

El Rancho Unified School District

**DRAFT**

|   |               |   |             |
|---|---------------|---|-------------|
| Grade: <u>1</u><br>Selection: “Counting on the Woods” (Big Book)<br>“Seasons” (Anthology) |               | Theme: <u>3 (Week 1)—Let’s Look Around!</u><br>Theme Concept: <u>Interesting things happen in the world around us!</u>  |             |
| Type of Text:<br><input checked="" type="checkbox"/> <b>Informational Text</b>            |               | Selection Writing:<br><input type="checkbox"/> <b>Narrative</b><br><input type="checkbox"/> <b>Opinion/ Argumentative</b><br><input type="checkbox"/> <b>Informative/ Explanatory</b> |             |
| Tier 1<br>(Standard/academic/skill specific vocabulary)                                   |               | Tier 2<br>(Content specific vocabulary)   |             |
| question  | main topic    | waterfall   | trillium    |
| information   | retell        | staff   | vines       |
| answer  | important     | daybreak  | innumerable |
| identify  | graphics      | moss  | season      |
| ask   | illustrations | nest  | fall        |
| detail  | picture       | tracks  | winter      |
| text  | photograph    | creek   | spring      |
| events  | character     | crested   | summer      |
| learn   |               | dwarf irises  |             |

| Common Core Standards:      | Common Core Description of Goals  | (LOL) I can statement:   |
|-----------------------------|---|--|
| Reading: Literature         |   |  |
| Reading: Informational Text |   |  |
| RI 1.1                      | Ask and answer questions about key details in a text.   | I can ask questions about details in a text.   |
| RI 1.2                      | Identify the main topic, and retell key details in a text.  | I can identify the main idea of an informational text.<br>I can retell details in an informational text. |
| RI 1.3                      | Describe the connection between two individuals, events, ideas, or pieces of information in a text. | I can make connections between people, events, information and ideas in informational texts.             |
| RI 1.7                      | Use the illustrations and details in a text to describe its key ideas.                              | I can use pictures and details to  |

|  |  |  |
|--|--|--|
|  |  | describe main ideas of informational text. |
|--|--|--|

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

| <b>DOK Level</b> | <b>Questions</b>  | <b>Page #</b> |
|------------------|---|---------------|
| 2-3              | What was your favorite thing to see in the woods?             | T24           |
| 2-3              | What new thing did you learn from this book?                  |               |
| 4                | Why do you think the author wrote about the woods?            |               |
|                  |   |               |
| 1                | How do animals get ready for the different seasons?           | T53           |
| 1                | What different things do people do in different seasons? Why? |               |
| 3                | What happens during the seasons where you live?               |               |

**Performance Tasks (DOK 4)**

1. (“Seasons”) Students create a Tree Map utilizing and describing the 4 seasons of the year.
2. (“Seasons”) Students write a complete sentence in their journal stating an activity they do in two different seasons (winter and summer).

**Common Core Connection- Curricular Extensions**

| <b>Writing</b>                                     | <b>Science/ Social Studies</b>                              | <b>Math</b>  |
|--|---|--|
| Independent Journal Writing<br>Performance Task #2 | Reading in Science Center Activity #7 “What’s the Weather?” | (“Counting on the Woods”) Pg. T24 Retelling<br>Begin a chart with the numbers and number words with <i>one</i> to <i>ten</i> in one column. Page through the story and have children tell what woodland item goes with each number. Record the names on the chart. |

**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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|---|---|
| Grade: <u>1</u><br>Selection: “Pearl’s First Prize Plant” (Big Book)<br>“Mr. C’s Dinner”(Anthology) | Theme: 3 (Week 2)—Let’s Look Around!<br>Theme Concept: <u>Interesting things happen</u> in the world around us. |
| Type of Text:<br><input checked="" type="checkbox"/> <b>Informational Text</b>                      | Selection Writing:<br><input checked="" type="checkbox"/> <b>Informative/ Explanatory</b>                       |
| <b>Tier 1</b><br>(Standard/academic/skill specific vocabulary)                                      | <b>Tier 2</b><br>(Content specific vocabulary)  |
| identify  | ask   |
| characters  | answer  |
| setting   | text  |
| plot  | information   |
| events  | retell  |
| sequence  | resolution/ending   |
| problem   | detail  |
| resolution  | questions   |
|   | trick   |
|   | shall   |
|   | den   |
|   | yell  |
|   | coyote  |
|   | backing   |
|   | county fair   |
|   | flower show   |

