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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** | | | | | | |
| **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? | | | | | | |
| **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?** | | | | | | |
| **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.** | | |  | |