

El Rancho Unified School District

**DRAFT**

Grade: <u>1</u> Selection “To Be a Kid” (Big Book—Informative) “The Box” (Anthology—Literary) “Wigs in a Box” (Anthology—Literary)	Theme: <u>2 (Week 1)—Surprise!</u> Theme Concept: <u>Things don’t always turn out the way you expect.</u>		
Text Type: <input checked="" type="checkbox"/> Informative & <input checked="" type="checkbox"/> Literary	Writing: <input checked="" type="checkbox"/> Narrative		
<b>Tier 1</b> (Standard/academic/skill specific vocabulary)	<b>Tier 2</b> (Content specific vocabulary)		
details	main event	countries (Nepal, Senegal, Russia, etc.)	merry-go-round
question	story	family	heart out
ask	problem	parade	goofing
answer	solve	skating	
text	identify		
information	characters		
retell	important		

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
<b>Reading: Literature</b>		
<b>RL 1.1</b>	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 text.
<b>RL 1.2</b>	Retell stories, including key details, and demonstrating understanding of their central message or lesson.	I can retell a story using important details from a text.
<b>RL 1.3</b>	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.
<b>RL 1.5</b>	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	I can compare and contrast books that tell stories and books that give information.
<b>Reading: Informational Text</b>		
<b>RI 1.2</b>	Identify the main topic, and retell key details in a text.	I can identify the main idea

**Text-Dependent Questions (DOK 1-3)**

<b>DOK Level</b>	<b>Questions</b>	<b>Page #</b>
2-3	("To Be a Kid") How are the kids in this book alike? How are they different? Justify your answers.	T24
3	("To Be a Kid") How are the kids in the story similar to you? How are they different from you? Justify your answers.	
2	("The Box") How are the tan fox, the pig in a wig, and the big hat all alike?	T49
3	("The Box") What would you put in the box? Why?	T51
2-3	("Wigs in a Box") Which wig do you like the best? Which is the funniest? Why?	T63
2-3	("Wigs in a Box") Which wig would you choose? Justify your answer.	T64

**Performance Tasks (DOK 4)**

**Writing** Write a Description (pg. T51) Draw something you would put in the box. Write a complete sentence about your picture.

**Common Core Connection- Curricular Extensions**

<b>Writing</b>	<b>Science/ Social Studies</b>	<b>Math</b>
Independent Journal Writing  Draw yourself wearing a silly wig. Write a sentence describing yourself.	Reading in Science Center Activity #2 "Air Balloon, Water Balloon" (pg. T19)	Students answer the following math word problem.  <i>Mom put ten toys in a box. I took three toys away. How many toys are still in the box?</i>

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

<b>Level: Emerging</b>	<b>Level: Expanding</b>	<b>Level: Bridging</b>

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**DRAFT**

Grade: <u>1</u> Selection “Minerva Louise At School” (Big Book—Literary) “What Can a Vet Do?” (Anthology—Literary) “Hot Fox Soup” (Anthology—Literary)	Theme: <u>2 (Week 2)—Surprise!</u> Theme Concept: <u>Things don’t always turn out the way you expect.</u>		
Text Type: <input checked="" type="checkbox"/> Literary	Writing: <input checked="" type="checkbox"/> Narrative		
<b>Tier 1</b> (Standard/academic/skill specific vocabulary)	<b>Tier 2</b> (Content specific vocabulary)		
details	main event	fancy	hay
question	story	barn	bit
ask	problem	stalls	vet
answer	solve	noticed	kit
text	identify	milking stools	pat
information	characters	pen	tan
retell	important	bucket	vat
		nesting boxes	noodle soup kit
		decorated	ox
		ribbon	dig in
		lined with fur	

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
<b>Reading: Literature</b>		
<b>RL 1.1</b>	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 text.
<b>RL 1.3</b>	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.
<b>Reading: Informational Text</b>		

**Text-Dependent Questions (DOK 1-3)**

<b>DOK Level</b>	<b>Questions</b>	<b>Page #</b>
1	What does Minerva Louis think then she sees the children's cubbies?	T84
2	What idea does her trip to school give Minerva Louise?	
1	Why did the girl take her cat to the vet?	T109
2-3	How do you know the girl and the boy care about their pet?	T113
2	Why didn't Hen want to get wet in Fox's vat? Explain your answer	T123
2	Why did the Fox keep changing his mind about the kind of soup he wanted?	T125
2	How did Ox surprised Fox?	T128
3	Would you eat soup with Fox? Why or why not?	

**Performance Tasks (DOK 4)**

Write a sentence with your favorite type of soup and why you like it.  
 Ex. My favorite type of soup is \_\_\_\_\_ . I like it because \_\_\_\_\_

**Common Core Connection- Curricular Extensions**

<b>Writing</b>	<b>Science/ Social Studies</b>	<b>Math</b>
Journal Writing Students will write a sentence about their pet.	Reading in Social Studies Center Activity 5 Draw a Cartoon T75	Students will solve the following word problem. <i>The vet went to went to the farm and saw many animals. He saw 3 cats, 5 chicken, 2 horses and 3 pigs. How many animals the vet saw?</i>

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

<b>Level: Emerging</b>	<b>Level: Expanding</b>	<b>Level: Bridging</b>

Grade: <u>1</u> Selection: <u>Jasper’s Beanstalk (Big Book)</u> <u>A Hut for Zig Bug (Anthology)</u> <u>The Rope Tug (Anthology)</u>	Theme: <u>2 (Week 3)—Surprise!</u> Theme Concept: <u>Things don’t always turn out the way you expect.</u>
Text Type: <input checked="" type="checkbox"/> Literary	Writing: <input checked="" type="checkbox"/> Narrative
<b>Tier 1</b> (Standard/academic/skill specific vocabulary)	<b>Tier 2</b> (Content specific vocabulary)
retell	compare
details	contrast
main event	experiences
story	characters

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
<b>Reading: Literature</b>		
<b>RL 1.1</b>	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 text.
<b>RL 1.3</b>	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.
<b>RL 1.7</b>	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.
<b>RL 1.9</b>	Compare and contrast the adventures and experiences of characters in stories.	I can compare and contrast things that happen to characters in stories.

<b>Text-Dependent Questions (DOK 1-3)</b>		
DOK Level	Questions	Page #

1	What problem did Jasper face in the middle of the story?	
1	How did Jasper solve his problem?	
2-3	Do you think that Zig Bug was smart? Why?	T177
2	What else could Zig Bug put in his hut?	T 177
3	If you were a bug, what would you put in your hut?	
1	What is Rat's problem?	T187
1	Why wouldn't Elephant and Hippo let Rat in the hut?	T190
3	How else could Rat have gotten Elephant and Hippo out of the hut?	T190

### Performance Tasks (DOK 4)

Think about the characters in *Jasper's Beanstalk* and *A Hut for Zig Bug*. How are they alike and different? Draw a picture and compare the similarities and differences.

### Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Write about how you would help a plant grow? ex. I will help a plant grow by _____.	Reading in Science. Center Activity 6 "Will it Float?" T139	Students will solve the following word problem: <i>Lani took a nap in her new bed from 1:00 pm to 3:00 pm. How long was Lani sleeping?</i>

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

Level: Emerging	Level: Expanding	Level: Bridging