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| **Unit Information** | | | |
| **Unit Theme: Unit 2**  **Communities** |  | **Grade**  **Level:** | **1** |
| **Integrated Subject/Topic:** | **English Language Arts / Science / Social Studies** | | |
| **Length (in weeks/days):**  **1st 2nd 3rd 4th** |  | | |
| **Developers:** | **Melissa Edwards, Vickie Willis, Katie Clark, Leslie Demers, Amanda Cash** | | |

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| **What’s The Big Idea (s)?** | | | |
| **RI.1.1. Can ask and answer questions about key details in an informational text.**  **RF.1.2. Hear and Identify words with cvce pattern.**  **W1.2. Knowing facts about a topic will help you write an informative text.**  **1.G.2. Understand how people, animals, and plants live and work within a community.** | | | |
| **Essential Questions** | | | |
| How can I use key details in a text to ask and answer questions?  How can learning the cvce pattern help me become a better reader?  How can I write an informative text about a topic?  How do different groups interact with a community? (people, animals and plants) | | | |
| **Priority Standards** | | **Supporting Standards** | |
| **RI.1.1. Ask and answer questions about key details in a text.**  **RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds.**   * **Distinguish long from short vowel sounds in spoken single syllable words.**   **W.1.2. Write informative/explanatory text in which they name a topic, some facts about the topic and provide some sense of closure.**  **1.G.2. Understand how humans and the environment interact within the local community.** | | **R.I.1.2. I can identify the main topic and retell key details of a text.**  **RI.1.4. I can ask and answer questions to help decide or clarify the meaning of words or phrases in a text.**  **RI.1.7.I can use the illustrations and details in a text to describe its key ideas.**  **RI.1.8. I can identify the author’s purpose**  **RF.1.2 b. I can say single syllable words (including blends) by blending the sounds.**  **RF.1.2c. I can find and say the initial, medial vowel and final sounds in single syllable words.**  **RF. 1.2d. I can segment single syllable words.**  **RF. 1.3.c. I know my long vowel patterns**  **RF. 1.3.g. I know my first grade sight words.**  **SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.**  **SL.1.6. I can speak and write in complete sentences.** | |
| **Possible Minilessons Statements** | | | |
| I can recognize community helpers.  I can identify community helpers’ responsibilities.  I can plan complete sentences about my community helper.  I can use my tree map to guide me in writing my informative text. | | | |
| **Possible I Can Statements** | | | |
| * **I can ask and answer questions about key details from a text.** * **I can write an informative/explanatory text including facts and informational text, including beginning, middle, and end.** * **I can understand how humans and the environment interact within the local community.** | | | |
| **Problem-Based / Hands-On Learning Activities** | | | |
| **(For the following community helper activities, the teacher will utilize the following website as a guide for instruction. The black line masters are located on this site.** [**www.bcps.org/offices/lis/models/workers/index.html**](http://www.bcps.org/offices/lis/models/workers/index.html)**)**  **Students will reflect on this question: If you could spend a day helping a worker in your community, which kind of worker would you choose and why?**   1. **Students will choose a community helper** 2. **Students will need to use books and websites to research information about their community helper.** 3. **Students will complete the community helper web map using the facts from their research.** 4. **Students will create a community helper song using the template from the following website:** [**www.bcps.org/offices/lis/models/workers/**](http://www.bcps.org/offices/lis/models/workers/) 5. **Students will print their song and create a poster about their community helper. (Students will use the student rubric as a guide.)** 6. **Students will share their song and poster with their class, explaining what they learned about the community helper they chose. (The teacher will analyze student work and score the project using the teacher rubric.)** 7. **Students will write an informative/explanatory text about their chosen community helper.** | | | |
| **Essential Vocabulary** | | | |
| Community, leader, citizen, environment, neighborhood, workplace, job | | | |
| **Resources** | | | |
| **Websites:**  [**www.bensguide.gpo.gov/k-2/neighborhood/index.html**](http://www.bensguide.gpo.gov/k-2/neighborhood/index.html)  [**www.bcps.org/offices/lis/models/workers/**](http://www.bcps.org/offices/lis/models/workers/)  [**www.scholastic.com**](http://www.scholastic.com)  **Books:**  **Community Jobs by Margie Burton, Cathy French, & Tammy Jones**  **Neighbors at Work by Susan Markavitz Meredith**  **Who Works Here? Unit 2 Week 3 Reading Street**  **Songs:**  **Our Community (Unit 2 Week 3 Reading Street)** | | | |
| **Achievement Targets- Assessment**  **What are the tasks implied by the verbs in the standards? What will the student be able to do?** | | | |
| **Diagnostic** | **Informal** | | **Formal** |
| **n/a** | **\*Community Helper Web: The student will be able to ask and answer questions about their community helper from their research (including books and websites).** | | **\*Poster, Song, and Presentation: The student will understand how humans interact within their local community.**  **\*Informative Writing: The student will be able to write an informative/explanatory text in which they name their community helper, explain facts about their community helper, and provide some sense of closure.** |