

# First Grade Unit 2 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.

## The Amazing Animal World

*“How can reading teach us about writing?”*

6 weeks

SEPTEMBER 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					

OCTOBER 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		

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

Link to Pacing  
Guide  
[Unit 2](#)

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

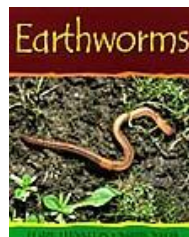
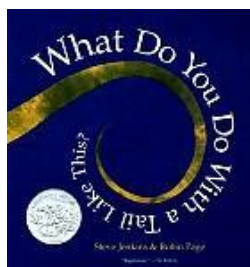
The listed standards appear on the 1<sup>st</sup> and/or 2<sup>nd</sup> Quarter Scoring Guides

#### 1. Main Topic and Key Details/Informational Text

RI.1.2. Identify the main topic and retell key details of a text. (2<sup>nd</sup> Quarter)

L.1.1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (1<sup>st</sup> and 2<sup>nd</sup> Quarter)

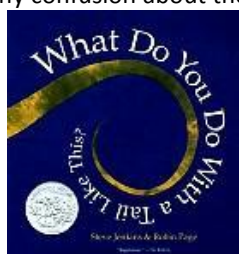
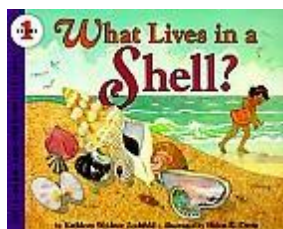
L.1.5.b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). (1<sup>st</sup> and 2<sup>nd</sup> Quarter)



#### 2. Class Discussion/Reading/Informational Text

RL.1.1 Ask and answer questions about key details in a text.

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



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### 3. Art/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). (1<sup>st</sup> and 2<sup>nd</sup> Quarter)

*The Snail-* Matisse



### 4. Informative/Explanatory Writing

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (1<sup>st</sup> and 2<sup>nd</sup> Quarter)

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. (1<sup>st</sup> and 2<sup>nd</sup> Quarter)

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (1<sup>st</sup> Quarter).

### 5. Retelling/Vocabulary

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. (2<sup>nd</sup> Quarter)

L.1.4.a. Use sentence-level context as a clue to the meaning of a word or phrase. (1<sup>st</sup> and 2<sup>nd</sup> Quarter)

### 6. Literary/Language

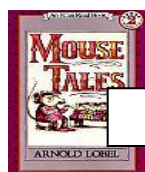
L.1.5.a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (1<sup>st</sup> and 2<sup>nd</sup> Quarter)

L.1.1.b. Use common, proper, and possessive nouns. (1<sup>st</sup> Quarter)

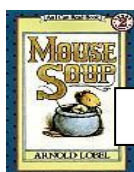


### 7. Literary

RL.1.6. Identify who is telling the story at various points in a text. (2<sup>nd</sup> Quarter)



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### 8. Literary/Read Aloud

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. (2<sup>nd</sup> Quarter)



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### 9. Art/Class Discussion

SL.1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (1<sup>st</sup> and 2<sup>nd</sup> Quarter)

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (1<sup>st</sup> and 2<sup>nd</sup> Quarter)



*Cat and Bird- Klee*



*A Young Hare- Durer*



*I and the Village- Chagall*

### 10. Art/Informative/Explanatory Writing

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (1<sup>st</sup> and 2<sup>nd</sup> Quarter)

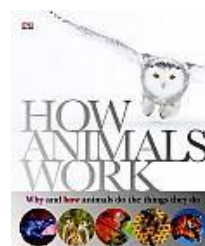
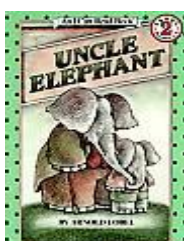
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## Text Talk Texts

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

	<i>Big Tracks, Little Tracks: Following Animal Prints</i> (Millicent E. Selsam and Marlene Hill Donnelly) (E series)	lickety-split	really fast
		slithered	to move by sliding and making a lot of turns
		single	only one
	<i>What's It Like to Be a Fish?</i> (Let's-Read-and-Find...Science) (Wendy Pfeffer and Holly Keller)	glide	to move easily and quickly over a surface
		sleek	smooth and shiny
		seeping	to flow slowly
	<i>Where Are the Night Animals?</i> (Let's-Read-and-Find...Science) (Mary Ann Fraser)	romp	to run, jump, play and feel happy
		startles	to surprise someone and cause them jump
		snatch	a quick grab
	<i>Finn Family Moomintroll</i> (Tove Jansson) "Preface"	acquaintances	a person whom you know, but not well
		hazy	air that is not clear a memory that is not clear
		solemnly	to be serious
	<i>Earthworms</i> (Claire Llewellyn, Barrie Watts)	surface	the outside layer of an object
		nibble	to eat in small bites
		ripen	to grow to full flavor and become ready to eat
	<i>Never Smile at a Monkey</i> (Steve Jenkins)	obvious	easy to see or understand
		harass	to criticize or attack
		clutch	to grasp or hold tightly with your hand

## Additional Texts



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The following standards are paced for 1 <sup>st</sup> Quarter but are not included in unit activities:
<p><b>RI.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b>SL.1.5.</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>L.1.2.d.</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p><b>L.1.2.e.</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p><b>L.1.4.b.</b> Use frequently occurring affixes as a clue to the meaning of a word.</p> <p><b>L.1.4.c.</b> Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p><b>L.1.5.c.</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p><b>L.1.5.d.</b> 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.</p> <p><b>L.1.6.</b> 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).</p>
The following standards are paced for 2 <sup>nd</sup> Quarter but are not included in unit activities:
<p><b>W.1.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>L.1.1.f.</b> Use frequently occurring adjectives.</p> <p><b>L.1.2.d.</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p><b>L.1.2.e.</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p><b>L.1.4.b.</b> Use frequently occurring affixes as a clue to the meaning of a word.</p> <p><b>L.1.4.c.</b> Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p><b>L.1.5.c.</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p><b>L.1.5.d.</b> 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.</p> <p><b>L.1.6.</b> 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).</p>