaper</li> </ul>	<ul style="list-style-type: none"> <li>*Scott Foresman grammar and writing practice book pages</li> <li>*Exit Slip – list 5 adjectives</li> </ul>	<ul style="list-style-type: none"> <li>*Scavenger hunt through AR book looking for adjectives</li> <li>*Find adjectives in leveled readers.</li> </ul>	<p>Waltke's Web <a href="http://classroom.jc-schools.net/waltke/FirstGrade.html">http://classroom.jc-schools.net/waltke/FirstGrade.html</a></p> <p>Online storybooks</p>
1 2	<p>I can read first-grade stories and understand what I read.</p> <p>I can read and reread first-grade stories correctly, at a good speed, and with expression.</p> <ul style="list-style-type: none"> <li>• What do good readers do?</li> </ul> <p>Why does fluency matter?</p>	<ul style="list-style-type: none"> <li>*Etch A Sketch from Thoughtful Ed tool book</li> <li>*Mind's Eye from Thoughtful Ed tool book</li> <li>*Four Thought organizer from Thoughtful Ed tool book</li> </ul>	<ul style="list-style-type: none"> <li>*Venn diagram</li> <li>*Mind's Eye from Thoughtful Ed tool book</li> <li>*Etch A Sketch from Thoughtful Ed tool book</li> <li>*Four Thought organizer from Thoughtful Ed tool book</li> <li>*Task rotation</li> </ul>	<p>Fluency reads</p> <ul style="list-style-type: none"> <li>*Task rotation</li> <li>*Venn diagram</li> <li>*Story element graphic organizers</li> <li>*Sequencing graphic organizer</li> <li>*Main idea</li> </ul>	<p><b>Accelerated Reader Fluency Checks</b></p> <p><b>*Graphic organizers</b></p> <p><b>*Selection test</b></p>	<p>Accelerated Reader</p> <p>Fluency Checks</p> <p>Fresh Reads</p> <p>Decodable Readers</p>	<p>Ipad (videos)</p> <p>Turning point</p>

<p>1 3</p>	<p>I can read a word and understand its meaning by using the words around it.</p> <ul style="list-style-type: none"> <li>• What do good readers do?</li> <li>• Why does fluency matter?</li> </ul>	<p>-Context clues</p> <p>*Etch A Sketch from Thoughtful Ed tool book</p> <p>*Mind’s Eye from Thoughtful Ed tool book</p> <p>*Four Thought organizer from Thoughtful Ed tool book</p>	<p>Nonlinguistic Representation</p> <p>-Word sort/-er, -est</p> <p>Vocabulary quilt</p> <p>Vocabulary notebook</p>	<p>Nonlinguistic Representation</p> <p>-Word sort/-er, -est</p> <p>Vocabulary quilt</p> <p>Vocabulary notebook</p>	<p>Selection Test</p>	<p>Leveled Readers</p> <p>Vocabulary Sheets</p> <p>Vocabulary Quilt</p> <p>Vocabulary Center</p> <p>Decodable Readers</p>	<p>-Turning Point</p>
<p>1 4</p>	<p>I can read fluently (smooth and at a good speed) and understand what I read.</p> <p>What do good readers do?</p> <p>Why does fluency matter?</p>	<p>fluency</p> <p>*Vocabulary Journal</p> <p>*Visualizing vocabulary</p>	<p>Timed activities</p> <p>Inflected voice activity</p>	<p>Choral read</p> <p>Echo read</p> <p>10 Important sentences from Scott Foresman</p>	<p>Accelerated Reader</p> <p>Fluency Checks</p> <p>Dibels ORF (Winter and Spring)</p>	<p>Accelerated Reader</p> <p>Fluency Checks</p> <p>Fresh Reads</p> <p>Decodable Readers</p> <p>Fluency Phrases (www.fcrr.org)</p>	<p>Ipad (videos)</p> <p><a href="http://www.fcrr.org">www.fcrr.org</a></p>