

El Rancho Unified School District

DRAFT

Grade: <u>1</u> Selection " <u>When I Am Old with You</u> "	Theme: <u>9</u> Theme Concept: <u>Some friendships are extra special</u>
Text Type: <input checked="" type="checkbox"/> <u>Literary</u>	Writing: <input checked="" type="checkbox"/> <u>Narrative</u>
Tier 1 (Standard/academic/skill specific vocabulary)	Tier 2 (Content specific vocabulary)
details	information
question	swat
ask	pond
answer	canoe
text	jug
	lightning bug
	(cedar) chest
	beside
	underneath
	distance

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 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.
Reading: Informational Text		

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
2	Why do you think the grandchild and grandfather spend so much time together?	T51
2	Do you think the grandchild will have happy memories of Granddaddy? Why?	
3	What makes Granddaddy a special friend?	

3	Which of the things in the story would you like to do with a friend? Why?	
3	Does Granddaddy seem to have a lot of special friends?	

Performance Tasks (DOK 4)

Write a Message (pg. T51) Write a special message to a friend. Tell about something you could do together.

Write a letter to the grandchild or grandparent in the story and explain a special activity that you do with your grandparent (or other relative).

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Independent Journal Writing Write about a time when you did something special with an adult.	Building Vocabulary Center Activity #27 “Don’t Rock the Boat” Reading in Social Studies Center Activity #25 “Make Your Own Car”	Take a Poll (pg. T51) In a group, take a poll about favorite activities from the story. Make a graph to show how many votes each activity gets. Then answer the following questions? Students must provide justification for their answers. <i>Which is the favorite activity from the story?</i> <i>Which is the least favorite activity from the story?</i> <i>What is the difference between the favorite and the least favorite activity?</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 " <u>The New Friend</u> "	Theme: <u>9</u> Theme Concept: <u>Some friendships are extra special.</u>
Text Type: <input checked="" type="checkbox"/> <u>Literary</u>	Writing: <input checked="" type="checkbox"/> <u>Informative/Explanatory</u>
Tier 1 (Standard/academic/skill specific vocabulary)	Tier 2 (Content specific vocabulary)
details	problem
question	resolution/ending
ask	lesson/moral
answer	sequence (beginning, middle, end)
text	solve
information	characters
retell	setting
main event	identify
story	plot

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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.
Reading: Informational Text		

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
2	How do you think the children felt about Makoto moving to their neighborhood?	T115
3	How do you think Makoto felt about moving?	
2-3	Do you think Makoto will like his new home? Why?	
3	What would you do to make a new neighbor feel welcome?	
3	How is the “The New Friend” similar to “When I Am Old with You?”	

Performance Tasks (DOK 4)

Using a world map, students color the countries of Japan (Makoto’s country of origin) and the United States. Students identify the region in the U.S. in which they live by placing a star on that region. Then students draw a line from Japan to the United States symbolizing Makoto’s journey. Lastly, students write a paragraph describing the way they would have welcomed Makoto to their neighborhood.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Independent Journal Writing How would you feel moving to a new place?	Building Vocabulary Center Activity #28 “Kick It!” Reading in Social Studies Center Activity #26 “The Underground Railroad”	Students create a pattern using at least 3 geometric shapes that could be used on a kite to fly with Makoto or any other friend.

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Level: Emerging	Level: Expanding	Level: Bridging

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DRAFT

Grade: <u>1</u> Selection " <u>The Surprise Family</u> "		Theme: <u>9</u> Theme Concept: <u>Some friendships are extra special</u>	
Text Type: <input checked="" type="checkbox"/> <u>Literary</u>		Writing: <input checked="" type="checkbox"/> <u>Informative/Explanatory</u>	
Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)	
details	compare	chick	beak
questions	contrast	grit	webbed (feet)
ask	adventures	gizzard	fluffy
answer	experiences	hawk	fuzzy
text	characters	quilt	duckling
information		clutch (of eggs)	waded
		pond	

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 1.9	Compare and contrast the adventures and experiences of characters in stories.	I can compare and contrast things that happen to characters in stories.
Reading: Informational Text		

Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
3	Why do you think the story was called "The Surprise Family?" Justify your answer.	T175
2-3	How do you think the hen feels when her babies swim away in the pond?	
2	Does it matter to the hen when she finds out her babies are different from her? Why	

3	What would you have done if you were the boy in the story?	
3	How are the characters in “When I Am Old with You” and “The Surprise Family” alike? How are they different?	

Performance Tasks (DOK 4)

Write a Newspaper Article (pg. T175) Write an article about what happens in “The Surprise Family.” Write sentences to tell the facts and include a picture.

Using a Flow Map, students draw pictures illustrating the life cycle of a duck or hen. Students then write a sentence to explain each picture.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Independent Journal Writing Compare and contrast a duck and a chicken.	<p>Science Link (pg. T183) Skill: How to Read a Science Article</p> <p>Chicken and Duck (pg. T183) Draw a chicken and a duck. Label the parts of each animal that are different. Share your picture with the class.</p>	Students write their own math word problem that includes the operation of addition or subtraction using ducks and/or chickens after seeing the model below: <i>Room 10 had 12 eggs waiting to hatch. Yesterday, eight eggs hatched. How many eggs have not hatched yet?</i>

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