

American Contributions

First Grade Unit 5



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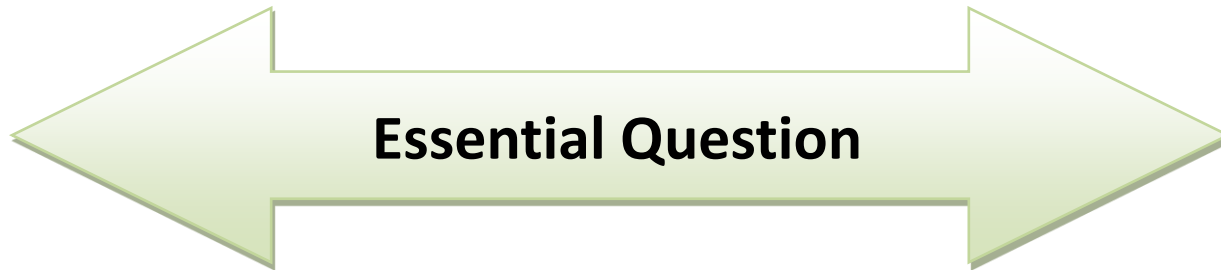


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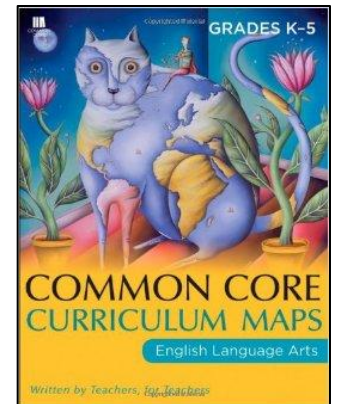


American Contributions



Essential Question

How do the connections between extraordinary Americans in history help us learn?



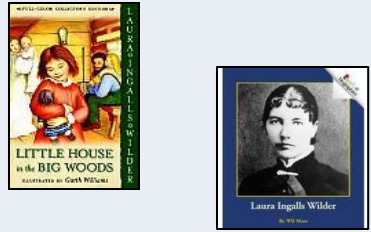
Week	Standards	Texts/Resources	Suggested Activity
<i>How do the connections between extraordinary Americans in history help us learn?</i>			
1	<p>RI.1.3- Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4 Ask and answer questions to determine or clarify the meaning of words and phrases in a text.</p> <p>RL.1.5- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>W.1.3- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened , use temporal words to signal event order, and provide some sense of closure.</p>	<div style="display: flex; justify-content: space-around;">   </div> <div style="text-align: center; margin-top: 20px;">  <p>George Washington By Will Man...</p> </div> <p>Song: “Yankee Doodle Boy” George M. Cohan</p>	<p>RI.1.3- Create classroom timeline.</p> <p>W.1.3- Students create their own timelines using personal experiences.</p> <p>RL.1.5- Discuss the difference/ authors purpose between the George Washington texts.</p> <p>Song: about George Washington</p>
Social Studies Week 1	<p>H.12.1.5 Explain the significance of national holidays and the achievement of people associated with them</p> <p>C.2.1.1 Describe state and national symbols and patriotic songs</p> <p>H.12.1.2 Create timelines to sequence family or school events using chronological terms (e.g., first, next, last, before, after, now, long ago)</p>	<p><i>President’s Day falls on Feb. 15 within this unit. Explain the significance and achievement of former and current presidents.</i></p> <p>Song: “Yankee Doodle Boy” George M. Cohan “You’re a Grand Ole Flag”</p> <p>Rogers Historical Museum presentation: Arkansas Symbols</p> <p><i>Begin timeline to sequence the events as you read the biographies (Rookie Readers).</i></p>	<p>Arkansas Symbols</p> <p>BrainPop National Symbols</p>

Week	Standards	Texts/Resources	Suggested Activity
<i>How do the connections between extraordinary Americans in history help us learn?</i>			
2&3	<p>W.1.2- Write informative/explanatory texts in which they name a topic, supply facts from facts about the topic, and provide some sense of closure.</p> <p>RI.1.3- Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4 Ask and answer questions to determine or clarify the meaning of words and phrases in a text.</p> <p>RL.1.5- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RI.1.8- Identify reasons an author gives to support points in a text.</p>	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <p style="text-align: center;">(optional)</p> <p style="text-align: center;">(text talk)</p>	<p>W.1.2- Write to inform about George Washington/ Paul Revere</p> <p>RL.1.5- Create a T-chart (Ben Franklin and Hatmaker’s Story)</p> <p>RI.1.3- Continue to makes connections between books and timelines (check teacher created resources for timeline)</p> <p>RI.1.8- Use opening statement from biographies and have students find points from the text that support the statement.</p>
Social Studies Weeks 2&3	<p>H.12.1.2 Create timelines to sequence family or school events using chronological terms (e.g., first, next, last, before, after, now, long ago)</p> <p>H.12.1.4 Retell stories of historical events, American legends, and people who played a role in history (Paul Revere)</p>	<p>Continue timeline from week 1 and read more books.</p> <div style="text-align: center;">  </div>	

