

# First Grade Unit 5 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.

## American Contributions

“How does learning about remarkable people help us learn about history?”

### 6 weeks

| FEBRUARY 2014 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| 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 |    |

| MARCH 2014 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| 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 |    |    |    |    |    |

| APRIL 2014 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| 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 |    |    |    |

**Link to Pacing Guide**  
[Unit 5](#)

### Sample Activities and Assessments (pg. 99-101 Common Core Curriculum Maps )

The listed standards appear on the 3<sup>rd</sup> and/or 4<sup>th</sup> Quarter Scoring Guides

#### 1. Reading/Informational Text

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. (3<sup>rd</sup> Quarter)

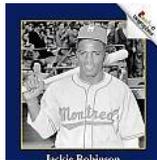
#### 2. Reading/Informational Text/Fluency

RF.1.4.a. Read on-level text with purpose and understanding. (3<sup>rd</sup> and 4<sup>th</sup> Quarter)

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (3<sup>rd</sup> and 4<sup>th</sup> Quarter)

#### 3. Opinion Writing

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (3<sup>rd</sup> and 4<sup>th</sup> Quarter)



14 copies



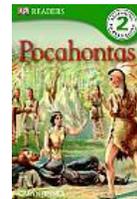
14 copies



14 copies



14 copies



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## 4. Reading/Word Activity

RF.1.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (3<sup>rd</sup> and 4<sup>th</sup> Quarter)

L.1.4.a. Use sentence-level context as a clue to the meaning of a word or phrase. (3<sup>rd</sup> and 4<sup>th</sup> Quarter)

### Songs

“Yankee Doodle Boy” (George M. Cohan)

“You’re a Grand Old Flag” (George M. Cohan)

## 5. Writing/Language

L.1.1.h. Use determiners (e.g., articles, demonstratives). (4<sup>th</sup> Quarter)

L.1.2.a. Capitalize dates and names of people. (4<sup>th</sup> Quarter)

L.1.2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (3<sup>rd</sup> and 4<sup>th</sup> Quarter)

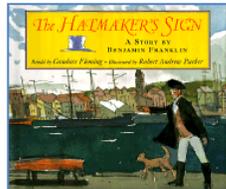
L.1.2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (3<sup>rd</sup> and 4<sup>th</sup> Quarter)

L.1.5.c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). (3<sup>rd</sup> and 4<sup>th</sup> Quarter)

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). (3<sup>rd</sup> and 4<sup>th</sup> Quarter)

## 6. Reading/Literary/Writing/Revision

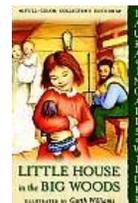
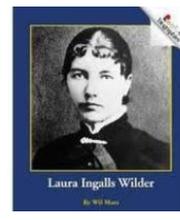
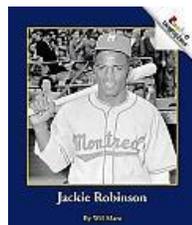
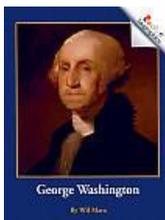
W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (3<sup>rd</sup> and 4<sup>th</sup> Quarter)



## 7. Reading/Literary/Informational Text

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. (4<sup>th</sup> Quarter)

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures). (3<sup>rd</sup> and 4<sup>th</sup> Quarter)

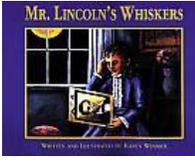
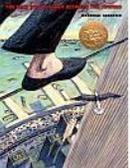
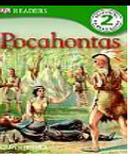
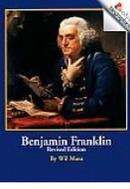




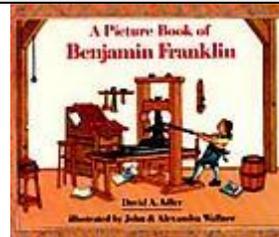
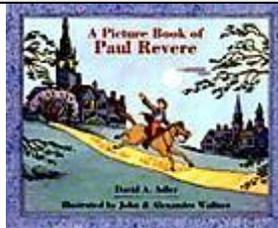
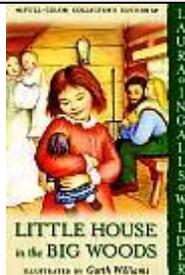
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## Text Talk Texts

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

|   |   |              |   |
|---|---|--------------|---|
|    | <i>Mr. Lincoln's Whiskers</i> (Karen B. Winnick)  | exchanged    | to trade something                        |
|   |   | trudged      | to keep moving along with difficulty      |
|   |   | advised      | talk over and give an opinion             |
|    | <i>Testing the Ice: A True Story About Jackie Robinson</i> (Sharon Robinson)                            | adoringly    | lovingly; to love deeply                  |
|   |   | sheepishly   | shy; embarrassed                          |
|   |   | reluctantly  | concerned or afraid                       |
|    | <i>The Man Who Walked Between the Towers</i> (Mordicai Gerstein)  | swayed       | to move back and forth                    |
|   |   | terrifying   | scary                                     |
|   |   | performer    | someone who entertains people             |
|   | <i>Little House in the Big Woods (Laura Ingalls Wilder) Chapter 2 "Winter Days &amp; Winter Nights"</i> | evenly       | smoothly                                  |
|   |   | tramping     | walking with heavy feet                   |
|   |   | dodging      | to move quickly out of the way            |
|  | <i>Pocahontas</i> (Caryn Jenner)  | harsh        | hard, mean                                |
|   |   | charming     | friendly and likeable                     |
|   |   | clever       | smart; quick at understanding             |
|  | <i>Benjamin Franklin</i> (Wil Mara)   | correctly    | to do it right                            |
|   |   | improvements | to make things better                     |
|   |   | inventions   | new ideas and products created by someone |

## Additional Texts



# First Grade Unit 5 Planning Guide

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**The following standards are paced for 3<sup>rd</sup> Quarter but are not included in unit activities:**

**SL.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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

**L.1.5.a.** Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

**L.1.5.b.** Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

**The following standards are paced for 4<sup>th</sup> Quarter but are not included in unit activities:**

**RL.1.7.** Use illustrations and details in a story to describe its characters, setting, or events.

**W.1.6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**SL.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**L.1.1.i.** Use frequently occurring prepositions (e.g., during, beyond, toward).

**L.1.5.a.** Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

**L.1.5.b.** Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

**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.