

El Rancho Unified School District

DRAFT

Grade: <u>1</u> Selection: Two Greedy bears (Anthology)		Theme: 10 (Week 1)—We Can Do It! Theme Concept: <u>There's always a way to get something done.</u>	
Text Type: <input checked="" type="checkbox"/> <u>Literary</u>		Writing: <input checked="" type="checkbox"/> Writing a compare and contrast paragraph.	
Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)	
retell	advise	burst	argued
details	compare	divide	sly
main event	contrast	stalked	made
story	experiences	brook	sure
key details	characters	pot-bellied	patience
text		continued	appetite
		journey	flicked

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
RL 1.1	Ask and answer questions about key details in a text.	I can ask questions about details in a text. I can answer questions about details in a ext.
RL 1.2	Retell stories, including key details, and demonstrating understanding of their central message or lesson.	I can explain the important message or lesson of a story.
RL 1.3	Describe characters, settings, and major events in a story, using key details.	I can describe the characters, setting, and major events of a story using details.
RL 1.7	Use illustrations and details in a story to describe its characters, settings, or events.	I can use pictures and details to describe the characters, setting, and

		events of a story.

Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
2	What did the two bears learn about solving a problem?	T53
2	What might the bears have done if the fox had not come by?	
2-3	What would you do if you and a friend found one thing that you both wanted?	
2	What advise would you give to the two greedy bears?	
2-3	How do illustrations help us understand the events in the story?	
2	What problems did the characters have?	

Performance Tasks (DOK 4)
Classroom “I can do” poster. Each student will write a complete sentence stating what he/she can do and draw a picture. Ex. I can brush my teeth by myself.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Journal writing: Describe a problem that you had encounter and how you solve it.	Reading in Science and Social Studies Flip Chart. Center Activity 28, Classroom store T15	Students will solve the following word problem. <i>Three friends want to divide 15 stickers. How many stickers will each friend get?</i>

English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging

El Rancho Unified School District

DRAFT

Grade: <u>1</u> Selection: “Fireflies for Nathan” (Anthology)		Theme: <u>10 (Week 2)—We Can Do It!</u> Theme Concept: <u>There’s always a way to get something done</u>	
Text Type: <input checked="" type="checkbox"/> <u>Literary</u>		Writing: <input checked="" type="checkbox"/> <u>Writing a paragraph</u>	
Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)	
retell	compare	Nana	caught
details	contrast	fireflies	exactly
main event	experiences	creep	Poppy
story	characters	“star the grass”	streaked
variety	sequence of events	bare	spread
opinion		journey	glow
introduce		goldfinch	cupped
setting		yawns	beacon

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
RL 1.1	Ask and answer questions about key details in a text.	I can ask questions about details in a text. I can answer questions about details in a ext.
RL 1.2	Retell stories, including key details, and demonstrating understanding of their central message or lesson.	I can explain the important message or lesson of a story.
RL 1.3	Describe characters, settings, and major events in a story, using key details.	I can describe the characters, setting, and major events of a story using details.

RL 1.7	Use illustrations and details in a story to describe its characters, settings, or events.	I can use pictures and details to describe the characters, setting, and events of a story.
---------------	---	--

Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
1	Answer who (characters), what (main idea), where (setting)and how(sequence of events) questions about the story.	T110- T115
3	How is Nathan like his dad?	T117
2-3	Why do you think Nathan’s grandparents saved the firefly jar?	
3	What do you think Nathan will tell his parents about his visit?	
2	Would you like to visit Nathan’s grandparents? Why?	T117

Performance Tasks (DOK 4)
Using a thinking map (Tree map), students will identify the three different settings of the story (porch, outside and bedroom). They will describe each setting and write words that will describe each setting with the animals or things that they saw in the story. (ex. Porch: steps, shade, door, chair)

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Journal Writing: Write in your journal about an activity that you do with your dad or mom that they used to do when they were your age.	Reading Social Studies Center Activity 29, Going to a Museum T81	Students will solve a Math word problem. Nathan caught 80 fireflies. After 1 hour, 20 fireflies were not glowing. Another hour passed and 10 more fireflies were not glowing. How many fireflies are still glowing?

English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging
------------------------	-------------------------	------------------------

--	--	--

El Rancho Unified School District

DRAFT

Grade: <u>1</u> Selection: “Days with Frog and Toad” (Anthology)	Theme: <u>10 (Week 3)—We Can Do It!</u> Theme Concept: <u>There’s always a way to get something done</u>
Text Type: <input checked="" type="checkbox"/> <u>Literary</u>	Writing: <input checked="" type="checkbox"/> Writing a Poem
Tier 1 (Standard/academic/skill specific vocabulary)	Tier 2 (Content specific vocabulary)
retell	compare
details	contrast
main event	experiences
story	characters
delighted	hook
thought	pleasant
giant	friend
oak tree	sunflower

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
RL 1.1	Ask and answer questions about key details in a text.	I can ask questions about details in a text. I can answer questions about details in a ext.
RL 1.2	Retell stories, including key details, and demonstrating understanding of their central message or lesson.	I can explain the important message or lesson of a story.
RL 1.3	Describe characters, settings, and major events in a story, using key details.	I can describe the characters, setting, and major events of a story using details.
RL 1.7	Use illustrations and details in a story to describe its characters, settings, or events.	I can use pictures and details to describe the characters, setting, and events of a story.

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
1	Why were Frog and toad sad?	T169
2	How do you know that Frog and Toad were good friends?	T171
3	What did Frog and Toad learn in the story?	T171
2-3	What would you do with a hat that would not fit you?	T171
4	Were Frog and Toad the same kind of friends the bears were in <i>Two Greedy Bears</i> ?	T171

Performance Tasks (DOK 4)

<p>Using Anthology book, complete pages 222-223 (T179) and answer the following questions (T179)</p> <ol style="list-style-type: none"> Besides looking alike, what is another way in which frogs and toads are alike? Which describing word tells how a toad's skin would feel if you touch it? If you had to be either a frog or a toad, which one would you rather be? Why? If Frog and Toad had a swimming race, which one would probably win? Why?

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
<p>Using a line paper, write an acrostic poem. Ex: A long time ago Leaves were falling on the group Everyone was picking them up, for an extreme bonfire</p>	<p>What shrinks? Working in small groups, students will list some things that shrink. Why do you think they shrink?</p>	<p>In a small group, list the name of your classmates, from the tallest to the smallest of the group.</p>

English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging

