

El Rancho Unified School District

DRAFT

Grade: <u>1</u> Selection: That Toad is Mine! (Anthology)		Theme: <u>7</u> week 1 Theme Concept: <u>Characters find unique ways to solve problems.</u>	
Text Type: <input checked="" type="checkbox"/> Literary		Writing: <input checked="" type="checkbox"/> Writing a personal narrative paragraph	
Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)	
key detail		share	wear
text		both	both
retell		agree	lemonade
major		left	hoptoad
sequence		gone	sip
events		again	fault

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.
Reading: Informational Text		
R.I. 1.2	Identify themain topic and retell key details of a text.	I can identify the main idea of an informational text.

Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
1	How can you tell that the boys are friends?	T49
3	What do you think the boys will do the next time they find something they both want?	
1	What happened when both boys wanted the toad?	
3	If you and your friend were in the story? how would you solve the problem?	

Performance Tasks (DOK 4)
Could the boy's problem be solved in another way? Act out a solution with a partner. Take turns speaking, and listen carefully.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Journal Writing: Retell the story by recounting 4 sequential events using 4 temporal (transition) words (first, next, then, last).	Reading in Social Studies. Center Activity 19 Be a volunteer?	Students will solve a word problem. Two kids were walking to school and found a dime, three pennies and one nickel. How much money did they find?

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> Selection: <u>Lost!</u> (Anthology)	Theme: <u>7</u> week 2 Theme Concept: <u>Characters find unique ways to solve problems.</u>
Text Type: <input checked="" type="checkbox"/> Literary	Writing: <input checked="" type="checkbox"/> Writing a message
Tier 1 (Standard/academic/skill specific vocabulary)	Tier 2 (Content specific vocabulary)
retell	contrast
details	compare
main event	experiences
story	characters
setting	
	afraid
	building
	scared
	worry
	nap
	leaving
	lost
	follow
	elevator
	city
	pointing
	disappears

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		

RI 1.2	Identify the main topic and retell key details in a text.	I can ask questions about details in a text. I can answer questions about details in a text.
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Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
2	How did the setting change in the story?	
3	How would the story change in a different setting?	
2	How else could the boy have helped the bear?	
3	Do you think the boy found his way home? Why	
3	What would you do if you got lost?	

Performance Tasks (DOK 4)
Imagine you found the bear, where would you take him? What would you do with him?

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Journal Writing: What was your favorite setting from the story and why?	Reading in Social Studies. Center Activity 20, How can we help? T81	Students will solve a word problem. At the school carnival, tickets cost 63 cents. What coins do you need to use in order to pay for you carnival ticket?

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: If you give a pig a pancake (Anthology)		Theme: <u>7</u> week 3 Theme Concept: Characters find unique ways to solve problems.	
Text Type: Literacy text		Writing: Writing an invitation	
Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)	
retell	beginning	maple syrup	piano
details	middle	bubbles	envelopes
event	fact	probably	mailbox
story	characters	might	decorate
sequence	realism	home sick	wallpaper
fantasy	emphasis	suitcase	chances are

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.
Reading: Informational Text		
R.I. 1.2	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.

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
2	How do the events in this story remind you of the events in another book or story?	
1	Answer who, what, where, and how questions.	
2	What is the problem in the story?	
2	What do you think the girl do the next time a girl asks for a pancake?	
3	Would you give the pig a pancake? Why?	
3	How do the events in this story remind you of the events in another book or story?	

Performance Tasks (DOK 4)

<p>Design a Tree House:</p> <ol style="list-style-type: none"> 1. Make a list of the things you would need to build a tree house. Be specific. 1. Draw a picture of your tree house and label the parts. 2. Share your work with the group.
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Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Write an invitation to a special event. Include the time, place and the event.	Reading in Science Center Activity 21 "You can recycle!" T139	Students will solve a word problem. To make blueberry pancakes, students will add the blueberries to each pancake. Each student will get 5 blueberries. There are 20 students, how many blueberries would they need in all?

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

Level: Emerging	Level: Expanding	Level: Bridging