

American Contributions

First Grade Unit 5

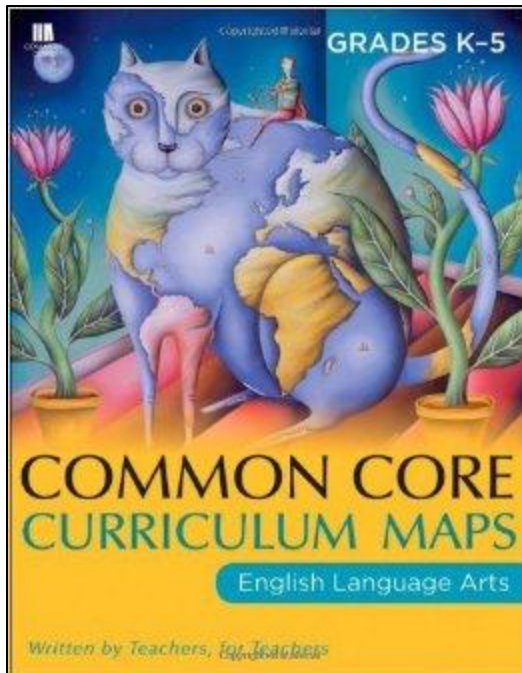
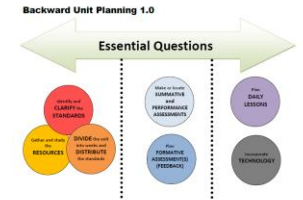


Planning Team:

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American Contributions

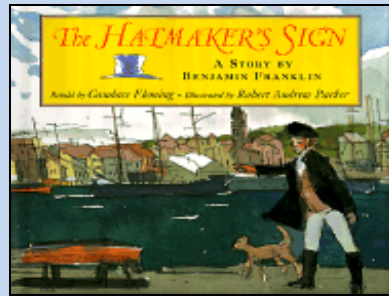
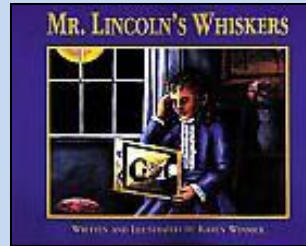
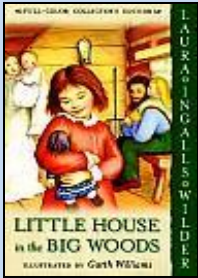


Essential Question

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

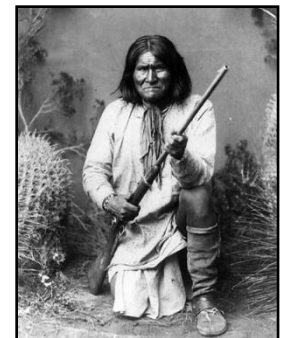
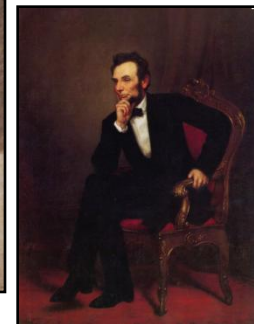
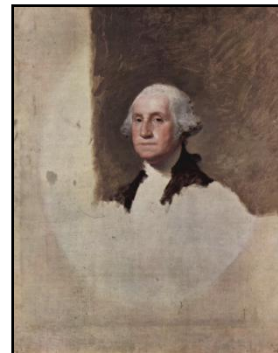
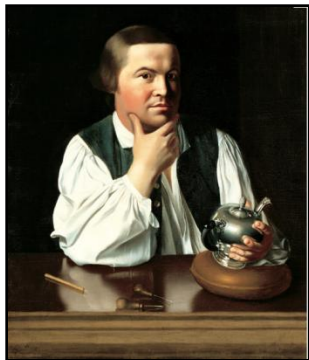
"You're a Grand Old Flag" George M. Cohan

Songs

"Yankee Doodle Boy" George M. Cohan

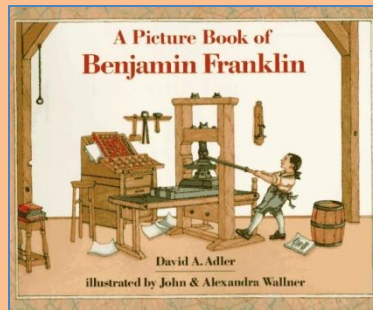
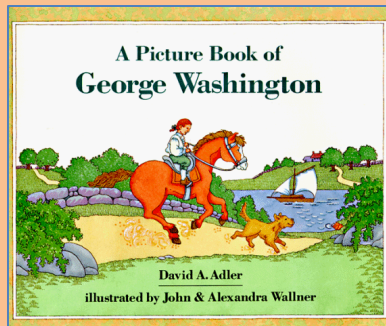
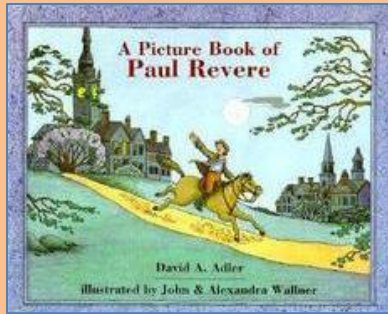
"You're a Grand Old Flag" George M. Cohan

Art

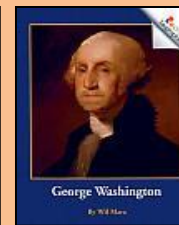
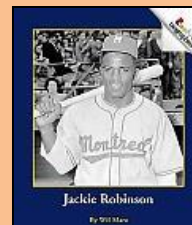
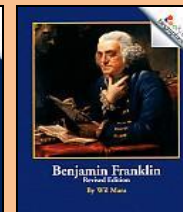
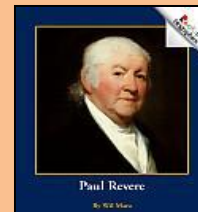
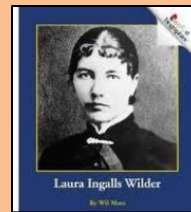


Informational Text

Read Aloud



14 copies





E-Resources

- Liberty's Kids Videos

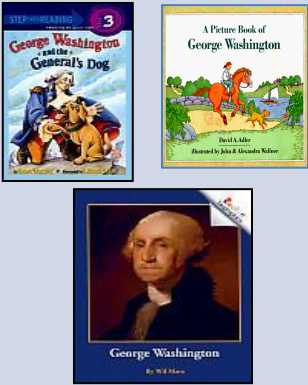

https://www.youtube.com/results?search_query=liberty%27s+kids

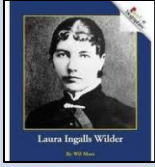
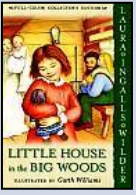




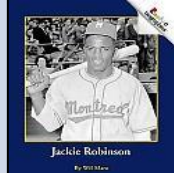

- Washington DC Tour Video

<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		<i>How do the connections between extraordinary Americans in history help us learn?</i>