| Common Core Standards:   | Common Core Description of Goals   | (LOL) I can statement:  |
|--------------------------|--|---|
| <b>Reading: Literary</b> |  |   |
| RL 1.1                   | Ask and answer questions about key details in a text.  | I can ask questions about details in a text.<br>I can answer questions about details in a text. |
| RL 1.2                   | 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.                                       |
| 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 | Retell stories, including key details, and demonstrating understanding of their central message or lesson. | 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                                  | How do you think Pearl felt as she arrived at the county fair? How did she feel when she saw the other plants? | T80    |
| 2                                  | Why did Pearl give her plant a blue ribbon?  |        |
| 1                                  | Why didn't Pearl enter her plant in the flower show?   |        |
|                                    |  |        |
| 3-4                                | What would you do if you got an invitation from Mr. C?   | T109   |
| 2                                  | How did the animals feel when they found out who Mr. C was? Why? Justify your answer.                          |        |
| 1                                  | Why did Mr. C send the invitations?  |        |

| Performance Tasks (DOK 4)  |
|--|
| Students will create an invitation to have dinner at home. They will include the food that will be served and who will be invited. |

### Common Core Connection- Curricular Extensions

| Writing   | Science/ Social Studies   | Math  |
|---|---|---|
| Write a menu for a meal that you will serve when a special friend comes to visit. | Reading in Social Studies Flip Chart Center Activity #9 "Water Animals" | Students will tally the results of a class survey.<br><br><i>You are going to a county fair with your family where you see a booth for pies. Which is your favorite type of pie? Peach, apple, or cherry pie?</i> |

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

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

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|--|--------------------|--|-----------|
| Grade: <u>1</u><br>Selection: <u>Hilda Hen’s Scary Night (Big Book)</u><br><u>What a Trip! (Anthology)</u> |                    | Theme: <u>3 (Week 3)—Let’s Look Around!</u><br>Theme Concept: <u>Interesting things happen in the world around us.</u> |           |
| Type of Text:<br><input checked="" type="checkbox"/> <b>Literary Text</b>                                  |                    | Selection Writing:<br><input checked="" type="checkbox"/> <b>Narrative</b>   |           |
| Tier 1<br>(Standard/academic/skill specific vocabulary)  |                    | Tier 2<br>(Content specific vocabulary)  |           |
| identify   | questions          | rosebush   | awkwardly |
| characters   | answer             | underneath   | scuttled  |
| setting  | text               | clucked  | fright    |
| plot   | information        | nervously  | farmyard  |
| events   | retell             | gasped   | fish      |
| sequence   | resolution/ ending | tiptoe   | crab      |
| problem  | detail             | henhouse   | zig-zag   |
| resolution   | questions          | monster  | prick     |
| lesson or moral  |                    | squawked   | trick     |
|  |                    | frantically  | crack     |
|  |                    | shrieked   | grins     |

| 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.<br>I can answer questions about details in a ext. |
| <b>RL 1.2</b>              | 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.                                      |
| <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.             |

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

| <b>DOK Level</b> | <b>Questions</b>   | <b>Page #</b> |
|------------------|--|---------------|
| 1                | What does Hilda Hen think when she sees a garden hose?           | T136          |
| 1                | What does Hilda think when she sees a wading pool?               |               |
| 2-3              | How are all the things Hilda sees alike?                         |               |
| 3                | Do you think that Hilda will ever find out what really happened? |               |
| 2-3              | How are the fish in the story different?                         | T165          |
| 2                | Which fish would you like to learn more about? Why?              |               |
| 2-3              | Would you like to go in a trip like this? Why?                   |               |

**Performance Tasks (DOK 4)**

Create a double bubble map (Thinking Maps) comparing things in the ocean and things in the farm.

EX. Living things in the Ocean      Living things in common      Living Things in the Farm

fish                                      people                                      horse

**Common Core Connection- Curricular Extensions**

| <b>Writing</b>  | <b>Science/ Social Studies</b>                                  | <b>Math</b>  |
|---|---|--|
| Journal Writing:<br>As a class, where would you like to go for a field trip? To a farm or to the aquarium? Explain 2 reasons why. | Reading in Social Studies<br>Center Activity #9. Water Animals. | Reread the story “What a Trip!” Count how many fish the kids see underwater. Draw a picture of your favorite fish that they saw. |

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

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