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| **Unit Information** | | | |
| **Unit Theme: Unit 5**  **Great Ideas** | **Inventors/Inventions** | **Grade**  **Level:** | **1** |
| **Integrated Subject/Topic:** | **English Language Arts / Science / Social Studies** | | |
| **Length (in weeks/days):**  **1st 2nd 3rd 4th** | **6 weeks during the 4th 9 weeks** | | |
| **Developers:** | **RES First Grade, Long Mill First Grade & Hamil** | | |

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| **What’s The Big Idea (s)?** | | | | | | |
| **RL 1.2 Knowing the key details of a story helps understand the central message.**  **RI 1.2 Retelling the key details of an informational text helps understand the main topic.**  **1. P.1 I can understand how forces affect the motion of an object.**  **W1.2 Knowing facts about a topic will help you write informative texts.**  **W1.6 Using technology can help create and present the information that has been researched.** | | | | | | |
| **Essential Questions** | | | | | | |
| RL 1.2 How do the key details help to identify the central message?  RI 1.2 How do retelling key details help to identify the main topic in informational text?  1. P.1 What makes objects move?  W 1.2 How can I write an informative text about a topic?  W1.6 How can I use technology to share information about a topic? | | | | | | |
| **Priority Standards** | | | | **Supporting Standards** | | |
| RL1.2, RI 1.2, 1.P.1, W1.2 | | | | RL1.9, RL1.10, RI 1.9, RI 1.10, L1.1D, L1.1.J, SL 1.1C | | |
| **Possible Minilessons Statements** | | | | | | |
| *RL1.2 Students will be able to identify one key detail (or more key details)*  *RI 1.2 Students will be able to identify the main topic of a story.*  *1.P.1 Students should identify how an object moves.*  *W1.2 Students should be able to identify at least one fact about the story.*  *W 1.6 Students will share one fact about their inventor.* | | | | | | |
| **Possible I Can Statements** | | | | | | |
| **1.P.1 I can explain how forces affect the motion of an object.** | | | | | | |
| **Problem-Based / Hands-On Learning Activities** | | | | | | |
| **RL 1.2 Students should use pictures to show key details of a previous read story.**  **RI 1.2 After reading about, Wright Brothers, students will create a paper airplane and tell a fact about it.**  **1.P.1 Students will sort pictures based on a push or a pull.**  **W1.2 Students will create a mini poster about an inventor with at least 3 facts.**  **W1.6 Students will create a power point with at least 4 slides.** | | | | | | |
| **Essential Vocabulary** | | | | | | |
| Intend, Force, motion, inventor, inventions, push, pull, gadget, source, informative, expository, infer, hypothesis, identify, retell, key details, text features, describe, produce, publish, digital tools, collaborate, research, locate, central message, facts, expressing ideas, level, wheel, axle |  | |  | | |  |
| **Resources** | | | | | | |
| **Reading Street, BrainPop Jr.(Subscription), United Streaming, The Bed Book** | | | | | | |
| **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** | |
| **The students will be able to do a pre assessment on the data.** | | **Student Conferences**  **Monitor Classwork** | | | **Weekly Test (finding the central message from reading a passage,** | |