

American Contributions

First Grade Unit 5

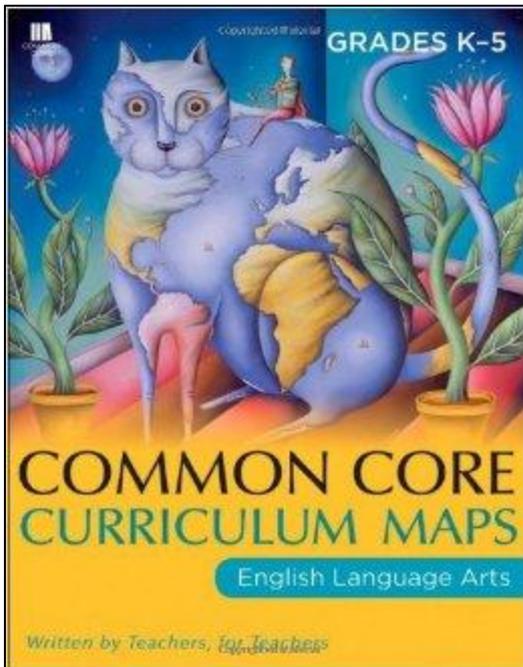


Planning Team:

Alana Alecusan, Christine Pinkley, Kenley Johnson, Karen Maloney and Kerri Wells



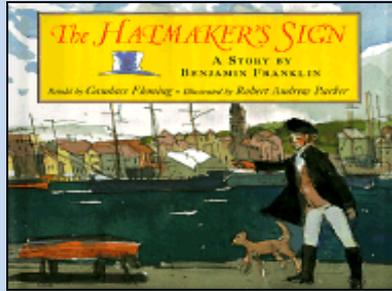
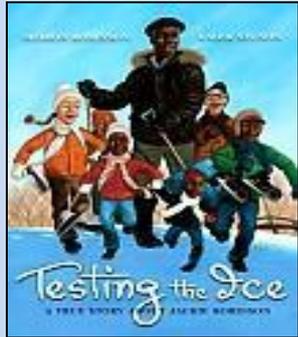
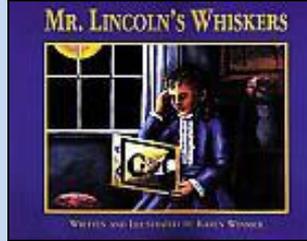
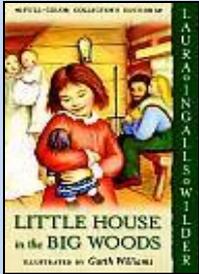
American Contributions



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

Literature

Read Aloud



1st Grade Print Resources Unit 5

Poems (Read Aloud)

“Hope” Langston Hughes

[“Washington”](#) Nancy Byrd Turner

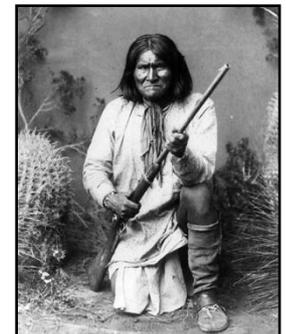
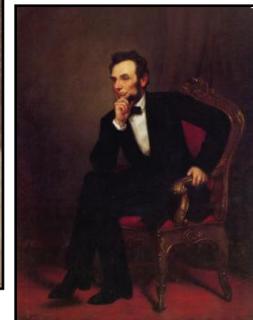
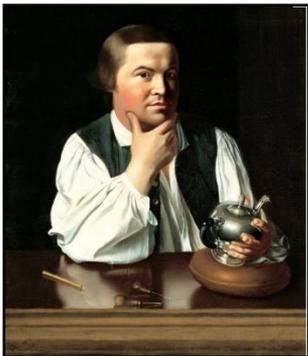
[“You’re a Grand Old Flag”](#) George M. Cohan

Songs

[“Yankee Doodle Boy”](#) George M. Cohan

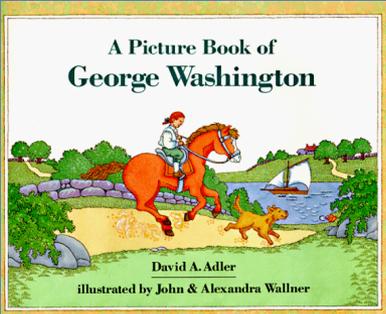
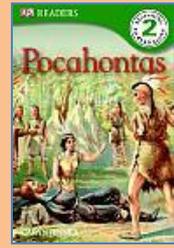
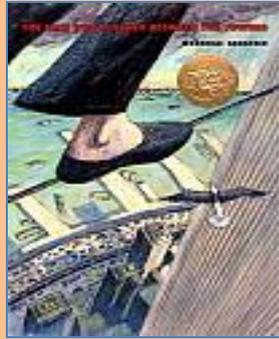
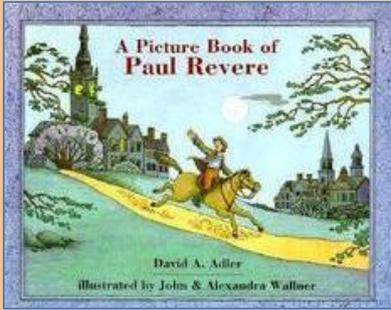
[“You’re a Grand Old Flag”](#) George M. Cohan

