

Grade: <u>1</u> Selection “ <u>The Sleeping Pig</u> ”		Theme: <u>6</u> Theme Concept: <u>Real and imaginary animals have all kinds of adventures</u>	
Text Type: <input checked="" type="checkbox"/> Narrative		Writing: <input checked="" type="checkbox"/> Narrative	
Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)	
details	lesson/moral	huge	cricket
questions	sequence	watermelon patch	tune
ask	solve	coyote	sulking
answer	identify	howl	whole
text	characters	mule	
information	setting		
retell	Plot		
main event	events		
story	illustrations		
problem	describe		
resolution/ending			

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 text.
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.

	Reading: Informational Text	
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Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
2-3	How did Celina feel when she saw Mrs. Pig?	T51
2-3	Why was the cricket the only animal who could wake Mrs. Pig?	
3	What would you do if you were Celina?	
3	What adventure did all the animals share in the story?	

Performance Tasks (DOK 4)
<p>Make an Award Make an award for the hero in the story. Write a title for your award.</p> <p>Write a Poster (pg. T51) How would you wake a sleeping pig? Draw a poster and write one sentence. Share your poster with the class.</p>

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
<p>Independent Journal Writing</p> <p>Retell the story by recounting 3 sequential events using 3 temporal words (first, next, last).</p>	<p>Building Vocabulary Center Activity #17 “Garden Melons”</p>	<p>Students solve a word problem related to “The Sleeping Pig”: <i>Celina cut open a watermelon and removed all the seeds. She gathered 9 seeds from one piece of watermelon, 6 seeds from another piece of watermelon, and 3 seeds from the last piece of watermelon. How many seeds did she remove from the watermelon in all?</i></p>

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 “ <u>Eek! There’s a Mouse in the House</u> ”	Theme: <u>6</u> Theme Concept: <u>Real and imaginary animals have all kinds of adventures.</u>
Text Type: <input checked="" type="checkbox"/> Literary	Writing: <input checked="" type="checkbox"/> Opinion/Argumentative
Tier 1 (Standard/academic/skill specific vocabulary)	Tier 2 (Content specific vocabulary)
details	sequence
questions	identify
ask	characters
answer	setting
text	plot
information	events
retell	illustrations
main event	describe
story	events

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 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	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.
Reading: Informational Text		

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
2	How did the girl feel about the mouse?	T115
2-3	Was it a good idea for the girl to call in the animals? Why?	
2-3	What would you do if you were the girl in this story?	
3	Is this a good story for a theme about animal adventures? Why or why not?	

Performance Tasks (DOK 4)

Act Out the Story Act out the story with some partners. Each of the students can be a different character. Make sure that each student uses each character’s actions.

Pick an animal from the story and write a paragraph describing that animal’s actions in the story. The student should also write about how that animal would clean up after himself.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Independent Journal Writing Who is your favorite character in the story? Why? (Teachers: reference the Expository/ Informative spiral notebook p. 45-56)	Building Vocabulary Center Activity #18 “A Barn on a Farm”	Students solve a word problem related to “Eek! There’s a Mouse in the House”: <i>Count up all of the objects the animals knocked over. What number is in the tens place? What number is in the ones place?</i>

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

Level: Emerging	Level: Expanding	Level: Bridging

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DRAFT

Grade: <u>1</u> Selection “Red-Eyed Tree Frog”	Theme: <u>6</u> Theme Concept: <u>Real and imaginary animals have all kinds of adventures.</u>
Text Type: <input checked="" type="checkbox"/> Informational	Writing: <input checked="" type="checkbox"/> Informative/Explanatory
Tier 1 (Standard/academic/skill specific vocabulary)	Tier 2 (Content specific vocabulary)
question	detail
answer	text
identify	events
ask	learn
	evening
	rain forest
	macaw
	toucan
	red-eyed tree frog
	iguana
	katydid
	caterpillar
	poisonous
	slithers
	boa snake
	flicks
	moth

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. I can answer questions about details in a text.

Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
2	Do you think this rain forest is quiet or noisy? Why?	T171
2-3	What do you think the red-eyed tree frog has learned about in the rain forest?	
2-3	Would you like to visit the rain forest? Why?	
3	How are the animals in “Eek! There’s a Mouse in the House” different from those in “Red-Eyed Tree Frog?”	

Performance Tasks (DOK 4)

Write a Riddle (pg. T171) Write a riddle about one of the animals in the story. Have a partner read your riddle and guess the animal.

Build a diarama of the rain forest habitat of the red-eyed tree frog.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Independent Journal Writing Using details from the text to describe a red-eyed tree frog in paragraph form.* (Teachers: reference the Expository/ Informative spiral notebook p. 349-362) *indicates a formal written response	Building Vocabulary Center Activity #19 “Don’t Eat Me!”	Comparing Sizes (pg. T171) A red-eyed tree frog is nearly two inches. Find things in the classroom that are about the same size.

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