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RL.1.6- Identify who is telling the story at various points in the text.
RL.1.2- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RI.1.4 Ask and answer questions to determine or clarify the meaning of words and phrases in a text.
L.1.4a: Use sentence-level context as a clue to the meaning of a word or phrase.
L.1.1h: use determiners (e.g, articles and demonstratives, when to use A vs. An)

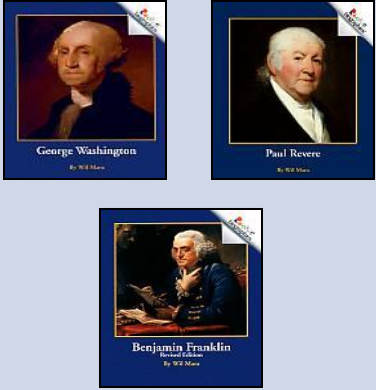


(text talk)

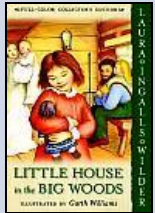
RL.1.2- Little House in the Big Woods (use the mini stories Pa tells the girls at the end of some chapters).
 L.1.4a- Text talk words from chapter 2 of Little House in the Big Woods.

Social Studies
 Week 4

H.12.1.1 Explain ways family and school have changed using chronological terms (yesterday/past, today/present, tomorrow/future)
H.12.1.2 Create timelines to sequence family or school events using chronological terms (e.g., first, next, last, before, after, now, long ago)
H.12.1.3 Compare present day families, objects, and events with those in the past using visual representations, news stories, and artifacts (e.g., daily life tasks, food, clothing, transportation, communication, recreation) (*Little House in Big Woods*)
H.13.1.3 Draw conclusions about family or school life in the past using historical records and artifacts (e.g., photos, diaries, oral, history) (*Little House in Big Woods*)



Revisit biographies for ways families and schools have changed.



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5	<p>RI.1.1: Ask and answer questions about key details in a text.</p> <p>RI.1.4 Ask and answer questions to determine or clarify the meaning of words and phrases in a text.</p> <p>L.1.4c: Identify frequently occurring root words and their inflectional forms.</p> <p>L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p> <p>SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>		<p>RL.1.2- Little House in the Big Woods (use the mini stories Pa tells the girls at the end of some chapters).</p> <p>L.1.4a- Text talk words from chapter 2 of Little House in the Big Woods.</p>
Social Studies Week 5	<p>H.12.1.2 Create timelines to sequence family or school events using chronological terms (e.g., first, next, last, before, after, now, long ago)</p> <p>H.13.1.4 Identify aspects of a source that establish time, place, and credibility (<i>See next slide for photos to use to identify the source's time and place</i>).</p>	 <p><i>Mr. Lincoln's Whiskers, The Hatmaker's Sign, and Testing the Ice</i> have author's notes to use to discuss credibility.</p>	<p>Dr. MLK Jr. "I Have a Dream" Speech</p>



How can we identify the time and place of these photos?



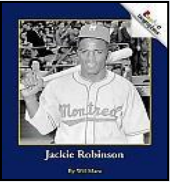

H.13.1.4 Identify aspects of a source that establish time, place, and credibility



How can we identify the time and place of these photos?



H.13.1.4 Identify aspects of a source that establish time, place, and credibility

Week	Standards	Texts/Resources	Suggested Activity
<i>How do the connections between extraordinary Americans in history help us learn?</i>			
6	<p>RI.1.1: Ask and answer questions about key details in a text.</p> <p>RI.1.5: Use various text features to locate facts and information</p> <p>W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, and provide some sense of closure.</p>	  <p>(text talk)</p>	<p>RI.1.5: Model how to use the index in Pocahontas to find answers to questions. Independently, students can use the index in Jackie Robinson to find answers to questions.</p> <p>W.1.1: Listen to the voiceover for suggested prompts</p>
Social Studies Week 6	<p>H.12.1.2 Create timelines to sequence family or school events using chronological terms (e.g., first, next, last, before, after, now, long ago)</p>	Finish up timeline	



E-Resources

- Liberty's Kids Videos

https://www.youtube.com/results?search_query=liberty%27s+kids

- Washington DC Tour Video

<https://www.youtube.com/watch?v=QTZQ9bta31w&app=desktop>

- Brain Pop Jr:

George Washington , Abraham Lincoln, Martin Luther King Jr.

Backward Unit Planning 1.0

