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| **Unit Information** |
| **Unit Theme: Unit R****My World** |  | **Grade****Level:** | **1** |
| **Integrated Subject/Topic:** | **English Language Arts / Science / Social Studies** |
| **Length (in weeks/days):****1st 2nd 3rd 4th**  |  |
| **Developers:** | **Gina Bass, Christina Cayton, Amber Bottoms, Dalita Woods, Kristy Crawford** |

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| **What’s The Big Idea (s)?** |
| 1. **1.C & G.1 Understand and compare rules for different places in the community**
2. **SL 1.1 Knowing how to participate in a class discussion can help you learn new material, concepts, and ideas.**
3. **R.I Ask and answer questions about key details**
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| **Essential Questions** |
| What is all around me?1. How are my rules at home different from the rules at school?
2. How can I learn new information by discussing and listening to my peers.
3. What are the key details to this story?
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| **Priority Standards** | **Supporting Standards** |
| **SL 1 Participate in collaborative conversations with diverse partners.****RF 1.2c Isolate and pronounce initial, medial vowel, and final sounds in spoken syllable words.****RF 1.1 ask and answer questions about key details.** | **L1.1a Print all upper and lower case letters.****L.5b Define words by category and by one or more attributes** |
| **Possible Minilessons Statements** |
| Week 1* Read aloud “The Day the Monster Came to School”
* Discuss the rules the monsters broke
* Discuss the importance of following rules
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| SL 1.1 I can follow class discussion rules.RF 1.2c I can find and say the initial, medial vowel, and final sounds in single-syllable words.RF 1.1 I can ask and answer questions about key details.L1.1a I can write all upper and lower case letters correctly.L.5b I can define words by categories and by key attributes. |
| **Problem-Based / Hands-On Learning Activities** |
| **Week 1*** **Read aloud “David Goes to School”**
* **Discuss the rules that David broke in the story**
* **Students then create a book cover labeling print concepts**
* **Do the “Rules as Tools” activities. The students pick a rule and they describe what it looks like, why we need it, and what would happen if we don’t follow it.**

**Week 2*** **Read aloud “All Kinds of Families”**
* **“Family Crest” activity. The students put a picture of their family, rules that they follow with their family, the number of people in their family, and then they write their last name**

**Week 3*** **Community Scavenger Hunt with Flat Stanley. The students complete an activity packet that describes different rules in the community.**

 **Week 4*** **Characteristics of friends activity**

 **Week 5*** **Around the school trip (phonological sounds around the school)**

 **Week 6*** **What can we see around the neighborhood? (paper bag activity) ask and answer question.**
* **I have…..Who has?**
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| **Essential Vocabulary** |
| Respect, community, neighborhood, rural, suburban, urban, rules, characteristics |  |  |  |
| **Resources** |
|  **Books: David Goes to School; The Day the Monster Came to School; All Kinds of Families; Rockin’ in My School Shoes****Templates: Book cover for David Goes to School; Rules as tools; Family Crest; Flat Stanley Activity; I have…who has…hunting around the school.** |
| **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** |
| **3D wireless or progress monitoring for beginning, middle and ending sounds in words.** | **Where we live—scenario cards and students have write rules that would be necessary in that scenario.****Teacher observations on discussions throughout the unit.** |  |