Art

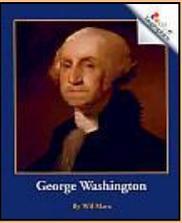
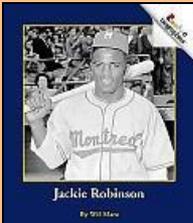
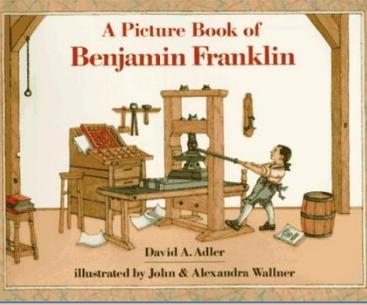
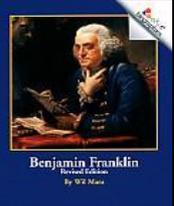
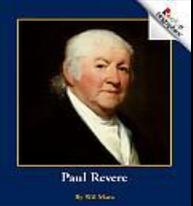
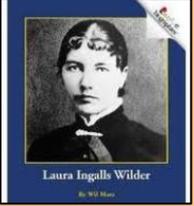


Informational Text

Read Aloud



14 copies





E-Resources

- Liberty's Kids Videos

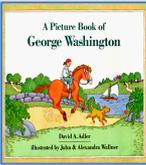
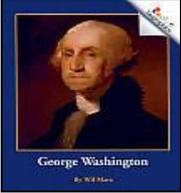
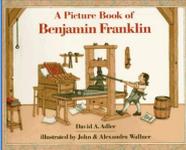
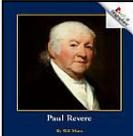
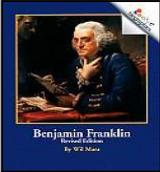
https://www.youtube.com/results?search_query=liberty%27s+kids

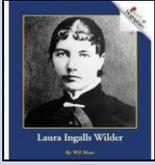
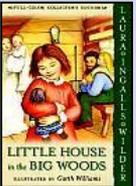
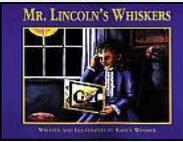
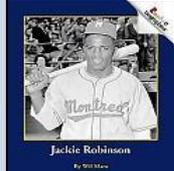
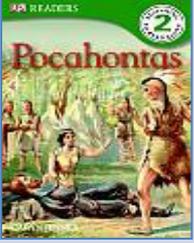
- Washington DC Tour Video

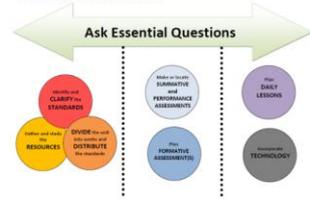
<https://www.youtube.com/watch?v=QTZQ9bta31w&app=desktop>

- Brain Pop Jr:

George Washington , Abraham Lincoln, Martin Luther King Jr.

Week	Standards	Texts	Suggested Activity
1	<p>RI.1.3- Describe the connection between two individuals, events, ideas, or pieces of information 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>	   <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>
2&3	<p>W.1.2- Write informative/explanatory texts in which they name a topic, supply 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>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>	     <p>(optional)</p> <p>(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>

Week	Standards	Texts	Suggested Activity
4	<p>RL.1.6- Identify who is telling the story at various points in the text.</p> <p>RL.1.2- Retell stories, including key details, and demonstrate understanding of the their central message or lesson.</p> <p>L.1.4a: Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.1h: use determiners (e.g, articles and demonstratives, when to use A vs. An)</p>	  <p>(text talk)</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>
5	<p>RL.1.1: Ask and answer questions about key details 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>(photo)</p> <p>↑ (text talk)</p>	<p>L.1.6 and L.1.4c: Testing the Ice text talk words contain root words that can be identified.</p> <p>SL.1.2: Martin Luther King Jr. Photo</p>
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>



Week	Standards	Essential Questions
1		
2		
3		
4		
5		
6		<p><i>How do the connections between extraordinary Americans in history help us learn?</i></p>