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| **Unit Information** | | | |
| **Unit Theme: Unit 4**  **Treasures** | **Treasures** | **Grade**  **Level:** | **1** |
| **Integrated Subject/Topic:** | **English Language Arts / Science / Social Studies** | | |
| **Length (in weeks/days):**  **1st 2nd 3rd 4th** | **6 weeks** | | |
| **Developers:** | **Person, Czuhanich, T. Von Klingler, White** | | |

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| **What’s The Big Idea (s)?** | | | |
| **(RF.1.3c) Knowing the long vowel teams can make a fluent reader.**  **(RI.1.2) Knowing how to find key details from a text will help a reader better understand a text.**  **(1.G.1.2) Knowing the location of places helps one understand where people came from, where they are, and where they’re going.**  **(1.C.1.1) Knowing people are different will help one understand and accept others.** | | | |
| **Essential Questions** | | | |
| What do we treasure?  (RF.1.3c) How are the long vowel sounds represented through vowel teams?  (RI.1.2) How can asking and answering questions about key ideas and details in the text help you understand the text?  (1.G.1.2) What are the different locations mentioned in the text and how are they important to understanding the text?  (1.C.1.1) How does knowing about a person’s culture help one understand where they came from? | | | |
| **Priority Standards** | | **Supporting Standards** | |
| (RF.1.3c) **Know** final e and common vowel team conventions for representing long vowel sounds.  (RI.1.2) **Ask** and **answer** questions about key details in a text.  (1.G.1) **Use** geographic representations, terms, and technologies to process information from a spatial perspective.  (1.C.1) **Understand** the diversity of people in the local community. | | (1.G.1.2) Give examples showing location of places (home, classroom, school, and community).  (1.C.1.1) Compare the languages, traditions, and holidays of various cultures. | |
| **Possible Minilessons Statements** | | | |
| **U4W1 (Mama’s Birthday) – The student will compare birthdays between Hispanics and Americans.**  **U4W2 (Cinderella) – The student will compare and contrast Cinderella stories from around the world using technology.**  **U4W3 (Trip to Washington, D.C.) –The student will write their own description of a landmark in their town.**  **U4W4 (Southern Ranch) – The student will an informational text about the life of a rancher.**  **U4W5 (Peter’s Chair) – The student will retell the story in sequence using a variety of methods (pictures, technology, posters, video, etc.)**  **U4W6 (Henry and Mudge) – The student will predict what the different plots of each Henry and Mudge story will be.**  **RF.1.3c-The student will distinguish between words with (ai,ay), (oa,ow), (ie, igh), (ea, ea),** | | | |
| **Possible I Can Statements** | | | |
| (1.G.1.2) I can use geographic tools (map symbols) to study, describe, and locate places (home, classroom, playground).  (1.C.1.1) I can compare the languages, traditions, and holidays of cultures, and know how they influence people. | | | |
| **Problem-Based / Hands-On Learning Activities** | | | |
| **U4W1 – Birthday Party presentations (poster of pictures/story of favorite birthday party)**  **U4W2 – Using problem solving skills to find an unidentified person (Cinderella)**  **U4W3 – Represent a landmark from your community in a visual way (video, 3d model, etc.)**  **U4W4 - Visit from a rancher, field trip to NC State Veterinary School/ranch, visit from 4H**  **U4W5 – Students act out beginning, middle, end of different stories (with puppets, bodies, etc.)**  **U4W6 – Pick a favorite part from Henry and Mudge, identify the setting, characters, and important events, and retell that part of the story using props**  **RF.1.3c- Cut/paste pictures with 2 different sounds; use pumpkin to hold pictures of the different sound & have students sort them; smartboard activities using ranch photos-2corrals (oa,ow) objects fit in corrals; smartboard activities using fruit to introduce ew, ui, & ue sounds; make up a story about a poodle using 5 words from the”oo” word box.** | | | |
| **Essential Vocabulary** | | | |
| Understand, compare, apply, know, ask, answer, research, landmark, informational text, describe, sequence, plot, location, classroom, school, community, locate, symbols, compass, traditions, holidays, cultures, influenced, values, languages, beliefs, customs, explain, create, ceremonies | | | |
| **Resources** | | | |
| **Visit from mayor,** [**http://www.lowvilleacademy.org/webpages/MBlow/cinderella.cfm?subpage=868111**](http://www.lowvilleacademy.org/webpages/MBlow/cinderella.cfm?subpage=868111)**,** [**http://projects.edtech.sandi.net/king/fairytales/index.htm**](http://projects.edtech.sandi.net/king/fairytales/index.htm)**, Henry and Mudge books, information on towns in Franklin County, Cinderella books, pictures of Hispanic/American birthdays,** [**http://www.readworks.org/lessons/grade1/drawing-conclusions**](http://www.readworks.org/lessons/grade1/drawing-conclusions)**, Read aloud books: *Cinderfella, Alexander and the Terrible, Horrible, No Good, Very Bad Day, I Will Never Not Ever Eat a Tomato, If You Give a Mouse a Cookie, If You Give a Moose a Muffin*** | | | |
| **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** |
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