

# First Grade Unit 3 Planning Guide

The following texts have been provided by the district for use with the Common Core Curriculum Map units. Art, music and media can be found within the [Teacher-Created Resources](#) link on the district curriculum webpage.

## Life Lessons

“How can stories teach us life lessons?”

6 weeks

| NOVEMBER 2013 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | T  | F  | S  |
|               |    |    |    |    | 1  | 2  |
| 3             | 4  | 5  | 6  | 7  | 8  | 9  |
| 10            | 11 | 12 | 13 | 14 | 15 | 16 |
| 17            | 18 | 19 | 20 | 21 | 22 | 23 |
| 24            | 25 | 26 | 27 | 28 | 29 | 30 |

| DECEMBER 2013 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | T  | F  | S  |
| 1             | 2  | 3  | 4  | 5  | 6  | 7  |
| 8             | 9  | 10 | 11 | 12 | 13 | 14 |
| 15            | 16 | 17 | 18 | 19 | 20 | 21 |
| 22            | 23 | 24 | 25 | 26 | 27 | 28 |
| 29            | 30 | 31 |    |    |    |    |

[Link to Pacing Guide](#)  
[Unit 3](#)

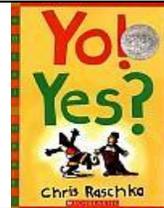
### Sample Activities and Assessments (pg. 69-71 Common Core Curriculum Maps )

The listed standards appear on the 2<sup>nd</sup> Quarter Scoring Guide

#### 1. Punctuation/Literary Text

RL.1.6. Identify who is telling the story at various points in a text.

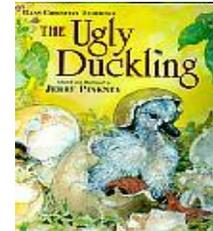
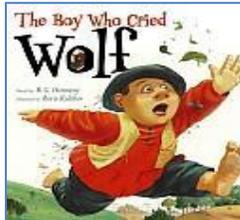
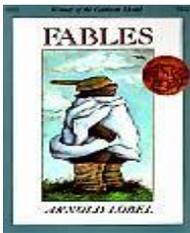
RF.1.4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.



#### 2. Comparing and Contrasting Characters, Settings and Events/Literary Text

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

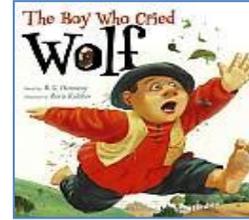
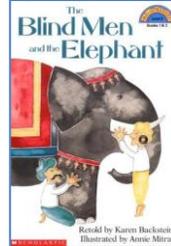
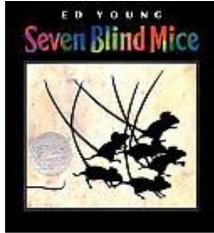
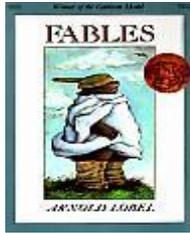
RL.1.3. Describe characters, settings, and major events in a story, using key details.



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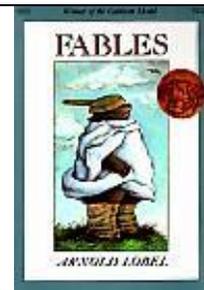
## 3. Comparing and Contrasting Fables/Literature

- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3. Describe characters, settings, and major events in a story, using key details.
- RL.1.9. Compare and contrast the adventures and experiences of characters in stories.



## 4. Narrative Writing

- 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.
- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- L.1.1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- L.1.1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.



## 5. Informative/Explanatory Writing

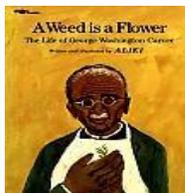
- SL.1.6. Produce complete sentences when appropriate to task and situation.
- L.1.1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- L.1.1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.



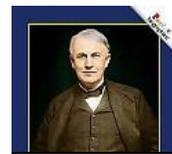
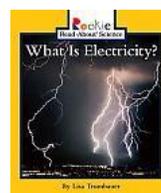
\*The recommended text, *Manners* by Alik, was not purchased by the district. You could follow the same guidelines for the lesson with a topic such as safety, using the above text.

## 6. Independent Reading/Informational Text

- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.



14 copies



14 copies

## 7. Art/Class Discussion

- SL.1.1.c. Ask questions to clear up any confusion about the topics and texts under discussion.

## 8. Art/Informative/Explanatory Writing

- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and

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provide some sense of closure.



**Georgia O'Keefe**  
Red Poppy (1927)

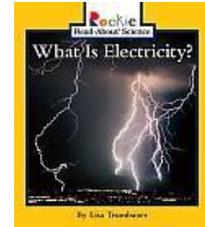


**Vincent Van Gogh**  
Butterflies and Poppies  
(1890)

## 9. Informative/Explanatory Writing

W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.



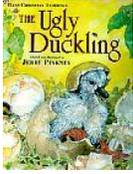
### Text Talk Texts

[Text Talk TierII words and kid friendly definitions](#) are also available on the district curriculum webpage for these titles.

|  |   |             |                                |
|--|---|-------------|--------------------------------|
|  | <i>Swimmy</i> (Leo Lionni)  | swift       | quick or rapid                 |
|  |   | gulp        | swallow loudly                 |
|  |   | marvel      | surprised                      |
|  | <i>Alexander and the Wind-up Mouse</i> (Leo Lionni)               | ordinary    | common                         |
|  |   | envy        | want what someone else has     |
|  |   | vain        | without success                |
|  | <i>Town Mouse, Country Mouse</i> (Jan Brett)                      | sumptuous   | rich and luxurious             |
|  |   | quaked      | to shiver and shake            |
|  |   | frantically | very rushed                    |
|  | <i>The Tortoise and the Hare</i> (adapted by Janet Stevens)       | flashy      | fancy, showy                   |
|  |   | nasty       | disgusted, rude                |
|  |   | bolted      | to run away suddenly           |
|  | <i>The Blind men and the Elephant</i> (retold by Karen Backstein) | flapped     | try to fly                     |
|  |   | midday      | in the middle of the day       |
|  |   | agreed      | Think the same as someone else |

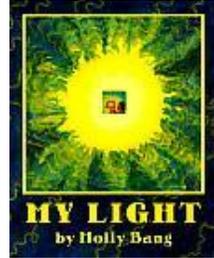
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|   |   |          |                     |
|---|---|----------|---------------------|
|  | <i>The Ugly Duckling</i><br>(adapted by<br>Jerry Pinkney) | harmony  | peaceful            |
|   |   | creep    | to move very slowly |
|   |   | disgrace | to bring shame upon |

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## Additional Texts



Myth- Midas Golden Touch

<http://www.watchknowlearn.org/Video.aspx?VideoID=41670&CategoryID=10476>

The following standards are paced for 2<sup>nd</sup> Quarter but are not included in unit activities:

**W.1.8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**SL.1.1.a.** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

**L.1.1.f.** Use frequently occurring adjectives.

**L.1.2.d.** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

**L.1.2.e.** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**L.1.4.b.** Use frequently occurring affixes as a clue to the meaning of a word.

**L.1.4.c.** Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

**L.1.5.c.** Identify real-life connections between words and their use (e.g., note places at home that are cozy).

**L.1.5.d.** Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

**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 (e.g., because).