

El Rancho Unified School District

DRAFT

Grade: <u>1</u> Selection: The Forest (Anthology)		Theme: <u>8</u> week 1 Theme Concept: We can all care for and enjoy Earth's resources.	
Text Type: <input checked="" type="checkbox"/> Literacy text and Informative Text		Writing: <input checked="" type="checkbox"/> Writing a Thank You Note	
Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)	
retell	compare	inside	forest
details	contrast	types	pine tree
main event	experiences	because	spruce
story	characters	label	pine cones
		acorns	leaves
		oak tree	fires
		poisonous	interesting
		branch	trunk
		bark	soil

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 text.

Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
1	Answer who, what, where and how questions.	T119
2	What do you think was the best part of the trip to the forest?	
2-3	Why do you think the children planted trees at the end of the story?	
2	Why is it important to have forest?	
2-3	Did you like this story? Why or why not?	

Performance Tasks (DOK 4)
A) Using a Bubble Map (Thinking Maps) write all the things that are made with wood. T52 B) Using a Tree Map (thinking Map) identify the parts of a tree. Draw a picture and label it. T52

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
A) Students will write a journal: Write about what you can do to recycle in your school and at home. B) Students will write a thank you note to the cafeteria ladies for making their lunch or to the librarian for helping them get their books.	Reading in Science. Center Activity 22, Living Things T19	Students will solve a word problem. The tallest tree in the forest and it is 13 feet, the smallest tree 9 feet. How much taller the large tree is?

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: “Butterfly” (Anthology)	Theme: <u>8</u> Week 2 Theme Concept: <u>We can all care for and enjoy Earth’s resources</u>		
Text Type: <input checked="" type="checkbox"/> <u>Informative</u>	Writing: <input checked="" type="checkbox"/> Informative		
Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)	
retell	compare	caterpillar	hatch
details	contrast	eggshell	squeeze
main event	textual evidence	free	tight
story	characters	plump	splitting
alike	describe	striped suit	munching
opinion		danger	orange horn
reason		enemies	full-grown
		chrysalis	folded
		nectar	pouch

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.
Reading: Informational Text		

R.I. 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.
R.I. 1.2	Identify the main topic and retell key details of a text.	I can identify the main idea of an informational text.
R.I. 1.7	Use the illustrations and details in a text to describe its key ideas.	I can use pictures and details to describe the main ideas of informational text.

Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
1-2	Answer who, what, where, and how questions.	
1	Why does the caterpillar shed its skin?	T115
2	Would you like to watch a caterpillar turn into a butterfly? Why?	T115
3	What do you think would happen to the butterfly if the caterpillar “suit” is a different color?	

Performance Tasks (DOK 4)
<p>Matching Part (T115)</p> <p>Cut out half a butterfly shape from a folded sheet of paper. Unfold the paper. Look at how two halves are the exact same shapes. Now decorate your butterfly.</p>

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
<p>Journal Writing</p> <p>How are the caterpillar and the butterfly different?</p>	<p>Using a Sequence Map (Thinking Map) students will illustrate the Butterfly Circle.</p>	<p>Students will solve a word problem.</p> <p>Using a calendar students will solve the following math problem:</p> <p>The students saw a chrysalis was hanging on a leaf on a Monday. Then by Friday, the butterfly had come out. How many days was the chrysalis hanging?</p>

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>	Theme: <u>8 week 3</u> Theme Concept: <u>We can all care for and enjoy Earth's resources.</u>		
Selection: "Johnny Appleseed" (Anthology)			
Text Type: <input checked="" type="checkbox"/> Literary	Writing: <input checked="" type="checkbox"/> Writing a Character Description		
Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)	
retell	compare	roots	rag
details	contrast	hooted	cooking pot
main event	experiences	bloomed	set out
story	characters	ripe	snowshoes
		hole	black bear
		Indians	hooted

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 #
3	Do you think Johnny Appleseed helped to make the world a better place? Why?	T173
3	Why do people remember Johnny Appleseed today?	
2-3	How did the pioneers feel about Johnny Appleseed? How do you know this?	T172
3	Would you like to have met Johnny Appleseed? Why?	T173

Performance Tasks (DOK 4)
Trading Card of Johnny Appleseed which includes character name, drawing, and 2 facts about the character. Student also completes this sentence: If I was Johnny Appleseed, I would _____.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Journal Writing: If you were able to spend a day with Johnny Appleseed, What would you do with him? What would you show him?	B) Pg. T181 (Pg. 210-213 in student text) C) Recreate the Life Cycle of an Apple	Classroom survey of favorite apple based desserts; create graph representing results

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